

J

F

F

EDUCATION FOR ECONOMIC OPPORTUNITY

## ***Breaking Through and Accelerating Opportunity:***

**Helping Low-Skilled Adults Enter and Succeed in College and Careers**

**March 2, 2012**

**Nate Anderson, Senior Project Manager – Jobs for the Future**

**Presented at the Ohio Association of Community Colleges Statewide Symposium**



**JOBS FOR THE FUTURE**



# AGENDA

J

F

F

- What is Breaking Through
- Four Breaking Through Strategies
- Implementation of Strategies
- State networks
- Accelerating Opportunity
- State Examples
- Questions

# WHAT IS BREAKING THROUGH?

J

F

F

- A ***career pathway redesign*** initiative for advancing more low-skill adults (<8th grade) into and through to professional/technical degree programs.
- A multi-site, multi-state initiative aimed at impacting both ***practice and policy***
- A ***framework*** for developing effective career pathway programs in pre-college and college-level programs that improve completion

# WHAT IS BREAKING THROUGH?

J

F

F

- Partnership between National Council for Workforce Education and Jobs for the Future
- Funders Include:
  - ***Charles Stewart Mott Foundation***
  - ***Walmart Foundation***
  - ***Bill & Melinda Gates Foundation***
  - ***NC GlaxoSmithKline Foundation***

# BREAKING THROUGH PARTICIPANTS: 21 STATES, 41 COLLEGES

J

F

F

Tacoma Community College, WA  
South Seattle Community College, WA  
Portland Community College, OR  
Northwest Indian College

Little Big Horn College  
Salish Kootenai College  
Sitting Bull College  
Comanche Nation College

Grand Rapids Community College  
Henry Ford Community College  
Lake Michigan College  
Macomb Community College  
Mott Community College  
St Clair County Community College  
Washtenaw County Community College  
Leech Lake Tribal College

York County Community College, ME

North Shore Community College, MA

LaGuardia Community College, NY

City College of San Francisco  
Cerritos College,

Cuyahoga Community College, OH

Northampton County Community College, PA

Community College of Denver

Gateway Community Technical College  
Owensboro Community Technical College  
Southeast KY Community Technical College

Piedmont VA Community College

College of Southern Nevada

Central New Mexico Community College

Southeast Arkansas Community College

Davidson County Community College  
Forsyth Technical Community College  
Durham Technical Community College  
Pitt Community College  
South Piedmont Community College  
Pamlico Community College

Houston Community College System  
St. Phillips College  
South Texas College

Tallahassee Community College

# BREAKING THROUGH RESEARCH FINDINGS

J

F

F

Programs are disconnected, making it hard for students to make progress on a pathway

Realign programs and divisions

It takes too long to go from remediation to career training

Accelerate the pace of learning

Students don't have access to supports that will help them overcome obstacles

Provide comprehensive supports

Labor market payoffs don't come early enough to make the investment in education worthwhile

Create strong labor market connections and payoffs

J

F

F

# FOUR BREAKING THROUGH STRATEGIES

# BREAKING THROUGH STRATEGIES

J

F

F

<i>Strategy</i>	<i>Result</i>
<b>Realigned Programs and Divisions: Blended Funding, Strong Articulation Agreements</b>	More students entering and succeeding in credit-level occupational and technical coursework
<b>Compressed, Contextualized, Customized, and Accelerated Learning</b>	Faster progress to and through career pathway programs



# BREAKING THROUGH STRATEGIES

J

F

F

<i>Strategy</i>	<i>Result</i>
<b>Intensive Student Supports</b>	Greater retention and persistence to completion
<b>Strong Labor Market Connections and Payoffs: Meaningful, Stackable Interim Credentials</b>	Greater labor market payoffs for students and more workers trained to meet employers' needs

J

F

F

# IMPLEMENTATION OF BREAKING THROUGH STRATEGIES

# REALIGN PROGRAMS AND DIVISIONS

J

F

F

<i>Implementation Practices</i>	<i>Examples of Success</i>
<ul style="list-style-type: none"><li>•Develop articulation agreements</li><li>•Remove barriers to entry and advancement</li><li>•Create on-ramps</li><li>•Redesign occupational and technical programs (modularization)</li><li>•Blended funding streams</li></ul>	<p><b>Mott Community College:</b> articulation agreements between non-credit and credit courses</p> <p><b>Southeast Arkansas Community College:</b> Developmental education is fast-tracked and contextualized for allied health, and leads directly to a fast-track practical nursing program</p>

