

Adult Education and Transitions Into Postsecondary Education and College Credit Pathways

**An Analysis of California Adult Education
Program Transition Rates by Program
Type and Student Characteristics**

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Key Findings

This report examines the transition from adult education to postsecondary education for students enrolled at community college and K-12 adult school programs funded by the California Adult Education Program. This analysis is based on data reported from 2017 to 2019 to the LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office. WestEd's interest in exploring these transitions is prompted by the paucity of research on adult learners' transitions into postsecondary courses, including who is making these transitions, how accessible postsecondary opportunities are, what supports these transitions, what learner journeys look like, and what outcomes are realized for adult learners who transition to postsecondary courses. This report offers initial insights into adult learner transition to postsecondary trends and is meant to lay the groundwork and encourage further research on this topic given the relationship between educational attainment and economic mobility and stability.

The analysis found the following:

- Overall, about one in five students (21%) transitioned from basic skills to postsecondary education.
- Transition rates to postsecondary increased slowly from 2017 to 2019 largely due to an increase in the transition to career and technical education, whereas transfers to nondevelopmental college credit courses remained stable during the same period.
- Community college noncredit adult education programs reported higher transition rates than did K-12 adult school programs but enrolled fewer participating students.
- Transition rates to postsecondary for students in English as a second language (ESL) programs were about half as high as the transition rates for students in adult basic education (ABE) and adult secondary education (ASE) programs.
- Students enrolled in community college ASE programs were more likely to transfer to credit college courses than were other students.
- Younger students, Black or African American students, and White students were more likely than their peers were to transition to postsecondary education.
- Students aged 24 and under in ASE and ABE programs had transition rates to credit college courses nearly twice as high as the transition rates of students from other age groups.
- Hispanic students in ESL programs had the lowest transition rate to overall postsecondary.

Background

The California Adult Education Program (CAEP) funds adult education programs, specifically noncredit community college and K-12 adult education programs. CAEP-funded programs enroll more than a million adult education students. These programs serve adult learners, 18 years of age and older, who have not received a high school diploma or need to increase basic language, literacy, numeracy, and digital literacy skills. The aim of adult education is to support access to postsecondary education and living wage employment for individuals with the greatest needs who have historically faced high barriers to economic mobility. In other words, CAEP-funded programs help underskilled and underemployed adults transition to education or employment that can leverage them into living wage jobs.

CAEP is governed by the California Community Colleges Chancellor's Office (CCCCO) and the California Department of Education (CDE) and is aligned with the CCCC's Vision for Success goals and the CDE's adult education goals. Programs are funded primarily with Workforce Innovation and Opportunity Act (WIOA) Title II funds, state adult education funds, or a combination of these funding sources. Therefore, CAEP providers include those funded by the Adult Education and Family Literacy Act (AEFLA) and those who are not. An adult learner is defined as an individual who receives services or enrolls in a CAEP-funded K-12 adult school or noncredit community college.

CAEP providers consist of coalitions of organizations in 71 consortia (a structure created by the 2015 Adult Education Block Grant [AEBG] initiative, AB 104). Consortia members include primarily representatives from K-12 adult schools and noncredit community college programs but may also include members of local workforce development boards, social and supportive service providers, and representatives from other

service, training, and educational organizations.¹ Consortia members collaboratively plan and organize courses and supportive services that are tailored to their local consortium needs and that form seamless transitions from adult education to higher education and viable career pathways.

CAEP offerings include a host of educational services, including ESL; civics education; integrated education and training programs; noncredit career and technical education (CTE) courses; and basic skills literacy, numeracy, and employability skills classes to hone academic and career development. CAEP programming is grouped into six program areas: ESL, ABE, ASE, CTE, adult with disabilities, and adults training to support child school success.

A key resource for CAEP-funded programs, consortia, and the Legislature is the CCCCO's LaunchBoard, a suite of dashboards that includes the Adult Education Pipeline dashboard. This dashboard presents data from multiple outcomes and data sources in a unified, comprehensible, and accessible format so that consortia can engage in continuous planning and improvement efforts and can track outcomes longitudinally. Furthermore, the dashboard is publicly available, and data sets can be downloaded. The dashboard presents metrics by areas that align with a learner's possible journey into adult education programs through to employment. These areas—student and programs, progress, transitions, success, and employment and earnings—are presented as a continuum, but they capture learners' outcomes regardless of how long they participate in the adult education system or whether they achieve a documented outcome in any of the outcome metrics. Although the Adult Education Pipeline dashboard provides a host of information, for this report WestEd explored rates of transition from adult education programs to CTE courses or credit community college courses. Specifically, transitions are counted for learners who transition from ESL, ABE, or ASE classes and enroll in either a K–12 adult education or community college CTE course, or a

nondevelopmental credit college course for the first time at any institution within the same or subsequent year.

The relationship between postsecondary education, income, and income stability is well established;² each successive credential or degree increases the adult learner's employment and earning potential.³ Given this, transitions to postsecondary programs from adult education indicate that learners are on a productive trajectory toward higher wages and more stable employment. As noted, the Adult Education Pipeline includes metrics on transitions. In undertaking this project, WestEd's aim was to better understand the trends in transitions to postsecondary programs, including patterns of transitions based on student characteristics and any program type.

Guiding Questions and Methods

This report examines California community college students' transition rates from adult education programs to postsecondary education from 2017 to 2019. It describes the main trends in transition and reports on transition rates from adult education programs by provider type (community college or K–12 adult school), by CAEP adult education program type (ABE, ASE, and ESL), and by key student characteristics. It also identifies the highest and lowest transition rates by student subgroups based on public data reported in LaunchBoard, a statewide data system that provides information on progress and outcomes for California community college and adult education students.

Specifically, WestEd addressed four questions:

1. How have the transition rates from adult education programs to postsecondary programs changed from 2017 to 2019?

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1. Due to the consortia structure, some AEFLA programs, such as prison programs and library literacy programs, are not consortia members. Only consortia members are required to report into the Adult Education Pipeline dashboard. This analysis used data from the Adult Education Pipeline dashboard (i.e., data reported by consortia members); therefore, this report does not include all AEFLA-funded programs.
 2. For example, see Kim, C., & Tamborini, C. R. (2019). Are they still worth it? The long-run earnings benefits of an associate degree, vocational diploma or certificate, and some college. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 5(3), 64–85. <https://doi.org/10.7758/RSF.2019.5.3.04>; U.S. Bureau of Labor Statistics. (2022). Education pays [Chart]. Retrieved April 2019 from <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>
 3. To note, the effects of increased educational attainment and employment vary dependent on factors such as gender, race/ethnicity, socioeconomic status, and availability and access to education. See Carnevale, A. P., & Fasules, M. L. (2017). *Latino education and economic progress: Running faster but still behind*. Georgetown University, Center on Education and the Workforce. <https://cew.georgetown.edu/cew-reports/latinosworkforce/#resources> and Kosyakova, Y., & Bills, D. B. (2021). Formal adult education and socioeconomic inequality: Second chances or Matthew effects? *Sociology Compass*, 15(9), e12920. <https://doi.org/10.1111/soc4.12920>

2. How did the transition rates vary by type of adult education program (ABE, ASE, or ESL) in 2019?
3. How did the transition rates vary by student characteristics in 2019?
4. What were the characteristics of students most likely to transfer and those least likely to transfer in 2019?

Specifically, this report examines the trends in transition rates from adult education programs in community colleges or K-12 adult schools to postsecondary education overall

and disaggregated by whether the student transfers into CTE or nondevelopmental credit college courses for 2017 to 2019. This report provides the 2019 transition rates by the type of program participants are transitioning from; the type of postsecondary education they are transitioning to; and student demographic characteristics such as gender, race/ethnicity, and age.

Key terms related to transition to postsecondary are explained in Box 1.

Box 1. Key Terms

Adult basic education (ABE) programs. These programs provide instruction to adults in foundational academic skills, such as reading, writing, and basic mathematics and learning and study skills. The programs include courses that are below the low adult secondary education/9th grade level.

adult secondary education (ASE) programs. These programs provide instruction in foundational academic skills to adults, such as reading, writing, and basic mathematics and learning and study skills. The programs include courses that are at the low adult secondary education/9th grade level and above and/or leading to a high school diploma, GED, or high school equivalency certificate.

English as a second language (ESL) programs. These programs provide instruction in the English language to adult, nonnative English speakers who have varied academic, vocational, citizenship, and personal goals.

career and technical education (CTE) programs. These noncredit programs are designed to prepare adults for entering the workforce. The programs include workforce preparation programs for adults—including, but not limited to, older adults—that are related primarily to entry or reentry into the workforce; preapprenticeship training programs designed to prepare adults to enter and succeed in a registered apprenticeship program; and short-term career technical programs that lead to employment.

transition to postsecondary. Among participants in adult education programs (ESL, ABE, and ASE), this designates the number who transition to postsecondary by enrolling in either a K-12 adult education or community college CTE course or a nondevelopmental credit college course for the first time at any institution within the selected or subsequent year.

transition to CTE. Among participants in adult education programs (ESL, ABE, and ASE), this designates the number who transition by enrolling in either a K-12 adult education or community college CTE course for the first time at any institution within the selected or subsequent year.

transition to nondevelopmental credit college course. Among participants in adult education programs (ESL, ABE, and ASE), this designates the number who transition by enrolling in a nondevelopmental credit college course for the first time at any institution within the selected or subsequent year.

provider type. Community college noncredit adult education programs or K-12 adult school education programs.

program type. An adult education program defined by an ABE, ASE, or ESL program.

Source. LaunchBoard. (n.d.). *Adult Education Pipeline: Metric Definition Dictionary*. California Community Colleges Chancellor's Office. https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline-MDD?metric=500#_Toc73117286

The data sources, sample, and methods used in the analysis are described in Box 2.

Box 2. Data Sources, Sample, and Methods

Data sources

The data for this report came from the LaunchBoard, a statewide data system supported by the CCCCO and hosted by Cal-PASS Plus, that provides publicly available data on progress, success, employment, and earnings outcomes for California community college students and adult learners in noncredit community college programs or K-12 adult schools. This report uses information collected for the Adult Education Pipeline dashboard, a multilevel data dashboard that reports student demographics, enrollment, and outcomes for students enrolled in an adult education program. Data for the dashboard are based on records submitted to the Chancellor's Office Management Information System (COMIS) by community colleges, records submitted to TOPSpro Enterprise (TE) by community colleges, and records submitted to the Comprehensive Adult Student Assessment System (CASAS) by K-12 adult schools using TE. Transition-related data go back to school year 2016/17, with 2018/19 being the most recent data points.⁴

Sample of analysis

Findings from this report are based on 420,142 students enrolled in adult education in 2017; 416,731 students in 2018; and 389,674 students in 2019 (statewide data). Due to a participant's opportunity to enroll in multiple programs and schools, adding the disaggregated estimates may not match the statewide estimates.

Methodology

LaunchBoard metrics used in this report include the number and percentage of students who transitioned to postsecondary (AE 602), the number and percentage of students who transitioned to CTE (AE 636), and the number and percentage of students who transitioned to credit college courses (AE 637). These metrics

are available by type of provider (community college noncredit program or K-12 adult school program), type of adult education program (ABE, ASE, or ESL), type of postsecondary program (CTE or nondevelopmental credit college course), and demographic characteristics (gender, race/ethnicity, and age). Students are counted under the Transition to Postsecondary metric (AE 602) if they were a participant in ESL, ABE, or ASE and enrolled in either (a) a K-12 adult education or community college CTE course or (b) a nondevelopmental credit college course for the first time in the same or subsequent year. These outcomes are identified through enrollment records from the COMIS and data from TE provided by CASAS. Transition rates were calculated using the total number of students who transitioned divided by the total number of participating students in adult education. Numbers in this report are based on LaunchBoard statewide estimates or on the aggregation of provider-level estimates when estimates were examined by provider type.

Limitations

Because categories with fewer than 10 observations are masked in LaunchBoard, the aggregation of subgroups estimates did not always add up to the population estimate. In addition, it was not possible to obtain student demographic estimates disaggregated in terms of other participants' demographics, so cross tabulations between any of the demographic subgroups was not possible. Finally, some students may be double counted if they were enrolled in several adult education programs concurrently or transitioned to several postsecondary institutions concurrently.

