

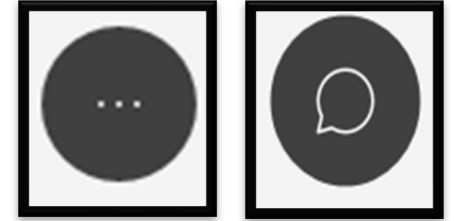
Advancing Innovation in Adult Education: Round 1 Showcase Webinar

September 22, 2020



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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

Round	Applications Due	Announcement of Selected Practices
1	September 2019	August 2020
2	April 2020	January 2021
3	January 2021	July 2021
4	October 2021	July 2022
5	October 2022	June 2023

Identifying Innovative Practices

Judith Alamprese, Principal Investigator
Advancing Innovation in Adult Education Project
Abt Associates



Criteria and Process for Selecting Practices



Types of Adult Education Practices

New or Significantly Improved:

Product

- Curriculum
- Instructional Materials

Service

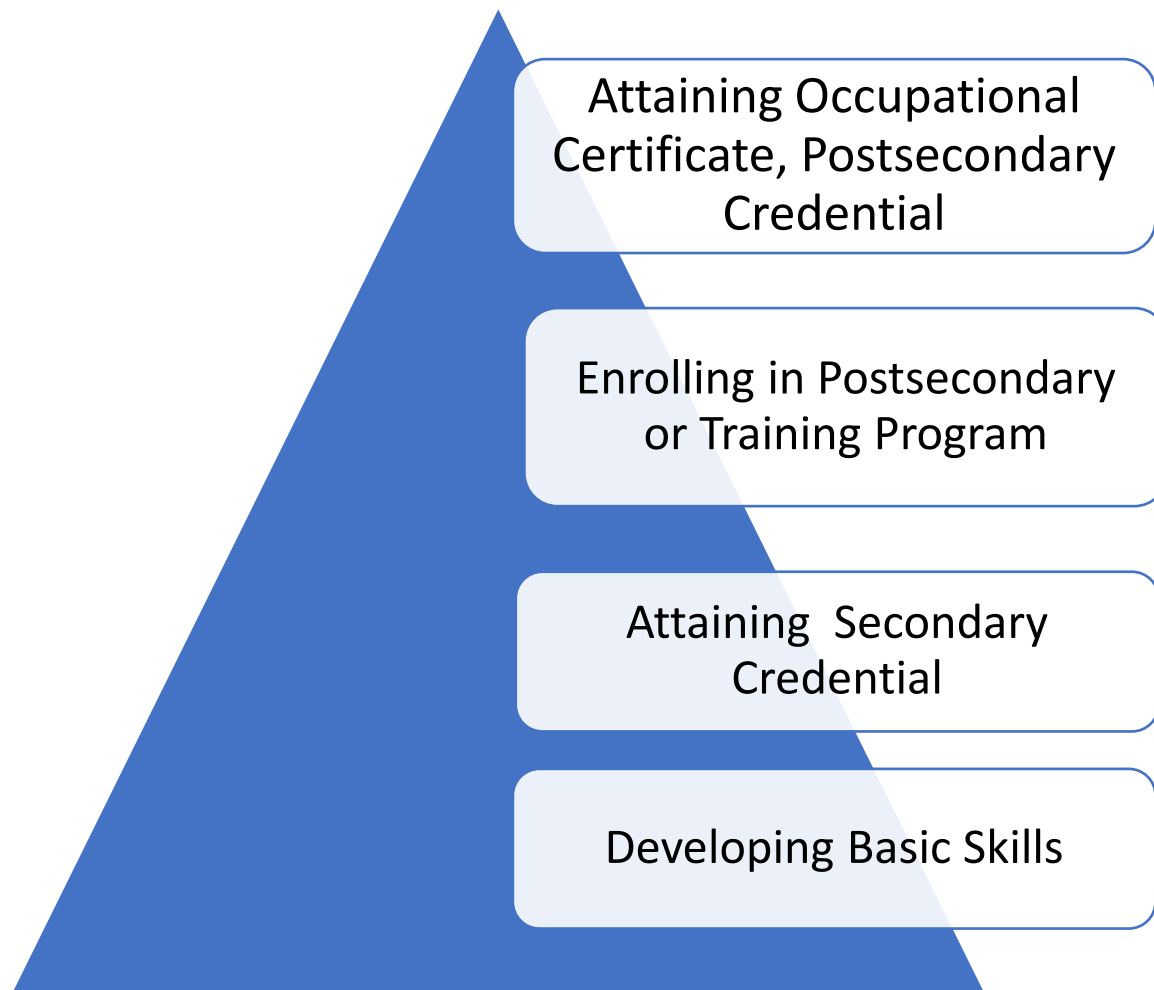
- College and Career Awareness
- Student Supports

