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Compendium of Innovative Practices: Holistic Approach to Adult Education Services

Judith A. Alamprese, Abt Associates
I-Fang Cheng, Abt Associates



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Introduction

The Workforce Innovation and Opportunity Act (WIOA), Title II, the Adult Education and Family Literacy Act (AEFLA) is the primary federal legislation in the United States that supports adults in developing their foundational skills.¹ AEFLA, administered by the U.S. Department of Education, 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. Under AEFLA, AE programs are charged with delivering high quality, engaging services that can meet the needs of a wide range of adults with foundational skills below the postsecondary level.

Among the challenges that AE programs face in serving adult learners is attracting adults who have the time and disposition to pursue formal learning. Adults who seek AE services often have difficulties accessing services or encounter barriers to continuing their participation once they enroll. Adult learning researchers' early work identified these barriers as external or situational, defined as being external to an individual or beyond their control, or as internal or dispositional, defined as reflecting individuals' personal attitudes.² Examples of adults' situational barriers to participating in AE programs include lack of access to programs because of their location or to changes in adults' work and family schedules that are beyond their control. Adults' dispositional barriers are thought to reflect a lack of self-confidence as adult learners or self-perceptions about their ability to succeed in AE programs.³

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 attracting and motivating adults to participate in AE services and for approaches to 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.

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)⁴ to identify and disseminate innovative practices supported under AEFLA. This project, conducted by Manhattan Strategy Group (MSG) and Abt Associates (Abt), has solicited applications from AE programs about new or substantially enhanced practices that can lead to Title II learner outcomes, and it is highlighting those that meet the project's criteria for being innovative and have some evidence of learner outcomes.

¹ Workforce Innovation and Opportunity Act (2014).

² Johnstone and Riviera (1965) in *Learning in Adulthood: A Comprehensive Guide*, 2nd ed., ed. S. B. Merriam and R. S. Caffarella (San Francisco: Jossey-Bass Publishers, 1999).

³ For example, J. Comings, A. Parrella, and L. Soricone, *Persistence among Adult Basic Education Students in Pre-GED Classes*. (Boston: National Center for the Study of Adult Learning and Literacy, 1999). ERIC-ED437579. <https://files.eric.ed.gov/fulltext/ED437579.pdf>

⁴ U.S. Department of Education Contract #: 91990018F0047 to Manhattan Strategy Group.

The Advancing Innovation team has conducted and reviewed three 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 nine innovative practices selected from the third round of applications that AE programs submitted in January 2021 (see “Criteria for Selecting Innovative Practices” below).

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

- Alternative Sentencing Program, Crawford County Adult Education Center, Van Buren, AR;
- Breaking Barriers, Jefferson Community and Technical College—Kentucky Skills U, Carrollton, KY;
- Career4U Academy, Houston Community College Adult Education & Literacy Programs, Houston, TX;
- Career Training, Wayne Township Adult Education, Indianapolis, IN;
- Integrated Education and Training (IET) Culinary Arts Program, Hampden County Sheriff’s Department, Ludlow, MA;
- High School Equivalency Honors Boot Camp, College and Career Readiness Program, Nash Community College, Rocky Mount, NC;
- Ohio Deaf Literacy Partnership, Delaware Area Career Center Aspire Program, Delaware, OH;
- STEPS (Adult Education Students Taking Effective Pathways to Success) for Manufacturing Pre-Apprenticeship, Calhoun Community College Adult Education, Tanner, AL; and
- Transition to College/Postsecondary Training, Catholic Charities – El Centro, Boston, MA.

These nine practices illustrate how AE programs can enhance the likelihood of learners’ success by implementing a holistic approach to AE services. We define a holistic approach to AE services as implementing a range of activities that support adults’ access to and enrollment in AE; development of skills and knowledge; attainment of learning goals; and preparedness for next steps in education and workforce (see “Context for Holistic Approach” below). This compendium describes three types of AE practices that use a holistic approach to serving AE learners. These practices are in three domains, with one of the practices listed in two domains:

- *Integrated Education and Training (IET)*: Four practices are IET models that enable adult learners to develop their foundational skills and workforce preparation skills through occupational training that leads to educational and career advancement;
- *Transition to Next Steps*: Two practices are focused on learners’ transition from AE instruction to postsecondary education or training; and
- *Increasing Access to AE Services*: Four practices are working to increase access to AE for populations of learners who often have had limited access to AE. Two of these practices are serving adults with justice involvement (one of these practices is an IET model); one

practice serves adults who are deaf or hard of hearing; and the fourth practice serves adults in rural areas through a fully online adult education model.

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 profiles of each of the innovative practices that are in the document.

Selection of Innovative Practices

The Advancing Innovation team’s process for selecting innovative practices for Round 3 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 to make a final selection of innovative practices.

Definition of Innovative Practices

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.

Key Concepts

Innovative. The *Oslo Manual*, developed by the Organisation for Economic Co-operation and Development,⁵ offers one of the most widely accepted definitions of innovation. Its definition concerns four types of innovation: product, process, marketing, and organizational.⁶ 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.

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:

⁵ OECD, “The Measurement of Scientific and Technological Activities: Guidelines for Collecting and Interpreting Innovation Data,” *Oslo Manual*, 3rd ed., prepared by the Working Party of National Experts on Scientific and Technology Indicators (Paris: OED Publishing 2005). <http://dx.doi.org/10.1787/9789264013100-en>

⁶ OECD, *Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills* (Paris: OECD Publishing, 2016). <http://dx.doi.org/10.1787/9789264265097-en>

Definition of a Practice

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 AEFLA 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. 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 secondary 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.⁷

The team is also assessing two other characteristics of practices:

⁷J. A. Alamprese, S. Liu, and J. Stadd, *Advancing Innovation in Adult Education: Written Plan to Identify Innovative Practices in Local Adult Education Programs* (Bethesda, MD: Manhattan Strategy Group, 2019).

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

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

The final criteria for the project's selection of innovative practices concerns 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 National Reporting System (NRS) tables or other similar data, and
- show positive results for learners.

The criteria for the selection of innovative practices are:

Administrative Requirements

- **Letter of Support:** The state's adult education office must provide a letter of support.
- **Funding for Practice:** The practice must be carried out in an AE program that receives WIOA, Title II, Adult Education and Family Literacy Act (AEFLA) funding.
- **Age of Practice:** The practice must have been developed or significantly refined or enhanced during the past 10 years. The practice must have also been used in an AE program for at least one year.

Characteristics of Practice

- **Type of Practice:** The practice must be a (1) new or significantly improved product (e.g., a curriculum, instructional materials); (2) new or significantly improved service (e.g., inclusion of career and college advising); or (3) new or significantly improved 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 must be 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 must be 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 must (1) indicate reasonable outcomes based on the type of practice, (2) reflect at least one program year of participation, (3) come from NRS tables or other similar data, and (4) show positive results for learners.

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 for Round 3 is found in the appendix.

The Advancing Innovation project team solicited Round 3 applications through postings on the Literacy Information and Communication System (LINCS), OCTAE's newsletter and Shop Talk teleconferences, and announcements on Facebook, Twitter, and LinkedIn. MSG staff conducted outreach to 59 states and territory adult education directors and conducted telephone discussions with 13 state adult education staff to ask for their support in identifying potentially innovative practices and encouraging these programs to submit applications. The application was also available on the Advancing Innovation in Adult Education webpage, as part of the federal initiatives section of the LINCS website. Fifteen applications were submitted for Round 3.

Ratings of Applications and Selection of Practices

Two Advancing Innovation project staff—Abt's principal investigator (PI) and a member of the Abt project team—reviewed the applications. Both staff had scored the Round 1 and Round 2 applications and had established a 92 percent rate of agreement. For Round 3, Abt's project team followed a similar process to that used in the reviews of the previous two rounds of applications. The team scored each application 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.

Those sections aligned with the review criteria listed in the "Application Review Criteria" section. After completing their independent reviews, the project's PI and the Abt staff member discussed their small differences in ratings and developed a consensus on the final ratings.

For the final step, the project's PI and the Abt staff member conducted follow-up video calls with the program director and key staff knowledgeable about the practice from each of the most highly rated programs. During these calls, Abt's team 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 Holistic Approach

The nine practices described in this compendium represent AE programs’ efforts to provide core AE program services—learner intake, assessment, and instruction—as well as a range of supportive services to engage, motivate, and enable learners to attain their goals for participating in AE. Although the implementation of supportive services such as referral of learners to community agencies for transportation, childcare, and other resources has been a feature of AE programs, what is innovative about the current efforts of the practices highlighted in the compendium is the range of activities they are conducting to assist AE learners and the assumptions of the AE programs implementing the practices about the necessity to support AE learners as broadly as possible to help ensure their success.

For the purposes of the Advancing Innovation project, we define this holistic approach to AE services as the implementation of a range of activities that support adults’ access to and enrollment in AE; development of skills and knowledge; attainment of learning goals; and preparedness for next steps in education and workforce. Shown in Exhibit 1 is a graphic that depicts the components of AE services that make up a holistic approach to AE services.

Exhibit 1. Holistic Approach to Adult Education Services



At the top right of Exhibit 1 is a vector that represents the types of partnerships AE programs have found to be critical to implementing AE services such as IET, career and college awareness advising, referral to supporting services, and transition to postsecondary education, training, and employment. Those partnerships involve AE programs working with (1) community college career and technical education faculty, advising staff, and financial aid staff; (2) workforce development agencies to obtain labor market data and identify workforce training opportunities, as well as services for job search and job placement; (3) human services agencies to identify resources and services that AE learners can access; and (4) employers to identify IET opportunities, externships, and pre-apprenticeship programs.

Moving clockwise on the exhibit, the next vector has the core components of AE services—learner intake, assessment, and delivery of contextualized foundational skills instruction. One strategy that AE programs have begun to use to facilitate adults' participation in AE services is to conduct these services either virtually or using a hybrid (virtual and in-person) approach. Some programs had moved their core services to online delivery prior to the COVID-19 pandemic, while others have expanded their delivery options because of the pandemic. The intake process is an opportunity to check whether prospective AE learners have the time and disposition to participate in AE services and understand the requirements and commitments needed to participate. Foundational skills assessments are conducted to determine AE learners' current levels of reading, math, and writing and to place them in instruction that can assist them in developing their skills. AE programs' design of instruction has been shifting to teaching foundational skills in specific contexts such as work, family, and financial well-being both to motivate learners and to show them how basic skills are used in daily life.

The next vector, at the bottom left of the exhibit, has the components of college and career awareness, and supports for learners' psychosocial skills development. Critical to AE learners' transition to a next step after participating in AE is their knowledge of what their next step should be and what is needed to take this next step. The provision of college and career awareness activities is one approach to assist AE learners in examining their skills, interests, and abilities; possible matches between those and high-demand and high-growth jobs in the local labor market; and the types of education credentials they will need to obtain their desired job. College and career awareness activities can motivate learners to continue their participation in AE and to consider the types of psychosocial skills, such as time management and organizational skills, they will need to succeed in their next step.

The final vector on the exhibit represents activities for referring AE learners to community services, workforce training, and employment. For example, as AE programs offer IET services and dual enrollment in college courses, AE learners need to be prepared to make a transition to further training or to work. These types of referral services are essential to the transition process.

Overview of Services

The services depicted in Exhibit 1 are illustrative of the types of activities the AE programs highlighted in this compendium have implemented in using a holistic approach in carrying out IET models, transition to further education and training activities, and strategies for increasing

access to AE services for varied populations of adult learners. The work of the staff leading these practices reinforces that AE programs need to apply a holistic perspective that addresses learners' intellectual, social, physical, and emotional needs. Brief descriptions of the practices are below. See "Profiles of Highlighted Practices" for more detailed information about the practices.

The work of the staff leading these practices reinforces that AE programs need to apply a holistic perspective that addresses learners' intellectual, social, physical, and emotional needs.

Integrated Education and Training (IET)

Career4U Academy, Houston Community College (HCC) Adult Education & Literacy Programs, is an IET program that focuses on high-demand occupations in five sectors: health care, construction management, information technology, business technology, and logistics transportation. There is an academy for each high-demand occupation, and each academy has five programs that require similar skills within those clusters. The Career4U Academy provides instruction in three components of services in which learners participate simultaneously: workforce training, contextualized adult education and literacy (AEL), and workforce preparation. Workforce training is provided using standard syllabi based on the industry program that is the focus of the training. Learners attend training courses offered at HCC along with HCC students. For the AEL component, learners participate in online basic skills or English language instruction and in an AEL support class in which basic skills instruction is contextualized to the content of the workforce training. For the workforce preparation component, learners participate in an HCC-developed career readiness class and complete job shadowing modules that are part of their AEL support class. When learners complete Career4U's three components, they receive a college- and state-recognized Level 1 certificate. HCC Adult Education partners with HCC's Career Hub or career services department to support learners who are seeking employment.

Career Training, Wayne Township Adult Education, is an IET program that has three components of services: training in a range of occupational sectors, including health care and construction management, that lead to industry-recognized credentials; an academic skills lab that provides online instruction in reading, writing, and math; and instruction in employability skills. WTAE partners with the Area 31 Career Center, which provides space for the occupational training, and with local colleges and training organizations to deliver the training. The online instruction provided in the academic skills lab is individualized to learners' academic needs using Essential Education's TABE[®] Academy or recorded videos. Learners can work on building their academic and employability skills independently or with a tutor in small groups or with one-on-one support. WTAE partners with WorkOne to provide employment assistance support.

STEPS (Adult Education Students Taking Effective Pathways to Success) for Manufacturing Pre-Apprenticeship, Calhoun Community College, is an IET program that offers pre-apprenticeship

training leading to industry-recognized credentials, employment opportunities, and enrollment in postsecondary education. The STEPS Pre-Apprenticeship Program combines the Manufacturing Skill Standards Council Certified Production Technician 4.0 (MSSC CPT) and Alabama’s Ready to Work curriculum in an eight-week, in-person or online program that involves six steps. Reading, writing, and math instruction is contextualized using the Ready to Work and ACT WorkKey’s curriculum. Adult learners can enter and exit at any step along the pathway while earning industry-recognized credentials. The program has developed strong relationships with local employer partners such as Mazda Toyota, Y-Tec Keylex Toyotetsu Alabama (YKTA), Toyota, Motor Manufacturing, Toyota Boshoku AKI USA, TBAKI, LLC, and DaikyoNishikawa US (DNUS). Learners can obtain employment and exit the program after completion of any of the six steps. Learners who complete all six steps of the program can enroll in the FAME AMT apprenticeship program at Calhoun Community College.

