

# Archived Information

## ADULT EDUCATION: STATE GRANTS AND KNOWLEDGE DEVELOPMENT

<b>Goal:</b> To support adult education systems that result in increased adult learner achievement in order to prepare adults for family, work, citizenship, and future learning.  <b>Legislation:</b> Adult Education and Literacy Act, Title II, P.L. 105-220 (20 U.S.C. 9201 et. seq.).	<b>Funding History</b> (\$ in millions)			
	<b>Fiscal Year</b>	<b>Appropriation</b>	<b>Fiscal Year</b>	<b>Appropriation</b>
	1985	\$102	2000	\$450
	1990	\$158	2001	\$540
	1995	\$252	2002 (Requested)	\$540

### Program Description

The goal of Adult Education State Grants is to support education systems that assist educationally disadvantaged adults in developing basic skills, including literacy, achieving certification of high school equivalency, and learning English. Adult education serves as a hub for a variety of different programs, including job training and vocational education, family literacy, welfare reform, correctional education, and immigration services. Adult education programs are a gateway to further education and training for both English and non-English speakers.

The Department awards formula grants to state education agencies, which, in turn, make competitive grants to local adult education providers. Adult education services are delivered by local education agencies, community-based organizations, volunteer literacy organizations, institutions of higher education, corrections agencies, and other institutions and agencies serving adults. Adults are defined as those at least 16 years of age or otherwise beyond the age of compulsory school attendance. Adult education includes services or instruction below the college level for adults who: are not enrolled in secondary school and not required to be enrolled; lack mastery of basic education skills to function effectively in society; have not completed high school or the equivalent; and are unable to speak, read, or write the English language. Adult education services include adult basic education (ABE); adult secondary education and high school equivalency (ASE); English-as-a-second language (ESL); and assistance for parents to improve the educational development of their children.

According to state reports for the 1998-99 program year, more than 4 million adults were enrolled in adult education classes: 1.6 million in basic education instruction; 1.6 million in English as a Second Language instruction; and 930,000 in high school-level instruction. In 1992, the National Adult Literacy Survey (NALS) measured prose, document, and quantitative proficiencies among American adults and grouped the results into five proficiency levels. The NALS found that between 21 to 23 percent of the American adult population scored at the lowest, “below adequate” level of each type of proficiency measured by the survey.

For more information, please visit the program Web site at: <http://www.ed.gov/offices/OVAE/adusite.html>

## Program Performance

### OBJECTIVE 1: IMPROVE LITERACY IN THE UNITED STATES.

Indicator 1.1 Improve literacy: By 2002, the percentage of adults performing in the lowest proficiency level in the National Adult Literacy Survey will decrease.			Assessment of Progress	Sources and Data Quality
Targets and Performance Data			<p><b>Status:</b> No 2000 data are available.</p> <p><b>Explanation:</b> This indicator is built around a national household adult literacy survey conducted every 10 years. The initial survey benchmarking adult literacy proficiency in the United States was conducted in 1992. The second national survey, which will provide comparative data on the literacy proficiencies of adults, is scheduled for 2002. No interim data are available.</p>	<p><b>Source:</b> National Adult Literacy Survey I, 1992; National Assessment of Adult Literacy Skills, 2002. <i>Frequency:</i> Every 10 years. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> 2004.</p> <p><b>Validation Procedure:</b> Data validated by National Center for Educational Statistics review procedures and National Center for Educational Statistics Statistical Standards.</p> <p><b>Limitations of Data and Planned Improvements:</b> Limited background information collected on adults in the sample limited the scope of analyses. National Assessment of Adult Literacy Skills-2002 will expand the background questionnaires to provide additional descriptive information and contextual information to enhance the overall analyses of the data.</p>
Year	Actual Performance	Performance Targets		
1992:	21% – 23%			
1999:	Data Collected Decennially	No target set		
2000:	Data Collected Decennially	Continuing decrease		
2001:		Continuing decrease		
2002:		Continuing decrease		

### OBJECTIVE 2: PROVIDE ADULT LEARNERS WITH OPPORTUNITIES TO ACQUIRE BASIC FOUNDATION SKILLS (INCLUDING ENGLISH LANGUAGE ACQUISITION), COMPLETE SECONDARY EDUCATION, AND TRANSITION TO FURTHER EDUCATION AND TRAINING AND TO WORK.

