

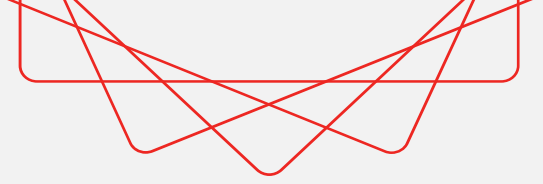
Using Evidence-based Approaches for Upskilling and Reskilling Adult Skills Learners

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Today's Session



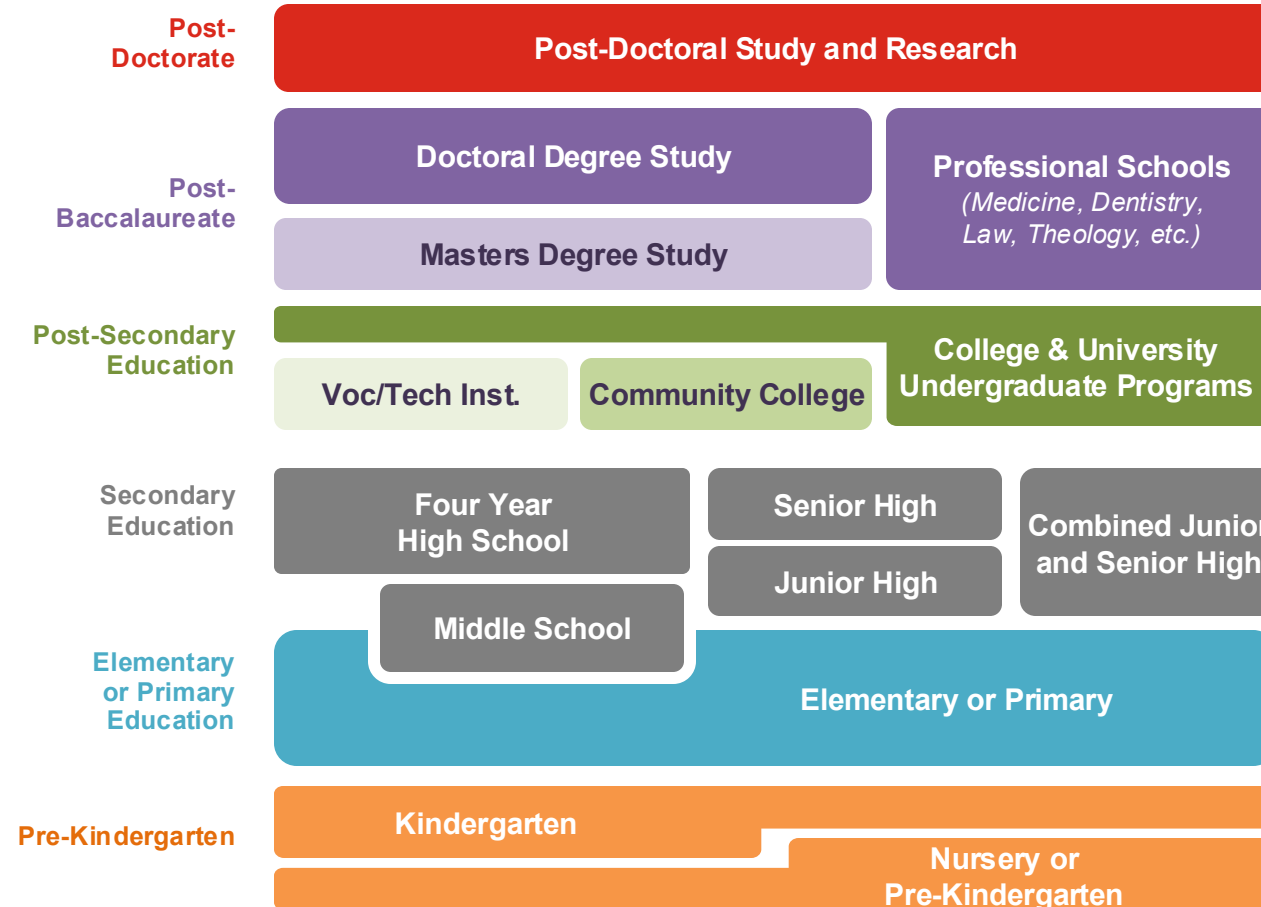
- U.S. Program and Policy Context for Adult Skills Education
- Upskilling and Reskilling Approaches: bridge programs, integrated education and training, and workplace literacy
- Trends in findings from research and technical assistance on career pathways in Adult Skills Education

