

# Arizona

**Informant #1 Name:** Karen Liersch

**Title:** Deputy Associate Superintendent, Adult Education Services

<b>Target Population</b>			
<b>Total ABE/ASE/ESOL population served:</b> 21,760			
<b>Young adults—16-18 yrs:</b> 2,954	<b>Young adults—19-24 yrs:</b> 4,630	<b>Total young adults:</b> 7,584	<b>% of population served:</b> 35%
<b>Program levels for young adults:</b> ABE: 5788                      ASE: 882                      ESL: 914			
<b>Funding: Program Year 2010-2011</b>			
<b>Federal:</b> \$12,982,820.00 (68%)	<b>State:</b> \$0 A major change occurred in 2010, state funding for adult education was eliminated from the state budget due to a budget deficit in excess of \$3Billion.  Local programs have provided necessary emergency funding in order to level fund programs at 2009 level for two additional years and meet federal match and MOE requirements. The necessary match is \$4,323,279.		<b>Other:</b>
<b>Average expenditure per student:</b> \$1,200			
<b>Adult Education-Postsecondary Education Collaboration</b>			
<b>Description of collaboration:</b> There is not a state-level governing board for community colleges. The state agency coordinating the community colleges was abolished 7 – 8 years ago. This means that collaborations between adult education programs differ from one college to another. However, contractual requirements of the competitive grant award process enable the state adult education office to maintain a good degree of consistency across the state.			
<b>Description of adult education-developmental education overlap:</b> According to Karen Liersch, there is minimal overlap. Colleges are creative in how they support adult education. Adult education prefers moving students right into credit bearing courses. The extent to which this is realized varies among partnerships. The state adult ed office is currently in early stages of dialog with several colleges concerning the alignment and collaboration of the two systems.			
<b>Status of data tracking and sharing:</b> Due to the lack of a coordinating entity, community colleges have a variety of data tracking systems. Also, K-12 and adult education have different systems. There is a strong need for a more unified data collection system, or at least possess the ability for the different systems to communicate with each other. This disjointed approach results in duplication of efforts and a lack of accurate and complete student data.			

**Adult education content standards written at transition level:**

Arizona adopted content standards at the transition level in 1998, and revised them with the same intent in 2005. At this time the state is conducting an alignment study to make sure Arizona's standards align with the recently released common core standards that are being promoted. If the gap analysis reveals any misalignment, team/s of adult educators and college developmental ed teachers will bring the Arizona Adult Education standards into alignment.

**Opportunities and challenges within adult education-PS collaboration:**

See above regarding the lack of coordination in the community college system as the major challenge. Karen engages with stakeholders at the more local and regional level to move forward to create a system. Additionally, the use of federal state leadership money to fund initiatives and pilots that move the field forward into 21<sup>st</sup> Century education provide a 'carrot' approach to statewide systemic change.

**Adult Education to Postsecondary Transition Initiatives****Overview:**

Arizona has been innovative in using action research projects to design pilot projects for the early implementers to help create new policies and practices. Policy, according to Karen, is the last thing that falls into place. She gives the example below to illustrate this point.

**Funding streams tapped for transition:**

Federal adult education money – state leadership money.

Used WIA incentive money (\$450,000 per year) for 4 to 5 years also. Goal is to develop integrated programs and better relationships with One Stops; thus, WIB partnerships are strong. Adult Education is a recognized active partner in local WIA alliances and at the state level.

**Transition Initiative #1 description:**

In 2006-07, the state piloted an eighteen month action research project in four counties to determine how to reframe the adult education delivery system. The guiding question to stakeholders was, "How would they provide a comprehensive intake for all adults requesting services (instruction and GED Testing)? An important and required component of this comprehensive intake design focused on 'front-end loading' the expectation that all participating adults would transition to postsecondary education. GED Testing and college transition services were not bifurcated.

**Outcomes:**

Coconino Community College took the recommendations from this study and within a year after using this reframing approach their postsecondary transition rate increased from 8% to 44%! (according to Karen Liersch). [http://www.coconino.edu/academics/arts\\_science/adulted/Pages/default.aspx](http://www.coconino.edu/academics/arts_science/adulted/Pages/default.aspx)

**Main challenges or issues:**

The lack of a uniform delivery system is a challenge, as is the current economic downturn in Arizona. The next step is the strategic planning needed to take the ASE Reframing concept to statewide scale-up.

**Time frame:**

The pilot was 18 months. Coconino Community College maintains the new delivery system for adult education to college success for its students, as does Northland Pioneer College and Pima Community College the other two ASE Reframing pilot programs.

**Funding:** \$ 500,000+ over 20 months

<b>Youth in Adult Education</b>
At the state level, adult education does not fund specific pre-college or transition level programs for young adults, age 16-24 yrs. At the program level, Arizona Call-A-Teen Youth Resources is a charter school for at-risk high school students. It is also funded for providing adult education classes to at-risk drop outs.
<b>Funding streams tapped for youth transition:</b> There is no system-wide stream. Funding streams for youth vary county by county and program by program.
<b>Youth Initiative #1 description:</b> Arizona Call-A-Teen Youth Resources, Inc. (ACYR) is a Charter School dedicated to developing a well-educated and highly skilled emerging work force. Call-A-Teen believes that teens and young adults in Phoenix and Maricopa County are the foundation of tomorrow's civil society and workforce. <a href="http://www.azcallateen.k12.az.us/about/history.html">http://www.azcallateen.k12.az.us/about/history.html</a>
<b>Outcomes, if available:</b>
<b>Main challenges or issues:</b>
<b>Time frame:</b> 1970's to present
<b>Funding:</b> ACYR has a diversified and varied funding base. See for an overview. More detail to follow with program interview. <a href="http://www.azcallateen.k12.az.us/about/history.html">http://www.azcallateen.k12.az.us/about/history.html</a>
<b>Key policy issues related to serving young adult population:</b> Much of ACYR's thirty years of success in providing effective workforce development services to young adults has been achieved by initiating and supporting innovative partnerships. ACYR works with community partners to improve the lives of young adults in Maricopa County by linking them with secondary and alternative education, leadership and mentoring opportunities, postsecondary education, vocational training, and local employers.
<b>Policies and practices identified by interviewer for further investigation and analysis:</b> AZ is in the process of replicating AZ I-BEST in all adult ed programs across the state. This will open up a new potential funding stream for local adult education programs, i.e. WIA Title I money. (Note: AZ I-BEST requires integration of adult education, skill training and the local One-Stop.)  The ASE Reframing going to scale will continue with several additional counties piloting the concept in Program Year 2011-2012.

# POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION STATE-LEVEL SELF ASSESSMENT

**State:** Arizona

**Person Completing the Assessment:** Karen Liersch

**Date:** August 20, 2010

Strategy	Current Status		Comment
	Current Policy*	Support**/ Participate	
PLANNING & PARTNERSHIPS			
Transitioning adult learners to college-level courses and certificate programs is a stated priority.			Transitions is Key Function required of local programs in their contract, also Key Qualification of Program Personnel requirement: 3 <sup>rd</sup> year.
	X	X	ASE Reframing Initiative: Pilot programs which ‘front-end load the expectation of transition to postsecondary ed’ for all adult learners.
			AZ I-BEST: Integrated Education & Training Pilots: 4 <sup>th</sup> year
			Joint Training/Planning regional teams of adult education program administrators and GED Examiners: 5 <sup>th</sup> year
ABE-PSE state-level joint planning.		X	Current Standards Initiative: AZ Standards Alignment to College Readiness will include mixed teams of adult educators and college developmental ed teachers.
Tracking student achievement across ABE and PSE systems longitudinally.		X	Current conversation as to how we link adult ed data management system with college systems.
Joint planning time and professional development between ABE and PSE faculty.		X	Current AZ Standards Alignment to College Readiness.
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).		X	Current AZ I-BEST Pilots Some state level planning efforts. Some local WIA Boards.
ASSESSMENT & ADVISING			
Advising and counseling for ABE students transitioning to PSE.	X		Current contract requirement. Implementation uneven....local programs at different places on the implementation continuum.

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
Career awareness and planning for ABE students; especially regarding high demand jobs.	X			Current contract requirement.
COMPREHENSIVE SUPPORTS				
Wrap around supports for transitioning students, provided directly or through local collaborations.	X	X		Contract requirement. Full implementation varies.
Equal access to college supports for ABE students (e.g. library, tutoring).		X		Varies by provider type.
Financial incentives (e.g. payout for completing GED, free first college course, "college friendly" job development).		X		Varies by provider type.
ACCELERATED LEARNING				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)		X		AZ I-BEST All local programs are aware of these models. College prep, advising and GED Plus are the most common.
Dual ABE and college enrollment.		X		AZ I-BEST We support programs in their efforts to do this.
Curriculum alignment between ABE and PSE.	X	X		Current AZ Standards were revised in 2005 to reflect ASE II as preparing adult ed students for postsecondary success. Current AZ Standards alignment to College Readiness Initiative will again update the standards. Programs are required to align their curriculum to the AZ Adult Ed Standards.
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students' career goals.				Not answered by respondent

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
LEVERAGED FINANCING MODELS				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.	X			Colleges do collect FTSE on students enrolled in their adult ed programs. We require college to use that FTSE \$ to (1) expand the capacity of their adult ed program, and/or (2) provide transition services for adult ed students.

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

# California

**Informant #1 Name:** Debra Jones

**Title:** Administrator (Director) Adult Education Office

<b>Target Population</b>			
<b>Total ABE/ASE/ESOL population served:</b> 618,767			
<b>Young adults—16-18 yrs:</b> 49,447	<b>Young adults—19-24 yrs:</b> 128,324	<b>Total young adults:</b> 177,771	<b>% of population served:</b> 28.8%
<b>Program levels for young adults:</b> ABE: 57,010                      ASE: 41,410                      ESL: 79,351			
<b>Funding</b>			
<b>Federal:</b> \$61,939,252 (9%)	<b>State:</b> \$628,321,355 (91%) Note: As of 2/2009 adult ed. state funding became part of a k-12 <i>categorical flexibility</i> allocation structure. Each k-12 system now determines how money is to be allocated for adult ed. and other parts of k-12 system. State no longer directly allocates a specific amount of money to adult ed.		<b>Other:</b>
<b>Average expenditure per student:</b> \$ 1,308			
<b>Adult Basic Education-Postsecondary Education Collaboration</b>			
<b>Description of collaboration:</b> A collaborative relationship is emerging. Historically – the relationship has been locally driven. The receipt of the U.S. Department of Education’s Office of Vocational and Adult Education (OVAE) <i>Policy to Performance: Transitioning Adults to Opportunities</i> initiative grant (2010) served as a catalyst for the stakeholders in the adult education, workforce and postsecondary education fields to meet and start to establish a state-wide leadership system. The direction of the group needs to align with the OVAE initiative’s goal. The first step is to establish two pilot sites to help to create the criteria for best practices. These criteria ultimately will be raised to state level programming with all three sectors involved in its determination.			
<b>Description of adult education-developmental education overlap:</b> This is a problem that the state-wide leadership work group (see above) seeks to change. Different placement exams are used by different community colleges. Also, there needs to be an alignment of pathways and course numbers among the community colleges. The community colleges are quite autonomous from each other.			
<b>Status of data tracking and sharing:</b> As of now, there is no ability to track students once they receive their GED. The systems do not speak to each other. There is no way to collect longitudinal data.			
<b>Adult education content standards written at transition level:</b> Adult education does not have content standards at the transition level; however, in the past this has			

been seen as the domain of community colleges. Now there are draft standards being considered for Adult education.

**Opportunities and challenges within adult education -PS collaboration:**

Given the financial crisis in California and the incentive for there to be state-wide leadership, Debra believes there is for the first time, a real possibility to develop a system-wide transition system. There is incredible flux and change. No one believes the past will reflect the future. The meetings are at the getting to know each other stage. The next step will be telling. Debra is optimistic.

**Adult Education to Postsecondary Transition Initiatives**

**Overview:**

The College Transition Summit (October 2009) co-sponsored by Adult Education and CALPRO with support from NCTN was a major event in the history of California's college transition efforts. Prior to this, transition efforts were only at the local or regional level, not a state level. One of the results of the summit is a Transition Advisory Board. It is convened by CALPRO via webinars. In addition to this system planning approach, a web portal transition center is being considered for implementation.

**Funding streams tapped for transition:**

There is no state-wide funding for transition services right now. Some local programs did get ARRA money that they are using for transition efforts.

**Transition Initiative #1 description:**

The Transition Advisory Board is regionally based to determine how to create a transition to college pathway for adult students. It is a state- wide board with representation from PS, WIB, and adult education. It needs to determine how to integrate the regional meetings into a state-wide group/process. It is convened by CAL-PROT via webinars.

**Outcomes:**

Too soon for outcome information.

**Main challenges or issues:**

Professional development (i.e. assessing need and meeting needs for teachers and other program staff) is seen as a key issue to address. Debra emphasized the importance of developing skills that are now required in a collaborative arrangement (e.g., negotiating). This includes creating a new mental model. Administrators will need to move from a social service model to one that includes business, organization development, and economics. Teachers' self-concept needs to expand, too. They now need to know the resources available to their students for pursuing postsecondary education or training and incorporate this knowledge into their curriculum when appropriate.

**Time frame:**

Winter 2010 – ongoing

**Funding:**

Only cost now relates to the webinars. Supported by OVAE grant.

**Transition Initiative #2 description:**

The goal of the Transition Portals concept is that an adult student could go to one portal and get all of the transition resources available to him/her. Right now, the system is fragmented. As the state and programs determine what is available and how it will be delivered, this information needs to be integrated and readily available for a student at a given portal.



<b>Outcomes, if available:</b>
<b>Main challenges or issues:</b>
<b>Time frame:</b> Pilot to be ready in 2010-11.
<b>Funding:</b> Not yet determined
<b>Key policy issues related to transition:</b>
<b>Youth in Adult Education</b>
<b>Role of adult education in providing pre-college or transition level for young adults, age 16-24 yrs:</b> There is not a specific strategy for out-of-school youth in CA. adult education. According to Debra, there are programs that have well formed strategies. Debra gave Burbank Adult School and Edward Shands Adult School (Oakland, CA) as an example.
<b>Funding streams tapped for youth transition:</b> None
<b>Policies and practices identified by interviewer for further investigation and analysis:</b> The new momentum in redesigning the service delivery system of adult education in general and transitions in particular will provide interesting initiatives to explore. The changes now are at the meta level. It is too soon to predict what policies and practices may emerge.

# **POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION** **STATE-LEVEL SELF ASSESSMENT**

**State:** California

**Person Completing the Assessment:** Debra Jones, State Director of Adult Education

**Date:** April 20, 2010

Strategy	Current Status		Comment
	Current Policy*	Support**/ Participate	
PLANNING & PARTNERSHIPS			
Transitioning adult learners to college-level courses and certificate programs is a stated priority.	X		This is defined in our current strategic planning process.
ABE-PSE state-level joint planning.	X		The CDE is part of the Policy 2 Performance technical assistance grant and this is a stated outcome.
Tracking student achievement across ABE and PSE systems longitudinally.		X	Only a few schools do this.
Joint planning time and professional development between ABE and PSE faculty.		X	The CDE is part of the Policy 2 Performance technical assistance grant and this is a stated outcome.
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).		X	
ASSESSMENT & ADVISING			
Advising and counseling for ABE students transitioning to PSE.	X		This is part of the ABE initiative.
Career awareness and planning for ABE students; especially regarding high demand jobs.		X	This happens locally. CDE provides professional development on this.
COMPREHENSIVE SUPPORTS			
Wrap around supports for transitioning students, provided directly or through local collaborations.		X	Local
Equal access to college supports for ABE students (e.g. library, tutoring).		X	Local

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
Financial incentives (e.g. payout for completing GED, free first college course, “college friendly” job development).			<b>X</b>	
<b>ACCELERATED LEARNING</b>				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)		<b>X</b>		This happens at the local level. Agencies use different models, and the state supports their efforts through professional development.
Dual ABE and college enrollment.		<b>X</b>		Local
Curriculum alignment between ABE and PSE.		<b>X</b>		This happens locally between faculty at postsecondary and in adult ed.
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students’ career goals.				Not answered by respondent
<b>LEVERAGED FINANCING MODELS</b>				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.			<b>X</b>	
<b>OTHER</b>				
From the strategic planning process – defined priorities of transition to college and career.	<b>X</b>			
Professional development opportunities are focused on transitions to postsecondary and to the workforce.	<b>X</b>			

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

# Connecticut

**Informant #1 Name:** Paul Flinter

**Title:** Chief, Bureau of Health/Nutrition, Family Services & Adult Education, State Department of Education

**Informant #2 Name:** Susan Pierson

**Title:** Education Consultant, Bureau of Health/Nutrition, Family Services & Adult Education, State Department of Education

Target Population			
Total ABE/ASE/ESOL population served: 27,859			
Young adults—16-18 yrs: 5,401	Young adults—19-24 yrs: 6,727	Total young adults: 12,128	% of population served: 44%
Program levels for young adults: ABE: 3,674                      ASE: 5,796                      ESL: 2,658			
Funding 2008-2009 Total= \$46,308,693			
Federal: \$5,684,779 (12.2%)	State: \$20,596,400 (44.4%)	Local: \$20,027,514 (43.2%)	
Average expenditure per student: \$1,662			
Background			
<p>Adult Education services are governed by the Connecticut State Department of Education (CSDE), Division of Family and Student Support Services (the elementary and secondary system in CT). Adult Education services are provided by over 71 organizations including school districts, vocational-technical schools, community based organizations, faith based organizations, and three regional education service centers. School districts are by far the most widespread provider of Adult Education services and serve 85% of the total students statewide.</p> <p>Connecticut law requires each school district to match the state education appropriations so the district is an equal partner in supporting and delivering Adult Education services. The annual budget is prepared by the local Boards of Education, which offers greater visibility to Adult Education and guards against marginalization within the larger elementary and secondary system.</p>			
Adult Basic Education-Postsecondary Education Collaboration			
<p><b>Description of collaboration:</b></p> <p>In April, 2006, the New England Literacy Resource Center worked with representatives from CSDE and the community college system to organize a symposium, sponsored by the Nellie Mae Education Foundation. The goal of the meeting was to bring together presidents of the 12 community colleges and directors of local adult education programs to discuss how to develop a stronger, systemic collaboration between the two systems to improve the college transition and retention of nontraditional adult learners.</p> <p>Each college president was asked to identify a point person in order to continue the work of building a more coordinated structure between the systems. However, a number of key personnel in the leadership organizations retired or changed jobs in the months following this meeting, and the momentum was not</p>			

sustained.

While CSDE has been funding and coordinating transition programs across the state since 2004, to date, there is no state level coordination with the postsecondary system. CSDE has had representatives from the Community College System present at the Transition Roundtable, a quarterly meeting of transition grantees. But the two entities have not established any formal or informal agreements and maintain very little cross-communication. Collaboration and partnership agreements are left entirely to the local grantees and college partners to establish. The expectations for the local partnerships and implementation activities are outlined clearly in the Request for Proposals issued by CSDE (see below).

**Description of adult education-developmental education overlap:**

Initially, the thinking at CSDE was to localize the collaborations in the absence of standardized courses or cut scores. The Connecticut Community College System has recently established unified course numbers and placement test cut scores across the system. CSDE has disseminated information about these policy changes to the funded transition program staff, but has not tracked any impacts of these changes to date. CSDE leadership recognizes that it might be worthwhile to establish more communication and coordination at the state level.

**Status of data tracking and sharing:**

Data isn't shared between CSDE and the Community College System. CSDE has recently contracted with the National Student Clearinghouse to track adult education student outcomes.

In August 2009, CSDE was awarded an Institute of Education Sciences (IES) State Longitudinal Data System (SLDS) grant. A component of the grant established an Interoperability System Council to bring together the Departments of Education, Higher Education, and Labor to establish procedures and methods for connecting the various data systems. One of the first tasks is to have the CSDE state assigned student identifier (SASID) incorporated into the various Department of Higher Education's constituent data systems.

**Adult education content standards written at transition level:**

CT does not have statewide content standards for adult education. CSDE uses the Comprehensive Adult Student Assessment System (CASAS), which does not specifically state the standards as "transition", but does provide advanced level items which would prepare students for postsecondary work.

