



Pathways to College and Careers for Adult Learners

Illinois Adult Education and
Family Literacy Meeting

April 14, 2010

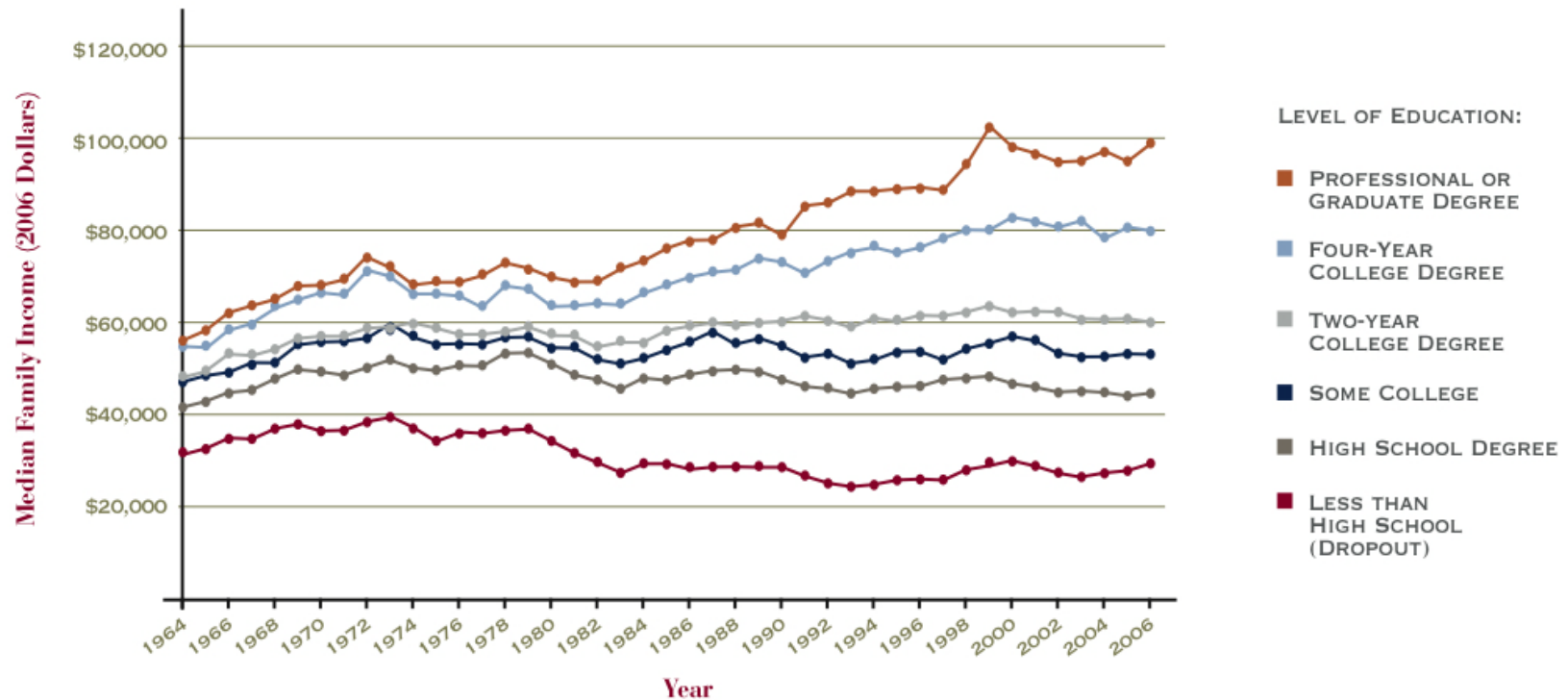
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The context: rising job skill requirements vs. an aging, less skilled workforce

- Fastest-growing jobs over the next decade will be filled by people with postsecondary education or training (either a certificate or degree).
- Many are “middle-skilled” jobs (require more than h.s. but less than BA); these are largest segment of IL jobs.
- Our current workforce is our future workforce. Two-thirds of 2020 workforce is already beyond the reach of K-12 system. In IL, the number of high school graduates peaked in 2009, retiring workers will soon outnumber new young workers by 2:1.
- Yet nearly half of the U.S. prime age workforce has only a high school education or less. In Illinois 44% of adults have a h.s. education or less; 1 in 7 are immigrants.

