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# Compendium of Innovative Practices: Adult Education Bridge Programs and Integrated Education and Training (IET) Programs

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## Introduction

It is widely thought that education is a key to economic well-being and that education and training beyond high school increases adults' ability to attain family-supporting jobs in today's economy. This common belief is supported by evidence showing that gains in earnings are related to postsecondary credentials.<sup>1</sup> The prospect of being able to participate in education beyond high school is daunting for adults with low English literacy and numeracy skills.

In the U.S., the Workforce Innovation and Opportunity Act (WIOA), Title II, the Adult Education and Family Literacy Act (AEFLA) is the main federal legislation that supports adults in developing their foundational skills.<sup>2</sup> Administered by the U.S. Department of Education, AEFLA funds states to provide literacy, numeracy, and other basic skills services through grantees known as adult education

(AE) programs that are part of local education agencies, community colleges, community-based organizations, and other entities. A key challenge facing AE programs is how to deliver high quality, engaging services that can meet the needs of a wide range of adults with foundational skills below the postsecondary level. Adults who are motivated to increase their skills and economic opportunities need to be able to do so efficiently and with flexibility, especially as they face increased demands from family, work, and community. As AE state offices and AE local programs carry out activities stipulated in WIOA, there is a need for information about advances in the field for delivering services that can result in meaningful outcomes for learners. These outcomes include adult learners' development of knowledge and skills, attainment of a secondary credential or its equivalent, and transition to further education and employment.

The Advancing Innovation in Adult Education project is a five-year effort led by Manhattan Strategy Group and Abt Associates, with funding from the U.S. Department of Education's Office of Career, Technical, and Adult Education, to identify and highlight innovative practices in adult education that lead to improved learner outcomes.

In 2018, the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) funded the Advancing Innovation in Adult Education project (Advancing Innovation)<sup>3</sup> to identify and disseminate innovative practices supported under the Adult Education and Family Literacy, Title II of WIOA. This project, conducted by Manhattan Strategy Group (MSG) and Abt Associates (Abt), is soliciting applications from AE programs about new or substantially enhanced practices that can lead to Title II learner outcomes, and is highlighting those that meet the project's criteria for being innovative and have some evidence of learner outcomes. The project team is also providing technical assistance to AE programs in identifying or enhancing

<sup>1</sup> Bureau of Labor Statistics, <https://www.bls.gov/emp/chart-unemployment-earnings-education>

<sup>2</sup> Workforce Innovation and Opportunity Act (2014).

<sup>3</sup> U.S. Department of Education Contract #: 91990018F0047 to Manhattan Strategy Group

potentially innovative practices and in determining learners' outcomes from the use of those practices.

The Advancing Innovation team is soliciting five rounds of applications to identify and highlight innovative practices. Through those activities, the project team hopes to increase AE professionals' knowledge about innovation and their interest in developing new products and processes, as well as build their capacity in developing initial evidence about learners' outcomes from their participation in innovative practices.

This compendium describes the five innovative practices selected from the Round 2 applications, which AE programs submitted in April 2020 (see *Criteria for Selecting Innovative Practices* below).

The five practices and the programs in which they are being implemented include:

- Bridges to Careers Expansion, Rochester Adult Literacy at Hawthorne, Rochester, MN;
- Career Pathways, South Bay Adult School, Redondo Beach, CA;
- Certified Clinical Medical Assistant (CCMA), Jennings County Education Center, North Vernon, IN;
- Great Falls Career and College Readiness Center's (CCRC) Connections 101, Great Falls, MT; and
- PluggedIn Virginia (PIVA) Boot Camp, Peninsula Regional Education Program, Newport News, VA.

This compendium provides information about two types of practices: bridge programs and integrated education and training (IET) programs. Adult education bridge programs prepare adults to enroll in postsecondary education and training through occupationally contextualized literacy and numeracy instruction and career and college success activities. IET programs enable adult learners to develop their foundational skills and workforce preparation skills through occupational training that leads to educational and career advancement.

A variety of stakeholders will find this information useful, including AE state staff; AE program administrators, instructors, and staff; workforce development staff; federal agency staff; and AE researchers.

This compendium describes the project's criteria for the selection of innovative practices, and provides context for the practices that were selected and profiles each of the innovative practices.

## Selection of Innovative Practices

The Advancing Innovation team's process for selecting innovative practices for Round 2 involved:

- specifying the project's key concepts,

- developing criteria for selecting innovative practices,
- designing an application form to gather information about potential innovative practices,
- soliciting applications, and
- rating applications and final selection of innovative practices.

## Key Concepts

**Innovative.** The Oslo Manual, developed by the Organisation for Economic Co-operation and Development,<sup>4</sup> offers one of the most widely accepted definition of innovation. Its definition concerns four types of innovation: product, process, marketing, and organizational.<sup>5</sup> Because this project is focused on innovative practices that are directly related to AE learners’ outcomes, the Oslo definition was adapted to include only the types of innovative practices that meet this criterion. The definition used in the project is:

*Innovative practices are: (1) new or significantly improved AE products (e.g., a curriculum, instructional materials); (2) new or significantly improved AE services (e.g., inclusion of career and college advising); or (3) new or significantly improved processes for delivering AE services (e.g., use of online learning), or ways of organizing AE services (e.g., integrated education and training) that result in improved outcomes for AE learners.*

**Practice.** The word “practice” is often defined as the actual application or use of an idea, belief, or method, as opposed to theories relating to it. For this project, a “practice” is defined in relationship to the learner outcomes it is intended to facilitate. The definition used in this project is:

*A practice is an instructional or supportive activity carried out to facilitate AE learners’ improved knowledge development, skill development, secondary credential attainment, postsecondary credential attainment, and /or employment.*

## Criteria for Selecting Innovative Practices

The Advancing Innovation team developed a set of criteria to assess the merits of the applications submitted, including the administrative requirements for a practice, the characteristics of the practice, and learners’ outcomes from participating in the practice.

To meet the project’s administrative requirements, each AE program needed to provide a letter of support from its state adult education office that verified that the program is receiving AEFLA funds to support its AE services. Each AE program must have developed or enhanced its practice within a 10-year timeline, which covers the period when the Workforce Investment Act (WIA) was still operational. WIA’s guidance concerning the Adult Education and Family Literacy Act prompted adult education state and local entities to begin to envision adult education services as a step for preparing adult learners for further education and employment, rather than an endpoint.

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<sup>4</sup> OECD (2005). The measurement of scientific and technological activities: Guidelines for collecting and interpreting innovation data. *Oslo Manual, Third Edition*” prepared by the Working Party of National Experts on Scientific and Technology Indicators. Paris: OED Publishing. <http://dx.doi.org/10.1787/9789264013100-en>.

<sup>5</sup> OECD (2016). *Innovating education and educating for Innovation: The power of digital technologies and skills*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264265097-en>

This vision has been reinforced and extended in WIOA. The 10-year timeline provided opportunities for AE programs to submit applications for practices that were created under WIA funding, as well as under WIOA.

The criteria for a practice include several characteristics. Because the practice must facilitate learners' outcomes, the Advancing Innovation project recognizes new or significantly enhanced practices that are directly related to learners' development of basic skills, attainment of a postsecondary credential, or attainment of a postsecondary credential or employment. These practices are products (e.g., a curriculum), services (e.g., inclusion of career and college advising), processes for delivering AE services (e.g., use of online learning), or ways of organizing AE services (e.g., integrated education and training).

The project team also assesses the extent of the innovativeness of a practice, as determined by existing literature or expert opinion. Although research literature in adult education is limited, studies in adult reading instruction and career pathways are more prevalent. In addition, the project team is using WIOA stipulations to identify innovative practices. Relevant WIOA stipulations are Section 231, Grants and Contracts for Local Providers; Section 242, National Leadership Activities; and Section 243, Integrated English Literacy and Civics Education. Section 231 cites practices such as learning in context, use of technology to increase the amount and quality of instruction, and instruction using the essential components of reading instruction. Section 242 references integrated education and training programs and postsecondary education and training transition programs, among other practices. Section 243 lists integrated English literacy and civics education in combination with integrated education and training activities.<sup>6</sup>

The team is also assessing two other characteristics of practices:

- (1) whether the target population of learners who can benefit from the practice is specified in the application, and
- (2) the portability of the practice.

In examining the portability of the practice, the Advancing Innovation team considers the extent to which the practice's materials have been documented, the availability of professional development to train other staff to use the practice, and the costs and other resources needed to implement the practice.

The final criteria for the project's selection of innovative practices concern learner outcomes. The project team is examining whether data on learners' outcomes are included in a program's application and whether the data:

- indicate reasonable outcomes based on the type of practice,
- are from at least one program year of participation,
- are from NRS tables or other similar data, and
- show positive results for learners.

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<sup>6</sup> Alamprese, J.A., Liu, S., and Stadd, J. (2019). Advancing innovation in adult education: Written plan to identify innovative practices in local adult education programs. Bethesda, MD: Manhattan Strategy Group.



## Application Form and Solicitation of Applications

The project team designed an application form to gather information about the AE program and all aspects of the practice's operation, outcomes, and innovative characteristics. The Advancing Innovation Application Form for Round 2 is found in the Appendix.

The Advancing Innovation project team solicited Round 2 applications through postings on the Literacy Information and Communication System (LINCS), Coalition for Adult Basic Education (COABE), OCTAE's newsletter, Shop Talk teleconferences, and other venues. The application was also available on the Advancing Innovation in Adult Education webpage, as part of the federal initiatives section of the LINCS website. The staff conducted a presentation at the Mountain Plains Adult Education Association/New Mexico Adult Education Association 2020 Conference and two webinars about the application process. Twelve applications were submitted for Round 2.

## Ratings of Applications and Selection of Practices

Three Advancing Innovation project staff—Abt's Principal Investigator (PI), a member of the MSG project team, and a member of the Abt project team—reviewed the applications using a two-stage process. During the first stage, Abt's PI oriented the reviewers to the criteria for assessing the applications using the project's application review form, which had three sections for rating the applications:

- (1) Program Information and Certification,
- (2) Description of Applicant Innovative Practice, and
- (3) Learner Outcome Data.

The criteria for the selection of innovative practices are:

### Administrative Requirements

- **Letter of Support:** Letter of support from state's adult education office.
- **Funding for Practice:** Practice is implemented in an AE program that receives WIOA, Title II, Adult Education and Family Literacy Act (AEFLA) funding.
- **Age of Practice:** Practice (1) was developed or significantly refined or enhanced during the past 10 years; and (2) has operated in an AE program for at least one year.

