



Data-to-Action Summit

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Who We Are



- Institute for the Study of Adult Literacy at Penn State
 - Dr. Esther Prins (Principal Investigator; Co-Director, ISAL)
 - Dr. Carol Clymer (Co-Director)
 - Dr. Blaire Willson Toso (Associate Director)
- Chicago Citywide Literacy Coalition
 - Becky Raymond (Executive Director)
 - Alex Ziskind (Program Manager)
- Houston Center for Literacy
 - Sheri Foreman Elder (President and CEO)
 - Martin Loa (Vice President of Program Services)
- Miami-Dade County Public Schools
 - Mark Needle (Educational Specialist)

Aims and Rationale



- What:
 - 2-year U.S. Department of Education researcher-practitioner partnership grant
- Aims
 - Understand how adult basic education & literacy (ABEL) providers in high-need cities are integrating career pathways (CP) components into their services – especially for immigrants and adult with barriers to education and employment.
 - Identify which student outcome measures are most extensively used & any metrics that are used within & across the cities.
 - Understand how successful programs design & implement CP.
- First study to map the landscape of adult education career pathways in Chicago, Houston, Miami.

Aims and Rationale



- What do we mean by career pathways?
 - This approach “connects progressive levels of basic skills and postsecondary education, training, and supportive services
 - in specific sectors or cross-sector occupations
 - in a way that optimizes the progress and success of individuals—including those with limited education, English, skills, and/or work experience—
 - in securing marketable credentials, family-supporting employment, and further education and employment opportunities.” (CLASP, 2012)

Methods: Survey



- Survey of all ABEL providers in Chicago, Houston, & Miami

Research Questions	Method	Analysis
What are the key features of the adult education-CP pathways in each city, including student characteristics, program design and delivery, and data collection systems?	Survey	Complete
Which CP outcome measures are most extensively used by ABEL providers within each city and across cities?	Survey	Complete
Which measures, if any, are used by all ABEL providers within and across cities?	Survey	Complete
What interim and long-term outcomes are ABEL providers helping lower-skilled CP participants to achieve?	Survey	Complete

Methods: Survey



- Sample: all adult education providers in 3 cities (n=147)
 - 106 completed surveys = 72% response rate
- Sections
 - Background information on organization & CP services
 - Student characteristics
 - Program design & delivery
 - Data collection systems & outcomes tracked
 - Aggregate student outcomes
- Student characteristics & outcomes = rough estimates

Methods: Focus Groups



- 18 providers (5-7 per city)
 - Nominated by survey respondents & city partners; reported CP services & successful outcomes

Research Question	Method	Analysis
Within each city, which policies and practices shape (a) CP programming for under-educated and immigrant adults and (b) coordination across systems?	Focus groups	Ongoing

Methods: Focus Groups



Chicago	Houston	Miami
City Colleges of Chicago	Alliance for Multicultural Community Services	American Adult and Community Education Center (school district)
Erie Neighborhood House	Harris County Dept. of Education	D.A. Dorsey Technical College (school district)
Greater West Town Partnership	Houston Center for Literacy	Lindsey Hopkins Technical College (school district)
Heartland Alliance	Memorial Assistance Ministries	Miami Dade College
Instituto del Progreso Latino	Neighborhood Centers	Miami-Dade Department of Corrections
Jane Addams Resource Corp.		OIC of South Florida
		South Dade Technical College (school district)

Methods: Case Studies



- Six exemplary programs (2 per city)

Research Question	Method	Analysis
Within each city, which policies and practices shape (a) CP programming for under-educated and immigrant adults and (b) coordination across systems?	Focus groups & case studies	Ongoing
How do the adult education programs that report the most promising student outcomes design and implement CP programming, and to what do they credit their success?	Case studies	Ongoing

- Sampling rationale: diverse occupational sectors, lower education levels

Program	Mfg.	Health	Educ., child care	Transport.	Auto- CAD	Bus.	Construc.	Tech/IT	Office mgmt.	Food
Lindsey Hopkins		Yes	X	Yes	X		X			Yes
Miami Dade College – Hialeah	Yes	X				Yes				
Jane Addams Resource Corp.	Yes									
City Colleges of Chicago – MX		Yes								
Alliance for Multicultural Progress	X	Yes	X	X	Yes					
Houston CC	X	Yes	X	X	X			X	Yes	



- Sampling rationale: organizational type

Program	Comm. College	School District	CBO
Lindsey Hopkins		X	
Miami Dade College – Hialeah	X		
Jane Addams Resource Corp.			X
City Colleges of Chicago – Malcolm X	X		
Alliance for Multicultural Progress			X
Houston Community College (Community-Based Job Training Program)	X		X (partners)



- Sampling rationale: primary population(s) served, neighborhood

Program	Immigrants	Refugees	U.S.-Born Minorities
Lindsey Hopkins	X	X	X
Miami Dade College – Hialeah	X	X	X
Jane Addams Resource Corp.	X		X
City Colleges of Chicago – Malcolm X	X		X
Alliance for Multicultural Progress		X	
Houston Community College (Community-Based Job Training Program)	X		X

Methods: Case Studies

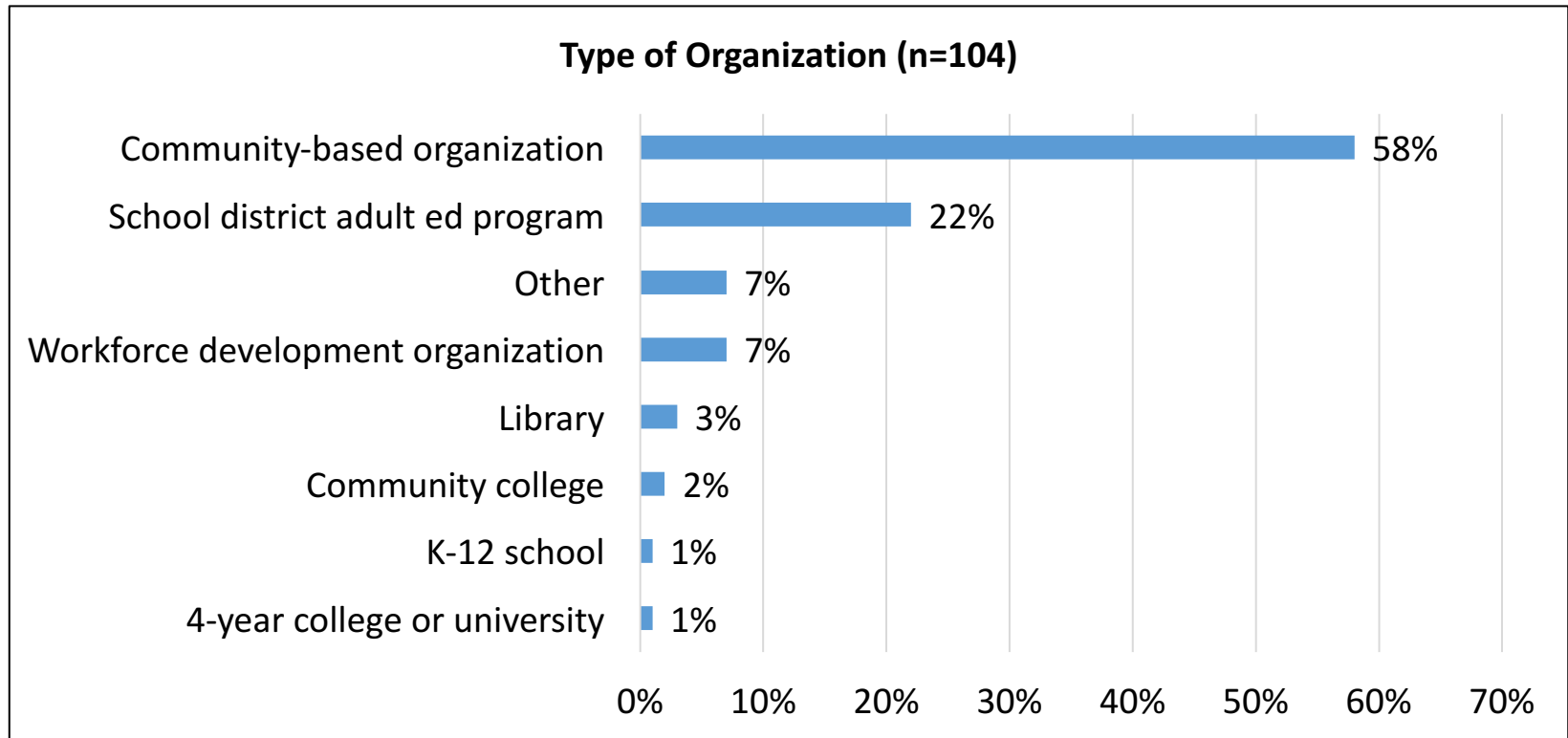


- 18 class observations
- 44 interviews with 56 people
 - Career-technical & basic skills teachers
 - Administrators
 - Key partners
 - Support staff
- 3 focus groups with 53 students (3-13 per site)
- Document analysis

