ABE Transitions to Postsecondary

Rachel Pleasants
CollegeNOW!
Billings, Montana
June 6th, 2012
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 that those credentials are critical to breaking the intergenerational transmission of poverty in America.
Programs lack supports and are ill-equipped to meet the needs of non-traditional students.

The "black hole" of developmental education:
- Low completion rates for underprepared students
- Remediation not customized to career pathway requirements

Programs lack supports and are ill-equipped to meet the needs of non-traditional students.

Multiple Loss Points:
- Low rates of program completion and credential attainment
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
Where the field is heading

- Lengthy, linear pathways are being replaced with integration, compression, dual credit, and self-paced competency-based learning models
- An increasing focus on institutional transformation and state policy
- Program designs that acknowledge non-traditional adult learner
- Linking all program development with labor market demands
- Increased emphasis on student supports
- Data-driven decision making
Key characteristics of emerging innovative models:

• Career pathways – clear line of sight
• Credentials linked to labor market pay-offs
• Integrated instructional models – accelerated and contextualized
• Articulating noncredit with credit courses
• Keeping options open for both employment and further education
<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs are disconnected, making it hard for students to</td>
<td>Realign programs and divisions</td>
</tr>
<tr>
<td>make progress on a pathway</td>
<td></td>
</tr>
<tr>
<td>It takes too long to go from remediation to career training</td>
<td>Accelerate the pace of learning</td>
</tr>
<tr>
<td>Students don’t have access to supports that will help them</td>
<td>Provide comprehensive supports</td>
</tr>
<tr>
<td>overcome obstacles</td>
<td></td>
</tr>
<tr>
<td>Labor market payoffs don’t come early enough to make the</td>
<td>Create strong labor market connections and</td>
</tr>
<tr>
<td>investment in education worthwhile</td>
<td>payoffs</td>
</tr>
</tbody>
</table>
## Four High-Leverage Strategies

<table>
<thead>
<tr>
<th>Program Alignment</th>
<th>Accelerated Learning:</th>
<th>Comprehensive Support Services</th>
<th>Labor Market Payoffs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear pathways from pre-college programs to career/technical credential programs; Explicit preparation for college entrance requirements; Content informed by career pathways; Communication and collaboration across programs and divisions.</td>
<td>Compressed/intensive course options; Customized lessons and activities; Contextualized basic skills; Targeted remediation based on skill gaps; Integrated basic skills and occupational training.</td>
<td>Development of college-going expectations; Intensive, intrusive advising; assessment of barriers; Entrance and transition counseling; College success courses (including orientation and navigation assistance); Academic &amp; non-academic supports.</td>
<td>Program design based on labor market analysis and employer engagement; Ongoing career guidance; Clear career pathway maps; Early opportunities for entry-level certificates linked to career pathways; Stackable and modularized credentials.</td>
</tr>
</tbody>
</table>
GED to College 3-Phase Model

**Enriched Preparation**
Integrates high quality college-ready instruction with strong academic and social supports
* Explicit college-going culture
* College-ready curriculum and instruction
* Maximize instruction & accelerate learning

**Postsecondary Bridging**
Builds college-ready skills and provides informed transition counseling
* Supported dual enrollment
* Focus on college knowledge
* Personalized guidance and connection to best bets

**Support to Completion**
Offers appropriate supports to ensure postsecondary persistence and success
* Support earning college credits
* Just-in-time support
* Building attachment to college
Washington’s Integrated Basic Education and Skills Training (I-BEST)
Through innovative adult education that provides a valuable credential, Accelerating Opportunity will ensure that more workers have the skills they need for today’s good jobs.

How Accelerating Opportunity Addresses a Critical National Need:
• Institutional transformation and state policy analysis
• Program design and instructional strategies that improve ABE delivery
• Providing comprehensive support services
• Linking program development with current and projected labor market demands
The Accelerating Opportunity Non-Negotiable Elements

These eight elements are essential to every Accelerating Opportunity pathway:

- Explicit articulation of two or more educational pathways, linked to career pathways, that begin with adult basic education or ESL and continue to a one-year, college-level certificate and beyond.

- Evidence of strong local demand for the selected pathways, including the presence on the Workforce Investment Board demand list for the local area or other local data demonstrating robust demand.

- Acceleration strategies, including contextualized learning and the use of hybrid (online and classroom-based) course designs.

- Evidence-based dual enrollment strategies, including paired courses and I-BEST and I-BEST-like approaches.

- Comprehensive academic and social student supports (e.g., tutoring, child care, transportation, access to public benefits, subsidized jobs).

- Award of some college-level professional-technical credits, which must be transcripted the quarter or semester in which they are earned.

- Achievement of marketable, stackable, credit-bearing certificates and degrees and college readiness, with an explicit goal of bypassing developmental education.

- Partnerships with Workforce Investment Boards and/or employers.
Thank You!

Contact information:

Rachel Pleasants
Jobs for the Future
rpleasants@jff.org
617-728-4446 x187

www.acceleratingopportunity.org