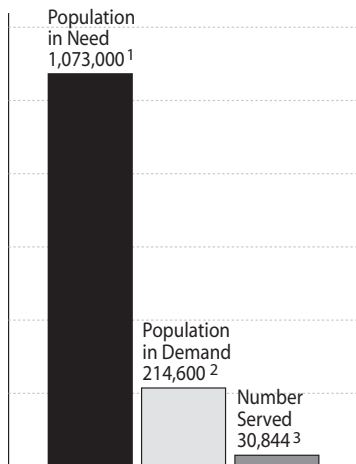


Adult Basic Education in Connecticut

KEY FINDINGS



The Literacy Challenge in Connecticut

Rising to the Literacy Challenge

Building Adult Education Systems in New England



Funding and Capacity

- Connecticut has one of New England's highest per-student spending for adult basic education, as well as an innovative structure for providing that funding. It is taking significant steps to improve overall system performance, including programs designed to improve workforce preparation, workplace education, family literacy services, and non-traditional adult education instruction and services.
- Despite Connecticut's significant level of investment, it still falls short of adequately funding the ABE system. Just 14.4% of those acknowledging a need for adult basic education services received them in 2001.
- Connecticut needs to increase the capacity of programs to provide services and increase funding to support those services. For example, by investing an additional \$13,598,961, Connecticut could meet a challenging yet achievable short-term benchmark: providing enough instruction for those actively demanding services to result in marked learning improvement.

Pathways to Advancement

- Connecticut is one of two New England states providing adult basic education resources to the community college system. The colleges provide ABE classes to help students increase their skills and, ultimately, advance to other college programs and classes.
- Connecticut used a nearly \$4 million Federal Program Improvement Grant in 2001 to fund innovative programs linking education and employment. Connecticut has also encouraged local programs to seek partnerships with local employers.

Mission and Performance

- Connecticut's ultimate goal is a comprehensive continuum of lifelong learning, and it has taken significant steps towards that goal.
- The state has articulated four statewide goals for adult basic education services: to identify and recruit populations in need and promote increased access to programs and services; to provide effective, responsive instruction and support services to retain students and help them achieve their goals; to promote and support quality statewide professional development training to full-time and part-time teachers; and to improve the standardization, accountability, and performance of adult education programs.
- Connecticut is developing a statewide performance reporting system for all programs offered through One-Stop Career Centers; state adult basic education leaders are closely involved in the planning effort.

Special Populations

- Nearly half of all students accessing literacy services in 2001—or 14,540 students—participated in English Speakers of Other Languages classes. Particularly in urban programs, the demand for ESOL classes can dwarf that for other adult basic education classes.
- In 1969, the Connecticut corrections system gained accreditation as a school district. Every state prison facility provides a full high school curriculum in addition to adult basic education, ESOL, and GED classes.

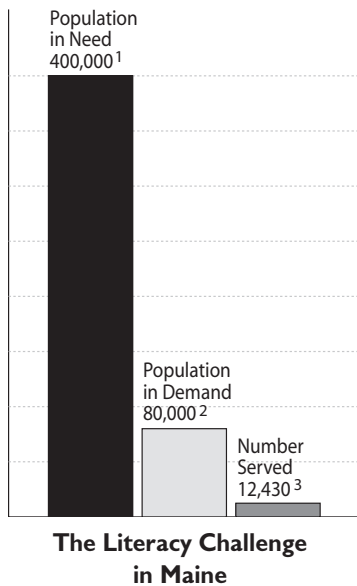
¹ The Population in Need is based on data from the National Adult Literacy Survey, conducted in 1992. The National Governors Association and many others have concluded that a score below NALS Level 3 reflects inadequate literacy skills for today's economy. The Population in Need is the statistical estimate of Connecticut's residents who have skills at NALS Level 1 and 2. For more information on NALS, see www.casas.org.

² Population in Demand is an estimate based on data from NALS and on research from the Massachusetts Adult Education Committee, which found that 20 percent of those at NALS Levels 1 and 2 acknowledge a need to improve their literacy skills.

³ Source: Connecticut's PY2001 narrative and statistical report to the U.S. Department of Education.

