

ACTION RESEARCH



WTCS
Student Success Center

WTCS Adult Education Participation: Trends, Change Agents, and Strategies to Maximize Impact

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Abstract

Adult education participation is on the decline across the nation. Yet, there is a significant proportion of the population who could benefit from adult education services. This mixed-methods study investigates adult education participation across Wisconsin’s technical colleges. Longitudinal student headcount data is presented to detail ten-year participation rates across adult education programming. Themes drawn from an adult education practitioner focus session are offered to make sense of historical student headcount trends by illuminating potential contributing factors, such as capacity, changes in the high school system, availability of distance education, a competitive employment landscape, and the removal of placement tests to promote college credential access. In addition, findings from interviews with adult education programs experiencing increases in student participation detail potential strategies to maximize the adult education program’s impact among students and the community.

Introduction

The Wisconsin Technical College System (WTCS) enables full participation in the workforce through its educational offerings, regardless of a student’s prior education. Wisconsin’s technical colleges deliver adult education K-12 services in reading, writing, mathematics, and other subject areas which are responsive to adult student needs. In addition, the WTCS provides English language learning services to build reading, writing, speaking, listening, civic literacy, and citizenship skills among adults whose native or dominant language is other than English. The WTCS’s ongoing commitment to adult education is codified in Wisconsin statute dictating Wisconsin’s technical colleges provide adult education “to enable students to effectively function at a literate level in society.”

The need for adult education is immense. Within Wisconsin, over 354,000 adults are without a high school degree, and over 142,000 adults do not speak English very well or at all (US Census Bureau, 2022a/b). These figures have current and future economic implications for Wisconsinites. Wisconsin adults without a high school diploma are more than twice as likely to live in poverty than those with a high school diploma (US Census Bureau, 2022c). Further, labor economists have projected that 70% of

all US jobs in 2027 will require some education beyond a high school degree (Blumenstyk, 2020). Adult education seeks to uplift the state’s most vulnerable communities through a value proposition with immediate and future implications by offering a pathway to credentials, employment, and economic self-sufficiency. The adult education program’s value proposition is especially significant in Wisconsin given the state is a national leader in federal performance outcomes (Table 1). Simply stated, Wisconsin’s adult education program has a big impact among participating students and the community.

Table 1. Federal Workforce Innovation & Opportunity Act Performance, Wisconsin vs Nation (FY 2022)

Outcome	WI	Nation	Difference
Measurable Skill Gain Rate	53%	41%	+12%
2 nd Quarter Employment after Exit	53%	35%	+18%
4 th Quarter Employment after Exit	44%	31%	+13%
Median Earnings 2 nd Quarter after Exit	\$ 6,111	\$ 5,564	+10%
Credential Attainment Rate	62%	21%	+41%

National research has suggested that only 10% of adults who could benefit from adult education access programming (Patterson, 2018). Recent research compounds the importance of this figure by demonstrating that student participation in federally funded adult education programming has reduced to less than half its size from 2001 to 2021 (Pickard, 2022). This means that participation in adult education services has been on the decline and there is a substantial portion of the population who are not realizing the short-term and long-term benefits adult education offers. When realized, students and the community at large benefit from adult education pathways to upward social mobility.

This study presents an analysis of longitudinal student headcount in WTCS adult education courses, with an emphasis on the rate of change over time. In addition, this study details potential causes to changes in adult education participation and strategies for maximizing adult education’s impact derived from an adult education practitioner focus session and multiple interviews.



I signed up for classes for my GED, and the instructors were so great. Being able to achieve something made me feel like I am accomplishing something in my life. I feel more confident and empowered about myself now.

-Rosa Faustino, Northeast Wisconsin Technical College Justice & Community Advocacy Student, 2022 Student Ambassador

My journey started in 2018 when I came to the United States as an au pair to pursue my dream of learning English and continuing my education. I first started as an ESL student and during this time I received career counseling from Career Connections.

-Ozge Erden, Waukesha County Technical College Graphic Design Student, 2023 Student Ambassador