# ACCELERATE PACE OF LEARNING

J

F

F

<i>Implementation Practices</i>	<i>Examples of Success</i>
<ul style="list-style-type: none"><li>•Compress curricula</li><li>•Compress courses and instructional time</li><li>•Customize Instruction</li></ul>	<p><b>Community College of Denver:</b> <i>FastStart</i> 2-4 semesters of developmental education compressed into one semester</p> <p><b>Laguardia Community College:</b> GED Bridge programs contextualized for allied health and business</p>

# COMPREHENSIVE STUDENT SUPPORT SERVICES

J

F

F

<i>Implementation Practices</i>	<i>Examples of Success</i>
<ul style="list-style-type: none"><li>•Ensure access to a variety of supports</li><li>•Hire coaches and advisors</li><li>•Train staff</li></ul>	<p><b>Portland Community College:</b> <i>MOTT</i> (Moving On Towards Tomorrow) advisors hired to proactively support students</p> <p><b>Tacoma Community College:</b> Student Support Specialist advises students and connects them with student services</p> <p><b>Durham Tech Community College:</b> All staff trained in advising techniques through the Advisor Training Toolkit</p>

# STRONG LABOR MARKET CONNECTIONS AND PAYOFFS

J

F

F

<i>Implementation Practices</i>	<i>Examples of Success</i>
<ul style="list-style-type: none"><li>• Create short-term, stackable credentials</li><li>• Work with labor market actors</li><li>• Partner with economic development agencies</li><li>• Provide career exploration</li></ul>	<p><b>Community College of Denver:</b> Career exploration built into academic and college success courses</p> <p><b>Davidson County Community College:</b> Uses MECA for career exploration</p> <p><b>Portland Community College:</b> Modularized and stackable credentials</p> <p><b>North Shore Community College:</b> Career maps for Early Childhood programs</p>

- Seven original colleges (2007)
- Peer-learning network
- Open to all 28 community colleges
- Managed by the Michigan Center for Student Success.



Michigan  
Community  
Colleges

## Survey Findings (21 colleges):

- 19 colleges with stackable certificates
- 9 colleges with adult learner bridge programs
- 17 colleges with basic skills “intensive” courses
- 11 colleges offered integrated instruction (non-credit)
- 5 colleges used extensive prior learning assessments
- 17 colleges provided support with community partnerships
- 14 colleges provided “navigators” for low-skilled students
- 11 colleges had programs in place to target stop-out students



Michigan  
Community  
Colleges





- Three colleges: Gateway, Owensboro and Southeast
- Started in 2009
- Based on Owensboro demonstration work

- Mentor/mentee structure
- Key findings:
  - Paired courses
  - Contextualization
  - Rolling enrollment
  - Success coaches
  - Career exploration and pathway maps
  - Stackable credentials
  - Cross-department collaboration

- Lessons learned
  - Importance of faculty buy-in
  - Funding
  - Centralized intake: “No Wrong Door”
  - Tracking students after college
  - Policies: real or perceived?
  - Placement in Dev Ed vs Adult Education

