POLICY *to* PERFORMANCE TOOLKIT

Transitioning Adults to Opportunity

November 2012

Judith A. Alamprese, Abt Associates
Chrys Limardo, Kratos Learning
Submitted by Kratos Learning

U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

The Policy to Performance initiative has been funded through the U.S. Department of Education, Office of Vocational and Adult Education and is operated by Kratos Learning under **Contract No. ED-04-CO-0051/0007**.

This publication was authored by Kratos Learning and Abt Associates Inc. under contract with Kratos Learning for the U.S. Department of Education, Office of Vocational and Adult Education. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply the endorsement by the U.S. government. This publication also contains URLs for information, created and maintained by private organizations. This information is provided for the reader's convenience. The U.S. Department of Education is not responsible for controlling or guaranteeing the accuracy, relevance, timeliness, or completeness of this outside information.

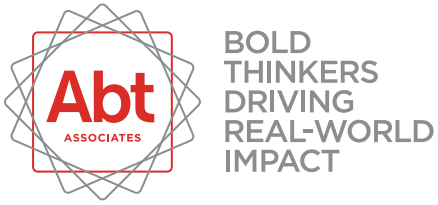
The Policy to Performance Toolkit references processes and approaches further discussed in the Policy to Performance State ABE Transitions Systems Report available on the U.S. Department of Education's Literacy Information and Communications System (LINCS) website at:
http://www. http://lincs.ed.gov/lincs/resourcecollections/careerpathways/profile_51

This Toolkit is available on LINCS at:
http://www. http://lincs.ed.gov/lincs/resourcecollections/careerpathways/profile_50

November 2012

Kratos Learning
2920 S. Glebe Road
Arlington, VA 22206
http://www.kratoslearning.com

Abt Associates Inc.
4550 Montgomery Avenue, Suite 800
North Bethesda, MD 20814
http://www.abtassociates.com



Contents

I. Introduction to the Toolkit 1

Policy to Performance Project Overview and Findings 1

AIDDE© Process 5

PPIE© Process 5

Using the Policy to Performance Toolkit 8

Tools Used in this Section 10

II. Analyze Current Data, Practices, Policies, Partnerships, and State Environment 11

Analyze Current Data 13

Analyze Current Transition Practices 17

Analyze State Transition Policies 21

Analyze Partnerships 23

Analyze State Environment 25

Tools Used in this Section 26

III. Identify ABE Transition Vision and Targets for Development 27

Identify Gaps in Current Practices and Policies 28

Tools Used in this Section 36

IV. Develop, Demonstrate, and Evaluate Practices to Guide Policy Development 37

Develop a Pilot Test 39

Implement a Pilot Test (Demonstrate) 41

Evaluate the Pilot Test 45

Tools Used in this Section 48

V. Develop, Implement, and Evaluate Policy 49

Approaches to Policy Development 49

Using the PPIE© Process 51

Tools Used in this Section 56

VI. Conclusion 57

VIII. State Profiles 58

VIII. Policy to Performance Glossary 75

IX. Reference List. 82

Appendices. 1

Appendix 1. AIDDE© Process for Planning ABE Transition System 1

Appendix 2. Analyzing State Data Form 2

Appendix 3. Analyzing State's Current ABE Transition System 5

Appendix 4. Analyzing State Policies and Guidance to Support ABE Transition Form 8

Appendix 5. Analyzing Partnerships Form 16

Appendix 6. Analyzing State Environment Form 19

Appendix 7. Identifying Gaps in an ABE Transition System 21

Appendix 8. ABE State Transition System Plan 24

Appendix 9. Messaging Tool 35

Appendix 10. Joint Letter of Support 47

Appendix 11. Planning Technical Assistance Form 53

Appendix 12. Using Data to Assess Transition Activities Form 55

Appendix 13. Policy Planning, Implementation, and Evaluation (PPIE©) Process for State Transition Policies in Adult Education 59

Appendix 14. Selected Resources from the Policy to Performance Resource Center 62

Navigating this document

If you have this document open as a PDF, you may click on the chapter titles here to navigate to that chapter.

You may also click on any chapter's listing in the PDF's left side "Bookmarks" navigtion pane to go directly to that chapter. Click the bookmark's ⊞ or ⊟ symbol next to it to expand or close the listing.

I. INTRODUCTION TO THE TOOLKIT

The Policy to Performance Toolkit is designed to provide state adult education staff and key stakeholders with guidance and tools to use in developing, implementing, and monitoring state policies and their associated practices that support an effective state adult basic education (ABE) to postsecondary education and training transition system. As state adult education staffs engage in efforts to expand options for low-skilled adults' attainment of further education, information is needed to help guide states in creating systems with effective policies and practices. The Policy to Performance Toolkit is based on the processes and findings from the Policy to Performance project, which was funded by the U.S. Department of Education's Office of Vocational and Adult Education and conducted by Kratos Learning (Kratos) and Abt Associates during 2009-2012. Policy to Performance states' use of policy, practice development, and testing processes provided lessons and examples that are useful to all states to move forward in developing a state ABE transition system.

Policy to Performance Project Overview and Findings

Goals and Objectives

The Policy to Performance project supported the broad goals of the American Recovery and Reinvestment Act of 2009 and was aligned with President Obama's American Graduation Initiative in promoting increased opportunities for low-skilled adults to succeed in postsecondary education and obtain employment. Prior to this project, state adult education offices were beginning to work with higher education and workforce development partners in aligning their services and policies to enable individuals to attain postsecondary credentials and earn family-sustaining incomes. However, these efforts varied in approach and intensity.

The objectives of the Policy to Performance project were to:

- Assist states in strengthening existing or developing new **ABE state transition systems**;
- Broaden states' use of **data-based policies** that enable local adult education programs to assist low-skilled adults in meeting their educational and employment goals;
- Provide technical assistance to participating states on **developing and testing policies** that support comprehensive and coordinated systems for ABE transition services for low-skilled adults; and

- **Disseminate policy tools, lessons learned from the project, and other resources** to aid all states in developing systems and policies for moving adults along a continuum of postsecondary education, training, and employment services.

Policy to Performance Participants and Activities

The Policy to Performance project was designed to advance states' activities in systems and policy development to facilitate adults' transition from adult basic education to postsecondary education, training, and employment.

The states of Alabama, California, Louisiana, Massachusetts, New York, Texas, Virginia, and Wisconsin were selected through a competitive process to participate in the Policy to Performance project (see **Exhibit 1**). Through targeted technical assistance, the project assisted tthese states' adult education leaders and their interagency partners[1] in enhancing their ABE transition services and policies. The technical assistance included four national meetings, two webinars, as well as periodic all-state calls that were conducted to provide training to state teams and enable them to share their progress in systems development. Each state had a designated coach, who was a former adult education state leader and who consulted monthly with his/her Policy to Performance state team to provide feedback and address any challenges that states were experiencing. Project states also were provided resources on ABE transition through the project's website, and the project's staff developed customized instruments for states to use in collecting data and analyzing ABE transition practices. Throughout the project, staff and coaches were available to assist states as new needs arose related to the project.

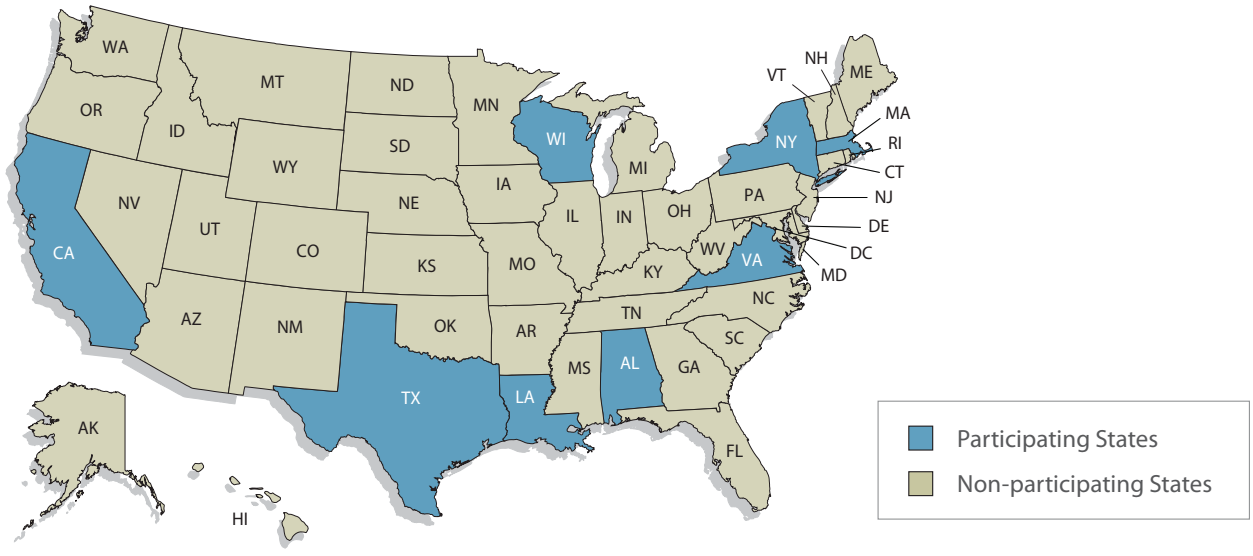


Exhibit 1. States Participating in Policy to Performance Project

[1] States had a diverse array of partners, including representatives from state postsecondary education agencies, state department of labor agencies, state legislative committees, state workforce boards, private industry, and non-profit organizations.

ABE Transition System Components

The project's approach to technical assistance was to use conceptual models as well as planning, development, and evaluation processes to direct the targeted technical assistance that was given to project states. A model of the key components of an ABE state transition system guided the states' systems and policy development (**Exhibit 2**).[2]

The key components model provided Policy to Performance states with approaches for developing a vision that specified states' long-term goals for an ABE transition system. The importance of ongoing communication to policymakers, practitioners, business and industry, and other stakeholders was highlighted as a key strategy for positioning states' activities and obtaining commitment for implementing transition policies and practices. Interagency coordination was emphasized as a linchpin in aligning policies, services, technical assistance, and data systems to guide local implementation of ABE transition activities. Each adult education state office involved in the project formed a state team that included partners from postsecondary education, workforce development, and other key agencies. These teams prepared state transition plans that guided states' activities throughout the project.

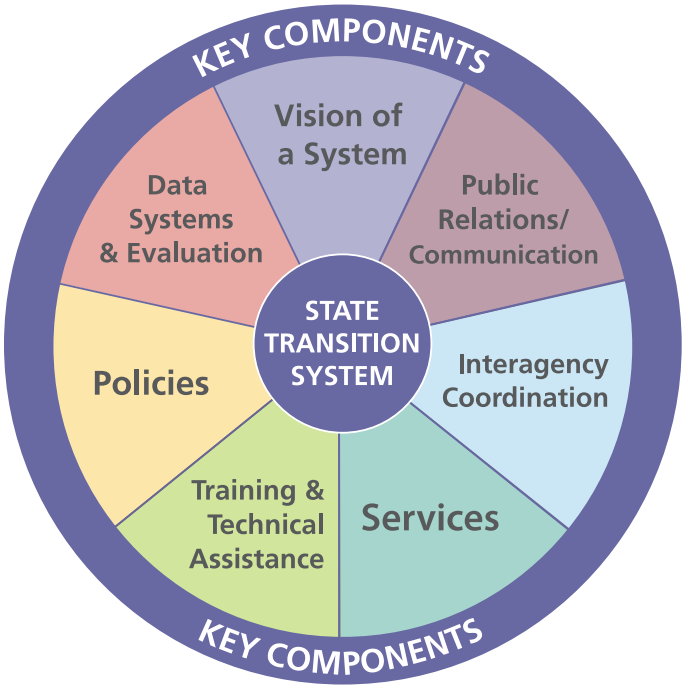


Exhibit 2. The Key Components of a State ABE Transition System

2 The key components were derived from the following literature: Alamprese, J.A. (2009). *Shared goals, common ground: State and local coordination and planning to strengthen adult basic education services—final report.* Bethesda, MD: Abt Associates; Chernus, K. & Fowler, D. (September 2009). *Integrating curriculum: Lessons for adult education from career and technical education*. Washington, DC: MPR Associates, Inc.; Jenkins, D. (2006). *Career pathways: Aligning public resources to support individual and regional economic advancement in the knowledge economy*. New York, NY: Workforce Strategy Center; and MPR Associates, Inc. (2007). *Adult basic education to community colleges transitions symposium: Proceedings report*. Washington, DC: U.S. Department of Education.

A critical component of an ABE transition system is the services that local programs provide to assist low-skilled adults in moving from ABE to a next step. Policy to Performance states were encouraged to consider a range of service models for preparing adults to succeed in postsecondary education, training, and employment. These services included learner assessment, accelerated ABE academic instruction, integrated ABE and occupational instruction, career and college awareness activities, advising and support services, and education and employment transition referral processes. Local implementation of transition service models generally requires professional development, and state participants were given guidance on the types of training and technical assistance that program staff would need to carry out their transition services. In most Policy to Performance states, local programs were asked to design their own transition services based on broad guidelines that the state adult education office had specified and, in one state, local programs were asked to replicate a transition model that had been developed in the state. The technical assistance states offered addressed the implementation of transition services as well as coordination with local partners.

The quality of states' data systems for tracking adult learners' performance and their evaluation processes for assessing the quality and outcomes of services have become increasingly important with the implementation of state ABE transition systems. The long-term goal for project states was to have longitudinal databases in which learner outcomes could be tracked from adult education to postsecondary completion and employment. During the project, most states made progress with their longitudinal data systems, which often involved multiple agency divisions in the development process. The collection and analysis of data to evaluate the quality of ABE transition services and the outcomes from these services were new processes for states, and the Policy to Performance project provided assistance to state participants in specifying the outcomes that could be tracked, the types of data to collect to assess outcomes, and the measures to use in collecting data.

What policy can do to help facilitate ABE transition to education/employment:

- Prompt development of a transition system, including new practices.
- Address barriers encountered by learners.
- Help align a range of education and support services related to transition.

The key focus of the Policy to Performance project was the development and implementation of state policies to support ABE transition to postsecondary education and employment.[3] For the purposes of this project, public policy was defined as a course or plan of action designed to influence and effect adults' advancement from participation in Workforce Investment Act (WIA) of 1998, Title II-funded adult basic education services, to postsecondary education, training, or employment. Policy was categorized as either formal or informal. Examples of formal policy are a state statute, state law, state regulation, or state agency memorandum. Informal policy, sometimes referred to as "guidance," includes a course of action presented in a state's Adult Education State Plan, state adult education policy brief, or state policy manual. Other examples of informal state policy are the conditions for service delivery that

3 Derived from Birkland, T.A. (2005). *An introduction to the policy process: Theories, concepts, and models of public policy making*. Armonk, NY: M.E. Sharpe, Inc.

are delineated in a local adult education program's state grant, the requirements for services defined in a state's Request for Application (RFA) for local adult education services, and the requirements for instruction defined in a state's adult education content standards. In the project, states were asked to develop new or enhance existing policies that could facilitate the services or activities related to the key components of an ABE transition system described above.

Policy to Performance Processes

Two planning processes were utilized to facilitate Policy to Performance states' ABE transition system development or enhancement. The **Analyze, Identify, Develop, Demonstrate, and Evaluate (AIDDE©)** (see **Appendix 1**) planning process provided poject states with steps for **A**nalyzing the current status of their ABE transition system components (Exhibit 2 above), **I**dentifying the gaps between an ideal ABE transition system and their current transition activities, determining their vision for their state's ABE transition system, and specifying their goals for the project in moving toward a more comprehensive and coordinated ABE transition system.[4]

The AIDDE© process also was used by states to **D**evelop a pilot test to **D**emonstrate ABE transition interventions—defined as instructional practices and/or program processes— that states wanted to **E**valuate as a step in the policy development process. The pilot test was a preliminary assessment of ABE transition interventions to assist states in determining the types of policies they would need to develop to guide local programs in offering transition services to low-skilled adults.

The second process used in the project was the **Policy Planning, Implementation, and Evaluation (PPIE©)** (see **Appendix 13**) process for state transition policies in adult education.[5] The PPIE© process was used to guide states in **P**lanning their overall ABE transition initiative and in determining the types of data-based policies that would be **I**mplemented to guide their state transition systems. The final step in the PPIE© process is to **E**valuate the outcomes from the use of the policies to assess whether the policies are achieving what was intended through the implementation of practices and processes associated with the policies.

AIDDE© Process

- Analyze
- Identify
- Develop
- Demonstrate
- Evaluate

PPIE© Process

- Policy Planning
- Implementation
- Evaluation

4 Alamprese, J.A. (2006). *Initial AIDDE© Workshop Manual.* Bethesda, MD: Abt Associates Inc.

5 Alamprese, J.A. (2009). *State policy development: Tips and tools for writing policy and guidance.* Bethesda, MD: Abt Associates Inc.

The AIDDE© and PPIE© processes work together to facilitate state planning for an ABE transition system. The AIDDE© planning process assists state staff in building a foundation for systems development. State staff analyze information about their current transition activities and identify services and processes that need to be developed and tested to support a transition system. The PPIE© process focuses on transition policy, testing, and refinement. The two processes provide the tools that states need to develop, implement, evaluate, and refine an ABE transition system.

Key Findings from the Policy to Performance Project

The findings from the Policy to Performance project suggest that there are key processes, information, and technical assistance that can be provided to support ABE state leaders and their interagency partners in ABE state transition system implementation. All of the project states moved forward in working with state partners to further ABE transition to postsecondary education or employment, in identifying transition practices that can assist ABE learners in moving to a next step, and in specifying policies or guidelines to direct and guide transition activities. The experiences of the Policy to Performance states also indicate that there are challenges in implementing a state transition system that could be addressed through further development and evaluation.

Partnership Development. The creation and expansion of partnerships was a critical process for ABE state leaders and enabled them to increase coordination in the delivery of local transition services, expand resources to support services, and position adult education as a significant component of a state transition system. The findings from the project point to the need for the strategic use of partnerships in supporting ABE state transition systems development, and that it often takes time to determine how to work with partners so that expected outcomes from the partnerships can be realized. Partnerships also need to be reinforced so that the activities between partners can grow in depth and importance.[6]

Partnerships often begin with a focus on low-risk activities, such as sharing information, and need to be nurtured and reinforced in order to move to high-risk activities, such as blending funding.
State ABE leaders reported various factors that helped facilitate their partnerships, including the Federal sponsorship of the Policy to Performance project that signaled the importance of transition systems development and enabled them to approach new partners. The timeliness of the ABE transition topic also assisted states in becoming involved in other Federally funded procurements in which partnerships with adult education were a mandated or desirable activity. These included the U.S. Department of Labor's Workforce Innovation Fund and the Trade Adjustment Act Community College Career Training grant programs.

6 Alamprese, J.A., Brigham, N., & Sivilli, J. (1992). *Patterns of promise: State and local strategies for improving coordination in adult education programs*. Washington, DC: COSMOS Corporation; Alamprese, J. A. (June 2009). F*inal report—Shared goals, common ground: State and local coordination and planning to strengthen adult basic education services*. Bethesda, MD: Abt Associates Inc.

Planning Processes. State staff sometimes do not have the tools or information to engage in methodical planning and analysis for a new system, and the project's planning processes enabled state staff to use data and information in new ways for identifying and testing practices and policies. Many states have limited access to the types of data that are needed to carry out planning processes, and the lack of appropriate data was a barrier for some state www in the project. As the quality of adult education data improves, states should be able to apply the analyses and synthesis processes disseminated in Policy to Performance. Another barrier project states encountered was the limited availability of evidence-based ABE transition practices and related training materials that states could use in planning their ABE transition services. The processes reinforced in Policy to Performance about the selection and implementation of transition practices will enable states to use new resources as they become available.

Policy Development. States' implementation and testing of transition practices as a way to develop transition policy can be effective when: there is sufficient time to complete the test of transition practices, there is capacity to analyze data, and there is an opportunity to issue new guidance or policies, such as the issuance of an RFA for funding local providers. The states that were able to collect data during their pilot tests had begun to examine some patterns of practice implementation and identify the types of guidelines or policies that would be needed to facilitate the implementation of practices. In Policy to Performance, the timelines for states' pilot tests were delayed due to reasons that were beyond the control of the project's state teams. The delay of the pilot test then resulted in delays in the other steps that lead to policy implementation. In future efforts, the timeline for planning and conducting a pilot test, analyzing results from the pilot test, developing policies based on these results, and issuing new guidance or policies may need to be considered in estimating the amount of time needed for a demonstration project. This would help to ensure that there is sufficient time to analyze the results of the use of transition practices so that the results can be helpful in making decisions about policies and guidance related to these practices.

Technical Assistance. State participants reported that the provision of technical assistance in developing state transition systems was a critical service provided by the project. Two types of assistance were important. State staff benefited from the coaching support that enabled them to focus on the project during monthly telephone calls. The monthly calls enabled Policy to Performance team members to concentrate on their transition system planning activities, ask about resources, and exchange ideas with their coaches and project staff. Another type of assistance provided was technical expertise in which project staff and coaches developed data collection instruments and processes to assist states in implementing their pilot tests. Project staff also identified instruments and materials from other projects that state teams could use in their project activities. As indicated by project state team members, most states had limited access to this type of technical expertise. This finding suggests that the provision of technical assistance needs to be a significant component of projects focused on state transition system development.

Addressing Challenges. The challenges of access to evidence-based practices and training materials about transition practices discussed above can be addressed through systematic development and evaluation. While state staff were guided in designing pilot tests that could assess the implementation of and outcomes from transition practices, state staff preferred to have local providers develop practices rather than to prescribe specific practices for pilot sites to implement as a way of developing local support to implement new practices. Most project states gave pilot sites flexibility in the ways in which they implemented the categories of transition services that were required in the pilot test, such as support services and advising. One result of the flexibility in service design was that there was great variation in the types of transition services being tested within a state, which restricted the types of conclusions that could be drawn about the utility of the transition services being pilot tested. In moving forward, it would be worthwhile for states to consider testing the same specific practices across pilot sites so that information could be gathered about the effectiveness of these practices and how they are used by program staff. This type of information would help to advance the knowledge about ABE transition practices and their effects on different populations of adult learners.

Using the Policy to Performance Toolkit

The Toolkit is organized to assist state adult education staff in analyzing their current ABE transition activities, determining the gaps in their current transition policies and practices, and reframing existing policies or developing new policies to advance low-skilled adults' transition to postsecondary education, training, and employment. The Policy to Performance Toolkit:

- Describes the use of the **AIDDE©** **process** for states to use in analyzing current practices and identifying new practices and policies that support an ideal transition system;
- Delineates the key steps in the **PPIE©** **process** for developing, implementing, and evaluating new policies;
- Presents **examples of how state leaders carried out the processes** used in the Policy to Performance project; and
- Includes **downloadable** and **writable** tools (e.g., planning documents and checklists) to use in analyzing current practices and policies and in planning an ABE state transition system.

In the Policy to Performance project, state adult education staff worked in state teams to carry out the project's activities in building a state ABE transition system. Users of this Toolkit may want to form a working group of state staff from within and outside of adult education to guide the transition system building activities described in the Toolkit. The Policy to Performance project staff and coaches also offered encouragement to the states' team in carrying out their project activities and provided technical

advice in the design of a pilot test, the collection and analysis of pilot test data, and the specification of state policies based on the results of the pilot test. Toolkit users may want to identify individuals who can provide technical advice in the areas of state ABE transition system development that are require expertise not available within the state staff.

The Policy to Performance Toolkit includes several types of supplemental information that support the main body of the Toolkit. Descriptions of this information, as well as directions on how to identify or access the information, are as follows:

Tools: Tools are identified by name in the main text of the Toolkit and denoted with **bold blue text links** and the tool icon. Readers can click the links to the access the tool in the Appendix, where full versions of all tools, including contextualized instructions, are located. The Appendix can be downloaded and used as interactive PDF forms, or printed and filled out manually. In addition, partial snapshots of certain tools may appear within the body of the Toolkit text to illustrate the directions described. State staff could use the tools to conduct the described activities and follow the processes laid out in the Toolkit.

TOOL INSTRUCTIONS

Instructions and snapshots of selected tools appear in these shaded boxes. Each Toolkit section concludes with a list of tools that were utilized within that section.

The tool icon appears within the text next to the name of each tool.

State Examples: Over the course of the Policy to Performance project, eight states utilized the tools and processes provided in the Toolkit to enhance their ABE transition practices and systems. Examples of how the states implemented the use of the tools or engaged in the processes described are captured in a light blue box throughout the text, as pictured to the right.

STATE EXAMPLES

State examples appear in boxes with a light blue outline and header bar.

Exhibits: The Toolkit includes graphic representations of processes and models used in the Policy to Performance project. These graphics are referred to and labeled as exhibits, and are included in the main text of the Toolkit where described. They are numbered and identified with a caption.

Exhibits are contained in outlined boxes within the body of the main text.

Critical Steps: Sections 2-4 of the Toolkit each include a call-out box with a bright blue header (as pictured to the right) that lists highlights of the critical steps or key activities described in that section.

Highlight Boxes: Light purple highlight boxes feature other items of note that are not included in the categories above. These might include questions for reflection, definitions of important terms for reference, or brief summaries of key information.

CRITICAL STEPS

Critical steps appear in light blue boxes with a bright blue header.

Example of a highlight box with light purple background.

Tools Used in this Section

- **AIDDE© Process for Planning ABE Transition System (Appendix 1)**
- **Policy Planning, Implementation, and Evaluation (PPIE©) Process for State Transition Policies in Adult Education (Appendix 13)**

II. ANALYZE CURRENT DATA, PRACTICES, POLICIES, PARTNERSHIPS, AND STATE ENVIRONMENT

In this section, guidance and tools to analyze a state's current data, practices, policies, partnerships, and state environment are discussed through the lens of the key components of an ideal state transition system. State ABE staff are prompted to examine these areas closely and determine the extent to which evidence of success exists in their current practices. They also are to consider strategic partnerships and factors in their state's current environment to facilitate implementation of these key components.

An important first step for adult education state staff in developing or enhancing a state ABE transition system is to analyze a state's current activities related to the key components of a transition system (see **Exhibit 2**). While states may have some transition policies, processes, or services in place, it is important to ascertain the breadth and depth of a state's current activities to determine whether any new steps in enhancing existing or developing new transition system components are necessary.

State staff could begin by understanding the state's current target population for ABE transition in terms of the skill levels and education goals of adult learners who are likely to benefit from transition services in the near term, as well as the extent to which the state's ABE learners have enrolled in and completed postsecondary courses and credentials. This information will help state staff develop guidance for local programs regarding learner recruitment, goal setting, retention, and completion strategies for ABE transition. In addition to reviewing learner data, state staff could also analyze their current activities in each key component of an ABE transition system as part of building foundational knowledge about their state's ABE transition system. This analysis involves:

- Reviewing a state's actions in establishing a vision and goals for an ABE transition system;
- Communicating the vision and transition activities to stakeholders;
- Working with interagency partners to align policies and practices;
- Disseminating ABE transition service models to ABE program staff;
- Providing professional development and technical assistance to program staff to support their use of transition service models; and
- Collecting data on the implementation of transition services and outcomes from learners' participation in these services.

An array of instructional, career and college awareness, advising, and support services are thought to be essential for ABE learners' success in further education and employment, and state staff need to understand the range of existing transition services in their local programs to determine the additional services and professional development that may be needed.

State staff also could identify the types of existing state policies or guidance that are in place to promote transition activities at the local level. Policies may guide learner assessment, instruction, advising, support services, interagency coordination, professional development, and data collection, as well as other activities that affect the delivery of ABE transition services. The analysis of policies will help state staff determine the existing policies that could be enhanced and new policies that need to be developed to facilitate successful learner transitions.

Analyze

It is important to ascertain the breadth and depth of a state's current activities to determine whether any new steps in enhancing existing or developing new transition system components are necessary.

CRITICAL STEPS

Review your state's system by analyzing:

- The outcome data currently available
- Existing transition activities related to the key components
- State policies that affect local transition services and the state's overall transition system
- Established and desired partnerships
- The current state environment concerning other initiatives related to transition

Since partnerships are a critical component of an ABE transition system, a review of the state's existing partnerships related to ABE transition is an important part of the initial analysis. State adult education staff could assess the status of their current partnerships within their agency and with other agencies such as higher education and workforce development, since partnerships with these agencies are critical to implementing a comprehensive system of ABE transition services.

