

CLASP

Policy solutions that work for low-income people

Judy Mortrude
Senior Policy Analyst

Integrated Education & Training

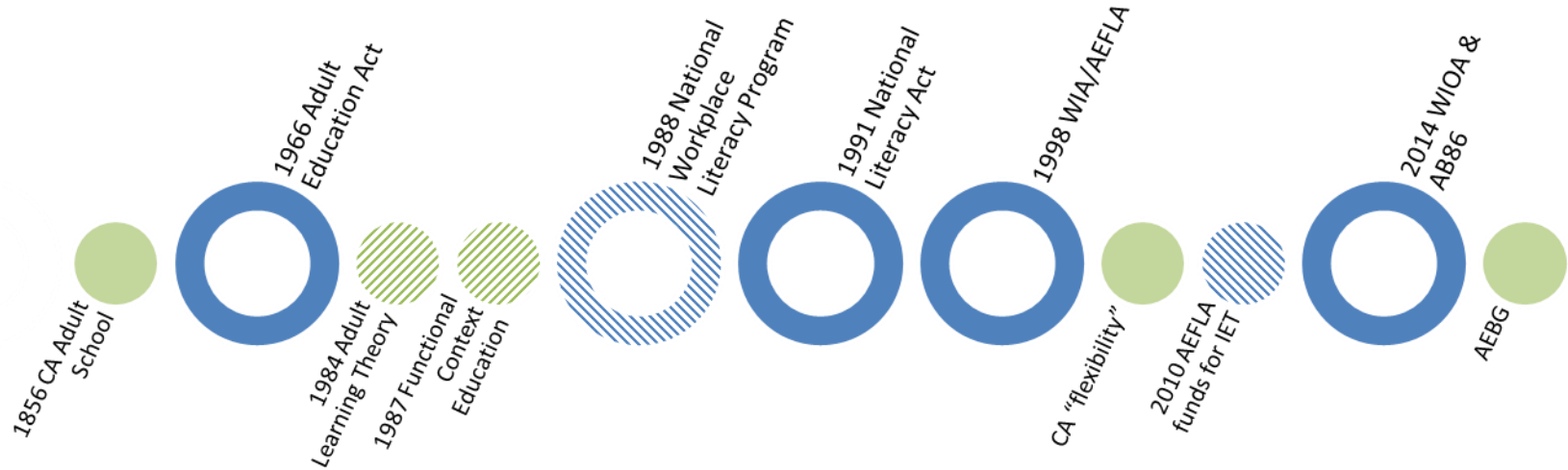
Accelerating Learning, Building Transition Skills

AEBG Summit
January 2018

AGENDA

- Historical Perspective
- Adult Learning Theory
- Need & Evidence
- WIOA definitions
- Models for service
- Sharing Ideas
- Requirements & Reporting

Timeline of IET in Adult Education



KNOWLES'

4 PRINCIPLES OF ANDRAGOGY



<https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

Distribution of major out-of-work groups in Los Angeles, CA

Select a segment to view underlying data

Select a jurisdiction

Los Angeles, CA



DETAILED DATA

Total out-of-work population in Los Angeles, CA

Out-of-work total

385,087

Out-of-work share*

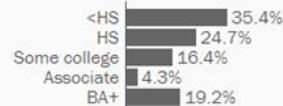
17.7%

*Of the 25-64 year-old civilian, non-institutionalized population.

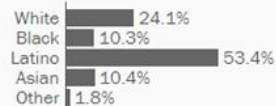
Age



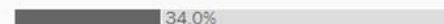
Educational attainment



Race



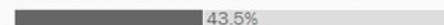
Male share



Has a disability



Limited English proficiency (LEP)



Caring for children



Looking for work



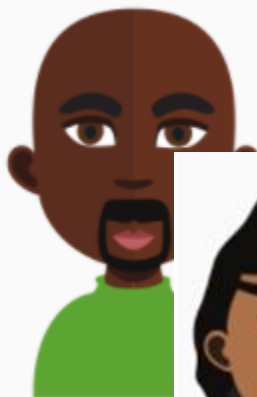
<https://www.brookings.edu/research/meet-the-out-of-work/>



Joseph is a 51-year-old white man with a high school diploma. He last worked two years ago doing construction, and gave up



Patricia is a 25-year-old single mother who did not finish high school. She has never worked, instead caring for her young



Will is a 30-year-old black man with a high school diploma who lost his warehouse packaging job nearly a year ago; he stopped looking for work several months ago. He is unmarried and



Carmen is a 40-year-old married mother of teenage children. A green card holder, she immigrated to U.S. when she was very young, and never completed high school; she prefers to speak Spanish at home. She has been thinking about looking for work to help support the family, whose income is just above the poverty line.

<https://www.brookings.edu/research/meet-the-out-of-work/>

BP

Bridge programs prepare people with low academic skills for further education and training, sometimes in combination with occupational skills training.

TJ

Transitional jobs programs provide short-term subsidized employment and supportive services to people with limited work experience and barriers to employment, and help participants find unsubsidized jobs.

SE

Social enterprises are mission-driven businesses that hire people with limited work experience and barriers to employment to carry out the work of the business. The enterprise also provides supportive services to workers and helps them find other employment opportunities.

JS

Job search assistance and counseling is a central feature of the public workforce system's American Job Centers and other employment programs. It consists of in-person and individualized assistance, including skill and interest assessments, career and training planning, case management and referrals, and help with resume preparation and interviewing skills.

SI

Sector initiatives identify employers' skill and workforce needs in a given industry and region and develop recruiting, assessment, and training strategies to help employers find workers with the right skills.

2G

Two-generation programs link education, job training and career-building for low-income parents with early childhood education for their children, thus building human capital across generations.

AP

Apprenticeships combine paid employment with on-the-job training and related classroom instruction.

