

# Archived Information

## Adult Education: State Grants and Knowledge Development - 2002

CFDA Number: 84.002 - Adult Education\_State Grant Program

**Goal 8: To support adult education systems that result in increased adult learner achievement in order to prepare adults for family, work, citizenship and future learning.**

**Objective 8.1 of 3: Improve literacy in the United States.**

**Indicator 8.1.1 of 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>Percentage of adults estimated to be in the lowest of five proficiency levels in the 1992 National Adult Literacy Survey:</i>			<p><b>Status: Unable to judge</b></p> <p><b>Progress:</b> No 2002 data are available.</p> <p><b>Explanation:</b> The 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, was scheduled for 2002 but has been delayed to December 2003 with data available in late 2004. No interim data are available.</p>	<p><b>Source: NCES Survey/Assessment Survey/Assessment: Adult Literacy and Lifeskills Survey.</b></p> <p><b>Additional Source Information:</b> National Adult Literacy Survey I, 1992; National Assessment of Adult Literacy Skill, 2002.</p> <p><b>Frequency:</b> Other. <b>Collection Period:</b> 2002 - 2003 <b>Data Available:</b> 2004 <b>Validated By:</b> NCES. Data validated by National Center for Education Statistics review procedures and standards.</p> <p><b>Limitations:</b> Limited background information collected on adults in the sample limited the scope of analyses. National Assessment of Adult Literacy Skills, now scheduled for release in 2003, 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		
	Percentage of Adults	Percentage of Adults		
1992	21			

**Objective 8.2 of 3: 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 8.2.1 of 5: Basic skill acquisition: By 2002, 32 percent of adults in beginning level Adult Basic Education**

programs will acquire the level of basic skills needed (validated by standardized assessments) to complete those beginning levels of instruction.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality																											
<p><i>Percentage of adults in beginning-level Adult Basic Education who complete that level and achieve basic skill proficiency.</i></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Actual Performance</th> <th>Performance Targets</th> </tr> <tr> <td></td> <td>Percentage of adults</td> <td>Percentage of adults</td> </tr> </thead> <tbody> <tr> <td>1996</td> <td>27</td> <td></td> </tr> <tr> <td>1997</td> <td>40</td> <td></td> </tr> <tr> <td>1998</td> <td>31</td> <td></td> </tr> <tr> <td>1999</td> <td>44</td> <td></td> </tr> <tr> <td>2000</td> <td>26</td> <td>40</td> </tr> <tr> <td>2001</td> <td>36</td> <td>45</td> </tr> <tr> <td>2002</td> <td></td> <td>32</td> </tr> </tbody> </table>			Year	Actual Performance	Performance Targets		Percentage of adults	Percentage of adults	1996	27		1997	40		1998	31		1999	44		2000	26	40	2001	36	45	2002		32	<p><b>Status: Unable to judge</b></p> <p><b>Progress:</b> In 2002 new standards required validation of basic skills acquisition through standardized assessment. Because of the new standard, new performance targets and baseline have been established. Therefore, no data are available for 2002.</p> <p><b>Explanation:</b> Data reflect percent of Adult Education Learners (Adults With Limited Basic Skills) who demonstrated a level of basic skill proficiency needed to advance to the next educational functioning level. Educational functioning levels range from beginning literacy through high school. Revised standards require validation of basic skill proficiency through standardized assessment. New targets reflect new standard. Data for 2001 were updated with additional reports from grantees.</p>	<p><b>Source: Performance Report</b>  <b>Grantee Performance Report:</b> 1810-0503 Annual Performance Reporting Format for OIE Formula Grants to LEAs.</p> <p><b>Frequency:</b> Annually.  <b>Collection Period:</b> 2002  <b>Data Available:</b> March 2003  <b>Validated By:</b> On-Site Monitoring By ED.            The 2001 data were verified by the Department's Standards for Evaluating Program Performance Data.</p> <p><b>Limitations:</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, OVAE implemented new data collection protocols, including standardized data collection methodologies and standards for automated data reporting and data quality review.</p> <p><b>Improvements:</b> The OVAE is developing a data quality review process for states based on the Department's Standards for Evaluating Program Performance Data.</p>
Year	Actual Performance	Performance Targets																													
	Percentage of adults	Percentage of adults																													
1996	27																														
1997	40																														
1998	31																														
1999	44																														
2000	26	40																													
2001	36	45																													
2002		32																													

