



Indiana Adult Literacy Study

November 2017



This study was commissioned by the Indiana Department of Workforce Development, as directed by Senate Enrolled Act 108 (2017). The study was conducted by Community Solutions, Inc., on behalf of the Indiana Library Federation, with feedback from the Department of Workforce Development.

Community Solutions, Inc. is an Indianapolis-based, community development consulting firm.

Indiana Library Federation is a statewide, membership organization that leads, educates, and advocates to advance library services for the benefit of Indiana residents.



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Executive Summary

The Indiana Department of Workforce Development provides adult education programs for Hoosiers in coordination with the Workforce Innovation and Opportunity Act (WIOA). WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.¹ The Indiana Department of Workforce Development on average serves over 10,000 students each year through Adult Education programs funded under WIOA.

Recognizing the importance of adult literacy programming to workforce development, the Indiana General Assembly enacted legislation that required a study of math and literacy programs throughout the state. The Indiana Department of Workforce Development commissioned the Indiana Library Federation (ILF) to conduct the study, which included consultation with key stakeholders, such as the Indiana Literacy Association and the Indiana Association for Adult and Continuing Education.

Partners sought to engage a diverse array of adult literacy providers in varied geographical and programmatic settings around the state – from libraries to the larger literacy and adult basic education agencies, to smaller, volunteer-run, community-based support services. Data were collected through a statewide survey to assess the number and nature of adult literacy programs across the state and key informant interviews with adult literacy service providers to gain an understanding of perceived gaps and the extent to which individuals perceive that low literacy is a barrier to future employment and career advancement.

Using information collected from more than 200 adult literacy providers around the state, the following findings were identified:

- There is a diverse landscape of adult literacy programs in Indiana.
- There is a critical need for adult literacy programs in respondent communities.
 - There is a need for increased programming for English Language Learners.
 - There is a need for increased programming for individuals with lower literacy levels.
 - There is a need for more full-time staff, especially adult literacy instructors with adult education experience.
 - There is a need for programming and program supports to address barriers to literacy
- Low literacy is a significant barrier to future employment.

Overall, there is a need for adult literacy services in Indiana. Addressing this need would improve future employment and career advancement for Hoosiers. The impact of low literacy in Indiana touches individuals, families, and whole communities. A comprehensive approach is needed to address these needs. Comprehensively addressing literacy will support long-term education and workforce goals of the state.

About this Report & Background Information

The Indiana Department of Workforce Development (DWD) labor force estimates for 2016 suggest that there were over 3.3 million people in the labor force in Indiana, 149,700 of whom were unemployed. It is important to note that there is a population of “discouraged workers” who would not be captured in the labor force nor the unemployment rate. Discouraged workers are not in the labor force, want and are available for work, and had looked for a job sometime in the prior 12 months. They are not counted as unemployed because they had not searched for work in the prior 4 weeks, for the specific reason that they believed no jobs were available for them. There is also a category of individuals deemed “marginally attached workers” who have the same criteria as discouraged workers except the reason cited for the lack of job search in the prior 4 weeks was another reason (i.e. family, school, illness, etc.) besides discouragement over job prospects. It is estimated that there were approximately 29,000 Hoosiers that fit these two categories (discouraged and marginally attached workers).ⁱⁱ

Among its many roles, the Indiana Department of Workforce Development provides adult education programs for Hoosiers in coordination with the Workforce Innovation and Opportunity Act (WIOA). WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.ⁱⁱⁱ Current Indiana Department of Workforce Development Adult Education programs funded under the Adult Education & Family Literacy Act of WIOA serve an average of 10,595 students each year who enter classes with a 0-5.9 educational functioning level. On average, 52% of these students advance at least two grade levels annually.^{iv}

The Indiana General Assembly and Governor Holcomb recognize the importance of adult literacy programming as a part of the state’s comprehensive strategy to prepare Hoosiers for the workforce and supported the enactment of legislation in the 2017 session^v that required a study of math and literacy programs throughout the state. Per statute, the study includes “identify reading and math literacy programs (or the portion of programs) that exist throughout Indiana and serve adults who are at least eighteen (18) years of age and identify for each program: (1) the types of services offered; (2) the number of people served on an annual basis through each service offered; (3) the source and amount of funding; (4) the number of staff; (5) the estimated unmet need;(6) to what extent a program tracks employment and further job training and higher education outcomes; and (7) the extent to which low literacy is a barrier to future employment and career advancement.”

DWD commissioned the Indiana Library Federation to lead the study, which is to be presented to the Legislative Council and to the State Workforce Innovation Council. The study was conducted by Community Solutions, Inc., an Indianapolis-based community development consulting firm, on behalf of the Indiana Library Federation.

The Indiana Library Federation consulted key stakeholders, including the Indiana Literacy Association and the Indiana Association for Adult and Continuing Education, to complete the study. The Indiana Library Federation contracted with Community Solutions as research consultants to support the Indiana Adult Literacy Study. The study aligns with the State’s education and workforce development priorities.

Adult Literacy in Indiana

The current literature on illiteracy focuses on functional illiteracy.^{vi} Functional literacy is a quality of life indicator that impacts individuals, families, communities and the nation overall. A measure of self-sufficiency, functional illiteracy measures whether a person's educational attainment is sufficient for that person to function in a contemporary society. More specifically, it assesses whether a person has the knowledge and skills to read, write, compute and problem-solve at a capacity sufficient to function within the home, community and workplace.^{vii}

Adult literacy became a targeted focus in the last three decades, with the National Assessment of Adult Literacy (NAAL) conducted by the National Center for Education Statistics (NCES). The NAAL measures the extent and measure of illiteracy among adults. The NAAL was the first to provide accurate and detailed information on the skills of the adult population as a whole.^{viii} To date, NCES has conducted three national assessments. The last NAAL was conducted in 2003. The Program for the International Assessment of Adult Competencies (PIACC) was developed during 2011-2012 and is the most current indicator of progress in national adult literacy.^{ix}

Reviewing a historical perspective on this issue in Indiana, the 1980 Census reported that thirty-four percent of the adults over age 25 in Indiana do not have a high school diploma.^x In the 1980s, the Indiana Adult Literacy Initiative and the Indiana Adult Literacy Coalition were created to marshal human and other resources to reduce illiteracy in the state. Then Governor Robert D. Orr and Superintendent of Public Instruction, Dr. Harold H. Negley, launched the initiative. The Indiana Adult Literacy Coalition was appointed by the Governor to carry out the Initiative. Highlighted in a report on the Coalition's efforts, the coalition understood that states future economic development would be closely linked to the state's ability to

“attract and upgrade business and industry with a skilled – or at least readily trainable – workforce.”^{xi}

The Coalition engaged in a four-pronged strategy for developing and implementing programs to reduce illiteracy: volunteerism, public-private sector partnerships, networking among community members and adult education professionals, and instruction. Regional workshops were held by the Governor in 1985 at seven locations across the state. The objectives were to:

- Increase the awareness level of the adult illiteracy problem
- Provide information, training, and resources for literacy programs through the state
- Provide opportunity for volunteers, educators, and community members to exchange ideas
- Give regional visibility and recognition to existing literacy efforts

The *Indiana Adult Literacy Coalition – Replication Guide*, outlays additional initiative activities, membership, and model programming.^{xii}

According to the 2003 NAAL, an estimated eight percent (370,707) of the adults (4,633,843) in Indiana were identified as lacking basic prose literacy skills. There has not been another NAAL report since 2003. After the peak of the recession in March 2010, programs and policies shifted toward meeting Hoosiers' basic needs and creating the conditions for a strong economic recovery.

To stimulate Indiana's economy recovery, workforce development policies have featured attracting talent to the state, fostering job creation and achieving post-secondary attainment.

Governor Eric Holcomb has championed new programs to skill up Indiana’s workforce with the Next Level Jobs Initiative,^{xiii} which focuses on preparing Hoosiers for the jobs that are available today and in the future.

Adult literacy programs seek to offer supportive programming for workers, like those who have low literacy and who face nonacademic barriers to gaining skills and credentials. Life demands compete with an individual’s drive for career advancement with barriers such as adequate personal or public transportation and the need for quality childcare. Systematically addressing our state’s workforce needs includes addressing low literacy and other barriers that prevent career advancement in the state.

Report Data

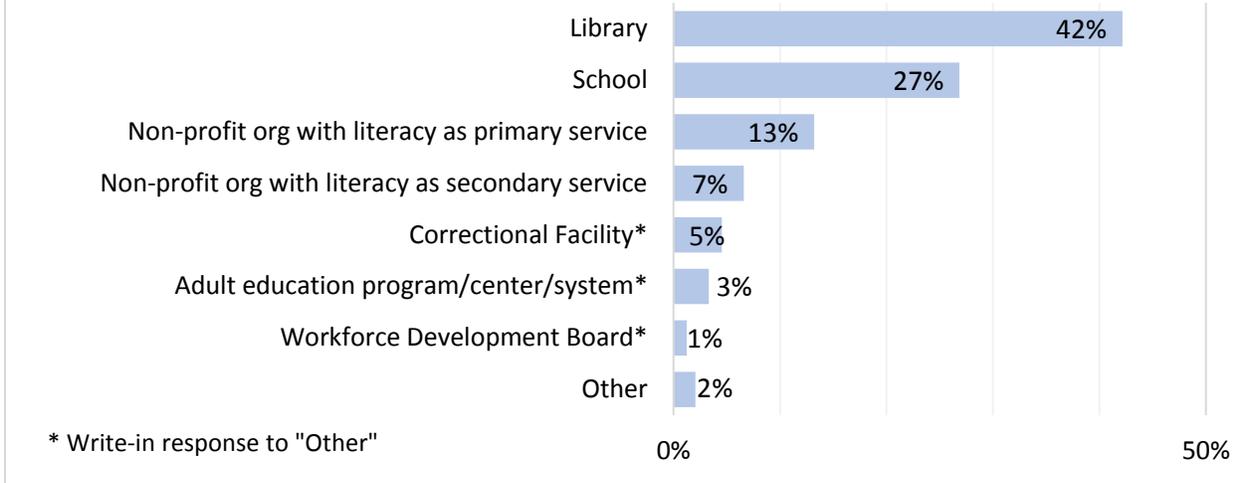
To ascertain the number and nature of the adult literacy programs across the state, the Indiana Adult Literacy Survey was administered electronically to stakeholders across the state from October 19-27, 2017. A total of 735 individuals were invited to complete the Survey. The invitation list was developed in partnership with the Indiana Library Federation (ILF), Indiana Department of Workforce Development (DWD), the Indiana Literacy Association (ILA) and the Indiana Association for Adult and Continuing Education (IAACE) and included library directors, Adult Literacy Grant contractors with DWD, and ILA and IAACE members.

Partners sought to engage a diverse array of adult literacy providers in varied geographical and programmatic settings around the state – from libraries to the larger literacy and adult basic education agencies, to smaller, volunteer-run, community-based support services. Among the 735 individuals invited to complete the Survey, 242 individuals representing 189 unique organizations completed at least a portion of the survey. The full list of survey respondent organizations represented are included in Appendices A of this report, respectively.

Organizational Information

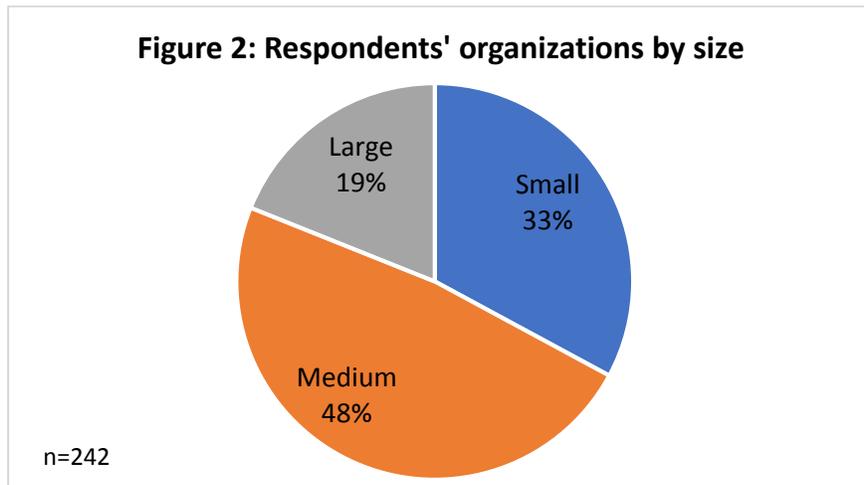
A diverse array of organizations provide adult literacy services in Indiana. More than two-thirds of the organizations represented in the survey are libraries (42%) and schools (27%). One-in-five organizations are non-profits with literacy as a primary (13%) or secondary (7%) service. The remaining 11% of respondents wrote-in their organization type. Five percent of respondents’ organizations are correctional facilities; 3% are adult education programs or centers; and three participants (1%) represent workforce development boards. Another five organizations (2%) have some other organization type, which includes independent consultant, state agency, university, state operated facility, and online for-profit educational company.

Figure 1: Survey respondents by organization type



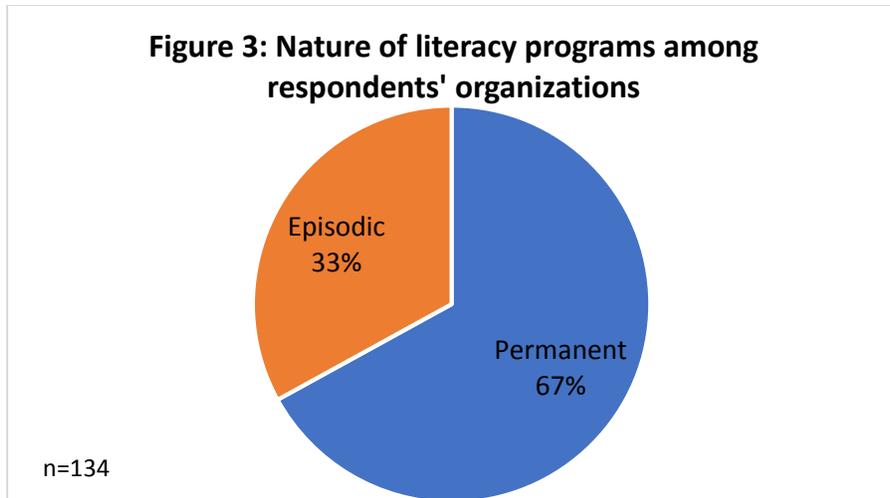
Survey participants were asked to indicate the relative size of their organization, based on staffing, using three categories as reference points. One-third are small organizations with fewer than ten staff, and nearly one-half (48%) are medium organizations with 10-49 staff. Only 19% of organizations represented in the survey are large, with 50 or more full-time and part-time staff.

Figure 2: Respondents' organizations by size



Program Structure

Participants in the survey were asked to provide information about the structure and set-up of their adult literacy programs. Two-thirds of respondents identified their adult literacy programs as permanent, meaning they are ongoing, consistent programming. The remaining one-third of respondents described their programs as episodic, offered at certain times of the year or as volunteers or grant funding allow.

