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**Virgin Islands Department of Education**  
**Narrative Report FFY 07-08**  
**Program Evaluation Template**

Date of Report:

October 6, 2009

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Period of Performance **FFY 2007 / FFY2008**

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**EDGAR § 80.40**

(1) Grantees shall submit annual performance reports unless the awarding agency requires quarterly or semi-annual reports. However, performance reports will not be required more frequently than quarterly. Annual reports shall be due 90 days after the grant year, quarterly or semi-annual reports shall be due 30 days after the reporting period. The final performance report will be due 90 days after the expiration or termination of grant support. If a justified request is submitted by a grantee, the Federal agency may extend the due date for any performance report. Additionally, requirements for unnecessary performance reports may be waived by the Federal agency.

(2) Performance reports will contain, for each grant, brief information on the following:

(i) A comparison of actual accomplishments to the objectives established for the period. Where the output of the project can be quantified, a computation of the cost per unit of output may be required if that information will be useful.

(ii) The reasons for slippage if established objectives were not met.

(iii) Additional pertinent information including, when appropriate, analysis and explanation of cost overruns or high unit costs.

**ADULT EDUCATION (STATE)**

<b>GOALS/OBJECTIVES/STRATEGIES</b>	<b>FFY 2007/FFY 2008 ACTIVITIES OUTLINED</b>	<b>EVIDENCE OF SUCCESS <i>Please include both qualitative and quantitative data.</i></b>
<p>Goal 1: Establish and meet high standards for academic achievement for all students to prepare them to compete in a global economy and to exercise responsible and productive citizenship.</p> <p>Goal 2: Establish and meet high standards for the performance of teachers and administrators, and other staff resulting in improved student learning.</p> <p>Goal 3: Manage resources effectively, efficiently and equitably in order to ensure that all students achieve at high levels.</p>	<ol style="list-style-type: none"> <li>1. To implement all facts of the Virgin Islands Adult Education States Plan based on the extension of the Adult Education and Family Literacy Act</li> <li>2. To arrange Contractual services that will provide Systems training solution, to complete work on the management information system required under Sec.212 of the Adult Education Act.</li> <li>3. To continue training state and local staff personnel on the national reporting system requirements, under “Adult Education Competitive Grants.</li> <li>3. To develop state data quality, professional development, performance, practitioner, program and content standards.</li> <li>4. Carry out procedures for funding eligible providers, according to section 224(b) (7).</li> </ol>	<ul style="list-style-type: none"> <li>● The State Office provided hands on Laces training relative to the Management Information System for NRS reporting to LEA’s and CBO’s in the territory for FY 07-08.</li> <li>● The State Office provided NRS reporting training to CBO’s territorially.</li> <li>● As a result of FY 07-08 and 08-09 AEFLA Funding Announcement, the State Office funded 4 AE Competitive Grant programs for FY 07- 08 and 7 AE Competitive Grant programs for FY 08-09.</li> <li>● The State Office contracted Literacy Pro to provide an MIS System (LACES), as well as call center systems training for Subgrantees under the AEFLA program for NRS reporting Requirements, participant tracking, scheduling and program outcomes.</li> </ul>

