

**Ten Tenets - College Integration Pathways**

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**Leadership and Culture**

Successful college integration of Adult Education and Literacy (AEL) programs and students requires supportive leadership who are involved in change management on behalf of the AEL programs. High-level leadership may include the President, VPAA, Provost, Chancellor, Deans, Department Chairs, and Coordinators.

**Overall Summary**: [Complete after collecting literature]

1. Texas Higher Education Coordinating Board (THECB). (2016). *Intensive college readiness programs for adult education students (IP-AES): A practitioner’s guide to program implementation.* Austin, TX: Author. <https://tacc.org/sites/default/files/documents/2018-07/thecb_ip-aes.pdf>

Effective IP-AES programs included various stakeholders included: Community Stakeholders: (1) Steering or Advisory Committee, (2) Community Partners; Higher Education Stakeholders and Partners: (1) Division of student success, (2) Student support services, (3) academic and workforce deans, (4) math/English faculty, (5) admissions (6) financial aid (7) registrar (8) testing services (9) continuing ed; and dedicated IP-AES Staff: (1) Administration: manager or director, coordinator/transition specialist, (2) administrative support staff, (3) instructors: English, math, learning framework, (4) enrichment staff: tutoring, advising, mentoring.

1. Casner-Lotto, J. (2011, November). *Increasing opportunities for immigrant students: Community college strategies for success*. Valhalla, NY: Community College Consortium for Immigrant Education.

The CCCIE developed 11 key factors to support immigrant success in community colleges. Many of the factors included engaging key stakeholders in the work, including executive-level commitment, advisors using a holistic approach to student services, ESL faculty participating in curriculum design, and meaningful, multi-sector partnerships. Additional recommendations for action for **community colleges** were offered in four broad categories: (1) Developing an immigrant education strategy, (2) Building a community of supporters, (3) Redesigning ESL instruction and career pathways, and (4) Empowering immigrant students as leaders.

**Structural Change**

AEL programs that effectively serve the adult education population must be actively involved in the development of activities, practices, and methodologies that build IET programs and expand HSE and ESL programs.

**Overall Summary**: [Complete after collecting literature]

1. Bragg, D., Endel, B., Anderson, N., Soricone, L., & Acevedo, E. (2017). *What works for adult learners: Lessons from rigorous career pathway evaluation studies for policy, practice, and future research.* Boston, MA: Jobs for the Future. Retrieved from <https://www.allies4innovation.org/wp-content/uploads/2017/12/AECF-Findings-Brief_120717FINAL.pdf>

Based on a meta-analysis of career pathway studies, this report found that pathway entry is enhanced when the following elements are implemented:

* Engagement of adult education: postsecondary education, including postsecondary career and technical education, workforce training, and employers
* Strategic outreach, recruitment, and intake of diverse adult learners, due to in-depth knowledge of these student populations’ education and employment needs
* Contextualized basic skills curriculum and instruction that increases students’ preparation for further postsecondary education
* Case management and navigational services, including academic and career advising, that helps retain adults in education and training
* Job readiness and employment assistance services that help adults enter employment
1. THECB. (2016). *Intensive college readiness programs for adult education students (IP-AES): A practitioner’s guide to program implementation*. Austin, TX: Author. <https://tacc.org/sites/default/files/documents/2018-07/thecb_ip-aes.pdf>

The purpose of an intensive college readiness program should be to enhance the multiple aspects of college readiness of its participants. Therefore, IP-AES programs should include goals that focus on student outcomes related to the components of college readiness for adults with high school diplomas, or the equivalent, who are underprepared for college coursework. The most important college readiness areas are: (1) Content skills, particularly in the core subjects of reading, writing, and mathematics, (2) Learning and study skills needed for college success, and (3) College knowledge and success skills.

Since the literature suggests student attitudes can impact success in college, incorporating program goals that address outcomes in affective areas is often appropriate. Additionally, while site managers should target specified student outcomes, they also can include outcome-based administrative goals for the program.

