



Adult Education

Supporting the President's Workforce
and American Graduation Initiatives

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Economic Recovery

Work Readiness

Transitions

Partnerships

Career Pathways

Integrated
Basic Skills &
Occupational
Training

English for Speakers of
Other Languages

Basic Skills

College Readiness

VOLUME II – January 2010



NCSDAE National Council of State Directors of Adult Education

444 N. Capitol St., Suite 422

Washington, DC 20001

www.ncsdae.org

202.624.5250

Contact : Dr. Lennox L. McLendon

804.314.674 7

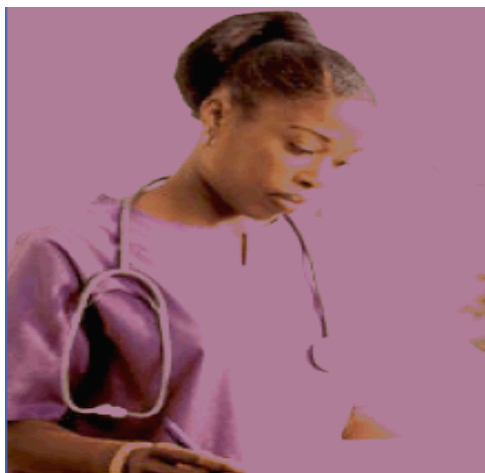


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A D U L T E D U C A T I O N

In an increasingly competitive world economy, America's economic strength depends upon the education and skills of its workers. In the coming years, jobs requiring at least an associate degree are projected to grow twice as fast as those requiring no college experience. To meet this economic imperative, President Barack Obama asks every American to commit to at least one year or more of higher education or career training and set a new national goal: by 2020, America will once again have the highest proportion of college graduates in the world. (White House, 2009)



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The Challenge

The President has challenged education providers to support adults in attaining at least one year of higher education or career training. Adult educators have responded to the President's call for action.

- ◆ We are implementing programs that create career pathways in critical and emerging job sectors.
- ◆ We are partnering with community colleges and workforce development programs to ensure a successful transition and subsequent attainment of college credits, certificates, and degrees in high-demand areas.
- ◆ We are creating dual enrollment options with occupational training providers to accelerate adults qualifying for industry-based certificates in high-demand jobs.

This document is designed to (1) highlight a number of those exciting innovations and (2) serve as a catalyst for the continued expansion of adult education's contributions to workforce services.

Part I of this document describes practices that demonstrate how certain state adult education services are addressing workforce needs. Despite lean funding, adult education is being creative in supporting the President's initiatives for workforce development.

Why Adult Education for Work?

Both adult educators and policymakers have long believed that our Adult Education system for teaching basic skills should serve many goals, including personal enrichment, language and life skills development, increased civic participation, and improved parental responsibility.

"Adult Education for Work proposes building a core strand within the Adult Education system that would add a critical new focus: Helping low-skilled adults attain the basic and/or English language and work readiness skills they need to successfully progress on to postsecondary education or training and progress in high-quality, family-sustaining employment." (National Center for Education and the Economy, NCEE, 2009)

Part II of this document uses the *Quality Elements of Adult Education for Work Programs* (NCEE, 2009) as a framework of decision points that are actively being addressed by state adult education programs across the country.



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Background

The National Council of State Directors of Adult Education is a membership organization comprised of the individuals responsible for leading and managing the Adult Education and Family Literacy programs supported by Title II of the Workforce Investment Act and state and local adult education funding. Last year, these services reached 2,300,000 adults.

- ◆ 1,000,000 adults with less than a 9th grade level of education
- ◆ 300,000 adult secondary students without a high school diploma or GED[®] credential
- ◆ 1,000,000 English language learners (NCSDAE, 2009)

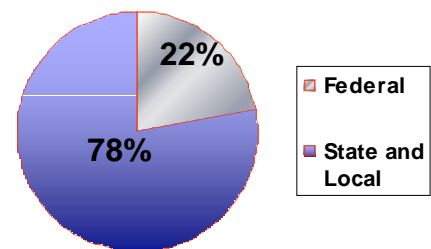
Of those enrolled:

- 912,000 were employed.
- 884,000 were unemployed.
- 214,000 were on public assistance.
- 240,000 were in corrections or other institutions.

According to the National Assessment of Adult Literacy, there are 93,000,000 adults who could benefit. (NCES, 2002)

Unfortunately there is funding to support only 2.4% of them.

State and local funding represents 78% of expenditures in adult education; federal funding represents 22%. **There has been no increase in federal funding for nine years.**



The NCSDAE *Blue Book* (<http://www.ncsdae.org/Final%20Blue%20-%207-1-09.pdf>) has similar data for each state.

There are 150 million adults in the workforce.

- ◆ Each year public schools graduate 3 million students.
- ◆ Thus, only 2% of the annual workforce comes from public schools.
- ◆ Projected over ten years, 80% of the 2019 workforce will be comprised of adults in the workforce today.

If President Obama's initiatives are to succeed, the basic and/or English language and work readiness skills of the adult population must be addressed.



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Reality

Educational attainment, especially attainment of an educational credential, is one of the most important influences on economic well-being. Prospects for individuals with less than a high school diploma are not good.

- ◆ One study, *Findings from Education and the Economy: An Indicators Report*, found that workers with the lowest literacy levels (NALS Level 1) in quantitative literacy have an unemployment rate of nearly 20%. Those at NALS Level 2 (of 5) have 12% unemployment.

The country's private and public sector companies are facing the problem of a workforce severely lacking workplace skills. The report *Turning Skills into Profit – Economic Benefits of Workplace Education Programs* found that:

- ◆ More than 40% of the United States workforce and more than 50% of high school graduates do not have the basic skills to do their jobs.
- ◆ Even college graduates suffer from the skills gap: 16% have inadequate basic skills.

According to many states' statistics, a majority of entering students are not passing college entrance tests. For example, in Minnesota:

- ◆ 85% are not ready for college level *mathematics*.
- ◆ 43% are not ready for college level *writing*.
- ◆ 24% are not ready to *read* at the college level.

These startling statistics reveal the lack of preparatory skills among this population of adults seeking post-secondary education and training.

Nationally, 34% of immigrants lack high school credentials as compared to 8% of American-born. Only 40% of immigrants have any post-secondary training or education as compared to 59% of American-born.

Impact

Adult Education Reduces Costs for Postsecondary Education

Adult education programs reduce the need for fee-based remedial classes at state colleges and universities by assisting adults in brushing up on their basic skills to pass the college entrance tests.

Job Attainment and Retention

Adult education programs not only focus on the specific academic skills needed for employment success, but also incorporate many job attainment and retention skills into the academic curriculum that lead to better and more sustained employment.

Higher Earnings

Increased literacy skills lead to higher earnings and economic self-sufficiency for the learner. Improved speaking, math, reading, and writing skills are strongly connected to earning power.

More Productive Workforce

Through partnerships with businesses, adult education provides training, such as workplace literacy, resulting in a more productive workforce.



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Part I: Sample State Strategies

Overview: One of the core tenets of the Workforce Investment Act (WIA) of 1998 was “state flexibility.” The needs and initiatives in each state vary. Likewise, the needs and initiatives in sections of each state vary. Rather than continuing the set-asides and prescriptions from Washington, WIA identified performance measures and compelled states to get better every year at delivering their services.

The economic and social issues of 2009 differ greatly from those of 1998. However, the flexibility in WIA has allowed states to adapt their services and create new collaborative agreements to meet the changing needs of adults who are unemployed, under-employed and/or under-educated.

The following pages reflect both the varying needs in one set of states as well as their creativity in addressing those needs. The details from the reporting states are included in order to convey the richness of adult education’s response to workforce needs. However, certain themes prevail.

State Level Interagency Planning: There are multiple examples of adult education, labor community colleges, rehabilitation services, and human services (TANF) working together. They are breaking down the silos and developing working relationships in the form of a) memoranda of agreement, b) joint planning for state plans, and c) state level interagency taskforces. That state level planning ensures that a common message regarding

collaboration is communicated to each of their local programs. That guidance and expectation facilitates collaboration at the local and regional levels.

Career Pathways: There are numerous examples of the One Stops identifying the high demand jobs with family sustaining incomes in the region and adult education customizing the instruction using the math and reading from those jobs as applications for basic skills instruction.

Integrated Education and Training: The Integrated Basic Education and Skills Training (I-BEST) model in the state of Washington has become well-recognized for its innovative design. However, it is only one example of integrated services in which GED or ESL services are combined with occupational training services to move adults more quickly to an industry-based certification for a high demand job.

Transition to Post-Secondary: Almost every adult education program in the country has a transition initiative in place. Local adult education and community college programs are aligning the exit requirements for adult education with the entrance requirements of college coursework. One program gives the college entrance test soon after students enter the GED program in order to identify topics that need to be incorporated. Others provide information on financial aid, visits to the college campus and discussions with the staff, and assistance with the application process.



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Part I: Individual Efforts

The examples in Part I represent a rich variety of collaborations that have been developed among the adult education, the local workforce investment boards, and the postsecondary education providers (community colleges and area career technical schools). They include but are not limited to the following:

- ◆ **Standardizing assessment and intake processes** across partners so once assessed by one partner, a student/client will not have to be assessed again by the next. Staff members from all the partners are trained in administering the selected assessment instruments, interpreting the results, and sharing them with the student/client.
- ◆ **Cross training** with the partners so that each staff member is clear on the services of the other partners, knows how a student/client can access those services, and is aware of the contact person if a student/client needs to be referred.
- ◆ **Co-location of services** to provide the full intent of one stop shopping.
- ◆ **Youth services partnerships** to enable collaboration of education and training funds for out of school youth.
- ◆ **Integration of 'soft skills'** and other pre-employment skills into adult education services from beginning reading and ESL through GED to provide a contextualized format for framing reading, math, and English content.
- ◆ **Certification** using the National Workforce Readiness Certificate, state adaptations of the WRC, or locally developed certification to link the adult education services with the work readiness needs.
- ◆ **Referrals** between programs that include site visits by partner organizations to review services and encourage students/clients to access those services.
- ◆ **Coordinating Funding Streams** to blend Title I and Title II funding to train staff; align their needs assessment procedures; develop specialized services for incumbent workers, dislocated workers and others; provide coaches or navigators to help clients/students navigate the system; and build a system of services in the region.
- ◆ **Stimulus (ARRA) Funding and Incentive Funding** for similar design and pilot efforts where current levels of funding are not sufficient.
- ◆ **Incumbent Workers** services to help employers who want to retain their current loyal workers but need those workers to upgrade their reading, math, and English skills in order to support the new technological jobs.



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Part I: Individual Efforts

- ◆ **Rapid Response** partnerships between Title I and Title II programs to address plant closures and dislocation of workers in need of upgraded reading, math, and English skills.
- ◆ **Accelerated Learning Services** such as Fast Track GED or Integrated Education and Training that support adults in progressing in their career pathway in a more efficient and timely manner.
- ◆ **Educational and Career Coaches or Navigators** to assist undereducated youth and adults in navigating the system of services created to assist them.
- ◆ **Customized and Contextualized Instruction** in which the local workforce investment board identifies the high demand jobs in the region, the partners work together with employers to identify the skill needs for those jobs, and adult educators integrate them into instruction.

Responding to the Challenge

These themes reflect state, regional, and local collaboration between WIA Title I and Title II programs as well as additional partners including community colleges, career technical schools, health and human services and others.

The President has challenged us. We have set out to enable a larger portion of those 90 million adults with limited reading, math, and/or English skills to improve their skills, complete at least one year of postsecondary training, attain an industry based certification, and obtain a job with a family sustaining income. The following pages of this Volume I represent a few of the examples of the success toward that challenge in a selected number of states. Volume II is in production and will document strategies in the remainder of the states.

Arizona

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Historically, the State of Arizona has used WIA Title V performance based incentive funding to forge collaboration between its WIA Title I and Title II service providers.

For the past three years Arizona has used its incentive awards to create Allied Health Pilot Initiatives that make Adult Basic Education (ABE) Services the first step in the state's workforce development system. The success of this initiative has allowed over 700 participants whose literacy skills are their primary barrier to employment to begin a single path that leads directly from learning basic workplace math and reading into employment in the Allied Health Industry and self-sufficiency.

- ◆ Arizona has used "lessons learned" from historic efforts to forge collaboration between WIA Title I and Title II service providers and is expanding distribution of the Arizona Integrated Basic and Educational Skills Training (AZ I-BEST) model.

This model, which operates in 4 of Arizona's 16 counties, intensifies the successful aspects of the Allied Health Pilot Programs and offers each local area the autonomy to align Adult Education/Workforce Development efforts with a specific high demand industry. Adult Education Programs, One-Stop Career Centers and Community Colleges align services and work together to develop a single contextualized workforce development curriculum. Representatives from both Title I and Title II organizations team up to guide participants from mastery of contextualized ABE concepts, through postsecondary training, and into job search and placement. This concurrent delivery of WIA Title I and Title II services speeds training time and results in increased participant success. The Arizona Governor's Council on Workforce Policy has awarded \$556,490 in ARRA System Building Funds to WIA Title II in order to expand upon the success of these pilots and unify WIA Title I and Title II services in a cohesive, coherent and comprehensive workforce development system statewide.

- ◆ Arizona has standardized TABE test administration across the workforce development system. Title I and Title II service providers can be confident in the TABE results generated by each partner organization and do not have to duplicate service.

Arizona's Title II workforce development partner, Adult Education Services, began the TABE training initiative and provided over \$13,000 in-kind service annually to the Workforce Development System thru the development and delivery of TABE assessment training to other partners. All workforce development system TABE administrators are trained and certified by the Department of Education so that TABE results generated at one workforce development partner organization can be used universally at all workforce development partner organizations.

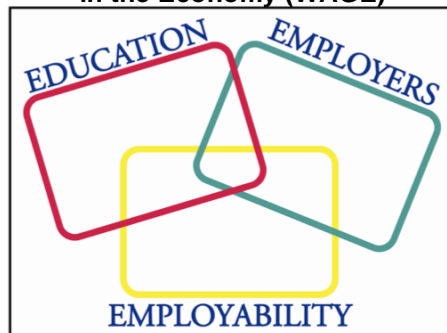
Arkansas

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Adult education is represented on the State Workforce Investment Board and on most of the ten local WIBs. The program:

- ◆ Provides adult basic education classes at many of the Workforce Centers/One-Stops.
- ◆ Provides adult basic education classes and W.A.G.E. at Job Corps Centers.
- ◆ Provides W.A.G.E. (Workforce Alliance for Growth in the Economy) programs in 19 centers across the state.
- ◆ Provides ESL classes to migrant and seasonal farm workers.
- ◆ Is a partner in Youth Initiatives.

Workforce Alliance for Growth in the Economy (WAGE)



WAGE is a work readiness program designed to ensure that unemployed and underemployed Arkansans have the skills necessary to be successful in the workplace.

<http://ace.arkansas.gov/AdultEd/WAGE.html>

California

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- ◆ **One Stop Pilot – Coordinating Assessment Efforts between WIA Title I & II**

Recognizing the common reporting needs of WIA Title I and WIA Title II funded programs, the California Department of Education (CDE) Adult Education Office approached CASAS about piloting a program that would implement CASAS eTests (test delivery and scoring software) at several paired adult schools and One Stop agencies across the state. CDE is working with these paired partners to streamline their assessment and reporting processes, coordinate data sharing between them, facilitate the referral and tracking of clients between agencies, and finally to document outcomes.

- ◆ **Green Collar Jobs Council Member**

The Green Collar Jobs Council is tasked with understanding the current and future workforce needs of the Green/Clean economy, developing a comprehensive strategy to prepare California's workforce to meet the needs of businesses supporting the economy and ensure that efforts aimed at improving worker's skills are coordinated and effective. The CDE Adult Education Office is a member of this council.

- ◆ **Aligning WIA Title II Data Collection with Perkins**

Currently, the CDE Perkins Office and Adult Education Office are working with CASAS to identify data from the WIA Title II entry form that meets Perkins requirements. As a result of this effort, CDE is hoping that Adult Education Career Technical Programs will no longer need to submit their enrollment forms and the data reported from the CASAS WIA Title II entry forms will reflect state wide Perkins totals.

- ◆ **Statewide Job Website Connecting WIA Title I and WIA Title II**

CDE Adult Education and partners created an innovative and new Web resource called "California Direct Connect – Links to Your Future." The Web pages was designed to help students and workers find jobs, explore careers, investigate opportunities to continue their education, and access resources to overcome barriers for success in the workplace.

- ◆ **Alignment of Labor Market Occupational Growth and Wage Data to Career Technical Enrollment**

CDE Career Technical staff is working with CDE Adult Education staff to link labor market information projections of job growth (fastest and most jobs) to adult enrollment in career technical education classes by career pathway and program of study. The goal is generate "pipeline" data to see how many students are enrolled in emerging and growth industries, pathways, and occupations.

- ◆ **Career Technical Education Wiki**

The CDE Adult Education Office launched a CTE Adult Education Wiki space for adult education career technical administrators and teachers. The wiki is divided into the six key areas of career technical education – Perkins, WIA Title I, State Career Technical Efforts, Industry Sectors/Labor Market Information, Career Exploration, and Alternative Fund Sources.

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◆ **Eligible Training Provider Data Match**

The CDE Adult Education Office is working with California Employment Development Department to load Adult School Agency data on to the State's Eligible Training Provider List System in order to make referrals from WIA Title II to WIA Title I quicker and easier (less paperwork).

◆ **Workforce Webinars**

The CDE Adult Education Office surveyed Career Technical Education Coordinators to discover professional development needs. The results of the survey are guiding the CDE Adult Education Office to offer webinars in the following areas:

- Using Labor Market Information
- How to partner with your local One Stop and WIB
- Understanding CTE On Line and Distance Learning
- Creating Articulation Agreements with Community Colleges
- Developing Career Pathways and Programs of Study
- Best Practices

◆ **Vocational Adult Basic Education Pilot**

The CDE Adult Education Office is partnering with CASAS, local One Stops and WIBs, local Chamber of Commerce, Parolee Programs, and Adult School Literacy Programs to develop a Vocational Adult Basic Education Pilot. The pilot will generate workplace approved transcripts and certification that will allow low level ABE students to transition to an employer. A later phase of the pilot is developing a job task analysis that will match the student's proficiency level to the employer's occupational skills.

◆ **Best Practices – Collaboration Model - Santa Cruz Adult School**

The Santa Cruz Adult School Collaborative Model has allowed us to maximize their resources—human, fiscal, and physical—and thus benefit students in many ways. Because they do not have our own campus, they are both forced into a relationship with other schools and agencies and benefit from it—primarily in terms of saving the expense of mortgage or rent payments which they can put to other uses such as expansion of our programs, and in terms of convenience to students, offering classes in 36 locations throughout the area. A secondary result is that because they are physically in close proximity to many of our partners, a close working relationship with various community agencies follows. In this way, they can more easily make referrals of our students to their services and vice versa. This particularly true in the case of the local One-Stop in which various partners are represented under one roof, available for easy access by potential participants.

◆ **Best Practices - Creating Immigration Resource Guides and Publishing Them at the Local One-Stop Center - English Center for International Women**

The staff at the English Center for International Women developed a program through which the students become the solution. First, students identify the type of information they need as immigrants, and, with the help of their instructor, they identify agencies that deal with immigration rights and resources within the community. Next, students contact the agencies for detailed information on services offered, cost of services, hours of operation, translation services, contact information, and so forth. When students have collected all the information, they create hand-made

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or computer-generated resource guides. Finally, when the guides are completed, the students do an oral presentation about their guide for their classmates, and then post the guides in the One-Stop Center so that other community members have access to the information.

◆ **Best Practices - Merced Adult School — Bi-Annual Career Week: Building Relationships and Workforce**

Merced Adult School organizes two career weeks each year. The first, “Windows on the Future,” is held in the fall. During this week, students are encouraged to reflect on their personal and employment needs and goals. Computer and technology students complete journal projects and then visit all GED, high school, ABE and ESL classes to provide assistance to other students preparing their own journals. At the end of the week a recognition assembly is held in which selected students receive awards for displaying qualities that will lead to success in the workplace. To prepare for Career Week II, Pathways to the Future students prepare employment portfolios and learn about job searches and interviews. During the second career week, local employers visit the school and conduct mock interviews with students. This is followed by an assembly and career fair. Records show that students at the beginning instructional levels, in particular, make gains in accord with California state performance levels. Community members who participate in the career weeks have returned for multiple years, and feedback shows that students learn valuable information from the career exercises. This practice is evaluated by studying student journals, collecting student employment data, examining feedback from career week participants, and testing.

◆ **Best Practices - North Orange Community College District- Knowledge in Action: US Workplace Expectations and Soft Skills**

North Orange County CCD has implemented a program to address the importance of workplace “soft skills.” These are practical skills needed for on-the-job success, such as arriving to work on time, following directions, managing time efficiently, and being a fast learner. North Orange County CCD’s “Knowledge in Action” program is made up of two parts- sharing knowledge about soft skills and applying that knowledge in the workplace. For the first part of the program (sharing knowledge about soft skills), ESL students researched workplace soft skills and created presentations. They shared their presentations with fellow students and made fliers listing important workplace soft skills to share with the community. A soft skills website was created for students to post their research (www.softskills.wikispaces.com). For the second part of this project (applying the knowledge about soft skills at work), students came up with plans to improve their on-the-job performance, and practiced soft skills at their workplaces. This program has given students valuable skills to help them succeed at their current job or to obtain a better job. North Orange County CCD has seen increased persistence between 2006-07 (56%) and 2007-08 (58%), and 100% of the students passed the EL Civics Additional Assessment related to this project. In addition, 98% of the students polled after participating in this program said that they learned how to be a better employee and that they will use their new skills in the workplace. North Orange County CCD’s “Knowledge in Action” project taught adult learners about valuable on-the-job skills, and because the students shared their knowledge with others, the benefits of this project have extended outside of the classroom and into the community.

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◆ 2008-2009 WIA One-Stop / WIB Survey

HOW DID YOUR AGENCY INTERACT WITH THE LOCAL ONE-STOP CENTER?

	2006-07 N= 172		2007-08 N= 157		2008-09 N= 157
Receive/provide student referrals	78.5%	Receive/Provide student referrals	75.8%	Receive/Provide student referrals	86.7%
Provide classes or training	43.6%	Provide Classes or Training	46.5%	Provide Classes or Training	57.3%
Assign staff liaison to One-Stop Center	41.3%	Assign staff liaison to One-Stop Center	42.0%	Assign staff liaison to One-Stop Center	43.9%
Conduct workshops, conferences, or informational meetings	34.3%	Conduct workshops, conferences, etc.	33.8%	Staff work at One-Stop/Provide Testing Services (TIE)	40.8%

HOW WOULD YOU CHARACTERIZE THE EFFECTIVENESS OF YOUR AGENCY'S INTERACTION WITH THE ONE-STOP?

	2006-07	2007-08	2008-09
Very Effective	39.9%	35.9%	35.0%
Somewhat Effective	39.2%	44.4%	46.5%
Not Sure/Too Soon to Tell	8.2%	6.3%	7.0%
Somewhat Ineffective	7.6%	7.0%	6.4%
Very Ineffective	5.1%	6.3%	5.1%

◆ Burbank Adult School: Building Bridges to Post-Secondary Education

Successfully preparing Adult Secondary Education (ASE) students and facilitating their successful transition into post-secondary education is a process that starts well before students have finished their required academic courses at the Burbank Adult School (BAS). Administrators, counselors and teachers at the Burbank Adult School (BAS) make a serious and directed effort to create a "college-going culture" on campus. In fact, BAS has partnered with a local community college (CC) to offer CC classes on the BAS campus. This helps ease the transition of ASE students into the college program because the students start their post-secondary education on a campus they are already familiar with. According to a survey (2007) on recent BAS graduates, 87% went on to some kind of post-secondary education or training. All new students in the ABE and ASE programs receive an orientation in which they identify long and short-term goals. They are encouraged to begin thinking beyond just finishing ABE or completing a high school diploma or GED. Through an informal "bridging" program that focuses on ongoing student goal-setting, students are informed that getting a diploma or GED is an important accomplishment, but represents only a step toward the larger journey of continuing education which must include post-secondary training and/or coursework.

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Throughout the school year the Adult School College and Career Center (CACC) organizes events on the Adult School campus for students which reinforce this concept. Such activities include a college and career fair, campus tours/field trips to nearby community colleges, regular visits from representatives of local community colleges as well as universities, “hands-on” workshops for students to learn about using online tools to assist them in their college or career search and most recently instituting “College Day”, a day when all staff members wear their college “gear” and select staff members visit advanced ESL, ABE and ASE classes sharing their road to college. Information on twenty of the most popular colleges is shared with students and students are then given the opportunity to pick the college of their dreams from this list so that they can begin visualizing themselves attending this college. BAS counselors are also instrumental in assisting students in making connections with admissions counselors at colleges. This helps those students who may be somewhat shy or intimidated by the college admission or enrollment process.

BAS has formally celebrated student academic achievement by participating in the National Adult Education Honor Society (NAEHS). This organization, started in 1991, has the following mission: “to provide meaningful recognition to deserving adult education students, to improve student employment opportunities, to develop student ambassadors for local adult education programs and to create adult education awareness with school administrators and state legislators.” BAS students who demonstrate high academic skills, strong work ethic, consistent attendance, and an exceptionally positive attitude are selected by teachers to be inducted into the NAEHS. These students are subsequently honored with a NAEHS membership certificate, a letter of recommendation for employment (by NAEHS), a letter of recommendation for college financial aid, and a NAEHS lapel pin. These items are presented to students at an annual induction ceremony held each spring. Every year, deserving students from the ABE and ASE programs are selected to receive this honor which encourages a commitment to lifelong learning and scholarship.

