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CAEP / WIOA II Glossary

Term	Definition	Examples
Accommodations	Techniques or materials that are legally required to reduce or eliminate the impact of a learning disability on successful learning and performance.	*Accommodations include spell-checkers, tape recorders, and expanded time for completing assignments.*
Adapted materials	Authentic texts and other materials that have been modified for lower-level learners. The format, vocabulary, grammatical forms, or sentence structure of authentic materials can be adapted.	*In ESL classes, news articles are often modified to be comprehensible to learners at various stages in the process of learning the English language.*
Adult Basic and Secondary Academics (ABE / ASE)	Elementary, basic skills and secondary courses required for high school diploma or its equivalent. The primary objective is for adults to master high school courses and subjects leading to a diploma or certificate.	*Students are enrolled in basic math and language courses in preparation for secondary level concepts (ABE), or in a HiSET or GED prep class, or a diploma completion course (ASE). Both programs are part of the Academic department, as opposed to ESL.*
Assessment	The process of gathering, describing, or quantifying information about performance. It is a general term that refers to tests, such as the CASAS test and other measures, such as oral reading performances, collections of writings and other work products, teacher observations, and self-evaluations. It is the process of collecting and analyzing data to make educational decisions.	*Students are required to take a CASAS pre-test prior to enrolling at the Culver City Adult School and post test after they have completed 40 hours of attendance during the semester.*
Attendance	Attending and participating in a scheduled class that a student has enrolled in. **In Person** - A student attends class inside of a physical classroom. They are given attendance based on their seat time. **Distance Learning** - A student attends a virtual classroom and is given attendance based on their virtual seat time. **Asynchronous Remote** - Students are given attendance hours based on the work they complete outside of class time. **Independent** - Students are provided with assignments to complete on their own and checks in with their instructor once per week. Students are given attendance based on the work they complete.	*In Person - A student attends a classroom in person during classroom hours.* *Distance Learning - A student attends class via zoom from home.* *Asynchrous Remote - Students will receive attendance hours when attending in person class, synchronous (via Zoom, Google classroom interaction) or asynchronous (assignments completed/ turned in).* *Students attend a Basic Skills English course on campus in a classroom. The class meets MWF from 9:00am - 9:50am. Student A will receive 2.5 attendance hours (50 minutes times 3 days divided by 60 minutes).*

Aztec Software	Educational software. Some sites use Aztec's High School Equivalency instruction programs that prepare learners for the GED or HiSET assessments. Each program is aligned to the CCRS, as well as the individual publishers' assessment blueprints and test constructs. (https://www.aztecsoftware.com/)	*A student is interested in earning their HiSET certificate. They begin by taking the Aztec locator to determine which level of Math, Reading, and Writing is appropriate for them. They then use the software to prepare for all test subjects, starting with their strongest subject and working their way down to their weakest subject.*
Cultural Barriers	Student's self-perception of what may impede employment opportunities based on attitudes, beliefs customs or practice	*Language is a component of culture. Different cultures speak different languages. This can be an example of a cultural barrier if the worker does not speak the language that is spoken in the workplace.*
Displaced Homemaker	The participant has been providing unpaid services to family members in the home and who: ● Has been dependent on the income of another family member but is no longer supported by that income, or ● Is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of deployment, a permanent change of station, or the service-connected death or disability of the member and ● Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.	*A stay-at-home wife is no longer supported by her husband's income due to her husband's recent job loss.*
English Language Learner	The participant is a person who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language.	*A student is born outside of the US and speaks a non - English language, they then relocate to an English speaking country, where they take courses to learn the English language.*
Ex-Offender	The participant is a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b)	*A student who has committed a crime, gone to jail, has been released and is now looking to earn a diploma or enter the workforce.*

	requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction for committing delinquent acts, such as crimes against persons, crimes against property, status offenses, or other crimes.	
Foster Care Youth	A person who is currently in foster care or has aged out of the foster care system.	*A minor is taken away from their parents by the state for legal reasons. They are then under the custody of the state and are provided food and shelter in the foster care system.*
Individual with a Disability	"Disability", as defined in the Americans with Disabilities Act of 1990. A "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities.	*A student who has been diagnosed with dyslexia.* *A student that is defined by the ADA who has a disability such as: Physical, Deaf or hard of hearing, Vision impairment, Mental, Intellectual deficit.*
Homeless	The individual: (a) Lacks a fixed, regular, and adequate nighttime residence. This includes: (i) Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; (ii) Living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations (iii) Living in an emergency or transitional shelter (iv) Abandoned in a hospital (v) Awaiting foster care placement (b) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground	*An individual with no income is unable to pay for housing and thus has to sleep in the streets.*