4. Throughout this report, school year 2016/17 will be referred to as 2017, 2017/18 as 2018, and 2018/19 as 2019.

Findings

Trends in the transition to postsecondary education

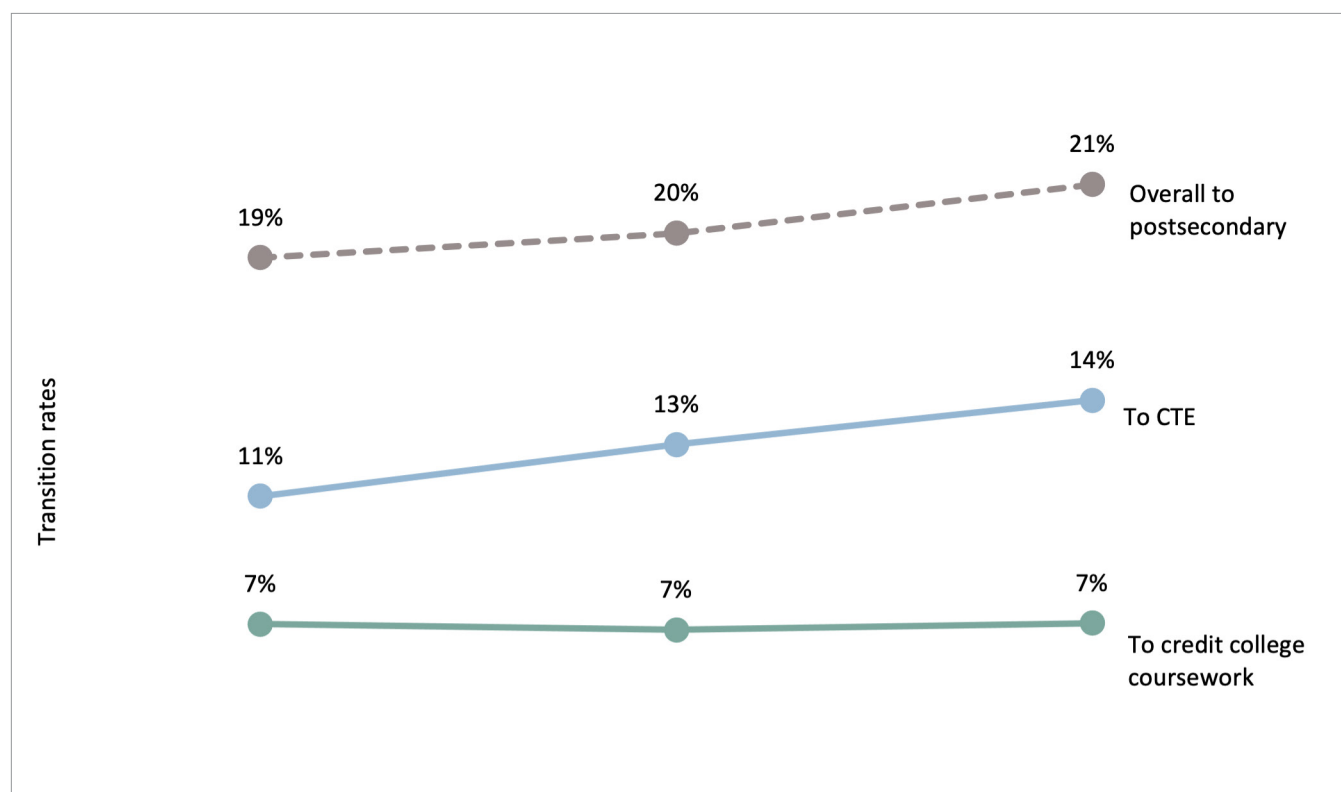
Overall transition rates to postsecondary increased slowly from 2017 to 2019 due to an increase in transition rates to CTE, whereas transfers to nondevelopmental college credit courses stayed stable.

From 2017 to 2019, an increasing number of participants in adult education transitioned into postsecondary each year: 79,643 students transitioned in 2017; 82,229 in 2018; and

82,900 in 2019. The number of participants in programs decreased slightly over the same period (about 400,000 students are served in adult education programs annually). Overall, transition rates increased from 19 percent in 2017 to 21 percent in 2019 (Figure 1).

The rise in transition rates to postsecondary was related to a rise in the transition to CTE programs rather than to nondevelopmental college courses. From 2017 to 2019, the percentage of students transitioning to CTE increased from 11 percent to 14 percent, whereas the percentage of students transitioning to credit college courses stayed stable at 7 percent of the participants.

Figure 1. Postsecondary Transition Rates From Adult Education Programs, 2017 to 2019



Note. CTE stands for career and technical education. There were 420,142 participants in adult education in 2017, 416,731 in 2018, and 389,674 in 2019 based on the aggregation of statewide numbers. For more information, see Tables A1 and A2 in the appendix. From authors' analysis based on LaunchBoard data described in Box 2.

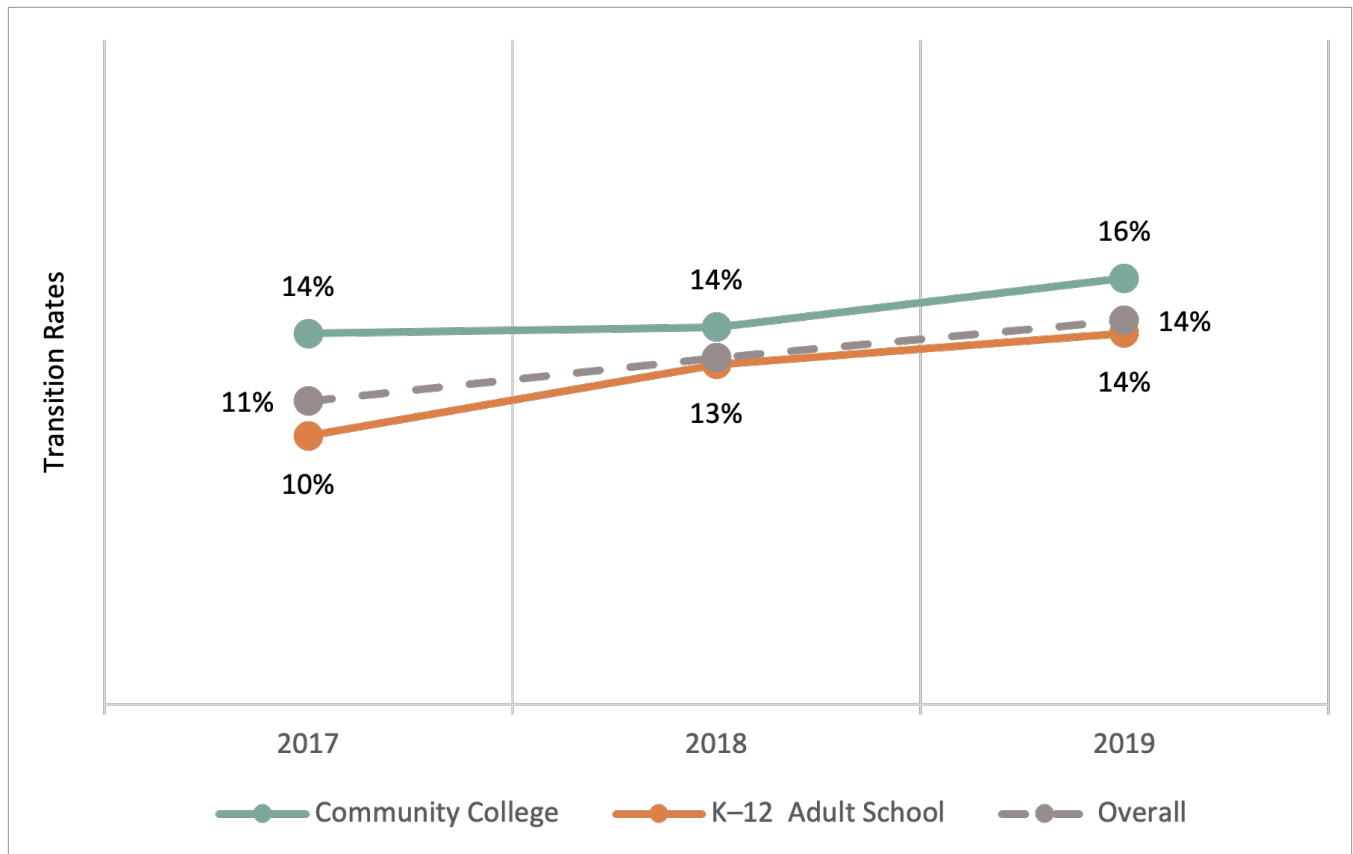
More students transitioned from community college adult education programs than from K-12 adult school programs.

The type of adult education provider, either a community college or K-12 adult school, shapes students' likelihood of transitioning out of adult education. Transition rates for students enrolled in community college adult education programs (about 40% of adult education participants) were overall higher than transition rates for students enrolled in K-12 adult school programs (about 60% of participants).

Figures 2 and 3 show an increase in the transition rates for both students enrolled in a community college adult

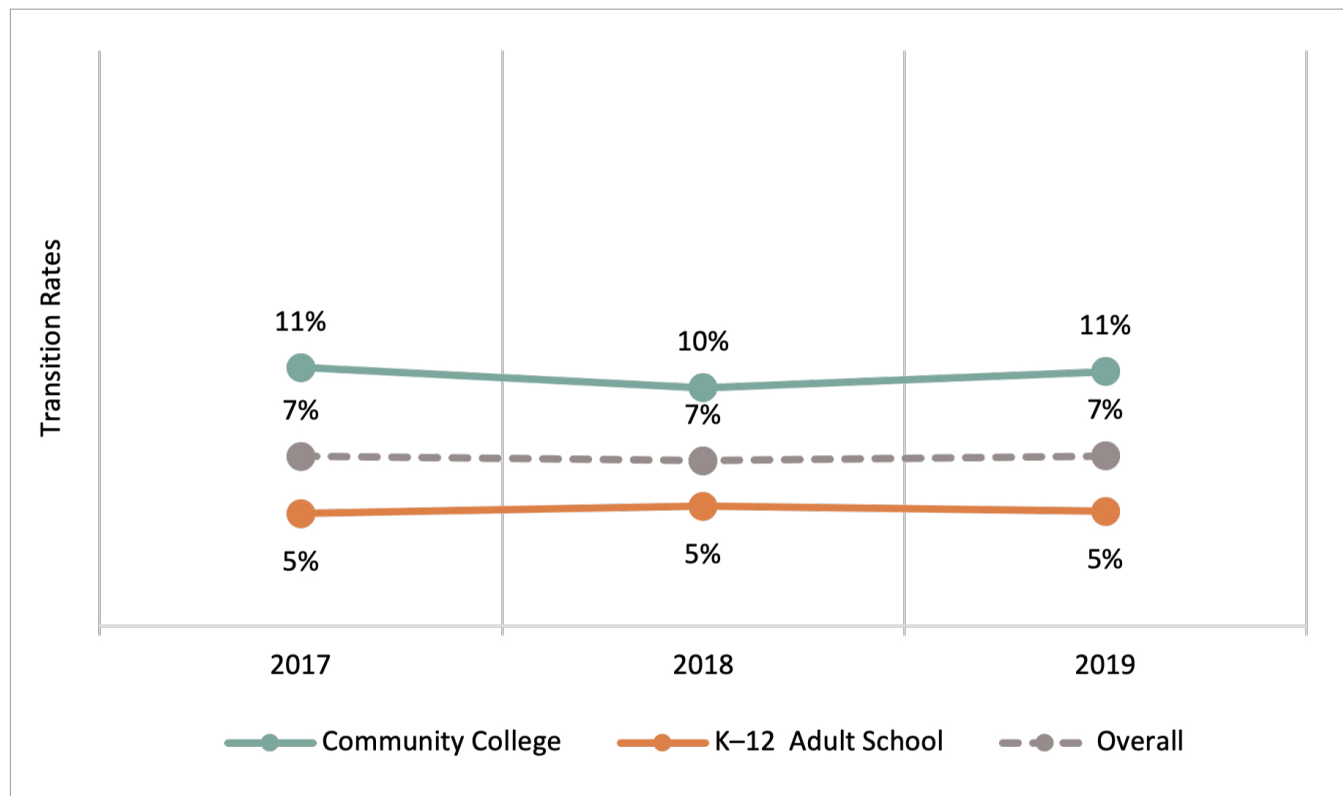
education program and those enrolled in a K-12 adult school program. Figure 2 shows that transition rates to CTE increased slightly from 2017 to 2019 for both students enrolled in community college (14% to 16%) and K-12 adult school programs (10% to 14%). The transition rate to CTE overall increased from 11 percent to 14 percent. Figure 3 shows that, in contrast, the percentage of students transitioning to credit college courses stayed stable at 11 percent for noncredit college students and 5 percent for K-12 adult school students. The transition rate to credit college courses overall was 7 percent from 2017 to 2019.

