

REQUEST FOR PROPOSAL

**ADULT EDUCATION WEB-BASED
DATA MANAGEMENT SYSTEM**

For The

Louisiana Department of Education



File No.: Q 27625 VP

Solicitation No: 2237538

Proposal Opening Date: February 25, 2010

Proposal Opening Time: 10:00 AM (CT)

**State of Louisiana
Office of State Purchasing**

January 13, 2010

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REQUEST FOR PROPOSAL FOR

ADULT EDUCATION WEB-BASED DATA MANAGEMENT SYSTEM

PART I. ADMINISTRATIVE AND GENERAL INFORMATION

1.1 Background

The Department of Education, Office of School and Community Support, Division of Dropout Prevention, Adult and Family Services (herein referred to as the "Agency") is in need of a contractor-hosted, web-based electronic data collection and reporting system to meet federal and state reporting requirements according to the Workforce Investment Act of 1998, Title II: Adult and Family Literacy Act. The USDE, Office of Vocational and Adult Education, mandates that each state have an electronic data collection system for submission of information required in the National Reporting System for Adult Education. The primary purpose of the RFP is to comply with this mandate. The State has equally important needs for the procurement of the electronic database. The database will be used as a data collection/data management tool. Data collected will be analyzed and used for decisions regarding identification of successful programs, needed program improvements, needed professional development, and determinations regarding program funding, policies and future directions.

1.1.1 Purpose

The purpose of this Request for Proposal (RFP) is to obtain competitive proposals as allowed by Louisiana Revised Statute 39:1593.C. from bona fide, qualified proposers who are interested in providing a web-based data collection and management program to capture all indicators for Adult Education and Family Literacy and to meet the data collection requirements of the National Reporting System. The Adult Education Web-based Data Management System will be hosted by the Contractor. All hardware including servers, disk storage, backup and recovery services, and high speed internet connection with SSL encryption is to be provided by the Contractor for the term of this contract.

1.1.2 Goals and Objectives

The Louisiana Department of Education, Division of Dropout Prevention, Adult and Family Services desires to build the capacity of the adult education and literacy system to provide customer-centered educational services while improving student performance as part of accountability. To meet the requirements of interagency reporting of student outcome factors and the National Reporting System, a user-friendly, web-based, comprehensive data collection and management system is needed for use by service providers and Department of Education employees, who analyze the data. This is also in line with one of the Superintendent's goals to create a world class education system by improving student achievement. This system will allow us to collect the student data elements to provide for that goal.

1.2 Definitions

Contractor shall refer to www.nrsweb.org , the National Reporting System website, for the NRS implementation guidelines, in order to gain full understanding of all terms used throughout this RFP.

- A. Shall – The term “shall” denotes mandatory requirements per RS: 39:1556(24).
- B. Must - The term “must” denotes mandatory requirements.
- C. May - The term “may” denotes an advisory or permissible action.
- D. Should – The term “should” denotes a desirable action.
- E. Contractor – Any person having a contract with a governmental body.
- F. Agency- Any department, commission, council, board, office, bureau, committee, institution, agency, government, corporation, or other establishment of the executive branch of this state authorized to participate in any contract resulting from this solicitation.
- G. State- The State of Louisiana.
- H. Discussions- For the purposes of this RFP, a formal, structured means of conducting written or oral communications/presentations with responsible Proposers who submit proposals in response to this RFP.
- I. LDOE – Louisiana Department of Education

1.3 Schedule of Events

	<u>Date</u> <u>Time (CT)</u>
1. RFP mailed to prospective proposers and posted to LaPAC	January 13, 2010
2. Deadline to receive written inquiries	January 29, 2010
3. Deadline to answer written inquiries	February 12, 2010
4. Proposal Opening Date (deadline for submitting proposals)	February 25, 2010, 10:00AM
5. Oral discussions with proposers, if applicable	To Be Scheduled
6. Notice of Intent to Award to be mailed	To Be Scheduled
7. Contract Initiation	To Be Scheduled

NOTE: The State of Louisiana reserves the right to revise this schedule. Any such revision will be formalized by the issuance of an addendum to the RFP.

1.4 Proposal Submittal

This RFP is available in electronic form at the LaPAC website <http://wwwprd.doa.louisiana.gov/osp/lapac/pubmain.asp> It is available in PDF format or in printed form by submitting a written request to the RFP Contracting Officer with the Office of State Purchasing.

It is the Proposer's responsibility to check the Office of State Purchasing LaPAC website frequently for any possible addenda that may be issued. The Office of State Purchasing is not responsible for a proposer's failure to download any addenda documents required to complete a Request for Proposal.

All proposals shall be received by the Office of State Purchasing **no later than the date and time shown in the Schedule of Events.**

Important - - Clearly mark outside of envelope, box or package with the following information and format:

- X **Proposal Name: ADULT EDUCATION WEB-BASED DATA MANAGEMENT SYSTEM**
- X **File Number: Q 27625 VP, Solicitation No. 2237538**
- X **Proposal Opening Date: February 25, 2010, 10:00AM (CT)**

Proposers are hereby advised that the U. S. Postal Service does not make deliveries to our physical location.

Proposals may be mailed through the U. S. Postal Service to our box at:

Office of State Purchasing
P. O. Box 94095
Baton Rouge, LA 70804-9095

Proposals may be delivered by hand or courier service to our physical location at:

Office of State Purchasing
1201 North 3rd St.
Suite 2-160
Baton Rouge, LA 70802

Proposer is solely responsible for ensuring that its courier service provider makes inside deliveries to our physical location. The Office of State Purchasing is not responsible for any delays caused by the proposer's chosen means of proposal delivery.

Proposers should be aware of security requirements for the Claiborne building and allow time to be photographed and presented with a temporary identification badge.

Proposer is solely responsible for the timely delivery of its proposal. Failure to meet the proposal opening date and time shall result in rejection of the proposal.

PROPOSALS SHALL BE OPENED PUBLICLY AND ONLY PROPOSERS SUBMITTING PROPOSALS SHALL BE IDENTIFIED ALOUD. PRICES SHALL NOT BE READ.

1.5 Proposal Response Format

Proposals submitted for consideration should follow the format and order of presentation described below:

- A. **Cover Letter:** The cover letter should exhibit The Proposer's understanding and approach to the project. It should contain a summary of Proposer's ability to perform the services described in the RFP and confirm that Proposer is willing to perform those services and enter into a contract with the State.

By signing the letter and/or the proposal, the proposer certifies compliance with the signature authority required in accordance with L.R.S.39:1594 (Act 121). The person signing the proposal must be:

- A current corporate officer, partnership member, or other individual specifically authorized to submit a proposal as reflected in the appropriate records on file with the secretary of state; or
- An individual authorized to bind the company as reflected by a corporate resolution, certificate or affidavit; or
- Other documents indicating authority which are acceptable to the public entity.

The cover letter should also

- Identify the submitting Proposer and provide their federal tax identification number;
- Identify the name, title, address, telephone number, fax number, and email address of each person authorized by the Proposer to contractually obligate the Proposer;
- Identify the name, address, telephone number, fax number, and email address of the contact person for technical and contractual clarifications throughout the evaluation period.

- B. **Table of Contents:** Organized in the order cited in the format contained herein.
- C. **Proposer Qualifications and Experience:** History and background of Proposer, financial strength and stability, related services provided to government entities, existing customer satisfaction, demonstrated volume of merchants, etc.
- D. **Proposed Solution/Technical Response:** Illustrating and describing proposed technical solution and compliance with the RFP requirements.
- E. **Innovative Concepts:** Presentation of innovative concepts, if any, for consideration.

- F. **Project Schedule:** Detailed schedule of implementation plan for pilot (if applicable) and full statewide or agency implementation. This schedule is to include implementation actions, timelines, responsible parties, etc.
- G. **Financial Proposal:** Proposer's fees and other costs, if any, shall be submitted in accordance with Attachment I – Cost Proposal. Prices proposed shall be firm for the duration of the contract. This financial proposal shall include any and all costs the Contractor wishes to have considered in the contractual arrangement with the State.
- H. **Executive Summary:** This section should serve to introduce the purpose and scope of the proposal. It should include administrative information including, at a minimum, response date, Proposer contact name and phone number. This section should also include a summary of the Proposer's qualifications and ability to meet the State agency's overall requirements.

1.5.1 Number of Response Copies

Each Proposer shall submit one (1) signed original response. Ten (10) additional copies of the proposal should be provided, as well as one (1) redacted copy, if applicable (See Section 1.6).

1.5.2 Legibility/Clarity

Responses to the requirements of this RFP in the formats requested are desirable with all questions answered in as much detail as practicable. The Proposer's response is to demonstrate an understanding of the requirements. Proposals prepared simply and economically, providing a straightforward, concise description of the Proposer's ability to meet the requirements of the RFP, are also desired. Each Proposer is solely responsible for the accuracy and completeness of its proposal.

1.6 Confidential Information, Trade Secrets, and Proprietary Information

The designation of certain information as trade secrets and/or privileged or confidential proprietary information shall only apply to the technical portion of the proposal. The cost proposal will not be considered confidential under any circumstance. Any proposal copyrighted or marked as confidential or proprietary in its entirety may be rejected without further consideration or recourse.

For the purposes of this procurement, the provisions of the Louisiana Public Records Act (La. R.S. 44.1 et. seq.) will be in effect. Pursuant to this Act, all proceedings, records, contracts, and other public documents relating to this procurement shall be open to public inspection. Proposers are reminded that while trade secrets and other proprietary information they submit in conjunction with this procurement may not be subject to public disclosure, protections must be claimed by the proposer at the time of submission of its Technical Proposal. Proposers should refer to the Louisiana Public Records Act for further clarification.

The proposer must clearly designate the part of the proposal that contains a trade secret and/or privileged or confidential proprietary information as "confidential" in order to claim protection, if any, from disclosure. The proposer shall mark the cover sheet of the proposal with the following legend, specifying the specific section(s) of his proposal sought to be restricted in accordance with the conditions of the legend:

"The data contained in pages _____ of the proposal have been submitted in confidence and contain trade secrets and/or privileged or confidential information and such data shall only be disclosed for evaluation purposes, provided that if a contract is awarded to this Proposer as a result of or in connection with the submission of this proposal, the State of Louisiana shall have the right to use or disclose the data therein to the extent provided in the contract. This restriction does not limit the State of Louisiana's right to use or disclose data obtained from any source, including the proposer, without restrictions."

Further, to protect such data, each page containing such data shall be specifically identified and marked "CONFIDENTIAL".

Proposers must be prepared to defend the reasons why the material should be held confidential. If a competing proposer or other person seeks review or copies of another proposer's confidential data, the state will notify the owner of the asserted data of the request. If the owner of the asserted data does not want the information disclosed, it must agree to indemnify the state and hold the state harmless against all actions or court proceedings that may ensue (including attorney's fees), which seek to order the state to disclose the information. If the owner of the asserted data refuses to indemnify and hold the state harmless, the state may disclose the information.

The State reserves the right to make any proposal, including proprietary information contained therein, available to OSP personnel, the Office of the Governor, or other state agencies or organizations for the sole purpose of assisting the State in its evaluation of the proposal. The State shall require said individuals to protect the confidentiality of any specifically identified proprietary information or privileged business information obtained as a result of their participation in these evaluations.

If your proposal contains confidential information, you should also submit a redacted copy along with your proposal. If you do not submit the redacted copy, you will be required to submit this copy within 48 hours of notification from the Office of State Purchasing. When submitting your redacted copy, you should clearly mark the cover as such - "REDACTED COPY" - to avoid having this copy reviewed by an evaluation committee member. The redacted copy should also state which sections or information has been removed."

1.7 Proposal Clarifications Prior to Submittal

1.7.1 Pre-proposal Conference

NOT REQUIRED FOR THIS RFP.

1.7.2 Proposer Inquiry Periods

An initial inquiry period is hereby firmly set for all interested proposers to perform a detailed review of the RFP documents and to submit any written questions relative thereto. *Without*

exception, all questions MUST be in writing and received by the close of business on the Inquiry Deadline date set forth in the Schedule of Events. Initial inquiries shall not be entertained thereafter.

The state shall not and cannot permit an open-ended inquiry period, as this creates an unwarranted delay in the procurement cycle and operations of our agency customers. The state reasonably expects and requires *responsible and interested* proposers to conduct their in-depth proposal review and submit inquiries in a timely manner.

Further, we realize that additional questions or requests for clarification may be generated from the state's addendum responses to the inquiries received during the initial inquiry period. Therefore, a final 3-day inquiry period shall be granted. Questions relative to the addendum shall be submitted by the close of business three working days from the date the addendum is posted to LaPAC (*). If necessary, another addendum will be issued to address the final questions received. Thereafter, all proposal documents, including but not limited to the specifications, terms, conditions, plans, etc., will stand as written and/or amended by any addendum issued as a result of the final inquiry period.

Any person aggrieved in connection with the solicitation or the specifications contained therein has the right to protest in accordance with R.S. 39:1671. Such protest shall be made in writing to the Director of State Purchasing at least two days prior to the deadline for submitting proposals.