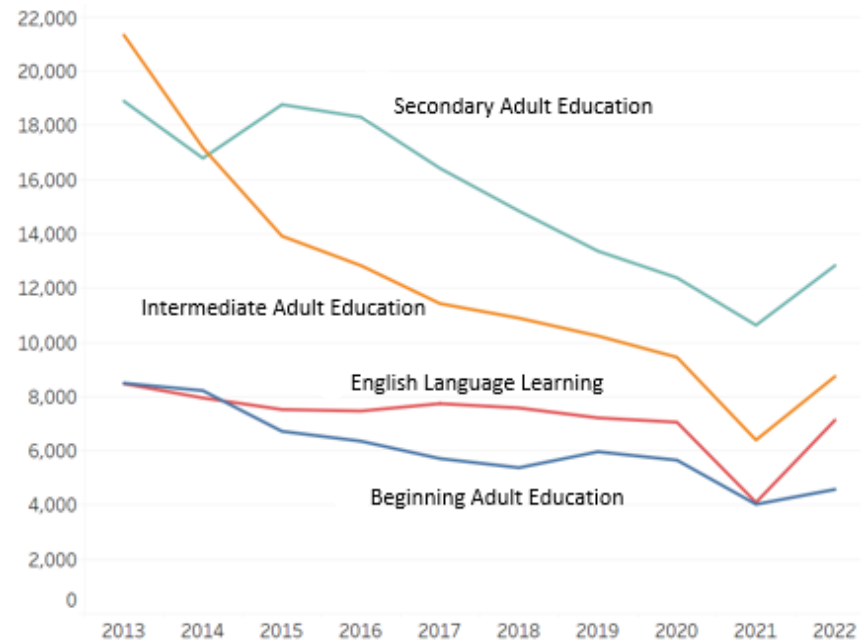
Adult Education Participation Trends

During the ten-year period from 2013 to 2022, the number of students enrolled in a WTCS adult education¹ course declined by over 19,000. This enrollment drop equates to a 45% reduction in student headcount². WTCS adult education student participation trends are consistent with national adult education trends. The number of students served nationally under the federal Adult Education and Family Literacy Act (AEFLA) experienced a 47% decline in student headcount between 2013 and 2022.

The rate of change in WTCS adult education participation demonstrates variance by programming type overtime (Figure 1). *Beginning adult education*, which includes instruction below the equivalent of sixth grade, experienced a decline of 46%. *Intermediate adult education*, which includes instruction equivalent to sixth through eighth grade, experienced the greatest decline at 59%.

Technical college *secondary adult education* programming, which is comparable to instruction offered in secondary schools at grade levels nine through twelve, experienced a decline of 32% and enrolled the largest number of students across all programming types in 2022 with 12,837 students. English language learning instruction maintained more resiliency in enrollment across the ten-year period with a decline of 16%, which is significantly less than the 45% decline experienced in WTCS adult education overall.

Figure 1. Student Headcount by Adult Education Program (FY 2013-22)



Adult Education Course Subject Trends

The four course subjects with the highest number of students served in beginning adult education, intermediate adult education, and secondary adult education are English, mathematics, reading, and career education. Intersections between programming type and course subject reveal that the declining trend in participation is complex (Table 2). Changes of particular note include:

¹ For analysis purposes, adult education refers to instruction provided in four types of programming including courses in beginning adult education, intermediate adult education, English language learning, and secondary adult education. It does not include developmental and remedial instruction.

² During the same ten-year period, the proportion of Wisconsin adults without a high school diploma who participated in WTCS adult education decreased from 8% to 5% and the proportion of Wisconsin adults who do not speak English very well or at all who participated in WTCS English language learning decreased from 6% to 5% (US Census Bureau, 2022a/b).

- Intermediate adult education experienced the greatest decline (59%), which is partially explained by a striking reduction in the number of students who participated in math (71%). This is significant to the Wisconsin community because math foundations are essential to future education and career success and build important life skills such as logical reasoning (International Commission on Mathematical Instruction, 2023).
- Student participation in a beginning adult education career education course declined by 52%. This is noteworthy because when career development is introduced at the elementary learning level, it broadens career awareness and solidifies the connection between academic achievement and future careers (Akos, et al., 2011).
- Secondary adult education English student participation declined by 46%. This matters to the Wisconsin community because English coursework supports mastery of communication skills and is foundational for interpersonal teamwork and soft skill development, which US employers have consistently noted as essential skills for their workforce (Pew Research Center, 2020).

Table 2. Ten-year Growth Rate by Adult Education Programming and Course Subject (FY 2013 to 2022)

	2013	2022	Difference	% Change
Adult Education Program	43,497	24,069	-19,428	-45%
Beginning Adult Education	8,499	4,580	-3,919	-46%
851 - English	2,486	1,427	-1,059	-43%
854 - Mathematics	3,724	2,319	-1,405	-38%
858 - Reading	1,825	1,445	-380	-21%
862 - Career Education	1,449	697	-752	-52%
Intermediate Adult Education	21,338	8,746	-12,592	-59%
851 - English	6,035	3,111	-2,924	-48%
854 - Mathematics	10,137	2,921	-7,216	-71%
858 - Reading	4,962	2,547	-2,415	-49%
862 - Career Education	1,851	1,382	-469	-25%
English Language Learning³	8,479	7,135	-1,344	-16%
Secondary Adult Education	18,899	12,837	-6,062	-32%
851 - English	5,758	3,111	-2,647	-46%
854 - Mathematics	4,684	2,871	-1,813	-39%
858 - Reading	3,648	3,040	-608	-17%
862 - Career Education	6,449	4,957	-1,492	-23%

Adult Education Student Characteristic Trends

As the number of students who participate in adult education courses has changed, so have the characteristics of students. Appendix A provides statistics on the proportion of students participating in adult education programming overtime. Changes of particular note include:

- The proportion of students participating in English Language Learning who have attained a college degree at enrollment increased from 8.3% to 21.6%. This change suggests the Wisconsin

³ WTCS English language learning instruction is not categorized into various subjects using a consistent course taxonomy within WTCS reporting systems.

adult education program is successfully attracting immigrant professionals and educated skilled talent who have a barrier to English. Addressing this barrier through Wisconsin's free English Language Learning programming benefits participating students and the community.

