**Adult Education Evaluation Phase III Final Report Appendices**

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# Appendix A: Recommendations for 5-Year Monitoring and Evaluation Plan (FY24–28)

A five-year monitoring and evaluation plan serves as a shared road map for the broader ACLS community, deepening a culture that incorporates evaluation and data and advances ACLS’s goals of professionalizing the field and creating a more equitable, high-quality, and stable adult education system that improves student outcomes. The plan will anchor a consistent message about the goals of ACLS system-level evaluation and provide a shared compass for inquiry. It reflects ACLS’s commitment to community, equity, diversity, and data-driven decision-making for continuous improvement.

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| **5-Year Outcome Goals – Overview** | |
| Depicts equity, workforce experience, and student outcomes as linked and related to program quality, all built on a foundation of data.  Data | **Workforce stability and professionalization**   * Clear definitions and measurement metrics * Ability to describe trends and any changes that follow adjustments in ACLS policies and practices (quantitative and qualitative data) * Improved understanding of factors related to workforce recruitment, job satisfaction and retention in order to inform policy and practice   **Student participation and outcomes**   * Ability to describe trends in student participation and outcomes in terms of equity, and any changes that follow adjustments in ACLS policy and practice * Improved understanding of factors related to student retention, outcomes, and access in order to inform policy and practice   **System-level data quality** (foundational to the pursuit of the first two goals)   * Clear criteria and processes for measuring system-level data quality * Improved consistency and accuracy of grantee data submissions |
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**Evaluation and Technical Assistance Recommendations – Summary**

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| --- | --- | --- | --- | --- |
| Year 1 (FY24) – Goal: Clarify definitions, understandings, and goals; build data foundations for subsequent analyses | | | | |
| Builds on: FY22 analysis of staff data; FY23 staff survey findings, data gaps analysis, and student data analysis | | | | |
| 1. Technical assistance from evaluation team – Goal: Develop shared understanding (including ACLS planned improvements), definitions, and measurable goals (e.g., equity, professionalization) to guide work. | | | | |
| 2. Staff data analysis ­– Goal: Analyze staff data; lay groundwork to monitor trends in workforce stability and professionalization over time. | | | | |
| 3. Assessment of grantee data management and support – Goal: Develop and refine processes, goals, and metrics for grantee data management and support to create a foundation for future analyses of system-level data, including questions about students, staff, and equity. | | | | |
|  | Year 2 (FY25) – Goal: Integrate learning from Year 1; improve understanding of experiences in the field; engage with the field | | | |
|  | Builds on: FY23 survey findings; FY24 analysis of staff data, clear definitions, measurable goals, and data management analysis | | | |
|  | 1. Technical assistance from evaluation team – Goal: Support ACLS in a) making data-driven decisions based on recommendations from Year 1 and b) communicating with the field about insight and planning. | | | |
|  | **2.** **Surveys of the field** – Goal: Improve ACLS understanding of factors related to workforce stability and professionalization, student retention, and systemic equity. Metrics from this data can be revisited in Year 4 to see change over time. | | | |
|  | 3. Engagement with the field – Goal: Support communication strategies that facilitate shared ownership of system-level goals. | | | |
|  |  | Year 3 (FY26) – Goal: Assess progress on workforce goals and data management goals; make data-driven decisions about next steps | | |
|  |  | Builds on: FY24 analysis of staff data; FY23 and FY25 survey findings; and FY23 and FY24 data gaps and data management analysis | | |
|  | | 1. Staff data analysis update – Goal: Understand changes since Year 1 baseline; generate insight about workforce trends and potential ACLS action. | | |
|  | | 2. Technical assistance from evaluation team – Goal: Offer critical thought partnership to integrate learning from first two years into plans for final two years of the cycle; support for communicating with the field about insight and planning. | | |
|  | | 3. Grantee data management revisit – Goal: Understand progress on grantee data management; review metrics, refine systems, develop next steps. | | |
|  | |  | Year 4 (FY27) – Goal: Understand progress and patterns in student outcomes and experiences in the field | |
|  | |  | Builds on: FY23 and FY25 survey findings; FY23 student data analysis; and FY26 analysis of staff data | |
|  | | | 1. Surveys of the field – Goal: Understand changes since Year 2 in experience among those in the field; generate insight related to patterns of retention and potential relationship to changes in ACLS policy and practice. | |
|  | | | 2. Student longitudinal data analysis – Goal: Understand changes in student participation and outcomes over time since FY23 baseline analysis, especially as related to equity (as defined in Year 1); generate insight to inform ACLS policy and practice. | |
|  | | | 3. Technical assistance from evaluation team – Goal: Support ACLS to integrate learning, develop plans, and communicate insight with the field. | |
|  | | |  | Year 5 ­(FY28) – Goal: Generate summative findings and system-level insights to inform future work; communicate findings with the field |
|  | | |  | Builds on: FY 24–28 analyses and data |
|  | | | | 1. Outcome analyses – Goal: Understand 5-year progress in ACLS’s key goal areas and system-level patterns among student outcomes, workforce stability, data management and program performance; generate insight to inform data-driven decisions about next steps. |
|  | | | | 2. Final summative reporting – Goal: Communicate learning and insight with the field and other interested parties; foster conversation about learning and next steps. |

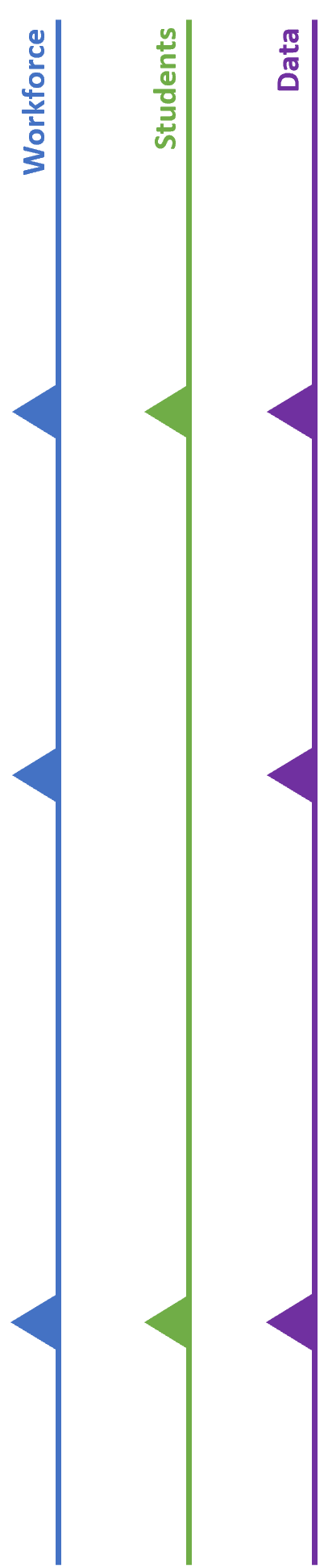
Where We Have Been and Where We Are Going

The recommendations in this document are part of a multi-phase investigation focused on advancing ACLS’s goals of professionalizing the field and creating a more equitable, high-quality, and stable adult education system that improves student outcomes. The goals and activities reflect ACLS’s commitment to community, equity, diversity, and data-driven decision-making for continuous improvement. This section briefly links the recommendations in this document for FY24–28 to previous evaluation and technical assistance findings and activities.

**WORKFORCE STABILITY & PROFESSIONALIZATION GOAL[[1]](#footnote-1)**

**STUDENT PARTICIPATION & OUTCOMES GOAL**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evaluation and Technical Assistance Recommendations – Detail** | | | | | |
| **Year 1 (FY24) – Goal: Clarify definitions, understandings, and goals; build data foundations for subsequent analyses**  Builds on: FY22 analysis of staff data; FY23 staff survey findings, data gaps analysis, and student data analysis | | | | | |
| Year | Activity | Description | Goal | Evaluation Questions Addressed | Data Notes |
| **Year 1 (FY24)** | 1. Technical assistance to build out goals, understandings, and definitions | Collaborate with ACLS to align planned evaluation activities with planned ACLS actions during FY24–FY28. | Develop a shared understanding between ACLS and evaluation team of existing ACLS plans and goals relevant to workforce stability and professionalization, data quality, and student participation and outcomes.  Develop measurable definitions for key goals and elements, including equity, data quality, and workforce stability and professionalization. | All the evaluation questions depend on a clear understanding of ACLS’s goals and plans, and shared definitions of key terms such as equity and professionalization. | Existing data: Recommendations and findings from FY22 and FY23 work |
| 1. Staff data analysis | Build on staff data analysis from FY22 and staff survey data from FY23. Deepen understanding of staff experiences of equity, stability, and professionalization as gathered in FY23 surveys. Use data from new systems (e.g., GEMS) to develop baseline analyses, definitions, and preliminary indicators/metrics to monitor and improve stability and professionalization of the workforce. | Lay the groundwork for ACLS to measure and monitor trends in workforce stability and professionalization over time—and especially in response to policy or practice change. | O3. What progress is being made toward the goals of stabilizing and professionalizing the adult education workforce in an equitable way? Do observed differences in workforce stability differ across educator characteristics of interest? | Existing data: LACES, SABES, site visit, PQR, FY23 survey data, pay equity analysis from FY22  New data needed for analysis: GEMS, LACES updates, additional data from SABES, new PQR data on educational leadership  Potential metrics: Retention/turnover; pay and benefits; ft/pt positions; PD participation; leadership ratings; ability to recruit and hire staff; staff feelings about job and salary |
| 1. Assessment of grantee data management and support | Build on data gaps work from FY23 to develop and refine processes, goals, and metrics for grantee data management and support.  Outreach to field to understand challenges related to data collection and potential ACLS actions to address those challenges. | Develop and refine processes, goals, and metrics for grantee data management and support to improve ACLS’s ability to assess the equity of system-level student, staff, and program outcomes.  Create a foundation for future analyses of system level data, including addressing evaluation questions about staff, students, and programs. | All outcome questions.  P3. What are the major challenges to and facilitators of successful data collection and management encountered by grantees? How have challenges been addressed or overcome? | Existing data: Staff data analysis from FY22, data gaps identified in FY23, focus group data from FY22  New data: Data from program outreach, data from SABES  Potential metrics: Rates of updating for: 1) staff records, 2) student enrollment, 3) waitlist data, 4) pre-post test scores |



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| **Year 2 (FY25) – Goal: Integrate learning from Year 1; improve understanding of experiences in the field; communicate with the field**  Builds on: FY23 survey findings; FY24 analysis of staff data, clear definitions, measurable goals, and system data management analysis | | | | | |
| **Year** | **Activity** | **Description** | **Goal** | **Evaluation Questions Addressed** | **Data Notes** |
| Year 2 (FY25) | 1. Technical Assistance from evaluation team | Build on Year 1 (FY24) analysis by providing targeted support to ACLS for incorporating/processing recommendations and findings related to staff stability, retention, and equity and grantee data management. | Support ACLS in a) making data-driven decisions based on recommendations from Year 1 and b) communicating with the field about insight and planning. | P1. What are the major challenges to and facilitators of advancing ACLS’s system goals (improved student outcomes, systemic equity, and increased stability and quality of workforce and programs) that have been encountered by ACLS? How have challenges been addressed or overcome? |  |
| 1. Surveys of the field | Build on FY23 survey findings and on Year 1 (FY24) analyses and planning to collect data about staff, director, and/or student experiences relevant to ACLS’s system goals (improved student outcomes, systemic equity, and increased stability of workforce and programs).  Survey topics might include revisiting items from FY23, new indicators developed during FY24 planning, and assessment of new ACLS activity.  Metrics from this data can be revisited in Year 4 (FY27) to assess change over time. | Develop improved understanding of factors related to:   * workforce recruitment, job satisfaction and retention * student retention, access, and experience * systemic equity   Inform ACLS’s data-driven decision making. | P2. How do key participants (e.g., students, teachers, leaders, advisors) rate and describe their experiences relevant to ACLS’s system goals (improved student outcomes, systemic equity, and increased stability of workforce and programs)?  O3. What progress is being made toward the goals of stabilizing and professionalizing the adult education workforce in an equitable way? | Existing data: Findings from FY22 focus groups, FY23 surveys, and staff data analysis from Year 1 (FY24)  Potential metrics: Director impressions of ability to hire and recruit; staff feelings about job and salary; rates of seriously considering leaving. Student reasons for participating, challenges, perceptions of equity |
| 1. Engagement with the field | In coordination with ACLS, share updates and plans with the field and solicit feedback to inform ongoing work. This could involve presenting at a gathering, updating the data system summary tool developed in FY23 or developing another communication tool to share with the field. | Support communication strategies aimed at ensuring broader and more consistent understanding and shared ownership of system-level goals, objectives, and policies as well as appreciation of progress among all educators in ALCS-funded programs | P2. How do key participants (e.g., students, teachers, leaders, advisors) rate and describe their experiences relevant to ACLS’s system goals (improved student outcomes, systemic equity, and increased stability of workforce and programs)?  P1. What are the major challenges to and facilitators of advancing ACLS’s system goals (improved student outcomes, systemic equity, and increased stability and quality of workforce and programs) that have been encountered by ACLS? How have challenges been addressed or overcome? |  |

**Workforce**

**Students**

**Data**

**Data**

**Students**

**Workforce**

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| **Year 3 (FY26) – Goal: Assess progress on workforce goals and data management goals; make data-driven decisions about next steps\***  Builds on: FY24 analysis of staff data; FY23 and FY25 survey findings; and FY23 and FY24 data gaps and data management analysis | | | | | |
| **Year** | **Activity** | **Description** | **Goal** | **Evaluation Question Addressed** | **Data Notes** |
| Year 3 (FY26) | 1. Staff data analysis update | Build on Year 1 (FY24) staff data analysis and Year 2 (FY25) survey data. Revisit staff data analysis with updated data. Explore patterns of change since first collection in metrics related to workforce stability and professionalization. | Understand changes since FY24 baseline; generate insight about workforce trends and potential ACLS action.  Begin to observe patterns over time. What patterns emerge in staff retention or pay equity? Do the changes coincide with any changes in ACLS policy or practice? What do these patterns tell us about the adult ed workforce and equity within the system? | O3. What progress is being made toward the goals of stabilizing and professionalizing the adult education workforce in an equitable way? Do observed differences in workforce stability differ across educator characteristics of interest? | Existing data: Findings from FY23 and Year 2 (FY25) surveys, staff data analysis from Year 1 (FY24)  Potential metrics: Retention/turnover; pay and benefits; ft/pt positions; PD participation; leadership ratings; ability to recruit and hire staff; staff feelings about job and salary |
| 1. Technical assistance | Build on analyses thus far (FY22–FY25) to offer critical thought partnership to reflect on previous findings and apply insights to course adjustments in policy or practice. Provide assistance with communicating findings to the field. Reflect on and possibly adjust system-level goals, refine priorities for final two years of plan. | Offer critical thought partnership to integrate learning from first two years into plans for final two years of the cycle; communicate learning with the field. | P1. What are the major challenges to and facilitators of advancing ACLS’s system goals (improved student outcomes, systemic equity, and increased stability and quality of workforce and programs) that have been encountered by ACLS? How have challenges been addressed or overcome? |  |
| 1. Grantee data management revisit | Build on work from Years 1 and 2 (FY24 and FY25). Assess progress related to grantee data management and support. Review systems, develop next steps. | Understand what progress has been made related to grantee data management. Review and refine processes, goals, and metrics for grantee data management and support and develop next steps. | P3. What are the major challenges to and facilitators of successful data collection and management encountered by grantees? How have challenges been addressed or overcome? | Existing data: Data gathered on metrics developed in Year 1 (FY24), student data analysis from Year 2 (FY25), staff data from new systems implemented by ACLS in FY23–24 (e.g., GEMS)  Potential metrics: Rates of updating for: 1) staff records, 2) student enrollment, 3) waitlist data, 4) pre-post test scores |

\* Note: Activities in Years 3–5 will depend on data and developments in Years 1 and 2.

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| **Year** | **Activity** | **Description** | **Goal** | **Evaluation Questions Addressed** | **Data Notes** |

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| **Year 4 (FY27) – Goal: Understand progress and patterns in student outcomes and experiences in the field**  Builds on: FY23 and FY25 survey findings; FY23 student data analysis; and FY26 analysis of staff data | | | | | |
| Year 4 (FY27) | 1. Surveys of the field | Build on survey findings and staff and student data analysis from previous years. Gather system-level feedback about staff, director, and student experiences relevant to ACLS’s system goals (improved student outcomes, systemic equity, and increased stability of workforce and programs).  Survey topics may include items that are part of longitudinal indicators (e.g., about staff perceptions of professionalization) and topics of current relevance to ACLS. | Understand changes since Year 2 (FY25) in experience among those in the field. Generate insight related to patterns of retention and potential relationship to changes in ACLS policy and practice.  What has changed in staff, director, and student experiences? Are there patterns of change related to reasons for staying or leaving? Are there changes in staff experiences related to stability and professionalization? | P2. How do key participants (e.g., students, teachers, leaders, advisors) rate and describe their experiences relevant to ACLS’s system goals (improved student outcomes, systemic equity, and increased stability of workforce and programs)? | Existing data: Previous years’ survey data, staff and student administrative data, data from grantee data management inquiry in Year 1 (FY24) and Year 3 (FY26)  Potential metrics**:** Director feedback about data systems; director impressions of ability to hire and recruit; staff feelings about job and pay; staff and director rates of seriously considering leaving; student reasons for participating, challenges, perceptions of equity |
| 1. Student participation and outcomes – longitudinal analysis | Build on previous student data analysis and improvements in grantee data management to provide a look across time at how student participation and outcomes have changed since the FY23 baseline analysis – especially from the perspective of equity. | Understand changes in student participation and outcomes over time since FY23 baseline analysis, especially as related to equity. Generate insight to inform ACLS policy and practice.  How have student outcomes changed over time? What factors are correlated with these changes? What progress has been made relative to goals developed during Years 2 and 3? | O1. What progress is being made toward the goal of improving outcomes for all students? Do observed changes in progress and outcomes differ across student characteristics of interest? Are progress and outcomes equitable?  O2. Who is participating in ACLS-funded instruction? How do participation and access vary across groups of interest? Do participation patterns reflect equitable access? | Existing data: Student data collected by ACLS (LACES, HiSET, GED, NSC), findings and analysis from FY23  Potential data: Employment and wage record data for ACLS students, waitlist data, program characteristics from new indicators of program quality  Potential metrics: MSG and its sub-components, workforce outcomes, demographics, participation, retention, access, change over time |
| 1. Technical assistance | Continue technical assistance to offer critical thought partnership to reflect on current findings, apply insights to policy and practice, and communicate with the field. | Support ACLS to integrate learning, develop plans, and communicate insight with the field. | P1. What are the major challenges to and facilitators of advancing ACLS’s system goals (improved student outcomes, systemic equity, and increased stability and quality of workforce and programs) that have been encountered by ACLS? How have challenges been addressed or overcome? |  |
| **Year 5 (FY28) – Goal: Generate summative findings and system-level insights to inform future work; communicate findings with field**  Builds on: FY24–FY28 analyses and data | | | | | |
| Year 5 (FY28) | 1. Outcome analyses | Provide summary analysis building on all previous years’ data to answer questions about progress in ACLS’s key goal areas, and to answer questions about system-level patterns related to program performance. | Understand 5-year progress in ACLS’s key goal areas and system-level patterns among student outcomes, workforce stability, data management, and program performance. Generate insight to inform data-driven decisions about next steps. | O4. What differences in program features, implementation strategies, and contextual variables can be identified across grantees whose student outcomes or workforce stability differ substantially? |  |
| 1. Final summative reporting | Provide final summative field-friendly report and communication tool (e.g., slide deck) focused on communicating findings with the field and planning for the next phase of system-level monitoring and evaluation. | Communicate learning and insight with the field and broader community. Foster conversation about learning and next steps |  |  |

**Workforce**

**Students**

**Data**

# Guiding Evaluation Questions

*Note: These evaluation questions are deliberately broad and are intended to provide guidance across the 5-years of the plan.*

## Outcome Evaluation Questions

O1. What progress is being made toward the goal of improving outcomes for all students? Do observed changes in progress and outcomes differ across student characteristics of interest? Are progress and outcomes equitable?

O2. Who is participating in ACLS-funded instruction? How do participation and access vary across groups of interest? Do participation patterns reflect equitable access?

O3. What progress is being made toward the goals of stabilizing and professionalizing the adult education workforce in an equitable way? Do observed differences in workforce stability differ across educator characteristics of interest?

O4. What differences in program features, implementation strategies, and contextual variables can be identified across grantees whose student outcomes or workforce stability differ substantially?

## Process Evaluation Questions

P1. What are the major challenges to and facilitators of advancing ACLS’s system goals (improved student outcomes, systemic equity, and increased stability and quality of workforce and programs) that have been encountered by ACLS? How have challenges been addressed or overcome?

P2. How do key participants (e.g., students, teachers, leaders, advisors) rate and describe their experiences relevant to ACLS’s system goals (improved student outcomes, systemic equity, and increased stability of workforce and programs)?

P3. What are the major challenges to and facilitators of successful data collection and management encountered by grantees? How have challenges been addressed or overcome?

# Detail Questions, Examples

*These example questions illustrate the kinds of detailed questions that might guide activities during particular phases of the five-year plan.* *As with the guiding evaluation questions, these questions all focus on the ACLS system, not particular programs.*

## Outcome Evaluation Questions – Detail Examples

**O1. What progress is being made toward the goal of improving outcomes for all students? Do observed changes in progress and outcomes differ across student characteristics of interest? Are progress and outcomes equitable?**

1. What are the patterns of measurable skill gains and outcomes by, for example:
   1. entry level in ESOL and ABE?
   2. race and ethnicity?
   3. gender?
   4. age?
2. Is there a need for additional indicators of progress?

**O2. Who is participating in ACLS-funded instruction? How does participation and access vary across groups of interest? Do participation patterns reflect equitable access?**

1. How many student seats are funded, at different levels for ESOL, ABE, ASE and various modalities (online/hybrid/in-person), by region and type of host institution?
2. How do these patterns of offerings align with demand based on waitlist data?
3. What are the patterns of student enrollment and retention by literacy level and type of host institution? By race and ethnicity? Gender? Age? By modality (online/hybrid/in-person)?
4. What are system-level goals for participation (e.g., retention, diversity)? How might these be defined and measured?

**O3. What progress is being made toward the goals of stabilizing and professionalizing the adult education workforce in an equitable way? Do observed differences in workforce stability differ across educator characteristics of interest?**

1. What measurable criteria and indicators of progress could be set for the goals of stabilizing and professionalizing the adult education workforce?
2. What are the patterns of staff retention and attrition across the system and by type of host institution? Do these patterns reflect equity?
3. (Equity) How does staff retention vary by
   1. full-time or part-time status?
   2. salary/pay?
   3. access to key benefits such as health insurance and paid vacation and sick time?
   4. staff characteristics (e.g., demographics, experience)
4. (Equity) How do staff pay and benefits vary by
   1. Educator characteristics of interest? (e.g., demographics, experience)
   2. Program characteristics?
5. What are the patterns of program director/leadership retention and attrition across the system and by type of host institution?
6. What are the patterns of educational leadership strengths and weaknesses across the system?
7. What type and intensity of professional development (PD) or coaching/mentoring was offered related to curriculum, instruction, assessment, and advising?
8. What are the patterns of educator participation in PD or coaching by type of PD offered by SABES and others?
9. What type and intensity of PD and coaching/mentoring was offered by SABES or ACLS on program management and educational leadership?
10. What are the patterns of director/leadership participation in PD or coaching by type of PD offered by SABES or ACLS or others?

**O4. What differences in program features, implementation strategies, and contextual variables can be identified across grantees whose student outcomes or workforce stability differ substantially?**

1. Do student retention and outcomes improve with a more stable, full-time, well-trained educator workforce and educational leadership? What are the patterns of measurable skill gains and outcomes by, for example:
   1. type of host institution?
   2. staff participation in professional development by program?
   3. rate of teacher turnover by program?
2. What is the relationship between educational leadership characteristics, implied by ratings of the ACLS educational leadership standards, and outcomes of interest (e.g., student retention, measurable skill gains, and outcomes, and staff retention/attrition)?

## Process Evaluation Questions – Detail Examples

**P1. What are the major challenges to and facilitators of advancing ACLS’s system goals (improved student outcomes, systemic equity, and increased stability and quality of workforce and programs) that have been encountered by ACLS? How have challenges been addressed or overcome?**

1. Which challenges are the highest priority to address? How can these challenges be best addressed?

**P2. How do key participants (e.g., students, teachers, leaders, advisors) rate and describe their experiences relevant to ACLS’s system goals (improved student outcomes, systemic equity, and increased stability of workforce and programs)?**

1. What feedback do students provide regarding their participation in adult education and progress toward their goals that can inform the continuous improvement of the system?
2. What are the primary reasons stated by educators for why they stay or leave their positions?
3. What feedback do educators provide regarding their experience working and participating in PD in adult education that can inform the continuous improvement of the system?
4. What are the primary reasons stated by program directors/leadership for why they stay or leave their positions?
5. What feedback do directors provide regarding their experience in managing and leading the ACLS-funded program, and participating in PD that can inform the continuous improvement of the system?

**P3. What are the major challenges to and facilitators of successful data collection and management encountered by grantees? How have challenges been addressed or overcome?**

1. What areas of data management create the biggest challenges for directors and administrative staff?
2. What are the primary reasons for inconsistent or non-robust data? How might these be addressed through ACLS policy or practice?
3. What are the current communication strategies and frequencies utilized by ALCS to convey system-level goals, objectives, policies, and progress to directors and educators? How could these be improved to reach and ensure understanding by adult education directors and educators?

# Appendix B: Data Gaps Recommendations and Tools

UMDI/ACLS Phase 3 Evaluation – Data Gaps Technical Assistance

Preliminary Recommendations, 1/31/23

## Overview

As a piece of technical assistance from UMDI to ACLS, this document includes preliminary recommendations from the UMDI team relevant to two identified data-gap areas for ACLS: data from waitlists and data about ACLS-funded staff. These two areas were selected because 1) they are linked to critical aspects of the adult education system, 2) they are both linked to equity, a key ACLS focus, and 3) preliminary steps to address them are possible with incremental changes to existing data collections that can be managed to minimize disruption to the field. In addition, the data-related challenges in these two areas share some common factors with other data gap areas. So, taking steps to address them will likely have positive collateral impacts on those other areas.

**Common challenges**

In our preliminary review, a few common and related challenges emerged across data gap areas, with a few related recommendations:

1. Consider ways to develop coordinating capacity across grantees – including capacity to coordinate and share student and staff data (while attending to privacy) and to coordinate assessment and course availability capacity.
2. Consider examining processes for regular, timely, ongoing review of program data at the system level and the alignment between system-level and program-level processes.
3. Consider gathering data about programmatic capacity for data entry and data management and ways to develop or build that capacity.

Preliminary Recommendations

UMDI developed these recommendations after conversations with the ACLS team and review of ACLS resources including policies, LACES data, budget templates, the ACLS website, and publicly available reports to NRS.

**Recommendation #1: Improve quality of waitlist data**

Waitlist data are a crucial way for ACLS to understand (and share) the patterns of demand for adult education services—including patterns related to equity. Currently, waitlist data are an unreliable source of information about unmet demand for services due to infrequent updating, missing information, and gaps in processes that would facilitate system-level assessment and matching of needs to capacity.

The challenge of creating robust, up-to-date waitlist data will need to be tackled incrementally over time. A preliminary goal might be to focus on increasing the frequency of list updates or building cross-grantee coordination capacity. A longer-term goal might include data that is up-to-date in real time and shared among programs in a way that facilitates coordination and efficient use of capacity.

**Current status (UMDI understanding)**

* Waitlist data is entered and managed by ACLS grantees and shared with ACLS via LACES.
* Waitlist data is not shared across grantees.
* ACLS requires annual verification of waitlist data as part of the annual continuation application.
* Requirements in ACLS policies (FY24-28):
  + Maintain an active waitlist for applicants who are unable to enroll in instructional classes due to capacity constraints.
  + Contact students placed on the waitlist at least annually to determine whether they are still interested in services.
  + Remove the names of individuals who cannot be contacted or are no longer interested in services.
  + Verify in the annual Data Quality Checklist (DQC) that the waitlist is accurate and up-to-date. The DQC is required as part of the annual continuation application.

**Goals**

1. A robust waitlist data system will ultimately enable ACLS programs to serve more students or serve students more efficiently.
2. Updated waitlist data shared between grantees and at the system level will help ACLS better match capacity to student need.
3. Accurate and up-to-date waitlist data can help ACLS report to the Governor’s Office, the Executive Office of Education, and DESE leadership about adult education services and to advocate for resources.

**Key challenge areas**

1. Updating: waitlist data is required to be updated annually, but more regular updates would help to serve students better and help the system run more efficiently.
2. Assessment: students must be assessed in order to be enrolled, but assessment capacity and scheduling vary across programs.
3. Cross-program communication: students are only added to the waitlist associated with the program they contact, but they might be willing to enroll in another program location or in a remote-only program. Students are automatically removed from a program’s waitlist when they enroll, but they might remain on the waitlists of other programs.

**Preliminary recommendations — Potential modifications to existing data collection processes**

1. **Review waitlist procedures and fields**
   1. Consider adding a “reason for being waitlisted” field to distinguish students who are awaiting assessment from those waiting for an available seat.
   2. Clarify process for adding students to waitlist (including partial and full intake status).
   3. Review data about student characteristics from waitlists for completeness. Consider field and procedure changes that would enable analysis of demand by student groups of interest.
2. **Create coordinating capacity within LACES**
   1. Add a field to student waitlist intake in LACES asking if student is willing/interested to attend a program at another location or online.
   2. The waitlisted student could then be automatically added to a list visible to all other locations for which they indicated interest, and those locations could be notified.
   3. When a student enrolls at one location, they could be automatically removed from the waitlists at other locations.
3. **Link waitlist data to existing periodic reviews**
   1. Consider making waitlist data part of the desk-review process (if not already).
   2. Consider adding a system-level review of waitlists and program capacity at regular intervals. Such a review might reveal opportunities to shift waiting students into programs with capacity. A system-level report in LACES might facilitate this.
      1. Consider analyzing demographics and other characteristics of interest for waitlisted students to assess whether subgroups are being underserved relative to demand.
      2. Consider analyzing reasons for being waitlisted (incomplete record, awaiting assessment, waiting for an available seat) and contact history to look for patterns that might inform further refinements to procedures.
   3. Consider increasing the frequency of waitlist updating and contact list vetting – perhaps linked to existing deadlines for periodic data review or to enrollment periods.
   4. Consider increasing administrative cost allowances to enable better waitlist management at the program level.
4. **Consider if the MA adult literacy hotline could contribute to coordinating waitlists (likely with additional resources)**
   1. Coordinator could enter waitlist data for potential students who call in. Student information would be shared with all programs in which they indicate an interest or willingness to attend (per item #1).
   2. Coordinator could manage and disseminate a shared schedule of regionally-available assessment options and enrollment calendars.
   3. Coordinator could contact waitlisted students at times relevant to the enrollment periods of programs in which the student expressed interest.

**Recommendation #2: Improve quality of staff data**

Building equity and stability into the adult education workforce is a key goal of ACLS. Having accurate data about ACLS-funded staff is essential to understanding the current status of the workforce and to set goals for the future. There are many challenges to having accurate data about ACLS-funded staff, including the diversity of ACLS grantee host institutions, the status of staff as funded-by but not employed-by ACLS, the high turnover among staff, and limitations to programmatic capacity for data entry and management. Currently, data about ACLS-funded staff are not robust enough to paint a clear picture of staff stability or pay equity. Data are frequently missing or reported in ways that make staff-level analysis difficult and conclusions unreliable.

In Phase 2 of the UMDI/ACLS evaluation partnership, UMDI analyzed staff data from budgets and LACES to provide some insight into pay equity within the adult education workforce. Our analyses were limited by inconsistent and incomplete data, and many of the recommendations below emerged from our experience with those data.[[2]](#footnote-2) UMDI’s preliminary recommendations focus on improving data quality, which would increase the efficiency of future analyses and allow ACLS to gain deeper insights into the status of the adult education workforce in relation to topics like retention, diversity, pay, and pay equity.

UMDI recommends an incremental approach for addressing the challenges of creating robust, up-to-date staff data. If ACLS were to take steps to streamline reporting on staff data in LACES and annual budgets, this has the potential to both 1) make data entry and management simpler and 2) make staff data easier to interpret and analyze.

**Key challenge areas**

1. Insufficient specificity about staff pay and benefits: The budget template is currently the only means of collecting pay and benefit data about ACLS-funded staff; however, data collected through the budget template are difficult to analyze because of a variety of non-standard reporting options. Open-ended fields allow for a variety of ways to report pay and benefits, which make comparative analysis difficult. Staff are not individually identified with an ID number in budgets, making it difficult to match staff records in LACES with pay and benefit data collected in budgets.
2. Missing information about staff: Missing demographic data and other characteristics of interest inhibit the analysis of equity in compensation, retention, and turnover.
3. Inaccurate or unclear data about staff retention and turnover: Staff records in LACES are not regularly updated to indicate staff who are no longer active.

**Goals**

1. A streamlined approach to collecting, reporting, and analyzing staff data that would both a) make data entry and management simpler and b) make staff data easier to interpret and analyze.
2. A data collection that facilitates analysis of a) patterns of staff turnover and retention, including by characteristics of interest, and b) equity in staff pay and benefits.

**Preliminary recommendations**

1. **Consider options for improving the tracking of staff turnover.**
2. Create a scheduled requirement for confirming which staff in LACES are currently employed by the reporting agency.
3. Add staff data review to the desk review process (if not already).
4. Use data from LiteracyPro about deactivated users to automatically update staff records for those who are no longer active.
5. Pre-populate annual budget templates with staff data from the previous year and ask agencies to confirm and actively update staff employment status.
6. **Consider ways to collect individual staff-level data about pay and benefits.** This would facilitate analysis of equity in staff pay and benefits by making it easier to connect data about staff characteristics (collected in LACES) with data about staff pay and benefits (collected in budgets).
7. One option would be to refine the budget template to collect more specific information at the staff level. This might include restructuring staff rows to include cells for individual identifiers (i.e., full names, LACES ID), creating standardized options for reporting on fringe benefits and position titles, creating fields to identify staff who hold multiple roles, etc. Collecting individual identifiers for staff would also help to identify and consolidate data about staff who work for multiple ACLS-funded agencies.
8. Another option to consider would be adding required pay and benefit fields to staff intake records in LACES.
9. **Consider requiring and refining demographic fields that are potentially relevant to pay equity**. Requiring certain demographic variables, and expanding options within those variables, would produce a more complete dataset representative of the adult education workforce. This would allow for more robust analysis of pay equity and retention patterns across these staff characteristics of interest.
10. **Require the entry of demographic fields that are potentially relevant to pay equity**, such as age, gender, highest degree earned, race and/or ethnicity, and prior related years of experience. This would enable a more inclusive analysis of hourly rates relative to demographic characteristics.
11. **Expand options in LACES for race/ethnicity and gender.** The current LACES system does not allow agencies to select more than one race or ethnicity for staff and does not include non-binary gender options. To be more inclusive of staff identities, ACLS could consider using a format for gender and race/ethnicity similar to what is used in the student intake form. This would result in a more representative dataset.

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| **ACLS Data System Summary - Preliminary** | | |  |  | | |
| This summary is designed to serve as a broad, high-level overview of ACLS's data systems. Starting with the column on the left, it includes notes about the types of data that are collected, how those collections are carried out, how data are analyzed, and how results of those analyses are reported and shared. Links to select additional resources are shared in the rightmost column. | | | | | | |
| **Data** | **Collection** | **Analysis** | | | **Reporting** | **Additional resources** |
| **Students** |  |  | | |  |  |
| **Characteristics** | **Student characteristics** are collected by programs and entered into LACES (e.g., gender, ethnicity, race, highest education, employment status, income status, barriers to employment). Programs are expected to complete new intake forms for all students at the beginning of each fiscal year. |  | | | ACLS reports on participants by age, race/ethnicity, and sex to NRS (the National Reporting System for Adult Education). | **Race and Ethnicity Data Collection FAQ** – https://www.doe.mass.edu/infoservices/data/guides/race-faq.html   **FY2023 Student Intake Form –** https://www.doe.mass.edu/acls/laces/intake-form/edu/acls/laces/intake-form/ |
| **Enrollment** | **Monthly enrollment data** is entered into LACES by programs, and is reviewed on a quarterly basis through the Desk Review process. | Each program has an average monthly enrollment target. ACLS uses the average monthly enrollment to evaluate funding and performance. LACES enrollment reports show enrollments by month, average monthly enrollment, and how each program’s actual enrollment compares to its target. | | | Enrollment data is reviewed and reported to ACLS via the Desk Review process. | **LACES enrollment report steps –** https://www.doe.mass.edu/acls/laces/enrollment-report-steps.docx |
| **Interest/demand/need** | **Waitlist** – Programs enter and manage data about potential/interested students in LACES. Student data might be partial or complete, depending on whether they have completed a full intake assessment. | ACLS uses waitlist data to determine the extent to which programs and the state are meeting the demand of individuals interested in adult education.    Programs are required to contact students on the waitlist at least annually and remove the names of those who cannot be contacted or are no longer interested. | | | ACLS uses waitlist data to report on adult education services to legislators, staff from the Governor’s Office and the Executive Office of Education, and DESE leadership.   Programs annually verify waitlist data and confirm via the Data Quality Checklist (DQC), part of the annual review process. | **LACES user manual (search "waitlist") –** https://info.literacypro.com/solutions/laces/pdf/relnotes/cust/MA%20LACES%20user%20manual.pdf |
| **Performance/ Outcomes** | **Pre and post testing** scores are recorded in LACES by the program. | These scores are linked to Educational Functioning Levels (EFLs) defined by the National Reporting System (NRS). EFLs are used to demonstrate Measurable Skills Gain (MSG). | | | These data are used to calculate Measurable Skills Gain (MSG), one of the primary outcome measures for student performance. ACLS reports summary MSG measures for all programs in the annual public MSG Performance Report (on their website) and also uses MSG in federal reporting (NRS and WIOA).  Programs are assigned separate ABE and ESOL targets for MSG. Performance is assessed annually relative to those targets. | **ACLS Assessment Policies –** https://www.doe.mass.edu/acls/assessment/assessmentpolicies.pdf |
| **Credential attainment –** secondary school diploma or High School Equivalency (HSE). Credentials are updated in LACES by ACLS (for some students) and also by programs. | Credential attainment is another way to demonstrate MSG.   ACLS updates these outcomes from matched data for students who sign a Release of Information form (see the ROI section in the FY24-28 policies, pg. 13) | | | **Measurable Skills Gain -** https://www.doe.mass.edu/acls/accountability/outcomes/msg.html  **ACLS Monthly Mailing Updates** (search for "HSE") – https://www.doe.mass.edu/acls/laces/monthly-updates.docx |
| **Postsecondary Education or Training** (PSE/T) enrollment after exit. Enrollment data is updated in LACES by ACLS (for some students) and by programs. | PSE/T is another way to demonstrate MSG. To count, enrollment must happen after a student's exit date (for NRS, 90 days after last date of participation). | | | **ACLS Policies for Adult Education -** https://www.doe.mass.edu/acls/abeprogram/policies.docx |
| **Workforce Outcomes –** Employment outcomes or progress reported by employer or training provider related to occupational milestones. Passage of exams related to occupational skills. (Only for participants in workplace literacy or MassSTEP participants.) These outcomes are updated in LACES by ACLS (for some students) and by programs. | Workforce outcomes are another way to demonstrate MSG. (Only for participants in workplace literacy or MassSTEP participants) | | | **NRS Technical Assistance Guide –** https://nrsweb.org/policy-data/nrs-ta-guide  **MassSTEP Guidance and Resources–** https://www.doe.mass.edu/acls/MassSTEP/default.html |
| **Staff** |  |  | | |  |  |
| **Characteristics** | **Staff characteristics** are maintained by programs in LACES (including demographics, credentials, experience, employment classification). |  | | | ACLS reports to NRS Adult Education Personnel by function and job status (part-time, full-time, volunteer) and by years of experience and teacher certifications. | **NRS Table 7: Adult Education Personnel by Function and Job Status –** https://nrs.ed.gov/rt/ma/2020/table-7  **LACES user manual (pgs. 80–89) –** https://info.literacypro.com/solutions/laces/pdf/relnotes/cust/MA%20LACES%20user%20manual.pdf |
| **Pay & Benefits** | **Staff pay and benefits** are submitted by programs as part of the budget data required to apply for funding or renewal. These data are updated annually. |  | | |  | **Budget workbook instructions –** https://www.doe.mass.edu/grants/2024/340-345-359/instructions.docx |

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| **Programs** |  |  | |  | |  | |
| *Note: Assessment of program quality and compliance is designed to be a collaborative process between ACLS and programs. It incorporates feedback and self-evaluations from programs.* | | | | | | | |
| **Quality** | **Evidence for Indicators of Program Quality** (IPQ) are collected through program self-evaluation and as part of Program Quality Reviews (PQR) that ACLS conducts with every grantee during each funding cycle. | | Data gathered from PQRs are analyzed to reflect a program's performance at a particular point in time. Data come from multiple sources (e.g., students, teachers, program leadership, advisors, document reviews, and classroom observations). | | Findings are shared in the PQR Summative Report. | | **Indicators of Program Quality –** https://www.doe.mass.edu/acls/accountability/program-quality/indicators.docx  **Program Quality Reviews –** https://www.doe.mass.edu/acls/accountability/program-quality/reviews.html |
| **Information about program practices** is collected as part of Program Quality Reviews and Site visits. Site visits are collaborative conversations between program directors and ACLS staff. | | Information collected during site visits is used to provide ACLS with a deeper understanding of programs in order to identify promising practices and areas needing development, as well as to check for compliance. | | Written reports following site visits are shared with programs and include findings related to promising practices, areas for growth, and recommendations/resources for continuous improvement. Findings are used to provide programs with technical assistance (TA) guided by the ACLS Indicators of Program Quality. Promising practices are also reported in PQR Summative Reports. | | **About Site Visits –** https://www.doe.mass.edu/acls/accountability/compliance/tools/site-visits.html |
| **Compliance** | **Compliance data** are data used to ensure that programs operate in accordance with federal and state policy. These include data collected through LACES, site visits, budget workbooks, desk reviews, risk analysis, and the grant approval process. | | Compliance data are analyzed by ACLS to ensure that programs are following federal and state policy. | | ACLS reports back to programs about compliance through a variety of processes, including site visit reports, fiscal and data audits, desk reviews, and the grant approval process. A Corrective Action Plan is developed for programs with identified areas of underperformance and/or non-compliance. | | **Components of Accountability –** https://www.doe.mass.edu/acls/accountability/default.html |
| **Information about data quality** is collected through a periodic process of collaborative review between programs and ACLS. | | ACLS program specialists and program directors analyze enrollment, waitlist, assessment, and post-exit outcomes to collaboratively identify areas of high performance and of concern and respond accordingly. | | Desk review data is not reported. LACES generates reports that are then analyzed by program directors and program specialists. | | **About Desk Reviews –** https://www.doe.mass.edu/acls/accountability/compliance/tools/desk-review.html |

