

State Policies Affecting the “Adult Re-Entry Pipeline” in Postsecondary Education: Results of a Fifty-State Inventory

Marianne Boeke, Stacey Zis, and Peter Ewell

April 2011

Background

With support from the Bill and Melinda Gates Foundation, the National Center for Higher Education Management Systems (NCHEMS) is engaged in a two year project centered on state policies that foster student progression and success in the “adult re-entry pipeline.” The adult re-entry pipeline consists of the many alternative pathways to obtain a postsecondary credential for individuals who did not complete high school and immediately go on to successful college-level study. Prominent components of this population include those young adults (aged 25-34) who never finished high school, those who began postsecondary study but for various reasons did not finish, and those who never enrolled in postsecondary study.

Established state policies targeted at access and success are centered largely on the traditional path to college. This path focuses on 18-year-old high school graduates who enter postsecondary study within eight or nine months after earning a high school diploma. Prominent among these policies are college awareness and access programs, targeted financial aid, “bridge” programs such as early college high schools, and college-skills development programs. In a growing number of states, such policies are aligned and coordinated in the context of an intentional “P-16” strategy for improving student success. In contrast, state policies aimed at promoting student success in the adult re-entry pipeline tend to be fragmentary and not systematically aligned. Probably more important from a national perspective, they are not well documented or are unknown altogether.

The purpose of this report is to attempt to fill this void by presenting results of a fifty-state inventory of state policies and practices designed to foster greater entry into and flow through the state re-entry pipeline. After a brief discussion of how the survey was conducted, major sections of the report examine the scope and definition of responsibility for this function, fiscal and financial policies and practices, programmatic policies and practices, and policies and practices related to information dissemination and access.

Methodology

The approach used to conduct this inventory in 2010 was broadly similar to the method NCHEMS used to conduct its fifty-state inventory of state Student Unit Record (SUR) databases in 2006 (Boeke and Ewell, 2006), the Student Transitions study in 2008 (Ewell, Boeke, and Zis, 2008), and the Student Learning Outcomes Assessment study in 2010 (Ewell, Boeke, and Zis, 2010). State Higher Education Executive Officers (SHEEOs) in each state were sent an initial



letter describing the project and the type of information sought.¹ NCHEMS staff then contacted each source by email seeking answers to various policy questions.² Using this method, staff successfully contacted all fifty states and obtained usable responses from all of them. At the conclusion of the data collection process, NCHEMS staff summarized results in the form of state write-ups, which were subsequently reviewed and verified by state agency staff.³

Scope and Definition of Responsibility

Where a state chooses to locate responsibility for policies affecting adult students, if it chooses to recognize this responsibility explicitly at all, can say a lot about the priority its leaders accord this area. Accordingly, the inventory began by asking state policymakers about this matter. The first contact NCHEMS staff made when conducting the inventory was with each state’s SHEEO. But frequently, responsibility for policies affecting adult students was located elsewhere. Table 1 displays results by state for this first block of questions.

Table 1. Policy Responsibility for Policies Affecting Adult Students

State	Single Agency with Explicit responsibility for adults?	Agency or agencies responsible for adults
Alabama	No	Alabama Commission on HE (ACHE), two-year system, Alabama Department of Postsecondary Education (ADPE)
Alaska	No	University of Alaska through the Dept of Labor and Workforce Development
Arizona	Yes	Arizona Department of Education
Arkansas	No	Department of HE for those re-entering college and the Department of Career Education for those seeking certificates and ABE/GED
California	No	K-12 districts and CC districts
Colorado	No	Dept of HE works (DHE) with Colorado Dept of Ed (CDE) and the Colorado Dept of Labor and Employment (CDLE)
Connecticut	Yes	The Connecticut State Dept of Education (CSDE) specifically the Bureau of Health/Nutrition, Family Services and Adult Education
Delaware	Yes	Delaware Department of Education (DDOE)
Florida	Yes	Department of Education, Section for Career and Adult Education
Georgia	Yes	Shared between Technical College System of Georgia (TCSG) and the University System of Georgia (USG)

¹ See Appendix A for a copy of the initial contact letter.

² See Appendix B for a copy of the survey protocol.

³ See Appendix C for the full responses from each state.

Hawaii	No	Shared by 10 campuses and the system academic office
Idaho	No	Shared between the Division of Professional-Technical Education and the Office of the State Board of Education
Illinois	Yes	Adult Education and Family Literacy Division with the Illinois Community College Board (ICCB)
Indiana	Yes	Shared between the Indiana Department of Workforce Development and the Indiana Department of Education
Iowa	No	Each postsecondary sector
Kansas	No	Individual institutions
Kentucky	Yes	Kentucky Council on Postsecondary Education
Louisiana	No	Louisiana Community and Technical College System (LCTCS)
Maine	Yes	Shared between the Maine Dept of Education - Adult Education Team and the Maine Adult Education Association
Maryland	Yes	The Division of Workforce Development and Adult Learning at the Department of Labor, Licensing, and Regulation (DLLR)
Massachusetts	Yes	Adult Community Learning Services (ACLS), a unit at the MA Dept of Elementary and Secondary Education oversees ABE
Michigan	Yes	Director of Lifelong Learning, Bureau for Workforce Transformation, Michigan Dept of Energy, Labor, and Economic Growth
Minnesota	No	Shared by postsecondary, workforce centers within the MN Dept of Employment and Economic Development and ABE within the MN Dept of Education
Mississippi	Yes	Mississippi Institutions for Higher Learning. MS State Board for Community and Junior Colleges also has programs
Missouri	Yes	Shared between Adult Education and Literacy within the Dept of Elementary and Secondary Education (DESE) and the Division of Offender Rehabilitative Services within the Dept of Corrections
Montana	No	Office of Public Instruction is responsible for ABE
Nebraska	Yes	Nebraska Department of Education, Adult Education

Nevada	No	ABE funding is awarded to the Nevada Dept of Education
New Hampshire	No	Responsibility is shared between the New Hampshire Department of Education and the Postsecondary Education Commission
New Jersey	No	NJ Dept of Labor
New Mexico	Yes	New Mexico Higher Education Department's Adult Basic Education (ABE) Division
New York	Yes	Adult Education Programs and Policy (AEPP) Office
North Carolina	No	NC Community College System and the UNC System
North Dakota	Yes	North Dakota Department of Public Instruction, Adult Education, and Family Literacy
Ohio	Yes	State ABLE (Adult Basic and Literacy Education) Program
Oklahoma	Yes	The Division of Academic Affairs and Student Services within the OK State Regents of Higher Education (OSRHE)
Oregon	Yes	Oregon Dept of Community Colleges and Workforce Development (CCWD)
Pennsylvania	Yes	Bureau of Adult Basic and Literacy Education within the Pennsylvania Dept of Education Office of Postsecondary and Higher Education
Rhode Island	Yes	The Rhode Island Department of Elementary and Secondary Education (RIDE) Office of Multiple Pathways within the Division of Educator Excellence and Instructor Effectiveness
South Carolina	Yes	South Carolina Commission on Higher Education - Director of Planning and Access
South Dakota	Yes	Department of Labor Office for Adult Education and Literacy
Tennessee	No	Individual institutions
Texas	No	Texas Higher Education Coordinating Board (THECB)
Utah	Yes	State Board of Education, Dept of Adult Education and GED Services
Vermont	Yes	Vermont Department of Education
Virginia	No	Virginia Department of Education (VDOE), the Virginia Community College System (VCCS), four-year public institutions, State Council for Higher Education in Virginia (SCHEV), Virginia Higher Education Centers, Virginia Access Providers
Washington	No	Washington State Board for Community and Technical Colleges (SBCTC)

West Virginia	No	The Academic Affairs Division within the West Virginia Higher Education Policy Commission
Wisconsin	Yes	University of Wisconsin System Administration (UWSA) Office of Academic Affairs
Wyoming	Yes	The Wyoming Community College Commission (WCCC)

Twenty-nine states indicate that they have located explicit responsibility for policies affecting adult students in a particular agency.⁴ In thirteen states where this has been done, the assignment is to the state education agency alone. In six states the higher education agency has the assignment, in three states the state’s community college system is responsible, and in three more states the assignment has been given to the state workforce commission or department of labor. In four of the states that reported that they have designated explicit responsibility, assignments are made to more than one agency. For example, both the Georgia Board of Regents and the state’s Technical College system are assigned responsibility. In Indiana, responsibility is shared between the department of education and the department of workforce development. In Maine, responsibility is shared between the Maine Department of Education (Adult Education Team) and the Maine Adult Education Association. In Missouri, the responsibility is shared between the department of education and the department of corrections.⁵ California may represent the most decentralized alternative, as adult programming is a discretionary activity engaged in by individual school districts and community colleges under their own governing authority.

In at least six states explicit responsibility for Adult Basic Education (ABE) has been assigned, but not for other functions addressing adult learning. The majority of states indicate that responsibility for various functions and services are spread across a range of state agencies and individual providers. Virginia is typical of these states, as the Virginia Department of Education administers ABE, the General Education Diploma (GED), and English Second Language (ESL) programs, the Virginia Community College System provides workforce development programs and customized training for employers, the SHEEO agency runs targeted programs to promote access and provide financial support, and the state’s workforce development agency is responsible for establishing and running local job training centers. Finally, third party organizations can play a significant role. For example, the Maine Adult Education Association is a nonprofit membership organization that includes more than ninety percent of the institutions and organizations that serve adult learners in that state.

Fiscal and Financial Policies

Resource allocation is rightly recognized by most commentators as the most powerful lever in the state’s public policy arsenal for higher education for influencing institutional and citizen

⁴ These counts reflect the state informants’ actual answers to the question. In a few cases, for example New Mexico, it was clear that the answer only addressed responsibility for Adult Basic Education (ABE). It is also important to emphasize that in this and other responses, NCHEMS staff classified states into categories based on an interpretation of all the material provided by state respondents; readers with questions about these classifications should consult the full responses that are contained in Appendix C.

⁵ Because questions about postsecondary instruction in prisons were not explicitly asked of all states, other states may have a joint assignment with a department of corrections.

behavior. As a result, states frequently use fiscal tools to encourage institutions to undertake desired activities—in this case programming and structural changes that promote adult student success. A second major focus of activities with potential influence on adult student persistence and success is the state’s student financial assistance programs. Table 2 provides information on several aspects of both these topics.

Table 2. State Fiscal Policies Affecting Adult Students

State	Base financial support for Adult Programs	State grants for adult programs?	Financial aid for adult students?	Provide aid to part-time students?	Emergency financial assistance?	Underwrite or encourage savings plans?
Alabama	Partly	Yes	No	Yes	No	No (529 is available)
Alaska	No	Yes	No	Yes	No	No (529 is available)
Arizona	No	No	No Answer	No	No	No
Arkansas	No	No	Yes	Yes	No	Yes
California	No	No	No	Yes	No	No (529 is available)
Colorado	Yes	Yes	No	Yes	No	Yes
Connecticut	No	Yes	No	Yes	No	No
Delaware	Yes	Yes	Yes	Yes	No	No
Florida	No	No	No	Yes	No	No
Georgia	No	Yes	No	Yes	No	No
Hawaii	No	No	No	No	No	No
Idaho	Yes	Yes	No	No	No	No
Illinois	No	Yes	Yes	Yes	No	No
Indiana	No	Yes	No	Yes	No	No (529 is available)
Iowa	No	No	No	No	No	No
Kansas	No	No	No	Yes	No	No (529 available)
Kentucky	No	Yes	Yes	Yes	No	No (529 is available)
Louisiana	No	Yes	No	Yes	No	Yes
Maine	Yes	Yes	Yes	Yes	No	Yes
Maryland	No	No	No	Yes	No	No
Massachusetts	Yes	Yes	Yes	Yes	No	Yes
Michigan	Yes	Yes	Yes	Yes	No	No
Minnesota	No	Yes	Yes	Yes	Yes (but only one year)	No (529 is available)

State	Base financial support for Adult Programs	State grants for adult programs?	Financial aid for adult students?	Provide aid to part-time students?	Emergency financial assistance?	Underwrite or encourage savings plans?
Mississippi	No	No	No	No	No	No
Missouri	Yes	Yes	Yes	Yes	No	Yes
Montana	No	No	No	Yes	No	No
Nebraska	No	No	No	Yes	No	No
Nevada	No	Yes	No	Yes (in some cases)	Yes	No
New Hampshire	No	No	No	Yes	No	No
New Jersey	No	No	No	Yes	No	No
New Mexico	Yes	Yes	No	Yes	No	No (529 is available)
New York	Yes	Yes	No	Yes	No	No (529 is available)
North Carolina	No	No	No	No	No	No
North Dakota	No	No	No	No	In Process	No (529 is available)
Ohio	No	No	Yes	No	No	Yes
Oklahoma	Yes	Yes	Yes	Yes	No	No (529 is available)
Oregon	Yes	Yes	Yes	Yes	No	Yes
Pennsylvania	No	Yes	Yes	Yes	No	No
Rhode Island	No	Yes	Yes	Yes	Yes	No
South Carolina	No	No	No	Yes	No	Yes
South Dakota	No	No	No	Yes	No	No (529 is available)
Tennessee	No	No	Yes	Yes	No	No
Texas	No	Yes	No	Yes	No	No
Utah	No	No	No	No	Yes	No (529 is available)
Vermont	No	Yes	No	Yes	No	No
Virginia	No	Yes	No	Yes	No	No
Washington	Yes	Yes	No	Yes	Yes	Pilot
West Virginia	No	Yes	Yes	Yes	No	No
Wisconsin	Yes	Yes	No	Yes	No	No (529 is available)
Wyoming	Yes	No	No	No	No	No

Fourteen states report that they specifically direct funds toward adult students in the form of incentives or grants. A large variety of mechanisms were described, ranging from directly funded programmatic initiatives directed toward adults to special grants and incentives. For

example, state funds directly support adult programming through community college systems or the department of education in Idaho, Maine, Missouri, New York, and Oregon. In Tennessee, the institutional funding formula just adopted includes a premium for enrolling adult students, and a similar provision was in place until recently in South Dakota. Oklahoma, meanwhile, funds a consortium of organizations and institutions that provide leadership and services to adult degree completion programs. In Colorado, certain institutions are explicitly funded with the mission of serving primarily adult clientele. In Washington, the community college system receives a single appropriation for operations, but special funds are earmarked for Integrated Basic Education and Skills Training (I-BEST), support services for low-income adults, and worker retraining. Finally, state policies on retained tuition can benefit adult programs indirectly, as reported by Wisconsin.

In addition, twenty-nine states report administering grant programs to institutions or other organizations directed at adult students or report receiving grant support to undertake projects or initiatives related to adult student success. For example, Maine operates two grant programs that provide funding for technology integration in adult student support services and effective reading instruction, while Kentucky recently received a grant from Lumina Foundation for Education to participate in the Adult Learning Focused Institutions (ALFI) program offered by the Council for Adult and Experiential Learning (CAEL).

Sixteen states maintain student financial assistance programs targeted specifically at adult students.⁶ Six of these (Kentucky, Maine, Minnesota, Ohio, Tennessee, and West Virginia) are separately administered grant or scholarship programs. For example, Kentucky's "Go Higher" program awards students who are 24 years old or older up to \$1,000 in an academic year without the provision of full-time attendance. Four (Maine, Massachusetts, Michigan, and Ohio) are tied to workforce development, without being targeted at adults *per se*. Two more (Illinois and Missouri) are programs for returning veterans (who can be presumed to be adults). In addition, there is a provision in the state lottery scholarship funds in Tennessee directed specifically at adults, and Minnesota provides child care support for adults enrolled in postsecondary study. Forty states also offer aid programs that will allow part-time students (who are frequently adults) to participate.⁷ Only five states—Minnesota, Nevada, Rhode Island, Utah, and Washington — report that emergency one-time student assistance to help students weather a crisis such as loss of job or illness is available directly from state coffers and the first named only did so once through a special appropriation targeted at students who were considering dropping out because of financial burden. Ten more note that such funds are granted by individual institutions. Finally, nine states have state supported investment plans similar to Life-long Learning Accounts (LiLAs) to help adult students finance postsecondary study.⁸ One additional state (Washington) piloted such a program but did not implement it due to lack of funding. Fourteen additional states report that they do not offer such programs but they actively encourage students to save for college using so-called "CollegeInvest" 529 college savings plans.

⁶ Many states reported that their regular student financial assistance programs are open to adult students as well as traditional students, but this tally only includes programs directed explicitly to the support of adults.

⁷ Most of these limit support to students who are taking six semester credit hours (or equivalent) or more.

⁸ Some of these, for example Ohio and Texas, preclude the use of funds for non-credit study.

Programmatic Policies and Practices

The impact of state fiscal policies on institutional behavior is largely indirect; states provide incentives to induce institutions to engage in certain practices rather than undertaking these practices themselves. But in the realm of programs and practices designed to improve adult student success, states often run programmatic initiatives centrally as well. These include centralized services for delivering ABE, GED, and Prior Learning Assessment (PLA). All of these—and especially the last—are targeted to some extent on learners over 24 years old. Table 3 lists state-sponsored activities in these three areas.

Table 3. State Programming Affecting Adult Students

State	ABE	GED	PLA
Alabama	SHEEO	SHEEO	None
Alaska	Labor	Labor	Designated Institution (for whole state)
Arizona	Education Department	Education Department	None
Arkansas	Dept of Career Education	Dept of Career Education	Institutions with Regulation
California	Education Department and Community Colleges	Education Department	No answer provided
Colorado	Education Department	Education Department	Institutions
Connecticut	Education Department	Education Department	Designated Institution (for whole state)
Delaware	Education Department and Community Colleges	Education Department and Community Colleges	None
Florida	Education Department	Education Department	Institutions with Regulation
Georgia	Community Colleges	Community Colleges	Institutions (but in process with state program)
Hawaii	Education Department	Education Department	None
Idaho	Community Colleges	Community Colleges	Institutions with Regulation
Illinois	Community Colleges	Community Colleges	None
Indiana	Education Department and Labor Department	Education Department	Institutions (but in process with state program)
Iowa	Education Department and Community Colleges	Education Department and Community Colleges	None
Kansas	SHEEO	SHEEO	Institutions
Kentucky	SHEEO	SHEEO	Institutions
Louisiana	Community Colleges	Community Colleges	Community Colleges
Maine	Education Department	Education Department	Institutions with State Advocacy
Maryland	Labor	Labor	Institutions
Massachusetts	Education Department	Education Department	Institutions

State	ABE	GED	PLA
Michigan	Labor (currently being reorganized)	Labor	Institutions
Minnesota	Education Department	Education Department	None
Mississippi	Community Colleges	Community Colleges	None
Missouri	Education Department	Education Department	Institutions
Montana	Education Department	Education Department	Institutions (but in process with state program)
Nebraska	Education Department and Community Colleges	Education Department	Institutions
Nevada	Education Department	Education Department	Institutions
New Hampshire	Education Department	Education Department	Institutions
New Jersey	Labor	Education Department	No answer provided
New Mexico	SHEEO	Education Department	Institutions
New York	Education Department	Education Department	Community Colleges (encouraged statewide for adult students)
North Carolina	Community Colleges	Community Colleges	Institutions
North Dakota	Education Department	Education Department	Institutions with Regulation
Ohio	University System/Board of Regents	Education Department	Institutions (but in process with state program)
Oklahoma	Education Department	Education Department	Institutions
Oregon	Community Colleges	Community Colleges	Institutions
Pennsylvania	Education Department	Education Department	Institutions
Rhode Island	Education Department	Education Department	Institutions
South Carolina	Education Department	Education Department	Institutions
South Dakota	Labor	Labor	Institutions with Regulation
Tennessee	Labor	Education Department	Institutions
Texas	Education Department (but some SHEEO)	Education Department	Institutions
Utah	Education Department	Education Department	Institutions
Vermont	Education Department	Education Department	None
Virginia	Education Department	Education Department	Community Colleges
Washington	Community Colleges	Community Colleges	Community Colleges
West Virginia	Education Department	Education Department	Yes
Wisconsin	Community Colleges	Community Colleges	Institutions (but in process with state program)
Wyoming	Community Colleges	Community Colleges	Institutions (but in process with state program)

ABE programming is most commonly administered through state departments of education, with instruction provided by selected school districts. This mechanism is currently used by twenty-three states. One state, Arkansas, houses ABE programming within the department of career education. An interesting example is Texas, where the legislature appropriated ten million dollars in innovation funds to the higher education coordinating board to support new programs at the community colleges, despite the fact that the state's education department retains responsibility for delivering ABE instruction at school districts and handles federal ABE funds. Five states indicate a shared responsibility between the department of education and another entity, most commonly the community colleges. Ten states designate their community or technical college system as the primary ABE provider. In one state, Ohio, ABE programming is the responsibility of the University System and Board of Regents. Six states locate responsibility with the state's labor department or workforce agency, with instruction generally provided through specially constituted regional job or workforce development centers. Exceptions are Delaware, where the labor department office responsible for ABE designates providers based on responses to a Request For Proposal (RFP) process, and Texas, which provides grants to a range of providers to deliver ABE. Four additional states coordinate ABE activities through their postsecondary coordinating board. Finally, one state, Michigan, is currently reorganizing how it handles ABE.

Though this is not always the case, responsibility for GED instruction and certification is frequently handled by the same authority responsible for ABE. Not surprisingly, thirty states assign these functions to the state education agency. Ten more states locate it within the community college system, four in the state's workforce agency, and three assign responsibility to the postsecondary coordinating board. In one state, responsibility for GED lies within the department of career education. Two additional states share responsibilities for GED among two or more state authorities. Within one such arrangement in New Mexico, the postsecondary entity responsible for ABE instruction is also responsible for instruction to prepare for the GED, while the state's education agency is responsible for administering the GED test itself.

Nine states reported explicitly that they had no statewide policies governing or encouraging the assessment of prior learning and thirty-four noted that this was an institutional responsibility. Five of these thirty-four, however, mentioned that the state has established regulations governing the PLA process or reviews it, and six of the remaining twenty-nine indicated that they are in the process of establishing such statewide regulatory processes. For example, Arkansas regulations stipulate that institutions may award credits based on formal test-out or PLA portfolio assessment process, but they cannot simply award credits based on work experience. Many of these regulations use guidelines established by the Council on Adult and Experiential Learning (CAEL) or the American Council on Education (ACE). One state runs the PLA program (West Virginia), rather than letting individual institutions do so piecemeal and two more (Connecticut and Alaska) designate a specific institution to undertake PLA on behalf of the whole state. Four states report that the community colleges are charged with prior learning. Finally, six states report that their arrangements for accomplishing PLA are being reconsidered in the light of new initiatives. Most of these states note that they are working with a new CAEL initiative on state-based PLA as well.

State Policies and Practices on Information Dissemination and Access

With the exception of ABE, GED, and occasionally PLA, states expect institutions and systems to provide most of the effort in establishing programs that directly help adult students succeed. But, consistent with national goals, they are increasingly recognizing that tapping the adult re-entry pipeline will be important to expanding the proportion of their young adult cohort with a credential. As a result, they are taking a number of actions to publicize the need for more adult students with such credentials and are disseminating information and assistance to adults who wish to go or return to college. Table 4 below lists a range of such initiatives.

Table 4. State Actions Related to Dissemination and Access

State	Promotion of Adult Learning	Public Agenda	Programs to Support Potential Adult Students	Mention of Gates, Lumina, and/or Obama goals
Alabama	Active Promotion/Formal Initiative	State Plan	Institutions	No
Alaska	None	State Plan	Yes - Program	No
Arizona	Active Promotion	State Plan	Yes - Website	No
Arkansas	Active Promotion	Yes	Yes - Outreach	Yes
California	None	State Plan	Institutions	No
Colorado	Formal Initiative	Yes	Yes - Outreach	Yes
Connecticut	Active Promotion	Yes	Yes - Website	No
Delaware	Active Promotion	No	Institutions	No
Florida	Formal Initiative	State Plan	Yes - Program	No
Georgia	Active Promotion	State Plan	Yes - Outreach	No
Hawaii	Formal Initiative	No	Yes - Outreach	No
Idaho	None	No	Institutions	No
Illinois	In Process	Yes	Yes - Centers	No
Indiana	Active Promotion	Yes	Yes	Yes
Iowa	Active Promotion	Yes	Yes - Program	No
Kansas	Active Promotion	State Plan	Institutions	No
Kentucky	Active Promotion	State Plan	Yes - Outreach	Yes
Louisiana	Formal Initiative	Yes	Yes - Outreach	No
Maine	Formal Initiative	No	Yes - Outreach	No
Maryland	Active Promotion	Yes	Yes - Centers	Yes
Massachusetts	Formal Initiative	State Plan	Yes - Outreach	No
Michigan	Formal Initiative	No	Yes - Program	No
Minnesota	Active Promotion	Yes	Yes - Centers	No
Mississippi	Active Promotion	Yes	Yes	No

State	Promotion of Adult Learning	Public Agenda	Programs to Support Potential Adult Students	Mention of Gates, Lumina, and/or Obama goals
Missouri	Formal Initiative	Yes	Yes - Centers	No
Montana	Active Promotion	Yes	Yes - Program	Yes
Nebraska	Active Promotion	No	Institutions	No
Nevada	Active Promotion	Yes	Institutions	No
New Hampshire	None	No	No	No
New Jersey	No Answer	No	Institutions	No
New Mexico	Active Promotion	State Plan	Yes - Outreach	No
New York	Active Promotion	Yes	Yes - Outreach	No
North Carolina	None	No	No	No
North Dakota	Formal Initiative	State Plan	Yes - Outreach	No
Ohio	Formal Initiative	State Plan	Yes - Centers	No
Oklahoma	Active Promotion	Yes	Yes - Program	No
Oregon	Formal Initiative	Yes	Yes - Outreach	No
Pennsylvania	Active Promotion	Yes	Yes - Outreach	No
Rhode Island	Active Promotion	Yes	Yes - Outreach	No
South Carolina	Active Promotion	Yes	Yes	No
South Dakota	Active Promotion	Yes	Yes - Outreach	Yes
Tennessee	Active Promotion	Yes	Yes	No
Texas	Formal Initiative	State Plan	Yes - Outreach	No
Utah	Active Promotion	Yes	Yes	No
Vermont	Active Promotion	Yes	Yes - Outreach	No
Virginia	Active Promotion	State Plan	Yes	No
Washington	Active Promotion	State Plan	Institutions	No
West Virginia	Active Promotion	State Plan	Yes - Outreach	Yes
Wisconsin	Active Promotion	State Plan	Yes - Outreach	Yes
Wyoming	Active Promotion	State Plan	Yes - Outreach	No

Thirteen states indicate that they have a specific initiative or project (formal initiative) related to the promotion of adult student degree attainment or have included identifiable goals associated with this outcome in their statewide strategic plans.⁹ Several of these are part of a larger regional or national effort. For example, Arkansas, Colorado, Nevada, North Dakota, and South

⁹ Note that several states engaged in more than one activity or initiative in this arena, so counts reported in this paragraph may be duplicative.

Dakota reported participation in the “Non-Traditional No More” initiative of the Western Interstate Commission on Higher Education (WICHE). Missouri is a member of the national “Win-Win” project focused on adults, while Illinois is working with CAEL. Florida and Nevada reported working in partnership with Complete College America (CCA), which has adult attainment as a prominent goal. Meanwhile, Kansas, Minnesota, and New Mexico all held forums on the topic sponsored by the National Governors Association (NGA). Thirty-one states also reported extensive communications efforts (active promotion) about the need for more adult student access and success; including meetings with other state agencies and advocacy groups, presentations and publications (often including explicit data about adult participation and attainment), and discussions at state board and commission meetings.

