

## Improved Adult Education Support Critical to Georgia's Bottom Line

By Melissa Johnson, Policy Analyst

Georgia's economic well-being is threatened by the high numbers of adults without a high school diploma or a General Equivalency Development credential (GED®). **Nearly 866,000 Georgians ages 18 to 64 do not have a high school diploma or GED.**<sup>1</sup> Georgia's adult education programs served only about 60,600 adults in 2014.<sup>2</sup>

Georgia's leaders recognize that its citizens must be more educated for the state to compete in a national and global economy that demands more high-skilled workers. Evidence of this includes Gov. Nathan Deal's launch of the Complete College Georgia initiative in August 2011 to significantly increase the number of Georgians with postsecondary school credentials.

The state will need 250,000 additional graduates with a certificate, associate's degree, bachelor's degree or higher to meet its workforce needs by 2020, according to the initiative. Transforming adult learners into college graduates is an important step in Georgia's plan to meet this goal.

Nearly 14 percent of Georgia's adults ages 18 to 64 must overcome a substantial hurdle before they can help Georgia meet its college completion goals. These adults do not have a high school diploma or its equivalent in Georgia, the GED. **Georgia is home to the ninth highest share of adults in this age range in the country without a high school diploma or its equivalent, according to a Working Poor Families Project Analysis of national census data.**

Georgians without a high school diploma or GED typically earn \$19,172 per year, according to the U.S. Census and are locked out of the opportunity to contribute more to the state's economy and improve their quality of life. These working adults are also restricted from providing more resources for their families. More than one in four low-income working families with children includes a parent who does not have a high school diploma or its equivalent.<sup>3</sup> Educating these adults is critical to mitigating poverty in Georgia, the nation's fifth poorest state.

Georgia offers programs specifically designed to help adults secure their high school diploma or GED. Research on these programs and the adult education landscape specifically finds:

- The primary providers of adult education in Georgia are the Technical College System of Georgia (TCSG) Office of Adult Education and the Department of Corrections. The technical college system channels funding to 32 grantees, which include the state's 23 technical colleges.
- Thirty-six states spend more than Georgia on adult education per adult without a high school diploma or GED.
- Funding for one of the most promising educational initiatives for adults in Georgia, Accelerating Opportunity, expired June 30, 2015.
- Federal and state governments, as well as private foundations, finance best-practice adult education programs.
- Federal legislation provides opportunities to shift funding to support adults without a high school diploma or GED.

To help more of its adults secure a high school diploma or GED and improve their employment opportunities Georgia can:

1. Fund the continuation of the Accelerating Opportunity program
2. Use guidance provided in Workforce and Innovation Opportunity Act of 2014 to prioritize training and supports for low-skilled adults and direct funding under the act to help adults transition to postsecondary education
3. Employ more Temporary Assistance for Needy Families funding to support adults completing their GEDs
4. Leverage language in the 2015 Federal Omnibus Spending Bill to award federal financial aid to students who enroll in a career pathways program such as Accelerating Opportunity and successfully complete six credit hours toward a certificate or degree

## Adult Education is Important to Georgia's Bottom Line

Adult education in Georgia includes activities designed to teach adults basic English language, reading, writing, speaking, problem-solving and computational skills. These services are available at no cost to Georgia citizens age 16 and older without a high school diploma or GED.

Increased global competition and technological advances amplify the importance of higher education. More than 60 percent of jobs in Georgia will require some form of a postsecondary credential by 2020, yet only 42 percent of the state's adults between the ages of 25 to 34 carry a certificate, associate's degree, or a bachelor's degree or higher.<sup>4</sup> An estimated 250,000 additional graduates are needed to reach the state's workforce development goals.

Adding to Georgia's challenge is the significant number of adults who must complete their high school education before they are eligible to help the state achieve its postsecondary education goal. Nearly 866,000 Georgians ages 18 to 64 in Georgia do not have a high school diploma or GED. At nearly 14 percent, Georgia has the **ninth highest share** of adults ages 18 to 64 without a high school diploma or its equivalent.

Low education levels are pervasive across Georgia. Thirty counties have at least one in four adults ages 18 to 64 without a high school diploma or GED, with several in the rural southwest corner of the state. The list also includes Whitfield County, home to the industrial center of Dalton. A county-by-county list in Appendix A shows the percentages of adults 18 to 64 without a high school diploma or GED.

With so many adults without a high school diploma or GED, Georgia is hindered in multiple ways:

- **The low education levels of so many Georgians undermine the state's competitiveness.** Many Georgia business leaders told policymakers as part of the Governor's High Demand Career Initiative that one of their biggest challenges is securing a trained workforce. The 2014 initiative brought together business leaders and Georgia policymakers in economic development and higher education for a series of 13 hearings across the state to ascertain the hiring challenges and needs of Georgia businesses over the next five to 10 years. The business leaders told policymakers that they need workers with basic educational skills, including reading, math, statistics and writing.<sup>5</sup>
- **Georgia's large number of adults without high school diplomas weakens the state's economy and hurts the ability of those adults to provide for themselves and their families.** Median earnings for Georgians without a high school diploma or its equivalent are \$19,172, nearly \$7,000 lower than the median earnings for those with a high school diploma. These lost earnings add up over the years. High school graduates earn an estimated \$260,000 more over their lifetimes and pay

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Georgia counties where at least 1 in 4 adults 18 – 64 does not have a high school diploma or GED®

Source: American Community Survey, one-year estimate, 2013

\$60,000 more in taxes than adults without a high school diploma or equivalent.<sup>6</sup> The lost lifetime earnings of those without a high school diploma or GED are even more extreme when compared to college graduates.

- **Georgians without high school diplomas are nearly twice as likely to live in poverty as the state’s high school graduates.** This carries dire implications for a state that is already the nation’s fifth poorest. Poor Georgians are more likely to suffer poor health outcomes, experience trouble accessing adequate food, lose their jobs and rely on public transportation to commute to work, which limits opportunities geographically.<sup>7</sup> Children of adults living in poverty are substantially more likely to be poor adults themselves, creating a vicious cycle.<sup>8</sup>

Poor people are also more likely to depend on public assistance. Eighty-six percent of the 885,000 Georgia households that depended on the Supplemental Nutrition Assistance Program (commonly known as food stamps) lived in poverty in 2013, the latest year of available data.<sup>9</sup>

- **Georgians without high school diplomas are more likely to be incarcerated.** People without a high school education are more likely to be incarcerated compared to their more educated counterparts. One study by Northeastern University found young people between the ages of 16 to 24 without a high school diploma or GED were six times more likely than graduates to be incarcerated.<sup>10</sup> People in prison who participated in correctional education, including adult education, had a 43 percent lower chance of relapsing into criminal behavior than those who did not.<sup>11</sup>

### Workers Without A High School Diploma Earn Much Less than Better Educated Georgians

Annual median earnings by educational level, 2013 dollars

<b>Less than high school graduate</b>	<b>\$19,172</b>
<b>High school graduate (includes equivalency)</b>	<b>\$25,926</b>
<b>Some college or associate's degree</b>	<b>\$31,244</b>
<b>Bachelor's degree</b>	<b>\$49,053</b>
<b>Graduate or professional degree</b>	<b>\$59,111</b>

Source: American Community Survey, 2013 one-yr. estimate

## Adult Education Services in Georgia Strive to Meet Many Needs

There are two state agencies that provide adult education programs in the state: the Technical College System and the Department of Corrections.

