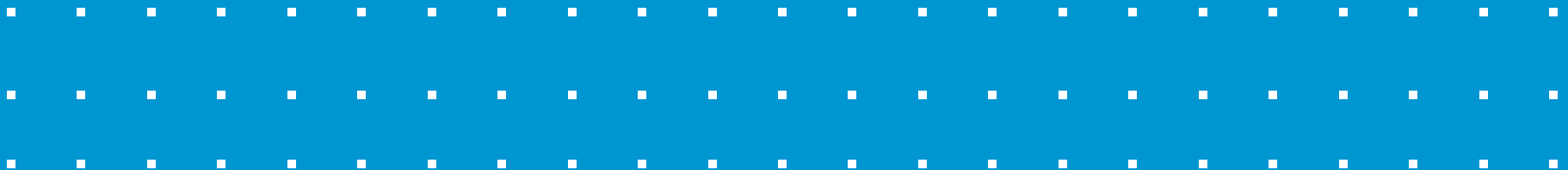




Findings from Accelerating Opportunity An I-BEST Model

Theresa Anderson
The Urban Institute
August 1, 2017



Macro Context

- **Job Growth:** About 3/4 of the fastest-growing jobs in the next decade will require a high school credential & some postsecondary education
- **Lack of High School:** 11% of noninstitutionalized adults ages 25+ lacked a high school diploma or GED in 2015
- **Lack of Postsecondary:** Adults ages 25-64 with a high school credential but no college experienced 78% higher unemployment than those with some college or greater in 2015
- **Unprepared for College:** Community colleges referred approximately 3/5 of first-time enrolling students to at least one developmental math class & 1/3 to at least one developmental reading class from 2003-2007
- **Solutions:** Innovative approaches to co-enrollment & career pathways, such as AO, may help adults access education necessary for labor market success

A Brief Summary of Accelerating Opportunity

- **Vision:** Increase the ability of students with low basic skills to earn valued occupational credentials by enrolling them in for-credit career & technical education courses at local community colleges as they improve their basic education & English language skills
- A replication & expansion of the I-BEST model out of Washington State
- Funded by a consortium of foundations
- Administered by Jobs for the Future
- Technical assistance provided by the National College Transition Network, Washington State Board for Community & Technical Colleges, & National Council for Workforce Education

AO Target Population

- Eligibility:
 - Score in NRS 4-6 (6th-12th grade range) on adult basic skills tests or NRS 5-6 in English language skills
 - Have interest in an AO pathway in a CTE program
 - Meet other local requirements
- No requirements regarding:
 - High school credential attainment
 - Income

