

Board of Education Agenda Item

Item: _____ L. _____

Date: _____ June 28, 2006 _____

Topic: Annual Performance Report on Adult Education and Family Literacy

Presenter: Ms. Elizabeth Hawa, 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:

The Code of Virginia requires the Board of Education to collect and report data on adult education as follows:

§Section 22.1-226. Allocation of state funds; evaluation and report.

A.

B. School divisions shall evaluate adult education programs offered by the school division annually, beginning on July 1, 2000, by synthesizing data collected for other state and federal reports, and 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 2004-2005 school year. The document reports performance targets negotiated with the U. S. Department of Education and the progress made in reaching the targets.

Superintendent's Recommendation:

The Acting 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

2006 Annual Report

ADULT EDUCATION ANNUAL PERFORMANCE REPORT

PRESENTED TO

**THE HONORABLE TIM KAINE
GOVERNOR OF VIRGINIA
AND
THE GENERAL ASSEMBLY**

JUNE 2006

VIRGINIA BOARD OF EDUCATION

ADULT EDUCATION ANNUAL PERFORMANCE REPORT FOR 2004 - 2005

The Office of Adult Education and Literacy (OAEL), located in the Virginia Department of Education (VDOE), 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 that utilize federal and state resources to augment other public or private funds to conduct adult education programs. Virginia's adult education programs have been successful in meeting the goal of continuous improvement as prescribed by the Workforce Investment Act (WIA). Other state programs that operated under the WIA include WIA, Title I and career and technical education. While OAEL was eligible for incentive funds by successfully meeting its targets, incentive funds were not awarded because all the Virginia WIA entities did not reach their targets.

The FY05 data indicate that progress is being made to meet the goals cooperatively established by U. S. Department of Education and Virginia Department of Education. This report presents quantitative information in the following areas: (1) characteristics of the adult education population, (2) program performance summary, (3) educational functioning level (EFL) performance, and (4) follow-up outcome measures. Also included is a section on state management of the performance data.

CHARACTERISTICS OF THE ADULT EDUCATION POPULATION

| Demographic Indicator | Description |
|-----------------------|--|
| Total Enrollment | Virginia's total enrollment (29,222) is comprised of 42 percent Adult Basic Education, 13 percent Adult Secondary Education and 45 percent English for Speakers of Other Language students. |
| Ethnicity | Virginia's adult student ethnic composition includes 8,779 Hispanic; 8,661 White; 8,472 Black; 3,173 Asian; 101 American Indian/Alaskan Native; and 36 Native Hawaiian or Other Pacific Islander. |
| Age | Nine percent (2,560) of Virginia's adult student enrollment is 16-18; 23 percent (6,678) is 19-24; 50 percent (14,718) is 25-44 years of age; 15 percent (4,399) is 45-59; and three percent (867) is 60 or older. |
| Gender | Fifty-eight percent (17,085) of Virginia's adult student enrollment is female and 42 percent (12,137) is male. |

| Demographic Indicator | Description |
|------------------------------------|--|
| Employment Status | Virginia's adult students reflect the following employment statuses: 14,671 are employed; 14,551 are unemployed; 2,654 are in a correctional setting; 67 are in another institutional setting; and 1,398 are on public assistance. |
| Annual Average Hours of Attendance | Average hours of attendance for students enrolled in Adult Basic Education are 61, in Adult Secondary Education 45, and in English as a Secondary Language 82. The overall average is 68. |

PROGRAM PERFORMANCE SUMMARY

| Areas of Accomplishment | Performance Highlights |
|---------------------------------|--|
| Educational Gains | Twelve thousand eight hundred seventy-nine (12,879) students, or 44 percent completed their educational functioning levels, and another 6,761, or 23 percent completed their educational functioning levels and advanced one or more levels. |
| Performance Targets | 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, ESL Beginning, ESL Intermediate High, and ESL High Advanced. The two levels where Virginia did not meet performance targets were ESL Intermediate Low and ESL Low Advanced. |
| GED Completers | Thirteen thousand four hundred twenty (13,420) students earned their GED credentials. |
| GED Credentials | Eighty-five percent (85 percent) of students exiting GED Certificate programs attained their GED credentials. |
| External Diploma Credentials | Ninety-four percent (94 percent) of students exiting the External Diploma Program attained their External Diploma. |
| High School Diploma Credentials | Eighty-nine percent (89 percent) of students exiting high school diploma programs attained their high school diploma. |

