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National Association of State  
Directors of Adult Education

# Rethinking Service Delivery

Adult Education State Planning Toolkit

# Purpose of Adult Education State Planning Toolkit

- Developed by Judith A. Alamprese
- Presented as part of the NASDAE PD Forum on Oct. 10<sup>th</sup>
- Support Adult Ed state staff in administering FY25 grants and plan for FY26
- Guide analysis of AE policies, services, outcomes, and funding
- Prepare for potential changes in WIOA Title II funding or requirements

# Key Objectives

- Identify current Adult Education priorities and policies in your state
- Evaluate Adult Ed program services and learner outcomes
- Assess funding sources and partnerships
- Highlight gaps and considerations for future planning

# Structure of the Planning Toolkit

- Section 1 – Topics of Policies, Data, and Services
- Section 2 – Questions, Data to Analyze, and Findings
- Section 3 – Gaps or Considerations in Adult Ed Funding/Policies
- Summary Section for identified priorities and timeline for action

1. Policies, Data, and Services	2. Questions to Answer and Data/Information to Analyze	3. Based on Section 2, <i>List Possible Gaps or Other Considerations</i> in Funding or Policies for AE Services that May Help in Moving Forward
<b>I. Current Priorities/Policies for State's Use of Adult Education Funds</b>	<p><b>1. What are the state's priorities or goals for:</b></p> <p>(a) The number of learners who enroll in AE?</p> <p><b>Information/Data:</b> NRS data: Adult education annual enrollment</p> <p><b>Findings:</b></p> <p>(b) The percent of learners who achieve positive outcomes compared to a state's annual negotiated performance targets?</p> <p><b>Information/Data:</b> NRS Data, state's negotiated performance targets</p>	<p><i>Consideration:</i> If there are decreases in WIOA, Title II funding, which activities from Title II requirements should be retained to ensure high-quality AE services, such as learner assessment?</p>

# Areas of Focus

- State priorities for Adult Education funds
- Types of Adult Education services and providers
- Learner intake, goal setting, and persistence strategies
- Demographics, skill levels, and digital learning trends
- Program outcomes and performance metrics
- Funding diversification and partner support

# The takeaway and how it helps:

- Enables data-driven decision-making
- Supports strategic planning and resource allocation
- Creates a collaborative method for state staff to problem solve
- Strengthens Adult Education program resilience and responsiveness



**Aspire**

Learn more. Earn more.

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# Rethinking Service Delivery

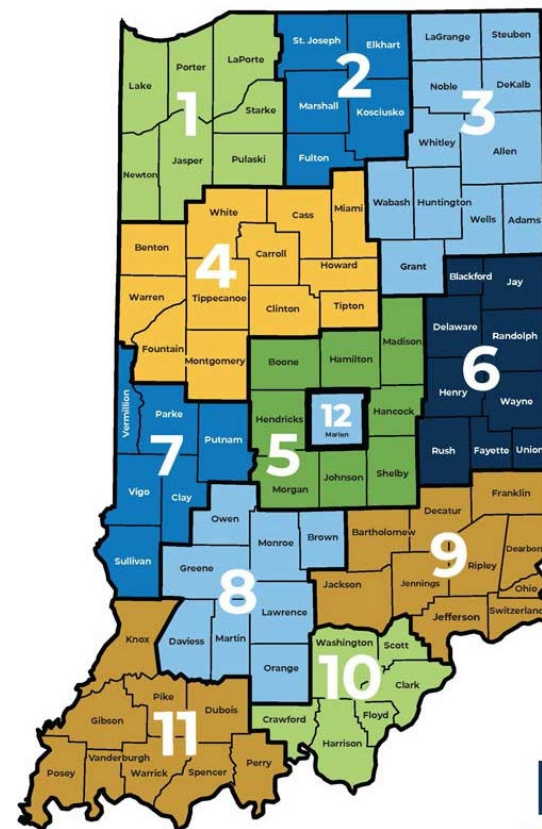
## Indiana Adult Education

Delivering AE through the Department of Workforce Development



# Indiana legislatively changed oversight of AE from DOE to DWD in 2010

- Initial transition – field perspective
  - Pre & Post WIOA
  - State leadership changes
  - State priorities
- Encouraging Partnership
  - Regional organization
  - Representatives at meetings
  - Financial incentive



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# INDIANA ADULT EDUCATION PROGRAM IMPACT 2010-2025

In 2010, Indiana Adult Education moved from the Department of Education to the Department of Workforce Development. A dedicated focus on outcomes relating to economic prosperity has increased student achievement, employment, and wages. In a review conducted by the Indiana Legislative Services Agency in 2024, findings noted \$5,000 average income increase for adult education participants and higher increases for High School Equivalency diplomas and Industry Recognized Certifications.



**385,055**  
STUDENTS  
ENROLLED

(National Reporting System, Table 4, 2010-2024)



**80,243**  
TOTAL SECONDARY  
CREDENTIALS

Includes both High School Equivalency Diplomas  
and High School Diplomas.