### Technical College System of Georgia

The Technical College System served nearly 47,200 Georgians age 18 and over in 2014. It provides three core adult education programs:

- Adult Basic Education
- Adult Secondary Education
- English-as-a-Secondary Language Preparation

*Adult Basic Education* provides instruction to adults whose literacy, math, speaking or problem-solving skills are at the elementary or middle school level. The vast majority, or 71 percent of adult education students are in basic education programs.

*Adult Secondary Education* provides instruction to adults whose skills are at high school level with a focus on preparing them to pass the GED exam. Nine percent of adult education students are in secondary education.

*English-as-a-Second Language* programs help adults with limited English proficiency to progress toward fluency. About 19 percent of adult education students are in these classes.

More than two-thirds of Adult Education students were between the ages of 19 and 44 in 2014. Women account for a slightly higher proportion of adult education students than men: 53 percent compared to 47 percent.

The system provides funding to 32 grantees across the state to deliver these programs including: 23 technical colleges, one university system technical division, five community-based organizations and three local school districts. (See Appendices B and C listings of Adult Education and English-as-a-Second Language grantees.) These grantees operate 424 instruction sites in Georgia's 159 counties.

The technical college system oversees grantees and provides support. A current priority for the system is offering high quality professional development to teachers to help them hone teaching skills to align with the recent revisions to the GED exam. The exam is now much more difficult than earlier versions. Supporting teacher quality is a challenge as most are part-time and the turnover rate is high.

The system also operates three supplemental programs:

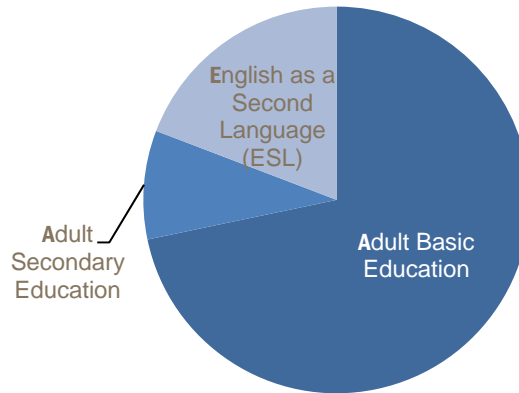
- Certified Literate Community Program
- Health Literacy
- Workplace Education

The Certified Literate Community Program facilitates the establishment of public-private partnerships to support, promote, and enhance community literacy efforts. Programs offered by 87 counties and two cities maximize community resources by assessing needs and coordinating local resources to better meet these needs. The program secured more than \$2.4 million in private donations for literacy and more than \$2.4 million for in-kind resources and contributions in 2014. These donations served 22,735 Adult Education students.

These programs aim to foster literacy among all Georgians of all ages so adult education is only one element of their work. The program also supports adult education instruction by providing volunteers, in-kind donations including class space, childcare, transportation and even funding for other expenses, including scholarships and teacher salaries.

The Certified Literate Community Program also fills a void left by federal adult education funding restrictions. Federal requirements prohibit use of adult education money for general adult education advertising. The Certified Literate Community Program sponsored 15 billboards and 12,511 print articles, as well as public service announcements and DVDs in 2014. It also distributed 58,714 fliers, brochures, and bookmarks and raised \$77,690 for marketing and advertising.

### Profile of Adult Education Students: 71% Assessed at Primary/Middle School Level



Source: "An Overview of Adult Education and GED® Services in Georgia," Presentation by TCSG Office of Adult Education and GED®

Health Literacy is instruction integrated into adult education classes designed to give people the capacity to read, understand and act upon health-related information. Workplace Education is provided to employees to help them gain new employment, retain present jobs, advance in their careers, or increase productivity. Classes can be provided at an employer site.

## Accelerating Opportunity

One of the most promising initiatives in Georgia's adult education programs is the Accelerating Opportunity initiative. This initiative builds on the best thinking in adult education by allowing adult education students to simultaneously enroll in classes at technical colleges. Adult Education students can then secure both a college credential and their GED in under one year.<sup>12</sup> Accelerating Opportunity provides adult students with integrated career pathways that lead to marketable and related certificates and degrees.

In October 2014 678 students were participating in Georgia's Accelerating Opportunity program. The program helped students secure 685 credentials through February 2015 in a range of fields that include welding, nursing and aviation. Seven of Georgia's 23 technical colleges now teach Accelerating Opportunity students.

Georgia received a \$1.25 million three-year grant from Jobs for the Future in 2012 to implement Accelerating Opportunity. Jobs for the Future is a funding collaborative that includes the Annie E. Casey Foundation, the Arthur Blank Foundation, and the Woodruff Foundation. Jobs for the Future launched the Accelerating Opportunity initiative on a multistate level in 2011. The funding for the overall initiative ends December 2015 for most of states. There are a few exceptions where a no-cost extension was granted.

Georgia's technical college system also contributed nearly \$785,600 to the state's Accelerating Opportunity effort in 2014 and 2015.<sup>13</sup> Grant funding to operate the program expired **June 30, 2015**.

The Accelerating Opportunity program presented one particular funding challenge for its students. Adult Education classes are free for all Georgia citizens, but Accelerating Opportunity students had to pay for the dual enrollment college classes. A student must hold a high school diploma or GED to qualify for state financial assistance with technical college through the HOPE Grant.

Federal financial assistance for college tuition was unavailable to Accelerating Opportunity students as well. Congress eliminated the "ability to benefit provision" in December 2011 that allowed college students without a high school diploma to receive federal financial aid, including Pell grants. Before students could qualify by passing a federally-approved test or completing six credits towards a certificate or degree with a grade of C or higher.

The U.S. Congress restored this provision in part in late 2014 for some students. Georgia could use the new legislative language as a basis to award federal financial aid to Accelerating Opportunity students if the program continued past June 30, 2015.

### Accelerating Opportunity Georgia Receives National Acclaim

**"Community Colleges Offer Dropouts Path to GED, Career"**

- *US News and World Report*

**"Accelerating Adult Students Toward Employment"**

- *Digital Promise*

**"Nontraditional Students Accelerate Forward"**

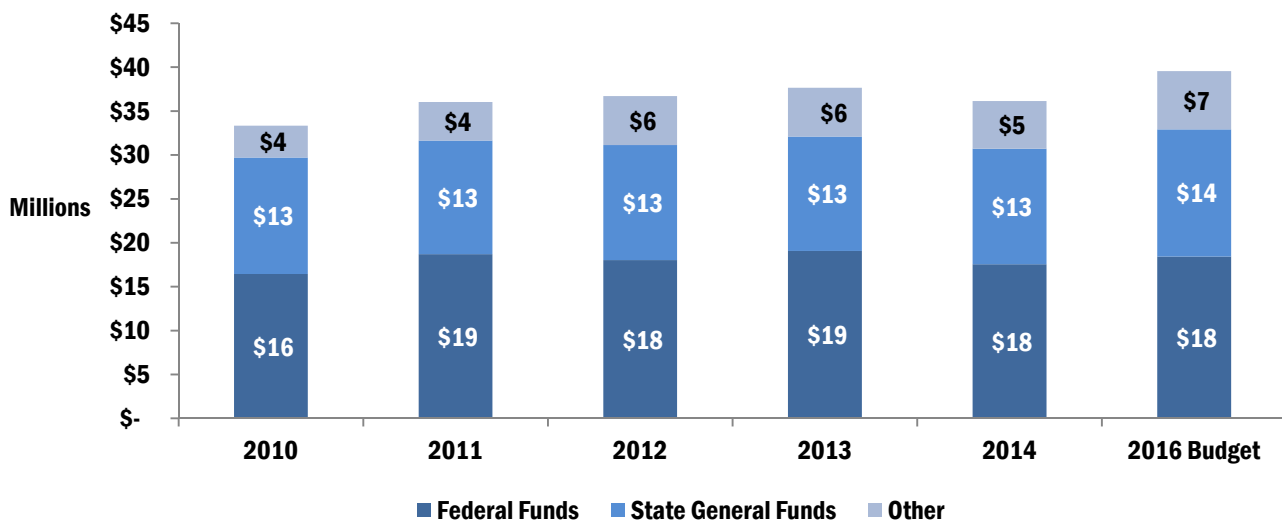
- *JEMCOnews*

## Technical College's Office of Adult Education Funding

The programs run by the technical college's Office of Adult Education are paid for through the state's general fund, federal funds, fees from GED testing, local grants and other sources.<sup>14</sup> About half of the funding came from the federal government in recent years.

