

# Board of Education Agenda Item

Item: \_\_\_\_\_ M. \_\_\_\_\_

Date: \_\_\_\_\_ June 22, 2005 \_\_\_\_\_

**Topic:** First Review of the Annual Performance Report on Adult Education and Family Literacy

**Presenter:** Dr. Yvonne V. Thayer, Director, Adult Education and Literacy

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## Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: \_\_\_\_\_

Action requested at this meeting  Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

No previous board review/action

Previous review/action

date \_\_\_\_\_

action \_\_\_\_\_

## Background Information:

Section 22.1-226 of the Code of Virginia requires school divisions to evaluate adult education programs offered by the school division by synthesizing data collected for other state and federal reports.

“They shall report the findings of the evaluation, including the effectiveness and success of programs in assisting adults in obtaining the General Educational Development (GED) Certificate and the high school diploma. The Board of Education shall collect the results and report the findings to the Governor and the General Assembly.”

## Summary of Major Elements:

The attached report summarizes the progress made by learners in adult education programs funded by Title II of the Workforce Investment Act during the 2003-2004 school year. The document reports performance targets negotiated by the U. S. Department of Education and the progress made in reaching the targets.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Adult Education Annual Performance Report pursuant to Section 22.1-226 in the Code of Virginia.

**Impact on Resources:**

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

**Timetable for Further Review/Action:**

Following the board's approval, the report will be transmitted to the Governor and the General Assembly as required by the Code of Virginia.



**VIRGINIA BOARD OF EDUCATION**

**2005 Annual Report**

# **ADULT EDUCATION ANNUAL PERFORMANCE REPORT**

**PRESENTED TO**

**THE HONORABLE MARK R. WARNER  
GOVERNOR OF VIRGINIA  
AND  
THE GENERAL ASSEMBLY**

**JUNE 2005**

**VIRGINIA BOARD OF EDUCATION**

## ADULT EDUCATION ANNUAL PERFORMANCE REPORT

The Office of Adult Education and Literacy (OAEL), located in the Virginia Department of Education, Division of Instruction, provides leadership and oversight to adult education programs and services in Virginia, including Adult Basic Education (ABE), Adult Secondary Education (ASE), and English for Speakers of Other Languages (ESOL). Although the Code of Virginia places the responsibility for adult education with Virginia's 134 local school divisions, services are delivered through a partnership of public and community-based providers that includes local school boards; community colleges; not-for-profit and faith-based literacy groups; employers; state, local and regional correctional facilities; and state institutions.

OAEL manages federal and state funds allocated for these programs. This report describes progress made in reaching programmatic goals established for providers who utilize federal and state resources to augment other public or private funds to conduct adult education programs. Virginia's programs have been successful in meeting the goal of continuous improvement as prescribed by the Workforce Investment Act (WIA). In FY 2004, OAEL was eligible for incentive funds by successfully meeting the targets established by the National Reporting System (NRS) methodology; however, incentive funds were not awarded because WIA Title I, administered by the Virginia Employment Commission (VEC), did not meet its targets.

The FY04 data indicate that progress is being made to meet the goals cooperatively established by the U.S. Department of Education (USDOE) and the Virginia Department of Education (VDOE). This report presents evidence of the following accomplishments:

- Eleven thousand five hundred forty-five (11,545) students completed their educational functioning levels, and another 6,887 completed their levels and advanced one or more levels.
- Virginia programs exceeded target performance levels in 9 out of 11 educational functioning levels: ABE Beginning Literacy, ABE Beginning Basic Education, ABE Intermediate Low, ABE Intermediate High, ASE Low, ESL Beginning Literacy, Beginning ESL, ESL Intermediate Low and ESL Intermediate High.
- Ten thousand seven hundred fifty-four (10,754) students earned their GED credentials.
- Ninety-eight percent (98 percent) of students exiting the External Diploma Program attained their credentials.
- Ninety-eight percent (98 percent) of students exiting high school diploma programs attained their credentials.
- Eighty-two percent (82 percent) of students exiting GED Certificate programs attained credentials.

## **Adult Basic Education**

- Thirty-nine percent (39 percent) of enrolled students in ABE Beginning Literacy completed their educational functioning level, exceeding the 29 percent target performance level by 10 percentage points.
- Forty-four percent (44 percent) of enrolled students in ABE Beginning Basic Education completed their educational functioning level, exceeding the 35 percent target performance level by 9 percentage points.
- Forty-two percent (42 percent) of enrolled students in ABE Intermediate Low completed their educational functioning level, exceeding the 37 percent target performance level by 5 percentage points.
- Forty-three percent (43 percent) of enrolled students in ABE Intermediate High completed their educational functioning level, exceeding the 37 percent target performance level by 6 percentage points.

