

**CoABE State Staff Preconference  
NAEPDC  
Whirlwind Initiatives:  
Resource Sheet**



State Leadership in a Whirlwind of Initiatives: Common core standards, teacher quality, rigorous professional development expectations, increased use of technology (computers, Facebook, Twitter) in instruction, transition to postsecondary efforts, integrated education and training/career pathways models, managed intake and managed enrollment models. In this session we will share resources for state staff members who are or will be charged with leading these initiatives. Facilitator, Dr. Lennox McLendon, Executive Director, National Adult Education Professional Development Consortium.

The National Adult Education Professional Development Consortium, Inc. is the professional development and resource development arm of the Adult Education State Directors. Resources for state directors and state staff members can be found at [www.naepdc.org](http://www.naepdc.org) in the Resource Library.

The NAEPDC State Staff Workgroup is comprised of adult education state staff members from across the country who devote a small amount of their time to identify resources for their colleagues. The SSWG currently has three major functions:

1. Create an annual CoABE Preconference designed for adult education state staff members
2. Create webinars on topics that assist state staff members with their tasks, and
3. Manage the web-based Resource Library

Current members include the following:

NAEPDC 2011 State Staff Workgroup		
Philip Less (AR)	Phyllis Hinton (IA)	Shauna South (UT)
Debra Fawcett (CO)	Michelle Carson (KS)	Astrid Linden (MN)
Marcia Hess (WY)	Jeff Fantine (ME)	Brad Hasskanm (MN)
Karen Gianninoto (MD)	Patricia Higgins (MI)	Marilyn Shaw (GA)
Meg Murphy (MA)	Valerie Fischer (ND)	Susan Pierson (CT)
Ruth Derfler (MA)	Deborah Miyao (HI)	Cindy Zengler (OH)
Gerri Brosh (NJ)	Sandra Grant (UT)	Ken Zutter (NV)
Ron Russell (AL)		

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## Common Core Standards

### 1. What are Common Core:

**The Official Web Site for the Common Core:** The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

<http://www.corestandards.org/>

#### The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

English Language Arts and Mathematic standards are complete.

### 2. How do I implement a state-wide standards initiative?

The US Department of Education Office of Vocational and Adult Education (OVAE) has developed two great resources to guide implementation of a state wide initiative to put content standards into place. The first is a step by step guide for standards-based initiative. The second guides the development of teachers to use the standards. Ronna Spacone at OVAE is a great resource. Below are descriptions of the resources.



A Process Guide for Establishing State Adult Education Content Standards describes the steps to plan, develop, review, and implement a fully integrated, standards-based education system to improve instruction and increase learner outcomes. The guide includes an overview of standards-based education, components of standards-based reform, and implications for adult education. Each chapter provides information and examples gathered from research, reviews of standards, and interviews with state adult education staff and standards experts.

<http://www.adultedcontentstandards.ed.gov/howto.asp>

## Common Core Standards

### 3. How do I bring teaches along?



The Standards-in-Action (SIA) innovations are professional development methods and materials that support the implementation of content standards in adult education programs. The SIA innovations, developed with guidance from adult educators around the country, address four priority areas of standards-based reform:

1. Building instructors' understanding of the standards taught;
2. Translating the standards into curriculum;
3. Aligning student assignments to standards; and
4. Assessing the extent to which instructors are teaching to the standards and using effective instruction

<http://www.adultedcontentstandards.ed.gov/standardsInAction.asp>

4. Ronna Spacone at OVAE is a great resource. [Ronna.spacone@ed.gov](mailto:Ronna.spacone@ed.gov) 202 245.7755

### 5. Higher Education Resources:

*Implementing Common Core Standards: an action plan for higher education*

- Aligning Key Policies for College Readiness
- Development of K–12 Assessments and Alignment with College Placement Policies.
- Development and Alignment of Curricula and Instructional Materials.
- Teacher Preparation and In-Service Professional Development
- Avenues for Collaboration

<http://www.acenet.edu/AM/Template.cfm?Section=CPA&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=39580>

## Common Core Standards



### 6. Higher Education Resource:

Common Core State Standards Webinar: What Are They and What Could They Mean To You?

<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/CPA/core.htm>

## Teacher Quality/Rigorous Professional Development

Teacher quality is an ongoing concern, especially since 80% of our teachers are part-time. Some states have significant turnover each year. Some of that turnover is due to teachers not getting the support and training they need to do a good job.

### 1. Teacher Certification: Pros and Cons

CAAL “Certifying Adult Education Staff and Faculty” 2010 <http://www.caalusa.org/certteach.pdf>

The Center for the Advancement of Adult Literacy (CALL) recently published a white paper focused on professional development systems with emphasis on teacher certification.