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| **ACLS Data Gaps and Implications** | | | |
| This document captures a preliminary list of identified data gaps at the ACLS system level. It is formatted to align with the data system summary —creating a structure for locating data gaps within the core components of the ACLS data system. This was created as a piece of technical assistance from UMDI to ACLS and is intended to provide a structure to facilitate the ACLS team to identify and prioritize data gaps to address. | | | |
| **Data** | **Data collection** | **Data Gaps** | **Implications & Notes** |
| **Students** |  |  |  |
| **Experiences** |  | Data about student experiences not regularly collected (e.g., information about factors related to retention and attrition)  No exit survey or way to determine why students may be leaving | Could inform changes to policies and guidance to improve student experiences and maximize retention and completion. |
| **Characteristics** | **Student characteristics** are collected by programs and entered into LACES (e.g., gender, ethnicity, race, highest education, employment status, income status, barriers to employment). Programs are expected to complete new intake forms for all students at the beginning of each fiscal year. |  | Accurate records about student characteristics enable analysis of equity in outcomes, performance, enrollment, interest, and experience across those different characteristics.   Note: Student demographic variables shared in the *Student\_Level\_ACLS\_MSG\_Base* dataset are complete for: gender, age, race/ethnicity, entry level (ABE or ESL), prior highest level education |
| **Enrollment** | **Monthly enrollment data** is entered into LACES by programs, and is reviewed on a quarterly basis through the Desk Review process. | Process gap: Data about enrollment, attendance, and pre-post testing are not systematically entered and updated by programs; student records have duplicates both within and across programs  Missing data in class records about modality of course offerings and course identification as ABE or ESOL  Missing SSNs impact ACLS's ability to collect wage data and report on workforce outcomes | Could enable tracking and reporting on enrollment at system level more frequently than annually.  Could facilitate regular monitoring and verification of system-level enrollment during the year.   Could facilitate review or comparison of student outcomes across modalities.   Could streamline process for federal reporting on ABE and ESOL. |
| **Interest/demand/need** | **Waitlist** – Programs enter and manage data about potential/interested students in LACES. Student data might be partial or complete, depending on whether they have completed a full intake assessment. | Missing data about potential student interest/need  Missing information in waitlist data about student status (e.g., reason for being waitlisted) and student interest (e.g., location, remote option)   Process gap: Missing processes for keeping waitlist data regularly updated and for sharing across programs | Would help to determine the extent to which the system is meeting the demand of individuals interested in adult education.   More complete information could support analyses to assess whether particular subgroups are being underserved relative to demand.  Could make it easier to report on adult education services to legislators, staff from the Governor’s Office and the Executive Office of Education, and DESE leadership.   Could facilitate coordination of program capacity and student interest — to serve more students or to do so more efficiently. |
| **Performance/ Outcomes** | **Pre and post testing** scores are recorded in LACES by the program. |  |  |
| **Credential attainment –** secondary school diploma or High School Equivalency (HSE). Credentials are updated in LACES by ACLS (for some students) and also by programs. |
| **Postsecondary Education or Training (PSE/T)** enrollment after exit. Enrollment data is updated in LACES by ACLS (for some students) and by programs. |
| **Workforce Outcomes –** Employment outcomes or progress reported by employer or training provider related to occupational milestones. Passage of exams related to occupational skills. (Only for participants in workplace literacy or MassSTEP participants) These outcomes are updated in LACES by ACLS (for some students) and by programs. |

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| **Staff** |  |  |  |
| **Experiences** |  | Data about staff experiences not regularly collected (e.g., information about factors related to retention and attrition); ACLS encourages grantees to conduct staff exit interviews, but no current policy or tool for this  Staff contact information missing or out-of-date (possibly due to high turnover)   Missing data about staff understanding/knowledge of data and data systems (including directors and support staff)  Missing information about staff capacity and comfort with different modes of teaching (e.g., hybrid) | Could inform adjustments to policies and guidance to improve staff experiences and maximize retention.   Could contribute to promoting shared understandings among ACLS-funded staff.   Could inform supports to improve data quality while reducing the burden of data entry and management. |
| **Characteristics** | **Staff characteristics** are maintained by programs in LACES (including demographics, credentials, experience, employment classification) | Staff retention data (i.e., active status) not regularly updated  Missing staff demographics/characteristics data (some not required in LACES, some categories need expansion) | Would allow for more robust analysis of pay equity and retention patterns across these staff characteristics of interest. For example, which programs are having the most success with staff retention? Which practices are related to success with staff retention?   Could help to build a more representative staff dataset. |
| **Pay & Benefits** | **Staff pay and benefits** are submitted by programs as part of the budget data required to apply for funding or renewal. These data are updated annually. | Staff pay and benefit data is not standardized (e.g., categories of reported benefits vary), making comparison difficult  Missing individual identification for staff pay and benefit data (e.g., multiple staff listed in single line, same staff member listed in multiple lines, staff identified only by name) | Could facilitate robust assessment of pay equity in ACLS system.   Could make entry and management of staff data simpler.   Could make staff data easier to interpret and analyze. |

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| **Programs** |  |  |  |
| **Quality** | **Evidence for Indicators of Program Quality** (IPQ) are collected through program self-evaluation and as part of Program Quality Reviews (PQR) that ACLS conducts with every grantee during each funding cycle. |  |  |
| **Information about program practices** is collected as part of Program Quality Reviews and Site visits. Site visits are collaborative conversations between program directors and ACLS staff. |  |  |
| **Compliance** | **Compliance data** are data used to ensure that programs operate in accordance with federal and sate policy. These include data collected through LACES, site visits, budget workbooks, desk reviews, risk analysis, and the grant approval process. |  |  |
| **Information about data quality** is collected through a periodic process of collaborative review between programs and ACLS. | Little data about grantees' capacity to collect, enter, and manage data -- and what factors are associated with better data management (e.g., grant size) |  |

**Appendix C: Student Performance Data Methods**

Student Performance Data Workstream Description

The performance data analysis used student-level data from the Literacy, Adult and Community Education System (LACES) paired with National Student Clearinghouse (NSC) data and other information on programs and students (provided by ACLS) for program year 2021–2022. Analyses were conducted relevant to Measurable Skills Gain (MSG) and two of its component performance measures, attainment of high school equivalency (HSE) and entry into qualifying postsecondary education or training (PSE/T).

The analysis conducted had two objectives and an equity focus: 1) identify characteristics of participants, and 2) use that information to establish a baseline for evaluating student performance. It sought to identify potential variations in success rates among different kinds of programs and student groups. Thus, the analysis examined variations in student performance by participant characteristics (gender, race/ethnicity, and highest level of prior education) and program characteristics (region and type of host institution/program setting).

Summary of Participant Data

The data used for this analysis were from those students who were enrolled in ABE/ASE, ESOL, or both in Massachusetts public adult education programs funded by Adult and Community Learning Services during the program year 2021–2022. A total of 18 students from two programs (i.e., Jewish Vocational Service-Workplace Education and World Education Workplace Education) were excluded from analysis.[[3]](#footnote-3) After the exclusions, there were a total of 81 agencies and 19,771 students in the data; 5,696 were enrolled in ABE/ASE and 14,075 students were enrolled in ESOL. Table1 shows the number of students with any of the three creditable progress measures (HSE attainment, qualifying PSE/T entry, or MSG credit) by ABE/ASE and ESOL.

**Table 1: Number and Percentage of Students with HSE, PSE/T and MSG by ABE/ASE and ESOL[[4]](#footnote-4)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Outcome** | | | **ABE/ASE** | | | **ESOL** | | |
| n | % | N | n | % | N |
| **HSE Attainment** | | | 673 | 11.8% | 5,696 | 58 | 0.4% | 14,075 |
|  |  | **PSE/T Entry** | 219 | 3.8% | 5,696 | 210 | 1.5% | 14,075 |
|  |  | **MSG Credit\*** | 1,809 | 31.8% | 5,696 | 6,341 | 45.1% | 14,075 |

\*MSG count (n) only includes students who had non-zero MSG credit (1 and above). This includes students with HSE attainment or PSE/T entry (two of the three components of MSG). Students who took an exit test but did not level up are represented as 0 in the MSG variable and were not included in the count. Students who did not take an exit test, did not attain HSE, and did not have qualifying PSE/T entry are also represented as 0 in the MSG variable and were excluded from the calculation.

Methods Overview

Data

On November 16th, 2022, and April 3rd, 2023, ACLS provided UMDI with LACES student and program performance data. The second dataset UMDI received from ACLS included the same cases as the original data set, but had some updated values for PSE/T and MSG that were missing from the initial dataset.

The student and program performance data file had 43 variables. UMDI merged in two additional variables from a LACES dataset shared by ACLS. UMDI also generated 18 additional variables for data exploration.

Analysis

UMDI conducted descriptive analyses in SPSS. UMDI used MSG means, HSE completion rates, and PSE/T entry rates to compare student performance by student characteristics (e.g., race/ethnicity, gender, program setting). ABE/ASE and ESOL were analyzed separately. Data cells with fewer than 10 cases were suppressed in the tables presented in appendix.

Performance Measures

MSG

Overall MSG mean was used as a summary indicator in ABE/ASE and ESOL (see description of MSG in footnote #2 on page 5 in the report). MSG means were also separately calculated for each student group of interest and used for comparison. Mode, median, and variance were reviewed in the analysis process but were not included in the report.

HSE and PSE/T

HSE attainment and PSE/T entry were measured as binary variables with values of 0 or 1. Overall rates of HSE attainment and PSE/T entry were calculated out of all enrolled students in ABE/ASE and ESOL, respectively. Rates for student groups of interest were calculated out of the number of participants in that group (e.g., female students who earned HSE in ESOL / total number of female students in ESOL). Overall rates of HSE attainment and PSE/T entry were used for comparison. In analyses that accounted for prior educational attainment, rates of HSE attainment and PSE/T entry were calculated for each specific prior education level.

Measures for Program and Student Attributes

Prior Educational Attainment

Each analysis that was conducted by program and student attributes was further analyzed by participants' prior level of educational attainment, using a simplified four-category grouping (see Attending to Prior Educational Attainment on pages 8–9 of the report for a description).

Program Setting

Programs and participants were grouped into four different program settings: community-based organizations (CBO), correctional institutions (COR), higher education (HRE), and school district settings (LEA). The program setting designations were based on categories determined in collaboration with ACLS during Phase II (FY22). There were seven initial program settings in the dataset: community-based organizations (CBOs, 26); nonprofit organizations (NPOs, 7); local education agencies (LEAs, 16); municipal departments (2); community colleges (15); and 4-year colleges (2). Phase II did not include correctional facilities. Six of the settings were used in Phase II and UMDI grouped them as follows: CBOs and NPOs were grouped together under the “CBO” designation; LEAs and municipal departments were grouped under the “LEA” designation; and community colleges and 4-year colleges were grouped under the “HRE” designation. Apart from these categories used in Phase II, correctional institutions (COR) were included in the analysis in Phase III and remained as a separate category.

Race/Ethnicity

In addition to retaining the main federally-reported race/ethnicity categorizations provided in the LACES data, UMDI also created a non-overlapping category, White non-Hispanic, for exploratory analysis. Because it departs from standard ACLS reporting practices, the White non-Hispanic category was not used in the analysis of student outcomes. The White non-Hispanic category is included in the appendix data tables and is intended to provide ACLS with additional context for understanding student participation and performance.

Suppression Rules

To protect individual privacy, cells with fewer than 10 individuals have been suppressed in the tables presented in the appendix. This suppression was implemented to prevent the re-identification of specific individuals within the data, while still allowing meaningful analysis and interpretation of the remaining information. Cells with more than 10 individuals were suppressed when suppression of a single cell was not sufficient to protect the identification of a specific group.

Judging Similarities and Differences

Although no statistical testing was conducted on the data, judgments regarding significant differences and similarities were necessary. For the purpose of creating insights, differences between groups in average HSE and/or PSE/T rates that were equal to or greater than 1–2 percentage points were deemed significant. Differences between groups in average MSG that were greater than or equal to 0.03 points were considered significant.

Limitations

There were a few important limitations to note in the data and analysis for this project.

The gender category included a small number of individuals whose gender was recorded as “other.” The percentage of individuals identified as “other” in the data was less than 1 percent, and these individuals were generally excluded from gender-specific analysis. Insights by gender were therefore limited to male and female participants. In Appendix D, individuals identified as “other” were recorded in “male” category to protect their identities.

Participants were assigned to ABE/ASE or ESOL for analysis based on the educational functional level a participant pre-tested into, which might not always provide an accurate representation of the classes in which a student was enrolled. Although very few students took both ABE/ASE and ESOL classes in the same program year (only 133 participants, less than 1 percent, took both types of assessments in program year 2021–2022), these students were only counted in one or the other based on the type of EFL pre-test used to level the student upon program entry. If a student was initially leveled using an ESOL test, then the student was classified as an ESOL participant for analysis. If a student was initially leveled using an ABE/ASE test, then the student was classified as an ABE/ASE participant for analysis.

In some cases, our ability to report information by student group was limited by small sample sizes. This was more problematic when analyses considered multiple variables of interest. For example: in some cases, rates of HSE attainment and PSE/T entry, accounting for prior educational attainment and divided into ABE/ASE and ESOL were zero or very small, which made it challenging to make meaningful comparisons across educational levels. In future analyses, considering multiple years of data may mitigate this limitation for some student groups.

A MSG score of zero was recorded for many students, and this zero had to potential meanings: students without post-tests (who may have exited), and students who post-tested but did not gain a credit (i.e., did not increase educational functional levels, achieve HSE, or enter PSE/T). Since post tests are required after a short number of contact hours, many of the students in the second group likely stopped out of their program, whereas many of the students in the first group likely persisted and were continuing with their studies. In the MSG variable, the lack of differentiation between these two types of students limited our ability to interpret the findings or to suggest other analyses that may provide meaningful insight. In the future, additional data that provides a distinction between these two groups would be helpful in providing additional meaningful options for summarizing and describing student outcomes.

Under current reporting practices, not all post-secondary activity is captured in the data programs can report. PSE/T entry, as defined by federal policy, can only be credited after a 90-day pause following a student’s separation from their ABE/ASE or ESOL program and for up to a year after their separation. This restriction, and the challenge of staying informed about students after separation, limits the ability of ACLS and programs to accurately capture all relevant student entries into post-secondary education and training in the data collected.

The contexts in which programs operate vary widely. Programs may have different conditions for participation, and these variations in context may impact student and program performance. For example, ESOL was not offered in correctional institutions, and participation in ABE/ASE was restricted to certain individuals within corrections. As another example, the participants who attend programs in higher education settings and participants who attend programs at CBOs may differ demographically, in their prior preparation, and/or in their access to other resources.

For a variety of reasons, not everyone who requested access to ACLS services made it into a program. It is not currently possible to determine in what ways and to what extent these potential participants were similar to or different from those that did receive services. Additional exploration of the expressed need for services may help ACLS further address issues of access and equity.

Race and ethnicity categories overlap, and some students were included in more than one federal category at the same time. Understanding the relevance and impact of race and ethnicity on student performance—and unpacking and refining reporting practices—is an important step in addressing issues of equity. [[5]](#footnote-5)

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### Table 1: HSE Rates by Gender (ABE/ASE and ESOL)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ABE/ASE** | | | **ESOL** | | | |
| **Gender** | HSE Attainment | | Total | HSE Attainment | | Total |
| n | % | N | n | % | N |
| **Female** | 353 | 11.0% | 3,207 | 41 | 0.4% | 10,197 |
| **Male\*** | 320 | 12.9% | 2,489 | 17 | 0.4% | 3,878 |
| **Total** | **673** | **11.8%** | **5,696** | **58** | **0.4%** | **14,075** |

*Notes*

\* This category includes a small number of individuals whose gender was recorded as “other.”

They are recorded here to protect their identities.

### Table 2: HSE Rates by Gender and Prior Education (ABE/ASE)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | **Prior Education** | | | | | | | | | | | |
|  | **Overall Regardless of Education** | | | **8th Grade or Less** | | | **Some High School (9th – 12th grade)** | | | **High School Completion (diploma or equivalent)** | | | **Some College or Advanced Degree** | | |
| **Gender** | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total |
| n | % | N | n | % | N | n | % | N | n | % | N | n | % | N |
| **Female** | 353 | 11.0% | 3,207 | 60 | 11.3% | 529 | 265 | 12.1% | 2,185 | + | + | 225 | + | + | 268 |
| **Male\*** | 320 | 12.9% | 2,489 | 45 | 11.2% | 403 | 265 | 15.8% | 1,673 | + | + | 272 | + | + | 141 |
| **Total** | **673** | **11.8%** | **5,696** | **105** | **11.3%** | **932** | **530** | **13.7%** | **3,858** | **25** | **5.0%** | **497** | **13** | **3.2%** | **409** |

*Notes*

\* This category includes a small number of individuals whose gender was recorded as “other.” They are recorded here to protect their identities.

+ Information in this cell has been suppressed due to small sample size.

### Table 3: HSE Rates by Gender and Prior Education (ESOL)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | **Prior Education** | | | | | | | | | | | |
|  | **Overall Regardless of Education** | | | **8th Grade or Less** | | | **Some High School (9th – 12th grade)** | | | **High School Completion (diploma or equivalent)** | | | **Some College or Advanced Degree** | | |
| **Gender** | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total |
| n | % | N | n | % | N | n | % | N | n | % | N | n | % | N |
| **Female** | 41 | 0.4% | 10,197 | 15 | 1.0% | 1,490 | 25 | 1.1% | 2,224 | + | + | 2,745 | 0 | 0.0% | 3,738 |
| **Male\*** | 17 | 0.4% | 3,878 | 0 | 0.0% | 615 | 16 | 1.7% | 942 | + | + | 1,005 | 0 | 0.0% | 1,316 |
| **Total** | **58** | **0.4%** | **14,075** | **15** | **0.7%** | **409** | **41** | **1.3%** | **3,166** | **+** | **+** | **3,750** | **0** | **0.0%** | **5,054** |

*Notes*

\* This category includes a small number of individuals whose gender was recorded as “other.” They are recorded here to protect their identities.

+ Information in this cell has been suppressed due to small sample size.

### Table 4: HSE Rates by Race/Ethnicity (ABE/ASE and ESOL)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Prior Education** | | | | | |
| **Race/Ethnicity** | HSE Attainment | | Total | HSE Attainment | | Total |
| n | % | N | n | % | N |
| African American or Black | 216 | 10.9% | 1,990 | 13 | 0.3% | 4,141 |
| American Indian or Alaska Native | 18 | 11.9% | 151 | 0 | 0.0% | 533 |
| Asian or Asian American | 23 | 8.0% | 288 | + | + | 1,442 |
| Hispanic | 208 | 10.0% | 2,086 | 54 | 0.7% | 8,055 |
| Native Hawaiian or Other Pacific Islander | + | + | 86 | 0 | 0.0% | 146 |
| White | 433 | 12.8% | 3,381 | 45 | 0.5% | 8,429 |
| *White non-Hispanic\** | 279 | 16.8% | 1,657 | + | + | 1,863 |
| **Total** | **673** | **11.8%** | **5,696** | **58** | **0.4%** | **14,075** |

*Notes*

\* This is not a federally-reported category.

+ Information in this cell has been suppressed due to small sample size

### Table 5: HSE Rates by Race/Ethnicity and Prior Education (ABE/ASE)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | **Prior Education** | | | | | | | | | | | |
|  | **Overall Regardless of Education** | | | **8th Grade or Less** | | | **Some High School (9th – 12th grade)** | | | **High School Completion (diploma or equivalent)** | | | **Some College or Advanced Degree** | | |
| **Race/Ethnicity** | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total |
| n | % | N | n | % | N | n | % | N | n | % | N | n | % | N |
| African American or Black | 216 | 10.9% | 1,990 | 17 | 5.9% | 289 | 183 | 12.9% | 1,418 | 11 | 6.7% | 165 | + | + | 118 |
| American Indian or Alaska Native | 18 | 11.9% | 151 | + | + | 38 | + | + | 102 | 0 | 0.0% | + | 0 | 0.0% | + |
| Asian or Asian American | 23 | 8.0% | 288 | + | + | 37 | 14 | 10.1% | 138 | + | + | 26 | + | + | 87 |
| Hispanic | 208 | 10.0% | 2,086 | 24 | 7.3% | 331 | 171 | 11.7% | 1,457 | 11 | 7.0% | 158 | + | + | 140 |
| Native Hawaiian or Other Pacific Islander | + | + | 86 | 0 | 0.0% | 13 | + | + | 69 | + | + | + | 0 | 0.0% | + |
| White | 433 | 12.8% | 3,381 | 78 | 13.4% | 584 | 335 | 14.7% | 2,284 | 14 | 4.5% | 308 | + | 2.9% | 205 |
| *White non-Hispanic\** | 279 | 16.8% | 1,657 | 58 | 18.7% | 310 | 214 | 19.4% | 1,102 | + | + | 166 | + | + | 79 |
| **Total** | **673** | **11.8%** | **5,696** | **105** | **11.3%** | **932** | **530** | **13.7%** | **3,858** | **25** | **5.0%** | **497** | **13** | **3.2%** | **409** |

*Notes*

\* This is not a federally-reported category

+ Information in this cell has been suppressed due to small sample size.

### Table 6: HSE Rates by Race/Ethnicity and Prior Education (ESOL)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | **Prior Education** | | | | | | | | | | | |
|  | **Overall Regardless of Education** | | | **8th Grade or Less** | | | **Some High School (9th – 12th grade)** | | | **High School Completion (diploma or equivalent)** | | | **Some College or Advanced Degree** | | |
| **Race/Ethnicity** | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total |
| n | % | N | n | % | N | n | % | N | n | % | N | n | % | N |
| African American or Black | 13 | 0.3% | 4,141 | + | + | 574 | 10 | 0.9% | 1,085 | 0 | 0.0% | 1,085 | 0 | 0.0% | 1,397 |
| American Indian or Alaska Native | 0 | 0.0% | 533 | 0 | 0.0% | 130 | 0 | 0.0% | 101 | 0 | 0.0% | 141 | 0 | 0.0% | 161 |
| Asian or Asian American | + | + | 1,442 | 0 | 0.0% | 266 | + | + | 293 | 0 | 0.0% | 368 | 0 | 0.0% | 515 |
| Hispanic | 54 | 0.7% | 8,055 | 15 | 1.3% | 1,134 | 37 | 2.1% | 1,797 | + | + | 2,239 | 0 | 0.0% | 2,885 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0% | 146 | + | + | 18 | 0 | 0.0% | 32 | 0 | 0.0% | 36 | 0 | 0.0% | 60 |
| White | 45 | 0.5% | 8,429 | 12 | 1.0% | 1,180 | 31 | 1.7% | 1,778 | + | + | 2,317 | 0 | 0.0% | 3,154 |
| *White non-Hispanic\** | + | + | 1,863 | 0 | 0.0% | 251 | + | + | 313 | 0 | 0.0% | 487 | 0 | 0.0% | 812 |
| **Total** | **58** | **0.4%** | **14,075** | **15** | **0.7%** | **409** | **109** | **1.3%** | **3,166** | **+** | **+** | **3,750** | **0** | **0.0%** | **5,054** |

*Notes*

\* This is not a federally-reported category.

+ Information in this cell has been suppressed due to small sample size.

### Table 7: HSE Rates by Program Setting (ABE/ASE and ESOL)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Program Setting** | **ABE/ASE** | | | **ESOL** | | |
| HSE Attainment | | Total | HSE Attainment | | Total |
| n | % | N | n | % | N |
| Community-Based Organizations (CBO) | 131 | 9.7% | 1,358 | 14 | 0.2% | 6,300 |
| Correctional Institutions (COR) | 126 | 11.4% | 1,106 | 0 |  |  |
| Higher Educational Settings (HRE) | 161 | 10.1% | 1,587 | 17 | 0.6% | 2,836 |
| School Districts (Local Education Agencies, LEA) | 255 | 15.5% | 1,645 | 27 | 0.6% | 4,939 |
| **Total** | **673** | **11.8%** | **5,696** | **58** | **0.4%** | **14,075** |

### Table 8: HSE Rates by Program Settings (ABE/ASE)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | **Prior Education** | | | | | | | | | | | |
|  | **Overall Regardless of Education** | | | **8th Grade or Less** | | | **Some High School (9th – 12th grade)** | | | **High School Completion (diploma or equivalent)** | | | **Some College or Advanced Degree** | | |
| **Program Settings** | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total |
| n | % | N | n | % | N | n | % | N | n | % | N | n | % | N |
| Community-Based Organizations (CBO) | 131 | 9.6% | 1,358 | 11 | 5.5% | 201 | 114 | 11.7% | 973 | + | + | 73 | + | + | 111 |
| Correctional Institutions (COR) | 126 | 11.4% | 1,106 | 11 | 9.7% | 113 | 115 | 15.5% | 742 | 0 | 0.0% | 204 | 0 | 0.0% | 47 |
| Higher Education Settings (HRE) | 161 | 10.1% | 1,587 | 25 | 9.5% | 262 | 126 | 11.8% | 1,071 | + | + | 105 | + | + | 149 |
| School Districts (Local Education Agencies, LEA) | 255 | 15.5% | 1,645 | 58 | 16.3% | 356 | 175 | 16.3% | 1,072 | 14 | 12.2% | 115 | + | + | 102 |
| **Total** | **673** | **11.8%** | **5,696** | **105** | **11.3%** | **932** | **530** | **13.7%** | **3,858** | **25** | **5.0%** | **497** | **13** | **3.2%** | **409** |

### Table 9: HSE Rates by Program Settings (ESOL)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | **Prior Education** | | | | | | | | | | | |
|  | **Overall Regardless of Education** | | | **8th Grade or Less** | | | **Some High School (9th – 12th grade)** | | | **High School Completion (diploma or equivalent)** | | | **Some College or Advanced Degree** | | |
| **Program Settings** | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total | HSE Attainment | | Total |
| n | % | N | n | % | N | n | % | N | n | % | N | n | % | N |
| Community-Based Organizations (CBO) | 14 | 0.2% | 6,300 | + | + | 939 | 12 | 0.9% | 1,325 | 0 | 0.0% | 1,581 | 0 | 0.0% | 2,455 |
| Correctional Institutions (COR) | 0 |  | 0 | 0 |  | 0 | 0 |  | 0 | 0 |  | 0 | 0 |  | 0 |
| Higher Education Settings (HRE) | 17 | 0.6% | 2,836 | + | + | 293 | 10 | 2.2% | 456 | 0 | 0.0% | 959 | 0 | 0.0% | 1,128 |
| School Districts (Local Education Agencies, LEA) | 27 | 0.5% | 4,939 | + | + | 873 | 19 | 1.4% | 1,385 | + | + | 1,210 | 0 | 0.0% | 1,471 |
| **Total** | **58** | **0.4%** | **14,075** | **15** | **0.7%** | **2,105** | **41** | **1.3%** | **3,166** | **+** | **+** | **3,750** | **0** | **0.0%** | **5,054** |

### Table 10: HSE Rates by Region (ABE/ASE and ESOL)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **ABE/ASE** | | | **ESOL** | | |
| **Region** | HSE Attainment | | Total | HSE Attainment | | Total |
| n | % | N | n | % | N |
| Berkshire County | 36 | 19.4% | 186 | 0 | 0.0% | 230 |
| Boston | 148 | 16.3% | 910 | 12 | 0.4% | 3,066 |
| Bristol | 38 | 7.4% | 512 | 0 | 0.0% | 526 |
| Brockton | 11 | 6.5% | 169 | 0 | 0.0% | 1,174 |
| Cape and Islands | 23 | 31.5% | 73 | 0 | 0.0% | 341 |
| Central Mass | 67 | 11.0% | 609 | 0 | 0.0% | 952 |
| Franklin/Hampshire | 44 | 13.8% | 319 | 0 | 0.0% | 351 |
| Greater Lowell | 20 | 7.9% | 253 | 0 | 0.0% | 647 |
| Greater New Bedford | 25 | 13.2% | 189 | 0 | 0.0% | 458 |
| Hampden County | 39 | 6.5% | 598 | 0 | 0.0% | 606 |
| Merrimack Valley | 36 | 15.2% | 237 | 22 | 1.5% | 1,502 |
| Metro North | 14 | 4.2% | 330 | 23 | 1.2% | 1,898 |
| Metro Southwest | 13 | 3.8% | 341 | 0 | 0.0% | 1,057 |
| No Value Entered | 0 | 0.0% | 0 | + | + | 15 |
| North Central Mass | 26 | 13.4% | 194 | 0 | 0.0% | 376 |
| North Shore | 54 | 20.3% | 266 | 0 | 0.0% | 396 |
| South Shore | 29 | 13.2% | 220 | + | + | 480 |
| Statewide | 50 | 17.2% | 290 | 0 |  | 0 |
| **Total** | **673** | **11.8%** | **5,696** | **58** | **0.4%** | **14,075** |

### Table 11: PSE/T Rates by Gender (ABE/ASE and ESOL)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **ABE/ASE** | | | **ESOL** | | |
| **Gender** | | PSE/T Entry | | Total | PSE/T Entry | | Total |
| n | % | N | n | % | N |
|  | **Female** | 144 | 4.5% | 3,207 | 167 | 1.6% | 10,197 |
|  | **Male\*** | 75 | 3.0% | 2,489 | 43 | 1.1% | 3,878 |
|  | **Total** | **219** | **3.8%** | **5,696** | **210** | **1.5%** | **14,075** |

*Notes*

\* This category includes a small number of individuals whose gender was recorded as “other.”

They are recorded here to protect their identities.

### Table 12: PSE/T Rates by Gender and Prior Education (ABE/ASE)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | **Prior Education** | | | | | | | | | | | |
|  | **Overall Regardless of Education** | | | **8th Grade or Less** | | | **Some High School (9th – 12th grade)** | | | **High School Completion (diploma or equivalent)** | | | **Some College or Advanced Degree** | | |
| **Gender** | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total |
| n | % | N | n | % | N | n | % | N | n | % | N | n | % | N |
| **Female** | 144 | 4.5% | 3,207 | 10 | 1.9% | 529 | 90 | 4.1% | 2,185 | + | + | 225 | 25 | 9.3% | 268 |
| **Male\*** | 75 | 3.0% | 2,489 | 11 | 2.7% | 403 | 45 | 2.7% | 1,673 | + | + | 272 | 11 | 7.8% | 141 |
| **Total** | **219** | **3.8%** | **5,696** | **21** | **2.3%** | **932** | **135** | **3.5%** | **3,858** | **27** | **5.4%** | **497** | **36** | **8.8%** | **409** |

*Notes*

\* This category includes a small number of individuals whose gender was recorded as “other.” They are recorded here to protect their identities.

+ Information in this cell has been suppressed due to small sample size.

### Table 13: PSE/T Rates by Gender and Prior Education (ESOL)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | **Prior Education** | | | | | | | | | | | |
|  | **Overall Regardless of Education** | | | **8th Grade or Less** | | | **Some High School (9th – 12th grade)** | | | **High School Completion (diploma or equivalent)** | | | **Some College or Advanced Degree** | | |
| **Gender** | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total |
| n | % | N | n | % | N | n | % | N | n | % | N | n | % | N |
| **Female** | 167 | 1.6% | 10,197 | + | + | 1,490 | + | + | 2,224 | 49 | 1.8% | 2,745 | 93 | 2.5% | 3,738 |
| **Male\*** | 43 | 1.1% | 3,878 | + | + | 615 | + | + | 942 | 14 | 1.4% | 1,005 | 24 | 1.8% | 1,316 |
| **Total** | **210** | **1.5%** | **14,075** | **10** | **0.5%** | **2,105** | **20** | **0.6%** | **3,166** | **63** | **1.7%** | **3,750** | **117** | **2.3%** | **5,054** |

*Notes*

\* This category includes a small number of individuals whose gender was recorded as “other.” They are recorded here to protect their identities.

+ Information in this cell has been suppressed due to small sample size.

### Table 14: PSE/T Rates by Race/Ethnicity (ABE/ASE and ESOL)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **ABE/ASE** | | | **ESOL** | | |
| **Race/Ethnicity** | | | | PSE/T Entry | | Total | PSE/T Entry | | Total |
| n | % | N | n | % | N |
| African American or Black | | | | 74 | 3.7% | 1,990 | 68 | 1.6% | 4,141 |
| American Indian or Alaska Native | | | | + | + | 151 | + | + | 533 |
| Asian or Asian American | | | | 18 | 6.3% | 288 | 22 | 1.5% | 1,442 |
| Hispanic | | | | 63 | 3.0% | 2,086 | 100 | 1.2% | 8,055 |
| Native Hawaiian or Other Pacific Islander | | | | + | + | 86 | + | + | 146 |
| White | | | | 119 | 3.5% | 3,381 | 114 | 1.4% | 8,429 |
| *White non-Hispanic\** | | | | 74 | 4.5% | 1,657 | 33 | 1.8% | 1,863 |
| **Total** | | | | **219** | **3.8%** | **5,696** | **210** | **1.5%** | **14,075** |

*Notes*

\* This is not a federally-reported category

+ Information in this cell has been suppressed due to small sample size.

### Table 15: PSE/T Rates by Race/Ethnicity and Prior Education (ABE/ASE)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | |  | **Prior Education** | | | | | | | | | | | |
|  | **Overall Regardless of Education** | | | **8th Grade or Less** | | | **Some High School (9th – 12th grade)** | | | **High School Completion (diploma or equivalent)** | | | **Some College or Advanced Degree** | | |
| **Race/Ethnicity** | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total |
| n | % | N | n | % | N | n | % | N | n | % | N | n | % | N |
| African American or Black | 74 | 3.7% | 1,990 | + | + | 289 | 46 | 3.2% | 1,418 | + | + | 165 | 17 | 14.4% | 118 |
| American Indian or Alaska Native | + | + | 151 | + | + | 38 | + | + | 102 | 0 | 0.0% | 6 | 0 | 0.0% | + |
| Asian or Asian American | 18 | 6.3% | 288 | 0 | 0.0% | 37 | + | + | 138 | + | 15.4% | 26 | + | + | 87 |
| Hispanic | 63 | 3.0% | 2,086 | + | + | 331 | 39 | 2.7% | 1,457 | 12 | 7.6% | 158 | + | + | 140 |
| Native Hawaiian or Other Pacific Islander | + | + | 86 | + | + | 13 | + | + | 69 | + | + | + | 0 | 0.0% | + |
| White | 119 | 3.5% | 3,381 | 14 | 2.4% | 584 | 77 | 3.4% | 2,284 | 17 | 5.5% | 308 | 11 | 5.4% | 205 |
| *White non-Hispanic\** | 74 | 4.5% | 1,657 | 11 | 3.5% | 310 | 52 | 4.7% | 1,102 | + | + | 166 | + | + | 79 |
| **Total** | **219** | **3.8%** | **5,696** | **21** | **2.3%** | **932** | **135** | **3.5%** | **3,858** | **27** | **5.4%** | **497** | **36** | **8.8%** | **409** |

*Notes*

\* This is not a federally-reported category

+ Information in this cell has been suppressed due to small sample size.

### Table 16: PSE/T Rates by Race/Ethnicity and Prior Education (ESOL)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | |  | **Prior Education** | | | | | | | | | | | |
|  | **Overall Regardless of Education** | | | | **8th Grade or Less** | | | **Some High School (9th – 12th grade)** | | | **High School Completion (diploma or equivalent)** | | | **Some College or Advanced Degree** | | |
| **Race/Ethnicity** | PSE/T Entry | | Total | | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total |
| n | % | N | | n | % | N | n | % | N | n | % | N | n | % | N |
| African American or Black | 68 | 1.6% | 4,141 | | + | + | 574 | + | + | 1,085 | 19 | 1.8% | 1,085 | 41 | 2.9% | 1,397 |
| American Indian or Alaska Native | + | + | 533 | | + | + | 130 | + | + | 101 | + | + | 141 | + | + | 161 |
| Asian or Asian American | 22 | 1.5% | 1,442 | | 0 | 0.0% | 266 | + | + | 293 | + | + | 368 | 14 | 2.7% | 515 |
| Hispanic | 100 | 1.2% | 8,055 | | + | + | 1,134 | + | + | 1,797 | 38 | 1.7% | 2,239 | 49 | 1.7% | 2,885 |
| Native Hawaiian or Other Pacific Islander | + | + | 146 | | 0 | 0.0% | 18 | 0 | 0.0% | 32 | + | + | 36 | + | + | 60 |
| White | 114 | 1.4% | 8,429 | | + | + | 1,180 | 10 | 0.6% | 1,778 | 36 | 1.6% | 2,317 | 61 | 1.9% | 3,154 |
| *White non-Hispanic\** | 33 | 1.8% | 1,863 | | + | + | 251 | + | + | 313 | + | + | 487 | 22 | 2.7% | 812 |
| **Total** | **210** | **1.5%** | **14,075** | | **10** | **0.5%** | **2,105** | **20** | **0.6%** | **3,166** | **63** | **1.7%** | **3,750** | **117** | **2.3%** | **5,054** |

*Notes*

\* This is not a federally-reported category

+ Information in this cell has been suppressed due to small sample size.

### Table 17: PSE/T Rates by Program Settings (ABE/ASE and ESOL)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Program Settings** | **ABE/ASE** | | | **ESOL** | | |
| PSE/T Entry | | Total | PSE/T Entry | | Total |
| n | % | N | n | % | N |
| Community-Based Organizations (CBO) | 40 | 2.9% | 1,358 | 72 | 1.1% | 6,300 |
| Correctional Institutions (COR) | 15 | 1.4% | 1,106 | 0 |  | 0 |
| Higher Education Settings (HRE) | 126 | 7.9% | 1,587 | 97 | 3.4% | 2,836 |
| School Districts (Local Education Agencies, LEA) | 38 | 2.3% | 1,645 | 41 | 0.8% | 4,939 |
| **Total** | **219** | **3.8%** | **5,696** | **210** | **1.5%** | **14,075** |

### Table 18: PSE/T Rates by Program Settings and Prior Education (ABE/ASE)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | **Prior Education** | | | | | | | | | | | |
|  | **Overall Regardless of Education** | | | **8th Grade or Less** | | | **Some High School (9th – 12th grade)** | | | **High School Completion (diploma or equivalent)** | | | **Some College or Advanced Degree** | | |
| **Program Settings** | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total |
| n | % | N | n | % | N | n | % | N | n | % | N | n | % | N |
| Community-Based Organizations (CBO) | 40 | 2.9% | 1,358 | + | + | 201 | 17 | 1.7% | 973 | + | + | 73 | 14 | 12.6% | 111 |
| Correctional Institutions (COR) | 15 | 1.4% | 1,106 | + | + | 113 | + | + | 742 | + | + | 204 | + | + | 47 |
| Higher Education Settings (HRE) | 126 | 7.9% | 1,587 | 16 | 6.1% | 262 | 92 | 8.6% | 1,071 | + | + | 105 | 11 | 7.4% | 149 |
| School Districts (Local Education Agencies, LEA) | 38 | 2.3% | 1,645 | + | + | 356 | 19 | 1.8% | 1,072 | + | + | 115 | 10 | 9.8% | 102 |
| **Total** | **219** | **3.8%** | **5,696** | **21** | **2.3%** | **932** | **135** | **3.5%** | **3,858** | **27** | **5.4%** | **497** | **36** | **8.8%** | **409** |

### Table 19: PSE/T Rates by Program Settings and Prior Education (ESOL)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | **Prior Education** | | | | | | | | | | | |
|  | **Overall Regardless of Education** | | | **8th Grade or Less** | | | **Some High School (9th – 12th grade)** | | | **High School Completion (diploma or equivalent)** | | | **Some College or Advanced Degree** | | |
| **Program Settings** | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total | PSE/T Entry | | Total |
| n | % | N | n | % | N | n | % | N | n | % | N | n | % | N |
| Community-Based Organizations (CBO) | 72 | 1.1% | 6,300 | + | + | 939 | + | + | 1,325 | 22 | 1.4% | 1,581 | 38 | 1.5% | 2,455 |
| Correctional Institutions (COR) | 0 |  | 0 | 0 |  | 0 | 0 |  | 0 | 0 |  | 0 | 0 | + | 0 |
| Higher Education Settings (HRE) | 97 | 3.4% | 2,836 | + | + | 293 | + | + | 456 | 31 | 3.2% | 959 | 55 | 4.9% | 1,128 |
| School Districts (Local Education Agencies, LEA) | 41 | 0.8% | 4,939 | + | + | 873 | + | + | 1,385 | 10 | 0.8% | 1,210 | 24 | 1.6% | 1,471 |
| **Total** | **210** | **1.5%** | **14,075** | **10** | **0.5%** | **2,105** | **20** | **0.6%** | **3,166** | **63** | **1.7%** | **3,750** | **117** | **2.3%** | **5,054** |

### Table 20: PSE/T Rates by Region (ABE/ASE and ESOL)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **ABE/ASE** | | | **ESOL** | | |
| **Region** | PSE/T Entry | | Total | PSE/T Entry | | Total |
| n | % | N | n | % | N |
| Berkshire County | 0 | 0.0% | 186 | + | + | 230 |
| Boston | 20 | 2.2% | 910 | 56 | 1.8% | 3,066 |
| Bristol | 46 | 9.0% | 512 | 13 | 2.5% | 526 |
| Brockton Area | + | + | 169 | 12 | 1.0% | 1,174 |
| Cape and Islands | + | + | 73 | + | + | 341 |
| Central Mass | 20 | 3.3% | 609 | 33 | 3.5% | 952 |
| Franklin/Hampshire | 13 | 4.1% | 319 | + | + | 351 |
| Greater Lowell | + | + | 253 | + | + | 647 |
| Greater New Bedford | + | + | 189 | + | + | 458 |
| Hampden County | 26 | 4.3% | 598 | 42 | 6.9% | 606 |
| Merrimack Valley | 15 | 6.3% | 237 | 12 | 0.8% | 1,502 |
| Metro North | 14 | 4.2% | 330 | 13 | 0.7% | 1,898 |
| Metro Southwest | 13 | 3.8% | 341 | + | + | 1,057 |
| No Value Entered | 0 |  | 0 | 0 | 0.0% | 15 |
| North Central Mass | 22 | 11.3% | 194 | + | + | 376 |
| North Shore | + | + | 266 | + | + | 396 |
| South Shore | 0 | 0.0% | 220 | 0 | 0.0% | 480 |
| Statewide | + | + | 290 | 0 |  | 0 |
| **Total** | **219** | **3.8%** | **5,696** | **210** | **1.5%** | **14,075** |

### Table 21: Average MSG Credits by Gender (ABE/ASE and ESOL)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gender** | **ABE/ASE** | | **ESOL** | |
| N | Mean MSG | N | Mean MSG |
| **Female** | 3,207 | 0.33 | 10,197 | 0.49 |
| **Male\*** | 2,489 | 0.32 | 3,878 | 0.46 |
| **Total** | **5,696** | **0.33** | **14,075** | **0.48** |

*Notes*

\* This category includes a small number of individuals whose gender was recorded as “other.” They are recorded here to protect their identities.