Figure 2. Transition Rates From Adult Education Programs to Career and Technical Education, 2017 to 2019



Note. There were 420,142 participants in adult education in 2017, 416,731 in 2018, and 389,674 in 2019. Percentages are based on the aggregation of districtwide data. For more information, see Tables A3 and A4 in the appendix. From authors' analysis based on LaunchBoard data described in Box 2.

Figure 3. Transition Rates From Adult Education Programs to Nondevelopmental Credit College Course, 2017 to 2019



Note. There were 420,142 participants in adult education in 2017, 416,731 in 2018, and 389,674 in 2019. Percentages in are based on the aggregation of districtwide data. For more information, see Tables A5 and A6 in the appendix. From authors' analysis based on LaunchBoard data described in Box 2.

Transition rates by type of adult education program

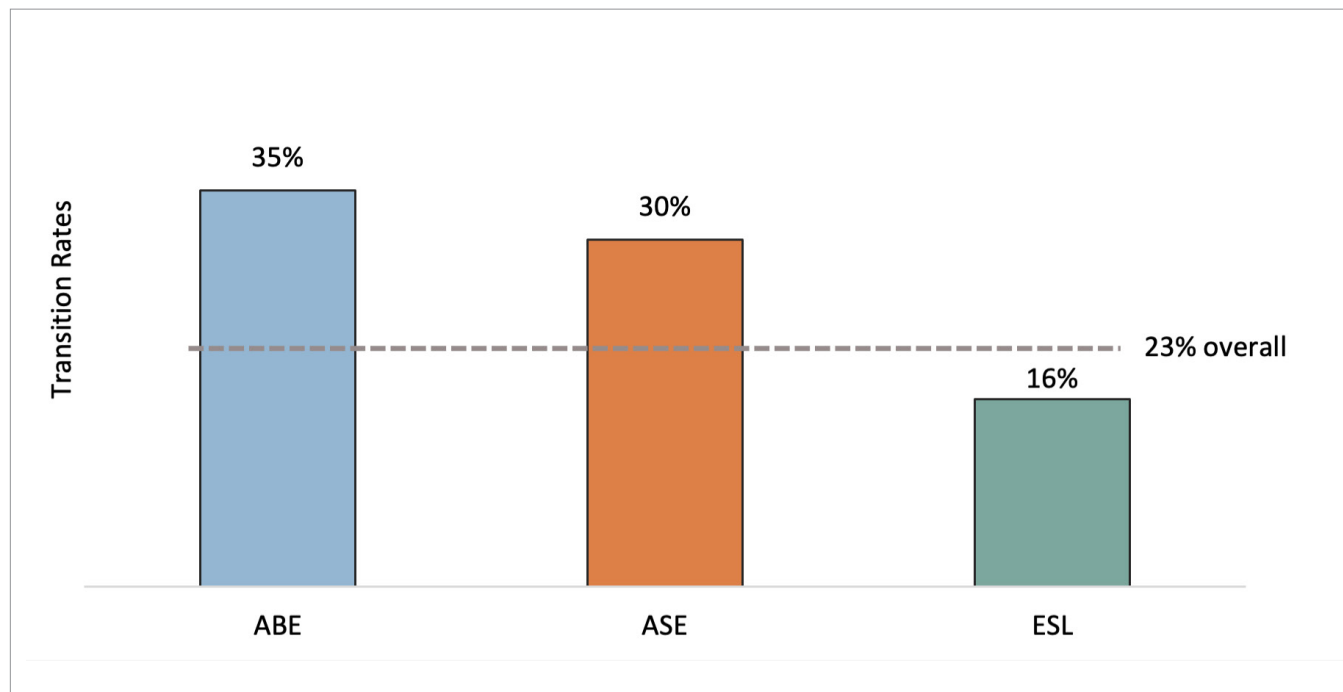
Transition rates for postsecondary students in ESL (the largest adult education program) were about half as high as the transition rates for students in ABE and ASE.

Students can be enrolled in multiple adult education programs concurrently. Overall, ESL was the largest program, representing about two thirds of adult education participants. About one

third of students were enrolled in ASE. ABE was the smallest program, accounting for less than 20 percent of adult education participants.

Figure 4 shows that transition rates for students enrolled in ABE programs were higher than transition rates for students enrolled in ASE (35% versus 30% in 2019). Students enrolled in ESL had the lowest transition rates; 16 percent of ESL students transitioned out of adult education, less than half the transition rate for students enrolled in an ABE program.

Figure 4. Transition Rates From Adult Education Programs to Postsecondary, by Program Type, 2019



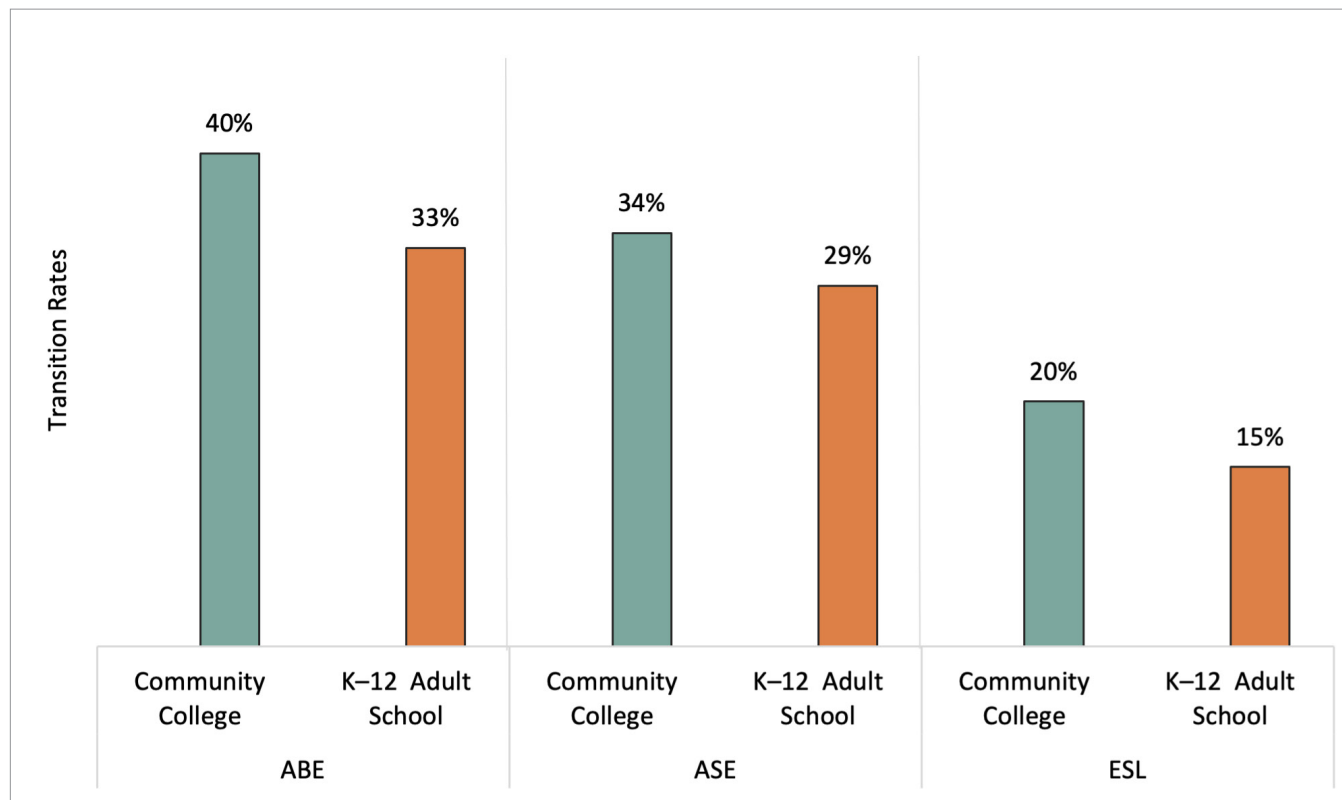
Note. ABE stands for adult basic education, ASE stands for adult secondary education, and ESL stands for English as a second language. There were 389,674 adult education participants in 2019. Estimates are based on statewide aggregated data. Additional information can be found in Tables A7 and A8 in the appendix. From authors’ analysis based on LaunchBoard data described in Box 2.

Transition rates for ESL programs were lower than the transition rates for other programs in both community colleges and K-12 adult schools.

Figure 5 shows that across program types, community college programs consistently had higher transition rates compared with those of K-12 adult school programs. ABE

programs had the highest transition rates; the transition rates of the ASE programs were a few percentage points below those of the ABE programs. Although ESL enrolled the highest number of participants in adult education programs, the transition rates for students in ESL were much lower at half the transition rates of the other programs in K-12 adult schools. (See Table A9 for all the data shown in Figure 5.)

Figure 5. Transition Rates From Adult Education Programs to Postsecondary, by Program Type and Provider Type, 2019



Note. ABE stands for adult basic education, ASE stands for adult secondary education, and ESL stands for English as a second language. There were 389,674 adult education participants in 2019. Estimates are based on aggregated districtwide data. Additional information can be found in Tables A10 and A11 in the appendix. From authors' analysis based on LaunchBoard data described in Box 2.

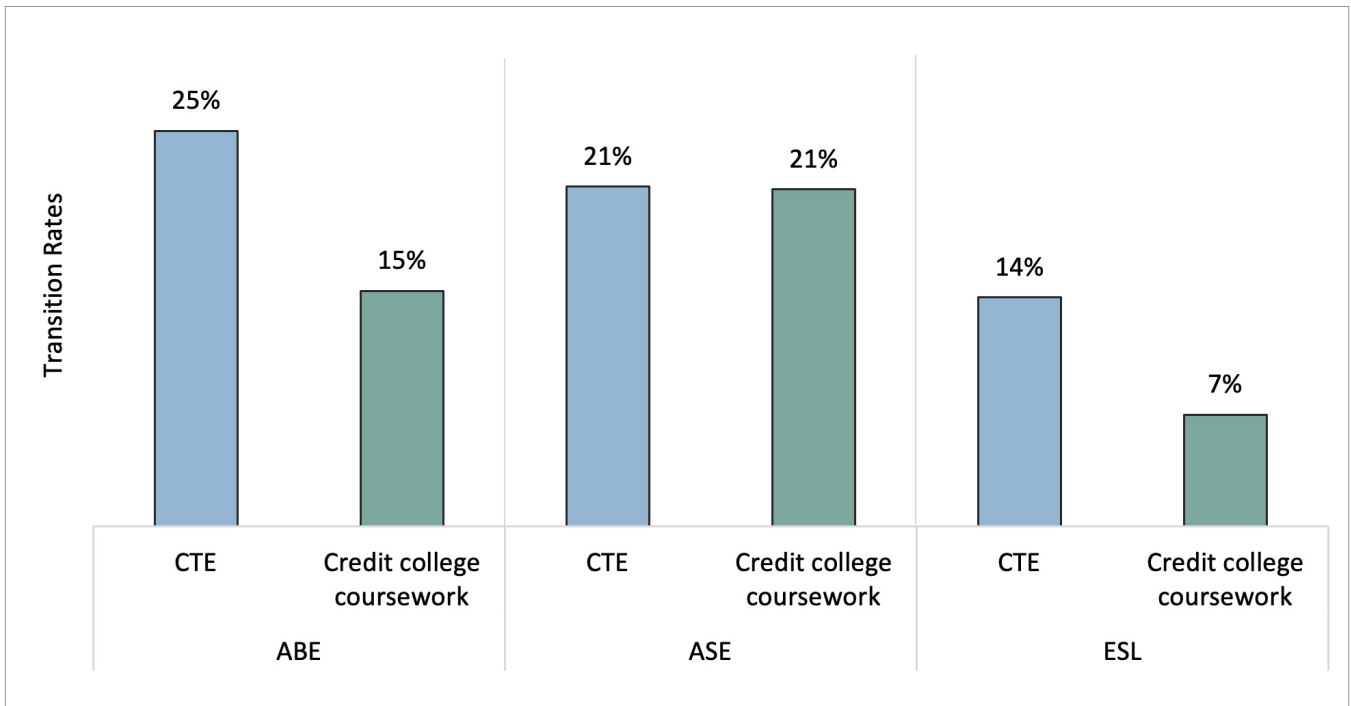
Students enrolled in community college ASE programs were more likely to transfer to credit college courses than were other students.