Transition to Next Steps

High School Equivalency (HSE) Honors Boot Camp (Boot Camp), College and Career Readiness (CCR) Program, Nash Community College, is an intensive, 100-hour course delivered over a five-week period. It is designed to motivate learners with National Reporting System (NRS) Educational Functioning Level (EFL) 4 or higher scores to earn a North Carolina HSE Diploma more quickly than by participating in CCR’s regularly scheduled HSE preparation course, which is offered for fewer hours per week over more weeks. The Boot Camp prepares learners for the High School Equivalency Test (HiSET®). The course is taught using direct instruction with lectures and practice exercises, and it addresses a separate HiSET® test each week to provide a focused learning experience. The Boot Camp also includes activities to assist learners in transitioning to postsecondary education. A transition coordinator works with learners from the beginning of the course to help them apply to continuing education (noncredit) or curriculum (for-credit) programs at Nash Community College and complete the Free Application for Federal Student Aid.

Transition to College/Postsecondary Training, Catholic Charities – El Centro, prepares learners to enroll in college and postsecondary occupational training programs that lead to high-demand jobs. The program was designed to provide a pathway from lower- to upper-level English for Speakers of Other Languages (ESOL)⁸ classes to prepare learners for success in postsecondary education or training. The program focuses on college readiness early in learners’ ESOL studies to provide them sufficient time to develop the skills they need for postsecondary education. It is four semesters long, which includes three semesters of ESOL at NRS Educational Functioning Levels 4, 5, and 6, and one semester in which learners are dually enrolled at a community college while they take additional math coursework at El Centro to prepare for college math classes. The program uses the Sheltered Instruction methodology (content-based ESOL). In addition to language classes that include digital skills development, academic and career advising is

⁸ Both ESOL (English for Speakers of Other Languages) and ELL (English-language learners) are used in the compendium based on AE programs’ preference for terminology.

provided as well as access to wraparound services from Catholic Charities and continued supports when learners enroll in college.

Increasing Access to AE Services

Alternative Sentencing Program, Crawford County Adult Education Center (CCAEC), provides justice-involved individuals charged with nonviolent offenses an opportunity to participate in education and training programs in lieu of jail time, community service, and/or fines. CCAEC works with the District Court judge and probation officers to identify individuals eligible for the program and to prepare a course of study for them that is part of their alternative sentencing contract. Participants in the Alternative Sentencing Program attend classes with CCAEC learners. Instruction for learners is individualized based on their needs and their Tests of Adult Basic Education (TABE[®]) assessment scores. Most of the instruction is delivered using the Essential Education online basic skills programs. CCAEC staff provide supports that include employment assistance, benefits assessment and application, and counseling. CCAEC has developed strong partnerships with employers who are familiar with CCAEC and are willing to hire learners from the program. Learners formally complete the program when they finish their prescribed course of study as outlined in their alternative sentencing contract.

Breaking Barriers, Jefferson Community and Technical College—Kentucky (KY) Skills U, provides a fully online adult education program option, as well as hybrid and in-person options for adult education learners living in eight rural counties in Kentucky. The online option was designed to attract individuals who live in a rural area that spans eight counties to enroll and participate in KY Skills U services with minimal barriers. The program's fully online option facilitates learners' access to the program's enrollment, orientation, testing, instruction, and advising services. Instruction is delivered using online video conferencing and instructional platforms. The online delivery of instruction increases learners' options for learning by providing them with greater access to a range of GED[®] classes that are taught by subject area and by level. Learners can participate in classes at different times throughout the day and can view recorded classes online. College and career navigators are instrumental in assisting learners virtually or in person in completing a career pathway plan; they also provide counseling and assistance in applying for employment or postsecondary education and training.

Integrated Education and Training (IET) Culinary Arts Program, Hampden County Sheriff's Department (HCSD), targets residents in pre-release status and combines academic instruction in basic skills and high school equivalency preparation and vocational training in the culinary arts in a 15-week IET program. The program is a collaboration between HCSD and Holyoke Community College (HCC). HCSD provides staff for academic and digital literacy instruction, advising, and coaching. HCC provides a chef to teach the IET program, ServSafe[®] certification, and Occupational Safety and Health Administration (OSHA) 10 instruction, as well as giving the participants access to the state-of-the-art Culinary Arts Institute for the hands-on component of the program. Learners who complete the program receive the ServSafe[®] for Managers, ServSafe[®] Allergens, OSHA 10, and American Hotel and Lodging Educational Institute's Kitchen Cook certifications. Those who finish the program also receive a certificate of completion from the HCC Office of Workforce Development, which represents six college credits.

Ohio Deaf Literacy Partnership, Delaware Area Career Center (DACC) Aspire Program, provides an online English literacy course for learners who are deaf or hard of hearing. The course began as a partnership between DACC Aspire, which provides funding and adult education expertise; Opportunities for Ohioans with Disabilities (OOD), the state agency that oversees vocational rehabilitation and refers adults to the course; and the Ohio School for the Deaf (OSD), which provides a deaf education instructor who is funded by DACC Aspire to teach the course. The Partnership course was modeled on the course offered by the Austin Community College in Austin, TX, and LaGuardia Community College in Long Island City, NY. The Partnership believes that to improve the English literacy of learners who are deaf or hard of hearing, learners must improve their English literacy and increase their American Sign Language (ASL) skills at the same time, thereby building fluency in both languages. The Partnership enhanced the existing program model by offering the English literacy course online. The course is taught using direct instruction via video conferencing platforms; has recorded videos that are translated into ASL; and provides homework. Instructors use the video conferencing platforms to deliver group instruction along with individual feedback and assistance to learners.

Some key features of these activities are the following:

- Increasing learners' access to AE by providing online programs and technological resources, including computers and Wi-Fi;
- Ensuring that learners are prepared to succeed in meeting the AE programs' requirements by reviewing learners' current commitments and obtaining their signed agreements to fulfill the AE practices' requirements;
- Connecting learners to supportive services that provide transportation, childcare, clothing, food, and other resources; and
- Providing some form of college and career awareness activities that include the use of interest inventories to determine skills, interests, and abilities; review of labor-market data to determine possible jobs; consideration of education and training options to prepare for those jobs; and development of a plan that includes next steps in transitioning to education or employment, identification of possible barriers to achieving this plan, and determination of solutions to those barriers.

Cross-Cutting Features of Practices

The nine practices are conducting some similar activities to use a holistic approach to implementing IET models, transition AE learners to next steps, and increase access to adult education for varied populations of learners.

These features are described in detail in the profiles of these programs below.

Profiles of Highlighted Practices

Profiles of the nine practices selected as innovative from Round 3 applications 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 learner outcomes the AE program reported for the practice.⁹ The profiles are not intended to be a guide for the replication of a practice, but rather are offered to stimulate interest about the ways in which new approaches have been developed or implemented in AE programs.

Integrated Education and Training (IET)



Career4U Academy, Houston Community College Adult Education & Literacy Programs

Overview of Adult Education Program

Houston Community College (HCC) Adult Education & Literacy Programs is a department

within Houston Community College in Houston, TX. HCC Adult Education offers high school equivalency instruction and an integrated education and training (IET) program known as the Career4U Academy (Career4U). During 2019–2020, HCC Adult Education served a total of 5,160 learners. HCC Adult Education employed more than 32 full-time staff and more than 80 part-time faculty and staff.

Description of Career4U Academy

Career4U is an IET program that began in the fall of 2019 and targets adult learners with reading and math skills below the 12th-grade level. It focuses on high-demand occupations in five sectors: health care, construction management, information technology, business technology, and logistics transportation. There is an academy for each high-demand occupation, and each academy has five programs that require similar skills within those clusters. Career4U provides instruction in three core components of services in which learners participate simultaneously: workforce training, contextualized adult education and literacy (AEL), and workforce preparation. Workforce training is provided using standard syllabi based on the industry program that is the focus of the training. Learners attend noncredit or for-credit training courses at HCC along with HCC students. The AEL component involves learners' participation in online basic skills or English-language instruction and in an AEL support class in which basic skills instruction is contextualized to the content of the workforce training. In the workforce preparation component, learners participate in an HCC-developed career readiness class and complete job shadowing modules that are part of their AEL support class. When learners

⁹ Note that because of the COVID-19 pandemic, all AE programs reported serving fewer learners during Program Year (PY) 2019–2020 and PY 2020–2021 than they served prior to the pandemic. The data reported for Program Year 2020–2021 are for the period July through April of that year.

complete Career4U's three components, they receive a college- and state-recognized Level 1 certificate. If learners complete the credit option, they can enter an associate degree program at Texas community colleges, regardless of whether they have a high school diploma. HCC Adult Education partners with HCC's Career Hub or career services department to support learners who are seeking employment.



Target Population and Requirements

Career4U targets adult basic education learners with baseline assessment scores on the Tests of Adult Basic Education at the National Reporting System (NRS) Educational Functioning Level (EFL) 4 or higher and Spanish-speaking English-language learners with baseline assessment scores on the BEST Plus 2.0 at the NRS EFL 4 or higher. Learners without a high school diploma or its equivalent can enroll concurrently in Career4U and in an HCC Adult Education high school equivalency course.

Key Components

Career4U involves a series of instructional and supportive activities. Learners participate in the program as a cohort. The key components are:

- **Recruitment and Intake.** Learners are recruited through community partners, social media, and the HCC website: <https://www.hccs.edu/changemylife/>. Learners sign up for virtual orientations hosted on Zoom Lobby. Learners who sign up for the virtual orientation receive an email that explains the 10 steps, all of which are virtual activities. One step is to obtain a student identification number. The student identification number allows learners to access the OneFlow online case management platform where they can complete the intake forms that include an extensive RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) interest assessment. Learners participate in a group orientation and in a one-on-one orientation with their assigned career navigator, who works with them throughout their participation in Career4U. Learners must sign a letter of intent that specifies that if they do not complete the program, they will be responsible for tuition.
- **AEL and Workforce Preparation.** Learners are concurrently enrolled in adult education and workforce preparation activities through online AEL classes. Career4U instruction is contextualized to the skills required for success in workforce training programs. Classes are hosted on the Canvas learning management system. Learners participate in 10 hours per week of individualized online instruction using either Edmentum Online Learning Programs or BurlingtonEnglish adult education materials, and in an additional three hours of direct instruction through the WebEx video conferencing platform. Career4U instructors collaborate with the workforce training instructors to align the curriculum so that the contextualized AEL instruction supports the workforce training instruction. For example,

learners enrolled in the construction training program will need to learn how to use a tape measure. The Career4U AEL instructor will teach this math skill, and the workforce training instructor will provide a hands-on application of the skill. Digital literacy is also embedded as a module in the Career4U classes.

Workforce preparation activities include learners' participation in a career readiness class and their completion of modules on VirtualJobShadow.com. The career navigators host weekly sessions with learners to help them identify transferrable skills, develop a resume, practice interviewing, and attend job fairs.

- **Workforce Training Classes.** Learners enroll in noncredit or for-credit courses at HCC and attend classes with HCC learners for the workforce training component of Career4U. As described above, the workforce training classes are for high-demand occupations in five sectors: health care, construction management, information technology, business technology, and logistics transportation. There is an academy for each high-demand occupation, and each academy has five programs that require similar skills within those clusters. Learners enrolled in for-credit courses can apply their credits to an associate degree program. Training classes are offered on a semester schedule.
- **Employment Assistance.** Learners receive job search support through HCC's Career Hub or career services department. HCC's Career Hub also hosts job fairs to connect learners with employers. Career4U also partners with Workforce Solutions to provide learners with job search support through a Career Connector partnership.
- **Use of Technology.** Career4U is a fully online program. Intake, pretesting and post testing, AEL instruction, workforce preparation activities, and career navigator meetings are all held online.

Duration

The workforce training classes follow HCC's 16-week semester structure; the number of hours and semesters vary by type of IET program. Programs run from four weeks to one year.

Special Resources Needed to Implement the Program

- **Staff.** Career4U has nine full-time staff: a program director, a program manager, a data specialist, two career navigators, and four program assistants.
- **Materials/Equipment.** The following technology resources are used to implement Career4U: Edmentum Online Learning Programs, BurlingtonEnglish, and Empyra OneFlow online case management platform. Learners have access to computers and Wi-Fi via HCC's garages and on site.

Innovative Features

Career4U has the following innovative features:

- Career4U provides an opportunity for learners with or without a high school credential to obtain a college certificate in an occupational area that enables them to continue to an associate degree program in Texas community colleges.
- Some Career4U IET programs are in higher-wage occupations that are less commonly implemented in adult education, such as information technology. This program can lead to a career as a drone operator.
- Career4U is a fully online program. Intake, pretesting and post testing, instruction, and navigator meetings are delivered online. Some workforce training sessions are delivered on campus.
- Career4U reflects a strong partnership between HCC presidents, deans, chairs, and advising, enrollment, and adult education staff. Career4U staff meet weekly with HCC college faculty to discuss learner progress.

Learners' Outcomes

Data are provided for learners' enrollment in Career4U Academies; enrollment in noncredit programs; completion of noncredit programs; enrollment in credit programs; and credential attainment from participation in credit programs for fall 2019 through spring 2021. Learners who participated in noncredit programs had high rates of completion.