# Tribal Colleges Breaking Through

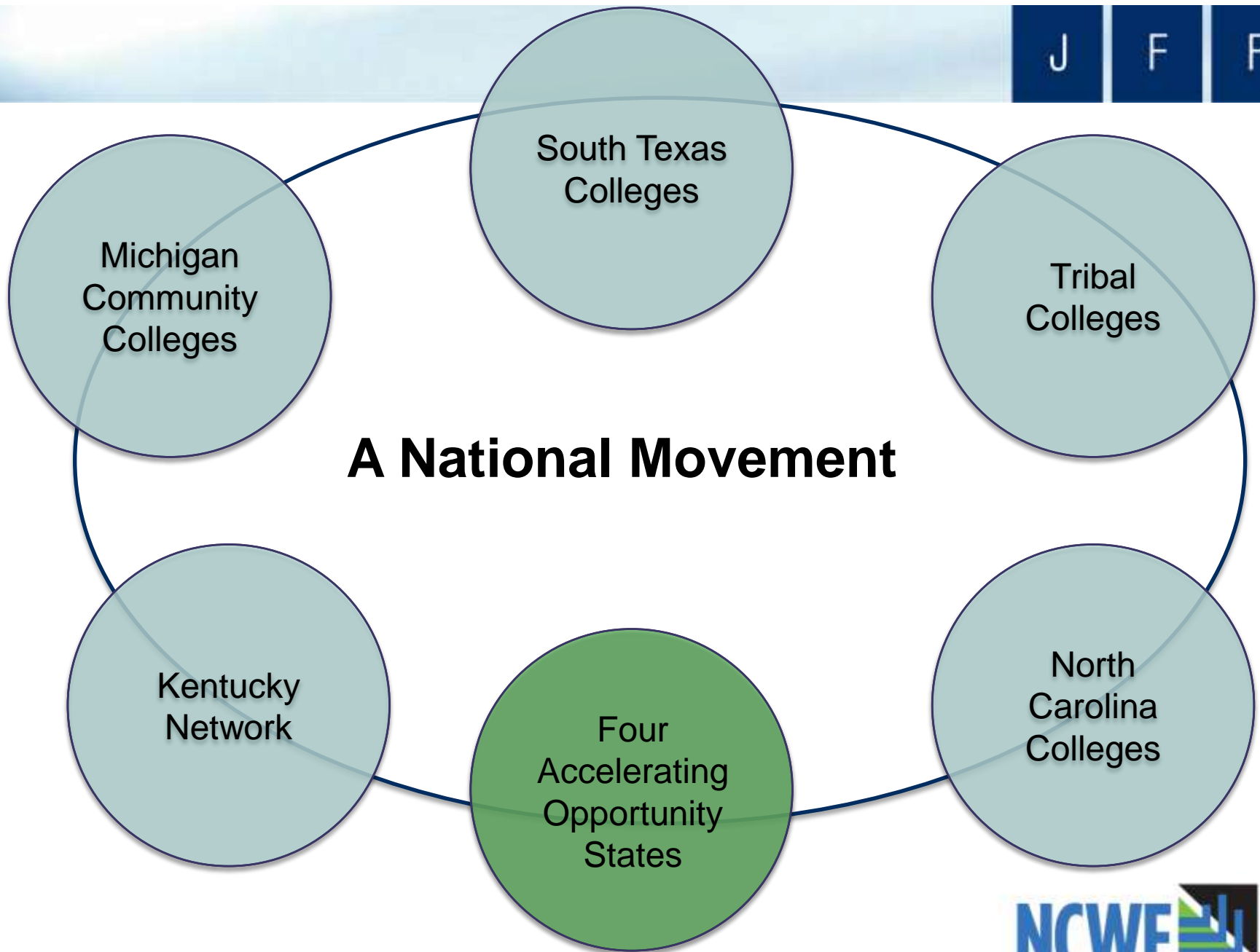
J

F

F



- TCBT colleges tend to be small, rural and serving communities with very high unemployment and poverty.
- Unique cultural and community missions
- Strong focus on workforce and economic development