- The WTCS adult education program is serving proportionately more justice involved populations. This change is most pronounced in beginning adult education, with nearly a third of all students being justice involved in 2022. The WTCS is making a conscious decision to reduce recidivism through education by serving justice involved populations within correctional facilities.
- Proportionately more adult education learners are employed full-time or part-time in 2022 compared with 2013. This finding suggests adult education is of value to individuals in the workforce who benefit the community through workforce participation and their own skill building through adult education participation.

Making Sense of Adult Education Participation Declines

Recent research has tried to make sense of national declines in federally funded adult education programs (Pickard, 2022). A series of factors, such as policy, funding, and technology creating educational competition, have been identified as potential causes to fewer learners accessing adult education programming (Pickard, 2022). These factors, and others relative to the Wisconsin context, provide a greater understanding of longitudinal adult education participation declines across the WTCS.

A total of 46 adult education practitioners across the state engaged in a focus session to discuss what might be contributing to adult education participation declines and to illuminate the Wisconsin landscape shaping adult education programming. Enrollment trend data were reviewed during the focus session and attendees were asked to describe what they believed influenced declines in participation. A total of five potential explanations emerged during practitioner discussions, which are detailed below. These are categorized as (1) inhibiting adult education's impact, (2) innovations explaining participation declines, and (3) underutilized but growing approaches to maximize adult education's impact.

Inhibiting Impact #1: Capacity to Deliver Adult Education

Wisconsin's adult education program is prohibited from charging tuition. Because of this, the adult education program is dependent on local tax revenues, state aid, and federal AEFLA funding to support program operations. Local tax revenues are limited to new construction growth, which is not equally occurring across the state, creating potential inequities within the Wisconsin adult education program. Wisconsin state aid is distributed to support multiple college operations in addition to the adult education program. Thus, the Wisconsin adult education program has relied on federal AEFLA funding to maintain and maximize the positive effects of the program across learners and the community.

As the pass-through entity of federal AEFLA funds, the WTCS Office coordinates an open grant competition every four years. Each of the 16 Wisconsin technical colleges and a series of Community Based Organizations have been awarded federal AEFLA grant awards in recent competitions. The pool of AEFLA grant funds awarded to WTCS institutions has increased by 8% from 2013 to 2022. The 8% increase in AEFLA funds awarded equates to only \$439,016 more funds in 2022 compared with 2013, which were subsequently distributed across Wisconsin's 16 technical colleges, averaging to an increase

of roughly \$27,400 per college over the ten-year period. Coupled with an average Consumer Price Index⁴ that grew by 25% during the same ten-year period, the minimal increase in available federal funds spurs important questions related to sustaining and maximizing the adult education programs impact in the community. More specifically, how practitioners can innovate and maintain adult education programming with relatively stagnant federal fiscal support.

Wisconsin adult education practitioners identified various ways capacity challenges have impacted enrollment. First, limited funding has negatively impacted faculty compensation systems resulting in fewer instructors seeking employment in adult education programs. An adult education practitioner shared, “We have had to close course sections because of a lack of instructors to teach the classes.” Other practitioners also discussed the costs to maintain programming including spaces conducive of learning. One practitioner shared, “We have long waitlists and are not able to offer enough classes because of funding. Funding has not kept up with the costs of our ELL classes...the class materials, technology, classroom, and instructors.” In these instances, limited capacity has created a barrier to offering adult education instruction, which negatively impacts prospective students and the adult education programs collective benefits to the Wisconsin community.

Inhibiting Impact #2: Competition with Employment

Wisconsin is navigating an ongoing workforce shortage. Intensified by the COVID-19 pandemic, the Wisconsin population with less than a high school degree is in high demand to fill jobs with historically high rates of pay. One Wisconsin adult education practitioner shared, “People without a high school credential are gaining employment with big pay. Businesses are desperate for employees. With businesses paying higher wages due to a low supply of workers, students don’t feel like they need the high school diploma.” In addition, the Wisconsin Department of Workforce Development reports that the January unemployment rate reduced from 6.9% to 2.8% during the ten-year period WTCS adult education student headcount declined by 45%. In the current employment environment, Wisconsinites who could benefit from adult education participation are doing what is in their best interest now, which might not mean sustained economic success for them and the community at large in the future.