Twenty-three states reported that adult student success was part of a concerted and integrated “public agenda” for higher education, and eighteen states reported that it was embodied in a strategic plan. Nine states noted additionally that the plan explicitly referenced the President’s attainment goal and/or the attainment goals articulated by Lumina Foundation for Education and the Bill and Melinda Gates Foundation. Several states elaborated on their agenda by noting that adult student success was put on this agenda relatively recently because of the topic’s growing national prominence. Texas added adult attainment goals to an existing strategic plan through an “Accelerated Action Plan,” Virginia added the topic to its “Governor’s Commission on Higher Education Reform, Innovation, and Investment,” and Montana noted that “until COLLEGE!NOW, the [state effort] was not focused on adult learner engagement, progression, and degree completion.”

Thirty-nine states reported that they are engaged in some sort of active outreach to adults, for example publicizing opportunities to enter or return to college. These use a variety of techniques including traditional print and broadcast media, the provision of “toolkits” and similar resources to access existing opportunities, and, in some cases, the use of social networking tools such as Twitter or Facebook. Kentucky has a particularly broad outreach effort which embraces the University of Kentucky “Big Blue” sports network and an advertising partnership with MacDonald’s. Four states report programming in partnership with the state’s workforce agency or department of labor to provide similar information and support resources at regional workforce centers and “one-stops” aimed at increasing workplace skills.

Appendix A

September 15, 2010

[Contact Address]

Dear ***

With support from the Bill and Melinda Gates Foundation, NCHEMS is working on a two year project centered on state policies that foster student progression and success in the “adult re-entry pipeline.” The adult re-entry pipeline consists of the many alternative pathways to obtain a postsecondary credential for individuals who did not complete high school and immediately go on to successful college-level study. Prominent components of this population include young adults (aged 22-34) who never finished high school in the first place, who began postsecondary study but for various reasons did not finish, and who never enrolled in postsecondary study.

For part of this project, we would like to conduct a fifty-state data gathering effort directed at state policies and programs aimed at promoting student success in the adult re-entry pipeline. The inventory will be constructed to obtain comprehensive descriptive information about state efforts to promote student progression and degree/credential completion in the adult re-entry pipeline. I am writing to seek your participation in this data gathering effort.

A member of our staff—either Marianne Boeke or Stacey Zis—will get in touch with you by telephone or email to establish a contact in your office with whom we can work in getting the information we need. We expect most of our Q and A with you or your designate will take place via email. We want to make this effort as straightforward as possible for the participating agencies.

Marianne or Stacey will be emailing you within the next week to begin this process. Meanwhile, if you have any thoughts or concerns, do not hesitate to contact me at (303) 497-0371 or by email at peter@nchems.org.

Thanks in advance for your help on this.

Best regards.

Peter T. Ewell
Vice-President

Appendix B

Inventory on State Policies and Practices Affecting Young Adult Attainment Project on the Adult Re-Entry Pipeline Supported by the Bill and Melinda Gates Foundation

1) Role and Responsibility

- Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?
 - If yes, what are its responsibilities and can you provide us with contact information or a weblink?
 - If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?

2) Fiscal and Financial Policies/Practices

- Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?
- Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?
- Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?
- Does the state provide student aid for part-time students?
- Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?
- Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?

3) Programmatic Policies/Practices

- Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?

- Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?
- How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?

4) Information and Dissemination Policies and Practices

- What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?
- Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?
- Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?

Appendix C

State Reports

ALABAMA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

Not applicable.

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

The Alabama Commission on Higher Education is a coordinating board which has limited statutory authority, including specific requirements dealing with student financial aid. The two-year college system (known as the Postsecondary System and/or Community College System) is governed by the State Board of Education. The central administrative arm of the Alabama Community College System is the Alabama Department of Postsecondary Education (ADPE). ADPE is responsible for the state's Adult Education and General Education Development (GED) testing. Finally, the individual colleges and universities and their governing boards set procedures/policies related to adult learners. In addition to the State Adult Education Program, Alabama Community College System institutions may have initiatives at the local level that encourage and support adult learners.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

ACHE is only aware of a line item in ADPE's budget for the state's Adult Basic Education program. The Department's allocation from the Legislature for Adult Education supports Basic Literacy instruction through GED preparation, and instruction for non English speaking learners. In 2010, the Department's Adult Education program funded a pilot program entitled "Middle College" at three community colleges. This program allows GED prep students to prepare for the GED examination while simultaneously taking up to two Career Technical courses. State Adult Education funds pay all tuition, fees, book and supplies for participating students. Additionally, State Board of Education Policy allows Alabama Community College System institutions to

waive up to three credit hours of tuition for individuals who earn the Alabama High School Diploma Equivalency (pass the GED test) and enroll in a system institution.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Yes, the local Adult Education Programs are permitted to expend state funds to employ “career coaches” that assist students enrolled in Adult Education programs.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

No. However, Alabama State Board Policy allows a three credit hour tuition waiver for students who have passed the GED examination or completed the Ready to Work Program and enroll in a Alabama Community College System institution.

- **Does the state provide student aid for part-time students?**

Yes.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

No. Alabama does have a 529 college savings plan available, but it is an ongoing plan of contribution/investment that typically supports young people in preparation for college. The funds could be held to qualify under some ABE category or age/enrollment level, but it is not typical.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Alabama Department of Postsecondary Education (ADPE) is the fiscal agent for state and federal Adult Education funds. As part of ADPE’s Instructional and Student Services Division, the Adult Basic Education (ABE) and General Educational Development (GED) Testing Section assists Alabamians in achieving the basic skills and the credentials they need to be productive workers, family members, and citizens. The Adult Education Program provides free basic skills instruction in reading, writing, math, English language competency, and GED Test preparation. Here is a link to the Adult Basic Education Division’s homepage: <http://www.accs.cc/AdultEduDivision.aspx>. Eligible service providers are selected to offer adult education services locally through a

competitive process. Funds are distributed to these providers through a need and performance based funding formula.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Alabama State GED Testing Program located at ADPE coordinates the administration of the GED Tests at over 50 GED Test Centers throughout the state. The GED Tests are administered only at an official testing center. The GED Testing Program is also responsible for the following: processing of verifications and duplicate requests for diplomas and transcripts, generating the official GED diplomas and transcripts; and training of Chief Examiners, Examiners and other test center personnel who administer the GED Test. Here is a link to the GED homepage: <http://www.accs.cc/ged.aspx>.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

The Alabama State Board of Education, Policy awards credit through portfolio review by a prior learning assessment specialist at each of the Alabama Community College System institutions.

4) **Information and Dissemination Policies and Practices**

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

ACHE has been actively promoting in multiple outlets Forging Strategic Alliances: The State Plan for Alabama Higher Education (2009/10 - 2013/14), a statutorily mandated project, which was completed in 2009. The statewide planning advisory council, which drafted the plan, represented public and independent colleges both two- and four-year institutions of higher education, and for the first time included public K-12 leadership; established parent-education representatives; and business and industry participants. The committee members identified five priorities that included: student preparation for college and career, collaboration and coordination among leaders in STEM fields, increased financial resources, and the establishment of a competitive workforce. They also recommended the establishment of a PK-20 Council to integrate a seamless approach to education. This defined partnership between education and industry would deal with various components of the educational system including high school graduation and college readiness, as well as an educated workforce to meet market demand. This educated workforce certainly includes new adult learners, as well as adults seeking retraining. One of the goals of a PK-20 Council would be to identify and close exit points and develop re-entry options for students, including adults. Please see the two attached documents for a further description of the PK-20 Initiative. The information in

these documents has been used by ACHE in numerous presentations to civic, business and policy-making groups in Alabama.

The Department of Postsecondary Education has promoted opportunities through the Community College System and Adult Education through media articles, a radio campaign, and through the Chancellor's speeches throughout the state. Locally, community and technical colleges have established good working relationships with local media and have been active in educating their communities about the education pipeline and opportunities to earn a credential.

The Alabama Commission on Higher Education also has been actively involved in coordinating educational activities with the business community utilizing data collected through the Alabama Student Data Base. Customization is available for each workforce region in the state to show enrollment, completions, remedial education and other areas of interest by academic discipline for each public school and county. This information is vital for economic developers, whether recruiting new industry, or expanding existing ones.

In addition, Alabama is one of eight states participating in the U.S. Department of Education's Office of Vocational and Adult Education's Policy to Performance Initiative with its Middle College Program. This initiative works with states to assist in the development of effective policy to support college and career readiness for low skilled adult learners.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Yes, priorities 2 of ACHE's state plan, Forging Strategic Alliances: 2009-14, states that it is imperative that the state establish a high-level PK-20 council. This council, comprised of leaders from all segments of education, business, and other education non-profit entities, would be charged with developing a seamless system that addresses changing demographics, focuses on college and career readiness through curriculum alignment, early college initiatives, and promotes academic and career success for all Alabama students. Across the state, there is a need for better alignment between K-12 and college and university curricula, better information for students to use in making choices, and more focus on programs serving adult learners.

In addition, excellence in Adult Education is a stated priority of the Alabama Community College System. As a result, Adult Education is listed as a "strength" in ACHE's state plan. This reference appears under the Strengths, Weakness, Opportunities and Treats (SWOT) analysis for Priority Five: Establish a Comprehensive Workforce Development Plan for Alabama.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes, both at the state and local level.

ALASKA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

Alaska Commission on Postsecondary Education (ACPE) responses in BLUE

University of Alaska (UA) Responses in RED

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

ACPE: No. The responsibility, in Alaska generally falls to individuals seeking to advance their education or training. The University of Alaska takes on the task of providing for adult learning although the Department of Labor and Workforce Development is an agency which shares in the role of developing Alaska's workforce to meet Alaska industries' human resource needs.

UA: No additional information for this question.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

ACPE: defer to UA for response.

UA: No, the University does not receive additional support to benefit adult students.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

ACPE: Our agency is not directly involved but I believe the state labor department does provide grant support for related activities and services delivered primarily through nonprofit entities. More information may be found at <http://jobs.alaska.gov/training.htm>

UA: No additional information for this question.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

ACPE: Not currently. Structure of state needs-based grant program is currently under review.

UA: No additional information for this question.

- **Does the state provide student aid for part-time students?**
ACPE: Yes, aid is available for enrollment level of at least half-time.
UA: No additional information for this question.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
ACPE: Not centrally through the Alaska Commission on Postsecondary Education. I defer to UA for any such programs/services they may offer.
UA: The University offers emergency assistance – but not for the reasons described. Short term assistance would be more likely provided for students needing funds to purchase books or supplies or to pay rent in the event a loan or other aid had not yet been received by the university.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
ACPE: If so, I am not familiar with them. UA administers Alaska’s College Savings Plan.
UA: The UA College Savings Plan is a 529 plan: A tax-advantaged opportunity for families to invest for a children’s future college tuition and expenses. It’s offered by the Education Trust of Alaska, but the funds can be used at practically any educational institution in the country, with an option to lock in the tuition value for future education at the University of Alaska.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
ACPE: Alaska’s Department of Labor and Workforce Development shares this responsibility with service delivery share by various UA campuses, nonprofit entities, and other partners. <http://www.jobs.state.ak.us/abe/>
UA: No additional information for this question.
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
ACPE: See previous response.
- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**
ACPE: I have no information on these programs.

UA: The University of Alaska Fairbanks provides credit for prior learning. Credit for Prior Learning is designed to help students receive college credit for life experience. In order to pursue Credit for Prior Learning (CPL) a student must be current enrolled in a degree-seeking program, and seeking credit for courses that UAF currently offers. There is a processing cost and a per credit cost for each credit awarded.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

ACPE: I am not aware of efforts isolated to the adult student but rather there are increasing events of public discussion by thought leaders and policy-makers on the need to develop human capital within the state of Alaska and reduce the need for importation of highly skilled workers.

UA: The need to attract and educate the adult student market led UA to develop the Occupational Endorsements and the Workforce Credentials programs aimed at recognizing the attendance and effort of working adults in the state.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

ACPE: With respect to the need to meet workforce demands, yes. I would refer you to the current plan designed through the collaborative work of the state’s Departments of Education and Labor and the University of Alaska:

http://www.eed.state.ak.us/tls/CTE/docs/CTE_State_Plan.pdf

UA: See previous answer,

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

ACPE: Yes. Specific information on current efforts and initiatives would need to be provided by the Alaska Department of Labor and Workforce Development. Additional information can also be found online at <http://jobs.alaska.gov/training.htm>

UA: See previous answer.

ARIZONA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes, the Arizona Department of Education/Adult Education Services Unit (AES)

- **If yes, what are its responsibilities and can you provide us with contact information or a web link?**

The link to the Arizona Department of Education is.

<http://www.ade.state.az.us/adult-ed/> Karen Liersch is listed on their organizational chart as the head of adult education.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No – However, Adult Education Services was awarded a WIA system-building grant from the Governor’s 10% ARRA set-aside fund to administer a small integrated skills program.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

No.

- **Does the state provide student aid for part-time students?**

No.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

No.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Adult Education Services (a unit of the AZ Dept. of Education) is responsible for ABE. See Arizona Revised Statutes for legislative authorization: ARS 15-232. The state agency is administered by a Deputy Associate Superintendent, Karen Liersch. Karen has a staff of 14 currently. This unit provides grants to local programs on a competitive basis. A number of types of agencies may be funded.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Adult Education Services (a unit of the AZ Dept. of Education) is responsible for GED instruction and testing. Karen Liersch is responsible for instruction and GED Testing.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Arizona has no such provisions.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

Ms. Liersch, Deputy Associate Superintendent, has spoken publicly at Program Directors and GED Examiners meetings, has spoken to the press, and has promoted adult education and its importance to career path/degree completion programs to Community College Presidents and to the State WIB. Adult Education in general has been supported by articles and op-ed pieces in local media, the State promotes a Literacy Week each year beginning with a proclamation by the Governor's Office and finishing with an awards ceremony in a public venue in Phoenix. Local programs also use this week to promote adult education and to recognize the students it serves in a variety of ways.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

Yes - Arizona is committed to adult learners. The five year Master Plan specifically mentions adult learners in terms of actively moving forward through the educational pipeline and in terms of adults gaining new skills.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes - The Dept. of Education in conjunction with Arizona Association for Lifelong Learning (AALL) and Adult Education services promote outreach to the public. Examples include: website, book exchanges, Literacy Week, etc.

ARKANSAS
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

The Arkansas Department of Higher Education for those re-entering college; the Arkansas Department of Career Education for those seeking non-credit career-technical certificates and adult basic education/GED.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Yes. Set-aside of state financial aid (approximately \$12 million in State Lottery scholarships and \$6 million in GO Opportunity needs-based grants).

- **Does the state provide student aid for part-time students?**

Yes.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No. Some institutions provide such funds to students.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
Yes.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
Arkansas Department of Career Education. ABE is a unit that is managed by a Deputy Director at the Department of Career Education. There are regional coordinators that have oversight for ABE sites across the state that are housed on college campuses as well as numerous off-campus sites. Contact: Jim.Smith@arkansas.gov; 501-682-1970
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
See contact above.
- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**
Coordinating Board policy allows credit to be awarded through PLA or test-out mastery examinations. The only restriction is that a degree may not be granted to any student solely for experiential learning or work experience. The Arkansas Department of Higher Education does not collect information or data on PLA or test-out provisions.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**
Data reports and presentations regularly show progression and educational attainment by age. Over the past two years, the Arkansas higher education community and its stakeholders (legislators, civic leaders, local governments, etc.) have become very aware of the necessity to promote adult student progression and graduation.
- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**
Yes. Arkansas recently completed its participation in the WICHE/Lumina Foundation project, *Non-Traditional No More: Policy Solutions for Adult Learners*. Over the course

of the project, more than 100 higher education leaders participated in establishing adult strategies to increase the number of degree-holders in Arkansas.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes.

CALIFORNIA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**
 - **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
 - **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

No.

In California adult education is provided both by K-12 school districts and community college districts. Essentially the two coordinate geographically in providing these services with very little overlap. As each of these local entities has their own local governing boards, and separate statewide governing entities, there is no one state oversight body for this function. The following web link summarizes non-credit instruction at the California Community Colleges. Basic skills instruction for adults is a major component of non-credit instruction:

http://www.cccco.edu/Portals/4/AA/Noncredit/n_guide_5e.pdf

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

There are no specific “carve outs” of funding or support for adult education that are provided in addition to base funding for adult education in either our K-12 system or community colleges. However, there are specifically-funded, “categorical” programs serving student with disabilities, English language learners, military veterans, and others. These services would be available to eligible students in college-prepatory, vocational training, and adult education programs.
- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No, not at the state level that we are aware of, though there are no doubt local efforts targeted at high-needs populations.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**
No, but there are targeted financial aid programs for populations of eligibles who are most likely adult learners – veterans, national guardspersons, nursing candidates, etc. The following web link is to the California Student Aid Commission site that describes its many student financial aid programs: <http://www.csac.ca.gov/doc.asp?id=33>
- **Does the state provide student aid for part-time students?**
Yes, as prescribed in the financial aid programs.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No, this is not done through state aid programs in California. However, campuses in our California State University (CSU) and University of California (UC) systems offer institutional aid programs to students that can include such emergency aid.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
While California offers 529 College Savings plans, per federal tax codes, it offers no similar state-funded program for any postsecondary students.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
As noted above, adult education is provided here by both K-12 school districts and community college districts. The California Department of Education website for adult education is: <http://www.cde.ca.gov/sp/ae/>; the applicable website for the California Community Colleges’ Chancellor’s Office Academic Affairs division is: <http://www.cccco.edu/ChancellorsOffice/Divisions/AcademicAffairs/tabid/229/Default.aspx>
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
It would be best if you directly contacted the applicable office in the California Department of Education: <http://www.cde.ca.gov/ta/tg/gd/>
- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

We are not knowledgeable about the policies and practices in this area and suggest that you directly contact the California Department of Education on these issues.

4) **Information and Dissemination Policies and Practices**

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

As you can imagine in a state as large and varied as California, these efforts are ongoing and dispersed and there is no central repository chronicling initiatives to promote adult education.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

California’s Masterplan for Higher Education assigns the major “re-entry” role for higher education to the state’s community colleges. The colleges provide lifelong learning opportunities to adults through their multi-faceted missions. The link below is to a 2005 document laying out the community colleges’ then-proposed strategic plan and recommendations for improvements in student services, including services for adult students: http://www.cccco.edu/Portals/4/Reports/agency_review_final_report.pdf

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes, and these efforts are generally undertaken at the local level. While there are no specific state programs here, many activities related to job development and retraining are coordinated through the California Employment Development Department (EDD). More information on initiatives such as those you describe above can be found at the following web link:

http://www.edd.ca.gov/Jobs_and_Training/

COLORADO
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**
 - **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
 - **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

No.

The Colorado Department of Higher Education (DHE) is responsible for the overall coordination of postsecondary instruction in the state. The mission of the department is to improve the quality of, ensure the affordability of, and promote access to, postsecondary education for the people of Colorado. This coordination focuses on all students and potential students that will be served in the state, including adults that have accumulated college credits and are reentering the higher education system and adults that enter the higher education system for the first time.

However, there is not one single unit or department in Colorado that that has sole explicit responsibility for all adult learner or adult learning activity. The DHE works collaboratively with the Colorado Department of Education (CDE) and the Colorado Department of Labor and Employment (CDLE) to meet the educational and training needs of adult learners. CDE has responsibility for adult basic skills and GED acquisition. CDLE has responsibility for workforce development and training services. The answers to the below questions describe the activities that exist within those three departments.

CDE - <http://www.cde.state.co.us/>

CDLE – <http://www.colorado.gov/CDLE>

DHE - <http://highered.colorado.gov>

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

As part of its mission, the DHE is required to allocate fiscal resources to the governing boards of Colorado's institutions of higher education. The institutions have discretion in using any appropriated funds to provide services to assist their students. Many campuses have degree completion programs, advising centers and other programs that focus on adult student success. These programs may not be discretely funded by the state, but play a large role in providing higher education services to meet the needs of Colorado's adult students.

There are three institutions in Colorado designated to have a specific role in the state to serve adult students.

- The Colorado Community College System has the legislative function to *“conduct occupational, technical, and community service programs...including college transfer programs with unrestricted admissions. It is further the intent of this article to develop ...adult education programs...”* C.R.S 23-60-102
- Colorado State University Global Campus has the mission *“...of offering upper division baccalaureate degree-completion programs for non-traditional students in partnership with the Colorado community college system...”* C.R.S 23-30-124
- Metropolitan State College of Denver *“...shall be a comprehensive institution with modified open admission standards at the baccalaureate level; except that nontraditional students at the baccalaureate level who are at least twenty years of age shall only have as an admission requirement a high school diploma, a GED high school equivalency certificate, or the equivalent thereof.”* C.R.S. 23-54-101

These three institutions each have examples of major initiatives and programs that specifically serve adult students reentering college, and lead to the completion of the individual's education goals.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

The state has actively pursued funding for the purpose of serving adult students by applying for grant funds from national and regional organizations. When funding is received, the state has adopted a philosophy of relying on the higher education institutions' involvement.

One example of funding that the state received is the Western Interstate Commission on Higher Education's Non-Traditional No More (NTNM) grant. NTNM was a project in 2008 and 2009 that identified the ready adult population that exists in Colorado and worked towards understanding the barriers that this population experience when returning to complete their education. The main strategy Colorado used was issuing an RFP for pilot programs that focused on this population. Results included funding three successful pilot programs, two of which are ongoing and self sustaining.

The Statewide Extended Studies Program at DHE awards annual program development grants that act as seed money for non-traditional programs. The seed money is intended to assist with start up costs for programs that target non-traditional learning through alternative delivery methods, programs designed to serve a non-traditional population, or workforce reentry.

College in Colorado (CiC) is DHE's initiative with the goal to improve college access and change expectations about college for all Colorado students. A cornerstone of the initiative, www.CollegeInColorado.org, offers a one-stop resource to help students and parents plan, apply and pay for college. The CiC team reaches out to students, parents, educators and workforce centers through ongoing events and training opportunities, as well as providing practical tools to assist every student in Colorado in furthering their education past high school. CiC provides tools that are of specific interest to adult learners, including job activities checklists, a resume builder, practice job interviews, a work history module and a transferrable skills checklist. All of the components of the adult learner portal are geared toward helping adults in transition return to post-secondary study or enter the workforce.

The DHE's College Access Challenge Grant (CACG) team focuses on services to underrepresented students and families, such as low income, first generation, and ethnically diverse. The CACG recognizes that adults are an integral part of the college student population and does not limit funding to traditional students. The CACG team distributes more than \$600,000 in scholarships annually. This year, nearly half of these dollars were awarded to non-traditional, Pell-eligible, full-time students. Priority in future years will be given to returning adults with less than 30 credit hours.

Workforce Developments Programs of the CDLE has applied for and received over \$67 million in discretionary grants during the last ten years to supplement federal program allocations. Some of the programs currently in operation to enhance or support student success include:

- The State Energy Sector Partnership (SESP) is utilizing American Recovery and Reinvestment Act funds to provide training for 1,200 Colorado workers seeking to enter the new energy fields. In partnership with statewide Registered Apprenticeship programs, 300 apprentices will receive specialized training in renewable energy and energy efficiency skills.
- The CareerReady Colorado Certificate was piloted in eight workforce regions during FY2008-09 through an initial investment from the Colorado Workforce Development Council and was expanded statewide during FY2009-10. The Certificate initiative uses WorkKeys (a series of work-based tests developed by ACT Inc.) to assess an individual's basic skill levels, and provides a certificate to demonstrate an individual's ability to successfully perform the basic skills required by a job. The goal of the initiative is to provide a standardization of skill levels to ensure job readiness of Colorado workers to fulfill business and industry needs of qualified applicants.

- The “Work, Education, and Lifelong Learning Simulation Center” (WELLS Center) is a state of the art, jointly funded public, private healthcare initiative that targets Colorado’s severe healthcare worker shortage. This first of its kind facility integrates three-dimensional computerized anatomy tools with complex computer-controlled human patient simulators (mannequins) for clinical training and faculty development programs accessible by schools of nursing and hospitals statewide. WELLS Center produces customized curriculum interfaced with cutting-edge technology for healthcare educators, practitioners and students. The WELLS Center is nationally recognized as one of the few healthcare educational centers combining technological advances with customized curriculum focused on human patient simulation. The WELLS Center project was initiated through a U.S. Department of Labor grant, and has leveraged WIA, Wagner-Peyser, foundations and private sector resources. Key partners include CDLE, Colorado Workforce Development Council, University of Colorado Hospital, University of Colorado-Denver WIN Partners, University of Colorado Denver Health Sciences Center, Central Colorado Area Health Education Center, and Touch of Life Technologies, Inc.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

DHE has the authority and role to allocate state financial aid funds to institutions. The higher education institutions then have the authority to award and package state financial aid funding to their student population. Each institution has policies for allocation of funds and may include adult or non-traditional students as is appropriate as long as federal and state guidelines are followed.

- **Does the state provide student aid for part-time students?**

As mentioned above, the institutions have the authority to allocate aid to their student population. State guidelines dictate that students must be enrolled at least half time to qualify for state financial aid. Institutional allocation of aid therefore may include half time students.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No state level policy limits institutions of higher education for providing such services to their students.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

Yes, through Senate Bill 202, signed by the Governor in 2010. This legislation encourages the use of CollegeInvest 529 college savings plans by adults already in the workforce and allows a state income tax deduction as a way to encourage savings for lifelong learning and job retraining. CollegeInvest is a division of the DHE.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

ABE Adult Education is administered through the Adult Education and Family Literacy unit of the Department of Education, using Workforce Investment Act Title 2 federal funding. There are 40 local programs offering English as a second language, literacy skills, EL Civics, and adult secondary education to approximately 15,000 adult students each year. These programs are spread throughout the state and provide services to all areas of Colorado. The 40 programs have several different delivery models, including community colleges, K-12 school districts, and community based organizations. Students are provided with contextual instruction preparing them for transition to postsecondary education, employment, or greater participation in the community. (http://www.cde.state.co.us/index_adult.htm)

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Colorado Department of Education has the responsibility to administer GED programs throughout the state. (<http://www.cde.state.co.us/cdeadult/GEDindex.htm>)

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

DHE encourages the use of credit for prior learning tools through the absence of restrictive policies. Each campus has the authority to set policies and procedures for the use of prior learning assessment or test out provision. Examples of some programs include Metropolitan State College of Denver's individualized degree program, and Mesa State College's portfolio development workshop. The Colorado Community College System utilizes a wide array of credit for prior learning tools and publishes a handbook that is available to all students.

State level data collection requirements do not discriminate between alternative and traditional credit attainment methods. Individual campuses have the ability to determine how many students are using these campus based programs and how many credit hours are awarded based on prior learning or assessments.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

DHE participation in the NTNMM grant has provided opportunities in recent years to engage the academic leaders at state and private institutions of higher education. This engagement of stakeholders has resulted in an increased understanding of the reentering adult student population and the importance of serving these students.

Statewide extended studies professionals are updated annually about adult learning initiatives and best practices to serve students. These annual updates reach the institutional administration that is most likely to serve this demographic of students.

DHE's CACG team gives more than 1,000 public presentations and events annually across Colorado discussing the benefits of college and navigating how pay for college. Specifically, College Goal Sunday, a statewide initiative supported by the CACG team promotes college completion information to potential and current college students. College Goal Sunday receives a minimum of 75 media hits annually from outlets across Colorado in print, digital and broadcast formats.

CDLE has focused on statewide expansion of the CareerReady Colorado Certificate and that focus enabled a media opportunity for the Governor, the Executive Director of CDLE and several private sector CEOs to illustrate the value of the credential for Colorado business and to introduce of a number completers now employed by the firms.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Colorado has gained significant momentum through the work of the NTNMM grant team, recent higher education strategic planning activities, and through the development of partnership between DHE, CDLE, and CDE.

