

CAREER PATHWAYS PROGRAMMING FOR LOWER-SKILLED ADULTS AND IMMIGRANTS: REPORT ON SURVEY FINDINGS

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EXECUTIVE SUMMARY

INTRODUCTION

This survey was part of a two-year Institute of Education Sciences (IES) project that examined how adult education providers in Chicago, Houston, and Miami are incorporating career pathways (CP) programming, especially for adults who are immigrants or have barriers to employment and education.

Our researcher-practitioner partnership included the Institute for the Study of Adult Literacy at The Pennsylvania State University and three community partners serving as liaisons for each city: Chicago Citywide Literacy Coalition, Houston Center for Literacy, and Miami-Dade County Public Schools.

The IES project included three research phases: (1) a survey of adult education providers in the three cities; (2) focus groups with selected adult education providers; and (3) case studies of six programs (two per city). This report presents only the survey findings.

SURVEY PURPOSE AND METHODS

The purpose of the survey was to understand the landscape of adult education career pathways within and across Chicago, Houston, and Miami. Specifically, the survey was designed to help answer the following research questions:

1. What are the key features of adult education career pathways in each city, including student characteristics, program design and delivery, and data collection systems?
2. Which CP student outcome measures are most extensively used by adult education providers within and across cities?
3. Which measures (if any) are used by *all* adult education providers within and across cities?
4. What interim and long-term outcomes are adult education providers helping lower-skilled CP participants to achieve?

The survey covered the following topics: background information on the organization; student characteristics; program design and delivery; data collection systems and outcome measures; and aggregate student outcomes. All questions referred to the 2014-15 program year.

The sample included all adult basic education providers in the three cities (n=147). The confidential, web-based survey was administered by the Social and Economic Sciences Research Center at Washington State University. One hundred six agencies returned a complete (n=102) or partial (n=4) online survey, for a response rate of 72%.

For selected questions, we analyzed whether there were statistically significant differences (a) among cities and (b) between agencies that said they offered career pathways programming (CP), according to the CLASP definition (see below) versus those that said “no” or “in development.”¹

As the first survey to analyze how adult education programs are providing CP programming in three cities located in three of the nation’s large bellwether states, this report offers important insights that can help inform policy and practice both locally and nationally.

FINDINGS

OVERVIEW OF ADULT EDUCATION AND CAREER PATHWAYS IN THE THREE CITIES

Structure of Adult Education Provision: The structure of adult education provision differs markedly across the three cities. In Chicago and Houston, community-based organizations (CBOs) and community colleges are the primary adult education providers. In Miami, the main adult education providers are the public school district and a community college that also offers some four-year degrees. In Chicago and Miami there is a single multi-campus community college system, whereas in Houston there are six separate community colleges.

Organizational Type: The majority of survey respondents (58%) were CBOs, followed by school district adult education programs (22%), all of which were located in Miami. Nearly half (48%) of CBOs were located in Chicago.

Funding Sources: The most common funding sources were state government (57%), federal government (53%), and private foundations (51%). On average, agencies had 3.3 funding sources. Cities differed significantly in five types of funding; in each case Chicago agencies had the highest percentage of “yes” responses. Chicago agencies also had a higher average number of funders than respondents from the other cities. Agencies that said they offered CP reported significantly more funding sources, on average, than those that said “no” or “in development” (3.5 vs. 2.4).

Enrollment: In 2014-15, the agencies collectively served more than 282,000 students in adult basic education, GED, literacy, ESL, or other types of adult education. The average was 2,799 and the median was 403.

Approximately 51% of all the adult education students participated in the following “core” CP classes and services: classes to transition to postsecondary education, to obtain an industry-recognized credential, or to obtain a postsecondary or stackable credential; short-term certificate programs; internships; and apprenticeships. On average, programs served 1,445 CP students (median = 214).

Although CBOs comprised the majority of agencies, their median enrollment (all adult education students) was much lower than that of libraries, postsecondary institutions, and school district adult education programs. Collectively, CBOs served a much smaller percentage of the overall adult learner enrollment.

Provision of Career Pathways: According to the definition from CLASP (see p. 62), 83% of respondents said that they offer career pathways; another 11% are developing CP programming. There were no significant differences among cities.

The types of organizations that offer CP were similar to the overall survey sample (58% CBOs, 22% school district adult education programs).

Types of Classes and Services: The most common types of CP classes or services were ESL (84%), employability or work readiness (76%), and classes to transition to postsecondary education (75%). However, the other “core” CP services, such as classes combining basic skills and career/technical education (CTE) or short-term certificate programs were much less common. Cities differed significantly in the percentage of agencies that offered high school/GED diploma classes and classes leading to a postsecondary or stackable credential. Agencies that said they offer CP were significantly more likely to provide 12 out of the 15 classes or services, particularly career exploration or awareness, classes to transition to postsecondary education, and classes combining basic skills and CTE.

More than one-third (36%) of the 87 agencies that said they offer CP also reported zero students enrolled in the core CP services. This suggests that in these agencies CP may be less robust.

On average, agencies offered 7.5 adult education classes, services, or regular activities. Agencies that said they offer CP (per CLASP definition) provided significantly more classes and services, on average, than those that said “no” or “in development.” Agencies in Miami offered significantly more services, on average, than those in Chicago or Houston.

Individualized Career Pathways Plans: Among the agencies that say they provide CP (n=87), 61% formally assist students in developing their own, individualized career pathway plan.

Occupational Sectors: Education, child, and family services (44%) was the most common occupational sector, followed by health and medical technology (38%) and information technology (30%). Cities differed significantly in the percentage that focused on education, child, and family services; information technology; building trades and construction; hospitality, tourism, and recreation; arts, media, and entertainment; and manufacturing and product development. The latter was most common in Chicago; the other four sectors were more common in Miami.

COORDINATION AND PLANNING ACROSS CP PROVIDERS

Opportunities for CP Planning and Coordination: Only 36% of respondents said there were venues for CP coordination and planning *across organizations* in their city, and more than one-half were unsure. This suggests that there is limited awareness of CP coordination across different kinds of agencies at the macro (city) level. Of those who knew about mechanisms for CP planning and coordination across organizations, nearly 90% participated in these (Figure 18). These opportunities are described in further detail in the report.

Effectiveness of CP Planning and Coordination: One-fifth of respondents believed that organizations in their city are “very effective” in working together to avoid duplicating CP services (see Figure 19) and in determining and filling gaps in CP services. Sixty-three to 64% thought they were very or somewhat effective in both areas, compared to 35% to 36% who thought they were slightly or not at all effective. There were no significant differences by city.

STUDENT CHARACTERISTICS & DEMOGRAPHICS

Types of Students Served: Agencies served a wide range of students, particularly unemployed or underemployed persons (90%), adults who struggle with basic skills (89%), immigrants or non-native English speakers (87%), and parents or caregivers (86%). There were statistically significant differences between cities for the following student groups: unemployed or underemployed persons, parents/caregivers, out-of-school young adults, veterans, and inmates. Agencies that said they offered CP were significantly more likely to serve immigrants or non-native English speakers, parents or caregivers, out-of-school young adults, dislocated workers, and unemployed or underemployed adults.

Demographic Characteristics of CP Students: Agencies reported demographic characteristics of CP students as a sub-set of all their adult learners. Due to missing data and inaccurate reporting of some data on demographic characteristics and NRS levels (below), these findings should be interpreted as rough estimates.

The survey findings indicate that CP students were disproportionately female, foreign-born adults who were economically vulnerable and had low levels of formal education. Salient characteristics were as follows:

- 59% women and 41% men
- 67% foreign-born
- Race/ethnicity of U.S.-born students: 57% Hispanic, 22% Black, 8% White, 7% Asian, 5% unknown, 1% other, <1% American Indian/Alaska Native or Native Hawaiian/Pacific Islander
- 44% received some kind of public assistance
- Employment status: 45% unemployed, 29% employed full-time, 19% employed full- or part-time (survey respondent did not specify), 7% employed part-time
- Educational attainment: 63% no high school/GED diploma, 21% high school/GED diploma, 6% some college, 10% postsecondary degree (primarily because of highly educated refugees, e.g., from Cuba), 1% post-graduate degree.

Student Testing, Classification, and Enrollment: Among the agencies that reported National Reporting System functional levels, about 63% of CP students tested at an ESL functional level and 37% tested at an Adult Basic Education functional level. About 69% of CP students placed at a beginning to low intermediate ABE or ESL level.

The majority (61%) of students were classified as enrolled in ESL classes, followed by ABE (22%), other (10%), and GED (7%).

CP students were enrolled for an average of 228 hours (median = 128) and 19 weeks (median = 14.6).

PROGRAM DESIGN AND DELIVERY

Partnerships: Respondents provided CP services jointly with many types of organizations, particularly CBOs (59%), social service agencies (44%), and workforce investment system organizations (40%). Cities differed significantly in the percentage that partnered with K-12 school districts, technical schools, and correctional institutions (all more common in Miami). Agencies had an average of 4.0 partners. Agencies that said they offered CP had significantly more partners, on average, than those that said “no” or “in development” (4.6 vs. 1.1). There were no significant differences by city in the average number of CP partners.

Entry Requirements: For each of the classes or services in the survey, more than 50% of agencies reported having grade level, test score, or language entry requirements. These requirements were most common for classes to obtain a postsecondary credential (86%), to access specific job opportunities (86%), and to obtain a

postsecondary or stackable credential (85%). Agencies that said they offered CP were significantly more likely to have threshold requirements for job development services.

Transitioning to the Next Step in the Pathway: Career counselors (54%) were the most common formal mechanism for transitioning adult education students to the next step of their career pathway, followed by written agreements or MOUs (49%) and formal referrals (45%). Cities differed significantly in the percentage that had career counselors; these were most common in Miami.

Instructional Approaches: Contextualized learning was by far the most common instructional approach (81%), followed by concurrent enrollment (50%). Transition/bridge programs were being developed by 13% of respondents. The percentage of agencies offering co-enrollment with a community college or postsecondary institution differed significantly by city; Miami had the highest incidence of co-enrollment. Agencies that said they offered CP were significantly more likely to use contextualized learning, concurrent enrollment, transition/bridge programs, work-based learning (i.e., using work-related problems and materials), and learning in the workplace.

Support Services: The most common support services and programmatic features to help adults access and complete classes were tutoring or other academic support (80%), alternatives class times and locations (72%), and job search assistance and placement activities (68%). Agencies that said they offered CP were significantly more likely to offer ten out of 16 support services. On average, agencies provided seven kinds of support services. Agencies that said they offered CP provided significantly more support services, on average, than other agencies (7.8 versus 3.4).

STUDENT OUTCOMES

Type of Outcome Measure: Following CLASP's "Framework for Measuring Career Pathways Innovation," our list of 19 measures included interim and longer-term outcomes. Interim outcomes are crucial because they measure progress toward longer-term goals. They also help capture achievements of participants who have substantial barriers to education and employment such as lacking a high school/GED diploma or low reading, math, or language scores. On average, 32% of agencies measured the outcomes in the interim outcomes group, compared to 37% for the longer-term outcomes.

The most common measures were educational level gains on standardized tests (85%), attaining a high school or GED diploma (67%), and obtaining initial employment (55%). Agencies that said they offered CP were more significantly more likely to measure nine outcomes, mostly focused on employment, transitions, and CP credentials.

There were no common measures across all providers within or across the cities. Chicago agencies were more likely to measure educational level gains (all but one agency measured this outcome. Miami agencies were more likely to measure obtaining a high school or GED diploma. The diversity of funding sources (with only 53% receiving federal funding) may help explain the lack of common outcome measures.

Outcome Data Verification: The most common way to collect outcome data was self-report with verification, such as documentation from an employer (46%). Another 29% of the outcomes were self-report without verification, and 25% were reported by other institutions (e.g., Bureau of Labor Statistics wage records).

Reporting Data to Other Entities: Forty-percent of respondents said that the data they reported in the survey was also reported to another adult education program (e.g., local school district or community college).

Adequacy of Measures: Thirty-eight percent of respondents thought that their measures did “quite well” at capturing the gain and achievements of students with the weakest academic skills, compared to 34% for learners with the weakest English language skills and 24% for learners with the weakest employment skills. For each type of skill, 72% to 83% thought their measures did “somewhat” or “quite” well.

Aggregate Outcomes: The outcomes with the highest average outcomes were educational gains on teacher- or program-created assessments (60%), educational level gains (51%), and initial employment (43%). Due to respondent variation in calculating the percentages of students who achieved program outcomes, these figures should be interpreted as rough estimates.

CONCLUSION

The survey findings reveal that over 94% of the adult education agencies that responded to our survey currently offer or are developing CP programming, per the CLASP definition. However, there is wide variation in how CP services are configured, with most of the “core” CP services being less common (classes combining basic skills with CTE or classes, short-term certificate programs, classes to obtain industry-recognized, stackable, or postsecondary credentials, internships, and apprenticeships).

Programs are serving adult learners who experience various kinds of economic and educational vulnerability, particularly immigrants, refugees, and adults who are unemployed or underemployed and lack a high school degree. At the same time, at least 50% of programs also have threshold requirements for accessing the classes and services listed in our survey. This raises questions about how to ensure that adults with greatest barriers to education and employment can access CP programming.

Although there were no common outcome measures within or across cities, 85% of respondents measured educational level gains on standardized tests (an NRS requirement). Finding ways to measure interim training outcomes is crucial for capturing the achievements of learners who are a long way from reaching longer-term outcomes such as passing the GED Tests, attaining a postsecondary credential, or finding a job.

INTRODUCTION

This survey was part of a two-year Institute of Education Sciences (IES) project that examined how adult education providers in Chicago, Houston, and Miami and incorporating career pathways programming, especially for adults who are immigrants or have barriers to employment and education.

Our researcher-practitioner partnership included the Institute for the Study of Adult Literacy at The Pennsylvania State University and three community partners serving as liaisons for each city: Chicago Citywide Literacy Coalition (a literacy consortium), Houston Center for Literacy (a literacy consortium and direct service provider), and Miami-Dade County Public Schools (one of the two main adult education providers in Miami). These community partners had previously participated in the U.S. Department of Education's Great Cities Adult Education Great Cities Summit Project (2009-11).

The IES project included three research phases, each of which informed the next phase: (1) a survey of adult education providers in the three cities; (2) focus groups with selected adult education providers; and (3) case studies of six programs (two per city). This report presents only the survey findings. Future reports will present findings from the other research phases.

SURVEY PURPOSE AND METHODS

SURVEY PURPOSE AND RESEARCH QUESTIONS

The purpose of the survey was to understand the landscape of adult education career pathways within and across Chicago, Houston, and Miami. Specifically, the survey was designed to help answer the following research questions:

1. What are the key features of adult education career pathways in each city, including student characteristics, program design and delivery, and data collection systems?
2. Which CP student outcome measures are most extensively used by adult education providers within and across cities?
3. Which measures (if any) are used by *all* adult education providers within and across cities?
4. What interim and long-term outcomes are adult education providers helping lower-skilled CP participants to achieve?

SURVEY TOPICS

Designed collaboratively by the research team, the survey covered the following topics:

- background information on the organization;
- student characteristics;
- program design and delivery;
- data collection systems and outcome measures; and
- aggregate student outcomes.

All questions referred to the 2014-15 program year. Many questions included an “in development” option, enabling respondents to indicate which programmatic and curricular initiatives were underway but not yet implemented. The survey was pilot-tested with several practitioners, including a data expert for a large, multi-site adult education program, and revised accordingly. Survey questions are listed in Appendix A.

SAMPLE AND SURVEY ADMINISTRATION

The sample included all adult basic education providers in the three cities. Of the 184 agencies, 62 were located in Chicago, 77 in Houston, and 45 in Miami. This list was compiled by the city partners and included all organizations that were known to provide adult basic education services, including community colleges, libraries, community-based organizations, workforce development organizations, K-12 schools, correctional institutions, and other types of organizations. Because we wanted to know how *adult basic education* agencies are incorporating career pathways, the list of providers did *not* include organizations that serve only or primarily (a) in-school youth or (b) adults who already have a postsecondary degree.

The confidential, web-based survey was administered by the Social and Economic Sciences Research Center at Washington State University, using strategies proven to increase response rates. Respondents received a letter with a \$2 bill and explicit instructions for completing the survey. Survey respondents had the option of entering a raffle to receive one of five \$50 gift cards. We also held a free, national webinar to explain the goals of the project and steps for survey completion. Follow-ups included emails, phone calls, and letters reminding respondents to complete the survey.

One hundred six agencies returned a complete (n=102) or partial (n=4) online survey, for a response rate of 72% (see Table 1).²

Table 1: Survey Response Rate

	Chicago	Houston	Miami	Total	Counted toward response rate?
Completed	32	34	36	102	yes
Partially completed	2	1	1	4	yes
Refusal	1	1	0	2	yes
No response	17	19	3	39	yes
Ineligible	3	15	2	20	no
Other	7	7	3	17	no
Total	62	77	45	184	
Response rate	65.4%	63.6%	92.5%	72.1%	106/147

FINDINGS

OVERVIEW OF ADULT EDUCATION AND CAREER PATHWAYS IN THE THREE CITIES

ORGANIZATIONAL TYPE

The structure of adult education provision differs markedly across the three cities.

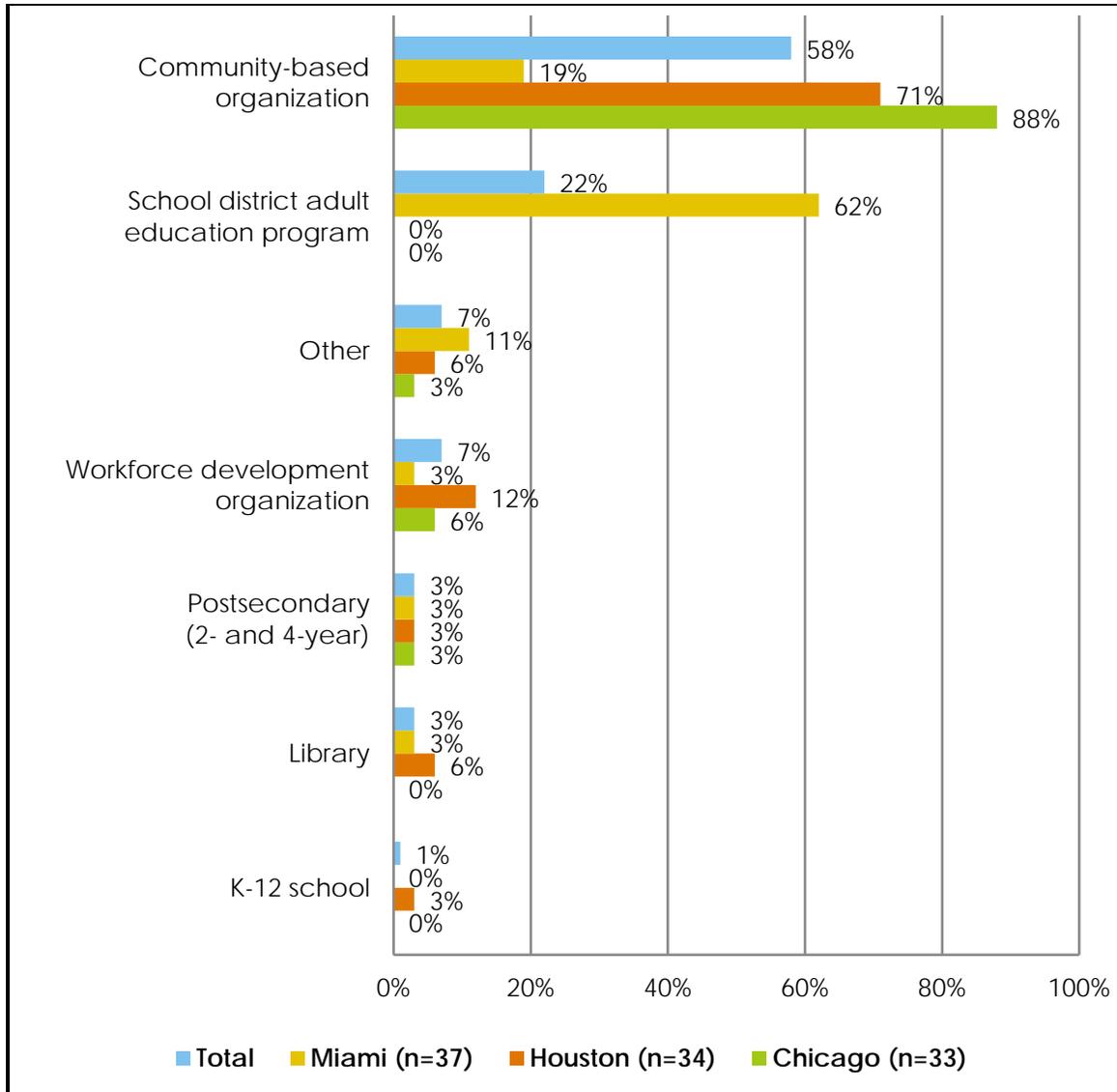
- In Chicago and Houston, CBOs and community colleges are the primary adult education providers.
 - In Chicago, there is one public community college system with seven campuses.
 - In Houston there are six public community colleges, all of which have multiple campuses.

- In Miami, the main adult education providers are the public school district and Miami Dade College.
 - Miami-Dade County Public Schools (MDCPS) operates adult education programs at more than 20 sites, most of which are called “adult education centers” or “technical colleges.” All the school district adult education programs in the survey were located in Miami.
 - Miami Dade College (MDC) has 9 campuses. More than 96% of MDC’s enrollments are in Associate, adult education, and certificate programs, but

MDC is classified as a 4-year college because it offers some bachelor's degrees. There are no other public community colleges in Miami.

Every type of adult education provider in the three cities was included in the survey sample. The majority of survey respondents (58%) were community-based organizations (CBOs).³ Nearly half (48%, n=29) of CBOs were located in Chicago.

Figure 1: Type of Organization (n=104)

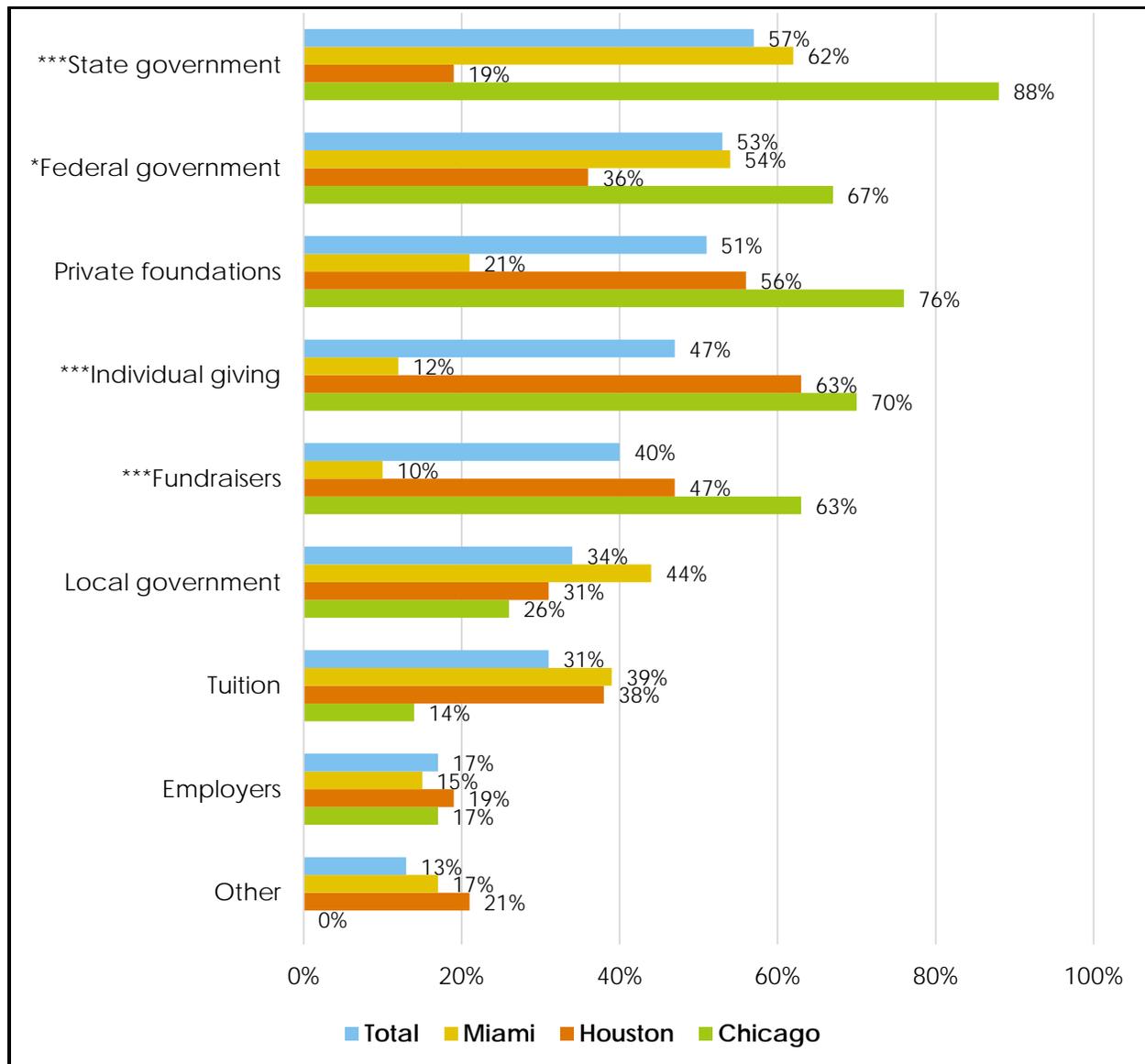


Respondents in the "other" group categorized themselves as correctional facilities (n=2), homeless shelters (n=2), and one each as a housing development, local government entity, and a professional development center for teachers.

