



NRS Fast Facts

Adult Education Personnel

Background

In PY 2012–13, states began collecting and reporting data to the National Reporting System (NRS) on paid teacher years of teaching experience in adult education and their certification credentials. Due to volunteer data not being collected, this Fast Facts focuses on paid adult education personnel to present a national picture of the roles, status, and select characteristics of those personnel in PY 2012–13.

Roles and Status of Paid Adult ED Personnel

There were 67,293 full- and part-time adult education personnel, including teachers, para-professionals, counselors, local administrators, and state administrators in PY 2012–13. For comparison, in PY 2008–09, there were 87,201 paid personnel, indicating a decrease of 23 percent. This decreasing trend was exhibited across all types of personnel, with the greatest drop occurring among para-professionals (29 percent). The following table illustrates the general change in paid personnel in the last four years.

Breakdown of Paid Adult Education Personnel
(PY 2008–09 to PY 2012–13)

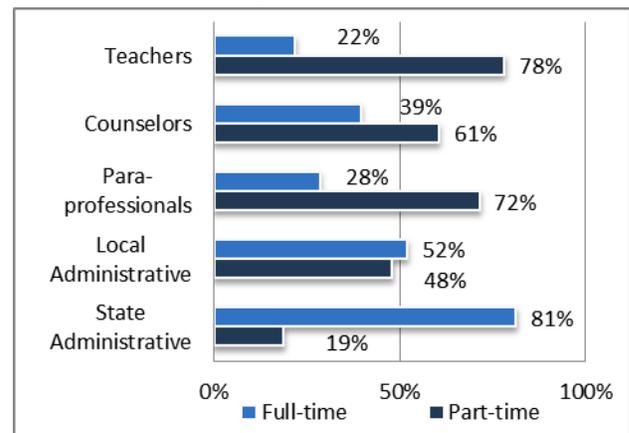
Type	2008–09	% Total	2012–13	% Total	Total % Change
Teachers	65,255	75%	48,724	72%	-25%
Counselors	1,938	2%	1,825	3%	-6%
Para-professionals	9,198	11%	6,576	10%	-29%
Local Administrative	10,338	12%	9,746	14%	-6%
State Administrative	472	1%	422	1%	-11%
Total	87,201	100%	67,293	100%	-23%

Although there was a drop in the number of adult education personnel, the proportion of staff in each role remained constant. Teachers continued to make up the largest share (72 percent) of the paid adult education personnel in PY 2012–13, similar to their proportion in PY 2008–09 (75 percent). State administrators constituted the smallest group (1 percent) in both years.

There was a disparity in status between the groups when looking at specific staff roles. In PY 2012–13,

most teachers (78 percent), counselors (61 percent), and para-professionals (72 percent) were part-time. In contrast, the majority of state administrators (81 percent) were full-time. Local administrators were almost equally as likely to be part-time as full-time.

Percentage of Paid Staff with Full- or Part-time Status by Role (PY 2012–13)



Adult Education Teacher Characteristics

With the new NRS reporting requirements, national data are available for the first time in PY 2012–13 on paid teachers' years of teaching experience in adult education and on their teaching certification. The remainder of this Fast Facts provides findings on the experience and certification of paid teachers overall, and by full- and part-time status.

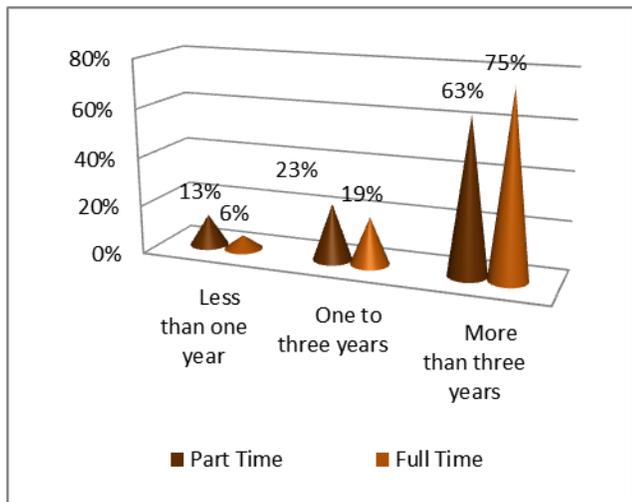
Adult Education Teaching Experience. For NRS reporting, experience is defined as the total number of years a paid teacher has taught in adult education. The categories of experience used in reporting include:

- Less than one year;
- One to three years; and
- More than three years.

