



DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

MEMORANDUM

March 11, 2002

**TO:** Workforce Development Council

**FROM:** Shirley T. Spencer, Adult Education Director & GED Administrator 

**SUBJECT:** Adult Basic Education 2001 Annual Report to the Office of Adult and Vocational Education, Division of Adult Education and Literacy as required under *The Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998*

**ACTION REQUESTED:** Review as information and advise on required negotiated revisions of the Performance Measures for the fourth and fifth year of the State Plan

Attached are the primary statistical tables of the ABE Annual Report for July 2000 – July 2001. ABE reports on a variety of demographic and performance data. Tables 4 and 5 contain the data on the *Core Indicators of Performance*. When the State Plan was submitted projections were made on estimated performance on the *Core Indicators* for the first three years. It is now time to negotiate projected performance for the last two years of the plan with the federal office. Idaho's past projections and performance have been generally high in comparison to other states. The discussion below and the attached tables give an overview of the *Indicator Measures* and our performance. Our projections made three years ago have been fairly accurate with a few exceptions. As reporting has become more precise and definitions honed, it appears that English Language Literacy for speakers of other languages is the area that needs more adjustment in the estimations.

The ABE *Core Indicators of Performance* are educational gains, employment (obtaining a job and retaining it and retaining or improving current employment, obtaining a GED or high school credential, and post-secondary enrollment for education and/or training. The first of the goals and core indicators of the *Adult Education and Family Literacy Act* is the *sine qua non* of the state's Adult Basic

Education programs: “Improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, (and) other literacy skills.” The National Reporting System for Adult Education has six levels of entry skills for basic skills and high school level skills, and six levels of English as a Second Language. Idaho has set high expectations in predicting performance in educational gains to advance educational functioning levels. Our projections have been very ambitious and based on the available data in the past. As data collection has become more accurate, precise, and consistent, it appears that some minor adjustments in expectations for some students may need to be adjusted.

While the state’s overall performance in meeting its projected levels’ completions was quite good, we generally fell short of our projections in English as a Second Language (ESL). Some of the difference in the projections and the performance in ESL may be explained by a 17% increase in enrollment of this population. In addition, about half of these students work full time and often can attend class only a few times a week. Migrant workers’ attendance can be sporadic depending on the seasons.

With one exception, all ABE and Adult Secondary Levels projected performance met or exceeded projections. Fifty percent of the entire enrollment completed the entry level or advanced one or more levels. The levels with the largest enrollment were the ones in which the state had the best performance. Seventy-four percent of Idaho’s enrollment met or exceeded projections on educational gains when both standardized testing, GED attainment, and/or two other objective measures were used by local programs in determining level completion; only 26% of the enrollment was reported to be below the projected completion percentages.

**Employment** projections of 20% for obtaining unsubsidized employment were exceeded. This projection was modest because the ABE system had had no way to consistently gather this information in the past. Data matching with Unemployment Insurance on 440 students with this goal who exited during the program year indicated that 42% of those obtained a job, and 24% still had that job in the two quarters for which data could be checked. For both the employment and post-secondary measures, ABE has the disadvantage of having to report for the current year, making it impossible to have complete data matching before the report deadline. On the **Employment Retention** measure, 303 of the 992 students who exited the program and had the goal were checked to confirm employment retention. One hundred, seventy-nine, or 59%, retained their jobs. The remainder of the 992 employed students who exited the program during the year did not leave early enough to check the appropriate follow-up quarters before the reporting deadline. Our projection of 50% for employment retention was exceeded.

The state exceeded its projects on **GED** attainment with 37% of those with the goal obtaining the GED compared with a 30% projection. Verification of GED attainment is quite easy with simple data matching with testing centers. In the future this can be done locally or at the state level.

***Postsecondary enrollment*** exceeded projections - - 27% compared to a projected 17% when using self-report. This data was supplied by local programs and was obtained somewhat consistently. However, at the state level data-matching with Higher Education in the State Board Office produced less positive results. Data matching with state post-secondary fall 2000 and spring 2001 enrollment produced 165 ABE students enrolled for those semesters. Unavailability of summer and fall 2001 post-secondary enrollment data and Eastern Idaho Technical College's data for any semesters in the higher education data bank at the time of the reporting assuredly suppressed this performance.