* Note: LaPAC is the state's online electronic bid posting and notification system resident on State Purchasing's website [www.doa.Louisiana.gov/osp] and is available for vendor self-enrollment. In that LaPAC provides an immediate e-mail notification to subscribing bidders that a solicitation and any subsequent addenda have been let and posted, notice and receipt thereof is considered formally given as of their respective dates of posting.

No negotiations, decisions, or actions shall be executed by any proposer as a result of any oral discussions with any state employee or state consultant. The state shall only consider written and timely communications from proposers.

Inquiries shall be submitted in writing by an authorized representative of the proposer, clearly cross-referenced to the relevant solicitation section. Only those inquiries received by the established deadline shall be considered by the state. Answers to all questions and any other changes or clarifications to the solicitation shall be issued by addendum and provided to all prospective proposers.

Inquiries concerning this solicitation may be delivered by mail, express courier, e-mail, hand, or fax to:

Office of State Purchasing
Attention: Lisa Sanchez
P. O. Box 94095
Baton Rouge, LA 70804-9095
E-Mail: lisa.sanchez@la.gov

1201 North Third St.
Claiborne Bldg., Suite 2-160
Baton Rouge, LA 70802
Phone: (225) 342-8028
Fax: (225) 342-8688

1.8 Errors and Omissions in Proposal

The State will not be liable for any error in the proposal. Proposer will not be allowed to alter proposal documents after the deadline for proposal submission, except under the following condition: The State reserves the right to make corrections or clarifications due to patent errors identified in proposals by the State or the Proposer. The State, at its option, has the right to request clarification or additional information from the Proposer.

1.9 Proposal Guarantee

NOT REQUIRED FOR THIS RFP.

1.10 Performance Bond

NOT REQUIRED FOR THIS RFP.

1.11 Changes, Addenda, Withdrawals

The State reserves the right to change the schedule of events or issue Addenda to the RFP at any time. The State also reserves the right to cancel or reissue the RFP.

If the proposer needs to submit changes or addenda, such shall be submitted in writing, signed by an authorized representative of the proposer, cross-referenced clearly to the relevant proposal section, prior to the proposal opening, and should be submitted in a sealed envelope. Such shall meet all requirements for the proposal.

1.12 Withdrawal of Proposal

A proposer may withdraw a proposal that has been submitted at any time up to the proposal closing date and time. To accomplish this, a written request signed by the authorized representative of the proposer must be submitted to the agency soliciting proposals.

1.13 Material in the RFP

Proposals shall be based only on the material contained in this RFP. The RFP includes official responses to questions, addenda, and other material, which may be provided by the State pursuant to the RFP.

1.14 Waiver of Administrative Informalities

The State reserves the right, at its sole discretion, to waive administrative informalities contained in any proposal.

1.15 Proposal Rejection

Issuance of this RFP in no way constitutes a commitment by the State to award a contract. The State reserves the right to accept or reject any or all proposals submitted or to cancel this RFP if it is in the best interest of the State to do so.

1.16 Ownership of Proposal

All materials (paper content only) submitted in response to this request become the property of the State. Selection or rejection of a response does not affect this right. All proposals submitted will be retained by the State and not returned to proposers. Any copyrighted materials in the response are not transferred to the State.

1.17 Cost of Offer Preparation

The State is not liable for any costs incurred by prospective Proposers or Contractors prior to issuance of or entering into a Contract. Costs associated with developing the proposal, preparing for oral presentations, and any other expenses incurred by the Proposer in responding to the RFP are entirely the responsibility of the Proposer, and shall not be reimbursed in any manner by the State of Louisiana.

1.18 Non-negotiable Contract Terms

Non-negotiable contract terms include but are not limited to taxes, assignment of contract, audit of records, EEOC and ADA compliance, record retention, content of contract/order of precedence, contract changes, governing law, claims or controversies, and termination based on contingency of appropriation of funds.

1.19 Taxes

Any taxes, other than state and local sales and use taxes, from which the state is exempt, shall be assumed to be included within the Proposer's cost.

1.20 Proposal Validity

All proposals shall be considered valid for acceptance until such time an award is made, unless the Proposer provides for a different time period within its proposal response. However, the State reserves the right to reject a proposal if the Proposer's acceptance period is unacceptable and the Proposer is unwilling to extend the validity of its proposal.

1.21 Prime Contractor Responsibilities

The selected Proposer shall be required to assume responsibility for all items and services offered in his proposal whether or not he produces or provides them. The State shall consider the selected Proposer to be the sole point of contact with regard to contractual matters, including payment of any and all charges resulting from the contract.

1.22 Use of Subcontractors

Each Contractor shall serve as the single prime contractor for all work performed pursuant to its contract. That prime contractor shall be responsible for all deliverables referenced in this RFP. This general requirement notwithstanding, Proposers may enter into subcontractor arrangements. Proposers may submit a proposal in response to this RFP, which identifies subcontract(s) with others, provided that the prime contractor acknowledges total responsibility for the entire contract.

If it becomes necessary for the prime contractor to use subcontractors, the State urges the prime contractor to use Louisiana vendors, including small and emerging businesses, a small entrepreneurship or a veteran or service-connected disabled veteran-owned small entrepreneurship, if practical. In all events, any subcontractor used by the prime should be identified to the State Project Manager.

Information required of the prime contractor under the terms of this RFP, is also required for each subcontractor and the subcontractors must agree to be bound by the terms of the contract. The prime contractor shall assume total responsibility for compliance.

1.23 Written or Oral Discussions/Presentations

Written or oral discussions may be conducted with Proposers who submit proposals determined to be reasonably susceptible of being selected for award; however, the State reserves the right to enter into an Agreement without further discussion of the proposal submitted based on the initial offers received.

Any commitments or representations made during these discussions, if conducted, may become formally recorded in the final contract.

Written or oral discussions/presentations for clarification may be conducted to enhance the State's understanding of any or all of the proposals submitted. Proposals may be accepted without such discussions.

1.24 Acceptance of Proposal Content

The mandatory RFP requirements shall become contractual obligations if a contract ensues. Failure of the successful Proposer to accept these obligations shall result in the rejection of the proposal.

1.25 Evaluation and Selection

All responses received as a result of this RFP are subject to evaluation by the State Evaluation Committee for the purpose of selecting the Proposer with whom the State shall contract.

To evaluate all proposals, a committee whose members have expertise in various areas has been selected. This committee will determine which proposals are reasonably susceptible of being selected for award. If required, written or oral discussions may be conducted with any or all of the Proposers to make this determination.

Written recommendation for award shall be made to the Director of State Purchasing for the Proposer whose proposal, conforming to the RFP, will be the most advantageous to the State of Louisiana, price and other factors considered.

The committee may reject any or all proposals if none is considered in the best interest of the State.

1.26 Contract Negotiations

If for any reason the Proposer whose proposal is most responsive to the State's needs, price and other evaluation factors set forth in the RFP considered, does not agree to a contract, that proposal shall be rejected and the State may negotiate with the next most responsive Proposer. Negotiation may include revision of non-mandatory terms, conditions, and requirements. OSP must approve the final contract form and issue a purchase order, if applicable, to complete the process.

1.27 Contract Award and Execution

The State reserves the right to enter into a contract without further discussion of the proposal submitted based on the initial offers received.

The RFP, including any addenda and the proposal of the selected Contractor will become part of any contract initiated by the State.

Proposers are discouraged from submitting their own standard terms and conditions with their proposals. Proposers should address the specific language in the sample contract and submit any exceptions or deviations the proposer wishes to negotiate. The proposed terms will be negotiated before a final contract is entered. Mandatory terms and conditions are not negotiable. If applicable, a proposer may submit or refer to a Master Agreement entered into by the contractor and the State in accordance with R.S. 39:198(e).

If the contract negotiation period exceeds thirty (30) days or if the selected Proposer fails to sign the contract within **seven calendar** days of delivery of it, the State may elect to cancel the award and award the contract to the next-highest-ranked Proposer.

Award shall be made to the Proposer with the highest points, whose proposal, conforming to the RFP, will be the most advantageous to the State of Louisiana, price and other factors considered.

The State intends to award to a single Proposer.

1.28 Notice of Intent to Award

Upon review and approval of the evaluation committee's and agency's recommendation for award, OSP will issue a "Notice of Intent to Award" letter to the apparent successful Proposer. A contract shall be completed and signed by all parties concerned on or before the date indicated in the "Schedule of Events." If this date is not met, through no fault of the State, the State may elect to cancel the "Notice of Intent to Award" letter and make the award to the next most advantageous Proposer.

OSP will also notify all unsuccessful Proposers as to the outcome of the evaluation process. The evaluation factors, points, evaluation committee member names, and the completed evaluation summary and recommendation report will be made available to all interested parties after the "Notice of Intent to Award" letter has been issued.

Any person aggrieved by the proposed award has the right to submit a protest in writing, in accordance with RS: 39:1671, to the Director of State Purchasing, within fourteen days of the award/intent to award.

1.29 Debriefings

Debriefings may be scheduled by the participating Proposers after the "Notice of Intent to Award" letter has been issued by scheduling an appointment with the Office of State Purchasing. Contact may be made by phone at (225) 342-8028 or E-mail to Lisa.Sanchez@La.gov.

1.30 Insurance Requirements

NOT REQUIRED FOR THIS RFP

1.31 Subcontractor Insurance

NOT REQUIRED FOR THIS RFP

1.32 Indemnification and Limitation of Liability

Neither party shall be liable for any delay or failure in performance beyond its control resulting from acts of God or force majeure. The parties shall use reasonable efforts to eliminate or minimize the effect of such events upon performance of their respective duties under the contract.

Contractor shall be fully liable for the actions of its agents, employees, partners or subcontractors and shall fully indemnify and hold harmless the State from suits, actions, damages and costs of every name and description relating to personal injury and damage to real or personal tangible property caused by Contractor, its agents, employees, partners or subcontractors in the performance of the contract, without limitation; provided, however, that the Contractor shall not indemnify for that portion of any claim, loss or damage arising hereunder due to the negligent act or failure to act of the State.

Contractor will indemnify, defend and hold the State harmless, **without limitation**, from and against any and all damages, expenses (including reasonable attorneys' fees), claims judgments, liabilities and costs which may be finally assessed against the State in any action for infringement of a United States Letter Patent with respect to the Products, Materials, or Services furnished, or of any copyright, trademark, trade secret or intellectual property right, provided that the State shall give the Contractor: (i) prompt written notice of any action, claim or threat of infringement suit, or other suit, (ii) the opportunity to take over, settle or defend such action, claim or suit at Contractor's sole expense, and (iii) assistance in the defense of any such action at the expense of Contractor. Where a dispute or claim arises relative to a real or anticipated infringement, the State may require Contractor, at its sole expense, to submit such information

and documentation, including formal patent attorney opinions, as the Commissioner of Administration shall require.

The Contractor shall not be obligated to indemnify that portion of a claim or dispute based upon: i) State's unauthorized modification or alteration of a Product, Material, or Service; ii) State's use of the Product, Material, or Service in combination with other products, materials, or services not furnished by Contractor; iii) State's use in other than the specified operating conditions and environment.

In addition to the foregoing, if the use of any item(s) or part(s) thereof shall be enjoined for any reason or if Contractor believes that it may be enjoined, Contractor shall have the right, at its own expense and sole discretion as the state's exclusive remedy to take action in the following order of precedence: (i) to procure for the State the right to continue using such item(s) or part(s) thereof, as applicable; (ii) to modify the component so that it becomes non-infringing equipment of at least equal quality and performance; or (iii) to replace said item(s) or part(s) thereof, as applicable, with non-infringing components of at least equal quality and performance, or (iv) if none of the foregoing is commercially reasonable, then provide monetary compensation to the State up to the dollar amount of the Contract.

For all other claims against the Contractor where liability is not otherwise set forth in the contract as being "without limitation", and regardless of the basis on which the claim is made, Contractor's liability for direct damages, shall be the greater of \$100,000, the dollar amount of the Contract, or two (2) times the charges for products, materials, or services rendered by the Contractor under the Contract. Unless otherwise specifically enumerated herein mutually agreed between the parties, neither party shall be liable to the other for special, indirect or consequential damages, including lost data or records (unless the Contractor is required to back-up the data or records as part of the work plan), even if the party has been advised of the possibility of such damages. Neither party shall be liable for lost profits, lost revenue or lost institutional operating savings.

The State may, in addition to other remedies available to them at law or equity and upon notice to the Contractor, retain such monies from amounts due Contractor, or may proceed against the performance and payment bond, if any, as may be necessary to satisfy any claim for damages, penalties, costs and the like asserted by or against them.

1.33 Fidelity Bond Requirements

NOT REQUIRED FOR THIS RFP

1.34 Payment for Services

The Agency shall pay Contractor in accordance with the Pricing Schedule set forth in Attachment I. The Contractor may invoice the agency at the billing address designated by the agency. Payments will be made by the Agency within approximately thirty (30) days after receipt of a properly executed invoice, and approval by the Agency. Invoices shall include the contract and order number, using department and product purchased. Invoices submitted without the referenced documentation will not be approved for payment until the required information is provided.