The largest federal grant supporting adult education is the Adult Basic Education Grants to States, authorized under Title II of the Workforce Innovation and Opportunity Act. States receive an initial allotment of \$250,000 and the remainder of the grant is allotted to states based on the ratio of adults and youths age 16 and older who are not enrolled or required to be enrolled in secondary school and who do not hold a high school diploma or equivalent.<sup>15</sup>

### Federal Funds Most Significant in Adult Education Budget



Source: TCSG Office of Adult Education and GED® Testing; Expenditures used for 2010 through 2014; 2016 Budget (HB 76). "Other" includes fees from GED testing and local grants. In the 2016 Budget, "other" also includes intra-governmental transfers.

Two primary funding sources are required for the Adult Basic Education Grant. At least a quarter of the money spent on adult education in Georgia must be nonfederal in order for the state to receive the grant. The state is also obligated to spend its money based on historical spending levels, or "maintenance of effort," to receive federal matching funds. Georgia met both of these requirements in recent years.<sup>16</sup>

State spending on Adult Education in Georgia lags behind other states. Georgia ranked among the bottom 15 states in its state spending on adult education per adult without a high school diploma or GED as of the 2011-2012 school year, the latest year for which data was available.<sup>17</sup>

The only state funds allocated to the Certified Literate Community Program pay for the salary and benefits for the program's executive director.

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States spend more than Georgia on Adult Education per adult without a high school diploma or GED®

Source: Working Poor Families Analysis of US Department of Education data from 2011-2012 and American Community Survey, 2011

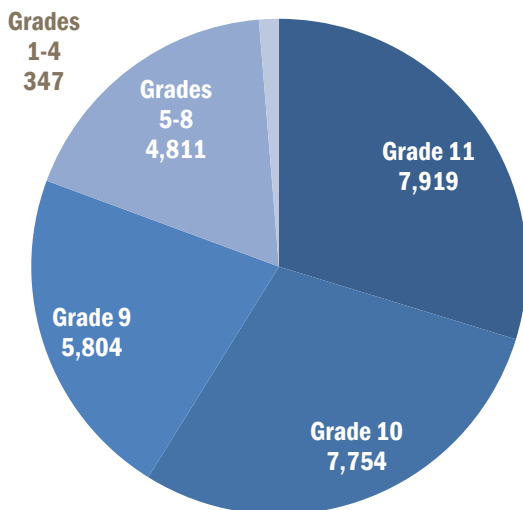


## Georgia Department of Corrections

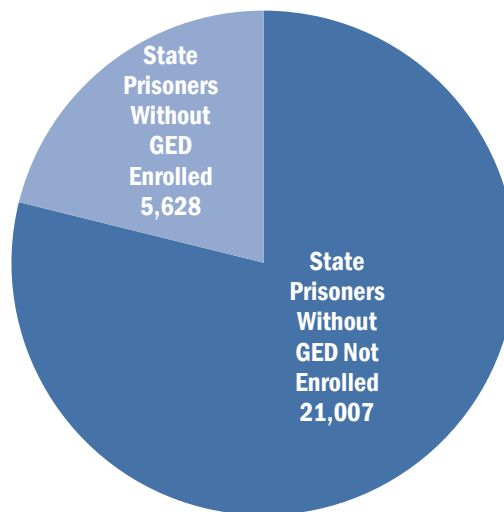
About 20,000 Georgians are released annually from the state's prisons. Georgia's Department of Corrections provides adult education on a voluntary basis to people under their supervision to increase chances of success and decrease the likelihood of a return to prison. About 13,400 people under correctional supervision participated in adult education programs in 2014, including incarcerated persons, people on probation, and residents of transition centers, where offenders can maintain a paying job in the community while still housed and supervised by corrections.

Georgia's adult education programs within the department serve only a fraction of state prisoners without a high school diploma or GED. Though participation in these programs is voluntary, waiting lists for adult education exist in some facilities. This suggests adult education capacity is not now meeting demand. About half of Georgia's 53,000 incarcerated people do not hold a high school diploma or GED, but only about 5,600 prisoners were participating in literacy, adult basic education and GED preparation services as in February 2015.

**Most Without GED in Georgia's Prisons Assessed at 10th or 11th Grade Level**



**Only 21% of People in Prison Without a GED Served by Adult Ed Programs**

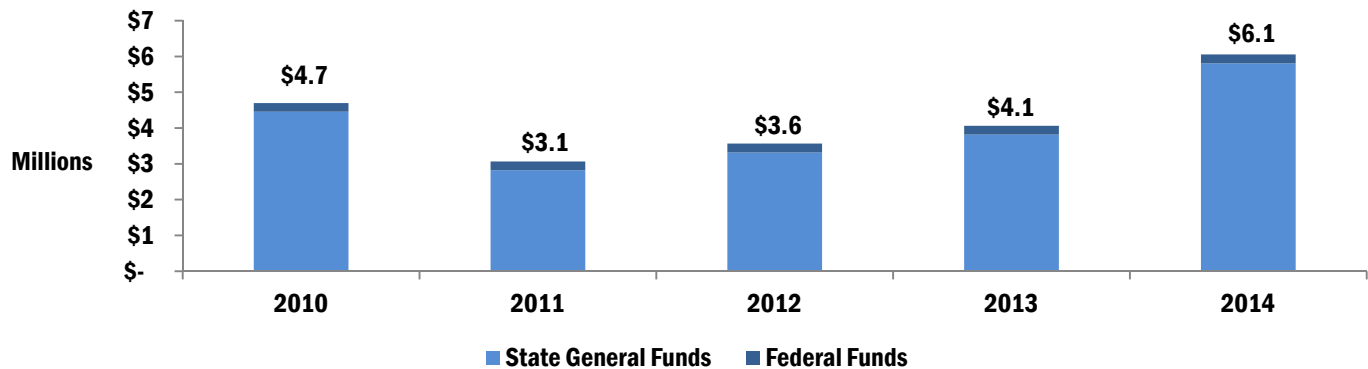


Source: "Correctional Education and Programs – Georgia Emerging," Presentation by Dr. L.C. Evans, Assistant Commissioner for Educational Programs, May 1, 2015 (Data as of February 2015)

## Georgia Department of Corrections Funding

The department's adult education programs are funded with both state and federal money, with the majority coming from the state. Georgia increased funding for adult educational programs within corrections since 2011, but unmet demand still exists within the system. More could pay for additional teachers so more students can attain their GEDs.<sup>18</sup>

