The background of the slide features a large, faint, circular seal of the U.S. Department of Education. The seal contains the text "DEPARTMENT OF EDUCATION" at the top and "UNITED STATES OF AMERICA" at the bottom, separated by a star. The central part of the seal depicts an eagle with its wings spread, holding an olive branch and arrows, with a shield on its chest. The eagle is surrounded by a laurel wreath.

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

March 7, 2013

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



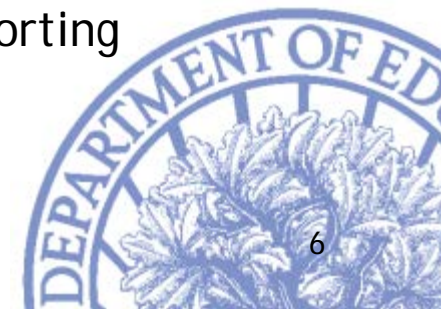
Key Presentation Points

- 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

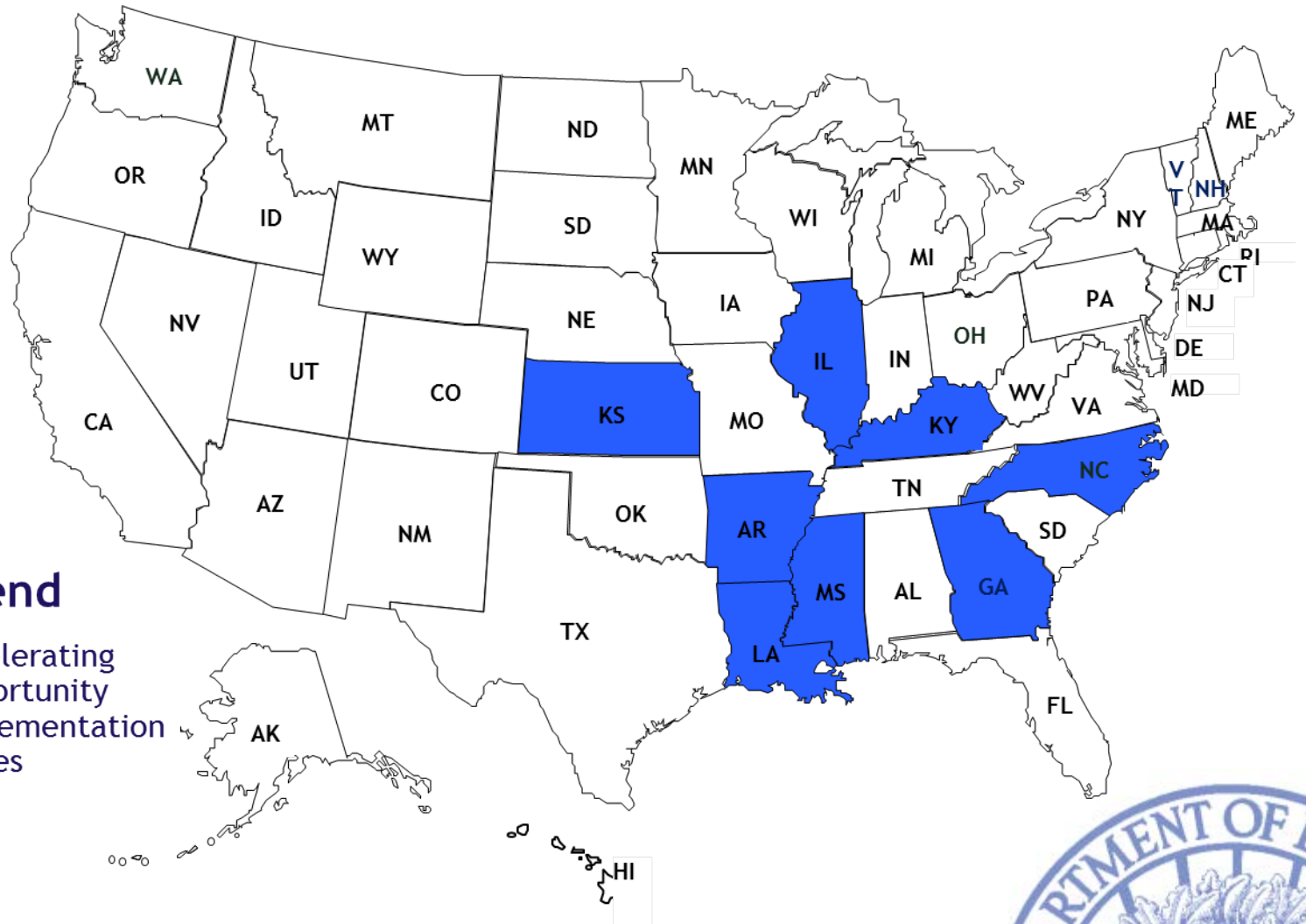
- Managed by Jobs for the Future
- Partners include:
 - National College Transition Network
 - National Council for Workforce Education
 - Washington State Board for Community and Technical Colleges

