

# Impact of Comprehensive Intake Services on the Progress of Adult Education and Literacy Students

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## Agenda

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Introduction

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Research Questions

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Methods

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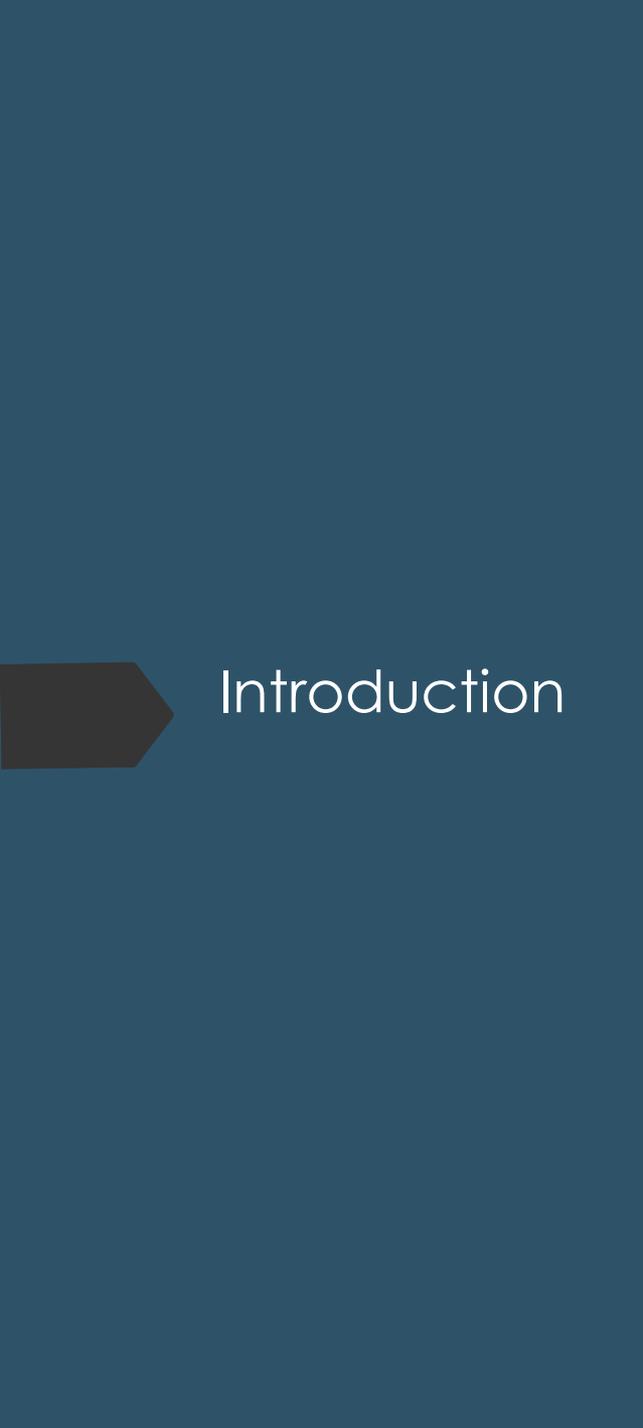
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## Introduction

Comprehensive intake services (CIS) including teachers conducting orientations, new students speaking with current or former program participants, one on one interviews between teachers and students, and discussing positive and negative prior educational experiences have been found in prior studies to improve student performance in the Adult Education and Literacy (AEL) program.



## Background & Study Purpose

- The AEL orientation process and the first three weeks of class instruction (also referred to as 'intake') can be critical in helping students establish goals, manage program expectations, and feel connected to peers and instructors (Nash & Kallenbach, 2009).
- Factors including a feeling of community, a clear purpose, and a sense of stability have been found to improve engagement, retention, and in some instances also student performance (Nash & Kallenbach, 2009).
- The aim of this study was to determine if certain types of services provided during intake may result in positive performance outcomes for Texas AEL students.



## Research Questions

- **Research Question 1 (RQ1):** Is there a significant difference in the average number of gains, average number of high school equivalency (HSE) tests passed, or average number of days to receive a gain between providers who offered different levels of CIS?
- **Research Question 2 (RQ2):** Are there combinations of specific CIS that show a significant difference in the average number of gains, average number of HSE tests passed, or average number of days to receive a gain?

