

Aligning ARRA, Post-Secondary Education and Basic Skills

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Helping Adults make the Transition from Adult Education to PS Education

From Random Acts of Progress to Promising Practices to Best Systems

- ▶ Re-engineering the institutional and instructional platform
- ▶ Increasing “on-ramp” and “purpose-built” strategies to increase student success and attainment
- ▶ Building a culture and foundation of evidence
- ▶ Utilizing the ARRA and collaboration among education, workforce, foundations, and policymakers to build successful interventions

Basic Skills: The Kentucky Context

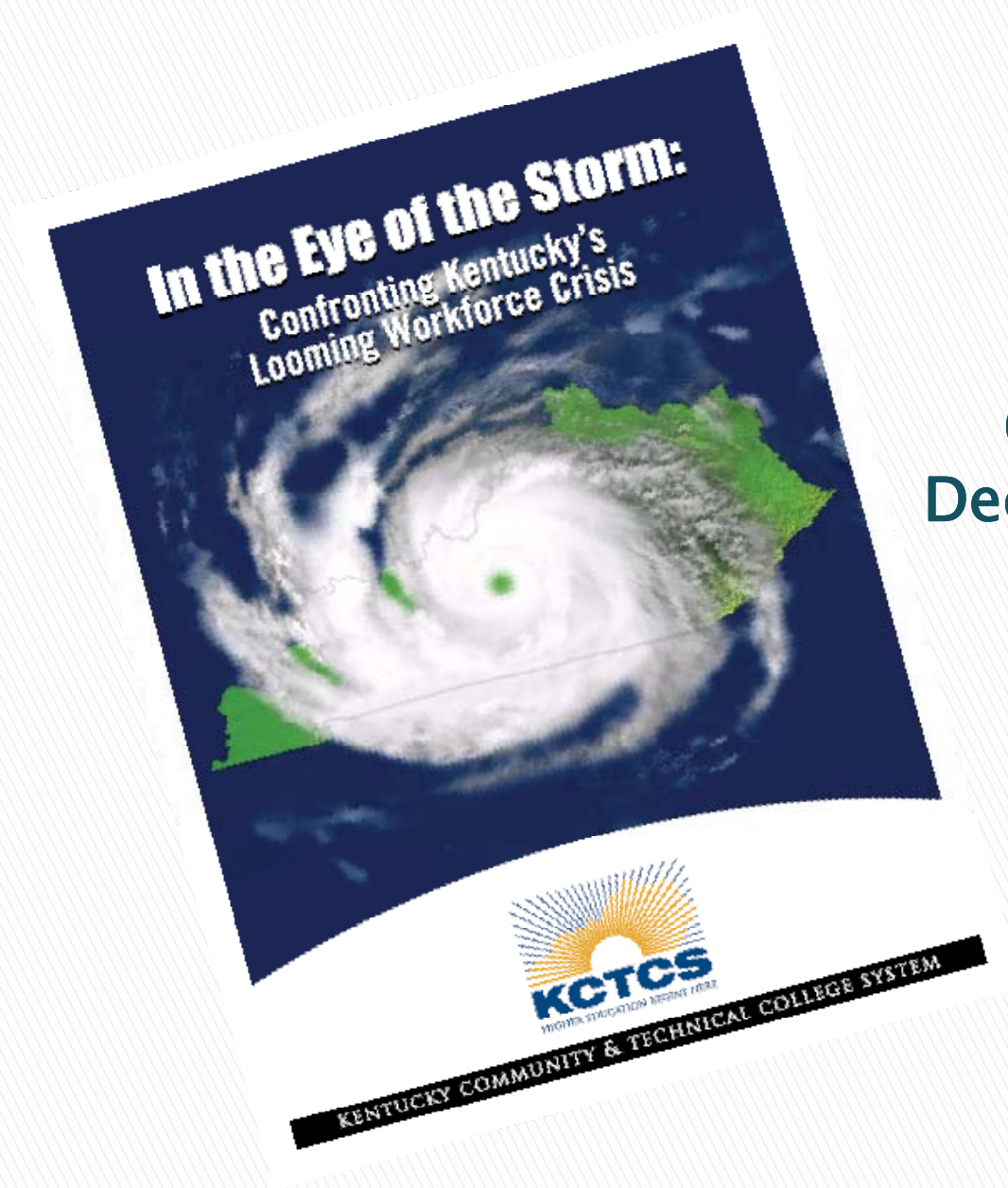
- Low attainment rates
nearly a million Kentuckians function at low literacy rates
18% of 25 and older adults do not have a HS credential
- College/Workforce Readiness
83% of KCTCS students require one or more remedial courses
- Declining Demographics
HS graduates and workforce declining
2/3 of future workers outside of the reach of P-12 system

WORKFORCE ISSUES

CEO Dialogue Sessions
December 2006 – May 2007

302 Business &
Industry Leaders

17 Sessions Across the
Commonwealth



National Dialogue on Providing Access and Success for Low-Skilled Adults

- ▶ Foundations' Focus on the role of CCs and the Importance of Interventions to reduce barriers to access and attaining credentials
- ▶ Strategies For Postsecondary Success in Educational Attainment (Working Adults and Non-traditional Students)
 - Importance of attainment/Demand of labor market for skills and credentials
 - Role of CC for students with Basic Skills and no/little PS and younger non-traditional students who face barriers in traditional programs
- ▶ ARRA: Access and Completion (focused on short-term bridge programs with labor market payoff and progression to next level of credential/pathway)

