

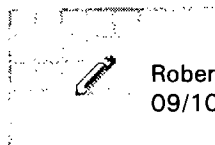
State-Administered Adult Education Program

1996 Enrollment by Instructional Level and Student Ethnicity

Enrollment: 4,042,172

Instructional Category*	Student Enrollment by Race/Ethnicity					
	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black, not of Hispanic Origin	Hispanic	White, not of Hispanic Origin	TOTAL
Beginning ABE	12,221 1%	68,017 8%	220,284 26%	237,142 28%	315,496 37%	853,160 100%
Intermediate ABE	14,429 2%	26,763 4%	217,084 31%	125,888 18%	318,385 45%	702,549 100%
Beginning ESL	1,424 <1%	172,921 19%	29,524 3%	616,578 68%	86,487 9%	906,934 100%
Intermediate ESL	724 <1%	130,736 27%	10,273 2%	287,705 60%	46,133 10%	475,571 100%
Advanced ESL	403 <1%	47,031 27%	7,603 4%	94,898 54%	25,545 14%	175,480 100%
Adult Secondary Education	18,158 2%	45,476 5%	219,951 24%	162,083 17%	482,810 52%	928,478 100%
TOTAL	47,359 1%	490,944 12%	704,719 17%	1,524,294 38%	1,274,856 32%	4,042,172 100%

* NOTE: ABE = (Adult Basic Education); ESL = (English as a Second Language)



Robert M. Shireman
09/10/98 11:59:52 AM

Record Type: Record

To: Andrea Kane/OPD/EOP, Cynthia A. Rice/OPD/EOP, Julie A. Fernandes/OPD/EOP, Michael Cohen/OPD/EOP

cc: Cecilia E. Rouse/OPD/EOP

Subject: Adult Ed and ESL

Much helpful info in the "adulted" document attached: usage of adult ed for ESL, Hispanic enrollment, etc., and info on workplace literacy.

----- Forwarded by Robert M. Shireman/OPD/EOP on 09/10/98 11:57 AM -----



Norris Dickard @ ed.gov (Norris Dickard)
09/09/98 11:23:24 AM

Record Type: Record

To: See the distribution list at the bottom of this message

cc: Cecilia E. Rouse/OPD/EOP, Patricia McNeil @ ed.gov (Patricia McNeil) , Ronald_Pugsley @ ed.gov (Ronald Pugsley) , Julia_Shepherd @ ed.gov (Julia Shepherd)

Subject: Re: Race and Post-secondary education and training

Bob and Ceci:

Attached is a document (adulted.wpd) that covers questions related to adult education and the GED -- requested as follow-up to our last meeting. In particular, this document:

> > summarizes what we know from the Natl Adult Literacy Survey about race and literacy

> > highlights the federal role in supporting adult education, with the attachment (ethnici.wpd) presenting 1996 enrollment in various adult ed programs, by instructional level and ethnicity

> > examines the Adult Secondary Education Program, the GED program and the new GED 2000 Series Tests in particular

> > reports on the ESL program, including data from the 1995 Natl Household Education Survey

> > provides an overview of workplace literacy programs

> > outlines what we know works, with profiles of model programs from the Secretary of Education's Awards for Outstanding Adult Education and Literacy programs

Let me know if there is additional information you can think of that would be helpful.

Norris Dickard
U.S. Department of Education
Office of Vocational and Adult Education

Reply Separator

Subject: Race and Post-secondary education and training
Author: Robert_M. Shireman@opd.eop.gov at Internet
Date: 9/1/98 11:36 PM

Thank you all* for attending today's meeting. It was quite productive. Below is a brief summary of today's discussion with a re-cap of the assignments. We need to submit a memo (outlining our preliminary ideas) to the President by Sept. 10th. Therefore, we'll need to reconvene early next week (Tuesday?) to continue our discussion.

In the meantime, please feel free to contact us with any new ideas you might have. In particular, our list is a little thin on potential policies at the state and local levels. In addition, we are very interested in ANY good data on effective interventions and reforms. (In order to have a timely and robust discussion, please treat this exercise more as a peer discussion and not as an official agency submission.)