Survey Findings: Program Characteristics



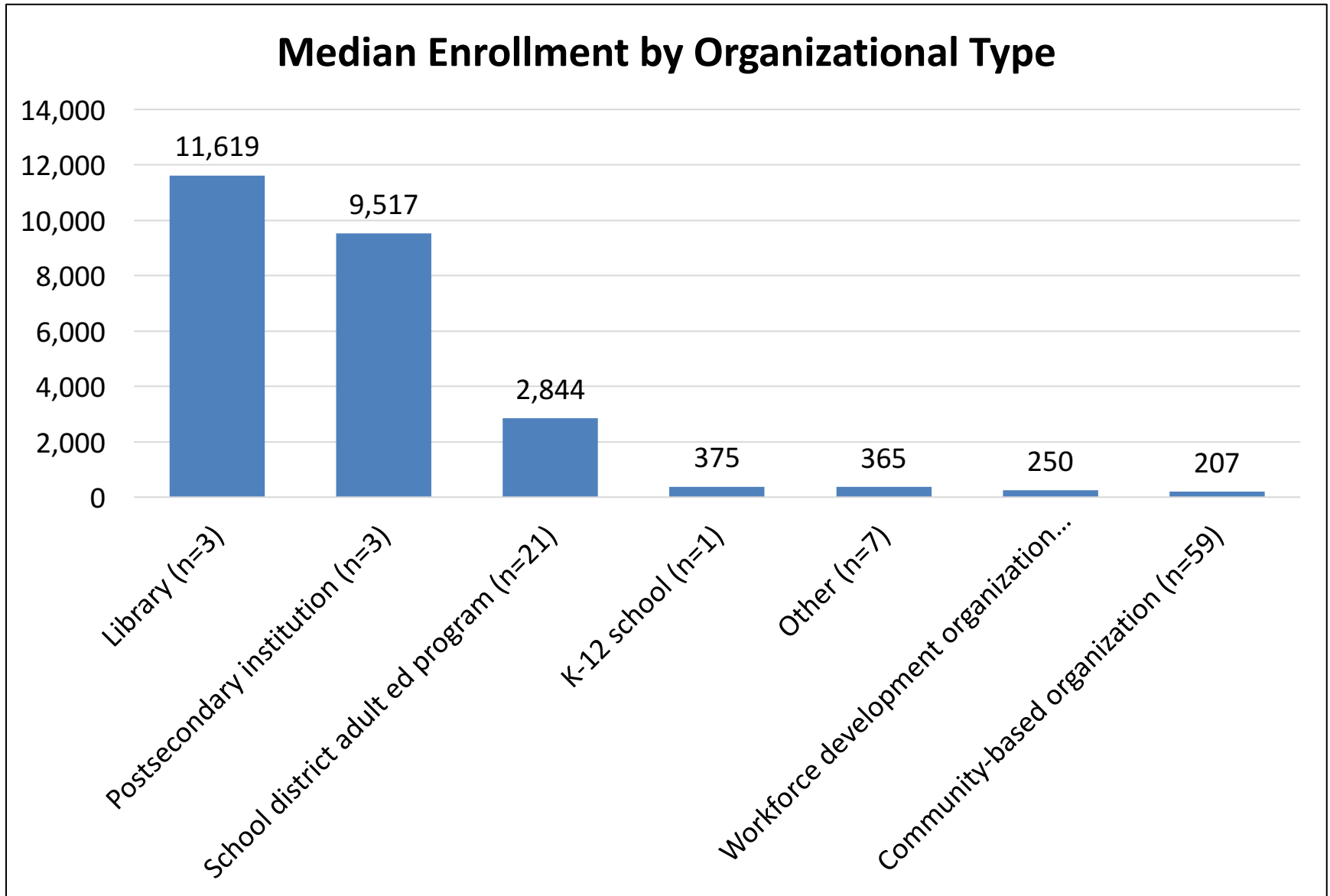
- Most common agency type*: CBO



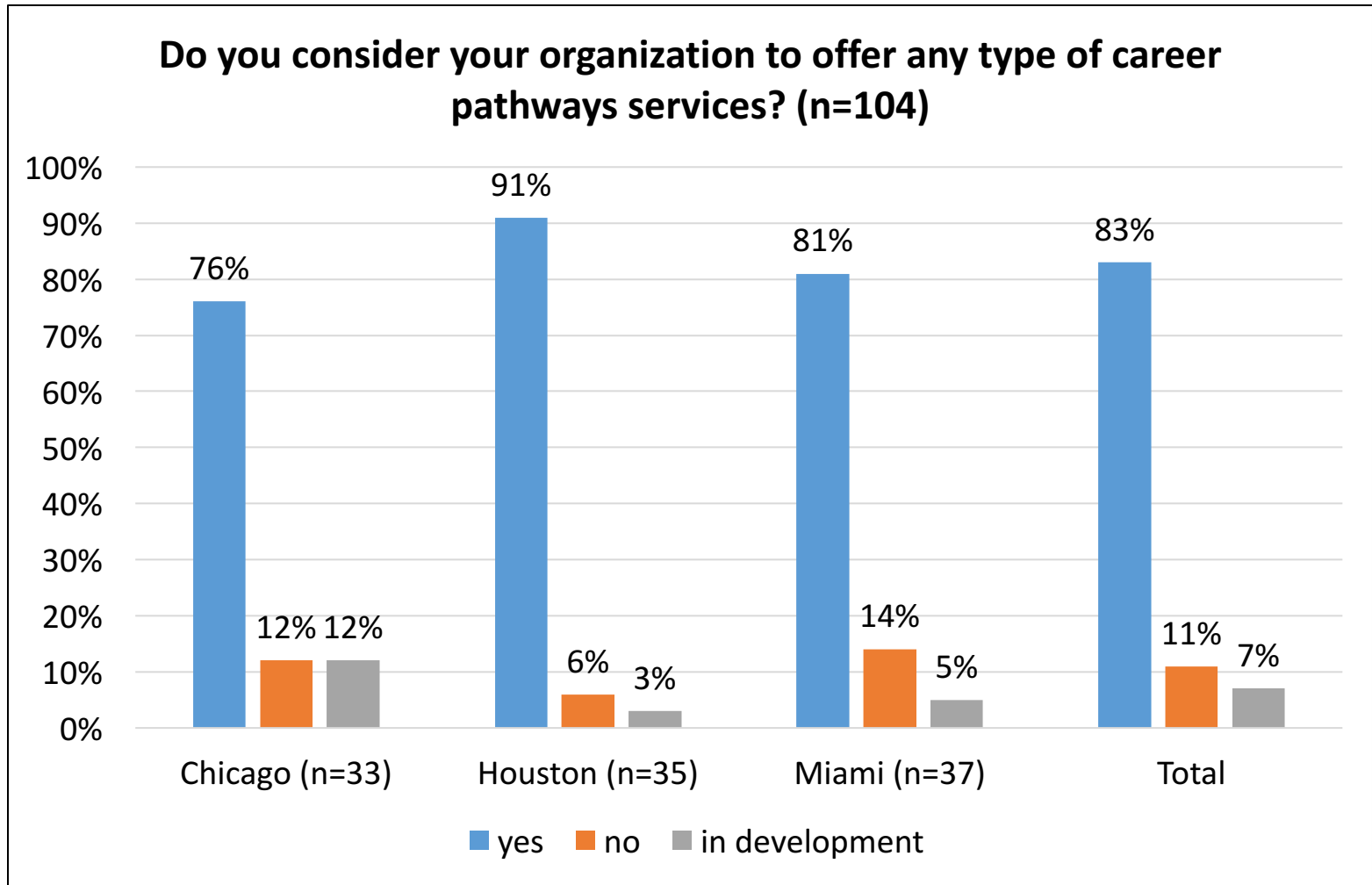
*Chicago City Colleges and Miami Dade College submitted 1 survey for all campuses

