

Board of Education Agenda Item

Item: _____ G. _____

Date: June 19, 2008

Topic: Annual Performance Report on Adult Education and Family Literacy

Presenter: Ms. Elizabeth Hawa, Director, Adult Education and Literacy

Telephone Number: (804) 225-2075

E-Mail Address: Elizabeth.Hawa@doe.virginia.gov

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* states:

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

A. State funds provided for adult education programs shall be allocated to school divisions for actual costs on a fixed-cost-per-student or cost-per-class basis.

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 2006-2007 fiscal 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 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

2008 Annual Report

ADULT EDUCATION ANNUAL PERFORMANCE REPORT

PRESENTED TO

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

JUNE 2008

ADULT EDUCATION ANNUAL PERFORMANCE REPORT FISCAL YEAR 2006-2007

The Office of Adult Education and Literacy (OAEL), located in the Virginia Department of Education (VDOE), Division of Technology and Career Education, 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 132 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 programs have been successful in meeting the goal of continuous improvement as prescribed by the Workforce Investment Act (WIA). In fiscal year 2006-2007, OAEL was eligible for incentive funds. Eligibility is determined through a formula that incorporates performance targets established by the National Reporting System (NRS) methodology and negotiated with the U.S. Department of Education (USED) annually.

The fiscal year 2006-2007 data indicate that progress is being made to meet the goals cooperatively established by USED and VDOE. 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 (32,502) is comprised of 36.3 percent Adult Basic Education (ABE), 13.4 percent Adult Secondary Education (ASE) and 50.3 percent English for Speakers of Other Languages (ESOL) students.
Ethnicity	Virginia's adult student ethnic composition includes 35.9 percent (11,657) Hispanic; 27.0 percent (8,758) Black; 26.3 percent (8,552) White; 10.4 percent (3,386) Asian; .3 percent (102) American Indian/Alaskan Native; and 1 percent (47) Native Hawaiian or Other Pacific Islander.
Age	Seven percent of Virginia's adult student enrollment (2,431) is 16-18; 23 percent (7,389) is 19-24; 51 percent (16,582) is 25-44 years of age; 16 percent (5,050) is 45-59; and three percent (1,050) is 60 or older.
Gender	Fifty-seven percent (18,484) of Virginia's adult student enrollment is female and 43 percent (14,018) is male.
Employment Status	Virginia's adult students reflect the following employment statuses: 17,101 are employed; 15,401 are unemployed; 2,923 are in a correctional setting; 57 are in another institutional setting; and 1,038 are on public assistance.
Annual Average Hours of Attendance	Average hours of attendance for students enrolled in ABE are 66; in ASE, 44; and in ESL, 78. The overall average is 69.

PROGRAM PERFORMANCE SUMMARY

Areas of Accomplishment	Performance Highlights
Educational Gains	Fourteen thousand nine-hundred eleven (14,911) students, or 46 percent, completed their educational functioning levels, and another 8,116, or 25 percent, completed their levels and advanced one or more levels.
Performance Targets	Virginia programs exceeded target performance levels in seven out of eleven educational functioning levels: ABE Beginning Literacy, ABE Beginning Basic Education, ABE Intermediate Low, ESL Low Beginning, ESL High Beginning, ESL Intermediate Low, and ESL Intermediate High. The four levels where Virginia did not meet targets in performance were ABE Intermediate High, ASE Low, ESL Beginning Literacy, and ESL Advanced.
GED Completers	Statewide, 15,178 adult students earned their GED credentials.
GED Credentials	Eighty-six percent (86 percent) of students exiting GED Certificate programs attained their GED credentials.
External Diploma Credentials	Eighty-two percent (82 percent) of students exiting the External Diploma Program attained their External Diploma.
High School Diploma Credentials	Eighty-eight percent (88 percent) of students exiting adult high school diploma programs attained their adult high school diploma.