While gathering information about a state's activities related to the key components of an ABE transition system is important, ABE state staff also could analyze the current environment in the state concerning other related transition initiatives that may be underway, as well as staff and fiscal resources that are available to support the implementation of new transition practices and policies. The existence of other initiatives and the availability of resources may affect ABE state staff's activities and timeline in planning an ABE transition system.

In the Policy to Performance project, state leaders used the AIDDE© process (see **Exhibit 3**) to carry out these initial analysis activities. State ABE staff can work individually, with an ABE state team, and/or with their interagency state partners in using the AIDDE© process to analyze the state's current transition activities by following the steps below. Refer to the **AIDDE© Process for Planning ABE Transition System (Appendix 1)** for a downloadable version of the process.

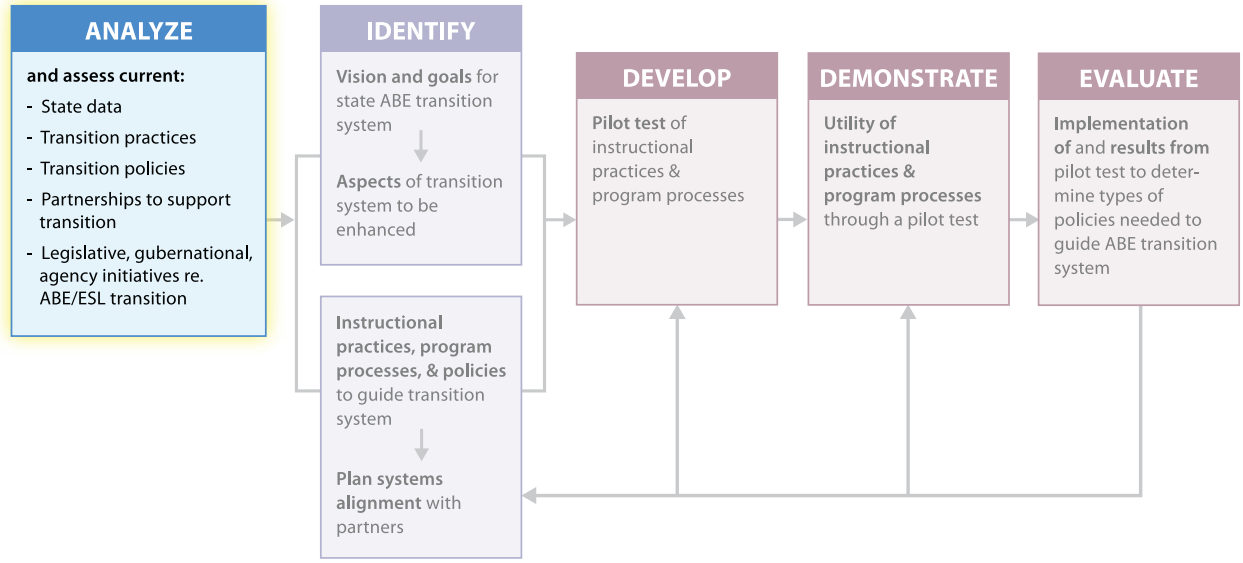


Exhibit 3. AIDDE© Process for Planning ABE Transition System

Analyze Current Data

State staff's review of current learner data can provide insights about the target population of ABE learners who can benefit from ABE transition services, as well as baseline data for measuring changes in the target population and learners' results from their participation in transition services. Generally, ABE Pre-bridge and Bridge transition services have focused on learners that enter ABE programs at the Intermediate High and Adult Secondary Education (ASE) levels, as defined by the U.S. Department of Education's National Reporting System (NRS).[7] ABE Pre-bridge programs usually serve adult learners at the High-Intermediate level and assist them in developing their basic skills so that they are able to participate in Bridge transition programs. Bridge programs commonly serve learners at the Adult Secondary level and support these learners in developing their skills so that they can succeed in entry-level postsecondary courses.

As a first step in the AIDDE© process, state staff could analyze their ABE transition target population and the types of outcome data currently collected about these learners by using the **Analyzing State Data Form (Appendix 2)**.

Tip: You can navigate to the full **Analyzing State Data Form** in the Toolkit appendix by clicking on the tool icon or the name of the tool which is hyperlinked in blue.

7 U.S. Department of Education, Office of Vocational and Adult Education (2011). *Promoting college and career readiness: Bridge programs for low-skill adults*. Washington, D.C. Retrieved from http://www2.ed.gov/about/offices/list/ovae/pi/cclo/brief-1-bridge-programs.pdf

TOOL INSTRUCTIONS: ANALYZING STATE DATA FORM

State ABE staff could begin by completing Section A of the **Analyzing State Data Form** and reviewing the state's most recent NRS data for:

- Table 4: Educational Gains and Attendance by Educational Functioning Level;
- Table 4B: Educational Gains and Attendance for Pre- and Post-tested Participants; and
- Table 5: Core Follow-up Outcome Achievement.

A. Baseline Data: NRS

1. NRS Tables 4 & 4B. Using NRS Tables 4: Educational Gains and Attendance by Educational Functioning Level & 4B: Educational Gains and Attendance for Pre- and Post-tested Participant

1. No. Enrolled, % pre-post tested		
Table 4: Educational gains and attendance by educational functioning level	*EFL (A)*	*No. Enrolled (B)*
	ABE Inter. High	
	ASE Low	
	Total	
Table 4B: Educational gains and attendance for pre- and post-tested participant	*EFL (A)*	*No. Enrolled (B)*
	ABE Inter. High	
	ASE Low	
	Total	
Percent pre-post tested	**Divide Total 4B by Total 4**	

Record information about the number of learners enrolled at the Intermediate High and ASE levels on Tables 4 and 4B and calculate the percent of learners that were post-tested.

2. Average Attendance, Table 4B			
EFL (A)	*No. Enrolled (B)*	*Attend. Hours (C)*	*C ÷ B (Average Hours)*
ABE Inter. High			
ASE Low			
ASE High			
3. Percent Completing Level, Table 4B			
EFL (A)		*Percent Completing Level (Column H)*	
ABE Inter. High			
ASE Low			

Using data from Table 4B, record the attendance hours for learners at these levels, and calculate the average hours of attendance for each learner level. Also, from Table 4B, record the percent of High Intermediate and ASE Low learners who completed a level.

TOOL INSTRUCTIONS: ANALYZING STATE DATA FORM

Then review Table 5 and record the percent of learners who entered employment, obtained a GED or secondary level diploma, and who entered postsecondary education or training.

ASE Low	
4. Percent Achieving Core Outcomes, Table 5: Core Follow-up Outcome Assessment	
EFL (A)	*Percent Achieving Outcome*
Entered employment	
Obtained GED or diploma	
Entered postsecondary education or training	

After reviewing the patterns of data under Section A of the **Analyzing State Data Form**, think about the implications of the state's data for planning or refining a state's ABE transition system (Question 1 under *Reflection Questions*). For example:

- If the majority of the ASE-levels in the state have an average attendance of less than 25 hours, what are the implications for the development and implementation of bridge-level transition courses in which ASE learners would likely need to participate for at least 30 hours in order to be ready to succeed in entry-level, credit-bearing college courses?
- Are there incentives that may be needed to motivate ASE learners to commit to more hours of program participation?
- If there are a large number of learners at the High-Intermediate level, what consideration could state staff give to supporting pre-bridge transition instruction to prepare learners for bridge-level courses?
- If the data on Table 5 indicate that a small percentage of learners currently are enrolling in postsecondary education or training courses, what are the implications for enhanced goal-setting procedures that may be needed to encourage learners to consider postsecondary education or training as a next step in their careers?
- If the post-test rate for learners is low, are there support services that local programs may need to offer to increase the amount of time that learners' participate in pre-bridge or bridge instruction?

These are among the questions a review of NRS data can prompt state ABE staff to consider in planning their ABE transition system.

TOOL INSTRUCTIONS: ANALYZING STATE DATA FORM

Section B on the **Analyzing State Data Form** assists state ABE staff in analyzing their current data collection activities related to ABE transition. Complete Section B by checking the types of data that are available in the state for assessing ABE transition activities. After completing the checklist, respond to Question 2 or Question 3 under *Reflection Questions*. If the state currently collects data about ABE transition activities, list any additional data that would be helpful to gather in order to track learners' progress in further education and training (Question 2 under *Reflection Questions*). If the state does not currently collect data about transition outcomes, list the types of data that would be helpful to collect to monitor learners' progress after leaving an ABE program (Question 3 under *Reflection Questions*). This initial specification of data for an ABE transition system will help state staff in planning their next steps in developing or enhancing a transition system.

B. Baseline Data for Tracking ABE Transition to Postsecondary Education, Training, and Employment Outcomes

Check the types of data currently available in your state for assessing ABE transition activities:

- ☐ Learner pre-post skill gain
- ☐ Other learner outcomes (specify)
- ☐ Learners' enrollment in postsecondary credit courses
- ☐ Learners' enrollment in postsecondary non-credit courses
- ☐ Learners' completion of postsecondary credit courses
- ☐ Learners' completion of postsecondary non-credit courses
- ☐ Learners' attainment of occupational certificates
- ☐ Learners' attainment of occupational credential
- ☐ Learners' attainment of AA degree

Reflection Questions

1. Based on your review of your state's NRS data, what are the implications of the pattern of ABE Intermediate and ASE learners' participation and outcomes for your current and/or new ABE transition activities in terms of:

   a. Target population of learners for new transition activities?

   b. Goal setting process used in ABE programs?

   c. Types of learner and program supports that may needed in ABE transition activities?

Analyze Current Transition Practices

A critical step in planning a state's transition system is identifying the types of transition activities that are being conducted and those that need to be developed. The ABE transition system key components utilized in the Policy to Performance project provide a framework that state ABE staff can use to analyze their state's current transition activities (see **Exhibit 4** below).

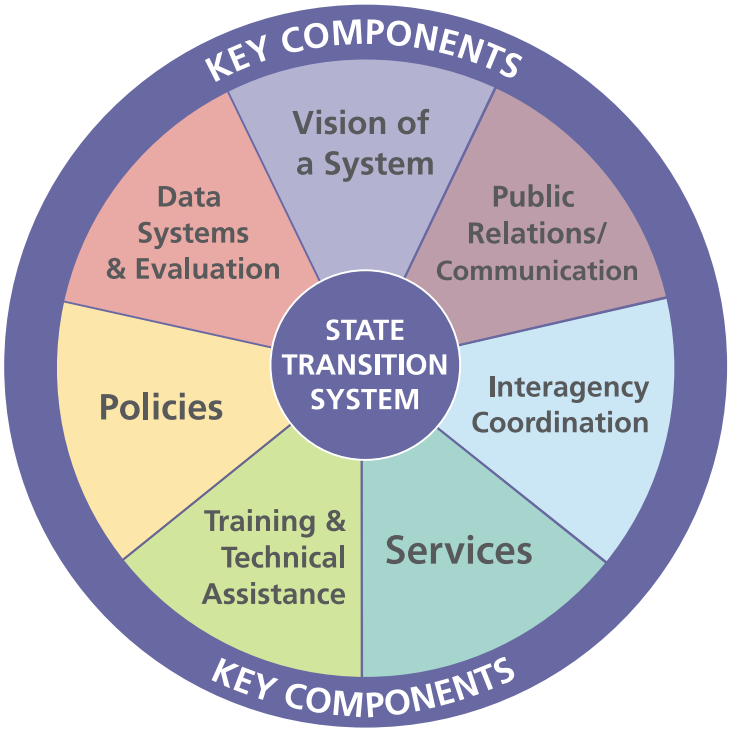


Exhibit 4. The Key Components of a State ABE Transition System

The state ABE transition system key components include:

Vision of an ABE Transition System – Strategy or direction and long-term goals for the operation of a state's ABE transition system.

Public Relations/Communication – Messaging and ongoing communication with stakeholders and constituents about ABE transition system purposes, benefits, activities, and outcomes.

Interagency Coordination – Coordinated efforts between the state ABE office and other state offices, public organizations, and private entities concerning ABE transition policies and services; ABE state office's work with local ABE service providers to facilitate their coordination with other local public and private entities regarding ABE transition.

Services – Processes, procedures, and materials for the delivery of adult learner assessment, instruction, and support services that facilitate learners' transition from adult basic education to postsecondary education, training, and employment. These services are:

- Assessments to place learners into services, measure learners' pre-post gains, and document learners' attainment of certificates and credentials;
- Accelerated ABE academic instruction;
- Integrated ABE and occupational instruction;
- Career and college awareness and planning;
- Advising and counseling services;
- Support services; and
- Postsecondary and employment referral processes.

The Key Components model provides a framework that state ABE staff can use to analyze their state's current transition activities.

Training and Technical Assistance – Provision of professional development and technical support to local ABE staff for their:

- Development and implementation of ABE transition service models;
- Establishment of working relationships with partners to support transition activities; and
- Implementation of ABE transition policies.

Policies – Plans or courses of action to guide ABE programs' activities in carrying out interagency coordination; delivering transition service models; providing advising, support, and transition referral services; participating in training and technical assistance; providing financial support to learners; and collecting, analyzing, and reporting data.

Data Systems and Evaluation – State data systems for gathering and tracking:

- ABE learners' participation in transition services offered by ABE program and partners;
- ABE learners' basic skill pre-post gains and other outcomes from participation in transition services;
- ABE learners' enrollment in postsecondary courses and training programs; and
- ABE learners' attainment of postsecondary certificates, credentials, and degrees.

Evaluation activities involve the collection and analysis of data to assess the:

- Quality of the implementation of transition services;
- Effects of transition policies on the delivery of transition services; and
- Learner and program outcomes from transition services.

To establish baseline information about their state's ABE transition services, state ABE staff could complete the form for **Analyzing State's Current ABE Transition System (Appendix 3)**. The form lists each of the ABE transition system components except for policy, which has a separate tool (see **Appendix 4** described in the **Analyze State Transition Policies** section).

TOOL INSTRUCTIONS: ANALYZING STATE'S CURRENT ABE TRANSITION SYSTEM

Using the form for **Analyzing State's Current ABE Transition System**, state staff can reflect on their current transition activities and rate the items listed under each ABE system component in terms of whether:

- Activities are underway and are effective;
- Activities are being planned or current activities need strengthening; or
- No activities are underway, but need to be planned.

System Component	Activities are underway & are effective	Activities planned OR current activities need strengthening	No activities underway, need to be planned	Notes
Vision of an ABE Transition System				
ABE state staff have developed a conceptual framework or paper that describes the state's vision				

In addition to checking a box in each row on the form, staff may want to make notes in the boxes about the effectiveness of their current activities or the types of enhancements that are needed for current activities. The information on this form will be used by state ABE staff to determine their next steps in planning activities for each ABE system component.

STATE EXAMPLE: NEW YORK'S DATA SYSTEM

In analyzing their current ABE transition components, the New York State Policy to Performance team noted that the state is working to establish a cross-agency, student data system for Pre-K-20 with funding from the U.S. Department of Education's Race to the Top initiative. Adult Education is represented on the data system's governing management team and operational design team, and will participate in two workgroups that will link the state's current ABE data system and GED data with the P-20 reporting system. This new system will provide information regarding the effectiveness of GED programs, analysis of students who drop out of K-12 and enroll in adult education, adult education graduates' success in community college programs, and success rates for retaining employment after exiting adult education programs.

Analyze State Transition Policies

A state's policies and guidance to support ABE transition are instrumental in facilitating the implementation of local ABE transition services. As part of their initial analysis of a state's transition activities, state ABE staff could complete the **Analyzing State Policies and Guidance to Support ABE Transition Form (Appendix 4)**. This form provides illustrative examples of state policies that ABE staff can use to assess their current transition policies and identify new policies that can strengthen their transition activities.

TOOL INSTRUCTIONS: ANALYZING STATE POLICIES AND GUIDANCE TO SUPPORT ABE TRANSITION FORM

The form has two overarching categories of policies: (A) state policies or guidance to support local implementation of ABE/ESL transition services, and (B) state policies or guidance to support a state's overall ABE transition system.

In Section A, illustrative policies are listed for each of the key components of a state ABE transition system as they apply to local ABE program activities. For example, policies listed for the key component of interagency coordination pertain to ABE programs' use of partners (e.g., types of required partners that ABE programs could be expected to have) and the types of activities that local partnerships could undertake.

A. State Policies or Guidance to Support Local Implementation of ABE/ESL Transition Services

ABE Transition System Component	Illustrative policy	Policy is Operational *List current policies for each component.*	Location of Current Policy *List the document in which policy is contained.*	Policy is Being Planned -OR- Current Policy will be Updated *List updated or planned policy*
Local Interagency Coordination				
Use of Partners	• Types of required partners between ABE and other divisions within organization (e.g., within community college, school district) • Type of required partners between ABE and other organizations • Minimum number of partners			

TOOL INSTRUCTIONS: ANALYZING STATE POLICIES AND GUIDANCE TO SUPPORT ABE TRANSITION FORM

In Section B, policies are presented in three categories that relate to a state's overall ABE transition system. These are: (1) state data system, (2) allowable uses of WIA, Title II funding, and (3) secondary credentialing options.

B. State Policies or Guidance to Support Overall State ABE Transition System

ABE Transition System Component	Illustrative policy	Policy is Operational *List current policies for each component.*	Location of Current Policy *List the document in which policy is contained.*	Policy is Being Planned -OR- Current Policy will be Updated *List updated or planned policy*
State Data System				

For each policy topic listed on the form, state ABE staff are to indicate whether:

- Policy is operational—If policy is operational, list the state's current policy and the document in which the policy is contained (e.g., state regulation for ABE program, state memorandum, state policy manual); and
- Policy is being planned or current policy will be updated—If either of these apply, list the planned or updated policy.

The **Analyzing State Policies and Guidance to Support ABE Transition Form** contains detailed directions for ABE state staff to use in completing the form. State staff will use the results of this form to plan their transition policy development activities.

Analyze Partnerships

The implementation of a quality state ABE transition system depends, in part, on the state ABE office's coordination activities with other agencies and organizations. Generally, state ABE staff will need to develop either intra-agency or interagency partnerships with the state's postsecondary or higher education department or agency, the office that administers Title I of the Workforce Investment Act of 1998, and the state workforce board. Additional agency partnerships may be needed depending on the state government's organizational structure and the location of staff that have an instrumental role in ABE transition.

The types of state partnerships that can support ABE transition are multifaceted. Partners' activities can support the implementation of local transition models, the delivery of training and technical assistance, and the issuance of state policy that can affect cross-agency systems. For example:

- Partnerships between state ABE and postsecondary or higher education staff may be necessary to facilitate the delivery of accelerated basic skills instruction, in which ABE learners earn college credit while simultaneously enrolled in credit-bearing college courses and ABE or English-as-a-second language (ESL) instruction.

State ABE staff will need to develop either intra-agency or interagency partnerships with the state's postsecondary or higher education department or agency, the office that administers Title I of the Workforce Investment Act of 1998, and the state workforce board.

- Policies may be needed to enable ABE learners to earn postsecondary credits while still enrolled in ABE or ESL classes.
- State Workforce Investment Act Title I and Title II staff may coordinate to facilitate the cross-referral of local ABE program and One-Stop Center clients.
- ABE and higher education state staff may need to work together in the delivery of professional development to increase the capability of local staff to provide career and college awareness and planning services.
- Policies may affect statewide systems through the development of state longitudinal data systems that enable ABE learners' participation and outcomes to be tracked from ABE through higher education and employment.

These are among the many ways state partnerships and interagency coordination can facilitate a state's ABE transition system.

As part of the initial planning for their state ABE transition system, state ABE staff could complete the **Analyzing Partnerships Form (Appendix 5)**.

TOOL INSTRUCTIONS: ANALYZING PARTNERSHIPS FORM

State staff can use this form to document their current partners, activities with partners, intended outcomes from the activities, and strategies for strengthening their existing partnerships (Section A). State staff also can identify individuals or agencies who are potential partners. In thinking about potential partners, state ABE staff could first consider the benefits that ABE state staff could provide to a potential partner, and then the benefits that the partner could provide to ABE staff. In addition to the benefits from the partnerships, state staff could consider strategies for developing their new partnerships (Section B).[8]

A. Current Partnerships

Name of Current Partner/Agency	Activities with Current Partners	Desired Outcome(s) from Partnership	Possible Strategies to Strengthen Partnerships

B. Potential Partnerships

Name of Potential Partner/Agency	Benefits You Could Provide Partner	Benefits Partner Could Provide You	Possible Strategies to Strengthen Partnerships

8 See Alamprese, J.A. (2009). *Shared goals, common ground: State and local coordination and planning to strengthen adult basic education services—final report.* Bethesda, MD: Abt Associates, which describes strategies for developing partnerships between ABE and other agencies, as well as examples of state and local partnerships. Retrieved from http://www.abtassociates.com/reports/Alamprese_Shared_Goals_Common_Ground_June_2009.pdf

Analyze State Environment

Things to consider:

- Current or upcoming initiatives aimed at improving education and economic outcomes for low-skilled adults.
- Resources that are available to support the development of an ABE transition system

The final area for state ABE staff to analyze in planning their ABE transition system is the state's current environment concerning other initiatives related to transition to postsecondary education and employment. Before identifying possible activities to enhance or develop an ABE transition system, state staff could investigate whether there are current or upcoming initiatives aimed at improving education and economic outcomes for low-skilled adults. These other initiatives which may be led by other state agencies, governor's office, or state legislative offices may provide opportunities for coordination with the state ABE office or influence the direction of the development of ABE transition system activities.

Another aspect of the state's environment that ABE state staff could review is the resources that are available to support the development of an ABE transition system, such as staff or consultant expertise to advise on transition programs, state staff time to manage a pilot test of transition services and policies, and funding to support the local testing of transition models and policies. The types of resources that are accessible will affect the activities that can be undertaken in developing an ABE transition system.

To document the conditions that are present in a state's current environment, ABE state staff could complete the **Analyzing State Environment Form (Appendix 6)**.

TOOL INSTRUCTIONS: ANALYZING STATE ENVIRONMENT FORM

In Section A, staff could review possible conditions that may be present in their state and that can affect the direction that they take in their work on their ABE transition system. In Section B, staff could document any issues that they need to address and steps that can be taken to address any issues.

A. Conditions

Directions: Check whether any of the following conditions are present in your state and may affect the implementation of an ABE transition system.

☐ There are other state initiatives that may affect the development of your state's ABE transition system and the state ABE staff that need to be involved in these activities

☐ There is more than one state ABE transition activity underway

B. Reflection Question

Directions: Based on your analysis of your state's environment, reflect on the following:

Are there any staff, timing, resource, or other issues that need to be addressed in order to develop or strengthen your state's ABE transition system?

Tools Used in this Section

- **Analyzing State Data Form (Appendix 2)**
- **Analyzing State's Current ABE Transition System (Appendix 3)**
- **Analyzing State Policies and Guidance to Support ABE Transition Form (Appendix 4)**
- **Analyzing Partnerships Form (Appendix 5)**
- **Analyzing State Environment Form (Appendix 6)**

III. IDENTIFY ABE TRANSITION VISION AND TARGETS FOR DEVELOPMENT

This section helps states identify gaps in their current state practices and policies in terms of an ideal transition system and provides them with strategies for identifying goals to develop and enhance these practices and policies. While reviewing this section, states could consider their target practices and policies in light of the current political environment and other factors that may affect their development and use of new practices, such as other state initiatives or funding constraints. The information provided in this section will serve as a foundation for activities that will be conducted in implementing the state's transition system plan.

The *Analysis* step in the AIDDE© process enables ABE state staff to review extensive information about the current status of the key elements of an ABE transition system in their state. These data provide a foundation for the next step in the AIDDE© planning process—to identify a state's targets for developing practices and policies to support an ABE transition system (see **Exhibit 5**).

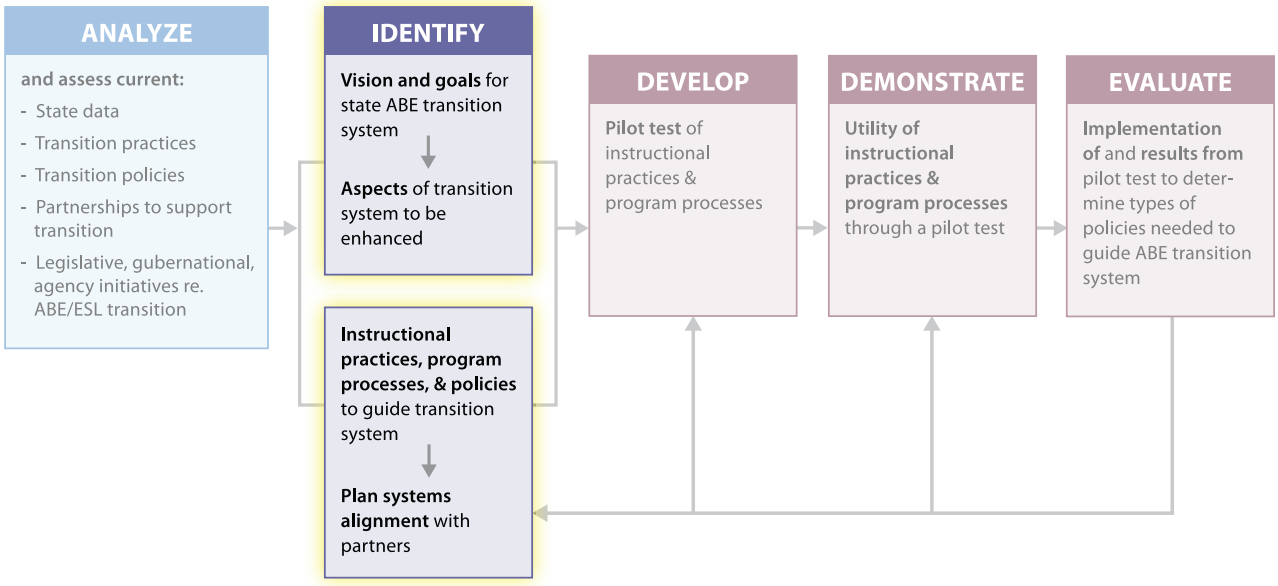


Exhibit 5. AIDDE© Process for Planning ABE Transition System

The *Identify* step involves three processes to identify:

1. Gaps between a state's current ABE transition activities and the activities associated with an ideal ABE transition system;
2. A vision for the state's ABE transition system and goals to implement the vision; and
3. Targets for developing new or enhancing existing practices and policies related to the key components of an ABE transition system.

CRITICAL STEPS

- Identify strengths and gaps in the state's current practices and policies.
- Identify the state's vision of an ABE transition system and associated goals.
- Identify activities that the state will undertake to develop each component of the transition system through a state transition system plan.

Identify Gaps in Current Practices and Policies

The descriptions of the key components of an ABE transition system in this Toolkit provide criteria that ABE state staff can use to identify the strengths of their current ABE transition activities as well as any gaps in transition practices and policies. State staff must understand their state's strengths and gaps in transition activities in order to plan the course of action that the state will take in developing and testing new transition practices, procedures, and policies.

There are many methods for assessing a state's gaps in transition components. State staff who complete Appendices 2-5 in this Toolkit will have baseline information that they can use in identifying the areas of their ABE transition system that require enhancement or development. In addition to the information provided from the completion of these appendices, staff in states with longitudinal data systems could also examine ABE learners' participation and completion rates in postsecondary education. These data are a partial indicator of the effectiveness of current transition practices. In order to obtain an in-depth understanding of the types of assessment, instructional, and advising and counseling services that ABE programs are providing, state staff can conduct an open-ended survey in which program staff are asked to describe the activities and materials used to deliver their current transition services.

State staff who have completed Appendices 2-5 could synthesize the information on these forms along with other information they have collected by completing the form for **Identifying Gaps in an ABE Transition System (Appendix 7)**. The process of organizing information about all aspects of a state's ABE transition system in the gaps analysis document will facilitate ABE state staff's thinking about their overall vision for an ABE transition system as well as the goals and activities that will be carried out in implementing a transition system.

TOOL INSTRUCTIONS: IDENTIFYING GAPS IN AN ABE TRANSITION SYSTEM

Identifying Gaps in an ABE Transition System is a helpful tool for organizing the information compiled from Appendices 2-5. Reflect on the "Questions to Consider" for each ABE Transition System Component to facilitate thinking about gaps in the current state system.

