



**Council for Advancement of Adult Literacy
in cooperation with Senator Jack Reed's Office**

**Briefing on Adult Education
for Senate and House Legislative Aides
and Other Invited Guests**

Compelling Evidence of the Need for Strong Investments In Adult Education

**192 Dirksen Senate Office Building
Thursday, May 15, 2014**

- 2:00 **Welcome** (Moira Lenehan, Sr. Policy Advisor to Senator Jack Reed) and **Introduction to the Program – including a brief explanation of the adult education system** (Gail Spangenberg, President, Council for Advancement of Adult Literacy).
- 2:10 **U.S. Competitiveness Gap: Key Findings of the Program for International Assessment of Adult Competencies (PIAAC) With a Focus on U.S. Workforce Preparedness** (Irwin Kirsch, Director, Center for Global Assessment, Educational Testing Service). ETS designed the OECD household assessment and background questionnaire which were administered in 24 participating OECD member countries.
- 2:25 **What's at Stake If We Don't Invest & Investing in What Works** (James Parker, CAAL Sr. Research/Policy Associate). (1) Key findings of two papers prepared in 2014 for CAAL by the Center for Labor Market Studies of Northeastern University (*Net Annual Fiscal Contributions of U.S. Adults Aged 18-64 by Education Attainment, 2009-2012* and *Labor Market Experiences, Earnings, Income Inadequacy Problems, and Civic Behavior of U.S. Adults by Educational Attainment*). (2) Highlights of two recent CAAL publications on Return on Investment (ROI) in Adult Education.
- 2:35 **Kentucky's Efforts to Transform Adult Education to Meet Current National and State Need.** (Reecie Stagnolia, Vice President, Kentucky Adult Education, Council on Postsecondary Education). Kentucky is one of the leadership states in adult education and workforce development and along with a few other states is in the forefront of national policy development.
- 2:45 **The Employment Prospects of ESL/Immigrant/Refugee Groups and Their Need for Adult Education Services** (Margie McHugh, Director, National Center on Immigrant Integration Policy, Migration Policy Institute).
- 2:55 **Why Adult Education for Low-Skilled Adults Is Essential for Achieving Readiness for College and Jobs, and Why This Matters to our Nation** (Marcie Foster, Senior Policy Analyst, Center for Postsecondary and Economic Success, CLASP)
- 3:05 Q&A
- 3:30 Adjournment

RESOURCES

Panelist Contact information:

Gail Spangenberg, CAAL, gspangenberg@caalusa.org
Bess Heitner, Assistant to President, CAAL, bheitner@caalusa.org
James Parker, CAAL, jtparker@atlanticbb.net
Irwin Kirsch, ETS, ikirsch@ets.org
Reecie Stagnolia, Kentucky Adult Education, reecie.stagnolia@ky.gov
Margie McHugh, Migration Policy Institute, mmchugh@migrationpolicy.org
Marcie Foster, Center for Law and Social Policy, mwmfoster@clasp.org

Materials Related to Presentations:

A wide range of PIAAC materials, including final reports from OECD and the NCES, are available from the PIAAC Gateway website – <http://piaacgateway.com>

What's the Story – A CAAL Blog about focusing on adults in response to the PIAAC findings.
<http://blog.caalusa.org/whats-the-story/>

Stepping Up to ROI in Adult Education: A Survey of State Activity – <http://www.caalusa.org/SteppingUptoROI.pdf>

Invitation to a Roundtable: A Discussion of Return on Investment in Adult Education –
<http://www.caalusa.org/InvitationtoRoundtable.pdf>

Net Annual Fiscal Contributions of U.S. Adults Aged 18-64 by Education Attainment, 2009-2012 – <http://www.caalusa.org/NetFiscalContributions09-12.pdf>

Labor Market Experiences, Earnings, Income Inadequacy Problems, and Civic Behavior of U.S. Adults by Educational Attainment – <http://www.caalusa.org/EdLevelsSocialOutcomes.pdf>

A Profile of Adult Education in Kentucky Showing Significant Return on Investment –
<http://www.kyae.ky.gov/NR/rdonlyres/743D9794-89AC-4EB1-9D96-12076665385B/0/KYAEProfile.pdf>

In Graduating to College: Three States Helping Adult Education Students Get a College Education, a Working Poor Families Project Policy Brief, Kentucky is featured as a leadership state in goal-setting, holding providers accountable, and sophistication in measuring outcomes. <http://www.workingpoorfamilies.org/wp-content/uploads/2012/09/policybrief-summer2012.pdf>

Kentucky is featured in *State Capacity for Leadership*, a short publication by the National Center for Higher Education Management Systems on implementing new assessments aligned with the common core standards so as to measure college readiness. http://www.nchems.org/pubs/docs/NCHEMS-State_Capacity_For_Leadership-12042011-FINAL.pdf

Taking Limited English Proficient Adults into Account in the Federal Adult Education Funding Formula, Migration Policy Institute – <http://www.migrationpolicy.org/research/taking-limited-english-proficient-adults-account-federal-adult-education-funding-formula>

Building the Middle Class with Better Skills and Wages: Who Would be Helped by Stronger Pathways? —
<http://www.clasp.org/issues/postsecondary/pages/building-the-middle-class-with-better-skills-and-wages-who-would-be-helped-by-stronger-pathways>

Not Just Kid Stuff Anymore: The Economic Imperative for More Adults to Complete College –
<http://www.clasp.org/resources-and-publications/publication-1/NotKidStuffAnymoreAdultStudentProfile-1.pdf>



Briefing on Adult Education for Senate & House Legislative Aides & Other Invited Guests

Irwin Kirsch
Educational Testing Service
May 2014
Email: ikirsch@ets.org

What is PIAAC ?

- PIAAC, Program for International Assessment of Adult Competencies, is administered in face-to-face interviews in the homes of nationally representative samples of adults 16 -65 years of age in OECD member countries. Round 1 includes 24 countries; Round 2 includes an additional 10 and a third round of PIAAC is being planned by the OECD to start later in 2014.
- PIACC includes a background questionnaire, reading components, literacy, numeracy, and problem solving in technology-rich environment.

What is PIAAC ?

- The primary mode of delivery is laptop computers but adults who are unable to use a computer are provided with a paper and pencil assessment booklet
- PIAAC provides us with the largest and richest set of information on adults we have ever had.



Selected Findings

(For full reports and more information, go to www.piaacgateway.com)

■ Figure 2.2a ■

Comparison of average literacy proficiency among adults

Mean literacy proficiency scores of 16-65 year-olds

Significantly **above** the average
 Not significantly different from the average
 Significantly **below** the average

Mean	Comparison country	Countries whose mean score is NOT significantly different from the comparison country
296	Japan	
288	Finland	
284	Netherlands	
280	Australia	Norway, Sweden
279	Sweden	Australia, Norway
278	Norway	Australia, Sweden
276	Estonia	Czech Republic, Flanders (Belgium)
275	Flanders (Belgium)	Czech Republic, Estonia, Slovak Republic
274	Czech Republic	Canada, Estonia, Korea, Slovak Republic, Flanders (Belgium), England/N. Ireland (UK)
274	Slovak Republic	Canada, Czech Republic, Korea, Flanders (Belgium), England/N. Ireland (UK)
273	Canada	Czech Republic, Korea, Slovak Republic, England/N. Ireland (UK)
273	Average	Canada, Czech Republic, Korea, Slovak Republic, England/N. Ireland (UK)
273	Korea	Canada, Czech Republic, Slovak Republic, England/N. Ireland (UK)
272	England/N. Ireland (UK)	Canada, Czech Republic, Denmark, Germany, Korea, Slovak Republic, United States
271	Denmark	Austria, Germany, United States, England/N. Ireland (UK)
270	Germany	Austria, Denmark, United States, England/N. Ireland (UK), Cyprus ¹
270	United States	Austria, Denmark, Germany, England/N. Ireland (UK), Cyprus ¹
269	Austria	Denmark, Germany, United States, Cyprus ¹
269	Cyprus ¹	Austria, Germany, Ireland, United States
267	Poland	Ireland
267	Ireland	Poland, Cyprus ¹
262	France	
252	Spain	Italy
250	Italy	Spain

1. See notes at the end of this chapter.

Notes: Statistical significance is at the 5% level. Literacy-related non-response (missing) is excluded from the calculation of mean scores. Figure 2.2b, however, presents an estimate of lower-bound mean scores by attributing a very low score (85 points) to those adults who were not able to provide enough background information because of language difficulties, or learning or mental disabilities (literacy-related non-response).

Countries are ranked in descending order of the mean score.

Source: Survey of Adult Skills (PIAAC) (2012), Table A2.2a.

■ Figure 2.6a ■

Comparison of average numeracy proficiency among adults

Mean numeracy proficiency scores of 16-65 year-olds

- Significantly **above** the average
- Not significantly different from the average
- Significantly **below** the average

Mean	Comparison country	Countries whose mean score is NOT significantly different from the comparison country
288	Japan	
282	Finland	Netherlands, Flanders (Belgium)
280	Flanders (Belgium)	Denmark, Finland, Netherlands, Norway, Sweden
280	Netherlands	Finland, Norway, Sweden, Flanders (Belgium)
279	Sweden	Denmark, Netherlands, Norway, Flanders (Belgium)
278	Norway	Denmark, Netherlands, Sweden, Flanders (Belgium)
278	Denmark	Norway, Sweden, Flanders (Belgium)
276	Slovak Republic	Austria, Czech Republic
276	Czech Republic	Austria, Slovak Republic
275	Austria	Czech Republic, Estonia, Slovak Republic
273	Estonia	Austria, Germany
272	Germany	Estonia
269	Average	Australia
268	Australia	Canada
265	Canada	Australia, Cyprus ¹
265	Cyprus ¹	Canada, Korea
263	Korea	England/N. Ireland (UK), Cyprus ¹
262	England/N. Ireland (UK)	Korea, Poland
260	Poland	England/N. Ireland (UK)
256	Ireland	France, United States
254	France	Ireland, United States
253	United States	France, Ireland
247	Italy	Spain
246	Spain	Italy

1. See notes at the end of this chapter.

Notes: Statistical significance is at the 5% level. Literacy-related non-response (missing) is excluded from the calculation of mean scores. Figure 2.6b, however, presents an estimate of lower-bound mean scores by attributing a very low score (85 points) to those adults who were not able to provide enough background information because of language difficulties, or learning or mental disabilities (literacy-related non-response).

Countries are ranked in descending order of the mean score.

Source: Survey of Adult Skills (PIAAC) (2012), Table A2.6.