1.35 Termination

1.35.1 Termination of the Contract for Cause

The State may terminate the contract for cause based upon the failure of the Contractor to comply with the terms and/or conditions of the contract, or failure to fulfill its performance obligations pursuant to the contract, provided that the State shall give the Contractor written notice specifying the Contractor's failure. If within thirty (30) days after receipt of such notice, the Contractor shall not have corrected such failure or, in the case of failure which cannot be corrected in thirty (30) days, begun in good faith to correct such failure and thereafter proceeded diligently to complete such correction, then the State may, at its option, place the Contractor in default and the contract shall terminate on the date specified in such notice.

The Contractor may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the State to comply with the terms and conditions of the contract, provided that the Contractor shall give the State written notice specifying the State's failure and a reasonable opportunity for the State to cure the defect.

1.35.2 Termination of the Contract for Convenience

The State may terminate the contract at any time by giving thirty (30) days written notice to the Contractor of such termination or negotiating with the Contractor an effective date.

The Contractor shall be entitled to payment for deliverables in progress, to the extent work has been performed satisfactorily.

1.35.3 Termination for Non-Appropriation of Funds

The continuance of the contract is contingent upon the appropriation of funds to fulfill the requirements of the contract by the legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract, or if such appropriation is reduced by the veto of the Governor or by any means provided in the appropriations act or Title 39 of the Louisiana Revised Statutes of 1950 to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

1.36 Assignment

Assignment of contract, or any payment under the contract, requires the advanced written approval of the Commissioner of Administration.

1.37 No Guarantee of Quantities

NOT APPLICABLE TO THIS RFP

1.38 Audit of Records

The State legislative auditor, federal auditors and internal auditors of the Department of Education, Division of Administration, or others so designated by the DOA, shall have the option to audit all accounts directly pertaining to the resulting contract for a period of five (5) years after project acceptance or as required by applicable State and Federal law. Records shall be made available during normal working hours for this purpose.

1.39 Civil Rights Compliance

The Contractor agrees to abide by the requirements of the following as applicable: Title VI and Title VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972, Federal Executive Order 11246, the Federal Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Act of 1975, and Contractor agrees to abide by the requirements of the Americans with Disabilities Act of 1990. Contractor agrees not to discriminate in its employment practices, and will render services under the contract and any contract without regard to race, color, religion, sex, national origin, veteran status, political affiliation, or disabilities. Any act of discrimination committed by Contractor, or failure to comply with these statutory obligations when applicable shall be grounds for termination of the contract.

1.40 Record Retention

The Contractor shall maintain all records in relation to the contract for a period of at least five (5) years after final payment.

1.41 Record Ownership

All records, reports, documents, or other material related to any contract resulting from this RFP and/or obtained or prepared by Contractor in connection with the performance of the services contracted for herein shall become the property of the State and shall, upon request, be returned by Contractor to the State, at Contractor's expense, at termination or expiration of the contract.

1.42 Content of Contract/ Order of Precedence

In the event of an inconsistency between the contract, the RFP and/or the Contractor's Proposal, the inconsistency shall be resolved by giving precedence first to the final contract, then to the RFP and subsequent addenda (if any) and finally, the Contractor's Proposal.

1.43 Contract Changes

No additional changes, enhancements, or modifications to any contract resulting from this RFP shall be made without the prior approval of OSP.

Changes to the contract include any change in: compensation; beginning/ ending date of the contract; scope of work; and/or Contractor change through the Assignment of Contract process. Any such changes, once approved, will result in the issuance of an amendment to the contract.

1.44 Substitution of Personnel

The State intends to include in any contract resulting from this RFP the following condition:

Substitution of Personnel: If, during the term of the contract, the Contractor or subcontractor cannot provide the personnel as proposed and requests a substitution, that substitution shall meet or exceed the requirements stated herein. A detailed resume of qualifications and justification is to be submitted to the State for approval prior to any personnel substitution. It shall be acknowledged by the Contractor that every reasonable attempt shall be made to assign the personnel listed in the Contractor's proposal.

1.45 Governing Law

All activities associated with this RFP process shall be interpreted under Louisiana Law. All proposals and contracts submitted are subject to provisions of the laws of the State of Louisiana including but not limited to L.R.S. 39:1551-1736; purchasing rules and regulations; executive orders; standard terms and conditions; special terms and conditions; and specifications listed in this RFP.

1.46 Claims or Controversies

Any claims or controversies shall be resolved in accordance with the Louisiana Procurement Code, RS39:1673.

1.47 Proposer's Certification of OMB A-133 Compliance

Certification of no suspension or debarment: By signing and submitting any proposal for \$100,000 or more, the proposer certifies that their company, any subcontractors, or principals are not suspended or debarred by the General Services Administration (GSA) in accordance with the requirements in OMB Circular A-133.

A list of parties who have been suspended or debarred can be viewed via the Internet at <http://www.epls.gov>.

1.48 Warranties

Contractor warrants that all services shall be performed in a workmanlike manner, and according to its current description contained in the contract.

No Surreptitious Code Warranty. Contractor warrants that Contractor will make all commercially reasonable efforts not to include any Unauthorized Code in any software provided hereunder. "Unauthorized Code" means any virus, Trojan horse, worm or other software routine or component designed to permit unauthorized access to disable, erase, or otherwise harm software, equipment, or data, or to perform any other such actions. Excluded from this prohibition are identified and State-authorized features designed for purposes of maintenance or technical support.

Extent of Warranty: **THESE WARRANTIES REPLACE ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.**

1.49 Anti-Kickback Clause

The Contractor hereby agrees to adhere to the mandate dictated by the Copeland "Anti-Kickback" Act which provides that each Contractor or sub-grantee shall be prohibited from inducing, by any means, any person employed in the completion of work, to give up any part of the compensation to which he is otherwise entitled.

1.50 Clean Air Act

The Contractor hereby agrees to adhere to the provisions which require compliance with all applicable standards, orders or requirements issued under Section 306 of the Clean Air Act which prohibits the use under non-exempt Federal contracts, grants or loans of facilities included on the EPA list of Violating Facilities.

1.51 Energy Policy and Conservation Act

The Contractor hereby recognizes the mandatory standards and policies relating to energy efficiency which are contained in the State energy conservation plan issued in compliance with the Energy Policy and Conservation Act (P.L. 94-163).

1.52 Clean Water Act

The Contractor hereby agrees to adhere to the provisions which require compliance with all applicable standards, orders, or requirements issued under Section 508 of the Clean Water Act which prohibits the use under non-exempt Federal contracts, grants or loans of facilities included on the EPA List of Violating Facilities.

1.53 Anti-Lobbying and Debarment Act

The Contractor will be expected to comply with Federal statutes required in the Anti-Lobbying Act and the Debarment Act.

PART II SCOPE OF WORK/SERVICES

2.1 Scope of Work/Services

Overview

The Department of Education, Office of School and Community Support, Division of Dropout Prevention, Adult and Family Services needs a web-based data collection and management program to meet state and national reporting requirements for adult and family literacy services. This Adult Education Web-based Data Management System will be hosted by the Contractor. All hardware, including servers, disk storage, backup and recovery services, and secure high speed internet connection with broadband connections and SSL encryption is to be provided by the Contractor for the term of this contract. Contractor will provide periodic enhancements to software, as available, and modify the system to accommodate changes to the NRS changes, as needed. Contractor will have capabilities to import data from the existing server. The database will be used as a data collection/data management tool. Data collected will be analyzed and used for decision regarding identification of successful programs, needed program improvements, needed professional development, and determinations regarding program funding, policies and future directions.

Tasks and Services

The Contractor will work with designated LDOE staff to develop a web-based data collection program and will provide ongoing technical assistance in the implementation and utilization of the program at the state and local level.

Technical Requirements

This software program must utilize the Microsoft ".Net" applications development platform (MS/Windows, Visual Studio and MS/SQL Server). This would be an Internet-accessible, browser-based, remotely-hosted software solution with one integrated, central data repository allowing real-time data entry, data editing, and access to the system from any PC with supported browsers, as well as log all data changes. All system modules must be available in electronic and printable format. The relational central database would reside on a secured dedicated database server providing real-time 24/7 access for all users. The database would provide a minimum of 5 years of historical data on-line, with archival procedures for older data. Each user would be assigned a unique user-ID and password following the established rules by the Louisiana Department of Education (LDOE) to protect the integrity of the data inputted or accessed. This database would have the ability to interface with other LDOE program-specific applications if needed, as well as the Louisiana Workforce Commission's system via CSV. Backup, recovery, and maintenance procedures are required for disaster recovery along with adequate hardware support and network capacity to support reasonable response time (goal 1-2 seconds) and less than 1% downtime during normal availability periods. The system is expected to handle an anticipated 40,000 transactions per day (80 users x 500 students per day) with approximately 50,000 students enrolled annually. For this system, since the data is going to be hosted offsite, scheduled and automated data exports must be submitted via FTP to a given LDOE data site. The contractor will work with LDOE programming staff to establish format and frequency of the exports.

Functional Requirements

The primary objective of this project is to develop, host, and maintain an integrated, web browser-based data collection and management program to capture all indicators for Adult Education and Family Literacy and to meet the data collection requirements of the National Reporting System. This system is needed to meet federal and state reporting requirements according to the Workforce Investment Act of 1998, Title II: Adult and Family Literacy Act and is also in line with one of the Superintendent's goals to create a world class education system by improving student achievement. This system will allow us to collect the student data elements to provide for that goal. Specifically, the system will meet the data collection and reporting requirements listed in the Scope of Work/Services (Part II, Section 2.4 Deliverables).

In addition to the basic data elements listed in

<http://www.nrsweb.org/docs/DevelopingNRSTogether2004.pdf>, the web-based data management program will meet the following requirements:

- Ease of entry – user friendly
- Relational database allowing for the disaggregation of data by instructional site, classroom, teacher, etc. and the identification of individual students by goal for follow-up by NRS measures
- Production of required federal, state and local reports
- Compliance with National Reporting System (NRS) for Adult Education
- Data Requirements include all NRS choices and:
 - Registration
 - Student Profiles
 - Student Checklist
 - Employment Tracking
 - Testing
 - Classifications
 - Attendance
 - Goals/Outcomes
 - Referrals
 - Assessments
 - Case Management/Comments
 - Program Tracking
 - Site and Class Schedules
 - Staff Rosters, Training, Degrees, Certifications, Professional Development
- Customization of state and local reports
- Extensive search filters and display options including export formats
- Extensive searching and sub-searching capabilities to allow for robust, multi-level, and/or drill-down searches without timing out
- Capability to conduct analyses for local program evaluation including automatic updates
- Common data element reporting appropriate for all programs (i.e. attendance, level growth, professional development)
- Maintenance and technical assistance for state and local entities as defined by the state
- Unlimited on-line customer support
- Unlimited secondary level phone support assistance including break-fix and question and answer
- Interagency data match capability for goal specific records to be exportable in CSV format
- Exporting data files in different formats
- Capability of uploading data including multiple years of data from the existing data base

- Data security for different levels of administration
- User level security and permissions management
- Group level security and permissions management
- Security screens for invalid data entry information
- Allowance for scanning of student entry forms
- Ability to generate fixed and ad-hoc reports as requested by the state
- User customized student, course, and staff data entry forms
- Accessibility in navigational tools such as attendance, age, entry level, current level, GED attainment, etc.
- Diagnostic tools for data variances
- Limitation of assessment choices to state approved list with ability to add diagnostic tests or assessments
- Automatic entry of grade level and Education Functioning Level upon entry of assessment scale scores
- Automatic entry error detection
- Numerous user defined data fields integrated with report options including but not limited to:

- Rosters
- Labels
- Merge letters and forms
- Program analysis
- Student demographics
- Funding
- Testing results
- Pre-test and post-test growth
- User development query and report building

- Contractor will host the system. All hardware including servers, disk storage, backup and recovery services, and high speed internet connection with SSL encryption is to be provided.

Include a detailed analysis resulting in a functional specification document based on needs requirements, design a detailed data model, and provide a basis from which to begin detailed system design and development. Procedures for handling change requests and managing scope deviation will also be developed during this phase.

The Contractor will concentrate on designing and developing the components necessary to conduct a pilot test of the Adult Education Web-based Data Management System.

The Proposer shall provide a technical training program, based on the outlined scope of services for Adult Education staff, and remote district users. The list must contain the names of the classes, a description of the classes and the maximum number of students that shall attend.

It is the intent of the Department to require the Proposer to train all personnel who will be responsible for use of the system.

Contractor will specify a date for plan implementation of the Adult Education Web-based Data Management System so that it will be fully operational based on LDOE fiscal cycles.

Users will be able to input their site data on-line and view fixed and ad-hoc reports. Automated procedures will be in place to import data from the current system during the migration and training period from date of award for two (2) months. This one time conversion will be to import data from the current system by working with the current vendor. Users will have a full range of both on-line and printed reports to assist them in their work.

If a critical problem with customized software cannot be identified through remote troubleshooting methods within twelve hours the Proposer shall dispatch a qualified software technician for on-site support. A technician shall be on-site working on the problem within twenty-four hours of being dispatched. Critical problems must be resolved in an expedient manner.

