

**Student Enrollment Flows
SAC Continuing Education Program**

December 2002



Student Enrollment Flows
SAC Continuing Education Program
(An Investigative Overview of ESL Courses and ABE, HSS and Basic Skills Programs)
December 2002

Executive Summary

This study examines semester-to-semester student flow in the SAC Continuing Education Program (CED). It quantifies the timing and magnitude of enrollment flows between ESL courses and three CED programs (see Addenda I, Tables 1-12). The courses and programs are:

1. English as a Second Language (ESL) at course level (including Family Literacy)
2. Adult Basic Education (ABE)
3. High School Subjects (HSS), and
4. Business Skills.

It is not the purpose of this study to track the progress of a new entering group of students to evaluate persistence, per se. Because student enrollment patterns in CED are very mixed, the intent of this report was to look at a group of enrolled students to determine what they had previously been enrolled in, what they were "currently" enrolled in, and to which courses and programs within CED they progressed.

Beginning ESL 1 students since Spring 1998 were analyzed to determine retention in Beginning ESL 1, flows to higher-level ESL courses, or movement into other CED programs. The Fall 2001 cohort was selected as the most representative initial semester-cohort for additional study.

ESL - Between Spring 1998 and Summer 2002:

- A total of 89,587 unduplicated students enrolled in ESL 142,763 times (counted once per semester, even if in multiple ESL classes), averaging 1.6 semesters per student.
 - 33,424 unduplicated students enrolled 51,880 times/semesters in Beginning ESL 1.
 - 4,030 unduplicated students enrolled 6,770 times/semesters in Family Literacy 1.
- 9,014 students moved from Beginning ESL 1 into a higher ESL course or other CED program, or almost 2,000 students per year (Summer 1998 thru Fall 2002).

Executive Summary (Continued)

CED Programs - Between Spring 1998 and Summer 2002, a total of:

- 5,791 unduplicated students enrolled in ABE classes 9,538 times (counted once per semester), averaging 1.6 semesters per student.
- 5,496 unduplicated students enrolled in HSS classes 12,963 times, averaging 2.4 semesters per student.
- 8,138 unduplicated students enrolled in Business Skills classes 14,387 times, averaging 1.8 semesters per student.

Previously Enrolled in an ESL class – Of Fall 2001 CED students:

- 52% of all unduplicated ESL students had previously enrolled in an ESL class (6,032 of 11,660).
- 42% of all unduplicated ABE students had previously been enrolled in an ESL class (255 of 602).
- 41% of all unduplicated Business Skills students had previously been enrolled in an ESL class (488 of 1,185).
- 17% of all unduplicated HSS students had previously been enrolled in an ESL class (144 of 825).

Phase I of this study (historical Beginning ESL 1 data and the selection of a representative cohort) is presented in Addenda II, *Cohort Selection*, and is not discussed further in the main body of this report.

In the second phase of this study, all Fall 2001 CED students (new and continuing) were placed into twelve course/program level groups for more detailed study of course and program student flows. Table 1 summarizes enrollment flows for twelve Fall 2001 cohort groups into the next semester (Spring 2002).

- Of Fall 2001 ESL students, enrollment in ESL courses during the next semester ranged from:
 - 50% to 54% for Beginning ESL courses
 - 57% to 64% for Family Literacy courses, and
 - 46% to 56% for Intermediate ESL 1 and 2 courses.

Executive Summary (Continued)

Table 1
Enrollment Flows for Twelve Cohort Groups
Fall 2001 to Spring 2002

Cohort Group	Enrollment in the Same Course During the Next Semester	Enrolled During the Next Semester				
		Any ESL	Higher ESL	ABE	HSS	Business Skills
Beg ESL 1	28%	50%	20%	0%	0%	0%
Beg ESL 2	27%	54%	21%	0%	0%	2%
Beg ESL 3	29%	54%	19%	1%	0%	7%
Fam Lit 1	47%	60%	9%	0%	-	0%
Fam Lit 2	44%	64%	5%	0%	0%	1%
Fam Lit 3	25%	57%	1%	-	-	0%
Inter ESL 1	30%	56%	22%	5%	1%	14%
Inter ESL 2	25%	46%	17%	10%	2%	15%
Inter ESL 3	31%	34%	NA	12%	7%	17%
ABE	43%	13%	NA	43%	8%	14%
HSS	58%	1%	NA	2%	58%	7%
Bus Skills	61%	23%	NA	9%	5%	61%

Beginning ESL and Family Literacy serve distinct groups of students. These two groups differ in how they progress, and how they use the CED. This is especially evident in the percentage enrolled during the next semester in a higher level of ESL.

- Movement of students into ABE and Business Skills Courses rose significantly when students reached the Intermediate level of ESL.
- While only 1% of Fall 2001 HSS students were enrolled concurrently in a Business Skills class during the Fall 2001 semester, 7% were enrolled in a Business Skills class the next semester.
- 17% of all unduplicated Fall 2001 HSS students (144 of 825) enrolled in ESL courses between Spring 1998 and Summer 2002 (peaking at 11% during Spring 2000). Only 1% of Fall 2001 HSS students enrolled in ESL courses during the next semester.
- 19% of all unduplicated Fall 2001 HSS students were previously enrolled in ABE (peaking at 6% during the Spring 2000 semester), and 15% were enrolled in prior Business Skills classes (peaking at 5% during the Spring 2000 semester).
- 58% of the Fall 2001 HSS students (new and continuing) continued to be enrolled in HSS courses during the Spring 2002 semester.
- 61% of the Fall 2001 Business Skills students continued to be enrolled in Business Skills courses during the Spring 2002 semester.

Executive Summary (Continued)

Concurrent Semester Enrollment

Concurrent enrollment in ABE classes during the Fall 2001 occurred for 7% of Intermediate ESL2 and 11% of Intermediate ESL 3. Same semester enrollment in Business Skills courses also increased when students reached Intermediate levels of ESL.

Enrollment in a concurrent Fall 2001 ESL class occurred for 22% of ABE students and 37% of Business Skills students.

Table 2
Concurrent Enrollment Patterns
Fall 2001 Cohort Groups

Cohort Group	Concurrent Semester			
	ESL	ABE	HSS	Business Skills
Beg ESL/Fam Lit	-	0% to 1%	0% to 0%	1% to 6%
Inter ESL 1	-	2%	0%	12%
Inter ESL 2	-	7%	1%	16%
Inter ESL 3	-	11%	2%	18%
ABE	22%	-	3%	16%
HSS	2%	2%	-	6%
Bus Skills	37%	8%	4%	-

Prior Enrollment

The student flow patterns in this report were based upon the number of enrollments during each semester. Students may enroll for more than one class during a semester. If 100% of the students are "new", the flows would be equivalent to persistence. Table 3 is based upon student counts, rather than enrollment (seat) counts found in other sections of this report.

Of the 11,660 Fall 2001 ESL students (all levels), 52% were enrolled in an ESL class during a prior semester. Conversely, 48% were new to the SAC CED ESL program.

Enrollment in a concurrent ABE class occurred for 7% of Intermediate ESL2 and 11% of Intermediate ESL 3 students during the Fall 2001 semester. Same semester enrollment in Business Skills courses also increased when students reached Intermediate levels of ESL.

Concurrent enrollment in an ESL class occurred for 22% of ABE students and 37% of Business Skills students during the Fall 2001 semester.

Executive Summary (Continued)

Table 3
Students Enrolled During Prior Semesters by CED Program
Fall 2001 Cohort

Fall 2001 CED Program	Percent of Fall 2001 CED Students			
	Prior Program of Enrollment - Spring 1998 thru Summer 2001			
	ESL	ABE	HSS	Business Skills
ESL (n=11,660)	52%	2%	0%	4%
ABE (n=602)	42%	37%	3%	21%
HSS (n=825)	17%	19%	62%	15%
Business Skills (n=1,185)	41%	14%	6%	45%

Note: the figures in Table 3 are based upon unduplicated student counts.

Bolded cells reflect students with prior enrollment in the same CED program.

ESL is the program of entry into the CED for many students. Few ESL students had previously enrolled in other CED programs. Progression through the traditional ESL sequence is well established. In the Family Literacy ESL program parents work directly with their children on English skills. Intermediate Family Literacy courses are only beginning to be offered, and the population is not expected to transition into other CED programs in high numbers. Progression from ESL to ABE and Business Skills also occurs at relatively high rates (i.e. 42% of Fall 2001 ABE students had enrolled in a prior ESL class, and 41% of Business Skills students had enrolled in a prior ESL class).

Movement between ABE and Business Skills is common. Of Fall 2001 ABE students, 21% were enrolled in a Business Skills class during a prior semester. Of Fall 2001 Business Skills students, 14% were enrolled in an ABE class during a prior semester.

Progression to HSS is less clearly defined in terms of a primary student flow, but also occurs in significant numbers. Of Fall 2001 HSS students, 30% (248 of 825) were enrolled in ESL, ABE or Business Skill classes during prior semesters (17% had prior ESL, 19% had prior ABE, and 15% had prior Business Skills classes). Following HSS program participation, HSS students moved at low rates into subsequent ESL, ABE and Business Skills classes. Once enrolled in the HSS program, the HSS student group is somewhat distinct from the overall CED program students. Students in HSS appear to be focused on HSS courses, and because they have progressed beyond ESL courses, have lower cross-program participation than other areas of the CED. Semester-to-semester persistence within the HSS program is high.

Introduction

The purpose of this investigative study is to review the course sequence patterns and the flow of CED students within the Santa Ana College (SAC) School of Continuing Education (CED). This report is intended for internal decision-making support by those in the SAC CED. The study is expected to raise as many questions as it answers, and lead to further refinement of the research focus and use of the Research Department by CED.

CED students were "tracked" through their CED coursework using the recently developed Research Department data warehouse. The movement of students between ESL courses and CED programs provides insights about student utilization and needs within CED.

This study was conducted in two phases:

1. Selection of the Fall 2001 cohort for further study (see **Addenda II**), and
2. For the Fall 2001 cohort, analysis of enrollment flows between nine ESL courses and three other CED programs .