Participation in NTNMM allowed the state to identify barriers, and build a foundational understanding of the importance of the adult re-entry demographic. Building on this foundation, the adult re-entry demographic was mentioned in several of the higher education strategic planning meetings. Two of the four subcommittees (pipeline and accessibility) recognize that the adult demographic is a critical to achieving Colorado's educational goals. One final recommendation in the strategic plan is the need to serve many adult learners who may be entering college long after high school to obtain new skills or a certificate of degree later in life.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

CiC, the DHE outreach division, is actively engaging in outreach activities. These activities are not limited to traditional students and do include adult and lifelong learning initiatives. CiC provides outreach to adult learners in a variety of different venues, including community colleges, workforce centers, public libraries and community centers. Additionally, CiC has hosted numerous college fairs for families, which included informational sessions and collateral material for adult learners.

DHE's CollegeInvest has a very successful Employer Outreach Program that engages over 150 Colorado companies in promoting saving for higher education for the adult employee – in addition to his/her children. CollegeInvest also provides free services to support adult learners such as employee seminars, toll-free help line, online planning tools and workbooks, and financial literacy training. This program is also promoted through media releases to business publications and on [www.collegeinvest.org/adult learner](http://www.collegeinvest.org/adult_learner).

DHE's CACG team connects with 100,000 Colorado students and families annually to break down the financial barriers to college. Our team canvases Colorado giving more than 1,000 financial aid, FAFSA and financial education workshops annually at adult-friendly locations, such as workforce centers, homeless shelters, colleges and community centers. Providing hand-on workshops and resources, the CACG team helps all potential students, including adult learners, to complete the Free Application for Federal Student Aid and provides interactive workshops about financial education to engage learners in strategic discussions and exercises about making savvy financial choices to pay for college. Additionally, through www.educationcents.org, more than 20% of participants in this online financial literacy curriculum about how to pay for college are non-traditional students.

CDLE uses Connecting Colorado (www.connectingcolorado.com) to allow individuals to register online for unemployment benefits. It is also used as a place where individuals seeking employment and businesses seeking employees can be matched and brought together to fit each other's needs. The Colorado Department of Labor and Employment provides this site as a free resource to job seekers and employers who wish to use the Colorado Workforce Center system through a convenient and secure method.

CDLE also offers the e-Colorado Knowledge Portal (www.e-Colorado.org) as a single, comprehensive, easy-to-navigate electronic interface—among all stakeholders of the workforce development system: job seekers, employers workforce system professionals, students, educational and training institutions, community and faith-based organizations, and government. Courseware, documents, data, instructors, other learners, and colleagues can be accessed from one centralized location. The portal is an efficient and cost-effective solution to manage the rapidly expanding universe of information and to transform information into actionable knowledge for workforce development.

Features of e-Colorado include: Team Rooms (active social networking communication rooms), Colorado Grants Clearinghouse, ARRA resource links, electronic portfolios, and e-learning courses. In development is a Virtual Training Institute that will house a virtual career fair, training resources for workforce staff and customers, as well as partners in education, economic development, and business, and will also be accessible to partner states.

CONNECTICUT
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

Responses from the CT Dept. of Education Bureau of Health/Nutrition, Family Services and Adult Education in BLUE

Responses from the CT Dept. of Higher Education in RED

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes.

The Connecticut State Department of Education (CSDE), specifically the Bureau of Health/Nutrition, Family Services and Adult Education, has oversight responsibility for adult education programs in Connecticut that are operated in accordance with Section 10-5 and Sections 10-67 through 10-73c, inclusive, of the Connecticut General Statutes (C.G.S.) and Title II of Public Law 105-220. The mandated instructional areas include Americanization and United States citizenship, English for adults with limited English proficiency and elementary and secondary school completion. Connecticut has three pathways for earning a high school diploma, the General Educational Development (GED), the National External Diploma Program (NEDP) and the Adult High School Credit Diploma Program (AHSCDP).

The Education & Employment Information Center (EEIC) is a statewide referral service of the Connecticut Department of Higher Education. This unit serves as a central source of free information for anyone who has questions about college, careers and job training. Most of the EEIC's callers are adults looking for retraining or new careers. The EEIC also helps teenagers making college or career decisions, unemployed or dislocated workers exploring job options, adults who have not completed high school, homemakers looking to return to college or the job market, professionals making mid-life career changes, senior citizens wishing to enrich their lives with new knowledge, and employers seeking training programs or recent college graduates. Much of the information on the website provides relates to services and programs delivered by the Adult Education unit in the CT Department of Education. See <http://www.ctdhe.org/edinfo/>

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

The oversight responsibilities of the Bureau's adult education unit include:

- developing and implementing policies and guidelines relative to program standards, curriculum, assessment, instruction, funding, data collection, accessibility, accommodations, and accountability;
- managing adult education state and federal grant funding processes;
- reporting to state and federal government agencies;

- administering the State of Connecticut General Educational Development (GED) testing program;
- providing professional development and technical assistance to adult education providers;
- monitoring provider performance in accordance with Connecticut’s educational laws; and
- fostering partnerships with a wide variety of agencies and organizations.

Contact Information:

<p>Paul F. Flinter, Bureau Chief Bureau of Health/Nutrition, Family Services and Adult Education 25 Industrial Park Road Middletown, Connecticut 06457 Telephone: 860-807-2050 Email: paul.plinter@ct.gov</p>	<p>Ajit Gopalakrishnan, GED State Administrator Bureau of Health/Nutrition, Family Services and Adult Education 25 Industrial Park Road Middletown, Connecticut 06457 Telephone: 860-807-2125 Email: ajit.gopalakrishnan@ct.gov</p>
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The Adult Education Web Page:

www.sde.ct.gov/sde/taxonomy/taxonomy.asp?DLN=45426&sdeNav=|45426|

CT Dept. of Higher Education
Education & Employment Information Center
800/842-0229
860/947-1810
<http://www.ctdhe.org/edinfo/>
edinfo@ctdhe.org

2) **Fiscal and Financial Policies/Practices**

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

As outlined in question one, the CSDE supports local expenditures for mandated adult education by administering a state grant application process. The funds are appropriated by Connecticut’s legislature. Each local or regional school district or regional educational service center submits an application for state funds and state grants are awarded based upon a percentage of eligible costs spent on adult education. Section 10-67 and Section 10-71 of the C.G.S. respectively, detail eligible costs and explain the zero to sixty-five percentage of support afforded to each district.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them**

(or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?

The CSDE uses the federal adult education dollars to enhance and enrich the strong state/local funding structure for providing mandated adult education programs. These federal funds are distributed through a direct and equitable request-for-proposal (RFP) process. Federal funds are awarded in the following established priority areas to promote innovative adult education and literacy instruction workforce education, postsecondary transitions, English literacy/civics education, family literacy, online learning, National External Diploma Program and nontraditional education.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Adult students are not explicitly targeted for aid programs, but adult students (including part-time students) are eligible for all four state financial aid programs. See below.

- **Does the state provide student aid for part-time students?**

Adult students are eligible for all four of the state’s financial aid programs. Adult students have in some instances qualified for the Capitol Scholarship program based on their previous high school work.

Program	Who is Eligible	Amounts (may vary)	Basis of Selection	How & When to Apply
State: Capitol Scholarship	CT resident who is a high school senior or graduate with a rank in top 20% of class or SAT scores of at least 1,800, or ACT score of at least 27.	Up to \$3,000 a year to be used at a CT college or at colleges located in states which have reciprocity agreements with CT: the District of Columbia, Maine, Massachusetts, New Hampshire, Pennsylvania, Rhode Island and Vermont.	Financial need and academic merit	File application through high school guidance office by February 15. Applications available at high schools and www.ctdhe.org/SFA . Submit a Free Application for Federal Student Aid (FAFSA)
State: CT Aid for Public College Students	CT resident attending a CT 2- or 4-year public college or university.	Up to amount of unmet financial need.	Financial need	Submit a Free Application for Federal Student Aid (FAFSA)
State: CT Independent College Student Grant Program	CT resident attending a CT independent college or university.	Up to \$8,332 a year.	Financial need	Submit a Free Application for Federal Student Aid (FAFSA)
State: CT Minority Teacher Incentive Grant/Weisman Teacher Scholarship	Minority junior or senior enrolled in a CT college or university teacher preparation program. Weisman nominees enrolled in math or science middle or high school teacher preparation programs.	Grants up to \$5,000 a year for 2 years; loan reimbursement of \$2,500 a year for up to 4 years of teaching in a CT public school.	Nomination by education dean	<u>Nominations due October 1. Contact education deans at CT colleges listed on application available at www.ctdhe.org/SFA or call the EEIC Hotline at (800)842-0229.</u>

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

N/A

While some institutions will provide emergency or just-in-time financial assistance to students, this type of aid falls outside the structure of the state aid programs.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

N/A

The state’s 529 plan is designed primarily for traditional age college students.

Note: The above four questions are not applicable to the CT Department of Education operated adult education programs because these programs are provided free of charge. Conversely, there are other state agency programs (e.g. post-secondary education and training) that provide financial assistance to adult learners/adult learning.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The CSDE’s adult education unit has oversight responsibility for adult education programs in Connecticut that are operated in accordance with Section 10-5 and Sections 10-67 to 10-73c, inclusive, of the (C.G.S.) and Title II of Public Law 105-220. The CSDE’s specific oversight responsibilities including policy development and implementation, funding, monitoring, reporting, professional development and partnerships are described in greater detail in question 1.

In 2009-10, 72 organizations including school districts, community and faith-based organizations and other agencies provided the mandated adult education programs and services. A directory of providers is available at <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Adult/providerdirectory.pdf>

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

The mastery examination provided within adult education is the Tests of General Educational Development (GED). Individuals who pass the GED Tests receive a Connecticut State High School Diploma. Individuals seeking to take the GED Tests are not required to attend classes. Practice tests to gauge an individual's readiness to pass the GED Tests are strongly recommended and are provided by adult education programs.

Learners who are identified by adult education programs as needing remediation are encouraged to participate in GED preparation classes prior to taking the GED Tests. To determine the progress of learners in those classes and to establish their readiness for taking the GED Tests, adult education programs periodically administer standardized assessments. When a learner is deemed ready to pass the GED Tests, he/she does not need to continue in classes and can take the GED Tests soon thereafter. Each year over 10,000 individuals are enrolled in Adult Basic Education (ABE) and GED preparation classes.

In postsecondary education, the Board for State Academic Awards provides diverse and alternative opportunities for adults to earn degrees. The Board accomplishes its mission through Charter Oak State College and the Connecticut Distance Learning Consortium. Its statutory mission is to “develop and implement programs to improve opportunities in higher education through alternative modes of service, including but not limited to guidance and information services, registration and validation services, examination and degree-granting services, technological delivery systems, and projects of research and development.” The institution offers adults the opportunity to earn undergraduate degrees through a combination of online courses, award of credit for courses taken at other colleges and universities, independent guided study, and a rigorous process of testing and assessment. A primary mission of the institution is prior learning assessment.
<http://www.charteroak.edu/> and <http://www.charteroak.edu/AboutUs/Mission.cfm>

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

A primary vehicle for credential completion for adult students is The Board for State Academic Awards through Charter Oak State College. The Charter Oak State College President, Edward Klonoski, sits on the state's P-20 Council and actively advocates for issues aligned with adult education and degree completion.

<http://charteroakpresident.blogspot.com/>

- **Is the adult re-entry pipeline an explicit and integral part of the state's “public agenda” or strategic plan for higher education?**

Connecticut's P-20 Council, co-chaired by Michael Meotti, Commissioner of Higher Education, and Mark McQuillan, Commissioner of Education, has outlined principles to guide the state's educational systems

(<http://www.ctdhe.org/P20/pdfs/Principles041210.pdf>). While these principles focus primarily on alignment of the traditional pathways through educational systems, they do acknowledge the importance of continuing education and lifelong learning. The pathways for “re-entry,” however, are not explicitly acknowledged.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

The Education & Employment Information Center (EEIC) (see bullet #1 above) maintains a website (<http://www.ctdhe.org/edinfo/>) and a telephone hotline 9am-4pm on weekdays (800/842-0229). Staff may also be contacted via email. The EEIC has a number of short informational publications available, which can also be accessed online.

These questions appear to pertain solely to higher education and are not specifically applicable to the mandated adult education program to which the CSDE provides oversight. However, CSDE provides information and resources to local programs to promote awareness and assist students interested in pursuing postsecondary opportunities an example of which is the Know How 2 Go website at <http://www.KnowHow2GOCT.org/>.

DELAWARE
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes, the Delaware Department of Education has explicit responsibility for providing adult education in the state. We, however, are not the only entity providing Adult Education.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

Delaware Dept. of Education (DDOE) website:

http://www.doe.k12.de.us/infosuites/ddoe/aboutdoe/workgroups/college_workfor ce.shtml#group1

James H. Groves Adult High School: <http://jhgroves.homestead.com/>

Adult Education Staff Development: <http://www.acenetwork.org/>

Personal Contacts: Maureen Whelan, State Director of Adult and Prison Education – (302) 857 3342

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

Institutions of high education also provide Adult Education for a fee, whereas DDOE programs are free or have a \$40 book charge (Groves High School Program only). The Department of Labor (DDOL) also provides skills training to adults meeting the eligibility criteria. DDOE and DDOL are working on a collaborative project.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

Yes. Not sure if this answers your question, but DDOE Adult Ed programs are supported through federal and state funding. Each funded program provides students with information on the current job market and job readiness skills through at varying levels of intensity. The James H. Groves Adult High School initiated a pilot “Transition Program” this year which will support adult learners, who have achieved a GED or diploma, entering into our community college or four year college (our data indicates that most adult ed students enter our one community college).

We are providing adult learners with the knowledge and skills to enter into credit bearing courses not developmental courses.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Yes. Delaware Adult Ed receives specifically targeted funds for adult education. General K-12 funds are not used in support of adult learners. However, DDOE does receive some Title 1, Part D (Neglected and Delinquent Grant) to service juvenile offenders who have been adjudicated to adult prisons.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Yes. Most of our Adult Ed programs do provide students with support in completing FAPSA forms, locating scholarship monies, connecting to DOL training and apprenticeship programs.

- **Does the state provide student aid for part-time students?**

All of our adult education students are part time since none of our programs are full time.

Yes. The Delaware SEED Scholarship is available to Groves graduates but it can only be applied to students who are entering college full time and who have a diploma, not a GED. (In Delaware, a GED is not considered an equivalency diploma.) As a result some students can get aid. Part time adult learners can access funding through FAPSA.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

Not that I am aware of.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

Not that I am aware of.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

DDOE has the responsibility and providing funding through a competitive RFP process to community providers. As a result, local education agencies, non-profits and the community college have DDOE funded ABE programs.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

GED instruction is provided through the ABE programs described above. Delaware has six GED testing centers which operate out of local educational agencies and the community college. DDOE coordinates local services with GEDTS; evaluates accommodations; provides technical assistance to testing centers; and convenes GED examiner work sessions at least twice a year.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Currently, we do not use any PLA or test out provisions. The National Reporting System which documents Adult Education outcomes requires at minimum 12 hours of attendance and supports post testing after 60 hours of seat instruction, if the program is not a distance learning format. (This process is explained in our Assessment Policy.)

Balancing accelerated learning with attendance and testing requirements is a task we are working on.

4) **Information and Dissemination Policies and Practices**

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

The Lt. Governor's Office has charge over the Interagency Council on Adult Literacy (ICAL). Through this agency, the Departments of Labor, Health & Social Services, Economic Development, Corrections, Libraries, and Education work together to promote increased literacy for adult learners. This year we have worked together on the BTOP Grant and the Governor's Re-entry Project. The Delaware Coalition for Literacy is the statewide advocacy agency for adult education; however it is small and doesn't have much funding. The video that they have produced is on the ACE Network whose website is listed above. Also, local programs contact local media when there are graduations or important events occurring. As State Director, I have made presentations to DOE, the State Board of Education, and the Workforce Investment Board.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

If re-entry applies to adult learners becoming more skilled for workforce employment, there is not a cohesive multi agency plan with long term goals. But we, as ICAL agencies, we are working on developing interest in one. If you mean re-entry as related to Offender Re-entry, then yes it is a "public agenda" priority.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Our local Adult Education programs inform all students of post secondary opportunities. The local community college also makes adult learners aware of their educational opportunities.

FLORIDA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes. The Career & Adult Education Division includes a section for career and technical education and adult education.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

www.fldoe.org/workforce/adulted/

Adult Education programs help adults get the basic skills they need to be productive workers, family members, and citizens. The major areas of support are Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ESOL). These programs emphasize basic skills such as reading, writing, math, and English language competency. Adult learners enrolled in ASE can earn a high school diploma or its equivalent by successfully passing the General Educational Development (GED) tests. Programs also prepare students for postsecondary education to ensure that they are college ready and will not need remediation at the postsecondary level. The Adult Education Section has responsibilities for writing the state plan for adult education, prepares federal reports, and provides curriculum frameworks and technical assistance on ABE, AHS, ESOL, GED programs and federal grants (Adult Education & Family Literacy Act Title II of the Workforce Investment Act). In addition conducts workshops and presentations as well as supports professional development through Regional Training Councils, activities of the Florida Literacy Coalition, and ACE of Florida.

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

No.

- **Does the state provide student aid for part-time students?**

Yes.

- **Do state aid programs (if applicable) provide emergency or "just-in-time" financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

No.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Division of Career and Adult Education oversees the Adult Basic Education program. The adult education section provides instructional support through curriculum frameworks, professional development for teachers and administrators, and technical assistance and management of leadership grants.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Florida Department of Education's Division of Career and Adult Education oversees the GED instructional programs and GED testing administration.

Within the division, the Florida GED Testing Office is responsible for managing the GED test administration process in Florida. The State of Florida High School Diploma, a high school equivalency diploma, is issued to all candidates who satisfactorily complete the GED test series. There are 81 approved testing centers in Florida schools districts, community colleges, and correctional institutions; these centers are responsible for administering the GED Test. The Florida GED Testing Office provides the following services:

- scoring site for all exams
 - printing and distribution to testing centers of all original diplomas and transcripts
 - maintenance of GED records since 1949
 - production of duplicate transcripts and diplomas
 - verification of GED diplomas via fax
 - management of the approved testing centers
- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Florida's articulation policies are extensive providing opportunities for college credit through alternative means. For example, [s. 1007.27, Florida Statutes](#), includes provisions for the award of credit through acceleration mechanisms, including the College Level Examination Program (CLEP). In addition to acceleration mechanisms, state policies encourage the award of credit for demonstrated competency through competency-based certificate programs and experiential credit opportunities. The award of credit for work and other experiential learning is at the discretion of the institution.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

Division of Florida Colleges is currently in the development stage of an initiative specifically for adults called Finish Up, Florida! The initiative will target students with some college and encourage them to come back to finish up a degree.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Yes. The primary goal of the Division of Career and Adult Education's Strategic Plan for Building an Adult Education Career Pathways System is to increase the number of adult education students that enter postsecondary education and earn a certificate, degree, and/or industry credential. There will be a competitive grant in 2011 to help programs develop systemic changes that will help them to meet this goal.

Additionally, Florida has joined Complete College America pledging to make degree completion a top priority.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

No; however, as a component of Finish Up, Florida! the online advising system, FACTS.org, will include a returning adult student toolkit specifically for adults seeking to re-enroll.

GEORGIA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Responsibilities are shared by the State's two public systems of higher education, the Technical College System of Georgia (TCSG) and the University System of Georgia (USG). TCSG has a specific department described below.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

TCSG: Through its 37 service delivery areas, the Office of Adult Education (OAE), within the Technical College System of Georgia, promotes and provides adult education programs throughout the state of Georgia. Literacy programs are available to adults needing basic, general, or specialized skills instruction. The Office of Adult Education facilitates collaboration among state and local entities to improve adult education efforts. See the following weblink:

<http://www.tcsg.edu/forAdultLearners.php>

USG: The USG supports adult learning initiatives, which include

- The USG Adult Learning Consortium which focuses on improving programs and services for adults returning to college. The Consortium is expanding from five to eleven institutions;
- Participation in the Council for Adult and Experiential Learning's (CAEL) Virtual Prior Learning Assessment Center, **Learning Counts**;
- Encouragement, training, and resources for expansion of Prior Learning Assessment (PLA) strategies and programs;
- A public awareness campaign for adults returning to college;
- Military outreach centers and military outreach public awareness campaign;
- Partnership with the Southern Regional Education Board (SREB) on Lumina-funded development of TheAdultLearner.org web portal, which will intersect with the Consortium's adult learner webpage under development.

Contact person is Patricia Paterson at Patricia.Paterson@usg.edu (404) 463-0105.

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

N/A

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No. However, GAcollge411.org, managed by the Georgia Student Finance Commission, offers online career, postsecondary, and Work Ready support for adult learners throughout the state. See <https://secure.gacollge411.org/default.aspx>

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Georgia's HOPE (Helping Outstanding Pupils Educationally) Program is Georgia's unique scholarship and grant program that rewards students with financial assistance in degree, diploma, and certificate programs at eligible Georgia public and private colleges and universities, and public technical colleges. HOPE is funded entirely by the Georgia Lottery for Education. Since the HOPE Program began in 1993, over \$4.6 billion in HOPE funds have been awarded to more than 1.2 million students attending Georgia's colleges, universities, and technical colleges. Disaggregation by age is not readily available. For additional information, see

http://www.gacollge411.org/Financial_Aid_Planning/HOPE_Program/default.aspx

The state has also used funding from Georgia's College Access Challenge Grant from the U.S. Department of Education to enhance programs and services for adult learners through an Adult College Completion Initiative. Strategies and estimated percentages targeted at adult learners rather than traditional students are provided below:

- USG Adult Learning Consortium—90%
 - College Completion Public Awareness Campaign—90%
 - Military Outreach Services—90%
 - Georgia Transfer and Articulation Portal (under development)—50%
 - GED and Up program—60%
- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Georgia's lottery-funded HOPE Program, referenced above, includes three programs which may benefit adult students. The HOPE *Grant* Program targets workforce development. While not explicitly aimed at a particular age group, the HOPE *Grant* benefits many adult learners. The HOPE *Grant* program is for students seeking a technical certificate or diploma, regardless of the student's high school grade point average or graduation date.

Adult students also have opportunities to earn the HOPE *Scholarship*. While benefiting adult students is not a stated aim of the program, adults are not excluded and many are recipients. Georgia's HOPE *Scholarship* is available to Georgia residents who have demonstrated academic achievement. The scholarship provides money to assist students

with the educational costs of attending college in Georgia including funding for tuition, HOPE-approved mandatory fees and a book allowance at public colleges and universities.

Additionally, the HOPE *GED Grant* is available to students who earn a GED diploma through the Technical College System of Georgia. The GED Grant provides a one-time award that can be used towards tuition, books, and other educational costs at an eligible public technical college or public or private college or university.

See http://www.gacollege411.org/Financial_Aid_Planning/HOPE_Program/default.aspx for information on both the HOPE *Grant* and the HOPE *Scholarship*. Information on the HOPE *GED Grant* can be found at <http://www.tcsg.edu/ged.php>.

Through web, print, and media outlets, TCSG and USG institutions, and the Georgia Student Finance Commission (GAcollege411.org) target adult students as beneficiaries of various student financial aid programs.

- **Does the state provide student aid for part-time students?**
Yes. Through Georgia's Lottery program, HOPE Scholarships and Grants are made available to qualifying part-time students.
- **Do state aid programs (if applicable) provide emergency or "just-in-time" financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No. Institutions of higher education may provide this type of support; however, there is not a state program.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
No. The State of Georgia does offer the Path2College 529 Plan, but it is primarily designed to support traditional students. <http://www.path2college529.com/index.html>

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
The Official Code of Georgia (*O.C.G.A. § 20-4-15*) gives responsibility to the Technical College System of Georgia (TCSG). Within TCSG, the Office of Adult Education has direct responsibility for managing the Adult Basic Education program for the State. Information about the program can be found at: <http://www.tcsg.edu/forAdultLearners.php>

Dr. Josephine Reed-Taylor, Deputy Commissioner of TCSG, currently serves as the State Director of Adult Education. Her contact information is: jreed-taylor@tcsge.edu (404) 679-1600

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Technical College System of Georgia, Office of Adult Education, provides oversight for the Georgia GED Testing program. Specific information can be found at: <http://www.tcsge.edu/ged.php>

Kim Lee, Director of GED Testing, can be reached at: klee@tcsge.edu (404) 679-4959

The HOPE program provides a GED voucher for Georgia students who take the GED. The Georgia Student Finance Commission (www.gsfc.org) administers the HOPE program.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

The USG Adult Learning Consortium has been a primary vehicle for increasing acceptance of various Prior Learning Assessment options at USG institutions. The Consortium has instituted agreements concerning acceptance and transfer of CLEP, ACE/DANTES, and other nationally accepted assessments. The Consortium has developed a PLA portfolio course, fee system, policies, and procedures, and has trained faculty in the CAEL principles as well as in best practices. PLA dissemination is under consideration as the state develops its plans for Complete College America. The Consortium has been accepted into the pilot phase of CAEL's virtual online assessment center, Learning Counts, a new online service offering credible, third-party assessment of college-level learning acquired outside the college classroom.

4) **Information and Dissemination Policies and Practices**

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

Georgia is a partner in Complete College America and will be examining "adult friendly" policies at the state level as part of overall postsecondary completion goals.

A cross-agency Leadership Team for the state's College Access Challenge Grant is beginning its second year of major public awareness campaigns related to college access and success. In addition to media and publications staff from the various state education agencies, the Governor's Office, and Georgia Public Broadcasting, outreach is being

conducted through community groups and the business community/chambers of commerce.

USG: The USG Retention and Graduation Task Force, which has recently issued a summary of an in-progress report to the Board of Regents of the USG, has focused institutional work on the issue of college completion. The Retention and Graduation Task Force grew out of the board's 2007 Strategic Plan, specifically goal one of that plan, which calls for increasing graduation rates as part of the goal's overall focus on renewing excellence in undergraduate education. Recommendations include strategies which are effective for adult learners. See the report at http://www.usg.edu/news/release/graduation_task_force_reports_to_regents/

TCSG: At almost every speaking engagement, topics of enrollment, retention, progression, and graduation are discussed. This happens in agency peer meetings, Presidents' Councils, State Board, op-eds in state and local media, and public speaking engagements such as Rotary, etc.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

The adult re-entry pipeline is an explicit strategy within the state's highly-collaborative College Access Challenge Grant (CACG), led by the USG.

As noted previously, Georgia's involvement in Complete College America, which is a collaborative including the Georgia Student Finance Commission, TCSG, USG, the Governor's office, and a range of community partners, will include adult learners as an integral part of the state's strategic plan.

Additionally, the Technical College System of Georgia's mission is to provide technical, academic, and adult education and training focused on building a well-educated, globally competitive workforce for Georgia. Adult education is very much a part of TCSG's public agenda and strategic planning efforts. Information about TCSG's Strategic Plan and Scorecard can be found at the following:

Strategic Plan: http://www.tcsg.edu/all_documents/strategic_plan_update_final.pdf

Scorecard: <https://kms.dtae.org/portal/>

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Technical colleges around the state, as well as adult education program providers, regularly engage in outreach opportunities via agency peer meetings, Presidents' Councils, State Board, op-eds in state and local media, and public speaking engagements such as Rotary, etc.

A public awareness campaign focusing on adult learners will be ready for launch by January 2011. The campaign is a broad-based effort funded through the State's College Access Challenge Grant. The campaign includes PSAs of adult learner success stories, a centralized adult-friendly web portal which links with landing pages on individual campuses, and billboard and other media placements. The state is also a partner in the SREB electronic campus and will be participating in a Lumina-funded expansion of online information and services for adult learners called TheAdultLearner.org degree completion portal.

HAWAII
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

The responsibility is shared by the ten individual campuses (most prominently the community colleges) and the system academic office.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

No, there is very limited state aid.