Based on lessons learned from the programs implemented in Texas, there are certain activities that each college shared that resulted in the successful transition of better prepared students into higher education. The academic skills instruction was targeted to student need based on a diagnostic assessment; other instructional topics included learning framework and college knowledge. The program was cohort based with set beginning and end dates and with peer learning and peer support an integral part of its success. Other support activities for students included labs, tutoring, advising (which was intrusive and holistic), career counseling, and mentoring. The class time was intensive consisting of at least 120 clock hours of instruction over 10 weeks or fewer. These are the core activities and parameters that comprise the Texas IP-AES programs.

1. Alliance for Quality Career Pathways. (2014, June). *Shared vision, strong systems: The Alliance for Quality Career Pathways framework version 1.0, Executive summary*. Washington, DC: CLASP. Retrieved from

<https://www.clasp.org/sites/default/files/public/resources-and-publications/files/aqcp-framework-version-1-0/AQCP-Executive-Summary-FINAL-PRINT.pdf>

In 2012, CLASP invited ten leading career pathway states—Arkansas, California, Illinois, Kentucky, Massachusetts, Minnesota, Oregon, Virginia, Washington, and Wisconsin— and their local/regional partners to join Phase I of the Alliance (2012-2014). CLASP and the Alliance partners jointly developed and provided consensus support for the Alliance for Quality Career Pathways Framework 1.0, which established a common understanding of quality career pathways and systems.

The **career pathway approach** connects progressive levels of education, training, support services, and credentials for specific occupations in a way that optimizes the progress and success of individuals with varying levels of abilities and needs. This approach helps individuals earn marketable credentials, engage in further education and employment, and achieve economic success. Career pathways deeply engage employers and help meet their workforce needs; they also help states and communities strengthen their workforces and economies.

**Career pathways**operationalize the career pathway approach and include three essential features and four functions. The essential features include:  (1) Well-connected and transparent education, training, support services, and credentials within specific sectors or cross-sector occupations (often delivered via multiple linked and aligned programs), (2) Multiple entry points that enable well-prepared students, as well as targeted populations with limited education, skills, English, and work experiences, to successfully enter the career pathway, (3) Multiple exit points at successively higher levels that lead to self- or family supporting employment and are aligned with subsequent entry points. The four essential functions of career pathways include:

(1) Participant-focused education and training, (2) Consistent and non-duplicative assessments, (3) Support services and career navigation assistance, and (4) Employment services and work experiences.

A **career pathway system**is the cohesive combination of partnerships, resources and funding, policies, data, and shared performance measures that support the development, quality, scaling, and “dynamic sustainability” of career pathways and programs for youth and adults. A career pathway system is an overarching framework and is not couched within any one public education, workforce, or other system; however, one of these systems may take the lead on developing the career pathway partnership.

The document concludes with criteria and indicators for career pathway partners to assess the quality of and continuously improve their career pathway systems.

1. Casner-Lotto, J. (2011, November). *Increasing opportunities for immigrant students: Community college strategies for success*. Valhalla, NY: Community College Consortium for Immigrant Education.

The study contained case studies on meaningful, multi-sector partnerships at Alamo Colleges such as the Postsecondary Awareness Transition to Higher Education (PATH), Workbased English Solutions, and Career EASE.

Rather than compete with organizations that provide similar services, such as federally funded ESL programs, the Alamo College system sought win-win alliances with a diverse network of organizations. **The PATH partnerships** resulted in Alamo Colleges developing I-BEST training programs with three different Title II ABE providers. These partnerships leveraged federal funds to offset contextualized basic skills training costs, keeping I-BEST tuition the same as that of non-I-BEST training programs.

The staff at Alamo Colleges’**Workbased English Solutions** believed that training programs for immigrants must be driven by employer demand and must provide immigrant students with access to career-building jobs. Workbased English Solutions led the deployment of I-BEST and VESL models. The training was also provided to other Texas community college practitioners and administrators, such as representatives of Laredo Community College, who visited San Antonio for customized workshops. Because students often accessed multiple siloed systems, WES provided technical assistance and training to federally funded ABE providers and other community-based organizations, to develop a systems approach to serving immigrant workers in San Antonio.

**Career EASE** took a different approach. Rather than enroll immigrant and underskilled students directly into VESL or I-BEST technical training courses, the Work-based English Solutions program provided students with a preparatory course called Career EASE (Exploratory and Skills Enhancement). Career EASE was a 60 to 80 hour industry-specific (currently, health services and green jobs) course that taught college readiness, computer literacy, and basic skills and/or language development. The objective was not only to help students make informed college and career choices, but to prepare them for the rigors of technical training in specific industries to prepare them for I-BEST programs.