In phase one of this study, Beginning ESL 1 students were selected as the primary study group to explore historical CED student flows, based on the number of students and consistent offering of this course. The historical database consisted of fourteen semesters of Beginning ESL 1 students, from which the Fall 2001 group was identified as the most representative (see **Addenda II**). Phase I results are not presented in the main body of this report.

In phase two of this study, the Fall 2001 cohort (of all new and continuing students) was analyzed in more detail. Students in ESL, ABE, HSS or Business Skills courses were assigned to cohorts based upon the course they were active in during the Fall 2001 semester. CED course work for the Spring 1998 through Fall 2002 semesters was reviewed for these students, and CED courses taken before, concurrently, or after the cohort-defining course were determined. Many students enrolled in multiple courses during the Fall 2001 semester, and therefore, were included in more than one course-cohort (but only once per course-cohort).

Conclusions

Student flows into Fall 2001 ESL courses from lower level ESL courses during prior semesters, and from each Fall 2001 ESL course into higher levels of ESL in subsequent semesters, provide confirmation of the success of the ESL program. Many ABE, HSS, and Business Skills students during the Fall 2001 semester were previously enrolled in an ESL class. Students in the CED utilized the ESL program component, and then progressed to other programs offered by the CED to provide additional job and life skills.

Separation of ESL students into Family Literacy and Beginning ESL was done for many reasons, and this study confirms that these two ESL programs serve distinct groups of students. These two groups differ in how they progress, and how they utilize the CED.

Family Literacy courses work with parents and children, have available baby-sitting, and are frequently given at school locations known to parents. Fewer parents/students seek higher-level Family Literacy courses, relative to lower level courses. The higher levels of Family Literacy are not given at all sites due to an insufficient number of students seeking these courses. When the next course in the Family Literacy sequence is offered at an alternative local site, many parents choose to remain in the same or lower level Family Literacy course at their established school site. This explains the movement of students from Family Literacy 2 and 3 into lower levels of ESL. It is not a problem of appropriate course placement and courses are available locally.

Appropriately, few Fall 2001 Beginning ESL and Family Literacy sequence students were concurrently enrolled in HSS, ABE or Business Skills courses. Only 1% of the Family Literacy students moved into the Intermediate ESL level sequence the next semester, and as expected, few moved into the ABE, HSS or Business Skills courses (see Table 2). This reflects the differences in Family Literacy and Beginning ESL programs. The target students differ, as do their goals.

High percentages of Fall 2001 ABE, HSS and Business Skills students were previously enrolled in an ESL course, and many also enrolled concurrently in an ESL class during the Fall 2001 semester. Fall 2001 Intermediate ESL students frequently also enrolled concurrently in an ABE, HSS and/or Business Skills course, and many enrolled in ABE, HSS and/or Business Skills courses in subsequent semesters. **The enrollment flows for two different groups of students support each other, and confirm the successful movement of students within the CED:**

- 1) **enrollment during Fall 2001 in ABE, HSS or Business Skills courses following enrollment during a prior semester in an ESL course, and**
- 2) **enrollment during the Fall 2001 semester in ESL courses followed by enrollment in an ABE, HSS or Business Skills course during a subsequent semesters.**

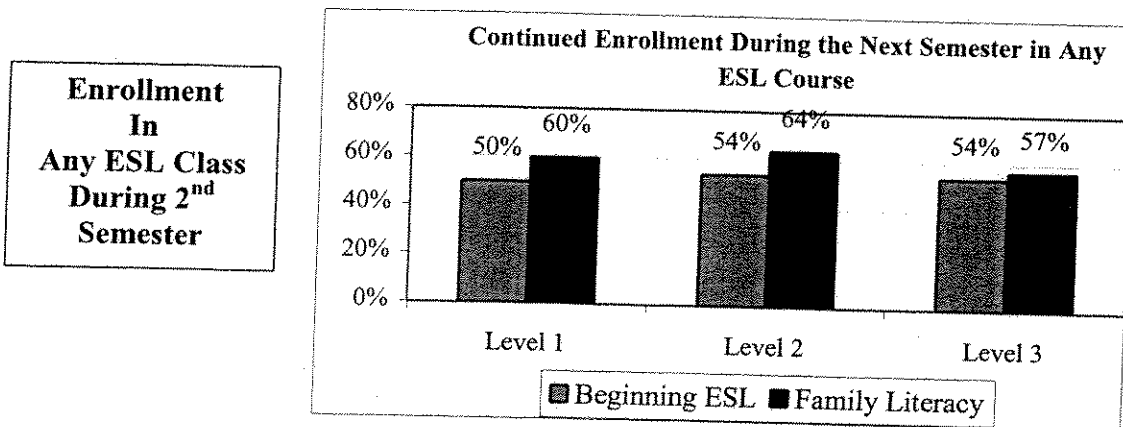
Overall, movement patterns of CED students reflect the diversity of the student population. Students move between programs as appropriate for their needs. Many of the students in ABE, HSS and Business Skills classes may not have been able to utilize these courses if prior ESL classes had not been available. CED students as a whole demonstrate progression into higher levels of ESL from Beginning ESL, and from ESL into other life and job skills programs. **The SAC CED has been successful in the implementation of ESL and other programs, allowing non-English and other low academic skill students to progress academically.**

RESULTS

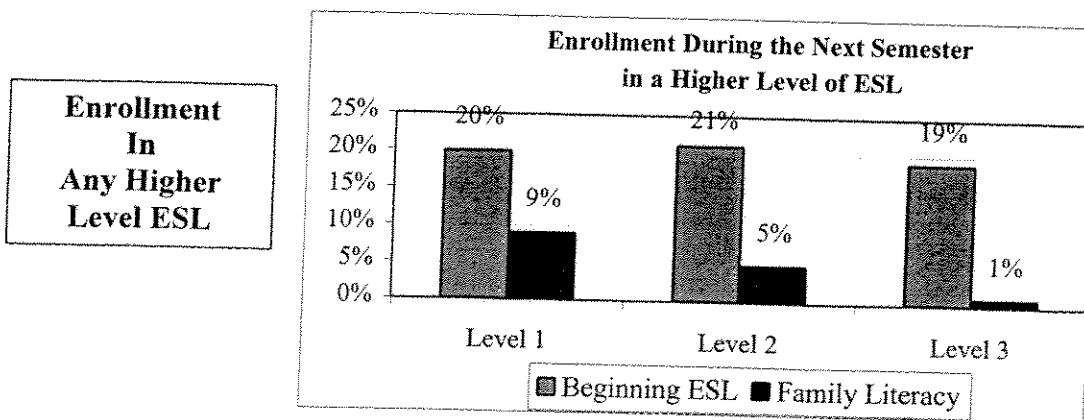
Movement into, and out of, specific CED courses and programs for the Fall 2001 CED student cohort, is detailed below. These results summarize the main components of student flow within the CED. Additional detail is presented in the accompanying tables and in the Addenda sections of this report.

Students in Beginning ESL and Family Literacy sequences, which are intended to be at approximately the same level of English competency, demonstrate very different patterns of progression and persistence.

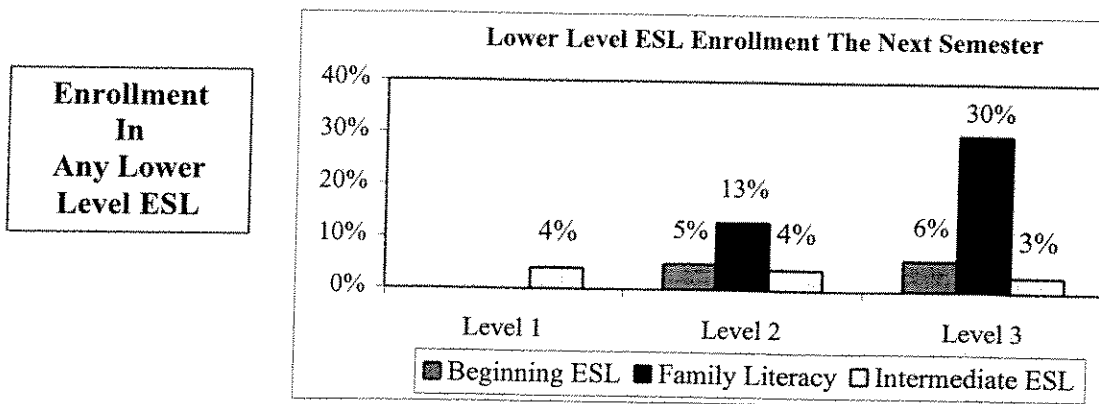
- Family Literacy students continued to be enrolled in an ESL class during the second semester at higher rates than did Beginning ESL students.



- Beginning ESL students enrolled the next semester in a higher level ESL course at rates 11 to 18 percentage points higher than did Family Literacy students. **Only 1% of Family Literacy 3 students enrolled in a higher level of ESL in the next semester.**

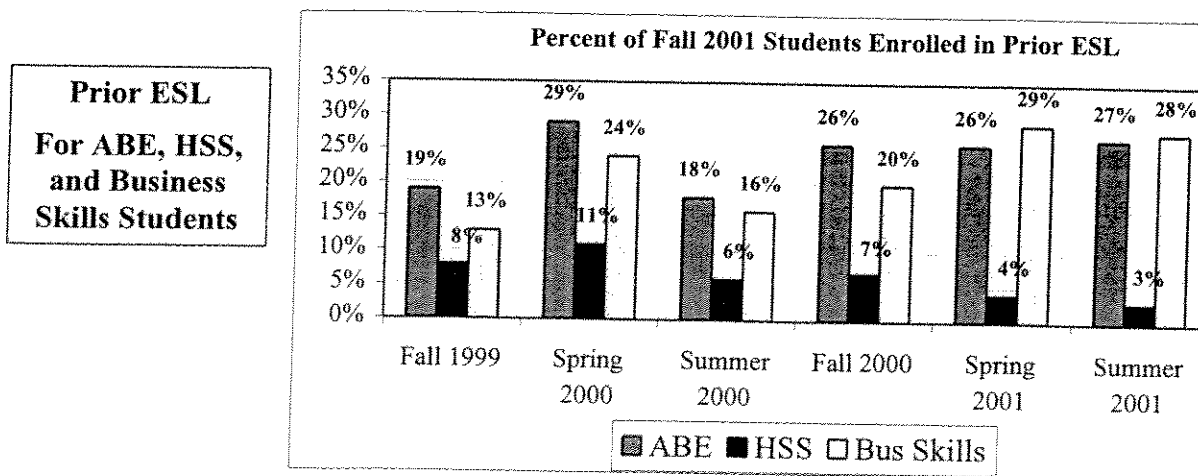


Of Beginning ESL 2 and 3 students, 5% to 6% were enrolled in a lower level ESL course during the next semester. Of Intermediate ESL students, 3% to 4% were in lower level ESL courses the next semester. Within Family Literacy 2, 13% were in a lower level ESL the next semester, and in Family Literacy 3, 30% were enrolled in lower level ESL courses the next semester.