- **Does the state provide student aid for part-time students?**

No.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
No.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
This function is under the state department of education (K-12).
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
This function is under the state department of education (K-12).
- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**
There are no state polices in regard to PLA.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**
The Hawaii Graduation Initiative was launched this summer, but we have not targeted adult students specifically in our performance indicators. We have started breaking out the data by age group, and we have begun in speeches and meetings to underscore the need to recruit the underemployed and unemployed adults—and make sure we have the support services in place to serve them.
- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**
No, but there is growing awareness that the state will not meet its goals without targeting returning adults.
- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**
The statewide office of the community college system has run ads that are directed at returning adults.

IDAHO
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes and No. We have a unit responsible for Adult Basic Education, but no unit that focuses on the broader population of adult learners.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

ABE and short-term training for adults (including state employee training)
http://www.pte.idaho.gov/Adult_Student.html

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

The responsibility is shared between the Division of Professional-Technical Education and the Office of the State Board of Education. Both of these entities report to the State Board of Education.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

There is some grant support provided for Adult Basic Education as well as Short-term training. The Division of Professional-Technical Education also supports Centers for New Directions, which target adults who have been out of the workforce for some time or who need support to change occupations.

http://www.pte.idaho.gov/Center_for_New_Directions/Home.html

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

The Senior Community Service Employment Program provides basic skills education and short term training for older adults. Also, the Workforce Training Fund provides money for increased learning.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**
No.
- **Does the state provide student aid for part-time students?**
Some of the scholarship programs include part-time students, but most do not.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
The State does encourage college savings plans.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
This function is housed in the Division of Professional-Technical Education, a separate agency under the State Board of Education. <http://www.pte.idaho.gov/ABE/Home.html>
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
This function is also housed in the Division of Professional-Technical Education. <http://www.pte.idaho.gov/GED/Home.html>
- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**
The Board does have a general policy, which defines prior learning and at what level credit may be granted. For additional information, a direct link to the Board policy can be found on http://www.boardofed.idaho.gov/policies/documents/policies/iii/iii_k_prior_learning_04-02.pdf . The Board also has a policy that if one of the state institutions has granted credit, that credit will be accepted by the other state institutions.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

We are just starting this piece of our Complete College Agenda and we have not yet started promoting it as a state. Some individual institutions have begun efforts in this area. Some of the state institutions have programs that encourage adults to reenter and finish.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Not yet.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Higher education information is disseminated by CIS and the Dept. of Labor's One Stop Centers. Individual institutions have also implemented some services targeted to adults.

ILLINOIS
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

Illinois has an Adult Education and Family Literacy Division within the Illinois Community College Board (ICCB). This Division covers the responsibility of the partnership with the state established by the federal Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA) to provide adult education and literacy services to individuals who have attained 16 years of age or above, who are not enrolled or required to be enrolled in secondary school under state law, and to provide instructional and educational support serves for these individuals.

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

For adult learners who do not meet the criteria above, the responsibility lies jointly with the ICCB and the Illinois Board of Higher Education (IBHE) to address the needs of this population of students.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Illinois adult learners are eligible for the state Monetary Award Program (MAP) grants awarded through the Illinois Student Assistance Commission. These are need-based grants. However, the majority of those grants are awarded to traditional age students. For more information, go to www.Collegezone.com

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**
The only such financial aid program that applies specifically to adult students is the Illinois Veterans Grant.
- **Does the state provide student aid for part-time students?**
Yes, the MAP grant is available to students who are taking a minimum of 3 credit hours per term.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No. The community colleges and universities, however, generally provide assistance to students who encounter such emergencies.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
The state underwrites the Illinois Bright Start 529 Account. Although the target audience for this program is K-12 students who intend to attend college, the program is open to any student. Grants of \$500 are also made for union members or union retirees who have Bright Start accounts. The College Savings Employer Participation Initiative offers a new incentive for employers and their employees to contribute to the State of Illinois 529 savings and prepaid tuition programs. Illinois employers can now claim a tax credit of up to \$500 per contributing employee for one-fourth of the amount contributed each year toward employee 529 tuition plans.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
ABE is administered through the ICCB (<http://www.iccb.org/adulted.html>). The responsibility of administering ABE, or the federal Adult Education and Family Literacy (AEFL) programs through Title II of WIA, was transferred from the Illinois State Board of Education (ISBE) to the ICCB in 2003. An AEFL Advisory Council, an advisory committee to the ICCB, meets regularly and includes representatives from community-based organizations, community colleges, public school/Regional Offices of Education, the Departments of Corrections and Human Services, the Illinois State Board of Education, the Secretary of State Literacy Office, the Department of Commerce and Economic Opportunity, and other important stakeholders.

The Adult Education Data System, DAIS-I (Data and Information Systems – Illinois) is web-based and provides users with real-time data and reporting capabilities.

The AEFL system recently completed a strategic plan. To view the plan, which has been disseminated by the federal Office of Vocational and Adult Education as a model for strategic

planning, please go to [http://www.iccb.org/pdf/adulted/Adult Education Strategic Plan 11-12-09_Final.pdf](http://www.iccb.org/pdf/adulted/Adult_Education_Strategic_Plan_11-12-09_Final.pdf) .

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

In July 2005, GED Testing Administration also transferred to the ICCB from ISBE. Since the transfer a GED Administration Advisory Committee has been established comprising representatives of the Regional Offices of Education (ROE) and the Cook County GED Testing Program. The Committee works with the ICCB to identify and address testing and program issues surrounding GED test administration. The ICCB also developed GEDi, a web-based curriculum (<http://www.ged-i.org/index.jsp>). Currently, we have 76 GED testing centers in Illinois. During FY 2009, 16,400 individuals earned GED awards. For more information, see the ICCB website (<http://www.iccb.org/gedtesting.html>).

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

There are no state policies and practices that address prior learning assessments. The ICCB issued a dual credit report in January, 2010 (http://www.iccb.org/pdf/reports/dualcreditrpt_January2010.pdf), although this is a program that is designed primarily to assist traditional age college students.

4) **Information and Dissemination Policies and Practices**

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

The Board of Higher Education (IBHE) meeting of June, 2009 included a presentation by Pamela Tate, President and CEO of the Council for Adult & Experiential Learning, “Strategies to Attract Adult Learners to College.” In March, state staff from ICCB and the Governor’s Office attended the NGA Center for Best Practices meeting, “Increasing Postsecondary Credential Attainment by Adults: An Institute for State Policymakers.” More recently, Illinois recently joined the **Complete College America (CCA)** initiative with 22 other states <http://www.completecollege.org/>. Under the leadership of the Governor’s Office, all Illinois education agencies endorsed the project. CCA aims to increase the number and rate of college graduates.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

Yes. Recommendation 2 of the “Public Agenda for College and Career Success” (the strategic plan of Illinois higher education) states, “Increase the number of adults,

including GED recipients, reentering education and completing a postsecondary credential.” The strategies for this recommendation include:

1. Increase support for adult students through an emphasis on adult basic education and GED completion, financial aid, support services, and incentives for adults with substantial college credit to finish degrees.
2. Expand opportunities for adult learners through regional partnerships, baccalaureate completion programs, and new entryways for low-skilled residents.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

The state has College Zone Outreach Centers at most of the Illinois community colleges.

For a complete listing of the centers and their activities, see

http://www.collegezone.com/informationzone/10_8971.htm .

In addition, Illinois has a website and employment and training centers that advocate and assist with postsecondary options. For more information, see

http://www.illinoisworknet.com/vos_portal/residents/en/Home/.

INDIANA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

In Indiana, two agencies are responsible for adult learning—the Indiana Department of Workforce Development and the Indiana Department of Education. The two agencies partner fully on the delivery of Adult Education—also known as adult “remedial” or “developmental” education for individuals 18 or older who do not possess a high school diploma or GED. The Adult Education program links basic skills education in math and English (reading, writing, speaking) with entry-level occupational training. The Indiana director of Adult Education is Ms. Jackie Dowd; jdowd@dwd.in.gov; Indiana Department of Workforce Development, 10 North Senate Street, Ste. 302, Indianapolis, IN 46204; www.doe.in.gov/adulted/welcome.html.

The Indiana Department of Workforce Development is responsible for oversight and administration of career development, education and occupational-training programs for adults—incumbent, dislocated and under-skilled. The programs are predominantly funded by the Workforce Investment Act, the Wagner-Peyser Act and the Trade Adjustment Act. DWD’s Senior Deputy Commissioner, Dr. Gina DelSanto, oversees the programs: gdel santo@dwd.in.gov; Department of Workforce Development, 10 North Senate Street, Ste. 302, Indianapolis, IN 46204; www.in.gov/dwd.

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No, Indiana anticipates that public institutions of post-secondary instruction will fund student services as they do academic program—through base support, tuition receipts, grants and interest on endowment.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Indiana’s annual state budget includes a line-item funding Adult Education in the amount of \$14M. The funds are used for career development and remedial education in math and language arts for individuals 18 years of age or older who do not possess a high school diploma or GED. Since the funds are solely for adult remediation, 100% of the activity affects adults.

Indiana’s annual state budget also includes approximately \$250M in state grants-in-aid for full-time post-secondary study at public or private institutions within the state. An additional \$5M is allocated to part-time study at the post-secondary level. The funds are allocated on the basis of need, meaning adult learners may funds for full-time or part-time study commensurate with traditional students, as long as their financial need is similar.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

No, in fact, Indiana does not target specific beneficiaries in any fashion. The state grants-in-aid are derivative of FAFSA results, and all residents completing the FAFSA are considered for state-based aid.

- **Does the state provide student aid for part-time students?**

Yes, in the current biennium \$5M annually is allocated to support part-time students.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No, state grants-in-aid are awarded once annually with no provision for “just-in-time” aid.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

Indiana encourages strongly the establishment of 529 savings plans by individuals and contributions thereto by employers. In recent legislative sessions, proposals to establish LiLAs, including ones supported by the Indiana Chamber of Commerce, have been introduced; to date none has been voted into statute.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Currently, the Indiana Department of Education (DOE) serves as the “eligible agency” for receipt of federal adult-education (ABE) funds; the department also serves as the

administrative and oversight authority for state adult-education funds. During the past year, the DOE has entered into collaborative partnership with the Indiana Department of Workforce Development (DWD) to deliver adult education in tandem with occupational skills training. The goal is to ensure that every adult learner receives both remedial education in math and English, as well as occupational training that results in an nationally-recognized, objectively-assessed certification. To formalize this collaborative, adult education staff have received joint appointment to both agencies, with dual reporting lines to DOE and DWD senior administration.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

In Indiana, the GED is considered the end goal (with occupational certification) of adult education. Alternatively put, learners work toward an “academic” credential (GED) and a “practical” credential within the adult education program. GED tests are administered largely through the district school systems, with approximately 75 testing centers operational across the states. Scoring of GED tests is competitively procured to a single statewide scoring entity—currently Oklahoma Scoring; based on the scores determined by Oklahoma Scoring, transcripts and diplomas are printed and mailed by DWD staff. A state GED Director, an employee of DWD, functions as liaison to the American Council on Education and attends professional development conferences and workshops to assure program compliance with national standards.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Indiana has not, heretofore, considered PLAs for adult education, solely because the focus of the program has been GED preparation rather than credit recovery. The state is, however, at beginning stages of conversations with CAEL to examine PLA options for individuals seeking publicly-funded post-secondary credentials.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

Indiana is engaged in thorough-going conversations aimed at heightening statewide urgency on the topic of educational attainment at every level. Indiana’s effort to increase credentialing, from high school diplomas, to occupational certifications and post-secondary credentials through the baccalaureate level, involve the Commission for Higher Education, the Department of Workforce Development, the Department of Education, the community colleges and institutions of higher education. A new initiative, Partnership for Indiana’s Future, bringing all those agencies together in common purpose and with the support of the governor and the superintendent of public instruction, centers

on attainment issues. The conversation is rich and widely spread, with leaders emphasizing common themes...and the themes are now articulated more emphatically and more frequently than ever before.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

Yes, very much. Indiana has adopted the Lumina Foundation’s “Big Goal” to increase post-secondary credential attainment to 60% of adults within the state by 2025. To reach the goal, Indiana must necessarily focus on adult reentry to education, and a significant component of that initiative will be to re-recruit adult learners who have stopped out of their post-secondary education and encourage them to complete their credentials. The effort will center on providing financial, advising, and transfer credit support to adult learners.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes, through all of the media described in the question.

IOWA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

With each postsecondary sector.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

No.

- **Does the state provide student aid for part-time students?**

No, not specifically for part-time students.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
Not specifically for adult learners. The State College Savings Plan can be seen at the following link: <https://collegesavingsiowa.s.upromise.com/>

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
Iowa Department of Education and the Community Colleges. Information is available at the following link:
http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=2040&Itemid=2131
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
Iowa Department of Education and the Community Colleges. Information is available at the following link:
http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=2040&Itemid=2131
- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**
There is no state policy in prior learning assessment. There is a statewide articulation agreement on credit by examination, including CLEP. This applies to the public community colleges and universities.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**
The Board of Regents recently approved its new Strategic Plan, “Transforming Lives. Strengthening Iowa through Education, Research, and Service.” The Strategic Plan includes has three priorities, including “Access, Affordability, and Student Success.” Goal #4 in the 2010-2016 Strategic Plan states “Iowa’s public universities shall increase distance education opportunities for life-long learning, especially for place-bound and non-traditional students in Iowa to support their educational and professional goals and enhance their quality of life.” The Strategic Plan is available at the following link:
<http://www.regents.iowa.gov/StratPlan/StrategicPlan2010-2016.pdf>

The Board president has met with several service clubs in the state to discuss the Strategic Plan and the importance of Goal #4.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

The adult re-entry pipeline is specifically addressed through the programs and services offered by the universities and in their strategic plans. In particular, the Bachelor of Liberal Studies (BLS) and the Bachelor of Applied Studies (BAS) were developed to address the needs of community college students who have completed associate degrees and seek to complete an undergraduate degree. Both of these programs are offered to students without a residency requirement. The universities maintain a website, <http://www.continuetolearn.uiowa.edu/iride/>, enables students to access information about distance education opportunities.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Iowa Workforce Development maintains partnerships with community colleges to provide ESL and education improvements to Iowans.

KANSAS
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Only for ABE programs at this time.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

No answer provided.

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

Individual institutions have the flexibility to create recruitment plans and flexible learning opportunities to address the needs of adult learners. The state of Kansas recognizes in order to meet future workforce demands we must work with institutions on degree completion plans for adult learners.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

At this time state funds are not dedicated to explicitly benefit adult students. We have allocated Carl D. Perkins funds to support projects that assist in the transfer of ABE student into technical programs at two-year institutions.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Currently state funds are not being used to support adult student success other than if a state funded institution chooses to use state dollars for programs on their campus. As a state we are exploring options to fund adult degree attainment initiatives. Through a partnership with the Kansas Board of Regents and the Kansas Department of Commerce we are allocating funds to support a grant that will provide students, especially adult learners and incumbent workers, access to degree attainment options in the energy sector.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**
Not at this time.
- **Does the state provide student aid for part-time students?**
Yes, several of the Kansas funded financial assistance programs are open to both full and part-time students (e.g. Kansas Teacher Service Scholarship, Kansas Military Service Scholarship, Kansas tuition waiver programs). Additional legislative changes are being considered to enhance state financial assistance available to part-time students.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
Programs for emergency financial assistance are made available at an institutional level.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
Kansas provides a tax deduction to Kansas taxpayers who contribute to any Section 529 account, whether issued by Kansas or any other state. In addition, the Kansas Investment Developing Scholars Matching Grant Program matches the contributions made by Kansans with incomes below 200% of the federal poverty level to our State’s Learning Quest 529 Education Savings Program. Neither program has an age restriction on the beneficiary.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
The Kansas Board of Regents is the oversight agency for Adult Basic Education in Kansas. The Adult Education division is composed of a director, two associate directors, and one administrative support staff member, under the supervision of the Vice-President of Academic Affairs. Federal and state-matching adult education funding is awarded to local programs through a competitive grant process. Adult education grantees provide adult basic education, adult secondary education (GED preparation), English-as-a-second-language instruction, pre-employment/work maturity instruction, career exploration and counseling, and extensive transition services for learners entering postsecondary education, training, and/or employment. Six local adult education programs also have family literacy programs.

Kansas adult education and family literacy services are provided through 24 grantees, housed at community/technical colleges, unified school districts, and community-based organizations.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Kansas Board of Regents is the oversight agency for GED testing in Kansas. A part-time GED State Administrator and full-time GED clerk are under the supervision of the Vice-President of Academic Affairs. Kansas GED testing centers are closely aligned with Kansas adult education programs. The testing centers are responsible for GED testing and the adult education programs are responsible for GED preparation. There are 25 GED testing centers in Kansas, housed at community/technical colleges, unified school districts, and correctional facilities.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

The state provides information through CAEL and ACE and individual institutions have the flexibility to apply Prior Learning Assessments and test out provisions to best meet the needs of their student population. The state does not currently collect data in this area.

4) **Information and Dissemination Policies and Practices**

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

In September 2010, Kansas held a National Governor’s Association forum on “*Keeping Kansas Competitive: Increasing Postsecondary Credentials*”, where state leaders and stakeholders convened to advance policies that drive economic prosperity through increased postsecondary participation and credential attainment.

Also in September 2010, the Kansas Board of Regents adopted “*Foresight 2020*”, a strategic agenda for Kansas higher education. Engaging adult learners is an integral component of this agenda and was highly publicized and reported on across the state.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

In the “*Foresight 2020*” strategic agenda by 2020 or before, Kansas will achieve “top five” state status for participation of adult learners between the ages of 25-39 with only a high school diploma, which currently will require an increase from the current participation rate of 238 per 1000, to approximately 317 per 1000. Kansas will also increase adult learner participation between the ages of 40-64 from 48 per 1000, to approximately 103 per 1000.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Most outreach opportunities are initiated at the institutional level. The Kansas Board of Regents does promote several websites that provide Kansas postsecondary information for both traditional and non-traditional students.

KENTUCKY
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

At the Kentucky Council on Postsecondary Education, the Academic Affairs department is responsible for advancing adult learning.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

Within Academic Affairs, the division of Adult Basic Education/GED Services focus on adults who lack a high school diploma, function at low levels of literacy, or want to learn English. More information can be found at <http://www.kyae.ky.gov/>.

The division of College Readiness/Student Success focuses on postsecondary degree attainment among adult learners. More information on these efforts can be found at http://cpe.ky.gov/policies/academicinit/adult_learner.htm.

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

Currently, there is no state funding devoted specifically to adult learners.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

The Council on Postsecondary Education received a grant from Lumina Foundation for Education in September 2007. With funding from this grant, each public four-year institution and several community and technical colleges have completed the Adult Learning Focused Institution (ALFI) Toolkit. The ALFI assesses institutional policies and practices in terms of the needs of adult learners. It also measures the satisfaction of adult learners with the institutions' policies and practices. Each institution then created a plan to become more adult learner focused.

Three policy working groups were formed to address the issues most important to adult learners – credit for prior learning, flexible academic programming, and financial aid. We are currently in the process of implementing some of these recommendations. The recommendations can be found at http://cpe.ky.gov/NR/rdonlyres/E5D6E03F-9F12-4267-A327-BB5A80E93BBA/0/9_KALI_Recommendations_FinalDRAFT.pdf. The grant ends in December 2010.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

The Go Higher Grant, administered by the Kentucky Higher Education Assistance Authority (KHEAA), gives adults age 24 or older up to \$1,000 for one academic year when they enroll in a participating Kentucky college or university less than half-time. The award covers tuition and a book allowance of \$50 per credit hour. To be eligible, adults must be a Kentucky resident; a U.S. citizen, national or permanent resident; and demonstrate financial need. More information is available at <http://www.kheaa.com/website/kheaa/gohighergrant?main=1>.

- **Does the state provide student aid for part-time students?**

Yes. In addition to the Go Higher Grant, KHEAA administers the College Access Program (CAP) grant provides assistance to financially needy undergraduate students enrolled for at least six semester hours. To be considered for a CAP grant, the student's expected family contribution (EFC) cannot exceed the maximum EFC allowed for the federal Pell grant program, currently \$5,273.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No, but some institutions do offer this type of aid.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

The Kentucky Education Savings Plan Trust is the state's 529 plan, which is open to adult learners. More information can be found at <http://www.kysaves.com/>.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Kentucky Adult Education (KYAE), a unit of the Council on Postsecondary Education, oversees the provision of adult education, including adult basic education, adult secondary education/GED preparation, English as a second language, family literacy, corrections education, and workplace education. Through a statewide competitive request for proposal process, KYAE contracts with fiscal agents that provide instructional services in all 120 counties in Kentucky. Fiscal agents include local boards of education, community and

technical colleges, educational cooperatives, four-year universities, community-based organizations, and local governments.

For more information, contact Reecie Stagnolia, Vice President for Adult Education, at Reecie.Stagnolia@ky.gov or (502) 573-5114, ext. 124, or visit www.kyae.ky.gov

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

To protect the integrity of the GED Tests, the GED Testing Service requires a clear separation between instruction and testing. Instructors may not be examiners. KYAE contracts separately with fiscal agents across the state to administer the GED Tests at 82 sites in 76 counties. Testing centers also administer the GED tests at state correctional facilities, regional jails, and juvenile detention centers. Fiscal agents include local boards of education, community and technical colleges, educational cooperatives, and four-year universities.

For more information, contact Reecie Stagnolia, Vice President for Adult Education, at Reecie.Stagnolia@ky.gov or (502) 573-5114, ext. 124, or visit www.kyae.ky.gov

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Four of the policy recommendations from our Lumina-supported work relates to credit for prior learning: 1) All public postsecondary institutions should re-evaluate and expand policies regarding the opportunity to earn credit for college-level experiential learning in one or more of its forms. 2) All public postsecondary institutions should promote to external audiences the opportunity to earn credit for college-level experiential learning. 3) Credit for prior learning must be transferrable among postsecondary institutions. 4) All public postsecondary institutions should conduct ongoing awareness campaigns and professional development for administrators, faculty, and staff about prior learning assessment.

As part of our Lumina grant, we have hired the Council for Adult and Experiential Education to work with three universities to maximize their credit for prior learning policies and to develop procedures to transfer that credit among institutions.

In addition, the Council on Postsecondary Education is facilitating professional development for institutional faculty and staff about CLEP exam content development and standard setting processes and the American Council on Education's evaluation review processes for both military credit recommendations and corporate credit recommendations.

Each institution has its own policy on credit by examination and other forms of credit for prior learning. The Council on Postsecondary Education currently does not collect data on the number of students utilizing credit for prior learning opportunities.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

Adult learning is a frequent topic at both the Council on Postsecondary Education board meetings as well as the Council of Chief Academic Officers meetings. In addition, the Council on Postsecondary Education has issued several media releases related to efforts to help the state's institutions become more adult learner friendly as well as the state's Project Graduate outreach effort to adults with 90 or more credit hours.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

We are currently in the process of updating the state's strategic plan for higher education. There are four focus areas – college readiness, student success, research and economic competitiveness, and efficiency and innovation. Adult learners are specifically targeted in the sections on college readiness, student success, and research and economic competitiveness. The plan is still in draft form, but it is reasonable to say that adults are an explicit and integral part of the state's higher education agenda.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Since 2002, KYAE has supported statewide paid TV and radio ads promoting GED attainment and college and workforce readiness. KYAE's latest outreach effort includes a media campaign that kicked off September 2010 with the University of Kentucky Big Blue Sports Network, which provides TV and radio coverage statewide as well as coverage into Indiana, Ohio, and Tennessee. TV and radio spots are aired on the Big Blue Sports Network during football and men's basketball games and the weekly radio and television shows of Coach Joker Phillips and Coach John Calipari. Based on the results of this campaign, KYAE plans to pursue partnerships with other university sports programs in the future.

KYAE has partnered with McDonald's of Central and Southeastern Kentucky for five years to encourage GED attainment and transition to postsecondary education with an in-store promotion funded by the restaurant owners. Each September, customers at 66 restaurants in 33 counties see tray liners featuring Kentucky GED graduates. KYAE is currently working with other fast food restaurants to develop in-store GED promotional opportunities.

KYAE provides local adult education programs with print materials (posters, flyers, brochures) to support local outreach efforts. The current "GED—Prove Yourself"

campaign features successful GED graduates with a motivational message. Success stories include a physician, teacher, police officer, college students and single parents.

In addition to these efforts targeted at the GED population, the Kentucky Higher Education Assistance Authority engages in outreach efforts focused on adult learners. Their Web site has several resources for adult learners

(<http://www.kheaa.com/website/kheaa/adults?main=2>).

KHEEA's publication *Adults Returning to School* focuses on financial aid and educational opportunities for adult learners. The publication is available in hard copy form and can also be found on the Web at

http://www.kheaa.com/website/kheaa/planning?main=2&display=KY_adultsReturn.

LOUISIANA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No. Adult basic education has been assigned to the Louisiana Community and Technical College System, but no Department has been assigned explicit responsibility for adult learners.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

At the postsecondary level, the campuses, the management boards and the Board of Regents have assumed the responsibility.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No, not currently.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Yes. The Board of Regents' sponsored Center for Adult Learning in Louisiana (CALL) is an initiative targeting adult learners, primarily those who began college but never finished. CALL provides degree programs for adults that are entirely online and offered in an accelerated format. Characteristics of a CALL program also include adult-friendly student services and prior learning assessment. (www.yourcallla.org)

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

No, although the Board of Regents developed a need-based financial aid program in 2007 (GO Grant) which is available to all Pell eligible students, including adults and part time students.

- **Does the state provide student aid for part-time students?**
YES. (See above.)
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No - but individual campuses do offer emergency loans.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
No, however, Louisiana does sponsor a college savings plan called START. Based on income, the state provides interest on the account ranging from 2% to 14%.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
Through 2009-10, the Louisiana State Department of Education was assigned statewide responsibility for adult basic education. By statute, that responsibility was re-assigned to the Louisiana Community and Technical College System (LCTCS) in 2010.
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
Primary responsibility for GED instruction rest with the Louisiana Community and Technical College System (www.lctcs.edu).
- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**
Again, CALL has as one of its characteristics the inclusion of Prior Learning Assessment. However, all colleges and universities practice some forms of PLA, ranging from challenge exams to AP. CALL has promoted the increased use of Portfolio assessment as a mechanism, especially for experienced adults.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**
The CALL initiative is designed exclusively for this population. (www.yourcalla.org).

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

Yes.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

The CALL initiative has an annual statewide marketing campaign, composed of billboards, radio, TV, Internet, and flyers.

MAINE
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Maine Department of Education – Adult Education Team

Maine Adult Education Association

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

The following are the primary responsibilities of the Maine Department of Education’s Adult Education team:

- administration of state- and federally-funded adult education programs, primarily disseminate state and federal funds and ensure federal compliance
- provide professional development to ensure quality services
- oversee implementation of Maine Adult Education State Plan
- provide leadership for adult education programming and initiatives
- promote and implement partnerships that support adult learners (ie Labor/K-12 education, higher education, Workforce Investment Boards, etc

Contact: Jeffrey A. Fantine
State Director of Adult Education
Maine Department of Education
23 State House Station
Augusta, ME 04333
207-624-6755
<http://www.maine.gov/education/aded/dev/index.htm>
jeff.fantine@maine.gov

The Maine Adult Education Association is a membership-based 501c3 devoted to the advancement of adult education in Maine. Members are 90% of the 100 adult education programs based in local school districts, and a variety of organizational partners. The Association works closely with the Maine Department of Education’s Adult Education Team, collaborating on professional development, managing the web portal, and representing the interest of member programs.