Outcomes	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021 as of April 2021
Career4U Classes					
Total number of learners enrolled in Career4U Academies	223	318	147	298	303
• Business Academy	98	100	90	134	76
• Health Care Academy	60	107	42	45	89
• Construction Academy	46	79	15	85	111
• IT Academy	19	32	0	34	26
Noncredit Programs at HCC*					
Number of learners enrolled	53	93	60	87	163
Percentage and number of learners who completed noncredit programs	83% (44)	59% (55)	43% (39)	75% (101)	Not yet available
Credit Programs at HCC**					
Number of learners enrolled	113	162	14	100	140
Percentage and number of learners who obtained a credential (occupational certificate, Level 1 Certificate, or associate degree)	9% (10)	14% (22)	7% (1)	1% (1)	Not yet available

Source: HCC provided the data in the table based on its NRS reports submitted to the Texas Workforce Commission.

* Noncredit programs are Certified Nurse Aid, Medical Business Office Professional, Comprehensive Coding, Phlebotomy, Welding, HVAC, Electrical Technician.

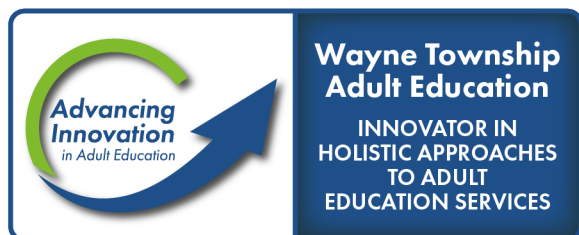
** Credit programs for fall 2020: Business Technology–Microsoft Office Technology, Computer Systems Network–Cybersecurity, Geographical Information Science Technician, and Accounting–Payroll Specialist.

Contact Information

Christina Robinson
Executive Director of Adult Education & Literacy
christina.robinson@hccs.edu

Houston Community College
3100 Main Street
Houston, TX 77002
(713) 253-2764
<https://www.hccs.edu/programs/adult-education/career4u-academy/>

Career Training, Wayne Township Adult Education



Overview of Adult Education Program

Wayne Township Adult Education (WTAE) is an adult education program located in Indianapolis, IN that is part of the Metropolitan School District (MSD) of Wayne Township. WTAE offers adult basic education, instruction for English-language learners, preparation for attaining a high school equivalency (HSE) credential, civics education, workforce education initiatives, and integrated and education training (IET) classes. WTAE partners with Area 31 Career Center, Mooresville Ivy Tech, the Indianapolis Public Schools, Brownsburg Public Library, and the John Knox Presbyterian Church to offer classes in various locations throughout the region and local food pantries. During 2019–2020, WTAE served 1,640 learners and employed 12 full-time staff and 71 part-time staff. During this period, 288 learners participated in the Career Training Program.

Description of Career Training

Career Training is an IET program that began in 2017. The IET program has three components of services: training in a range of occupational sectors, including health care, construction management, education, and accounting, that lead to industry-recognized credentials; an academic skills lab that provides online instruction in reading, writing, and math; and instruction in employability skills. WTAE partners with the Area 31 Career Center, that provides space for the occupational training, and with local colleges and training organizations to deliver the training. The online instruction provided in the academic skills lab is individualized to learners' academic needs using Essential Education's TABE[®] Academy or recorded videos. Learners can work on building their academic and employability skills independently or with a tutor in small groups or with one-on-one support.

Target Population and Requirements

The program targets learners with Tests of Adult Basic Education (TABE[®]) baseline assessments at National Reporting System (NRS) Educational Functioning Level 4. Although learners without a high school diploma or equivalent can enroll in the Career Training Program, WTAE encourages learners to earn an HSE diploma prior to enrollment to facilitate their success in the program. Learners without a high school diploma or equivalent can enroll in the four-day HSE Boot Camp, which provides intensive instruction within the five TASC[™] (Test Assessing Secondary Completion) subject areas and TASC[™] testing prior to the beginning of occupational classes. Learners must commit to participating in the program by signing a contract indicating they will attend all classes and complete assigned homework. When learners enter the program, a life coach reviews learners' information and advises them on the career pathway and entry-level wages of the occupational path they select. The coach also works with them to address barriers they may face in attending class, such as childcare and transportation.

Key Components

Career Training at WTAE involves a series of instructional and supportive activities. Learners participate in the program as a cohort of, ideally, at least six learners. The size of the cohorts ranges from 6 to 20 learners, depending on the program. The key components are:

- **Recruitment and Learner Selection Process.** Learners are recruited through social media marketing and referrals from the MSD of Wayne Township staff, as well as from the existing pool of adult learners enrolled at WTAE. WTAE also benefits from the Area 31 Career Center's networking and governance committees, which provide a vehicle to engage superintendents, principals, and counselors who are in WTAE's three-county service area. Learners interested in the program participate in an online learner selection process through the Career Training Program Portal. Career Training began in the summer of 2020 as an online platform for orientation, learner information and paperwork collection, and learner selection. The portal contains 15 steps that include an overview of Career Training; a learner intake application; online forms to collect information about learner barriers, education records, and financial outlook; Indiana Career Explorer Assessments; TABE[®] pretesting; and the Career Training Program Scholarship acceptance and commitment contract. Learners also schedule a Zoom interview with a Career Training life coach. During the interview, learners' interest, commitment, and capacity to complete the program are assessed. The life coach reviews learners' information and advises them on the career pathway and entry-level wages of the occupational path they select and works with them to address barriers they may face in attending class, such as childcare and transportation. The interview helps the learner and WTAE establish a mutual commitment to learners' success. WTAE conducts the learner selection process three months before the occupational classes begin.
- **Occupational Classes.** WTAE partners with Ivy Tech Community College, Vincennes University, Indiana University Health, Hope Training Academy, Duncan Supply Company, the Truck Driver Institute, and C1 Truck Driver Training to offer the Career Training Program occupational classes, which are held at the Area 31 Career Center. The following occupational classes are offered: Certified Clinical Medical Assistant, dental assistant, pharmacy technician, sterile processing technician, HVAC technician, entry-level welder, Certified Driver's License (CDL), QuickBooks bookkeeper, and paraprofessional educator. Each of the classes leads to an industry-recognized credential. WTAE partners with WorkOne to provide employment assistance support. The Career Training supervisor aligns the industry curriculum with the College and Career Readiness Standards. The occupational classes are taught by Career Training Program instructors. The Career Training supervisor monitors the academic progress of each learner and offers tutoring sessions for learners as needed. At the completion of the occupational class, learners take the industry-recognized



certification test. WTAE works with local employers such as MSD of Wayne Township and Duncan Supply to facilitate externships for learners to enhance their classroom learning. Career Training supervisors hold monthly faculty meetings to coordinate instruction with the Career Training instructors.

- **Academic Skills Lab.** Learners participate in a weekly Academic Skills Lab at WTAE with the Career Training life coach, supervisor, or employment supervisor. The lab includes online instruction in reading, writing, math, and employability skills, which is individualized to learners' academic needs using Essential Education's TABE® Academy or recorded videos. Learners work on building their academic and employability skills independently; however, they can also work with a tutor in small groups or with one-on-one support.
- **Employment Assistance.** An employment supervisor is responsible for building employer partnerships. For example, WTAE provides high school equivalency classes onsite for Indiana University Health employees to enable them to develop their skills for career advancement. Learners are recruited into WTAE's medical assisting, sterile processing technician, and pharmacy technician programs. The partners visit the occupational classes and offer externships, field experiences, or direct hiring opportunities. Before completing the program, learners are required to apply for five jobs. After completing Career Training, learners can return to access the computers in WTAE's Career Connections Lab for job searches twice a month for up to six months. WorkOne staff are also available on site to support learners in their job search. The employment supervisor monitors learner advancements in the field, assesses employer satisfaction, and provides critical feedback to build better alignment to industry.
- **Financial Support.** WTAE uses funds from the Indiana Department of Workforce Development and City of Indianapolis to offer Career Training Program Scholarships to qualifying applicants. The scholarships pay for the tuition for occupational classes, testing, and equipment for learners.
- **Use of Technology.** The Career Training Portal is designed to be self-paced. It includes instructional videos, career advice, and program questions, and it enables WTAE to collect learners' paperwork efficiently. Learners without technology at home can access the Career Training Program Portal through computers in WTAE's Career Connections Lab. Staff are available in the lab to assist learners in completing the selection process.

Duration

The duration of Career Training varies by occupational class. The occupational classes range from three to 16 weeks.

Special Resources Needed to Implement the Program

- **Staff.** Career Training instructors are expected to hold a license or credential in their occupational field and to have six years of work experience and prior teaching or training experience. The Career Training supervisor has a teaching license and a master's degree in curriculum development. The employment supervisor has a case management license and six years of experience in placement services. The life coaches have six years of experience as a licensed instructor or in case management.
- **Materials/Equipment.** Career Training classes require a fully outfitted career and technical education classroom. For example, WTAE students have access to classrooms that are modified into dental offices, pharmacy stores, medical assisting labs, nursing labs, sterile processing labs, welding labs, and heating and cooling labs. All classes require a comprehensive supply list. Several occupational classes have an online curriculum, such as those developed by the National Healthcareer Association for medical assisting and by PharmaSeer for pharmacy tech. The costs of technology vary by the type of Career Training class. WTAE uses the Loom video messaging tool to create the instructional videos for the Career Training Portal.

Innovative Features

WTAE's Career Training program has the following innovative features:

- WTAE offers a very diverse group of IET programs that lead to jobs that are above entry level and are in growing occupations with explicit career pathways.
- WTAE has the full support from the Area 31 Career Center. This collaboration has resulted in training opportunities for adults that are usually offered only to high school students. Through this collaboration, the adult education program has been able to connect with high schools in three counties at the superintendent, principal, and counselor levels as well as with activities involving employers, such as the Employer Partnership Day and Industry Council networks.
- WTAE has a relationship with the superintendent of MSD of Wayne Township that has resulted in strong support for adult education within the district. For example, WTAE staff members provide information about the adult education program's services to school district teachers and administrators, and school staff members refer parents to WTAE or enroll in classes such as the paraprofessional educator class.
- WTAE implements a rigorous learner selection process that can be completed online. The comprehensive selection process ensures that learners who enroll in Career Training are committed to completing the program.

Learners' Outcomes

Data are provided in the table below for learners who complete the program and obtain an industry-recognized credential for Program Year (PY) 2018–2019, PY 2019–2020, and PY 2020–2021. The data show that the percentage of learners who completed the program and

obtained an industry-recognized credential are high, including during the two program years in which the COVID-19 pandemic has occurred.

Outcomes	PY 2018–2019	PY 2019–2020	PY 2020–2021 as of April 2021
Number of learners participating in Career Training	197	288	153
Percentage and number of learners who completed program^a	84% (166)	78% (226)	72% (110)
Percentage and number of learners who completed the program and obtained an industry-recognized credential	69% (114)	85% (191)	72% (79)

^a Program completers are learners who meet the attendance hours, homework, and testing required by the occupational training provider. However, learners may or may not have passed the industry certification test. Note: HVAC and welding occupational classes were not offered when schools were closed during the pandemic. Source: Wayne Township Adult Education provided the data based on its NRS reports submitted to the Indiana Department of Workforce Development.

Contact Information

Christy McIntyre-Gray
Director
christine.mcintyre@wayne.k12.in.us

Wayne Township Adult Education
MSD of Wayne Township
1155 South High School Road, Door 2
Indianapolis, IN 46241
(317) 988-7968
<https://adulthood.info/>



STEPS for Manufacturing Pre-Apprenticeship, Calhoun Community College Adult Education

Overview of Adult Education Program

Calhoun Community College Adult Education is an adult education center operating in its own department within Calhoun Community College in Tanner, AL. Calhoun Community College Adult Education offers free instruction in adult literacy, basic academic skills, and English as a Second Language. It also offers classes for General Educational Development (GED[®]) preparation, employability skills development through the AIDT (Alabama Industrial Development Training) Ready to Work Program and Alabama's Ready to Work soft skills training program, and Manufacturing Skill Standards Council (MSSC) Certified Production Technician 4.0 (CPT), Certified Logistics Associate (CLA), and Certified Logistics Technician (CLT) certifications. The adult education program also offers tutoring for the Armed Services Vocational Aptitude Battery and American College Testing (ACT) tests. Calhoun Community College Adult Education partners with local career centers, United Way, the Alabama Department of Human Resources, Calhoun Workforce Solutions, Calhoun Community College's Federation for Advanced Manufacturing Education Advanced Manufacturing Technician (FAME AMT) apprenticeship program, and local employers. During 2019–2020, Calhoun Community College Adult Education served 182 learners and employed nine full-time and 41 part-time staff.

Description of STEPS for Manufacturing Pre-Apprenticeship Program

The Students Taking Effective Pathways to Success (STEPS) for Manufacturing Pre-Apprenticeship (STEPS Pre-Apprenticeship) Program is an integrated education and training (IET) program that offers pre-apprenticeship training leading to industry-recognized credentials, employment opportunities, and enrollment in postsecondary education. The practice began in November 2019 as a way to meet local industry demand for employees in the growing manufacturing sector. The STEPS Pre-Apprenticeship Program combines the Manufacturing Skill Standards Council Certified Production Technician 4.0 (MSSC CPT) and Alabama's Ready to Work readiness curriculum in an eight-week, six-step, in-person or online program. Adult learners can enter and exit at any step along the pathway while earning industry-recognized credentials. The program has developed strong relationships with local employer partners such as Mazda Toyota, Y-Tec Keylex Toyotetsu Alabama (YKTA), Toyota, Motor Manufacturing, Toyota Boshoku AKI USA, TBAKI, LLC, and DaikyoNishikawa US (DNUS). Learners can obtain employment and exit the program after completion of any of the six steps. Learners who complete all six steps can enroll in the FAME AMT apprenticeship program at Calhoun Community College.

Target Population and Requirements

The program targets adult learners with Tests of Adult Basic Education (TABE[®]) baseline scores in reading and math at National Reporting System (NRS) Educational Functioning Levels 5 or 6.

Learners who do not meet this requirement may enroll in the STEPS Academy, which is a 16-week version of the manufacturing pre-apprenticeship program. Learners without a high school diploma or equivalent can enroll concurrently in GED® classes and the STEPS Pre-Apprenticeship Program. Learners must have a high school diploma or equivalent prior to enrolling in the FAME AMT program at the community college.