Student scholarships are awarded annually to graduating students from the ASE Program to help with the expense of post-secondary education. Since 2002, nearly 100 scholarships have been presented to students from organizations such as the California Council of Adult Education (CCAE), Burbank Teachers Association (BTA), the Burbank Noon Rotary Club, the Kiwanis Club of Burbank, Delta Sigma Theta Sorority, Incorporated and numerous other local businesses and community organizations. Scholarships totaling nearly \$30,000.00 have been awarded to deserving BAS students since 2007.

The level of academic rigor at BAS has risen accordingly in order to ensure that students are prepared for college level work. Several ASE courses have met the ‘A-G’ requirements for admission to California public universities (i.e. the University of California and California State University systems). The classes that meet the ‘A-G’ requirements are considered to be effective preparation for undergraduate work at the University level. Students in the ABE program, the majority of whom eventually transition into the ASE program, receive rigorous English language arts (ELA) and mathematics instruction. A new comprehensive writing curriculum was also added to the ABE program in order to better prepare students for success in the ASE program and for passage of the California High School Exit Examination (CAHSEE). In order to encourage ABE students to continue their studies in the ASE program, students who have completed both the ELA and mathematics requirements for the program are formally recognized and awarded a certificate of promotion at the BAS high school graduation ceremony in June. To learn more about the BAS Bridge Program, please feel free to contact Dr. Cherise G. Moore, Director, at cherisemoore@burbankusd.org or 818/558-4611.

◆ Burbank Adult School: Building Bridges to Post-Secondary Education

Administrators, counselors and teachers at the Burbank Adult School (BAS) make a serious and directed effort to create a “college-going culture” on campus. According to a survey (2007) on recent BAS graduates, 87% went on to some kind of post-secondary education or training. All students in the ABE and ASE programs are encouraged to begin thinking beyond just finishing ABE or completing a high school diploma or GED. Through an informal “bridging” program that focuses on ongoing student goal-setting, students are informed that getting a diploma or GED is an important accomplishment, but represents only a step on the larger journey of continuing education which must include post-secondary training and/or coursework. Such efforts, among others, taken by BAS to assist ABE and ASE students in their transition to post-secondary education include: partnering with the local community college to hold classes on the BAS campus, organizing college career fairs, offering student scholarships, inducting students into the National Adult Education Honor Society (NAEHS), hosting community college days that include field trips to nearby community colleges and/or having community college counselors spend the day in our counseling office, and offering a rigorous academic curriculum in which several classes have met the ‘A-G’ requirements for admission to California public universities (i.e. the University of California and California State University systems). The classes that meet the ‘A-G’ requirements are considered to be effective preparation for undergraduate work at the University level. To learn more about the BAS Bridge Program, please feel free to contact Dr. Cherise G. Moore, Director, at cherisemoore@burbankusd.org or 818/558-4611.

HOW DID YOUR AGENCY INTERACT WITH THE LOCAL WORKFORCE INVESTMENT BOARD (WIB)?

		2006-07 N= 145		2007-08 N= 132		2008-09 N= 127
1	Staff Attend WIB Meetings	43.1%	Memorandum of Understanding with WIB	50.0%	Staff Attend WIB Meetings	50.4%
2	Memorandum of Understanding with WIB	37.9%	Staff Attend WIB Meetings	37.1%	Memorandum of Understanding with WIB	48.0%
3	Agency is represented through a Consortium	34.6%	Agency is represented through a Consortium	35.6%	Agency is represented through Consortium	40.9%
4	Administrator Serves on local WIB Board	32.7%	Administrator Serves on local WIB Board	31.8%	Administrator serves on WIB Board	34.6%

HOW WOULD YOU CHARACTERIZE THE EFFECTIVENESS OF YOUR AGENCY'S INTERACTION WITH THE WIBS?

	2006-07	2007-08	2008-09
Very Effective	30.2%	30.9%	35.7%
Somewhat Effective	42.9%	43.6%	41.5%
Not Sure/Too Soon to Tell	15.1%	7.3%	11.4%
Somewhat Ineffective	7.1%	14.5%	6.5%

Connecticut

ADULT EDUCATION

- ◆ Memoranda of Understanding are in place between the Connecticut State Department of Education (CSDE) and each area workforce investment board (WIB) regarding the roles and responsibilities of adult education as its partner. The purposes of these Memoranda are to establish a viable framework for CSDE to support each WIB as it provides one-stop services for employers, their employees, those seeking employment, and other interested parties within the local area that will enhance access to the individual programs, while improving long-term employment outcomes for both jobseekers and employers.
- ◆ The CSDE provides staff at all the one-stop centers with the training, technical assistance and assessment materials necessary to utilize the Comprehensive Adult Student Assessment System (CASAS) appraisals and computer-based CASAS testing to gauge customers' literacy skills during the intake process.
- ◆ The CSDE provides financial support to all one-stop centers for infrastructure cost centers.
- ◆ The CSDE ensures that its needs assessment process aligns with the service delivery goals and objectives of each WIB as a means of enhancing adult education service delivery strategies.
- ◆ The Commissioner of Education is a member of the Governor's Connecticut Employment and Training Commission (CETC), the Governor's workforce development policy-making body, and the Deputy Commissioner serves on the statewide Youth Committee.
- ◆ CSDE adult education staff members serve on each of the state's WIBs, Youth Councils and subcommittees.
- ◆ The employment outcomes achieved by adult education learners are reported alongside those reported from higher education and employment and training programs, providing greater visibility and credibility to the impact of adult education.
- ◆ In 2005, the CSDE formed a Workforce Coordinating Committee (WCC) to provide a continuum of workforce development services for incumbent workers and their employers by connecting basic skills education with occupational skills training through increased partnerships among adult education programs, workforce investment boards and community colleges.
 - ◆ The activities of the WCC are supported at the regional level by coordinating groups convened by each of the five WIBs. These groups have been meeting on a regular basis and bring together representatives from adult education, community colleges and Department of Labor business services teams.
 - ◆ Regional workforce coordinating committees have developed: 1) formalized referral systems that ensure a continuum of education and training services; 2) common intake processes that provide consistency and clear guidelines for workforce education partners; and 3) basic skills integration with workforce education and training to meet the specific needs of Connecticut's businesses.

Connecticut

ADULT EDUCATION

- ◆ In response to a CETC resolution that requested the WCC to develop proposals regarding “strategies to address the adult-education-related issues affecting low-wage workers,” the WCC presented three recommendations, which were adopted by the CETC. In particular, the second recommendation called for an integration of basic skills into workforce education and training, as necessary, to ensure that low-wage workers possess a foundation to succeed in occupational and technical training and higher education.
- ◆ A number of adult education programs have collaborated with their WIBs to provide intensive and integrated vocational and basic skills education to individuals receiving public assistance. Pursuant to the Federal Deficit Reduction Act, teachers of adult education learners who are participating in the Jobs First Employment Services (JFES) program are providing attendance verification information to the respective JFES staff. Since 2006, the enrollment in adult education of individuals receiving public assistance has increased by 82 percent.

Delaware

ADULT EDUCATION

Delaware used WIA incentive monies to develop processes that would support transition of ABE students to post secondary training or college. Individual sites have developed activities that meet the needs of their students including:

- ◆ Providing orientations to successful GED students about their post secondary options.
- ◆ Providing information on how to obtain funding to continue their education.
- ◆ Providing help with understanding FAFSA forms.
- ◆ Providing information on DOL trainings and apprenticeship programs.
- ◆ Conducting tours of post secondary institutions.
- ◆ Creating pocket guides on post secondary and training opportunities (eligibility, contact information, financial assistance) that are provided to all successful GED candidates and ABE students in community programs.
- ◆ Developing a data matching system with the state's P-20 Council to determine who and how many of adult education students are going into community and four year colleges.

These activities were funded through WIA incentive, but they are continuing after the funding was expended.

Florida

ADULT EDUCATION

The Florida Department of Education PreK-20 Strategic Plan includes the focus areas of improving college and career readiness and expanding opportunities for postsecondary degrees and certificates. An increased emphasis has been placed on adult education programs to develop or to improve/expand Transition to Postsecondary Education Programs that currently exist. The Florida Department of Education, Division of Career and Adult Education partnered with Workforce Florida, Inc. to use incentive grant funds awarded for exceeding performance levels for the program year 2007-2008, in the following activities:

- Postsecondary Transitions – To establish demonstration projects for developing and/or improving transition services for adult education students transitioning to postsecondary education. The Department of Education will fund eleven adult education providers up to \$100,000 each.
- Florida's "Talent Supply Chain" - To develop an alignment model for Florida's "Talent Supply Chain" linking workforce, education and economic development.

Both agencies will collaborate on activities to further develop the system that will assist in obtaining an educated and well-trained workforce for Florida. Other activities include the following:

The Chancellor of the Division of Workforce Education is a board member of the Workforce Florida, Inc. and participates in meetings of its councils and committees to facilitate communication, collaboration, and integration of workforce-related programs and services. Education is represented on local boards through membership of district superintendents and community college presidents with input from local adult education and career and technical deans and directors. Workforce Florida, at the state level, and regional workforce boards, at the local level, are where business and education influence workforce policy and investment to drive employment, training and economic development.

The Florida Department of Education has a formal contract with the Agency for Workforce Innovation (AWI) for the annual sharing of data through the Department's Florida Education and Training Placement Information Program (FETPIP), to collect and publicize follow-up and outcome data, tracking employment, continuing education, military service, incarcerations and public assistance. Other agencies providing data to the department for the FETPIP annual report include the Florida Department of Corrections, Department of Children and Families, the US Department of Defense, the US Postal Service, and the U.S. Office of Personnel Management.

The Division of Career and Adult Education requires certification from each applicant for federal Adult Education and Family Literacy Act funds that they have submitted their applications to their regional workforce board for review and comment, and additional scoring incentives are included for those entering into a fiscal or in-kind collaborative relationships with the One-Stop centers in their area.

The Florida Ready to Work Credential Program is an employee credentialing program available to any Florida resident that evaluates job skills and work habits and provides the individual with either a Bronze, Silver, or Gold credential in these areas. It is overseen by the Department of Education through the Division of Career and Adult Education, in partnership with the Agency for Workforce

Florida

ADULT EDUCATION

Innovation, Regional Workforce Boards, and Local Educational Agencies throughout the state. For adult education students, this program reinforces the notion that while secondary credentials may provide the foundation for becoming a productive member of society, students need to be able to transition into either postsecondary programs or high wage, high skill jobs in order to be successful. Through this state-sponsored credentialing program, a career pathway can be established as a conduit for adult education students to reach their career goals.

There are approximately 90 One-Stop Centers across Florida administered at the local level by regional workforce boards. Some full-service centers provide direct access to a wide array of services at a single location, while others are satellite facilities providing referrals or electronic access. "Employ Florida" not only helps customers locate the nearest One-Stop Center through a computer "linking" system, but also locates workforce resources throughout Florida. One-stop centers and adult education programs work collaboratively within their local area and assessment and instructional services are often provided on-site at centers. The sharing of cross-referral outcomes will continue to be encouraged by the department as a means of increasing student access and achievement.

Georgia

ADULT EDUCATION

State Planning

- ◆ The Title I state agency and all of the 20 workforce investment boards are consulted in the development and revision of the Georgia State Plan for Adult Education.
- ◆ Title I provides readers for the open and competitive Request For Application (RFA) process in awarding grants to deliver adult education throughout the State of Georgia.
- ◆ Adult education grants are awarded in all of the workforce regions of the State.
- ◆ The Assistant Commissioner (State Director of Adult Education) of the Technical College System of Georgia (TCSG) is consulted in the development of the Title I State Plan.
- ◆ The TCSG Commissioner has a seat on the state Workforce Investment Board.

Programs and Services

- ◆ The Office of Adult Education and all of its programs work in collaboration with the Governor's Office of Workforce Development in the development and implementation of the Georgia Work Ready Program. The purpose of Georgia's Work Ready Certificate is to provide employers skilled workers based upon a set of recognized work ready skills standards. It provides jobseekers an opportunity to enhance their employability by obtaining a work ready credential that is both transferable and transportable. Moreover, it provides industry clusters a pipeline of trainable workers who possess the foundation skills necessary to train on-the-job for technical occupations. Adult education programs are a major provider of gap training for those seeking to attain or improve their level of achievement on the work ready credential.
- ◆ The Office of Adult education used its incentive grant in collaboration with the Governor's Office of Workforce Development, local WIA organizations, Chamber of Commerce, business, industry, county officials, and local colleges to develop the first Accelerated Adult Learning Program. This program was used as a model for other fast track adult education programs throughout the State.
- ◆ The TCSG and the Office of Adult Education created the "JumpStart" Transition Initiative that encourages enrollment of students in adult secondary adult education programs into technical certificates at the technical colleges of Georgia prior to completing the GED diploma. The program has recommended benchmarks for students in reading and mathematics to assure success in the academic coursework. Special admission codes were created in the student management system (Banner) to track students enrolled in both adult education and technical college courses.
- ◆ Department of Labor Commissioner Michael Thurmond is a strong advocate and speaker on behalf of adult education programs. He supports collaboration of the staff from labor, technical education, and adult education to work together to effectively use the resources for skill development, job development, and job placement for a strong Georgia economy.

Local Program Activities

Central Georgia Technical College (CGTC)

- ◆ Georgia Work Ready (GWR) Outreach – As a sponsor for AmeriCorp*VISTA 20 members have been assigned to community partner sites (35 hours/week; 700/week) to promote enrollment in KeyTrain, the internet-based gap training for GWR. The program started in April. Today, over 585 people have enrolled, and 33% have activated the program. Approximately 31% are demonstrating the ability to benefit from the instruction. Over 25 tested for the GWR Certificate last quarter. Since the beginning of the program there has been a 36% increase in test takers in Bibb County. Representatives attend each orientation for the Department of Labor (over 200 enrolled). Adult education staff work at the following locations: Goodwill, Macon Housing Authority, Milledgeville Housing Authority, and Monroe County Head Start. Learning labs have been established in two at-risk neighborhoods to serve residents challenged by transportation, childcare and work schedules that restrict access to traditional classrooms.
- ◆ Golden Opportunity Grant –CGTC Adult Education Program has been awarded the Golden Opportunity Grant from the Governor's Office to enroll and provide gap training for the Georgia Work Ready Program.
- ◆ Department of Labor – Georgia HIRE – Efforts are underway to develop a referral program for students that would benefit from the Georgia HIRE Program.
- ◆ Office of Workforce Development – Applicants that do not meet the requirement of being enrolled in a credit program are referred to our GWR Coach for enrollment in KeyTrain/Adult Education Program (AEP). We serve on the steering committee in the development of a Youth One Stop Service Center.
- ◆ WIA Governing Board – CGTC is represented.
- ◆ Goodwill Industries – The KeyTrain program is being offered to all Goodwill employees; currently we have 46 students participating. These students logged over 340 hours from August-September; efforts are underway to develop a distance learning program at this Job Connection site.
- ◆ Career Connections – Quarterly events are scheduled at neighborhood sites to promote the importance of building work readiness skills. Emphasis is placed on the CGTC programs that support jobs in Energy (Georgia Power), Aviation (Warner Robins AFB), Healthcare, and Emergency Management. Students that have completed AEP/CGTC programs are asked to share their story. Participants are encouraged to enroll in KeyTrain and are given the information needed to enter CGTC or the AEP to build the skills needed to be college ready. Over 30 members of the Macon Housing Authority attended the session last Saturday.

Georgia

ADULT EDUCATION

- ◆ Orientation Enrollment – Students are enrolled in KeyTrain during orientation and are encouraged to start using the program prior to reporting to class; students that do not have access to the internet are assigned to an AEP computer lab. This Bibb County project started in July; by the end of September 135 students have actively enrolled in the program. During orientation, students are given information about career strategies and the impact of education on income.
- ◆ Society for Human Resource Management (SHRM) – A proposal has been made to provide workforce access to KeyTrain, along with on-site testing for employees.
- ◆ Special Projects Team – Two members of the team have been certified to give the Georgia Work Ready test; efforts are underway to provide testing in AEP classes throughout the SDA.
- ◆ Virtual Coaching Program – Volunteers are being trained to provide weekly coaching sessions for students enrolled in distance learning programs. Coaches provide mentoring/guidance for sustaining a commitment to education as a career strategy.
- ◆ YDC – Efforts are underway to provide Georgia Work Ready Testing for over 320 displaced workers at the YDC in Milledgeville.
- ◆ City of Macon Shalom Zone Project – The AEP is providing a workforce development strategy for the Mayor's structured neighborhood empowerment program in four at-risk neighborhoods in Macon. The AEP is working with each group to include education/career planning as part of their project.
- ◆ Middle Georgia Consortium – Adult education serves as an on-the-job worksite partner with the City of Macon through the Pathway Out of Poverty Grant. Workplace sites include: Central State Hospital, City of Macon Public Works, Bibb Department of Family and Children Services, Jones County Board of Commissioners (Public Works)

Muscogee County School District

- ◆ MCSD Adult Education has two contracts with WIA: Adult Learner and Dislocated Worker populations. WIA provides funding for the One Stop Centers, located at both of the MCSD sites. This funding pays for a Transition Specialist and full time and part time Resource Managers.

Services provided by the Muscogee County School District for students and the community include:

- ◆ Daily and monthly schedules for classes and community members to visit our campus One Stop Centers for the following:
 - Assistance in filling out forms and filing claims: (FAFSA, Trade Act Modification Requests, Attendance forms for the Department of Labor DOL-460)
 - Assistance in completing college applications, financial aid applications, and other scholarship and grant forms
 - Resume Building
 - Job searches on Snaga job.com, career builder, and DOL website
 - Job application assistance
 - Career profiles through (GCIS (DOL) system, to include personality and career matches, skill assessments, and college searches. This is mandated for all Fast Track students and 85% of the remaining student population.
 - Reality check appointments for creating a vision once career goal is completed
 - Job shadowing (physical therapy, dental hygiene, childcare)
 - Interview coaching
 - Department of Labor presentation on current market status and opportunities
 - Referrals to community services
 - Tutoring for SAT and Compass exam
 - Monthly college visitations
 - Our Transition Specialist and Resource Room Managers serve on boards, attend staff develop sessions, coordinate with all local colleges and job training institutions. The transition team consistently follows set procedures and exceeds expectation during all One Stop audits. A member of the MCSD transition team serves at the local Department of Labor two days a week to recruit students and provide services in adult education programs.
- MCSD Adult Education and WIA partnered for the 2009 Summer Youth Program, where ARRA funds were used to place 100 students in a job skill/academic 5 day program for 6 weeks. The goal was to provide academic and work related activities that would prepare “at risk” students for future job opportunities.
- MCSD Adult Education has a workplace partnership with Doctors Hospital to assist their employees with the “work to school” curriculum which will allow them to apply for advanced jobs.
- MCSD Adult Education has a partnership with the Transition Correctional Program to place 50 of their soon to be released inmates into a Work-Ready program that integrates a curriculum connecting job readiness, office technology and basic academic skills.
- MCSD Adult Education has initiated WorkKeys Assessment preparation through the KeyTrain curriculum for GED and ESL classes that emphasizes work place academics, teamwork, conflict resolution, taking initiative, and positive attitudes.
- MCSD Adult Education participates in the Georgia Be Work Ready for all their unemployed students who are 18 years or older.
- MCSD Adult Education has received a Golden Opportunity grant where our students will receive skills gap support training to improve their Work Ready Certificate level.
- MCSD Adult Education participates in a dual enrollment Custodial Training Program with Goodwill. Twenty students will be enrolled in the program and placed in the Muscogee County schools for possible employment.

Chattahoochee Technical College

- ◆ A significant benefit that has existed for some time in this Adult Education Program is the interest and cooperation exhibited by the two WIA boards that serve the area. Of particular value are local WIA Coordinators who actively refer students to Adult Education. Adult Education staff members have participated with WIA coordinators and Department of Labor personnel as part of Rapid Response Teams organized to assist unemployed workers from major manufacturing entities such as Good Year, Glad Manufacturing, and Trinity Rail. Adult Education staff members also work with WIA coordinators to assist TRADE Act recipients. Displaced workers are routinely enrolled in GED preparation programs.
- ◆ Members of the Adult Education staff attend WIA meetings and have participated in regional workshops to receive information about new funding available for workforce development and education opportunities for out of school youth. A grant proposal to increase availability and intensity of GED preparation classes to enhance student employability has been submitted. Results are pending.
- ◆ Coordination on Adult Education programs with Department of Labor centers is an ongoing process. To enhance this relationship, a career center manager is an active member of the Adult Education Advisory Committee. He is briefed at least quarterly on program activities and he routinely provides helpful information and support. It is standard procedure to receive referrals from One-Stop Centers.
- ◆ Adult Education learning centers collaborate with Work Ready coordinators in a variety of ways. Georgia Work Ready assessment is available at main learning centers in the SDA, information about Work Ready is included in new student orientation sessions, and students who participate in GED preparation classes are encouraged to earn a Work Ready Certificate while they are preparing for the GED test. Students are also provided the opportunity to use WIN courseware to improve their ability to score well on the Work Ready assessment. There is no charge for these services. As a result of this effort, in 2008 Bartow County was designated as a Georgia Work Ready Community. We expect Pickens County to qualify as a Work Ready Community by the end of the calendar year. By the end of Summer Quarter, 44 students had received Georgia Work Ready certificates.
- ◆ The Program Administrator is a member of the Bartow Collaborative, the Bartow Interagency Council, the Pickens County Family Connection Collaborative, and the Pickens System of Care grant committee that provides funding for a GED preparation class in a local church.
- ◆ These affiliations provide community agencies and faith-based organizations with direct access to adult education information and prompt response to the needs of their constituents, many of whom are unemployed. For example, a resident of a local homeless shelter was referred for classes, earned his GED diploma, and is now employed. Given difficult economic times, the adult education program has adjusted intake procedures to accommodate the needs of the unemployed.

- ◆ The Adult Education Program operates adult education classes in three county adult detention centers. Incarcerated persons have the opportunity to receive academic instruction and earn the GED diploma prior to returning to society. They enter the job search arena with an important credential that will open doors previously closed to them. Collaboration with local probation services is ongoing to determine the feasibility of establishing a GED preparation program to enhance the employability of probationers who do not have a high school diploma or GED.
- ◆ For several years, the Adult Education Program has provided Workplace Literacy classes to a variety of companies, including Morrison Products, Walsh Company, Universal Alloy Corporation, Pilgrim's Pride, and TI Automotive Group. We are responsive to short-term training requests from employers such as when a local company needed to have assembly personnel trained in the metric system.

Gwinnett Technical College (GTC)

- ◆ Transition Programs are provided from ESL to ABE and from ASE to post secondary enrollment.
- ◆ GTC has a One Stop office in the Admission Department.
- ◆ The college's Vice President of Admissions and former Adult Education Director is a member of the Atlanta Regional Workforce Board.
- ◆ Collaboration with the Career Resource Center, Norcross Branch to provide instruction for underage and dislocated workers.
- ◆ Collaboration in the Georgia Work Ready program and provide Work Ready certifications and gap training for level improvement.

Lanier Technical College (LTC)

LTC's Transition Program bridges students to post-secondary education in preparation for more skilled employment opportunities. Transition Advisors (TA's) are available at most of the primary GED sites. They work with local area institutions, 4-year colleges and the technical college. These Transition Advisors hold classes at their local centers to discuss financial aid, explore students' career interests, prepare for college and college entrance exams, guide students through the application process, etc. In addition, they work with a caseload of students individually. They also work closely with the college recruiters. Joint enrollment is encouraged for our students to enter into our technical college's Technical Certificate of Credit Programs.

- ◆ Job Searches - Adult education lead staff members have begun working with the college's placement specialist and have become directly involved in assisting students to obtain employment. One example from the field comes from North Fulton where the lead instructor assisted students to apply for jobs with UPS. The lead instructor continues to search for jobs for which students can apply. The Job Placement Specialist at LTC also sends announcements via email regarding opportunities for employment that are shared with students.
- ◆ Department of Labor students in GED - When DOL sends a student for GED or skills training, the student is enrolled immediately rather than having the student wait for a regular orientation. These students are provided with information about the Work Ready Program, Gap Training, and Lanier Technical College. They are immediately assigned to the Transition Advisor.
- ◆ Special Events – Events are held in counties across our SDA. For instance, on October 19th the Adult Education Center in Dawson County coordinated and hosted a College/Career Seminar. The Human Resources manager for Dawson County provided information on the successful job interview. The chairman of the Chamber Board of Directors explained business trends in the county and the type of employee that employers are looking for. One of the English instructors presented information on writing a dynamic resume. In addition, the president of the Dawson Chamber of Commerce explained the Work Ready Program. Those in attendance received valuable information on how to obtain a job. One of the people in attendance was our representative in the WIA Rapid Response System. Another such event is a cooperative venture with North Georgia College and State University where students learn about the program by volunteering in the adult education classrooms. Adult education students also learn about opportunities at North Georgia State University. A future event planned in Hall County is a mock interview day where students come to class and will be interviewed by panels and teams of interviewers. The students then receive feedback regarding areas of strength and areas needing improvement.
- ◆ Golden Opportunity Grant – Participation in the Golden Opportunity grant program helps adults upgrade certification levels in the Georgia Work Ready Program. The college's Economic Development Office assesses students, and they send them to adult education to do Gap Training. While at the adult education centers, they are provided with a Transition Advisor and related services to post-secondary education.
- ◆ Stimulus Funding –These funds will expand the work being done with online training, the Transition Program, and Work Ready Gap Training.
- ◆ Rapid Response – Whenever a company closes, Lanier Technical Colleges' credit programs and the adult education program collaborate with the company to coordinate the best possible ways to assist out-of-work employees. Most recently, they worked with the Rapid Response in Lumpkin County when Mohawk Industries closed down and laid off approximately 450 people.