### Characteristics of Practice

- **Type of Practice:** Practice is a new or significantly improved (1) product (e.g., a curriculum, instructional materials); (2) service (e.g., inclusion of career and college advising); or (3) process for delivering AE services (e.g., use of online learning), or way of organizing AE services (e.g., integrated education and training).
- **Extent of Innovativeness:** Practice is different from what is generally implemented in AE programs, as determined by existing literature or expert opinion.
- **Target Population:** Target population of learners who can benefit from the practice is specified.
- **Portability of Practice:** Practice can be used in whole or in part by other AE programs as indicated by the reasonableness of the requirements for staff and materials, cost of implementing the practice, and/or availability of professional development for transferring activities associated with the practice.

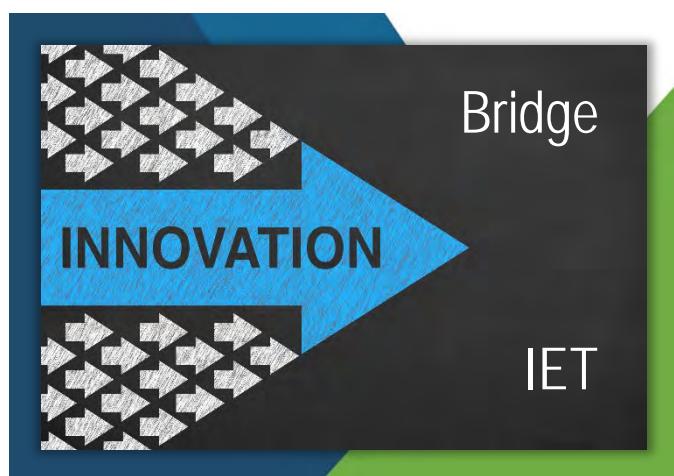
### Learner Outcomes from Practice

- **Outcome Data:** Data (1) indicate reasonable outcomes based on the type of practice, (2) are from at least one program year of participation, (3) are from NRS tables or other similar data, and (4) show positive results for learners.

Those sections aligned with the review criteria listed in the *Application Review Criteria* section above. Each reviewer rated the applications independently using the review form. Their ratings were compared as part of a process for establishing interrater reliability. After completing their independent reviews, the reviewers discussed their differences in ratings and their understanding of the criteria. The reviewers then conducted two additional rounds of independent ratings. The level of agreement between pairs of reviewers (PI and MSG staff, PI and Abt staff, MSG and Abt staff) was established after the third rating. Each pair reached at least 85% agreement.

After the reviewers completed their ratings of the applications, the project's PI and the Abt staff member conducted follow-up telephone calls with the program director and key staff knowledgeable about the practice from each of the most highly rated programs. These calls discussed the operation of the practices and outcome data presented in the applications. Representatives from the most highly rated programs were then asked to submit additional data. The PI and Abt staff member reviewed those data to determine which innovative practices would be recommended to OCTAE for review and final approval.

## Context for Adult Education Bridge and IET Practices



Postsecondary education and training is a gateway to economic self-sufficiency. Federal, state, and local programs have supported this idea as they have worked to transform adult education services from being an endpoint for adult learners who earn a secondary credential to becoming a pathway toward economic and personal well-being. Adult education state offices and local programs have taken early steps to implement bridge programs that help adult learners with varied occupational interests and skill levels prepare to enter postsecondary education or training.

Bridge programs were initially described as:

*...one of the first steps in a career pathway for low-skill adults that support the transition from adult education to the next step in an occupational pathway. By connecting adult education programs (including ABE, ESL, and adult secondary education [ASE]) to community college occupational programs, bridge programs seek to increase the rates at which low-skill adults move into college-level occupational programs, persist in these programs, and obtain postsecondary credentials in industries offering family-sustaining wages and career advancement.<sup>7</sup>*

<sup>7</sup> Jenkins, D. (2006). *Career pathways: Aligning public resources to support individual and regional economic advancement in the knowledge economy*. Brooklyn, NY: Workforce Strategy Center.

Early models of bridge programs included forms of integrated or contextualized foundational skills instruction to accelerate learners' development of academic skills; support for college and career planning; and postsecondary success strategies, such as study skills and assistance with college

Adult education bridge programs prepare adults to enroll in postsecondary education and training through occupationally contextualized literacy and numeracy instruction and career and college success activities.

applications and financial aid. For example, LaGuardia Community College of the City University of New York's GED® Bridge to Health and Business program provided interdisciplinary curriculum for GED® preparation that integrated materials from health care and business, more class time than typical GED® programs, and intensive advising. The preliminary results from the program's impact evaluation found that learners in the program persisted in college at a higher rate than learners in a regular GED® preparation course.<sup>8</sup>

Generally, bridge programs provide AE learners with foundational basic skills taught in the context of occupations that are in demand locally, as well as career and college awareness, planning, and advising activities that prepare adults to succeed in postsecondary academic or occupational training courses. Some bridge programs also offer college credits as a first step toward a college degree.<sup>9</sup>

More recently, AE programs have enhanced bridge services to include learners' attainment of short-term certificates and/or college credits. Learners can continue with postsecondary education or training to earn further credentials or transition to employment with the option of continuing to postsecondary education later. Three examples of enhanced bridge programs are described in this compendium.

AE programs are also using integrated education and training programs (IET) to help learners acquire credentials that will help them secure high-demand, high-growth jobs. IET programs are authorized under WIOA, the Adult Education and Family Literacy Act, Title II.<sup>10</sup> They address adult learners' foundational skill and job training needs by combining adult education instruction with occupational training. IET has specified components and requires that:

IET programs enable adult learners to develop their foundational skills and workforce preparation skills through occupational training that leads to educational and career advancement.

<sup>8</sup> Martin, V. & Broadus, J. (2013). *Enhancing GED® instruction to prepare students for college and careers: Early success in LaGuardia Community College's Bridge to Health and Business program*. New York City, NY: MDRC.

<sup>9</sup> U.S. Department of Education, Office of Career, Technical and Adult Education. (2011). *Promoting college and career readiness: Bridge programs for low-skilled adults*. Washington, DC: Author.

<sup>10</sup> Workforce Innovation and Opportunity Act, 29 U.S.C. §§113-128(2014).

*adult education and literacy activities be delivered concurrently and contextually with workforce preparation activities and workforce training activities for a specific occupation or occupational cluster for the purpose of educational and career advancement*<sup>11</sup>

OCTAE’s 2020 symposium on IET programs provided insights about the progress and challenges in implementing IET practices. The symposium emphasized the critical role of partnerships between adult education programs and key postsecondary, workforce development, social service, and employer partners that are needed to support robust IET programs.<sup>12</sup> AE programs that develop a vision for well-functioning IET services can design and implement more effective IET programs. Because WIOA requires the delivery of specified IET services—delivery of concurrent adult education, workforce preparation, and workforce training—AE programs can benefit from participating in a planning process. This process includes gathering information about high-demand local labor markets, employers, career and technical education training providers, and other partners needed to deliver IET services. AE programs also need to identify the target population of adult learners who can benefit most from IET services, the types and sources of data that should be collected about IET participants and outcomes, and sources of funding for technical training. Central to a successful IET is AE programs’ development of well-defined partnerships with service providers who can assist in delivering required IET program services. Successful IET programs also have explicit processes for determining adult learners’ skills, interests, and abilities and for matching those learners to technical training that aligns with their skills, interests, and abilities. Successful programs also connect adult learners with professional development and technical assistance. The OCTAE-supported *Integrated Education and Training Program Design Toolkit* provides guidance on all phases of IET program planning, design, implementation, and evaluation.<sup>13</sup>

## Overview of Practices

The five AE practices highlighted in this compendium illustrate innovative and enhanced approaches for providing bridge and IET programs that assists adult learners in developing the skills, abilities, and knowledge they need to enroll in postsecondary education or occupational training, earn short-term credentials, and obtain employment.

**Rochester Adult Literacy at Hawthorne (Hawthorne) Bridges to Careers Expansion** is a bridge program that Hawthorne is implementing in partnership with Rochester Community and Technical College (RCTC), Workforce Development Inc., and local employers. The program expands the types of pathways available to adult education learners to include non-patient healthcare pathways. Adult learners can enroll in a bridge program for one of two pathways—Office Professional or Maintenance. The bridge program prepares learners to continue their education at RCTC or obtain employment in their chosen pathway. Learners in the adult

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<sup>11</sup> Workforce Innovation and Opportunity Act, 29 U.S.C. §§113-128(2014).

<sup>12</sup> Alamprese, J. (January 2020). Local, state, and national perspectives about integrated education and training (IET): Insights from OCTAE’s symposium. *COABE Journal*, 9(1), 32-40.

<sup>13</sup> IMPAQ International, LLC, Maher & Maher, & Safal Partners (2021). *Integrated education and training program design toolkit*. Columbia, MD: IMPAQ International, LLC.

education bridge program earn short-term, industry-recognized certificates. Hawthorne and RCTC also have an articulation agreement that enables learners who complete the Bridges to Careers Expansion courses to receive up to seven articulated credits when they enroll in RCTC.

**South Bay Adult School's (SBAS) Career Pathways** is an IET program that prepares adult learners to complete one of five career pathways at El Camino College: Construction Technology, Machine Tool Technology, CISCO Networking Administration, Emergency Medical Technician, or Child Development. Adult learners can concurrently enroll in SBAS and El Camino College. They take a prescribed sequence of courses that culminate in an El Camino certificate of achievement, an industry-recognized credential, employment, or apprenticeship opportunities with partner employers. Learners can attain stackable credentials and are able to exit or continue with the program at multiple points. SBAS Career Pathways coordinates advising and support services that an SBAS transitions manager and an El Camino College counselor provide to learners at specific benchmarks to bolster their progress in the program.

**Jennings County Education Center's (JCEC) Certified Clinical Medical Assistant (CCMA)** program is an IET program that helps adult learners develop their reading and math foundational skills while pursuing a Clinical Medical Assistant certificate issued by the National Healthcareer Association. Through partnerships with Vincennes University, WorkOne, and local healthcare employers, JCEC offers this IET program in a rural area that does not have easy access to community colleges, private training providers, or supportive services. The CCMA certificate assists learners in obtaining jobs that are above entry-level. JCEC's approach to partnerships makes it possible to provide its IET program in the rural area. This approach includes providing free space to the university in exchange for the delivery of the CCMA course, and developing an agreement with employers to interview learners who earn the CCMA certificate.