(National Reporting System, Table 4, 2017-2024,  
Indiana Technical Education Reporting System, 2010-16)



**19,000+**  
TOTAL INDUSTRY-  
RECOGNIZED CAREER  
CERTIFICATIONS EARNED

(Indiana Technical Education Reporting System 2010-2025)



**+61%**  
INCREASE IN  
STUDENT OUTCOMES  
**44.2% → 72.8%**  
2010                      2024

(National Reporting System, Table 4, 2010-2024)

## DWD Mission:

*We strengthen Indiana by understanding workforce needs, aligning resources, and providing access to services that empower Hoosiers to thrive in a changing economy.*

- Outcomes aligned to economic impact have increased significantly since the move to DWD
- The intersection between education and increased economic mobility drives Indiana Adult Education.

# The Impact of Adult Education

## Quick Facts Indiana Adult Education Program Year 2023-24



**25,084**  
Enrolled Students



**4,200**  
High School Equivalency  
Diplomas



**3,409**  
Workforce Education  
Participants



**2,809**  
Career Certifications

## Indiana Adult Education is a National Leader<sup>+</sup>



**#1** Student  
Outcomes

**#1** Workforce-based  
Enrollment

**#2** Career  
Certifications



**#3** High School  
Equivalency Diplomas

In a multi-year review\* of wage data, The Indiana Office of Fiscal and Management Analysis calculated an average **wage gain** of **\$5,000** per adult education participant within one year of exit from programs. This gain encapsulates multiple outcomes including an estimated **\$8,900 wage gain** for adults earning an HSE.

## Economic Impact\*\* Indiana Adult Education Program Year 2023-24

**\$16,985,041**  
State Investment<sup>†</sup>

**\$74,665,000**  
Economic Impact



**\$57,679,959**  
Return on Investment

The analysis also revealed increased employment stability for adult education participants and increased employment one year after exit.



## Employment Participation

**3.0 to 3.3** Quarters  
**67%** one year after exit

## DWD Mission:

*We strengthen Indiana by understanding workforce needs, aligning resources, and providing access to services that empower Hoosiers to thrive in a changing economy.*

- Legislative Services Agency program review was a gamechanger
- These data points became shared talking points for all AE program directors and stakeholders.



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# The successes outnumber the challenges

## Successes

- WIOA overall awareness
- WIOA shared metric priority
- Region 8 (people vs. systems)
- Pre-Apprenticeships
- State Workforce Board
- Data sharing
- Economic outcomes
  - LSA Report
  - Return on Investment
- New/braided funding streams

## Challenges

- Title population alignment
- Outcome shift
- Economic vs. academic focus
- Statewide scale

*But...change is not easy*



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# Rethinking Service Delivery

Alternative Placement in Kansas

# Alternative Placement - Kansas

- Adult Education serves learners entering at diverse points: adults needing a high school equivalency diploma, English Learners, underemployed adults, and more.
- Traditional placement (TABE, CASAS, others) does not always reflect skills or readiness.
- Workforce alignment requires **flexibility** in recognizing prior learning, work experience, and non-traditional credentials.
- Kansas goal: **Expand access** and reduce barriers for learners to enter programs and for programs to provide services.



# Phase 1: Adoption

- Spring 2024
  - The state learns about Alternative Placement → plans to implement in July 2025
  - Discussions with other states in New Orleans, June 2024 → plans to implement one usage in July 2024
- Meeting with local program directors, June 2024
  - Explanation of Alternative Placement
  - Discussion about single implementation
  - Requests from local programs for full implementation

# Phase 2: Implementation

- Starting July 1, 2024
  - Alternative Placement is an option for all programs, not a requirement
  - To use Alt. Place., programs submit a request form and receive approval
- Challenges
  - Lingering confusion about Alt. Place.
  - Reporting in state data management system
  - Programs requesting approval for one usage but forgetting for others
  - Local programs experiencing some challenges in training staff
- Successes
  - Almost half of local programs used Alternative Placement
  - Reduced testing time = more time for instruction, faster pathways to desired outcomes, increased learner motivation
  - Especially beneficial with employer onsite services, in city/county jails, and in college preparation

## Alternative Placement – Feedback from Pilots in Kansas:

- *“This has been a highly effective alternative for both IET and GED students. IET students are able to focus on their specific educational needs without the requirement of additional TABE testing, which may not be relevant to their goals. This approach has motivated them to complete their required credits successfully. Similarly, GED students who qualify for the GED practice test through the Locator assessment are excited to be on the fast track toward taking the official GED test shortly after enrollment.”*

- *“Alternative Placement has proven to be a useful and effective tool as it has been implemented in the AE program. Utilizing this method of placement has allowed for more universal goals to be able to be created between AE and partners that are providing referrals for students to classes. The amount of time taking for the testing process has been minimized making it so that there is more time for instruction.”*