FUNDING SOURCES

The most common funding sources were state government (57%), federal government (53%), and private foundations (51%; see Figure 2). Other funding sources are listed in Appendix I. The diversity of funding sources helps explain the lack of common outcome measures, discussed below. For instance, if all programs received federal funding, they would have to report some of the same outcomes (e.g., educational level gains). Cities differed significantly in the percentage that received funding from federal and state government, private foundations, fundraisers, and individual giving.⁴ Each of these was most common in Chicago.

Figure 2: Funding Sources (n=40 to 101)

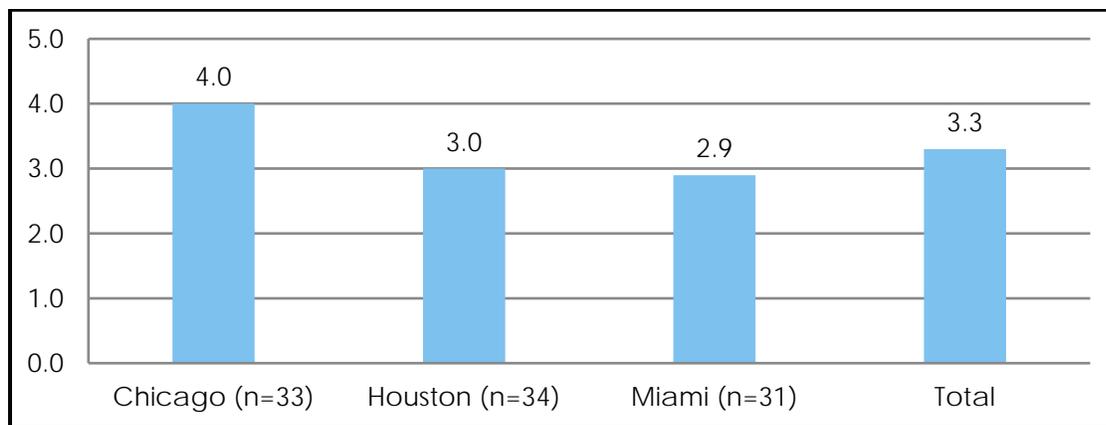


* $p \leq .05$; ** $p \leq .001$

Agencies had 3.3 funding sources, on average (median = 3). The average number of funders was significantly higher for Chicago agencies than for those in Houston or Miami ($p \leq .05$; see Figure 3).

Agencies that said they offered CP reported significantly more funding sources, on average, than those that said “no” or “in development” (3.5 vs. 2.4, $p \leq .05$).

Figure 3: Average Number of Funding Sources by City



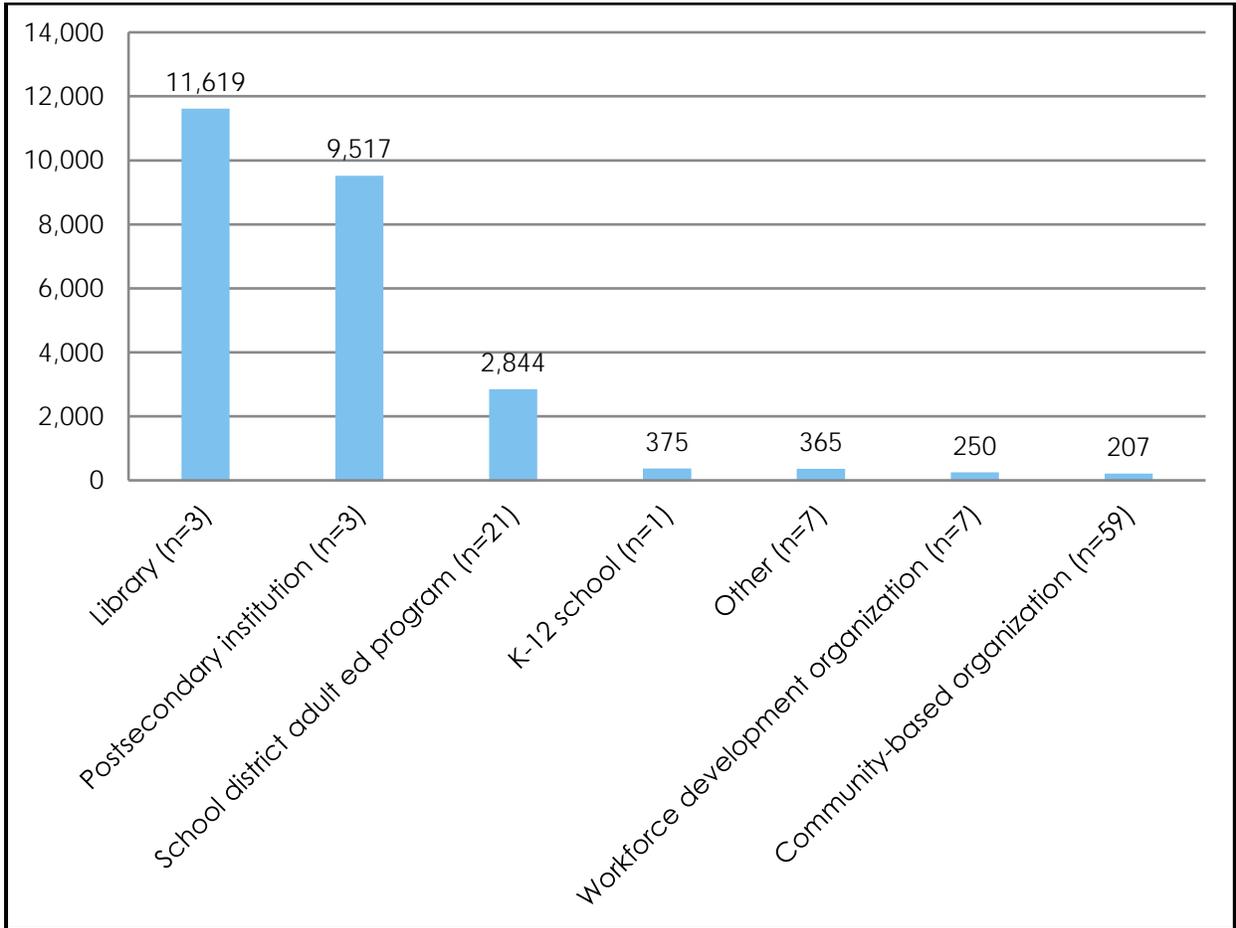
ENROLLMENT

In 2014-15, the agencies collectively served more than 282,000 students in adult basic education, GED, literacy, ESL, or other types of adult education. The average was 2,799 and the median was 403.⁵

Approximately 51% of these students participated in the CP classes and services listed below (see Figure 8). On average, programs served 1,445 CP students (median = 214).⁶

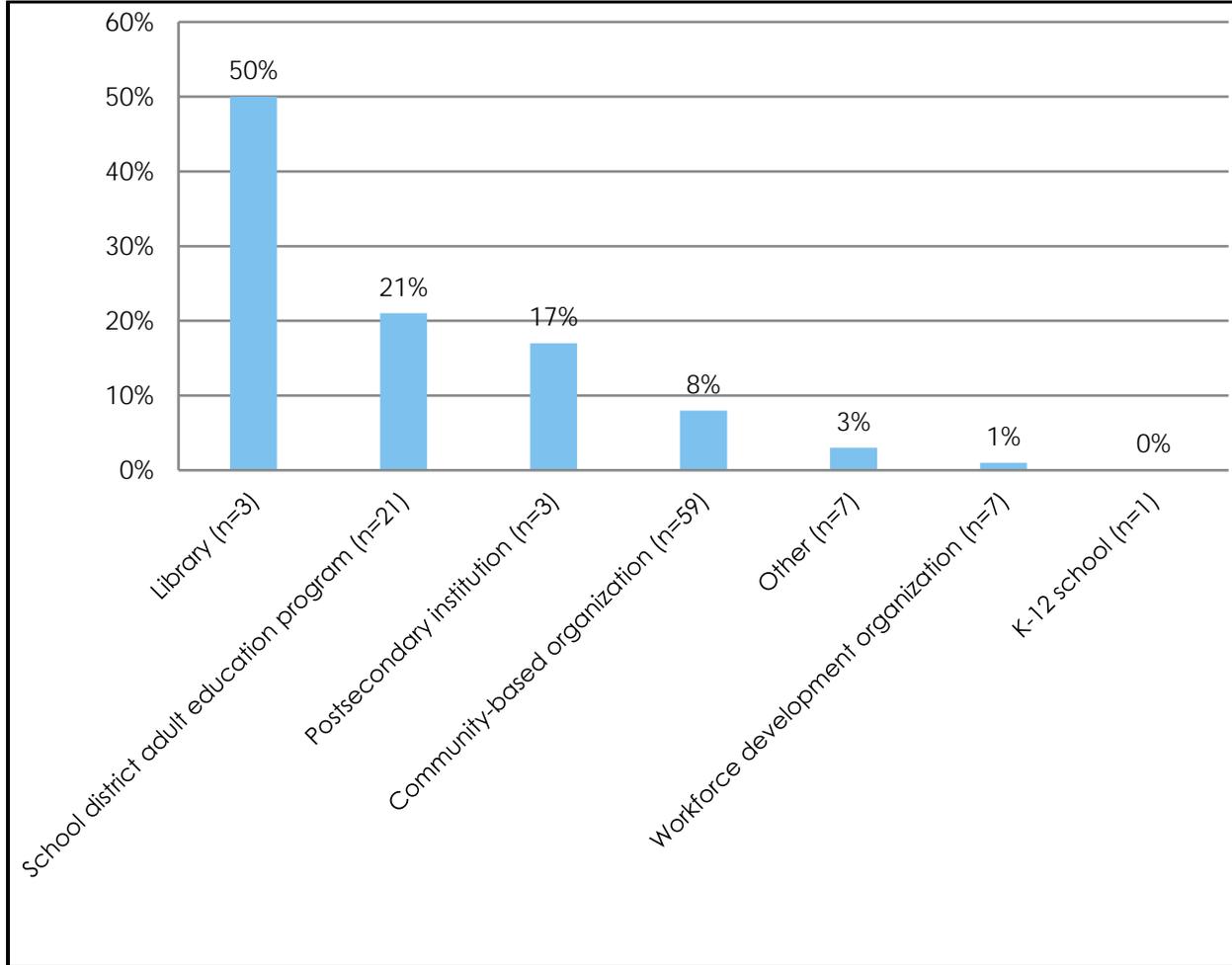
CBOs comprised the majority of agencies, but their median enrollment (all adult education students) was much lower than that of libraries, postsecondary institutions (two- and four-year colleges were combined for analyses), and school district adult education programs in Miami (Figure 4).

Figure 4: Median Enrollment by Organizational Type



Collectively, CBOs served a much smaller percentage of the overall adult learner enrollment.

Figure 5: Proportion of Total Adult Learner Enrollment by Organizational Type



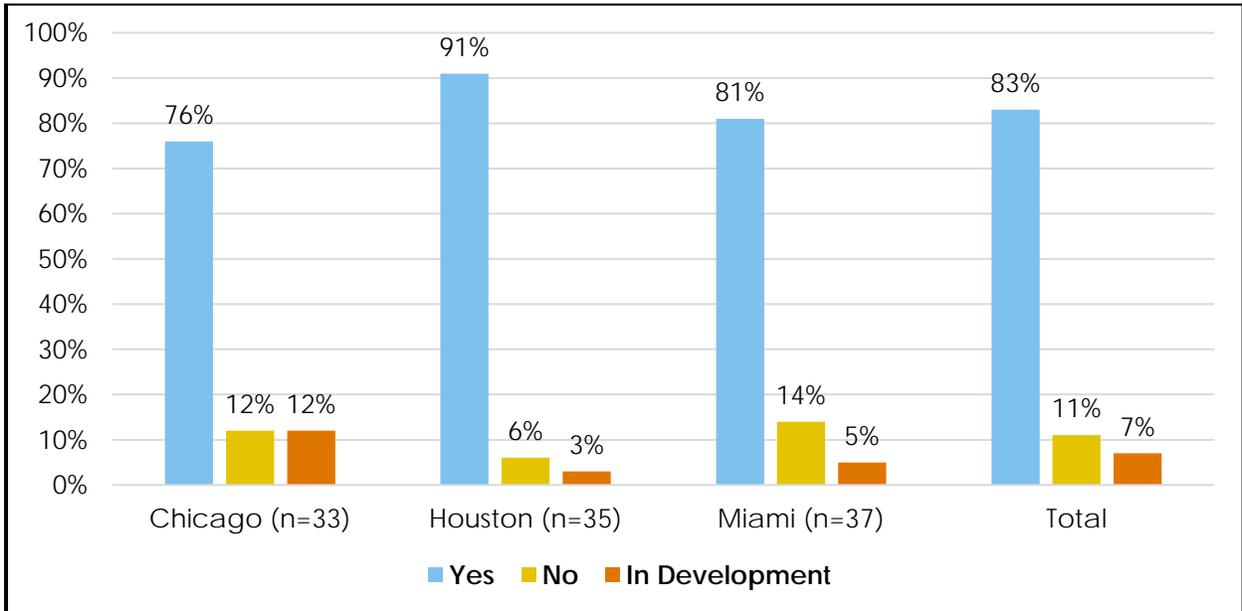
PROVISION OF CAREER PATHWAYS

According to the following definition from CLASP, 83% of respondents said that they offer career pathways (CP); another 11% are developing CP programming.

“The career pathways 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.”⁷

There were no significant differences among cities. The high percentage of “yes” answers indicates that CP programming is very widespread: more than 90% of adult education providers are labeling their current and future work in this way.

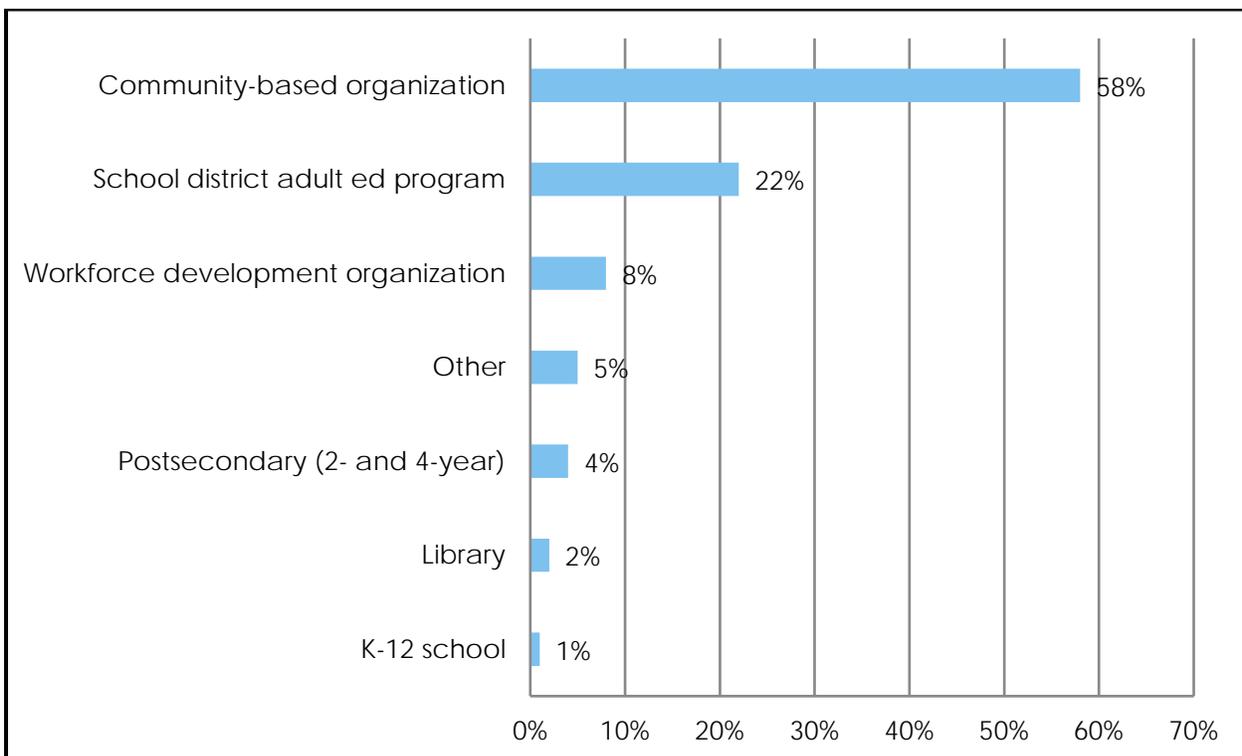
Figure 6: Provision of Career Pathways (n=105)



Note: totals in this and subsequent charts may not equal 100% due to rounding.

The types of organizations that indicated “yes” were as follows.

Figure 7: Types of Organizations that Offer CP (n=86)

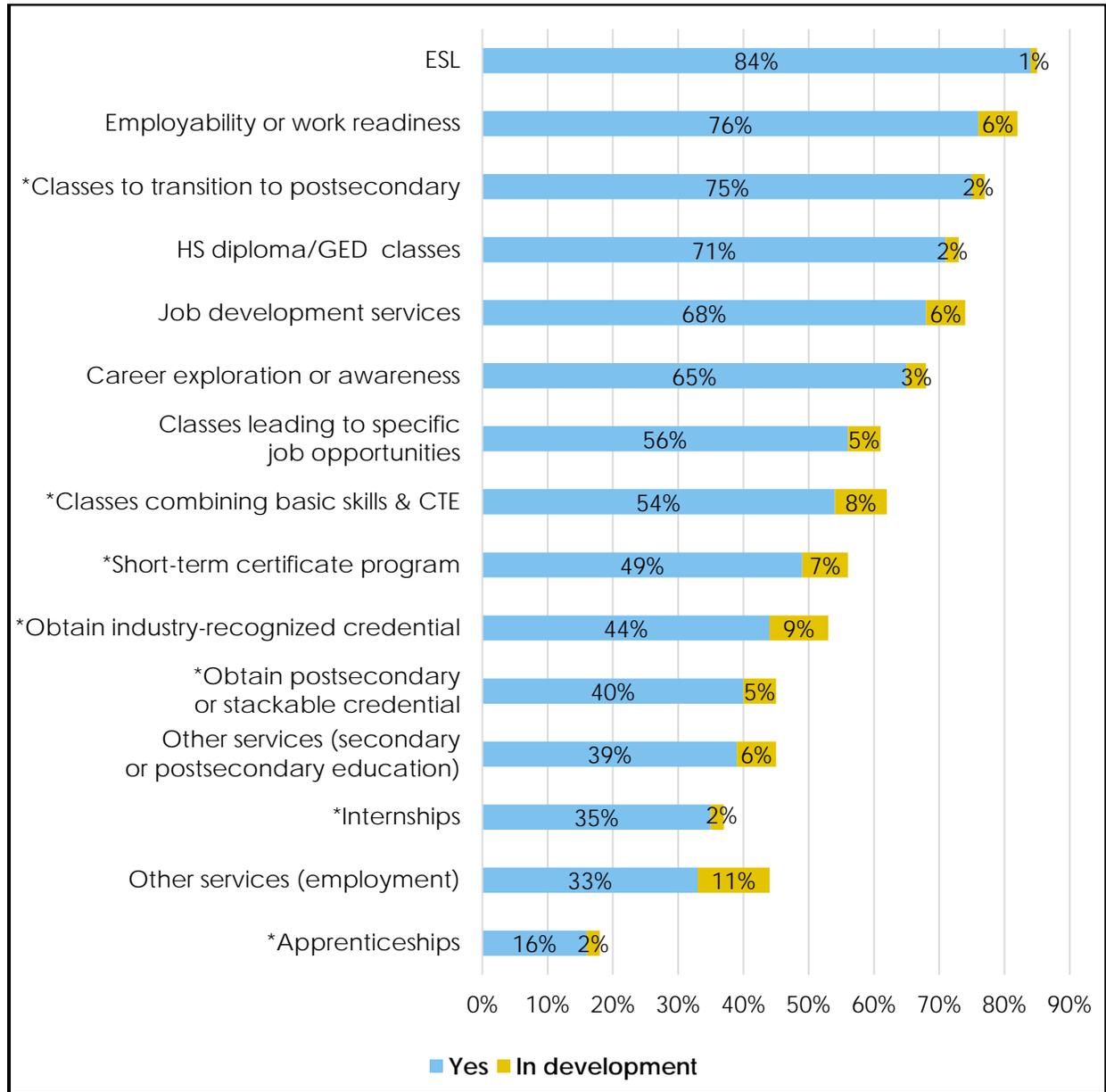


TYPES OF CLASSES AND SERVICES

By asking respondents to indicate whether they offer CP per the CLASP definition *and* which services they provide, we were able to assess how robust CP services are. For instance, does an organization say they offer CP when in reality they only provide GED or ESL classes, without any services that help students transition to postsecondary education or employment? Or do they have a menu of core CP services? We referred to CLASP documents and the wider literature on CP when defining what we consider a “core” CP services. We asked about 15 kinds of classes, services, or activities, including “other.”

The most common types of CP services were ESL (84%), employability or work readiness (76%), and classes to transition to postsecondary education (75%). However, the 7 core CP services (marked with an asterisk) were much less common, with the exception of classes to transition to postsecondary education.

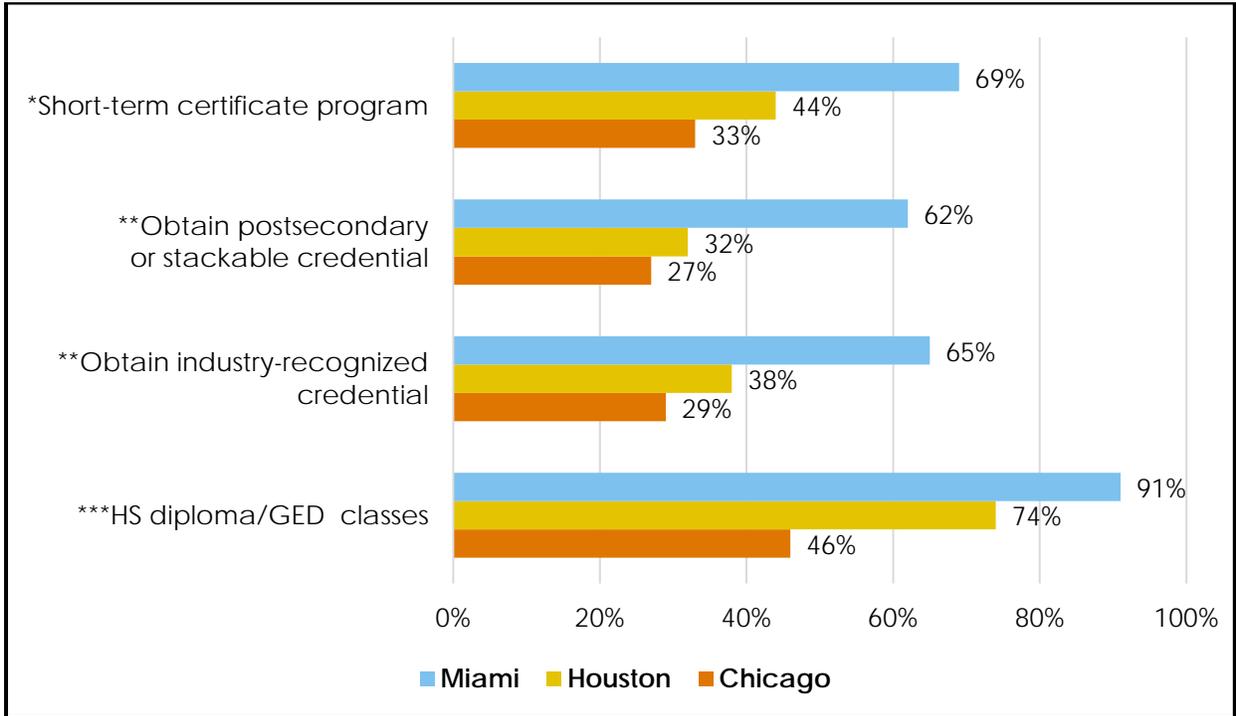
Figure 8: Types of Career Pathway Services among All Respondents (n=80 to 103)



Respondents' comments elaborating on the two "other" categories are listed in Appendix B.

Cities differed significantly in the percentage that offered high school diploma or GED classes, classes to obtain a postsecondary or stackable credential, classes to obtain an industry-recognized credential, and short-term certificate programs (see Figure 9). There were no other statistically significant differences between cities in terms of the services they provided.

