ADULT EDUCATION
ANNUAL PERFORMANCE REPORT

PRESENTED TO

THE HONORABLE TIMOTHY M. KAINE
GOVERNOR OF VIRGINIA
AND
THE GENERAL ASSEMBLY

JULY 2009

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September 30, 2009

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 2009* 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 September 24, 2009.

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) 225-2053.

Sincerely,

Patricia I. Wright

Patricia I. Wright

PIW/EMH/gjm
Enclosure
C: The Honorable Thomas R. Morris

ADULT EDUCATION ANNUAL PERFORMANCE REPORT
FISCAL YEAR 2007-2008

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, including the following: 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). OAEL is one of three work force development partners in the Commonwealth that contributes annually to the eligibility for work force incentive funding. Eligibility specific to OAEL 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. In fiscal year 2007-2008, OAEL's performance contributed to the eligibility of the state for incentive funds.

The fiscal year 2007-2008 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 (30,940) is comprised of: 36.7 percent Adult Basic Education (ABE); 14.8 percent Adult Secondary Education (ASE); and 48.5 percent English for Speakers of Other Languages (ESOL) students.
Ethnicity	Virginia's adult student ethnic composition includes: 34.7 percent (10,747) Hispanic; 27.1 percent (8,395) Caucasian; 27.1 percent (8,394) African-American; 10.5 percent (3,256) Asian; .3 percent (107) American Indian/Alaskan Native; and .1 percent (41) Native Hawaiian or Other Pacific Islander. *Limitations of rounding prevent the total percentage from equaling 100 percent.*
Age	Six-point-nine percent of Virginia's adult student enrollment (2,146) is 16-18; 22.4 percent (6,916) is 19-24; 51.1 percent (15,800) is 25-44 years of age; 16.2 percent (5,026) is 45-59; and three-point-four percent (1,052) is 60 or older.

Demographic Indicator	Description
Gender	Fifty-seven percent (17,659) of Virginia's adult student enrollment is female and 43 percent (13,281) is male.
Employment Status	Virginia's adult students reflect the following employment status: 16,181 are employed; 14,759 are unemployed; 2,804 are in a correctional setting; 74 are in another institutional setting; and 1,189 are on public assistance.
Annual Average Hours of Attendance	Average hours of attendance for students enrolled: ABE, 64; ASE, 43; and ESOL, 71. The overall average is 69 hours.

PROGRAM PERFORMANCE SUMMARY

Areas of Accomplishment	Performance Highlights
Educational Gains	Thirteen thousand two-hundred ninety-five (13,295) students, or 43 percent, completed their educational functioning levels, and another 6,168, or 20 percent, completed their levels and advanced one or more levels.
Performance Targets	Virginia programs exceeded target performance levels in three out of eleven educational functioning levels: ASE Low; ESOL Beginning Low; and ESOL Beginning High. The eight levels where Virginia did not meet targets in performance were: ABE Beginning Literacy; ABE Beginning Basic; ABE Intermediate Low; ABE Intermediate High; ESOL Beginning Literacy; ESOL Intermediate Low; ESOL Intermediate High; and ESOL Advanced.
GED Completers	Statewide, 15,772 adult students earned their GED® credentials.
GED Credentials	Ninety-five percent of students exiting GED credential programs attained their GED credentials.
External Diploma Credentials	Eighty-one percent of students exiting the External Diploma Program attained their External Diplomas.
High School Diploma Credentials	Ninety-one percent of students exiting adult high school diploma programs attained their adult high school diplomas.

ADULT BASIC EDUCATION (ABE)

Educational Functioning Level	Performance Highlights
ABE Beginning Literacy*	Forty-seven percent of enrolled students in ABE Beginning Literacy completed their educational functioning level. Virginia's target performance level was 48 percent. Thirty-nine percent of students were unavailable to complete a post-test.
ABE Beginning Basic Education*	Forty-five percent of enrolled students in ABE Beginning Basic Education completed their educational functioning level. Virginia's target performance level was 50 percent. Forty-one percent of students were unavailable to complete a post-test.
ABE Intermediate Low*	Forty-five percent of enrolled students in ABE Intermediate Low completed their educational functioning level. Virginia's target performance level was 50 percent. Forty-four percent of students were unavailable to complete a post-test.

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* *For 2007-2008, OAEL introduced new assessment guidelines to comply with federal requirements for programs to increase instructional hours for students prior to post-testing. Demonstrating educational gains for this group was affected by the required increase in instructional hours. Many of these students were not present for the administration of a post-test and, consequently, could not be reported as having made educational gains.*

Educational Functioning Level	Performance Highlights
ABE Intermediate High	Thirty-eight percent of enrolled students in ABE Intermediate High completed their educational functioning level. Virginia's target performance level was 40 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 as demonstrated by 47 percent of students not completing a post-test.

ADULT SECONDARY EDUCATION (ASE)

Educational Functioning Level	Performance Highlight
ASE Low	Thirty-eight percent of enrolled students in ASE Low completed their educational functioning level, exceeding the 36 percent target performance level by two percentage points.

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 41 percent. This functioning level experienced a 20 percent drop in enrollment from the previous year. Forty-five percent of students were unavailable to complete a post-test.
ESOL Low Beginning	Forty-six percent of enrolled students in ESOL Low Beginning completed their educational functioning level, exceeding the 40 percent target performance level by six percentage points.
ESOL High Beginning	Forty-seven percent of enrolled students in ESOL High Beginning completed their educational functioning level, exceeding the 40 percent target performance level by seven percentage points.
ESOL Intermediate Low†	Forty-three percent of enrolled students in ESOL Intermediate Low completed their educational functioning level. Virginia's target performance level was 50 percent. Thirty-six percent of students were unavailable to complete a post-test.
ESOL Intermediate High†	Forty-four percent of enrolled students in ESOL Intermediate High completed their educational functioning level. Virginia's target performance level was 51 percent. Thirty-three percent of students were unavailable to complete a post-test.
ESOL Advanced	Twenty-eight percent of enrolled students in ESOL Advanced completed their educational functioning level. Virginia's target performance level was 32 percent. Demonstrating educational gains for this group is a significant challenge because many of these adults are better educated, seeking employment, or working multiple jobs. Transition options for students into adult basic education instructional programs are being developed locally around the state.

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† *Demonstrating educational gains for these functioning levels is a challenge, because many of these adults have lower 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 and, consequently, could not be reported as having made educational gains.*

FOLLOW-UP OUTCOME MEASURES

Follow-up Measure	Performance Highlights
Obtain a GED® or Secondary School Credential	Ninety-two percent of students with a goal of obtaining a GED or secondary school credential reached their goal within one quarter after leaving class, exceeding the 89 percent target level by three percentage points.
Enter Employment	Fifty-four percent of students with a goal to enter employment reached their goal within one quarter after leaving class, exceeding the 36 percent target level by 18 percentage points.
Retain Employment	Sixty-seven percent of students with a goal to retain employment reached their goal within three quarters after leaving class, exceeding the 53 percent target by 14 percentage points.
Enter Postsecondary Education or Training	Forty-three percent of students with a goal to enter postsecondary education or training reached their goal within one quarter after leaving class, exceeding the 33 percent target by 10 percentage points.

Progress in Virginia's adult education programs includes improved achievement in educational functioning level completion and surpassing state goals to enter employment, retain employment, enter postsecondary education or training, and obtain a GED or other secondary school 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 reflect a focus on continuous improvement of the quality and accuracy of data.