Accelerating Opportunity: \$20 Million Dollar Initiative

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



Accelerating Opportunity: Opportunity for High Impact



Legend

 Accelerating Opportunity Implementation States



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:

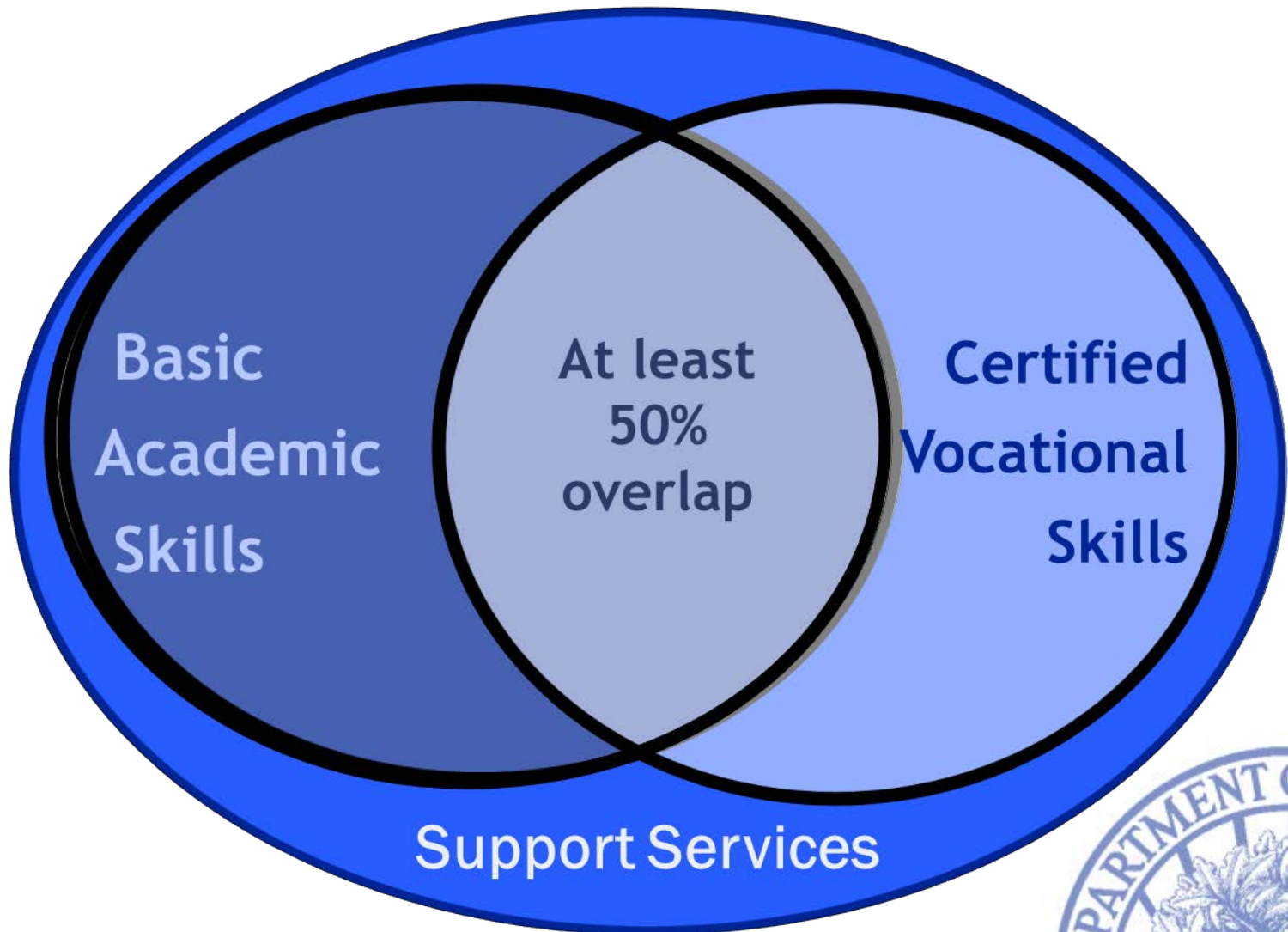
- Stackable credentials - career ladders and lattices
- Use of labor market information to identify in-demand credentials

