



Detroit Adult Foundational Skill Development: Challenges and Solutions

CORPORATION FOR A SKILLED
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About This Report

This report was by CSW Senior Policy Associate Mary Freeman, CSW Senior Policy Fellow Larry Good, and Senior Consultant Vickie Choitz. It was made possible by a grant from JPMorgan Chase & Co.



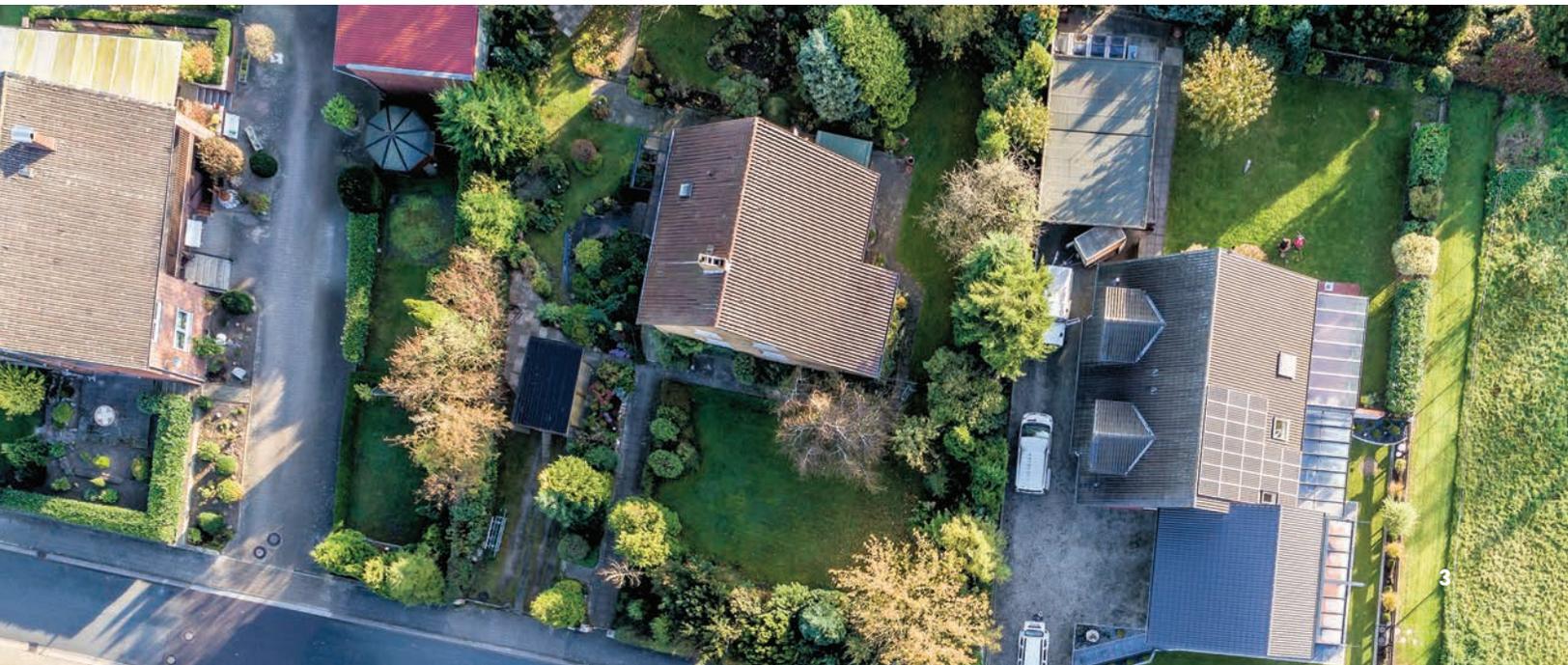
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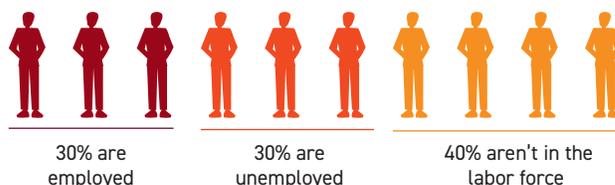


The Challenge in Detroit & Why Tackling Foundational Skills Matters

Nearly half of working age Detroiters do not have the essential foundational skills necessary to get a job or succeed in a career. This includes 90,000 who do not have a high school diploma or equivalent and about 110,000 who have a high school credential but lack basic foundational skills required for employment.