APPENDIX 7. IDENTIFYING GAPS IN AN ABE TRANSITION SYSTEM

Directions: Review the information in your completed Appendices 2-5 to identify gaps in your state's current activities or practices related to an ABE transition system. Consider the questions in the second column in the table below, and complete the table with the state's current gaps in transition components.

ABE Transition System Component	Questions to Consider in Identifying Gaps	State's Current Gaps Related to Transition Component
Target population for ABE transition system (Appendix 2)	• Are there populations for ABE transition that have not been identified or targeted (e.g., displaced workers, One-Stop referrals)? • Do ABE programs need to enhance their learner goal-setting processes?	

Identify a Vision and Goals

A state's vision of an ABE transition system generally is a strategy or direction that a state sets to achieve long-term goals related to the expected outcomes from an ABE transition system. States' initiatives for systems change, such as ABE transition, often begin with a vision statement and list of goals. Vision statements can vary in specificity, and may include a mission statement. Often state adult education offices set their vision for ABE transition in the context of their agency's or governor's overarching vision for economic success.

Two examples illustrate states' approaches to vision statements and goals. In Virginia, the Department of Education's vision is that *Every Virginian is prepared with the knowledge, skills, and credentials necessary to excel in the 21st century economy*. The state's Office of Adult Education and Literacy (OAEL), in developing its strategic plan, supplemented the state vision with a mission statement that was specific to adult education and literacy—*As a partner in Virginia's workforce development system, the Office of Adult Education and Literacy strengthens the Commonwealth's economy by supporting innovative, effective educational programs that prepare individuals for college, careers, and responsible citizenship*. OAEL's goal was—*Over the next five years, the Virginia Department of Education's Office of Adult Education and Literacy intends to lead Virginia into the top tier of adult education programs nationally*.[9]

9 Virginia Department of Education, Office of Adult Education and Literacy (2012). Advancing work force readiness: Adult education and literacy for 21st century Virginia—A strategic plan for 2012-2017. Richmond, VA: author. Retrieved from http://www.doe.virginia.gov/about/tech_and_career_ed/adulted_goals_portrait_brochure.pdf

In Oregon, the governor's vision was that all Oregonians, residents, and businesses have the skills and resources to achieve economic prosperity. As part of the governor's vision, the Oregon Department of Community Colleges and Workforce Development set a vision for the agency, which includes postsecondary education and adult basic skills.

The agency's vision was that *All Oregonians have access to postsecondary skills, credentials, certificates, and degrees that are valued in the current and future economy leading to good jobs and higher wages*. In developing its ABE transition initiative, the adult basic skills (ABS) office set two goals: (1) Build a pipeline of prepared ABS learners to enter postsecondary education, training programs, and/or jobs in high-demand career areas, and (2) Improve the quality of ABE programs—academically enhanced in instruction and systematic processes for assisting learners to transition to postsecondary courses to earn certificate and credentials for employment. [10]

To develop a draft vision and goals for an ABE transition system, state ABE staff could review their analysis of their state's environment **(Appendix 6)** to identify related state or gubernatorial initiatives that could help frame the state's vision for ABE transition. This information, along with the state's analysis of gaps in transition activities **(Appendix 7)** and materials from work with agency offices and interagency partners, could be used by staff in specifying the state's draft vision and goals for ABE transition.

The framework for an **ABE State Transition System Plan (Appendix 8)** could be used by ABE state staff to document the state's vision (Section A) and goals (Section B) for ABE transition. This plan incorporates all phases of activities discussed in the Toolkit and is designed as a "living" document that can be updated by state staff as the implementation of an ABE state transition system progresses.

STATE EXAMPLE: LOUISIANA'S WORKREADY U PRO FORMA BUSINESS PLAN

Louisiana's vision for a state ABE transition system emerged as a result of the transfer of the state's adult education program from the Louisiana Department of Education, Board of Elementary and Secondary Education to the Louisiana Community and Technical College System (LCTCS). With this transfer, adult education was relocated to an agency whose core mission of workforce education and training expanded the purpose of adult education beyond literacy and GED attainment to focus on work readiness and sustainable employment. The state developed the WorkReady U Pro Forma Business Plan to promote three key goals related to ABE transition: (1) increase the number of adults who attain a GED credential, (2) prepare adults to be work ready, and (3) increase the number of GED recipients who achieve postsecondary outcomes. This plan provided the framework for the state ABE staff's work in redesigning the Request for Application for funding the local ABE delivery system to focus on activities that would move low-skilled adults to further education and training.

[10] Kulongoski, K. & Alamprese, J. (December 2006). Oregon pathways for adult basic skills transition to education and work initiative (OPABS). Salem, OR: Department of Community Colleges and Workforce Development.

Identify Targets for Development

The next step is to plan the activities that states will undertake to develop each component of a state's ABE transition system. This process involves identifying the targets for designing new or enhancing existing activities or services for transition components. State staff's identification of target activities could be guided by their analysis of gaps in existing transition activities **(Appendix 7)** and by information about other states' and ABE programs' work in ABE transition. Policy to Performance states used various strategies to identify their targeted activities for development, such as reviewing reports that provided information about other states' ABE transition activities and synthesizing research concerning transition practices such as counseling (see **Appendix 14** for selected resources from the Policy to Performance Resource Center).

The first ABE state transition component that state staff could address is the **public relations and communications** activities that state staff will conduct to support an ABE transition system. States can identify their targets for development by using the **Messaging Tool (Appendix 9)** to analyze their public relations and communications needs. This tool helps states identify their target audiences for communications, the messages about ABE transition that need to be conveyed to these audiences, and communication methods for reaching various audiences. Since public relations and communications are ongoing activities in implementing a state transition system, ABE state staff will want to revisit their communications activities periodically to ensure that their target audiences are relevant and the messages they are communicating are effective. Another ongoing process in building a transition system is the **interagency coordination** that ABE state staff engages in to support their work in promoting ABE learners' further education and training.

Two sources of information can be useful to ABE state staff in identifying their targets for expanding their interagency coordination activities to support transition systems development. The experiences of other state and local ABE staff that have used systematic processes for identifying and engaging partners in systems development can inform ABE state staff's approach to partnership expansion. The *Shared Goals, Common Ground* report discusses strategies for building and sustaining partners to support coordinated activities between adult basic education and other agencies at the state and local levels.[11] Another support for coordination is the 2012 joint letter issued by the U.S. Departments of Education, Labor, and Health and Human Services. This letter promotes the use of career pathways[12] approaches to facilitate adults' acquisition of marketable skills and industry-recognized credentials, and can facilitate ABE state staff's work with interagency partners in aligning services and policies in support of ABE transition (see **Appendix 10** for the full joint letter of support).

---

[11] Alamprese, J.A. (2009). Shared goals, common ground: State and local coordination and planning to strengthen adult basic education services—final report. Bethesda, MD: Abt Associates. Retrieved from http://www.abtassociates.com/reports/Alamprese_Shared_Goals_Common_Ground_June_2009.pdf

[12] For more information regarding career pathways, please see Workforce3 One, sponsored by the U.S. Department of Labor/Employment and Training Administration. Workforce3 One is an online interactive communications and learning platform designed to build the capacity of the Workforce Investment System. http://www.workforce3one.org

States' targets for developing their **ABE transition services** will vary depending on whether they have existing service models that they want to test further or expand, or whether they plan to have ABE providers develop new services based on broad guidelines from the state. Policy to Performance states used both of these approaches in testing their ABE transition services. In Virginia, the Policy to Performance team determined that they would expand and test their existing PluggedIn VA[13] model which included four components of transition services. In Massachusetts, the Policy to Performance team reviewed the literature on counseling to determine the types of advising and counseling activities that could be implemented to strengthen the state's ABE transition system. Massachusetts' ABE programs were asked to design their transition counseling services based on a set of criteria.

In setting their targets for developing **training and technical assistance** for ABE programs, ABE state staff could consider the types of service models that programs will implement their experience with interagency coordination, and their capacity to develop service implementation plans. States aiming to replicate specific transition models will need to provide training that includes the materials and steps required for programs to use the models that are being disseminated. States also will need to assess programs' current capacity to work effectively with partners and provide ABE staff with strategies for strengthening their partnership activities. Planning is essential to the implementation of new transition service models, and ABE state staff could assist ABE programs in developing plans for the activities that they conduct to test transition services. In Policy to Performance, states provided varied types of technical assistance to support ABE programs. States convened the ABE programs that were pilot testing transition services to orient them to the criteria that the states had specified about the transition components they were to develop, and to discuss the data that programs would collect as part of their pilot test (these states included California, Louisiana, Massachusetts, and Texas).

STATE EXAMPLE: VIRGINIA'S PLUGGEDIN VA MODEL

Virginia began the Policy to Performance project with the goal of further testing the existing PluggedIn VA model. This model, which is an intensive, six-month program of study, has four components: (1) GED curriculum/Career Readiness Certificate, (2) occupationally contextualized curriculum (e.g., Digital Literacy Skills, Allied Health), (3) professional soft skills, and (4) 21st Century skills. PluggedIn participants obtain a GED, earn a Career Readiness Certificate, develop technology skills, and work toward earning occupational credentials to obtain employment in high- demand occupations. They also complete a capstone project. Through the Policy to Performance project, the state adult education office wanted to determine the extent to which the PluggedIn model could be transferred to other ABE programs and the types of technical assistance that would be needed to facilitate the transfer of this model. Two pilot sites were implemented during the project and these sites' experiences informed the state adult education office's development of a PluggedIn VA implementation manual, which will be used in further dissemination activities.

[13] See http://www.pluggedinva.com for information about PluggedInVA.

The **evaluation** of a transition system is the next component that states could address in specifying targets for development. ABE state staff need to identify the types of data that they will collect to assess the implementation and outcomes from their transition system services. The evaluation of the implementation of services focuses on the types of services that are provided by programs and the ways in which these are carried out. An outcome evaluation generally assesses the effects of learners' participation on their skill gains and attainment of certificates and credentials. An outcome evaluation also may examine the effect of the implementation of services on instructors' knowledge and teaching practices as well as changes in the operation of ABE program processes. Policy to Performance states guided ABE programs in the types of evaluation data that they needed to collect. While most of the data corresponded to the learner outcomes measured by the U.S. Department of Education's National Reporting System (NRS), some states were able to track learners' participation in postsecondary education and training programs. California also asked ABE programs to document the types of transition services that they provided. States involved in the development or refinement of longitudinal **data systems** identified their next steps, usually in participating in intra- or inter-agency teams that were formed to work on their state data system.

The final component of transition services that states need to target is the **transition policies** that they will develop or enhance to guide the states' transition activities. A comprehensive list of possible

STATE EXAMPLE: WISCONSIN'S EXPANDED HIGH SCHOOL EQUIVALENCY DIPLOMA OPTION

Prior to Policy to Performance, the Wisconsin College Technical System (WCTS) was implementing the Regional Industry Skills Education (RISE) project as part of the Joyce Foundation's "Shifting Gears" initiative. RISE had the goal of expanding Wisconsin's skilled workforce and assisting low-income adults in securing good jobs and careers by increasing the number of adults who earn postsecondary credentials in high-demand occupations. To build upon the work begun under RISE, Wisconsin's Policy to Performance team focused on increasing the pipeline of adults with secondary diplomas who are prepared to enter and succeed in postsecondary education. The team analyzed data from the state's existing high school equivalency diploma options and determined that a new option was needed to increase the number of adults with equivalency diplomas who could succeed in postsecondary education. The state staff conducted a thorough review of the existing high school equivalency diploma options to determine which components of the existing options could be retained in the expanded option and which new components would need to be developed. Through their review, state staff identified the draft components of the expanded option, which include a combination of standardized academic assessments (e.g., Test of Adult Basic Skills), courses in civics and health, career awareness instruction, employability skills, and occupational certificate courses. This expanded option is expected to assist low-skilled adults in participating in postsecondary career pathways services.

transition policies is provided in **Appendix 3**. Policy to Performance states' planning for state transition policies began with their analysis of their current policies where they identified the transition components in which the state had no policies or guidance or was beginning to develop policy. States' specification of the types of transition service models that they were to develop and/or test also influenced their plans for policy design, since a main purpose of state transition policies is to guide the transition service models that prepare adults for success in postsecondary education and training.

State ABE staff could identify their targets for development of transition activities by completing the **ABE State Transition System Plan (Appendix 8, Section C)**. The information provided in this section will serve as a foundation for activities that will be conducted in implementing the state's ABE Transition System Plan.

TOOL INSTRUCTIONS: ABE STATE TRANSITION SYSTEM PLAN

The **ABE State Transition System Plan** is intended to be a living document that is continuously updated throughout the planning, implementation, and evaluation stages of a state pilot project. Sections A, B, and C are intended to be completed in the early stages of the process.

Identify a vision statement of the state's transition system and associated goals to execute that vision in sections A and B.

APPENDIX 8. ABE STATE TRANSITION SYSTEM PLAN

Directions: Complete each section of the plan below to help guide your state's activities in developing or enhancing your state's ABE transition system. Begin by listing the vision for the state's ABE transition system (A) and the goals that the state has to achieve the vision (B). Continue with the categories of activities listed in the table.

A. Vision Statement(s) for ABE Transition System

B. Goal(s) to Achieve Vision

TOOL INSTRUCTIONS: ABE STATE TRANSITION SYSTEM PLAN

In Section C, identify targets for development for your state's transition system and specify the person responsible, the resources needed, and an associated timeline for each activity identified.

C. Plan ABE Transition System Activities: Specify targets for development or enhancement of practices and activities for state's ABE transition system.

Activities	Person Responsible for Activity	Information, Tools, Expertise, & Other Resources Needed for Activities	Timeline (From Month/Year – Month/Year)
Target population(s) for ABE transition			

Sections D-K are intended to be used during the execution of the activities. These tables enable state staff to monitor their progress in each activity area.

D. Implement Ongoing Public Relations & Communication

Activities	Person Responsible for Activity	Information, Tools, Expertise, & Other Resources Needed for Activities	Timeline (From Month/Year – Month/Year)

Tools Used in this Section

- **Analyzing State's Current ABE Transition System (Appendix 3)**
- **Analyzing State Environment Form (Appendix 6)**
- **Identifying Gaps in an ABE Transition System (Appendix 7)**
- **ABE State Transition System Plan (Appendix 8)**
- **Joint Letter of Support (Appendix 10)**

IV. DEVELOP, DEMONSTRATE, AND EVALUATE PRACTICES TO GUIDE POLICY DEVELOPMENT

As state ABE staff plan the activities that they will conduct in testing new or enhanced services and policies, this section provides them with the guidance and tools necessary to assist them in implementing a pilot test. This process involves identifying the services that will be tested, selecting pilot sites, and providing the technical assistance and professional development needed to support the pilot test. States also are provided with strategies for collecting data to measure the pilot services, learner outcomes, as well as instructor, and program changes.

The final steps in the AIDDE© process as applied to ABE transition system development are to implement and test transition practices or processes that can guide the refinement of existing policies or the development of new policies. These steps include:

- Develop a pilot test of instructional practices and program processes that support ABE transition;
- Demonstrate the utility of instructional practices and program processes through the implementation of a pilot test; and
- Evaluate the implementation of transition instructional practices and program processes as well as the results from the pilot test to determine the types of policies needed to guide an ABE transition system (see **Exhibit 6**).

In the Policy to Performance project, state ABE staff conducted a pilot test to determine whether the transition practices or processes that they had selected as the focus for their state's ABE transition system were feasible to implement and could provide initial data on learner outcomes. States that tested the implementation of a specific practice or process found that the pilot test provided information about the aspects of the transition practice that would require additional technical assistance to be effectively implemented as designed. In states where ABE programs in the pilot test were given broad guidelines to

Pilot Test

A pilot test is a preliminary assessment or study of a program (e.g., a career pathways program), product (e.g., a curriculum, courses), practice (e.g., homogenous skill grouping), or process (such as learner goal setting to promote transition to a next step) to try out procedures and make any needed changes or adjustments.

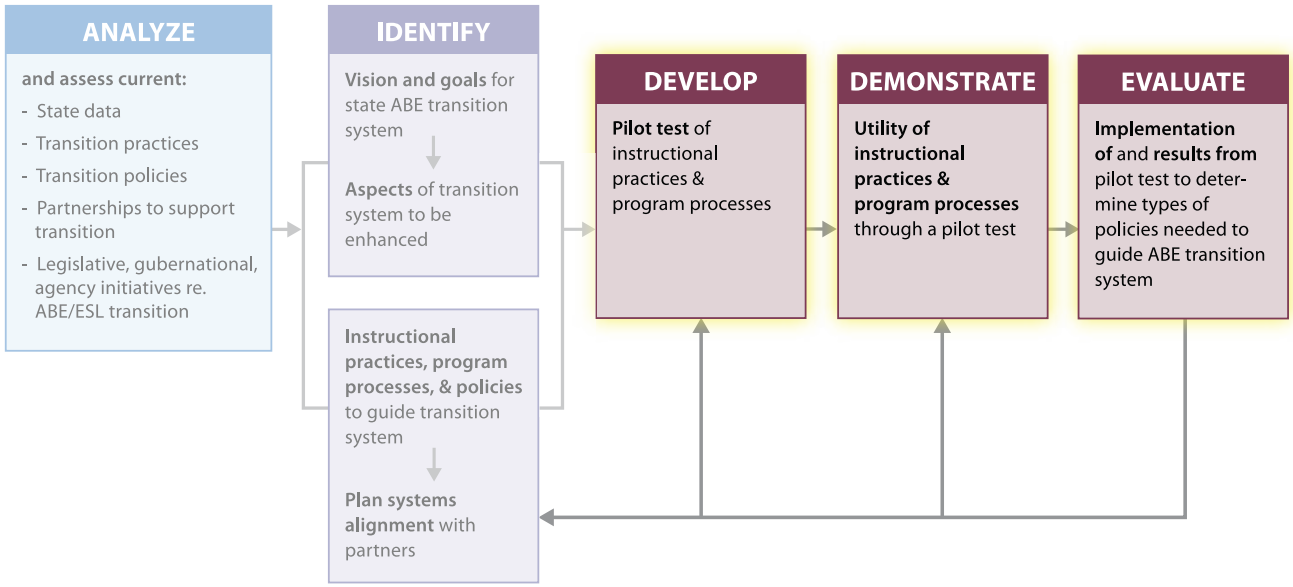


Exhibit 6. AIDDE© Process for Planning ABE Transition System

develop new practices, the information from the pilot test was used by state staff to determine which practices had potential for further implementation and testing. The results from the pilot test also provided information to the Policy to Performance state teams about the adequacy of existing state policies to guide ABE transition activities and the need for new policies or guidance related to ABE transition.

CRITICAL STEPS

- Develop a pilot to test the services that involve either the adoption or adaption of an existing transition model or the development of new transition services.
- Select and engage the pilot sites.
- Provide training and technical assistance to support the pilot sites.
- Collect data on the implementation of the services, learner outcomes, instructor changes, and program changes.

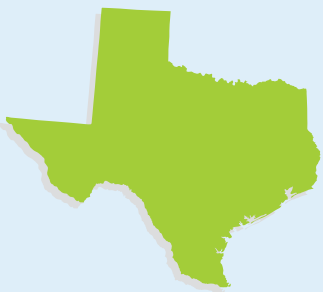
Develop a Pilot Test

The initial activity in setting up a pilot test is to confirm the types of ABE program services that will be demonstrated and assessed in the pilot test. There are several factors to consider in confirming the types of ABE transition services that will be tested. One factor is the amount of change required in an ABE program to implement a transition practice. This will affect the time, staff, and resources that ABE program staff need to test new practices, as well as the types of professional development that will be necessary to support program staff. The amount of change needed in a pilot test can vary in the following ways:

- Change in ABE services is the primary focus;
- Change involves ABE services and other entities within a local institution;
- Change involves ABE services and external agencies or institutions;
- Change in ABE or partner staffs' skills, knowledge, and attitude will be required; or
- Change involves certain types of state interagency activities to facilitate enhancements in local ABE programs.[14]

Most ABE transition practices involve ABE staff's work with individuals beyond the ABE program. For example, while the development of accelerated GED instruction to facilitate ABE learners' attainment

STATE EXAMPLE: TEXAS ABE AND ONE-STOP CROSS-REFERRAL



The Texas Policy to Performance pilot test was focused on strengthening the relationship between ABE programs and the One-Stop Centers, so that ABE learners would be better prepared to benefit from One-Stop services. State ABE staff worked in coordination with the state workforce staff in selecting ABE programs that would work with their One-Stop partners in the pilot. The ABE programs participating in the pilot test had flexibility in providing accelerated GED instruction so that ABE learners would attain a GED prior to being referred to the One-Stop. The ABE program staff also used the National College Transition Network's career awareness curriculum[15] to prepare ABE learners to access One-Stop services. As ABE learners completed their GED and their career readiness services, they were referred to the One-Stop where they received job planning and job search services.

14 Alamprese, J.A., & Gwaltney, M.K. (2010). AECAP guide for state leaders. Bethesda, MD: Abt Associates Inc. Retrieved from http://lincs.ed.gov/lincs/resourcecollections/management/profile_02

15 Oesch, M. & Bower, C. (2009). Integrating Career Awareness into the ABE & ESOL Classroom: Curriculum Guide. National College Transition Network & System for Adult Basic Education Support (SABES). Retrieved from http://sabes.org/workforce/integrating-career-awareness.pdf

of a GED credential is primarily an ABE-focused practice, the design of accelerated contextualized curriculum to prepare ABE learners to be placed in postsecondary credit courses requires coordination between ABE staff and postsecondary occupational faculty.

Another factor affecting the pilot test is the type of ABE transition practice or process that will be implemented. There are three approaches to consider:

1. Adopt or replicate an existing transition program, practice, or process with evidence of effectiveness;
2. Adapt an existing transition program, practice, or process with evidence of effectiveness; or
3. Develop new transition practices or processes.

The **adoption or replication** of an existing transition practice or process requires that the activities and materials needed to deliver the model are sufficiently documented so that ABE program staff can implement the components of the model as they were designed. The assumption guiding an adoption approach is that the transition practice has shown to be effective in its development phase and additional data are needed to determine whether the same results can be achieved through a replication of the practice. States considering the adoption of an existing practice could review the strength of the available outcome data to assess whether the evidence about the existing practice is sufficient to consider having programs adopt it. In Policy to Performance, the Virginia pilot test was a replication of the PluggedIn VA program.

In the **adaptation** of a transition model, pilot test staff are able to make selected changes in the implementation of the model based on the assumption that there are elements of the model that can be changed without negatively affecting the expected results from the use of the model. For this approach, ABE program staff will need guidance about the aspects of the implementation of the transition practice that can be modified for the pilot test. For example, Alabama's Middle College pilot test in Policy to Performance provided ABE staff with guidelines for the general practices that would be implemented but gave programs flexibility in the way in which ABE staff worked with postsecondary career and technical faculty in implementing the dual enrollment component of Middle College.

The **development** of new transition practices or processes can take place with varying levels of guidance from the state ABE office regarding the components of services that could be developed and tested. In Policy to Performance, states generally specified the components of transition services that could be offered in the pilot test and provided broad guidance about the types of services that ABE programs could develop for each component. In Policy to Performance states, California, Louisiana, Massachusetts, and Texas implemented pilot tests that required ABE programs to develop their transition practices.

All of these approaches to pilot testing transition practices will require that state ABE staff specify the conditions for the pilot test and prepare guidelines for implementing transition models or practices. These considerations will be influenced by the types of existing transition practices that are underway in the state and whether these practices have sufficient effectiveness data and procedural

documentation that they warrant being replicated or adopted. In planning the development of a pilot test, state ABE staff could document their activities in the **ABE State Transition System Plan (Appendix 8, Section F)** to assist them in the planning process.

In developing the pilot test, state ABE staff also could think through the types of ongoing communications and interagency coordination that will be necessary to support the pilot test as well as the implementation of the ABE transition system. The role of the pilot test in developing an ABE system will need to be promoted to potential pilot test participants, as well as the necessity to expand local interagency partnerships to carry out a pilot test. State ABE staff could record their ongoing communications and partnership activities on the **ABE State Transition System Plan (Appendix 8, Sections D and E)**.

Implement a Pilot Test (Demonstrate)

Two processes are critical to the implementation of a pilot test: (A) the selection of pilot sites, and (B) the provision of training and technical assistance to support the test of new transition practices or processes. Both processes require that ABE state staff consider key factors associated with implementing a successful pilot site: Identifying criteria for the pilot site and providing the necessary training and technical assistance to support the implementation of the pilot.

Selection of Pilot Sites

Research on demonstration projects generally and in adult education suggests that three factors are important to consider in selecting local pilot sites for a state initiative: [16]

- The extent of staff's prior experience in developing or implementing new practices;
- The amount of time staff have available to participate in the pilot test; and
- The capacity of staff to assess and document new practices as part of the pre-dissemination phase in a pilot test.

The selection of pilot sites whose staff are interested in testing the types of practices that are planned for the pilot test will help to ensure the successful implementation of the pilot test. If the development of new practices will be required, pilot site staff could have prior experience in designing or in implementing new practices. Another critical factor is the availability of pilot site staff to participate in the activities that will be conducted during the pilot test. ABE programs that have other special projects

[16] Alamprese, J., Stickney, E., & Ricciuti, A. (2003). Adult basic education state delivery system strategic planning and service provision demonstration program: Literature review and updated federal funding sources. Bethesda, MD: Abt Associates Inc.; AED National Institute for Work and Learning (2003). Dissemination and effective practices: Literature review and analysis. Washington, DC; Knapp, M. (Summer 1997). "Between systemic reforms and the mathematics and science classroom: The dynamics of innovation, implementation, and professional learning." Review of Educational Research. Summer 1997, 67(2), 227-266.

underway may have limited key staff that are available to participate in the pilot test of new practices. Since the implementation of a pilot test requires additional management of activities and staff, it is advisable to select local programs in which key administrative staff and experienced instructional staff have time to participate. The pilot site also could have staff who can document the new practices that are being developed as part of the anticipated dissemination of the practices once the pilot test has been completed. [17]

In Policy to Performance, the states conducting pilot tests issued a Request for Application for ABE programs in which the purpose and requirements for the pilot test were delineated. All of these states had funding to implement the transition pilot tests, and applicants were asked to describe the approach that they would take in testing new transition practices.

STATE EXAMPLE: CALIFORNIA'S PILOT TEST SPECIFICATIONS

In California, the ABE state staff developed a Request for Application (RFA) to support 10 pilot agencies that had prior experience in implementing ABE transition services. The RFA specified the following:

1. Pilot test's goals and objectives;
2. Target populations that would be served in the pilot test;
3. Types of comprehensive support services for supporting ABE transition that pilot sites would provide;
4. Staff who would provide pilot services;
5. Types of data that pilot sites would collect;
6. Orientation training and professional development activities that would be provided to pilot sites; and
7. The state's monitoring procedures.

Pilot test participants were required to attend the pilot's "Kick Off" Conference, participate in monthly telephone conferences, and submit quarterly reports. They also had to maintain an Individualized Action Plan for each client in the pilot site. State ABE staff developed a rubric for scoring the applications prior to the release of the RFA.

[17] Alamprese, J.A., & Gwaltney, M.K. (2010). AECAP guide for state leaders. Bethesda, MD: Abt Associates Inc.

Provision of Training and Technical Assistance

The implementation of a pilot test of ABE transition services will require that state ABE offices provide training and technical assistance to local pilot sites in:

- Implementing new transition practices;
- Working with partners in designing and carrying out these practices; and
- Planning the pilot test activities and collection of data.

State ABE staff also will need to monitor the progress of pilot sites in order to identify areas in which pilot sites may need technical assistance during the pilot test. Policy to Performance states supported their pilot sites by convening them at the beginning of the pilot test to ensure that the conditions of the pilot test were clear and to discuss the activities that sites would undertake. In Louisiana, follow-up meetings were held with transition pilot sites to discuss the practices that sites were implementing and any challenges that they were encountering. These meetings enabled sites to share their practices and state staff to provide guidance on their implementation of transition services. California provided support through monthly telephone conferences with pilot site participants. All of these activities are critical to a successful testing of transition practices. State ABE staff could use the **Planning Technical Assistance Form (Appendix 11)** to identify the types of existing technical assistance that can be provided to pilot sites as well as any new training or assistance that would need to be developed. The state's plan for providing technical assistance could be recorded on the **ABE State Transition System Plan (Appendix 8, Section G)**.