AS

ASAP (Accelerated Study in Associate Programs) was designed by the City University of New York to increase the graduation rate of low-income community college students seeking an Associate degree. The program requires students to attend full-time and provides a range of academic, financial, and personal supports.

<https://www.brookings.edu/research/meet-the-out-of-work/>

Integrated Education & Training

“...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.**”

WIOA Sec 203(11)

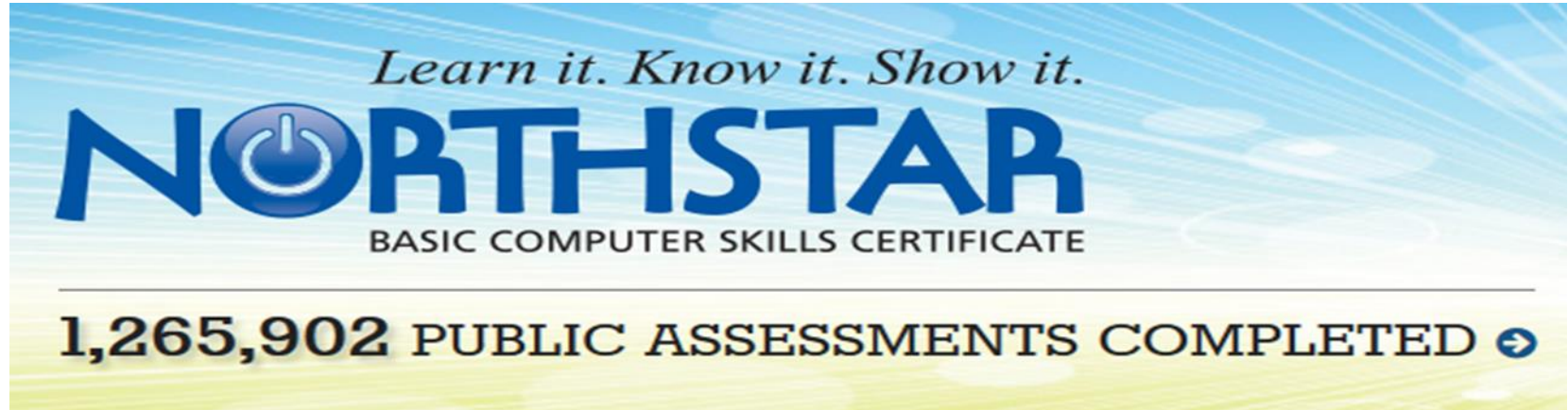
Adult Education & Literacy

“...programs, activities, and services that include:
(a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training.” WIOA Sec 203(2)

Workforce Preparation Activities

“Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills...” WIOA Sec 203(17)

Northstar Digital Literacy



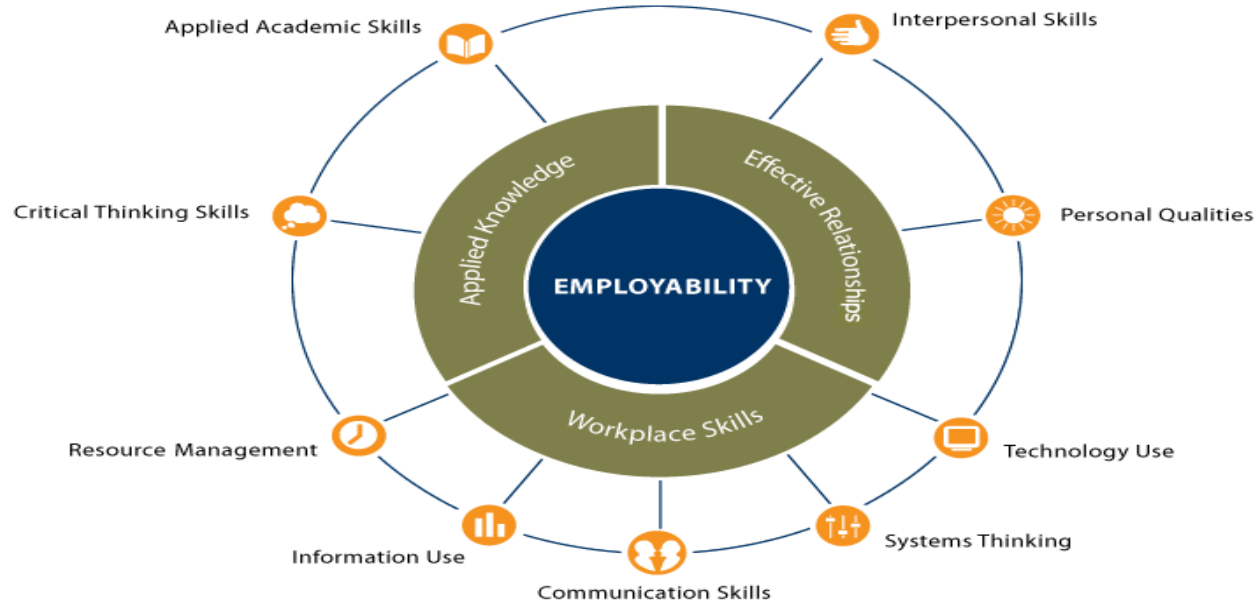
[Northstar Digital Literacy Project](#)

Employability Skills

Click on pieces of the framework below to learn more about the skills required for employment.

[VIEW ALL SKILLS](#)

[CLOSE](#)



<http://cte.ed.gov/employabilityskills/>

New World of Work



www.newworldofwork.org

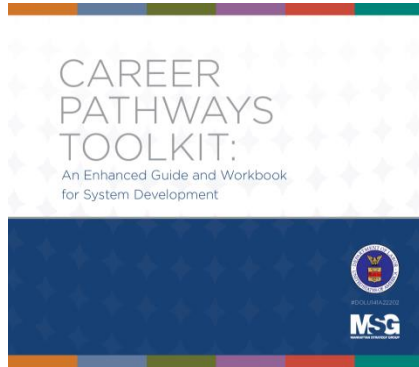
Workforce Training

“may include

- (i) occupational skill training...;
- (ii) on-the-job training;
- (iii) incumbent worker training...;
- (iv) programs that combine workplace training with related instruction...;
- (v) training programs operated by the private sector;
- (vi) skill upgrading and retraining; (vii) entrepreneurial training;
- (viii) transitional jobs...;
- (ix) job readiness training provided in combination with services...(i) through (viii);
- (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
- (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.”