- ✓ Questions to Participants
- ✓ Questions from Participants

U.S. Education System



MAINSTREAM EDUCATION AND TRAINING



ADULT EDUCATION & CONTINUING TRAINING

Vocational & Technical Training

- Credit Credentials (Degrees, Certificates)
- Non-Credit Certificates
- Apprenticeship

Overlapping Programs

- Dual Enrollment in Adult Education & Postsecondary Education
- Integrated Education & Training (IET)
- Pre-Apprenticeship
- Work-Based Education



Adult Education & Literacy

- High School Equivalency, High School Completion
- Basic/Foundational Skills
- English as a Second Language (ESL)

U. S. Education System: Adult Education and Literacy



Adult Skills Service Providers

- Local education agencies (school districts)
- Community colleges
- Community-based organizations
- Correctional facilities, libraries, other organizations

Professional Development & Technical Assistance

- U. S. Department of Education, Office of Career, Technical, and Adult Education-funded national activities
- State adult education office staff & contractors
- Professional associations, organizations

U. S. Policies for Adult Skills Learners' Career Pathways, Upskilling and Reskilling



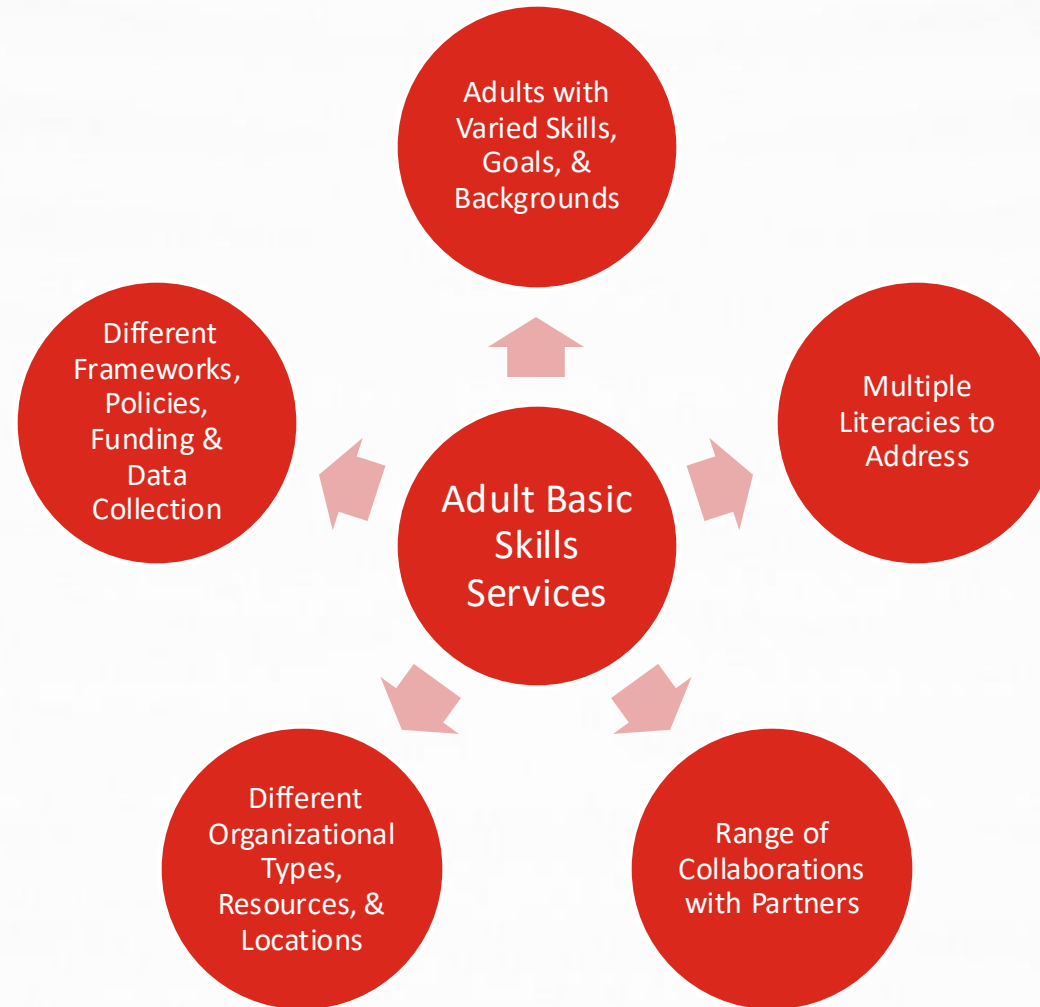
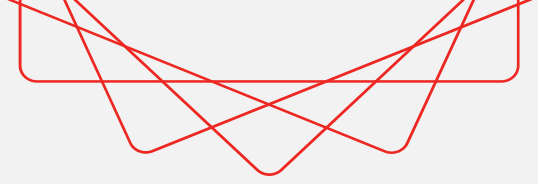
Workforce Innovation and Opportunity Act of 2014 (Public Law 113-128)

