

Archived Information

NATIONAL INSTITUTE FOR LITERACY

| Goal: To provide the adult education and literacy field with the knowledge, resources, and infrastructure necessary to improve the quality of literacy instruction and the achievement of learners. | Funding History (\$ in millions) | | | |
|--|--|----------------------|--------------------|----------------------|
| | Fiscal Year | Appropriation | Fiscal Year | Appropriation |
| Legislation: Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998, Section 242, P.L. 105-220, as enacted (20 U.S.C. 9252). | 1985 | \$0 | 2000 | \$6 |
| | 1990 | \$0 | 2001 | \$7 |
| | 1995 | \$5 | 2002 (Requested) | \$7 |

Program Description

The National Institute for Literacy (NIFL) is an independent Federal organization leading the national effort toward a fully literate nation in the 21st century. Its charter mission is to work toward achieving the National Education Goal that all adults will be literate and able to compete in the workforce. NIFL helps ensure that all adults who need to improve their literacy and basic skills have opportunities to receive high-quality services that lead to success in the family, at work, and in the community by raising their awareness of the services available and by enhancing the capacity and effectiveness of state and local service delivery systems, particularly by promoting coordination among such systems. In carrying out all of its activities, NIFL leverages resources from other sources, involves adult learners in the design and implementation of projects and activities, and encourages collaboration to achieve success.

NIFL's activities have been organized into four areas designed to build capacity for systemic change and improvement in adult education: (1) using the Internet and print products to improve communication; (2) creating performance management systems and content standards to build program quality; (3) providing leadership in the policy and program areas; and (4) developing a research agenda to guide the many public and private efforts to increase adult literacy. Major activities are as follows:

- The Literacy Information and Communications System (LINCS) began in 1994 with the establishment of four listservs on the topics of workplace literacy, family literacy, learning disabilities, and English as a second language. NIFL also launched the LINCS regional hub sites to extend the reach of this project into states and local programs. LINCS includes uniform standards for putting unpublished materials on line, so that previously unavailable information can be shared throughout the literacy community in a single, shared format.
- Equipped for the Future (EFF) was launched in 1994 with planning grants to national, state, and local organizations interested in developing content standards for adult education and literacy services and planning for the implementation of these standards through reform of the teaching and learning process. EFF has four purposes for learning: gaining access to information, expressing ideas and opinions, solving problems and making decisions, and learning how to learn. In the second phase, three roles were also identified--those of citizen, worker, and parent--and these became the focus of additional projects designed to identify key activities adults typically engage in to carry out these roles. In the third phase NIFL has awarded grants to three national consortia to develop content standards for each of the three adult roles (V.1).

For more information, please visit the program Web site at: <http://www.NIFL.gov>

Program Performance

OBJECTIVE 1: PROVIDE LITERACY INSTRUCTORS, STUDENTS, AND ADMINISTRATORS WITH AN INTERNET-BASED, STATE-OF-THE-ART INFORMATION AND COMMUNICATION SYSTEM—THE LITERACY INFORMATION AND COMMUNICATION SYSTEM (LINCS)—THAT IMPROVES THE QUALITY AND INCREASES THE AVAILABILITY OF LITERACY SERVICES.