Adult Basic Education in Maine

KEY FINDINGS



Rising to the Literacy Challenge

Building Adult Education Systems in New England



Funding and Capacity

- Maine serves a higher percentage of those in need of adult basic education than any other state in the region. On the other hand, it has the lowest expenditure per enrolled student and the second lowest classroom hours per enrolled student.
- Just 15.5% of those acknowledging a need for adult basic education services in Maine received them in 2001.
- Maine needs to increase the capacity of programs to provide services and increase funding to support those services. For example, by investing an additional \$8,509,185, Maine could meet a challenging yet achievable short-term benchmark: providing enough instruction for those actively demanding services to result in marked learning improvement.

Pathways to Advancement

- Strong collaboration of adult basic education with the workforce development system is a state objective, but there is little or no collaboration in some parts of Maine.
- While Maine has had technical colleges for some time, community colleges are relatively new. It remains to be seen whether community colleges will interact with the adult basic education system to provide pathways to advancement.

Mission and Performance

- Maine's goals outlined in the Adult Education State Plan are to: enable adults to demonstrate improvements in literacy skills; provide adults with sufficient basic education to enable them to benefit from placement in, retention in, or completion of further education or career advancement; enable adults to achieve a high school diploma or its equivalent; provide adults with educational opportunities so they can fulfill responsibilities as community members, parents and family members, and workers; and develop a four-year plan for adult education and family literacy.
- Maine has adopted the national Equipped for the Future framework for its operational philosophy, given workforce development, and support service organizations a common language for strategies and their work.

Special Populations

- Only 12% of those enrolled in adult basic education are enrolled in English for Speakers of Other Languages classes.
- Each of Maine's five state correctional facilities has its own education department responsible for hiring teachers, coordinating volunteers, and designing services. Also, each facility offers GED programs, adult basic education services, and vocational and life skills, although these services are not coordinated across institutions.

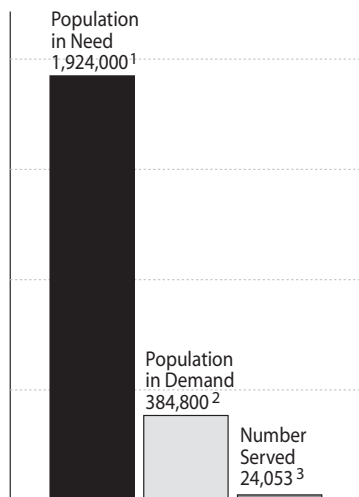
¹ The Population in Need is based on data from the National Adult Literacy Survey, conducted in 1992. The National Governors Association and many others have concluded that a score below NALS Level 3 reflects inadequate literacy skills for today's economy. The Population in Need is the statistical estimate of Maine residents who have skills at NALS Level 1 and 2. For more information on NALS, see www.casas.org.

² Population in Demand is an estimate based on data from NALS and on research from the Massachusetts Adult Education Committee, which found that 20 percent of those at NALS Levels 1 and 2 acknowledge a need to improve their literacy skills.

³ Source: Maine PY2001 narrative and statistical report to the U.S. Department of Education.

Adult Basic Education in Massachusetts

KEY FINDINGS



The Literacy Challenge in Massachusetts

Rising to the Literacy Challenge

Building Adult Education Systems in New England



Funding and Capacity

- Massachusetts has the greatest need for adult basic education among New England states and one of the region's largest budgetary commitment to meeting that need. The state and local resources comprise 82% of the total adult basic education budget.
- Massachusetts has made progress toward professionalizing the field of adult basic education, and it has one of the best full-time teacher-to-student ratios: 1 teacher to every 100 students.
- Despite Massachusetts' significant level of investment, just 6.3% of those acknowledging a need for adult basic education services received them in 2001.
- Massachusetts needs to increase the capacity of programs to provide services and increase funding to support those services. For example, by investing an additional \$34,510,879, Massachusetts could meet a challenging yet achievable short-term benchmark: providing enough instruction for those actively demanding services to result in marked learning improvement.

Pathways to Advancement

- The adult basic education system has encouraged joint planning with the workforce development system after concluding that most ABE students wanted to improve their job prospects.
- About half of the state's One-Stop Career Centers have adult basic education staff on site to facilitate referrals between the ABE and workforce systems, giving students access to a wider range of services.
- Massachusetts funds community college transition projects, helping adult basic education students advance from local programs into other educational opportunities.

Mission and Performance:

- Massachusetts measures the performance of adult basic education programs on three areas: student participation, student learning gains, and student goal achievement. Adult basic education programs are held accountable for achieving specific outcomes and risk losing funding for poor performance.

