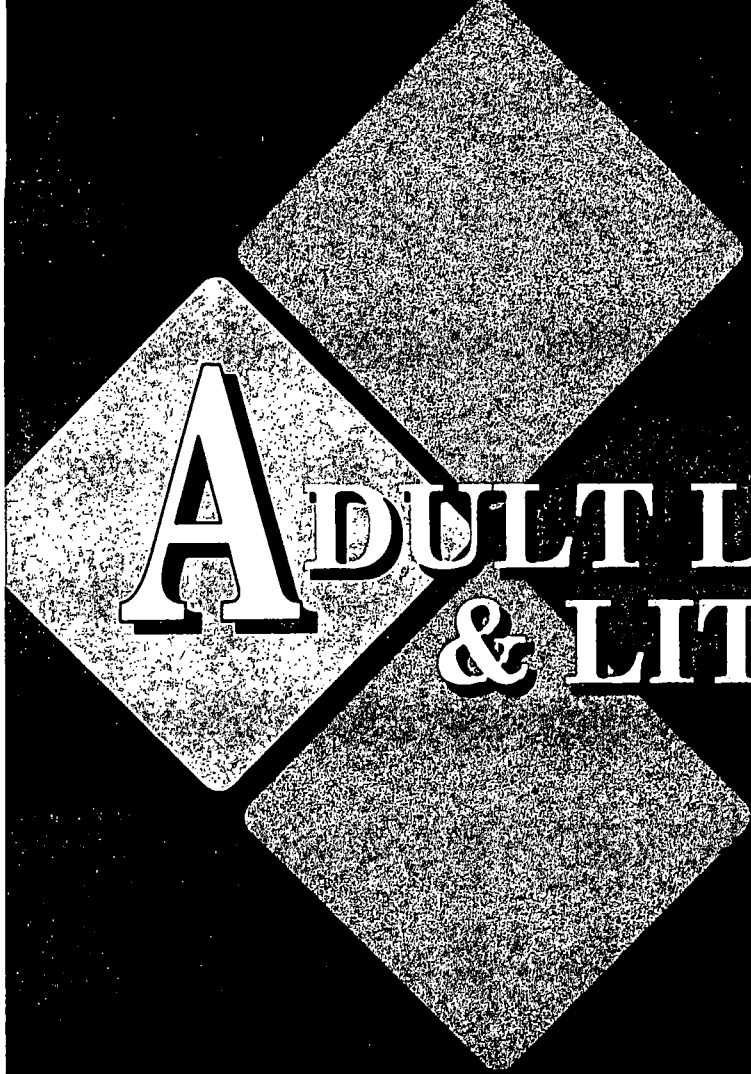
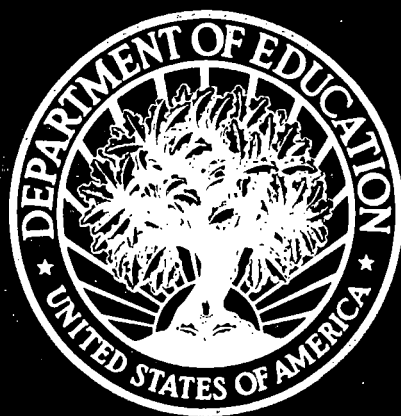




A **ADULT LEARNING** **& LITERACY**

U.S. DEPARTMENT OF EDUCATION
Division of Adult Education and Literacy
Office of Vocational and Adult Education
Washington, DC 20202-7240



**LITERACY SKILLS OF ADULTS
AT "BELOW ADEQUATE LEVEL"**

LEVEL 1 0-225 AVG. 198 21 TO 23% 40 TO 44M	✓ Very limited in processing information ✓ Simple routine tasks: total entry on deposit slip; identify specific inf. in brief newspaper article ✓ Level 2: limited literacy skills; low-level inferences; calculate total cost of purchase	LEVEL 2 226-275 AVG. 259 25 TO 28% 50M	LEVEL 3 276-325 AVG. 298 32% 61M
25% 62% 35% 27% 21%	IMMIGRANTS LACK H.S. DIPLOMA 0 TO 8 YEARS 9 TO 12 YEARS HIGH SCHOOL DIPLOMA	08% 26% 07% 19% 36%	05% 08% 01% 07% 31%
43%	BLACK/HISPANIC	24%	13%
26% 19%	P-M-H CONDITION VISUAL DIFFICULTY	13% 07%	07% 03%
44% 50% \$240 18 TO 19	LIVE IN POVERTY OUT OF LABOR FORCE MEDIAN WEEKLY INCOME AVG. # WEEKS WORKED	23% 33% \$281 27	12% 25% \$339 35
33% 70%	AGE 64 OR OLDER DO NOT PERCEIVE AT RISK	18% 97%	09%

**SUMMARY: "BELOW ADEQUATE LEVEL" INFORMATION PROCESSING SKILLS
LEVELS 1 & 2**

1. CANNOT CONSISTENTLY RESPOND TO TASKS REQUIRING:
 - HIGHER LEVEL READING AND PROBLEM-SOLVING SKILLS
 - INTEGRATION OR SYNTHESIZING OF INFORMATION FROM COMPLEX TEXTS
 - TWO OR MORE SEQUENTIAL QUANTITATIVE PROBLEMS;
2. RACIAL COMPOSITION: PREDOMINATELY BLACK, NATIVE AM., HISPANIC;
3. FAR LESS LIKELY THAN LITERATE PEERS TO BE EMPLOYED FULL-TIME, TO EARN HIGH WAGES, AND TO VOTE;
4. MAY BE "AT RISK" AS THE NATION'S ECONOMY AND SOCIAL FABRIC CONTINUE TO CHANGE.