**Indicator 8.2.2 of 5: Basic English language acquisition: By 2002, 30 percent of adults enrolled in the beginning levels of the English Literacy program will acquire (validated by standardized assessment) the level of English language skills needed to complete those beginning levels of instruction.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality						
<p><i>Percentage of adults</i></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Actual Performance</th> <th>Performance Targets</th> </tr> </thead> <tbody> <tr> <td>1996</td> <td>30</td> <td></td> </tr> </tbody> </table>			Year	Actual Performance	Performance Targets	1996	30		<p><b>Status: Unable to judge</b></p> <p><b>Progress:</b> In 2002, the standard was changed to require validation of basic skill acquisition through standardized</p>	<p><b>Frequency:</b> Annually.  <b>Collection Period:</b> 2002  <b>Data Available:</b> March 2003  <b>Validated By:</b> On-Site Monitoring By ED.</p>
Year	Actual Performance	Performance Targets								
1996	30									

1997	28		<p>assessment. Because of change to the standard, new performance targets and baseline has been established. Therefore, no data are available for 2002.</p> <p><b>Explanation:</b> Data reflect percent of 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 range from beginning-level English Literacy through advanced-level English Literacy. Revised standards require validation of English proficiency through standardized assessment. New targets reflect new standard. Data for 2001 was revised to reflect additional reports.</p>	<p>The 2001 data were verified by the Department's Standards for Evaluating Program Performance Data.</p> <p><b>Limitations:</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 (OVAE) implemented new data collection protocols, including standardized data collection methodologies and standards for automated data reporting and data quality review.</p> <p><b>Improvements:</b> The OVAE is developing a data quality review process for states based on the Department's Standards For Evaluating Program Performance Data.</p>
1998	28			
1999	49			
2000	20	40		
2001	31	40		
2002		32		

**Indicator 8.2.3 of 5: Secondary completion: By 2002, 45 percent of adults with a high school completion goal and who exit during the program year will earn a high school diploma or recognized equivalent.**

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Percent of adults</i>			<p><b>Status: Unable to judge</b></p> <p><b>Progress:</b> Because of change to the standards, new performance benchmark targets have been established.</p> <p><b>Explanation:</b> The performance data reflect the percent of adult learners with a goal to complete high school in secondary level programs of instruction who upon exit earned their high school diploma or GED credential within the reporting period. No 2002 data are yet available.</p>	<p><b>Frequency:</b> Annually. <b>Collection Period:</b> 2002 <b>Data Available:</b> March 2003 <b>Validated By:</b> On-Site Monitoring By ED. The 2001 data were verified by the Department's Standards for Evaluating Program Performance Data.</p> <p><b>Limitations:</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 OVAE implemented new data collection protocols,</p>
<b>Year</b>	<b>Actual Performance</b>	<b>Performance Targets</b>		
	Percent of adults	Percent of adults		
1996	36			
1997	37			
1998	33			
1999	34			
2000	34	40		
2001	33	45		
2002		45		

