Advancing Innovation in Adult Education: Round 1 Showcase Webinar

September 22, 2020
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When using the Chat feature, please be sure to select “Everyone” prior to typing.

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Welcome and Introductions

Lori Meyer, Project Director
Advancing Innovation in Adult Education Project
Manhattan Strategy Group
Cheryl Keenan
Director
Division of Adult Education and Literacy
U.S. Department of Education
Overview of Advancing Innovation in Adult Education Project

Lori Meyer
Advancing Innovation Project

Five-year project funded by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE)

Conducted by Manhattan Strategy Group and Abt Associates

Purposes: Highlight innovative practices in adult education that lead to improved learner outcomes; Provide technical assistance to adult education programs

Five rounds of selected practices will be highlighted in national dissemination efforts
## Timeline for Rounds 1-5

<table>
<thead>
<tr>
<th>Round</th>
<th>Applications Due</th>
<th>Announcement of Selected Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 2019</td>
<td>August 2020</td>
</tr>
<tr>
<td>2</td>
<td>April 2020</td>
<td>January 2021</td>
</tr>
<tr>
<td>3</td>
<td>January 2021</td>
<td>July 2021</td>
</tr>
<tr>
<td>4</td>
<td>October 2021</td>
<td>July 2022</td>
</tr>
<tr>
<td>5</td>
<td>October 2022</td>
<td>June 2023</td>
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Identifying Innovative Practices

Judith Alamprene, Principal Investigator
Advancing Innovation in Adult Education Project
Abt Associates
Types of Adult Education Practices

New or Significantly Improved:

<table>
<thead>
<tr>
<th>Product</th>
<th>Service</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>College and Career Awareness</td>
<td>Online learning</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>Student Supports</td>
<td>Concurrent enrollment (way of organizing services)</td>
</tr>
</tbody>
</table>
Learner Outcomes from Practices

- Attaining Occupational Certificate, Postsecondary Credential
- Enrolling in Postsecondary or Training Program
- Attaining Secondary Credential
- Developing Basic Skills
Criteria for Selecting Practices

**Funding & Use**
- Letter of support from state’s adult education office
- Practice implemented in AEFLA-funded program
- Practice developed or enhanced during past 10 years; implemented at least one year

**Features**
- Be a product, service or process
- Be innovative
- Be portable

**Learner Outcomes**
- Indicate reasonable outcomes based on type of practice
- Are from at least one program year of participants
- Are from NRS tables or other similar data
- Show positive results for learners
## Process for Selecting Innovative Practices

<table>
<thead>
<tr>
<th>Rating</th>
<th>Clarification</th>
<th>Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used Rating Form with selection criteria to assess practices’ features, &amp; learner outcomes</td>
<td>Collected additional information through telephone discussions and review of documents &amp; data</td>
<td>Conducted additional follow up regarding practices’ processes and learner outcome data</td>
</tr>
</tbody>
</table>
Round 1 Innovative Practices

• Integrated Basic Education and Skills Training Program (IBEST), Pima Community College, Tucson, AZ
• Integrated High School Equivalency Diploma (HSED) Program, Western Technical College, La Crosse, WI
• Multi-Craft Core Curriculum High School Equivalency Diploma (MC3/HSED) Program, Literacy Services of Wisconsin, Milwaukee, WI
• National External Diploma Program® (NEDP), Mercy Learning Center, Bridgeport, CT
IBEST at PCC

- Multiple goals: CTE Cert, HSE, IRCs, employment
- AE + CTE instructors
- HSE and non-HSE
- Cohort model ~ 1 year
- Partner with college certificate programs; Industry recognized credentials built-in
- ATB-eligible
- Students co-enroll with One Stop
- Embedded wraparound support

Target Audience: Adult learners with or without high school diploma who need to strengthen their basic skills. ABE and ELAA students NRS levels 5-6
IBEST at PCC

Innovations in IBEST:

• Integration of GED and HSE + CR
• Braided Funding / ATB
• Collaborative Teams: Leadership, Instruction, Operations
• Extensive wraparound and support services embedded into IBEST programs
• Co-enrollment with ARIZONA@WORK-Pima County One Stop is integrated into IBEST intake process
Innovation: Funding Models

**Braided**

<table>
<thead>
<tr>
<th>Cost</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills &amp; Workforce Prep</td>
<td>WIOA Title II &amp; Local College Funds</td>
</tr>
<tr>
<td>CTE Instruction</td>
<td>Local College Funds</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>WIOA Title I &amp; Federal Financial Aid</td>
</tr>
<tr>
<td>Wraparound Supports</td>
<td>WIOA Title I &amp; Local College Funds</td>
</tr>
</tbody>
</table>

**ATB**

Allows students without a high school diploma to access Federal Financial Aid to pay for postsecondary education if:

- They are enrolled in a career pathway program; AND
- They have completed 6 credits toward a degree or certificate; OR
- They have passed a Department of Ed approved exam.
Innovation: Teaming

**Leadership Team**
AE Program Manager
CTE Dean
One Stop Liaison

Meets as needed

- Program design and launch
- Accountability lead
- Builds buy-in
- High-level problem-solving

**Instructional Team**
AE Instructors
CTE Faculty
IBEST Program Advisor

Meets weekly

- Co-planning
- Address students concerns
- Integrate standards/CLOs
- Address accommodations
- Schedule testing dates

**Operations Team**
AE Program Manager
AE Instructors
CTE Faculty
One Stop
Student Services

Meets monthly

- Program implementation across partner systems
- Adjusts program design
- Plans events
- Case management
- Data sharing
Innovation: Dedicated Student Services

IBEST Program Advisor Student Services Specialists

- Leads intake and registration process
- Case management approach
- Connections to employment
- Crisis management and resource connections
- Financial aid and college navigation support
- GED vouchers and testing support
- Data management
Student Outcomes

• 75% Completion
• 80% Employed within one year of completion
  – 50% Employed in sector
• In 2 recent cohorts, 57% continued on to next level certificate
• ATB recipients complete post-secondary certificate at equal or slightly higher rates than both high school graduates in IBEST and GED-seekers not utilizing ATB in IBEST
• 71% HSE-seeking students pass GED during program
• In recent Automated Industrial Technology IBEST program, 14 students earned combined 78 IRCs
Integrated HSED Program of Western Technical College

Karla Walker
La Crosse, WI
Aligned to CCRS and WIOA
Flexible 2 semester program
Multiple teaching delivery modes
Transition to college
Western Technical College
Integrated HSED (5.09)

**Semester 1**

**Requirement #1 Integrated HSED**

**Option 1 Integrated HSED F2F**
Meets face to face
3 days/week X 3 hours/day for 15 weeks
Managed enrollment
3 possible entry dates
(Week 1, 4, or 7)

**Option 2 Integrated HSED Lab**
Instructor guided
Computer based
6-8 hours/week recommended
Open enrollment

**Semester 2**

**Requirement #1 Transition Course**
Meets face to face
2 days/week x 3 hours/day for 15 weeks
Managed enrollment
3 possible entry dates
(Week 1, 4, or 7)

**Requirement #2**
Pass Civics Exam

**Optional College Course**
Credit bearing
Career Pathway based
Visual Representation

Integrated HSED 1st Semester Course

- **Unit 1**
  - 3 wks f2f class
  - Or
  - Bb guided instruction
  - New students

- **Unit 2**
  - 3 wks f2f class
  - Or
  - Bb guided instruction
  - New students

- **Unit 3**
  - 3 wks f2f class
  - Or
  - Bb guided instruction
  - New students

- **Unit 4**
  - 3 wks f2f class
  - Or
  - Bb guided instruction
  - Reentry point

- **Unit 5**
  - 3 wks f2f class
  - Or
  - Bb guided instruction
  - Reentry point

**Transition**

- 3 – 3 week entry points for new students (Week 1, 4, & 7)
- f2f
- Graded 70% or better

**Student Selected Graded Course**

- Guided entrance into college: Registration, Accuplacer, Program/Course selection
- Course chosen determines delivery and length

The Civics test may be taken at any time in either semester.
First Semester Course – Integrated (Adult Diploma)

- The first semester 5.09 course that has five thematic integrated units with 27 lessons or learning activities that address Wisconsin’s HSED competencies and promote pathways to work or college. The integrated units are delivered to cohorts of students and shorten the time it takes for them to attain an HSED in the face to face class.
Second Semester Course

Transitions

- The Transitions course addresses career exploration, employability skills, and critical reflection on prior learning, employment, or volunteer experiences, for which learners may earn college credit for prior experience.

Credit for Prior Learning

Earn Credit for What You Already Know Through Credit for Prior Learning (CPL)!
Learner Outcomes

- The HSED attainment rates of learners participating in the Integrated HSED program have increased annually. More than half of learners who earn HSED also earn college credits as part of the program. The number of credits range from three to 12 credits.

