

**STUDY TO ASSESS FUNDING, ACCOUNTABILITY, AND ONE-STOP DELIVERY SYSTEMS
IN ADULT EDUCATION AND FAMILY LITERACY PROGRAMS**

U.S. Department of Education

September 2000 – April 2003

Project Summary: Adult basic and literacy education in the United States is largely organized through a system of state-administered programs that receive federal funding through the Adult Education and Family Literacy Act (AEFLA). Enacted as Title II of the Workforce Investment Act (WIA) of 1998, AEFLA created a partnership between the federal government, states, and localities to provide educational opportunities for adults over the age of 16 who not currently enrolled in school and who lack a high school diploma or the basic skills needed to function effectively in the workplace and in their daily lives. The specific goals of AEFLA-funded activities are to: “assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and assist adults in the completion of a secondary school education.”

This study, funded by the Planning and Evaluation Service within the U.S. Department of Education, was one component of the National Assessment of Adult Education (NAAE) as authorized by WIA. The focus of this study was to assess the effects of new provisions under AEFLA on adult education providers and adult learners at the state and local levels by:

- assessing current and expected changes in the allocation of state and local funds for adult education and literacy;
- summarizing the system of program accountability required under WIA Title II, the quality of the performance standards and measurement procedures developed by the states, and the use of the performance standards; and
- reporting on the relationship between adult education providers and learners and one-stop delivery systems.

CRC staff assisted with the design of a Survey of State Directors of Adult Education, which was sent to all Directors of Adult Education (which includes the 50 states, the District of Columbia, and all eight outlying areas) in both paper and electronic formats. The survey provided an opportunity for Directors to offer feedback on the initial phases of WIA implementation, responses to key provisions of AEFLA, the status of adult education performance measurement, and the coordination efforts between adult education and the one-stop delivery system. CRC staff also joined Urban Institute staff as part of the site visit teams that interviewed state and local adult education program staff.

Five states (California, Connecticut, Iowa, Mississippi, and Kentucky) were selected for state-level interviews, and within each state, one or two localities were selected for site visits. Finally, CRC was involved in analyzing data from the survey and site visits and drafting portions of the final report, including the chapter that focused on the One-Stop service delivery system.

Reports:

N. Pindus, L. Aron, J. Cowan, H. Hatry, S. Herwanto, M. Kopczynski, R. Korlek, J. Trutko, and B. Barnow, *Study to Assess Funding, Accountability, and One-Stop Delivery Systems in Adult Education: Volume I: Final Synthesis Report*, The Urban Institute, prepared for the U.S. Department of Education, 2004.

N. Pindus, L. Aron, J. Cowan, H. Hatry, S. Herwanto, M. Kopczynski, R. Korlek, J. Trutko, and B. Barnow, *Study to Assess Funding, Accountability, and One-Stop Delivery Systems in Adult Education: Volume II: Detailed Methods and Findings*, The Urban Institute, prepared for the U.S. Department of Education, 2004.

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