Figure 9: Comparison of Career Pathway Services by City – Services with Significant Differences

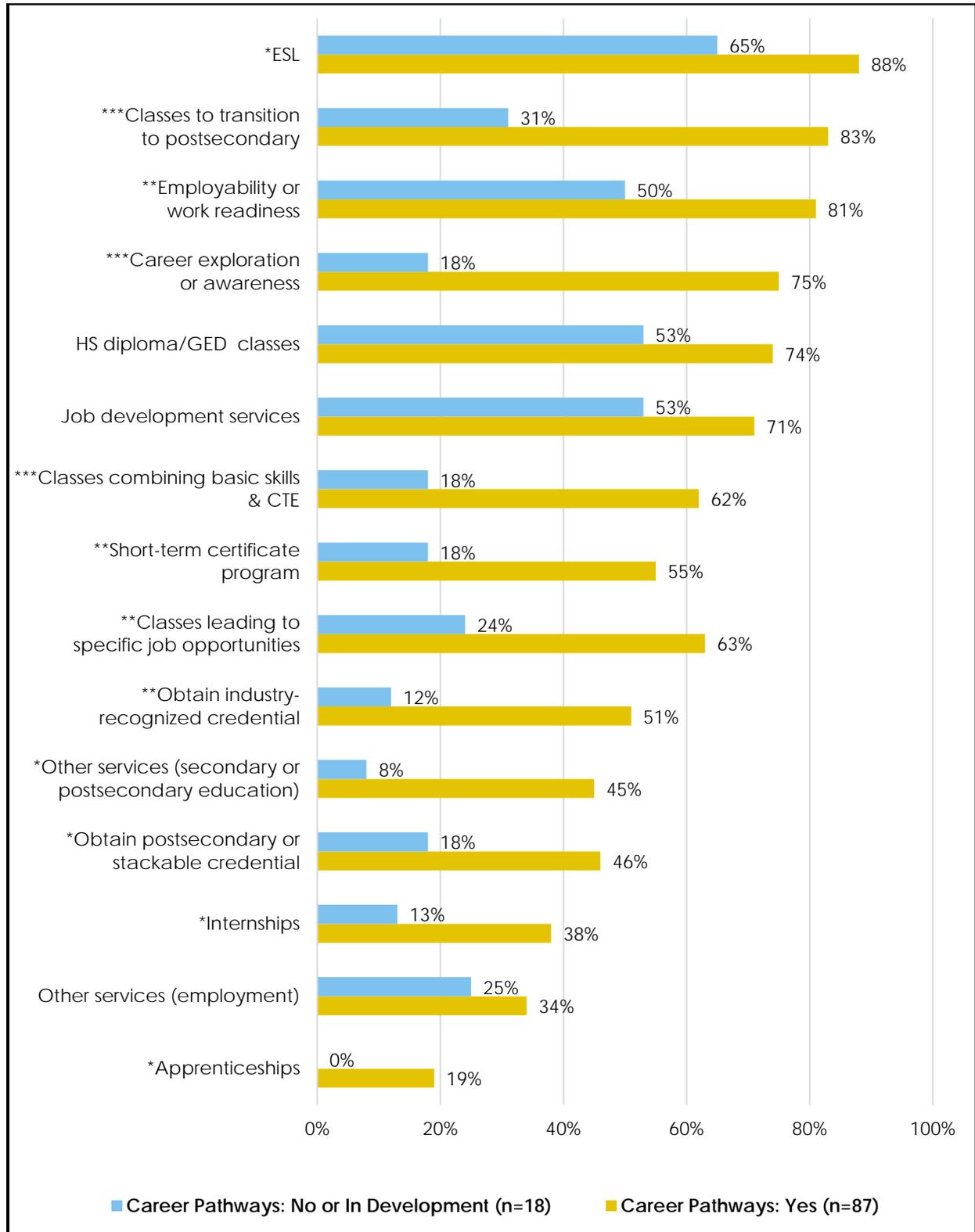


*p ≤ .05; **p ≤ .01; ***p ≤ .001

Figure 10 compares the services currently offered by agencies that said they offer CP (per the CLASP definition) versus those that said “no” or “in development.” Agencies that said they offer CP were significantly more likely to provide 12 out of the 15 classes or services. The most significant differences were for:

- career exploration or awareness (75% vs. 18%),
- classes to transition to postsecondary (83% vs. 31%), and
- classes combining basic skills and career/technical education (62% vs. 18%).

Figure 10: Comparison of Career Pathway Services among Agencies that Do or Do Not Meet the CLASP Definition (n=104)



*p ≤ .05; **p ≤ .01; ***p ≤ .001

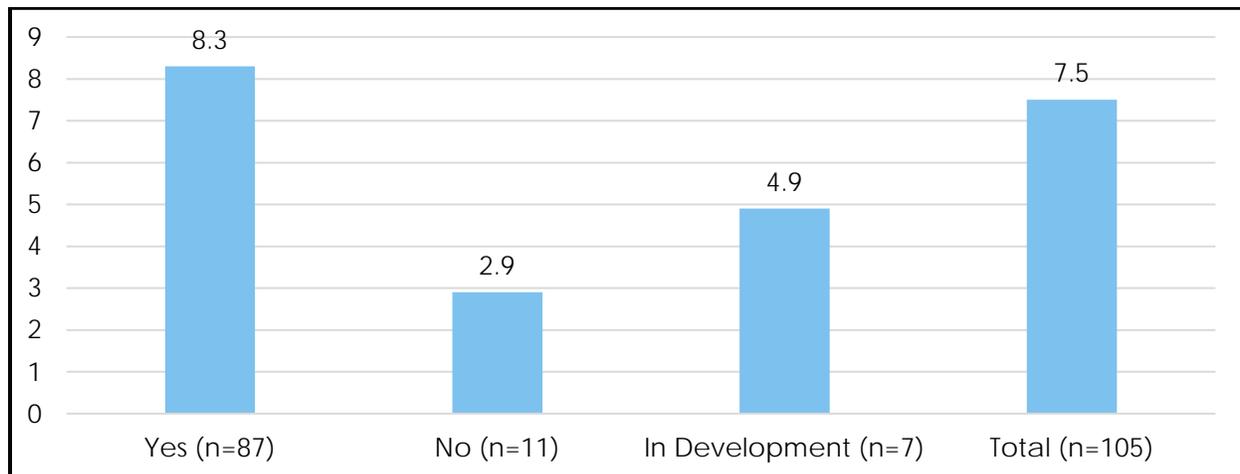
More than one-third (36%) of the 87 agencies that said they offer CP nevertheless reported zero students enrolled in the CP services listed below, suggesting that in these agencies CP may be less robust.

- classes to assist students in transitioning to postsecondary education
- classes that enable students to obtain a postsecondary or stackable credential
- classes required for completion of a short-term certificate program needed for advancement in education or employment
- classes that result in an industry-recognized credential
- apprenticeships
- internships

NUMBER OF CLASSES AND SERVICES OFFERED

On average, agencies offered 7.5 adult education classes, services, or regular activities (median = 7; range = 1 to 15). Agencies that said they offer CP (per CLASP definition) provided significantly more classes and services, on average, than those that said “no” or “in development” (see Figure 11). This makes sense because the kinds of services we asked about focus on employment and preparation for postsecondary education as opposed to family literacy, native language literacy, or other kinds of adult education classes.

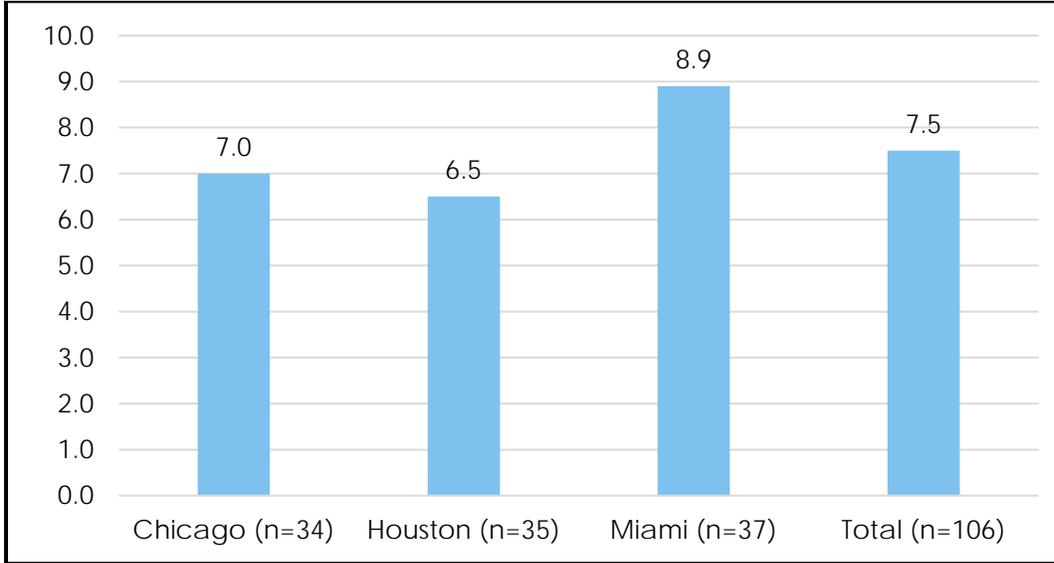
Figure 11: Mean Number of Adult Education Services by whether Agencies Offer CP (n=105)



Agencies in Miami offered significantly more services, on average, than those in Chicago or Houston (see Figures 12 and 13). This is likely because the school district’s adult education programs (n=23) are large and provide 9.7 types of services, on average. On the whole, they also have greater institutional capacity to deliver more

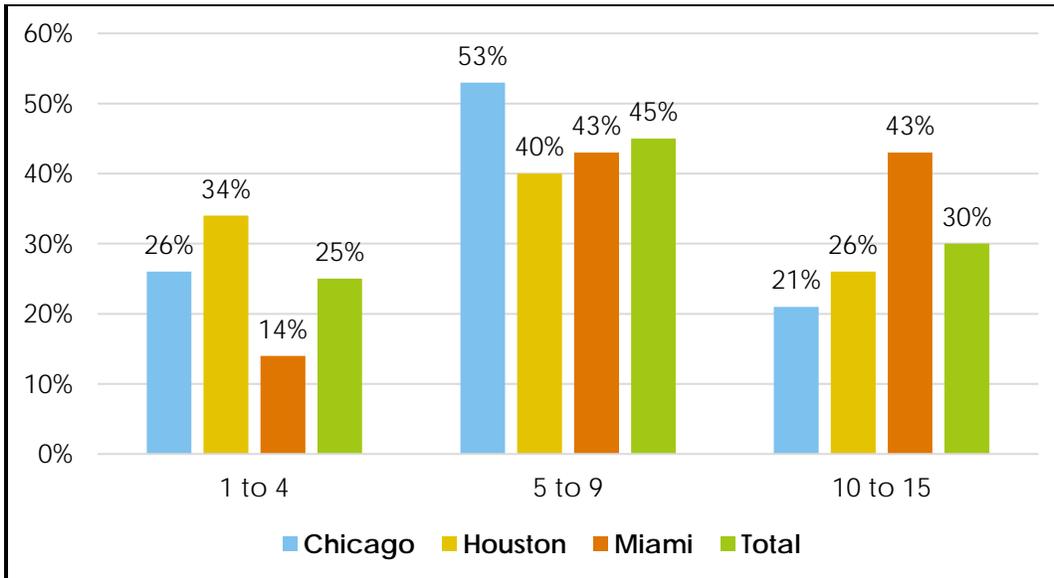
services, perhaps because they are part of a large school district that provides a menu of services to K-12 students as well as adults.

Figure 12: Average Number of Adult Education Services per Agency, by City



Among the agencies offering 10 to 15 services, the highest percentage was located in Miami (see Figure 13).

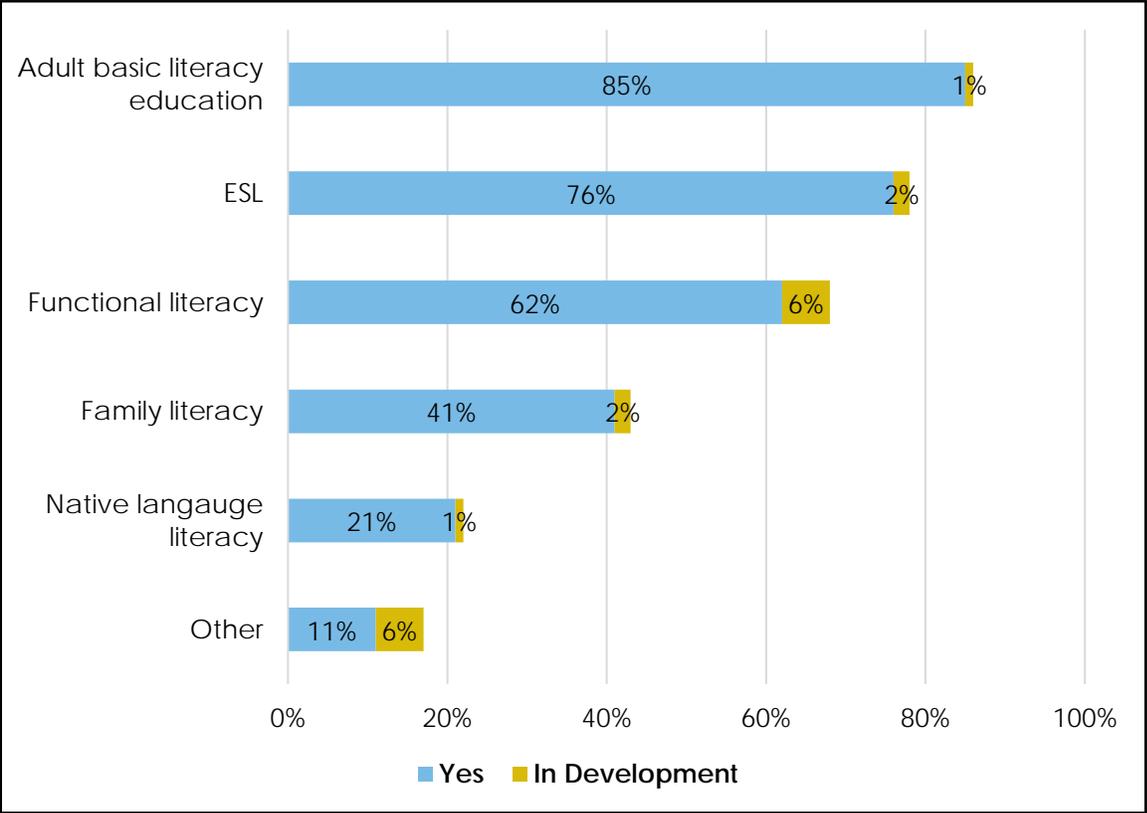
Figure 13: Number of Adult Education Services per Agency, by City (n=104)



OTHER ADULT EDUCATION CLASSES

In addition to the classes and services listed above, agencies offered other types of adult education as part of their CP programming, most frequently adult basic literacy education (85%) and ESL (76%).

Figure 14: Other Adult Education Programming (n=35 to 102)



Verbatim comments about “other” category in Figure 14 are found in Appendix B.

Agencies that said they offer CP were significantly more likely to offer four of the adult education programs listed above:

- functional literacy (70% vs. 20%, $p < .001$),
- family literacy (47% vs. 7%, $p < .01$),
- ESL (80% vs. 56%, $p < .05$), and
- adult basic literacy education (88% vs. 69%, $p < .05$).

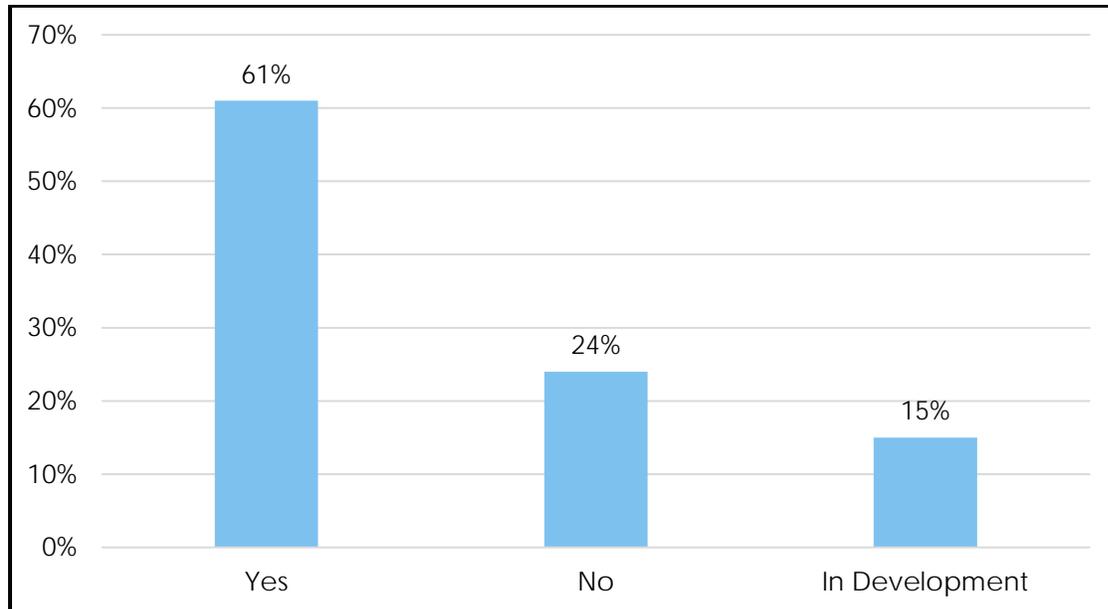
This suggests that agencies that offer CP also provide a wider range of adult education classes, services, and activities.

There were no significant differences between cities.

INDIVIDUALIZED CAREER PATHWAYS PLANS

Among the agencies that say they provide CP, 61% formally assist students in developing their own, individualized career pathway plan. This is in contrast to having all students follow the same pathway or not providing any specific pathway planning. There were no significant differences between cities.

Figure 15: Individualized Career Pathway Plans (n=87)



OCCUPATIONAL SECTORS

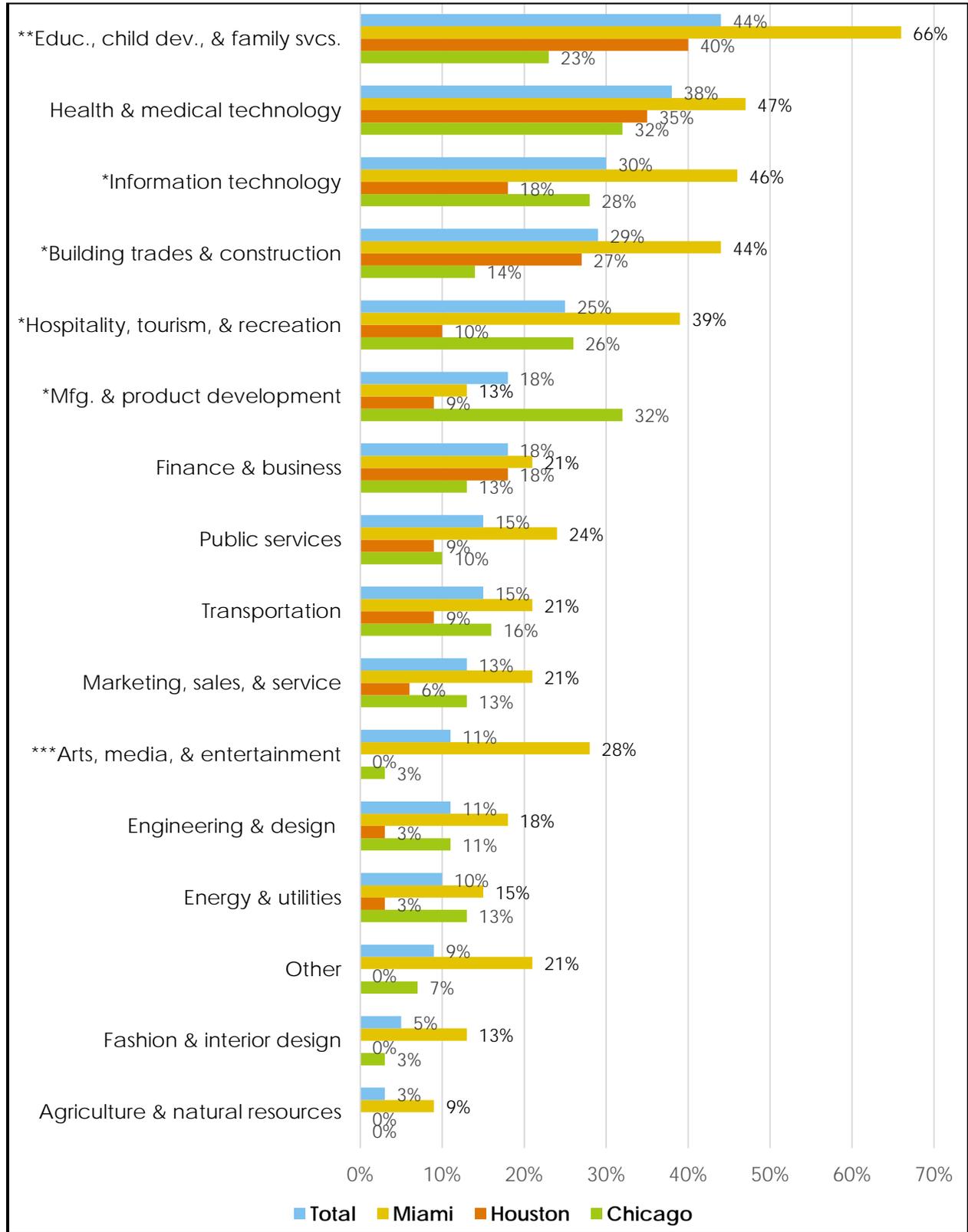
Education, child, and family services (44%) was the most common occupational sector, followed by health and medical technology (38%; see Figure 16).

Cities differed significantly regarding their focus on six occupational sectors:

- education, child, and family services;
- information technology;
- building trades and construction;
- hospitality, tourism, and recreation;
- arts, media, and entertainment; and
- manufacturing and product development.

The first five were most common in Miami, whereas the last was most common in Chicago.

Figure 16: Occupational Sectors (n=47 to 100)



*p ≤ .05; **p ≤ .01; ***p ≤ .001

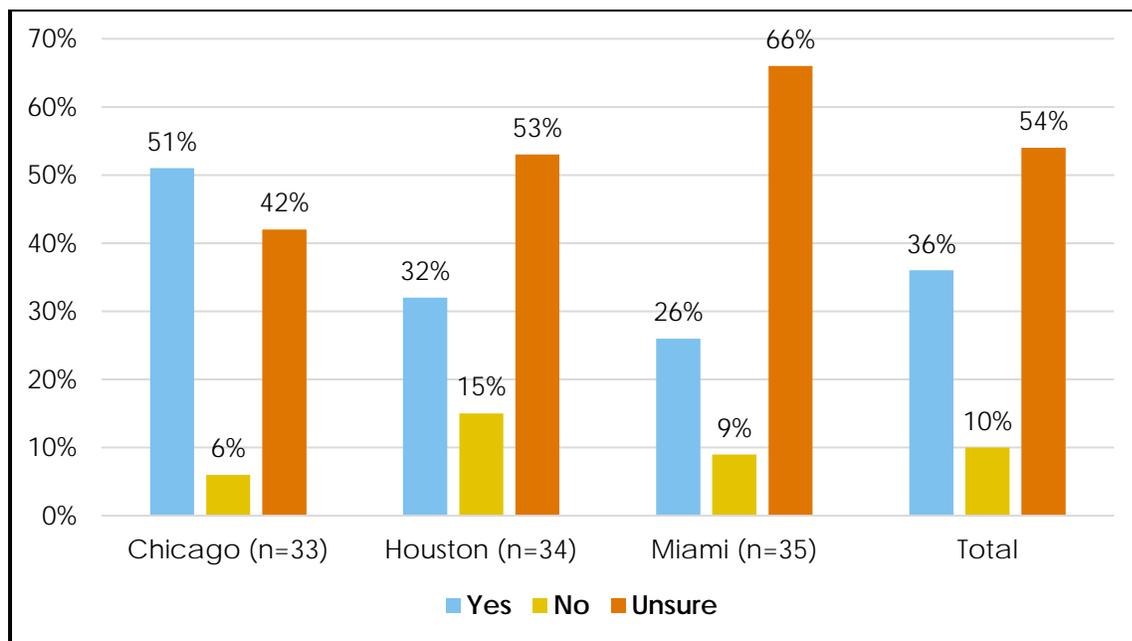
Verbatim comments from the “other” category are listed in Appendix B.

COORDINATION AND PLANNING ACROSS CP PROVIDERS

OPPORTUNITIES FOR CP PLANNING AND COORDINATION

Only 36% of respondents said there were venues for CP coordination and planning *across organizations* in their city, and more than one-half were unsure. This suggests that there is limited awareness of CP coordination across different kinds of agencies at the macro (city) level. This conclusion is supported by focus group and case study data.