- ◆ WIA – Out -of- School Youth –The WIA Youth counselor coordinates closely with the adult education underage youth lead instructor in Hall County to offer employment opportunities for students and to get them involved in classes designed to help the youth become employment ready.
- ◆ On-The-Job training – Students are offered an opportunity to be unpaid instructor aides and clerks so they can add these volunteer positions to their resumes.

West Georgia Technical College

- ◆ Provides GAP training in support of the Governor's Work Ready initiative and encourages students to obtain a Work Ready certificate.
- ◆ Works with students referred by Department of Labor and One-Stop, providing instruction to displaced workers in need of basic skills remediation or GED diplomas so that they may become more employable.

Southwest Georgia Technical College

- ◆ Career Transition Coordinator assists adult education students planning to enter post secondary with all aspects of the college enrollment process including: assistance with the admissions application; referrals for APE testing; FAFSA preparation and submission; referrals to WIA for additional financial aid opportunities and career counseling. Students are encouraged to participate in career search and job search activities in the Career Transition Lab. Coordinator also assist students with resume` writing and job applications.
- ◆ DOL WIA Skills Center refers students for GED/Skills training on a regular basis. The program works closely with the student and center representative to insure that the needs of the student are met on a timely basis. Referrals are TABE tested (many times on an individual basis) and placed in class at the appropriate level for their learning needs.
- ◆ Gap training for Work Ready participants is provided if needed.
- ◆ Students enrolled in credit programs applying for financial assistance from WIA are also referred to Adult Education for TABE testing and enrollment in adult education classes if they need remedial help to bring their score to the WIA TABE score requirements for their program. Students referred for these services are assisted one-on-one to insure that they receive help as soon as possible.
- ◆ The vice president of Student Affairs at the College serves on the local WIB.
- ◆ The vice president of Economic Development regularly attends new student orientation to recruit students for Work Readiness Assessments and possible enrollment in credit classes at the College.

- ◆ Adult Education faculty and staff actively recruit students to participate in Work Ready Certification assessments.
- ◆ Executive Director of Adult Education is a member of the One-Stop Committee and serves on local DOL Employer Committee.
- ◆ Adult Education faculty and staff participate and assist with College/DOL joint Job Fairs. Students seeking employment are encouraged to attend the job fairs.
- ◆ The Executive Director serves on Rapid Response System for Adult and Dislocated Worker Employment teams. When there are only a few workers who need to take the GED tests the team will refer them to Adult Education programs in their county to take classes. Students identified by the team may also be referred to the Workforce Development Center to be assessed or to other Adult Education sites for assessment.
- ◆ Adult Education coordinates with Equity Group to provide classes for Equity employees to raise their functional literacy levels and prepare those without high school credentials for the GED. This collaboration also increases the employees' employability skills and helps with job retention.

Decatur County Schools

- ◆ Decatur County Schools serve the counties of Decatur, Early, Miller, and Seminole in Southwest Georgia. The four counties have a WIA collaborative (SOWEGA4) that meets quarterly to share information and promote referrals. All social service agencies for the area are included such as Adult Education, DOL, Family Connection, Bainbridge College, Job Corps, community grant program, Experience Works, Voc Rehab, etc. The programs have a Resource Sharing Agreement among the participating agencies.
- ◆ Adult Education has agreements with WIA youth programs (the out-of-school youth component) to provide GED preparation in Early and Decatur counties.
- ◆ The Adult Education teacher in Miller County attends the quarterly community collaborative that includes WIA initiatives.
- ◆ One of the FY10 goals is in partnership with Bainbridge College to promote Work Ready assessments followed up with GAP training using WIN software. Decatur, Early, and Seminole are participating counties with assessment goals for the GED category. The goal has been met in Early County but we will continue to make referrals for assessment and provide GAP training as appropriate. We are working on the goals for Decatur and Seminole counties.

- ◆ Another FY10 goal is to more actively promote transition to post-secondary education. The teacher whose class is located at Bainbridge College will be attending the conference workshop session on Transitioning Students to Post-Secondary Education.
- ◆ The program has worked for years with the WIA Skills Center in Decatur County that gives the TABE test to eligible applicants who are trying to enter education and training programs at Bainbridge College. When their scores are too low to qualify for the programs they want to enroll in, adult education provides skills review to improve the scores. Several industries have closed in this area so adult education provides skills review for dislocated workers referred by the DOL.
- ◆ The Decatur County Certified Literate Community Program and the Early County participating CLCP along with the Regional CLCP for 14 counties work in direct and indirect partnerships with WIA Programs. The Regional CLCP works collaboratively with the Regional Commission (previously named Regional Development Commission) for 14 counties on WIA initiatives.

Dalton State College

- ◆ Dalton State College has improved the adult education program by implementing a ten week GED Fast Track Class. The class is offered to students that need a short review of GED subject areas before taking the official GED Tests. Students are able to complete their GED study program in a more timely manner.
- ◆ During adult education class orientation, a video presentation that describes Dalton State College Academic Assessment Center services is shown to the adult education students. Services provided include free career aptitude testing, completing application process for the college, and application process for financial aid.
- ◆ Dalton State College Admissions Office sends invitations annually to GED graduates inviting them for a luncheon or sandwich supper to meet with admissions counselors. Counselors provide information about program offerings, financial aid, and other services to make transition easier.
- ◆ Dalton State College Adult Education Program provided the training site for two qualified young adults via the Coosa Workforce Investment Board for Workforce Development for Youth Program. The local fiscal agent was Endless Opportunities. The young adults worked 40 hours per week in the adult education program. Job responsibilities included answering the office phones, office record keeping, assisting teachers with photocopying, and other assigned classroom activities. The Dalton State College Adult Education Director was the immediate supervisor of the two young adults.

- ◆ Dalton State College Adult Education Program is part of the local Rapid Response System in collaboration with the Georgia Department of Labor. Whitfield County consistently has had one of the highest unemployment rates in the state (10% to 13.8%). The Dalton State Adult Education Program, along with the local Department of Labor representatives, routinely goes onsite to businesses that are closing to advise employees how to earn a GED. Additionally, the Dalton State College Adult Education Program provides information concerning enrolling at Dalton State College in short term technical certificate programs.
- ◆ Dalton State College Adult Education Program is a participant in the Georgia Work Ready program. The Adult Education Program recruits and refers GED graduates to the Work Ready Certificate testing, offered through the Dalton State College School of Technology. The Dalton State College Adult Education Director serves on the Georgia Work Ready Community Committee to earn the designation as a Work Ready Community.

Southeastern Technical College

- ◆ Adult Education is on the College Rapid Response Team that meets with employees and management prior to plant closures to discuss program details with those without a GED or high school diploma.
- ◆ The program has signed collaborative partnership agreements with the One-Stops in all 8 counties. In addition, the One-Stops are represented on the county adult education advisory committees, and the adult education centers serve as work experience sites for one-stop clients.
- ◆ Adult education is currently providing remediation for students that are at the 096 and 095 levels of the Asset.
- ◆ All adult education instructors are trained to proctor the Work Keys assessment. All GED students take the assessment, and if remediation is needed we have WIN software available to them at the centers. All adult education instructors are trained on WIN. All Work Keys assessments are given at the local adult education centers. Weekly assessments are scheduled for community people and business/industry employees.

Okefenokee Technical College

- ◆ During Fiscal Year '09, Okefenokee Technical College spear headed a Work Ready initiative and met their target goal. The goal was to obtain 28 GED graduates' Work Ready Certification. The County received designation as a Work Ready Community as a result of meeting the targets.
- ◆ Students in GED programs who state that employment is a goal are assisted with job search through a number of activities. In Waycross, the program collaborates with the Department of Labor. Representatives provide students with information regarding all aspects of the job search (resume preparation, how to dress, how to contact potential employers, how to schedule an interview and follow up procedures).
- ◆ In class, the instructor assists students in completing job applications on line and composing resumes and cover letters. The school's Career Center posts employment opportunities daily.
- ◆ Advisory Committee members employed by various community organizations and businesses speak with and support student efforts. Speakers from all areas of industry and local businesses are encouraged to meet with students to help them understand why education is so important and why they need to continue efforts to achieve completion in the GED program and beyond.

Sandersville Technical College (STC)

- ◆ The program administrator and the Vice President of Economic Development work jointly with preparing adults to attain the Work Ready Certificate. The adult education program provides GAP training in all 5 counties in the service delivery areas. The GAP training is used to help job seekers and assessment candidates bridge the gaps in their skills and increase the level of their performance so that they are work ready. The adult education program provides the training resources through instructor led modules and through Key Train, an online gap training program. In addition, the program administrator ensures that all GED graduates take the Work Ready assessment.
- ◆ Coordination with One Stop centers is implemented locally on the STC campuses. Each STC campus makes provision for WIA services for students enrolled in the adult education program. The participants are able to use the WIA computers to search for employment, build resumes, practice letter writing, and hone their computer skills. In addition, participants engage in mock interviews, telephone communication, and proper grooming.
- ◆ The president of the college serves as a member of the local workforce investment board. The president relays information and issues from the local investment board to the program administrator for further implementation in the STC adult education program. The president ensures that the STC adult education program is aligned with the economic and educational goals of the Office of Adult Education and results in a qualified workforce that meets the needs of the 5

county service areas employers. This is accomplished by, among other things, coordinating with its partner agencies, making the service delivery area a cutting-edge when it comes to its workforce system. This coordination encompasses economic development, the preK-12 educational system, social services, and labor. The workforce investment board has made great strides to meet the needs of businesses by helping incumbent workers upgrade their skills and coordinating resources to help job seekers attain the skills they need to work in industries facing significant shortages.

- ◆ The adult education program administrator coordinates with the local youth council members in the following areas:
 - Identifying and assessing the local population of vulnerable youth utilizing available countywide data.
 - Developing strategies to ensure funding is directed towards greatest need.
 - Identifying effective program models and best practices through research.
 - Supporting the youth initiatives and strategic objectives by providing support and guidance regarding youth workforce outcomes.
 - On the job training.
 - Career shadowing.
- ◆ The program administrator is a part of the Rapid Response Team for adults and dislocated workers. The program administrator works with the Rapid Response teams to quickly maximize public and private resources to minimize disruptions associated with job loss. The team provides customized services on-site at an affected company, accommodate any work schedules, and assist companies and workers through the painful transitions associated with job loss.
- ◆ STC is also a recipient of the TCSG College Access Challenge Grant “GED and UP”. This grant offers all GED students an opportunity to job shadow.

Valdosta Technical College

- ◆ FAST TRACK classes held at Dept. of Labor One Stop in collaboration with Southern Georgia Regional Commission, (SGRC) with support of WIA/ARRA funds. A tour of the technical school is part of the curriculum.
- ◆ Adult Education Classes at Dept. of Labor with computer technology provided by SGRC and facilities provided by DOL One Stop.
- ◆ Collaboration with Continuing Education Department of Valdosta Technical College to provide Work Keys Assessment the last Friday of each month for students enrolled in adult education classes.
- ◆ Key Train classes made available to anyone that has taken the Work Keys Assessment and desire to improve their current Work Ready certificate level.
- ◆ All instructors with technology in their classroom are required to incorporate Key Train technology as part of their daily curriculum.
- ◆ Collaboration with Valdosta State University, which provides a facility for adult education classes for their employees and others that find that location convenient.
- ◆ Have a full time transition coordinator and a part time instructor to assist student's transition into post secondary education.
- ◆ Incorporating the Golden Opportunity Grant to provide incentives for individuals to improve their certificate through Georgia Work Ready initiative.

Cobb Adult Education Center

- ◆ Cobb Adult Education Center has formulated a partnership with Cobb Works. This joint effort will allow Cobb Works! It will also provide financial assistance to 18 teens, 19 – 21 adults, and dislocated workers. The students who meet the eligibility requirements will be aided by Cobb Works with GED Post-Secondary financial assistance.
- ◆ Cobb Adult Education Center recently established a relationship with Chattahoochee Technical College to assist our GED graduates with Pre-College entry requirements. We have asked for quarterly meetings with a rep from the Registrars' office from Chattahoochee Tech to visit our campus and explain the Registration process to our levels 5 & 6 students. Our students require the post-secondary entry procedures outlined and the experience emphasized. This relationship will also help in tracking the number of students who actually enter post-secondary education.
- ◆ The Work Keys Assessment program was implemented June 2008, as a joint project with Chattahoochee Technical College. As a result of this partnership, two staff members are trained to administer the Work Keys assessment and Key Train for Gap training to our students. Student participation is voluntary. Work Keys assessment and Gap Training are conducted in our technology lab.
- ◆ Cobb Adult Ed. is associated with, and actively involved in the Cobb Literacy Council (CLC), Paulding Literacy Council, and the Workforce Investment Board (WIB). Representatives from the center regularly attend, support, and participate in activities sponsored by these agencies.
- ◆ Cobb Adult Ed. was one of the recipients of the Golden Opportunity grant. This award will allow our participants to upgrade their certification levels on the Georgia Work Ready assessment.
- ◆ In FY09 98.1% of our students had employment as a goal with 43.2% achieving the goal. Currently, 98.1% of our students were available for match with 9.9% achieving their goal. The majority of our students enter the program with a goal of obtaining a GED.

Middle Georgia Technical College (MGTC)

- ◆ Provide Georgia Work Ready **Gap Training** with Key Train Software
- ◆ Awarded **Golden Opportunity Grant** to improve rank in work Ready Assessment Program
- ◆ MGTC President provided an Admission Assistant to focus on Career Exploration, Transition, and partnerships with WIA and other workforce development providers
- ◆ Submitted fast track proposal to local WIB to hire fast track instructors (not funded yet)
- ◆ Partnered with the City of Macon and WIB on Pathways out of Poverty Grant (still pending)
- ◆ Attending WIB retreat to build relationships and establish dialogue about our contribution to workforce development

- ◆ Attended National Career Pathways Network Conference. Learned how to advance Economic Development through Career Pathways. Plan to write grants and form partnerships (in progress)
- ◆ Partnered with Fort Valley State University on EduBuild grant. We provided GED Training and soft skills training. Students received on the job construction training with Habitat for Humanity. Students also received stipends.
- ◆ Awarded the Accelerated Work Ready Grant. Partnered with Pulaski County School system and the Department of Labor to establish an evening Work ready Center.

Georgia Northwestern Technical College

- ◆ Georgia Northwestern Technical College's Adult Education Program has representation on the Tri-State Regional Workforce Alliance, several local employer committees, and a long history of collaboration and partnership with the local WIB and other community organizations. Recently we conducted contracted class ESL training for displaced workers from Mohawk and Springs Industries, funded by either the WIB or the GA Department of Labor Rapid Response. We currently have a basic skills/GED program under contract with HON Industries for their employees. Our adult learning centers work directly with the Georgia Department of Labor to provide the mandated 20 hour a week classroom education and training for unemployed adults who need a GED Diploma or other upgrading to qualify for new employment or entry into postsecondary education/training.
- ◆ The Adult Education Program fulfills all requirements of our contract for services with the TCSG/OAE under funding from the WIA, Title II in the areas of adult basic education, adult secondary education/GED preparation, and English as a Second Language. Our RFA documents detail our collaboration and coordination as required under the law. Our location and position in the technical college make transitioning to postsecondary education for our students a natural part of our efforts.
- ◆ Adult Education has been a partner since the beginning of the Georgia WorkReady Initiative, and referrals are made between the two programs regularly. Last year we had a collaboration where WorkReady provided GED Scholarships to our students who were referred to the WorkKeys Testing. This year we will be a part of the Golden Opportunity initiative to move more Georgians to WorkReady Certification.
- ◆ There are almost no jobs for people without a high school diploma or GED Diploma, and these people take advantage of adult education as the only avenue for gaining the academic skills they need for the workplace. Adults get jobs because of the work we do. The new Volkswagen plant in Chattanooga will pull some of its 1200 new employees from our service area, and they have made it clear that non high school graduates need not apply. The value of our work in enabling adults to qualify for opportunities like this is clear. Our college president has tasked Adult Education with moving the needle on the workforce preparedness of the adult population in northwest Georgia by dramatically increasing the number of adults who have attained a high school credential. We believe that there can be little economic/workforce development in communities where low literacy and low educational attainment in the adult population persists.

Atlanta Public Schools

The Atlanta Public Schools-Adult Education Program has collaborated with 4 programs on Workforce Development. These agencies are:

1. The Atlanta Urban League	25 years
2. The Atlanta Technical College	22 years
3. Atlanta Workforce Agency	21 years
4. Goodwill Industries	15 years

In each of the programs, we provide Adult Education classes while the agencies provide job training. The relationship with these programs allows them to concentrate on job training while we provide education and/or GED preparation. This year the Atlanta Urban League is planning to give an award Atlanta Public Schools' Adult Education Program for 25 years of collaborative service.

South Georgia Technical College

- ◆ For two years, dislocated workers have been served through a contract with WIA Title I for GED classes with 56.3 % of the students transitioning from GED to Technical College.
- ◆ A full-time person under Economic Development is located at our Adult Literacy Center in Americus, GA. GED students, WIA students, and Department of Labor referrals test at the adult education center.
- ◆ Two instructors in Macon and Schley counties serve as proctors for the Work Ready assessment, receive referrals from business and industry, and referrals from the Department of Labor. In Marion County, our advisory coordinator recruits students from the area to test, and our Marion County instructor recruits GED students. In Crisp County, all students are referred to an employee on campus to perform the work assessments. The WIN curriculum is used for gap training and instruction.
- ◆ In Marion and Schley Counties, a collaborator with the schools through our CLCP's facilitates Work Ready Assessments of high school seniors.
- ◆ WIN for GAP training is used for any person who wants to enhance their Work Ready Certificate levels. WIN is used for our students for online training.

North Georgia Technical College

- ◆ Ongoing counseling is provided for students who are planning to enter technical college and have one of the highest transition percentages to postsecondary college in the state. Our resources include information about every North Georgia Technical College credit program available at all of our sites. The recruiter from Student Affairs visits classes to talk to GED students. The recruiter frequently visits with examinees as they wait to take the GED test and makes appointments with them then to discuss programs that interest them. Outside the GED testing room, examinees also have access to the college's student catalogs and admissions packets.

- ◆ Students referred from North Georgia Technical College for remediation training to pass the college entrance examination and when the Department of Labor refer individuals to us for GED or skills training, they are given priority and are enrolled immediately instead of waiting for the next formal registration session.
- ◆ Students are required to sign a contract when they enter our classes stating what hours they will attend class in order to help them develop good work ethics habits. Most of our students enter the program with the goal of earning a GED; in Fiscal Year 09, 78.8% achieved the outcome; in FY 08, this percentage was 73.1%.
- ◆ When Fruit of the Loom had a massive layoff in Rabun County, NGTC worked closely transitioning their former employees from GED classes to credit programs on campus and back into the workforce.
- ◆ While the technical college is present in this area, it is not present in every county. Therefore, NGTC adult education centers provide more a convenient entry for the counties' residents to access college services. As an example, all of the adult education sites offer Work Ready testing. To date, we have had 332 GED students earn Work Ready certification.

Griffin/Flint River Technical College

- ◆ Georgia Work Ready Initiative
 - The Georgia Work Ready Program, an initiative of the Governor's Office of Workforce Development and the Georgia Chamber of Commerce, provides individuals with a portable certificate, powered by Work Keys, that verifies to employers anywhere that an individual has essential core employability skills in Reading for Information, Applied Mathematics, and Locating Information. These skills are highly important to the majority of jobs in the workplace.
 - Flint River Technical College and Griffin Technical College have implemented Georgia Work Ready Gap Training software extensively into their Adult Education programs. Flint River Technical College has implemented the online version of KeyTrain into the computer lab at the Community Development Center in Thomaston, Georgia and enrolled 327 persons over the last two years. In Taylor County, the Taylor County Center has enrolled 76 persons in the online program while the Western Pre-release Center has enrolled 79 inmates in the network version of the program.

Meanwhile, Griffin Technical College has enrolled a total of 42 students in the WIN software program. Plans are now being developed to provide KeyTrain software to Adult Education students. In addition, a stand alone Work Ready Gap Training class is planned for Fall Quarter implementation at Griffin Day Reporting, a probation program. The software will be the network version of KeyTrain.

- ◆ Transition to Postsecondary Education

- Flint River Technical College achieved a remarkable 51.3% percentage of its students transitioning into postsecondary education. This percentage was greater than the benchmark of 45% established as the goal for the year. The transition of Adult Education students into postsecondary education is an important initiative of the Technical College System of Georgia because it provides skills training to the academic training of Adult education students, thereby greatly assisting their opportunities to secure, or improve, job opportunities.

Moultrie Technical College

- ◆ MTC partners with WIA in the underage youth program and there are plans to partner to provide GED training for dislocated workers.
- ◆ MTC partners with the RAMP program to provide skill upgrades for potential students who cannot pass the test to enter RAMP training.
- ◆ MTC is a partner in the Golden Opportunity grant program to upgrade Certification Levels on the Georgia Work Ready assessment. All of our AE students who score at Level 4 or higher take the Work Keys assessment. Key Train is used for GAP training for any person who wants to enhance their Work Ready Certificate level. Key Train is also used with our students for online training.
- ◆ On an ongoing basis, MTC works with students who are planning to enter technical college by emphasizing this step and help the students to learn how to access college training by having the student services personnel assist them with career guidance and applications. Each quarter, MTC sponsors “GED to MTC” for Level 4 students. This event provides an opportunity for all instructors to present information about their programs to the students. This event has helped students with their career choices.
- ◆ Students referred from DOL for GED or skills training are taken immediately rather than having the student wait for the orientation class.
- ◆ As a part of the quarterly counseling and weekly lessons, instruction incorporates Work Ethics training and career counseling. Students are taught to adopt habits that will help them be successful in the workplace.

Dekalb Technical College

- ◆ Adult Education class on-site at the DeKalb Workforce Development Center in Decatur
- ◆ Work Ready Certificate Testing
- ◆ Next Step Program to provide seamless transition from Adult Education to Post Secondary
- ◆ Dual Enrollment for qualified students to work toward their GED and enroll in Credit Program
- ◆ Fast Track Program to allow top GED students to quickly finish their GED and go on to college
- ◆ Over the past 20 years, Civics/Citizenship classes provided to immigrant and refugee students have helped over 2,000 students become United States Citizens. (In the past month three former students and now employees of Adult Education have become United States Citizens, one of these was a former EAGLE)
- ◆ English classes provided at the DeKalb Farmers Market to employees

Albany Technical College

- ◆ The Associate Vice President of Adult Education is a member of the Southwest Georgia Agribusiness Consortium Core Team (focusing on Work Ready regionally to include the 7 counties of our Service Delivery Area).
- ◆ Additionally, DTC partners with Economic Development Programs of the college to provide the Accelerated Work Ready Community Project.

Certified Literate Community Programs

The greatest barrier to economic development and growth is the absence of a literate workforce. The Georgia solution for reaching adults effectively is the Certified Literate Community Program (CLCP). Created in 1990 by the Technical College System of Georgia (TCSG) and the Georgia Council on Adult Literacy (GCAL), CLCP asks a community to establish a non-profit collaborative to promote, support and enhance community literacy efforts locally. Communities participating in the program analyze community needs, create awareness of the adult education needs, ensure that programs offer learning opportunities, and evaluate progress so that the majority of citizens needing to improve their skills do so within 10 years. The communities create a network to coordinate business, church, volunteer, social service, local government and schools, media and other efforts in the community to reach, influence and support those who want to improve their education.

Here are some examples of activities of Georgia's Certified Literate Communities in support of workforce development:

- **Winder-Barrow CLCP**

The Winder-Barrow Coalition for Adult and Continuing Education, holds a WIA Out of School Youth Grant and has had one ever since the days of JTPA. A case manager helps students enrolled in LTC credit courses overcome barriers to education and employment. In addition to the WIA services of interview skills, work ethics, completion of credentials, job search, Work Ready, etc.

The case manager has assisted students with the following:

- Enrollment of children in Head Start or looking for other childcare
- Test prep for the ASVAB test for students enlisting in the military
- Finding low cost health care for family members not covered by Peachcare, etc.
- Distribution of information about job fairs, job openings, recruitment day by businesses
- Information on opening checking accounts
- Assistance with earning drivers permits and drivers licenses
- Using O*Net for career investigation (when they don't know what they want to "do" for a career)
- Tutoring
- job search and job retention assistance, resume writing, career exploration

The CLCP obtained a \$15,000 grant two years ago to purchase new computers for the lab for classroom use and for WR testing. This past summer we received \$14,000+ to open a new off site class to accommodate growth in the adult literacy programs. The growth is due in large part to the number of unemployed in the community. The City of Statham provides space for the class. Lanier Tech employs the instructor. Salary is reimbursed to them through the grant. Pending available funding, LTC hopes to be able to fund this class in the 2010-2011.

The CLCP in partnership with Barrow County Schools and Lanier Tech have opened two other off-campus classes. One in Auburn for GED preparation. Major funding for this class came from a nearly \$15,000 grant secured by Citizens for a Better Auburn. This year is the third year of English language instruction for parents of pre-kindergarten children. This class is hosted by the school system. The school also has secured funding for child care for parents attending the class.