WIOA Section 134(c)(3)(D)

Curriculum Resources



PennState

INTEGRATED EDUCATION AND TRAINING (IET)
LIBRARY

A Pathways to Employment Initiative



WORLD EDUCATION | E-Learning PD

Professional Development for Adult Educators

Pathways to Careers Network

An Initiative of Women Employed and the Chicago Jobs Council

Download the
Lesson Plans



ACES (Academic, Career & Employability Skills)

The goal of ACES is to ensure that Adult Basic Education (ABE) programs are able to provide effective contextualized instruction integrating post-secondary education and training readiness, employability skills, and career readiness at all levels.

Adult Education & Literacy

"...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training"
WIOA Sec 203(2)

Workforce Preparation

"Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills..." WIOA Sec 203(17)

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WIOA Sec 134(c)(3)(D)

INTEGRATED EDUCATION & TRAINING

"...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"
WIOA Sec 203(11)

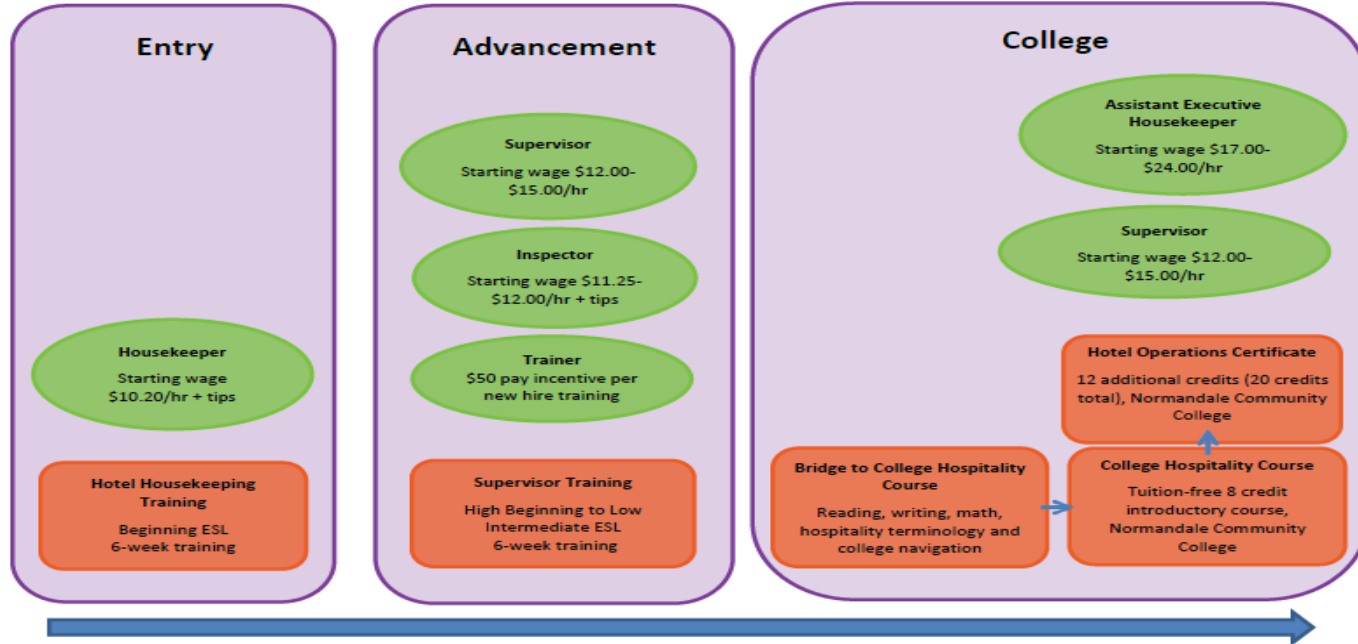
Integrated EL Civics

“(a) education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries that enable such adults to achieve competence in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. (b) Integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.” 34 CFR 463.33



INTERNATIONAL INSTITUTE
of Minnesota

Hospitality Careers Pathway



<http://www.iimn.org/classes/hotel-housekeeping-training-employment-program/>

Employment Outcomes:

105 New American women employed in the hospitality industry—the majority in full-time positions

Student Demographics:

- 82% of students were not working and had no individual income prior to the program. The rest were under-employed.
- For around half of students, their job placement after graduation is their first job in the United States
- 33% of students were single parents of minor children
- 17% of students were homeless or at immediate risk of homelessness

Return on Investment:

Achieving Economic Stability. Paying Taxes. Spending Dollars in the Community.

Students Income Below 200% Poverty Line at Time of Enrollment	Average Starting Wage for Program Graduates	Current Average Wage for Program Graduates
98.4%	\$10.15	\$10.83