# *National Necessity*

J

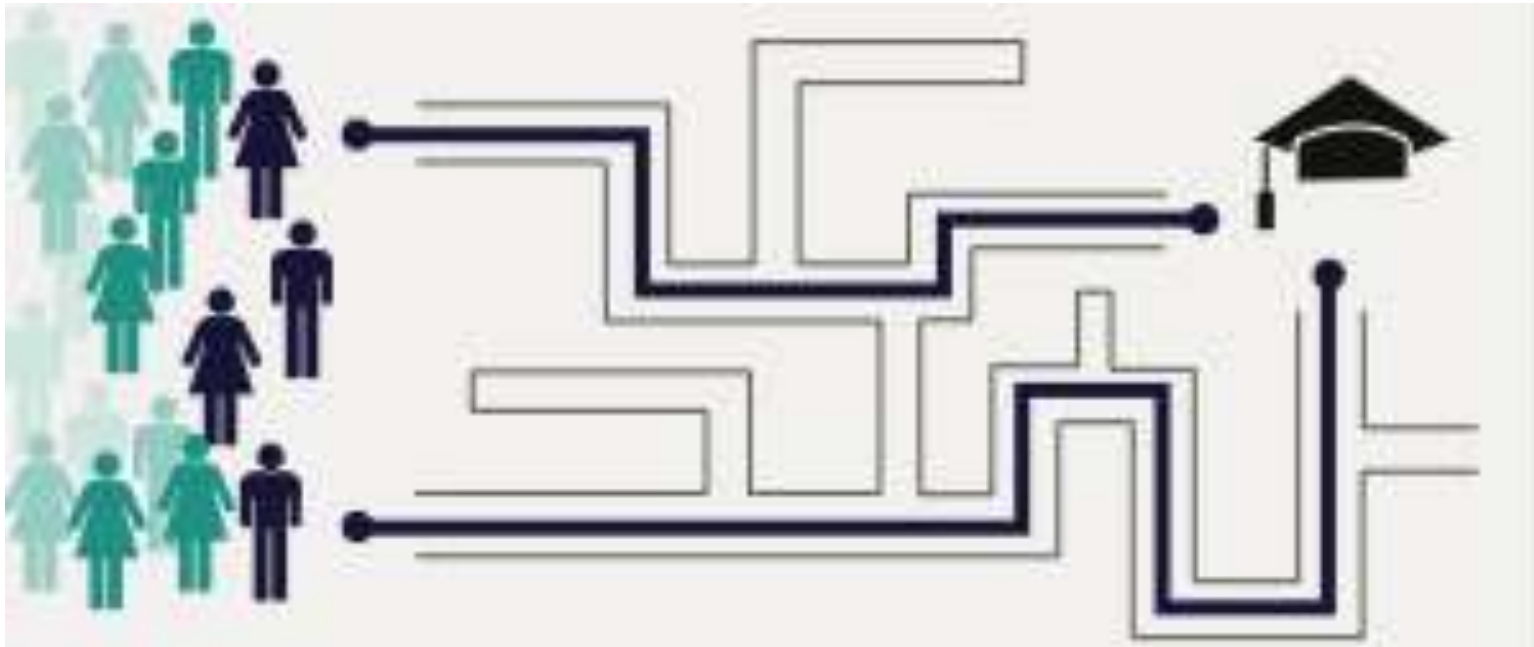
F

F



**Millions of adults need access to postsecondary education and training to advance their careers and support their families.**





**Accelerating Opportunity transforms Adult Basic Education to ensure that more adults can access and succeed in postsecondary education and training.**