## **Adult Secondary Education**

- Fifty-five percent (55 percent) of enrolled students in ASE Low completed their educational functioning level, exceeding the 40 percent target performance level by 15 percentage points.

## **English for Speakers of Other Language**

- Thirty-six percent (36 percent) of enrolled students in ESL Beginning Literacy completed their educational functioning level, exceeding the 31 percent target performance level by 5 percentage points.
- Thirty-six percent (36 percent) of enrolled students in ESL Beginning completed their educational functioning level, exceeding the 31 percent target performance level by 5 percentage points.
- Forty-one percent (41 percent) of enrolled students in ESL Intermediate Low completed their educational functioning level, exceeding the 36 percent target performance level by 5 percentage points.
- Thirty-nine percent (39 percent) of enrolled students in ESL Intermediate High completed their educational functioning level, exceeding the 36 percent target performance level by 3 percentage points.
- Twenty-six percent (26 percent) of enrolled students in ESL Low Advanced completed their educational functioning level. Virginia's target performance level is 33 percent. Capturing the educational gains of this group is a major challenge because many of these adults are better educated, seeking employment, or working multiple jobs. As a result, these adults may not be available for a posttest. The 26 percent level is artificially low.
- Twenty-five percent (25 percent) of enrolled students in ESL High Advanced completed their educational functioning level. Virginia's target performance level is 32 percent. As with ESL Low Advanced adults, students at this level present a challenge in capturing their educational gains. Many of these adults also are better educated, seeking employment, or working multiple jobs, and may not be available for a posttest. The 25 percent level is artificially low.

## **Characteristics of Virginia's Adult Education Population**

- Virginia's total enrollment (28,037) is comprised of 44 percent Adult Basic Education, 13 percent Adult Secondary Education and 43 percent English Literacy students.
- Virginia's adult student ethnic composition includes 32 percent (8,903) White, 29 percent (8,235) Hispanic, 28 percent (7,720) Black, 11 percent (3,038) Asian, .27 percent (76) American Indian/Alaskan Native, and .23 percent (65) Native Hawaiian or Other Pacific Islander.
- Fifty-one percent (14,223) of Virginia's adult student enrollment is 25 - 44 years of age, 22 percent (6,241) is 19 - 24, 15 percent (4,246) is 45 - 59, 8 percent (2,334) is 16 - 18 and 4 percent (976) is 60 or older.
- Fifty-eight percent (16,267) of Virginia's adult student enrollment is female and 42 percent (11,770) is male.
- Average hours of attendance for students enrolled in ABE are 62, in ASE 49, and in ESL 76. The overall average is 66.
- Virginia's adult students reflect the following employment states: 49 percent (13,780) are employed, 51 percent (14,257) are unemployed, 10 percent (2,865) are in a correctional setting, .33 percent (94) are in another institutional setting, and 5 percent (1,504) are on public assistance.

## **Follow-up Outcomes Measures**

- Seventy-eight percent (78 percent) of students with a goal of obtaining a high school diploma or GED reached their goal one quarter after leaving class, exceeding the 45 percent target level by 33 percentage points.
- Thirty-two percent (32 percent) of students with a goal to enter employment reached their goal one quarter after leaving class. Virginia's target performance level is 36 percent. The counts of those employed are always lower than the actual number because VEC data include only those employed in Virginia. Many may be working in neighboring states or for cash, barter or otherwise "off-the-books." Additionally, the strength of the employment data rely on the adult students providing valid social security numbers, which is not always the case.
- Fifty-four percent (54 percent) of students with a goal to retain employment reached their goal one quarter after leaving class, exceeding the 44 percent target by 10 percentage points.
- Twenty-two percent (22 percent) of students with a goal to enter post-secondary education reached their goal one quarter after leaving class. Virginia's target performance level is 32 percent. Since the end of the State Council of Higher Education in Virginia's (SCHEV) data collection period ends too early, this figure is inaccurate. Adults seeking post-secondary education and training may be attending programs not recognized by SCHEV or programs in other states. Acceptance into the military is an additional indicator not captured in the post-secondary match.

Progress in Virginia's adult education programs includes improved achievement in education functioning level completion and surpassing state goals to enter employment and post-secondary education.

## **State Management of Performance Data**

The Department of Education's OAEL has reached the **exemplary quality level**, the highest level recognized by the USDOE, in its management of state data for the National Reporting System. OAEL has procedures and systems that promote the highest levels of data validity and reliability, including systems for verifying data accuracy from local programs, systems for monitoring data collection and analyses, and corrective systems to improve data on an ongoing basis. State procedures indicate a focus on continuous improvement of the quality and accuracy of data.