- Other: homeless shelters, correctional facilities, etc.
- CBOs disproportionately located in Chicago (48% of CBOs in survey)
- 100% of school district adult ed programs located in Miami

- Libraries and postsecondary institutions enrolled the largest number of adult learners, and CBOs the fewest



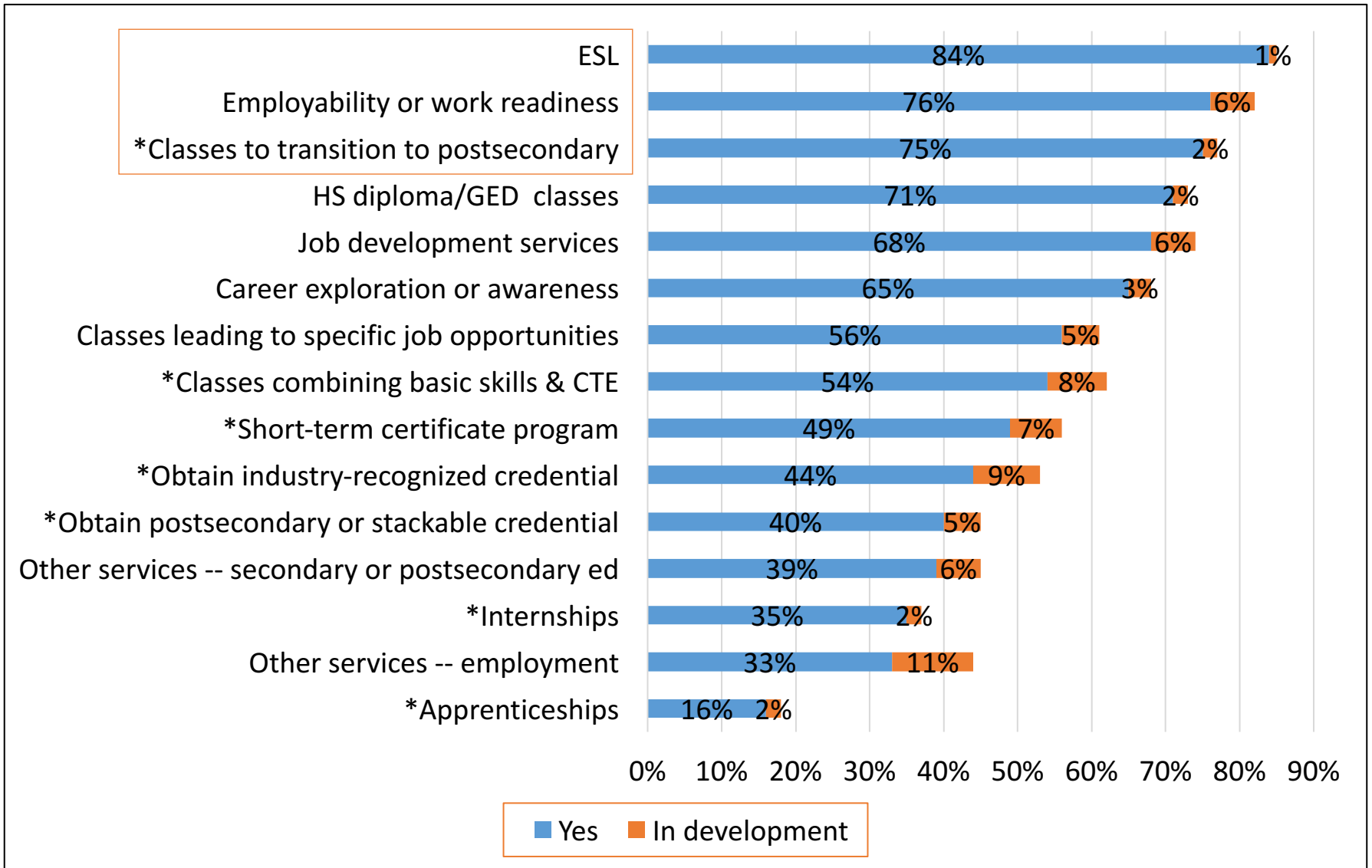
- 83% said they provided CP services, per CLASP definition
- No significant differences by city



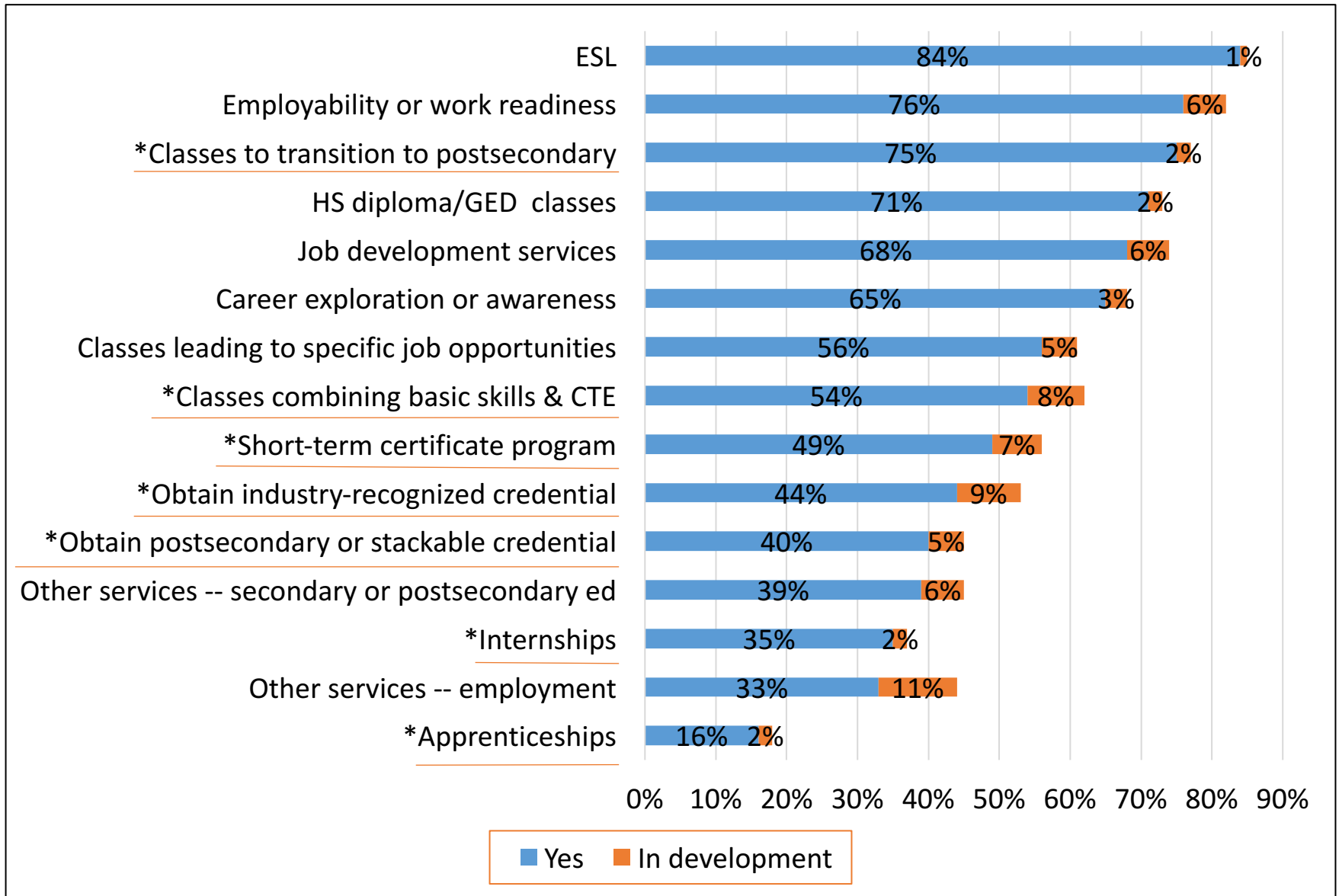
Survey Findings: Access



- Agencies offer a wide array of classes & services
 - Average: 7 types of classes