Key Components

The STEPS Apprenticeship Program at Calhoun Community College Adult Education involves a series of instructional and supportive activities. Learners participate in the program as a cohort of 20 to 45 learners, depending on the number of learners interested in each program. The key components are:

- **Recruitment and Intake.** Calhoun Community College Adult Education advertises the STEPS Pre-Apprenticeship Program on the Calhoun Community College website and via word of mouth from former learners. Interested individuals submit an inquiry online through the Calhoun Community College website. Staff call those individuals to find out about their interests, career path, and commitment level. Individuals schedule a time to take the TABE® pretest at the center, as well as Advance CTE's Student Interest Survey for Career Clusters and the Visual, Aural, Read/Write, Kinesthetic (VARK) Learning Styles Inventory to gauge the learners' fit with the program.
- **Eight-Week STEPS Program.** The STEPS Pre-Apprenticeship Program combines the MSSC CPT and Alabama's Ready to Work readiness curriculum. Reading, writing, and math instruction is contextualized using the Ready to Work and ACT WorkKey's curriculum. The program is designed to be completed in six steps, and learners obtain an industry-recognized credential at the completion of each step:
 - Step 1: MSSC Safety Certificate and Occupational Safety and Health Administration (OSHA) 10 Certificate
 - Step 2: Alabama Certified Worker and ACT National Career Readiness Certificate (NCRC)
 - Step 3: MSSC CLA Certificate
 - Step 4: MSSC CLT Certificate
 - Step 5: Six Sigma White Belt Certificate (Manufacturing Course) and Microsoft Office Specialist (Excel)
 - Step 6: MSSC Quality Practices & Measurement, Certificate, MSSC Manufacturing Processes & Production Certificate, and MSSC Maintenance Awareness Certificate. The four certificates make up the MSSC Certified Production Technician Certificate.

Learners can earn OSHA 10 and Six Sigma White Belt certificates independently online. They must sit for an in-person proctored exam for the CPT, CLA/CLT, Alabama Certified Worker, and ACT NCRC certificates. Learners who do not pass the CPT, CLA, or CLT certification exams can retake the exams up to three times and must log six or seven hours of study, depending on the exam, before they can retake it.

The STEPS program provides supportive services for learners such as Ride United, which enables learners to attend class if they lack transportation. The program also has a counselor on staff, and the college provides a food pantry.

- **Transition to Postsecondary Education.** Learners who complete all six steps can enroll in the FAME AMT apprenticeship program at Calhoun Community College. Learners must have earned a high school diploma or equivalent credential and pass the ACCUPLACER college entrance test to enroll in the apprenticeship program.
- **Employment Assistance.** Calhoun Community College Adult Education navigators meet with learners at least four times throughout the program to discuss options for employment in the manufacturing industry. Learners also meet with mentors each week from employer partners such as Mazda Toyota and YTKA, LLC, and with Calhoun Community College advising and career services staff, who share information about careers in the industry or options for further education. Learners are also introduced to Alabama Workforce Solutions staff, who can assist with employment.
- **Use of Technology.** The STEPS Pre-Apprenticeship Program is offered as a fully online course. The instructor teaches through the Blackboard online learning management system. Learners can also access course content online via Blackboard.

Duration

Learners must participate in the STEPS Pre-Apprenticeship Program for 156 hours to complete all six steps. The program involves six hours of direct instruction each week and one to two hours of independent learning each day. The MSSC CPT content is 84 hours; the MSSC CLA content is 20 hours; and the MSSC content is 20 hours. Alabama's Ready to Work curriculum is 12 hours. The ACT WorkKeys curriculum for the NCRC is three hours and is taught in the second week of the program. OSHA 10 and Sigma Six White Belt are taught separately during the first and fifth weeks of the program, respectively.

Special Resources Needed to Implement the Program

- **Staff.** The STEPS Pre-Apprenticeship Program employs one full-time and two part-time staff. The instructor must have a bachelor's degree and complete and pass each instructor-level test for MSSC (four tests for CPT and two tests for CLT).
- **Materials/Equipment.** Calhoun Community College Adult Education uses online programs to teach MSSC and Alabama's Ready to Work content. These programs are free online, and the program pays only for the cost of each certification test. Calhoun Community College Adult Education staff also use the following resources: the Blackboard online learning management system to host courses; the Advance CTE Student Interest Survey for Career

Clusters; the Visual, Aural, Read/Write, Kinesthetic (VARK) questionnaire; websites for ACT WorkKeys, OSHA 10, and Six Sigma White Belt; Goodwill Community Foundation for digital literacy skills; and the Federal Deposit Insurance Corporation’s (FDIC) Money Smart Computer-based Instruction (financial literacy).

Innovative Features

The STEPS Pre-Apprenticeship Program has the following innovative features:

- The program was developed in response to requests by local manufacturing employers. Program staff have developed a strong relationship with industry partners such as Mazda Toyota, YKTA, Toyota Motor Manufacturing, TBAKI, LLC, and DNUS, which not only employ graduates of the program but also send their employees to their training programs for upskilling.
- Learners earn short-term industry-recognized credentials at each step and can enter and exit throughout the program. Learners also meet with mentors from employer partners weekly to learn more about the industry.
- The program is offered fully online and in person with a hybrid option that will be available soon.

Learners’ Outcomes

Data are provided in the table below for learners’ enrollment in and completion of the STEPS Pre-Apprenticeship Program, enrollment in postsecondary education, and attainment of employment for Program Years (PY) 2019–2020 and PY 2020–2021. Learners are making progress in attaining the STEPS Pre-Apprenticeship Program’s desired outcomes.

Outcomes	PY 2019–2020	PY 2020–2021 as of April 2021
Number of learners enrolled in STEPS for Manufacturing Pre-Apprenticeship	74	53
Percentage and number of learners who completed the program^a	24% (18)	47% (25)
Percentage and number of learners who enrolled in postsecondary education	0	6% (3)
Percentage and number of learners who obtained a job	Unknown	28% (15)

^a Program completers are learners who complete all six steps and earn the following certificates: OSHA 10, Alabama Certified Worker, ACT NCRC, MSSC CLA, MSSC CLT, MSSC CPT, and Six Sigma White Belt.

Source: Calhoun Community College Adult Education provided the data in the table based on its NRS reports submitted to the Alabama Community College System.

Contact Information

Mindi D. Russell
Acting Director of Adult Education
mindirussell@calhoun.edu

Calhoun Community College Adult Education
6250 U.S. Hwy. 31
Tanner, AL 35671
(245) 890-4989
<https://calhoun.edu/adult-education/>

Transition to Next Steps

High School Equivalency Honors Boot Camp, College and Career Readiness Program, Nash Community College



Overview of Adult Education Program

The College and Career Readiness (CCR) program at Nash Community College in Rocky Mount, NC, is part of the Continuing Education Department and provides adult education services to individuals aged 16 or older who want to earn a high school credential or improve their reading, writing, math, English, and digital skills. The CCR program prepares learners to enter the workforce and to enroll in and complete advanced training and education. The program has partnerships with North Carolina's workforce system—NCWorks, Nash County Schools, NEW (Nash, Edgecombe, and Wilson Counties) Reentry Council, and the Nash Community College's Student Wellness Center, as well as with agencies that provide funding for transportation, childcare, and educational supplies. During 2019–2020, CCR served 361 learners and employed six full-time and 15 part-time staff.

Description of High School Equivalency (HSE) Honors Boot Camp

The High School Equivalency (HSE) Honors Boot Camp (Boot Camp) began in the summer of 2016 as a trial program to keep learners actively engaged during the summer and determine whether an intensive, 100-hour course delivered over a five-week period could motivate learners who pretested at National Reporting System (NRS) Educational Functioning Level 4 or higher to earn a North Carolina HSE Diploma more quickly than by participating in CCR's regularly scheduled HSE preparation course that is offered for fewer hours per week over more weeks. The Boot Camp, which is offered four days per week for four hours per day and includes an optional lab session for additional practice each day, prepares learners for the High School Equivalency Test (HiSET®). The course is taught using direct instruction with lectures and practice exercises and addresses a separate HiSET® test each week to provide a focused learning experience. The Boot Camp also includes activities to assist learners in transitioning to postsecondary education. A transition coordinator works with learners from the beginning of the course to help learners apply to continuing education (noncredit) or curriculum (for-credit) programs at Nash Community College and complete the Free Application for Federal Student Aid. The CCR program began offering additional cohorts of the Boot Camp throughout the program year based on the success of the first Boot Camp held in the summer of 2016.

Target Population and Requirements

The program targets adult learners without a high school diploma and whose baseline Tests of Adult Basic Education (TABE®) assessments are at National Reporting System (NRS) Adult Basic Education EFL 4 or higher in reading and math. Learners must commit to the program by signing a contract that stipulates that they will attend all classes and study at home.

Key Components

The Boot Camp involves a series of instructional and supportive activities. Learners participate in the program as a cohort. The ideal class size is six to eight learners. The key components are:

- **CCR Orientation and Boot Camp Recruitment.** CCR staff recruit learners to the Boot Camp from the CCR program’s existing participants. The CCR program allows rolling admission and walk-in pretesting using the TABE®. Learners who complete the TABE® pretest and program enrollment forms are registered as students and receive a Nash Community College email address and participate in an online orientation, “Ready, Set, Go!” The orientation leads learners through a process in which they set short- and long-term goals. CCR staff analyze learners’ pretest scores and assign them to appropriate classes that will help learners attain their goals. During “Ready, Set, Go!,” staff provide information about the Boot Camp as one of the program options. CCR’s transition coordinator or instructors send a personal email or call learners who meet the TABE® score requirements for the Boot Camp. Staff then determine whether eligible learners demonstrate commitment and motivation to complete their coursework through discussions about the schedule and Boot Camp requirements. Learners who appear to be committed and motivated are recruited to the Boot Camp. Learners who enroll in the Boot Camp sign a contract indicating they will attend all classes and study at home.
- **Boot Camp Instruction.** Instruction for the Boot Camp is delivered in person or in a hybrid mode that uses the Moodle online learning platform. The instructor uses a self-developed curriculum combining content from the following sources: *The Official Guide to the HiSET® Exam* (Educational Testing Service); *HiSET® Scoreboost* (New Readers Press); and the *Common Core Achieve Series* (McGraw Hill). The instructor teaches one HiSET® subject area each week: Week 1, Social Studies; Week 2, Reading; Week 3, Science; Week 4, Writing; and Week 5, Math. Math is also incorporated throughout the curriculum. The instructor delivers lectures, and learners practice skills in small-group or individual activities. Classes are held from Mondays through Thursdays for four hours a day, and learners can participate in an optional computer lab after the classes for additional tutoring or practice. On each Friday, learners complete the official HiSET® subject practice test that was the focus of instruction that week. The instructor uses a Google sheet to track learners’ progress.
- **Completion of HiSET® Exam.** Nash Community College is a HiSET® testing center. Learners typically schedule to take the computer-based test; however, learners have the option of taking the paper-based version of the test. Except for the writing test, learners who take the computer-based version of the HiSET® test receive their test scores immediately after they complete the test. Learners who do not pass the HiSET® test can attend additional



adult basic education classes or Boot Camp classes based on their needs as identified in the HiSET® test score report. At the end of the Boot Camp, CCR hosts a cap and gown graduation for learners who pass the HiSET® and earn the North Carolina HSE Diploma.

- **Transition to Postsecondary Education.** The CCR program has a transition coordinator who assists learners in identifying their career interests using the Traitify online platform and in developing a plan for enrollment in postsecondary education or transition to employment. The transition coordinator meets with HSE learners for a full day prior to the beginning of the Boot Camp. In the second week of the Boot Camp, the Nash Community College financial aid adviser and admissions staff provide information about their respective resources to learners, including the parents of learners under age 24, to prepare interested learners for enrolling in postsecondary education. This schedule provides learners with three weeks to work on their admissions, scholarship, and financial aid forms before they complete the Boot Camp. Learners can also schedule meetings with the transition coordinator at any time during the Boot Camp. Learners who complete the Boot Camp and pass the HiSET® earn a North Carolina HSE Diploma, and, if they have completed the college's application forms, are ready to enroll in continuing education (noncredit) or curriculum (for-credit) courses at Nash Community College.
- **Use of Technology.** At the beginning of the COVID-19 pandemic in March 2020, CCR created one Google Classroom for each of its courses. Each course is currently delivered in person or through a hybrid approach using the Moodle online learning platform. The Boot Camp instructor created a Moodle page that has course materials and videos that learners can access at any time.

Duration

The Boot Camp is a 100-hour, five-week intensive course with a firm schedule. Classes take place every Monday through Thursday for four hours each day from 8:00 a.m. to 12:00 p.m. or 1:00 p.m. Learners can also participate in CCR's computer lab for additional tutoring or practice. Each Friday, learners spend one to three hours completing the official HiSET® subject practice test.

Special Resources Needed to Implement the Program

- **Staff.** The Boot Camp instructor must be knowledgeable about the subject areas assessed in the HiSET® test. CCR recommends that one instructor teach all subject areas for program efficiency, accountability, and consistency for learners.
- **Materials/Equipment.** The Boot Camp instructor has used the following textbooks as sources for developing the Boot Camp lessons: *The Official Guide to the HiSET® Exam* (Educational Testing Service); *HiSET® Scoreboost* (New Readers Press); and the *Common Core Achieve Series* (McGraw Hill). CCR staff also use the following technology resources: the Moodle online learning platform to host courses, Google sheets to track learner progress, and the Traitify online platform to help learners identify their career interests.

- **Learner Fees.** Learners pay for the cost of the HiSET® test, which is \$54 for the online test. The exam fee covers two retakes of the test per year. CCR pays for the HiSET® textbooks, which are loaned to learners during the course.

Innovative Features

The Boot Camp has the following innovative features:

- It provides an intensive, five-week instructional program to prepare learners to pass all subject areas of the HiSET® test through an immersion approach in which learners study one subject area each week and then take the HiSET® practice test for the subject taught at the end of the week. During each week, learners also have access to additional assistance based on their learning needs. The Boot Camp is structured to meet the needs of learners who can spend a concentrated period completing their HSE.
- A transition coordinator provides career planning and preparation for enrollment in postsecondary as a key part of the Boot Camp’s activities. These planning activities occur at the beginning of the Boot Camp so that learners will have completed their college application and financial forms by the time they complete the Boot Camp.