## State Provides Increased Support for Corrections Education



Source: Georgia Department of Corrections

The 2016 budget for educational programs within corrections provides even more support for adult education programs in the department. The 2016 budget provides:

- \$530,000 to implement GED Preparation in Day Reporting Centers, where offenders with substance abuse issues are required to report as an alternative to prison
- Nearly \$6 million to improve vocational and academic programs at the prison, including hiring 48 new teachers and other personnel
- \$1.3 million to operate a GED fast-track program, which provides more hours of instruction per week than regular GED preparation for students with proven ability to attain a GED certificate quickly
- \$300,000 to implement GED preparation in Transition Centers

## Some Forms of Adult Education Hold Great Potential

The most promising approaches to increase an adults' attainment of high school credentials and successful transitions to college include efforts to boost the rigor of adult education and GED-to-college bridge programs. These integrate academic preparation with increased support and programs that allow students to enroll in college and earn a high school credential simultaneously. Programs that tailor basic skill and GED instruction to specific career fields also increase the likelihood of someone earning a high school credential and eventually succeeding in college.<sup>19</sup>

Many adult education programs include one or more of these approaches. Both private and public sources help fund these programs.

### Accelerating Opportunity Kentucky

Accelerating Opportunity Kentucky is a promising initiative that gives adults the opportunity to enroll in credit-bearing college courses while receiving additional support for basic skills inside and outside of the classroom. Its goal is to get students started on a path toward a high-demand career while they earn credentials along the way to their goal. The program enrolled 1,896 students and awarded 2,079 credentials in its first three years of operation.

Accelerating Opportunity Kentucky was hurt by the Congress' elimination of the ability-to-benefit provision in 2011. When college students without a high school diploma lost federal financial aid, Kentucky refocused its program recruiting efforts on students who already held high school credentials, but tested from the 6<sup>th</sup> to 12<sup>th</sup>-grade levels.<sup>20</sup>



Congress restored the ability-to-benefit provision in part when it passed a 2015 spending plan late last year. The bill allows low-income students without a high school diploma or equivalent to get federal financial aid through a career pathways program if they pass a federally-approved exam or successfully complete six credit hours in coursework applicable toward a degree or certificate.<sup>21</sup>

Kentucky updated its policies to align with new federal language and plans to award federal financial aid to students who meet the legislative criteria by fall 2015. Accelerating Opportunity Kentucky students could be eligible if they meet the criteria.<sup>22</sup> Other states were waiting on federal regulations for this legislation to take effect before seizing the opportunity to serve more students. Relevant federal guidance was released in late May.

### **LaGuardia Community College GED Bridge Program**

LaGuardia Community College GED Bridge Program provides basic skills education within an industry-specific curriculum that prepares students for high-demand careers. The program aims to help part-time students with skill levels as low as the seventh grade complete a GED within one semester. The curriculum uses career-specific instruction and assignments to engage students while helping them to develop academic skills. Students in a Bridge to Health class could build reading comprehension skills by reviewing patient case studies.<sup>23</sup>

LaGuardia's program served more than 1,000 adults from 2007 to early 2014.<sup>24</sup> These students fared better than counterparts in regular GED programs. A study of the Bridge Program found students more likely to persist in the class, earn their GEDs, and enroll in college when compared to LaGuardia's traditional GED courses.<sup>25</sup>

The MetLife Foundation paid for the GED Bridge pilot program for various professions. The Robin Hood Foundation continues to provide money to sustain the program. LaGuardia Community College also contributes to the program with in-kind support.<sup>26</sup>

### **Washington State's I-BEST Program**

Washington's Integrated Basic Education and Skills Training (I-BEST) marries the teaching of basic skills with technical college content in a wide range of fields including education, welding, health professions and business. A basic skills instructor and a technical college instructor jointly teach I-BEST courses, while students in the program earn college credit for their technical courses. These courses often include support classes or labs where students receive supplemental instruction. I-BEST also teaches basic skills as they relate to specific tasks.

I-BEST programs must be part of a career pathway program that leads to employment in high-demand occupations. All 34 of Washington's community and technical colleges offer at least one of the programs. About 150 I-BEST programs are offered in the state.<sup>27</sup>

More than 3,000 students enroll in I-BEST programs each year. Compared to students in traditional basic skills programs, I-BEST students are three times more likely to earn college credits, nine times more likely to earn a college credential and employed at double the hours per week.<sup>28</sup>

Washington State shows strong support for the I-BEST program. The state funds I-BEST programs 1.75 times higher than the usual full-time student rate. The additional 75 percent per student in the funding formula aims to compensate colleges for the additional cost of instruction, support services and program coordination. Even with the additional money, college administrators report that they sometimes transfer funds from other sources to cover I-BEST program costs.

To be sure, these programs are a heavier burden on the budget, on average, than the regular credit-bearing courses at Washington community and technical colleges. The benefits of the I-BEST program are about equal to the added cost,

according to a Community College Research Center Study. The study quantifies the value of the additional credit hours that I-BEST students earn compared to students not enrolled in the program.

Washington State's Opportunity Grant Program also helps adult education students enrolled in the I-BEST program. This program provides financial and case management support to low-income students in career programs and was specifically designed to help students in the I-BEST program and on other career pathways. The Opportunity Grant is paid for through Washington State's general fund.<sup>29</sup>

## **Federal Legislation Changes Funding Rules and Provides Opportunities for Adult Education**

### **Workforce Innovation and Opportunity Act of 2014**

The Workforce Innovation and Opportunity Act of 2014 holds many implications for ways adult education dollars are spent. It is the first update to the nation's primary workforce legislation since the Workforce Investment Act in 1998. That established a system of one-stop career centers which provide access to training and employment services for many different workers, including dislocated, youth and low-income workers. The 2014 act reauthorizes funding for this system and other programs created by its predecessor, including adult education and literacy, English language learning, re-employment services and employment statistics under Wagner-Peyser, and Vocational Rehabilitation.<sup>30</sup>

The 2014 act prioritizes services for the most vulnerable workers, including those with deficiencies in basic skills. It also expands education and training options, and aligns planning and accountability policies for suppliers of workforce services, including local workforce investment boards and adult education providers.<sup>31</sup> The legislation includes specific funding authorizations for each fiscal year, but the 2015 authorizations reflect federal sequester cuts. Actual funding will continue to rely on the annual appropriations process.<sup>32</sup>

The 2014 act makes several changes to prior legislation relevant to adult education funding. The legislation:

- requires states to consider whether local adult education providers serve people with the lowest skills when making funding decisions
- broadens the focus of all adult education services to ensure they include transitions to postsecondary education and employment by explicitly stating that funds authorized by the adult education title may be used for educational activities that help people transition to postsecondary education or for dual enrollment activities
- requires states to use part of allotted federal funding to align adult education with other core workforce programs, including the development of career pathways
- allows states to use funds to integrate literacy and English language instruction with occupational skills training

Most provisions of the 2014 legislation took effect July 1, 2015. Participating states must submit a plan for implementation by March 3, 2016.<sup>33</sup>

### **Temporary Assistance for Needy Families**

A grant through the Temporary Assistance for Needy Families (TANF) program is another source of federal money that can be used to support adults pursuing their high school diploma or GED. The grant money can be used for four broad purposes, which include providing assistance to needy families so that children can be cared for in their own homes, promoting job preparation, work and marriage; preventing out-of-wedlock pregnancy and encouraging two-parent families. Georgia uses less than 5 percent of its \$331 million grant to fund activities to help adults attend work or school.