+ Information in this cell has been suppressed due to small sample size.

### Table 22: Average MSG Credits by Gender and Prior Education (ABE/ASE)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | **Prior Education** | | | | | | | |
| **Gender** | **Overall Regardless of Education** | | **8th Grade or Less** | | **Some High School  (9th – 12th grade)** | | **High School Completion (diploma or equivalent)** | | **Some College or  Advanced Degree** | |
| N | Mean MSG | n | Mean MSG | n | Mean MSG | n | Mean MSG | n | Mean MSG |
| **Female** | 3,207 | 0.33 | 529 | 0.33 | 2,185 | 0.31 | 225 | 0.36 | 268 | 0.49 |
| **Male\*** | 2,489 | 0.32 | 403 | 0.35 | 1,673 | 0.34 | 272 | 0.18 | 141 | 0.27 |
| **Total** | **5,696** | **0.33** | **932** | **0.34** | **3,858** | **0.32** | **497** | **0.26** | **409** | **0.41** |

*Notes*

\* This category includes a small number of individuals whose gender was recorded as “other.” They are recorded here to protect their identities.

+ Information in this cell has been suppressed due to small sample size.

### Table 23: Average MSG Credits by Gender and Prior Education (ESOL)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | **Prior Education** | | | | | | | |
| **Gender** | **Overall Regardless of Education** | | **8th Grade or Less** | | **Some High School  (9th – 12th grade)** | | **High School Completion (diploma or equivalent)** | | **Some College or  Advanced Degree** | |
| N | Mean MSG | n | Mean MSG | n | Mean MSG | n | Mean MSG | n | Mean MSG |
| **Female** | 10,197 | 0.49 | 1,490 | 0.45 | 2,224 | 0.48 | 2,745 | 0.47 | 3,738 | 0.52 |
| **Male\*** | 3,878 | 0.46 | 615 | 0.43 | 942 | 0.46 | 1,005 | 0.43 | 1,316 | 0.49 |
| **Total** | **14,075** | **0.48** | **2,105** | **0.44** | **3,166** | **0.48** | **3,750** | **0.46** | **5,054** | **0.51** |

*Notes*

\* This category includes a small number of individuals whose gender was recorded as “other.” They are recorded here to protect their identities.

+ Information in this cell has been suppressed due to small sample size.

### Table 24: Average MSG Credits by Race/Ethnicity (ABE/ASE and ESOL)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Race/Ethnicity** | **ABE/ASE** | | | **ESOL** | |
| N | Mean MSG | N | | Mean MSG |
| African American or Black | 1,990 | 0.32 | 4,141 | | 0.5 |
| American Indian or Alaska Native | 151 | 0.32 | 533 | | 0.49 |
| Asian or Asian American | 288 | 0.41 | 1,442 | | 0.45 |
| Hispanic | 2,086 | 0.32 | 8,055 | | 0.48 |
| Native Hawaiian or Other Pacific Islander | 86 | 0.25 | 146 | | 0.48 |
| White | 3,381 | 0.33 | 8,429 | | 0.48 |
| *White non-Hispanic\** | 1,657 | 0.33 | 1,863 | | 0.46 |
| **Total** | **5,696** | **0.33** | **14,075** | | **0.48** |

*Notes*

\* This is not a federally-reported category

+ Information in this cell has been suppressed due to small sample size.

### Table 25: Average MSG Credits by Race/Ethnicity and Prior Education (ABE/ASE)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | **Prior Education** | | | | | | | |
| **Race/Ethnicity** | **Overall Regardless of Education** | | **8th Grade or Less** | | **Some High School  (9th – 12th grade)** | | **High School Completion (diploma or equivalent)** | | **Some College or  Advanced Degree** | |
| N | Mean MSG | n | Mean MSG | n | Mean MSG | n | Mean MSG | n | Mean MSG |
| African American or Black | 1,990 | 0.32 | 289 | 0.31 | 1,418 | 0.31 | 165 | 0.27 | 118 | 0.44 |
| American Indian or Alaska Native | 151 | 0.32 | 38 | 0.35 | 102 | 0.34 | + | 0.00 | + | 0.00 |
| Asian or Asian American | 288 | 0.41 | 37 | 0.5 | 138 | 0.35 | 26 | 0.39 | 87 | 0.47 |
| Hispanic | 2,086 | 0.32 | 331 | 0.31 | 1,457 | 0.31 | 158 | 0.36 | 140 | 0.42 |
| Native Hawaiian or Other Pacific Islander | 86 | 0.25 | 13 | 0.48 | 69 | 0.21 | + | 0.37 | + | 0.00 |
| White | 3,381 | 0.33 | 584 | 0.33 | 2,284 | 0.33 | 308 | 0.25 | 205 | 0.37 |
| *White non-Hispanic\** | 1,657 | 0.33 | 310 | 0.34 | 1,102 | 0.36 | 166 | 0.16 | 79 | 0.29 |
| **Total** | **5,696** | **0.33** | **932** | **0.34** | **3,858** | **0.32** | **497** | **0.26** | **409** | **0.41** |

*Notes*

\* This is not a federally-reported category

+ Information in this cell has been suppressed due to small sample size.

### Table 26: Average MSG Credits by Race/Ethnicity and Prior Education (ESOL)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | **Prior Education** | | | | | | | |
| **Race/Ethnicity** | **Overall Regardless of Education** | | **8th Grade or Less** | | **Some High School  (9th – 12th grade)** | | **High School Completion (diploma or equivalent)** | | **Some College or  Advanced Degree** | |
| N | Mean MSG | n | Mean MSG | n | Mean MSG | n | Mean MSG | n | Mean MSG |
| African American or Black | 4,141 | 0.5 | 574 | 0.42 | 1,085 | 0.49 | 1,085 | 0.49 | 1,397 | 0.55 |
| American Indian or Alaska Native | 533 | 0.49 | 130 | 0.48 | 101 | 0.44 | 141 | 0.48 | 161 | 0.53 |
| Asian or Asian American | 1,442 | 0.45 | 266 | 0.41 | 293 | 0.43 | 368 | 0.43 | 515 | 0.49 |
| Hispanic | 8,055 | 0.48 | 1,134 | 0.47 | 1,797 | 0.48 | 2,239 | 0.46 | 2,885 | 0.51 |
| Native Hawaiian or Other Pacific Islander | 146 | 0.48 | 18 | 0.58 | 32 | 0.44 | 36 | 0.48 | 60 | 0.48 |
| White | 8,429 | 0.48 | 1,180 | 0.46 | 1,778 | 0.48 | 2,317 | 0.46 | 3,154 | 0.5 |
| *White non-Hispanic\** | 1,863 | 0.46 | 251 | 0.41 | 313 | 0.44 | 487 | 0.43 | 812 | 0.49 |
| **Total** | **14,075** | **0.48** | **2,105** | **0.44** | **3,166** | **0.48** | **3,750** | **0.46** | **5,054** | **0.51** |

*Notes*

\* This is not a federally-reported category

+ Information in this cell has been suppressed due to small sample size.

### Table 27: Average MSG Credits by Program Setting (ABE/ASE and ESOL)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Setting** | **ABE/ASE** | | **ESOL** | |
| N | Mean MSG | N | Mean MSG |
| Community-Based Organizations (CBO) | 1,358 | 0.31 | 6,300 | 0.47 |
| Correctional Institutions (COR) | 1,106 | 0.28 | 0 |  |
| Higher Educational Settings (HRE) | 1,587 | 0.34 | 2,836 | 0.48 |
| School District (Local Education Agency, LEA) | 1,645 | 0.36 | 4,939 | 0.50 |
| **Total** | **5,696** | **0.33** | **14,075** | **0.48** |

### Table 28: Average MSG Credits by Program Setting and Prior Education (ABE/ASE)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | **Prior Education** | | | | | | | |
| **Program Settings** | **Overall Regardless of Education** | | **8th Grade or Less** | | **Some High School  (9th – 12th grade)** | | **High School Completion (diploma or equivalent)** | | **Some College or  Advanced Degree** | |
| N | Mean MSG | n | Mean MSG | n | Mean MSG | n | Mean MSG | n | Mean MSG |
| Community-Based Organizations (CBO) | 1,358 | 0.31 | 201 | 0.30 | 973 | 0.29 | 73 | 0.39 | 111 | 0.44 |
| Correctional Institutions (COR) | 1,106 | 0.28 | 113 | 0.36 | 742 | 0.33 | 204 | 0.12 | 47 | 0.15 |
| Higher Educational Settings (HRE) | 1,587 | 0.34 | 262 | 0.33 | 1,071 | 0.33 | 105 | 0.35 | 149 | 0.46 |
| School District (Local Education  Agency, LEA) | 1,645 | 0.36 | 356 | 0.36 | 1,072 | 0.35 | 115 | 0.36 | 102 | 0.43 |
| **Total** | **5,696** | **0.33** | **932** | **0.34** | **3,858** | **0.32** | **497** | **0.26** | **409** | **0.41** |

### Table 29: Average MSG Credits by Program Setting and Prior Education (ESOL)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | **Prior Education** | | | | | | | |
| **Program Settings** | **Overall Regardless of Education** | | **8th Grade or Less** | | **Some High School  (9th – 12th grade)** | | **High School Completion (diploma or equivalent)** | | **Some College or  Advanced Degree** | |
| N | Mean MSG | n | Mean MSG | n | Mean MSG | n | Mean MSG | n | Mean MSG |
| Community-Based Organizations (CBO) | 6,300 | 0.47 | 939 | 0.42 | 1,325 | 0.47 | 1,581 | 0.45 | 2,455 | 0.49 |
| Correctional Institutions (COR) | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
| Higher Educational Settings (HRE) | 2,836 | 0.48 | 293 | 0.51 | 456 | 0.50 | 959 | 0.43 | 1,128 | 0.49 |
| School District (Local Education  Agency, LEA) | 4,939 | 0.50 | 873 | 0.45 | 1,385 | 0.47 | 1,210 | 0.50 | 1,471 | 0.56 |
| **Total** | **14,075** | **0.48** | **2,105** | **0.44** | **3,166** | **0.48** | **3,750** | **0.46** | **5,054** | **0.51** |

### Table 30: Average MSG Credits by Region (ABE/ASE and ESOL)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Region** | **ABE/ASE** | | **ESOL** | |
| N | Mean MSG | N | Mean MSG |
| Berkshire County | 186 | 0.28 | 230 | 0.52 |
| Boston | 910 | 0.31 | 3,066 | 0.47 |
| Bristol | 512 | 0.28 | 526 | 0.36 |
| Brockton Area | 169 | 0.31 | 1,174 | 0.52 |
| Cape and Islands | 73 | 0.62 | 341 | 0.49 |
| Central Mass | 609 | 0.29 | 952 | 0.46 |
| Franklin/Hampshire | 319 | 0.25 | 351 | 0.45 |
| Greater Lowell | 253 | 0.29 | 647 | 0.46 |
| Greater New Bedford | 189 | 0.34 | 458 | 0.52 |
| Hampden County | 598 | 0.23 | 606 | 0.54 |
| Merrimack Valley | 237 | 0.50 | 1,502 | 0.63 |
| Metro North | 330 | 0.29 | 1,898 | 0.41 |
| Metro Southwest | 341 | 0.37 | 1,057 | 0.44 |
| No Value Entered | 0 |  | 15 | 0.15 |
| North Central Mass | 194 | 0.37 | 376 | 0.50 |
| North Shore | 266 | 0.52 | 396 | 0.54 |
| South Shore | 220 | 0.35 | 480 | 0.37 |
| Statewide | 290 | 0.45 | 0 |  |
| **Total** | **5,696** | **0.33** | **14,075** | **0.48** |

# Appendix E: Director Survey Responses

Director Experience and Position (Q1-Q6) 49

1. How many years have you worked in adult education? 49

2. How many years have you worked for your current program? 49

3. How many years have you held a director position? 50

3. (Cont’d) How many years have you held a director position? 51

4. Is your director position full time or part time? 51

5. Do you hold more than one paid position in your program? 51

6. Do you hold a paid position in another adult education program? 51

Director Retention (Q7-Q9) 52

7. Why do you stay in your Director position? (Select up to 4 factors that are most important) 52

8. Have you seriously considered leaving your Director position? 58

9. Which of the following factors, if any, have made you seriously consider leaving your Director position? 60

Hiring and Retaining Staff (Q10-Q12) 66

10. Please indicate the extent to which you agree or disagree with the statements below. 66

11. Which of the following, if any, would have the greatest POSITIVE impact on your ability to hire and/or retain more desired staff? (Select up to 3) 67

12. Which of the following factors have the greatest NEGATIVE effect on your ability to hire and/or retain desired staff? (Select up to 4) 68

Staffing Structure and Pay, Professional Development, and Collaboration (Q13 – Q22) 69

13. Would your program benefit from creating additional full-time positions? 69

14. To what extent are your options for creating additional full-time positions limited by the following? 70

15. What would enable you to create more full-time positions? 71

16. Are you interested in creating full-time positions by combining jobs with other ACLS-funded programs? 71

17. To what extent are your options for staff compensation (pay rate and benefits) limited by the following? 71

18. What would enable you to increase staff compensation? 72

19. How interested are you in professional development (including technical assistance/coaching) from ACLS addressing the following? 73

20. How interested are you in additional opportunities to collaborate and/or share best practices with other program directors? 74

21. What could ACLS do to further facilitate communication, networking, and/or collaboration across programs? 75

22. Please share any additional comments or suggestions you have related to your experience as an adult education Director. 75

Director Demographic Information (Q23 – Q25) 76

23. What is your age? 76

24. Which best describes your gender? 77

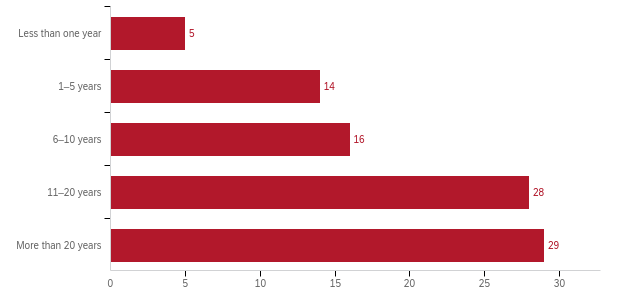
25. Which best describes your race/ethnicity? (Please select all that apply.) 78

25a. Program Setting 79

Note: For questions where respondents could select more than one option, the response counts total to more than the number of respondents, and the percents total more than 100%. In some single-response questions, percents total more than 100% due to rounding.

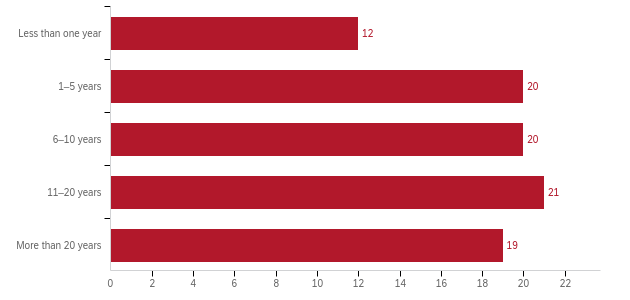
## Director Experience and Position (Q1-Q6)

### 1. How many years have you worked in adult education?



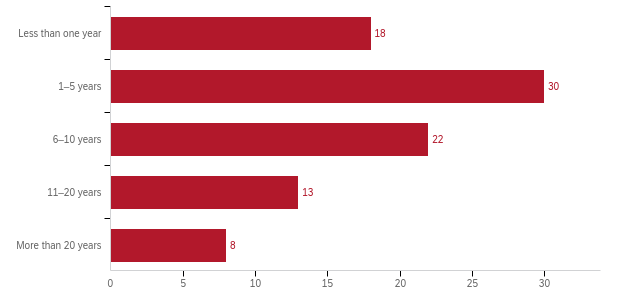
|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Less than one year | 5% | 5 |
| 1–5 years | 15% | 14 |
| 6–10 years | 17% | 16 |
| 11–20 years | 30% | 28 |
| More than 20 years | 32% | 29 |
| Total | 100% | 92 |

### 2. How many years have you worked for your current program?



|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Less than one year | 13% | 12 |
| 1–5 years | 22% | 20 |
| 6–10 years | 22% | 20 |
| 11–20 years | 23% | 21 |
| More than 20 years | 21% | 19 |
| Total | 100% | 92 |

### 3. How many years have you held a director position?



### 3. (Cont’d) How many years have you held a director position?

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Less than one year | 20% | 18 |
| 1–5 years | 33% | 30 |
| 6–10 years | 24% | 22 |
| 11–20 years | 14% | 13 |
| More than 20 years | 9% | 8 |
| Total | 100% | 92 |

### 4. Is your director position full time or part time?

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Full time | 87% | 80 |
| Part time | 13% | 12 |
| Total | 100% | 92 |

### 5. Do you hold more than one paid position in your program?

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| No | 85% | 78 |
| Yes | 15% | 14 |
| Total | 100% | 92 |

### 6. Do you hold a paid position in another adult education program?

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| No | 98% | 90 |
| Yes | 2% | 2 |
| Total | 100% | 92 |

## Director Retention (Q7-Q9)

### 7. Why do you stay in your Director position? (Select up to 4 factors that are most important)

**(n = 92; respondents could select more than one option, so counts total more than 92, and percents total more than 100%)**

Across all respondents, the options most commonly selected for staying in a director position were *A commitment to adult learners and/or the adult education field* (67%), *Feeling like I’m part of something important* (59%), *Feeling valued by our students* (49%), and *Feeling valued by my staff and colleagues* (36%). Directors who selected *Other* (9%) listed factors including being able to contribute (e.g., “I feel like I have the skills to grow the program”), a sense of autonomy and ability to make positive changes, making a difference in others’ lives, experience with family members who were not literate, and pension.

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| A commitment to adult learners and/or the adult education field | 67% | 62 |
| Feeling like I'm part of something important | 59% | 54 |
| Feeling valued by our students | 49% | 45 |
| Feeling valued by my staff and colleagues | 36% | 33 |
| Positive morale among my staff/colleagues | 28% | 26 |
| Work schedule | 28% | 26 |
| Pay | 25% | 23 |
| Being able to relate to my students’ experience | 22% | 20 |
| Feeling valued by the community | 20% | 18 |
| Benefits | 17% | 16 |
| Other (please describe) | 9% | 8 |

### 7a. Reasons Directors Stay by Age

In this and the following tables, when group sizes are below 5, the count and percent columns have slashes to indicate that these values were not included in the analyses.

Across age groups, responses were similar to overall responses, with the following differences: for respondents aged 25 to 34, *Pay* (50%) and *Work schedule* (50%) replaced *Feeling like I'm part of something important* in the top selections, and for respondents aged 45 to 54, *Work schedule* (32%) rose to within the top selections. Respondents aged 25 to 34 had the highest rate of any age group of selecting *Feeling valued by my staff and colleagues* (75%). This group had the lowest rate (0%) of selecting *Benefits*. Respondents aged 35 to 44 and 45 to 54 had higher rates than respondents aged 25 to 34 or 55 or older of selecting *Being able to relate to my students’ experience* (38% and 28% versus 13% and 11%, respectively). Respondents 55 or older had the highest rate of any age group of selecting *Feeling like I'm part of something important* (71%).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 24 or younger | | 25 to 34 | | 35 to 44 | | 45 to 54 | | 55 or older | | Prefer not to respond | | Age skipped | | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | | % |
| A commitment to adult learners and/or the adult education field | 0 | 0% | 4 | 50% | 8 | 50% | 19 | 76% | 28 | 74% | 0 | 0% | 3 | 100% | 62 | | 67% |
| Feeling like I'm part of something important | 0 | 0% | 2 | 25% | 6 | 38% | 14 | 56% | 27 | 71% | 2 | 100% | 3 | 100% | 54 | | 59% |
| Feeling valued by our students | 0 | 0% | 4 | 50% | 6 | 38% | 15 | 60% | 18 | 47% | 1 | 50% | 1 | 33% | 45 | | 49% |
| Feeling valued by my staff and colleagues | 0 | 0% | 6 | 75% | 7 | 44% | 6 | 24% | 12 | 32% | 1 | 50% | 1 | 33% | 33 | | 36% |
| Work schedule | 0 | 0% | 4 | 50% | 4 | 25% | 8 | 32% | 9 | 24% | 1 | 50% | 0 | 0% | 26 | | 28% |
| Positive morale among my staff/colleagues | 0 | 0% | 3 | 38% | 3 | 19% | 8 | 32% | 10 | 26% | 0 | 0% | 2 | 67% | 26 | | 28% |
| Pay | 0 | 0% | 4 | 50% | 5 | 31% | 4 | 16% | 10 | 26% | 0 | 0% | 0 | 0% | 23 | | 25% |
| Being able to relate to my students’ experience | 0 | 0% | 1 | 13% | 6 | 38% | 7 | 28% | 4 | 11% | 0 | 0% | 2 | 67% | 20 | | 22% |
| Feeling valued by the community | 0 | 0% | 1 | 13% | 4 | 25% | 6 | 24% | 7 | 18% | 0 | 0% | 0 | 0% | 18 | | 20% |
| Benefits | 0 | 0% | 0 | 0% | 3 | 19% | 5 | 20% | 8 | 21% | 0 | 0% | 0 | 0% | 16 | | 17% |
| Other (please describe) | 0 | 0% | 0 | 0% | 2 | 13% | 2 | 8% | 4 | 11% | 0 | 0% | 0 | 0% | 8 | | 9% |
| Reason skipped | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | | 0% |
| Total respondents in category | 0 | 0% | 8 | 100% | 16 | 100% | 25 | 100% | 38 | 100% | 2 | 100% | 3 | 100% | 92 | | 100% |

### 7b. Reasons Directors Stay by Gender

Across gender groups, responses were similar to overall responses.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Woman | | Man | | Non-binary | | Gender not listed | | Prefer not to respond | | Gender skipped | | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | | % |
| A commitment to adult learners and/or the adult education field | 47 | 68.1% | 11 | 57.9% | 0 | 0.0% | 0 | 0.0% | 2 | 50.0% | 2 | 100.0% | 62 | | 67.4% |
| Feeling like I'm part of something important | 40 | 58.0% | 10 | 52.6% | 0 | 0.0% | 0 | 0.0% | 2 | 50.0% | 2 | 100.0% | 54 | | 58.7% |
| Feeling valued by our students | 37 | 53.6% | 7 | 36.8% | 0 | 0.0% | 1 | 100.0% | 2 | 50.0% | 1 | 50.0% | 48 | | 52.2% |
| Feeling valued by my staff and colleagues | 25 | 36.2% | 7 | 36.8% | 0 | 0.0% | 1 | 100.0% | 2 | 50.0% | 1 | 50.0% | 36 | | 39.1% |
| Work schedule | 19 | 27.5% | 5 | 26.3% | 0 | 0.0% | 0 | 0.0% | 2 | 50.0% | 0 | 0.0% | 26 | | 28.3% |
| Positive morale among my staff/colleagues | 19 | 27.5% | 4 | 21.1% | 0 | 0.0% | 0 | 0.0% | 2 | 50.0% | 1 | 50.0% | 26 | | 28.3% |
| Feeling valued by the community | 16 | 23.2% | 3 | 15.8% | 0 | 0.0% | 1 | 100.0% | 1 | 25.0% | 0 | 0.0% | 21 | | 22.8% |
| Pay | 16 | 23.2% | 6 | 31.6% | 0 | 0.0% | 0 | 0.0% | 1 | 25.0% | 0 | 0.0% | 23 | | 25.0% |
| Being able to relate to my students’ experience | 14 | 20.3% | 5 | 26.3% | 0 | 0.0% | 1 | 100.0% | 2 | 50.0% | 1 | 50.0% | 23 | | 25.0% |
| Benefits | 11 | 15.9% | 5 | 26.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 16 | | 17.4% |
| Other (please describe) | 6 | 8.7% | 2 | 10.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 8 | | 8.7% |
| Reason skipped | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | | 0.0% |
| Total respondents in category | 69 | 100% | 19 | 100% | 0 | 0.0% | 1 | 100% | 4 | 100% | 2 | 100% | 92 | | 100% |

### 

### 7c. Reasons Directors Stay by Race/Ethnicity

Across racial/ethnic groups, responses were similar to overall responses, with some important differences: African, African American, or Black directors selected *Being able to relate to my students' experience* (46%) more often than *Feeling valued by our students* and *Feeling valued by my staff and colleagues*. For Asian or Asian American directors, *Being able to relate to my students' experience* (60%) and *Positive morale among my staff and colleagues* (60%) replaced *Feeling like I'm part of something important* in the top selections. For Latino/a/x, Hispanic, or Spanish Origin directors, *Pay* (50%) was in the top three most commonly-selected reasons to stay, tied with *A commitment to adult learners/the adult education field* (50%) and surpassed only by *Feeling valued by our students* (63%).

Latino/a/x, Hispanic, or Spanish Origin and White directors had higher rates than African, African American, or Black and Asian or Asian American directors of selecting *Benefits* (38% and 20% versus 8% and 0%, respectively) and *Work schedule* (38% and 33% versus 8% and 0%, respectively). Asian or Asian American directors had the highest rate of any racial/ethnic group of selecting *Feeling valued by my staff and colleagues* (80%); they also had the highest rate of any racial/ethnic group of selecting *Positive morale among my staff and colleagues* (60%). African, African American, or Black directors had the lowest rate of any racial/ethnic group of selecting *Positive morale among my staff and colleagues* (8%). Asian or Asian American directors had the highest rate of any racial/ethnic group of selecting *Being able to relate to my students' experience* (60%), while respondents who selected White had the lowest rate of any racial/ethnic group of selecting this factor (10%).

In this and the following tables, some data are suppressed (replaced with +) to protect the confidentiality of respondents. Count and percent columns that are muted indicate that these values were not included in the analyses.

### 7c. (Cont’d) Reasons Directors Stay by Race/Ethnicity

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Af. American / African / Black | | Am. Indian / Alaska Native | | Asian | | Latino/a/x Hispanic | | Middle Eastern | | Native Hawaiian / Pac. Islander | | White | | Race/ethnicity not listed | | Don’t want to say | | Race/ethnicity skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| A commitment to adult learners and/or the adult education field | 9 | 69% | 0 | 0% | 3 | 60% | 4 | 50% | + | + | 0 | 0% | 39 | 65% | + | + | + | + | 3 | 100% | 63 | 69% |
| Feeling like I'm part of something important | 8 | 62% | 0 | 0% | 2 | 40% | 3 | 38% | + | + | 0 | 0% | 35 | 58% | + | + | + | + | 2 | 67% | 54 | 59% |
| Feeling valued by our students | 5 | 38% | 0 | 0% | 3 | 60% | 5 | 63% | + | + | 0 | 0% | 30 | 50% | + | + | + | + | 1 | 33% | 48 | 52% |
| Feeling valued by my staff and colleagues | 5 | 38% | 0 | 0% | 4 | 80% | 3 | 38% | + | + | 0 | 0% | 21 | 35% | + | + | + | + | 1 | 33% | 37 | 40% |
| Work schedule | 1 | 8% | 0 | 0% | 0 | 0% | 3 | 38% | + | + | 0 | 0% | 20 | 33% | + | + | + | + | 0 | 0% | 26 | 28% |
| Positive morale among my staff/colleagues | 1 | 8% | 0 | 0% | 3 | 60% | 2 | 25% | + | + | 0 | 0% | 17 | 28% | + | + | + | + | 1 | 33% | 27 | 29% |
| Pay | 2 | 15% | 0 | 0% | 0 | 0% | 4 | 50% | + | + | 0 | 0% | 16 | 27% | + | + | + | + | 1 | 33% | 24 | 26% |
| Being able to relate to my students’ experience | 6 | 46% | 0 | 0% | 3 | 60% | 3 | 38% | + | + | 0 | 0% | 6 | 10% | + | + | + | + | 1 | 33% | 23 | 25% |
| Feeling valued by the community | 3 | 23% | 0 | 0% | 1 | 20% | 2 | 25% | + | + | 0 | 0% | 14 | 23% | + | + | + | + | 0 | 0% | 21 | 23% |
| Benefits | 1 | 8% | 0 | 0% | 0 | 0% | 3 | 38% | + | + | 0 | 0% | 12 | 20% | + | + | + | + | 0 | 0% | 16 | 17% |
| Other (please describe) | 1 | 8% | 0 | 0% | 1 | 20% | 0 | 0% | + | + | 0 | 0% | 6 | 10% | + | + | + | + | 0 | 0% | 8 | 9% |
| Reason skipped | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | + | + | 0 | 0% | 0 | 0% | + | + | + | + | 0 | 0% | 0 | 0% |
| Total respondents in category | 13 | 100% | 0 | 0% | 5 | 100% | 7 | 100% | 1 | 100% | 0 | 0% | 60 | 100% | 2 | 100% | 5 | 100% | 3 | 100% | 92 | 100% |

### 

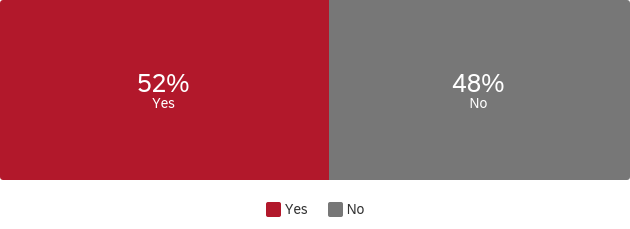
### 7d. Reasons Directors Stay by Program Setting

Looking at directors by program setting, there were similarities across CBOs, HREs, and LEAs in selection of factors related to staying, except that among LEA respondents, *Pay* (32%) replaced *Feeling valued by my staff and colleagues* in the top selections, and among HRE respondents, *Positive morale among my staff and colleagues* (32%) and *Being able to relate to my students' experience* (32%) replaced *Feeling valued by my staff and colleagues*. Respondents from CORs differed from respondents overall in their reasons for staying in their positions. *A commitment to adult learners and/or the adult education field* (78%) was still the top reason for these respondents, but *Work schedule*, *Pay*, and *Benefits* (each 56%) replaced *Feeling like I'm part of something important*, *Feeling valued by our students*, and *Feeling valued by my staff and colleagues* among top selections.

The following differences were also noted: Respondents from CORs and LEAs had higher rates than respondents from HREs and CBOs of selecting *Pay* (56% and 32% versus 21% and 17%, respectively). Respondents from CORs and HREs had higher rates than respondents from CBOs and LEAs of selecting *Benefits* (56% and 21% versus 12% and 9%, respectively). *Work schedule* was only a top selection among respondents from CORs. Respondents from CBOs had the highest rate of any program setting of selecting *Feeling valued by my staff and colleagues* (50%); respondents from CORs had the lowest rate of any program setting of selecting this factor (11%). Respondents from CORs had the lowest rate of any program setting of selecting *Feeling valued by our students* (22%). Respondents from HREs and CBOs had higher rates than respondents from LEAs and CORs of selecting *Being able to relate to my students’ experience* (32% and 26% versus 14% and 0%, respectively; none of the respondents from CORs selected *Being able to relate to my students' experience* as a top reason to stay in their position).

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | CBO | | COR | | HRE | | LEA | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % |
| A commitment to adult learners and/or the adult education field | 25 | 60% | 7 | 78% | 13 | 68% | 17 | 77% | 62 | 67% |
| Feeling like I'm part of something important | 23 | 55% | 4 | 44% | 15 | 79% | 12 | 55% | 54 | 59% |
| Feeling valued by our students | 23 | 55% | 2 | 22% | 9 | 47% | 11 | 50% | 45 | 49% |
| Feeling valued by my staff and colleagues | 21 | 50% | 1 | 11% | 5 | 26% | 6 | 27% | 33 | 36% |
| Work schedule | 10 | 24% | 5 | 56% | 5 | 26% | 6 | 27% | 26 | 28% |
| Positive morale among my staff/colleagues | 11 | 26% | 3 | 33% | 6 | 32% | 6 | 27% | 26 | 28% |
| Pay | 7 | 17% | 5 | 56% | 4 | 21% | 7 | 32% | 23 | 25% |
| Being able to relate to my students’ experience | 11 | 26% | 0 | 0% | 6 | 32% | 3 | 14% | 20 | 22% |
| Feeling valued by the community | 11 | 26% | 1 | 11% | 2 | 11% | 4 | 18% | 18 | 20% |
| Benefits | 5 | 12% | 5 | 56% | 4 | 21% | 2 | 9% | 16 | 17% |
| Other (please describe) | 5 | 12% | 1 | 11% | 0 | 0% | 2 | 9% | 8 | 9% |
| Reason skipped | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Total respondents in category | 42 | 100% | 9 | 100% | 19 | 100% | 22 | 100% | 92 | 100% |

### 8. Have you seriously considered leaving your Director position?



|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Yes | 52% | 48 |
| No | 48% | 44 |
| Total | 100% | 92 |

### 8a. Directors Who Considered Leaving by Age

Directors were asked if they had seriously considered leaving their position. For directors overall, responses split nearly evenly between *Yes* and *No* selections (52% Yes, 48% No). This pattern was similar across all age groups, with the exception of age 25 to 34, where *No* responses (63%) were higher than *Yes* responses (37%).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 24 or younger | | 25 to 34 | | 35 to 44 | | 45 to 54 | | 55 or older | | Prefer not to respond | | Age skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| No | 0 | 0% | 5 | 63% | 7 | 44% | 12 | 48% | 18 | 47% | 1 | 50% | 1 | 33% | 44 | 48% |
| Yes | 0 | 0% | 3 | 38% | 9 | 56% | 13 | 52% | 20 | 53% | 1 | 50% | 2 | 67% | 48 | 52% |
| Total respondents in category | 0 | 0% | 8 | 100% | 16 | 100% | 25 | 100% | 38 | 100% | 2 | 100% | 3 | 100% | 92 | 100% |

### 

### 8b. Directors Who Considered Leaving by Gender

Respondents who selected *Man* had a slightly higher rate than respondents who selected *Woman* of indicating they had seriously considered leaving (58% *Yes* versus 51% *Yes*). Respondents who selected *Prefer not to respond* for Gender had a higher rate of indicating they had seriously considered leaving (75% *Yes*, 25% *No*).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Woman | | Man | | Non-binary | | Gender not listed | | Prefer not to respond | | Gender skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| No | 34 | 49% | 8 | 42% | 0 | 0% | 0 | 0% | 1 | 25% | 1 | 50% | 44 | 48% |
| Yes | 35 | 51% | 11 | 58% | 0 | 0% | 1 | 100% | 3 | 75% | 1 | 50% | 48 | 52% |
| Total respondents in category | 69 | 100% | 19 | 100% | 0 | 0% | 1 | 100% | 4 | 100% | 2 | 100% | 92 | 100% |

### 8c. Directors Who Considered Leaving by Race/Ethnicity

The pattern of a nearly even split between *Yes* and *No* responses was similar for respondents who selected African, African American, or Black (54% *Yes*, 46% *No*) and White (50% *Yes*, 50% *No*). Among respondents who selected Asian or Asian American, *No* responses (60%) were higher than *Yes* responses (40%). This was reversed for respondents who selected Latino/a/x, Hispanic, or Spanish Origin (63% *Yes*, 37% *No*). Of respondents who selected Race/ethnicity not listed, Prefer not to respond, or who skipped the race/ethnicity question, a higher percentage selected *Yes* than *No*.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Af. American / African / Black | | Am. Indian / Alaska Native | | Asian | | Latino/a/x Hispanic | | Middle Eastern | | Native Hawaiian / Pac. Islander | | White | | Race/ethnicity not listed | | Don’t want to say | | Race/ethnicity skipped | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| No | 6 | 46% | 0 | 0% | 3 | 60% | 3 | 38% | + | + | 0 | 0% | 30 | 50% | + | + | + | + | 1 | 33% | 44 | 48% |
| Yes | 7 | 54% | 0 | 0% | 2 | 40% | 5 | 63% | + | + | 0 | 0% | 30 | 50% | + | + | + | + | 2 | 67% | 48 | 52% |
| Total respondents in category | 13 | 100% | 0 | 0% | 5 | 100% | 8 | 100% | 1 | 100% | 0 | 0% | 60 | 100% | 1 | 100% | 5 | 100% | 3 | 100% | 92 | 100% |

### 8d. Directors Who Considered Leaving by Program Setting

Directors from CORs had the lowest rate of indicating they had seriously considered leaving their position (33% Yes, 67% No), followed by directors from HREs (42% Yes, 58% No). Directors from LEAs had the highest rate of indicating they had seriously considered leaving (59% Yes, 41% No), followed closely by directors from CBOs (57% Yes, 43% No).

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | CBO | | COR | | HRE | | LEA | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % |
| No | 18 | 43% | 6 | 67% | 11 | 58% | 9 | 41% | 44 | 48% |
| Yes | 24 | 57% | 3 | 33% | 8 | 42% | 13 | 59% | 48 | 52% |
| Total respondents in category | 42 | 100% | 9 | 100% | 19 | 100% | 22 | 100% | 92 | 100% |

### 

### 9. Which of the following factors, if any, have made you seriously consider leaving your Director position? (Select all that apply)

**(n = 48; respondents could select more than one option, so counts total more than 48, and percents total more than 100%)**

Directors who indicated they had seriously considered leaving their position (n=48) were asked to select the factors that made them seriously consider leaving their position. The options most commonly selected were *Work demands are too high* (46%), *Other* (39%), and *Salary/hourly rate is too low* (37%). The rates of selection of these factors are relatively low (only 48% selected the top factor), with responses spread across these and many additional factors.

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Work demands are too high If selected, please describe | 48% | 22 |
| Other (please describe) | 39% | 18 |
| Salary/hourly rate is too low | 37% | 17 |
| Pay increases are not commensurate with my contribution to the program | 30% | 14 |
| ACLS policies change too frequently | 30% | 14 |
| No possibility of promotion/career advancement | 28% | 13 |
| Staff turnover | 24% | 11 |
| Our program can’t adequately meet the multiple needs of students | 15% | 7 |
| I don’t feel valued and/or included | 13% | 6 |
| ACLS policies are unclear | 13% | 6 |
| Host institution policies change too frequently | 9% | 4 |
| Host institution policies are unclear | 7% | 3 |
| What I’m paid for my work isn’t fair If selected, please describe | 7% | 3 |
| Benefits for which I’m eligible are not adequate | 7% | 3 |
| The shift toward digital learning and distance education | 7% | 3 |
| Not eligible for benefits | 4% | 2 |
| My training didn’t prepare me for the job | 2% | 1 |
| My staff aren’t qualified/prepared | 2% | 1 |

Respondents who selected *Work demands are too high* were asked to elaborate, and the open-ended responses included concerns such as the time needed to meet institutional and DESE requirements, to keep up with policy and procedural changes, and to complete the grant proposal competes with the time needed to impact program quality services; data collection, analysis, reporting, and remediation responsibilities increase at the expense of other director responsibilities; the demands of the director position are too much for aging directors; having many different demands to think about every day is difficult; regularly working more than paid hours; and keeping up with “the seemingly endless responsibilities, expectations, and issues is exhausting, especially with the pay received.”

*Other* was the second most common selection (39%). Analysis of the accompanying open-ended responses yielded four prominent categories of other reasons directors have considered leaving their positions: a) retirement, personal reasons, and appeal of higher-paid fields, b) an overwhelm with initiatives and expectations from ACLS and inadequate support from ACLS, c) mismatch between community needs and ability to staff and run programs, given budget, and d) local (host agency and city) challenges.

In the next section, we look at reasons directors have considered leaving by program setting and respondent characteristics. Because only the directors who indicated they had seriously considered leaving (n=48) were asked to provide reasons and because there were many choices for reasons, some subgroup sizes are very small. Thus, any differences should be interpreted with caution.

### 9a. Reasons Directors Have Considered Leaving by Age

Looking across age groups, in several cases there were factors that were “tied” in popularity, making rankings and comparisons of rankings difficult, especially given the small number of respondents in each cell. To the extent that top selections can be identified, there was variation across age groups in reasons directors have considered leaving. The size of the age 25 to 34 group (n=3) is too small to interpret differences. For directors aged 35 to 44, responses were divided evenly (44% of respondents) across *Work demands are too high*, *ACLS policies are unclear*, *ACLS policies change too frequently*, and *No possibility of promotion/career advancement*. *Salary/hourly rate is too low* was only a top selection for directors aged 45 to 54 (62%), and for this group *No possibility of promotion or career advancement* (39%) was of greater concern than *Work demands*, *Pay increases*, and *ACLS policies changing too frequently*. Directors 55 or older are represented by the group overall, except that *Staff turnover* (25%) replaced *Salary/hourly rate is too low* as a top selection.