Country Ranking on the PIAAC Literacy Scale by Average Level of Inequality

United States	126.13
Canada	125.56
France	123.94
Spain	123.58
Finland	123.52
Denmark	122.18

Country Ranking on the PIAAC Numeracy Scale by Average Level of Inequality

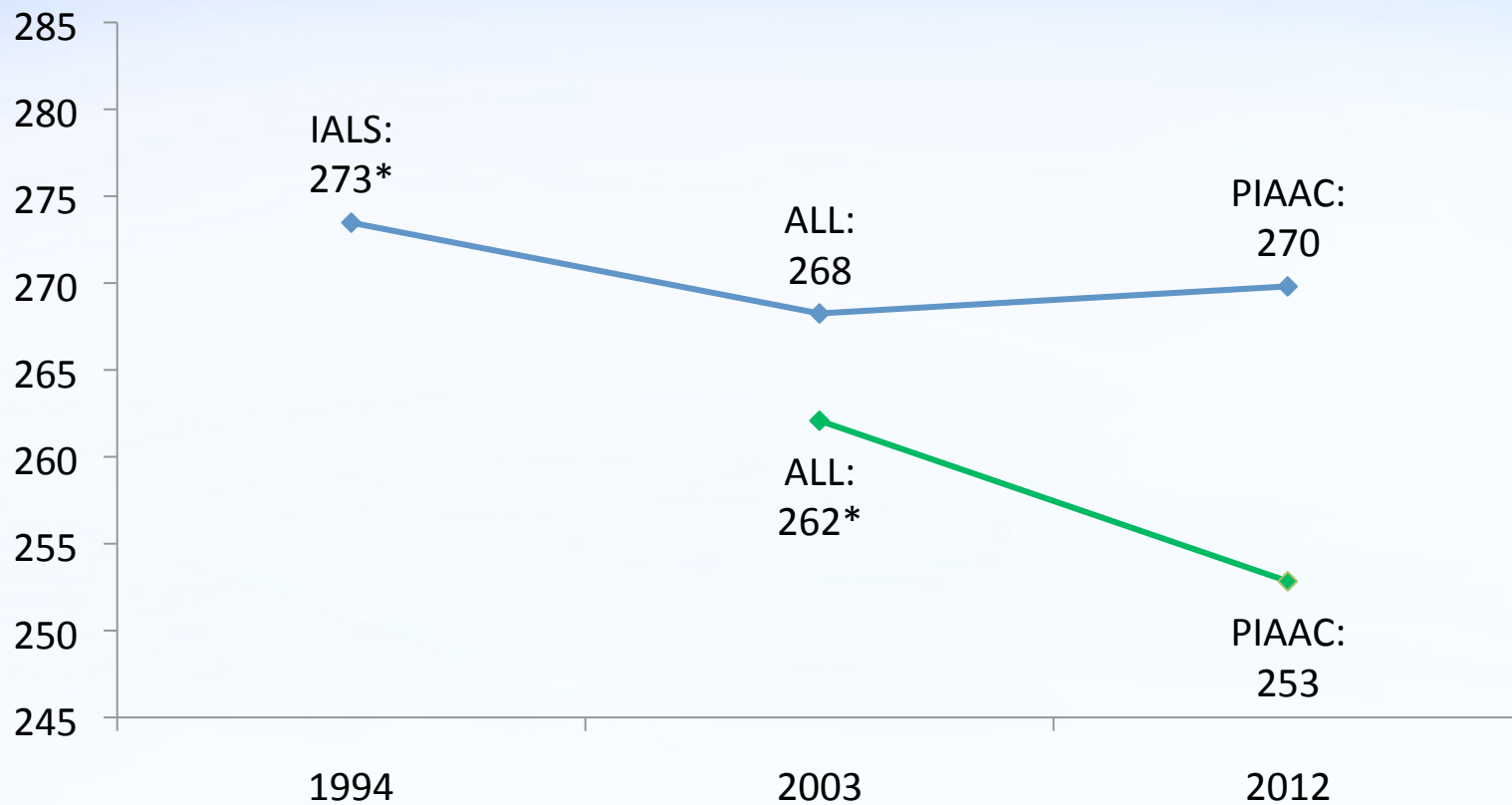
United States	144.84
France	141.80
Canada	138.28
England and Northern Ireland (UK)	137.71
Australia	136.59
Denmark	135.80

While the U.S. average on the literacy and numeracy scales is mediocre at best, where we do score at or near the top is in terms of our inequality as measured by the gap between the average score at the 90th and 10th percentiles.

Republic of Korea	110.10
Cyprus	110.00
Czech Republic	103.81
Japan	102.34
Slovak Republic	99.78

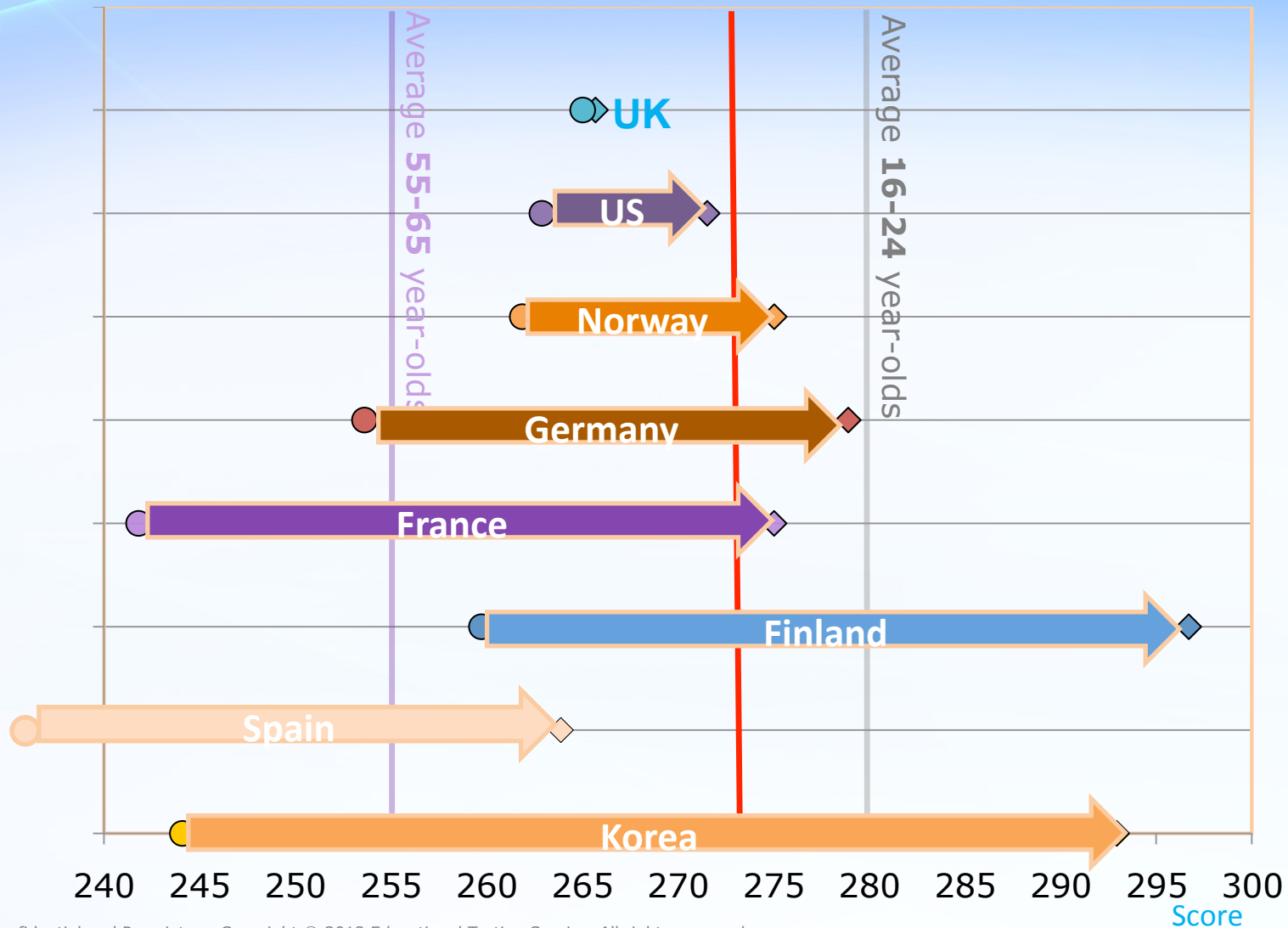
Republic of Korea	114.60
Estonia	113.92
Czech Republic	110.94
Japan	110.05
Russian Federation	104.71

U.S. average literacy score in 2012 lower than in 1994. U.S. average numeracy score in 2012 lower than in 2003.



* $p < .05$. Average score is significantly different from PIAAC.

Average Literacy Performance of Younger and Older Adults by Selected Country



Comparison of average literacy proficiency among young adults

Mean literacy proficiency scores of 16-24 year-olds

Significantly **above** the average
 Not significantly different from the average
 Significantly **below** the average

Mean	Comparison country	Countries whose mean score is NOT significantly different from the comparison country
299	Japan	Finland
297	Finland	Japan, Korea, Netherlands
295	Netherlands	Finland, Korea
293	Korea	Finland, Netherlands
287	Estonia	Australia, Flanders (Belgium)
285	Flanders (Belgium)	Australia, Czech Republic, Estonia, Poland, Sweden
284	Australia	Czech Republic, Estonia, Germany, Poland, Sweden, Flanders (Belgium)
283	Sweden	Australia, Czech Republic, Germany, Poland, Flanders (Belgium)
281	Poland	Australia, Czech Republic, Germany, Sweden, Flanders (Belgium)
281	Czech Republic	Australia, Austria, Canada, Denmark, Germany, Poland, Slovak Republic, Sweden, Flanders (Belgium)
280	Average	Austria, Czech Republic, Germany, Poland, Sweden
279	Germany	Australia, Austria, Canada, Czech Republic, Denmark, France, Norway, Poland, Slovak Republic, Sweden
278	Austria	Canada, Czech Republic, Denmark, France, Germany, Norway, Slovak Republic
276	Denmark	Austria, Canada, Czech Republic, France, Germany, Norway, Slovak Republic, United States
276	Slovak Republic	Austria, Canada, Czech Republic, Denmark, France, Germany, Norway, United States
276	Canada	Austria, Czech Republic, Denmark, France, Germany, Norway, Slovak Republic, United States
275	Norway	Austria, Canada, Denmark, France, Germany, Ireland, Slovak Republic, United States
275	France	Austria, Canada, Denmark, Germany, Norway, Slovak Republic, United States
272	United States	Canada, Denmark, France, Ireland, Norway, Slovak Republic, England/N. Ireland (UK), Cyprus ¹
271	Ireland	Norway, United States, England/N. Ireland (UK), Cyprus ¹
267	Cyprus ¹	Ireland, Spain, United States, England/N. Ireland (UK)
266	England/N. Ireland (UK)	Ireland, Italy, Spain, United States, Cyprus ¹
264	Spain	Italy, England/N. Ireland (UK), Cyprus ¹
261	Italy	Spain, England/N. Ireland (UK)



Source: Survey of Adult Skills (PIAAC) (2012), Table A3.2 (L).