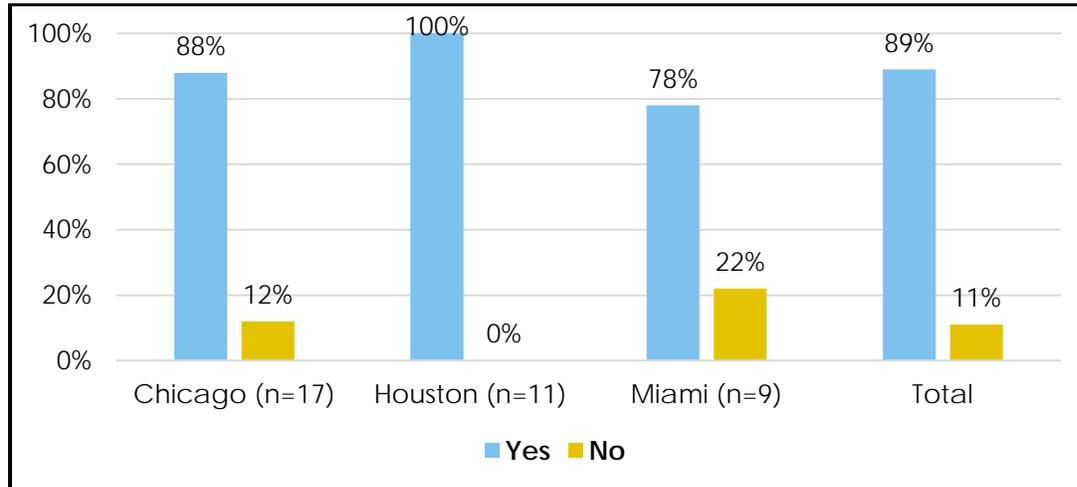
Figure 17: Existence of Venues for CP Coordination and Planning across Organizations – All Respondents



A possible explanation for the high percentage of “unsure” and “no” responses is that agencies that don’t offer CP may not know about opportunities for CP coordination. To investigate this hypothesis, we statistically analyzed whether agencies that offer CP answered this question differently from those that don’t offer or are developing CP. We found that 39% of agencies that offer CP (n=84) said there were mechanisms for coordination and planning and 51% were unsure; this compares to 18% and 71%, respectively, among agencies that didn’t offer or were developing CP (n=17). However, these differences were not statistically significant. This suggests that not offering CP doesn’t explain the high level of no/unsure responses.

Of those who knew about mechanisms for CP planning and coordination across organizations, nearly 90% participated in these (Figure 18). There were no statistically significant differences between cities.

Figure 18: Percentage of Organizations that Know of and Participate in CP Coordination and Planning



Thirty-three respondents offered comments describing these opportunities for coordination.

Chicago:

- Area Planning Council (administered by the Illinois Community College Board, or ICCB) (n=6 mentions)
- City Colleges of Chicago (n=4)
- Partnerships with other organizations such as postsecondary institutions or organizations offering the same types of services (n=3)
- Chicago Citywide Literacy Coalition (n=2)
- Chicago Jobs Council (n=2)
- Women Employed (n=2)
- Other networks such as Allied Healthcare Network and Literacy Service Network (n=2)
- Workforce development partners (n=1)

Houston:

- Houston Center for Literacy (n=4)
- United Way Thrive Program (n=3)
- Coalitions and consortia (Houston Literacy Consortium, literacy coalitions, Houston literacy partnership agencies) (n=3)

- Workforce board or commission (n=2)
- City of Houston Mayor's Office (n=1)
- Houston Community College (n=1)
- Barbara Bush Foundation (n=1)
- Another person explained, "Organizations providing these services meet on an on-going basis; additionally, we often interact by phone with other organizations - those who provide literacy training, as well as those who help ex-offenders, and other social services organizations."

Miami:

- Partnerships (e.g., with local industry, CBOs, colleges, or technical schools) (n=2)
- Non-profit organizations (n=1)
- Adult education centers administered by Miami-Dade County Public Schools (n=1)
- One Community, One Goal initiative (n=1)

Note that the examples pertaining to community colleges, partnerships, and school districts do not involve planning *across* different types of institutions at a city-wide (macro) scale. Rather, they entail planning *within* a single institutional network (community college or public school system) or across a few organizations (institution-to-institution partnerships). This topic is discussed later in the report.

EFFECTIVENESS OF CP PLANNING AND COORDINATION

One-fifth of respondents believed that organizations in their city are "very effective" in working together to avoid duplicating CP services (see Figure 19) and in determining and filling gaps in CP services (see Figure 20). Sixty-three to 64% thought they were very or somewhat effective in both areas, compared to 35% to 36% who thought they were slightly or not at all effective. There were no significant differences by city.

Figure 19: Working Together to Avoid Duplicating CP Services (n=98)

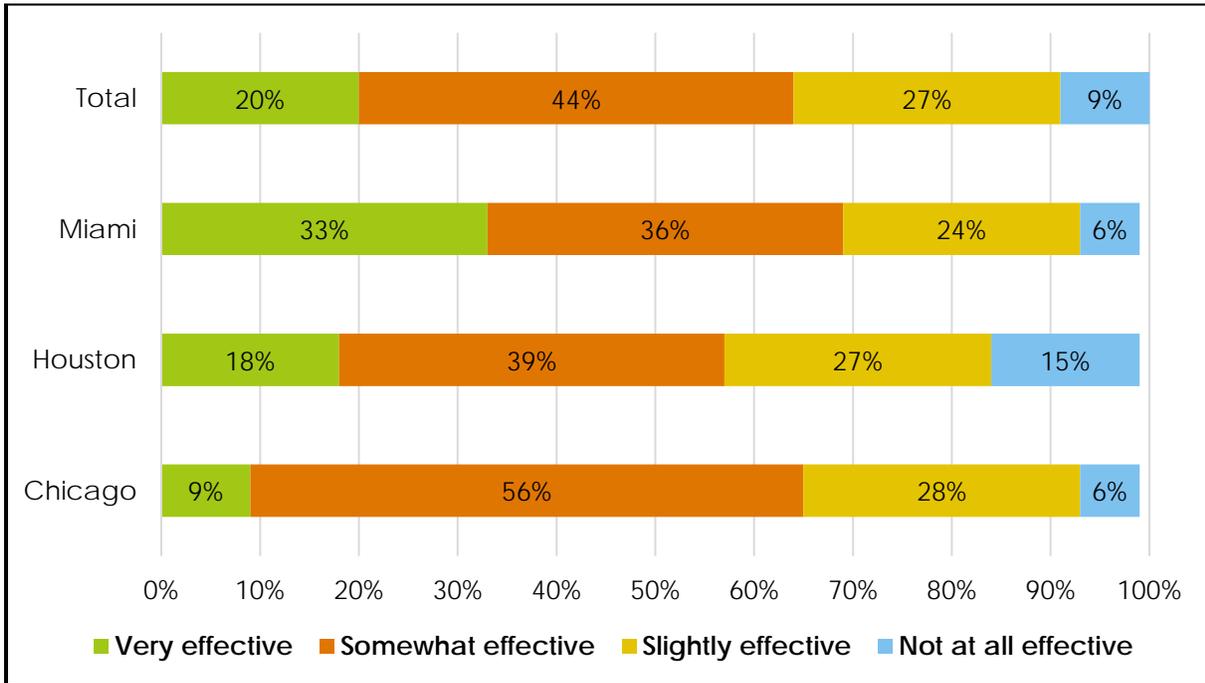
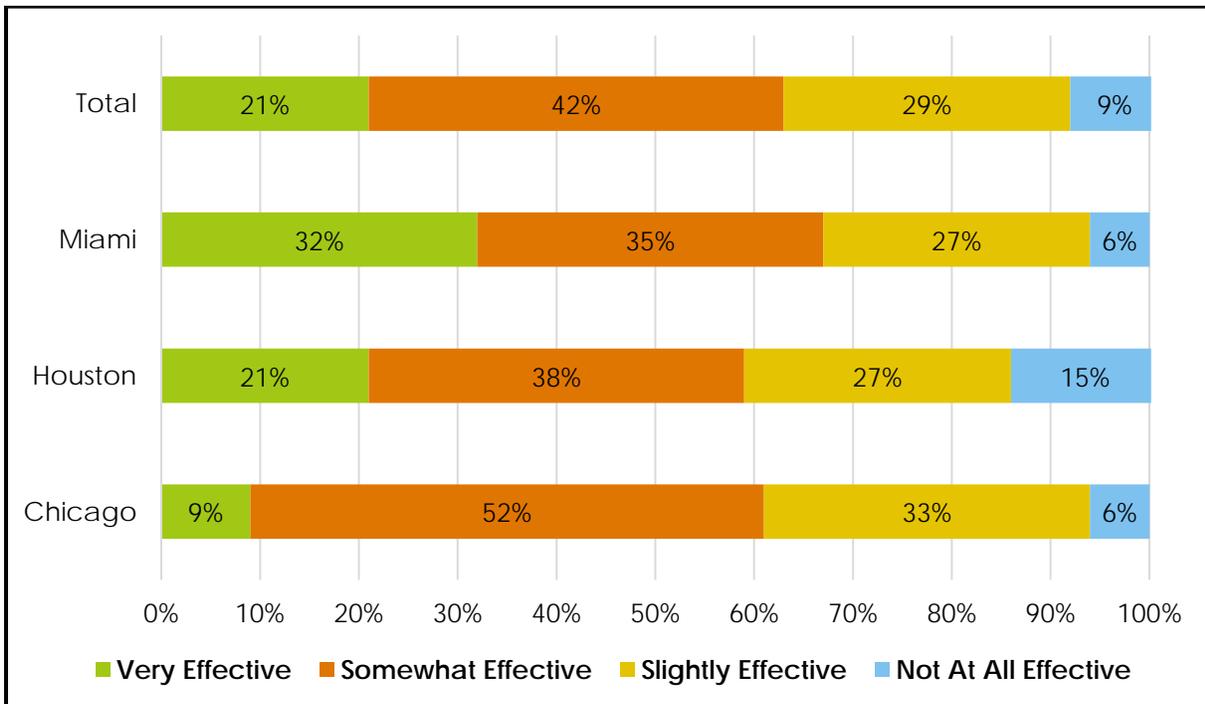


Figure 20: Working Together to Fill Gaps in CP Services (n=101)



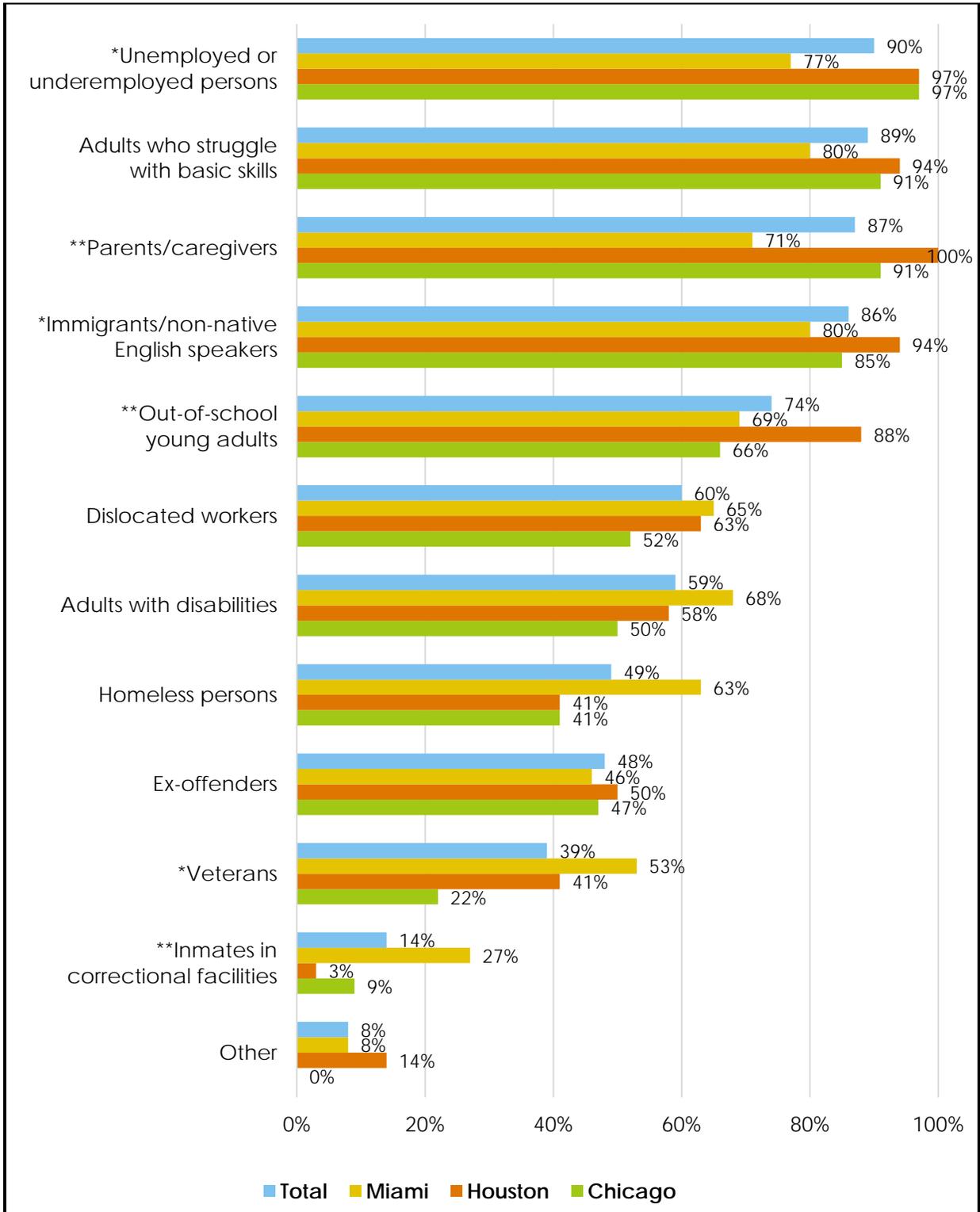
STUDENT CHARACTERISTICS & DEMOGRAPHICS

TYPES OF STUDENTS SERVED

Agencies served a wide range of students, particularly unemployed or underemployed persons (90%), adults who struggle with basic skills (89%), immigrants or non-native English speakers (87%), and parents or caregivers (86%). There were statistically significant differences between cities for the following student groups:

- unemployed or underemployed persons,
- parents/caregivers,
- out-of-school young adults,
- veterans, and
- inmates.

Figure 21: Types of Students Served, by City (n=36 to 104)

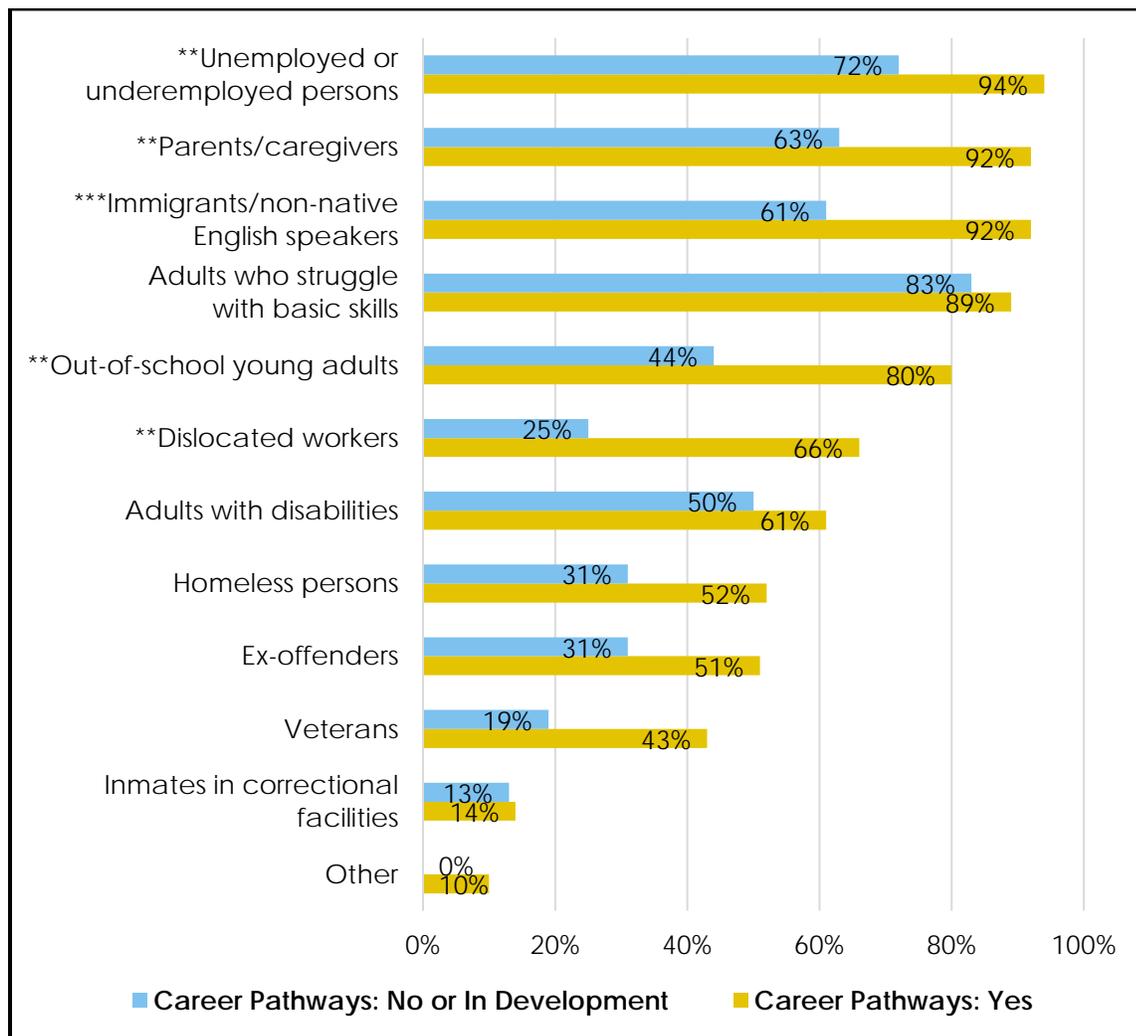


*p < .05; **p < .01

Verbatim comments from the “other” category are listed in Appendix B.

Agencies that said they offered CP were significantly more likely to serve immigrants or non-native English speakers, parents or caregivers, out-of-school young adults, dislocated workers, and unemployed or underemployed adults (see Figure 22).

Figure 22: Types of Students Served by Whether Agencies Offer CP (n=35 to 103)



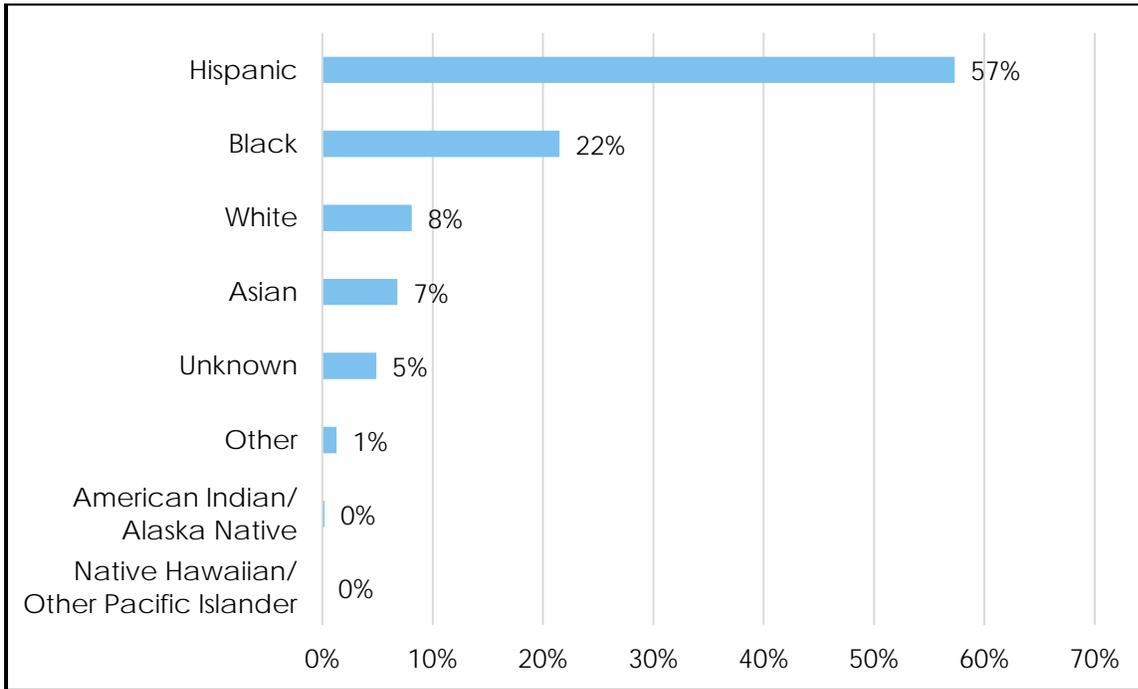
*p ≤ .05; **p ≤ .01; ***p ≤ .001

DEMOGRAPHIC CHARACTERISTICS

Agencies reported demographic characteristics of CP students as a sub-set of all their adult learners.⁸ Due to missing data and inaccurate reporting of some demographic data, the figures below should be interpreted as rough estimates.⁹

About 59% of CP students were women and 41% were men. Approximately 67% were foreign-born. Hispanics comprised approximately 57% of the U.S.-born CP students (Figure 23).¹⁰

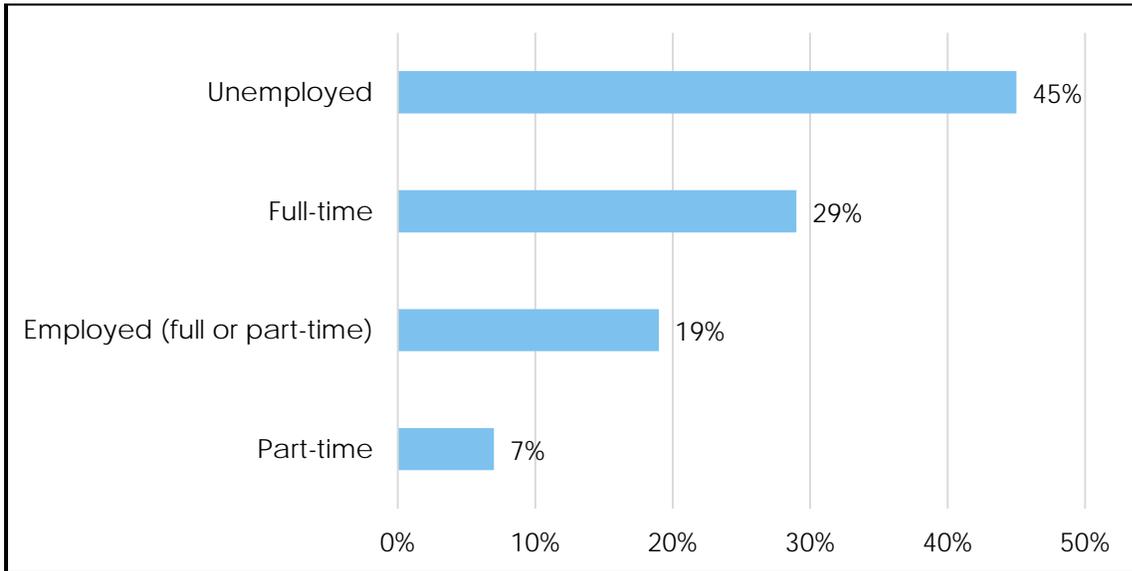
Figure 23: Race/Ethnicity of U.S.-Born Students (n=81 programs)



Verbatim comments about the “other” category are listed in Appendix B.

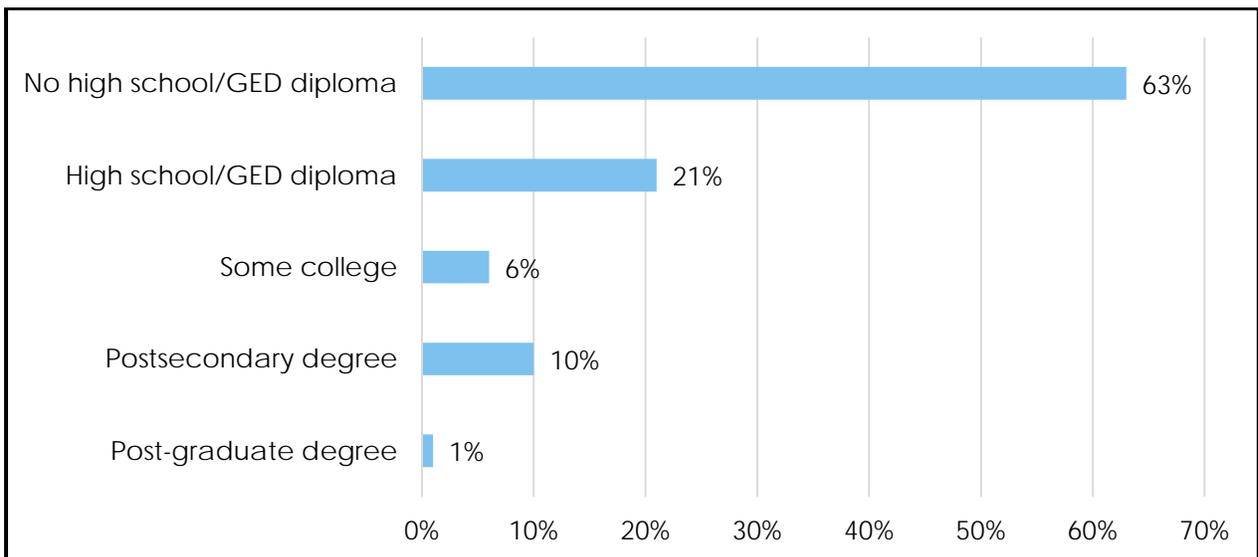
CP students were economically and educationally vulnerable. Overall, about 44% of CP students were receiving some kind of public assistance such as TANF, SNAP, or SSI (n=34 programs). The majority of students were working at least part-time, but approximately 45% were unemployed (see Figure 24). (Some agencies only ask students whether they are employed, not whether they are employed full- or part-time. These students are included in the “employed [full or part-time] category.)