- Title II, Adult Education and Family Literacy Act (administered by U.S. Dept. of Education)
- Encourages career pathways, workplace literacy, integrated education and training
- Requires collection of learner demographic information, learner assessment, defines activities for Integrated Education and Training (IET)

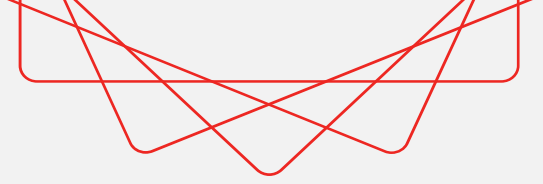
State Policies

- May collect additional learner information
- May set requirements for distance learning, use of career navigators, use of instructional materials, other activities

Considerations in Designing Career Pathways



Recurring Themes in Adult Skills Research and Technical Assistance – Facilitating Career Pathways



Characteristics of Adult Basic Skills Learners

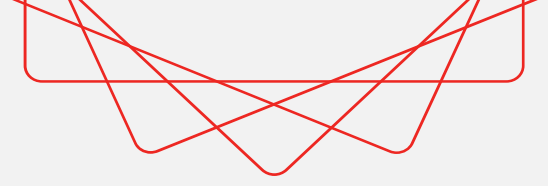
- Heterogeneity poses challenges and opportunities for teaching and learning
- Range of learner needs require a holistic approach to support their success
- Opportunity for learners to develop skills for lifelong learning



System Considerations to Support Learner Success

- State interagency partnerships
- State adult education-local adult education provider relationship
- Adult basic skills as a pipeline to postsecondary education, training, jobs
- Inter-agency and intra-agency coordination and partnerships are linchpin
- Adult Skills staff expansion of roles

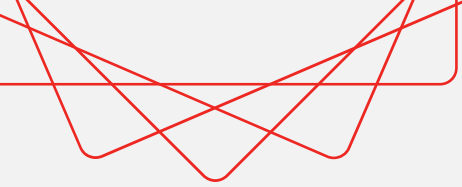
Career Pathways Approaches with Adult Skills Learners



- **Pre-Bridge and Bridge Programs**
 - Basic skills education
 - Career and college awareness; Planning
 - Financial education & Planning
 - Technical training
 - Supportive services
- **Dual Enrollment in Basic Skills**
- **Workplace Literacy**
- **Integrated Education & Training Models (IET)**
 - Integrated basic education skills and training
 - Pre-apprenticeship programs



Motivation for Focus on Career Pathways



- Employers' need for skilled employees
- Postsecondary education's need for qualified learners
- Adult Skills Learners' Need to:
 - Bolster their skills to succeed in postsecondary vocational training or academic courses
 - Shorten amount of time they spend in education and training
 - Obtain advice to help them identify a career pathway aligned with their skills, interests, and abilities and that can lead to an industry credential and first job in a career pathway