Comparison of average numeracy proficiency among young adults

Mean numeracy proficiency scores of 16-24 year-olds

Significantly **above** the average
 Not significantly different from the average
 Significantly **below** the average

Mean	Comparison country	Countries whose mean score is NOT significantly different from the comparison country
285	Netherlands	Finland, Japan, Korea, Flanders (Belgium)
285	Finland	Japan, Korea, Netherlands, Flanders (Belgium)
283	Japan	Austria, Czech Republic, Estonia, Finland, Korea, Netherlands, Slovak Republic, Sweden, Flanders (Belgium)
283	Flanders (Belgium)	Austria, Finland, Japan, Korea, Netherlands, Slovak Republic, Sweden
281	Korea	Austria, Czech Republic, Estonia, Finland, Japan, Netherlands, Slovak Republic, Sweden, Flanders (Belgium)
279	Austria	Czech Republic, Estonia, Germany, Japan, Korea, Slovak Republic, Sweden, Flanders (Belgium)
279	Estonia	Austria, Czech Republic, Germany, Japan, Korea, Slovak Republic, Sweden
278	Sweden	Austria, Czech Republic, Estonia, Germany, Japan, Korea, Slovak Republic, Flanders (Belgium)
278	Czech Republic	Austria, Estonia, Germany, Japan, Korea, Slovak Republic, Sweden
278	Slovak Republic	Austria, Czech Republic, Estonia, Germany, Japan, Korea, Sweden, Flanders (Belgium)
275	Germany	Australia, Austria, Czech Republic, Denmark, Estonia, Norway, Slovak Republic, Sweden
273	Denmark	Australia, Germany, Norway
271	Average	Australia, Canada, Denmark, Norway, Poland
271	Norway	Australia, Canada, Denmark, Germany, Poland
270	Australia	Canada, Denmark, Germany, Norway, Poland, Cyprus ¹
269	Poland	Australia, Canada, Norway, Cyprus ¹
268	Canada	Australia, Norway, Poland, Cyprus ¹
264	Cyprus ¹	Australia, Canada, France, Poland
263	France	Cyprus ¹
258	Ireland	Italy, Spain, England/N. Ireland (UK)
257	England/N. Ireland (UK)	Ireland, Italy, Spain
255	Spain	Ireland, Italy, England/N. Ireland (UK)
251	Italy	Ireland, Spain, United States, England/N. Ireland (UK)
249	United States	Italy



Source: Survey of Adult Skills (PIAAC) (2012), Table A3.2 (N).



Numeracy: Average and 90th Percentile Score Population aged 16 - 24, 2012

Jurisdiction	Average	Sig	90th Percentile	Sig
OECD Average	271	<	328	<
Australia	270	<	334	<
Austria	279	<	334	<
Canada	268	<	331	<
Czech Republic	278	<	330	<
Denmark	273	<	329	<
England and Northern Ireland (UK)	257	<	319	x
Estonia	279	<	331	<
Finland	285	<	341	<
Flanders (Belgium)	283	<	337	<
France	263	<	322	x
Germany	275	<	334	<
Ireland	258	<	314	x
Italy	251	x	309	x
Japan	283	<	335	<
Netherlands	285	<	337	<
Norway	271	<	329	<
Poland	269	<	325	<
Republic of Korea	281	<	326	<
Slovak Republic	278	<	332	<
Spain	255	<	307	x
Sweden	278	<	336	<
United States	249		312	
US RANK (of 22 nations)	22		20	



Literacy: Average and 90th Percentile Score Population aged 16 - 24, 2012

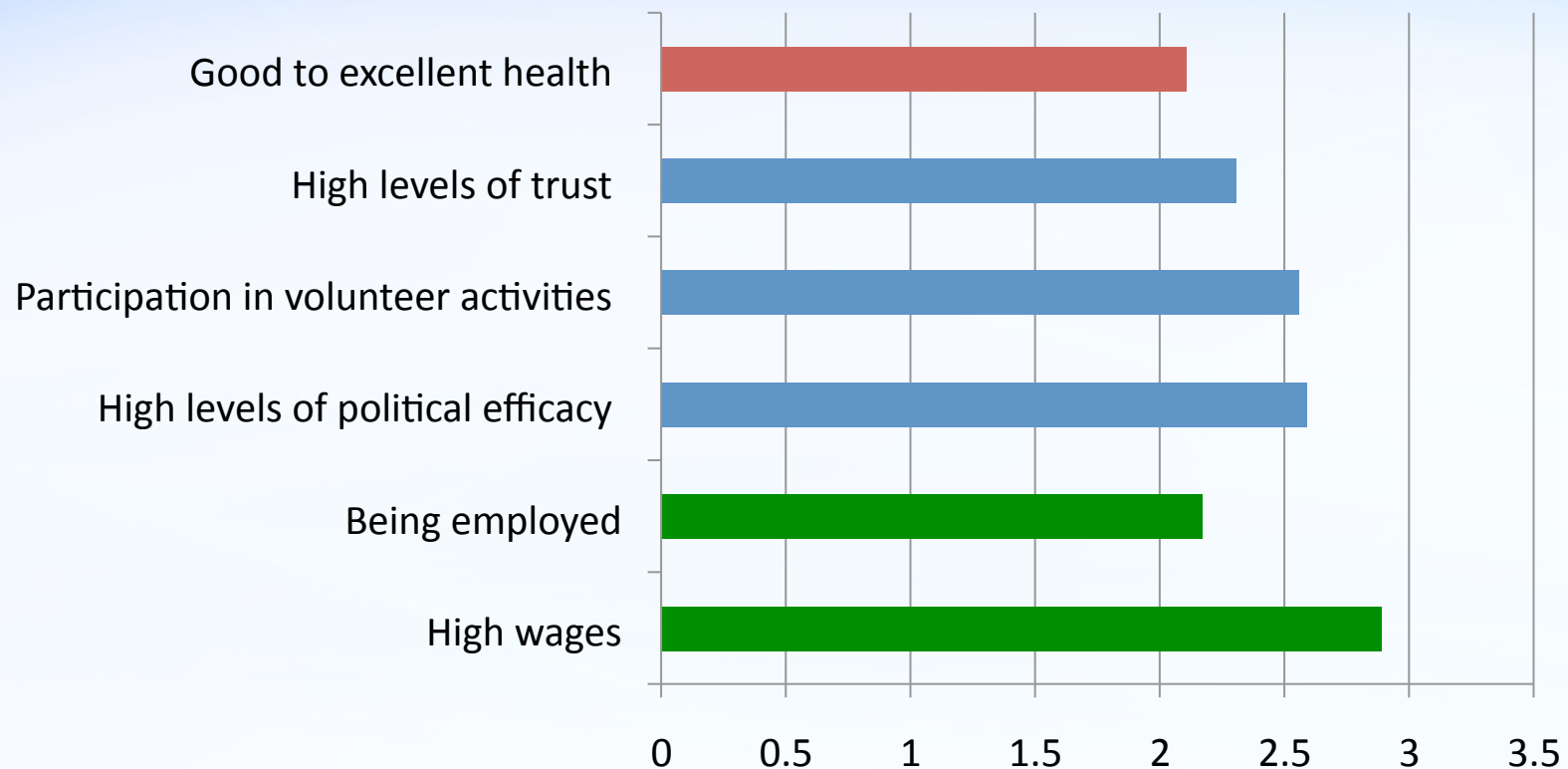
Jurisdiction	Average	sig	90th Percentile	Sig
OECD Average	280	<	330	x
Australia	284	<	340	<
Austria	278	<	328	x
Canada	276	x	330	x
Czech Republic	281	<	328	x
Denmark	276	x	326	x
England and Northern Ireland (UK)	266	x	323	x
Estonia	287	<	336	<
Finland	297	<	347	<
Flanders (Belgium)	285	<	333	x
France	275	x	326	x
Germany	279	<	333	x
Ireland	271	x	320	x
Italy	261	>	312	>
Japan	299	<	343	<
Netherlands	295	<	344	<
Norway	275	x	326	x
Poland	281	<	331	x
Republic of Korea	293	<	332	x
Slovak Republic	276	x	322	x
Spain	264	>	313	>
Sweden	283	<	334	x
United States	272		326	
US RANK (of 22 nations)	18		16	



Why these results matter?

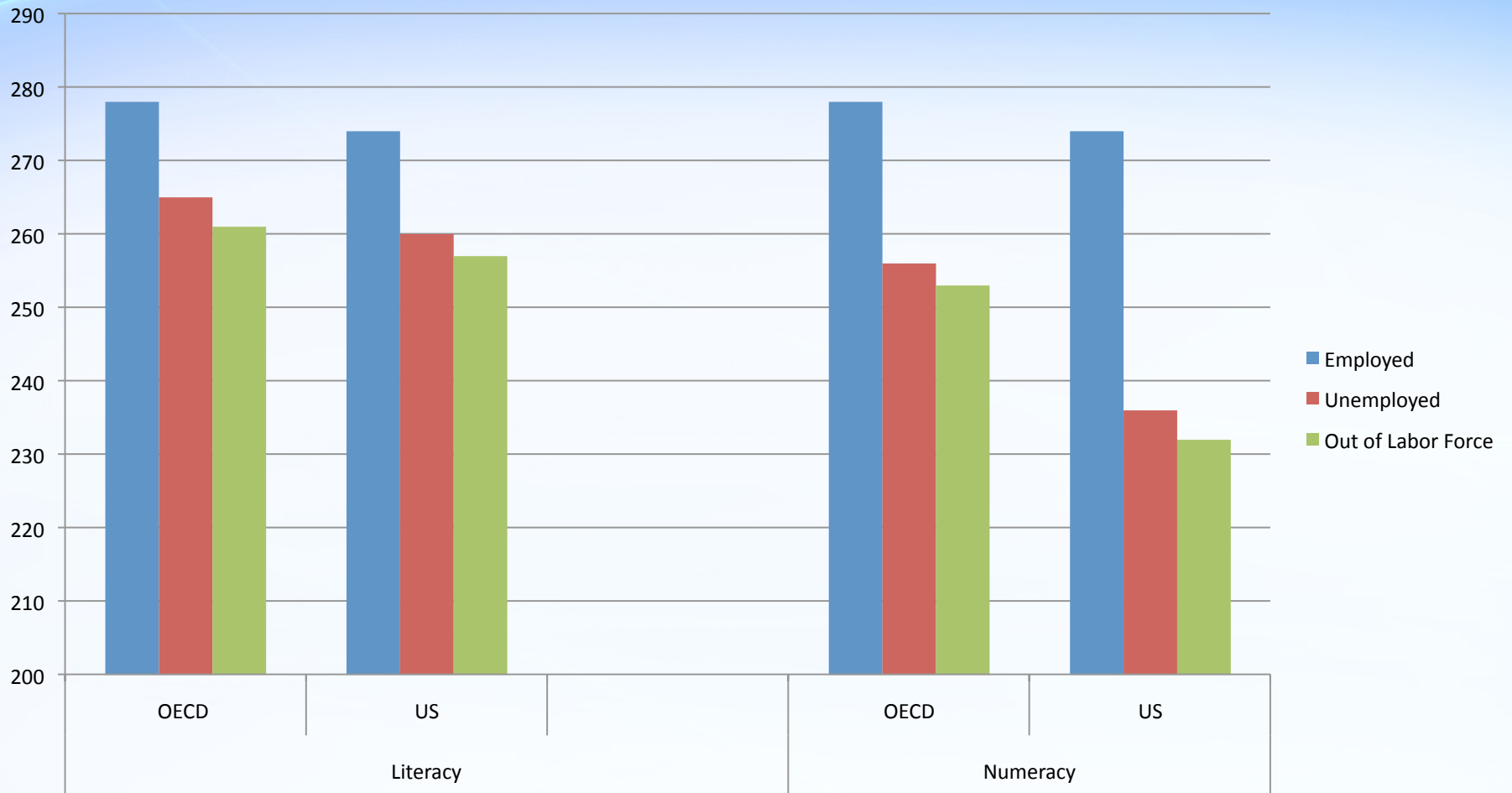
Skills Transform Lives & Drive Economies: What people know and what they can do with what they know has a major impact on their life chances

Increased likelihood (odds ratio) of adults at Levels 4/5 reporting positive social and economic outcomes compared with adults scoring at or below Level 1 (adjusted)



Note: Odds ratios are adjusted for age, gender, educational attainment and immigrant and language background. High wages are defined as workers' hourly earnings that are above the country's median.

