

The Challenge of Literacy in Our Communities &
Practical Ways Libraries Can Make a Difference

Basic Education for Adults



Implementing Pathways to College & Careers
for
Washington's Emerging Workforce

WLA Conference November 2017

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BETTER JOBS, BRIGHTER FUTURES, A STRONGER WASHINGTON



A NATIONAL CRISIS



- 93 million adults with basic or below basic literacy*
- 13% of adults ages 25-64 have less than a high school credential*
- 29% have a high school credential but no college*
- By 2018, only 36 percent of total jobs will require workers with just a high school diploma or less**

Postsecondary credentials are the gateway to family-supporting wages that are critical to breaking the intergenerational transmission of poverty in America.

*National Assessment of Adult Literacy, 2003: https://nces.ed.gov/naal/kf_demographics.asp

**Carnevale, A., Smith, N., & Strohl, J. (2010). *Help wanted: Projections of jobs and education requirements through 2018*. Washington, DC: Georgetown University Center on Education and the Workforce. Retrieved March 10, 2016, from <https://georgetown.app.box.com/s/ursjbxaym2np1v8mgrv7>.

Primary Challenges in Washington State

- 740K job openings in WA in the next 5 yrs. with majority requiring some postsecondary education*
- 700K adults in WA lack basic skills needed to meet workforce needs**
- 571K 18 yrs+ without a HS Credential***
- In 2016 we served only 46,870 in BEdA****

*Washington Roundtable: Pathways to Great Jobs in Washington State.
http://www.waroundtable.com/wp-content/uploads/2017/03/WKWJ_FINAL_Report.pdf

**

***US Census, 2011 American Community Survey, 3-Year Estimates

****SBCTC Report Manager Enrollment Monitoring, 6/2016

WASHINGTON STATE'S WORKFORCE NEEDS



- Currently, nearly $\frac{3}{4}$ of available jobs in Washington require at least a postsecondary credential.
- Washington's needs for trained employees with college credentials will increase by almost 60% by 2030.
- In that same period the population will grow by only 10%.
- Over the next 20 years there won't be enough high school graduates to fill the gap.*

Washington will need to fill the gap with out of school youth and working age adults!





The 2015 Roadmap: Washington State's Educational Attainment Goals

By 2023:

- All adults in Washington, ages 25–44, will have a high school diploma or equivalent.
- At least 70 percent of Washington adults, ages 25–44, will have a postsecondary credential.*

Adult Basic Education Eligible Individual

- Attained 16 years of age
- Is not enrolled or required to be enrolled in secondary school
- Is an English language learner
- Is basic skills deficient
- Does not have a secondary school diploma or its equivalent

STUDENTS SERVED

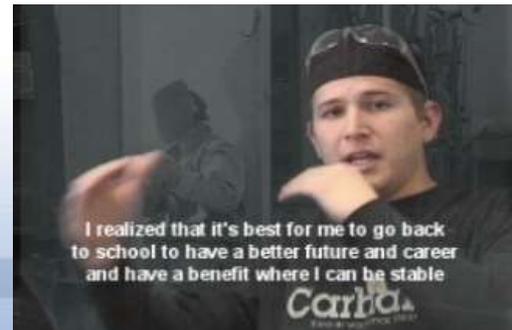
English Language Learners



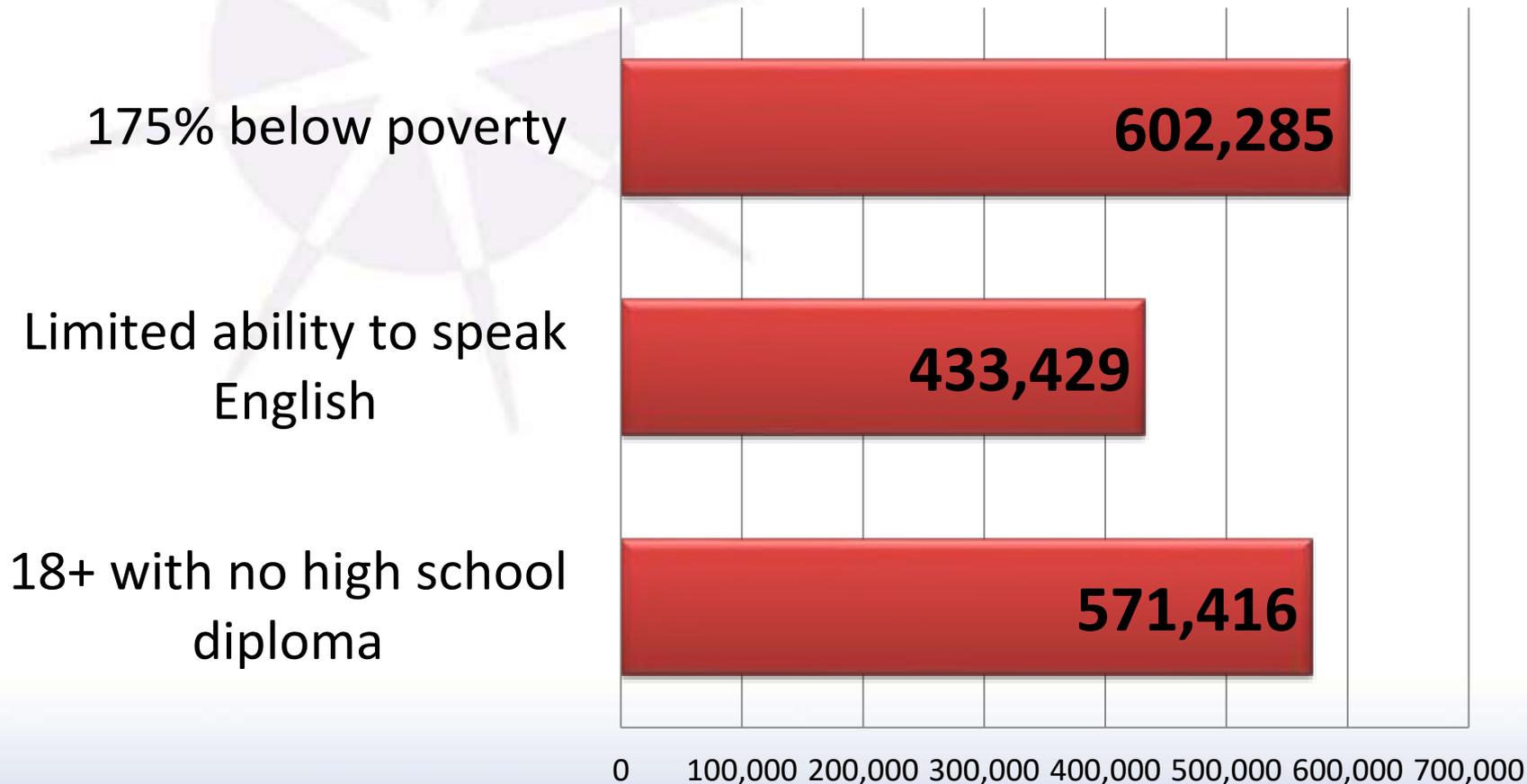
Adult Basic Education



High School Equivalency



BEa Target Population 2016-2017



Basic Education for Adults at a Glance 2016-2017

- **Funded Providers**

- 34 CTCs
- 9 CBOs

- **Students**

- 46,849
- 53% ESL, 47% ABE
- 56% Female, 44% Male

- **Funding (2015-2016)**

- Federal \$9,249,138
- Non-federal \$46,068,784*

*Reported for MOE

- **Faculty**

- 19% Full Time
- 81% Part Time

- **Allocation Methodology**

Funds distributed based on a prorata share among providers for the following (3-yr average of data):

- 50% Performance based

- 10% Transitions
- 20% Total Student Achievement Points
- 20% SAI points per student

- 50% FTE Enrollment

Adult Education (Title II) Defined

The term 'adult education' means academic instruction and education services below the postsecondary level that increase an individual's ability to—

(A) read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;

(B) transition to postsecondary education and training;