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<tr>
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<tbody>
<tr>
<td>Number of learners enrolled in</td>
<td>61</td>
<td>37</td>
<td>40</td>
</tr>
<tr>
<td>Integrated HSED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage and number of learners</td>
<td>34% (21)</td>
<td>35% (13)</td>
<td>60% (24)</td>
</tr>
<tr>
<td>who entered this year and earned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage and number of HSED</td>
<td>71% (15)</td>
<td>54% (7)</td>
<td>50% (12)</td>
</tr>
<tr>
<td>graduates who also earned college</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>credits</td>
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WTC provided the data in the table based on their NRS reports submitted to the Wisconsin Technical College System.
Literacy Services of Wisconsin & WRTP/BIG STEP MC3 HSED

Holly McCoy
Milwaukee, WI
Literacy Services of Wisconsin

- Largest comprehensive adult literacy organization in Wisconsin
- Comprehensive services (ABE, ASE, ELL, workforce readiness, and digital literacy)
- 8 locations in Southeast Wisconsin
MC3 HSED

- LSW’s HSED program + WRTP’s MC3 program = MC3 HSED
- Need a HS Diploma to get into an apprenticeship
- Southeast Wisconsin construction boom
MC3 Modules

- Construction Health and Safety (including OSHA 10 and CPR)
- Construction Industry Orientation
- Tools and Material Identification
- Blueprint Reading
- Basic Math for Construction
- Heritage of the American Worker
- Diversity in the Construction Industry
- Green Construction
- Financial Literacy
- Hands-On Demonstrations
- Job Site Tours
- Trade Presentations
MC3 HSED

- Literacy Services
- High School Equivalency Diploma
- Civics exam prep
- Contextualized instruction

- WRTP
- MC3 credential (WIOA recognized)
- CPR
- OSHA 10
- Specialized trade training
## MC3 HSED

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<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>28</td>
<td>27</td>
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<table>
<thead>
<tr>
<th>Percentage and number of learners who earned an HSED from the state</th>
<th>PY 2017–2018</th>
<th>PY 2018–2019</th>
<th>PY 2019–2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% (10)</td>
<td>75% (21)</td>
<td>41% (11)</td>
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Mercy Learning Center of Bridgeport, Inc.
The National External Diploma Program®

Jane Ferreira
Bridgeport, CT
Mission

Mercy Learning Center of Bridgeport, Inc. provides basic literacy and life skills training to low-income women using a holistic approach within a compassionate, supportive environment. All women are welcome without regard for race, religion, color, creed, sexual orientation or national origin.
MLC Programs

• Full-time Intensive Study Program
• Part-time Tutoring Program
• GED® and National External Diploma Program® (NEDP) options for High School credentials
• Early Childhood Education Program
• Support Services
National External Diploma Program®

- Web-based alternative high school credentialing program for adults
- A competency-based assessment system that enables adults to demonstrate their skills in simulations that parallel adults’ work and life activities
- NEDP competencies are organized in 10 content areas and are aligned to the College and Career Readiness Standards in Adult Education and take into account the Integrated Education and Training requirements in WIOA
National External Diploma Program® Phases

• Diagnostic Assessment: Students
  – Must attain levels on CASAS Goals tests in reading and math, and writing assessment
  – Complete self assessment in career exploration and technology
  – Determine individualized skills: employment, training, and readiness for postsecondary education

• Students who complete Diagnostic Assessment qualify for Generalized Assessment; those who do not qualify can participate in tutoring and retest
National External Diploma Program® Phases

• Generalized Assessment: Students
  – Demonstrate skills in 10 academic and life skill content areas by working online or in-person with an assessor
  – Demonstrate their individualized skill in College and Career Competency related to work, training, college readiness, or a specialized skill

• Students who demonstrate 100% mastery of the NEDP competences earn a traditional high school diploma
Key Features of NEDP

• Uses a competency-based framework and performance assessment process, and provides credit for prior learning and experience

• Connects with students
  – Flexibility in schedule
  – Empowering and building self-esteem
  – Affirming their current knowledge and skills
  – Encourages postsecondary education and careers
NEDP

• Began at MLC in 2008 with the assistance of CT Department of Education’s Adult Education Unit
• 7 team members – trained by CT Adult Education and CASAS
• 20-25 high school graduates per year
• Average time in the NEDP is 5-8 months
• 157 NEDP graduates to date
## NEDP Graduation Rates

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENROLLED</th>
<th>GRADUATED</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>24</td>
<td>22</td>
<td>92%</td>
</tr>
<tr>
<td>2017-18</td>
<td>21</td>
<td>20</td>
<td>95%</td>
</tr>
<tr>
<td>2017-16</td>
<td>14</td>
<td>11</td>
<td>79%</td>
</tr>
<tr>
<td>2016-15</td>
<td>22</td>
<td>21</td>
<td>95%</td>
</tr>
</tbody>
</table>
Panelist Q & A
Moderator: Judith Alamprese
Closing Remarks
Lori Meyer
Advancing Innovation in Adult Education Project – Round 3

Application for Innovative Practices
https://lincs.ed.gov/state-resources/federal-initiatives/advancing-innovation/apply

Focus
Distance Education Innovations

Round Three Application Due Date
January 31, 2021

Questions?
innovation@lincs.ed.gov
Save the Date

Virtual Site Visit
Thursday, October 8, 2020
2:30 pm – 4:00 pm, ET

Pima Community College
INNOVATOR IN SECONDARY CREDENTIALING