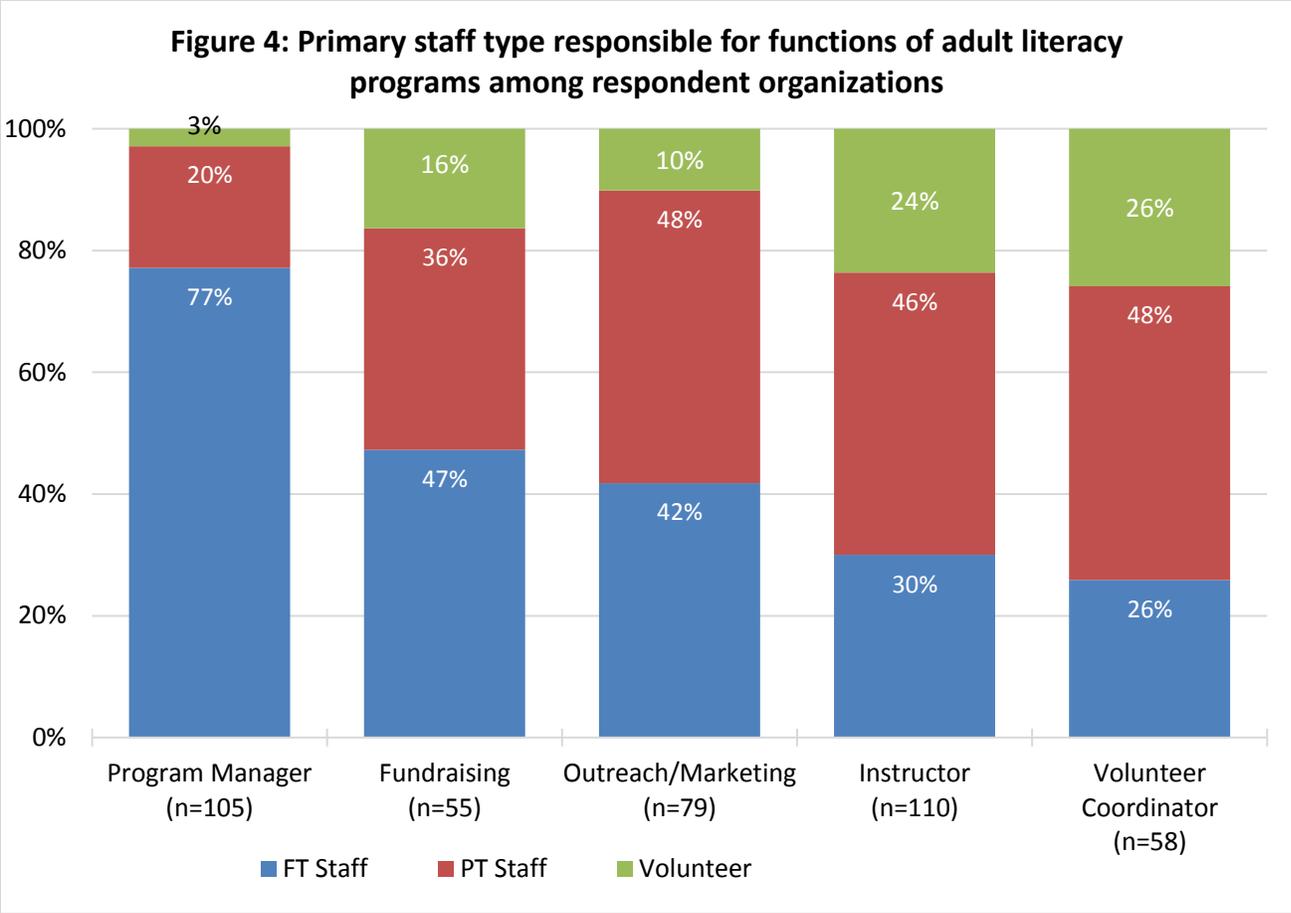


Regarding the human resources capacity for their *adult literacy programming*, respondents were asked to provide the number of full-time staff, part-time staff, and volunteers who contribute to the management and implementation of their adult literacy programs. Across the organizations represented by survey respondents, there were wide ranges of full-time staff, part-time staff, and volunteers. On average, however, organizations had twice as many part-time staff (8) as full-time staff (4), and nearly three times as many volunteers (11) as full-time staff.

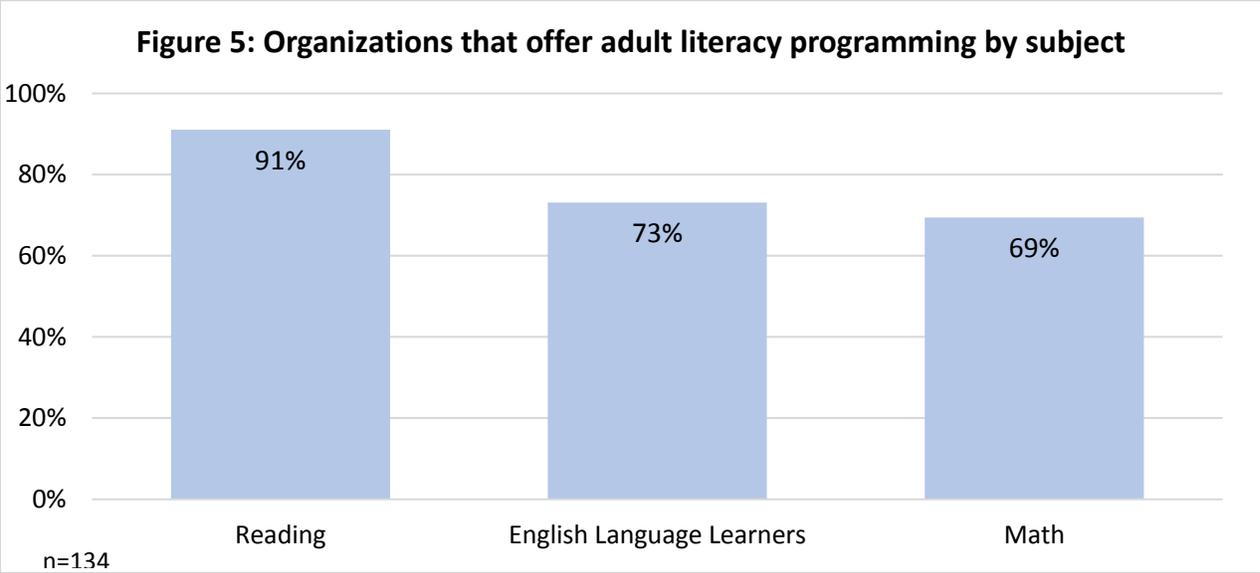
Table 1: Number of staff and volunteers who contribute to adult literacy programs

	Range	Total	Average	n
Full-Time Staff	0-44	467	4	115
Part-Time Staff	0-75	928	8	113
Volunteers	0-197	1219	11	107

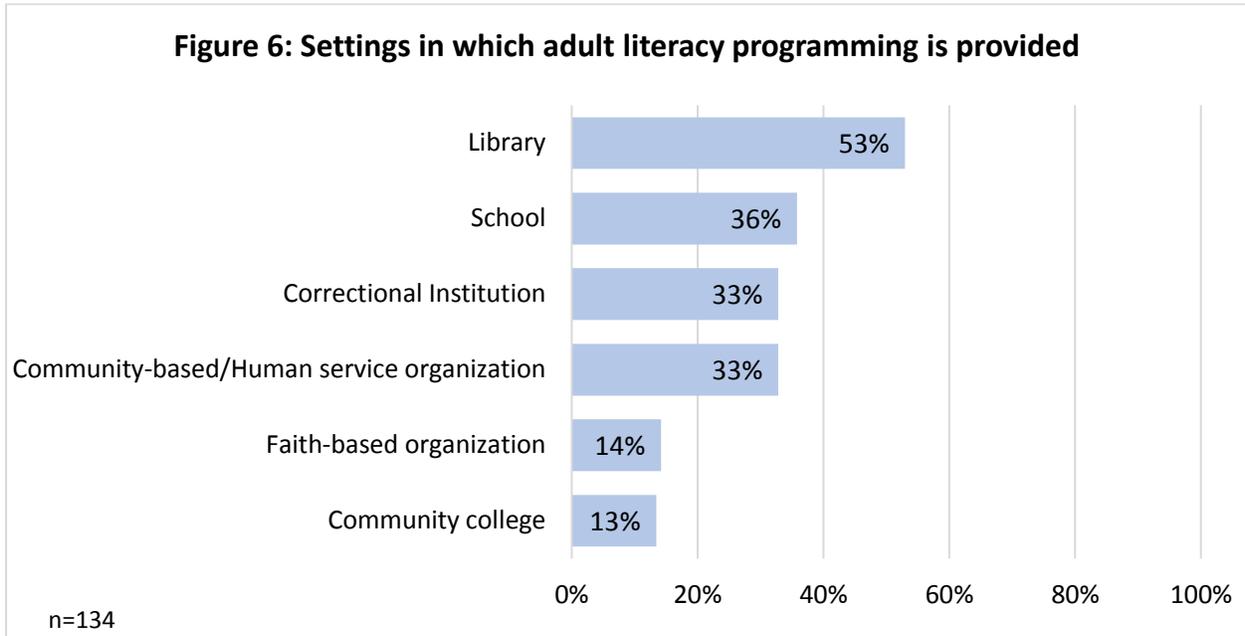
Whether each of the core adult literacy program functions were carried out by full-time staff members, part-time staff members, or volunteers varied across organizations. While the distribution of staff types as the primary in each role vary, depending on function, it is more common among respondents' organizations to have full-time staff in the program manager and fundraising functions, and more common to have part-time staff in the volunteer coordinator, instructor, and outreach/marketing functions. Of note, volunteers were primarily responsible for each of the core programmatic functions for some of the respondents.



When asked about the subjects on which their organizations provide adult literacy programming, more than nine-in-ten (91%) have programming for reading, almost three-quarters (73%) have English language learning programs, and more than two-thirds of responding organizations (69%) offer math literacy programming.

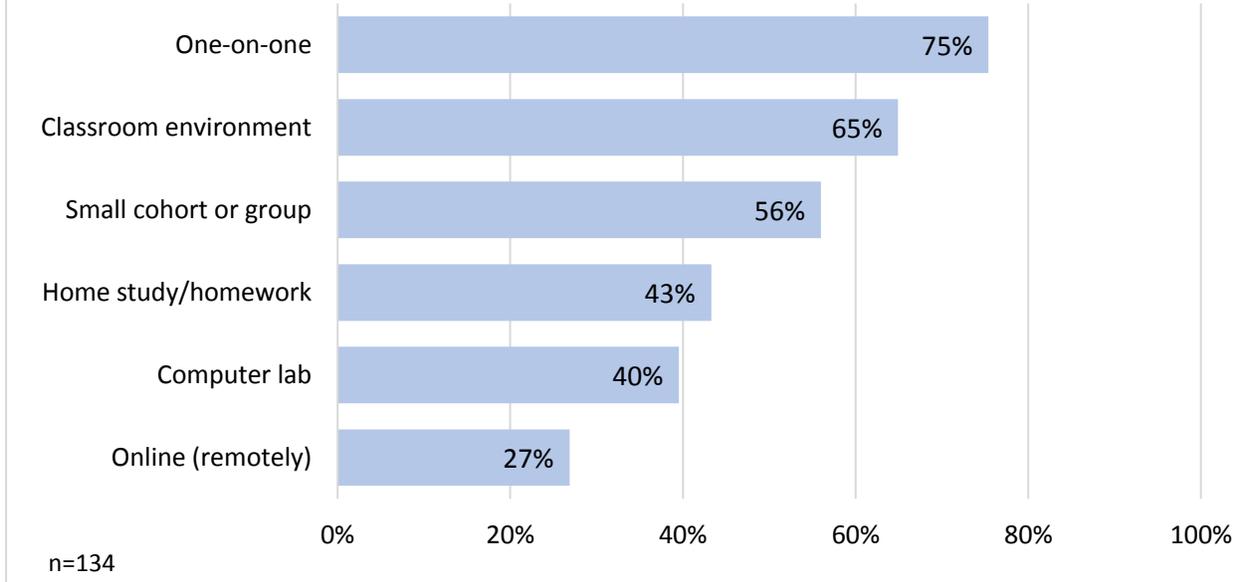


When asked in what settings their organizations provide literacy programming, more than one-half (53%) offer programming in libraries; 36% provide programming in a school setting; and one-third each provide adult literacy programming in correctional institutions and community-based/human services organizations. Fourteen percent of the organizations reported offering adult literacy programming in faith-based organizations, and 13% in community college settings.



Survey participants were asked to indicate the ways in which adult literacy instruction is provided at their organizations. Many of the organizations represented have multiple approaches to instruction. Three-in-four respondents noted their organizations use one-on-one instruction; almost two-thirds (65%) use a classroom environment, and more than one-half (56%) use small cohorts or groups for adult literacy instruction. Around two-fifths participants' organizations provide literacy instruction through home study or homework (43%) and computer lab (40%), while only about one-quarter provide adult literacy instruction remotely/online.

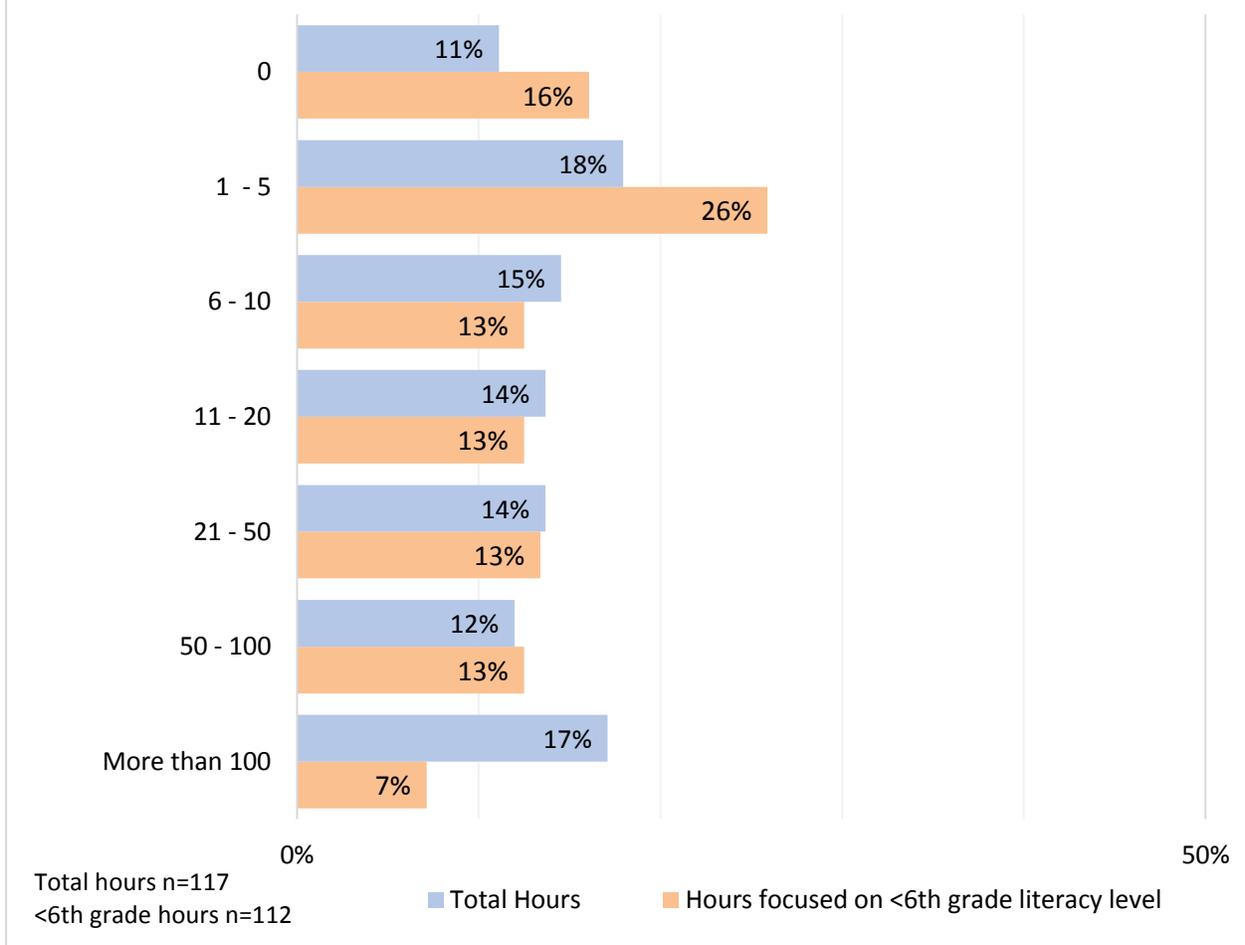
Figure 7: Ways in which adult literacy instruction is provided



Respondents were asked about the number of hours of adult literacy instruction their organizations offer each week and how many hours of instruction are focused specifically on those who are below the sixth grade literacy level. Seventeen respondents were unsure or felt they did not have any applicable information when asked about the total number of hours of adult literacy instruction they provide, and 22 respondents were unable to report the estimated number of hours dedicated to those with literacy level below sixth grade.