New Emphasis on Associate and Sub-Associate Degrees and Documented Skills and Wage Gain

- ▶ *Washington State Tipping Point Research (2005)*
- ▶ *Community Colleges: Impact and Function within the American Economy*
 - Tony Carnevale, Georgetown Center on Education and the Workforce
- ▶ *Pathways to Boosting the Earnings of Low-Income Students by Increasing their Educational Attainment*
 - Hudson Institute
- ▶ The American National Standards Institute
 - New international standard for accreditation process
- ▶ National Association of Manufacturers
 - Manufacturing Skills Certification System (NCRC core foundation to specific manufacturing skills certification)

Aligning Institutional and Instructional Transformations to Assist Low-Skilled Adults

▶ Goals:

- Accelerated learning and student success to meet business/labor market need
- Eliminate silos: external and Internal
- New models of business engagement
- New models of supportive interventions
- Create a system of multi-level industry based certifications/credentials (DACUM/Delphi)
- Commitment to sector-based Career Pathway Frameworks and Focus on “Pipeline” and Career Transitions
- Competencies Matter: Modularization (“chunking” curriculum)
 - Fractional credit
 - Student Mastery/Formative and Summative Assessment
- Award college credit for prior learning and business training

Bridges to Opportunity for Underprepared Adults: KY's Career Pathways (The Ford Foundation)

- Not a program, but a systemic framework for a new way of doing business
- A strategic tool for institutional and instructional transformation
- Policy and funding levers (WIBs)
- Create a pipeline of skilled workers within a P-20+ framework
- An economic development tool focused on industry sectors

Career Pathways

- A tool to strengthen and formalize connections to business
- A tool to enhance community strategic partnerships, with particular focus on the public workforce investment system and adult education
- An upward mobility tool for individuals
- An accountability tool
- ▶ “Charting A Path: An Exploration of the Statewide Career Pathway Efforts in Arkansas, Kentucky, Oregon, Washington and Wisconsin”

Seattle Jobs Initiative, May 2009

Career Pathways ROI

- ▶ 22 Pathways (to date)
 - Allied Health (14)
 - Advanced Manufacturing (3)
 - Construction (2)
 - Transportation (1)
 - Business (2)
- ▶ KY WINS (Workforce Training Incentive Funds) commitment of \$6.1M
- ▶ Projected project revenue of \$2M
- ▶ Cash and in kind contributions of \$9M
- ▶ Approximately 7,133 students served Fall 2004 to Spring 2008
- ▶ Career Pathway students had a higher retention rate than the KCTCS student population from Fall 2006 to Fall 2007:

Kentucky's Intervention Strategies: Promising Programs

- Creating a “Breaking Through” Statewide Model to help adults with low literacy skills to succeed in PSE
- Four Integrated Strategies:
 - Integrated institutional structures and systems
 - Accelerated learning: modular and on-line (4 A's)
 - Labor market payoff
 - Comprehensive wrap-around support services

“Breaking Through” Kentucky

- Funded through Gov.’s WIA Discretionary Fund with the following partners:
 - KCTCS (3 colleges)
 - KYAE
 - Secondary CTE/Area Technology Centers
 - WIBs

- KYAE and KCTCS will develop a contextualized curriculum combining both literacy (and ESL) and workforce skills in high wage, high demand jobs in identified sector-based career pathways

Using WIA Incentive Funds for Foundational Skills Credentials

- ▶ Transitioning from the Kentucky Employability Certificate to the National Career Readiness Certificate
 - USDOL incentive funds approved by KWIB in June 09
 - NCRC will provide core foundational skills as part of multi-layered credentialing system in targeted sector initiatives (for example, NAM's Manufacturing Skills Certification System (from the NCRC to specific manufacturing certifications))
- ▶ KYAE incorporates attainment of NCRC as one of student outcomes in performance

A National Model

From GEDs to PSE: The Adult Education Transitions Collaboration

➤ The Educational Enrichment Services (EES) Program

- Jefferson CTC and Jefferson County Public Schools Adult Education
- Rethinking the Revolving Doors: Creating a referral service that puts moves students in the right direction
- Documented more efficient service through leveraging of resources, seamless system, better retention and attainment, saves tuition for students, provides collegiate credit for EES students

KCTCS and Kentucky's ARRA Program and Basic Skills

- ▶ Collaborative approach
 - Education and Workforce Development Cabinet
 - Council on Postsecondary Education (CPE)/KYAE
 - Local WIBs

- ▶ KCTCS ARRA Response
 - Career Transition Program–Coordinate with local WIBs
 - Leverage existing and create new career pathways with on-ramps from Adult Education
 - Focus on competency based, industry driven programs/credentials
 - Streamline admission and financial aid processes
 - Maximize use of *KCTCS Online*

KCTCS ARRA Implementation with KYAE and WIBs

- Created Career Transition Program
- Leverage existing and create new sector-based career pathways with transitions from adult education (ARRA Pathways out of Poverty competitive grants))
- Focus on competency based, industry driven programs/credentials (over 120 short-term, accelerated, high-demand/wage career certificates)
- Streamline admission and financial aid processes
- Provide weekly updates on collaborative efforts with stakeholders
- Maximize use of *KCTCS Online*
- Developing competitive grants in High Growth and Emerging Industry Sectors (with priority to health and energy related industries)

Key Issues/Questions

- ▶ How can community colleges (and their developmental education functions) better align with adult education programs? (EES model)
- ▶ How can technical skills be better integrated into basic literacy development? (I-BEST model)
- ▶ How can community colleges bring this work to scale and make it “systemic”?