

Workforce Development and Developmental Education: Opportunities and Challenges

Reimagining Developmental Education

CAPR \ 2019

Presenters:

- Sandy Goodman, National College Transition Network, World Education
- Amy Kaufman, New World of Work
- Karen Gardiner, Abt Associates
- Michelle Van Noy, Education and Employment Research Center

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Sandy Goodman

National College Transition Network



WORLD EDUCATION



A PART OF WORLD EDUCATION, INC.



WIOA (2014)

- Title 1 AEFLA – expands purpose
- Strengthens alignment across workforce development postsecondary, vocational rehabilitation
- Defines career pathways



College and Career Readiness



Career



Personal



Academic



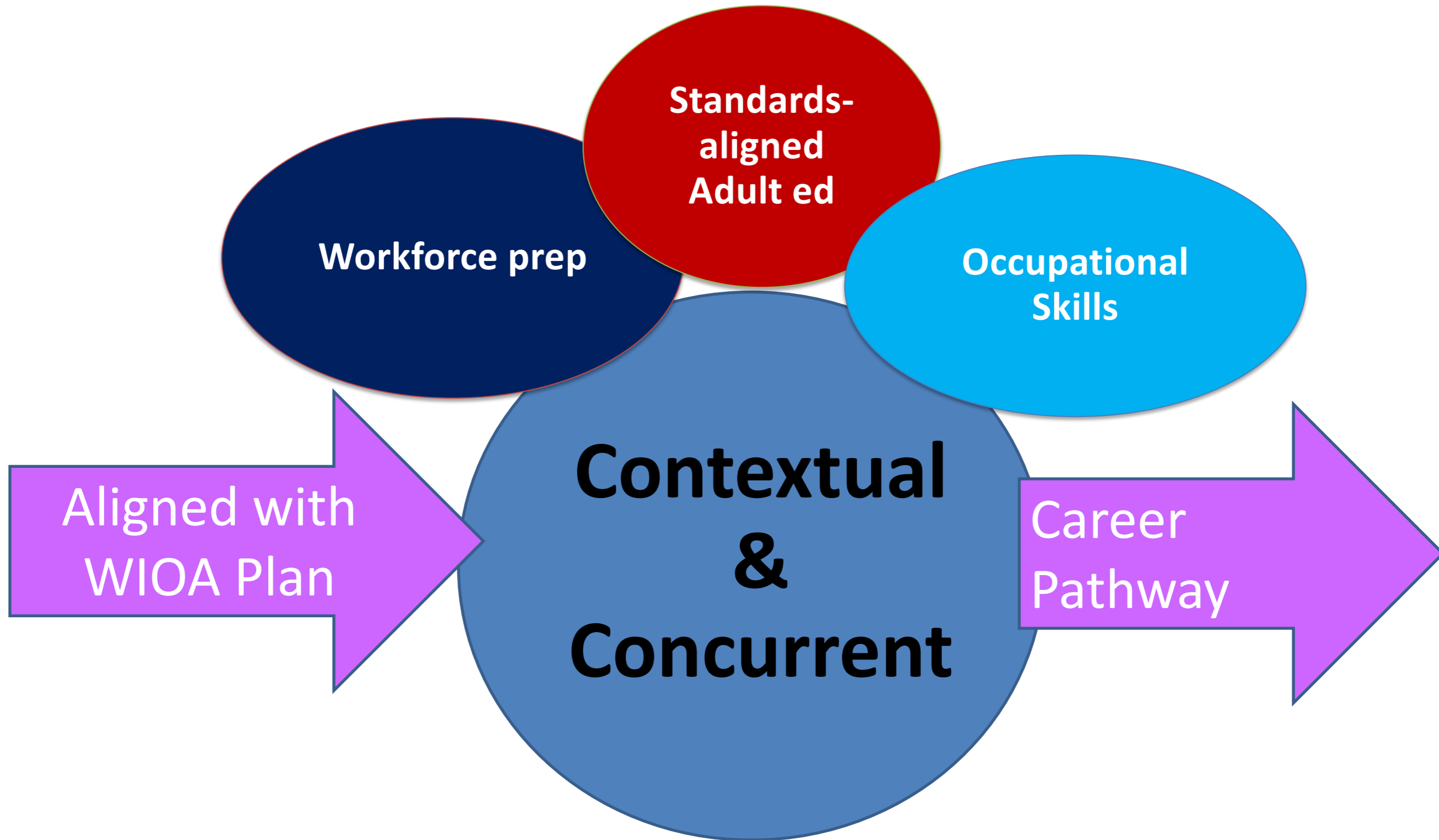
College
Knowledge

Transition/Bridge Strategies




- College & career readiness
- Holistic supports
- Coaches & Navigators
- Ed & career planning
- Blended learning
- Schedule flexibility
- Acceleration

Integrated Education & Training



Career Pathways

- 
- Accelerated
 - Contextualized
 - Counseling to support goals
 - Aligned with industry
 - WIOA, HEA, Perkins V
 - Ability to benefit

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Thank you!