Among the remaining 117 respondents' organizations, the total number of hours of weekly adult literacy instruction ranged from zero to 400, with an average of 51 hours per week. The number of hours of adult literacy instruction each week focused on those who are below the sixth-grade literacy level ranged from zero to 200, with an average of 29.6 hours per week.

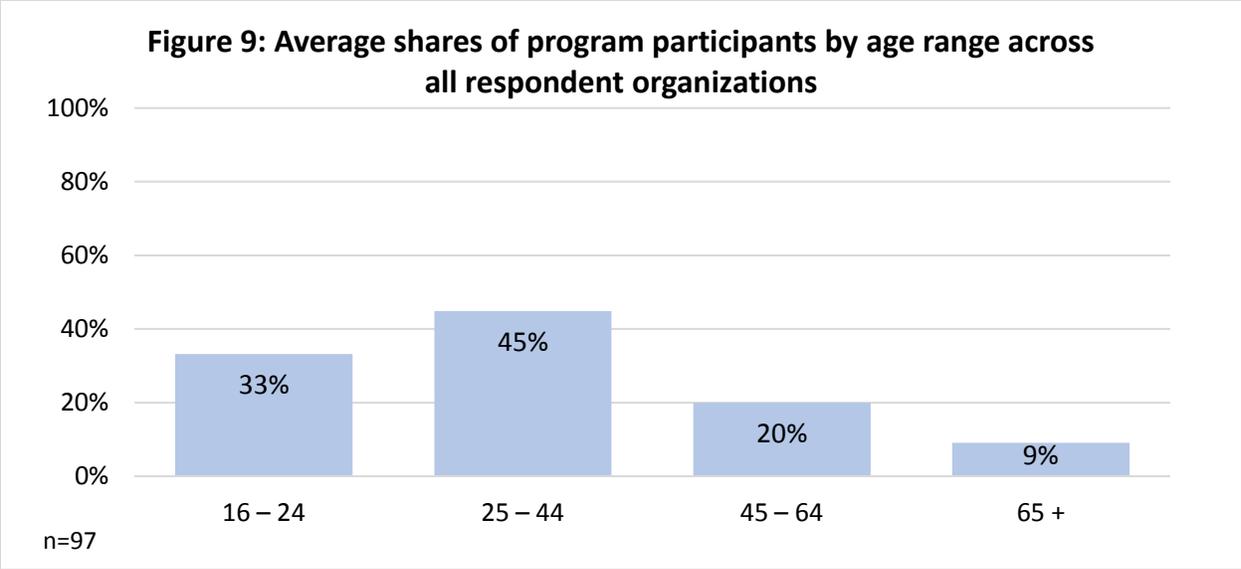
Figure 8: Number of hours of adult literacy instruction offered each week among respondent organizations



Target Population

To gain an understanding of who is being served by the adult literacy programs surveyed, respondents were asked to share demographic information about their adult literacy clients, including age, gender, special populations, and geographic location. For most factors, survey participants were asked to approximate the percentage of their clients who fall into each category. The averages across all respondent organizations are presented below.

On average across all organizations reported, more than three-quarters of program participants are under the age of 45, with one-third between the ages of 16 and 24, and 45% between the ages of 25 and 44. Only one-fifth of all reported program participants are between 45 and 64, and 9% are 65 or older.



Regarding the age breakdown of the adult literacy program participants across the various provider organizations, respondents were asked to approximate the percentage of their program participants in each age range: 16-24, 25-44, 45-64, and 65+. For each age range, at least one organization has 0 program participants within that range, and at least one organization has 100% of program participants within that range.

Table 2: Percentage of organizations with all or none of their adult literacy clients within each age range

Age Range	% of organizations that serve...	
	No Clients	All Clients
16-24	12%	3%
25-44	6%	3%
45-64	13%	1%
65+	38%	1%

n=97

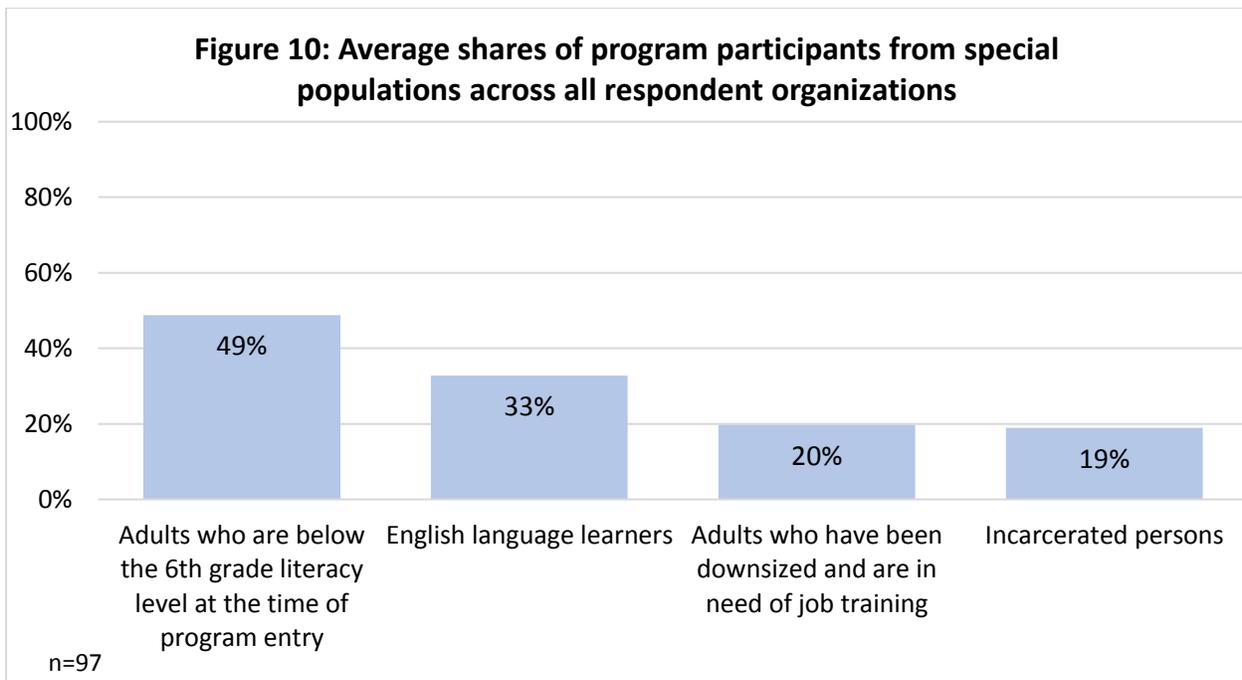
To understand the special populations being served by the surveyed adult literacy programs, respondents were asked to approximate the percentage of their adult literacy programs over the past year that have been from the following categories: adults who are below the sixth-grade literacy level at the time of program entry; adults who have been downsized and are in need of job training; English language learners; and incarcerated persons. For each special population, at least one organization did not serve clients who meet that description, and at least one organization had 100% of their clients who met that description.

Table 3: Percentage of organizations with all or none of their adult literacy clients within each special population

Special Population	% of organizations that serve...	
	No Clients	All Clients
Adults who are below the 6th grade literacy level at the time of program entry	16%	13%
English language learners	26%	8%
Adults who have been downsized and are in need of job training	36%	3%
Incarcerated persons	44%	12%

n=97

On average across all organizations reported, almost one-half of program participants (49%) are adults who are below the sixth-grade literacy level at the time of program entry, and one-third are English language learners. This is consistent with the populations served by adult basic education programs (overseen by the Department of Workforce Development) as 47% of the program participants are below the 6th grade literacy level at the time of program entry, and approximately 25% of the students served are English language learners. About one-fifth of adult literacy program participants reported by respondents are adults who have been downsized and are in need of job training (20%) or incarcerated persons (19%).



To gather information on the geographic reach of adult literacy programs in Indiana, survey participants were asked to indicate each of the counties from which their program served at least five clients in the past year. The table below shows each county and the number of respondents who reported their organizations served at least five clients from that county. There is fairly even distribution in the number of respondent organizations with clients from each county, with clients

from every county in the state accessing adult literacy services. The smallest number of organizations with clients from any given county is three, while the largest number is 14.

Nine counties are home to clients served by only three organizations: Cass, Clinton, Fayette, Jay, Ohio, Rush, Switzerland, Union, and Washington Counties. The only county home to clients served by 14 organizations is Marion, though four other counties are home to clients served by at least ten organizations: Allen, Johnson, LaPorte, and Whitley Counties. The average number of organizations that serve clients from a single county is five.

Table 4: Number of organizations that served at least five clients in the county in the past year

County	# of Orgs	County	# of Orgs	County	# of Orgs	County	# of Orgs
Adams	7	Franklin	4	Lawrence	4	Rush	3
Allen	12	Fulton	4	Madison	9	St. Joseph	8
Bartholomew	6	Gibson	5	Marion	14	Scott	4
Benton	5	Grant	6	Marshall	5	Shelby	7
Blackford	6	Greene	7	Martin	4	Spencer	4
Boone	5	Hamilton	9	Miami	5	Starke	6
Brown	5	Hancock	4	Monroe	5	Steuben	8
Carroll	5	Harrison	4	Montgomery	4	Sullivan	4
Cass	3	Hendricks	6	Morgan	9	Switzerland	3
Clark	5	Henry	5	Newton	5	Tippecanoe	7
Clay	7	Howard	4	Noble	8	Tipton	4
Clinton	3	Huntington	8	Ohio	3	Union	3
Crawford	5	Jackson	5	Orange	5	Vanderburgh	6
Daviess	6	Jasper	6	Owen	4	Vermillion	5
Dearborn	4	Jay	3	Parke	4	Vigo	9
Decatur	5	Jefferson	4	Perry	5	Wabash	5
DeKalb	9	Jennings	6	Pike	4	Warren	5
Delaware	5	Johnson	12	Porter	4	Warrick	4
Dubois	6	Knox	4	Posey	4	Washington	3
Elkhart	6	Kosciusko	8	Pulaski	5	Wayne	5
Fayette	3	LaGrange	7	Putnam	4	Wells	4
Floyd	4	Lake	7	Randolph	4	White	7
Fountain	4	LaPorte	11	Ripley	4	Whitley	10

n=97

Figure 11 (also included as Appendix C) displays the number of adult literacy programs located in each county. There is a fairly broad distribution of programs across the state, with the greatest number of programs based in Marion and Allen Counties, along with the counties surrounding them in central and northeastern Indiana. The southeastern corner of the state (Franklin, Dearborn, and surrounding Counties) and area along the central western edge of the state have the fewest programs.

Figure 11: Map of Respondent Adult Literacy Programs by County

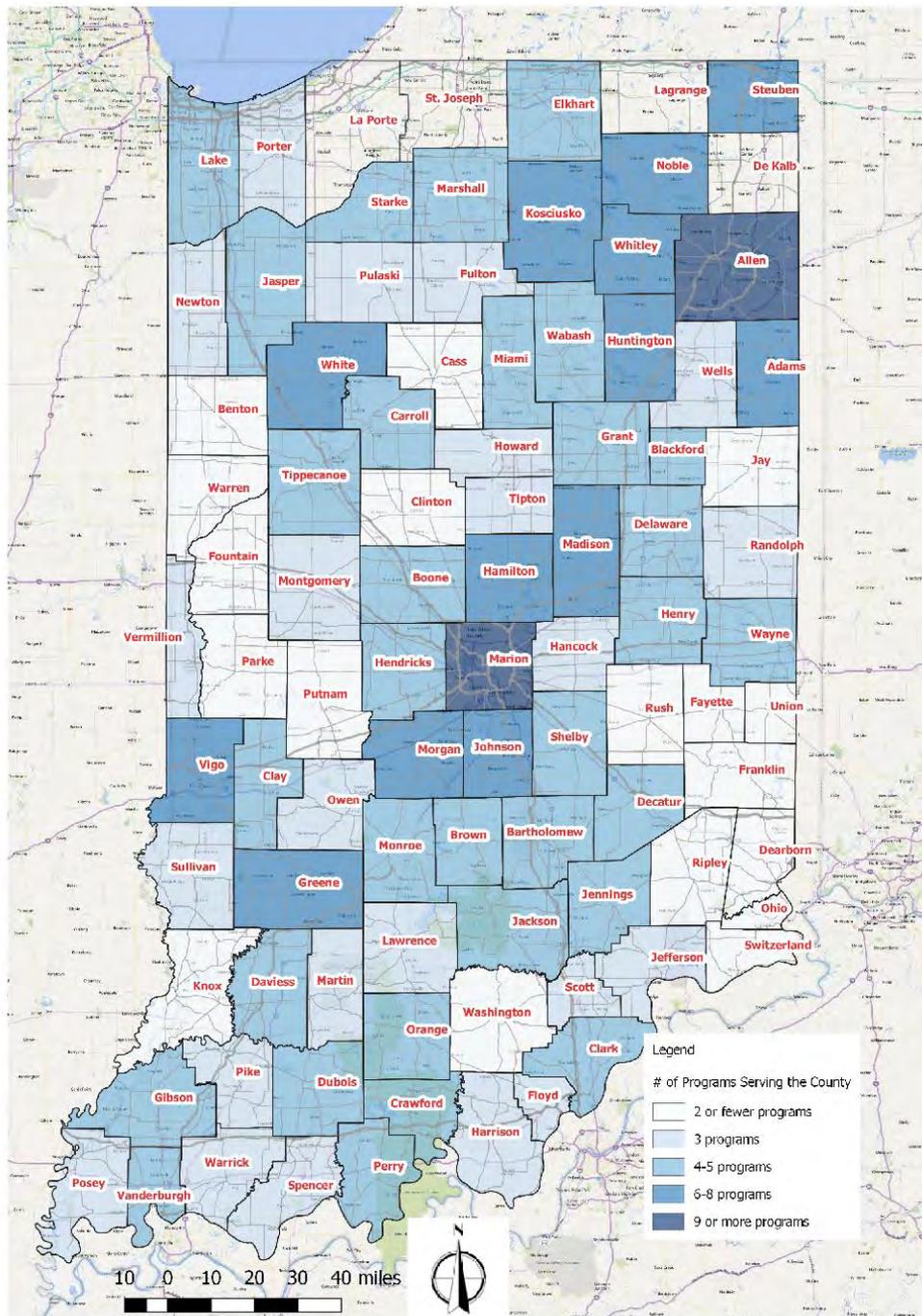


Figure 12 on the next page displays the number of reported adult reading literacy programs by county (see Appendix D). The counties with the greatest number of reading programs are in the northeastern corner of the state – Allen, Elkhart, and Kosciusko Counties – and Marion County, though many of the counties surrounding Marion have no adult reading programs. The central part of the state and the southern part of the state have limited numbers of adult reading programs

located within those counties. Counties in Figure 12 that have no shading (or white) had one reported adult reading program; in contrast, counties in pink had no reported adult reading Programs (or no response to survey); and counties with gradations of blue had one to four adult reading programs.