	(c) Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work (d) Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth).	
Long Term Unemployed	The participant has been unemployed for 27 or more consecutive weeks at program entry.	*An individual is fired from their current job and is unable to secure employment for over half a year. At this point they would be considered "long term unemployed."*
Low Income	The participant is a person who: ● In the 6 months prior to application to the program has received, or is a member of a family that is receiving: 　○ Assistance through the supplemental nutrition assistance program under the Food and Nutrition Act 　○ Assistance through the temporary assistance for needy families program under part A of Title IV of the Social Security Act	*A person in Los Angeles who makes between $11,551 - $19,300 per year.*

	○ Assistance through the supplemental security income program under Title XVI of the Social Security Act or state or local income-based public assistance. Is a youth who receives, or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act Is a foster child on behalf of whom State or local government payments are made Is an individual with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement Is a homeless individual or a homeless child or youth or runaway youth or is a youth living in a high-poverty area.	
Low Levels of Literacy	The participant is unable to read, write, and speak in English; compute and solve problems at levels of proficiency necessary to function on the job, in the family of the participant, or in society.	*English language learners, as well as native English speakers whose formal education did not extend to completion of secondary school.*
Migrant Farmworker	The participant is a seasonal farmworker and whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day. It can also be a dependent of the person described above.	*A person who arrives from another country to work in agriculture under the H2A program.*
Seasonal Farmworker	The participant is a low-income individual (i) who for the 12 consecutive months out of the 24 months prior to application for the program involved, has been primarily employed in agriculture or fish farming	*A person who temporarily works in a farm, fields, orchards, canneries, plant nurseries, or fish / seafood packing.*

	labor that is characterized by chronic unemployment or underemployment; and (ii) faces multiple barriers to economic self-sufficiency. A dependent of the person described above.	
Exhausting TANF with Two Years	A participant who is within 2 years of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act.	
Single Parent	A single, separated, divorced or a widowed individual who has primary responsibility.	*A mother who is raising her child by herself.*
Bilingual Classes	Education in an English-language school system in which students with little fluency in English are taught in both their native language and English.	*LACCD offers basic education classes in Spanish for GED, Vocational Training Programs and basic computers. LAUSD has similar classes for HiSet.*
Burlington English	software that offers a comprehensive, standards-based, blended curriculum for English language acquisition. Burlington English offers a wide range of easy-to-use online solutions for your students' English language learning and career readiness needs. Some LACCD sites use Burlington English in noncredit ESL courses. (https://www.burlingtonenglish.com/)	*Students will learn English at their own pace via an online software program.* *During class, instructors can use projectable, interactive, standards-based lessons for instruction which include engaging videos and authentic audio recordings to prepare students for real-life workplace scenarios.*
CAEP - caepnet.org	The Council for the Accreditation of Educator Preparation advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen adult education	*Access the CAEP Tools to find resources related to planning, reporting and onboarding.*

	programs. An educator preparation provider (EPP) in which, the EPP provides CAEP with a summary of: (1) provider information; (2) progress on removing any areas for improvement/stipulations; (3) substantive changes; (4) links to candidate performance data on its website; (5) eight annual measures of program outcomes and impact; and (6) pathway specific progress, as requested. The EPP submits an annual report through Accreditation Information Management System-CAEP's data collection and management system used by EPPs, CAEP evaluation team members, and specialized professional associations to complete review assignments, publish decisions, and archive information related to accreditation and/or governance.	*All users can find an adult school or community college in their area, learn about adult education programs and student supports, access program guidance and updates from the CAEP Office.*
CIP-Continuous Improvement Plan	The CIP is intended to be used throughout the year to guide the agency's work. It is a working document allowing for change, revision, and reflection throughout the process. It is meant to offer the agency the flexibility to be responsive to changing needs while remaining grounded in evidence and data. After submitting the CIP, the agency should prepare to begin the cycle again by making plans to create new work teams, gather and review data, and determine performance goals for the following year.	*The CIP requires agencies to consider current relevant data, write specific performance goals, and identify strategies for achieving continuous improvement and learner success.* *By setting SMART goals using the CIP, agencies can improve student outcomes by providing related professional development to instructors and other relevant stakeholders.*
COAAP – Civic Objective and Additional Assessment Plan	Civic Objective and Additional Assessment Plan. COAAPs are given to ESL and Citizenship students resulting in learning life skills and payment points. See Payment Point.	*Some COAAPs are Health, Digital Literacy, Workplace Safety, Employment, Nutrition, Soft Skills, and DMV.* *EL Civics objectives and additional assessment plans (COAAPs) are submitted online. Agencies must submit at least one EL Civics and additional assessment plan (COAAP) by October 31 of the current program year.*