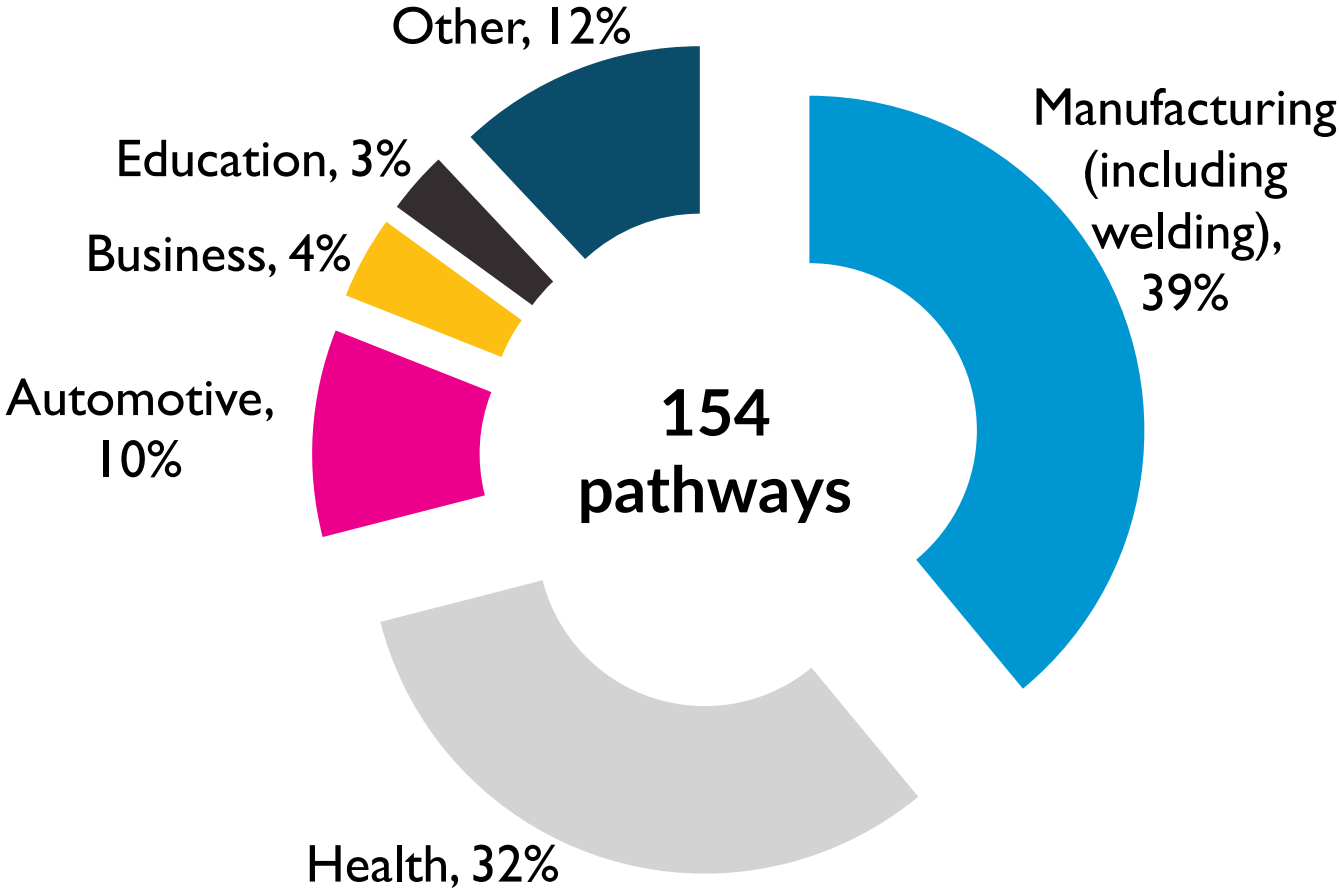
“Nonnegotiable” Aspects of the AO Model

- 2+ integrated career pathways in at least 8 colleges per state
- Dual enrollment strategies
- Evidence of strong local demand for selected pathways
- Acceleration strategies
- Marketable, stackable, credit-bearing certificates & degrees
- Award of some college-level professional-technical credits
- Academic & social student supports
- Partnerships with workforce investment boards & employers

AO States and Colleges

- The evaluation includes Illinois, Kansas, Kentucky, and Louisiana
- 54 officially participating colleges in evaluation states, but there are other affiliated colleges in those states
 - Over 85 colleges across all states