A partnership between two community colleges and transition programs in New Haven and Hartford was funded by the Nellie Mae Education Foundation to develop and pilot math and language arts curricula aligned with the highest level developmental courses offered at these institutions.

The curricula and a set of accompanying text books have been distributed to all of the grantee programs, but CSDE hasn't provided extensive training to programs on using the curriculum and programs are not required to use them.

See NTCN Promising Practice, *Math Curriculum Alignment*, <http://collegetransition.org/promising/practice12.html> for a description of the math curriculum development process and curriculum.

CSDE plans to form a College Transition Advisory Group to discuss what approach to take in establishing curriculum or standards in the future for the entire cluster of programs.

**Opportunities and challenges within adult education-PS collaboration:**

Initially, inconsistent cut scores and courses was a disincentive to collaborate at the state level. Now that this has been addressed through policy and implementation is underway, it may be time to build on the localized

approach with state level coordination.

### **Adult Education-to-Postsecondary Transition Initiatives**

#### **Overview:**

Four Connecticut adult education programs participated in the New England ABE-to-College Transition Project, funded by the Nellie Mae Education Foundation, 2000-2008. In 2004, CSDE defined transition to postsecondary education and training as a funding priority area and made grants to 10 adult education programs to incorporate transition services into their Adult Credit Diploma and GED programs at an average of \$35K/grant. In 2008-2009, CSDE increased the number of grantees to 17 at \$45,000 each.

#### **Funding streams tapped for transition:**

CSDE uses only WIA Title II funds to support this priority area. A portion of the general allocation is used for services and leadership funds contribute to the professional development and coordination provided to the transition program cluster. The current level for transition programming is \$750,000.

#### **Transition Initiative #1 description:**

Adult learners without a secondary diploma, or its equivalent, who need additional services to transition into and progress within a postsecondary education or training program are the focus of the Connecticut transition programs. These programs could be described as “diploma plus” or “GED plus” programs because they help students develop college-ready skills while simultaneously preparing them to complete a secondary credential.

Currently, 17 Credit Diploma, GED, and National External Diploma programs receive an additional \$45,000/year to provide college transition programming. While programs are allowed a great deal of flexibility in designing specific service components, the following summarizes the program requirements outlined in the RFP. To be eligible for funding under this priority area, programs must:

- Have written agreements between the adult education provider and a postsecondary partner that outline institutional capacity and commitment of all partners
- Establish a collaborative planning team that may include other local stakeholders
- Implement a curriculum framework that addresses the skills assessed in the college placement test used locally.
- Establish a process for referring to transition services those students that have reached one of the following milestones: 16 or more credits (out of 20) towards a diploma, a score of 2500 on the GED Practice GED, or the portfolio review stage of the External Diploma.
- Be represented consistently at Transitions Roundtable meetings by adult education and postsecondary staff.
- Provide, in collaboration with postsecondary partners, academic and career related counseling and support services, assessments of college readiness, facilitation of the admissions and financial aid processes

Arrangements for dual enrollment in the adult education program and postsecondary technical courses are also allowed and encouraged.

Many of the Credit Diploma Programs funded under this priority area have designed their programs such that the transition class is a diploma requirement rather than an elective course.

Peer learning and professional development are coordinated and delivered through the College Transition Roundtable meetings, held three times a year, and an annual college transition symposium. Both the adult education staff and their postsecondary partners are expected to attend.

**Outcomes, if available:**

According to Table 5 of the NRS, in 2008-2009 260 students selected the goal of entering postsecondary education, and of these 58% achieved the goal by the end of the reporting period.

CSDE does not disaggregate the transition program data from the overall adult education data. Programs follow up as required by NRS, but there has not been a formal student tracking or data matching system in place to capture student outcomes in postsecondary education. CSDE recently contracted with the National Student Clearinghouse and will soon be able to match records of all adult education students, not just those enrolled in college transition programs.

**Main challenges or issues:**

Dual enrollment, especially when the credit-bearing courses are offered on the college campus, has not been as popular with adult education students as expected. Many are not ready or able to devote time to extra study or travel to campus.

**Time frame:**

Priority funding area established in 2004

**Funding:**

\$385,000 (2004) - \$750,000 (2010)

**Key policy issues related to transition:**

Many students with high school credentials still need support to enter and succeed in postsecondary education. However, according to WIA Title II regulations, if a student doesn't test below a 12.9 grade level, then they can't be served. Some transition programs would like to use a portion of the grant towards postsecondary course tuition, but this is not allowable under WIA.

Once WIA is reauthorized, CSDE is considering a revision to the state law that defines transition activities as a mandatory component of Adult Secondary Education service provision.

**Youth in Adult Education****Role of adult education in providing pre-college or transition level for young adults, age 16-24 yrs:**

In 2008-2009, 45% of students served in adult education were under the age of 25. Currently, CSDE does not have any programming specifically geared towards young adults.

CSDE offers a program geared toward young African-American men called "Developing Tomorrow's Professionals". It is not managed by the Bureau of Health/Nutrition, Family Services & Adult Education, but the bureau works closely on the program.

Go to <http://mydtp.org/>

**Funding streams tapped for youth transition:****Youth Initiative #1 description:**

In 2006, the state legislature required CSDE to establish pilot funding to provide for "new and unique methods" of educating out-of-school youth entering adult education to meet the states workforce needs. In response, CSDE developed the Young Adult Learner (YAL) grant program.

Nine adult education programs received grants ranging from \$33,000 - \$75,000 to develop service models incorporating the following core components:

- Enhanced educational programming, such as, online learning, flexible classroom hours,

<p>comprehensive assessment and placement</p> <ul style="list-style-type: none"> <li>• Comprehensive support services that address the life circumstances of at-risk youth;</li> <li>• Workforce preparation activities, such as, career exploration, internships and skills training</li> <li>• System collaboration and innovative partnerships that facilitate access to support services</li> </ul> <p>A strength of the project design was that it funded a school counselor who provided comprehensive personal support to youth to address the non academic, social, emotional issues.</p>
<p><b>Outcomes, if available:</b></p> <p>522 young adults were served by the nine programs over two years (average 261 per year). In both of the years during which YAL was implemented, YAL student secondary graduation rates were far higher than those of students enrolled in the standard Adult Credit Diploma programs (at an average of 43% compared to 26%) although the student characteristics were similar across both types of programs.</p>
<p><b>Main challenges or issues:</b></p> <p>Despite the positive early outcomes, the state funding was not continued beyond the two years because of decreases in the budget.</p>
<p><b>Time frame:</b></p> <p>2006 – 2008</p>
<p><b>Funding:</b> \$500,000 per year, for the two-year period through legislative allocation of state funding.</p>
<p><b>Key policy issues related to serving young adult population:</b></p> <p>General adult education programming can provide the online learning, flexible scheduling, and certified teachers that were provided by YAL. But adult education programs can't provide the level of counseling specialization or contact hours that YAL funding provided and that young adults really need. State policy requires Credit Diploma Programs to provide guidance counseling, but not the type of personal support counseling needed. Furthermore, this policy doesn't extend to other types of adult education programming, beyond the Credit Diploma.</p>



# POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION

## STATE-LEVEL SELF ASSESSMENT

**State:** Connecticut

**Person Completing the Assessment:** Paul Flinter & Susan Pierson

**Date:** April 29, 2010

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
PLANNING & PARTNERSHIPS				
Transitioning adult learners to college-level courses and certificate programs is a stated priority.		X		Upon WIA reauthorization, the Department intends to submit a state law revision that transition activities become part of ASE service provision.
ABE-PSE state-level joint planning.		X		17 PIPs require MOU partnerships between AE and Post-secondary partner
Tracking student achievement across ABE and PSE systems longitudinally.			X	National Student Clearinghouse to track ASE graduates, Data matching capability-N/A
Joint planning time and professional development between ABE and PSE faculty.		X		PIP grantees and others who are offering transition programs come together with their partners 3 times a year.
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).			X	CT Employment and Training Commission (CETC) has youth council sub-group that makes recommendations regarding OSY.
ASSESSMENT & ADVISING				
Advising and counseling for ABE students transitioning to PSE.		X		Credit Diploma Programs are required to have a counselor. It is a state policy to have guidance. No policy for ABE.
Career awareness and planning for ABE students; especially regarding high demand jobs.		X		Programs who received stipends last year.

COMPREHENSIVE SUPPORTS				
Wrap around supports for transitioning students, provided directly or through local collaborations.			X	
Equal access to college supports for ABE students (e.g. library, tutoring).		X		
Financial incentives (e.g. payout for completing GED, free first college course, “college friendly” job development).			X	Local programs award scholarships to graduates.
ACCELERATED LEARNING				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)			X	
Dual ABE and college enrollment.		X		Some PIP Grantees have dual or concurrent enrollment
Curriculum alignment between ABE and PSE.		X		Curriculum alignment for both math and English have been distributed.
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students’ career goals.		X		
LEVERAGED FINANCING MODELS				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.			X	CT doesn’t offer ABE at college level.

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

## State: Florida

**Informant Name:** Zelda Rogers

**Title:** Senior Program Director, Adult Education Section

**Division of Career and Adult Education, Florida Department of Education**

Target Population			
<b>Total ABE/ASE/ESOL population served:</b> 260,931 (Measures and Methods for the National Reporting System for Adult Education, 2008-09)			
Young adults--16-18 yrs: 45,284	Young adults—19-24 yrs: 63,571	Total young adults: 108,855	% of population served: 42%
Program levels for young adults:	ABE: 61,431	ASE: 24,745	ESL: 22,679

Funding 2008-2009		
<b>Federal:</b> \$27,094,693 (8%)	<b>Nonfederal:</b> \$383,965,463 (92%)	<b>Other:</b>
<b>Average expenditure per student:</b> Varies in the Workforce Fund, which includes CTE and adult education; baseline funding via AEFLA could be as low as \$200/student.  The Division of Career and Adult education distributes the Federal AEFLA funds that are awarded to the state (5% state/local administration, 12.5% leadership, 82.5% local activities for eligible providers). Local programs receive performance-based funding distributed by the State Workforce Fund. For a discussion of the new funding model for Career and Adult Education see <a href="http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/1024rpt.pdf">http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/1024rpt.pdf</a>		

Adult Basic Education-Postsecondary Education Collaboration
<b>Description of collaboration:</b> While adult education has focused on helping people to improve their skills to obtain jobs with higher paying wages, adult transition is driven by changing requirements in the workplace. The new goal for adult education is to increase the number of adult learners that enter and complete at least one year of postsecondary education that results in a certificate, industry certification, or a degree. Adult education and lifelong learning are specifically named in Florida's <i>Talent Supply Chain</i> , a new effort underway to keep Florida competitive in a global economy. Central to the effort is a collaboration that includes Florida's Department of Education (FDE). In addition, the Chancellor of the Division of Career and Adult Education sits on the board of Workforce Florida, Inc., the board that oversees and monitors the state's workforce policies, programs, and services carried out by the 24 business-led <a href="#">Regional Workforce Boards</a> and the <a href="#">Agency for Workforce Innovation</a> (see <a href="http://www.workforceflorida.com/about/index.htm">http://www.workforceflorida.com/about/index.htm</a> ), fostering collaboration between systems.  The FDE's current Pre-K-20 Strategic Plan includes a focus on improving college and career readiness for students to continue on to postsecondary education/degrees and certificates.  The department ensures collaboration at the district level in the administration of program grants;

points are given for those applications that demonstrate local collaborations with college and other agencies.

**Description of adult education-developmental education overlap:**

Most of the focus is on traditional high school students with the institution of early assessment in their junior year. So far, math, reading, and writing developmental courses have been written for high school seniors. High school students with a grade of C or better are exempt from taking these courses when they get to college (See <http://www.achievingthedream.org/aeb219f8-58b2-43fb-8cf7-ee42a3dee72a.asset>). Issues around dual enrollment and co-enrollment currently limit, but don't prohibit, this option for adult learners.

**Status of data tracking and sharing:**

The Florida Education and Training Placement Information Program (FETPIP) is a data collection and consumer reporting system established by the legislature to provide follow-up data on former students and program participants who have graduated, exited or completed a public education or training program within the State of Florida. FETPIP also tracks employment (sharing data with AWI), continuing education, military service, incarcerations, and public assistance. Each adult education program reports their student outcome data for NRS to the district or college database housed in the FDE.

**ABE content standards written at transition level:**

K-12 has adopted the American Diploma Project starting July 1, 2010. AHS follows the same standards as traditional high school and ABE (0-8.9), GED, and ESOL standards have been aligned with these standards as well.

**Opportunities and challenges within ABE-PS collaboration:**

The transition initiative has improved collaboration between local adult education providers and postsecondary institutions and in some cases resulted in students enrolling in adult education and CTE courses (that do not require a 12<sup>th</sup> grade education) simultaneously. Services providing information on financial aid, application process, and field trips has also improved. Tuition fees for postsecondary courses may present challenges for adult education students.

**ABE-to-Postsecondary Transition Initiatives**

**Overview:** Grants were issued to 11 programs to develop and/or improve their transition programs and services to students with the goal of continuing to postsecondary education. Best practices and training needs have resulted but student outcomes will be reported in 2011. The goal for 2010 is to increase the number of students that enter and complete postsecondary education. All 67 counties will have the opportunity to apply for a grant to help them build an adult career pathways system.

The Florida Ready to Work (RTW) Credential Program is implemented through regional workforce boards, community colleges, high schools, and other workforce development and education partners statewide and encourages postsecondary education and/or high wage occupations. The assessments are available to adult education students and the RTW credentials can help job seekers to show evidence of skills when searching for a job. (See <http://www.floridareadytowork.com/aboutprogram/>) In addition, Florida Adult Education has begun a transition pilot (See below).

<p><b>Funding streams tapped for transition:</b></p> <p>Florida is receiving an additional \$6 million, through federal money that was not allocated correctly to states. These funds will support grants to all 67 counties with the RFP being posted in November, 2010. The focus will be on Building Adult Career Pathways for Transition to Postsecondary Education.</p>
<p><b>Transition Initiative #1 description:</b> Postsecondary Transitions</p> <p>In a partnership between the Division of Career and Adult Education and Workforce Florida, incentive grant funds awarded for exceeding performance levels in 2007-08 are being used for demonstration projects.</p>
<p><b>Outcomes, if available:</b> Not available yet. Best practices are being shared at conferences and regional training meetings.</p>
<p><b>Main challenges or issues:</b> NA</p>
<p><b>Time frame:</b> Grants process complete; grant awards were issued January 2010 and will expire June 30, 2011.</p>
<p><b>Funding:</b></p> <p>Up to \$100,000 per program for 11 adult education providers</p>

<p><b>Youth in ABE</b></p>
<p><b>Role of ABE in providing pre-college or transition level for young adults, age 16-24 yrs:</b></p> <p>There are many efforts to reach out to out-of-school youth at the local level. The primary providers for the pre-college or transition level would be the district, colleges, or tech centers.</p> <p>Some tests of the FCAT (Florida Comprehensive Assessment Test) are currently being phased out and replaced with End of Course exams in Algebra, Biology, and Geometry in the next few years. A development and implementation schedule is being developed for additional End of Course exams. Meanwhile, adult education students can take the FCAT or the option of taking the SAT or ACT and use concordant scores to meet the high school graduation requirements. Previously, students had to take the FCAT 3 times before using other tests. Students that withdraw from school for various reasons can enroll in Adult High School to get an AHS diploma but they still must meet the same graduation requirements as traditional students. Students may also enroll in a GED course to prepare for the GED test and get a GED credential. Students who are still enrolled in K-12 may also take AHS for credit recovery or GPA improvement.</p> <p>A process is in place for traditional high school juniors to take the college placement test and if they need remediation in certain areas, they can take a remedial course while in high school. This will ensure that they are prepared for college without having taking the remedial course at the postsecondary level. Many adult education programs are starting the same process as part of their transition efforts.</p>
<p><b>Funding streams tapped for youth transition:</b></p> <p>Eligible youth can enroll in any of the ABE, GED, AHS, or ESOL programs that are offered throughout the state.</p>

**Youth Initiative #1 description:** No specific program through AEFLA funds. Any student that meets the eligibility requirements for adult education programs can enroll with the purpose of getting a high school credential or its equivalent.

**Key policy issues related to serving young adult population:**

- Students enrolled in AHS still must meet high school graduation standards used in traditional high school. There are some exemptions such as physical education and lab waivers. The 2010 legislature passed new high school graduation requirements that will be phased in over the next seven years. Algebra 1, Algebra II, Geometry, Biology, and chemistry or physics will be included in the course requirements.

# **POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION** **STATE-LEVEL SELF ASSESSMENT**

**State: Florida**

**Person Completing the Assessment: Zelda Rogers**

**Date: April 19, 2010**

Please indicate the current status of the following strategies in your state as they apply to the ABE/ASE system (referred to as ABE below) in relation to the postsecondary education system (referred to as PSE below).

Strategy	Current Status		Comment
	Current Policy*	Support**/ Participate	Not at this time
<b>PLANNING &amp; PARTNERSHIPS</b>			
Transitioning adult learners to college-level courses and certificate programs is a stated priority.	X	X	
ABE-PSE state-level joint planning.	X	X	The Adult Education Cabinet, Institute for Professional Development for Adult Education, and State Transitions Standing Committees
Tracking student achievement across ABE and PSE systems longitudinally.	X		Local and FETPIP System
Joint planning time and professional development between ABE and PSE faculty.		X	Local level
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).		X	Local level
<b>ASSESSMENT &amp; ADVISING</b>			
Advising and counseling for ABE students transitioning to PSE.		X	Local level
Career awareness and planning for ABE students; especially regarding high demand jobs.	X	X	Statewide license agreement provides CHOICES free to all Floridians; currently training adult education staff to conduct training through the regional training councils. Our new transition goal for adult education, requires that all adult students develop a career and education plan.
<b>COMPREHENSIVE SUPPORTS</b>			

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
Wrap around supports for transitioning students, provided directly or through local collaborations.		X		Local level
Equal access to college supports for ABE students (e.g. library, tutoring).		X		Local programs do a "College for a Day" that orients student to services
Financial incentives (e.g. payout for completing GED, free first college course, "college friendly" job development).		X		Financial incentives at the local level
<b>ACCELERATED LEARNING</b>				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)	X	X		Career Pathway model is being taken to the field; just starting
Dual ABE and college enrollment.			X	Local level, but will be part of the adult career pathways system.
Curriculum alignment between ABE and PSE.	X	X		Aligning with K-12 Next Generation Sunshine State Standards (NGSSS)
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students' career goals.	X	X		ABE, AHS have standards aligned with NGSSS and teaching strategies/ and other topics to improve teacher performance are being offered through the five regional training councils.
<b>LEVERAGED FINANCING MODELS</b>				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.			X	

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task force.



# POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION

## STATE-LEVEL SELF ASSESSMENT

**State:** Georgia

**Person Completing the Assessment:** Dr. Josephine Reed-Taylor

**Date:** April 8, 2010

Strategy	Current Status			Comment
	Current Policy*	Support** / Participate	Not at this time	
PLANNING & PARTNERSHIPS				
Transitioning adult learners to college-level courses and certificate programs is a stated priority.	X			Collaborative effort with colleges in Technical College System of Georgia (TCSG).
ABE-PSE state-level joint planning.	X			We worked with the academic and student affairs vice presidents as well as members of our Presidents’ Council and Board to create an opportunity for students to jointly enroll in a technical certificate program while completing their GED credential. We revised the TCSG admissions policy to allow for this and established coding in our Banner system to track such students.
Tracking student achievement across ABE and PSE systems longitudinally.			X	Other than what we noted above we have not implemented a longitudinal tracking method. The tracking of ABE students is planned as a part of the State LDS system that includes Pk-postsecondary.
Joint planning time and professional development between ABE and PSE faculty.			X	This will be one of the recommendations of the Transition Taskforce.
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).	X			Association of Education Agency Heads (AEAH) is mandated and sponsored by the Governor.
ASSESSMENT & ADVISING				
Advising and counseling for ABE students transitioning to PSE.			X	Depends upon the local institution. Some programs are more aggressive than others
Career awareness and planning for ABE students; especially regarding high demand jobs.			X	

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
COMPREHENSIVE SUPPORTS				
Wrap around supports for transitioning students, provided directly or through local collaborations.		X		Depends upon the local institution.
Equal access to college supports for ABE students (e.g. library, tutoring).		X		Depends upon the local institution.
Financial incentives (e.g. payout for completing GED, free first college course, “college friendly” job development).	X			HOPE Grant provided to GED completers.
ACCELERATED LEARNING				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)	X			Currently, advising students at the high ASE level is the approach. We have a Taskforce working on developing a more systematic approach that we can implement in all programs.
Dual ABE and college enrollment.	X			Jumpstart
Curriculum alignment between ABE and PSE.			X	This will be one of the recommendations of the Transition Taskforce.
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students’ career goals.		X		
LEVERAGED FINANCING MODELS				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.			X	ABE courses are free in the state of Georgia and do not accrue FTE. Any course that a student takes at the college level for credit, whether it is in a certificate, diploma, or degree program receives reimbursement at the same rate.