CERTIFYING ADULT EDUCATION STAFF AND FACULTY – Cristine Smith with Ricardo Gomez. This report is a primer on who is doing what in certification and credentialing of instructional personnel in adult education programs across the country. It was prepared as a background information paper for a CAAL Roundtable held in June 2010. It reviews certification activities, and variations among those activities, at the state level and in postsecondary institutions. It considers the pros and cons of developing a comprehensive certification system with comparable elements across the states, and offers suggestions for research and action. [January 3, 2011, 88 pp.] (From CAAL’s Website)

Part II of this paper reviews certification programs and systems that already exist around the country, with a focus on in-service and pre-service programs and systems by state. Part III looks at the pros and cons of certification systems, according to the general research evidence and responses from a 2010 survey of adult education practitioners.

### 2. How Teachers Change:

How Teachers Change: Cris Smith’s research focuses on those program policies that promote teacher change—i.e., learning and using adult classroom and learning strategies. Here work serves as a guide for state policy for supporting teachers and their continued professional development.

Key factors include:

- Involving teachers in problem solving and decision making
- Involving teachers in making and pilot testing alternative strategies
- Providing opportunities for teachers to talk with their colleagues and their director.

Focus on Basics: <http://www.ncsall.net/index.php?id=395>

NCSALL Research Brief: <http://www.ncsall.net/fileadmin/resources/research/brief25.pdf>

## Teacher Quality/Rigorous Professional Development

### 3. State Professional Development Models:

NAEPDC Resource Library Professional Development

The NAEPDC has gathered effective tools, policies, and strategies to meet the challenging demands of administering statewide adult education programs. Under the guidance of the Professional Development Committee and in conjunction with NIFL's LINCS, the NAEPDC web resources are designed to assist state-level adult education staff in carrying out their administrative and programmatic functions. The Professional Development Committee is anxious to expand the collection of resources. If you have developed or used resources in your state that would be helpful to other states, please forward them to NAEPDC for consideration.

Caution: It is important to carefully review material developed by other states to determine if changes are necessary to meet your state's specific needs and compliance requirements. (From Home of the NAEPDC Library site)

[http://www.naepdc.org/resource\\_library/professional\\_development/PD\\_home.html](http://www.naepdc.org/resource_library/professional_development/PD_home.html)

### 4. Reading Professional Development

#### 4a. Project STAR

What is STAR? STAR is a comprehensive training and professional development package to help Adult Basic Education (ABE) instructors use evidence-based reading instruction in the classroom. For more information, see About STAR.

What is the National STAR Training Network? The National STAR Training Network (NSTN) encompasses national and state experts in reading instruction, state and federal policymakers, and practitioners. All are working in partnership with the U.S. Department of Education to use evidence-based reading instruction and the STAR model to improve adult reading. For more information see Contact the Network.

<http://www.startoolkit.org/index.html>

#### 4b. ARC: Adult Reading Component Study

**The ARC is the research base on which the STAR initiative is built. The links below contain tutorials and free instruments to assess the sub reading skills (the reading components).**

NCSALL Research Brief: [http://lincs.ed.gov/readingprofiles/brief\\_strucker2.pdf](http://lincs.ed.gov/readingprofiles/brief_strucker2.pdf)

LINC's Tutorial: <http://lincs.ed.gov/readingprofiles/index.htm>

- Profiles
- Free assessments of sub skills

## Teacher Quality/Rigorous Professional Development

### 5. Numeracy Professional Development

#### 5a. Teachers Investigating Adult Numeracy (TIAN)

TERC, in partnership with the Center for Learning Studies at the University of Tennessee, will develop, pilot and field-test an approach to standards-based mathematics in-service professional development, using recently developed standards and curriculum for the Adult Basic Education system. The model will be piloted and field-tested with math teachers in six states whose students are in adult educational functioning levels 3 and 4 (approximately a 4th to 8th grade equivalent). The model uses teacher inquiry and reflective learning to engage teachers in learning how to design and implement effective mathematics instructional approaches for algebra and data analysis.

Key components of the year-long model include an initial institute on data, a second institute on algebra, classroom investigations, regional teacher meetings between institutes, website support, and a final institute.

“At this point, six states participated in the pilot and field tests (MA, OH, RI, AZ, KS, and LA), and the results have been heartening. TIAN is a collaborative project of the Center for Literacy Studies at the University of Tennessee and TERC, and was initially funded by the National Science Foundation. It is still a CLS/TERC collaboration, and services are presently available on a state-by-state basis through CLS/TERC collaborative. Diane Gardner and I would appreciate the opportunity to update NAEPDC about "goodies" for states that are available now. The model begins with a state-supported cadre of teachers who participate in an intensive year of pd, and with the state office, continue a math initiative afterward. There is more information about TIAN at Teachers Investigating Adult Numeracy.