Learners’ Outcomes

Data in the table below show the rates of North Carolina HSE Diploma attainment by passing the HiSET® (overall and at the “honors” level), and data for learners’ enrollment in postsecondary education within one year of obtaining an HSE for learners who participated in the Boot Camp course and for those who participated in CCR’s regular adult basic education classes to prepare for the HiSET®. Boot Camp participants have higher rates of attainment on the three outcomes measured.

Outcomes	PY 2017– 2018 Boot Camp	PY 2017– 2018 Reg. HSE	PY 2018– 2019 Boot Camp	PY 2018– 2019 Reg. HSE	PY 2019– 2020 Boot Camp	PY 2019– 2020 Reg. HSE	PY 2020– 2021 as of April 2021 Boot Camp	PY 2020– 2021 as of April 2021 Reg. HSE
Number of learners enrolled	42	178	33	145	19	198	9	91
Percentage and number of learners who passed the HiSET® and earned a North Carolina HSE Diploma	90% (38)	33% (59)	88% (29)	36% (52)	74% (14)	21% (42)	33% (3)	21% (19)
Percentage and number of learners who had a score above 15 on the HiSET® and passed the HiSET® with “honors”	74% (28)	47% (28)	69% (20)	48% (25)	43% (6)	43% (18)	100% (3)	42% (8)
Percentage and number of learners who enrolled in NCC curriculum (credit bearing) or Continuing Education within one year of obtaining an HSE	58% (22 out of 38)	78% (46 out of 59)	34% (10 out of 29)	13% (7 out of 52)	43% (6 out of 14)	26% (11 out of 42)	Not yet available	Not yet available

Source: Nash Community College provided the data in the table based on its NRS reports submitted to the North Carolina Community College System.

Contact Information

Ivana H. Stevens
Director, College and Career Readiness
ikstevens659@nashcc.edu

College and Career Readiness
Nash Community College
522 North Old Carriage Road
Rocky Mount, NC 27804
(252) 451-8215
<https://www.nashcc.edu/courses-programs/continuing-education-programs/detail/college-career-readiness>



Transition to College/Postsecondary Training, Catholic Charities – El Centro

Overview of Adult Education Program

Catholic Charities' El Centro is an adult education program in Boston, MA. As part of a larger human services organization, El Centro offers learners access to Catholic Charities' services that address the varied needs of individuals and multigenerational families including food; shelter; elder care; education and career training; immigration, legal, and resettlement services; childcare; out-of-school programs for school-age children; mentoring programs for high-risk youth; parent and family engagement programs; and case management services to address housing, financial, medical, transportation, and food security needs. The agency's clients enroll in multiple programs that are considered wraparound services. Learners enrolled in El Centro are offered intensive, free-of-charge English for speakers of other languages (ESOL) classes at all language-proficiency levels. These classes are Analytical Reading, Critical Thinking, and Academic Writing for precollege ESOL learners; ESOL Math; Introduction to Computer Applications for the Workforce; and transition to college services. El Centro has formed partnerships with local education and workforce development institutions such as MassBay Community College, Bunker Hill Community College, Duet,¹⁰ and Southern New Hampshire University, Urban College of Boston, Year Up, and Jewish Vocational Services (JVS) Bridges to College. During 2018–2019, El Centro served 237 learners and employed nine full-time staff members and no part-time staff.

Description of Transition to College Postsecondary Training

El Centro's Transition to College/Postsecondary Training (Transition Program) prepares learners to enroll in college and meaningful postsecondary occupational training programs that lead to high-demand jobs. The goal of the Transition Program is to develop a pathway from lower- to upper-level ESOL classes that prepares learners to succeed in postsecondary education or training. As an intervention model that targets learners with college goals, the program focuses its services on college readiness early in learners' ESOL studies to provide them sufficient time to develop the skills they need for postsecondary education. The Transition Program is four semesters long. This includes three semesters of ESOL classes, ESOL Levels 4, 5, and 6, which correspond to National Reporting System (NRS) Educational Functioning Levels (EFL) 4–6 and one semester in which learners are dually enrolled in a community college while they take additional math coursework at El Centro to prepare for college math classes. ESOL Levels 4, 5, and 6 are taught by two instructors. The program uses the Sheltered Instruction methodology (content-based ESOL), which has enabled the program to raise the academic rigor and increase

¹⁰ Duet is a nonprofit organization that provides coaching support from college enrollment to academics and careers as well as study spaces in Boston to support students enrolled in Southern New Hampshire University. www.duet.org

learners' language and academic skills. In addition to language classes that integrate the development of digital skills, the program provides personalized academic and career advising, access to Catholic Charities' wraparound services, and continued supports when learners enroll in college.

Target Population and Requirements

El Centro serves individuals regardless of age, residency, educational level, and English-proficiency level. Most of the adult education

program's learners are Black and Latinx immigrant community residents working in low-wage, part-time service economy jobs who want to improve their employment options. They mostly develop goals for further education after they are enrolled.

ESOL learners entering the Transition Program generally score at NRS English-as-a-Second Language (ESL) EFL 4 and above on the Tests of Adult Basic Education (TABE[®]) assessment. There is a strict attendance policy, and learners must commit to attending classes.

Key Components

The Transition Program involves a series of instructional and supportive activities. The key components are:

- **Recruitment and Intake.** Most individuals hear about the program from other individuals they know or are referred by local adult education programs and occupational training institutions that do not offer comparable services. Learners in the Transition Program are current El Centro participants or new learners at EFL Levels 4 through 6. The program uses a personalized intake process that includes oral and written language assessments (developed by El Centro) and an in-depth interview with the adviser. The process is holistic, and placements are based on individuals' educational backgrounds, goals, personal circumstances, and skill assessment results.
- **Instruction.** El Centro staff have developed a one-semester curriculum schedule that is based on the program's goals for each level. The expectations for ESOL and academic skills vary by each level. Instructors choose unit topics and materials collaboratively to align curricula in every class. Learners in ESOL Level 4 classes take ESOL and Introductory Math that is contextualized to financial literacy. Learners in ESOL Level 5 take Academic Writing I and Analytical Reading/Critical Thinking I. Learners in ESOL 6 take Academic Writing II and Analytical Reading/Critical Thinking II.

Academic writing classes include an independent research component and address different types of essays. The Academic writing classes are designed to build learners' knowledge through the teaching of complex content from multiple subject areas. Critical Thinking classes involve case studies and are focused on the ability to develop a cogent argument,



orally and in writing. Introductory Math/Financial Literacy and Workforce Computer Application classes are taught in the framework of the Sheltered Instruction methodology and are intended to teach content and develop language skills. The assignments in these classes are authentic, tied to real life, and prioritize research skills, critical thinking, and data analysis.

Each ESOL course in Levels 4–6 is taught by two instructors to expose learners to different teaching styles. The staff believe the community environment is key to the program’s success in postsecondary placements. To maximize learners’ outcomes, the program uses team advising to facilitate learners’ transitions.

Learners at any level in the Transition Program can take Introduction to Computer Application for the Workforce, in which they receive free personal tablet computers they can use in their future studies. Instructors recommend learners’ advancement to the next level based on their mastery of skills at that level and their personal readiness. Learners graduate from the program when they complete ESOL Level 6.

- **Dual Enrollment in College.** El Centro staff assist learners in completing the admissions and financial aid forms they need to enroll in college. Learners are dually enrolled in college and El Centro math classes to better prepare them for college-level math. The dual-enrollment model enables learners to accelerate their progress toward their educational goals. The model also allows the program to provide learners with ongoing advising, coaching support, and access to the agency’s wraparound services at the beginning of their college studies, when many nontraditional students feel overwhelmed by the new environment and quit classes.
- **Integrated Advising.** The Transition Program’s system of advising services involves all staff. Instructors and advisers collaborate on approaches to advising learners and discuss learners’ individual issues at weekly staff meetings and informally on a regular basis. All instructors integrate advising into the process of teaching. For example, goal-setting interviews are embedded in the curriculum of each course. Learners work with advisers to develop their educational and career plans, and those plans are shared with instructors. Learners meet with advisers individually at least twice a semester.
- **Use of Technology.** Currently, all classes are online. Blended and hybrid online or in-person classes are planned for Program Year 2021–2022. El Centro has a computer lab and access to Wi-Fi. The Catholic Charities’ Basic Needs Department helps learners with individual internet access at home via the use of hotspots if needed.

Duration

Learners in ESOL 4–6 receive 12 to 16 hours of instruction each week and meet three to four times a week from 9:00 a.m. to 1:00 p.m. Each class level is designed to be one semester, and learners typically spend 14 to 22 weeks at each class level before advancing to the next class level. The entire program is designed to be four semesters long; this includes three semesters of ESOL, and one semester dually enrolled at a community college and at El Centro.

Special Resources Needed to Implement the Program

- **Staff.** A master’s degree in Teaching English to Speakers of Other Languages (TESOL) is preferred for instructors, but teaching experience and Teaching English as a Foreign Language (TEFL) certification can suffice. The program prefers individuals who have worked with multicultural, multilingual groups of learners; have worked or lived in other countries; and speak another language. All advisers are immigrants who experienced the U.S. educational systems as immigrant adults; every adviser is at least bilingual.
- **Materials/Equipment.** The Transition Program uses common equipment including computers, internet, smartphones, and projectors; it uses open-source and authentic materials, such as podcasts, YouTube videos, periodicals, journals, literature, textbooks, and computer games. The program uses the *Longman Academic Reading Series* (pre-college) as base textbooks.

Innovative Features

The Transition Program has the following innovative features:

- It is unique in its focus on preparing ESOL learners to transition to college from lower ESOL levels because it shapes learners’ goals as they progress rather than working with learners who already have college goals and are close to college readiness in skills. The Transition Program provides learners with access to a wide range of wraparound social services offered by Catholic Charities. The Transition Program’s use of the Sheltered Instruction methodology with content from math, science, technology, and other subjects for general language-skills development also distinguishes it from other ESOL programs.
- Learners receive instruction from two instructors, which exposes learners to different teaching styles and enhances the advising process that is conducted collaboratively among El Centro staff and includes team advising in which instructors serve as advisers. All instructors at El Centro teach a lower-level ESOL class and an upper-level ESOL class, so instructors can build a rapport with learners as they progress through the program and can understand learners’ skill needs as they enter the upper-level classes.
- The Transition Program enables learners to be dually enrolled in college and in adult education while continuing to participate in math classes at El Centro to better prepare them for college-level math. This enables El Centro staff to provide ongoing support/advising to learners as they enroll in college to help ensure their success.

Learners’ Outcomes

The table below provides the data on learners’ completion of the Transition Program and enrollment in postsecondary education for Program Year (PY) 2017–2018, PY 2018–2019, and PY 2019–2020. A high percentage of ESOL learners who complete the Transition Program enroll in postsecondary education.

Outcomes	PY 2017–2018	PY 2018–2019	PY 2019–2020
Number of learners enrolled in Transition to College/Postsecondary Training	60 (Levels 4 and 5)	80 (Levels 4–6)	80 (Levels 4–6)
Percentage and number of learners who complete program at Level VI (V in PY 2017–2018)	67% (40)	50% (40)	50% (40)
Percentage and number of learners who complete the program and enter postsecondary education	55% (22)	90% (36)	60% (24)

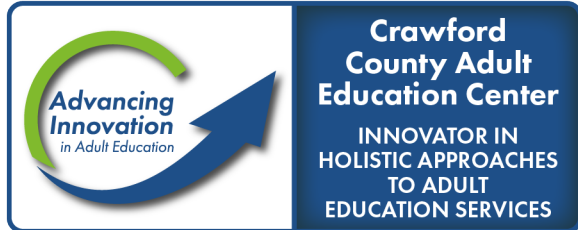
Source: El Centro Adult Education Program provided the data in the table based on its NRS reports submitted to the MA DESE.

Contact Information

Marianna Geraskina
Director of Education
marianna_geraskina@ccab.org

El Centro Adult Education Program
Catholic Charitable Bureau of the Archdiocese of Boston, Inc.
175 West Broadway Street
Boston, MA 02127
(617) 680-7526
<https://www.ccab.org/elcentro>

Increasing Access to Adult Education Services



Alternative Sentencing Program, Crawford County Adult Education Center

Overview of Adult Education Program

The Crawford County Adult Education Center (CCAEC) is an adult education program that is part of the Van Buren School District in Van Buren, AR. The CCAEC prepares learners to take the General Educational Development (GED[®]) test, transition to college, and take the Armed Services Vocational Aptitude Battery (ASVAB). It provides instruction in English as a Second Language, digital literacy, financial literacy, and citizenship, as well as offering pre-apprenticeship programs. CCAEC has training programs in Certified Nursing Assistant, industrial maintenance, and introduction to construction. The program has formed partnerships with business and industry, postsecondary education institutions, secondary schools, nonprofit organizations, churches, community outreach centers, Chambers of Commerce, and local and state government agencies. CCAEC also works with the District Court to offer its Alternative Sentencing Program. During 2019–2020, CCAEC served 955 adult learners in its adult education program, which includes 105 Alternative Sentencing (AS) learners. It employed eight full-time staff and 14 part-time staff.

Description of Alternative Sentencing Program

Prior to the development of the CCAEC Alternative Sentencing (AS) Program, no education programs were available for justice-involved individuals in Crawford County, AR. The Alternative Sentencing Program began in January 2018 to provide justice-involved individuals charged with nonviolent offenses an opportunity to participate in education and training programs in lieu of jail time, community service, and/or fines. CCAEC works collaboratively with the District Court judge and probation officers to determine the best course of study for each justice-involved individual eligible for and interested in CCAEC services. The course of study is then outlined in an individual's alternative sentencing contract. Learners in the Alternative Sentencing Program attend classes with CCAEC learners. CCAEC has the flexibility to assign specific programs based on the individual needs and goals of learners. Instruction for learners is individualized based on their needs and their Tests of Adult Basic Education (TABE[®]) assessment scores. Most instruction is delivered using the Essential Education online programs. CCAEC staff provide supports that include employment assistance, benefits assessment and application, and counseling. CCAEC has developed strong partnerships with employers, including but not limited to Bekaert, Experian, Garrett Excavating, McCormick Works, Pepper Source, Ltd., Simmons Foods, TRAC Staffing, Tyson Foods, and Walmart, which are familiar with CCAEC and are willing to hire learners from the program. AS learners formally complete the program when they finish their prescribed course of study as outlined in their alternative sentencing contract.