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

# Kentucky

**Informant #1 Name:** Reecie Stagnolia

**Title:** Vice President, Kentucky Adult Education, Council on Postsecondary Education

**Informant #2 Name:** Marilyn Lyons

**Title:** Senior Associate, Strategic Initiatives and System Support, Kentucky Adult Education

Target Population			
Total ABE/ASE/ESOL population served: 40,235 Note: The compulsory school attendance age is 16.			
Young adults—16-18 yrs: 4,828	Young adults—19-24 yrs: 11,266	Total young adults: 16,094	% of population served: 40%
Program levels for young adults: ABE: 11,913                      ASE: 3,407                      ESL: 801			
Funding			
Federal: \$8,340,777 (29%)	State: \$20,378,769 (71%)		Other: N/A
Average expenditure per student: \$714			
Adult Education-Postsecondary Education Collaboration			
<b>Description of collaboration:</b> The adult education system is governed by the Council on Postsecondary Education (CPE). This connection is valued and is an integral part of adult education transition efforts. Curriculum alignment to support career training and awareness and data sharing are the major ways adult education and PSE collaborate. CPE released the <i>Double the Numbers: Kentucky's Plan to Increase College Graduates</i> (October 2007). This plan outlines five strategies for ramping up degree production and takes a regional approach in helping public institutions meet their 2020 targets. <a href="http://cpe.ky.gov/NR/rdonlyres/76889317-86C5-4AFF-9046-AD95E4137602/0/DoubletheNumbersPlanFINALNov15.pdf">http://cpe.ky.gov/NR/rdonlyres/76889317-86C5-4AFF-9046-AD95E4137602/0/DoubletheNumbersPlanFINALNov15.pdf</a>			
<b>Description of adult education-developmental education overlap:</b> A future goal of Kentucky's PSE and adult education is to create a system that allows GED graduates to attend college without taking developmental education courses. Click here for <a href="#">September 2009 - Developmental Education and Credentials Awarded to GED Graduates Transitioning to Postsecondary Education</a> brief. It examines the number and type of developmental education courses and credentials awarded to GED graduates enrolling in Kentucky's colleges and universities within two academic years.			
<b>Adult education content standards written at transition level:</b> Kentucky is currently using content standards for Mathematics <a href="http://www.kyae.ky.gov/educators/contentstandards.htm">http://www.kyae.ky.gov/educators/contentstandards.htm</a> ; however, KY has recently placed a hold on the development and use of reading and writing standards because KYAE will be adopting the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) Common Core State Standards in the near future.			

**Opportunities and challenges within adult education-PSE collaboration:**

The CPE was very engaged in the promotion to adopt the national Common Core Standards. This engagement will continue as the alignment between PSE/adult education for adult students is designed and implemented. Reecie Stagnolia, Vice President for Adult Education said he does not foresee challenges in the adoption of this collaborative effort; however he does anticipate challenges during the implementation phase especially in regards to professional development.

**Adult Education to Postsecondary Transition Initiatives****Overview:**

In 2006, the Council on Postsecondary Education (CPE) completed 2020 projections to meet the educational attainment goal of the Kentucky Postsecondary Education Improvement Act of 1997. The study projected Kentucky will need 800,000 adults with at least a bachelor's degree by 2020 to reach the national average. In 2000, Kentucky had only 400,000. To meet this goal, the *Double the Numbers: Kentucky's Plan to Increase College Graduates* was developed. (See description on page 1.) This goal is the catalyst for the transition initiatives described below. Click here for [December 2008 - Transitioning to Postsecondary Education](#) brief discussing the strategic plan's focus on increasing the GED graduates college-going rate because there are not enough high school graduates in the pipeline to double the number of bachelor's degree holders in the Commonwealth by 2020.

**Funding streams tapped for transition:** Revenue streams primarily come from the adult education budget.

**Transition Initiative #1 description:** The *Plugged In-KY* training program seeks to provide learners with a contextualized General Educational Development (GED) program that incorporates technical training as a means to develop essential workplace skills for entry-level jobs in targeted industries. Central to the Plugged In-KY curriculum is the development of digital literacy skills, 21<sup>st</sup> century skills, and professional soft skills that will prepare learners for employment in a variety of contexts as they complete their GED credential and the Kentucky Employability Certificate (KEC). This program has a flexible design in order to meet the unique needs of individual learners at varying skill levels. The program is six months in duration and is broken into two distinct phases with four core content areas:

- I. GED Curriculum and Career Readiness Certificate
- II. Professional Soft Skills
- III. Contextualized Curriculum (e.g. Digital Literacy Skills, Allied Health, Mining)
- IV. 21<sup>st</sup> Century Skills

As learners develop increased skill levels in certain areas, they will move from Phase One to Phase Two of the program to maximize the ability to individualize instruction for each participant.

Two counties in Southeast Kentucky are piloting the Plugged In KY initiative: Harlan County and Bell County. Fifteen students are presently enrolled at Bell County and 10 students are in the program in Harlan County. Classes meet three times each week for a total of 12 hours. This link further describes the project. [http://www.southeast.kctcs.edu/News\\_and\\_Events/News\\_Articles/04232010\\_Plugged\\_in\\_KY.aspx](http://www.southeast.kctcs.edu/News_and_Events/News_Articles/04232010_Plugged_in_KY.aspx)

**Outcomes, if available:**

Outcomes are not available at this time. Pilot started in March 2010.

**Main challenges or issues:** The program developers believe it is essential to engage students with activities in all four content areas. A capstone project(s) is central to the development and application of essential skill sets from the beginning of the program in order to maximize learners' interest and motivation.

**Time frame:** Program implementation began in March 2010

<b>Funding:</b> Approximately \$47,000 to implement per county.
<p><b>Transition Initiative #2 description:</b>  Kentucky participates in the <i>Breaking Through</i> initiative that will implemented early in fiscal year 2010-11 to accomplish the following:</p> <ul style="list-style-type: none"> <li>• Promote the development of seamless pathways into postsecondary professional/technical credentials, the goal of Breaking Through;</li> <li>• Support the goals and recommendations of Kentucky's Workforce Competitive Initiative, including development of institutional capacity to provide career advancement opportunities in high-demand sectors to Kentuckians of all skill levels;</li> <li>• Recognize the difficult economic conditions facing Kentucky, help adults and youth gain access to employment with good wages; and</li> <li>• Establish state-level network with community colleges and partners for participation.</li> </ul> <p>Colleges and essential partners have been identified in three geographic areas that have a commitment and capacity for connecting low-skilled adults to postsecondary opportunities and jobs.</p>
<p><b>Outcomes, if available:</b>  Outcomes are not available at this time.</p>
<p><b>Main challenges or issues:</b>  Developing strong partnerships with the workforce development field is essential to success.</p>
<b>Time frame:</b> 2010 – multi-year
<b>Funding:</b> \$100,000 to implement per county.
<p><b>Key policy issues related to transition:</b>  Creating a seamless pathway of adult students into postsecondary education and the system changes needed to support partnerships with Kentucky's Workforce Competitive Initiative.</p>
<b>Youth in Adult Education</b>
<p><b>Role of adult education in providing pre-college or transition level for young adults, age 16-24 yrs:</b>  Adult education at the state level does not provide separate services for young adults. There are programs at the local level supporting young adults' transition to postsecondary education.</p>
<p><b>Policies and practices identified by interviewer for further investigation and analysis:</b>  The strong county governance system in Kentucky allows for experimentation within each the county. For example, Jefferson County was at the forefront of piloting an innovative co-enrollment practice due to the strong adult education/community college partnership. Further investigation of replication efforts is needed. Adult education is due to become involved in the Council of PSE longitudinal data system. It will be important to see how this integration will be designed and the results of the practice. It will be interesting to see what was learned since the Double the Numbers 2020 report was released. Kentucky is working on a new strategic plan for 2011-2015.</p>

# POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION

## STATE-LEVEL SELF ASSESSMENT

**State:** Kentucky

**Person Completing the Assessment:** Reecie Stagnolia

**Date:** April 6, 2010

Strategy	Current Status			Comment
	Current Policy*	Support** / Participate	Not at this time	
PLANNING & PARTNERSHIPS				
Transitioning adult learners to college-level courses and certificate programs is a stated priority.	X	X		
ABE-PSE state-level joint planning.	WORKING ON	X		
Tracking student achievement across ABE and PSE systems longitudinally.	X	X		
Joint planning time and professional development between ABE and PSE faculty.	X			
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).			X	
ASSESSMENT & ADVISING				
Advising and counseling for ABE students transitioning to PSE.	WORKING ON	X		
Career awareness and planning for ABE students; especially regarding high demand jobs.	WORKING ON	X		
COMPREHENSIVE SUPPORTS				
Wrap around supports for transitioning students, provided directly or through local collaborations.	WORKING ON	X		

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
Equal access to college supports for ABE students (e.g. library, tutoring).	<b>WORKING ON</b>	<b>X</b>		
Financial incentives (e.g. payout for completing GED, free first college course, “college friendly” job development).	<b>WORKING ON</b>	<b>X</b>		
<b>ACCELERATED LEARNING</b>				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)		<b>X</b>		It is one model that is inclusive.
Dual ABE and college enrollment.	<b>WORKING ON</b>	<b>X</b>		
Curriculum alignment between ABE and PSE.	<b>X</b>	<b>X</b>		
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students’ career goals.		<b>X</b>		
<b>LEVERAGED FINANCING MODELS</b>				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.			<b>X</b>	

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

# Massachusetts

**Informant #1 Name:** Anne Serino

**Title:** State Director, Adult and Community Learning Services, Department of Elementary and Secondary Education

**Informant #2 Name:** Andrea Perrault

**Title:** Workforce Development Specialist, Adult and Community Learning Services, Department of Elementary and Secondary Education

Target Population			
Young adults—16-18 yrs: 1,005	Young adults—19-24 yrs: 3,544	Total young adults: 4,549	% of population served: 21%
Program levels for young adults: ABE: 1406                      ASE: 1586                      ESL: 1557			
Federal: \$10,486,339 (26%)	State: \$30,101,384 (74%)	Other: N/A	
Average expenditure per student: \$1,700			
Background			
<p>The adult education system in Massachusetts is governed by the Department of Elementary and Secondary Education (DESE), specifically through the office of Adult and Community Learning Services (ACLS). Adult education services are provided by a diverse delivery system of community-based organizations, community colleges, 4-year colleges, municipalities, school districts, county and state correctional facilities, libraries, and unions. While the delivery system is diverse, community-based organizations are in the majority of provider types among the approximately 150 grantees.</p> <p>Serving 21,491 students in 2008-2009, Massachusetts has the second largest number of adult education enrollments of the six New England states after Connecticut, 61% of whom are enrolled in ESOL services.</p> <p>A benefit of governance under the Department of Elementary and Secondary Education is the alignment of the development of a standard-based educational approach in both the K-12 and adult education systems. Both systems are based on Opportunity-to-Learn standards, performance standards, professional standards and content standards. Additionally, both systems address levels of learning from beginning literacy through the achievement of a high school credential.</p> <p>In the spring of 2010, Massachusetts Department of Elementary and Secondary Education released <i>Facing the Future: Strategic Framework for ABE, 2010-2015</i>, which includes the goal of preparing “Students for Success in Their Next Steps: in College and Further Training, at Work, and in the Community”. The full report can be found at <a href="http://www.doe.mass.edu/acls/sp/">http://www.doe.mass.edu/acls/sp/</a>.</p>			
Adult Education-Postsecondary Education Collaboration			
Description of collaboration: Since the implementation of the Workforce Investment Act of 1998 (WIA), interagency collaboration has been the norm in Massachusetts. WIA gave adult education a prominent role in development of state level policy to improve the educational and occupational outcomes of low skilled adults. Adult education, postsecondary education and workforce development, have crafted number of joint programs, such as			



Building Essential Skills through Training (B.E.S.T.), and Extended Care Career Ladder Initiative. In 2000, ESE allocated funding for Transition to Community Colleges programs, an initiative developed with the Executive Office of Community Colleges (see below).

### **Bridges to success**

In July 2008, with a \$25,000 investigation and planning grant from the Nellie Mae Education Foundation, the Director of Adult and Community Learning Services at ESE convened an interagency team *Bridges to Success* (BTS). Initial team members were representatives from the MA Department of Higher Education, MA Executive Office of Community Colleges, MA Department of Transitional Assistance, and MA Department of Workforce Development. In the 2<sup>nd</sup> year, the team was expanded to include an adult education Program Director, and the Chair of the AE/ESOL Subcommittee of the MA Workforce Investment Board.

The team's charge was to strategize about policy issues that were obstacles to students' pursuit of postsecondary education and develop an action plan to address them. In 2009, ESE received additional \$20,000 from Nellie Mae towards implementing this plan. During the first year, the team honed its focus on counseling, identified by all agencies as a significant systems gap most crucial to adults' successful transition to postsecondary education. As a result, the interagency team undertook research in 2010 to identify best practices, costs, and program models and began to meet with the state's top policy makers to realize the policy changes that the task force deemed were needed.

### **Policy to performance**

In 2009, ESE was selected to participate in *Policy to Performance* funded by the US Department of Education, Office of Adult and Vocational Education. As a result, The Bridges to Success team has expanded and linked with the Policy to Performance team in order to continue to work towards the goal of designing and building a continuous, connected, and simultaneous set of services to facilitate adult education students' successful participation in postsecondary education and training.

The expanded interagency team is soliciting funding for regional planning pilots to support coordination among regional education and workforce development entities to facilitate transition of adult education students to postsecondary education and training. These pilots would provide the opportunity to explore how systems can best work together and develop program models and service components to support students at the local level.

Short and long-term policy objectives of the interagency team are to:

- 1) Disseminate information and messages about the importance of postsecondary education
- 2) Identify and promote instructional and counseling services related to next steps
- 3) Identify standards and measures for transition programs
- 4) Use existing community planning partnerships as a vehicle for developing transition support
- 5) Increase awareness of adult education and community college curriculum content
- 6) Increase funding to adequately support transition services and expanded transition programs

Recognizing the critical role of leadership at the executive level of state government, the interagency team has a proposal pending to the Secretary of Education and Secretary of Labor and Workforce Development to form a joint committee to lead the development of unified state policy to support transition efforts. The Bridges to Success Task Force Report, 8/09, can be found at <http://www.doe.mass.edu/acls/cc/default.html>.

Information on Policy to Performance can be found at <http://www.policy2performance.org/p2p-states>.

### **Description of adult education-developmental education overlap:**

There is an assumption that some of the developmental education course levels overlap with adult

education content, especially at the Adult Secondary Education level. The interagency team hopes to better identify and address the overlap and alignment in the future.

**Status of data tracking and sharing:**

While it is possible to match student data in the adult education database with that in the workforce development system, no such system exists yet to track and match student data across the adult education and postsecondary systems. The Performance Measures Sub-committee of the MA Workforce Investment Board is comprised of a number of state agencies, all of which are firmly committed to developing interagency data-matching capability as well as a K-16 student data tracking system. In addition, the ESE recently joined the National Student Clearinghouse, so adult education student outcome data will be tracked through the Clearinghouse in the future.

During 2009-2010, ESE staff met with the coordinators from the 12 ESE-funded AE Transition to Community College programs to start the process of creating performance standards to measure the value and effectiveness of these programs. ESE is currently in the process of customizing the state web-based data collection system to reflect these standards. Then relevant data can be collected and analyzed in order to evaluate the 12 programs and draw lessons about best practices. Following data review, standards will be finalized and incorporated into future transition program guidelines and requests for proposals.

**Adult education content standards written at transition level:**

The Massachusetts ABE Curriculum Frameworks were written to address the skills needed to prepare students for postsecondary education in both reading and math. In 2009, Massachusetts formed an ESOL work group that engaged with the Center for Adult English Language Acquisition (CAELA) to develop ESOL standards for college readiness that supplement the existing frameworks and to recommend professional development for staff to support English language learners in their transitions to next steps of postsecondary education, training, and employment.

In July 2010, the Massachusetts Board of Education voted to adopt the Common Core State Standards, and ESE plans to establish a crosswalk with the existing ABE Curriculum Frameworks.

Massachusetts Department of Elementary and Secondary Education has been deliberate about developing transition level standards for adult education from the outset. Currently the pressing issue is to ensure that standards of professional development are aligned with the frameworks at this level. Specifically, there is a great need to prepare adult education instructors to teach skills such as pre-college math.

**Opportunities and challenges within adult education-PS collaboration:**

The formation of the interagency team was slow and sporadic at first due to changes in leadership and staffing at the various agencies, of which ESE conveners were initially unaware. But once the agencies came through these transitions, each made a firm commitment to the team and the meetings are consistently well attended.

A great deal of communication, collaboration, and coordination between the two systems is required in order to ensure students success. The adult education system and the community colleges must communicate to create a shared understanding of the distinctions, gaps, and points of overlap between college transition services and developmental education. Moreover, they need to better understand each other's funding and accreditation requirements, internal structure and staffing, academic policies, and data systems in order to identify opportunities for collaboration and maximize the impact of existing resources to support postsecondary success for students.

The MA Executive of Office of Community Colleges participates in the state interagency team, but does not

have the authority to set policy for the colleges. Just as individual programs have different programmatic approaches, the fifteen Massachusetts community colleges have different policies and practices related to services and student support, which can make it challenging to develop a statewide system.

Because the adult education, community college, and the workforce development systems measure different outcomes to define success, the coordinated use of data to effectively assess transition outcomes is especially challenging.

The substantial investments made by the various public and private entities in transition strategies are not aligned, and few cohesive strategies exist to draw lessons that can be applied across funding streams. Without an infusion of new resources, increased coordination and alignment of existing funds alone will not be sufficient to develop the level of effective transition services needed.

### **Adult Education to Postsecondary Transition Initiatives**

#### **Overview:**

ESE, in collaboration with the Executive Office of Community Colleges established the Adult Basic Education Transition to Community College program in ten community colleges in 2000. Currently, 12 out of 15 community colleges receive funds to implement postsecondary transition programs in collaboration with at least two nearby adult education providers to ensure successful transition of adult students into postsecondary education. 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 are implemented in some sort of cohort model, and they can serve an individual learner for up to three semesters.

#### **Funding streams tapped for transition:**

State adult education funding is tapped for these programs and is applied towards the state match required by the US Department of Education.

#### **Transition Initiative #1 description:**

The goal of the Transition to Community Colleges Program is to provide instruction and support to students in the adult education system that have earned their high school credential to prepare them to succeed in postsecondary education. The goal is for students to enter the higher level developmental education courses or to access credit-bearing college courses after completing the transition program.

Massachusetts ESE has established Guidelines for Effective Adult Basic Education Transition to Community Colleges Programs that outline standards for program design components including, but not limited to: curriculum and instruction; student outreach and recruitment; orientation; counseling and goal setting; collaboration with community adult education providers; and coordination across college departments to ensure that students receive appropriate supports.

Each funded program must have a designated Educational Counselor to provide learners with support services and guidance to assist them in meeting their educational goals. The Educational Counselor must also coordinate and work with students at both the partnering community AE/ESOL program and the college to ensure that the academic classes are meeting their needs for improvement and higher skill levels needed for college.

In addition, integrated services developed through partnerships with workforce entities such as Career Centers, Local Workforce Investment Boards, businesses, unions, the Department of Transitional Assistance, and skills training programs is encouraged in order to help students reach their employment and career goals.