Sandy Goodman

National College Transition Network/ World
Education

The Center for the Analysis of Postsecondary Readiness (CAPR) is funded through a grant (R305C140007) from the Institute of Education Sciences, U.S. Department of Education.

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21st Century Employability Skills



New World of Work



21st Century Skills: Fast Track to the Future

- **Go by many names:**

Essential skills, applied skills, employability skills, competencies, college/career ready skills, transferable skills, and soft skills.

- **What they are:**

Knowledge, developed habits, and character traits necessary to succeed in this rapidly changing world.

This is not only true within work settings, but also for success in academic settings, and for life-long interpersonal skill building.

- **The good news:**

Just like any other subject, 21st Century Skills can be taught and practiced, ideally in tandem with work based learning, and incorporated into everyone's life.



New World of Work



NWoW “Top 10” 21st Century Skills

1. Adaptability
2. Analysis/Solution Mindset
3. Collaboration
4. Communication
5. Digital Fluency
6. Empathy
7. Entrepreneurial Mindset
8. Resilience
9. Self-Awareness
10. Social/Diversity Awareness

SELF-AWARENESS
LITERACY
COMMUNICATION
SOCIAL/DIVERSITY
EMPATHY RESILIENCE
MINDSET
ADAPTABILITY
ENTREPRENEURIAL
ADAPTABILITY
COLLABORATION



New **World** of Work



NWoW: What it Is (and Isn't)

- Neither a company nor a for-profit
- It is a program developed under the Doing What MATTERS for Jobs and the Economy framework of the California Community Colleges System
- Partially grant funded, with trainings run at cost to be self-sustaining
- Started development from 2012-2013 at Feather River College in rural Northern California
- Was run as a successful pilot with 10 partner CA community colleges from 2014-2016
- Was officially endorsed by the CA Community Colleges Chancellor's Office at the end of 2016, with the goal of going to scale across the state & as a resource for partner states
- NWoW program now has over 50 partner CA CCs as well as numerous K-12, community, and workforce development groups, including partners in OR, IN, & NY
- Is headquartered at Shasta College, a campus dedicated to collaboration and open sharing of resources



New World of Work



NWoW: Why & How?



Why Teach 21st Century Skills?

- Prepare students/learners for the work world they will be entering
- Promote equity across learner populations
- Align transferable skills education with workplace learning experiences
- Address objectives from Strong Workforce Recommendations, Student Success, and Career Ready Practice Standards



Strong Workforce, Student Success, Career Ready

- Broaden and enhance career exploration, planning, and work based learning (21st C Skills Curriculum)
- Support resources to enhance college readiness and retention (21st C Skills Curriculum)
- Provide professional development opportunities for instructors/staff (21st C Skills Trainings)
- Develop and implement common assessments including digital badges (21st Century Skills Trainings)



New World of Work



NWoW Secondary Ed/ Opportunity Youth Curriculum Modules

10 Lessons: 1 per skill with a total of 4 learning outcomes- Instructor Lesson Plan, PPT Presentation, Video Content, and Student Activities



[WATCH THE VIDEO](#)



New **World** of Work



NWoW 21st Century Skills Learner Badges

- These badge assessments are based on the NWoW secondary ed video series paired with multiple choice questions
- Can be used with high school students, adult learners, or the general public to provide an introduction to the 21st Century Skills and the process for earning badges
- Assessment pages launch directly from the NWoW website by clicking on the Learner Badge icons



[HIGH SCHOOL](#) [COLLEGE](#) [BADGES](#) [TRAININGS](#) [ABOUT](#) [NEWS](#) [CONTACT](#)



Click on each image to take the assessment and start earning your 21st Century Skills Learner Badges!