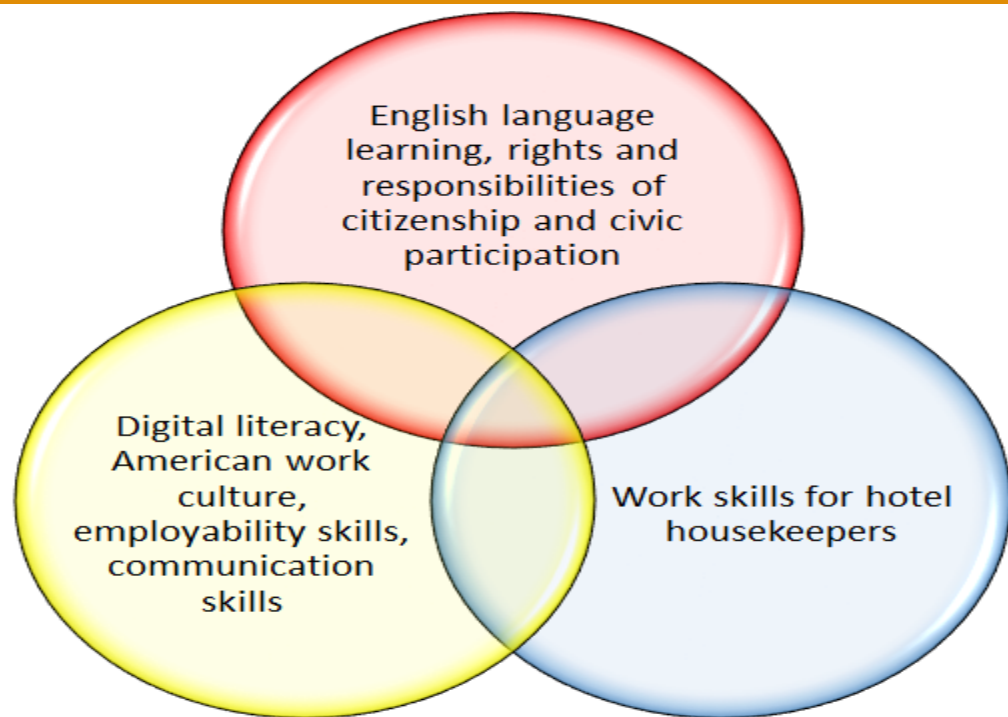
Advancing Careers:

- 10 graduates were promoted into training or supervisory roles
- 5 graduates are currently attending college – 3 are currently pursuing career advancement training in the hospitality industry at Normandale Community College



INTERNATIONAL INSTITUTE
of Minnesota

<http://www.iimn.org/classes/hotel-housekeeping-training-employment-program/>

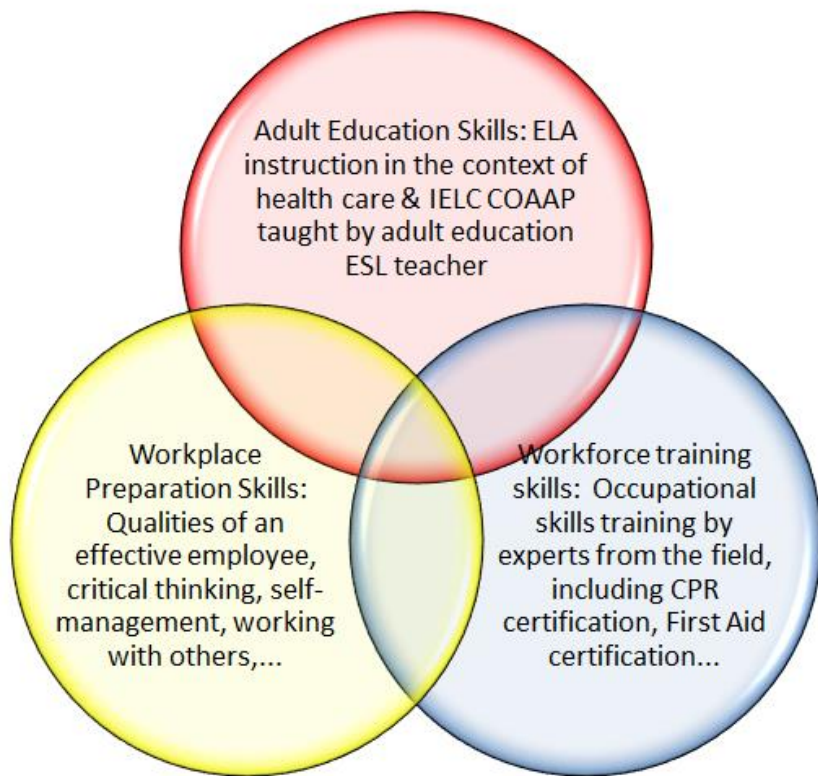


Hotel Housekeeping/ Hospitality IIMN

This integrated education and training course helps new arrivals build English language skills, learn about the rights and responsibilities of life in the United States, and prepare for citizenship exam as well as acquiring skills to thrive in full-time employment with health benefits at a national hotel chain.

Links to specific course information: International Institute of Minnesota's Hotel Housekeeping/Hospitality Program
<http://www.iimn.org/employers/hire-housekeeper/>





Introduction to Becoming an In-Home Caregiver

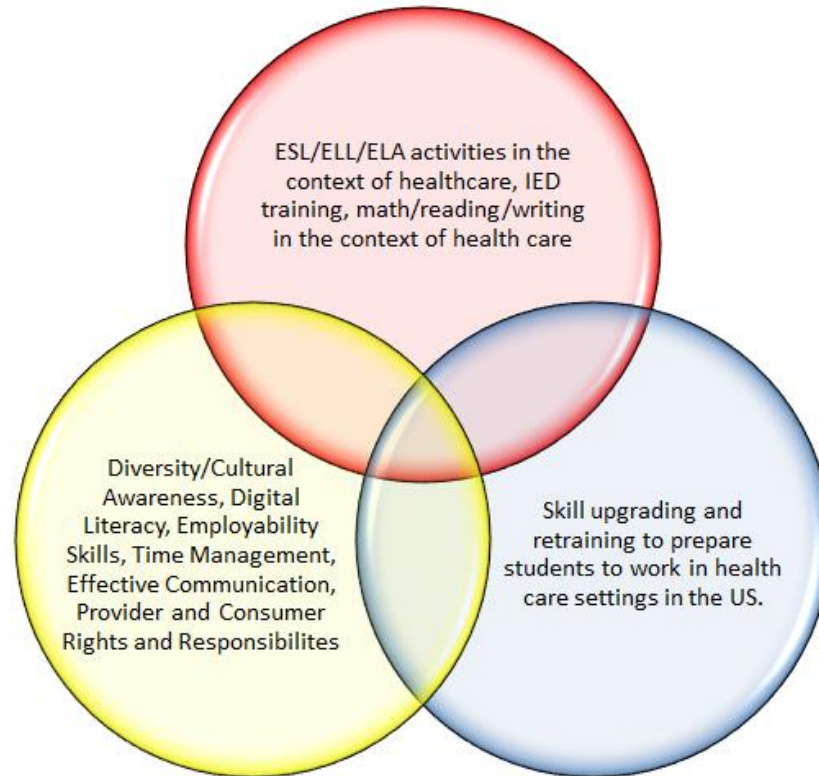
This integrated education and training course provides an introduction to many of the skills needed to work as an In-Home Caregiver.