As you may know, OVAE has contracted with MPR (with CLS, Rutgers, and TERC) to field test a revised/adapted TIAN, called Adult Numeracy Instruction Professional Development (ANI) Project. ANI is now being field-tested in Georgia and Arkansas, and the report to OVAE is due at the end of the summer, 2011. We cannot say how OVAE plans to proceed, or of the timetable at this point.

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TERC  
2067 Massachusetts Avenue  
Cambridge, MA 01240  
617 873-9708  
<http://adultnumeracy.terc.edu>

<http://www.terc.edu/work/794.html>

## Teacher Quality/Rigorous Professional Development

### 6. Distance Learning Professional Development

#### 6a. Project IDEAL

Project IDEAL is a consortium of states working together to develop effective distance education programs for adult learners. Through collaborative research and practice, the consortium works to raise the quality of distance education across the country.



The Project IDEAL Support Center at the University of Michigan provides member states with technical assistance for program planning, teacher training, and program evaluation. To learn more about the Support Center click on About Us. To learn how membership in the Project IDEAL consortium can benefit your state, click on Member Services. To see what distance education for adult learners is all about, follow the links under Getting Started with Distance Education

<http://www.projectideal.org/>

### 7. Learning Disabilities Professional Development

#### 7a. Learning to Achieve

**Learning To Achieve:** Research-Based Resources and Professional Development to Increase Achievement of Students with Learning Disabilities



**The Program:**

Learning to Achieve, initially launched by the National Institute for Literacy, is designed to build state capacity to increase the achievement of students with learning disabilities. It includes an integrated set of research-based resources, professional development materials and a Train-the-Trainer Institute, based on the latest rigorous research. These tools are designed to increase teacher effectiveness in providing services to adults with learning disabilities.

<http://lincs.ed.gov/programs/learningtoachieve/learningtoachieve.html>

## Teacher Quality/Rigorous Professional Development

### 8. Content Standards Professional Development

#### 8a. Standards in Action

The Standards-in-Action (SIA) innovations are professional development methods and materials that support the implementation of content standards in adult education programs. The SIA innovations, developed with guidance from adult educators around the country, address four priority areas of standards-based reform:



1. Building instructors' understanding of the standards taught;
2. Translating the standards into curriculum;
3. Aligning student assignments to standards; and
4. Assessing the extent to which instructors are teaching to the standards and using effective instruction

<http://www.adultedcontentstandards.ed.gov/standardsInAction.asp>

## Technology and Instruction

Instruction may be enhanced with the use of technology. Adult education programs are using social media (Facebook and twitter) successfully. Because computers are so pervasive in work, family, and community settings, integrating computers into the classroom, blending classroom and distance learning, and distance learning with limited teacher support are options to be explored.

### 1. Social Media

Ken Zutter

### 2. Distance and Blended Learning

#### 2a. Project IDEAL

Project IDEAL is a consortium of states working together to develop effective distance education programs for adult learners. Through collaborative research and practice, the consortium works to raise the quality of distance education across the country.



The Project IDEAL Support Center at the University of Michigan provides member states with technical assistance for program planning, teacher training, and program evaluation. To learn more about the Support Center click on About Us. To learn how membership in the Project IDEAL consortium can benefit your state, click on Member Services. To see what distance education for adult learners is all about, follow the links under Getting Started with Distance Education. Jere Johnson, Project Director, is a great resource: 734.633.3079; [jerej@umich.edu](mailto:jerej@umich.edu)

<http://www.projectideal.org/>

## Technology and Instruction

### 2b. USA Learns



The Web site consists of three unique programs:

**First English Course: a 20-unit, video-based beginner-level course**

**Second English Course: a 17-unit, video-based intermediate-level course**

**Practice English and Reading: 42 intermediate-level stories and activities**

Designed as an online tool for learning English outside of a classroom, the site offers contextualized practice activities in listening, reading, writing, speaking and life skills necessary for success at work and in the community.

[www.usalearns.org](http://www.usalearns.org)

### 2c. Literacy CyberSpace

**This project in the panhandle of Florida has organized a variety of web instructional pages making it easy for a teacher to point students to lessons on line. The topics include Computers and the Internet, English for Speakers of Other Languages (ESOL), Language/Grammar, Math, Professional Development, Science, and Social Studies.**

<http://literacy.nwfsc.edu/>

### 2d. Florida TechNet—Digital Citizenship

**This website includes resources on digital access, commerce, communications, literacy, etiquette, law, rights and responsibilities, health and wellness, and security.**

<http://www.floridatechnet.org/lib-tech.html>

### 2e. [Debra Hargrove's Classroom Technology](#)

Web sites for teachers who want to engage their students in creating Wikkis, Blogs, Class websites, electronic newsletters

## Technology and Instruction

as well as online MOS training.