Career Pathways Approaches for Adult Skills Learners

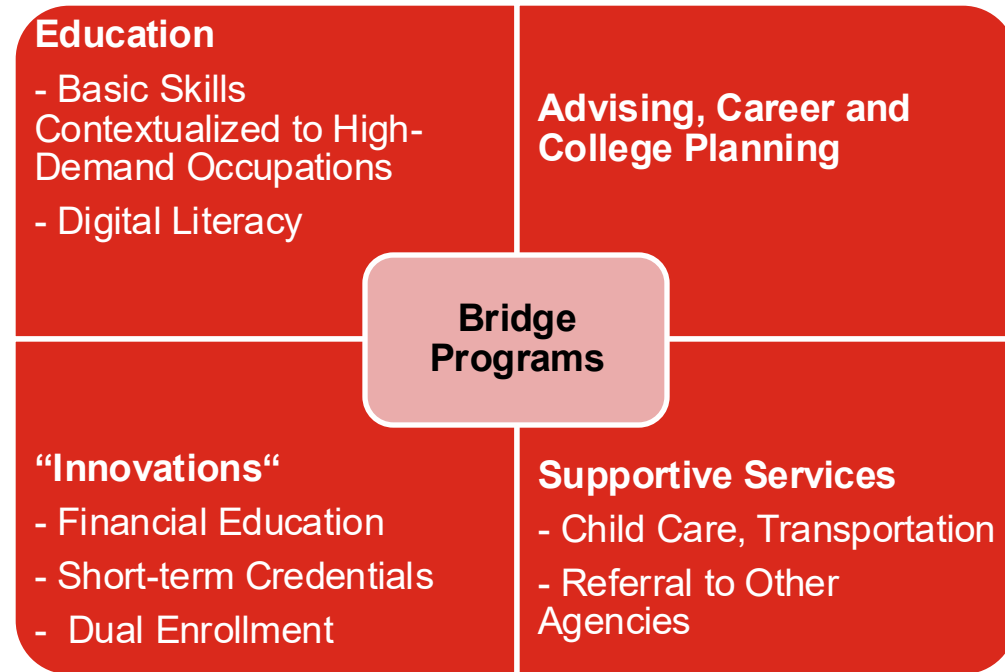


- Bridge Programs
- Integrated Education & Training Models (IET), including Pre-apprenticeship Programs
- Workplace Literacy



Bridge Programs

...provide AE learners with foundational basic skills taught in the context of occupations that are in demand locally, as well as career and college awareness, planning, and advising activities that prepare adults to succeed in postsecondary academic or occupational training courses. Some bridge programs also offer college credits as a first step toward a college degree.



U.S. Department of Education, Office of Career, Technical and Adult Education. (2011). *Promoting college and career readiness: Bridge programs for low-skilled adults*. Washington, DC: Author.

Profile of Connections 101 Bridge Program (Great Falls, Montana)



Partners: Career and College Readiness Center & Great Falls College
Montana State University, and Montana Department of Labor & Industry

Target Population

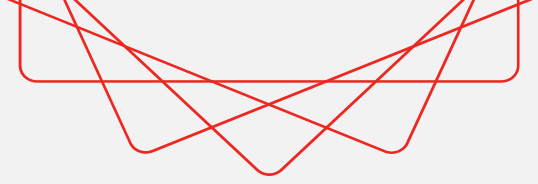
- Adults with reading skills at approximately 7th grade equivalent and higher