The Contractor will develop and host a "Help Desk" function beginning during the implementation phase and extending to the end of the project to assist users to solve problems either of a programmatic or technical nature. There will be a dedicated telephone line and an 800 number that will need to be manned during the normal (8 X 5) work hours of the agency. Moreover, the Contractor will develop and implement a tracking system that will maintain the frequency and types of problems or complaints received from users, and generate reports that can be used to determine if continuous improvement efforts are successful over time.

2.2 Period of Agreement

This contract shall be effective for thirty-six (36) months from the date of award and at the option of the State of Louisiana and acceptance by the contractor, may be extended for two (2) additional twelve-month periods at the same price of Year 3, and at the same terms and conditions of the proposal and subsequent award. Contract not to exceed sixty (60) months.

2.3 Price Schedule

Prices proposed by the proposers should be submitted on the price schedule furnished herein on Attachment I. Prices submitted shall be firm for the term of the contract. Prices should include delivery of all items F.O.B. destination.

2.4 Deliverables

The deliverables listed in this section are the minimum desired from the successful proposer. Every proposer should describe what deliverables will be provided per their proposal and how the proposed deliverables will be provided.

Deliverable 1: The system must be a web-based solution designed to provide a student/staff tracking system meeting the technical requirements in Section 2.1.

Deliverable 2: The system must be NRS compliant tracking the basic data elements and providing the system functions listed in Attachment 3.

Deliverable 3: The system must provide the program extract, the program summary and all other reports found in Attachment 3.

Deliverable 4: The contractor must be prepared to determine/confirm timelines for implementation of the project within one week of notification of the contract award.

Deliverable 5: The system has the capability to export data via CSV format.

Deliverable 6: The current data will be imported into the system.

2.5 Location

This Adult Education Web-based Data Management System will be hosted by the Contractor. All hardware, including servers, disk storage, backup and recovery services, and secure high speed internet connection with broadband connections and SSL encryption is to be provided by the Contractor for the term of this contract.

2.6 Proposal Elements

2.6.1 Financial

Proposal shall include prices per the following and the schedule furnished in Attachment I, as well as other potential charges (if any) for proposed services associated with the RFP program implementation and administration that you wish the State to consider.

1. Provide the total cost for services, inclusive of travel and all project expenses as outlined in Attachment I.
2. For information purposes, provide the total estimated number of hours, by classification, for the Proposer's project staff, the billing rate by classification, and an estimated percentage of the effort that will be completed by a subcontractor.

2.6.2 Technical and Functional Requirements

The Proposal shall include information in the format as given below:

Each Proposer should address how the firm will meet all the requirements of this RFP, with particular attention to:

- Plans and or schedule for implementation, orientation, installation and migration of data.
- Plans for training.
- Provisions for customer service, including personnel assigned, toll-free number, and technical assistance.
- Qualifications of all personnel as listed in Part III Evaluation.
- Cost Proposal as outlined in Attachment 1.
- Company background and experience on similar projects as outlined in Section 3.2.
- Information demonstrating the Proposer's understanding of the nature and scope of this project.

PART III EVALUATION

The following criteria in Attachment I will be evaluated when reviewing the proposals. The proposal will be evaluated in light of the material and the substantiating evidence presented to the State, not on the basis of what may be inferred.

The scores for the Financial and Technical Proposals will be combined to determine the overall score. The Proposer with the highest overall score will be recommended for award.

3.1 Financial Proposal (Value of 50 points)

The following financial criteria will be evaluated in accordance with Attachment I:

Prices proposed by the Proposers should be submitted on the price schedule furnished in Attachment I. Prices proposed shall be firm.

The information provided in response to this section will be used in the Financial Evaluation to calculate lowest evaluated cost.

A proposer's base cost score will be based on the cost information provided in Attachment I and computed as follows:

$$BCS = (LPC/PC \times 50)$$

Where: BCS = Computed cost score (points) for proposer being evaluated
 LPC = Lowest proposed cost of all proposers
 PC = Total cost of proposer being evaluated

3.2 Technical Proposal (Value of 50 points)

The following criteria are of importance and relevance to the evaluation of this RFP and will be used by the Evaluation Committee in the evaluation of the technical proposal. Such factors may include but are not limited to:

Company Background and Experience

The Proposer should give a brief description of their company, including a brief history, corporate structure and organization, number of years in business, and copies of their latest financial statement.

This section should provide a detailed discussion of the Proposer's prior experience in working on projects similar in size, scope, and function to the proposed contract. Proposers should describe their experience in other states or in corporate/governmental entities of comparable size and diversity with references from entities, including names and telephone numbers of those references.

Proposer should complete the following information:

Company name	Size of work force	Number of years in I.T. business/consulting	Locations in Louisiana

Proposed Project Staff

The Proposer should provide detailed information about the experience and qualifications of the Proposer's assigned personnel considered key to the success of the project.

This information should include education, training, technical experience, functional experience, specific dates and names of employers, relevant and related experience, past and present projects with dates and responsibilities, and any applicable certifications. This should also specifically include the role and responsibilities of each person on this project, his/her planned level of effort, his/her anticipated duration of involvement, and his/her on-site availability. Customer references (name, title, company name, address and telephone number) should be provided for the cited projects in the individual resumes.

Employee Name	Years with Project Management	Exp. I.T.	Years with MS/ASP.Net Development	Exp.	Years with MS/SQL Server Development	Exp.	Years with MS/Visual Studio Web Development	Exp.	Years with MS/SQL Reporting Services Development	Exp.
Empl. #1										
Empl. #2										
Empl. #3										
Empl. #4										
Empl. #5										
Empl. #6										
Empl. #7										
Etc...										

Approach and Methodology

- Proposer's understanding of the nature of the project and how his/her proposal will best meet the needs of the state agency.
- Proposer should define his/her functional approach in providing the services.
- Proposer should define his/her functional approach in identifying the tasks necessary to meet requirements.
- Describe the approach to Project Management and Quality Assurance.
- Provide a proposed Project Work Plan that reflects the approach and methodology, tasks and services to be performed, deliverables, timetables, staffing.
- Proposer should define his/her functional approach in developing a detailed design reflecting the most effective means of accomplishing system functions.
- Proposer should define his/her approach implementing this system within the State agency's infrastructure and identifying issues that would prevent or impair implementation or operation across Louisiana state government's heterogeneous environment.

- Proposer should define his/her strategy for project team organization and task assignments to transfer application knowledge, to position the State to be self sufficient after implementation.
- Proposer should define his/her approach for defining system and data security.
- Proposer should identify areas of project risk and procedures to mitigate these risks.
- Proposer should define the methodology to be utilized for system design.
- Proposer should explain how each Task and Service will be performed (this should take into account project phasing, use of tools, technologies, etc.)

Small Entrepreneurship (Hudson Initiative) Program

- Other Desirable Requirements: This procurement has been designated as suitable for small entrepreneurship participation. The State of Louisiana's Small Entrepreneurship (Hudson Initiative) Program, is designed to provide additional opportunities for Louisiana-based small entrepreneurs (sometimes referred to as SE's) to participate in contracting and procurement with the state. A certified small entrepreneurship is one that has been certified by the Louisiana Department of Economic Development. All eligible vendors are encouraged to become certified. Qualification requirements and online certification are available at <https://www.ledsmallbiz.com/seinformation.htm>.
- Proposers are encouraged to use small entrepreneurs where sub-contracting opportunities exist. Ten percent (10%) of the total evaluation points on this RFP are reserved for proposers who are themselves a certified SE or who have made a good faith effort to use one or more SE's as subcontractors.
- Written notification to certified small entrepreneurs is the preferred method to inform certified SE's of potential subcontracting opportunities. A current list of small entrepreneurs, which have been certified by the Louisiana Department of Economic Development, may be accessed from the State of Louisiana Procurement and Contract Network (LaPAC) by clicking "Search for Registered Vendors" at <http://www.prd.doa.louisiana.gov/osp/lapac/vendor/srchven.asp>.
- You may then determine the search criteria (i.e. alphabetized list of all certified vendors, by commodities, etc.), and select "SmallE". Copies of notification to at least three (or more) certified SE's will satisfy the notification requirements. Notification must be provided to the certified SE's by the proposer in writing no less than five working days prior to the date of proposal deadline. Notification must include the scope of work, location to review plans and specifications (if applicable), information about required qualifications and specifications, any bonding and insurance information and/or requirements (if applicable), and the name of a person to contact.
- Proposers that plan to use certified SE's should include in their proposal the names of their certified SE subcontractor(s), a description of the work each will perform, and the dollar value of each proposed certified SE subcontract. If a certified SE was not selected, the proposer should provide written justification of the selection process.
- Proposers that plan to use certified SE's should provide documentation to demonstrate their good faith subcontracting effort (i.e., phone logs, fax transmittal logs, letters, e-mails) in order to receive any reserved points.
- In the event questions arise after an award is made relative to the proposer's good faith efforts, the proposer will be required to provide supporting documentation to demonstrate its good faith subcontracting plan was actually followed. If it is at any time determined that the contractor did not in fact perform its good faith subcontracting plan, the contract award or the existing contract may be terminated.

- Contractors will be required to report small entrepreneurship subcontractor or distributor participation and the dollar amount of each. The statutes (R.S 39:2001 *et. seq.*) and rules (LAC 19:VIII.Chapters 11 and 13) concerning this program may be viewed at <http://www.legis.state.la.us/lss/lss.asp?doc=96265> and <http://www.doa.louisiana.gov/osp/SE/rule.pdf> respectively. The State requires competitive pricing, qualifications, and demonstrated competencies in the selection of contractors.
- **Company Background-5 points**
- **Staff Qualifications-5 points**
- **Experience-10 points**
- **Approach and Methodology-20 points**
- **Use of a Small Entrepreneurship-10 points**

PART IV. PERFORMANCE STANDARDS

4.1 Performance Requirements and Measurements

A turnkey software application that is NRS compliant will be delivered that is a contractor-hosted, web based, Internet accessible to all approved adult education programs in Louisiana, and that is functionally comparable to the system in use by LDOE today for collection, aggregation, analysis, and reporting of Adult Education data.

The database will be pre-loaded with data migrated from the current system being used by LDOE. No data will be corrupted as a result of loading the legacy data into the system.

The contractor will deliver all tasks identified in the Scope of Work and Functional Requirements.

The delivered system will meet all the requirements identified in the Scope of Work and Deliverables.

4.2 Performance Measurement/Evaluation

Compliance to the RFP specifications will be verified during the Implementation Phase of the project. The timeframe for acceptance will be 30 days from successful implementation.

Data integrity will be validated by comparing the information in the existing system with the proposed system.

Reports will be compared to the existing system to verify accuracy.

ATTACHMENT I

COST PROPOSAL

PART I - BUSINESS ARRANGEMENT

The Agency will consider various options by which the Proposer may bill and invoice for services rendered. The Proposer should propose in this section a specific business arrangement for invoicing of services rendered. The proposed arrangement must be tied to services rendered and be auditable. In addition to describing the proposed business arrangement, the Proposer may complete Part II below to detail the invoice.

PART II – RATE STRUCTURE

The Proposer must specify in detail the cost breakdown for the envisioned phases of the Adult Education Web-based Data Management System. Factors should be itemized if optional features and enhancements are available.

A. Functional Specification Phase

List the cost to conduct a detailed analysis resulting in a functional specification document based on needs requirements, design a detailed data model, and provide a basis from which to begin detailed system design and development. Procedures for handling change requests and managing scope deviation will also be developed during this phase.

B. Design and Development Phase

The Contractor will concentrate on designing and developing the components necessary to conduct a pilot test of the Adult Education Web-based Data Management System. List the total cost for a working data model, screen prototypes, documented code, report layouts, and test scripts for all modules. Include the cost of any software products to be supplied by Proposer, which is associated with the implementation of the proposed solution. All hardware including servers, disk storage, backup and recovery services, and high speed internet connection with SSL encryption is to be provided by the contractor for the term of this contract. All software referenced in the proposal must be shown in the cost statement, whatever the cost, and include charges for software installation.

C. Training Phase

The Proposer shall provide a technical training program, based on the outlined scope of services for Adult Education staff, and remote district users. The list must contain the names of the classes, a description of the classes and the maximum number of students that shall attend without additional cost to the Department. The Proposer shall also include, as a separate cost item, the cost per student for additional students to be enrolled in each class. Training charges must reflect the cost for on-site training to be held regionally in Louisiana. It is the intent of the Department to require the Proposer to train all personnel who will be responsible for use of the system.

D. Implementation Phase

The Contractor will list the cost, and specify a date for plan implementation of the Adult Education Web-based Data Management System so that it will be fully operational based on LDOE fiscal cycles. These costs must include the costs of all of the software, plus the costs of all server/network hardware to host the system by the Proposer, plus the cost of hosting the application, including high speed broadband Internet connection, plus the costs to provide daily backup of the application and databases, and the recovery of the server / databases should a catastrophic failure occur. At that time, users will be able to input their site data on-line and view fixed and ad-hoc reports. Automated procedures will be in place to import data from the current system during the migration and training period from date of award for two (2) months. This one time conversion will be to import data from the current system by working with the current vendor. Users will have a full range of both on-line and printed reports to assist them in their work.