**Great Falls Career and College Readiness Center's (CCRC) Connections 101** is a bridge program that addresses multiple pathways that align with the needs of the Great Falls local labor market. Working in coordination with its partners at Great Falls College Montana State University (GFCMSU) and the Montana Department of Labor and Industry, CCRC provides comprehensive services that help adult learners develop the skills and strategies they need to be successful in college or in the workforce. The program includes instruction in writing, math, computer applications, and college and career success. It also provides an introductory college course or work-based experience in the fields of healthcare, business, trades, education, technology, and hospitality. When learners complete the bridge program, they can earn up to seven college credits at GFCMSU under the college's prior learning assessment credit policy.

**Peninsula Regional Education Program's (PREP) PluggedIn (PIVA) Boot Camp** is a bridge to an integrated education and occupational training program designed to prepare adults with lower skills and those with other barriers to employment for postsecondary training, credentials, and employment in high-demand fields. PREP enhanced its existing PIVA program by adding a bridge component—Boot Camp—as Phase 1 of PIVA. This enhancement aims to better prepare adult education learners to succeed in Phase 2, integrated education and occupational training. The Boot Camp uses a cohort model and includes contextualized and standards-based instruction to strengthen learners' literacy and numeracy skills, workforce preparation activities, and career exposure. Learners earn a Career Readiness certificate and a Northstar Digital Literacy

certificate when they complete the Boot Camp. This enhanced PIVA program features a flexible model that can be used in a range of industries (e.g., healthcare, construction, trades, and information technology) and with a range of occupational training partners, such as community colleges and local government agencies.

## Cross-Cutting Features of Practices

The bridge and IET programs featured in this compendium illustrate several characteristics of program design and implementation thought to be critical to adult learners' success. The five AE programs, which are part of local education agencies, have developed strong partnerships with postsecondary education or technical training entities, workforce development providers, employers, and supportive services to provide the range of services required by bridge and IET programs. These programs have used strategies such as having well-defined roles for partners so that the participating organizations understand what is expected from each other, communicating regularly to manage partnership activities, and having a process for addressing issues that arise in carrying out those activities to help develop and sustain partnerships.

All of the programs address adult learners' career and college readiness. Program staff recognize the importance of helping adult learners understand their skills, interests, and abilities and how these qualities align with local employers' job requirements. Staff conduct a variety of self-assessment and planning activities to aid adult learners in setting career goals and determining how they can prepare to obtain family-sustaining employment.

The five AE programs, which are part of local education agencies, have developed strong partnerships with postsecondary education or technical training entities, workforce development providers, employers, and supportive services to provide the range of services required by bridge and IET programs.

AE programs support adult learners in achieving their goals by examining local labor markets, the types of career and technical training opportunities that are available related to those markets, and training programs that can enable learners to earn credentials and be placed in above entry-level jobs. As part of this process staff work with learners to identify career pathways that provide such jobs and include stackable credentials.

All of these programs also take steps to assist adult learners in accessing funding sources to support their participation in bridge and IET programs. Program staff work with partners to obtain federal, state, and local funding that can pay for tuition, materials, fees, technological tools, and equipment to support adult learners' participation and completion.

## Profiles of Highlighted Practices

Profiles of the five practices selected as innovative from Round 2 are presented below. The profiles provide information about the components of services delivered in each practice, the target population for the practice, its innovative features, and the types of outcomes the AE

program reported from the practice. The profiles are not intended to be a guide for the replication of a practice, but rather to stimulate interest about the ways in which new approaches have been developed or implemented in AE programs.



## Bridges to Careers Expansion, Rochester Adult Literacy at Hawthorne

Rochester Adult Literacy at Hawthorne (Hawthorne) is an adult education program that is part of the Rochester Public Schools

District in Rochester, MN. In addition to that district, Hawthorne serves the surrounding region, which includes the school districts of Pine Island, PEM (Plainview, Elgin, and Millville), Stewartville, Dover-Eyota, Byron, and Kasson-Mantorville. Hawthorne offers English Language Learning (ELL) courses; Adult Basic Education reading, writing, and math; digital literacy; GED<sup>®</sup> and adult diploma preparation; citizenship preparation; college preparation courses; and short-term career training programs such as Certified Nursing Assistant training. Hawthorne has strong partnerships with Rochester Community and Technical College (RCTC), Workforce Development, Inc. (WDI), and area employers, such as the Mayo Clinic and Olmsted County, to facilitate career-focused programming. During 2018-2019, Hawthorne served 971 learners in the adult education program and employed 18 licensed teachers (17 part-time and one full-time) and 11 administrative and support staff (five part-time and six full-time).

### Description of Bridges to Careers Expansion

In 2013, Hawthorne, WDI, and area healthcare employers worked together to create Bridges to Careers—Bridges to Healthcare, a bridge program that prepares adult education learners to develop skills and knowledge, enter postsecondary education and earn credentials, and obtain in-demand healthcare jobs. In 2018, Hawthorne and WDI collaborated with employer partners from different sectors of Rochester's economy to develop new pathways for healthcare. This shift represented a significant enhancement of the programming offered by the partners, which enabled a more diverse range of learners to meet their career goals. This expanded effort—Bridges to Careers Expansion—has created pathways for learners beyond the direct-service healthcare pathways developed in 2013. Under Bridges to Careers Expansion, learners now have options to enroll in bridge programs for the Office Professional pathway and the Maintenance pathway. The Office Professional pathway leads learners to further their education and credentials for employment as office support specialists or administrative assistants in office or healthcare settings. The Maintenance Pathway leads to employment as maintenance technicians.

When learners complete a Bridges to Careers Expansion bridge program, they have earned up to seven articulated credits toward a credential at RCTC. Depending on their needs, learners enter employment or continue working toward higher levels of education and credentials at RCTC. Instructors, staff navigators, and administrators help learners take the required steps toward achieving their goals.

### Target Population and Requirements

Learners must obtain a pre-test score at a minimum of National Reporting System (NRS) Level 4 in reading to enroll in the Bridges to Careers Expansion bridge programs for the Office



Professional and Maintenance pathways. Learners without a high school diploma must commit to earning their high school equivalency (HSE) during Bridges to Careers Expansion. Learners' participation in Developmental Reading and Writing courses as part of Bridges to Career Expansion can facilitate their attainment of a GED®. Additionally, learners must commit to more rigorous work to prepare for college courses and are required to attend all classes.



### Key Components

The Bridges to Careers Expansion bridge program comprises the key components below. Learners in the Bridges to Careers Expansion pathways—Office Professional and Maintenance Professional—can progress through a pathway at their own pace, depending on their schedules and their ability to carry out the coursework. Typically, learners enroll in one or two courses at one time.

- **Intake Assessment.** During intake, learners meet with Hawthorne's college and career coordinator and take the Minnesota Career Information System (MCIS) assessment to identify their goals. After the assessment, learners participate in a collaborative planning process with the Hawthorne coordinator and WDI navigators to create an educational plan and timeline for activities. The coordinator discusses learners' academic needs based on learners' pathway, and the navigator discusses learners' barriers to participation in education, such as childcare or technology issues.
- **Developmental Reading and Writing for College and Career I and II.** Learners take four developmental reading and writing courses taught by Hawthorne instructors—Reading for College and Career I and II and Writing for College and Career I and II. Each course meets four times per week for 2.5 hours per class for eight weeks. Learners typically enroll in the first-level reading and writing courses concurrently. They then take the second-level reading and writing courses separately—often paired with either the Computers for College or the Career Pathways course. Learners do not receive RCTC credits for completing the developmental courses. However, learners who receive a final grade of B or higher in the developmental reading and writing courses are not required to take the Accuplacer exam for placement in college courses at RCTC.
- **Computers for College.** Hawthorne uses Northstar Digital Literacy—an online, self-guided program developed by Literacy Minnesota—to teach basic computer, software, and information literacy skills. Learners in the Office Professional and Maintenance pathways complete the following Northstar Digital Literacy modules as part of the Computers for College course, which is taught by Hawthorne instructors: Basic Computer, Internet Basics, Using Email, Windows 10, Microsoft Word, Social Media, Excel, Microsoft PowerPoint, and

Information Literacy. The Computers for College course meets three to four hours per week for approximately 11 weeks and has a flexible schedule to accommodate learners. After completing the course, learners receive a Northstar Digital Literacy certificate and earn two articulated credits at RCTC.

- **Career Pathways.** Learners take the Career Pathways course, which is customized to either the Office Professional or Maintenance Professional pathways. This course focuses on job search skills, resume writing, interviewing, and career advancement and job retention skills. The course meets two times a week for 1.5 hours per class for 17 weeks, or 51 contact hours. Learners receive one articulated credit at RCTC for completing this course.
- **Transitions to College: Introduction to Desire2Learn.** Learners whose goal is to enroll in college take the Transitions to College course, which helps them prepare to transition to RCTC. This course helps learners complete the admissions process and navigate the Desire2Learn (D2L) program site used for instruction at the college. The course meets two times a week for one hour per class for 11 weeks. Learners earn one articulated credit at RCTC for completing this course.
- **Short-Term Certificates.** Learners who enroll in Bridges to Careers Expansion can earn short-term certificates. Those who complete the Office Professional bridge program and enter employment earn an Office Support Specialist Certificate, which was developed by Hawthorne staff and employer partners. Learners in this pathway also can earn the National Retail Federation (NRF) Customer Service and Sales Certificate. Learners enrolled in the Maintenance bridge program usually earn a Boilers License and an OSHA 30 Certificate. The NRF course meets one time per week for four hours over 11 weeks and helps learners pass the NRF Customer Service and Sales exam. Learners who complete the NRF Customer Service and Sales Certificate course receive two to three articulated credits at RCTC. The Boilers License course is 18 hours in length and the number of weeks is determined by instructors. The OSHA 30 Certification is 30 hours in length. Learners do not receive credits for the Boilers License or the OSHA 30 courses, but they can apply for prior learning credits if they transfer to the Facility and Service Technology program at RCTC.
- **Transition to Employment.** Hawthorne’s staff work with employers to facilitate learners’ transition to employment. Olmstead County has agreed to interview learners who complete the Office Professional bridge program. Learners are given extra points on their application if they have earned the Office Support Specialist Certificate. The Rochester Public Schools District also hires learners with this certificate. Olmstead County and Rochester Public Schools have agreed to interview learners who complete the Maintenance bridge program.
- **Transition to RCTC Programs.** Learners who continue their education at RCTC receive support from an RCTC transition advisor. They also work with WDI navigators, who help them complete an application for RCTC, apply for financial aid, and navigate other barriers to academic success. Those barriers often include access to and use of technology, mental health challenges, childcare, and other family concerns. Learners who continue studies at RCTC enter with credits under Hawthorne’s articulation agreement with RCTC. Learners must exercise this option to articulate within two years of completing the Bridges to Careers Expansion program. Learners in the Office Professional pathway can earn a Healthcare

Office Professional Certificate after completing 18 credits at RCTC, or an Administrative Office Professional Diploma after completing 31 credits. These credentials can lead to an AAS degree. Learners who transition to RCTC after completing the Maintenance bridge program can enroll in the Facilities and Service Technology Program.