New World of Work



NWoW Postsecondary Ed / Adult Ed Curriculum Modules

20 Lessons: 2 per skill with a total of 4 learning outcomes- Instructor Lesson Plan, PPT Presentation, Video Content, and Student Activities



 **WATCH THE VIDEO**

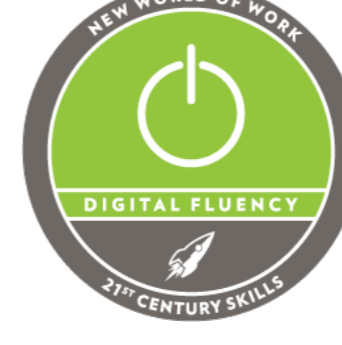


New World of Work



NWoW 21st Century Skills Postsecondary Academic Badges

Available through CareerXP/LaunchPath after attending
21st Century Skills Training



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21st CENTURY SKILLS DIGITAL BADGES

A Bridge Between Academics and Workforce

- Used in education and workforce as a micro credential that supplements traditional academic measurements such as degree and GPA
- Method for learners to demonstrate knowledge and skills acquired in the classroom as well work-based learning experiences that take place outside the classroom
- Visual way for employers to understand candidates' less academic but critical skills needed in the workplace at a glance
- Mozilla Open Badge Eco-System allows public recognition of badges so learners can display badges openly across sites such as LinkedIn, FB, Twitter, and in e-Portfolios
- The postsecondary 21st Century Skills badges have the option for employer verification, which provides the bridge from academic skills to workplace competencies



New World of Work



NWoW 21st Century Skills Employer Verified Badges

Available through CareerXP/LaunchPath after Earning the Postsecondary Badge



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THANK YOU!

Stay connected with New World of Work



Website - www.newworldofwork.org
YouTube - <http://tinyurl.com/nwowyoutubechannel>



Facebook - facebook.com/NWoW.DWM/ or
[@NWoW.DWM](https://twitter.com/NWoW.DWM)



LinkedIn - New World of Work



Twitter - [@NWoW_DWM](https://twitter.com/NWoW_DWM)



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Stay connected with Shasta College



Website – www.shastacollege.edu/EWD



LinkedIn Group-
Shasta College Students, Faculty, Alumni



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Thank you!

Amy Kaufman

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**Washington State's
Integrated Basic Education
and Skills Training (I-BEST)
Program in Three Colleges:
Implementation and Early
Impact Findings**

Karen Gardiner, Principal Associate, Abt
Associates



The *Pathways for Advancing Careers and Education (PACE) Study* is supported by the Office of Planning, Research, and Evaluation (OPRE), Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS) (Contract #: HHSP23320072913YC).

The contents of this presentation do not necessarily represent the official views or policies of OPRE, ACF, or HHS.

Presentation Overview

- PACE Overview
- Implementation findings
- Early impacts of I-BEST at three colleges
- Implications of the findings
- What is next for the I-BEST evaluation

Summary of Key Early Findings

- Programs implemented as planned, with variation in team teaching approaches
- Impacts on the number of academic and workforce credits earned
- Impacts on college course participation
 - Driven by occupational training enrollment
- Impact on workforce credentials received

What is PACE?

- Separate evaluations of nine “career pathways” approaches that aim to increase education, training, employment and self-sufficiency among low-income, low-skilled adults
- Program-specific implementation and impact studies
 - Early impacts (18-24 months post RA) focused on educational and training and career progress
 - Follow-on studies at 36 and 72 months will focus on education and training, employment, and well-being
- Funded by ACF/OPRE with support from foundations and (for 3+ programs) Health Profession Opportunity Grants funds
- Conducted by Abt Associates, with MEF Associates and The Urban Institute

I-BEST Program

- Provides occupational and basic skills to students with assessment scores too low to enter college classes
- Statewide program enacted 2007 in all 34 community and technical colleges in Washington
- Courses part of structured career pathway
- Team teaching
 - Both occupational and basic skills instructor in occupational courses
- Basic skills support classes
- Enhanced state funding reimburses colleges 1.75 times the regular rate for a FTE student
- Through PACE-linked foundation funding
 - Dedicated advising
 - “Fill the gap” financial support

Previous Research: CCRC Studies

- Zeidenberg, Cho and Jenkins (2010)
 - State college records administrative data
 - Used three methods
- Positive impacts
 - Multivariate analysis and Propensity Score Matching: 7/8 education outcomes
 - Difference in Difference: on credit accumulation and occupational certificates; no impact on associate degrees
- No impacts on wages or hours worked
- Largely replicates earlier findings from Jenkins, Zeidenberg and Kinzl

Research Design

- Implementation and impact study (RCT)
- Implementation study research questions
 - What was the intended program model? What intervention was implemented? What were areas of deviation?
 - What were the treatment group members' experiences?
 - What were the differences in service receipt between the treatment and control groups?
- Impact study questions
 - What was the effect of I-BEST on educational attainment: enrollment in college, credits, credentials?
 - What was the effect of I-BEST on entry into career-track employment?