--Ceci and Bob

*A few of you are getting this message but were not at the meeting. That means we would like your involvement and input.

Traditional Higher Education

While issues of access continue to be a problem, the general consensus seemed to be that decreasing the racial gap in persistence is the bigger problem. Therefore, we considered several avenues to address persistence (recognizing that many of these avenues would also address access):

1. Making it easier for students to attend college part-time
2. Expanding (?) work-study and COOP models of learning (and potentially tying this effort to TANF)
3. Providing colleges with a financial incentive to close their racial gap in persistence

4. Front-loading Pell Grants

5. Focusing more on the role of historically minority colleges (this might include encouraging partnerships between historically minority colleges and majority colleges and generally recognizing that targeting these policies at these schools will disproportionately help minority students)

6. Making it easier for students at community colleges (and other 2-3 year institutions) to transfer to four-year colleges

7. Improving the campus climate for minorities (discussed after the meeting).

Training

There is not an obvious racial gap in access to or in the effectiveness of training for minority populations. Nevertheless, training programs are one way to increase the human capital of disadvantaged adults and out-of-school youth. One potential problem area to address might be access to information for minority populations. In addition, the question was raised whether Hispanics are under-served by our training programs.

It was also suggested that there might be a role for corporate universities and that perhaps the Federal government should encourage them through subsidies and tax incentives.

Adult Basic Education

There was general agreement that we should learn more about what works in two general areas in adult basic education: ESL and Adult literacy. In addition, we should be mindful that these programs need not only be administered in traditional "institutions," but can be (and are) part workplace education programs.

Skills Standards

The question was raised whether our education and training institutions and policies should be coordinated and geared towards developing skills standards that might a) increase accountability among providers and b) help minority populations better understand what education/training they need to succeed in particular occupations.

Misc.

The question was raised whether we should consider increasing the quality of the GED to make it more in line with our efforts to increase high school graduation requirements.

We also asked the Departments of Education and Labor to report back with the following information:

Department of Education

1. Any information about whether part-time students are less likely to complete the degree to which they aspire. (This generally goes to the question of whether it would be good policy to encourage students to attend school part-time (or whether we should encourage them (or make it easier for them) to work part-time so that they can devote more attention to schooling, particularly in the first year or two).)
2. Information on whether work study and co-op programs are effective and whether they help to narrow the racial gap in persistence.
3. A summary of what works in decreasing college dropout rates (generally) and, if possible, what works to close the racial gap in persistence.
4. A report on the effectiveness of the Student Support Services program (and/or similar efforts) in decreasing college dropout rates (and closing the racial gap). In addition, we need to know if colleges respond to financial incentives for providing such services.
5. A summary of the role of historically minority institutions in the post-secondary education of minorities. (For example, are dropout rates lower in historically minority institutions for similar students? If so, why?)
6. A summary of what works in ESL and adult literacy.
7. A summary of what the Administration has already done or is currently proposing that 1) gets minority students into college and 2) increases the persistence of minority students once in college. This summary should include any information on effectiveness as well (particularly with respect to minority students).

Department of Labor:

1. Are some (minority) groups underserved by our training programs? (And to what extent is the low-income population generally under-served?)
2. A summary of what works for out-of-school youth.
3. A summary of what the Administration has already done or is currently proposing to do to close any racial gaps in access or outcomes in our training programs. This summary should include any information on effectiveness as well (particularly with respect to minorities).

 - ethnici.wpd

 - adulted.wpd

Message Sent To:

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Becoming an American. A national effort to focus on easing the transition to the U.S. for new immigrants. We could provide grants to community-based organizations that fund English and civics classes for new immigrants. Also, we could encourage the development of programs that provide practical transition-type help to new immigrants -- such as understanding the public education system; understanding the housing system, etc. According to the INS, there is a bit of this being done on the community level, but they do not fund any of it. Also, some of the education bits are done by the Dept. of Ed. (adult education and/or literacy), but not in a coordinated way. HHS funds some transition work for refugees. This general idea was first talked about by the Jordan Commission.