Figure 12: Map of Respondent Reading Programs by County

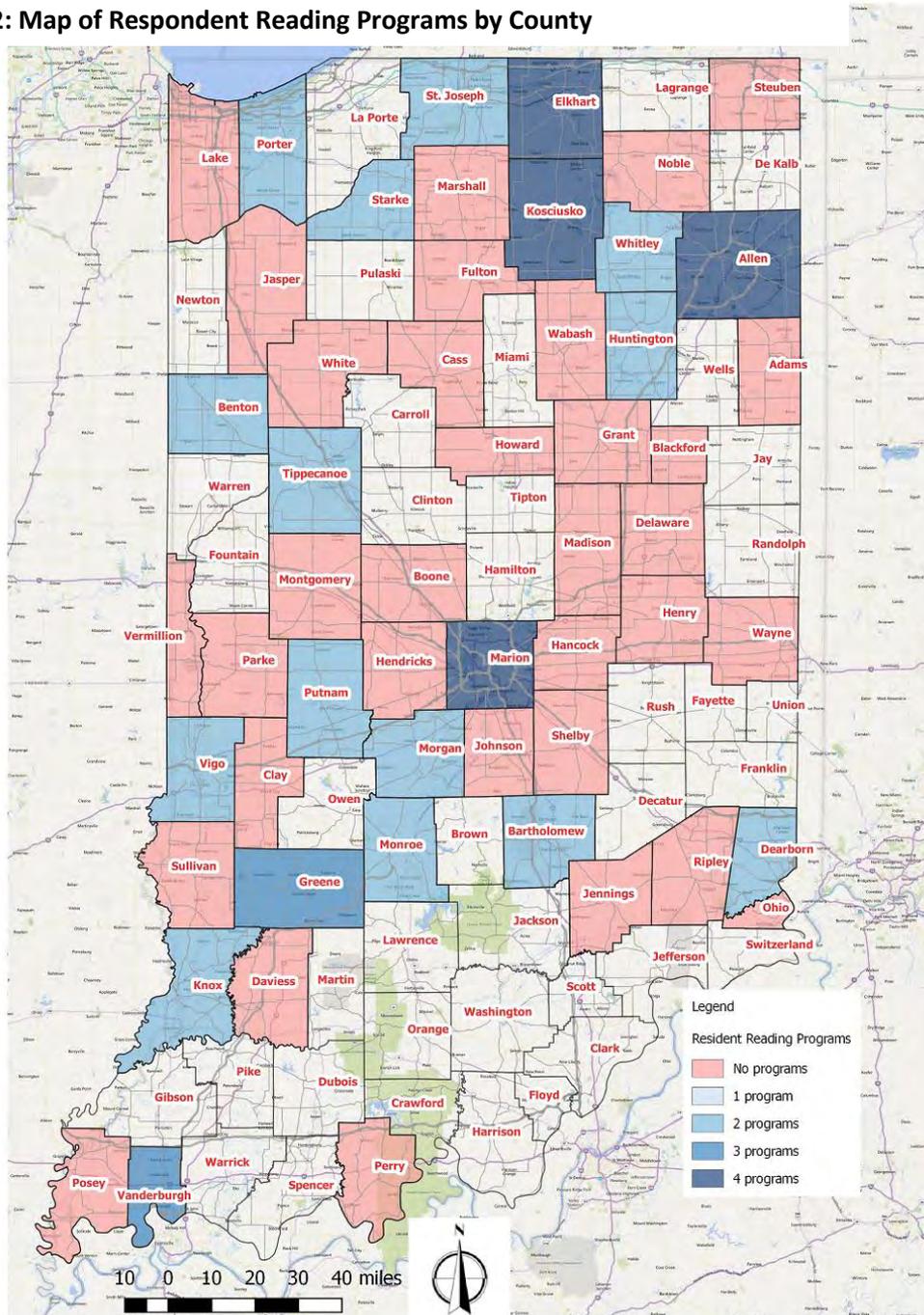
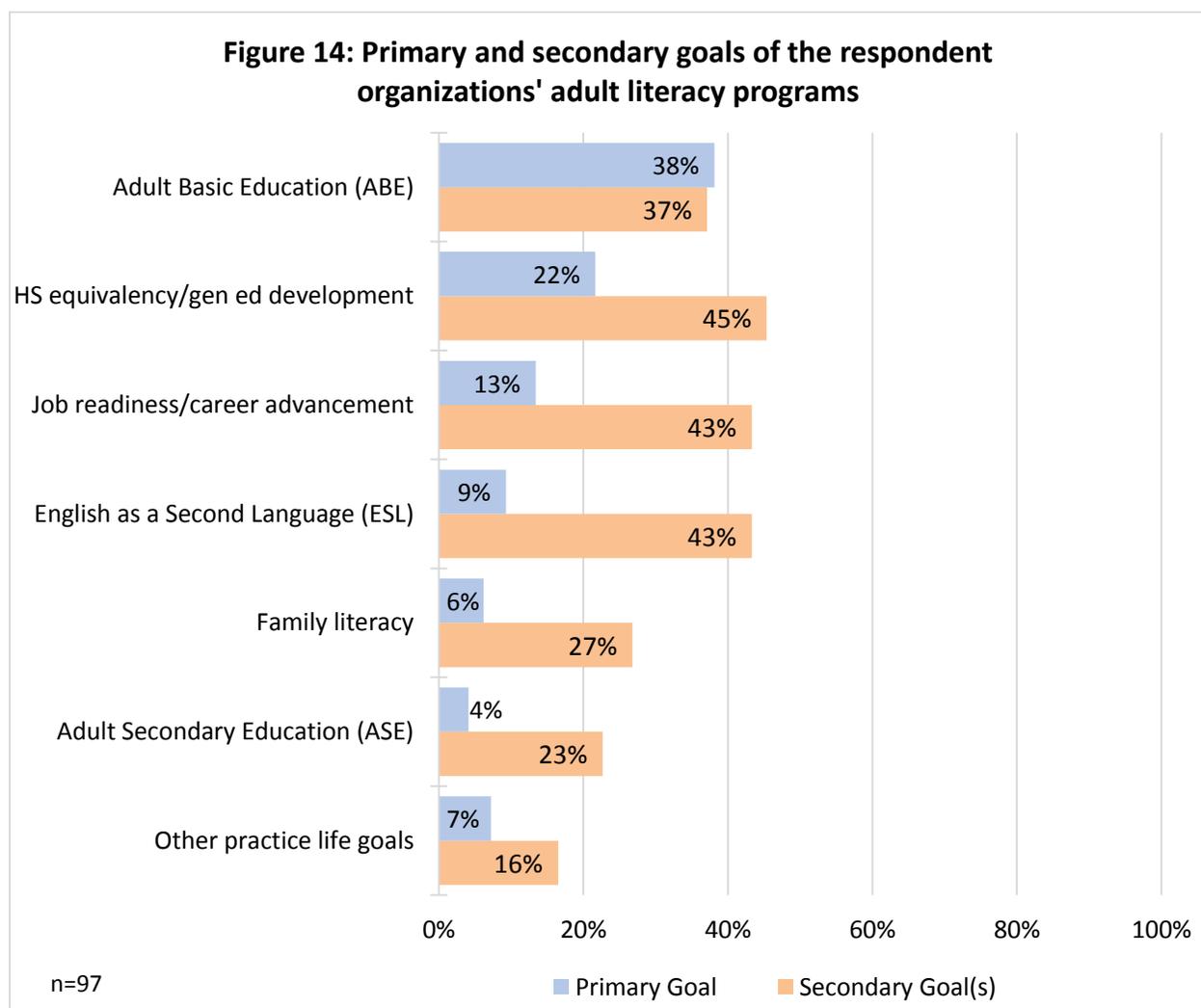


Figure 13 on the next page (see Appendix E) shows the number of adult math literacy programs located in each county. Most of the counties across the state have zero or one math literacy program. The northeastern corner of the state has the most math programs, including Allen, which is the only county with four

Program Goals

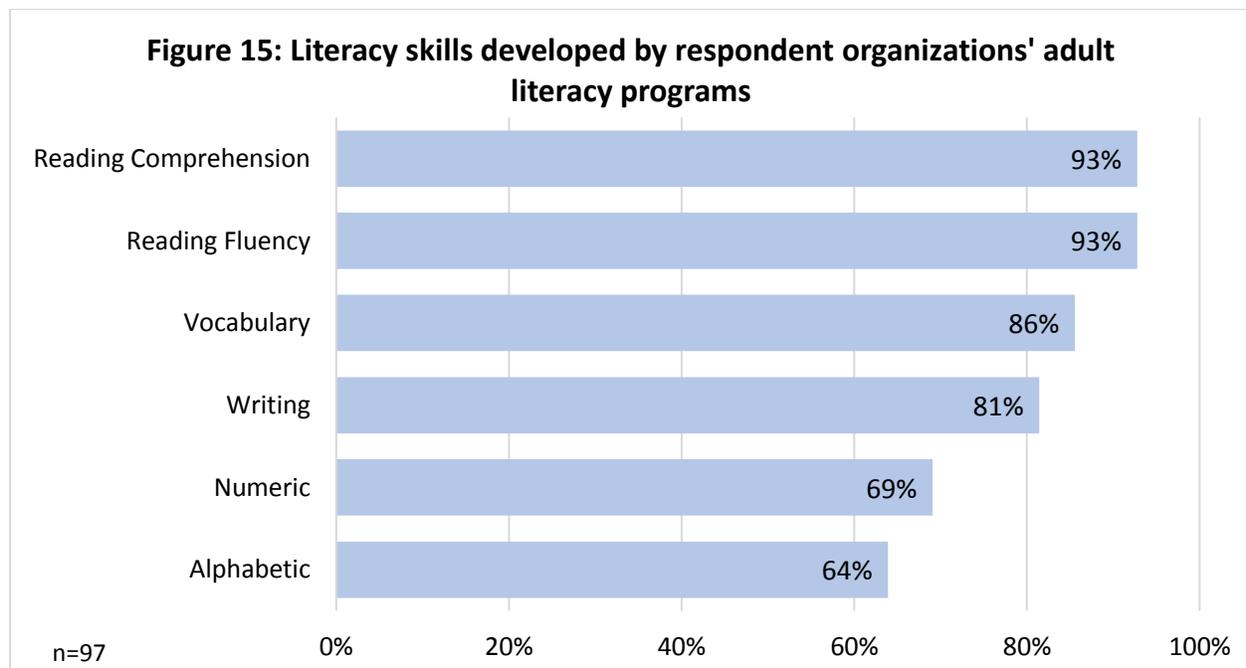
In order to gain a better understanding of the types of adult literacy programs being offered throughout the state, survey participants were asked about the goals of the programs at their organizations. Respondents were asked to identify a single primary goal of their adult literacy programs and then as many secondary goals as applicable. Three-quarters of respondents identified Adult Basic Education as either a primary (38%) or secondary (37%) goal of their organizations; it was the most commonly identified primary goal among respondents. Two-thirds of participants selected high school equivalency or general education development as a primary (22%) or secondary (45%); it was the most commonly identified secondary goal. Job readiness and career advancement was identified as a primary (13%) or secondary (43%) for more than one-half of respondents, as was English as a Second Language (9% primary, 43% secondary). Only one-third of respondents selected family literacy as a goal; just over one-quarter named Adult Secondary Education as a goal; and almost one-quarter of participants identified other practice life goals as a primary or secondary goal of their adult literacy programs.



Among the seven respondents who identified their primary goal as “other practice life goals,” five reported that they were unable to select only one primary goal as their programs worked toward all or most of the goals listed. One respondent reported “functional literacy,” and another wrote that they “help students achieve their goals instead of setting goals for them.” Regarding their programs’ secondary goals, six respondents specified that “other practice life goals” referred to basic or life skills. The remaining 12 “other” responses are listed below:

- Individual personal improvement
- US citizenship prep
- Citizenship, college
- Job communication
- Obtain literacy and TASC
- Library provides space.
- Provide educational services to those often forgotten
- Preparation for participation as a productive citizen with a living wage
- Navigating healthcare and educational systems, and fully participating in the community
- Have students obtain education and skills to improve their lives and those of their families, along with preparing for jobs

When looking at the skills developed in respondents’ adult literacy programs, almost all reported organizations are working to develop reading comprehension and reading fluency (93% each). Vocabulary and writing are skills developed by 86% and 81% of respondents’ programs, respectively, and around two-thirds of programs are working to develop numeric (69%) or alphabetic (64%) skills.

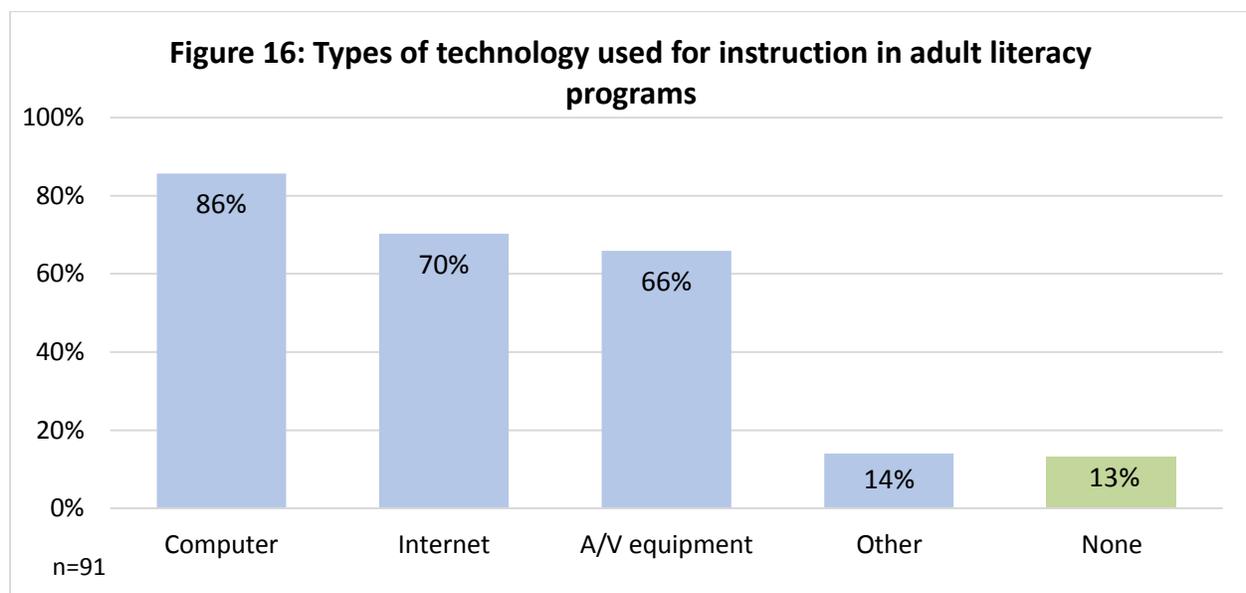


When asked to indicate which types of technology their organizations use for instruction in their adult literacy programs, at least two-thirds of respondents reported using computers (86%),

internet (70%), or audio/visual equipment (66%). The 14% of participants who indicating using some other type of technology were asked to specify. Their responses included:

- Printed materials, such as books, workbooks, and handouts
- White boards
- iPads
- ebooks
- Music
- Specific resources, such as Maker/STEM tools, CreateSpace technology, Promethean board, Burlington English, ITTS