ADULT BASIC EDUCATION (ABE)

Educational Functioning Level	Performance Highlights
ABE Beginning Literacy	Fifty percent (50 percent) of enrolled students in ABE Beginning Literacy completed their educational functioning level, exceeding the 46 percent target performance level by four percentage points.
ABE Beginning Basic Education	Fifty-one percent (51 percent) of enrolled students in ABE Beginning Basic Education completed their educational functioning level, exceeding the 49 percent target performance level by two percentage points.
ABE Intermediate Low	Forty-nine percent (49 percent) of enrolled students in ABE Intermediate Low completed their educational functioning level, exceeding the 48 percent target performance level by one percentage point.
ABE Intermediate High	Forty-four percent (44 percent) of enrolled students in ABE Intermediate High completed their educational functioning level. Virginia's target performance level was 48 percent. Demonstrating educational gains for this group has become more challenging with the increased desire of students to take the GED Tests. Many of these students were not present for the administration of a post-test.

ADULT SECONDARY EDUCATION (ASE)

Educational Functioning Level	Performance Highlight
ASE Low	Forty-seven percent (47 percent) of enrolled students in ASE Low completed their educational functioning level. Virginia’s target performance level was 60 percent. Demonstrating educational gains for this group has become more challenging with the increased desire of students to take the GED Tests. Many of these students were not present for the administration of a post-test.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Educational Functioning Level	Performance Highlights
ESL Beginning Literacy	Thirty-six percent (36 percent) of enrolled students in ESL Beginning Literacy completed their educational functioning level. Virginia’s target performance level was 40 percent. Demonstrating educational gains for this group is a major challenge because many of these adults have low literacy skills in their native language, are seeking employment, or are working multiple jobs. As a result, these adults may not be available for a post-test.
ESL Low Beginning	Fifty-three percent (53 percent) of enrolled students in ESL Low Beginning completed their educational functioning level, exceeding the 38 percent target performance level by fifteen percentage points.
ESL High Beginning	Fifty-two percent (52 percent) of enrolled students in ESL High Beginning completed their educational functioning level, exceeding the 38 percent target performance level by fourteen percentage points.
ESL Intermediate Low	Forty-six percent (46 percent) of enrolled students in ESL Intermediate Low completed their educational functioning level, exceeding the 43 percent target performance level by three percentage points.
ESL Intermediate High	Forty-five percent (45 percent) of enrolled students in ESL Intermediate High completed their educational functioning level, exceeding the 41 percent target performance level by four percentage points.
ESL Advanced	Twenty-four percent (24 percent) of enrolled students in ESL Advanced completed their educational functioning level. Virginia’s target performance level was 30 percent. Demonstrating educational gains for 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. Transition options for students into adult basic education instructional environments are being explored.

FOLLOW-UP OUTCOME MEASURES

Follow-up Measure	Performance Highlights
Obtain a High School Diploma or GED Credential	Eighty-six percent (86 percent) of students with a goal of obtaining a high school diploma or GED reached their goal one quarter after leaving class, exceeding the 85 percent target level by 1 percentage point.
Enter Employment	Sixty-five percent (65 percent) of students with a goal to enter employment reached their goal one quarter after leaving class, exceeding the 30 percent target level by 35 percentage points.
Retain Employment	Sixty-seven percent (67 percent) of students with a goal to retain employment reached their goal three quarters after leaving class, exceeding the 53 percent target by fourteen percentage points.
Enter Postsecondary Education or Training	Twenty-four percent (24 percent) of students with a goal to enter postsecondary education or training reached their goal one quarter after leaving class. Virginia’s target performance level was 33 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 postsecondary education or training. In addition, adults seeking postsecondary 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 postsecondary match. Additionally, the strength of the postsecondary data and the ability to match are dependent on adult students providing social security numbers.

Progress in Virginia’s adult education programs includes improved achievement in education functioning level completion and surpassing state goals to enter employment, retain employment, and obtain a high school diploma or GED.

STATE MANAGEMENT OF PERFORMANCE DATA

OAEL has a comprehensive data management system for the collection, analysis, and reporting 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.