LITERACY LEVELS OF AMERICAN ADULTS (PROSE SCALE)

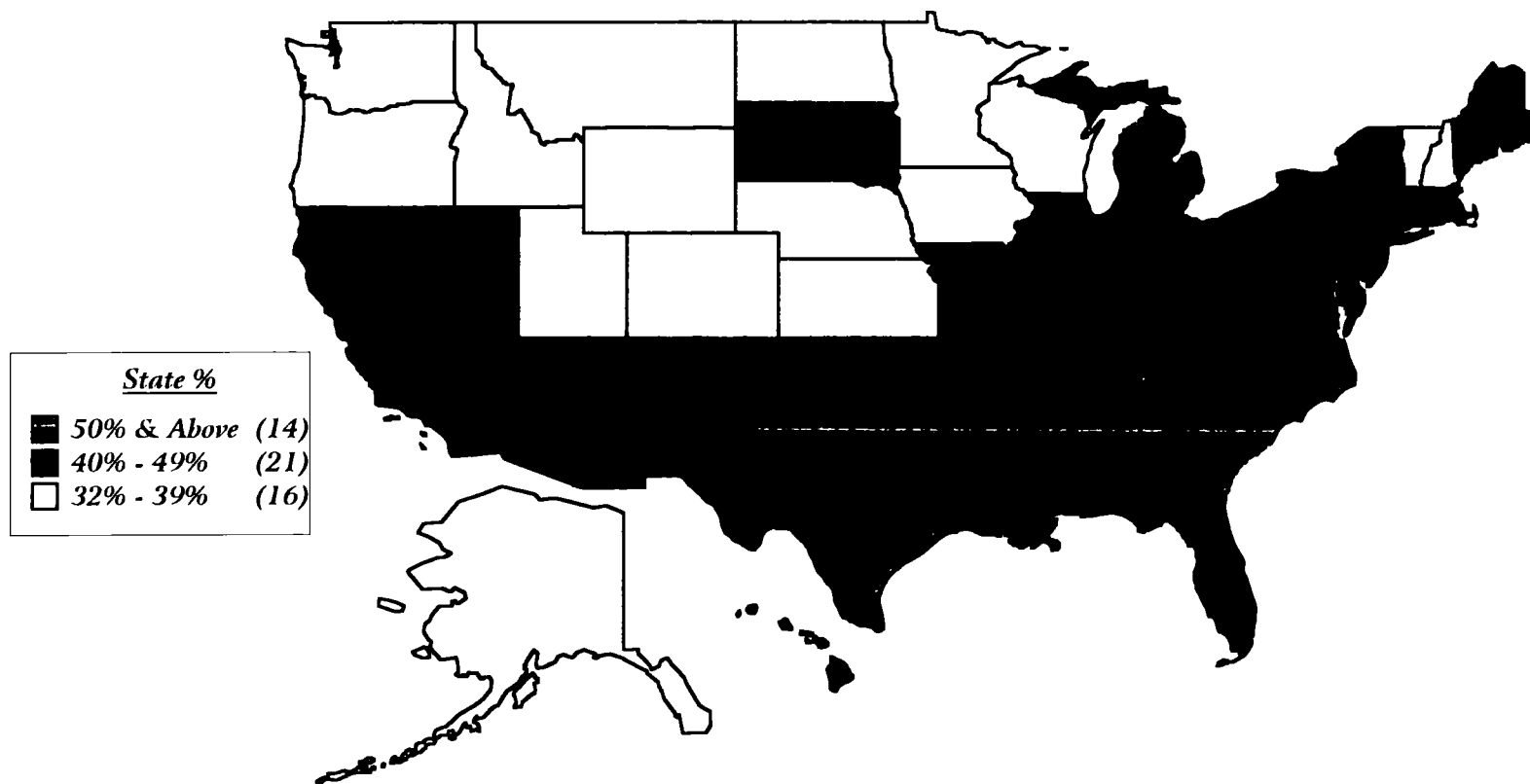
Literacy Level	Description of Level	% of Population
Level 1	Individuals have great difficulty with reading. They have very few basic skills or strategies available to them to decode and work with text. Generally, they are aware that they have problems.	21%
Level 2	Individuals have limited skills; they read but they do not read well. Adults at this level can deal only with material that is simple and clearly laid out, material in which the tasks involved are not too complex. They often do not recognize their limitations.	27%
Level 3	Individuals read well, but may have some problems with more complex tasks. Considered by many countries to be a minimum desired skill level; some occupations may, however, require higher skills.	32%
Levels 4/5	Individuals have high levels of literacy, with a wide range of reading skills and many strategies for dealing with complex materials. These adults can meet most reading demands and can handle new reading challenges.	20%

SOURCE: National Adult Literacy Survey
National Center for Education Statistics
U.S. Department of Education
September 1993

The National Adult Literacy Survey (NALS)