- But “core” CP services are much less common

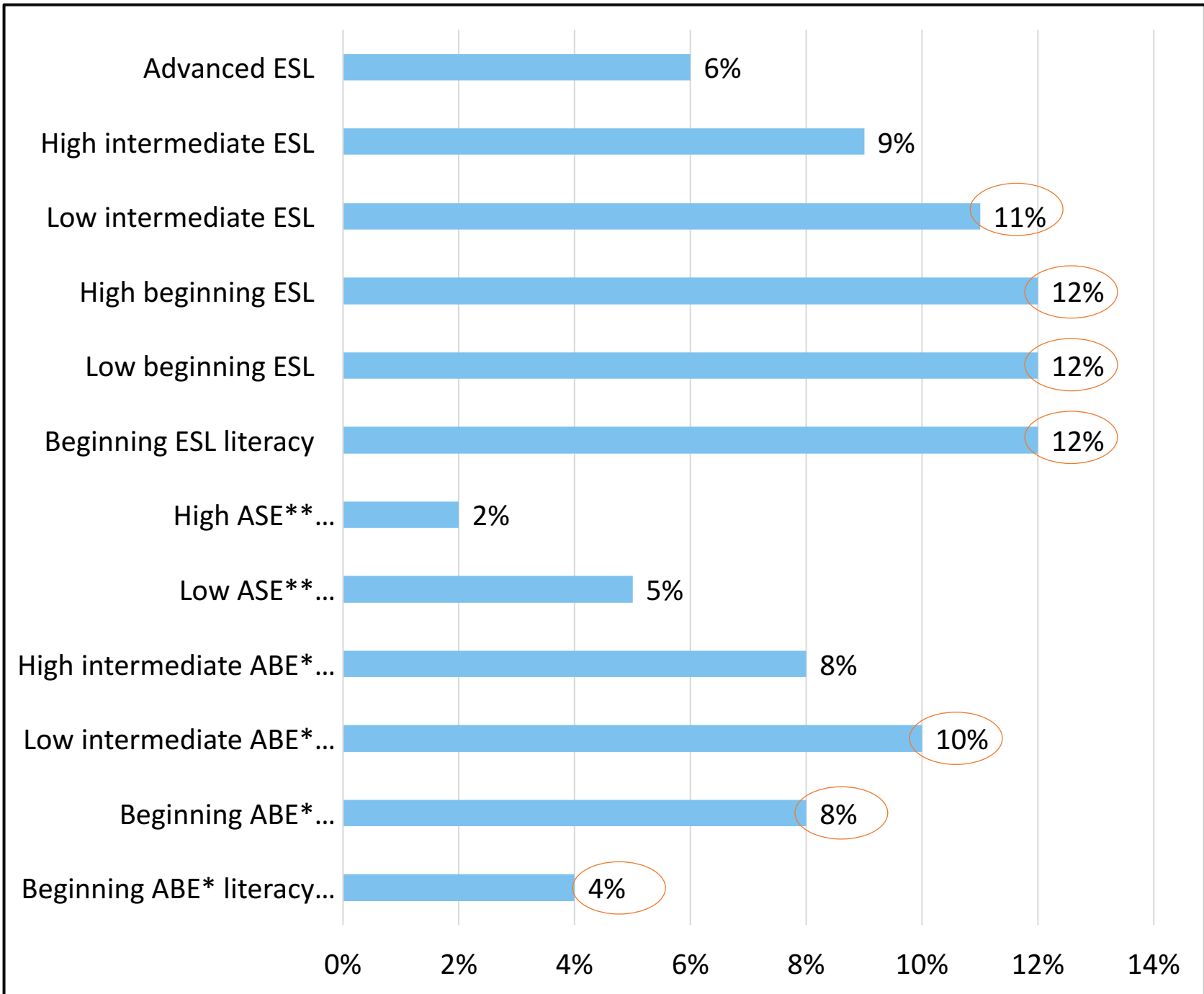




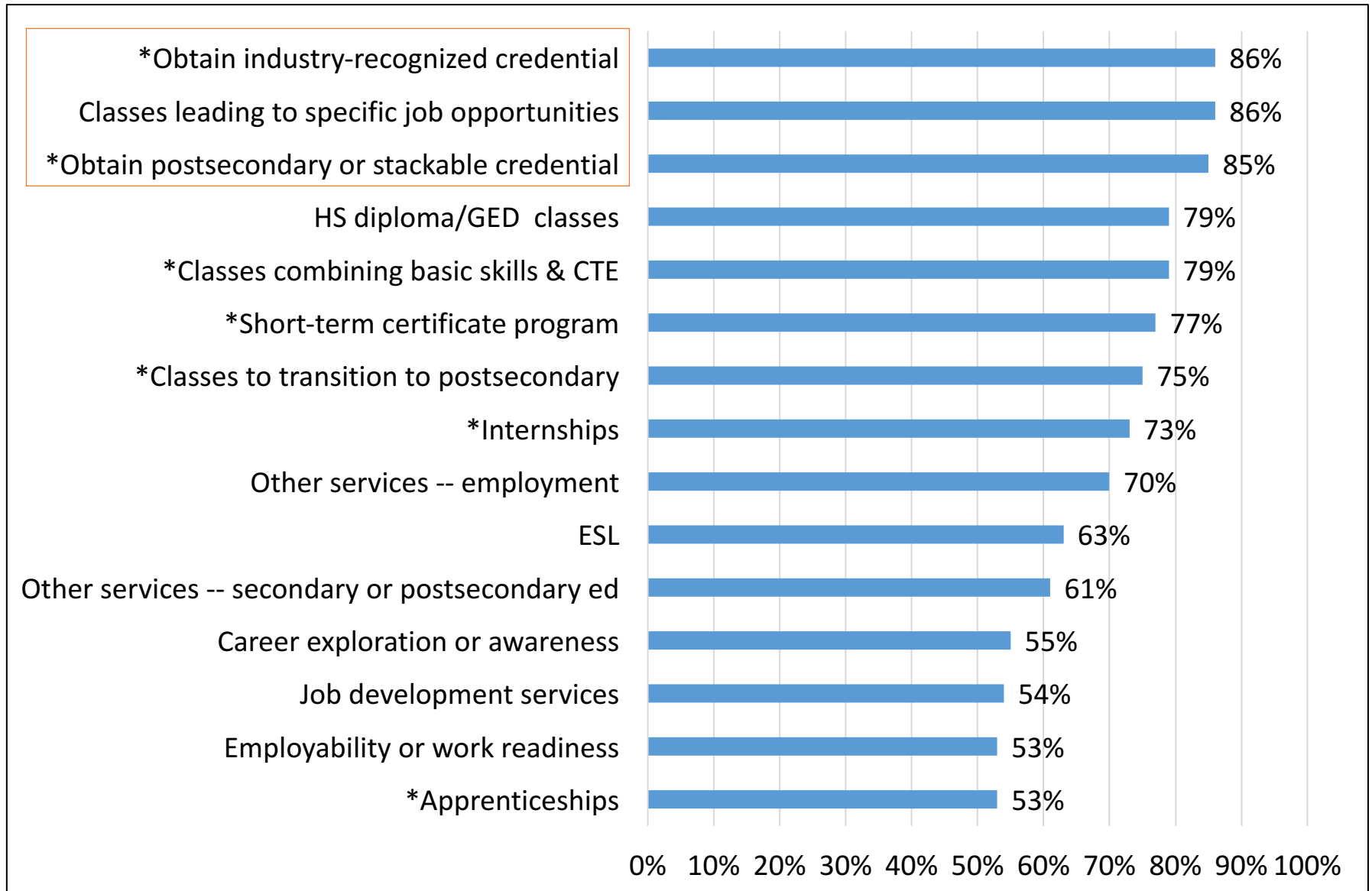
- 36% of agencies that say they offer CP have zero students enrolled in 6 core CP classes:
 - transition to postsecondary education
 - obtain a postsecondary or stackable credential
 - short-term certificate program needed for advancement in education or employment
 - industry-recognized credential
 - apprenticeships
 - internships
- Raises questions about robustness of CP in some organizations



- ~69% of CP students are at low intermediate ABE or ESL level (NRS)



- More than 50% of each class or service have grade-level, test score, or language entry requirements (n=15 to 83)





