

## 2013 Program Report Card: Adult Education (Connecticut State Department of Education)

*Quality of Life Result:* All Connecticut residents succeed in education and are prepared for careers, citizenship and life.

*Contribution to the Result:* Adult education programs enhance the employment opportunities of its adult learners by helping them to: increase their literacy and numeracy skills; attain a high school diploma; and/or improve their English language abilities.

Program Expenditures	State Funding	Federal Funding	Other Funding	Total Funding
Actual FY 12	\$20,612,980	\$5,652,748	\$19,783,741	\$46,049,469
Estimated FY 13	\$20,605,690	\$5,562,943	\$19,223,168	\$45,391,801

*Partners:* Departments of Labor and Social Services, CT Employment and Training Commission, Workforce Investment Boards, One-Stop Operators, and Employers.

### How Much Did We Do?

1. Number of learners enrolled in adult education.

	2008-09	2009-10	2010-11	2011-12
<b>ABE</b>	4,744	4,573	4,479	4,438
<b>ASE</b>	12,061	11,834	10,699	9,443
<b>ESL</b>	14,380	14,836	13,361	12,470

#### Story behind the baseline:

Over 26,000 learners participate voluntarily in adult education programs each year to increase their literacy and numeracy skills, attain a high school diploma, and/or improve their English language abilities. They exhibit a wide variety of educational backgrounds and levels. Three instructional programs, as outlined in Connecticut General Statutes, help learners achieve their goals:

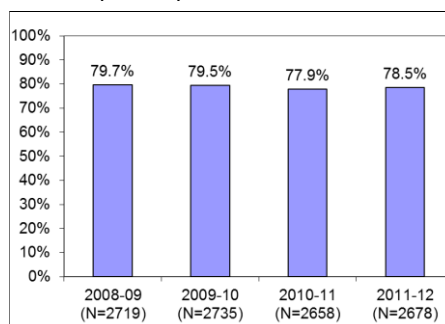
1. Adult basic education (ABE) programs serve learners with acute deficiencies in reading, writing and/or mathematics. These programs prepare learners for secondary level instruction and enhance other life and work outcomes.
2. Adult secondary education (ASE) programs help learners to attain a high school diploma through three pathways.
3. English-as-a-second language (ESL) programs assist individuals with severe English deficiencies to improve their English language skills in order to enhance employment, attain citizenship and become involved with their children's schooling.

FY 2011-12 is the second year of declining enrollment in ASE and ESL. Potential causes include declining population and a higher minimum age (i.e. 17) for withdrawal from school. Analyses reveal that the enrollment of learners under 18 years of age declined by 30% over two years while those 60 and older increased by 17%.

**Trend:** ▼

### How Well Did We Do It?

2. Percent of learners in ABE programs who exhibit progress from pre- to post-assessments.



#### Story behind the baseline:

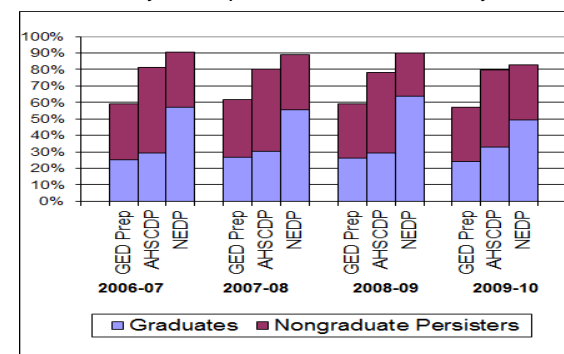
ABE learners are administered a pre-test in reading, writing and/or math at entry and instructed in the area(s) needing improvement. Learners who attend sufficient hours are also administered a post-test. A majority of these ABE learners demonstrate progress. Since learners participate voluntarily, not all are post-tested. Connecticut's post-test rate in ABE of 63% continues to exceed the national average.

ABE classes typically offer low intensity of instruction (i.e. four to six hours a week). In order to attend sufficient hours and make progress, learners must persist over a longer duration. However, family and employment responsibilities make it difficult for them to sustain consistent participation over an extended period. Support services (e.g. transportation, childcare) that can help learners to overcome barriers are not widely accessible. Classes that offer greater weekly intensity are proven to result in more learners attending more hours, but the availability of intensive classes is limited.

**Trend:** ◀▶ (sustained high performance)

### How Well Did We Do It?

3. Percent of learners in ASE programs who graduate in the fiscal year or persist in a future fiscal year.



#### Story behind the baseline:

Connecticut offers three pathways for adult learners to attain a high school diploma: (i) prepare for and pass the General Educational Development (GED) tests; (ii) earn credits toward an adult high school diploma (AHSCDP); and (iii) demonstrate 100% mastery on the National External Diploma Program (NEDP) assessments. About 3,500 learners earn their diploma annually. Learners in the AHSCDP and the NEDP graduate or persist at higher rates than those in GED preparation. CSDE studies indicate that graduates from these pathways achieve comparable postsecondary and employment outcomes. Since each pathway utilizes a different educational approach, expanding access will enable more learners to engage in a pathway that provides the greatest likelihood of success based upon their educational backgrounds and learning styles. To allow a minimum "look-forward" window of two years, the last year of data presented is 2009-10.