Ongoing support:

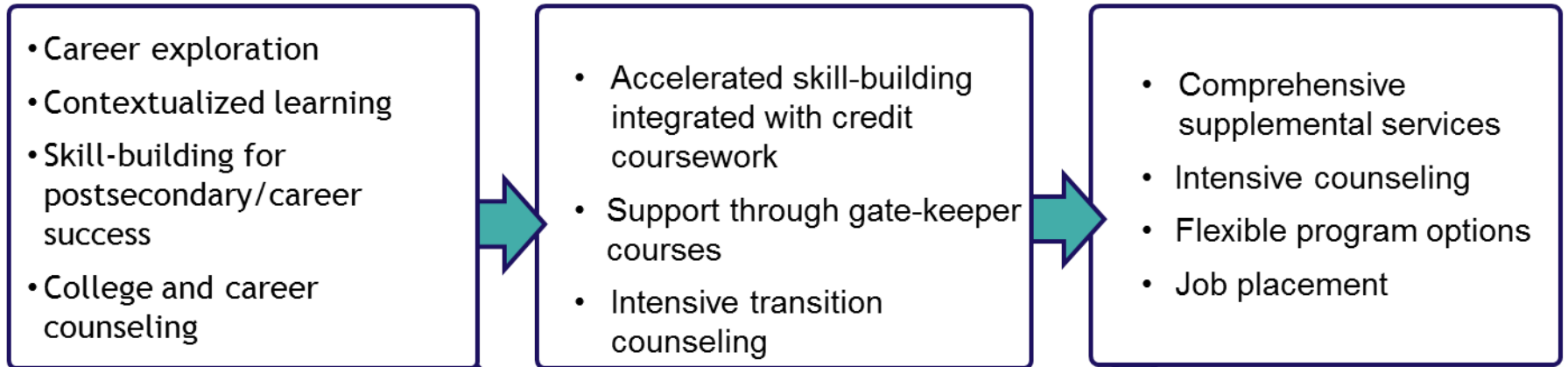
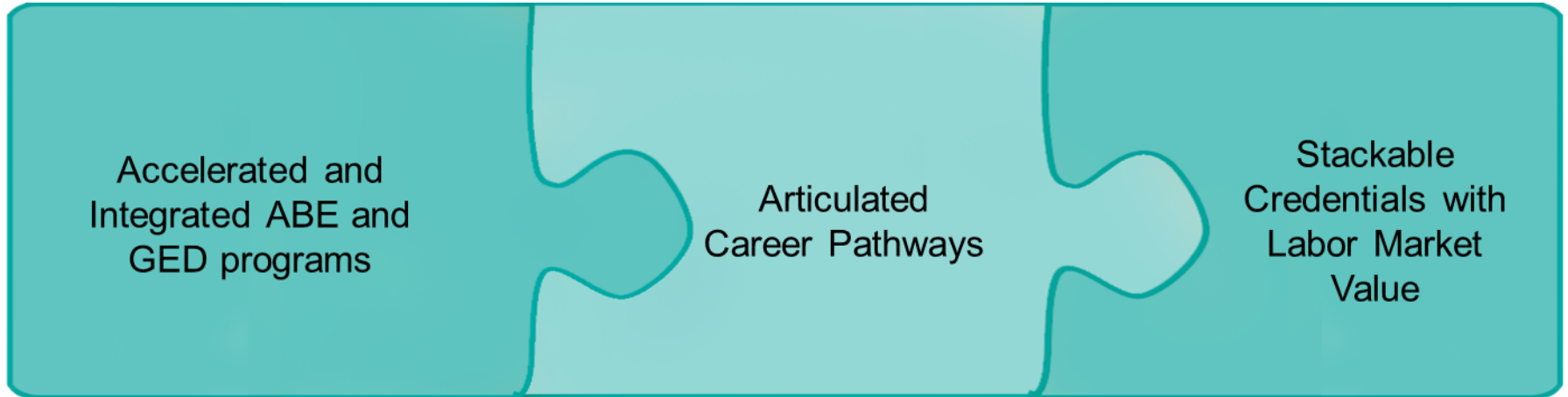
- Embedded, comprehensive student supports, including counseling, career guidance, academic supports, and referral services



Promising Model: Washington's Integrated Basic Education and Skills Training (I-BEST)



Streamlined Adult Education Pathways



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/)