*(C) obtain employment.**

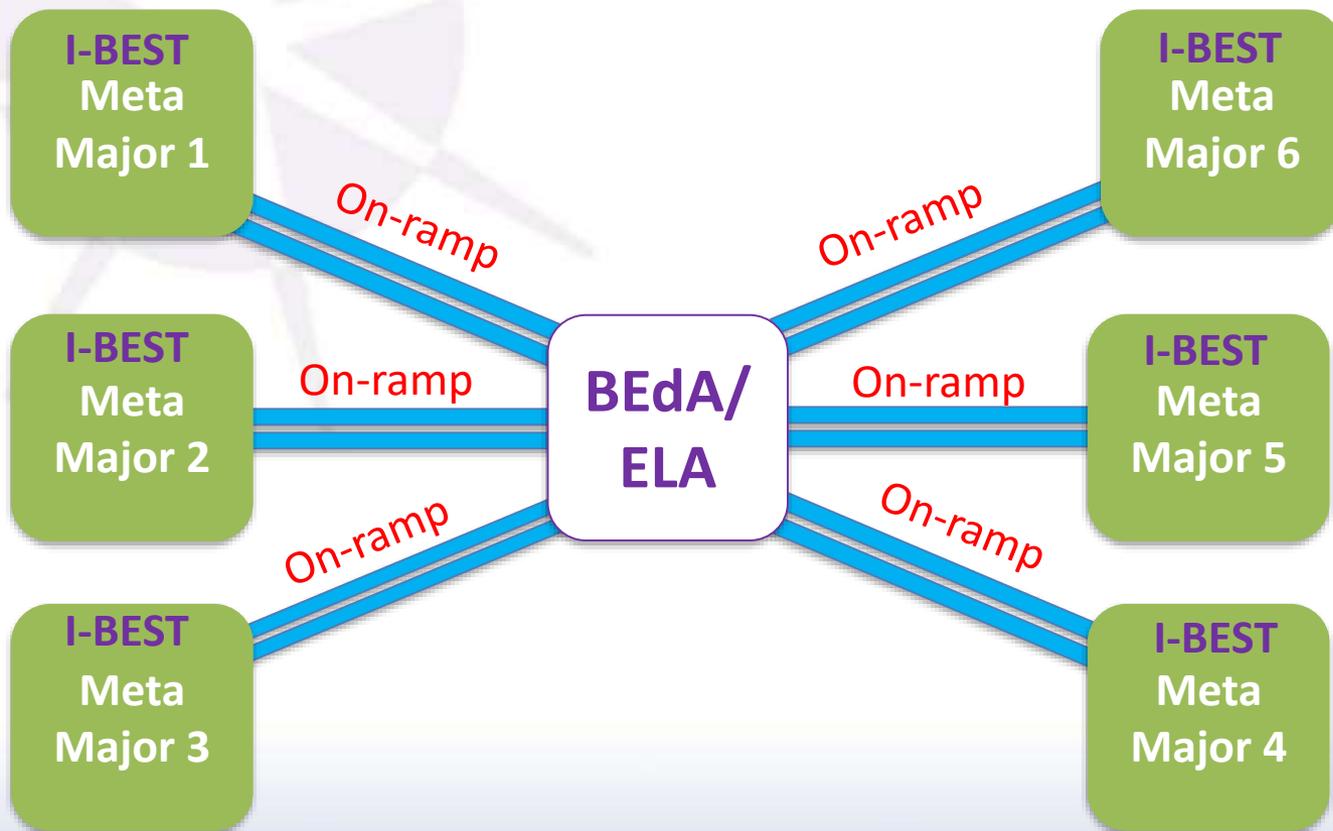


Major Guiding Changes in WIOA

- Requires the development and implementation of effective and accessible college and career pathways
- Requires that Basic Education aligns to the K12 standards and no longer gets students to 10th grade competency levels but provides them with the skills to be college ready
- Requires employability skills be taught in every class at every level
- Includes math, reading, listening, and speaking strategies be taught at all levels for both ABE and ELL
- Expands the provision for technology

Digital literacy means the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

BEdA in Guided Pathways



Success Defined

The Tipping Point

1 year of college level credits + a credential

- After 6 years, students with 1 year of college credits + a credential had the most significant future **earnings bump**:
 - \$7,000 more/year for ESOL students
 - \$8,500 more/year for ABE students
 - \$2,700 more/year for workforce students entering with a GED®
 - \$1,700 more/year for students entering with a HSD



A Pathway Out Of Poverty



WASHINGTON HAS A PROVEN TRACK RECORD IN INNOVATIVE EDUCATION RESULTING IN STUDENT SUCCESS BY DESIGN

“Better Jobs. Better Futures. A Stronger Washington.”



Basic Education for Adults Innovative Programing

High School 21+

- Contextualized Instruction
- Competency Based
- Multiple Modalities
- Dual Credit Option



HS21+ DATA

Data Point*	2013-2014	2014-2015	2015-2016	Total	2016-17** <small>As of 9/20/17</small>
Students Enrolled	521	1,935	3,427	5,883	3,987
Diplomas Awarded	201	702	1,317	2,276	1,503
Significant Gains Earned (CASAS)	396	1,207	2,239	3,824	1,706
Total SAI Points Earned	1,473	4,128	6,948	12,549	9,104
Average SAI Points Earned Per Student	2.8	2.2	2.0	2.3	2.3
Federal Level Gains	209	606	1,028	1,843	1,239

34 Programs Up and Running!



*SBCTC Report Manager Enrollment Monitoring, 9/20/2017
 **Data Through Spring 2017: Not Final Year End

I-DEA

- Modularized Instruction
- Integrated Learning
- “Flipped” Classes
- Computer Access
- Transition to I-BEST



I-DEA DATA

Data Point*	2013-2014	2014-2015	2015-2016	Total	2016-17** <small>As of 08/03/17</small>
Students Enrolled	429	749	1,388	2,566	2,049
Significant Gains Earned (CASAS)	256 (59.7%)	466 (62.2%)	907 (65.3%)	1,629 (63.5%)	1,333 (65%)
Total SAI Points Earned	862	1,366	3,130	5,358	1,536
Average SAI Points Earned Per Student	2	1.8	2.3	2.1	2.21
Federal Level Gains	211 (49.2%)	382 (51%)	771 (55.5%)	1,364 (53.2%)	1,087 (53%)

** SBCTC Report Manager Enrollment Monitoring 08/03/2017: Not Final Year End

I-BEST

- College-Level Courses with Support
- Team Teaching
- Navigation
- Three Models



I-BEST

Data Point	2013-2014	2014-2015	2015-2016	2016-17	Total
Students Enrolled	3,861	3,937	4,539	4,891	17,228
FTE	2,034	2,178	2,494	2,662	9,368
Degrees & Certificates	2,219	1,979	1,939	1,403	7,540
Significant Gains Earned (CASAS Test)	1,682	1,619	1,850	2,005	7,156
Total Performance (SAI) Points Earned	16,839	17,179	21,553	22,397	77,968
Performance Points Earned per Student	4.6	4.5	4.7	4.6	4.5
Federal Level Gains	980	958	1,102	1,229	4,269



2015-16 Student Achievement Points for I-BEST and Comparison Groups

	Headcount	Basic skills points	Basic skills points per student	College points	College points per student	Total points	Total points per student
Transfer	120097	0	n/a	115561	0.96	215651	1.80
Workforce	82000	0	n/a	77944	0.95	136530	1.67
I-BEST	4377	6317	1.44	10728	2.45	21756	4.97
Basic Skills No I-BEST	38125	62537	1.64	2946	0.08	75334	1.98
Total	244599	68854	0.62	207179	0.85	449271	1.84

2015-16 College-level credits for I-BEST and Comparison Groups

	Headcount*	Credits attempted**	Credits earned	Credit earned ratio
Transfer	151,775	2,807,152	2,399,920	85%
Workforce	99,275	2,061,789	1,829,683	89%
I-BEST	5,403	125,639	111,158	88%
Basic Skills No I-BEST	3,333	40,367	33,514	83%

Program	Total points per student
HS 21+	2.3
I-DEA	2.1

*Includes students taking courses at multiple institutions

**Transcript database, credits attempted (CLVL_IND = Y) credits earned (earn_ind = Y)

Cohort definitions (SAI database):

Transfer	Intent last = B, Kind of basic skills = null, targeted program indicator = not like 1*
Workforce	Intent last = F,G,M,I, Kind of basic skills = null, targeted program indicator = not like 1*
I-BEST	Targeted program indicator = 1*
Basic skills No I-BEST	Targeted program indicator = not like 1*, Kind of basic skills = not null

CORRECTIONS EDUCATION

Prison-Based Corrections Education: Eight colleges operate branch campuses at 12 state prisons providing four main programs:

- Basic Education for Adults including GED, HS21+ and I-BEST
- Developmental Education
- Workforce: 20 different degrees and certificates that match programs from main campuses
- Reentry courses such as job search and college readiness

Community-Based Corrections Education: Nine colleges host college reentry navigators to help incarcerated students enroll in college to continue their education after release.

Tips for Libraries:

Community College Library Perspective

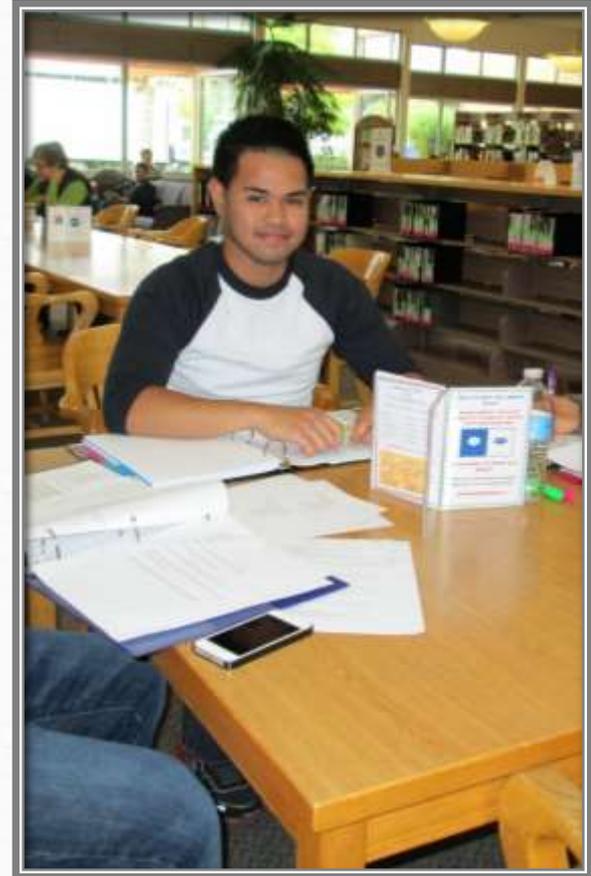
Mindy McCormick Coslor, PhD
Director of Library Services
Skagit Valley College

Overview of Section:

- Spaces
- Library materials
- Information Literacy
- Services
- Challenges
- Takeaways