### 

### 9a. (Cont’d) Reasons Directors Have Considered Leaving by Age

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 24 or younger | | 25 to 34 | | 35 to 44 | | 45 to 54 | | 55 or older | | Prefer not to respond | | Age skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Work demands are too high If selected, please describe | 0 | 0% | 1 | 33% | 4 | 44% | 4 | 31% | 10 | 50% | 1 | 100% | 2 | 100% | 22 | 46% |
| Other (please describe) | 0 | 0% | 1 | 33% | 3 | 33% | 6 | 46% | 7 | 35% | 0 | 0% | 1 | 50% | 18 | 38% |
| Salary/hourly rate is too low | 0 | 0% | 1 | 33% | 3 | 33% | 8 | 62% | 3 | 15% | 1 | 100% | 1 | 50% | 17 | 35% |
| Pay increases are not commensurate with my contribution to the program | 0 | 0% | 1 | 33% | 2 | 22% | 4 | 31% | 5 | 25% | 1 | 100% | 1 | 50% | 14 | 29% |
| ACLS policies change too frequently | 0 | 0% | 0 | 0% | 4 | 44% | 4 | 31% | 6 | 30% | 0 | 0% | 0 | 0% | 14 | 29% |
| No possibility of promotion/career advancement | 0 | 0% | 1 | 33% | 4 | 44% | 5 | 38% | 3 | 15% | 0 | 0% | 0 | 0% | 13 | 27% |
| Staff turnover | 0 | 0% | 2 | 67% | 1 | 11% | 3 | 23% | 5 | 25% | 0 | 0% | 0 | 0% | 11 | 23% |
| Our program can’t adequately meet the multiple needs of students | 0 | 0% | 1 | 33% | 1 | 11% | 1 | 8% | 3 | 15% | 0 | 0% | 0 | 0% | 6 | 13% |
| I don’t feel valued and/or included | 0 | 0% | 2 | 67% | 1 | 11% | 1 | 8% | 3 | 15% | 0 | 0% | 0 | 0% | 7 | 15% |
| ACLS policies are unclear | 0 | 0% | 0 | 0% | 1 | 11% | 0 | 0% | 2 | 10% | 0 | 0% | 0 | 0% | 3 | 6% |
| Host institution policies change too frequently | 0 | 0% | 1 | 33% | 0 | 0% | 0 | 0% | 2 | 10% | 0 | 0% | 0 | 0% | 3 | 6% |
| What I’m paid for my work isn’t fair If selected, please describe | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 15% | 1 | 5% | 0 | 0% | 0 | 0% | 3 | 6% |
| Benefits for which I’m eligible are not adequate | 0 | 0% | 1 | 33% | 2 | 22% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 4 | 8% |
| The shift toward digital learning and distance education | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 1 | 2% |
| Host institution policies are unclear | 0 | 0% | 0 | 0% | 4 | 44% | 2 | 15% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 13% |
| Not eligible for benefits | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 15% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 4% |
| My training didn’t prepare me for the job | 0 | 0% | 0 | 0% | 1 | 11% | 1 | 8% | 0 | 0% | 1 | 100% | 0 | 0% | 3 | 6% |
| My staff aren’t qualified/prepared | 0 | 0% | 0 | 0% | 1 | 11% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 2% |
| Reason skipped | 0 | 0% | 0 | 0% | 1 | 11% | 1 | 8% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 4% |
| Total respondents in category | 0 | 0% | 3 | 100% | 9 | 100% | 13 | 100% | 20 | 100% | 1 | 100% | 2 | 100% | 48 | 100% |

### 

### 9b. Reasons Directors Have Considered Leaving by Gender

Director respondents who selected *Woman* are represented by directors overall in reasons for having considered leaving, except that *Other* is not a top selection. By contrast, 73% of respondents who selected *Man* selected *Other*. For respondents who selected *Man*, *No possibility of promotion/career advancement* (27%) rose above *Work demands are too high* and *Pay increases are not commensurate with my contribution to the program*. Respondents who selected *Man* were less likely than respondents who selected *Woman* to select *Work demands are too high* (11% versus 26%).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Woman | | Man | | Non-binary | | Gender not listed | | Prefer not to respond | | Gender skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Work demands are too high If selected, please describe | 18 | 51% | 2 | 18% | 0 | 0% | 0 | 0% | 1 | 33% | 1 | 100% | 22 | 46% |
| Other (please describe) | 9 | 26% | 8 | 73% | 0 | 0% | 1 | 100% | 2 | 67% | 1 | 100% | 21 | 44% |
| Salary/hourly rate is too low | 14 | 40% | 3 | 27% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 17 | 35% |
| Pay increases are not commensurate with my contribution to the program | 11 | 31% | 2 | 18% | 0 | 0% | 0 | 0% | 1 | 33% | 0 | 0% | 14 | 29% |
| ACLS policies change too frequently | 11 | 31% | 3 | 27% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 14 | 29% |
| No possibility of promotion/career advancement | 9 | 26% | 3 | 27% | 0 | 0% | 0 | 0% | 1 | 33% | 0 | 0% | 13 | 27% |
| Staff turnover | 4 | 11% | 2 | 18% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 13% |
| Our program can’t adequately meet the multiple needs of students | 9 | 26% | 1 | 9% | 0 | 0% | 0 | 0% | 1 | 33% | 0 | 0% | 11 | 23% |
| I don’t feel valued and/or included | 6 | 17% | 1 | 9% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 15% |
| ACLS policies are unclear | 4 | 11% | 1 | 9% | 0 | 0% | 0 | 0% | 1 | 33% | 0 | 0% | 6 | 13% |
| Host institution policies change too frequently | 4 | 11% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 8% |
| What I’m paid for my work isn’t fair If selected, please describe | 3 | 9% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 6% |
| Benefits for which I’m eligible are not adequate | 3 | 9% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 6% |
| The shift toward digital learning and distance education | 3 | 9% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 6% |
| Host institution policies are unclear | 3 | 9% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 6% |
| Not eligible for benefits | 2 | 6% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 4% |
| My training didn’t prepare me for the job | 1 | 3% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 2% |
| My staff aren’t qualified/prepared | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% | 0 | 0% | 1 | 2% |
| Reason skipped | 1 | 3% | 1 | 9% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 4% |
| Total respondents in category | 35 | 100% | 11 | 100% | 0 | 0% | 1 | 100% | 3 | 100% | 1 | 100% | 48 | 100% |

### 9c. Reasons Directors Have Considered Leaving by Race/Ethnicity

*Work demands are too high* was the top selection for respondents who selected *African, African American, or Black* (57%) and respondents who selected *White* (47%), but was only selected by 20% of respondents who selected *Latino/a/x, Hispanic, or Spanish Origin*. Among respondents who selected *Latino/a/x, Hispanic, or Spanish Origin, Other* was the most common selection (80%), with mention of retirement, as well as interference from city officials, and being understaffed. These respondents also had the highest rate of any racial/ethnic group of selecting *No possibility of promotion/career advancement* (40%) and *Staff turnover* (40%).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Af. American / African / Black | | Am. Indian / Alaska Native | | Asian | | Latino/a/x Hispanic | | Middle Eastern | | Native Hawaiian / Pac. Islander | | White | | Race/ethnicity not listed | | Don’t want to say | | Race/ethnicity skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Work demands are too high If selected, please describe | 4 | 57% | 0 | 0% | 0 | 0% | 1 | 20% | 0 | 0% | 0 | 0% | 14 | 47% | 0 | 0% | 1 | 33% | 2 | 100% | 22 | 46% |
| Other (please describe) | 3 | 43% | 0 | 0% | 2 | 100% | 4 | 80% | 1 | 100% | 0 | 0% | 8 | 27% | 0 | 0% | 2 | 67% | 1 | 50% | 21 | 44% |
| Salary/hourly rate is too low | 2 | 29% | 0 | 0% | 1 | 50% | 2 | 40% | 0 | 0% | 0 | 0% | 11 | 37% | 0 | 0% | 1 | 33% | 0 | 0% | 17 | 35% |
| Pay increases are not commensurate with my contribution to the program | 2 | 29% | 0 | 0% | 0 | 0% | 2 | 40% | 0 | 0% | 0 | 0% | 9 | 30% | 0 | 0% | 1 | 33% | 0 | 0% | 14 | 29% |
| ACLS policies change too frequently | 1 | 14% | 0 | 0% | 0 | 0% | 1 | 20% | 0 | 0% | 0 | 0% | 11 | 37% | 0 | 0% | 1 | 33% | 0 | 0% | 14 | 29% |
| No possibility of promotion/career advancement | 1 | 14% | 0 | 0% | 1 | 50% | 2 | 40% | 0 | 0% | 0 | 0% | 8 | 27% | 0 | 0% | 1 | 33% | 0 | 0% | 13 | 27% |
| Staff turnover | 1 | 14% | 0 | 0% | 0 | 0% | 2 | 40% | 0 | 0% | 0 | 0% | 7 | 23% | 0 | 0% | 1 | 33% | 0 | 0% | 11 | 23% |
| Our program can’t adequately meet the multiple needs of students | 1 | 14% | 0 | 0% | 0 | 0% | 1 | 20% | 0 | 0% | 0 | 0% | 5 | 17% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 15% |
| I don’t feel valued and/or included | 1 | 14% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 13% | 0 | 0% | 1 | 33% | 0 | 0% | 6 | 13% |
| ACLS policies are unclear | 1 | 14% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 13% | 0 | 0% | 1 | 33% | 0 | 0% | 6 | 13% |
| Host institution policies change too frequently | 1 | 14% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 10% | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 8% |
| Benefits for which I’m eligible are not adequate | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 10% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 6% |
| The shift toward digital learning and distance education | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 10% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 6% |
| Host institution policies are unclear | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 10% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 6% |
| What I’m paid for my work isn’t fair If selected, please describe | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 20% | 0 | 0% | 0 | 0% | 2 | 7% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 6% |
| Not eligible for benefits | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 7% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 4% |
| My training didn’t prepare me for the job | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 3% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 2% |
| My staff aren’t qualified/prepared | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% | 0 | 0% | 1 | 2% |
| Reason skipped | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 3% | 1 | 100% | 0 | 0% | 0 | 0% | 2 | 4% |
| Total respondents in category | 7 | 100% | 0 | 0% | 2 | 100% | 5 | 100% | 1 | 100% | 0 | 0% | 30 | 100% | 1 | 100% | 3 | 100% | 2 | 100% | 48 | 100% |

### 9d. Reasons Directors Have Considered Leaving by Program Setting

Directors from CORs who indicated they have seriously considered leaving made up too small a group (n=3) to interpret differences. Respondents from HREs had a higher rate of selecting *Work demands are too high* (88%) than respondents from other program settings. Directors from CBOs had the highest rate of selecting *Salary/hourly rate is too low* (46%) of all program settings in the analysis; directors from LEAs had the lowest rate (23%). Directors from LEAs had higher rates of selecting *Pay increases are not commensurate with my contribution to the program* (46%), *No possibility of promotion/career advancement* (39%), and *I don’t feel valued and/or included* (31%) than respondents from other program settings.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | CBO | | COR | | HRE | | LEA | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % |
| Work demands are too high (If selected, please describe) | 8 | 33% | 1 | 33% | 7 | 88% | 6 | 46% | 22 | 46% |
| Other (please describe) | 9 | 38% | 1 | 33% | 2 | 25% | 6 | 46% | 18 | 38% |
| Salary/hourly rate is too low | 11 | 46% | 0 | 0% | 3 | 38% | 3 | 23% | 17 | 35% |
| Pay increases are not commensurate with my contribution to the program | 5 | 21% | 2 | 67% | 1 | 13% | 6 | 46% | 14 | 29% |
| ACLS policies change too frequently | 5 | 21% | 2 | 67% | 3 | 38% | 4 | 31% | 14 | 29% |
| No possibility of promotion/career advancement | 6 | 25% | 1 | 33% | 1 | 13% | 5 | 38% | 13 | 27% |
| Staff turnover | 1 | 4% | 1 | 33% | 0 | 0% | 4 | 31% | 6 | 13% |
| Our program can’t adequately meet the multiple needs of students | 6 | 25% | 1 | 33% | 2 | 25% | 2 | 15% | 11 | 23% |
| I don’t feel valued and/or included | 4 | 17% | 0 | 0% | 1 | 13% | 2 | 15% | 7 | 15% |
| The shift toward digital learning and distance education | 3 | 13% | 0 | 0% | 1 | 13% | 2 | 15% | 6 | 13% |
| ACLS policies are unclear | 1 | 4% | 0 | 0% | 1 | 13% | 1 | 8% | 3 | 6% |
| What I’m paid for my work isn’t fair (If selected, please describe) | 2 | 8% | 0 | 0% | 0 | 0% | 1 | 8% | 3 | 6% |
| My staff aren’t qualified/prepared | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 8% | 1 | 2% |
| Benefits for which I’m eligible are not adequate | 1 | 4% | 0 | 0% | 2 | 25% | 0 | 0% | 3 | 6% |
| Host institution policies are unclear | 1 | 4% | 1 | 33% | 1 | 13% | 0 | 0% | 3 | 6% |
| Host institution policies change too frequently | 3 | 13% | 0 | 0% | 1 | 13% | 0 | 0% | 4 | 8% |
| Not eligible for benefits | 2 | 8% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 4% |
| My training didn’t prepare me for the job | 1 | 4% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 2% |
| Reason skipped | 1 | 4% | 0 | 0% | 0 | 0% | 1 | 8% | 2 | 4% |
| Total respondents in category | 24 | 100% | 3 | 100% | 8 | 100% | 13 | 100% | 48 | 100% |

## Hiring and Retaining Staff (Q10-Q12)

### 10. Please indicate the extent to which you agree or disagree with the statements below.

Figure 10 shows same information as table that follows. Most common response to "it is easy to recruit desired applicants" was Strongly Disagree. 
Most common response to "it is easy to hire desired candidates" was Strongly Disagree. 
Most common response to "it is easy to retain desired staff" was Somewhat Agree

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Statements | Strongly agree | | Somewhat agree | | Neither agree / disagree | | Somewhat disagree | | Strongly disagree | | I don't know | | Total |
| It is easy to recruit desired applicants. | 3% | 3 | 12% | 11 | 9% | 8 | 27% | 25 | 48% | 44 | 1% | 1 | 92 |
| It is easy to hire desired candidates. | 3% | 3 | 15% | 14 | 13% | 12 | 27% | 25 | 39% | 36 | 2% | 2 | 92 |
| It is easy to retain desired staff. | 13% | 12 | 33% | 30 | 19% | 17 | 21% | 19 | 14% | 13 | 0% | 0 | 91 |

### 11. Which of the following, if any, would have the greatest POSITIVE impact on your ability to hire and/or retain more desired staff? (Select up to 3)

**(n = 92; respondents could select more than one option, so counts total more than 92, and percents total more than 100%)**

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Higher salaries and better benefits | 72% | 66 |
| Higher minimum pay rates set through ACLS policies | 48% | 44 |
| Instructors given option to join Massachusetts Teachers Retirement System (MTRS) | 41% | 38 |
| Centralized platform for posting open positions and attracting and screening candidates | 35% | 32 |
| Additional paid prep time for classes | 19% | 17 |
| More support for tech-enabled instruction (e.g., PD, tech support, paid prep time, teaching assistant) | 16% | 15 |
| Other (please describe) | 14% | 13 |

### 11a. Opinions about Higher Salaries and Better Benefits by Program Setting

Overall, 72% of directors selected *Higher salaries* *and better benefits* among their three factors with the greatest positive impact on ability to hire and/or retain staff. We also analyzed opinions about *Higher salaries and better benefits* by program setting. Across program settings, rates were similar except that in HRE, only 58% of respondents selected *Higher salaries and better benefits* as a factor that would have the greatest positive impact on hiring and retention.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | CBO | | COR | | HRE | | LEA | |
|  | n | % | n | % | n | % | n | % |
| Higher salaries and better benefits | 32 | 76% | 7 | 78% | 11 | 58% | 16 | 73% |

### 12. Which of the following factors have the greatest NEGATIVE effect on your ability to hire and/or retain desired staff? (Select up to 4)

**(n = 92; respondents could select more than one option, so counts total more than 92, and percents total more than 100%)**

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Pay rates in adult education | 58% | 53 |
| Lack of full-time, benefitted positions | 55% | 51 |
| Unqualified pool of candidates | 40% | 37 |
| Work schedules in adult education | 39% | 36 |
| A tight labor market | 30% | 28 |
| Competition from K-12 schools | 25% | 23 |
| Program location | 11% | 10 |
| Difficulty advertising open positions | 10% | 9 |
| ACLS policy (please specify) | 10% | 9 |
| Host institution policy (please specify) | 10% | 9 |
| Emphasis on digital learning and distance education | 10% | 9 |
| Competition from other ACLS-funded programs | 8% | 7 |
| Inadequate teacher education and training programs in Massachusetts | 7% | 6 |
| Other (please describe) | 5% | 5 |

### 12a. Opinions about Pay Rates and Lack of Full-Time Positions by Program Setting

Overall, 58% of directors selected *Pay rates in adult education* and 55% of directors selected *Lack of full-time, benefitted positions* among their four factors with the greatest negative effect on hiring/retention. Directors from LEAs had a lower rate of selecting *Pay rates in adult education among*, and directors from CORs had a lower rate of selecting *Lack of full-time, benefitted positions*.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | CBO | | COR | | HRE | | LEA | |
|  | n | % | n | % | n | % | n | % |
| Pay rates in adult education | 32 | 76% | 6 | 67% | 9 | 47% | 6 | 27% |
| Lack of full-time, benefitted positions | 22 | 52% | 2 | 22% | 13 | 68% | 14 | 64% |

## Staffing Structure and Pay, Professional Development, and Collaboration (Q13 – Q22)

### 13. Would your program benefit from creating additional full-time positions?

Response choices for this question were *No*, *Yes,* and *Unsure*, and directors were asked to provide an explanation for their response. Two-thirds of respondents (66%) indicated their program would benefit from additional full-time positions. The remaining third were evenly split between Unsure (16%) and No (16%).

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Yes, because (please explain) | 66% | 61 |
| No, because (please explain) | 16% | 15 |
| Unsure, because (please explain) | 16% | 15 |
| Total | 100% | 92 |

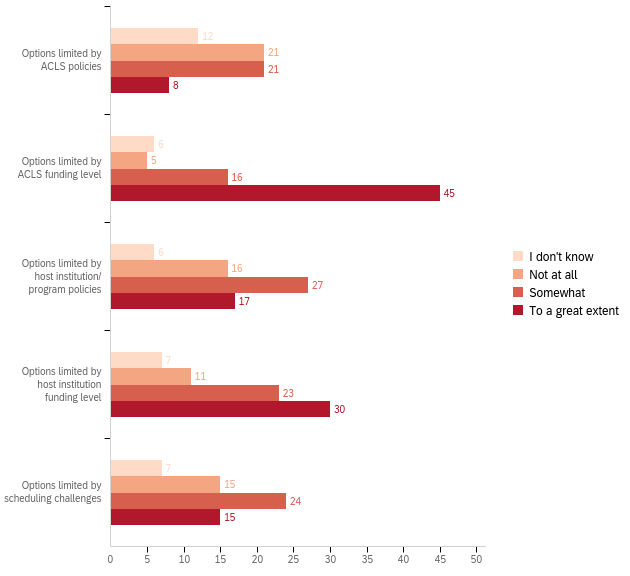
### 13a. Opinions about Full-Time Positions by Program Setting

Among respondents from CBOs, there was a somewhat higher rate of *No* (21%) than *Unsure* (14%), and among respondents from LEAs, there was a higher rate of *Unsure* (23%) than *No* (5%). Respondents from HRE were closer to 75% *Yes*, 25% *No* and *Unsure*; respondents from CORs were closer to 50% *Yes* and 50% *No* and *Unsure*.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | CBO | | COR | | HRE | | LEA | |
|  | n | % | n | % | n | % | n | % |
| No, because (please explain) | 9 | 21% | 2 | 22% | 3 | 16% | 1 | 5% |
| Yes, because (please explain) | 27 | 64% | 5 | 56% | 14 | 74% | 15 | 68% |
| Unsure, because (please explain) | 6 | 14% | 2 | 22% | 2 | 11% | 5 | 23% |

### 14. To what extent are your options for creating additional full-time positions limited by the following?

The 76 directors who selected *Yes* or *Unsure* in response to the question, “Would your program benefit from creating additional full-time positions?” were asked to rate the extent to which specific factors limit their options for creating additional full-time positions. *ACLS funding* had the highest rate of receiving a selection of *Somewhat* or *To a great extent* (85%), followed by *Host institution funding* (75%), *Host institution policies* (67%), *Scheduling challenges* (64%), and *ACLS policies* (47%).



|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question | Not at all | | Somewhat | | To a Great Extent | | I don’t know | | Total |
| Options limited by ACLS policies | 34% | 21 | 34% | 21 | 13% | 8 | 19% | 12 | 62 |
| Options limited by ACLS funding level | 7% | 5 | 22% | 16 | 63% | 45 | 8% | 6 | 72 |
| Options limited by host institution/ program policies | 24% | 16 | 41% | 27 | 26% | 17 | 9% | 6 | 66 |
| Options limited by host institution funding level | 16% | 11 | 32% | 23 | 42% | 30 | 10% | 7 | 71 |
| Options limited by scheduling challenges | 25% | 15 | 39% | 24 | 25% | 15 | 12% | 7 | 61 |

### 

### 15. What would enable you to create more full-time positions?

Fifty-eight directors provided an open-ended response about what would enable them to create more full-time positions. The majority of respondents said that increased funding or changes in funding policies are needed to support more full-time positions. Comments that referenced policy changes included fringe rates, match ratios, and increasing cost per student. Other themes included needing approval from administration, offering better pay and benefits to attract applicants, and offering different schedule options.

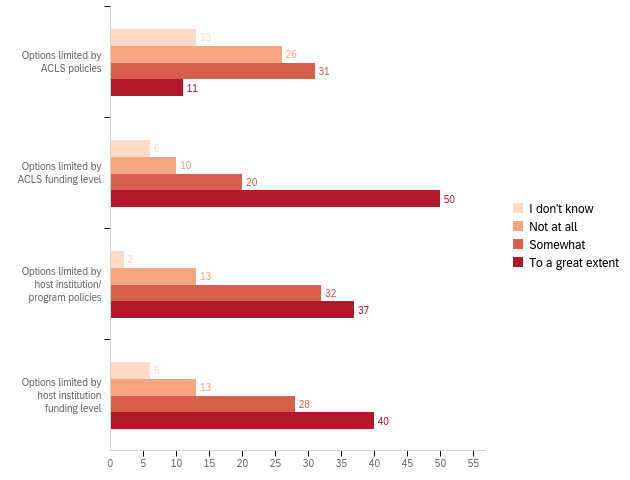
### 16. One idea from the field is to increase the number of full-time positions by combining staff time across programs. Are you interested in creating full-time positions by combining jobs with other ACLS-funded programs?

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| No | 45% | 34 |
| Unsure | 33% | 25 |
| Yes | 22% | 17 |
| Total | 100% | 76 |

### 17. To what extent are your options for staff compensation (pay rate and benefits) limited by the following?

Directors were asked to rate the extent to which specific factors limit their options for staff compensation. *ACLS funding* had the highest rate of receiving a selection of *To a great extent* (59%), followed by *Host institution funding* (46%), *Host institution policies* (44%), and *ACLS policies* (13%). When ratings of *Somewhat* and *To a great extent* are combined, *ACLS funding*, *Host institution funding*, and *Host institution policies* had similar rates of selection (78-82% of respondents); *ACLS policies* had a lower rate of selection (52%).

### 17. To what extent are your options for staff compensation (pay rate and benefits) limited by the following? (Cont.)



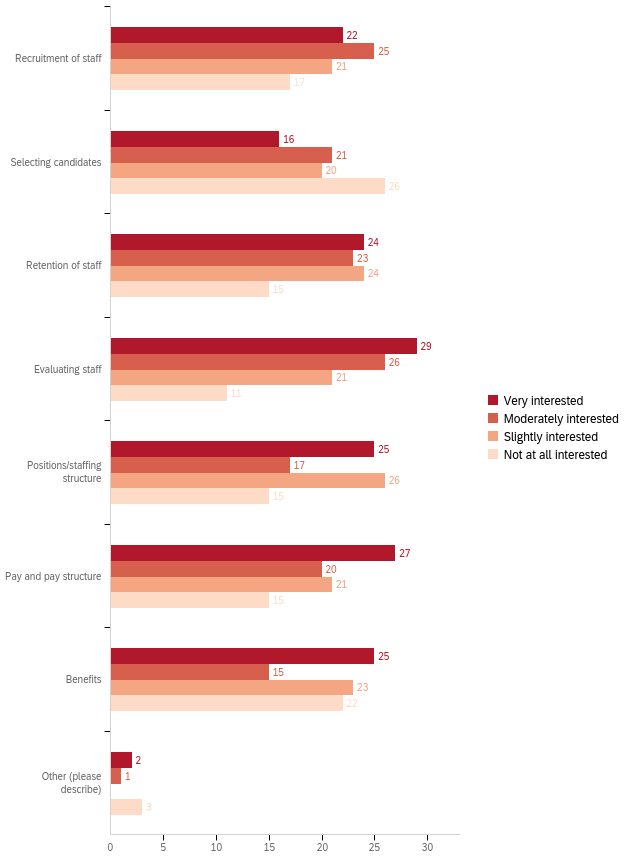
|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question | Not at all | | Somewhat | | To a great extent | | I don't know | | Total |
| Options limited by ACLS policies | 32% | 26 | 39% | 32 | 13% | 11 | 16% | 13 | 82 |
| Options limited by ACLS funding level | 12% | 10 | 23% | 20 | 59% | 51 | 7% | 6 | 87 |
| Options limited by host institution/ program policies | 15% | 13 | 39% | 33 | 44% | 37 | 2% | 2 | 85 |
| Options limited by host institution funding level | 15% | 13 | 33% | 29 | 46% | 40 | 7% | 6 | 88 |

### 18. What would enable you to increase staff compensation?

Sixty-eight directors provided an open-ended response about what would enable them to increase staff compensation. Many respondents mentioned either increased funding generally, or changes in funding policy. Those responses that mentioned policy changes included changes to ACLS policies, changes to host policies, uncertainty caused by funding cycles, and changes to specific policies such as match ratio, pay rate minimums, and cost per student. Other responses referenced staff compensation being dependent on union contracts.

### 19. How interested are you in professional development (including technical assistance/coaching) from ACLS addressing the following?

Combining moderately and very interested, the greatest response is for *Evaluating Staff* (63%).



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question | Not at all interested | | Slightly interested | | | Moderately interested | | | Very interested | | | Total | |
| Recruitment of staff | 20% | 17 | | 25% | 21 | | 29% | 25 | | 26% | 22 | | 85 |
| Selecting candidates | 31% | 26 | | 24% | 20 | | 25% | 21 | | 19% | 16 | | 83 |
| Retention of staff | 17% | 15 | | 28% | 24 | | 27% | 23 | | 28% | 24 | | 86 |
| Evaluating staff | 13% | 11 | | 24% | 21 | | 30% | 26 | | 33% | 29 | | 87 |
| Positions/staffing structure | 18% | 15 | | 31% | 26 | | 21% | 17 | | 30% | 25 | | 83 |
| Pay and pay structure | 18% | 15 | | 25% | 21 | | 24% | 20 | | 33% | 27 | | 83 |
| Benefits | 26% | 22 | | 27% | 23 | | 18% | 15 | | 29% | 25 | | 85 |
| Other (please describe) | 50% | 3 | | 0% | 0 | | 17% | 1 | | 33% | 2 | | 6 |

### 20. How interested are you in additional opportunities to collaborate and/or share best practices with other program directors?

Overall, 40% of respondents indicated they are *Very interested*, an additional 39% indicated they are Moderately interested, and 18% indicated they are slightly interested in additional opportunities to collaborate and/or share best practices with other program directors.

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Moderately interested | 40% | 36 |
| Very interested | 39% | 35 |
| Slightly interested | 18% | 16 |
| Not at all interested | 2% | 2 |
| Total | 100% | 89 |

### 20a. Interest in Collaboration by Program Setting

Respondents from LEAs and CBOs had higher rates than respondents from HREs or CORs of indicating they are *Very interested* in collaboration (46% and 41% versus 32% and 22%, respectively). Combining *Moderately interested* and *Very interested*, the highest percentage was among respondents from CBOs (88%), followed by LEAs (77%), CORs (67%), and HREs (58%).

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | CBO | | COR | | HRE | | LEA | |
|  | n | % | n | % | n | % | n | % |
| Very interested | 17 | 41% | 2 | 22% | 6 | 32% | 10 | 46% |
| Moderately interested | 20 | 48% | 4 | 44% | 5 | 26% | 7 | 32% |
| Slightly interested | 4 | 10% | 3 | 33% | 6 | 32% | 3 | 14% |
| Not at all interested | 1 | 2% | 0 | 0% | 0 | 0% | 1 | 5% |

### 21. What could ACLS do to further facilitate communication, networking, and/or collaboration across programs?

Fifty-seven directors provided an open-ended response to this question. Some respondents stated that they were happy with the current systems in place for communication and collaboration. Many respondents mentioned meetings as a way to facilitate communication across programs, some suggesting meetings that group similar programs together, regional meetings, or virtual meetings. Other suggestions included offering more trainings and networking events. Some specific suggestions included creating a discussion board or form for "crowdsourcing" questions, incentivizing collaboration, and making program information such as class offerings and staff contact information available across programs. A theme that surfaced from these responses is concern that competition among programs reduces the incentive to collaborate.

### 22. Please share any additional comments or suggestions you have related to your experience as an adult education Director.

Directors (n=48) provided an open-ended response to this question. Directors gave a wide range of responses, with a variety of topics addressed.

One of the most common topics was hiring and retaining staff. Responses mentioned the limited ability to attract and retain staff, the need for more full-time positions, and the need for higher pay for staff. Some comments mentioned the need to compete with K-12 programs for staff, while others mentioned limited pools of candidates.

Another common topic was a lack of appreciation, and burnout among directors and/or staff. These responses mentioned the high expectations, fast-paced setting, and stress of working in adult education. Responses mentioned directors and staff not being paid for the hours they are working, not receiving supervision to address the emotional burden of the work, and struggling to meet the high needs of students. Some comments mentioned feeling demoralized through the PQR process or through a lack of responsiveness from ACLS.

Some comments addressed changes directors would like to see from ACLS, including being more present in the field, being transparent and communicating about decision-making, and continuing to let go of prescriptive policies. Other responses mentioned the burden of frequently-changing policies and requirements.

Several directors mentioned a need for more training for directors such as onboarding trainings for directors. Other responses mentioned the need for specific trainings on grant writing or support for the changing ABE population.

Other concerns from respondents included competition between program settings and competitive grants shifting focus away from students. Some spoke of concerns about the way both student success and program success are currently assessed.

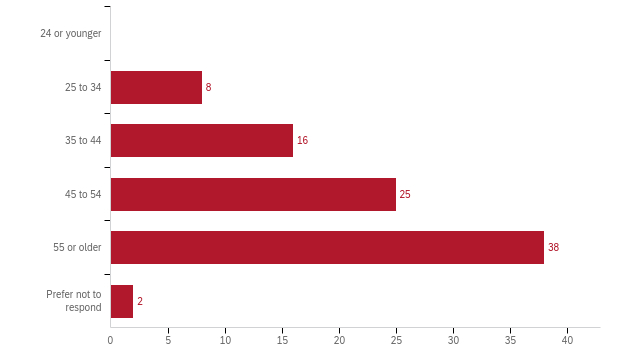
Several respondents also used this opportunity to provide positive feedback. Directors mentioned the dedication of those working in the adult education field, staff being the greatest asset, enjoying the people they work with, and being grateful for a supportive team. Other responses mentioned resources such as SABES trainings and program specialists being helpful to them.

## 

## Director Demographic Information (Q23 – Q25)

### 23. What is your age?

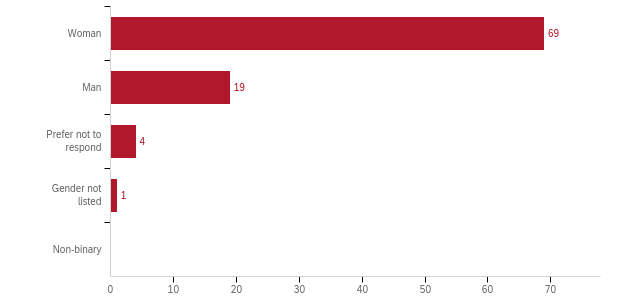
The largest group of director respondents (43%) identified as being *55 or older*. Subgroup size declined with age, with the second largest group (28%) selecting *45 to 54*, followed by *35 to 44* (18%), and *25 to 34* (9%). Two respondents (2%) selected *Prefer not to respond* and three respondents (3%) omitted this question.



|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| 24 or younger | 0% | 0 |
| 25 to 34 | 9% | 8 |
| 35 to 44 | 18% | 16 |
| 45 to 54 | 28% | 25 |
| 55 or older | 43% | 38 |
| Prefer not to respond | 2% | 2 |
| Total | 100% | 89 |

### 24. Which best describes your gender?

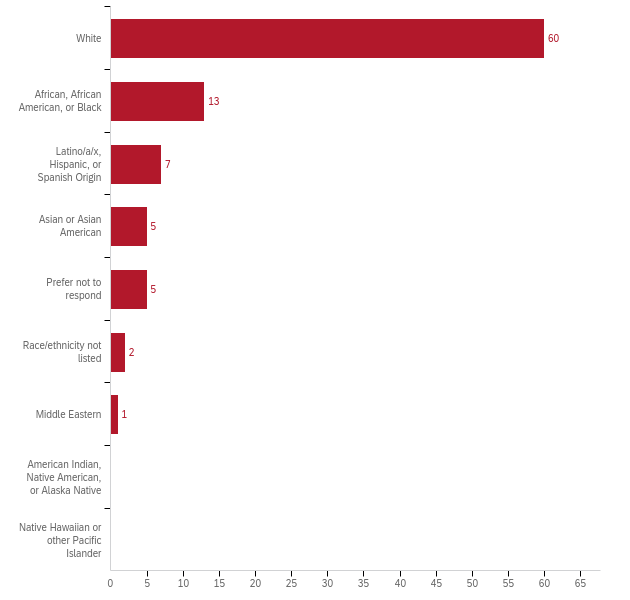
The majority of director respondents (74%) identified as *Woman*, followed by *Man* (20%). Four respondents (4%) selected *Prefer not to respond*, one respondent (1%) selected *Gender not listed*, and two respondents (2%) omitted this question. Respondents were not restricted from selecting more than one response to the gender question.



|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Woman | 74% | 69 |
| Man | 20% | 19 |
| Prefer not to respond | 4% | 4 |
| Gender not listed | 1% | 1 |
| Non-binary | 0% | 0 |

### 25. Which best describes your race/ethnicity? (Please select all that apply.)

The majority of director respondents (65%) identified as *White*. The representation from all other racial/ethnic groups was quite a bit smaller. The second largest group was *African, African American, or Black* (14%), followed by *Latino/a/x, Hispanic, or Spanish Origin* (8%), *Asian or Asian American* (5%), and *Middle Eastern* (1%). Five respondents (5%) selected *Prefer not to respond*, one respondent (1%) selected *Race/ethnicity not listed*, and three respondents (3%) omitted this question. Respondents were invited to select more than one response to the race/ethnicity question.



### 25. (Cont’d) Which best describes your race/ethnicity? (Please select all that apply.)

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| White | 65% | 60 |
| African, African American, or Black | 14% | 13 |
| Latino/a/x, Hispanic, or Spanish Origin | 8% | 7 |
| Prefer not to respond | 5% | 5 |
| Asian or Asian American | 5% | 5 |
| Race/ethnicity not listed | 2% | 2 |
| Middle Eastern | 1% | 1 |
| Native Hawaiian or other Pacific Islander | 0% | 0 |
| American Indian, Native American, or Alaska Native | 0% | 0 |
| Total cases | 100% | 93 |

### 25a. Program Setting

Program setting was determined based on contact information used to create survey links. The largest group of director respondents (46%) was affiliated with programs in CBOs. The second and third largest groups were quite a bit smaller, and similar to one another: LEAs at 24%, and HREs at 21%. Director respondents from CORs made up 10% of respondents.

|  |  |  |
| --- | --- | --- |
|  | % | Count |
| CBO | 46% | 42 |
| LEA | 24% | 22 |
| HRE | 21% | 19 |
| COR | 10% | 9 |
| Total | 100% | 92 |

# Appendix F: Staff Survey Responses

Staff Experience with Program (Q1-Q13) 81

1. How many years have you worked in adult education? 81

2. How many years have you worked for your current program? 82

3. Which of the following best describes your current employment in adult education? 82

4. Which of the following best describes your current part-time/full-time status? 83

5. Number of hours you are paid to work in a week 83

6. Actual number of hours you typically work in a week 83

7. If you work more than the number of hours for which you are paid, which option below best describes the reason? 84

8. The number of hours for which you are PAID to work is: 84

9. I want to work more hours because: (Select all that apply) 84

10 - Why do you stay in your adult education position? 85

11. Have you seriously considered leaving your adult education position? 91

12. Which of the following factors, if any, have made you seriously consider leaving your adult education position? (Select all that apply) 93

13. If you know other staff who have left their job(s) in your program, why did they leave? 100

14. I feel like I have a voice in program-level decision-making in the adult education program(s) where I work. 100

15. I feel like I have a voice in adult education at the state level. 101

16. Please describe how you do or do not have a voice at the program and/or state level. 101

17. What aspects of adult education would you like to have more input into, if any? 102

18. I feel supported by Adult and Community Learning Services 102

Remote Instruction and Remote Service (Q19-Q25) 103

19. Are you involved with remote instruction and/or remote services in your current role? 103

20. Number of hours you are involved with remote instruction and/or remote services in a week: 104

21. My involvement with remote instruction and/or remote services is: 104

22. What effect has having a remote instruction option had on student attendance? 104

23. What effect has having a remote instruction option had on student retention? 106

24. Please indicate the extent to which you agree with each of the statements below. 107

24. (Cont’d) Please indicate the extent to which you agree with each of the statements below. 109

25. Which of the following potential supports for remote instruction or remote services are you most interested in? (Select up to three) 109

Respondent Demographics (Q25-Q27) 110

26. What is your age? 110

27. Which best describes your gender? 110

28. Which best describes your race/ethnicity? 111

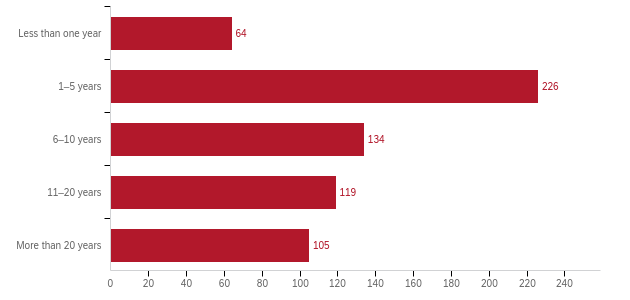
Program Setting 111

Note: For questions where respondents could select more than one option, the response counts total to more than the number of respondents, and the percents total more than 100%. In some single-response questions, percents total more than 100% due to rounding.

## Staff Experience with Program (Q1-Q13)

### 1. How many years have you worked in adult education?

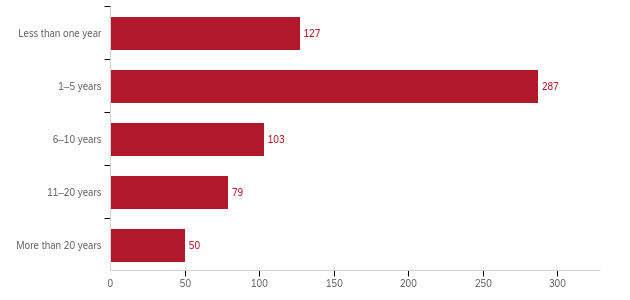
Staff respondents (n=648) reported how many years they have worked in adult education. The most common responses were *1-5 years* (35%), *6-10 years* (21%), and *11-20 years* (18%). Other respondents reported working in adult education for *More than 20 years* (16%) or *Less than one year* (10%).



|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Less than one year | 10% | 64 |
| 1–5 years | 35% | 226 |
| 6–10 years | 21% | 134 |
| 11–20 years | 18% | 119 |
| More than 20 years | 16% | 105 |
| Total cases | 100% | 648 |

### 2. How many years have you worked for your current program?

Staff respondents (n=646) additionally reported how many years they have worked for their current program. The most common response was *1-5 years* (44%). Other responses included *Less than one year* (20%), *6-10 years* (16%), *11-20 years* (12%), and *More than 20 years* (8%).



|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Less than one year | 20% | 127 |
| 1–5 years | 44% | 287 |
| 6–10 years | 16% | 103 |
| 11–20 years | 12% | 79 |
| More than 20 years | 8% | 50 |
| Total cases | 100% | 646 |

### 3. Which of the following best describes your current employment in adult education?

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| I hold only one paid position | 72% | 463 |
| I hold two or more paid positions in one program | 15% | 95 |
| I hold two or more paid positions across two or more programs | 11% | 72 |
| Other (please describe) | 2% | 14 |
| Total cases | 100% | 644 |

### 4. Which of the following best describes your current part-time/full-time status?

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| In total across all my adult education positions, I work part time: not benefits eligible | 57% | 363 |
| In total across all my adult education positions, I work full time: benefits eligible | 29% | 189 |
| In total across all my adult education positions, I work part time: benefits eligible | 10% | 63 |
| In total across all my adult education positions, I work full time: not benefits eligible | 4% | 28 |
| Total cases | 100% | 643 |

### 5. Number of hours you are paid to work in a week:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff respondents provided an open-ended response about the number of hours they are paid to work in a week. While some staff provided exact numbers, others entered ranges or descriptions about variation in hours. Due to the variety of response types, estimates were calculated based on the exact numbers provided and the mid-point for number ranges. Approximately 20% of staff respondents are paid to work 10 hours or less, ≈32% are paid to work 11 to 20 hours, ≈14% are paid to work 21 to 30 hours, ≈31% are paid to work 31 to 40 hours, and ≈3% are paid to work above 40 hours.

### 6. Actual number of hours you typically work in a week:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff respondents provided an open-ended response about the number of hours they typically work in a week. While some staff provided exact numbers, others entered ranges or descriptions about variation in hours. Estimates were calculated based on the exact numbers provided and the mid-point for number ranges. Approximately 15% of staff respondents work 10 hours or less, ≈29% work 11 to 20 hours, ≈17% work 21 to 30 hours, ≈24% work 31 to 40 hours, and ≈15% work above 40 hours.