- Examples of Entry Requirements

- If no HS/GED required, minimum TABE = 5.0 to 9.0

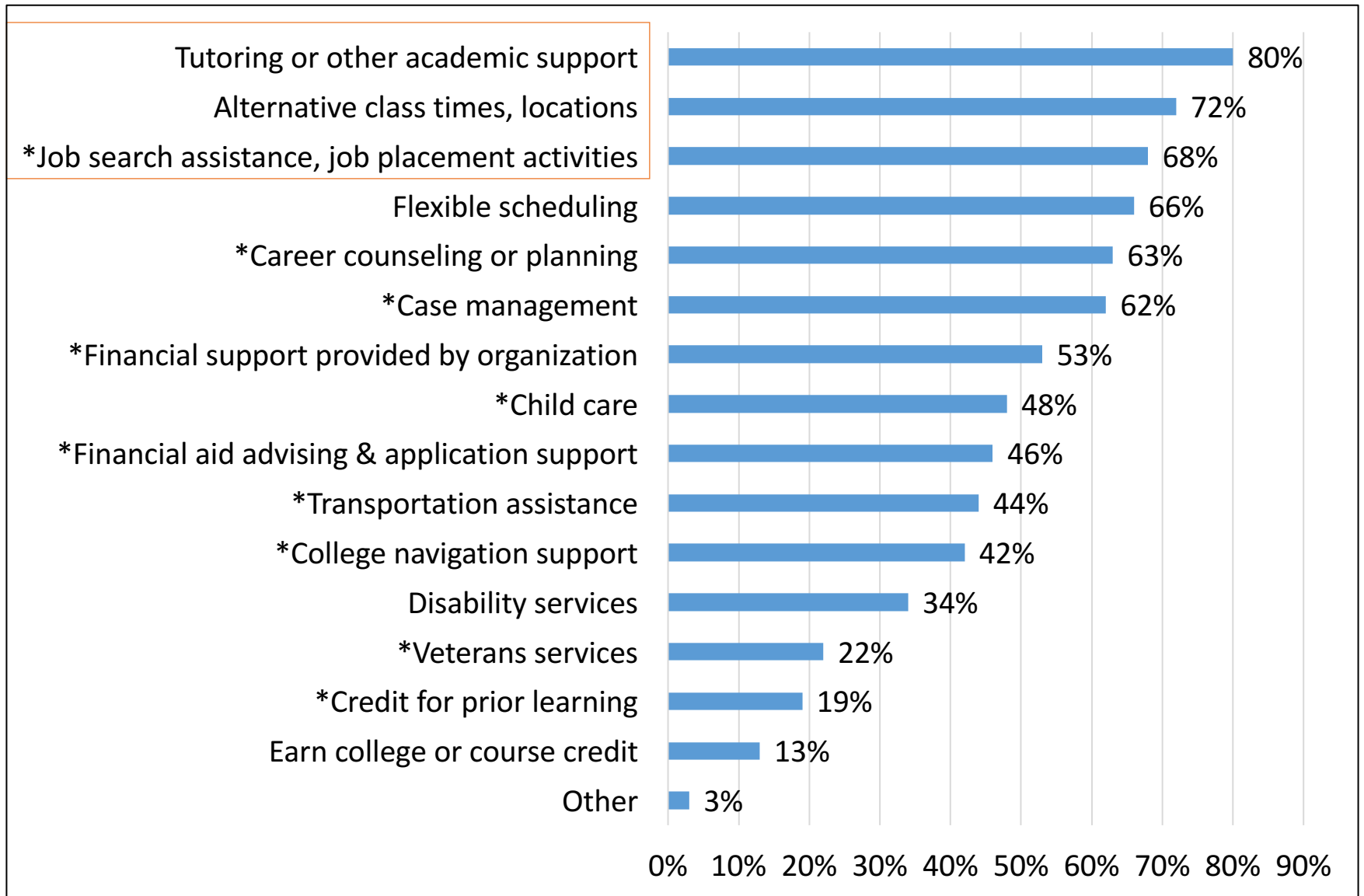
	JARC	Malcolm X	Alliance	Houston Comm. College	Lindsey Hopkins	Miami Dade College
HS/GED Diploma Required	No	No	Yes	Yes	No	No (Business)
Minimum Test Score (TABE)	<ul style="list-style-type: none"> • Bridge: 5.0 • CTE: 7.0 or 9.0 	<ul style="list-style-type: none"> • Career Fdns.: 3.0 • Bridge: 6.0 (R), 5.0 (M) • Gateway: 9.0 (R), 8.0 (M) 	<ul style="list-style-type: none"> • 6.0 (R & M); 4.0 (lang.) 	<ul style="list-style-type: none"> • 6.0 to 11.9 	<ul style="list-style-type: none"> • CASAS Level 3 • Exit: TABE 9 or 10; pass GED or 2 industry-recognized cert. 	<ul style="list-style-type: none"> • 9.0

Survey Findings: Support Services



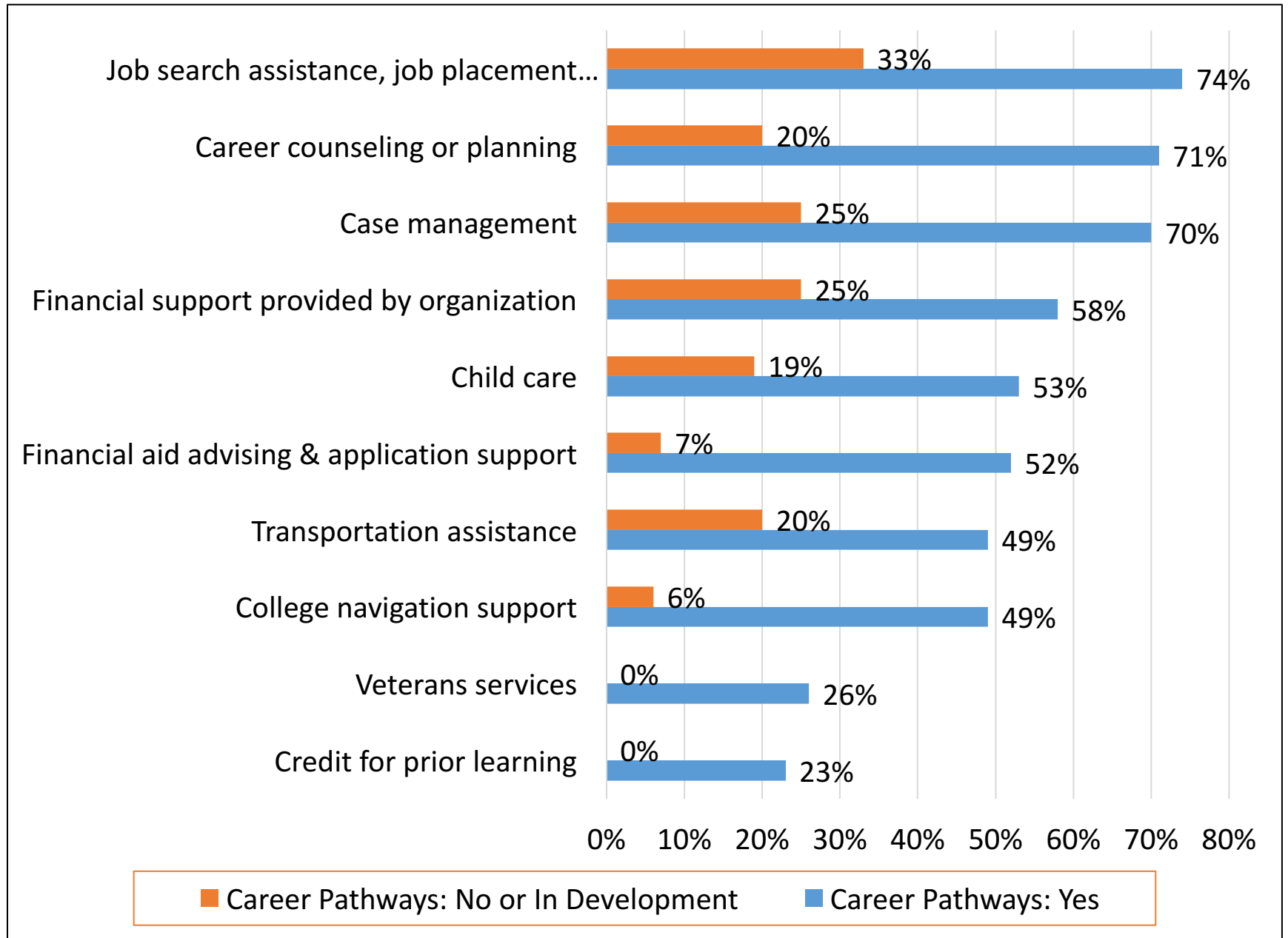
Support services are crucial for access, persistence, and overall well-being and financial stability