Figure 6 shows that one in five students (21%) in community college ASE programs transitioned to credit college courses, and about one in five (21%) transitioned to CTE. In contrast, for the ESL and ABE programs, the transition rates to credit college courses were largely lower than the transition rates to CTE: Only 15 percent of students in ABE courses and 7 percent of

students in ESL courses transitioned to credit college courses. (See Table A12 for all the data shown in Figure 6.)

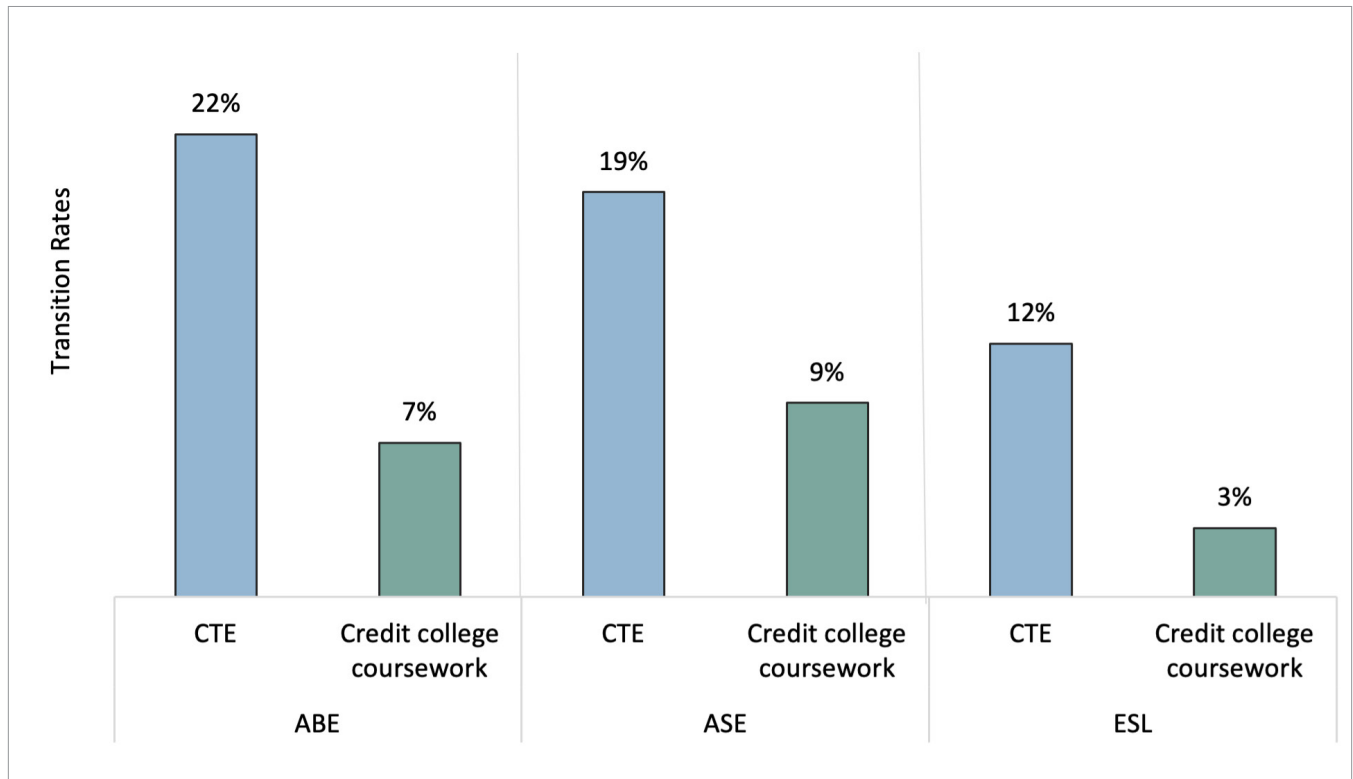
Figure 7 shows that the transition rates for students in K-12 adult school ASE programs were lower than those for community college students. And, comparing program types within K-12 adult schools (e.g., ABE vs. ASE vs. ESL), the transition rates to credit college courses were at least 9 percentage points lower than the transition rates to CTE for all three programs. (See Table A13 for all the data shown in Figure 7.)

Figure 6. Transition Rates From Community College Programs to Career and Technical Education and Credit College Course, by Program Type, 2019



Note. CTE stands for career and technical education, ABE stands for adult basic education, ASE stands for adult secondary education, and ESL stands for English as a second language. There were 389,674 adult education participants in 2019. Estimates are based on aggregated districtwide data. Additional information can be found in Tables A14 and A15 in the appendix. From authors' analysis based on LaunchBoard data described in Box 2.

Figure 7. Transition Rates From K-12 Adult School Programs to Career and Technical Education and Credit College Course, by Program Type, 2019



Note. CTE stands for career and technical education, ABE stands for adult basic education, ASE stands for adult secondary education, and ESL stands for English as a second language. There were 389,674 adult education participants in 2019. Estimates are based on aggregated districtwide data. Additional information can be found in Tables A16 and A17 in the appendix. From authors' analysis based on LaunchBoard data described in Box 2.

Differences in transition rates to postsecondary education by student characteristics

Younger students, Black or African American students, and White students were more likely than their peers to transition to postsecondary education.

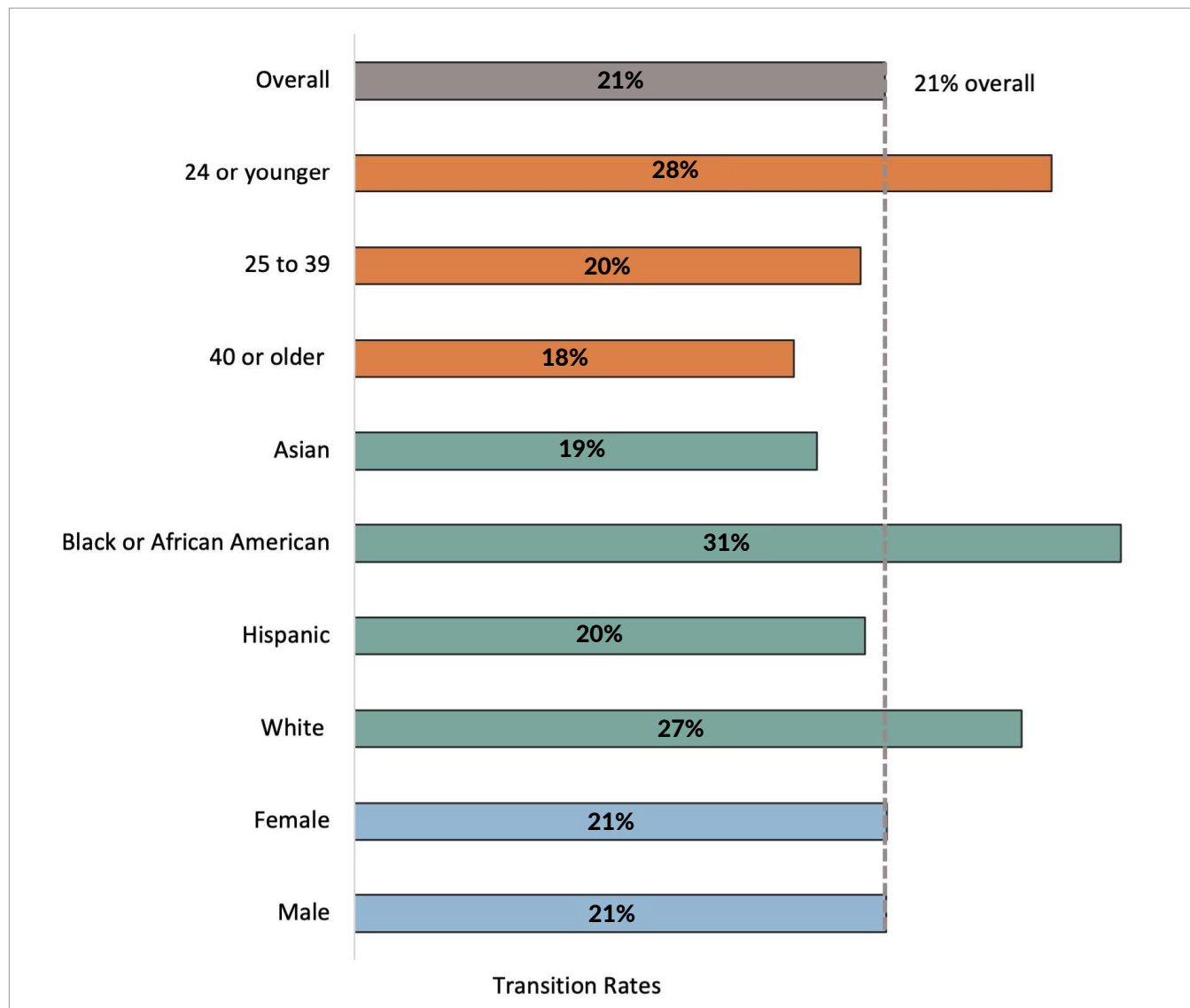
Figure 8 shows that younger students, especially those aged 24 or younger (about a quarter of students enrolled in an adult education program), were much more likely to transition to postsecondary education than were their older peers. At 28 percent, their transition rate was 10 percentage points higher than the rate for students 40 years or older (18%),

who comprised about 40 percent of the enrollment in adult education programs. The transition rate for students aged 25 to 39 was 20 percent.

Although representing only 3 percent of the enrollment in adult education programs, Black or African American students had the highest transition rate (31%). White students, representing about 10 percent of students enrolled in adult education programs, also had a higher than average transition rate at 27 percent. In contrast, around 20 percent of Hispanic students (63% of participants) and Asian students (16% of participants) transitioned to postsecondary. No differences in transition rates were observed by gender (21% for both female and male).⁵

5. Because no differences in transition rates were found by gender, those rates have not been further detailed.

Figure 8. Transition Rates From Adult Education Programs to Postsecondary, by Student Characteristics, 2019



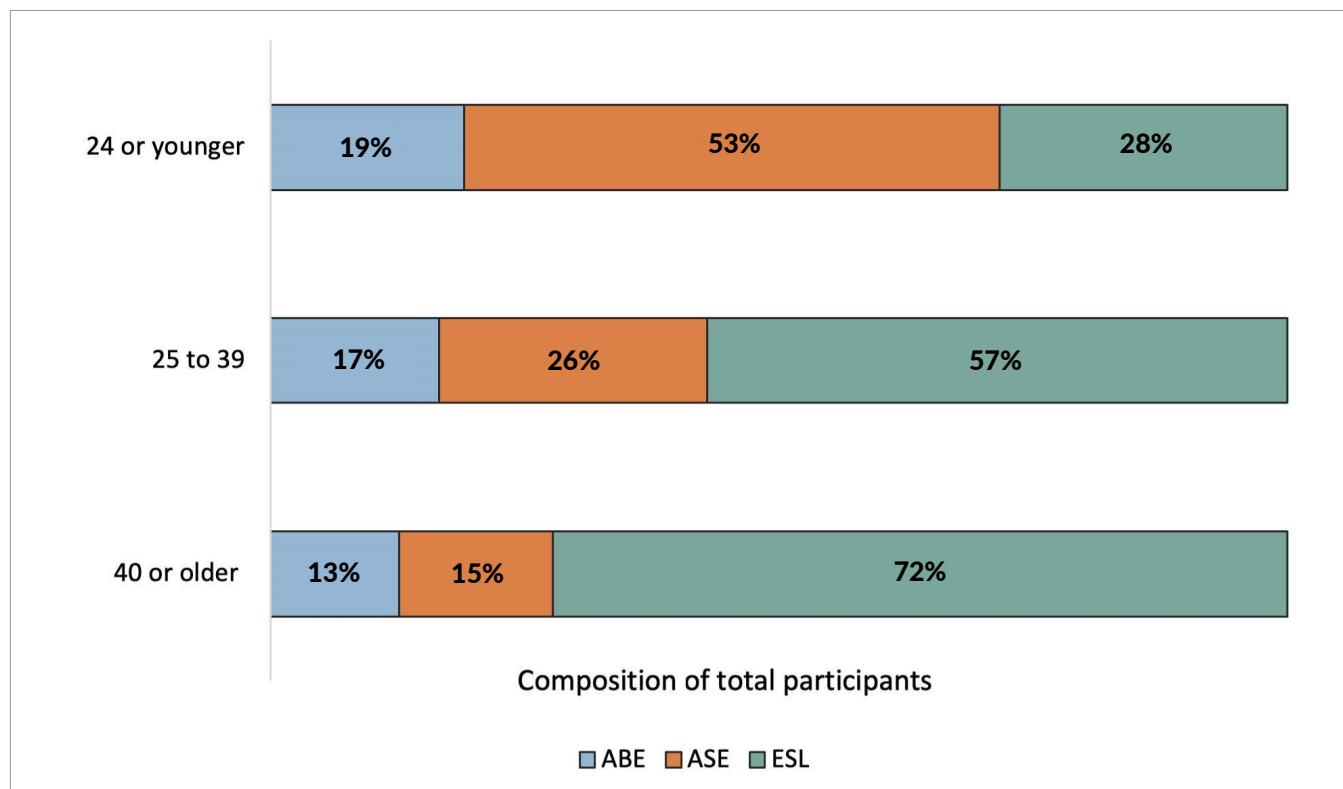
Note. Based on 389,674 adult education participants. Estimates for students who identified as nonbinary, having multiple genders, American Indian or Alaska Native, Filipino, Pacific Islander or Hawaiian Native, and two or more races were not included because of small cell sizes. For additional information see Tables A18 through A23 in the appendix. From authors' analysis based on statewide LaunchBoard data described in Box 2.