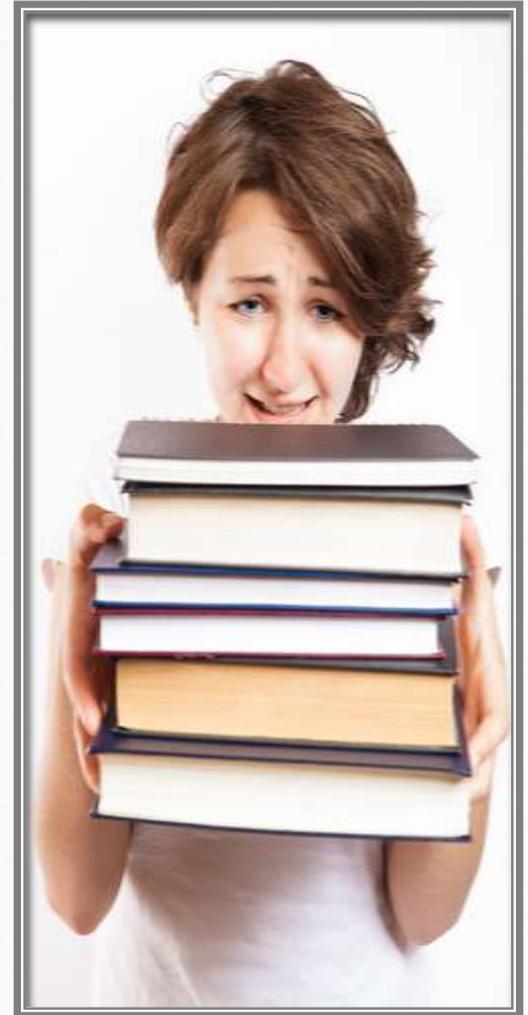
Spaces:

- Friendly, welcoming staff
- Inviting, welcoming space
- Conversation space
- Instruction space
- Quiet study space



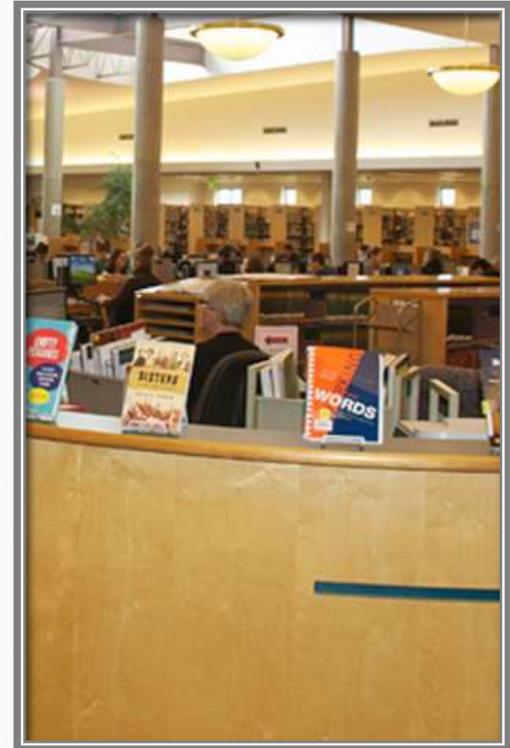
Library Materials:

- Make them easy to find
- Age appropriate, but lower reading levels
- Bi-lingual dictionaries and readers as well as guides for learning English
- Lots of graphics to help with comprehension



Library Materials Continued:

- Print, CDs, and DVDs
- Open Educational Resources
- Legal information and citizenship guides
- Career and job information
- Databases with different reading levels



Information Literacy Pedagogy:

- Metacognition
- Make the invisible visible
- Scaffold instruction with each visit
- Physical tours help orient students



Information Literacy Pedagogy Continued:

- Use props, games, and prizes
- Act out a scene to help students learn
- Recognize and adapt to different learning styles



Services:

- Reference Services
- Library liaison
- Open Educational Resources
- Reader's Advisory Services
- Partner with public libraries
- Friendly help with technology



Challenges:

- Growing population yet limited library staffing
- Help students feel they belong in the library
- Programs depend on part-time faculty
- For brochures, opt for simple vocabulary and graphics



Challenges Continued:

- Finding enough age-appropriate, low-level reading materials
- Checking out computers with hotspots
- Not enough financial resources



Takeaways:

- Students appreciate your help!
- Help students feel welcome and safe
- Have the materials to meet their needs or they won't come back
- Help students develop their information literacy skills
- Provide access to and help with technology
- Open Educational Resources are a social justice and equity issue

Contact Information:

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Public Libraries and Adult Literacy

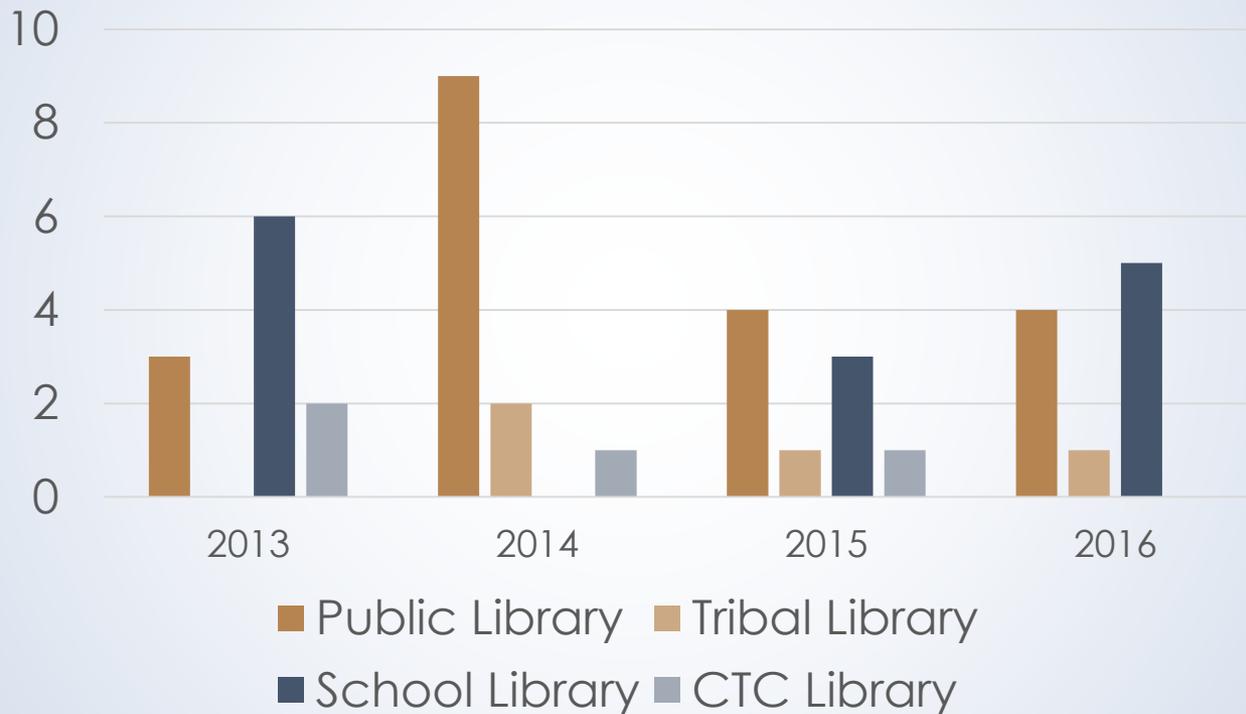
Elizabeth Laukea

Digital Inclusion/Workforce Development Librarian

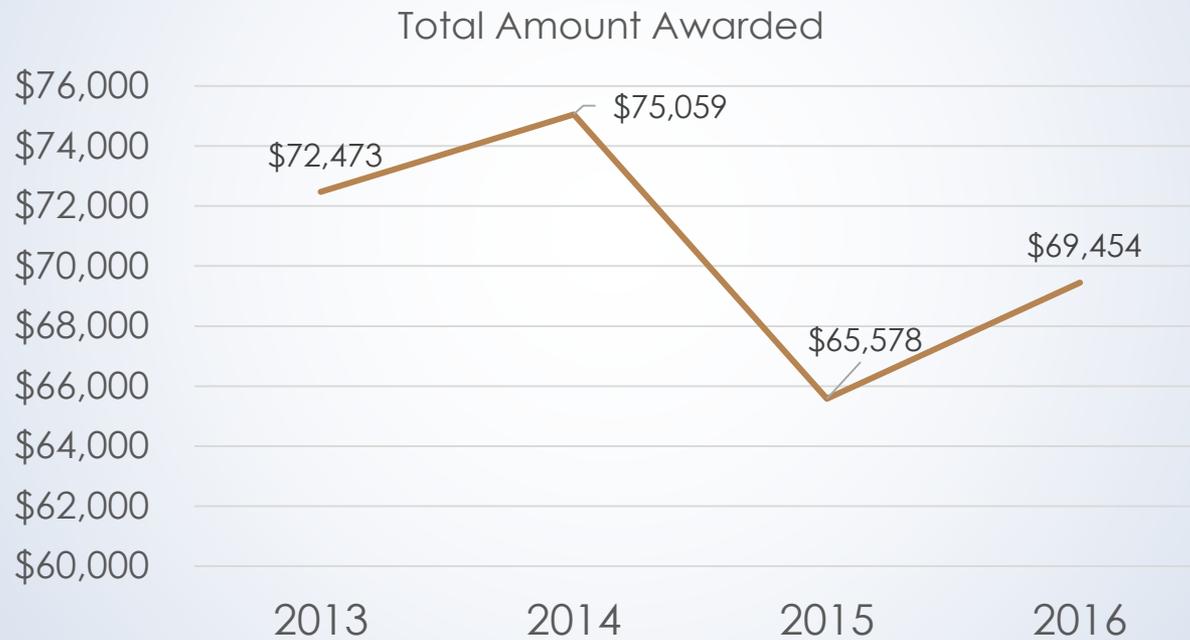
Office of the Secretary of State, Washington State Library