Target Population and Requirements

The Alternative Sentencing Program serves justice-involved individuals who are at least 16 years old and have been charged with nonviolent offenses. Individuals must be referred by the District Court judge and/or probation officer to participate in the program. There is no required minimum basic skills level to enter the program. The District Court judge and probation officer track participation and attendance through the CCAEC court liaison. The recommendations made by the District Court judge and/or probation officer are considered in developing the student learning plans. CCAEC staff also have flexibility in determining learners' course of study based on their preferences.



Key Components

The Alternative Sentencing Program involves a series of instructional and supportive activities. Justice-involved individuals who meet the program requirements can enroll in the program at any time during CCAEC's program year. The key components are:

- **Recruitment.** CCAEC's court liaison attends every District Court proceeding. Justice-involved individuals are offered a variety of options, such as community service, education, or counseling. CCAEC's court liaison provides them with information about the classes and services that CCAEC provides through the Alternative Sentencing Program. Individuals who are interested in the AS Program complete an initial contact sheet and receive an appointment card to begin services at CCAEC.
- **Intake.** AS learners have a scheduled appointment to come to CCAEC for intake and enrollment. They complete an intake assessment form and a student learning plan. During the intake process, AS learners take the TABE® assessment. One of the career services providers meets with them in an individual setting to review their TABE® results, discuss goals, and finalize their student learning plan. The career services provider reviews the student contract, which describes the roles, responsibilities, and code of conduct for all adult basic education learners, and an alternative sentencing contract, which has the attendance policy, class times, scheduling, and specific alternative sentencing guidelines for AS learners. The AS learners are required to sign the two contracts to begin services.
- **Orientation.** Orientation is held weekly on Tuesday mornings and Thursday evenings at CCAEC. During orientation, information about the available CCAEC programs and services and the school's rules and regulations is provided to all adult basic education learners. They also complete the Visual, Aural, Read/Write, Kinesthetic VARK® questionnaire, the 5-Minute Personality Test, the O*NET job survey, and a program-developed needs assessment. Learners receive a flash drive with school information, which they continue to

use throughout the program to store additional class materials, resumes, cover letters, and job applications. Learners are also given a tour of the campus, where they are introduced to the staff and instructors. Orientation concludes with a question-and-answer session.

- **Instruction.** AS learners can enroll in any of the classes that CCAEC offers, including GED® preparation, English as a Second Language, citizenship, and classes that lead to industry-recognized certificates. The latter classes are part of Arkansas’s work readiness program, WAGE™ (Workforce Alliance for Growth and the Economy). The classes lead to credentials, including certifications in employability, Customer Service Levels 1 and 2, and banking; the Industrial and Office Technology National Career Readiness Certificate; OSHA (Occupational Health and Safety Administration) 10; the National Center for Construction Education and Research Certification; and Certified Nursing Assistant certification.

AS learners are fully integrated into the CCAEC programs provided to adult basic education and English-language learners. Instruction is individualized based on learners’ needs and TABE® assessment scores. CCAEC uses the Essential Education online platform that tracks data and places learners in instructional programs based on their educational levels. Learners use the Essential Education online programs in class with an instructor who monitors their progress and provides support as needed. Learners in the GED® preparation class also spend one or two hours per week on work readiness preparation, which involves developing a resume and cover letter. Learners who need to pass one remaining GED® subject test may work individually with an instructor. In addition to Essential Education, CCAEC provides online resources such as Aztec Software, Rosetta Stone® Language Learning, BurlingtonEnglish, Google Classroom, and ACT WorkKeys®.

- **Employment Assistance.** CCAEC career service providers assist learners in creating a resume and cover letter, completing job applications, and participating in mock interviews. The career service providers and CCAEC director host career fair events and job drive-through events to enable learners to meet in person with potential employers. CCAEC staff shares job tips and local job openings with learners in person and through CCAEC’s website.
- **Supportive Services.** CCAEC has staff who provide supportive services for all learners, such as applying for the Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, and for expecting parents, Parents as Teachers. Learners who are interested in enrolling in postsecondary education can also receive support in applying for available scholarships and grants and in completing the Free Application for Federal Student Aid. CCAEC has a certified counselor who provides counseling for each AS learner using the 2005 Texas Institute of Behavioral Research’s *Unlock Your Thinking, Open Your Mind* manual. The evidence-based curriculum uses a cognitive behavioral approach to address thinking patterns that may hamper behavior change. The curriculum has been taught in a group setting in the past. Because of COVID-19 procedures, it is now offered on a case-by-case basis individually.

CCAEC also receives donations from the community and maintains a supply closet with clothing, hygiene products, and other household supplies for all learners to help meet their

basic needs. The program works with local community organizations and churches to provide meals twice per week in the evenings prior to classes.

- **Program Completion and Feedback.** Learners formally complete the program after they finish their prescribed course of study, although learners may continue to attend classes at CCAEC to obtain additional certifications. CCAEC staff conduct an exit interview with learners to discuss learners' personal progress, changes in employment, and goals, and to obtain permission to follow up with learners. An anonymous survey is sent to learners when they complete the program. The interviews and surveys assist CCAEC staff in improving their services.
- **Use of Technology.** Learners complete a distance-learning survey to determine whether online instruction is appropriate for them. Learners must sign a distance-learning contract that specifies the program's expectations for learners and distance-learning rules and procedures. In many cases, distance learning is joined with in-person classes when available or appropriate. Staff and instructors regularly contact distance-learning students by telephone, email, or in person to reinforce learners' participation and retention.

Duration

The length of program participation is based on learners' course of study. The number of hours that learners attend each week is determined by their employment status. If learners are employed, they are required to complete a minimum of six hours per week. Unemployed learners are required to attend a minimum of 20 hours per week. CCAEC requires that AS learners sign in on a separate attendance sheet so that attendance hours can be reported to the District Court judge and/or probation officer.

Special Resources Needed to Implement the Program

- **Staff.** CCAEC hired a court liaison who attends all District Court hearings and maintains communication with the District Court judge, probation officers, and CCAEC staff and instructors. The court liaison is responsible for data entry for AS learners and sends the probation office a letter documenting AS learners' completion of the program.
- **Materials/Equipment.** Learners may borrow or check out a computer or internet hotspot with their driver's license or identification card. CCAEC uses Essential Education for its instruction and the 2005 Texas Institute of Behavioral Research's *Unlock Your Thinking, Open Your Mind* manual for its counseling services.

Innovative Features

CCAEC's Alternative Sentencing Program has the following innovative features:

- CCAEC has developed a strong working relationship with the District Court judge and Crawford County Probation Office. The three parties work together to determine the best course of study for each justice-involved individual eligible for CCAEC services. CCAEC's court liaison communicates about learners' progress with all parties and meets with the District Court judge monthly to discuss program successes and areas for improvement.

CCAEC’s relocation to the building where the District Court and other services are located has advanced the Alternative Sentencing Program and CCAEC’s partnership with community services such as Arkansas Rehabilitation Services, Division of Services for the Blind, and Department of Workforce Services.

- CCAEC has developed strong partnerships with employers such as Tyson Foods, Simmons Food Inc., Walmart, and Pepper Source, Ltd., that have helped support the Alternative Sentencing Program. Local employers share job openings with CCAEC staff that they promote with all learners. CCAEC’s program director is on the Chamber of Commerce, and this membership is an important source of information about local businesses and job openings.
- CCAEC is highly involved in the community. To provide the needed level of supportive services to their learners, CCAEC has built relationships with local churches and families as well as employers in the community who help the program. For example, Walmart has awarded two grants to CCAEC, which it used in building and maintaining CCAEC’s community resource room The Community Resource Center, which available to all learners, provides food, clothing, and household supplies and is a referral resource for household furniture and appliances for learners.
- Through CCAEC’s partnership with the Vincennes University Military Education Program, learners are referred to postsecondary education located on the CCAEC campus. They can earn an associate degree on the CCAEC campus through Vincennes University AS learners can enroll in college courses if they receive permission from the District Court judge.

Learners’ Outcomes

Data on learners’ enrollment in the Alternative Sentencing Program, attainment of measurable skill gains, attainment of Educational Functional Level gains, attainment of employment, and enrollment in postsecondary education are provided for Program Year (PY) 2018–2019, PY 2019–2020, and PY 2020–2021. Outcome data show increasingly higher rates of attainment on all outcomes reported.

Outcomes	PY 2018–2019	PY 2019–2020	PY 2020–2021 as of April 2021
Number of learners enrolled through the Alternative Sentencing Program who had at least 12 hours of participation	183	105	89
Percentage and number of AS learners who obtained a measurable skills gain (MSG)	41% (75)	58% (61)	75% (100%)
Percentage and number of AS learners who obtained at least one Educational Functioning Level (EFL) gain	49% (75)	59% (61)	75% (66)
Percentage and number of learners who obtained employment	44% (81)	61% (64)	63% (55)
Percentage and number of learners who have enrolled in postsecondary education	32% (59)	73% (77)	Not yet available

Source: CCAEC provided the data in the table based on its NRS reports submitted to the Arkansas Division of Workforce Services.

Contact Information

Debbie Faubus-Kendrick
Director
dfaibus@vbsd.us

Crawford County Adult Education Center
Arkansas Adult Education
605 Alma Boulevard Circle
Van Buren, AR 72956
(479) 471-0019
<https://crawfordcountyadulthoodeducationcenter.webs.com/>



Breaking Barriers, Jefferson Community and Technical College—Kentucky Skills U

Overview of Adult Education Program

Jefferson Community and Technical College—Kentucky Skills U (JCTC-KY Skills U) is an adult education center that is part of Jefferson Community and Technical College in Carrollton, KY. JCTC-KY Skills U serves eight rural counties in Kentucky: Bullitt, Carroll, Gallatin, Henry, Oldham, Shelby, Spencer, and Trimble and is co-located on campuses in Bullitt, Carroll, and Shelby counties. JCTC-KY Skills U delivers preparation for the General Educational Development (GED[®]), transition to college and the workforce, and instruction in English as a second language and adult basic education. It has developed partnerships with employers including North American Stainless, Dorman Products, Amazon, and area hospitals; organizations that offer apprenticeships, such as the KY Career Center, Ready to Work Program; two workforce investment boards (Northern Kentucky and Louisville Greater Area); probation and parole offices; and organizations that provide learner supports, such as the Ohio Valley United Charities that gives grants for the purchase of curriculum supplies and the Carroll County Fiscal Court that assists with GED[®] scholarships. During 2019–2020, JCTC-KY Skills U served 790 adult learners in its adult education program. It employed 12 full-time staff and 16 part-time staff.

Description of Breaking Barriers

JCTC-KY Skills U's Breaking Barriers practice provides a fully online program option, as well as hybrid and in-person options for adult education learners. The fully online option began in August 2019. JCTC-KY Skills U wanted to enable prospective learners, who live in a rural area that covers eight counties, to enroll and participate in Skills U services with minimal barriers. The program's fully online option enables learners to participate in the key program services of enrollment, orientation, testing, instruction, and advising. The online enrollment process has made it more convenient for learners to register in the program. Instruction is delivered using online video conferencing and instructional platforms. The online delivery of instruction increases learners' options for instruction, such as providing them with greater access to a range of GED[®] classes that are taught by subject area and by level. Learners can participate in classes at different times throughout the day and can view recorded classes online. Adult education instructors also benefit from online instruction by being able to teach learners simultaneously across multiple counties, which saves them time commuting to different program locations. Two full-time and one part-time college and career navigators (CCNs) assist learners in developing their career pathway plan and provide them with counseling and assistance in applying for employment or postsecondary education and training.

Target Population and Requirements

JCTC-KY Skills U serves both adult basic education and English language learners across all National Reporting System (NRS) levels. Most learners enroll in the program with the goal of

obtaining their GED®; some learners want to improve their basic skills to transfer to college or obtain employment. Most adult basic education learners in the program have baseline assessments at NRS Education Functioning Level (EFL) 3 or higher. English-language learners generally enter the program at EFL 5 or higher.

Key Components

Breaking Barriers involves a series of instructional and supportive activities that learners can access online or in person. The key components are:



- **Recruitment, Intake, and Class Placement.** The JCTC-Skills U program publicizes the program to learners through social media, print materials (e.g., flyers, church bulletins, yard signs and banners), and a variety of community partners (e.g., schools, local business and industry, fiscal and circuit courts, jails and prisons, probation, and parole), and community events (e.g., job fairs). Learners register for the JCTC-Skills U program using an online link displayed as a Quick Response (QR) code (<https://jctc.me/skillsu>) that is found in program flyers. The intake process is conducted by a CCN, who calls learners to review and finalize their intake form and assess their interest in the program. A CCN works with learners to schedule their pretest using the Tests of Adult Basic Education (TABE®) for English speakers and high proficiency non-English speakers, the Comprehensive Adult Student Assessment System (CASAS) for non-English speakers, and, if applicable, the GED® Ready test. Learners take the pretest remotely or in person. A CCN then assists learners in preparing a career pathway plan based on their pretest scores and educational and career goals. Instructors also meet with learners via the Zoom online video conferencing platform to determine their next steps and enroll them in online, in-person, or hybrid classes. Learners placed in online classes receive class links to log in, a syllabus, directions on how to set up a Remind text-messaging account to receive text messages from JCTC-KY Skills U staff, instructions on how to connect to the math hotline,¹¹ sign-in information for the online educational platforms, and instructions on how to track and report their educational activities. Instructors ensure that learners know how to access the online classes and resources before their first class.
- **Instruction.** Learners are enrolled in classes organized by GED® subject area and skill level. JCTC-KY Skills U staff conducted a crosswalk of the skills assessed on the GED® tests and the TABE® tests. They identified the skills learners need to be successful on both tests and organized the materials and resources that instructors could use to teach those

¹¹ The math hotline is a lab that is available for learners who have questions about the math they are learning. The hotline can be accessed in person, using Zoom, or by telephone.

skills. Staff also asked learners for their feedback on the materials and resources. Based on learners' feedback, staff discontinued the use of materials that were reported as being ineffective.