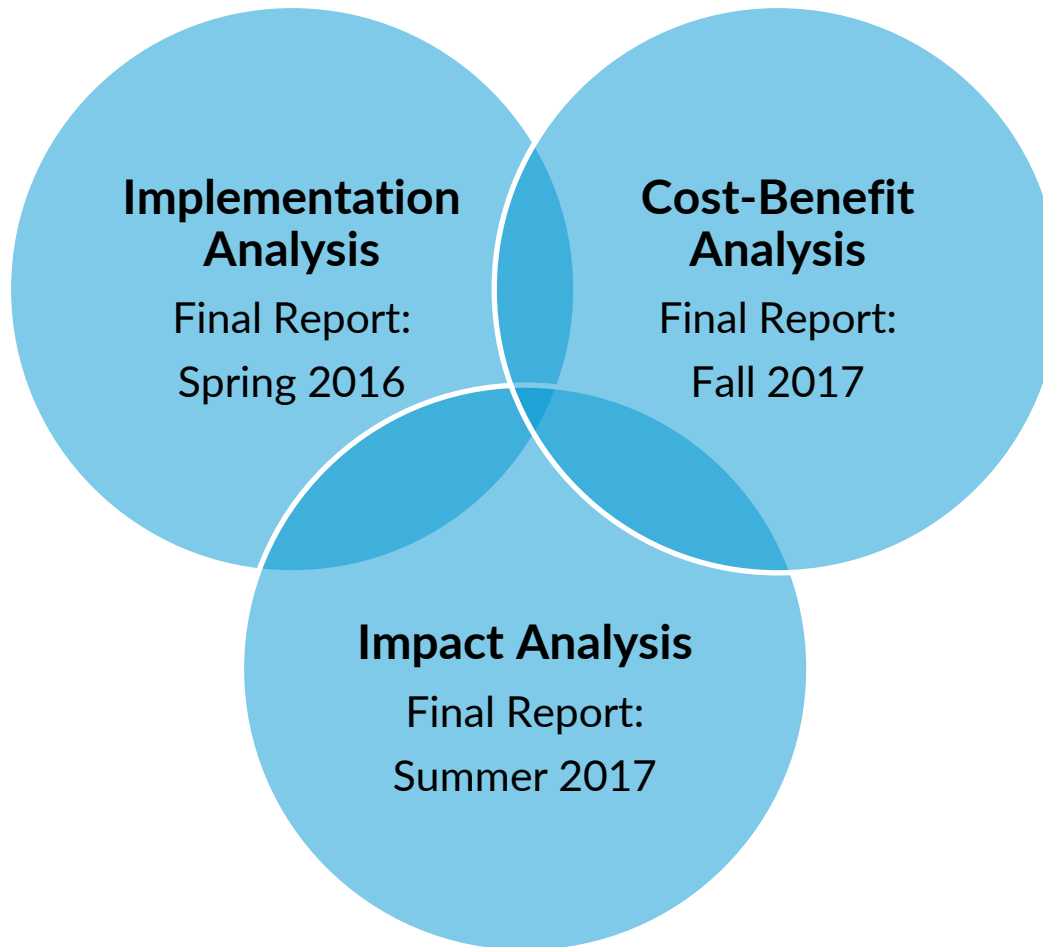
AO Pathway Areas



AO Student Characteristics at Entry

- **Total Enrollment:** 4,572 students took at least one for-credit college course
- **Gender:** 58% female, 42% male
- **Average Age:** 28 years old
- **Race/Ethnicity:** 58% White, 22% African-American, 11% Hispanic/Latino, 9% other
- **Educational Attainment:** 71% with high school credential, but still considered low-skill
- **Full-time Status:** 48% enrolled full-time (college survey)
- **Employment Status:** 39% employed (college survey)

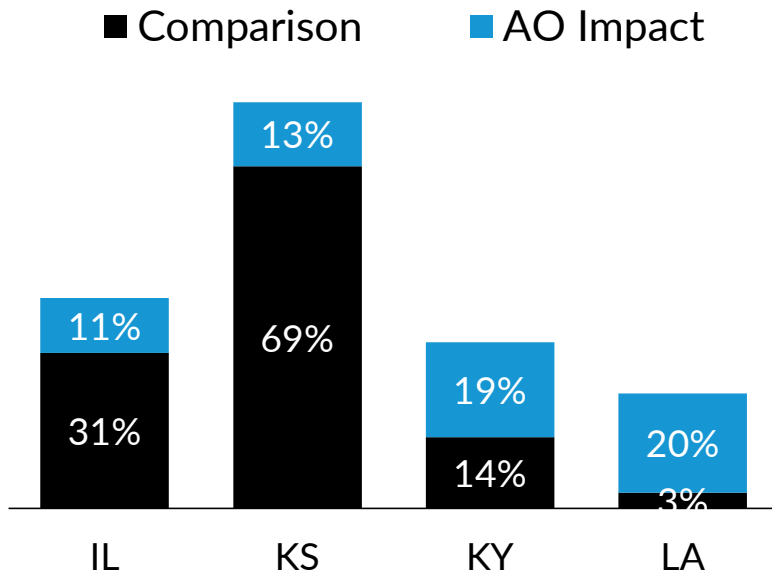
The Evaluation



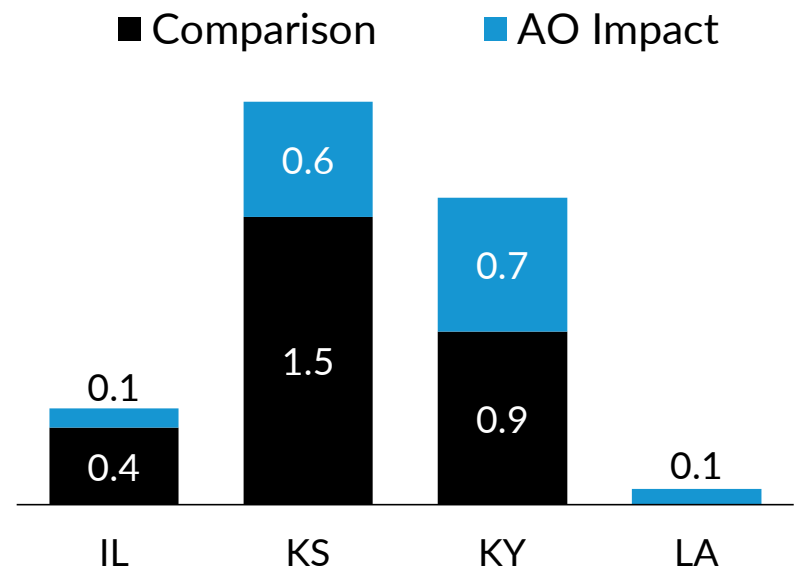
AO Education Impact Findings

- AO increased the probability of earning a college-awarded credential over the comparison group by 11-20 percentage points
- It increased the number of college-awarded credentials earned by 0.1-0.7 on average