elizabeth.laukea@sos.wa.gov

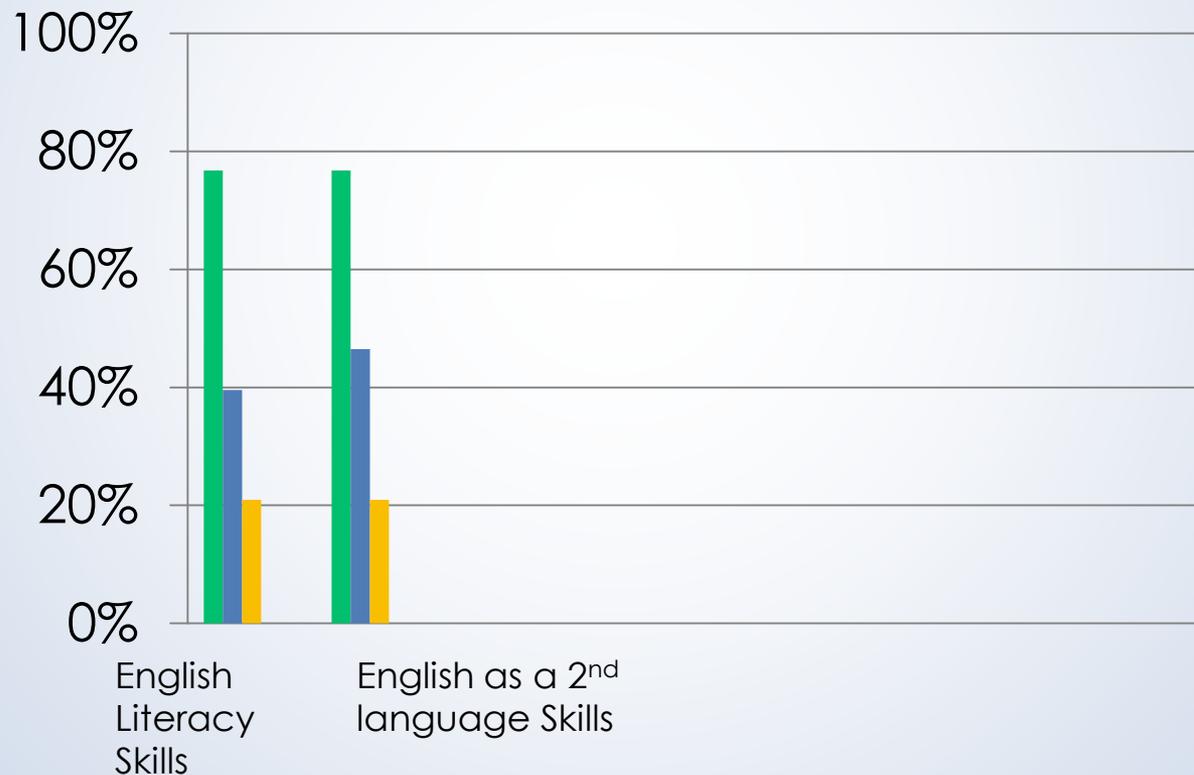
Digital Literacy Awards 2014 - 2016



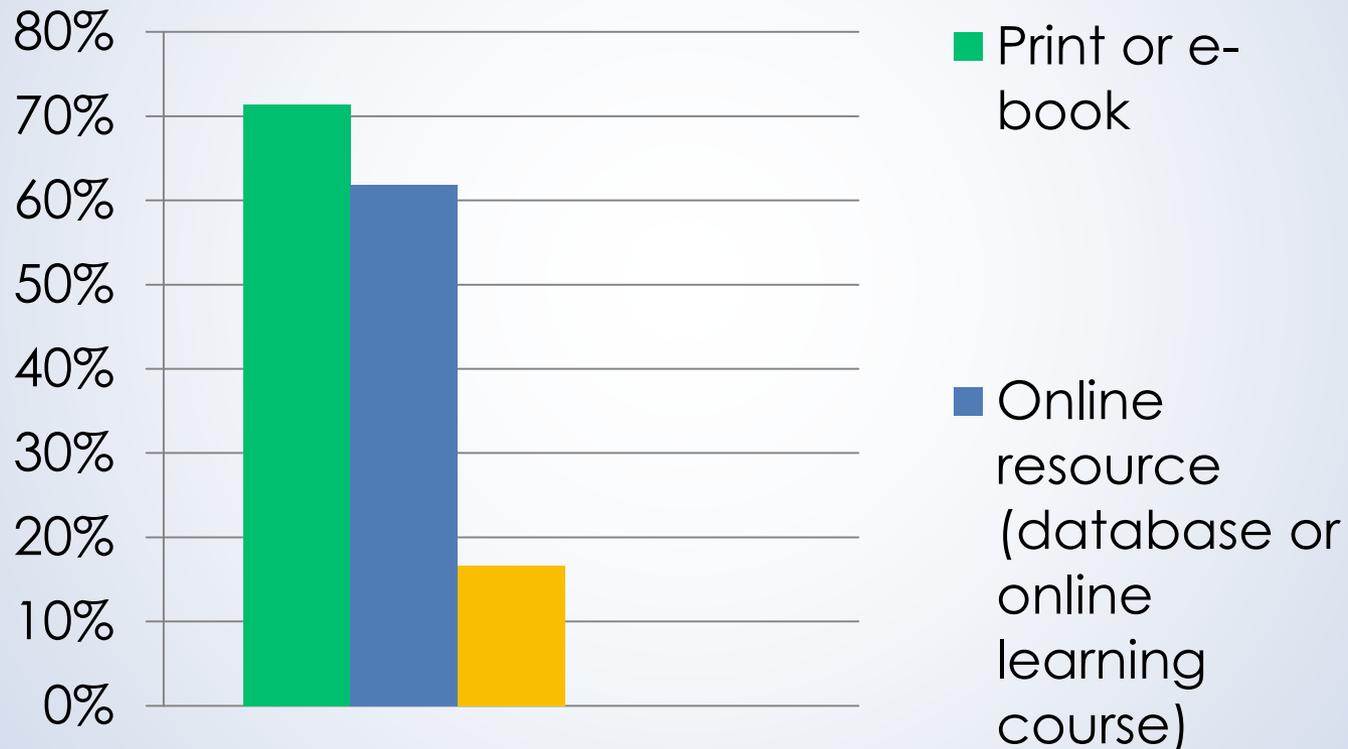
Summary of Digital Literacy Awards 2014 - 2016



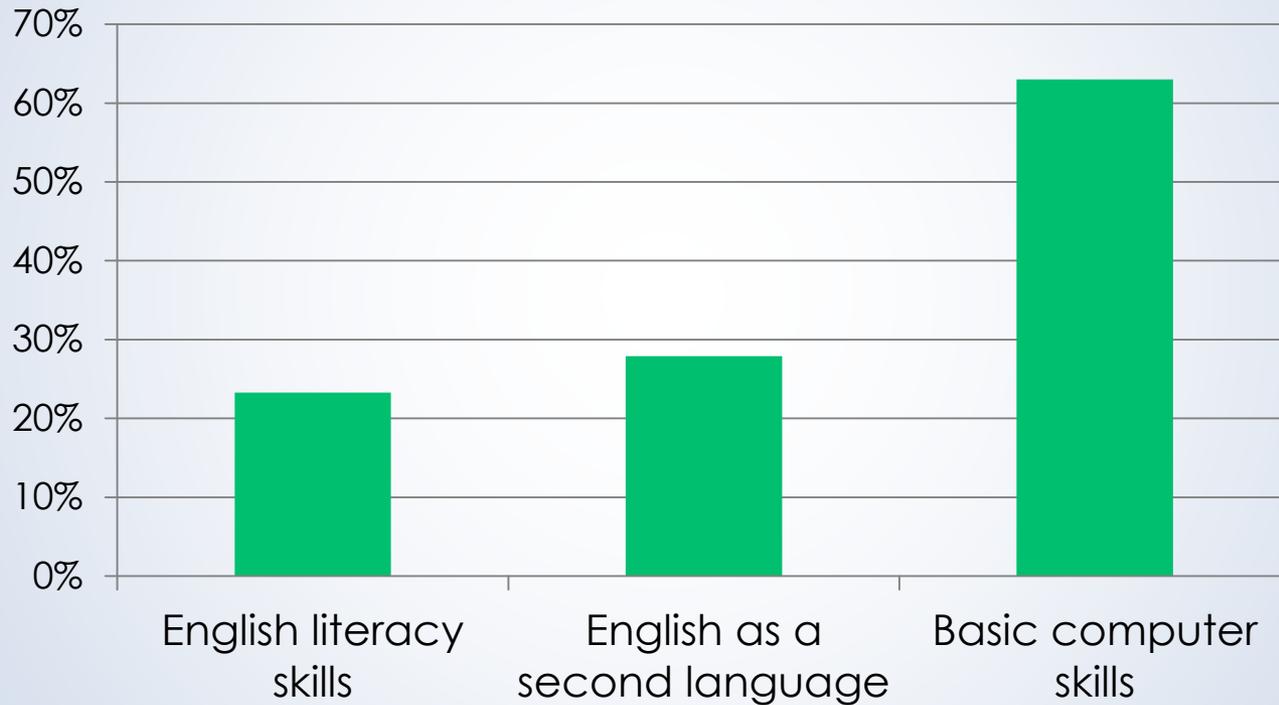
Libraries' current information on English Literacy Skills and ELL