**Curriculum**

Curriculum for AEL programs (HSE, ESL, and IET) must include contextualized learning materials, alignment with the Texas Content Standards, and alignment with credential and degree programs that support labor market demand occupations.

**Overall Summary**: [Complete after collecting literature]

* 1. THECB. (2016). *Intensive college readiness programs for adult education students (IP-AES): A practitioner’s guide to program implementation.* Austin, TX: Author. <https://tacc.org/sites/default/files/documents/2018-07/thecb_ip-aes.pdf>

Texas produced its own college and career readiness standards (Texas CCRS). Developed by both K–12 and postsecondary educators in 2008, these standards reflected a broad consensus of the student outcomes necessary for success at higher education institutions. Accordingly, the Texas IP-AES programs used these standards as a basis for their curricula for English/language arts, mathematics, and cross-disciplinary skills. Typically, committees were responsible for designing the English/language arts curriculum and the mathematics curriculum at IP-AES programs. Most IP-AES programs use the results of the pre-program TSIA testing of all students to determine curriculum starting points, which thereby change, on a cohort-to-cohort basis depending on the academic level of the cohort.

While none of the grant-funded IP-AES programs from 2010-2014 used contextualized curricula, specific to a particular career, instructors included in their curricular (and teaching) approaches opportunities for students to explore more information about careers they may be interested in pursuing. Content instructors also selected assignments that complemented the program’s efforts in the areas of college knowledge and learning framework. The most comprehensive content integration in IP-AES programs was in teaching reading and writing together as two related areas of literacy in an English/language arts class.

* 1. Wachen, J., Jenkins, D., Belfield, C., & Van Noy, M. (2012, December). *Contextualized college transition strategies for adult basic skills students: Learning from Washington state’s I-BEST program model.* New York, NY: Community College Research Center, Teachers College, Columbia University. Retrieved from <https://tacc.org/sites/default/files/documents/2018-07/ccrc_i-best.pdf>

I-BEST integrates the teaching of basic skills and technical content in order to accelerate basic skills students’ transition into and through a college-level occupational field of study. This innovative program model was developed by the Washington State Board for Community and Technical Colleges (SBCTC) in collaboration with the community and technical colleges in the state. At the time of the study, all 34 community and technical colleges in Washington State offered I-BEST programming in at least one workforce area, and there were approximately 150 approved I-BEST programs across the state. The report summarized the key findings from these programs.

Instruction in I-BEST models included a basic skills instructor and a professional– technical instructor that jointly taught I-BEST courses, with the programs varying in the degree of integrated instruction and team teaching. The teaching team employed contextualized basic skills instruction, particularly in support courses and learning labs. The study found that I-BEST programs exhibited a combination of integrated instruction and contextualized basic skills instruction, suggesting a high amount of integration may be less essential to the instructional approach than providing this combination of the two forms of instruction. Perin (2011) examined cognitive and affective mechanisms that support potential improvements in learning that result from contextualization (under which she includes both contextualized and integrated instruction). The research on cognitive theory suggests that such approaches may improve the transfer of learning to new contexts and increased levels of intrinsic motivation

The report included the following recommendation regarding **Integration and contextualization**: Interventions for low-skilled students should place greater emphasis on incorporating both integrated instruction and contextualized basic skills instruction than on team teaching per se. This will not only help ensure strong instruction but will add flexibility to program delivery.

* 1. Workforce Innovation and Opportunity Act. (2014).
	**Source: U.S. Congress**[**https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf**](https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf)

The law defines “career pathway” and “integrated education and training” programs important to securing federal funding for AEL programs in the state.

The term ‘‘career pathway’’ means a combination of rigorous and high-quality education, training, and other services that— (A) aligns with the skill needs of industries in the economy of the State or regional economy involved; (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the ‘‘National Apprenticeship Act’’; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an ‘‘apprenticeship’’, except in section 171); (C) includes counseling to support an individual in achieving the individual’s education and career goals; (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable; (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and (G) helps an individual enter or advance within a specific occupation or occupational cluster.