In PY 2012–13, the majority (66 percent) of paid teachers had more than three years of experience in adult education, followed by 22 percent of teachers with one to three years of experience and 11 percent with less than a year of experience. This pattern was consistent regardless of full- or part-time status; however, a higher percentage of full-time teachers had

more than three years of experience (75 percent) than did part-time teachers (63 percent), while a higher percentage of part-time teachers had less than one year of experience (13 percent) when compared to full-time teachers (6 percent).

Percentage of Paid Teachers' with Various Years of Experience in Adult Education, by Status, for PY 2012 – 2013



Teacher Certification. Beginning in PY 2012–13, five certification categories were reported on to NRS:

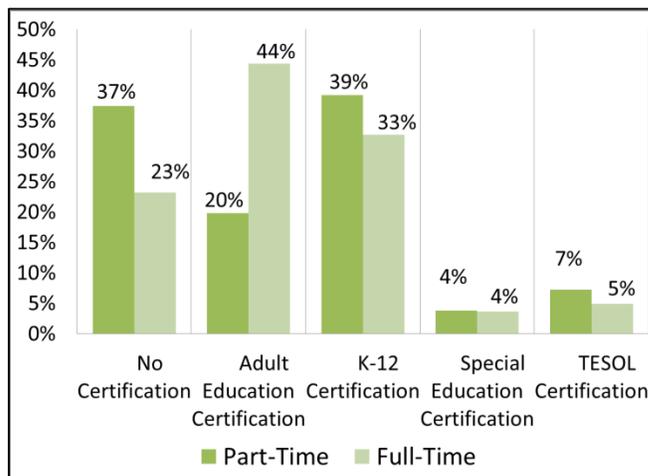
- No certification;
- Adult Education Certification—a credential recognized by the State that focuses on teaching adult education students;
- K-12 Certification—a credential recognized by the State that focuses on teaching children;
- Special Education Certification—a credential recognized by the State that focuses on teaching children or adults with disabilities or special needs; and
- TESOL Certification—a credential recognized by the State that focuses on teaching English to speakers of other languages.

Similar to teaching experience, most (73 percent) paid adult education teachers were certified in PY 2012–13. The most common types of certification held were in K-12 (38 percent of teachers) and Adult Education (25 percent of teachers). TESOL and Special Education certifications were held by a much smaller percentage of teachers (7 and 4 percent, respectively).

A higher percentage of full-time teachers were certified (86 percent) in comparison to part-time teachers (70 percent), although the majority of part-

time teachers were certified. This difference appears to be driven by the higher rates of Adult Education certification among full-time teachers. As shown below, twice as many full-time teachers had an Adult Education certification (44 percent) than part-time teachers (20 percent).

Percentage of Paid Teachers with Various Types of Certifications, by Status, for PY 2012 – 2013



Technical Notes

The base number used for percentages of teachers in each category of years of experience and certification is the total number of teachers—overall, full-, or part-time—as reported to NRS. Note also that teachers with more than one type of certification may be reported under each type of certification held; however, teachers are only counted once in each percentage cited.

Resources

- To learn more about the adult education and literacy programs of the USED, go to the Department's [Division of Adult Education and Literacy](http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html) at <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html>.
- To learn more about the National Reporting System, see the [web site](http://www.nrsweb.org) at www.nrsweb.org.

Contact Us

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