



Basic Skills and Workforce Ed.: Better Together

presentation for
EDGE Campaign Webinar



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Growth and Opportunity

- Two large economic challenges facing California:
 - Can you produce enough skilled workers in the future to sustain economic growth?
 - Can you help more of your residents escape low wage work and move into family-supporting jobs?

Growth and Opportunity

Cannot address either of these challenges unless California helps many more people with lower skills and/or limited English earn in-demand, postsecondary credentials.



Basic skills and workforce ed. in CA

- CCC's Basic Skills Initiative is part of a national trend to rethink basic skills services
- Only a few states—esp. KY and WA—have connected basic skills innovation to workforce education
- CA could also be leading edge state if take opportunity to link Basic Skills Initiative more closely to workforce education
 - Natural fit with such CA efforts as Career Ladders, Career Advancement Academies

Leaks in pipeline of skilled workers

- Four main leaks:
 - K-12 adult ed./ESOL into postsecondary ed./trg.
 - College basic skills into for-credit college coursework
 - Non-credit workforce education into for-credit certificate and degree programs
 - Community college transfer to 4 year college

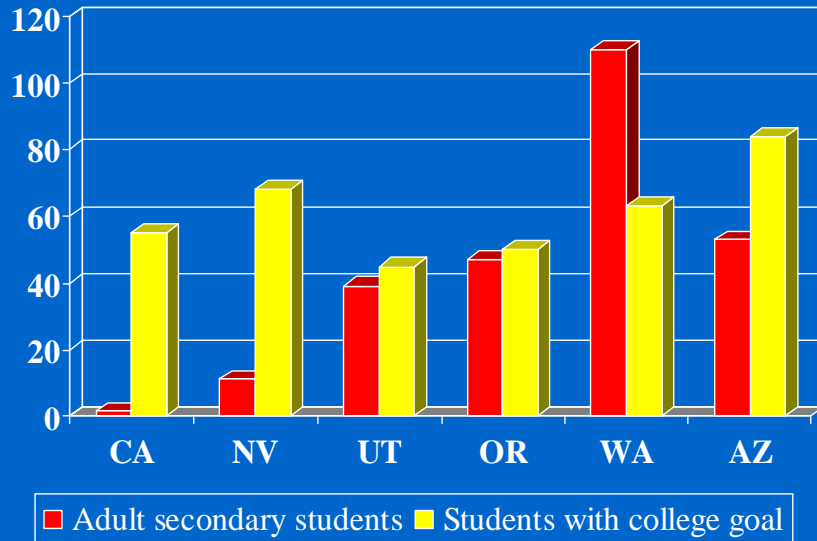


Few adult ed. students earn postsec. credentials

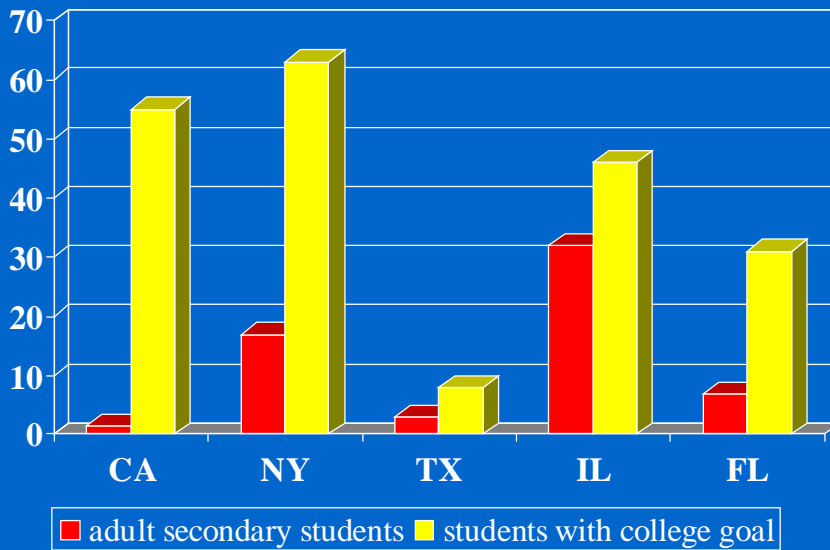
- Most adult ed. students are seeking better jobs and/or postsecondary ed. and trg.
- Tend to assume GED leads to this—but few GED grads. earn postsec. credentials.
- CA adult ed. (K-12) has low postsecondary transition rates vs. states in region and vs. other large states.