Indicator 2.1 Basic skill acquisition: By 2002, 50 percent of adults in beginning-level Adult Basic Education programs will complete that level and achieve basic skill proficiency.			Assessment of Progress	Sources and Data Quality
Targets and Performance Data			<p><b>Status:</b> No 2000 data are available, but progress toward target is likely.</p> <p><b>Explanation:</b> The performance data reflect the percentage of low literate adults (enrolled in beginning level basic education) who demonstrated a level of educational progress needed to advance to the next educational functioning level. Educational functioning levels are arranged in a hierarchy from beginning literacy through high school completion. The variance in completion rates is based, in part, on changes in assessment procedures at the local program and classroom level.</p>	<p><b>Source:</b> Adult Education Management Information System. <i>Frequency:</i> Annual Report. <i>Next collection update:</i> 2000. <i>Date to be reported:</i> Summer 2001.</p> <p><b>Validation Procedure:</b> Department of Education attestation process and the Department's <u>Standards for Evaluating Program Performance Data</u> verified the 1999 data.</p>
Year	Actual Performance	Performance Targets		
1996:	27%			
1997:	40%			
1998:	31%			
1999:	44%			
2000:	No Data Available	40%		
2001:		45%		
2002:		50%		

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
				<p><b>Limitations of Data and Planned Improvements:</b> As a third tier recipient of this data, the Office of Vocational and Adult Education must rely on states and local programs to collect and report data within published guidelines. Starting with the July 1, 2000, reporting period, the Office of Vocational and Adult Education (OVAE) will implement new data collection and reporting protocols, including standardized data collection methodologies and standards for automated data reporting. Also the Office of Vocational and Adult Education (OVAE) will create a data quality review process for states based on the Department's <u>Standards for Evaluating Program Performance Data</u>.</p>
<b>Indicator 2.2 Basic English language acquisition: By 2002, 50 percent of adults in beginning English for Speakers of Other Languages programs will complete that level.</b>				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p><b>Status:</b> No 2000 data are available, but progress toward target is likely.</p> <p><b>Explanation:</b> The performance data reflect the percentage of beginning level English Literacy learners (adults with minimal English language skills) who demonstrated a level of English language proficiency needed to advance to the next educational functioning level. Educational functioning levels are arranged in a hierarchy from beginning-level English Literacy through advanced-level English Literacy.</p>	<p><b>Source:</b> Adult Education Management Information System. <i>Frequency:</i> Annual Report. <i>Next collection Update:</i> 2000. <i>Date to be reported:</i> Summer 2001.</p> <p><b>Validation Procedure:</b> The 1999 data were verified by Department of Education attestation process and the Department's <u>Standards for Evaluating Program Performance Data</u>.</p> <p><b>Limitations of Data and Planned Improvements:</b> As a third tier recipient of this data, the Office of Vocational and Adult Education (OVAE) must rely on the states and local programs to collect and report data within published guidelines. Starting with the July 1, 2000, reporting period, the Office of Vocational and Adult Education (OVAE) will implement new data collection protocols, including standardized data collection methodologies and standards for automated data reporting. Also, the Office of Vocational and Adult Education (OVAE) will develop a data quality review process for states based on the Department's <u>Standards for Evaluating Program Performance Data</u>.</p>
1996:	30%			
1997:	28%			
1998:	28%			
1999:	49%			
<b>2000:</b>	<b>No Data Available</b>	<b>40%</b>		
2001:		50%		
2002:		50%		

<b>Indicator 2.3 Secondary completion: By 2002, 45 percent of adults enrolled in secondary level programs will earn a diploma or GED credential.</b>				
Targets and Performance Data		Assessment of Progress		Sources and Data Quality
Year	Actual Performance	Performance Targets	<p><b>Status:</b> No 2000 data are available, but progress toward target is likely.</p> <p><b>Explanation:</b> The performance data reflect the percentage of adult learners enrolled in secondary level programs of instruction who earned their high school diploma or GED credential within the reporting period. Lack of sustained follow-up processes to collect these data has led to inconsistent reporting and underreporting for this indicator.</p>	<p><b>Source:</b> Adult Education Management Information System. <i>Frequency:</i> Annual Report. <i>Next collection Update:</i> 2000. <i>Date to be reported:</i> Summer 2001.</p> <p><b>Validation Procedure:</b> The 1999 data were verified by Department of Education attestation process and the Department's <u>Standards for Evaluating Program Performance Data</u>.</p> <p><b>Limitations of Data and Planned Improvements:</b> As a third tier recipient of this data, the Office of Vocational and Adult Education (OVAE) must rely on the states and local programs to collect and report data within published guidelines. Starting with the July 1, 2000, reporting period, the Office of Vocational and Adult Education (OVAE) will implement new data collection protocols, including standardized data collection methodologies and standards for automated data reporting. Also, the Office of Vocational and Adult Education (OVAE) will develop a data quality review process for states based on the Department's <u>Standards for Evaluating Program Performance Data</u>.</p>
1996:	36%			
1997:	37%			
1998:	33%			
1999:	34%			
<b>2000:</b>	<b>No Data Available</b>	<b>40%</b>		
2001:		45%		
2002:		45%		