Contact: Cathy Newell, Executive Director
Maine Adult Education Association
PO Box 187
Greenwood, ME 04255
207-875-2722 or 207-357-7510
www.maineadulted.org
maea@megalink.net

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

College Transitions would be an addition-to-base support program – also, use of state leadership funds to support professional development. The Local Workforce Investment Boards also provide support to adult education system, i.e, WorkReady. GED testing is completely supported by the state and as an add-on to subsidy base, so this would be included here.

Maine has 100 local adult education programs based in the K-12 system throughout the state. Most programs provide a comprehensive menu of adult learning opportunities including literacy, high school completion, business and skill training, community education, and college preparation and transition. Several of the urban programs have extensive ESOL programs. Career Pathways is an emphasis that will specifically benefit adult students and build on many years of collaborative work with the Maine Dept. of Labor's CareerCenters.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

College Transitions, MARTI and STAR are all programs that enhance or support student success for adults. MARTI provides additional grant funds to support technology integration into instruction and STAR does the same to assist with more effective reading instruction. Maine College Transitions is a program funded by the legislature in 2007, based in 22 local adult education programs with a strong record of success in preparing adults for entry into college programs moving through to successful degree completion. This program grew out of 7 years of successful grant-funded pilots using state funds and foundation grants. All are included in the websites provided, and are completely targeted at adults.

Maine Educational Opportunity Center and the Finance Authority of Maine work closely with Maine Adult Education programs, especially College Transitions sites, to provide informational sessions for adults interested in college, particularly on financial aid.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Competitive Skills Scholarship Grants (<http://www.mainecareercenter.com/services-programs/training/cssp/index.shtml>) are available for specific occupations. FAME's

College Access Challenge Grants are targeted at adults. (www.famemaine.com) Parents as Scholars (http://www.ptla.org/mej/pas_guide.htm) is a program that supports adults in post-secondary education. Adults certainly access financial aid available from state and federal governmental programs. Post-secondary institutions may have specific financial aid for adult students. Many adults are using funding from the Dept. of Labor programs for dislocated workers for accessing higher education. There are a few local, privately funded, scholarship programs for adults. Some employers provide tuition reimbursement or payment in advance for high demand occupations.

- **Does the state provide student aid for part-time students?**

Part-time students are able to access some financial aid programs. Competitive Skills Scholarship Grants and Osher (<http://www.mccs.me.edu/student/osher.html>) grants are available and especially useful for part-time students. Specific information would be better obtained from the postsecondary sources.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

Maine Adult Education programs on the local level are frequent collaborators with social service agencies such as Community Action Agencies, Goodwill, Salvation Army, General Assistance for emergency assistance, and in a few cases, with non-profits providing local scholarship assistance. Not sure what happens at the post secondary level but do not think there is any overall state assistance program.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

LiLAs are supported through a partnership with the Finance Authority of Maine/Department of Labor and the Maine Centers for Women, Work and Community.

Next Gen College Savings is administered by FAME.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Through MDOE, Adult Education Division/state responsibility is to administer and support. Delivery system is through local public school systems. Contacts and weblinks in question 1.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Same as last question. The Maine Department of Education oversees the program and local test sites are housed at many of the adult education programs in local school systems. Contacts and weblinks in question 1.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Some programs offer credits for work experience in awarding credit towards a high school diploma through adult education. As part of Maine College Transitions, there is effort for partnerships with post secondary to promote more use of PLA.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

We have received tremendous support from Compact for Higher Education that includes Adult Education as part of their goal. There is a concerted state effort for consistent messaging in partnership with Maine Adult Education Association. The development of web portal provided excellent exposure at the time of the launch by the Governor, and the receipt of two major awards – one in-state and one national. Marketing efforts by MAEA have been ongoing, with the receipt of three Nellie Mae grants, work with Encompass Marketing and Design for 4 years, and earlier marketing firms within the past decade. We have successfully placed annual op eds by leaders in state press, and make use of social media, and the news feature of our portal to share local press. Maine Adult Education Association through its advocacy efforts has engaged in contacts with leadership of the university and community college system, holds current membership on the committee to develop a Public Agenda for Higher Education, membership in PrepareMaine, a group promoting increased graduation rates and college attendance, and additional informal groups. The MDOE staff maintains regular communication with the Local Workforce Investment Boards, Department of Labor, higher education systems, employer groups. Despite these efforts, adult education has been overlooked as a resource. Recent demographic presentations by the Maine Department of Labor have emphasized the impending crisis in skilled workforce with Maine’s aging population and lack of youth in the education pipeline. This has increased the profile of adult education with higher education and workforce groups. Maine is a small state and we make ample use of individual networks build up over many years. Organizational memberships in the Maine Adult Education Association are held by FAME, Maine Centers for Women Work and Community, Maine Educational Opportunity Centers, Literacy Volunteers of Maine,

and the Maine Correctional Adult Education Association. We have an active advocacy presence with an annual Day at the Statehouse that usually attracts television and print media.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

Yes and no...

This project is on-going but it has been heartening to experience the inclusion of Maine Adult Education at the table in the last year or so, particularly following the demographic studies released by the Maine Department of Labor. See previous question. The geographic reach of Maine’s programs based in K-12 districts, and the success of the College Transitions programs in achieving results in the form of college entry and degree completion have raised awareness.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

The Maine Adult Education Association is about to launch a toolkit to provide local programs with products to use locally – that have a common look, and coordinated information. The statewide web portal has been the primary example of this, with coordinated publicity as we can afford it. Grant funding has been obtained to develop products for the toolkit, with an emphasis on the use of social media and some print and radio. Our focus is to provide high quality templates for use by local programs in media that works for their area. We have brochures for use at the CareerCenters and community locations as well as a tabletop banner coordinating with the publications. We make ample use of testimonials from students. MAEA has engaged in marketing efforts for many years as funding is available. This is done in concert with the Maine Dept. of Education.

MARYLAND
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

The Division of Workforce Development and Adult Learning at the Department of Labor, Licensing and Regulation (DLLR).

www.dllr.state.md.us/employment

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No. I am not aware of any addition to base support.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No. Not that I know of.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

No.

- **Does the state provide student aid for part-time students?**

Yes.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

Not the State, but some institutions may do it with private funds.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

The State does encourage college savings plans.

See www.collegesavingsmd.org (College Savings Plans of Maryland).

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

www.dllr.state.md.us/employment

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Adult Education and Literacy Services (AELS) administer the GED for the state of Maryland. The AELS is housed within the Department of Labor, Licensing and Regulation as part of the Division of Workforce Development and Adult Learning.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

The following is an excerpt from the Code of Maryland Regulations; we do not know how many students use this option.

H. Credit for Prior Learning

- (1) An in-state institution may not award more than ½ the number of credits required for graduation, regardless of the method of assessing the credits, for credit for prior learning or experience.
- (2) An institution may grant credit for prior learning or experience based upon successful completion of an acceptable standardized examination such as the College Level Examination Program.
- (3) An institution may not award more than:
 - (a) 30 semester hours of the minimum 120 hours required for the baccalaureate degree or a proportional amount of a greater number of hours; or
 - (b) 15 semester hours of the minimum 60 semester

hours for the associate degree or a proportional amount of a greater number of hours for credit for prior learning granted based on examinations developed by the institution and on portfolio assessments.

- (4) An institution shall have on file copies of whatever examinations, test results, portfolios, and portfolio assessment reviews are used for the award of credit for prior learning. Faculty of the institution in the appropriate discipline shall conduct the assessment. The institution shall maintain the results of the assessments in the student's academic file.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**
Since President Obama announced his goal to lead the world in degree attainment most of us realize that it cannot be done if we do not encourage more adults to complete degrees or obtain credentials. The Governor and many of the Cabinet members are saying this whenever we do. The calendar found at <http://www.skills.maryland.gov/calendar.stm/> contains Skills 2 Compete Maryland public events that promote postsecondary certification, certificate and degree attainment for all Marylanders. The Governor has been really pushing Skills 2 Compete as has the Governor's Workforce Investment Board.
- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**
Until very recently adults, without being singled out, were a part of the State's "public agenda." Now, as a result of President Obama's goal, the adult population is being singled out more than before. For example, some institutions are beginning to take a close look at students who are close to meeting graduation requirements, but "dropped out." They are now looking at developing strategies to "reclaim" them, so that they made complete their degree.
- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**
The Maryland One-Stops do reach out to adults explaining many of the opportunities that are available to them. The Maryland Skills 2 Compete program does this. The University of Maryland University College, is known worldwide for its online degree programs. Most of the students at University College are adults so they probably market to adults more than any other institution in the State.

MASSACHUSETTS
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Adult and Community Learning Services (ACLS), a unit at the Massachusetts Department of Elementary and Secondary Education, oversees and improves no-cost basic educational services (ABE) for adults in Massachusetts. ACLS funds programs in Massachusetts to provide educational services to adults with academic skill levels below 12th grade, and/or adults who need English language skills to succeed in our communities. Through both federal and state grants, we fund a broad network of education providers/programs, including local school systems, community-based agencies, community colleges, libraries, volunteer organizations, correctional facilities, and others. ACLS also funds family literacy and workplace education programs.

<http://www.doe.mass.edu/acls>

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

It is unclear from this question if “institutions” refer to public higher education institutions. However, in regard to public higher education institutions, the example provided above are included in general appropriations to the campuses.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Please see responses below.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Programs that are targeted to workforce development initiatives, such as the Educational Rewards Grant or the Early Childhood Educators Scholarship, are geared to the adult population. This is due to employment criteria, rather than by design as such programs are intended to offer an opportunity for career training and/or credentials within a selected profession.

- **Does the state provide student aid for part-time students?**
Yes. The Massachusetts Part-Time Grant Program is specifically designed to support students who enroll in a minimum of six, but fewer than twelve credits. The Cash Grant and Need-based Tuition Waiver, supports full and part-time students who attend public higher education institutions. Other programs, targeted to workforce development, are limited to a specific number of credits. The majority of the recipients for these programs enroll part-time.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
The Massachusetts Educational Financing Authority (MEFA) manages the 501 college savings plan.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
The GED® Testing Program in Massachusetts is overseen by the Massachusetts Department of Elementary and Secondary Education's GED® Office. Thirty-three test centers operate state-wide to serve the needs of the adult population in need of a high school credential. Test centers are located throughout the state. They are responsible for registering, scheduling and administering the tests for their area.

<http://www.doe.mass.edu/ged/>
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
Please see previous response.
- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**
Individual campuses offer Prior Learning Assessment or test-out provisions based upon campus policy and practices.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

Over the past six months, Commissioner Freeland has made over one dozen public presentations across the state on Massachusetts' new public agenda for higher education entitled "The Vision Project" to chambers of commerce and other business organizations, school superintendents, non-profit organizations and think tanks, state legislators, and various educational entities. Numerous articles about the Vision Project have been published in The Boston Globe and other newspapers across the state.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Yes. Recently, the BHE approved and adopted a systematic plan entitled "The Vision Project" which boldly asserts that Massachusetts public higher education will be a national leader in five key educational outcomes:

College-going rates of high school graduates

Graduation and student success rates

Alignment of degree production with key areas of workforce need

Academic achievements on campus-level and national assessments of learning

Comparable learning outcomes among different student population groups

The Vision Project is based on the premise that Massachusetts' future economic viability rests on its ability to produce the best-educated citizenry and workforce in the nation. Educating older, returning students seeking to upgrade their skills and to complete credentials is a pivotal expectation. Indeed, the primary advantage of this state in the fierce national (and international) competition for jobs, investment, and talent is the quality of its workforce.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

The Massachusetts Department of Higher Education recently adopted The Vision Project—the new public agenda for higher education—to demonstrate that public higher education can act in a unified and focused way to ensure the future well-being of the Commonwealth and that we are ready to hold ourselves accountable for results to the people of the state. Through the platform of the Vision Project, we address many goals including the need to improve graduation and student success rates. Including adult returners in this goal will be a key factor.

<http://www.mass.edu/currentinit/visionproject.asp>

MICHIGAN
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

Contact: Dianne Duthie, Director of Lifelong Learning, Michigan Department for Energy, Labor and Economic Growth; DuthieD@michigan.gov or 517-243-2282 (cell)

Weblink: http://www.michigan.gov/mdcd/0,1607,7-122-1680_2798---,00.html

- **If your State does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

No answer provided.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

There is \$22 million appropriated in the appropriation bill for k-12 schools that goes to school districts to provide adult education services. No other direct or special appropriations in any other budget area are provided.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

There were grants made available last year, many of which targeted adult and adult education programs: http://www.michigan.gov/dleg/0,1607,7-154-10573_11472-236451--,00.html

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Since most students are over 18, I suppose you could say all financial aid goes to adults, but there are no programs that specifically target “older” adults. The State’s *No Worker Left Behind* program provides funding to anyone unemployed or under-employed for up to 2 years (\$5,000/yr) for training. Most of the people taking advantage of this program are likely older

than traditional-age (18-22 year old) students. The program has enrolled nearly 140,000 students. http://www.michigan.gov/documents/nwlb/NWLB_Fact_Sheet_Final_203216_7.pdf

- **Does the state provide student aid for part-time students?**
Part-time students are eligible for most of the major financial aid programs. There were programs specifically dedicated to part-time adults in the past, but due to budget cuts, those have been eliminated.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
Not specifically geared toward older adults (nontraditional-age students) but they are clearly eligible. <http://www.michigan.gov/mistudentaid>

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
ABE runs out of the Lifelong Learning Division, part of the Bureau for Workforce Transformation at the Michigan Department for Energy, Labor and Economic Growth. The Director for that Division is Dianne Duthie: DuthieD@michigan.gov or 517-243-2282 (cell).
Weblink to adult education: http://www.michigan.gov/mdcd/0,1607,7-122-1680_2798---,00.html
The state is going through a significant re-organization of the way in which adult basic education is being delivered. Please see the final report of this effort being led by the adult education community and the Department for Energy, Labor and Economic Growth (“A Framework for Transformation”):
http://www.michigan.gov/documents/mdcd/tfreportFINAL_3_18_10_321374_7.pdf
Another key resource on adult basic education in Michigan is a report issued by the Michigan League for Human Services (“Good Ideas Are Not Enough: Michigan’s Adult Learning System Needs More State Funding”): <http://www.milhs.org/wp-content/uploads/2010/07/PR/GoodIdeasNotEnoughMay2010.pdf>
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
For information on GED instruction and testing in Michigan, please go to http://www.michigan.gov/mdcd/0,1607,7-122-1680_2798_46108---,00.html
GED runs out of the Lifelong Learning Division, part of the Bureau for Workforce Transformation at the Michigan Department for Energy, Labor and Economic Growth. The

Director for that Division (Dianne Duthie) is the correct contact: DuthieD@michigan.gov or 517-243-2282 (cell).

This document is a bit outdated, as the program is now under the Department for Energy, Labor and Economic Growth, but the basic information and contact information is the same:
http://www.michigan.gov/documents/098_GED_27440_7.pdf

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

No state policies at the State level; PLA practices are locally-driven.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

The State's premier workforce initiative, *No Worker Left Behind* is all about this. Please see link under question 2, bullet 3.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Only to the extent that it was part of the State supported Adult Education Transformation task force work: http://www.michigan.gov/dleg/0,1607,7-154-10573_11472-236451--,00.html

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes, through its No Worker Left Behind Program (cited above).

MINNESOTA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

Lesley Lidell, Research and Policy Analyst at the Minnesota Office of Higher Education in RED

Barry Shaffer, MN State Director of Adult Education (ABE) at the Minnesota Department of Education in BLUE

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No.

We don't have a single department or unit – responsibilities are shared.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

The responsibility is shared by the public and private postsecondary institutions in the state, the workforce centers within the MN Department of Employment and Economic Development, and Adult Basic Education within the MN Department of Education.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

If such funding is provided, it would not be funneled through the state financial aid programs administered by the Office of Higher Education, but would be appropriated directly to the governing bodies for the public colleges and universities in Minnesota.

The ABE system in Minnesota is funded federally through the Workforce Investment Act and funded at the state level through a biennial state appropriation (6 times the federal amount). FY 2011 state total = \$44,000,000

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Yes. One example is the Office of Higher Education's Postsecondary Child Care Grant program, which provides financial assistance to low-income students who have children in child care. The annual program appropriation is \$6.7 million dollars. Nearly 100 percent of program funding is used for grants to nontraditional students. More information is available at:

http://www.getreadyforcollege.org/gPg.cfm?pageID=140&1534-D83A_1933715A=0f8f47cd7412d850ebb196c358b513fa0f2a72f9

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Postsecondary Child Care Grant funding is specifically targeted to adult students with children. The main need-based grant program, MN State Grant, is awarded based solely on financial need. However, several features of the program are attractive to nontraditional students, such as funding part-time enrollment, distance education and multiple colleges for the same term. State Work Study funds are based on financial need and available to undergraduate and graduate students.

- **Does the state provide student aid for part-time students?**

Yes. MN State Grant is available for students taking three or more credits per term. Child Care Grant, Work Study and SELF loan are available to students taking six or more credits per term. MN Indian Scholarship is available to students taking nine or more credits per term.

- **Do state aid programs (if applicable) provide emergency or "just-in-time" financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

The Office of Higher Education received a one-time appropriation of \$150,000 per year for the current biennium to fund emergency grants to students attending public two-year institutions who were considering withdrawing from college for financial reasons. The appropriation was cut to \$100,000 during the second year of the biennium. Funding flows through the Office of Higher Education to the systems office for Minnesota State Colleges and Universities (MnSCU).

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

The Minnesota Office of Higher Education offers and encourages a 529 college savings plan. The Minnesota College Savings Plan, like the Minnesota State Grant Program, is indiscriminate as to the age of the student.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Minnesota Department of Education administers the Adult Basic Education in the state and would be best able to field questions in this section:

http://education.state.mn.us/MDE/Learning_Support/Adult_Basic_Education_GED/index.html Barry Shaffer is the director of ABE.

Also see the overview of ABE document: <http://mnabe.themlc.org> The overview is at the top of the page. This ABE site is our contracted web service provider – the Minnesota Department of Education (MDE) website for ABE limits us to only a couple of pages.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

See above.

GED is administered through the ABE office here at MDE.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

No answer provided.

Not applicable for ABE.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

One example of this was at the recent Development Conference hosted by the MN Department of Employment and Economic Development. The conference had numerous sessions addressing adult students and credentialing/workforce issues. The conference also featured a pre-forum sponsored by the NGA dealing specifically with adult learners. http://www.positivelyminnesota.com/Calendar_of_Events/Minnesota_Development_Conference/Download_Conference_Presentations/index.aspx

Additionally, the Governor's Workforce Development Council issued a report to coincide with the NGA Forum: http://www.gwdc.org/adult_learners/index.htm

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

No answer provided.

The Minnesota FastTRAC initiative is gearing up for this.

[Http://www.cte.mnscu.edu/perkinsIV/fasttrac2008.htm](http://www.cte.mnscu.edu/perkinsIV/fasttrac2008.htm)

This is a very important initiative that has considerable momentum in Minnesota – especially for our low-wage, low-skilled adults who are returning to post-secondary education.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes. The Workforce Centers and the postsecondary institutions, as well as ABE, conduct outreach to adult citizens in the state.

MISSISSIPPI
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
 - Working with our institutions in developing academic programs with alternative class scheduling (nights and weekends) and delivery modes (online) to accommodate the needs of adult learners
 - Encouraging our institutions to develop academic programs (like General Studies) that allow adult learners that have completed 90+ credit hours and “stopped-out” in good academic standing to complete baccalaureate-level degrees
 - Encouraging the development of certificates programs to allow adult learners and working professionals to acquire post-secondary credentials that enhance their potential for upward mobility
 - Encouraging our institutions to develop applied baccalaureate degrees that will accept for transfer more career technical courses from community colleges than the limited number accepted for transfer in traditional baccalaureate programs

 - Alfred Rankins, Jr., Ph.D.
Associate Commissioner for Academic and Student Affairs
Mississippi Institutions of Higher Learning
3825 Ridgewood Road
Jackson, MS 39211
Phone 601-432-6501
Fax 601-432-6225
Email arankins@mississippi.edu
Website <http://www.mississippi.edu/oasa/>

 - Also, the unit below has programs/initiatives that target adult learners.
<http://www.sbcjc.cc.ms.us/adulted/addefault.aspx>

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**
No.
- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**
No.
- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**
No.
- **Does the state provide student aid for part-time students?**
In general no; however, to a limited degree in the field of Nursing.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
No.

2) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
<http://sbcjcweb.sbcjc.cc.ms.us/adulted/>
Eloise Richardson
Director of ABE/GED
Email: erichardson@mscjc.edu
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
<http://sbcjcweb.sbcjc.cc.ms.us/adulted/ged/default.asp>
Eloise Richardson
Director of ABE/GED
Email: erichardson@mscjc.edu

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

No.

3) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

All of the current initiatives are routinely included in speeches and presentations delivered to key constituency groups focused on adult learners and educational attainment. In our state, the pool high school graduates is declining, thus targeting adult learners is an integral part of our efforts to improve post-secondary education attainment.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Yes.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes.

MISSOURI
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Department of Corrections has some responsibility for providing education, training and re-entry assistance to incarcerated and paroled adults. Department of Elementary and Secondary Education (DESE) provides adult basic education and technical/vocational/career training.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

Ron Jewell is the director of Adult Education and Literacy within the Department of Elementary and secondary Education. <ron.jewell@dese.mo.gov> Mariann Atwell is the division director for the Division of Offender Rehabilitative Services within the Department of Corrections. <mariann.atwell@doc.mo.gov>

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

The Governor's "Training for Tomorrow" initiative provided grants to community colleges to educate adult students, retrain unemployed workers and develop their workforce skills. The Governor identified \$ 12 million to support this initiative. (See Attachment A)

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

The Department of Higher Education offers Default Prevention Grants to Missouri's postsecondary schools to implement and enhance student success programs, debt management activities, etc. Thirty-three schools currently participate in the program (for the 2010-2011 academic year); 17 of these are community colleges or career/technical schools, which serve a

significant portion of adult learners. Approximately one third of the activity related to the Default Prevention Grants goes to support adult students.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Veterans and their spouses have access to special financial aid and to lower tuition rates than other students.

Although adult students are not excluded from the state's need-based grant program (Access Missouri), it does not specifically target such students.

- **Does the state provide student aid for part-time students?**

The MDHE administers the Marguerite Ross Barnett Scholarship, a need-based scholarship for students employed while attending school part-time. Appropriations are only sufficient to fund approximately 175 students (70 percent of program applicants). In part because of funding issues, the MDHE believes many eligible students do not submit application materials.

- **Do state aid programs (if applicable) provide emergency or "just-in-time" financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

Although the state maintains a college saving plan (MO\$T), it is not specifically targeted toward adult learners.

In Kansas City, LiLAs are provided through the LiLA Now program. The pilot project is supporting approximately two years of savings, match, and education activities. My LiLA Now, now known as The Learning Group, (www.learningfunds.com) was created from an initiative by the U.S. Department of Labor, Missouri Workforce Division and the Kansas Department of Commerce. It is one of several initiatives under ONEKC Wired (Workforce Innovation in Regional Economic Development).

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

DESE provides ABE. See http://dese.mo.gov/divcareered/adult_ed_and_literacy_index.htm

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

DESE is involved with GED testing. See http://dese.mo.gov/divcareered/ged_index.htm Some community colleges are involved also.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

No state policies or practices exist for this purpose. Institutions do this independently.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

The commissioner of higher education routinely reports on increasing degree attainment in Missouri, including the estimated 750,000 Missourians who have some college credits but lack a certificate or degree. MDHE academic affairs staff are engaged in the national Win-Win project, which focuses regional and state efforts to get adults in the pipeline to complete their degrees. Regular meetings and discussions occur with the energy workforce consortium in Missouri and with academic leaders in this effort. Some media reporting was done on Missouri's participation in the Win-Win project. Other outreach efforts were made to the veteran and National Guard populations in Missouri. Participating institutions include two public colleges, one private college and one proprietary university. (See Attachment B)

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Yes.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

The Department of Higher Education conducts "Planning and Paying for College" workshops at the Department Economic Development career centers. Missouri Connections, a website sponsored by the Department of Elementary and Secondary Education has a section devoted to adult education and employment training. The Department of Higher Education provides Monthly Student Reminder e-newsletters that include a section specifically for adult/non-traditional students.

MONTANA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No. Other than the Adult Basic Education (ABE) program housed within Montana's Office of Public Instruction, no explicit responsibility has been assigned.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

Margaret Bowles is the Director of the ABE program at OPI. Her telephone number is 406.444.4443. Her email address is mbowles@mt.gov

- **If your state has no department or unit with explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

Although Montana's constitution embraces the goal of developing the full educational potential of all citizens, neither the constitution nor the administrative and educational structures in the state assign any responsibility for adult learners or learning to any agency, sector, or body, other than the responsibility OPI has for ABE, described *supra*.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No - essentially. However, the state adult education program (ABLE) is a federally funded program requiring a 25% state match currently at \$525,000. (Adult Education and Family Literacy Act of 1998)

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No. The twenty ABLE programs do not receive enough federal/state support to provide services, so a majority of the programs have some local support. Without local support, the programs are very small.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**
No - they are not targeted.
- **Does the state provide student aid for part-time students?**
ABE is a free program. We do have financial aid for part-time students.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
No.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
ABE is in the Office of Public Instruction in the Career/Technical and Adult Education Division. It is the only adult-focused division of the Office of Public Instruction.
 - Contact Information: Margaret Bowles (406-444-4443 or mbowles@mt.gov)
 - Responsibilities: Serve students 16 years or older not enrolled in secondary school to attain a GED and transition to postsecondary or enter employment.
 - www.opi.mt.gov
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
GED is in the Office of Public Instruction in the Career/Technical and Adult Education Division, which is otherwise dedicated to K-12 education and pre-adult students.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

We have no state-level policies or practices in these areas. As part of the COLLEGE!NOW initiative, we are very interested in PLA.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

Adult student progression and degree completion is a major focus of Montana's COLLEGE!NOW Initiative, one of the top three state productivity initiatives funded by the Lumina Foundation for Education. The adult-learning prong of the COLLEGE!NOW initiative has been the subject of ongoing promotion by the Governor's Office, Montana's legislative leadership, and the Office of the Commissioner of Higher Education.

Funded by the National Governors Association and COLLEGE!NOW, Montana conducted a state-level forum on adult credentialing in Kalispell, MT, in August 2010. Presenters from Lumina, Western Governors University, I-BEST, etc., framed the policy and best practices issues. The adult student panel at the luncheon brought down the house.

The Commissioner of Higher Education and the Deputy Commissioner for Two-Year Education have referenced the urgency of degree completion for adults in numerous public presentations over the past two years.

The Governor has just approved \$20,000 from his discretionary fund to be used for a GED initiative. The money will be used for marketing materials.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Yes. It's at the heart of COLLEGE!NOW.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes, but until COLLEGE!NOW, not with a focus on adult learner engagement, progression and degree completion. Last year, however, the state agencies most engaged in adult learning – the Office of Public Instruction (ABE), the

Department of Labor and Industry (Workforce Centers) and the Office of the Commissioner of Higher Education collaborated to create and disseminate “PEP Talks,” orientation and advising materials designed to help dislocated adult workers visiting Workforce Centers access training and education opportunities.

NEBRASKA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No. Nebraska Department of Education, Adult Education. There is no unit specifically for postsecondary institutions.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

<http://www.education.ne.gov/ADED/home.htm>

Vicki Bauer, Director

vicki.l.bauer@nebraska.gov

Phone: 402/471-4807

The section is responsible for statewide planning and evaluation, promoting interagency cooperation and coordination, public education and awareness, teacher training, curriculum research and development, resource inventory, staff assistance to local programs, funding, and program and project development at state and local levels.