Our CLCP was one of the lead organizations in the Work Ready Initiative. Working through the Chamber of Commerce Workforce Development Committee we promoted the initiative to the potential workforce and worked to engage the business community. Through these efforts, Barrow County became the first metro ATL community to earn the designation Work Ready Community of Excellence. "Of Excellence" was added to the designation because we exceeded our goals. Plans are to move forward in this workforce development project. Plans are to engage bronze and silver certificate holders in GAP training and adult education programs to improve certificate levels to Gold or Platinum making individuals and the community more marketable.

Lanier Tech Adult Education has hired transition coaches in the Adult Education Program to move GED recipients into post secondary education and other training programs to improve employability.

- **Cobb CLCP:**

As a One Stop Shop, Cobbworks and Cobb Literacy Council work together to accomplish goals for adults in the workforce. One of the services offered by the Literacy Council is TABE remediation.

Our workforce center is dedicated to making sure that participants of the Workforce Investment Act (WIA) funds are prepared for the programs they have chosen to enroll in by administering the TABE Level 9 Test. Participants are required to meet appropriate grade level requirements for the programs for which they will receive funds once eligibility has been met. The assurance from this venture is that students are adequately prepared to complete the technical and college level courses because the instruction goes beyond the TABE and addresses more advanced areas of learning. Students are enrolled in the remediation for a period of 4 weeks and we average 25-35 participants per enrollment. We are experiencing great success with the program especially as it concerns getting the qualified WIA persons into their specializations as quickly as possible.

- **Early County CLCP:**

CLCP Director is a WIB board member for Early County. The CLCP adult education program requires participants between 16-21 to enroll in ongoing workshops:

- Money Matters (budget/finance)
- Work Ready Initiative
- WorkKeys Assessments
- Job Ready (resumes, interview role playing, appropriate dress)
- Community service projects
- Progress reviews (TABE)

In addition, a case manager provided through a WIA contract mentors students and works with them to develop career goals, always mindful the goal is to become job ready. A very close relationship exists with our skills center and one-stops. The students intern at job sites as a means to develop career paths. They intern for approximately 12 weeks at each site, rotating students.

- **Haralson County CLCP:**

CLCP Director serves on the Work Ready Committee for Haralson County and chair the Educated Workforce Team for the Haralson County Chamber of Commerce. We encourage all GED students to take the Work Ready Assessment when they have passed their GED tests. The gap training is handled by our lead GED instructor, Marsha Britt. CLCP works really closely with the One Stop and have WIA students enrolled in GED classes and assist help them with skills need to pass the entrance exams to enter West Georgia Technical College.

- **Calhoun-Gordon County CLCP:**

Last year Georgia Northwestern, then Coosa Valley Tech, collaborated with Adult Education to pay for adult education students to take the GED exam in Floyd County if they earned a Georgia Work Ready certificate. Also, a grant was recently received that is tied to successful completion of GAP training and Work Ready score improvement.

- **Peach County CLCP:**

CLCP Director is a member of the MGWRAP Core Team. This is a collaboration between Houston & Warner Robins Aerospace Program, Bibb, Peach, and Pulaski counties. A grant was awarded and these four counties have developed a plan to promote the Aerospace Industry via Work Ready. Proctors, testing sites have been established, GED students and high school students were tested, employed, unemployed population and others have taken the test. Several promotional activities at the schools, a promotional video by Peach Co. Chamber and other awareness events have been sponsored.

CLCP has a partnership with Fort Valley State University (FVSU), Habitat for Humanity, and Middle GA Technical College (MGTC). Seven GED students actually helped "build" the house. They attended class in the morning and worked on the house in the afternoon. They received a stipend from the FVSU grant and a charge to complete their GED diploma. The project was called, EDU-BUILD. This was a grant from Michael Thurmond's office designed to encourage students to learn a trade while earning a degree.

- **Gilmer County CLCP:**

Since the onset of the economic problems (July 08) we've served 325 students who accumulated 16,511 contact hours. Of that group, 17 were referred to us by the GA DOL offices in Blue Ridge whereupon they attended classes for 20 hrs / week. Five DOL students made it to GED completion. Eight DOL students had been long term employees with medium to large companies and came to us with exceptionally low reading and/or math skill levels. Four DOL students are still active, the rest had to move into jobs in order to support their families and some have returned to finish the process. Thirty of the overall total received a GED diploma, including the five DOL students. All of those people have acquired upgraded jobs. Dalton State College in Ellijay refers students to us on a regular basis for skill building assistance for the Compass entrance test. Eleven (11) active college students have been helped with current course difficulties. Of the total student count, the vast majority of students are striving to improve their occupational chances and/or college/tech school preparedness.

- **Columbus-Muscogee CLCP:**

The Literacy Alliance (the CLCP in Muscogee County) has been recruiting for our Adult Ed program. They not only offer GED but they have a great One Stop Program and a partnership with Columbus Tech College. CLCP developed printed material for the Adult education program that was placed on city busses and all public schools for the families and staff (custodial and food services). In addition, 750 two sided 5x8 fliers were printed and distributed to promote services of Adult education.

- **Monroe County CLCP**

Monroe County CLCP is a recipient of a Golden Opportunities Grant from the Governor's Office to enroll and provide GAP training for the Georgia Work Ready Program.

- **Carroll County CLCP:**

The Literacy is for Today and Tomorrow Program (LIFT) will accept one of six grants for \$500 awarded by the Community Foundation of West Georgia/Power of the Purse Program on Tuesday, October 20, 2009. The LIFT program requested funding for 5 local women (working moms) who are enrolled in the GED program, who are single mom's supporting children, who have passed all their

Georgia

A D U L T E D U C A T I O N

tests, and who can't afford the \$95 testing fee. The funds will serve to reimburse these 5 women for their accomplishment – "Celebrating Mothers as They Graduate."

By virtue of Title 17 of the Guam Code Annotated, Division 4, Chapter 30, of the Community College Act of 1977, Guam Community College (GCC) is responsible for the administration and implementation of career and technical and adult education programs within the Territory of Guam. GCC is both the State Education Agency (SEA) and the Local Education Agency (LEA) for Career and Technical (Carl D. Perkins) and Adult Education.

As State Agency, GCC effortlessly aligns WIA Title I and Title II with Perkins. By maximizing its resources, local and federal funds support adult education activities, career development, employment, and training thereby providing a relatively seamless transition; adult learners have the opportunity to utilize GCC's student support services. These services (i.e., Assessment and Counseling Department, Center for Civic Engagement, etc.) help minimize barriers and prepare adult learners for training in career and technical education or other career paths. GCC's adult and career and technical (secondary and postsecondary) programs integrate counseling and advising for student support system. Through collaborative efforts with Guam Department of Labor (GDOL), GCC's counselors are available at GDOL's One-Stop Career Center to provide access to education, training, and information resources that direct individuals to self-sufficiency and ultimately to high-wage, high-demand career opportunities.

GCC continues to receive referrals from the One-Stop Career Center for clients interested in both adult and career and technical education. GCC maintains brochures and other informational materials at the One-Stop Career Center that describes the various adult and career and technical programs. The Agency for Human Resources Development (AHRD) received an electronic informational presentation on GCC's adult and career and technical programs for clients' to view at the One-Stop Career Center's reception area. GCC's Assessment & Counseling Department continues to provide training to the One-Stop Career Center staff on career counseling and has a counselor on site weekly to provide immediate services to clients.

GCC is an active member of the Workforce Investment Act (WIA) Workforce Investment Board. Local and State Boards were consolidated into the Guam Workforce Investment Board (GWIB) because of Guam's small geographic size and population. The College's Chief Executive Officer (CEO) is a member of GWIB to make certain both adult and career and technical education initiatives are well represented. The Guam Workforce Board continues to prioritize the need to increase the number of programs assisting individuals in obtaining their GED or adult high school diploma to address Guam's high number of individuals without a high school diploma. Additionally, GCC's Assistant Director of Continuing Education and Workforce Development will continue to work closely with GDOL, Guam Chamber of Commerce, and industry representatives to further the connection between education and workforce development.

The activities above all align to workforce development – GCC's priority as it prepares Guam's workforce for 33,000 civilian jobs¹ anticipated from the relocation of a portion of US Marine Corps (8,000 III Marine Expeditionary and 9,000 dependants) from Okinawa, Japan to Guam in the next two years.

Hawaii

ADULT EDUCATION

Adult Education providers in Hawaii continue to move forward to greater accountability with clarified directions, strengthened operations and programs that address needs of the communities served. The statewide system prioritizes its efforts on clearly defined professional development, technical assistance, follow up on the core measures, and the utilization of data for innovation and continuous improvement in its programs and operations. This focus brings greater consistency and integrity to its programs and operations. Eleven Community Schools for Adults (CSAs) and two community-based organizations (CBOs) receive funding from the Adult Education and Family Literacy Act (AEFLA).

Goals established for adult education and family literacy guides the development of a framework for the use of State Leadership funds. Professional development opportunities and system-wide events addresses the following identified goals:

- Increase enrollment and retention of adult learners served.
- Increase student learning outcomes.
- Increase access and opportunity to programs using technology.
- Expand partnerships to provide access and opportunity to a seamless system of services.
- Increase accuracy and consistency of data.

Using State Leadership funds, professional development is provided for administrators, program managers and practitioners in AEFLA-supported adult education programs. These resources and strategies provide supports that impact the quality of instruction, as well as learner outcomes, and build capacity within each organization by keeping practitioners updated and knowledgeable. Articulation and training sessions are conducted for the following program areas:

- Equipped for the Future (EFF) Standards for Adult Learners
- Comprehensive Assessment System for Adult Students (CASAS)
- Adult Literacy
- Introduction to Adult Career Pathways
- Health Literacy
- LitPro LACES web-based data management system
- Goal-Setting Procedures
- Core Outcome Measures and follow up survey requirements
- General Educational Development (GED)
- Competency-Based High School Diploma Program (CBHSDP)
- Literacy Coordinators: focus on differentiation, accommodations and numeracy
- Instructional Strategies: for Adult Learners; Learners with Special Needs; Learners with Limited English Proficiency
- Promotion and Marketing
- Technology and Distance Learning

Hawaii

ADULT EDUCATION

Major initiatives include participation in collaborative projects. State Leadership funds support these initiatives that provide implementation activities for identified goals.

- The Department of Education / University of Hawaii Community Colleges (DOE/UHCC) Coordinating Council agreed upon a transition plan in 2005 for the CSAs to provide programs to build academic skills and competencies that would enable students to move from CSA classes to the UHCC system in a seamless continuum of programs and services. Partnerships continue to develop between CSAs and CCs in geographic proximity to provide appropriate preparatory classes by the CSAs held on CC campuses that provide a natural transition for students to continue postsecondary options there. Computer assisted and distance learning alternatives continue to have great appeal for these students and allow students to strengthen skills at their own pace and timetable to meet requirements for admission to the community college. Part-time counselors and student advocates at some agencies provide guidance, and the implementation of transition activities brings intentionality to efforts to move students into postsecondary pathways.
- A partnership with a local community college affords a CSA to receive counseling and transitioning opportunities for ABE adult learners. The project strengthens the pipeline between the DOE to the UHCCs. The networking supported partnerships among local educational agencies, institutions of higher education, and other entities, such as employers, to enable adult learners to achieve state academic standards, career and technical skills, and/or complete career and technical programs of study. The success of this transition to post-secondary and employability led to the continuation of services to this CSA and to another CSA for the 2009 – 2010 academic year.
- The National Institute for Literacy (NIFL) provides personnel and training on curriculum, instruction, and assessment for ESL, ABE, and ASE instructors, support staff, and administrators as well as K-12 teachers. Videoconferencing of these professional development sessions extend learning to educators on neighboring islands and to those who reside in rural districts.
- Technology options provide integrated and/or supplementary instructional support to adult education classrooms. Computer-assisted education and distance learning programs fulfill the unique needs of adult learners in Hawaii, many of whom are employed in multiple jobs or located in remote areas without ready access to school sites. The programs are grounded in the use of information and communication, one of the EFF learning standards. Achieve3000 is the newest program to join PLATO Learning, Pearson Digital Learning, Thomson Heinle and McGraw-Hill curricula, and experienced practitioners have become more astute in their selections of effective programs for implementation.
 - PLATO Learning programs provide a high quality individualized, standards-based program of instruction that incorporates assessment and accountability, focusing on student achievement. It has been implemented to support CBHSDP, ESL, basic English and mathematics instruction, as well as a review for the GED.

Hawaii

ADULT EDUCATION

- An annual Best Practices Forum is sponsored by NovaNET for local practitioners, where information and insights are shared about ways to effectively integrate web-based applications in their classes. Instructors have been able to track student activity online and continue to gather data to identify factors of effectiveness and to correlate them with educational gains. ELLIS, an online program for ESL, demonstrates measured success.
- Spark3000, the adult education version by Achieve3000, generates great interest and independent initiative. Significantly positive results in the pilot in five CSAs led to additional implementation in CSAs and widespread use in K-12 schools, as well, with KidBiz and TeenBiz alternatives for elementary and secondary schools.

The CSAs meet regularly with their counterparts in the One-Stop System and have varying levels of success in operationalizing the coordination of services. Eleven CSAs are eligible training providers for their respective Local Workforce Investment Boards (LWIBs), as are three of the CBOs. Several CSA administrators, including the State Director of Adult Education, serve in leadership positions on LWIBs and for One-Stop Consortia on their respective islands.

The Oahu WIB and the Oahu CSAs have entered into a Memorandum of Understanding to provide Oahu WorkLinks One Stop Centers with a comprehensive variety of services being offered through the Oahu CSAs. One CSA uses state funds to pay a computer literacy instructor at a One-Stop Center, and representatives provide booth information at Job Fairs three times each year, so the obligation is exceeded by in-kind contributions. Community speakers regularly address high school diploma program classes, and information and flyers about options in the workforce, military and postsecondary education are available for students. A mutual referral system is in place.

Four CSAs sponsor annual transition fairs called "Opening Doors" that provide students with employment and postsecondary career and education options. High attendance and positive feedback by students, businesses, and postsecondary institutions, as well as representation by the One-Stops, led to the decision to host the event annually.

These four CSAs also initiated a Transition Consortium that meets monthly to discuss issues and to explore potential opportunities to develop more collaboration on activities. They also use Career Scope, a career assessment and reporting software that assists students in making more informed career decisions and motivates them to a more proactive in planning and participating in further education, career development and employment and training activities.

A steady increase in partnerships is being formed to maximize resources and network. A long list of partnerships includes the Micronesian Community Network that assists students in coping with personal challenges to their educational and employment goals, Goodwill industries, Maui Economic Opportunity and the Building Industry Association Apprentice Program.

Hawaii

ADULT EDUCATION

One CSA is represented on its County Mayor's task force for the "Going Home" initiative, which is intended to help incarcerated adults successfully reintegrate into the community upon their release. Since its introduction as a bill for funding in last year's State Legislature, it continues to draw support from various community agencies, including the Departments of Public Safety, Labor and Education, non-profit agencies, and community- and faith-based organizations in providing education and job training to help with reintegration and the reduction of recidivism.

Providers have increased partnerships that allow them to leverage funding to support program plans that are not allowable under AEFLA guidelines. For example, while using AEFLA funds to develop literacy skills, a CBO uses funds from Hire Abilities Hawaii in the Medicaid Infrastructure Grant, another grant they receive, to support employment in creative industries. They also work with the Business Leadership Network to educate employers about the positive benefits of employing people with disabilities and have offered orientation and instructional sessions at One-Stop Centers on self-employment possibilities for adults with disabilities. Four CSAs are providers for the Department of Human Services program for Temporary Assistance for Needy Families (TANF) clients.

As networking opportunities increase, community support groups are working with adult education providers to help newcomers understand and navigate government systems to access appropriate educational and work-related programs and services. CSAs participate in programs and partnerships that successfully support EL Civics Education. These include:

- Partnerships with Catholic Charities to provide EL/Civics classes to Marshall Islanders to help improve their English communication skills as they acclimate to the American culture in the Hawaiian setting;
- Partnerships with the Even Start program in Migrant Education to provide adult education classes to interested parents as they learn to navigate services in the community and to provide support for their children in school;
- Linkage with the Applied Communication in the Community Context program that contextualize learning in real-life situations in the community;
- Field trips into the community to visit supermarkets, public institutions, government offices, and cultural centers that expand the walls of the classroom into the community and provide opportunities for practical application in the use of language and authentic experiences for the learners;
- Community speakers who provide depth and first-hand supplements to class sessions, notably business and finance professionals, speakers on legal issues, health and well-being, and others who help students make connections with their communities and with issues that may impact their lives in Hawaii;
- Tutorial services for ESL students in Adult Literacy Centers and staffed by part-time teachers and volunteers support students in need of the most basic literacy skills and students lacking confidence to learn in a traditional classroom setting; and
- Online curriculum successfully incorporates computer-based learning to supplement class activities, providing opportunities for students to develop confidence in using the computer as they learn content at their own pace and comfort level.

THE WORKFORCE DEVELOPMENT COUNCIL

Idaho lost one-third of its WIA funding in 2005; therefore, the Governor consolidated the six planning regions into one statewide system to limit overhead expenses and redirect funding to training and related client services. This new system, comprised of 30 members representing the six regions of Idaho, is known as the Workforce Development Council (WDC) and is the single Council governing the statewide workforce system. The Director of The Division of Professional-Technical Education is a member of the WDC and the State Adult Basic Education Coordinator serves on the Executive Staff Committee for the council. All AEFLA funded programs across the state offer basic skills instruction in partnership with their regional One-Stop and institutional partners.

Every regional AEFLA funded Adult Basic Education program in Idaho has a transitional plan to assist adults in building career paths and acquiring the entrance level skills necessary to compete with their peers in post-secondary education and training programs.

Transitional programs in Idaho focus on higher level reading and math skills that go beyond the GED so they are college ready and prepared to succeed in their educational programs. All ABE programs work in tandem with their regional labor departments to prepare adults for work in high demand career areas. Since our state is small, we work with many partnering agencies to leverage our resources to meet the demands of our current economic crisis in preparing adults for training and work.

EXAMPLES OF TRANSITIONAL ACTIVITIES:

- Provide basic educational instruction in context with college readiness and workplace expectations.
- Provide higher skill level classes in math and reading to assist adults in meeting the entrance requirements for post-secondary education and training programs, as well as providing them with the skills to be both competitive with their peers as well as successful in completing their course requirements.
- Align curricula with college entrance requirements.
- Provide advising sessions and support to students in transition (setting goals, revisiting goals, providing instructional support, building learning communities for students to provide support for one another, campus tours, admissions requirements, financial aid, assessment preparation, etc.).
- Promote post-secondary education, introduction of high GED scorers and the importance of high scores for post-secondary transition, awareness of GED scholarship opportunities.
- Encourage students to take the COMPASS test before leaving ABE if they have a goal of transitioning into a technical training course.
- Co-enroll ABE students in some regions so they can continue to upgrade their basic skills or work on obtaining their GED while attending technical training programs.
- Offer basic skills instruction for preparation into college, technical training programs or work on the campus of community colleges, One-Stops, IDOL offices, public schools (evening), and libraries. There are multiple access points and locations to accommodate adults who are working and also attending training programs.

Illinois Adult Education integrates workforce activities in a variety of ways:

- ❖ Illinois has developed Bridge Programs through a partnership which includes, Adult Education, Community College Workforce Development, postsecondary Carl Perkins, and WIA Title I. This partnership is called the Illinois Shifting Gears Initiative and is funded through the Joyce Foundation.

Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment. Approximately, twenty-five adult education programs have developed Bridge Programs in key occupational areas: Health Care, Manufacturing, and Transportation, Distribution, and Logistics.

Bridge programs assist students in obtaining the necessary academic, employability, and technical skills through three required components—contextualized instruction, career development, and support services. Required elements include:

- *Contextualized instruction* that integrates basic reading, math, and language skills and industry/occupation knowledge.
- *Career development* that includes career exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge program and on whether participants are already incumbent workers in the specific field).
- *Transition services* that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available) academic advising, tutoring, study skills, coaching, and referrals to individual support services, e.g., transportation and child care.

Bridge programs are designed for adults 16 years and older, who:

- Have reading and math levels at or above the 6th grade through pre-college level *or* English language proficiency at or above the low-intermediate ESL level
 - May or may not have a high school credential
 - May or may not be an incumbent worker
- ❖ Illinois Adult Education has developed a new Strategic Plan titled: Creating Pathways for Adult Learners. This plan addresses the needs of students through better alignment activities with postsecondary education, workforce, and career pathway initiatives in the State. Examining key economic and occupational specific needs in the area will better prepare adult education students for middle skilled jobs.

- ❖ Several Adult Basic Education, Adult Secondary Education, and English as-a-Second Language programs provide Workforce Education, Job Skills, and Career Exploration instruction designed to connect students to the workforce.
- ❖ Distance Education is essential in providing the instructional flexibility for students who are searching for employment. GED-*i*, a distance education tool, is used in approximately 20 Adult Education programs throughout Illinois and offers instruction at times that meet the needs of the student.
- ❖ More than one-third of the Adult Education Programs are housed in postsecondary institutions in Illinois which allows for better transition of students to educational and occupational programs within the college.

The New Iowans program was developed by Iowa Workforce Development to provide support to refugee and immigrant families. Tutoring and computer-based instructional support are provided by adult education during times when classes are not offered at the community colleges.

Through its incentive grant, Iowa is also beginning the design and implementation of career pathways to integrate basic skills and workforce skills. The model in Iowa will be varied across programs, but they are collaborating with workforce development in this initiative, particularly in offering the National Career Readiness Certificates.

A shining example of how Iowa's community college adult literacy programs are responding to transition needs would be STEP ESL, a program for English as a Second Language (ESL) students who want to improve their English and enroll in college courses but are unsure how to get started. STEP ESL is offered by Des Moines Area Community College (DMACC). STEP ESL courses at the DMACC Urban Campus provide the foundation for college-level work. The STEP ESL program helps students get started on the road to the future with courses designed to prepare the student for college and improve English skills. A STEP ESL Advisor serves as a guide and offers support. There are small class sizes scheduled in the mornings and the evenings, and students receive free textbooks during their first semester. There is also a STEP opportunity for non-ESL students.

Kentucky

ADULT EDUCATION

- ◆ Joint planning and development of a comprehensive website www.e3.ky.gov for information and services related to Education, Employment, and Economic Development.
- ◆ Kentucky Adult Education (KYAE) staff members serve as the Adult Education representative on most Kentucky Local Workforce Investment Boards (LWIB's). KYAE is a unit of the Council on Postsecondary Education (CPE) and represented on the State Workforce Investment Board by the Council's president.
- ◆ Currently developing initiatives with LWIB's that will refer students with low basic skills seeking job training services to local adult education programs. These students will receive academic skills preparation that will also lead to a National Career Readiness Certificate (NCRC) based on ACT's WorkKeys assessment.
- ◆ KYAE is a partner in Kentucky's Breaking Through Initiative Helping Low-Skilled Adults & Youth Enter and Succeed in College and Careers. This effort is being led by the Education and Workforce Development Cabinet (Title I) and the Kentucky Community and Technical College System (KCTCS)
- ◆ Breaking Through, a multi-year demonstration project, promotes and strengthens the efforts of innovative community colleges across the country to help low-literacy adults prepare for and succeed in occupational and technical degree programs. The goal is to strengthen postsecondary outcomes for low-income adults by focusing on strategies that create more effective pathways through pre-college and degree-level programs.
- ◆ Breaking Through is a collaboration between Jobs for the Future, an organization committed to strengthening the success of community colleges with all low-income students, and the National Council for Workforce Education, an organization of community college-based workforce development leaders. JFF is a leading innovator in strategies to accelerate education and career advancement of both young people and adults. NCWE committed to this project in order to help its members develop effective pipelines for low-literacy adults into good technical programs.
- ◆ Kentucky Adult Education (KYAE), the Kentucky Community and Technical College System (KCTCS), and the Education and Workforce Development Cabinet (Title I) have been partners in the implementation of the Kentucky Employability Certificate (KEC). The KEC is KY's version of the National Career Readiness Certificate (NCRC) based on ACT's WorkKeys assessment.

Maine

ADULT EDUCATION

In April 2009 the State Director of Adult Education was appointed to the Maine Jobs Council which includes LWIBs, DOL, Career Centers, employers, community colleges, etc. with the goal of getting adult education more involved in workforce development programs.

Maine College Transitions Initiative receives state funding in the amount of \$740,000 - 22 programs around the state offer comprehensive programs of study that includes academic and college experience programming (career counseling, admission, financial aid, available college supports, etc.) to prepare adult education students for college. The project served 1350 students last year (more than double the 600 projected number). This past year Maine did a study to see how many students of the 1350 matriculated into college (using National Student Clearinghouse data) - 38% (513) of the 1,350 transitioned into college during the first full year of the program. This demonstrated a huge success of the effectiveness of the Maine College Transitions Initiative considering it was only 7% the year prior: <http://mct.maineadulted.org/> . In October 2009, the Maine College Transitions Initiative received the *Education at Work for Maine* award from the Finance Authority of Maine, which provides access to innovative financial solutions to help Maine citizens pursue business and higher education opportunities.

During the summer 2009, Maine's Local Workforce Investment Boards issued an RFP to procure adult education services under provisions of the American Recovery and Reinvestment Act (ARRA) of 2009 and the Workforce Investment Act (WIA) of 1998. Activities had to include the following, provided they were offered as part of a prerequisite to vocational skills training: basic literacy skills development; GED preparation; college transitions; WorkReady; and/or computer skills training. Priority was given to services in the following 4 occupational clusters: information technology; healthcare; green jobs; and construction. Training activities funded through this RFP had to target dislocated workers, unemployed/low income adults and other WIA eligible persons. This marked the first time LWIBs issued an RFP specifically for the adult education community.