# Phase 3: Expansion

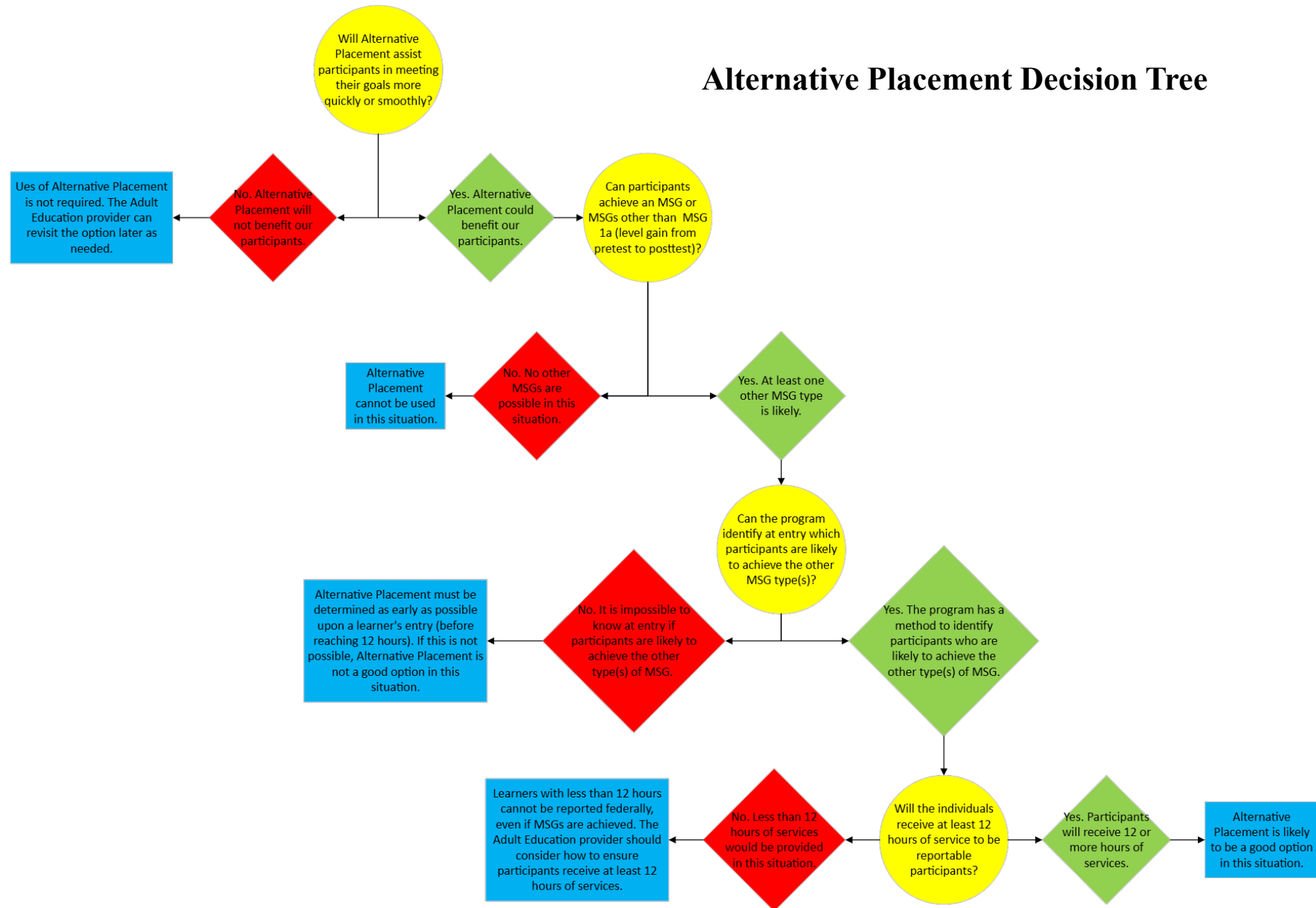
- Starting July 1, 2025
  - Alternative Placement is still an option for all programs, not a requirement
  - The 3 most common usages are “pre-approved” – all others must be submitted and approved
- Pre-Approved Alternative Placement
  - GED Fast Track (Alternative ABE)
  - Employer Milestones (Alternative ABE or Alternative ESL)
  - Postsecondary Transition (Alternative ABE or Alternative ESL)
- Additional tools developed, new submission form
- New data management system

Alternative Placement
<div>No Value Entered</div> <div><div>No Value Entered</div><div>(ABE) GED Fast Track</div><div>(ABE or ESL) Workplace Milestones</div><div>(ABE or ESL) Postsecondary Transition</div><div>Other (check with state for approval)</div></div>

# Example Pre-Approved Usage Description

- Alternative ABE Placement “GED Fast Track”
  - MSG: achieve MSG 1d (passing GED® subject test) and maybe MSG 2 (secondary diploma)
  - Identify learners at entry:
    - Learner must not have a high-school diploma or equivalent
    - Minimum qualifications for eligibility (programs can select any of these options):
      - Testing into D or A level of TABE® Locator
      - Testing into ASE Level 5 or 6 in a prior year
      - Achieving a “too close to call” or higher score on GED Ready®
      - Passed some of the GED subject tests in prior years
  - Service description:
    - Class must be a minimum of 12 hours total for the learner to achieve participant status
    - Intensive instruction will be provided in one or more subjects for the GED subject tests:  
Math, Reasoning through Language Arts, Science, Social Studies

# Alternative Placement Decision Tree



# Overall Outcomes

- In 2024-2025, approximately **6%** of participants were Alternative Placement – **70%** of Alt. Place. participants achieved MSGs.
- **Reduced wait times** for learners to start instruction or training.
- **Increased enrollment** in IET and workforce credential programs.
- **Stronger partnerships** with employers, workforce boards, and colleges.