| Indicator 1.1 Improving quality: The percentage of LINCS users judging its information and communications resources useful in improving the quality and availability of literacy services will increase annually. | | | | |
|--|----------------------------|--|--|--|
| Targets and Performance Data | | | Assessment of Progress | Sources and Data Quality |
| Year | Actual Performance | Performance Targets | Status: Initial data was collected in December 2000 and baseline was set. Explanation: This is the percentage of LINCS users who rated LINCS' usefulness as excellent or very good. | Source: On-line survey of LINCS users. <i>Frequency:</i> Ongoing. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> February 2002. Validation Procedures: None. Limitations of Data and Planned Improvements: Dependent upon who uses site. |
| FY 1999: | No Data Available | No target set | | |
| FY 2000: | 83.7 % | Baseline | | |
| FY 2001: | | 88.7% (5% increase over actual performance in FY00) | | |
| FY 2002: | | Continuing increase | | |
| Indicator 1.2 Expanding use of technology: The number of instructors trained to use LINCS will increase. | | | | |
| Targets and Performance Data | | | Assessment of Progress | Sources and Data Quality |
| Year | Actual Performance | Performance Targets | Status: Target was exceeded. Explanation: In FY 2000, 10,956 instructors received the performance target set for 5,880 instructors. This includes hands on and online TA and repeated usage of one of LINCS' servers. | Source: Enrollment data at LINCS training, 2000. <i>Frequency:</i> Quarterly <i>Next collection update:</i> 2001. <i>Date to be reported:</i> February 2002. Validation Procedures: None. Limitations of Data and Planned Improvements: None. |
| FY 1998: | 4,900 | No target set. | | |
| FY 1999: | 6,000 | 5,880 | | |
| FY 2000: | 10,956 | 5,880 | | |
| FY 2001: | | 11,504 (5% increase over actual performance in FY00) | | |
| FY: 2002: | | Continuing increase | | |
| Indicator 1.3 Technology in the classroom: By 2002, of those trained through LINCS, 40 percent will report an expanded use of technology and improvement in the quality of instruction. | | | | |
| Targets and Performance Data | | | Assessment of Progress | Sources and Data Quality |
| Year | Actual Performance | Performance Targets | Status: Incomplete data were collected, but the data available indicate that the performance target was not met. Explanation: Follow-up comprehensive surveys implemented in limited cases, where states could bring practitioners back for more in-depth training. | Source: Follow up survey of a sample of instructors trained to use LINCS. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> February 2002. Validation Procedures: None. Limitations of Data and Planned Improvements: None. |
| FY 1999: | No data available | No target set | | |
| FY 2000: | Data Available 8/01 | 40% | | |
| FY 2001: | | 40% | | |
| FY 2002: | | 40% | | |

OBJECTIVE 2: IMPROVE THE QUALITY OF INSTRUCTION FOR ADULTS WITH LEARNING DISABILITIES, ESPECIALLY IN THE AREA OF READING.

Indicator 2.1 Improving instruction for learning-disabled adults: By 2002, a higher proportion of individuals trained in the use of Bridges to Practice, a set of guidebooks for identifying and serving adults with LD, will report satisfaction with it as a means of improving services and the quality of instruction for LD adults.

| Targets and Performance Data | | | Assessment of Progress | Sources and Data Quality |
|------------------------------|--------------------|---------------------|---|---|
| Year | Actual Performance | Performance Targets | <p>Status: Over 6,000 individuals have been trained in the use of <u>Bridges to Practice</u>. Data collected and analyzed shows that over 88 percent reported satisfaction with it as a means of both improving services and the quality of instruction.</p> <p>Explanation: Performance targets were exceeded.</p> | <p>Source: Survey of training participants. <i>Frequency:</i> Ongoing with training. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> February 2002.</p> <p>Validation Procedures: None.</p> <p>Limitations of Data and Planned Improvements: None.</p> |
| FY 1999: | No Data Available | No target set | | |
| FY 2000: | 88% | 70% | | |
| FY 2001: | | 90% | | |
| FY 2002: | | Continuing increase | | |

Indicator 2.2 Training teachers for better reading instruction: The number of teachers trained to use a research-based reading approach will increase annually.

| Targets and Performance Data | | | Assessment of Progress | Sources and Data Quality |
|------------------------------|--------------------------|-----------------------|---|--|
| Year | Actual Performance | Performance Targets | <p>Status: Work on this indicator is scheduled to begin in FY2002. Baseline will be available at that time.</p> <p>Explanation: None.</p> | <p>Source: Data will be from participant evaluations. <i>Frequency:</i> N/A. <i>Next collection update:</i> Data will first be collected in 2002. <i>Date to be reported:</i> 2003.</p> <p>Validation Procedures: To be determined.</p> <p>Limitations of Data and Planned Improvements: To be determined.</p> |
| FY 1999: | No Data Available | No target set | | |
| FY 2000: | No Data Available | No target set. | | |
| FY 2001: | | No target set. | | |
| FY 2002: | | No target set. | | |

OBJECTIVE 3: EQUIPPED FOR THE FUTURE SYSTEM REFORM PROJECT. DEVELOP CONTENT STANDARDS, PERFORMANCE STANDARDS, AND ASSESSMENTS THAT WILL IMPROVE LITERACY ABILITIES IN A BROAD ARRAY OF SKILL AREAS.