Sample Technical Assistance Topics to Support Pilot Sites:

- Adopting or adapting an existing transition model, or designing new services.
- Providing sources needed for transition activities and how to access them.
- Developing a pilot site's implementation plan.
- Monitoring processes and progress through data collection.

TOOL INSTRUCTIONS: PLANNING TECHNICAL ASSISTANCE FORM

The **Planning Technical Assistance Form** organizes potential technical assistance topics and activities needed to support the implementation of a pilot test of ABE transition practices or processes. The tool includes several categories of possible technical assistance topics to include: ABE Transition Model or Process, Coordination Processes, Pilot Sites' Plan, and Monitoring Processes and Progress. State staff can use the form to consider current activities, potential resources and facilitators, and timeline of delivery.

APPENDIX 11. PLANNING TECHNICAL ASSISTANCE FORM

Directions: Complete the table about your state's possible technical assistance topics and activities to support the implementation of a pilot test of ABE transition practices or processes.

Possible Technical Assistance (TA) Topics and Activities	Is topic part of currently planned TA? Yes/No	If Yes, what TA resources will be used? If No, what TA options might be considered?	Who will deliver the TA?	What is the timeline for delivery of the TA?
1. ABE Transition Model or Process Training or professional development in the use of a specific model or processes to implement ABE transition to postsecondary or work.				

STATE EXAMPLE: MASSACHUSETTS TECHNICAL ASSISTANCE FOR PILOT TEST SITES

In Massachusetts, eight ABE programs were funded for the state's Policy to Performance pilot test. The focus of the transition pilot test was on developing partnerships at the local level involving community colleges and workforce development, and implementing the transition service components of contextualized instruction, counseling and advising, and college and career readiness. The pilot test participants were convened prior to implementing their pilot test activities, and during this meeting participants were asked to make presentations about their planned activities and to develop flowcharts that depicted the sequence of the transition activities that they would implement. The state ABE staff's expectations for the pilot test were to demonstrate best practices in ABE transition and determine the role of the core transition services in effecting the outcomes from the pilot test. The pilot test also was expected to provide information about barriers to implementing transition policy and how the state ABE office could address these barriers.

Evaluate the Pilot Test

The final consideration in carrying out a pilot test of ABE transition practices is the types of data to collect. Data could be collected to measure the following:

- Implementation of transition services that are pilot tested;
- Learner outcomes from participating in transition services;
- Instructor changes from their implementation of transition services; and
- Program changes from the implementation of transition services.

The **implementation of transition services** can be measured through the collection of the numbers of participants who are recruited and enrolled. These data are an indicator of the pilot sites' capacity to identify and reach the target population for the services. The readiness of pilot site staff to deliver new transition services can be determined by the amount and types of professional development that they receive. The collection of staff observation data also can provide information about the extent to which staff use the new practices for the transition services. Other implementation data that can be gathered include the number and types of transition services that the pilot sites provide, the use of program processes to support new transition services, and the extent of coordination between ABE staff and their partners in carrying out the transition services that are being pilot tested. Ultimately, the types of implementation activities that would be measured in a pilot test will depend on the types of services that are tested, the roles of staff in the pilot test, and the roles of partners in the implementation of transition services.

The **learner outcomes** that could be measured will depend on the objectives of the transition services that they receive. Learners' outcomes from participation in basic skills or occupational skills instruction usually are measured by learners':

- Pre-post gains in courses or classes;
- Attainment of a GED or high school diploma;
- Placement in postsecondary courses;
- Completion of postsecondary courses (awarding of credit); and
- Attainment of a postsecondary certificate, credential, or degree.

Learners' participation in career and college awareness services can be measured by their ability to set goals based on the career/college exploration process. Learners' knowledge about career options also can be measured through the use of a knowledge test that was designed to assess the information that is taught in a career/college awareness course.

Changes in ABE instructors are important outcomes from transition services but one that are not frequently measured. One reason is the lack of available standardized instruments to assess instructors' knowledge, skills, and teaching methods. ABE instructors delivering transition services are likely to increase their knowledge of postsecondary academic subjects as they teach academically accelerated basic skills courses. These instructors also are likely to increase their ability to integrate basic skills and occupational information and to teach using contextualized examples. If standardized assessments are not available, data could be collected through structured observations of instructors' teaching and interviews in which instructors were asked to describe the processes they use to integrate basic skills and occupational information.

Program changes are the fourth type of data to collect in a pilot test of ABE transition services. These types of changes often are measured by the types of services that are delivered and the modes used to deliver services. Sometimes changes in programs occur after transition services have been implemented for a period of time, and thus may be more long-term than short-term changes.

ABE programs implementing transition services could show an increase in the number of learners that set participation in postsecondary education as a goal. These programs also may have an increased number of advising and support services that are either delivered by the program or in conjunction with a partner. Programs using a transition model in which ABE learners participate in basic skills and postsecondary courses simultaneously may have an increase in the number of courses that are co-taught by basic skills and postsecondary faculty. Another type of program change is the institutionalization of transition courses, such as career and college awareness, in which funding is secured to have the courses as permanent offerings in a program.

ABE state staff planning their data collection for a pilot test of transition services could complete the **Using Data to Assess Transition Activities Form (Appendix 12)** to plan the activities and outcomes that will be measured, the types of measures and instruments that will be used, and the timeline and person responsible for data collection. The schedule for data collection could be recorded on the **ABE State Transition System Plan (Appendix 8, Section H)**.

TOOL INSTRUCTIONS: USING DATA TO ASSESS TRANSITION ACTIVITIES FORM

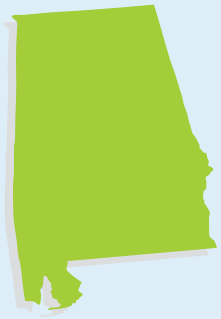
APPENDIX 12. USING DATA TO ASSESS TRANSITION ACTIVITIES FORM

Directions: Complete the table below regarding the data collection activities that your state will conduct to monitor and assess the outcomes from the state's pilot test activities.

A. Implementation of Pilot Test Activities

Progress to be Measured (e.g., recruitment of participants)	Measures (e.g., number of learners who enroll)	Instruments / Methods for Data Collection (e.g., attendance forms)	Timeline for Data Collection (e.g., first month of the pilot)	Person(s) Responsible

STATE EXAMPLE: ALABAMA'S EVALUATION OF THE MIDDLE COLLEGE PROGRAM



During the Policy to Performance project, Alabama implemented three cohorts of their Middle College program in three community colleges. To assess the implementation of services for the first cohort, the state staff conducted a survey of the Middle College adult basic education and career and technical education program directors and instructors at each college who participated in the pilot test. Based on information from the survey and state staff's discussions with pilot site staff, it was determined that Middle College participants could benefit from additional support and guidance in participating simultaneously in an accelerated GED course and a postsecondary occupational course. An ABE coach position was established at each of the pilot sites to provide this support. At the end of the third cohort of the pilot test, the state conducted interviews with pilot site staff to assess the extent of the coordination between adult basic education and occupational and technical education staff, as well as the results from the use of the ABE coaches. The information from the interviews was used to plan technical assistance for future implementation of the College Connection model, which emerged from the Middle College implementation. In addition to the collection of implementation data, the state staff reviewed learners' outcome data at the end of each cohort's participation. These data concerned participants' GED attainment and occupational course completion.

Tools Used in this Section

- **ABE State Transition System Plan (Appendix 8)**
- **Planning Technical Assistance Form (Appendix 11)**
- **Using Data to Assess Transition Activities Form (Appendix 12)**

V. DEVELOP, IMPLEMENT, AND EVALUATE POLICY

In this section, states utilize the PPIE© process and focus on developing, implementing, and evaluating policy. State staff implement a series of activities associated with each step. These include gathering information about the issue the policy aims to address and preparing a paper that describes the issue; developing a policy and gathering feedback from key stakeholders that is used to produce a final policy; implementing the policy by conducting a pilot test of the practices the policy is intended to affect; and evaluating the policy by collecting data about the expected outcomes from the use of the policy.

Approaches to Policy Development

Policy is considered a linchpin to successful transition systems implementation in adult basic education. There are three main approaches to developing policies to guide the implementation of transition services. The first is to develop data-based transition policies by using the ABE transition practices that are pilot tested in a state's initiative as the foundation for creating states' transition policies. In this approach, states begin by focusing on ABE transition practices that are believed to be effective in facilitating low-skilled adults' transition to postsecondary education and training. The state conducts a pilot test of the transition practices and analyzes data from the pilot test to determine which practices have initial positive outcome data (as described in Section IV). The practices with the strongest data are used as the basis for developing broad policies that can guide the implementation of transition practices. For example, the results from the pilot testing of transition services in a state transition initiative can be used to develop state guidance in the form of criteria for the ABE transition services that must be included in local providers' applications to the state for ABE funding.

CRITICAL STEPS

- Plan the policy that is to be developed by conducting research and analyzing data related to the policy issue and preparing a framework paper on the issue.
- Develop the policy using a series of steps that include: preparing a draft policy, consulting with internal and external stakeholders regarding the policy, and finalizing the policy based on the feedback from stakeholders.
- Implement the policy by conducting a pilot test of the ways in which ABE programs use the practices associated with the policy.
- Evaluate the policy by collecting data on the expected outcomes from the use of the policy.

A second approach for transition policy development is to begin with an existing transition policy and to modify the policy based on the pilot testing of new stipulations for a policy. An example is Wisconsin's development of a new high school equivalency diploma option, which incorporates some stipulations from the existing diploma options but also includes new stipulations that will be tested (see **Wisconsin example** in Section III).

A third approach is to create new transition policies that are not associated with current practices. This approach is used when conditions or problems arise for which there is no existing policy or practice. An example is to develop a new policy for state financial aid for ABE learners in a state that did not have existing state options for ABE learner financial aid.

The Policy to Performance's approach to policy development was to use the **Policy Planning, Implementation, and Evaluation (PPIE©) Process for State Transition Policies in Adult Education (Appendix 13)** for state transition policies in adult education. As states began their participation in the project and analyzed their current transition practices and policies (**Appendix 3** and **Appendix 4**), it was evident that seven of the states had existing transition practices or areas of practices that they wanted to test in the project. The eighth state—Wisconsin—came to the project with the goal of developing an expanded option for one of the state's existing high school equivalency diploma options. None of the states began the project without a broad understanding of transition practices. However, most of the states had few transition policies at the beginning of project, and their goal was to identify policies as part of their state ABE transition system development.

Given the Policy to Performance states' activities regarding transition practices and policies at the project's inception, the policy development approach used in the project was to encourage states to create data-driven transition policies through the pilot testing of transition practices. The PPIE© process was used to assist states in determining the types of data-based policies that would be implemented to guide their state transition systems and to evaluate the use of these policies to determine whether they were effective in directing ABE transition activities.

Using the PPIE© Process

The PPIE© process is a comprehensive approach to policy planning, development and testing. The process has four phases of activities: (1) planning, (2) policy development, (3) policy implementation, and (4) policy evaluation. The steps in the four phases of the PPIE© process are described below.

Policy Planning

The PPIE© process can be used flexibly based on states' needs and stages of the policy process. ABE state staff in states where there are few transition practices being implemented and no policy or guidance regarding the use of transition practice could consider using all phases of the PPIE© process. Information that ABE state staff collect in conducting the Analysis step in the AIDDE© process (described earlier in the Toolkit) will provide information that state staff can use in the *Planning* phase of PPIE©.

States that begin the PPIE© process with the *Planning* step will first determine the goal or the problem that that policy will be designed to address. In order to determine the goal of the policy, ABE state staff could:

- Review existing state and Federal legislative requirements concerning adult basic education, participation in postsecondary education, and employment to identify any key transition practices or policies that are referenced in the legislative requirements but are not currently being implemented in the state;
- Analyze data from learners, program annual reports, and state monitoring visits to determine any ABE program issues or problems that could benefit from a new transition policy; and
- Analyze state data concerning ABE learners' current transition rates to postsecondary education as well as the state context for ABE transition to identify any issues that suggest the need for a new transition policy.

The second *Planning* activity is to conduct research by reviewing and analyzing data and information related to the policy issue identified above. These activities include:

- Review information about related state transition initiatives, potential promising practices in ABE transition that a new policy could address, and possible barriers to implementing a new policy;
- Review other states' ABE transition policies and other activities underway in the state that relate to the issue that the new policy is designed to address; and
- Analyze whether the potential transition policies that relate to the policies that have been identified will work in the state and the types of data that will be used to benchmark the implementation of the policy.

The third activity in the PPIE© *Planning* phase is the preparation of a framework or paper that describes the issue that the policy will address. State ABE staff could:

- Synthesize the information that describes the need for the policy, including state demographic, economic data, labor market projections, and other information that would argue for a policy to promote opportunities for low-skilled adults to move into postsecondary education and training; and
- Justify the practices that the policy will address.

States that have promoted ABE transition as a key component of their states' overall plan for economic prosperity have prepared papers or strategic plans that describe the states' vision, goals, and approaches to ABE transition. Louisiana's *Moving Adult Education Forward*, a Pro Forma Business Plan for the state's adult basic education system,[18] and Virginia's Strategic Plan for 2012-2017 [19] are examples of states' transition papers that frame the issue, provide data about the need for transition activities, and broadly describe the transition approaches that will be implemented in the states.

Policy Development

The *Development* steps in the PPIE© process involve preparing a draft policy, consulting with stakeholders, and preparing a final version of the policy based on the feedback from stakeholders. ABE state policy may be stated in various forms. Formal policy is found in state statutes, laws, regulations, and state memoranda. Often ABE policies are informal and are communicated in the ABE State Plan, state frameworks, policy briefs, and policy manuals. State guidelines for instruction or content standards are sources of state policy, as are requirements in states' Request for Applications for funding local ABE services. State ABE staff involved in policy development for ABE transition could review the state's current policy formats and procedures to determine the best approach to writing policies. State staff also could consult **Appendix 4** in the Toolkit that includes illustrative policies for the components of an ABE transition system.

The first activity in developing policy is to prepare a draft policy. ABE state staff could consider the following:

- Use the state's policy format or mechanism, such as a policy memorandum or policy letter;
- Provide an overview of the state context for the policy based on the information gathered in the policy planning activities;

18 Louisiana Community & Technical College System. (February 2011). *Moving adult education forward*. Baton Rouge, LA: author. Retrieved from: http://www.lctcs.edu/assets/docs/Adult%20Ed/AttachmentD.WorkReadyUProformaBusinessPlan.02.07.11.pdf

19 Virginia Department of Education, Office of Adult Education and Literacy (2012). *Advancing work force readiness: Adult education and literacy for 21st century Virginia—A strategic plan for 2012-2017.* Richmond, VA: author. Retrieved from http://www.doe.virginia.gov/about/tech_and_career_ed/adulted_goals_portrait_brochure.pdf

- Specify the requirements of the policy in separate statements to include:
    - Activities to be undertaken and conditions for activities,
    - Who is to conduct the activities,
    - Where the activities are to be conducted, and
    - Timeline for activities.
- Write policies that are clear and concise;
- Specify the life of the policy—the date on which the policy expires; and
- Implement processes for review and editing the policy.

State staff also could consult with internal agency stakeholders, such as staff in the adult education office and from other agency offices that have a key interest in ABE transition. In meeting with stakeholders, ABE state staff could:

- Provide justification to stakeholders for policy development, using the information gathering in preparing the framework paper;
- Ensure that key stakeholders understand the importance of the policy through a discussion of the rationale for the policy and the implications for the stakeholders;
- Identify key stakeholders who can carry the message about the need for the policy to the agency's hierarchy, such as the commissioner;
- Be available to answer questions about the purpose and conditions specified in the policy;
- Provide time for review of the policy with the key stakeholders; and
- Include state adult education staff in obtaining support from local ABE program staff.

The next process is to consult with external stakeholders, such as ABE program staff, the state ABE office's external partners, the governor's office, state councils, and other individuals who have a role in ABE transition. In this communication, ABE state staff could:

- Explain the reasoning for policy using the information gathered in the planning phase;
- Obtain feedback on policy from a variety of local providers through meetings, focus groups, and electronic feedback;
- Circulate drafts of the policy documents for review and comment; and
- Develop a process for responding to stakeholders' questions and comments.

The last activity in the policy development process is to finalize the transition policy. State staff could:

- Revise policy based on feedback from internal stakeholders;
- Revise policy based on feedback from external stakeholders; and
- Communicate to stakeholders that their feedback was considered in development of final policy.

Policy Implementation

The *Implementation* phase of PPIE© involves:

- Conduct a pilot test;
- Implement a policy based on the pilot test through the provision of professional development to support staff's use of the policy; and
- Monitor the use of the policy.

The steps in this phase are delineated in the PPIE© Process (see **Appendix 13**). The process for pilot testing a new policy is similar to the pilot test process for the AIDDE© process (see **Appendix 1**) described in this Toolkit. Most policies provide stipulations concerning the use of practices that are associated with the policy. A pilot test of a policy is designed to assess whether the stipulations of the policy lead to the expected results. For example, if a state's curriculum policy for ABE transition instruction calls for the use of integrated ABE and occupational instruction as a means of enabling ABE leaners to increase their skills, then the pilot test would assess whether learners who participated in classes that were taught using integrated curriculum increased their skills. The results from a pilot test of a policy could be used to revise the policy and professional development that would be provided to assist ABE program staff in implementing the policy.

Policy Evaluation

The final step of the PPIE© process involves the collection and review of data related to the implementation of the policy. The types of data that ABE state staff can collect to evaluate policy include: (A) learner characteristics and outcomes, (B) staff characteristics and outcomes, (C) operation of program services, and (D) program performance outcomes. For example, ABE transition policies concerning the use of instructional methods and materials would be assessed by examining program performance data. Policies concerning recruitment for transition programs would be assessed by reviewing the characteristics of learners who enroll in transition services. The types of data used to assess policies must correspond to the objective the policy is intended to achieve.

In developing a plan for evaluating policies, ABE state staff could:

- Collect, review/analyze data related to the effects of the practices the policy is designed to address. For example, the use of content standards as policy would be assessed by the extent to which the instructional practices of ABE teachers are aligned with the standards. Data could be collected through systematic class observations that are followed by the analysis of instructors' behaviors compared to the standards.
- Assess the quality of program practices addressed by the policy. In this example, the instructional practices of the teachers and the types of professional development that have been provided to support instructors' use of the standards could be examined.
- Determine whether the policy needs to be revised or whether a new policy is required. The data collected through the analysis of the observations and the review of professional development could inform the policy concerning the implementation of content standards.

State ABE staff that use the PPIE© process could document their activities on the **ABE State Transition System Plan (Appendix 8, Sections I, J, and K)**.

Tools Used in this Section

- **Analyze, Identify, Develop, Demonstrate, and Evaluate (AIDDE©) planning process (Appendix 1)**
- **Analyzing State's Current ABE Transition System (Appendix 3)**
- **Analyzing State Policies and Guidance to Support ABE Transition Form (Appendix 4)**
- **ABE State Transition System Plan (Appendix 8)**
- **Policy Planning, Implementation, and Evaluation (PPIE©) Process for State Transition Policies in Adult Education (Appendix 13)**

VI. CONCLUSION

A state ABE transition system is critical to providing low-skilled adults with opportunities to succeed in postsecondary education and obtain employment. Multiple service components, policies, stakeholders, and resources are needed to enable low-skilled adults to navigate the myriad services and organizations involved in the delivery of ABE and postsecondary education. A state system can help to ensure the provision of coordinated and coherent services for these adults.

The **Policy to Performance Toolkit** provides processes and tools that ABE state staff and their partners can use in enhancing their current transition system components or developing a new system. States with existing system components can draw from the Toolkit to supplement or replace their existing processes, while states without a system can use a series of planning, design, and implementation steps to develop an ABE transition system. Central to the operation of a transition system is the role of public policy. Policies come in many forms, and the Toolkit describes the current and potential uses of policy in an ABE transition system.

The experiences of the eight Policy to Performance states reinforced lessons that have been reported in the literature about systems change—systems require a vision and ongoing communication with stakeholders, practices and processes could be based on the best available information and be continuously evaluated, and change takes time. The Policy to Performance Toolkit draws from these lessons and provides methodical approaches that ABE state staff can use to ensure the successful development of a state ABE transition system.

VIII. STATE PROFILES

Alabama 59
California 61
Louisiana 63
Massachusetts 65
New York 67
Texas 69
Virginia 71
Wisconsin 73

Alabama

State Lead Contact

Paula Thompson

Adult Education Specialist

Alabama Department of Postsecondary Education

paula.thompson@dpe.edu

Overview of State's Policy to Performance Project

Alabama came to the Policy to Performance project with the goal of developing a Middle College model in which adults with limited employment skills are concurrently enrolled in accelerated GED preparation and postsecondary occupational courses. In addition to providing academic and career/technical coursework, the 10-week Middle College program provided employment preparation such as resume building, interview skills, and career counseling. The program involved the use of a coach to mentor and guide participants successfully through their first semester of college. The state adult education office required participating ABE programs to use the Middle College practices and requirements that the office had developed; however, programs were given flexibility to adapt selected components of the Middle College model. The Middle College concept evolved over the course of the project to become College Connection. During the project, the key components of a College Connection model for facilitating GED learners' participation in postsecondary education were identified, along with information about the types of state policies and technical assistance that are needed for a successful implementation of the model. Over half of the pilot participants earned a GED and postsecondary credits in career/technical education courses.

Major Partners

Alabama Community College System

Full Policy to Performance Team

Alabama Department of Postsecondary Education and Gadsden State Community College

Pilot

Alabama conducted three rounds of pilot tests of the College Connection program at three community colleges in the Alabama Community College System: Gadsden State Community College, Wallace Community College Dothan, and Wallace Community College Selma.

Next Steps

Ongoing Messaging: Develop state message to promote ABE transition. All information will be shared with the Alabama Legislature and the Legislative Appropriations Committee.

Interagency Coordination: Expand relationships between community colleges and State Workforce Development Regional Councils.

Transition Services: Facilitate the development of local College Connection implementation plans. In fall 2012, additional state Adult Education funds will be used to expand the College Connection program to a limited number of community colleges.

Training and Technical Assistance: Provide professional development to adult education local staff on learner intake processes, coordination between adult education and workforce development, and data collection procedures.

State Transition Policies: Develop state policy to permit the use of state funds for dual enrollment programs. Expand written guidance for the statewide implementation of the College Connection program.

Data Systems: Expand adult education data system to support longitudinal data collection. Data will be maintained in the Adult Education management information system so that the results can be shared with all stakeholders.

California

State Lead Contact

Patricia S. Terry

Administrator, Adult Education Office

California Department of Education

pterry@cde.ca.gov

Former State Lead

Mindi Yates

Education Program Consultant

California Department of Education

myates@cde.ca.gov

Overview of State's Policy to Performance Project

California began the Policy to Performance project with a statewide priority of transitioning adult basic education learners to postsecondary education and employment. After conducting an internal analysis of state initiatives, resources, and current projects, the state adult education office identified a goal of increasing the quality of comprehensive support services that could assist ABE learners in making the transition to and succeed in postsecondary education. The state adult education office developed criteria for the delivery of comprehensive support services to ABE learners and funded ten pilot programs to develop and test comprehensive support services in the context of their existing transition service components. The state collected individual-level data in order to evaluate the effectiveness of the piloted practices and to inform a statewide ABE/ASE/ESL to postsecondary education or workforce transition process for the California adult education system.

Major Partners

California Budget Project, Career Ladders Project, California Workforce Investment Board and California EDGE Campaign.

Full Policy to Performance Team

California Department of Education, California Budget Project, Career Ladders Project, California Workforce Investment Board, California EDGE Campaign, Outreach and Technical Assistance Network (OTAN), Comprehensive Adult Student Assessment Systems (CASAS), and California Adult Literacy Professional Development Project (CALPRO).

Pilot

California conducted a pilot test at 10 ABE programs across the state: Berkeley Adult School, Burbank Adult School, Cesar Chavez (Fresno Adult School), Chaffey Adult School, Elk Grove Adult & Community Education, Montebello Community Adult School, North Valley Occupational Center, Pittsburg Adult Education Center, Salinas Adult School, and Stockton School for Adults.

Next Steps

Ongoing Messaging: Use existing state teams and professional organizations to disseminate state messages about the priority of ABE transition to postsecondary education.

Interagency Coordination: Continue developing relationships with key workforce and community college partners.

Transition Services: Promote development of the key elements of an ABE transition program including transition courses and the role of a transition specialist.

Training and Technical Assistance: Disseminate effective transition practices and promote development of local partnerships.

State Transition Policies: Implement new requirements in WIA, Title II competitive grants for 2013-2014, including requirement that grantees show evidence of formalized partnerships and structures to support ABE transition to postsecondary education. Restructure payment point scheme for WIA, Title II grant award to emphasize transition.

Data Systems: Meet with staff from Employment Development Department and Community College System to discuss data system issues.

Louisiana

State Lead Contact

Sean Martin

Executive Director, WorkReady U

Louisiana Community and Technical College System

seanmartin@lctcs.edu

Overview of State's Policy to Performance Project

Louisiana's participation in the Policy to Performance project began as the responsibility for the state's adult education program was being transferred from the Louisiana Department of Education, Board of Elementary and Secondary Education (BESE) to the Louisiana Community and Technical College System (LCTCS). With this move, adult education was located within LCTCS, whose core mission of workforce education and training expanded the purpose of adult education beyond literacy and GED attainment to focus on work-readiness and sustainable employment. The state redesigned the organizational, operational, and financial designs of the state adult education services model to build upon the resources of LCTCS and the community. This new vision for adult education, known as WorkReady U, promoted the following goals: (1) increase the number of adults who attain an alternative high school diploma, (2) prepare adults to be work ready, and (3) increase the number of adult learners who achieve postsecondary credentials. LCTCS developed the WorkReady U Pro Forma document to encapsulate the vision of an effective ABE transition system and redesigned the 2012 Federal and State RFPs for ABE grantees to move the ABE system closer to the intended state vision for transition.

Major Partners

Louisiana Department of Education (initially), Louisiana Community and Technical College System, and Delgado Community College.

Full Policy to Performance Team

Louisiana Department of Education; Northrop Grumman Shipbuilding; ISC Constructors, LLC; and the Louisiana Community & Technical College System.

Pilots

Louisiana conducted the following nine pilot projects: St. Bernard Parish Local Educational Agency (LEA) located on Nunez Community College campus, Chalmette, LA; Terrebonne Parish LEA located on L. E. Fletcher Technical Community College campus, Houma/Thibodaux, LA areas; Sabine Parish LEA located on Northwest LA Technical College - Sabine Valley Campus, Many, LA; Central LA Technical College Consortium (includes Catahoula Parish LEA), Alexandria/Harrisonburg, LA areas;

Bossier Parish Community College Consortium (includes Caddo Parish LEA located on Northwest LA Technical College -Shreveport Campus and Southern University at Shreveport), Shreveport/Bossier City, LA; Greater Baton Rouge Literacy Coalition (partnered with Baton Rouge Community College), Baton Rouge, LA; Literacy Council of Southwest LA (partnered with Sowela Community College), Lake Charles, LA; Ouachita Parish LEA located on Northeast LA Technical College Campus, Monroe, LA; and Delgado Community College, New Orleans, LA.

Next Steps

Ongoing Messaging: Continue utilizing the WorkReady U vision and messaging that ABE transition to postsecondary education and employment is building the future of the state.

Interagency Coordination: Strengthen relationships with the Louisiana Workforce Commission, the Economic Development agency, and the community and technical colleges.

Transition Services: Promote (1) the role of the regional transitional specialist/advisor; (2) ABE learners' completion of the FAFSA form as part of their literacy plan; and (3) the use of braided funding to support transition specialist.

Training and Technical Assistance: Provide regional training with technical assistance in identified strands to support ABE transition services.

State Transition Policies: Review assessment policy, develop fee policy, include managed enrollment in ABE grantee requirements, and analyze options for alternative diploma programs.

Data Systems: Study the capacity of the expanded statewide community college data system to meet the National Reporting System requirements.

Massachusetts

Overview of State's Policy to Performance Project

Prior to Policy to Performance, Massachusetts had completed a series of labor market reports that revealed the need to strengthen and integrate ABE transition services to support greater alignment between ABE and postsecondary education throughout the Massachusetts system. As part of its overall ABE transition-building activities, the state adult education office funded eight ABE pilot programs to integrate comprehensive advising and counseling services into ABE transition services, enhance contextualized instruction, and/or increase college and career readiness activities. Pilot programs were asked to design their interventions according to the criteria for transition services that were provided by the state adult education office. Lessons learned from the pilot will inform state policies on goal setting, instruction, support services, and length of services.