About \$56,000 of Georgia's TANF grant went to vocational and basic education in 2014. The money provided adult education for 75 TANF recipients and vocational education at the postsecondary level for 175.

Other states use TANF funding to create opportunities for all low-income adults – not just cash assistance recipients – to secure a high school credential. Arkansas uses TANF funding to support its Career Pathways Initiative. The initiative provides academic and support services to help low-income, low-skill people secure the credentials or degrees necessary to acquire and maintain jobs in high-wage, high-demand industries. Career Pathways students include adults pursuing a GED. Students are eligible for support services that include child care and transportation if they care for children under 21 and generate income below 250 percent of the federal poverty level, or about \$50,000 annually for a family of three in 2015.<sup>34</sup>

## **2015 Federal Omnibus Spending Bill**

Recent federal spending legislation also opens the door to increased support for adults without a high school diploma or its equivalent. Congress partially restored a provision in its 2015 spending plan, which allows adults without a high school diploma or its equivalent to get federal financial aid. The bill allows low-income students without a high school diploma or equivalent to get federal financial aid if they enroll in a career pathways program and pass a federally-approved exam or successfully complete six credit hours towards a certificate or degree with a grade of C or higher.

Additional relevant federal guidance on this statutory language was released in late May 2015. The guidance reiterates that financial aid is only available for postsecondary courses, defines eligible career pathways programs, and lists the sanctioned exams to meet financial aid requirements.

## **Conclusion**

An opportunity is ripe for Georgia's taking to help hundreds of thousands of its citizens through better leveraging of investment in adult education. Increased competition and technological advances are amplifying the economic importance of education. Georgia businesses and out-of-state firms considering a move here want workers with at least basic reading, math and writing skills. Helping Georgians develop these skills will allow Georgia to meet this employer requirement, while giving its citizens a chance for a better quality of life for their families. Georgia can look both internally to successful programs as well as to other states and federal legislation for ways to best help people with lower skills.

To help more Georgians without a high school diploma or GED secure needed credentials and skills to prepare them better to prosper in the workforce of the future, the state can:

1. Fund the continuation of the Accelerating Opportunity program
2. Use guidance provided in Workforce and Innovation Opportunity Act of 2014 to prioritize training and supports for low-skilled adults and direct funding under the act to help adults transition to postsecondary education
3. Employ more Temporary Assistance for Needy Families funding to support adults completing their GEDs
4. Leverage language in the 2015 Federal Omnibus Spending Bill to award federal financial aid to students who enroll in a career pathways program

## Acknowledgements

This report was made possible by the generous support of the Working Poor Families Project and the Community Foundation for Greater Atlanta.



GBPI is also grateful to the Technical College System of Georgia's Office of Adult Education and GED® Testing as well as the Georgia Department of Corrections for providing information about their adult education programs.

## Appendix A: Share of Adults Ages 18 – 64 Without a HS Diploma or Equivalent by County

County	Population Ages 18 to 24	Share of Adults Ages 18 to 24 Without a High School Diploma or Equivalent	Population Ages 25 to 34	Share of Adults Ages 25 to 34 Without a High School Diploma or Equivalent	Population Ages 35 to 44	Share of Adults Ages 35 to 44 Without a High School Diploma or Equivalent	Population Ages 45 to 64	Share of Adults Ages 45 to 64 Without a High School Diploma or Equivalent
Appling	1430	27.20%	2408	28.70%	2365	15.70%	4927	15.70%
Atkinson	745	53.30%	1063	36.50%	1226	38.40%	2021	30.60%
Bacon	929	41.80%	1580	22.60%	1368	18.30%	2959	26.20%
Baker	439	11.80%	232	23.30%	339	12.40%	1026	18.50%
Baldwin	9005	12.70%	5347	11.90%	5028	15.70%	11748	18.10%
Banks	1565	17.90%	2096	20.10%	2608	20.20%	5029	23.30%
Barrow	5708	24.00%	10651	13.80%	10540	12.20%	16674	17.70%
Bartow	8745	29.50%	12921	19.50%	14769	14.30%	26322	18.50%
Ben Hill	1604	13.90%	1873	25.50%	2177	12.30%	4554	18.90%
Berrien	1596	29.80%	2345	20.30%	2592	11.90%	5051	23.20%
Bibb	16240	19.90%	20811	15.40%	18683	14.60%	39760	15.70%
Bleckley	2217	9.80%	1075	8.40%	1459	10.10%	3231	20.20%
Brantley	1636	22.70%	2040	16.30%	2467	15.90%	5166	23.40%
Brooks	1452	30.30%	1667	19.60%	2010	29.30%	4454	16.60%
Bryan	2452	17.10%	3875	11.70%	5000	8.20%	8057	10.30%
Bulloch	19578	4.20%	9065	10.40%	7454	9.00%	14001	14.60%
Burke	2220	31.70%	2706	17.80%	2743	14.40%	6263	22.70%
Butts	2375	32.70%	3108	25.50%	3410	20.00%	6390	22.10%
Calhoun	774	40.20%	834	35.50%	1081	31.60%	1830	25.90%
Camden	6626	12.90%	7415	5.80%	6441	7.40%	12002	9.30%
Candler	1118	38.50%	1210	19.50%	1356	16.50%	2805	19.00%
Carroll	14920	16.20%	14666	16.20%	14518	18.00%	26596	19.20%
Catoosa	5340	17.60%	7754	15.20%	9268	11.40%	17173	17.60%
Charlton	1151	22.80%	1905	16.70%	2398	31.60%	3416	20.30%
Chatham	34832	16.30%	43241	11.00%	32416	8.70%	65508	9.10%
Chattahoochee	3354	14.30%	2565	5.40%	1264	6.70%	1345	3.50%
Chattooga	2133	29.80%	3158	25.50%	3688	22.60%	7020	29.50%
Cherokee	17252	21.60%	27155	12.10%	35258	8.30%	57677	9.50%
Clarke	35551	4.60%	19878	11.00%	12292	15.40%	19939	16.20%
Clay	209	26.30%	338	11.80%	260	28.50%	886	16.90%
Clayton	28091	25.90%	39782	20.00%	39285	15.50%	61499	15.70%
Clinch	655	49.20%	748	26.90%	850	25.60%	1738	21.60%
Cobb	64493	16.00%	101201	11.20%	108895	8.70%	182923	6.80%
Coffee	4729	20.80%	5752	21.90%	6007	22.00%	10463	22.20%
Colquitt	4337	31.20%	6033	29.50%	6218	26.00%	10608	23.40%
Columbia	10986	19.50%	15906	10.90%	18510	3.40%	34695	7.10%
Cook	1328	30.70%	2270	20.10%	2283	21.90%	4259	22.30%
Coweta	10254	19.80%	16259	10.90%	19682	8.00%	34346	10.80%
Crawford	1065	22.50%	1308	17.40%	1726	22.70%	3906	18.10%
Crisp	2079	25.60%	2813	16.50%	2871	13.70%	6338	16.40%