Likelihood of Any College Credential



Number of College Credentials

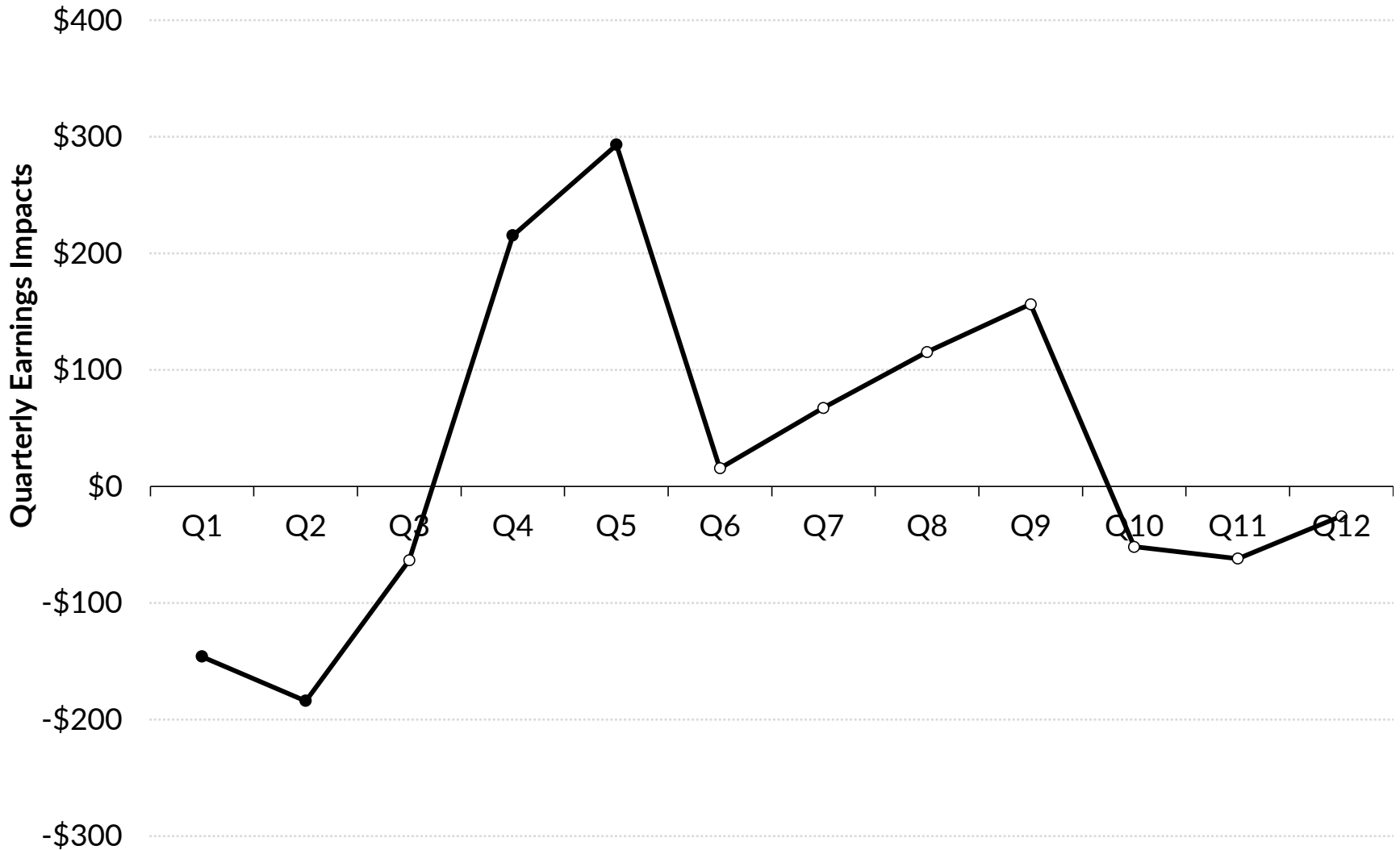