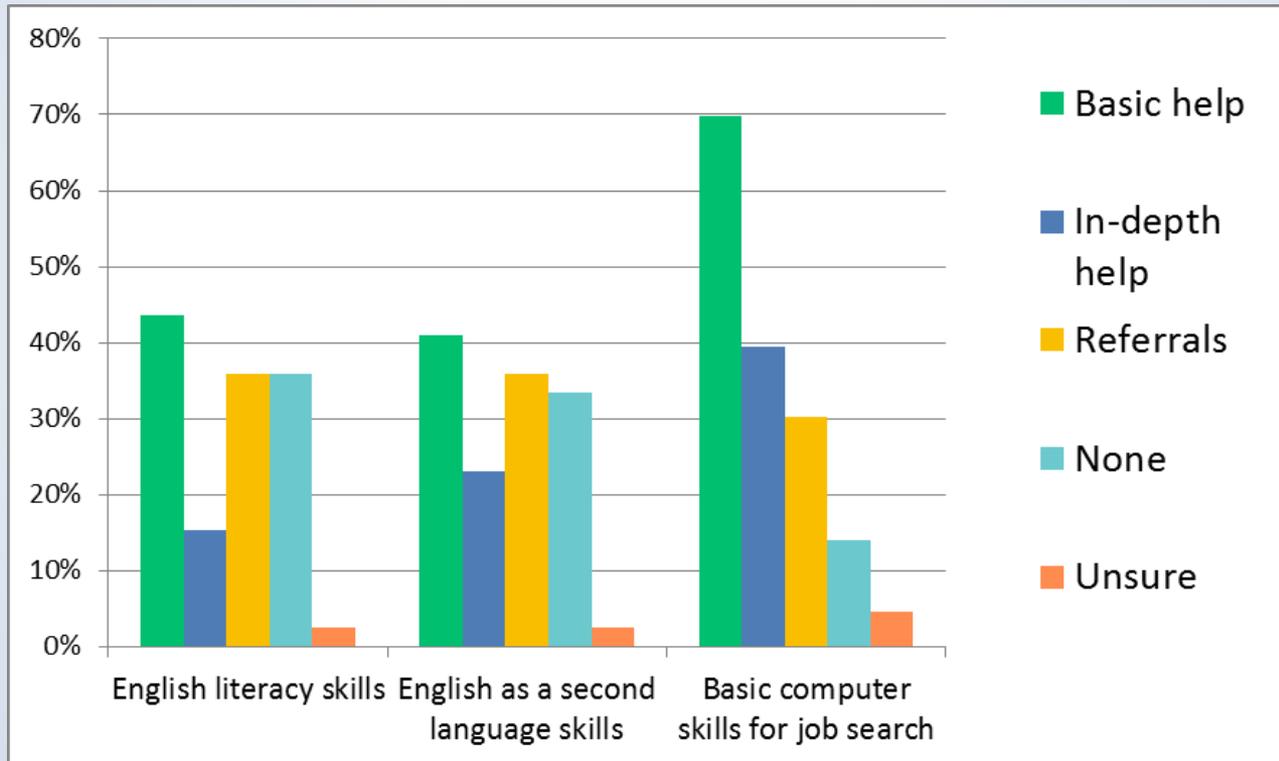
Libraries' current information on Basic Computer Skills for Job Search



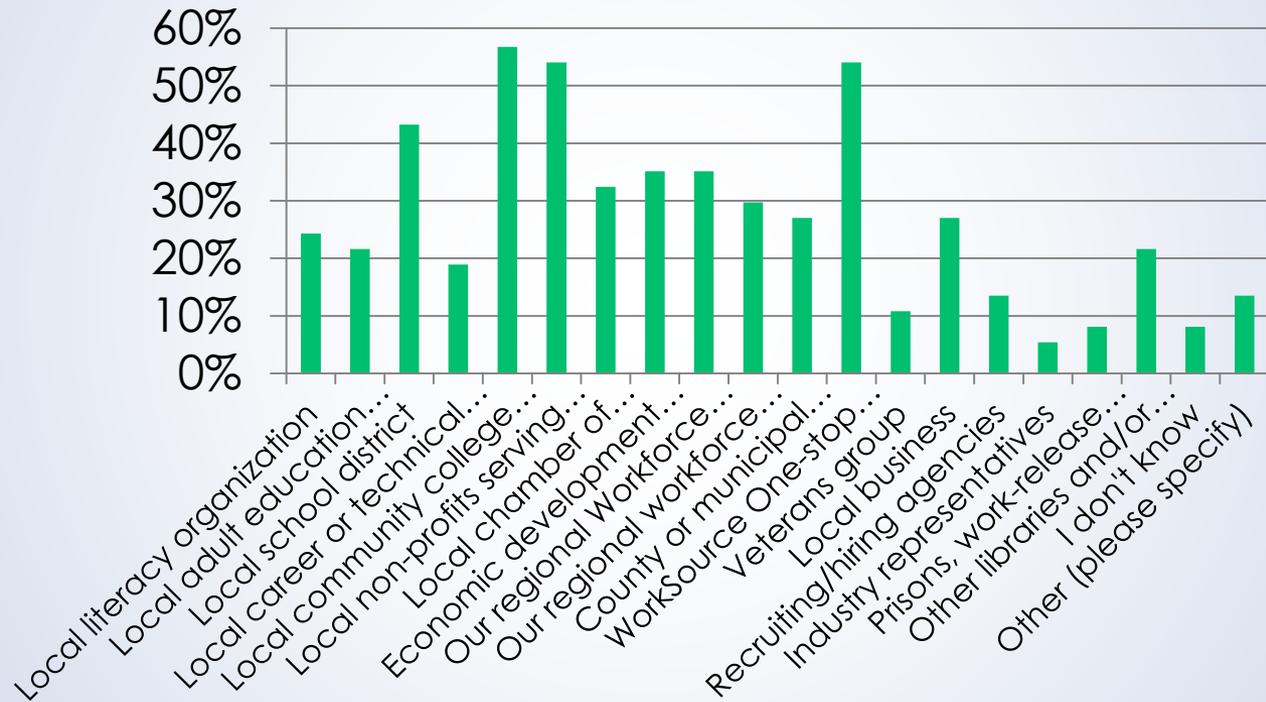
Programs or classes provided in the past 12 months



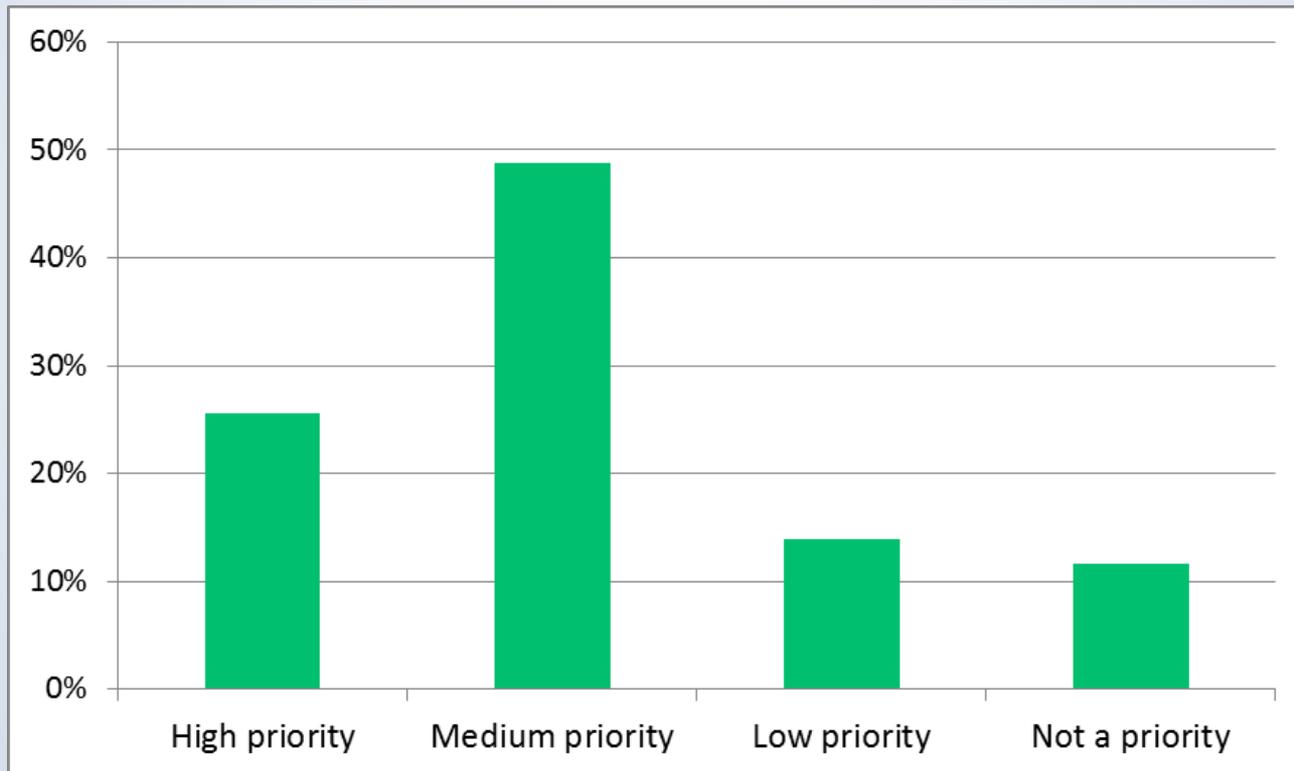
In the past 12 months, staff have provided **one-on-one workforce assistance** to individuals