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**
No.
- **Does the state provide student aid for part-time students?**
Yes.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
No. There is a college savings plan, but it is not specific to adult learners

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
Nebraska Department of Education, Adult Education
<http://www.education.ne.gov/ADED/home.htm>
Jeanette Evans, ABE Consultant
jeanette.evans@nebraska.gov
Phone: 402/471-4806

The ABE classes, however, are primarily delivered on the community college campuses.
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
Nebraska Department of Education, Adult Education
<http://www.education.ne.gov/ADED/home.htm>
Shirley Gruntorad, GED Staff Assistant
shirley.gruntorad@nebraska.gov
Phone: 402/471-2475

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

There are no state policies. Some individual institutions give credit for prior learning, especially if it is documented by a professional credential. Some individual institutions allow students to pass a mastery exam in certain subjects, sometimes called “challenging” a course. Both practices are determined on an institutional basis. There is no state-level data.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

Conversations with the Commissioners of the Coordinating Commission for Postsecondary Education (for whom the staff of the state agency work) on the need for improved degree completion and examples of strategies used elsewhere.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

No.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

No. There is no state-level outreach activity. The community colleges might do this individually in their geographic areas.

NEVADA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

ABE funding is awarded to the Nevada Department of Education, other specific responsibility for adult learners is not centralized in any way

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Yes, NSHE participated in the WICHE Non-Traditional No More project which provided funding to look at reform in Board of Regents policy as well as institutional practices. The website is <http://www.wiche.edu/ntnm>. One hundred percent of the activity of the grant was focused on returning adult students.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

No, there is no coordinated effort at the state level.

- **Does the state provide student aid for part-time students?**

Yes, in some cases.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

Yes. Six out of seven NSHE institutions offer emergency loan programs that must be repaid within 30, 60 or 90 days.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

No.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Funding is provided through the Nevada Department of Education.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Nevada Department of Education is responsible for GED instruction and testing which occurs in a variety of venues, including NSHE community colleges. Their website is: http://nde.doe.nv.gov/GED_StudyForGEDTest.htm.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Board of Regents policy addresses PLA and recently the policy was revised to encompass all NSHE institutions, as well as add to the list of accepted credit by examination programs. Each institution reviews students on a case by case basis to determine whether they qualify. We do not measure the number of students who earn PLA credit.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

NSHE participated in the WICHE Non-Traditional No More project which resulted in a number of communications via press releases and newspaper articles. Nevada recently joined the Complete College America Alliance of States, a project to increase the number of Nevadans who hold a certificate, associate or bachelor degree. This project focuses on time to degree, structural reform, remedial reform, and performance-based funding. As such, adult students will be an integral part of the action plans that are developed to achieve the State's goal.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Yes.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes. Each individual institution conducts its own marketing campaign. All of these venues are utilized.

NEW HAMPSHIRE
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**
Responsibility is shared.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success?**

No. Not specifically, but effort is made to make all financial aid programs accommodating to all students (including adults and part-timers).

- **If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

N/A

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

No, please see above.

- **Does the state provide student aid for part-time students?**

Yes.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

No.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The K-12 Department of Education and the N.H. Postsecondary Education Commission meet regularly to understand activities and link where possible to each other’s work and to include the P-16 group.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

K-12 Department of Education.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

System polices may, state polices do not.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

There has not been an explicit statewide concerted effort.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

No.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

No, not explicitly.

NEW JERSEY
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

No.

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**
NJ Department of Labor -
<http://lwd.dol.state.nj.us/labor/wfprep/edtrain/adulted/adultedindex.html>
- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**
NJ Department of Labor -
<http://lwd.dol.state.nj.us/labor/wfprep/edtrain/adulted/adultedindex.html>

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**
No.
- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**
No.
- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**
No.
- **Does the state provide student aid for part-time students?**
Yes.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

Yes but it’s not targeted specifically for adult learners – see <http://www.hesaa.org/>

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

NJ Department of Labor – see

http://lwd.dol.state.nj.us/labor/wfprep/edtrain/content/wrl_index.html

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

New Jersey Department of Education –see <http://www.nj.gov/education/students/ged/>

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

No answer provided.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

No answer provided.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

No.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Not at the statewide level.

NEW MEXICO
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

The New Mexico Higher Education Department's Adult Basic Education (ABE) Division assumes primary responsibility for adult learners. You may contact us by navigating to the Adult Basic Education section of the HED website: www.hed.state.nm.us

The Interim State Director of Adult Basic Education is Dr. Harrison Rommel:
(505) 476-8420
harrison.rommel@state.nm.us

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

Yes. The ABE Division serves adults 16 years of age and older who function below the high school completion level. New Mexico community colleges house the majority of the 27 ABE programs located throughout the state with the remainder housed in community based organizations. The primary function of the ABE programs is to promote college and career transition pathways for adult learners through GED completion and matriculation into postsecondary education.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

ABE programs are funded through a combination of State and Federal Title II (WIA/AEFLA) funds. New Mexico's ABE budget for FY 10-11 includes ~\$5.6 million in State and ~\$3.2 million in Federal matching funds.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

There is no explicit programs of financial aid targeting adult students exist at this time. However, the ABE programs provide instruction and services free of charge to the students.

- **Does the state provide student aid for part-time students?**

Most of the state's financial aid programs require full time enrollment, though some programs such as the College Affordability Grant do not. For a complete description of New Mexico's financial aid programs, please consult the Financial Aid section of the Higher Education Department website, www.hed.state.nm.us

- **Do state aid programs (if applicable) provide emergency or "just-in-time" financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

The state does not provide emergency assistance, though many of New Mexico's higher education institutions, including the 2 large research universities, offer short-term/emergency loans for students in need.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

New Mexico's 529 college savings plans do not specifically target adult learners.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The New Mexico Higher Education Department's Adult Basic Education (ABE) division serves adults 16 years of age and older who function below the high school completion level. New Mexico community colleges house the majority of the 27 ABE programs located throughout the state with the remainder housed in community based organizations. The ABE Division is responsible for:

1. Administration:

- Determine and prioritize ABE instructional and program needs;

- Remain current on research trends and best practices;
 - Oversee data collection;
 - Analyze data to develop high quality, efficient policies and procedures;
 - Oversee reporting for stakeholders, creating new reports as needed;
 - Collaborate with ABE executive, advisory, and leadership groups.
2. Fiscal Management:
- Review and approve project budgets;
 - Manage division budgets;
 - Ensure compliance with federal and state rules and regulations;
 - Originate, coordinate and administer contracts;
 - Oversee and monitor local expenditures of state and federal flow-through funds.
3. Personnel/Program Management:
- Oversee program monitoring process
 - Review proposals and allocate funding
 - Act as liaison to and serve on ABE/GED related boards in the state
 - Provide consultation to the field staff
 - Participate in State legislative process, supporting proposed legislation and testifying before committees
4. Evaluation:
- Oversee development of criteria, standards, assessments, and models for program monitoring
 - Participate in site evaluation visits
 - Oversee monitoring process and analysis of results
 - Determine follow-up activities and additional support
 - Assess and determine policy needs and provide specialized technical assistance to programs

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

While New Mexico's ABE programs provide GED preparation and instruction, the administration of the test is still managed by the Public Education Department (New Mexico's K-12 education agency). Information on GED testing centers and administration is available from the PED/GED website:

<http://www.ped.state.nm.us/AssessmentAccountability/GED/index.html>

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

No state policies exist on the time for PLA or mastery examinations; those policies are set by the institutions.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**
 Adult education awareness is primarily directed through the actions of NMAEA, the New Mexico Adult Education Association. Their advocacy activities include presentations to legislative members and the organization of an annual ABE Day during the Legislative Session. NMAEA has also created public service announcements and advertisements that have been broadcast via radio and television. NMHED ABE staff also promote adult education awareness to legislative members through testimony at Education Study Council hearings and the creation of a yearly ABE Fact Sheet. Through a National Governor’s Association grant, ABE staff also participated in a recent Governor’s Forum that focused on issues regarding adult postsecondary credential attainment specific to New Mexico.
- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**
 Integration of adult basic education, in particular its potential as an alternative pathway to developmental education classes, has been incorporated into the recently created State Master Plan for Higher Education.
- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**
 While the State office does not directly engage in these activities, media outreach includes the aforementioned PSAs disseminated by NMAEA. Local ABE programs are also encouraged to dedicate a portion of their grant funds to outreach through media buys, public service announcements, and postings at local community centers such as libraries and One Stop centers.

NEW YORK
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes.

- **If yes, what are its responsibilities and can you provide us with contact information or a web link?**

Our Ault Education Programs and Policy (AEPP) office oversees about 200 adult education programs throughout New York. The team provides technical support through the creation of a Regional Adult Education Network (RAEN). AEPP also oversees about \$150 million in state and federal funding to these programs that focus on Adult Basic Education (ABE), English for Speakers of Other Languages (ESOL), and GED preparation programs. You can access additional information on this office at: <http://www.aewd.nysed.gov/aepp/>

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

Yes. AEPP funds adult education programs with EPE (Employment Preparation and Education) state funds and WIA (Workforce Investment Act) federal funds as the primary funding sources. These funds are awarded through various methods including competitive grants and contracts.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

See Above answer.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

No. We fund programs not individual students for adult education purposes.

- **Does the state provide student aid for part-time students?**
Yes, through the New York Higher Education Loan Program. Students may be part time, but they must be New York residents.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
New York has a 529 savings program.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
See our office link at <http://www.aewd.nysed.gov/aepp/>
We have established a strategy of Regional Adult Education Networks (RAEN) that support programs throughout the state. We fund the RAENs through WIA Title II leadership funds.
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
Part of our AEPP Office also deals with GED testing. See our GED web site at <http://www.aewd.nysed.gov/ged/>
- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**
All of our funded programs are required to provide in-take review and exit assessments. We also use this data to keep our statewide programs accountable for performance through a comprehensive data base known as ASISTS (Adult Student Information System and Technical Support). We also issue annual performance report cards based on NRS data and thresholds.

The state encourages institutions to utilize PLA particularly for adult students. CUNY was recently involved in the CAEL research as one of the 48 invited participants; the study was an assessment of the outcomes of alternative modes of receiving academic credits, in particular, prior learning assessment.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

We connect through our seven RAENs and by using our web site to share information and updates.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

We are working with SUNY, CUNY and DOL to promote post-secondary models that work. We are having a Post Secondary Summit in November and will be providing some WIA funds through a competitive contract process to enhance those models. New York has also created a Literacy Zones network to support family literacy, adult services, and linkages to higher education. You can access more information on LZ at: <http://www.nys-education-literacy-zones.org/>

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

We have limited funds for this work, but do rely on our various networks to share information and publicize available programs. Limiting funding is making this more difficult to accomplish. While we may reach 150,000 adults each year to provide ABE and ESOL programs, there are many more that cannot be served due to limited demand that is way beyond capacity.

NORTH CAROLINA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No. The NC Community College System has large enrollments of older students, but I wouldn't say it has explicit responsibility for adult learners.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

In addition to the NC Community College System, the UNC system offers a large number of baccalaureate completion programs that are suitable for adult learners seeking to complete a degree.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

No.

- **Does the state provide student aid for part-time students?**

No. Institutions (not necessarily the state) provide aid for part-time students if sufficient funds are available.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

No.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

NC Community College System.

The Division of Academic and Student Services provides leadership, assistance, and consultation to the 58 community colleges in the areas of academic programs, basic skills programs, and student services. Staff within the Division works collaboratively with colleges in meeting the needs of their students and industry and provides oversight to the licensing of proprietary schools. The Division is the point of contact for leadership and professional development related to the implementation of academic programs and support services.

<http://www.nccommunitycolleges.edu/systemOffice.htm>

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

See above.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

This is typically done at the institution level.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

Not aware of any.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

It has been discussed at meetings of UNC General Administration and NC Community College System leaders.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Individual institutions do this according to their missions.

NORTH DAKOTA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes. The North Dakota Department of Public Instruction, Adult Education and Family Literacy Unit promotes and supports free programs that help adults over the age of 16 obtain the basic academic and educational skills they need to be productive workers, family members, and citizens. Adult education classes provide a second opportunity for adult learners committed to improving their academic and life skills.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

The State Director is Valerie Fischer and can be contacted at 701-328-2393. The web link is: <http://www.dpi.state.nd.us/adulted/index.shtm>

In addition to the North Dakota Department of Public Instruction, the North Dakota University System (NDUS) is participating in the WICHE Non-Traditional No More initiative that specifically addresses degree completion for returning adult learners and the barriers that often present themselves to the returning adult learner. The NDUS has also established the Adult Learners Council (ALC) that is a broad-based organization that informs and addresses adult learner policy issues for the NDUS. Representation on the ALC includes the National Guard, Job Service, Tribal Campuses, DPI Adult Education, ND Department of Commerce, Extension Service, ND Chamber of Commerce, TRIO, Workforce Training, Veteran Affairs, and ND Higher Education.

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Not at the current time.

- **Does the state provide student aid for part-time students?**

No. However, the State Board of Higher Education has approved and forwarded to the executive branch a budget request for the 2011-13 biennium that includes funding to support financial aid for adult learners taking fewer than six credit hours per semester. It is hoped that this initiative will be included in the Governor's recommended budget for higher education later this year.

- **Do state aid programs (if applicable) provide emergency or "just-in-time" financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

Specifically it does not for Adult Learners, but the State of North Dakota does have a 529 College Savings Plan.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The North Dakota Department of Public Instruction, Adult Education and Family Literacy Unit, promotes and supports free programs that help adults over the age of 16 obtain the basic academic and educational skills they need to be productive workers, family members, and citizens. Adult education classes provide a second opportunity for adult learners committed to improving their academic and life skills.

The mission of North Dakota Adult Education is consistent with Title II of the Workforce Investment Act to provide adult education and literacy services to:

assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and assist adults in the completion of a secondary school education. The State Director is Valerie Fischer and can be contacted at 701-328-2393. The web link is: <http://www.dpi.state.nd.us/adulted/index.shtm>

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Adult Education and Family Literacy Unit of the North Dakota Department of Public Instruction provides resources for instruction to assist adults to master the basic educational skills needed for effective functioning in society and to speak, read, and write English. Instruction is also provided to prepare for the GED test. Reading, math, communication, computer literacy and other basic skills, English Language Skills, Workplace Education, and GED instruction services are available in each of North Dakota's Adult Learning Centers. Several of the Adult Learning Centers are located on NDUS campuses, for example, in Devils Lake (Lake Region State College), Wahpeton (North Dakota State College of Science), and Williston (Williston State College).

The State Director is Valerie Fischer and can be contacted at 701-328-2393. The web link is: <http://www.dpi.state.nd.us/adulted/index.shtm>

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes?**

North Dakota State Board of Higher Education Policy 403.6: Course Challenges and Prior Learning Credit

Institutions may allow students to earn course credits without enrolling in the course offering by evaluating their competency with locally developed tests or other proficiency assessments. This allowance does not apply to (a) courses for which nationally standardized examinations exist and are accepted by system wide agreements or (b) courses covered by articulation agreements with secondary schools. Campuses shall follow the current NCA Higher Learning Commission guidelines in awarding prior learning credit.

Across the eleven institutions of the NDUS, students may take CLEP or DAN TES exams. A number of institutions offer a prior learning portfolio option. Advanced standing tests and/or challenge exams may be used to identify mastery skills in a specific course.

- **How do they work and about how many students take advantage of them each year?**

Students are often required to enroll in a specific course to learn how to create a prior learning portfolio. A number of the institutions have protocols that require the approval of the departmental chair, course instructor, and the dean of an instructional unit. In some cases, a petition with the signature of the Registrar and three-person committee is an additional step.

The utilization of the prior learning opportunities is varied across the NDUS. The level of PLA activity has been relatively limited. PLA has served students numbering from 2 to 56 students of the institutions reporting.

4) **Information and Dissemination Policies and Practices**

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

During the last two years, the North Dakota University System has been actively engaged to promote and facilitate adult learner opportunities. In 2007, the NDUS Chancellor identified adult education as an important focus for North Dakota. To facilitate that process, an ACT statewide survey was conducted to gain an understanding of adult education needs. The survey was followed with a system wide symposium focusing on adult education.

The Adult Learners Council was established in January 2010 with a broad based representation from education, government, and the military. North Dakota was invited to participate in the Lumina-funded WICHE project Non-Traditional No More: Policy Solutions for Adult Learners. In the past three years, the North Dakota University System has been proactive in addressing the needs of the adult learner and in positioning the State to effectively respond to those needs.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

YES. The vision for the University System is that "The North Dakota University System drives economic and social vitality for state residents by educating the population to the highest level in the nation." The Strategic Plan includes the goal of accessibility for all North Dakotans which is measured, in part, by increased percentages of (1) 25-34 year olds and (2) 35-44 year olds enrolled in NDUS institutions.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes. The Adult Learners Council provides an initial response in bringing leaders in education, government, and the military to discuss postsecondary opportunities and creating an availability of those opportunities. The participating post-secondary institutions market these opportunities in their public information and focused media venues.

A Community College Awareness Initiative has been undertaken by the NDUS over the past year. Brochures, videos and other materials developed through this initiative have included images of adult students.

OHIO
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

Responses from the Adult Workforce Education Office (Ohio Board of Regents) in RED

Responses from the Adult Basic Literacy Education Office (Ohio Board of Regents) in BLUE

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes. The postsecondary adult workforce unit with a staff of 2 FTEs provides full time and short time certificate training to adults over the age of 18 years.

Yes.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

These staff members are responsible for \$3.8m distribution of the Carl D. Perkins federal funds to the postsecondary adult workforce education centers and the monitoring and accountability required in by this legislation. The unit is also responsible for the formula distribution of \$15m in state funds.

The website for adult workforce education is
<http://uso.edu/network/workforce/awe/index.php>

State ABLE Program – administers WIA Title II, Jeffrey Gove, State ABLE Director, 614-752-1642, jgove@regents.state.oh.us and
<http://uso.edu/network/workforce/able/index.php>

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

Not specifically. Each center has an allocation based on a three year rolling average of actual state funds received and FTEs generated. Addition-to-base support or

student services must be budgeted within the allocated funds or with funds generated locally.

No answer provided.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No. Perkins funds generated through economically disadvantaged adults served by each eligible institution are calculated and run by formula each year and these funds typically are used for some support services for adults.

No. State ABLE Program provides federal and state funding to 66 local ABLE programs to provide services to eligible adults accessible in all 88 counties. <http://uso.edu/network/workforce/able/index.php> Only adults, 16 years of age or older who are beyond Ohio's compulsory school-aged attendance policies are eligible for ABLE services.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Yes. All postsecondary adult workforce centers are accredited through AdvancED (NCA-CASI) and as such are eligible to receive Title IV funds to support student financial aid for certificate training.

No answer provided.

- **Does the state provide student aid for part-time students?**

No, not currently.

No answer provided.

- **Do state aid programs (if applicable) provide emergency or "just-in-time" financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No, not currently. WIA funds have been used in the past however, WIA funding has not been available for some time.

No answer provided.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

Yes, however these funds are not available for non-credit certificate programs such as those in postsecondary adult workforce even though the programs may have statewide or local articulation agreements. These are only available to credit programs.

No answer provided.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

No answer provided.

<http://uso.edu/network/workforce/able/index.php>

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

No answer provided.

The Ohio Department of Education governs GED Testing.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicID=1186&TopicRelationID=214>

GED Instruction is governed through OBR State ABLE Program

<http://uso.edu/network/workforce/able/index.php>

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Ohio is currently examining policies surrounding Prior Learning Assessments and the OhioLink system is developing an online e-portfolio tool that will be available within a year or so. The Ohio Board of Regents is currently investigating the CLEP test as a way of testing individuals for college proficiencies. Several postsecondary adult workforce education centers are successfully testing adults with CLEP tests although no data are reported to verify how successful these centers and adults are. This is currently in process.

No answer provided.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

One example is that of career-technical credit transfer (i.e., CT2). CT2 is the process that approves non-credit programs for college credit consistently across the state and provides for a consistent number of credits for persons who want to continue studies at a 2- or 4-year public institution.

Shifting Gears is an initiative funded by the Joyce Foundation that seeks to develop and implement policies surrounding low wage, low skilled adults as they enter certificate training and then transition into higher education programs. This effort is two years underway.

The Ohio Board of Regents Ten-Year Plan for Higher Education governs and directs all that OBR staff does in their programs that support this. <http://uso.edu/index.php> All strategic planning is aligned with this agency plan and metrics. Communications, both formal and informal, support it.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

Yes. The State Plan for Higher Education in Ohio has many strategies and metrics for developing a comprehensive University System of Ohio that includes both ABLE and postsecondary adult workforce. The plan is in its third year of implementation and metrics are forthcoming. Within the plan, adults no matter what their experience or education can enter and receive services at any point in the system.

Yes, see above.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

The state markets to a broad range of ages throughout the life span and takes care to portray all ages and stages in marketing materials. The state markets to the broad adult population and the current emphasis is on entry and the importance of persistence and completion of college for workforce preparation regardless of an age or life stage.

Yes. The OBR University System of Ohio, comprised of ABLE, Adult Workforce Education (AWE) and two and four-year colleges and universities all promote this concept as well as our state, regional and local partnerships with One-Stops and other community organizations and associations. <http://uso.edu/aboutUs/index.php>

OBR engagement with national initiatives like Shifting Gears and the Developmental Education Initiative also help to support this effort. The OBR Communications team also supports the development of marketing to promote this.

OKLAHOMA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

The Oklahoma State Regents for Higher Education (OSRHE) places those responsibilities with the Division of Academic Affairs and Student Services.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

Overall leadership for the Academic Affairs and Student Services division is provided by Dr. Houston Davis (hdavis@osrhe.edu). In targeting adults, the primary roles are encompassed by our work with adult degree completion via the Reach Higher initiative. Dr. Debbie Blanke is the point person for this effort (dblank@osrhe.edu). Additionally, the division has an initiative targeted at single mothers returning to postsecondary education. The SMART program is led by Dr. Erin Taylor (etaylor@osrhe.edu).

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

OSRHE provides an additional \$500,000 annually to a consortium of universities and colleges that are providing leadership and services to adult degree completion initiatives under the Reach Higher banner. Information on the Reach Higher program is found at <http://www.okhighered.org/reachhigher/>.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

OSRHE has earmarked \$700,000 of College Access Challenge Grant funds for use in targeting degree completion scholarships for returning adults. Adult students are also eligible for the Oklahoma Tuition Aid Grant program.
http://www.okcollegestart.org/Financial_Aid/Types_of_Aid/Grants/Oklahoma_Tuition_Aid_Grant.aspx.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Same as above.

- **Does the state provide student aid for part-time students?**

OTAG program mentioned above.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

Other than the available College Access Challenge Grants made available for returning adults, no other programs in Oklahoma fit this description directly or indirectly.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

The Oklahoma 529 College Savings Plan is a flexible savings program that allows adults to save for their own undergraduate or graduate education. The program offers tax advantages, including a \$2,500 state income tax deduction, and a low start-up investment of \$25 or \$15 per pay period through payroll deduction.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Adult Basic Education is within the authorities of the State Department of Education.
<http://www.sde.state.ok.us/Programs/LifelongLearn/default.html>

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

GED responsibilities are within the authorities of the State Department of Education.
<http://www.sde.state.ok.us/Programs/LifelongLearn/GED.html>

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Prior Learning Assessment is allowed under OSRHE policy and encouraged through regular participation in CAEL PLA programs, but adoption of PLA activities is left to each institution’s discretion. OSRHE has included PLA as a part of its systemwide

adult degree completion initiative. Recognizing that adult students bring a variety of experiences with them when enrolling in college, the Reach Higher program will work with students to assess any college-level learning they may have acquired. Through PLA, students will actively examine their own experiences in work, training and life experience that may qualify as college-level learning for college credit. The program will also evaluate students' educational goals to determine what learning they already have and what knowledge they need to gain in order to meet those goals.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

The Oklahoma State Regents have adopted adult degree completion as a major component of the system's public agenda. The Chancellor, Vice Chancellor for Academic Affairs, Vice Chancellor for Strategic Planning and Analysis, and numerous senior staff regularly speak to the importance of adult degree completion in outreach to constituencies including legislative officials, community leaders, campus leadership, and the general public. <http://www.okhighered.org/state-system/public-agenda/>

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Yes, see above.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes. The Reach Higher initiative is an example of Oklahoma's efforts. <http://www.okhighered.org/reachhigher/>

OREGON
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

Oregon Dept of Community Colleges and Workforce Development. (CCWD)

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

Yes. Career Pathways and Oregon Pathways to adult basic skills.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Yes, for the initiatives listed above.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Part time students were added to the states need based financial aid program, three years ago to begin addressing adults' financial need.

- **Does the state provide student aid for part-time students?**

Yes.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

Yes, there is an individual advancement accounts but it is not well funded, nor well publicized.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The ABE programs are administered by CCWD and delivered through the 17 community colleges.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The CCWD.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

CCWD has an ongoing task force on non credit instruction that is dealing with what we have and a framework for where we want to be that encourages the transition from non credit to credit.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

CCWD report title measure what you treasure – student success; career pathways has a strong media and web presence.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

Yes. The state of Oregon has a legislated educational attainment goal of 40% bachelor’s degrees; 40% associates or professional credential and 20% with a high school diploma by 2025. The postsecondary quality education commission (psqec) has developed the current rates of educational attainment for the education sectors and made recommendations for closing the achievement gaps – focusing on the “middle 40%” specifically to adult learners.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes. Adult learner line that provides information for connecting to post-secondary options.

PENNSYLVANIA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

Adult basic education programs funded by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education (ABLE), provide a full range of instructional services that prepare Pennsylvanians looking to develop the basic skills necessary to participate fully in the education of their children, find and keep family-sustaining employment, or obtain a secondary school credential.

Specifically:

- The Bureau of Adult Basic and Literacy Education is responsible for administering the federal and state Adult Education and Family Literacy. The Bureau administers a full range of educational programs for adults and families in the Commonwealth from low literacy instruction through preparation for transition to postsecondary education and high priority occupations. The Bureau also has primary responsibility for the quality and effectiveness of adult education and family literacy teachers allocations.
- The Bureau monitors GED® testing in Pennsylvania, provides professional development for adult education and family literacy program administrators and teachers, and provides training for volunteer tutors of adult education.
- ii. Contact the Bureau Director, Michael Westover at 717-772-3737 or mwestover@state.pa.us.
- iii. The weblink is [http://www.portal.state.pa.us/portal/server.pt/community/adult_basic_and_literacy_education_\(able\)/8703](http://www.portal.state.pa.us/portal/server.pt/community/adult_basic_and_literacy_education_(able)/8703)
- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

N/A

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**
No.
- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**
Adult Education and Family Literacy are supported by both federal and state funding. 100% of this funding direct affects adults.
- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**
Yes. There are financial aid programs targeted to independent students. The Pennsylvania Guide to Student Aid provides information for Independent Students. http://www.pheaa.org/pdf/Student_Aid_Guide.pdf
- **Does the state provide student aid for part-time students?**
Yes.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
While the state does not have a specific program, all community colleges have a one-semester tuition waiver for individuals from their sponsoring area who have been laid off or are no longer employed.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
No.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Bureau of Adult Basic and Literacy Education is responsible for administering the federal and state Adult Education and Family Literacy allocations. The Bureau is housed in the Office of Postsecondary and Higher Education but distributes funding for adult education and family literacy programs to a wide variety of agencies including community and faith-based organizations, school districts, intermediate units, community colleges, libraries, and universities.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Bureau of Adult Basic and Literacy Education is responsible for administering the federal and state Adult Education and Family Literacy allocations, which includes providing GED instruction and overseeing GED testing. Contact the Bureau Director, Michael Westover at 717-772-3737 or mwestover@state.pa.us. The weblink is [http://www.portal.state.pa.us/portal/server.pt/community/adult_basic_and_literacy_education_\(able\)/8703](http://www.portal.state.pa.us/portal/server.pt/community/adult_basic_and_literacy_education_(able)/8703)

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

PLA is offered by most institutions of higher education in Pennsylvania. The Pennsylvania Prior Learning Assessment Consortium (PAPLAC), is a group of Commonwealth institutions that offer various PLA opportunities and have agreed to abide by state recommended guidelines for PLA. For more information, please see:

http://www.portal.state.pa.us/portal/server.pt/community/prior_learning_assessment/13463

4) Information and Dissemination Policies and Practices

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education? What efforts have**

been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?