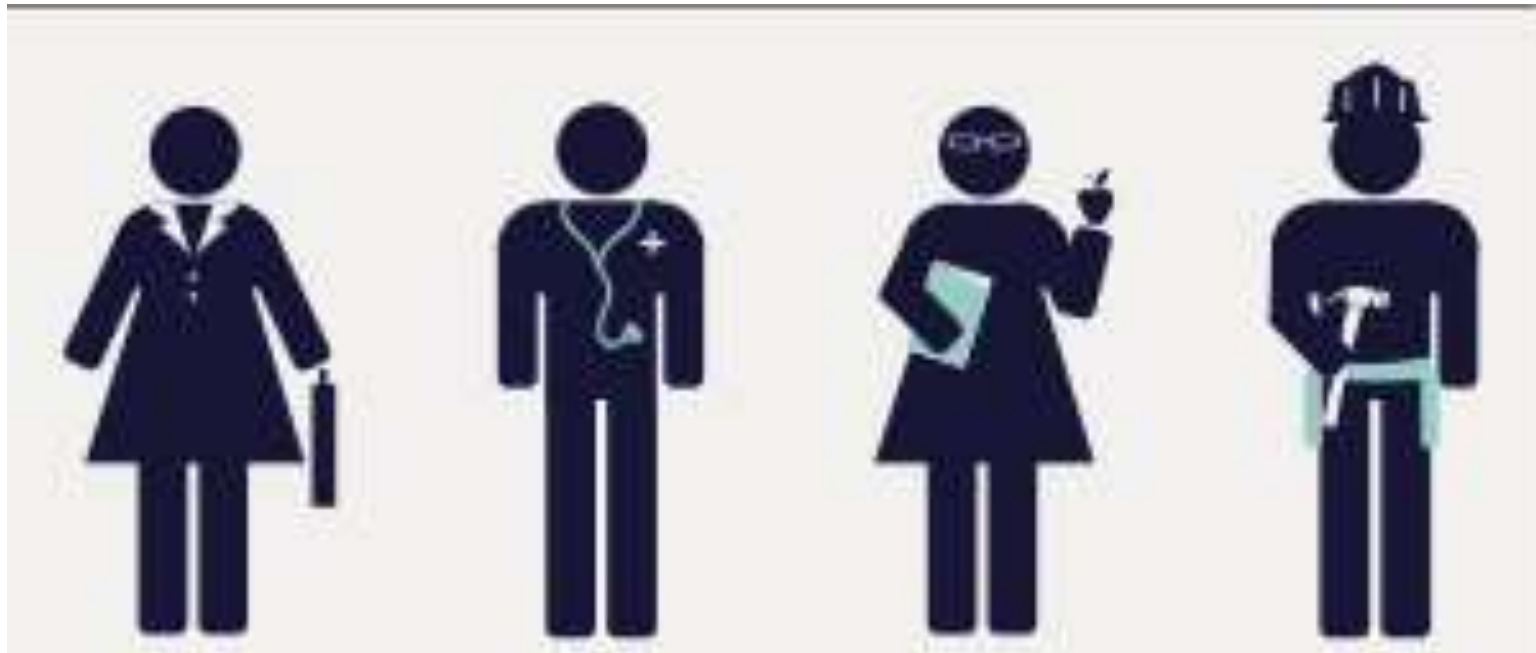


# *Lasting Impact*

J

F

F



**States and colleges will scale and sustain programs so that many more adults have access to marketable credentials and family-sustaining careers**

# A National Need for Pathways from ABE to Marketable Credentials

J

F

F

- 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 that those credentials are critical to breaking the intergenerational transmission of poverty in America.