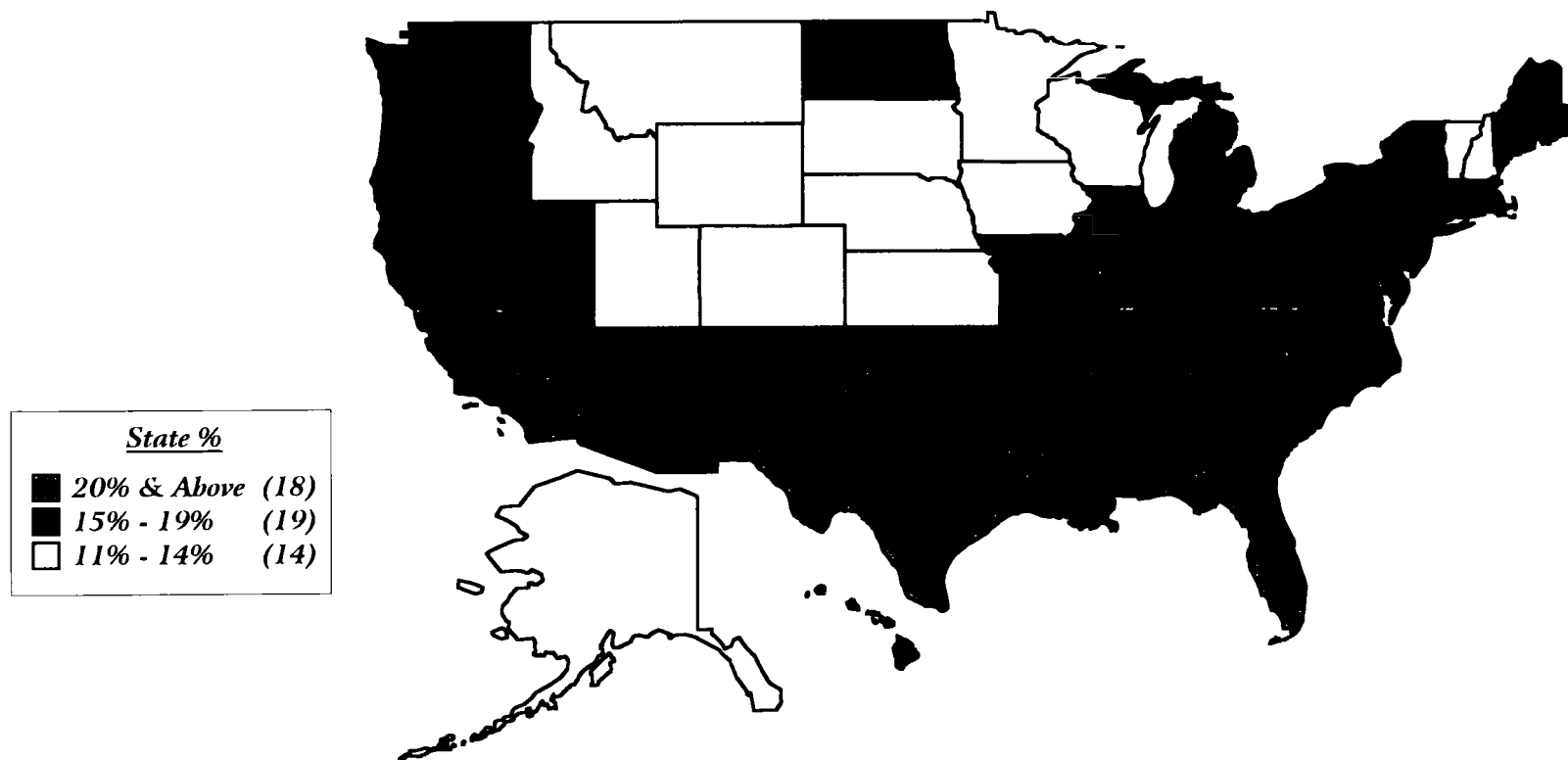
Level	Scale Score	Task Examples	Percentage of Adults
1	0 to 225	Identify a country in a short article (P) Sign your name (D) Total a bank deposit entry (Q)	P = 21% D = 23% Q = 22%
11	226 to 275	Locate two items of information in article (P) Locate intersection on a street map (D) Calculate total costs of purchase on order form (Q)	P = 27% D = 28% Q = 25%
111	276 to 325	Interpret instructions from an appliance warranty (P) Use a sign-out sheet to respond to a call (D) Use a calculator to determine discount on a bill (Q)	P = 32% D = 31% Q = 31%
IV	326 to 375	State in writing an argument from a long article (P) Identify correct % meeting specified conditions from a table of such information (D) Determine correct change using information from a menu (Q)	P = 17% D = 15% Q = 17%
V	376 to 500	Summarize two ways lawyers may challenge prospective jurors (P) Use table of information to determine pattern in oil exports (D) Calculate miles per gallon using information given on mileage record (Q)	P = 3% D = 3% Q = 4%

Adults With Limited Literacy Skills Comprise Significant Percentage of State Adult Populations



% of State Adult Population in NALS Levels 1 & 2

% of State Adult Population in NALS Level 1



Adults Who Read and Compute at Very Low Levels

Source: U.S. Department of Education
Office of Vocational and Adult Education
Division of Adult Education and Literacy
October 1998