Special Populations

- 56% of those seeking adult basic education services are enrolled in Speakers for English of Other Languages classes.
- The state corrections system is county-based: sheriffs can apply for adult basic education resources to operate programs in their facilities, but not all apply. As a result, educational services for inmates vary dramatically.

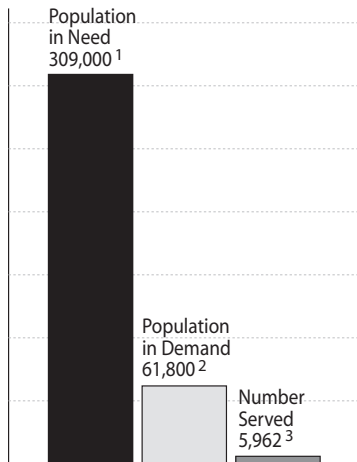
¹ The Population in Need is based on data from the National Adult Literacy Survey, conducted in 1992. The National Governors Association and many others have concluded that a score below NALS Level 3 reflects inadequate literacy skills for today's economy. The Population in Need is the statistical estimate of Massachusetts residents who have skills at NALS Level 1 and 2. For more information on NALS, see www.casas.org.

² Population in Demand is an estimate based on data from NALS and on research from the Massachusetts Adult Education Committee, which found that 20 percent of those at NALS Levels 1 and 2 acknowledge a need to improve their literacy skills.

³ Source: Massachusetts PY2001 narrative and statistical report to the U.S. Department of Education.

Adult Basic Education in New Hampshire

KEY FINDINGS



The Literacy Challenge in New Hampshire

Funding and Capacity

- The state legislature approved a 25% increase for adult education in the 2000 biennial budget and further 50% increase in the 2002 biennial budget.
- Just 9.6% of those acknowledging a need for adult basic education services in New Hampshire received them in 2001.
- New Hampshire needs to increase the capacity of programs to provide services and increase funding to support those services. For example, by investing an additional \$3,915,773, New Hampshire could meet a challenging yet achievable short-term benchmark: providing enough instruction for those actively demanding services to result in marked learning improvement.

Pathways to Advancement

- Adult basic education remains largely separate from workforce development. New Hampshire filed a unified plan for the Workforce Investment Act, but the two systems have undertaken no efforts to integrate.
- Although all four New Hampshire technical colleges could apply for state adult basic education funds, they have not done so. The colleges offer limited GED preparation work for students interested in enrolling.

Mission and Performance

- With dramatic increases in funding in recent years comes increased scrutiny. The state will need to establish a strong evaluation tool.
- Employment and income outcomes are not part of the mission of adult basic education in New Hampshire, and the state has not presented adult basic education as a strong force for economic development.

Special Populations

- In 2001, 35% of those accessing adult basic education classes were enrolled in English for Speakers of Other Languages classes. Most of this need is concentrated in the larger cities of Manchester, Dover, Nashua, and Concord.
- In 1999, the corrections system's education services became a school district, and the district recently received accreditation as a special education provider. As a result of these designations, the state provides inmates with a wide array of basic education programs.
- Upon release, few former prisoners connect to adult basic education programs for continuing their studies. The state has identified facilitating these transitions as a priority area for improvement.

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³ Source: New Hampshire's PY2000 narrative and statistical report to the U.S. Department of Education.

Rising to the Literacy Challenge

Building Adult Education Systems in New England



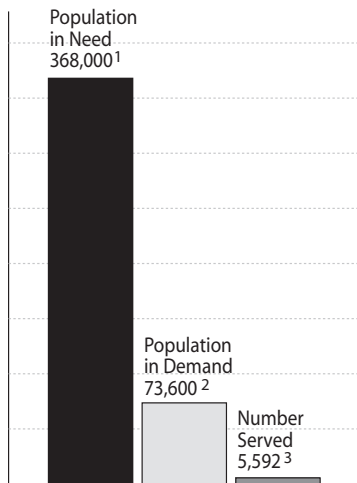
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Adult Basic Education in Rhode Island

KEY FINDINGS



The Literacy Challenge in Rhode Island

Funding and Capacity

- Among New England states, Rhode Island has the highest percentage of residents below basic literacy standards. Yet the state contribution to adult basic education services is the smallest in New England.
- Just 7.6% of those acknowledging a need for adult basic education services in Rhode Island received them in 2001.
- Rhode Island needs to increase the capacity of programs to provide services and increase funding to support those services. For example, by investing an additional \$11,085,026, Rhode Island could meet a challenging yet achievable short-term benchmark: providing enough instruction for those actively demanding services to result in marked learning improvement.