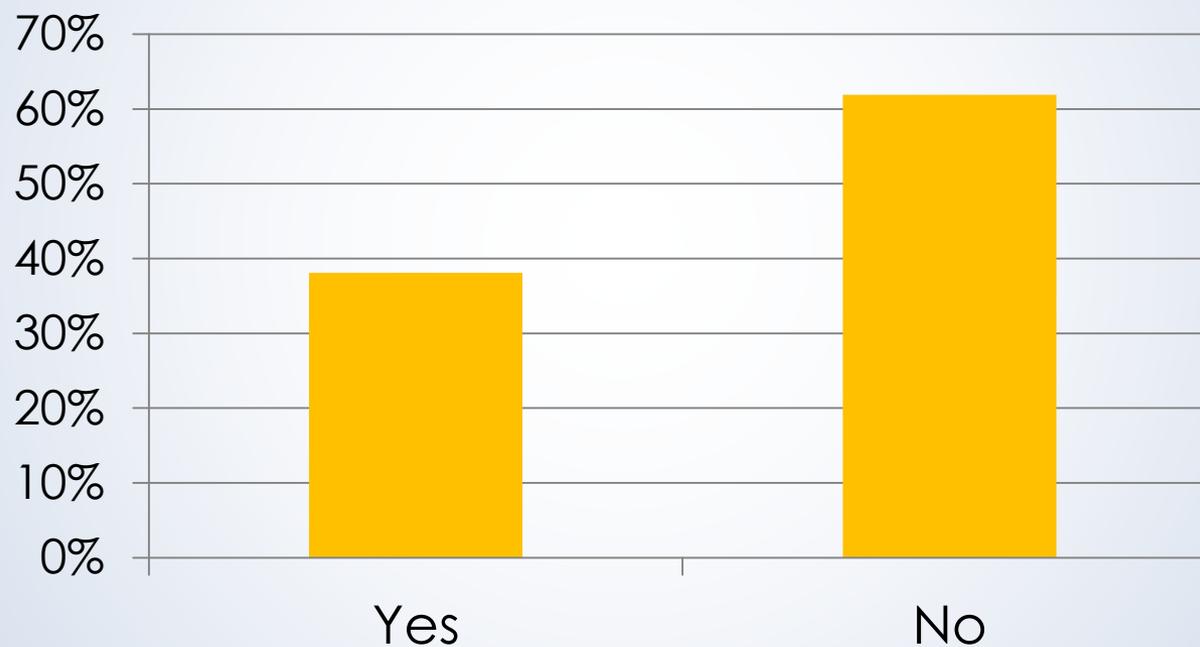
Please **identify** your most recent **workforce development partners.**



Where do workforce development services rank as a priority for your library?



Is **workforce development** a specific goal or strategy identified in your library's **formal strategic plan**?





QUESTIONS?

**Challenges of Literacy: Practical Actions Libraries Can Use
Library Information Resources
Washington Library Association Conference 2017
Mindy Coslor, PhD (mindy.coslor@skagit.edu)**

Open Educational Resources

- Adult Education Open Community of Resources (<https://www.oercommons.org/groups/adult-education-open-community-of-resources/45/>)
- Literacy Information and Communication System (<https://lincs.ed.gov/state-resources/federal-initiatives/esl-pro/oer-for-el-instruction>)
- Skagit Valley College Research Guides on Open Educational Resources (<http://subjectguides.library.skagit.edu/OER>)

Publishers of high interest/low vocabulary books, ESL, and online news

- Crabtree Publishing, secondary and bilingual (<http://www.crabtreebooks.com/Home>)
- Delta Press (<https://www.deltapublishing.com/catalog/1/esl-6-12-adult/1>)
- Grass Roots Press, adult literacy and ESL (<http://www.grassrootsbooks.net/us/>)
- New Readers Press (<https://www.newreaderspress.com/>)
- News in Levels, commercial site with ads (<https://www.newsinlevels.com/>)
- Pearson ELT US Online Store, includes Penguin (http://vig.pearsoned.com/store/home/1.,store-14563_id-2,00.html)
- Townsend Press, English grammars and high interest/low vocabulary classic and contemporary fiction and nonfiction (<http://www.townsendpress.com/our-books>)

Publishers of bi-lingual children's books

- Raven Tree Press (www.raventreepress.com)
- Language Lizard (www.languagelizard.com)

Audiobooks Online

- ESL-bits (<http://esl-bits.net>)
- Agenda Web (<https://agendaweb.org/audio-books.html>)
- LibriVox (<https://librivox.org>)

Databases

- Films Media Group, Films On Demand—includes transcripts of films (<https://www.films.com/ecStreamingLanding.aspx>)
- ProQuest CultureGrams, provides information at different levels and audio version (<https://online.culturegrams.com/>)
- ProQuest Sirs Knowledge Source, provides translations and audio (http://www.proquest.com/products-services/research-tools/sirs_knowledge_source.html)
- ProQuest eLibrary, available by reading level, includes TV and radio transcripts (<http://www.proquest.com/products-services/elibrary.html>)

INTEGRATED DIGITAL ENGLISH ACCELERATION (I-DEA)



▶ [Watch our I-DEA video http://bit.ly/2mT3rM0](http://bit.ly/2mT3rM0)

A better idea for Adult English Language Learners

As the world shrinks and global competition grows, the places that attract a world population have a distinct advantage. People born in other countries add a wealth of talent and diverse thinking to the workforce, along with the ability to work with other cultures and countries.¹

Washington state is one of those places. Our state has a large and rapidly growing foreign-born population. In 2015, immigrants made up 17.2 percent of Washington's civilian employed workforce, up from 7.1 percent in 1990.²

These new arrivals create jobs by forming businesses, spending income in local economies and raising employers' productivity.

Thanks to project I-DEA (Integrated Digital English Acceleration), adult English language learners who face the largest language gaps are learning English while gaining skills for college and careers.

How it works

Originally funded with a pilot grant from the Bill and Melinda Gates Foundation, I-DEA features:

- **Modularized instruction:** Students participate in 33, week-long instructional modules that blend English language instruction with college and career skills. Topics range from navigating your community and information literacy, to professional communication, job exploration and interview skills.
- **Integrated learning:** Unlike traditional approaches — in which learners are expected to learn English before pursuing job-training — I-DEA teaches English in tandem with college and career skills. Students quickly learn skills relevant to their lives and careers.
- **“Flipped” classes:** Students complete online modules to learn, practice and develop knowledge of concepts before coming to class. They then use classroom time to apply and practice what they've learned. In-class instructors and peer support guide and enhance skill acquisition.
- **Computer access:** Students receive computers and 24-7 internet access to complete coursework that prepares them for college and family-wage jobs.
- **Transition to I-BEST:** I-DEA is based on Washington's I-BEST program, which integrates instruction using team-teaching to combine college-readiness classes with job training. I-DEA connects to I-BEST and other programs that lead to certificates, degrees and family-wage jobs. (I-BEST stands for Integrated Basic Education and Skills Training.)

Results that count

I-DEA continues to show great promise. Outcomes from the third year of instruction show student learning gains that are 10 percent to 12 percent higher than the gains of English language learners in traditional programs.

Additionally, the number of I-DEA students generating student achievement points — academic momentum points tracked by the community and technical college system — was 11 percent higher than the number of students in traditional English as a Second Language classes.³

Topics taught

- Technology Skills Pre-Assessment (given at the beginning of each quarter)
- Introduction to I-DEA (beginning of each quarter)
- Computer Skills
- Study Skills
- The American Education System
- Libraries and Library Resources
- Navigating Your Community
- Health and Wellness
- Stress Management
- Money Management
- Time Management
- Personal Inventory
- Career Exploration
- Math Basics
- Budgeting and Consumer Economics
- Cross Cultural Communications

- Contemporary World Problems
- Creating Powerful Presentations
- Writing Basics
- Washington State History
- U.S. History and Citizenship
- Interpersonal Communications
- Job Search and Interviewing
- Work Readiness
- Environmental Issues
- Effective Presentations
- Internet Basics
- Information Literacy
- Business Websites
- Team Collaboration
- End of Quarter Presentations (given at the end of each quarter)
- Technology Skills Post-Assessment (given at the end of each quarter)

Laying the groundwork for the American journey

Community and technical colleges provide the bulk of English-language instruction in Washington. Project I-DEA is transforming instruction statewide. In doing so, it is helping English Language learners pursue their dreams and bring their talents to our communities and economy. This broadens the view along our shared American journey.

Sources:

1. Adapted from “The Importance of Immigration” by Steven Cohen, HuffPost Politics blog, Jan. 28, 2013.

2. Migration Policy Institute’s Data Hub. See <http://www.migrationpolicy.org/programs/data-hub/charts/immigrant-share-us-population-and-civilian-labor-force?width=1000&height=850&iframe=true>

3. Program year 2015-16 annual data, SBCTC, per I-DEA Program Administrator Jodi Ruback.



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INTEGRATED BASIC EDUCATION AND SKILLS TRAINING (I-BEST)

*“The results were staggering, with students enrolled in I-BEST outperforming students who enrolled in the traditional, consecutive course structure of completing basic skills before enrolling in their career training program.”
– “Washington I-BEST Program” by the national initiative “Getting Past Go,” Jan. 28, 2010*

▶ Watch our I-BEST video <http://bit.ly/2i9Qhsi>

Building skills, prosperity

Washington's Integrated Basic Education and Skills Training Program (I-BEST) quickly teaches students literacy, work, and college-readiness skills so they can move through school and into living wage jobs faster.

Pioneered by Washington's community and technical colleges, I-BEST uses a team-teaching approach. Students work with two teachers in the classroom: one provides job-training and the other teaches basic skills in reading, math or English language. Students get the help they need while studying in the career field of their choice; they learn by doing.

The I-BEST model is also used in academic transfer classes so students can brush up their skills as they learn college-level content toward a degree.

I-BEST challenges the traditional notion that students must move through a set sequence of basic education or pre-college (remedial) courses before they can start working on certificates or degrees. The combined teaching method allows students to work on college-level studies right away, clearing multiple levels with one leap.