Three Participating Colleges

- Worked with the State Board of Community and Technical Colleges (SBCTC) to identify colleges
- Broad recruitment effort; three colleges agreed to participate
 - Bellingham Technical College
 - Welding, CNA, Precision Machining, Automotive, Electrical
 - Everett Community College
 - Welding, CNA, Sustainable Office Services
 - Whatcom Community College
 - Clerical Assistant

Data Sources

- Baseline
 - Basic Information Form
 - Self-administered Questionnaire
- Implementation study
 - Two rounds of site visits
 - In-depth study participant interviews
 - Follow-up survey administered ~ 18 months post RA
- Impact study
 - Follow-up survey
 - State college records for 24 months post RA

Study Sample

Non-traditional Students



63%
age 25
or older



71%
highest education
HS diploma
/equivalent or less

Demographics



58%
female



55%
white, non-Hispanic
26%
Hispanic

Low-income



47%
made less than
\$15,000 in the
previous year



59%
received SNAP or
WIC benefits
in the previous year



67%
not working at
time of study
intake

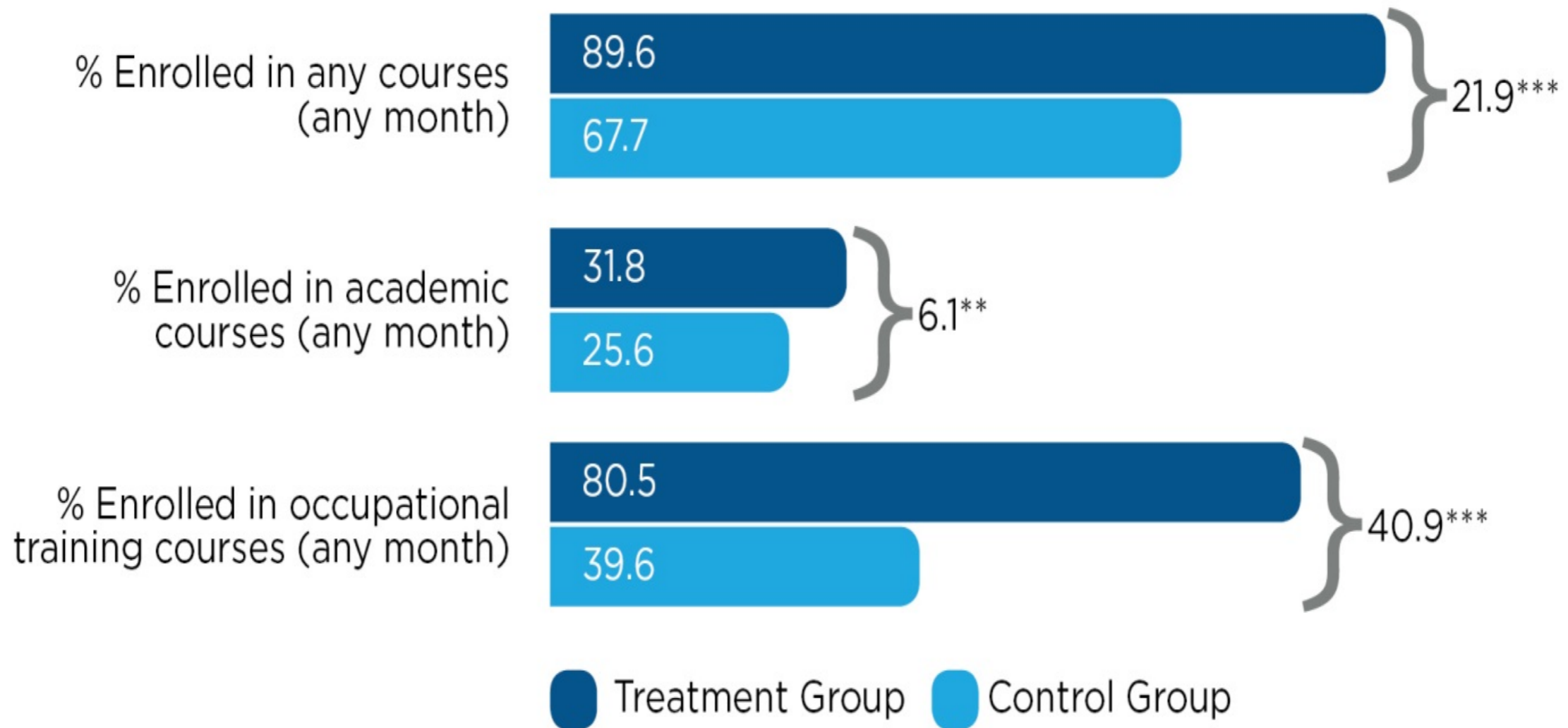
Implementation Study Findings

- 3 colleges implemented team teaching as planned, with variations