Concurrent Enrollment	"Dual enrollment – also known as concurrent enrollment – enables high school students (K - 12) to take college courses, taught by college professors, at their high school or college campus. These courses can also count toward your high school diploma, allowing students to get a head start on their higher education goals."	
Completers	Completed coursework to receive an award or completed a course.	*Students who have completed their credit requirements to earn a high school diploma, have passed all sections of their HiSET exam, or have passed all sections of their GED exam. Students who complete an ESL level or half-level (depending on the class designation) are also considered completers.*
Certificate of Completion	A certificate issued to a student in the CTE (Career Technical Education) program upon successful completion of assigned syllabus requirements in addition to the required 80% attendance requirement.	*Students will receive a printed or emailed certificate once the instructor provides a list of students that have met the requirements.*
Adult Dual Enrollment	An adult student pursuing a high school diploma (HSD) or a high school equivalency (HSE) certificate in California is authorized to enroll as a special part-time student at a community college (SB554).	A student who is enrolled in a GED Preparation program (noncredit classes) and taking college (credit) classes to prepare for a Certificate/AA/AS or Transfer.
"Diamond score" (also conservative estimate)	A CASAS test scale score resulting from a raw score that is perfect or close to perfect. It is the highest possible scale score for any given test level. With a score this high, it is assumed that the student would likely have achieved a higher scale score had they taken the next higher level test. (Thus the	*On the Level A "Life and Work" CASAS test for ESL students, a raw score of 20 to 24 out of 24 questions generates a scale score flagged with a diamond.*

	score is a 'conservative estimate' of the student's proficiency.) Also referred to as 'diamond scores' because they are flagged with a diamond symbol on Student Gains reports.	
"Diamond out" (v.i.)	Shorthand for when a student achieves a conservative estimate or 'diamond score' on a CASAS test.	*A student takes the 905R test and earns a scaled score of 238.*
Distance Learning	Online instruction. Students are attending class online, via zoom or similar platform. Students may complete class work without attending a live lecture from the teacher (GrandPoint, Connexus).	*Students can attend class via online (home, dwelling, residence) without having to attend school in person/ campus.* *LAUSD uses the series Putting English to Work and Connect with English for ESL. Students receive free workbooks and links to online videos to complete the lessons. They may visit the campus or communicate with a Distance Learning teacher by Zoom to review their work.*
EL Civics	A Federal program designed to provide ESL students with lessons and assessments dealing with an array of life skills.	*Some of these life skills topics are education, work and job skills, access to health services and other community resources, safety, driving rules and licensing, digital literacy and many others.*
Entry Record	This includes a new student's demographic information, educational background, employment status and educational goals. This information is self-reported by students either electronically and then exported to TOPS Enterprise (TE) or via paper forms entered directly into TE.	*Before a student takes their CASAS pre-test for a given program year, TE will electronically collect the required demographic information from the student, including their phone number, email address, home address, date of birth, personal goals, employment status, barriers to employment, and more. This*

