

# Archived Information

## ADULT EDUCATION: STATE GRANTS AND KNOWLEDGE DEVELOPMENT

**Goal: To support adult education systems that result in increased adult learner achievement in order to prepare adults for family, work, citizenship, and future learning.**

**Relationship of Program to Volume 1, Department-wide Objectives:** The primary link is with Goal 3 of the Department’s Strategic Plan (ensure access to postsecondary education and lifelong learning). The adult education objectives are focused on increasing access to and improving the overall quality of adult education and literacy services nationwide. In addition, strategies related to family literacy – such as the development of a family literacy distance learning project – are being implemented in support of Goal 2 (build a solid foundation for learning for all children).

FY 2000—\$464,000,000

FY 2001—\$549,000,000 (Requested budget)

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.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Number of adults estimated to be in the lowest of five proficiency levels in the 1992 National Adult Literacy Survey:</i>			<p><b>Status:</b> No 1999 data are available, but progress toward target is likely.</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 Update:</i> 2002.</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%			
<b>1999:</b>	<b>No data available</b>	<b>No target set</b>		
2000:		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 2000, 40 percent of adults in beginning-level Adult Basic Education programs will complete that level and achieve basic skill proficiency.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p><b>Status:</b> No 1999 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 Update:</i> 2000.</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 1998 data.</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 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>
1996:	27%			
1997:	40%			
1998:	31%			
<b>1999:</b>	<b>No data available</b>	<b>Increase</b>		
2000:		40%		
2001:		40%		

**Indicator 2.2 Basic English language acquisition: By 2002, 40 percent of adults in beginning English for Speakers of Other Languages programs will complete that level.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p><b>Status:</b> No 1999 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 or no English language skills) who demonstrated a level of English language proficiency needed to advance to the next educational functioning level.</p>	<p><b>Source:</b> Adult Education Management Information System. <i>Frequency:</i> Annual Report. <i>Next Update:</i> 2000.</p> <p><b>Validation Procedure:</b> The 1998 data were verified by Department of Education attestation process and the Department's <u>Standards for Evaluating Program Performance Data</u>.</p>
1996:	30%			
1997:	28%			
1998:	28%			
<b>1999:</b>	<b>No data available</b>	<b>Increase</b>		
2000:		40%		
2001:		40%		

Targets and Performance Data	Assessment of Progress	Sources and Data Quality
	Educational functioning levels are arranged in a hierarchy from beginning-level English Literacy through advanced-level English Literacy.	<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 2.3 Secondary completion: By 2000, 40 percent of adults enrolled in secondary level programs will earn a diploma or GED credential.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality		
Year	Actual Performance	Performance Targets	<p><b>Status:</b> No 1999 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 Update:</i> 2000.</p> <p><b>Validation Procedure:</b> The 1998 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%					
<b>1999:</b>	<b>No data available</b>	<b>Increase</b>				
2000:		40%				
2001:		40%				

**Indicator 2.4 Transition to further education and training: By 2000, 300,000 adults participating in adult education will enroll in further academic education or vocational training.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p><b>Status:</b> No 1999 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 Update:</i> 2000.</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:	175,255			
1997:	178,520			
1998:	158,167			
<b>1999:</b>	<b>No data available</b>	<b>Increase</b>		
2000:		300,000		
2001:		300,000		

**Indicator 2.5 Transition to work: By 2000, 300,000 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 1999 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, obtained a job, retained their current job, or were promoted on the job. Lack of sustained follow-up processes to collect these data has led to inconsistent and underreporting for this indicator.</p>	<p><b>Source:</b> Adult Education Management Information System. <i>Frequency:</i> Annual Report. <i>Next Update:</i> 2000.</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:	306,982			
1997:	340,206			
1998:	294,755			
<b>1999:</b>	<b>No data available</b>	<b>Increase</b>		
2000:		300,000		
2001:		300,000		

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>

**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 2000, adults at the lowest levels of literacy (those in Beginning Adult Basic Education and Beginning English Literacy) will comprise 45-50 percent of the total national enrollment.**

Targets and Performance Data		Assessment of Progress	Sources and Data Quality
<b>Year</b>	<b>Actual Performance</b>	<b>Performance Targets</b>	<p><b>Status:</b> No 1999 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, 1999. <i>Frequency:</i> Annual Report. <i>Next Update:</i> 2000.</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%		
<b>1999:</b>	<b>No data available</b>	<b>Continuing increase</b>	
2000:		50%	
2001:		50%	