Progression from ESL to Fall 2001 ABE, HSS or Business Skills Classes

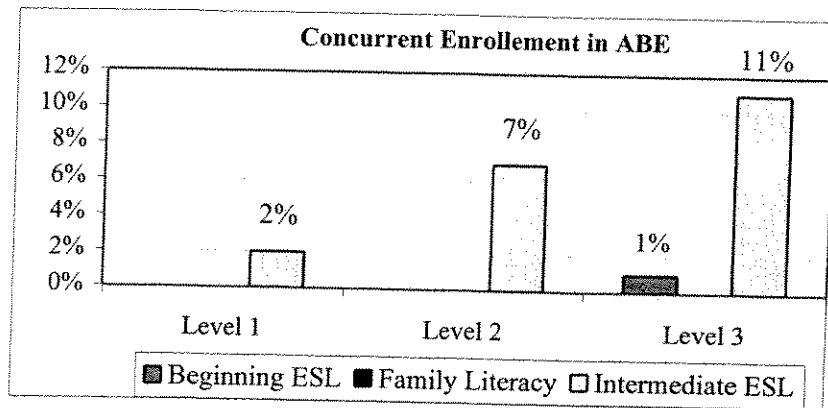
- Many Fall 2001 HSS students were previously enrolled in ESL courses, with 6% to 11% enrolled in ESL courses each semester between Spring 1998 and Fall 2000 (see Addenda I, Table 10). Only 2% of Fall 2001 HSS students were concurrently enrolled in ESL classes, and 1% took ESL courses in subsequent semesters.
- Prior ESL coursework was especially common for Fall 2001 ABE students. In each of the prior six semesters (Fall 1999 through Summer 2001), 19% to 29% of Fall 2001 ABE students had been enrolled in ESL classes (see Addenda I, Table 11).
- Of 1,185 Fall 2001 Business Skills students, 37% were also enrolled in an ESL course during Fall 2001, and 28% were in an ESL course during the Summer 2001 semester (see Addenda I, Table 12).



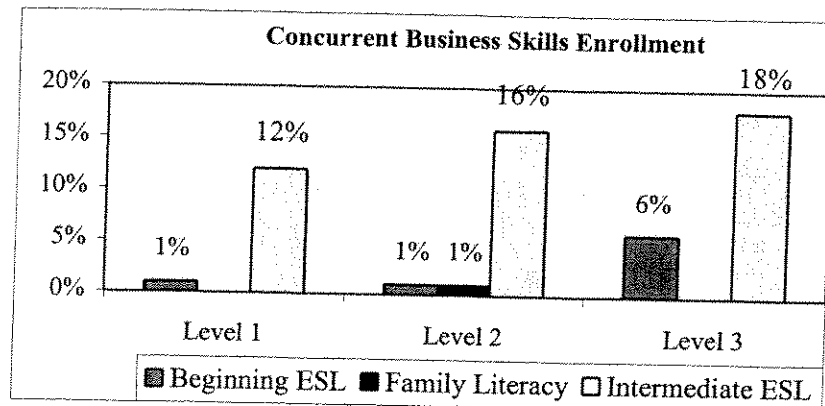
Concurrent Enrollment of Fall 2001 ESL Students in ABE and Business Skills Classes

- Most Fall 2001 ESL students had reached the Intermediate ESL level before enrolling in ABE or Business Skills courses.

Concurrent Enrollment



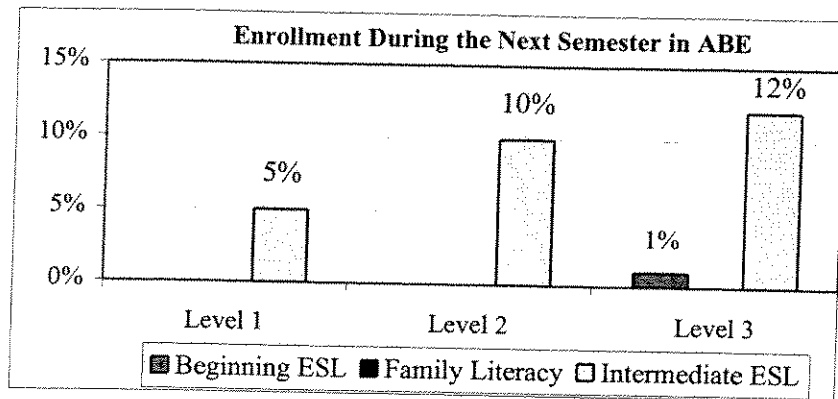
Concurrent Enrollment



Subsequent ABE, HSS or Business Skills Classes Enrollment of Fall 2001 ESL Students

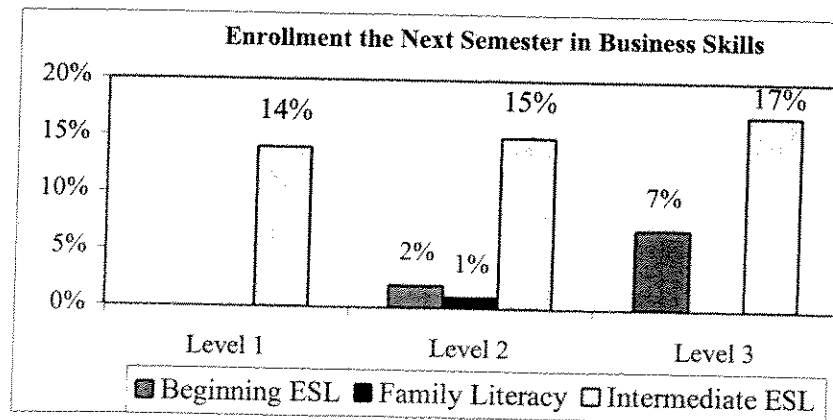
- Students in the Fall 2001 Intermediate ESL sequence courses enrolled in HSS, ABE, and Business Skills courses at relatively high rates during subsequent semesters, especially in Business Skills courses.
- Placement counseling of ESL students was effective in limiting enrollment in ABE classes to those students at the Intermediate ESL levels. Enrollment in HSS classes of 0% to 2% of ESL students at the Beginning thru Intermediate 2 ESL levels also reflects effective counseling. During the next semester, 7% of Intermediate ESL 3 enrolled in HSS classes.

**Advancement
from ESL to
ABE**



- Beginning ESL 3 students enroll in Business Skills classes during the next semester at a modest 7% rate. This is not the case for Family Literacy 3 students (0%).

**Advancement
From ESL to
Business Skills**

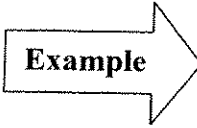


Program and Course Enrollment Patterns Fall 2001 Cohort

Addenda I, Tables 1 through 12 detail prior and subsequent enrollment patterns of the Fall 2001 student cohort from the Fall 2001 semester, for six ESL courses, three Family Literacy courses, ABE, HSS and Business Skills. The “Interpreting Graphs” box in Addenda I provides suggestions for reading **Addenda I, Graph 1 and Graph 2**, which graphically present student flows for twelve ESL courses and CED programs.

Because prior enrollment in the CED is also of interest, prior semesters of enrollment are included. The prior enrollment data provides an alternative measure of student movement through the CED. Semesters following Fall 2001 provide more typical student flow measures. For the Fall 2001 cohort, the Summer 2001 semester includes data for one semester prior to the cohort-defining course for lower level ESL, same level ESL, higher ESL, and ABE/HSS/Business Skills enrollment. Spring 2002 data provides enrollment of these students during the next semester.

Beginning ESL 1 Example

Example 

Persistence and progression rates for Beginning ESL 1 students for Fall 2001 are shown **Addenda I, Table 1**. There are 3,626 students in the Fall 2001 Beginning ESL 1 cohort. Of these, 22% (811) were active in Beginning ESL 1 during the previous Summer 2001 semester and 28% (1,009) were active in Beginning ESL 1 during the subsequent Spring 2002 semester. During Fall 2001, 3% of these students were concurrently active in a Beginning ESL 2 class.

Seventeen percent “progressed” to ESL 2 during the next semester. However, it is possible that some moved from Beginning 1 to Beginning ESL 2, then back into Beginning ESL 1, or from Beginning ESL 2 to Beginning ESL 1. The timing of enrollment in each course during the “concurrent” semester has not been determined.

Second Semester Enrollment Flow Pattern Summary

Table 1 in the Executive Summary, summarized enrollment during the next semester within the same ESL course or CED program, and enrollment in other CED programs. Fall 2001 Beginning ESL 2 and 3 students enrolled in higher levels of ESL at rates of 21% and 19%, respectively, while Family Literacy 2 and 3 students enrolled in a higher levels of ESL at rates of 5% and 1%, respectively.

Generally, few CED students in non-HSS courses were concurrently enrolled in HSS. Likewise, HSS students seldom were in ESL, ABE or Business Skills. Of Business Skills students, 37% were concurrently enrolled in an ESL course.

Concurrent Semester Enrollment

Enrollment during the same semester in ABE exceeded 5% of ESL students when they reached the Intermediate ESL 2 (7%) and Intermediate ESL 3 (11%) levels. Same semester enrollment in Business Skills courses also increased when students reached Intermediate levels of ESL. See **Table 2**, in the Executive Summary.

Same Fall 2001 semester enrollment, for Fall 2001 cohort students in other courses, exceeds 10% for the following pairs of CED programs:

37% of Business Skills students were also enrolled in an ESL class.

22% of ABE students were also enrolled in an ESL class.

12% to 18% of Intermediate ESL students were enrolled in a Business Skills class.

11% of Intermediate ESL 3 students were enrolled in an ABE class.

16% of ABE students were enrolled in a Business Skills class.