Students 24 years of age or younger were more likely to be enrolled in an ASE program, whereas older students were more likely to be enrolled in an ESL program.

Figure 9 shows that more than half of the students 24 years of age or younger were enrolled in ASE programs, a higher

percentage than for students 25 to 39 years old (26%) or for students aged 40 or older (15%). The majority of older students were enrolled in an ESL program, from 57 percent for students 25 to 39 years old up to 72 percent for students aged 40 or older. (See Table A24 for all the data shown in Figure 9.)

Figure 9. Enrollment in Adult Education Programs, by Age and Program Type, 2019



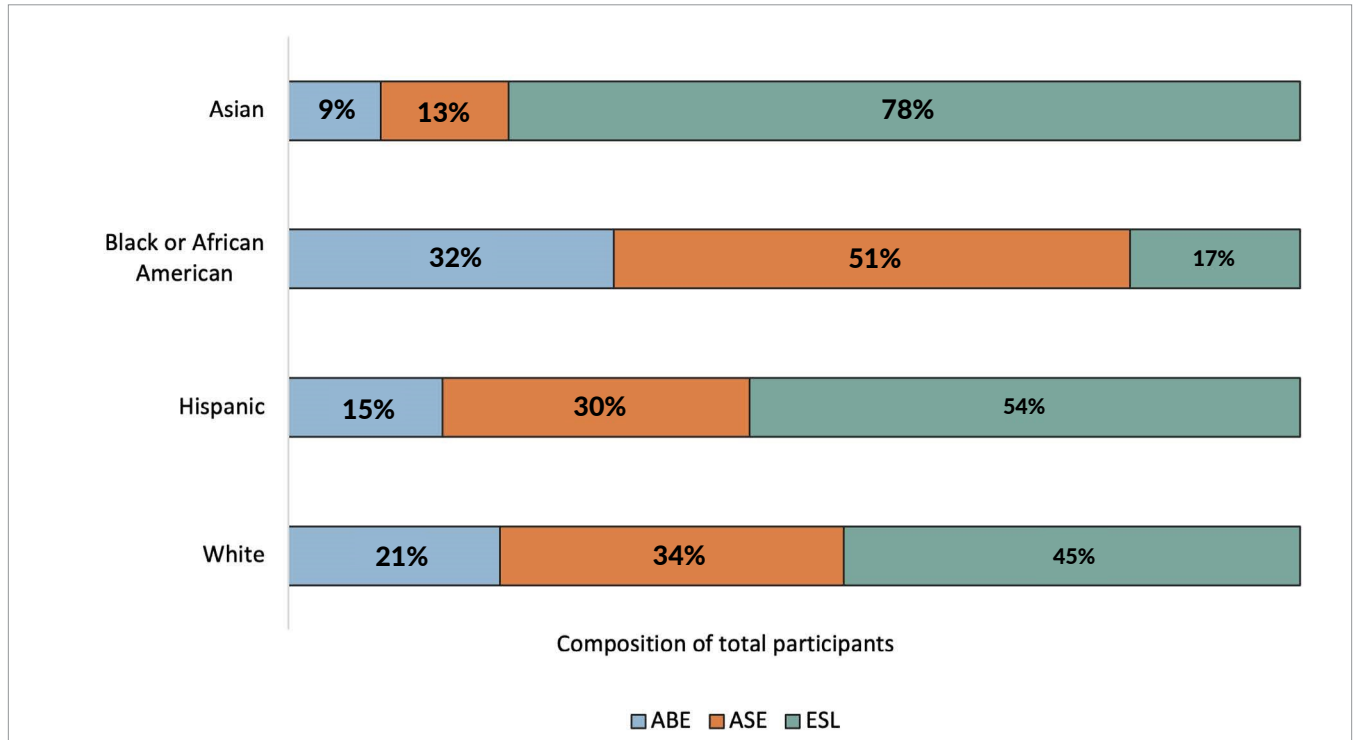
Note. ABE stands for adult basic education, ASE stands for adult secondary education, and ESL stands for English as a second language. There were 126,445 students aged 24 or younger, 162,417 students aged 25 to 39, and 177,950 students aged 40 or older in adult education in 2019. For additional information see Table A25 in the appendix. From authors' analysis based on statewide LaunchBoard data described in Box 2.

Over half of Black or African American students were enrolled in ASE programs, whereas other students were enrolled primarily in ESL programs.

Figure 10 shows that most Asian students were enrolled in ESL programs (78%), a much larger percentage than Hispanic students (54%) and White students (45%). Only 17 percent of Black or African American students were enrolled in ESL

programs; the majority of Black or African American students (51%) were enrolled in ASE programs. Enrollment in ASE among White and Hispanic students was lower (34% and 30%, respectively) but still higher than Asian students' participation in ASE programs (13%). About a third of Black or African American students (32%) were enrolled in ABE programs. Fewer Asian (9%), Hispanic (15%), and White (21%) students were enrolled in ABE programs.

Figure 10. Enrollment in Adult Education Programs, by Race/Ethnicity, 2019



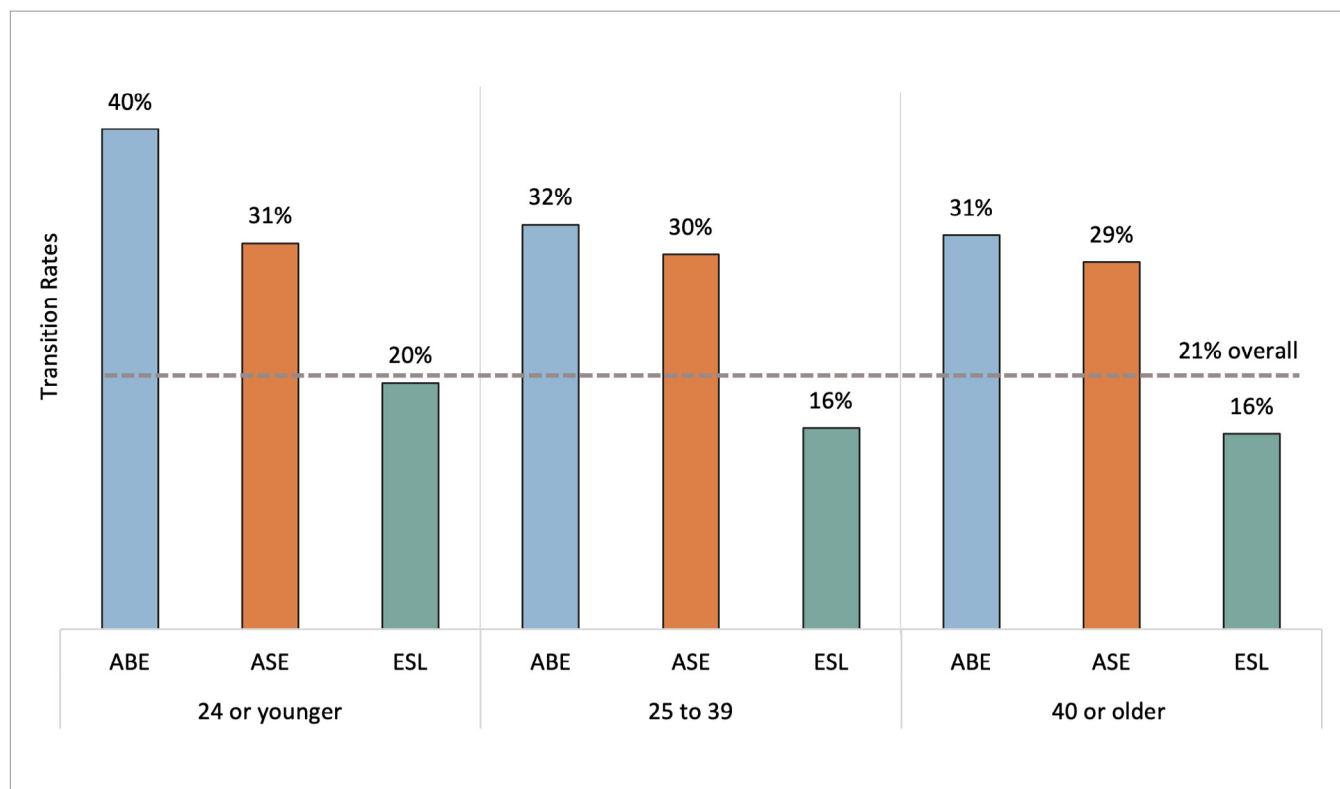
Note. ABE stands for adult basic education, ASE stands for adult secondary education, and ESL stands for English as a second language. There were 70,376 Asian students, 16,698 Black or African American students, 297,844 Hispanic students, and 47,064 White students in adult education in 2019. For additional information see Table A26 in the appendix. From authors' analysis based on statewide LaunchBoard data described in Box 2.

Students aged 24 or younger in the ABE program had transition rates to postsecondary twice as high as the overall transition rate.

The transition rates for each age group closely reflected the transition rates documented in Figure 4, with higher transition rates for ABE, followed by ASE, and with much lower transition rates for ESL (Figure 11). Students aged 24 or

younger enrolled in an ABE program had the highest transition rate (40%); all other age groups in an ABE program had transition rates over 30 percent. All age groups had transition rates at about 30 percent for ASE and between 16 percent and 20 percent for ESL. (See Table A27 for all the data shown in Figure 11.)

Figure 11. Transition Rates From Adult Education Programs to Postsecondary, by Age and Program Type, 2019



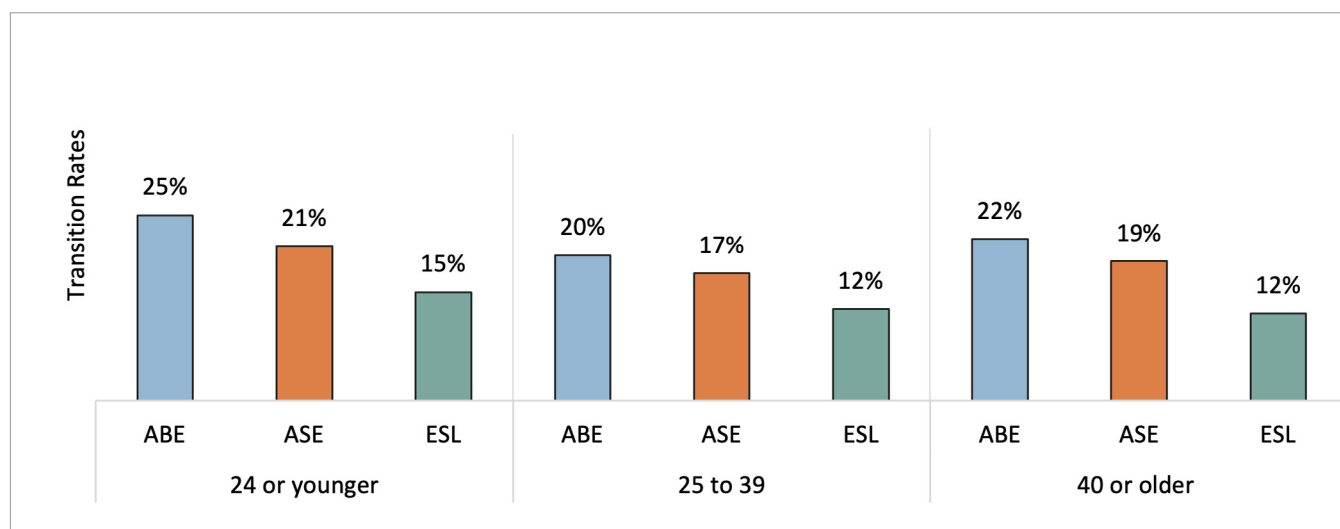
Note. ABE stands for adult basic education, ASE stands for adult secondary education, and ESL stands for English as a second language. Transition rate is based on 389,674 adult education participants in 2019. For additional information see Tables A25 and A28 in the appendix. From authors' analysis based on statewide LaunchBoard data described in Box 2.