The class is targeted for Intermediate and Advanced ESL students. English language instruction and curriculum related to the job is provided by a Tam Adult School ESL teacher in combination with practical/technical instruction at each class provided by a “guest teacher” who is an expert in their field, including a Physical Therapist, a nutritionist, a hospice worker, etc.

Students also receive certification in CPR and First Aid. The course culminates with a “Job Fair” where employers in the caregiving field present information about their company how to apply for a job with them.

Course goal: Students are “job ready” and connected with employers who are interested in hiring.

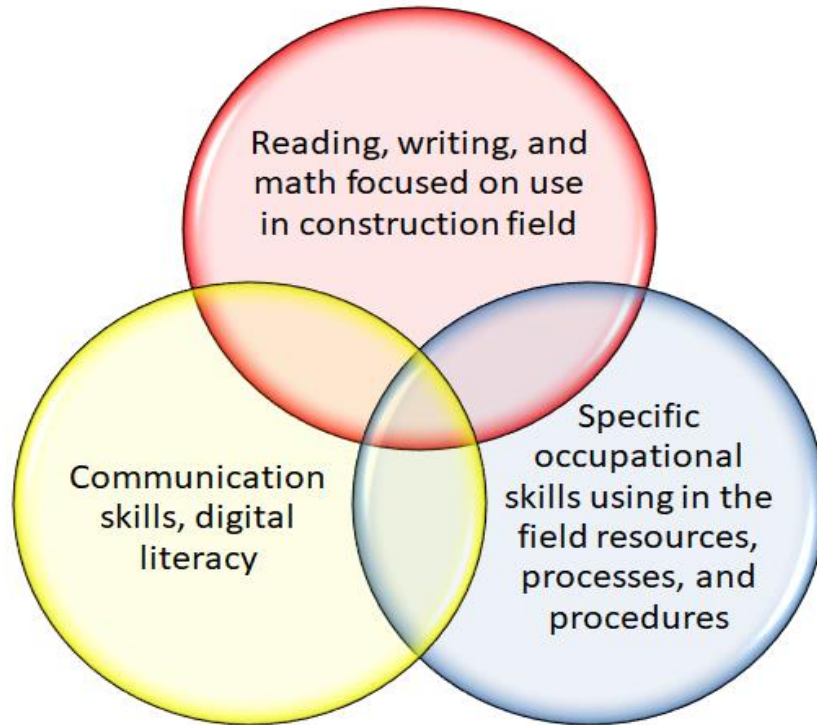
Joan Prigian jprigian@tamdistrict.org



English for Health Care Professionals

This course is designed to assist recent immigrants who have been trained or educated in health care in another country by providing training in vocabulary and cultural issues. It will prepare them to work in health care settings in the US.

This course will address the major functional components of health systems, with an emphasis on health insurance, the uninsured, the organization of hospitals and the "safety net."



Language and Math Skills for Roofers and Waterproofers

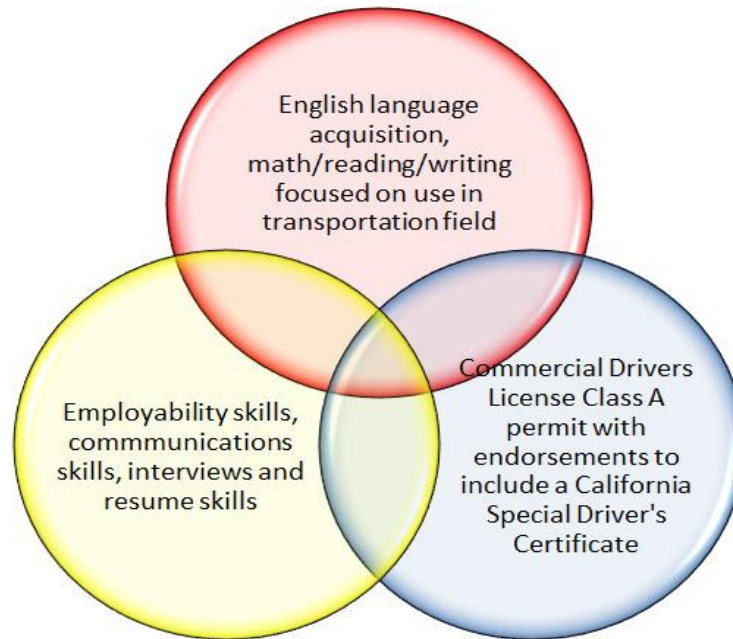
This integrated education and training course builds English language skills for students in the Roofers and Waterproofers Apprenticeship. Benefits to the employer include apprentice recruitment and retention. Benefits to the students include stronger English and math skills and increased job satisfaction.

Transportation – Bus Driver Pathway – Transportation Career Prep Academy

This integrated education and training course prepares adults with foundation skills needed to achieve a state-issued commercial driver's license permit with multiple endorsements, readying the individual for immediate employment with LAUSD. Students will also have the opportunity to earn an Associate's Degree and complete the lower division general education requirements for CSU, UC and some private colleges and universities.