<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



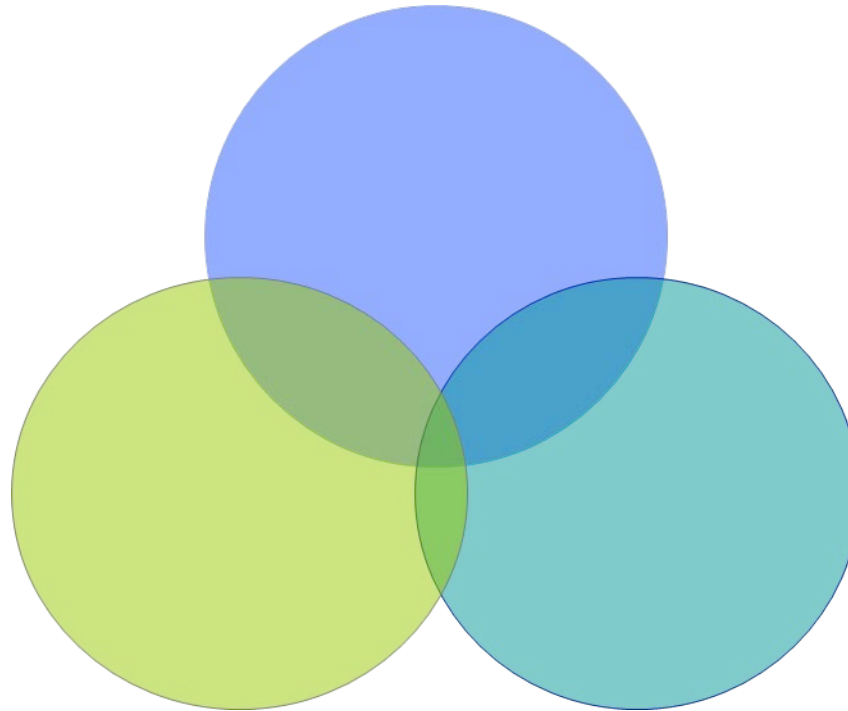
Overview

- 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:
 - College students' skills at enrollment and academic demands of postsecondary courses
 - 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
 - Critical thinking/comprehension (summarization, synthesis, evaluation)
 - Read and process complex texts, range of texts
 - Have depth of background knowledge
 - Can apply information, concepts to different situations
 - Strong oral and written communication skills
 - Can manage multiple courses/subjects
 - 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
 - Psychosocial skills: note-taking, time management, study skills
 - Are self directed, self-regulated
 - Are motivated, have self-efficacy



Factors to Consider for Success in Postsecondary Education (Page 3)

- 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:
 - Reading skills to strengthen (e.g., summarization, synthesis, evaluation)
 - Need to engage learners with wider range of reading materials
 - Development of background knowledge
 - Integration of reading and writing; need to understand optimal processes for integration
 - 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
 - Viewed as essential for ABE learners' participation in postsecondary education
 - Engaging context for developing comprehension and higher-order thinking
 - Not clear about best approaches to use
 - 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.



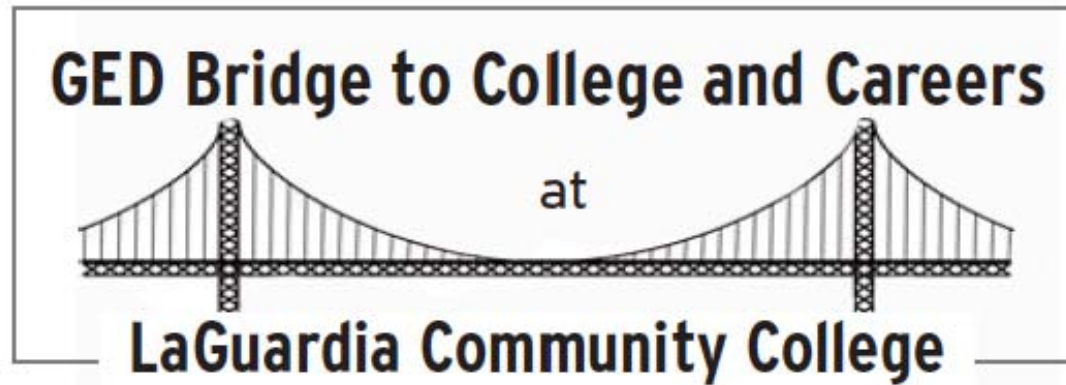
**Career Focused
Basic Skills:
GED® Bridge
Programs**

