

2013 Program Report Card: Mothers of Young Children in Adult Education (Connecticut State Department of Education)

Quality of Life Result: All Connecticut children birth to age 9 grow up in a stable environment, safe, healthy, and ready to succeed.

Contribution to the Result: Mothers who improve their literacy abilities and/or achieve a high school diploma are: prepared to be more effectively involved in their children's education; better prepared for postsecondary education; and better equipped to move out of poverty and provide a healthier and safer future for their children. Adult education programs assist parents to improve their literacy skills and attain a high school diploma; some teach family literacy skills.

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

*Represents total expenditures for *all* adult learners (over 26,000), not mothers only.

Partners: Departments of Labor & Social Services, CT Employment and Training Commission, Workforce Boards, Employers. Family Resource Centers, Even Start

How Much Did We Do?

1. # of mothers of young children in adult education

	2008-09	2009-10	2010-11	2011-12
ABE	557	587	603	606
ASE	1360	1458	1425	1314
ESL	1921	2197	2187	2126

Story behind the baseline:

Over 4,000 mothers of young children participate in adult education programs each year to increase their literacy and numeracy skills (ABE), attain a high school diploma (ASE), and/or improve their English language abilities (ESL). They exhibit a wide variety of educational backgrounds and levels. While State statutes do not target specific population subgroups, local adult education programs have welcomed those most in need of adult education services, including mothers of young children.

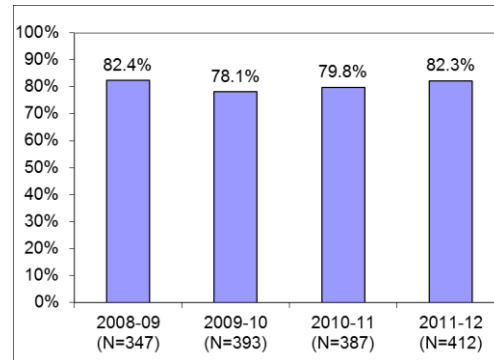
The Connecticut State Department of Education (CSDE) has utilized federal dollars to reach out to this critical audience through family literacy grants. These grants provide adult education instruction to parents, age-appropriate education for children, parenting education, and interactive literacy activities for parents *and* children. A total of 20 family literacy grants are operating in 2012-13, 17 of them are funded solely with federal funds.

The CSDE's continued commitment to family literacy has ensured that stable enrollment of mothers with young children over the past few years; during that same period, the overall adult education enrollment has seen a steady decline. The ongoing cap on the state adult education appropriation limits substantial growth in this area

Trend: ◀▶

How Well Did We Do It?

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



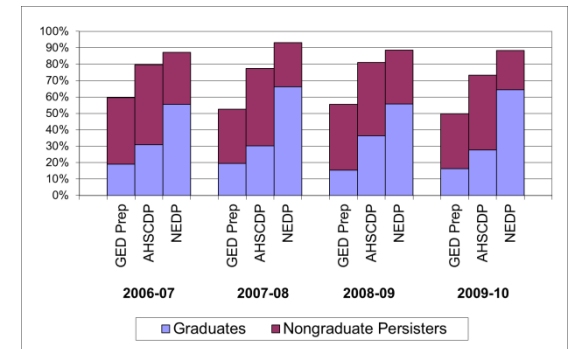
Story behind the baseline:

Adult basic education (ABE) programs serve learners with severe deficiencies in reading, writing and math. ABE learners are administered a pre-test at entry and instructed in the area(s) needing improvement. Learners who attend sufficient hours are also administered a post-test. Mothers evidence a greater post-test rate and a higher progress rate than all other ABE learners. 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 mothers to sustain consistent participation over an extended period. Support services that can help them to overcome barriers are not widely accessible. Classes that offer greater weekly intensity are proven to result in more learners attending more hours, but their availability is limited.

Trend: ◀▶ (sustained high performance)

How Well Did We Do It?

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



Story behind the baseline:

Connecticut offers three pathways for adults to earn a 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).