FIGURE 1

Median Family Income of Adults Ages 30-39 with Various Levels of Educational Achievement, 1964-2006

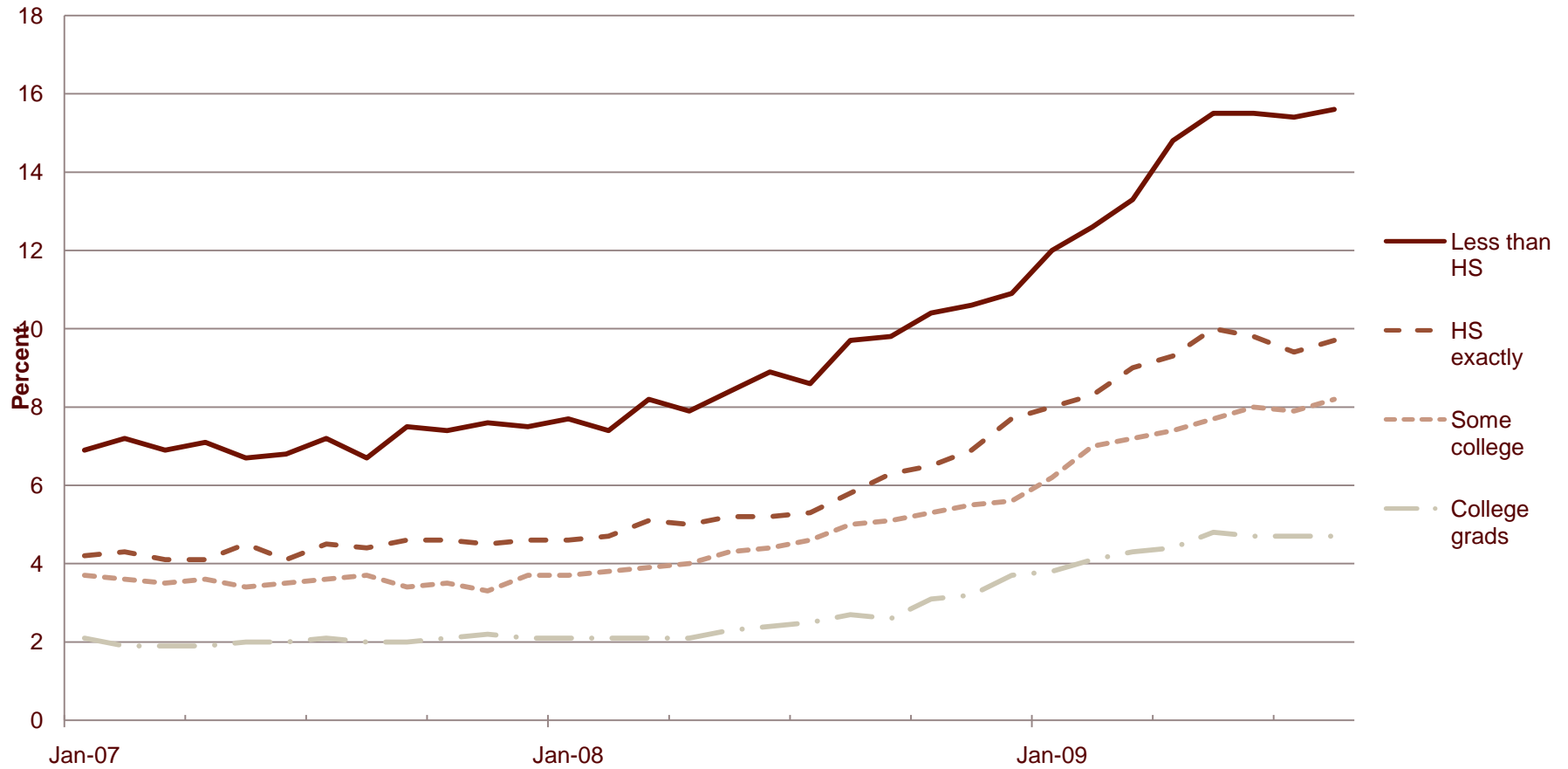


Note: All men and women ages 30-39, including those with no family income, are included in these estimates.