The program uses the New Readers Press *Scoreboost for TABE*[®] textbook and supplements it with other online resources such as Kentucky Educational Television, BrainChild GED[®] Online Solution, Fast ForWard Reading Program, EdPuzzle, Edmodo, Edgenuity, Khan Academy videos, or the program's own materials. Although instructors have flexibility in the resources and materials they use in teaching, they all follow the same course outlines, address the same topics, and use the diagnostic information from the TABE[®] pretest to deliver instruction.

Classes are available fully online or are delivered in a hybrid format. In-person classes are broadcast using the Zoom online video conference platform. Instructors can use the SMART board, an interactive white board, in class or the Zoom whiteboard to present content. Classes are recorded and posted online. Learners are assigned distance learning activities that reinforce the concepts learned during direct instruction. They must complete their assignments and submit their work for instructors to review and evaluate, which is done using Microsoft Teams or Google Classroom. Many of the online resources allow instructors to track learner progress. Instructors are available during open lab times either in person or virtually to work with learners on technology issues or to address specific concepts.

To accommodate learners' enrollment in classes on a rolling basis, instructors assign online or print coursework to learners who join classes midstream and have missed past lessons. The program has online and in-person open labs that are available after the classes are held so that learners can meet with instructors to learn the concepts they missed. Instructors can assign videos from EdPuzzle and lectures that were previously recorded to orient learners to those concepts. Learners can also be assigned to multiple classes with different instructors to help them learn.

- **Supportive Services.** The CCNs and instructors communicate frequently to track and address learners' barriers and issues. The CCNs meet regularly with learners to discuss progress on their career pathway plan. They follow up with learners who are absent from class and connect learners with other JCTC-KY Skills U staff or outside organizations that can help learners apply for wraparound supports, such as the Kentucky Transitional Assistance Program benefits. The CCN also provides learners with options for employment or postsecondary education and training, such as transition to GED[®] Plus, which is a program that enables learners to enroll concurrently in GED[®] classes and an occupational training program at JCTC or another occupational training or apprenticeship program through Kentucky Career Centers and Kentucky Ready to Work. The CCNs work with learners who express interest in enrolling in college by assisting them in completing the admissions application, the Free Application for Federal Student Aid, and the Work Ready Kentucky Scholarship application. Learners who are interested in postsecondary education and training at JCTC are referred to a JCTC adviser, who will help them enroll in community college classes.

- **Use of Technology.** Learners have the option to participate in JCTC-KY Skills U program fully online or in a hybrid format. Learners can access some of the online resources the program uses with a smartphone.

Duration

Classes are offered in a two-day-per-week schedule, such as on Monday and Wednesday mornings and afternoons or Tuesday and Thursday mornings and evenings. Each class session is one and one-half hours to two hours long. Learners spend approximately two hours per week per class on homework. CCNs contact learners weekly to send motivational notes or messages, and learners meet with CCNs at least once a month virtually or in person for one hour. Many learners meet twice a month for 30-minute sessions.

Special Resources Needed to Implement the Program

- **Staff.** Instructors must be comfortable with adopting new technology, particularly in using and navigating a variety of online platforms.
- **Materials.** JCTC-KY Skills U uses the New Readers Press *Scoreboost for TABE*[®] textbook as a key resource. The program also loans calculators as needed and began a laptop loan program.
- **Online Resources.** The following technology resources are used to implement the Breaking Barriers: Zoom online video conferencing platform; Remind text-messaging platform; Google Classroom and Forms; KET programs; BrainChild GED[®] Online Solution; Fast ForWord Reading Program; EdPuzzle; Edmodo; Edgenuity; and Khan Academy.
- **Equipment.** Learners can use a computer, laptop, tablet, or mobile phone to access the online classes. JCTC-KY Skills U received a donation from a local organization to purchase new laptops and refurbish older laptops to loan to learners. The local libraries loan out hotspots so learners can connect to the internet. Learners can also use the public Wi-Fi at the college campuses, city courthouses, and libraries.

Innovative Features

Breaking Barriers has the following innovative features:

- It was designed to remove learners' barriers to enrolling and persisting in a rural adult education program. JCTC-KY Skills U has addressed the accessibility issue by implementing a fully online program from learners' registration in adult education through their enrollment in further education. This technology-driven program enables learners to participate in adult education services from any location; access classes tailored to their skill level; have flexibility when they access services; and receive guidance and support virtually. The design of this online program is not commonly found in adult basic education.
- To accommodate learners' entry into classes on a rolling basis or their absence from class, the program has organized a system of online resources and recorded classes that learners can access to receive the information that was taught in the classes they missed. This system

also includes an opportunity for learners to meet with instructors virtually or in person to obtain clarification about the content of those classes.

- JCTC-KY Skills U uses college and career navigators (CCNs) to provide comprehensive support to learners from the time of their enrollment in the program through their attainment of outcomes. The CCNs are instrumental in guiding and tracking learners' progress toward attaining their goals, referring them to resources, and providing encouragement to keep them focused on achieving success.

Learners' Outcomes

Data are provided for learners' enrollment in JCTC-KY Skills U, goals for earning a GED[®], and GED[®] attainment for Program Year (PY) 2018–2019 (prior to the beginning of Breaking Barriers), PY 2019–2020, and PY 2020–2021. The data indicate that enrollment increased substantially during the first year of the implementation of Breaking Barriers, as did the percentage of learners who had a goal to obtain a GED[®] and met that goal. During this full year of the COVID-19 pandemic, JCTC-KY Skills U enrolled almost the same number of full-time learners (at least 12 hours of participation) as were enrolled in the year prior to the implementation of Breaking Barriers.

Outcomes	PY 2018–2019 (Before Breaking Barriers)	PY 2019–2020	PY 2020–2021 as of June 1, 2021
Total enrollment	224	790	215
Percentage and number of learners who had GED[®] attainment as a goal	54% (121)	18% (138)	29% (73)
Percentage and number of learners who had GED[®] as a goal and who passed the GED[®]	18% (22)	47% (65)	37% (27)

Source: JCTC-KY Skills U provided the data based on its NRS reports submitted to Kentucky Skills U, Kentucky Education and Workforce Development Cabinet.

Contact Information

Cristina Marsh
Director
cristina.marsh@kctcs.edu

Jefferson Community and Technical College—Kentucky Skills U
1607 U.S. Hwy. 227
Carrollton, KY 41008
(502) 213-5212
<https://jefferson.kctcs.edu/community/adult-education.aspx>



Integrated Education and Training (IET) Culinary Arts Program, Hampden County Sheriff's Department

Overview of Adult Education Program

Hampden County Sheriff's Department (HCSD) is a medium-sized correctional facility in Ludlow, MA, that offers a variety of academic classes including adult basic education, English as a Second Language, high school equivalency preparation, integrated education and training in culinary arts, and vocational programs in graphics, welding, carpentry, and custodial maintenance. HCSD provides work readiness training and employment assistance to its residents. During 2019–2020, HCSD's adult education program served 120 sentenced and pretrial individuals. HCSD employs nine full-time and 11 part-time education staff.

Description of IET Culinary Arts Program

HCSD's IET Culinary Arts Program (Culinary IET Program) began in 2017. The program targets residents in pre-release status and combines academic instruction in basic skills and high school equivalency preparation and vocational training in the culinary arts in a 15-week IET program. The program involves the Massachusetts State Department of Elementary and Secondary Education (MA DESE), HCSD, and Holyoke Community College (HCC). MA DESE funds HCSD to provide staff for academic and digital literacy instruction, advising, and coaching. HCC provides a chef to teach the IET program, ServSafe® certification, and Occupational Safety and Health Administration (OSHA) 10 instruction, and access to the state-of-the-art Culinary Arts Institute for the hands-on component of the program. Learners who complete the program receive the ServSafe® for Managers, ServSafe® Allergens, OSHA 10, and American Hotel and Lodging Educational Institute's Kitchen Cook certifications. Program completers also receive a certificate of completion from the HCC Office of Workforce Development, which represents six college credits.

Target Population and Requirements

The program serves pre-release residents within six to nine months of release who score at least at the National Reporting System (NRS) Educational Functioning Level 4 in reading and math; are interested in the field of culinary arts and committed to the coursework; do not already hold the ServSafe® and OSHA 10 certificates; and do not have a history of disciplinary actions. Residents must also have a basic knowledge of digital literacy. Although residents do not need a high school diploma to participate in the Culinary IET Program, it targets residents who are close to earning their high school equivalency diploma.

Key Components

The Culinary IET Program at HCSD involves a series of instructional and supportive activities. Learners participate in the program as a cohort of up to 18 learners. The key components are:

- **Recruitment and Intake.** HCSD offers an information session for eligible pre-release residents who are interested in the program. Residents who would like to enroll in the program undergo a rigorous selection process that begins with a referral from an HCSD counselor and the submission of an application. Residents participate in an in-person interview with HCSD staff so that staff can gauge their level of interest in the culinary career pathway and commitment to the coursework and to meeting program expectations. During intake, residents complete the Tests of Adult Basic Education test as a placement instrument and must achieve a score at the seventh grade-equivalent level or higher in reading and math. Residents also must demonstrate a basic knowledge of digital literacy, which is based on information collected about their computer use during the intake process.



- **Contextualized Academic Instruction.** The first five weeks of the program are focused on contextualized academic instruction in reading and math, and studying for the ServSafe[®], ServSafe[®] Allergens, OSHA 10, and American Hotel & Lodging's Kitchen Cook certificate exams. Learners are taught by two instructors at HCSD—one focuses on basic skills and the other on test preparation. During the first five Saturdays, learners spend 7.5 hours in class, from 8 a.m. to 3:30 p.m. Two hours are spent on math instruction, two hours on ServSafe[®] reading and vocabulary instruction, and three hours on ServSafe[®] or OSHA 10 preparation, with a half-hour break. Outside of class time, learners complete reading and math homework and can study for the ServSafe[®] exam by taking practice exams and watching ServSafe[®] videos independently in HCSD's computer lab. Learners also participate in classes that meet three nights each week at HCSD. Digital literacy is taught on one night; math and digital literacy are taught on another night; and on a third night, learners meet with the adviser or job coach to develop their work readiness skills. Learners without a high school diploma enroll concurrently in High School Equivalency Test (HiSET[®]) classes offered at HCSD and are able to take the HiSET[®] test since HCSD is a test center. To move to the hands-on phase of the IET program, learners must have perfect attendance, demonstrate a positive attitude, participate in class, and demonstrate that they are studying.
- **Hands-On Culinary Arts Instruction.** Learners take the ServSafe[®] for Managers and the Kitchen Cook certificate exams and complete the ServSafe[®] Allergens training during the first week of hands-on instruction. Learners who pass the ServSafe[®] exam are eligible to receive college credit for the course. All learners can participate in the remaining nine weeks of the program, in which they attend a hands-on culinary arts class taught by a chief instructor at the Culinary Arts Institute at HCC. The culinary arts instruction includes training in skills such as kitchen etiquette, food terminology, weights and measures, recipe conversions, safety in food handling, cooking basics, and proper table setting techniques.

The chef instructor assesses learner skills using a checklist. Learners do not receive formal grades for the program but complete a capstone project at the end of the program that includes preparing and serving a three-course meal to more than 90 guests. An integral part of the curriculum involves Metro-Goldwyn-Mayer (MGM) staff who deliver a presentation to learners about working at an MGM facility. MGM staff conduct mock interviews with learners, during which they record responses to three questions and provide feedback on learners' responses. Learners who complete the 15-week program receive a certificate from HCC's Office of Workforce Development.

- **Employment Assistance.** All learners are assigned a job coach, who meets weekly with them to assist in transition plan development, resume completion, and preparation for employment. The job coach supports learners in identifying and applying for potential employment opportunities, which includes how to respond to questions about their period of incarceration by highlighting the positive programs they have completed and how they will become productive community members when they are released. Ideally, learners who begin the program are within six to nine months of release and obtain employment within six months of release. Within six to eight weeks of release, the job coach may refer the learner to the HCSD Reentry Center's employment team, which supports learners in accessing benefits and wraparound supportive services. These include how to obtain a Massachusetts Identification Card and a Social Security Card; restore their driver's license; connect with MassHire Career Center staff; and access housing and transportation assistance, such as a bus card. Learners can continue to access the services offered by the HCSD Reentry Center after they are released. Program staff follow up with learners six months after release.
- **Postsecondary Transitions Support.** After completing the Culinary IET program, learners who have a high school diploma or high school equivalency credential can enroll in HCC to obtain a certificate or an associate degree in culinary arts. Both HCSD and HCC staff discuss opportunities to transition to HCC with learners. Staff are available to help learners with financial aid applications and referrals for learners who need additional academic support to prepare for college coursework.

Duration

The Culinary IET Program is a 15-week program. Classes take place every Saturday for 7.5 hours, and learners spend an additional 7.5 hours per week completing homework, studying, or participating in evening academic and digital literacy classes at HCSD for a total of approximately 15 hours per week.

Special Resources Needed to Implement the Program

- **Staff/Partnerships.** The Culinary IET Program requires culinary instructors who are certified by the American Culinary Federation, ServSafe® instructors, or test administrators. A chef instructor teaches the hands-on culinary arts portion of the program.
- **Materials/Equipment.** The Culinary IET Program requires access to a fully equipped restaurant-grade kitchen and fully furnished restaurant setting with tables, chairs, and silverware. HCC received a substantial contribution from MGM Resorts to build the

Culinary Arts Institute. The program also requires access to a computer lab for learners to participate in the academic and digital literacy instruction and take practice ServSafe® exams. Learners are provided a copy of the *ServSafe Manager Book* and *Kitchen Math* textbook, a calculator, a notebook, and various handouts.