Innovation Explaining Declines #1: Changes in High School Policies

A culmination of changes to the Wisconsin high school population and policies governing Wisconsin’s high schools has led to a smaller number of high school aged students who could benefit from WTCS secondary adult education services in the future. Changes in K-12 policy have *positively impacted* high school aged students and is an innovation which helps to make sense of declines in WTCS adult education participation.

The number of Wisconsin high school students is shrinking. According to the Wisconsin Department of Public Instruction, the 3rd Friday September enrollment student headcount in Wisconsin high schools was 265,135 in 2013 and 260,326 in 2022. This change represents a 2% decline during the ten-year period and is a trend that state economists and demographers suggest will continue (Conroy, et al., 2016). Wisconsin has also experienced an increase in high school graduation rates. The Wisconsin Department of Public Instruction reports that the four-year high school completion rate rose from 85.7%

⁴ The Consumer Price Index is provided by the US Department of Labor, Bureau of Labor Statistics and is one measure of inflation. The Consumer Price Index measures the average change over time in the prices paid by consumers for services and goods.

in 2009-10 to 90.4% in 2019-20. This K-12 achievement, as well as a shrinking Wisconsin high school student body, resulted in half the number of high school students not completing a high school degree in 2019-20 compared with 2009-10.

One contributing factor to increases in high school graduation rates includes high schools having the ability to offer alternative education to meet high school completion requirements. For example, the [GED Option #2](#) allows authorized school districts to use the GED test battery to measure proficiency, in lieu of high school credit, for students enrolled in an alternative education program. A student who passes the GED tests while in high school and completes the other requirements for graduation is entitled to the traditional high school diploma. The GED Option #2 began with two Wisconsin high schools offering the opportunity twenty years ago, and more recently grew to nearly 230 high schools offering the program. The Wisconsin Department of Public Instruction reports that in 2022 there were over 2,000 Wisconsin high school students who participated in the GED Option #2 program, and over 16,000 Wisconsin high school students who participated in the program since 2013. The innovation of the GED Option #2 program has allowed more high school aged students to achieve a diploma. This Wisconsin success helps to explain declines in WTCS adult education student headcount due to fewer high school aged students who could benefit from WTCS secondary adult education services in the future.

Many adult education practitioners identified alternative education, such as the GED Option #2, as a potential cause of declines in WTCS adult education participation. One practitioner shared, “Changes in K12 have increased the graduation rates in our area. So many high school districts now have a GED Option 2 program and others. These provide so many options for high school students to get a high school degree at traditional high school age.” Together, increased flexibility in achieving a high school diploma among high school aged students, increases in four-year high school completion rates, and declines in the number of high school aged students culminate to help explain historical declines in WTCS adult education programming. More specifically, there is a smaller high school aged population without a high school diploma or equivalent who could benefit from WTCS secondary adult education services, such as GED/HSED support, later in life.

[Innovation Explaining Declines #2: Removal of Placement Tests to Promote College Credential Access](#)

Beginning in the 2010’s, the WTCS prioritized institutional policy and practice reform which saves time for adult learners interested in college credentials. This reform included the removal of cut-scores determined by assessments to place students in skill building adult education programming and a shift towards open access enrollment in college credentials. This innovation has expanded access to college credentials and may also explain why fewer students have participated in adult education between 2013 and 2022. One adult education practitioner shared, “Our college eliminated the use of cut scores in 2015 and 90% of our programs are fully open access. This had an impact on our adult education student headcount because incoming students were no longer ‘forced’ into adult education by a placement test.” Incoming students interested in college credentials who might have been referred to adult education instruction based on a placement test are now enrolling directly in college credentials, potentially bypassing enrollment in adult education all together. It is important to note that learners can access adult education programming while enrolled in college credentials, and in some cases, the adult

education programming is integrated within college credentials, such as through [Integrated Education and Training](#).

Underutilized but Growing Innovation #1: Distance Education to Meet Learner Needs

Distance education offerings, such as online and hybrid instruction, have been a recent area of growth within the Wisconsin adult education program, and may be a mechanism to maximize the programs impact into the future. Prior to the COVID-19 pandemic, 2% of Wisconsin's adult education students participated in a distance education course while the national rate was 32% (US Department of Education, 2021). WTCS institutions transformed their adult education programming to a distance education format at the onset of the pandemic, resulting in 17% of adult education students enrolling in a distance education course in 2020 and 51% in 2021. These changes suggest the Wisconsin adult education program might be "catching up" to meet learners' preferred learning format. More specifically, a mix of instructional delivery methods, including distance education, offered by Wisconsin's adult education program may appeal to various audiences in a competitive education and workforce landscape. Further, distance education offerings might be more feasible for prospective learners who balance family responsibilities or who have limited access to transportation.