About 350 mothers earn their diploma annually. Learners in the AHSCDP and the NEDP graduate or persist at higher rates than those in GED. 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 mothers to succeed. To allow a "look-forward" window of two years, the last data year is 2009-10. The enrollment of mothers in these programs during 2011-12 is as follows: GED preparation 622; AHSCDP 503; NEDP 124.

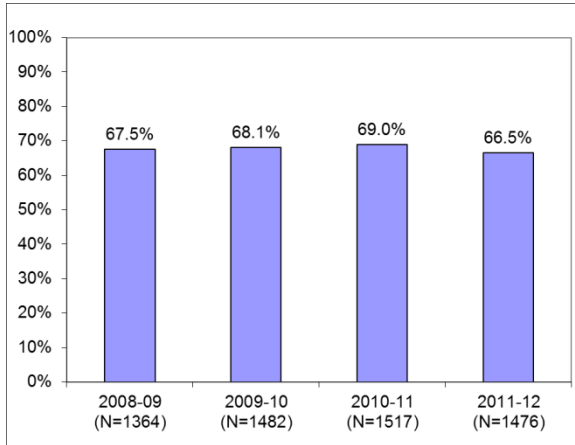
Trend: ◀▶

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Quality of Life Result: All Connecticut children birth to age 9 grow up in a stable environment, safe, healthy, and ready to succeed.

How Well Did We Do It?

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



Story behind the baseline:

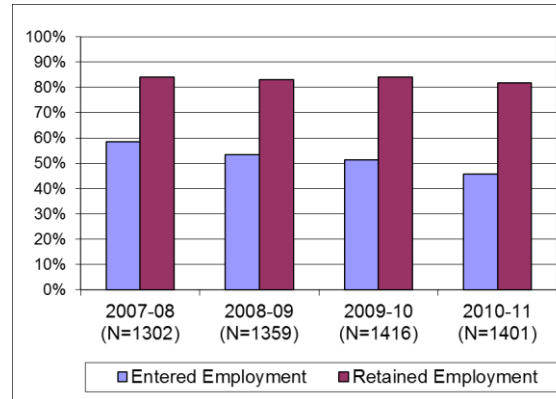
ESL learners are administered a pre-test in reading, writing and/or listening at entry and instructed in the area(s) needing improvement. Learners who attend sufficient hours are also administered a post-test. The data illustrate that a majority of these mothers demonstrate progress. The one-year decline in 2011-12 is being investigated.

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, mothers 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. childcare) that can help mothers 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?

5. Percent of mothers who attain employment and postsecondary outcomes



Story behind the baseline:

Employment Outcomes

The retained employment rate has remained consistently over 80% while the entered employment rate has declined slightly. The current economic climate may make it more likely for an employed mother to hold on to his/her job than for an unemployed mother to find one.

Postsecondary Outcomes

Annually, about 50-60 mothers who graduate and have the goal to enter postsecondary education receive a follow up survey from the CSDE; of those, about 60% enter postsecondary education. The survey response rate ranges between 50-60%. These data are a proxy; they do not represent all mothers who graduate but only those with the goal to enter postsecondary. This conforms to the current federal reporting requirement. However, 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:

- Continue a federal adult education grant priority for family literacy. (*All Measures*)
- Promote increased collaborations with community agencies to recruit more mothers in need of adult education. (*Measure 1*)
- Encourage and support greater intensity and duration for classes in order to increase learner attendance. (*Measures 2 and 4*)
- Convene adult education directors with the co-chairs of the school readiness councils to strengthen links that will bring support services to mothers. (*All measures*)
- Continue the expansion of NEDP opportunities (during 2011-12, 11 providers were awarded grants to establish new NEDP offerings while four regional providers received grants to expand NEDP to new locations. (*Measure 3*))
- Expand online AHSCDP and GED offerings and offer flexible enrollment options to expand the participation of mothers in 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. (*All Measures*)
- Continue to support programs that help learners transition from adult education to postsecondary education/training. (*Measures 3 and 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*)