County	Population Ages 18 to 24	Share of Adults Ages 18 to 24 Without a High School Diploma or Equivalent	Population Ages 25 to 34	Share of Adults Ages 25 to 34 Without a High School Diploma or Equivalent	Population Ages 35 to 44	Share of Adults Ages 35 to 44 Without a High School Diploma or Equivalent	Population Ages 45 to 64	Share of Adults Ages 45 to 64 Without a High School Diploma or Equivalent
Dade	2096	10.40%	1842	12.80%	2035	14.30%	4674	19.40%
Dawson	1816	25.30%	2464	13.50%	2939	10.60%	6734	14.50%
Decatur	2591	32.20%	3478	23.10%	3405	17.00%	7271	20.40%
DeKalb	68667	18.50%	118756	12.30%	107629	10.10%	173332	9.00%
Dodge	2252	25.20%	2644	13.80%	3027	10.20%	5757	20.50%
Dooly	1382	31.30%	1769	30.50%	1913	26.10%	4380	22.10%
Dougherty	12037	24.70%	12578	17.50%	10860	16.80%	23040	18.00%
Douglas	11633	21.60%	17052	11.30%	21532	10.40%	33895	10.40%
Early	976	25.90%	1057	14.20%	1277	17.20%	2867	21.80%
Echols	445	29.90%	554	24.20%	653	26.00%	809	24.10%
Effingham	4569	21.40%	6542	14.90%	8027	9.20%	13905	12.70%
Elbert	1701	29.70%	2216	21.60%	2495	19.90%	5500	16.10%
Emanuel	2230	21.10%	2927	21.50%	2655	13.10%	5881	25.50%
Evans	1007	24.40%	1554	37.70%	1392	20.50%	2601	14.10%
Fannin	1471	21.50%	2101	18.10%	2577	19.40%	7721	15.20%
Fayette	8398	19.30%	7908	10.00%	13931	4.70%	34916	3.10%
Floyd	10067	20.20%	11668	24.90%	12487	18.50%	24864	19.30%
Forsyth	11673	20.40%	18761	9.80%	32830	7.50%	47146	6.50%
Franklin	2065	20.30%	2569	26.10%	2678	20.40%	5995	28.50%
Fulton	101833	15.10%	157555	9.10%	144701	7.80%	231124	8.50%
Gilmer	2056	26.60%	2923	22.20%	3534	36.60%	8366	19.00%
Glascocock	208	13.50%	314	13.70%	456	20.80%	803	17.10%
Glynn	6836	19.90%	9672	16.70%	9846	10.80%	22193	10.60%
Gordon	5025	34.50%	6963	29.50%	7876	25.90%	14278	21.10%
Grady	2160	37.60%	2995	25.00%	3151	21.70%	6713	25.30%
Greene	1115	20.00%	1681	27.40%	1735	20.10%	4731	19.70%
Gwinnett	72158	20.80%	115799	15.80%	133732	12.30%	206190	9.70%
Habersham	3950	21.20%	5397	25.60%	5536	19.10%	11307	19.50%
Hall	17013	24.30%	24300	23.70%	25575	23.60%	43826	17.10%
Hancock	1048	38.80%	1119	30.80%	1151	12.30%	2755	22.00%
Haralson	2479	22.10%	3217	27.40%	3908	14.80%	7714	23.90%
Harris	2467	23.40%	2918	8.70%	4703	6.30%	10148	6.30%
Hart	2174	31.10%	2719	18.50%	2903	11.00%	7179	17.30%
Heard	1046	26.30%	1230	33.30%	1554	22.50%	3349	24.20%
Henry	18112	21.50%	24442	11.50%	33702	6.40%	52814	8.60%
Houston	14081	15.90%	20528	10.10%	19020	8.20%	36494	9.30%
Irwin	758	40.60%	1356	15.90%	1357	9.10%	2397	23.20%
Jackson	4817	20.40%	7692	13.20%	8893	12.60%	15938	20.10%
Jasper	1070	23.40%	1649	9.30%	1894	14.20%	3941	14.90%
Jeff Davis	1324	35.80%	1833	27.00%	1845	17.60%	3901	12.70%
Jefferson	1459	32.80%	1843	20.10%	1994	23.80%	4507	21.90%



County	Population Ages 18 to 24	Share of Adults Ages 18 to 24 Without a High School Diploma or Equivalent	Population Ages 25 to 34	Share of Adults Ages 25 to 34 Without a High School Diploma or Equivalent	Population Ages 35 to 44	Share of Adults Ages 35 to 44 Without a High School Diploma or Equivalent	Population Ages 45 to 64	Share of Adults Ages 45 to 64 Without a High School Diploma or Equivalent
Jenkins	780	26.70%	1138	27.80%	828	22.10%	2316	24.70%
Johnson	895	26.40%	1197	30.70%	1501	21.50%	2840	16.20%
Jones	2316	20.70%	3374	9.50%	3892	5.10%	7804	10.00%
Lamar	2725	13.60%	1838	23.00%	2246	7.70%	4892	15.70%
Lanier	875	29.50%	1615	13.30%	1232	16.60%	2607	24.90%
Laurens	4172	27.00%	5804	17.30%	6207	19.90%	12602	18.50%
Lee	2326	29.80%	3613	17.70%	4571	9.60%	7628	12.70%
Liberty	9796	12.80%	11515	7.10%	7426	5.50%	12827	8.10%
Lincoln	734	16.60%	604	20.90%	916	9.50%	2604	13.50%
Long	1829	25.70%	2191	20.00%	2290	13.00%	3247	10.90%
Lowndes	20374	14.50%	15814	12.90%	13031	13.70%	23641	15.00%
Lumpkin	5193	9.50%	3483	14.20%	3245	10.90%	8228	14.90%
McDuffie	1834	41.50%	2473	19.70%	2665	20.50%	5983	23.60%
McIntosh	1487	4.80%	1366	6.30%	1487	25.80%	4402	17.60%
Macon	1509	38.00%	1903	38.30%	1762	15.20%	4178	24.10%
Madison	2199	19.60%	3425	27.20%	3705	15.50%	7951	17.50%
Marion	648	34.70%	867	41.50%	1267	19.80%	2594	18.90%
Meriwether	1849	36.50%	2464	21.80%	2481	21.40%	6311	27.80%
Miller	504	25.40%	564	16.70%	773	3.40%	1627	21.00%
Mitchell	2096	34.50%	3076	23.40%	3150	22.80%	6139	27.20%
Monroe	2312	28.50%	3107	20.80%	3199	10.30%	8181	17.50%
Montgomery	1114	19.60%	1071	19.40%	1216	12.00%	2389	14.50%
Morgan	1273	12.30%	1869	13.80%	2265	12.50%	5214	16.90%
Murray	3612	29.40%	4995	25.50%	5793	27.60%	10309	27.30%
Muscogee	23147	14.50%	29520	11.70%	24198	11.30%	46316	12.30%
Newton	9419	22.40%	12522	13.50%	15156	11.40%	24663	13.70%
Oconee	2466	16.40%	3100	7.10%	4922	11.00%	9673	5.70%
Oglethorpe	1230	21.50%	1599	20.30%	1795	11.90%	4423	20.90%
Paulding	11938	14.00%	18980	9.40%	25141	7.50%	34173	11.70%
Peach	4887	6.60%	3104	14.70%	3062	14.90%	7074	14.60%
Pickens	2100	20.30%	3141	23.10%	3843	19.30%	8768	16.50%
Pierce	1643	24.80%	2153	20.10%	2528	18.20%	4885	17.90%
Pike	1406	12.60%	1861	14.40%	2627	7.30%	4884	12.90%
Polk	3786	34.90%	4977	25.90%	5480	23.30%	10524	23.00%
Pulaski	883	16.60%	1851	26.90%	1388	14.30%	3756	16.80%
Putnam	1623	26.00%	2215	19.90%	2527	8.50%	6395	12.90%
Quitman	236	27.10%	127	39.40%	339	23.90%	620	19.00%
Rabun	1108	20.40%	1740	32.80%	1845	11.10%	4727	9.10%
Randolph	600	26.00%	780	21.40%	892	15.50%	2225	20.70%
Richmond	24521	21.10%	31274	12.80%	23153	12.30%	49788	15.60%
Rockdale	7884	21.70%	9863	17.00%	11885	11.00%	23829	10.70%