Average Literacy & Numeracy Scores by Employment Status for the OECD and the U.S.





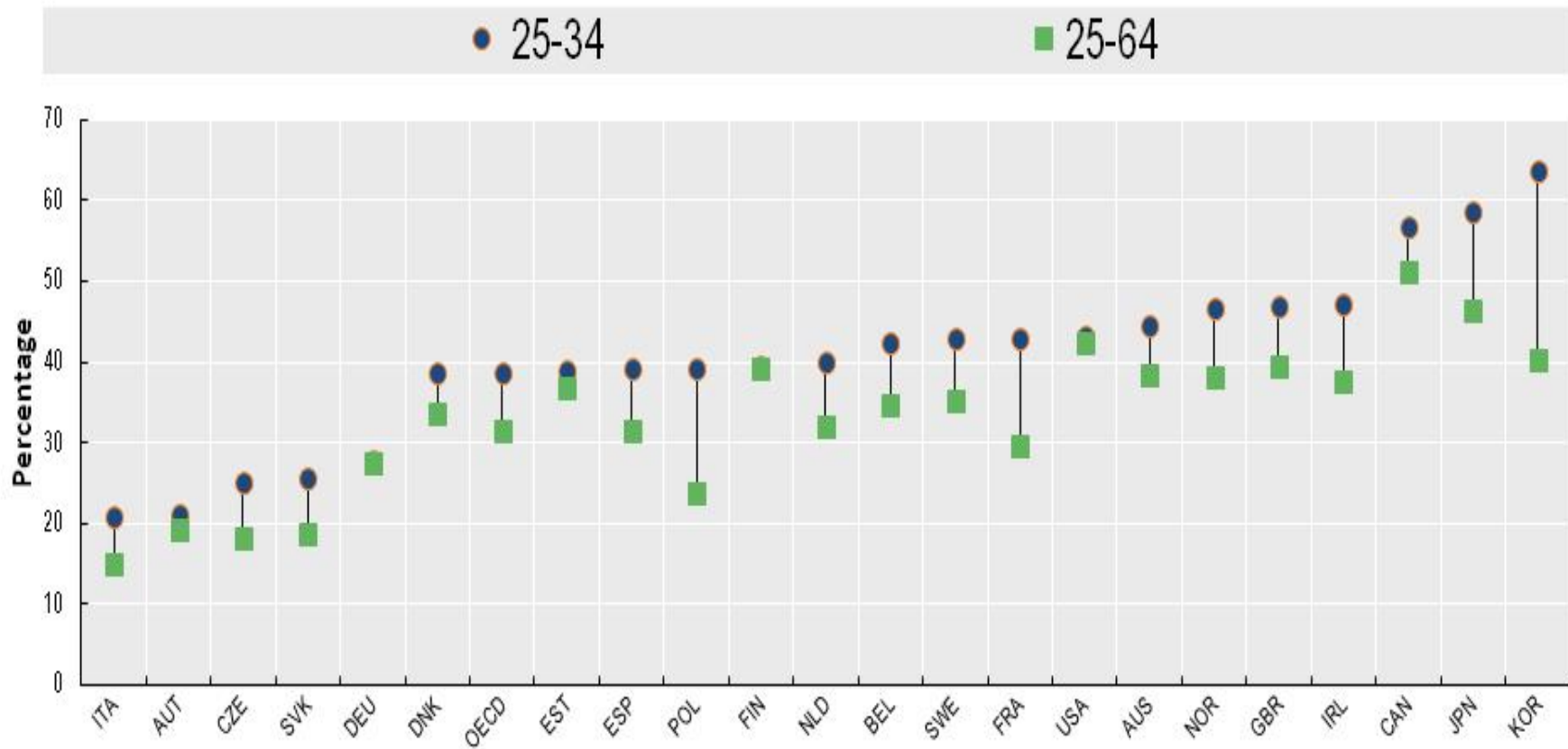
My concern is not about inequality at a point in time per se but about the effect of rising inequality on disequalizing the life chances of kids born into affluent versus non-affluent households. ...Already the gradient between household income and college attendance has steepened substantially between cohorts born in the early 1960s and those born in the early 1980s. Since education is the key predictor of lifetime earnings, this suggests that the link between circumstances at birth and lifetime incomes will be magnified in the current generation relative to earlier ones.

- David Autor (MIT)

Percent of 25-29 Year Olds in the U.S. with a Bachelor's or Higher Degree in 2009 by Gender & Family Income as an Adolescent

	(A)	(B)	(C)
Family Income	All	Men	Women
Poor	7.9	5.5	10.1
1-2 * Poverty	14.9	11.7	18.0
2-3 * Poverty	24.6	17.3	32.8
3-4 * Poverty	36.2	32.0	40.4
4-6 * Poverty	42.8	37.7	48.7
6 or More * Poverty	59.6	54.0	65.0
All	28.2	24.0	32.6
Top / Bottom	7.6*	9.8*	6.4*

Percent of adults in PIAAC countries by age that has attained tertiary education, 2011





Questions and Discussion



Listening. Learning. Leading.®



Facts, Figures, & Challenges

From Recent Reports of

the Council for Advancement of Adult Literacy

From *Labor Market Experiences, Earnings, Income Inadequacy Problems,
and Civic Behavior of U.S. Adults by Educational Attainment:
Consequences for Adult Education Programs*
Prepared for CAAL, February 2014
by Center for Labor Market Studies, Northeastern University

Table 2:

**The Full Time Employment/Population Ratios of 20-64 Year Olds
by Educational Attainment in the U.S., 2009-2012**
Averages (in %)

Educational Attainment	All	Men	Women
HSDROPOUT no GED	38.4	48.0	25.9
GED, no regular diploma	43.5	49.3	36.4
HSGRAD /GED	53.8	62.8	44.2
13-15 years, no degree	57.0	65.4	49.3
Associate's degree	62.4	71.9	55.4
Bachelor's degree	67.4	77.5	58.5
Master's or higher degree	72.4	80.8	64.9
All	57.4	66.0	49.1

From *Labor Market Experiences, Earnings, Income Inadequacy Problems,
and Civic Behavior of U.S. Adults by Educational Attainment:
Consequences for Adult Education Programs*
Prepared for CAAL, February 2014
by Center for Labor Market Studies, Northeastern University

Table 4

**Mean Annual Earnings of Adults 20-to-64 Year Olds⁽¹⁾ by
Educational Attainment Levels, U.S., 2009 through 2012
Averages (Earnings in 2012 Inflation Adjusted Dollars)**

	(A)	(B)	(C)
<u>Educational Attainment Level</u>	<u>All</u>	<u>Men</u>	<u>Women</u>
<12 or 12, No H.S. Diploma	14,590	19,638	8,667
GED/Equivalent	19,607	24,089	14,095
HS Diploma	24,587	31,100	17,580
Some College, No degree	30,386	38,815	22,747
Associate's Degree	35,935	44,823	29,314
Bachelor Degree	53,782	70,231	39,266
Master's or Higher Degree	81,003	106,264	58,432
Total	36,725	46,396	27,395

From *Net Annual Fiscal Contributions of U.S. Adults
Aged 18-64 by Education Attainment, 2009-2012*
Prepared for CAAL January 2014
by Center for Labor Market Studies, Northeastern University

Table 3

The Mean Annual Taxes Paid by 18-to-64 Year Old Adults⁽¹⁾ in the U.S., Total and by Educational Attainment, 2009-2012 Averages
(in Dollars)

Educational Attainment	<12 or 12, No HS Diploma	HS Diploma or GED	Some College	Associate's Degree	Bachelor's Degree	Master's or Higher	Total
Federal Income Tax Payments	2,017	3,369	4,672	5,165	8,807	14,450	5,874
State Income Tax Payments	580	965	1,265	1,430	2,223	3,444	1,532
Federal Gvt. Retirement Contribution	5	36	76	76	98	199	73
Social Security Payroll	1,887	3,278	3,916	4,601	6,441	8,852	4,583
Property Tax Payment	906	1,361	1,543	1,909	2,655	3,323	1,813
Sales Taxes	285	356	408	446	530	650	430
Total Tax Payments	5,682	9,364	11,879	13,626	20,754	30,918	14,306

From *Stepping Up to ROI in Adult Education: A Survey of
State Activity*
CAAL, September 2013

Table 2: Program Benefits/Outcomes Identified by State ABE Participants

BENEFITS/OUTCOMES	NUMBER STATES
Acquiring a GED certificate	34
Ability to understand, learn, and apply new information	30
Continuation from workplace program to postsecondary education	25
Eligibility for career ladder opportunities	24
Eligibility for advanced training	21
Increased ability to implement new technology on the job	21
Increased earnings *	21
Improved work quality	20
Increased employee retention	19
Increased wages *	19
Job upgrades	15
Increased output of productivity or services	12
Enhanced promotability	10
Improved team performance	9
Improved health and safety record	9
Positive attitude changes --- willing to embrace change	9
Increased customer retention	7
Reduced rate of errors	7
Decreased absenteeism	5
Reduced time per task	5
* There is likely overlap in these two outcomes	

*From Stepping Up to ROI in Adult Education:
A Survey of State Activity
CAAL, September 2013*

Table: Do States Quantify Benefits

CAAL asked the states if they are able to quantify any of the benefits included on our survey checklist. **Thirty-one (31) responded in the affirmative for at least some indicators.** Among these were:

- Data matching to determine wage gains and employment
- Data match of all wages, on a quarterly basis
- MOA with state labor department to identify employment outcomes
- Reduced training cost
- Eligibility for advanced training and career ladder opportunities
- Digital literacy certificates
- Using the labor case management system each quarter to determine job outcomes
- Initial wages and wage gains for Pathways certificate holders
- Increased productivity output

**From Stepping Up to ROI in Adult Education:
A Survey of State Activity
CAAL, September 2013**

Table 4: New WIA Indicators

States (of 26) Measuring Each Indicator

Potential Requirement	# States Measuring (Now or Soon)
Technology/Digital Literacy	4
Workforce readiness certificates	11
Postsecondary credentials	10
College progress and completion	11
Nonpostsecondary training	7
New employment earning gains	8
Service to employers	1
Note: A few states measure these outcomes only for select programs, such as Career Pathways and I-BEST.	