Source: Brookings tabulations of data from the Annual Social and Economic Supplement to the CPS, 1965-2006.

Sharp Increases in Unemployment for Least Educated Adults

Source: Bureau of Labor Statistics 2007-2009



Adults seeking new skills for good jobs often fall short of reaching their goals

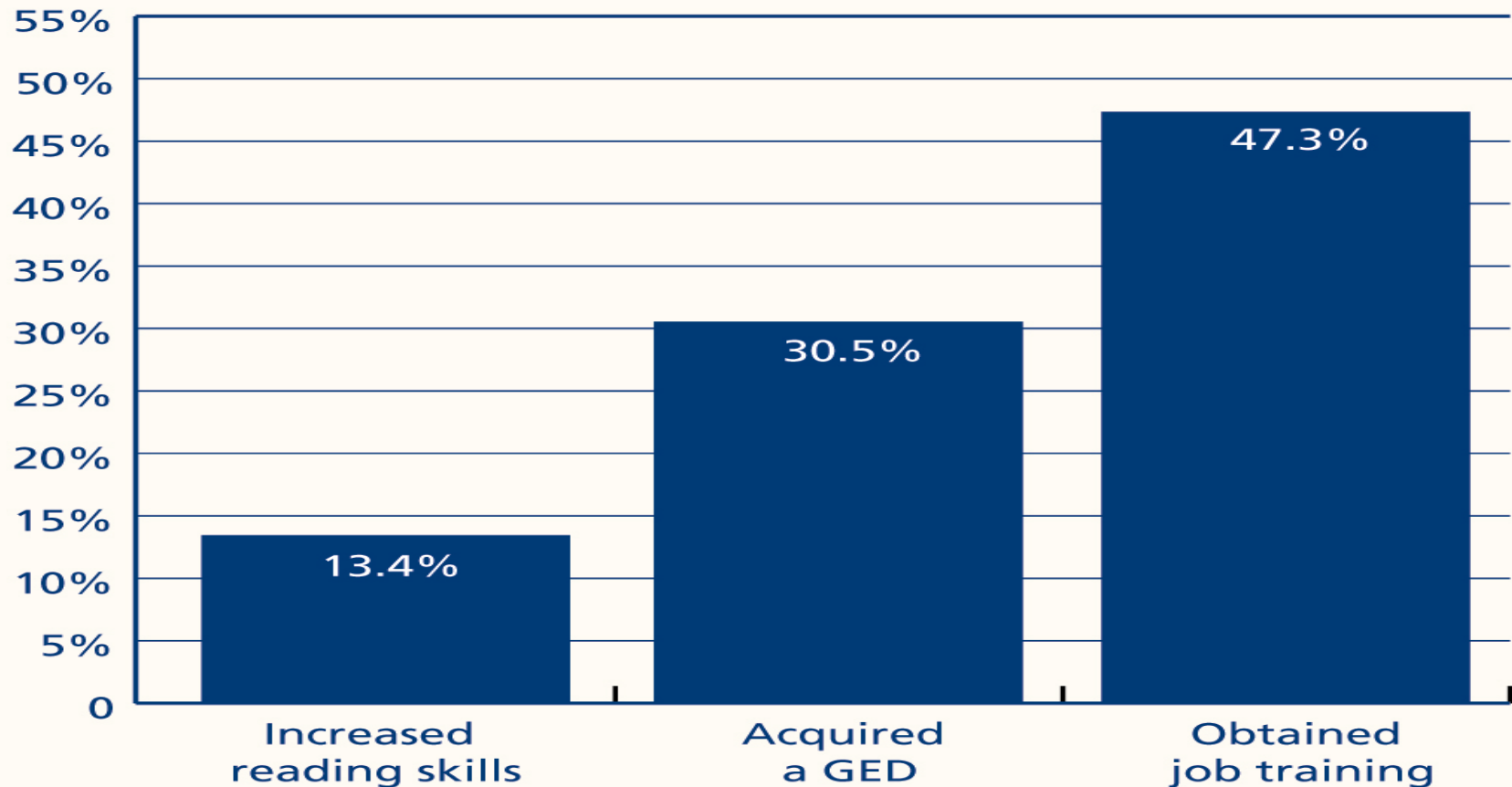
- Why do so many adults fail to complete postsecondary credentials that can pay off for them with employers?
- “Leaky pipeline.” Less educated adults are required to complete multiple education and training steps to reach their goals. These steps often not connected to each other:
 - Adult basic ed./English language disconnect with job training and other postsecondary education
 - Developmental education disconnect with college occupational programs
 - Non-credit occupational education disconnect with for-credit certificate and degree programs
 - Occupational education disconnect with employer workforce needs
- Lack of financial, logistical, and other kinds of support.
- Cannot see relevance of basic skills to career goals.