E. Evaluation and Maintenance Phase

List the annual cost to provide maintenance of the software product after acceptance is given by the State. Maintenance must include the costs to repair software bugs (break/fix), performance issues (slow response time on the server-side or the Proposer's Internet connection), hardware additions or upgrades (disk space, server upgrades) necessary to support normal growth in the application, etc. If a critical problem with customized software cannot be identified through remote troubleshooting methods within twelve hours the Proposer shall dispatch a qualified software technician for on-site support. A technician shall be on-site working on the problem within twenty-four hours of being dispatched. Critical problems must be resolved in an expedient manner.

F. "Help Desk" Phase

The Contractor will list the cost to develop and host a "Help Desk" function beginning during the implementation phase and extending to the end of the project to assist users to solve problems either of a programmatic or technical nature. There will be a dedicated telephone line and an 800 number that will need to be manned during the normal (8 X 5) work hours of the agency. Moreover, the Contractor will develop and implement a tracking system that will maintain the frequency and types of problems or complaints received from users, and generate reports that can be used to determine if continuous improvement efforts are successful over time.

G. Other Costs

List (and explain) any other costs associated to this RFP not itemized above, but which may be necessary for the successful implementation of this project. List the cost for travel here.

For information purposes, provide the total estimated number of hours, by classification, for the Proposer's project staff, the billing rate by classification, and an estimated percentage of the effort that will be completed by a subcontractor.

Finally, a summary line below showing the total 3 year project cost is required to be completed by the proposer.

Project Phases	Year 1	Year 2	Year 3	
Functional Specification Cost		N/A	N/A	
Design and Development Cost		N/A	N/A	
Training Cost		N/A	N/A	
Implementation Cost		N/A	N/A	
Hosting Cost				
Maintenance Cost				
Help Desk Cost				
Other Costs if any (describe)				
TOTAL YEARLY COSTS				

TOTAL COSTS FOR 3 YEARS: _____

ATTACHMENT 2

SAMPLE GENERIC CONTRACT

STATE OF LOUISIANA

PARISH OF _____

File No. _____

(or solicitation #)

CONTRACT

Be it known, that effective upon approval by the Director of State Purchasing, as evidenced by the Director's signature on this document, the (Agency Name) (hereinafter sometimes referred to as "State") and (Contractor's name and legal address including zip code) (hereinafter sometimes referred to as "Contractor") do hereby enter into contract under the following terms and conditions.

SCOPE OF SERVICE

Contractor hereby agrees to furnish the following services:

(If the Scope of Services is more lengthy than will fit here, it may be attached separately, referenced and incorporated herein.)

CONTRACT MODIFICATIONS

No amendment or variation of the terms of this contract shall be valid unless made in writing, signed by the parties and approved as required by law. No oral understanding or agreement not incorporated in the contract is binding on any of the parties.

Changes to the contract include any change in a) compensation; b) beginning/ending date of the contract; c) scope of work; and/or d) contractor change through the assignment of contract process. Any such changes, once approved, will result in the issuance of an amendment to the contract.

FUND USE

Contractor agrees not to use contract proceeds to urge any elector to vote for or against any candidate or proposition on an election ballot nor shall such funds be used to lobby for or against any proposition or matter having the effect of law being considered by the Louisiana Legislature or any local governing authority. This provision shall not prevent the normal dissemination of factual information relative to a proposition on any election ballot or a proposition or matter having the effect of law being considered by the Louisiana Legislature or any local governing authority.

HEADINGS

Descriptive headings in this contract are for convenience only and shall not affect the construction or meaning of contractual language.

PAYMENT TERMS

The Contractor shall invoice the State Agency directly and payment shall be made by the State Agency directly to the Contractor in accordance with the payment terms agreed to in the Contract.

DELIVERABLES

Contractor will deliver the item(s) or service(s) as described below (or per the attached) per the following schedule...

TAXES

Contractor agrees that all applicable taxes are included in the schedule pricing. State agencies are exempt from all state and local sales and use taxes. Contractor's federal tax identification number is [TO BE COMPLETED]

TERMINATION OF THIS CONTRACT FOR CAUSE

The State may terminate this contract for cause based upon the failure of Contractor to comply with the terms and/or conditions of the contract, or failure to fulfill its performance obligations pursuant to this contract, provided that the State shall give the Contractor written notice specifying the Contractor's failure. If within thirty (30) days after receipt of such notice, the Contractor shall not have corrected such failure or, in the case of failure which cannot be corrected in (30) days, begun in good faith to correct such failure and thereafter proceeded diligently to complete such correction, then the State may, at its option, place the Contractor in default and the contract shall terminate on the date specified in such notice.

The Contractor may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of the State to comply with the terms and conditions of this contract, provided that the Contractor shall give the State written notice specifying the State's failure and a reasonable opportunity for the State to cure the defect.

TERMINATION OF THIS CONTRACT FOR CONVENIENCE

The State may terminate the Contract at any time by giving thirty (30) days written notice to the Contractor of such termination or negotiating with the Contractor an effective date.

OWNERSHIP

All records, reports, documents, or other material related to this contract and/or obtained or prepared by Contractor in connection with the performance of the services contracted for herein shall become the property of State, and shall, upon request, be returned by Contractor to State, at Contractor's expense, at termination or expiration of this contract.

USE OF AGENCY'S FACILITIES

Any property of the State furnished to the Contractor shall, unless otherwise provided herein, or approved by the State and/or Agency, be used only for the performance of this contract.

The Contractor shall be responsible for any loss or damage to property of the State and/or State Agency which results from willful misconduct or lack of good faith on the part of the Contractor or which results from the failure on the part of the Contractor to maintain and administer that property in accordance with sound management practices, to ensure that the property will be returned to the State and/or State Agency in like condition, except for normal wear and tear, to that in which it was furnished to the Contractor. Upon the happening of loss, or destruction of, or damage to property of the State, the Contractor shall notify the State thereof and shall take all reasonable steps to protect that property from further damage.

The Contractor shall surrender to the State and/or State Agency all property of the State and/or State Agency prior to settlement upon completion, termination, or cancellation of this contract. All reference to the Contractor under this section shall include any of its employees, agents, or subcontractors.

WAIVER

Waiver of any breach of any term or condition of this contract shall not be deemed a waiver of any prior or subsequent breach. No term or condition of this contract shall be held to be waived, modified or deleted except by the written consent of both parties.

WARRANTIES

Contractor warrants that all services shall be performed in a workmanlike manner, and according to its current description (including any completion criteria) contained in the scope of work.

This paragraph may only apply when software is involved.

No Surreptitious Code Warranty. Contractor warrants that Contractor will make all commercially reasonable efforts not to include any Unauthorized Code in the software provided hereunder. "Unauthorized Code" means any virus, Trojan horse, worm or other software routine or component designed to permit unauthorized access to disable, erase, or otherwise harm software, equipment, or data, or to perform any other such actions. Excluded from this prohibition are identified and State-authorized features designed for purposes of maintenance or technical support.

Extent of Warranty: THESE WARRANTIES REPLACE ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE

INDEMNIFICATION AND LIMITATION OF LIABILITY

Neither party shall be liable for any delay or failure in performance beyond its control resulting from acts of God or force majeure. The parties shall use reasonable efforts to eliminate or minimize the effect of such events upon performance of their respective duties under this contract.

Contractor shall be fully liable for the actions of its agents, employees, partners or subcontractors and shall fully indemnify and hold harmless the State from suits, actions, damages and costs of every name and description relating to personal injury and damage to real or personal tangible property caused by Contractor, its agents, employees, partners or subcontractors in the performance of this contract, without limitation; provided, however, that the

Contractor shall not indemnify for that portion of any claim, loss or damage arising hereunder due to the negligent act or failure to act of the State.

Contractor will indemnify, defend and hold the State harmless, **without limitation**, from and against any and all damages, expenses (including reasonable attorneys' fees), claims judgments, liabilities and costs which may be finally assessed against the State in any action for infringement of a United States Letter Patent with respect to the Products, Materials, or Services furnished, or of any copyright, trademark, trade secret or intellectual property right, provided that the State shall give the Contractor: (i) prompt written notice of any action, claim or threat of infringement suit, or other suit, (ii) the opportunity to take over, settle or defend such action, claim or suit at Contractor's sole expense, and (iii) assistance in the defense of any such action at the expense of Contractor. Where a dispute or claim arises relative to a real or anticipated infringement, the State may require Contractor, at its sole expense, to submit such information and documentation, including formal patent attorney opinions, as the Commissioner of Administration shall require.

The Contractor shall not be obligated to indemnify that portion of a claim or dispute based upon: i) State's unauthorized modification or alteration of a Product, Material, or Service; ii) State's use of the Product, Material, or Service in combination with other products, materials, or services not furnished by Contractor; iii) State's use in other than the specified operating conditions and environment.

In addition to the foregoing, if the use of any item(s) or part(s) thereof shall be enjoined for any reason or if Contractor believes that it may be enjoined, Contractor shall have the right, at its own expense and sole discretion as the state's exclusive remedy to take action in the following order of precedence: (i) to procure for the State the right to continue using such item(s) or part (s) thereof, as applicable; (ii) to modify the component so that it becomes non-infringing equipment of at least equal quality and performance; or (iii) to replace said item(s) or part(s) thereof, as applicable, with non-infringing components of at least equal quality and performance, or (iv) if none of the foregoing is commercially reasonable, then provide monetary compensation to the State up to the dollar amount of the Contract.

For all other claims against the Contractor where liability is not otherwise set forth in the contract as being "without limitation", and regardless of the basis on which the claim is made, Contractor's liability **for direct damages, shall be the greater of \$100,000, the dollar amount of the Contract, or two (2) times the charges for services rendered by the Contractor under the Contract.** Unless otherwise specifically enumerated herein mutually agreed between the parties, neither party shall be liable to the other for special, indirect or consequential damages, including lost data or records (unless the Contractor is required to back-up the data or records as part of the work plan), even if the party has been advised of the possibility of such damages. Neither party shall be liable for lost profits, lost revenue or lost institutional operating savings.

The State may, in addition to other remedies available to them at law or equity and upon notice to the Contractor, retain such monies from amounts due Contractor, or may proceed against the performance and payment bond, if any, as may be necessary to satisfy any claim for damages, penalties, costs and the like asserted by or against them.

INSURANCE

Contractor will be required to provide the State of Louisiana with Certificates of adequate insurance indicating coverage required, *(in accordance with Section(s) _____ of the RFP).*

LICENSES AND PERMITS

Contractor shall secure and maintain all licenses and permits, and pay inspection fees required to do the work required to complete this contract, if applicable.

SEVERABILITY

If any term or condition of this contract or the application thereof is held invalid, such invalidity shall not affect other terms, conditions or applications which can be given effect without the invalid term, condition or application; to this end the terms and conditions of this contract are declared severable.

SUBCONTRACTORS

The Contractor may enter into subcontracts with third parties for the performance of any part of the Contractor's duties and obligations. In no event shall the existence of a subcontractor operate to release or reduce the liability of the Contractor to the State and/or State Agency for any breach in the performance of the Contractor's duties. The Contractor will be the single point of contact for all subcontractor work.

ASSIGNMENT

Contractor shall not assign any interest in this contract by assignment, transfer, or novation, without prior written consent of the State. This provision shall not be construed to prohibit the contractor from assigning his bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to the State.

CODE OF ETHICS

The contractor acknowledges that Chapter 15 of Title 42 of the Louisiana Revised Statutes (R.S. 42:1101 et. seq., Code of Governmental Ethics) applies to the Contracting Party in the performance of services called for in this contract. The contractor agrees to immediately notify the state if potential violations of the Code of Governmental Ethics arise at any time during the term of this contract.

CONFIDENTIALITY

The following provision will apply unless the state agency statement of work specifically indicates that all information exchanged will be non-confidential:

All financial, statistical, personal, technical and other data and information relating to the State's operations which are designated confidential by the State and made available to the Contractor in order to carry out this contract, shall be protected by the Contractor from unauthorized use and disclosure through the observance of the same or more effective procedural requirements as are applicable to the State. The identification of all such confidential data and information as well as the State's procedural requirements for protection of such data and information from unauthorized use and disclosure shall be provided by the State in writing to the Contractor. If the methods and procedures employed by the Contractor for the protection of the Contractor's data and information are deemed by the State to be adequate for the protection of the State's

confidential information, such methods and procedures may be used, with the written consent of the State, to carry out the intent of this paragraph. The Contractor shall not be required under the provisions of the paragraph to keep confidential any data or information, which is or becomes publicly available, is already rightfully in the Contractor's possession, is independently developed by the Contractor outside the scope of the contract, or is rightfully obtained from third parties.

CONTRACT CONTROVERSIES

Any claim or controversy arising out of the contract shall be resolved by the provisions of Louisiana Revised Statute 39:1673.

RIGHT TO AUDIT

The State Legislative auditor, federal auditors and internal auditors of the Division of Administration, or others so designated by the DOA, shall have the option to audit all accounts directly pertaining to the contract for a period of five (5) years after project acceptance or as required by applicable State and Federal Law. Records shall be made available during normal working hours for this purpose.

SECURITY

Contractor's personnel will comply with all security regulations in effect at the State's premises, and externally for materials and property belonging to the State or to the project. Where special security precautions are warranted (e.g., correctional facilities), the State shall provide such procedures to the Contractor, accordingly. Contractor is responsible for promptly reporting to the State any known breach of security.