KENTUCKY

Why Is This Important?



The Challenge



Producing a U.S. workforce that is more productive, creative, and produces better problem-solvers than any other on the planet.



A special report from Lumina Foundation



How and why Americans must achieve a Big Goal for college attainment

March 2012

In 2009, Lumina Foundation officially adopted its Big Goal that 60 percent of Americans obtain a high-quality postsecondary credential by 2025.

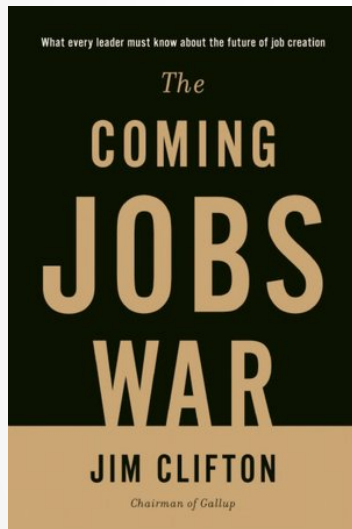
**Help
Wanted**



By 2018, 60% of all jobs in the United States will require some level of postsecondary education.

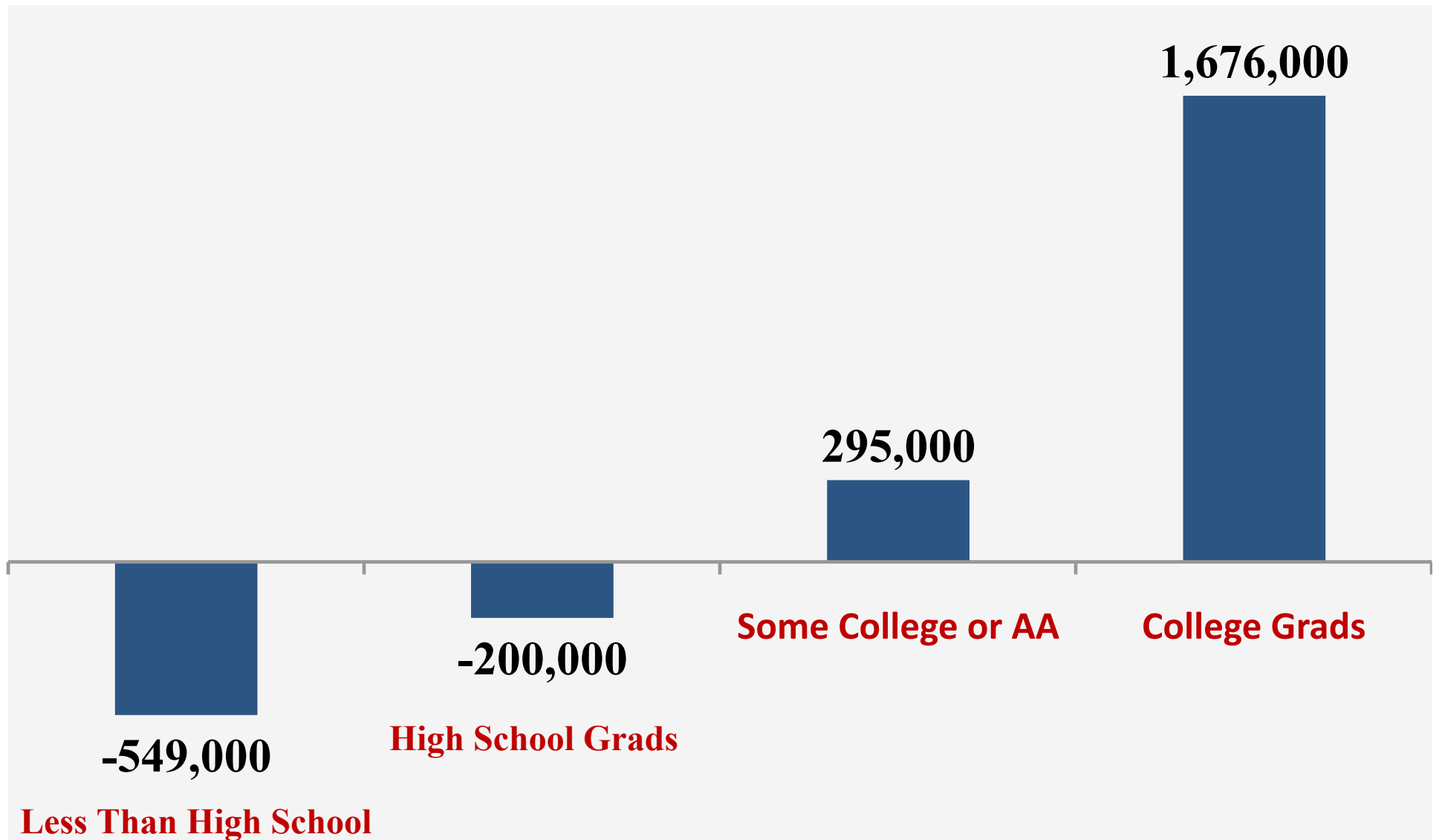
*Center on Education and the Workforce,
Georgetown University, 2010*

A Global War for Good Jobs is Coming



- **At the current rate, employers in 2025 will need about 23 million more degree holders than our nation's colleges and universities will have produced.**
- **Approximately 2/3 of the nation's college completion goal will come from non-traditional students entering and staying in the pipeline.**

Who Gained or Lost Jobs in 2012



"The Qualified Job Applicant, Redefined", Forbes Magazine, May 2012

Kentucky's Education Reform

- Kentucky Education Reform Act (1990)
- Postsecondary Education Improvement Act of 1997 (HB1)
- **Adult Education Act (Senate Bill 1 of 2000)**

The Challenge



“Adult illiteracy is a fundamental barrier to every major challenge facing Kentucky, including early childhood education, education reform, economic development, and improving the health and well-being of Kentucky’s families and communities.”

- The Adult Education Act of 2000

The Importance of Adult Education

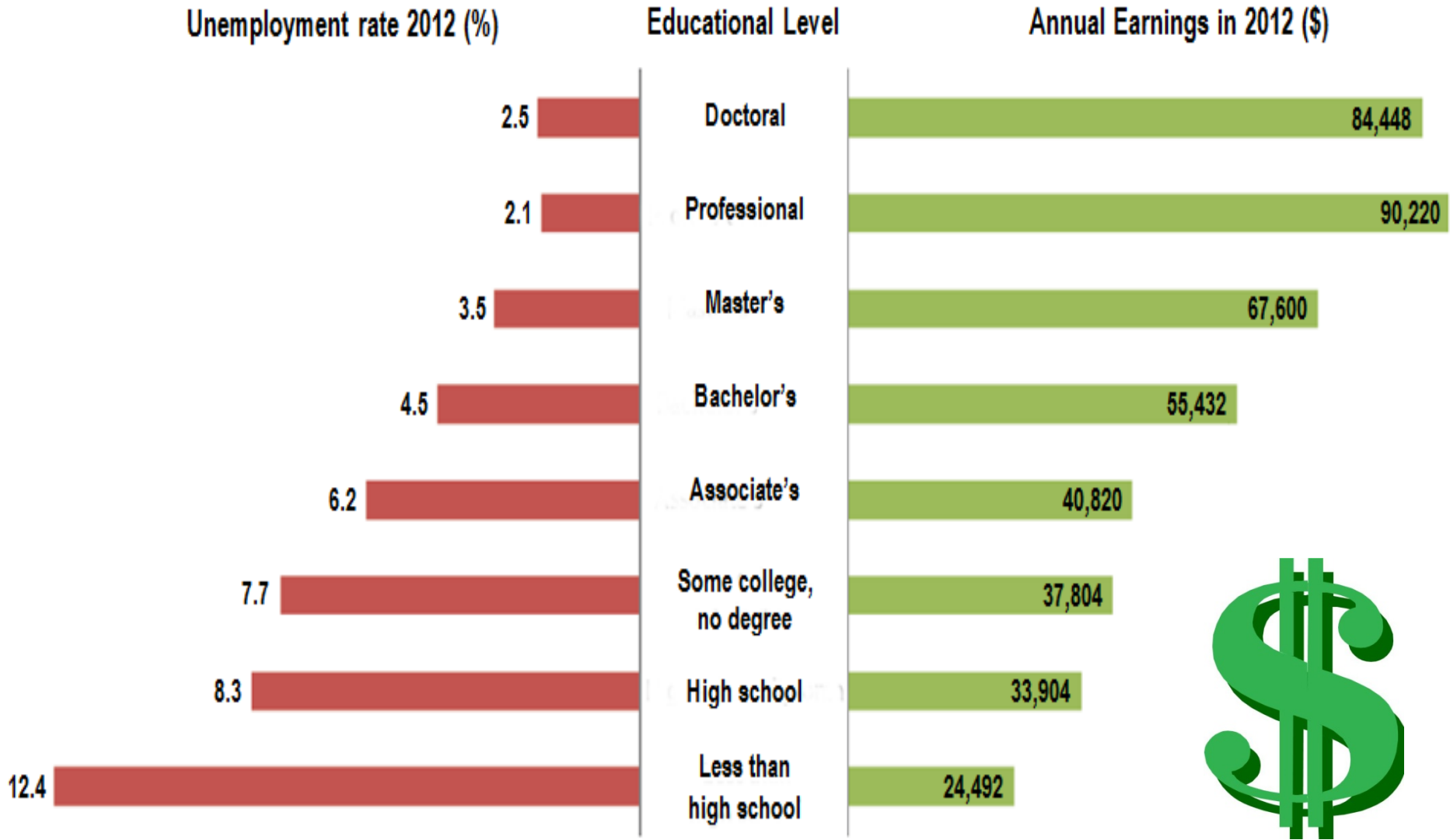
“A preemptive focus on adult education actually saves governments money by reducing

- societal healthcare,
- public assistance
- and incarceration costs...