### **2f. Online lesson plans for teachers: Florida TechNet Online lesson plans**

This web site will encourage teachers (especially computer phobic teachers) to become familiar with using the computer by finding lesson plans to use in class. 200 GED lesson plans from Florida adult ed, ESOL lesson plans from Florida's ESOL task force, and many more.

<http://www.floridatechnet.org/lib-lessons.html>

### **2g. Research: John Comings' Student Persistence Research**

John Comings Persistence Research: Episodic Learners come for a while, stop out, come back for a while, stop out. Distance learning can keep them engaged when they have to stop out and they are more likely to return.

<http://www.ncsall.net/fileadmin/resources/research/report12.pdf>

## Transitioning Students to Work, Training, and Education

Because transitioning to work and postsecondary is one of our performance measures, most states have initiatives in this area. In case you need some more resources, here are a few.

Philip Less, Rhode Island State Director and leader in TESOL's adult interest section, has provided below a list of resources for transitioning ESL students to postsecondary.

### 1. National College Transition Network:



The NCTN is a great resource for policies, procedures, curricula and models for transition to college. Their website is user friendly and supports students developing a college transition plan.

Ellen Hewitt, the director, is a great resource: 617.482.9485; [ehewett@worlded.org](mailto:ehewett@worlded.org)  
<http://www.collegetransition.org/home.html>

### 2. Transition and ESOL

#### 2a. Transitioning Adult ESL Learners to Academic Programs

[http://www.cal.org/caela/esl\\_resources/digests/RANCE.html](http://www.cal.org/caela/esl_resources/digests/RANCE.html)

#### 2b. Supporting Adult English Language Learners' Transitions to Postsecondary Education

[http://www.cal.org/caela/esl\\_resources/briefs/transition.html](http://www.cal.org/caela/esl_resources/briefs/transition.html)

#### 2c. "Transitioning Adults to College Adult Basic Education Program Models"

<http://www.docstoc.com/docs/5421017/Transitioning-Adults-to-College-Adult-Basic-Education-Program-Models>

#### 2d. Transitioning Adult ESL Students to College

[http://languagemagazine.com/?page\\_id=1523](http://languagemagazine.com/?page_id=1523)

## Integrated Education and Training/Career Pathways

Today, it is all about jobs. Adult education's role is to create opportunities to focus education instruction in occupational contexts. At the lower tier, that includes 1) integrating the reading, math and English content related to the high demand jobs in the region into the adult education content, and 2) integrating work-related soft skills (problem solving, critical analysis, team work, work ethics) into the content. On the upper tier, that includes 1) bridge classes focused on transitioning into occupational training and 2) team taught education and training classes (i.e., I-BEST)

### 1. Integrating Soft Skills

#### 1a. Michigan's Preparing Workers

Preparing Workers  
for the  
21st Century

A project of the  
Michigan Department of Labor and Economic Growth  
Office of Adult Education



One challenge for adult education instructors is integrating soft skills (work ethic, problem solving, critical thinking, etc.) into the instructional content. Michigan has developed an exceptional resource for guiding classroom discussions that engage our students in addressing soft skills.

<http://www.maepd.org/lib-preparingworkers.html>

In order to justify the work and get support for additional investments, Michigan State Director Dianne Duthie [duthied@mich.gov](mailto:duthied@mich.gov) requests that you send her an email requesting to use the materials.

#### 1b. SCANS—Secretary's Commission on Achieving Necessary Skills

*What Work Requires of Schools* (2000) SCANS report that included:

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

COMPETENCIES--effective workers can productively use:

- \_ Resources--allocating time, money, materials, space, and staff;
- \_ Interpersonal Skills--working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- \_ Information--acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- \_ Systems--understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- \_ Technology--selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION--competence requires:

## Integrated Education and Training/Career Pathways

- \_ Basic Skills--reading, writing, arithmetic and mathematics, speaking, and listening;
- \_ Thinking Skills--thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
- \_ Personal Qualities--individual responsibility, self-esteem, sociability, self-management, and integrity.