Policy and Practice Towards Maximizing the Benefits of Adult Education

Interviews were conducted among WTCS adult education providers who experienced increases in adult education participation to understand what they thought might be contributing to the change. The below examples may be thought of as potential points of reflection to enhance the adult education program's impact and mitigate the two previously described factors inhibiting adult education's impact i.e., capacity to deliver adult education and competition with employment.

✓ **Delivering Messages that Matter**

Messages about why adult education enrollment matters and how learners will be supported to achieve their goals provide reassurance to prospective students, including those in the workforce, when making future enrollment decisions. Practitioners should understand the value proposition of their adult education programming and communicate it to populations who could benefit from participation. In addition, prospective students should understand how the institution and partner entities will holistically support them along their learning journey. Together, targeted communication about the value of the adult education program and the available services to support participation may maximize the adult education program's impact among learners and the community.

Among institutions who have experienced an increase in participation, staff understand that the adult education program enhances upward social mobility. Further, these colleges coordinate strategic efforts to ensure the community understands the value of adult education. Program leadership partner with the college marketing department to develop recruitment materials in multiple languages unique to the area and that are multimodal. These materials are intentionally disseminated in specific geographic regions and across communities who could benefit from future enrollment, including incumbent workers.

Colleges experiencing participation increases also advocate for the adult education program with external entities, such as WIOA partners, Community Based Organizations, and employers, to reach new audiences and secure resources to holistically support learners. These efforts have been noted to result

in referrals to the adult education program and significant benefits for students. For example, one college collaboration with CAP Services resulted in program referrals and the availability of \$24,000 per student to cover tuition in healthcare related credentials like Nursing and Medical Assistant after transitioning from the adult education program.

✓ **Adult Education as a Strategic Partner to Uplift the Community and Strengthen the Workforce**

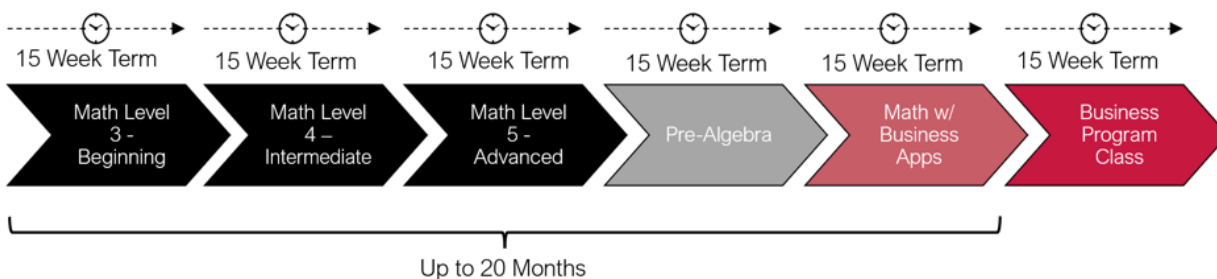
An understanding of adult education’s value across the college may be a catalyst to enhancing adult education’s impact. Campus staff should know why adult education matters and how adult education can serve as a strategic partner in uplifting the community and strengthening the workforce. When this culture is realized, adult education departments are integrated into the fabric of the organization and gain access to resources and partnerships which enhance the program’s capacity. This culture broadens the impact of adult education programming by reaching prospective students who may not have known the program existed and supports a pooling of resources to alleviate capacity challenges.

Among institutions who have experienced an increase in adult education participation, the adult education program is viewed as a strategic partner within the college and community. Adult education leadership continuously builds college awareness of the program, such as through presentations at college-wide and departmental staff meetings and seeks out points of collaboration by integrating their presence in key college operations. For example, at a technical college located in the middle of the state, the dean of the adult education program attends all college grant development meetings to identify how adult education services can be complementary interwoven into college grant applications led by other academic departments. In addition, the dean of adult education attends all academic program review meetings to identify opportunities where the adult education program can provide targeted services to students enrolled in occupational credentials. Through these approaches, the adult education program builds its own capacity by acquiring shared resources and builds campus awareness of the program as a partner in supporting student success.

✓ **Providing Just-in-time Academic and Nonacademic Supports in Credential-level Courses**

Adult education advocates have called for the reform of lengthy adult education course sequences that must be completed before enrolling in college credentials. Models of multiple adult education courses staggered in a sequence (Figure 2) have been found to slow college credential transitions and deepen racial inequities in college outcomes (Bailey et al., 2010; Chen, 2016; Rutschow et al., 2019). Integrating just-in-time adult education academic and nonacademic supports in college credentials expands the impact of the adult education program by providing students the support they need when they need it without disruption from their academic pathway.