“The Return on Investment from Adult Education and Training,” a policy paper by the McGraw-Hill Research Foundation, May 2011

Education pays:

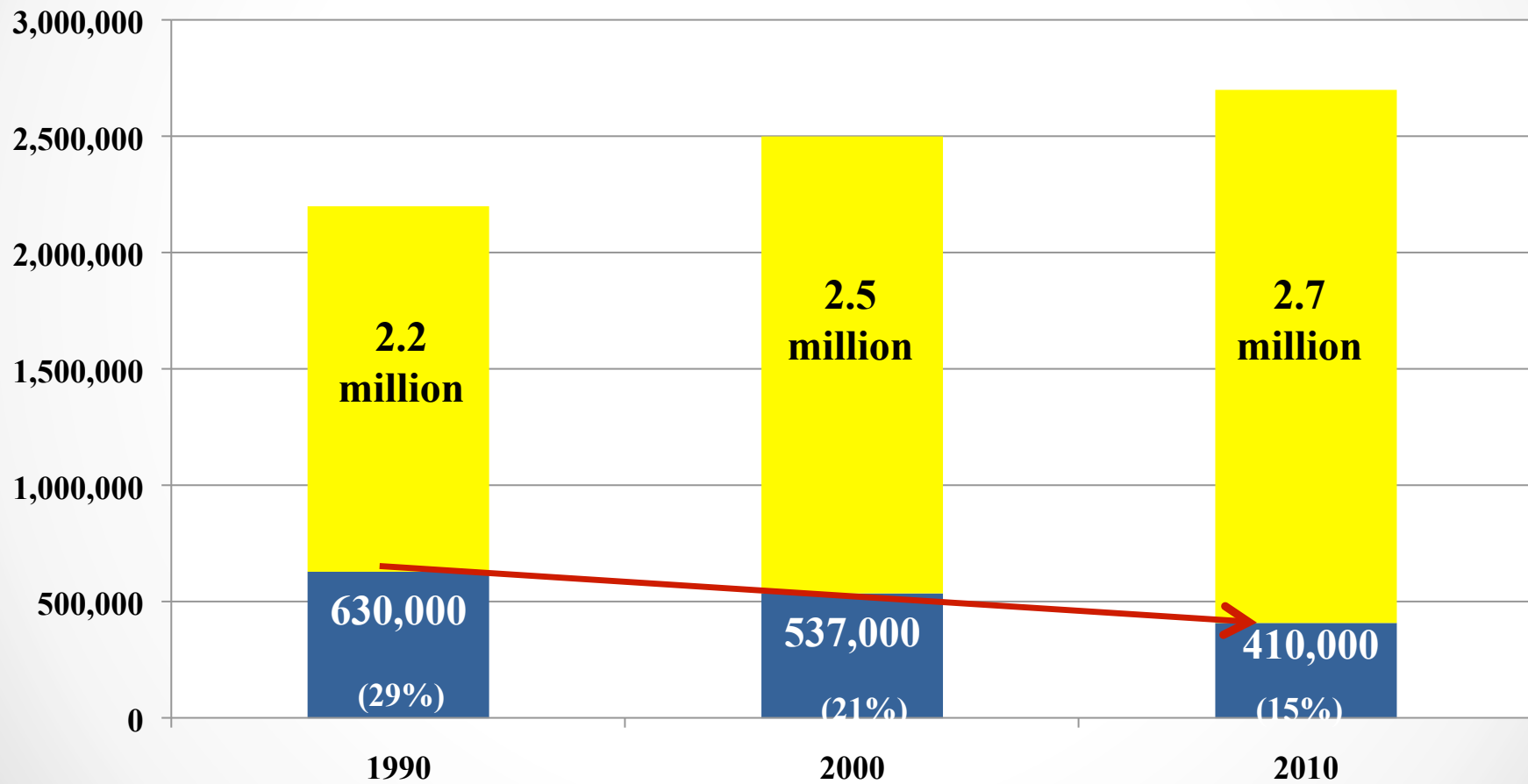


Source: Bureau of Labor Statistics, Current Population Survey

Kentucky's Adult Education System

Decades of Progress

Population, 18-64, without a High School Credential

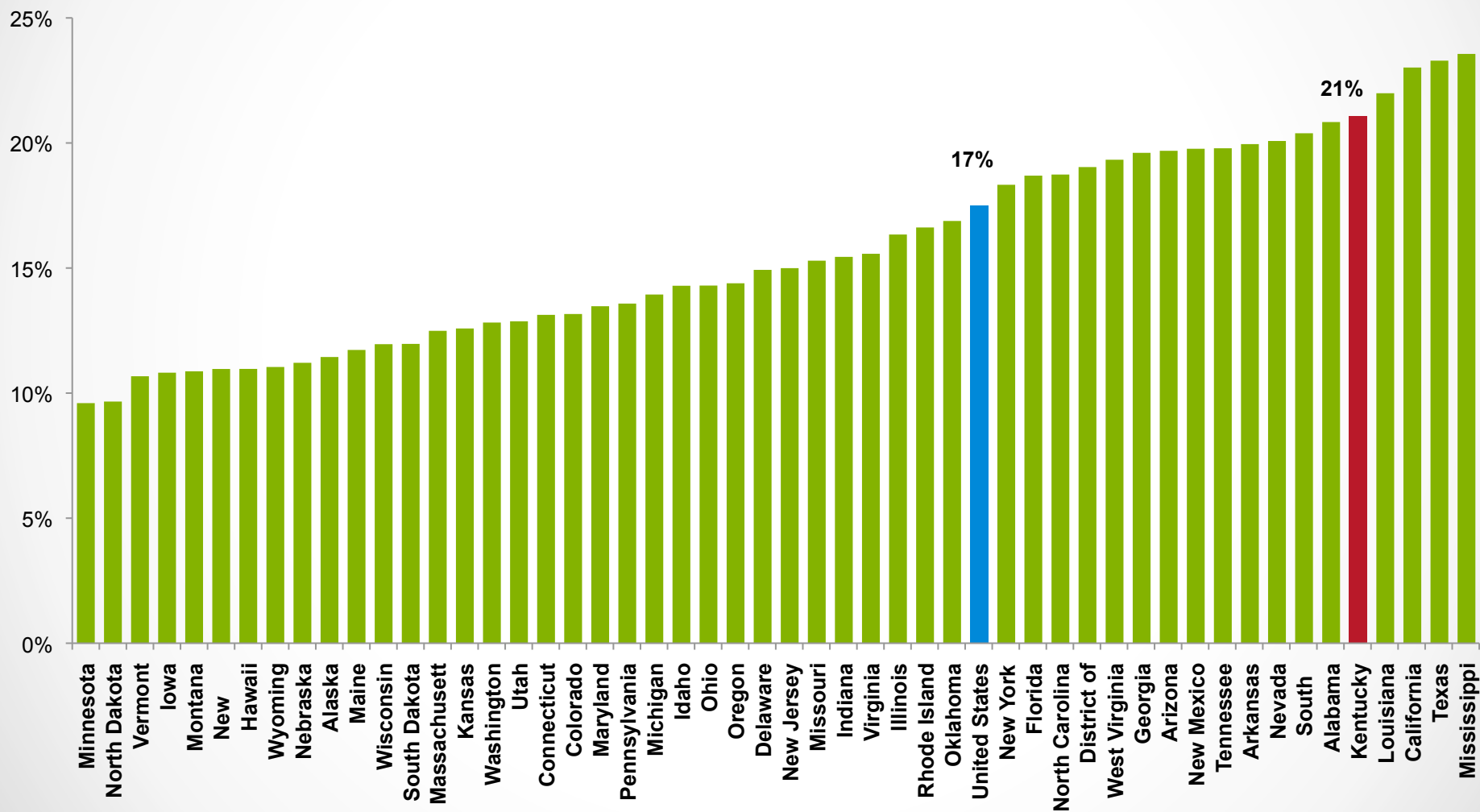


■ Population less than HS/GED

■ Working Age Population (18-64)

Percent of Population, 18-64, without High School Credential

2000



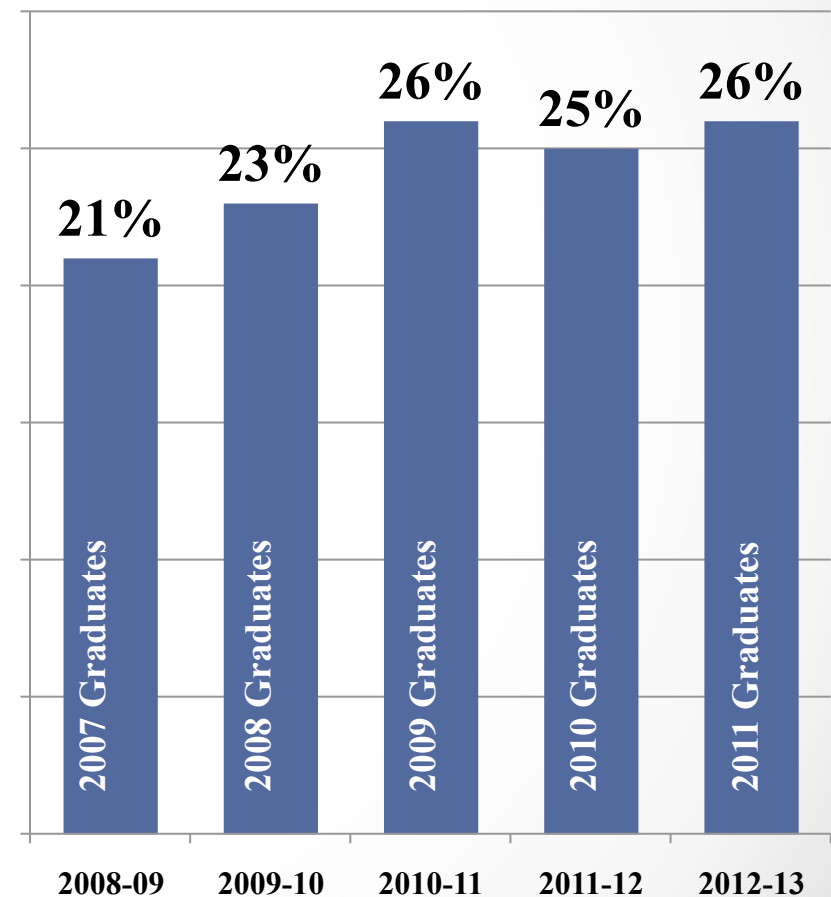
Source: U.S. Census 2000

GED® Graduates Enrolling in Kentucky's Colleges and Universities* within Two Academic Years

KYAE has set a goal of increasing the college-going rates of GED® graduates to 30% by 2015.

Of those who enrolled in postsecondary education by summer 2013:

- **94% enrolled in KCTCS**
- **4% enrolled in a public four-year institution**
- **2% enrolled in an independent institution**



** Kentucky's state-supported colleges and universities and the regionally accredited, non-profit, independent colleges and universities.*

Adult Education of the Future

Reach Higher, America Overcoming Crisis in the U.S. Workforce

“The National Commission on Adult Literacy calls on Congress and state governments to make **postsecondary** and **workforce readiness** the new mission of the adult education and workforce skills system.”