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Schley	370	38.60%	480	26.00%	785	23.60%	1345	24.20%
Screven	1343	25.10%	1588	12.50%	1660	16.90%	4122	18.00%
Seminole	741	17.30%	825	7.90%	905	11.00%	2557	17.00%
Spalding	5743	28.30%	8569	23.50%	8115	18.60%	16615	19.60%
Stephens	2814	22.90%	2587	17.50%	3035	15.60%	7230	12.50%
Stewart	782	46.80%	1001	54.80%	930	31.30%	1524	23.40%
Sumter	4300	21.20%	4038	19.60%	3637	17.70%	7890	22.60%
Talbot	618	34.30%	450	19.60%	817	9.80%	2313	21.20%
Taliaferro	229	26.60%	186	10.20%	202	41.60%	449	30.10%
Tattnell	2740	38.60%	4109	26.50%	3651	26.40%	6521	20.10%
Taylor	790	36.60%	820	18.80%	1167	16.10%	2398	21.60%
Telfair	1363	38.60%	2516	28.50%	2677	23.60%	4423	22.80%
Terrell	950	35.20%	997	31.70%	1023	22.70%	2573	33.50%
Thomas	3699	29.40%	5258	15.70%	5512	15.30%	12319	15.50%
Tift	5033	22.60%	5261	20.70%	4871	16.50%	9696	19.40%
Toombs	2476	23.70%	3262	12.40%	3260	19.80%	6831	19.40%
Towns	1167	16.40%	758	10.20%	1015	18.50%	2877	10.50%
Treutlen	535	12.10%	764	16.20%	912	15.70%	1660	25.50%
Troup	6875	20.20%	8254	14.50%	8587	13.40%	17607	17.10%
Turner	813	24.60%	887	26.90%	1171	25.30%	2194	22.70%
Twiggs	850	42.10%	745	5.20%	988	14.20%	2940	25.90%
Union	1267	36.10%	1690	7.30%	2132	11.60%	6431	15.20%
Upson	2502	30.80%	2705	16.40%	3460	10.00%	7746	24.20%
Walker	5267	26.00%	8358	15.70%	9084	17.90%	19229	18.40%
Walton	6959	20.50%	9907	16.10%	12168	10.60%	22430	15.40%
Ware	3489	32.10%	4681	21.20%	4399	16.50%	9437	16.40%
Warren	499	44.50%	562	27.60%	606	12.40%	1685	25.70%
Washington	1918	23.60%	2608	22.70%	2547	15.50%	5994	19.50%
Wayne	2351	26.80%	4108	14.20%	4187	14.20%	7975	15.10%
Webster	198	29.30%	278	11.90%	353	13.00%	819	24.40%
Wheeler	843	35.90%	1642	29.50%	1179	29.30%	2217	19.00%
White	2347	17.00%	2626	13.80%	3398	10.50%	7910	13.80%
Whitfield	10043	25.30%	13527	30.80%	14034	32.10%	24397	30.70%
Wilcox	796	35.90%	1383	30.90%	1247	19.60%	2587	19.30%
Wilkes	712	31.00%	1161	32.30%	1069	9.40%	3000	20.70%
Wilkinson	817	15.10%	981	17.70%	1091	13.90%	2755	15.20%
Worth	1965	19.60%	2398	25.30%	2715	25.70%	6096	24.00%

Source: American Community Survey, 2009 – 2013 5-year estimates

## Appendix B: Technical College System of Georgia Adult Education Grantees

Adult Education Program	Counties Served
Albany Technical College	Baker, Calhoun, Clay, Dougherty, Lee, Randolph, Terrell
Asian American Resource Center	DeKalb, Fulton, Gwinnett
Athens Technical College	Clarke, Elbert, Greene, Hart, Madison, Oconee, Oglethorpe, Taliaferro, Walton, Wilkes
Atlanta Public Schools	Fulton
Atlanta Technical College	Fulton
Augusta Technical College	Burke, Columbia, Lincoln, McDuffie, Richmond
Bainbridge State College	Decatur, Early, Miller, Seminole
Catholic Charities of the Archdiocese of Atlanta	Cobb, DeKalb, Gwinnett, North Fulton
Center for Pan Asian Community Services	Clayton, Cobb, DeKalb, Fulton, Gwinnett
Central Georgia Technical College	Baldwin, Bibb, Crawford, Dooly, Houston, Jones, Macon, Monroe, Peach, Pulaski, Putnam, Twiggs
Chattahoochee Technical College	Bartow, Cherokee, Gilmer, Pickens
Clayton County Schools	Clayton
Coastal Pines Technical College	Appling, Bacon, Brantley, Camden, Charlton, Clinch, Glynn, Jeff Davis, Long, McIntosh, Pierce, Ware, Wayne
Cobb County School District	Cobb, Paulding
Columbus Technical College	Chattahoochee, Harris, Muscogee, Quitman, Stewart, Talbot
Georgia Northwestern Technical College	Catoosa, Chattooga, Dade, Floyd, Gordon, Murray, Polk, Walker, Whitfield
Georgia Piedmont Technical College	DeKalb, Morgan, Newton, Rockdale
Gwinnett Technical College	North Fulton, Gwinnett
International Rescue Committee	DeKalb
Lanier Technical College	Banks, Barrow, Dawson, Forsyth, Hall, Jackson, Lumpkin
Literacy Action	Fulton
Moultrie Technical College	Colquitt, Tift, Turner, Worth
North Georgia Technical College	Fannin, Franklin, Habersham, Rabun, Stephens, Towns, Union, White
Oconee Fall Line Technical College	Bleckley, Dodge, Glascock, Hancock, Jefferson, Laurens, Telfair, Warren, Washington, Wheeler, Wilkinson
Ogeechee Technical College	Bulloch, Evans, Screven
Savannah Technical College	Bryan, Chatham, Effingham, Liberty
South Georgia Technical College	Crisp, Marion, Schley, Sumter, Webster
Southeastern Technical College	Candler, Emanuel, Jenkins, Johnson, Montgomery, Tattnall, Toombs, Treutlen
Southern Crescent Technical College	Butts, Fayette, Henry, Jasper, Lamar, Pike, Spalding, Taylor, Upson
Southwest Georgia Technical College	Grady, Mitchell, Thomas
West Georgia Technical College	Carroll, Coweta, Douglas, Haralson, Heard, Meriwether, Troup
Wiregrass Georgia Technical College	Atkinson, Ben Hill, Berrien, Brooks, Coffee, Cook, Echols, Irwin, Lanier, Lowndes, Wilcox