Indicator 3.1 Expanding the number of practitioners trained to use the EFF standards: The number of teachers trained to use EFF will by 10 percent each year.

| Targets and Performance Data | | | Assessment of Progress | Sources and Data Quality |
|------------------------------|--------------------|-------------------------|---|---|
| Year | Actual Performance | Performance Targets | <p>Status: As originally proposed, the baseline year of data on EFF training began in FY 2000.</p> <p>Explanation: EFF training began in September 1999. Thus the baseline period for this indicator was September 1999 through September 2000.</p> | <p>Source: Data on the number of practitioners who receive EFF training. <i>Frequency:</i> Annually. <i>Next collection update:</i> September 2001. <i>Date to be reported:</i> February 2002.</p> <p>Validation Procedures: None.</p> <p>Limitations of Data and Planned Improvements: None.</p> |
| FY 1999: | No data available | No target set | | |
| FY 2000: | 760 | Baseline | | |
| FY 2001: | | 836 (Baseline plus 10%) | | |
| FY 2002: | | 940 | | |

Indicator 3.2 Improving instruction of adult learners: A higher proportion of practitioners who have received more than the introductory training in using the Equipped for the Future framework and standards will report satisfaction with them as a means of providing more effective instruction to adults who come to their programs.

| Targets and Performance Data | | | Assessment of Progress | Sources and Data Quality |
|------------------------------|--------------------|--|--|---|
| Year | Actual Performance | Performance Targets | Status: Target was exceeded. Explanation: The total percentage of participants who rated the usefulness of EFF standards in their work as 3,4, or 5, on a five-point scale was 95 percent, with 76 percent ratings at the two highest levels. | Source: Practitioners trained to use EFF. <i>Frequency:</i> Annually. <i>Next collection update:</i> December 2001. <i>Date to be reported:</i> February 2002. Validation Procedures: None. Limitations of Data and Planned Improvements: None. |
| FY 1999: | No Data Available | 70% | | |
| FY 2000: | 76% | 70% | | |
| FY 2001: | | 81% (5% over actual performance in FY00) | | |
| FY 2002: | | Continuing increase | | |

OBJECTIVE 4: INCREASE AWARENESS OF THE AVAILABILITY OF LITERACY SERVICES AND THE NEED FOR PUBLIC AND PRIVATE SUPPORT FOR LITERACY EFFORTS.

Indicator 4.1 Recruitment and program support: The number of youth and young adult literacy volunteers (ages 16-24) will increase 20 percent in the 15 cities participating in the NIFL literacy promotion activities.

| Targets and Performance Data | | | Assessment of Progress | Sources and Data Quality |
|--|--------------------|---------------------|---|--|
| <i>Baseline of youth and young adult volunteers in the 15 cities</i> | | | Status: Materials development and training for the campaign has been ongoing. Radio PSAs began in all 15 cities in November 1999, and other materials became available in January 2000. Explanation: The 2,526 includes the 1,121 youth initially involved as well as the additional 1,405 who became involved in FY2000. This is an increase of 125 percent, and exceeded the performance target. | Source: Reports from each of the 15 cities to the National Alliance of Urban Literacy Coalitions (NAULC), with funding from the NIFL, will work with the cities to receive the data and report to the NIFL. <i>Frequency:</i> This was a one-time special project related to the <i>America's Promise</i> . NIFL's commitment has now been fulfilled and exceeded. <i>Next collection update:</i> N/A. <i>Date to be reported:</i> N/A. Validation Procedures: None. Limitations of Data and Planned Improvements: None. |
| Year | Actual Performance | Performance Targets | | |
| FY 1999: | 1,121 | No target set | | |
| FY 2000: | 2,526 | 1,345 | | |
| FY 2001: | N/A | N/A | | |
| FY 2002: | N/A | N/A | | |

INDICATOR CHANGES

From Annual Plan (FY 2001)

Adjusted

- ❖ Indicator 2.1 (improving instruction for learning-disabled adults) goal of 70 percent of individuals trained in the use of Bridges to Practice changed to “an increasing number”.
- ❖ Indicator 3.2 (improving instruction of adult learners) goal of 70 percent changed to “an increasing number”.

Dropped—None.

New—None.