### Duration

The Bridges to Careers Expansion courses are offered every semester. The Office Professional and Maintenance bridge programs are 40 weeks long and learners spend 24 hours over four days in class per week.

### Special Resources Needed to Implement the Program

- **Materials/Equipment.** Hawthorne classrooms are equipped with 25 Chromebooks and three carts (\$6,875 per cart), and 25 iPads and one cart (\$9,425 per cart). Hawthorne instructors who teach Bridges to Careers Expansion courses use Chromebooks and iPads. They can also teach in a computer lab with desktop computers.

### Innovative Features

The Bridges to Careers Expansion bridge program includes a number of innovative features:

- Hawthorne's implementation of the Office Professional and Maintenance pathways has expanded the types of adult learners served to include those with interests beyond direct-service healthcare pathways.
- Bridges to Career Expansion helps adult education learners enroll in postsecondary education. Through Hawthorne's articulation agreements with RCTC, learners who complete the Bridges to Careers courses can receive up to seven articulated credits when they enroll in RCTC. Learners who meet specified conditions are not required to take the Accuplacer exam for placement in college courses.
- Hawthorne, RCTC, WDI, and local businesses have a strong partnership. The partners meet monthly to coordinate services for Hawthorne learners. Employers recognize Hawthorne's program completion certificate and have agreed to interview completers of its Office Professional and Maintenance programs.

### Learners' Outcomes

The percentage and number of learners who obtain employment and continue their studies at RCTC have increased annually. The average mean hourly wage of program learners who obtained employment is \$4 to \$5 higher than the 2020 minimum wage rates of \$10 per hour for large employers and \$8.15 per hour for small employers.<sup>14</sup>

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<sup>14</sup> Minnesota Department of Labor and Industry. (2019, December 17). *New year, new minimum-wage rate as of Jan. 1, 2020*. Retrieved on October 16, 2020 from <http://www.dli.mn.gov/news/new-year-new-minimum-wage-rate-jan-1-2020>



Outcomes	PY 2018–2019	PY 2019–2020
<b>Number of learners enrolled in the Bridges to Careers Expansion programs—Administrative Office Professional and Maintenance Professional</b>	28	45
<b>Percentage (and number) of learners who entered in the program year and attained short-term credentials</b>	82% (23)	56% (25)
<b>Percentage (and number) of learners who entered in the program year and obtained employment</b>	29% (8)	36% (16)
<b>Mean hourly wage</b>	\$14.05	\$15.17
<b>Percentage (and number) of learners who continued their studies at RCTC</b>	29% (8)	58% (26)

Source: Hawthorne Education Center, based on its National Reporting System reports submitted to the Minnesota Department of Education.

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## Career Pathways, South Bay Adult School

South Bay Adult School (SBAS) is an adult education program that is part of the Redondo Beach Unified School District in Redondo Beach, CA. SBAS is located in South Bay,

Los Angeles County, with campuses in Redondo Beach, Manhattan Beach, and Hermosa Beach. The program has served the community for more than 90 years.

SBAS offers instruction in beginning, intermediate, advanced, and vocational English as a Second Language (ESL); high school diploma or GED<sup>®</sup> preparation; and Adult Basic Education (ABE), citizenship, and parent education. It also offers career training programs in partnership with El Camino College. SBAS partners with five other institutions as part of the South Bay Adult Education Consortium: Centinela Valley Adult School, El Camino College, Inglewood Adult School, and Torrance Adult School. SBAS also works in partnership with the South Bay Workforce Investment Board to support learners' employment needs. The consortium offers adult education services and collaborates on professional development; co-enrollment in Workforce Innovation and Opportunity Act (WIOA) Title I and WIOA Title II services; and in assessing adult learners with co-enrollment and transition to postsecondary education, pre-apprenticeships, apprenticeships, and the workforce. During 2018-2019, SBAS served 1,776 learners in its adult education program and employed eight full-time administrative and support staff, 12 full-time instructors, and one part-time instructor.

### Description of South Bay Adult School Career Pathways

SBAS Career Pathways is an integrated education and training (IET) program that prepares adult learners to complete one of five career pathways programs at El Camino College: Construction Technology, Machine Tool Technology, CISCO Networking Administration, Emergency Medical Technician, and Child Development.<sup>15</sup>

Prior to the launch of SBAS Career Pathways in 2018, there was neither a formal program that directly supported the learners transitioning from SBAS to El Camino College nor staff who had the specific mandate of providing the support learners needed to complete a college-level course. SBAS Career Pathways enables learners to concurrently enroll in SBAS and El Camino College and receive counseling support from both entities. Learners take a prescribed sequence of courses that culminates in an El Camino College certificate of achievement, an industry-recognized credential, and employment or apprenticeship opportunities with partner employers. Learners can earn stackable credentials and can exit or continue with the program at multiple points.

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<sup>15</sup> CISCO Network Administration was added in PY 2019-2020.

## Target Population and Requirements

SBAS Career Pathways is open to ABE and English language learners at any skill level. No prerequisite skills are required. Community colleges in California are open access, so learners are not required to have a high school diploma or equivalent and they do not take a college entrance or placement exam to participate.

## Key Components

SBAS Career Pathways comprises a series of activities, supports, and vocational courses. Learners participate in the program as a cohort depending on their selected career pathway. The key components are:



- **Recruitment and Intake at SBAS and El Camino College.** Learners are recruited by both SBAS and El Camino College through various methods, such as informational presentations in the community and social media. Prospective learners attend an information session at SBAS conducted by staff from both programs, including the director, a counselor, and a program specialist from SBAS, and two transition specialists and one counselor from El Camino College. SBAS staff provide an overview of the SBAS Career Pathways program and share details about its pathways, required commitments, and potential outcomes from each pathway. Learners then meet one-on-one with a counselor or a transition specialist from SBAS or El Camino College to make sure the career pathway that learners select is a good match for them and to review its requirements. Once enrolled in SBAS and El Camino College, learners create a Transition Plan that maps the individual skills they need to master to be successful in their chosen career pathway training program and future career. Learners also create an Education Plan for El Camino College, which maps out all requirements for their pathway.<sup>16</sup>
- **Academic Bridge Course.** Some learners will demonstrate the need for additional academic support, through either SBAS internal assessments or external assessments (i.e., Comprehensive Adult Skills Assessment System (CASAS) in math and reading). They can enroll in an academic bridge course that is offered quarterly (fall, winter, spring) at SBAS. The bridge curriculum is refined with each new group of learners to address their needs. Throughout the bridge course, performance assessments monitor whether learners are ready to enroll in the IET course at El Camino College. Learners who still need academic support at the end of the bridge course may either repeat it or enroll in the IET course but continue to receive additional academic supports. Learners entering SBAS with higher skill levels can enroll directly in the IET course.

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<sup>16</sup> SBAS is working on developing one form that combines the SBAS Transition Plan and the El Camino College Comprehensive Education Plan.

- **IET Course Sequence at El Camino College.** IET courses in the career pathways are offered quarterly at El Camino College. SBAS learners take courses with the general college population, taught by a college vocational instructor. An SBAS instructor is in each classroom to support learners at all times. Learners also must attend a support lab class on Fridays at SBAS, during which the SBAS instructor reviews the content covered that week and teaches workplace skills. SBAS provides funding for the El Camino College vocational instructor to plan lessons with the SBAS instructor so their instruction aligns.
- **Short-Term Credential and Other Coursework.** At times when the SBAS schedule and the El Camino College schedule do not overlap, SBAS offers courses that result in short-term credentials such as Forklift Safety Training, OSHA10, and CPR certification. SBAS also offers a self-contained writing course to help learners improve their writing skills. Learners without a high school diploma can use the time to work on obtaining their GED®.
- **Intensive Support Services.** Learners participate in support lab sessions weekly with an SBAS transitions manager and El Camino College counselors at SBAS. Advising occurs weekly through the Career Pathways programs that align with specific benchmarks, such as course completion, college certificate application, resumes and cover letters, and industry-recognized certification paperwork and exams. After learners complete the required courses and earn an El Camino College certificate of achievement and industry-recognized credentials, they receive support from an El Camino College transition specialist. The specialist works with learners in applying to and finding apprenticeships, subsidized employment through the South Bay Workforce Investment Board, and/or unsubsidized employment at businesses in the community. For example, the Machine Tool Technology pathway leads into El Camino College’s registered apprenticeship program; and the Construction Technology pathway leads into various union apprenticeships. SBAS helps learners who are interested in continuing their college education complete the Free Application for Federal Student Aid.
- **Instructional Team Meetings.** SBAS and El Camino College staff participate in instructional team meetings weekly or bi-weekly to discuss learners’ progress and coordinate efforts. The program specialists and counselors use data to address learners’ issues individually and decide how to best move each learner forward in the program.

### Duration

Program duration varies by selected career pathway. Learners spend about six to 20 hours per week in class for six to 16 weeks.

### Special Resources Needed to Implement the Program

- **Materials.** Each vocational ESL, basic skills, and workforce development course has a designated syllabus and a series of lesson plans that accompany it. SBAS pays for all the materials and school supplies listed in the course syllabus, including learner fees and books.
- **Equipment.** El Camino College supplies the industry-specific equipment and technology required for the career pathways. The Machine Tool Technology pathway requires a machining lab with multiple industrial-grade machining lathes, inspection equipment, and

related tools. The Construction Technology pathway requires an outdoor lab space where temporary practice buildings can be erected. Learners also have access to a Chromebook during their Friday support lab at SBAS. A classroom of Chromebooks and a charging cart costs approximately \$15,000.