Funded programs must employ a variety of outreach and recruitment strategies in order to ensure that eligible students, those most in need of transition to college services, are aware of the program's services. These strategies must include developing a referral relationship with partnering adult education/ESOL programs in order to maintain that 80% of enrollees come from ESE-funded adult education programs.

However, the role of the community adult education partner is not merely to refer to transition program. A great deal of emphasis is placed on building the capacity of the partnering community adult education programs (and the field in general) to raising students' aspirations, communicating the correlation between family economic self-sufficiency and higher education, and preparing students academically and personally for transitions. A portion of the transition grant must go directly to the community adult education partners to enhance services to prepare student for transitions.

Transition to Community College program guidelines can be found at <http://www.doe.mass.edu/acls/cc/default.html>

**Outcomes, if available:**

Between the years 2000-2010, 2,278 students have been served by the 10-12 transition programs. Students enrolled in Transition to Community College programs are included in the National Reporting System and are data is not currently disaggregated to distinguish them from the overall adult education /ASE population. In 2008-2009, 53% of the 502 adult education students who set the goal of postsecondary education, achieved it within the reporting period. Because there is no data matching system, programs have to follow up on individual students and achieved a response rate of 67%.

**Main challenges or issues:**

Initially, the ten funded transition programs were given a great deal of independence and flexibility in determining program design and performance standards. Many focused on the counseling and advising aspect with less attention on academic instruction and academic gains. Given the absence of standard operating guidelines or benchmarks, it was challenging to analyze program data, evaluate programs, or identify best practices. In addition, the transition programs were not reaching out to the community adult education providers and consequently were not visible to staff and their students.

In recent years, ESE has taken steps to clarify and communicate a set of program standards and guidelines that include expectations for partnership agreements and outreach to the field. ESE is in the process of reviewing program data for program evaluation and improvement.

The vision of ESE is to work from both sides of the transition bridge – adult and postsecondary education to support student successes. Ultimately, ESE hopes to eliminate the need for specialized transition programs by ensuring that every adult education program is equipped to prepare students for college. Capacity building efforts toward this goal include implementing new standards for professional development, messaging to staff and students about the value of postsecondary education, and increasing academic rigor.

**Time frame:** Transition to Community Colleges program was first implemented in 2000.

**Funding:** \$830,000 to fund 12 Transition to Community Colleges programs in FY'10

**Transition Initiative #2 description:**

**Career Pathways Capacity Building Grants**

In FY 2010, Massachusetts ESE awarded career pathways capacity building grants to 14 adult education programs to develop curriculum focused on career pathways for students. Grantees will develop innovative curriculum and processes to be implemented in FY 2011.

<http://www.doe.mass.edu/acls/news/610profiles.html>

<b>Main challenges or issues:</b> It's too early in the process to identify challenges raised in this initiative.
<b>Time frame:</b> FY 2010 for curriculum development, FY 2011 for implementation
<b>Funding:</b> The grants range from \$4,000-\$12,000
<b>Key policy issues related to transitions:</b> ESE and the interagency team plan to propose to community colleges across the state that they craft dual enrollment policies to enable adult education and transition students to take college level classes.
<b>Youth in Adult Education</b>
<p>In Massachusetts young adults (16-24) accounted for only 21% of the enrolled students, a lower proportion than can be found in many other states. Young adults are enrolled fairly equally across adult education, ASE and ESOL, whereas in many other states one can find a greater concentration of young adults at adult education levels.</p> <p>The Pathways to Success by 21 is a state-wide strategy to address service delivery gaps across state agencies that allowed young people from ages 16-21 to be unconnected to either education or employment, with seemingly no ability to find a direction for the future. This initiative brings state agency heads and their staff together to support regional teams who identify ways to close these service gaps. P-21 is co-chaired by the Secretary of Labor and Workforce Development, the Commissioner of Education, and the Commissioner of Health and Human Services. The Chancellor of Higher Education sits on the P-21 Board. More information about P-21 can be found at <a href="http://www.commcorp.org/p21/index.html">http://www.commcorp.org/p21/index.html</a>.</p> <p><b>Role of adult education in providing pre-college or transition level for young adults, age 16-24 yrs:</b>  Massachusetts doesn't have a specific program or funding stream geared towards younger adults, although some grants for adult education services do go to organizations whose mission is to serve out-of-school youth. The presumption is that adult education dollars can build on the youth-serving agencies' core expertise and the wrap around services that they may provide to support younger adult students.</p>
<b>Funding streams tapped for youth transition:</b> other funds tapped only at local level
<b>Main challenges or issues:</b> More research is needed to determine whether youth are best served in adult education programs with adults of all ages or in specialized programs. If younger adults need more intensity of instructional and counseling services than can be provided under the more general multi-age adult education program model, then it will be a challenge for youth to succeed with the limited resources that general adult education services can provide. For example the literature on counseling for transition recommends more intrusive counseling for youth, which doesn't fit the current model and funding resources. There would need to be a new set of policies to guide service delivery and funding in order to tailor separate adult education services for out-of-school youth.
<b>Policies and practices identified by interviewer for further investigation and analysis:</b> Massachusetts has been working to strengthen and formalize standards for current college transition programs and will have the capacity to track postsecondary outcomes going forward. Massachusetts also has developed ambitious plans to develop the capacity of the entire field to prepare students for postsecondary education. It will be important to follow the progress as the field gains momentum.

# **POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION** **STATE-LEVEL SELF ASSESSMENT**

**State:** Massachusetts

Person Completing the Assessment: Anne Serino

**Date:** August 9, 2010

Strategy	Current Status		Comment
	Current Policy*	Support**/ Participate	
PLANNING & PARTNERSHIPS			
Transitioning adult learners to college-level courses and certificate programs is a stated priority.		X	The new “Facing the Future: ABE Strategic Framework” cites Goal #3 of the ABE system as helping ABE students to access next steps to post-secondary education and training and career development.
ABE-PSE state-level joint planning.	X		The Policy to Performance Task Force includes representatives from post-secondary education, workforce development, human services, and ABE.
Tracking student achievement across ABE and PSE systems longitudinally.		X	ACLS has initiated a data matching agreement with the National Student Clearinghouse. The ACLS SMARTT data system tracks ABE to Community College in the Transition Programs. The Performance Measures Sub-committee of the MA Workforce Investment Board is leading this effort under the direction of the Undersecretary of Labor and Workforce Development. This is a multi-state agency initiative that includes MA ESE and BHE.
Joint planning time and professional development between ABE and PSE faculty.			May occur at individual transitions programs.
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).			Not through ACLS; Commonwealth Corporation Youth Services and ESE’s Connecting Activities may address this.
ASSESSMENT & ADVISING			
Advising and counseling for ABE students transitioning to PSE.	X	X	Required connections between Transitions programs and ABE programs. Priority in “Facing the Future: ABE Strategic Framework”

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
Career awareness and planning for ABE students; especially regarding high demand jobs.	X	X		Goal-setting policies in ABE programs. Articulation in ABE Framework of Next Steps for Students. Promotion of the tool "Integrating Career Awareness in the ABE/ESOL Curriculum" through SABES.
<b>COMPREHENSIVE SUPPORTS</b>				
Wrap around supports for transitioning students, provided directly or through local collaborations.		X		Encouraged through ABE community partnerships.
Equal access to college supports for ABE students (e.g. library, tutoring).	X			Required in all ABE Transition programs "Guidelines for Effective ABE Transition Programs".
Financial incentives (e.g. payout for completing GED, free first college course, "college friendly" job development).			X	
<b>ACCELERATED LEARNING</b>				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)	X			The RFP released in FY2009 presented a model for Transition Programs. FY2011 is the second year of the model.
Dual ABE and college enrollment.			X	Will be promoted by Anne Serino in fall meeting with Community College presidents.
Curriculum alignment between ABE and PSE.			X	
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students' career goals.		X		Fast-track GED is an option programs may elect to meet student needs for targeted instruction toward GED completion. Math Standards. Reading: STAR Program
<b>LEVERAGED FINANCING MODELS</b>				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.			X	

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

# Maine

**Informant #1 Name:** Jeff Fantine

**Title:** State Director, Adult Education, Maine Department of Education

**Informant #2 Name:** Larinda Meade

**Title:** Director, Maine College Transitions

Target Population (2008-2009)			
Total ABE/ASE/ESOL population served: 8,915 (excludes Maine College Transition students)			
Young adults—16-18 yrs: 2,315	Young adults—19-24 yrs: 2,286	Total young adults: 4,601	% of population served: 52%
Program levels for young adults: ABE: 2,552                      ASE: 1,796                      ESL: 247			
Funding <sup>1</sup> (2008-2009)			
Federal: WIA Title II: \$1,516,357 (9%)	State: 4,932,404 (30%)	Other: \$9,852,316 (61%) (local district allocations)	
Average expenditure per student: \$193 per enrollment (per student cost is presumed to be higher)			
Background			
<p>Adult Basic Education in Maine is administered by the Maine Department of Education and the majority of the 107 local adult education grantees are Local Education Authorities (LEA). However, all types of entities, such as community-based organizations and correctional facilities, are eligible for federal adult education funds and some do provide adult education services, either directly, or as sub-contractors.</p> <p>Though delivered primarily through LEAs, not all adult education programs are delivered in school buildings. An increasing number of programs have established cooperative agreements to take over old school buildings, or share other community based facilities.</p>			
Adult Basic Education-Postsecondary Education Collaboration			
<p><b>Description of collaboration:</b></p> <p>In 2010, the Maine Adult Education Division of the Maine Department of Education (MDOE) signed Memorandum of Agreements with the University of Maine and Maine Community College Systems. Long-term statewide goals include creating a comprehensive and seamless referral system, tracking and sharing data across systems, joint marketing, shared professional development activities, articulated courses, and an aligned placement process.</p>			

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<sup>1</sup> Total of \$16, 301,077 represents the WIA Title II funding and state and local match, as required for federal grant, to serve the 8,915 students enrolled under WIA Title II. It does not include other state and local funding that supports adult education students who are not enrolled under WIA Title II and not represented in NRS data. Nor does it represent students enrolled under the Maine College Transition program.



Prior to this, the primary vehicle for collaboration has been the partnerships and formal agreements developed locally between the adult education programs funded under the Maine College Transitions grant and their partnering colleges.

**Description of adult education-developmental education overlap:**

There is language in the new statewide memoranda stating that both parties will “work to facilitate local agreements which may address... such items as: course alignment, student assessments...articulation agreements and other administrative and/or curricula items.” In the short term, these agreements will be left to the local partnerships. Standardizing or aligning of curriculum and cut scores system is something that the Department of Education hopes to work with the college systems to achieve in the long term.

**Status of data tracking and sharing:**

The recent Memoranda of Agreement states that “both parties will review and share information that supports student success and positively impacts program design.” In addition, the Maine Adult Education Division joined the broader MDOE contract with the National Student Clearinghouse. Between this contract and the agreements with the two college systems, Maine will be equipped to track comprehensive data on College Transition program graduates.

**Adult education content standards written at transition level:**

The Maine College Transitions Project has developed a set of College Transition standards and syllabi for Language Arts and Math, to guide, but not mandate, program curricula. They have been introduced to all adult education providers, but the focus is on incorporating them into the college transition programs. But at the same time, in the absence of any uniform, statewide college readiness standards offered by the community college or university systems, each program has to align their college transition program with the partnering college.

The Director of Maine College Transitions is collecting syllabi and lesson plans from the most successful programs around the state to post for all the benefit of all programs. She hopes that with the new data tracking systems in place MCTP will be able to tie practices to outcomes to determine those that are most effective and promote their use statewide.

**Opportunities and challenges within adult education-PS collaboration:**

In the long term, comprehensive and complete longitudinal outcome data can help stakeholders define the role of adult education in preparing adults for postsecondary education in order to promote a true seamless educational system and inform the field on future programming and funding needs.

In the short term, collaboration can be challenged by concerns of overlapping roles and potential competition for students who might be enrolled in either MCTP or college services. Increasingly, the college systems recognize that if MCTP can refer students who are better prepared for college-level work, then they will improve retention rates.

**Adult Education to Postsecondary Transition Initiatives**

**Overview:**

Maine College Transitions Project (MCTP) is comprised of a cluster of 22 adult education programs delivering comprehensive college transition programming to 40 communities, in partnership with local community colleges. The state-level Director of MCTP monitors and supports the programs, facilitates ongoing program improvement, and provides technical assistance and professional development opportunities.

**Funding streams tapped for transition:**

In 2007 the state legislature allocated \$1,455,000 over two years to fund Maine College Transitions, as a budget line item distinct from the overall adult education line. In addition, the enabling legislation allowed LEAs to use the district tax base and state subsidies to reimburse programs for college transition type activities. Private grants have also been used to support statewide planning, research and evaluation, and program staff development activities.

**Transition Initiative #1 description:**

Midway through its second cycle of 2-year funding, MCTP was designed to institutionalize the College Prep model through a partnership between the adult education programs and their partnering colleges to:

- help adults who are studying to earn high school degrees to transition to college;
- provide preparatory support to adults who have a high school degree but are not academically prepared to take college courses; and
- provide counseling, mentoring and support services to enable these adults to successfully transition to college and earn degrees.

MCTP funding provides two distinct types of program models. One is a cohort model in which all students enter the program at the same time and continue to work together through the program. Usually this type of program is semester based. The second is where a student works with the adult college transitions counselor to develop a plan for enrollment in a menu of academic and support services offered at a variety of times and locations.

**Outcomes, if available:**

To date, Approximately 1,300 students are served each year by Maine College Transition programs. Forty percent (40%) are between the ages of 16-24 years. Data from the National Student Clearinghouse show that 37% of Maine College Transition students have enrolled in at least one semester of postsecondary education<sup>2</sup>. Of those enrolled in college, 43% were placed directly into credit-bearing courses, and another 31% needed just one developmental education course.

**Main challenges or issues:**

There has been inconsistency among the 22 programs about how and when to count a program completion and transition to postsecondary education outcome, so further clarification and definition of countable outcomes is needed system-wide. Furthermore, because a successful transition includes enrolling in college within 12-18 months after completing a transition program, not all local programs have been able to track those delayed transitions. Access to the National Student Clearinghouse and Maine University and Community College System data can ensure that the MCTP outcome data is accurate, comprehensive, and valid.

Maine is also questioning how to document success when a student does not complete the full MCTP, for example, when a student leaves the program because they are starting college or, when with the assistance of the MCTP advisor, a student successfully develops and follows a career plan that doesn't include postsecondary education college. Are there other positive impacts of MCTP that the state should be tracking?

**Time frame:**

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<sup>2</sup> The current data was tracked through the National Student Clearinghouse and, in some cases, only shows the records of matriculated students and does not include students who are enrolled in college courses but not matriculated. MDOE has since entered into data sharing agreements with both the Community College and University systems in Maine in order to access a finer and more complete level of data in the future.

MCTP is nearing the end of the third year of implementation.
<p><b>Funding:</b> \$761,000 per year through state legislature for 22 MCT sites and statewide administration. This does not include any subsidy funds drawn locally to reimburse for college transition services.</p>
<p><b>Key policy issues related to transition:</b> The challenge is helping stakeholders recognize that effective programming requires more than just increasing academic rigor and building academic skills. Students also need advising services while they are still enrolled in adult education and when they arrive at college. Even if adult education can prepare students for college, it's important that the colleges can provide a similar level of support to students once they arrive there.</p> <p>MDOE has learned that it's better not to be too prescriptive about every aspect of programming in order to allow for nuanced and varied approaches to emerge based on the established relationships and the variation in resources that can be leveraged through local collaborations.</p> <p>An issue still to be addressed is dual enrollment, without which it is difficult to accelerate student progress. In order for the colleges to grant accreditation to MCTP courses, the instructors must have a masters degree and follow a prescribed syllabus. Some colleges have addressed this by offering MCTP students the opportunity to enroll concurrently in a college, but then it's not always clear which system should pay for it. When Perkins funds were more plentiful, the college and transition program shared the cost, but now these resources are scarce.</p> <p>Newly acquired access to comprehensive longitudinal data will be critical to inform future programming and policy directions.</p> <p>While a long term goal for MCTP is to build a state college transition system based on a set of uniformly aligned college courses and cut scores statewide, at this point the college system is still grappling with issues like variable semester start and end dates across the state.</p>
<b>Youth in Adult Education</b>
<p><b>Role of adult education in providing pre-college or transition level for young adults, age 16-24 yrs:</b> Younger adults are integrated with the general adult education and MCTP students. Between 36-40% of students enrolled each year in MCTP are between the ages 16-24.</p>
<p><b>Funding streams tapped for youth transition:</b> There isn't special funding for youth within MDOE or MCTP. Locally, programs may partner with agencies that receive Title I funding.</p>
<p><b>Key policy issues related to serving young adult population:</b> Key policy issues exist in the conflict between traditional and new approaches to serving youth. For example, the research on persistence shows the need for approaches that are relevant to student goals which can be difficult to align with progress assessment based on seat time and high stakes testing.</p> <p>Interviewees felt that it would be helpful to have funding that was targeted to serve younger adults to alleviate the challenges to teachers working with mixed age group classes.</p> <p>Another challenge is that students in great need of Special Education services are no longer eligible once they enroll in adult education, and adult education has limited resources to address their learning needs.</p>

**Policies and practices identified by interviewer for further investigation and analysis:**

Maine has established a state-supported transition system that is based on both establishment of new state funding stream as well as legislation that enables the leveraging and repurposing local district funds. It will be important to understand how this leveraging might be accomplished in other states where the elementary and secondary system administers and contributes to adult education.

Maine has also established a professional development network specifically for college transition programs and is grappling with the balance between mandated uniformity and allowing for diverse models for resource sharing and cross fertilization to emerge from local collaborations.

# **POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION** **STATE-LEVEL SELF ASSESSMENT**

**State:** Maine

**Person Completing the Assessment:** Jeff Fantine

**Date:** April 10, 2010

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
PLANNING & PARTNERSHIPS				
Transitioning adult learners to college-level courses and certificate programs is a stated priority.	X			
ABE-PSE state-level joint planning.	X			
Tracking student achievement across ABE and PSE systems longitudinally.	X	(X)		Using National Student Clearinghouse data to track student post-secondary success (working with the Department of Education to be included in their longitudinal system)
Joint planning time and professional development between ABE and PSE faculty.		X		
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).		X		Emerging more with career pathways effort
ASSESSMENT & ADVISING				
Advising and counseling for ABE students transitioning to PSE.	X			Support as part of all adult education programming.
Career awareness and planning for ABE students; especially regarding high demand jobs.		X		A priority for the Department of Education
COMPREHENSIVE SUPPORTS				
Wrap around supports for transitioning students, provided directly or through local collaborations.	X			Comprehensive program of study through state-funded college transitions programs offered through adult education programs.
Equal access to college supports for ABE students (e.g. library, tutoring).		X	(X)	For College Transitions students (not as much for ABE students)

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
Financial incentives (e.g. payout for completing GED, free first college course, “college friendly” job development).		X		
<b>ACCELERATED LEARNING</b>				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)	X	(X)		Use a college prep/advising model (currently developing career pathways model)
Dual ABE and college enrollment.			X	In conversation with the Community Colleges
Curriculum alignment between ABE and PSE.		X		All College Transitions programs have aligned their curriculum with PSE, more and more ABE programs are doing this, too.
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students’ career goals.		X		
<b>LEVERAGED FINANCING MODELS</b>				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.			X	
Other: State funding allocated directly for college transition program support	X			

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

# **POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION** **STATE-LEVEL SELF ASSESSMENT**

**State:** North Carolina

**Person Completing the Assessment:** Randy Whitfield

**Date:** April 9, 2010

Strategy	Current Status		Comment
	Current Policy*	Support**/ Participate	Not at this time
<b>PLANNING &amp; PARTNERSHIPS</b>			
Transitioning adult learners to college-level courses and certificate programs is a stated priority.		<b>X</b>	Pilot programs plus training
ABE-PSE state-level joint planning.		<b>X</b>	Currently developing; happening at the local levels
Tracking student achievement across ABE and PSE systems longitudinally.		<b>X</b>	Tracking has already begun in the Ready for College schools
Joint planning time and professional development between ABE and PSE faculty.		<b>X</b>	Only at local levels
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).		<b>X</b>	Just beginning at state level.
<b>ASSESSMENT &amp; ADVISING</b>			
Advising and counseling for ABE students transitioning to PSE.		<b>X</b>	Occurs at local level
Career awareness and planning for ABE students; especially regarding high demand jobs.		<b>X</b>	NC's JobsNow program
<b>COMPREHENSIVE SUPPORTS</b>			
Wrap around supports for transitioning students, provided directly or through local collaborations.		<b>X</b>	At local levels
Equal access to college supports for ABE students (e.g. library, tutoring).		<b>X</b>	At local levels

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
Financial incentives (e.g. payout for completing GED, free first college course, “college friendly” job development).	<b>X</b>			These are available at some community colleges.
<b>ACCELERATED LEARNING</b>				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)		<b>X</b>		Working on Basic Skills Plus
Dual ABE and college enrollment.		<b>X</b>		At some local programs with certificate programs.
Curriculum alignment between ABE and PSE.			<b>X</b>	Only at local levels currently, but statewide groups will be looking at alignment
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students’ career goals.		<b>X</b>		Offer numerous training sessions on contextualized learning
<b>LEVERAGED FINANCING MODELS</b>				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.	<b>X</b>			It’s difficult to compare the rates since curriculum is funded by membership hours and Basic Skills by contact hours, but they are very comparable.