		information is saved in TE as a student Entry Record.
Enrollment	Setting up a student's profile and having the student sign up for a class. A "seat" filled by a student in a course. Before a student is placed in a class, information is collected electronically such as demographics, phone number, email address, date of birth, barriers to employment, employment status, home address, personal goals, etc. This information is saved in ASAP and used for state reporting in addition to TE information importing/exporting.	*A student completes the enrollment process and is placed into the class they selected. The student appears on the teachers roster and the enrollment process is now complete.*
High School Equivalency (HSE)	Certifications that grant a student equivalency to a high school diploma after taking a test. These tests include HiSet, GED, or TASC, which are issued by the state HSE office.	*Students can attain a certificate, such as the HiSET or GED in lieu of a High School diploma.*
HiSET	High School Equivalency Test. Examination necessary in order to receive HSE certificate. High School Equivalency Test better known as HiSet is a test that is divided into five sections and is administered either in person or remotely to those students who are looking to obtain a high school certificate.	*A student is interested in applying for a job that requires a diploma or equivalent. The student has a significant amount of credits to complete so they opt for the HiSET exam instead. They prepare for and pass the test and now are able to apply for any job requiring a diploma.*
Hybrid	Course that is offered in a mix of instruction modalities. This includes any mix of in-person, synchronous or asynchronous scheduling.	*A class that meets in a classroom on campus MWF, 9:35 - 10:35 am and online TBA for 2 Hrs 30 Min per week.*

		A class that meets synchronously on zoom MW 9:00 am-12:20 PM and TBA 1.5 hours per week.
Hy-flex	Brian Beatty first introduced hy-flex learning in 2006 at San Francisco State University (Beatty, 2019). A true hy-flex class will offer three different modalities simultaneously and allow the learner to choose between those modalities on a session-by-session basis (Whalley et al., 2021). The three modalities Beatty suggests are asynchronous or fully online, synchronous engagement via a mobile streaming platform like Zoom, and face-to-face instruction (Lohmann et. al, 2021).	*A teacher runs their class on zoom from their physical classroom. Students have the option to join remotely via zoom or attend in person.*
IEP	The Individualized Education Program (IEP) is a formalized, legal plan that identifies a student's educational needs and sets goals for meeting those needs.	*Students can have a specifically tailored program designed to meet the distinctive needs of learners diagnosed with a disability.*
IET (Integrated Education and Training)	A class that combines adult education and literacy with workforce preparation and specific workforce training. **Co-Teaching Model of Implementation** In the Co-Teaching model, two instructors share a class, with one teaching basic skills and the other providing technical training. Using the Integrated Basic Skills and Educational Training (IBEST) method of Co-Teaching, San Diego Continuing Education offered a Certified Nursing Assistant program delivered using this model. **Alternating Teachers Model of Implementation**	*A class that includes literacy instruction (such as ESL or ABE/ASE) with Career/Technical education training. Often, these classes will have an ESL or other Adult Education teacher teamed up with a Career/Technical Education teacher.* *Some vocational skills taught in IET classes are basic computer operation, personal care aide, automotive repair, and medical billing.*

	San Diego City College operated the Shipworks Institute, which used the Alternating Teachers model of implementation. This IET program combined basic skills instruction with training in shipbuilding and ship repair.	
Independent Study	High school or adult student working independently and receiving credit for class work once the student has completed and turned in assigned work to their teacher.	*Students can work independently and receive class credit when they complete classwork and turn it in to the teacher. At LAUSD, independent study takes place in Individual Instruction (I.I.) Labs.*
Instructional Hours	The number of hours a student has attended **a)** school-wide for the current school year or **b)** in a particular class.	*Students will receive instructional hours when they attend school within the current school year or class.*
Integrated English Literacy and Civics Education (IELCE)	Integrated English literacy and civics education, or IELCE, is defined in WIOA as education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.	*Instruction in literacy and English language acquisition, the rights and responsibilities of citizenship and civic participation, and workforce training.*
Level Gain	An increase in skills or proficiencies, based on CASAS scale scores, from one Educational Functioning Level (EFL) to the next. Also referred to as Benchmarks.	*A student who scored 224 on the CASAS Reading 905A pretest is in Level 3. The student took the CASAS Reading 906A posttest and scored 230 which is in Level 4.*

