



VIRGINIA BOARD OF EDUCATION

2008 Annual Report

ADULT EDUCATION ANNUAL PERFORMANCE REPORT

PRESENTED TO

**THE HONORABLE TIMOTHY KAINE
GOVERNOR OF VIRGINIA
AND
THE GENERAL ASSEMBLY**

JULY 2008



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. Box 2120
Richmond, Virginia 23218-2120

BILLY K. CANNADAY, JR., Ed.D.
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August 7, 2008

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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 2008* pursuant to Section 22.1-226.B. of the *Code of Virginia*. The legislation requires the Board of Education to report annually its evaluation findings of adult education programs to the Governor and the General Assembly.

The report is enclosed and was approved by the Board of Education on June 19, 2008.

If you have questions or require additional information relative to this transmittal, please do not hesitate to contact Elizabeth Hawa, director, Office of Adult Education and Literacy, via e-mail at Elizabeth.Hawa@doe.virginia.gov or by telephone at (804) 225-2075.

Sincerely,


Billy K. Cannaday, Jr.

BCKJr/EMH/gjm

Enclosure

C: The Honorable Thomas R. Morris

ADULT EDUCATION ANNUAL PERFORMANCE REPORT FISCAL YEAR 2006-2007

The Office of Adult Education and Literacy (OAEL), located within the Division of Technology and Career Education at the Virginia Department of Education (VDOE), 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, which 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 use 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 2006-2007, 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 2006-2007 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 (32,502) is comprised of 36.3 percent Adult Basic Education (ABE); 13.4 percent Adult Secondary Education (ASE); and 50.3 percent English for Speakers of Other Languages (ESOL) students. |
| Ethnicity | Virginia's adult student ethnic composition includes: 35.9 percent (11,657) Hispanic; 27.0 percent (8,758) Black; 26.3 percent (8,552) White; 10.4 percent (3,386) Asian; .3 percent (102) American Indian/Alaskan Native; and .1 percent (47) Native Hawaiian or Other Pacific Islander. |
| Age | Seven percent of Virginia's adult student enrollment (2,431) is 16-18; 23 percent (7,389) is 19-24; 51 percent (16,582) is 25-44 years of age; 16 percent (5,050) is 45-59; and three percent (1,050) is 60 or older. |
| Gender | Fifty-seven percent (18,484) of Virginia's adult student enrollment is female and 43 percent (14,018) is male. |
| Employment Status | Virginia's adult students reflect the following employment statuses: 17,101 are employed; 15,401 are unemployed; 2,923 are in a correctional setting; 57 are in another institutional setting; and 1,038 are on public assistance. |
| Annual Average Hours of Attendance | Average hours of attendance for students enrolled: ABE, 66; ASE, 44; and ESOL, 78. The overall average is 69 hours. |

PROGRAM PERFORMANCE SUMMARY

| Areas of Accomplishment | Performance Highlights |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Educational Gains | Fourteen thousand nine-hundred eleven (14,911) students, or 46 percent, completed their educational functioning levels, and another 8,116, 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; ESOL Low Beginning; ESOL High Beginning; ESOL Intermediate Low; and ESOL Intermediate High. The four levels where Virginia did not meet targets in performance were: ABE Intermediate High; ASE Low; ESOL Beginning Literacy; and ESOL Advanced. |
| GED Completers | Statewide, 15,178 adult students earned their GED® credentials. |
| GED Credentials | Eighty-six percent of students exiting GED credential programs attained their GED credentials. |
| External Diploma Credentials | Eighty-two percent of students exiting the External Diploma Program attained their External Diploma. |
| High School Diploma Credentials | Eighty-eight percent of students exiting adult high school diploma programs attained their adult high school diploma. |

ADULT BASIC EDUCATION (ABE)

| Educational Functioning Level | Performance Highlights |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ABE Beginning Literacy | Fifty percent of enrolled students in ABE Beginning Literacy completed their educational functioning level, exceeding the 46 percent target performance level by four percentage points. |
| ABE Beginning Basic Education | Fifty-one percent of enrolled students in ABE Beginning Basic Education completed their educational functioning level, exceeding the 49 percent target performance level by two percentage points. |
| ABE Intermediate Low | Forty-nine percent of enrolled students in ABE Intermediate Low completed their educational functioning level, exceeding the 48 percent target performance level by one percentage point. |
| ABE Intermediate High | Forty-four percent of enrolled students in ABE Intermediate High completed their educational functioning level. Virginia's target performance level was 48 percent. Demonstrating educational gains for 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 | Forty-seven percent of enrolled students in ASE Low completed their educational functioning level. Virginia’s target performance level was 60 percent. Demonstrating educational gains for 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 LANGUAGES (ESOL)

| Educational Functioning Level | Performance Highlights |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ESOL Beginning Literacy | Thirty-six percent of enrolled students in ESOL Beginning Literacy completed their educational functioning level. Virginia’s target performance level was 40 percent. Demonstrating educational gains for this group is a major challenge because many of these adults have low literacy skills in their native language, are seeking employment, or are working multiple jobs. As a result, these adults may not be available for a post-test. |
| ESOL Low Beginning | Fifty-three percent of enrolled students in ESOL Low Beginning completed their educational functioning level, exceeding the 38 percent target performance level by fifteen percentage points. |
| ESOL High Beginning | Fifty-two percent of enrolled students in ESOL High Beginning completed their educational functioning level, exceeding the 38 percent target performance level by fourteen percentage points. |
| ESOL Intermediate Low | Forty-six percent of enrolled students in ESOL Intermediate Low completed their educational functioning level, exceeding the 43 percent target performance level by three percentage points. |
| ESOL Intermediate High | Forty-five percent of enrolled students in ESOL Intermediate High completed their educational functioning level, exceeding the 41 percent target performance level by four percentage points. |
| ESOL Advanced | Twenty-four percent of enrolled students in ESOL Advanced completed their educational functioning level. Virginia’s target performance level was 30 percent. Demonstrating educational gains for 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-six percent of students with a goal of obtaining a high school diploma or GED credential reached their goal one quarter after leaving class, exceeding the 85 percent target level by 1 percentage point. |
| Enter Employment | Sixty-five percent of students with a goal to enter employment reached their goal one quarter after leaving class, exceeding the 30 percent target level by 35 percentage points. |
| Retain Employment | Sixty-seven percent of students with a goal to retain employment reached their goal three quarters after leaving class, exceeding the 53 percent target by fourteen percentage points. |
| Enter Postsecondary Education or Training | Twenty-four 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. Consequently, this figure does not represent the total number entering postsecondary education or training. Moreover, adults seeking postsecondary education and training may be attending programs not recognized by SCHEV or programs in other states. Acceptance into the military is another 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 enter employment, retain employment, and obtain a high school diploma or GED credential.

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.