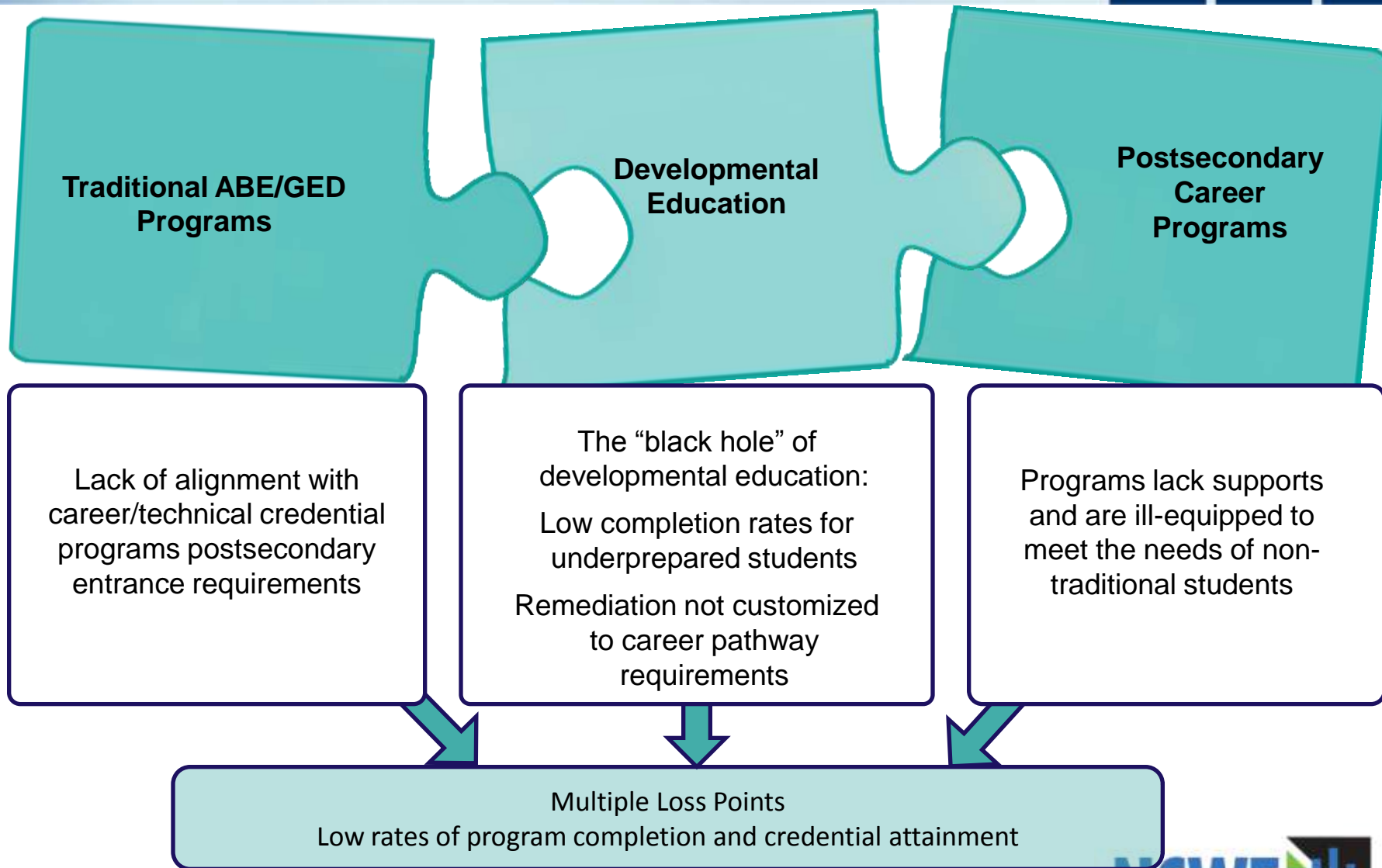


# Disconnected Educational Pathways

J

F

F



# Accelerating Opportunity's Solutions

J

F

F

THIS INITIATIVE AIMS TO CHANGE THE WAY ADULT BASIC EDUCATION IS STRUCTURED AND DELIVERED AT THE STATE AND INSTITUTIONAL LEVEL.

## CHALLENGE

## SOLUTION

Education programs are profoundly disconnected.

Transform institutions and analyze state policy to better align programs and funding sources

Instructional models are inadequate.

Design program and instructional strategies that improve the overall ABE instruction and sequencing

Supports are lacking.

Provide comprehensive support services to address academic and social obligations

Labor market payoffs are limited.

Link program development with current and projected labor market demands and include employer input in the program design

# Accelerating Opportunity's

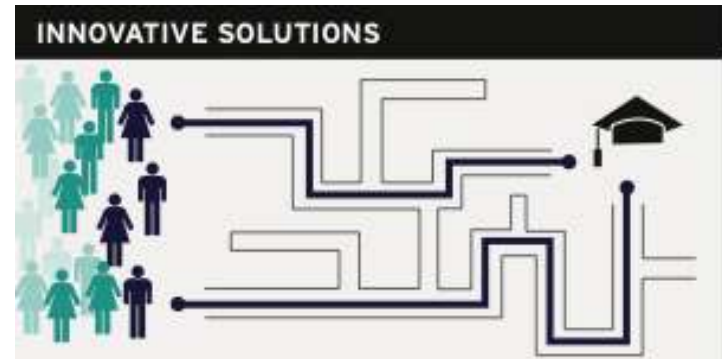
J

F

F

## Solutions

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

# Streamlined Adult Education Pathways

J

F

F

Accelerated and Integrated  
ABE and GED programs

Articulated Career  
Pathways

Stackable  
Credentials with  
Labor Market Value

- Career exploration
- Contextualized learning
- Skill-building for postsecondary/career success
- College and career counseling

- Accelerated skill-building integrated with credit coursework
- Support through gate-keeper courses
- Intensive transition counseling

- Comprehensive supplemental services
- Intensive counseling
- Flexible program options
- Job placement