The priority for Maine Adult Education in FY10 is to re-vision the system along a career pathways model. A task force has been appointed to assist with this effort and relevant stakeholders/partners have been included: CTE, Labor, LWIBs, University of Maine System, Maine Community College System, and key employers throughout the state.

Maryland

ADULT EDUCATION

In Maryland, a bill was passed in the General Assembly during the 2008 legislative session to consolidate adult education and literacy services, and correctional education in the Department of Labor, Licensing and Regulation (DLLR), and transfer the programs and associated resources from the Maryland State Department of Education on July 1, 2009.

As a result of the transfer, Adult and Correctional Education are newly situated in DLLR's Division of Workforce Development and Adult Learning (DWDAL). The resulting workforce/education synergies, achievements and innovations include:

- An innovative policy change enabling Maryland Business Works (MBW) to pay for adult education and ESOL programs: traditionally, MBW and similar programs that provide incumbent worker training across the country only cover occupationally specific skills training. The change recognizes that educational coursework is a necessary component of workforce training, and is of particular assistance to those with limited English proficiency. This DLLR policy shift will be instrumental in linking incumbent workers to adult education programming.
- Local Workforce Investment Boards (LWIBs) are now conducting outreach to adult education providers and including them in workforce activities (i.e., corporate downsizing). All WIA funded adult education programs in Maryland will have articulated partnerships with the local workforce system. Some collaborations will include cross training of personnel particularly in the administration of adult education assessment.
- DWDAL is preparing to hold a statewide competition to select adult education providers for FY2011. A primary focus will be the stronger alignment of adult education with workforce development. The re-bid will be associated with a new funding allocation formula based on current indicators of jurisdictional need and enrollment history. Funding awards will be granted to programs that are able to demonstrate the capacity to increase literacy levels of their students and assist adults to attain high school diplomas and transition to education and training programs that increase their employment participation. A performance-based funding formula will reward programs that exceed state performance goals. Additionally, selected providers will be required to record employment goals for enrollees and to ensure that adult instruction is coordinated with the local workforce development activities.
- Increased collaborations with community colleges will be another focus of the selection of providers, as the community college system provides the most immediate system of further education and training for the adult education students. Services funded will provide support services for the transitioning adult learners: assistance with applying for admission and financial aid, career exploration and planning, student success courses specifically designed for the adult education graduate, and additional referrals that serve to reduce the ongoing barriers to persistence, such as childcare, transportation, and financial planning obstacles.
- Professional Development for the statewide network of adult education instructors will be enhanced and facilitated through the leveraging of resources with community colleges and four year degree granting institutions. Training for utilizing career and employment context for delivering basic and secondary level instruction and English for Speakers of Other Languages.

Maryland

ADULT EDUCATION

- DWDAL is using some of the discretionary American Reinvestment and Recovery Act (ARRA) funds to put out an RFP for an integrated program design – loosely modeled after IBEST, the Integrated Basic Education and Skills Training initiative to help under-served populations achieve a livable wage. With integrated programming, basic-skill students receive support from basic skills instructors while earning credit toward a certificate or degree.
- Bridge classes to promote the successful transition of adult learners into training, apprenticeship opportunities and employment in high demand industry sectors will be a focus of professional development and technical assistance activities.
- A new college scholarship program will allow GED graduates to continue their education beyond a high school diploma. In addition, the newly created Maryland Workforce Corporation (MWC) will be able to provide Maryland with an advantage in obtaining competitive grants for adult education. Adult education graduates often pay for their post-secondary education with a combination of federal, state and local government grants, government subsidized and unsubsidized loans and private banking loans--the difference between the funding amounts and tuition and related costs can leave a funding gap. The MWC will seek to supplement other financial aid programs by providing deserving students who have demonstrated commitment to their post-secondary education with scholarship awards.

Massachusetts

ADULT EDUCATION

- ◆ The Title I state agency and all local workforce investment boards (LWIBs) are consulted in the development of the multi-year ABE (Title I + State funding) open and competitive RFP.
- ◆ In order to ensure an equitable geographic distribution, funding in this RFP is divided proportionally among the state's 16 LWIB regions.
- ◆ Reading teams in each region are comprised of 2 staff from our state ABE office and 2 from the LWIB.
- ◆ The state director of adult education has a seat on the state workforce investment board in addition to our commissioner.
- ◆ LWIBs use literacy and English language assessments approved by our state ABE office.
- ◆ The ABE Office and the Title II agency pool state funding to collaboratively fund and oversee workplace education programs.

ABE programs are funded to support the “outstationing” of an ABE staff at 16 of the state’s One Stop Career Center. ABE staff provides intake, referral and assessment services for One Stop customers in need of ABE services.

ABE funds twelve community colleges to implement postsecondary transition programs in collaboration with one or more nearby community adult learning centers (i.e., ABE providers). While each program is uniquely tailored to the needs of its students, all programs offer both a *College for Success* class and an introductory computer class. All programs implement a cohort model, and they can serve an individual learner for up to three semesters.

Michigan

ADULT EDUCATION

State Planning and Strategy

Since the spring of 2008, Michigan has been working to examine the current adult learning infrastructure and make comprehensive policy reforms, which will substantially re-imagine and re-design the adult learning infrastructure in Michigan.

In 2008, Michigan's Council for Labor and Economic Growth (the state Workforce Investment Board) supported the work of an Adult Learning Work Group who gathered data about the state's existing infrastructure; researched current and projected need; learned about promising practices for system redesign; and engaged a full range of stakeholders in conversations about improving adult learning opportunities and supporting Michigan's adult learners.

The Work Group determined that 1 in 3 working-age Michigan adults – 1.7 million – lack the basic skills or credentials to attain family-sustaining jobs and contribute to the state's economy.¹ This dramatic scale of need requires an equally dramatic response. With this context in mind, the goal in Michigan is transform the state's adult learning infrastructure to cut in half the above figure. To meet this goal, Michigan is using a mix of actions to accelerate and institutionalize policy changes that include providing services through regional partnerships wherein adult education, workforce development, and postsecondary education providers collaborate to offer comprehensive services that include standardized assessments and contextualized, flexible and expeditious education that meets people where they are and puts them on career pathways and/or into postsecondary education.

Strategies

No Worker Left Behind Regional Demonstrations

In 2009, Michigan's Department of Energy, Labor & Economic Growth committed \$2.5 million of Workforce Investment Act state leadership funds to education and training partnerships in ten regions around the state. These partnerships are working to increase the number of adult learners with the basic skills necessary to participate and succeed in post-secondary education and training programs through Michigan's No Worker Left Behind program, which has enrolled over 100,000 workers in skills training in just over two years.

In these partnerships, adult education, workforce development, postsecondary education, and other service providers are collaborating to offer learners a comprehensive range of innovative programs that emphasize lifelong learning, make it clearer and more efficient for adults to move toward their long-term goals through strong advising and accelerated courses, make it easier to access services using flexible scheduling and convenient locations, base learning activities on basic skills needed for the workplace, and connect learners with employment opportunities in their regions. The partnerships are already creating a clear picture of how intentional collaboration among key education and training partners can improve outcomes for adult learners and are helping to inform the policy changes that will be necessary to implement partnerships like these statewide.

More information on these partnerships can be found at: www.michigan.gov/adulteducation.

Michigan

ADULT EDUCATION

Shifting Gears

Michigan is one of six Midwestern states participating in the Joyce Foundation's Shifting Gears initiative. As part of this initiative, the state is using policy change, data analysis, and communication strategies to advance the dramatic changes needed to increase postsecondary credential attainment by the state's low-income, low-skill adults.

More information on Shifting Gears is available at www.shifting-gears.org.

Preparing Workers for 21st Century Employment Project

Michigan is providing educators with contextualized basic skills education materials in reading, writing, and mathematics that are built around realistic workplace problem scenarios written to provide students with insight into attitudes and ethics expected from today's worker.

Each selection in the materials is preceded by a quote from a Michigan employer. Each quote conveys a personal message to the reader relative to workplace expectations. The project documents include support materials for teachers/instructors to help clients improve their basic skills and/or gain a clearer understanding of workplace expectations.

Training is being provided to help instructors make optimum use of the material. The Teacher Guide contains specific instructions on steps to developing basic skills as well as classroom activities designed to emulate quality work teams found in business environments. Instructors are finding these materials very useful for helping learners make connections between improving their basic skills development and their future employment success.

No Worker Left Behind

Michigan has seen great success with its No Worker Left Behind initiative, having eclipsed its three-year goal of enrolling 100,000 participants into training 10 months early. The initiative is now the permanent workforce policy for the state, with a focus on increasing the proportion of workers who receive longer-term training that prepares them for new opportunities in growing sectors. Through this initiative, Michigan is enrolling people in workforce training at a rate far faster than the national average. The percentage of unemployed and underemployed workers enrolled in workforce training in Michigan is double the national average. Among those unemployed and underemployed workers still enrolled in No Worker Left Behind, 77 percent are in training programs of one year or longer, which is more than triple the national percentage of people in long-term training.

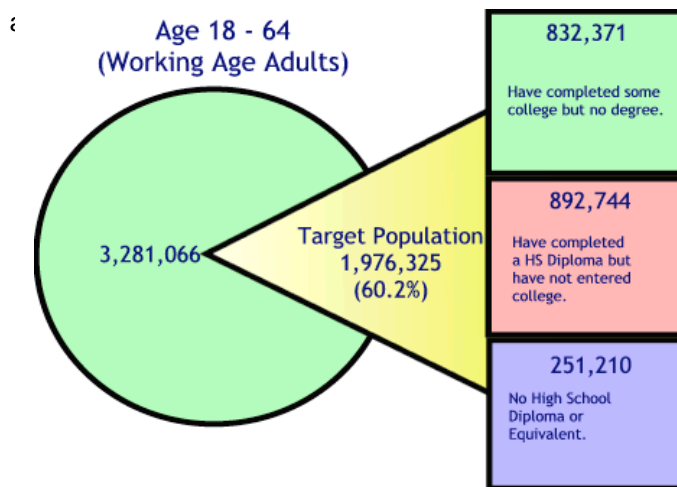
As No Worker Left Behind continues and adult learning transformation takes shape, Michigan's goal is to more closely integrate basic skills development with the postsecondary training being provided through No Worker Left Behind so that workers at all levels have access to new skills and jobs.

More information on No Worker Left Behind is available at www.michigan.gov/nwlb.

Minnesota

ADULT EDUCATION

The Joyce Foundation Shifting Gears Initiative, the State of Minnesota Adult Basic Education (ABE) office and the Minnesota State Colleges and Universities (MnSCU) system are currently collaborating on a common mission – to provide greater opportunities for low-wage and/or low-skilled adults to increase their basic and occupational skills and to acquire credentials that lead to family-supporting employment. The importance and urgency of this mission to individuals, communities, and the state is clear. Three in five Minnesota workers, or nearly two million adults between ages 18 and 64, have not completed a postsecondary credential at the associate's degree or higher. While about 25 percent of today's jobs require a college degree or postsecondary credential, the Bureau of Labor Statistics has projected that about 45 percent of all new jobs over the next decade will require a college degree or postsecondary credential. Inadequate educational and occupational skill preparation is a major cause of low wages and stagnant income for individuals and their families and an impediment to business



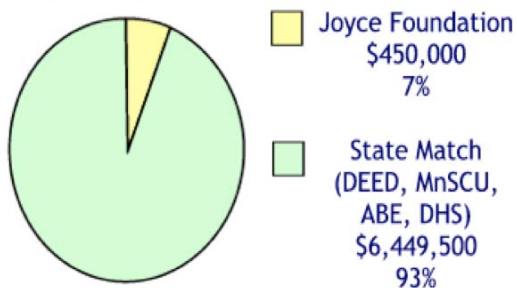
FastTRAC population as percentage of MN workforce
“Adult Learning in Focus – MN Profile of Adult Learners” CAEL, 2008

For the past ten years, state efforts to address the employment training needs of this population were limited to within-agency initiatives, and although many were successful on a local scale, few leveraged cross-agency support or partnerships. With assistance from the Joyce Foundation from 2007 – 2009, Minnesota has demonstrated increased momentum to collaboratively address the needs of low-wage and/or low-skilled adults through policy and system changes that focus on long-term, sustainable solutions. From 2010 – 2011, the State Adult Basic Education Office, the Minnesota Workforce System, MnSCU and the Joyce Foundation are positioned to accelerate that momentum, building upon Minnesota's hard work by seeking to implement major changes in system policies and practices at the local and state levels through administrative, legislative, and programmatic action.

This effort is called **Minnesota FastTRAC** (Training, Resources and Credentialing), and its goal is to build a statewide “stackable credentials” framework for delivering education, training, and employment services. A stackable credentials framework refers to highly coordinated programming and policy alignment across Adult Basic Education (ABE), the WorkForce Center System, the Minnesota State Colleges and Universities (MnSCU) System, and community based organizations (CBOs) that provide training and employment services. It is a framework that enables low-wage and educationally under-prepared Minnesota adults to access a continuum of education and job training opportunities that lead to the attainment of in-demand occupational credentials, and ultimately, to jobs paying a family-supporting wage. It is important to note that the policies embedded in the American Recovery and

Minnesota

Minnesota FastTRAC Budget
2010 - 2011
Total \$6,899,500



Reinvestment Act (ARRA) as well as President Obama's Community College Initiative indicates the president and his administration are promoting policies consistent with Minnesota FastTRAC as primary ways to improve employment options for the U.S. workforce. Minnesota has drafted a policy agenda that outlines a set of key policies and actions for our work moving forward that will lead to a sustainable FastTRAC delivery system. Aligning existing and new resources to support stackable credentials programming statewide is critical to the policy agenda effort. It is important to note that Minnesota FastTRAC has leveraged significant resources and actions that directly support and provide increased momentum for the stackable

credentials concept. For example, \$2 million of discretionary ARRA funding has been allocated to FastTRAC programming at the local level, and all of Minnesota's Workforce Investment Act Incentive funds for FY 2010 have been dedicated to support FastTRAC. In addition, over \$1 million in state and federal FY 2010 ABE funds are dedicated to FastTRAC local implementation. These and many other supporting actions demonstrate Minnesota's valuing of the Adult Basic Education system and its commitment and resolve to accomplish the long-term FastTRAC mission.

The policy agenda contains actions focused on eliminating or reducing barriers for postsecondary participation that students commonly face, such as high college/training costs and insufficient student support services. Further, the agenda includes instructional innovations such as "blended content" where basic skills providers work alongside postsecondary instructors to deliver occupationally focused courses, as well as the modularization of credential and basic skill content. Important data and performance measurement activities are also proposed that will enable the state to monitor and evaluate student progress within FastTRAC programming and identify labor market payoffs as a result of this effort. Improved data sharing and analysis capabilities will lead the way for additional recommendations and actions necessary to strengthen Minnesota's workforce training and employment systems.

Extensive state agency participation and partnership in this effort is critical to better align public policies and practices among agencies involved in adult education and workforce development. The lead entities for the FastTRAC initiative include Minnesota State Colleges and Universities (MnSCU), the Minnesota Department of Education ABE Office, and the Minnesota Department of Employment and Economic Development (DEED). Other state level collaborators include the Minnesota Departments of Human Services (DHS) and Labor and Industry (DLI), the Minnesota Office of Higher Education (OHE), and the Governor's Workforce Development Council (GWDC).

Visit www.cte.mnscu.edu/perkinsIV/fasttrac2008.htm for more information or contact Rick Caligiuri, Job Seeker Services Director, at Rick.Caligiuri@state.mn.us or 651 259-7533.

Mississippi

ADULT EDUCATION

The Adult Education Programs in Mississippi are operated through the MS State Board for Community and Junior Colleges. This Board is also responsible for all workforce projects through the community and junior colleges. The Adult Education Programs receive approximately \$1.8 million each year from state workforce funds to offer Basic Skills programs.

The Basic Skills programs offer many services for the local one-stop centers (WIN centers). The Career Readiness Certificate (CRC) is offered to assist dislocated workers or unemployed citizens the opportunity to obtain basic foundational skills. The CRC also gives the employers a basis to understand that as an employee that individual has the necessary skills in order to do the job. Over 12,000 individuals have earned a Career Readiness Certificate in our state this past year.

Through our community college and public school ABE programs, we have strengthened the network between our ABE system and postsecondary educational/higher educational institutions. With the adult education providers and postsecondary education and training programs working closer together, we have provided better support for adults transitioning from adult basic education to postsecondary education and training. Assistance is offered from postsecondary institutions in the area of financial forms and understanding FAFSA. Also ABE programs offer an opportunity for Registrars and Admissions Office Staff to come address the classes.

We have also increased the number of ABE students who have achieved the following:

- 1) Prepared a career development plan;
- 2) Set the goal of transitioning to postsecondary education and training
- 3) Through career counseling, transitioned to postsecondary education and training and were successful;

ABE classes are held in as many WIN centers that request to have classes at their site. Many prefer to duplicate services and provide their own GED preparation classes to avoid clients having to take lengthy assessments and attend classes.

Missouri

ADULT EDUCATION

- Missouri AEL developed and operates a *Transition Beyond GED* website for its operators. This website provides a self-directed student track and an AEL program resource track. The student track guides the client through career awareness, selection, postsecondary exploration and funding options. Links to employment assistance are also included. The teacher track contains a wealth of transition program models, links to successful transition programs and other resources for integrating transition elements into AEL programs.
- Missouri's AEL programs in the metro areas of St. Louis and Kansas City, as well as some rural programs, have formal agreements with a numerous community colleges to assist students with career counseling, career fairs, financial aid, entrance exam prep and enrollment.
- During 2008-2009, classroom assistance with Transition has been enhanced by Missouri's Professional Development Center (PDC). The PDC designed and delivers college-prep mathematics workshops to AEL teachers statewide. The PDC also produced and distributed an instructional video on navigating the state's *Transition Beyond GED* website. In addition, the PDC provides STAR Reading training to Missouri AEL operators.
- Another classroom resource available is the *GED Fast Track* DVD produced by Missouri AEL. This DVD is a focused training package that combines accelerated academic coursework in module form for intense GED Test preparation.
- Missouri's AEL programs have access to and utilize resources of the *Transition Toolbox* produced by the National College Transition Network (NCTN). AEL classrooms also incorporate NCTN's, *Integrating Career Awareness into the ABE & ESOL Classroom* CD.
- Missouri is also currently developing initiatives with the Division of Workforce Development for a formalized referral process to better assist job seekers lacking basic skills or credentials, as well as clients seeking employment. Postsecondary considerations are also being incorporated into this process.

Montana

A D U L T E D U C A T I O N

Montana Workers Get a “PEP Talk”

When three Montana agencies received a Workforce Investment Act (WIA) Incentive Grant in July 2008, the immediate question was, “How can we make our services even better?” It was decided that the grant money would make the biggest impact if it were pooled for a cooperative project spanning all of the agencies. That project was named PEP Talk. The partner agencies, which include the Office of the Commissioner of Higher Education, the Office of Public Instruction Adult Basic Education, and the Department of Labor and Industry’s Workforce Services Division, wanted to create a program that each of them could use, and that would streamline the interaction amongst the agencies. One major improvement the agencies wished to make was to eliminate the duplication of services across the agencies. For instance, clients go to their local Job Service Center looking for job openings, and sit down to consult with a workforce professional about their qualifications, experience, and skills. Often, the clients learn that to qualify for the jobs they want, they first need to earn a GED, or complete a training program. The client would then be referred to Adult Basic Education or another agency, where the consultation process would start over again.

To address this duplication, the partner agencies wanted to develop a common framework which they could all use to keep them on the same page and eliminate the need for clients to “start over” with each agency. The partners also wanted to develop a program they could implement at no cost to the user; that would be available 24 hours a day, 7 days a week; and that would be sustainable long after the initial grant money had been spent. On this basis, it was decided to build the program around an existing resource: The Montana Career Information System (MCIS). MCIS is an online career planning tool that has been around since 1980, but its potential has not yet been fully realized by the general public. Because of a grant from the Student Assistance Foundation, MCIS is available to all Montanans free of charge, and can be accessed any time, from any computer connected to the Internet. PEP Talk was formulated as a process to guide job seekers, students, and others through each step of career planning using the many tools offered through MCIS.

What is PEP Talk?

The “PEP” in PEP Talk stands for Personalized Employment Plan. The education specialists and workforce and training professionals involved agreed that one of the most important goals for PEP Talk was to counter the short-term mindset of many of their clients. As such, they formulated PEP Talk as a program that would encourage clients to develop long-term employment plans that would capitalize on their personal strengths and interests. This kind of career planning leads to increased job satisfaction, lower turnover, and in most cases, higher wages. The benefits of career planning extend well beyond the workers themselves. Business owners benefit from finding good employment matches because they don’t have to expend valuable time and resources training new workers because of high turnover. Good career planning also takes a considerable burden off of the workforce professionals who often see the same faces coming back for the same services again and again. Finally, career planning benefits Montana families in the form of lower stress that results from stable employment. However, career planning can be overwhelming for people faced with getting bills paid and putting food on the table. PEP Talk simplifies the career planning process, making it manageable for clients by walking them through each step of the process.

Montana

ADULT EDUCATION

What workforce professionals are saying about PEP Talk:

"Thank you for creating a simple and purposeful tool to help us transition folks' paradigm from 'get a job' to 'get a (good) life. "

"We help people who are job searching but their jobs are no longer available - this will help them."

"[It is] Very common for us to get clients with low self-esteem, no idea what they like, no idea they really do have skills! [PEP Talk] will help a lot."

PEP Talk not only helps participants formulate long-term employment plans, it also teaches them to use the career planning tools available, and become self-sufficient in future job searches.

Who gives the PEP Talk?

Like the coach that leads the team on to victory, staff members at PEP Talk participating agencies are ready to coach individuals and help them formulate their winning strategy. Participating agencies include local Job Service Workforce Centers, One-Stop Centers, Adult Basic Education programs, Human Resources Development Councils, 2-year schools, and more. Individuals can also go through the PEP Talk process on their own using PEP Talk's free online resources, such as the PEP Talk Blueprint and training modules. The PEP Talk Blueprint acts as the master set of instructions for the Personalized Employment Plan and contains some of the assessment tools that will be used (the other assessment tools are within MCIS). With the training modules, we have taken advantage of the 24/7 nature of the Internet to provide e-learning resources. Each training module is a short explanation of how to use the PEP Talk tools. Lessons average five minutes each and require no special software to run. The Blueprint walks users through the process and tells them when it is time to view the next lesson. Modules can be viewed multiple times in case the user needs to review the instructions.

These online resources can be found at www.smartaboutcollege.org (click the MCIS link on the left navigation bar) or at www.careers.mt.gov.

What is the PEP Talk process?

The PEP Talk process is straightforward, taking participants through three basic steps.

Step 1: Awareness

The awareness phase involves taking skills and interest assessments as well as a life inventory. In this phase many people with limited work histories or people with very specific skills sets, perhaps in a now defunct occupation, will find that they possess more transferable skills than they realized. Others will find out that their unhappiness in prior jobs is due to not working in a field well-suited to their interests and skills. By the end of the awareness step, participants will have a list of occupations that best match their skills, interests, and personal needs.

Montana

ADULT EDUCATION

Step 2: Exploration

Using the list they generated in step one, participants move on to researching the basics of each occupation using MCIS. They will find out about the everyday tasks involved in each occupation, what kind of experience and training is required, how much they are likely to earn, what the working conditions are like, and more. This will help them decide whether or not a certain occupation is worth pursuing.

Step 3: Planning

Once the participant has decided on a career path, they will use the PEP Talk materials to lay out a specific plan to take them there. The end result of this step will be a clear, concrete set of steps the participant will take to pursue a career in their chosen field. Goal setting templates are included in the PEP Talk Blueprint and additional copies can be downloaded.

Why Use PEP Talk?

The process will make users aware of occupations and post secondary opportunities they may not have considered before; it will show them which skills and knowledge they'll need to acquire to get the job or enter the post secondary training they really want; and finally, it will help them become self-sufficient. In our uncertain economic times, the peace of mind that comes with self-sufficiency may be reason enough to participate in a PEP Talk.

Many segments of the population can benefit from PEP Talk, including:

- Someone with years of work experience in a declining industry who has been laid off
- An injured worker seeking a new line of work through vocational rehabilitation
- A person who never graduated from high school
- An individual with limited employment success, switching jobs often or dreading going to work
- A currently employed person who wants to find a more satisfying career
- A multiple job-holder who needs to find a better paying job
- Someone who has been out of the workforce for awhile, such as a stay-at-home mom, a retired person, or someone who has been incarcerated

Nebraska

ADULT EDUCATION

Title I and Title II, Transitions to College

Examples include:

- ◆ A special collaboration exists between Metropolitan Community College, Bellevue Public Schools Adult Education, and Goodwill Youth Partnership Programs. Each institution is committed to assisting and providing the necessary supports required for the success of all program participants.
 - The scope of the program targets approximately 15 eligible students who have met the minimum criteria for program participants. Students who have not obtained their GED but have attained at least a 10.5 TABE Reading Score will be eligible to participate. Students having either a GED or diploma will complete the COMPASS/ASSET assessments.
 - Each student will be enrolled into a credit course section of RDLS 1200/Student Success Strategies, RDLS 1400/Employability Skills, or RDLS 1410/Customer Service Skills Course during enrollment periods. Students will be required to attend a scheduled program orientation highlighting program expectations and academic standards of progress.
 - Metropolitan Community College (MCC) will provide a qualified faculty member to provide instruction for each course as well as the necessary testing and academic assessments.
 - The Bellevue Public Schools Adult Education Program will identify eligible students to participate and in keeping with federal grant and Nebraska Department of Education Adult Education Program guidelines and priorities, will refer individual students needing academic assistance to MCC staff and faculty, as appropriate. There will be no charge to these GED students for this post-secondary educational transitioning opportunity.
 - Goodwill Youth Partnership Program will work to identify eligible students on caseloads who are in need of educational services. The Goodwill Youth Partnership staff will work in conjunction with MCC staff and faculty on participants' academic progress and student development.
- ◆ Mid-Plains Community College Adult Education program provides study help for students needing to prepare for the Compass placement exam in math and English
- ◆ Mid-Plains also assists students with interpreting information in college catalogs and helps them through the college class registration process.
- ◆ Mid-Plains Community College provides GED scholarships for students planning to take classes at Mid-Plains. This is true of several community colleges across the state as well.