- Median: 7 support services



*significantly more likely at agencies that said they provide CP

■ Significant differences



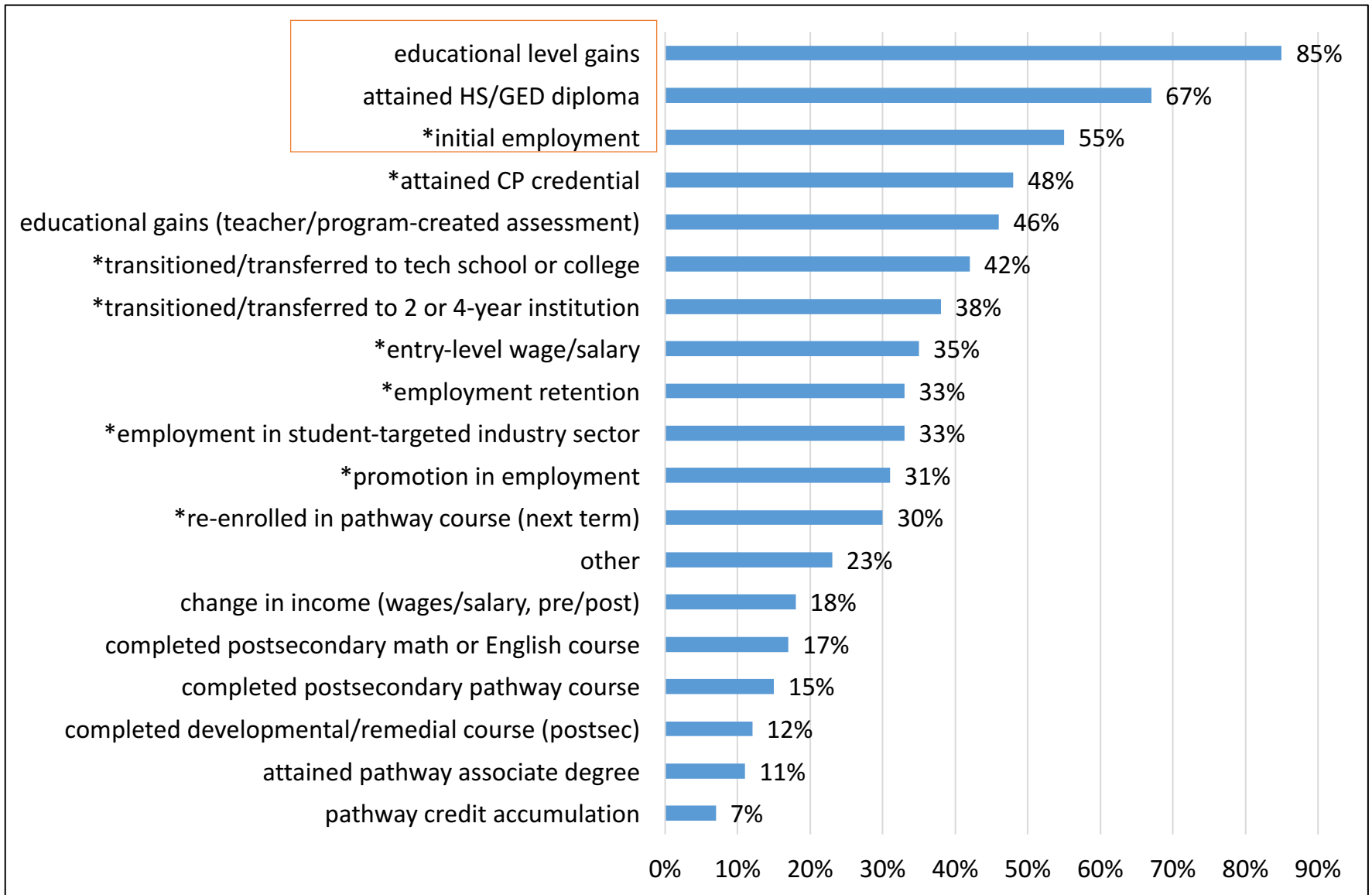
- Insights from focus group and case studies
 - Most consistently mentioned (focus groups):
 - case management
 - career counseling
 - wrap around services – childcare, transportation, financial assistance, etc.
 - citizenship and immigration support
 - assistance with transition to post-secondary programs and employment
 - Philosophy of meeting students' needs
 - *We have a philosophy of trying to meet the student where the student is at. Which means that...if the student needs the citizenship, or if the student needs the job, or if the student needs the drug counseling, or if the student needs the domestic violence referrals and case managers— So that we feel if the student leaves, there's something that we didn't do. (Chicago)*
 - Comprehensive support centers
 - Center for Working Families (JARC): income supports, financial literacy, financial counseling, & financial coaching
 - Financial Opportunity Center (Houston): public benefits assistance, employment & financial coaching, financing opportunities
 - Community colleges: same supports as credit students
 - Incentives
 - Chicago City Colleges: Gateway Scholarship (tuition assistance)
 - Monetary vouchers for passing GED subject test (Houston)
 - Reduce inmate sentence for attending & completing CTE (Miami)

Survey Findings: Outcome Measures

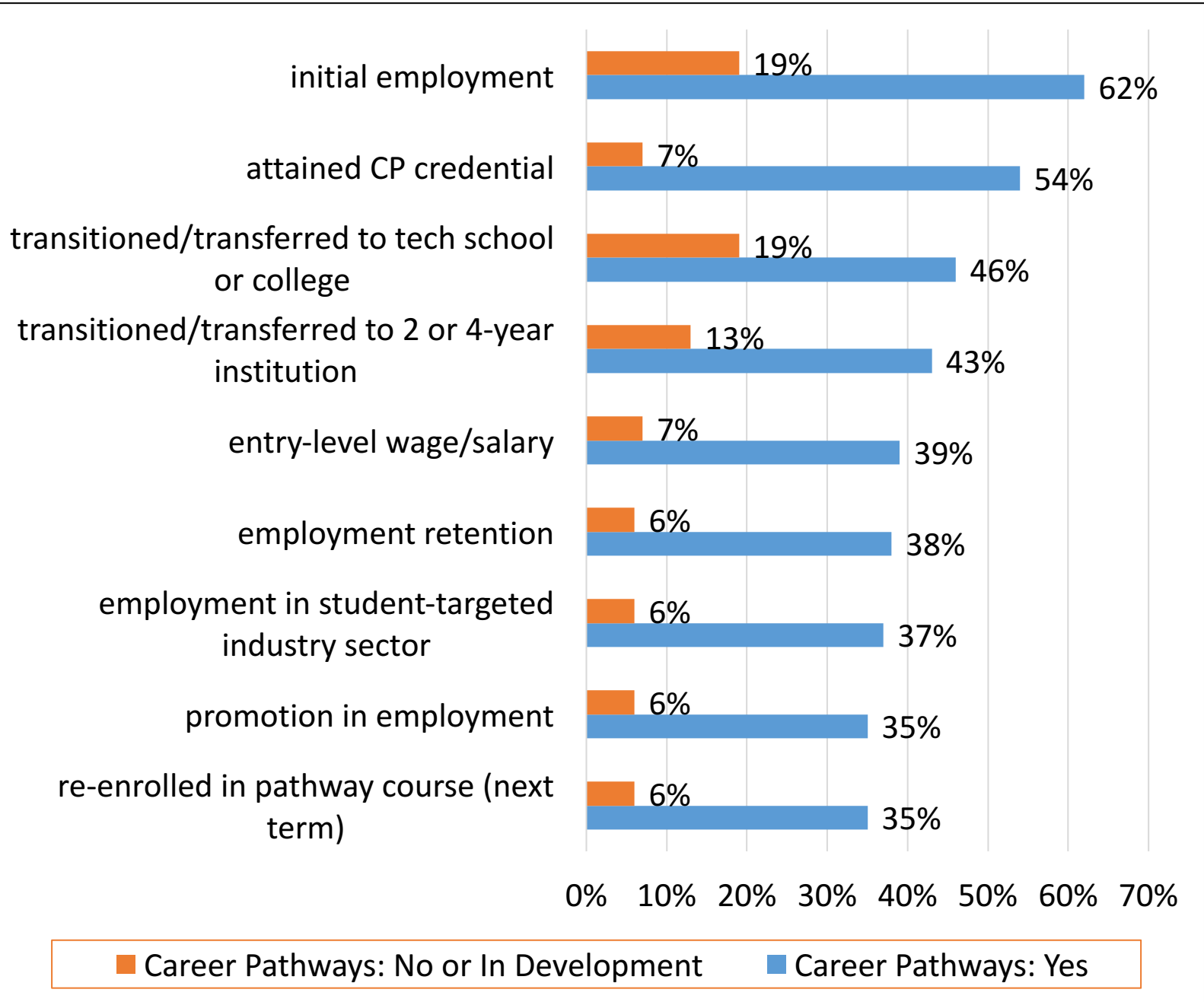


Lack of common outcomes is a barrier to measuring, comparing, and documenting progress across programs