<b>Indicator 2.4 Transition to further education and training: By 2002, 300,000 adults participating in adult education will enroll in further academic education or vocational training.</b>				
Targets and Performance Data		Assessment of Progress		Sources and Data Quality
Year	Actual Performance	Performance Targets	<p><b>Status:</b> No 2000 data are available, but progress toward target is likely.</p> <p><b>Explanation:</b> The performance data reflect the total number of adult learners who, upon exit from adult education, enrolled in a postsecondary education or training program. Lack of sustained follow-up processes to collect these data has led to inconsistent reporting and underreporting for this indicator.</p>	<p><b>Source:</b> Adult Education Management Information System. <i>Frequency:</i> Annual Report. <i>Next collection Update:</i> 2000. <i>Date to be reported:</i> Summer 2001.</p> <p><b>Validation Procedure:</b> Data collected before the Department's <u>Standards for Evaluating Program Performance Data</u> were developed. Other sources and experience corroborate these findings.</p>
1996:	175,255			
1997:	178,520			
1998:	158,167			
1999:	148,803			
<b>2000:</b>	<b>No Data Available</b>	<b>300,000</b>		
2001:		300,000		
2002:				

Targets and Performance Data	Assessment of Progress	Sources and Data Quality
		<p><b>Limitations of Data and Planned Improvements:</b> As a third tier recipient of this data, the Office of Vocational and Adult Education (OVAE) must rely on the states and local programs to collect and report data within published guidelines. Starting with the July 1, 2000, reporting period, the Office of Vocational and Adult Education (OVAE) will implement new data collection protocols, including standardized data collection methodologies and standards for automated data reporting. Also, the Office of Vocational and Adult Education (OVAE) will develop a data quality review process for states based on the Department's <u>Standards for Evaluating Program Performance Data</u>.</p>

**Indicator 2.5 Transition to work: By 2002, 425,000 adults participating in adult education will get a job or retain or advance in their current job.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p><b>Status:</b> No 2000 data are available, but progress toward target is likely.</p>	<p><b>Source:</b> Adult Education Management Information System.  <i>Frequency:</i> Annual Report.  <i>Next collection Update:</i> 2000.  <i>Date to be reported:</i> Summer 2001.</p>
1996:	306,982			
1997:	340,206			
1998:	294,755			
1999:	409,062			
<b>2000:</b>	<b>No Data Available</b>	<b>425,000</b>		
2001:		425,000		
2002:			<p><b>Limitations of Data and Planned Improvements:</b> As a third tier recipient of this data, the Office of Vocational and Adult Education (OVAE) must rely on the states and local programs to collect and report data within published guidelines. Starting with the July 1, 2000, reporting period, the Office of Vocational and Adult Education (OVAE) will implement new data collection protocols, including standardized data collection methodologies and standards for automated data reporting. Also, the Office of Vocational and Adult Education (OVAE) will develop a data quality review process for states based on the Department's <u>Standards for Evaluating Program Performance Data</u>.</p>	<p><b>Limitations of Data and Planned Improvements:</b> As a third tier recipient of this data, the Office of Vocational and Adult Education (OVAE) must rely on the states and local programs to collect and report data within published guidelines. Starting with the July 1, 2000, reporting period, the Office of Vocational and Adult Education (OVAE) will implement new data collection protocols, including standardized data collection methodologies and standards for automated data reporting. Also, the Office of Vocational and Adult Education (OVAE) will develop a data quality review process for states based on the Department's <u>Standards for Evaluating Program Performance Data</u>.</p>

OBJECTIVE 3: PROVIDE ADULT LEARNERS AT THE LOWEST LEVELS OF LITERACY ACCESS TO EDUCATIONAL OPPORTUNITIES TO IMPROVE THEIR BASIC FOUNDATION SKILLS.

**Indicator 3.1 Educationally disadvantaged: By 2002, adults at the lowest levels of literacy (those in Beginning Adult Basic Education and Beginning English Literacy) will comprise 50 percent of the total national enrollment.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p><b>Status:</b> No 2000 data are available, but progress toward target is likely.</p> <p><b>Explanation:</b> The most educationally disadvantaged adults (those at the lowest levels of literacy and English language skills) have traditionally been a target for services. These performance data demonstrate that almost one-half of all adults served in the program are those adults with the most demonstrated need of educational services.</p>	<p><b>Source:</b> Adult Education Management Information System.  <i>Frequency:</i> Annual Report.  <i>Next collection Update:</i> 2000.  <i>Date to be reported:</i> Summer 2001.</p> <p><b>Validation Procedure:</b> Data collected before the Department's <u>Standards for Evaluating Program Performance Data</u> were developed. Other sources and experience corroborate these findings.</p> <p><b>Limitations of Data and Planned Improvements:</b> As a third tier recipient of this data, the Office of Vocational and Adult Education (OVAE) must rely on the states and local programs to collect and report data within published guidelines. Starting with the July 1, 2000, reporting period, the Office of Vocational and Adult Education (OVAE) will implement new data collection protocols, including standardized data collection methodologies and standards for automated data reporting. Also, the Office of Vocational and Adult Education (OVAE) will develop a data quality review process for states based on the Department's <u>Standards for Evaluating Program Performance Data</u>.</p>
1996:	44%			
1997:	45%			
1998:	49%			
1999:	47%			
<b>2000:</b>	<b>No Data Available</b>	<b>50%</b>		
2001:		50%		
2002:		50%		