For many adults, the basic skills disconnect looms the largest

- In national data, majority of adult education students stay for less than 100 hours and most GED grads. do not earn postsecondary credentials. English language learners stay longer but less likely to earn GEDs or postsec. credentials.
- Only 12% of GED grads. completed > 1 year of college in first decade after earning GED; over longer time about a third enrolled in postsecondary, with 8% ultimately earning a degree.
- Developmental education (college remediation) has similar challenges.
 - 61% of first-time students in community colleges enrolled in at least one remedial course in the 8 years after high school.
 - Only 3-4 of 10 dev. ed. students completed course sequence.
- Students who do complete basic skills programs (GED or developmental education) succeed as well as or better than similar students who do not take basic skills.

FIGURE 2

Increase in Earnings for Adult Education Participants in Welfare-to-Work Programs, by Educational Outcome



Source: Bos, J., Scrivener, S., Snipes, J., & Hamilton, G. (2001). *Improving basic skills: The effects of adult education in welfare-to-work programs*. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families and Office of the Assistant Secretary for Planning and Evaluation; and U.S. Department of Education. Available at www.mdrc.org.

Illinois is a leading edge state in addressing these challenges

- About a dozen states have initiatives to improve outcomes in basic skills services (CO, CT, KY, IL, IN, MA, MD, MI, MN, NJ, WA, WI)
- At least 7 states have career pathway efforts (AR, KY, IL, MA, OH, OR, WA, WI) aimed at adults
- Many states have region-focused, sector initiatives aimed at economic development—often do not include lower skilled adults
- Illinois is the only state doing all of these things and trying to connect the dots, especially through Shifting Gears Bridges. (Also other relevant efforts, such as College Transitions, Early School Leaver Transitions).



Illinois Shifting Gears

- Began in 2007, ICCB and DCEO partnership (funded by Joyce Fdn.) to pursue state policy change that helps more lower-skilled adults earn postsecondary credentials linked to good jobs.
- Three parts to current Shifting Gears work:
 - Better tracking of student outcomes through and across adult education, developmental education, and CTE programs, with new web-based access for local partners. Will include separate data on bridge students.
 - Scaling up of career pathway bridge programs, and building stronger connections between them and broader state efforts to implement CTE Programs of Study.
 - Expanding student support services through better outreach on existing services and identification of potential new resources.

New federal opportunities take cue from Illinois; center on adults, credentials, and partnerships

- 2009 Federal Recovery Act emphasizes creating career pathways for adults, especially those with lower skills.
- New federal health care laws expands student aid, increase funds to states for college access, give aid to minority-serving colleges, provide \$2 billion to community colleges to retrain workers affected by foreign trade, and expand funding for the training of health care workers.
- Administration's 2011 Budget Proposal creates new Workforce Innovation Fund, which would provide competitive grants for career pathway and bridge programs.
- Leading ideas for Workforce Investment Act reauthorization focus on aligning WIA Titles I and II and helping adults move along pathways to college and career success.

