



Showcase Webinar for Meet the Innovators: Round 1—Innovative Practices in Adult Education

Webinar Resource

This resource was developed based on key themes and questions submitted by attendees of the September 22, 2020, *Advancing Innovation in Adult Education Showcase Webinar*. This document includes questions posed by chat participants following the close of the webinar, with accompanying responses from panelists.

Target Audience

What level student does your program best serve?

- Pima Community College’s IBEST Program requires TABE® 11&12 scores at the Adult Secondary Education (ASE) NRS Level.
- Western Technical College’s Integrated High School Equivalency Diploma (HSED) requires reading score at the NRS Level 3 or higher on Level M, D, or A of the TABE® 11&12.
- Literacy Services of Wisconsin’s Multi-Craft Core Curriculum High School Equivalency Diploma (MC3/HSED) Program requires that learners attain a score at the NRS Level 3 or higher on Level M, D, or A of the TABE® 11&12.
- Mercy Learning Center’s National External Diploma Program® (NEDP®) requires that adult education and English-language learners must achieve Comprehensive Adult Student Assessment System (CASAS) scores of 230 in math and 236 in reading and score 3 out of 4 in a writing assessment.

Was it necessary to make any adjustments to required entry scores or testing?

“When we shifted to the TABE® 11&12, we found that students were not as able to test at NRS Level 4. We adjusted the cutoff scores to NRS Level 3 and found most of our students who are at that NRS Level 3 were equivalent to what was a Level 4 on the 9&10.” – *Holly McCoy, Executive Director, Literacy Services of Wisconsin*

What is the average age of students in the NEDP®?

For us, it is about 36 years old. But we have students from 19 to 60.” – *Jane Ferreira, President and CEO, Mercy Learning Center*

Practice Implementation

How large are Pima IBEST Cohorts?

“Our cohorts range from approximately 15 to 30 students, depending on the program. Some technical programs have limited size due to lab space.” – *Wendy Scheder Black, Director, Adult Education Services and IBEST, PCC*

How does the IBEST model at Pima Community College transition the 15-30 students in a cohort into the different technical programs offered?

“We integrate contextualized adult education instruction into CTE certificate programs. We have a robust intake process where students learn about the program and what to expect. We then have a 2-week on-ramp class taught by AE instructors before their CTE coursework begins. In this on-ramp course, students develop study skills and academic readiness to give them a stronger start.” – *Wendy Scheder Black, Director, Adult Education Services and IBEST, PCC*

For the NEDP[®], were there any participants not able to finish the program?

“Yes. Often they have a medical situation, or they move out of state and that state may not have the NEDP[®]. Now, because NEDP[®] has gone remote, a student who has moved out of state is able to finish, even if the state does not have the NEDP[®] program as part of their high school equivalency. It's flexible now with the ability to go virtual.” – *Jane Ferreira, President and CEO, Mercy Learning Center*

Are these equivalency diplomas recognized by all states?

“The Wisconsin [credential] is a state-issued diploma. For the NEDP[®] program, the diploma is issued by a local school board, as is the case in Connecticut, or the diploma can be issued by a state agency, which is the case in some states implementing the NEDP[®].” – *Judith A. Alamprese, Principal Scientist, Abt Associates*

Resources and Evidence Base

What are some studies that support the idea of allowing students to pursue their HSE at the same time they pursue career credentials/certification?

“A great foundation for guiding our IBEST development has been research on Washington state's I-BEST models. The Washington Board for Community and Technical Colleges has a great collection of data on this model at <https://www.sbctc.edu/colleges-staff/programs-services/basic-education-for-adults/beda-research.aspx>.” – *Wendy Scheder Black, Director, Adult Education Services and IBEST, PCC*

“The [Contextualized College Transition Strategies for Adult Basic Skills Students: Learning from Washington State's I-BEST Program Model](#) produced by the Community College Research Center is a particularly strong resource.” – *Wendy Scheder Black, Director, Adult Education Services and IBEST, PCC*