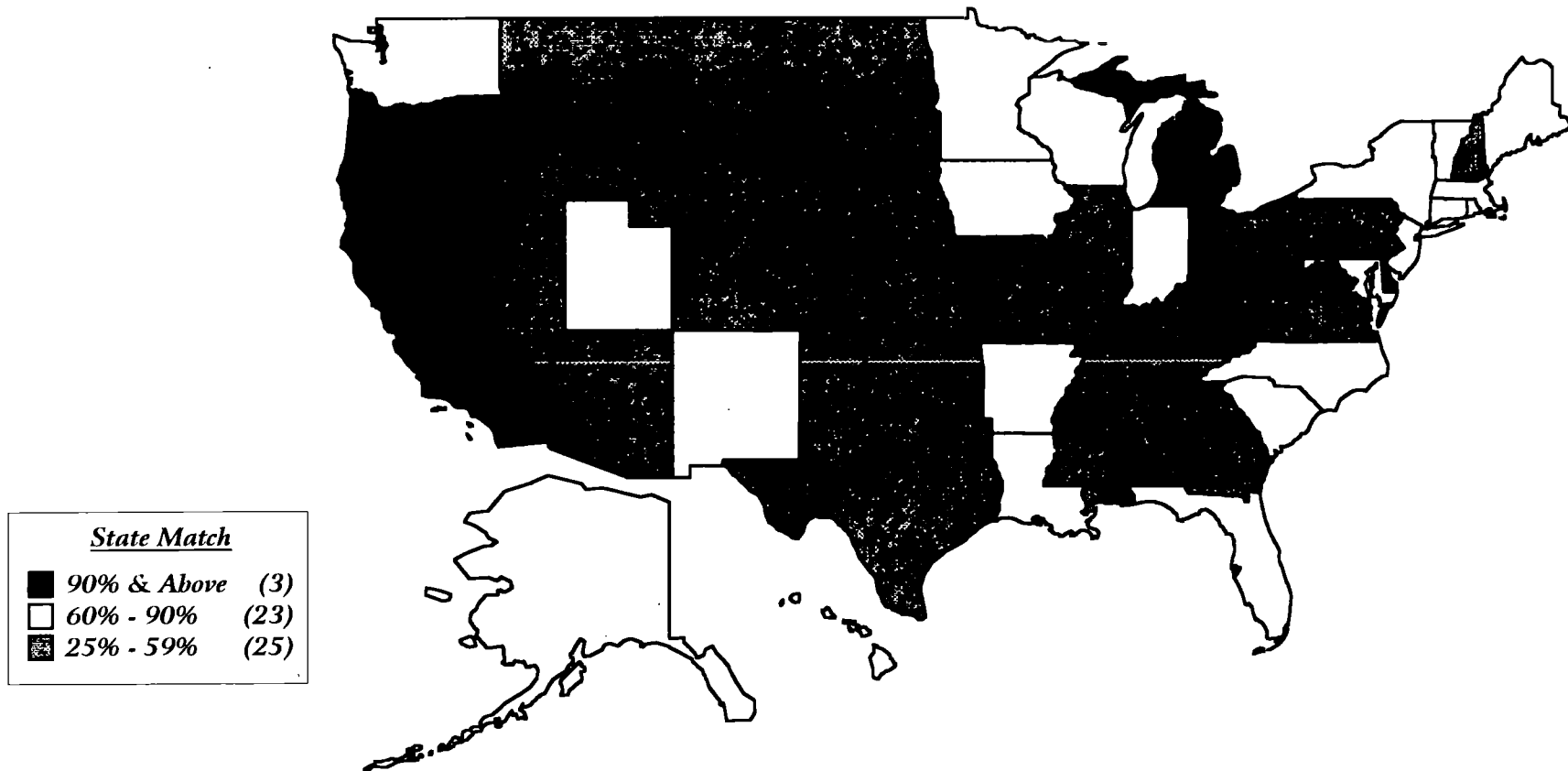
SYNTHETIC ESTIMATES OF NALS LITERACY PROFICIENCIES (1990 Census)

STATE or OTHER AREA	MEAN PROFICIENCY	COMBINED		
		% in LEVEL 1	% in LEVEL 2	% in LEVELS 3-5
ALABAMA	263	21	34	46
ALASKA	294	5	19	76
ARIZONA	279	12	27	61
ARKANSAS	264	19	33	47
CALIFORNIA	271	19	25	56
COLORADO	291	7	21	71
CONNECTICUT	279	13	26	61
DELAWARE	276	13	30	57
DIST. OF COLUMBIA	254	31	34	35
FLORIDA	263	19	34	47
GEORGIA	267	18	33	49
HAWAII	275	14	26	60
IDAHO	286	8	23	69
ILLINOIS	276	15	27	58
INDIANA	281	10	28	62
IOWA	284	9	23	68
KANSAS	284	9	24	66
KENTUCKY	268	18	31	51
LOUISIANA	260	23	34	44
MAINE	279	10	27	62
MARYLAND	274	15	31	54
MASSACHUSETTS	279	13	25	62
MICHIGAN	280	12	27	61
MINNESOTA	289	8	20	72
MISSISSIPPI	257	25	34	41
MISSOURI	278	13	27	60
MONTANA	288	7	23	70
NEBRASKA	285	9	23	68
NEVADA	281	10	27	63
NEW HAMPSHIRE	285	8	24	68
NEW JERSEY	271	17	28	54
NEW MEXICO	274	15	28	57
NEW YORK	266	21	29	50
NORTH CAROLINA	268	18	32	50
NORTH DAKOTA	283	12	20	68
OHIO	280	11	28	61
OKLAHOMA	272	14	33	53
OREGON	287	8	24	68
PENNSYLVANIA	273	14	30	56
RHODE ISLAND	273	16	27	57
SOUTH CAROLINA	264	20	34	46
SOUTH DAKOTA	281	11	23	65
TENNESSEE	267	18	32	50
TEXAS	263	21	31	48
UTAH	293	5	21	74
VERMONT	283	9	24	67
VIRGINIA	273	16	29	55
WASHINGTON	289	7	23	70
WEST VIRGINIA	267	17	32	50
WISCONSIN	284	10	23	67
WYOMING	290	6	21	72
UNITED STATES	273	16	28	56

SOURCE: S. Reder, "Synthetic Estimates of NALS Literacy Proficiencies From 1990 Census Microdata", Northwest Regional Educational Laboratory, August 1994

PREPARED BY: U.S. Department of Education,
Division of Adult Education and Literacy
9/15/94

State-Administered Adult Education Program State Matching Expenditures - FY 1995 Expenditures



State Match is the State's Percentage Share of Total Expenditures

State-Administered Adult Education Program

Fiscal Year 1995 Expenditures

(July 1, 1995 - June/September 30, 1997)