Nebraska

ADULT EDUCATION

- ◆ Metropolitan Community College has a Transition Coordinator who works with ESL students to assist them in transitioning to credit classes. This includes assistance with FAFSA paperwork, career interest surveys and assistance in registering for college classes.
- ◆ Metropolitan also uses a Transition mentor approach to assisting students at 9.0 grade level equivalent to provide them with FAFSA assistance, career interest surveys and actual assistance to register for appropriate college level classes.
- ◆ Metropolitan is also beginning to track student who do transition to postsecondary so that progress can also be tracked.
- ◆ Student Services Departments across the state of Nebraska provide open house sessions which target recent GED graduates and/or current GED prep students to inform them about college admission requirements, housing, student services, financial aid and the various programs of study offered.
- ◆ At one Nebraska institution a “Three for Free” program is offered where one three-credit class is provided at no charge to students completing their GED by May graduation and who take the class during the summer session.

Education Quest Foundation is a private nonprofit organization with a mission to improve access to higher education in Nebraska. They present at our AE program directors’ meeting; annual AE conferences; and will be guest speakers at AE classes. They assist people of all ages in the steps to enrollment in post-secondary education, financial aid, and also have scholarships available for non-traditional students (GED graduates).

Nevada

ADULT EDUCATION

- The Superintendent of Public Instruction represents adult education on the Governor's State Workforce Investment Board.
- There is adult education representation on both of Nevada's local workforce boards.
- An ABE/ESL program director sits on the NevadaWorks Board. (The Nevada Works Board oversees the Nevada JobConnect [One-Stop] offices in northern Nevada.) She is also a member of the JobConnect Consortium which directly oversees the three One-Stop offices in the northern part of the state.
- AEFLA leadership funds have been used to establish GED Online in One-Stops for those who wish to study on their own to earn a GED in order to obtain employment. GED Online is an instructional alternative for adults who have the desire to increase their knowledge base to a level that will enable them to pass the GED tests. An assessment is given by AEFLA staff in order to determine readiness. Those who are not ready are referred to ABE/ESL programs. GED Online is present in every JobConnect office in Nevada.
- Most Title II programs make referrals to the One-Stop Centers. Some receive referrals from the One-Stops.

New Hampshire

ADULT EDUCATION

Local adult education programs in New Hampshire have a long history of working with business and industry to provide both general education and industry specific opportunities for current employees and unemployed workers. The examples below show the range of services that have been part of this connection though out the state:

Berlin

The Adult Education program in Berlin offered comprehensive educational services to 168 employees of the America/Frasier Paper and Pulp Company that reduced the number of people in their workforce. These services included TABE testing, GED preparation classes, Adult Basic Education classes and GED testing. In addition the Berlin Adult Education program worked with the St. Lawrence Railroad Company to provide basic reading services to employees that needed this assistance to be able to maintain their employment. All employees of the railroad who accessed the adult education services are still working for the railroad.

Concord

Second Start in Concord has worked over the past two years with two major corporations, one in Concord and one in Manchester. In both cases the corporation's HR division's stated that their companies believed that "companies should invest in their employees in ways that are meaningful to the employees". In each case formal skill assessments were developed for use with workers who wanted to provide that information. As a result of the assessments multiple 8 week education sessions for employees were provided at each location.

Dover

The Dover Adult Learning Center provides ESOL and business writing educational services for Measured Progress, a nationally known educational assessment business and various computer technology courses for area banks.

Exeter

The Exeter Adult Education program currently is providing ESOL services at the Lindt&Sprungli chocolate factory in Stratham, NH. In the past they have been able to provide ESOL services to Hutchinson Sealing Systems in Newfields, NH and the Galley Hatch restaurant in Hampton, NH. Currently they have basic English instruction through the Adult Learner Services project at the Stuart Farm in Stratham, NH which is associated with the NH Department of Agriculture.

Keene

The Keene Adult Education Program operated by the Keene School District, is one of the major partners in the Regional Center for Advanced Manufacturing (RCAM). The adult education programs role is to offer mathematics classes in blueprint reading, hands-on manual and CNC machining. Students in this program move on to the River Valley Community College to receive a Machining Skills Certificate or an Associates degree. They also have the option of continuing on for a Bachelor's

New Hampshire

ADULT EDUCATION

degree at Keene State College. Applicants for the businesses involved in this training program actively hire from a variety of Keene Adult Education programs.

Nashua

The Nashua Adult Learning Center has provided contextual adult education programs for the following: Fletcher Granite, Hitchner Manufacturing, Teradyne Corporation, and the Oracle Corporation. These programs focused on industry specific language skills that were needed for engineers, technical specialists, line workers, and granite quarry workers.

New Jersey

ADULT EDUCATION

Essex County College
Essex, New Jersey
Educational Services
College – Yes 2008/2009

College – Yes (C-Yes) provides a transitional education and personal enrichment program for the 18-24 year old underrepresented out-of-school youth who have a goal to enter college or any postsecondary endeavor of their choice. The purpose is for the youth to test out of the remediation process, or lessen its need, in a short period of time at no cost to them, and have the student “college ready”. The youth can be enrolled in a GED or alternative high school program or already have their diploma.

C-Yes support services for the disconnected youth include, but are not limited to, one-on-one mentoring/e-mentoring, workshops, career counseling, individualized life/lesson plans, and Math and English classes to prepare them for the first tier of college or any vocational school. All students are tested to demonstrate 6th grade level skills. Although College – Yes is neutral as to what institution of higher education the youth would like to attend, the community college is an ideal start because of its easy access and affordability.

C-Yes believes that it's not only about preparing the youth educationally, but also helping the youth overcome the barriers that occur in their lives in order to succeed and reach their goals. A key component of operation is through the PYD (Positive Youth Development) concept where the youth is always approached in a positive manner first (complimenting when they're on time, called in when they are late, acted professionally) and then told of areas to improve in. This helps in developing character, and an ability and desire to for them to solve their individual problems and needs.

A major aspect of C-Yes is the importance of a deep involvement in community affairs and working closely with the New Jersey Department of Labor and Workforce Development (LWD). Our organization wants to know and be where the youth are in order to best understand their needs and to develop the trust necessary to facilitate their success. Through the community relationships, C-Yes has expanded the GED and youth program partnerships from the initial 5 Adult Secondary Education programs (ECC ALC, NPS ALC, JVS, La Casa de Don Pedro, and FOCUS) to include YouthBuild, IYO Youth Corps, America Works, The Fatherhood Program, etc. We are proud to have partners who have invested heavily in the lives of these youth beyond their own programs, although currently one of the biggest sources of referrals for the program is the students themselves. The NJDOL has proven to be very important in their support of C-Yes by providing relative information regarding the youth we serve, and overall guidance. They were instrumental in the process of developing the new partnerships and in developing concepts and ideas for successful students and working with Adult Secondary Education programs.

New Jersey

ADULT EDUCATION

College – Yes offers Non-Credit Math and English classes at no cost designed to provide the disconnected youth with the learning necessary to perform on college level and to test out of remediation or lessen its need. These classes were developed and first held in November, 2008 to try and bridge the “disconnect” between what the high schools and GED programs are offering and what the colleges expect. The student can participate in his GED program and College – Yes at the same time. The C-Yes classes are 30 hours each of which a second class of 30 hours for both Math and English is being developed to provide more individualized lessons and knowledge to succeed in college; such as team projects, how to do research, math presentations, etc. The C-Yes classes are integrated with a K-12 Adult Education Software with a huge library of coursework. There are a total of 120 hours of Math and English classes available; meaning the program for the youth could last from 2 to 4 months with continued resources available up to a year. At the end of the classes, C-Yes offers the ECC Math and English Department tests. If the tests are passed, the youth will receive 4 ½ credits for each class and go straight to college level courses. C-Yes will remain available to the youth throughout their postsecondary education as we want to see them not only start but also finish.

C-Yes is fully funded by a Ready for College Federal Grant from the Office of Vocational and Adult Education (OVAE) where Essex County College was the only community college among four awardees; the other three were states. C-Yes is being developed as a model for the country and is fully supported by LWD. C-Yes began working only with high school dropouts but has expanded to include those disconnected youth who already have a GED or High School Diploma but are underrepresented.

C-Yes is in the second year of operation and has almost doubled the number of active youth participating in the program and has almost tripled the data base source of names. The underrepresented youth are 18-24 years of age and have not entered a postsecondary institution. C-Yes has concentrated on the disconnected youth, not working and not in school, and those who would normally take a long time in college or would not complete college. There is an additional outreach to expand the number of drop-outs, ex-offenders and Hispanics to enter postsecondary institutions. About half of the C-Yes students are drop-outs and the other half has a degree. The youth must demonstrate 6th grade level competency or above on the TABE test to participate. Effort and attendance are the other major requirements for the C-Yes student.

Of the College – Yes students who took the GED test, 82% passed. 67% of the students who took the first College – Yes class went to college or a vocational school, and 100% of those students entering a college, instead of a vocational school, tested into both college Math and English. The second C-Yes class tripled in size from the first and C-Yes receives between 3-5 referrals/week.

C-Yes is very active with the community and in the field of “transitions to postsecondary education”. College – Yes has worked tirelessly to transition vulnerable youth to postsecondary education and to help them with the numerous barriers they face. Not only do our colleges and vocational schools benefit from the work being done in transitions, but our communities and society as a whole; presenting a “ready for college” student who is better prepared to complete their education and contribute to society.

New Mexico

ADULT EDUCATION

New Mexico Adult Basic Education integrates workforce activities in a variety of ways:

- ◆ The New Mexico Higher Education Department Adult Basic Education Division, the Department of Workforce Solutions, and the Department of Human Services established a collaborative task force to increase the number of students who transition to college and careers. With assistance from the Ford Foundation, two pilot projects were conducted in FY08-09 that integrated basic skills instruction with career technical training.
- ◆ All New Mexico ABE/ESL programs are working toward full integration of employability skills into their curricula. Most ABE programs maintain regular contact with their local Workforce Investment Boards. Seven have regular representation at meetings, and some have Workforce Investment Board members serving on their own ABE advisory councils. Eleven out of 28 programs have formal working collaborations with their local boards.
- ◆ Several ABE programs are developing relationships with local businesses and their employees that involve providing various workforce readiness services in addition to GED and ESL classes. Four programs provide services for students in the corrections system. There are pre-release classes (SOAR), workplace literacy training for newly-released inmates, and a transition to trades program for incarcerated adults.
- ◆ Thirteen programs collaborate with one-stop centers, and several house them, and one operates a full service center. Through one-stop centers, programs provide GED/ABE services as well as other services, including:
 - ◆ Assessment and intake, advisement, screening, training, interest profiling and career exploration, and agency referrals
 - ◆ Career Readiness certification
 - ◆ Workplace tutoring
 - ◆ Workshops in life-skills, goal-setting, resume-writing
 - ◆ Workplace literacy and WorkKeys, Key Train, Discover, SkillsBank.
- ◆ Many colleges housing ABE programs have developed their own workforce development centers that work closely with their ABE programs, local businesses, and Workforce Investment Boards, committees, and one-stops. One college worked with their ABE program on a Breaking Through project that trained ESL students in construction technology.

New York

ADULT EDUCATION

Examples of Alignment of Title 1 and Title II Programs In New York State

- ◆ **State level collaboration:** The NYS Education Department's Adult Education and Workforce Development (AEWD) Team has a long track record of close collaboration with the NYS Department of Labor, including participation in the NYS WIB. This includes the following:
 - The Commissioner of Education is a permanent, statutory member of the NYS WIB, and has been very active in the past, chairing the Emerging Worker Subcommittee.
 - AEWD and NYSDOL staff used \$1 million in WIA incentive grant funding to further create a close partnership, funding: NIFL training for 1200 adult education teachers in literacy zones in the new curricula for students with learning disabilities (Learning to Achieve); training adult education teachers in literacy zones in work readiness curricula; hiring a full-time expert to connect 18 literacy zones with VISTA/Americorps; expanding and updating NYSDOL web-based career planning for youth and adults; funding computerized GED Official Practice Test in 18 literacy zone communities funded by AEWD.
 - AEWD and NYSDOL researchers, working with Champlain Valley BOCES, has developed and researched comprehensive work readiness curricula for adult education programs will be funding statewide implementation with state aid and incentive grant funds.
 - NYSDOL staff participate actively in developing literacy zones (a \$15 million NYSED initiative for mobilizing resources in high poverty communities or neighborhoods with concentrated limited English language proficiency). This includes participating in the statewide summit; creating connections with NYSDOL disability navigators and masters level case managers in one-stop career centers in literacy zone communities; piloting disability literacy training for front line staff; providing web based career/job zone access in every literacy zone.
 - NYSDOL will be a partner in designing a postsecondary transition summit funded by AEWD in 2010.
- ◆ **Local/regional collaboration:**
 - In New York City, AEWD is working with CUNY colleges and NYC Small Business Services to notify successful GED test takers or those GED test takers who are close to passing about next step programming provided by CUNY on-site at the one-stops, including opportunities to transition to postsecondary education or advanced training.
 - In the southern tier, Afton adult education consortia and other Title II providers are very active on the WIB, meeting every six weeks to develop and fund collaborative strategies.
 - In NYC, Small Business Services is funding CUNY to pilot the I-BEST model in one-stop centers.
 - 18 Literacy Zone communities have been funded by AEWD with Title II funding, including communities in each of the State's big five cities as well as rural communities and small cities. Every literacy zone is required to have strong one-stop connections as a condition of funding. All have comprehensive referral. Many have joint programming, including pathways to advanced training and postsecondary education. In Herkimer and Niagara Falls, the one-stop career center serves as the family welcome center for individuals and families seeking comprehensive access and referral to literacy instruction, postsecondary transition and GED testing, pathways out of poverty, community services and benefits counseling.

North Carolina

ADULT EDUCATION

North Carolina received incentive grant funds for the 2007-2008 program year. The state agency responsible for WIA, the North Carolina Department of Commerce, Division of Workforce Development, granted the North Carolina Community College System (NCCCS) permission to convene the partners and to develop a plan for the utilization of these resources. Half of the funding was given to the Basic Skills program (adult education) to provide transition and mini-research grants to local programs. The other half of the funding went to the community college system to continue to provide the North Carolina Career Readiness Certificate (CRC) which helps dislocated workers (including Basic Skills students) obtain foundational skills and prove to employers that they have the necessary skills in order to do the job. There are more than 27,000 individuals who have earned a Career Readiness Certificate in North Carolina.

JobLink Career Centers are located on fifteen community college campuses in North Carolina. The proximity to local Basic Skills programs makes it easy for Adult Education/Basic Skills programs to be an integral part of the Centers' activities. Even when the JobLink Centers are located off-campus, Basic Skills programs have regular contact and actively participate in JobLink activities.

Basic Skills is typically represented on the local Workforce Development Boards either by the President of the local community college or a representative of the college.

Basic Skills programs offer many services for the local One-Stop Center which include, but are not limited to: providing information; helping with making resumes, putting in job orders, teaching mini job club classes; attending job fairs and rapid responses at plant closings; Basic Skills staff serving as JobLink staff several days per week; providing pre-employment initiative workshops; training JobLink staff in how to administer CASAS Appraisal and Official GED practice tests; conducting placement testing; offering on-site service visits for the purpose of assisting youth who do not have a high school diploma; coordinating case management; providing counseling; making presentations; offering orientation & study skills programs; and teaching on-site classes.

Although it is difficult to estimate the amount of money local programs spent on the JobLink Career Centers in North Carolina, the total contribution for local colleges is approximately \$800,000 annually, coming from a combination of both state and federal funds.

North Dakota

ADULT EDUCATION

State Level Activities:

The North Dakota Department of Public Instruction, Adult Education State Director is an appointed member of the Governor's Workforce Development Council. The Council assumes responsibility to advise Governor Hoeven and the public the nature and extent of workforce development in the context of North Dakota's economic development needs and how to meet these needs effectively while maximizing the efficient use of available resources and avoiding unnecessary duplication of effort. A Memorandum of Understanding is in place with eight key state agencies regarding respective roles in data sharing, collaboration, resources, evaluation, programs and activities. The Department also has representation on the Youth Council.

The Governor's Workforce Summit, supported by five state agencies, was held in September 2009 and focused on multi-level responses to the state's workforce needs.

ND's economy remains strong; the November unemployment rate was 3.7%. There continues to be a strong demand for employees across the state; subsequently, potential adult students are working rather than attending school. The state has a strong general fund revenue of \$2.5 billion.

During the 2009 Legislative session, state funding for adult education within the Department of Public Instruction budget was increased and ultimately supported at \$1,850,000.

North Dakota Academic and Career and Technical Education scholarships (\$6000) are now available to qualifying students attending post secondary in state who score a 24 composite ACT score or a five on each of the three WorkKeys assessments.

North Dakota will host the Missouri Valley Adult Education Association Conference (MVAEA) in April 2011. The MVAEA is the oldest regional adult education association in the United States and includes eight participating states.

Local Level Activities:

As North Dakota is a single service area, all eligible agencies work collaboratively and effectively in meeting common goals and outcomes. Eighteen (18) local Adult Learning Centers, which are funded by Title II, maintain a strong working relationship with all local WIA partner agencies: Job Services, Human Services, education agencies, institutions of higher education, Career & Technical Centers, Job Corp and local governments.

Lutheran Social Services of North Dakota is a private, nonprofit social service agency owned by the Eastern and Western Synods of the Evangelical Lutheran Church in America. Their many programs include New American Services, which works to help refugees establish a home in North Dakota after they are approved for admittance into the US. In their goal to bring 250 family units into the greater areas of Fargo and Bismarck, many ALC's have become instrumental in providing services to include citizenship classes, Civics instruction for all ESL students and extended ELS curriculums and programs which integrate education with the community and family.

The Ohio ABLE Transitions Framework is organized by two primary categories: instructional and support services. The framework is constructed broadly to encompass requirements of both postsecondary and career/workplace transitions.

INSTRUCTIONAL PROGRAM COMPONENT FOR TRANSITIONS

Provide instruction aimed at addressing the gaps in knowledge and skills needed for success in postsecondary education and the workplace (for example, algebra, reading, critical thinking).

◆ Develop and Deliver Instructional Program that Facilitates Student Transitions

- Provide an instructional program that is more immediately relevant to students' educational/career interests, connected to students' long-term goals (for example, reading/writing or mathematics in the context of a career field) and based on appropriate assessments.
- Offer or connect to certificates/credentials that are aligned to a career pathway or other sequence of learning activities.
- Integrate ABLE services with occupational instruction (for example, modular curriculum leading to a credential) within a postsecondary institution (for example, Adult Career Technical Education, community colleges).

◆ Implement Contextualized Curricula

- Teach basic education in context with the College Readiness Expectations and workplace education, and prepare students for academic rigors beyond ABE/ESOL NRS Level 6 (for example, TABE 12.9).
- Align curricula to include academic and/or student success skills needed for entry into postsecondary education and workplace, using state ABLE benchmarks and/or postsecondary and/or workplace education (for example, Ohio College Readiness Expectations, ACHIEVE Benchmarks).

◆ Model Selected Postsecondary Facets Combined with ABLE Instructional Delivery

- Model postsecondary education and training or the workplace by monitoring time in class, monitoring attendance, enforcing punctuality, etc.
- Provide other features of postsecondary education and training where possible (for example, registration, reporting, assessment).

SUPPORT SERVICES FOR TRANSITIONS

The following set of supports is viewed as important and generally applicable across ABLE, but specific supports can also be developed and implemented for transitions work in the areas of career assessment and counseling, as well as advising when the student has enrolled in a postsecondary option.

◆ Build Awareness of Postsecondary and Work Options

- Help students to understand the need to prepare beyond ABE NRS Level 6 (for example, TABE 12.9) and to understand options beyond the GED as an end goal.
- Provide students with access to information, resources and services (for example, Ohio Board of Regents student portal, Ohio Learning Network), giving an opportunity to become familiar with postsecondary programs (for example, admissions processes, programs of study, credentials).



- Explore different career profiles and entrance requirements for college majors and career fields.
- Define and develop an organized curriculum, provided as a separate class or incorporated into the program, to address transitions issues (for example, course sequences, scheduling).
- ◆ **Provide Comprehensive Goal Setting Activities**
 - Set realistic goals that take into consideration the student's academic achievements and assessment scores and using appropriate tools for checking goals (for example, SMART criteria).
 - Set both long- and short-term transition goals, and review on a regular basis.
- ◆ **Incorporate Individual and Group Advising**
 - Tailor advising to individual student's needs based on career assessment information, for example from Ohio Career Information System or other valid systems.
 - Offer career, personal and academic advising.
 - Provide academic support and monitoring (for example, coaching, tutoring).
 - Increase feeling of community within students in the program through group methods (for example, learning communities, peer to peer mentoring, cohorts).
- ◆ **Provide Comprehensive Support Services**
 - Examine and access resources from partners, including public workforce development programs and private employers.
 - Provide links to financial literacy and support for education/training, career exploration, etc.
 - Maintain partnerships to address needs of ABLE students (for example, Rehabilitation Services Commission, child care facilities, mental health facilities).
 - Continue support with students enrolled in postsecondary for one year (this assumes a common database between ABLE and postsecondary).

(OSU ABLE Evaluation and Design Project Transitions Task Force 5/29/2008)

Oklahoma

ADULT EDUCATION

State Initiatives

- The Governor's Council for Workforce and Economic Development (GCWED) is Oklahoma's state workforce board. The GCWED brings together leaders from across a variety of private and public sector organizations to develop a strategy for accelerated economic growth and to provide direction to state administration. The State Superintendent of Public Instruction represents the Adult Education Program on this board.
- The state Director of Adult Education serves on the state's Workforce Solutions Staff Team. This team is made up of executive level personnel from various state agencies. The team meets twice a month to foster communication, align workforce services, and support the work of the GCWED.
- The State Director of Adult Education serves on the Educational Alignment Task Force which seeks to develop career pathways in the industry sectors of aerospace, manufacturing, health care, and construction.
- Workforce efforts are focused on the industry sectors of aerospace, manufacturing, health care, construction, and energy. Oklahoma's adult education program provides training to adult education teachers and directors in *Preparing for Careers in Health Care*. This curriculum integrates EFF standards and industry skill standards. By blending basic skills - including the critical but difficult to teach and assess "soft skills" - with industry skill standards, the course prepares adults for training in any health care field, from nurse's aide to registered nurse to medical transcriptionist.
- Oklahoma's adult education program provides work readiness training to adult education teachers and directors. The training is partially funded through the Dollar General grant. The curriculum used in the training is *EFF Preparing for Work: A Work Readiness Curriculum*.
- The Oklahoma State Department of Education's Adult Education Program collaborates with other state agencies and organizations to sponsor several statewide conferences such as the Oklahoma Literacy Coalition Conference, Workforce Oklahoma Partners Conference, State Superintendent's Dropout Summit, and State Superintendent's Leadership Conference.
- The Oklahoma Department of Human Services contracts with the Oklahoma State Department of Education's Adult Education Program to provide literacy and adult basic education classes to clients participating in the Temporary Assistance for Needy Families program.
- Oklahoma is one of sixteen states that have implemented the Shared Vision for Youth Project. This project focuses on disadvantaged youth ages 16-21 years of age. A member of the Adult Education staff participates in this project in addition to serving on the Governor's State Youth Council.

Oklahoma

ADULT EDUCATION

- The Oklahoma State Department of Education's Adult Education Program has Memorandum of Understandings with the Oklahoma Department of Career and Technology Education, Oklahoma State Regents for Higher Education, and Oklahoma Employment Security Commission to conduct data matches for employment and post-secondary education data needed for adult education reports submitted to the National Reporting System.
- Oklahoma's Adult Education Program is a partner in the state's Career Readiness Credential. Many local adult education programs provide the WorkKeys assessment and the KeyTrain skill building program to assist adult students in obtaining a Career Readiness Credential.
- Local Adult Education Programs sign Memorandums of Understanding with local Workforce Investment Boards to provide adult education services. An adult education representative serves on each local Workforce Investment Board.
- Many local adult education programs provide classes in Workforce Oklahoma Centers (one-stop centers). If adult education classes are not located at the one-stop facility, clients are referred to the local adult education program for services.
- Local adult education programs collaborate with local Career Technology Centers and institutions of higher education to assist adult basic education students in transitioning to postsecondary education and training.
- Adult Education in Oklahoma focuses on teacher quality. Oklahoma has implemented standards-based instruction. Oklahoma uses the EFF content standards. The EFF standards focus on what adults need to know and be able to do in the 21st century in their roles of family member, worker, and community member. Curriculum frameworks have been developed in math, reading, and writing. We are currently developing a curriculum framework in speaking and listening.
- We have implemented distance learning in nine adult education programs. This is our second year to pilot distance learning.
- Two local adult education programs currently participate in a state sponsored pilot program that pairs trained tutors from the local literacy council with adult education students in need of extra support.