Addenda I

Interpreting Graphs "Enrollment Flows in the SAC CED" See Next Two Pages

Using Beginning ESL 1 as the example, 100% of the Fall 2001 Beginning ESL 1 students were active during the Fall 2001 semester. Some 22% were enrolled in Beginning ESL 1 the prior semester, and 28% were enrolled in Beginning ESL 1 the next semester (diamond).

20% of the Beginning ESL 1 students from the Fall 2001 semester had enrolled in higher levels of ESL during the Spring 2002 semester (triangle)

Few were in ABE/HSS/Bus Skills (circle) or Family Literacy 1 (square).

Enrollment flows for the twelve courses and programs in the SAC CED are included in this study as twelve separate tables (see **Addenda I, Tables 1-12**).

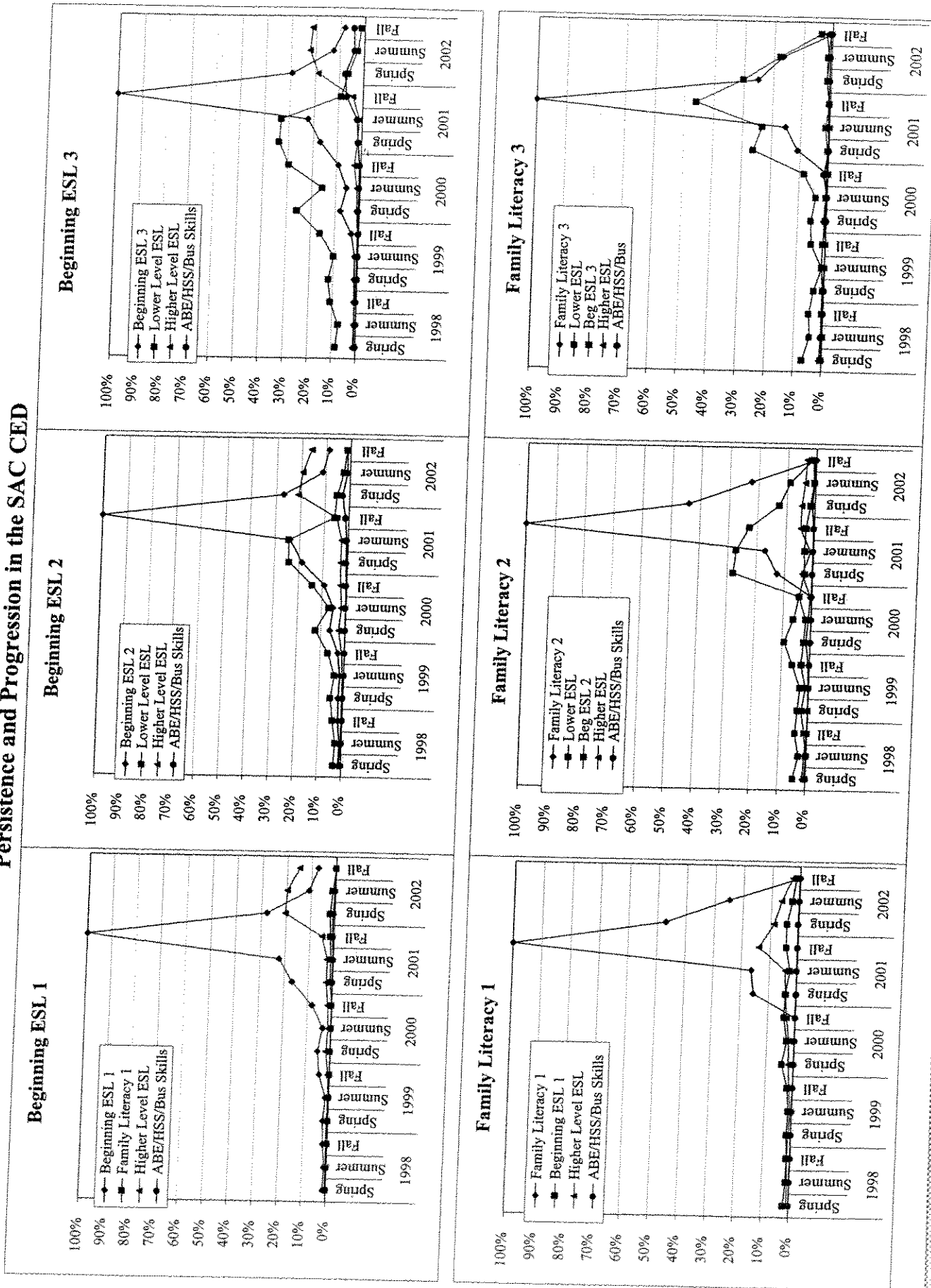
Key chart points to consider:

- Percentage of students enrolled in prior semesters, and percentage enrolled during subsequent semesters from the 100% cohort group semester.
- Percentage of students enrolled in a higher-level ESL course (contrast Beginning ESL and Family Literacy).
- Percentage of Intermediate ESL students enrolled in a lower-level ESL course during the prior semester.
- Percentage of Intermediate ESL students enrolled in ABE, HSS or Business Skills courses in subsequent semesters.
- Percentage of ABE and Business Skills students with prior ESL participation.

See graphs on next two pages.

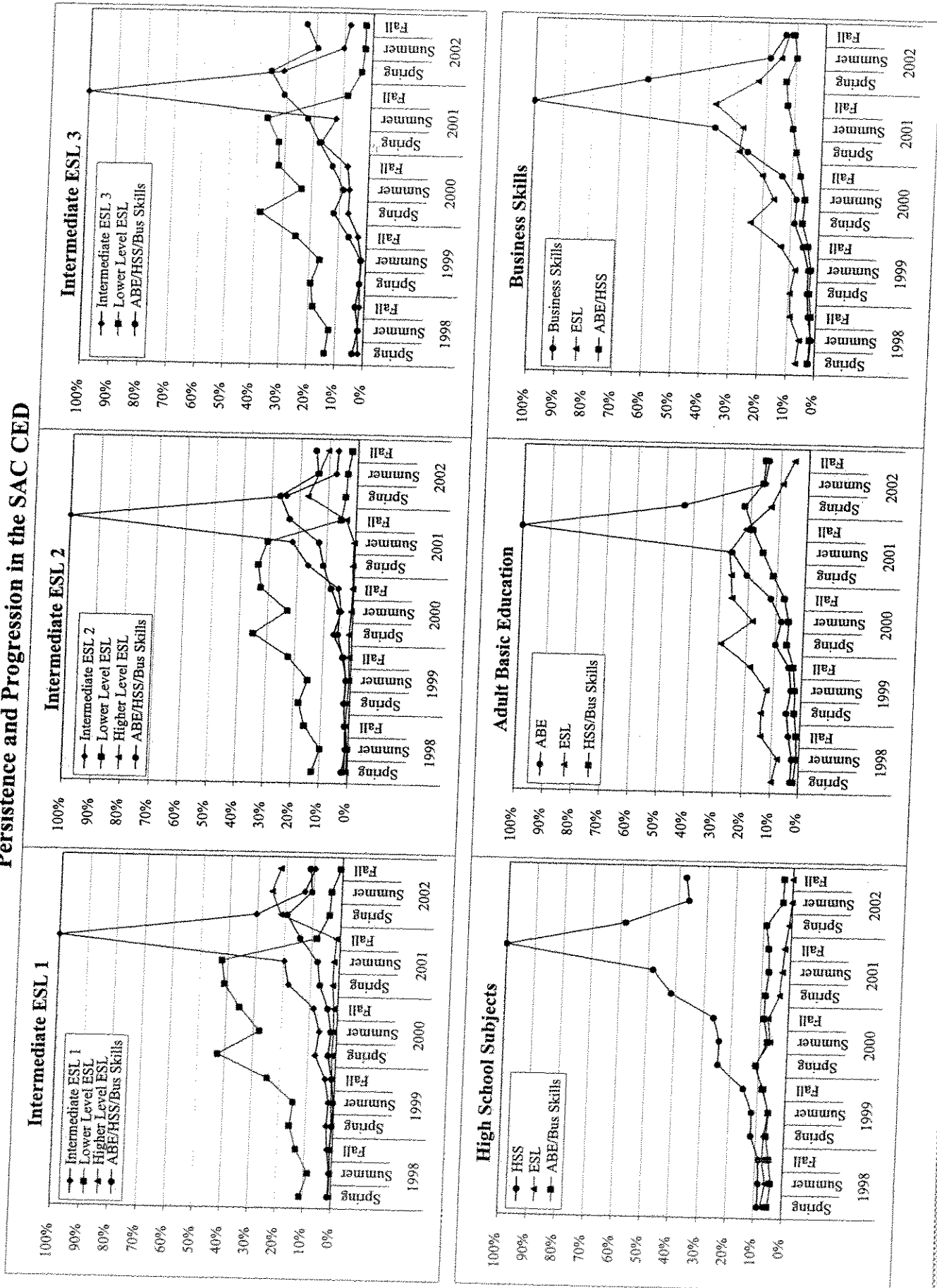
Addenda I, Graph 1

Persistence and Progression in the SAC CED



Addenda I, Graph 2

Persistence and Progression in the SAC CED



Addenda I, Table 1
Enrollment Flows for Beginning ESL 1
Fall 2001 Students (n=3,626)

Course	1998		1999		2000		2001		2002		Row Total
	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	Spring	Summer	
TransESL	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%
FamLit1							1%	1%	2%	1%	7%
FamLit2							0%	0%	0%	1%	3%
FamLit3							0%	0%	0%	0%	0%
BegESL1	1%	1%	2%	2%	4%	4%	17%	22%	28%	11%	214%
BegESL2	0%	0%	0%	0%	1%	1%	2%	2%	17%	13%	54%
BegESL3	0%	0%	0%	0%	0%	0%	0%	0%	1%	5%	13%
IntESL1	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	2%
IntESL2							0%	0%	0%	0%	1%
IntESL3							0%	0%	0%	0%	1%
Other							0%	0%	0%	0%	0%
ABE	0%	0%					0%	0%			0%
HSS							0%	0%			0%
Bus Skills	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Beg ESL 1	1%	1%	2%	2%	4%	4%	17%	22%	28%	11%	214%
Fam Lit 1							1%	1%	2%	1%	7%
sub-total	1%	1%	2%	2%	4%	4%	18%	24%	30%	12%	221%
Beg ESL 2-3	0%	0%	1%	1%	2%	2%	2%	2%	19%	18%	67%
Fam Lit 2-3							0%	0%	1%	1%	3%
Int ESL 1-3	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	4%
sub-total	1%	0%	1%	1%	2%	1%	3%	3%	20%	20%	74%
Other											
ABE/HSS/Bus	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
											3%

Note: All students included in this table were actively enrolled in the CED Beginning ESL 1 course during the Fall 2001 semester. 0% reflects enrollment that is less than 0.5%, rounded to 0%, whereas blank cells reflect zero students enrolled.