STATE or OTHER AREA	TOTAL FEDERAL EXPENDITURES	TOTAL STATE/LOCAL EXPENDITURES	TOTAL EXPENDITURES	STATE MATCH*	1995/1996 TOTAL ENROLLMENT	COST PER STUDENT
ALABAMA	\$5,079,031	\$4,931,022	\$10,010,053	49.26%	54,191	\$173
ALASKA	\$555,433	\$1,760,960	\$2,316,393	76.02%	7,147	\$317
ARIZONA	\$3,326,597	\$3,556,600	\$6,883,197	51.67%	56,246	\$113
ARKANSAS	\$3,073,140	\$15,712,041	\$18,785,181	83.64%	43,315	\$420
CALIFORNIA	\$24,979,228	\$301,512,259	\$326,491,487	92.35%	1,291,370	\$252
COLORADO	\$2,382,774	\$1,210,539	\$3,593,313	33.69%	15,458	\$225
CONNECTICUT	\$2,922,708	\$22,129,641	\$25,052,349	88.33%	27,941	\$866
DELAWARE	\$800,923	\$289,929	\$1,090,852	26.58%	3,956	\$252
DIST. of COLUMBIA	\$881,081	\$5,465,913	\$6,346,994	86.12%	7,128	\$849
FLORIDA	\$13,137,337	\$72,531,192	\$85,668,529	84.66%	450,575	\$189
GEORGIA	\$7,175,669	\$2,605,006	\$9,780,675	26.63%	91,845	\$97
HAWAII	\$1,057,406	\$2,118,939	\$3,176,345	66.71%	62,897	\$48
IDAHO	\$1,030,375	\$401,144	\$1,431,519	28.02%	10,472	\$130
ILLINOIS	\$10,498,723	\$7,320,000	\$17,818,723	41.08%	99,706	\$173
INDIANA	\$5,359,254	\$25,029,679	\$30,388,933	82.36%	39,886	\$748
IOWA	\$2,358,854	\$5,161,830	\$7,520,684	68.64%	38,810	\$192
KANSAS	\$2,049,866	\$800,000	\$2,849,866	28.07%	13,927	\$197
KENTUCKY	\$4,857,098	\$2,542,499	\$7,399,597	34.36%	31,685	\$217
LOUISIANA	\$4,939,431	\$7,748,360	\$12,687,791	61.07%	47,712	\$257
MAINE	\$1,232,841	\$5,851,467	\$7,084,308	82.60%	17,097	\$210
MARYLAND	\$4,188,409	\$6,191,018	\$10,379,427	59.65%	28,478	\$360
MASSACHUSETTS	\$4,933,272	\$10,501,480	\$15,434,752	68.04%	13,295	\$1,114
MICHIGAN	\$8,444,659	\$181,300,000	\$189,744,659	95.55%	141,733	\$1,336
MINNESOTA	\$3,260,087	\$19,925,199	\$23,185,286	85.94%	37,734	\$608
MISSISSIPPI	\$3,416,436	\$1,477,027	\$4,893,463	30.18%	27,416	\$172
MISSOURI	\$5,183,354	\$3,197,663	\$8,381,017	38.15%	34,010	\$239
MONTANA	\$850,980	\$781,387	\$1,632,367	47.87%	6,321	\$250
NEBRASKA	\$1,363,327	\$521,546	\$1,884,873	27.67%	8,060	\$223
NEVADA	\$1,267,982	\$669,814	\$1,937,796	34.57%	20,994	\$86
NEW HAMPSHIRE	\$1,047,031	\$1,221,270	\$2,268,301	53.84%	5,428	\$411
NEW JERSEY	\$7,091,481	\$23,265,454	\$30,356,935	76.64%	38,166	\$779
NEW MEXICO	\$1,645,324	\$2,932,405	\$4,577,729	64.06%	36,617	\$123
NEW YORK	\$17,362,385	\$79,448,582	\$96,810,967	82.07%	201,321	\$477
NORTH CAROLINA	\$7,533,405	\$26,785,481	\$34,318,886	78.05%	117,827	\$289
NORTH DAKOTA	\$783,641	\$484,675	\$1,268,316	38.21%	3,229	\$369
OHIO	\$10,219,215	\$8,733,485	\$18,952,700	46.08%	107,701	\$171
OKLAHOMA	\$3,218,742	\$1,082,277	\$4,301,019	25.16%	30,198	\$137
OREGON	\$2,384,072	\$25,314,468	\$27,698,540	91.39%	37,479	\$736
PENNSYLVANIA	\$11,510,802	\$11,985,753	\$23,496,555	51.01%	51,938	\$436
RHODE ISLAND	\$1,280,287	\$2,092,021	\$3,372,308	62.04%	5,807	\$556
SOUTH CAROLINA	\$4,206,641	\$10,483,674	\$14,690,315	71.36%	106,470	\$136
SOUTH DAKOTA	\$833,858	\$400,790	\$1,234,648	32.46%	4,678	\$250
TENNESSEE	\$6,076,500	\$2,828,219	\$8,904,719	31.76%	50,889	\$169
TEXAS	\$17,717,045	\$8,903,888	\$26,620,933	33.45%	236,347	\$107
UTAH	\$1,271,922	\$5,947,704	\$7,219,626	82.38%	35,127	\$202
VERMONT	\$670,526	\$3,113,129	\$3,783,655	82.28%	4,696	\$770
VIRGINIA	\$6,010,379	\$5,285,519	\$11,295,898	46.79%	25,410	\$439
WASHINGTON	\$3,528,230	\$9,674,180	\$13,202,410	73.28%	45,235	\$286
WEST VIRGINIA	\$2,469,963	\$2,076,504	\$4,546,467	45.67%	24,712	\$175
WISCONSIN	\$4,194,417	\$7,827,540	\$12,021,957	65.11%	73,231	\$161
WYOMING	\$557,491	\$409,180	\$966,671	42.33%	3,860	\$238
PUERTO RICO	\$5,780,791	\$1,956,356	\$7,737,147	25.29%	63,345	\$112
GUAM	\$213,331	\$0	\$213,331	0.00%	1,365	\$124
NO. MARIANA COL	\$154,035	\$0	\$154,035	0.00%	366	\$284
VIRGIN ISLANDS	na	na	na	na	1,325	na
UNITED STATES	\$248,367,789	\$955,496,708	\$1,203,864,497	79.33%	4,042,172	\$292