State Lead Contact

Anne Serino

Administrator, Adult and Community Learning Services

Massachusetts Department of Education

aserino@doe.mass.edu

Major Partners

The Commonwealth Corporation, Massachusetts Community Colleges Executive Office, and the Massachusetts Workforce Investment Board.

Full Policy to Performance Team

Massachusetts Department of Elementary and Secondary Education, Adult and Community Services; Massachusetts Department of Higher Education; Massachusetts Department of Transitional Assistance; Massachusetts Workforce Investment Board; Massachusetts Community Colleges Executive Office; Executive Office of labor and Workforce Development; Quinsigamond Community College; Commonwealth Corporation; City of Cambridge Community Learning Center; The Career Place One-Stop Career Center; and Jewish Vocational Service (JVS) of Greater Boston.

Pilots

Massachusetts conducted eight pilot programs throughout the state: Brockton Public Schools Adult Learning Center in Brockton, MA; Center for New Americans in Northampton, MA; Community Education Project, Inc. in Holyoke, MA; Community Learning Center in Cambridge, MA; Framingham Adult ESL Plus and Framingham Public Schools in Framingham, MA; Jamaica Plain Community Centers, Inc. in Jamaica Plain, MA; Jewish Vocational Service in Boston, MA; and Quinsigamond Community College in Worcester, MA.

Next Steps

Ongoing Messaging: Present at relevant state and partner agency conferences and meetings.

Interagency Coordination: Expand the Policy to Performance task force to engage new partners and continue working on interagency career pathways projects.

Transition Services: Expand contextualized curriculum development projects, advising processes, and use of learner education and career plans. Coordinate with college navigators and develop inventory of transition services.

Training and Technical Assistance: Promote the use of learning community on selected transition topics and conduct transition-related training in coordination with partners.

State Transition Policies: Develop policies and guidelines for community planning, math instruction, adult career pathways, transition programs, and next steps strategies.

Data Systems: Implement revisions to SMARTT data system to adhere to new National Reporting System requirements. Collaborate with Board of Higher Education on capacity for longitudinal data collection.

New York

State Lead Contact

Robert Purga

Supervisor

New York State Education Department

rpurga@mail.nysed.gov

Overview of State's Policy to Performance Project

New York State began Policy to Performance with a number of promising transition initiatives in progress and the desire to align the services and policies of these initiatives into an integrated system of career pathways. The state adult education office documented the range of ABE career pathways services underway in the state to inform guidelines for ABE transition/career pathways services in the state's 2013 Request for Proposals for ABE services. The state also has the goal of facilitating the exchange of data across partner agencies and is formalizing the data system structure, identifying key data points available through partner networks to support adult learners, and expanding accessibility. A state longitudinal database, supported by Race to the Top funds, is currently in development.

Major Partners

Central Southern Tier Regional Adult Education Network, City University of New York, New York State Department of Labor, and State University of New York.

Full Policy to Performance Team

New York State Education Department; Metropolitan Development Association of Syracuse; State University of New York System Administration and Chancellor's Office; CNY Works; State University of New York; Cayuga Community College; Literacy Assistance Center; Central Southern Tier Regional Adult Education Network (RAEN); New York State Education Department; and Literacy New York.

Pilots

As part of the overall ABE transition activities in the state, a pilot project is underway to track ABE learners' participation in and outcomes from postsecondary education in two colleges: Cayuga Community College and Onondaga Community College.

Next Steps

Ongoing Messaging: Disseminate messages through conferences, summits, and program networks.

Interagency Coordination: State-level team formed under the project with the State University of New York, the City University of New York, and the State Department of Labor will continue and expand partnership to engage new partners. Local partnerships will be expanded through the local Literacy Zones.

Transition Services: The Literacy Zone framework will continue to enhance the role of case management and counseling in transition to postsecondary education and employment.

Training and Technical Assistance: Rebid professional development system in 2014.

State Transition Policies: Use lessons learned from Policy to Performance project to incorporate new policies to promote ABE transition in 2013 Request for Proposal for WIA, Title II grantees.

Data Systems: Continue participation in state's development of P-20 data system that includes adult education.

Texas

State Lead Contact

Joanie Rethlake

Director

Texas LEARNS

jrethlake@hcde-texas.org

Overview of State's Policy to Performance Project

In 2008, the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Workforce Council collaborated on a tri-agency initiative that sought to increase the transition of adult education students to postsecondary education, career pathways, and workforce services. The goal of Texas's Policy to Performance participation was to build bridges between these agencies to create a unified system through enhanced coordination, delivery of services, and development of a transparent and unified client tracking system. The state's focus for Policy to Performance was to increase the readiness of ABE/ESL learners to benefit from One-Stop services through their participation in accelerated GED instruction and career awareness/readiness services. Five pilot sites in three regions implemented new processes for cross-referral between the ABE provider and the One-Stop Center. The state adult education office provided core requirements for these services and pilot sites were able to develop aligned transition practices.

Major Partners

Texas Education Agency, Texas Higher Education Coordinating Board, and Texas Workforce Commission.

Full Policy to Performance Team

Texas Education Agency, Texas Higher Education Coordinating Board, Texas LEARNS, and Texas Workforce Commission.

Pilots

Texas piloted activities in three regions identified as having "robust" relationships between adult education providers and the local workforce system. These pilot regions were: Austin, Houston, and San Antonio.

Next Steps

Ongoing Messaging: Develop adult education strategic plan that promotes the transition of adult learners to postsecondary education and work.

Interagency Coordination: Continue the state-level Workforce Literacy Resource Team collaboration and engage new agency partners.

Transition Services: Analyze the outcomes from the C-4 Policy to Performance pilot projects and the Texas Higher Education Coordinating Board I-BEST grants to identify key practices and resources related to the use of contextualized curriculum and teacher-training materials and methods.

Training and Technical Assistance: Continue implementation of career awareness curriculum in programs funded under the Adult Education and Family Literacy Act (AEFLA).

State Transition Policies: Require all AEFLA-funded programs to adhere to new transition policies in the next AEFLA competitive grants application.

Data Systems: Work with the Texas longitudinal data systems to determine how adult education data can be incorporated.

Virginia

Overview of State's Policy to Performance Project

At the start of Policy to Performance, Virginia had developed the PluggedIn VA model and tested it in Southwest Virginia. PluggedIn VA has four components of services that are aimed at providing low-skilled adults with the basic skills, digital literacy skills, soft skills, and occupational credentials to obtain employment in high- demand occupations. PluggedIn VA provides participants with a six-month, intensive course in which participants earn a GED, a Career Readiness Certificate, Microsoft Certifications, industry certifications, and community college credit. Learners also develop a technology portfolio and present a capstone project. Virginia's activity for Policy to Performance was to replicate the PluggedIn VA model in two pilot sites. Using the lessons learned through the implementation of the new PluggedIn VA pilots, the state developed a manual to support the successful replication of this model at additional sites.

Major Partners

Virginia Adult Learning Resource Center, Virginia Community Colleges, Virginia Department of Labor & Industry, and Southwest Virginia Regional Adult Education.

State Lead Contact

James André

Specialist for Federal Programs, Adult Education and Literacy

Virginia Department of Education

james.andre@doe.virginia.gov

Former State Lead

Randall Stamper

State Director, Adult Education and Literacy

Virginia Department of Education

randall.stamper@doe.virginia.gov

Full Policy to Performance Team

Virginia Department of Education, Southwest Virginia Regional Adult Education, Virginia Literacy Foundation, Virginia Department of Labor & Industry, Virginia Economic Development Partnership, Virginia Adult Learning Resource Center, Virginia Community Colleges, Radford University, and Woodmark Inc.

Pilots

In addition to continuing to support the expanding PluggedIn VA programs in Southwest Virginia, two additional pilots were implemented in New River Community College and the Danville Public Schools Adult and Career Education Program.

Next Steps

Ongoing Messaging: Provide technical assistance on existing strategic plan. Present at relevant conferences and maintain websites.

Interagency Coordination: Continue to align state career pathways initiatives.

Transition Services: Utilize the career coach role and the Virginia Wizard to implement enhanced transition services. Hold a competition for state funds to expand PluggedIn VA statewide.

Training and Technical Assistance: Disseminate PluggedIn VA Implementation Guide and training. Deliver professional development on the use of contextualized instruction, development of partnerships, and soft skills instruction. Provide training on adult education theory to PluggedIn VA partners.

State Transition Policies: Collect and analyze data from PluggedIn VA programs to determine policies that are needed to support effective implementation of the model.

Data Systems: Continue development of a longitudinal data system to include state National Reporting System data. Modify state web-based NRS data system to track and evaluate PluggedIn VA program performance.

Wisconsin

Overview of State's Policy to Performance Project

Wisconsin's participation in the Regional Industry Skills Education (RISE) Initiative, funded under the Joyce Foundation's Shifting Gears Initiative, enabled the state to move forward in strengthening its career pathways system. For Policy to Performance, the state adult education office identified a need to create an enhanced Wisconsin high school equivalency diploma option. The enhanced option has a combination of standardized academic assessments (e.g., Test of Adult Basic Skills), courses in civics and health, career awareness instruction, employability skills, and occupational certificate courses. This expanded option is expected to assist low-skilled adults in participating in postsecondary career pathways services. After the expanded option is approved, the state will create local implementation policies, program applications, state office approval processes, and evaluative processes.

State Lead Contact

Mark Johnson

Education Director

Wisconsin Technical College System

mark.johnson@wtcsystem.edu

Major Partners

Wisconsin Department of Public Instruction

Full Policy to Performance Team

Madison Area Technical College; Western Technical College; Wisconsin Department of Public Instruction; Wisconsin Technical College System; Milwaukee Area Workforce Investment Board; Milwaukee Area Technical College; Western Technical College; and Northeast Wisconsin Technical College.

Pilots

Three technical colleges that currently implement the equivalency high school diploma option that is being enhanced will participate in a pilot to test the effectiveness of the new guidelines for the enhanced option.

Next Steps

Ongoing Messaging: Present at relevant state meetings to communicate this "refreshed" equivalency diploma option.

Interagency Coordination: Continue to deepen relationships between adult education and career and technical education.

Transition Services: Specify the guidelines for assessing the competencies for enhanced equivalency diploma option and conduct a pilot test of the implementation of the new guidelines.

Training and Technical Assistance: Determine training for statewide implementation based on the results of the pilot process.

State Transition Policies: Continue to develop formal policies to guide the implementation of the enhanced equivalency diploma option.

Data Systems: The state has an existing longitudinal system that enables learners' transition from ABE to postsecondary education to be tracked. Consider options for tracking learners' attainment of occupational certificates, which are not currently included in the state longitudinal database.

VIII. POLICY TO PERFORMANCE GLOSSARY

Adult Basic Education (ABE)

Adult education refers to services or instruction below the postsecondary level for individuals who have attained 16 years of age; are not enrolled or required to be enrolled in secondary school under State law; lack sufficient mastery of basic educational skills to enable them to function effectively in society; do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or who are unable to speak, read, or write the English language.

Workforce Investment Act, 1998 (Title II, Section 203). Retrieved from http://www.doleta.gov/regs/statutes/wialaw.pdf

American Graduation Initiative

The American Graduation Initiative was announced by President Obama on July 14th, 2009 to strengthen our nation's community colleges, and called for five million additional graduates by 2020. The American Graduation Initiative will build on the strengths of community colleges and launch new initiatives and reforms that will increase their effectiveness and impact by figuring out what works and what doesn't, modernize facilities, increase graduation rates, and expand and create new online learning opportunities. The American Graduation Initiative will:

- Call for 5 Million Additional Community College Graduates;
- Create the Community College Challenge Fund;
- Fund Innovative Strategies to Promote College Completion;
- Modernize Community College Facilities; and,
- Create a New Online Skills Laboratory.

Brandon, K. (2009). *Investing in education: The American Graduation Initiative*. The White House Office of Social Innovation and Civic Participation. Retrieved from http://www.whitehouse.gov/blog/investing-in-education-the-american-graduation-initiative/

American Recovery and Reinvestment Act of 2009

The American Recovery and Reinvestment Act of 2009 (Recovery Act) was signed into law by President Obama, on February 17, 2009. The purposes of this Act are the following: (1) To preserve and create jobs and promote economic recovery; (2) To assist those most impacted by the recession; (3) To provide investments needed to increase economic efficiency by spurring technological advances in science and health; (4) To invest in transportation, environmental protection, and other infrastructure that will

provide long-term economic benefits; and, (5) To stabilize State and local government budgets, in order to minimize and avoid reductions in essential services and counterproductive state and local tax increases.

Recovery.gov: U.S. government's official website for the American Recovery and Reinvestment Act. Retrieved from http://www.recovery.gov

Bridge Programs

Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment.

The Joyce Foundation: Shifting Gears. (2009). *State progress.* Retrieved from http://www.shifting-gears.org/index.php?option=com_content&view=article&id=78:bridge-definition-and-core-elements-&catid=38:state-progress&Itemid=58

Career Pathways

Career pathways are a series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.

U.S. Department of Education, Department of Health and Human Services, and Department of Labor Joint Letter of Support. (2012). Retrieved from http://wdr.doleta.gov/directives/corr_doc.cfm?docn=3536

Career Readiness

Career readiness involves three major skill areas: core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employability skills (such as critical thinking and responsibility) that are essential in any career area; and technical, job-specific skills related to a specific career pathway. These skills have been emphasized across numerous pieces of research and allow students to enter true career pathways that offer family-sustaining wages and opportunities for advancement.

What is career ready? (n.d.) Alexandria, VA: Association of Career and Technical Education. Retrieved from https://www.acteonline.org/uploadedFiles/Publications_and_Online_Media/files/Career_Readiness_Paper.pdf

Collaboration

Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals without duplicating services. The relationship includes: commitment to mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards.

Oklahoma Security and Employment Commission. (n.d.) *Common acronyms of the Workforce Investment Act.* Retrieved from http://www.ok.gov/oesc_web/documents/WIAAcronyms.pdf

College Readiness

College readiness can be defined operationally as the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution. "Succeed" is defined as completing entry level courses at a level of understanding and proficiency that makes it possible for the student to consider taking the next course in the sequence or the next level of course in the subject area.

Adapted from Conley, D. (2007). *Redefining college readiness.* Eugene, OR: Educational Policy Improvement Center. Retrieved from http://www.aypf.org/documents/RedefiningCollegeReadiness.pdf

Credentials

Credentials refer to a nationally recognized degree or certificate, or state-recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, postsecondary degrees/certificates, recognized skill standards, licensure or industry-recognized certificates (i.e., ASE car repair, Hazmat, CAN, CDL, Boiler Operator, Flag Person, Heavy Equipment Operator, etc.), and all state education agency recognized credentials.

U. S. Department of Labor. (2009). *Glossary of terms and definitions.* Retrieved from http://wsd.dli.mt.gov/wia/wiaglossary.pdf

Developmental Education

Developmental education programs and services commonly address academic preparedness, diagnostic assessment and placement, development of general and discipline-specific learning strategies, and affective barriers to learning. Developmental education includes, but is not limited to all forms of learning assistance, such as tutoring, mentoring, and supplemental instruction; personal, academic, and career counseling; and academic, advisement, and coursework.

National Association of Developmental Education. (n.d.) *About developmental education.* Retrieved from http://www.nade.net/AboutDevEd.html

Dual/Concurrent Enrollment

Dual enrollment allows students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. These programs have postsecondary institutions working closely with high schools to offer courses that, in many instances, are identical to those offered on a college campus. Depending on state policies or institutional arrangements, upon successful completion of a dual enrollment course, students may receive a transcript from the postsecondary institution. Transcripted credits allow students to receive college credit upon matriculation at a postsecondary institution.

U.S. Department of Education, Office of Vocational and Adult Education. (2007). *Accelerating student success through credit-based transition programs: Fact sheets.* Retrieved from http://www2.ed.gov/about/offices/list/ovae/pi/cclo/cbtrans/factsheets.html

Educationally Disadvantaged Adults

Educationally or skill disadvantaged adults are those persons who score below the 8th grade level on standardized tests. They require educational assistance to bring their basic skills to a level that would make them eligible for secondary (high school) education or to hold a job with basic English and math skills.

U. S. Department of Labor. (2009). *Glossary of terms and definitions.*
Retrieved from http://wsd.dli.mt.gov/wia/wiaglossary.pdf

Integrated ABE and Occupational Instruction

Integrated ABE and occupational instruction is a form of academic-occupational integration. This type of integration is a fusion of reading, writing, English language, and/or critical thinking skills with career-related instruction.

Perin, D. (September 1998). *Curriculum and pedagogy to integrate occupational and academic instruction in the community college: Implications for faculty development.* New York, NY: Community College Research Center, Teachers College, Columbia University.

Low-Skilled Adult

Low-skilled adults are individuals who lack the necessary skills and knowledge to succeed in postsecondary education and training, or meet the demands of the current labor market.

U.S. Department of Education, Office of Vocational and Adult Education (2011). *Promoting college and career readiness: Bridge programs for low-skill adults. Washington, D.C.*
Retrieved from http://www2.ed.gov/about/offices/list/ovae/pi/cclo/brief-1-bridge-programs.pdf

Middle College High Schools

Established to help students who are at risk of dropping out of high school meet their graduation requirements and transition into postsecondary education, middle colleges are located on college campuses and provide both high school and college courses. Middle colleges typically provide an array of supplementary services, such as counseling and assistance with college applications, to their students in addition to academic preparation.

U.S. Department of Education, Office of Vocational and Adult Education. (2007). *Accelerating student success through credit-based transition programs: Fact sheets.*
Retrieved from http://www2.ed.gov/about/offices/list/ovae/pi/cclo/cbtrans/factsheets.html

National Reporting System (NRS)

The National Reporting System for Adult Education (NRS) is an outcome-based reporting system for the State-administered, federally funded adult education program. Developed by the U.S. Department of Education's Division of Adult Education and Literacy (DAEL), the NRS continues a cooperative process through which State adult education directors and DAEL manage a reporting system that demonstrates learner outcomes for adult education.

National Reporting System. Retrieved from http://www.nrsweb.org/about/

One-Stop Center

Under the Workforce Investment Act, every local System must have at least one comprehensive Center. A One-Stop Center is a facility that makes a wide range of the system's services available at a single site, through self-service or with staff help. The number of centers, the services offered and the manner in which they are given will vary from one area to another, according to local needs and resources.

U. S. Department of Labor. (2009). *Glossary of terms and definitions.* Retrieved from http://wsd.dli.mt.gov/wia/wiaglossary.pdf

Pilot Test

A pilot test is a preliminary assessment or study of a program (e.g., a career pathways program), product (e.g., a curriculum, course), practice (e.g., homogeneous skill grouping), or process (such as learner goal setting to promote transition to a next step) to try out procedures and make any needed changes or adjustments. In the Policy to Performance project, state ABE staff conducted a pilot test to determine whether the transition practices or processes that they had selected as the focus for their state's ABE transition system were feasible to implement and could provide initial data on learner outcomes.

Policy

The Policy to Performance project defines policy as a course or plan of action designed to influence and effect adults' advancement from participation in Workforce Investment Act (WIA) of 1998, Title II-funded adult basic education services to postsecondary education, training, or employment. Policy is categorized as either formal or informal. Examples of formal policy are a state statute, state law, state regulation, or state agency memorandum. Informal policy, sometimes referred to as "guidance," includes a course of action presented in a state's Adult Education State Plan, state adult education policy brief, or a state policy manual. Other examples of informal state policy are the conditions for service delivery that are delineated in a local adult education program's state grant, the requirements for services defined in a state's request for Application (RFA) for local adult education services, and the requirements for instruction defined in a state's adult education content standards.

Policy, Planning, Implementation, & Evaluation (PPIE©)

The **PPIE© process** is a state policy development, implementation, and evaluation tool developed by Judith Alamprese of Abt Associates that guides the technical assistance provided to states participating in the Policy to Performance Initiative. Key steps in the PPIE© process include determining the goal or issue that the policy is to address; research, review and analyze; prepare a draft policy; and implement, monitor and evaluate the policy.

Alamprese, J.A. (2009). *State policy development: Tips and tools for writing policy and guidance.* Bethesda, MD: Abt Associates Inc.

Policy/System Alignment

The alignment of policies and systems refers to the coordination of state and local policy and guidance, systems, and/or resources in support of a common pursuit or vision. In the adult education sector, community colleges, workforce investment boards, industry associations, local governmental agencies, and a wide range of other entities are working together in partnership to align their services, policies, and resources.

Postsecondary Retention Rate

Postsecondary retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

U.S. Department of Education, Institute of Education Sciences National Center for Education Statistics.(n.d.) *Retention rate*. Retrieved from http://nces.ed.gov/IPEDS/glossary/index.asp?id=772

Tech-Prep

Tech-Prep is a nation-wide, federally supported program3emphasizing career and technical education and the creation of linkages between high schools and community colleges. At the federal level, Tech-Prep was designed to be a sequenced program of study that combines at least two years of high school and two years of postsecondary education. Tech-Prep programs are implemented by consortia of local education agencies and community colleges and typically begin during the 11th and 12th grades of high school and continue into the first two years of college. They are designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate degree or a certificate in a specific career field, and ultimately, to high-wage, high-skill employment or advanced postsecondary training.

U.S. Department of Education, Office of Vocational and Adult Education. (2007). *Fact sheet: Tech prep program*. Retrieved from http://www2.ed.gov/about/offices/list/ovae/pi/cclo/cbtrans/techprep.pdf

Transition Services

Transition services refer to coordinated sets of activities for adult learners that are designed to promote adults' movement from basic education to post-adult education activities. These activities may include, but are not limited to, adults' participation in postsecondary education and specialized training/certificate programs, as well as attainment of employment.

Workforce Investment Act (WIA) of 1998

The Workforce Investment Act was enacted by the United States Congress to establish programs to prepare youth and unskilled adults for entry into the labor force and to give job training to those economically disadvantaged individuals and other individuals who face serious barriers to employment and who are in need of such training to obtain prospective employment.

U. S. Department of Labor. (2009). *Glossary of terms and definitions.*
Retrieved from http://wsd.dli.mt.gov/wia/wiaglossary.pdf

Workforce Investment Board

The State Workforce Investment Board (SWIB) was established under the Workforce Investment Act, Section 111.t. The SWIB serves as an advisory to the Governor and develops the State plan and oversees how it is carried out.

U. S. Department of Labor. (2009). *Glossary of terms and definitions.*
Retrieved from http://wsd.dli.mt.gov/wia/wiaglossary.pdf

WorkKeys®

The WorkKeys® Assessment System, created by ACT, is a comprehensive system for measuring and communicating basic workplace skills. The major components of WorkKeys® are job skill assessments, job analysis, and skill training.

The WorkKeys® System Official Website. Retrieved from http://www.act.org/workkeys

The P2P Seal identifies terms that were developed specifically for the Policy to Performance initiative.

IX. REFERENCE LIST

Alamprese, J.A. (2006). *Initial AIDDE© Workshop Manual*. Bethesda, MD: Abt Associates Inc.

Alamprese, J. A. (2009). *Final Report: Shared Goals, Common Ground: State and Local Coordination and Planning to Strengthen Adult Basic Education Services*. Adult Education Coordination and Planning Project. Bethesda, MD. Abt Associates, Inc.
Retrieved from http://lincs.ed.gov/lincs/resourcecollections/careerpathways/profile_52

Alamprese, J.A. (2009). *State policy development: Tips and tools for writing policy and guidance*. Bethesda, MD: Abt Associates Inc.

Alamprese, J.A., & Gwaltney, M.K. (2010). *AECAP guide for state leaders*. Bethesda, MD: Abt Associates Inc. Retrieved from http://lincs.ed.gov/lincs/resourcecollections/management/profile_02

Birkland, T.A. (2005). *An introduction to the policy process: Theories, concepts, and models of public policy making*. Armonk, NY: M.E. Sharpe, Inc.

Integrating curriculum: *Lessons for adult education from career and technical education*. Washington, DC: MPR Associates, Inc.

Jenkins, D. (2006). *Career pathways: Aligning public resources to support individual and regional economic advancement in the knowledge economy*. New York, NY: Workforce Strategy Center;

Kulongoski, K. & Alamprese, J. (December 2006). *Oregon pathways for adult basic skills transition to education and work initiative (OPABS)*. Salem, OR: Department of Community Colleges and Workforce Development.

MPR Associates, Inc. (2007). *Adult basic education to community colleges transitions symposium: Proceedings report*. Washington, DC: U.S. Department of Education.

Louisiana Community & Technical College System. (February 2011). *Moving adult education forward*. Baton Rouge, LA: author. Retrieved from http://www.lctcs.edu/assets/docs/Adult%20Ed/AttachmentD.WorkReadyUProformaBusinessPlan.02.07.11.pdf

Oesch, M. & Bower, C. (2009). *Integrating career awareness into the ABE & ESOL classroom: Curriculum guide*. National College Transition Network & System for Adult Basic Education Support (SABES). Retrieved from http://sabes.org/workforce/integrating-career-awareness.pdf

U.S. Department of Education, Office of Vocational and Adult Education (2011). *Promoting college and career readiness: Bridge programs for low-skill adults*. Washington, D.C. Retrieved from http://www2.ed.gov/about/offices/list/ovae/pi/cclo/brief-1-bridge-programs.pdf

Virginia Department of Education, Office of Adult Education and Literacy (2012). *Advancing work force readiness: Adult education and literacy for 21st century Virginia—A strategic plan for 2012-2017*. Richmond, VA: author. Retrieved from http://www.doe.virginia.gov/about/tech_and_career_ed/adulted_goals_portrait_brochure.pdf

Workforce3 One.(n.d.). U.S. Department of Labor, Employment and Training Administration. http://www.workforce3one.org

APPENDICES

Appendix 1. AIDDE© Process for Planning ABE Transition System A-1

Appendix 2. Analyzing State Data Form A-2

Appendix 3. Analyzing State's Current ABE Transition System A-5

Appendix 4. Analyzing State Policies and Guidance to Support ABE Transition Form A-8

Appendix 5. Analyzing Partnerships Form A-16

Appendix 6. Analyzing State Environment Form A-19

Appendix 7. Identifying Gaps in an ABE Transition System A-21

Appendix 8. ABE State Transition System Plan A-24

Appendix 9. Messaging Tool A-35

Appendix 10. Joint Letter of Support A-47

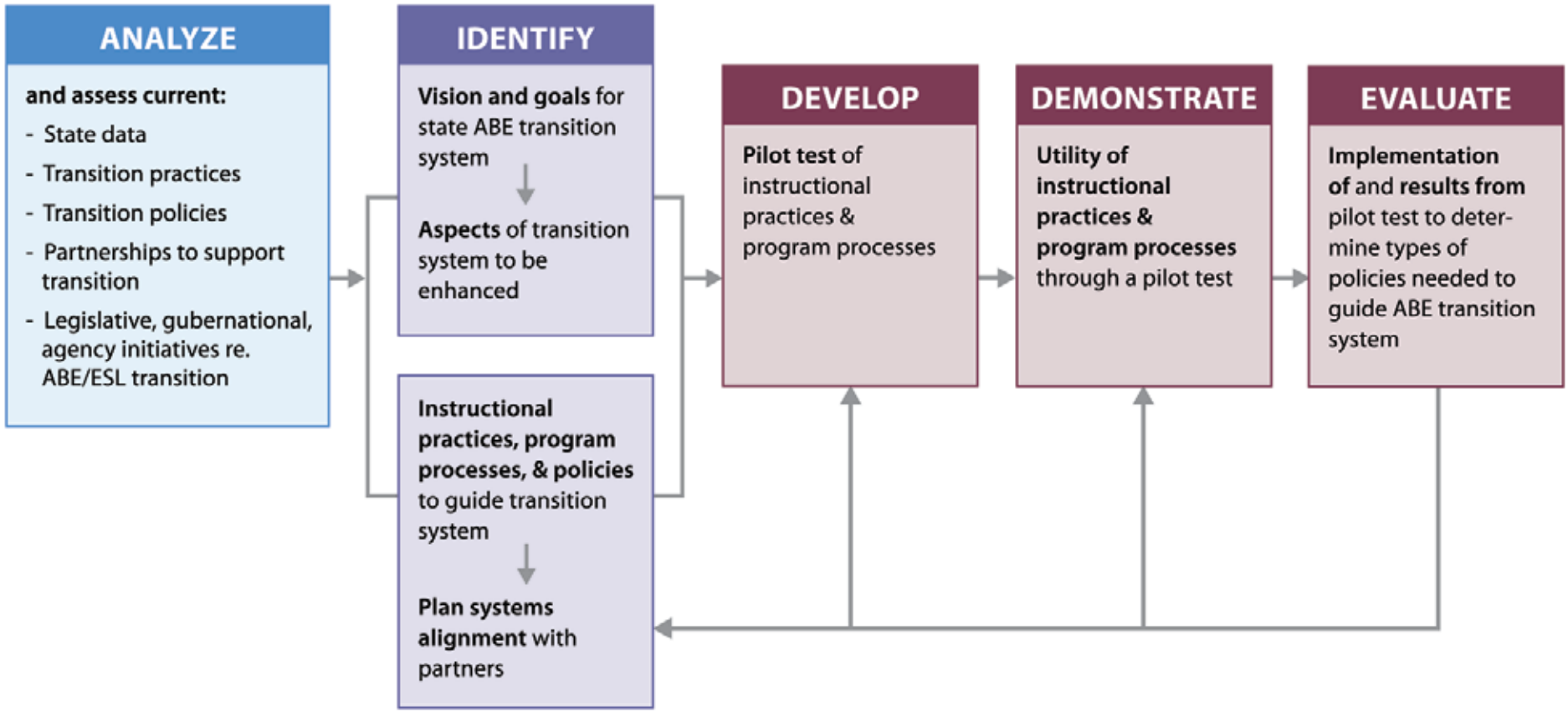
Appendix 11. Planning Technical Assistance Form A-53

Appendix 12. Using Data to Assess Transition Activities Form A-55

Appendix 13. Policy Planning, Implementation, and Evaluation (PPIE©) Process for State Transition Policies in Adult Education A-59

Appendix 14. Selected Resources from the Policy to Performance Resource Center A-62

APPENDIX 1. AIDDE© PROCESS FOR PLANNING ABE TRANSITION SYSTEM



APPENDIX 2. ANALYZING STATE DATA FORM

Directions: Complete the table using your state's National Reporting System (NRS) and other data.