Key Components

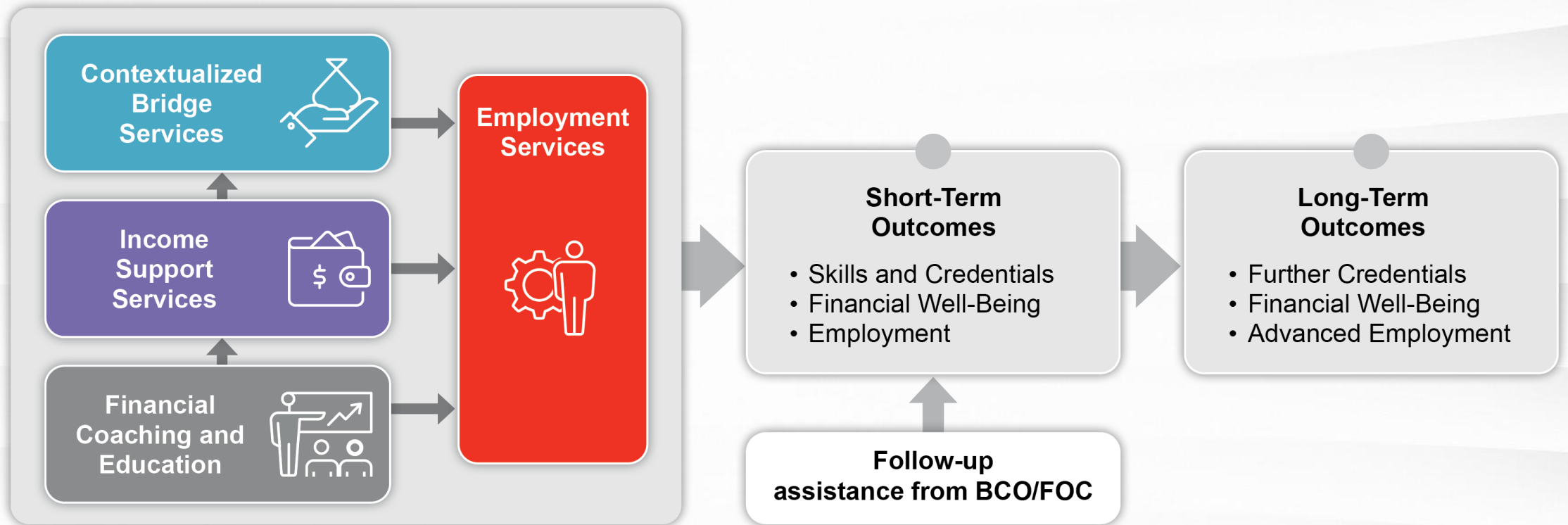
- Math and Writing Instruction Aligned to College-entry Requirements
- Google Classroom and Range of Digital Tools
- College Success and Work Ethics Course
- Industry Connections Course
- Financial Incentive for Continuing to Great Falls College
- Ability to earn credits for college



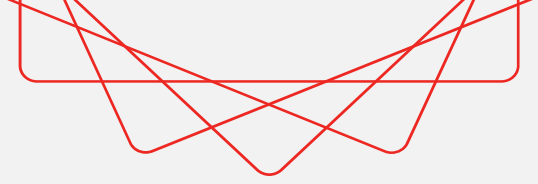
LISC Bridges to Career Opportunity Model



Bridges' Services



Education Outcomes for Bridges' Participants



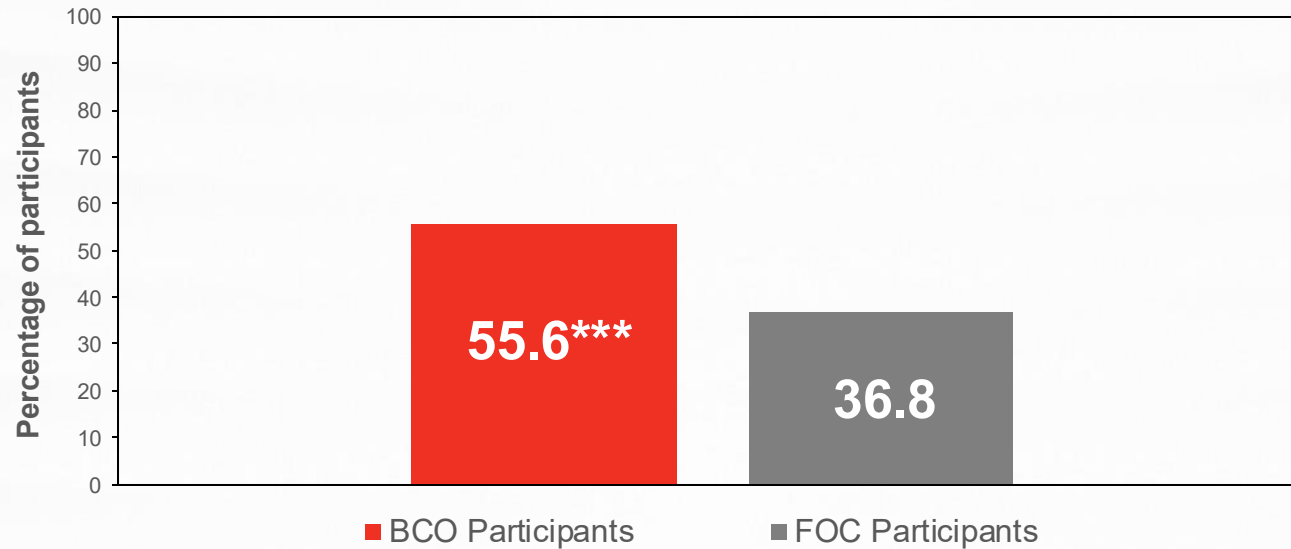
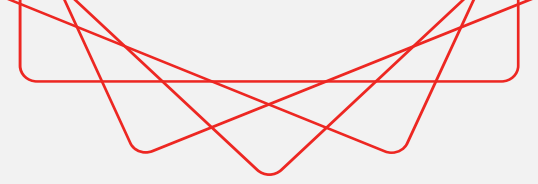
- **Training Program Completion Status for Bridges' Participants**