Addenda I, Table 2
Enrollment Flows for Beginning ESL 2
Fall 2001 Students (n=2,487)

Course	1998		1999		2000		2001		2002		Row Total
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
TransESL	1%	1%	1%	1%	0%	0%	0%	0%	0%	0%	5%
FamLit1							1%	1%	1%	1%	4%
FamLit2							0%	0%	1%	0%	2%
FamLit3							0%	0%	0%	0%	0%
BegESL1	3%	2%	3%	3%	12%	7%	23%	24%	4%	2%	115%
BegESL2	1%	1%	2%	3%	6%	5%	19%	24%	27%	11%	221%
BegESL3	1%	0%	0%	1%	2%	1%	2%	2%	19%	12%	56%
IntESL1	0%	0%	0%	0%	0%	1%	0%	0%	1%	6%	17%
IntESL2	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	4%
IntESL3					0%	0%	0%	0%	0%	0%	1%
Other					0%	0%	0%	0%	0%	0%	0%
ABE	0%	0%	0%	0%		0%	0%	0%	0%	0%	0%
HSS					0%		0%	0%	0%	0%	2%
Bus Skills	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
					0%	0%	0%	1%	2%	1%	7%
Lower ESL	3%	4%	5%	4%	12%	7%	24%	25%	5%	3%	115%
Fam Lit 2							0%	0%	1%	0%	2%
Higher ESL	1%	0%	1%	1%	3%	2%	3%	3%	21%	20%	79%
ABE/HSS/Bus	0%	0%	0%	0%	0%	0%	1%	1%	3%	1%	10%

Note: All students included in this table were actively enrolled in the CED Beginning ESL 2 course during the Fall 2001 semester. 0% reflects enrollment that is less than 0.5%, rounded to 0%, whereas blank cells reflect zero students enrolled.

Addenda I, Table 3
Enrollment Flows for Beginning ESL 3
Fall 2001 Students (n=1,450)

Course	1998		1999		2000		2001		2002		Row Total
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
TransESL	1%	1%					0%	0%			5%
FamLit1							0%	0%	0%		2%
FamLit2							0%	1%	0%		2%
FamLit3							0%	0%			0%
BegESL1	4%	3%	6%	8%	11%	7%	5%	4%	1%	1%	0%
BegESL2	4%	3%	5%	8%	15%	9%	28%	28%	4%	2%	73%
BegESL3	1%	1%	1%	3%	8%	6%	17%	22%	29%	13%	140%
IntESL1	0%	1%	0%	0%	1%	1%	1%	1%	1%	1%	8%
IntESL2	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	55%
IntESL3	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	20%
Other											4%
ABE	0%	0%			0%	0%	0%	0%	1%	1%	0%
HSS											5%
Bus Skills	0%	0%	0%	0%	0%	0%	1%	2%	7%	3%	1%
											23%
Lower ESL	8%	7%	12%	16%	26%	16%	34%	33%	6%	3%	222%
Fam Lit 2											0%
Higher ESL	1%	1%	1%	1%	1%	3%	2%	1%	19%	22%	79%
ABE/HSS/Bus	0%	0%	0%	0%	1%	0%	1%	2%	8%	4%	29%

Note: All students included in this table were actively enrolled in the CED Beginning ESL 3 course during the Fall 2001 semester. 0% reflects enrollment that is less than 0.5%, rounded to 0%, whereas blank cells reflect zero students enrolled.

Addenda I, Table 4
Enrollment Flows For Family Literacy I
Fall 2001 Students (n=1,358)

Course	1998		1999		2000		2001		2002		Row Total
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
TransESL	1%	0%	0%	0%							2%
FamLit1							15%	16%	47%	25%	204%
FamLit2							1%	1%	4%	1%	15%
FamLit3							1%	1%	2%	2%	10%
BegESL1	2%	1%	2%	2%	4%	4%	4%	3%	4%	3%	40%
BegESL2	0%	1%	1%	1%	1%	2%	1%	1%	1%	2%	17%
BegESL3	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%	7%
IntESL1	0%	0%		0%	0%	0%	0%	0%	0%	0%	3%
IntESL2		0%		0%		0%		0%			1%
IntESL3				0%		0%		0%			0%
Other						0%					0%
ABE											0%
HSS						0%		0%			5%
Bus Skills									0%	0%	0%
Beg ESL 1	2%	1%	2%	2%	4%	4%	4%	3%	4%	3%	40%
Fam Lit 1											
sub-total	2%	1%	2%	2%	4%	4%	15%	16%	47%	25%	204%
Beg ESL 2-3	1%	1%	1%	1%	2%	3%	2%	2%	2%	3%	24%
Fam Lit 2-3											
Int ESL 1-3	0%	0%	0%	0%	0%	1%	0%	0%	6%	3%	25%
sub-total	1%	1%	1%	1%	2%	3%	4%	4%	9%	6%	4%
Other											53%
ABE/HSS/Bus		0%	0%	0%	0%	0%	0%	0%	0%	0%	5%
											2%

Note: All students included in this table were actively enrolled in the CED Family Literacy I course during the Fall 2001 semester. 0% reflects enrollment that is less than 0.5%, rounded to 0%, whereas blank cells reflect zero students enrolled.

Addenda I, Table 6
Enrollment Flows For Family Literacy 3
Fall 2001 Students (n=202)

Course	1998		1999		2000		2001		2002		Row Total
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
TransESL	1%		0%								
FamLit1											
FamLit2											
FamLit3											
BegESL1	3%	3%	1%	3%	4%	1%	5%	17%	19%	14%	2%
BegESL2	3%	2%	1%	2%	1%	3%	3%	4%	2%	2%	99%
BegESL3	0%	0%	0%	1%	0%	0%	2%	15%	6%		16%
IntESL1	0%				0%	0%	0%	100%	25%	17%	168%
IntESL2	0%	0%			0%	0%	1%	1%	2%	1%	45%
IntESL3	0%	0%			0%	0%	0%	0%	1%	0%	30%
Other					0%				0%	0%	10%
ABE									1%	0%	4%
HSS											5%
Bus Skills											1%
											3%
											0%
Lower ESL	7%	4%	3%	1%	5%	4%	8%	23%	30%	18%	191%
Beg ESL 3	0%	0%	0%	1%	0%	0%	0%	1%	1%	1%	10%
Higher ESL	1%	0%	0%	0%	1%	0%	0%	0%	1%	1%	10%
ABE/HSS/Bus											10%
											4%

Note: All students included in this table were actively enrolled in the CED Family Literacy 3 course during the Fall 2001 semester. 0% reflects enrollment that is less than 0.5%, rounded to 0%, whereas blank cells reflect zero students enrolled.

Addenda I, Table 8
Enrollment Flows for Intermediate ESL 2
Fall 2001 Students (n=751)

Course	1998		1999		2000		2001		2002		Row Total	
	Spring	Summer	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer		Fall
TransESL	1%	0%	1%	0%				0%				2%
FamLit1								0%				1%
FamLit2								0%				1%
FamLit3												1%
BegESL1	2%	2%	3%	4%	3%	2%	0%	1%	0%	0%		0%
BegESL2	4%	2%	5%	4%	6%	6%	2%	3%	0%	0%		24%
BegESL3	4%	3%	3%	5%	6%	13%	6%	4%	1%	1%		49%
IntESL1	2%	3%	4%	3%	7%	15%	14%	3%	1%	1%		62%
IntESL2	1%	1%	1%	2%	3%	7%	4%	16%	1%	1%		126%
IntESL3	1%	0%	1%	1%	1%	1%	1%	1%	22%	7%		204%
Other								1%	0%	3%		52%
ABE	1%	0%	1%	0%	1%	1%	1%	2%	0%	7%		2%
HSS				0%		0%	0%	3%	3%	10%		39%
Bus Skills	1%	1%	1%	1%	2%	4%	4%	0%	1%	2%		11%
							7%	8%	10%	15%		82%
Lower ESL	13%	10%	16%	18%	22%	35%	23%	34%	31%	4%		264%
Higher ESL	1%	0%	1%	1%	1%	1%	1%	1%	0%	3%		52%
ABE/HSS/Bus	2%	1%	2%	2%	3%	5%	5%	11%	13%	23%		132%

Note: All students included in this table were actively enrolled in the CED Intermediate ESL 2 course during the Fall 2001 semester.
0% reflects enrollment that is less than 0.5%, rounded to 0%, whereas blank cells reflect zero students enrolled.

Addenda I, Table 10
Enrollment Flows for HSS
Fall 2001 Students (n=825)

Course	1998		1999		2000		2001		2002		Row Total
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
	Summer	0%	0%	0%	0%	0%	0%	0%	0%	0%	
TransESL											
FamLit1											
FamLit2											
FamLit3											
BegESL1	1%	0%	1%	0%	0%	0%	0%	0%	0%		4%
BegESL2	0%	1%	0%	0%	1%	0%	0%	0%	0%		4%
BegESL3	1%	0%	2%	1%	1%	0%	0%	1%			8%
IntESL1	2%	1%	1%	2%	2%	2%	0%	1%	0%	0%	14%
IntESL2	2%	2%	1%	2%	4%	2%	1%	1%	0%	0%	21%
IntESL3	2%	2%	2%	2%	4%	3%	1%	0%	1%		25%
Other											
ABE	2%	3%	4%	3%	6%	3%	1%	1%			1%
HSS	9%	9%	12%	15%	24%	26%	5%	3%	2%	1%	44%
Bus Skills	3%	2%	3%	4%	5%	4%	4%	5%	7%	3%	46%
											3%
											3%
ESL	8%	6%	7%	8%	11%	7%	4%	3%	1%	0%	77%
ABE/BusSkills	5%	4%	7%	8%	11%	9%	8%	8%	9%	3%	102%
HSS	9%	9%	12%	15%	24%	26%	42%	48%	58%	36%	463%
											38%

Note: All students included in this table were actively enrolled in a CED High School Subjects course during the Fall 2001 semester.
 0% reflects enrollment that is less than 0.5%, rounded to 0%, whereas blank cells reflect zero students enrolled.