Source: Report of the National Commission on Adult Literacy, June 2008



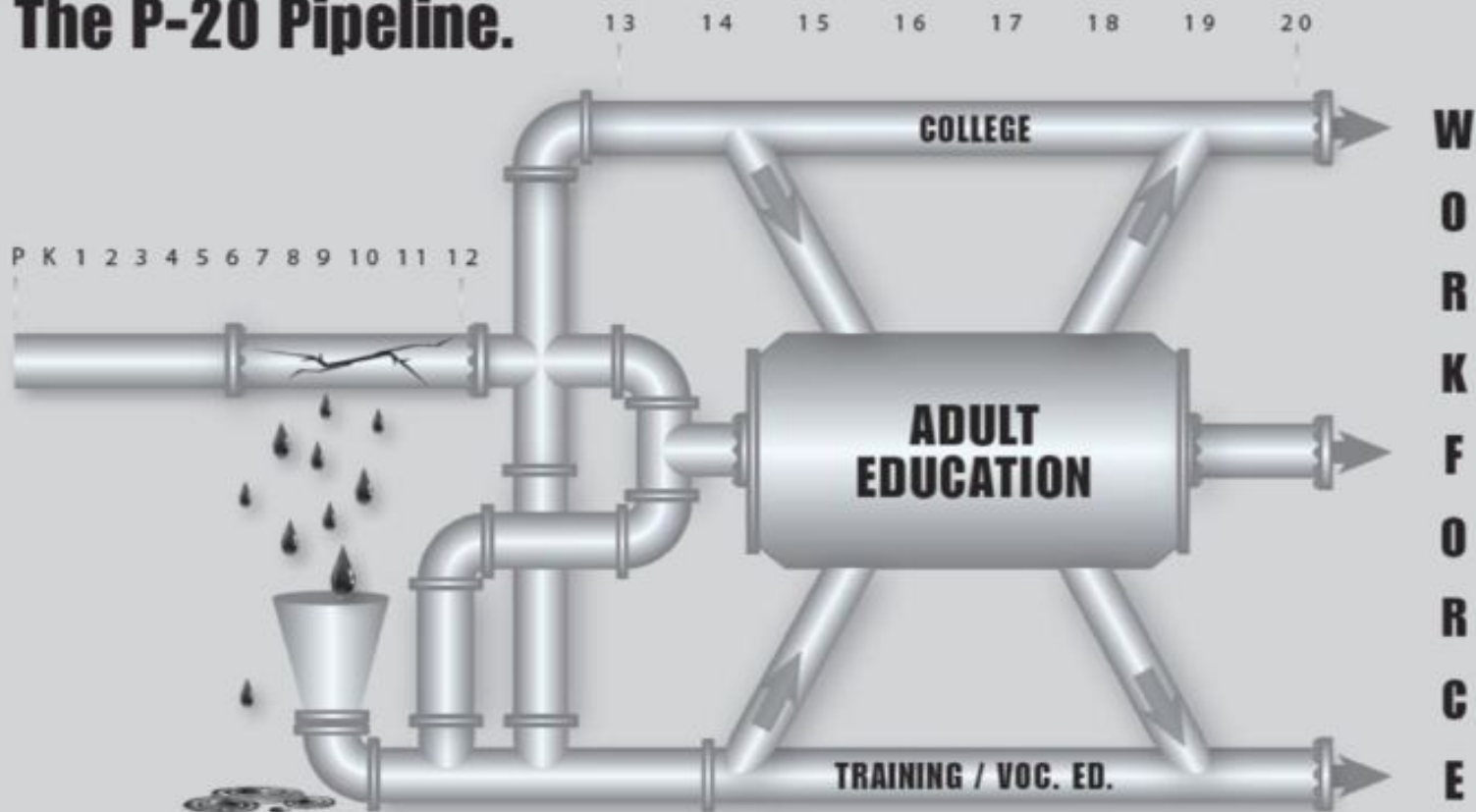
Re-Engineering Adult Education

**WHAT ARE WE DOING TO
RE-ENGINEER OR TRANSFORM
THE NATION'S ADULT EDUCATION**



The Leaky Pipeline

The P-20 Pipeline.



The Nation's Adult Education Game Changers:

- 1. Instructional Quality and Effectiveness**
- 2. Standards-Based Instruction**
- 3. Integrated Education and Training
Models – Career Pathways**

Kentucky is on the Road to Success

“Kentucky is ahead of almost all other states in **building the Common Core standards into its adult education system.**”

“Kentucky has far more experience than most states in **strengthening adult access to postsecondary education.**”

- *“Graduating to College: Three States Helping Adult Education Students Get a College Education.” Working Poor Families Project.*

“Among the states visited by NCHEMS, only Kentucky is deliberately focused on how to reach and ensure higher levels of college- and career-readiness preparation for adults and high school dropouts.”

“State Capacity for Leadership.” National Center for Higher Education Management Systems. Sept 2011

Contact:

Reecie D. Stagnolia

Reecie.stagnolia@ky.gov

502-573-5114 x 124

www.kyae.ky.gov

www.twitter.com/kyareecie

KENTUCKY
Adult Education



Your future starts here!

***Newcomer Populations and
Adult Education Services: Understanding
Needs and Improving System Capacities***

**Margie McHugh, Director, MPI NCIIP
CAAL Briefing – Washington, DC
May 15, 2014**



Roadmap

- ***Findings based on MPI ACS analysis and PIAAC NAP consultation sessions in six states***
- ***ABE and ESL Needs 1980-2012***
- ***Broad recommendations for system change***
- ***Sub-populations of special policy concern***



Low-Educated/Literate Adults in Need of AE Services 1980-2012

Number and Share of Low-Educated/Literate Individuals in Need of Adult Education Services 1980-2012

	All Adults with No High School Degree or Equivalent (HSD/HSE)	All LEP Adults	Total Adults with No HSD/HSE and All LEP Adults	LEP Share of All No HSD/HSE and All LEP Adults
1980	35,171,800	6,475,100	41,646,900	16%
1990	29,823,500	9,505,300	39,328,800	24%
2000	29,064,700	15,194,800	44,259,500	34%
2012	23,834,400	18,714,900	42,549,300	44%

Source: Migration Policy Institute tabulation of data from the U.S. Census Bureau's 1980, 1990 and 2000 decennial censuses and pooled 2010-2012 American Community Surveys



Native- and Foreign-born Adults No HSD/Equivalent 1980-2012

U.S. Adults Native- and Foreign-Born Ages 18-64 with No High School Diploma or Equivalent 1980-2012

	Native Born			Foreign Born (FB)			FB Share of All Low Educated
	Total	No HSD/HSE	Share No HSD/HSE	Total	No HSD/HSE	Share No HSD/HSE	
1980	123,786,400	31,631,700	25.6%	9,127,600	3,540,200	38.8%	10.1%
1990	134,323,700	24,221,100	18.0%	14,587,200	5,602,500	38.4%	18.8%
2000	144,526,000	19,984,300	13.8%	24,289,000	9,080,400	37.4%	31.2%
2012	157,889,700	14,500,100	9.2%	31,927,300	9,334,300	29.2%	39.2%

Source: Migration Policy Institute tabulation of data from the U.S. Census Bureau's 1980, 1990 and 2000 decennial censuses and pooled 2010-2012 American Community Surveys



2012 Foreign-Born Program Enrollment

Foreign-Born Ages 18-64 with No HSD/HSE, by Years of Education and School Enrollment

Years of Education	School Attendance of Foreign-Born Adults		
	Not Enrolled in School	Enrolled in School	Total
0	1,031,400		1,031,400
1	75,100		75,100
2	185,100		185,100
3	356,400		356,400
4	274,800		274,800
5	378,300	2,500	380,800
6	1,985,800	5,900	1,991,700
7	363,400	4,800	368,200
8	762,900	12,000	775,000
9	1,312,000	23,200	1,335,200
10	683,100	41,200	724,200
11	1,624,200	212,400	1,836,600
Total	9,032,400	301,900	9,334,300

Source: Migration Policy Institute tabulation of data from the U.S. Census Bureau's pooled 2010-2012 American Community Surveys



National Adult Education System Enrollment

*National Enrollment WIA Title II by Program Type (ABE, ASE, ESL) 2007-2013**

	ABE	ASE	ESL	Total Enrollment
2007 – 2008	941,659	297,838	1,063,330	2,302,827
2008 – 2009	1,004,658	307,823	1,051,570	2,364,051
2009 – 2010	979,604	256,323	921,228	2,157,155
2010 – 2011	921,374	230,163	838,581	1,990,118
2011 – 2012	847,792	212,390	732,345	1,792,527
2012 – 2013	819,465	193,979	676,767	1,690,211

*Note: *Includes only the 50 states and the District of Columbia.*

Source: MPI Tabulation of Data from the Office of Career, Technical and Adult Education, National Reporting System

<http://wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS/reports/>.



Broad Takeaways

- *Immigration a significant driver of both ABE and ESL needs*
- *System frameworks stuck in past*
- *Sequential model is dispiriting, ineffective*
- *Very few low-educated in services: raises fundamental questions re system purpose*



Broad Recommendations

- *Count LEPs in AEFLA formula*
- *Adopt equity framework for use of AE funds*
- *Expand AE funding by 5 percent in each of next 5 years*
- *Support innovation and capacity-building to end isolation of ESL from ABE and skills training*
- *Review civil rights impact of WIA T1 program rules; adopt equity framework*



Sub-Populations of Special Policy Concern

- ***FB Parents of Young Children: 45 percent of all low-educated and 90 percent of all LEP:***
 - *Need for cultural and systems knowledge*
 - *Literacy load of parent skill and engagement programs is very high*
- ***Refugees: new “most in need” selection criteria at odds with expectation of self-sufficiency***
- ***Potential legalization populations:***
 - *DACA-DREAM youth*
 - *Others affected by language requirement?*
 - *Future flows*



Population-specific Recommendations

- ***POYC: create new program, jointly funded by HHS and ED, for parent skill, cultural and systems knowledge, literacy***
- ***Refugees: State Department and HHS provide full support for attainment of language and skills needed for family-wage employment***
- ***DREAMers: Integration Success Fund supports expanded on-ramps through ESL & ABE to PSE***
- ***Blended models for linguistic, economic and civic integration for legalizing adults rather than level-gain ESL instructional approaches***