 - Basic skills instructor as an active student
 - Basic skills instructor delivers designated part of content
 - Basic skills and occupational instructors co-teach
- Use of basic skills support classes varied
- Limited teacher time for planning and training
 - Reliance on adjunct instructors
 - Training opportunities limited
- Advising services (added through PACE) were strongly implemented, but basic skills instructors also provided advising and support
- Structured employment services not offered, but some instructors provided informal job search assistance

Participation Patterns for Treatment Group

- About three-quarters of the treatment group participated in an I-BEST program within 24 month follow-up period.
- Of those who participated:
 - 63 percent enrolled in subsequent education and training
 - Attended four quarters on average (I-BEST team teaching + additional courses)
- About one-quarter still enrolled at end of follow-up period

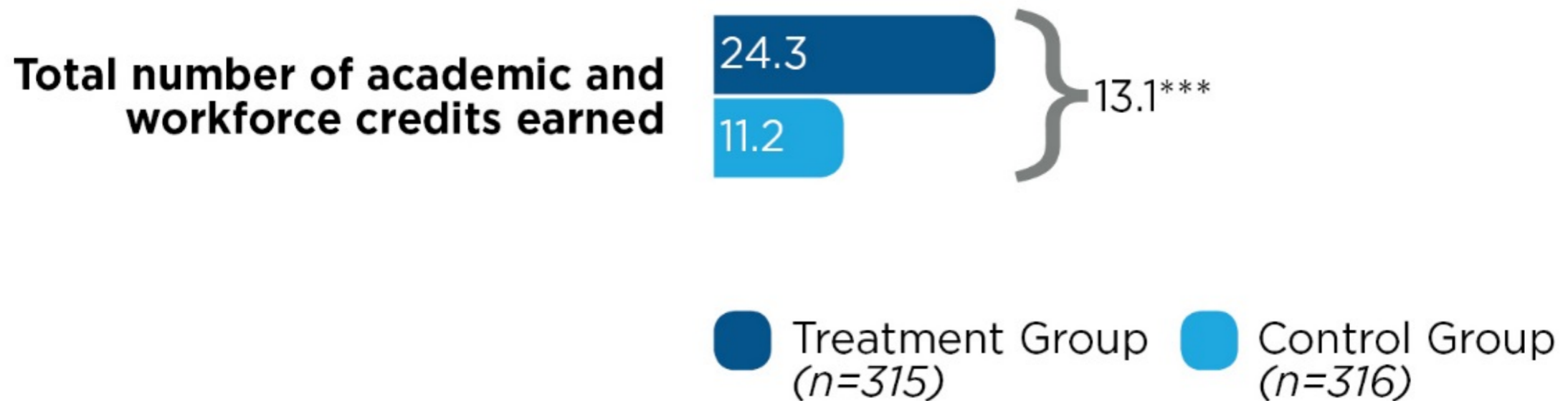
Impact Findings: Enrollment in Occupational Training and Academic Courses



*** statistically significant at the one percent level; ** at the five percent level.

Impact Findings: Credits Earned (Confirmatory Outcome)