*State Match is the State's Percentage Share of Total Expenditures

Source: U.S. Department of Education

Division of Adult Education and Literacy

AUGUST 1998



United States Department of Education

Office of Vocational and Adult Education

Office of the Assistant Secretary

Filling the Human Investment Gaps in Adult Education and Literacy

The Federal Role in Adult Education

- The Adult Education Act Basic Grants are the major source of Federal support for basic skills programs. The purpose of the program is to provide educational opportunities for adults over the age of 16, not currently enrolled in school, who lack a high school diploma or the basic skills to function effectively in the workplace or in their daily lives. More than 4 million adults in 4,000 adult learning centers participate in adult education annually.
- Basic Grants to States are allocated by a formula based upon the number of adults, over age 16, who have not completed high school in each State. States distribute funds to local providers through a competitive process based upon State-established funding criteria. Eligible providers of basic skills and literacy programs include: local educational agencies, community-based organizations, correctional education agencies, postsecondary educational institutions, public or private nonprofit agencies, institutions that have the ability to provide literacy services to adults and families, and for-profit agencies, institutions or organizations which are part of a consortium, that includes a public or private nonprofit agency, organization or institution.
- Local programs of instruction emphasize the acquisition of basic skills including: reading, writing, computation, communication and problem solving. Courses of instruction include Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL).
- The federal investment in adult education for FY 99 is \$385 million. Of that, \$365 million will go directly to states to support adult education and literacy services. States are required by law to provide a 25% match for adult education funds. But recent assessments show the federal investment leverages more than three times the required match in State and local funds for adult education and literacy programs (See attached map). The average per learner expenditure is less than \$300 annually. Moreover, using constant 1995 dollar values, spending per participant dropped from \$274 in 1966 to an actual value of \$73 in 1998, despite an increased federal investment.
- Over the last decade, adult education enrollment has increased by nearly one third. English literacy instruction for limited English proficient adults is the fastest growing component of the adult education program. Adult education also is experiencing an influx of out-of-school youth whose goal is secondary education completion.
- Over the last five years 1.7 million adults have earned high school diplomas or GEDs through adult education programs; more than one million adult learners whose first language was not English achieved basic English literacy proficiency in adult education programs. Another one million English speakers achieved basic literacy skills.

What are the Needs and Challenges?

- On the National Adult Literacy Survey, twenty-one to 23 percent -- or some 40 to 44 million of the 191 million adults in this country -- demonstrated skills in the lowest level of prose, document, and quantitative proficiencies (Level 1). Some 25 to 28 percent of the respondents, representing about 50 million adults nationwide, demonstrated skills in the next higher level of proficiency (Level 2) on each of the literacy scales. While their skills were more varied than those of individuals performing in Level 1, their repertoire was still quite limited.
- Adults in prison were far more likely than those in the population as a whole to perform in the lowest two literacy levels. These incarcerated adults tended to be younger, less well educated, and to be from minority backgrounds. Adults in the lowest level on each of the literacy scales (17 to 19 percent) were far more likely than those in the two highest levels (4 percent) to report receiving food stamps. Nearly half (41 to 44 percent) of all adults in the lowest level on each literacy scale were living in poverty, compared with only 4 to 8 percent of those in the two highest proficiency levels.
- 43 percent of adults who could benefit from services but were not participating indicated that they faced the following barriers to enrollment: time, the opportunity costs of participating in the classes (such as sacrificing pay for hours not worked while going to classes), and the actual costs in terms of paying for necessary child care and transportation. It also is difficult for participants to complete programs. Studies show that reasons for not completing programs are usually focused on personal issues--not the quality of programs. Some of these issues include illness of the learner or the learner's family members, changes in benefits required to sustain income, lack of support by spouses, family violence, changes in housing or failure of transportation.
- Current funding levels are not sufficient to meet the demand for services. In particular, large urban areas report a large unmet demand for ESL services. States are being called upon to simultaneously meet the demand for increased adult education services -- stemming in part from welfare reform, immigration, and an influx of out-of-school youth seeking high school completion -- and improve the quality of the services they offer by including contextualized and hands-on learning as well as technology.
- Providing access to adult education programs in a way that overcomes these barriers and improving the quality of adult education instruction would help address major gaps in the system.

Investment Options

- Create ***America Learns Technology Challenge grants***. These grants would help state and local education partners work with business and industry to use technology to expand access to-- as well as improve the quality of--adult basic skills instruction. The Department has proposed this \$50 million initiative as part of its FY 2000 budget recommendation. These grants would expand access to adult education by focusing federal investments in data, voice, video and fiber optics technology to link at-risk adults with state-of-the-art basic skills services they can use anywhere\anytime -- in adult classrooms, libraries or the privacy of their homes. A body of research shows that technology provides: opportunities for learners to get immediate feedback privately; more opportunities to engage learners in the instructional process; a wider array of instructional methods and assignments; presentation of complex material in concrete visual contexts than is now possible; increased responsibility for learners; and greater opportunities for individual attention. Clearly the potential to expand access and quality services is there if the investment is made.