Innovative Features

The Culinary Arts IET has the following innovative features:

- HCSD is the first and only correctional education program to offer an IET program in Massachusetts. The program is a collaboration between HCSD and HCC. Learners in pre-release status earn the ability to take classes off site at HCC in the Culinary Arts Institute. Learners are eligible to receive six college credits at HCC when they complete the culinary arts program and can continue their career pathway to obtain a certificate or their associate degree in culinary arts at HCC.
- The Culinary Arts IET Program has a strong partnership with MGM Resorts. Learners participate in mock interviews with MGM staff and in virtual tours of the MGM facilities as part of the IET curriculum. MGM has also hired IET program completers. Additionally, two graduates of the program are being considered to work at one of HCSD’s restaurants full-time (40 hours per week) as a resident of the facility. HCSD provides transportation to and from the restaurant, and learners are paid for their work.

Learners’ Outcomes

Data are reported on program completers, HiSET® participants, employment attainment, and attainment of jobs in culinary arts industry. Outcome data indicate high rates of program completion, which includes obtaining industry-recognized credentials in the culinary arts. Most learners who complete the IET program obtain employment after they are released, in and outside of the field of culinary arts.

Outcomes	PY 2018–2019	PY 2019–2020	PY 2020–2021 as of April 2021 ^a
Number of learners enrolled	14	17	7
Percentage and number of learners who completed the program, obtaining the following industry-recognized credentials: ServSafe®, ServSafe® for Managers, ServSafe® Allergens, OSHA 10, American Hotel and Lodging Educational Institute’s Kitchen Cook	57% (8)	88% (15)	71% (5)
Percentage and number of learners who took the HiSET® and passed it	67% (2)	40% (2)	0
Percentage and number of learners who obtained employment after completion	75% (6)	67% (10)	20% (1)
Of learners who obtained employment, percentage and number who obtained a job in the culinary arts industry (these data are from partial reporting of jobs)	67% (4)	30% (3)	100% (1)

^a Because of the pandemic, classes sizes at HCC were limited to six learners in the kitchen.

Source: HCSD provided the data in the table based on its NRS reports submitted to the Massachusetts State Department of Elementary and Secondary Education.

Contact Information

Susanne Campagna
Director of Education
susanne.campagna@sdh.state.ma.us

Hampden County Sheriff's Department
627 Randall Road
Ludlow, MA 01056
(413) 858-0440
<http://hcsdma.org/>



Ohio Deaf Literacy Partnership, Delaware Area Career Center Aspire Program

Overview of Adult Education Program

Ohio's Delaware Area Career Center (DACC) Aspire is an adult education program that is part of the Delaware Area Career Center School District in Delaware, OH. It serves learners from grades nine through 12 and adult learners. DACC Aspire offers preparation for the high school equivalency test; WorkKeys preparation for the Ohio Adult Diploma Program; preparation for the Armed Services Vocational Aptitude Battery test; and instruction in English for Speakers of Other Languages, and basic skills for postsecondary and workplace settings. DACC Aspire has partnerships with Opportunities for Ohioans with Disabilities (OOD), the Ohio School for the Deaf (OSD), the Vineyard Community Center, the Columbus Metropolitan Library, the Delaware County District Library, Hilliard City Schools, the West Central Community Correctional Facility, and the Delaware County Jail. During 2019–2020, DACC Aspire served 911 learners and employed one full-time coordinator and 30 part-time instructors and support staff.

Description of Ohio Deaf Literacy Partnership

The Ohio Deaf Literacy Partnership (the Partnership) provides an online English literacy course for learners who are deaf or hard of hearing. The course was offered in January 2019 through an interagency partnership between DACC Aspire, which provides funding and adult education expertise; OOD, the state agency that oversees vocational rehabilitation and refers adults to the course; and the OSD, which provides a deaf education instructor who is funded by DACC Aspire to teach the course. The Partnership course was modeled on the course offered by the Austin Community College in Austin, TX, and LaGuardia Community College in Long Island City, NY. Both programs strive to establish formal language learning among individuals who are deaf or hard of hearing. The two programs teach an English literacy class completely in American Sign Language (ASL) with the goal of improving English literacy and building ASL skills. The Partnership developers also consulted with experts from the National Deaf Center (NDC), National Technical Institute for the Deaf (NTID) at the Rochester Institute of Technology, and the VECTOR Transition Program. The Partnership believes that to improve the English literacy of learners who are deaf or hard of hearing, learners must improve their English literacy and increase their ASL skills at the same time, thereby building fluency in both languages. The Partnership enhanced this program model by offering the English literacy course online. The course is taught using direct instruction via video conferencing platforms; has recorded videos that are translated into ASL; and provides homework. Instructors use the video conferencing platforms to deliver group instruction and give individual feedback and assistance to learners.

Target Population and Requirements

The Partnership course was developed for learners with lower literacy levels who are deaf or hard of hearing. Learners from across Ohio can enroll in the course. No criteria require prior

ASL knowledge; however, all learners who have enrolled in the course thus far have basic knowledge of ASL.

Key Components

The Partnership course involves a series of instructional and supportive activities. Learners participate in the course as a cohort, with class sizes limited to seven learners. The key components are:



- **Recruitment and Intake.** Most learners are recruited to the program through OOD. In Ohio, learners who are deaf or hard of hearing contact OOD’s Bureau of Vocational Rehabilitation for support regardless of whether the issues are work related. During the first year of the program, orientation was held in person to provide an opportunity for learners from across the state to build a community with one another. During the orientation, learners are pretested using the Tests of Adult Basic Education (TABE®) to assess their reading skills and the TABE® Complete Language Assessment System-English (TABE® CLAS-E) to assess their writing skills. The TABE® is delivered using an interpreter. Staff also work with learners to address technology issues and ensure that learners can connect to class using the Schoology online learning management system and Zoom.
- **ASL Videos to Support Instruction.** The program’s Partnership course is designed to employ a native language ASL instructor who signs in class. Because this model is expensive, the Partnership produced a series of videos recording the signing of a reading passage by a native language ASL signer as the instructor reads the passage. This approach enables the Partnership to use the videos in current and future classes and exposes learners to multiple native ASL users. The first series of videos targeted the skill levels of the first cohort of learners. The Partnership continues to develop videos targeting increasing skill levels. Production of the ASL videos takes five staff an average of 33 hours per week for 12 weeks.
- **Group Instruction.** The Partnership’s certified deaf education instructor meets once a week with the group of learners to provide 90 minutes of direct instruction in English literacy and ASL using the Zoom online video conferencing platform. The instruction incorporates the ASL videos and other instructor-developed materials such as a newspaper or news broadcast in ASL, nonfiction and fiction reading, and writing prompts. Learners are also assigned homework. These assignments can include reviewing and practicing learned content; studying ASL syntax, grammar, history, literature, and variations and dialects; and watching additional videos on YouTube or the Described Caption and Media Program. The videos are accessible to learners on the Schoology platform outside of class time. Learners of all skill levels are currently placed in the same class. However, as the Partnership expands,

additional classes may be added to differentiate learners by skill level or goals such as learning workplace language and independent living language.

- **Individual Instruction.** The instructor meets once a week with learners individually for 45 minutes using Zoom or videophone. These one-on-one check-in meetings are learner driven and focus on applied topics. Learners ask questions and discuss topics of interest to them. For example, learners may use this time to focus on practicing for an employer interview, reviewing vocabulary for a medical coding class, or preparing to transition to postsecondary education.
- **Supportive Services.** Staff from OOD provide case management services to all learners to help them with non-literacy issues. These include providing information and referrals to housing and health services and connections with advocates who can explain the need for interpreters in meetings about accessing resources such as food stamps.
- **Use of Technology.** Except for orientation and post testing, learners participate in the course fully online using direct instruction over the Zoom online video conferencing platform and the Partnership-developed ASL videos that are on the Schoology learning management platform. Learners need technology devices to access Schoology and Zoom.

Duration

Learners spend about five hours per week for 32 weeks in the course. The course is held from September through May. Learners may continue to engage by participating in an instructor-led summer reading program. Learners are considered as “completing” the course if they advance one level in reading or writing skills based on their score gains from pretest to posttest on the TABE[®] reading and TABE[®] CLAS-E tests. These learners are recognized at an awards ceremony in May. However, learners often continue to enroll in the course until they have met their goals.

Special Resources Needed to Implement the Program

- **Staff.** The Partnership model requires an instructor trained and experienced in deaf education, who has a background in English language and is proficient in American Sign language. The instructor must know how to use online technology platforms for instruction. The model also requires certified interpreters to facilitate testing. The program coordinator must be proficient in sign language to offer support and case management services to learners. Interpreters are used to administer the TABE[®] test.
- **Materials/Equipment.** The model requires a certified deaf interpreter to assist with the production of ASL materials and ASL literacy. The curriculum is tailored to the goals of learners. The instructional materials used in class are from newspapers (*Easy English News*) and news broadcasts in ASL (Daily Moth, DPAN-TV, the Sign Language Channel). Nonfiction reading passages are from *National Geographic* publications. Fiction reading passages are from graphic novels or are learners’ choice. The technology resources used to implement the Partnership are the Schoology online learning management system, Zoom online video conference platform, and YouTube videos. The Partnership used OOD equipment and software to produce the ASL videos. Funding supported the use of a certified

deaf interpreter to coordinate filming and to purchase the services of 12 native ASL users as language models in the videos.

Innovative Features

The Ohio Deaf Literacy Partnership has the following innovative features:

- It provides a model for offering distance learning opportunities for learners who are deaf or hard of hearing. Distance learning removes the site-based limitations of an in-person course and enables the program to recruit and enroll enough learners to meet Aspire’s enrollment requirements for offering a course.
- It has a strong interagency partnership that includes DACC Aspire, Opportunities for Ohioans with Disabilities, and Ohio School for the Deaf. DACC Aspire provides the funding and adult education expertise, Opportunities for Ohioans with Disabilities, the state agency that oversees vocational rehabilitation, refers adults to the course, and the Ohio School for the Deaf provides the deaf education instructor, funded by DACC Aspire, to teach the course.

Learners’ Outcomes

Data are provided for learners’ improvement in reading, language, and writing skills; attainment of an industry-recognized credential; and attainment of employment for Program Year (PY) 2018–2019 and partial data for PY 2020–2021. In PY 2018–2019, some learners showed improvement in their reading and language skills; obtained an industry-recognized credential; and obtained employment. In PY 2020–2021, almost half of learners improved their writing skills.

Outcomes	PY 2018–2019	PY 2019–2020	PY 2020–2021 as of April 2021
Number of learners enrolled	5	3	7
Percentage and number of learners who improved their reading skills	40% (2)	No data due to COVID-19	14% (1)
Percentage and number of learners who improved their language skills	60% (3)	No data due to COVID-19	Data were not collected
Percentage and number of learners who improved their writing skills (TABE® CLAS-E, ESOL)	Not applicable	No data due to COVID-19	43% (3)
Percentage and number of learners who have earned an industry-recognized credential	20% (1)	No data due to COVID-19	Not yet available
Percentage and number of learners who obtained employment	40% (2) ^a	No data due to COVID-19	Not yet available

Source: Data in the table are based on Aspire’s NRS reports submitted to the Ohio Department of Higher Education.

^a Two other learners had existing employment.

Contact Information

Cindy Wolfe
Aspire Coordinator
wolfec@delawareareacc.org

Aspire
Delaware Area Career Center
4565 Columbus Pike
Delaware, OH 43015
(740) 203-3206
<https://www.delawareareacc.org/o/adult-ed/page/aspire-ged-esol>

Conclusion

The nine practices selected for Round 3 of the Advancing Innovation in Adult Education project are examples of AE programs that have organized their services to address the varied needs of adults participating in IET programs, transitioning to next steps programs, and participating in services that traditionally have been hard for them to access. The AE programs administering the nine practices have used their partnerships within their colleges and school districts and with external organizations to obtain social service and technology resources for AE learners, support the delivery of new practices described in this compendium, and provide learners with increased options for meeting their goals for participation in AE. The programs have also been creative in organizing services using new technologies and approaches to keep AE learners engaged and enable them to progress in meeting their goals. The work of the staff leading these practices reinforces the concept that successful AE programs should work with adult learners using a holistic perspective that includes addressing learners' intellectual, social, physical, and emotional needs.

Additional Resources

This compendium is the third in a series about the adult education practices identified as innovative by the Advancing Innovation project. Visit the LINC Resource Collection to access earlier reports in the series.

Alamprese, J.A. & Cheng, I-F. (February 2021). Compendium of innovative practices: Adult education bridge programs and integrated education and training (IET) programs. Bethesda, MD: Manhattan Strategy Group; and Rockville, MD: Abt Associates.

<https://lincs.ed.gov/sites/default/files/compendium-of-innovative-practices-ae-bridge-iet-programs.pdf>

Alamprese, J.A. & Cheng, I-F. (September 2020). Compendium of innovative practices: Secondary credentialing programs for adults. Bethesda, MD: Manhattan Strategy Group; and Rockville, MD: Abt Associates.

<https://lincs.ed.gov/sites/default/files/compendium-innovative-practices-secondary-credentialing.pdf>



Appendix: Advancing Innovation Application Round 3



Application for Innovative Practices

Overview: Advancing Innovation in Adult Education

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

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 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. Please name each file with the program name. Submissions must be received by **January 31, 2021**.

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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>Type of Practice Did your program develop a new practice (product, service or process) for adult education learners?</p> <p>OR</p> <p>Significantly change or enhance an existing practice (product, service, or process) for adult education learners?</p>	<p>Check one:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developed new practice <input type="checkbox"/> Changed or enhanced existing practice
<p>If developed new practice: In what ways is this practice a new approach?</p> <p>OR</p> <p>If changed or enhanced existing practice: 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>Purpose(s) of Practice: Describe what the practice is intended to achieve (e.g., prepare learners to obtain a secondary credential)</p>	

<p>How Practice Works: 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>Population(s) of adult education learners 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>Materials Used in Practice: 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>

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.
Outcome #1	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
Outcome #2	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

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?