		<p>including standardized data collection methodologies and standards for automated data reporting.</p> <p><b>Improvements:</b> The OVAE is developing a data quality review process for states based on the Department's Standards for Evaluating Program Performance Data.</p>																																																
<p><b>Indicator 8.2.4 of 5: Transition to postsecondary education or training: By 2002, 40% of enrolled adults with a goal to enter postsecondary education or training who exit during the program year will enroll in a postsecondary education or training program.</b></p>																																																		
Targets and Performance Data	Assessment of Progress	Sources and Data Quality																																																
<table border="1"> <thead> <tr> <th colspan="4"><i>Number and percentage of adults</i></th> </tr> <tr> <th rowspan="2">Year</th> <th colspan="2">Actual Performance</th> <th colspan="2">Performance Targets</th> </tr> <tr> <th>Number of adults</th> <th>Percentage of adults</th> <th>Number of adults</th> <th>Percentage of adults</th> </tr> </thead> <tbody> <tr> <td>1996</td> <td>175,255</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1997</td> <td>178,520</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1998</td> <td>158,167</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1999</td> <td>148,803</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2000</td> <td>161,650</td> <td></td> <td>300,000</td> <td></td> </tr> <tr> <td>2001</td> <td></td> <td>25</td> <td>300,000</td> <td></td> </tr> <tr> <td>2002</td> <td></td> <td></td> <td></td> <td>40</td> </tr> </tbody> </table>	<i>Number and percentage of adults</i>				Year	Actual Performance		Performance Targets		Number of adults	Percentage of adults	Number of adults	Percentage of adults	1996	175,255				1997	178,520				1998	158,167				1999	148,803				2000	161,650		300,000		2001		25	300,000		2002				40	<p><b>Status: Unable to judge</b></p> <p><b>Progress:</b> Because of the change to the standard for data collection, new performance benchmarks and targets have been established. No data are yet available for 2002.</p> <p><b>Explanation:</b> The new performance data reflect the percentage of adult learners with a goal of further education or training, who, upon exit from adult education, enrolled in a postsecondary education or training program.</p>	<p><b>Frequency:</b> Annually.  <b>Collection Period:</b> 2002  <b>Data Available:</b> March 2003  <b>Validated By:</b> On-Site Monitoring By ED.  The 2001 data were verified by the Department's Standards for Evaluating Program Performance Data.</p> <p><b>Limitations:</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 July 1, 2000, reporting period, OVAE implemented new data collection protocols, including standardized data collection methodologies and standards for automated data quality review.</p> <p><b>Improvements:</b> OVAE is developing a data quality review process for states based on the Department's Standards for Evaluating Program Performance Data.</p>
<i>Number and percentage of adults</i>																																																		
Year	Actual Performance		Performance Targets																																															
	Number of adults	Percentage of adults	Number of adults	Percentage of adults																																														
1996	175,255																																																	
1997	178,520																																																	
1998	158,167																																																	
1999	148,803																																																	
2000	161,650		300,000																																															
2001		25	300,000																																															
2002				40																																														
<p><b>Indicator 8.2.5 of 5: Transition to work: By 2002, 40 percent of unemployed adults with an employment goal will obtain a job of the end of the first quarter after their program exit quarter.</b></p>																																																		
Targets and Performance Data	Assessment of Progress	Sources and Data Quality																																																

<i>Number and percentage of adults</i>			
Year	Actual Performance		Performance Targets
	Number of adults	Percentage of adults	Number Percentage of adults of adults
1996	306,982		
1997	340,206		
1998	294,755		
1999	409,062		
2000	454,318		425,000
2001		36	425,000
2002			40

**Status: Unable to judge**

**Progress:** Because of the change to the standards for data collection, new performance benchmark targets have been established. No 2002 data are currently available.

**Explanation:** The 2001 performance data reflect the percentage of adult learners with an employment goal, who, upon exit from an adult education program obtain a job. Data for 2002 are not yet available.

**Frequency:** Annually.  
**Collection Period:** 2001  
**Data Available:** March 2003  
**Validated By:** On-Site Monitoring By ED. The 2001 data were verified by the Department's Standards for Evaluating Program Performance Data.

**Limitations:** 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 July 1, 2000, reporting period, the Office of Vocational and Adult Education (OVAE) implemented new data collection protocols, including standards for automated data reporting and a data quality review.

**Improvements:** The OVAE is developing a data quality review process for states based on the Department's Standards for Evaluating Program Performance Data.

**Objective 8.3 of 3: Provide adult learners at the lowest levels of literacy access to educational opportunities to improve their basic foundation skills.**

**Indicator 8.3.1 of 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
<i>Percentage of adults</i>			<p><b>Status: Unable to judge</b></p> <p><b>Progress:</b> Reported level decreasing. No 2002 data are currently available.</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.</p>	<p><b>Additional Source Information:</b> Adult Education Management Information.</p> <p><b>Frequency:</b> Annually.  <b>Collection Period:</b> 2002  <b>Data Available:</b> March 2003  <b>Validated By:</b> On-Site Monitoring By ED. ED Standards for Evaluating Program performance Data were developed. Other sources corroborate</p>
Year	Actual Performance	Performance Targets		
	Percentage of adults	Percentage of adults		
1996	44			
1997	45			
1998	49			
1999	47			
2000	42	50		
2001	35	50		

2002	50	
		<p>these findings.</p> <p><b>Limitations:</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, OVAE implemented new data collection protocols, including standardized data collection methodologies and standards for automated data reporting and a data quality review.</p> <p><b>Improvements:</b> OVAE is developing a data quality review process for states based on the Department's Standards for Evaluating Program Performance Data.</p>