

2012 Program Report Card: Adult Education (Connecticut State Department of Education)

Quality of Life Result: All Connecticut working age residents have jobs that provide financial self-sufficiency.

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 11	\$20,699,679	\$5,852,217	\$18,754,625	\$45,306,521
Estimated FY 12	\$20,853,667	\$6,043,895	\$19,221,625	\$46,119,187

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

How Much Did We Do?

1. Number of learners enrolled in adult education.

	2007-08	2008-09	2009-10	2010-11
ABE	4,515	4,744	4,573	4,479
ASE	11,812	12,061	11,834	10,699
ESL	14,299	14,380	14,836	13,361

Story behind the baseline:

About 30,000 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:

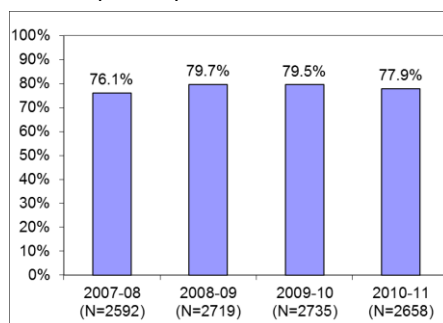
1. Adult basic education (ABE) programs serve learners with acute deficiencies in reading, writing and/or mathematics. These programs prepare learners for secondary level instruction and enhance other life (e.g. family, financial and health literacy) and work outcomes.
2. Adult secondary education (ASE) programs help learners to attain a high school diploma through three pathways.
3. English-as-a-second language (ESL) programs assist individuals with severe limited English proficiency to improve their English language skills in order to find or maintain employment, attain citizenship, become more involved with their children's schooling and make greater use of community resources.

FY 2010-11 is the first year since the 1990s that such a decline was evidenced, especially in ASE and ESL. The Department is researching whether this is an anomaly or a new baseline.

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:

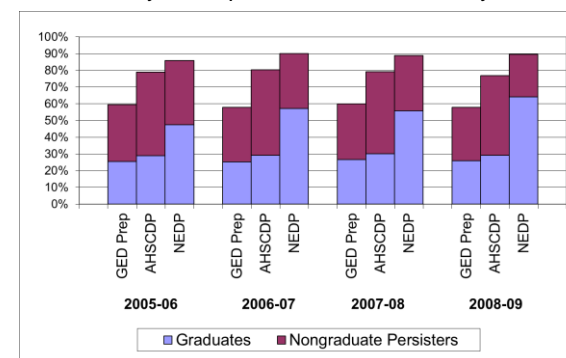
ABE learners are administered a pre-test in reading, writing and/or math at entry and instructed in the area(s) needing improvement. Learners who attend sufficient hours are also administered a post-test. A majority of these ABE learners demonstrate progress. Since learners participate voluntarily, not all are post-tested. Connecticut's post-test rate in ABE of 60% exceeds the national average by about six points.

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: ◀▶

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 4,000 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 2008-09.

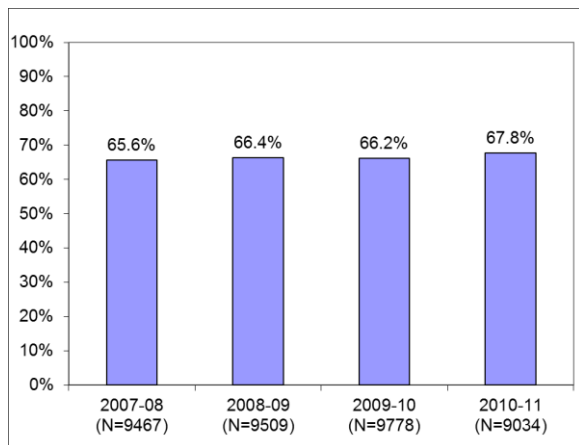
Trend: ◀▶

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Quality of Life Result: All Connecticut working age residents have jobs that provide financial self-sufficiency.

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:

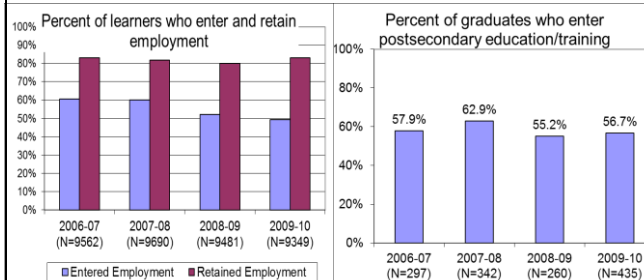
ESL learners are administered a pre-test in reading, writing and/or listening at entry and instructed in the area(s) needing improvement. Learners who attend sufficient hours are also administered a post-test. A majority of these ESL learners demonstrate progress; this performance has evidenced a statistically significant increase over the past four years. Since learners participate voluntarily, not all are post-tested. Connecticut's post-test rate in ESL of 68% exceeds the national average by about five points.

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?

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



Story behind the baseline:

Employment Outcomes

The entered employment rate has declined while the retained employment rate has remained steady. 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

The postsecondary entrance rate has remained at about 57 percent. Most enroll in either a two-year college or a training program. In tough economic times, graduates may choose to delay the financial commitment necessary to pursue further education and instead focus on procuring or maintaining employment. Results for 2010-11 will be available by December 31. These data are a proxy; they do not represent all adult education graduates but only those with the goal to enter postsecondary which conforms to the current federal reporting requirement.

Trend: Entered Employment ▼

Trend: Retained Employment ◀▶

Trend: Postsecondary Entrance ◀▶

Proposed Actions to Turn the Curve:

- Analyze enrollment in FY 2011-12 along with updated Census data regarding need for adult education to identify action steps. (*Measure 1*)
- Require greater intensity for classes in order to increase learner attendance. (*Measures 2 and 4*)
- Encourage programs to partner 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 integrated basic education and skill training (I-BEST) opportunities for learners: an evidence-based, model that accelerates learning gains and industry credential attainment for low-skilled learners. (*Measures 2-5*)
- Expand participation of AHSCDP and GED learners in the CT Adult Virtual High School online courses to breakdown space/time barriers to learning and increase attendance. (*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, especially among adult education workforce grant recipients. (*Measure 5*)
- Continue to support programs that help learners transition from adult education to postsecondary education/training. (*Measures 3-5*)

Data Development Agenda:

- 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*)