AO Education Impact Findings

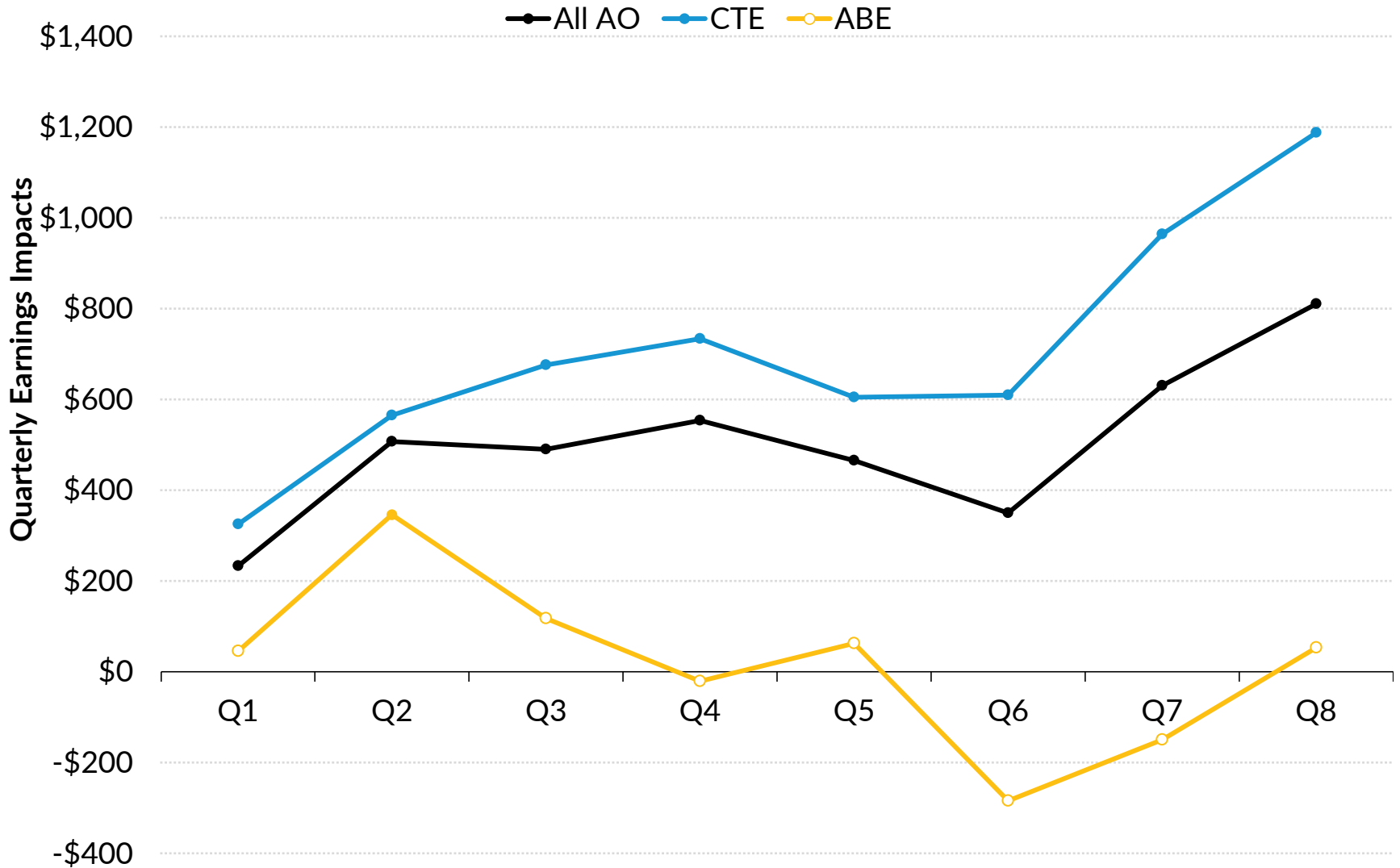
- In most cases, AO reduced the average number of credits earned