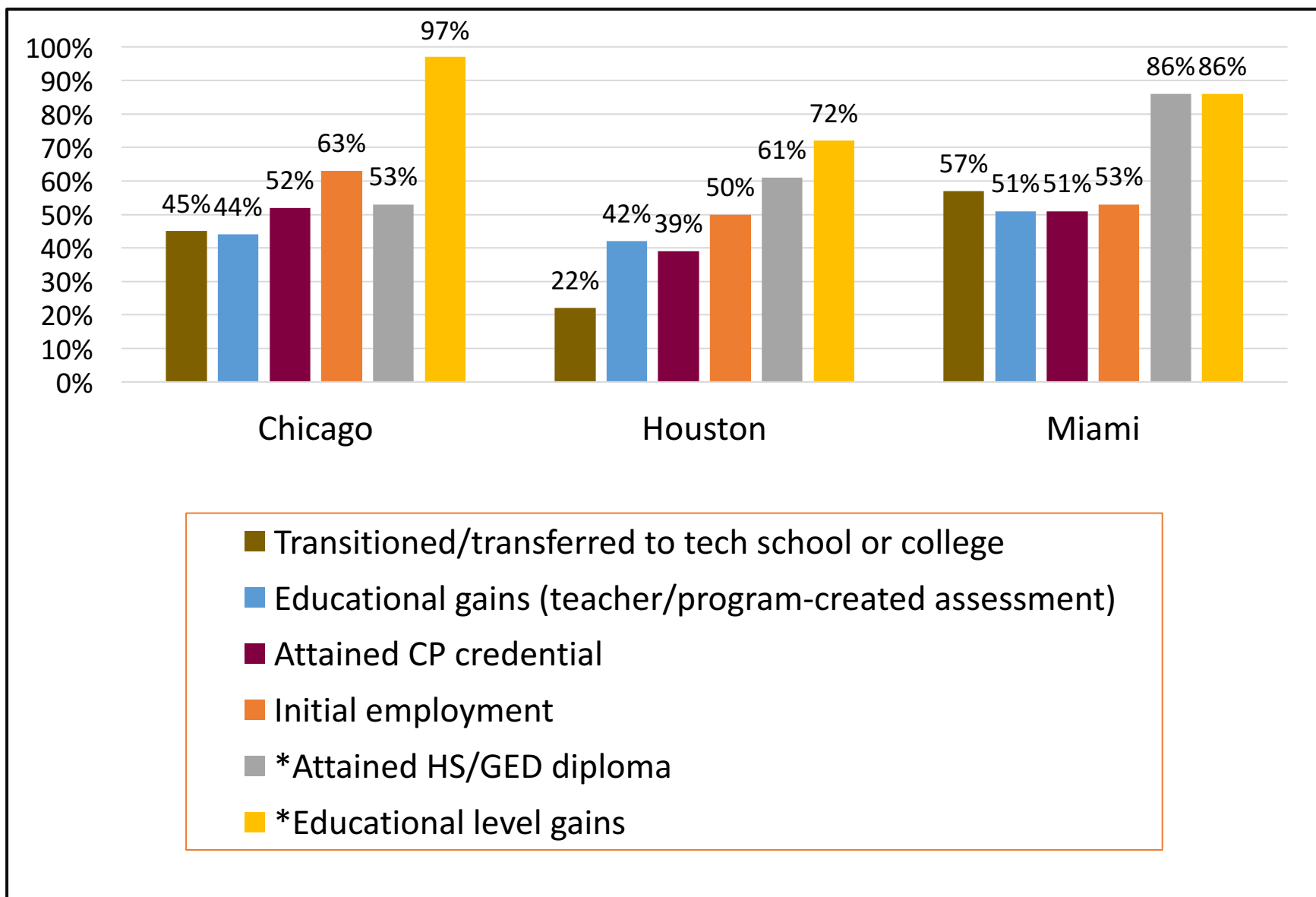
- No single measure was used by all agencies (n=33 to 100)



* significantly more likely at agencies that said they provide CP



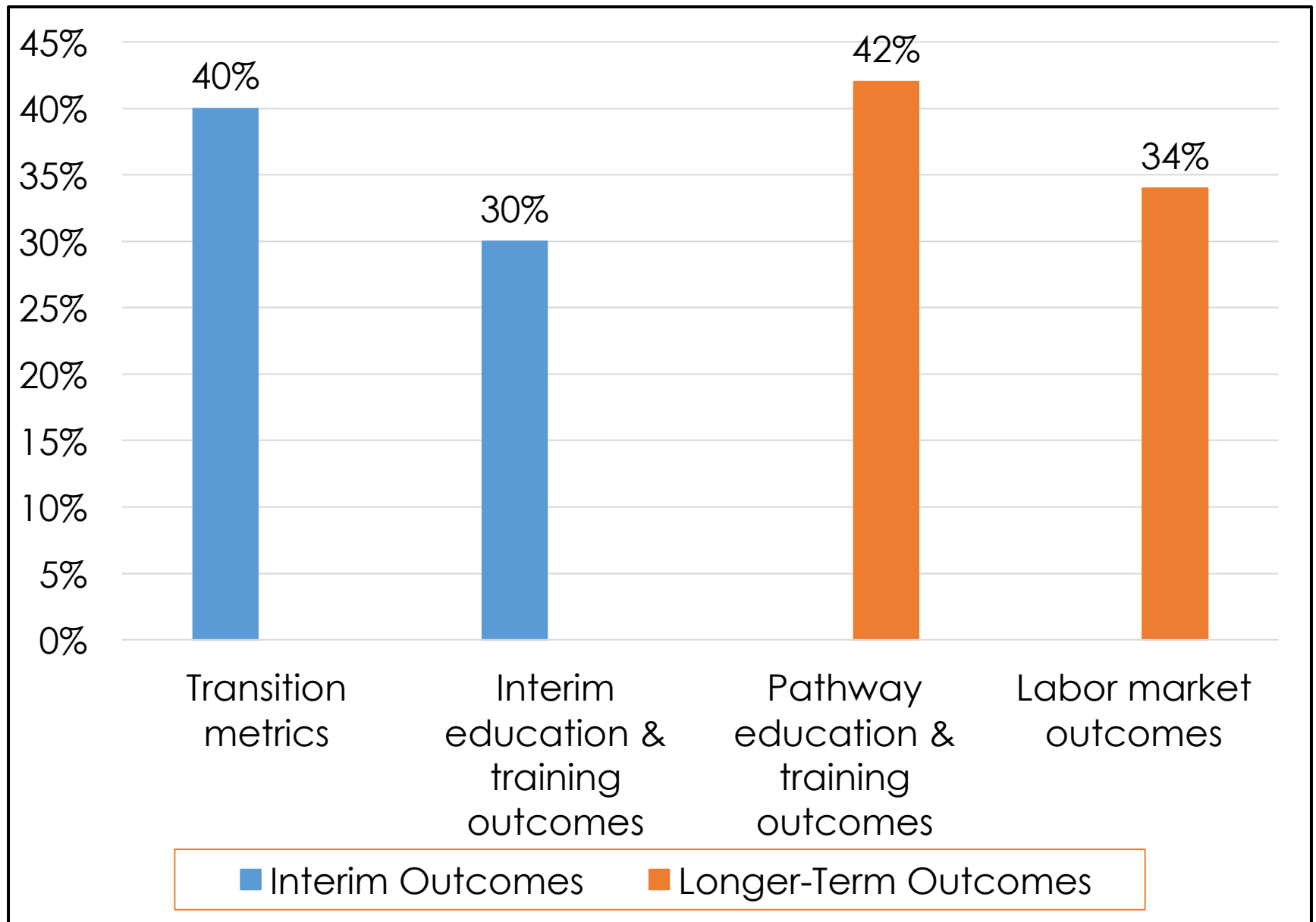
- Chicago: all but one agency measured ed. level gains