Process

- Online learning
- Concurrent enrollment (way of organizing services)



Learner Outcomes from Practices



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

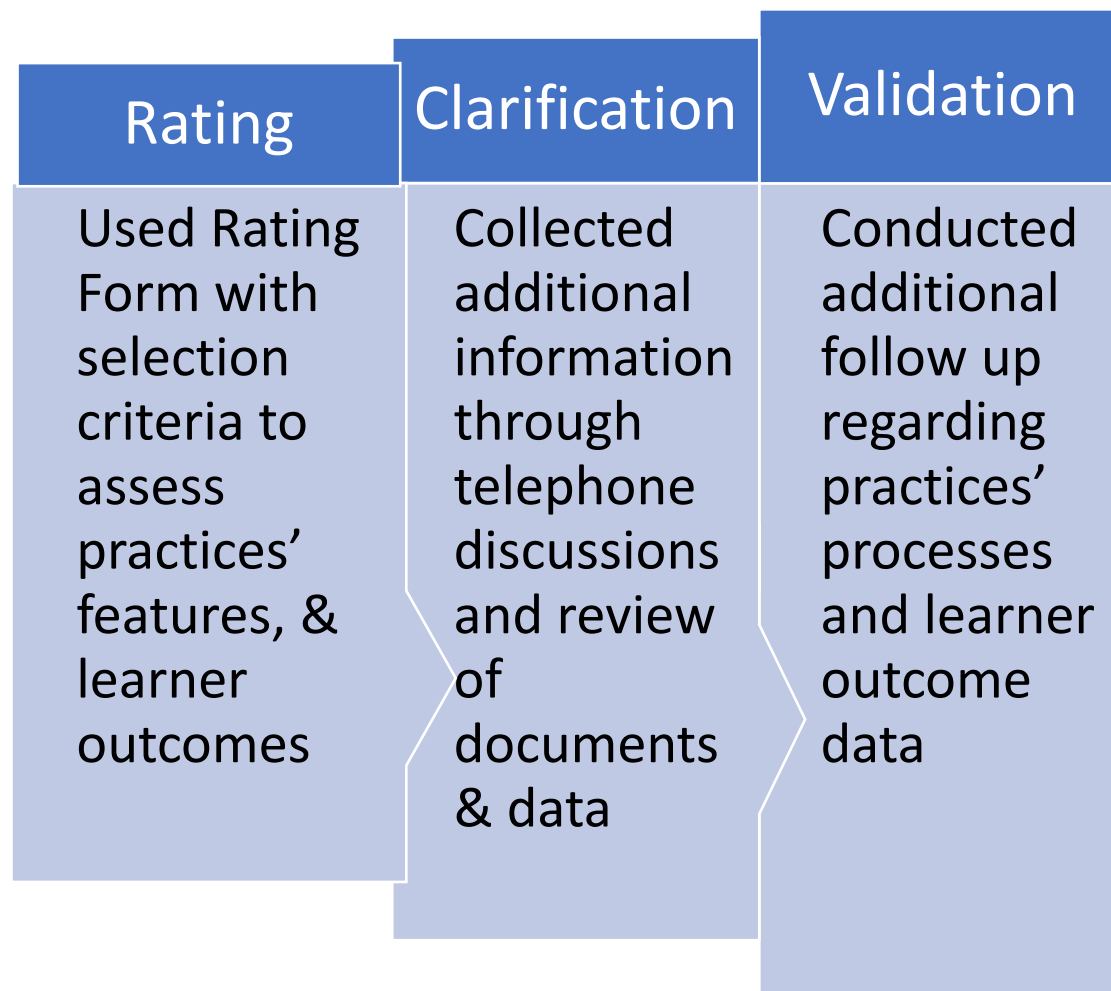
- Be a product, service or process
- Be innovative
- Be portable