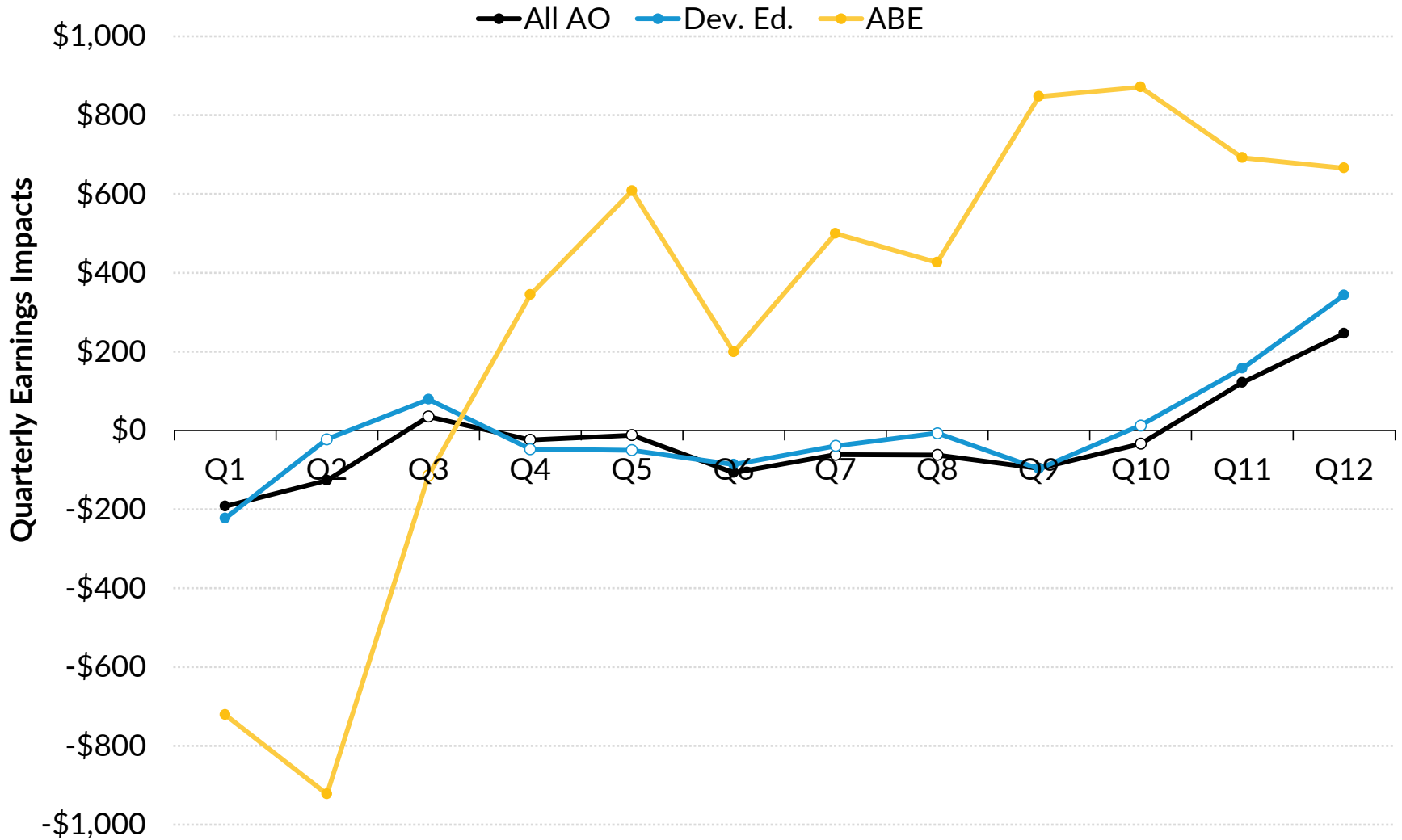
Illinois Earnings



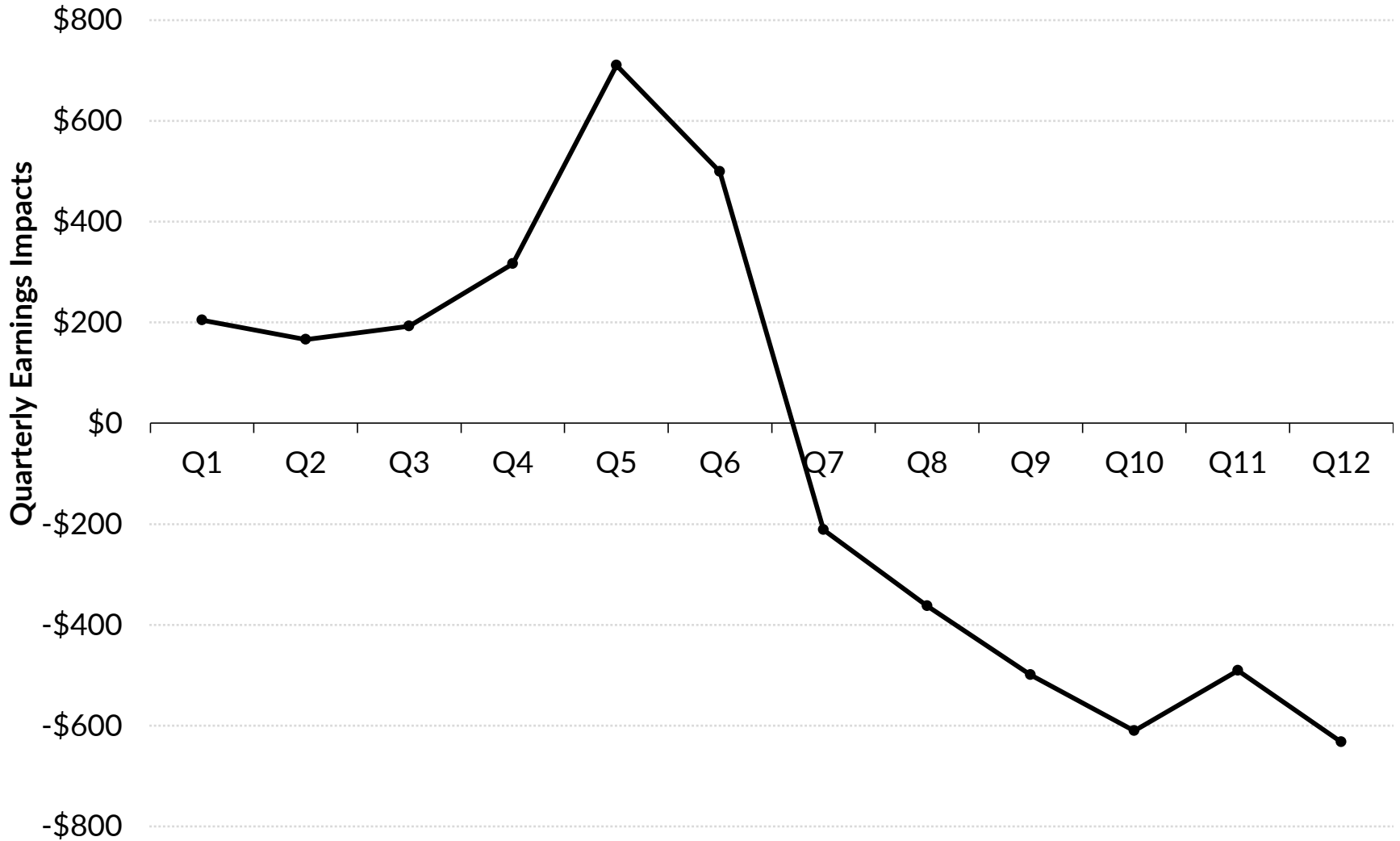
Kansas Earnings



Kentucky Earnings



Louisiana Earnings



Impacts – Earnings

State	IL	KS		KY		LA
Recruitment Source	Adult Ed.	Adult Ed.	CTE	Adult Ed.	Dev. Ed.	Adult Ed.
Short-Term Earnings	-	+	+	-	◇	+
Mid-Term Earnings	+	●	+	+	●	◇
Long-Term Earnings	●	N/A	N/A	+	◇	-

Notes:

+ = positive impacts

● = no impacts (non-significant)

- = negative impacts

◇ = mixed impacts (both positive and negative significant impacts)

Draft findings – DO NOT CITE

Lessons

- **Buy In:** Strong State Executive-Level Leadership & Ongoing Support Bolster College Efforts
- **Legislative Support and Leveraged Funds:** State Policy Can Support Student Success
- **Integrated Instruction:** Team Teaching Is Considered Effective, but It Requires Higher Investments
- **Navigation:** Individualized Supports Are Helpful for Student Success, but Difficult to Sustain in the Long Term
- **Within-College Collaboration:** College Internal Partnerships Are Fundamental but Time Intensive
- **External Collaboration:** External Partners Provide Needed Support, but Deep Employer Engagement Is Challenging

Thank you!