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# Rethinking Service Delivery

Alignment of Adult Education and Perkins  
in North Carolina

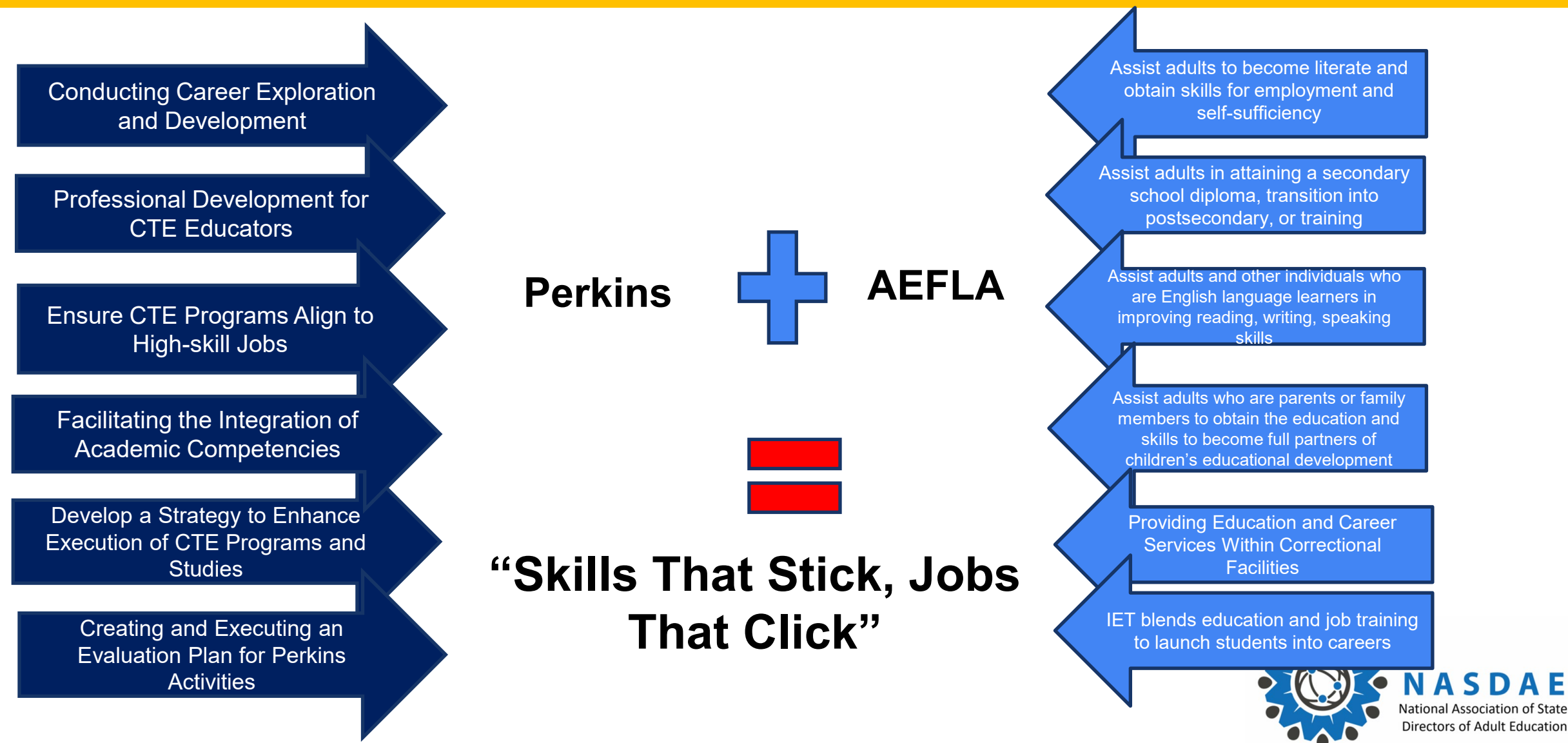
# Alignment of Adult Education and Perkins

The North Carolina State Office has combined the Adult Education and Carl D. Perkins programs to provide more streamlined and effective services.

1. **Streamlined services:** Adult Education and Carl D. Perkins programs now work together.
2. **Smarter resource use:** Less duplication, more impact.
3. **Clearer pathways:** Education directly linked to career advancement.
4. **Easier access:** Training and support in one place.
5. **Better results:** Learners and the workforce both benefit.