The term ‘‘integrated education and training’’ means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

**Instruction**

Instructional practices must be aimed at increasing student engagement, such as those based on *Writing, Inquiry, Collaboration, Organization, and Reading (i.e., WICOR*strategies).

**Overall Summary**: [Complete after collecting literature]

* + 1. THECB. (2016). *Intensive college readiness programs for adult education students (IP-AES): A practitioner’s guide to program implementation*. Austin, TX: Author. <https://tacc.org/sites/default/files/documents/2018-07/thecb_ip-aes.pdf>

The authors suggested that the instructors for IP-AES programs in teaching to the Texas CCRS standards, should examine the curricular standards selected for the IP-AES program for their discipline and create lessons designed to produce student outcomes reflected by the standards.

This student profile requires instructors to approach these students in different ways than with more traditional students. Teachers must recognize the: (1) barriers these students have faced and still face, (2) anxiety they may have about learning content material at a fast pace, (3) uncertainties they have about how to study and learn, and (4) apprehension they feel about not knowing how to apply to college and for financial aid and how to navigate the college system.

While lecture is certainly an acceptable and appropriate mode of instruction (particularly when introducing a new concept), a teacher-centered style should not be the predominant pedagogic tool of IP-AES instructors. Without more student-directed active learning, students likely will not gain the confidence and ability they need to succeed on their own. However, despite these academic floors and ceilings, significant disparity in ability and knowledge levels remains among students. Therefore, instructors must use pedagogic approaches that can accommodate these varying skill levels among students.

The most common intervention for providing the necessary skills in these areas is a stand-alone class, which typically goes by the name College Success or College Culture. It often has three components: 1) a learning framework component, which addresses the area of learning and study skills, 2) a college knowledge component, which provides information about college admissions, financial aid, and support services, and 3) a technology section.

Preparing adult students for college also necessitates ensuring that they have the requisite computer and technology skills needed by all college students. These skills include the following: 1) use of Word, PowerPoint, and Excel, 2) ability to perform Internet searches and literature reviews through library databases, 3) use of email, 4) understanding and use of a learning management system such as Blackboard, 5) familiarity with the college’s website, and 6) use of flash drives and other technology devices.

* + 1. California Adult Literacy Professional Development Project, Integrated Education and Training (IET) <https://www.calpro-online.org/onlinevideolibrary/iet.asp>

This website featured a series of 10 interviews with practitioners of Integrated Education and Training programs in California. The interviews featured a variety of administrators, instructors, program coordinators and other personnel, who address frequently asked questions about the models used to implement their IET programs. Three instructional models were highlighted:

* In **the Co-Teaching model,** two instructors share a class, with one teaching basic skills and the other providing technical training. Using the Integrated Basic Skills and Educational Training (IBEST) method of Co-Teaching, San Diego Continuing Education offers a Certified Nursing Assistant program that is delivered through this model. An ESL teacher and Nurse co-teach, ESL teacher visited CNA sites to see what skills learner needed and integrated into curriculum, managed enrollment
* San Diego City College currently operates the Shipworks Institute, which uses the **Alternating Teachers model** of implementation. This IET program combines basic skills instruction with training in shipbuilding and ship repair.
* Cluster Vocational English as a second language (VESL) model: In this **Cluster model**, students with multiple career fields are clustered together in a single Vocational English as a Second Language (ESL) or Adult Basic Education (ABE) class, supported by a single instructor. San Diego Continuing Education offers a Cluster VESL class, which serves a group of students with several different career goals.

**Faculty Engagement**

To maximize student success, faculty need to become more fully engaged in motivating students towards success – not just what happens in the classroom, but assisting with the broader picture, including efforts for recruitment, retention, career pathways advising, etc.

