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Dear Ms. Pearson,

Docket No.: ED-2023-SCC-0034

My name is Dustin Grooms, and as Adult Education Specialist and Distance Learning Lead of Maysville Community & Technical College, I am writing today to share my thoughts relating to the Department of Education's Office of Career, Technical and Adult Education's (OCTAE) comment request on Measuring Educational Gain in the National Reporting System (NRS) for Adult Education.

First and foremost, the NRS is an outdated reporting system that does not fully capture or accurately reflect the number of participants that adult education programs serve on a year-to-year basis or the skills that adult learners gain from their participation in these programs. That is why we are urging the establishment of a pilot program to test out innovative accountability system approaches that can help determine the best ways to measure the performance of adult education learners and adult education programs. This pilot system has been proposed by Senators Jack Reed (D-RI) and Todd Young (R-IN) in their Adult Education WORKS Act, which was developed with the input of adult education program directors, educators and learners.

Adult educators across the Commonwealth of Kentucky use NRS as a way to gauge students' foundational literacy and numeracy skills, and also as part of our requirements for student entry into local programs. Unfortunately, the current bands of NRS levels and their correlation to K-12 grade levels are arbitrary at best and not fully reflective of adult learners' skill sets. The vast majority of students fall in between NRS 2 and 4, yet the skills in those bands are far wider than those of lower and higher levels.

Additionally, there is a discrepancy between NRS adult education enrollment data and State-level adult education enrollment data due to the fact that the NRS requires that learners receive 12 hours of instruction in order to be counted as a participant. There are many instances where learners receive services from a program under 12 hours. This can be the case when a learner enters an adult education program to gain a certain skill, attains it and then leaves due to a new work opportunity.

Additionally, adult education programs provide learners with a variety of skills not captured in the NRS, such as digital literacy skills and information literacy skills, that are necessary for success in the modern economy. By not allowing programs to demonstrate gains in these kinds of skills, policymakers at the Federal level do not have a comprehensive understanding of the services that adult education programs provide learners.

In sum, I urge that OCTAE enhance the quality, utility, and clarity of the information to be collected by focusing greater attention on reporting requirements that more appropriately and effectively measure the progress and performance of adult education programs and their participants. Implementing a pilot to test out innovative approaches to accountability systems for adult education would improve the NRS so it captures education growth and achievement by adult learners and the impact of adult education programs.

Thank you for your attention to and consideration of my recommendation.

Sincerely,

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