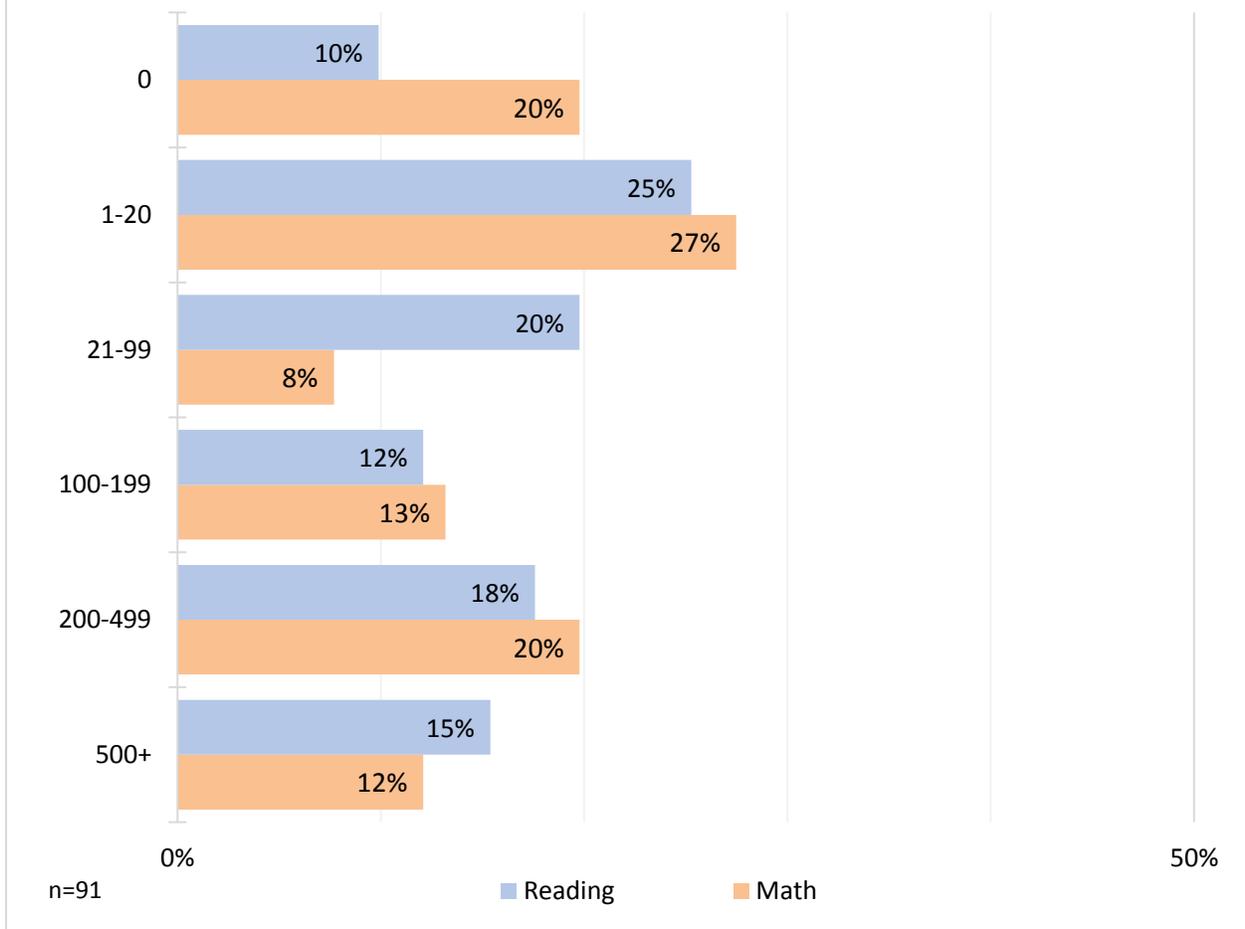
Thirteen percent of respondents reported that no technology was used in the instruction of their organizations’ adult literacy programs.



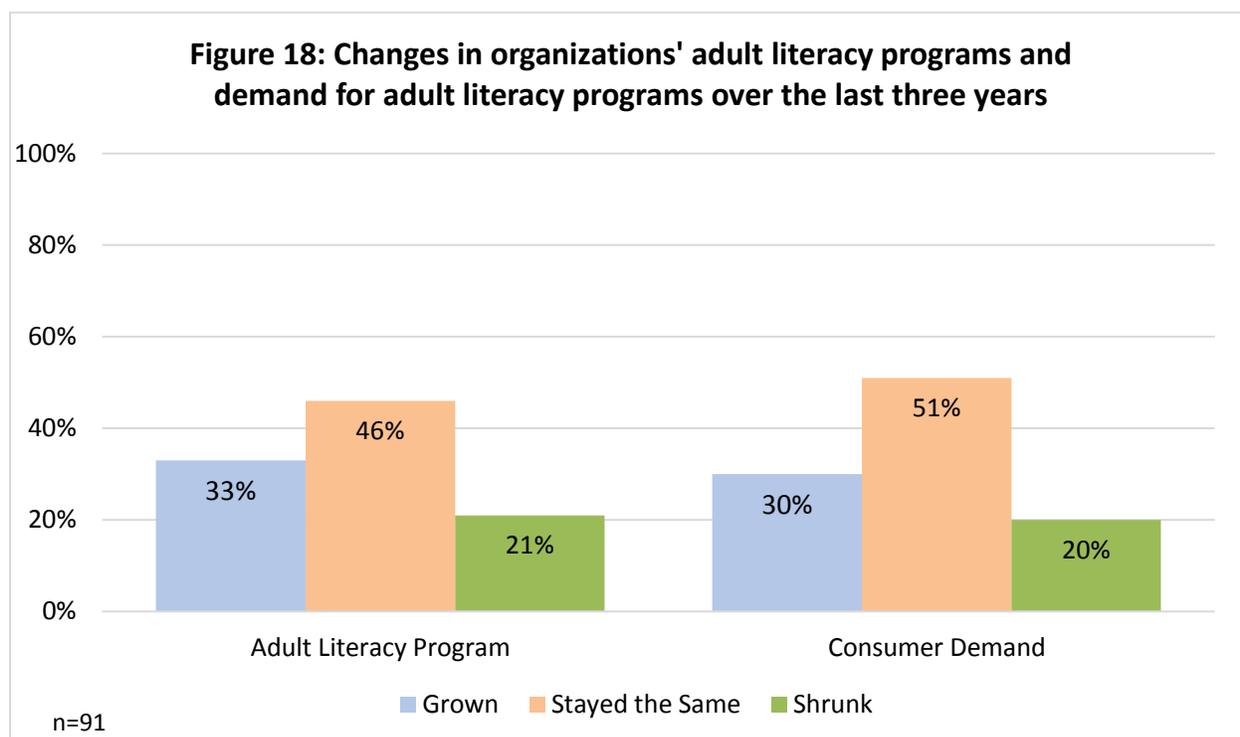
Survey participants were asked to report the number of clients their organizations provided adult reading and math services to during their reporting period. Across all respondent organizations, the average number of reading clients for the previous period was 246, with a range of 0 clients who received adult reading literacy services to 4400. The range for the clients who received adult math literacy services in the previous year across all respondent organizations was identical that for reading clients, 0-4400, with an average of 218 math clients per organization.

The share of organizations that did not provide math literacy services to any clients (20%) in the previous year is twice as large as the share that did not provide reading literacy services (10%). On the other hand, the share of organizations that served 21-99 math clients was smaller than half the share of organizations that served the same number of reading clients (8% and 20%, respectively). Otherwise, organizations reported serving similar numbers of clients who received math literacy and reading literacy services.

Figure 17: Number of clients who received adult reading and math literacy services in the previous year among respondent organizations



Thinking about the last three years, participants were asked whether their adult literacy programs had grown, stayed the same, or shrunk. Within the same time period, participants were asked whether consumer demand for their adult literacy programs has increased, stayed the same, or decreased. The shares of organizations whose literacy programs grew, shrank, or stayed the same is fairly proportional to the shares of organizations whose consumer demand for literacy programs grew, shrank, or stayed the same. In both cases, about one-third of respondents reported their adult literacy programs grew and consumer demand for their adult literacy programs increased; about one-fifth reported their adult literacy program shrank and consumer demand for their adult literacy program decreased; and about one-half reported their adult literacy programs stayed the same and consumer demand for the program stayed the same.



Funding & Tracking

Survey participants were asked questions on their funding sources and stability, along with questions on how they assess their outcomes in order to get a better picture of funding availability and common tracking measures.

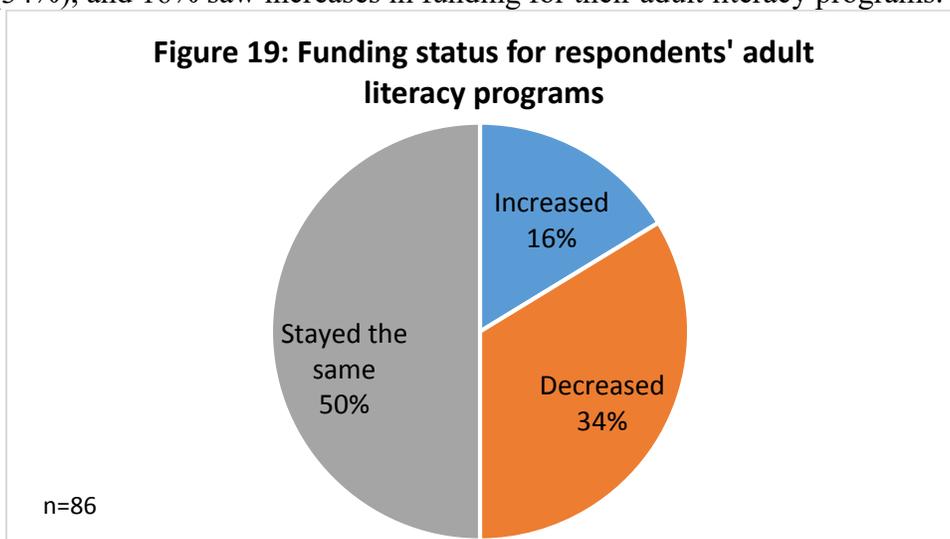
Respondents were asked to share the breakdown in funding for their adult literacy programming by funding source. Each funding source listed served as the sole funder for at least one organization, and provided no funding for at least half of the organizations represented. State adult education/workforce development funding is the most common funding source, making up an average of one-third of the funding across all of the respondents' programs. Local government funding makes up an average of one-fifth of the programs' funding, followed by state/federal adult education (14%), private grants (13%), and individual donations (13%). Fees and tuition only make up an average of 2% of the adult literacy program funding across all organizations.

Table 5: Number and percent of respondent organizations that use each source to fund all or none of their adult literacy programming

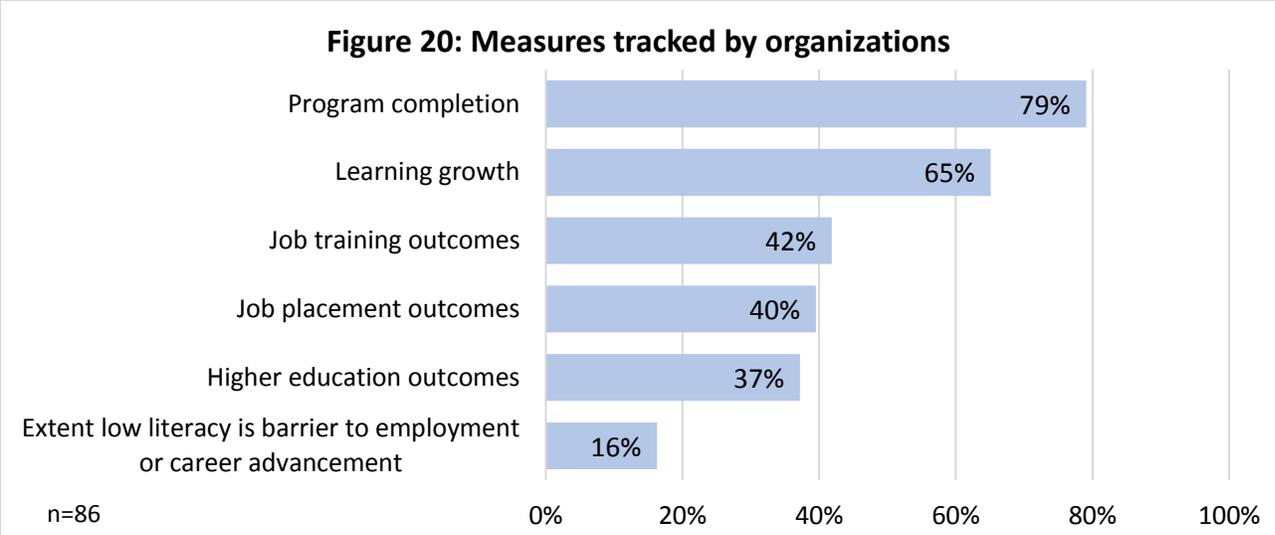
	Average share of program funding from source	# of orgs using source for TOTAL funding	% of orgs using source for TOTAL funding	# of orgs using source for ZERO funding	% of orgs using source for ZERO funding
Federal Adult Education	14%	1	1%	61	71%
State Adult Education/ Workforce Development	33%	13	15%	42	49%
Local Government	20%	10	12%	62	72%
Private Grants	13%	2	2%	61	71%
Individual Donations	13%	5	6%	57	66%
Fees/Tuition	2%	2	2%	84	98%

n=86

For one-half of respondents, funding for their organizations’ adult literacy programs has stayed the same over the last three years. Funding has decreased for just over one-third of respondents’ programs (34%), and 16% saw increases in funding for their adult literacy programs.

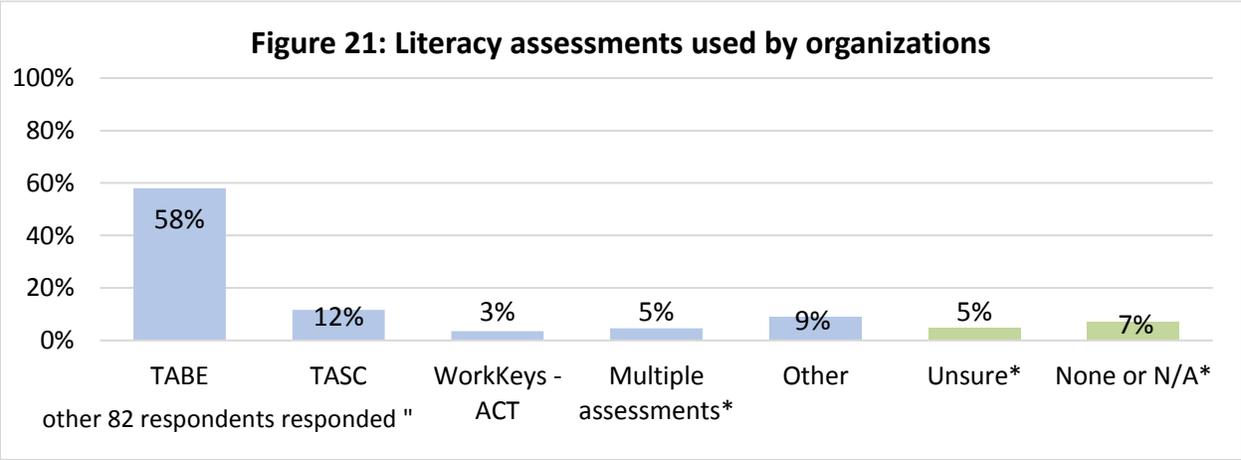


When asked to indicate which of a list of measures their organizations track, almost four-in-five reportedly track program completion (79%), and almost two-thirds track learning growth (65%). Around two-fifths track job training outcomes (42%), job placement outcomes (40%), or higher education outcomes (37%). Only 16% of respondents track the extent that low literacy is a barrier to employment or career advancement.



Given the choice to select among common literacy assessments, participants were asked to indicate the primary type of assessment used at their organization. Six respondents (7%) reported “N/A” or that they do not use a literacy assessment, and another four (5%) were unsure about the type of assessment their organization uses. Despite the share who did not know or do not use literacy assessments, a majority of respondents (58%) reported using TABE.

The next most commonly used assessment is Test Assessing Secondary Completion (TASC), which 12% of respondents reported using, followed by ACT WorkKeys. Four respondents (5%) wrote in that they use multiple assessments, which included Test of Adult Basic Education (TABE), TASC, and WorkKeys, along with ACCUPLACER, Woodcock Reading Mastery Test (WRMT), and phonetic screener. Another eight respondents (9%) reported using some “other” literacy assessment. When asked to specify, they reported using BADER, R.E.A.D, reading level test, Ventures Placement Text by Cambridge University Press, student goal achievement self-reporting survey, Portfolio, interview, and self-determined or personal sense of achievement.