Monolingual Classroom	When learners are in a group where all their classmates are proficient in the same language.	*Students will be in an instructional setting where all peers speak and are taught in the same language.*
Multilingual Classroom	A multilingual classroom is a classroom with learners having more than one language at their disposal (irrespective of level of competence), including learners from migrant backgrounds, such as first- and second-generation and newly-arrived immigrants and refugees.	*Students will be in an instructional setting where more than one language is spoken both from their peers and teacher.*
National Reporting System (NRS)	The National Reporting System for Adult Education is an outcome-based reporting system for the state-administered, federally funded adult education program. Developed by the U.S. Department of Education's Division of Adult Education and Literacy (DAEL), the NRS continues a cooperative process through which state adult education directors and DAEL manage a reporting system that demonstrates learner outcomes for adult education.	*The Data Manager will submit the NRS Reports quarterly.*
Outreach and Technical Assistance Network (OTAN)	Supports Adult Education in the integration of technology into the educational process.	*OTAN provides a variety of educational technology topics, such as professional development, workshops and different resources online and in person.*
Participants	A person who takes part in class and has completed a minimum of 12 hours of attendance.	*A student who has completed 12 hours of attendance either online, in person, or via independent study.*
Payment Point	Student achievement for which the federal WIOA program supplies funding to a school district.	*Graduation from a high school program or passage of the HiSet exam, GED exam; attainment of a 'Benchmark' or Level Gain; successful completion of an EL Civics COAAP*

		(provided the student also has paired CASAS scores).
Periods of Participation (PoPs)	The time frame beginning when a student becomes a participant in a program, and ending on the student's date of exit from the program. Students may have more than one period of participation in a given program year. If a student returns, and has more than 90 days since the last date of participation, then a new PoP must be created for that student.	*A student who enters an adult education program in September, exits in December, and re-enrolls in May has two periods of participation for the purpose of reporting MSG, and only one POP for the purpose of reporting exit-based indicators because only one exit is reported. A participant who enters an adult education program only once within a program year has one period of participation for the purpose of reporting both MSG and exit-based indicators (upon their exit). For all performance indicators, each period of participation is counted separately, resulting in duplicate reporting of individual participants with more than one period.*
Persisters	Students that enrolled from semester to semester without a gap or who did not drop from a course with a minimum of 12 hours per semester.	*A student that has 12 hours or more with no gaps in semesters.*
Positive Attendance Hours (PA Hours)	Instructors are required to record the actual hours each student attends the class and turn in that record. (LACCD)	*Instructor/ Teacher will turn in attendance records of students class attendance.*
Post-Test	Administer post-tests using the next-assigned test forms at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. Post-test scores obtained at the end of a semester or other reporting period may serve as a pretest for the next semester or	*A student will usually take a CASAS Post after completing 40 hours of instruction.*

	reporting period, if the interim does not exceed ninety days for continuing students.	
Pre-Test	Proctors administer pretests as soon as feasible upon entry into the program and before the occurrence of any substantial instructional intervention. All students with 12 or more hours of instruction must be pretested to include in the Federal Tables. Students should be assessed in the areas that are the focus of instruction, using the appropriate CASAS standardized test in reading, math, listening comprehension, or writing.	*Students will take a CASAS pre-test prior to being assigned a class and will be enrolled in a proper setting once the test administrator receives scores.*
Primary Goal	Short-term goal attainable within the program year.	*This can include any of the following: Improve basic skills, Improve English skills, H.S. Diploma / GED, Get a job, Retain a job, Enter college or training, Work-based project, Family goal, U.S. Citizenship, Military, Personal goal.*
Program Year	the 12-month period from July 1 of a year through June 30 of the following year.	*A student's program year, for example, might start on August 1st, 2022 and end on June 6th, 2023 yet the program year runs from July 1st until June 30th.*
Promoters	Students who successfully complete a class and advance to a higher level within the program. (A subset of 'completers.')	*A student in ESL Level 4 gets promoted by the instructor to Level 5 based on the student's improvement, exit exam and the teacher's judgment.*
Update Record	Student achievements since the start of the course. These include changes in employment status, graduation, course completion, certification or licensing, and attainment of other skills. It also includes	A student record will be updated when the student has achieved one of the following: a High School Diploma, a job, a promotion, obtain US Citizenship.

	increased community involvement, citizenship-related achievements and attainment of personal goals related to the skills learned in class. Like Entry records, these updates are self-reported by students.	
Remote Learning	Student who attends class via online instruction while the teacher is lecturing in lieu of in-person instruction.	*Students join an instructor's Zoom meeting as a way of attending class.*
Secondary Goal	Goal for long term planning that may extend beyond the program year.	*This may include: Improving basic skills, Improving English skills, Obtaining a HS diploma, Getting a job, Retaining a job, Getting a better job, entering college or training, work based project, family goal, U.S. citizenship, Entered the military service, Personal goal.*
Single Parent	Participant is a single, separated, divorced or widowed individual who has primary responsibility for one or more dependent children under 18 years of age (including single pregnant women).	*A student who is a single parent and is responsible for his/her child/children under the age of 18.*
Special Populations	Perkins V definition includes: Individuals with disabilities, Individuals from economically disadvantaged families, including low-income youth and adults, Individuals preparing for nontraditional fields, Single parents, including single pregnant women, Out-of-workforce individuals, Homeless individuals, Youth who are in, or have aged out of, the foster care system, Youth with a parent who is a member of the armed forces and is on active duty, Individuals with other barriers to educational achievement, including individuals with limited English proficiency.	