Comparing only those who provided responses to both question 5 and 6, estimates were generated for how many hours staff respondents actually work compared to how many hours they are paid to work. Approximately 3% of staff reported working fewer hours than what they are paid to work; ≈47% of staff work the same amount of time they are paid to work, ≈41% work 1 to 10 hours more per week than they are paid to work, and ≈8% of staff work more than 10 hours over the number of hours they are paid to work in a week.

### 7. If you work more than the number of hours for which you are paid, which option below best describes the reason?

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Does not apply: I am paid for all the time I spend working | 42% | 248 |
| I can’t do my job in the number of hours for which I’m paid | 31% | 185 |
| I want to volunteer my time for the benefit of my students | 12% | 74 |
| Other (please describe) | 10% | 61 |
| Explicit expectation of supervisor | 3% | 19 |
| Implicit expectation of supervisor | 2% | 9 |
| Total cases | 100% | 596 |

### 8. The number of hours for which you are PAID to work is:

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| The amount I want to work | 76% | 477 |
| Not enough hours: I want a position with more hours | 21% | 128 |
| Too many hours: I want a position with fewer hours | 3% | 19 |
| Total cases | 100% | 624 |

### 9. I want to work more hours because: (Select all that apply) (n=127)

Respondents who selected *Not enough hours* in Question 8 were asked this question.

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| I need more income | 69% | 88 |
| I want to be eligible for benefits | 36% | 46 |
| I want more time with students | 35% | 44 |
| Other (please describe) | 23% | 29 |

### 10 - Why do you stay in your adult education position? (Select up to 4 factors that are most important) (n=634)

For all staff respondents (n=634), the most common reasons for staying in their position include *Feeling valued by my students* (66%), *Feeling like I’m part of something important* (62%), *A commitment to adult learners and/or the adult education field* (52%), and *Work schedule* (47%).

Forty-two staff respondents (7%) selected *Other* and provided an open-ended response for reasons they stay in their adult education positions. Common themes among these responses included feeling satisfaction and a sense of accomplishment from their work, and respect and care for their students. In addition to *Work schedule* being captured as one of the most commonly-selected responses, many staff added comments about the flexibility in work schedule being helpful for individuals who are retired, working other jobs, or who have family obligations.

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Feeling valued by my students | 66% | 416 |
| Feeling like I'm part of something important | 62% | 395 |
| A commitment to adult learners and/or the adult education field | 52% | 327 |
| Work schedule | 47% | 299 |
| Feeling valued by my director and/or colleagues | 41% | 262 |
| Pay | 25% | 161 |
| Being able to relate to my students’ experience | 18% | 116 |
| Feeling valued by the community | 16% | 102 |
| Positive morale among my colleagues | 14% | 88 |
| Benefits | 10% | 61 |
| Other (please describe) | 7% | 42 |

### 10a. Reasons Staff Stay by Age

Across age groups, responses were similar to overall responses, with the following differences: those who identified as *55 or older* and those who selected *Prefer not to respond* selected *Feeling valued by my director and/or colleagues* more often than *Work schedule*.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 24 or younger | | 25 to 34 | | 35 to 44 | | 45 to 54 | | 55 or older | | Prefer not to respond | | Age skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Pay | 2 | 25% | 22 | 27% | 30 | 27% | 28 | 20% | 72 | 29% | 4 | 16% | 3 | 18% | 161 | 25% |
| Benefits | 3 | 38% | 7 | 9% | 12 | 11% | 17 | 12% | 19 | 8% | 1 | 4% | 2 | 12% | 61 | 10% |
| Work schedule | 4 | 50% | 43 | 52% | 59 | 52% | 59 | 42% | 121 | 49% | 8 | 32% | 5 | 29% | 299 | 47% |
| Feeling valued by my director and/or colleagues | 4 | 50% | 28 | 34% | 40 | 35% | 53 | 38% | 122 | 49% | 10 | 40% | 5 | 29% | 262 | 41% |
| Feeling valued by my students | 4 | 50% | 50 | 61% | 78 | 69% | 81 | 58% | 176 | 71% | 16 | 64% | 11 | 65% | 416 | 66% |
| Feeling valued by the community | 3 | 38% | 14 | 17% | 16 | 14% | 28 | 20% | 34 | 14% | 4 | 16% | 3 | 18% | 102 | 16% |
| Feeling like I'm part of something important | 6 | 75% | 51 | 62% | 72 | 64% | 79 | 56% | 165 | 66% | 13 | 52% | 9 | 53% | 395 | 62% |
| Positive morale among my colleagues | 2 | 25% | 15 | 18% | 10 | 9% | 17 | 12% | 34 | 14% | 6 | 24% | 4 | 24% | 88 | 14% |
| A commitment to adult learners and/or the adult education field | 3 | 38% | 39 | 48% | 54 | 48% | 72 | 51% | 136 | 55% | 15 | 60% | 8 | 47% | 327 | 52% |
| Being able to relate to my students’ experience | 0 | 0% | 18 | 22% | 28 | 25% | 27 | 19% | 34 | 14% | 5 | 20% | 4 | 24% | 116 | 18% |
| Other (please describe) | 0 | 0% | 6 | 7% | 9 | 8% | 7 | 5% | 17 | 7% | 3 | 12% | 0 | 0% | 42 | 7% |
| Total respondents in category | 8 | 100% | 82 | 100% | 113 | 100% | 140 | 100% | 249 | 100% | 25 | 100% | 17 | 100% | 634 | 100% |

### 10b. Reasons Staff Stay by Gender

Across gender, those who selected *Woman* were represented by overall responses, while those who selected *Man* selected *Feeling valued by my director and/or colleagues* more often than *Work schedule*.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Woman | | Man | | Non-binary | | Gender not listed | | Prefer not to respond | | Gender skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Pay | 125 | 25% | 30 | 29% | 1 | 17% | 0 | 0% | 2 | 11% | 3 | 18% | 161 | 25% |
| Benefits | 49 | 10% | 9 | 9% | 1 | 17% | 0 | 0% | 0 | 0% | 2 | 12% | 61 | 10% |
| Work schedule | 241 | 49% | 44 | 43% | 3 | 50% | 0 | 0% | 6 | 32% | 5 | 29% | 299 | 47% |
| Feeling valued by my director and/or colleagues | 203 | 41% | 45 | 44% | 2 | 33% | 1 | 33% | 8 | 42% | 5 | 29% | 262 | 41% |
| Feeling valued by my students | 322 | 66% | 67 | 66% | 6 | 100% | 2 | 67% | 12 | 63% | 11 | 65% | 416 | 66% |
| Feeling valued by the community | 78 | 16% | 17 | 17% | 1 | 17% | 0 | 0% | 3 | 16% | 3 | 18% | 102 | 16% |
| Feeling like I'm part of something important | 313 | 64% | 61 | 60% | 2 | 33% | 0 | 0% | 9 | 47% | 10 | 59% | 395 | 62% |
| Positive morale among my colleagues | 67 | 14% | 12 | 12% | 1 | 17% | 1 | 33% | 5 | 26% | 4 | 24% | 88 | 14% |
| A commitment to adult learners and/or the adult education field | 259 | 53% | 49 | 48% | 3 | 50% | 3 | 100% | 9 | 47% | 8 | 47% | 327 | 52% |
| Being able to relate to my students’ experience | 82 | 17% | 23 | 23% | 2 | 33% | 1 | 33% | 7 | 37% | 3 | 18% | 116 | 18% |
| Other (please describe) | 34 | 7% | 5 | 5% | 1 | 17% | 0 | 0% | 2 | 11% | 0 | 0% | 42 | 7% |
| Total respondents in category | 491 | 100% | 102 | 100% | 6 | 100% | 3 | 100% | 19 | 100% | 17 | 100% | 634 | 100% |

### 10c. Reasons Staff Stay by Race/Ethnicity

There were some differences by race/ethnicity group. Those who selected *Asian or Asian American* as well as those who selected *Latino/a/x* selected *Feeling valued by my director and/or colleagues* more often than *A commitment to adult learners and/or the adult education field*. Those who selected *Prefer not to respond* selected *Feeling valued by my director and/or colleagues* more often than *Work schedule*. Notably, *African or African American* (34%) and *Latino/a/x* (35%) respondents were more than three times as likely to select *Being able to relate to my students’ experience* than White respondents (11%).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Af. American / African / Black | | Am. Indian / Alaska Native | | Asian | | Latino/a/x Hispanic | | Middle Eastern | | Native Hawaiian / Pac. Islander | | White | | Race/ethnicity not listed | | Don’t want to say | | Race/ethnicity skipped | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Pay | 14 | 32% | 0 | 0% | 4 | 16% | 26 | 27% | 2 | 17% | 0 | 0% | 108 | 26% | 2 | 13% | 7 | 18% | 4 | 24% | 161 | 25% |
| Benefits | 7 | 16% | 0 | 0% | 1 | 4% | 9 | 9% | 2 | 17% | 0 | 0% | 42 | 10% | 0 | 0% | 1 | 3% | 2 | 12% | 61 | 10% |
| Work schedule | 18 | 41% | 3 | 100% | 15 | 60% | 51 | 54% | 6 | 50% | 0 | 0% | 204 | 49% | 2 | 13% | 10 | 26% | 6 | 35% | 299 | 47% |
| Feeling valued by my director and/or colleagues | 16 | 36% | 1 | 33% | 9 | 36% | 42 | 44% | 5 | 42% | 0 | 0% | 175 | 42% | 4 | 27% | 18 | 46% | 5 | 29% | 262 | 41% |
| Feeling valued by my students | 30 | 68% | 2 | 67% | 16 | 64% | 56 | 59% | 7 | 58% | 0 | 0% | 279 | 67% | 9 | 60% | 26 | 67% | 10 | 59% | 416 | 66% |
| Feeling valued by the community | 9 | 20% | 0 | 0% | 5 | 20% | 27 | 28% | 1 | 8% | 0 | 0% | 56 | 13% | 2 | 13% | 3 | 8% | 3 | 18% | 102 | 16% |
| Feeling like I'm part of something important | 21 | 48% | 2 | 67% | 14 | 56% | 52 | 55% | 5 | 42% | 0 | 0% | 274 | 66% | 11 | 73% | 22 | 56% | 9 | 53% | 395 | 62% |
| Positive morale among my colleagues | 6 | 14% | 0 | 0% | 6 | 24% | 9 | 9% | 3 | 25% | 0 | 0% | 55 | 13% | 1 | 7% | 6 | 15% | 4 | 24% | 88 | 14% |
| A commitment to adult learners and/or the adult education field | 21 | 48% | 1 | 33% | 8 | 32% | 38 | 40% | 7 | 58% | 0 | 0% | 231 | 56% | 9 | 60% | 23 | 59% | 7 | 41% | 327 | 52% |
| Being able to relate to my students’ experience | 15 | 34% | 1 | 33% | 7 | 28% | 33 | 35% | 2 | 17% | 0 | 0% | 46 | 11% | 9 | 60% | 12 | 31% | 4 | 24% | 116 | 18% |
| Other (please describe) | 3 | 7% | 0 | 0% | 1 | 4% | 4 | 4% | 0 | 0% | 0 | 0% | 27 | 7% | 2 | 13% | 7 | 18% | 0 | 0% | 42 | 7% |
| Total respondents in category | 44 | 100% | 3 | 100% | 25 | 100% | 95 | 100% | 12 | 100% | 0 | 0% | 415 | 100% | 15 | 100% | 39 | 100% | 17 | 100% | 634 | 100% |

### 10d. Reasons Staff Stay by Program Setting

Responses also differed by program setting. Staff from CORs and LEAs selected *Feeling valued by my director and/or colleagues* more often than *Work schedule*. Those from CBOs selected *Pay* (15%) less than the average respondent (25%). Staff in the CBO group selected *Benefits* (21%) more than twice as frequently as the average respondent (10%).

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | CBO | | COR | | HRE | | LEA | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % |
| Pay | 39 | 15% | 8 | 33% | 35 | 27% | 79 | 37% | 161 | 25% |
| Benefits | 25 | 9% | 5 | 21% | 15 | 11% | 16 | 8% | 61 | 10% |
| Work schedule | 127 | 48% | 8 | 33% | 71 | 54% | 93 | 44% | 299 | 47% |
| Feeling valued by my director and/or colleagues | 101 | 38% | 9 | 38% | 48 | 37% | 104 | 49% | 262 | 41% |
| Feeling valued by my students | 182 | 68% | 14 | 58% | 84 | 64% | 136 | 64% | 416 | 66% |
| Feeling valued by the community | 55 | 21% | 1 | 4% | 13 | 10% | 33 | 15% | 102 | 16% |
| Feeling like I'm part of something important | 171 | 64% | 17 | 71% | 82 | 63% | 125 | 59% | 395 | 62% |
| Positive morale among my colleagues | 39 | 15% | 5 | 21% | 14 | 11% | 30 | 14% | 88 | 14% |
| A commitment to adult learners and/or the adult education field | 145 | 55% | 12 | 50% | 65 | 50% | 105 | 49% | 327 | 52% |
| Being able to relate to my students’ experience | 58 | 22% | 7 | 29% | 21 | 16% | 30 | 14% | 116 | 18% |
| Other (please describe) | 20 | 8% | 0 | 0% | 12 | 9% | 10 | 5% | 42 | 7% |
| Total respondents in category | 266 | 100% | 24 | 100% | 131 | 100% | 213 | 100% | 634 | 100% |

### 

### 11. Have you seriously considered leaving your adult education position?

One third (33%) of all staff respondents report that they have seriously considered leaving their adult education position.

|  |  |  |
| --- | --- | --- |
|  | % | Count |
| No, I have not seriously considered leaving my adult education position | 67% | 420 |
| Yes, I have seriously considered leaving my adult education position | 33% | 207 |
| Total cases | 100% | 627 |

### 11a. Staff Who Considered Leaving by Age

One third of all staff respondents (n=627) report that they have “seriously considered leaving my adult education position” (33%). This pattern was also consistent across most age groups, but differed for those who selected 25 to 34 years old (52% *Yes*, 48% *No*).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 24 or younger | | 25 to 34 | | 35 to 44 | | 45 to 54 | | 55 or older | | Prefer not to respond | | Age skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| No, I have not seriously considered leaving my adult education position | 6 | 75% | 39 | 48% | 63 | 57% | 94 | 67% | 194 | 79% | 17 | 68% | 7 | 47% | 420 | 67% |
| Yes, I have seriously considered leaving my adult education position | 2 | 25% | 43 | 52% | 48 | 43% | 46 | 33% | 52 | 21% | 8 | 32% | 8 | 53% | 207 | 33% |
| Total respondents in category | 8 | 100% | 82 | 100% | 111 | 100% | 140 | 100% | 246 | 100% | 25 | 100% | 15 | 100% | 627 | 100% |

### 11b. Staff Who Considered Leaving by Gender

The overall pattern was upheld across gender groups that were large enough to analyze.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Woman | | Man | | Non-binary | | Gender not listed | | Prefer not to respond | | Gender skipped | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| No, I have not seriously considered leaving my adult education position | 333 | 69% | 67 | 66% | 2 | 33% | 1 | 33% | 11 | 58% | 8 | 53% | 420 | 67% |
| Yes, I have seriously considered leaving my adult education position | 153 | 31% | 35 | 34% | 4 | 67% | 2 | 67% | 8 | 42% | 7 | 47% | 207 | 33% |
| Total respondents in category | 486 | 100% | 102 | 100% | 6 | 100% | 3 | 100% | 19 | 100% | 15 | 100% | 627 | 100% |

### 

### 11c. Staff Who Considered Leaving by Race/Ethnicity

The overall pattern was upheld across race/ethnicity groups that were large enough to analyze.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Af. American / African / Black | | Am. Indian / Alaska Native | | Asian | | Latino/a/x Hispanic | | Middle Eastern | | Native Hawaiian / Pac. Islander | | White | | Race/ethnicity not listed | | Don’t want to say | | Race/ethnicity skipped | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| No, I have not seriously considered leaving my adult education position | 29 | 67% | 1 | 33% | 16 | 64% | 75 | 79% | 10 | 83% | 0 | 0% | 266 | 65% | 9 | 60% | 24 | 62% | 8 | 53% | 420 | 67% |
| Yes, I have seriously considered leaving my adult education position | 14 | 33% | 2 | 67% | 9 | 36% | 20 | 21% | 2 | 17% | 0 | 0% | 145 | 35% | 6 | 40% | 15 | 38% | 7 | 47% | 207 | 33% |
| Total respondents in category | 43 | 100% | 3 | 100% | 25 | 100% | 95 | 100% | 12 | 100% | 0 | 0% | 411 | 100% | 15 | 100% | 39 | 100% | 15 | 100% | 627 | 100% |

### 11d. Staff Who Considered Leaving by Program Setting

The overall pattern was upheld across program settings.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | CBO | | COR | | HRE | | LEA | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % |
| No, I have not seriously considered leaving my adult education position | 161 | 61% | 13 | 54% | 83 | 64% | 163 | 78% | 420 | 67% |
| Yes, I have seriously considered leaving my adult education position | 102 | 39% | 11 | 46% | 47 | 36% | 47 | 22% | 207 | 33% |
| Total respondents in category | 263 | 100% | 24 | 100% | 130 | 100% | 210 | 100% | 627 | 100% |

### 12. Which of the following factors, if any, have made you seriously consider leaving your adult education position? (Select all that apply) (n=207)

Staff respondents who indicated they had seriously considered leaving their position were asked this question. The most common factors included *My hourly rate is too low* (41%), *Other* (35%), *Pay increases are not commensurate with my contribution to the program* (32%), and *No possibility of promotion/career advancement* (28%).

Staff who selected *Other* were able to provide an open-ended response. Common themes included retirement, considering leaving their position for other career opportunities or growth, feeling unhappy with or unheard by administration, management, or DESE, and burnout. Many staff mentioned that they work a full-time job in addition to their position, and that this amount of work can be tiring. Despite these themes being captured in the top two responses, many respondents also provided open-ended responses about pay being too low, not getting raises, and being asked to do more than what they are paid for.

|  |  |  |
| --- | --- | --- |
|  | Percent | Count |
| My hourly rate is too low | 41% | 84 |
| Other (please describe) | 35% | 73 |
| Pay increases are not commensurate with my contribution to the program | 32% | 67 |
| No possibility of promotion/career advancement | 28% | 57 |
| Work demands are too high (If selected, please describe) | 22% | 46 |
| Not enough paid prep time to do my job well | 22% | 45 |
| I’m not eligible for benefits | 22% | 45 |
| I want a full-time position | 18% | 38 |
| Expectations for staff change too frequently | 15% | 31 |
| Staff turnover | 14% | 28 |
| Students have too many unmet needs that interfere with their learning | 14% | 28 |
| What I’m paid for my work isn’t fair If selected, please describe | 12% | 25 |
| I don’t feel valued and/or included | 12% | 24 |
| Expectations for staff are unclear | 11% | 23 |
| My colleagues aren’t qualified/prepared | 7% | 15 |
| The shift toward digital learning and distance education | 6% | 13 |
| Benefits for which I’m eligible are not adequate | 5% | 11 |
| My training didn’t prepare me for the job | 2% | 5 |
| I want a part-time position | 1% | 1 |

### 12a. Reasons Staff Have Considered Leaving by Age

Responses varied by age group, with the following differences: staff aged 25 to 34 selected *I want a full-time position* and *I’m not eligible for benefits* more often than *Pay increases are not commensurate with my contribution to the program* and *Other*. Those who selected *45 to 54* chose *I’m not eligible for benefits* equally as often as *Other*. Those who selected *55 or older* chose *Work demands are too high* and *Not enough paid prep time to do my job well* more often than *No possibility of promotion or career advancement*. Staff aged 25 to 34 were more than twice as likely to select *Staff turnover* (28%) as staff overall (14%). The response *I want a full time position* also varied by age group, decreasing as age increased: *25 to 34* at 37%, *35 to 44* at 23%, *45 to 54* at 13%, and *55 or older* at 6%.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 24 or younger | | 25 to 34 | | 35 to 44 | | 45 to 54 | | 55 or older | | Prefer not to respond | | | Age skipped | | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | | % | n | | % |
| Work demands are too high If selected, please describe | 0 | 0% | 7 | 16% | 11 | 23% | 13 | 28% | 14 | 27% | 0 | 0% | 1 | | 13% | 46 | | 22% |
| I want a full-time position | 0 | 0% | 16 | 37% | 11 | 23% | 6 | 13% | 3 | 6% | 1 | 13% | 1 | | 13% | 38 | | 18% |
| I want a part-time position | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 2% | 0 | 0% | 0 | | 0% | 1 | | 0% |
| My hourly rate is too low | 1 | 50% | 15 | 35% | 22 | 46% | 19 | 41% | 21 | 40% | 5 | 63% | 1 | | 13% | 84 | | 41% |
| Pay increases are not commensurate with my contribution to the program | 1 | 50% | 13 | 30% | 16 | 33% | 15 | 33% | 19 | 37% | 2 | 25% | 1 | | 13% | 67 | | 32% |
| What I’m paid for my work isn’t fair If selected, please describe | 0 | 0% | 6 | 14% | 6 | 13% | 5 | 11% | 8 | 15% | 0 | 0% | 0 | | 0% | 25 | | 12% |
| Not enough paid prep time to do my job well | 0 | 0% | 6 | 14% | 9 | 19% | 10 | 22% | 14 | 27% | 4 | 50% | 2 | | 25% | 45 | | 22% |
| I’m not eligible for benefits | 0 | 0% | 14 | 33% | 9 | 19% | 14 | 30% | 6 | 12% | 2 | 25% | 0 | | 0% | 45 | | 22% |
| Benefits for which I’m eligible are not adequate | 0 | 0% | 3 | 7% | 4 | 8% | 2 | 4% | 0 | 0% | 2 | 25% | 0 | | 0% | 11 | | 5% |
| No possibility of promotion/career advancement | 0 | 0% | 14 | 33% | 14 | 29% | 15 | 33% | 11 | 21% | 1 | 13% | 2 | | 25% | 57 | | 28% |
| The shift toward digital learning and distance education | 0 | 0% | 2 | 5% | 1 | 2% | 1 | 2% | 8 | 15% | 1 | 13% | 0 | | 0% | 13 | | 6% |
| My training didn’t prepare me for the job | 0 | 0% | 1 | 2% | 2 | 4% | 0 | 0% | 1 | 2% | 0 | 0% | 1 | | 13% | 5 | | 2% |
| I don’t feel valued and/or included | 0 | 0% | 4 | 9% | 9 | 19% | 3 | 7% | 5 | 10% | 2 | 25% | 1 | | 13% | 24 | | 12% |
| My colleagues aren’t qualified/prepared | 0 | 0% | 4 | 9% | 4 | 8% | 3 | 7% | 3 | 6% | 0 | 0% | 1 | | 13% | 15 | | 7% |
| Staff turnover | 0 | 0% | 12 | 28% | 8 | 17% | 1 | 2% | 5 | 10% | 2 | 25% | 0 | | 0% | 28 | | 14% |
| Students have too many unmet needs that interfere with their learning | 1 | 50% | 5 | 12% | 7 | 15% | 5 | 11% | 9 | 17% | 0 | 0% | 1 | | 13% | 28 | | 14% |
| Expectations for staff are unclear | 0 | 0% | 5 | 12% | 5 | 10% | 4 | 9% | 9 | 17% | 0 | 0% | 0 | | 0% | 23 | | 11% |
| Expectations for staff change too frequently | 0 | 0% | 4 | 9% | 5 | 10% | 7 | 15% | 10 | 19% | 4 | 50% | 1 | | 13% | 31 | | 15% |
| Other (please describe) | 1 | 50% | 11 | 26% | 19 | 40% | 14 | 30% | 23 | 44% | 1 | 13% | 4 | | 50% | 73 | | 35% |
| Total respondents in category | 2 | 100% | 43 | 100% | 48 | 100% | 46 | 100% | 52 | 100% | 8 | 100% | 8 | | 100% | 207 | | 100% |

### 12b. Reasons Staff Have Considered Leaving by Gender

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Woman | | Man | | Non-binary | | Gender not listed | | Prefer not to respond | | Gender skipped | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Work demands are too high (If selected, please describe) | 36 | 24% | 7 | 20% | 1 | 25% | 0 | 0% | 1 | 13% | 1 | 14% | 46 | 22% |
| I want a full-time position | 29 | 19% | 7 | 20% | 1 | 25% | 1 | 50% | 1 | 13% | 1 | 14% | 38 | 18% |
| I want a part-time position | 0 | 0% | 1 | 3% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 0% |
| My hourly rate is too low | 62 | 41% | 13 | 37% | 3 | 75% | 1 | 50% | 6 | 75% | 1 | 14% | 84 | 41% |
| Pay increases are not commensurate with my contribution to the program | 53 | 35% | 10 | 29% | 1 | 25% | 1 | 50% | 4 | 50% | 0 | 0% | 67 | 32% |
| What I’m paid for my work isn’t fair (If selected, please describe) | 20 | 13% | 3 | 9% | 2 | 50% | 0 | 0% | 0 | 0% | 0 | 0% | 25 | 12% |
| Not enough paid prep time to do my job well | 32 | 21% | 7 | 20% | 1 | 25% | 1 | 50% | 4 | 50% | 2 | 29% | 45 | 22% |
| I’m not eligible for benefits | 35 | 23% | 6 | 17% | 2 | 50% | 1 | 50% | 3 | 38% | 0 | 0% | 45 | 22% |
| Benefits for which I’m eligible are not adequate | 4 | 3% | 6 | 17% | 0 | 0% | 1 | 50% | 2 | 25% | 0 | 0% | 11 | 5% |
| No possibility of promotion/career advancement | 42 | 27% | 12 | 34% | 1 | 25% | 1 | 50% | 2 | 25% | 1 | 14% | 57 | 28% |
| The shift toward digital learning and distance education | 10 | 7% | 3 | 9% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 13 | 6% |
| My training didn’t prepare me for the job | 4 | 3% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 14% | 5 | 2% |
| I don’t feel valued and/or included | 19 | 12% | 2 | 6% | 1 | 25% | 0 | 0% | 1 | 13% | 1 | 14% | 24 | 12% |
| My colleagues aren’t qualified/prepared | 12 | 8% | 2 | 6% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 14% | 15 | 7% |
| Staff turnover | 20 | 13% | 5 | 14% | 2 | 50% | 0 | 0% | 1 | 13% | 0 | 0% | 28 | 14% |
| Students have too many unmet needs that interfere with their learning | 22 | 14% | 4 | 11% | 1 | 25% | 0 | 0% | 0 | 0% | 1 | 14% | 28 | 14% |
| Expectations for staff are unclear | 20 | 13% | 3 | 9% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 23 | 11% |
| Expectations for staff change too frequently | 24 | 16% | 4 | 11% | 0 | 0% | 0 | 0% | 2 | 25% | 1 | 14% | 31 | 15% |
| Other (please describe) | 55 | 36% | 12 | 34% | 0 | 0% | 2 | 100% | 2 | 25% | 4 | 57% | 73 | 35% |
| Total respondents in category | 153 | 100% | 35 | 100% | 4 | 100% | 2 | 100% | 8 | 100% | 7 | 100% | 207 | 100% |

### 12c. Reasons Staff Have Considered Leaving by Race/Ethnicity

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Af. American / African / Black | | Am. Indian / Alaska Native | | Asian | | Latino/a/x Hispanic | | Middle Eastern | | Native Hawaiian / Pac. Islander | | White | | Race/ethnicity not listed | | Don’t want to say | | Race/ethnicity skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Work demands are too high If selected, please describe | 2 | 14% | 0 | 0% | 1 | 11% | 0 | 0% | 1 | 50% | 0 | 0% | 38 | 26% | 1 | 17% | 3 | 20% | 1 | 14% | 46 | 22% |
| I want a full-time position | 2 | 14% | 1 | 50% | 3 | 33% | 5 | 25% | 0 | 0% | 0 | 0% | 25 | 17% | 2 | 33% | 3 | 20% | 1 | 14% | 38 | 18% |
| I want a part-time position | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 0% |
| My hourly rate is too low | 5 | 36% | 1 | 50% | 0 | 0% | 7 | 35% | 2 | 100% | 0 | 0% | 60 | 41% | 5 | 83% | 11 | 73% | 1 | 14% | 84 | 41% |
| Pay increases are not commensurate with my contribution to the program | 4 | 29% | 0 | 0% | 3 | 33% | 4 | 20% | 1 | 50% | 0 | 0% | 45 | 31% | 4 | 67% | 8 | 53% | 0 | 0% | 67 | 32% |
| What I’m paid for my work isn’t fair If selected, please describe | 1 | 7% | 0 | 0% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 21 | 14% | 1 | 17% | 2 | 13% | 0 | 0% | 25 | 12% |
| Not enough paid prep time to do my job well | 2 | 14% | 0 | 0% | 1 | 11% | 5 | 25% | 1 | 50% | 0 | 0% | 30 | 21% | 3 | 50% | 4 | 27% | 2 | 29% | 45 | 22% |
| I’m not eligible for benefits | 2 | 14% | 2 | 100% | 1 | 11% | 4 | 20% | 0 | 0% | 0 | 0% | 33 | 23% | 2 | 33% | 5 | 33% | 0 | 0% | 45 | 22% |
| Benefits for which I’m eligible are not adequate | 0 | 0% | 0 | 0% | 1 | 11% | 0 | 0% | 1 | 50% | 0 | 0% | 7 | 5% | 0 | 0% | 2 | 13% | 0 | 0% | 11 | 5% |
| No possibility of promotion/career advancement | 5 | 36% | 1 | 50% | 2 | 22% | 8 | 40% | 0 | 0% | 0 | 0% | 36 | 25% | 2 | 33% | 6 | 40% | 1 | 14% | 57 | 28% |
| The shift toward digital learning and distance education | 1 | 7% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 12 | 8% | 0 | 0% | 0 | 0% | 0 | 0% | 13 | 6% |
| My training didn’t prepare me for the job | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 10% | 0 | 0% | 0 | 0% | 2 | 1% | 0 | 0% | 0 | 0% | 1 | 14% | 5 | 2% |
| I don’t feel valued and/or included | 2 | 14% | 0 | 0% | 1 | 11% | 3 | 15% | 1 | 50% | 0 | 0% | 13 | 9% | 1 | 17% | 4 | 27% | 1 | 14% | 24 | 12% |
| My colleagues aren’t qualified/prepared | 0 | 0% | 0 | 0% | 1 | 11% | 1 | 5% | 1 | 50% | 0 | 0% | 9 | 6% | 0 | 0% | 3 | 20% | 1 | 14% | 15 | 7% |
| Staff turnover | 2 | 14% | 0 | 0% | 1 | 11% | 4 | 20% | 0 | 0% | 0 | 0% | 18 | 12% | 0 | 0% | 3 | 20% | 0 | 0% | 28 | 14% |
| Students have too many unmet needs that interfere with their learning | 1 | 7% | 0 | 0% | 0 | 0% | 4 | 20% | 0 | 0% | 0 | 0% | 22 | 15% | 2 | 33% | 2 | 13% | 1 | 14% | 28 | 14% |
| Expectations for staff are unclear | 0 | 0% | 0 | 0% | 1 | 11% | 5 | 25% | 1 | 50% | 0 | 0% | 15 | 10% | 0 | 0% | 2 | 13% | 0 | 0% | 23 | 11% |
| Expectations for staff change too frequently | 3 | 21% | 0 | 0% | 2 | 22% | 4 | 20% | 1 | 50% | 0 | 0% | 16 | 11% | 0 | 0% | 5 | 33% | 1 | 14% | 31 | 15% |
| Other (please describe) | 4 | 29% | 0 | 0% | 3 | 33% | 9 | 45% | 0 | 0% | 0 | 0% | 50 | 34% | 2 | 33% | 6 | 40% | 4 | 57% | 73 | 35% |
| Total respondents in category | 14 | 100% | 2 | 100% | 9 | 100% | 20 | 100% | 2 | 100% | 0 | 0% | 145 | 100% | 6 | 100% | 15 | 100% | 7 | 100% | 207 | 100% |

### 12d. Reasons Staff Have Considered Leaving by Program Setting

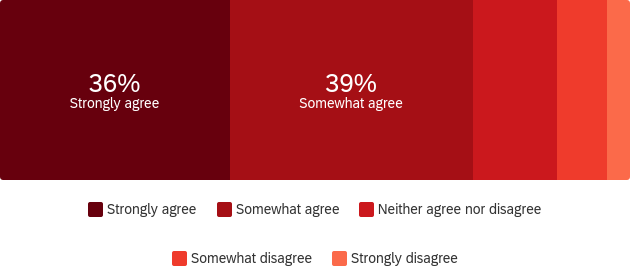
Staff from HREs selected *Expectations for staff change too frequently*, *Work demands are too high*, and *Not paid enough prep time to do my job well* more often than *Pay increases are not commensurate with my contribution to the program* and *No possibility of promotion/career advancement*. Staff from HREs selected *Expectations for staff change too frequently* (30%) at double the rate of staff overall (15%). Additionally, staff from HREs selected *Expectations for staff are unclear* (26%) at more than twice the rate of staff overall (11%). Staff from LEAs selected *I want a full-time position*, *I’m not paid prep time to do my job well*, and *I’m not eligible for benefits* more often than *Pay increases are not commensurate with my contribution to the program* and No *possibility of promotion/career advancement*.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | CBO | | COR | | HRE | | LEA | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % |
| Work demands are too high | 24 | 24% | 2 | 18% | 13 | 28% | 7 | 15% | 46 | 22% |
| I want a full-time position | 20 | 20% | 0 | 0% | 6 | 13% | 12 | 26% | 38 | 18% |
| I want a part-time position | 0 | 0% | 1 | 9% | 0 | 0% | 0 | 0% | 1 | 0% |
| My hourly rate is too low | 55 | 54% | 3 | 27% | 15 | 32% | 11 | 23% | 84 | 41% |
| Pay increases are not commensurate with my contribution to the program | 46 | 45% | 7 | 64% | 8 | 17% | 6 | 13% | 67 | 32% |
| What I’m paid for my work isn’t fair If selected, please describe | 17 | 17% | 1 | 9% | 3 | 6% | 4 | 9% | 25 | 12% |
| Not enough paid prep time to do my job well | 20 | 20% | 1 | 9% | 13 | 28% | 11 | 23% | 45 | 22% |
| I’m not eligible for benefits | 26 | 25% | 0 | 0% | 8 | 17% | 11 | 23% | 45 | 22% |
| I’m eligible are not adequate | 9 | 9% | 0 | 0% | 1 | 2% | 1 | 2% | 11 | 5% |
| No possibility of promotion/career advancement | 33 | 32% | 2 | 18% | 12 | 26% | 10 | 21% | 57 | 28% |
| The shift toward digital learning and distance education | 8 | 8% | 0 | 0% | 3 | 6% | 2 | 4% | 13 | 6% |
| My training didn’t prepare me for the job | 3 | 3% | 0 | 0% | 1 | 2% | 1 | 2% | 5 | 2% |
| I don’t feel valued and/or included | 12 | 12% | 1 | 9% | 10 | 21% | 1 | 2% | 24 | 12% |
| My colleagues aren’t qualified/prepared | 7 | 7% | 1 | 9% | 4 | 9% | 3 | 6% | 15 | 7% |
| Staff turnover | 15 | 15% | 1 | 9% | 10 | 21% | 2 | 4% | 28 | 14% |
| Students have too many unmet needs that interfere with their learning | 15 | 15% | 1 | 9% | 4 | 9% | 8 | 17% | 28 | 14% |
| Expectations for staff are unclear | 10 | 10% | 0 | 0% | 12 | **26%** | 1 | 2% | 23 | 11% |
| Expectations for staff change too frequently | 9 | 9% | 3 | 27% | 14 | **30%** | 5 | 11% | 31 | 15% |
| Other (please describe) | 33 | 32% | 2 | 18% | 19 | 40% | 19 | 40% | 73 | 35% |
| Total respondents in category | 102 | 100% | 11 | 100% | 47 | 100% | 47 | 100% | 207 | 100% |

### 13. If you know other staff who have left their job(s) in your program, why did they leave?

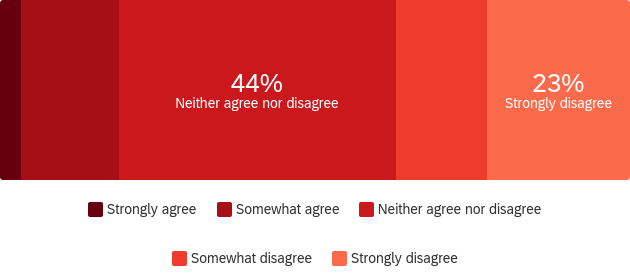
A total of 265 staff respondents provided an open-ended response to this question. Common themes among respondents generally fell into two categories: reasons outside of the job and reasons within the job. Reasons outside of the job itself included leaving due to retirement, health concerns, relocation, family obligations, or career changes. Reasons for leaving that are job-related included not being paid enough/being unhappy with benefits, feeling undervalued, burnout, issues with scheduling, wanting a full-time position, workload and demands being too high, limited opportunities for growth, and funding uncertainties and layoffs.

### 14. I feel like I have a voice in program-level decision-making in the adult education program(s) where I work.



|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Strongly agree | 36% | 227 |
| Somewhat agree | 39% | 240 |
| Neither agree nor disagree | 13% | 83 |
| Somewhat disagree | 8% | 50 |
| Strongly disagree | 4% | 23 |
| Total cases | 100% | 623 |

### 15. I feel like I have a voice in adult education at the state level.



|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Strongly agree | 3% | 20 |
| Somewhat agree | 15% | 95 |
| Neither agree nor disagree | 44% | 271 |
| Somewhat disagree | 15% | 90 |
| Strongly disagree | 23% | 141 |
| Total cases | 100% | 617 |

### 16. Please describe how you do or do not have a voice at the program and/or state level.

Staff (n=390) provided an open-ended response to this question. While responses varied, some themes and patterns emerged. In general, staff more often reported having a voice at the program level than not having a voice at the program level. For the respondents who stated they did not have a voice at the program level, reasons included administration being inflexible or not asking staff for input, feeling as though their position does not warrant a say, feeling like they don’t have opportunities to provide their opinions, or believing that being new or working part time limits their opportunity to provide feedback. More frequently, staff respondents reported having a voice at the program level, mentioning directors and programs providing ample opportunities for input and feedback, feeling at though their opinion is valued, sharing that their program works as a team, stating they have decision making abilities for curriculum, and seeing their suggestions implemented.

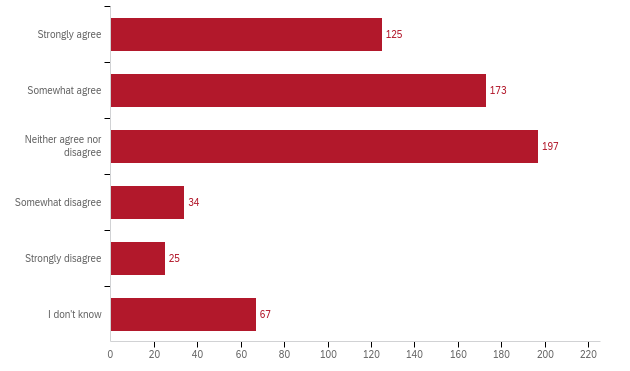
For respondents who discussed their voice at the state level, more staff reported not having a voice than reported having a voice at the state level. Those who said they do have a voice at the state level mentioned having opportunities to participate and share at the state level, having representatives to advocate for them, and having their concerns addressed over time. Those who described feeling as though they do not have a voice at the state level mentioned that their position does not give them opportunities to provide feedback; that ACLS, DESE, and the state tend to make decisions without input of staff; that they do not have a connection with the state level decision-makers; and feeling as though their opinions are not valued. Respondents commonly mentioned not knowing how they would get involved at the state level. Others mentioned that despite knowing how to get involved, they do not have the time to get involved nor would they be paid for the time spent advocating at the state level.

### 17. What aspects of adult education would you like to have more input into, if any?

Staff respondents (n=287) provided an open-ended response about what aspects of adult education they would like to have more input into. Some responses addressed the general desire to have teacher and staff opinions valued because of their “boots on the ground” perspective, and to have more transparency and communication with staff as decisions are made.

Other themes within responses included having a say in curriculum and instruction (curriculum design, class size, and integration of remote education), student needs (students with disabilities, advocating for students, and understanding the complex needs of adult learners), staff needs (pay, benefits, parking, supplies, trainings, and access to resources), program evaluation (PQRs, site visits, and meetings with program specialists), and policies (enrollment, attendance, student assessment and testing, and measurable gains).

### 18. I feel supported by Adult and Community Learning Services (ACLS, the state office of adult education).



### 18. (Cont’d) I feel supported by Adult and Community Learning Services (ACLS, the state office of adult education).

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Strongly agree | 20% | 125 |
| Somewhat agree | 28% | 173 |
| Neither agree nor disagree | 32% | 197 |
| Somewhat disagree | 6% | 34 |
| Strongly disagree | 4% | 25 |
| I don't know | 11% | 67 |
| Total cases | 100% | 621 |

## Remote Instruction and Remote Service (Q19-Q25)

### 19. Are you involved with remote instruction and/or remote services in your current role?

Just over half (58%) of staff respondents (n=619) reported they are involved with remote instruction.



|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Yes | 58% | 356 |
| No | 43% | 263 |
| Total cases | 100% | 619 |

### 20. Number of hours you are involved with remote instruction and/or remote services in a week:

Staff respondents (n=333) provided an open-ended response about the number of hours they are involved with remote instruction/remote services in a week. While some staff provided exact numbers, others entered ranges or descriptions about variation in hours. Due to the variety of response types, estimates were calculated based on the exact numbers provided and the mid-point for number ranges. Approximately 1% of staff who responded to this question reported having no involvement in remote services. The majority of staff (approximately 58%) reported being involved 1-10 hours a week. Approximately 8% are involved for 21 to 30 hours a week, and ≈5% are involved in remote services 31 or more hours a week.

### 21. My involvement with remote instruction and/or remote services is:

The majority of staff respondents (80%) reported that their level of involvement in remote education is *The right level of involvement for my comfort and skill level*. Eleven percent of respondents reported *Too much involvement (I would like to do less distance education and/or remote services)* and 10% of respondents reported *Too little involvement (I would like to do more distance education and/or remote services)*.