Helping more adults earn postsec. credentials requires new approaches and new partners

- Career pathways are one way to address disconnects.
 - Career pathways are linked education and training services in specific industries or occupational sectors, with each step on a pathway designed explicitly to advance students to the next level of employment and education.
- Illinois Career Technical Education is creating Programs of Study (sequences of courses) in transportation, healthcare, and manufacturing as part of the federal Perkins CTE law.
- Illinois CTE Programs of Study are essentially career pathways, and explicitly include bridge programs, and all types of adult education partners, including CBOs.

Core components of Career Pathways

- Multiple entry points (not simply high school)
- Innovations in program content and delivery (e.g. bridge programs, flexible scheduling, cohorts)
- Sequence of education and training leading to credentials linked to good jobs in demand locally
- Support services (provided by a range of partners, including community organizations)
- Strong role for employers in pathway development, worksite training, pooled public and private resources to address common workforce skill needs



HEALTH CARE CAREER PATHWAY

Patient Care

Medical Administration

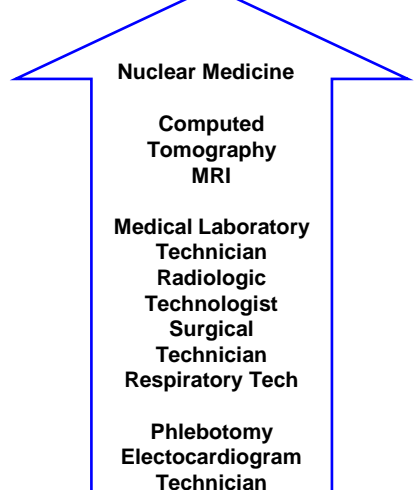
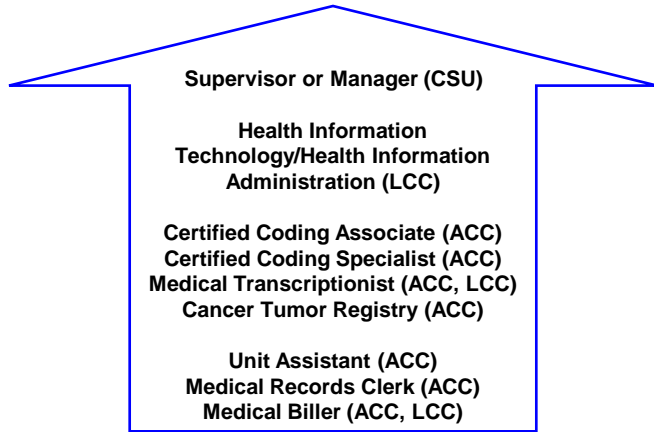
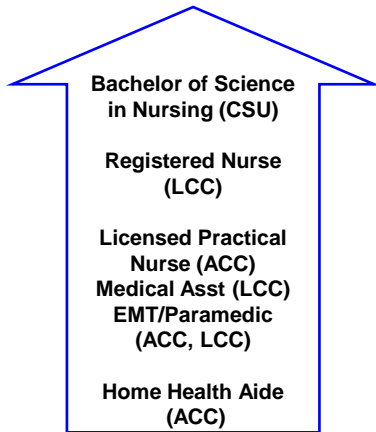
Allied Health

Tier 4 \$23.10 - \$35.82
Bachelors

Tier 3 \$16.07 - \$20.81
Associates

Tier 2 \$12.28 - \$13.42
GED/Associates

Tier 1 \$8.67 - \$9.23
GED

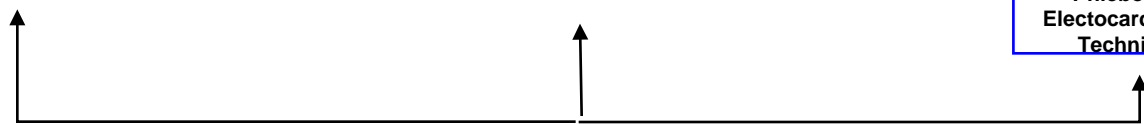


Intensive work readiness

Academic, Career & Support Service, Assessment, Scholarship
Career/Job Coach
Portfolio
Skill Building (Remediation)