### Innovative Features

SBAS Career Pathways is innovative because it offers in-depth IET programs that provide learners with a broad range of supports. SBAS and El Camino College work together to co-enroll adult education learners who receive additional academic and advising support while concurrently earning industry-recognized credentials in a career pathway. Key features of SBAS Career Pathways include:

- SBAS’s academic bridge course, which enables SBAS learners, particularly ESL learners, to strengthen their skills to succeed in an IET and obtain postsecondary certificates and industry certificates.
- The weekly support lab provided by the SBAS transitions manager and El Camino College counselor, which bolster learners at specific benchmarks in their progress through the program and addresses learners’ ongoing needs for support.
- SBAS and El Camino College work with the South Bay Workforce Investment Board to provide learners with job and apprenticeship placement and retention, and, when appropriate, co-enrollment in WIOA Title I paid work experiences. An El Camino College transition specialist helps learners apply to and find apprenticeships or employment.

### Learners’ Outcomes

The enrollment and completion rates of learners in the Construction Technology pathway have increased annually.

Outcomes	PY 2018–2019		PY 2019–2020	
	Machine Tool Technology Pathway	Construction Technology Pathway	Machine Tool Technology Pathway <sup>a</sup>	Construction Technology Pathway
<b>Number of learners enrolled</b>	17	14	5	23
<b>Percentage (and number) of learners who completed the pathway and earned industry certificates</b>	53% (9)	50% (7)	40% (2)	61% (14)
<b>Percentage (and number) of learners who completed the pathway and were placed in unsubsidized employment</b>	44%(4)	14% (1)	50% (1)	29% (4)

Source: South Bay Adult School, based on its National Reporting System reports submitted to the California Department of Education.

<sup>a</sup>The PY 2019-2020 Machine Tool Technology Pathway was interrupted by the COVID-19 pandemic in April 2020 and classes with labs were closed. As a result, three students discontinued their participation in the pathway.





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## Certified Clinical Medical Assistant (CCMA), Jennings County Education Center

The Jennings County Education Center (JCEC) is an adult education program that is part of the Jennings County School

Corporation in North Vernon, IN. The center is a free, open-enrollment program located in a rural county in southeastern Indiana that has a population of 28,000. JCEC offers instruction in Adult Basic Education (ABE), high school equivalency (HSE) test preparation, adult secondary credit, Accuplacer preparation, adult foundational literacy tutoring, digital literacy tutoring, workforce readiness education, occupational training programs, workforce education initiatives (WEI), and integrated education and training (IET). At the Jennings County Jail, JCEC also offers HSE test preparation and selected IET services. During 2018-2019, JCEC served 219 adult learners in its adult education program. It employed two full-time staff and five part-time instructors.

### Description of Certified Clinical Medical Assistant IET Program

JCEC's Certified Clinical Medical Assistant (CCMA) program is an IET program for adult learners that began in 2018. The program helps adult learners develop basic skills in reading, writing, and math while pursuing a Clinical Medical Assistant certificate issued by the National Healthcareer Association (NHA). Those who earn the nationally-recognized credential have a specialized skill set and may conduct a variety of tasks, which include administering medications, assisting with minor procedures by preparing patients and rooms for examinations, recording patient vital signs and medical histories, and providing patient education. JCEC's CCMA IET program allows adult learners to earn an HSE while they complete the CCMA program. JCEC has partnered with Vincennes University to offer the CCMA coursework portion of the IET program, and with Schneck Medical Hospital and Ascension St. Vincent Hospital to support the clinical portion.<sup>17</sup> JCEC partners with WorkOne to provide support services.

### Target Population and Requirements

The CCMA IET program typically serves adults enrolled in JCEC or the Governor's Next Level Jobs Initiative who have Test for Adult Basic Skills (TABE<sup>®</sup>) scores at National Reporting System (NRS) Level 4 in reading and math. Learners must have a high school diploma or earn an HSE by passing the Test Assessing Secondary Completion (TASC<sup>™</sup>) before they can take NHA's CCMA certification exam. Learners also must complete the appropriate health screening and background checks before beginning a clinical externship.

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<sup>17</sup> In fall 2020, JCEC partnered with a second training provider—Trainer Connect—to offer daytime CCMA IET courses. The Trainer Connect CCMA IET coursework can be completed in eight weeks, with an additional two weeks for the clinical externship. In the first eight weeks, learners spend five hours a day, three days a week, in class.

## Key Components

The CCMA IET program at JCEC involves a series of instructional and support activities. Learners participate in the program as a cohort. The key components are:

- **Recruitment, Intake, and Orientation.** After the CCMA program dates have been determined in collaboration with the training provider, JCEC advertises and recruits a cohort of learners for the upcoming program. JCEC partners with two adult education programs in the region—McDowell Education Center in Columbus, IN, and River Valley Resources in Madison, IN—and with WorkOne to recruit each cohort. The adult education programs and WorkOne use a shared online platform—LiveBinder—to advertise upcoming program offerings. About one month before each program start date, the training provider holds an orientation with interested learners to discuss the program curriculum, clinical externship, and academic requirements. Learners who remain interested attend an orientation delivered by JCEC staff. There, they complete a TABE® pre-test to determine their eligibility for enrollment in the CCMA IET program, and they provide a copy of their high school diploma or transcript.
- **Academic Skills Instruction.** During the CCMA program, JCEC’s adult education instructors deliver 20 hours of contextualized academic skills instruction in math, reading, and language to assist learners with their CCMA coursework. Learners without a high school diploma or equivalent who enroll in the CCMA IET program receive additional support throughout the program, such as HSE study classes and study buddies, to pass the TASC™.
- **Medical Assistant Instruction.** Learners complete 140 hours of CCMA instruction delivered by staff from Vincennes University at JCEC’s facilities in North Vernon. Staff use the state-approved Medical Assistant curriculum. JCEC hired an adult education instructor with a background in healthcare and familiarity with the NHA CCMA exam to support learners enrolled in the CCMA IET program for six hours per week during class time. The adult education instructor supplements the Vincennes University instructor’s materials with adult education materials and holds additional study sessions with learners who find the content to be challenging. Learners must pass a final exam in order to complete the CCMA IET course, which is not credit bearing.
- **Employability Skills Instruction.** Learners participate in 14 hours of employability skills instruction. The adult education instructor and the CCMA instructor integrate the teaching of employability skills throughout the CCMA program. JCEC staff used the CCMA curriculum and Indiana Career Explorer to develop lessons that address workforce and employability skills related to the healthcare field. In fall 2020, JCEC began using the WIN Learning Career Readiness Courseware 2.0 to teach employability and soft skills related to the medical



workplace. Learners receive a WIN Career Readiness 2.0 certificate after they complete the course.

- **Clinical Externship.** After learners complete the CCMA course, they participate in an 80-hour clinical externship at Schneck Medical Hospital or Ascension St. Vincent Hospital. The clinical externship requirement is waived for learners who are working in positions such as a Certified Nurse Aide (CNA) or uncertified Medical Assistant.
- **NHA CCMA Exam.** The CCMA instructor administers the NHA CCMA exam in JCEC's computer lab. Learners who complete the course and clinical externship (if not waived) are able to take the exam.
- **Financial Support.** The CCMA IET is an approved training program for the Governor's Next Level Jobs Initiative. State IET funding covers learners' fees and costs for equipment and books if learners are enrolled in JCEC and do not qualify for Next Level Jobs funding. Learners are co-enrolled in WorkOne Career Centers that provide them with additional services. These services include payment of the fees for the health screening and the background check required before learners can begin their externship.
- **Job Search and Placement Assistance.** A JCEC transition specialist provides job search and placement assistance to learners. Learners also can be referred to a WorkOne case manager for support in their job search. Learners can use the WorkOne Career Center to access labor market information and job placement opportunities as they complete the CCMA IET program. JCEC's two employers, Schneck Medical Hospital and Ascension St. Vincent Hospital, support the program by offering job interviews to program completers.

### Duration

The CCMA IET program offered in partnership with Vincennes University offered in partnership with Vincennes University takes 240 hours, which includes 80 hours of clinical externship. Learners spend 3.5 hours a day, three days a week, for 14 weeks in the CCMA IET course. The number of weeks spent in the externship varies depending on learners' schedule and availability.

### Special Resources Needed to Implement the Program

- **Staff/Partnerships.** It is desirable to have adult education staff with knowledge of healthcare and the NHA CCMA exam in order to deliver the contextualized academic skills instruction. Partnerships with community organizations that provide wraparound and support services are needed if those services are not available at the adult education program implementing the IET.
- **Materials/Equipment.** The CCMA program also requires course-related equipment, such as stethoscopes, thermometers, phlebotomy equipment, EKG machine, sterile dressings, gloves, and gurneys. Vincennes University provides these for the JCEC IET.
- **Costs/Funding Sources.** The CCMA training costs \$2,659 per learner and is funded through the Governor's Next Level Jobs Initiative. The clinical externship requires that learners pay for health screening and background-check fees and for purchasing scrubs, white tennis shoes, and a watch. WorkOne Career Centers pay for health screening and background-check fees for learners who are co-enrolled in WorkOne.

## Innovative Features

CCMA IET includes a number of innovative features:

- The CCMA IET program is delivered in North Vernon, IN, a rural area with a low percentage of college graduates and no easy access to community colleges, private training providers, or supportive services. JCEC addressed the accessibility issue by working with a university partner that could deliver the CCMA program at JCEC’s location in exchange for use of the classroom space at no cost. This provides AE learners with an IET program that had previously not been feasible.
- The CCMA credential enables learners to obtain a job that is above entry level. Learners working in the healthcare field are exempted from the 80-hour clinical experience requirement.
- The CCMA IET program has developed strong partnerships with training providers, WorkOne, and employer partners. Learners who complete the CCMA program are interviewed by employer partners.

## Learners’ Outcomes

The number of participants in the CCMA IET program increased from its inception in 2018 to 2019. The majority of learners who participated in the CCMA IET in 2019 earned an industry-recognized certificate. Most of the learners who earned an industry-recognized certificate obtained employment in the medical field.