**Overall Summary**: [Complete after collecting literature]

1. Wachen, J., Jenkins, D., Belfield, C., & Van Noy, M. (2012, December). *Contextualized college transition strategies for adult basic skills students: Learning from Washington state’s I-BEST program model*. New York, NY: Community College Research Center, Teachers College, Columbia University. Retrieved from <https://tacc.org/sites/default/files/documents/2018-07/ccrc_i-best.pdf>

One of the key findings of this study on over 150 I-BEST programs in Washington state found that students responded positively to the structural components of the I-BEST program design and to the co-teaching contextualized instructional approach. I-BEST students expressed increased confidence and ability to succeed in college-level courses and many were eager to continue on to additional credentials at the colleges. Students stated that they benefitted from having two instructors to explain difficult concepts; they were engaged in a high level of individual, hands-on interaction with instructors; and they were more engaged, confident students as a result of the programs. Students reported that they relied heavily on their I-BEST instructors and I-BEST program advisors for assistance, including questions about financial aid, class scheduling, academic options after I-BEST, and jobs and internships.

**Professional Learning**

Ongoing professional learning activities are essential to help faculty, career navigators, and other staff become equipped and remain qualified to provide the services students need for success.

**Overall Summary**: [Complete after collecting literature]

1. THECB. (2016). *Intensive college readiness programs for adult education students (IP-AES): A practitioner’s guide to program implementation*. Austin, TX: Author. <https://tacc.org/sites/default/files/documents/2018-07/thecb_ip-aes.pdf>

The study of IP-AES programs suggested the following practices for professional development that would support student success: pre-service training, in-service training, attendance at state and national conferences. All fields benefit from professional development, and adult education is no different. However, because intensive college readiness programs for adult learners are relatively new, training for IP-AES staff is particularly important. Ensuring that professional development evolves in response to the changing needs of the IP-AES staff is also important.

# **Student Services**

In order to survive and thrive on a college campus, adult education students need access to the same services that provide support to academic credit students. Beyond the basics, such as student ID tags and access to the college web site and library, AEL students need access to effective career navigators who can introduce them to the college advising system.

**Overall Summary**: [Complete after collecting literature]

1. Wachen, J., Jenkins, D., Belfield, C., & Van Noy, M. (2012, December). *Contextualized college transition strategies for adult basic skills students: Learning from Washington state’s I-BEST program model.* New York, NY: Community College Research Center, Teachers College, Columbia University. Retrieved from <https://tacc.org/sites/default/files/documents/2018-07/ccrc_i-best.pdf>

The report had specific recommendations about transitioning adult students. The recommendation was: Programs that are designed to increase the rate at which adult basic skills students transition into and through college-level programs need to consider all of the possible transition points and identify barriers to a successful transition to further education. Furthermore, programs where such barriers exist need to implement changes to both policy and practice to create clearly defined, viable pathways that directly connect completers to their next step. Because I-BEST programs are designed to help basic skills students reach the “tipping point” of at least a year’s worth of college credits and an occupational credential, it is also necessary to consider the next steps toward completion for students who finish I-BEST courses.

The report identified the following best practices: (1) establish an intermediate step or bridge semester along the pathway, (2) continue the intervention (or additional supports) through a longer portion of the collge-level program, (3) develop a centralized location for supporting transitions, and (4) provide multiple pathways for students.

1. Bragg, D., Endel, B., Anderson, N., Soricone, L., & Acevedo, E. (2017). *What works for adult learners: Lessons from rigorous career pathway evaluation studies for policy, practice, and future research.* Boston, MA: Jobs for the Future. Retrieved from <https://www.allies4innovation.org/wp-content/uploads/2017/12/AECF-Findings-Brief_120717FINAL.pdf>

Based on a meta-analysis of career pathway studies, the report found that integrated training is enhanced when the following elements are implemented:

* Employer engagement and partnerships with public and private education and training providers, including community colleges and for-profit providers, that focus on in-demand industries and occupations
* Occupational, technical, and professional skills training that confers college credit in postsecondary programs of study leading to well-paying, middle-skill jobs
* **Comprehensive supports, including case management and navigators, that help adults progress through training and transition into employment**
* Financial aid, advising, and individualized training plans that enable students to complete education and transition to employment
* Job development and placement services that help adults enter positions in family- supporting employment
1. Texas Higher Education Coordinating Board. (2016). *Accelerating Pathways to College and Careers for Students in Adult Education.*Austin, TX: Author. Retrieved from <http://www.thecb.state.tx.us/DocID/PDF%5C7612.PDF>

Included in this report is the student services model employed by Accelerate Texas: An integral part of Accelerate TX-type programs is the intensive and intrusive case management support and advising provided to all students by transition advisors (also called college success coaches, or college and career navigators). These individuals work closely with students from intake and orientation through graduation from a credential or entry-level certificate program, and into workforce entry or transition to further education. College and career navigators provide support by connecting students to social service agencies, agency representatives, college personnel, and many additional resources. The navigators help eliminate or mitigate barriers to students’ persistence into postsecondary institutions and through to graduation.