**DEPARTMENT OF EDUCATION  
OFFICE OF VOCATIONAL AND ADULT EDUCATION  
WASHINGTON, D. C. 20202-5515  
ANNUAL PERFORMANCE REPORT  
FOR THE ADULT EDUCATION STATE-ADMINISTERED PROGRAM**

<b>Period Covered</b>
<b>From To</b>
7/1/00 6/30/01

**Table 1. Enter the number of Participants\* by educational level,\*\*race/ethnicity,\*\*\* and sex.**

Entering Educational Functioning Level	American Indian or Alaskan Native		Asian or Pacific Islander		Black not of Hispanic Origin		Hispanic		Native Hawaiian or Pacific islander		White not of Hispanic Origin		Total
	(B)		(D)		(F)		(H)		(J)		(L)		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Beginning ABE Literacy	5	4	1	4	3	0	29	24	0	2	125	58	255
Beginning Basic Ed	29	18	5	5	7	2	134	105	3	1	440	266	1015
Low Intermediate Basic Ed	52	35	5	15	14	6	131	164	9	3	704	542	1680
High intermediate Basic Ed	21	31	11	8	5	10	98	169	4	1	677	969	2,004
Low Adult Secondary Ed	13	23	3	1	13	3	67	54	3	1	772	471	1,424
High Adult Secondary Ed	15	10	2	4	4	2	24	13	2	2	535	402	1,015
ESL Literacy	1	0	15	27	4	4	286	237	0	2	10	9	595
Beginning ESL	1	1	28	44	4	3	414	422	1	2	40	52	1,012
Low Intermediate ESL	0	1	20	46	3	3	243	196	0	1	35	48	596
High Intermediate ESL	1	1	27	29	0	0	144	124	0	1	20	40	387
Low Advance ESL	2	2	20	53	7	1	141	113	0	0	25	60	424
High Advance ESL	0	0	2	8	0	1	37	30	0	0	8	13	99
<b>TOTALS</b>	140	126	139	244	64	35	1,748	1,651	22	16	3,391	2,930	10,506

\* A participant is an adult who receives at least twelve (12) hours of instruction. Work-based learners are not include in this table

\*\* See attached definitions for educational functioning levels.

\*\*\*A participant should be included in the racial/ethnic group to which he or she appears to belong identifies with, or is regarded in the community as belonging.

**TABLE 2. Enter the number of participants by age, population group and sex**

**PARTICIPANTS BY POPULATION GROUP AND SEX**

AGE GROUP (A)	American Indian or Alaskan Native		Asian or Pacific Islander		Black not of Hispanic Origin		Hispanic		Native Hawaiian or Pacific Islander		White		TOTAL
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
Age 16-18	32	31	11	10	2	2	163	141	4	1	805	647	1,849
Age 19-24	50	22	27	44	26	13	545	385	8	5	998	610	2,733
Age 25-44	43	52	81	126	31	16	868	957	9	8	1,184	1,133	4,508
Age 45-59	13	12	16	55	5	4	155	151	1	2	323	385	1,122
Age 60 or older	2	9	4	9	0	0	17	17	0	0	81	155	294
<b>TOTAL</b>	140	126	139	244	64	35	1,748	1,651	22	16	3,391	2,930	10,506

**TABLE 3 : Participants by Program Type and Age**

<b>AGE GROUP</b>	<b>ADULT BASIC EDUCATION</b>	<b>ADULT SECONDARY EDUCATION</b>	<b>ENGLISH AS A SECOND LANGUAGE</b>	<b>TOTAL</b>
<b>1. 16-18</b>	1,141	560	148	1,849
<b>2. 19-24</b>	1,344	686	703	2,733
<b>3. 25-44</b>	1,812	837	1,859	4,508
<b>3. 45-59</b>	512	264	346	1,122
<b>4. 60 or Older</b>	108	129	57	294
<b>TOTAL</b>	<b>4,917</b>	<b>2,476</b>	<b>3,113</b>	<b>10,506</b>

**TABLE 4. Enter the number of participants for each of the categories listed, the total number of attendance hours, and calculate the percentage completing each level.**