Gap Analysis

When asked about their overall impressions of the resources available to support adult literacy services, 82 individuals provided usable responses. Of those responses, 63 (77%) gave their general impressions, while 16 (20%) discussed the resources available through a specific organization or program, and three (4%) discussed their impression of a specific organization from the users' perspective. Among those who gave general, overall impressions on resources for adult literacy services, a majority of respondents (60%) found the resources to be limited or lacking in some way, whether lacking in funding, specific services, or people to fill certain roles. One-in-five each reported that the available resources are adequate/fair and good/great. One individual said they do not know what the resources are, and one individual discussed the challenges of the funding process.

Figure 22: Impressions of general resources available to support adult literacy services

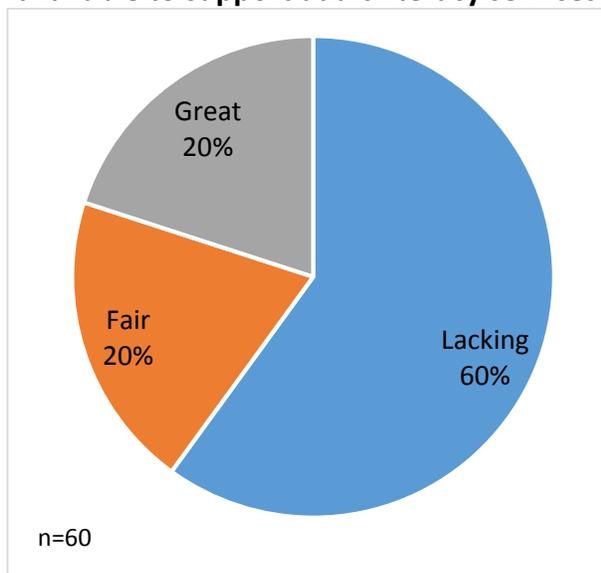
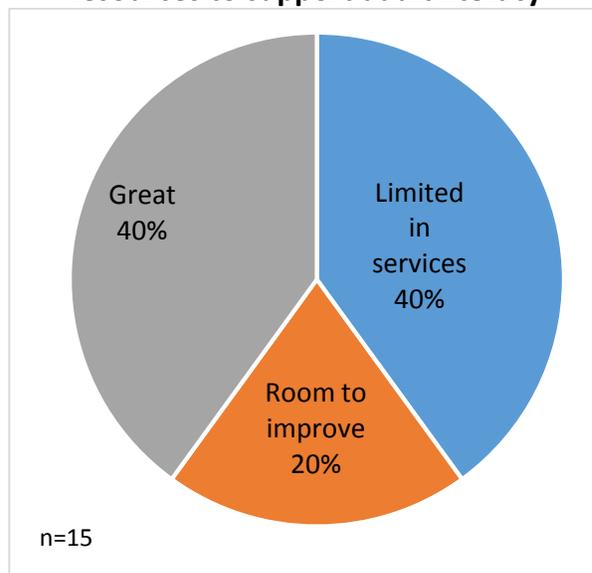


Figure 23: Impressions of organization-specific resources to support adult literacy

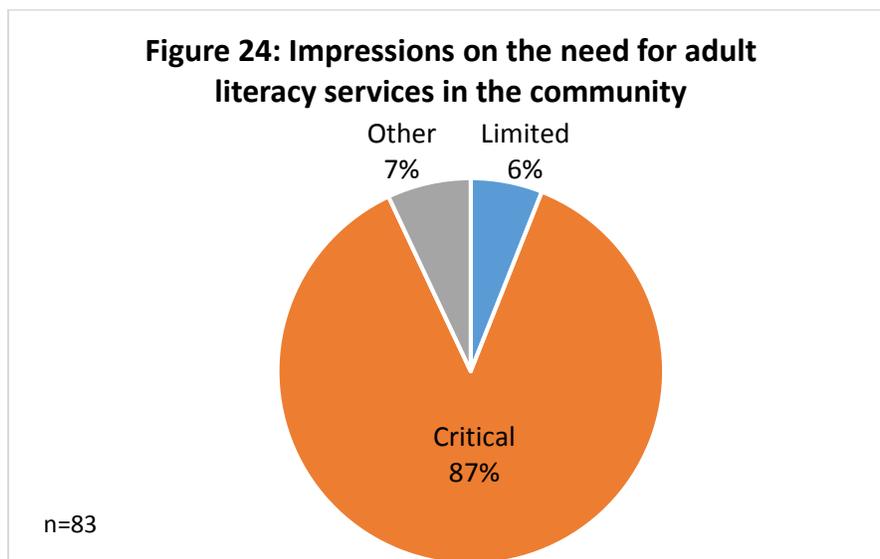


The 16 respondents who gave their impressions of the resources available through a specific program or organization, one participant discussed the funding of his or her organization. Among the other respondents, the same share of respondents - 6 (40%) each – found a specific program or organization to be limited in what it offers those in need of adult literacy services as found a program to be good or even “excellent.” Three respondents discussed organizations that were doing well but could improve in certain areas.

The three respondents who reported on the experience of resources from a user's perspective were all very pleased with the resources and opportunities available.

Survey participants were asked to share their overall impressions of the need for adult literacy services in their communities. Among the 83 respondents, most (87%) identified the need for adult literacy services to be great or critical. Five respondents (6%) reported the need to be limited, and

six individuals (7%) responded in a way that did not answer the question or the response was not discernable.



Among the 73 respondents who reported the great need for adult literacy services in their communities, some provided additional information, which is described below.

- Twelve described not only the need for adult literacy services but also the need to address barriers to accessing those services, including the stigma of illiteracy (2 respondents), lack of commitment or motivation among those who would access services (5 respondents), or other issues like transportation, child care, mental health issues, life skills, etc.
- Eight specified certain programs or populations that are in the greatest need, including ESL (6 respondents), adults with lower-level literacy needs, migrant workers,
- Three indicated the need exists but is often hidden.
- Three reported that their communities are doing well, but they need to improve to address the unmet need.
- Three discussed the need for qualified teachers in order to support those in need of adult literacy services.

Survey participants were asked to share what they feel is the most impactful change that could be made to improve adult literacy in Indiana. Three of the initial 82 respondents responded “N/A,” and five said they were not sure. The remaining 75 respondents made 97 suggestions for improving adult literacy.

The responses were fairly diverse, but the most common response was around funding, with more than one-quarter of survey participants (27%) referencing the need for more funding or better allocation of funds. The next greatest share of respondents (12%) suggested some sort of awareness building and outreach, both between organizations and their communities but also across organizations and communities around the state. Eight participants (11%) suggested the importance of addressing the expectations related to literacy outcomes, which come about more slowly than desired, and the need for standards around outcomes.

Each of the remaining ideas for impacting adult literacy was suggested by fewer than 10% of the respondents. They include addressing barriers, such as child care, transportation, accessible programs, and whole-person services; ensuring that resources exist for clients through job training and employee partnerships; finding ways to ensure program participation and completion, such as incentives and tying participation to government benefits; and program resources like technology, teachers, and mentors. Table 6 below includes the full list of themes, along with the frequency with which the theme arose in responses and more specific examples of those responses.

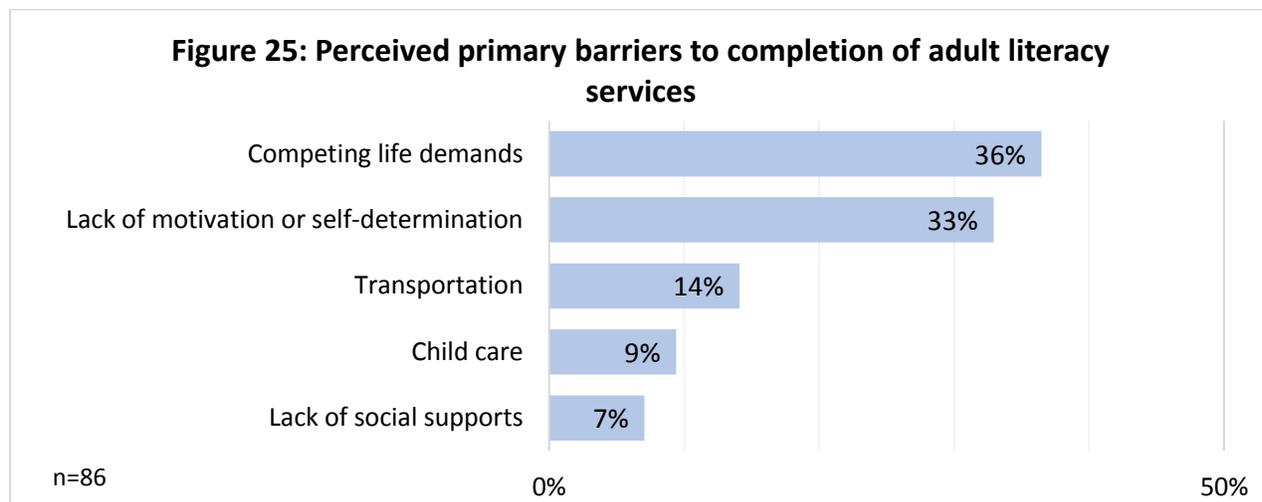
Table 6: Survey respondents' suggestions for improving adult literacy in Indiana

Response Theme	Number	Percent	Example(s)
Funding	20	27%	Funding, funding for staff, reducing competition for funding
Awareness building, outreach, communication	9	12%	Collaboration, better means of awareness and support, communication of services and resources
Addressing standards and expectations related to outcomes and testing	8	11%	Structured assessment, understanding of realistic long-term outcomes, tracking & outcomes standards
Marketing	7	9%	Advertising, publicity, campaigns
Greater access to/availability of existing resources	6	8%	Flexible hours, equal opportunities, open to all citizens
Jobs/job training	5	7%	Higher quality jobs, connections to training
More well-qualified teachers	5	7%	More teachers, trained teachers
Child care	4	5%	Opportunities for child care
Employer partnerships	4	5%	Employer buy-in and support
Specific services	4	5%	One-on-one sessions, tutoring, family literacy programs, online resources
Transportation	4	5%	Transportation for students and clients
Training opportunities	3	4%	Training for adult education staff and tutors
Technology	3	4%	Computers, internet, single web-based curriculum clearinghouse
Individualized services that address clients' whole needs	3	4%	Addressing specific all learning needs of individuals, including personal/social needs
Connecting receipt of gov't funds to literacy services	2	3%	Required participation in adult literacy programs for those receiving gov't benefits
Completion incentives	2	3%	Incentives for completing literacy programs
Mentoring	2	3%	Mentoring for students and tutors
Meeting learning needs earlier	2	3%	Addressing needs in pre-schools, schools, and homes
Skills	2	3%	Reading, math, life, and job skills
Other	4	5%	Better management of resources Removal of stigma Good support system Direct client referral from employers/orgs

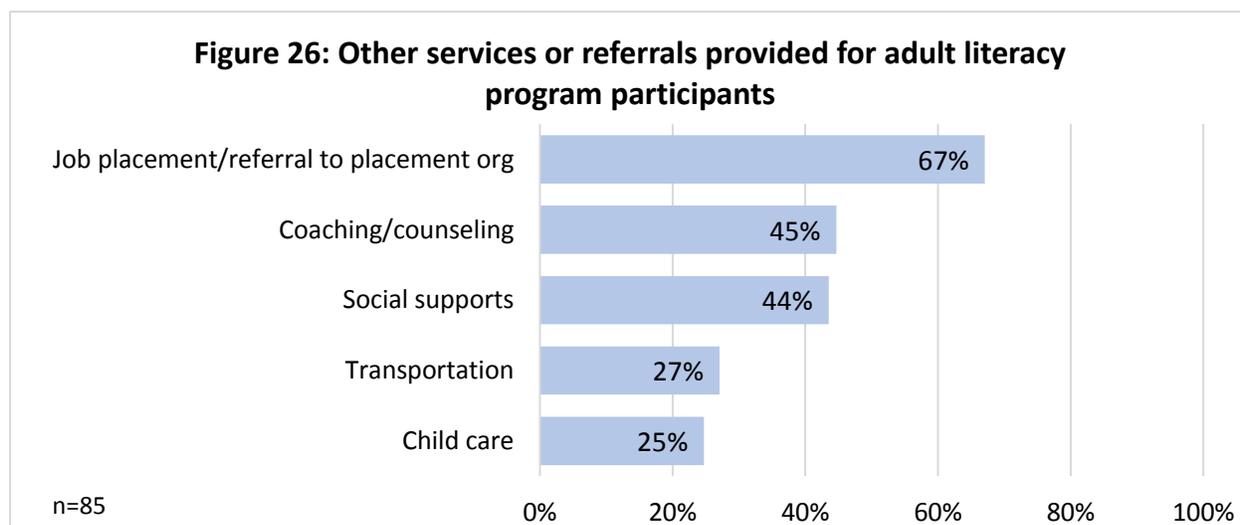
n=75

When asked about the biggest barrier to student completion of adult literacy programs by program participants, more than one-third of survey respondents (36%) indicated it is competing life

demands, while one-third indicated lack of motivation or self-determination. Smaller shares of respondents identified the greatest barrier to program completion as transportation (14%), child care (9%), or lack of social supports (7%).



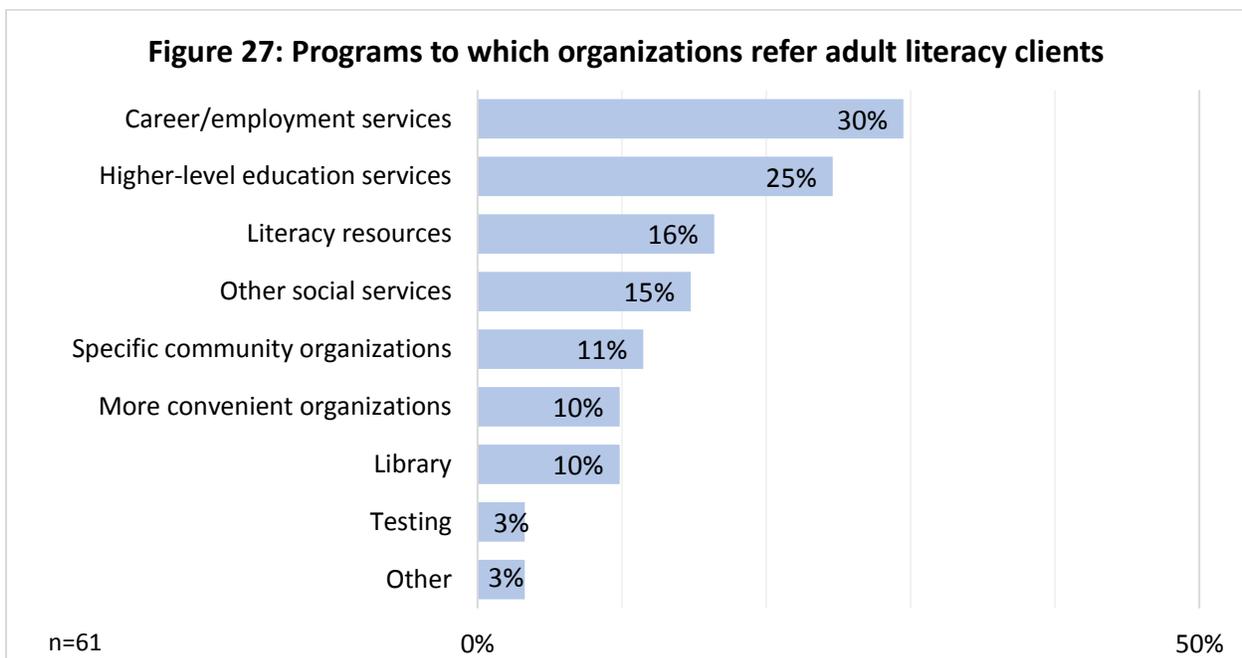
Survey participants were asked to indicate which, if any, additional services or direct referrals they provide for participants in their organizations' adult literacy programs. Two-thirds reported that their organizations provide job placement services or direct referrals to job placement organizations. Similar shares of organizations provide coaching/counseling (45%) and social supports (44%) to participants of their adult literacy programs. About one-quarter of organizations offer their program participants services or referrals for transportation (27%) and child care (25%).