Reports:

- *Implementation of Accelerating Opportunity: Final Implementation Findings with Lessons for the Field (2016)* by Theresa Anderson, Lauren Eyster, Robert I. Lerman, Maureen Conway, Ranita Jain, & Marcela Montes:
<http://www.urban.org/research/publication/implementation-accelerating-opportunity-final-implementation-findings-lessons-field>
- *New Evidence on Integrated Career Pathways Final Impact Report for Accelerating Opportunity (2017)* by Theresa Anderson, Daniel Kuehn, Lauren Eyster, Burt Barnow, & Robert Lerman:
<http://www.urban.org/research/publication/new-evidence-integrated-career-pathways>

Activities

- Expand professional development
- Engage faculty
- Redesign curriculum
- Create learning networks
- Engage employers

- Engage champions
- Launch strategic communications
- Track data
- Promote access to campus resources

- Identify multisector resources
- Remove policy barriers
- Use cost-benefit analysis tools

Two-year outcomes

- Employers engage with colleges on pathway development
- Two viable pathways per college
- Multiple faculty deliver integrated curriculum
- Evidence-based & innovative implementation

- Awareness of problem & solution
- Greater ABE access to campus resources
- ABE population viewed as important
- ABE students seek pathways
- Investment in ABE data tracking

- Financial aid barriers removed
- Colleges/states access untapped funding to support pathways
- Ability to analyze costs & benefits
- Greater student tracking capacity & linking data to labor market

College & career pathways

Culture shift

Scale & sustainability

Primary long-term outcomes:

Student outcomes

- Increased participation in CTE/academic programs
- Increased access to support services
- Increased rates of completion/credential attainment
- Increased job placement

College outcomes

- Attitudinal & operational changes among faculty/staff
- Increased percentage of ABE/ESL students entering CTE/academic programs
- Increased integration of support services into college systems

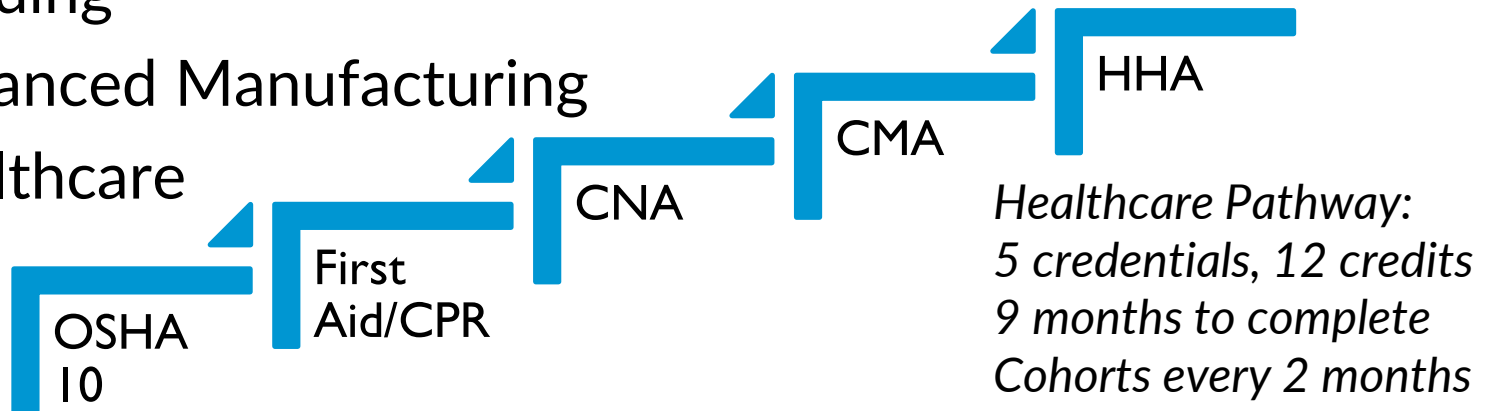
State outcomes

- Increase in policies that improve access to college for adult education students
- Support of financing strategies that will scale & sustain AO

Example of AO Implementation

- A small technical college offered three pathways:

- Welding
- Advanced Manufacturing
- Healthcare



- Local CBO provided adult education, basic skills instructors for team teaching, additional supports
- College had an AO navigator, shared with TAACCCT program
- College hosted AO steering committee with local stakeholders from NPOs, workforce, & employers

Accomplishments

- AO students earned 79,102 credits & 6,788 credentials (admin records)
- 35% of AO students engaged in work-based learning, such as internships, during their enrollment in AO coursework (college survey)
- 37% entered employment in any job (college survey)
- 30% found a job related to the occupational area of their pathway within the first three years (college survey)
- AO students expressed great satisfaction with the AO initiative

Impacts – Education

State	IL	KS		KY		LA
Recruitment Source	Adult Ed.	Adult Ed.	CTE	Adult Ed.	Dev. Ed.	Adult Ed.
Credential Attainment	+	-	+	+	+	+
Credit Attainment	◇	-	-	+	+	-

Notes:

+ = positive impacts

• = no impacts (non-significant)

- = negative impacts

◇ = mixed impacts (both positive and negative significant impacts)

Draft findings – DO NOT CITE