



# Adult Education Bridges: **Transitioning Adults**

Presented by MATEC NetWorks





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# Presenter



## Jennifer Foster

Senior Director for Adult Education and Family Literacy and State Director for the GED® testing administration at the Illinois Community College Board (ICCB)

[Jennifer.Foster@illinois.gov](mailto:Jennifer.Foster@illinois.gov)

<http://www.iccb.org>



Host: Michael Lesiecki



# ILLINOIS SKILLS GAP STATISTICS

- 22% of those in Adult Education with a goal of postsecondary education and training actually transition.
- Of Illinois' 8 million adults in Illinois over the age of 18, 44% have not completed any college coursework.



# FUTURE TRENDS IN ILLINOIS

- High percentage of workers' lacking basic skills
- Increase in the number of low skill immigrants
- Three Critical Skill Shortage Areas:
  - Health Care
  - Manufacturing
  - Transportation, Distribution and Logistics



# FUTURE TRENDS IN ILLINOIS

- Middle skill job growth
- Shortage of nurses by 2020
- Accelerated retirement of middle skill workers
- Decline in resources for middle skill workers



# ACADEMIC VS. ADULT EDUCATION

<b>Academic Instruction</b>	<b>Bridge/ Integrated Programs</b>	<b>Adult Education</b>
Content Driven	Contextualized Skills	Skill Driven
Semester Schedules	Managed Classes	Open Entry Open Exit
Professional Accountability	A <b>LOT</b> of Accountability	NRS Accountability



# HOW DID ADULT EDUCATION GET STARTED

- Shifting Gears Initiative
- Bridge Programs
- Strategic Plan for Adult Education
- Adult Education Advisory Council
- Accelerating Opportunity
- Alignment of Illinois Adult Education Standards



# DEVELOPING A STATE VISION FOR ABE

- Purpose of a vision is to set a direction for adult education in the state.
- In Illinois, the direction for many years has been literacy, basic skills, GED, ESL and employment.
- A few advocacy groups in the area were beginning to focus on the career pathway notion.
- Title I partners began to look at sector based strategies.





## DEVELOPING A STATE VISION FOR ABE

- Each individual agency examines career pathways in a very different way.
- As Illinois participated as part of the Joyce Foundation's Shifting Gears Initiative, the career pathway process began to take its shape.
- Forming Partnerships



# ILLINOIS SHIFTING GEARS

- Examine existing structures and policies to determine how to institute bridge programs that will lead to postsecondary occupational programs and pathway employment.
- Policies
  - Statewide Bridge Definition
  - Adult Education Funding Clarifications
  - Bridge Program Approval Process
  - Support Services
  - WIA 40% Training Policy  
<http://ocrl.illinois.edu/files/Reports/Training%20Policy%20in%20Illinois.pdf>
  - Data Measurement and Evaluation  
<http://ocrl.illinois.edu/files/Reports/Training%20Policy%20in%20Illinois.pdf>



# SHIFTING GEARS – MAJOR POLICY DEVELOPMENT

- Beginning with the development of a definition for Bridge Programs-
  - Three Elements:
    - Contextualized instruction,
    - Career Development/Awareness,
    - Transition/Support Services
- This began IL Adult Education program's plight to introduce Career Pathways to the system.
  - Instituto del Progreso – a CBO in Chicago.



# POLLING QUESTION

- What has your experience been in working with partners to develop policies or developing a strategic plan?
  - A. Little or no experience
  - B. Some experience
  - C. Extensive Experience
  - D. Not Sure





# **THE ADULT EDUCATION STRATEGIC PLANNING PROCESS**

**“Creating Pathways for Adult  
Learners”**

# THE PLAN

- Utilizing a 32 member taskforce, IL came up with a plan and a vision that would span across the adult education community.
- Getting buy-in from many organizations



# STRATEGIC PLAN/VISION

- Eight Guiding Principals:
  - Responsiveness
  - Accountability
  - Collaboration
  - Alignment
  - Contextualization
  - Accountability
  - Evidenced Based Teaching and Learning
  - Professional Development



# ADULT EDUCATION VISION

- We envision Adult Education as the foundation of a career pathways system that prepares adult learners for economic self sufficiency.