A. Baseline Data: NRS

1. Using NRS Tables 4: Educational Gains and Attendance by Educational Functioning Level & 4B: Educational Gains and Attendance for Pre- and Post-tested Participant			
1. Number Enrolled, % pre-post tested			
Table 4: Educational gains and attendance by educational functioning level		*EFL (A)*	*Number Enrolled (B)*
		ABE Intermediate High	
		ASE Low	
		Total	
Table 4B: Educational gains and attendance for pre- and post-tested participant		*EFL (A)*	*Number Enrolled (B)*
		ABE Intermediate High	
		ASE Low	
		Total	
Percent pre-post tested		**Divide Total 4B by Total 4**	
2. Average Attendance, Table 4B			
EFL (A)	*Number Enrolled (B)*	*Attendance Hours (C)*	*C ÷ B (Average Hours)*
ABE Intermediate High			
ASE Low			
ASE High			
3. Percent Completing Level, Table 4B			
EFL (A)		*Percent Completing Level (Column H)*	
ABE Intermediate High		0.00%	
ASE Low		0.00%	
4. Percent Achieving Core Outcomes, Table 5: Core Follow-up Outcome Assessment			
EFL (A)		*Percent Achieving Outcome*	
Entered employment		0.00%	
Obtained GED or diploma		0.00%	
Entered postsecondary education or training		0.00%	

B. Baseline Data for Tracking ABE Transition to Postsecondary Education, Training, and Employment Outcomes

Check the types of data currently available in your state for assessing ABE transition activities:

- ☐ Learner pre-post skill gain
- ☐ Other learner outcomes (specify)
- ☐ Learners' enrollment in postsecondary credit courses
- ☐ Learners' enrollment in postsecondary non-credit courses
- ☐ Learners' completion of postsecondary credit courses
- ☐ Learners' completion of postsecondary non-credit courses
- ☐ Learners' attainment of occupational certificates
- ☐ Learners' attainment of occupational credential
- ☐ Learners' attainment of AA degree

Reflection Questions

1. Based on your review of your state's NRS data, what are the implications of the pattern of ABE Intermediate and ASE learners' participation and outcomes for your current and/or new ABE transition activities in terms of:

   a. Target population of learners for new transition activities?

   b. Goal setting process used in ABE programs?

   c. Types of learner and program supports that may needed in ABE transition activities?

2. For states that are collecting data about their ABE transition outcomes (Section B above), are there additional data that would be helpful to collect? If yes, which types of data?

3. For states not collecting data about their transition outcomes, what types of data would be your priority to collect?

APPENDIX 3. ANALYZING STATE'S CURRENT ABE TRANSITION SYSTEM

Directions: Complete the table below by checking the current status of transition activities in your state for each transition system component.

System Component	Activities are under-way & are effective	Activities planned OR current activities need strengthening	No activities underway, need to be planned	Notes
Vision of an ABE Transition System				
ABE state staff have developed a conceptual framework or paper that describes the state's vision and goals for an ABE transition system.				
Public Relations & Communication				
Communication is underway with other state agencies and organizations about state's ABE Transition purposes, benefits, activities, and outcomes.				
The adult education state office's vision about ABE Transition is being communicated to ABE grantees.				

System Component	Activities are under-way & are effective	Activities planned OR current activities need strengthening	No activities underway, need to be planned	Notes
Interagency Coordination				
Interagency activities are under-way with other state agencies and partners to support ABE transition.				
New partners needed to support ABE transition are identified.				
ABE Transition Service Models				
Instructional components that can be adapted or need to be developed are identified.				
Process/models for integrating occupational information or skills are identified.				
Process/models for advising and support services are identified.				

System Component	Activities are under-way & are effective	Activities planned OR current activities need strengthening	No activities underway, need to be planned	Notes
Training & Technical Assistance				
The topics for training and technical assistance that can support ABE transition pilot sites are identified.				
Individuals qualified to deliver technical assistance to support ABE transition pilot sites are identified.				
Data Systems & Evaluation				
State capacity exists to collect data about learners' participation in a range of services and outcomes from these services.				
State adult education office has capacity to track learners' postsecondary outcomes.				

APPENDIX 4. ANALYZING STATE POLICIES AND GUIDANCE TO SUPPORT ABE TRANSITION FORM

State policies and guidance play a critical role in facilitating the implementation of ABE transition services. A key step in developing an ABE transition system is the analysis of a state's current policies and guidance concerning the key components of an ABE transition system to identify the status of existing policies and the potential for new policies. This tool is designed to assist state staff in analyzing their current ABE transition policies.

Review the tables below that list ABE Transition Components (Column 1) and Illustrative Policies (Column 2) in two main categories: (A) State Policies to Support Local Implementation of ABE/ESL Transition Services, and (B) State Policies to Support Overall State ABE Transition System.

ABE Transition System Component	Illustrative Policy	Policy is Operational *List current policies for each component*	Location of Current Policy *List the document in which policy is contained*	Policy is Being Planned -OR- Current Policy will be Updated *List updated or planned policy*
Local Interagency Coordination				
Use of Partners	• Types of required partners between ABE and other divisions within organization (e.g., within community college, school district) • Type of required partners between ABE and other organizations	(1)	(2)	(3)

Directions:

(1) In Column 3, list any ABE state policies or guidance supporting ABE transition that currently are **operational** in your state. List the policies according to the categories of ABE Transition Components. If your state has policies supporting ABE transition that do not correspond to the categories of ABE Transition System Components, space is provided on the table for you to list your state's policies under "Other State Policies to Support Local Implementation of ABE/ESL Transition Services" and "Other State Policies to Support Overall State ABE Transition System."

(2) In Column 4, list the location of the current policy, i.e., the document in which the policy is stated or contained. Examples include a state regulation for the ABE program, a state memorandum to grantees, a state's adult education policy manual, or the RFA for local ABE grants.

(3) In Column 5, list any ABE state policies supporting ABE transition that are being **planned** in your state **OR** any current policies that are expected to be updated. List the policies according to the categories of ABE Transition System Components. If your state is planning new or updating existing policies to support ABE transition that do not correspond to the categories of ABE System Transition Components, space is provided on the table for you to list your state's planned or updated policies under "Other State Policies to Support Local Implementation of ABE/ESL Transition Services" and "Other State Policies to Support Overall State ABE Transition System."

A. State Policies or Guidance to Support Local Implementation of ABE/ESL Transition Services

ABE Transition System Component	Illustrative Policy	Policy is Operational *List current policies for each component*	Location of Current Policy *List the document in which policy is contained*	Policy is Being Planned -OR- Current Policy will be Updated *List updated or planned policy*
Local Interagency Coordination				
Use of Partners	• Types of required partners between ABE and other divisions within organization (e.g., within community college, school district) • Type of required partners between ABE and other organizations • Minimum number of partners			
Activities	• Types of activities that partners should undertake • Frequency of activities that partners should undertake			
Other Types of Interagency Coordination Policies				

ABE Transition System Component	Illustrative Policy	Policy is Operational *List current policies for each component*	Location of Current Policy *List the document in which policy is contained*	Policy is Being Planned -OR- Current Policy will be Updated *List updated or planned policy*
Transition Service Models				
Learners to be Served	• Skill levels (NRS Levels, CASAS/TABE levels) of learners who should be referred to transition services			
Assessment	• Types of assessments to administer for ABE placement into transition services • Pre-test score criterion level for placement into transition instruction • Length of time between pretest and posttest • Types of assessments to use to determine learners' readiness for postsecondary participation (e.g., college placement test)			
Instructional Design and Implementation	• Level of basic skills courses that should be offered to transition learners • Types of coordination required between ABE/ESL and CTE instructors in designing/delivering courses • Types of coordination required between ABE/ESL and local business/industry in designing/delivering courses • Use of state basic skills standards to guide instruction to facilitate transition • Use of contextualization in transition course development • Types of courses required for transition services (accelerated basic skills, bridge courses, career pathways, college and career awareness)			

ABE Transition System Component	Illustrative Policy	Policy is Operational *List current policies for each component*	Location of Current Policy *List the document in which policy is contained*	Policy is Being Planned -OR- Current Policy will be Updated *List updated or planned policy*
Transition Service Models, continued				
Advising/ Counseling	• Types of advising services that should be provided to support ABE/ESL learners' transition • Frequency at which services should be provided • Type/content of learner career plan that should be developed • Frequency with which learner career plan should be updated			
Learner Support Services	• Types of information to collect about learners' risk factors, needs for support services • Types of support services to provide directly or through coordination with other agencies that can address learners' risk factors			
Staff	• Qualifications of staff involved in the delivery of transition instruction, advising/counseling			
Training & Technical Assistance	• Types of training required for staff who deliver transition services • Amount and frequency of training required for staff who deliver transition services			
Other Types of Transition Services				

ABE Transition System Component	Illustrative Policy	Policy is Operational *List current policies for each component*	Location of Current Policy *List the document in which policy is contained*	Policy is Being Planned -OR- Current Policy will be Updated *List updated or planned policy*
Learner Financial Aid/Support				
Eligibility Requirements	• Number of courses students must take to be eligible for financial aid • Criteria for eligibility for free tuition credits; number of credits; time period over which credits must be used			
Other Types of Financial Aid/Support Policies				
Data Collection & Evaluation				
ABE/ESL Learner Goals	• Number/percent of learners who set postsecondary participation as a goal • Number/percent of learners who set employment as a goal			
ABE/ESL Learner Performance Outcomes	• Percent of learners who enroll in postsecondary education • Percent of learners who complete /earn credits for postsecondary courses • Number of postsecondary credits that learners earn • Percent of learners who obtain jobs • Percent of learners who retain jobs			
Other Types of Data Collection/Evaluation Policies				

ABE Transition System Component	Illustrative Policy	Policy is Operational *List current policies for each component*	Location of Current Policy *List the document in which policy is contained*	Policy is Being Planned -OR- Current Policy will be Updated *List updated or planned policy*
Other State Policies to Support Local Implementation of ABE/ESL Transition Services				

B. State Policies or Guidance to Support Overall State ABE Transition System

ABE Transition System Component	Illustrative Policy	Policy is Operational *List current policies for each component*	Location of Current Policy *List the document in which policy is contained*	Policy is Being Planned -OR- Current Policy will be Updated *List updated or planned policy*
State Data System				
Linkages to Other States' Data Systems	• Memorandum of Understanding with other agencies (K-12, Higher Education, Workforce Development/Unemployment Insurance) concerning the tracking of learner data across state systems			

ABE Transition System Component	Illustrative Policy	Policy is Operational *List current policies for each component*	Location of Current Policy *List the document in which policy is contained*	Policy is Being Planned -OR- Current Policy will be Updated *List updated or planned policy*
State Data System				
Types of Data to Collect	Use of a longitudinal data system that can track learners': • Enrollment in postsecondary courses • Completion of postsecondary courses • Attainment of certificates, credentials, and degrees • Transfer from community college to four-year college/university			
Other State Data System Policies				
Allowable Uses of WIA, Title II Funding				
ABE/ESL Participants	• Adults with a high school diploma or equivalent whose skills are below the secondary level			
ABE/ESL Services	• Provision of advising or counseling services			
Other Policies Related to Uses of WIA, Title II Funding				

ABE Transition System Component	Illustrative Policy	Policy is Operational *List current policies for each component*	Location of Current Policy *List the document in which policy is contained*	Policy is Being Planned -OR- Current Policy will be Updated *List updated or planned policy*
Secondary Credentialing Options				
High School Equivalency Diploma	• Criteria for assessing learners' completion of credential requirements (e.g., demonstration of competencies)			
Other Secondary Credentialing Options				
Other State Policies to Support Overall State ABE Transition System				

Based on Alamprese, J.A. (2009). *State policy development: Tips and tools for writing policies and guidance.* Bethesda, MD: Abt Associates Inc.

APPENDIX 5. ANALYZING PARTNERSHIPS FORM

Current Partnerships

Name of Current Partner/Agency	Activities with Current Partners	Desired Outcome(s) from Partnership	Possible Strategies to Strengthen Partnerships

B. Potential Partnerships

Name of Potential Partner/Agency	Benefits You Could Provide Partner	Benefits Partner Could Provide You	Possible Strategies to Strengthen Partnerships

C. More Information About Partnerships

Directions: List any additional information or data that you will need to further your discussion with current or potential partners.

APPENDIX 6. ANALYZING STATE ENVIRONMENT FORM

A. Conditions

Directions: Check whether any of the following conditions are present in your state and may affect the implementation of an ABE transition system.

- ☒ There are other state initiatives that may affect the development of your state's ABE transition system and the state ABE staff that need to be involved in these activities.
- ☐ There is more than one state ABE transition activity underway.
- ☐ State ABE staff have had preliminary discussions with other agencies about policy alignment related to ABE transition.
- ☐ Staff (state, local, consultant) expertise is available to develop transition services.
- ☐ Fiscal resources are available to pilot test new transition services, policies.
- ☐ The timeline for the resources matches the timeline for pilot testing.

B. Reflection Question

Directions: Based on your analysis of your state's environment, reflect on the following:

Are there any staff, timing, resource, or other issues that need to be addressed in order to develop or strengthen your state's ABE transition system?

If yes, list each of these issues; and describe how these issues can be addressed.

APPENDIX 7. IDENTIFYING GAPS IN AN ABE TRANSITION SYSTEM

Directions: Review the information in your completed Appendices 2-5 to identify gaps in your state's current activities or practices related to an ABE transition system. Consider the questions in the second column in the table below, and complete the table with the state's current gaps in transition components.

ABE Transition System Component	Questions to Consider in Identifying Gaps	State's Current Gaps Related to Transition Component
Target population for ABE transition system (Appendix 2)	• Are there populations for ABE transition that have not been identified or targeted (e.g., displaced workers, One-Stop referrals)? • Do ABE programs need to enhance their learner goal-setting processes?	
Public relations & communication (Appendix 3)	Is a process established for ongoing communication about ABE transition with key stake holders and constituents?	

ABE Transition System Component	Questions to Consider in Identifying Gaps	State's Current Gaps Related to Transition Component
Interagency coordination (Appendices 3 & 5)	• Are there new activities with partners that that would support an ABE transition system? • Are there additional partners needed to implement a transition system?	
ABE transition service models (Appendix 3)	Have possible services for all service model areas been identified (e.g., assessment, instruction, career and college awareness, advising/counseling, transition referral)?	
Training & technical assistance (Appendix 3)	Is there a process for providing training and technical assistance to support local implementation of ABE transition services?	

ABE Transition System Component	Questions to Consider in Identifying Gaps	State's Current Gaps Related to Transition Component
Data systems & evaluation (Appendices 2 & 3)	• Are there additional data on learners' postsecondary or occupational outcomes that should be collected? • Does the state have the capacity to track and analyze learners' postsecondary participation and outcomes?	
Policies to support ABE transition (Appendix 4)	Are there new policies that need to be developed to support ABE transition services?	

APPENDIX 8. ABE STATE TRANSITION SYSTEM PLAN

Directions: Complete each section of the plan below to help guide your state's activities in developing or enhancing your state's ABE transition system. Begin by listing the vision for the state's ABE transition system (A) and the goals that the state has to achieve the vision (B). Continue with the categories of activities listed in the table.

A. Vision Statement(s) for ABE Transition System

B. Goal(s) to Achieve Vision

C. Plan ABE Transition System Activities: Specify targets for development or enhancement of practices and activities for state's ABE transition system.

Activities	Person Responsible for Activity	Information, Tools, Expertise, & Other Resources Needed for Activities	Timeline (From Month/Year – Month/Year)
Target population(s) for ABE transition			
Public relations & communication			
Interagency coordination			

Activities	Person Responsible for Activity	Information, Tools, Expertise, & Other Resources Needed for Activities	Timeline (From Month/Year – Month/Year)
ABE transition service models			
Training & technical assistance			
Data systems & evaluation			
Policies or guidance to support ABE transition			

D. Implement Ongoing Public Relations & Communication

Activities	Person Responsible for Activity	Information, Tools, Expertise, & Other Resources Needed for Activities	Timeline (From Month/Year – Month/Year)

E. Implement Ongoing Partnership Activities (Specify partners' names, their organizations, & ongoing activities.)

Activities	Person Responsible for Activity	Information, Tools, Expertise, & Other Resources Needed for Activities	Timeline (From Month/Year – Month/Year)

F. Plan Pilot Test of ABE Transition Service Models

Activities	Person Responsible for Activity	Information, Tools, Expertise, & Other Resources Needed for Activities	Timeline (From Month/Year – Month/Year)

G. Provide Training & Technical Assistance to Support Implementation of ABE Transition Service Models

Activities	Person Responsible for Activity	Information, Tools, Expertise, & Other Resources Needed for Activities	Timeline (From Month/Year – Month/Year)

H. Collect & Analyze Data from Pilot Test/Develop/Implement Longitudinal Data System

Activities	Person Responsible for Activity	Information, Tools, Expertise, & Other Resources Needed for Activities	Timeline (From Month/Year – Month/Year)

I. Develop New Policies/Enhance Existing Policies

Activities	Person Responsible for Activity	Information, Tools, Expertise, & Other Resources Needed for Activities	Timeline (From Month/Year – Month/Year)

J. Implement/Test Policies

Activities	Person Responsible for Activity	Information, Tools, Expertise, & Other Resources Needed for Activities	Timeline (From Month/Year – Month/Year)

K. Evaluate Outcomes from Use of Policies (Collect and analyze data about expected outcomes from use of policies.)

Activities	Person Responsible for Activity	Information, Tools, Expertise, & Other Resources Needed for Activities	Timeline (From Month/Year – Month/Year)

APPENDIX 9. MESSAGING TOOL[1]

This messaging tool provides activities designed to help state ABE staff identify their audiences and the key messages for obtaining support and commitment to implementing transition policies. Users of this tool may decide to communicate these messages in speeches, meetings, newsletter articles, or simply to create their "elevator pitch."

In order to develop messages to define your purpose and inspire your audience or stakeholders, you will need to gather information and determine your goals and objectives, as well as the language that will resonate with the target audience. You must ask yourself the basic questions: Who? What? When? Where? Why? How?

This tool consists of four steps to help users identify their target audience and create key messages:

A. Identify communications goals

B. Analyze audience and stakeholders
   1. Identify your audience and stakeholders
   2. Prioritize audiences (power and influence)
   3. Anticipate audience and stakeholders' questions and concerns

C. Develop messages

D. Plan channels and timing of communications

A. Identify Communication Goals

Communications goals should focus outreach efforts and lead to measurable outcomes that are needed to build buy-in and support. Communications goals should be SMART (Specific, Measurable, Attainable, Relevant, and Timely). In this section of the tool, it will be important to identify overarching communications goals. However, it should be recognized that some audience-specific activities will arise. These should be captured for use in future elements of communications planning, as discussed below.

When developing communication goals, ABE state staff should not limit themselves to one goal but should recognize that their communication goals need to relate to the vision and mission of a state's ABE transition system or to specific transition policies that the state would like to promote. Generally, there should not be more than five communications goals for an initiative.

1 Kennedy, D. (n.d.). Messaging Tool. Washington, DC: Anthology Communications.

States that are developing ABE policies to prepare learners for post-secondary education or training may want their communications to:

- Communicate the mission and vision of ABE transition to ABE program administrators, instructors, and their higher education and workforce partners to obtain commitment and feedback as well as promote discussion about the transition practices that are associated with the policies; and
- Expand discussion among ABE state staff and their interagency partners about the types of state supports that could be given to local providers to facilitate the implementation of transition policies.

In order to develop SMART Communications Goals, use the matrix provided below. Please note that additional questions and conversation will arise. Staff should plan to spend 30-45 minutes on this section of the Messaging Tool.

Communications Messaging			
Communication Goal/Objective	**What do you want to achieve?**	**When do you want to achieve it?**	**Why do you want to achieve it?**

B. Analyze Audience and Stakeholders

The analysis of the audience and stakeholders for the messages may be the most important process in developing effective messages. The analysis is divided into three steps:

1. Identify the target audiences for your messages;
2. Prioritize the role of each audience in your initiative; and
3. Anticipate audience and stakeholders' questions and concerns related to the key message—ABE learners should have more access and opportunities for long-term career success.

After completing these steps, staff should have sufficient information to fill out the matrix that appears at the end of section B.3 (p. A-39) and is sampled below.

Audience	Concerns/Needs	Possible Action	Added Value	Potential Risks

B1. Identify Your Audience and Stakeholders

While vision and mission are critical to your overall communications agenda, different stakeholders and audiences will likely need different information. As such, it is essential to brainstorm all of the possible audiences that you will need to communicate with. During this session it is essential to get as specific as possible. Some examples below:

Not Specific

Legislators

Specific

Agency commissioner responsible for ABE, legislative assistants in governor's office

Many groups developing messages mistakenly categorize audiences as "general public." It is helpful to remember that there are varying levels of interest, understanding, and importance among audience groups. In identifying the audiences for the messages, think about specific characteristics that can define the potential audiences. Examples are current ABE learners, displaced workers, workers who need to enhance their skills for advancement in a job, employers, and One-Stop Centers. Audiences can be segmented by characteristics such as state of life (adult without a high school diploma), position in community (Workforce Investment Board director, employer), and other characteristics relevant to the issue about which messages are being developed. Consider documenting a persona or typical user for the transition services or policies.

A sample audience list may include the following individuals:

- Adult education providers in a specific community
- Students (ABE & Community College)
- Community college admissions/career staff
- State secretaries
- State commissioners
- Legislative aides
- Mayor and education liaison in mayor's office
- Governors
- WIB directors, career center staff (directors)
- Employers, such as those who use One-Stop for employees
- Large employers (over 200 staff)
- Customers of career centers
- Trade associations

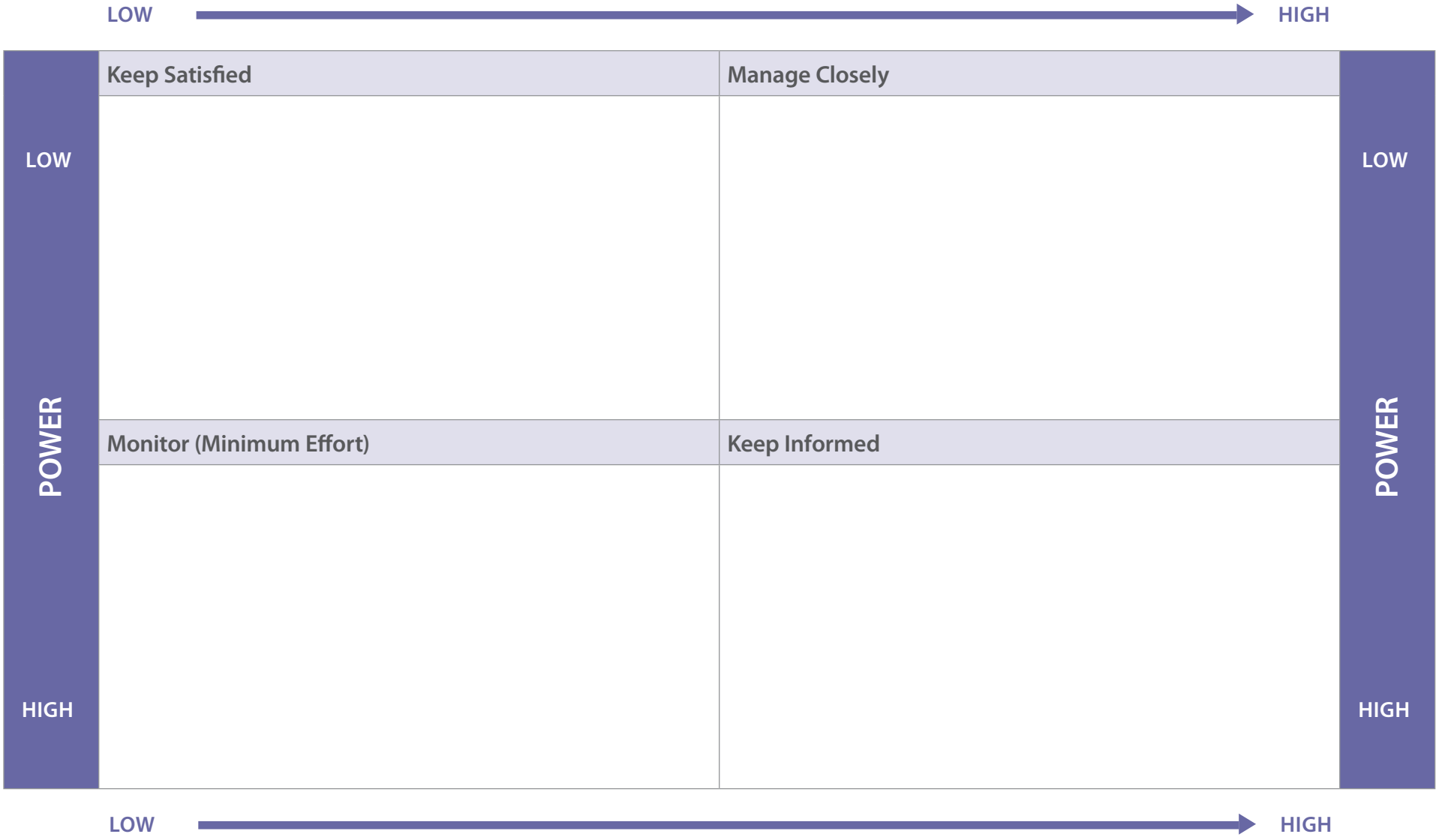
B2. Prioritize Your Audience—Power and Influence

Once you have identified the audience and stakeholders, it is important to prioritize them and understand whether these groups or individuals are influential in delivering the message, are critical recipients of the message, or are just nice to keep informed. Some audiences may have the power to block progress or advance the cause. Some may be interested and others may not care about the initiative. Each audience will have a different amount of "power" associated with it. It is important to remember that as an initiative evolves, the engagement with an audience or the importance of the audience to the initiative may change.

Use the grid below to prioritize your audience as:

- **High power, interested people**: these are the people you must fully engage and make the greatest effort to satisfy.
- **High power, less interested people**: keep these people engaged, but not so much that they become bored with your message.
- **Low power, interested people**: keep these people adequately informed, and talk to them to ensure that no major issues are arising (they can often be very helpful with the details of the initiative).
- **Low power, less interested people**: monitor the messages that are sent to these people, but do not provide them with excessive communication.