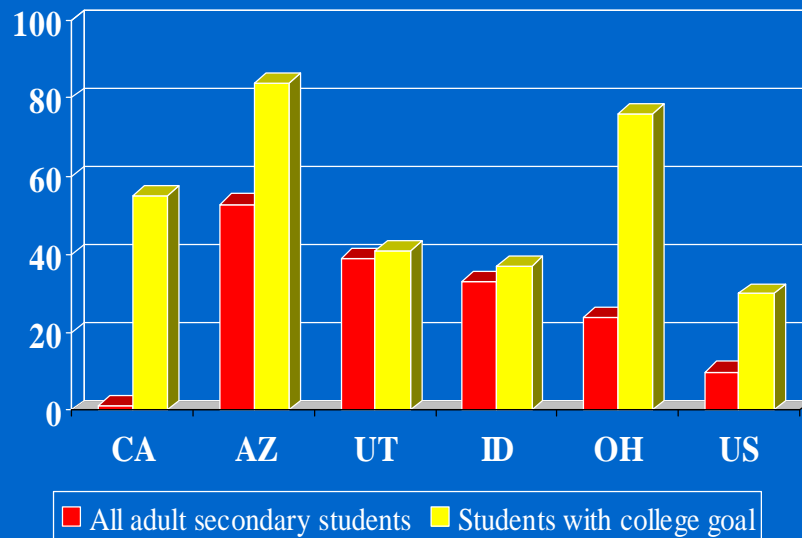
Percent of CA adult ed. students (K-12) who transition to postsecondary vs. other states in region



Percent of CA adult ed. students (K-12) who transition to postsecondary vs. other large states



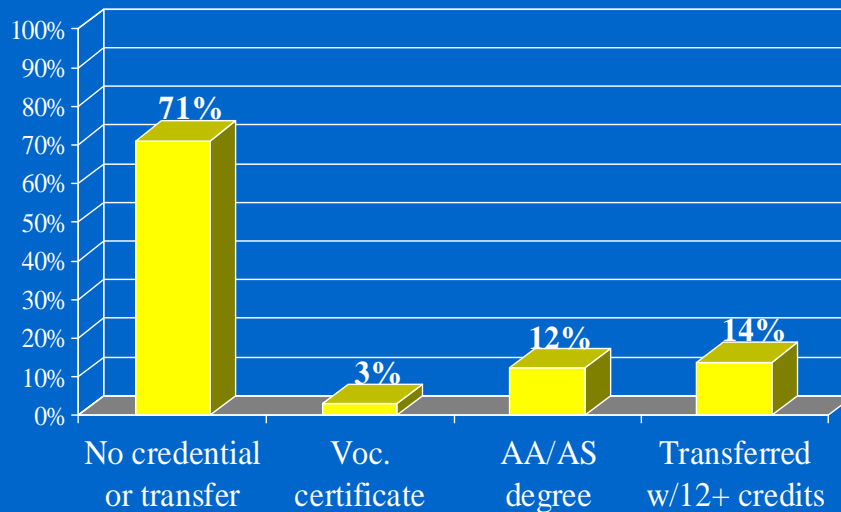
Percent of CA adult ed. students (K-12) who transition to postsecondary vs. high performing K-12-run states



Developmental ed. has similar problems

- Nationally a majority (61%) of community college students need help with basic skills
- Students in dev. reading half as likely to complete a certificate or degree as those not needed remediation
 - Just 30% of those in dev. reading earn credentials within 8 years after high school vs. 69% of those not needing dev. ed.
- More than 1 in 3 CA comm. college students enrolls in basic skills, yet just 29% earn a credential or transfer within 5 years
- BUT students who complete dev. ed. are more likely to succeed than students with similar skills who do not take dev. ed.

Percent of CCC Basic Skills Students who earn credentials or transfer within 5 years



Why aren't outcomes better?

- Basic skills content does not match most students' interests and goals, which typically focus on entering and advancing in careers
- One size fits few: rigid sequence of basic skills coursework means it takes far too long to move into workforce education
- Overburdened lives of low skilled, low income students, e.g. juggling work, college, parenting

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Three key elements for states to increase success

- Track student outcomes across services, over time, and into the labor market
 - Use this data to set goals for improvement and to reward success.
- Integrate basic skills with workforce education
 - This helps lower skilled students earn credentials leading to family-supporting jobs more quickly.
- Adapt financial aid policies to needs of lower-skilled, working adults, and support their success in adult and postsecondary education.

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Key elements: integrated basic skills/workforce ed.