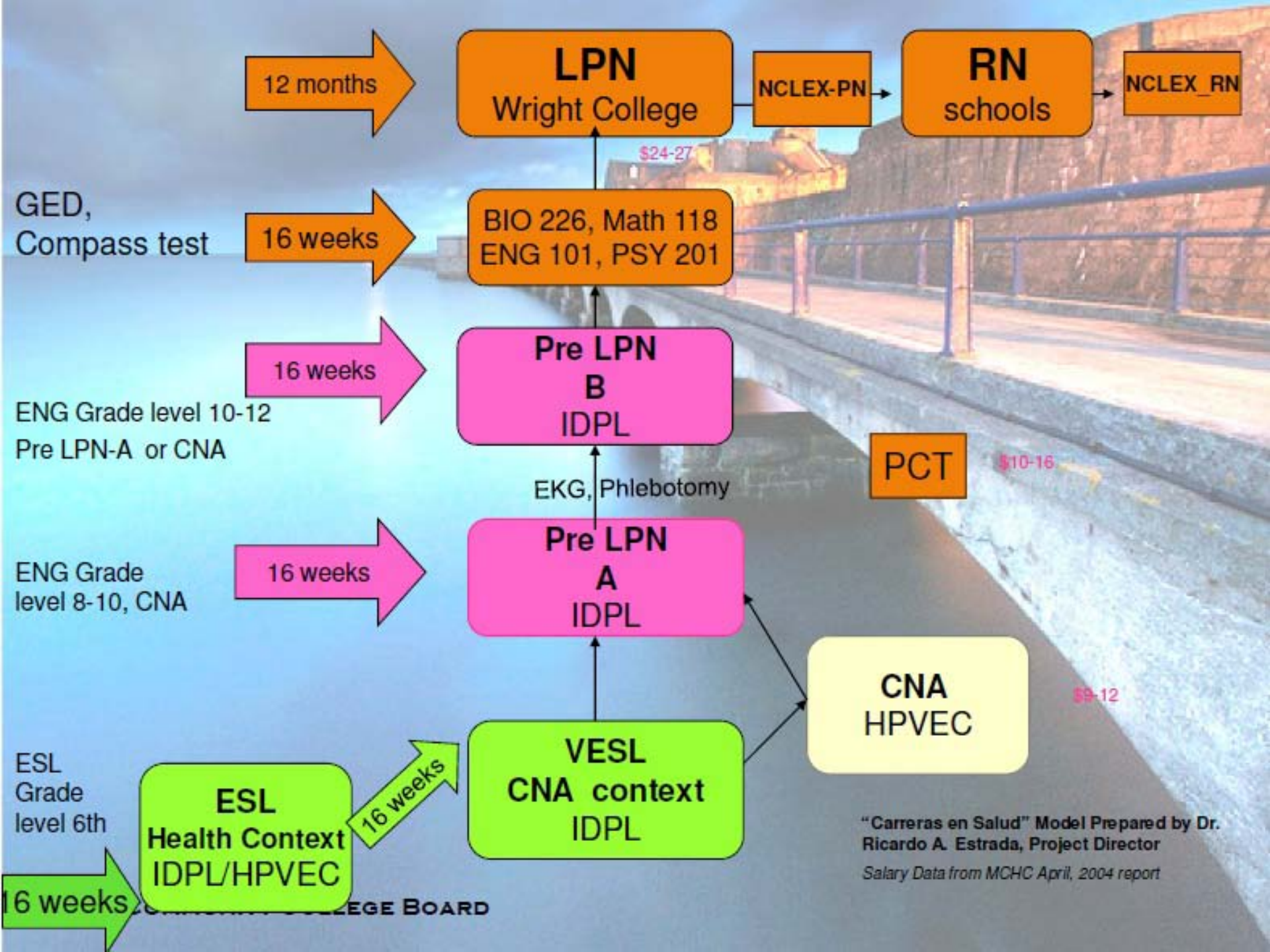
Recruitment Sources:
Tier 1, 2, 3 positions
Incumbent workers
ABE participants
One Stop clients

Key:
ACC (Auburn Career Center)
LCC (Lakeland Community College)
CSU (Cleveland State University)



What are Career Pathway Bridges?

