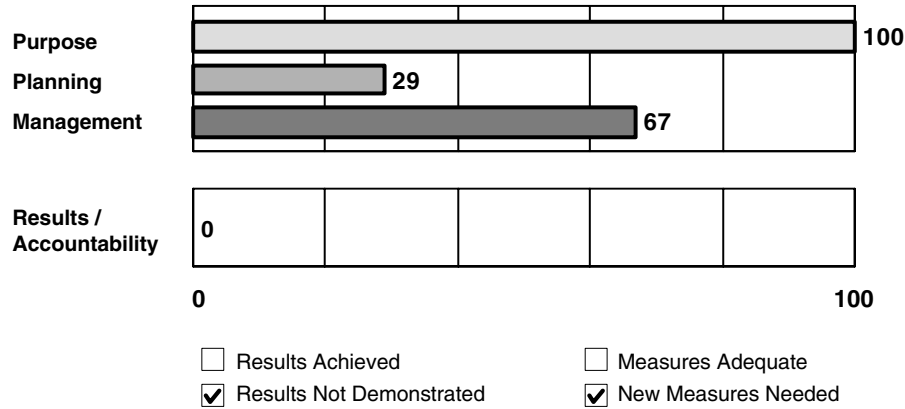


Program: *Adult Education State Grants*

Agency: *Department of Education*

Bureau: *Office of Vocational and Adult Education*



Key Performance Measures

Year Target Actual

Key Performance Measure	Year	Target	Actual
Long-term and Annual Measure: Percentage of participants who entered employment in the 1st quarter after program exit (New measure: result of common measures exercise; targets to be determined beginning in 2003; 2001 reports performance against a similar previous goal.)	2001		31%
Long-term and Annual Measure: Percentage of participants who were employed in the 1st quarter after program exit who remain employed in 2nd and 3rd quarters after exit (New measure: result of common measures exercise; targets to be determined beginning in 2003; 2001 reports performance against a similar previous goal.)	2001		62%
Long-term and Annual Measure: Percentage change in earnings: Based on (1) pre-enrollment to program exit; (2) 1st quarter after exit to 3rd quarter after exit (New measure: result of common measures exercise; targets to be determined beginning in 2003)			

Rating: *Results Not Demonstrated*

Program Type: *Block / Formula Grants*

Program Summary:

The Adult Education State Grants program provides grants to states in order to teach adults how to read and learn other skills that will help them obtain a high school diploma, employment, and economic self-sufficiency.

The assessment found:

1. Grantees have clear guidance on the purpose and goals of the program.
2. The program is managed well overall, but grantees are not held fully accountable for results.
3. The impacts of the program are not clear. Grantee performance reports have significant data quality problems, such as low response rates. Some available data demonstrates modest positive impacts (e.g., in 2001, only 31% of participants with a job placement goal were successful in meeting that goal.) There is currently no national evaluation of this program.
4. The current program has adopted a new, common measures reporting framework so that it can be compared to other Federal programs serving similar objectives, such as job training programs within the Department of Labor. However, the program must establish specific performance targets and ensure that the necessary data is collected to institute the new measures.
5. The program received a zero on the results portion of the assessment because of: (a) the lack of specific performance targets; (b) the lack of reliable data informing on the measures; and (c) available data demonstrates very modest positive impacts (e.g., in 2001, only 31% of participants with a job placement goal were successful in meeting that goal.)

In response to these findings, the Budget proposes to:

1. Implement reforms to the program, including increased grantee accountability, improved performance reporting, and a clear focus on improving participants' reading, math, literacy and numeracy skills so they can earn a degree or certificate and obtain employment that leads to economic self sufficiency.
2. Adopt common performance measures with similar federal programs, including a new measure to gauge cost-effectiveness. Set short and long-term targets based on the common measures. Develop strategy for collecting necessary data to institute common measures.

(For more information on this program, please see the Department of Education chapter in the Budget volume.)

Program Funding Level (in millions of dollars)

<u>2002 Actual</u>	<u>2003 Estimate</u>	<u>2004 Estimate</u>
575	575	584