

## Overview of Research used in Washington State

### **America's Perfect Storm, Executive Summary**

This national report describes the looming economic crisis that has also been identified in Washington state. It quantifies the need for substantial efforts to close the knowledge and skills gap between those leaving and those who will enter the workforce. It also draws the link from "our economic well-being to the fabric of our society."

[http://www.ets.org/Media/Education\\_Topics/pdf/ExecSummAmPerfectStorm.pdf](http://www.ets.org/Media/Education_Topics/pdf/ExecSummAmPerfectStorm.pdf)

### **The Socioeconomic Well-Being of Washington State**

This socioeconomic study was released a year ago. Among the key findings are:

- Populations with the lowest levels of education access education later, make less progress on education/career pathways, and remain in the lowest socioeconomic groups.
- The fastest growing population groups are in the lowest quintiles.
- Clearly identified sub-population groups can be identified by location, including Hispanics and out-of-school youth ages 16-24.

[http://www.sbctc.ctc.edu/docs/data/research\\_reports/resh\\_06-4\\_socioeconstudy.pdf](http://www.sbctc.ctc.edu/docs/data/research_reports/resh_06-4_socioeconstudy.pdf)

### **The Tipping Point**

Washington state's educational "tipping point," the point at which student reach self-sufficiency, is defined in this groundbreaking research. Simply put, the tipping point is 45 college-level credits (equivalent to about one year of college) and a credential.

The research study also documents the substantial numbers of students that exit our system before they reach the tipping point. Students exit along and between all three mission areas – adult basic education, workforce training and transfer education.

[http://www.sbctc.ctc.edu/docs/data/research\\_reports/resh\\_06-2\\_tipping\\_point.pdf](http://www.sbctc.ctc.edu/docs/data/research_reports/resh_06-2_tipping_point.pdf)

### **I-BEST**

This I-BEST report documents the success of an instructional model that Integrates Basic Education and Skills Training. Adult basic skills learners receive simultaneous instruction in reading, writing, speaking, listening, math, etc. and in a vocational/technical course of study. They earn credentials and are well-positioned on education pathways to high demand, high wage careers.

Students in the original ten pilots earned five times more credits than other basic skills students and were fifteen times more likely to complete college workforce programs.

[http://www.sbctc.ctc.edu/docs/data/research\\_reports/resh\\_05-2\\_i-best.pdf](http://www.sbctc.ctc.edu/docs/data/research_reports/resh_05-2_i-best.pdf)

## **Student Achievement Initiative**

A research-based initiative among Washington's colleges will document and reward student performance at defined "momentum" points across the system's three mission areas. The initiative is based on the principles of equal rewards for efforts all along the educational continuum and greatest return on investment to colleges that support students who travel the farthest.

Research leading to identification of momentum points also documented the point at which adult basic education students catch up with other adult learners and are equally likely to succeed.

[http://www.sbctc.ctc.edu/college/education/resh07-1\\_mtg\\_wa\\_st\\_needs\\_for\\_an\\_educ\\_citizenry\\_and\\_vital\\_econ.pdf](http://www.sbctc.ctc.edu/college/education/resh07-1_mtg_wa_st_needs_for_an_educ_citizenry_and_vital_econ.pdf)

## **Opportunity Grants**

The goal of the Opportunity Grant is to help low-income adults reach the educational tipping point — and beyond — in high-wage, high-demand careers. Reaching the tipping point allows the least prepared individuals to increase job skills and knowledge through career pathways.

[http://www.sbctc.ctc.edu/college/s\\_opportunitygrants.aspx](http://www.sbctc.ctc.edu/college/s_opportunitygrants.aspx)

## **Increasing Student Achievement for Basic Skills Students**

This is updated research on I-BEST. This updated look at I-BEST is done from the perspective of the Student Achievement Initiative research. There is evidence that I-BEST helps students build first year momentum for earning college credits and thereby increases their preparation and possibilities for going even further. The percentages of I-BEST students who earn their first 15 college credits is substantially higher than in cases when basic skills students attempt college coursework in other ways (53 percent verses 11 percent for ESL and 61 percent versus 26 percent for ABE/GED students). This momentum point for all students is significant for providing a solid start on a college-level pathway to the "tipping point" as tested in the achievement initiative and found in other research. Furthermore, I-BEST students maintain momentum better by completing 30 or more credits at a higher rate than ABE/GED students enrolled in college courses in other ways (32 percent of I-BEST students compared to 11 percent for other students).

[http://www.sbctc.ctc.edu/college/education/resh\\_rpt\\_08\\_1\\_student\\_achieve\\_basic\\_skills.pdf](http://www.sbctc.ctc.edu/college/education/resh_rpt_08_1_student_achieve_basic_skills.pdf)

## **Career Pathways as a Systemic Framework – League for Innovation in the Community College**

A career pathway is a framework for connecting a series of educational programs with integrated work experience and support services, thereby enabling students and workers to combine school and work and advance over time to better jobs and higher levels of education and training. This paper is presented not as the definitive answer to how pathways should be developed and implemented, but rather as a catalyst to energize and focus the dialogue between partners as they work together to create success. We challenge our readers to step into this leadership role, forging a future of promise for students across the educational spectrum. "Career pathways, done well, don't just build workforces. They change lives" (McClenney, 2006).

[http://www.league.org/league/projects/CCTI/files/Systemic\\_Framework.pdf](http://www.league.org/league/projects/CCTI/files/Systemic_Framework.pdf)