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First and foremost, the National Reporting System (NRS) is already an effective reporting system that fully captures and accurately reflects the number of participants that adult education programs serve on a year-to-year basis and the necessary educational attainment and skills that adult learners need to successfully transition to postsecondary education, various types of training opportunities and to the workforce. Requiring 12 instructional hours to count as participants accurately portrays those that are committed to receiving services that will assist them in reaching their educational goals.

The current NRS approved assessments used to measure educational functioning level gain are accurate in measuring educational improvement and continuous improvement in reaching a student's goal of high school equivalency credentials as well as successfully transitioning to postsecondary education, career training and long-term sustainable employment.

The focus of adult education should remain focused on education, not serving employers or those entities seeking to reduce the importance of adult education services across the country. Dedication to preparing students for college readiness, training opportunities and employment with mortgage paying wages will transition those individuals dependent on supports to long-term self-sufficiency resulting in them becoming contributors to their community's economic success. Short-term focus is not sustainable and is detrimental to the long-term success of the student and ultimately the nation.

This alone is the strongest argument against the establishment of a pilot program under the guise of testing out a so-called "innovative accountability system" that would supposedly help determine the best ways to measure the performance of adult education learners and adult education programs. This system is already in place and is called the National Reporting System (NRS). Such a pilot system would be enticing to state's that have routinely failed to remain focused on education through basic skills improvement and high school equivalency efforts, which are absolutely necessary to improve our economy and workforce. Additionally, there are employers who would like to capitalize on tax payer funding to support their workforce shortages. These employers claim to support adult education, but simply want to avoid paying for customized training for employees.

This coalition, comprising of a few select States and employers are simply seeking easier alternative to avoid accountability in teaching basic skills improvement, creating pathways to high school equivalency credentialing and from teaching effective and long-lasting English language acquisition to immigrants, migrants and non-native English Speakers across the United States. Remaining focused on adult education as an alternative to traditional high school is the truest path for federal adult education.

Despite the suggestion that the Adult Education WORKS Act, proposed by Senators Jack Reed (D-RI) and Todd Young (R-IN) was developed with the input of adult education program directors, educators and learners, the fact of the matter is, the Adult Education WORKS Act was drafted with limited and biased support from only a few select adult educators and employers seeking to capitalize on Federal Tax dollars for corporate profit. Building restrictive job pathways to limit adult learner opportunity is not in the true spirit of adult education or WIOA.