# Alignment of Rethinking Service Delivery in North Carolina

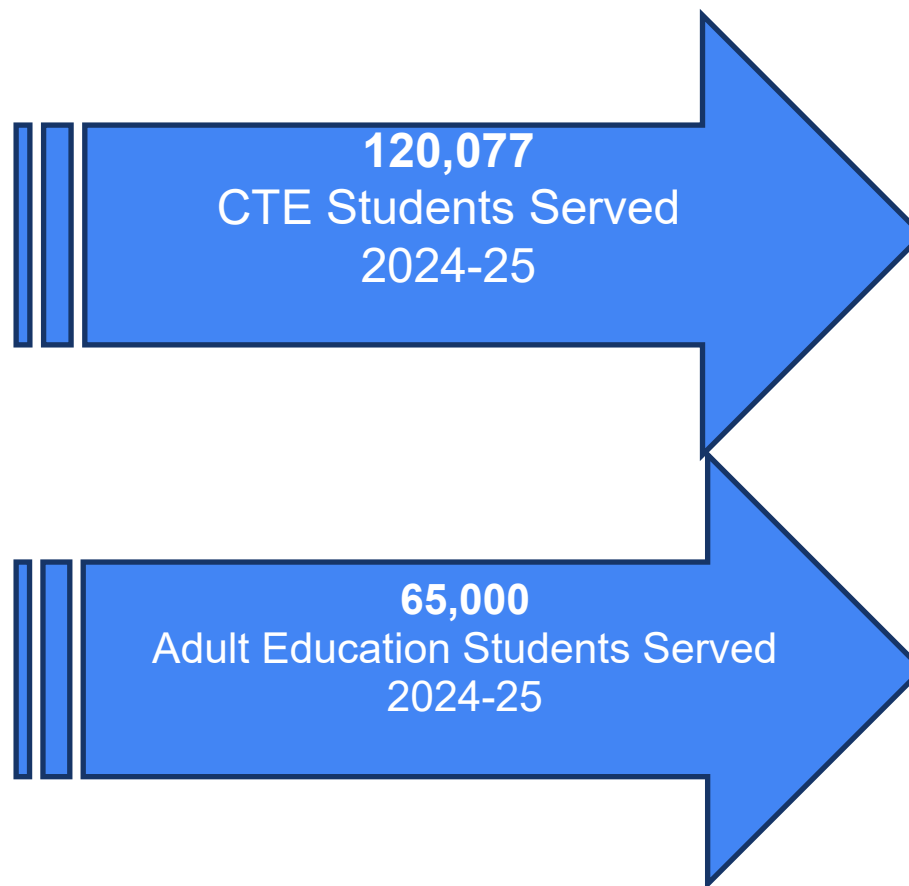




# North Carolina's CTE and Adult Education Programs

## *The Bottom Line*

- ✓ **Flexible learning pathways:** Students can move seamlessly between adult education and career/technical programs into career pathways.
- ✓ **Cost efficiency:** Combining resources reduces administrative overhead and maximizes program funding.
- ✓ **Improved retention and completion:** Learners are more likely to stay engaged when education and career training are integrated.



## *Fast Facts*

- ✓ **Holistic support for learners:** Students can receive academic, technical, and career guidance
- ✓ **Faster skill acquisition:** Coordinated programs reduce gaps and help learners gain workforce-ready skills more efficiently
- ✓ **Enhanced employer alignment:** Training is better aligned with local labor market needs, improving job placement opportunities.