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.



# New Hampshire

**Informant #1 Name:** Art Ellison

**Title:** Bureau Administrator, New Hampshire Department of Education, Bureau of Adult Education

**Informant #2 Name:** Debbie Tasker

**Title:** Consultant and GED Administrator, New Hampshire Department of Education, Bureau of Adult Education

Target Population			
Total ABE/ASE/ESOL population served: 5,806			
Young adults—16-18 yrs: 726	Young adults—19-24 yrs: 1,806	Total young adults: 2,536	% of population served: 44%
Program levels for young adults: ABE: 504                      ASE: 1,769                      ESL: 263			
Funding Total = \$5, 990,000			
Federal: \$1.74 mil (29%)	State: \$3.25 mil (54%)	Other (local cash and in kind): \$1 mil (17%)	
Average expenditure per student: \$ 1, 032			
Background			
<p>New Hampshire is a state that values strong local control in all educational endeavors. The adult education system is governed by the New Hampshire Department of Education (NH DOE), Bureau of Adult Education, which is afforded a great deal of flexibility by the state to determine the use of its funding allocation. In turn this flexibility is transferred by NH DOE to local adult education providers, which include school districts (60%) and non profit organizations and libraries (40%). Local services vary significantly with some communities offering extremely comprehensive programs and others offering an adult high school program or GED class. While local programs are required to provide cash and in kind match, there is no state formula or legislative mandate dictating a level of district support for adult education as can be found in some states.</p>			
Adult Education-Postsecondary Education Collaboration			
<p><b>Description of collaboration:</b></p> <p>In July, 2008 the Bureau of Adult Education launched the Adult College Transition Initiative (ACT) and convened an Adult College Transition Oversight Group (Oversight Group), with a two-year \$45,000 investigation and action planning grant from the Nellie Mae Education Foundation. Core members of this oversight group included representatives from the NH Bureau of Adult Education, Granite State College, the NH Postsecondary Education Commission, and the Community College System of NH. The latter is a public system of higher education consisting of seven independent colleges, plus local academic centers. Colleges have recently been re-named to emphasize their community college role and their connection to a particular region</p> <p>The Adult College Transition strategy was designed to build on regional ties between local adult education programs and the closest community college while working under the auspices of the Bureau of Adult</p>			

Education and the Community College System, responsible for building momentum and support at the state and system level. The Oversight Group contracted and trained regional facilitators to establish regional teams of postsecondary and adult education providers to meet, share experience and expertise, and identify challenges, needs, and best practices from the field. The regional facilitators then reported back to the Oversight Group to develop statewide policy and practice initiatives in response. The ACT project's approach is based on the belief that changes in New Hampshire are most effective when there is local as well as state support for change

**Description of adult education-developmental education overlap:**

The Bureau of Adult Education has learned from postsecondary representatives on the Adult College Transition Oversight Group and regional ACT groups that they value the role adult education plays in bringing students' skills up. Some local programs and colleges have established assessment and referral policies, but it would be difficult to implement a uniform set of policies across the state, given the local variation and institutional independence. A goal of the Oversight Group is to continue investigating the overlap and identify regions that are better disposed to pilot strategies, including assessment and referral, to address the curriculum overlap.

**Status of data tracking and sharing:**

There are no plans in place for tracking and sharing data across systems. NH DOE plans to implement a student identification system with the capacity to follow students through K-12 and on to postsecondary education, but the Bureau of Adult Education is not included in this plan. Local adult education programs are already stretched to capacity and not equipped to take on the task of assigning student identification numbers. In the future, however, students who attended public school in NH since 2005 will already have an identification number and the NH DOE will be able to track their progress.

**Adult education content standards written at transition level:**

New Hampshire does not have statewide content standards for transition, but the Bureau of Adult Education has provided a mini-grant to an adult education teacher to develop a transitions curriculum. In addition, over the past two years a community college representative has been contracted to develop curriculum alignment information including expectations for reading, writing, math, research, computer, and self-management skills for college success.

**Opportunities and challenges within adult education-PS collaboration:** See below

**Adult Education-to-Postsecondary Transition Initiatives**

**Overview:**

In a remarkable demonstration of synergy, simultaneous to implementing the Adult College Transition action plan New Hampshire was involved with another small grant from the Nellie Mae Education Foundation to participate in training provided by the New England Literacy Resource Center to build a statewide coordinated public awareness campaign.

As a result, in the midst of an economic crisis and cuts to most states' adult education budgets, the NH legislature increased funding for adult education by 75% (\$1.5 million increase) which was used to fund new college transition services, in FY 2010.

**Funding streams tapped for transition:**

NH DOE is allocating an increase in the state adult education funds to college transition services.

**Transition Initiative #1 description:****Adult College Transition**

In FY 2010, Bureau of Adult Education of the NH DOE set aside more than \$100,000 for college transitions support services and academic instruction and requested proposals from local adult education programs to implement these services. Since the Adult College Transition Oversight Group and regional ACT groups had been in place for nearly a year when the RFP was issued, the regional structures and local partnerships were in place and ready to develop proposals and deliver programming.

The first phase in the FY 2010 granting process was to fund 14 adult education centers to provide support services to help their students and graduates in making transitions to postsecondary education. Given the rapid timeline for disbursing funds in FY '10, the experimental nature of a first year initiative, and respect for regional variation, NH DOE decided to allow for and learn from local innovations, rather than prescribe the service model. Instead, the Request for Proposals included a menu of potential activities, including, but not limited to:

- Counseling and advising to help current adult education students and graduates learn about and develop plans for postsecondary education
- "College navigation" activities such as college fairs and workshops, campus visits, and college-for-a-day events
- Follow-up with graduates during their first year of college

In a second phase of funding, one adult education program in each of six out of seven regions was funded to provide academic preparation classes, designed to increase the likelihood that participants would be able to enter credit-bearing college courses. One requirement for the academic classes was that the programs have students take the Accuplacer as pre- and post-tests and in many cases, the partnering college facilitated this process on campus or at the adult education site.

The other requirement NH DOE has set is to limit student eligibility to students currently enrolled in or graduates of adult education programs. In the latter case, the use of state funding allows for students with an adult diploma or GED to re-enroll in transition services.

In the first phase, grant awards ranged from \$1,500 for campus visits to as much as \$35,000 to provide comprehensive counseling. The grants for academic classes were for \$2,500 for a 45-hour class.

In FY 2011, the support and academic services were combined into a single RFP timed with the general adult education funding process and the total amount of available funding was increased to \$173,000. Fourteen local programs will receive grant awards ranging from \$3,800 to \$51,000.

**Outcomes, if available:**

Because the college transition services are state-funded, transition enrollments and outcomes are not tracked according to National Reporting System procedures or reported there, though those students currently enrolled in general adult education services will also be in the NRS.

In the first year of college transition implementation, NH DOE tracked the types of services transition students participated in and found that the preponderance of services provided to students were in the realm of general and educational counseling and college informational sessions and workshops. The services least provided were assistance with financial aid and assistance with college interviews.

In the first year of implementation, 48 students were accepted into college and 33 students received financial aid. Data collection was, however, not the primary focus during this first year when adult education centers were developing and refining models to find the best fit for them. For example, a center that featured bus-trips to visit colleges, found that students needed more counseling follow-up, so they

have included counseling hours in their plan for 2010-11. Another program did not have enough students to form the intended math transitions class, but as an alternative they placed four interested students in an adult high school algebra class and found that they made significant gains in Accuplacer scores. Centers met in May to share experiences and ideas that can be replicated for 2010-11.

#### **Additional Outcomes:**

##### **Accuplacer**

The New Hampshire Department of Education has allocated 1,000 units of Accuplacer testing to the Bureau of Adult Education. These slots, which were originally purchased for Career and Technical Education, can be made available free of charge to adult education college transitions programs for use during the 2010-2011 school year. With this new resource available, the Bureau can recommend transition programs to encourage students with the goal of college to take the Accuplacer early in their GED preparation or adult high school classes.

##### **Running Start**

Another positive outcome from the work of the Adult College Transition Oversight Committee is that the NH Community College Chancellor granted approval for adult education eligibility to provide dual credit for some Adult High School classes, mirroring the Running Start program, offered in traditional high schools.

#### **Main challenges or issues:**

The challenge the Bureau of Adult Education faces is to systematize adult education/college transition processes throughout New Hampshire while still allowing for regional differences. Adult educators and college representatives have created a variety of initiatives in different regions, that are individual and not systematic. The ACT project will increase the number of stakeholders at both statewide and regional levels, will identify best practices, and will develop mechanisms to support the institutionalization of coordinated transition activities in all regions.

The planning and implementation grants from Nellie Mae Education Foundation allowed the Bureau of Adult Education to pay facilitators to lead the regional ACT regional groups. Although the funding has ended, several regional teams have already made plans to continue regular meetings despite the absence of a paid facilitator. Many of the regional groups have generated tremendous support, and in some cases, in-kind resources, from the postsecondary institutions.

Approval at the system level to allow Running Start classes to be offered in adult education programs marks tremendous progress at the policy level, though it has been more difficult to implement locally. To receive approval, a Running Start class must meet community college accreditation standards, which require that the teacher have a master's degree in the subject. While Adult High School instructors are certified teachers by state requirement, most do not have master's degrees in a relevant subject area. It's equally difficult for adult education programs to hire an adjunct from the college to teach a Running Start class, because adult education teachers earn about half of what adjunct teachers earn for a class.

**Time frame:** State funding first became available in FY 2010.

**Funding:** \$100,000 in FY 2010, \$173,000 committed for FY 2011.

#### **Youth in Adult Education**

##### **Role of adult education in providing pre-college or transition level for young adults, age 16-24 yrs:**

The NH Bureau of Adult Education does not have programs specifically designed for youth and serves them within their general adult education services. Youth between the ages of 16-24 accounted for 44% of the students served in adult education in 2008-2009. This age group accounts for 69% of those who set and

attained the goal of secondary education credential and 89% of those who set and attained the goal of entering postsecondary education.

**Main challenges or issues:**

The Bureau of Adult Education has found that many adult education adult staff are uncomfortable working with youth and have provided professional development offerings to increase capacity to work effectively with youth in multi-age and multi-level classes. The Bureau has received an increased number of requests for professional development around working with students with substance abuse issues.

**Policies and practices identified by interviewer for further investigation and analysis:**

New Hampshire's strategy of forming regionally based networks and partnerships is an interesting one for states with similar values around local governance and control. These regional networks were well positioned to implement transition programming when an increase in state funding was won. It will be important to follow the incipient state funded programming as outcomes, best practices, and possible models emerge.

New Hampshire is also an example of the enormous impact that small amounts of flexible of funding can have on leveraging partnerships, public support, and resources.

# **POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION** **STATE-LEVEL SELF ASSESSMENT**

**State:** New Hampshire

**Person Completing the Assessment:** Art Ellison

**Date:** July 22, 2010

Strategy	Current Status		Comment
	Current Policy*	Support** / Participate	
PLANNING & PARTNERSHIPS			
Transitioning adult learners to college-level courses and certificate programs is a stated priority.	X		Memorandum of Understanding signed by Bureau of Adult Education administrator
ABE-PSE state-level joint planning.	X		The Adult Education/College Transition Oversight Group includes adult education and postsecondary representatives.
Tracking student achievement across ABE and PSE systems longitudinally.		X	This is a possible future goal. Legislation adopted this year in New Hampshire allows P-16 (primary through college) tracking but does not specifically include adult education.
Joint planning time and professional development between ABE and PSE faculty.		X	Some joint activities have been held, and there is a plan to hold an annual college/adult education workshop day.
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).		X	New Hampshire has a Youth Vision state planning group that includes representatives from Employment Services, foster care, WIA Youth, Juvenile Justice, Vocational Rehabilitation, and adult education. The adult education representative reports to this group about college transitions efforts.
ASSESSMENT & ADVISING			
Advising and counseling for ABE students transitioning to PSE.	X		College transitions programs funded by the Bureau of Adult Education include an advising component.
Career awareness and planning for ABE students; especially regarding high demand jobs.		X	Some local adult education centers plan to introduce career planning into their college transitions programs.
COMPREHENSIVE SUPPORTS			
Wrap around supports for transitioning students, provided directly or through local collaborations.		X	This is a goal for regional groups of college and adult education representatives—not yet fully realized.

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
Equal access to college supports for ABE students (e.g. library, tutoring).		X		This is not yet commonplace, but some community colleges have invited adults who attend college prep classes sponsored by adult education to use facilities such as the college library.
Financial incentives (e.g. payout for completing GED, free first college course, “college friendly” job development).			X	The New Hampshire Adult Ed/College Transitions Oversight Group will continue to explore financial aid options for adult education students and graduates.
ACCELERATED LEARNING				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)			X	No specific model has been adopted statewide; local adult education centers are encouraged to develop appropriate responses that fit local needs—may include advising, college visits, and college prep classes.
Dual ABE and college enrollment.		X		The Community College System of NH has approved an option for “Running Start” dual credit courses, and local adult education centers are working on plans to introduce such courses.
Curriculum alignment between ABE and PSE.		X		A curriculum alignment project is underway to review the needs of adult education students for college readiness.
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students’ career goals.			X	Current college preparation classes are general and designed to prepare students for college admissions. Many adult education college transitions providers are interested in the connection between career goals and college preparation.
LEVERAGED FINANCING MODELS				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.			X	

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

# New Mexico

**Informant Name:** Dr. Pamela Etre-Perez

**Title:** State Director of ABE, NM Higher Ed Dept

<b>Target Population</b>			
<b>Total ABE/ASE/ESOL population served:</b> 22,920			
<b>Young adults--16-18 yrs:</b> 4,249	<b>Young adults—19-24 yrs:</b> 5,190	<b>Total young adults:</b> 9,439	<b>% of population served:</b> 41%
<b>Program levels for young adults:</b> ABE: 6,995                      ASE: 1052                      ESL: 1,387			
<b>Funding</b>			
<b>Federal:</b> \$4.07M (40%)	<b>State:</b> \$5.86M (60%)	<b>Other:</b> ~\$100K Ford Fdn Bridges to Opportunity grant (one-time left-over funds from PSE project)	
<b>Average expenditure per student:</b> \$437			
See <b>FY 09 State AE Report</b> at <a href="http://hed.state.nm.us/cms/kunde/rts/hedstatenmus/docs/170922096-03-10-2010-16-35-19.pdf">http://hed.state.nm.us/cms/kunde/rts/hedstatenmus/docs/170922096-03-10-2010-16-35-19.pdf</a>			
<b>Adult Basic Education-Postsecondary Education Collaboration</b>			
<p><b>Description of collaborations:</b> One of NM's five state goals for the year is to increase the number of students who enter postsecondary education/training.</p> <p>The New Mexico Higher Education Department, the Department of Workforce Solutions, and the Department of Human Services have established a College and Career Transition Task Force prompted by the Ford Foundation Bridges to Opportunity grant. Their goals are to create an environment of comprehensive support for disadvantaged and low-skilled New Mexicans and to integrate institutional structures for training and advancement, driven by economic development priorities. However, the Task Force hasn't been active since the Ford grant ended and there is no money for a new project.</p> <p>To keep up the momentum, in 2010 the State Director of AE secured support from the National Governors' Association (NGA) as part of their Postsecondary Credential Attainment by Adult Worker initiative to convene a Governor's Forum and develop strategic priorities on policy areas that need to be worked on. They are receiving technical assistance from NGA. The goal of the forum is to get key people to commit to an action agenda and to follow up. The NM Governor's Forum will be on Sep 29.</p>			
<p><b>Description of adult education-developmental education overlap:</b> The overlap has not been addressed to date at a system level.</p>			
<p><b>Status of data tracking and sharing:</b> The adult education LACES database is reliable and efficient in tracking student level gains. The state</p>			



adult education office is located at the Higher Education Department and has the capacity to access students' postsecondary data. Starting in July 2001, NM adult education will lead the state in implementing performance based funding.
<b>Adult education content standards written at transition level:</b> No transition level content standards are currently used.
<b>Opportunities and challenges within adult education-PS collaboration:</b> They are developing a co-enrollment policy to guide the growing number of programs beginning to co-enroll adult education students in college and career-technical education classes. At this point, all colleges are allowing co-enrollment of adult education students. They are also actively seeking financial aid opportunities for non-HS graduates.  All New Mexico adult education/ESL programs are working toward full integration of employability skills into their curricula. Twenty-three of the state's twenty-eight programs are actively involved with their area Workforce Connections offices, Workforce Investment Boards, and/or One-Stops. Some have regular representation at meetings, and a growing number have Workforce Investment Board members serving on their own adult education advisory councils.  The main challenge identified by the State Director is limited funding for adult education and transitions and making college and training affordable and feasible. She also considers it a challenge that too many low-skilled students enroll in Dev Ed and use up financial aid in classes they could take for free in adult education: "If colleges are incentivized for graduating people they won't want to accept students who are not college ready."  Dr. Perez is a strong supporter of I-BEST but does not believe the model can be implemented across the board in adult education in NM. "I-BEST is the best IF all the conditions are right. If you don't allow for variety in program models NM you're out of luck, unless you're targeting only urban areas."
<b>Adult Education-to-Postsecondary Transition Initiatives</b>
<b>Overview:</b> All 28 adult education programs in NM make an effort to help their students to transition to college or training even though they are not getting any additional funds for it, according to Dr Perez. A one-semester college transition pilot project at two programs has paved the way for the state to begin to investigate effective policies and practices for bridging adult education to PSE.
<b>Funding streams tapped for transition:</b> Dr. Perez secured one-time left-over funds from the Ford Fdn Bridges to Opportunity initiative to fund transition components at two programs at \$40K and \$47K each for one semester.
<b>Transition Initiative #1 description:</b> The ABE Transition to College and Careers project sponsored two pilot projects serving 50 students at Santa Fe community College and at UNM. The ABE Transition Task Force, an interagency advisory and work group, assisted the State with the selection of the pilot projects and conducted a statewide survey of transition services. Santa Fe replicated I-BEST, and Gallup did a career pathways/ awareness model. Two central features were co-enrollment and attendance based stipends of \$1,000 given out in three phases that students could use for transportation, child care, books etc. An external evaluation was done by SRI.
<b>Outcomes:</b> 66% (33) of GED and ESOL students completed at least one course that yielded credits toward a college

degree while also studying ESOL or GED. However, these courses took up time students would have spent on completing the GED so that only 17% completed their GED while the goal was 60%. Students did make measurable learning gains in basic skills: 50% in ESOL, and in adult education, average TABE scored jumped from 5.9 to 9.0. At Santa Fe, 57% of the completers enrolled in college courses the following semester. At Gallup, all six who also completed their GED did so. The state is still collecting more student data, which is complicated by the fact that The staff who worked on the project is gone according to Dr. Perez.
<b>Main challenges or issues:</b> After the funding for this ABE Transitions to College and Careers Project ended in 2009, there has been no replacement funding. Dr. Perez is working on securing funding.
<b>Time frame:</b> Spring 2009
<b>Funding:</b> about \$100,000
<b>Key policy issues related to transition:</b> <ul style="list-style-type: none"> <li>▪ Adult education is marginalized in the system. Salaries and working conditions of adult education staff can be very poor, especially in rural areas which makes it difficult to attract qualified staff.</li> <li>▪ Overlap and alignment with Dev Ed has not been addressed.</li> <li>▪ Some program staff needs PD on how to work with youth.</li> </ul>
<b>Youth in Adult Education</b>
<b>Role of adult education in providing pre-college or transition level for young adults, age 16-24 yrs:</b> Adult education is the primary provider for students not enrolled in K-12.
<b>Funding streams tapped for youth transition:</b> WIA Title I
<b>Youth Initiative #1 description:</b> UNM-Taos, NM adult education program secured funds to provide transportation and other support for youth to attend the program.
<b>Outcomes:</b> Not available based on interview with Dr. Perez.
<b>Main challenges or issues:</b> Not available based on interview with Dr. Perez.
<b>Time frame:</b> Not available based on interview with Dr. Perez.
<b>Funding:</b> Not available based on interview with Dr. Perez.
<b>Youth Initiative #2 description:</b> Dona Ana Community College secured funding for transition coaches and serves a high proportion of youth in the overall program.