Local Program Activities

Lawton Area Lifelong Learning Center (LALLC)

- Students who lack a high school diploma earn the necessary skills toward a General Educational Development (GED) credential as they train to become Licensed Practical Nurses and Registered Nurses. The Lawton Area Lifelong Learning Center and the Great Plains Technology Center in Frederick, Oklahoma created this program.

Oklahoma

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- LALLC students are referred to Workforce Oklahoma for employment services and to access KeyTrain and WorkKeys on the computer. This partnership allows non-traditional students to participate in the LALLC distance education program.
- The Association of South Central Oklahoma Government accepts students from the LALLC into its summer ARRA program.
- The City of Lawton employees participate in a work-based class offered through the LALLC. The class was established to help employees prepare for the state required water purification test.
- To support transitioning to postsecondary education and training, LALLC students who complete classes and obtain their GED credential receive a fee waiver from Great Plains Technology Center.

Pauls Valley Adult Learning Center

- The Pauls Valley Adult Learning Center and Mid-America Technology Center have created *The Career Access Program*. The dual enrollment program offers fast-track GED classes and career technology training for out-of-school youth. All services are provided at one location to follow the “one stop” model. Transportation is provided for students from eighteen rural communities.

Oklahoma Department of Corrections

- The Oklahoma Department of Corrections offers adult basic education classes at 18 sites statewide.
- Upon completion of the GED preparation program, offenders may enroll in one of twelve partner colleges and universities throughout Oklahoma, and several outside of Oklahoma. During FY 2009, offenders completed twenty-seven associates’ degrees and two bachelors’ degrees.
- Oklahoma students are participating in a grant-funded research project with Milwaukee Area Technical College. Correctional Education Association received the grant, and Oklahoma is one of nine participating states.

Tulsa Union Public Schools Adult Learning Center

- The Union Adult Learning Center, Tulsa Technology Center, Workforce Tulsa and several business members from the construction industry initiated a pilot project called “Blueprints for Building Futures.” Students were concurrently enrolled in GED preparation classes or high school completion studies and construction trade classes at Tulsa Technology Center.

Oklahoma

A D U L T E D U C A T I O N

- Once certain requirements were completed, students shadowed in the business partner's construction settings and then went to work on the construction sites. A Youth Build grant was awarded to Tulsa Technology Center in 2009-2010 to continue the project.
- The Union Adult Learning Center is partnering with Tulsa Community Action Program (CAP) in order to provide GED preparation classes to students identified through Dollar General national recruiting efforts. Funds for the classes are provided by a Dollar General grant.
- Union Adult Learning Center is partnering with the Tulsa CAP and Tulsa Community College (TCC) to offer concurrent enrollment to students needing to complete their GED credential while concurrently enrolled in TCC. These students will also earn a Certified Nursing Assistance (CNA) credential.

Oregon

ADULT EDUCATION

Historically, in Oregon Incentive funds and Title IB funds, along with Title II funding, have been used to support adult basic skills activities including the development and pilot testing of the Oregon Pathways for Adult Basic Skills (OPABS) initiative. Through this combined investment of resources, Oregon has developed pre-bridge and bridge courses in reading, math and writing that are contextualized to the high demand industries in Oregon. In addition to these content courses, Advising modules and a College and Career Awareness course have developed and, collectively these courses provide a point of transition from adult basic skills to credit courses/programs at the community colleges and to the workforce.

Also, on an ongoing basis, Title IB formula funds have been used in conjunction with Title II funds to support the Oregon Professional Development System (OPDS) which is the primary provider of professional development activities for the 17 adult basic skills programs in Oregon that receive Title II funds. In addition to supporting the professional development needs of adult basic skills directors and faculty, OPDS also provides professional development to the Title IB providers in Oregon. Without this joint investment of resources, the availability of broad-based, high quality professional development opportunities to both Title II and Title IB providers would not otherwise be possible.

And finally, the agency responsible for the administration and investment of both Title IB and Title II funds is the Oregon Department of Community Colleges and Workforce Development. As evidenced above, agency leadership is committed to developing and implementing initiatives that jointly support both education, including adult basic skills, and workforce development.

Pennsylvania

ADULT EDUCATION

Statewide

- ◆ Pennsylvania's Department of Education Bureau of Adult Basic and Literacy Education (PDE ABLE) requires the formation of an Adult Education Coalition in each of Pennsylvania's 22 Local Workforce Investment Areas to support federal requirements. The Bureau works directly with the Pennsylvania Workforce Investment Board and requires local agencies to participate in Adult Education Coalitions. Through these Coalitions, local agencies enter into an One Stop Partner Agreement with each Local Workforce Investment Board (LWIB), either individually or collectively, according to local practice.
- ◆ PDE ABLE has partnered with the Pennsylvania Department of Labor and Industry (PA L&I) to form a Taskforce.
 - The Taskforce examines issues, statewide, regional, and local, that affect both entities in the pursuance of their goals attainment, both individual and collective. The Taskforce has collaborated to develop Workforce Plans and guidance for the ABLE Title II Adult Education Coalitions to improve the effectiveness of integration and alignment of services.
- ◆ PDE ABLE and PA L&I have developed a Memorandum of Understanding designed to establish full partnership for Title II providers at each of Pennsylvania's One-Stops.
 - ABLE Title II Adult Education Coalitions are working together to determine the definition of full partnership at the local One-Stops. Once defined, Coalition members will work with the One-Stops to design/redesign programming to meet the local needs, both in the One-Stop and in classes throughout the community.
- ◆ PDE ABLE created the Workforce Education Research Center (WERC) to support provider agencies' in providing work-based basic skills instruction for pre-employed classroom instruction and workplace instruction for incumbent workers. The WERC provides training and support to ABLE Coalitions and research-based professional development opportunities to PDE ABLE agencies regarding both instruction and workforce development issues.
 - The WERC offers Partnering Grants to ABLE agencies to provide customized, pre-employment training that includes the ABLE agency, an employer, and the One-Stop. The grants support a collaborative program designed to prepare individuals for employment with the partner business.. Each partner commits to specific services that lead to a comprehensive, partner-inclusive program.
 - The WERC also offers customized, incumbent worker training through the Pennsylvania Workforce Improvement Network (PA WIN.) PA WIN programs address specific work-based basic skills deficiencies that are encountered in the workplace. Businesses contribute to the training by working with the ABLE agencies to identify the basic skills needs and support workers through the training program.
 - The WERC provides professional development opportunities that address Pennsylvania's targeted industry clusters and regional high priority occupations. ABLE programs use this

Pennsylvania

ADULT EDUCATION

information to develop curricular materials and lessons that provide instruction to address the basic skills requirements for these industry-driven initiatives.

Regional

- ◆ Pennsylvania's Southern Alleghenies Workforce Investment Board (SAWIB) awarded the Southern Alleghenies Title II Adult Education Coalition \$255,220 of ARRA funds.
 - The grant will expand services to the region's growing number of dislocated workers. SAWIB recognized basic skills deficiencies among the region's dislocated workers and sought help from the Pennsylvania Department of Education's Adult Basic and Literacy Education (ABLE) staff. Dislocated workers will receive assistance with basic skills and transitioning either to employment or postsecondary opportunities.

The Lancaster County Title II Adult Education Coalition negotiated with the Lancaster County One-Stop to further align their services by securing additional classroom space in the One-Stop to provide additional educational services for One-Stop clients.

- The Coalition will provide an ongoing math class, customized to meet the needs of One-Stop clients. Title II providers will also provide additional GED preparation services for out-of-school youth and continue to provide remediation for the client attainment of a WorkKeys credential. The Local Workforce Investment Board, through the One-Stop, requested these specific Title II services based on local needs.

Local

- ◆ Title II providers in Erie have collaborated with One-Stop partners to align services to offer employer-driven classes for clients.
 - Erie providers have worked with One-Stop staff to identify the educational needs of the business community, both pre-hire and incumbent worker. Providers share educational space in the One-Stop to provide short-term instruction based on the business needs.

Pennsylvania began to support programs that specifically target transition to postsecondary education and/or training in 2005 through a pilot program called Career Gateway. The local Workforce Investment Boards provided services and financial support through career counseling, Individual Training Accounts, and case management at local One-Stop centers. The goals of developing this formal system were to:

1. Strengthen the networks between the Pennsylvania Workforce Development System, including adult basic education providers and postsecondary education and training programs to provide support for adults transitioning from adult basic education to postsecondary education and training.

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2. Increase the number of ABLE students who achieve the following:
 - Set the goal of transitioning to postsecondary education and training;
 - Prepare a career development plan;
 - Make the transition to postsecondary education and training; and
 - Succeed in postsecondary education and training programs.

200 adults from 10 programs successfully transitioned to postsecondary education during the two pilot years of 2005-06 and 2006-07. Programs worked hard to make sure those individuals did not enroll in remedial courses, but rather, credit-bearing courses that count toward a credential or degree. This could not have been done without cooperation from the local One-Stops. Since 2007, the state has supported about 1/3 (about 50) of its programs in transition development by funding adult education case managers and/or intensive instruction (10-20 hours per week) designed to move adults from ABE/ASE to PSE. We are anxiously waiting for 2008-09 final data from programs.

Three documents were developed during the pilot that are being used by programs in Pennsylvania to help move students to postsecondary education and/or training.

http://www.able.state.pa.us/able/lib/able/cg/cg_toolkit.pdf

http://www.able.state.pa.us/able/lib/able/cg/cg_guides.pdf

http://www.able.state.pa.us/able/lib/able/cg/cg_admin_seminar.pdf

Rhode Island

ADULT EDUCATION

To support the goal of increasing adult postsecondary attainment, Rhode Island has made investments in transition and career pathway initiatives.

As for transitions, four initiatives have been implemented

- ◆ Using state funding, the Rhode Island Transition to College Initiative was launched. This initiative is a dual enrollment effort where participants are prepared for and end up taking their first college course as part of the program.
- ◆ Using the draft NGA and CSSO college and career readiness standards Rhode Island is redoing both the program design and curriculum for adult secondary education programs that serve students with the goal of going to postsecondary education and training.
- ◆ Using Accuplacer as the tool, Rhode Island has adjusted its assessment policy to give all participants in our adult secondary education programs the option of taking the Accuplacer within one month from enrollment.
- ◆ Using our partnership with the Rhode Island Higher Education Assistance Authority, Rhode Island has established an endowed program that provides financial assistance to low-income adult education program graduates who start out their postsecondary education with one course per semester. This program allows participants to not have to use up their Pell grants right away while they might have to take some developmental education courses.

To ensure that adults at all levels can access career pathways, Rhode Island has implemented several demonstrations and as per our state's five-year strategic plan for workforce development we are implementing a career pathway model in adult education and will dedicate 50% of our resources by 2013 to integrated education and training related to career pathways.

- ◆ *The Newport Skills Alliance.* The Governor's Workforce Board of Rhode Island, Rhode Island's State Workforce Investment Board provided some discretionary funding for all public agencies to work together and create a research-/data- and demand-driven workforce development model in one regional labor economy. Aquidneck Island was chosen as the region for demonstration. Employer and investor roundtables were held, demand- and supply-side analyses were conducted, and a public-private sector team was established to create the Newport Skills Alliance. As part of this effort, on-ramp programs were designed tied to four sectors experiencing skilled labor shortages and local adult education providers are being supported to contextualize their curricula to better reflect business need.
- ◆ *Urban One Stop Career Center Capacity Building Project.* Using funds made available through the Governor's Workforce Board of Rhode Island, three urban One Stop Career Centers continue to receive capacity building funds to increase the centers' capacity to address the literacy, numeracy, and English language barriers of customers. Increasing this capacity has involved the creation of onsite, staff-assisted, web enabled opportunities for skills building. The Providence demonstration has proven effective in building the skills of customers in an accelerated fashion so that they can more quickly access WIA Title I training.

Rhode Island

ADULT EDUCATION

- ◆ *Rhode Island Welcome Back Center:* This Center is a multi-agency effort designed to assist foreign-born professionals facing severe language and credentialing barriers. The State Director co-chairs the Advisory Council for this effort that is currently serving over 120 foreign-born professionals in the health care fields and is assisting them with recredentialing and skills development assistance.
- ◆ *Project Opportunity.* The Office of Adult Education has been asked to develop and implement an intensive 30-hour/week program for welfare clients with significant barriers to employment including skills below the sixth grade level and limited or no work experience. This program was created as part of the reforms to the State's welfare program. It is currently administered by the State Director in conjunction with the Department of Human Services. Funded by TANF, its focus is on integrated programming that combines education, training, and work readiness and exposure activities tied to jobs in critical sectors.

Vendors established for the purposes of operating the intensive program have developed strong partnerships with job skills or technical training providers that can successfully train low-skilled adults with little or no work experience for jobs or tasks related to occupations and career pathways in Rhode Island's critical and emerging industries and/or the skilled trades (hospitality, construction, financial services, advanced manufacturing, marine trades, biotechnology, health care, green technology, and selected trades such as those in the automotive industry).

Rhode Island

ADULT EDUCATION

Training	Industry	Description	Program
Homemaker	Health	Introductory program covering the job requirements for a homemaker. This would include vocabulary, communication and household skills.	Genesis
Culinary Aide	Hospitality	Basic culinary program that teaches entry-level skills including knife handling, sanitation and cooking.	Genesis
Green Janitorial	Green Technology	Program covers basic sanitation techniques including environmentally safe materials to use in cleaning offices, schools and other public facilities.	Genesis
E-Waste	Green Technology	Participants will learn the demanufacturing process including how to disassemble electronics and proper separation of electronic components into respective materials.	Goodwill
Human Service Assistant	Health	Program will cover skills needed to provide basic care and improve the quality of living for clients in community based facilities.	Progreso Latino/ Pawtucket COZ
Preparation Cook	Hospitality	Bilingual instruction to prepare students in the necessary culinary skills to become pre-cooks in institutions such as nursing homes, schools and hospitals.	Progreso Latino
Computer Maintenance/Trouble Shooting	Technology	This training will cover computer components, routine computer maintenance, and electronic waste management.	RIRAL in partnership with New Horizons
Dining Room & TIPS Certification	Hospitality	This training will cover dining room service techniques, table setting, and rules for service and TIPS for intervention related to alcohol service.	RIRAL in partnership with Woonsocket Career & Technical Center
Basic Automotive Maintenance	Automotive	Training will cover basic operation and safety procedures for an automotive repair shop. Instruction will be provided in rotating tires, oil maintenance, fluid checks and a basic 50 point inspection.	RIRAL in partnership with Woonsocket Career & Technical Center

Rhode Island

ADULT EDUCATION

Training	Industry	Description	Program
Food Decorating	Hospitality	Participants will learn basic kitchen safety and sanitation, knife skills, cake decoration tools/techniques and designing for the occasion.	RIRAL in partnership with Woonsocket Career & Technical Center
Construction OSHA Outreach	Construction	This training will provide an introduction to OSHA, personal protective and lifesaving equipment, health hazards in construction, safe operation of tools and worksite safety.	RIRAL in partnership with Woonsocket Career & Tech Cntr.
Personal Care Attendant Child Care Elderly Care Group Home	Health	This training will cover the basics of child and adult development, essentials of care taking and basic rules of customer service. Participants will earn Red Cross certification in Adult/Child/Infant CPR and First Aid.	RIRAL

- ◆ Stepping Up: Along with multiple private and public vendors such as Lifespan, the United Way, the Governor's Workforce Board – Rhode Island, and the Rhode Island Foundation, Rhode Island is supporting adult education related to career pathways in acute care. Funds support both contextualized education for job seekers as part of community-based career academies in partnership with leading hospitals, as well as adult education for incumbent workers tied to a career pathway developed by the industry and employer partners involved.
- ◆ Quality Partners – Long Term Care Industry: Rhode Island is funding contextualized adult education through a partnership with this intermediary for the long term care sector in Rhode Island. Services are offered at nursing homes across the state. Contextualized curriculum was developed based on the National External Diploma competencies to assist workers in more easily accessing training for job advancement. Services support a career pathway model developed by long term care that spans all occupations in the industry from the entry level to management.

South Carolina

ADULT EDUCATION

Quick Skills, South Carolina

This initiative is funded by a federal WIA Incentive grant. South Carolina has developed and implemented a new program, Quick Skills SC. The objective of the program is to provide unemployed, underemployed and displaced workers with a GED, a Career Readiness Certificate and the technical and soft skills to move into available jobs within a six-month timeframe. The SC Department of Education's Office of Adult Education, the Technical College System and the Department of Commerce have partnered to provide this comprehensive training model. Local workforce investment areas and one-stop centers provide case management throughout the program to ensure seamless delivery of services and assist with job matching and job placement. The adult education system offers Fast Track GED and WorkKeys test preparation. Technical colleges have developed occupational skills training programs that include soft skills components and deliver the training via the Quick Jobs model. All partners assist with outreach and recruitment activities and provide certificate testing and remediation as needed.

The Quick Jobs programs focus on the highest-demand jobs, including those listed by the U.S. Bureau of Labor Statistics as the fastest-growing occupations from 2004-2014. Several South Carolina Technical Colleges have successful Quick Jobs programs which have trained thousands of participants, the vast majority of whom have found employment. Training may be offered through continuing education divisions or for credit through the State's Technical Colleges; however, the training is designed to provide the participant with a recognized industry certification, an academic certificate or validated competencies that can be applied to an academic program (which may include certificates, diplomas or degrees). In addition, the certification of the participants' skills provides a foundation for future training or for seeking additional jobs the participant may want or need to pursue as the economy continues to change.

Quick Skills SC is being piloted in 12 out of 46 counties in South Carolina. The counties that were selected for the pilot are Allendale, Bamberg, Barnwell, Calhoun, Clarendon, Fairfield, Kershaw, Lee, Lexington, Orangeburg, Richland, and Sumter. Pilot sites were chosen based on several factors. Population density must have been sufficient to provide adequate numbers of prospective participants without high schools diplomas and with TABE scores sufficient to participate in Fast Track GED. The region must also have had significant numbers of unfilled jobs for which entry level training could be completed in less than six months.

Based on the demand in the pilot site location, Quick Skills SC has focused on those occupations related to the energy industry including those in construction (i.e., welding) and other support fields (lineman, etc.), allied health fields (CAN, EMT, etc.), or transportation (Commercial Truck Driver). Other high demand occupations are considered as necessary for success of the pilot, with emphasis given to high wage jobs.

Since the program began near the end of 2008: More than 165 individuals have qualified for services through WIA to participant in the Quick Skills process.

- More than 114 students have earned a GED or a High School Diploma.
- More than 82 students have earned the National Workforce Certificate through ACT's WorkKeys System.

South Carolina

ADULT EDUCATION

Workforce Renewal Program-Pickens County

Pickens County Council decided to use the economic slow-down to get people back to school this year in an effort to be ready with a better educated workforce when the economy strengthens. They developed a partnership that included the School District of Pickens County's Adult Education program, Tri-County Technical College, and Clemson University. This partnership had a three-pronged approach: help county residents earn a GED through Adult Education, attend a technical college QuickJob training, or learn to start a business through Clemson's FastTrac program.

Potential GED candidates in the county have been able to benefit from having the \$25 registration fee paid by the county, earning a \$50 incentive for making academic gain, having the \$80 GED test fee paid, and earning a \$100 incentive for obtaining a GED diploma.

Since the program began in May 2009: A total of 362 individuals have registered for GED classes through the Workplace Renewal Program.

- Sixty-five students have earned the \$50 incentive for showing academic progress (equivalent to approximately 2 grade levels).
- Eighty-six students have earned a GED Diploma.

South Dakota

ADULT EDUCATION

◆ Alignment between Title I and Title II

- Both Title I and Title II programs use the TABE assessment to determine eligibility or need for remediation
- Postsecondary - preparation for success in Technical Institute classes so no remediation classes are necessary or paid for by WIA Title I
- Both programs are under the Department of Labor so state level coordination is well integrated within the department.
- Budgets are often compared and compliment each other to best serve the participants. Title I often supplements Title II to expand services or purchases assessment materials to meet requirements for each program.
- Both Title programs screen and refer for participation in the other program's services; therefore, participants are often being served by both programs.
- Both programs are supervised by the same person in South Dakota

Tennessee

ADULT EDUCATION

Alignment of WIA Title I and Title II Programs in Tennessee

Full alignment of Title I and Title II of the WIA began in 1999 in Tennessee when the state reorganized the Department of Labor into the Department of Labor and Workforce Development, adding two new Divisions to the Department: Employment Security and Adult Education.

It was recognized by state workforce and labor officials that Adult Education provided the foundation for employment and training initiatives. Without the basic skills necessary to successfully complete a training course leading to a certificate or a post-secondary diploma, the dollars spent on those programs could not be maximized.

Examples of the full integration and partnership of Adult Education with all aspects of workforce development include:

- ◆ Elevating Adult Education to Division status making the Administrator of AE a member of the senior leadership team of the Department
- ◆ Utilizing state AE staff and local AE program managers as part of the teams who wrote the MOU's and on-going yearly Resource Sharing Agreements (RSA's)
- ◆ Approval and sign off by AE on each LWIA's Resource Sharing Agreement
- ◆ Local AE program manager position appointed to each LWIA Board by AE Administrator
- ◆ State Workforce Board presentations yearly to update AE performance and outcomes
- ◆ AE notification of initial WARN notices
- ◆ AE local program manager put on each LWIA Rapid Response Team
- ◆ Incentive funds earned by both AE and the Division of Employment and Workforce Development used to design and deliver Basic Workforce Computer Skills classes throughout the state via mobile computer labs using laptop computers (approximately 2 million dollars spent over the course of five years)
- ◆ Additional funding to AE from Department to pay for GED test fees in the amount of 2 million dollars in order to increase the number of GED diplomas
- ◆ Full integration of services with local Career Centers for two-way referrals
- ◆ AE programs on-site at local Career Centers where space is available
- ◆ Several local AE programs are co-located completely at Career Centers
- ◆ AE provides basic skills upgrades, GED Preparation, basic workforce computer skills and English for Speakers of Others languages to all Dislocated Workers in the state and is funded for those classes by the Division of Employment and Training and TAA/TRA
- ◆ Establishment of a Transition Team with members from AE, local community colleges, local Technology Centers, Business and Industry, and Employment and Workforce Development to design a curriculum to successfully transition non-traditional, first generation, and/or GED graduates successfully through post-secondary education, certificate training or diploma attainment
- ◆ Working with Employment Security and LWIA's to establish consistent basic skills testing practices for all students, regardless of whether they are enrolled in AE

Tennessee

ADULT EDUCATION

Over the past ten years, Adult Education in Tennessee has been fully-integrated with all workforce investment efforts through the LWIA's and the various Divisions in the Department of Labor and Workforce Development, the Board of Regents (board who governs post-secondary education) and other agencies associated with workforce training in the state.

Almost 95% of the students who enroll in AE say they do so for employment reasons and the majority of these want to continue their education past the GED diploma in order to secure better employment opportunities and make a better life for themselves and their families. Tennessee recognizes this as the critical, most vital purpose of Adult Education and has acted in positive ways to create more access and opportunity for its adult students. Adult Education is a portal to further education, not an end goal. Tennessee can serve as the model for other states in the integration of Title I and Title II in fully aligning what adult education does with all components of workforce development institutions.

Background

Despite economic woes, one of our largest resources is our workforce, and of that workforce, many lack basic literacy skills and the basic technology and career skills required to obtain employment. The current system serves just 100,000 people out of 4 million who are illiterate. That means that just 2.5 percent of this invaluable resource is being utilized. We must work together targeting education and training to provide these Texans, their communities, and our economy the boost needed to fill the current and future jobs available in our state. Efforts in Texas include the following:

- ◆ Align Adult Basic Education and Postsecondary Education- Legislative mandate [Senate Bill 1, Article III, Rider 45 (81st Session)] to the Texas Education Agency and the Texas Higher Education Coordinating Board to develop and implement an immediate and long-range coordinated action plan to align Adult Basic Education and postsecondary education. To increase the number, success and persistence of students transitioning to postsecondary education, these action plans shall address: a. outreach and advising; b. assessment, curriculum, and instruction; c. persistence interventions; d. state-level accountability systems to monitor performance; e. service-provider-level performance measures and program evaluation; f. standards to enhance data quality and sharing among state agencies and service-providers; g. needs assessment of students and service-providers to identify other structural issues and barriers; and h. grants (including Federal Funds and Other Funds) to maximize effective use of limited General Revenue Funds.

Further, to measure the effectiveness of this action plan, the Higher Education Coordinating Board, in coordination with the Texas Education Agency, shall calculate annual performance measures for the: (1) number of adults in need of Adult Basic Education services statewide; (2) number of Adult Basic Education students served, including those served by developmental education, by provider, institution, and statewide; (3) number of students that passed the General Education Diploma test served and not served by TEA; (4) number of Adult Basic Education students exiting the program by provider and statewide; (5) number of Adult Basic Education students exiting the program with a higher education goal by provider and statewide; (6) number of Adult Basic Education students enrolled in higher education by provider, institution, and statewide; and (7) total annual program expenditures by revenue source per provider. The agencies shall prepare a report that summarizes performance, evaluates outcomes, and recommends changes to improve outcomes and the components of the action plan.

- ◆ The Tri-Agency Initiative is a developing collaboration between the Texas Education Agency (WIA Title II), The Texas Higher Education Coordinating Board, and the Texas Workforce Commission (WIA Title II) that seeks to leverage the key functions of each agency to educate and train more adults in the basic literacy skills and career and technology skills to meet essential workforce needs for the state and expand post-secondary opportunities. The initiative will include a memorandum of understanding between the three agencies to define agency roles and to maximize effectiveness and efficiency.
- ◆ Existing Memorandum of Understanding by and between the Texas Higher Education Coordinating Board and the Texas Education Agency for the purpose of coordination of the development and implementation of immediate and long-range coordinated action plans to align Adult Basic Education and postsecondary education.