Outcomes	PY 2018–2019		PY 2019–2020	
	Fall	Spring	Fall	Spring <sup>a</sup>
<b>Number of learners who enrolled in the CCMA IET program</b>	2	5	15	15
<b>Percentage (and number) who completed the CCMA IET program</b>	100% (2)	100% (5)	73% (11)	73% (11)
<b>Percentage (and number) who completed the CCMA IET program and earned a CCMA certificate</b>	100% (2)	100% (5)	100% (11)	64% (7)
<b>Percentage (and number) who earned a CCMA certificate and obtained employment in a verified job</b>	100% (2)	80% (4)	100% (11)	71% (5)
<b>Percentage (and number) who earned a CCMA certificate and obtained employment in a verified job in healthcare</b>	100% (2)	80% (4)	100% (11)	43% (3)
<b>Percentage (and number) who earned a CCMA certificate and enrolled in further education</b>	--	20% (1)	--	-- <sup>b</sup>

Source: Jennings County Education Center, based on its National Reporting System reports submitted to the Indiana Department of Workforce Development.

<sup>a</sup> The spring 2020 CCMA IET course was interrupted by the COVID-19 pandemic in March 2020. The spring 2020 cohort of CCMA IET transitioned to full-time remote instruction in the middle of semester. As a result, some learners could not complete the coursework, participate in externships, and sit for the exam. Eleven learners completed the program, and seven of them passed the NHA CCMA exam to earn the CCMA certificate.

<sup>b</sup> One learner who did not earn the CCMA certificate is pursuing CNA certification.

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## Connections 101, Great Falls Career and College Readiness Center

Great Falls Career and College Readiness Center (CCRC) is an adult education program that is part of the Great Falls Public Schools

in Great Falls, MT, and is located at Great Falls College Montana State University (GFCMSU), a two-year community college. CCRC offers free services to eligible learners in the following programs: path to high school equivalency (HSE); path to higher education/short-term training; path to employment; and path to citizenship. During 2018-2019, the CCRC served 406 learners in the adult education program and employed six full-time staff and five part-time staff.

### Description of Connections 101

Connections 101 is a bridge program that addresses multiple pathways aligned with the needs of the local labor market. Prior to the start of Connections 101, CCRC had built a strong partnership with GFCMSU by offering opportunities for learners to co-enroll in GFCMSU courses with reduced tuition and fees. CCRC also supported GFCMSU's instruction at all developmental levels by having CCRC instructors teach the college's courses in developmental writing, developmental math, and how to be a successful college student. CCRC developed Connections 101 in partnership with GFCMSU and the Montana Department of Labor and Industry to strengthen underserved populations and provide them with a comprehensive support team to help learners in these populations identify their purpose, plan, and path while preparing to meet their education and career goals.

Designed in January 2019 and launched in September 2019, Connections 101 provides instruction to adult learners in the skills and strategies they need to be successful in college or the workforce. The program includes courses in writing, math, computer applications, college and career success, and introductory college courses or work-based learning experience in the fields of healthcare, business, trades, education, technology, and hospitality. When they complete the program, learners can earn up to six or seven college credits through GFCMSU's prior learning assessment (PLA) credit policy. Connections 101 helps learners develop the skills and knowledge they will need to succeed in higher education, or in an apprenticeship program, short-term training, and/or immediate employment.

### Target Population and Requirements

The Connections 101 program targets adult learners with baseline assessments at National Reporting System (NRS) Adult Basic Education, Levels 3 and 4; Adult Secondary Education, Levels 5 and 6; and English as a Second Language, Levels 5 and 6. The program is available to learners who need to earn an HSE, as well as those who have earned a high school diploma or its equivalent. Learners must commit to participating in the 14-week program, passing the required exams, and completing a program portfolio and final presentation. Learners who do not meet the

baseline assessment requirements can attend regular adult education courses at the CCRC to build their skills and then enter the next session of Connections 101.

### Key Components

Connections 101 comprises the following components:

- **Recruitment and Intake.** CCRC staff advertises Connections 101 using promotional flyers, social media, and word of mouth and works with GFCMSU and the Montana Department of Labor and Industry to cross-refer clients. During intake for CCRC, learners complete an initial Test for Adult Basic Skills (TABE®) assessment to determine their reading, writing, and math skill levels.
- **Developmental Math and Writing Instruction.** CCRC instructors provide contextualized instruction in developmental math and writing to help learners successfully transition to the workforce and college-level placement. The curriculum is based on GFCMSU's non-credit Developmental Math (M 094) and Developmental Writing (WRIT 094) courses. Learners attend each class for one hour, two to three days per week. Instructors provide a blend of group and independent instruction so learners who are at a higher level can work at their own pace. The final assessment for both courses is a TABE® post-test and completion of the college's Accuplacer exam. Learners take the Accuplacer test at CCRC at no cost.
- **College Success and Work Ethics Course.** CCRC instructors deliver a college success course that focuses on reading strategies for college success; soft skill and work ethic behaviors for work, college, and life success; mindset fundamentals (i.e., growth mindset, persistence, motivation, and mental health); and career exploration to help learners select their career path. In the first six weeks, learners complete the career exploration component. They complete the Montana Career Information System (MCIS) career exploration tool and the NERIS Type Explorer® assessment, which is similar to the Myers-Briggs career test. Learners receive career counseling to guide them in selecting their career field and college-level industry connection course or work-based learning opportunity. Learners also create a career plan. All learners must develop and deliver a PowerPoint presentation at the end of the program.
- **Industry Connections Course.** Beginning in week seven, the Montana Department of Labor and Industry teaches a course that includes writing a resume and cover letter, and the essentials of basic customer service. The course addresses employment regulations and has a training class where learners can earn an OSHA10 certificate. Learners also enroll in an introductory college course or a work-based learning opportunity, such as Medical Terminology, Introduction to Business, Accounting, Electrical 101, or Welding 100. Those introductory courses are taught by GFCMSU adjunct faculty, dual enrollment college





instructors, or career and technical industry experts. Instructors use the syllabus from the regular college course and Connections 101 learners must meet the standards established by the college. Learners' time commitment per week varies based on their selected introductory college course or work-based learning opportunity. Learners earn three college credits under GFCMSU's PLA policy if they meet if they meet the course's outcomes.

- **Computer Applications Course.** CCRC instructors teach a computer literacy course based on GFCMSU's Computer Applications (CAPP 131) syllabus. Learners spend one hour, two to three days per week for the 14-week course, which provides substantial time for learners to practice their computer skills since the course is six weeks longer than the typical college course. Learners must pass benchmark exams throughout the course to receive three college credits under GDCMSU's PLA policy.
- **Additional Supports.** CCRC staff provide advising support to Connections 101 learners as a group and individually throughout the program. The collaborative design of Connections 101 links learners with the appropriate individuals at GFCMSU and the Montana Department of Labor and Industry throughout all transitions to college, employment, or an apprenticeship. CCRC staff assist learners in completing the Free Application for Federal Student Aid and the college enrollment forms for those interested in continuing postsecondary education. Learners who need additional academic support or who need to earn their HSE can enroll in adult education courses at CCRC.
- **Financial Incentive for Continuing to GFCMSU.** Connections 101 learners who transition to GFCMSU receive free college credits under GFCMSU's PLA policy for the Connections 101 courses they complete. They can receive a 50 percent reduction in tuition and fees on their next six college credits through CCRC's and GFCMSU's Co-Enrollment partnership. Connections 101 learners who are preparing to earn a high school equivalency credential also can receive a 50 percent reduction in tuition and fees for the college courses they take while earning an HSE as part of the Co-Enrollment partnership.

### Duration

Connections 101 is a 14-week program. Learners attend in-person classes for three to four hours per day, four days per week (12 hours per week) and spend an additional two to four hours on coursework outside of class. Specific Industry Connection courses may require additional hours of coursework. For example, learners in the Welding 100 course are required to spend an additional 10 hours per week in a welding booth.

### Special Resources Needed to Implement the Program

- **Materials/Equipment.** The following technology resources are used to implement Connections 101: Zoom (\$150 advanced pricing plan annually); Moodle platform to host courses (\$150 annually); computer lab; and laptops and Chromebooks for learners' use outside of class. Course books and supplies cost approximately \$3,500.
- **Costs/Funding Sources.** Industry Connection course instructor stipends cost approximately \$12,000. PLA fees (\$175 for up to seven credits) are paid for by braiding CCRC's funds with

GFCMSU’s funds received under the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act.

### Innovative Features

Connections 101 includes a number of innovative features:

- Connections 101 is jointly managed and implemented by adult education at CCRC, higher education at GFCMSU, and the Montana Department of Labor and Industry Job Service staff. The three partners have developed a shared vision to expand and scale comprehensive pathway opportunities for learners, which has deepened their collaboration. CCRC instructors are teaching developmental math and writing and computer application courses based on GFCMSU’s curriculum. These courses are recognized by GFCMSU. The three partners also support one another by cross-referring learners to access program services and expert staff and trainers provided by the partners.
- The strong partnership between CCRC, GFCMSU, and the Montana Department of Labor and Industry helps CCRC braid funds to provide a no-cost program for underserved populations. Learners complete the Accuplacer entrance exam at CRCC at no cost, and they can earn up to six credits under GFCMSU’s PLA policy when they complete the program. Connections 101 learners who transition to GFCMSU from CCRC can receive a 50 percent reduction in tuition and fees for their next six college credits if they have a high school diploma. Connections 101 learners without a high school credential can receive a 50 percent reduction in tuition and fees while they are preparing to earn an HSE.
- The 14-week concentrated program offers the necessary education and workforce services to facilitate WIOA Title II learners’ transition to higher education, an apprenticeship, short-term training, or immediate employment. Connections 101 provides an intensive program that offers academic skills instruction, college success and work ethic instruction, computer skills instruction, career exploration and planning. Learners also have opportunities for dual enrollment, earn of college credits and short-term occupational certificates, and can access advising throughout the duration of the program.

### Learners’ Outcomes

CCRC’s Connections 101 learners have high rates of program completion and enrollment into postsecondary education.