High School
Community College Enrollment. High school students should be permitted to enroll in community colleges, for high school level or college level courses. This step could provide inner city students with access to more qualified teachers, because most community colleges have faculty with subject matter expertise (whereas urban high schools often have teachers teaching out of field). It could also help boost minority enrollment in college. [see if this can build on existing tech-prep programs, or other articulation agreements.]

K-12
Make every LEP child competent in English within 3 years of obtaining services. English language competency is the key to success in schooling and the economy. ESL and similar services should be made universally available to all students who need them. Federal funding can provide matching grants to States to do this. The requirement--including funding and accountability--for serving LEP kids and helping them become competent in English within 3 years should be built into the Title 1 program. Other programs, such as after-school and technology, should also be designed so that in schools with significant numbers of LEP kids, they are also focused on helping kids learn English within 3 years.

Partnerships between adults and businesses; community colleges
"High Hopes" for Adults. While the President has made enormous progress in making available resources for higher education for people of all ages, the primary focus of Administration informational campaigns and initiatives like High Hopes have been to encourage young people to go to college. A new initiative could combine two efforts. First, the Administration could launch an informational campaign encouraging adults to go back to school and inform them of new resources available to help, including Lifetime Learning and Hope Scholarship Tax Credits, Individual Training Accounts under the new Workforce Investment Act, and Pell Grants (which apparently few realize can be used for part-time students). Second, a new "High Hopes" grants program targeted at adults, partly focused on encouraging minorities and women to go back to school, could support local partnerships of business, community colleges, labor unions, one-stop centers and others to provide the information and counseling needed to encourage and assist adults to enroll in courses and programs that will help them succeed in their local job market.

Invest in Increasing English Language and other Literacy Skills. There is evidence that those with low education levels have a harder time leaving welfare. There is also emerging evidence that English language may be a barrier for some minority welfare recipients, including immigrants. We may want to explore whether there is more the federal government could do to increase access to ESL and other basic education that is combined with work, though this does not necessarily have to be done with TANF funds. We need to first explore what is available, whether there are successful models that can be replicated, and what the demand is.

English literacy

9/10/98

(*) SLIAG

State Legalization Immig. Asst. Grants

DOJ grants to states to help w/ transition

What did they do?

Was it effective (?)

→ Reimbursement to states for absorbing

Lavidia Lamone ~~Asst~~ ^{HHS} office of Refugee Resettlement

(*) Adult Educ. — literacy in any language (including ESL & GED)

\$ to states (from adult educ. pot)

to help adults w/ English literacy

Some states use lots for ESL; some don't.

Sometimes through high schools; community colleges

Matching requirements? Think not.

States do put in their own \$

(*) Family Literacy — Even Start. Title I

Large portion used for ESL, but also others.
(40%)

(*) College student aid can be used for ESL if person is prepping for a certificate or degree.

(*) DOL: English language program linked to job training / vocational educ. (?) Some JTPA programs organized that way.

Ask
DOJ about
this.

Grants to states for adult ed; we don't tell states how to spend it.

We proposed an increase in this year's budget FY99 \$ in the national pot (\$50 million) competitive grants (?)

Dpt. of Education:

→ Workplace literacy grants worked well? discontinued.

Big Companies, universities → have ^{English} literacy classes for employees.
(Marriot)

/// LHHS Approp.
FY99: House ~~\$50 million~~ — close to \$50 million into the state pot
Se.

LHHS TAP program
longer-term refugees

→ VOC Ed has to be reauthorized ~~\$~~ next year
(Adult Ed was reauthorized as part of the workforce bill).

We now sort of hide ESL into Adult Ed etc.
The climate may be better

/// Link English classes to child care

/// Employer training tax credit (?)
is this part of cost of doing business

/// OSHA angle (?)

Edw. • Tricia McNeil • Ray Uhlir
• Delia Pompa