- **Fund 50,000 Teachers for Adult Basic Skills.** This initiative would improve the quality of adult basic skills instruction by placing 50,000 full-time professional teachers in adult learning centers over a five-year period. The initiative would make funds available to States that volunteer to hire one new adult education teacher for every two teachers funded by the initiative. A hiring priority for the teachers would be placed on individuals demonstrating strong skills in: teaching in contexts such as work, parenting, and citizenship; effectively assessing learning gains; and effectively using technology as an educational tool for adults, including uses of the Internet. Most adult education teachers work part time. Many are elementary and secondary education teachers who do not have formal training in teaching adult learners. Nationally, adult education loses about 30% of its instructors annually, largely to full-time teaching jobs in k-12 systems offering appropriate salaries and benefits. A majority of States do not have a system for certifying adult education teachers. While States have met the required spending targets for professional development required by law, improving the quality and effectiveness of adult basic skills programs must start with the teachers learners depend on for success in achieving their goals.

- **Create 21st Century Workforce Education Initiative** grants to help support partnerships of business, labor and education organizations improve the basic literacy skills of current or newly hired workers to meet the demands of a global economy. Matching funds would be required. Programs would teach basic literacy skills workers need on the job as well as the SCANS skills like thinking, reasoning and problem-solving that will keep them working in the next century. In the United States, jobs requiring the most education and training will be the fastest growing and highest paying between now and 2005. Occupations which require a bachelor's degree or above will average 23 percent growth--almost double the 12 percent growth projected for occupations that require less education and training. Our national adult literacy survey clearly demonstrated that individuals with better literacy skills are more likely to be employed, work more weeks per year, and earn higher wages than individuals with lower proficiencies. Low basic skills levels of employees can limit profits, increase waste, cause accidents and slow down productivity.

- **Expand funding for the Adult Education Basic State Grants program.** Under the new Workforce Investment Act, signed by President Clinton on August 7, States will be challenged to improve the quality of adult education programs by focusing local programs on best practices and being held accountable for results on core indicators prescribed in the law. The Department will negotiate with States what their annual target performance levels on these indicators will be. Annually, we will publish and send to Congress a report card indicating how well each State did in achieving its target levels. Putting additional funding into the Adult Education Basic State Grants program will help States build quality programs that teach in context, use technology and achieve their target performance levels.

FY99 - \$385
 FY2000 - MORE
 [up to
 \$1 billion over five years (?)]

Division of Adult Education and Literacy Innovative Projects and Activities FY 97 and FY 98

A. Impact of Federal Programs

1. *Dissemination of Lessons Learned and Survey of Federally Funded Workplace Literacy Programs*

- ♦ FY 97 funds were used to conduct a one-year project to synthesize final reports, including evaluation reports, from a sample of projects funded under the Workplace Literacy Program. ED will use the report to assess impact of WLP and to disseminate information on best practices.
- ♦ Over a two-year period the U.S. Conference Board will conduct a survey of the benefits of improving literacy skills in the workplace. Survey findings will be used to design technical assistance to state and local literacy service providers.

B. Using Technology to Improve Instruction and Administration

1. *Using Technology in Service Delivery (BAA)*

- ♦ This major project responds to Senate report language urging ED to use \$2 million increase for projects to improve the use of technology in delivery of adult education services.
- ♦ Contracts under the project support research and projects that explore new, creative and innovative applications of technology or that explore creative modifications of existing technologies to deliver adult basic education and literacy **instruction, staff development, and related program support services** to adult learners in the 21st century.

2. *Distance Learning Initiatives*

- ♦ Series of projects to expand adult education services through use of distance learning technologies, i.e.:

(a) *Crossroads Café II — Family Literacy Series*

National Programs funds would help support development of Crossroads Cafe II, a technology based distance learning family literacy series, in partnership with state education agencies, the INS, OESE, and a private non-profit organization (OVAE and OESE will each contribute \$500,000 per year.)

(b) *Technology Information*

Resources—Links to ED Homepage and NIFL LINCS Project

- ♦ Project to extend access of adult educators to the Clearinghouse research information, DAEL "353" projects, "best practices" materials, statistical data, and related materials on the OVAE Home Page, with a link to NIFL's electronic database (LINCS).

3. *Star Schools Literacy Link Evaluation Project*

- ♦ Modification to Literacy Link project to strengthen formative evaluation by doubling the sample of teachers from whom assessment data will be collected. This activity strengthens the overall evaluation design of LiteracyLink, and fosters the use of technology in staff development. .

4. *Instructional Technology (SBIR)*

- ♦ A Phase II Small Business Innovation Research project funded for 2 years of developmental work on instructional and/or informational resources in a CD-ROM format for adults with very low level competencies. The developmental work is based on a prior six-month feasibility study that the SBIR supported during the Phase I competition. .

C. Local Program Improvement

1. *Adult Literacy and Learning Disabilities Teleconferences*

- ♦ Two satellite teleconferences on adults with learning disabilities to be broadcast in winter and spring of 1998-99. The first teleconference would be *Literacy in the Classroom . . . Looking at Adults with Learning Disabilities*. The second teleconference would be *Screening and Testing: Strategies to Accommodate Individuals with Learning Disabilities in the Classroom and the Workplace*.

2. *Improving the Effectiveness of Demonstration, Experimental, and Staff Development Projects in Adult Education*

- ♦ A four-phase project that will build on the *National Evaluation of the Section 353 Set-Aside for Teacher Training and Innovation in Adult Education*. The study will develop criteria for identifying the elements of projects that make them outstanding, that comprise "best practices," that demonstrate the principles of adult education theory and research findings, and that demonstrate high quality teaching.

3. *"What Works" Evaluation of Adult ESL Programs*

- ♦ A contract to AIR to conduct a major evaluation of ESL programs for low-literate adult learners. The purpose of this evaluation is to assess the effectiveness of instructional techniques and program methods developed to serve low-literate ESL learners, evaluate assessment instruments, and identify the key elements of effective programs. A secondary purpose is to describe adult ESL at the classroom and program levels, through surveys, interviews, and in-depth case studies. Results of this study will be used to develop indicators and establish benchmarks of program effectiveness.