COMPLETED education/training program: **86.1%**
878 Clients

DID NOT COMPLETE education/training program: **13.9%**
142 Clients

Impact of Bridges on Participants' Job Improvement



Note: ***Difference is statistically significant at the .001 level. Data include 673 participants in BCO programs and 566 participants in FOC programs. Percentage of participants represents those who had a “job improvement” in 1-14 months after program enrollment.

Source: BCO and FOC administrative data in Salesforce: FFT™ Employment Record/Job Advancement Record.

Integrated Education and Training (IET) Programs



Adult Education and Family Literacy Act, Title II, Workforce Innovation and Opportunity Act (WIOA), 2014 requires that:

“Adult education and literacy services be delivered concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advance.” (WIOA, Section 203(11) and 34 C.F.R.)

Key Conditions:

- Basic skills instruction is:
 - Contextualized to vocational area
 - Concurrent or simultaneous with vocational training
- Includes workforce preparation activities

Bridge & IET Programs: Cross-Cutting Strategies



- Basic skills taught in context of occupations (Bridge) or combined with occupational training (IET)
- Career and college awareness, planning, and advising to facilitate learners' identification of a career pathway and further education or training
- Short-term vocational certificates and/or college credits awarded as incentive to further education or employment
- Holistic approach that includes supportive services to address range of learners' needs, barriers to completion
- Collaboration of basic skills, postsecondary education, employer, workforce development partners is critical to ensure well-implemented services

Key Services to Support Basic Skills Bridge and IET Programs



Workplace Literacy



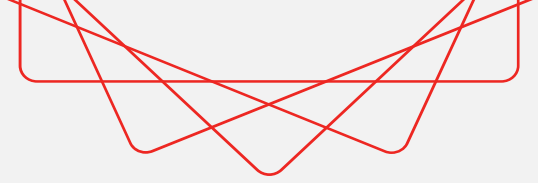
Adult Education and Family Literacy Act, Title II, Workforce Innovation and Opportunity Act (WIOA), 2014:

“Activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location designed to improve the productivity of the workplace (WIOA, Section 203).

Key Conditions:

- Establishing Desired Outcomes
- Class Duration
- Orientation and Assessment
- Curriculum and Performance

Strategies for Strong Partnerships



Environmental Conditions

- * History of cooperation
- * Favorable political and organizational climate

Interpersonal Relationships

- * Mutual respect and trust
- * Benefits are seen as offsetting costs
- * Ability to compromise and be flexible



Approach to Partnership Formation

- * Goals and objectives and concrete and attainable
- * Shared vision with agreed-upon strategy

Building a Process and Structures

- * Partners “own the process”
- * Clear roles and guidelines are developed

Lessons from Implementation of Bridge, IET, and Workplace Literacy Programs



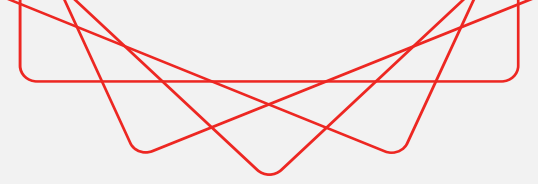
Basic Skills Program Systems

- Coordination and leveraging of services with partners is the foundation of multi-component Bridge and IET programs
- Holistic approach to service delivery includes supportive services that are critical for learners' persistence and completion
- Range of academic supports are needed to help learners succeed
- Incentives (free tuition, earning credits that transfer to college) can facilitate learners' participation beyond secondary education
- For IET, appropriate partner and explicit process is needed for learners' job placement