Figure 2. Model of Adult Education Course Sequence Before College Credential Transition



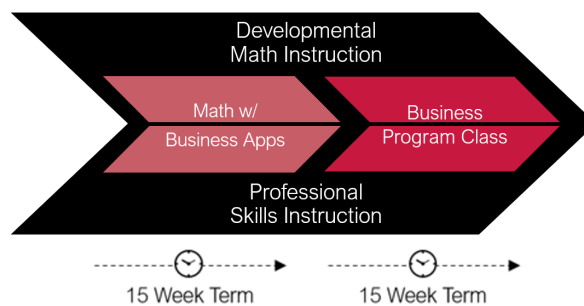
The WTCS is laser focused on adult education to postsecondary transitions and completion of college credentials.

Wisconsin's adult education providers view adult education transitions as an issue of equity and necessary to address

Wisconsin's economic needs. For example, one of the 16 WTCS institutions located in the western region of the state eliminated the use of placement tests in 2019 and

crafted student-centered adult education programming through their just-in-time framework. This framework incorporates adult education academic and nonacademic support, which provide students a relationship-based opportunity with adult education staff to build their academic skills, hone their time management and study skills, and get support to meet their basic needs. Adult education instructors are embedded in credential-level programming through intermittent team teaching with credential-level instructors, supplemental instruction, small group support, and other just-in-time interventions. Through this approach (Figure 3), students can build their foundational skills and receive nonacademic support through integrated adult education programming while completing the requirements of a college credential. In addition, this approach centers the adult education program as a vital partner in advancing students to employment through completion of college credentials and has resulted in college investment in the adult education program to enhance program capacity.

Figure 3. Model of Adult Education Just-in-time Support



✓ **An All-hands-on Deck Approach to Equity-Minded Adult Education Pathways**

The federal WIOA legislation provided a codified recognition that certain groups served in adult education face more barriers to economic prosperity than others. With a priority in serving the state's most vulnerable communities, Wisconsin adult education practitioners take an all-hands-on deck approach to equity in adult education access.

One such example exists at a Wisconsin technical college that invests in the adult education program as a driver of educational equity. This college investment has resulted in an increased capacity among the institution's adult education program. Across the institution, staff have engaged in continuous professional development supportive of centering equity in all aspects of their work. In addition, the adult education team, including program leadership, proctors, faculty, and managers, co-constructed the college's Educational Justice Framework which integrates culturally relevant teaching, trauma-informed pedagogy, and poverty-informed practices. The Framework includes a series of principles, such as relationship-based teaching and learning, which guide adult education policy and practice towards system change and innovation. As a result, the adult education program delivers innovative programming such as [Integrated Education and Training](#) and just-in-time supports across various delivery methods, including distance education, to meet learner needs. Further, the adult education program has formed strong partnerships with internal college departments and external entities to build their capacity and provide students with emergency funds, clothing, and food. Meeting these basic student needs is essential in supporting adult education participation and future transitions to college credentials and employment. Further, it sends a clear message to the community that learners will be wholly supported throughout their academic journey, making participation more attractive in future enrollment decisions.

Reflection Questions

The mission of adult education is critical to the Wisconsin community. It aims to provide a pathway resulting in upward social mobility for adults who lack basic skills, a high school credential, or English language skills. Through adult education programming, adults can acquire the competencies and credentials necessary to become productive workers, family members, and citizens. In light of the findings from this brief, adult education practitioners are encouraged to reflect on the following questions in relation to their program's policies and practices.

- ❖ To what extent is our adult education program responsive to the unique needs of our community and the students we intend to serve? Which groups of prospective students are not supported by our efforts, and what do we need to change?
- ❖ How is student voice used in adult education program development and recruitment activities?
- ❖ To what extent has the adult education program developed recruitment materials that are easy to read, multilingual based on languages common to that area, and multimodal (e.g., radio, paper, social media, website, etc.)?
- ❖ Does the adult education program have a systematic process for identifying program recruitment strategies that includes the analysis of population estimates to identify gaps in program participation? How does the adult education program determine who their target audience is and how they will reach them with information about programming?
- ❖ To what extent does the adult education program deliver messages about the program to internal and external entities including employers? How does the program foster collaboration with these entities to broaden awareness of the program and elevate student support through pooled resources?
- ❖ If our institution does not use placement tests to determine college credential access, how is adult education integrated into college credentials to reach students who may have been referred to the adult education program based on an assessment? To what extent does the adult education program embed just-in-time support and other methods to accelerate time to achieving student goals? How do prospective students learn about accelerated models such as just-in-time support, co-requisite models, or [Integrated Education and Training](#)?
- ❖ To what extent is the adult education program viewed as a partner in uplifting the community and advancing the workforce? Is the adult education department included in institutional discussions related to enrollment, retention, completion, and equity? How does the adult education department support these efforts?
- ❖ To what extent does the adult education program schedule courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their goals in as short a time as possible?
- ❖ How does the adult education program determine its "mix" of course modalities (e.g., face-to-face, online, hybrid, etc.) to meet student needs? Is student voice included in these decisions? How do prospective students learn about available course modalities that may be conducive to their schedules?