Provides part-time employment and includes opportunities to earn a college degree through special District Programs.

<http://achieve.lausd.net/tcpa>



(7) CAREER PATHWAY.—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;

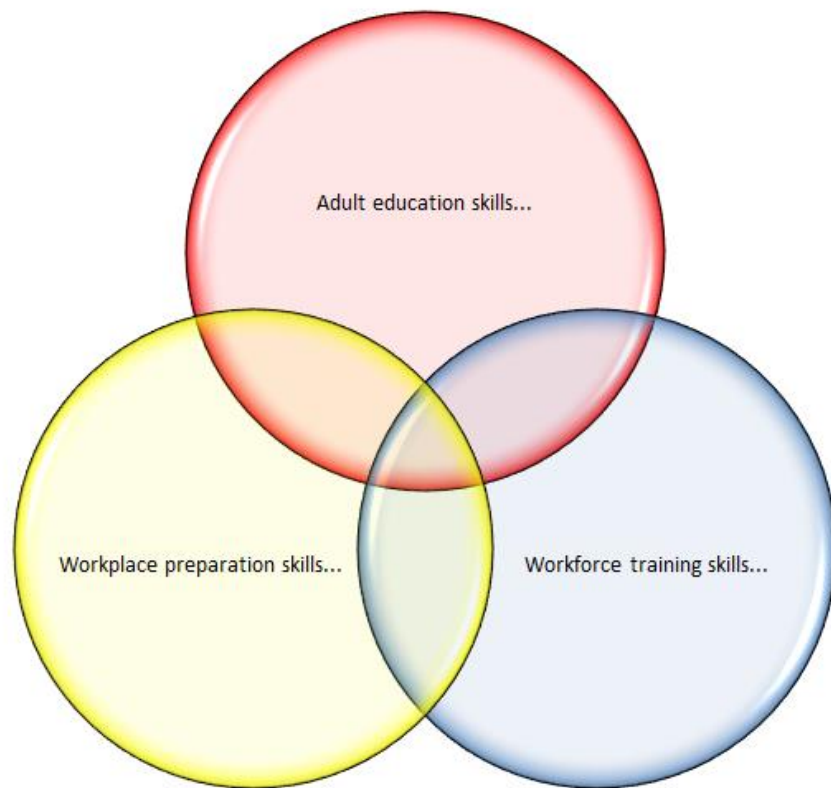
(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(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.

Share!



This integrated
education and
training course....
[target population]
[sector context]
[stabilization &
support services]

What Works: Lessons from rigorous career pathway evaluation studies

Evaluation studies from our systematic review of career pathway programs show promising education and even more compelling employment and earnings outcomes...

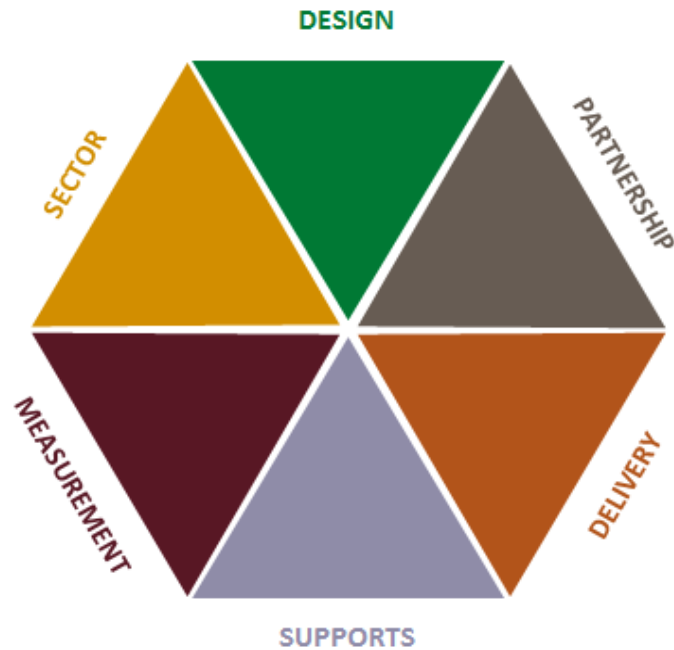
Dr. Debra Bragg, December 2017

CP participants exceeded the control/comparison group

- made more foundational skills gains*
- completed more college credits*
- earned more entry-level credentials, including vocational certificates or licenses*
- completed a training-related credential and be employed and retained in a training-related job*
- attained higher wages and annual earnings and this positive impact grew at two or more years beyond program completion*
- positive employment and earnings outcomes extended to CP participants who had reported having personal barriers*

Strong Systems: Core Elements

While career pathways programs take multiple forms, the most effective and sustainable pathways operate within systems that address six core elements.