Addenda I, Table 11
Enrollment Flows for ABE
Fall 2001 Students (n=602)

Course	1998		1999		2000		2001		2002		Row Total
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	
TransESL											
FamLit1											
FamLit2											
FamLit3											
BegESL1	1%	0%	2%	3%	1%	0%	0%	0%	0%	0%	13%
BegESL2	1%	2%	3%	4%	5%	2%	1%	1%	0%	0%	26%
BegESL3	3%	1%	3%	2%	5%	4%	3%	1%	1%	1%	38%
IntESL1	2%	2%	3%	4%	5%	3%	7%	6%	1%	2%	53%
IntESL2	1%	2%	3%	3%	6%	3%	9%	12%	4%	1%	63%
IntESL3	1%	1%	1%	3%	6%	6%	4%	3%	6%	4%	56%
Other											
ABE	3%	3%	5%	5%	10%	8%	21%	26%	43%	15%	273%
HSS	1%	0%	0%	0%	0%	0%	1%	1%	8%	10%	38%
Bus Skills	1%	1%	2%	3%	5%	5%	10%	14%	14%	6%	93%
ESL	10%	8%	14%	19%	29%	26%	26%	27%	13%	9%	252%
HSS/BusSkills	2%	1%	2%	3%	6%	7%	11%	15%	22%	16%	130%
ABE	3%	3%	5%	5%	10%	8%	21%	26%	43%	15%	273%

Note: All students included in this table were actively enrolled in a CED Adult Basic Education course during the Fall 2001 semester. 0% reflects enrollment that is less than 0.5%, rounded to 0%, whereas blank cells reflect zero students enrolled.

Addenda I, Table 12
Enrollment Flows for Business Skills
Fall 2001 Students (n=1,185)

Course	1998		1999		2000		2001		2002		Row Total
	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
TransESL	0%	1%	0%	0%		0%	0%	0%	0%		2%
FamLit1							0%	0%			1%
FamLit2							0%	0%			0%
FamLit3							0%	0%			0%
BegESL1	2%	1%	2%	2%	2%	2%	1%	1%	1%	0%	19%
BegESL2	1%	3%	2%	3%	5%	4%	4%	3%	1%	0%	36%
BegESL3	1%	1%	2%	3%	5%	5%	7%	8%	3%	1%	51%
IntESL1	1%	1%	1%	2%	5%	5%	8%	6%	6%	3%	56%
IntESL2	1%	1%	1%	2%	4%	3%	5%	10%	6%	5%	55%
IntESL3	0%	1%	1%	1%	3%	2%	3%	6%	6%	4%	37%
Other											
ABE	2%	1%	1%	2%	3%	4%	5%	6%	9%	1%	2%
HSS	1%	1%	1%	2%	3%	3%	4%	4%	5%	5%	55%
Bus Skills	2%	3%	3%	5%	9%	14%	26%	37%	61%	19%	43%
											306%
ESL	7%	9%	10%	13%	24%	20%	29%	28%	23%	15%	258%
ABE/HSS	2%	2%	3%	4%	6%	7%	9%	10%	13%	10%	98%
Business Skills	2%	3%	3%	5%	9%	14%	26%	37%	61%	19%	306%

Note: All students included in this table were actively enrolled in a CED Business Skills course during the Fall 2001 semester. 0% reflects enrollment that is less than 0.5%, rounded to 0%, whereas blank cells reflect zero students enrolled.

Addenda II Cohort Selection

There were 3,626 students actively enrolled in Beginning ESL 1 during the Fall 2001 semester, the smallest number during a Spring or Fall semester since Spring 1998. The drop in Beginning ESL 1 enrollment was partly due to the alternative Family Literacy program that started Spring 2001.

Of Fall 2001 Beginning ESL 1 students, 28% continued to be enrolled in Beginning ESL 1 the next semester. This was relatively low when compared to the Spring and Summer semesters between 1998 and 2002, which ranged from 24% to 50%. It was higher than the three prior Fall semesters, which ranged from 19% to 21%. See **Addenda II, Graph 1, Table 1**.

For the Fall 2001 Beginning ESL 1 cohort, 19% of these students enrolled in a higher-level ESL course the next semester. This rate was similar to the 17% to 25% rates for three prior Fall semesters, and similar to Spring 2002 semester, when 20% of the students were enrolled in a higher level ESL course the next semester (See **Addenda II, Graph 2, Table 2**).

Enrollment during the next semester in ABE, HSS and Business Skills classes occurred for only about 1% of Beginning ESL 1 students for all cohorts (See **Addenda II, Table 3**). Transition from Beginning ESL 1 into a Family Literacy course also occurred at very low rates, ranging from 0% to 3% (See **Addenda II, Table 4**).

When enrollment in the same ESL course is high during the next semester, enrollment in alternative CED courses during the next semester is low, and vice versa (i.e. for the same ESL course or CED Program during 14 different initial semesters). Summing ESL enrollment and enrollment in any other CED course during the next semester, produced a more stable measure (See **Addenda II, Graph 3, Table 5**). This summary measure ranged from 37% for the Fall 1998 semester students to 60% for the Summer 2002 semester students.

The total next-semester CED enrollment rate averaged 49% between Spring 1998 and Summer 2002. For 2000, it averaged 44%, while for two semesters of 2002, one of which is preliminary, it averaged 56%. The total Fall 2001 CED enrollment rate was in the range of the average rates for 2000 and 2002, and intermediate between the rates for the other two semesters of 2001.

“Concurrent” enrollment of 7% in a higher ESL or other CED program for the Fall 2001 cohort, was within the range of other semester-cohorts (See Graph 4, Table 6). The enrollment rate of 15% to a higher ESL or other CED Program in the fourth semester for the Fall 2001 cohort was also very similar to cohorts from Spring 2000 through Summer 2001 (five other most recent cohorts (see **Addenda II, Graph 4, Table 6**).

The Fall 2001 cohort was selected for additional study based upon:

1. The overall total CED enrollment rate during the next semester was within the range for other recent alternative semester-cohorts. (see **Addenda II, Graph 3**).
2. The Fall 2001 cohort reached its fourth semester during Fall 2002, counting the initial Fall 2001 semester as semester number one (see **Addenda II, Table 5**).
3. The Family Literacy program had time to become established.
4. It was relatively current.
5. Overall enrollment rates in various CED courses and programs for the Fall 2001 cohort were reflective of recent CED students.

Fall 2001 Cohort Summary

The Beginning ESL 1 cohort was the largest of the twelve Fall 2001 CED cohorts (based on Fall 2001 CED course of enrollment), and was a "feeder" course for other ESL courses in this study. Characteristics of these students have been summarized below due to the size and importance of this course in the CED program, and because the students were considered to be representative of recent CED students.

Based upon the analysis of Beginning ESL 1 students from 14 recent semesters:

- For the 14 semester-cohorts of Beginning ESL 1 students (Spring 1998 to Summer 2002), 49% were enrolled in the CED the next semester. For the three Beginning ESL 1 semester-cohorts of 2000, next-semester enrollment in the CED averaged 44%, while for 2002 it averaged 56% (two semesters, preliminary). See Addenda II, Table 5.
- The Fall 2001 cohort was representative of recent CED ESL enrollment patterns.
- Enrollment rates varied widely between semesters, though no large, systematic differences were found between cohorts from different initial semesters.

For Beginning ESL 1 students, when Beginning ESL 1 enrollment rates are high during the next semester, enrollment rates in other CED courses during the next semester are low. When enrollment rates in ESL 1 are low, enrollment rates in other CED courses are high. The overall enrollment rate is much more stable than the rates for specific courses (note: students may also stop attending Beginning ESL 1, and not progress or persist, and it would be possible for both rates to be high or both rates to be low).

Of 3,626 Fall 2001 Beginning ESL 1 students:

Enrollment in a Beginning ESL 1 class during subsequent semesters (Addenda I, Table 1)

- 28% were enrolled during the next, or second semester.
- 11% were enrolled during the third semester.
- 7% (preliminary) were enrolled during the fourth semester.

During the next semester (Spring 2002):

- 19% were enrolled in a higher level of ESL (Beginning ESL 2 through Intermediate ESL 3) (Addenda II, Table 2).
- 1% were enrolled in an ABE, HSS or Business Skills course (Addenda II, Table 3).
- 3% were enrolled a Family Literacy ESL course (Addenda II, Table 4).

During the Fall 2001 semester (concurrent):

- 8% of students were also enrolled in another CED course during the Fall 2001 semester (limited to ABE, HSS, Business Skills, Family Literacy, and higher levels of ESL) (Addenda I, Table 1).