<p><b>EXTENT TO WHICH GOAL WAS ACHIEVED:</b> (Achieved, Not Achieved, Partially Achieved)</p>	<p>Goal 1. Achieved</p> <p>Goal 2. Achieved</p> <p>Goal 3. Achieved</p>
<p><b>EXPLANATION:</b> <i>Please include both qualitative and quantitative data.</i></p>	<p>The State Office, in collaboration with the CBO's and LEA's has successfully achieved the three goals outlined in this category. Adult Education (AE) Programs in the US Virgin Islands (USVI) target the low to very low income population who represent those most in need of Adult Education and Literacy services. As a result of the AEFLA Funding Announcement, the State Office funded 4 AE Competitive Grant programs for FY 07- 08 and 7 AE Competitive Grant programs for FY 08- 09 (<b>The Virgin Islands Department of Education (VIDE), The Virgin Islands Housing Authority (VIHA), The Virgin Islands Bureau of Corrections (VIBC), Women's Coalition of St. Croix, Inc., The VI Resource Center For the Disabled (VIRCD) and Beyond Visions Foundation</b>) in the St. Thomas/St. John (STT/J) and St. Croix (STX) Districts.</p> <p>Students served by these Subgrantees comprise of the sector of the population targeted in the approved AE State Plan, to serve low income Adult Learners who are educationally disadvantaged, individuals with disabilities, single parents and displaced homemakers, individuals with multiple barriers to educational enhancement (including individuals with limited English proficiency), criminal offenders in correctional institutions and other institutionalized individuals, as well as disadvantaged adults. Additionally, the VIDE AE programs in the STT District serve the ESL populations at the Addelita Cancryn Jr. High School and the Charlotte Amalie High School Evening Adult sites. In the STX District, the ESL populations are served at the St. Croix Vocational Educational Day Adult Center and the St. Croix Educational Complex High School Evening Adult sites.</p>

**ADULT EDUCATION (STATE)**

<b>GOALS/OBJECTIVES/STRATEGIES</b>	<b>FFY 2007/FFY 2008 ACTIVITIES OUTLINED</b>	<b>EVIDENCE OF SUCCESS <i>Please include both qualitative and quantitative data.</i></b>
<p>Ensure that performance levels of adult education programs.</p>	<ul style="list-style-type: none"> <li>• Monitor and provide of technical assistance local adult education program managers.</li> <li>• Evaluate and review of outcomes achieved by each local program</li> </ul>	<ul style="list-style-type: none"> <li>• Territorially, AE graduated 226 students.</li> <li>• 7 incarcerated members received diplomas through our AE program.</li> <li>• Site review performed by State Director to evaluate program outcomes and provide technical assistance</li> <li>• Financial compilation of all expenditures and obligations of programs under FY indicated are compiled and tracked prior to submission to third party for disbursement of funds.</li> <li>• Subgrantees are required to provide copycat program evaluation addressing their goals, objectives, success and “slippage” .</li> </ul>
<p><b>EXTENT TO WHICH GOAL WAS ACHIEVED:</b> (Achieved, Not Achieved, Partially Achieved)</p>	<p>Goal 1. Achieved</p>	

**EXPLANATION: *Please include both qualitative and quantitative data.***

AEFLA funded AE program budgets for both funding years have been reviewed and approved by the State, as well as programs monitored to guarantee that all resources are being managed effectively and equitably so that students achieve at their highest possible levels. The State provided technical assistance to individual programs, resulting in some revisions to budgets and programs to facilitate the meeting of this goal and to ensure that the students being served under those programs receive the best services needed to promote successful achievement and program outcomes. For FY 07 and FY 08, the State Office monitored sub-grantees to ensure that staff is trained with best practices for teaching the Adult Learner. The State Office is currently organizing a Territorial training for all Subgrantees for FY 08-09 that will further solidify the successful outcome of the outlined goal.

Adult Learners in the Territory under AE funded programs are taught skills that enable them to become successful and productive members of society, as well as to become competitive in the global job market. Evidence of staff qualification show that teachers and facilitators are highly skilled and qualified education professionals ranging from current certified educators, to degreed retired educators and professionals in the subjects that they teach.

Students enrolled in AEFLA funded AE programs are required by the State to be TABE tested after enrollment and prior to placement and are tested periodically throughout the semester, as well as post tested to gauge educational functioning level and educational progress. Each site is required to have clear descriptions of staff roles and responsibilities. The roles and responsibilities of staff at each site are submitted to the State Office for review and follow up measures and tracking procedures are addressed during onsite visits with written correspondence of feedback on outcomes and findings resulting from those visits. Core services through "One-Stop" are offered to all students through referral from the Program Directors at each site.