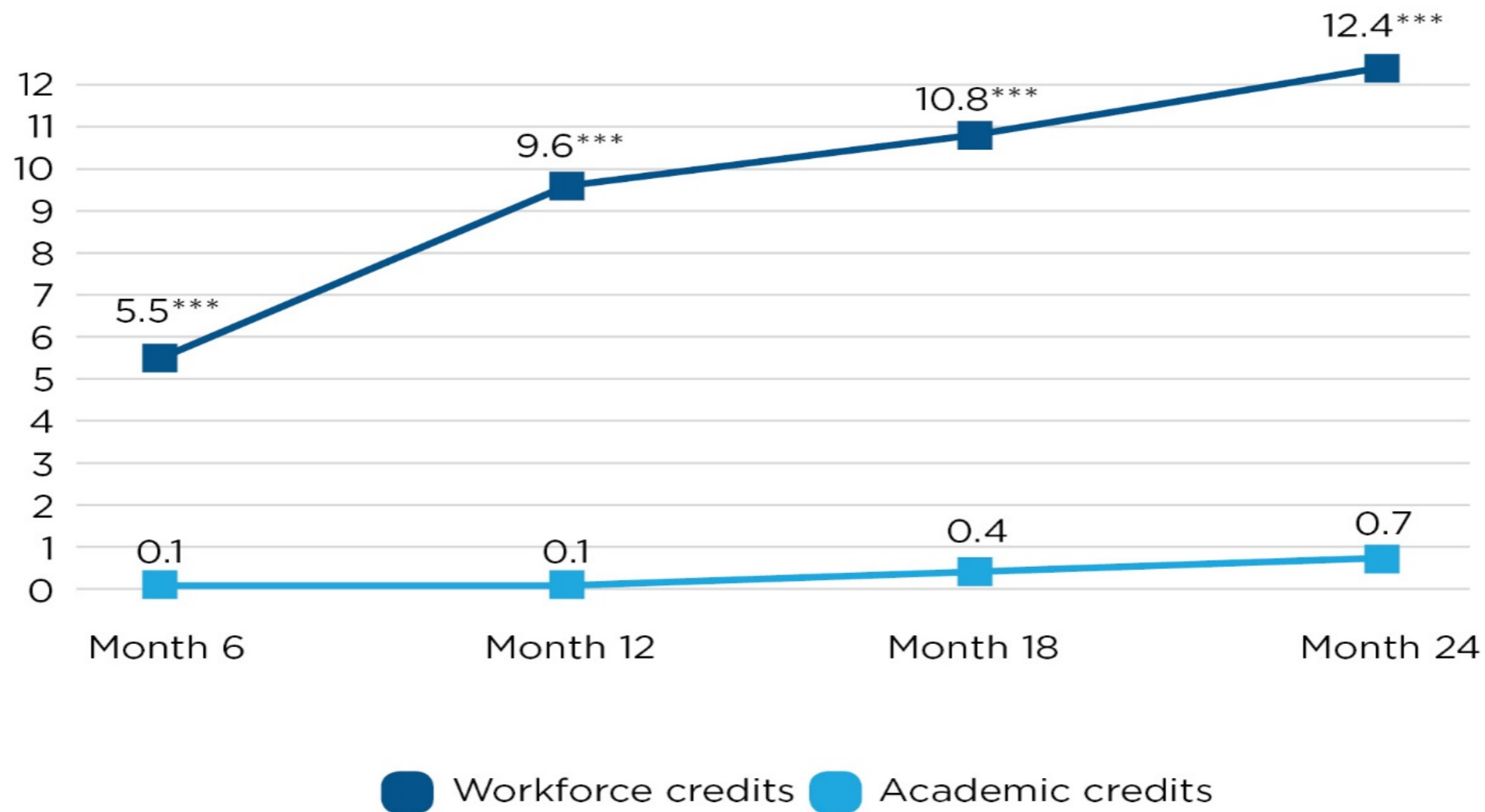
I-BEST had a positive impact on total academic and workforce credits earned