For More Information

**Find data, reports and other analysis
by state and for the nation at**

www.migrationpolicy.org

Margie McHugh

202-266-1921

mmchugh@migrationpolicy.org

CENTER *for* POSTSECONDARY *and*
ECONOMIC SUCCESS



Skills for Everyone

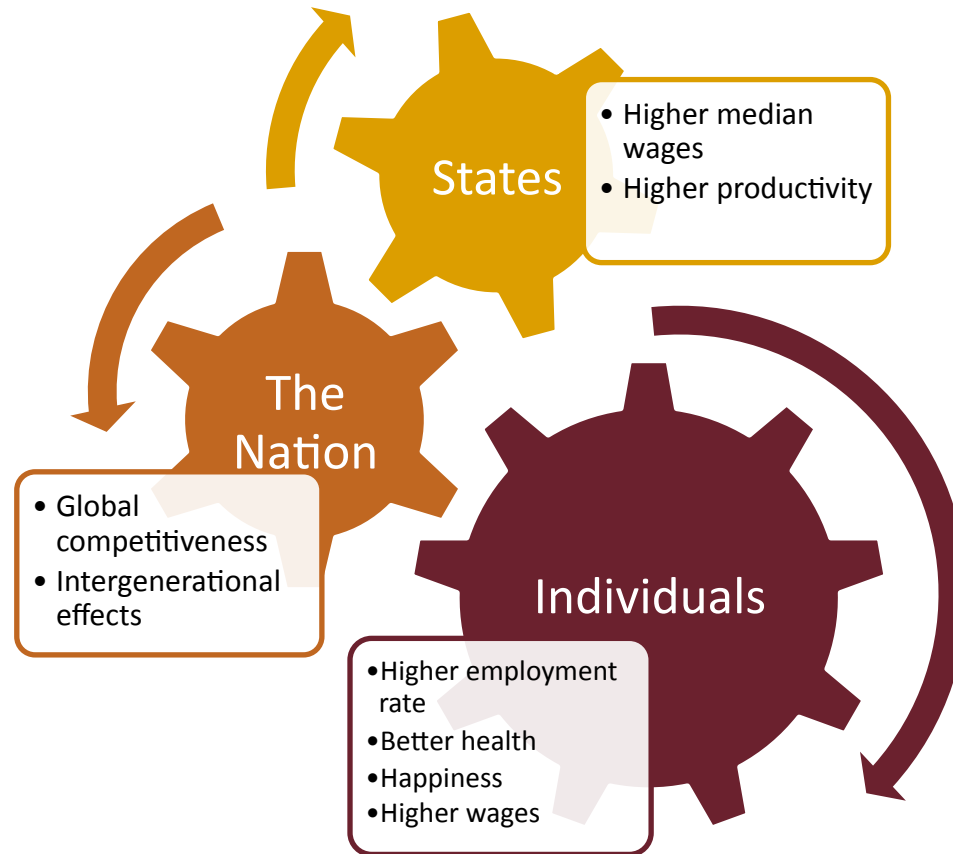
*Why Under-investing in Adult Education Undercuts
our Nation's Economic and Workforce Goals*

Marcie Foster
Senior Policy Analyst, CLASP
May 15, 2014

About CLASP

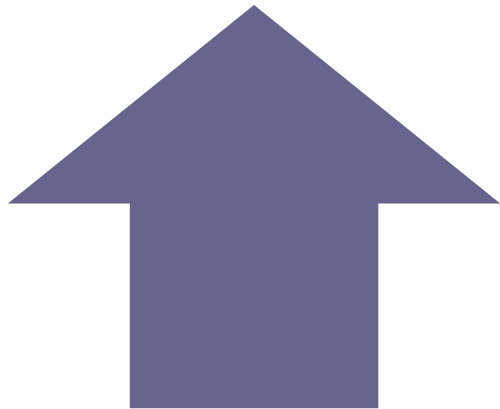
- The Center for Law and Social Policy (CLASP) develops and advocates for policies that improve the lives of low-income people.
- CLASP's **Center for Postsecondary and Economic Success** seeks to improve policy, increase investment, and strengthen political will to increase the number of low-income adults and youth who earn the postsecondary credentials essential to open doors to good jobs, career advancement, and economic mobility.

Postsecondary Credentials are Key to Economic Competitiveness



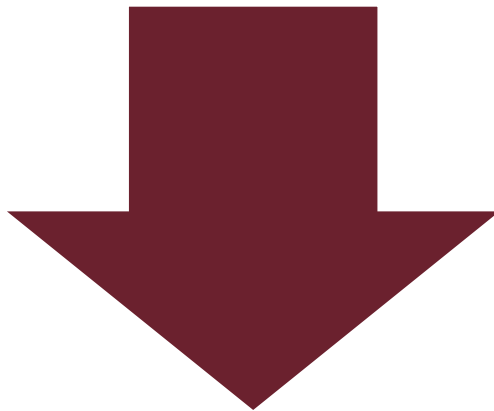
Source: Berger, Noah and Peter Fisher, *A Well-Educated Workforce is Key to State Prosperity*, Economic Policy Institute, August 2013.

Employers Need Higher-Skilled Workers



Demand for college-educated workers

- Will grow 2-3x faster than demand for lower-skilled in half of states
- Will grow 5-6x faster than demand for lower-skilled in four states



Demand for workers with a high school diploma or less

Source: Not Just Kid Stuff Anymore: The Economic Imperative for More Adults to Complete College, CLASP/NCHEMS, June 2011.

High School Students Aren't the (Only) Answer

- **In many states, the pool of high school graduates is getting smaller.** Thirty-one states and the District of Columbia will experience a decline in the number of high school graduates between 2010 and 2020.
- **The share of high school graduates going directly into college is declining.** In 2013, just 66 percent of students enrolled directly in college after graduating high school, the lowest share in a decade.
- **Demographic changes may impact college-going rates in the future.** All of the growth in the number of children in the U.S. from 2006-2011 was due to growth among immigrant families. These children are more likely to be living in poverty and less likely to go to college.

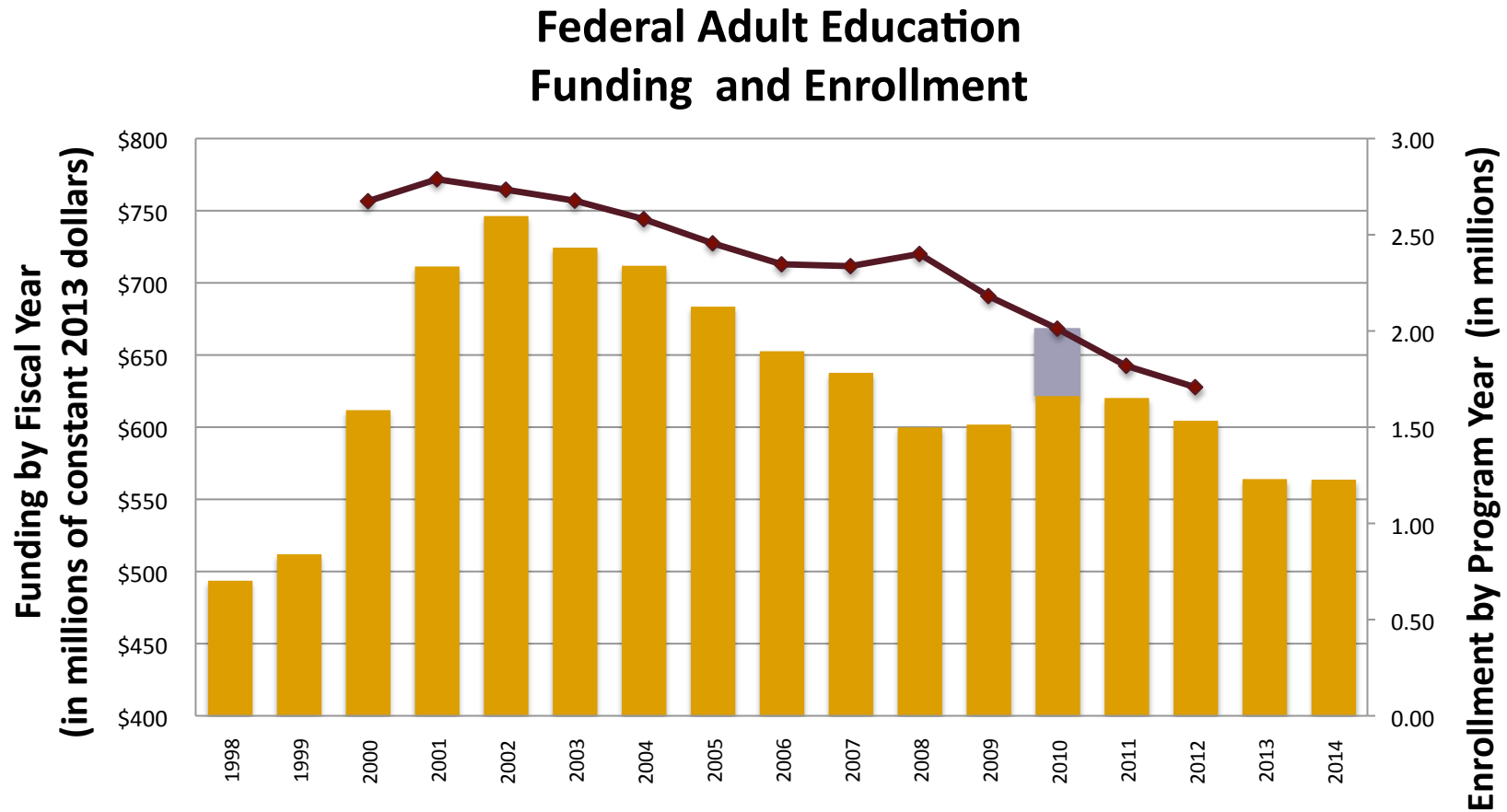
Sources: Not Just Kid Stuff Anymore: The Economic Imperative for More Adults to Complete College, CLASP/NCHEMS, June 2011; College Enrollment and Work Activity of 2013 High School Graduates, Bureau of Labor Statistics, April 2014; Children of Immigrants: 2011 State Trends Update, Urban Institute, May 2014.

Adult Education: A Vital Partner

- **Adult Education programs are the on-ramp for many adults with low basic skills to postsecondary education and training.**
 - “Career pathway bridge” programs are helping adult students transition from adult education to postsecondary education, increasing the number of basic skills students that can access good family-supporting jobs.
 - Students in such programs are:
 - 56 percent more likely than regular adult education students to earn college credit
 - 26 percent more likely to earn a certificate or degree,
 - 19 percent more likely to achieve learning gains on basic skills tests.

Source: Matthew Zeidenberg, Sung-Woo Cho, and Davis Jenkins, Washington State's Integrated Basic Education and Skills Training Program (I-BEST): New Evidence of Effectiveness (CCRC Working Paper No. 20), Community College Research Center, 2010.

...but a Starved Program



Source: Adult Education Funding Levels and Enrollment, CLASP, May 2014 (Forthcoming).

...but a Starved Program

- Spending on federal adult education has declined by 25 percent in real terms since 2002.
- Today, we are serving only 60 percent of the number of students served in 2001 and only 5 percent of eligible students nationwide.
- Per-student spending (state and federal) for adult education is \$700-900 annually, compared to ~\$10,000 for K-12 students.

Source: Adult Education Funding Levels and Enrollment, CLASP, May 2014 (Forthcoming).

Let's talk more.

For more information:

Marcie Foster, Senior Policy Analyst, CLASP

mwmfoster@clasp.org

202-906-8033

For updates:

- Sign up at www.clasp.org
- Like us on Facebook: www.facebook.com/CLASP.org
- Follow us on Twitter: @CLASP_DC