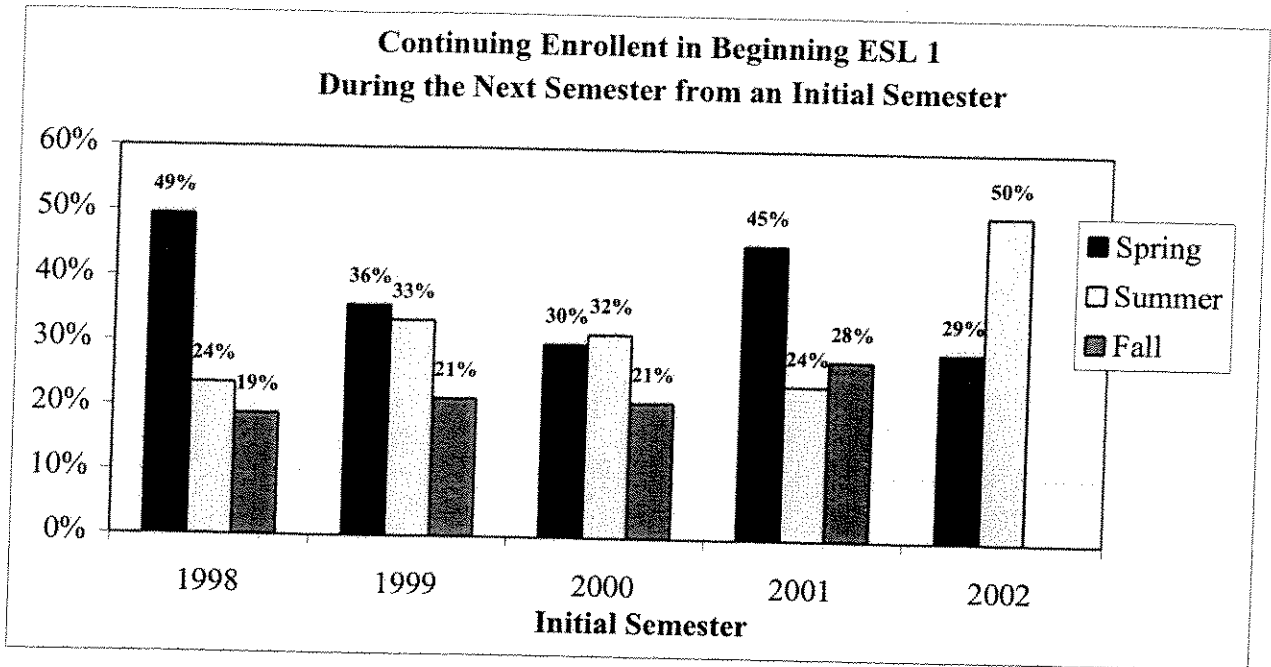
During subsequent semesters (Addenda I, Table 1 and Addenda II, Table 5):

- 51% were enrolled in a course in the CED during Spring 2002 (second semester).
- 32% were enrolled in a course in the CED during Summer 2002 (third semester).
- 23% were enrolled the CED during Fall 2002 (preliminary) (fourth semester).

During the previous semester (Addenda I, Table 1):

- 1% were enrolled in a Family Literacy 1 class.
- 3% were enrolled in a higher level ESL course.
- 0% were enrolled in an ABE, HSS or Business Skills course (0.2%, rounded to 0%).
- 22% (811 of 3,626) were enrolled in Beginning ESL 1.
 - 17% were enrolled in Beginning ESL 1 during the Spring 2001 semester (two semesters prior to Fall 2001)
 - From the Fall 2001 cohort defining semester, 8% of the Fall 2001 Beginning ESL 1 students were enrolled in Beginning ESL 1 during the Fall 2000 semester (one year prior), and 7% were enrolled during the Fall 2002 semester (one year subsequent).
 - About 75% enroll in Beginning ESL 1 for one semester
 - About 10-15% enroll during two semesters in Beginning ESL 1
 - 7% to 8% enroll in Beginning ESL 1 for three semesters.

Addenda II - Graph 1



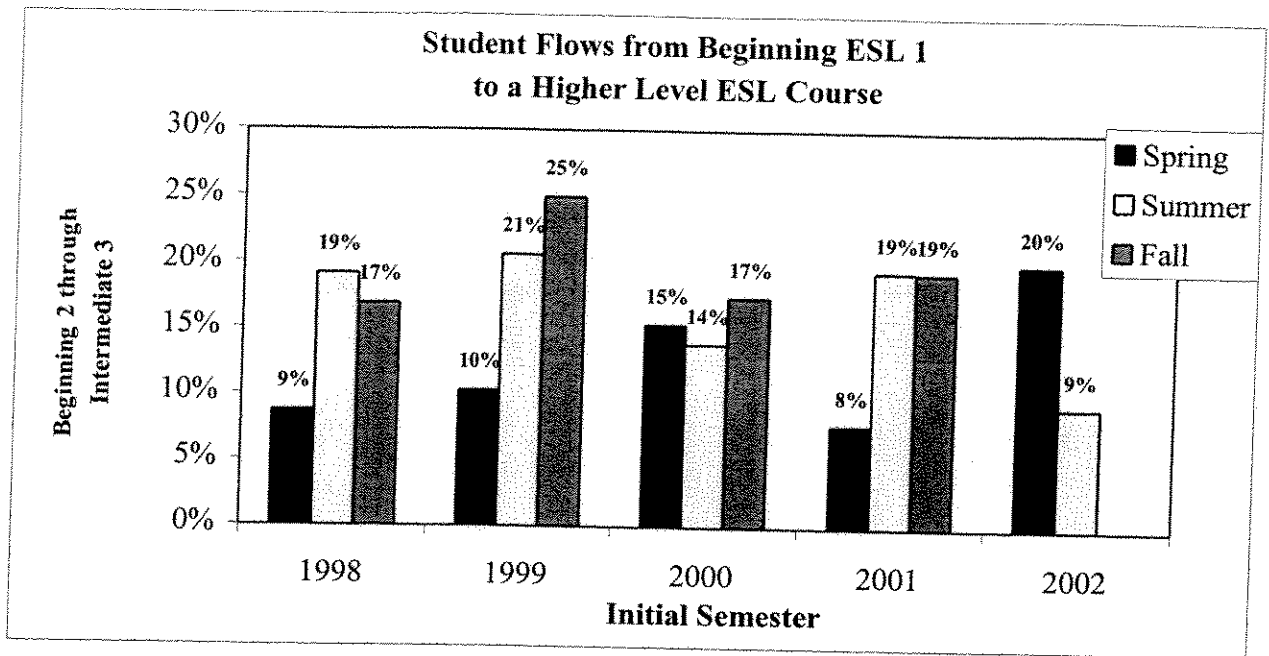
Addenda II - Table 1

Second-Semester Persistence in Beginning ESL 1

ESL BEG 1		Continued Enrollment In Beginning ESL 1					
Initial Semester		Enrollment			Percentage		
Group	n=	2nd	3rd	4th	2nd	3rd	4th
Spring 1998	3,980	1,970	576	214	49%	14%	5%
Spring 1999	4,080	1,459	633	335	36%	16%	8%
Spring 2000	5,325	1,597	865	422	30%	16%	8%
Spring 2001	4,192	1,907	607	389	45%	14%	9%
Spring 2002	4,134	1,208	708	NA	29%	17%	NA
Summer 1998	2,862	675	239	129	24%	8%	5%
Summer 1999	2,621	877	290	118	33%	11%	5%
Summer 2000	2,607	822	296	225	32%	11%	9%
Summer 2001	3,389	811	393	249	24%	12%	7%
Summer 2002	2,546	1,281	NA	NA	50%	NA	NA
Fall 1998	3,963	748	343	259	19%	9%	7%
Fall 1999	4,197	899	264	300	21%	6%	7%
Fall 2000	4,358	920	542	295	21%	12%	7%
Fall 2001	3,626	1,009	393	268	28%	11%	7%

Note: Continuing enrollment in this table refers to the number of students remaining in Beginning ESL 1 during subsequent semesters.

Addenda II - Graph 2



Addenda II - Table 2

Student Flows From Beginning ESL 1 to a Higher Level ESL Course

BEG ESL 1		Enrollment in a Higher Level ESL Course							
Initial Semester		Enrollment				Percentage			
Group	n=	Concurrent	2nd	3rd	4th	Concurrent	2nd	3rd	4th
Spring 1998	3,980	197	349	756	515	5%	9%	19%	13%
Spring 1999	4,080	186	421	779	759	5%	10%	19%	19%
Spring 2000	5,325	744	818	873	709	14%	15%	16%	13%
Spring 2001	4,192	201	326	676	582	5%	8%	16%	14%
Spring 2002	4,134	218	826	663	NA	5%	20%	16%	NA
Summer 1998	2,862	75	548	434	309	3%	19%	15%	11%
Summer 1999	2,621	145	540	688	390	6%	21%	26%	15%
Summer 2000	2,607	114	362	377	347	4%	14%	14%	13%
Summer 2001	3,389	193	657	605	499	6%	19%	18%	15%
Summer 2002	2,546	193	236	NA	NA	8%	9%	NA	NA
Fall 1998	3,963	179	670	464	566	5%	17%	12%	14%
Fall 1999	4,197	278	1,048	617	638	7%	25%	15%	15%
Fall 2000	4,358	324	760	631	569	7%	17%	14%	13%
Fall 2001	3,626	164	701	681	547	5%	19%	19%	15%

Note: From Beginning ESL 1 into Beginning ESL 2 through Intermediate ESL 3.

Addenda II - Table 3

Student Flows from Beginning ESL 1 Into ABE, HSS or Business Skills

ESL, BEG 1		Progression to ABE, HSS, or Business Skills							
Initial Semester		Enrollment				Percentage			
Group	n=	Concurrent	2nd	3rd	4th	Concurrent	2nd	3rd	4th
Spring 1998	3,980	18	13	17	21	0%	0%	0%	1%
Spring 1999	4,080	63	49	24	46	2%	1%	1%	1%
Spring 2000	5,325	50	26	14	28	1%	0%	0%	1%
Spring 2001	4,192	24	25	17	28	1%	1%	0%	1%
Spring 2002	4,134	34	19	6	NA	1%	0%	0%	NA
Summer 1998	2,862	8	8	15	23	0%	0%	1%	1%
Summer 1999	2,621	25	19	35	25	1%	1%	1%	1%
Summer 2000	2,607	37	12	14	17	1%	0%	1%	1%
Summer 2001	3,389	27	12	32	15	1%	0%	1%	0%
Summer 2002	2,546	11	8	NA	NA	0%	0%	NA	NA
Fall 1998	3,963	20	38	29	28	1%	1%	1%	1%
Fall 1999	4,197	29	40	30	41	1%	1%	1%	1%
Fall 2000	4,358	31	28	31	26	1%	1%	1%	1%
Fall 2001	3,626	24	26	12	10	1%	1%	0%	0%