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





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 Pima Community College

Wendy Scheder Black
Tucson, Arizona





IBEST at PCC



Hotel & Restaurant
Management



Medical Assistant



Machine Tool Technology



Logistics & Supply Chain
Management



Behavioral Health Services



Automated Industrial
Technology

- 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

Cost	Funding
Basic Skills & Workforce Prep	WIOA Title II & Local College Funds
CTE Instruction	Local College Funds
Tuition & Fees	WIOA Title I & Federal Financial Aid
Wraparound Supports	WIOA Title I & Local College Funds

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

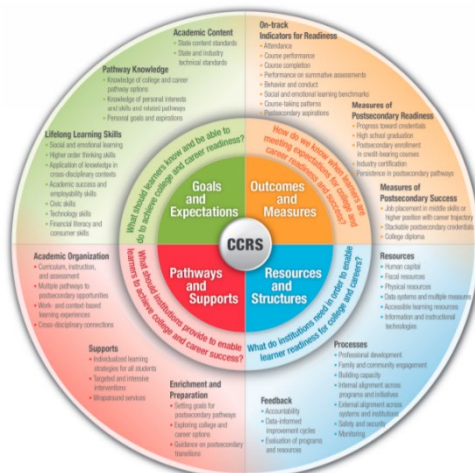
Integrated HSED Program of Western Technical College