Power and Influence Grid[1]



[1] MindTools.com. (2011). Stakeholder Analysis [Online]. Available from: **http://www.mindtools.com/rs/StakeholderAnalysis** [Accessed: March, 2012].

B3. Anticipate Audience and Stakeholders' Questions and Concerns

Once you have identified and prioritized your audience, you should think about the concerns, wants, and needs of your audience. You should understand the information your audience needs to support your goal in order to develop messages that resonate with the audience and spark their action.

One step to identify the issues or areas that your messages need to address can be developed is to have a discussion with your state partners. Illustrative questions for your discussion are:

- What motivates them?
- How can you solve their problem?
- What do you want them to do?
- How might they resist?
- What financial/emotional interest do they have in the outcome of your work?
- What is their current opinion of your work?
- Who influences their opinions, and who influences their opinion of you?
- If they are not likely to be positive, what will win them around to support your project?
- If you don't think you will be able to win them around, how will you manage their opposition?

Once you have completed Sections B1-3 above, fill out the audience analysis matrix below. Consider not only the concerns or needs of the stakeholders, but also the possible actions that could be taken to reduce these concerns. Also list why that audience has added value and any potential risks in engaging the stakeholder community. This information will help you make informed decisions about prioritizing and communicating messages.

Audience	Concerns/Needs	Possible Action	Added Value	Potential Risks

Audience	Concerns/Needs	Possible Action	Added Value	Potential Risks

C. Development Messages

The information collected in this tool thus far can assist you in developing messages that will resonate with priority stakeholders. At this point, you can either develop messages concerning an overarching issue or create two or three messages that are designed to address specific audiences. Often in the early phases of an initiative, overarching messages are developed that prepare audiences for more tailored messages that are communicated as the initiative progresses. By distilling the issues, concerns, and priorities of your audience, you can determine how to address these concerns by using different types of messages. Key messages should be based on what the target audience most *needs* to know and *wants* to know.

Exploring messages based on overarching needs

Vision

- All adults should have opportunities for training, education, and career advancement
- Participants in adult education programs should be afforded opportunities for further learning, training or college

Value

- Adult education participants can steadily contribute to workforce
- Investing in adult learners will increase quality of life for students and advance programmatic outcomes for workforce system

Misconception

- Adult learners have potential
- X number/percentage of program participants go on to career training or college (state or national numbers)
- Adult learners have the capacity to succeed in college and career training programs
- Substantiate with numbers

The Ask

- Support policy changes that stimulate alignment of ABE, workforce, and higher education systems

Addressing messages by issue areas

Concern (financial): Can we afford to invest in ABE policy changes?

- Audience: State legislators
- Key Message: Investments in ABE provide more opportunities for job placements and sustainable careers, thereby minimizing long-term investments in other services
    - Supporting Facts: e.g., Statements of numbers or facts that support key message

Concern (time/outcomes): I have quarterly performance metrics that are my primary concern, investing in ABE doesn't help with those metrics.

- Audience: One-Stop and Workforce Investment System partners
- Key Message: Serving referrals from ABE programs can help meet performance goals
    - Supporting Facts: e.g., Statements of numbers or facts that support key message

Message development should be tailored to the individual needs of the organization. There is no one-size fits all model, however examples of how to organize messages include:

Stakeholder: Question or Concern		
Key Message 1	Key Message 2	Key Message 3
Supporting Fact 1-1	Supporting Fact 2-1	Supporting Fact 3-1
Supporting Fact 1-2	Supporting Fact 2-2	Supporting Fact 3-2
Supporting Fact 1-3	Supporting Fact 2-3	Supporting Fact 3-3

Another example, often used in political messaging:

The Message Box	
What We Say About Us	**What We Say About Our Opponents**
What Opponents Say About Themselves	**What Opponents Say About Us**

D. Plan Channels and Timing of Communications

After the messages are developed, you need to determine how you will communicate your messages and key information to your stakeholders. This last step of communications planning can take a variety of forms. You may choose to prepare a formal communications plan, complete a matrix (see below), or decide on another course of action. It is essential to consider possible channels – or vehicles – for disseminating the information. It also is important to think about the timing of the dissemination of information.

Channels of communications: Messages and information can be shared in many ways. With the non-stop communication methods, onslaught of social media, and overwhelming amount of information that is shared daily, it is easy to be overwhelmed by where to start. Often, early communications efforts are focused on essential actions:

- Ensure that all stakeholders that will disseminate the messages have a copy of messages, boilerplate information to access, and talking points;
- Use emails, meetings, and one-on-one meetings to generate interest from your audience;
- Find opportunities in existing communications channels such as an annual conference, newsletter, etc; and
- Ask partners to disseminate information on their own web sites or social media outlets (Twitter, etc).

The tactics listed above are easy to manage and often less time intensive than developing an initiative website or starting a social media presence. Using channels that your stakeholders already subscribe to will be most effective. As communications and the initiative advance, more formal outlets may be required. These second phase activities could be a website, speeches, Twitter handles, Facebook pages, conferences, etc. The state team should talk about timing and create a plan for at least six months of communications activities.

The Communications Planning Matrix (below) should be filled out and shared with all team members. If more than one person will own communications activities, an additional column identifying who is responsible should be added. Communications activities should be reviewed and adjusted quarterly. At that time, it is also worthwhile to look at messaging and make any adjustments necessary.

Communications Planning Matrix				
Overall Communication Goal 1				
Audience	**Communications Objectives**	**Message**	**Channel**	**Timing**

Communications Planning Matrix, continued				
Overall Communication Goal 2				
Audience	**Communications Objectives**	**Message**	**Channel**	**Timing**
Overall Communication Goal 3				
Audience	**Communications Objectives**	**Message**	**Channel**	**Timing**

APPENDIX 10. JOINT LETTER OF SUPPORT

Joint Letter of Support from the Assistant Secretaries of the Employment and Training Administration, the Office of Vocational and Adult Education, and the Administration for Children and Families encourages states and local areas to align resources that support integrated service delivery across Federal and state funding streams and calls for improved collaboration to support career pathways systems for youth and adults.

April 4, 2012

Dear Colleagues:

This letter highlights the joint commitment of the U.S. Departments of Education, Health and Human Services, and Labor to promote the use of career pathways approaches as a promising strategy to help adults acquire marketable skills and industry-recognized credentials through better alignment of education, training and employment, and human and social services among public agencies and with employers. The Departments encourage states to align state resources to support integrated service delivery across Federal and state funding streams and to ensure that interested partners and agencies – whether focused on education, workforce development or human and social services – are aware of this joint commitment for improved collaboration and coordination across programs and funding sources.

As demand for skilled workers increases, the educational attainment level of American workers is declining and some skilled jobs go unfilled. At our current rate of postsecondary graduation, the country will be short over three million postsecondary graduates to fill those jobs by 2018. Increasing the skills of American workers is an economic and business imperative.

Too often our systems for preparing low-skilled youth and adults with marketable and in-demand skills can be complex and difficult to navigate for students, job seekers and employers. Career pathway approaches can offer an efficient and customer-centered approach to training and education by successfully articulating the necessary adult basic education, occupational training, postsecondary education, career and academic advising, and supportive services to enter and progress in a career.

While there are a number of definitions of career pathways, this term generally refers to a ***series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.*** While our understanding will be further strengthened by research and experience, what we have learned from our investments in this area, in addition to States' efforts in career pathways leads us to believe that essential components of a career pathways approach should include the following:

- Alignment of secondary and postsecondary education with workforce development systems and human services;
- Rigorous, sequential, connected, and efficient curricula, that "bridges" courses to connect basic education and skills training and integrate education and training;
- Multiple entry and exit points;
- Comprehensive support services, including career counseling, child care and transportation;
- Financial supports or flexibility to accommodate the demands of the labor market in order to allow individuals to meet their ongoing financial needs and obligations;
- Specific focus on local workforce needs, aligned with the skill needs of targeted industry sectors important to local, regional or state economies, and reflective of the active engagement of employers;
- Curriculum and instructional strategies appropriate for adults that make work a central context for learning and work readiness skills;
- Credit for prior learning and other strategies that accelerate the educational and career advancement of the participant;
- Organized services to meet the particular needs of adults, including accommodating work schedules with flexible and non-semester-based scheduling, alternative class times and locations, and the innovative use of technology;
- Services that have among their goals a focus on secondary and postsecondary industry recognized credentials, sector specific employment, and advancement over time in education and employment within a sector; and,
- Is founded upon and managed through a collaborative partnership among workforce, education, human service agencies, business, and other community stakeholders.

The Departments encourage state, local, and tribal policymakers to use career pathways approaches to promote alignment among their public workforce, education and social and human services systems. The principles of a career pathways approach support integrated service delivery and strong linkages to local and regional employers. These principles are further outlined in the attachment enclosed with this letter.

The Departments are also taking steps to incorporate career pathways approaches into a wide range of program investments, evaluation and research activities, and technical assistance efforts. A few examples include:

- In an effort funded by the Department of Health and Human Services' Administration for Children and Families, a large-scale evaluation of career pathways programs – Innovative Strategies for Increasing Self-Sufficiency (ISIS) – is underway. This study will test promising approaches within a rigorous evaluation framework in an effort to produce strong evidence of effectiveness. More information on ISIS can be reviewed at http://www.projectisis.org.

- To study the efficacy of the framework, the Departments of Labor and Education launched a one-year Career Pathways Initiative in June 2010, funding nine states and two tribal entities to develop sustainable career pathways and promote linkages among system partners. As a result of the Career Pathways Initiative, the Department of Labor's Employment and Training Administration produced a set of technical assistance tools, webinars, and resources to help state, local, and tribal policymakers successfully implement career pathways approaches, including a detailed overview of each grantee's work. The resources are available at www.learnwork.workforce3one.org.

- The Department of Education's Office of Vocational and Adult Education funds the Designing Instruction for Career Pathways initiative, which seeks to assist state and local adult education providers develop and deliver adult career pathways programs. The website, http://www.acp-sc.org, features technical assistance resources, policy briefs, and the latest research on the effectiveness of career pathways.

We urge policymakers to ensure that interested partners and agencies are aware of this joint commitment for improved coordination across systems and work collaboratively to promote the use of career pathways approaches to help American workers advance successfully in the labor market.

Sincerely,

/s/
Brenda Dann-Messier, Ed. D
Assistant Secretary
Office of Vocational and Adult Education

/s/
Jane Oates
Assistant Secretary
Employment and Training Administration

/s/
George Sheldon
Acting Assistant Secretary
Administration for Children and Families

Enclosure

Attachment: **Guiding Principles for Developing Comprehensive Career Pathways Systems**

This attachment outlines six key activities that state, local and tribal policy-makers can undertake to support the development of successful career pathways programs. One of the hallmarks of career pathways is that it provides a systemic strategy for integrating educational instruction, workforce development, and human services and linking them to labor market trends and employer needs. Connecting the traditional "silos" of education, labor, and human services to form a coherent system facilitates the development of programs that provide a holistic, comprehensive and coordinated set of educational and employment services for individuals. These career pathways programs blend elements from different parts of the workforce, education, and human services systems enabling an individual to move seamlessly between school and work. The more the systems are aligned at the state and local levels, the easier it is to create a level of integration necessary to develop comprehensive programs and ensure an individual's success.

The Departments believe the following principles can be shared to help states and local areas develop comprehensive career pathways systems. These principles represent the "how-to" of building career pathways and were developed as part of the Career Pathways Initiative (Initiative), a year-long technical assistance program administered by the Departments of Labor and Education. They are based on the experiences of States and local areas that have made significant advances in the development of career pathways systems and were further refined over the period of the Initiative to incorporate feedback from state, local, and tribal practitioners as well as subject matter experts in the area of career pathways.

Build Cross-Agency Partnerships: Partnerships are at the heart of career pathways and are essential to making them successful. Key cross agency partners at the local and state levels must be engaged, agree to a shared vision, and gain support from political leaders. Along with employers, State and local partners include, but are not limited to, workforce investment boards, community colleges, adult basic education providers, human services, economic development and community-based organizations and workforce intermediaries. Commitment and participation from the governor's office and local elected officials is also essential. Roles and responsibilities are clearly defined and formalized.

Identify Industry Sector and Engage Employers: Sector-based training strategies that include employers in the design of curricula have demonstrated better employment and earnings outcomes for participants than more traditional approaches[1]. Career pathways systems are designed using real-time labor market information and active employer involvement to ensure that training and education programs meet the skill and competency needs of local employers.

Design Education and Training Programs: Career pathways provide a clear sequence of education courses and credentials that meet the skill needs of high-demand industries. Key program design features include contextualized curricula, integrated basic education and

[1] See Maguire, Sheila, Joshua Freely, Carol Clymer, Maureen Conway and Deena Schwartz. 2010. Tuning In to Local Labor Markets: Findings From the Sectoral Employment Impact Study. Public/Private Ventures: New York.

occupational training, career counseling, support services, assessments and credit transfer agreements that ease entry and exit and promote credential attainment.

Identify Funding Needs and Strategies: Because career pathways approaches blend and align services from different government agencies to support an individual's successful completion, innovative funding strategies that braid funds from a variety of public and private sources are essential.

Align Policies and Programs: Career pathways programs require significant alignment among workforce, education, and human services to ensure that an individual can move seamlessly from school to work and earn in-demand credentials. Since every state and local area has its own particular policy infrastructure, there is no single approach to creating the public policy necessary for career pathways approaches. States, localities and tribal entities will need to examine whether administrative or legislative policy changes are necessary to help individuals participate in programs, enable blended funding, or support the professional development of staff necessary to support career pathway approaches.

Measure System Change and Performance: Career pathways initiatives define desired system and program outcomes; establish how data will be collected, stored, tracked and shared; and analyze data and assess progress made toward achieving outcomes.

Six Key Elements of Career Pathways

Career Pathways Initiative

1 BUILD CROSS-AGENCY PARTNERSHIPS & CLARIFY ROLES

Key cross-agency partners at the local and state levels are engaged to participate in the initiative. Roles and responsibilities are clearly defined and formalized

2 IDENTIFY SECTOR OR INDUSTRY AND ENGAGE EMPLOYERS

Sectors and industries are selected, gap analysis is conducted, and employers are engaged in the development of career pathways.

3 DESIGN PROGRAMS

Career pathway programs provide a clear sequence of education courses and credentials that meet the skill needs of high-demand industries.

4 IDENTIFY FUNDING NEEDS & SOURCES

Necessary resources are raised and/or leveraged to develop and implement career pathway programs.

5 ALIGN POLICIES & PROGRAMS

Federal, state, and local legislation or administrative policies promote career pathway development and implementation.

6 MEASURE SYSTEM CHANGE & PERFORMANCE

Measures are used to assess and determine system change and performance including policy changes for system-wide change.

Developed by the US Department of Labor – Employment and Training Administration. May 2011

APPENDIX 11. PLANNING TECHNICAL ASSISTANCE FORM

Directions: Complete the table about your state's possible technical assistance topics and activities to support the implementation of a pilot test of ABE transition practices or processes.

Possible Technical Assistance (TA) Topics and Activities	Is topic part of currently planned TA? Yes/No	If Yes, what TA resources will be used? If No, what TA options might be considered?	Who will deliver the TA?	What is the timeline for delivery of the TA?
1. ABE Transition Model or Process Training or professional development in the use of a specific model or processes to implement ABE transition to postsecondary or work.				
2. Coordination Processes Professional development on strategies for ABE to work with partners involved in ABE transition activities.				

Possible Technical Assistance (TA) Topics and Activities	Is topic part of currently planned TA? Yes/No	If Yes, what TA resources will be used? If No, what TA options might be considered?	Who will deliver the TA?	What is the timeline for delivery of the TA?
3. Pilot Sites' Plan Development of an implementation plan to guide sites' work, including the collection of baseline data.				
4. Monitoring Processes and Progress Activities state will conduct to identify areas in which sites need support, training, or TA and to track implementation and data collection (e.g., telephone or online conferences, site visits, review of implementation reports).				

Source: Alamprese, J.A. & Gwaltney, M. K. (2010). *AECAP guide for state leaders*. Bethesda, MD: Abt Associates Inc.

APPENDIX 12. USING DATA TO ASSESS TRANSITION ACTIVITIES FORM

Directions: Complete the table below regarding the data collection activities that your state will conduct to monitor and assess the outcomes from the state's pilot test activities.

A. Implementation of Pilot Test Activities

Progress to be Measured (e.g., recruitment of participants)	Measures (e.g., number of learners who enroll)	Instruments / Methods for Data Collection (e.g., attendance forms)	Timeline for Data Collection (e.g., first month of the pilot)	Person(s) Responsible

B. Learner Outcomes

Outcome to be Measured (e.g., learners' enrollment in post-secondary courses)	Measures (e.g., number of ABE learners who enroll in postsecondary credit courses)	Instruments / Methods for Data Collection (e.g., postsecondary data match)	Timeline for Data Collection (e.g., annually)	Person(s) Responsible

C. Instructor Changes

Outcomes to be Measured	Measures	Instruments / Methods for Data Collection	Timeline for Data Collection	Person(s) Responsible

D. Program Changes

Outcomes to be Measured	Measures	Instruments / Methods for Data Collection	Timeline for Data Collection	Person(s) Responsible

APPENDIX 13. POLICY PLANNING, IMPLEMENTATION, AND EVALUATION (PPIE©) PROCESS FOR STATE TRANSITION POLICIES IN ADULT EDUCATION

Planning

1. Determine Goal or Issue that Policy is to Address

a. Review Workforce Investment Act, state legislative requirements to identify missing policies or practices.

b. Analyze data from learners, current transition activities, annual program reports, monitoring site visits, and other sources to determine issues/problems in programs that could benefit from new policies/practices.

c. Examine state data, state context for national or state issue that a policy could address.

2. Research/Review/Analyze

a. Identify research and information about the issue:
- Relevance of transition issue to state adult education system.
- Political climate regarding the issue.
- Related policy initiatives that may affect development of transition policy.
- Potential "effective" practices that could be included in policy.
- Possible barriers to implementing policy/practices.

b. Review:
- Other states' adult education transition policies.
- State partners' policies to facilitate transition.

c. Analyze:
- Data that will be used as benchmark(s) in implementing policy.
- Whether potential practices related to transition policy will work in the state.

3. Prepare Framework/Paper on Transition Issue

a. Synthesis of need for policy.

b. Justification for practices that policy will address.

c. Key "messages" about transition issues/policy that should be communicated.

Policy Development

4. Prepare Draft Policy

a. Use state formats/mechanisms if required.

b. Provide overview of state context for policy.

c. Specify the requirements of the policy:
   - Practices to be undertaken and any conditions for practices.
   - Who is to conduct the practices.
   - Where practices are to be conducted.
   - Timeline for activity.

d. Write policies that are clear and concise.

e. Specify life of policy (e.g., until this date, until further notice).

f. Develop processes for review and editing.

5. Consult with Internal Agency Stakeholders (adult education office, offices within state agency)

a. Provide justification for policy development.

b. Ensure that key stakeholders understand importance of policy.

c. Identify stakeholder(s) who can communicate the need for the policy within the institutional hierarchy.

6. Consult with External Stakeholders (local adult education providers, other state agencies, governor's office, state councils, other key stakeholders)

a. Provide rationale for policy early in policy development process.

b. Gather support and address challenges from variety of local providers and other stakeholders.

c. Circulate drafts of documents for review and comment.

d. Develop process for responding to questions and comments.

7. Finalize Policy

a. Revise policy based on feedback from internal stakeholders.

b. Revise policy based on feedback from external stakeholders.

c. Communicate to stakeholders that their feedback was considered in development of final policy.

Policy Implementation

8. Test/Implement/Monitor Policy

a. Conduct pilot test:
- Develop pilot test of policy with sample of service providers.
- Provide professional development on intent of policy, processes for using policy.
- Provide ongoing technical assistance on use of policy.
- Collect data about use of policy in pilot test.
- Revise policy based on pilot test.

b. Implement policy:
- Provide professional development regarding intent of policies, processes for using policy, consequences of not following policy.
- Provide ongoing technical assistance on use of policy.
- Update policy as needed.
- Provide easy access to current version of policy.

c. Monitor use of policy:
- Develop processes for collecting and analyzing data and program practices related to policy.
- Identify extent to which policy is being implemented and barriers to the use of the policy.
- Conduct feedback sessions at provider meetings.
- Communicate with state partners' about progress of policy use.

Policy Evaluation

9. Evaluate Results from Policy

a. Collect, review/analyze data related to policy:
- Learner characteristics and outcomes.
- Staff characteristics and outcomes.
- Operation of program services/practices.
- Program performance outcomes.

b. Assess quality of program practices addressed by policy.

c. Determine whether policy needs to revised or whether a new policy is needed.

APPENDIX 14. SELECTED RESOURCES FROM THE POLICY TO PERFORMANCE RESOURCE CENTER

PUBLICATIONS

A Typology of Community College-based Partnership Activities

Suazo deCastro, B., & Mechur Karp, M. (2008). *A typology of community college-based partnership activities*. New York, NY: Community College Research Center, Teachers College, Columbia University.
Retrieved from http://ccrc.tc.columbia.edu/Publication.asp?UID=663

This Community College Research Center report presents a typology of the types of collaborations (or partnerships) in which community colleges can engage to provide guidance for fiscal and regulatory policy change. The report provides a framework that can assist policymakers in identifying types of activities that they want to support and in developing policies to support these activities. In the report, community college partnership activities are categorized in four broad categories, which are: curricular alignment and articulation of curricular content, academic and social support, staff professional development, and resource sharing. The report defines these partnerships, presents challenges that institutions can experience when engaging in these partnerships, highlights ways in which the challenges can be overcome, and concludes with recommendations for federal policymakers.

Topics: Partnerships & Interagency Coordination

ABE Career Connections: A Manual for Integrating Adult Basic Education into Career Pathways

MPR Associates, Inc. (2010). *ABE career connections: A manual for integrating adult basic education into career pathways*. Washington, DC.
Retrieved from http://lincs.ed.gov/lincs/resourcecollections/careerpathways/profile_01

To further the efforts to connect Adult Basic Education (ABE) with postsecondary career pathways, the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), funded the Adult Basic Education Career Connections (ABECC) project in 2006-2010. This demonstration project involved five sites across the country. During the project, the sites developed and implemented work plans focused on improving adults' basic skills to prepare them to enter career pathways. This manual describes the ABECC sites' approaches to implementing pathways components, examples from the sites, the challenges the sites encountered, and resources that were provided to the sites. The manual concludes with a summary of the lessons learned from the sites about the design and implementation of ABE career pathways and discusses possible implications for policy and practice. A list of resources with links, descriptions, and a glossary are provided.

Topics: Partnerships & Interagency Coordination; Data & Accountability; Career Pathways

Adult Career Pathways: Providing a Second Chance in Public Education

Hull, D. M. & Hinckley, R. (2007). *Adult career pathways: Providing a second chance in public education*. Waco, TX: Center for Occupational Research and Development. Retrieved from http://www.cord.org/uploadedfiles/ACP-excerpt.pdf

Released by the Center for Occupational Research and Development (CORD), this report is an excerpt of the book *Adult Career Pathways: Providing a Second Chance in Public Education*. The book aims to challenge educators, community leaders, and business people to work together in finding a solution and in addressing the difficulties that prevent many U.S. citizens from obtaining the education that today's workplace demands. The authors provide practical strategies on developing career pathways for low-skill adults. Chapter 1 presents the scope and magnitude of the problem. Chapters 2 and 3 set forth a solution. Chapters 4–8 offer strategies that are based on experiences and practices of community college leaders who are trying to address the problem. Chapter 9 considers the costs of the problem while Chapters 10 and 11 examine existing policies and programs at the federal and state levels. Chapter 12 explores the resources (both financial and "in-kind") that must come from the private sector, and other organizations that stand to benefit from having adequate supplies of qualified workers in their communities. This report includes the prologue, epilogue, and an article from the 3rd chapter of the book. The authors introduce the concept of an Adult Career Pathway (ACP) which is defined as "the guidance, remediation, curricula, and other support elements required to enable career-limited adults to enter the workforce and progress in rewarding careers." The authors propose that ACP programs adopt a ladder curriculum/career ladder strategy that they believe can be applied to almost any career field if close cooperation is achieved between colleges and employers in the relevant career fields. The authors also outline the ten stages of the ACP ladder curriculum and the milestones that students should meet at each stage. They provide readers with a graphical representation and detailed explanation of the ACP ladder curriculum, outline the strategies to use in implementing adult career pathways, and examine foundations for designing a new curriculum plan. In the epilogue, the authors return to the scenario described in the prologue about a student who fails in the U.S public school system, in order to provide an example of how this individual was given a second chance through an ACP program.

Topics: Career Pathways; Policy & Systems Alignment

Beyond Basic Skills: State Strategies to Connect Low-Skilled Students to an Employer-Valued Postsecondary Education

Foster, M., Strawn, J., & Duke-Benfield, A.E. (2011). *Beyond basic skills: state strategies to connect low-skilled students to an employer-valued postsecondary education*. Washington, DC: Center for Postsecondary and Economic Success at the Center for Law and Social Policy (CLASP). Retrieved from http://www.clasp.org/admin/site/publications/files/Beyond-Basic-Skills-March-2011.pdf

This publication provides an overview of the trends of the success of low-skilled students in educational programs, the public costs of those trends, and the status of existing services for these students. The authors review six policy recommendations for states: 1) create "bridge" programs

to help learners transition to postsecondary education by integrating basic skills instruction with college-level or technical material; 2) dually enroll learners in occupational/academic courses and developmental/adult education courses; 3) contextualize basic skills instruction in the occupational/technical/academic content; 4) require that college entrance assessment be paired with personalized academic and career counseling and guidance; 5) promote college aspirations among low-skilled learners by developing achievable milestones from adult education courses to GED to postsecondary education or training; and 6) set goals and performance measures that give adult education programs and developmental education departments incentives to prepare students to enroll in and succeed in college.

The publication also includes a snapshot of successful state programs that exemplify the recommendations. These programs include: (1) Minnesota's FastTRAC, a collaboration between workforce development, adult education, developmental education, and career and technical education that is implemented in Minnesota colleges and universities, (2) Washington State's I-BEST program, which features team teaching between an ABE or ESL instructor and a career and technical education faculty member to provide contextualized basic skills education and technical job skills, and (3) Ten pilot bridge programs in Illinois that integrate adult and developmental education with occupational education in skill areas identified by the state as critical skill shortages (manufacturing, health care, and transportation/distribution/logistics).

Topics: College & Career Readiness

Bridges to Opportunity for Underprepared Adults – A State Policy Guide for Community College Leaders

Jenkins, D. et al. (2008). ***Bridges to opportunity for underprepared adults: A state policy guide for community college leaders.*** **Community College Central.** Retrieved from http://www.fordfoundation.org/pdfs/library/Bridges_to_Opportunity_for_Underprepared_Adults.pdf

The Community College Central guide, *Bridges to Opportunity for Underprepared Adults--A State Policy Guide for Community College Leaders*, is based on lessons from the Community College Bridges to Opportunity initiative. This multi-year initiative supports state-level reform to bring about changes in state policy to improve education and employment outcomes for educationally and economically disadvantaged adults in six states: Colorado, Kentucky, Louisiana, New Mexico, Ohio, and Washington. The guide is comprised of four sections:

- "Improving Outcomes of Underprepared Adults" describes what states can do to break down barriers that stand in the way of success of many underprepared adult students at community colleges;
- "Successful Efforts: Bridges Case Studies" examines the efforts of three states (Louisiana, Ohio, and Washington), which have advanced the furthest in implementing the Bridges theory of change;
- "Strategies and Tools" describe toolkits that were developed through the Bridges initiative; and

- "Putting Strategies and Tools into Practice" outlines steps for putting strategies for policy change into practice.

The guide is designed as a resource for state policy makers, college presidents, trustees, and other education leaders who are seeking ways to enhance workers' skills and increase the competitiveness of state's workforce.