WIOA Metrics Support Career Pathways

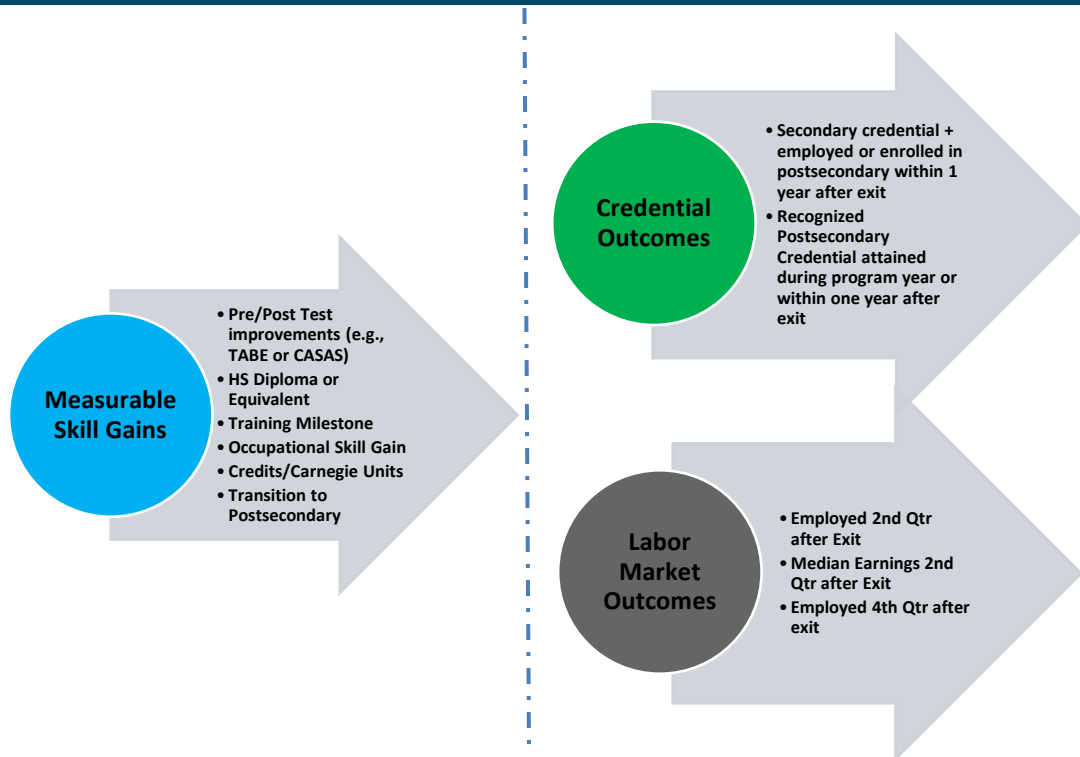


Table 3
Participants* by Program Type and Age

Enter the number of participants by program type and age, non-duplicated.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**							
Integrated Education and Training Program							
Adult Secondary Education***							
Integrated Education and Training Program							
English Language Acquisition****							
Integrated Education and Training Program							
Integrated English Literacy and Civics Education (Sec. 243)*****							
Integrated Education and Training Program							
Total							

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.

The total in column H should equal the total in column P of Table 1.

**Number of participants enrolled in ABE levels 1-4. This number includes those enrolled in Integrated Education and Training (IET) Programs (Sec. 203(11) of WIOA).

***Number of participants enrolled in ABE levels 5 and 6. This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).

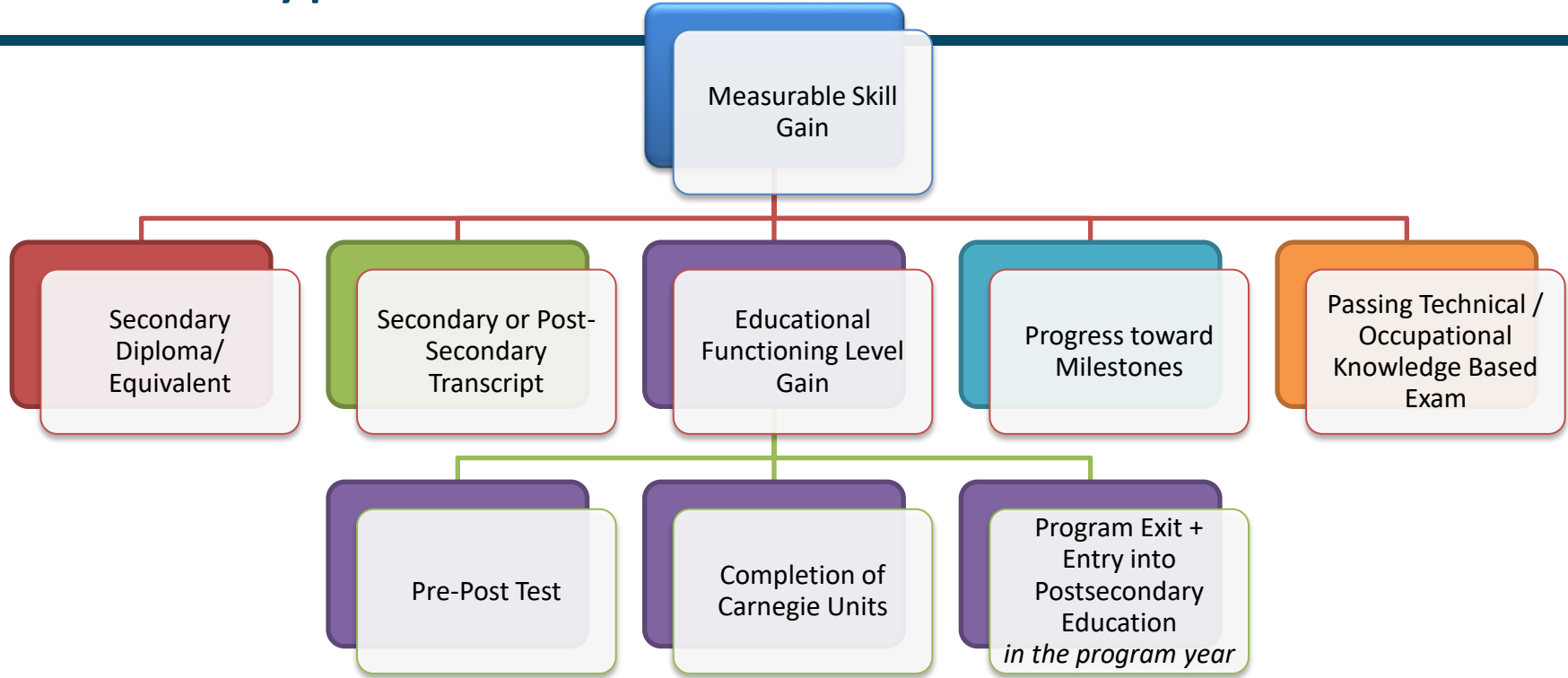
****Number of participants enrolled in English Language Acquisition programs but not enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).