<http://wdr.doleta.gov/SCANS/whatwork/whatwork.pdf>

### 2. Career Pathways

#### 2a. Career Pathway Toolkits:



**Lennox and Kathi Polis are developing career pathway toolkits and tutorials for our Michigan colleagues. Below are listed the topics**

#### Toolkits with tutorials

- **Overview**
- **Building Partnerships**
- **Gap Analysis**
- **Curriculum and Contextualizing Instruction (TBC June 2011)**
- **Budgeting and Managing (TBC June 2011)**
- **Evaluating Career Pathway Programs (TBC June 2011)**

<http://www.maepd.org/lib-careerpathways.html>

#### 2b. CTE

Our colleagues at Career and Technical Education have much experience at career pathways in the middle and high school arenas. Thus, your CTE colleagues in the state are an excellent resource for your pathways initiatives. Creating a workgroup to tweak their materials to address adult needs is always an option.

## Integrated Education and Training/Career Pathways

### 3. State Policy

A critical part of a state initiative is establishing state policy (guidance and expectations) that support the implementation of the initiative at the local level. And it is nice to quote an authoritative source to cite.

#### 3a. CLASP (Center for Law and Social Policy)

The Center for Law and Social Policy (CLASP) is a reliable source for guidance on state policy. One of their recent publications cited below relates to integrated education and training.

“Beyond Basic Skills: State Strategies to Connect Low-Skilled Students to an Employer-Valued Postsecondary Education” Mar 04, 2011 | Marcie Foster, Julie Strawn, and Amy Ellen Duke-Benfield

Policy recommendations include:

- Create bridge programs that ease the transition to postsecondary education by integrating basic skills instruction (or English language instruction) with higher-level academic content or technical skills training;
- Dually enroll basic skills students in occupational or academic coursework and their developmental or adult education courses;
- Contextualize basic skills instruction with occupational skills training or other college-level academic content;
- Require that college academic assessment be coupled with personalized academic and career guidance so that students can find the best fit for their skills and goals among developmental and adult education options connected to college and career pathways;
- Promote college-going aspirations for lower-skilled adults and youth by developing pathways, with achievable milestones, from adult education and GED to college enrollment; and
- Set goals and performance measures that give developmental education and adult education programs incentives to prepare students to enroll in and succeed in college.

<http://www.clasp.org/postsecondary/publication?id=0929&list=publications>

#### 3b. Shifting Gears: Joyce Foundation

Shifting gears projects focus on what community colleges can do:

In addition to student success strategies, some promising approaches in this area are state actions to:

- Create “bridge” programs that blend the reach and content of adult basic education, GED, English language services, and developmental education with job-specific skills in pathways leading to family-supporting jobs;
- Provide pathways from adult basic education and GED to college enrollment, including cross-walking assessments (analyzing the content

## Integrated Education and Training/Career Pathways

and doing a side-by-side comparison of assessment tests so students results on one assessment can be used to extrapolate performance on another assessment), aligning content, providing advice on college options, and promoting college attendance;

- Set new goals and performance measures for adult basic education, GED, English language services, and developmental education related to college and career success;
- Mandate a common community college assessment test statewide in order to communicate clear expectations for college readiness in math, reading and writing, and to enable the state to track student progress;
- Require that college academic assessment be coupled with personalized academic and career guidance so students can find the best fit for their skills and goals among basic and developmental education options connected to college and career pathways;
- Make adult basic education and developmental education more relevant to students by contextualizing with examples and applications in the students' college and career pathways;
- Offer dual or concurrent enrollment in basic skills and English language and workforce education across education sectors, such as adult basic education, developmental education, community colleges, and workforce development; and
- Deliver bridge programs and other postsecondary workforce education in the workplace in partnership with employers.

<http://www.shifting-gears.org/transforming-basic-skills-services/53-transforming-basic-skills-services.html>

## 4. State Models

### 4a. Adult Education for Work

The National Center for Education and the Economy (NCEE) produced a guide for career pathways with the following elements:

1. Program Design
2. Curriculum and Instruction
3. Assessment and Credentialing
4. High-Quality Teaching
5. Support and Follow-up Services to Encourage Access and Retention
6. Connections to the Business Community; and
7. Monitoring and Accountability Systems

[http://www.jff.org/sites/default/files/adult\\_ed\\_work\\_guide.pdf](http://www.jff.org/sites/default/files/adult_ed_work_guide.pdf)

### NAEPDC Decision Points:

NAEPDC translated NCEE's program elements into a decision points format for states to use in developing career pathway programs

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## Integrated Education and Training/Career Pathways

### 4b. Shifting Gears: State Policy Examples

#### [Minnesota FastTRAC \(Training, Resources and Credentialing\).](#)

FastTRAC is supported by Shifting Gears with the goal of creating a state-level "stackable credentials" education and training framework for low-wage, low-skilled adults (age 25-55) that integrates Adult Basic Education (ABE), non-credit occupational training, and for-credit postsecondary degree and certificate programs. Featured elements of FastTRAC programs include career pathways development towards industry-recognized credentials, contextualized curricula in high-demand industries, flexible entry points, connections to regional job needs, support services to encourage adult student persistence and robust data collection to track student success and persistence. Minnesota FastTRAC is currently supporting pilot sites for these programs across the state.