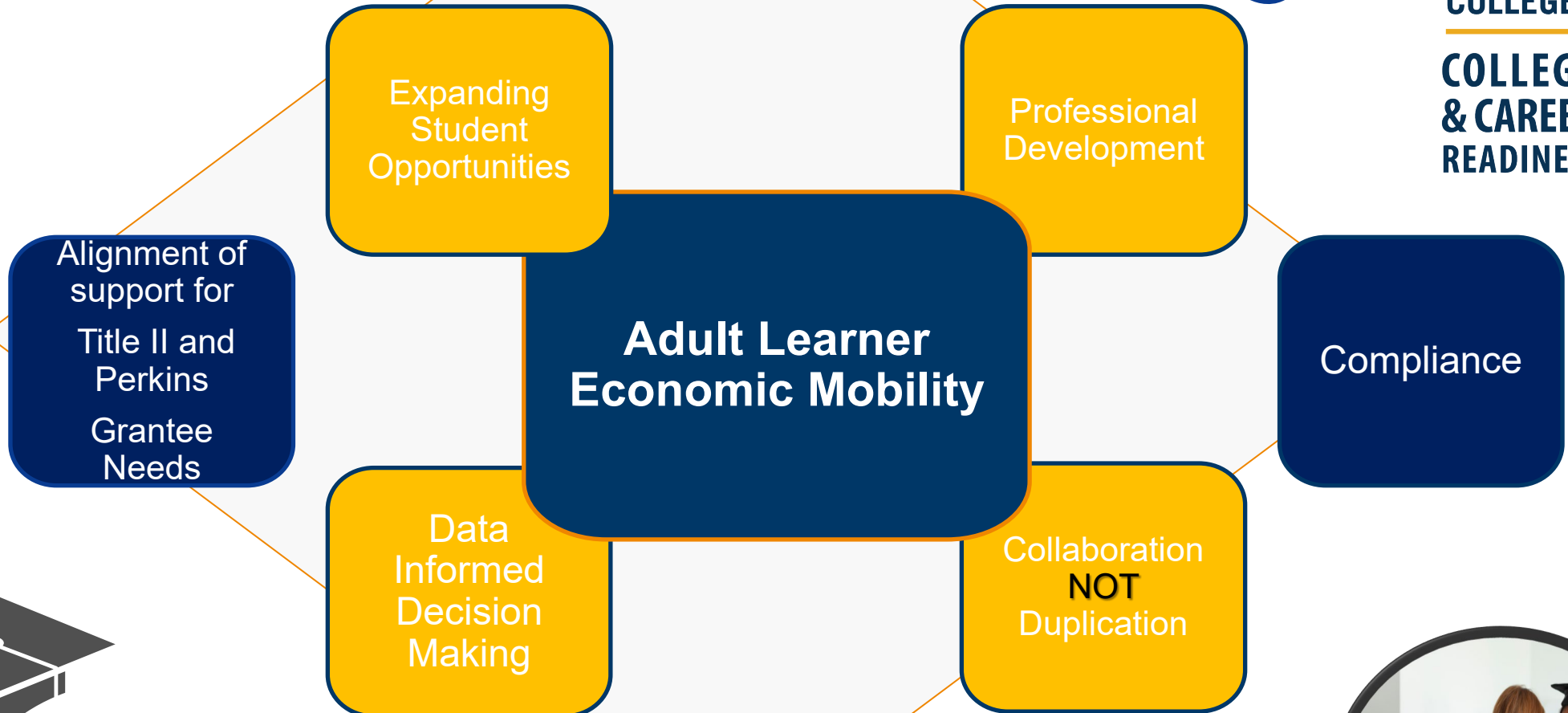


# Guiding Principles



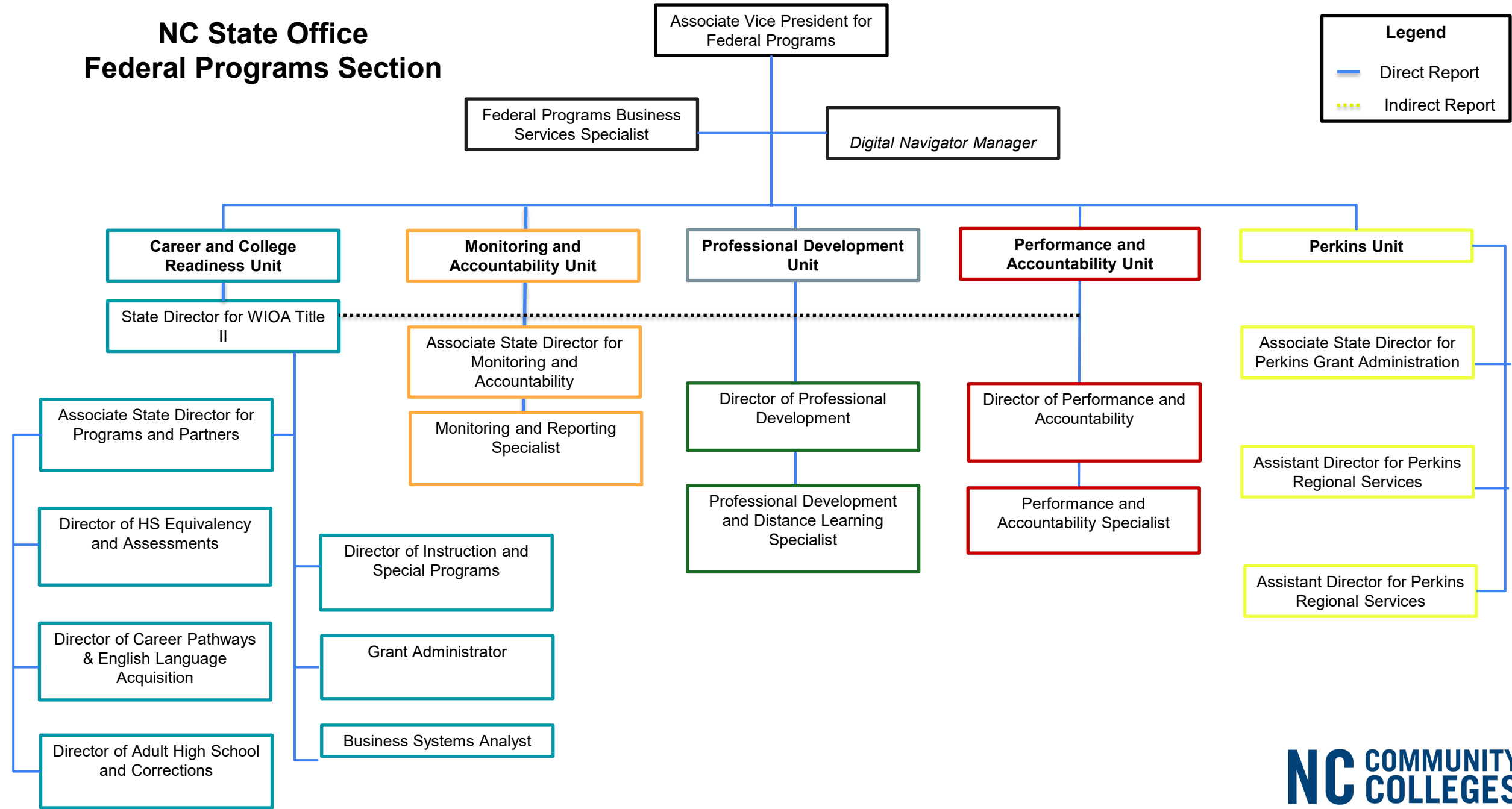
**NC**  
COMMUNITY  
COLLEGES

**COLLEGE  
& CAREER  
READINESS**



North Carolina Community College System

# NC State Office Federal Programs Section





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# Rethinking Service Delivery