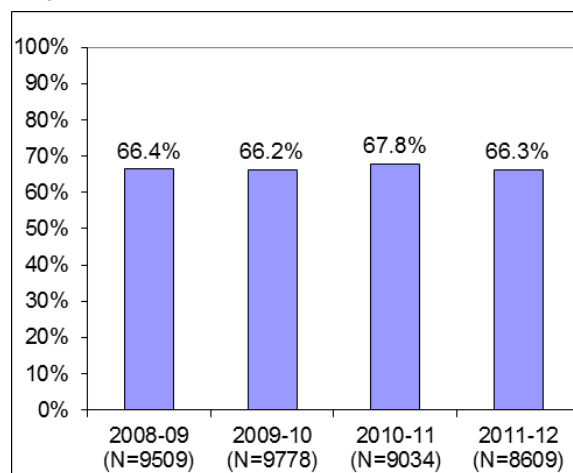
**Trend:** ◀▶

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*Quality of Life Result:* All Connecticut residents succeed in education and are prepared for careers, citizenship and life.

### How Well Did We Do It?

4. Percent of learners in ESL programs who exhibit progress from pre- to post-assessments.



#### Story behind the baseline:

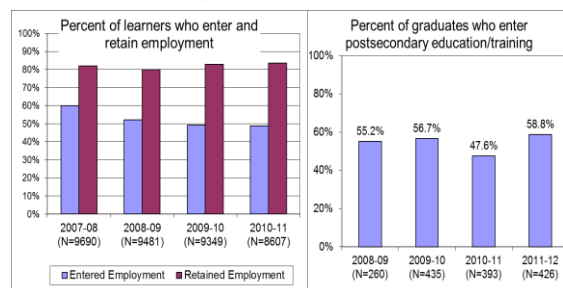
ESL learners are administered a pre-test in reading, writing and/or listening at entry and instructed in the area(s) needing improvement. Learners who attend sufficient hours are also administered a post-test. A majority of these ESL learners demonstrates progress; this performance has evidenced a statistically significant increase over the past four years. Since learners participate voluntarily, not all are post-tested. Connecticut's post-test rate in ESL of 74% continues to exceed the national average.

ESL classes typically offer low intensity of instruction (i.e. four to six hours a week). In order to attend sufficient hours and make progress, learners must persist over a longer duration. However, family and employment responsibilities make it difficult for them to sustain consistent participation over an extended period. Support services (e.g. transportation, childcare) that can help learners to overcome barriers are not widely accessible. Classes that offer greater weekly intensity are proven to result in more learners attending more hours, but the availability of intensive classes is limited.

**Trend:** ◀▶

### Is Anyone Better Off?

4. Percent of learners who attain employment and postsecondary outcomes.



#### Story behind the baseline:

##### Employment Outcomes

The employment rates have remained steady over the past two years. The current economic climate may make it more likely for an employed individual to hold on to his/her job than for an unemployed individual to find one. Though adult education is foremost an educational program, data in the Legislative Report Card illustrate that the employment outcomes evidenced by adult education participants are comparable to those achieved by individuals in programs focused solely on employment.

##### Postsecondary Outcomes

After a dip in 2010-11 when adult education graduates may have chosen to defer the financial commitments of postsecondary enrollment in a down economy, the postsecondary entrance rate increased in 2011-12 to 59%. These data are a proxy; they do not represent all adult education graduates but only those with the *goal* to enter postsecondary that conforms to the current federal reporting requirement. Beginning with 2012-13, the U.S. Department of Education is requiring all states to report on the postsecondary outcomes for all adult education graduates.

**Trend: Entered Employment** ◀▶

**Trend: Retained Employment** ◀▶

**Trend: Postsecondary Entrance** ▲

### Proposed Actions to Turn the Curve:

- Encourage and support greater intensity and duration for classes in order to increase learner attendance. (*Measures 2 and 4*)
- Encourage local adult education providers to explore marketing techniques to reach out to individuals in need of adult education services in their communities. (*Measures 1-5*)
- Encourage programs to collaborate with local agencies to leverage the provision of support services. (*Measures 1-5*)
- Continue to expand access to all three secondary school completion options. (*Measure 3*)
- Expand through the utilization of federal adult education funds, the integrated basic education and skill training (I-BEST) model. IBEST provides opportunities for low-skilled learners to accelerate learning gains and attain an industry credential. (*Measures 2-5*)
- Explore flexible enrollment options to expand the participation of AHSCDP learners in the CT Adult Virtual High School online courses. (*Measure 3*)
- Continue the delivery of professional development using evidence-based approaches that promote high-quality curriculum and instruction that are aligned to standards and assessment. (*Measure 1-5*)
- Increase awareness of career pathways among adult education students. (*Measure 5*)
- Continue to support programs that help learners transition from adult education to postsecondary education/training. (*Measures 3-5*)

### Data Development Agenda:

- Continue to explore strategies to ascertain the **complete** postsecondary outcomes of all adult education graduates. (*Note: National Student Clearinghouse does not contain enrollment information from occupational training institutions.*) (*Measure 5*)