#### [Wisconsin RISE \(Regional Industry Skills Education\).](#)

As part of a larger effort to create industry-driven career pathways to help low-skilled adults obtain a postsecondary credential in high demand occupations, Wisconsin is developing pilot bridge programs across the Wisconsin Technical College System (WTCS). These bridge programs use an integrated education and training approach, providing Adult Basic Education/English language learning in conjunction with occupational and/or technical training. The Wisconsin RISE partnership is supported by the Shifting Gears initiative.

#### [Illinois Shifting Gears.](#)

Illinois' bridge programs were developed to address "leakage points" in the pipeline of students leading to obtaining a postsecondary credential. Many students fail to progress 1) between developmental education and college-level coursework and 2) between adult education/English literacy and postsecondary education, which prompted Illinois to target these transitions and develop adult education and developmental education "bridge" programs, which integrate the development of basic academic skills with occupational education in four high-demand sectors: manufacturing, health care, transportation/distribution/logistics, and green jobs. The state's Shifting Gears partners have adopted a common definition of bridge program core elements for use across four state systems: adult education, community college, technical education and workforce development. [View the evaluation and discussion of promising practices from six Illinois bridge programs.](#)  
[Kentucky's Adult Education/Developmental Education Bridges into Career Pathways.](#)

This initiative is aimed at creating integrated remediation customized to specific occupational career pathways. It builds on the statewide career pathways initiative, which began in 2003 by focusing on the basic skills portion of the pathway. State grants fund curriculum redesign and integration of basic skills, workforce development, and academic transfer coursework.

#### [Oregon Pathways for Adult Basic Skills Transition to Education and Work.](#)

Oregon has begun an initiative that seeks sustainable change in its adult education systems, using links to postsecondary education and training and One-Stop Centers. The state plans a series of courses at pre-bridge, bridge, and college/career readiness levels, with standard format lesson plans that integrate training needed for the state's high-demand occupations.

#### [Washington State I-BEST Program.](#)

Washington's Integrated Basic Education and Skills Training (I-BEST) program is a model bridge program that integrates education in basic skills with technical instruction. The percentage of students who earn their first 15 college credits is substantially higher if they are part of the I-Best

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program (53 percent), compared to basic skills students who attempt college coursework in other ways (11 percent for stand-alone English as a Second Language). In addition, I-BEST students were substantially more likely to earn certificates during their first year. [View additional research on the effectiveness of I-BEST.](#)

### Other State Models:

#### 4c. Arkansas Career Pathway—TANF partnerships

In order to enroll in the Arkansas Career Pathways Initiative program, you must qualify to receive benefits. Basic eligibility requirements include:

- *You must be an adult caretaker, parent or relative of a child under the age of 21 --- AND*
  - *are receiving Transitional Employment Assistance (TEA) now, or have received TEA in the past --- OR*
  - *are receiving food stamps, Medicaid, or ARKids --- OR*
  - *have annual family income below 250% of federal poverty level (about \$44,000 annually for a family of three).*

<http://www.arpathways.com/home.html>

#### 4d. Arkansas WAGE: Workforce Alliance for Growth in the Economy



- WAGE™ is a job readiness training program conducted by the Adult Education Division of the Arkansas Department of Career Education.
- WAGE™ includes 112 basic skills competencies based on the Secretary's Commission on Achieving Necessary Skills (SCANS) which have been determined as essential by the nation's and Arkansas' employers.
- WAGE™ offers **three state-issued certificates**: Industrial, Clerical, and Employability
- WAGE™ accepts students who assess at less than a 12.9 grade-level (12th grade, 9th month) equivalency on the TEST of Adult Basic Education (TABE) and who have a goal of obtaining a job, retaining a job, improving their skill level to gain improved employment, or entering next-level workplace training.
- WAGE™ is based on the same alliance principles as the Workforce Investment Act and requires more than 50 percent employer participation on the local WAGE™ alliance advisory committee for an Adult Education Center to become WAGE™-certified.
- The alliance also includes participation agreements with the Arkansas Department of Human Services, the Arkansas Department of Workforce Services, WIA, chambers of commerce, human resources associations, local leaders, staffing and training agencies, economic development agencies and boards, as well as other educational providers.