# FROM THE VISION TO THE RECOMMENDATIONS

- Assessment, Curricula and Instruction
- Support and Follow up Services
- High Quality Teaching and Professional Development
- Partnerships
- Research, Data and Accountability
- Program Design



# USE OF THE VISION/STRATEGIC PLAN

- Use of the Strategic Plan for many purposes-
  - Discussions with Presidents of Community College
  - Shaping the Direction of our Statewide Advisory Council
  - Shaping the Direction of the Competitive RFP process
  - Shaping the Direction of Instructional Offering
  - Basis for developing new common partnerships and getting assistance from other local foundations.
  - It has been great for IL AE to be a major player in the discussions.



# BRIDGE PROGRAM DEVELOPMENT AND IMPLEMENTATION

- Funded grants statewide
- Followed the statewide bridge definition
- Key focus areas:
  - Planning
  - Assessment
  - Curriculum and Instruction
  - Recruitment and Retention
  - Support Services
  - Partnership/Collaboration



# BRIDGE TRAINING

## ○ Core Training

- Assist local programs in the understanding Career Clusters Framework
- Understand terminology and the need for a pathway system
- Providing face to face and online training



# BRIDGE DEVELOPMENT TRAINING

## ○ **Bridge Development Training**

- Understanding the Bridge Definition
- How to develop effective partnerships and who should be at the table?
- How to develop a bridge curriculum?
- How to recruit and retain students in a bridge program?
- What resources are needed for AE Bridge students to successfully transition to postsecondary education and employment?



## POLLING QUESTION

- Have you received any training related to bridge programs or integrated teaching models?
  - A. Yes, I have had extensive training in these areas.
  - B. Yes, but not much training
  - C. No, Not at all



# ADULT EDUCATION STRATEGIC PLAN - SUMMARY

- Formed a 32 member taskforce (Spring 2009)
  - Recommendations were developed and shared through a variety of systems
  - Statewide Adult Education Advisory Council approved the Plan in October 2009
  - Approved by the Illinois Community College Board in November 2009
  - Full implementation July 1, 2010 (FY2011)
- [http://www.iccb.org/pdf/adulted/Adult Education Strategic Plan 11-12-09 Final.pdf](http://www.iccb.org/pdf/adulted/Adult_Education_Strategic_Plan_11-12-09_Final.pdf)



# INTEGRATING CAREER PATHWAYS INTO AN EXISTING ADULT EDUCATION SYSTEM

- Participation as a part of the Illinois Shifting Gears initiative to institute policy change in Illinois
- Development of a Adult Education Strategic Plan
- Instituting Bridge Programs-Development and Implementation Models
- Development of Core Training
- Development of Training in the development of Bridge Programs





## MODIFIED APPROACH

- During the development of the bridge programs, it was soon apparent that more TA was needed.
- Logic Model Development



# POLLING QUESTION

- How many have used logic modeling or some planning tool to map out a project?
  - A. Yes, I have used logic modeling or a planning tool
  - B. No, I have not used logic modeling or a planning tool.



# LOGIC MODEL DEVELOPMENT

## Adult Education Bridge Implementation Logic Model Shawnee Community College (updated)

Resources	Goals	Target Population	Core Components	Outcomes	Impact
ICCB-WIA grant funds Facilities Staff-Coordination Instructor Data entry Partnerships SIPDC Contextualized Curriculum Transportation Childcare Guest Speakers SCC Nursing Director	Recruit, assess & enroll 10-12 cohort students  To provide support services to alleviate barriers to student success, i.e. childcare, travel, advocacy, and referrals  To provide transition services for seamless entry into health care training programs/ post-secondary  Health care employment	ASE students that read at 6.0+  Individuals with or without a high school diploma  Level 4 & 5 ESL students  Students interested in health care career  Students who did not score high to enter CNA program  TANF & WIA eligible students  Community based partner's clients	Contextualized curriculum <ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> <li>- Math</li> <li>- Career development</li> </ul> Limited transition services Recruitment Orientation Assessment Recognition of completers Job readiness certificate	Number completing training (8)  Numbers making learning gains on TABE (12)  Numbers transitioning into health care training programs (8) Job Shadowing Portable completion certificate Improvement in basic skills levels GED credential Work ready  Understanding of post-secondary system Compass testing	Numbers entering employment  Numbers continuing training – post secondary  Numbers advancing in existing employment Numbers entering health care training  Coordination with local health care services Work ready Bridge/Transition services offered