- Align adult ed./ESL and developmental ed. content with postsecondary content
 - Crosswalk assessments and curricula, contextualize, integrate basic skills/workforce ed. wherever possible, customize end goal of adult ed/ESL and/or dev. ed. to the skills needed for next job or next education step in career pathway.
- Shorten the timeline
 - dual enrollment/dual credit, integrated programs, accelerated programs.

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Key elements: integrated basic skills/workforce ed.

- Have close, ongoing, personal connections with employers—but be selective about partners
 - Input into program design and content
 - Internships, workplace learning
 - Company employees as faculty
- Support success with wrap around supports
 - Case management, career exploration, college success courses, academic advising, financial aid, child care, transportation, peer support.

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State steps to link basic skills and workforce ed.

- Pilot innovation and explicitly link it to state policy change. Need to reexamine policies on--
 - Assessment (entry/exit criteria, concordance tables)
 - Curricula development and approval
 - Dual enrollment (adult ed., dev ed., workforce ed.)
 - Funding for essential activities such as student supports and curricular redesign
- Align related policies to support this innovation
 - e.g. WIA, incumbent worker/customized trg., TANF, FSET, child care, accountability systems, financial aid.
- What is the business model for going to scale?

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State steps to link basic skills and workforce ed.

- Direct funding and leadership to efforts that work across prgm. silos, integrate services, recognize diversity in student needs, and have family-supporting jobs as an end goal.
 - Some transition efforts look only at one program’s piece of the puzzle and look only at education outcomes. E.g. some GED college prep. efforts.
 - Others aim too low, e.g. help lower skilled students but only prepare them for low-wage jobs.
 - Others are “one size fits all”—e.g. readiness for 4 year transfer, preparation to pass the GED

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State models linking basic skills and workforce ed.

- Washington Integrated Basic Education and Skills Training (I-BEST)
- Kentucky Adult Ed./Dev. Ed. into Career Pathways initiative
- Oregon Pathways for Adult Basic Skills
- Arkansas Dev. Ed. Bridges into Career Pathways
- **Guiding principle:** no false promises, no dead ends

Local model: Chicago's Carreras En Salud

- *Carreras en Salud* helps limited English-proficient individuals advance to LPN positions. Latinos 26% of pop. in Chicago, but less than 2% of RNs and LPNs.
- Partners include 11 major employers, 2 CBOs (Instituto del Latino Progreso), Ass. House of Chicago), community colleges (Wright College and affiliated Humboldt Park Voc. Ed. Center), and NCLR.
- Offers students seven levels at which they can enroll, each level 16 weeks long, beginning with ESOL bridge
- Since early 2005, over 700 students enrolled, 89% retention in prgm., 84% advance to next level. 85 bilingual mostly Latina students have attained LPN. Graduates earning on average \$40,000 per year.

2007 KY Adult Ed./Dev. Ed into Career Pathways

- Builds on statewide Career Pathways which began in 2003 and focuses on the basic skills piece of the pathway
- Local teams submit proposals; these teams must include at least 1 instructor each from dev. ed., adult ed., general ed., and career/tech. ed.
- Grants fund curricular redesign and integration of basic skills, workforce dev., and academic transfer coursework.
 - E.g. contextualization, chunking, flexible delivery, on-line learning, workplace learning.

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2007 KY Adult Ed./Dev. Ed into Career Pathways

- Funding covers professional dev., TA, and faculty stipends
- All aimed at creating integrated remediation customized to specific occupational career pathway.
- 2006 grants focused on developmental ed. (6 pilots) ; for 2007 grants teams had to also include adult ed./ESL (7 pilots).
 - Pilots mix of dev. ed., adult ed, and ESOL. Sectors include construction, health care, manuf., HVAC

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Madisonville, KY Dev. Ed/Workforce Ed. pilot

- Waived dev reading requirement for 2 cohorts of Anatomy and Physiology students who loved science but not reading
- Created integrated curricula of 3 courses--dev. reading (030), a college success course (GE 101) and Anat./Phys.
- Overall focus: contextualize, create a learning community, use active learning, and team teach
 - Used state grant for release time for instructors to create curricula in Spring 2007 and to implement it in Fall 2007
- Meets T-TH from 8-12:15 for class and F from 9-11, study groups F from 8-9.
- One semester's results so far—the pilot cohort outscored the regular Anat. & Phys. class on all three exams