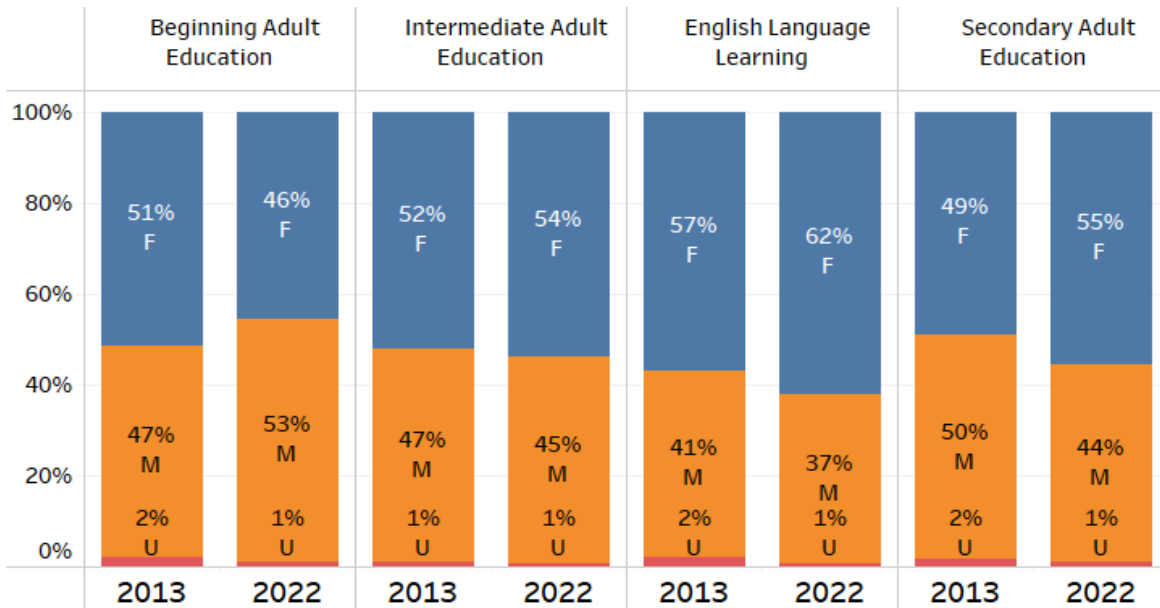
Appendices

Appendix A: Student Distribution Rate by Adult Education Programming and Student Characteristics (FY 2013 & 2022)⁵

Age

	Beginning Adult Education		Intermediate Adult Education		English Language Learning		Secondary Adult Education	
	2013	2022	2013	2022	2013	2022	2013	2022
< 18	0.7%	10.3%	1.4%	7.7%	0.2%	4.0%	3.7%	10.3%
18-24	35.1%	29.7%	37.1%	34.1%	15.6%	17.4%	42.4%	38.5%
25-29	16.1%	15.0%	16.5%	15.1%	19.2%	15.5%	15.6%	14.2%
30-34	12.6%	13.4%	12.3%	12.7%	18.6%	15.9%	11.7%	11.6%
35-44	16.1%	17.2%	14.8%	17.1%	26.3%	26.6%	13.8%	14.8%
45-54	11.8%	8.5%	11.2%	8.5%	12.6%	14.0%	8.9%	7.1%
55-61	3.9%	3.5%	4.3%	2.9%	4.4%	4.0%	2.8%	2.1%
62 and Older	3.3%	2.1%	2.2%	1.9%	2.6%	2.5%	0.9%	1.2%
Unknown Age	0.3%	0.1%	0.2%	0.1%	0.5%	0.1%	0.2%	0.0%

Gender



⁵ The darker color represented within the tables indicate a greater proportion of students served within the fiscal year.

Appendix A: Student Distribution Rate by Adult Education Programming and Student Characteristics (FY 2013 & 2022)

Race & Ethnicity

	Beginning Adult Education		Intermediate Adult Education		English Language Learning		Secondary Adult Education	
	2013	2022	2013	2022	2013	2022	2013	2022
American Indian/Alaskan Native	2.7%	4.0%	2.9%	3.0%	0.1%	0.3%	2.4%	2.8%
Asian	5.8%	3.1%	3.8%	4.0%	19.7%	14.9%	3.2%	3.7%
Black	21.6%	22.3%	21.0%	18.8%	5.6%	4.6%	18.0%	13.2%
Hispanic	20.9%	15.6%	14.8%	17.0%	61.9%	65.6%	17.6%	17.9%
Multiple	1.2%	3.4%	1.8%	3.5%	0.3%	0.4%	1.4%	3.5%
Pacific Islander	0.2%	0.3%	0.1%	0.3%	0.1%	0.1%	0.1%	0.2%
Unknown	2.9%	3.6%	2.6%	2.6%	3.1%	2.5%	3.9%	2.3%
White	44.7%	47.6%	52.9%	50.8%	9.3%	11.6%	53.5%	56.5%