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- Participating employers allow adult educators to perform literacy tasks analysis on positions that rely on foundation skills for maximized employee performance. Adult educators use the literacy task analyses to customize competencies within the context of local employers.
- WAGE™ uses consistent assessment and aptitude instruments statewide. WAGE™ industrial and clerical certificates are recognized by employers statewide as having the same standards of 12.9 grade level equivalency on the Level A TABE (math, reading, and language), 100 percent on the WAGE™ test, and consistent achievement levels on the specific industrial and clerical components' assessments and aptitudes.
- Participating employers agree to give added consideration to WAGE™ students; given all other candidate qualifications are equal.
- Some employers provide various incentives to encourage employees to complete WAGE™ including: a sign on bonus, increase in hourly rates, release time for classes, or as a pre-requisite to be enrolled in next-level workplace training.

### 5. General Resource Pages

#### 5a. CLASP Center for Postsecondary and Economic Success

[http://www.clasp.org/postsecondary/state\\_resources](http://www.clasp.org/postsecondary/state_resources)

#### 5b. North Carolina Basic Skills Online:

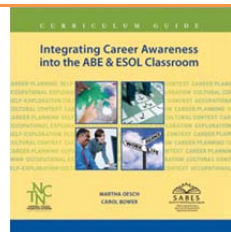
<http://ncbsonline.net/Career%20Education.htm>

### 6. Career Pathway Curricula

**6.a NAEPDC and NIFL** (before its demise) collected a posted a number of career pathway curricula. The serve as starting points for developing locally-relevant curricula.

<http://lincs.ed.gov/pd/careerpathways>

#### 6b. Career Awareness



The *Integrating Career Awareness in the ABE & ESOL Classroom* curriculum is a ready-to-use, flexible curriculum that prepares adult educators to incorporate career awareness and planning into their instructional and counseling activities. The lessons and handouts can be adapted for a range of students and skill levels.

<http://www.collegetransition.org/publications.icacurriculum.html>

## Integrated Education and Training/Career Pathways

### 4e. NAEPDC's "Adult Education Supporting the President's Workforce and American Graduation Initiative



This publication captures hundreds of examples in 42 states of career pathway and integrated education and training programs at the local level.

<http://www.naepdc.org/State%20Alignment%20Initiatives%20-%20FINAL%202.2.10.pdf>

## Managed Intake and Managed Enrollment--Turbulence

### 1. Research

#### 1a. John Comings Persistence

John's research on student persistence includes discussions and strategies to reduce stop outs by using managed intake and managed enrollment.

Full report: <http://www.ncsall.net/fileadmin/resources/research/report12.pdf>

Brief: <http://www.ncsall.net/?id=663>

#### 1b. Hal Beder and Patsy Medina's Classroom Dynamics

A primary negative impact on student persistence is turbulence in the classroom—students coming and going continuously.

Full report: <http://www.ncsall.net/fileadmin/resources/research/report18.pdf>

Brief: <http://www.ncsall.net/fileadmin/resources/research/brief18.pdf>

#### 1c. Tom Sticht

Sticht, T. McDonald, B. Erickson, P.

*Passports to Paradise: The Struggle to Teaching and to Learn on the Margins of Adult Education*

The factors that help make adult literacy programs work, and in some cases not work. It looks closely at the adult literacy system in an inner city community in San Diego. Report divided into three parts: Part 1, The Struggle to Learn, focuses on barriers to participation in adult literacy education, how situational factors play a role in persistence and program retention, and how various instructional actors such as class size, erratic attendance, and turbulence (people being added and subtracted from the class) affect learning. Part 2, The Struggle to Teach, focuses on the voices of teachers and their reflections on the struggle to teach in a marginalized education system, how the dynamics of students' lives and classroom turbulence affects their work, and the challenges to teaching posed by great diversity due to cultural factors and different levels of language and literacy skills. Part 3, The Struggle to Be Better, focuses on activities to try to make the adult literacy education system more effective.

[http://eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/25/18/f2.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/25/18/f2.pdf)

[http://eric.ed.gov/ERICWebPortal/search/recordDetails.jsp?searchtype=keyword&pageSize=10&ERICExtSearch\\_SearchValue\\_0=Passports+to+Paradise&eric\\_displayStartCount=1&ERICExtSearch\\_SearchType\\_0=kw&pageLabel=RecordDetails&objectId=0900019b800b2def&accno=ED418238&nfls=false](http://eric.ed.gov/ERICWebPortal/search/recordDetails.jsp?searchtype=keyword&pageSize=10&ERICExtSearch_SearchValue_0=Passports+to+Paradise&eric_displayStartCount=1&ERICExtSearch_SearchType_0=kw&pageLabel=RecordDetails&objectId=0900019b800b2def&accno=ED418238&nfls=false)