Topics: Policy & Systems Alignment; Career Pathways

Helping Adult Learners Make the Transition to Postsecondary Education

Alamprese, J. (2005). *Helping adult learners make the transition to postsecondary education*. U. S. Department of Education. Washington, DC: Office of Vocational and Adult Education.
Retrieved from http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/transpost.pdf

As part of a series funded by the U.S. Department of Education, this background paper discusses the challenges Adult Basic Education (ABE) programs must address in developing and implementing transition services. The paper describes the importance of postsecondary education for potential employees in the current labor market, and presents the strong correlations between adults' educational attainment and increased earnings and between their educational attainment and lower rates of welfare dependence. The paper also provides policy makers and adult education stakeholders with approaches to developing services for transitioning adult learners to postsecondary education. These are:

- Identify the target population for postsecondary programs;
- Develop an array of services that include academic preparation, counseling activities, and mentoring; and
- Establish partnerships to facilitate these services.

The paper asserts that the successful transition of ABE participants' to postsecondary education will requires shifts in state policy, and more systematic processes in ABE programs for developing information and procedures for linking ABE with postsecondary institutions. Policies and procedures at the federal and state levels are needed to support enhanced curriculum, new types of services, and the development of collaborative relationships. The author concludes that ABE programs' support of adults' transition to postsecondary education should include instruction to enhance learners' academic skills, counseling regarding financial aid, stress and time management, study skills, and mentors who provide encouragement and support.

Topics: Policy & Systems Alignment; Partnerships & Interagency Coordination; College & Career Readiness

Illinois Adult Education Bridges: Promising Practices

Bragg, D., Oertle, K., Kim, S., Kirby, C., Taylor, J., Harmon, T., & Liss, L. (2011). *Illinois adult education bridges: Promising practices*. Champaign, IL: Office of Community College Research and Leadership.
Retrieved from http://www.occrl.illinois.edu/files/Highlights/Highlight_05_2011.pdf

One result of Illinois' participation in the Joyce Foundation's Shifting Gears Initiative has been the development of a community of bridge programs. The Illinois bridge projects focus on improving the transition to college for adults with limited skills. This brief by the Office of Community College Research and Leadership (OCCRL) outlines the growth of bridge projects in Illinois.

All bridge project sites featured in this brief incorporated three core elements into their programs: contextualized instruction, career development, and transition services. These core elements are defined and details are provided on how they should appear in practice. For example, contextualized instruction integrates basic reading, math, and language skills with occupational knowledge; career development includes career exploration, planning within a career area and an understanding of the world of work; and transition services provide students with the assistance necessary to navigate from adult education or remedial courses to credit-bearing or occupational programs. These services may include academic advising, tutoring, coaching, study skills, and referrals to support services. The brief expands upon each of these elements and how they are incorporated into successful bridge projects.

In addition to expanding upon the functionality and usefulness of these core elements, the brief introduces emerging and promising practices that were displayed in many successful programs. These promising practices include the importance of: (a) aligning efforts with education organizations and businesses (Bridge Collaborative Partnerships), (b) having program administrators or coordinators that support the program (Bridge Champions), (c) having a "go to" person to act as broker of knowledge (Bridge Transition Coordinator), and (d) intentionally integrating technology into the curriculum (Bridge Technology).

The brief highlights two of Illinois' active bridge programs, one at Black Hawk College and another at Oakton Community College. In addition to evaluating these programs, an overview of each is given that identifies the development and specific features that these programs entail. The two program overviews illustrate the application of the core elements and promising practices in the context of their implementation.

Topics: College & Career Readiness

Moving Beyond the GED: Low-Skilled Adult Transition to Occupational Pathways at Community Colleges Leading to Family-Supporting Careers (Research Synthesis)

Ernst, S., Kim, E., & Park, R.J. (2007). ***Moving beyond the GED: Low-skilled adult transition to occupational pathways at community colleges leading to family-supporting careers (research synthesis).*** **Minneapolis, MA: National Research Center for Career and Technical Education, University of Minnesota.**
Retrieved from http://lincs.ed.gov/lincs/resourcecollections/postsecondarycompletion/profile_14

This literature review is part of a larger study that examined the role of community colleges in providing occupational training. Exemplary community college programs that employ innovative curriculum and instructional practices in order to help low-skilled adults attain a family sustainable wage were identified. The study involved three universities and was part of the National Research Center for Career and Technical Education (NRCCTE) funded by the Office of Adult and Vocational Education, U.S. Department of Education.

This literature review is a first step in this work and summarizes what was currently known about low-skilled adults and programs that are available to them. The research revealed consistency across programs regarding strategies that appeared to support student success, including integrated and nontraditional institutional structures and services, flexible policies to accommodate welfare reform requirements, focus on vocational training in high-demand occupations, group learning, intensive instruction, and case management to increase student retention. The study concluded that no single variable was statistically shown to determine program success in preparing participants for family-supporting occupations, but that creating pathways to employment for low-skilled adults may take a sustained and multifaceted effort from all the academic disciplines. The authors note that success in ABE transition programs is difficult to evaluate as program participants are a highly heterogeneous population with a large dropout rate, and there are no uniform information management systems or consistent instrumentation across programs to measure achievement. The research supports the need for improved and standardized tracking systems necessary to further establish statistically significant results.

Topics: Training & Employment; Postsecondary Retention; Career Pathways

Postsecondary Success of Young Adults: System Impact Opportunities of Adult Education

Zafft, C., (2010). ***Postsecondary success of young adults: System impact opportunities of adult education.*** **Boston, MA: World Education, Inc.** Retrieved from
http://www.collegetransition.org/docs/Gates%20-%20Findings%20and%20Recommendations.pdf

This paper, released by the National College Transition Network, describes and analyzes adult education college and career readiness efforts in a subset of states and provides recommendations for state policies and practices that can impact the number of younger (and older) adults who successfully transition from adult education to postsecondary education and complete a credential with labor market value. This investigation was funded by the Bill and Melinda Gates Foundation

as part of their Postsecondary Success Initiative. The authors provide an overview of adult education college and career readiness efforts and examine current policy efforts underway in 17 states: Texas, Florida, Georgia, Kentucky, Maine, Ohio, North Carolina, Washington, Connecticut, California, New Mexico, New Hampshire, Rhode Island, Vermont, Massachusetts, Arizona, and New York. Data were collected through telephone interviews with 17 adult education state directors, and surveys with the postsecondary education state directors and program directors recommended by the adult education state director.

The goal of examining these states' policies was to identify policies and practices that held the most promise for advancing adult education students to postsecondary credentials. Promising policies and practices related to serving young adults within the adult education system were also examined. The findings of this analysis were organized into the following categories: (1) planning and partnerships, models of college, and career readiness, (2) assessment and advising, (3) comprehensive supports, (4) acceleration strategies, (5) funding mechanisms, and (6) youth-specific issues and models. The publication includes in-depth explorations of each of these areas and provides examples, challenges, and opportunities.

The report concludes with four major recommendations aimed at state and national adult education leaders, and private and public funders. They are: (1) advocate for increased awareness and support for adult education system among policymakers, college leaders, and workforce leaders; (2) identify and scale effective delivery models; (3) assess attainment of college and career readiness within the adult education system, and completion of first year of college; and (4) build the capacity of program staff to implement an agenda for system change.

Topics: Policy & Systems Alignment; Special Populations; College & Career Readiness

Shared Goals, Common Ground: State and Local Coordination and Planning to Strengthen Adult Basic Education Services (AECAP Final Report)

Alamprese, J. A. (2009). ***Final report: Shared goals, common ground: State and local coordination and planning to strengthen adult basic education services.*** **Adult Education Coordination and Planning Project. Bethesda, MD: Abt Associates, Inc.** Retrieved from http://lincs.ed.gov/lincs/resourcecollections/careerpathways/profile_52

This document is the final report from the Adult Basic Education State Delivery System Strategic Planning and Service Provision Demonstration Project, also known as the Adult Education Coordination and Planning (AECAP) project. AECAP tested processes for state and local planning and interagency coordination as a way of facilitating the expansion and quality of adult education and workforce services in six states (Arizona, Florida, Georgia, Maryland, Missouri, and Washington). This final report describes the planning processes and technical assistance activities that were conducted during the project.

The state adult education staff and their partners in the AECAP project worked together to support 12 local pilot sites in their development of service models in the areas identified by the state. Nine of the 12 local pilot sites in the AECAP project involved state staff working with their partners

to develop coordinated service models, which included the following: (1) Cross-referral of clients between ABE programs and One-Stop Centers (three sites); (2) Targeted instructional services for specific ABE populations (three sites); and (3) Provision of integrated ABE/ESL and occupational courses as a pathway to employment or postsecondary technical training (three sites).

The AECAP project provided a number of lessons about processes for implementing a national demonstration project in adult basic education that involves state and local sites. Lessons in the following areas are discussed in the report: the initiative application process, selection of local pilot sites, utilizing a project model and a planning phase, orienting new/replacement staff during the project, and providing technical assistance.

Topics: Partnerships & Interagency Coordination

State and Local Coordination and Planning to Strengthen Adult Basic Education Services: AECAP Guide for State Leaders

Alamprese, J. A., & Gwaltney, M. K. (2010). ***State and local coordination and planning to strengthen adult basic education services: AECAP guide for state leaders*****. Bethesda, MD: Abt Associates, Inc.**
Retrieved from http://lincs.ed.gov/lincs/resourcecollections/management/profile_02

The Adult Education Coordination and Planning project (AECAP) tested processes for state and local planning and interagency coordination in six states (Arizona, Florida, Georgia, Maryland, Missouri, and Washington) within 12 local pilot sites. The project provided state adult education policymakers with skills and knowledge to expand their resources, work collaboratively with other state policymakers whose programs serve undereducated and economically disadvantaged adults, and enhance the capabilities of local adult basic education (ABE) programs and their partner agencies to work together effectively.

Based on the lessons from the AECAP project, this guide is designed to assist state adult education staff in forming partnerships at the state level and facilitating coordination at the local level as a lever for expanding and improving the quality of ABE and workforce development services. The lessons from AECAP participants' activities in developing partnerships, planning and implementing state initiatives, and carrying out local demonstrations are discussed. This guide presents the lessons learned from the AECAP project's activities in three key areas:

1. **Using Processes for Planning and Partnership Development** – is aimed at assisting state adult education staff in establishing new or expanding existing state partnerships to address issues of common concern. It presents the steps in the AIDDE© planning process, a planning model developed by the AECAP project's director that is derived from studies in problem-based learning. The AIDDE© planning process includes analyzing, identifying, developing (plan), documenting, developing (activity), and evaluating. This section also highlights key factors that support partnerships and includes forming partnerships; communicating; developing interpersonal relationships; and accessing resources.

2. **Developing and Supporting a State Initiative in Local Coordination** – describes the key steps that state adult education staff can use alone or with state partners to develop and support a state initiative. The process includes: select an initiative focus; determine amount and levels of change at local level; select the type of practices for an initiative; determine expertise needed for professional development and technical assistance; select pilot sites; and integrate new practices into the pilot sites. It discusses the strategies and key factors that will affect the results for each step.
3. **Planning Coordinated Local Services** – provides steps for planning coordinated local services as part of a state initiative or pilot test. A worksheet for using the AIDDE© process is provided in Appendix B. ABE state and local staff can work together in using this worksheet to identify and plan the activities that local staff will carry out as part of the pilot test. Also discussed are examples of three models of the coordinated services that were developed by the AECAP pilot sites. These three models are cross-referral of clients, targeted instructional services, and integrated ABE/ESL and occupational courses. These examples are illustrative of the types of services that ABE state and local program staff may consider to address goals such as increasing the number of ABE clients who transition to postsecondary education, training, and work and promoting the delivery of quality ABE services.

The guide also provides several tools in the appendices and includes technical assistance worksheets and partner planning forms.

Topics: Partnership & Interagency Coordination

Systematic Reviews of Research: Postsecondary Transitions – Identifying Effective Models and Practices

Banister, A., Bremer, C.D., Castellano, M., Hirschy, A.S., Novillo, W., Valentine, J.C. (2009). *Systematic reviews of research: Postsecondary transitions – Identifying effective models and practices*. Louisville, KY: National Research Center for Career and Technical Education, University of Louisville.
Retrieved from http://136.165.122.102/UserFiles/File/pubs/Valentine_Postsecondary_Transitions.pdf

This paper reports on a systematic review of research on transition programs that are designed to help disadvantaged populations move into and through postsecondary education. The purposes of this literature review are to (1) describe the various transition interventions that exist concerning postsecondary education, (2) assess the inferential strength of the research on intervention programs which seek to ease transitions into and through postsecondary education and work, and (3) determine the impact that these programs have had on successful student transition. Aspects of transition intervention programs considered in this review include the federal laws on transition and the legislative foundation for government-funded interventions, the populations targeted for transition interventions, and the types of transitions that exist.

The authors point out that the studies included in this review do not provide a very strong basis for making policy recommendations and reinforce the need for more investment in rigorous studies

that investigate the specific aspects of programs that are associated with program success. Rigorous studies are also needed to investigate the interaction between programs and student characteristics in order to determine the types of programs that are most effective for various types of students. However, the authors note that there is great potential for relatively comprehensive interventions to help students earn better grades and stay in school.

Topics: Training & Employment; Special Populations; College & Career Readiness

The New England ABE-To-College Transition Project Evaluation Report

Gittleman, J. (2005). The New England ABE-To-College transition project evaluation report. Boston, MA: National College Transition Network.
Retrieved from http://lincs.ed.gov/lincs/resourcecollections/postsecondarycompletion/profile_15

In spring 2003, the Nellie Mae Education Foundation commissioned Julia Gittleman, Ph.D., to evaluate its New England ABE-to-College Transition Project, document the key findings, and provide recommendations for program improvement and further evaluation. The College Transition Project is a comprehensive college transition model that aims to bridge the gap between GED-level and college-level academic work through direct instruction and counseling that addresses the social barriers experienced by nontraditional adult students. The evaluation was aimed at increasing the understanding of how the project is meeting the needs of nontraditional learners. Four questions were examined:

- Who are program participants?
- Do program participants enter college at higher rates than comparison students?
- What can be learned from the most successful programs about their relationship with their college partners?
- What was the experience of dropouts?

Organized into seven primary sections, the evaluation report includes a quantitative analysis of data gathered from students at enrollment and program completion and a qualitative analysis of graduates' experiences in enrolling and remaining in postsecondary education. The report also includes relevant case studies, key findings, recommendations, and student focus group excerpts.

Topics: Data & Accountability

Turning the Tide: Five Years of Achieving the Dream in Community Colleges

Rutschow, E.Z., Richburg-Hayes, L., Brock, T., Orr, G., Cerna, O., Cullinan, D., Kerrigan, M.R., Jenkins, D., Gooden, S., Martin, K. (2011). *Turning the Tide: Five years of achieving the dream in community colleges*. New York, NY: MDRC and the Community College Research Center, Teachers College, Columbia University.
Retrieved from http://www.mdrc.org/publications/578/full.pdf

The Achieving the Dream initiative, launched in 2004, aims to improve success among community college students through building a "culture of evidence"—a culture in which colleges routinely use student data to examine students' performance and identify barriers to academic progress. Achieving the Dream colleges were expected to use data to develop intervention strategies to improve student outcomes; inform further research on student progress; and bring effective programs to scale. Colleges were expected to s see measurable improvements over time in student outcomes, such as increased progress in developmental and introductory courses, grades, persistence, and completion. Participating colleges were charged with improving outcomes on five measures of student success: (1) completion of developmental courses and progression to credit-bearing courses; (2) completion of introductory English and math courses; (3) completion of attempted courses with a grade of "C" or better; (4) persistence from semester to semester and year to year; and (5) attainment of college credentials. This publication analyzes the results of the first five years of the 26 colleges in developing a culture of evidence by instituting the five steps of the Achieving the Dream model.

The report provides an examination of the initiative's background, leadership commitment, use of data to prioritize actions, stakeholder engagement, intervention strategies, processes for establishing a culture of continuous improvement and institutionalizing a culture of evidence, trends in academic performance, and processes for instituting large-scale reform with recommendations for policy changes. The authors conclude that many of the colleges that participated in the first cohort strengthened their data capacity and had a better understanding of the challenges their students face. They also developed several strategies to improve student success and made efforts to move their institutions to focus on these students' needs. The authors acknowledge that larger changes in student achievement had not been realized, but that the initiative had assisted colleges in improving student outcomes and developing systems to sustain these efforts.

Topics: College & Career Readiness; Data & Accountability

What Works: BridgeConnect Stories from the Field

Alssid, J., Goldberg, M., Klerk, S., (2011). *What works: BridgeConnect stories from the field*. New York, NY: Workforce Strategy Center. Retrieved from http://www.workforcestrategy.org/what-works-bridgeconnect-stories-from-the-field-toc.html

The Workforce Strategy Center's (WSC) report provides policymakers with promising practices that illustrate how bridge programs can lead adults to careers and address the future economy's need for "middle skill" workers. The report builds on its 2010 report of bridge programs, *Building a Higher Skilled Workforce: Results and Implications from the BridgeConnect National Survey*. This report moves beyond the previous report by focusing more on low-skilled, low-wealth populations. With support from the W.K. Kellogg Foundation, WSC uses this report to showcase programs that: offer postsecondary credentials to low-income adults to help them enter and advance in further education or career track employment; serve people of color, single heads of household, low-wealth individuals, or immigrants; work with employers in industry sectors important to the region's economy; involve employers in significant ways; and include a series of courses and services.

Case studies from four project sites are included in this report. The Center for Community Action delivers the Women's Economic Equity (WEE) Project, a career pathways program across Robeson County, North Carolina. Richard J. Daley College and Central States SER offers the Healthcare Careers bridge program to Chicago's South Side residents in Illinois. Central Piedmont Community College manages the HVAC Pathways to Employment program to prepare students in and around Charlotte, North Carolina, as entry-level heating, ventilation, and air conditioning technicians. The Lutheran Family Health Centers operates a four-month Bridge to Health Careers program in Brooklyn, New York to prepare immigrants for entry-level, career-track jobs in hospitals, health centers, nursing homes, and doctor's offices. The authors provide an overview of each site, a rational for the selection of the site, and the program's goals. The report features a personal story from a participant in each program. The case studies also include details of the programs' partnerships, development, role of employers, funding streams, program characteristics, lessons learned, and results.

Seven core attributes emerged from the research and were highlighted in the case studies. These attributes are: (1) solid curriculum, (2) inspirational leaders, (3) integrated funding, (4) cooperative partnerships, (5) extra support, (6) peer networks, and (7) measureable performance. The authors encourage bridge program practitioners to employ the seven core attributes while keeping the program student focused.

Topics: College & Career Readiness

TOOLS

Funding Career Pathways and Career Pathway Bridges - A Federal Policy Toolkit for States

Center for Law and Social Policy. (2010). ***Funding career pathways and career pathway bridges - A federal policy toolkit for states*****. Washington, DC.** Retrieved from http://www.clasp.org/admin/site/publications/files/FundingCareerPathwaysFederalPolicyToolkitforStates.pdf

Produced by the Center for Law and Social Policy's (CLASP) Center on Postsecondary and Economic Success, this toolkit outlines an approach for creating a more educated workforce that involves career pathways and career pathway bridge models. As described in the toolkit, career pathways weave together adult education, training, and college programs to help students advance to successively higher levels of education and employment in a given industry or occupational sector. Career pathway bridge programs combine basic academic and English language content with postsecondary occupational content to help students earn credentials that are valued by employers in various industries. The audience for the toolkit is state-level interagency teams engaged in the following: (1) actively discussing resources and policies to support career pathways and bridge programs and (2) discussing resources and policies across workforce development, adult education, postsecondary education, and support service programs. The toolkit aims to assist states in understanding components and tasks involved in creating, implementing, and sustaining career pathways/bridge programs. It will also help states identify how federal resources can support these components and tasks. Finally, the toolkit can assist states in pinpointing state policy changes or other state actions that are needed to best utilize federal funding opportunities for pathways. The toolkit is divided into two main sections: (1) a funding options worksheet and (2) federal program summaries. In addition to outlining the core components of both models, the toolkit describes steps that states can take to identify how federal programs can support their career pathway and career pathway bridge efforts.

Topics: Career Pathways; Policy & Systems Alignment.

Guide to Adult Education for Work: Transforming Adult Education to Grow a Skilled Workforce

National Center on Education and the Economy (2009). Guide to adult education for work transforming adult education to grow a skilled workforce**. Washington, DC.** Retrieved from http://www.jff.org/sites/default/files/adult_ed_work_guide.pdf

Based on research from the One Step Forward Initiative and recommendations from the National Commission on Adult Literacy, this guide outlines specific steps for transforming adult education programs by stepping up service delivery to individuals who lack the fundamental literacy, English language, and work readiness skills needed for family sustaining employment and career advancement. The approach, called "Adult Education for Work," focuses on the specific basic skills and workforce-oriented training that low-skilled adults need to prepare for postsecondary education, training, and employment.

The guide addresses questions about America's basic skills problems and their connection to economic competitiveness. It also provides a framework for effective adult education programs and uses 23 quality elements that are organized into seven focus areas: Program Design; Curriculum and Instruction; Assessment and Credentialing; High-Quality Teaching; Support and Follow-Up Services that Encourage Access and Retention, Connections to the Business Community; and Monitoring and Accountability Systems. The elements can be used to develop and implement Adult Education to Work programs, or they can be used to identify high-quality programs that will prepare low-skilled students for education and training, employment, and career advancement. In addition to a self-assessment tool that program administrators can use to evaluate their programs based on the quality elements, the guide also includes case studies from Philadelphia and Oregon that describe the elements in practical applications.

The Guide is recommended for individuals involved in program design, delivery, administration, or policy development.

Topics: Career Pathways; College & Career Readiness; Training & Employment

Integrating Career Awareness into the ABE & ESOL Classroom

Oesch, M. & Bower, C. (2009). *Integrating career awareness into the ABE & ESOL classroom*. Boston, MA: National College Transitions Network & System for Adult Basic Education Support.
Retrieved from http://www.sabes.org/workforce/integrating-career-awareness.pdf

Designed to be used by teachers and counselors in ASE, ABE, ESOL, and college transition programs, this curriculum aims to encourage all students, at all levels, to begin thinking about and articulating short- and long-term career, educational, and life goals. It provides classroom-ready, flexible lessons, handouts, and online resources to prepare instructors and counselors to guide students through a supportive career awareness and planning process. The curriculum is divided into four sections: (1) the cultural context for career awareness; (2) self-exploration (skills, values, experience, interests, education); (3) occupational exploration (occupational and job profiles, informational interviews, career and job fairs, and labor market information); and (4) career and education planning (decision making, goal setting, college success skills, and action planning). Each section is divided into lessons that outline the topic, learning objectives, materials needed, and vocabulary. Initial funding for the curriculum guide was provided to the System for Adult Basic Education Support (SABES) by the Massachusetts Department of Education Adult and Community Learning Services. The National College Transitions Network (NCTN) worked with SABES staff to expand the section on Career Planning Skills to include additional lessons and activities for students to research and navigate postsecondary programs that serve their career goals. These additional lessons pertaining to college transitions were funded jointly by the Massachusetts Department of Elementary and Secondary Education and the Nellie Mae Education Foundation.

Topics: College & Career Readiness; Special Populations

The Career Pathways How-To Guide

Jenkins, D. & Spence, C. (2006, October). *The career pathways how-to guide*. New York, NY: Workforce Strategy Center. Retrieved from http://www.workforcestrategy.org/images/pdfs/publications/WSC_howto_10.16.06.pdf

Released by the Workforce Strategy Center (WSC), this report is the second in the "Pathways to Competitiveness" series. It provides a step-by-step protocol for building career pathways at the local level and discusses how state-level officials can support these efforts. The report provides readers with a description of career pathways, breaks down the process of building career pathways partnerships, and examines the roles that state leaders and agencies can play in cultivating partnerships. The report concludes with lessons learned from the experiences of states and local agencies in developing career pathways.

WSC developed a five-stage process for building career pathways that include the following stages: (1) Gap Analysis, (2) Career Pathways Planning, (3) Implementation, (4) Continuous Improvement and (5) Expansion. In this report, detailed guidelines are provided for each stage and examples from actual partnerships are described. Additionally, the report examines how states can promote progress of career pathways by setting forth a guiding vision, engaging and supporting local actors, breaking down silos within and between state agencies to encourage local cooperation, reallocating funding to support career pathways, and establishing a performance measurement system that fosters continuous improvement. Experiences from Arkansas, California, Kentucky, Massachusetts, Ohio, Oregon, and Washington are drawn upon to exhibit how states can effectively support the development of career pathways and provide lessons learned to others.

The guide is designed for a wide audience that includes professionals in community colleges and workforce, social service, and economic development agencies that want to make their institutions more responsive to the needs of individuals, employers and communities that they serve. It is also intended for state agencies that seek to invest their public resources in career pathways.

Topics: Career Pathways; Partnerships & Interagency Coordination; Postsecondary Retention; Policy & Systems Alignment; Training & Employment

TRANSITION INITIATIVES

ABE to Credentials: A Breaking Through Initiative

http://www.jff.org/projects/current/education/abe-credentials/1172

ABE to Credentials is a four-year community college initiative launched in 2011 that seeks to increase credential attainment through scaling up the successes of the Breaking Through Initiative and Washington State's Integrated Basic Education and Skills Training (I-BEST).

ABE to Credentials aims to support the redesign of adult education and postsecondary education alignment by integrating basic skills training with occupational training through three major project goals:

1. Change the way thatAdult Basic Education (ABE) is structured and delivered at state and institutional levels;
2. Ensure that state policies encourage dramatically improved results in terms of the number of individuals who complete credentials of value in the labor market; and
3. Substantially increase the number of adults who can earn a GED and a credential, and who enter the workplace with competitive skills.

ABE to Credential states have a higher education agency with governance over adult education. During the first year of the initiative, 11 states were funded to redesign their adult education and postsecondary systems. These states were: Alabama, Georgia, Illinois, Kansas, Kentucky, Louisiana, Mississippi, New Mexico, North Carolina, Oregon, and Wisconsin. During the second phase of the initiative, four states were funded to implement their plans. These states are: Kansas, Illinois, Kentucky, and North Carolina.

Achieving the Dream

http://www.achievingthedream.org/

Achieving the Dream: Community Colleges Count is a national initiative that is aimed at increasing the success of community college students, particularly those in groups that have been underserved in higher education. This initiative targets students who traditionally have faced the most significant barriers to success, such as low-income and minority students. Achieving the Dream works to create changes in specific institutional practices at participating colleges; advocates state public policies in support of community colleges; conducts research on effective practices at community colleges; and provides outreach to communities, business, and the public. Participating colleges examine student data to identify factors that contribute to and impede student success, and develop plans based on these data to improve instruction and services.

Adult Education Coordination and Planning (AECAP)

The Adult Education Coordination and Planning project (AECAP) tested processes for state and local planning and interagency coordination in six states (Arizona, Florida, Georgia, Maryland, Missouri, and Washington) and at 12 local pilot sites. The project provided state adult education policymakers with skills and knowledge to expand their resources, work collaboratively with other state policymakers whose programs serve undereducated and economically disadvantaged adults, and enhance the capabilities of local adult basic education (ABE) programs and their partner agencies to work together effectively.

Breaking Through

http://www.breakingthroughcc.org/

Breaking Through is a demonstration project that aims at strengthening the efforts of community colleges to assist low-income and low-literacy adults prepare and succeed in occupational and technical degree programs. The first phase of Breaking Through used a framework of four high-leverage strategies built upon earlier research. Originally, seven Leadership Colleges implemented full pathways to college-level professional/technical programs for low-skill adults. Currently, the initiative focuses on documenting best practices at participating community colleges, gathering evidence that those practices are effective, and scaling up the work being done at many of the sites.

Shifting Gears

http://shifting-gears.org/

Shifting Gears was a state policy initiative launched by the Joyce Foundation to promote regional economic growth by improving the education and skills training of the workforce in the Midwestern states. The initiative assisted participating states implement systemic changes to institutionalize innovative efforts in adult education, workforce development, and postsecondary education. The Shifting Gears approach to system change focused on four core activities that represent the foundation for each state's efforts to improve low-skilled workers' access and success in the postsecondary, adult basic education, and skills-development systems. The four core activities were: (1) using data to foster improvements in policy and practice; (2) pursuing policy change to leverage improvements in systems and institutional practice; (3) engaging the field to generate ideas and buy-in for systems and institutional change; and (4) implementing strategic communications to cultivate stakeholder support for systems and institutional change. Across these four strategic activities, Shifting Gears encouraged collaboration among state agencies and other stakeholders that were committed to improving opportunities and outcomes for low-skilled workers.