Adult Skills Staff

- Staff need time and assistance to understand local labor markets, postsecondary education and training opportunities, connections with supportive services
- Clarity of staff roles facilitates coordination within basic skills and with partners

Transitioning Adult Skills Learners: Career and College Awareness



WHAT WE HAVE LEARNED:



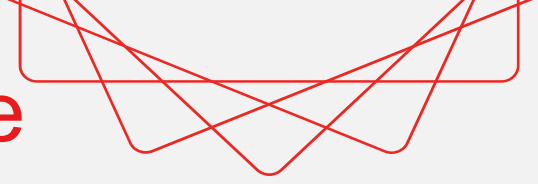
- ✓ **Career and College Awareness (CCA) is a critical component of adult education; amount and format should vary by learners' goals and needs**
- ✓ **Coordination between adult education and postsecondary education, workforce, and others is key; CCA staff must understand the local labor market, postsecondary/training requirements, and characteristics of jobs**
- ✓ **State adult education office can be instrumental by supporting pilot tests of the integration of CCA into programs services**

PROJECTS AND PRODUCTS:



- ✓ Oregon Pathways for Adult Basic Skills Transition Initiative (State) and Study (IES)
- ✓ Innovative Practices in Adult Education Compendia (DAEL)
- ✓ Adult Education Planning and Service Provision Demonstration Program Report and State Policy Guide (DAEL)

Oregon's Career and College Awareness Course



- Opportunities for learners to identify and reflect on their interests, skills, and abilities
- Career and occupational information related to state and local labor markets
- Informational resources related to careers and college and strategies for accessing information and understanding what one finds
- Support in organizing information and in developing a Career and College Plan that moves learners forward in pursuing further education or training and careers of their choice



Career Pathways



WHAT WE HAVE LEARNED:



- ✓ **Implementing career pathways requires federal, state, and local support**
- ✓ **Inter-agency and intra-agency coordination and partnerships are critical to developing state and local career pathways systems**
- ✓ **Career pathway models involving coaching in job readiness and financial planning have shown to be effective**
- ✓ **Integrated education and training approaches have many promising applications (dual enrollment, prison education)**

PROJECTS AND PRODUCTS:



- ✓ **Innovative Practices in Adult Education Compendia (DAEL)**
- ✓ **Evaluation of Bridges to Career Opportunities Report (Americorps)**
- ✓ **Technical Assistance to States Developing Career Pathways Toolkit (DAEL)**
- ✓ **Supporting States' Development of Policies for ABE to PSE Report & Toolkit (DAEL)**

Resources



Alamprese, J. & Cheng, I-F (September 2020). Compendium of Innovative Practices: Secondary Credentialing Programs. Bethesda, MD: Manhattan Strategy Group; and Rockville, MD: Abt Associates.

<https://lincs.ed.gov/sites/default/files/compendium-innovative-practices-secondary-credentialing.pdf>



Alamprese, J. & Cheng, I-F (February 2021). Compendium of Innovative Practices: Adult Education Bridge Programs and Integrated Education and Training (IET) Programs. Bethesda, MD: Manhattan Strategy Group; and Rockville, MD: Abt Associates

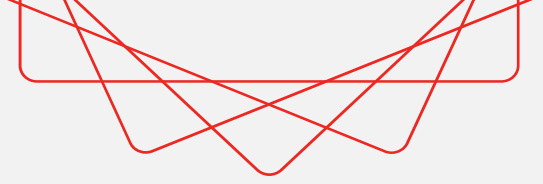
<https://lincs.ed.gov/sites/default/files/compendium-of-innovative-practices-ae-bridge-iet-programs.pdf>



Alamprese, J. & Cheng, I-F (August 2021). Compendium of Innovative Practices: Holistic Approach to Adult Education Services. Bethesda, MD: Manhattan Strategy Group; and Rockville, MD: Abt Associates.

<https://lincs.ed.gov/sites/default/files/holistic-approach-adult-education-services.pdf>.

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Thank you!