Governor Rendell placed growing the state's economy as well as strengthening quality education as two of his highest priorities. His strategy for a "Job Ready Pennsylvania" requires continued enhancement of our career & technical centers as well as ensuring that our community colleges target training programs and workforce development needs for a strong and competitive future economy. Further, Pennsylvania has worked to establish high-quality, affordable, college credit-bearing training programs for high priority occupations in regions currently lacking such training.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Outreach is a priority of the organizations funded through the Bureau of Adult Basic and Literacy Education. Institutions of higher education across the commonwealth also utilize diverse marketing strategies including within public information spots and public transportation.

RHODE ISLAND
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes. The Rhode Island Department of Elementary and Secondary Education has a unit with explicit responsibility for adult basic education and GED programs. This unit is located within the Office of Multiple Pathways within the Division of Educator Excellence and Instructor Effectiveness. It supports local adult basic ed programs and partners with other entities in the state to service Rhode Island's adult learners including the Governor's Workforce Board, the Adult Professional Development Center at Rhode Island College, and the Industry Sector Partnership Program.

- **If yes, what are its responsibilities and can you provide us with contact information or a web link?**

Basic responsibilities include awarding grants, reporting student outcomes by program, monitoring programs for compliance with state and federal regulations dealing with adult education, and providing technical assistance to programs. Contact information:

Dr. Philip Less
Administrator Adult Basic Education and GED Programs
Office of Multiple Pathways
RIDE
255 Westminster Street
Providence, RI 02903.
Tel: 401-222-8949
Fax: 401-222-4979
Web: www.ride.ri.gov/adulteducation

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No, not at this time.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Yes. General Revenue and Job Development Funds (JDF) have been targeted at programs that support student transitions from local adult basic education programs to the Community College of Rhode Island (CCRI) including use of an adult secondary education curriculum that is designed to prepare adult students for entry into post-secondary education. Program recipients of these funds include RIRAL, Mentor, West Bay CAP, Year Up, Dorcas Place, etc. Among these programs, Dorcas Place also has an agreement with CCRI to provide adult students the opportunity to take developmental education courses taught by college faculty at Dorcas Place.

Another model supported through JDF resources awarded to adult education programs provides contextualized instruction in the areas of health and tourism for adult basic education students with a career ladder framework. Transition to community college is also built in programmatically.

Finally, Rhode Island will be using federal College Access Challenge Grant funds to identify and develop college planning and success tools for its non-traditional adult student population.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Yes. Students either do not pay tuition at all or pay only a small amount of money to attend basic education classes at adult education centers. Some scholarships have been provided explicitly to support adult education students to enable them to take college courses through the Rhode Island Higher Education Assistance Authority.

- **Does the state provide student aid for part-time students?**

Yes.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

Yes. Through the state’s College Access Challenge Grant (CACG) a committee has been formed to develop a model/s for providing more flexible student scholarship aid that could be used to address diverse challenges that inhibit non-traditional students from completing a college education. CACG funds will be used to support such scholarships.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

No. While the Rhode Island Higher Education Assistance Authority administers the *Collegeboundfund*, to our knowledge it is not specifically designed to support adult learners. It does provide funds for every infant born in Rhode Island to start a *Collegeboundfund* account with matching dollars awarded for investments made into a student's account.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Rhode Island engaged in a rigorous process to reform adult education in 2003-04. Through this work, the elements of an integrated, quality system of adult basic education were identified and have been implemented over the past five years. Critical issues that were addressed include coordinated and integrated funding streams, stronger system administration, improved articulation among programs and across systems, more consistent program performance standards and participant outcome measures, and expanded comprehensive professional development opportunities through the creation of an Adult Education Professional Development Center. (See answer to Section 1.)

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
(See answer to Section 1.)

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Students are given a pretest at entry to adult basic education classes and then after an instructional time period, for example one semester, are given a posttest to determine learning and educational gains as measured by the National Reporting System for Adult Education.

ACCUPLACER is used at CCRI and Rhode Island College (RIC) to determine if students are ready for credit-bearing courses at these institutions or if they need to take remedial coursework. 74% of entering first-time students (full and part-time) at CCRI in Fall 2009 needed remediation based on ACCUPLACER. 67% of this population placed into Developmental Math, of which 53% took the recommended

course at CCRI and 45% of the 53% completed and passed this course. 43% placed into Developmental Reading, of which 52% took the recommended course and 73% of the 52% completed and passed the course. 30% placed into Developmental Writing, of which 50% took the recommended course and 73% of the 50% completed the course.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

Adult Education is involved in pathways initiatives that promote student progression and degree/credential completion and participates on the Governor’s Workforce Board and its Career Pathways Taskforce and Adult Education and Literacy Taskforce. Rhode Island is examining more deeply how to support adult student progression through degree/credential completion and what reforms may be needed to accomplish the same (e.g., remedial course delivery, appropriate support structures, more flexible course programming, etc.)

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

Yes. The adult re-entry pipeline is an explicit and integral part of Rhode Island’s higher education and workforce agenda to expand the number of students—including adults—who enter and achieve a post-secondary degree or credential. Additionally, the office of adult education is very interested in the “adult re-entry pipeline” and has funded several programs specifically designed to increase the numbers of adults entering higher education in Rhode Island. It is an explicit component of the current Request for Proposals that programs need to address for funding. (See answer to section 2.)

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes. Adult Education programs advertise their Transition to College classes through various advertising methods. Again, Rhode Island will be using federal College Access Challenge Grant funds to identify and develop college planning and success tools for its non-traditional adult student population. It is intended that Rhode Island’s One Stop Centers will be a vehicle for connecting adult workers to post-secondary opportunities.

SOUTH CAROLINA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

Develop/create a clear and accessible path/system for adults seeking to advance their education by creating a foundation which the learners will built upon to increase their chance of success in postsecondary education; provide leadership and coordination among a system that ties literacy, adult education, workforce training, Department of Education, higher education, and college preparation into a coherent whole.

Contact: Michael L. Brown, Director of Planning & Access
mbrown@che.sc.gov
(803) 737-2144

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No.

- **Does the state provide student aid for part-time students?**

Yes.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time**

emergencies such as illness or loss of job that would otherwise cause them to drop out of school?

No.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

Yes.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Adult Education services are offered through 47 school district programs and 6 community-based organizations.

The SC Department of Education has this responsibility. Contact Dr. David Stout, Director of the Office of Adult Education, at 803.734.8348 or DStout@ed.sc.gov or [http://ed.sc.gov/agency/Standards-and-Learning/Adult -Education/](http://ed.sc.gov/agency/Standards-and-Learning/Adult-Education/) for organization and administration of the program.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Adult Education GED services are offered through 47 school district programs and 3 community-based organizations.

The SC Department of Education has this responsibility. Contact Dr. David Stout, Director of the Office of Adult Education, at 803.734.8348 or DStout@ed.sc.gov or <http://ed.sc.gov/agency/Standards-and-Learning/Adult -Education/> for how state responsibility for providing GED instruction and testing is discharged.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Students must attend class or take virtual classes in Adult Education. There are no provisions for testing-out of a class.

Contact Dr. David Stout, Director of the Office of Adult Education, at 803.734.8348 or DStout@ed.sc.gov for further information.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

Adult education is a key component of the many presentations made by the Executive Director and Senior staff member of the Agency; over 35 so far this year. An Op-ed has been published on the subject. Adult student progression and degree/credential completion is a regular topic in meetings with legislators, business leaders, and others in higher education.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Yes.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes.

SOUTH DAKOTA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes. The Department of Labor has a unit responsible for Adult Education and Literacy.

There is no such department or unit that exists in the state agency (South Dakota Board of Regents) responsible for public postsecondary education.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No. No specific ongoing appropriations exist from the state, but there has been one-time support for two different initiatives that exist in South Dakota. First, the Electronic University Consortium (EUC) was created in 2000 by the South Dakota Board of Regents to coordinate distance education course offerings at each of the six public universities. The mission of the EUC has been to leverage state technology investments and make effective use of the unique strength of each public university to better serve the people of South Dakota. Specifically, the EUC was designed to: 1) Create a convenient, integrated “one-stop” statewide student services web-site and single point-of-contact for electronic information and access to statewide distance education for the six universities; 2) Provide statewide distance education information to the citizens of South Dakota and beyond; 3) Manage curriculum investment and development across institutions, maximizing resources while eliminating duplication costs; 4) Coordinate delivery of statewide distance education courses, programs and certificates; 5) Ensure statewide distance education quality through course and program review and assessment; 6) Facilitate identification of courses and programs needed for state economic development and job skills for the citizens of South Dakota.

Second, the Board of Regents has also extended program offerings to the University Center – Sioux Falls, Capital University Center (Pierre), and the University Center – Rapid City in an attempt to attract a growing number of adult learners to pursue post-secondary degrees. Enrollment trends at each of these centers represent a strong percentage of adult learners pursuing their associate and baccalaureate degrees (70% at the University Center – Rapid City, 65% at Capital University Center, and 44% at University Center – Sioux Falls).

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No. However, in 2007, an Adult Learner Scholarship program was discussed by the Board of Regents; however, it was determined that limited legislative support existed for developing this program at a time when a new merit-based program was becoming fully vested.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

There is no state-based financial aid program currently exists in South Dakota.

- **Does the state provide student aid for part-time students?**

Administrative rules were modified after the 2010 Legislative session to allow campuses to distribute Leveraging Educational Assistance Partnership (LEAP) grant funds to part-time students who demonstrated considerable need. Prior to this time, no state-based aid program provided financial support to part-time student.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

NO. No program of this kind is available in South Dakota for traditional or adult students.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

South Dakota has a 529 College Savings Plan available to state residents; however, no specific programs are designed for the unique needs of adult learners.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Adult Education falls under the Department of Labor which is responsible for Education and Literacy programs. The website for the program is http://dol.sd.gov/workforce_training/ael_intro.aspx. Additionally, the primary contacts include:

Barb Unruh or John Anderson
South Dakota Department of Labor
700 Governors Drive
Pierre, SD 57501
Phone: 605.773.3101
Fax: 605.773.6184

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

GED testing also falls under the Department of Labor in the office of Adult Education and Literacy. Website location is: http://dol.sd.gov/workforce_training/ael_intro.aspx.

The primary contact is:

Patty Hooker
South Dakota Department of Labor
700 Governors Drive
Pierre, SD 57501
Phone: 605.773.3101
Fax: 605.773.6184

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Prior learning assessment is allowed under Board of Regents Policy 2:5 *Transfer of Credit* and each of the six Regental institutions have established guidelines for administering these assessment processes. Unfortunately, a small number of students take advantage of the PLA or challenge examinations that are available with fewer than 100 students each year gaining credit through this particular approach.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

South Dakota has been involved with the Non-Traditional No More grant project sponsored through WICHE and the Lumina Foundation. We are half-way through our second year in the project and a number of state meetings have been held to extend our efforts in this area. The BOR have also reviewed a number of recommendations to address policies and barriers affecting ready adult re-entry into the system that had been identified by a taskforce of more than 50 representatives from throughout the state. A copy of the report can be made available upon request. We have presented our progress in this area at a variety of national meetings and press releases have been developed each time that an update has been brought forward to the Board of Regents.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Yes. As with many other Midwestern states, South Dakota has experienced consistent declines in its secondary education enrollments. When examining the data presented in the High School to College Transition Report for the past six academic years, there has been a decline of 634 graduates when comparing the 2002 totals with those students who graduated in 2008. While the Regental system has not seen enrollment declines at similar levels, data demonstrate that a smaller number of high school graduates are going on to public postsecondary education in South Dakota each year. Specifically, the system reported a decline of approximately 100 students in 2008 when compared to numbers reported in 2002. This continued decline warrants that the state may begin to make concerted efforts to foster retention of existing students, or facilitate efforts to encourage the return of its Ready Adults which is one of the primary rationales for our work with WICHE and the Lumina Foundation.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes – coming soon! A comprehensive communication plan is currently being developed to engage adult learners. This will include a combination of public information spots and direct mailings to stop-out students who left just prior to degree completion.

TENNESSEE
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

Individual institutions assume this responsibility.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No. However, the new funding formula adds a premium to enrollment of adult students.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Yes. Adult students are eligible for the state need-based grant program. And there is a provision in the state lottery scholarship program specifically for adults.

- **Does the state provide student aid for part-time students?**

Yes.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
No.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
The State department of Labor and Employment Security is responsible for adult basic education. A state-wide network of county-based offices address ABE.
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
The State Department of Education addresses the GED program.
- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**
Although we do not have specific state policies at this point -- PLAs are critical. Each community college and university is authorized to develop procedures that allow for the recognition of equivalent extra-institutional learning processes that include the awarding of credit or advanced placement.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**
We advocate for adult students at every opportunity.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**
Yes. Making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?
- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**
Yes.

TEXAS
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

Programs for adults wishing to return to college to complete a degree are administered through the Academic Affairs and Research Division while programs for adults wishing to obtain a high school equivalency are handled through the P16 Division (Developmental and Adult Education Department).

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No. Although the state does not directly provide institutions addition-to-base support for adult college degree programs, the state has recently begun a statewide initiative that will involve the creation of a web portal for returning adult students that will include general information for returning adults students as well as an informal transcript audit system that will provide students with a snapshot of how their transcript might match to select degree completion programs as well as a marketing campaign to urge adults to return to college to complete their degree.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Yes on the ABE side there was an appropriation of \$10m (minus \$2m due to budget cuts) for adult basic education innovation grants for 2010-2011. We have awarded \$4m in grants to date. We will issue a second RFP in January 2011 to award the remaining funds.

No on the higher education side there are not any funds specifically set aside for adults pursuing higher education degrees. We have a small sum of money, around \$4 million, that is set aside as “Final Stretch Grants” for students entering their final 60

credits towards a baccalaureate degree. Many returning adult students might be eligible for these funds, but they are not specifically set aside for adults. Additionally, we have a \$500,000 program, Success by Degree that is funded through our College Access Challenge Grant. Those funds are being used to develop an adult degree completion web portal that will provide returning adults with information on financial aid, Academic Fresh Start, potential degree completion programs, and an informal transcript audit tool that will match students credit with 8 degree completion programs. The funds are also being used to launch a marketing campaign that will include heavy leveraging of social media and some direct mail to students who have stopped out for at least one year and have 90-100 semester credit hours. Although we are not putting an age limit on this initiative, it is designed to appeal to adults.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

There have been no funds specifically set aside for adults wishing to return to college to complete a degree. However, \$4 million dollars in College Access Challenge Grant funding has been set aside for students entering their last 60 such of their bachelor's degree.

- **Does the state provide student aid for part-time students?**

Part-time students will be eligible for the grant money described above.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

Not at the state level although some institutions might.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

No.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The federal grant for adult basic education is handled by the Texas Education Agency (TEA). The grants are awarded to approximately 50 coops that distribute the funds to local providers. The contact for the federal funds is Jennifer Jacob 512-427-9291. The Coordinating Board was appropriated \$10m to award ABE innovation grants to community colleges for 2010-2011. These grant awards will be funded with state funds. Additionally, non-AEFLA funded programs and volunteer organizations

provide ABE/ESL services. However, the total served from these providers is not reported to TEA or the THECB for tracking purposes. THECB is also working to implement Rider 45 (81st Texas Legislature) to increase the postsecondary transition of ABE students into workforce training programs (posted on the ABE web page for THECB).

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Please contact TEA Jennifer Jacob State Policy Coordinator for ABE 512.427.6546

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

There are no state programs that promote PLA or other similar efforts; however, there are no rules that disallow institutions from creating such programs. Several universities have incorporated these practices into their adult degree completion programs.

4) **Information and Dissemination Policies and Practices**

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

Texas has recently launched a major adult college degree completion initiative- Success by Degree. Presentations on this program have been made to groups like the statewide P-16 meeting. Information regarding the program and the need for it have also been included in testimony in front of the Texas House and Senate. Interviews by the Assistant Commissioner have also been given to reporters on this initiative.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

Yes. Texas higher education policy is driven by the state’s strategic plan, Closing the Gaps, that focuses on increasing student participation and success. Although adult students were not explicitly a part of the original plan, they have been included in the agency’s Accelerated Action Plan.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes. Last year the Coordinating Board sent letters to students with 100 or more semester credit hours and no degree urging them to return to school to complete their degree. A part of the new CACG funded Success by Degree initiative will be a direct marketing and social media campaign aimed at adults who have completed at least 45 semester credit hours.

UTAH
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes, the department of Adult Education and GED Services is supervised by the State Board of Education—K-12

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

Marty Kelly

Adult Education & GED ® Coordinator

Phone: (801) 538-7824

<http://www.schools.utah.gov/adulted/>

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

Community colleges have a big role in “adult” education as well.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No. Community colleges have programs to assist the non-traditional student, but there are no state funds that are specifically earmarked for that purpose.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

No.

- **Does the state provide student aid for part-time students?**

No. Through the regular federal financial aid programs.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

Yes. USHE institutions have short term loans available to students.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

No, but the state does have a 529 savings plan (Utah Education Savings Plan).

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The State Board of Education—contact information above.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The State Board of Education—contact information above.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Each institution has their own policy for PLA. We do not collect that type of data centrally, but the number is small.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

The Commissioner has made many presentations on this subject, and USHE is about to release a formal 2020 Plan for Higher Education that address the subject.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

Yes.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes, but we need to do much more.

VERMONT
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

Vermont Department of Education (see links and contact information below)

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No. Confirmed by State DOE – no addition to base support funding.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Yes. Adult Ed and Literacy system; adults can earn GED or HS diploma with funding support from both state and federal sources. The program is called Learning Works.

The state offers a Non-Degree Grant program that is designed to support adults who wish to improve their skills for employment or wish to try out college. The Non-Degree Grant funds are unique in that they can be used for Title IV programs and non Title IV eligible programs. This off sets cost of college programs and non-college post secondary experiences.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

Nothing in DOE that solely targets adult learners.

- **Does the state provide student aid for part-time students?**
Yes, for those demonstrating financial need based on completion of the FAFSA and the Vermont State Grant application.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
No.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
Vermont Department of Education:
http://education.vermont.gov/new/html/pgm_adulted.html

ADULT EDUCATION & LITERACY

The name *Learning Works* has been adopted to describe Vermont’s Adult Education and Literacy (AEL) system. *Learning Works* is the AEL team at the department and the direct service providers holding grants or contracts for the purpose of delivering services to adult learners statewide. Adult learners are defined as persons 16 years of age and older, not enrolled in school, and lacking essential skills or a credential equivalent to high school completion. Currently, Vermont Adult Learning holds the statewide AEL grant and in turn works in partnership with three other providers (i.e., Northeast Kingdom Learning Services, Central Vermont Adult Basic Education, and The Tutorial Center). It is this group of organizational partners that has been given responsibility, in collaboration with the department, for designing and implementing a statewide system for the provision of adult education and literacy services. View additional information about the Learning Works vision, mission and statement of common practice.

Use the links below to view information about programs most pertinent to your needs:

General Educational Development (GED) Credential
Adult Diploma Program (ADP)
High School Completion Program (HSCP)
Adult Literacy Services

Information about English to Speakers of Other Languages (ESOL); English Language (EL) Civics; Foundational Skills (Reading, Writing, Math & Life Skills); Workplace Skills; Equipped for the Future (EFF) Standards

Learning Works: Vision, Mission & Statement of Common Practice

The name *Learning Works* has been adopted to describe Vermont's Adult Education and Literacy (AEL) system. *Learning Works* is the AEL team at the Vermont Department of Education, and the direct service providers holding grants or contracts for the purpose of delivering services to adult learners statewide.

Adult Education & Literacy

Tom Alderman, Director of Adult Education

(802) 828-3134 (P)

(802) 828-3146 (F)

tom.alderman@state.vt.us

Assessment

Sharon Parker, Assistant Director of Adult Education

(802) 828-0077 (P)

(802) 828-3146 (F)

sharon.parker@state.vt.us

Professional Development

Kate Nicolet, Adult Education Professional Development Coordinator

(802) 828-5144 (P)

(802) 828-3146 (F)

kate.nicolet@state.vt.us

GED Testing & Information

Sharon Parker, Assistant Director of Adult Education

(802) 828-0077 (P)

(802) 828-3146 (F)

sharon.parker@state.vt.us

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Vermont DOE is the GED testing agency for the state, via Learning Works promotion at various centers statewide.

http://education.vermont.gov/new/html/pgm_adulted/ged.html

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Yes. The Vermont Adult Diploma program enables individuals to earn their High School diploma in part, by demonstrating prior knowledge gained. Approximately 300 students take part in this program annually.

4) **Information and Dissemination Policies and Practices**

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

In collaboration with the state DOE to reach adult learners, UVM Continuing Education offers degree completion and advising services, seminars and professional certificates in a specific body of knowledge for re-careering and career advancement. These programs are marketed to target audiences via Workforce Investment Board, VSAC and Chamber of Commerce connections, the military, Vermont State Dept of Education, various meetings with Educational Service Agencies throughout the state, and various e-newsletters and attendance at conferences such as the Vermont Business and Industry Expo, Job Fair, and Tech Jam.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

Yes, Integral agencies include VSAC, State Department of Education, Vermont Department of Labor, Workforce Investment Board (WIB), Career & College readiness in addition to basic literacy work. Funding from state and feds.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes, through publications in local newspapers, radio ads local WIB meetings, Dept of Labor, conferences and job fairs.

VIRGINIA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No. Virginia does not have a designated department with sole and explicit responsibility for adult learners.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

A number of state agencies and higher education institutions provide education services and pipelines for adult learners:

The Virginia Department of Education (VDOE) offers Adult Basic Education (ABE), General Education Development (GED), and English language programs (see #3 below for additional information).
<http://www.doe.virginia.gov/instruction/adulted/index.shtml>

The Virginia Community College System (VCCS) supports Workforce Development Services (WDS)
<http://vccs.edu/WorkforceServices/tabid/76/Default.aspx>. The WDS align education and economic development to extend workforce development courses and training into the community. WDS prepares the workforce by providing students with greater access to career options; serves employers through flexible and customized training; and offers portable skills and credentials to the incumbent and displaced workforce. The career pathways offered by the WDS include:

- Apprenticeship instruction
- Career Readiness Certificates
- Career Coaches for Middle and High School
- Commonwealth Scholars
- Middle College
- Post Secondary Perkins
- Tech Prep

Additionally, adult learners can participate in all academic articulation and guaranteed admissions agreements established through the VCCS and Virginia four-year institutions.

Four-year public institutions offer adult degree completion programs aimed at facilitating the adult learner's ability to complete a baccalaureate degree. Eight four-year institutions offer such programs, providing flexible educational programming to enhance degree completion. A description of public and private institutions offering adult degree completion programs can be found at <http://www.schev.edu/AdultEd/default.asp>.

Four-year public institutions also participate in education pipeline programs, such as dual admissions agreements. Pipeline programs can include partnerships with community colleges, high schools, and businesses.

The State Council of Higher Education for Virginia (SCHEV) www.schev.edu administers programs that support education pipelines for targeted populations, including the College Access Challenge Grant Program and GEAR-UP.

Virginia Higher Education Centers advance Virginia economically, culturally and socially by providing citizens with affordable and accessible educational opportunities through partnerships with Virginia higher education institutions. The Centers cooperate with regional entities in providing educational programs that fulfill the needs of the local workforce. There are six higher education centers in Virginia offering educational programs ranging from workforce certificates to doctoral degrees. Nontraditional students comprise a significant portion of enrollments at these centers.

Virginia Access Providers support education pipelines by offering services that range from providing information about college to targeted populations, to the actual application and enrollment in college. Over 400 such providers exist in Virginia, serving diverse populations with varying needs.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Yes. The Virginia Department of Education provides grant funding for Adult Basic Education and other adult education programs (see answers in #3). The Workforce Development Services area of the Virginia Community College System administers grant programs that support adult student success in postsecondary credential attainment. Sources of funding include the Virginia Workforce Investment Act, general state funds, and the Ford Foundation. More information is provided at <http://www.vccs.edu/WorkforceServices/Grants/tabid/731/Default.aspx#commonwealth>. The State Council of Higher Education for Virginia administers the state Two-year Transfer Grant Program which provides funds for students transferring from two- to four-year institutions. Adults are eligible for the grant, but the proportion of adults receiving the grant is not available.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**
No, but adult students are eligible for all state financial aid programs.
- **Does the state provide student aid for part-time students?**
Yes, through the state need-based award program.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
The state does not provide such aid programs.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
The state does not underwrite the Virginia College Savings Plan. State legislation provides a statutory guarantee in each year’s state budget to cover the plan’s contractual obligations in the event of a funding shortfall.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
See answer under next bullet.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

Within the Virginia Department of Education (VDOE) is the Office of Adult Education and Literacy. This office supports a range of programs throughout the state including GED test preparation to tutoring in English language-based life skills. VDOE supports adult education in Virginia primarily by funding and supporting the programs at the local level. Each locality or region has an adult education program manager and instructional specialists. Additional program support is directed to rural areas of the state where resources and leadership are needed. Community colleges and county and city school systems most often are the providers of these services.

The VDOE Office of Adult Education and Literacy makes funds available for grants to support adult basic education and literacy workforce development activities. Funding is provisional and dependent on passage of a new Congressional budget and approval of the Virginia Office of Adult Education and Literacy state plan. Additional state funds are used to supplement federal grants. Funding authority is through the Virginia General Assembly. Additional information is provided at <http://www.doe.virginia.gov/instruction/adulted/index.shtml>.

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Virginia community colleges utilize the DSST (DANTES Subject Standardized Tests) Credit-By-Exam program to award college credit for prior learning. Other test-out provisions, such as CLEP, are also utilized to award credit. About 50% of Virginia four-year institutions report accepting CLEP and DSST credits in transfer.

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

See answer under next bullet.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Governor McDonnell has committed to increase by 100,000 the number of postsecondary education credentials attained by Virginians over the next 15

years. One important strategy for meeting this goal is to increase the number of adult learners earning postsecondary degrees or credentials. The “Governor’s Commission on Higher Education Reform, Innovation and Investment” was convened this year with a major focus on strategies for increasing the number of adults with postsecondary credentials.

In 2010 Virginia received grant funding from the National Governor’s Association to conduct the “Governor’s Forum on Postsecondary Credential Attainment by Adult Workers.” The forum focused on aligning the agendas for education, economic development, and business.

In 2007 the Governor’s Taskforce on Career Pathways System Development was established to promote transitions among education and employment systems, programs and services while allowing for flexibility at regional and institutional levels. This is a multi-agency taskforce that completed a career pathways strategic plan for the Commonwealth. Members of the Career Pathways Taskforce represent the following agencies: Virginia Department of Education, Virginia Community College System, State Council of Higher Education for Virginia, Office of Adult Education and Literacy, Office of the Secretary of Education, Virginia Department of Labor and Industry, and the Virginia Economic Development Partnership.

<http://www.vccs.edu/Portals/0/ContentAreas/workforce/CareerPathwaysVA.pdf>

Additionally, the SCHEV strategic plan, “Advancing Virginia: Access, Alignment, Transition; the 2007-13 Strategic Plan for Higher Education for Virginia” emphasizes supporting the state workforce through strengthened participation in postsecondary education.