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| The right level of involvement for my comfort and skill level | 80% | 277 |
| Too much involvement (I would like to do less distance education and/or remote services) | 11% | 38 |
| Too little involvement (I would like to do more distance education and/or remote services) | 10% | 33 |
| Total cases | 100% | 348 |
|  |  |  |

### 22. What effect has having a remote instruction option had on student attendance?

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| I don't know | 27% | 161 |
| Significant positive effect | 27% | 159 |
| Slight positive effect | 21% | 122 |
| No clear effect | 12% | 72 |
| Slight negative effect | 10% | 58 |
| Significant negative effect | 4% | 22 |
| Total cases | 100% | 594 |

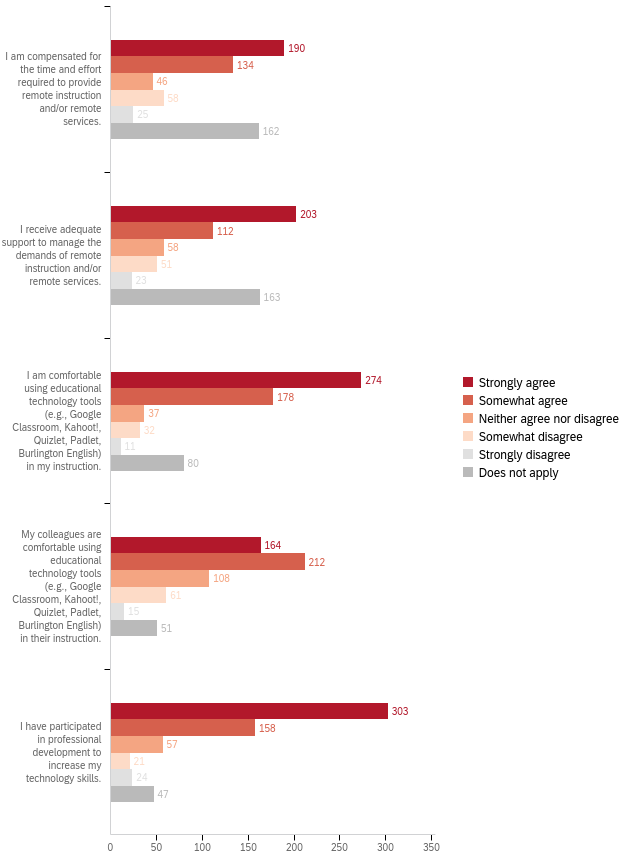
### 

### 23. What effect has having a remote instruction option had on student retention?

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| I don't know | 31% | 187 |
| Slight positive effect | 21% | 126 |
| Significant positive effect | 19% | 113 |
| No clear effect | 16% | 94 |
| Slight negative effect | 9% | 56 |
| Significant negative effect | 3% | 19 |
| Total cases | 100% | 595 |

### 

### 24. Please indicate the extent to which you agree with each of the statements below.



### 24. (Cont’d) Please indicate the extent to which you agree with each of the statements below.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strongly agree | | Somewhat agree | | Neither agree nor disagree | | Somewhat disagree | | Strongly disagree | | Does not apply | | Total |
| I am compensated for the time and effort required to provide remote instruction and/or remote services. | 31% | 190 | 22% | 134 | 8% | 46 | 9% | 58 | 4% | 25 | 26% | 162 | 615 |
| I receive adequate support to manage the demands of remote instruction and/or remote services. | 33% | 203 | 18% | 112 | 10% | 58 | 8% | 51 | 4% | 23 | 27% | 163 | 610 |
| I am comfortable using educational technology tools (e.g., Google Classroom, Kahoot!, Quizlet, Padlet, Burlington English) in my instruction. | 45% | 274 | 29% | 178 | 6% | 37 | 5% | 32 | 2% | 11 | 13% | 80 | 612 |
| My colleagues are comfortable using educational technology tools (e.g., Google Classroom, Kahoot!, Quizlet, Padlet, Burlington English) in their instruction. | 27% | 164 | 35% | 212 | 18% | 108 | 10% | 61 | 3% | 15 | 8% | 51 | 611 |
| I have participated in professional development to increase my technology skills. | 50% | 303 | 26% | 158 | 9% | 57 | 3% | 21 | 4% | 24 | 8% | 47 | 610 |

### 25. Which of the following potential supports for remote instruction or remote services are you most interested in? (Select up to three)

Across all respondents (n=547), the most common selections were *SABES trainings/professional development on remote instruction or remote services* (52%), *Access to more/better technology* (47%), *Professional development opportunities on remote instruction or remote services other than those offered by SABES* (36%), and *A dedicated position in my organization to support technology use* (33%).

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| SABES trainings/professional development on remote instruction or remote services | 52% | 283 |
| Access to more/better technology (e.g., hardware, software, apps, programs) for myself and my students | 47% | 257 |
| Professional development opportunities on remote instruction or remote services other than those offered by SABES | 36% | 194 |
| A dedicated position in my organization to support technology use (e.g., digital navigator, tech support) | 33% | 182 |
| Assistance from my host institution related to remote instruction or remote services | 14% | 74 |
| Assistance from ACLS related to remote instruction or remote services | 11% | 61 |
| Total cases | 100% | 547 |

## Respondent Demographics (Q25-Q27)

### 26. What is your age?

The most common age group of all staff respondents (n=619) was *55 or older* (41%). The next most common age groups were *45 to 54* (23%), *35 to 44* (18%), *25 to 24* (13%), *prefer not to respond* (4%), and *24 or younger* (1%).

|  |  |  |
| --- | --- | --- |
| Answer | Percent | Count |
| 24 or younger | 1% | 8 |
| 25 to 34 | 13% | 82 |
| 35 to 44 | 18% | 113 |
| 45 to 54 | 23% | 140 |
| 55 or older | 41% | 251 |
| Prefer not to respond | 4% | 25 |
| Total cases | 100% | 619 |

### 27. Which best describes your gender? (n=619)

The majority of staff respondents (n=619) selected *Woman* (80%). Other staff respondents selected *Man* (16%), *Prefer not to respond* (3%), *Non-binary* (1%), and *Gender not listed* (<1%). Respondents could select more than one option.

|  |  |  |
| --- | --- | --- |
| Answer | Percent | Count |
| Woman | 80% | 493 |
| Man | 16% | 102 |
| Non-binary | 1% | 6 |
| Gender not listed | <1% | 3 |
| Prefer not to respond | 3% | 19 |

### 28. Which best describes your race/ethnicity? (Please select all that apply.) (n=619)

For race and ethnicity, respondents were able to select as many options as applied to them. The most-frequently selected race/ethnicity for staff respondents (n=619) was *White* (67%). The representation from all other racial/ethnic groups was quite a bit smaller.

|  |  |  |
| --- | --- | --- |
| Answer | Percent | Count |
| White | 67% | 416 |
| Latino/a/x, Hispanic, or Spanish Origin | 16% | 96 |
| African, African American, or Black | 7% | 44 |
| Prefer not to respond | 6% | 39 |
| Asian or Asian American | 4% | 25 |
| Race/ethnicity not listed | 2% | 15 |
| Middle Eastern | 2% | 12 |
| American Indian, Native American, or Alaska Native | 1% | 3 |

### Program Setting

Based on contact information used to invite staff respondents, we determined that of all staff respondents (n=649), the largest group are from CBOs (42%). Other program setting representation among staff respondents is LEAs (33%), HREs (21%), and CORs (4%).

|  |  |  |
| --- | --- | --- |
|  | Percent | Count |
| CBO | 42% | 272 |
| LEA | 33% | 217 |
| HRE | 21% | 135 |
| COR | 4% | 25 |
| Total | 100% | 649 |

# Appendix G: Student Survey Responses (*Programs within* *CBOs, LEAs, and HREs*)

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4. How did you find out about your program? (Please select all that apply) 110

5. Why are you taking classes or tutoring? (Please select all that apply) 110

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13. Which best describes your gender? 126

14. Which best describes your race/ethnicity? (Please select all that apply) 127

14. (Cont’d) Which best describes your race/ethnicity? (Please select all that apply) 128

15. Please select the program where you take most or all of your adult education classes. 128

Note: For questions where respondents could select more than one option, the response counts total to more than the number of respondents, and the percents total more than 100%. In some single-response questions, percents total more than 100% due to rounding.

## Student Participation in Adult Education (Q1-Q6)

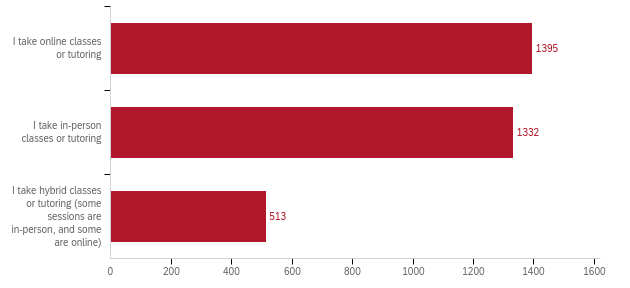
### 1. What kind of classes are you taking? (Please select all that apply) (n=3157)

The majority of students were enrolled in *ESL, ESOL, or other class related to learning English* (69%), followed by *GED, HSE or other class related to earning a high school equivalency* (17%) and *ABE or basic education classes* (13%). The percentage of students enrolled in *Job training classes* (3%), *Transitioning to college classes* (2%) and *Tutoring* (2%) was considerably lower compared to other class types.

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| ESL, ESOL, or other class related to learning English if you speak another language | 69% | 2172 |
| GED, HSE or other class related to earning a high school equivalency | 17% | 549 |
| ABE or basic education classes | 13% | 395 |
| Something else Please describe | 8% | 260 |
| Job training classes | 3% | 106 |
| Transitioning to college classes | 2% | 66 |
| Tutoring | 2% | 52 |

### 2. How do you participate? (Please select all that apply) (n=3105)

The percentage of students who take in-person classes and online classes is split nearly equally (45% and 43%, respectively). The percentage of students who take hybrid classes or tutoring is considerably lower compared to other class formats (17%).

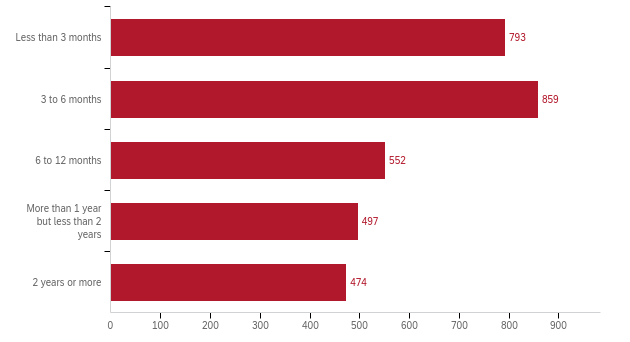


### 2. (Cont’d) How do you participate? (Please select all that apply)

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| I take online classes or tutoring | 45% | 1395 |
| I take in-person classes or tutoring | 43% | 1332 |
| I take hybrid classes or tutoring (some sessions are in-person, and some are online) | 17% | 513 |

### 3. How long have you been participating in your adult education program? (n=3175)

The largest group of students (27%) were enrolled in classes between 3 and 6 months, followed by those who were enrolled in classes less than 3 months (25%), and 6-12 months (17%).



|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Less than 3 months | 25% | 793 |
| 3 to 6 months | 27% | 859 |
| 6 to 12 months | 17% | 552 |
| More than 1 year but less than 2 years | 16% | 497 |
| 2 years or more | 15% | 474 |
| Total | 100% | 3175 |

### 4. How did you find out about your program? (Please select all that apply) (n=3101)

When students were asked how they heard about the program, the majority said that they heard from a friend or family member (66%), followed by online search (19%) and some other way (7%).

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| A friend or family member | 66% | 2042 |
| By searching online | 19% | 589 |
| Some other way Please describe | 7% | 226 |
| Information from a social service agency (e.g., financial or food assistance, heating assistance, MassHire) | 7% | 217 |
| Social media (e.g., Facebook, Instagram, Twitter) | 5% | 149 |
| My child’s daycare or school | 4% | 120 |
| Public advertising (e.g., billboards, signs on public transportation) | 3% | 88 |
| My employer/work site | 2% | 56 |

### 5. Why are you taking classes or tutoring? (Please select all that apply) (n=3100)

The most common reasons students gave for taking classes or tutoring were to improve their English language skills (66%), improve their options for a new or better job (48%), improve their life (45%), and get their high school diploma or GED (25%).

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| To improve my English language skills | 66% | 2058 |
| To improve my options for a new or better job | 48% | 1476 |
| To improve my life | 45% | 1387 |
| To get my high school diploma or GED | 25% | 776 |
| To help my family | 24% | 755 |
| To be a role model for my children | 22% | 689 |
| To meet people/find community | 21% | 634 |
| To improve my math skills | 6% | 183 |
| Something else Please describe | 4% | 136 |

### 5a. Reasons for Taking Classes or Tutoring by Age

Improving English language skills is the most common reason for enrollment across all age groups, except for students aged 17 or younger. The most common reason for enrollment for students who are 17 or younger is to get their high school diploma or GED.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 17 or younger | | 18 to 24 | | 25 to 34 | | 35 to 49 | | 50 or older | | I don’t want to say | | Age skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| To get my high school diploma or GED | 27 | 87% | 122 | 44% | 218 | 26% | 262 | 21% | 100 | 19% | 15 | 27% | 32 | 28% | 776 | 25% |
| To improve my options for a new or better job | 6 | 19% | 117 | 42% | 430 | 51% | 636 | 51% | 219 | 42% | 21 | 38% | 47 | 41% | 1476 | 48% |
| To improve my English language skills | 1 | 3% | 150 | 54% | 585 | 69% | 877 | 70% | 357 | 68% | 31 | 56% | 57 | 50% | 2058 | 66% |
| To improve my math skills | 4 | 123% | 15 | 5% | 44 | 5% | 69 | 6% | 34 | 7% | 6 | 11% | 11 | 10% | 183 | 6% |
| To improve my life | 7 | 23% | 120 | 43% | 384 | 46% | 576 | 46% | 227 | 43% | 24 | 44% | 49 | 43% | 1387 | 45% |
| To be a role model for my children | 0 | 0% | 35 | 13% | 192 | 23% | 331 | 27% | 85 | 16% | 20 | 36% | 26 | 23% | 689 | 22% |
| To help my family | 4 | 13% | 45 | 16% | 213 | 25% | 343 | 27% | 102 | 19% | 12 | 22% | 36 | 31% | 755 | 24% |
| To meet people/find community | 1 | 3% | 33 | 12% | 171 | 20% | 264 | 21% | 132 | 25% | 9 | 16.% | 24 | 21% | 634 | 21% |
| Something else Please describe | 0 | 0% | 6 | 2% | 33 | 4% | 43 | 3% | 45 | 9% | 3 | 6% | 6 | 5% | 136 | 4% |
| Total respondents in category | 31 | 100% | 279 | 100% | 843 | 100% | 1251 | 100% | 526 | 100% | 55 | 100% | 115 | 100% | 3100 | 100% |

### 5b. Reasons for Taking Classes or Tutoring by Gender

In this and the following tables, when group sizes are below 20, the count and percent columns are muted to indicate that these values were not included in the analyses.

There was no notable difference across gender groups in reasons for enrollment.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Woman | | Man | | Non-binary | | Gender not listed | | I don’t want to say | | Gender skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| To get my high school diploma or GED | 507 | 24% | 205 | 27% | 9 | 56% | 11 | 48% | 17 | 39% | 45 | 28% | 776 | 25% |
| To improve my options for a new or better job | 1051 | 49% | 346 | 46% | 2 | 13% | 8 | 35% | 23 | 52% | 63 | 40% | 1476 | 48% |
| To improve my English language skills | 1468 | 68% | 495 | 66% | 7 | 44% | 11 | 48% | 25 | 57% | 79 | 50% | 2058 | 66% |
| To improve my math skills | 117 | 6% | 51 | 7% | 1 | 6% | 3 | 13% | 4 | 9% | 11 | 7% | 183 | 6% |
| To improve my life | 974 | 45% | 329 | 44% | 6 | 38% | 12 | 52% | 19 | 43% | 67 | 42% | 1387 | 45% |
| To be a role model for my children | 521 | 24% | 124 | 16% | 5 | 31% | 4 | 17% | 8 | 18% | 41 | 26% | 689 | 22% |
| To help my family | 531 | 25% | 174 | 23% | 3 | 19% | 2 | 9% | 12 | 27% | 43 | 27% | 755 | 24% |
| To meet people/find community | 427 | 20% | 168 | 22% | 4 | 25% | 7 | 30% | 10 | 23% | 29 | 18% | 634 | 21% |
| Something else Please describe | 90 | 4% | 36 | 5% | 1 | 6% | 8 | 35% | 5 | 11% | 8 | 5% | 136 | 4% |
| Total respondents in category | 2145 | 100% | 756 | 100% | 16 | 100% | 23 | 100% | 44 | 100% | 159 | 100% | 3100 | 100% |

### 5c. Reasons for Taking Classes or Tutoring by Race/Ethnicity

*To improve my English language skills* was the most common reason for enrollment across all race/ethnicity groups except American Indian, Native American, or Alaska Native students. For *To improve my English language skills*, the percentage of Middle Eastern students (83%) and Asian or Asian American students (86%) was somewhat higher compared to other groups (66% overall). *To get my high school diploma or GED* was the most common reason among American Indian, Native American, or Alaska Native students (56%) and least common for Asian or Asian American students (15%). *Improving my options for a new or better job* and *Improving my life* were of equal importance for students from different racial/ethnic backgrounds.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Af. American / African / Black | | Am. Indian / Alaska Native | | Asian | | Latino/a/x Hispanic | | Middle Eastern | | Native Hawaiian / Pac. Islander | | White | | Race/ethnicity not listed | | Don’t want to say | | Race/ethnicity skipped | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| To get my high school diploma or GED | 196 | 36% | 14 | 56% | 50 | 15% | 296 | 21% | 14 | 26% | 7 | 78% | 154 | 32% | 54 | 33% | 30 | 32% | 34 | 27% | 776 | 25% |
| To improve my options for a new or better job | 233 | 42% | 10 | 40% | 168 | 50% | 754 | 53% | 20 | 37% | 5 | 56% | 207 | 43% | 70 | 43% | 41 | 43% | 49 | 39% | 1476 | 48% |
| To improve my English language skills | 337 | 61% | 10 | 40% | 290 | 86% | 961 | 67% | 45 | 83% | 6 | 67% | 290 | 61% | 98 | 60% | 53 | 56% | 64 | 51% | 2058 | 66% |
| To improve my math skills | 45 | 8% | 3 | 12% | 18 | 5% | 65 | 5% | 5 | 9% | 2 | 22% | 28 | 6% | 13 | 8% | 12 | 13% | 11 | 9% | 183 | 6% |
| To improve my life | 193 | 35% | 10 | 40% | 170 | 50% | 700 | 49% | 22 | 41% | 6 | 67% | 204 | 43% | 71 | 44% | 46 | 48% | 50 | 40% | 1387 | 45% |
| To be a role model for my children | 117 | 21% | 4 | 16% | 84 | 25% | 326 | 23% | 10 | 19% | 4 | 44% | 90 | 19% | 41 | 25% | 22 | 23% | 27 | 21% | 689 | 22% |
| To help my family | 133 | 24% | 3 | 12% | 79 | 23% | 373 | 26% | 12 | 22% | 2 | 22% | 96 | 20% | 42 | 26% | 25 | 26% | 41 | 33% | 755 | 24% |
| To meet people/find community | 92 | 17% | 4 | 16% | 110 | 33% | 268 | 19% | 20 | 37% | 1 | 11% | 93 | 20% | 35 | 22% | 21 | 22% | 23 | 18% | 634 | 21% |
| Something else Please describe | 26 | 5% | 3 | 12% | 8 | 2% | 63 | 4% | 0 | 0% | 0 | 0% | 16 | 3% | 14 | 9% | 8 | 8% | 8 | 6% | 136 | 4% |
| Total respondents in category | 551 | 100% | 25 | 100% | 338 | 100% | 1435 | 100% | 54 | 100% | 9 | 100% | 477 | 100% | 163 | 100% | 95 | 100% | 126 | 100% | 3100 | 100% |

### 6. What do you like best about your experience in your adult education program?

A total of 2,616 open-ended responses were provided for this question. Student respondents spoke highly of their experience in their adult education program. Many comments referred to an overall positive experience, stating that they are happy with “everything.” Responses referenced the overall atmosphere of the program, mentioning a sense of inclusion, respect, professionalism, diversity, friendliness, and kindness. Three main themes from responses were:

* **Praise for teachers and staff:** being understanding, patient, and helpful; being available and supportive of students’ needs; and being attentive and dedicated.
* **Appreciation for an opportunity to learn and improve**: career preparation and opportunities to improve their future; improved English skills and being able to communicate better with family, their communities, and generally; and increased confidence, fulfillment, and feeling as though they can achieve their goals.
* **Liking their classmates and the sense of community created within their program:** getting to learn about other cultures through classmates; being surrounded by other adults with similar learning goals; and building friendships and community.

Other themes that surfaced included appreciating the courses and materials being offered for free, and the flexibility in schedule and modality of courses. Many spoke to the benefits of face-to-face learning, such as the connections formed, and the benefits of online options, such as reducing concerns about childcare.

## Student Difficulties (Q7-Q11)

### 7. Do any of these things make it difficult for you to attend in-person classes or tutoring? (Please select all that apply) (n=1615)

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| I don’t have any difficulty attending in-person classes or tutoring | 40% | 639 |
| Work schedule | 32% | 516 |
| Problems with transportation | 15% | 242 |
| Something else Please describe | 15% | 243 |
| Problems with childcare | 15% | 239 |
| Emotional or mental health issues | 4% | 71 |
| Physical health or disability issues | 3% | 45 |
| Class is too difficult for me | 3% | 41 |
| I’m bored in class | 1% | 23 |
| I don’t feel comfortable in class | 1% | 19 |
| I feel alone | 1% | 15 |
| I have problems with the instructor | >1% | 5 |

Respondents who selected *Something else* (n=243) were given the option to provide an open-ended response. Though represented in the response options, childcare, transportation, and work were commonly reported factors for those who selected *Something else* and provided an open-ended response. Other common themes among open-ended responses included health concerns and difficulty engaging with or understanding aspects of the classes. Respondents mentioned difficulty with focus, memory, and feeling discouraged.

### 7a. Challenges Attending In-Person Classes or Tutoring by Age

While the leading challenges to attending in-person classes were similar for all age groups, *Problems with childcare* was a more common challenge for students aged 24 - 49. Students who are 50 or older reported *Problems with childcare* at a much lower rate (3.1%) followed by those between 18 and 24 years old (10.1%).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 17 or younger | | 18 to 24 | | 25 to 34 | | 35 to 49 | | 50 or older | | I don’t want to say | | Age skipped | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | |
| Problems with childcare | 0 | 0% | 18 | 10% | 99 | 23% | 101 | 16% | 9 | 3% | 5 | 19% | 7 | 23% | 239 | 15% | |
| Problems with transportation | 6 | 32% | 37 | 21% | 67 | 15% | 82 | 13% | 39 | 14% | 2 | 8% | 9 | 30% | 242 | 15% | |
| Work schedule | 1 | 5% | 57 | 32% | 138 | 32% | 227 | 36% | 76 | 27% | 6 | 23% | 11 | 37% | 516 | 32% | |
| Emotional or mental health issues | 6 | 32% | 10 | 6% | 20 | 5% | 30 | 5% | 5 | 2% | 0 | 0% | 0 | 0% | 71 | 4% | |
| Physical health or disability issues | 1 | 5% | 6 | 3% | 4 | 1% | 18 | 3% | 14 | 5% | 1 | 4% | 1 | 3% | 45 | 3% | |
| I don’t feel comfortable in class | 1 | 5% | 1 | 1% | 4 | 1% | 8 | 1% | 4 | 1% | 0 | 0% | 1 | 3% | 19 | 1% | |
| I’m bored in class | 5 | 26% | 5 | 3% | 5 | 1% | 2 | 0% | 4 | 1% | 2 | 8% | 0 | 0% | 23 | 1% | |
| Class is too difficult for me | 1 | 5% | 2 | 1% | 5 | 1% | 18 | 3% | 12 | 4% | 2 | 8% | 1 | 3% | 41 | 3% | |
| I have problems with the instructor | 0 | 0% | 0 | 0% | 1 | 0% | 1 | 0% | 3 | 1% | 0 | 0% | 0 | 0% | 5 | 0% | |
| I feel alone | 0 | 0% | 2 | 1% | 2 | 1% | 7 | 1% | 2 | 1% | 2 | 8% | 0 | 0% | 15 | 1% | |
| Something else (Please describe) | 2 | 11% | 17 | 10% | 62 | 14% | 95 | 15% | 55 | 19% | 8 | 31% | 4 | 13% | 243 | 15% | |
| I don’t have any difficulty attending in-person classes or tutoring | 7 | 37% | 66 | 37% | 157 | 36% | 245 | 38% | 141 | 49% | 11 | 42% | 12 | 40% | 639 | 40% | |
| Total respondents in category | 19 | 100% | 178 | 100% | 435 | 100% | 640 | 100% | 287 | 100% | 26 | 100% | 30 | 100% | 1615 | 100% | |

### 7b. Challenges Attending In-Person Classes or Tutoring by Gender

*Problems with childcare* was a more common challenge for women (19%) than men (6%).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Woman | | Man | | Non-binary | | Gender not listed | | I don’t want to say | | Gender skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Problems with childcare | 200 | 19% | 29 | 6% | 1 | 11% | 1 | 8% | 3 | 12% | 8 | 17% | 239 | 15% |
| Problems with transportation | 166 | 15% | 62 | 13% | 1 | 11% | 7 | 54% | 5 | 19% | 8 | 17% | 242 | 15% |
| Work schedule | 311 | 29% | 181 | 39% | 4 | 44% | 3 | 23% | 7 | 27% | 16 | 35% | 516 | 32% |
| Emotional or mental health issues | 44 | 4% | 20 | 4% | 2 | 22% | 3 | 23% | 3 | 12% | 0 | 0% | 71 | 4% |
| Physical health or disability issues | 28 | 3% | 10 | 2% | 2 | 22% | 0 | 0% | 3 | 12% | 3 | 7% | 45 | 3% |
| I don’t feel comfortable in class | 12 | 1% | 6 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 2% | 19 | 1% |
| I’m bored in class | 11 | 1% | 8 | 2% | 2 | 22% | 2 | 15% | 1 | 4% | 0 | 0% | 23 | 1% |
| Class is too difficult for me | 24 | 2% | 14 | 3% | 2 | 22% | 0 | 0% | 0 | 0% | 2 | 4% | 41 | 3% |
| I have problems with the instructor | 3 | 0% | 2 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 0% |
| I feel alone | 9 | 1% | 5 | 1% | 0 | 0% | 1 | 8% | 0 | 0% | 0 | 0% | 15 | 1% |
| Something else Please describe | 160 | 15% | 71 | 15% | 2 | 22% | 7 | 54% | 4 | 15% | 9 | 20% | 243 | 15% |
| I don’t have any difficulty attending in-person classes or tutoring | 424 | 39% | 190 | 41% | 3 | 33% | 3 | 23% | 11 | 42% | 16 | 35% | 639 | 40% |
| Total respondents in category | 1077 | 100% | 466 | 100% | 9 | 100% | 13 | 100% | 26 | 100% | 46 | 100% | 1615 | 100% |

### 7c. Challenges Attending In-Person Classes or Tutoring by Race/Ethnicity

*Problems with childcare* was a more notable reason for Asian or Asian American students (21%) and Middle Eastern students (25%) compared to White students (9%).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Af. American / African / Black | | Am. Indian / Alaska Native | | Asian | | Latino/a/x Hispanic | | Middle Eastern | | Native Hawaiian / Pac. Islander | | White | | Race/ethnicity not listed | | Don’t want to say | | Race/ethnicity skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Problems with childcare | 45 | 14% | 2 | 15% | 39 | 21% | 109 | 14% | 6 | 25% | 1 | 25% | 22 | 9% | 15 | 17% | 5 | 9% | 6 | 19% | 239 | 15% |
| Problems with transportation | 49 | 15% | 5 | 39% | 37 | 20% | 108 | 14% | 3 | 13% | 1 | 25% | 39 | 17% | 15 | 17% | 7 | 13% | 9 | 29% | 242 | 15% |
| Work schedule | 98 | 31% | 2 | 15% | 61 | 33% | 261 | 34% | 2 | 8% | 1 | 25% | 59 | 25% | 31 | 34% | 15 | 27% | 13 | 42% | 516 | 32% |
| Emotional or mental health issues | 11 | 3% | 2 | 15% | 8 | 4% | 31 | 4% | 1 | 4% | 0 | 0% | 21 | 9% | 4 | 4% | 4 | 7% | 0 | 0% | 71 | 4% |
| Physical health or disability issues | 8 | 3% | 1 | 8% | 7 | 4% | 19 | 3% | 2 | 8% | 0 | 0% | 7 | 3% | 2 | 2% | 1 | 2% | 1 | 3% | 45 | 3% |
| I don’t feel comfortable in class | 2 | 1% | 0 | 0% | 2 | 1% | 10 | 1% | 1 | 4% | 0 | 0% | 2 | 1% | 2 | 2% | 0 | 0% | 1 | 3% | 19 | 1% |
| I’m bored in class | 2 | 1% | 0 | 0% | 3 | 2% | 8 | 1% | 1 | 4% | 0 | 0% | 10 | 4% | 0 | 0% | 2 | 4% | 0 | 0% | 23 | 1% |
| Class is too difficult for me | 5 | 2% | 0 | 0% | 10 | 6% | 15 | 2% | 1 | 4% | 0 | 0% | 10 | 4% | 2 | 2% | 3 | 6% | 1 | 3% | 41 | 3% |
| I have problems with the instructor | 1 | 0% | 0 | 0% | 1 | 1% | 3 | 0% | 0 | 0% | 0 | 0% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 5 | 0% |
| I feel alone | 6 | 2% | 1 | 8% | 2 | 1% | 3 | 0% | 0 | 0% | 0 | 0% | 2 | 1% | 1 | 1% | 1 | 2% | 0 | 0% | 15 | 1% |
| Something else (Please describe) | 56 | 18% | 0 | 0% | 13 | 7% | 126 | 17% | 1 | 4% | 0 | 0% | 26 | 11% | 22 | 24% | 10 | 18% | 4 | 13% | 243 | 15% |
| I don’t have any difficulty attending in-person classes/tutoring | 133 | 42% | 6 | 46% | 71 | 39% | 274 | 36% | 10 | 42% | 1 | 25% | 109 | 46% | 35 | 39% | 27 | 49% | 10 | 32% | 639 | 40% |
| Total respondents in category | 320 | 100% | 13 | 100% | 183 | 100% | 762 | 100% | 24 | 100% | 4 | 100% | 236 | 100% | 90 | 100% | 55 | 100% | 31 | 100% | 1615 | 100% |

### 8. Do any of these things make it difficult for you to attend online classes or tutoring? (Please select all that apply) (n=1684)

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| I don’t have any difficulty attending online classes or tutoring | 45% | 758 |
| Work schedule | 25% | 418 |
| Something else Please describe | 18% | 304 |
| Problems with childcare | 13% | 225 |
| Emotional or mental health issues | 5% | 83 |
| I don’t have a computer | 5% | 78 |
| It is difficult for me to do schoolwork on my own | 4% | 73 |
| Physical health or disability issues | 4% | 61 |
| I don’t have internet | 3% | 58 |
| Class is too difficult for me | 2% | 37 |
| I’m bored in class | 2% | 37 |
| I don’t feel comfortable in class | 2% | 31 |
| I feel alone | 2% | 26 |
| I have problems with the instructor | 1% | 14 |

Respondents who selected *Something else* (n=304) were given the option to provide an open-ended response. Responses were similar to those for in-person classes, with childcare and work being commonly-reported factors. Other common themes included health concerns and difficulty engaging with or understanding aspects of the classes. Specific to online classes, many respondents mentioned issues with the internet and/or technology use. Others mentioned issues related to language barriers. While some respondents mentioned that they prefer in-person classes but are limited by transportation, others spoke to preferring online classes. These responses suggest that continuing to offer classes in a variety of modalities may best meet the needs of this population.

### 8a. Challenges Attending Online Classes or Tutoring by Age

A similar pattern to challenges in attending in-person classes was observed, and for most response options, response rates were similar across age groups. Differences were observed in *Problems with childcare*,with respondents who are 50 or older reporting this challenge at a much lower rate (4%), followed by those aged 18-24 (5%).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 17 or younger | | | 18 to 24 | | | 25 to 34 | | | 35 to 49 | | | 50 or older | | | I don’t want to say | | | Age skipped | | Total for response option | |
|  | n | % | n | | % | n | | % | n | | % | n | | % | n | | % | n | | % | n | % |
| Problems with childcare | 1 | 5% | 6 | | 5% | 85 | | 18% | 112 | | 16% | 13 | | 4% | 2 | | 7% | 6 | | 15% | 225 | 13% |
| Work schedule | 3 | 16% | 41 | | 33% | 122 | | 26% | 176 | | 25% | 57 | | 20% | 5 | | 17% | 14 | | 35% | 418 | 25% |
| Emotional or mental health issues | 9 | 47% | 9 | | 7% | 25 | | 5% | 32 | | 5% | 8 | | 3% | 0 | | 0% | 0 | | 0% | 83 | 5% |
| Physical health or disability issues | 2 | 11% | 4 | | 3% | 8 | | 2% | 29 | | 4% | 16 | | 6% | 1 | | 3% | 1 | | 3% | 61 | 4% |
| I don’t feel comfortable in class | 2 | 11% | 3 | | 2% | 3 | | 1% | 14 | | 2% | 5 | | 2% | 3 | | 10% | 1 | | 3% | 31 | 2% |
| I’m bored in class | 4 | 21% | 4 | | 3% | 8 | | 2% | 18 | | 3% | 3 | | 1% | 0 | | 0% | 0 | | 0% | 37 | 2% |
| Class is too difficult for me | 4 | 21% | 3 | | 2% | 6 | | 1% | 12 | | 2% | 8 | | 3% | 2 | | 7% | 2 | | 5% | 37 | 2% |
| I have problems with the instructor | 1 | 5% | 0 | | 0% | 1 | | 0% | 5 | | 1% | 5 | | 2% | 1 | | 3% | 1 | | 3% | 14 | 1% |
| I feel alone | 1 | 5% | 7 | | 6% | 3 | | 1% | 8 | | 1% | 5 | | 2% | 1 | | 3% | 1 | | 3% | 26 | 2% |
| It is difficult for me to do schoolwork on my own | 5 | 26% | 7 | | 6% | 11 | | 2% | 23 | | 3% | 20 | | 7% | 5 | | 17% | 2 | | 5% | 73 | 4% |
| I don’t have a computer | 0 | 0% | 8 | | 7% | 24 | | 5% | 31 | | 4% | 11 | | 4% | 3 | | 10% | 1 | | 3% | 78 | 5% |
| I don’t have internet | 0 | 0% | 5 | | 4% | 22 | | 5% | 18 | | 3% | 6 | | 2% | 3 | | 10% | 4 | | 10% | 58 | 3% |
| Something else Please describe | 4 | 21% | 16 | | 13% | 81 | | 17% | 120 | | 17% | 70 | | 24% | 5 | | 17% | 8 | | 20% | 304 | 18% |
| I don’t have any difficulty attending online classes or tutoring | 4 | 21% | 49 | | 40% | 199 | | 42% | 308 | | 44% | 169 | | 58% | 14 | | 48% | 15 | | 38% | 758 | 45% |
| Total respondents in category | 19 | 100% | 123 | | 100% | 477 | | 100% | 703 | | 100% | 293 | | 100% | 29 | | 100% | 40 | | 100% | 1684 | 100% |

### 8b. Challenges Attending Online Classes or Tutoring by Gender

As for in-person classes, *Problems with childcare* was a more common challenge for women (15%) than men (6%).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Woman | | Man | | Non-binary | | Gender not listed | | I don’t want to say | | Gender skipped | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Problems with childcare | 184 | 15% | 23 | 6% | 1 | 13% | 1 | 9% | 3 | 20% | 15 | 25% | 225 | 13% |
| Work schedule | 268 | 22% | 126 | 35% | 0 | 0% | 0 | 0% | 7 | 47% | 21 | 36% | 418 | 25% |
| Emotional or mental health issues | 64 | 5% | 11 | 3% | 3 | 38% | 3 | 27% | 1 | 7% | 1 | 2% | 83 | 5% |
| Physical health or disability issues | 49 | 4% | 8 | 2% | 2 | 25% | 0 | 0% | 0 | 0% | 2 | 3% | 61 | 4% |
| I don’t feel comfortable in class | 19 | 2% | 9 | 3% | 0 | 0% | 1 | 9% | 0 | 0% | 2 | 3% | 31 | 2% |
| I’m bored in class | 28 | 2% | 7 | 2% | 0 | 0% | 1 | 9% | 0 | 0% | 1 | 2% | 37 | 2% |
| Class is too difficult for me | 28 | 2% | 6 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | 5% | 37 | 2% |
| I have problems with the instructor | 8 | 1% | 3 | 1% | 0 | 0% | 1 | 9% | 0 | 0% | 2 | 3% | 14 | 1% |
| I feel alone | 14 | 1% | 10 | 3% | 0 | 0% | 1 | 9% | 0 | 0% | 1 | 2% | 26 | 2% |
| It is difficult for me to do schoolwork on my own | 56 | 5% | 11 | 3% | 0 | 0% | 3 | 27% | 3 | 20% | 2 | 3% | 73 | 4% |
| I don’t have a computer | 51 | 4% | 23 | 6% | 1 | 13% | 1 | 9% | 3 | 20% | 4 | 7% | 78 | 5% |
| I don’t have internet | 32 | 3% | 19 | 5% | 1 | 13% | 2 | 18% | 2 | 13% | 5 | 9% | 58 | 3% |
| Something else Please describe | 219 | 18% | 73 | 20% | 2 | 25% | 3 | 27% | 1 | 7% | 11 | 19% | 304 | 18% |
| I don’t have any difficulty attending online classes or tutoring | 590 | 47% | 143 | 40% | 2 | 25% | 3 | 27% | 4 | 27% | 20 | 34% | 758 | 45% |
| Total respondents in category | 1248 | 100% | 359 | 100% | 8 | 100% | 11 | 100% | 15 | 100% | 59 | 100% | 1684 | 100% |

### 8c. Challenges Attending Online Classes or Tutoring by Race/Ethnicity

Middle Eastern students reported *Problems with childcare* at a higher rate than any other challenges to attending online classes (32%) while this was not the case for students from other racial groups. While *Emotional or mental health issues* was a challenge in attending online classes for all students (5%), White students reported these issues at a higher rate (13%).

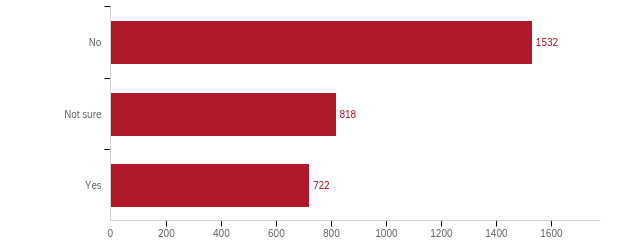
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Af. American / African / Black | | Am. Indian / Alaska Native | | | Asian | | | Latino/a/x Hispanic | | | Middle Eastern | | | Native Hawaiian / Pac. Islander | | | White | | | Race/ethnicity not listed | | | Don’t want to say | | | Race/ethnicity skipped | | | Total for response option | | |
|  | n | % | | n | % | | n | % | | n | % | | n | % | | n | % | | n | % | | n | % | | n | % | | n | % | | n | % | |
| Problems with childcare | 37 | 14% | | 2 | 15% | | 44 | 18% | | 85 | 11% | | 13 | 32% | | 1 | 20% | | 37 | 14% | | 3 | 4% | | 5 | 11% | | 8 | 18% | | 225 | 13% | |
| Work schedule | 70 | 26% | | 1 | 8% | | 66 | 27% | | 213 | 28% | | 6 | 15% | | 0 | 0% | | 38 | 14% | | 13 | 16% | | 14 | 31% | | 14 | 32% | | 418 | 25% | |
| Emotional or mental health issues | 11 | 4% | | 1 | 8% | | 10 | 4% | | 28 | 4% | | 0 | 0% | | 0 | 0% | | 35 | 13% | | 2 | 3% | | 3 | 7% | | 0 | 0% | | 83 | 5% | |
| Physical health or disability issues | 9 | 3% | | 2 | 15% | | 7 | 3% | | 26 | 3% | | 1 | 2% | | 1 | 20% | | 21 | 8% | | 4 | 5% | | 3 | 7% | | 1 | 2% | | 61 | 4% | |
| I don’t feel comfortable in class | 6 | 2% | | 1 | 8% | | 1 | 0% | | 17 | 2% | | 2 | 5% | | 0 | 0% | | 6 | 2% | | 0 | 0% | | 1 | 2% | | 1 | 2% | | 31 | 2% | |
| I’m bored in class | 2 | 1% | | 0 | 0% | | 8 | 3% | | 15 | 2% | | 0 | 0% | | 0 | 0% | | 13 | 5% | | 0 | 0% | | 0 | 0% | | 0 | 0% | | 37 | 2% | |
| Class is too difficult for me | 1 | 0% | | 0 | 0% | | 8 | 3% | | 19 | 3% | | 0 | 0% | | 1 | 20% | | 7 | 3% | | 2 | 3% | | 1 | 2% | | 4 | 9% | | 37 | 2% | |
| I have problems with the instructor | 5 | 2% | | 0 | 0% | | 2 | 1% | | 3 | 0% | | 1 | 2% | | 0 | 0% | | 2 | 1% | | 1 | 1% | | 1 | 2% | | 1 | 2% | | 14 | 1% | |
| I feel alone | 6 | 2% | | 0 | 0% | | 5 | 2% | | 9 | 1% | | 0 | 0% | | 0 | 0% | | 5 | 2% | | 0 | 0% | | 1 | 2% | | 1 | 2% | | 26 | 2% | |
| It is difficult for me to do schoolwork on my own | 18 | 7% | | 0 | 0% | | 10 | 4% | | 32 | 4% | | 2 | 5% | | 0 | 0% | | 11 | 4% | | 4 | 5% | | 2 | 4% | | 2 | 5% | | 73 | 4% | |
| I don’t have a computer | 24 | 9% | | 0 | 0% | | 6 | 2% | | 34 | 5% | | 3 | 7% | | 0 | 0% | | 6 | 2% | | 10 | 12% | | 5 | 11% | | 1 | 2% | | 78 | 5% | |
| I don’t have internet | 21 | 8% | | 0 | 0% | | 2 | 1% | | 26 | 3% | | 0 | 0% | | 0 | 0% | | 4 | 2% | | 6 | 7% | | 7 | 16% | | 4 | 9% | | 58 | 3% | |
| Something else Please describe | 47 | 18% | | 4 | 31% | | 28 | 11% | | 149 | 20% | | 6 | 15% | | 1 | 20% | | 51 | 19% | | 23 | 28% | | 9 | 20% | | 9 | 21% | | 304 | 18% | |
| I don’t have any difficulty attending online classes or tutoring | 116 | 43% | | 6 | 46% | | 117 | 47% | | 337 | 45% | | 16 | 39% | | 3 | 60% | | 131 | 48% | | 37 | 46% | | 14 | 31% | | 14 | 32% | | 758 | 45% | |
| Total respondents in category | 268 | 100% | | 13 | 100% | | 248 | 100% | | 754 | 100% | | 41 | 100% | | 5 | 100% | | 274 | 100% | | 81 | 100% | | 45 | 100% | | 44 | 100% | | 1684 | 100% | |

### 9. I don’t feel comfortable in class because of my \_\_\_\_\_\_ (Please select all that apply) (n=37)

Students who indicated in Question 7 or Question 8 that theydon’t feel comfortable in class were asked this follow-up question. Respondents were able to select all reasons that applied.