I-BEST was named a Bright Idea by Harvard's John F. Kennedy School of Government in 2011 and has been designated by the U.S. Department of Education as one of the most significant, national innovations.¹



Photo courtesy Walla Walla Community College

Economic strength

By 2023, 77 percent of all job openings in Washington state will require education beyond high school,² yet an estimated 685,000 Washingtonians lack the basic math, reading, or English-language skills to succeed in work or college.³ I-BEST equips students to move ahead in college, land family-wage jobs and grow our economy.

In the 2015-16 school year, 4,518 students enrolled in a wide range of I-BEST programs,⁴ including healthcare, early childhood education, automotive, transportation, aeronautics, manufacturing and office technology.

I-BEST students:

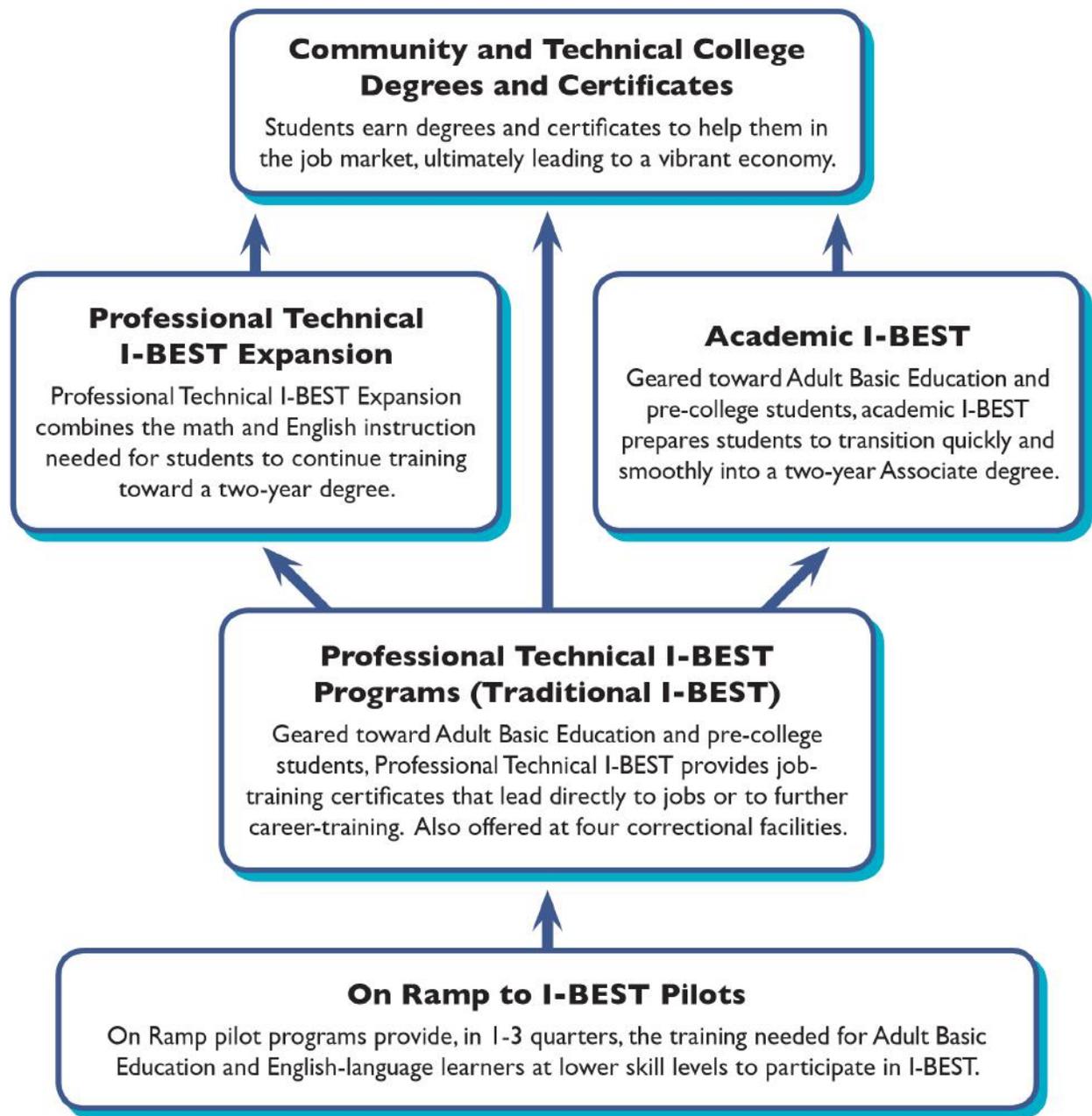
- Are three times more likely to earn college credits and nine times more likely to earn a workforce credential than are students in traditional adult basic education programs who must complete basic skills first, before training for a job.⁵
- Earn an average of \$2,675 more per year and receive twice the work hours per week (35 hours versus 15 hours) than similar adults who do not receive basic skills training in any form.⁶

According to a December 2012 report by the Community College Research Center, I-BEST programs produce benefits that are worth the cost.⁷ In proof of the program's success, I-BEST is being replicated across the country.

Legislative request: more enrollments

The community and technical college system is requesting \$11.3 million in the 2017-19 state operating budget to increase I-BEST enrollments by 900 full-time-equivalent students.

Comprehensive I-BEST Pathway



1. Martha J. Kanter, U.S. Undersecretary of Education, opinion editorial, "American Higher Education: 'First in the World'" featured in May-June 2011 Change magazine.

2. "A Skilled and Educated Workforce 2015 Update" by the Workforce Training and Education Coordinating Board, the State Board for Community and Technical Colleges, and the Washington Student Achievement Council.

3. SBCTC calculation (June 7, 2016) from 2010-14 five-year American Community Survey estimates.

4. SBCTC 2015-2016 Academic Year Report.

5. SBCTC research calculations from "Educational Outcomes of I-BEST, WA State Community and Technical College System's Integrated Basic Education and Skills Training Program," May 2009 by Community College Research Center, Columbia University.

6. 2015 Workforce Training Results, Workforce Training and Education Coordinating Board.

7. Community College Research Center report, "Learning from Washington State's I-BEST Program," December 2012.

HIGH SCHOOL 21+

Life experience turned into credits for a high school diploma

"Never in my wildest of dreams did I ever think that it would be possible to graduate with cap, gown, and a high school diploma. I can't wait to see what the future has in store for me!"

Shannon Fowler, HS 21+ graduate, Skagit Valley College



Austin James, Lower Columbia College Shannon Fowler, Skagit Valley College

A springboard to opportunity

Adults who lack a high school diploma now have another way to get a second chance. It's called "High School 21+," a program that turns life experience into credits toward a high school diploma.

Program overview

- Students must be at least 21 years old.
- Advisors assess students' education and work readiness. Students can demonstrate their knowledge — and receive high school credits — in several ways. These include: work, life, and military experience; a traditional placement test; a prior learning portfolio; and high school and college transcripts.
- Advisors then create a customized plan of action. Students take classes selected especially to fill education gaps, and move ahead as soon as they've mastered the subject matter.
- Students pay \$25 per quarter and the college issues the Washington state diploma.

The benefits

High School 21+:

- Recognizes life competency in addition to classroom time and tests.
- Opens the door to federal financial aid, vocational training programs or degree programs.
- Is accepted more readily and consistently by the military because it is an actual high school diploma rather than an equivalency.

Students have other ways of earning high school diplomas from community and technical colleges. They can earn an associate degree and ask for a high school diploma after the fact, or work with colleges to complete courses missing from their high school transcripts. Students can also take the GED®.

A path to college and careers

Adults who lack a high school diploma often attend basic skills classes at two-year colleges. Until now, those classes did not count toward a high school diploma.

High School 21+ adds more rigorous, high-school level education to basic skills classes so students can update their reading, writing, math and English language skills while working toward a high school diploma. The courses then lead to credit-bearing classes that prepare students for college or careers.

Adults with high school diplomas are better prepared to enter college-level programs, earn certificates and degrees, and secure well paying jobs. With High School 21+, adults have a new opportunity to earn a diploma and turn their fortunes around.

See the reverse side for a list of participating colleges.

High School 21+ colleges

Bates Technical College.....	253-680-7395	Peninsula College	360-417-6383
Big Bend Community College.....	509-793-2301	Pierce College Fort Steilacoom.....	253-964-6657
Cascadia College.....	425-352-8158	Pierce College Puyallup	252-840-8463
Centralia College	360-736-9391 ext. 383	Renton Technical College	425-235-2352 ext. 5752
Clark College.....	360-992-2741	Seattle Central College.....	206-934-4180
Clover Park Technical College.....	253-589-4509	Shoreline Community College.....	206-546-4602
Columbia Basin College.....	509-542-4701	Skagit Valley College	360-416-7726
Edmonds Community College	425-640-1593	South Puget Sound Community College....	360-596-5238
Everett Community College.....	425-388-9291	South Seattle College.....	206-934-5363
Grays Harbor College.....	360-538-4167	Spokane Community College.....	509-533-4600
Green River College.....	253-833-9111 ext. 2315	Spokane Falls Community College.....	509-533-4600
Highline College	206-592-3297	Tacoma Community College.....	253-566-5144
Lake Washington Institute of Technology ...	425-739-8363	Walla Walla Community College.....	509-524-4808
Lower Columbia College	360-442-2580	Wenatchee Valley College	509-682-6790
North Seattle College.....	206-934-7303	Whatcom Community College.....	360-383-3060
Olympic College.....	360-475-7550	Yakima Valley Community College	509-574-6850



WASHINGTON'S COLLEGE IN PRISONS PROGRAM

*"I thought of myself as nothing but a street monger and did not believe that I was worth more than anything other than to die a statistic. I know that (education) has changed my life and it gave me a purpose."*¹

Gina McConnell, former Purdy inmate and past Seattle Central College student. McConnell travels throughout the prison system encouraging inmates to pursue education.