## Managed Intake and Managed Enrollment--Turbulence

OR Go to ERIC and type in Passport to Paradise

### 2. Resources

#### 2a. Kentucky



**Intake, Orientation, Retention and Managed Enrollment Resources**

<http://www.kyae.ky.gov/NR/rdonlyres/76DE2910-E1E1-4398-978E-60D2B2CBCB64/0/IntakeetcresourcesFINAL1408.pdf>

#### 2b. Kentucky Strategies for Developing a Managed Entry Model in Adult Education\*\*\*\*\*

<http://www.kyae.ky.gov/NR/rdonlyres/568FB8EC-E7BC-4A29-9F3A-C55B0C26C9BA/0/Managedenrollmentmodels.pdf>

#### 2b. North Carolina online: Managed Intake

<http://ncbsonline.net/Managed%20Intake.htm>

#### 2c. Massachusetts MANAGED ENROLLMENT:

An Opportunity to Reinvigorate the Adult Basic Education Experience: A Briefing Paper for the MA ABE State Planning Process  
Alisa Povenmire

\*\*\*\*\*An EXCELLENT bibliography of references

<http://mcae.net/documents/ManagedEnrollment.pdf>

#### 2d. New England Literacy Resource Center-(Swoon and Die)\*\*\*\*\*

**Here you will find the research to support MI/ME and strategies for implementing (KY)**

## Managed Intake and Managed Enrollment--Turbulence

[http://www.nelrc.org/persist/program\\_design\\_evid\\_d.html](http://www.nelrc.org/persist/program_design_evid_d.html)

### **2e. More**

Program Administrators' Sourcebook. A resource on NCSALL's research for adult education program administrators. Managed enrollment is discussed in Section 1: Teaching and Learning, Classroom Dynamics Study on page 23.

Beder, Medina (2001). Classroom dynamics in adult literacy education. Cambridge, MA: National Center for the Study of Adult Learning and Literacy.

<http://www.ncsall.net/fileadmin/resources/teach/PASourcebook.pdf>

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Comings, John (2003). Establishing an Evidence-based Adult Education System. Cambridge, MA: Harvard University Press.

[http://www.ncsall.net/fileadmin/resources/research/op\\_comings3.pdf](http://www.ncsall.net/fileadmin/resources/research/op_comings3.pdf)

Ramirez, Sylvia. Managed Enrollment: A Process - not a Product.

<http://www.miracosta.cc.ca.us>

Strucker, John (2006). More Curriculum Structure: A Response to "Turbulence". Focus on Basics: Connecting Research & Practice; 8 (C).

<http://www.ncsall.net/index.php?id=1151>

"Getting the Most Out of a Managed Enrollment Classroom" by Kate Hyzer and Heidi Haupt: In the Pennsylvania ABLE Lifelong Learning Fieldnotes 2007 Edition.

## Managed Intake and Managed Enrollment--Turbulence

<http://www.nelrc.org/persist/pdfs/GettingtheMostOutofMangedEnrollmentarticlefromPenn.pdf>

"Moving From Open Enrollment to Managed Enrollment" by Kate Hyzer In the Pennsylvania ABLE Lifelong Learning Fieldnotes 2006 Edition.

[http://dese.mo.gov/divcareered/documents/AEL\\_PoweroftheCohortpacket\\_08.pdf](http://dese.mo.gov/divcareered/documents/AEL_PoweroftheCohortpacket_08.pdf)

Bridging Research and Practice: Managed Enrollment and Evidence-Based Reading Instruction by John Strucker

[http://www.startoolkit.org/docs/managed\\_enroll.pdf](http://www.startoolkit.org/docs/managed_enroll.pdf)

First Impressions Count: Options for Managed Intake and Enrollment (Microsoft PowerPoint presentation) by Kathi Polis

[ncbsonline.net/First%2520Impressions%2520Count.ppt](http://ncbsonline.net/First%2520Impressions%2520Count.ppt)

[ncbsonline.net/First%20Impressions%20Count.ppt](http://ncbsonline.net/First%20Impressions%20Count.ppt)

Managed Enrollment: An Opportunity to Reinvigorate the Adult Basic Education Experience (A Briefing Paper for the MA ABE State Planning Process) by Alisa Povenmire

<http://www.mcae.net/documents/ManagedEnrollment.pdf>

Decreasing Enrollment Turbulence Helps Retain Teachers and Students by M. Christina Palacios

<http://www-tcall.tamu.edu/newsletr/jan09/jan09e.html>

Managed Enrollment: One Program's Solution to Retention and Promotion Issues (Microsoft PowerPoint presentation)

[www.miracosta.edu/instruction/continuingeducation/esl/downloads/Managed%20Enrollment.ppt](http://www.miracosta.edu/instruction/continuingeducation/esl/downloads/Managed%20Enrollment.ppt)

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