Highest Credential Received at Enrollment

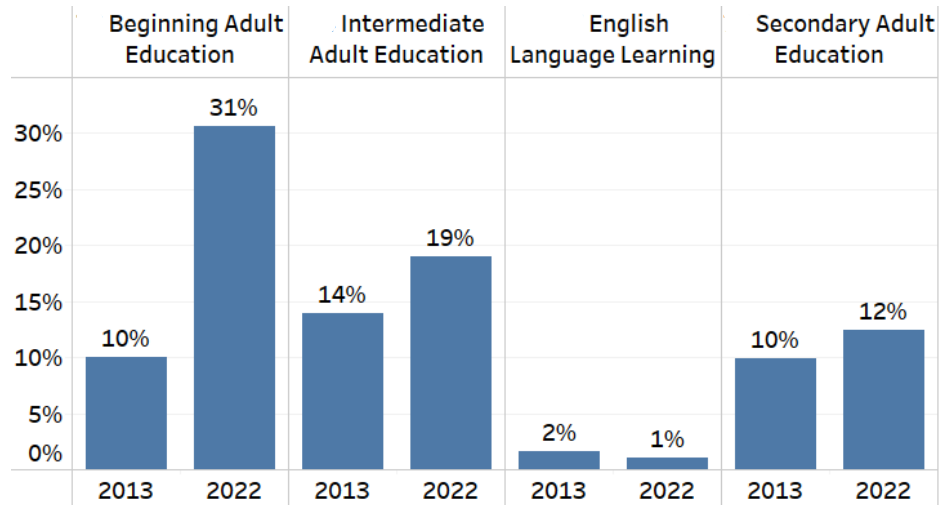
	Beginning Adult Education		Intermediate Adult Education		English Language Learning		Secondary Adult Education	
	2013	2022	2013	2022	2013	2022	2013	2022
01 - No Credential	55.1%	71.5%	49.0%	56.1%	53.0%	44.6%	63.3%	52.2%
02 - GED	4.6%	2.5%	6.5%	2.6%	4.6%	3.3%	7.4%	2.5%
03 - HSED	3.3%	3.1%	5.1%	3.6%	1.6%	0.8%	4.8%	2.3%
04 - High School Diploma	25.7%	13.8%	25.6%	17.1%	25.1%	24.3%	16.0%	20.0%
05 - Some College (Postsecondary Credit)	6.7%	5.5%	8.2%	14.6%	7.4%	5.3%	5.4%	16.2%
06 - Short-Term Diploma	0.5%	0.7%	0.6%	1.0%	0.2%	0.3%	0.4%	1.1%
07 - 1 Year Diploma	0.9%	0.7%	1.1%	0.7%	0.3%	0.6%	0.5%	1.3%
08 - 2 Year Diploma (Including Apprenticesh..	0.3%	0.3%	0.5%	0.4%	0.5%	1.2%	0.3%	0.4%
09 - Associate Degree	1.0%	0.5%	1.4%	1.5%	0.9%	2.3%	0.9%	1.8%
10 - Associate Degree Plus Additional Credent..	0.2%	0.1%	0.4%	0.2%	0.3%	0.2%	0.3%	0.4%
11 - Baccalaureate	1.1%	0.8%	1.2%	1.6%	4.3%	12.7%	0.4%	1.5%
12 - More Than Baccalaureate	0.6%	0.5%	0.5%	0.7%	1.8%	4.3%	0.2%	0.4%

Appendix A: Student Distribution Rate by Adult Education Programming and Student Characteristics (FY 2013 & 2022)

Work Status at Enrollment

	Beginning Adult Education		Intermediate Adult Education		English Language Learning		Secondary Adult Education	
	2013	2022	2013	2022	2013	2022	2013	2022
01 - Employed Full-Time	22.0%	20.4%	19.1%	23.7%	35.8%	44.6%	20.1%	28.7%
02 - Employed Part-Time	17.3%	17.2%	18.0%	22.4%	15.6%	16.2%	18.9%	25.9%
03 - Underemployed	5.0%	3.0%	4.0%	3.1%	1.7%	2.1%	3.9%	3.3%
04 - Unemployed, Seeking	38.5%	24.0%	41.0%	23.7%	21.6%	14.2%	41.1%	23.7%
05 - Not In Labor Market	14.8%	31.1%	14.7%	24.2%	24.3%	22.0%	13.4%	16.5%
06 - Dislocated Worker	2.4%	4.3%	3.2%	2.9%	1.0%	0.9%	2.7%	2.0%

Justice Involved



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