**Data Integration**

In today’s educational institutions, well developed digital skills are essential. Not only are students, faculty, and staff able to effectively utilize digital resources, but do data management staff have the skills to develop and utilize digital resources to collect and manage data, analyze data, and implement processes and procedures based on data trends? Examples of digital capacity include gathering TEAMS reports, Excel spreadsheets, pivot tables, online assessment instruments, and online program enrollment forms. But also, are the AEL student data integrated with the college student data to allow tracking student success from AEL to college enrollment and completion, to successful employment after graduation.

**Overall Summary**: [Complete after collecting literature]

**Workforce Board Development**

To ensure the goals of a career pathways approach that results in employment in high demand occupations that offer a living wage, AEL programs must focus on collaborative efforts between the educational institutions and the local workforce entities.

**Overall Summary**: [Complete after collecting literature]

1. Bragg, D., Endel, B., Anderson, N., Soricone, L., & Acevedo, E. (2017). *What works for adult learners: Lessons from rigorous career pathway evaluation studies for policy, practice, and future research.* Boston, MA: Jobs for the Future. Retrieved from <https://www.allies4innovation.org/wp-content/uploads/2017/12/AECF-Findings-Brief_120717FINAL.pdf>

This meta-analysis highlighted collaborative efforts with local workforce entities as an enhancement for career progression. Specifically, employer partnerships emphasize industry-sponsored training and benefits that enable incumbent workers to return to college to pursue additional postsecondary education and credentials. Also, work-based learning, including apprenticeships, are integrated into postsecondary and workforce training support adult learners. Finally, employer-sponsored postsecondary education and training benefits that enable adult learners to progress in chosen careers or transfer skills and competencies to change career paths support adult learners.

1. Casner-Lotto, J. (2011, November). *Increasing opportunities for immigrant students: Community college strategies for success*. Valhalla, NY: Community College Consortium for Immigrant Education.

One of the case studies in this report highlighted the staff at Alamo Colleges’ Workbased English Solutions. The program believed that training programs for immigrants must be driven by employer demand and must provide immigrant students with access to career-building jobs. Training programs were developed where Spanish (by far, San Antonio’s largest second language) was viewed as an asset to employment. For example, San Antonio’s long-term care community had a high demand for Spanish-speaking CNAs who tend to Spanish-speaking residents. Employers often helped develop the curriculum, and bilingual trainers from various industries were often engaged as instructors in technical programs to ensure that program design, curricula and language services aligned with the needs of businesses. Alamo Colleges also actively engaged the local Workforce Investment Board, Workforce Solutions Alamo, to make certain that training programs aligned with occupations in demand and that students could access local job search and employment services. To support immigrant workers, Workforce Solutions Alamo had contracted with the Alamo Colleges to develop a Vocational ESL Weatherization training curriculum. This course was also offered at no cost on the workforce training provider system making it available to unemployed and dislocated workers.

1. Workforce Innovation and Opportunity Act. (2014).

**Source: U.S. Congress**[**https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf**](https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf)

The law highlights the role of local boards in career pathway development: (5) CAREER PATHWAYS DEVELOPMENT. The local board, with representatives of secondary and postsecondary education programs, shall lead efforts in the local area to develop and implement career pathways within the local area by aligning the employment, training, education, and supportive services that are needed by adults and youth, particularly individuals with barriers to employment. [Sec. 107(d)(5)]

**Financial Effectiveness**

To effectively recruit, enroll, retain, complete, and move students into academic credit courses, AEL programs must learn to manage funds from multiple sources that will enable students to complete their education and training at little or no cost to themselves. This requires braided funding from Texas Workforce Commission grants (e.g. AEL and Accelerate Texas), Ability to Benefit grants, WIOA, FASFA, and other funding sources.