Figure 24: Employment Status (n=76 programs)



Nearly two-thirds of CP students did not have a high school or GED diploma. Adults with a postsecondary or graduate degree were concentrated in agencies that serve a high percentage of educated refugees, such as those from Cuba. For example, 50% of the participants at a Miami site and 94% of participants at a Houston site had a college degree or higher. Bear in mind that these are only students enrolled in the six core CP services: classes to transition to postsecondary, short-term certificate program, classes to obtain an industry-recognized credential, classes to obtain a postsecondary or stackable credential, internships, and apprenticeships.

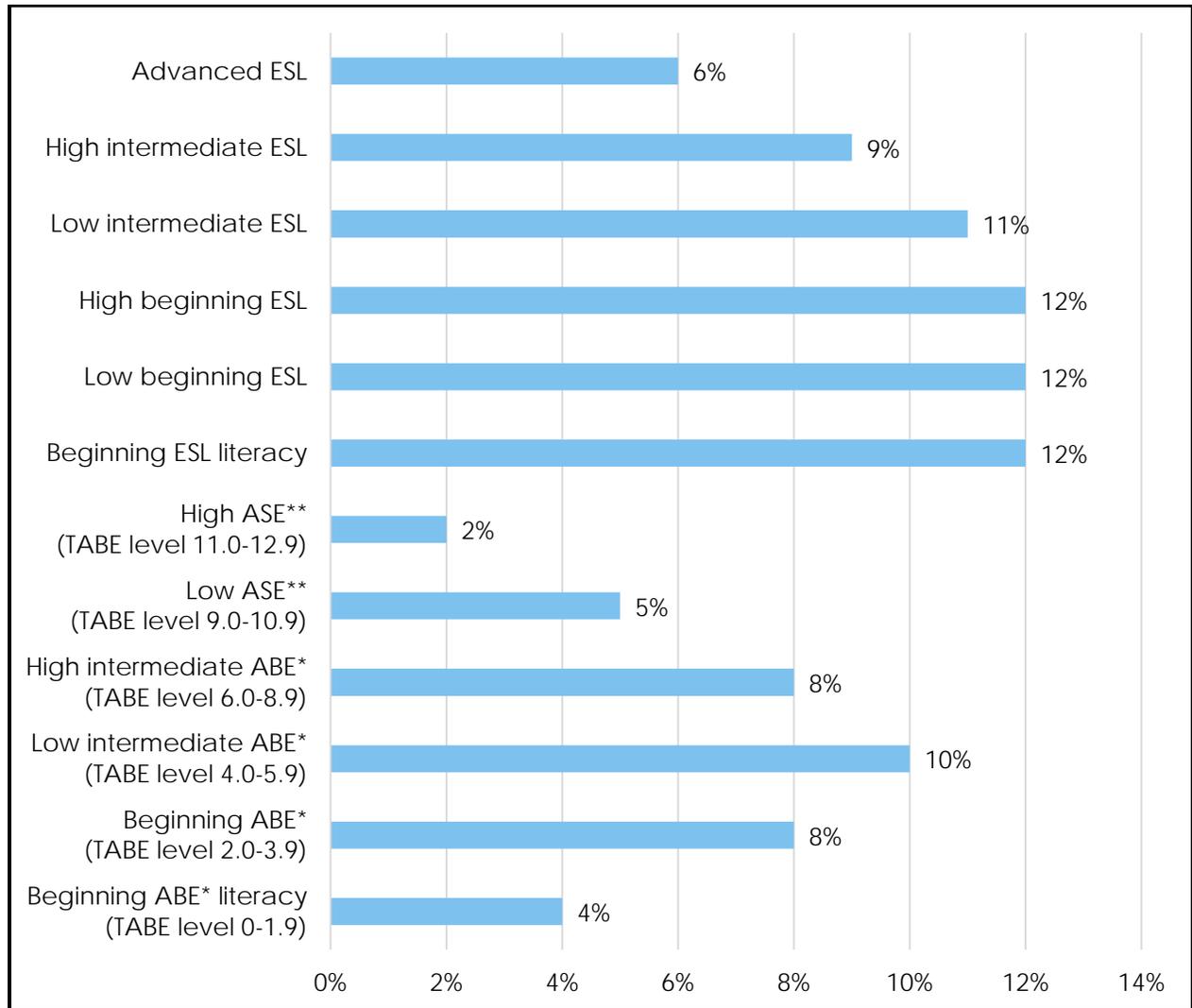
Figure 25: Educational Attainment (n=82 programs)



STUDENT TESTING, CLASSIFICATION, AND ENROLLMENT

Among the agencies that reported National Reporting System functional levels, nearly two-thirds (about 63%) of CP students tested at an ESL functional level and 37% tested at an Adult Basic Education functional level. About 69% of CP students placed at a beginning to low intermediate ABE or ESL level (n=74 programs).

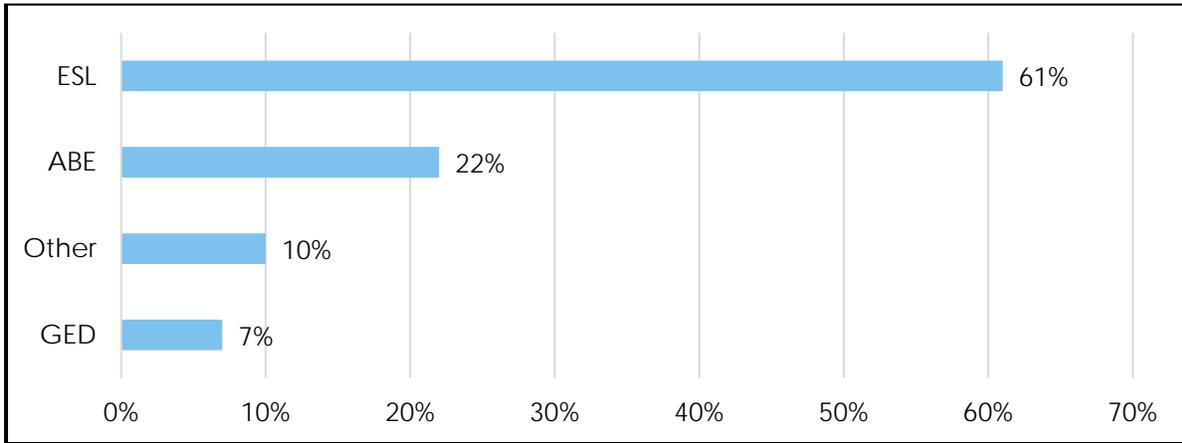
Figure 26: NRS Functional Levels (n=74 programs)



*ABE: Adult Basic Education **ASE: Adult Secondary Education

The majority (61%) of students were enrolled in ESL classes.

Figure 27: Student Classification (n=86 programs)



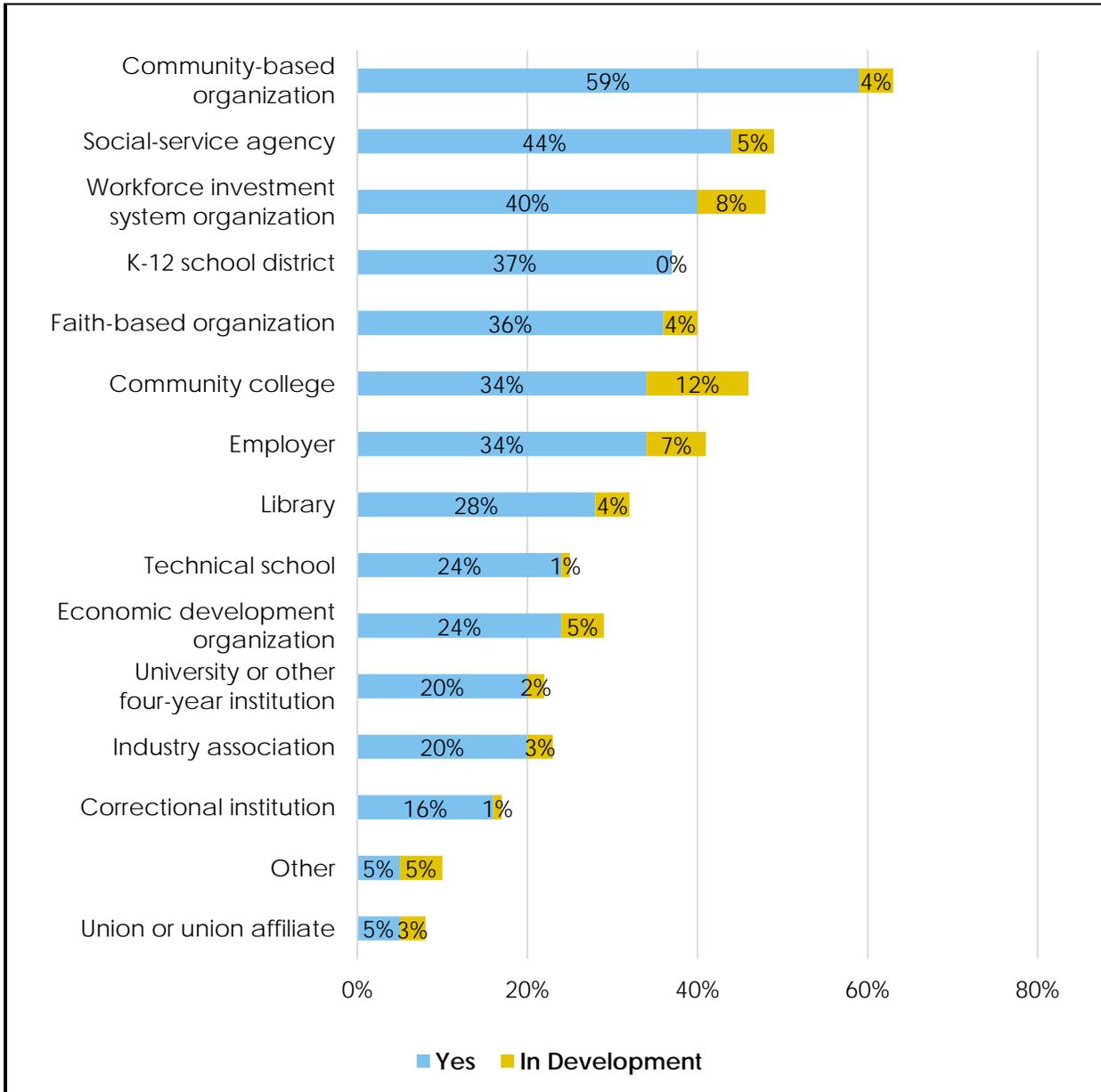
CP students were enrolled for an average of 228 hours; the median was 128 hours (n=77 programs).¹¹ They were enrolled for an average of 19 weeks; the median was 14.6 (3.3 months) (n=59 programs).

PROGRAM DESIGN AND DELIVERY

PARTNERSHIPS

Respondents provided CP services jointly with many types of organizations, particularly CBOs (59%), social service agencies (44%), and workforce investment system organizations (40%). Notably, 12% of respondents were developing partnerships with community colleges. Verbatim comments about the “other” category are listed in Appendix B.

Figure 28: Types of CP Partners (n=43 to 97)

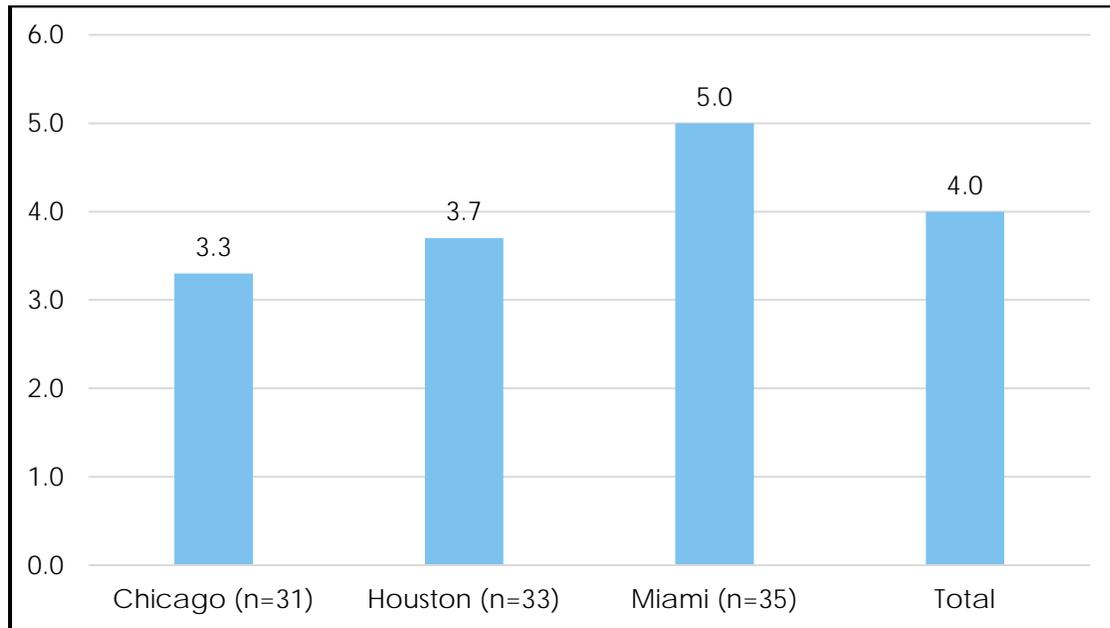


Cities differed significantly in the percentage that partnered with K-12 school districts, technical schools, and correctional institutions. Miami had the highest percentage for all three types. This is likely because the MDCPS K-12 school district was one of the two main adult education providers and many of the MDCPS adult education centers call themselves technical colleges.

- K-12 school district: 64% in Miami, 30% in Houston, 13% in Chicago ($p \leq .001$)
- Technical schools: 56% in Miami, 7% in Chicago, and 7% in Houston ($p \leq .001$)
- Correctional institutions: 30% in Miami, 10% in Houston, 7% in Chicago ($p \leq .05$)

Agencies had an average of 4.0 partners (median = 3; see Figure 29). Agencies that said they offered CP had significantly more partners, on average, than those that said “no” or “in development” (4.6 vs. 1.1; $p \leq .001$). There were no significant differences by city.

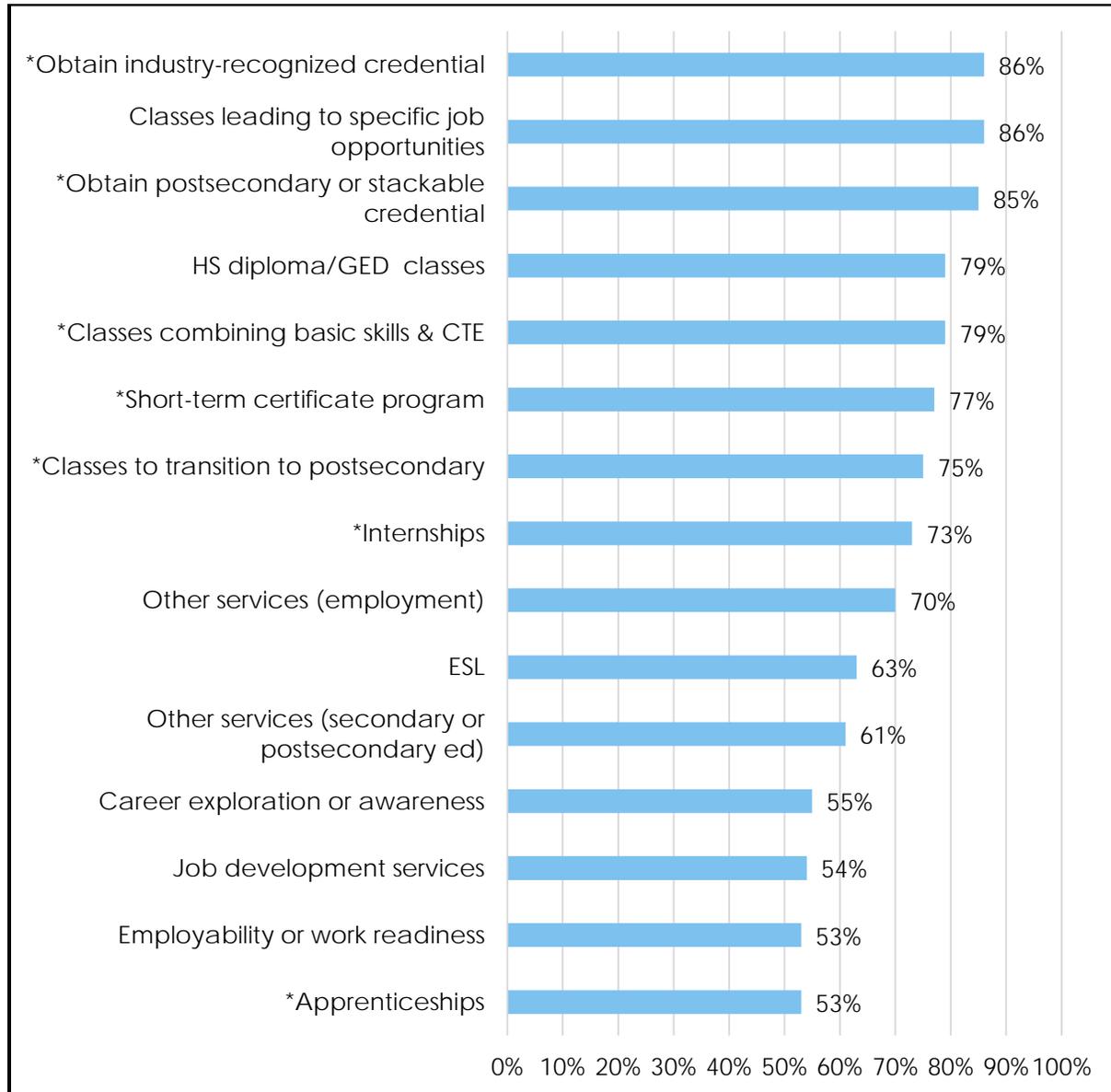
Figure 29: Average Number of CP Partners



ENTRY REQUIREMENTS

One of our interests was to determine whether adults who struggle with English, reading, or math or who lack a high school diploma have access to CP programs, or whether these programs are mainly geared toward adults who already have a high school diploma and stronger academic skills. For each of the classes or services below, more than 50% of agencies reporting having grade level, test score, or language entry requirements.¹² These requirements were most common for classes to obtain a postsecondary credential, to access specific job opportunities, and to obtain a postsecondary or stackable credential. Core CP classes are marked with an asterisk.

Figure 10: Percentage of Classes and Services with Grade Level, Test Score, or Language Entry Requirements (n=15 to 83)



Agencies that said they offered CP were significantly more likely to have threshold requirements for job development services (59% vs. 22%, $p < .05$).

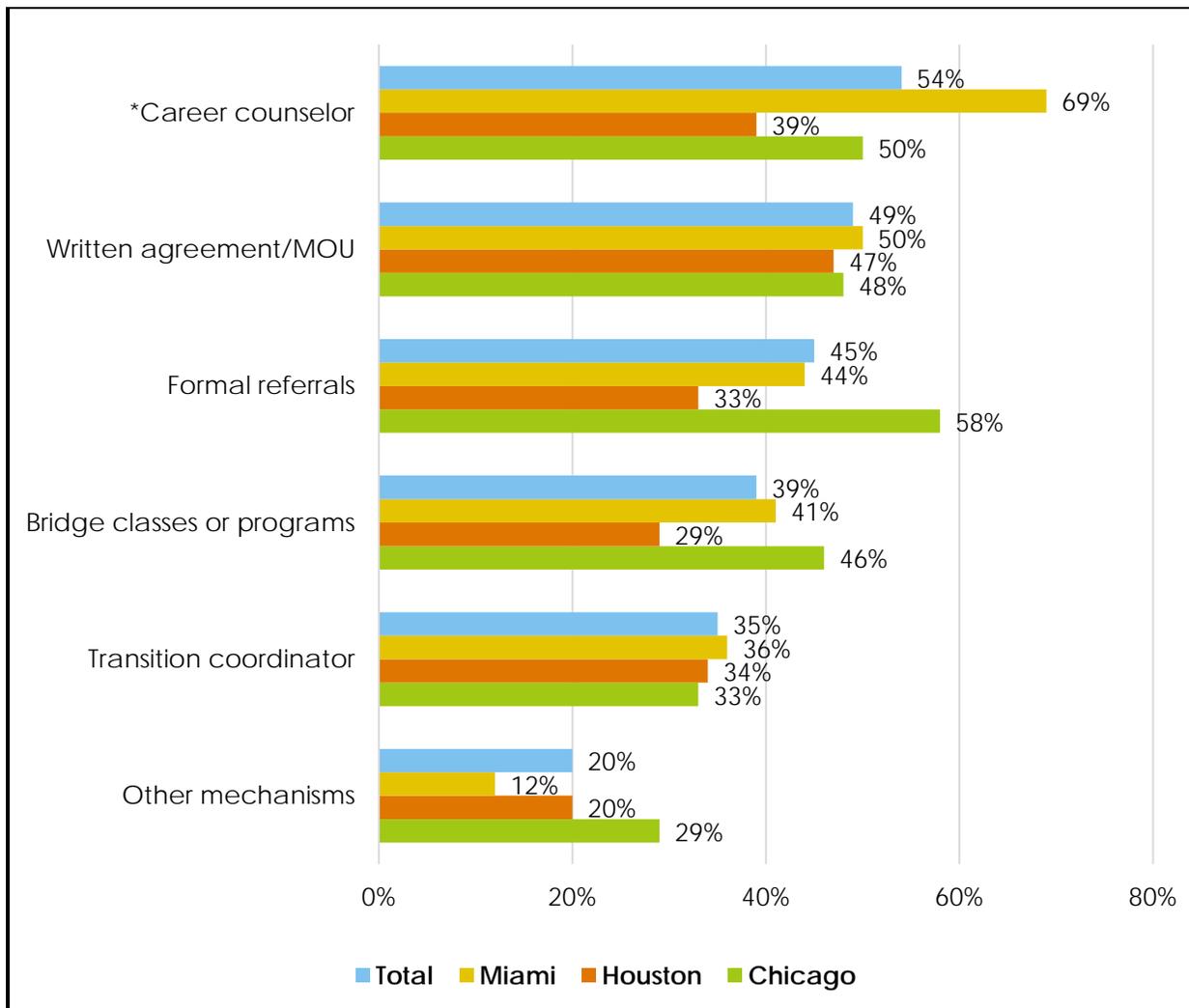
There were significant differences by city in having threshold requirements for other activities to prepare students to succeed in secondary or postsecondary education (83% in Miami, 71% in Chicago, and 33% in Houston, $p < .05$). (The list of other activities for all three cities are listed in Appendix B. The threshold requirements for these activities were not specified.)

TRANSITIONING TO THE NEXT STEP IN THE PATHWAY

Career counselors were the most common formal mechanism for transitioning adult education students to the next step of their career pathway, such as employment, training, further education, or a credential. The percentage of mechanisms that are “in development” is not listed.

Cities differed significantly in the percentage that had career counselors; these were most common in Miami. Agencies that offered CP versus were significantly more likely than those that said “no” or “in development” to have career counselors, written agreements/MOUs, bridge classes or programs, and transition coordinators. This makes sense because the question asked about next steps in the *career pathway*; organizations that don’t do CP don’t have CP transitions as a programmatic goal.