*** statistically significant at the one percent level

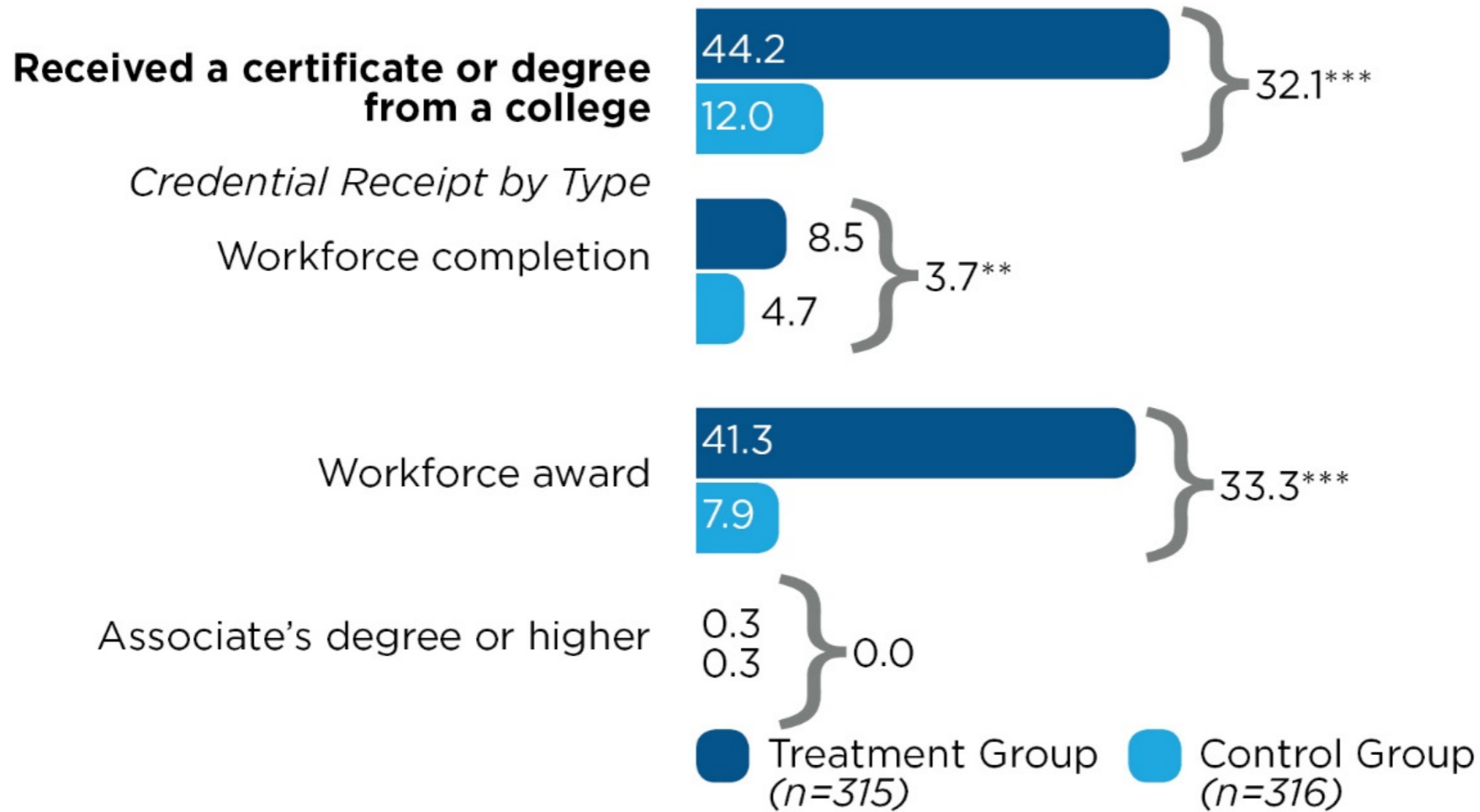
Impact Findings on Credits Earned (cont.)

Impact due primarily to workforce credits



*** statistically significant at the one percent level.

Impact Findings: Credentials



*** statistically significant at the one percent level; ** at the five percent level.

Implications

- Strengthen evidence from past research showing positive educational effects of I-BEST
- Many students used I-BEST as launching pad for additional college-level education and training, indicating a need to maintain the connection between occupational and academic programs
- Areas for further attention:
 - Strategies for recruiting students
 - Connection to employment services
 - Availability of financial support and advising

3- and 5-Year Follow-up Studies

- Areas of study
 - Will I-BEST's impact on educational attainment remain stable, increase or decrease?
 - Will I-BEST's impact on educational attainment translate into impacts on employment and earnings?
 - Does I-BEST have other impacts on participant well-being?
 - Do I-BEST benefits exceed costs?
- Data sources
 - Follow-up surveys of study participants (Ts and Cs)
 - Quarterly wage data (National Directory of New Hires)
 - National Student Clearinghouse data

Where to Find More Information

Websites

<https://www.acf.hhs.gov/opre/resource/pace-career-pathways-program-profile-integrated-basic-education-and-skills-training-i-best-program>

<http://www.career-pathways.org/>

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Thank you!

