



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
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July 20, 2007

The Honorable Timothy M. Kaine
Governor of Virginia
Patrick Henry Building, 3rd Floor
1111 East Broad Street
Richmond, Virginia 23219

Members of the General Assembly of Virginia
General Assembly Building
Richmond, Virginia 23219

Dear Governor Kaine and Members of the General Assembly:

I am pleased to submit the Board of Education's *Adult Education Annual Performance Report for 2007* pursuant to Section 22.1-226.B of the Code of Virginia. The legislation requires the Board of Education to report annually its findings and evaluations of adult education programs to the Governor and the General Assembly.

If you have questions or require additional information relative to this transmittal, please do not hesitate to contact the Director of Adult Education and Literacy, Elizabeth Hawa, via e-mail at Elizabeth.Hawa@doe.virginia.gov or telephone (804) 225-2293.

Sincerely,

A handwritten signature in blue ink, appearing to read "Billy K. Cannaday, Jr.", written over a horizontal line.

Billy K. Cannaday, Jr.

BKCJr/EMH/gjm

Enclosure



VIRGINIA BOARD OF EDUCATION

2007 Annual Report

ADULT EDUCATION ANNUAL PERFORMANCE REPORT

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**

JUNE 2007

ADULT EDUCATION ANNUAL PERFORMANCE REPORT FISCAL YEAR 2005-2006

The Office of Adult Education and Literacy (OAEL), located in the Virginia Department of Education (VDOE), Division of Instruction, provides leadership and oversight to adult education programs and services in Virginia, including Adult Basic Education (ABE), Adult Secondary Education (ASE), and English for Speakers of Other Languages (ESOL). Although the *Code of Virginia* places the responsibility for adult education with Virginia's 132 local school divisions, services are delivered through a partnership of public and community-based providers that includes local school boards; community colleges; not-for-profit and faith-based literacy groups; employers; state, local and regional correctional facilities; and state institutions.

OAEL manages federal and state funds allocated for these programs. This report describes progress made in reaching programmatic goals established for providers that utilize federal and state resources to augment other public or private funds to conduct adult education programs. Virginia's programs have been successful in meeting the goal of continuous improvement as prescribed by the federal Workforce Investment Act (WIA). In fiscal year 2005-2006, OAEL was eligible for incentive funds. Eligibility is determined through a formula that incorporates performance targets established by the National Reporting System (NRS) methodology and negotiated with the U.S. Department of Education (USED) annually.

The fiscal year 2005-2006 data indicate that progress is being made to meet the goals cooperatively established by USED and VDOE. This report presents quantitative information in the following areas: (1) characteristics of the adult education population, (2) program performance summary, (3) educational functioning level (EFL) performance, and (4) follow-up outcome measures. Also included is a section on state management of the performance data.

CHARACTERISTICS OF THE ADULT EDUCATION POPULATION

Demographic Indicator	Description
Total Enrollment	Virginia's total enrollment (31,490) is comprised of 39 percent Adult Basic Education (ABE), 14 percent Adult Secondary Education (ASE) and 47 percent English for Speakers of Other Language (ESOL) students.
Ethnicity	Virginia's adult student ethnic composition includes 31.8 percent (10,023) Hispanic; 29.4 percent (9,261) White; 28 percent (8,807) Black; 10.3 percent (3,251) Asian; .3 percent (96) American Indian/Alaskan Native; and .2 percent (52) Native Hawaiian or Other Pacific Islander.
Age	Eight percent of Virginia's adult student enrollment (2,394) is 16-18; 23 percent (7,176) is 19-24; 51 percent (16,019) is 25-44 years of age; 15 percent (4,865) is 45-59; and three percent (1,036) is 60 or older.
Gender	Fifty-eight percent (18,166) of Virginia's adult student enrollment is female and 42 percent (13,324) is male.
Employment Status	Virginia's adult students reflect the following employment statuses: 16,156 are employed; 15,334 are unemployed; 2,981 are in a correctional setting; 35 are in another institutional setting; and 1,271 are on public assistance.
Annual Average Hours of Attendance	Average hours of attendance for students enrolled in ABE are 60; in ASE, 39; and in ESL, 78. The overall average is 66.

PROGRAM PERFORMANCE SUMMARY

Areas of Accomplishment	Performance Highlights
Educational Gains	Thirteen thousand seven hundred seventy-six (13,776) students, or 44 percent, completed their educational functioning levels, and another 7,798, or 25 percent, completed their levels and advanced one or more levels.
Performance Targets	Virginia programs exceeded target performance levels in seven out of eleven educational functioning levels: ABE Beginning Literacy, ABE Beginning Basic Education, ABE Intermediate Low, ESL Beginning Literacy, ESL Beginning, ESL Intermediate Low, and ESL Intermediate High. The four levels where Virginia did not meet targets in performance were ABE Intermediate High, ASE Low, ESL Low Advanced, and ESL High Advanced.
GED Completers	Statewide, 15,019 adult students earned their GED credentials.
GED Credentials	Eighty-nine percent (89 percent) of students exiting GED Certificate programs attained their GED credentials.
External Diploma Credentials	Ninety-four percent (94 percent) of students exiting the External Diploma Program attained their External Diploma.
High School Diploma Credentials	Eighty-one percent (81 percent) of students exiting adult high school diploma programs attained their high school diploma.