- Career pathway bridge models typically cover “soft skills,” pre-college academic and English language skills, and occupational skills.
- Bridges contextualize basic skills and English language content to the knowledge and skills needed in a specific occupation or groups of occupations.
- Bridges usually involve adopting new curricula; must be articulated to the next level in the pathway.
 - Some bridges use co-instruction; some involve dual or concurrent enrollment in adult ed., dev. ed., CTE; some use cohorts.
- Partners in bridge programs are employers, unions, community-based organizations, community colleges, and others. Cannot do bridges without partnerships.



“Carreras en Salud” Model Prepared by Dr. Ricardo A. Estrada, Project Director
Salary Data from MCHC April, 2004 report

Federal opportunities: 2009 Recovery Act implementation

- Strongly encourages career pathways for adults and youth and alignment of adult education, training and postsecondary education
- Allows for training contracts with colleges and training providers, including curriculum development
- Gives priority to low-income individuals
- DCEO Bridge Guide explains how local workforce areas can support bridge programs in Illinois with Recovery Act and regular WIA training funds

Federal opps: postsecondary and workforce provisions of new health care laws

- Increases Pell Grants annually from 2013 to 2017 based on inflation.
- Provides \$150 million annually from 2010 to 2014 for College Access Challenge Grants to states for outreach activities and need-based aid.
- Gives \$500 million annually from 2011 to 2014 to community colleges for retraining of workers affected by foreign trade. Can be used for program development or improvement, or to offer services.
- Gives \$255 million to minority-serving institutions for program improvement annually through 2019.
- In separate health care law, several provisions on improving the skills of health care workers
- Health care law provisions based in part on Obama Administration's American Graduation Initiative proposal and 2009 House-passed bill. AGI sets goal of an additional 5 million community college graduates by 2020 (including both degrees and certificates).

Proposed 2011 Obama Budget

- New \$321 million proposed Workforce Innovation Fund, jointly run by Depts. of Education and Labor, would provide competitive grants for career pathways, bridge programs and other innovations.
- The Fund is focused on helping lower skilled adults to earn marketable credentials.
- The new Fund will be used to test and replicate innovative strategies to improve the skills and employment outcomes of individuals, particularly underserved populations.
- The Administration specifically mentions integrated basic skills and job training as one of the best practices that they intend to fund.



Workforce Investment Act Reauthorization

- WIA Title I (employment and training services for adults, dislocated workers, and youth). Leading themes for reauthorization:
 - Emphasize training leading to family-supporting jobs.
 - Increase access to training, especially for low income adults. E.g. eliminate sequence of service requirement.
 - Present clear career pathways to workers and employers, regardless of funding source for each education and training component.
 - Modify performance measures to encourage serving those most in need.

Workforce Investment Act Reauthorization, cont.

- WIA Title II (adult education, family literacy, and English language services). Leading themes for reauthorization:
 - Use pathways to college and careers as overall framework for adult education.
 - Increase alignment of adult education and workforce systems, e.g. through revised performance measures and common use of career pathways.
 - Seed approaches that integrate basic skills and workforce education.
 - New Illinois strategic plan for adult education, *Creating Pathways for Adult Learners*, is a leading example of the kind of new vision that Congress and the Administration are considering.
- Senate hopes to release draft bill by end of May, building off of earlier WIA reauthorization bills. House is on slower track, and is thinking of more fundamental changes.

TANF Reauthorization



- Education and training are allowable uses of TANF dollars but only six states maximizing this.
- 2005 Deficit Reduction Act imposed restrictions on TANF education and training.
- Ideas for reauthorization include shifting the focus away from hours of work participation to services that help low-income parents move out of poverty, e.g., education and training.
- States using TANF in this way include Kentucky (Ready To Work), Arkansas (Career Pathways), and Pennsylvania (KEYS program).

Why partner with WIA, TANF, CTE, etc.?

- Access for your students to postsecondary workforce education, may lead to credential and college credit
- Help for your students with financial costs of training (tuition, books, fees, uniforms)
- Career counseling, job search assistance, and transition counseling for your students
- Support services for your students, child care, transportation, help with one-time needs
- Invaluable knowledge and connections for your program: employer job requirements, leads for employer partnerships, academic/English language requirements of next step in pathway