Transforming Adult Education to Better Prepare Adult Learners to Successfully Transition to Postsecondary Education and Training

Office of Vocational and Adult Education (OVAE)
U.S. Department of Education
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Thank you to our partners
Welcome

Brenda Dann-Messier
Assistant Secretary
Office of Vocational and Adult Education
U.S. Department of Education
Integrating Adult Basic Education and Postsecondary Training: The Big Picture

Barbara Endel, PhD
Accelerating Opportunity Program Director
Jobs for the Future
Key Presentation Points

• Overview of Accelerating Opportunity

• State Policies and Transformational Efforts

• Instructional Reforms
A Need for Pathways to Marketable Credentials

- 93 million adults with basic or below basic literacy
- 13% of adults ages 25-64 have less than a high school credential
- 29% have a high school credential but no college.

- By 2018, only 36 percent of total jobs will require workers with just a high school diploma or less
- Since 1979, investments in adult education and workforce development programs have declined in real terms by more than 70%.
- Postsecondary credentials are the gateway to family-supporting wages; these credentials are critical to breaking the intergenerational transmission of poverty in America.
Accelerating Opportunity

• Managed by Jobs for the Future

• Partners include:
  o National College Transition Network
  o National Council for Workforce Education
  o Washington State Board for Community and Technical Colleges
Accelerating Opportunity: $20 Million Dollar Initiative

• Multiple foundation partners
• Four-year initiative (Oct. 2010 - Oct. 2014)
• Goals:
  o 8 Implementation states (AR, GA, IL, KS, KY, LA, MS, and NC)
  o Testing integrated basic skills instructional model in 50 community colleges
  o State policy framework
  o Program costs
  o Evidence to build a national movement
Accelerating Opportunity: Opportunity for High Impact
Ambitious Transformation Efforts

• Commitment to over 20,000 credentials by 2015

• Robust state policy agendas being developed focusing on low-wage, underprepared adults in all 8 states

• State and college pedagogical transformation by linking Adult Basic Education with Career and Technical Education courses

• States and colleges are leveraging professional development to influence culture shift

• Commitment to working with employers - states are aligning AO career pathways credentials to the labor market more than ever before

• Create a National Movement around I-BEST
Accelerating Opportunity: Major Policy Reforms

**Illinois:**
- ABE included in state performance funding framework
- First ever integrated State Workforce Strategic Plan (Academics, CTE, Adult Ed, Workforce)

**Kentucky:**
- Scaled to all 16 system community colleges in 1 year by leveraging state workforce/ABE dev dollars
- Intensive use of labor market information (Dynamic Skills Audit) to map curriculum to employer demand

**Kansas:**
- Using *JFF Braided Funding Toolkit* to finance career pathways with very broad state and local agency buy-in
Accelerating Opportunity: Key Instructional Reforms

**Advancing Pedagogy:**
- Students without a GED/Diploma have access to college courses

**Acceleration:**
- Integration of basic skills and career/technical education

**Options and Opportunity:**
- Stackable credentials - career ladders and lattices
- Use of labor market information to identify in-demand credentials

**Ongoing support:**
- Embedded, comprehensive student supports, including counseling, career guidance, academic supports, and referral services
Promising Model: Washington’s Integrated Basic Education and Skills Training (I-BEST)
Streamlined Adult Education Pathways

Accelerated and Integrated ABE and GED programs
- Career exploration
- Contextualized learning
- Skill-building for postsecondary/career success
- College and career counseling

Articulated Career Pathways
- Accelerated skill-building integrated with credit coursework
- Support through gate-keeper courses
- Intensive transition counseling

Stackable Credentials with Labor Market Value
- Comprehensive supplemental services
- Intensive counseling
- Flexible program options
- Job placement

More Adult Learners Succeeding in ABE to Credential Pathways
Thank You!

Contact information:

Barbara Endel
Jobs for the Future
bendel@jff.org
859-640-4296

Accelerating Opportunity's Website:
http://www.acceleratingopportunity.org/
Transforming Reading Instruction to Prepare Adult Learners for the Transition to Postsecondary Education

Judith A. Alamprese
Principal Scientist
Abt Associates
Focus of today’s presentation

- Overview of Abt Associates’ research
- Key findings and examples of promising practices
- Conclusions
Overview

• Funded by the US Department of Education/OVAE

• Conducted review of literature, current initiatives in college and career readiness standards, and GED 2014® requirements

• Identified gaps between:
  o College students’ skills at enrollment and academic demands of postsecondary courses
  o GED-level reading instruction and reading demands of entry-level, postsecondary courses

• Examined five programs’ promising practices for improving reading instruction to facilitate low-skilled adults’ success in postsecondary courses
Factors to Consider for Reading Success in Postsecondary Education

Academic literacy demands

Psychosocial skills, self-direction, self-efficacy, perseverance

Career and college knowledge and goals
Factors to Consider for Success in Postsecondary Education

• Can Meet Academic Reading and Writing Demands
  o Critical thinking/comprehension (summarization, synthesis, evaluation)
  o Read and process complex texts, range of texts
  o Have depth of background knowledge
  o Can apply information, concepts to different situations
  o Strong oral and written communication skills
  o Can manage multiple courses/subjects
  o Can navigate using the Internet and other communication technologies
Factors to Consider for Success in Postsecondary Education (Continuation)