# MORE RESEARCH AND TRAINING DEVELOPMENT

- Existing professional development centers to:
  - Research career pathway
  - Develop training
- The training expanded:
  - Curriculum/Contextualization
  - Career Development
  - Instruction
  - Partnerships
  - Support Services





# **ACCELERATING OPPORTUNITY**

**Integrated -Career and Academic Preparation  
System (I-CAPS)**

# INTEGRATED MODEL – ACCELERATING OPPORTUNITY

- Gates Foundation Initiative managed by Jobs for the Future, in partnership with:
  - Washington State, State Board of Community and Technical Colleges (SBCTC)
  - National Council for Workforce Education (NCWE)
  - National College Transition Network (NCTN)
  - Additional Foundations – Joyce Foundation



# INTEGRATED MODEL – ACCELERATING OPPORTUNITY

- Uses the Washington State’s “IBEST” - Integrated Basic Education Skills Training initiative as a model of implementation in each state.
  - Illinois is One of Eleven States selected to participate in the Design Grant
  - Initially, IL was one of four states selected to receive an implementation grant over three years
    - Kentucky, North Carolina, Kansas



# ACCELERATING OPPORTUNITY

- Realign Adult Education to ensure more students have access to postsecondary education/CTE programs
- Developed a design team of specific individuals (30 + members)
  - Representatives:
    - ICCB Board Member, Governors Office, Adult Education – administrators and faculty, DCEO, Community College – President, Academic Affairs, Faculty, Adjunct, Advocacy, Data and Research, Career and Technical Education, Business Roundtable, Board of Higher Education, Student Services, Professional Development, and ICCB staff from each of the division.





# ACCELERATING OPPORTUNITY

## ○ Illinois Model – “I-CAPS”

- Integrated Career and Academic Prep System
- <http://www.iccb.org/acceleratingopportunity.html>

## ○ Selection of 8 colleges to participate:

- City College of Chicago – Daley College
- College of Lake County
- Danville Area College
- Elgin Community College
- Lake Land College
- Lewis and Clark Community College
- Lincoln Land Community College
- McHenry County College



## OUTCOMES AND DELIVERABLES:

- Produce a total of 2,526 credential (8 colleges)
- Transcribed college level professional-technical credit in the semester in which it is earned (12 credits)
- Achievement of marketable, stackable, credit bearing certificates and degrees.
- Demonstrate college readiness by-passing developmental education.
- Comprehensive Academic Social and Student Supports
- Acceleration strategies, including contextualized, online, dual enrollment including paired courses (50% overlap in instruction)



# POLICY LEVERS:

- **Policy Lever One:**
  - Include ABE student measures/momentum points in state's performance based funding
- **Policy Lever Two:**
  - Financial Aid and Support Services for Adult Ed Students enrolled in the I-CAPS model.
- **Policy Lever Three:**
  - Employer Engagement and Partnership Support



# LEVERAGING RESOURCES

- Currently program use a variety of resources including:
  - Adult education funding
  - WIA incentive
  - WIA title I, Foundation
  - Youth Build
  - Private Foundational Support
  - Identifying resources and partnering with other entities within institutions
- Braided Funding



# POLLING QUESTION

- How much success have you had in braided funding?
  - A. None
  - B. Some, but not much
  - C. Quite a bit
  - D. Are you kidding, I do this for a living



# AO- EXTENSIVE EVALUATION PROCESS

- Urban Institute
- Policy Coach
- Communication Coach
- Primary Coach –
  - Dr. Barbara Endel, Jobs for the Future
    - Project Director
- Project Evaluation



# ACCELERATING OPPORTUNITY – 1<sup>ST</sup> SIX MONTHS

- Enrollment:
  - More than 230 students
- Industry recognized Certificates
  - More than 200



# CURRICULUM ALIGNMENT

- IL ABE/ASE Standards:
  - Common Core and College Readiness
  - Technology Skills
  - Essential Knowledge & Skills
  - Evidenced Based Reading
- Finalized – July 2012
  - Curriculum Institutes in the Fall 2012





# PRIORITIES AND NEXT STEPS

- Focus on Evidence Based Reading Instruction
- Curriculum Institutes
- Alignment of ESL Content Standards with Common Core
- Expand Bridge Programs and I-CAPS/Accelerating Opportunity Programs
- Conduct Research in Adult Education
- Professional Development and Training
  - Refocus
  - Expansion
- Improve Data Outcomes