Karla Walker
La Crosse, WI





Description



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

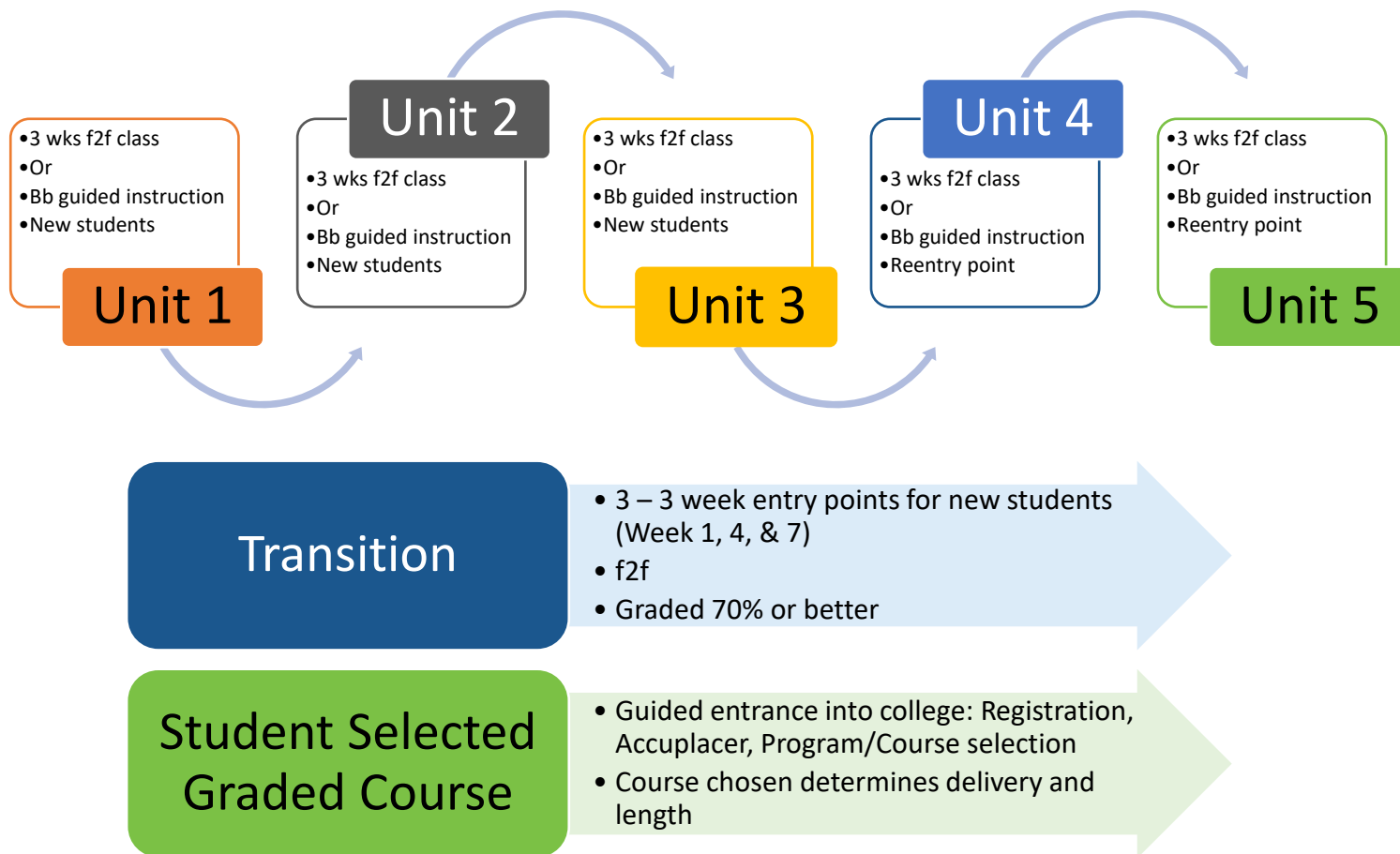
Optional College Course

Credit bearing

Career Pathway based

Visual Representation

Integrated HSED 1st Semester Course



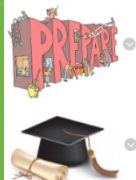
The Civics test may be taken at any time in either semester.



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.

Unit 1: Adult Diploma: Preparation (Lesson 1-7)



Unit 2: Adult Diploma: Building (Lesson 8-15)

Availability: Item is hidden from students.



Unit 3: Adult Diploma: Balance (Lesson 16- 23)



Unit 4: Adult Diploma: Challenges and Obstacles (Lesson 24-30)



Unit 5: Adult Diploma: Change (Lesson 31- 37)





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.

	PY 2016-2017	PY 2017-2018	PY 2018-2019
Number of learners enrolled in Integrated HSED	61	37	40
Percentage and number of learners who entered this year and earned HSED	34% (21)	35% (13)	60% (24)
Percentage and number of HSED graduates who also earned college credits	71% (15)	54% (7)	50% (12)

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



	PY 2017– 2018	PY 2018– 2019	PY 2019– 2020
Number of learners enrolled in MC3/HSED	10	28	27
Percentage and number of learners who earned an HSED from the state	100% (10)	75% (21)	41% (11)
Percentage and number of learners who earned construction industry-recognized certificates (MC3, CPR, OSHA 10)	100% (10)	75% (21)	41% (11)

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

YEAR	ENROLLED	GRADUATED	PERCENT
2018-19	24	22	92%
2017-18	21	20	95%
2017-16	14	11	79%
2016-15	22	21	95%

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