Figure 11: Formal Mechanisms for Transitioning Students (n=51 to 99)



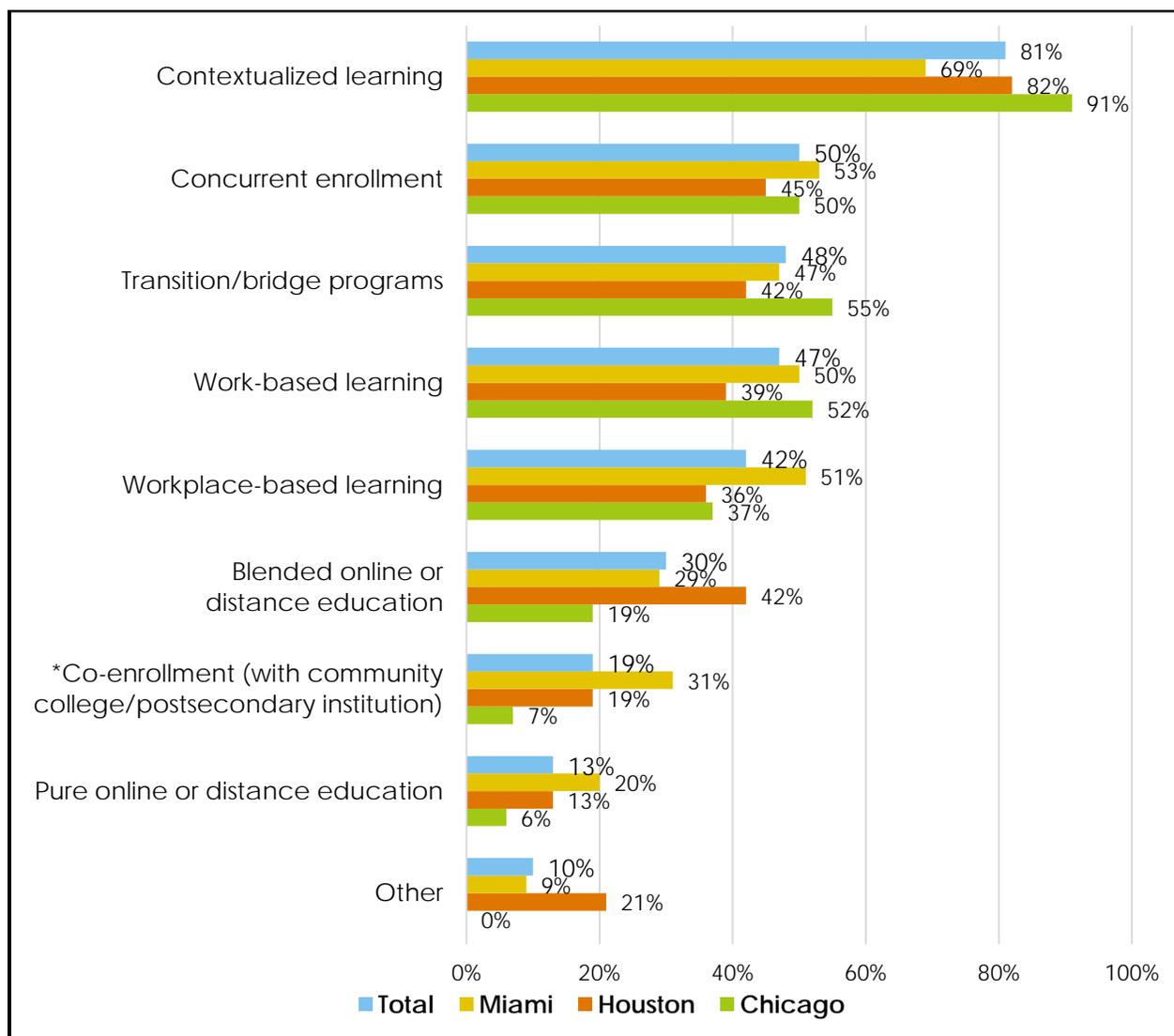
* $p \leq .05$

Under the “other” category, the most common mechanisms were (1) partnerships and (2) resume preparation, employment coaching, and job search assistance. Explanations for “other mechanisms” are listed in Appendix D.

INSTRUCTIONAL APPROACHES

Contextualized learning was by far the most common instructional approach (81%), followed by concurrent enrollment (50%; see Figure 32).¹³ Transition/bridge programs were being developed by 13% of respondents. Miami agencies were significantly more likely to offer co-enrollment with a community college or postsecondary institution. Explanations for other instructional approaches are found in Appendix J.

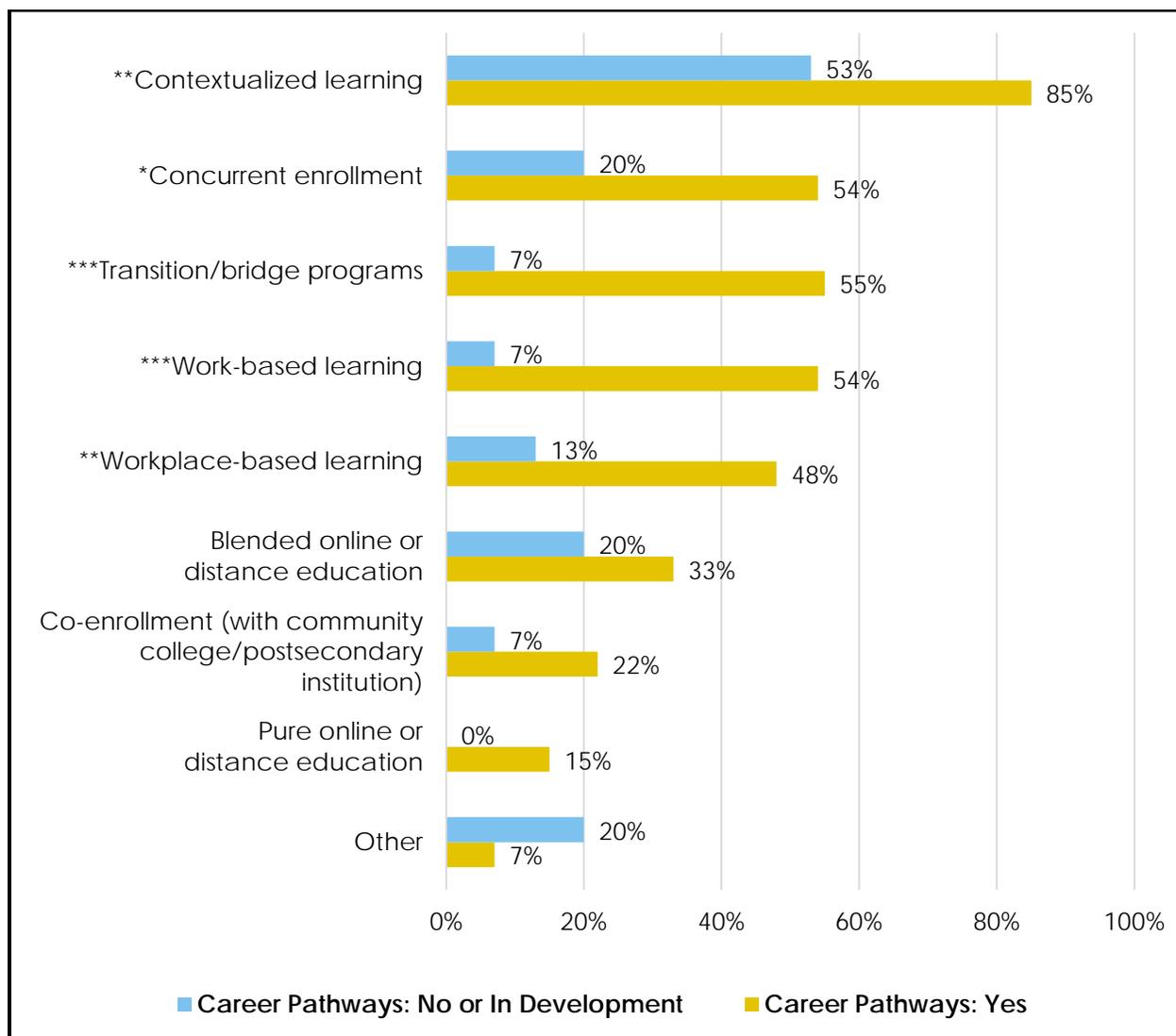
Figure 32: Instructional Approaches by City (n= 41 to 98)



*p ≤ .05

Agencies that said they offered CP were significantly more likely to use contextualized learning, concurrent enrollment, transition/bridge programs, work-based learning (i.e., using work-related problems and materials), and learning in the workplace (see Figure 33).

Figure 33: Instructional Approaches by whether Agencies Offer CP (n=40 to 97)



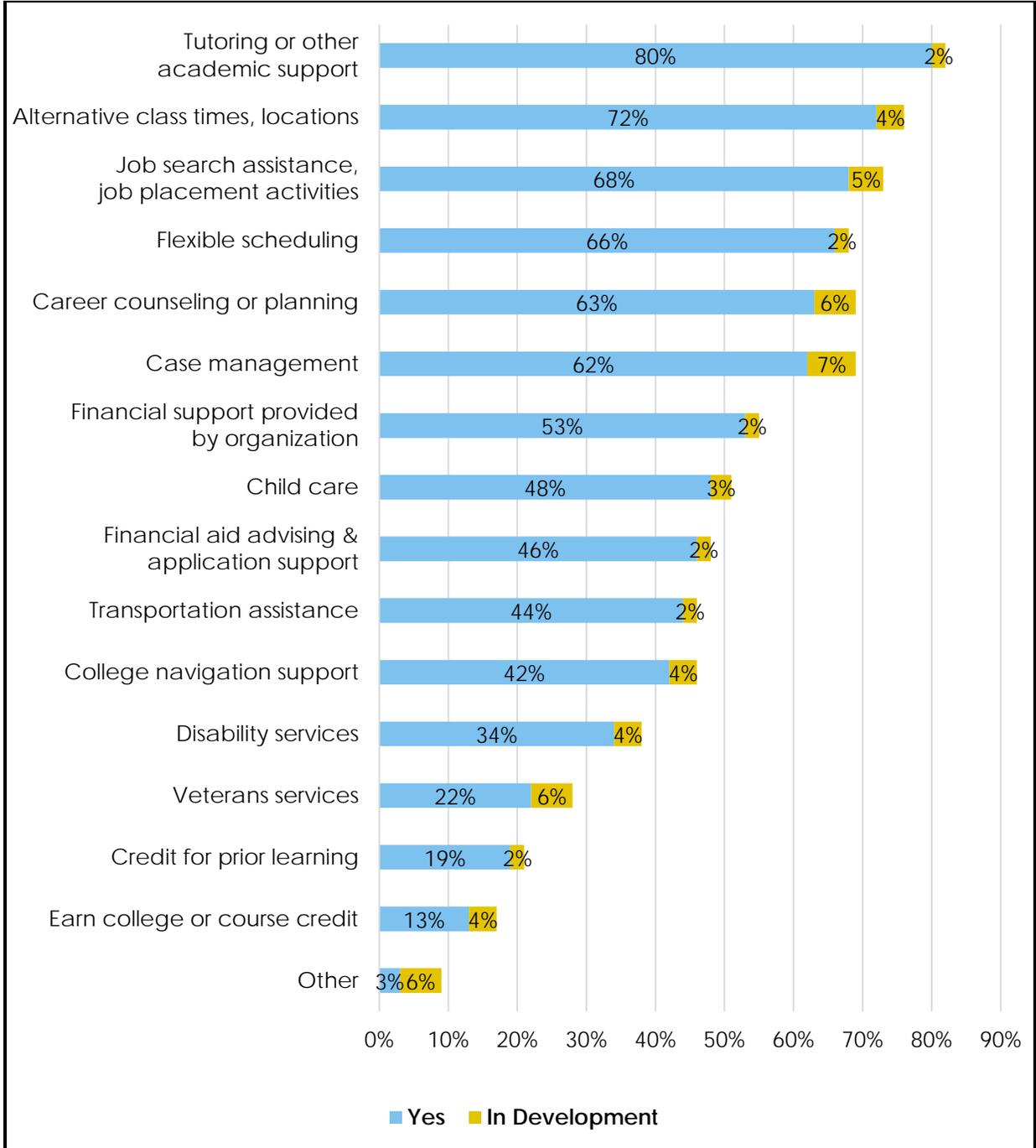
* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$

SUPPORT SERVICES

We asked about support services and programmatic features that help adult learners access and complete classes. The most common were tutoring or other academic

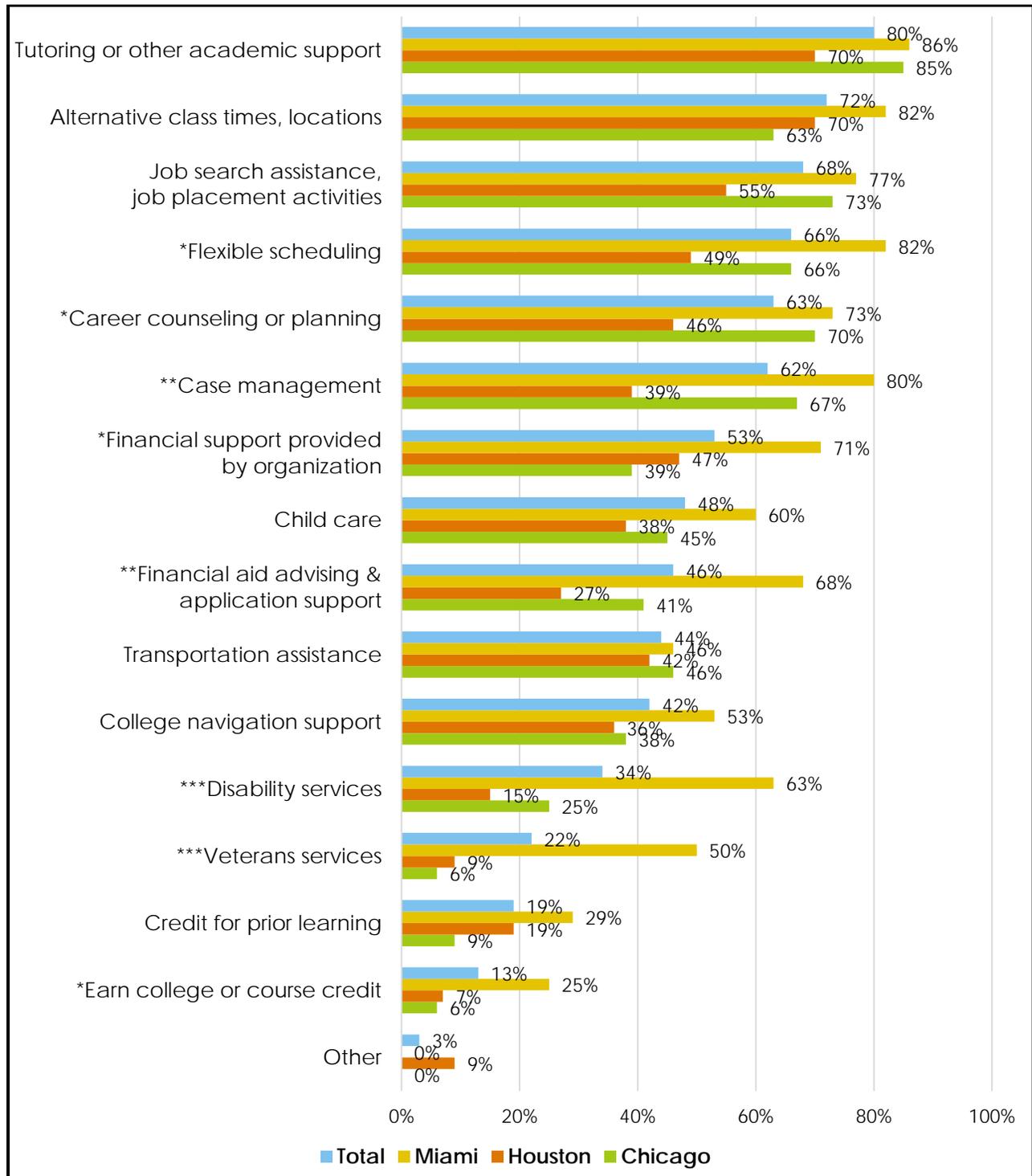
support (80%), alternatives class times and locations (72%), and job search assistance and placement activities (68%).¹⁴

Figure 34: Support Services (n=33 to 101)



There were significant differences across cities for eight types of support services, each of which was most common in Miami (see Figure 35). The largest differences between Miami and other cities were for disability and veterans' services.

Figure 35: Support Services by City (n=33 to 101)

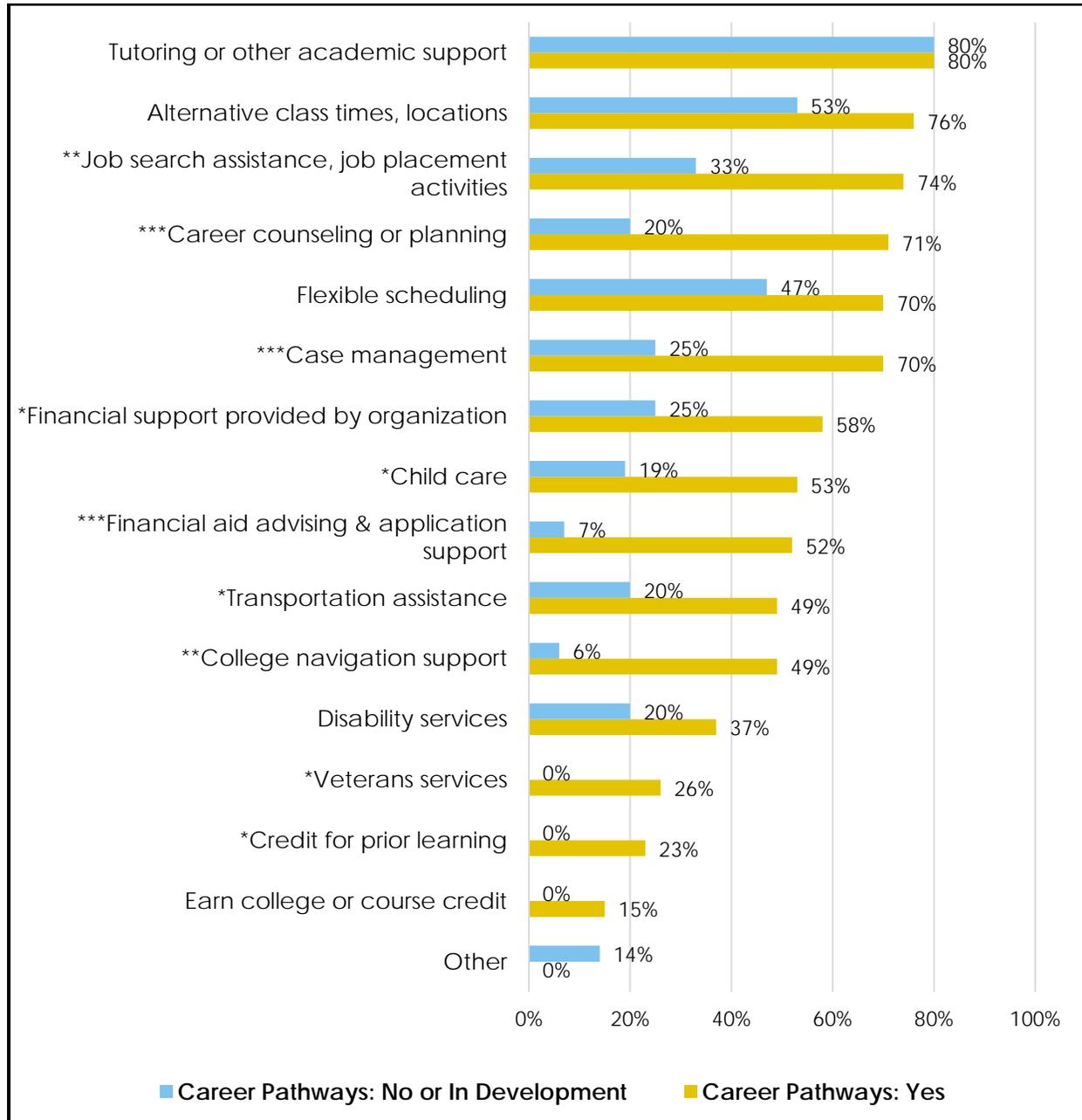


*p ≤ .05; **p ≤ .01; ***p ≤ .001

Agencies that said they offered CP were significantly more likely to offer 10 out of 16 support services (see Figure 36). The largest (most significant) differences were for:

- career counseling or planning,
- case management, and
- financial aid advising and application support.

Figure 36: Support Services by Whether Agencies Offer CP (n=32 to 100)

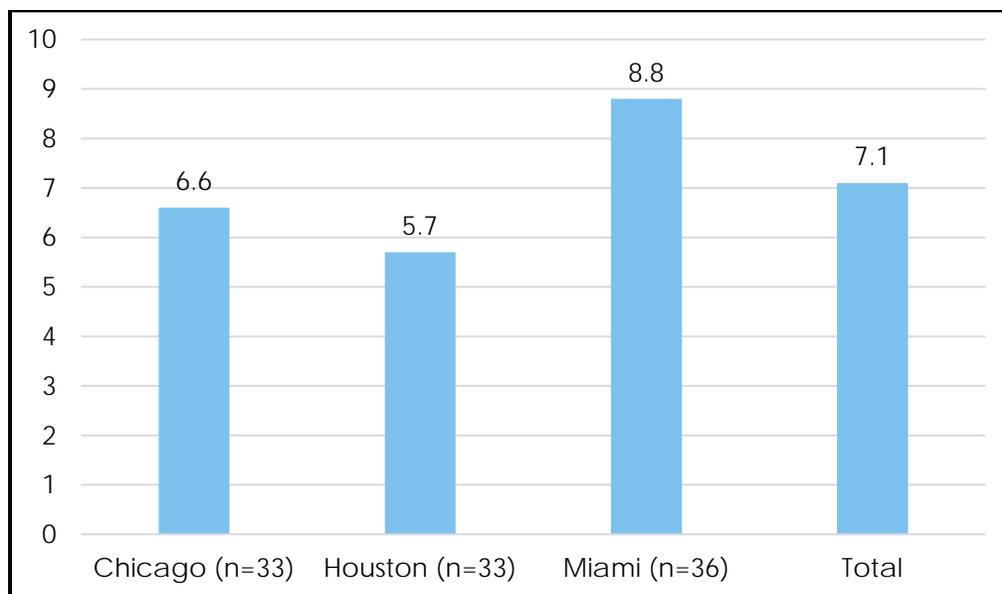


*p ≤ .05; **p ≤ .01; ***p ≤ .001

On average, agencies provided seven kinds of support services. Agencies that said they offered CP (per CLASP definition) provided significantly more support services, on average, than other agencies (7.8 versus 3.4; $p \leq .001$).

Miami agencies offered significantly more support services than other cities ($p \leq .001$; see Figure 37).

Figure 37: Average Number of Support Services by City



STUDENT OUTCOMES

TYPE OF OUTCOME MEASURE

The lack of common measures is one reason that adult education agencies have difficulty demonstrating their collective impact. We wanted to know which measures adult basic education and CP providers were using to gauge student outcomes and if there were any shared performance metrics within or across cities.

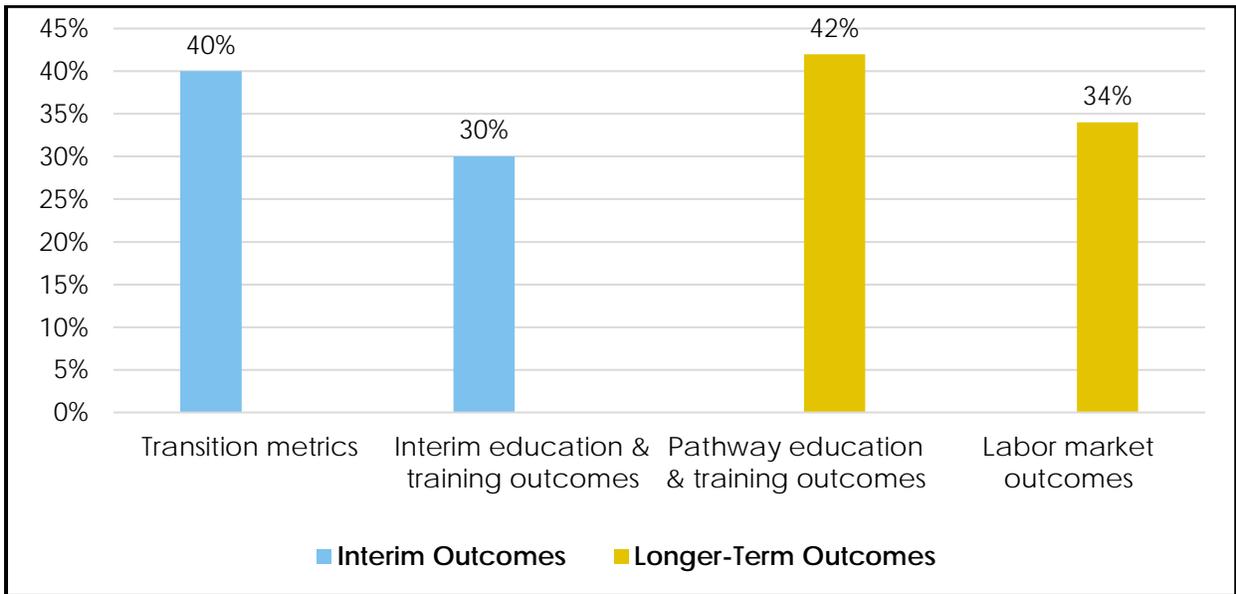
Following CLASP's "Framework for Measuring Career Pathways Innovation," our list of 19 measures included interim and longer-term outcomes.¹⁵ Interim outcomes are crucial because they measure progress toward longer-term goals. They also help capture achievements of participants who have substantial barriers to education and employment such as lacking a high school/GED diploma or low reading, math, or language scores. The measures included in our survey are matched with the corresponding (adapted) CLASP categories below (see Table 2).

On average, 32% of agencies measured the outcomes in the interim outcomes group, compared to 37% for the longer-term outcomes. *Interim education and training outcomes* had the lowest average (30%) and longer-term *pathway education and training outcomes* had the highest (42%), mainly because two-thirds of agencies measured whether participants passed the GED Tests or earned a high school diploma.