*****Number of participants enrolled in IELCE programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs. It does not include those enrolled in ELA programs.

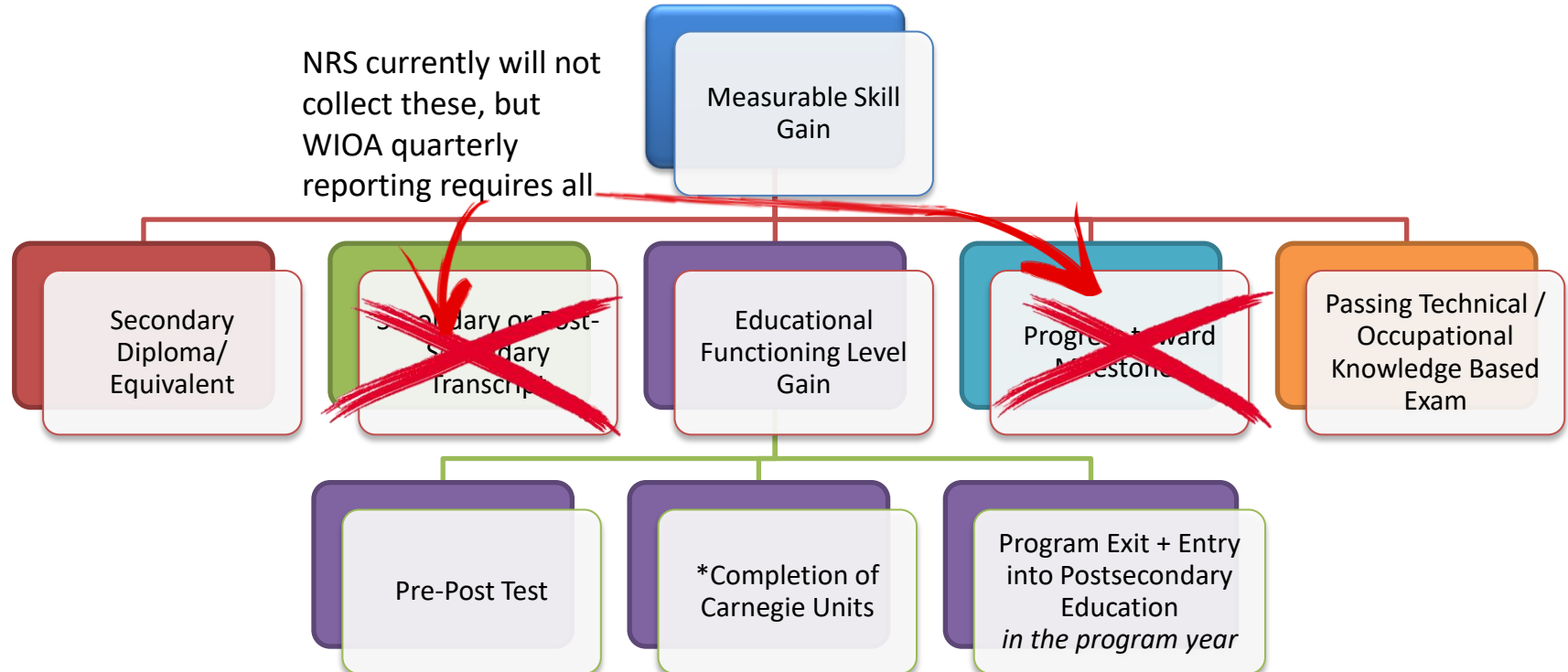
Table 11
Outcome Achievement for Adults in Integrated Education and Training Programs
 Enter the number of all participants in Integrated Education and Training programs for each of the categories listed.

Core Follow-up Outcome Measures	Number of Participants	Number of Participants Responding to Survey or Available for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation				
						Total Periods of Participation	Number of Periods of Participation Responding to Survey or Available for Data Matching	Response Rate or Percent Available for Match	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Achievement of at Least One Educational Functioning Level										
Attainment of High School Diploma/ Equivalent										
Technical/ Occupational Skills Progress										
Employment Second Quarter after exit										
Employment Fourth Quarter after exit										
Median Earnings Second Quarter after exit					N/A					N/A

5 Types of WIOA Measurable Skill Gains



WIOA Measurable Skill Gains in Adult Education - NRS Tables



Adult Education Block Grant

Establishing Core Definitions and Data Systems for Post-Secondary Transition, Completion, Measurable Skills Gains, Employment and Earnings

06.26.2017

White Paper for Data and Accountability Committee Meeting 3

Integrated Education and Training: Under WIOA, integrated education and training (IET) is a service approach that integrates adult education and literacy concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for educational and career advancement.⁶⁶ IET represents a wide spectrum of services that build foundational, employability, and occupational skills simultaneously, recognizing that clustering basic skills with CTE and instructional support is a powerful mechanism for accelerating students into career pathways and post-secondary success.

IET is compatible with a variety of approaches to integrated basic skills and technical education including vocational ESL (VESL), vocational adult basic education (VABE), and post-secondary contextualized basic skills or contextualized teaching and learning. It is aligned to pathway models such as Washington's integrated basic education and skills training (I-BEST) program, which combines basic skills and technical training in the same classroom⁶⁷ and the California community college career advancement academies (CAA) model, which includes integrated and contextualized basic skills, counseling support, cohorts, and CTE instruction leading to a credential within one semester.

MIS does not currently have a mechanism for flagging IET programs or students enrolled in IET programs. TE can identify IET programs at both the class and student level. One option is to use co-enrollment as a mechanism for capturing participation in IET. For example, participants that enrolled in an ESL course that incorporates functional workforce skills and a CTE course within the same year could be flagged at IET participants. However, there is no way to know whether the course-taken was part of an intentional and connected program model or incidental enrollment. Another possibility would be to create an IET flag in TE. For community colleges, AEBG could repurpose a data flag that was created for the CAA program to capture IET.

Stay in Touch!

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