Creating Pathways to advancement

- The adult basic education and workforce development systems have attempted to combine their efforts to deliver services. However, true integration and partnership has been made more difficult because the two systems target different populations.
- Rhode Island community colleges do not provide adult basic education classes. In general, adult basic education students have limited resources to help them make the transition into community college.

Mission and Performance

- As stated in the Rhode Island Department of Elementary and Secondary Education's FY2001-2002 Program Priorities, the goal of adult education and literacy services is to "empower individuals, strengthen families, and help participating adults to: develop their knowledge and potential, perform more effectively in the workplace, achieve personal life goals and for those who are parents or interact with children, contribute in a positive way toward the educational development of those children."
- Rhode Island is exploring evaluative methods that would help communicate program effectiveness to state and local policymakers.

Special Populations

- The Rhode Island corrections system offers very limited educational services to inmates. There is no statewide strategy to provide incarcerated individuals with access to educational opportunities.
- While Rhode Island's population has grown only slightly over the past decade, the immigrant population has increased dramatically, practically doubling in and around Providence, Newport, Woonsocket, and West Warwick. In 2001, 37% of those enrolled in adult basic education services were in English for Speakers of Other Languages classes. The rise in demand is putting pressure on adult basic education programs to increase the supply of ESOL services while continuing to meet the needs of mainstream ABE students.

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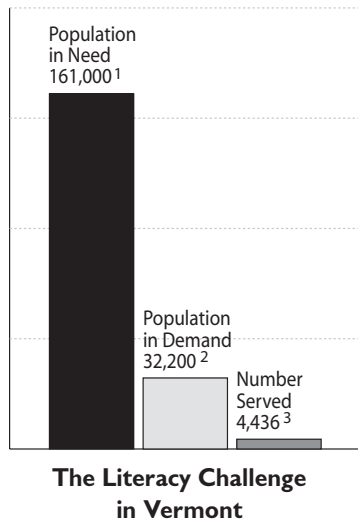
Rising to the Literacy Challenge

Building Adult Education Systems in New England



Adult Basic Education in Vermont

KEY FINDINGS



Rising to the Literacy Challenge

Building Adult Education Systems in New England



Funding and Capacity

- In 2002, the legislature approved a 7% increase in adult basic education funding. This was the first increase in 10 years, and advocates may have to fight to maintain it due to the state's overall budget shortfalls.
- Because Vermont is largely rural, not every student can get to a learning center, and paid teachers cannot provide services in every part of the state. To help fill these gaps, adult basic education programs often rely on community volunteers, trained by Literacy Volunteers or by the programs themselves.
- Just 13.8% of those acknowledging a need for adult basic education services in Vermont received them in 2001.
- Vermont needs to increase the capacity of programs to provide services and increase funding to support those services. For example, by investing an additional \$20,568,000, Vermont could meet a challenging yet achievable short-term benchmark: providing enough instruction for those actively demanding services to result in a marked learning improvement.

Pathways to Advancement

- Under the federal Workforce Investment Act, states have begun to coordinate their adult basic education and workforce development systems. Vermont is one of six states to implement the act early, and it is one of a handful of states that has written a unified plan for implementation. Even so, Vermont is far from achieving integration of its workforce development and adult literacy systems.
- Community colleges have taken on the task of providing remedial literacy courses to higher-level students. While these classes connect some adult basic education students to the community college system, students in mainstream ABE programs may have a much harder time making that transition to postsecondary education.

Mission and Performance

- Vermont evaluates adult basic education providers on their ability to meet three core performance indicators: demonstrated improvements in literacy skill levels; placement in, retention in, or completion of postsecondary education, training, and unsubsidized employment; and receipt of a secondary school diploma or its recognized equivalent.
- State government leaders, legislators, and department administrators are pushing for stronger accountability among programs receiving public funding. To respond, the Vermont Department of Education is developing a single system of reporting and funding for all its programs.

Special Populations

- Many community providers lack the staff expertise to provide English for Speakers of Other Languages services. Students are often referred to other regions for classes. This raises significant challenges for students around transportation, child care, and balancing learning with work and family.
- Community High School of Vermont provides adult literacy services in prisons. The school receives state funding based on enrollments, as does every other school district. Inmates under 22 with no high school diploma or GED must attend school and work toward a high school diploma. However, Vermont enforces this requirement with varying degrees of success.

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