ADULT BASIC EDUCATION (ABE)

Educational Functioning Level	Performance Highlights
ABE Beginning Literacy	Forty-seven percent (47 percent) of enrolled students in ABE Beginning Literacy completed their educational functioning level, exceeding the 41 percent target performance level by six percentage points.
ABE Beginning Basic Education	Forty-nine percent (49 percent) of enrolled students in ABE Beginning Basic Education completed their educational functioning level, exceeding the 46 percent target performance level by three percentage points.
ABE Intermediate Low	Forty-eight percent (48 percent) of enrolled students in ABE Intermediate Low completed their educational functioning level, exceeding the 46 percent target performance level by two percentage points.
ABE Intermediate High	Thirty-eight percent (38 percent) of enrolled students in ABE Intermediate High completed their educational functioning level. Virginia's target performance level was 44 percent. Identifying educational gains of this group has become more challenging with the increased desire of students to take the GED Tests. Many of these students were not present for the administration of a post-test.

ADULT SECONDARY EDUCATION (ASE)

Educational Functioning Level	Performance Highlight
ASE Low	Thirty-three percent (33 percent) of enrolled students in ASE Low completed their educational functioning level. Virginia’s target performance level was 56 percent. Identifying educational gains of this group has become more challenging with the increased desire of students to take the GED Tests. Many of these students were not present for the administration of a post-test.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGE (ESOL)

Educational Functioning Level	Performance Highlights
ESL Beginning Literacy	Forty percent (40 percent) of enrolled students in ESL Beginning Literacy completed their educational functioning level, exceeding the 37 percent target performance level by three percentage points.
ESL Beginning	Forty-six percent (46 percent) of enrolled students in ESL Beginning completed their educational functioning level, exceeding the 37 percent target performance level by nine percentage points.
ESL Intermediate Low	Forty-nine percent (49 percent) of enrolled students in ESL Intermediate Low completed their educational functioning level, exceeding the 42 percent target performance level by seven percentage points.
ESL Intermediate High	Fifty percent (50 percent) of enrolled students in ESL Intermediate High completed their educational functioning level, exceeding the 40 percent target performance level by ten percentage points.
ESL Low Advanced	Thirty-one percent (31 percent) of enrolled students in ESL Low Advanced completed their educational functioning level. Virginia’s target performance level was 34 percent. Identifying the educational gains of this group is a major challenge because many of these adults are better educated, seeking employment, or working multiple jobs. As a result, these adults may not be available for a post-test. Transition options for students into adult basic education instructional environments are being explored.
ESL High Advanced	Twenty-eight percent (28 percent) of enrolled students in ESL High Advanced completed their educational functioning level. Virginia’s target performance level was 34 percent. Identifying the educational gains of this group is a major challenge because many of these adults are better educated, seeking employment, or working multiple jobs. As a result, these adults may not be available for a post-test. Transition options for students into adult basic education instructional environments are being explored.

FOLLOW-UP OUTCOME MEASURES

Follow-up Measure	Performance Highlights
Obtain a High School Diploma or GED Credential	Eighty-nine percent (89 percent) of students with a goal of obtaining a high school diploma or GED reached their goal one quarter after leaving class, exceeding the 79 percent target level by 10 percentage points.
Enter Employment	Thirty-four percent (34 percent) of students with a goal to enter employment reached their goal one quarter after leaving class. Virginia’s target performance level was 37 percent. The counts of those employed are historically lower than the actual number because of challenges with data matching. Virginia Employment Commission (VEC) data are used for matching purposes. Individuals reported by the VEC include only those employed in Virginia and represent less than four quarters of employment matching data. Many individuals may be working in neighboring states or for cash, barter or otherwise “off-the-books.” Additionally, the strength of the employment data and the ability to match are dependent on adult students providing social security numbers.
Retain Employment	Fifty-seven percent (57 percent) of students with a goal to retain employment reached their goal three quarters after leaving class, exceeding the 55 percent target by two percentage points.
Enter Postsecondary Education or Training	Twenty-eight percent (28 percent) of students with a goal to enter postsecondary education or training reached their goal one quarter after leaving class. Virginia’s target performance level was 33 percent. State Council of Higher Education in Virginia (SCHEV) data are used for matching purposes. The data collection period for SCHEV does not cover two quarters of the adult education fiscal year. As a result, this figure does not represent the total number entering postsecondary education or training. In addition, adults seeking postsecondary education and training may be attending programs not recognized by SCHEV or programs in other states. Acceptance into the military is an additional indicator not captured in the postsecondary match. Additionally, the strength of the postsecondary data and the ability to match are dependent on adult students providing social security numbers.

Progress in Virginia’s adult education programs includes improved achievement in education functioning level completion and surpassing state goals to retain employment and obtain a high school diploma or GED.

STATE MANAGEMENT OF PERFORMANCE DATA

OAEL has a comprehensive data management system for the collection, analysis, and reporting of state data for the NRS. OAEL has procedures and systems that promote the highest levels of data validity and reliability, including systems for verifying data accuracy from local programs, systems for monitoring data collection and analyses, and corrective systems to improve data on an ongoing basis. State procedures indicate a focus on continuous improvement of the quality and accuracy of data.