Students	Person studying at a school or college.	*A person enrolls into a class at a school, that person is now considered a student.*
Virtual / Online	Taught in a digital environment through zoom or some other audiovisual medium. Can be synchronous (set time and/or date) or asynchronous (self paced when student chooses).	*Students can attend class via online (synchronous and asynchronous).*
Workforce Innovation and Opportunity Act (WIOA)	The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.	
SB 554	This bill provides a streamlined approach for adults enrolled in an HSE program to concurrently enroll in one or more community college courses without tuition or fees. In doing so, SB 554 encourages adult education programs and community colleges to create partnerships and pathways into college for a population of students with historically low levels of participation in post-secondary education and training. (https://www.caedge.org/governor-gavin-newsom-signs-sb-554-roth/)	*Student can earn credits for their High School Diploma and be enrolled as a part-time student in a community college to promote college success for low-income students.*
GED Spanish	High School Equivalency (HiSET/GED) Test Preparation taught in Spanish. It requires co-enrollment in an ESL noncredit course.	*A student plans to take the HiSET in Spanish but also wants to continue improving her English skills. She takes an ESL class appropriate to her level.*

| Reason for Exiting | Changed class or program: Changed classes or entered into another or educational program.
Example: A student might be in HS Diploma Program and feels is not ready he/she might be placed in a higher ESL Level (6).
Completed Program: Completed the instructional program defined at enrollment.
Example: A student has successfully completed a program such as a CTE course. Met goal: Students met the goal for which they enrolled. Example: A student has accomplished the goal in a class and therefore met his/her goal. End of Program Year: Update Record completed because it is the end of the program. Example: Student has completed the program year in June. Got a job: Obtained full or part time paid. Example: Student gets hired and is no longer able to attend class due to their work schedule. Moved: Changed residence to another geographic location outside the program service area. Example: Student relocates to a more affordable area and is no longer within reach of the district. Schedule Conflict: Not available due to a conflict with the schedule of instruction. Example: Student gets hired and is no longer able to attend class due to their work schedule. Lack of transportation: Without own means of transportation and is unable to arrange for private | |

transportation between home and location of instruction.

- Example: A student does not have a vehicle, a person who can give them a ride, a cellphone that is compatible with uber, a bicycle, nearby access to public transportation, money for a taxi, or is not able to walk to school.

- Released from incarceration: Exited a local, state, or federal corrections program because the term of incarceration is complete.
  - Example: A person who went to jail or prison, served their time and is now released.

- Lack of Childcare: Resources or facilities needed to meet the student's childcare needs are not available.
  - Example: A student who does not have child care might exit due to the lack of childcare.

- Family Problems: Issues within a participant's family prevent attendance at the program.
  - Example: Family problems may cause a student to exit the program due to problems at home.

- Own Health Problems: Needs or is receiving medical or mental health treatment that precludes participation in instruction.
  - Example: A student needs medical treatment therefore they can't attend class and exits the program.

- Lack of Interest: Declines to complete service because of lack of interest or perceived value.
  - Example: A student in an ABE remedial reading class decides that he/she has

	other priorities that he/she must put before continuing to improve his/her reading skills.
	● Public Safety: Concerned for personal safety, such as fear of riding the bus, walking to classes through dangerous neighborhoods, or similar reasons.
	    ○ Example: Student does not feel safe using public transportation, or walking through dangerous neighborhoods to attend school.
	
	● Administrative Separation: Dismissed by school administration for cause.
	    ○ Example: Student is expelled from the school due to cheating
	● Unknown reason: Unable to contact using address phone number and alternative contact information provided by student.
	    ○ Example: Student's contact information is out of service and not able to contact the student.
	● Other Known Reason: All other known reasons. State the specific reason.	

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