Respondents were asked to what other literacy programs they refer their adult literacy clients and in what circumstances. Among the 61 respondents who answered this question, their organizations tend to refer adult literacy clients to outside organizations and services that meet the educational, employment, or other needs of the clients. This includes:

- 30% refer adult literacy clients to career/employment services for job training or employment skills.

- Among the one-quarter of respondents who shared that they refer adult literacy clients to other educational services that offer higher levels of learning, it is often when clients excelled past the level of educational services the organization could provide (e.g., HSE, ESL, post-secondary).
- 16% of participants reported referring clients to specific literacy services, often because they needed more basic literacy education than the organization could provide.
- The 15% of respondents who named other sorts of social services, such as the Township Trustee, food pantry, senior services, rehab, generally reported they refer clients to these services when they are needed.
- Specific community organizations were named by 11% of respondents, though they did not share why then refer clients to those organizations.
- One-in-ten participants refer clients to other, similar organizations that offer more convenient times or locations.
- Another 10% specifically named libraries to which they refer their clients, without providing much additional information.
- Two respondents said they refer adult literacy clients for testing services.
- The two other responses include referrals to private tutoring.



Follow-up Interviews

The Indiana Library Federation (ILF) and the Indiana Literacy Association (ILA) identified literacy service providers with deep experience and passion on the topic of adult literacy to be invited to participate in a key informant interview as part of the data collection approach of this study. Of the 15 potential key informants identified, 10 individuals were available for interview during the period of October 31 to November 3. One-on-one interviews were conducted to better understand any perceived gaps in service and to identify the extent to which individuals perceive that low literacy is a barrier to future employment and career advancement.

Do you perceive any gaps in adult literacy services? If so, what gaps?

When asked if they perceived gaps in adult literacy service, eight out of 10 people stated that they do perceive gaps. For the two that did not perceive a gap, both spoke to the services meeting the demand in their communities. The following reflects comments from those responses:

- Note enough instruction time for low literacy adults
- Awareness building, outreach, communication
- Addressing nonacademic barriers to student completion
- Marketing
- Inadequate resources for individuals with social/emotional/behavioral health needs.
- Not enough staff to meet the demand.

To what extent have you encountered that low literacy is a barrier to career advancement for participants?

When asked to what extent they have perceived that low literacy is a barrier to future employment and career advancement, nine out of ten interviewed perceive that low literacy is a barrier. Only one respondent spoke to not perceiving that low literacy is a barrier, stating that employment and career advancement are not a focus of the organization's services. The respondent also highlighted that a large portion of the adults they serve are English language learners who are working. For the remaining respondents, there were two strands of reflection: the technological nature of the job market and the length of time it takes an individual with low literacy to advance to obtain career goals.

- **The technological nature of the job market**

The strongest reflections came in reflection on the technological nature of the job market. As an individual engages in a job search, the contemporary method for application is online. One respondents stated that there were barriers to navigating the workforce in the technological age. Another respondent stated that online job applications are intimidating for low literacy individuals and that are generally intimidated by the employment process. A third respondent spoke about a student that found a job they would have really enjoyed, but the student missed out on the opportunity because the online application was too hard.

Respondents also state that the expectations in the workplace require a higher level of literacy. A respondent stated that individuals with low literacy need work where they will get additional instruction and support and that there is not such work available. Two respondents stated that there are very few jobs that do not require reading proficiency. One respondent elaborated further, stating that workers need to be able to understand large words to be successful at some of the

manufacturing jobs in the area. The respondent specifically noted the need to be able to read and comprehend safety procedures. The other respondent is involved in various workforce groups and noted that so much of the work available depends on the worker's ability to follow written instruction.

- **The length of time it takes an individual with low literacy to advance to obtain career goals.**

A little less than half of the respondents talked about the length of time it takes an individual with low literacy to advance to obtain career goals. One respondent stated that the students who are coming to the program with low literacy levels aspire to better their lives and advance their careers, but because of their low literacy it takes them longer to get where they want to go. In addition, they often face multiple barriers. The respondent stated that students start out enthusiastic, but get bogged down along the way by various barriers.

As anecdote, a respondent shared the story of a student in her 50s who was with their program for 11 years. She began at a 3rd grade reading level and obtained her high school equivalency. The respondent spoke of her success and noted that if she could have done it sooner, she could have moved up and advanced more in her career. On the opposite end, a respondent spoke to the necessary determination it takes for an individual to keep going even after they obtain their high school equivalency. The respondent emphasized that some individuals who improve their literacy still are not ready for work. The respondents reported that some students who obtain their high school equivalence and go on to WorkOne training do not pass the test. In response, the respondent sets a goal sheet for students to keep them moving toward one goal at a time.

An underlying theme for all respondents was a question around student resilience in terms of their persistence, resourcefulness, and confidence. A respondent queried "So maybe their expectations are part of the barrier." The respondent noted that students drop out of the program, but then come back. The respondent highlighted that there is a degree of persistence in coming back, but persistence lacking to stick with it and see it through. A second respondent noted that students are told that they can get their high school equivalency and it is not something students can obtain as soon as they think, especially when they are at lower literacy levels. Another respondent was unsure how much low literacy is a factor in relation to a perceived lack of resourcefulness. An additional respondent spoke to students lacking confidence to keep going.

What is the most impactful change that can be made to improve adult literacy in Indiana?

Respondents were asked to think of the most impactful change that can be made to improve adult literacy in Indiana. These responses varied based on the respondent's perspective from their backgrounds, years of experience in the work, and the communities they served. The focus of responses ranged from prevention efforts, to additional funding for general interventions, to employer targeted strategies to statewide initiatives. There was a majority focus on the need for marketing and awareness issues to combat the stigma associated with low literacy.

- **Prevention efforts**

Two respondents recommended some focused prevention efforts. One respondent spoke about starting early by providing books to children in low income families. The respondent explained that the first five years of a child's development are essential to build and stimulate the brain. The

respondent recommended that parents read 15-minutes a day to their children and noted the outcome that 15 percent of children in early reading programs during pre-school will make honor role in 3rd grade.

Another respondent noted a need for a stronger collaboration between home and school. The respondent acknowledged that parents are strapped for time and resources and recommended that additional resources be employed in the early years of education to lay a solid foundation for early literacy. In addition, any learning developmental disability could be identified earlier.

- **Additional funding**

Two respondents recommended additional funding to grow a staff team focused on adult education. One respondent stated that funds would go toward employing staff to move beyond providing literacy tutors, but to develop additional programming linking adult education to workforce development. The respondent desired additional funding to hire full-time adult education staff with specific training in adult education.

A third respondent recommended that additional funding be allocated toward digital platforms for adult learners. The respondent spoke to recent developments in literacy games for adult learners. The new game applications are unique in that they are developed specifically for adult learners and are more accessible means to keep adult learners engaged in literacy instruction.

Another respondent stated that it would be really impactful if adult literacy became a state priority. The respondent elaborated that illiteracy is the root cause of many other social concerns. Lastly, the respondent distinguished that it is not just funding that is needed, but also state leaders speaking out for the need for everyone to have access to acquire basic skills.

- **Employer-targeted strategies**

One respondent recommended engaging employers to be supportive of employee literacy. The respondent noted that many students drop out of adult literacy programs because of the competing life demand of working. Based upon experience working with employers, the respondent believes that employers would be interested in supporting opportunities for increased literacy of their staff.

A second respondent noted the business community could help out more with adult literacy education classes. As an example, the respondent shared that a discount retail employer helped with grants and scholarships for students to obtain their high school equivalency. The respondent highlighted the business community as an opportunity to think outside-the-box about ways to help individuals get jobs and move up. The respondent noted business incentive to grow the capacity of the workforce.

- **Awareness and Marketing**

A respondent stated that it would be really impactful if adult literacy became a state priority. The respondent explained that while additional funding is needed, what is also needed is the leadership of state leaders speaking out for the need for everyone to have access to support for basic skills. Referencing the focus on increasing college graduates, the respondent further explained that we need those with low literacy to be able to function at a higher level of literacy as well.

Another respondent recommended raising awareness among potential and current students. The respondent recommended building awareness that a high school equivalency is something that takes time to work towards. In addition, the respondent spoke to raising awareness around the importance of persistence to set the expectation that obtaining a high school equivalency requires the development of study habits and skills. In line with the previous respondent, a respondent recommended marketing that connects to the motivations of low literacy individuals. The respondent elaborated that the communication needs to meet people where they are to make sure that they are getting the skills that they need.

Findings

The following findings were identified.

There is a diverse landscape of adult literacy programs in Indiana.

There are a variety of types and sizes of organizations that make up the adult literacy service system in the state. Indiana, like other states, is supported with a diverse spectrum of service providers. Libraries (42%) and schools (27%) make up the largest organization type of the adult literacy providers responding to the survey. As a highlight, correctional facilities make up 5% of survey respondents. When comparing to the settings in which adult literacy programming is provided, 53% of respondents provide services in the libraries and 36% in schools. One-third of respondents provide programming in correctional institutions.

Adult literacy instruction is also provided in a diverse way. One-on-one and classroom based instruction is the most common option of service provision amongst the respondents. While, one-quarter provide adult literacy (remotely) online. There is also diversity in capacity of programs. Respondent organizations offer a range of 1 to 2 adult literacy classes per week to more than 20 classes a week.

Overall, there is a critical need for adult literacy services in respondent communities.

Survey participants were asked to share their overall impression about the need for adult literacy services in their communities. Nearly seven-eighths reported that there is a critical need for services in the community. Specifically, survey and interview respondents reported a need for programming for special populations (adults with lower-level literacy and English language learners). In addition, survey and interview respondents reported a need for qualified teachers in order to support those in need in adult literacy services. Lastly, survey and interview respondents reported a need to address additional barriers to literacy.

There is a need for increased programs for English Language Learners.

Almost three-quarters of responding organizations have English Language learning programs. On average, across all organizations reported, one-third are English language learners. While 9% of responding programs reported have English as a Second Language as a primary goal at their organization, over two-fifths reported it has a secondary goal. When reporting on the need for adult literacy services, six respondents specifically reported on a need for programs for English as a Second Language. One interview respondent reported that a large portion of the English

Language learners they serve our working. However, this cannot be inferred across all respondents.

There is a need for increased programs for individuals with lower literacy levels.

On average across all organizations reported, almost one-half of program participants (49%) are adults who are below the sixth-grade literacy level at the time of program entry. The number of hours of adult literacy instruction offered each week among respondent organizations ranges from zero to 400, an average of 51 hours per week. Of those hours, the average number of hours focused below the 6th grade literacy level was 29.6 hours per week. While their respondent organizations are currently offering programming to those with lower literacy levels, interview respondents have highlighted that individuals who are at lower literacy levels take longer to obtain a high school equivalency.

There is a need for more full-time staff, specifically for adult literacy instructors with adult education experience.

Of those responding to the survey, two-thirds reported that they have permanent programs. Yet, only 30 % of those responding had a full-time staff person as the primary staff type responsible for instruction at their organization. Interview respondents spoke to the desire to have more specialized staff with background in adult education. Of the survey respondents, only 4% required an adult education certification. Interview respondents highlighted the need for more funding to hire key staff with background in adult education to have a better coordinated and more comprehensive approach to addressing adult literacy in their communities.

There is a need for programming and program supports to address barriers to literacy.

There is a need in the current adult literacy service system for nonacademic supports to combat barriers to program completion. Specifically, individuals at lower literacy levels face barriers related to transportation, child care, and lack of social emotional supports for resilience. One-third of survey respondents indicated competing life demands as a barrier to completions. When asked about referrals to other services, 15% of respondents reported referring clients to other social services.

Low literacy is a larger barrier to future employment and career advancement.

Interview respondents reported that adults at lower literacy levels take longer to obtain their high school equivalency and other employment credentials compared to those above the 6th grade literacy level. They also reported that adults who are employed need additional social emotional supports to persist in the face of numerous barriers and competing life demands. Interview respondents reported a need for innovative instruction options for low literacy adults who work full-time or who other competing life demands. Interview respondents also reported a need for greater awareness about the impact of low literacy on quality of life outcomes, including employment and career advancement within the community of providers, state leaders, and the business community.

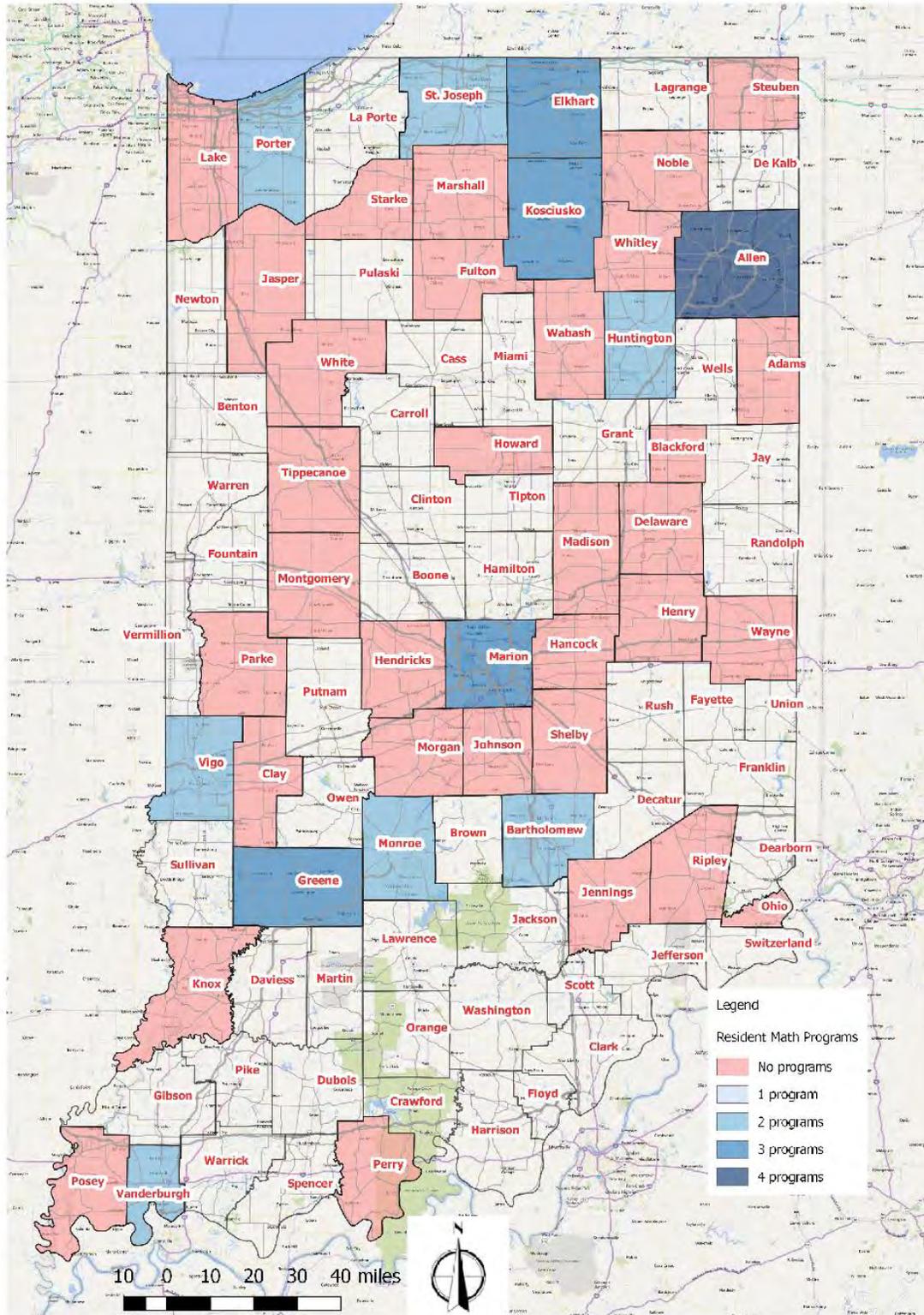
Interview respondents have recommended a comprehensive response to create awareness in the state to begin to address low literacy. Indiana is not unique in having a diverse system of providers. The diversity is a product of meeting the diverse adult literacy needs in the state. At the same time, there are cross system gaps that will require a comprehensive approach to address. In the past, a Governor appointed Adult Literacy Coalition helped spur attention and resources to adult literacy. A similar type of approach may be needed today. A comprehensive effort may include a clear vision and a built-in succession plan to keep adult literacy a part of the education and workforce development conversation. In addition, a comprehensive approach should engage all types of literacy providers, state leaders, and employers at both the State and community level.