<b>Outcomes:</b> Not available based on interview with Dr. Perez.
<b>Main challenges or issues:</b> Not available based on interview with Dr. Perez.
<b>Time frame:</b> Not available based on interview with Dr. Perez.
<b>Funding:</b> Not available based on interview with Dr. Perez.
<b>Key policy issues related to serving young adult population:</b> <ul style="list-style-type: none"> <li>• Making college and training affordable and feasible.</li> <li>• The money should follow the students and adult education should be paid for graduating out of school youth.</li> </ul>
<b>Policies and practices identified by interviewer for further investigation and analysis:</b> <p>Even though the two pilot ABE Transition to College and Careers projects were short-lived, the external evaluation by SRI outlines several recommendations based on what worked and what didn't. The Governor's Forum being planned and the action agenda that it is expected to produce pave the way for NM to improve policies and practices related to improving college access and success for young and older adults coming out of adult education. The State level leadership in adult education and the Dept of Higher Ed is strongly behind this effort, which is also reflected in the fact that one of NM's five state goals for the year is to increase the number of students who enter postsecondary education/training.</p> <p>The experience with dual enrollment is a lesson for low intensity programs (3-9 hours week) that it may not be realistic for students to both complete the GED and take college course in that amount of time. At \$437 per student, higher intensity programs are probably not affordable even if students could make time to attend them.</p>

# POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION

## STATE-LEVEL SELF ASSESSMENT

**State:** New Mexico

**Person Completing the Assessment:** Pam Etre-Perez

**Date:** April 9, 2010

Strategy	Current Status		Comment	
	Current Policy*	Support**/ Participate		Not at this time
PLANNING & PARTNERSHIPS				
Transitioning adult learners to college-level courses and certificate programs is a stated priority.	X		One of 5 state goals. Incentives to ABE programs are based on them.	
ABE-PSE state-level joint planning.	X		The New Mexico Higher Education Department, the Department of Workforce Solutions, and the Department of Human Services have established a <b>College and Career Transition Task Force</b> prompted by the Ford Fdn grant (see below). Their goals are to create an environment of comprehensive support for disadvantaged and low-skilled New Mexicans and to integrate institutional structures for training and advancement, driven by economic development priorities.	
Tracking student achievement across ABE and PSE systems longitudinally.	X		Yes especially with community colleges, but haven't yet tracked what courses, grades students get in PSE. Now collect NRS data only but the system is in place if we need it.	
Joint planning time and professional development between ABE and PSE faculty.		X	It was difficult in one pilot site and in the other the teachers made it work (career tech teacher didn't want to modify anything, wouldn't budge). There is more joint PD going on. PSE faculty are presenting at our annual ABE teacher institute this summer.	
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).			ABE is part of P-20 Council, but not much planning around youth in ABE specifically.	
ASSESSMENT & ADVISING				
Advising and counseling for ABE students transitioning to PSE.			X	Mostly informally. Local programs need to access it through the college's Student Services.
Career awareness and planning for ABE students; especially regarding high demand jobs.			X	I think it's something they do. All programs talk to students about going to college. Career planning would only be possible if local program organized it with Student Services. We have access to the Discovery career planning program statewide through ABE distance ed program.

Strategy	Current Status		Comment	
	Current Policy*	Support**/ Participate		
COMPREHENSIVE SUPPORTS				
Wrap around supports for transitioning students, provided directly or through local collaborations.			X	Need funding.
Equal access to college supports for ABE students (e.g. library, tutoring).	X			Not by state policy, but in a survey of 21 ABE providers 84% felt there was equal access. Remote and rural sites don't have access.
Financial incentives (e.g. payout for completing GED, free first college course, "college friendly" job development).	X			We have lottery scholarship for anyone who graduates from HS or GED that covers the tuition for 8 semesters if they maintain 2.5 GPA and go directly to college. We also have College Affordability Act for need-based scholarship.
ACCELERATED LEARNING				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)		X		Pilot was 2 different models: I-BEST and more generic career awareness pathway model.
Dual ABE and college enrollment.	X			Yes, in place.
Curriculum alignment between ABE and PSE.			X	Needs to be worked on. At local level we're asking directors to track ABE students who go to college and they're finding students are doing better than HS students.
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students' career goals.		X		I-BEST replication will work in some sites. NM was part of <i>Breaking Through</i> for ESL and Construction and have good data on it.
LEVERAGED FINANCING MODELS				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.			X	Per student cost is \$437; average cost per college student is \$12,904.

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

# New York

**Informant #1 Name:** Robert Purga

**Title:** Supervisor, Adult Education and Workforce Development Office

<b>Target Population</b>			
<b>Total ABE/ASE/ESOL population served:</b> 133,255			
<b>Young adults—16-18 yrs:</b> 7,787	<b>Young adults—19-24 yrs:</b> 18,292	<b>Total young adults:</b> 26,079	<b>% of population served:</b> 27%
<b>Program levels for young adults:</b> ABE: 17,869                      ASE: 3,838                      ESL: 4372			
<b>Funding</b>			
<b>Federal:</b> \$32,127,108 (27%)	<b>State:</b> \$85,363,523 (73%)		<b>Other:</b>
<b>Average expenditure per student:</b> \$ 1,000			
<b>Adult Basic Education-Postsecondary Education Collaboration</b>			
<b>Description of collaboration:</b> <p>The partnership is much stronger today, according to Bob, than it was a year ago. The new Chancellor, Dr. Merryl Tisch, arrived in April 2009 and has already increased the number of formal relationships between SUNY universities and ABE programs. The State Education Department's Adult Education and Workforce Development Office provide ABE in NY. Since the Board of Regents chooses the Commissioner of Education who is responsible for the State Education Department, this governance structure helps to define and support this collaboration. (The person in this position has the authority to mandate practices.)</p>			
<b>Description of adult education-developmental education overlap:</b> <p>This issue is being studied now. The mission is to close the developmental education gap. State Education Department (SED) is looking to CUNY for effective models.</p>			
<b>Status of data tracking and sharing:</b> <p>Right now a system is being piloted that allows for joint access between the south/central RAEN Center and SUNY. It is hoped that this pilot will lead to a state-wide system of joint access of data and create a unified data system.</p>			
<b>ABE content standards written at transition level:</b> <p>No. It is likely that NYSED will adopt the Common Core Standards.</p>			
<b>Opportunities and challenges within ABE-PS collaboration:</b> <p>There are pluses and minuses to this governance structure. Since the governor does not have authority over the Board of Regents/SED, he/she cannot mandate that programs in other departments (i.e.,</p>			

labor) work together. This means that the relationships are not taken for granted and need to be nurtured.

### **ABE-to-Postsecondary Transition Initiatives**

#### **Overview:**

New York is creative in piloting different models to support transition. The two discussed here, Literacy Zones and LaGuardia Community College's pilot, show different approaches. It was clear in the interview NY is at the stage of generating different models; however, the Literacy Zone approach is the one that integrates the workforce, adult education, and postsecondary education fields. This is the one receiving the most attention.

#### **Funding streams tapped for transition:**

There is not a funding stream for transition.

#### **Transition Initiative #1 description:**

Literacy Zones is an 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 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. Transition to college and/or advanced training is a key element.

<http://www.emsc.nysed.gov/funding/2009literacyzonewiarfp.html>

<http://www.emsc.nysed.gov/cis/OCISNewslink.htm>

#### **Outcomes, if available:**

Report on initial outcomes is expected in November 2010.

#### **Main challenges or issues:**

This initiative creates a "zone" offering comprehensive services for all low-income members (infants to seniors) of the zone with education given importance for members' long-term economic success.

#### **Time frame:** 2009-12

#### **Funding:** \$15,000,000

Approximately \$3 million per year in federal Workforce Investment Act Title II funds are expected to be available statewide for 3 years from July 1, 2009 through June 30, 2012. The SED reserves the right to provide additional funding for the initiative. Sixty-five percent of the available funds will be targeted for applications from New York City, Rochester, Buffalo, Syracuse and Yonkers. Thirty-five percent will be targeted for applications from the rest of the state. Applications from each of the Big Five Cities and the rest of the state will be reviewed as six separate competitions. Only those applications receiving 70 or higher will be eligible for funding. Grants are limited to up to \$325,000 per year per Literacy Zone served in New York City, Rochester, Buffalo, Syracuse and Yonkers and up to \$200,000 per year per Literacy Zone served in the rest of the state.

#### **Transition Initiative #2 description:**

LaGuardia Community College received a grant from the MetLife Foundation to improve student

success in high school equivalency diploma/GED courses by developing curricula that contextualize GED preparation around students' career and college goals and by imparting these new teaching methodologies to instructors. Funding over two years will enable LaGuardia to build teacher capacity in the college's GED programs and share lessons learned with the larger community, LaGuardia will disseminate knowledge gained through this project to more than 60 adult educators, counselors and program coordinators in the five boroughs. See <http://www.lagcc.cuny.edu/Home/newscontent.aspx?id=10737418713>

**Outcomes, if available:**

It is too soon to learn the outcomes; however, In LaGuardia's pilot project, 69% of students passed the GED exam, compared to New York State's 2006 GED passing rate of 58%. More importantly, 67% of these GED recipients entered college or certification programs, a transition to post secondary rate more than double the national average of 27%.

**Main challenges or issues:**

A significant focus is on developing the pedagogical skills of teachers.

**Time frame:**

2010-2012

**Funding:**

Amount was not confirmed.

**Key policy issues related to transition:**

All Literacy Zone centers have comprehensive referral capability. 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.

**Youth in ABE**

**Role of ABE in providing pre-college or transition level for young adults, age 16-24 yrs:**

There are no state-wide initiatives. The literacy zones are aimed to make sure that people of all ages are given the tools that he/she needs to succeed. For young adults, this will mean advanced training and college.

**Funding streams tapped for youth transition:**

**Key policy issues related to serving young adult population:**

**Policies and practices identified by interviewer for further investigation and analysis:**

In NYC, Small Business Services is funding four CUNY colleges to pilot the I-BEST model in One-Stop centers. This deserves further investigation. Information so far has been scanty. There are eight pilot sites in New York aimed at piloting Florida's GED Plus model. The data is forthcoming.



# POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION STATE-LEVEL SELF ASSESSMENT

**State:** New York

**Person Completing the Assessment:** Robert Purga

**Date:** April 8, 2010

Strategy	Current Status		Comment
	Current Policy*	Support**/ Participate	
PLANNING & PARTNERSHIPS			
Transitioning adult learners to college-level courses and certificate programs is a stated priority.	X		As mentioned, we have built this as a priority for 7 Regional Adult Education Network centers; have set aside funding for Literacy Zone and Statewide Postsecondary transition summits; will be issuing multi-year RFP for \$2 million and have funded IBEST models.
ABE-PSE state-level joint planning.	X		This year began intensive work with SUNY and CUNY leaders
Tracking student achievement across ABE and PSE systems longitudinally.		X	As part of USDOE postsecondary transition initiative tracking with SUNY data and working with CUNY on their data.
Joint planning time and professional development between ABE and PSE faculty.		X	Will be built into RFP being released and when WIA reauthorized built into rebidding of all state and federal funding. Models being piloted involve intense planning.
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).		X	Central/ southern initiative and also incarcerated youth transition initiative in 3 literacy zones (Syracuse, Rochester, NYC).
ASSESSMENT & ADVISING			
Advising and counseling for ABE students transitioning to PSE.		X	Pilots include this
Career awareness and planning for ABE students; especially regarding high demand jobs.		X	Most models being piloted will have this; the regional education pipeline strategy in which 6 literacy zones work with 6 community colleges and 5 one stop systems will have this as a priority.
COMPREHENSIVE SUPPORTS			
Wrap around supports for transitioning students, provided directly or through local collaborations.		X	Fully involved in the USDOE postsecondary transition initiative in central/southern NY including benefits counseling; access to full array of services through family welcome centers in literacy zones
Equal access to college supports for ABE students (e.g. library, tutoring).		X	Erie Community College and Cayuga CC models

Strategy	Current Status		Comment
	Current Policy*	Support**/ Participate	
Financial incentives (e.g. payout for completing GED, free first college course, “college friendly” job development).		X	CUNY CTI includes free college tuition to those who raise skills early in the 18 week session
<b>ACCELERATED LEARNING</b>			
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)		X	We are piloting multiple approaches and working aggressively with CUNY and SUNY postsecondary sectors to test these models out to see what works for NY: GED Plus, IBEST, Erie Community College model; CUNY College Transition; Cayuga dual credit
Dual ABE and college enrollment.		X	Cayuga and CUNY CTI
Curriculum alignment between ABE and PSE.		X	Models cited above are testing this out; also looking at requirements in common core standards that will be used for new GED
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students’ career goals.		X	
<b>LEVERAGED FINANCING MODELS</b>			
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.		X	Models are using FTEs for the college support services at Erie CC, Cayuga CC, and CUNY Laguardia and Kingsborough

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

# POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION STATE-LEVEL SELF ASSESSMENT

**State:** Ohio

**Person Completing the Assessment:** Jeff Gove

**Date:** April 15, 2010

Strategy	Current Status		Comment
	Current Policy*	Support**/ Participate	Not at this time
<b>PLANNING &amp; PARTNERSHIPS</b>			
Transitioning adult learners to college-level courses and certificate programs is a stated priority.	<b>X</b>		This is one of the NRS outcomes of placing students in postsecondary education or training. The state and all programs have an established target for this. It is also a priority in the OBR Ten-Year Strategic Plan of Higher Ed.
ABE-PSE state-level joint planning.	<b>X</b>		Within the OBR strategic planning process, including but not limited to Shifting Gears, Developmental Education Initiative.
Tracking student achievement across ABE and PSE systems longitudinally.	<b>X</b>		Ohio ABE does state-level data matching for NRS reporting involving our agency, Ohio Department of Education (for GED) and Ohio Dept. of Job and Family Services (employment).
Joint planning time and professional development between ABE and PSE faculty.			Nothing yet coordinated through OBR for this.
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).	<b>X</b>		WIA policy dictates WIA Title II representation on the Governor's Workforce Policy Board (State WIB) and all local WIBs. A State Youth Council no longer exists.
<b>ASSESSMENT &amp; ADVISING</b>			
Advising and counseling for ABE students transitioning to PSE.	<b>X</b>		See above
Career awareness and planning for ABE students; especially regarding high demand jobs.	<b>X</b>		The Ohio Transitions Framework, Stackables initiative, Ohio Skills Bank and ABLE Innovation Grant all support this, as well as referenced in the OBR Ten-Year, Plan.
<b>COMPREHENSIVE SUPPORTS</b>			
Wrap around supports for transitioning students, provided directly or through local collaborations.	<b>X</b>		The Support Services element of the Transitions Framework addresses this. ABLE Collaboratives, Stackables, Ohio Skills Bank, One-Stops, all support this.

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
Equal access to college supports for ABE students (e.g. library, tutoring).		X		This varies by program and region.
Financial incentives (e.g. payout for completing GED, free first college course, "college friendly" job development).		X		These are all locally driven but supported by OBR ABE.
<b>ACCELERATED LEARNING</b>				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)	X			Ohio ABE Transitions Framework required of all programs
Dual ABE and college enrollment.	X			OBR has an explicit policy addressing this.
Curriculum alignment between ABE and PSE.		X		Efforts exist at OBR and local program levels but we are far from completing this important work. Ohio (OBR and ODE) is participating in the national Core Common Standards.
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students' career goals.		X		We are continuing to emphasize this within the Transitions Framework and PD opportunities. We have a pending WIA Incentive grant, Innovation Grant that focuses on this and will be awarding up to five regional awards soon.
<b>LEVERAGED FINANCING MODELS</b>				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.			X	This and other concepts are being reviewed formally through the OBR Funding Consultation Committee. Recommendations to the Governor are due by June, 2010.

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

# Rhode Island

**Informant #1 Name:** Deborah Anthes

**Title:** State Adult Education Administrator, RI Department of Elementary and Secondary Education, Office of Adult and Career and Technical Education

<b>Target Population</b>			
<b>Total ABE/ASE/ESOL population served:</b> 6,577			
<b>Young adults—16-18 yrs:</b> 592	<b>Young adults—19-24 yrs:</b> 1,457	<b>Total young adults:</b> 2,049	<b>% of population served:</b> 34%
<b>Program levels for young adults:</b> ABE: 1241                      ASE: 322                      ESL: 486			
<b>Funding</b>			
<b>Federal:</b> \$1,959,903 (24%)	<b>State:</b> \$6,428,215 (76%)	<b>Other:</b>	
<b>Average expenditure per student:</b> \$1,636.00			
<b>Background</b>			
<p>The adult education system is governed by the Office of Multiple Pathways (formerly the Office of Adult and Technical Education) of the Rhode Island Department of Elementary and Secondary Education (RIDE). The Office of Multiple Pathways also oversees Career and Technical Education, High School Reform, and Rhode Island Virtual High School. In response to 2004 recommendations from the Governor's Adult Literacy Task Force, RIDE established specific administrative functions to create and oversee a systemic approach to the delivery adult education services statewide.</p> <p>Adult education services in Rhode Island are provided by community-based organizations, local education authorities, correctional facilities, local housing authorities, libraries, and the Community College of Rhode Island (CCRI).</p> <p>In addition to WIA Title II funds, RIDE draws on the Job Development Fund, raised through employer contributions and managed by the Governor's Workforce Board. To further a systemic approach, RIDE also pulled together all of funding streams that contribute to adult education, for example through corrections and library budget lines so that all funding is managed and administered by RIDE with uniform expectations and procedures for accountability.</p>			
<b>Adult Education-Postsecondary Education Collaboration</b>			
<b>Description of collaboration:</b> In 2007, rather than fund individual learning centers to deliver college transition services, RIDE took a collaborative approach and funded the Community College of Rhode Island (CCRI), the only community college in the state, as the lead fiscal agent for a 3- year Transition to College pilot, in collaboration with two community-based organizations. This initial pilot served the greater Providence area but did not extend to students throughout the state. A Transition to College Advisory Team was convened to steer the collaboration and is comprised of representatives from RIDE, CCRI, and the collaborating community-based organizations.			

A statewide Transition Coordinator will be hired under the new transition funding to develop and maintain statewide agreements (see Initiative #2).

**Description of adult education-developmental education overlap:**

There are several levels of developmental education offered at CCRI, but there has been no analysis of where the overlap exists or determination of where adult education should end and developmental education begin. But with 80% of CCRI students placing into developmental education or non-credit ESOL, it would be beneficial to address the overlap. Ultimately, the goal is that all adult education/ESOL programs adequately prepare students for college-level credit courses.

**Status of data tracking and sharing:**

For the Transition to College pilot, CCRI was responsible for tracking and reporting all of the postsecondary education data. Going forward, RIDE will be issuing grants for transition programs throughout the state and will require grantees to have data tracking and sharing agreements with partnering colleges. RIDE will also be using the National Student Clearinghouse to track postsecondary transitions.

**Adult education content standards written at transition level:**

Rhode Island has content standards for speaking, listening, and reading that were developed before transitions to postsecondary education was a priority. Rather than try to expand the current standards to reflect college and career readiness, RIDE will look to the Common Core State Standards as a foundation for transition level standards.