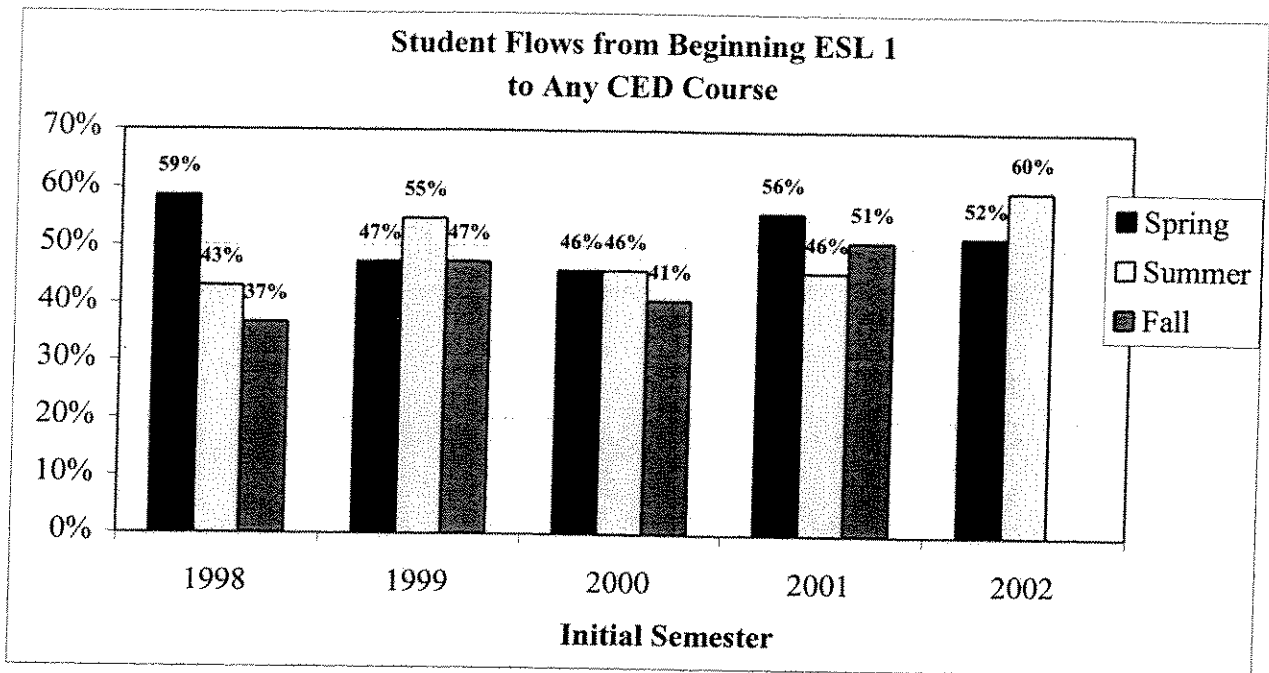
Addenda II - Table 4

Transition From Beginning ESL 1 Into Family Literacy 1, 2 or 3

BEG ESL 1		Transition to Family Literacy 1, 2 & 3							
Initial Semester		Enrollment				Percentage			
Group	n=	Concurrent	2nd	3rd	4th	Concurrent	2nd	3rd	4th
Spring 1998	3,980	0	0	0	0	0%	0%	0%	0%
Spring 1999	4,080	0	0	0	0	0%	0%	0%	0%
Spring 2000	5,325	0	0	0	112	0%	0%	0%	2%
Spring 2001	4,192	67	87	106	122	2%	2%	3%	3%
Spring 2002	4,134	113	93	0	NA	3%	2%	0%	NA
Summer 1998	2,862	0	0	0	0	0%	0%	0%	0%
Summer 1999	2,621	0	0	0	0	0%	0%	0%	0%
Summer 2000	2,607	0	0	69	62	0%	0%	3%	2%
Summer 2001	3,389	62	68	90	45	2%	2%	3%	1%
Summer 2002	2,546	46	0	NA	NA	2%	0%	NA	NA
Fall 1998	3,963	0	0	0	0	0%	0%	0%	0%
Fall 1999	4,197	0	0	0	0	0%	0%	0%	0%
Fall 2000	4,358	0	67	59	87	0%	2%	1%	2%
Fall 2001	3,626	77	114	83	0	2%	3%	2%	0%

Note Family Literacy 1 and Beginning ESL 1 are at the same level (i.e. parallel ESL programs in the SAC CED).

Addenda II - Graph 3



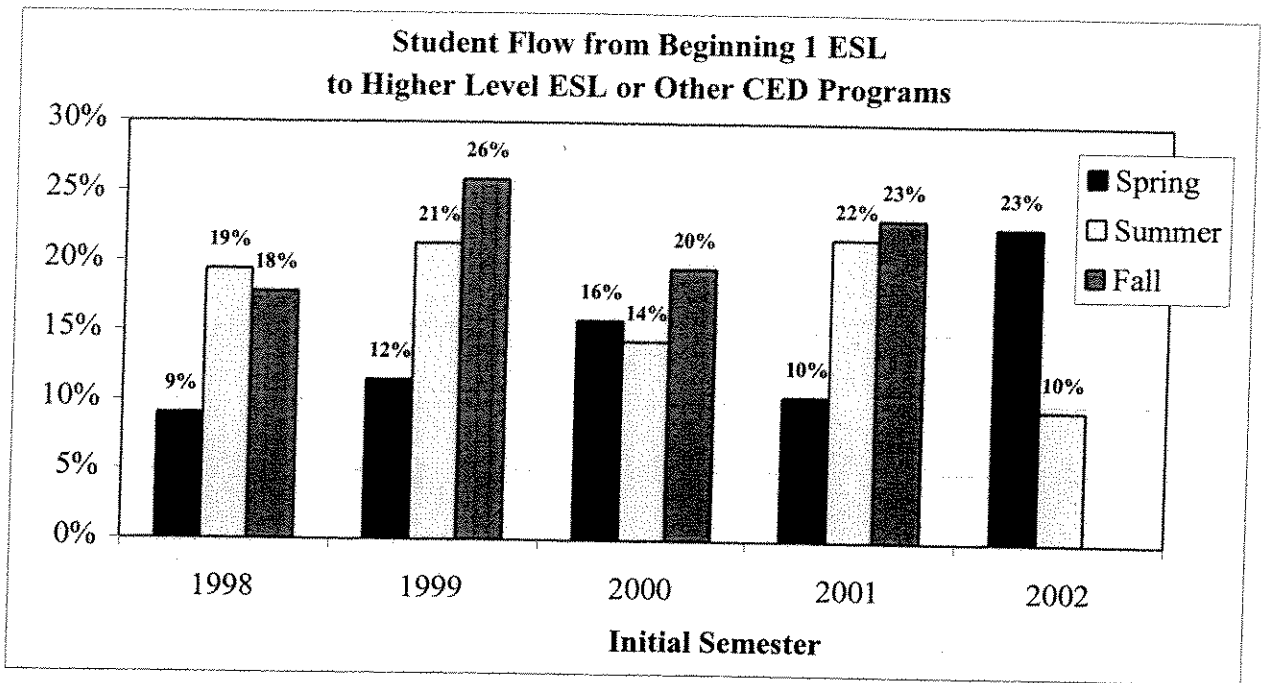
Addenda II - Table 5

Student Flows from Beginning ESL 1 to Any Course in the CED

ESL BEG 1		Progression and Persistence Total							
Initial Semester		Enrollment				Percentage			
Group	n=	Concurrent	2nd	3rd	4th	Concurrent	2nd	3rd	4th
Spring 1998	3,980	215	2,332	1,349	750	5%	59%	34%	19%
Spring 1999	4,080	249	1,929	1,436	1,140	6%	47%	35%	28%
Spring 2000	5,325	794	2,441	1,752	1,271	15%	46%	33%	24%
Spring 2001	4,192	292	2,345	1,406	1,121	7%	56%	34%	27%
Spring 2002	4,134	365	2,146	1,377	NA	9%	52%	33%	NA
Summer 1998	2,862	83	1,231	688	461	3%	43%	24%	16%
Summer 1999	2,621	170	1,436	1,013	533	6%	55%	39%	20%
Summer 2000	2,607	151	1,196	756	651	6%	46%	29%	25%
Summer 2001	3,389	282	1,548	1,120	808	8%	46%	33%	24%
Summer 2002	2,546	250	1,525	NA	NA	10%	60%	NA	NA
Fall 1998	3,963	199	1,456	836	853	5%	37%	21%	22%
Fall 1999	4,197	307	1,987	911	979	7%	47%	22%	23%
Fall 2000	4,358	355	1,775	1,263	977	8%	41%	29%	22%
Fall 2001	3,626	265	1,850	1,169	825	7%	51%	32%	23%

Note: From Beginning ESL 1 into any ESL, Family Literacy, ABE, HSS or Business Skills class in a subsequent semester, including Beginning ESL 1.

Addenda II - Graph 4



Addenda II - Table 6

Student Flow From Beginning ESL 1 to Higher ESL or Other CED Programs

BEG ESL 1		Total in Higher ESL or to Other CED Courses							
Initial Semester		Enrollment				Percentage			
Group	n=	Concurrent	2nd	3rd	4th	Concurrent	2nd	3rd	4th
Spring 1998	3,980	215	362	773	536	5%	9%	19%	13%
Spring 1999	4,080	249	470	803	805	6%	12%	20%	20%
Spring 2000	5,325	794	844	887	849	15%	16%	17%	16%
Spring 2001	4,192	292	438	799	732	7%	10%	19%	17%
Spring 2002	4,134	365	938	669	NA	9%	23%	16%	NA
Summer 1998	2,862	83	556	449	332	3%	19%	16%	12%
Summer 1999	2,621	170	559	723	415	6%	21%	28%	16%
Summer 2000	2,607	151	374	460	426	6%	14%	18%	16%
Summer 2001	3,389	282	737	727	559	8%	22%	21%	16%
Summer 2002	2,546	250	244	NA	NA	10%	10%	NA	NA
Fall 1998	3,963	199	708	493	594	5%	18%	12%	15%
Fall 1999	4,197	307	1,088	647	679	7%	26%	15%	16%
Fall 2000	4,358	355	855	721	682	8%	20%	17%	16%
Fall 2001	3,626	265	841	776	557	7%	23%	21%	15%

Note: Includes all students from a Beginning ESL 1 course who transferred or moved into another CED course(s), including Beginning ESL 2 through Intermediate ESL 3, Family Literacy 1, 2 and 3, ABE, HSS, and Business Skills. Students enrolled in multiple courses are counted in each of the other courses.