More Adult Learners Succeeding in ABE to Credential Pathways

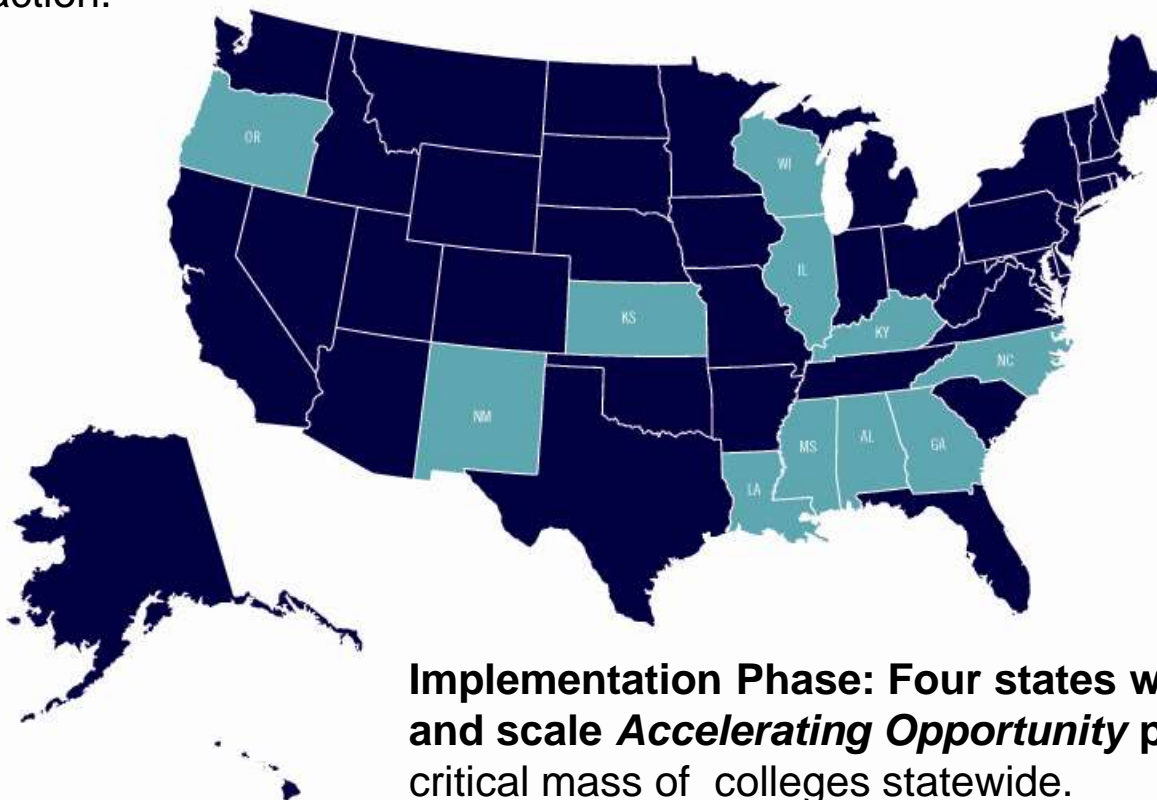
# Four-Year Initiative

J

F

F

**Design Phase: 11 states with ABE governed through postsecondary education received grants to develop pathways from ABE to marketable credentials and develop blueprints for action.**



**Implementation Phase: Four states will pilot, refine, and scale *Accelerating Opportunity* pathways in a critical mass of colleges statewide.**



## ACCELERATING OPPORTUNITY THEORY OF CHANGE—DEFINITIONS

### STAKEHOLDERS & LEVERS

#### Stakeholders

Community/  
technical colleges,  
ABE programs,  
Higher ed agencies,  
state policymakers,  
federal agencies,  
CBOs, WIBs,  
employers, students,  
TA providers,  
philanthropic  
partners

#### Levers

Approaches that can  
be taken or domains  
that can be acted on  
to change behaviors,  
conditions, or  
attitudes.

### ACTIVITIES & INTERIM OUTCOMES

#### College & Career Pathways

Evidence-based instructional and  
programmatic models that promote transition  
to and completion of credentialing programs  
in high-demand fields.

#### Culture Shift

Changes in attitude that lead to viewing  
ABE students as valued members of the  
community college population.

#### Scale & Sustainability

Growth in the proportion of students  
participating in integrated college and career  
pathways within and across colleges and  
states, and the capacity to sustain pathway  
innovations.

### LONG-TERM GOALS

#### System

Governing or  
coordinating higher  
education agencies,  
public higher education  
institutions, related state  
agencies (e.g., workforce  
development, labor,  
commerce), employers,  
and community-based  
providers working in  
concert to develop  
labor-market-ready  
adults with marketable  
postsecondary  
credentials.

#### Students

Low-skill adult learners  
in community college-  
based ABE, ESL, and ASE  
programs





## 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

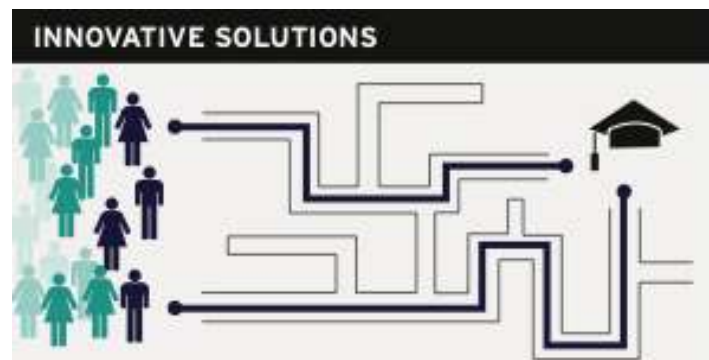
Comprehensive academic and social student supports (e.g., tutoring, child care, transportation, access to public benefits, subsidized jobs)

Award of some college-level professional-technical credits, which must be transcribed 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

- Build on existing related state policy initiatives (e.g. Achieving the Dream, Shifting Gears)
- Focus on the needs of low-skill (often working) adults
- State policy assessments to identify policy gaps/barriers and needed
- Work with states to determine high impact policy levers that promote implementation and scale