CLASP Category and Corresponding Survey Items	%
1. Interim Outcomes	
1a. "Transition metrics (following participants across education and training funding sources and settings)" (CLASP, p. 5)	
• transitioned/transferred to tech school or college	42%
• transitioned/transferred to 2- or 4-year institution	38%
1b. Interim education and training outcomes	
• educational level gains on standardized test	85%
• educational gains (teacher/program-created assessment)	46%
• re-enrolled in pathway course (next term)	30%
• completed post-secondary math or English course	17%
• completed postsecondary pathway course	15%
• completed developmental/remedial course (postsecondary)	12%
• accumulated pathway credits	7%

CLASP Category and Corresponding Survey Items	%
2. Longer-Term Outcomes	
2a. Pathway education and training outcomes	
• attained HS/GED diploma	67%
• attained CP credential	48%
• attained pathway associate degree	11%
2b. Labor market outcomes	
• attained initial employment	55%
• entry-level wage/salary	35%
• employment in student-targeted industry sector	33%
• employment retention	33%
• promotion in employment	31%
• change in income (wages/salary, pre/post)	18%
3. Other	
• Other	23%

■ Averages: interim = 32%; longer-term = 37%





Questions & Answers



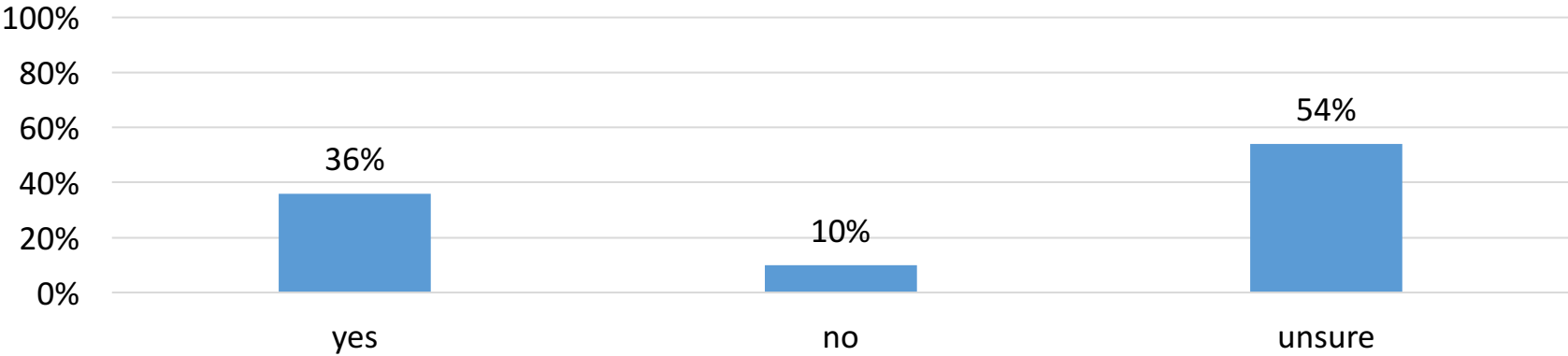
*Panelist discuss the impact of the research project
on each of their cities.*

- Moderator: Oswaldo Alvarez, Program Developer, Chicago Cook Workforce Partnership
- Panelists:
 - Sheri Suarez Foreman, President/CEO, Houston Center for Literacy
 - Mark Needle, Educational Specialist, Intergovernmental Affairs, Miami-Dade County Public Schools
 - Becky Raymond, Executive Director, Chicago Citywide Literacy Coalition

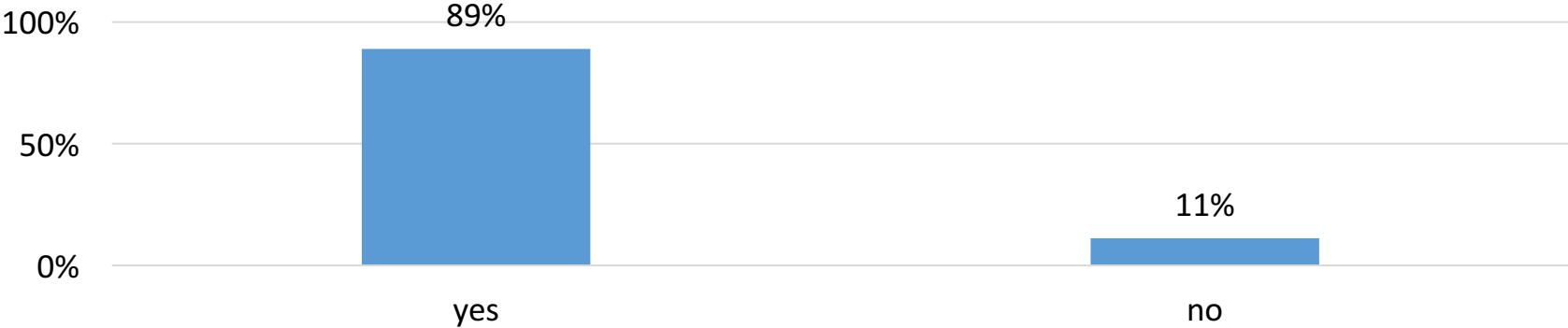
Draft Recommendations



Are there any mechanisms for CP coordination & planning across organizations in your city? (n = 102)



If “yes”: Does your organization currently participate in CP planning & coordination across organizations? (n = 37)





- Access
 - Help individuals with lower test scores and less formal education access meaningful career pathways programming with viable on-ramps.
 - Creating strong transition mechanisms and strategies to help participants move across programs.
- Support Services
 - Provide supports that not only mitigate traditional barriers such as transportation and child care, but also address other aspects of learners' lives, e.g. bad credit, lack of access to income supports, career counseling, mental health services, scholarships.
- Outcomes
 - Capture interim outcomes that measure progress toward longer-term goals.



- Access
 - Build infrastructure and facilitate partnerships so students can move across organizations to access programming.
- Support Services
 - Increase funding for robust support services (e.g., financial coaching, mental health, career exploration) that address the participants' well-being; they are vital for ensuring learners' success.
- Outcomes
 - Provide technical assistance and support to organizations to help them identify and capture interim outcomes that lead to longer-term goals.



- Access
 - Determine necessity of entry thresholds and explore what strategies or programming are needed to help participants access programs.
- Support Services
 - Establish which services are more crucial for increasing persistence and transitions to postsecondary or employment and to what extent participants take advantage of them.
- Outcomes
 - Investigate how programs use outcomes data (including interim data) to shape program design.
 - Determine what kinds of education and economic outcomes career pathways participants achieve over time.

Break-out Groups



- Discuss the four questions on the table with your group.
- Be prepared to report out on:
 - Most important point/topic that was discussed and/or what resonated the most with your group.
 - Describe a next step or action item that your team would like to see addressed under the area of practice, policy or research.

Conclusion & Wrap-up



- Report Out
- We will continue to distill recommendations and notes from this session.
- Let's keep the conversation going. Interested in joining a a Career Pathways Advisory Council of practitioners and other stakeholders?
Let us know!

For More Information...



- Project website: <http://adultpathways.psu.edu/>
 - Download the full report on survey findings from the “Updates” tab
- Institute of Education Sciences website:
<https://ies.ed.gov/funding/grantsearch/details.asp?ID=1642>
- Contact the PI, Dr. Esther Prins
 - esp150@psu.edu; 814-865-0597
- Acknowledgements:
 - Survey respondents and pilot testers
 - Kent Miller, Social and Economic Sciences Research Center, WSU
 - PSU graduate assistants: Ally Krupar, Ruth Sauder, Tabitha Stickel
 - Institute of Education Sciences & Meredith Larson
 - Staff and students at case study organizations
 - JPMorgan Chase for the opportunity to present today