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| English language skills | 54% | 20 |
| Health status | 27% | 10 |
| Something else Please describe | 24% | 9 |
| Age | 24% | 9 |
| Ability/disability | 19% | 7 |
| Income level | 14% | 5 |
| Immigration status | 14% | 5 |
| Race/ethnicity | 8% | 3 |
| Nationality | 8% | 3 |
| Sexual identity/sexual orientation | 8% | 3 |
| Culture | 5% | 2 |
| Gender identity | 5% | 2 |

### 10. Do you know students who have left the program without completing? (n=3072)



|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| No | 50% | 1532 |
| Not sure | 27% | 818 |
| Yes | 24% | 722 |
| Total | 100% | 3072 |

### 11. Why did those students leave the program? (n=628)

Students who responded *Yes* to Question 10 (Do you know students who have left the program without completing?) were asked to provide an open-ended response as to why those other students left. Similar to the reported difficulties with attending online and in-person classes, themes within responses included work, caring for children or family members, and issues with transportation.

Other common themes included students moving away, general conflicts with schedules and not having enough time to attend classes, having a lack of interest or motivation, and not liking an aspect of their class. Responses that suggested students did not like aspects of their class commonly mentioned class times being too long, students not learning or advancing at a pace they are happy with, and disliking the teaching approach or content covered.

## Student Demographics (Q12-Q15)

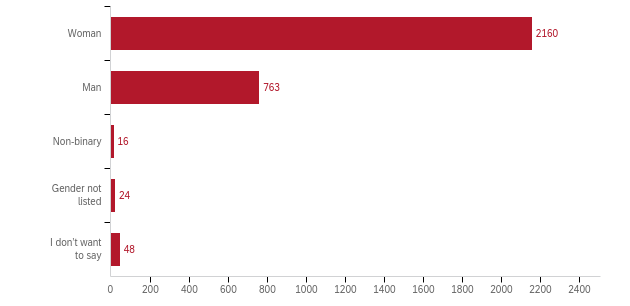
### 12. What is your age? (n=3017)

About 42% of students were between age 35 and 49, followed by 25 to 34 (28%), and 50 or older (18%). The percent of students aged 18 to 24 and 17 or younger was considerably lower compared to other age groups (9% and 1%, respectively).

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| 17 or younger | 1% | 32 |
| 18 to 24 | 9% | 280 |
| 25 to 34 | 28% | 851 |
| 35 to 49 | 42% | 1260 |
| 50 or older | 18% | 537 |
| I don’t want to say | 2% | 57 |
| Total | 100% | 3017 |

### 13. Which best describes your gender? (n=2964)

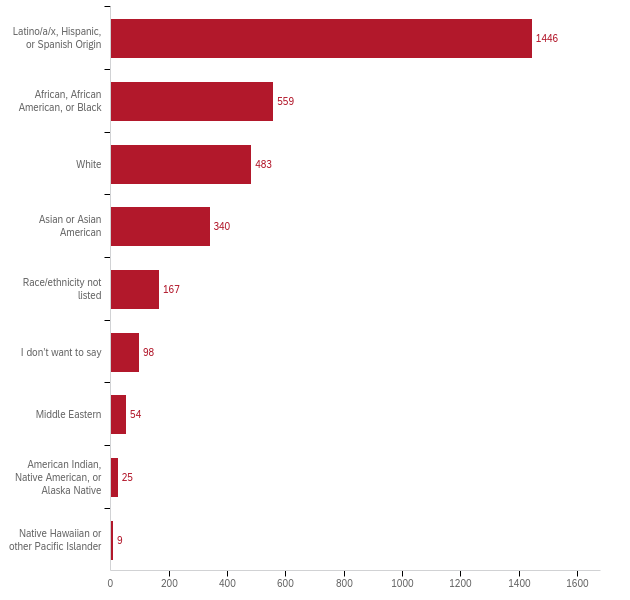
About 72% of the students selected *Woman* and 25% selected *Man*. About 2% of students selected *I don`t want to say* and the combined percentage of students who selected *Gender not listed*, and/or *Non-binary* was below 2%. Students could select more than one option.



|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Woman | 73% | 2160 |
| Man | 26% | 763 |
| I don’t want to say | 2% | 48 |
| Gender not listed | 1% | 24 |
| Non-binary | 1% | 16 |

### 14. Which best describes your race/ethnicity? (Please select all that apply) (n=3002)

Of respondents who completed the race/ethnicity question, the largest group (1,446 individuals, 48%) identified as *Latino/a/x, Hispanic, or Spanish Origin*. Respondents could select more than one racial/ethnic group. One hundred sixty-seven individuals selected *Race/ethnicity not listed* (6%), and 98 selected *I don’t want to say* (3%).



### 14. (Cont’d) Which best describes your race/ethnicity? (Please select all that apply)

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Latino/a/x, Hispanic, or Spanish Origin | 48% | 1446 |
| African, African American, or Black | 19% | 559 |
| White | 16% | 483 |
| Asian or Asian American | 11% | 340 |
| Race/ethnicity not listed | 6% | 167 |
| I don’t want to say | 3% | 98 |
| Middle Eastern | 2% | 54 |
| American Indian, Native American, or Alaska Native | 1% | 25 |
| Native Hawaiian or other Pacific Islander | <1% | 9 |

### 15. Please select the program where you take most or all of your adult education classes. (n=2764)

Although the survey was completed by students from many programs, responses were not evenly distributed across programs. A total of 8 programs had zero respondents, 28 programs had 1-10 respondents, 22 programs had 51-100 respondents, and 12 programs had 101-200 respondents.

|  |  |
| --- | --- |
| Number of respondents per program | Number of Programs |
| 0 | 8 |
| 1-10 | 28 |
| 11-50 | 22 |
| 51-100 | 7 |
| 101-200 | 12 |

# Appendix H: Student Survey Responses (*CORs)*

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Note: For questions where respondents could select more than one option, the response counts total to more than the number of respondents, and the percents total more than 100%. In some single-response questions, percents total more than 100% due to rounding.

## Student Participation with Program (Q1-Q9)

### 1. What kind of classes are you taking? (Please check all that apply) (n = 314)

The top four classes that student respondents (n=314) reported taking include *GED, HSE or other class related to earning a high school equivalency* (57%), *ABE or basic education classes* (36%), *Job training classes* (11%), and *something else* (11%). For those who selected *something else*, commonly reported classes being taken included Digital Literacy/Computer classes and DBT.

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| GED, HSE or other class related to earning a high school equivalency | 57% | 179 |
| ABE or basic education classes | 36% | 113 |
| Job training classes | 11% | 36 |
| Something else | 11% | 34 |
| Transitioning to college classes | 5% | 17 |
| Supplemental support classes | 4% | 11 |
| Tutoring | 4% | 11 |
| ESL, ESOL, or other class related to learning English if you speak another language | 1% | 3 |

### 2. How long have you been participating in your adult education program? (n=316)

Student respondents (n=316) reported how long they have been participating in their adult education program. The most common response was *less than 3 months* (32%). Other frequently selected responses included *3 to 6 months* (21%), *2 years of more* (18%), and *6 to 12 months* (17%).

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Less than 3 months | 32% | 102 |
| 3 to 6 months | 21% | 67 |
| 6 to 12 months | 17% | 53 |
| More than 1 year but less than 2 years | 11% | 36 |
| 2 years or more | 18% | 58 |
| Total | 100% | 316 |

### 3. How did you find out about your program? (Please check all that apply) (n=316)

The most common ways students found out about their program was *My case manager* (32%), *Someone in my housing unit* (28%), Ori*entation/intake session, when I was told about programs in the facility* (27%), and *Someone from the Education Department* (27%).

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| My case manager | 32% | 102 |
| Someone in my housing unit | 28% | 89 |
| Orientation/Intake session, when I was told about programs in the facility | 27% | 85 |
| Someone from the Education Department | 27% | 85 |
| I have been here before and knew about classes being offered | 21% | 65 |
| During Booking, when I was asked about my education status | 11% | 36 |
| The Inmate Handbook | 10% | 33 |
| Some other way | 7% | 21 |
| An officer | 2% | 7 |
| Someone on the outside | 2% | 6 |

### 4. Why are you taking classes or tutoring? (Please check all that apply) (n=330)

Across all students who responded to this item, the most frequent reasons students take classes or tutoring include *To get my high school diploma or GED* (62%), *To improve my life* (59%), *To improve my options for a new or better job* (41%), and *To earn Good Time off my sentence* (35%).

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| To get my high school diploma or GED | 62% | 205 |
| To improve my life | 59% | 194 |
| To improve my options for a new or better job | 41% | 135 |
| To earn Good Time off my sentence | 35% | 116 |
| To be a role model for my children | 31% | 103 |
| To get time off my unit/out of my cell | 30% | 99 |
| To improve my math skills | 25% | 84 |
| To help my family | 24% | 78 |
| To improve my English language skills | 22% | 73 |
| To show the judge that I am doing something productive with my time | 21% | 70 |
| To spend time with others who want to learn | 18% | 60 |
| Something else | 10% | 34 |
| To earn points for better placement since I believe I am likely going to state prison | 6% | 19 |

### 4a. Reasons Students Take Classes by Age

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 17 or younger | | 18 to 24 | | 25 to 34 | | 35 to 49 | | 50 or older | | I don’t want to say | | Age skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| To get my high school diploma or GED | 0 | 0% | 18 | 60% | 77 | 70% | 76 | 58% | 27 | 56% | 0 | 0% | 7 | 78% | 205 | 62% |
| To improve my options for a new or better job | 0 | 0% | 16 | 53% | 43 | 39% | 54 | 41% | 18 | 38% | 0 | 0% | 4 | 44% | 135 | 41% |
| To improve my English language skills | 0 | 0% | 5 | 17% | 22 | 20% | 30 | 23% | 15 | 31% | 0 | 0% | 1 | 11% | 73 | 22% |
| To improve my math skills | 0 | 0% | 7 | 23% | 29 | 26% | 29 | 22% | 16 | 33% | 0 | 0% | 3 | 33% | 84 | 25% |
| To improve my life | 0 | 0% | 15 | 50% | 65 | 59% | 76 | 58% | 30 | 63% | 1 | 50% | 7 | 78% | 194 | 59% |
| To be a role model for my children | 0 | 0% | 8 | 27% | 40 | 36% | 41 | 31% | 11 | 23% | 0 | 0% | 3 | 33% | 103 | 31% |
| To help my family | 0 | 0% | 8 | 27% | 27 | 25% | 30 | 23% | 10 | 21% | 0 | 0% | 3 | 33% | 78 | 24% |
| To get time off my unit/out of my cell | 0 | 0% | 14 | 47% | 36 | 33% | 36 | 27% | 11 | 23% | 1 | 50% | 1 | 11% | 99 | 30% |
| To earn Good Time off my sentence | 0 | 0% | 10 | 33% | 38 | 35% | 44 | 34% | 22 | 46% | 0 | 0% | 2 | 22% | 116 | 35% |
| To show the judge that I am doing something productive with my time | 0 | 0% | 8 | 27% | 28 | 25% | 21 | 16% | 11 | 23% | 0 | 0% | 2 | 22% | 70 | 21% |
| To earn points for better placement since I believe I am likely going to state prison | 0 | 0% | 5 | 17% | 7 | 6% | 6 | 5% | 1 | 2% | 0 | 0% | 0 | 0% | 19 | 6% |
| To spend time with others who want to learn | 0 | 0% | 8 | 27% | 18 | 16% | 25 | 19% | 7 | 15% | 1 | 50% | 1 | 11% | 60 | 18% |
| Something else, Please describe | 0 | 0% | 3 | 10% | 8 | 7% | 18 | 14% | 3 | 6% | 1 | 50% | 1 | 11% | 34 | 10% |
| Total respondents in category | 0 | 0% | 30 | 100% | 110 | 100% | 131 | 100% | 48 | 100% | 2 | 100% | 9 | 100% | 330 | 100% |

### 4b. Reasons Students Take Classes by Gender

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Woman | | Man | | Nonbinary | | Gender not listed | | I don’t want to say | | Gender skipped | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| To get my high school diploma or GED | 7 | 39% | 191 | 63% | 1 | 100% | 3 | 60% | 4 | 80% | 4 | 67% | 205 | 62% |
| To improve my options for a new or better job | 9 | 50% | 123 | 41% | 1 | 100% | 2 | 40% | 2 | 40% | 3 | 50% | 135 | 41% |
| To improve my English language skills | 4 | 22% | 67 | 22% | 1 | 100% | 1 | 20% | 2 | 40% | 2 | 33% | 73 | 22% |
| To improve my math skills | 2 | 11% | 80 | 27% | 1 | 100% | 2 | 40% | 2 | 40% | 2 | 33% | 84 | 25% |
| To improve my life | 11 | 61% | 176 | 58% | 1 | 100% | 3 | 60% | 2 | 40% | 6 | 100% | 194 | 59% |
| To be a role model for my children | 5 | 28% | 94 | 31% | 1 | 100% | 3 | 60% | 2 | 40% | 2 | 33% | 103 | 31% |
| To help my family | 4 | 22% | 71 | 24% | 1 | 100% | 3 | 60% | 2 | 40% | 2 | 33% | 78 | 24% |
| To get time off my unit/out of my cell | 8 | 44% | 88 | 29% | 1 | 100% | 3 | 60% | 2 | 40% | 1 | 17% | 99 | 30% |
| To earn Good Time off my sentence | 5 | 28% | 108 | 36% | 1 | 100% | 3 | 60% | 2 | 40% | 2 | 33% | 116 | 35% |
| To show the judge that I am doing something productive with my time | 6 | 33% | 62 | 21% | 1 | 100% | 2 | 40% | 2 | 40% | 2 | 33% | 70 | 21% |
| To earn points for better placement since I believe I am likely going to state prison | 1 | 6% | 19 | 6% | 1 | 100% | 2 | 40% | 1 | 20% | 0 | 0% | 19 | 6% |
| To spend time with others who want to learn | 4 | 22% | 55 | 18% | 1 | 100% | 1 | 20% | 2 | 40% | 1 | 17% | 60 | 18% |
| Something else, Please describe | 4 | 22% | 27 | 9% | 0 | 0% | 1 | 20% | 1 | 20% | 1 | 17% | 34 | 10% |
| Total respondents in category | 18 | 100% | 301 | 100% | 1 | 100% | 5 | 100% | 5 | 100% | 6 | 100% | 330 | 100% |

**4c. Reasons Students Take Classes by Race/Ethnicity**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Af. American / African / Black | | Am. Indian / Alaska Native | | Asian | | Latino/a/x Hispanic | | Middle Eastern | | Native Hawaiian / Pac. Islander | | White | | Race/ethnicity not listed | | Don’t want to say | | Race/ethnicity skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| To get my high school diploma or GED | 52 | 65% | 8 | 62% | 6 | 86% | 98 | 74% | 2 | 67% | 1 | 50% | 41 | 44% | 13 | 46% | 10 | 63% | 5 | 83% | 205 | 62% |
| To improve my options for a new or better job | 32 | 40% | 9 | 69% | 4 | 57% | 63 | 47% | 2 | 67% | 1 | 50% | 42 | 45% | 7 | 25% | 4 | 25% | 2 | 33% | 135 | 41% |
| To improve my English language skills | 15 | 19% | 3 | 23% | 4 | 57% | 35 | 26% | 1 | 33% | 1 | 50% | 21 | 23% | 4 | 14% | 4 | 25% | 2 | 33% | 73 | 22% |
| To improve my math skills | 21 | 26% | 6 | 46% | 4 | 57% | 38 | 29% | 1 | 33% | 1 | 50% | 27 | 29% | 5 | 18% | 3 | 19% | 2 | 33% | 84 | 25% |
| To improve my life | 47 | 59% | 12 | 92% | 6 | 86% | 80 | 60% | 3 | 100% | 2 | 100% | 60 | 65% | 10 | 36% | 9 | 56% | 6 | 100% | 194 | 59% |
| To be a role model for my children | 24 | 30% | 6 | 46% | 2 | 29% | 50 | 38% | 1 | 33% | 1 | 50% | 24 | 26% | 10 | 36% | 9 | 56% | 2 | 33% | 103 | 31% |
| To help my family | 20 | 25% | 5 | 38% | 4 | 57% | 36 | 27% | 1 | 33% | 1 | 50% | 17 | 18% | 4 | 14% | 6 | 38% | 1 | 17% | 78 | 24% |
| To get time off my unit/out of my cell | 21 | 26% | 6 | 46% | 4 | 57% | 34 | 26% | 2 | 67% | 1 | 50% | 38 | 41% | 9 | 32% | 7 | 44% | 0 | 0% | 99 | 30% |
| To earn Good Time off my sentence | 24 | 30% | 9 | 69% | 3 | 43% | 43 | 32% | 2 | 67% | 1 | 50% | 52 | 56% | 13 | 46% | 5 | 31% | 1 | 17% | 116 | 35% |
| To show the judge that I am doing something productive with my time | 17 | 21% | 4 | 31% | 2 | 29% | 31 | 23% | 1 | 33% | 1 | 50% | 19 | 20% | 6 | 21% | 5 | 31% | 1 | 17% | 70 | 21% |
| To earn points for better placement since I believe I am likely going to state prison | 3 | 4% | 1 | 8% | 2 | 29% | 11 | 8% | 1 | 33% | 1 | 50% | 7 | 8% | 2 | 7% | 1 | 6% | 0 | 0% | 19 | 6% |
| To spend time with others who want to learn | 15 | 19% | 5 | 38% | 4 | 57% | 20 | 15% | 2 | 67% | 1 | 50% | 18 | 19% | 3 | 11% | 8 | 50% | 0 | 0% | 60 | 18% |
| Something else, Please describe | 5 | 6% | 3 | 23% | 1 | 14% | 8 | 6% | 0 | 0% | 0 | 0% | 14 | 15% | 5 | 18% | 1 | 6% | 1 | 17% | 34 | 10% |
| Total respondents in category | 80 | 100% | 13 | 100% | 7 | 100% | 133 | 100% | 3 | 100% | 2 | 100% | 93 | 100% | 28 | 100% | 16 | 100% | 6 | 100% | 330 | 100% |

### 5. What do you like best about your experience in your adult education program? (n=278)

The most common themes among the open-ended responses to this question were appreciation for teachers and staff and opportunities for learning and personal improvement. Respondents reported that teachers in their education programs are engaging, helpful, understanding, caring, and explain and teach material clearly. Respondents frequently mentioned feeling grateful for an opportunity to learn new knowledge, refresh their knowledge, meet educational achievements, and improve themselves for their future.

Another theme involved the opportunities classes provide, such as getting to be in a different area, feeling more productive in their days, and having a sense of purpose. Other opportunities mentioned included a chance to connect with peers and interact with people they might not otherwise see. Student respondents also mentioned enjoying specific aspects of their classes such as small class sizes, slower-paced material, and hands-on experiences.

### 6. Are online classes available at your facility? (n=329)

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Yes | 26% | 85 |
| No | 44% | 145 |
| I don't know | 30% | 99 |
| Total cases | 100% | 329 |

### 7. If online classes are available, do you participate in online classes? (n=279)

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Yes | 49% | 138 |
| No | 51% | 141 |
| Total cases | 100% | 279 |

### 8. Are Correctional tablets available at your facility? (n=328)

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Yes | 83% | 272 |
| No | 13% | 42 |
| I don't know | 4% | 14 |
| Total cases | 100% | 328 |

### 9. If you have a Correctional tablet, are academic educational programs available on your tablet? (Reading, Math, Science, History, etc.) (n=314)

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Yes | 60% | 187 |
| No | 26% | 81 |
| I don't know | 15% | 46 |
| Total cases | 100% | 314 |

## Student Difficulties Attending Class (Q10-Q12)

### 10. Do any of these things make it difficult for you to attend classes? (Please check all that apply) (n=297)

The majority (66%) of students who responded to this item reported *I don’t have any difficulty attending class*. The most common factors that make it difficult for student respondents to attend class include *Emotional or mental health issues* (10%), *I’m bored in class* (8%), and *Something else* (8%). Of students who selected *Something else*, responses mentioned not being allowed out of cells to attend classes, a lack of interest, and peers not taking courses seriously.

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| I don’t have any difficulty attending class | 66% | 196 |
| Emotional or mental health issues | 10% | 30 |
| I’m bored in class | 8% | 25 |
| Something else | 8% | 24 |
| I don’t want to look stupid in front of the others | 7% | 21 |
| I don’t have the support I need for my learning disability | 7% | 21 |
| Scheduling conflicts with a work assignment in the facility | 6% | 19 |
| The time the class is offered | 6% | 18 |
| Scheduling conflicts with other programs, such as court-ordered group participation | 6% | 17 |
| Physical health or disability issues | 3% | 10 |
| I don’t feel comfortable in class | 3% | 8 |
| I have problems with the instructor | 2% | 6 |
| I have an enemy in the class or program | 1% | 2 |

### 10a. Student Difficulties by Age

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 17 or younger | | 18 to 24 | | 25 to 34 | | 35 to 49 | | 50 or older | | I don’t want to say | | Age skipped | | Total for response option | | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| I’m bored in class | 0 | 0% | 3 | 12% | 11 | 11% | 10 | 8% | 1 | 2% | 0 | 0% | 0 | 0% | 25 | 8% |
| I don’t feel comfortable in class | 0 | 0% | 1 | 4% | 5 | 5% | 2 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 3% |
| I have problems with the instructor | 0 | 0% | 2 | 8% | 2 | 2% | 2 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 2% |
| I don’t want to look stupid in front of the others | 0 | 0% | 3 | 12% | 5 | 5% | 8 | 6% | 5 | 12% | 0 | 0% | 0 | 0% | 21 | 7% |
| I don’t have the support I need for my learning disability | 0 | 0% | 2 | 8% | 5 | 5% | 10 | 8% | 4 | 10% | 0 | 0% | 0 | 0% | 21 | 7% |
| I have an enemy in the class or program | 0 | 0% | 1 | 4% | 1 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 1% |
| Emotional or mental health issues | 0 | 0% | 2 | 8% | 13 | 13% | 13 | 10% | 2 | 5% | 0 | 0% | 0 | 0% | 30 | 10% |
| Physical health or disability issues | 0 | 0% | 3 | 12% | 1 | 1% | 3 | 2% | 3 | 7% | 0 | 0% | 0 | 0% | 10 | 3% |
| Scheduling conflicts with other programs such as court ordered group participation | 0 | 0% | 1 | 4% | 9 | 9% | 5 | 4% | 1 | 2% | 0 | 0% | 1 | 17% | 17 | 6% |
| Scheduling conflicts with a work assignment in the facility | 0 | 0% | 1 | 4% | 8 | 8% | 6 | 5% | 4 | 10% | 0 | 0% | 0 | 0% | 19 | 6% |
| The time the class is offered | 0 | 0% | 3 | 12% | 6 | 6% | 8 | 6% | 1 | 2% | 0 | 0% | 0 | 0% | 18 | 6% |
| Something else, Please describe | 0 | 0% | 2 | 8% | 9 | 9% | 11 | 9% | 3 | 7% | 0 | 0% | 0 | 0% | 25 | 8% |
| I don’t have any difficulty attending class | 0 | 0% | 20 | 77% | 59 | 61% | 80 | 63% | 31 | 74% | 0 | 0% | 6 | 100% | 196 | 66% |
| Total respondents in category | 0 | 0% | 26 | 100% | 97 | 100% | 126 | 100% | 42 | 100% | 0 | 0% | 6 | 100% | 297 | 100% |

### 10b. Student Difficulties by Gender

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Woman | | Man | | Nonbinary | | Gender not listed | | I don’t want to say | | Gender skipped | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| I’m bored in class | 5 | 31% | 21 | 8% | 1 | 100% | 1 | 25% | 1 | 25% | 0 | 0% | 25 | 8% |
| I don’t feel comfortable in class | 4 | 25% | 5 | 2% | 1 | 100% | 1 | 25% | 1 | 25% | 0 | 0% | 8 | 3% |
| I have problems with the instructor | 1 | 6% | 6 | 2% | 1 | 100% | 1 | 25% | 1 | 25% | 0 | 0% | 6 | 2% |
| I don’t want to look stupid in front of the others | 3 | 19% | 17 | 6% | 1 | 100% | 1 | 25% | 3 | 75% | 0 | 0% | 21 | 7% |
| I don’t have the support I need for my learning disability | 1 | 6% | 20 | 7% | 1 | 100% | 1 | 25% | 2 | 50% | 0 | 0% | 21 | 7% |
| I have an enemy in the class or program | 2 | 13% | 1 | 0% | 1 | 100% | 1 | 25% | 1 | 25% | 0 | 0% | 2 | 1% |
| Emotional or mental health issues | 3 | 19% | 27 | 10% | 1 | 100% | 1 | 25% | 2 | 50% | 0 | 0% | 30 | 10% |
| Physical health or disability issues | 1 | 6% | 9 | 3% | 1 | 100% | 1 | 25% | 2 | 50% | 0 | 0% | 10 | 3% |
| Scheduling conflicts with other programs such as court ordered group participation | 3 | 19% | 15 | 5% | 1 | 100% | 1 | 25% | 1 | 25% | 0 | 0% | 17 | 6% |
| Scheduling conflicts with a work assignment in the facility | 2 | 13% | 18 | 7% | 1 | 100% | 1 | 25% | 1 | 25% | 0 | 0% | 19 | 6% |
| The time the class is offered | 3 | 19% | 16 | 6% | 1 | 100% | 1 | 25% | 1 | 25% | 0 | 0% | 18 | 6% |
| Something else, Please describe | 2 | 13% | 24 | 9% | 1 | 100% | 1 | 25% | 1 | 25% | 0 | 0% | 25 | 8% |
| I don’t have any difficulty attending class | 7 | 44% | 184 | 67% | 1 | 100% | 4 | 100% | 3 | 75% | 2 | 100% | 196 | 66% |
| Total respondents in category | 16 | 100% | 275 | 100% | 1 | 100% | 4 | 100% | 4 | 100% | 2 | 100% | 297 | 100% |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Af. American / African / Black | | Am. Indian / Alaska Native | | Asian | | Latino/a/x Hispanic | | Middle Eastern | | Native Hawaiian / Pac. Islander | | White | | Race/ethnicity not listed | | Don’t want to say | | Race/ethnicity skipped | | Total for response option | |
|  | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| I’m bored in class | 5 | 7% | 2 | 17% | 1 | 14% | 9 | 7% | 1 | 33% | 1 | 50% | 10 | 12% | 4 | 15% | 2 | 14% | 0 | 0% | 25 | 8% |
| I don’t feel comfortable in class | 1 | 1% | 1 | 8% | 1 | 14% | 4 | 3% | 1 | 33% | 1 | 50% | 4 | 5% | 1 | 4% | 2 | 14% | 0 | 0% | 8 | 3% |
| I have problems with the instructor | 1 | 1% | 1 | 8% | 1 | 14% | 4 | 3% | 1 | 33% | 1 | 50% | 3 | 4% | 1 | 4% | 1 | 7% | 0 | 0% | 6 | 2% |
| I don’t want to look stupid in front of the others | 5 | 7% | 1 | 8% | 1 | 14% | 7 | 6% | 1 | 33% | 1 | 50% | 10 | 12% | 1 | 4% | 3 | 21% | 0 | 0% | 21 | 7% |
| I don’t have the support I need for my learning disability | 4 | 6% | 1 | 8% | 1 | 14% | 11 | 9% | 1 | 33% | 1 | 50% | 7 | 8% | 2 | 8% | 1 | 7% | 0 | 0% | 21 | 7% |
| I have an enemy in the class or program | 1 | 1% | 1 | 8% | 1 | 14% | 1 | 1% | 1 | 33% | 1 | 50% | 2 | 2% | 1 | 4% | 1 | 7% | 0 | 0% | 2 | 1% |
| Emotional or mental health issues | 4 | 6% | 2 | 17% | 1 | 14% | 14 | 12% | 1 | 33% | 2 | 100% | 9 | 11% | 2 | 8% | 3 | 21% | 0 | 0% | 30 | 10% |
| Physical health or disability issues | 3 | 4% | 1 | 8% | 1 | 14% | 3 | 2% | 1 | 33% | 1 | 50% | 4 | 5% | 2 | 8% | 2 | 14% | 0 | 0% | 10 | 3% |
| Scheduling conflicts with other programs such as court ordered group participation | 3 | 4% | 3 | 25% | 1 | 14% | 8 | 7% | 1 | 33% | 1 | 50% | 8 | 10% | 4 | 15% | 1 | 7% | 0 | 0% | 17 | 6% |
| Scheduling conflicts with a work assignment in the facility | 4 | 6% | 4 | 33% | 1 | 14% | 8 | 7% | 2 | 67% | 1 | 50% | 10 | 12% | 2 | 8% | 2 | 14% | 0 | 0% | 19 | 6% |
| The time the class is offered | 6 | 8% | 1 | 8% | 1 | 14% | 9 | 7% | 1 | 33% | 1 | 50% | 5 | 6% | 1 | 4% | 2 | 14% | 0 | 0% | 18 | 6% |
| Something else, Please describe | 5 | 7% | 2 | 17% | 1 | 14% | 8 | 7% | 1 | 33% | 1 | 50% | 11 | 13% | 7 | 27% | 1 | 7% | 0 | 0% | 25 | 8% |
| I don’t have any difficulty attending class | 55 | 76% | 7 | 58% | 7 | 100% | 84 | 69% | 2 | 67% | 1 | 50% | 46 | 55% | 14 | 54% | 11 | 79% | 3 | 100% | 196 | 66% |
| Total respondents in category | 72 | 100% | 12 | 100% | 7 | 100% | 121 | 100% | 3 | 100% | 2 | 100% | 83 | 100% | 26 | 100% | 14 | 100% | 3 | 100% | 297 | 100% |

### 10c. Student Difficulties by Race/Ethnicity

### 11. Do you know students who have left the adult education program without completing? (n=314)

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Yes | 60% | 187 |
| No | 26% | 81 |
| I don't know | 15% | 46 |
| Total cases | 100% | 314 |

### 12. If you know students who have left the adult education program without completing, why did they leave? (If you are unsure, leave blank.) (n=103)

Students provided open-ended responses about reasons other students have left. The most common theme was that students were released or no longer in the corrections facility. Many respondents hypothesized personal reasons as to why students left such as lacking motivation or ambition, not knowing what they want or not caring, and giving up. Other respondents stated that students may have left due to feeling uncomfortable or as though they were not smart enough. Additional reasons provided included disciplinary issues, schedule issues and other obligations during class time, not being interested in the material, already having the knowledge, and a lack of necessary technology (such as a desire for tablets).

## Student Demographics (Q13-Q15)

### 13. What is your age? (n=323)

The largest age group for student respondents was *35 to 49* (41%). The next largest groups were age *25-34* (34%), *50 or older* (15%), and *18 to 24* (9%).

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| 17 or younger | 0% | 0 |
| 18 to 24 | 9% | 30 |
| 25 to 34 | 34% | 110 |
| 35 to 49 | 41% | 132 |
| 50 or older | 15% | 49 |
| I don't want to say | 1% | 2 |
| Total cases | 100% | 323 |

### 14. Which best describes your gender? (n=326)

The most-frequently selected gender for student respondents was *Man* (93%).

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Man | 93% | 303 |
| Woman | 6% | 18 |
| I don't want to say | 2% | 5 |
| Gender not listed | 1% | 4 |
| Non-binary | 0% | 1 |

### 15. Which best describes your race/ethnicity? (Please select all that apply) (n=326)

For race and ethnicity, respondents were able to select as many options as applied to them. The most-frequently selected race/ethnicity for student respondents was *Latino/a/x, Hispanic, or Spanish Origin* (41%).

|  |  |  |
| --- | --- | --- |
| Answer | % | Count |
| Latino/a/x, Hispanic, or Spanish Origin | 41% | 134 |
| White | 29% | 93 |
| African, African American, or Black | 25% | 81 |
| Race/ethnicity not listed | 7% | 22 |
| I don't want to say | 5% | 16 |
| American Indian, Native American, or Alaska Native | 4% | 13 |
| Asian or Asian American | 2% | 7 |
| Middle Eastern | 1% | 3 |
| Native Hawaiian or other Pacific Islander | 1% | 2 |

# Appendix I: Director Survey

Introduction

Thank you for taking the time to complete this survey about adult education.  
  
This survey asks you to reflect on your experience as a director.\* **This survey is an opportunity to provide confidential feedback about your experience. It is not an evaluation of your performance.    
  
This survey should take approximately 20 minutes to complete. Please submit your survey response by March 3, 2023.  
  
You will have the opportunity to enter a drawing to win one of three $40 electronic gift cards at the end of the survey, as a token of appreciation for your time.**  
Please note:

* If you are taking the survey on your phone, you may have to scroll down to see the entire set of response

options.

* **You do not need to complete the survey in one sitting.** If you would like to save your responses before you are

finished with the survey, please use the arrows at the bottom of the page to go ahead or back, which will record your current response. Then, you can safely close your browser and return to the survey at a later time.

* **You are free to close the browser window and return to the survey later or move throughout the survey and**

**change responses until you click “Submit.”** When finished with the survey, please click the “Submit” button at the bottom of the final page to record your survey responses.

The UMass Donahue Institute is administering this survey for ACLS. Please contact Jordan Abbott at [ACLSsurvey@donahue.umass.edu](mailto:ACLSsurvey@donahue.umass.edu) with any questions about this survey.  
  
\* This is the DIRECTOR SURVEY. If you do not have responsibility for recruiting, hiring, and retaining staff and making decisions about staffing structure and pay, please contact us at [ACLSsurvey@donahue.umass.edu](mailto:ACLSsurvey@donahue.umass.edu) to request the STAFF SURVEY.

Section 1: Years of Experience and Role

**Please tell us about your years of experience and current role(s)**

1. How many years have you worked in adult education?

* + Less than one year
  + 1–5 years
  + 6–10 years
  + 11–20 years
  + More than 20 years

1. How many years have you worked for your current program?

* + Less than one year
  + 1–5 years
  + 6–10 years
  + 11–20 years
  + More than 20 years

1. How many years have you held a Director position?

* + Less than one year
  + 1–5 years
  + 6–10 years
  + 11–20 years
  + More than 20 years

1. Is your Director position full time or part time?

* + Full time
  + Part time

1. Do you hold more than one paid position in your program?

* + No
  + Yes
* If yes, please list all your paid positions in your program:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do you hold a paid position in another adult education program?

* + No
  + Yes
* If yes, please list your paid position(s) in the other program(s):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section 2: Director retention

1. Why do you stay in your Director position? (Select **up to 4 factors that are most important**)

* Pay
* Benefits
* Work schedule
* Feeling valued by my staff and colleagues
* Feeling valued by our students
* Feeling valued by the community
* Feeling like I'm part of something important
* Positive morale among my staff/colleagues
* A commitment to adult learners and/or the adult education field
* Being able to relate to my students’ experience
* Other (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have you ever seriously considered leaving your Director position?

* + No
  + Yes

*à If “Yes” is selected in Question 8, Question 9 appears:*

1. Which of the following factors, **if any**, have made you **seriously consider** leaving your Director position? (Select all that apply)

* Work demands are too high
* *If checked, please describe*
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Salary/hourly rate is too low
* Pay increases are not commensurate with my contribution to the program
* What I'm paid for my work isn't fair
* *If checked, please describe*
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Not eligible for benefits
* Benefits for which I’m eligible are not adequate
* No possibility of promotion/career advancement
* My training didn’t prepare me for the job
* I don't feel valued and/or included
* My staff aren’t qualified/prepared
* Staff turnover
* The shift toward digital learning and distance education
* Our program can’t adequately meet the multiple needs of students
* ACLS policies are unclear
* ACLS policies change too frequently
* Host institution policies are unclear
* Host institution policies change too frequently
* Other (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section 3: Hiring and staff retention

**As part of its ongoing efforts to provide effective supports to adult education programs and improve student outcomes, ACLS is committed to learning about and addressing issues related to staff retention and pay equity. The following questions ask about your experience hiring and retaining staff in your program.**

1. Please indicate the extent to which you agree or disagree with the statements below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Strongly agree** | **Somewhat agree** | **Neither agree nor disagree** | **Somewhat disagree** | **Strongly disagree** | **I don’t  know** |
| 1. It is easy to recruit desired applicants | Ο | Ο | Ο | Ο | Ο | Ο |
| 1. It is easy to hire desired candidates | Ο | Ο | Ο | Ο | Ο | Ο |
| 1. It is easy to retain desired staff | Ο | Ο | Ο | Ο | Ο | Ο |

1. Which of the following, if any, would have the greatest POSITIVE impact on your ability to hire and/or retain more desired staff? (Select **up to 3**)

* Higher minimum pay rates set through ACLS policies
* Higher salaries and better benefits
* Additional paid prep time for classes
* More support for tech-enabled instruction (e.g., PD, tech support, paid prep time, teaching assistant)
* Instructors given option to join Massachusetts Teachers Retirement System (MTRS)
* Centralized platform for posting open positions and attracting and screening candidates
* Other (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which of the following factors have the greatest NEGATIVE effect on your ability to hire and/or retain desired staff? (Select **up to 4**)

* ACLS policy (please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)
* Host institution policy (please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)
* Pay rates in adult education
* Work schedules in adult education
* Lack of full-time, benefitted positions
* Difficulty advertising open positions
* Program location
* A tight labor market
* Emphasis on digital learning and distance education
* Competition from other ACLS-funded programs
* Competition from K-12 schools
* Inadequate teacher education and training programs in Massachusetts
* Unqualified pool of candidates
* Other (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section 4: ACLS and host institution policies related to staffing structure and pay

**Please tell us about your experience and opinions related to staffing structure and pay.**

1. Would your program benefit from creating additional full-time positions?
   * No, because (please explain) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * Yes, because (please explain) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + Unsure, because (please explain) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*à If “Yes” or “Unsure” is selected in Question 13, Questions 14, 15, and 16 appear*

1. To what extent are your options for **creating additional full-time positions** limited by the following?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Not at all** | **Somewhat** | **To a great extent** | **I don’t  know** |
| 1. Options limited by ACLS policies | Ο | Ο | Ο | Ο |
| 1. Options limited by ACLS funding level | Ο | Ο | Ο | Ο |
| 1. Options limited by host institution/program policies | Ο | Ο | Ο | Ο |
| 1. Options limited by host institution funding level | Ο | Ο | Ο | Ο |
| 1. Options limited by scheduling challenges | * Ο | * Ο | * Ο | * Ο |

1. What would enable you to create more full-time positions?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. One idea from the field is to increase the number of full-time positions by combining staff time across programs. Are you interested in creating full-time positions by combining jobs with other ACLS-funded programs?

* + No
  + Yes
  + Unsure

1. To what extent are your options for **staff compensation (pay rate and benefits)** limited by the following?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Not at all** | **Somewhat** | **To a great extent** | **I don’t  know** |
| 1. Options limited by ACLS policies | Ο | Ο | Ο | Ο |
| 1. Options limited by ACLS funding level | Ο | Ο | Ο | Ο |
| 1. Options limited by host institution/program policies | Ο | Ο | Ο | Ο |
| 1. Options limited by host institution funding level | Ο | Ο | Ο | Ο |

1. What would enable you to increase staff compensation?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How interested are you in **professional development** **(including technical assistance/coaching)** from ACLS addressing:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Not at all interested** | **Slightly interested** | **Moderately interested** | **Very**  **interested** |
| Recruitment of staff | Ο | Ο | Ο | Ο |
| Selecting candidates | Ο | Ο | Ο | Ο |
| Retention of staff | Ο | Ο | Ο | Ο |
| Evaluating staff | Ο | Ο | Ο | Ο |
| Positions/staffing structure | Ο | Ο | Ο | Ο |
| Pay and pay structure | Ο | Ο | Ο | Ο |
| Benefits | Ο | Ο | Ο | Ο |
| Other (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Ο | Ο | Ο | Ο |

1. How interested are you in additional **opportunities to collaborate and/or share best practices with other program directors**?

* + Not at all interested
  + Slightly interested
  + Moderately interested
  + Very interested

1. What could ACLS do to further facilitate communication, networking, and/or collaboration across programs?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please share any additional comments or suggestions you have related to your experience as an adult education Director.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section 5: Demographic Information

**ACLS is interested in the different experiences of people with different identities (such as gender and racial identities) within adult education. To make these connections, we are asking a few basic questions about how you identify.**

1. What is your age?

* 24 or younger
* 25–34
* 35–44
* 45–54
* 55 or older
* Prefer not to respond

1. Which best describes your gender?

* Woman
* Man
* Non-binary
* Something not listed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Prefer not to respond

1. Which best describes your race/ethnicity? (Please select all that apply.)

* African, African American, or Black
* American Indian, Native American, or Alaska Native
* Asian or Asian American
* Latino/a/x, Hispanic, or Spanish Origin
* Middle Eastern
* Native Hawaiian or other Pacific Islander
* White
* Something not listed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Prefer not to respond

**Thank you for taking the time to complete this survey. Please click “submit” to record your response.**

# Appendix J: Staff Survey

Introduction

Thank you for taking the time to complete this survey about adult education.  
  