ADULT BASIC EDUCATION (ABE)

| Educational Functioning Level | Performance Highlights |
|--------------------------------------|---|
| ABE Beginning Literacy | Forty-five percent (45 percent) of enrolled students in ABE Beginning Literacy completed their educational functioning level, exceeding the 25 percent target performance level by twenty percentage points. |
| ABE Beginning Basic Education | Forty-eight percent (48 percent) of enrolled students in ABE Beginning Basic Education completed their educational functioning level, exceeding the 41 percent target performance level by seven percentage points. |

| Educational Functioning Level | Performance Highlights |
|-------------------------------|--|
| ABE Intermediate Low | Forty-seven percent (47 percent) of enrolled students in ABE Intermediate Low completed their educational functioning level, exceeding the 46 percent target performance level by one percentage point. |
| ABE Intermediate High | Forty-seven percent (47 percent) of enrolled students in ABE Intermediate High completed their educational functioning level, exceeding the 42 percent target performance level by five percentage points. |

ADULT SECONDARY EDUCATION (ASE)

| Educational Functioning Level | Performance Highlight |
|-------------------------------|--|
| ASE Low | Fifty-nine percent (59 percent) of enrolled students in ASE Low completed their educational functioning level, exceeding the 49 percent target performance level by ten percentage points. |

ENGLISH FOR SPEAKERS OF OTHER LANGUAGE (ESOL)

| Educational Functioning Level | Performance Highlights |
|-------------------------------|---|
| ESL Beginning Literacy | Thirty-nine percent (39 percent) of enrolled students in ESL Beginning Literacy completed their educational functioning level, exceeding the 35 percent target performance level by four percentage points. |
| ESL Beginning | Forty percent (40 percent) of enrolled students in ESL Beginning completed their educational functioning level, exceeding the 36 percent target performance level by four percentage points. |
| ESL Intermediate Low | Forty-two percent (42 percent) of enrolled students in ESL Intermediate Low completed their educational functioning level. Virginia's target performance level was 44 percent. Capturing the educational gains of this group is a major challenge because of the transient nature of many of the ESL students. Many of these students were not present for the administration of a post-test. |
| ESL Intermediate High | Forty percent (40 percent) of enrolled students in ESL Intermediate High completed their educational functioning level, exceeding the 38 percent target performance level by two percentage points. |
| ESL Low Advanced | Twenty-four percent (24 percent) of enrolled students in ESL Low Advanced completed their educational functioning level. Virginia's target performance level was 34 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 post-test. |

| Educational Functioning Level | Performance Highlights |
|-------------------------------|---|
| ESL High Advanced | Twenty-seven percent (27 percent) of enrolled students in ESL High Advanced completed their educational functioning level, exceeding the 12 percent target performance level by 15 percentage points. |

FOLLOW-UP OUTCOME MEASURES

| Follow-up Measure | Performance Highlights |
|---|--|
| Obtaining a High School Diploma or GED Credential | Eighty-five percent (85 percent) of students with a goal of obtaining a high school diploma or GED reached their goal one quarter after leaving class, exceeding the 70 percent target level by 15 percentage points. |
| Enter Employment | Twenty-nine percent (29 percent) of students with a goal to enter employment reached their goal one quarter after leaving class. Virginia’s target performance level was 58 percent. The counts of those employed are always lower than the actual number because of challenges with data matching. Virginia Employment Commission (VEC) data are used for matching purposes. Individuals reported by the VEC include only those employed in Virginia and represent less than four quarters of employment matching data. Many individuals may be working in neighboring states or for cash, barter or otherwise “off-the-books.” Additionally, the strength of the employment data is dependent on adult students providing valid social security numbers, which is not always the case. |
| Retain Employment | Fifty-two percent (52 percent) of students with a goal to retain employment reached their goal three quarters after leaving class, exceeding the 30 percent target by 22 percentage points. |
| Enter Post-secondary Education or Training | Twenty-two percent (22 percent) of students with a goal to enter post-secondary education or training reached their goal one quarter after leaving class. Virginia’s target performance level was 50 percent. State Council of Higher Education in Virginia (SCHEV) data are used for matching purposes. The data collection period for SCHEV does not cover two quarters of the adult education fiscal year. As a result, this figure does not represent the total number entering post-secondary education or training. In addition, 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 retain employment and obtain a high school diploma or GED.

STATE MANAGEMENT OF PERFORMANCE DATA

OAEL has reached the **exemplary quality level**, the highest level recognized by the USED, in its management of state data for the NRS. 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.