TERM OF CONTRACT

This Contract is effective upon OSP approval and will end no later than *<length of term specified in the RFP>*, unless otherwise terminated in accordance with the Termination provision of this Agreement. The State has the option, upon acceptance by the Contractor, to extend for *<extension language as specified in the RFP>*.

COMMENCEMENT OF WORK

No work shall be performed by Contractor and the State shall not be bound until such time as a Contract is fully executed between the State and the Contractor and all required approvals are obtained.

FISCAL FUNDING

The continuation of this contract is contingent upon the appropriation of funds to fulfill the requirements of the contract by the legislature. If the legislature fails to appropriate sufficient monies to provide for the continuation of the contract or if such appropriation is reduced by the veto of the Governor or by any means provided in the appropriations act or Title 39 of the Louisiana Revised Statutes of 1950 to prevent the total appropriation for the year from

exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

COMPLIANCE WITH CIVIL RIGHTS LAWS

The Contractor agrees to abide by the requirements of the following as applicable: Title VI and Title VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972, Federal Executive Order 11246, the Federal Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Act of 1975, and Contractor agrees to abide by the requirements of the Americans with Disabilities Act of 1990. Contractor agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, sexual orientation, national origin, veteran status, political affiliation, or disabilities. Any act of discrimination committed by Contractor, or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

GOVERNING LAW

This Contract shall be governed by and interpreted in accordance with the laws of the State of Louisiana. Venue of any action brought with regard to this Contract shall be in the Nineteenth Judicial District Court, parish of East Baton Rouge, State of Louisiana.

COMPLETE CONTRACT

This is the complete Contract between the parties with respect to the subject matter and all prior discussions and negotiations are merged into this contract. This contract is entered into with neither party relying on any statement or representation made by the other party not embodied in this contract and there are no other agreements or understanding changing or modifying the terms. This Contract shall become effective upon final statutory approval.

ORDER OF PRECEDENCE

The Request for Proposals (RFP), dated _____, and the Contractor's Proposal dated _____, are attached hereto and, incorporated into this Contract as though fully set forth herein. In the event of an inconsistency between this Contract, the RFP and/or the Contractor's Proposal, unless otherwise provided herein, the inconsistency shall be resolved by giving precedence first to this Contract, then to the RFP and finally, the Contractor's Proposal.

THUS DONE AND SIGNED AT _____ on this _____ day of _____, 20____, and, IN WITNESS WHEREOF, the parties have executed this Contract.

WITNESSES' SIGNATURES:

STATE AGENCY SIGNATURE:

By: _____

Title: _____

THUS DONE AND SIGNED AT _____ on this _____ day of _____, 20____, and, IN WITNESS WHEREOF, the parties have executed this Contract.

WITNESSES' SIGNATURES:

CONTRACTOR SIGNATURE:

By: _____

Title _____

Phone No.: _____

Approved by:

Director of State Purchasing

Basic Data Elements

STUDENT INFORMATION

- Name
- Address
- Phone
- E-mail
- Date of Birth
- Gender
- Ethnicity
- Social Security Number
- Functioning Levels
- Test Scores & Dates
- Program Type
 - ◊ ABE (Adult Basic Education)
 - ◊ ASE (Adult Secondary Education)
 - ◊ ESL (English-as-a-Second Language)
- Environment
 - ◊ Family literacy
 - ◊ Workplace literacy
 - ◊ Homeless
 - ◊ Work-based project learner (WBPL)
 - ◊ Correctional
- Secondary Status Measures
 - ◊ Low income
 - ◊ Displaced homemaker
 - ◊ Single parent
 - ◊ Displaced worker
 - ◊ Learning disabled
- Enrollment Date
- Teacher/class enrolled
- Separation Date
- Attendance Hours/Dates (weekly/monthly)
- Goals for Attending
- Core Achievements
 - ◊ Entered employment
 - ◊ Retained employment
 - ◊ Got GED
 - ◊ Placed in Postsecondary Education
- Secondary Achievements
 - ◊ Achieved WBPL Goal
 - ◊ Left public assistance
 - ◊ Achieved citizenship goals
 - ◊ Increased involvement in child's education
 - ◊ Increased involvement in child's literacy activities
 - ◊ Voted or registered to vote
 - ◊ Increased involvement in community affairs
- Disability Information
- Employment Status
- Public Assistance
- Community Type
 - ◊ Rural
 - ◊ Urban

STAFF INFORMATION

- Name
- Address
- Phone
- E-mail
- Date of Birth
- Gender
- Ethnicity
- Function
 - ◊ Teacher
 - ◊ Counselor
 - ◊ Paraprofessional
 - ◊ Local administrator
 - ◊ State-level administrator
- Status
 - ◊ Full time
 - ◊ Part time
 - ◊ Volunteer

Basic Data System Functions**PROGRAM/SITE FUNCTIONS DESCRIPTION**

- Add Program - Set up information for program
- Add Site - Set up information for site associated with program
- Add Class - Set up information for class associated with site
- Move Sites/Classes - Ability to move one or more classes to a different site, or sites to a different program (merge)
- Class Attendance - Enter attendance information for all students in class

STUDENT FUNCTIONS

- Intake - Enter demographics, needs, goals, etc., on intake
- Enrollment - Enroll/drop student in class
- Attendance - Maintain attendance information for student
- Assessment - Enter student test scores
- Leveling - Level student based upon test scores (automatic)
- Separation - Enter separation information

STAFF FUNCTIONS

- Staff Profile - Maintain information about staff members
- Contact Hours - Enter actual contact hours by week or month

REPORTING FUNCTIONS

- NRS Tables - Generate NRS tables

SYSTEM MANAGEMENT FUNCTIONS

- Assessment/Leveling Information - Maintain information about test scores and levels
- Goals/Achievements - Maintain information about standardized goals/achievements

Exhibit 2.1 Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Beginning ABE Literacy Test Benchmark: TABE (9–10) scale scores (grade level 0–1.9) Reading: 367 and below Total Math: 313 and below Language: 369 and below CASAS scale scores: Reading: 200 and below Math: 200 and below Writing: 200 and below	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Beginning Basic Education Test Benchmark: TABE (9–10) scale scores (grade level 2–3.9) Reading: 368–460 Total Math: 314–441 Language: 390–490 CASAS scale scores: Reading: 201–210 Math: 201–210 Writing: 201–225	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery), and can read want ads and complete simple job applications.

Note: The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • TABE = Test of Adult Basic Education

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Low/Intermediate Basic Education Test/Benchmark: TABE (9–10) scale scores (grade level 4–5.9): Reading: 461–517 Total Math: 442–505 Language: 491–523 CASAS scale scores: Reading: 211–220 Math: 211–220 Writing: 226–242 Wordenric Verbal: 175–255 Quantitative: 170–245	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dolls and scales and take routine measurements.
High Intermediate Basic Education Test/Benchmark: TABE (9–10) scale scores (grade level 6–8.9): Reading: 518–566 Total Math: 506–565 Language: 524–559 CASAS scale scores: Reading: 221–235 Math: 221–235 Writing: 243–260 WorkKeys scale scores: Reading for Information: 75–78 Writing: 75–77 Applied Mathematics: 75–77 Wordenric Verbal: 260–340 Quantitative: 250–325	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; and can follow simple instructions for using technology.

Note: The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • TABE = Test of Adult Basic Education

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Low Adult Secondary Education Test Benchmark: TAAE (9–10): scale scores (grade level 9–10.9) Reading: 567–595 Total Math: 566–594 Language: 560–595 CASAS scale scores: Reading: 236–245 Math: 236–245 Writing: 261–270 WorkKeys scale scores: Reading for Information: 79–81 Writing: 78–85 Applied Mathematics: 78–81 Wordelic: Verbal: 345–500 Quantitative: 330–500	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context clues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure, and can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs; and can develop own tables and graphs; and can use math in business transactions.	Individual is able to read simple multistep directions and read common legal forms and manuals; can integrate information from text, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.
High Adult Secondary Education Test Benchmark: TAAE (9–10): scale scores (grade level 11–12) Reading: 596 and above Total Math: 595 and above Language: 586 and above CASAS scale scores: Reading: 246 and above Math: 246 and above Writing: 271 and above WorkKeys scale scores: Reading for Information: 82–90 Writing: 86–90 Applied Mathematics: 82–90	Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals; and can use context clues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.

Note: The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • TABE = Test of Adult Basic Education

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Entry Level	Level 1	Level 2	Level 3
Beginning ESL Literacy Test Benchmark: CASAS scale scores: Reading: 180 and below Listening: 180 and below BEST Plus: 400 and below (SPL D-1) BEST Literacy: 0-20 (SPL D-1) TABE CLAS-E scale scores: [*] Total Reading and Writing: 225-394 Total Listening and Speaking: 230-407	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos), can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Low Beginning ESL Test Benchmark: CASAS scale scores: Reading: 181-190 Listening: 181-190 Writing: 136-145 BEST Plus: 401-417 (SPL 2) BEST Literacy: 21-52 (SPL 2) TABE CLAS-E scale scores: [*] Total Reading and Writing: 395-441 Total Listening and Speaking: 408-449	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.

Note. The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST = Basic English Skills Test • TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

^{*} Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows total scores.

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
High Beginning ESL Test Benchmark: CASAS scale scores: Reading: 191–200 Listening: 191–200 Writing: 146–200 BEST Plus: 418–438 (SPL 3) BEST Literacy: 53–63 (SPL 3) TABE CLAS-E scale scores:[*] Total Reading and Writing: 442–482 Total Listening and Speaking: 450–485	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
Low Intermediate ESL Test Benchmark: CASAS scale scores: Reading: 201–210 Listening: 201–210 Writing: 201–225 BEST Plus: 439–472 (SPL 4) BEST Literacy: 64–67 (SPL 4) TABE CLAS-E scale scores:[*] Total Reading and Writing: 483–514 Total Listening and Speaking: 486–525	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Note: The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST = Basic English Skills Test • TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

^{*} Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows total scores.

Exhibit 2.1 (Continued) Functioning Level Table

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS		
High/Intermediate ESL Test/Benchmark: CASAS scale scores: Reading: 211–220 Listening: 211–220 Writing: 226–242 BEST Plus: 473–506 (SPL 5) BEST Literacy: 68–75 (SPL 6) TABE CLAS-E scale scores:** Total Reading and Writing: 515–556 Total Listening and Speaking: 526–558	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.
Advanced ESL Test/Benchmark: CASAS scale scores: Reading: 221–235 Listening: 221–235 Writing: 243–260 BEST Plus: 507–540 (SPL 6) BEST Literacy: 76–78 (SPL 6)** TABE CLAS-E scale scores:** Total Reading and Writing: 557–600 Total Listening and Speaking: 559–600	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.
		Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

Note: The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST = Basic English Skills Test • TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System—English

* Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows only total scores

** Students can be placed into advanced ESL using Best Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.

Table 1 (for Program Years 2008-09 and 2009-10)
Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Enter the number of participants* by educational functioning level,** ethnicity,*** and sex.

Entering Educational Functioning Level (A)	American Indian or Alaskan Native		Asian		Black or African- American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
ABE Beginning Literacy													
ABE Beginning Basic Education													
ABE Intermediate Low													
ABE Intermediate High													
ASE Low													
ASE High													
ESL Beginning Literacy													
ESL Low Beginning													
ESL High Beginning													
ESL Intermediate Low													
ESL Intermediate High													
ESL Advanced													
Total													

*A participant is an adult who receives at least twelve (12) hours of instruction. Work-based project learners are not included in this table.

**See attached definitions for educational functioning levels.

***A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging.
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Table 1 (beginning Program Year 2010-11)
Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Enter the number of participants* by educational functioning level,** ethnicity,** and sex.

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
ABE Beginning Literacy															
ABE Beginning Basic Education															
ABE Intermediate Low															
ABE Intermediate High															
ASE Low															
ASE High															
ESL Beginning Literacy															
ESL Low Beginning															
ESL High Beginning															
ESL Intermediate Low															
ESL Intermediate High															
ESL Advanced															
Total															

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*A participant is an adult who receives at least twelve (12) hours of instruction. Work-based project learners are not included in this table.

**See attached definitions for educational functioning levels.

*** See attached definitions of race/ethnicity categories and examples that demonstrate how to report them. A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. If a student does not self-identify a race/ethnicity, the program must use observer identification.

Table 2 (for Program Years 2008-09 and 2009-10)
Participants by Age, Ethnicity, and Sex

Enter the number of participants by age,* ethnicity, and sex.

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African- American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
16-18													
19-24													
25-44													
45-59													
60 and Older													
Total													

*Participants should be classified based on their age at entry. Participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year. Work-based project learners are not included in this table.

The totals in Columns B-M should equal the totals in Column N of Table 1. Row totals in Column N should equal corresponding column totals in Table 3.

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**Table 2 (beginning Program Year 2010-11)
Participants by Age, Ethnicity, and Sex**

Enter the number of participants by age,* ethnicity, and sex.

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
16-18															(P)
19-24															
25-44															
45-59															
60 and Older															
Total															

*Participants should be classified based on their age at entry. Participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year. Work-based project learners are not included in this table.