• Have Developed Non-Academic Skills and Dispositions
  o Psychosocial skills: note-taking, time management, study skills
  o Are self directed, self-regulated
  o Are motivated, have self-efficacy
Factors to Consider for Success in Postsecondary Education

- Have Career and College Knowledge and Goals
  - Understand local labor market; skills and knowledge required for jobs in labor market
  - Understand educational requirements of jobs
  - Have set goals for education and career
Approaches to Reading Instruction for Postsecondary Success

- Integrate reading and writing instruction (e.g. teach in context)
  - Teach reading/writing as part of occupational instruction
  - Integrate occupational themes into basic skills instruction

- Develop background knowledge purposefully

- Emphasize higher-order skills (summarization, synthesis, evaluation, interpretation)

- Use varied forms of texts (occupational texts, historical novels)

- Model college courses in types of assignments, independent work
Conclusions

• Agreement about:
  o Reading skills to strengthen (e.g., summarization, synthesis, evaluation)
  o Need to engage learners with wider range of reading materials
  o Development of background knowledge
  o Integration of reading and writing; need to understand optimal processes for integration
  o Research needed to identify effective strategies for teaching

• Variety of processes used to contextualize instruction; viewed as instrumental in engaging learners, but consistent use of terms would foster communication

• Instructors determine instructional strategies/approaches based on background and experience; mixed knowledge about available research
Conclusions (page 2)

• Teaching of career/college awareness and development of non-academic skills
  o Viewed as essential for ABE learners’ participation in postsecondary education
  o Engaging context for developing comprehension and higher-order thinking
  o Not clear about best approaches to use
  o Integration of career/college awareness in basic skills instruction is pattern rather than discrete courses for study skills, time management
Contact information:

Judith A. Alamprese
Abt Associates
Judy_Alamprese@abtassoc.com
301-634-1830

Abt Associate's Website:
http://www.abtassociates.com/
GED© Bridge to College and Careers Program at LaGuardia Community College

Amy Dalsimer
Director
Pre-College Academic Programming Dept.
LaGuardia Community College
About LaGuardia Community College

- Large, urban campus located in the most diverse county in the US
- Students come from 160 countries and speak 125 languages
- 80% of enrolled students report annual incomes of $25000 or less
Pre-College Academic Programming

The Pre-College Academic Programming Department’s mission is to increase adult students’ success in pre-college, post-secondary training, and college degree programs.

| Career Focused Basic Skills: GED© Bridge Programs | Integrated Career Pathways Programs (NYBEST) | Professional Development for Adult Educators |

www.laguardia.edu/pcap
Bridge to College and Careers

GED Bridge to College and Careers at LaGuardia Community College

Bridge to Healthcare Careers

Bridge to Business Careers

Bridge to Science Careers

www.laguardia.edu/pcap
LaGuardia’s Bridge Program Goals

• Increase access to GED© and post-secondary preparation for a broader spectrum of literacy proficiency levels

• Improve alignment to students’ aspirations and post secondary career sector pathways

• Create a more effective springboard to post-secondary education
Bridge Program

Intentional Program Design

Contextualized Career Focused Curriculum

Alignment with Post-Secondary Systems
Intentional Program Design

- Cohort model, semester long, part time, day and evening
- Full-time staff, professional development
- Continuous program improvement model, data-informed decision making
- Early and ongoing focus on PSE transition
- Integration of college knowledge and career awareness activities into coursework
Contextualized Career Focused Curriculum: Raising Academic Rigor

• Building transferable literacy and numeracy skills beyond high school completion test
• Thinking in a discipline
• Incorporate formal and informal assessment
• Provide opportunities for academic self-evaluation and informed goal setting
• Increase professional and college awareness
Components of Contextualized Instruction

- Interdisciplinary instruction
- Use of sector focused authentic materials
- Academic reading and writing activities to deepen conceptual knowledge, analytic skills, and fluency
- Project-based math assignments incorporating real world data
Bridge Curriculum Content

**Bridge to Health**
- College and Career Exploration
- Nutrition
- Patient Care
- Epidemics and Infection Control

**Bridge to Business**
- College and Career Exploration
- Entrepreneurship
- Professional Ethics
- Basic Economic Principles
Alignment with Postsecondary Systems

- Faculty input for curriculum design
- Social integration on campus
- Alumni speakers & mentors
- Cross-college initiatives to promote successful transitions
- Fostering relationships with staff, faculty and service providers
Key Findings: GED© Bridge Study, MDRC

Bridge students in the first two study cohorts demonstrate:

• Higher success rate in GED© course completion

• Higher GED© exam pass rate

• Higher postsecondary enrollment rate

Bridges to Practice Website - http://www.mdrc.org/project_32_113.html

Research Brief Forthcoming

LaGuardia website - http://www.laguardia.edu/pcap/
Thank You For your participation!

Amy Dalsimer
Pre-Academic Programming Department
LaGuardia Community College
pcap@lagcc.cuny.edu
718-482-5385

For more information about the Bridge & NYBEST programs and professional development opportunities:

PCAP website - http://www.laguardia.cuny.edu/pcap
If you have any questions about this presentation or future webinars in OVAE’s 2013 Community College Webinar Series, please email Matthew Valerius in the Office of Vocational and Adult Education (OVAE) at Matthew.Valerius@ed.gov

The webinar series will continue in April 2013 with an event focused on the role of community colleges in correctional and re-entry education programs. Additional information and the registration link will be made available in the coming weeks.

Stay tuned!