Table 2: Measuring Career Pathways Outcomes

CLASP Category and Corresponding Survey Items	Percentage
1. Interim Outcomes	
1a. "Transition metrics (following participants across education and training funding sources and settings)" (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%
2. Longer-Term Outcomes¹⁶	
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%

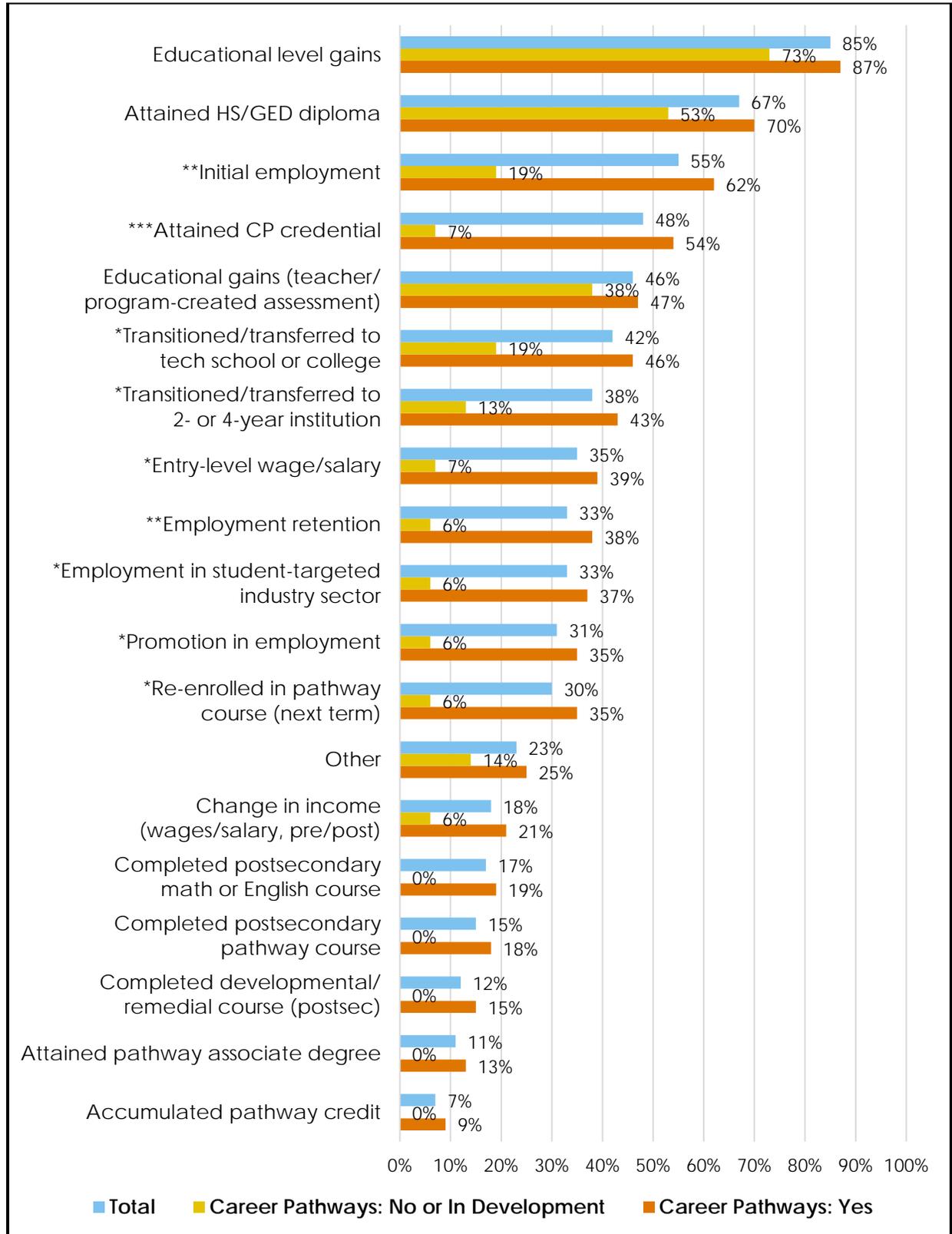
Figure 38: Average Percentage of Agencies Using Interim or Long-Term Outcome Measures



The most common measures were educational level gains on standardized tests (a requirement for federally funded programs),¹⁷ attaining a high school or GED diploma, and obtaining initial employment (see Figure 39).¹⁸

Agencies that said they offered CP were more significantly more likely to measure nine outcomes, mostly focused on employment, transitions, and CP credentials (see Figure 39). This makes sense because agencies that don't provide CP are not explicitly preparing students for securing employment and entering postsecondary education.

Figure 39: Outcome Measures (n=40 to 100)

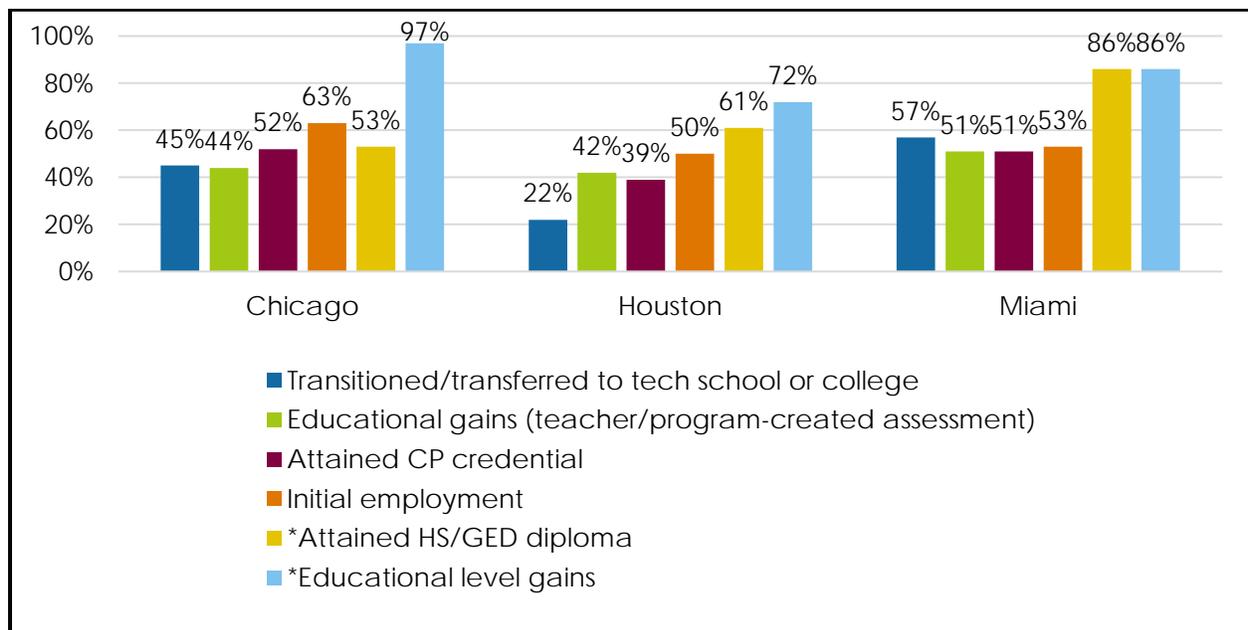


*p ≤ .05; **p ≤ .01; ***p ≤ .001

The most common standardized assessment was the TABE (Tests of Adult Basic Education, n=23), followed by the BEST (Best Plus or Best Literacy n=16), and CASAS (Comprehensive Adult Student Assessment Systems, n=6). Open-ended comments about instruments used to measure educational level gains, teacher- or program-created assessments, and measures for the “other” category are listed in Appendix K.

There were no common measures across all providers within or across the cities. The six outcome measures that were used by more than 50% of agencies in any city are shown in Figure 40. Cities differed significantly in the percentage that measured obtaining a high school or GED diploma (most common in Miami) and educational level gains (all but one agency in Chicago measured this outcome).

Figure 40: Top Outcome Measures by City (n=40 to 100)



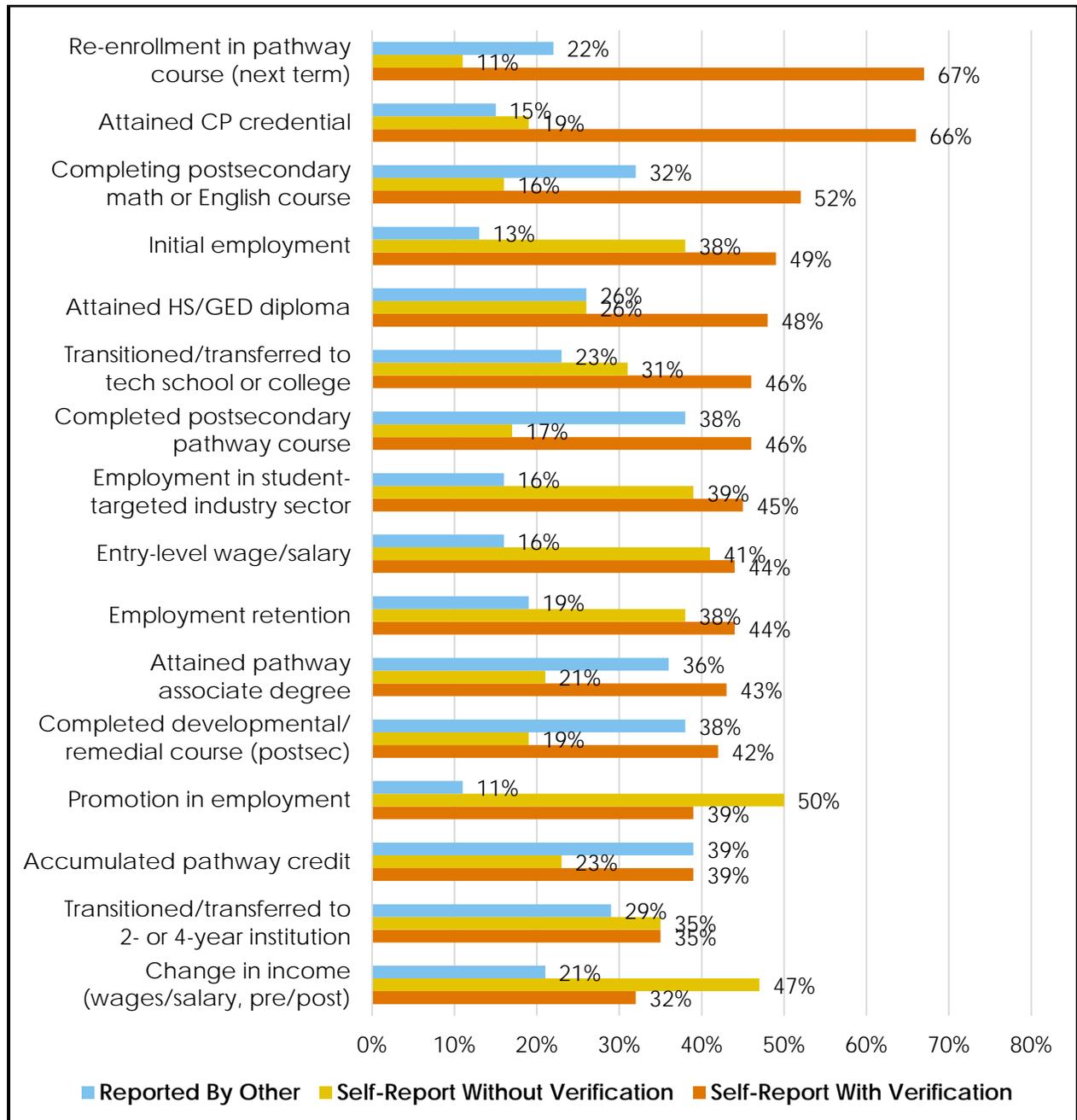
$p \leq .05$

OUTCOME DATA VERIFICATION

The most common way to collect outcome data was self-report with verification such as documentation from an employer or postsecondary institutions (46%). Twenty-nine percent of the outcomes were self-report without verification, and 25% were reported by other institutions (e.g., employer or postsecondary institution, data collected by state or federal government agencies such as Bureau of Labor Statistics via wage records). Thus, respondents require verification or use data from another institution for 71% of the outcomes that they measure.

Re-enrolling in a pathway course for a subsequent term and attaining a CP credential were the top items under self-report with verification (67% and 66%, respectively). The top two items under self-report without verification were promotion in employment (50%) and change in income from wages or salary (47%). The outcome data most commonly gathered from other institutions were accumulating pathway credits (39%), completing a postsecondary pathway course (38%), and completing a postsecondary developmental or remedial course (38%).

Figure 41: Methods for Collecting Data on Student Outcomes (n=19 to 65)



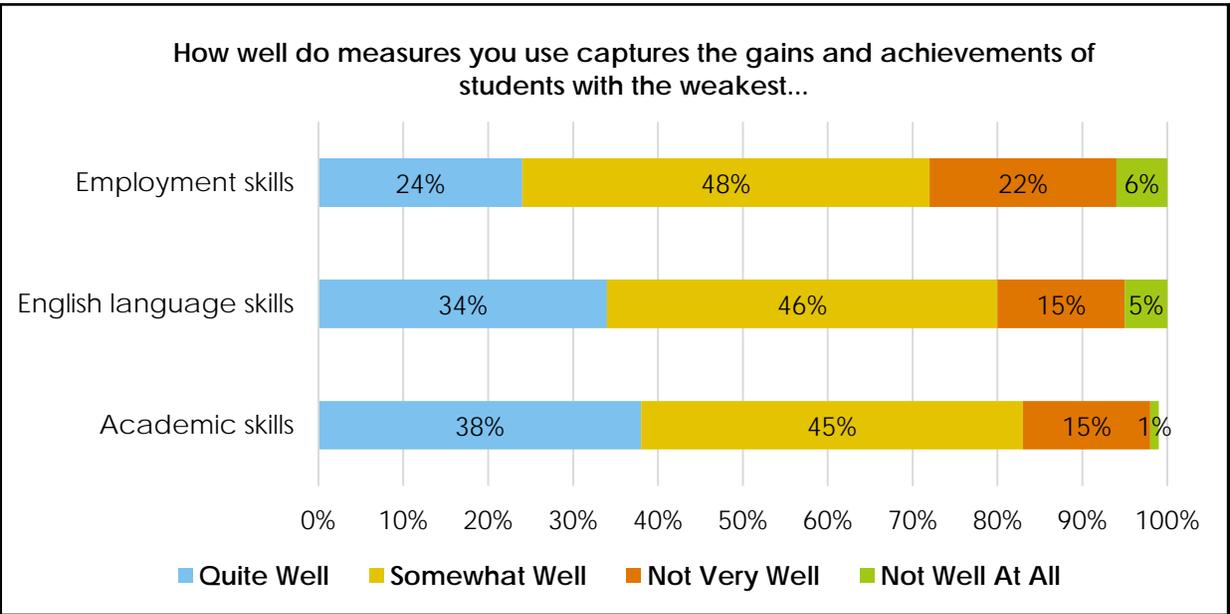
REPORTING DATA TO OTHER ENTITIES

Forty-percent of respondents said that the data they reported in the survey was also reported to another adult education program (e.g., local school district or community college). These entities included the Illinois Community College Board (ICCB, n=8), Miami-Dade County Public Schools (n=8), Houston Center for Literacy (n=6), Houston Community College (n=3), other community colleges (n=2), Texas Workforce Commission (n=1), donors and funders (n=1), board members (n=1), and accrediting institutions (n=1).

ADEQUACY OF MEASURES

Adult education providers often comment about the inadequacy of measures to capture their students' accomplishments. We wanted to know what the survey respondents thought about the measures they used, especially in reflecting the achievements of students who struggled the most with academic, English language, and employment skills. Thirty-eight percent of respondents thought that their measures did "quite well" at capturing the gain and achievements of students with the weakest academic skills, compared to 34% for English language skills and 24% for employment skills. For each type of skill, 72% to 83% thought their measures did "somewhat" or "quite" well.

Figure 42: Methods for Collecting Data on Student Outcomes (n=85 to 86)

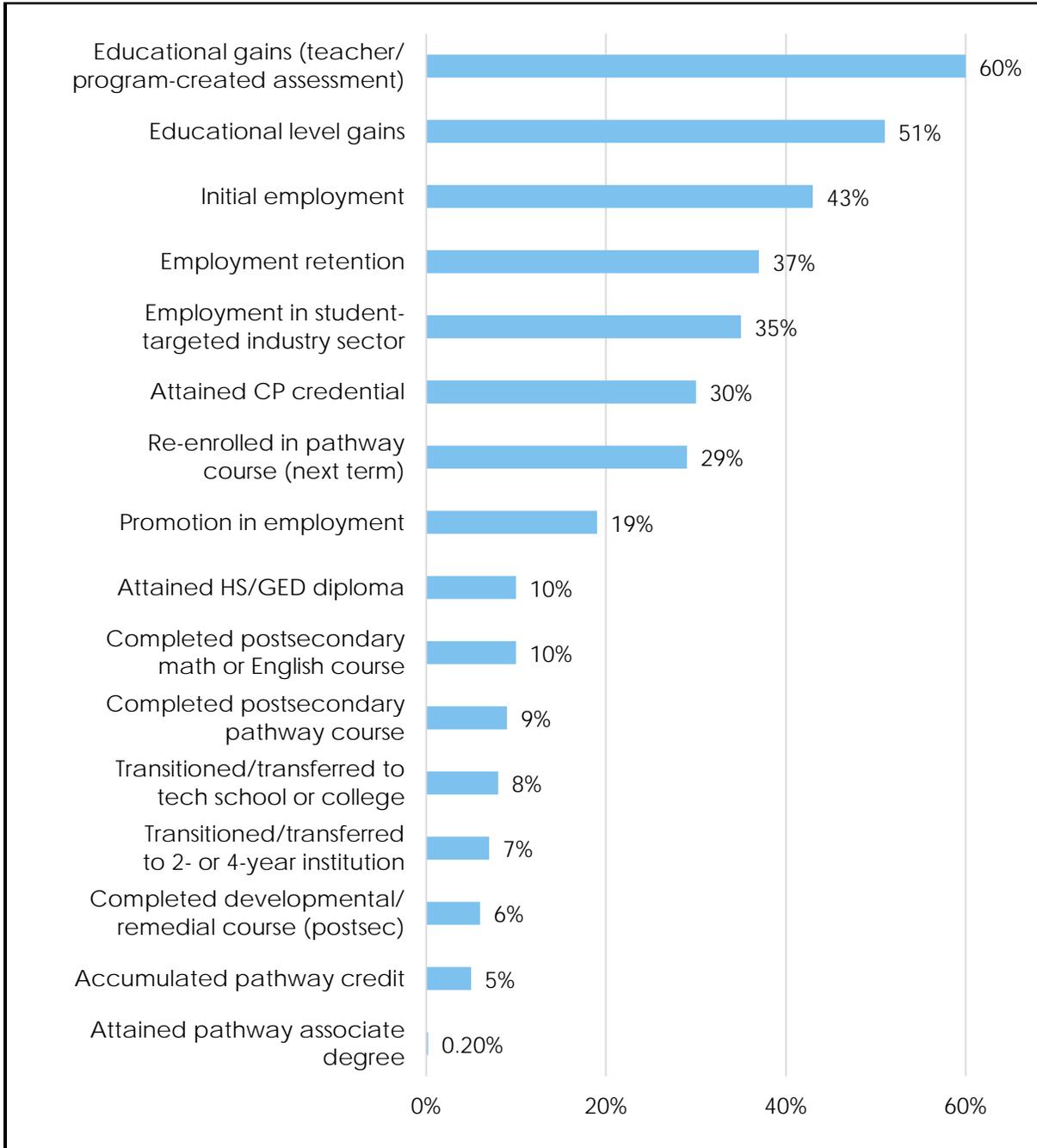


AGGREGATE OUTCOMES

Respondents were asked to report the number and percentage of students in 2014-15 who attained each of the outcomes that the agency measures. For instance, if Agency A measured three outcomes—educational level gains, obtaining a high school or GED diploma, and initial employment—then they reported aggregate data only on those three outcomes. Out of 106 respondents, 76 (66%) reported aggregate outcomes. Because programs used different denominators in calculating the percentages, the following figures should be interpreted as rough estimates.¹⁹ The outcomes with the highest average outcomes were educational gains on teacher- or program-created assessments (60%), educational level gains (51%), and initial employment (43%).

The average entry-level wage was \$10.62 per hour (n=18).

Figure 43: Average Aggregate Outcomes



APPENDIX A: SURVEY QUESTIONS

Please note that due to skip patterns, respondents did not answer all of the questions.

Background information on organization

1. How would you classify your organization? (select one)
 - a. 4-year college or university
 - b. community college
 - c. technical school or college
 - d. community-based organization
 - e. library
 - f. K-12 school
 - g. school district
 - h. regional education center
 - i. workforce development organization
 - j. other (specify)
2. In all, how many students did your organization service in fiscal year 2014-15 or the most recent year for which you have complete data (across all adult basic education, GED, literacy, and ESL programs)?
3. The Center for Law and Social Policy (CLASP) defines career pathways as follows: "The career pathways 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." According to this definition, do you consider your organization to offer career pathways services? (yes/no/being developed but not currently offered)
4. Which of the following services are currently offered by your organization? (yes/no/being developed but not currently offered)
 - a. classes, services, or regular activities to assist students in transitioning to postsecondary education (e.g., computer, academic skills, or bridge courses)
 - b. classes, services, or regular activities that combine basic skills and career/technical education content (e.g., I-BEST, Integrated Education and Training)
 - c. career exploration or awareness classes, services, or regular activities
 - d. employability or work readiness classes, services, or regular activities

- e. classes or services that enable students to obtain a high school or GED diploma
 - f. job development services (e.g., job interviewing and searching, job placement)
 - g. English as a Second Language classes
 - h. classes or services that enable students to obtain a postsecondary or stackable credential
 - i. classes required for completion of a short-term certificate program needed for advancement in education or employment
 - j. classes that result in an industry-recognized credential
 - k. classes that lead to specific employment opportunities
 - l. apprenticeships
 - m. internships
 - n. other types of education, training, services, or regular activities that prepare students to be successful in secondary or postsecondary education (specify)
 - o. other types of education, training, services, or regular activities that prepare students to enter or advance in employment (specify)
5. Do you have a formal mechanism for transitioning adult education students to the next step of their career pathway, such as employment, training, further education, credential? (yes/no/in development)
- a. career counselor
 - b. written agreement/MOU
 - c. formal referrals
 - d. bridge classes or programs
 - e. transition coordinator
 - f. other mechanisms
6. Please indicate if you have or are developing intentional career pathways for each of the following areas. (yes/no/in development)
- a. Agriculture and natural resources
 - b. Arts, media, and entertainment
 - c. Building trades and construction
 - d. Education, child development, and family services
 - e. Energy and utilities
 - f. Engineering and design
 - g. Fashion and interior design
 - h. Finance and business
 - i. Health and medical technology
 - j. Hospitality, tourism, and recreation

- k. Information technology
- l. Manufacturing and product development
- m. Marketing, sales, and service
- n. Public services
- o. Transportation
- p. Other (specify)

7. Do you formally assist students in developing their own, individualized career pathway plan? (Yes/no/in development)

If they checked "yes" or "in development" for any item in #3 or #4, the following statement will appear: "For the purpose of this survey, the items you selected are considered 'career pathways programming.' Students participating in these services are considered career pathways students." Respondents answered the remaining questions only if they said "yes" to #3 or any item in #4. If they checked "no" for all items in #3 and #4, they answered no further questions.

8. For each item checked "yes" in #4: Are there threshold grade level, test score, or language requirements for participating in this program? (yes/no/unsure)

Student characteristics. All data refer to most recent fiscal year (2014-15).