This survey asks you to reflect on your experience as a staff member. \* **This survey is an opportunity to provide confidential feedback about your experience. It is not an evaluation of your performance.  
  
This survey should take approximately 20 minutes to complete. Please submit your survey response by March 3, 2023.  
  
You will have the opportunity to enter a drawing to win one of twenty $40 electronic gift cards at the end of the survey, as a token of appreciation for your time.**  
Please note:

* If you are taking the survey on your phone, you may have to scroll down to see the entire set of response options.
* **You do not need to complete the survey in one sitting.** If you would like to save your responses before you are finished with the survey, please use the arrows at the bottom of the page to go ahead or back, which will record your current response. Then, you can safely close your browser and return to the survey at a later time.
* **You are free to close the browser window and return to the survey later or move throughout the survey and change responses until you click “Submit.”** When finished with the survey, please click the “Submit” button at the bottom of the final page to record your survey responses.

The UMass Donahue Institute is administering this survey for ACLS. Please contact Jordan Abbott at [ACLSsurvey@donahue.umass.edu](mailto:ACLSsurvey@donahue.umass.edu) with any questions about this survey.  
  
This is the STAFF SURVEY. If you have responsibility for recruiting, hiring, and retaining staff and making decisions about staffing structure and pay, please contact us at [ACLSsurvey@donahue.umass.edu](mailto:ACLSsurvey@donahue.umass.edu) to request the DIRECTOR SURVEY.

Section 1: Experiences with Program

**Please tell us about your years of experience and current role(s)**

1. How many years have you worked in adult education?
   * Less than one year
   * 1–5 years
   * 6–10 years
   * 11–20 years
   * More than 20 years
2. How many years have you worked for your current program?

* Less than one year
* 1–5 years
* 6–10 years
* 11–20 years
* More than 20 years

1. Which of the following best describes your current employment in adult education?

* I hold only one paid position
* I hold two or more paid positions **in one program**
* I hold two or more paid positions **across two or more programs**
* Other (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which of the following best describes your current part-time/full-time status?

* In total across all my adult education positions, I work part time: not benefits eligible
* In total across all my adult education positions, I work part time: benefits eligible
* In total across all my adult education positions, I work full time: not benefits eligible
* In total across all my adult education positions, I work full time: benefits eligible

1. Number of hours you are paid to work in a week: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Actual number of hours you typically work in a week: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. If you work more than the number of hours for which you are paid, which option below best describes the reason?

* Explicit expectation of supervisor
* Implicit expectation of supervisor
* I want to volunteer my time for the benefit of my students
* I can’t do my job in the number of hours for which I’m paid
* Other (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Does not apply: I am paid for all the time I spend working

1. The number of hours for which you are PAID to work is:

* The amount I want to work
* Not enough hours
* Too many hours

*à If “Not enough hours” option is chosen in Q8, Q9 appears:*

1. I want to work more hours because: (Select all that apply)

* I need more income
* I want to be eligible for benefits
* I want more time with students
* Other (please describe) \_\_\_\_\_\_\_\_\_\_\_\_

1. Why do you stay in your adult education job? (Select **up to 4 factors that are most important**)

* Pay
* Benefits
* Work schedule
* Feeling valued by my director and/or colleagues
* Feeling valued by my students
* Feeling valued by the community
* Feeling like I'm part of something important
* Positive morale among my colleagues
* A commitment to adult learners and/or the adult education field
* Being able to relate to my students’ experience
* Other (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Have you **seriously considered** leaving your adult education position?

* No, I have not seriously considered leaving my adult education position
* Yes, I have seriously considered leaving my adult education position

*à If “Yes” option is chosen in Q11, Q12 appears:*

1. Which of the following factors, if any, **have made you seriously consider leaving your adult education position**? (Select all that apply)

* Work demands are too high

*If checked, please describe*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

* I want a full-time position
* I want a part-time position
* My hourly rate is too low
* Pay increases are not commensurate with my contribution to the program
* What I’m paid for my work isn’t fair

*If checked, please describe*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Not enough paid prep time to do my job well
* I’m not eligible for benefits
* Benefits for which I’m eligible are not adequate
* No possibility of promotion/career advancement
* The shift toward digital learning and distance education
* My training didn’t prepare me for the job
* I don’t feel valued and/or included
* My colleagues aren’t qualified/prepared
* Staff turnover
* Students have too many unmet needs that interfere with their learning
* Expectations for staff are unclear
* Expectations for staff change too frequently
* Other (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If you know other staff who have left their job(s) in your program, why did they leave?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section 2: Relationship to Adult Education

***“Voice” in the questions below refers to the idea that your opinions matter, and you have input and a say in decisions.***

1. I feel like I have a voice in program-level decision-making in the adult education program(s) where I work.

* Strongly agree
* Somewhat agree
* Neither agree nor disagree
* Somewhat disagree
* Strongly disagree

1. I feel like I have a voice in adult education at the state level.

* Strongly agree
* Somewhat agree
* Neither agree nor disagree
* Somewhat disagree
* Strongly disagree

1. Please describe how you do or do not have a voice at the program and/or state level.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What aspects of adult education would you like to have more input into, if any?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I feel supported by Adult and Community Learning Services (ACLS, the state office of adult education).

* Strongly agree
* Somewhat agree
* Neither agree nor disagree
* Somewhat disagree
* Strongly disagree
* I don’t know

Section 3: Remote Instruction and Remote Services

*ACLS defines five types of “Distance Education”: 1) Synchronous Distance Education, 2) Asynchronous Distance Education, 3) Blended Distance Education (synchronous and asynchronous), 4) Hybrid: In Person Face-to-Face and Online Synchronous, and 5) Hybrid: In Person Face-to-Face and Online Asynchronous.* ***For this section, instruction in any of the five types of distance education will be referred to as “remote instruction.”***

*“****Remote services” refers to advising and other adult education services outside of direct instruction that are provided in a distance/remote/virtual format.***

1. Are you involved with remote instruction and/or remote services in your current role?

* Yes
* No

*à If “Yes” option is chosen in Q19, Q20 and Q21 appear:*

1. Number of hours you are involved with remote instruction and/or remote services in a week: \_\_\_\_\_\_\_\_\_\_\_
2. My involvement with remote instruction and/or remote services is:

* The right level of involvement for my comfort and skill level
* Too much involvement (I would like to do less distance education and/or remote services)
* Too little involvement (I would like to do more distance education and/or remote services)

1. What effect has having a remote instruction option had on student attendance?

* Significant positive effect
* Slight positive effect
* No clear effect
* Slight negative effect
* Significant negative effect
* I don’t know

1. What effect has having a remote instruction option had on student retention?

* Significant positive effect
* Slight positive effect
* No clear effect
* Slight negative effect
* Significant negative effect
* I don’t know

1. Please indicate the extent to which you agree with each of the statements below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Strongly agree | Somewhat Agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree | Does not apply |
| 1. I am compensated for the time and effort required to provide remote instruction and/or remote services |  |  |  |  |  |  |
| 1. I receive adequate support to manage the demands of remote instruction and/or remote services |  |  |  |  |  |  |
| 1. I am comfortable using educational technology tools (e.g., Google Classroom, Kahoot!, Quizlet, Padlet, Burlington English) in my instruction |  |  |  |  |  |  |
| 1. My colleagues are comfortable using educational technology tools (e.g., Google Classroom, Kahoot!, Quizlet, Padlet, Burlington English) in their instruction |  |  |  |  |  |  |
| 1. I have participated in professional development to increase my technology skills. |  |  |  |  |  |  |

25. Which of the following **potential supports for remote instruction or remote services** are you **most** interested in? (**Select up to** **three**)

* SABES trainings/professional development on remote instruction or remote services
* Professional development opportunities on remote instruction or remote services other than those offered by SABES
* Access to more/better technology (e.g., hardware, software, apps, programs) for myself and my students
* A dedicated position within my program to support technology use (e.g., digital navigator, tech support)
* Assistance from my host institution related to remote instruction or remote services
* Assistance from ACLS related to remote instruction or remote services

Section 4: Demographic Information

**ACLS is interested in the different experiences of people with different identities (such as gender and racial identities) within adult education. To make these connections, we are asking a few basic questions about how you identify.**

1. What is your age?

* 24 or younger
* 25–34
* 35–44
* 45–54
* 55 or older
* Prefer not to respond

1. Which best describes your gender?

* Woman
* Man
* Non-binary
* Something not listed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Prefer not to respond

1. Which best describes your race/ethnicity? (Please select all that apply.)

* African, African American, or Black
* American Indian, Native American, or Alaska Native
* Asian or Asian American
* Latino/a/x, Hispanic, or Spanish Origin
* Middle Eastern
* Native Hawaiian or other Pacific Islander
* White
* Something not listed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Prefer not to respond

**Thank you for taking the time to complete this survey. Please click “submit” to record your response.**

# Appendix K: Student Survey (*Programs within CBOs, LEAs, and HREs*)

Introduction

Thank you for taking the time to complete this survey.  
  
This survey is not an evaluation of your performance. You do not have to do this survey. **We want to hear from you because your experience can help us (ACLS and programs) make adult education better.**  
**You could win a $40 electronic gift card if you do the survey.**  
ACLS hired the UMass Donahue Institute (UMDI), an independent evaluator, to collect information from adult education students, staff, and directors through surveys. Your survey answers are confidential (private). UMDI will combine the answers from all the students who take the survey and summarize the answers for ACLS.  
  
**This survey has 15 questions, and should take about 10-15 minutes to complete.** >  If you are taking the survey on your phone, you may have to scroll down to see the whole question.  
 >  When you are finished with the survey, please click the “Submit” button at the bottom of the final page to record your responses.  
  
Please contact Jordan Abbott at [ACLSsurvey@donahue.umass.edu](mailto:ACLSsurvey@donahue.umass.edu) with any questions about this survey.  
  
**You are not required to complete this survey.**

**> If you agree to participate in this survey, please click the -> button below to begin the survey.**

**> If you do not want to participate in this survey, please stop now.**

Survey questions

**Please tell us about your participation in your adult education program.**

1. What kind of classes are you taking? (Please select all that apply)

* ABE or basic education classes
* GED, HSE or other class related to earning a high school equivalency
* Job training classes
* Transitioning to college classes
* ESL, ESOL, or other class related to learning English if you speak another language
* Tutoring
* Something else (Please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How do you participate? (Please select all that apply)
   * I take **in-person** classes or tutoring
   * I take **online** classes or tutoring
   * I take **hybrid** classes or tutoring (some sessions are in-person, and some are online)
2. How long have you been participating in your adult education program?

* Less than 3 months
* 3 to 6 months
* 6 to 12 months
* More than 1 year but less than 2 years
* 2 years or more

1. How did you find out about your program? (Please select all that apply)

* A friend or family member
* By searching online
* Public advertising (e.g., billboards, signs on public transportation)
* Social media (e.g., Facebook, Instagram, Twitter)
* Information from a social service agency (e.g., financial or food assistance, heating assistance, MassHire)
* My child’s daycare or school
* My employer/work site
* Some other way (Please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why are you taking classes or tutoring? (Please select all that apply)

* To get my high school diploma or GED
* To improve my options for a new or better job
* To improve my English language skills
* To improve my math skills
* To improve my life
* To be a role model for my children
* To help my family
* To meet people/find community
* Something else (Please describe) \_\_\_\_\_\_\_\_\_\_\_\_

1. What do you like best about your experience in your adult education program?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACLS wants to learn more about things that make it difficult to go to school.**

*à if respondent selects “in person” or “hybrid” in Question 2, then they will see Question 7*

1. Do any of these things make it difficult for you to attend **in-person** classes or tutoring? (Please select all that apply)

* Problems with childcare
* Problems with transportation
* Work schedule
* Emotional or mental health issues
* Physical health or disability issues
* I don’t feel comfortable in class
* I’m bored in class
* Class is too difficult for me
* I have problems with the instructor
* I feel alone
* Something else (Please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* I don’t have any difficulty attending in-person classes or tutoring

*à if respondent selects “online” or “hybrid” in Question 2, then they will see Question 8*

1. Do any of these things make it difficult for you to attend **online** classes or tutoring? (Please select all that apply)

* Problems with childcare
* Work schedule
* Emotional or mental health issues
* Physical health or disability issues
* I don’t feel comfortable in class
* I’m bored in class
* Class is too difficult for me
* I have problems with the instructor
* I feel alone
* It is difficult for me to do schoolwork on my own
* I don’t have a computer
* I don’t have internet
* Something else (Please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* I don’t have any difficulty attending online classes or tutoring

*à If “I don’t feel comfortable in class” is selected in Q7 or Q8, Q9 appears:*

1. I don’t feel comfortable in class because of my \_\_\_\_\_\_ (Please select all that apply)

* age
* culture
* English language skills
* immigration status
* race/ethnicity
* nationality
* gender identity
* sexual identity/sexual orientation
* income level
* ability/disability
* health status
* something else (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do you know students who have left the program without completing?
   * Yes
   * No
   * Not sure

*à If “Yes” is selected in Q10, Q11 appears:*

1. Why did those students leave the program?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACLS is interested in the different experiences of people with different identities (such as gender and race) within adult education. To make these connections, we are asking a few basic questions about how you identify.**

1. What is your age?

* 17 or younger
* 18 to 24
* 25 to 34
* 35 to 49
* 50 or older
* I don’t want to say

1. Which best describes your gender?

* Woman
* Man
* Non-binary
* Something not listed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* I don’t want to say

1. Which best describes your race/ethnicity? (Please select all that apply)

* African, African American, or Black
* American Indian, Native American, or Alaska Native
* Asian or Asian American
* Latino/a/x, Hispanic, or Spanish Origin
* Middle Eastern
* Native Hawaiian or other Pacific Islander
* White
* Something not listed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* I don’t want to say

1. Please select the program where you take most or all of your adult education classes.

[Drop-down list of program names]

**You must click “submit” for your responses to be recorded. Thank you for completing this survey. Please click “submit” to finish.**

# Appendix L: Student Survey (*Programs within* *CORs*)

Introduction

Dear Student,

Adult and Community Learning Services (ACLS, the state organization for adult education) wants to learn about your experience as an adult education student. We are asking you to do a survey about your experience. The survey is not an evaluation of your performance. You do not have to do the survey.

**We want to hear from you because your experience can help us (ACLS and programs) make adult education better.**

ACLS hired the UMass Donahue Institute (UMDI), an independent evaluator, to collect information from adult education students, staff, and directors through surveys. Your survey answers are confidential (private). UMDI will combine the answers from all the students who take the survey and summarize the answers for ACLS.

**This survey should take about 10-15 minutes to complete.**

**You are not required to complete this survey.**

* **If you agree to participate in this survey, please begin the survey on the other side of this page.**
* **If you do not want to participate in this survey, please stop now.**

Survey

**Directions:**

**To select a response, please place a check mark (✓) in the box next to the option you want to select. For most questions, you can check as many boxes as you need to.**

**Please tell us about your participation in your adult education program.**

1. What kind of classes are you taking? **(Please check all that apply)**

* ABE or basic education classes
* GED, HSE or other class related to earning a high school equivalency
* Job training classes
* Transitioning to college classes
* ESL, ESOL, or other class related to learning English if you speak another language
* Supplemental support classes
* Tutoring
* Something else (Please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How long have you been participating in your adult education program?

* Less than 3 months
* 3 to 6 months
* 6 to 12 months
* More than 1 year but less than 2 years
* 2 years or more

1. How did you find out about your program? **(Please check all that apply)**

* During Booking, when I was asked about my education status
* Orientation/Intake session, when I was told about programs in the facility
* The Inmate Handbook
* My case manager
* Someone from the Education Department
* Someone in my housing unit
* An officer
* Someone on the outside
* I have been here before and knew about classes being offered
* Some other way (Please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why are you taking classes or tutoring? **(Please check all that apply)**

* To get my high school diploma or GED
* To improve my options for a new or better job
* To improve my English language skills
* To improve my math skills
* To improve my life
* To be a role model for my children
* To help my family
* To get time off my unit/out of my cell
* To earn Good Time off my sentence
* To show the judge that I am doing something productive with my time
* To earn points for better placement since I believe I am likely going to state prison
* To spend time with others who want to learn
* Something else (Please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do you like best about your experience in your adult education program?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Are online classes available at your facility?

* Yes
* No
* I don’t know

1. If online classes are available, do you participate in online classes?

* Yes
* No

1. Are Correctional tablets available at your facility?

* Yes
* No
* I don’t know

1. If you have a Correctional tablet, are academic educational programs available on your tablet? (Reading, Math, Science, History, etc.)

* Yes
* No
* I don’t know

**ACLS wants to learn more about things that make it difficult to attend classes.**

1. Do any of these things make it difficult for you to attend classes? **(Please check all that apply)**

* I’m bored in class
* I don’t feel comfortable in class
* I have problems with the instructor
* I don’t want to look stupid in front of the others
* I don’t have the support I need for my learning disability
* I have an enemy in the class or program
* Emotional or mental health issues
* Physical health or disability issues
* Scheduling conflicts with other programs, such as court-ordered group participation
* Scheduling conflicts with a work assignment in the facility
* The time the class is offered
* Something else (Please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* I don’t have any difficulty attending class

1. Do you know students who have left the adult education program without completing?

* Yes
* No
* I’m not sure

1. If you know students who have left the adult education program without completing, why did they leave? (If you are unsure, leave blank.)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACLS is interested in the different experiences of people with different identities (such as gender and race) within adult education. To make these connections, we are asking a few basic questions about how you identify.**

1. What is your age?

* 17 or younger
* 18 to 24
* 25 to 34
* 35 to 49
* 50 or older
* I don’t want to say

1. Which best describes your gender?

* Woman
* Man
* Non-binary
* Gender not listed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* I don’t want to say

1. Which best describes your race/ethnicity? (Please select all that apply)

* African, African American, or Black
* American Indian, Native American, or Alaska Native
* Asian or Asian American
* Latino/a/x, Hispanic, or Spanish Origin
* Middle Eastern
* Native Hawaiian or other Pacific Islander
* White
* Race/ethnicity not listed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* I don’t want to say

**Thank you for completing this survey. We appreciate that you took the time to share information about your experience!**

**Appendix M: Director and Staff Surveys – Selected Findings by Age, Gender, Race/Ethnicity, and Program Setting**

We examined survey response patterns by respondent and program characteristics, according to selections that respondents made regarding their age, gender, and race/ethnicity, and by program setting (e.g., CBO, LEA) for the program with which the respondent was affiliated.[[6]](#footnote-6) Below, we note some of the areas where patterns varied when looked at by respondent characteristics. Response summaries for all questions are in Appendix E (directors) and Appendix F (staff).

**Reasons for staying and for considering leaving – Directors**

Among directors, we note variations by age, race/ethnicity, gender, and program setting.[[7]](#footnote-7) For reference, summarizes differences in rates of directors and staff reporting having seriously considered leaving their positions, by characteristics of interest.

Director differences by age

We noted some differences between younger (age 25 to 34) directors and their older counterparts (age 35 or older) in their reasons for staying and their rates of having seriously considered leaving, and some differences by age group in reasons for considering leaving. **These findings suggest that beginning director pay rates are competitive, but pay increases are inadequate to retain these directors long-term.**

* A higher percentage of younger directors (aged 25 to 34) than older directors reported staying in their position because of the pay and work schedule (ages 25–34, 50%; older groups, 16%–32%).
* A lower percentage of younger directors (aged 25 to 34) than older directors reported that they had seriously considered leaving their director position (ages 25–34, 38%; older groups 50%–56%).
* For directors aged 45 to 54 who had seriously considered leaving, *Salary/hourly rate is too low* was the top reason chosen (8 of 13, 62%), while *Salary/hourly rate is too low* was not even among the top three reasons for the other age groups in the analysis.[[8]](#footnote-8)
* For directors aged 35 to 54 who had seriously considered leaving, *No possibility of promotion or career advancemen*t was a more common reason than for older directors (9 of 22, 41%, of 35–54 year olds vs. 3 of 20, 15%, of those 55 or older).
* *Staff turnover* was among the top five reasons to have considered leaving *only* for directors 55 or older (5 of 20, 25% of those who seriously considered leaving).

**Table 1: Directors' Top Reasons to Stay in Position**

|  |  |
| --- | --- |
| Selected Reason | % Director Respondents |
| A commitment to adult learners and/or the adult education field | 67% |
| Feeling like I'm part of something important | 59% |
| Feeling valued by our students | 49% |
| Feeling valued by my staff and colleagues | 36% |
| Work schedule | 28% |
| Positive morale among my staff/colleagues | 28% |
| Pay | 25% |
| Being able to relate to my students’ experience | 22% |
| Feeling valued by the community | 20% |
| Benefits | 17% |
| Other | 9% |

**Table 2: Staff Top Reasons to Stay in Position**

|  |  |
| --- | --- |
| **Selected Reason** | **% Staff Respondents** |
| Feeling valued by my students | 66% |
| Feeling like I'm part of something important | 62% |
| A commitment to adult learners and/or the adult education field | 52% |
| Work schedule | 47% |
| Feeling valued by my director and/or colleagues | 41% |
| Pay | 25% |
| Being able to relate to my students’ experience | 18% |
| Feeling valued by the community | 16% |
| Positive morale among my colleagues | 14% |
| Benefits | 10% |
| Other | 7% |

**Table 3: Directors' Rates of Having Seriously Considered Leaving Position****, by Age, Gender, Race/Ethnicity, and Program Setting**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Yes** | **No** |
| Overall |  | 52% | 48% |
|  |  |  |  |
| Age | 25–34 | 38% | 63% |
|  | 35+ | 53% | 47% |
|  |  |  |  |
| Gender | Men | 58% | 42% |
|  | Women | 51% | 49% |
|  | *Prefer not to respond* or *Gender not listed* | 80% | 20% |
|  |  |  |  |
| Race/Ethnicity | African, African American, or Black | 54% | 46% |
|  | Asian or Asian American | 40% | 60% |
|  | Latino/a/x, Hispanic, or Spanish Origin | 63% | 38% |
|  | White | 50% | 50% |
|  |  |  |  |
| Program Setting | CBO | 57% | 43% |
|  | COR | 33% | 67% |
|  | HRE | 42% | 58% |
|  | LEA | 59% | 41% |

**Table 4: Staff Rates of Having Seriously Considered Leaving Position, by Age, Gender, Race/Ethnicity, and Program Setting**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Yes** | **No** |
| Overall |  | 33% | 67% |
|  |  |  |  |
| Age | 25–34 | 53% | 48% |
|  | 35+ | 29% | 71% |
|  |  |  |  |
| Gender | Men | 34% | 66% |
|  | Women | 31% | 69% |
|  |  |  |  |
| Race/Ethnicity | African, African American, or Black | 33% | 67% |
|  | Asian or Asian American | 36% | 64% |
|  | Latino/a/x, Hispanic, or Spanish Origin | 21% | 79% |
|  | White | 35% | 65% |
|  |  |  |  |
| Program Setting | CBO | 39% | 61% |
|  | COR | 46% | 54% |
|  | HRE | 36% | 64% |
|  | LEA | 22% | 78% |

Director differences by gender

No differences in reasons for staying in a director position were noted by gender, but some differences by gender were noted in rates of having considered leaving, and reasons for having considered leaving.

* A higher percentage of men (58%) than women (51%) indicated they had seriously considered leaving.
* Approximately three-quarters of men who had seriously considered leaving (8 of 11) chose *Other* among their reasons for having seriously considered leaving, and noted reasons such as retirement, ACLS and federal expectations exceeding the resources provided through grant funding, and preference for teaching over “crunching numbers and pushing policies.”

Director differences by race/ethnicity

Because of the high proportion of White directors, the overall findings are fairly representative of that group. We noted that different racial/ethnic groups had some variation in their reasons for staying, rates of having seriously considered leaving, and reasons for considering leaving. These group sizes are small, and differences should be interpreted with caution.

**Latino/a/x, Hispanic, or Spanish Origin directors (n = 8) differed from other racial/ethnic groups in their reasons to stay in their position and their rates of and reasons for having seriously considered leaving.**

* A higher proportion of directors who are Latino/a/x, Hispanic, or Spanish Origin selected pay and benefits as a reason to stay in their position (4 of 8, 50% vs. 15%–33% for other racial/ethnic groups).
* A larger proportion of Latino/a/x, Hispanic, or Spanish Origin respondents (5 of 8) had seriously considered leaving than any other racial/ethnic group (40%–54%).
* Among Latino/a/x, Hispanic, or Spanish Origin directors who had seriously considered leaving (n = 5), the most common reason was *Other* (picked by 4 of 5, 80%), with open-response entries mentioning retirement, as well as interference from city officials, and being understaffed.
* *Work demands are too high* was a less common reason to have considered leaving among directors who are Latino/a/x, Hispanic, or Spanish Origin compared to African, African American, or Black directors and White directors (sixth most common, selected by 1 of 8, 20% vs. number one reason for Black and White directors and directors, overall, selected by 57%, 47%, and 48%, respectively).

**Although the group of Asian or Asian American directors was small (n = 5), their responses suggest that a sense of community is an important motivator for staying in their adult education jobs.**

* A higher percentage of Asian or Asian American directors compared to directors of other racial/ethnic groups said they stay in their position because of feeling valued by, and positive morale among, staff and colleagues, and because they can relate to their students’ experience (Asian or Asian American, 3–4 of 5, 60%–80% vs. other racial/ethnic groups 8%–46%).
* Asian or Asian American directors also had the lowest proportion of any racial/ethnic group of having seriously considered leaving (2 of 5, 40%).

Director differences by program setting

*A commitment to adult learners and/or the adult education field was* a top reason to stay for directors across all program settings; however, other top reasons for staying and top reasons for having considered leaving varied across the settings in which directors worked (CBOs, HREs, etc.).

**CBOs**

* *Feeling valued by my staff and colleagues* was among the four most commonly-selected reasons for staying only for CBO directors (selected by 50% of CBO directors).
* *Salary/hourly rate is too low* was the top reason to have considered leaving only for directors from CBOs (selected by 11 of 24, 46% of CBO directors who had seriously considered leaving vs. 3 of 13, 23% of LEA directors and 3 of 8, 38% of HRE directors who had seriously considered leaving; zero COR directors selected this).

**CORs**

* *Work schedule*, *Pay*, and *Benefits* were more commonly-selected reasons for Corrections directors to stay than for directors from other program settings (COR directors 5 of 9, 56%; vs. 17%–32% of directors from other settings).
* A lower percentage of directors in Corrections settings chose *Feeling valued by my staff and colleagues*, *Feeling valued by our students*, and *Being able to relate to my students’ experience* among their primary reasons for staying in their positions compared to directors from other program settings (COR directors 0–2 of 9, 0%–22% vs. 14%–55% of directors from other settings; zero COR directors selected *Being able to relate to my students’ experience*).
* Directors from Corrections were the group with the lowest rates of having seriously considered leaving their position (3 of 9, 33%). [[9]](#footnote-9),[[10]](#footnote-10)

**HREs**

* *Positive morale among my staff and colleagues* and *Being able to relate to my students' experience* were among the four most commonly-selected reasons for staying only for directors in HREs (4th most common, each selected by 6 of 19, 32% of HRE directors vs. 5th or 6th most common, selected by 0%–33% of directors from other settings).
* A much higher percentage of directors in Higher Education settings selected *Work demands are too high* as a reason to have seriously considered leaving – compared to directors from CBOs or LEAs (HRE, 7 of 8, 88% of those who had seriously considered leaving vs. CBO, 8 of 24, 33% and LEA, 6 of 13, 46%).

**LEAs**

* *Pay* was a more prominent reason for staying among LEA directors than for CBO or HRE directors (LEA, 32% vs. CBO, 17% and HRE, 21%).
* Directors from LEAs were also less likely than directors from other program settings to select *Salary/hourly rate is too low* as a reason to have considered leaving their positions (LEA, 3 of 13, 23% vs. CBO, 11 of 24, 46% and HRE, 3 of 8, 38%).
* Higher percentages of directors from LEAs than from other program settings chose *Pay increases are not commensurate with my contribution to the program*, *No possibility of promotion/career advancement,* and *I don’t feel valued and/or included*,as reasons to have considered leaving (LEA, 4–6 of 13, 31%–46%, vs. 0%–25% for HRE and CBO directors).

**Reasons for staying and for considering leaving – Staff**

Here we note variations among staff responses by age, race/ethnicity, and program setting.By gender, there were no notable differences in staffs reasons for staying, in their rates of having seriously considered leaving, or the reasons they had seriously considered leaving.

Staff differences by age

There were no notable differences by age group in staff reasons to stay in their positions, with the leading reasons being *Feeling valued by my students* and *Feeling like I'm part of something important*. However, there were some notable differences among staff by age group in rates of having considered leaving and reasons for doing so.

**Younger staff appear to desire concrete or material benefits and to be less concerned about job expectations, job demands, or feeling valued**.

* A higher percentage of younger staff (aged 25 to 34) had seriously considered leaving than older staff (52% vs. 21%–43%).
* The top reasons younger staff (aged 25 to 34) had considered leaving were related to compensation and career advancement: *I want a full-time position*, *My hourly rate is too low*, *I’m not eligible for benefits*, *No possibility of promotion/career advancement*, and *Pay increases are not commensurate with my contribution to the program* (selected by 30%–37% of 43 staff aged 25–34 who had seriously considered leaving).[[11]](#footnote-11)
* *Staff turnover* was a more common reason to have considered leaving among staff in the 25 to 34 age group than for older staff (aged 25–34, 12 of 43, 28% vs. age 35+, 2%–17% of those who had considered leaving).
* *I want a full-time position* was more commonly chosen by younger staff than by older staff as a reason to have considered leaving. Rates decreased as age increased (age 25–34, 37%; age 35–44, 23%; age 45–54, 13%; and age 55, 6% of those within each age group who had seriously considered leaving).

**The reasons staff had considered leaving varied by age.**

* Staff aged 35 to 44 had the highest rates of any age group of selecting *I don’t feel valued and/or included* as a reason to have seriously considered leaving (aged 35–44, 9 of 48, 19% vs. 7–9% for other age groups).
* Older staff (age 55 or older) had the lowest rate of any age group of selecting *I’m not eligible for benefits* (11 of 52, 12% vs. 19%–33% for younger groups) and they had the highest rate of selecting *The shift toward digital learning and distance education* as reasons to have considered leaving (8 of 52, 15% vs. 2%–5% for younger groups).
* The higher a respondent’s age group, the higher the rate of selecting *Not enough paid prep time to do my job well* or *Expectations for staff change too frequently* as reasons to have considered leaving (*paid prep,* 14%–27%, from youngest to oldest group; *expectations*, 9%–19%, from youngest to oldest group, of those who had seriously considered leaving).

Staff differences by race/ethnicity

Because of the high proportion of White staff, the overall findings are fairly representative of that group. Different racial/ethnic groups had some variation in their reasons for staying and rates of having seriously considered leaving. Group numbers were too low for comparisons across racial/ethnic groups of reasons for having considered leaving.[[12]](#footnote-12)

* **Relating to students’ experience was a more common reason to stay in their job for staff of color than for White staff.** African, African American, or Black, and Latino/a/x, Hispanic, or Spanish Origin staff reported *Being able to relate to my students’* *experience* as a top reason to stay in their position at three times the rate that White staff did (about 35% vs. 11%).
* *Work schedule* ranked higher among the top reasons to stay for Asian or Asian American staff and Latino/a/x, Hispanic, or Spanish Origin staff (2nd and 3rd most common, respectively) than it did for African, African American, or Black staff, or White staff (4th most common for both).
* A lower proportion of Latino/a/x, Hispanic, or Spanish Origin staff had seriously considered leaving than other racial/ethnic groups (21% vs 33–38% for other racial/ethnic groups of adequate size for analysis).

Staff differences by program setting

*Feeling valued by my students* wasa top reason to stay for staff across all program settings; however, other top reasons to stay and to have considered leaving varied across the settings in which staff worked.[[13]](#footnote-13)

**Concerns about pay were prominent for staff from CBOs.**

* Staff from CBOs had the lowest rates of any program setting of saying pay was a top reason they stay in their positions (15% vs. 27%–37% for other settings).
* Staff from CBOs had the highest rates of any program setting of choosing *My hourly rate is too low*, *Pay increases are not commensurate with my contribution to the program* and *What I’m paid for my work isn’t fair* as reasons they had considered leaving (17%–54% vs. 6%–32% for LEAs and HREs).

**Corrections staff differed from other staff in reasons to stay and rates of having seriously considered leaving.**

* *Being able to relate to my students’ experience* as a top reason to stay was more common among Corrections staff (selected by 29%) than staff from any other program setting and twice as common among Corrections staff as among staff from LEAs (14%).
* Forty-six percent of Corrections staff had seriously considered leaving (the highest of any program setting).[[14]](#footnote-14) The lowest rate of having seriously considered leaving was among LEA staff (22%).

**Contrast was evident between respondents from LEAs and HREs in reasons to have seriously considered leaving.**

* Respondents from Higher Education selected *I don’t feel valued and/or included*, *Expectations for staff are unclear*, and *Staff turnover* as reasons to have considered leaving at five times the rate of staff from LEAs (HRE, 21%–26% vs. LEA, 2%–4%). *Expectations for staff change too frequently* was also more commonly selected by staff from Higher Education (almost 3 times the rate of LEA staff; HRE, 30% vs. LEA 11%).

**Appendix N: Student Surveys –** **Selected Findings by Age, Gender, Race/Ethnicity, and Program Setting**

For each student survey (i.e., the survey for students in CORs and the survey for students in CBOs, LEAs, and HREs), we examined student response patterns in reasons for taking classes and attendance challenges by respondent characteristics (age, gender, and race/ethnicity selected by respondents). We also examined student response patterns by class type (ESOL and non-ESOL) in the survey for students in CBOs, LEAs, and HREs.[[15]](#footnote-15) (ACLS does not fund ESOL classes in CORs.)

Distinctions in reasons for taking classes by program and respondent characteristics   
*(students in CBOs, LEAs and HREs)*

There were no notable differences across gender groups in reasons for enrollment, but some distinctions emerged by age, race/ethnicity, and ESOL/Not-ESOL status.

**Student reasons for taking classes: differences by age (CBOs, LEAs, HREs)**

Reasons for taking classes were similar across age groups, with the exception that younger students indicated taking classes to get a high school diploma or GED at a higher rate than other age groups (48% of students 24 or younger vs. 19–28% for other age groups).

**Student reasons for taking classes: differences by race/ethnicity (CBOs, LEAs, HREs)**

There were a few distinctions by race/ethnicity in students’ reasons for taking adult education classes.

* *To improve my English language skills* was the leading reason for all racial/ethnic groups except American Indian, Native American, or Alaska Native students.[[16]](#footnote-16) For this group of students, *To get my high school diploma or GED* was the most common reason (56%).
* The highest rates of selecting *To improve my English language skills* were among Asian or Asian American and Middle Eastern students (86% and 83%, respectively, vs. 40-67% for other groups).
* *To meet people/find community* was more of a priority for Asian or Asian American and Middle Eastern students than it was for other racial/ethnic groups (33% and 37%, respectively, vs. 16-22% for other groups).

**Student reasons for taking classes: differences by ESOL/Non-ESOL (CBOs, LEAs, HREs)**

Reasons for taking classes were similar across ESOL/Not-ESOL students, with the following distinctions:

* For students taking ESOL classes, *To improve my English language skills* was the most common reason for enrollment (80%). For students taking classes other than ESOL, *To improve my English language skills* was still a reason selected by 38% of respondents.
* *To get my high school diploma or GED* was a reason for about one in ten ESOL students (11%), and for more than half of non-ESOL students (56%).

Distinctions in reasons for taking classes by program and respondent characteristics   
*(students in CORs)*

Because representation from gender groups other than men was very low in the sample of respondents from CORs (the CORs were primarily men’s facilities), analyses by gender were omitted. Some differences by age and by race/ethnicity in reasons for taking classes were notable.

**Student reasons for taking classes: differences by age (CORs)**

* Getting time off one’s unit/out of one’s cell as a reason to take classes decreased in prevalence as age increased (incrementally, from 47% among 18 to 24 year olds to 23% among those 50 or older).
* In all except for the youngest age group (18 to 24), students were notably more likely to take classes *To improve my life* (58-63%) than *To improve my options for a new or better job* (38-41%). For students 18 to 24, *To improve my life* (50%) and *To improve my options for a new or better job* (53%) were similar.

**Student reasons for taking classes: differences by race/ethnicity (CORs)** [[17]](#footnote-17)

* Among African, African American, or Black, and Latino/a/x, Hispanic, or Spanish students, *To get my high school diploma or GED* was the most popular reason for taking classes (65% and 74%, respectively), but for White students, it was the fourth most popular reason (44%).
* *To improve my life* was the number one reason for White students (65%). White students were more likely than the other racial/ethnic groups in the analysis to select *To earn Good Time off my sentence* (56% vs. 30-32% for other groups) and *To get time off my unit/out of my cell* (41% vs 26% for the other groups).

Distinctions in attendance challenges by program and respondent characteristics   
We are only reporting differences in attendance challenges for students in CBOs, LEAs, and HREs, because among students in CORs, differences and/or sample sizes for age, gender, and race/ethnicity were too small for conclusions to be drawn.

**Attendance challenges: differences by age (CBOs, LEAs, HREs)**

* Students aged 50 or older were much less likely to indicate *Problems with childcare* than those aged 25 to 34 (3% in-person and 4% online vs. 23% in-person and 18% online, respectively).

**Attendance challenges: differences by gender (CBOs, LEAs, HREs)**

Women and men did not differ in their rate of reporting that they don’t have any difficulty attending in-person classes. There was a slight difference between women and men in the rate of reporting no difficulty attending online classes (47% of women and 40% of men selected *I don’t have any difficulty attending online classes or tutoring*).[[18]](#footnote-18)

* Women were three times as likely as men to report *Problems with childcare* (19% in-person and 15% online for women vs 6% in-person and online for men). For both women and men, *Work schedule* (selected by 29% of women, 39% of men for in-person; 22% of women, 35% of men for online) was a more common challenge than childcare, but the gap between the two was much greater for men than for women.
* Students who did not identify with one of the binary gender categories differed in their responses about difficulty attending classes. When the responses of two small groups, students who selected *Non-binary* and students who selected *Gender not listed* are combined, *Emotional or mental health issues* is a more common response(in-person: 23% vs. 4% for women and men; online: 32% vs. 3-5% for women and men), as is *I’m bored in class* (in-person: 18% vs. 1-2% for women and men; online: 5% vs. 2% for women and men).

**Attendance challenges: differences by race/ethnicity (CBOs, LEAs, HREs)**

Response patterns regarding difficulty attending classes were generally consistent across racial/ethnic groups, with a couple of exceptions:

* Among Middle Eastern respondents, *Work schedule* was less common as a source of difficulty (8% vs. 25% overall for in-person), while *Problems with childcare* was more common (25% vs. 15% overall for in-person). Middle Eastern and Asian or Asian American students selected *Problems with childcare* at a higher rate than did White students (21% vs. 9%, respectively).
* *Emotional or mental health issues* was a more common challenge for White students than other racial/ethnic groups, both in-person (9% vs. 3-4% for other groups) and online (13% vs. 4-8% for other groups).

1. Data management goals are integrated into each of the two goals outlined here. [↑](#footnote-ref-1)
2. See the Recommendations section of the ACLS Phase 2 Secondary Data Analysis Report (2022). [↑](#footnote-ref-2)
3. These programs were marked in the dataset by ACLS with “HIDE THIS” added to the name label. [↑](#footnote-ref-3)
4. *Note*: n= number of students with HSE attainment, PSE/T entry, and MSG credit. N = Total number of students enrolled in ABE/ASE and ESOL. [↑](#footnote-ref-4)
5. The UMDI-created White non-Hispanic category, while not an official federal category and therefore not analyzed, was created and included in the appendix tables to help provide some additional insight. [↑](#footnote-ref-5)
6. Notably, when the director respondent pool (N=92) is divided into multiple subgroup categories, the resulting numbers can be quite small, making interpretations of differences across subgroup categories challenging. [↑](#footnote-ref-6)
7. Because only respondents who indicated they had seriously considered leaving (n=48 for all directors) were asked the subsequent question about reasons to have considered leaving, the number of respondents for the question about reasons decreased, and for some subgroups, became too small to include in the analysis. [↑](#footnote-ref-7)
8. The group of directors aged 25 to 34 who indicated they had seriously considered leaving was too small for any conclusions to be drawn about its differences from other age groups in reasons for leaving. [↑](#footnote-ref-8)
9. Due to small group size, comparisons across program settings in reasons for having seriously considered leaving did not include respondents from Corrections. [↑](#footnote-ref-9)
10. Meanwhile, staff from Corrections were the most likely to have seriously considered leaving of any of the program settings. [↑](#footnote-ref-10)
11. In contrast, *Pay* was a top reason given by younger directors for staying in their position. [↑](#footnote-ref-11)
12. For staff and student survey analysis, we only interpreted group differences where the total number of respondents to a question in a particular subgroup was 20 or more. For the question about reasons to have considered leaving, most groups were too small, since only respondents who indicated they had seriously considered leaving (n=207) were asked the subsequent question about reasons, and low numbers of staff identified with most racial/ethnic groups other than White. [↑](#footnote-ref-12)
13. Due to small group size, comparisons in reasons for having seriously considered leaving did not include respondents from Corrections. [↑](#footnote-ref-13)
14. In contrast, directors from Corrections were the least likely of any program setting to have seriously considered leaving. [↑](#footnote-ref-14)
15. For this analysis, we grouped class types into either (1) ESL, ESOL, or other class related to learning English or (2) non-ESOL (which included all other class types and tutoring listed in Tables 2 and 3). [↑](#footnote-ref-15)
16. In this analysis, we did not examine the intersection of race/ethnicity with ESOL/Non-ESOL status. This would be important for future work, to understand where racial/ethnic background as opposed to language background relates to reasons students pursue adult education. [↑](#footnote-ref-16)
17. Only African, African American, or Black; Latino/a/x, Hispanic, or Spanish Origin; and White groups were large enough (20 or more) to include in subgroup analyses. [↑](#footnote-ref-17)
18. Groups of respondents who selected *Non-binary* and *Gender not listed* were small (<20, respectively), limiting the analyses that could be conducted. [↑](#footnote-ref-18)