<http://www.schev.edu/SCHEV/StrategicPlan.asp>

The Governor’s commitment to increasing the number of adults with postsecondary credentials, and the creation of the Commission on Higher Education has served to draw significant attention to the importance of adult student progression and credential/degree completion. Numerous agencies, state academic leaders, and media outlets have promoted adult learner pathways through speeches, forums, news articles, and op-eds. All members of the Taskforce on Career Pathways System Development have promoted adult learner credential/degree completion through speeches and presentations.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**
Virginia education agencies and higher education institutions promote their educational offerings in a variety of venues targeted to appropriate student populations.

WASHINGTON
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

It depends on how you define adult learners or adult learning. In Washington State, community and technical colleges enroll by far the most independent, adult students, people who are supporting themselves and not living with their parents. Our median age is 26 years old. Three-fourths of our students are independent, compared to one-fourth of students at Washington's baccalaureate institutions.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

The Washington State Board for Community and Technical Colleges has administrative responsibility for Adult Basic Education and is the state's designated recipient of federal adult education funds.

http://www.sbctc.ctc.edu/college/e_abe.aspx

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

Yes. SBCTC receives a single appropriation from the state for the operating and capital funds for the state's 34 community and technical colleges. There are three earmarked appropriations and two statewide interagency contracts focused on serving adult students.

I-BEST. Integrated Basic Education and Skills Training is an instructional model developed by the community and technical college system aimed at providing adult basic skills and job training simultaneously to low skilled adults through integrated curricula and team teaching. Due to an earmarked appropriation in 2007-09 distributed to all colleges, 140 I-BEST programs are now offered across the state.

http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx

Opportunity Grants. This earmarked appropriation provides financial assistance and wrap around support services to low income adults pursuing education in

approved high-wage, high-demand career pathways.
http://www.sbctc.ctc.edu/college/s_opportunitygrants.aspx

Worker Retraining. Worker Retraining programs enroll unemployed and dislocated workers in training programs allowing them to change careers in order to re-enter the workforce. Earmarked legislative funding provides colleges with funds to expand instructional capacity in high demand training programs and helps pay for students' out of pocket training expenses such as tuition, books, tools and transportation.

<http://www.sbctc.ctc.edu/college/e-wkforceworkerretraining.aspx>

WorkFirst contract. SBCTC has a statewide contract with the state's Department of Social and Health Services for our colleges to provide education and training for TANF clients who need adult basic education, English language proficiency, a GED, or job skills training, in order to secure a job. Because education and training is viewed as an essential component of self sufficiency for poor families, SBCTC is one of four agencies that make up the governor's subcabinet on WorkFirst, the state's welfare reform program.

<http://www.sbctc.ctc.edu/college/e-wkforceworkfirst.aspx>

Corrections contract. SBCTC has a statewide contract with the state's Department of Corrections for our colleges to provide basic skills, high school completion/GED and job training for adults incarcerated in state prisons.

http://www.sbctc.ctc.edu/college/e_correctionaled.aspx

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

SBCTC adopted an innovative performance funding system, the Student Achievement Initiative, in 2007. Colleges are rewarded for net gains in student progress towards and completion of certificates and degrees, including documented skill gains for adult basic skills students. The measures were selected with equal attention to all college mission areas (transfer, workforce education, basic skills), student demographics (age, race, gender, family and employment status) and college community (urban, rural, suburban).

http://www.sbctc.ctc.edu/college/e_studentachievement.aspx

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

While the state does not explicitly target adult learners, the profile of community and /or technical college students receiving the State Need Grant is as follows: Median age: 24, 30% over the age of 30, 70% are independent students, with 53% either married, married with children, or unmarried with children

Likewise, the majority of those enrolled through the Opportunity Grant program are over the age of 24, independent and are parents (63%)

- **Does the state provide student aid for part-time students?**

Eligible part-time students receive a prorated portion of their State Need Grant for any academic period in which they are enrolled at least half-time. Students enrolled at a three-quarter time rate, at the time of disbursement, will receive seventy-five percent of their grant. Students enrolled half-time at the time of disbursement will receive fifty percent of their grant.

The "less-than-half-time pilot project" authorized by the State Legislature for 2007-2011 is meant to test the feasibility of providing state need grant awards to students who enroll in three, four or five credits, aid not available to students from other state or federal sources.

The Opportunity Grant Program provides financial assistance to low-income individuals pursuing education in approved high-wage, high-demand career pathways. Students may enroll in either full- or part-time, up to a maximum of 45 credits. Awards are prorated depending upon registered credits.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

Yes. The State Board authorizes community and technical colleges to deposit a minimum of three and one-half percent of revenues collected from tuition and services and activities fees in an institutional financial aid fund (RCW 28B.15.820 and WAC 131-36). Moneys in the fund shall be used only for the following purposes:

- To make guaranteed long-term loans to eligible students as provided to make short-term loans
 - To provide financial aid to needy students
 - To provide financial aid to students
- Additionally, some colleges have set-aside funds collected through student activity fees to assist with student emergencies.

The Opportunity Grant program allows for emergency childcare, emergency transportation, or other emergent needs to students enrolled in the program.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

Washington piloted a Life Long Learning Account (LiLA) program under the state’s Workforce Training and Education Coordinating Board with grant funding from the Council for Adult Experiential Learning (CAEL). The pilot was launched in Thruston, Grays Harbor, Mason, Lewis and Pacific Counties, consistent with the Pacific Mountain Workforce Development Area, and engaged 6 employers and approximately 35 employees. The pilot was designed with the intention of taking the program statewide in the future. Program expansion was put on hold for lack of a sustainable source of administrative funding.

Under Washington's program LiLAs are employee-owned educational savings accounts that help pay for education and training expenses. Employees make regular contributions through payroll deduction and contributions are matched by employers.

<http://www.wtb.wa.gov/LiLAInfo.asp>

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

SBCTC is the designated entity to administer the federal grant for adult basic education.

http://www.sbctc.ctc.edu/college/e_abe.aspx

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

SBCTC administers the state's GED program and a national-model GED scoring center.

www.sbctc.ctc.edu/public/y_ged.aspx

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

Prior Learning Assessment guidelines for Washington State Community and Technical Colleges were adopted by the Washington Association for Community and Technical Colleges in 2000. http://www.sbctc.ctc.edu/general/_a-policymanual-ch4.aspx#appendl

Prior learning assessment methods include portfolio development; course challenge and oral examinations; standardized tests; credits earned through the American Council of Education's Guide to the Evaluation of Educational Experiences in the Armed Services (ACE Guide); the systematic observation of skill demonstrations, including role plays and simulations; and the evaluation of case studies or other assignments.

With current practices in place, PLA is virtually impossible to track. Currently, PLA is noted in the comments section of student transcripts, but with no conformity. This makes it extraordinarily difficult to obtain accurate numbers of students who are receiving PLA and for which courses.

Substitute Senate Bill 6357, passed by the 2010 Legislature, directed the State Board for Community and Technical Colleges to consult with a variety of specific stakeholder groups and "develop policies for awarding academic credit for learning from work and military experience, military and law enforcement training, career college training, internships and externships, and apprenticeships," policies that should "provide for consistent application by all institutions of higher education and a basis for accurate and

complete academic counseling.” The proposed policies and any related recommendations has just been submitted to the Legislature. A copy of the full report is available from Noreen Light, Faculty Development Coordinator, 360-704-4345, nlight@sbctc.edu

4) Information and Dissemination Policies and Practices

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

The SBCTC works with partner agencies and the colleges to promote I-BEST, Adult Literacy Week, the Student Achievement Initiative. As a result, SBCTC and the state of Washington have garnered national attention for their efforts in I-BEST, The Tipping Point research, and the Student Achievement Initiative. Staff members are frequently invited to present at regional and national conferences, as well as before legislative bodies.

Sample article written by Tina Bloomer, Washington State Board for Community and Technical Colleges, for the August 2010 ASQ Higher Education Brief, [I-BEST: Moving Low-Skilled Citizens to Career and College Pathways](#)

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

Yes. Young people alone cannot meet the economy’s demand for skilled employees with college certificates and degrees. Currently, 1.4 million working age adults in Washington (one-third of today’s workforce) have no formal education beyond high school. This is equal to the sum of the next 10 years of high school graduating classes across the state. The race to be globally competitive will be lost if the state relies solely on recent high school graduates.

Over the next 10 years, the largest and fastest growing age group in the state’s population is adults 25 to 35 years old. These adults will be in the workforce for the next 30 years, and too many are stuck in low wage jobs, not fully contributing to a strong, vibrant economy. It is essential to improve educational attainment among these under educated adults to meet the knowledge and skills demanded by the state’s economy.

There are three primary complementary strategic plans which; taken together, align to create a united public agenda for adult higher education in the state of Washington.

The SBCTC **System Direction** sets forth broad goals to guide the system over the next 10 years. Attention to these goals will provide two-year colleges with a framework for system innovations and development, pursuit and use of resources, and measuring progress.

The [Higher Education Coordinating Board](#) is charged with creating a strategic master plan for higher education once every 10 years, with updates every four years. The **2008**

Strategic Master Plan for Higher Education in Washington, adopted December 2007, was presented to the 2008 Legislature for review and approval.

High Skills, High Wages 2008-2018 is the roadmap for Washington's workforce development system, envisioning what needs to be in place by 2018 to ensure a vibrant economy fueled by a skilled workforce. For example, the adult education goals incorporate key elements of education provided by the community and technical colleges, as well as the baccalaureates.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**
Yes. Each of the community and technical colleges works within its local media market and community agency partnerships to promote educational opportunities to adults.

WEST VIRGINIA
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

No.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

The responsibility for adult learner initiatives or programs rests primarily within the Academic Affairs Division within the West Virginia Higher Education Policy Commission. This Division coordinates the operation of two adult completion programs: 1) Regents Bachelor of Arts Degree Program and 2) Governors Associate of Applied Science Degree Program. The Division also took the lead on an adult initiative designed to attract adults with prior college credit. The initiative was entitled “RBA Today.”

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

No.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

The Commission provided system funding to support the Adult learner initiative, RBA Today. While the focus of the initiative is to identify adults with prior college experience and to encourage them to return to college, the initiative is also interested in supporting adults in their efforts to complete their degrees. Special compressed, online courses have been developed to support the initiative that can be offered by any of the participating institutions. A Lumina grant has also been received to support the efforts of the Commission and the Council for Community and Technical College education. The goal of DegreeNow is to create an integrated, statewide adult degree completion program.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**
Yes. The Higher Education Adult Part-Time Student (HEAPS) Grant Program. Support is provided to needy West Virginia students who 1) desire to continue their education on a part-time basis at the postsecondary level and 2) are enrolling in a postsecondary certificate, industry recognized credential or other skill development programs in a demand occupation. Additionally, funds are granted to community and technical colleges for non-credit and customized training programs.
- **Does the state provide student aid for part-time students?**
See previous bullet.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
No.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
ABE is coordinated through the Division of Technical and Adult Education of the West Virginia Department of Education. Information can be found on their web site at <http://wvde.state.wv.us/abe/>.
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
The GED program is administered under the ABE program (see previous bullet). Information can be found at the following web site, <http://wvde.state.gov.us/ged/>.
- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**
A primary element in the two adult degree completion programs is portfolio assessment. Students are able to prepare portfolios in order to seek credit for work and life experiences that can be equated to learning from a classroom setting. Through this process a number of standardized awards have been established that eliminate the need

for continual portfolio evaluation. Individual institutions have policies that allow students to pass mastery examinations in lieu of attending classes.

4) **Information and Dissemination Policies and Practices**

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**
Presentations on the Commission's Adult Learner initiative, RBA Today, have been made before legislative committees and numerous academic groups including presidents, academic vice-presidents/provosts and faculty.
- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**
Both the WV Higher Education Policy Commission and the WV Council for Community and Technical College Education have approved Master Plans that include serving adults as a major component.
- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**
The WV Higher Education Policy Commission established an Adult Learner Task Force that was charged with the responsibility of enhancing the state's existing Adult degree completion program (Regents Bachelor of Arts Degree Program). A comprehensive marketing campaign was developed and implemented. The adult learner marketing campaign was aligned with the efforts of the College foundation of West Virginia, a college access initiative, which features extensive communications, outreach and marketing components aimed at building a college-going culture in West Virginia. A comprehensive web site has been developed where students can have many of their questions answered regarding higher education.

WISCONSIN
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**
- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

Yes. UWSA coordinates, supports, and oversees system-wide adult learner initiatives through the Office of Academic Affairs. UWS institutions hold the responsibility to **design** and implement specific returning adult **learner** programs. All institutions operate departments that specifically serve to recruit and support non-traditional adult learners. Furthermore, institutions implement a combination of strategies such as system-wide and institution-based graduation projects, prior learning assessment, accelerated course formats, bachelor degree completion programs, and other adult student specific services to advance the system's ability to enroll, retain, and graduate more adult students.

UWSA charged the University of Wisconsin Extension Office of Continuing Education, Outreach and E-Learning with the responsibility to administer a system-wide *Adult Student Initiative*. The initiative contains two components. First, it provides outreach and advising services to Wisconsin adult learners interested in entering or re-entering college. The outreach effort, called *UWin* (<http://www.uwin.wisconsin.edu>), provides information and resources to help adult students research post-secondary degree options. In addition, it features regional adult student advisors who travel between institutions within their region to work with adults interested in continuing their education. Advisors work with adults to identify programs and locations of study that best suit their individual academic goals and lifestyle needs. A second component of the adult student initiative is the creation and maintenance of a database of individuals who previously were enrolled at a UW institution, but did not complete their degree and are not enrolled at another institution of higher education. The *UW System/UW Help Higher Education Location Program Adult Student Outreach Project* identifies and contacts adult students who completed credits at a UW System institution but who did not complete a degree. Since 2007, more than 44,000 individuals were identified.

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

Yes. The UWS provide institutions with a mechanism and ability to generate and retain program revenues beyond base funding allocations. Institutions may retain revenues generated through credit outreach and non-credit programming. Much of this programming is targeted toward non-traditional adult learners and is offered through institutional offices of continuing education.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

Yes. The UWS offers additional funding support to institutions through several grant program initiatives such as the Committee on Baccalaureate Expansion (COBE), Growth Agenda, and Inclusive Excellence programs. These grant programs support programming for both traditional and non-traditional students.

The COBE grant program, in particular, funds a number of strategies to support degree completion for Wisconsin residents underrepresented in our institutions, including working adults. Approximately 40% of funded proposals included outcomes to impact non-traditional adult learners. Past adult student oriented strategies include graduation completion initiatives; degree laddering programs such as bachelor of applied studies programs and transfer programs between WTCS and UWS institutions; prior learning assessment; and, delivery of bachelor degree programs on UW College two-year campuses.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**

No. Adult students are eligible to obtain the same state and federal financial aid resources as the traditional student population. Wisconsin Veterans are eligible for a waiver of tuition through the Wisconsin GI Bill.

- **Does the state provide student aid for part-time students?**

Yes. Students must be enrolled for a minimum of 6 credits.

- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**

No; however, emergency assistance is available at the discretion of the institution.

- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**

The Wisconsin *EdVest* program is a qualified tuition program. *EdVest* is administered by the Wisconsin Office of the State Treasurer and is managed by Wells Fargo Funds Management, LLC. Information regarding the program may be found at: <http://www.wellsfargoadvantagefunds.com/wfweb/wf/ev/index.jsp?sel=%2fev%2fev+home>.

Wisconsin residents who do not utilize the *EdVest* program may claim, on their Wisconsin income tax return, a tax credit for up to \$6,000 (per student) of the amount of tuition and mandatory student fees paid for the tax payer's post-secondary coursework or that of his/her dependents. Coursework must be taken at a qualified Wisconsin university, college, or technical college or other post-secondary schools that have been approved by the Wisconsin Educational Approval Board. Coursework may also be taken at a Minnesota public vocational school or institution of higher education under the Minnesota–Wisconsin tuition reciprocity agreement.

Beginning in tax year 2010, Wisconsin businesses will be eligible to receive a Postsecondary Education Credit to reimburse tuition paid or incurred by the employer to support certain employees' coursework at a qualified postsecondary institution.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Wisconsin Technical College System (WTCS) is responsible for providing ABE program services in Wisconsin.

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**

The Wisconsin Technical College System (WTCS) is responsible for providing GED program services in Wisconsin. For contact information, please visit <http://www.wtcsystem.edu/office/directory.asp>

- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**

UWS prior learning assessment policy (PLA) places responsibility for the provision and award of prior learning on individual institutions. All UW institutions, to varying degrees, offer one or more forms of PLA.

Beginning in 2010, with the support of a Lumina Foundation for Education Adult Degree Completion grant award, UWS will expand prior learning assessment (PLA) activities across its 14 institutions. This project will expand opportunities for adults to earn college credit via PLA, especially via portfolio and challenge exams, and apply (transfer) this credit to degree requirements at system institutions. Key strategies include leadership provided by two centralized planning committees (Academic Planning/Policy Task Force and Implementation Advisory Committee), and implementation efforts at a group of 9-12 pilot institutions. Pilot institutions will represent a mix of two-year and comprehensive campuses and will be strategically located across the state to maximize PLA access to the adult student population.

Major activities of the project will include convening faculty, administrators and staff at pilot institutions to develop comprehensive PLA policies/practices including transfer policies; training academic advisors on PLA; training faculty on the benefits of PLA and its links to learner outcomes; expanding departmental-level challenge exams/test banks; engaging employers around employees who use PLA; and marketing PLA Wisconsin residents. Key outcomes will include the development of consistent PLA policies and principles that support a system-wide expansion of PLA implementation at UWS institutions, and a 10 percent increase by 2015 of returning adult students participating in PLA with the aim of accelerating their progress toward degree completion and holding down costs of degree completion.

4) **Information and Dissemination Policies and Practices**

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staff in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**
UWS executives and staff regularly incorporate issues of adult student completion and specific UWS strategies into public presentations and meeting agendas. As well, UWS President Kevin Riley may provide direct public outreach to Wisconsin citizens in relations to specific initiatives. For example, in conjunction with the *UWin* initiative, over 40,000 citizens received a correspondence from President Riley that personally invited them to return to a University of Wisconsin institution to complete their degree. On a day-to-day basis, the Office of Communications and External Relations Team is responsible for working with the news media, elected officials and other key external audiences. The team serves as a primary point of contact for news reporters seeking information about the UW System, and produces a variety of print and electronic publications, including the UW System web site. The Office of Communications and External Relations issues press releases pertaining to all of the UW System sponsored adult student completion initiatives discussed within this survey. Institutional Offices of University Relations communicate to the press and public regarding initiatives specific to their campuses.

- **Is the adult re-entry pipeline an explicit and integral part of the state’s “public agenda” or strategic plan for higher education?**

Yes. Adult re-entry is an important component of the UWS strategy and public agenda. The University of Wisconsin System *Growth Agenda for Wisconsin* (<http://www.wisconsin.edu/growthagenda/>) is the university’s effort to produce more college graduates, stimulate job creation, and strengthen Wisconsin communities. It specifically recommends action steps aimed at offering new pathways to UW degrees for adult student populations. Concurrently, the UWS advanced *Advantage Wisconsin* as a means to engage the public in the university’s efforts and engaged UW faculty and staff in the *More Graduates Think Tank #2* to offer recommendations to advance adult student enrollment and graduation efforts. The full report can be found at <http://advantage.wisconsin.edu/tt/>.

As part of the Growth Agenda for Wisconsin More Graduates initiative and as a means toward attaining President Obama’s 2025 national graduation rates goals, UWS institutions submitted goals and strategies to increase graduation rates at their respective campuses. By 2025 the UWS intends to graduate 80,000 more students than projected based on historical enrollment and graduation rate trajectories. Many campuses identified non-traditional adult students as a population of opportunity whom they will target.

The Committee on Baccalaureate Expansion (COBE), was formed in 2004 to identify cost effective ways to expand access to higher education in ways that would meet the educational needs of working adults, students of color, and low to moderate income students. The committee proposed a set of 13 strategies. In combination and over time, these strategies are intended to significantly impact student completion. The strategies impact individuals within all student populations with a substantial number of strategies directly impacting returning adult learners. Since 2004, UWS has provided funding to 14 institutional initiatives that specifically promote adult student completion. A complete list of COBE initiatives oriented toward adult learners may be obtained by contacting Diane Treis Rusk, dtreisrusk@uwsa.edu.

In addition to the *Growth Agenda*, the UWS has worked with statewide partners to identifying activities that will provide the most impact for the region and its citizens. Through a planning grant provided by Lumina Foundation for Education as a part of the *Making Opportunity Affordable (MOA)* initiative, in 2009 the UWS facilitated statewide conversations among K-12 and higher education partners, governmental representatives, and business and industry leaders. These conversations led to the identification of practices that may have the most impact on college access and success. The emerging plan identified populations of opportunity and defined six policy areas that should be addressed across the state. Among them – and high on the list – were strategies that impact adult learners, such as prior learning assessment and programs to serve Wisconsin’s Veteran population.

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

Yes. The UWS provides outreach to adult citizens through system-wide and institution based efforts.

The system-wide Adult Student Initiative, administered by the UW- Extension, provides outreach and advising services to Wisconsin adult learners interested in entering or re-entering college. The outreach effort, called *UWin* , provides information and resources to help adult students research post-secondary degree options. The initiative's web-site (<http://www.uwin.wisconsin.edu>) provides a portal to adult students to help them identify available academic programs and resources. In addition, the initiative features regional adult student advisors who travel between institutions within their region to work with adults interested in continuing their education. Advisors work with adults to identify programs and locations of study that best suit their individual academic goals and lifestyle needs.

In November of 2010, The UWS launched two additional web-based portal oriented specifically toward adult learners.

The UW System *eCampus* (<http://www.ecampus.wisconsin.edu>) serves as a gateway to more than 70 online degree and certificate programs offered across the UW System's accredited campuses. The UWS eCampus is managed by the UW-Extension on behalf of the 13 two-year and 13 four-year campuses of the University of Wisconsin System. The UW System eCampus offers online access to certificates, associate's degrees, bachelor's degrees, master's degrees and doctorates and enables the public to search for specialized programs, locate advisors, access an application or registration information, and participate in a virtual student union through a single website.

The *Veterans Wisconsin Education Portal* (www.veterans.wisconsin.edu) guides Wisconsin veterans toward finding the right fit among Wisconsin's public colleges and universities. The effort is a collaboration between the University of Wisconsin System and the Wisconsin Technical College System and intends to help veterans make the transition from military service to college life. The site is administered by the University of Wisconsin Extension.

Each UW institution provides adult student outreach. Several institutions implement adult graduation projects in which institutions provide outreach and advising support to encourage adult students - who have completed significant credits toward their degree, but left the institution before completing the degree - to return to the institution to complete their degree. Other institutions have developed specific degree programs to facilitate student completion and degree attainment. One example of a COBE funded initiative is the *UW- Green Bay and UW-Oshkosh – New ERA Bachelor of Applied Studies*. This project developed a new degree program targeted to working adults in northern Wisconsin. Formed in strong collaboration with regional technical colleges, the program serves to ladder returning adults toward educational attainment and career advancement. The program serves as a sustainable and successful model to advance graduation rates.

WYOMING
Inventory on State Policies and Practices Affecting Young Adult Attainment
Project on the Adult Re-Entry Pipeline

1) Role and Responsibility

- **Does your state have a department or unit that has explicit responsibility for adult learners or adult learning?**

Yes.

- **If yes, what are its responsibilities and can you provide us with contact information or a weblink?**

The Wyoming Community College Commission (WCCC) is statutorily charged with administering adult education in the state. In accordance with the federal AEFLA and WIA, the WCCC receives both state and federal funds that are distributed to the nine state ABE centers. Marcia Hess is the WCCC's ABE director (mhess@commission.wcc.edu).

- **If your state does not have a department or unit that has explicit responsibility for adult learners or adult learning, where does this responsibility fall within your state?**

2) Fiscal and Financial Policies/Practices

- **Does the state provide institutions with addition-to-base support for programs or practices that explicitly benefit adult students (e.g. centers, advisement, coop programs, degree-completion or capitation programs, etc.)?**

The funding to support adult literacy activities is separated from other budgetary components in the WCCC's budget. Specific program initiatives are at the discretion of the individual centers and included in their block grant funding. Funding allocations are determined in accordance with a performance-based funding model.

- **Are there state grants or sources of funds more generally that have been used, among other things, to enhance or support adult student success? If so, please describe them (or provide a weblink). About what proportion of the activity of each affects adults as opposed to traditional students?**

No. All state funding for ABE is derived from the state's general fund and separated from other budgetary components so that all funds received in that budget category are allocated exclusively to ABE. In addition, the WCCC funds a biennial survey of the seven colleges—the Community College Survey of Student Engagement—that assesses the qualitative aspects of colleges services, including those provided to adult students. The data derived from this survey assist in addressing how to enhance adult student success.

- **Does the state explicitly target adult students as beneficiaries for its student financial aid programs (if applicable)? How is this addressed?**
No. The state does not currently have a financial aid program for adult or non-traditional students.
- **Does the state provide student aid for part-time students?**
The only state-funded financial aid available to students, including those enrolled part-time, is a merit-based program solely available to recent Wyoming high school graduates who qualify through participation in a specified curriculum, achieve a given GPA and score at a minimum level on the ACT.
- **Do state aid programs (if applicable) provide emergency or “just-in-time” financial assistance (grants or loans) for students who encounter one-time emergencies such as illness or loss of job that would otherwise cause them to drop out of school?**
No.
- **Does the state underwrite or encourage college savings plans or similar programs like Lifelong Learning Accounts (LiLAs) designed to support adult learners?**
The community college system does not.

3) Programmatic Policies/Practices

- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing Adult Basic Education (ABE) is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
See 1 above. ABE is a distinct part of the WCCC, included in the federal programs component. Its operations and responsibilities are overseen by a director, who reports to a director of federal programs.
- **Please describe (or provide contacts and/or weblinks) how state responsibility for providing GED instruction and testing is discharged. What agency or agencies have this responsibility and how is it organized and administered?**
As with ABE (above), GED is administered by the WCCC and included in the federal programs component.
- **How do state policies and practices encourage or support programs designed to accelerate student progress through Prior Learning Assessment (PLA) or test-out provisions that enable students to pass mastery examinations in lieu of attending classes? How do they work and about how many students take advantage of them each year?**
Data related to the current popularity of PLAs are not collected or reported by the WCCC. Negotiations are currently underway to form a consortium of the WCCC, University of Wyoming and some of the community colleges with the Council for

Adult and Experiential Learning (CAEL) for a pilot project to implement and employ PLAs in the Wyoming postsecondary system.

4) **Information and Dissemination Policies and Practices**

- **What efforts have been made to promote adult student progression and degree/credential completion by agency staffs in public speeches or presentations, op-eds or articles, or meetings with state academic leaders and media contacts?**

In addition to the activities cited in the third bullet below, WCCC staff makes periodic presentations to various groups that will often include content on the ABE/GED component of the agency's responsibilities. Joint conferences are held with other state organizations engaged in adult learning, such as the Wyoming Lifelong Learning Association.

- **Is the adult re-entry pipeline an explicit and integral part of the state's "public agenda" or strategic plan for higher education?**

Educational services for the adult population are an integral part of the WCCC's statewide strategic plan:

(<http://www.communitycolleges.wy.edu/business/Reports/SP/StrategicPlanFinalJan2010.pdf>).

- **Does the state engage in active outreach to adult citizens by making them aware of postsecondary opportunities through media postings, public information spots, neighborhood Job Centers, or similar venues?**

The WCCC employs a variety of public information and marketing strategies, including print and broadcast advertising, newsletters, etc. The WCCC collaborates with the Department of Workforce Services (DWS) to provide information to adult citizens on the programs and opportunities available through the community college system. Individual colleges work in concert with regional DWS centers to develop training and educational opportunities tailored to those regions.