** See definitions of race/ethnic categories and examples that demonstrate how to report them.

The totals in Columns B-O should equal the totals in Column B-O of Table 1. Row totals in Column P should equal corresponding column totals in Table 3.

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Table 3
Participants by Program Type and Age

Enter the number of participants by program type and age.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-59 (E)	60 and Older (F)	Total (G)
Adult Basic Education						
Adult Secondary Education						
English-as-a-Second Language						
Total						

The total in Column G should equal the total in Column N of Table 1.

The total in Columns B-F should equal the totals for the corresponding rows in Column N of Table 2 and the total in Column N of Table 1.

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Table 4
Educational Gains and Attendance by Educational Functioning Level

Enter number of participants for each category listed, total attendance hours, and calculate percentage of participants completing each level.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy							
ABE Beginning Basic Education							
ABE Intermediate Low							
ABE Intermediate High							
ASE Low							
ASE High*							
ESL Beginning Literacy							
ESL Low Beginning							
ESL High Beginning							
ESL Intermediate Low							
ESL Intermediate High							
ESL Advanced							
Total							

The total in Column B should equal the total in Column N of Table 1.

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column E represents a subset of Column D (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column H is calculated by using the following formula: $H = \frac{\text{Column D}}{\text{Column B}}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

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Table 4B
Educational Gains and Attendance for Pre- and Posttested Participants

Enter number of pre- and posttested participants for each category listed, calculate percentage of posttested participants completing each level, and enter total attendance hours for posttested completion.

Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Posttested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy							
ABE Beginning Basic Education							
ABE Intermediate Low							
ABE Intermediate High							
ASE Low							
ASE High*							
ESL Beginning Literacy							
ESL Low Beginning							
ESL High Beginning							
ESL Intermediate Low							
ESL Intermediate High							
ESL Advanced							
Total							

Include in this table only students who are both pre- and posttested.

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column E represents a subset of Column D (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when they entered.

Each row total in Column H is calculated using the following formula: $H = \frac{\text{Column D}}{\text{Column B}}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

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Table 4C
Educational Gains and Attendance for Participants in Distance Education

Enter number of distance education participants for each category listed, calculate percentage of participants completing each level, and enter total proxy and direct attendance hours.

Entering Educational Functioning Level (A)	Total Number Enrolled In Distance Education (B)	Total Estimated and Actual Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy							
ABE Beginning Basic Education							
ABE Intermediate Low							
ABE Intermediate High							
ASE Low							
ASE High*							
ESL Beginning Literacy							
ESL Low Beginning							
ESL High Beginning							
ESL Intermediate Low							
ESL Intermediate High							
ESL Advanced							
Total							

Include in this table only students who are counted as distance education students.

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column E represents a subset of Column D (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when they entered.

Each row total in Column H is calculated using the following formula: $H = \frac{\text{Column D}}{\text{Column B}}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

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Table 5
Core Followup Outcome Achievement

Core Followup Outcome Measures	Number of Participants With Main or Secondary Goal	Number of Participants Included in Survey Sample	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment*						
Retained Employment**						
Obtained a GED or Secondary School Diploma***						
Entered Postsecondary Education or Training****						

Instructions for Completing Table 5

* Report in Column B the number of participants who were unemployed at entry and who had a main or secondary goal of obtaining employment and who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

** Report in Column B: (1) the number of participants who were unemployed at entry and who had a main or secondary goal of employment **who exited during the program year** and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment who exited during the program year.

*** Report in Column B the number of participants with a main or secondary goal of passing GED tests or obtaining a secondary school diploma or its recognized equivalent who exited during the program year.

**** Report in Column B the number of participants with a main or secondary goal of placement in postsecondary education or training who exited during the program year.

If survey is used, then the number in Column C should equal the number in Column B unless random sampling was used. If one or more local programs used random sampling, then enter in Column C the total number of students included in the survey. If data matching is used, then Column C should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey. If data matching is used, then the number reported in Column D

should be the total number of records available for the data match. That number is normally less than the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column E = $\frac{\text{Column D}}{\text{Column B}}$, unless one or more programs used random sampling. If random sampling was used, see Appendix C of the *NRS Survey Guidelines* for further instructions on reporting.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

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Table 5A
Core Followup Outcome Achievement for Participants in Distance Education

Core Followup Outcome Measures	Number of Participants With Main or Secondary Goal	Number of Participants Included in Survey Sample	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment						
Retained Employment**						
Obtained a GED or Secondary School Diploma***						
Entered Postsecondary Education or Training****						

Include in this table only students who are counted as distance education students.

Follow the same instructions for Completing Table 5 to complete Table 5a, repeated below.

* Report in Column B the number of participants who were unemployed at entry and who had a main or secondary goal of obtaining employment and who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

** Report in Column B: (1) the number of participants who were unemployed at entry and who had a main or secondary goal of employment who exited and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment who exited in the first and second quarter

*** Report in Column B the number of participants with a main or secondary goal of passing GED tests or obtaining a secondary school diploma or its recognized equivalent who exited during the program year.

**** Report in Column B the number of participants with a main or secondary goal of placement in postsecondary education or training who exited during the program year.

If survey is used, then the number in Column C should equal the number in Column B unless random sampling was used. If one or more local programs used random sampling, then enter in Column C the total number of students included in the survey. If data matching is used, then Column C should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey. If data matching is used, then the number reported in Column D should be the total number of records available for the data match. That number is normally less than the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column E = $\frac{\text{Column D}}{\text{Column B}}$, unless one or more programs used random sampling. If random sampling was used, see Appendix C of the NRS Survey Guidelines for further instructions on reporting.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

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Table 6
Participant Status and Program Enrollment

Enter the number of participants for each of the categories listed.

Participant Status on Entry into the Program (A)	Number (B)
Disabled	
Employed	
Unemployed	
Not in the Labor Force	
On Public Assistance	
Living in Rural Area*	
Program Type	
In Family Literacy Program**	
In Workplace Literacy Program**	
In Program for the Homeless**	
In Program for Work-based Project Learners**	
Institutional Programs	
In Correctional Facility	
In Community Correctional Program	
In Other Institutional Setting	
Secondary Status Measures (Optional)	
Low Income	
Displaced Homemaker	
Single Parent	
Dislocated Worker	
Learning Disabled Adult	

*Rural areas are places with less than 2,500 inhabitants and located outside urbanized areas.

**Participants counted here must be in a program specifically designed for that purpose.

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Table 7
Adult Education Personnel by Function and Job Status

Enter an unduplicated count of personnel by function and job status.

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative/ Supervisory/Ancillary Services			
Local-level Administrative/ Supervisory/Ancillary Services			
Local Teachers			
Local Counselors			
Local Paraprofessionals			

In Column B, count one time only each part-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column C, count one time only each full-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column D, report the number of volunteers (personnel who are not paid) who served in the program administered under the Adult Education State Plan.

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Table 8
Outcomes for Adults in Family Literacy Programs (Optional)

Enter the number of participants in family literacy programs for each of the categories listed.

Core Followup Outcome Measures (A)	Number of Participants With Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Average Percent Achieving Outcome (G)
Completed an Educational Functioning Level *						
Entered Employment						
Retained Employment						
Obtained a GED or Secondary School Diploma						
Entered Postsecondary Education or Training						
Increased Involvement in Children's Education						
Helped more frequently with school						
Increased contact with children's teachers						
More involved in children's school activities						
Increased Involvement in Children's Literacy Activities						
Reading to children						
Visiting library						
Purchasing books or magazines						

For reporting completion of Educational Functioning Level:

* Report in Column B for this row all family literacy program participants who received 12 or more hours of service. Column F should include all participants reported in Column B who advanced one or more levels.

Compute Column G for this row using the following formula: $G = \frac{\text{Column F}}{\text{Column D}}$

For reporting Followup Measures:

Follow instructions for completing Table 5 to report these outcomes. However, include only family literacy program participants in Table 8.

Achievement of one or more of the increased involvement in children's education or children's literacy activities measures should be counted only once per participant. However, the specific outcome should be recorded in the subcategory and more than one outcome may be reported, so that the total for the three subcategories may be greater than the total reported for the overall category. For example, a participant who helped more frequently with schoolwork and increased contact with child's teachers would be recorded in both categories but would be counted only once in the overall category of "increased involvement in children's education."

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Table 9
Outcomes for Adults in Workplace Literacy Programs (Optional)

Enter the number of participants in workplace literacy programs for each of the categories listed.

Core Followup Outcome Measures (A)	Number of Participants With Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Average Percent Achieving Outcome (G)
Completed an Educational Functioning Level*						
Entered Employment						
Retained Employment						
Obtained a GED or Secondary School Diploma						
Entered Postsecondary Education or Training						

For reporting completion of Educational Functioning Level:

* Report in Column B for this row all workplace literacy program participants who received 12 or more hours of service. Column F should include all participants reported in Column B who advanced one or more levels.

Compute Column G for this row using the following formula: $G = \frac{\text{Column F}}{\text{Column D}}$

For reporting Followup Measures:

Follow instructions for completing Table 5 to report the outcomes. However, include only workplace literacy program participants in Table 9.

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Table 10
Outcomes for Adults in Correctional Education Programs

Enter the number of participants in correctional education programs for each of the categories listed.

Core Followup Outcome Measures (A)	Number of Participants With Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Average Percent Achieving Outcome (G)
Completed an Educational Functioning Level*						
Entered Employment						
Retained Employment						
Obtained a GED or Secondary School Diploma						
Entered Postsecondary Education or Training						

For reporting completion of Educational Functioning Level:

* Report in Column B for this row all correctional educational program participants who received 12 or more hours of service. Column F should include all participants reported in Column B who advanced one or more levels.

Compute Column G for this row using the following formula: $G = \frac{\text{Column F}}{\text{Column D}}$

For reporting Followup Measures:

Follow instructions for completing Table 5 to report the outcomes. However, include only correctional educational program participants in Table 10.

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Table 11
Secondary Outcome Measures (Optional)

Enter the number of participants for each of the categories listed.

Secondary Outcome Measures (A)	Number of Participants With Main or Secondary Goal or Status (B)	Number of Participants Obtaining Outcome (C)	Percentage Achieving Outcome (D)
Achieved Work-Based Project Learning Goal			
Left Public Assistance			
Achieved Citizenship Skills			
Increased Involvement in Children's Education*			
Increased Involvement in Children's Literacy Activities*			
Voted or Registered To Vote			
Increased Involvement in Community Activities			

Each row total in Column D is calculated using the following formula: $D = \frac{\text{Column C}}{\text{Column B}}$

* Enter the total number of participants who achieved this goal regardless of whether the participant was in a family literacy program. Use Table 8 to enter achievements of family literacy participants. The number reported here may be higher than reported in Table 8 because it includes all participants who achieved this goal.

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Table 12 (Optional) (for Program Years 2008-09 and 2009-10)
Work-based Project Learners by Age, Ethnicity, and Sex

Enter the number of work-based project learners by age,* ethnicity, and sex.

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African- American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
16-18													
19-24													
25-44													
45-59													
60 and Older													
Total													

Only participants designated as work-based project learners should be included in this table. These participants should not be included in Tables 1-5.

The total in Column N should equal the number of work-based project learners reported in Table 6.

*Participants should be classified based on their age at entry.

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Table 12 (Optional) (beginning Program Year 2010-2011)
Work-based Project Learners by Age, Ethnicity, and Sex

Enter the number of work-based project learners by age,* ethnicity, and sex.

Age Group (A)	American Indian or Alaska Native		Asian		Black or African- American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
16-18															
19-24															
25-44															
45-59															
60 and Older															
Total															

Only participants designated as work-based project learners should be included in this table. These participants should not be included in Tables 1-5.

The total in Column N should equal the number of work-based project learners reported in Table 6.

*Participants should be classified based on their age at entry.

OMB Number 1830-0027, Expires 8/31/12.

Table 13 (Optional)
Core Followup Outcome Achievement for
Prior Reporting Year and for Unintended Outcomes

For Column B, enter the number of participants for each of the outcome categories for outcomes not reported in the prior reporting period. For Column C, enter the number of participants achieving each outcome who did not have the outcome as a goal.

Core Followup Outcome Measures (A)	Number of Participants With Main or Secondary Goal Who Achieved Outcome but Were Not Reported in the Prior Reporting Period (B)	Number of Participants Achieving Outcome in Current Year Who Did Not Have the Outcome as a Goal (C)
Entered Employment		
Retained Employment		
Obtained a GED or secondary school diploma		
Placed in postsecondary education or training		

For Column B, report the number of participants who had the core outcome as a primary or secondary goal and who achieved that outcome according to the core outcome definitions (see Table 5) but *were not reported in the prior program year*.

For Column C, report the number of participants who achieved the outcome in the current reporting year but *did not have the outcome as a main or secondary goal*.

OMB Number 1830-0027, Expires 8/31/12.

Table 14
Local Grantees by Funding Source

Enter the number of each type of grantee (see attached definitions) directly funded by the state and the amount of federal and state funding they receive.