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The Evolution of the Integrated Education and Training (IET) Approach

Michelle Van Noy, Associate Director,
Education and Employment Research Center,
Rutgers, The State University of New Jersey

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Washington State's I-BEST Approach

Overview and
Summary of Research

What was the I-BEST approach?

- Research on low-skilled adult students in WA
 - Significant economic gain when students reach certain level of training
 - Few students transition from basic skills to college-level coursework and credentials
- Integrated Basic Education and Skills Training (I-BEST) developed to increase rate at which basic skills students enter and complete postsecondary occupational education

Features of I-BEST include:

- An approach that integrates teaching of basic skills and technical content in order to accelerate the transition
- A program that includes a series of integrated courses in a prof-tech field, often also includes support courses
- Students earn college-level credit for the occupational courses
- I-BEST sequence is part of an educational and career pathway

Is the I-BEST approach effective?

Research Method: Quantitative Study*

- Data: basic skills students in WA State enrolled in 05-06, 06-07, and 07-08
- Multivariate analyses: logistic regression, PSM, DID

Findings: I-BEST students were significantly more likely than their counterparts who did not take I-BEST courses to:

- earn credits toward a college credential
- earn occupational certificates
- and make gains on basic skill tests

But what program practices make this model effective?

**Zeidenberg, Cho, & Jenkins, 2010*

What about the I-BEST approach makes it effective?

Research on I-BEST programs in WA*

Streamlining choices

- Choosing programs - Participation in I-BEST requires entering a field of study and working toward a credential.
- Choosing courses - courses required for I-BEST programs are established

Connecting with support services

- Improving study skills and supplemental instruction for technical courses
- Opportunity Grant funding and case management

Integrated instruction

- Incorporating reading, writing, or math instruction into the teaching of content
- At least 50% overlap between basic skills and vocation instructors, also support for development/planning

**Wachen, Jenkins, Benfield, & Van Noy (2012)*

Applying the I-BEST Approach Outside of Washington

**Overview of
Research Findings**

Accelerating Opportunity

- Intended to create integrated career pathways programs for low-income adults with no high school degree
- Course offerings to stackable, industry-recognized credentials with 12 credit hours
- Team teaching 25% of classes, contextualized instruction, accelerated learning, navigation support, employer and workforce connections
- Quasi-experimental evaluation in 4 states – IL, KS, KY, LA*
 - Positive impact on attaining a credential across sites
 - Positive impact on employment and earnings in most sites

* *Anderson, Barnow, Kuehn, Lerman & Eyster (2017)*

Accelerating Connections to Employment

- Workforce Innovation Fund grant, sites in MD, TX, CT, GA, partnerships run out of local workforce boards
- Approach based on I-BEST, many of the same features including integrated teaching, student success, transition support, industry recognized credentials
- Random assignment study of impacts found*:
 - Higher employment rates across sites
 - Higher earnings in most sites

** Modicamore, Lamb, Taylor, Takyi-Laryea, Karageorge, Ferroggiaro (2017)*

TAACCCT

- Approx. \$2 billion investment in community college workforce programs, 3 year grants, awarded over 4 years
- SGA required use of evidence-based interventions
- Some sought to implement an I-BEST like approach, many within the context of career pathways
- Example: Clark State Community College, OH
- I-BEST rolled out with promising, but mixed results
 - Contextualizing reading and writing added to advanced manufacturing pathway, part of foundations certificate
 - Some promising results: enthusiastic instructors, good partnerships, pathway developed
 - Some challenges: Limitations to what can be covered, some students still ended up in developmental education, cost model is a concern, issues when instructor partnerships aren't strong

Role of Federal Policy

Career Pathways in Federal Policy

Language on career pathways in federal policy, such as WIOA and Perkins, aligns and supports the IET approach

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 registered apprenticeships;
- (c) includes counseling to support an individual in achieving the individual’s education and career goals;
- (d) includes, as appropriate, education offered concurrently with an 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 credentials; and
- (g) helps an individual enter or advance within a specific occupation or occupational cluster

References

Anderson, T., Eyster, L., Kuehn, D., Barnow, B., Lerman, R. (2017). New Evidence on Integrated Career Pathways: Final Impact Report for Accelerating Opportunity.

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Thank you!

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