Examples of new KY Dev. Ed/Adult Ed. pilots

- Lexington, KY (Bluegrass College):
 - 16 week Learning Community for Construction Technology students in first semester. Curriculum integrates construction tech. content with GED/Workplace Skills curriculum delivered by ABE personnel.
- Maysville, KY (Licking Valley Campus):
 - Modeled after WA's I-BEST model, KCTCS and Adult Basic Education co-developed and implemented
 - Blends dev. math and English lang. (MT055, ENC090, ENC091), workplace skills, and Practical Nurse (PN) prgm.
- Other pilots deliver integrated basic skills and workforce ed. at worksites, public housing

Oregon Pathways for Adult Basic Skills

- Initiate adult ed. systems change that is sustainable with formal links to postsec. ed. and to One-Stop Centers— vision is for this to become the way the whole system operates
- Six Development Sites currently—curriculum and module development, pilot testing, curriculum and module revision, more sites will be added
- Integrate occupational information that is focused on OR high-demand occupations
 - Health Services (e.g., medical assisting, medical records)
 - Industrial & Engineering Systems (e.g., welding, construction)
 - Business & Management (e.g., marketing/sales)

AR Fast Track bridge into health science

- SEARK's Fast Track targets lower skilled students (9th grade and below) interested in one or two-year health science certificate and degree programs
- Intended to help students become college-ready in one semester (This would typically take 2 or more semesters)
- Curriculum is reading, writing, and math contextualized to health science careers, taught jointly by dev. ed. and health science faculty in a learning community format
- Students in class Mon.-Thur. from 8 a.m. to 12 p.m. – times that were convenient for students' work schedules.
- Completion rate for the first two cohorts of students has been over 80 percent.

Transition models for out of school youth

- Integrated adult education, dev. ed. and/or job training for out of school youth
 - Center for Employment Training
 - Career Academies (including new CA academies)
 - Models such as WA I-BEST also work for youth
- Dual hs/college for out of school youth
 - E.g. Oakland, CA replicating Portland, OR model in Gateways to College. Goal is to complete h.s. and earn Assoc. degree at same time. Combines K-12 ADA \$'s with college FTE's to enrich services.

Three broad types of transition prgms.

- Bridge programs
 - Sequential: Move into postsecondary after completing adult education/ESL bridge
 - Goal is to bridge gap between initial skills of students and what they need to enter postsecondary ed. or training or work, sometimes accelerated
 - Can have an occupational or an academic focus
 - Various bridge models are aimed at different populations, e.g. bridges for low skilled adults without GED into occupational training, bridges for GED grads. into academic college programs, etc.

Three types of transition programs

- Bridge programs, cont.'d
 - Occupational bridges typically cover “soft skills,” basic education skills, and specific job skills needed for an entry level job in a career pathway
 - Occupational bridges tailor and contextualize adult ed/ESL content to general workplace needs and to the knowledge and skills needed in a specific occupation.
 - E.g. bridge programs in manufacturing cover blueprint reading, statistical process control. Those in health care cover intro to human biology, vocabulary for health jobs.

Three types of transition programs

- Concurrent programs
 - Concurrent: students enroll in adult ed/ESL and postsec. ed. and trg. at the same time but each are taught separately.
 - Content of adult ed/ESL and postsecondary program may or may not be connected.
 - Can have academic or occupational focus. E.g. VESL, college remediation, CT adult ed transitions model.

Three types of transition programs

- Integrated programs
 - Adult ed/ESL content embedded in the postsecondary education or training program
 - Can be academic or occupational in focus
 - Probably hardest of the three transition models to pull off—but biggest payoff?
 - Often use co-instruction, one adult ed/ESL instructor, one occupational or academic faculty
 - Rewrite curricula, extensive professional develop.
 - Have to overcome policy and institutional barriers to dual enrollment/dual credit

National initiatives addressing these issues

- Mott Fdn.'s Breaking Through initiative: 7 “leadership” colleges in AR, CO, KY, NC, NM, OH, OR and 15 “learning” colleges, including Cerritos College and City College of San Francisco. Focus is on institutional change.
<http://www.breakingthroughcc.org/>
- Ford Fdn. Bridges to Opportunity: CO, KY, LA, NM, OH, WA. Focus is on both state and local policy change.
<http://www.communitycollegecentral.org/>
- Joyce Fdn. Shifting Gears: MN, IL, IN, WI, OH. Focus is primarily on state policy change.
<http://www.joycefdn.org/Programs/Employment/ViewSubProgram.aspx?SubProgId=10>
- New OVAE Career Connections Initiative applies framework of career pathways to adult education.
<http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/factsh/abe-pathways-fs-11-26-07.pdf>