**Overall Summary**: [Complete after collecting literature]

1. Texas Workforce Commission. (2017). *Texas Adult Education and Literacy Guide*. Austin, TX: Author. Retrieved from <https://twc.texas.gov/files/partners/texas-ael-guide-twc.pdf>

This document highlights the basic funding Information for AEL programs in Texas. The US Department of Education typically releases funding estimates in late spring for the next year. Once the estimates are released, TWC’s three-member Commission approves local allocations by workforce area. Allocations can include local Professional Development and Performance Funding, which is earned upon achievement of benchmarks. Performance Funding is earned by AEL Grantees upon achievement of Performance Funding benchmarks. These benchmarks coincide with other state or federal performance measures as determined by the Commission. Performance levels are stated in objective, quantifiable, and measurable terms. Recipients must meet the benchmarks and show continuous improvement

1. Bergson-Shilcock, A. (2016, December). *Integrated education and training policy: 50-state scan*. Washington, DC: National Skills Coalition.

<https://tacc.org/sites/default/files/documents/2018-07/natskillsietp.pdf>

National Skills Coalition (NSC) highlighted funding patterns in a 50-state scan of IET programs. the state policy approaches in our scan into three primary types. The report found that states can provide funding to local IET programs or partnerships through grants or formula funds, using funds, using state or federal resources. NSC did not count states that have merely signaled their intention to abide by federal WIOA requirements in offering IET in combination with their IEL/CE programs.

The report includes funding patterns for each of the 50 states. **Texas** has a program initiative approach. Texas supports IET via its Accelerate Texas initiative, originally developed by the Texas Higher Education Coordinating Board (THECB) and jointly expanded with the Texas Workforce Commission (TWC) in 2013. At the time of the report, the program was present at more than 20 community colleges, and was aimed at integrating basic skills with career and technical pathways to help adults acquire skills and certificates in high-demand occupations. In addition, TWC has issued two policy letters to guide WIOA-funded adult education providers in the implementation of IET.

1. Workforce Innovation and Opportunity Act. (2014).

**Source: U.S. Congress**[**https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf**](https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf)

The law defines “career pathway” and “integrated education and training” programs important to securing federal funding for AEL programs in the state. Additionally, the law includes how funding must be aligned with partners and for postsecondary transitions.

**WIOA Title II State Leadership Activities** (1) REQUIRED.—Each eligible agency shall use funds made available under section 222(a)(2) for the following adult education and literacy activities to develop or enhance the adult education system of the State or outlying area: (A) The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.

Permissible uses of WIOA funding include the development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education (Section 223(a)(2)(F)).

1. Wachen, J., Jenkins, D., Belfield, C., & Van Noy, M. (2012, December). *Contextualized college transition strategies for adult basic skills students: Learning from Washington state’s I-BEST program model*. New York, NY: Community College Research Center, Teachers College, Columbia University.

This report examined the sustainability, scale, and cost of Washington’s I-BEST models. One of the major challenges for the colleges in Washington is the sustainability of I-BEST programs amid competing priorities, fluctuations in program enrollments, faculty and administrator turnover, and sharp cuts in state funding. Estimated I-BEST program costs vary widely and depend on several factors, including field of study, number of students served, and costs for instruction and support services. While it appears that I-BEST programs cost more, on average, than the total average cost for equivalent regular credits, we also determined that the benefits of I-BEST programs approximately equal the additional costs incurred by providing the programs.

Washington State funds I-BEST programs at 1.75 times the normal rate for full-time equivalent (FTE) student. The additional 0.75 FTE in the funding formula was established to compensate colleges for the additional costs of instruction, support services, and program coordination.

Cost-benefit analysis: The incremental cost of an I-BEST program is on average $1,590 (see Table 5), although again there is considerable variation across the sites. This is the amount it would cost the college to deliver the same number of credits as an I-BEST program. The incremental benefit is either approximately $1,670 or $1,300 depending on which workforce student comparison group is being considered. (We note that these are average benefits and not site-specific, such that each college did not necessarily accumulate the same benefits.) The net benefits of an I-BEST program are therefore on average $80 or −$290. The benefit–cost ratio is therefore 0.82 to 1.05. Thus, the benefits of the I-BEST program approximately equal the additional costs incurred by the program.