Improving lives and public safety

The Department of Corrections contracts with community colleges to provide basic education and job training at each of the state's 12 adult prisons so upon release, individuals are more likely to get jobs and less likely to return.

Most incarcerated individuals entering the prison system lack the education to find work and succeed in society. The average Washington offender scores at an eighth-grade level or lower in basic literacy skills, such as reading and math. Sixty percent are unemployed, and 75 percent lack job skills and vocational training.²

Community colleges build a bridge for incarcerated individuals to successfully re-enter communities. In 2015-16, 8,960 incarcerated individuals participated in community college programs. These students earned:

- 544 GED™ certificates.
- 1,709 vocational certificates.
- 47 associate degrees.³

A smart investment

On average, inmates who participate in correction education programs have 43 percent lower odds of returning to prison than inmates who do not, according to a 2014 study by the RAND Corporation.⁴

The return to taxpayers and society is substantial. A 2016 update by the Washington State Institute for Public Policy found that for every dollar invested in these programs, up to \$18.36 is saved from fewer new crimes and costly incarcerations.⁵ Instead of paying for prison beds, money is freed for public education, infrastructure, job creation and other priorities that impact the lives of everyday Washingtonians.

Prison education programs also give students hope, focus, goals and a new way of thinking even before they leave the prison walls.⁶

Every year, anywhere from 7,000 to 8,000 inmates are released from Washington prisons.⁷ Corrections education helps ensure they don't come back. In doing so, it gives prisoners a fresh chance to be successful community members and gives residents a safeguard from crime.

Legislative request: AA degrees

The Washington State Board for Community and Technical Colleges and the Washington State Department of Corrections are seeking to broaden educational pathways available to incarcerated individuals. Proposed legislation would authorize the Department of Corrections to use existing public funds for associate degrees along with the standard basic education and job training programs.

College and prison partnerships

Airway Heights Corrections Center
Community Colleges of Spokane

Cedar Creek Corrections Center
Centralia College

Clallam Bay Corrections Center
Peninsula College

Coyote Ridge Corrections Center
Walla Walla Community College

Larch Corrections Center
Clark College

Mission Creek Corrections Center for Women
Tacoma Community College

Monroe Correctional Complex
Edmonds Community College

Olympic Corrections Center
Peninsula College

Stafford Creek Corrections Center
Grays Harbor College

Washington Corrections Center
Centralia College

Washington Corrections Center for Women
Tacoma Community College

Washington State Penitentiary
Walla Walla Community College

Sources:

1. Gina McConnell testimony before House Higher Education Committee, Feb. 21, 2013.
2. Washington State Board for Community and Technical Colleges. (Oct. 30, 2014). Washington Community Colleges Correctional Education Annual Report 2013-2014. Olympia: SBCTC.
3. Washington Community Colleges Correctional Education Annual Report FY 2016. Olympia: SBCTC.
4. RAND Corporation and Bureau of Justice Assistance, U.S. Department of Justice (2014). How Effective Is Correctional Education and Where Do We Go from Here?
5. Washington State Institute for Public Policy (WSIPP). (Cost-benefit data last updated 2016). Inventory of Evidence-Based and Research-Based programs for Adult Corrections. WSIPP.
6. Washington Department of Corrections testimony before Senate Human Services and Corrections Committee, Feb. 6, 2014.
7. Washington State Department of Corrections (DOC). (Aug. 4, 2015). Number of Prison Releases by County of Release. Olympia: DOC.

Programs offered

Every prison offers adult basic education programs, which provide a foundational education in reading, writing, math and English language. This includes GED™ preparation programs. Several also offer High School 21+, a competency-based high school diploma program. With High School 21+, students can earn high school credits by proving they have mastered required subjects through past education or life experience. They then take classes to fill in the gaps and earn a high school diploma.

Job-search and anger management courses are also available at every prison.

Workforce programs vary by institution and include:

- Automotive Mechanics Technology
- Automotive Rebuilding and Refinishing
- Automotive Services
- Building Maintenance
- Business Management and Entrepreneurship
- Business Technology
- Carpentry
- Computer Numerical Controlled Manufacturing (CNC)
- Computer Programming
- Diesel Mechanics
- Drywall, Roofing and Siding
- Graphic Design
- Green Building
- Horticulture
- HVAC Technology
- I-BEST Automotive*
- I-BEST Carpentry*
- I-BEST HVAC Technology*
- I-BEST Material Composites*
- Institutional Sanitation
- Pastry and Artisan Baking
- Technical Design and Computer Aided Design (CAD)
- Upholstery
- Welding

*Washington's nationally recognized I-BEST (Integrated Basic Education and Skills Training) program pairs basic education with hands-on job experience so students learn in real-world settings.



BASIC EDUCATION FOR ADULTS

Pathways to college and careers for Washington's emerging workforce



Photo courtesy of Clover Park Technical College

Basic skills for a better life

Basic Education for Adults (BEa) programs teach foundational skills — reading, writing, math, technology and English language — so adults can move through college and into high-demand jobs.

Programs are designed to advance students quickly and purposefully toward degrees and certificates. Strategies move the goal line from passing the GED®, to graduating from college and starting careers.

The programs offer a life-changing opportunity for adults to succeed as students, employees, parents and citizens.

BEa programs differ from precollege (remedial) classes. The major difference is the skill level of the student.

BEa programs take students who have below high school graduate-level skills and prepare them for college.

In contrast, precollege classes help people who are just below college level in math and English Language Arts catch up so they can take credit-bearing classes.

Skills change lives, drive economy

The need for adult education is big and the stakes are high.

- An estimated 650,000 to 700,000 Washington adults lack basic education or English language skills.¹ That's roughly the combined total populations of Spokane, Bellingham, Vancouver, Richland, Everett and Wenatchee.²
- Meanwhile, the bar to get a living-wage job is getting higher. By 2021, an estimated 72 percent of available jobs will require at least a postsecondary credential.³
- And, in the future, there simply won't be enough high school graduates to meet the higher education needs of Washington's workforce. Washington will need to fill the gap with older adults — a faster growing population that is burgeoning in areas of the state with less educational attainment.⁴

Adult education bridges these gaps, creating pathways to college and careers for Washington's emerging workforce.

Tapping potential

Washington's 34 community and technical colleges and partnering community-based organizations provide the vast majority of adult education in the state. Programs:

- Serve adults at least 16 years old who have academic skills that are below the level of a high school graduate, or who need English language skills.
- Teach skills in reading, writing, math, technology and English language.
- Include GED® and high school diploma programs, paving the way to college.
- Teach employability skills, such as critical thinking, communication, problem solving and decision making.

Strategies break barriers

Adult education is a mission of Washington's community and technical college system and is mandated under state law.⁵ Guided by the Washington State Adult Education Plan, programs are designed to:

- Connect adult education to college and careers, as required under the Workforce Innovation Opportunity Act.
- Set a clear destination for students from the very beginning.
- Provide instruction in job-relevant contexts.
- Advance students based on competency and skills learned rather than on seat time, accelerating their progress.

Innovations

I-BEST

Washington's nationally renowned Integrated Basic Education and Skills Training program (I-BEST) uses a team-teaching approach to combine adult education classes with regular, credit-bearing academic or job training classes so students get through school and into jobs faster.

I-BEST students are nine times more likely to earn a workforce credential than are students in traditional programs who must complete basic skills first, before training for a job.⁶

High School 21+

Adults who lack a high school diploma have a new way to get a second chance thanks to "High School 21+," a competency-based high school diploma launched in 2013.

Adults 21 years old and older can go to participating colleges to earn a high school diploma. An advisor will look at transcripts and knowledge gained from life experience, and work with the student to craft an educational plan to fill gaps.

High School 21+ is adding more rigorous, high-school level education and training to basic skills classes so students can upgrade their skills while working toward a high school credential.

Project I-DEA

Washington state has a large and rapidly growing foreign-born population.⁷ With I-DEA, English language learners who face the largest language gaps are learning English while gaining skills for college and careers.

Like I-BEST, this project uses an integrated, team-teaching approach so students learn English in tandem with college and job skills. Classes are "flipped": Students complete online modules to learn, practice and develop knowledge of concepts before coming to class. They then use classroom time to apply and practice what they've learned. Students receive computers and 24-7 access to complete college coursework.

Competency-based education

Many adult education courses are competency-based; students move through adult education into pre-college (remedial) or college-level courses based on knowledge gained rather than time spent in a classroom. Students move as quickly through courses as their competencies take them.

Student Achievement Initiative

Washington's performance-based funding system, known as the "Student Achievement Initiative," awards colleges points and funding when students reach key academic milestones that lead to certificates and degrees.

Recognizing that adult education students have a more challenging educational journey, the initiative awards extra points for adult education students who reach the milestones. This approach reinforces the importance of adult education among all colleges.

Sources:

1. SBCTC calculation from 2008-12 five-year and 2010-12 three-year American Community Survey estimates.
2. 2010 U.S. Census, 2013 city estimates.
3. Background analysis conducted by SBCTC, Workforce Training and Education Coordinating Board, and the Washington Student Achievement Council for "A Skilled and Educated Workforce 2013 Update" published October 2013.
4. SBCTC research findings: "Washington State Population and Employment Data 2010-2030, Implications for Community and Technical Colleges," presented to House Higher Education Committee Jan. 14, 2014.
5. RCW 28B.50.090.
6. SBCTC calculation from "Educational Outcomes of I-BEST, WA State Community and Technical College System's Integrated Basic Education and Skills Training Program," May 2009 by Community College Research Center, Columbia University.
7. Investing in Effective Employment & Training Strategies, Seattle Jobs Initiative, January 2014.