4. *Evaluation of Effective ABE Programs*

- ♦ Contract to Abt Associates to conduct a major evaluation of promising adult education basic skills programs for low-literate learners. The three phases of the study will include development of models of the key elements of effective programs for low-literate learners, pilot testing of models, and initiation of a national study to confirm models' effectiveness.

5. *Even Start Agency Cooperation and Collaboration Project – Building State Alliances for Family Literacy*

- ♦ Continues an Adult Education/Even Start collaborative project on building State alliances in developing family literacy projects. In FY 1997 project added focus on welfare reform, establishing collaborations with Head Start State Collaboration grantees, and building consensus around State content standards in family literacy. Lessons learned will be disseminated to all States.

6. *Learning Disabilities System Change Initiative in Eight National One-Stop Learning Centers*

- ♦ This project will integrate the National Adult Literacy and Learning Disabilities Center (NALLDC) tool kit and training activities into an existing national network of One-Stop Learning Center Laboratories.

7. *Literacy Enhancement Materials*

- ♦ This project will develop and disseminate materials to low literacy parents that will help them provide a richer in-home learning environment for their children. Will complement the Department's America Reads initiative.

D. Improving Performance and Evaluation Data

1. *National Reporting System*

- ♦ Enhancement of contract to develop and implement a national results-based reporting system for programs supported under the AEA. Will strengthen accountability in the adult education delivery system and enable ED to collect and analyze State -reported performance data. This enhancement will focus on training State and local adult education and literacy services providers in the use of the National Reporting System.

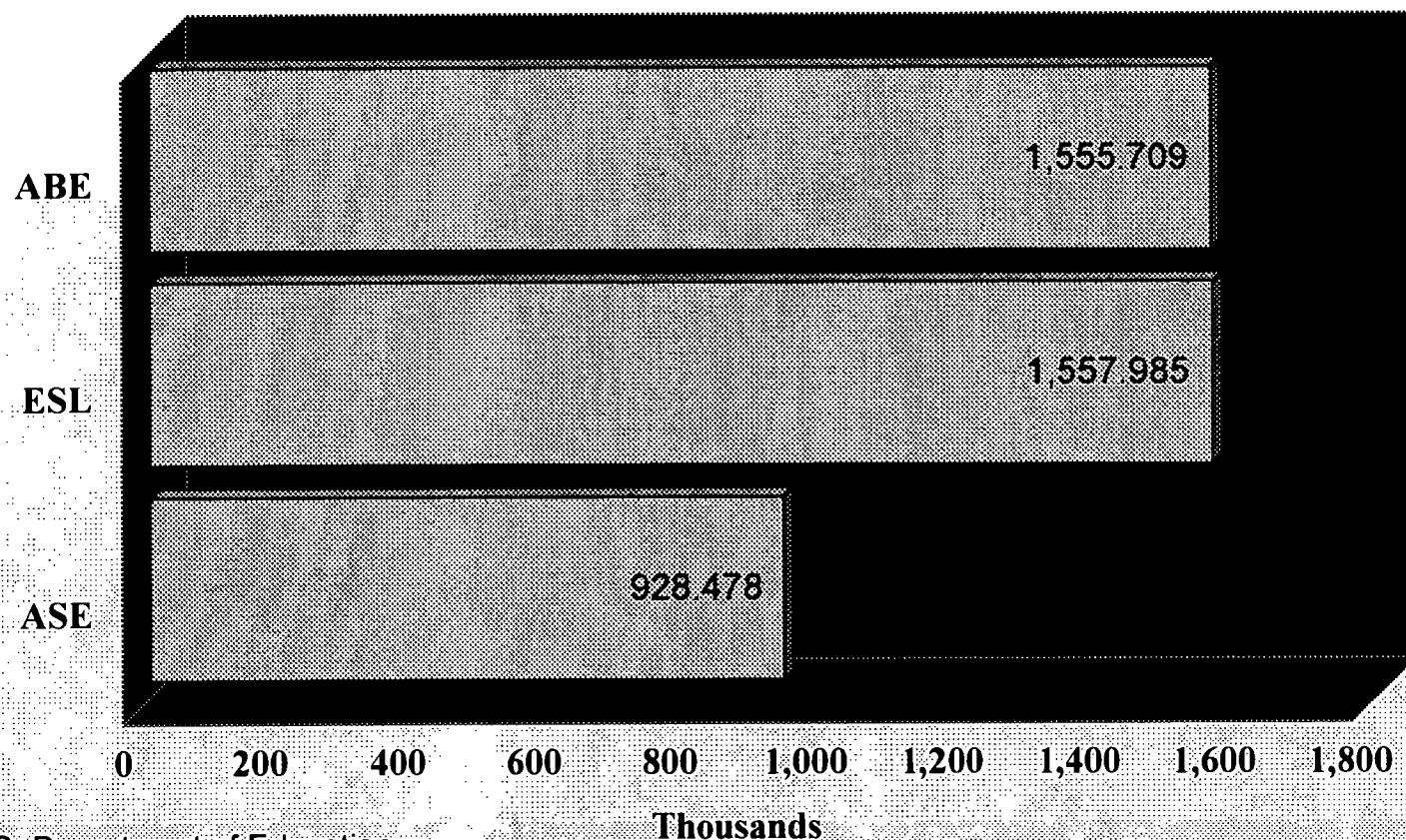
E. Professional Development for Adult Educators

1. *Building Professional Development Partnerships for Adult Educators (Pro-Net)*

- ♦ Pro-Net is an electronic communications and staff development system used by State and local administrators. It is intended to be a national professional development network for staff development specialists. 1997 funds will support enhancement of Pro-Net through a number of activities.

State-Administered Adult Education Program

1996 Enrollment



Source: U.S. Department of Education
Office of Vocational and Adult Education
Division of Adult Education and Literacy
May 1998