Texas

ADULT EDUCATION

Consistent with Texas Workforce Investment Council provisions under Texas Government Code 2308.1016, the MOU establishes the respective responsibilities of each agency for the development and implementation of action plans necessary to successfully transition students enrolled in adult basic education into postsecondary education. This MOU also identifies sufficient resources within each agency for implementation by that agency of the requirements of the MOU.

Additionally, the MOU states that the agencies will assess the current and projected future demand for adult education in Texas, the types of programs and instruction necessary to serve current and projected future populations and adult learners, and the social and economic outcomes of providing varying levels of adult education services in Texas. The agencies are also tasked with producing a report that provides a comparative analysis of adult basic education programs offered in other states and identifies best practices in adult education. Further, it prescribes a study of the current organizational structure and agency roles in providing adult education with recommendations for achieving state goals efficiently and effectively.

- ◆ The Texas Workforce Investment Council assists the Governor and the Legislature with strategic planning for and evaluation of the Texas workforce development system, which is comprised of eight state agencies and 25 diverse and dynamic programs. The Council's strategic priority is to promote the linkage of education, workforce and economic development in order to leverage resources, increase collaboration among state and local partners, and build the pipeline of skilled workers that Texas must have to prosper in the 21st century. Adult Education has strategic action goals and timelines outlined by the Council.

Strategic action plans for adult education have been established through the Texas Workforce Investment Council via the Office of The Governor. By 2013, the Texas Education Agency and the Texas Workforce Commission have been tasked with designing and implementing integrated Adult Basic Education and workforce skills training programs to enhance employment outcomes for the English language learner population. English language learners constitute a growing population and require additional skills for workforce-related success.

The action plan also prescribes the development of Adult Basic Education programs to enhance employment outcomes for populations requiring workplace literacy skills. Targeted literacy programs will be created to assist students to gain or maintain employment. Further, the action plans task the agencies with identifying and assessing current initiatives related to workplace literacy program delivery underway in Texas and how many local workforce boards have robust ABE relationships already established.

- ◆ Texas has legislatively mandated Intensive Bridge Programs designed to increase student persistence and success. Through grants, participating campuses provide intensive academic instruction during throughout the year to promote college and workforce readiness to at risk students. Adult Basic Education students are one of the four targeted at risk populations.

Utah has actively been involved with a collaborative project with labor's TANF clients in GED preparation and adult high school completion. At two different sites with different methodologies Labor has been "testing approaches" to increase the number of GED outcomes with TANF clients. At one program Labor provided a case manager on site to support TANF clients who have attended an adult education program for 8 hours daily (M-F) for GED preparation with minimal cost to the client (\$50.00). Upon successful passing of the GED the TANF clients received a \$1,500 stipend from Labor for their successes. These clients were not held to the Labor standard of work 20 hours per week. At the second site Labor again placed a case manager on site. The clients attended GED preparation at the college two days per week. They were charged upwards of \$330 for the GED instruction paid for by Labor. These clients also received the \$1,500 stipend. The outcomes (the data analysis is still in the process) appear to be similar.

The second project involves reclaiming out-of-school youth with Labor serving as the "broker" for these young adults. Two school districts provided the representative from Labor the names and contact information. Labor would contact them and work with them to reconnect them to education - K-12 or adult education, post-secondary, job training and/or apprenticeships. The data is still being scrutinized. Although, preliminary outcomes indicate that there was an 89% reconnect.

Alignment and collaboration between WIA Title 1 and Title II

Acceleration of Comprehensive One Stop Development

One of Governor Tim Kaine's initiatives is to accelerate the development of comprehensive One Stops in targeted areas of the state. Our Assistant Superintendent and a staff member from the Office of Adult Education and Literacy (OAEL) have been working with the Office of the Workforce Advisor to meet the Governor's agenda and, as a result, have been involved in numerous state and local planning meetings with WIB and adult education staffs to work out the details and the cost-sharing budgets.

GED/Lifelong Learning Week

In 2008, staff from OAEL worked with a committee of the Virginia Workforce Council (which is the state governing body for the WIA) to implement GED Week in October. The initiative is being implemented again this year and expanded with the sponsorship of the full Virginia Workforce Council. It will be called GED/Lifelong Learning Week, with events scheduled for October. The events of that week will kick off a whole year of marketing and outreach to the populations eligible for both WIA Title I and Title II services. The Governor signed a proclamation declaring GED Week in 2008 and developed a PSA, and he will do the same in 2009.

Workforce Services Committee

OAEL is represented on the Workforce Services Committee of the Virginia Workforce Council, and this facilitates ongoing collaboration and alignment between WIA Title I and Title II.

Career Pathways

An OAEL staff member has been working with the committee responsible for developing the Career Pathways (1) strategic plan, (2) implementation plan, and (3) communications plan. The activities are funded with WIA Stimulus grants.

Expansion of PlugGED In

PlugGED In is a program based on a partnership among adult education in Southwest Virginia, the local community college, the Virginia Literacy Institute at Virginia Commonwealth University, and Microsoft. Adults prepare for and complete the GED while gaining computer skills, Microsoft certification, and employability skills to prepare for job interviews and employment. Plans are underway to expand our *PlugGED In* initiative through partnerships with the local WIBs in two other areas of the state.

Stimulus Grant from Virginia Community College System

We are currently working with the Virginia Community College System on two WIA Stimulus grants totaling \$200,000, hopefully to be awarded to local programs in Northern and Southeastern Virginia. If received, these grants would be used (1) to recruit adults who are close to obtaining a GED and who need to return for a class and a retake of the test and (2) to transition adults from GED completion to postsecondary education and training.

Washington

A D U L T E D U C A T I O N

Washington state, with the support of Columbia University, carried out ground breaking research into what it takes for adults to begin to access jobs that pay family wages. This study, known as the **Tipping Point**, had a profound impact on how education and training are viewed in this state, and in many others. The study highlighted the education levels required for these jobs – at least 45 college level credits and a vocational certificate or degree. It illustrated how the education and training “pipeline” needs to lead from one level to the next, without gaps, and create clear **Education and Career Pathways** that support financial self-sufficiency and career success.

This study also showed how many students in adult education, vocational education and academic transfer actually make it through the pipeline to that goal. The study identified where in the pipeline students entered and where they left, and how many were lost before they achieved the education and training needed to support their families. It provided a profound challenge for adjusting how our education and training system needed to rethink its goals and operations.

The information laid the foundation to the creation of an **SBCTC System Direction** for all of the Community and Technical College System, and a strategic plan for Washington State's Adult Basic Education system -- **Creating Opportunities for Washington's Emerging Workforce**, which defines goals from 2005-2010. These goals are consistent with the Tipping Point and are carried out within the context of preparing low-income and low skilled adults to succeed at work and in further education and training. The payoffs for meeting these goals are substantial for all of us: increased employability for individuals leads to a stronger workforce for employers, better conditions in our communities for economic growth and stability, lower social service costs, and stronger families. The approaches to achieving these goals are varied. A few are highlighted below.

Integrated Basic Education and Skills Training (I-BEST)

In Washington's 34 community and technical colleges, Integrated Basic Education and Skills Training (I-BEST) pairs workforce training and ABE or ESL so students learn literacy and workplace skills at the same time. Adult literacy and vocational instructors work together to develop and deliver instruction. Colleges provide higher levels of support and student services to address the needs of non-traditional students. The initial pilot showed that I-BEST students earned 5 times more college credit, and were 15 times more likely to complete workforce training than comparable students in traditional ABE or ESL programs. Recent third party studies by CCRC (Community College Research Center) continue to support the impact of this program in moving low skilled adults who are in these intensive programs further, faster and better than traditional basic skills approaches, and local program data analyses indicate that “college ready” students programs using I-BEST approaches also benefit.

More than 140 approved programs, expanding each year since its 2006 launch. In 2009, 2,795 students were served - a one-year increase of 58 percent. Students from a variety of backgrounds have succeeded in this program, including TANF recipients. I-BEST career fields include: Architecture/Engineering; Automotive/Engine Repair; Commercial Driver's License/Transportation; Corrections/Law Enforcement; Early Childhood Education and Childcare; many Healthcare occupations; Manufacturing/Trades; and Office Support/Technology.

Washington

ADULT EDUCATION

Further developments are in the works for expanding I-BEST approaches to Developmental Education and Academic Transfer programs that will address success in Associate and Bachelor degree attainment.

Out of School Youth Pilot

The State Board for Community and Technical Colleges and the Workforce Development Councils are partnering to carry out a pilot program to address the unique needs of out of school youth, ages 16-25. The pilot sites provide education and training using the I-BEST model using college resources and provide wrap around services provided by the WDC's. Unique to this program is continued training and support for both the youth and the employer after hire. Out-of-school youth who participate in each of the pilots will:

- Improve literacy and numeracy skills as commonly defined for both Title I and Title II participants and documented according to National Reporting System requirements;
- Earn professional-technical credentials that qualify completers for jobs in a sector with employee shortages and adequate entry-level wages, as determined using the self sufficiency calculator;
- Complete at least the entry level on a well-defined education and career pathway that, at a minimum, leads to a living wage as determined using the self sufficiency calculator;
- Develop the requisite skills and education to move onto the next level of certification or instruction without repeating courses; and
- Gain employment and/or continue their education at a community and technical college in a program that will lead to employment in a demand field.

The project is in the evaluation phase, where best practices will be identified and dissemination plan made.

Adult Basic Education in Transition

The Washington Community and Technical College's accountability system – the **Student Achievement Initiative** – has highlighted the need for better progress and transition of all students, from wherever they start in our system, to the Tipping Point and beyond. Washington state's Adult Basic Education system has fully embraced this goal. Adoption of state Learning Standards for Adult Basic Education helped define and align curriculum goals for improved student progress within and beyond basic skills. This is especially true in the skill areas particularly challenging for ABE student transition – math and writing – where collaboration between ABE, Development Education and Academic Transfer faculty is being encouraged and facilitated across the state. Increasing the systems' capacity to assess student progress and analyze program data has supported informed decision-making and improved outcomes. Adult Basic Education addresses the real life needs of adult students, teaching the academic skills adults need to know in order to enter into and succeed in attaining their Career Pathway goals.

Washington

ADULT EDUCATION

Resources:

- Tipping Point and Career Pathways - http://www.sbctc.ctc.edu/college/d_basicskills.aspx
- SBCTC System Direction - http://www.sbctc.ctc.edu/general/a_vision.aspx
- Creating Opportunities for the Emerging Workforce - http://www.sbctc.ctc.edu/college/e-abe_creatingopportunities.aspx
- I-BEST - http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx
- Student Achievement Initiative - http://www.sbctc.ctc.edu/college/e_studentachievement.aspx

West Virginia

ADULT EDUCATION

- The State Superintendent of Schools represents adult education and literacy on the State Workforce Investment Board. Ongoing dialogue occurs between the State Superintendent, the Assistant Superintendent of Schools in the Division of Technical and Adult Education Services, and the Executive Director of Adult Education and Workforce Development to keep him abreast of Title II services, programs, capacity, and needs.
- Adult Basic Education is a member of the Interagency Collaborative Team (ICT) comprised of representatives of all mandated partners in WIA. By legislative action, the ICT is charged with the responsibility of being the primary state level operational team dedicated to advancing the workforce development system in West Virginia. This team meets monthly with the Executive Director of WorkForce West Virginia and his management team to discuss issues that concern all partners. The ICT group also works together to develop an annual Memorandum of Understanding (MOU) that outlines the coordination, responsibilities, and provision of services by all WIA partners in the state.
- The West Virginia Workplace Education Program collaborates with community and technical colleges, the WV Development Office, local economic development authorities, career and technical education, and other agencies/organizations involved in workforce development. Through these collaborative efforts, the Workplace Education Program is able to develop and provide basic workplace training to specific companies/industries in all workforce regions of the state.
- The state Adult Education office partnered with WorkForce West Virginia to obtain KeyTrain licenses for statewide usage under one contract for cost effectiveness purposes to both entities.
- The West Virginia ABE program uses Title II funds to provide ABE services in comprehensive or satellite Workforce West Virginia Career Center facilities statewide. The contribution and collaboration represents facility rent, staffing and the associated costs related for sponsoring educational programs.
- The West Virginia Adult Basic Education Program developed and provides an academic and job preparation skills program entitled SPOKES (Strategic Planning in Occupational Knowledge for Employment and Success) through a contract between the West Virginia Department of Education, Office of Adult Education and Workforce Development and the West Virginia Department of Health and Human Resources, and in collaboration with the local Workforce Investment Boards.
- Community and Technical Colleges continue to provide classroom space, computers and additional services for ABE classes on college campuses. Title II funds have been used to cover ABE instructor salaries and supplies at community and technical college sites. A promising model for expansion to other community college sites entitled, "The Middle College" has been established on two campuses with several other community colleges investigating the feasibility of similar programs.

West Virginia

ADULT EDUCATION

- State, regional, and local Adult Education staff members serve on various workforce committees and local WIA boards that plan and implement programs, policies, and collaborative efforts between workforce entities in the state.
- The West Virginia State Department of Education, West Virginia Workplace Education Program, and the Regional Education Service Agency V (RESA V) developed an online program, Hit the Ground Running, that is designed to help individuals learn or refresh those skills most requested by employers in the Region 4 Workforce Investment Area.

Wyoming

ADULT EDUCATION

- Many local Adult Basic Education (ABE) centers are integrated and collaborate daily with Wyoming's One-Stop Workforce Centers. When an individual contacts a One-Stop Workforce Center and needs basic education instruction, the individual is referred to the closest Adult Basic Education center. Many local ABE centers also TABE test individuals referred by a Workforce Center.
- Wyoming ABE centers are proactive in meeting the needs of an emerging and incumbent workforce. In response to the Workforce Investment Act and in order to most effectively and efficiently deliver expanded services and programs which meet the increased needs of our adult population, Wyoming ABE programs have developed extensive community partnerships with Department of Workforce Services including, but not limited to, TANF/POWER, Department of Family Services, Division of Vocational Rehabilitation, Workforce Centers, alternative high schools, community colleges, Head Start, GEAR UP, Climb Wyoming, University of Wyoming Outreach, NOWCAP, Even Start, county detention centers, child development centers, area churches, Friends of the Library Board, literacy councils, Youth Emergency Services (YES), Volunteers of America (VOA), Wyoming Education Association (WEA), Wyoming Children's Society Board, school boards, recreation boards, city committees, Workforce Alliance Centers, One Stop Centers, Youth Opportunity Alliance, Rotary, Kiwanis, Zonta, drug courts, domestic violence programs, senior citizen programs, and Rocky Mountain Disability & Business Technical Assistance Center (DBTAC).
- Collaboration with the Department of Workforce Services has assisted in the support and development of Sheridan/Johnson County Opportunity Project for Education (SCOPE), GED and Occupational Attainment for Life (GOAL), Academic and Workforce Education (AWE), and BOCES Opportunity for Self-sufficiency Training (BOOST). These programs integrate life skills, work skills, and transition to work and/or post-secondary into their curriculum. One-hundred percent of the students in the BOOST program in Evanston obtained their GEDs in the first two sessions of operation! Evanston has experienced similar results in program year 2009-2010 and has a waiting list for students to enroll. In February 2010, the Evanston Chamber of Commerce will present Evanston's Educational Mentors of the Year Award to the ABE program and the local WFS office.
- In collaboration with the Department of Workforce Services, several centers provide Work Keys skill building through the use of Key Train and/or Worldwide Interactive Network (WIN) products in order for students to achieve Wyoming's Career Readiness Certificate (CRC). The Career Readiness Certificate is based on three WorkKeys assessments:
 - Reading for Information
 - Applied Mathematics
 - Locating Information

The Career Readiness Certificate can be achieved at a bronze, silver, or gold level and confirms to employers that an individual possesses the basic workplace skills required for "common jobs."

Wyoming

ADULT EDUCATION

- The Wyoming Community College Commission's (WCCC) Adult Basic Education (ABE) program is partnering with the Wyoming Department of Workforce Services (DWS) to implement employment outcome data matching within the year. This partnership will benefit both organizations. Wyoming's ABE centers will have greater capability to follow up on employment related outcomes, thus improving our performance targets and compensating programs for meeting these targets through our performance-based funding model. The DWS will benefit from referrals, placement in employment, more prepared employees, and job seekers who possess a high school diploma or GED®. Both agencies will use WyomingatWork.com to register students/job seekers to meet our outcomes.
- Some ABE centers provide instructors at local workforce centers. ABE centers have partnered with business training departments in the delivery of work-based training through work-readiness preparation such as the delivery of Quick Start customer service specialist training, certified nursing assistants (CNA), and executive secretary training certificate programs. Many ABE centers provide initial assessment and analysis assessment of entry level basic workplace skills competencies in reading, writing, and mathematics using the TABE or WorkKeys assessments. ABE instruction is provided to acquire basic skill competency, as well as, literacy instruction. ABE centers supplement instruction with various work-readiness training curriculums, including writing in the workplace, applied math projects for the real world, life and job skills, problem solving skills and employment communication skills for both entry level job seekers and those wishing to upgrade employability skills.
- ARRA funds will be used and managed by the Department of Workforce Services in order to assist ABE centers to meet the increased need of students and job seekers. While ABE funding has decreased for Wyoming's ABE centers, demand for services has increased. Funding decreases have caused ABE centers to reduce days and/or hours of operation, staff, programs, and outreach. Through the use of ARRA and other funds, it is our hope and goal that ABE centers can minimally keep pace with the demand as the fiscal year ends. This opportunity is provided solely through our partnership with the Department of Workforce Services. This commitment, partnership, and collaboration of our agencies demonstrate our strong desire to serve individuals with common goals.
- ABE centers assists adult education students planning to enter post secondary education with all aspects of the college enrollment process including, but not limited to: assistance with admissions applications, referrals for scholarships, FAFSA preparation and submission, referrals to Department of Workforce Services, and paying for a college class.
- The Adult Basic Education program is a critical component of the bundle of core and other services currently offered in Wyoming's One-Stop Workforce Centers. ABE center directors are active members of Workforce Investment Boards as well as active members of workforce and economic development councils, Head Start Policy Councils, and Even Start Advisory Boards.



Adult Education

Supporting the President's Workforce and American Graduation Initiatives

A D U L T E D U C A T I O N

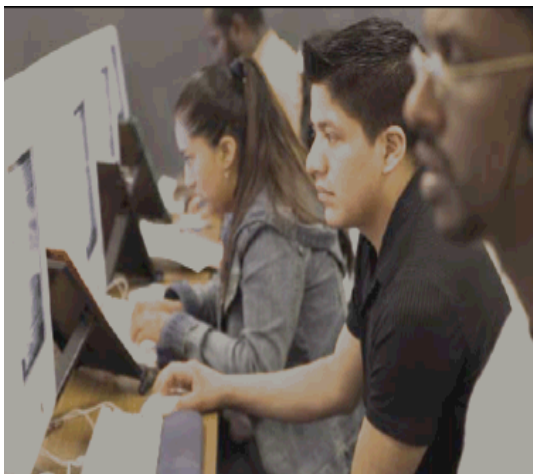
Summary

Adult education responds to a variety of learning needs for undereducated adults in every community and across the country. In addition, adult education responds to an ever changing variety of economic and societal needs. Those individual, economic, and societal needs come together with collaborated, aligned services that enable undereducated adults to enter a career pathway that leads to an industry-based or college-based certification that is the gateway to a job with family sustaining income.

This document captures a small but representative sample of how adult education is responding to that overarching need with no increase in federal funding. Subsequent editions will feature samples for other states.

Additional funding is critical. Ninety three million adults cannot qualify for postsecondary education and training. Adult education can currently serve only 2.3 million. The President's workforce initiatives are dependent on a larger portion of undereducated adults having access to services like those sampled in this document.

Please contact the National Council of State Directors of Adult Education for further information--
Dr. Lennox McLendon, 202 624 5250; 804 314 6747; dc2@ncsdae.org



Adult Education

Supporting the President's Workforce and American Graduation Initiatives

Part II: Decision Points for State Directors

State Decision Points for Getting Started with Career Pathways

Based on the *Adult Education for Work* report prepared by the National Center on Education and the Economy, 2008

Component	Quality Elements <i>From Adult Education for Work Report</i>	Sample State-Level Decision Points
1. Program Design	<ul style="list-style-type: none"> • Work with all partners in a community-wide career pathways learning system to clearly define the role of Adult Education for Work programs in the broader system; • Provide an orientation to career pathways for students; • Help each student develop a career pathways plan; • Offer a continuum of instruction from basic skills (including English language) to the skills and knowledge needed for postsecondary readiness (without remediation) and for family-sustaining jobs; 	<ul style="list-style-type: none"> • Who are the key partners that you need to involve in the planning process to clearly define the role of Adult Education in the broader system? How do you do that? • Do you know the high-demand occupations in various regions of your state? If so, what are the skill requirements for career progression in those occupations? • Which of these occupations lend themselves to career pathways appropriate for adult education students? Are there postsecondary or adult career technical certificate programs already developed for some of these occupations for which adult education could develop 'feeder' readiness programs?

Component	Quality Elements <i>From Adult Education for Work Report</i>	Sample State-Level Decision Points
1. Program Design	<ul style="list-style-type: none"> • Provide programs and supports to ensure a smooth transition from Adult Education for Work programs to postsecondary education and training; • Provide accelerated pathways through the system so students can move ahead as quickly as possible; and • Accommodate work schedules and other responsibilities of adult students. 	<ul style="list-style-type: none"> • Do you want to develop different levels of certificates that would progress from basic skills to postsecondary readiness? If so, how many levels do you want and what criteria will be used to issue the certificates? • Who can explore the existing integrated models for each certificate level to determine their appropriateness and level of adaptation needed for your state? • Will you offer specialized career pathways classes to accelerate pathways through the system or will the pathways be integrated within existing classes – or both? • What staffing positions will be necessary for effective implementation of your pathway framework (e.g., counselors/advisors, instructors, curriculum developers, professional developers, etc.)? • What guidance or models do you need to provide related to student orientation and intake to help students develop a career pathways plan? • Based on your available funding, how can you phase in your career pathways framework?
2. Curriculum & Instruction	<ul style="list-style-type: none"> • Make postsecondary education and training and work readiness the goal of the curriculum; • Make work a central context for the curriculum; • Use instructional strategies that help adults learn by doing; • Manage the classroom in ways that enhance readiness for postsecondary education and training and work; and 	<ul style="list-style-type: none"> • Who can research the contextualized curriculum included in the integrated models in the Hire Expectations framework to determine adaptations to fit your state? • Who can research the postsecondary curriculum available on the National College Transition Network website http://www.collegetransition.org/? • Who can develop contextualized curriculum for your selected career pathways and make sure that curriculum and instruction focuses on work and helps adults learn by doing?

Component	Quality Elements <i>From Adult Education for Work Report</i>	Sample State-Level Decision Points
2. Curriculum & Instruction	<ul style="list-style-type: none"> • Make extensive and appropriate use of technology for instruction. 	<ul style="list-style-type: none"> • Is your technology capacity (hardware, instructional capacity, etc.) at the local level sufficient to include a strong technology component within your pathways model? • Do you have crosswalks between your state-approved assessment tools and various college entrance exams to help guide curriculum development and instruction?
3. Assessment & Credentialing	<ul style="list-style-type: none"> • Use assessment tools (including assessments of work and postsecondary readiness) to place students in appropriate programs, help them develop career pathways plans and periodically assess their progress; • Base advancement policy on assessments of skills and knowledge. 	<ul style="list-style-type: none"> • What assessment tools will you use to determine appropriate student placement into the appropriate level and help adult learners develop career pathway plans? • What assessment tools will you use to help students measure their progress? • What assessments (including assessments of work and postsecondary readiness) will you use to determine completion of certificate levels and career pathways?
4. High Quality Teaching	<ul style="list-style-type: none"> • Require high standards and recognized teaching credentials for adult education teaching staff; and • Provide on-going professional development and classroom supports for adult education teachers. 	<ul style="list-style-type: none"> • Who will develop and deliver specialized professional development for the curriculum, classroom management, and instructional strategies that instructors will need to teach the integrated models? • Will you develop a specialized job description for career pathways instructors? • Will your career pathways model involve other classroom supports, such as new materials or classroom management procedures, at the local level? Do they have the funds to purchase these? • How will you prepare all teachers to support adult learners with career pathway goals?

Component	Quality Elements <i>From Adult Education for Work Report</i>	Sample State-Level Decision Points
5. Support and Follow-Up Services to Encourage Access and Retention	<ul style="list-style-type: none"> • Make high quality counseling a priority; and • Partner with providers in the community to provide case management services to students including comprehensive social and academic supports. 	<ul style="list-style-type: none"> • How can you develop a counseling component to help adult students develop career pathway plans and provide ongoing support? • How will you market your pathways system to other agencies? To adult education practitioners? To adult students?
6. Connections to the Business Community	<ul style="list-style-type: none"> • Focus instruction on the needs of industries and occupations in which there is a strong demand for labor; and • Develop partnerships with employers. 	<ul style="list-style-type: none"> • Once you have identified your high demand occupations, how can you involve the business community in the development of adult education career pathways in those occupations?
7. Monitoring & Accountability Systems	<ul style="list-style-type: none"> • Develop customer-friendly performance information; • Track longitudinal data on learning gains and employment outcomes; and • Use data to improve programs. 	<ul style="list-style-type: none"> • What criteria and processes will you use to measure the effectiveness of your career pathways effort? • How can you track longitudinal data on learning gains and employment outcomes?

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