Outcomes	PY 2019–2020		PY 2020-21
	Fall 2019	Spring 2020 <sup>a</sup>	Fall 2020 <sup>a</sup>
<b>Number of learners enrolled in Connections 101</b>	24	13	12
<b>Percentage (and number) of learners who completed Connections 101</b>	100% (24)	100% (13)	58% (7)
<b>Percentage (and number) of learners who completed Connections 101 and enrolled in postsecondary education</b>	79% (19)	46% (6)	86% (6)



Outcomes	PY 2019–2020		PY 2020-21
	Fall 2019	Spring 2020 <sup>a</sup>	Fall 2020 <sup>a</sup>
<b>Percentage (and number) of learners who completed Connections 101 and obtained employment or started an apprenticeship</b>	8% (2)	54% (7)	14% (1)

Source: Career and College Readiness Center, based on its National Reporting System reports submitted to the Montana Department of Education.

<sup>a</sup> Spring 2020 and fall 2020 Connections 101 courses were interrupted by the COVID-19 pandemic, which began in March 2020.

### Contact Information

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## PluggedIn Virginia (PIVA) Boot Camp, Peninsula Regional Education Program

Peninsula Regional Education Program (PREP) is a regional education program for Region 21, which is part of the Newport

News Public Schools in Newport News, VA. PREP serves James City and York counties and the cities of Hampton, Newport News, Poquoson, and Williamsburg in the southeastern region of Virginia. PREP offers adult basic education (ABE), GED<sup>®</sup>, and English language arts (ELA) instruction; citizenship classes through Peninsula Relevant Education for Adult Developmental Success (READS), a community-based adult literacy program that provides one-on-one instruction; workforce preparation; and integrated education and training (IET). Services are provided in 15 community locations and three jails. During 2018-2019, PREP served 1,400 learners across all programs. It employed two full-time staff, five part-time coordinators, and about 50 part-time instructors, assessors, and administrative staff.

### Description of PluggedIn Virginia (PIVA) Boot Camp

The PluggedIn Virginia (PIVA) Boot Camp is the bridge phase of the PIVA program. The PIVA program prepares adult learners for postsecondary training, credentials, and successful employment in a high-demand field. It embeds a PREP adult education instructor within an occupational training program, which is delivered by a partner provider. PREP instructors provide academic instruction and support, career readiness and employability instruction, digital literacy, career exploration, and employer engagement activities. The occupational training provider delivers the industry training simultaneously and in collaboration with the adult education team.

In implementing PIVA, PREP faced challenges in recruiting a cohort of learners for courses that were dedicated to one specific career path, such as Certified Nursing Assistant (CNA). PREP also identified a need for more dedicated time and support for learners to complete career exploration activities and build their academic and employability skills, which are needed to succeed in occupational training and the workplace. In 2014, PREP added a bridge phase—PIVA Boot Camp—to the original PIVA model to address those needs. PREP's enhanced PIVA model now has two phases of services: the Boot Camp's bridge services (Phase 1) and the PIVA integrated education and training (Phase 2). Learners who complete the Boot Camp (Phase 1) can enroll in the integrated education and occupational training (Phase 2).

PREP partners with Thomas Nelson Community College to deliver CNA, Pharmacy Technician, Phlebotomist, Certified Medical Assistant, and Certified Medical Administrative Assistant occupational training programs. It also partners with Hampton University, University College to deliver a Certified Logistics Associate (CLA) program.

## Target Population and Requirements

PIVA Boot Camp targets adult basic education and English-language learners at National Reporting System Levels 4, 5, and 6. The Boot Camp is designed for learners with lower educational attainment; lower income (Supplemental Nutrition Assistance Program [SNAP], Temporary Assistance for Needy Families [TANF], and Asset Limited, Income Constrained, Employed [ALICE] clients); disabilities; or limited success finding and keeping a job. Learners can complete the occupational training programs without a high school diploma. However, PREP encourages learners in the healthcare pathway to earn their high school equivalency to be able to continue their pathway in healthcare by earning further credentials.



## Key Components

In PREP's enhanced PIVA model, learners progress through Boot Camp (Phase 1) and integrated education and occupational training (Phase 2) as a cohort. This approach provides learners with support, motivation, and increased accountability to one another.

- **Boot Camp (Phase 1).** Boot Camp convenes at learners' occupational training sites and is taught by a PREP instructor. Instructors use occupational training manuals and textbooks to contextualize their instruction for their cohort. Contextualized and standards-based instruction strengthens learners' literacy and numeracy skills. PREP instructors also use supplemental materials to reinforce the occupational training content. These materials include Jeopardy-style games, word sorts, guided internet research, and supplemental instructional videos.
- PREP instructors incorporate academic skill building into workforce preparation activities and career exposure. The workforce preparation activities develop 21st century skills that promote success in the workplace. Learners complete a resume and a career project, which helps them acquire digital literacy and soft skills by mapping out their personal career pathway. The career project includes completing a career aptitude assessment, exploring a specific career on websites such as O\*Net, developing tables in Microsoft Excel to compare multiple job openings, writing interview questions to ask a professional in their chosen field, and creating and delivering a final PowerPoint presentation to classmates and PREP staff. Learners earn a Career Readiness certificate and a Northstar Digital Literacy certificate when they complete the Boot Camp.
- **Integrated Education and Occupational Training (Phase 2).** Ideally, each Boot Camp cohort continues to work with their PREP instructor, who teaches in the same class as the occupational instructor. At Hampton University, the CLA occupational instructor co-teaches with a PREP instructor. PREP instructors also continue to meet weekly with learners to

provide tutoring and academic support in a three- to four-hour class session. After completing the occupational training, learners may take occupation-specific certification exams for the CNA, Certified Medical Administrative Assistant, Virginia Pharmacy Technician, and CLA.

- **Soft Skills Instruction.** During Phase 1 and Phase 2, learners receive soft skills training with PREP’s career coach or a PREP instructor. The coach or instructor provides this training during weekly tutoring and academic support sessions using the U.S. Department of Labor’s “Skills to Pay the Bills” curriculum and other supplemental materials. Instruction emphasizes work readiness skills, such as punctuality, time management, stress management, communication, and attitude. Learners also develop occupational training readiness skills, such as note taking, active listening, and effective studying.
- **Job Search Assistance.** Learners receive advising and support from PREP’s career coach in both Phase 1 and Phase 2. In 2020, PREP added job search assistance delivered by PREP’s career coach to the enhanced PIVA model. This change expanded the role of the career coach to build partnerships with employers and invite them to conduct presentations in class, participate in job fairs, and share information about job openings. The career coach helps learners to write a resume and cover letter, and emails them about available job openings. Thomas Nelson Community College also provides job search support for the healthcare pathway. The Employer and Student Outreach Coordinator collects resumes from learners in the program and shares the resumes with employer contacts.
- **Collaborative Planning.** During Phase 2 training, PREP instructors and occupational trainers collaborate for one hour each week to co-plan lessons, address learners’ experiences throughout the training, and design plans of action for learners to remedy academic difficulties and external barriers to their successful completion of an occupational training program.

## Duration

The length of Boot Camp varies by occupational training provider. The CLA and healthcare Boot Camps last eight weeks. The length of occupational training depends on the program and ranges from seven weeks for the CLA to 16 weeks for the Certified Medical Administrative Assistant.

## Special Resources Needed to Implement the Program

- **Costs/Funding Sources.** Expenses for technology-related materials cost between \$75 to \$100 per learner. Funding for the items used in the adult education activities and instruction come from PREP’s Workforce Innovation and Opportunity Act (WIOA) Title II adult education grant; a Virginia FastForward grant funded by the Virginia General Assembly for workforce training programs offered by the Virginia Community College System; the Virginia Initiative for Employment Not Welfare (VIEW) program for TANF recipients; the Virginia Department of Veterans Services; and the Virginia Department for Aging and Rehabilitative Services (DARS).

## Innovative Features

PIVA Boot Camp is innovative because it provides enhanced instruction and support for adult learners who are underprepared for the academic and content requirements of integrated education and occupational training. The PIVA Boot Camp:

- Expands access to occupational training and employment to populations that otherwise might not be eligible for job training programs. These populations include adults with lower educational attainment; lower income (SNAP, TANF, and ALICE clients); and disabilities. This also includes those who have had limited success finding and keeping a job. Learners who are underprepared for occupational training receive instruction to build their academic, workplace readiness, and occupational skills.
- Offers a flexible model that can be used in a range of industries (e.g., healthcare, construction, trades, and information technology) and with a range of occupational training partners, such as community colleges and state and local government agencies.
- The Boot Camp incorporates career exploration to ensure that learners are a good match with their selected occupational training.

## Learners' Outcomes

Learners who complete PIVA's Boot Camp have a high rate of credential attainment.

Outcomes	PY 2018–2019	PY 2019–2020	
	Certified Logistics Associate	Healthcare	Certified Logistics Associate
<b>Number of learners enrolled</b>	10	59	7
<b>Percentage and number of learners who completed Boot Camp and enrolled in PIVA Occupational Training</b>	70% (7)	76% (45)	100% (7)
<b>Percentage and number of learners who completed Boot Camp and earned one or more credentials</b>	86% (6)	42% (19)	86% (6)
<b>Percentage and number of learners who enrolled in Boot Camp and earned North Star Digital Literacy Certificate</b>	30% (3)	68% (40)	71% (5)
<b>Percentage and number of learners who enrolled in Boot Camp and earned Career Readiness Certificate</b>	60% (6)	56% (33)	43% (3)

Source: Peninsula Regional Education Program, based on its National Reporting System reports submitted to the Virginia Department of Education.



## Contact Information

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## Conclusion

The five practices selected for Round 2 of the Advancing Innovation in Adult Education project are examples of bridge programs and IET programs that address key characteristics of promising practices. The bridge programs represent enhanced applications of bridge services that prepare learners for the academic demands of career and technical education training and college courses, while also assisting learners in validating their career and academic interests. The IET programs demonstrate varied processes for integrating basic skills and technical training. They also provide a range of supports to help learners succeed, particularly academic and career advising. As adult education programs based in local education agencies, the Round 2 practices exemplify strong examples of school districts' coordination and leveraging of services with postsecondary education, workforce development and employers. Together, these partners deliver well-aligned education and training that meets the needs of local employers and gives learners options for employment or further technical training. Through those partnerships, the practices have developed management strategies for keeping partners engaged and for addressing barriers to learners' attainment of credentials and employment. These Round 2 practices offer strategies for other adult education programs to consider as they develop and implement bridge and IET programs.

The Advancing Innovation project will prepare three more compendia, which will provide information about the innovative practices that are identified during the project's application Rounds 3, 4, and 5 to continue working toward the goal of advancing the practice of adult education.