Whereas all age groups had comparable transition rates across programs, students aged 24 or younger in the ASE and ABE programs had transition rates to credit college courses about twice as high as the transition rates of other students.

Mirroring their overall transition rates, students from ABE and ASE programs have higher transition rates into CTE courses than do ESL students (Figure 12). No large differences were observed across the age groups. (See Table A29 for all the data shown in Figure 12.)

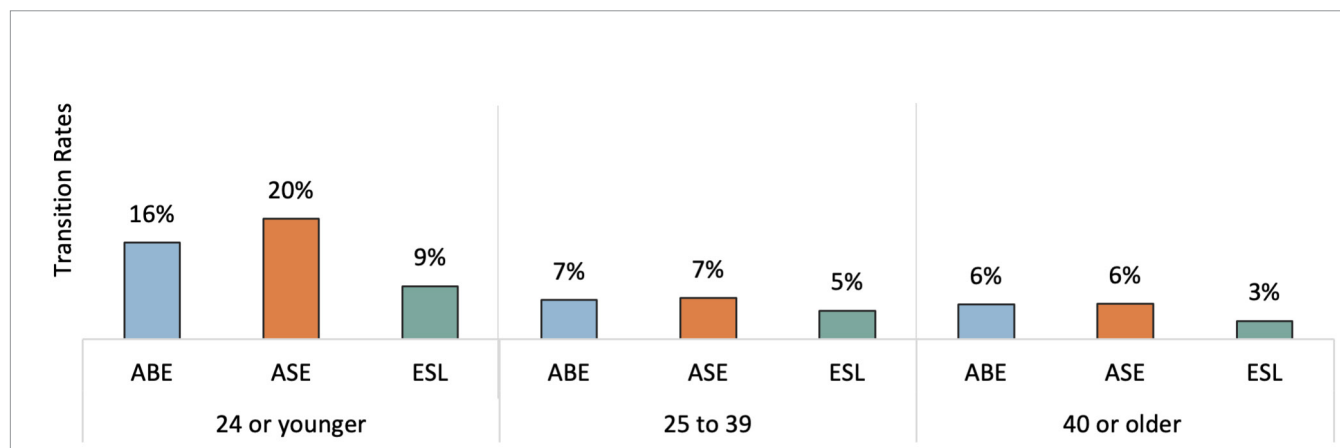
In contrast, transition rates to credit college courses were much higher for students aged 24 or younger than for other students (Figure 13). One in five students aged 24 or younger (20%) enrolled in an ASE program transitioned to credit college courses, the highest transition rate to credit college courses across programs and age groups. ABE students had lower transition rates to credit college courses across different program types. For older students (aged 25 to 29 and 40 or older) in ABE or ASE, transition rates to credit college courses were less than 10 percent, less than half as high as for younger students. Younger students in ESL programs also had low rates of transfer to credit college courses. (See Table A30 for all the data shown in Figure 13.)

Figure 12. Transition Rates From Adult Education Programs to Career and Technical Education, by Age and Program Type, 2019



Note. ABE stands for adult basic education, ASE stands for adult secondary education, and ESL stands for English as a second language. There were 389,674 adult education participants in 2019. For additional information see Tables A25 and A31 in the appendix. From authors' analysis based on statewide LaunchBoard data described in Box 2.

Figure 13. Transition Rates From Adult Education Programs to Credit College Course, by Age and Program Type, 2019



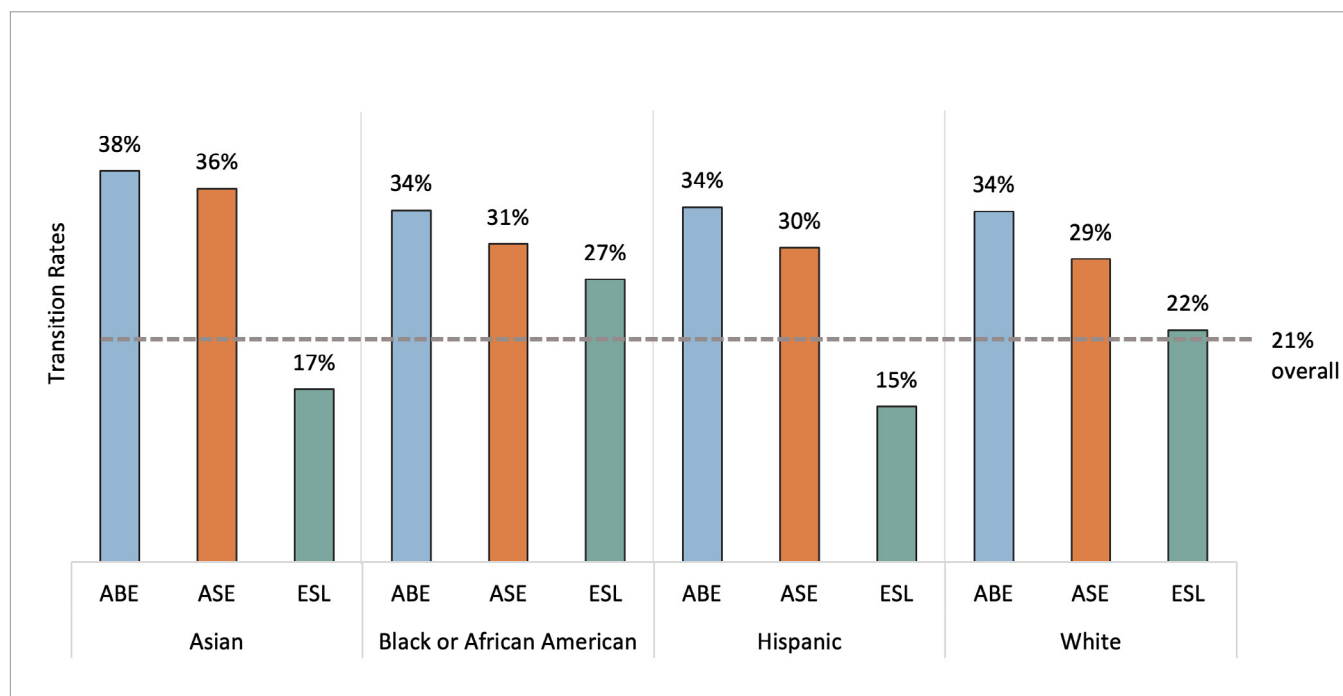
Note. ABE stands for adult basic education, ASE stands for adult secondary education, and ESL stands for English as a second language. There were 389,674 adult education participants in 2019. For additional information see Tables A25 and A32 in the appendix. From authors' analysis based on statewide LaunchBoard data described in Box 2.

Hispanic students in the ESL program had the lowest transition rate to overall postsecondary.

For all ethnicity groups, the postsecondary transition rates for students enrolled in an ESL program were lower than the transition rates for students enrolled in an ABE or ASE program (Figure 14). However, Black or African American

students had an overall transition rate to postsecondary of over 25 percent across all programs, including ESL. More than half of Hispanic students were enrolled in an ESL program (54%). Hispanic students had the lowest transition rates at 15 percent. (See Table A33 for all the data shown in Figure 14.)

Figure 14. Transition Rates From Adult Education Programs to Postsecondary, by Race/Ethnicity and Program Type, 2019



Note. ABE stands for adult basic education, ASE stands for adult secondary education, and ESL stands for English as a second language. There were 389,674 adult education participants in 2019. For additional information see Tables A26 and A34 in the appendix. From authors' analysis based on statewide LaunchBoard data described in Box 2.

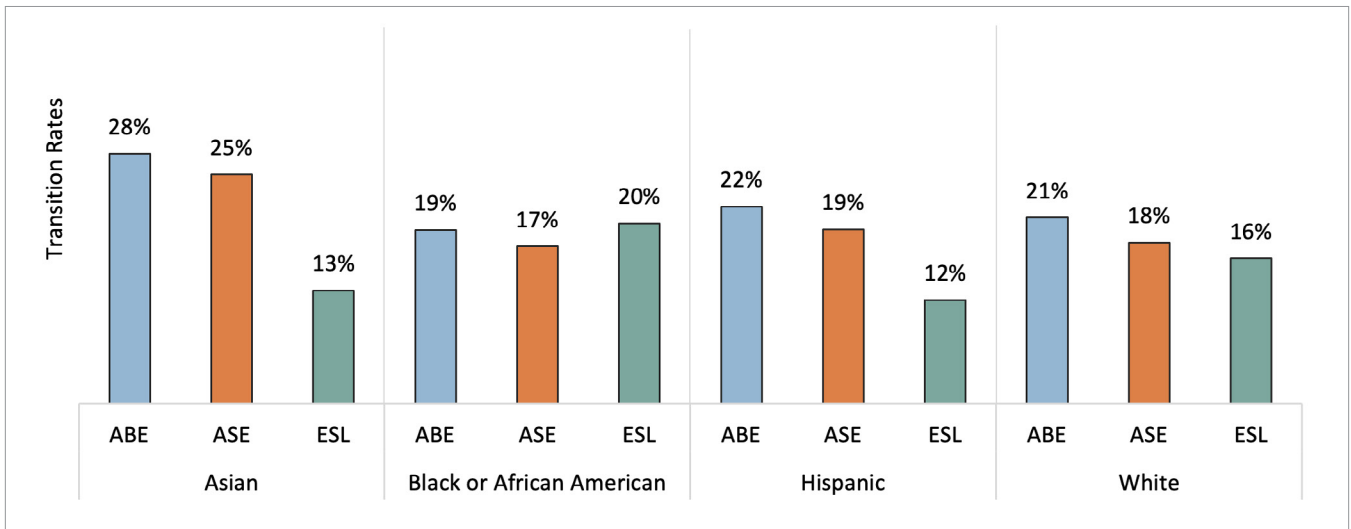
Hispanic students enrolled in the ESL program had the lowest transition rates to credit college courses.

Figure 15 shows that transition rates to CTE were stable across programs for Black or African American students, with rates ranging between 17 percent and 20 percent. Rates were also consistently above the 14 percent average for White students. In contrast, postsecondary transition rates were more differentiated across programs for Asian and Hispanic students. Asian students had the highest transition rates to CTE from the ABE (28%) and ASE (25%) programs; however, the transition rate to CTE from ESL was about half as high (13%), despite ESL enrolling the largest proportion of students identifying as Asian. Transition rates to CTE for Hispanic students were also high for students enrolled in ABE and ASE programs (22% and 19%, respectively) but lower (12%) for those enrolled in ESL programs. (See Table A35 for all the data shown in Figure 15.)

Figure 16 shows that although only 20 percent of Asian students were enrolled in ABE and ASE programs, these students had high transition rates (about 20%) to credit college courses compared with those of Asian students in ESL programs (8%). The lowest transition rate to credit college courses was observed for Hispanic students in ESL programs (2%). (See Table A36 for all the data shown in Figure 16.)

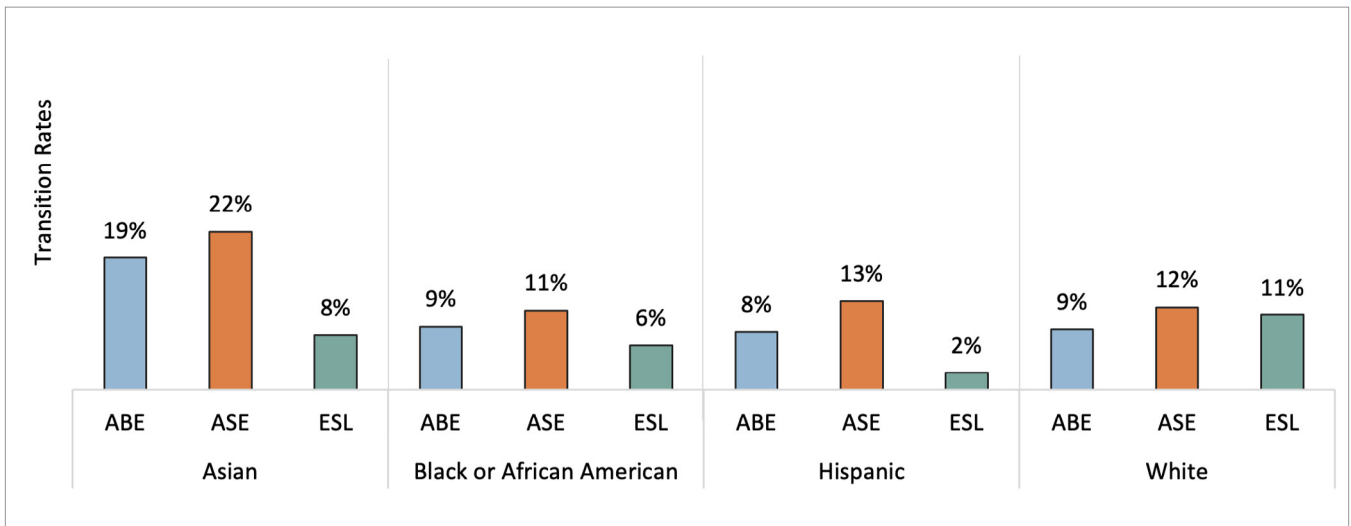
It is unsurprising that students enrolled in ESL courses have lower postsecondary transition rates, as these learners often transition directly to the workforce or may have lower levels of literacy, which can prolong their educational journey. At times, engagement in the workforce is a requirement for supportive services or a contingency of their immigration status.