**EDUCATIONAL GAINS AND ATTENDANCE BY EDUCATIONAL FUNCTIONING LEVEL**

<b>EDUCATIONAL FUNCTIONING (A)</b>	<b>Total Enrollment (B)</b>	<b>Total attendance Hours (C)</b>	<b># completed Level (D)</b>	<b>Number who completed level and advanced one or more levels (E)</b>	<b>Number separated before completing (F)</b>	<b># remaining within Level (G)</b>	<b>percentage Completing Level (H)</b>
<b>Beginning ABE Literacy</b>	255	14,409	83	41	96	76	0.33
<b>Beginning Basic Ed</b>	1015	64,530	464	237	306	258	0.46
<b>Low Intermediate Basic</b>	1680	94,938	838	509	433	408	0.50
<b>High intermediate Basic</b>	1967	121,532	1087	613	431	449	0.55
<b>Low Adult Secondary</b>	1446	52,637	1009	600	219	206	0.70
<b>High Adult Secondary</b>	1030	55,232	704	62	164	162	0.68
<b>ESL Literacy</b>	593	26,250	248	195	186	160	0.42
<b>Beginning ESL</b>	1014	48,095	260	156	421	334	0.26
<b>Low Intermediate ESL</b>	597	35,815	225	126	219	153	0.38
<b>High Intermediate ESL</b>	386	24,653	156	69	147	83	0.40
<b>Low Advanced ESL</b>	424	29,139	152	65	166	105	0.36
<b>High Advanced ESL</b>	99	5,399	33	7	36	30	0.33
<b>TOTAL</b>	<b>10506</b>	<b>572629</b>	<b>5259</b>	<b>2680</b>	<b>2824</b>	<b>2424</b>	<b>0.50</b>

**TABLE 5.**  
**Participants achieving each outcome.**

**CORE FOLLOW-UP OUTCOME ACHIEVEMENT (Self- Report)**

	<b># of Participants with main or secondary Goal (B)</b>	<b># of Participants Achieving Outcome (C)</b>	<b>% Achieving outcome (D)</b>
<b>Entered Employment</b>	694	148	0.21
<b>Remained or improved Employment</b>	1442	904	0.63
<b>Obtain a GED or Secondary School Placed in Postsecondary Ed or Training</b>	4982	1839	0.37
	1818	494	0.27

**Data Matching:**

**Obtaining Unsubsidized Employment with Data Matching Unemployment Insurance Data:** Data Matching for 440 students who exited the program during the year and who had employment as a primary or secondary goal produced the following: Of 438 valid SSN's 185 (42%) obtained employment, 24% of those obtained employment in the two quarters the data collection period.

**Retained Employment:** Data matching with Unemployment Insurance for 992 students with this goal who exited the program during the reporting year produced the following: 303 records that could be checked within the reporting year and requirements; 179 of those, or 59% retained employment.

**Post-Secondary Enrollment:** Data match for those students who exited during the year and who had this goal indicated that 165 (9.5%) ABE students had enrolled in post-secondary institutions for Fall of 2000 or Spring of 2001. The unavailability of data from EITC in the State Board's data bank and the summer and fall 2001 data certainly suppressed this measure. As soon as the State Board can match with this additional data, ABE will ask for another attempt at matching.

TABLE 6.

Enter the number of participants for each of the categories listed.

<b>Participant status on Entry into the program</b>	<b>Number of Participants (May be duplicated)</b>
Disabled	830
Employed	4274
Unemployed	3815
Not in Labor force	659
On public assistance	1175
Living in rural areas*	989
<b>PROGRAM TYPE:</b>	
In Family Literacy Programs	395
In workplace literacy programs**	44
In programs for the homeless**	10
In programs for work-based project learners	66
<b>INSTITUTIONAL PROGRAMS</b>	
In correctional facilities	1916
In community correctional program	50
In other institutional settings	31
<b>SECONDARY STATUS MEASURES (Optional)</b>	
Low Income	962
Displaced homemaker	16
Single parent	2392
Dislocated worker	22
Learning Disabled adult	505
<b>TOTAL</b>	<b>18,151</b>

\*\* Incorrectly reported by some institutions

**Table #7. Enter an unduplicated count of personnel by function and job status  
(See definitions of functions of pages 13-14).**

FUNCTION Organizational Placement and Type of Job Performed	Adult Education Personnel		
	Paid Personnel		Unpaid Volunteers (D)
	Total Number of Part-Time Personnel (B)	Total Number of Full-Time Personnel (C)	
1. State-level Administrative	2		
2. Local-level Administrative/ Supervisory/Ancillary Services	16	8.07	
3. Local Teachers	162	29.75	74
4. Local Counselors	17		52
5. Local Paraprofessionals/tutors	44	5	133
<b>TOTAL</b>	<b>241</b>	<b>42.82</b>	<b>259</b>