## **Appendix: Advancing Innovation Application Form, Round 2**



# Application for Innovative Practices

## Overview: Advancing Innovation in Adult Education

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Advancing Innovation in Adult Education is a national project supported by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) to identify, recognize, and disseminate innovative practices in adult education. Information on Advancing Innovation in Adult Education can be found at <https://lincs.ed.gov/state-resources/federal-initiatives/advancing-innovation>.

## Instructions for Submitting Applications

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Adult education programs that are nominating a practice must complete an application. A complete submission consists of three files:

1. The Application for Innovative Practices
2. A Letter of Support from the State Office
3. National Reporting System (NRS) Data

## Completing the Application

The Application for Innovative Practices form should be completed in its entirety. Questions can be submitted to [innovation@lincs.ed.gov](mailto:innovation@lincs.ed.gov) at any point.

Note that this application requires a digital signature from your program. If you are unable to digitally sign the application, the application can be printed, signed, and scanned in order to email.

Please work with your state adult education office at the beginning of the application process to obtain a letter of support. A letter of support should indicate that:

- A program is in good standing with the adult education state office.
- The program receives funding from Title II, the Adult Education and Family Literacy Act.
- The adult education state office supports the application of the program.

Programs should submit NRS tables 1–5 for the most relevant program year.

## Submission

Please submit all three files electronically to [innovation@lincs.ed.gov](mailto:innovation@lincs.ed.gov). Please name each file with the program name.

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## I. Program Information and Certifications

**A. Applicant Adult Education Program:** Complete the table below with the information about the adult education program, the adult education program director, and the person(s) completing the application.

**Name of Applicant Adult Education Program:**

**Name of Administrative Agency** (if different than name of program):

**Program Street Address:**  **Suite No:**

**City:**  **State:**  **Zip Code:**

**Name of Adult Education Program Director:**

**Telephone Number:**

**Email Address:**

**Program's Website Address:**

**Name(s) of Person(s) Completing Application:**

**Title(s) of Person(s) Completing Application:**

**B. Certifications:** The director of the adult education program or authorized individual submitting the application must sign the following certifications as part of the application:

(1) The adult education program certifies that the information submitted in this application is accurate.

**Name:**  **Title:**  **Signature:**

(2) The adult education program agrees that OCTAE, Manhattan Strategy Group, and Abt Associates project staff can access and distribute the information and data provided in this application.

**Name:**  **Title:**  **Signature:**

## II. Adult Education Program Context Information and Data

**Summary of Adult Education Program:** Describe the adult education program's community context, organizational base, and adult education services in the box below. Definitions of terms are provided.

- *Community context:* size of geographical area served by the program; overview of demographic characteristics of community
- *Organizational base:* type of agency in which adult education is located (e.g., school district, community college, community-based organization); types of services this agency provides in addition to adult education (if applicable)
- *Adult education services:* types of adult education instructional and other services the program provides; number of adult learners served annually; number of full- and part-time staff that provide adult education services; key partners with whom the program has a relationship and the activities conducted with the partners

## Summary

## III. Name and Characteristics of Applicant Innovative Practice

### A. Name of Innovative Practice

1. Provide the formal name of the practice (or informal name if there is not a formal name):

2. List the year the practice was first developed or was significantly enhanced or changed.

Year practice first developed:  OR Year practice enhanced or changed:

### B. Characteristics of Innovative Practice

Select the relevant information below about the type of innovative practice that the adult education program is submitting for review. Submitted practices should: (1) have been implemented for a minimum of one year, and (2) have learner outcome data based on at least one year of the practice's implementation.

1. Is the practice a:

- Product (e.g., written curriculum, instructional materials)
- Service (e.g., provide college and career advising, provide student supports)
- Process (e.g., online learning) or way of organizing services (e.g., concurrent enrollment)

2. Check the area(s) below that best represents the content of the innovative practice.

- Career pathways-related content, included STEM careers and in-demand industry sectors or occupations
- Civics education
- Digital literacy
- Family literacy
- Financial literacy
- Foundational skills (reading, writing, math and numeracy, English language acquisition)
- Workforce preparation activities
- Other:

3. Check the approach that represents the instructional component of your practice.

- Alternative pathways to a high school diploma and/or a recognized secondary credential
- Competency-based learning
- Concurrent enrollment in adult education and postsecondary education
- Integrated Education and Training (IET)
- Integrated English Language & Civics Education in combination with IET (IELCE)
- Learning in context
- Pre-Apprenticeship
- Strategies for assisting adults with disabilities
- Use of technology to increase access to, quality of, and/or amount of instruction
- Work-based learning
- Other:

### C. Information about Innovative Practice (Product, Services, or Process)

Complete the table below with the requested information about your program’s innovative practice.

Category of information	Provide Description
<p><b>Type of Practice</b> Did your program <b>develop a new practice</b> (product, service or process) for adult education learners?</p> <p>OR</p> <p><b>Significantly change or enhance</b> an existing practice (product, service, or process) for adult education learners?</p>	<p><b>Check one:</b></p> <p><input type="checkbox"/> Developed new practice</p> <p><input type="checkbox"/> Changed or enhanced existing practice</p>
<p><b>If developed new practice:</b> In what ways is this practice a new approach?</p> <p>OR</p> <p><b>If changed or enhanced existing practice:</b> In what ways was this existing practice in adult education changed or enhanced?</p>	<p>Describe in what ways this practice is a new approach:</p> <p>OR</p> <p>Describe the ways in which this practice has been enhanced or changed:</p>
<p><b>Purpose(s)</b> of Practice: Describe what the practice is intended to achieve (e.g., prepare learners to obtain a secondary credential)</p>	

<p><b>How Practice Works:</b> Describe how the key components or activities involved in the practice are carried out. If the practice has more than one component, describe each component, such as assessment, instruction, advising, etc.</p>	
<p><b>Population(s) of adult education learners</b> with whom practice can be used. Specify skill level, type of learner (ABE, ELL, or both), and other relevant learner characteristics.</p> <p>Was this practice developed or enhanced to be used with a new student population?</p>	<p>List type of learners (ABE, ELL, both):</p> <p>List learner skill level(s):</p> <p>List other characteristics of learners needed for them to participate in practice:</p> <p>Was this practice developed or enhanced to be used with a new learner population: check:  <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If yes, describe the new learner population:</p>
<p><b>Materials Used in Practice:</b> Describe the materials that are used to support the practice (e.g., syllabus, assessments, curriculum (lesson plans), advising materials</p> <p><i>Samples or other materials may be submitted as separate files with application submission.</i></p>	<p>List the types and/or names of materials.</p>

<p><b>Equipment, and/or technology</b> required to implement the practice, including costs for each type</p>	<p>List the types, names, and costs of equipment needed to implement the practice:</p>           <p>List the types, names, and costs of technology needed to implement the practice:</p>
<p><b>Amount of time</b> needed to implement practice (hours per week, numbers of weeks)</p>	<p>Hours per week:</p> <p>Number of weeks:</p> <p>Other:</p>
<p><b>Types of staff</b> qualifications, experience, and/or training needed to implement practice</p>	<p>List academic and/or other requirements, if any:</p>           <p>List work experience requirements, if any:</p>           <p>List other requirements:</p>
<p><b>Expected learner outcomes</b> from use of the practice</p>	<p>List the expected outcomes for learners from their participation in the practice.</p>



Describe the ways in which you believe this practice is innovative.

Continue to page 8 for **Section IV. Learner Outcome Data.**

## IV. Learner Outcome Data

In this section of the application, provide the data and information on the outcomes for learners who have participated in the innovative practice that is being submitted for review. Complete the information requested in A and B below. Please include baseline data. This chart should include at least one year's worth of practice data.

### A. Learner Outcome Data

Type of Outcome	Program Year(s) of Data Examined; Year Practice Began	Instrument and Data	Outcomes/Results
EXAMPLE 1: Reading skills	Year Practice Began: 2016-2017  Years Data Reviewed: 2015-2016 (Prior Year) 2016-2017 (First Year) 2017-2018 (Second Year)	Instrument: TABE 9/10  Percentage of learners participating in reading instruction who progressed at least one EFL level on NRS  Table 4b: 2015-2016: 33% 2016-2017: 35% 2017-2018: 39%	Of the learners who participated in the reading instruction, the percentage who progressed at least one EFL level increased by 2 percentage points in the first year that the practice began and increased by 6 percentage points in the second year.
EXAMPLE 2: Attainment of secondary credential	Year Practice Began: 2016-2017  Years Data Reviewed: 2015-2016 (Prior Year) 2016-2017 (First Year) 2017-2018 (Second Year)	Instrument: GED® test  Number and percentage of learners participating in the practice who took the GED® test and earned a GED® 2015-2016: (70) 70% 2016-2017: (85) 79% 2017-2018: (98) 82%	Of the learners who participated in the practice, the percentage who took the GED® test in a program year and attained a GED® credential increased by 12 percentage points from 2015-2016 to 2017-2018.
<b>Outcome #1</b>	Year Practice Began:          Years Data Reviewed:	Name of instrument used to document outcome:          Number and percentage of learners participating in practice and achieving outcome for each year	Describe Outcomes
<b>Outcome #2</b>	Year Practice Began:          Years Data Reviewed:	Name of instrument used to document outcome:          Number and percentage of learners participating in practice and achieving outcome for each year	Describe Outcomes

**B. Other Information about Learner Outcomes:** In the *Learner Outcome* box, describe any outcomes that learners participating in the practice have demonstrated but are not measured by NRS data. List the instrument that was used to measure learners' outcome and describe the results.

**EXAMPLE:** Our program conducted a survey at the end of each session of a Career and College Awareness (CCA) Course that we offered during 2016-2017 and 2017-2018. About 125 learners completed the survey, which asked them whether the CCA course had influenced their goals for participating in the program or any of their interests for further education or work. One third of the learners who completed a survey reported that their goals had changed from earning a GED® to thinking about enrolling in further education and training.

**Learner Outcomes:**

## V. Review Checklist

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Use this checklist to be sure your application package is complete. Did you:

- Complete all sections of the form?
- Clearly describe all components of the practice? Attachments (e.g., class schedule, syllabus) can be added to the submission package.
- Provide outcome data that includes data from the year(s) prior to the use of the practice?
- Provide at least one year of outcome data for learners who participated in the practice?
- Obtain and submit a letter of support from the state agency?
- Submit the state's NRS data for the program?