9. In fiscal year (FY) 2014-15 or the most recent year for which you have complete data, how many students in all (unduplicated) were enrolled in these career pathway services?
- a. classes, services, or regular activities to assist students in transitioning to postsecondary education (e.g., computer, academic skills, or bridge courses)
 - b. classes or services that enable students to obtain a postsecondary or stackable credential
 - c. classes required for completion of a short-term certificate program needed for advancement in education or employment
 - d. classes that result in an industry-recognized credential
 - e. apprenticeships
 - f. internships
10. You indicated that your organization provides [list of services checked as "yes" in #4]. Which types of students participated in these career pathway services in FY 2014-15? (yes/no/unknown)
- a. immigrants/non-native English speakers
 - b. adults who struggle with basic skills (literacy and/or numeracy)
 - c. parents or caregivers
 - d. out-of-school young adults
 - e. dislocated workers

- f. unemployed or underemployed persons
- g. veterans
- h. inmates in correctional facilities
- i. ex-offenders
- j. homeless persons
- k. adults with disabilities
- l. other (specify)

11. Respondents were asked to provide demographic information for CP students, including the number and percentage for each category below. They were able to enter the data manually, upload a spreadsheet, or upload anonymized student data. For those entering the data manually, there was an “unknown” option.

a. race/ethnicity – applies ONLY to students who are US-born

- a. White
- b. Hispanic
- c. Black
- d. Asian
- e. American Indian/Alaska Native
- f. Native Hawaiian/Other Pacific Islander
- g. Other
- h. Unknown

b. foreign-born

c. sex (male/female)

d. education:

- a. no high school diploma or equivalent
- b. high school diploma or equivalent
- c. some college/no degree
- d. postsecondary degree
- e. postgraduate degree

e. receive public assistance (TANF, SNAP, SSI, etc.)

f. employment status

- a. employed
 - i. if employed: part-time or full-time
- b. unemployed
- c. unknown

a. National Reporting System functional level or grade level equivalent

- i. Adult Basic Education (ABE)
 - 1. Beginning ABE Literacy (grade level 0-1.9)
 - 2. Beginning Basic Education (grade level 2-3.9)

3. Low Intermediate Basic Education (grade level 4-5.9)
 4. High Intermediate Basic Education (grade level 6-8.9)
 5. Low Adult Secondary Education (grade level 9-10.9)
 6. High Adult Secondary Education (grade level 11-12)
- ii. English as a Second Language
 1. Beginning ESL Literacy
 2. Low Beginning ESL
 3. High Beginning ESL
 4. Low Intermediate ESL
 5. High Intermediate ESL
 6. Advanced ESL
- g. total hours enrolled [average]
 - h. duration of enrollment (in weeks) [average]
 - i. student classification
 - a. ABE
 - b. GED
 - c. ESL
 - d. Other

Program design and delivery

12. Do you offer career pathways services jointly with any of the following organizations? Note: this does not mean the site where services are offered, but whether this organization is involved in delivering services. (yes/no/currently being developed)
- a. workforce investment system organization (e.g., Workforce Investment Board, One-Stop Career Center)
 - b. technical school
 - c. community college
 - d. employer
 - e. library
 - f. community-based organization
 - g. faith-based organization
 - h. social service agency
 - i. economic development organization
 - j. correctional institution
 - k. independent consultant
 - l. industry association
 - m. K-12 school district
 - n. union or union affiliate
 - o. university or other four-year institution

p. other (specify)

13. In FY 2014-15, where did funding for your career pathways programming come from? (yes/no/unsure)

- a. federal government
- b. state government
- c. local government
- d. employers
- e. private foundations
- f. student tuition
- g. fundraisers
- h. other (specify)

14. Which instructional approaches or models are used in your career pathways programming? (yes/no/currently being developed)

- a. contextualized learning (basic skills are offered in the context of career/technical topics or education)
- b. transition/bridge programs
- c. co-enrollment with your program AND a community college or other postsecondary institution
- d. concurrent enrollment (students are enrolled simultaneously in language/basic skills and training courses)
- e. workplace learning (e.g., on-the-job training, basic skills instruction offered at the workplace, workplace ESL)
- f. work-based learning (contextualized instruction that builds skills within the context of common work-related situations and real workplace problems, or uses actual workplace materials)
- g. pure online or distance education (all instruction and activities delivered at a distance)
- h. blended online or distance education (some instruction and activities delivered face-to-face and some online/distance)
- i. other (specify)

15. Are these types of classes part of your career pathways programming? (yes/no/currently being developed)

- a. adult basic literacy education (e.g., adult basic education, adult secondary education, adult literacy)
- b. native language literacy (e.g., Spanish literacy)
- c. family literacy
- d. functional literacy (e.g., financial, health)

- e. ESL
- f. Other (specify)

16. Which of the following support services are currently available to CP students? (yes/no/currently being developed)

- a. case management
- b. transportation assistance
- c. child care
- d. financial support provided by your organization (e.g., scholarships, fee waivers, tuition assistance)
- e. financial aid advising and application support
- f. tutoring or other academic support (e.g., study skills classes)
- g. college navigation support
- h. career counseling or planning
- i. job search assistance or job placement activities
- j. veterans services
- k. disability services
- l. flexible scheduling (e.g., non-semester-based, open enrollment)
- m. alternative class times and locations (e.g., evening classes)
- n. credit for prior learning
- o. earn college or course credit
- p. other (specify)

17. To your knowledge, are there any venues for career pathways coordination and planning *across organizations* in your city? (yes/no; if so, briefly describe)

- a. If yes:
 - i. Does your organization currently participate? (yes/no)

18. In your city, how effectively do organizations work together to avoid duplicating career pathways services? (very effective, somewhat effective, somewhat ineffective, very ineffective)

19. In your city, how effectively do organizations work together to determine and fill gaps in career pathways services? (very effective, somewhat effective, somewhat ineffective, very ineffective)

Data collection systems and outcome measures

20. Does your organization specifically track data on career pathways students, as distinguished from other adult education students? (yes/no/don't know)

21. For your career pathways students, does your program measure: (yes/no)
- a. educational gains measured by teacher- or program-created assessment or rubric (if yes: if you used a locally derived measure, what was it?)
 - b. educational level gains (e.g., gaining 1 or more educational levels on the Tests of Adult Basic Education, CASAS, BEST Plus, or other standardized assessment)
 - c. obtaining a high school diploma or equivalent (GED)
 - d. completing a developmental/remedial course in postsecondary institution
 - e. completing a postsecondary-level pathway course
 - f. completing a postsecondary-level math or English course
 - g. re-enrollment in pathway course in subsequent term
 - h. pathway credit accumulation (specify program's benchmark, i.e., how many college credits per semester or quarter)
 - i. attaining a career pathway credential (e.g., certificate, diploma, license, industry certification, apprenticeship certificate)
 - j. attaining a pathway Associate degree
 - k. transition or transfer to technical school or college
 - l. transition or transfer to 2- or 4-year educational institution
 - m. initial employment
 - n. promotion in employment
 - o. employment in industry sector targeted by student
 - p. employment retention
 - q. entry-level wage or salary
 - r. changes in income from wages or salary (pre/post pathway)
 - s. other (specify)
22. For every item in question #21b-r with a "yes" response: How are these data collected?
- a. self-report without verification
 - b. self-report with verification (e.g., documentation from employer or postsecondary institution)
 - c. reported by employer or postsecondary institution, collected by state or federal government agencies (e.g., Bureau of Labor Statistics).
23. How well do these measures capture the gains and achievements of students with the weakest...
- a. academic skills? (very well, quite well, not very well, not well at all)
 - b. English language skills? (very well, quite well, not very well, not well at all)
 - c. employment skills? (very well, quite well, not very well, not well at all)

Aggregate CP student outcomes

24. Based on skip logic from the outcome measure items in #21, respondents were asked to report aggregate outcomes for FY 2014-15. They were able to enter this manually, upload a spreadsheet, or upload anonymized student records.
- a. name of standardized test(s); N and average educational level gain
 - b. N and % who obtained a high school diploma or equivalent (GED)
 - c. N and % who completed one or more developmental/remedial courses in postsecondary institution
 - d. N and % who completed one or more postsecondary-level pathway courses
 - e. N and % who completed a postsecondary-level math or English course
 - f. N and % who re-enrolled in one or more pathway courses in subsequent term
 - g. N and % who accumulated pathway credits (specify program's benchmark, i.e., how many college credits per semester or quarter)
 - h. N and % who attained one or more career pathway credentials (e.g., certificate, diploma, license, industry certification, apprenticeship certificate)
 - i. N and % who attained a pathway Associate degree
 - j. N and % who transitioned or transferred to technical school or college
 - k. N and % who transitioned or transferred to 2- or 4-year educational institution
 - l. N and % who obtained initial employment
 - m. N and % who obtained employment in the industry sector targeted by student
 - n. N and % who were promoted in employment
 - o. N and % who retained their employment; indicate how many months qualify as "retention"
 - p. N and average entry-level wage or salary
 - q. N and average gain or loss in income from wages or salary (pre/post pathway)
 - r. Other (specify) – provide N and % or average for each outcome

Additional items

25. Identify the adult education program(s) in your city that offer(s) the most successful CP programming. In 2-3 sentences explain why this is exemplary CP programming.
26. Additional comments about CP in your organization or city (open-ended).
27. If you have any additional comments about the survey or the broader research study, please write them in the box below.

Information about respondent (name, organization, contact information)

APPENDIX B: OTHER TYPES OF SERVICES

The following are verbatim²⁰ comments from agencies that offer “other types of education, training, services, or regular activities that prepare students to be successful in secondary or postsecondary education.” Some of these services (e.g., GED and ESL classes) should not have been marked as “other” because they were already included in this survey question.

Type of Service	N
Microsoft Word, Excel 2010, customer service and & sales (NRF) certifications / computer skills / computer literacy / computer literacy	4
Citizenship class / civics classes / English and civics for U.S. citizenship	3
Adult basic education	3
Mentorship program / student mentoring / mentoring	3
Literacy classes / literacy education / reading and spelling instruction	3
High school diploma / GED	2
English as a second language / ELL [English language learners]	2
Financial literacy / financial Literacy	2
Vocational preparatory instruction / vocational	2
Bridge from ELA to GED class	1
Pre-GED	1
Success management academy (SMA-GED in Spanish)	1
Compass and Accuplacer preparation	1
SJS internship program focused on improved skills for part-time employees working with SJS youth in our after school program. Many are in high school or first year of college	1
Quality of life	1
Career / education advising	1
Medical classes such as CNA, phlebotomy technician, patient care technician, basic anatomy and physiology, medication aide, etc.	1
Parenting / conflict resolution	1
Distance learning classes	1
Tutoring	1
Job coaching	1
Academic	1
Field trips, career fairs, tours, ELCATE, AAAE	1
Baking and pastry program	1

Articulation agreements	1
Remediation, testing accommodations	1

The following are verbatim comments from agencies that offer “other types of education, training, services, or regular activities that prepare students to enter or advance in employment.” Some of these services (e.g., GED and ESL classes) should not have been marked as “other” because they were already included in this survey question.

Type of Service	N
Bridge / college to careers pathway strategy / transportation bridge program / transitional job program / career pathway training / I-Pathways	6
Workforce skills training / job readiness / job readiness and workforce literacy / work ready / college and career readiness	6
Basic computer/ computer training / basic computer literacy to perform in a business setting at a higher level therefore to earn more with the new workforce skills we teach.	3
Wellness classes / health promotion / nutrition and health awareness	3
Financial coaching, income supports / financial literacy	2
Job fairs, employer presentations and forums / career fairs, expos, CP seminars	2
On-site employment counselors / case worker assistance	2
Bank teller trainings	1
On-the-job training	1
Audio engineering	1
SJS internship improving part-time staff's skills in technology, planning, youth work curriculum, health and fitness, job readiness, resume/interviewing skills and spirituality to increase responsibilities and income at SJS or create a pathway for more gainful employment outside of SJS.	1
College and university educational tours for career exploration	1
Medical classes, such as CNA, phlebotomy technician, patient care technician, basic anatomy and physiology, medication aide, etc.	1
Parenting/conflict resolution	1
Industry specific literacy assistance when desired by the student	1
Industry specific training (i.e., Toyota/Lexus, Acura/Honda, Maytag appliance, South)	1
The library has a partnership with CareerSource South Florida, where representatives are available to assist with career needs.	1
Citizenship classes	1
G.E.D.	1

Community partnerships, career and technical programs	1
Vocational	1
Externship, onsite services cosmetology, dental, child care. mechanic	1
Men's mentoring program	1
Weekly vocational groups with different topics and guest speakers geared toward assisting students with everyday opportunities.	1
Not any	1

APPENDIX C: OTHER TYPES OF ADULT EDUCATION PROGRAMMING

The following are verbatim comments about other kinds of adult education programming offered by agencies.

Types of Class	N
Computer literacy / digital literacy	2
Citizenship class	1
Parenting	1
Note, we do not consider ESL part of career pathways, however this is not clear in the survey...the survey asks for numbers of ESL, not ESL as a "pathway," including topics for work or info on students who state they take English for employment purposes	1

APPENDIX D: OTHER MECHANISMS FOR TRANSITIONING STUDENTS

The following are verbatim comments about other mechanisms for transitioning students to the next step in their career pathway.

Other Mechanisms	N
Partnerships: community-based partnerships / informal partnerships with vocational institutions / We have a partnership with American Intercontinental University (AIU). One of our goals is for the GED students to enroll at AIU to earn a Bachelor's degree. We have another partnership with Construction Citizen and when students have experience in construction crafts or are interesting in pursuing on, we refer them with them. / Biscayne Landing-Oleta Partnership	4
Resume preparation, employment coaching, and job search assistance: volunteer job coaches who assist with resume, interviewing and job-search strategy / We teach how to prepare a good resume and send our graduates and students information we receive about better paying job opportunities. / We have a financial opportunity center that provides career readiness assistance and employment coaching. / Board members provided informal career help and referrals. Interns participants get weekly guidance on career path counseling by director of SJS education programs	4
Basic referrals to other organizations	1
Business leadership council comprised of executives from various corporations, who advise [XX] on market trends	1
Currently the program manager performs all the positions mentioned above	1
I-BEST integrated vocational and basic skills certificate program	1
Educators	1
Agency staff enter jails to engage offenders in post-release services	1

APPENDIX E: OTHER OCCUPATIONAL SECTORS

The following are verbatim comments about other occupational sectors in which agencies have intentional career pathways.

Occupational Sector	N
Human services	2
Cosmetology	1
Barista, retail and developing food prep and food service [<i>Note: the respondent should have checked "hospitality, tourism, and recreation" category</i>]	1
Office administrative assistant	1
General job search and workplace skills training*	1
We teach our students (adults) how to be good role models for their children, motivating them not to drop out from school and to encourage them to go to College.*	1
While we intend to develop an intentional career pathways, we are still researching and conducting community needs assessments to determine what area that would be in.*	1
Adult general education and GED prep classes preparing students for obtaining a GED, and introduction to career opportunities and programs offered by XX county adult education.*	1

*does not qualify as an intentional career pathway in a specific occupational sector

APPENDIX F: OTHER TYPES OF STUDENTS

The following are verbatim comments about the other types of students served.

Comment
Individuals trying to get into other industries
Victims of domestic abuse
Refugees
Minorities (Hispanics, African-Americans, and Asians, among other ones)
Offenders on probation
Co-occurring disorders

APPENDIX G: OTHER RACIAL/ETHNIC GROUPS

The following are verbatim comments about the "other" racial/ethnic group category.

Comment	N
Multiracial	3
Indian	1
Arabic	1
Russian or other	1
Haitian	1
Migrant/farmworker	1
Refugees (Bhutanese/African)	1
Legal immigrants	1
Birth place unknown	1
Stated "other" or "mixed"	1
The data for question 10a will be provided under separate cover.	1
None of our students are U.S. born	1

APPENDIX H: OTHER CP PARTNERS

The following are verbatim comments about other CP partners.

Comment	N
Apartment complex	1
Texas Workforce Commission	1
Harris County Department of Education	1
[The agency] has a partnership with CareerSource South Florida	1

APPENDIX I: OTHER FUNDING SOURCES

The following are verbatim comments about other funding sources.

Comment	N
COH Grant	1
Unrestricted funds of the organization, United Way	1
Houston Literacy	1
Houston Center for Literacy	1
Dade County Public Schools	1
Local funder	1
WIOA Career Source - local workforce	1

APPENDIX J: OTHER INSTRUCTIONAL APPROACHES

The following are verbatim comments about other instructional approaches.

Comment	N
Orton-Gillingham based instruction, small classes	1
Princeton Review	1
CareerSource South Florida provides career assistance in person to those who visit the library	1

APPENDIX K: OPEN-ENDED COMMENTS ABOUT OUTCOME MEASURES

STANDARDIZED INSTRUMENTS USED TO MEASURE EDUCATIONAL LEVEL GAINS

Comment
TABE [Tests of Adult Basic Education]
BEST (Total)
<ul style="list-style-type: none"> • BEST Plus • BEST [did not specify BEST Plus or BEST Literacy] • BEST Literacy
CASAS [Comprehensive Adult Student Assessment Systems]
GED scores or test results
Diagnostic screening test for reading, diagnostic screening test for math, learning efficiency test
SORT [Slosson Oral Reading Test]
WRAT [Wide Range Achievement Test]
NRS [National Reporting System] [Note: this is the federal reporting system, not an NRS-approved inst
We use state-approved assessment tools.

EDUCATIONAL GAINS MEASURED BY TEACHER- OR PROGRAM-CREATED ASSESSMENT OR RUBRIC

Comment	N
In-house testing and evaluations / in-house-created testing teacher-created tests / various teacher-made tests/ teacher-created assessment from Pearson's <i>Future English for Results</i> and <i>Side by Side</i> curriculum / [name of agency] Adult Literacy Assessment, [name of agency] Adult Literacy Oral Assessment	6
Final grade based on quiz, exam, and discretionary teacher scores / academic quizzes	2
Improve basic literacy by 2 or more grade level	1
Course-specific pre- and post-test	1
Pre- and post-testing and utilization of diagnostic screen tests	1
Test score and program completion	1
Odysseyware	1

READ assessment	1
In each course we teach we are continuously measuring each student progress via "activities" that are graded by our online tutors. Each student has three chances to reach the best possible grade for each activity, after they get the results from the online tutor.	1
Individualized tutorial	1
Specially designed testing for pre-literates	1
Curriculum-provided assessment	1
Survey	1
lcp or ocp [did not explain what these meant]	1

OTHER STANDARDIZED INSTRUMENTS USED TO MEASURE EDUCATIONAL LEVEL GAINS

Comment	N
In-house hiring opportunity	1
Completed Pre-Post Work Readiness courses	1
DAISI [Data and Information System Illinois] – web-based data collection system of the Illinois Community College Board	1
COMPASS [college readiness]	1
Pre- and post-TABE vocational test	1
SORT	1
Future for English Curriculum Placement and Unit Testing used for measurement and assessments	1
Essential Education software	1
TEAMS [Texas Assessment of Minimum Skills]	1
Burlington	1

ENDNOTES

¹ We chose to use the CLASP definition for the survey because it was the best available at the time. It is also shorter and less restrictive than the Workforce Investment and Opportunity Act (WIOA) definition, which allowed us to capture a wide range of CP programming. (See the WIOA definition at <https://community.lincolncollege.edu/document/workforce-innovation-and-opportunity-act-career-pathways-definition>). In addition, the WIOA definition was very recent at that time and was not being widely used to guide programming.

² The final eligible sample included 147 agencies: those that completed a partial or full survey, those that declined to participate, and those that did not respond. In addition, 20 agencies were deemed ineligible because they no longer offered adult education services (their program closed), they only provided wraparound services but not direct adult education services, or they did not offer career pathways. Seventeen agencies were classified as “other” because one entity (community college or school district) collects and reports data for all of its sites or campuses. To avoid duplicative data, these sites and campuses were not included when calculating the response rate. Given the city partners’ knowledge of the other non-responding agencies, we surmise that many of the non-responding agencies do not offer CP programming and therefore did not complete the survey. The “other” category included the multiple campuses or sites noted above.

³ The percentage of community colleges is small in part because the City Colleges of Chicago and Miami Dade College submitted one survey for all of their campuses.

⁴ Chi-square analyses were used to determine statistical significance throughout this report. For questions with “yes,” “no,” or “in development” responses (e.g., types of services offered), “no” and “in development” were combined. That is, statistical analyses compared agencies that said “yes” with those that said “no” or “in development.” For questions with “yes,” “no,” or “unsure” responses (e.g., funding sources), “no” and “unsure” were combined. To analyze differences between agencies that said they offered CP versus those that did not or were developing CP, we combined “no” and “in development” into one category. The Chi-square test analyzes whether the observed counts (number of people answering a survey question in a particular way) are due to chance. When the differences between the observed and expected counts are large enough, then the Chi-square test is statistically significant. For instance, we expect that respondents from Chicago, Houston, and Miami will answer questions (proportionally) in the same way. When the Chi-square statistic is statistically significant, it means that it is unlikely that the differences are due to chance. The p-value indicates the size of that likelihood (5%, 1%, or .1% probability that the differences are due to chance).

⁵ The enrollment figures were skewed by an outlier; one library reported serving 127,677 adult learners. Deleting this outlier reduces the average enrollment to 1,550 and the median to 389.

⁶ If we exclude the library that reported serving 127,677 adult learners, the average CP enrollment decreases to 569 and the median to 209.

⁷ CLASP. (2012). Alliance for quality career pathways. Retrieved from <http://www.clasp.org/issues/postsecondary/pages/alliance-for-quality-career-pathways>

⁸ These included students participating in: (1) classes to assist students in transitioning to postsecondary education; (2) classes that enable students to obtain a postsecondary or stackable credential; (3) classes required for completion of a short-term certificate program

needed for advancement in education or employment; (4) classes that result in an industry-recognized credential; (5) apprenticeships; and (6) internships.

⁹ We found numerous inaccuracies in student demographic data for each of the categories. For example, respondents were asked to report race/ethnicity *only* for U.S.-born students, but some included race/ethnicity of foreign-born students in those figures, thus leading to inaccurate percentages. In addition, in some cases the total numbers reported for various categories (e.g., gender, educational attainment, employment status) did not add up to the number of CP students reported earlier in the survey. For instance, one agency reported serving 325 adult learners, but for the gender category they reported 92 men and 219 women, for a total of 311. In such cases, we told respondents what the discrepancies were and asked them to provide corrected data. Many respondents provided corrected data; others did not respond to multiple requests. To calculate the percentages, we used the denominator for the category we analyzed. For example, for the aforementioned agency that reported 92 men and 219 women, we used 311 as the denominator, not 325 (the total number of adult learners reported elsewhere in the survey). We drew several lessons from this experience. (1) Some adult education providers do not collect demographic data on one or more of the categories above. (2) If they do collect demographic data, they may not know how to locate and report it or how to report it for only a sub-set of their students (e.g., CP participants). (3) Staff turnover hinders the ability to locate and report demographic data to outside parties such as researchers. (4) Many adult education providers don't have the resources to hire staff who are responsible for data collection and analysis.

¹⁰ Twelve agencies had errors in the data for this question. In these cases, the main problem was that N foreign-born + N race/ethnicity did not add up to the total number of CP students they reported serving. Although we asked only for race/ethnicity for U.S.-born students, some agencies included foreign-born students under race-ethnicity, which means those students were double-counted. Consequently, Hispanic students may be somewhat over-represented in the U.S.-born race/ethnicity data.

¹¹ The answers for three programs were deleted because they were obviously incorrect (e.g., average enrollment of 71,024 hours) and the programs did not respond to requests for corrected figures.

¹² The case studies revealed that these requirements include minimum reading and math scores on the Tests of Adult Basic Education (TABE), minimum English language test scores, and/or having a high school or GED diploma, among others.

¹³ These terms were defined in the survey as follows:

- contextualized learning (basic skills are offered in the context of career/technical topics or education);
- co-enrollment with your program AND a community college or other postsecondary institution;
- concurrent enrollment (students are enrolled simultaneously in language/basic skills and training courses);
- workplace learning (e.g., on-the-job training, basic skills instruction offered at the workplace, workplace ESL);
- work-based learning (contextualized instruction that builds skills within the context of common work-related situations and real workplace problems, or uses actual workplace materials);
- pure online or distance education (all instruction and activities delivered at a distance); and

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- blended online or distance education (some instruction and activities delivered face-to-face and some online/distance).

¹⁴ The only comment related to “other” support service was “gender-separated classes for cultural sensitivity.”

¹⁵ CLASP. (2013). A framework for measuring career pathways innovation: A working paper. Retrieved from <http://www.clasp.org/resources-and-publications/files/CLASP-AQCP-Metrics-Feb-2013.pdf>

¹⁶ “Collecting data on the interim outcomes for participants in career pathway programs enables instructors, staff, and administrators to gauge participant progress toward credential attainment” (CLASP, 2013, p. 6).

¹⁷ We analyzed the sub-set of 53 agencies that received federal funding. Two of these agencies indicated that they did not measure educational level gains, even though this is a federal requirement under the Adult Education and Family Literacy Act (AEFLA). We were unable to determine whether this was an error on their part or whether they receive federal (non-AEFLA) funds that do not require measuring educational level gains. The other measures used by two-thirds or more of federally funded agencies were obtaining a high school or GED diploma (76%), obtaining initial employment (72%), and attaining a CP credential (67%).

¹⁸ Miami accounted for a disproportionate share of the “unsure” responses. Between 10% and 29% of Miami respondents marked “unsure” for nine of the 19 outcome measures. In addition, explanatory comments on the teacher- or program-created assessment question revealed that many of these were not, in fact, created by teachers or programs. Some respondents wrote the names of tests, such as the TABE and CASAS, used to measure educational level gains, and had also checked “yes” for that question. In these cases, the answer for “teacher- or program-created assessments” was changed to “no.” Other respondents wrote the names of assessments that were created by state systems (e.g., Texas Assessment of Minimum Skills, Data and Information System Illinois), textbook publishers, or other commercial entities (e.g., Essential Education software, Future for English curriculum placement and unit testing, COMPASS college placement testing). These responses should have been captured under the “other” category. In these cases, the answer for “teacher- or program-created assessments” was changed to “no” and the “other” category to “yes.”

¹⁹ For example, when reporting the percentage of students who obtained a high school or GED diploma, an agency could decide to use several different denominators: the total number of adult learners, the total number of students who did not already have a high school/GED diploma, the total number of students enrolled in GED classes, the total number of students who took the GED Tests, etc. Each of these would yield a different answer for the percentage of students who obtained a high school/GED diploma. Although we made repeated attempts to clarify all the apparent discrepancies in the data and determine which denominators were used to calculate the percentages, some agencies did not respond to these requests.

²⁰ Comments have been edited to correct grammatical and punctuation errors, to standardize capitalization, and to remove identifying information such as the organization’s name (unless they participated in the case study and gave permission to use their organization’s name). Similar comments were grouped into categories.