**Integrated Career
Pathways
Programs
(NYBEST)**

**Professional
Development for
Adult Educators**

www.laguardia.edu/pcap

Bridge to College and Careers



Bridge to
Healthcare
Careers

Bridge to
Business
Careers

Bridge to
Science
Careers

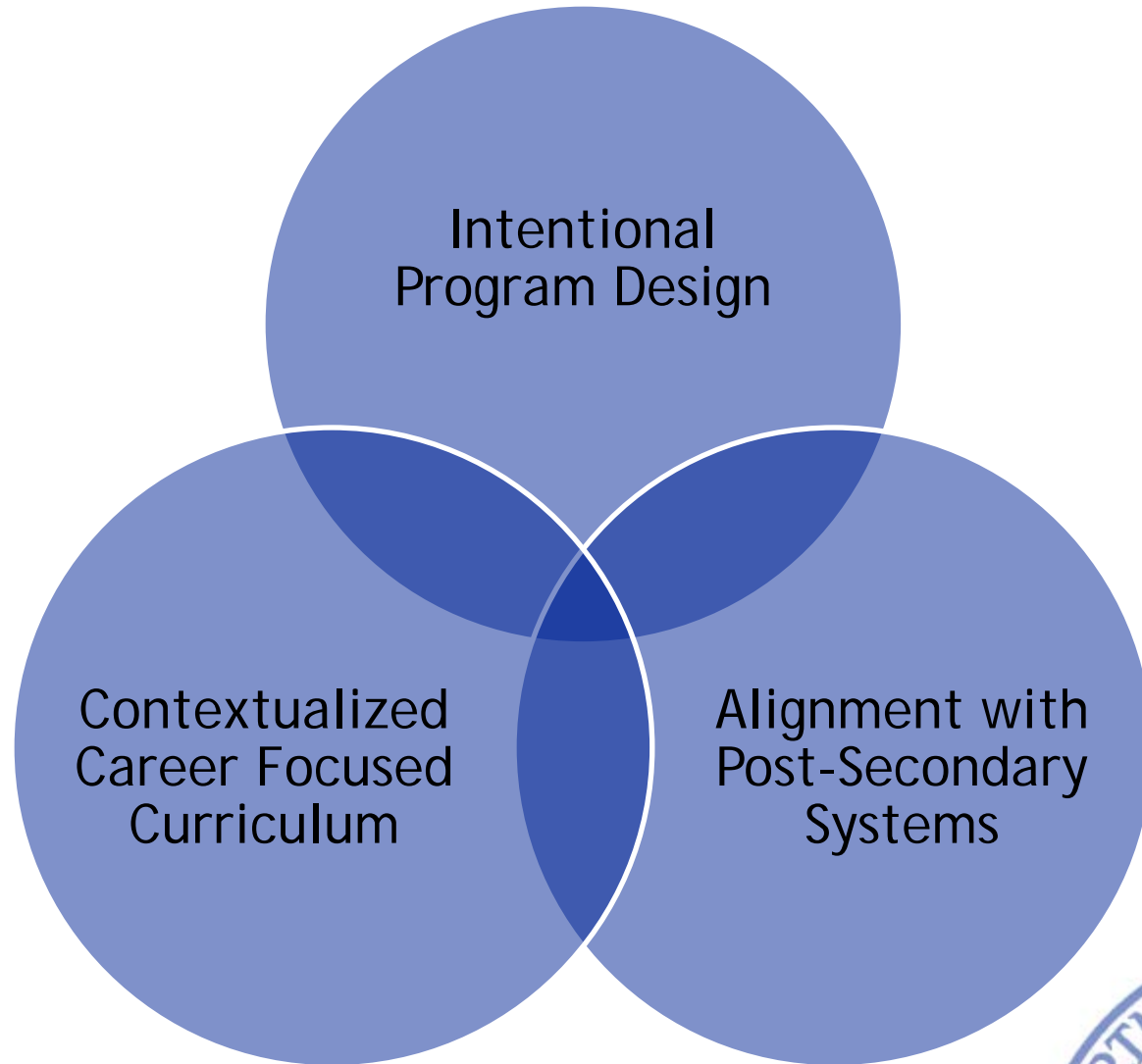
www.laguardia.edu/pcap

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



**CONTINUING
EDUCATION**
People, Changing



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



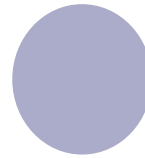
Components of Contextualized Instruction

- 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](http://www.mdrc.org/project_32_113.html)

Research Brief Forthcoming

[LaGuardia website - http://www.laguardia.edu/pcap/](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](http://www.laguardia.cuny.edu/pcap)



Community College

**CONTINUING
EDUCATION**
People, Changing



THANK YOU FOR JOINING US!

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!