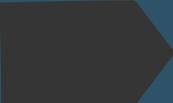


## Methods: Description & Study Design

- **Study Population:** AEL participants between Jul 2018 – Jun 2019
- **Study Design:** Quasi-experimental study with a matched pairs design
  - Students matched on 26 demographic characteristics

## Methods: Data Collection

- Providers were sent a survey asking about the types of intake services offered to students
- The results (from 26 out of 98 providers) were used to divide the students into two sets of groups with two levels in each group
  - Set 1 - Intensive: 75% or more of services received were CIS
  - Set 1 - Moderate: 45% - 74% of services received were CIS
  - Set 2 - CIS: All services offered were Intensive
  - Set 2 - Non-CIS: No Intensive level services offered
- AEL Student data was collected from the database operated by the Texas Workforce Commission that houses AEL program data



## Methods: Data Analysis

- A series of t-tests were run to compare the means between the two groups for the number of gains received, the number of HSE tests passed, and the number of days to receive a gain
- Data from 26 of the 38 survey questions were used to run all analysis
- Overall Analysis: Used data from 26 of the 38 survey questions to answer RQ1
- 75<sup>th</sup> Percentile Subset: Used varying combinations of seven to 12 of the 26 selected survey questions to answer RQ2
- Largest Effect Sizes Subset: Used four of the 26 selected survey questions to answer RQ2
- Literature Review Subset: Used eight of the 26 selected survey questions to answer RQ2

# Results

	Average # of Gains	Average # of HSE Tests Passed	Average # of Days to Receive Gain
<b>Overall Analysis</b>			
Intensive	1.14*	<b>3.05*</b>	<b>75.10*</b>
Moderate	<b>1.19*</b>	2.50*	91.54*
Sample Size	4,312	4,312	4,312
<b>75th Percentile Subset</b>			
Intensive	<b>1.30*</b>	<b>2.85*</b>	<b>69.64*</b>
Moderate	1.18*	2.51*	107.38*
Sample Size	4,220	5,610	11,212
<b>Largest Effect Sizes Subset</b>			
CIS	<b>1.16</b>	<b>2.85*</b>	<b>76.16*</b>
Non-CIS	1.15	2.43*	128.98*
Sample Size	7,306	7,306	7,306
<b>Literature Review Subset</b>			
CIS	<b>1.14</b>	<b>2.57</b>	<b>58.76*</b>
Non-CIS	1.12	2.20	121.29*
Sample Size	1,370	1,370	1,370

\*Statistically significant difference

## Discussion

- Overall we found that students who received more CIS achieved a higher number of gains, completed more HSE tests, and received a gain in a shorter amount of time than students with low levels of CIS
- Differences for the number of gains received between the service levels were minimal which could be due to program policy that states only one official gain is needed per year
- We received survey data back from only 27% of providers statewide therefore the results are not generalizable to the state as a whole

## Discussion

### **Average Number of HSE Tests Passed (3.05 tests) – Students received at least 75% of the following services**

- Small orientation class size (one to 10 students)
- Classes begin within one week of orientation
- Students get one-on-one interviews with program staff
- Students participate in activities together and meet teachers during orientation
- Students speak with current or former AEL students
- Discussing positive/negative prior educational experiences
- Setting goals and planning specific gains
- Students given details about the academic portion of the program as well as available support services
- Provider offers either managed enrollment (once classes begin, no new students may enroll) or hybrid managed enrollment (students may enroll and enter classes at specified intervals)

## Discussion

### **Average Number of Days to Receive Gain (58.76 days) – Students received each one of these services**

- Meeting teachers during orientation
- Speaking with current or former AEL students
- Discussing positive/negative prior educational experiences
- Development of the individual training, education, and career plan
- Initial goal setting and identifying a planned gain
- Identifying SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) goals
- Collecting information about student's learning styles



## Discussion

- Our findings will be shared with the AEL program's grantees through an email summarizing the findings along with a link to the detailed study report on our agency's website
- Future research may examine how CIS impact distance learning students and their program performance



## Conclusion

- In conclusion, we found that providing as many in-depth services as possible may help students feel more engaged and achieve positive results throughout their program journey



Questions?

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