Appendix A: Full List of Responding Organizations

180 Skills
A.K. Smith Adult Education
Adams Public Library System
Adult Ed South Bend, Elkhart
Alexandria-Monroe Public Library
Allen County Community Corrections
Anderson Public Library
Area 30 Career center
Argos Public Library
Aurora Public Library District
Bartholomew Consolidated School Corp.
Bartholomew County Public Library
Barton Rees Pogue Memorial Library
Batesville Memorial Public Library
Bedford Public Library
Bell Memorial Public Library
Benton County Public Library
Bloomfield-Eastern Greene County Public Library
Blue River Career Programs
Boonville-Warrick County Public Library
Broadview Learning Center
Brown County Public Library
Brownstown Public Library
Cambridge City Public Library
Camden Library
Center of Workforce Innovations, Inc.
Centerville-Center Township Public Library
Central Nine Career Center
Clayton-Liberty Twp. Public Library
Clinton Public Library
Crawfordsville Adult Resource Academy
Crawfordsville District Public Library
Delphi Public Library
Earl Park Public Library
Eckhart Public Library
Education Center of Rising Sun
Elkhart Community Schools
Evansville State Hospital
Evansville Vanderburgh Public Library
Fairmount Public Library
Fort Wayne Adult Education
Fort Wayne Community Schools
Francesville-Salem Township Public Library
Frankfort Community Public Library
Franklin County Public Library District
Fulton County Public Library
Garrett Public Library
GOALS Academy
Greensburg-Decatur County Public Library
Hagerstown Jefferson Township Library
Hamilton North Public Library
Hancock County Public Library
Hartford City Public Library
Hoosier Hills Literacy League
Horizon Education Alliance Adult Pathways
HSE Adult Education
Huntington County Literacy Coalition
Hussey-Mayfield Memorial Public Library
Impact Institute
Indiana Department of Correction
Indiana Department of Workforce Development
Indiana State Library
Indy Reads
Interlocal Association
Jasper County Public Library
Jefferson County Public Library
Jeffersonville Township Public Library
Jennings County Education Center
Jennings County Public Library
John Hinds Career Center
Johnson County Public Library
Knox County Public Library
Kosciusko Literacy Services
La Porte County Public Library
LaCrosse Public Library
Lafayette Adult Resource Academy
Lake County Public Library
Lake Ridge Adult Education
Learn More Center
Lebanon Public Library
LIFT- Labor Institute For Training
Ligonier Public Library

Literacy Coalition of Greene County, Inc.	READ La Porte County, Inc.
Literacy Coalition of Kokomo-Howard County, Inc.	Region 4 Workforce Board/Tecumseh Area Partnership
Literacy Volunteers of White County	River Valley Resources
Marian University	Roanoke Public Library
McDowell Education Center	Rockville Public Library
Melton Public Library	Saint Joseph County DuComb Center
Merrillville Adult Education	Sara Z. Gutting LLC
Michigan City Public Library	School City of Hammond
Middlebury Community Public Library	Shelby County Public Library
Milford Public Library	South Bend Community School Corporation - Adult Education
Mishawaka-Penn-Harris Public Library	South Whitley Community Public Library
Monroe County Public Library	Starke County Public Library
Monterey-Tippecanoe Public Library	Steuben County Literacy Coalition
Mooreville Public Library	Sullivan County Public Library
Morgan County Public Library	Syracuse-Turkey Creek Township Public Library
Morrisson-Reeves Library	The Literacy Alliance of Fort Wayne
MSD of Warren Township Adult Education	The Literacy Center
MSD of Washington Township Adult Education	Thorntown Public Library
MSD of Wayne Township Adult Education	Turning Point Education Center
Muncie Area Career Center	Tyson Library
Muncie Public Library	Vermillion County Public Library
Nappanee Public Library	Vigo County Public Library
Neighbors Educational Opportunities, Inc.	Vigo County School Corp
New Castle Correctional Facility	Vincennes University
New Castle-Henry County Public Library	Wakarusa-Olive, Harrison Township Public Library
North Judson Wayne Township Public Library	Walkerton-Lincoln Twp. Public Library
North Webster Community Public Library	Walton Public Library
Northern Indiana Workforce Board, Inc.	Wanatah Public Library
Oakland City Columbia Township Public Library	Warsaw Community Public Library
Oakland City University	Warsaw Community Schools/Warsaw Adult Education
Osgood Public Library	Washington Carnegie Public Library
Otterbein Public Library	Washington Township Public Library
Parke Vermillion Adult Education	Wells County Public Library
Peabody Public Library	West Lafayette Public Library
Perry County Public Library	Westfield Washington Public Library
Plainfield-Guilford Township Public Library	Whiting Public Library
Plymouth Public Library	Whitley County Literacy Council
Poseyville Carnegie Public Library	Willard Library
Princeton Public Library	Wolcott Community Public Library
Pulaski County Public Library	WorkOne/Vincennes University
Putnam Adult Literacy Services (PALS)	Yorktown Public Library
Putnam County Public Library	
RALC/Jasper County Adult Learning Center - Rensselear	

Appendix D: Map of Respondent Math Programs by County



Appendix E: List of Respondent Reading Programs by County

Organization Name	County
Adams Public Library System	Adams
Allen County Community Corrections	Allen
Fort Wayne Adult Education	Allen
Fort Wayne Community Schools	Allen
The Literacy Alliance of Fort Wayne	Allen
Bartholomew Consolidated School Corp.	Bartholomew
McDowell education Center	Bartholomew
Earl Park Public Library	Benton
Otterbein Public Library	Benton
Hartford City Public Library	Blackford
Hussey-Mayfield Memorial Public Library	Boone
Walton Public Library	Cass
GOALS Academy	Clay
Washington Carnegie Public Library	Daviess
Aurora Public Library District	Dearborn
Hoosier Hills Literacy League	Dearborn
Muncie Area Career Center	Delaware
Elkhart Community Schools, Adult Education	Elkhart
Horizon Education Alliance Adult Pathways	Elkhart
Middlebury Community Public Library	Elkhart
Wakarusa-Olive, Harrison Township Public Library	Elkhart
Rochester Area Literacy Council	Fulton
Fairmount Public Library	Grant
Bloomfield-Eastern Greene County Public Library	Greene
Literacy Coalition of Greene County, Inc.	Greene
Turning Point Education Center	Greene
Hancock County Public Library	Hancock
Clayton-Liberty Twp. Public Library	Hendricks
New Castle-Henry County Public Library	Henry
Literacy Coalition of Kokomo-Howard County, Inc.	Howard
Huntington Co. Literacy Coalition	Huntington
Learn More Center	Huntington
Learn More Center	Wabash
Jasper County Public Library	Jasper
Jennings County Education Center	Jennings
Central Nine Career Center	Johnson
Knox County Public Library	Knox
Vincennes University	Knox
Bell Memorial Public Library	Kosciusko
Kosciusko Literacy Services	Kosciusko
Warsaw Community Public Library	Kosciusko
Warsaw Community Schools/Warsaw Adult Education	Kosciusko
School City of Hammond	Lake
A.K. Smith Adult Education	LaPorte

La Porte County Public Library	LaPorte
Michigan City Public Library	LaPorte
READ La Porte County, Inc.	LaPorte
Wanatah Public Library	LaPorte
John Hinds Career Center	Madison
Indy Reads	Marion
MSD of Warren Township Adult Education	Marion
Washington Township Adult Education	Marion
Wayne Township Adult Education	Marion
Plymouth Public Library	Marshall
Broadview Learning Center	Monroe
Monroe County Public Library	Monroe
Crawfordsville Adult Resource Academy	Montgomery
Mooreville Public Library	Morgan
Morgan County Public Library	Morgan
Impact Institute	Noble
Education Center of Rising Sun	Ohio
Rockville Public Library	Parke
Perry County Public Library	Perry
Center of Workforce Innovations, Inc	Porter
NEO Adult Education	Porter
Poseyville Carnegie Public Library	Posey
Putnam Adult Literacy Services (PALS)	Putnam
Putnam County Public Library	Putnam
Tyson library	Ripley
Blue River Career Programs	Shelby
Adult Ed South Bend, Elkhart	St. Joseph
St. Joseph County Community Corrections - DuComb Center	St. Joseph
North Judson Wayne Township Public Library	Starke
Starke County Public Library	Starke
Steuben County Literacy Coalition	Steuben
Sullivan County Public Library	Sullivan
Lafayette Adult Resource Academy (LARA)	Tippecanoe
Monterey-Tippecanoe Public Library	Tippecanoe
Evansville State Hospital	Vanderburgh
Evansville Vanderburgh Public Library	Vanderburgh
The Literacy Center	Vanderburgh
Clinton Public Library	Vermillion
Vigo County Adult Education	Vigo
Vigo County School Corporation	Vigo
Cambridge City Public Library	Wayne
Literacy Volunteers of White County	White
Peabody Public Library	Whitley
Whitley County Literacy Council	Whitley

Appendix F: List of Respondent Math Programs by County

Organization Name	County
Adams Public Library System	Adams
Allen County Community Corrections	Allen
Fort Wayne Adult Education	Allen
Fort Wayne Community Schools	Allen
The Literacy Alliance of Fort Wayne	Allen
Bartholomew Consolidated School Corp.	Bartholomew
McDowell education Center	Bartholomew
Hartford City Public Library	Blackford
GOALS Academy	Clay
Muncie Area Career Center	Delaware
Indiana Department of Workforce Development	DWD
Elkhart Community Schools Community Education	Elkhart
Elkhart Community Schools, Adult Education	Elkhart
Horizon Education Alliance Adult Pathways	Elkhart
Rochester Area Literacy Council	Fulton
Bloomfield-Eastern Greene County Public Library	Greene
Literacy Coalition of Greene County, Inc.	Greene
Turning Point Education Center	Greene
Interlocal Association	Hancock
Clayton-Liberty Twp. Public Library	Hendricks
New Castle-Henry County Public Library	Henry
Literacy Coalition of Kokomo-Howard County, Inc.	Howard
Huntington Co. Literacy Coalition	Huntington
Learn More Center	Huntington
Jasper County Public Library	Jasper
Jennings County Education Center	Jennings
Central Nine Career Center	Johnson
Vincennes University	Knox
Kosciusko Literacy Services	Kosciusko
Warsaw Community Public Library	Kosciusko
Warsaw Community Schools/Warsaw Adult Education	Kosciusko
School City of Hammond	Lake
A.K. Smith Adult Education	LaPorte
La Porte County Public Library	LaPorte
Michigan City Public Library	LaPorte
READ La Porte County, Inc.	LaPorte
John Hinds Career Center	Madison
MSD of Warren Township Adult Education	Marion
Washington Township Adult Education	Marion
Wayne Township Adult Education	Marion

Plymouth Public Library	Marshall
Broadview Learning Center	Monroe
Monroe County Public Library	Monroe
Crawfordsville Adult Resource Academy	Montgomery
Morgan County Public Library	Morgan
Impact Institute	Noble
Education Center of Rising Sun	Ohio
Rockville Public Library	Parke
Perry County Public Library	Perry
Center of Workforce Innovations, Inc	Porter
NEO Adult Education	Porter
Poseyville Carnegie Public Library	Posey
Tyson library	Ripley
Blue River Career Programs	Shelby
Adult Ed South Bend, Elkhart	St. Joseph
St. Joseph County Community Corrections - DuComb Center	St. Joseph
North Judson Wayne Township Public Library	Starke
Steuben County Literacy Coalition	Steuben
Lafayette Adult Resource Academy (LARA)	Tippecanoe
Evansville State Hospital	Vanderburgh
The Literacy Center	Vanderburgh
Vigo County Adult Education	Vigo
Vigo County School Corporation	Vigo
learn more center	Wabash
Cambridge City Public Library	Wayne
Literacy Volunteers of White County	White
Whitley County Literacy Council	Whitley

End Notes

- ⁱ United States Department of Labor, WIOA Overview. *Workforce Innovation and Opportunity Act*. Available at URL <https://www.doleta.gov/WIOA/Overview.cfm>.
- ⁱⁱ Source: Bureau of Labor Statistics, Current Population Survey, January 2016 - December 2016 averages.
- ⁱⁱⁱ United States Department of Labor, WIOA Overview. *Workforce Innovation and Opportunity Act*. Available at URL <https://www.doleta.gov/WIOA/Overview.cfm>.
- ^{iv} Indiana Department of Workforce Development program statistics available at URL <http://www.nrsweb.org/reports>
- ^v *Senate Enrolled Act No. 108. 2017 (IN)* Section 9 (b). Senate Bill 108, enacted in the 2017 session of the Indiana General Assembly included a requirement for the Indiana Department of Workforce Development to commission a study that will “identify reading and math literacy programs (or the portion of programs) that exist throughout Indiana and serve adults who are at least eighteen (18) years of age and identify for each program:(1) the types of services offered;(2) the number of people served on an annual basis through each service offered;(3) the source and amount of funding;(4) the number of staff;(5) the estimated unmet need;(6) to what extent a program tracks employment and further job training and higher education outcomes; and(7) the extent to which low literacy is a barrier to future employment and career advancement.” Available at URL <https://iga.in.gov/legislative/2017/bills/senate/108> .
- ^{vi} Lynn B. Jenkins and Irwin S. Kirsch, *Adult Literacy in Indiana: Results of the State Adult Literacy Survey*, (Educational Testing Service, 1994). page 1. Retrieved from https://nces.ed.gov/naal/pdf/state_summaries/Indianapolis.pdf;
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- ^{vii} National Research Council. (2005). *Measuring literacy: Performance levels for adults*. Committee on Performance Levels for Adult Literacy, R.M. Hauser, C.F. Edley, Jr., J.A Koenig, and S.W. Elliott, editors. Board on Testing and Assessment, Center for Education. Division of Behavioral

and Social Sciences and Education. Washington, DC: The National Academies Press. pages 19-20.

- ^{viii} Kirsch, I. S., Jungeblut, A., Jenkins, L & Kolstad, A.(2002). Adult Literacy in America: A First Look at the Findings of the National Adult Literacy Survey. *National Center for Education Statistics* (Third Edition). page xi. Retrieved from <https://nces.ed.gov/pubs93/93275.pdf>.
- ^{ix} National Center for Education Statistics. What is NAAL? *National Assessment of Adult Literacy*. Retrieved from <https://nces.ed.gov/naal/>.
- ^x Samuelson, J. A. & Faddis, C. R. (1986) *Indiana Adult Literacy Initiative Replication Guide*. Indiana State Department of Public Instruction, Indianapolis Division of Adult Community Education. page 3.
- ^{xi} Samuelson, J. A. & Faddis, C. R. (1986) *Indiana Adult Literacy Initiative Replication Guide*. Indiana State Department of Public Instruction, Indianapolis Division of Adult Community Education. page 3.
- ^{xii} Samuelson, J. A. & Faddis, C. R. (1986) *Indiana Adult Literacy Initiative Replication Guide*. Indiana State Department of Public Instruction, Indianapolis Division of Adult Community Education. pages 11-16.
- ^{xiii} State of Indiana's Next Level Jobs Agenda is available at URL: www.nextleveljobs.org