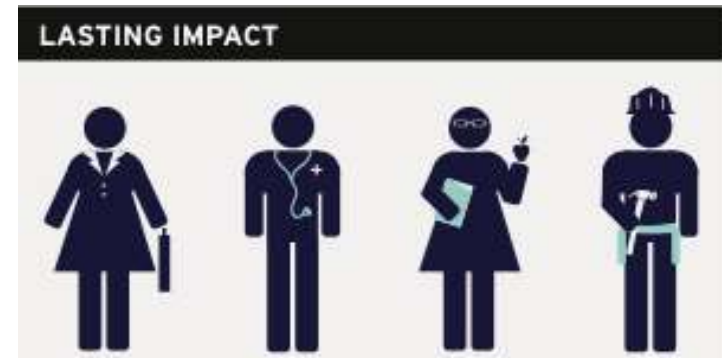


## POLICY PRIORITIES AND ACTIVITIES FOR STATES AND INSTITUTIONS

ALIGNING STATE AND INSTITUTIONAL POLICY ALONG A COMMON FRAMEWORK INCREASES THE ODDS OF ATTAINING IMPACT AND SCALE

<b>DATA AND ANALYSIS</b>	<ul style="list-style-type: none"> <li>➤ Setting goals and benchmarks for adult learner transitions and tracking individual student progress toward them</li> <li>➤ Aligning data systems to measure student progress from precollege programs to postsecondary career pathways to employment</li> <li>➤ Linking data to innovation to determine which models best enable adult learners reach momentum points along with the time required for each</li> </ul>
<b>INNOVATION/ REDESIGN</b>	<ul style="list-style-type: none"> <li>➤ Demonstration grants for accelerated learning options and comprehensive (academic and nonacademic) supports</li> <li>➤ Incentives to link employers with community college for-credit programs</li> </ul>
<b>ALIGNED EXPECTATIONS</b>	<ul style="list-style-type: none"> <li>➤ Aligning the standards and curricula of precollege programs to college readiness</li> <li>➤ Aligning noncredit to credit programs</li> </ul>
<b>ASSESSMENT AND PLACEMENT</b>	<ul style="list-style-type: none"> <li>➤ Dual enrollment for adult education and college programs</li> <li>➤ Cross-walking assessments for basic skills and college</li> <li>➤ Making adult education a placement option for some developmental education students</li> </ul>
<b>FINANCE</b>	<ul style="list-style-type: none"> <li>➤ Aligning (“braiding”) funding from various funding streams (e.g., adult education, community college, workforce, employer) to strengthen implementation and outcomes</li> </ul>

- **At least 8 colleges** in each state implementing ABE to credential pathways at scale
- At least **450 students** per college earning a marketable credential.
- Potential impact: At least **18,000 students nationwide** earning marketable credentials
- States will adopt **policies** and **financing models** to ensure that effective ABE to Credential programs are sustained and expanded.
- States will engage other community colleges in a **learning network** to promote adoption and scale of effective approaches.



## Funders:

*Accelerating Opportunity* is funded by the Bill & Melinda Gates Foundation, the Joyce Foundation, the W. K. Kellogg Foundation, the Kresge Foundation, and the Open Society Foundations

## Partners:

### Jobs for the Future (JFF)

- Managing Partner
- Convene bi-annual peer learning meetings; TA to states

### The Washington State Board of Community And Technical Colleges (SBCTC)

- Lead state & co-host of annual integrated basic skills pathways institutes with JFF
- TA to states on I-BEST and “I-BEST-like” implementation

### The National Council for Workforce Education (NCWE)

- A partner in *Breaking Through* since its inception in 2004
- TA provider for states; leadership engagement and promotion of the initiative

### The National College Transitions Network (NCTN)

- Specialized TA provider for states and institutions
- Expertise in curriculum redesign and best practices in instruction

# Four States

J

F

F

Kentucky

Kansas

Illinois

North Carolina

**BREAKINGTHROUGHCC.ORG**

**ACCELERATINGOPPORTUNITY.ORG**

**NATE ANDERSON – NANDERSON@JFF.ORG**

**QUESTIONS?**



**JOBS FOR THE FUTURE**

**TEL 617.728.4446 FAX 617.728.4857 info@jff.org**

**88 Broad Street, 8<sup>th</sup> Floor, Boston, MA 02110**

**85 Prescott Street, Suite 405, Worcester, MA 01605**

**2000 Pennsylvania Avenue, NW, Suite 5300, Washington, DC 20006**

**WWW.JFF.ORG**