Alternative Placement and Integrated Education and  
Training in Maine

# Alternative Placement Pilots in Maine

Maine has had a controlled roll out of Alternate Placement. AP in Maine is only available for Workplace Learning and IET. We had 2 AP Pilots in FY 25 – both were Workplace Learning programs

- ELA classes for a predominately multilingual incumbent workforce
- Adult Education program faced many barriers in delivering services such as fluctuating work schedules, lack of space of time for assessment and intake
- State Office met with the local program and employer to suggest Alternative Placement with MSG 4 as a solution to the programmatic barriers.
- EnGEN pre- assessment was used as the Alternative Placement
- Milestones were developed in partnership with employer

## DATA

41 participants in FY 25

- 15 achieved employer-based milestones (MSG 4 rate- 36.58%)
- 6 achieved a an EFL gain from a pre/posttest.
- 21 gains overall for an overall MSG rate of 51.21%



# IET in Maine

Maine is a consortium state- we have 9 AEFLA subrecipients representing 65 AE programs and covering all 16 counties. A state requirement for AEFLA sub-recipients- 1 state approved IET per Hub, all IET/MSG 5 must be approved.

- In FY25- 21 state approved IET's- Healthcare, CDL, Manufacturing and Retail
- 16 lead to an Industry recognized credential (MSG 5)

## DATA

- 581 participants in all PoPs in FY25
- 367 achieved an MSG 5 certification exam gain (63.16%)
- 51 achieved an EFL gain from a pre/posttest (MSG 1a)
- 2 achieved a gain from entering postsecondary (MSG 1c)
- 2 achieved a gain from a HiSET subject test (MSG 1d)
- 1 Achieved an HSD gain from and adult diploma and
- 1 achieved an HSE gain form a HiSET.
- All of the MSGs together are 424 MSGs and overall MSG rate of 72.97!

# Successes/Challenges

## Successes:

- The data (FY25)- IET had highest MSG rate, also had higher 2<sup>nd</sup> quarter, 4<sup>th</sup> quarter employment rates, and higher median earnings
- Several IET's are funded through the Maine DOL- alignment with pre-apprenticeship and industry partnerships
- Alternative placement allows us to measure success for participants/programs for whom assessment is a barrier- opens doors for Workplace Learning- FY 25- 1<sup>st</sup> year of MSG 4/AP data

## Challenges:

- The approval process; how do we monitor compliance and quality of IET/WPL? Ease of use and understanding of approval process
- Data entry; how do we make sure we are capturing all our IET/WPL data?

## FY26 Where are we now

- New IET/WPL approval and renewal process (Schoology course.)
- Building a repository of shared IET syllabi across common industries (Healthcare.)
- Monthly IET Office Hrs
- Individual support from Workforce Development Coordinator and Data Coordinator for WPL and Alternative Placement in FY 26

# Where are we now in Maine

## FY26 Where are we now

- New IET/WPL approval and renewal process (Schoology course.)
- Building a repository of shared IET syllabi across common industries (Healthcare.)
- Monthly IET Office Hrs
- Individual support from Workforce Development Coordinator and Data Coordinator for WPL and Alternative Placement in FY 26

## GOALS

- AE/Post-Secondary IET
- HSC/IET



# Overview of Integrated Education & Training (IET) Programs in IL

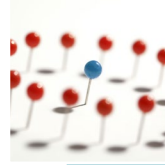
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# IETs

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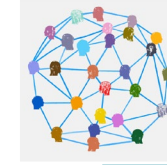


Diversity of IETs approved across all sectors, in response to local labor market demand



Required Components of ICAPS (co-enrollment)

- Adult Education (support course)
- Workplace Preparation
- Workforce Training
- Collaborative Teaching (IL specific)



- Support from ICCB and the IL PD Network for ICAPS
  - Transitions Academy
  - ICAPS website
  - ICAPS VLC and Office Hours

# In Demand IET Career Clusters in Illinois



Health Science



Manufacturing



Information Technology



Transportation,  
Distribution, Logistics



Education and Training



Entrepreneurship

# Challenges with IETs

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Marketing and filling classes in smaller, rural areas

Collaborative teaching (challenges related to certification requirements, college culture, etc.)

Forming partnerships between CBOs and colleges

Illinois has 70 programs with different needs and different communities. Determining which IETs to offer is complex



# Contextualized Learning Works!



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Contextualized learning allows GED prep and ICAPS to go hand in hand.

Learning in context enhances **learning**, **motivation**, and **engagement**.

Example: Community Health Worker ICAPS at University of Illinois Chicago AE program

Use bridges and IETs to make a pathway that offers students their “WHY”





At seventeen, Breanna was court-ordered to enroll in the Adult Education and Literacy Program to pursue her GED.

When Breanna was 21, she gave birth to her first child at just seventeen weeks gestation and is striving to build a future for herself and her child.