Provider Agency (A)	Total Number of Providers (B)	Total Number of Sub- Recipients (C)	WIA Funding		State Funding	
			Total (D)	% of Total (E)	Total (F)	% of Total (G)
Local Education Agencies						
Public or Private Nonprofit Agency						
Community-based Organizations						
Faith-based Organizations						
Libraries						
Institutions of Higher Education						
Community, Junior or Technical Colleges						
Four-year Colleges or Universities						
Other Institutions of Higher Education						
Other Agencies						
Correctional Institutions						
Other Institutions (non-correctional)						
All Other Agencies						
Total						

1. In Column (B), report the number of providers receiving a grant award or contract for instructional services from the eligible agency.

2. In Column (C), report the total number of each entity receiving funds as a sub-recipient. (Entities receiving funds from a grantee as part of a consortium are to be reported in column (C).)

3. In Column (E), the percentage is to be calculated using the following formula:

$$\frac{\text{Column D}}{\text{Total WIA}} = \text{Col (E)}$$

4. In Column (F), report total amount of state funds contributed. This amount need not necessarily equal the non-federal expenditure report on the Financial Status Report.

5. In Column (G), the percentage is to be calculated using the following formula:

$$\frac{\text{Column F}}{\text{Total State}} = \text{Col (G)}$$

OMB Number 1830-0027, Expires 8/31/12.

GRANTEE DEFINITIONS FOR TABLE 14

Local Education Agencies are publicly funded entities designated to administer and provide primary and secondary education instruction and services within a city, county, school district, township or region.

Community-based Organizations (CBOs) are private nonprofit organizations of demonstrated effectiveness that are representative of a community or significant segment of a community.

Faith-based Organizations (FBO) are non-profit organizations associated with a faith community or multiple faith ministries.

Libraries are public state and community funded institutions that offer education and community services in addition to providing access to print, audio-visual and technology resources.

Community, Junior or Technical Colleges are public institutions of higher education that offer associate's degree and certificate programs but, with few exceptions, award no baccalaureate degrees.

Four Year Colleges or Universities are a public or private non-profit institution of higher education that primarily offers baccalaureate degree programs.

Other Institution of Higher Education is a public or private non-profit institution that is not a community, junior, or technical college or a four-year college or university.

Correctional Institutions refer to state or federal penal institutions for criminal offenders. These include prisons, jails, and other correctional detention centers.

Other Institutions (Non-Correctional) are any medical or special institutions not designed for criminal offenders.

All Other Agencies include other public (federal, state, local) agencies not listed in the categories above.

State of Louisiana
Program Extract Report
11/13/2009 6:51:24 AM

ProgramID		0
Program Year		xxxx-xxxx
Program Name	xxxxxxxx	
ABE Enrollment		0
Secondary Enrollment		0
ESL Enrollment		0
PL Enrollment		0
Undefined Levels		0
Total Enrollment		0
Attendance Hours		0
ABE Enrollees who completed NRS Entry Level		0
ASE Enrollees who completed NRS Entry Level		0
Teachers		0
Certified AE Teachers		0
Students (12+ Hours)		0
Students (GED)		0

Please check one of the following:

I hereby certify the above information is correct.

I have reviewed the data and find it to be inaccurate.

I am including the accurate data on this form and will send you the corrected data files within two days.

Signature:

Date:

Page 1 of 8

State of Louisiana
Program Summary Report

Program ID	Program Year	Program Name	Enrolled Students					Total Attnd Hours	Completed NRS		Teachers		Stds 12+ Hour	GED Stds
			ABE	ASE	ESL	PL	Udf		Total	ABE	ASE	Total		
	2009-2010	Acadia Parish												
	2009-2010	Allen Parish												
	2009-2010	Ascension Parish												
	2009-2010	Assumption Parish												
	2009-2010	Avoyelles Parish												
	2009-2010	Bossier Parish												
	2009-2010	Caddo Parish												
	2009-2010	Calcasieu Parish												
	2009-2010	Caldwell Parish												
	2009-2010	Catahoula Parish												
	2009-2010	NELFLC Claiborne Parish												
	2009-2010	Concordia Parish												
ABE - Adult Basic Education			ASE - Adult Secondary Education					ESL - English Second Language		PL - Project Learner		Udf - Undefined		
AE - Adult Education			GED - General Educational Development					NRS - National Reporting System						

Year: 2009

Month: November

Number of adults enrolled(YTD)	Get result
Number of adults enrolled with one hour or more of services(YTD)	Get result
Number of adults enrolled for one hour or more of services	Get result
New clients enrolled during a specified month based on class registration	Get result
New clients enrolled during a specified month based on class registration, with at least one hour instruction in month	Get result
Hours of participation for new adults enrolled during a specified month	Get result
Hours of participation for adults enrolled - month	Get result
Hours of participation for adults enrolled - YTD	Get result
Number of participants referred for 6 hours of instruction will equal or exceed 6 hours or more per week of instruction (≥ 24 hours/month)	Get result
Number of participants referred for 6 hours of instruction will equal or exceed 6 hours or more per week of instruction (≥ 24 hours/month) - YTD	Get result
Number of participating adults will evidence satisfaction in services provided, as measured by enrollment for 12 hours or more in the program (12+ YTD)	Get result
Number of participating adults will evidence satisfaction in services provided, as measured by enrollment for 12 hours or more in the program (≥ 12 hours/month)	Get result
Number of adults, participating 60 hours	Get result
Number of adults, participating 60 hours, taking TABE, and showing gain over previous test administration or completing educational functioning level during reporting period	Get result

Monthly STEP Count By Agency	
------------------------------	--

to 10/31/2009

[illegible]

Temporary Assistance for Needy Families (T.A.N.F) Search

Help ?

Year: 2009

Month: November

Number of adults enrolled (YTD)	Get result
Number of adults enrolled with one hour or more of services (YTD)	Get result
Number of adults enrolled for one hour or more of services	Get result
New clients enrolled during a specified month based on class registration	Get result
New clients enrolled during a specified month based on class registration, with at least one hour instruction in month	Get result
Hours of participation for new adults enrolled during a specified month	Get result
Hours of participation for adults enrolled - month	Get result
Hours of participation for adults enrolled - YTD	Get result
Number of participants referred for 6 hours of instruction will equal or exceed 6 hours or more per week of instruction (≥ 24 hours/month)	Get result
Number of participants referred for 6 hours of instruction will equal or exceed 6 hours or more per week of instruction (≥ 24 hours/month) - YTD	Get result
Number of participating adults will evidence satisfaction in services provided, as measured by enrollment for 12 hours or more in the program (12+ YTD)	Get result
Number of participating adults will evidence satisfaction in services provided, as measured by enrollment for 12 hours or more in the program (≥ 12 hours/month)	Get result
Number of adults, participating ⁶⁰ 50 hours	Get result
Number of adults, participating 50 hours, taking TABE, and showing gain over previous test administration or completing educational functioning level during reporting period	Get result

Student: Student Calendar Hours Report

11/19/2009

AgencyID: 35738999**School District / Agency:** ~ Louisiana SEA ~**Report Statistics****Dates Between:** 10/01/2009 AND 10/31/2009**Total number of students:** 25,954**Total students w/ non-zero hours:** 11,767**Average Total Hours:** 19.18 (Average calculated using students w/ non-zero total hours)**Maximum:** 233.00**Minimum:** 0.00**Total Hours of All Students**

Instruction	Computer	Preparation	Travel	Other	TOTAL
219,958.29	313.00	0.00	0.00	9.00	225,678.21

Instructional Hours Numerical Breakdown:

Total Hours:	<12	>=12
# of Students	7795	6108

Total Hours:	<=10	<=20	<=30	<=40	<=50	<=60	<=70	<=80	<=90	<=100
# of Students	7405	2795	1345	799	565	521	238	103	54	24

Total Hours:	<=110	<=120	<=180	<=240	<=300	<=360	<=420	<=480	480+	Total
# of Students	22	17	14	1	0	0	0	0	0	13,903

Note: # of students measured between the total hours. For example, <=20 counts # of students where (10 < # of Students <=20)

Student Assessments

11/19/2009

Student: [REDACTED] [REDACTED] Instruct Hours Since Last Assessment: 12.00

Assessment	Form	Subtest	Scaled Score	SPL/GLE	Date Assessed
TABE	TABE 9	Reading	327.00	1.600	10/27/2009

Student: [REDACTED] [REDACTED] Instruct Hours Since Last Assessment: 11.00

Assessment	Form	Subtest	Scaled Score	SPL/GLE	Date Assessed
TABE	TABE 9	Language	519.00	5.600	10/22/2009
TABE	TABE 9	Reading	554.00	8.100	10/22/2009
TABE	TABE 9	Total Mathematics	518.00	6.400	10/22/2009

Student: [REDACTED] [REDACTED] Instruct Hours Since Last Assessment: 15.50

Assessment	Form	Subtest	Scaled Score	SPL/GLE	Date Assessed
TABE	TABE 9	Language	475.00	3.300	10/07/2009
TABE	TABE 9	Reading	524.00	6.200	10/07/2009
TABE	TABE 9	Total Mathematics	516.00	6.300	10/07/2009

Student: [REDACTED] [REDACTED] Instruct Hours Since Last Assessment: 74.75

Assessment	Form	Subtest	Scaled Score	SPL/GLE	Date Assessed
TABE	TABE 10	Language	508.00	5.000	10/13/2009

Student: [REDACTED] [REDACTED] Instruct Hours Since Last Assessment: 30.25

Assessment	Form	Subtest	Scaled Score	SPL/GLE	Date Assessed
TABE	TABE 9	Language	524.00	6.000	10/09/2009
TABE	TABE 9	Reading	593.00	10.800	10/09/2009

Student Hours Report

11/19/2009

AgencyID: [REDACTED]

School District / Agency: [REDACTED]

Description: Print all student instructional hours recorded within the given date range.

Start Date: 10/01/2009

End Date: 10/31/2009

Name: [REDACTED]

Date	Hours Present
------	---------------

10/30/2009	4.00
------------	------

TOTAL:	4.0
---------------	-----

Name: [REDACTED]

Date	Hours Present
------	---------------

10/30/2009	14.25
------------	-------

TOTAL:	14.3
---------------	------

Name: [REDACTED]

Date	Hours Present
------	---------------

10/30/2009	11.75
------------	-------

TOTAL:	11.8
---------------	------

Name: [REDACTED]

Date	Hours Present
------	---------------

10/30/2009	4.50
------------	------

TOTAL:	4.5
---------------	-----

Name: [REDACTED]

Date	Hours Present
------	---------------

10/30/2009	24.75
------------	-------

TOTAL:	24.8
---------------	------

Name: [REDACTED]

Date	Hours Present
------	---------------

10/30/2009	4.00
------------	------

Student: Pair Hours

11/19/2009 1:03:16 PM

AgencyID: [REDACTED]**School District / Agency:** ~ Louisiana SEA ~**Dates Between:** 10/01/2009 and 10/31/2009

Description: This report describes the student and tutor hour pairs within the given dates. Please note that this report only works with student selections not tutor selections.

Student: [REDACTED] **Tutor:** [REDACTED]

<u>Month-Year</u>	<u>Hours</u>
-------------------	--------------

October-2009	8.00
--------------	------

Total Hours:	8.00
---------------------	------

Student: [REDACTED] **Tutor:** [REDACTED]

<u>Month-Year</u>	<u>Hours</u>
-------------------	--------------

October-2009	3.00
--------------	------

Total Hours:	3.00
---------------------	------

Student: [REDACTED] **Tutor:** [REDACTED]

<u>Month-Year</u>	<u>Hours</u>
-------------------	--------------

October-2009	2.00
--------------	------

Total Hours:	2.00
---------------------	------

Student: [REDACTED] **Tutor:** [REDACTED]

<u>Month-Year</u>	<u>Hours</u>
-------------------	--------------

October-2009	9.00
--------------	------

Total Hours:	9.00
---------------------	------

Student: [REDACTED] **Tutor:** [REDACTED]

<u>Month-Year</u>	<u>Hours</u>
-------------------	--------------

October-2009	6.00
--------------	------

Student Goals: Student Name and Goals

11/19/2009 1:06:48 PM

School District / Agency: [REDACTED]

[REDACTED]

Goal Description	Date Met	Date Set	Goal Status
Complete educational functioning level	03/24/2009	07/28/2008	Met
Complete educational functioning level	06/10/2008	01/23/2008	Met
Complete educational functioning level		07/09/2009	Active
Obtain GED		10/20/2008	Active
Total Student Goals:			4

[REDACTED]

Goal Description	Date Met	Date Set	Goal Status
Complete educational functioning level		09/04/2009	Active
Total Student Goals:			1

[REDACTED]

Goal Description	Date Met	Date Set	Goal Status
Complete educational functioning level		10/15/2009	Active
Total Student Goals:			1

[REDACTED]

Goal Description	Date Met	Date Set	Goal Status
Complete educational functioning level		05/12/2009	Active
Complete educational functioning level		07/07/2009	Active
Total Student Goals:			2

[REDACTED]

Student: Goal Attainment by Period

School District / Agency:

Goals Met Between: 10/01/2009 and 10/31/2009

Goal: Obtain GED

Last Name	First Name	Date Met
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		10/16/2009
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Students With Goal: 1

Total Goals Met: 1