Figure 15. Transition Rates From Adult Education Programs to Career and Technical Education, by Race/Ethnicity and Program Type, 2019



Note. ABE stands for adult basic education, ASE stands for adult secondary education, and ESL stands for English as a second language. There were 389,674 adult education participants in 2019. For additional information see Tables A26 and A37 in the appendix. From authors' analysis based on statewide LaunchBoard data described in Box 2.

Figure 16. Transition Rates From Adult Education Programs to Credit College Courses, by Race/Ethnicity and Program Type, 2019



Note. ABE stands for adult basic education, ASE stands for adult secondary education, and ESL stands for English as a second language. There were 389,674 adult education participants in 2019. For additional information see Tables A26 and A38 in the appendix. From authors' analysis based on statewide LaunchBoard data described in Box 2.

Overall characteristics of subgroups of students with highest and lowest transition rates

Tables 1 and 2 summarize the group transition rates by main student characteristics, provider type, and program type documented in LaunchBoard’s Adult Education Pipeline dashboard. Overall, Table 1 highlights the high transition

rates for relatively small groups of students (1% to 3% of students enrolled in adult education) in the community colleges ABE and ASE programs. Most of those groups reached transition rates about twice as high as the overall average of 21 percent. In contrast, Hispanic students in ESL programs, who represented almost a quarter (24%) of the students enrolled in adult education programs overall, had lower transition rates (Table 2).

Table 1. Highest Transition Rates (40% and Higher)

Student characteristics	Provider type	Program type	Transition rate %	% of total population
White	CC	ABE	52%	1%
24 or younger	CC	ABE	51%	2%
Black/African American	CC	ABE	46%	0%
Asian	CC	ABE	46%	1%
White	CC	ASE	41%	1%
24 or younger	K-12 adult school	ABE	40%	3%

Note. CC stands for community college, ABE stands for adult basic education, and ASE stands for adult secondary education. From authors’ analysis based on statewide LaunchBoard data described in Box 2.

Table 2. Lowest Transition Rates (18% and Lower)

Student characteristics	Provider type	Program type	Transition rate %	% of total population
White	K-12 adult school	ESL	18%	2%
Hispanic	CC	ESL	18%	17%
25 to 39	K-12 adult school	ESL	16%	10%
40 or older	K-12 adult school	ESL	15%	16%
Hispanic	K-12 adult school	ESL	15%	24%
Asian	K-12 adult school	ESL	14%	7%

Note. CC stands for community college, and ESL stands for English as a second language. From authors’ analysis based on statewide LaunchBoard data described in Box 2.

Conclusion

Few studies have been conducted on adult learner transitions.⁶ Literature on transition rates appears to mirror the information provided in this report;⁷ however, this paper digs deeper and analyzes transition rates by types of courses, age, race/ethnicity, and program type. This analysis offers a nuanced look at adult learners who are making the transition to postsecondary education. The findings raise questions about equity and access for adult learners transitioning to postsecondary opportunities.

This report explored transition rates from adult education programs to postsecondary programming using the CAEP LaunchBoard data. The analysis was guided by four questions that examined adult learners' transition rates over 2 years:

1. How have the transition rates from adult education programs to postsecondary changed from 2017 to 2019?
2. How did the transition rates vary by type of adult education program (adult basic education, adult secondary education, and English as a second language) in 2019?
3. How did the transition rates vary by student characteristics in 2019?
4. What were the characteristics of students most likely to transfer and those least likely to transfer in 2019?

The findings indicate that, although slow, transition rates are increasing. However, the low rate of transition overall (20%) deserves more attention given that educational attainment leads to greater economic stability. The transition rate to credit-bearing courses is much lower at 7 percent. Among adult learners, students aged 16 to 24 had transition rates to credit college courses nearly twice as high as other students enrolled in ASE and ABE programs. Adults aged 16 to 24 account for 25 percent of the 2019 CAEP participants, indicating that this may be one demographic that could benefit from targeted efforts to support transitions. Furthermore, these learners may benefit the most by transitioning to college credit courses, as they have time to build a career that leads to family-sustaining employment.

The transitions findings are complicated when it comes to race and ethnicity. Black or African American students were more likely than their peers to transition to postsecondary education. Hispanic and Asian students had much lower transition rates at 20 percent or below. White students were more likely than their peers to transition to postsecondary education. While the numbers are heartening for Black or African American students, this number could be further bolstered by examining what actions can be taken to encourage and support more Black or African American students to make educational transitions to credit programs. The transition rates for Hispanic and Asian students are disappointing, particularly given that Hispanic learners are the largest demographic enrolling in adult education programs. Clearly, research needs to explore the contexts and practices that promote or deter transitions for all students, with particular attention given to equity and access. And, when considering even those populations with stronger transition rates, one must keep in mind that the actual number of transitions remains low.

The findings highlight some expected trends. For example, the transition rates from ESL and ABE programs to postsecondary are lower than those from ASE programs to postsecondary. ABE programs serve learners who test at between 1st grade and 8th grade on literacy and numeracy skills, whereas learners enrolled in ASE test at the 9th grade through 12th grade levels on learner assessments. It is logical that adults with stronger literacy, numeracy, and language skills would transition to postsecondary at higher rates. On the other hand, ESL programs serve a wide range of literacy levels; for those at higher levels, limited English proficiency can hamper transitions to postsecondary opportunities. Furthermore, ESL classes are often designed to serve multiple audiences, such as internationally trained professionals who are seeking to increase language skills so they can enter their field of employment, immigrant learners interested in passing their citizenship test, or older family members who are caretakers for young children and are seeking language skills that will help them navigate local communities and institutions. It would be useful to have ESL

6. Of those studies, reviewed topics focus on adult learner experiences as they transition into postsecondary (e.g., Karmelita, C. E. (2018). Exploring the experiences of adult learners in a transition program. *Journal of Adult and Continuing Education*, 24(2), 141-164. <https://doi.org/10.1177/1477971418791587>), focus on career pathways and program outcomes (e.g., Bragg, D. D., Endel, B., Anderson, N., Soricone, L., & Acevedo, E. (2019). *What works for adult learners: Lessons from career pathways evaluations*. JFF. <https://files.eric.ed.gov/fulltext/ED598339.pdf>), or address policy needs (e.g., Condelli, L., Kirshstein, R., Silver-Pacuilla, H., Reder, S., & Spruck Wrigley, H. (2010). *Changing the odds: Informing policy with research on how adult learners succeed*. American Institutes for Research).

7. Alamprese, J. (2005). *Helping adult learners make the transition to postsecondary education* (Adult Education Background Papers). C-PAL.

student-level data to match literacy and goals to postsecondary transitions in order to better understand transition rates for this subset of adult learners.

Transition rates also differed between institutional types: community colleges had higher transition rates to postsecondary than did K-12 adult schools. While it is not certain what is driving this trend, it is possible that students enrolled in adult education classes at a community college may have less of a cultural, geographic, or institutional barrier to overcome, as they are already somewhat acquainted with the key personnel, systems and processes, and physical layout of a college.

With the current focus on workforce development through initiatives such as the WIOA and a focus on increasing preapprenticeship and apprenticeship enrollment, it is unsurprising that the transition rates to CTE courses are higher. These courses offer learners a path to skilled employment.

This report offers insights into which adult learners are making postsecondary transitions to credit college programs or CTE courses and the journey from different institutions. But it only begins to lay the groundwork in helping to understand trends of transitions for adult learners into postsecondary, leaving more questions and a clear need for dedicated research. This work underscores the need to conduct further research on transitions from adult education to postsecondary. In looking to future research, some key questions to explore include the following:

- What factors support transitions to postsecondary non-credit and credit programming?
 - How do adult learners navigate systems and make decisions about what path to take?
 - What supports and information are needed to support transitions to and through postsecondary opportunities?
 - What opportunities exist and are needed to embed stronger career and educational pathways and goal planning in order to support learners in identifying how educational opportunities relate to better jobs and economic opportunity?
- Are there gender differences between transitions to programs of study?
- What are root causes for the equity gap being evidenced in transition rates?
- What is the experience of adult learners transitioning from K-12 adult schools and community college noncredit programs, and how does that implicate their transition rates?
 - Do K-12 adult schools enroll a higher number of learners who have longer educational journeys, making it harder to transition students?
- How do we build a more systematic data collection system to better document learner transition and associated outcomes?
 - What data points and outcomes should be collected?

Lastly, while this report is limited in geographic scope (it provided information only on transitions in California) and data validity (it is reliant on institutional reporting systems and procedures) it has offered insights on the topic of adult learners' transitions to postsecondary credit and noncredit courses and to CTE. Its findings reveal some encouraging aspects about learner transitions. These findings point to a need to greatly increase postsecondary transition rates for adult learners given the importance of achieving postsecondary credentials and degrees in order to attain economic stability and well-being. Ultimately, this report shines a light on the need for more formal research that will explore transitions and subsequent completion and employment and earning rates, as well as the supports, information, and planning adult learners need to employ in order to successfully transition to postsecondary education and future employment.

Appendix

The tables in this appendix provide additional information on each of the findings shown in this report. Numbers reported in this analysis represent student information collected by the LaunchBoard for school years 2016/17 to 2018/19.

Table A1. Statewide Number of Adult Education Participants, 2017 to 2019

Year	Number of participants
2017	420,142
2018	416,731
2019	389,674

Note. 2017 stands for school year 2016/17, 2018 for 2017/18, and 2019 for 2018/19. From authors' analysis based on LaunchBoard data.

Table A2. Statewide Number of Adult Education Participants Who Transitioned to Postsecondary, Career and Technical Education, and Nondevelopmental Credit College Course, 2017 to 2019

Metric ID	2017	2018	2019
602: Postsecondary	79,643	82,229	82,900
636: Career and Technical Education	47,943	54,371	56,288
637: Nondevelopmental Credit College Course	30,975	29,965	28,825

Note. 2017 stands for school year 2016/17, 2018 for 2017/18, and 2019 for 2018/19. From authors' analysis based on LaunchBoard data.

Table A3. Number of Adult Education Participants and Number of Community College Students Who Transitioned to Career and Technical Education, 2017 to 2019

Transitioned to CTE	2017	2018	2019
Adult education participants	176,111	179,259	168,074

Note. CTE stands for career and technical education. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. 2017 stands for school year 2016/17, 2018 for 2017/18, and 2019 for 2018/19. From authors' analysis based on LaunchBoard data.

Table A4. Number of Adult Education Participants and Number of Community College Students Who Transitioned to Credit College Course, 2017 to 2019

Transitioned to credit college course	2017	2018	2019
Adult education participants	176,090	179,070	167,902

Note. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. 2017 stands for school year 2016/17, 2018 for 2017/18, and 2019 for 2018/19. From authors' analysis based on LaunchBoard data.

Table A5. Number of Adult Education Participants and Number of K-12 Adult School Students Who Transitioned to Career and Technical Education, 2017 to 2019

Transitioned/Total participants	2017	2018	2019
Transitioned to CTE	24,644	30,648	31,209
Adult education participants	243,991	239,576	223,440

Note. CTE stands for career and technical education. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. 2017 stands for school year 2016/17, 2018 for 2017/18, and 2019 for 2018/19. From authors' analysis based on LaunchBoard data.

Table A6. Number of Adult Education Participants and Number of K-12 Adult School Students Who Transitioned to Credit College Course, 2017 to 2019

Transitioned/Total participants	2017	2018	2019
Transitioned to credit college course	11,837	12,113	10,979
Adult education participants	242,233	232,835	219,898

Note. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. 2017 stands for school year 2016/17, 2018 for 2017/18, and 2019 for 2018/19. From authors' analysis based on LaunchBoard data.