## **KEY STRATEGIES**

### Strategies Continued from 1999

- ❖ To broaden access to high-quality adult programs, the Office of Vocational and Adult Education has implemented a long-term technology initiative to extend access to adult education and literacy services to adult learners within their homes, workplaces, and communities; make high-quality instruction available through a variety of modalities, including distance learning; and increase access to staff development through the expanded use of technology.
- ❖ To address the quality of instruction for low-level adult basic education and English as a second language program, the Office of Vocational and Adult Education will continue studies of “what works” in adult basic education and English as a second language program to improve the quality of services.
- ❖ In order to broaden available adult services, especially to rural localities, the Office of Vocational and Adult Education will support the development of public/private collaborative projects, such as a technology-based distance learning family literacy project that will provide services via public television.
- ❖ To address the needs of adults with the lowest literacy skills, many with learning disabilities, the Office of Vocational and Adult Education will continue to support a multiyear project in one-stop employment centers to demonstrate model student assessments to screen adults for learning disabilities.
- ❖ To support the professionalization of adult instructors, the Office of Vocational and Adult Education has entered into a partnership with states to develop model professional teaching standards and provide technical assistance in system improvement.
- ❖ To improve program performance, the Office of Vocational and Adult Education will continue its collaborative partnership with the National Center for Family Literacy and Even Start to develop state-level alliances that support coordinated family literacy services.

### New or Strengthened Strategies

- ❖ To address performance accountability in adult education, the Office of Vocational and Adult Education will support the implementation of a national reporting system that meets the performance accountability requirements for the Adult Education and Family Literacy Act and serves as the primary data source for the national incentive award program under the Workforce Investment Act, and adult education's Government Performance and Review Act indicators.
- ❖ To expand access to high-quality English literacy programs linked to civics and life skills instruction, the Office of Vocational and Adult Education will implement a \$7 million discretionary grant program to demonstrate effective outreach and instructional strategies to provide English as second language and civics skills to immigrants.
- ❖ To expand access and use of technology among adults, the Office of Vocational and Adult Education will support the implementation and evaluation of the \$10 million Community Technology Centers discretionary grant program. The program is designed to create model programs that demonstrate the effectiveness of technology in urban and rural areas and economically distressed communities.
- ❖ Support the design and implementation of a national evaluation or set of studies designed to support the next reauthorization of the adult education program.

## **HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES**

- ❖ In providing leadership and technical assistance to states to further the goals of the Workforce Investment Act, the Office of Vocational and Adult Education is working with the Department of Labor to implement Titles I, II, and V of the Act. Joint activities include joint development of policy and regulations governing implementation issues, joint development of unified state plan guidance, joint review of unified state plan submission, joint development of common definitions to be used in Title I and Title II performance management systems, joint development of the national incentive award program, and joint training of state and local constituencies.
- ❖ To support the Office of Vocational and Adult Education's interest in literacy and transition services for incarcerated young adults, the Office of Vocational and Adult Education will form a partnership with the Department of Justice and the Office of Special Education and Rehabilitative Services to create a national research center. The Office of Vocational and Adult Education will support research concerning juvenile offenders with learning disabilities.
- ❖ The development of new technologies across the globe raises both opportunities and challenges. These new technologies will continue to provide unprecedented economic and educational advantages for some countries, while for other countries technology only widens the chasm between the "haves" and "have-nots." The Office of Vocational and Adult Education, in partnership with the Organization for Economic Opportunity and Development, will cosponsor an international roundtable on lifelong learning and new technology.
- ❖ To promote the use of effective instructional practices in workplace literacy, the Office of Vocational and Adult Education will partner with the Department of Labor and the Center for the Study of Work at the University of Wisconsin to cosponsor a national workshop on workplace literacy learning.

## **CHALLENGES TO ACHIEVING PROGRAM GOAL**

- ❖ The primary challenge is to build program capacity to provide quality services to large and diverse target population. Currently, the program serves between 8 and 10 percent of the target population.

**INDICATOR CHANGES**

**From FY 1999 Annual Plan (two years old)**

Adjusted—None.

Dropped

❖ Indicator 3.3 was dropped.

**From FY 2000 Annual Plan (last year's)**

Adjusted—None.

Dropped

❖ Indicators 3.2 (distance learning), 4.1 (building performance management capacity), 5.1 (high teaching standards), 5.2 (professional development), 6.1 (family literacy), 6.2 (employment training policy), and 7.1 (customer satisfaction). These indicators are being retained internally to track management activities in the Division of Adult Education and Literacy.

New—None.