## Appendix C: English Literacy / Civics and Citizenship Education Grantees

Adult Education Program	Counties Served
Asian American Resource Center	DeKalb, Fulton, Gwinnett
Catholic Charities of the Archdiocese of Atlanta	Cobb, DeKalb, Gwinnett, North Fulton
Center for Pan Asian Community Services	Clayton, Cobb, DeKalb, Fulton, Gwinnett
Central Georgia Technical College	Baldwin, Bibb, Crawford, Dooly, Houston, Jones, Macon, Monroe, Peach, Pulaski, Putnam, Twiggs
Chattahoochee Technical College	Bartow, Cherokee, Gilmer, Pickens
Clayton County Schools	Clayton
Cobb County School District	Cobb, Paulding
Columbus Technical College	Chattahoochee, Harris, Muscogee, Quitman, Stewart, Talbot
Georgia Piedmont Technical College	DeKalb, Fulton, Morgan, Newton, Rockdale
Gwinnett Technical College	North Fulton, Gwinnett
International Rescue Committee	DeKalb
Lanier Technical College	Banks, Barrow, Dawson, Forsyth, Hall, Jackson, Lumpkin
Moultrie Technical College	Colquitt, Tift, Turner, Worth
North Georgia Technical College	Fannin, Franklin, Habersham, Rabun, Stephens, Towns, Union, White
Southern Crescent Technical College	Butts, Fayette, Henry, Jasper, Lamar, Pike, Spalding, Taylor, Upson
West Georgia Technical College	Carroll, Coweta, Douglas, Haralson, Heard, Meriwether, Troup

## Endnotes

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- <sup>1</sup> Working Poor Families Project, Analysis of American Community Survey, 2013, (Washington, D.C.: Population Reference Bureau).
- <sup>2</sup> Author's calculation based on persons served by TCSG Adult Education Programs and Georgia Department of Corrections Adult Education Programs.
- <sup>3</sup> Working Poor Families Project, Analysis of American Community Survey, 2013, (Washington, D.C.: Population Reference Bureau). "Families" are used in this analysis to represent married-couple or single-parent families with at least one child under age 18 present in the household. A family is defined as working if all family members age 15 and over either have a combined work effort of 39 weeks or more in the prior 12 months OR all family members age 15 and over have a combined work effort of 26 to 39 weeks in the prior twelve months and one currently unemployed parent looked for work in the prior 4 weeks.
- <sup>4</sup> "Georgia's Higher Education Completion Plan 2012," Complete College Georgia, November 2011.
- <sup>5</sup> Governor's High Demand Career Initiative Report, Carl Vinson Institute of Government, The University of Georgia, December 2014.
- <sup>6</sup> Marcella R. Dianda, "Preventing Future High School Dropouts: An Advocacy and Action Guide for NEA State and Local Affiliates," National Education Association, November 2008.
- <sup>7</sup> Melissa Johnson, "Recovery or Bust: Georgia's Poor Left Behind," Georgia Budget and Policy Institute, December 2013.
- <sup>8</sup> Sarah Fass, Kinsey Alden Dinan, and Yumiko Aratani, "Child Poverty and Intergenerational Mobility," National Center for Children in Poverty, December 2009.
- <sup>9</sup> Characteristics of Supplemental Nutrition Assistance Program Households: Fiscal Year 2013, US Department of Agriculture.
- <sup>10</sup> Andrew Sum et. al, "The Consequences of Dropping Out of High School: Joblessness and Jailing for High School Dropouts and the High Cost of Taxpayers," Northeastern University Center for Labor Market Studies, October 2009.
- <sup>11</sup> Lois M. Davis et. al., "How Effective Is Correctional Education, and Where Do We Go from Here?" RAND Corporation, 2014.
- <sup>12</sup> Kelsey Sheehy, "Community Colleges Offer Dropouts Path to GED, Career," US News and World Report, August 28, 2014.
- <sup>13</sup> Author's calculation based on money available to each participating college in Fiscal Years 2014 and 2015, Accelerating Opportunity Georgia Summary, February 5, 2015.
- <sup>14</sup> Georgia's GED Customer Service Center is self-funded by test fees and duplicate transcript and diploma fees.
- <sup>15</sup> 84.002, Adult Education Basic Grants to States, Catalog of Federal Domestic Assistance. (accessed May 2015). No state may receive less than 90 percent of its allotment from the previous year.
- <sup>16</sup> Office of Vocational and Adult Education, US Department of Education.
- <sup>17</sup> Working Poor Families Project, Analysis of data provided by the U.S. Department of Education, 2011-12 and American Community Survey, 2011 for adults without HS/GED from (Washington, D.C.: Population Reference Bureau).
- <sup>18</sup> E-mail from Georgia Department of Corrections.
- <sup>19</sup> Elizabeth Zachry Rutschow and Shane Crary-Ross, Beyond the GED: Promising Models for Moving High School Dropouts to College, MDRC, January 2014.
- <sup>20</sup> "The Second Year of Accelerating Opportunity: Implementation Findings from the States and Colleges, Urban Institute and Aspen Institute, March 2015.
- <sup>21</sup> Amy Ellen Duke-Benfield and Katherine Saunders, "CRomnibus for FY 2015 - What It Means for Low-Income People in Postsecondary Education and Training," December 15, 2014.
- <sup>22</sup> E-mail from Harmony Little, Project Coordinator at Kentucky Community and Technical College System, May 8, 2015.
- <sup>23</sup> Elizabeth Zachry Rutschow and Shane Crary-Ross, Beyond the GED: Promising Models for Moving High School Dropouts to College, January 2014.
- <sup>24</sup> Amy Dalsimer and Vanessa Martin, Presentation: Addressing Education Deficits: LaGuardia Community College's Bridge to College and Careers Program, February 27, 2014.
- <sup>25</sup> Vanessa Martin and Joseph Broadus, Enhancing the GED Instruction to Prepare Students for College and Careers: Early Success in LaGuardia Community College's Bridge to Health and Business Program, MDRC, May 2013.
- <sup>26</sup> Conversation with Amy Dalsimer, LaGuardia Community College, May 2015.
- <sup>27</sup> John Wachen, Davis Jenkins, Clive Belfield, and Michelle Van Noy, "Contextualized College Transition Strategies for Adult Basic Skills Students: Learning from Washington State's I-Best Program Model," Community College Research Center, December 2012.
- <sup>28</sup> Washington's Community and Technical Colleges, Integrated Basic Education and Skills Training (I-BEST) Fact Sheet, <http://www.sbctc.ctc.edu/college/abe/I-BESTFactSheet.pdf> (last accessed May 15, 2015) .
- <sup>29</sup> Washington State Board of Technical and Community Colleges Opportunity Grant Program Guidelines 2013-2014.
- <sup>30</sup> Workforce Innovation and Opportunity Act, Federal Policy, National Skills Coalition, <http://www.nationalskillscoalition.org/federal-policy/workforce-investment-act> (last accessed May 15, 2015).
- <sup>31</sup> Kisha Bird, Marcie Foster, and Evelyn Ganzglass, "New Opportunities to Improve Economic and Career Success for Low-Income Youth and Adults: Key Provisions of the Workforce Innovation and Opportunity Act (WIOA)," September 2014.

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<sup>32</sup> “Side-by-Side Comparison of Occupational Training and Adult Education & Family Literacy Provisions in the Workforce Investment Act (WIA) and the Workforce Innovation and Opportunity Act (WIOA),” National Skills Coalition, October 2014.

<sup>33</sup> Bryan Wilson and Brooke DeRenzis, “Realizing Innovation and Opportunity in WIOA: A Playbook for Creating Effective State Plans,” National Skills Coalition, April 2015.

<sup>34</sup> Arkansas Transitional Employment Assistance Career Pathways Initiative Fact Sheet, 2014.