# PRIORITIES AND NEXT STEPS

- Accelerating Opportunity Expansion and Funding
- Implementation of Bridge Programs throughout all programs
- Development of a clear framework that levels each bridge
- Incorporate Career Awareness at every level of instruction
- Incorporate Essential Knowledge and Skills Statement into Content Standards/Curriculum
- Evaluate the data to determine where students go after programs
- Provide more training



# ACCELERATING OPPORTUNITY AND BRIDGE EXPANSIONS –SCALING ACTIVITIES

- Expanding to include affiliate network of colleges
  - AO – added four college (total of 12)
  - Bridges – AO four
    - CTE/AE Initial Start –Up Resources
- Transitions Academy:
  - July/August – 1<sup>st</sup> Annual Transitions Academy
    - Team Teaching
    - Building Bridge Program
    - Building an Accelerating Opportunity Project
    - Employer Engagement



# LESSON LEARNED

- It takes time to develop a process.
- Include the entire provider system.
- Use partners “Adult Education cannot do this alone” in order to communicate the message. CTE, Workforce, etc.
- Seek foundations and advocacy groups support to gain support and interests.
- Training is important to get the desired outcome.
- Once you enter pathways, your life changes.
- Be ready to articulate your message and the vision.



# LESSONS LEARNED

- Work with the highest possible levels of administration
  - Identify all coordinating departments and groups
  - Identify how each will benefit from this partnership
  - Plan, Plan, Plan
- Invest in the time for teachers to learn each other's areas of responsibility
  - Allow faculty to observe each others classes
  - Encourage faculty to share orientations and course recruitment processes
  - Have both departments spend time defining exit and entry level skills
  - Clarify the reporting and tracking needed



# INSTRUCTIONAL SYSTEMS

<b>Academic</b>	<b>Bridge Programs/ Integrated Programs</b>	<b>Adult Education</b>
Teacher Qualifications In Content/Career area	Teachers are knowledgeable about both I- Team Teaching	Teacher Qualifications in skill development
Technical manuals and complex diagrams	Technical reading materials for comprehension skill development	Reading materials simple diagrams



# INSTRUCTIONAL SYSTEMS

<b>Academic</b>	<b>Bridge/Integrated Programs</b>	<b>Adult Education</b>
Students progress at the speed of the teacher	Students must develop discipline and organizational skills	Students progress at their own speed



# INSTRUCTIONAL METHODS

<b>Academic</b>	<b>Bridge/Integrated Programs</b>	<b>Adult Education</b>
Lectures, notes, demonstrations homework, out of class student discussions, quizzes	Tutoring, study groups, on-line help	Explanations, practice, in class group work, some out of class homework
Fill in the blank, short answer, matching, essay tests, midterms and finals	Study skills and anxiety reduction	Prepare for the multiple choice GED



# SUPPORT SERVICES

<b>Academic</b>	<b>Bridge Programs/ Integrated Programs</b>	<b>Adult Education</b>
Send Students with barriers to the Counseling Office	Centralized single contact person to address barriers.	If the teacher can't help Students with barriers then the director does.
Students expected to apply, register, pay tuition, go to class, get grades and check the degree requirements and register for the next semester for themselves	Students must learn the culture of the academic world and be self reliant	Assisted with filling out applications, take placement test, pretest, be registered for class take post test

# HOW DO WE MAKE IT ALL HAPPEN

- Come up with a **Vision** for your Adult Education Program
- Connect the Vision with other statewide initiatives
- Remember that it will not happen overnight
- Find a few instructors and staff and start small
- Policy to Performance



# FOOD FOR THOUGHT

Bridges and other integrated instructional models are a great way to help students make the decision to move into postsecondary occupational programs and pathway employment.

**TIME FOR PLANNING IS ESSENTIAL!!**





# Presenter Contact Info



## Jennifer Foster

Senior Director for Adult Education and Family Literacy and State Director for the GED® testing administration at the Illinois Community College Board (ICCB)

[Jennifer.Foster@illinois.gov](mailto:Jennifer.Foster@illinois.gov)

<http://www.iccb.org>





# Webinar Resources

To access the recording, slides, and handout visit

[www.matecnetworks.org](http://www.matecnetworks.org),

Keyword Search:

**“Webinar Transitioning Adults”**



# Upcoming Webinars

November 30: **Adult Education Career Pathways**

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