**Adult Education to Postsecondary Transition Initiatives**

**Overview:**

The Transitions to College pilot is a three-year collaboration between CCRI and two community-based organizations funded in 2007 to improve advancement into postsecondary education for the target population. Each of the three collaborating providers offered a distinct transition model with its own strengths and weaknesses that RIDE could learn from before designing a statewide model.

The positive outcomes obtained by the three-year pilot provided compelling evidence for addressing transitions to postsecondary education with a system-wide approach. Near the end of the three year pilot, RIDE convened a meeting with college transition providers from the region to share program models and outcomes. This session, as well as outcomes and lessons learned from the three-year pilot, informed a new Request for Proposals, discussed in Transition Initiative #2.

**Funding streams tapped for transition:**

RIDE uses state allocations to fund the Transitions to College pilot. Though there is some flexibility with WIA Title II funds to serve students with a high school credential who demonstrate skills below 12.9 Grade Level Equivalent, RIDE targets transition programming to serve people with a higher level of skills who are closer to being college ready. As a result, WIA funds are not used for Transitions to College programming.

**Transition Initiative #1 description:**

In 2007 the state allocated \$550,000 to fund a Transition to College initiative with three main partners, CCRI and two community-based organizations, Dorcas Place Adult and Family Literacy Center and Rhode Island Regional Adult Literacy (RIRAL), both of which had been operating transition programming for a number of years previously, through the New England ABE-to-College Project. The goal of the pilot was to gradually increase tenfold (from 50-500) the number of adults transitioning successfully into postsecondary education or training by 2010.

Both Dorcas Place and RIRAL prepare adult learners for college through a variety of services, including tutoring, mentoring, counseling/advising, and academic instruction. Transition students also take a free college class at CCRI. Similarly, CCRI adjusted the curriculum of its GED Prep class based on a GED Plus model to better prepare students to transition to college courses. A Transition Coordinator, housed at CCRI was hired to reach out to the students at Dorcas Place, RIRAL, and other adult education programs to introduce them to CCRI and help them navigate the admissions and application processes at the college.

**Outcomes, if available:**

Since the pilot was launched in 2007, the number of students transitioning to postsecondary education has increased five fold (approximately, from 50 to 250). It's too early to know how students have fared at college, but soon RIDE will have the capacity to track them through the National Student Clearinghouse.

**Main challenges or issues:**

It was important for RIDE allow innovations emerge from the field rather than prescribe too rigid a program design. At the same time, it was challenging to establish a set of common milestones and report on uniform outcomes as a result. While the pilot has demonstrated that college transition type programming is effective, the student outcomes as well as the cost per outcome vary from program to program. The goal going forward is to develop an approach that incorporates the strengths of each model.

There was a degree of initial resistance from formerly fully independent transitions to college programs to collaborate as equals in creating a new method of serving this population more systematically. Each provider now has a much deeper understanding of the strengths of the particular transition models that are in place and have become more open to referring appropriate students to each other's programs.

**Time frame:** 2007 to present

**Funding:**

Approximately \$550,000 per year. RIDE received a \$40,000 grant from Nellie Mae Education Foundation in 2008 to support coordination of the partnership in its early stages.

**Transition Initiative #2 description:**

Based on the lessons learned from the initial Transitions to College pilot, RIDE decided to promote a more uniform program model and set of activities in its next round of transition funding in order to improve and measure outcomes across programs statewide.

This move towards a more defined model is mirrored in the Request for Proposals that RIDE released in the spring of 2010. The new initiative is called the Rhode Island College and Careers Transition Initiative, and is a sub-priority under Priority Area #2: *Upward Mobility Through Multiple Pathways to College, Career, and Work*.

The RFP describes two different program elements allowed under the sub-priority of expanding transition to postsecondary education and training/apprenticeship programs:

- 1) Bridge to College and Careers model designed for students who already have achieved a high school credential. It is a dual enrollment model that allows for students to be enrolled in adult education and a college, with preference given to proposed partnerships where the college class is delivered on campus.

- 2) Adult Secondary Education for College and Careers is designed for high level Adult Secondary Education students who are still working towards a high school credential. The curriculum must be based on the draft Common Core State Standards and include a distance learning component to accelerate learning. Programs must also provide counseling/advising.

If it succeeds in making Adult Secondary Education students college-ready, the second model, according to the adult education administrator, has the potential to scale up and become the standard model, eventually eliminating the need for a separate college prep/bridge component.

**Outcomes, if available:**

Initiative not yet implemented

**Main challenges or issues:**

Initiative not yet implemented

**Time frame:**

Programs funded under the new priority area will begin implementation in the fall of 2010.

**Funding:**

\$750,000 will be allocated to support up to 4 Bridge programs, at approximately \$150,000 per program. The funding will also support a statewide coordinator to develop statewide agreements and monitor local implementation.

RIDE will redirect a portion of existing adult education funding to support 12 Adult Secondary Education for College and Career grantees across the state at an estimated cost of \$60,000-\$80,000 per student cohort.

**Transition Initiative # 3:**

In response to the advocacy of members of the Transitions to College Advisory Team on behalf of adult learners, the Rhode Island Higher Education Assistance Authority established a new aid program allowing financial assistance for adult learners enrolling in less than five credit hours of college courses. These funds are available to the students for up to four semesters and may be used toward classes, books, fees, childcare, transportation or any other expense related to attending college.

**Outcomes:** Unavailable

**Key policy issues related to transition:**

RIDE envisions a system change that involves dual enrollment as a widely-implemented pathway to postsecondary education as a common practice. However, this requires a shift in thinking in both the adult education and college systems.

A working group has been established to work with the Core Common State Standards. Rhode Island uses the CASAS assessment system, but it is not correlated with the Accuplacer and doesn't predict how student will perform on the Accuplacer, or even the GED. RIDE hopes to develop a crosswalk between the tests and address the differences through curriculum and instruction.

Other challenges include:

- Limited college transition activities allowable under WIA Title II especially for higher skilled diploma holders
- Limited funding resources



- Protecting and sustaining the financial aid program for students enrolling less than half time in college

## Youth in Adult Education

### Role of adult education in providing pre-college or transition level for young adults, age 16-24:

In 2007, Rhode Island Department of Labor and Training was selected as one of 16 states to develop a state-level partnerships to implement a Shared Youth Vision Initiative through a more integrated, cost-effective service delivery system that is aligned with the goals and strategies most appropriate to youth ages 16-21. The RIDE Office of Multiple Pathways is a member of the Shared Youth Vision Team, which worked towards developing a collaborative case management system to serve RI youth. Leveraging resources from a variety of funding streams, they created an integrated service delivery model involving the establishment of several youth centers across the state that serve as hubs for activities for youth, most, but not all, of whom have left school. The centers provide services related to employment, and alternative pathways to a high school credential.

### Funding streams tapped for youth transition:

State & federal

### Youth Initiative #1 description:

In 2007, RIDE funded 8 (out of 36) adult education programs under a stated priority to better serve youth in collaboration with the youth centers established through the Shared Youth Vision. These programs have implemented strategies such as accelerating the pace of instruction and increasing the use of technology in order to better engage youth. Many enrollees tend to be students who've left school recently and have good study habits, but for whatever reason, can't succeed within the traditional route.

### Outcomes, if available:

GED attainment in Rhode Island has increased overall each year, and specifically among younger learners. The increase is attributed to this initiative.

### Main challenges or issues:

### Time frame:

### Funding:

### Youth Initiative #2 description:

The 2010 Request for Proposals outlined a new high school completion sub-priority to serve English Language Learners who are older youth with special needs and have aged out of high school before reaching proficiency. Under this sub-priority RIDE funds collaborations between adult education, school districts and WIA Title I-funded programs to transition older youth to adult education services.

### Time frame:

To be implemented fall 2010

### Funding:

\$750,000 allocated

### Policies and practices identified by interviewer for further investigation and analysis:

Rhode Island's transition efforts are gaining momentum. It will be important to watch the development

of the two parallel transition program models geared towards serving students at distinct educational levels. It will be important to establish a uniform set of outcome targets with which to evaluate the models, as this proved difficult in the earlier pilot when participating programs had very diverse program designs.

# POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION STATE-LEVEL SELF ASSESSMENT

**State:** Rhode Island

**Person Completing the Assessment:** Deborah Anthes

**Date:** July 30, 2010

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
PLANNING & PARTNERSHIPS				
Transitioning adult learners to college-level courses and certificate programs is a stated priority.	X	X		2010-2015 Adult Education Request for Proposals College transitions work group
ABE-PSE state-level joint planning.		X		College transitions work group
Tracking student achievement across ABE and PSE systems longitudinally.		X		
Joint planning time and professional development between ABE and PSE faculty.		X		
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).	X			State Youth Initiative
ASSESSMENT & ADVISING				
Advising and counseling for ABE students transitioning to PSE.		X		
Career awareness and planning for ABE students; especially regarding high demand jobs.	X			
COMPREHENSIVE SUPPORTS				
Wrap around supports for transitioning students, provided directly or through local collaborations.		X		
Equal access to college supports for ABE students (e.g. library, tutoring).			X	

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
Financial incentives (e.g. payout for completing GED, free first college course, "college friendly" job development).		X		
<b>ACCELERATED LEARNING</b>				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)	X	X		2010-2015 Adult Education Request for Proposals College transitions work group
Dual ABE and college enrollment.		X		
Curriculum alignment between ABE and PSE.		X		
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students' career goals.		X		
<b>LEVERAGED FINANCING MODELS</b>				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.			X	

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

# Texas

**Informant:** Joanie Rethlake

**Title:** Director, Texas LEARNS

Information also taken from supporting documents<sup>1</sup>

Target Population			
Total ABE/ASE/ESOL population served: 93,241			
Young adults--16-18 yrs: 10,509	Young adults—19-24 yrs: 17,502	Total young adults: 28,011	% of population served: 30%
Program levels for young adults: ABE: 17,380 (62%)                      ASE: 2,694 (10%)                      ESL: 7,937 (28%)			
Funding			
Federal: \$40,077,444 (72%)	State: \$ 15,471,755 (28%)	Other: Small amount of Perkins and Title I funds that provide for occasional pilots (less than \$1m)	
Average expenditure per student: \$500			
Adult Basic Education-Postsecondary Education Collaboration			
Description of collaboration: Adult Basic Education WIA Title II services are overseen by the Texas Education Agency (TEA). All nondiscretionary grant management, program assistance, and other statewide support services are contracted out to Texas LEARNS, a division of Harris County Department of Education. The state is divided into 55 geographic regions, called “co-ops.” One member of each co-op is designated as the fiscal agents to leverage/minimize administrative costs (currently 24 Community Colleges, 29 Local Education Agencies, and 2 CBOs). See state organizational chart at <a href="http://www-tcall.tamu.edu/stateorgchart.html">http://www-tcall.tamu.edu/stateorgchart.html</a> .			
The Texas Legislature has been key in supporting collaboration between Adult Basic Education and Postsecondary Education. Activities include:			
<ul style="list-style-type: none"><li>• Linkages: In 2003, the Texas Workforce Investment Council was mandated to bring together its adult education providers: TEA/Texas LEARNS, the Texas Workforce Commission (TWC), and Texas Higher Education Coordinating Board (THECB) to develop and implement an action plan to facilitate the efficient delivery of integrated adult education services. A Tri-Agency Collaboration was developed for this purpose. As a result, all three organizations now sit as members of the state’s P-16 Council, submit their federal and state-level plans to each other for review and comment; and plan to identify and assess how many local workforce boards have robust ABE relationships.</li></ul>			

<sup>1</sup> *An Action Plan to Transition Adult Basic Education Students Into Postsecondary Education and Training* (Texas Higher Education Coordinating Board, January 31, 2010); *Adult Basic Education: Aligning Adult Basic Education and Postsecondary Education* (2008) available at <http://www.theccb.state.tx.us/Reports/PDF/1628.PDF> and *Evaluation 2009 -- Accomplishments and Outcomes of the Texas Workforce Development System and Final Report on Destination 2010* available at [http://governor.state.tx.us/files/twic/FY2009\\_Evaluation.pdf](http://governor.state.tx.us/files/twic/FY2009_Evaluation.pdf).

- MOU: THECB and TEA expanded their memorandum of understanding (MOU) to provide postsecondary enrollment to AEFLA providers.
- Alignment: In 2007, the Texas Legislature called for TEA and THECB “to develop and implement immediate and long-range coordinated action plans to align Adult Basic Education and postsecondary education.” Recommendations included expanding TEA’s capacity; making postsecondary and workforce readiness the new mission of the adult education and workforce skills systems; aligning ABE standards with Texas’ College Readiness Standards to prepare adults for college; researching and implementing models of best practice; identify promising high school practices that could be brought to ABE; easing barriers to ABE for students by increasing support services (e.g., child care and flexible schedules) and enhancing the system’s ability to track individual student outcomes, etc.

**Description of adult education-developmental education overlap:**

In September, 2008, the Community College Leadership Program convened the Developmental Education Institute to create strategic priorities which primarily focused on the path from high school to college-level credit for traditional students. Several of the recommendations benefit adult learners, particularly the call for improved communication among internal and external stakeholder to enhance collaboration, uniform state policies and practices, professional development for full-time and part-time faculty, holistic treatment of students, and additional dollars for non-course support services. The current plan is that adult and developmental education be aligned by 2015.

**Status of data tracking and sharing:**

Texas Educating Adult Management System (TEAMS) collects data for programs receiving AEFLA funds; biggest (but typical) drawback is that it does not capture data from programs that do not receive AEFLA funds.

**ABE content standards written at transition level:**

Texas Adult Education Content Standards were developed using the Equipped for the Future (EFF) framework. Current movement is to align ABE standards to Texas’ College Readiness Standards. Content standards available at <http://www-tcall.tamu.edu/taesp/guide08/cover.html>.

**Opportunities and challenges within ABE-PS collaboration:**

After several years of discussion, the legislature has decided that Adult Basic Education will remain under TEA. This decision has allowed the Tri-Agency Initiative to move forward so that they can work together on the P-16 Council, Statewide Assessment Board, Interagency Literacy Council, etc. Nevertheless, communication is identified as a challenge.

**ABE-to-Postsecondary Transition Initiatives**

**Overview:**

Due to the large size of the state and regional differences, Texas LEARNS plans to identify a transition point-person in each of the GREAT Centers rather than one state-level position. While expanding its current Intensive Bridge Program, the state will also investigate use of the I-BEST model. One of the foundational steps, however, is to increase the aspirations for ABE students. Only 3% of AEFLA-funded ABE students (2007-09) reported a short or long-term goal of enrolling in higher education; 7% actually went on to enroll.

There are several other, smaller initiatives, not mentioned here (e.g., GED-Plus Math: ABE and Developmental Education math teachers looking at the differences between the Texas Higher Education

Assesment (THEA), Accuplacer, Asset, etc. and passing the GED.
<b>Funding streams tapped for transition:</b> Funds set aside by the Texas Legislature
<b>Transition Initiative #1 description:</b> Intensive Bridge Program for GED Students provides transition services and intensive academic instruction to recent GED graduates. THECB, working with TEA, piloted competitive grants to community colleges and technical institutions. Thirteen institutions received grant awards. For FY 2010, the program (now called Intensive College Readiness Programs for Adult Students) widened those eligible to AEFLA and non-AEFLA-funded providers, encouraging 501c3 organizations to be included as partners.. The goal is to transition 1,500 additional adult education students into postsecondary education by September, 2011.  The GED Bridge program is based on an earlier program for traditional high school graduates. MDRC conducted a rigorous, multi-college study of developmental summer bridge programs in 8 Texas colleges and universities. The four-six week program included intensive academics, college knowledge, a \$400 stipend, etc. for recent high school graduates.
<b>Outcomes, if available:</b> 90-95% success for recent high school grads; using Texas Higher Education Assessment (THEA) for pre- and post-test.
<b>Main challenges or issues:</b> Early indications highlighted the lack of partnerships between ABE and PS. The adult education programs that are not on college campuses usually do not have a partnership with the college.
<b>Time frame:</b> FY2009-2011
<b>Funding:</b> Average grant award for FY 2010-2011 will be \$125,000
<b>Transition Initiative #2 description:</b> Texas is one of eight states chosen to receive targeted technical assistance as a participant in Policy to Performance: Transitioning Adults to Opportunities funded by the U.S. Department of Education, Office of Vocational and Adult Education.
<b>Outcomes, if available:</b> Proposed action plan will help the state examine, analyze, and develop policies to meet the needs of low skilled adults.
<b>Main challenges or issues:</b> Explaining the changes in a way that the legislature can understand.
<b>Time frame:</b> February 2011 to August 2012
<b>Funding:</b> 8 states participating in this \$1.8 million initiative

## **Youth in ABE**

### **Role of ABE in providing pre-college or transition level for young adults, age 16-24 yrs:**

To graduate from high school in Texas, students must complete all required courses and pass the 11<sup>th</sup> Grade TAKS (TX Assessment of Knowledge and Skills). A recent change in legislation allows the public schools to work with students up to age 26. This makes the K-12 system a likely provider of educational services for most young adults. The target youth population that high schools serve typically, are those students on the brink of graduation. They are served at a different time/place within the school district. Adult education tends to get involved when someone ages out of foster care and local programs develop partnerships.

### **Funding streams tapped for youth transition:**

Recent changes in Texas law means that educational funds follow students, which could provide for substantial transition services. TEA does fund some dropout recovery programs and two adult education providers (of 55) applied for and will become dropout recovery programs.

### **Youth Initiative #1 description:**

No specific initiative

### **Key policy issues related to serving young adult population:**

There are probably between 6-8,000 youth referred to adult education by the courts. Texas LEARNS has begun working with local providers to help them create student contracts that describe a course of action if the youth has difficulty. Some require that the entity and student meet with the teacher or the program director prior to accepting a student.

### **Policies and practices identified by interviewer for further investigation and analysis:**

- Potential contribution of high school reform to ABE practices.
- Texas tends to examine transition supports and services offered to students graduating from high school. As programs show success for more traditional students, Texas Adult Education then presses for inclusion of ASE/GED students.
- Intensive Bridge Program for Adult Students is showing promise and should be investigated further.
- Use of regional transition coordinators for large states.
- Sample student contracts for programs serving court referred youth.



**POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION  
STATE-LEVEL SELF ASSESSMENT**

**State: Texas**

**Person Completing the Assessment:** Joanie RethLake

**Date:** April 5, 2010

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
PLANNING & PARTNERSHIPS				
Transitioning adult learners to college-level courses and certificate programs is a stated priority.		X		
ABE-PSE state-level joint planning.	X			Yes, the Tri-Agency Collaboration
Tracking student achievement across ABE and PSE systems longitudinally.			X	Part of the strategic plan.
Joint planning time and professional development between ABE and PSE faculty.		X		Local
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).	X			
ASSESSMENT & ADVISING				
Advising and counseling for ABE students transitioning to PSE.		X		Local
Career awareness and planning for ABE students; especially regarding high demand jobs.		X		Local
COMPREHENSIVE SUPPORTS				
Wrap around supports for transitioning students, provided directly or through local collaborations.		X		Local

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
Equal access to college supports for ABE students (e.g. library, tutoring).		X		Local
Financial incentives (e.g. payout for completing GED, free first college course, “college friendly” job development).			X	New RFP will include financial incentives for students.
<b>ACCELERATED LEARNING</b>				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)			X	High interest in ABE/ESL vocational pilots, I-BEST, etc but want to maintain flexibility based on local needs.
Dual ABE and college enrollment.			X	
Curriculum alignment between ABE and PSE.		X		Part of upcoming work
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students’ career goals.		X		Local
<b>LEVERAGED FINANCING MODELS</b>				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.			X	

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

# **POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION** **STATE-LEVEL SELF ASSESSMENT**

**State:** Texas

**Person Completing the Assessment:** Joanie Rethlake

**Date:** April 5, 2010

Strategy	Current Status		Comment
	Current Policy*	Support**/ Participate	Not at this time
PLANNING & PARTNERSHIPS			
Transitioning adult learners to college-level courses and certificate programs is a stated priority.		X	
ABE-PSE state-level joint planning.	X		Yes, the Tri-Agency Collaboration
Tracking student achievement across ABE and PSE systems longitudinally.			Part of the strategic plan.
Joint planning time and professional development between ABE and PSE faculty.		X	Local
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).	X		
ASSESSMENT & ADVISING			
Advising and counseling for ABE students transitioning to PSE.		X	Local
Career awareness and planning for ABE students; especially regarding high demand jobs.		X	Local
COMPREHENSIVE SUPPORTS			
Wrap around supports for transitioning students, provided directly or through local collaborations.		X	Local
Equal access to college supports for ABE students (e.g. library, tutoring).		X	Local

Strategy	Current Status			Comment
	Current Policy*	Support**/Participate	Not at this time	
Financial incentives (e.g. payout for completing GED, free first college course, “college friendly” job development).			X	New RFP will include financial incentives for students.
<b>ACCELERATED LEARNING</b>				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)			X	High interest in ABE/ESL vocational pilots, I-BEST, etc but want to maintain flexibility based on local needs.
Dual ABE and college enrollment.			X	
Curriculum alignment between ABE and PSE.		X		Part of upcoming work
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students’ career goals.		X		Local
<b>LEVERAGED FINANCING MODELS</b>				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.			X	

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

# Vermont

**Informant #1 Name:** Tom Alderman

**Title:** Director of Adult Education, Vermont Department of Education

**Informant #2 Name:** Jack Glade

**Title:** Executive Director, The Tutorial Center

Target Population (2008-2009)			
Total ABE/ASE/ESOL population served: 5,670			
Young adults—16-18 yrs: 2,202	Young adults—19-24 yrs: 1,384	Total young adults: 3,586	% of population served: 63%
<b>Program levels for young adults:</b> ABE: 1,837                      ASE: 565                      ESL: 117  (Educational Functional Level unavailable for 1,067 students because the assessment was not given at enrollment or expired.)			
Funding (2008-2009)			
Federal: \$990,747 (16%)	State: \$5,087,325 (84%)	Other:	
Average expenditure per student: \$761			
Adult Basic Education-Postsecondary Education Collaboration			
<b>Description of collaboration:</b> The adult education system in Vermont is administered by the Vermont Department of Education (VDOE). The entire grant for Vermont adult education services is awarded to Vermont Adult Learning (VAL), which directly administers six regional VAL sites and subcontracts to 3 additional adult education providers, who together, comprise the state system, referred to as “Learning Works”.  VDOE and Learning Works have been collaborating for many years with the Community College of Vermont (CCV) and Vermont Student Assistance Corporation (VSAC) to develop a statewide model for transitioning adult education students to postsecondary education. An effective local program model has been implemented in the Bennington area for the past decade by the Tutorial Center, in partnership with CCV. This model provides for a stand alone college transition program where students are dually enrolled in adult education and CCV.  The primary goal of the state-level collaboration is to improve student access to and success in postsecondary education by strengthening and coordinating the skill development and academic support services provided by CCV and Learning Works. In 2009, the Department of Education and stakeholders received a two-year, \$45,000 grant from the Nellie Mae Education Foundation to develop and implement an action plan for developing statewide college transition partnerships and services. To achieve this, they will build upon the base of college transition services in place in Vermont and fill in policy and implementation gaps that would enable college transition services to become available statewide, in a sustainable, systemic manner.  A statewide Letter of Agreement was signed by CCV and Learning Works in September of 2009 outlining			

objectives and expectations to develop and implement policies and protocols to guide cross referrals, a continuum of learning activities and academic supports, joint professional development, and data tracking and sharing.

**Description of adult education-developmental education overlap:**

Currently, there is a lack of alignment and understanding about where adult education ends and Developmental Education begins. However, the 2009 Letter of Agreement commits Learning Works and CCV to undertake a process to define what skills students need in order to be considered college ready and how to best assess these skills. Further, the stakeholders will determine, mutually, which is the best system for preparing students, at what level, and develop an appropriate referral system. The agreement is to develop a protocol and referral process at the state level to be implemented at the local level.

**Status of data tracking and sharing:**

Currently, data is shared at the local level between the Tutorial Center and CCV. Vermont is developing a longitudinal system that will enable data tracking and sharing statewide.

**Adult education content standards written at transition level:**

Vermont is working on a Bridge to College Manual that will include standardized procedures, tools/resources and content for: Bridge to College program design; course content; outreach and recruitment; intake and admissions; orientation; assessment and evaluation; learning styles and study skills; career planning; and for teaching reading, writing, and math.

Adult education programs that are not implementing a Bridge to College program will not be obliged to follow the manual.

**Opportunities and challenges within adult education-PS collaboration:**

Vermont has established a dual enrollment model and cleared related policy barriers, allowing students to be in both the Vermont Adult Education and Literacy (AEL) system and PSE system officially.

**Adult Education to Postsecondary Transition Initiatives**

**Overview:**

Currently, the collaboration described above to standardize a Bridge to College model statewide is the transition initiative. It is built on the local program model and partnership implemented in Bennington, and now, on alternate semesters, in the more urban Burlington, but there are no resources for expanding to additional local sites.

**Funding streams tapped for transition:**

Vermont received funding from the Nellie Mae Education Foundation to implement the local Bridge program in Bennington and Burlington and to support statewide planning efforts.

Another primary source of program funding has been leveraged through non-degree grants available to qualifying students from Vermont Student Assistance Corporation (VSAC). These are not typically available in many states.

**Transition Initiative #1 description: Bridge to College**

The effort to build, implement, and sustain a replicable, research-based Bridge to College model statewide involves accomplishing the following tasks, some of which have been completed, and others which are still in process of:

- Updating all Learning Works provider contracts to reflect college transition services as an eligible

<p>service opportunity</p> <ul style="list-style-type: none"> <li>▪ Clarifying course designations and numbering that allows Bridge to College coursework to be officially listed in the CCV catalog system</li> <li>▪ Affirming that students in the Bridge to College program can be dually enrolled in the Learning Works and CCV systems</li> <li>▪ Documenting a protocol for the appropriate uses and timing for administering Accuplacer and Learning Works' assessments.</li> <li>▪ Developing a shared Release of Information process that allows CCV and Learning Works to exchange student information</li> <li>▪ Establishing eligibility of Bridge to College coursework for student non-degree grant funding through VSAC (with certain eligibility requirements)</li> <li>▪ Creating a draft implementation manual for the Vermont Bridge to College Program that contains statewide policies and procedures, describes partner roles and responsibilities, and provides implementation protocols.</li> </ul>
<p><b>Outcomes, if available:</b></p> <p>Statewide, 45% of adult education students who set the goal of enrolling in postsecondary education attained it the past year. These are outcomes for the general adult education student population, as opposed programs specifically designed for transitions. On average, 81% of graduates of the local Bridge to College program in Bennington enroll in postsecondary education each year.</p>
<p><b>Main challenges or issues:</b></p> <p>The current remedial model with its emphasis on developmental education courses overlaps with what should be provided by the adult education system. It is costly to students and ties up college faculty resources. Learning Works sees an opportunity to embed academic remediation into entry level subject courses and serve lower skilled students through the adult education system.</p> <p>Although the use of VSAC non-degree grants has been a vital funding stream for one local Bridge to College program, it is not a scalable model without a substantial increase the funding allocation to VSAC.</p> <p>The Learning Works and CCV Letter of Agreement and implementation plan includes joint professional development activities for faculty and staff of both institutions. However, without the promise of future funding to expand programming, it is difficult to get buy-in for people to participate.</p>
<p><b>Time frame:</b></p> <p>Efforts are ongoing. The local Bridge to College program has been operating for ten years.</p>
<p><b>Funding:</b></p> <p>To date, VDOE has not allocated additional funds to implement transition services. The planning partnership has received \$45,000 over the past two years from the Nellie Mae Education Foundation and stakeholders have contributed staffing and meeting space.</p> <p>The local Bridge to College program, upon which the statewide model will be built, is funded through private grants, primarily from the Nellie Mae Education Foundation, and a combination of VSAC non-degree grants, fee-based services, and overhead support drawn from the general adult education grant.</p>
<p><b>Key policy issues related to transition:</b></p> <p>See main challenges and issues.</p>

## **Youth in Adult Education**

### **Role of adult education in providing pre-college or transition level for young adults, age 16-24 yrs:**

Learning Works adult education providers serve young adults in all eligible programs under WIA Title II. In addition, Vermont Learning Works partners administer the High School Completion Program, an innovative program instituted in July of 2006 by the Vermont legislature. As a result, the adult education system has undertaken a more central role in serving young adults.

### **Funding streams tapped for youth transition:**

The High School Completion Program (HSCP) is funded by the Vermont Department of Education (DOE) and administered through the Learning Works system in partnership with local high schools. It is funded through the state education and special enrollment funds and provides a new revenue stream for Learning Works sites that offer HSCP services. The enabling legislation allows reimbursement for a much broader menu of services and at a much more realistic cost per student than what is provided under adult education funding. As a result, the funding follows a high school student into the adult education system and gives Learning Works providers greater flexibility and resources to work with each HSCP student to create and enact the individualized education plan.

### **Youth Initiative #1 description: High School Completion Program**

The overall goal of the High School Completion Program (HSCP) is to increase the high school graduation rates of Vermont's school-age youth, ages 16-21, by re-engaging students that have disconnected from the school system or are at risk of doing so.

The essential component of HSCP is the "graduation education plan," a personalized plan that is developed and closely managed by Learning Works staff, serving as the High School Completion Plan Manager, with the participation of the student. This student-centered personalized approach offers flexibility and supports that help each student set individual long-term goals for postsecondary education or training, or employment and economic independence.

The Learning Works High School Completion Plan Manager partners with the high schools, community colleges and other community resources, such as, parent/child resources and technology centers, through HSCP to help students develop and actualize their individual plans.

### **Outcomes, if available:**

Through its first four years of operation, the program has worked with a total of 1,354 students, ages 16-21 years, to develop and implement a graduation education plan. Of these, 585 have successfully completed and earned diplomas, and 355 continue to be enrolled and engaged in the program. Some of those no longer active in HSCP have subsequently earned secondary credentials through GED or the Vermont Adult Diploma Programs. Eighty-four percent (84%) of all HSCP enrollees were ages 16 to 18. Outcomes for transition to postsecondary education are included in the 45% achieved for all adult education students who set the goal.

### **Main challenges or issues:**

HSCP is a program based on the notion of project-based learning, real life relevance, and competency-based assessment -- which do not readily align with the measures of high schools, such as, seat time, credits, and units. Each HSCP contractor has to implement and document a student's progress within each school district's graduation requirements. The goal and challenge is to use HSCP as a model that can, ultimately, transform the school environment to benefit all students.

Another policy is related to the main challenge described above. HSCP was set up to meet local standards for graduation and not state standards for graduation. So, each HSCP site has to develop an individualized



student approach that still meets the local requirements.

**Time frame:**

HSCP was enacted in 2006 and is ongoing.

**Funding:**

The average cost per HSCP student enrollment is \$4,841 per year. The average cost to take a student from enrollment/graduation plan to graduation is \$8,279, with services typically spanning more than a single year, as compared with the \$761 average adult education expenditure per student.

**Key policy issues related to serving young adult population:**

The adult education system does not have the resources or a responsibility comparable to the public schools for the provision of special education services. However, some students who are eligible for HSCP are also eligible for Special Education services within the public school setting. In most cases, services recommended in an Individualized Education Plan are the norm in a graduation education plan through HSCP. If more significant services are required, then the high school partner retains responsibility for those services to enrolled students. Un-enrolled students are counseled to understand that Special Education services are not available through the adult education system.

**Policies and practices identified by interviewer for further investigation and analysis:**

Vermont has developed two strong innovations, one -- HSCP, with enabling legislation that leverages new funding, and the other -- the Bridge to College model, that has very limited funding to support statewide scale-up. It would be important to understand how the political will that was mobilized for the former, might be tapped for the latter.

Additionally, stakeholders working with both programs recognized the practical lessons that each program has to teach the other. For example, HSCP implements a "high-touch" case management approach that many see as critical component to adult transition services. Bridge to College has longstanding collaborations with CCV and VSAC, and expertise in college and career advising that would benefit the HSCP staff.

Educators around the country will be interested in learning the lessons from Vermont's success leveraging education funds to "follow the student" from high school to adult education given the promising outcomes in the early stages of implementation.

Although CCV is a single college with standardized policies, cut scores, and course sequences, each local site and neighboring Learning Works center have their own cultures. It will be important to look at how scale-up works, once funding is attained, to implement a standardized program and partnership model as outlined in the Bridge to College manual.

# POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION STATE-LEVEL SELF ASSESSMENT

**State:** Vermont

**Person Completing the Assessment:** Tom Alderman

**Date:** April 15, 2010

Strategy	Current Status		Comment
	Current Policy*	Support**/ Participate	
PLANNING & PARTNERSHIPS			
Transitioning adult learners to college-level courses and certificate programs is a stated priority.	X		Included in mission statement (“ ...transition to postsecondary education and training...”).
ABE-PSE state-level joint planning.	X		Bridge to College Dual enrollment in HSCP
Tracking student achievement across ABE and PSE systems longitudinally.			Vermont is developing a longitudinal data system that will enable this.
Joint planning time and professional development between ABE and PSE faculty.			May become part of LW/CCV LOA
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).			
ASSESSMENT & ADVISING			
Advising and counseling for ABE students transitioning to PSE.	X		We have come to think of all our services as transitional and to build services accordingly.
Career awareness and planning for ABE students; especially regarding high demand jobs.	X		This is an expectation for all HSCP students and a requirement for 16-17 year-olds; will become an expectation for others.
COMPREHENSIVE SUPPORTS			
Wrap around supports for transitioning students, provided directly or through local collaborations.		X	May be part of the High School Completion Graduation plan .
Equal access to college supports for ABE students (e.g. library, tutoring).		X	Provided locally for Bridge to College program, working on statewide expansion.

Strategy	Current Status		Comment
	Current Policy*	Support**/ Participate	
Financial incentives (e.g. payout for completing GED, free first college course, “college friendly” job development).	<b>X</b>		Tuition payment available through HSCP; CCV offers free course with completion of Intro to College Studies.
<b>ACCELERATED LEARNING</b>			
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)	<b>X</b>		Bridge to College Dual enrollment in HSCP
Dual ABE and college enrollment.	<b>X</b>		Available through HSCP.
Curriculum alignment between ABE and PSE.			Should result from LW/CCV LOA
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students’ career goals.		<b>X</b>	Provided locally for Bridge to College program, working on statewide expansion.
<b>LEVERAGED FINANCING MODELS</b>			
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.			<b>X</b>
Other: High School Completion Program reimbursable activities where the funding follows student from HS to ABE.	<b>X</b>		Comprehensive services, including college classes, provided in High School Completion Program, are reimbursable to ABE through Education Fund.

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

# **POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION** **STATE-LEVEL SELF ASSESSMENT**

**State:** Washington

**Person Completing the Assessment:** Israel Mendoza

**Date:** March 29, 2010

Please indicate the current status of the following strategies in your state as they apply to the ABE/ASE system (referred to as ABE below) in relation to the postsecondary education system (referred to as PSE below).

Strategy	Current Status		Comment
	Current Policy*	Current Support**/ Participate	Not at this time
<b>PLANNING &amp; PARTNERSHIPS</b>			
Transitioning adult learners to college-level courses and certificate programs is a stated priority.	X	X	In most cases, using the negotiated out comes with NRS and transitioning to program level
ABE-PSE state-level joint planning.	X	X	
Tracking student achievement across ABE and PSE systems longitudinally.	X	X	
Joint planning time and professional development between ABE and PSE faculty.	X	X	
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).		X	Youth pilot includes the kind of youth-related partners we have been discussing in interview
<b>ASSESSMENT &amp; ADVISING</b>			
Advising and counseling for ABE students transitioning to PSE.	X	X	
Career awareness and planning for ABE students; especially regarding high demand jobs.	X	X	
<b>COMPREHENSIVE SUPPORTS</b>			
Wrap around supports for transitioning students, provided directly or through local collaborations.	X	X	I-BEST Program has these built-in

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
Equal access to college supports for ABE students (e.g. library, tutoring).	X	X		
Financial incentives (e.g. payout for completing GED, free first college course, “college friendly” job development).		X		Youth program with \$100 for completion
ACCELERATED LEARNING				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)	X	X		I-BEST, piloting a variety of approaches
Dual ABE and college enrollment.	X	X		
Curriculum alignment between ABE and PSE.	X	X		
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students’ career goals.	X	X		
LEVERAGED FINANCING MODELS				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.	X	X		

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

## POLICIES AND PRACTICES THAT SUPPORT TRANSITIONS TO POSTSECONDARY EDUCATION

### STATE-LEVEL SELF ASSESSMENT

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
PLANNING & PARTNERSHIPS				
Transitioning adult learners to college-level courses and certificate programs is a stated priority.	AZ CA FL GA KY NM NY OH WA VT ME RI NH	AZ FL KY NC TX WA CT MA RI		
ABE-PSE state-level joint planning.	CA FL GA NM NY TX WA VT OH MA ME NH	FL NC WA CT RI		
Tracking student achievement across ABE and PSE systems longitudinally.	FL NM WA KY OH ME	CA NC NY WA MA RI	GA TX CT VT NH	
Joint planning time and professional development between ABE and PSE faculty.	KY WA	AZ CA FL NM NY NC WA CT TX RI ME NH	GA OH VT MA	

Strategy	Current Status			Comment
	Current Policy*	Support** / Participate	Not at this time	
Cross-sector planning groups for out-of-school youth (state youth councils, workforce/economic/education entities).	GA  OH TX RI	AZ CA FL NY NC WA ME NH	KY NM VT CT MA	
Collaborations with Workforce Boards and Career Centers	Our interviews addressed this in great depth. We will present the many strategies that states are implementing in the detailed profiles.			
ASSESSMENT & ADVISING				
Advising and counseling for ABE students transitioning to PSE.	AZ CA  OH WA VT MA ME NH	FL KY NC TX WA CT MA RI	GA NM	
Career awareness and planning for ABE students; especially regarding high demand jobs.	AZ  OH WA VT MA RI NH	CA FL KY NC TX WA CT MA ME NH	GA NM	
COMPREHENSIVE SUPPORTS				
Wrap around supports for transitioning students, provided directly or through local collaborations.	AZ  OH WA ME	AZ CA FL GA KY NC NY TX WA VT MA RI NH	NM CT	
Equal access to college supports for ABE students (e.g. library, tutoring).	NM WA MA	AZ CA FL GA KY NC NY OH TX WA CT VT ME	RI	

Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
		NH		
Financial incentives (e.g. payout for completing GED, free first college course, “college friendly” job development).	GA NC NM VT	AZ FL KY NY OH WA ME RI	CA TX CT MA NH	
ACCELERATED LEARNING				
Using a specific transition to postsecondary program model /approach (e.g. career pathways, college prep, advising, GED Plus)	FL GA OH WA ME RI VT MA	AZ CA FL KY NC NM NY WA RI	TX CT NH	
Dual ABE and college enrollment.	GA NM WA VT OH	AZ CA KY NC RI NH	FL NC TX ME MA	
Curriculum alignment between ABE and PSE.	AZ FL KY WA	AZ CA FL KY NY OH TX WA CT ME RI NH	GA NC NM VT MA	
Academic skill-building for college readiness using instructional strategies that are accelerated and/or contextualized around students’ career goals.	FL WA	FL GA KY NC NM OH TX WA CT ME RI VT MA	NH	



Strategy	Current Status			Comment
	Current Policy*	Support**/ Participate	Not at this time	
LEVERAGED FINANCING MODELS				
College reimbursement for integrated ABE at the same FTE rate as comparable credit programs.	AZ  NC  WA	  NY  WA	CA  FL  NM  OH TX ME RI VT NH	GA  CT MA
Blending and repurposing of funding streams	Our interviews addressed this in great depth. We will present the many strategies that states are implementing in the detailed profiles.			

\* Policy or institutionalized practice.

\*\* Support can take the form of professional development/training, technical assistance, funding for pilot sites, a program activity that is encouraged but not mandated. It can also mean participating in state level task forces.

AZ	CA	FL	GA
KY	NC	NM	NY
OH	TX	WA	CT
ME	RI	VT	MA
NH			