She's has completed her HSE will pursuing her Certified Clinical Medical Assistant credential and will pursue a Billing and Coding Certificate. Long term plans are to obtain a bachelor's degree in a health related field.

## **What Does Success Look Like?**

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# IET Resources

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<https://www.icapsillinois.com/> ICAPS website Toolkit / collaborative teaching section Teacher videos

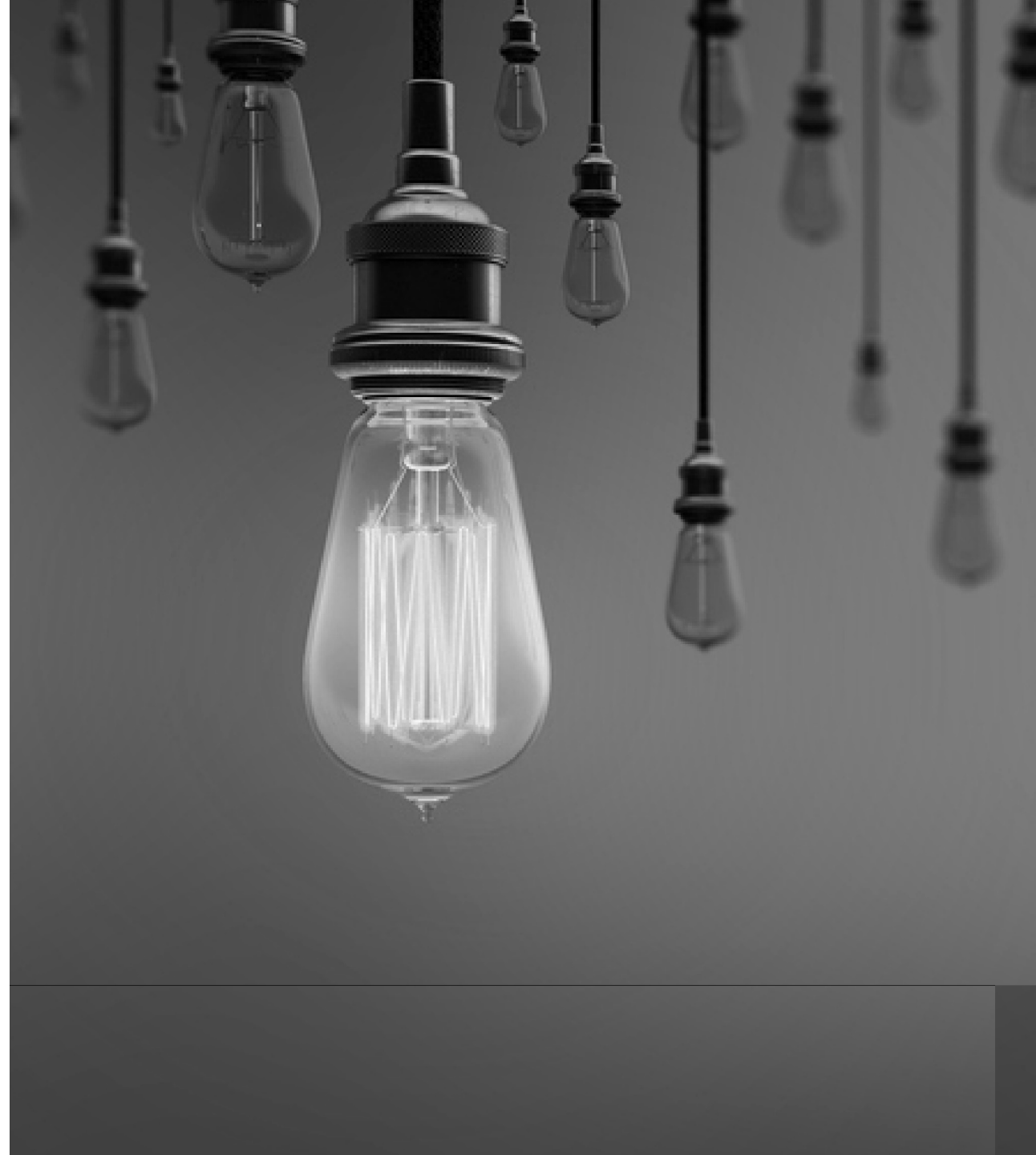
<https://docs.google.com/document/d/1QHaJhhYYAn38vKHgegtpI4FrnlyL67AfscDmo4m5FJ8/edit?usp=sharing> Goals Chart for ICAPS Support Course Teacher - Student Goals \*This could be adapted from a Google Form, interviews, Flipgrid, etc

# Moving Forward

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Transitioning several IET's to Pre-Apprenticeships.

Integrating AI related jobs into IETs.



# AI – The “New World”

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- AI infrastructure – creating pathways for apprenticeships for individuals in HVAC, Electrician Apprentice
- COABE IBM Skill Build  
<https://www.coabe.org/ibm-skillsbuild>



# IET as a Pre-apprenticeship

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- Literacy Chicago has students in a Hospitality ICAPS and then transitions students into a Culinary Apprenticeship.
- Modeling innovation by designing ICAPS with the Apprenticeship in mind.
- Partnering with Apprenticeship Illinois.