

**The National Study of the Implementation of Adult Education Under the Workforce  
Innovation and Opportunity Act**

**Information Collection Request**

**OMB Control Number NRS 1850-XXXX**

**Docket No.: ED-2019-ICCD-0011**

**Public Comments on 60-day Notice**

**Comment #1**

One commenter stated that the study should include a review of the past efforts to identify and promote evidence based instruction in adult education conducted by both private and public research initiatives.

**Response**

The National Study of the Implementation of Adult Education (hereafter referred to as “the study”) will provide descriptive information on the implementation of adult education under the Workforce Innovation and Opportunity Act (WIOA). It will not provide information on effective practices. A separate project funded under the National Assessment of Adult Education will include a systematic review of the literature to identify evidence of effective practices.

**Action**

No change

**Comment #2**

One commenter stated that new research into the effectiveness of adult education programs should ensure that a wide range of programs and localities are included in an overall assessment.

**Response**

The study does not include research into the effectiveness of adult education programs. A separate project funded under the National Assessment of Adult Education is examining the feasibility of effectiveness studies of particular strategies used in adult education.

**Action**

No change

**Comment #3**

One commenter stated that the national assessment should include a diverse and representative range of program directors, administrators, teachers, tutors and students. Specifically:

1. The information collection activities should include community-based programs, volunteer-based programs and programs using a variety of approaches including technology and blended

learning. Nontraditional programs and settings should be identified for data collection and analysis.

2. Programs interviewed should include urban, rural and suburban locations. Special attention should be given to programs serving those most in need and at the lowest literacy levels. In addition, the review should ensure it includes the full range of adult basic skills activities including: adult basic education, English language learning, high school equivalency, work place and similar programs.

3. Direct student interviews should be a part of the data collection process. In addition to data collected from formal assessments on student progress there should be additional student input on the approach and ancillary services of benefit to student progress.

4. Both traditional and nontraditional assessment approaches and instruments should be considered in the data collection process.

5. Programs that are linked with other social services and issues should be a part of the overall information gathering process. Related program partners should be considered in the data collection efforts.

### **Response**

The study includes surveys of *all* state directors of adult education and *all* local providers of adult education in the 50 states and the District of Columbia. Therefore, the study will include a diverse set of respondents and programs.

Student interviews and assessments are not within the scope of the study.

Data on services provided by program partners will not be collected from the partners themselves but *will* be collected from local providers of adult education through the study's local provider survey.

### **Action**

No change

### **Comment #4**

One commenter stated that a comprehensive review of adult basic education needs to be inclusive of a wide range of program approaches and settings and should pay significant attention to the role of technology and digital literacy acquisition.

### **Response**

The provider survey will be administered to all providers of adult education in the 50 states and the District of Columbia and will collect information about the use of technology for instructional and other purposes.

### **Action**

No change

**Comment #5**

One commenter recommended that the study encourage and permit state agencies to encode their Eligible Training Provider Lists (ETPL) in Credential Transparency Description Language (CTDL) and CTDL-ASN to the greatest extent possible to reduce their reporting burden.

**Response**

The study does not include the collection of ETPLs.

**Action**

No change

**Comment #6**

One commenter recommended that the study meet with Credential Engine on using CTDL to standardize Adult Education data collection.

**Response**

The study does not include the collection of data related to Credential Engine.

**Action**

No change

**Comment #7**

One commenter shared data on professional engineering licensing for low income students and stated that related academic exclusions and licensing restrictions could be considered questionable practices that may require investigation.

**Response**

The study does not include the collection of data related to Engineering licensure.

**Action**

No change