Table A7. Statewide Number of Adult Education Participants, by Program Type, 2019

Program type	Number of participants
Adult basic education	73,463
Adult secondary education	136,283
English as a second language	257,066

Note. Authors' analysis based on LaunchBoard data.

Table A8. Statewide Total Number of Adult Education Participants Who Transitioned to Postsecondary, by Program Type, 2019

Metric ID	ABE	ASE	ESL
602: Postsecondary	25,378	41,230	42,032
636: Career and technical education	16,186	26,243	31,852
637: Nondevelopmental credit college course	6,966	17,995	11,503

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. From authors' analysis based on LaunchBoard data.

Table A9. Transition Rates From Adult Education Programs to Postsecondary, by Program Type and Provider Type, 2019

Provider	ABE	ASE	ESL
Community college	40%	34%	20%
K-12 adult school	33%	29%	15%

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. From authors' analysis based on LaunchBoard data.

Table A10. Number of Adult Education Participants and Number of Community College Students Who Transitioned to Postsecondary, by Program Type, 2019

Transitioned/Total participants	ABE	ASE	ESL
Transitioned to postsecondary	11,574	17,824	23,254
Adult education participants	28,716	52,759	116,245

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. From authors' analysis based on LaunchBoard data.

Table A11. Number of Adult Education Participants and Number of Students Who Transitioned to Postsecondary, K-12 Adult School, by Program Type, 2019

Transitioned/Total participants	ABE	ASE	ESL
Transitioned to postsecondary	14,491	24,450	20,835
Adult education participants	44,482	82,929	142,212

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. From authors' analysis based on LaunchBoard data.

Table A12. Transition Rates From Community College Programs to Career and Technical Education and Credit College Course, by Program Type, 2019

Provider	ABE	ASE	ESL
Career and technical education	25%	21%	14%
Credit college coursework	15%	21%	7%

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. From authors' analysis based on LaunchBoard data.

Table A13. Transition Rates From K–12 Adult School Programs to Career and Technical Education and Credit College Course, by Program Type, 2019

Provider	ABE	ASE	ESL
Career and technical education	22%	19%	12%
Credit college coursework	7%	9%	3%

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. From authors' analysis based on LaunchBoard data.

Table A14. Number of Adult Education Participants and Number of Community College Students Who Transitioned to Career and Technical Education, by Program Type, 2019

Transitioned/Total participants	ABE	ASE	ESL
Transitioned to CTE	6,988	11,108	16,479
Adult education participants	28,447	52,604	115,729

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. From authors' analysis based on LaunchBoard data.

Table A15. Number of Adult Education Participants and Number of Community College Students Who Transitioned to Credit College Course, by Program Type, 2019

Transitioned/Total participants	ABE	ASE	ESL
Transitioned to credit college course	4,119	10,939	7,943
Adult education participants	28,130	52,262	114,213

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. From authors' analysis based on LaunchBoard data.

Table A16. Number of Adult Education Participants and Number of K–12 Adult School Students Who Transitioned to Career and Technical Education, by Program Type, 2019

Transitioned/Total participants	ABE	ASE	ESL
Transitioned to CTE	9,572	15,742	16,939
Adult education participants	43,526	81,826	140,781

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. From authors' analysis based on LaunchBoard data.

Table A17. Number of Adult Education Participants and Number of K–12 Adult School Students Who Transitioned to Credit College Course, by Program Type, 2019

Transitioned/Total participants	ABE	ASE	ESL
Transitioned to credit college course	2,799	7,148	4,004
Adult education participants	38,236	77,515	122,533

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. From authors' analysis based on LaunchBoard data.

Table A18. Statewide Number of Adult Education Participants, by Age, 2019

Age	Adult education participants
24 or younger	103,234
25 to 39	133,900
40 or older	152,540

Note. Authors' analysis based on LaunchBoard data.

Table A19. Statewide Number of Adult Education Participants, by Race/Ethnicity, 2019

Race/ethnicity	Adult education participants
American Indian or Alaska Native	936
Asian	61,420
Black or African American	12,502
Filipino	2,289
Hispanic	246,462
Pacific Islander or Hawaiian Native	266
White	40,218
Two or more races	6,016

Note. Authors' analysis based on LaunchBoard data.

Table A20. Statewide Number of Adult Education Participants, by Gender, 2019

Gender	Adult education participants
Female	239,645
Male	147,322

Note. Authors' analysis based on LaunchBoard data.

Table A21. Statewide Number of Adult Education Participants Who Transitioned, by Age, 2019

Age	To postsecondary	To CTE	To credit college course
24 or younger	28,826	19,278	17,012
25 to 39	27,178	17,799	6,823
40 or older	26,896	19,211	4,990

Note. CTE stands for career and technical education. From authors' analysis based on LaunchBoard data.

Table A22. Statewide Number of Adult Education Participants Who Transitioned, by Race/Ethnicity, 2019

Race/ethnicity	To postsecondary	To CTE	To credit college course
Asian	11,395	8,365	5,476
Black or African American	3,840	2,272	1,222
Hispanic	50,429	34,234	15,031
White	10,748	6,899	4,276

Note. CTE stands for career and technical education. Estimates for the race/ethnicity categories (American Indian or Alaska Native, Filipino, Pacific Islander or Hawaiian Native, or two or more races) were not further detailed because of small cell sizes and frequent masking in LaunchBoard. From authors' analysis based on LaunchBoard data.

Table A23. Statewide Number of Adult Education Participants Who Transitioned, by Gender, 2019

Gender	To postsecondary	To CTE	To credit college course
Female	51,125	35,177	16,961
Male	31,400	20,832	11,682

Note. CTE stands for career and technical education. Estimates for the gender categories (nonbinary or having multiple genders) were not further detailed because of small cell sizes and frequent masking in LaunchBoard. From authors' analysis based on LaunchBoard data.

Table A24. Enrollment in Adult Education Programs, by Age and Program Type, 2019

Age	ABE	ASE	ESL
24 or younger	19%	53%	28%
25 to 39	17%	26%	57%
40 or older	13%	15%	72%

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. From authors' analysis based on LaunchBoard data.

Table A25. Statewide Number of Adult Education Participants, by Age and Program Type, 2019

Age	ABE	ASE	ESL
24 or younger	24,048	66,588	35,809
25 to 39	26,921	42,875	92,621
40 or older	22,494	26,820	128,636

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. From authors' analysis based on LaunchBoard data.

Table A26. Statewide Number of Adult Education Participants, by Race/Ethnicity and Program Type, 2019

Race/Ethnicity	ABE	ASE	ESL
Asian	6,399	8,927	55,050
Black or African American	5,373	8,516	2,809
Hispanic	45,344	90,473	162,027
White	9,853	15,979	21,232

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates for students who identified as American Indian or Alaska Native, Filipino, Pacific Islander or Hawaiian Native, and two or more races were not further detailed because of small cell sizes and frequent masking in LaunchBoard. From authors' analysis based on LaunchBoard data.

Table A27. Transition Rates From Adult Education Programs to Postsecondary, by Age and Program Type, 2019

Age	ABE	ASE	ESL
24 or younger	40%	31%	20%
25 to 39	32%	30%	16%
40 or older	31%	29%	16%

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. From authors' analysis based on LaunchBoard data.

Table A28. Statewide Number of Adult Education Participants Who Transitioned to Postsecondary, by Age Category and Program Type, 2019

Age	ABE	ASE	ESL
24 or younger	9,602	20,535	7,056
25 to 39	8,701	12,829	14,889
40 or older	7,075	7,866	20,087

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. From authors' analysis based on LaunchBoard data.

Table A29. Transition Rates From Adult Education Programs to Career and Technical Education, by Age and Program Type, 2019

Age	ABE	ASE	ESL
24 or younger	25%	21%	15%
25 to 39	20%	17%	12%
40 or older	22%	19%	12%

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. From authors' analysis based on LaunchBoard data.

Table A30. Transition Rates From Adult Education Programs to Credit College Course, by Age and Program Type, 2019

Age	ABE	ASE	ESL
24 or younger	16%	20%	9%
25 to 39	7%	7%	5%
40 or older	6%	6%	3%

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates are based on the aggregation of districtwide data and may differ from statewide and other district estimates because of masking. From authors' analysis based on LaunchBoard data.

Table A31. Statewide Number of Adult Education Participants Who Transitioned to Career and Technical Education, by Age Category and Program Type, 2019

Age	ABE	ASE	ESL
24 or younger	6,009	13,850	5,239
25 to 39	5,276	7,359	11,478
40 or older	4,901	5,034	15,135

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. From authors' analysis based on LaunchBoard data.

Table A32. Statewide Number of Adult Education Participants Who Transitioned to Credit College Course, by Age Category and Program Type, 2019

Age	ABE	ASE	ESL
24 or younger	3,890	13,468	3,186
25 to 39	1,769	2,941	4,426
40 or older	1,307	1,586	3,891

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. From authors' analysis based on LaunchBoard data.

Table A33. Transition Rates From Adult Education Programs to Postsecondary, by Race/Ethnicity and Program Type, 2019

Race/Ethnicity	ABE	ASE	ESL
Asian	38%	36%	17%
Black or African American	34%	31%	27%
Hispanic	34%	30%	15%
White	34%	29%	22%

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates for students who identified as American Indian or Alaska Native, Filipino, Pacific Islander or Hawaiian Native, and two or more races were not further detailed because of small cell sizes and frequent masking in LaunchBoard. From authors' analysis based on LaunchBoard data.

Table A34. Statewide Number of Adult Education Participants Who Transitioned to Postsecondary, by Race/Ethnicity and Program Type, 2019

Race/Ethnicity	ABE	ASE	ESL
Asian	2,424	3,228	9,200
Black or African American	1,831	2,622	769
Hispanic	15,580	27,539	24,368
White	3,346	3,346	4,766

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates for the race/ethnicity categories of American Indian or Alaska Native, Filipino, Pacific Islander or Hawaiian Native, and two or more races were not further detailed because of small cell sizes and frequent masking in LaunchBoard. From authors' analysis based on LaunchBoard data.

Table A35. Transition Rates From Adult Education Programs to Career and Technical Education, by Race/Ethnicity and Program Type, 2019

Race/Ethnicity	ABE	ASE	ESL
Asian	28%	25%	13%
Black or African American	19%	17%	20%
Hispanic	22%	19%	12%
White	21%	18%	16%

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates for students who identified as American Indian or Alaska Native, Filipino, Pacific Islander or Hawaiian Native, and two or more races were not further detailed because of small cell sizes and frequent masking in LaunchBoard. From authors' analysis based on LaunchBoard data.

Table A36. Transition Rates From Adult Education Programs to Credit College Courses, by Race/Ethnicity and Program Type, 2019

Race/Ethnicity	ABE	ASE	ESL
Asian	19%	22%	8%
Black or African American	9%	11%	6%
Hispanic	8%	13%	2%
White	9%	12%	11%

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates for students who identified as American Indian or Alaska Native, Filipino, Pacific Islander or Hawaiian Native, and two or more races were not further detailed because of small cell sizes and frequent masking in LaunchBoard. From authors' analysis based on LaunchBoard data.

Table A37. Statewide Number of Adult Education Participants Who Transitioned to Career and Technical Education, by Race/Ethnicity and Program Type, 2019

Race/Ethnicity	ABE	ASE	ESL
Asian	1,777	2,274	6,926
Black or African American	1,038	1,487	563
Hispanic	9,933	17,517	18,679
White	2,036	2,860	3,432

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates for the race/ethnicity categories of American Indian or Alaska Native, Filipino, Pacific Islander or Hawaiian Native, and two or more races were not further detailed because of small cell sizes and frequent masking in LaunchBoard. From authors' analysis based on LaunchBoard data.

Table A38. Statewide Number of Adult Education Participants Who Transitioned to Credit College Course, by Race/Ethnicity and Program Type, 2019

Race/Ethnicity	ABE	ASE	ESL
Asian	1,190	1,990	4,230
Black or African American	481	953	176
Hispanic	3,715	11,313	3,965
White	838	1,858	2,243

Note. ABE stands for adult basic education, ASE for adult secondary education, and ESL for English as a second language. Estimates for the race/ethnicity categories of American Indian or Alaska Native, Filipino, Pacific Islander or Hawaiian Native, and two or more races were not further detailed because of small cell sizes and frequent masking in LaunchBoard. From authors' analysis based on LaunchBoard data.