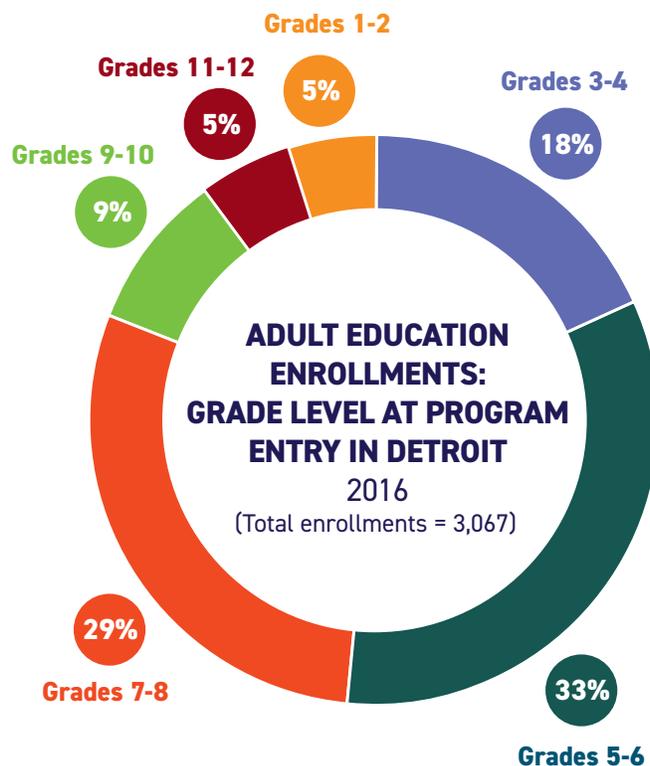
Who are these 200,000 Detroiters?

- 30% are employed, 30% are unemployed, 40% aren't in the labor force
- 55% have a high school diploma/GED, 45% do not
- Those working are mostly in low-wage jobs
- Spread evenly across age and gender
- Most of those served by current programs are at lower literacy levels.



Over half – 85% - of those who enroll in programs enter with foundational skills at the 8th grade level or lower.

See Appendix A for more information.



Foundational Skills are the basic, entry-level skills that are common across most workforces and industries, upon which most occupational skills are built. They are pre-requisites for success in most jobs and careers. They include reading, math and English language proficiency; work readiness and basic professional skills; digital literacy skills; and career management skills.

SOURCE: ANALYSIS OF ADULT EDUCATION PROGRAM DATA FROM APPLICANTS FOR 2017-2018 WIOA TITLE II FUNDING.

The consequences of the foundational skills gaps are profound. For employers, this greatly limits the number of Detroiters who possess essential competencies required at hiring. For job seekers with skill gaps, it means their opportunities for getting a good job and having opportunities to advance are few. For the city, it means a large proportion of residents struggle to sustain themselves and their families, with many forced to rely on public assistance to survive.

At the same time, the need for strong foundational skills is growing. **Two-thirds of the jobs in the city require a high school diploma plus further education and training for entry, which is roughly 150,000 jobs.** Detroit's emerging economic comeback means that the number of jobs is growing, and yet, too few Detroiters qualify for them.

The need for improved adult foundational skills is great, but Detroit's current capacity to deliver foundational skills educational programs pales in comparison. Now, the schools, colleges and community organizations that provide programs and services to help learners build needed foundational skills reach only 4,500 people a year. Capacity is in part driven by funding. State and federal funding for adult education has shrunk dramatically in recent decades and shows no sign of improvement.

The scale of impact of current programs is small. About 400 adult Detroit residents earn a high school diploma or GED each year. And only about one-third of those who enroll in an adult education program are known to have improved their skills appreciably. Few learners who enter a foundational skills program later obtain a postsecondary degree, certificate or industry certification.

Across the country, many states and communities are making dramatic changes in how they approach the tough issue of improving foundational skills. New approaches, such as integrating foundational skills and occupational skills education within one program, are replacing traditional ones. New funding strategies are increasing the scale of reach. In some places, business, community and political leaders have made this a high-profile area of sustained focus. And community-wide networks of collaborating partners are emerging, replacing siloed programs in which every agency operates alone.

In Detroit, an array of dedicated adult educators and volunteers work in schools, churches, libraries and community-based organizations to help learners improve their basic skills. Promising innovative approaches are being tried by some agencies, though none at a large scale. Current efforts collectively fall far short of meeting the large need for Detroit residents.

*If we keep operating at the current level of effort, it would take **50 years** to reach everyone in need. If we keep operating with current methods, it would take even longer to achieve large scale educational attainment and employment for those starting with skill gaps.*

The enormous gap between the need and our current capacity is simply unacceptable. Job seekers and workers need better education, skills, and credentials to succeed in work and support their families. Employers need better educated and skilled workers. All residents of Detroit deserve to thrive in a city built on equitable and inclusive opportunity and economic development.

THE CURRENT SCOPE OF FOUNDATIONAL SKILLS PROGRAMS IN DETROIT IS SMALL AND INADEQUATE

ANNUALLY:

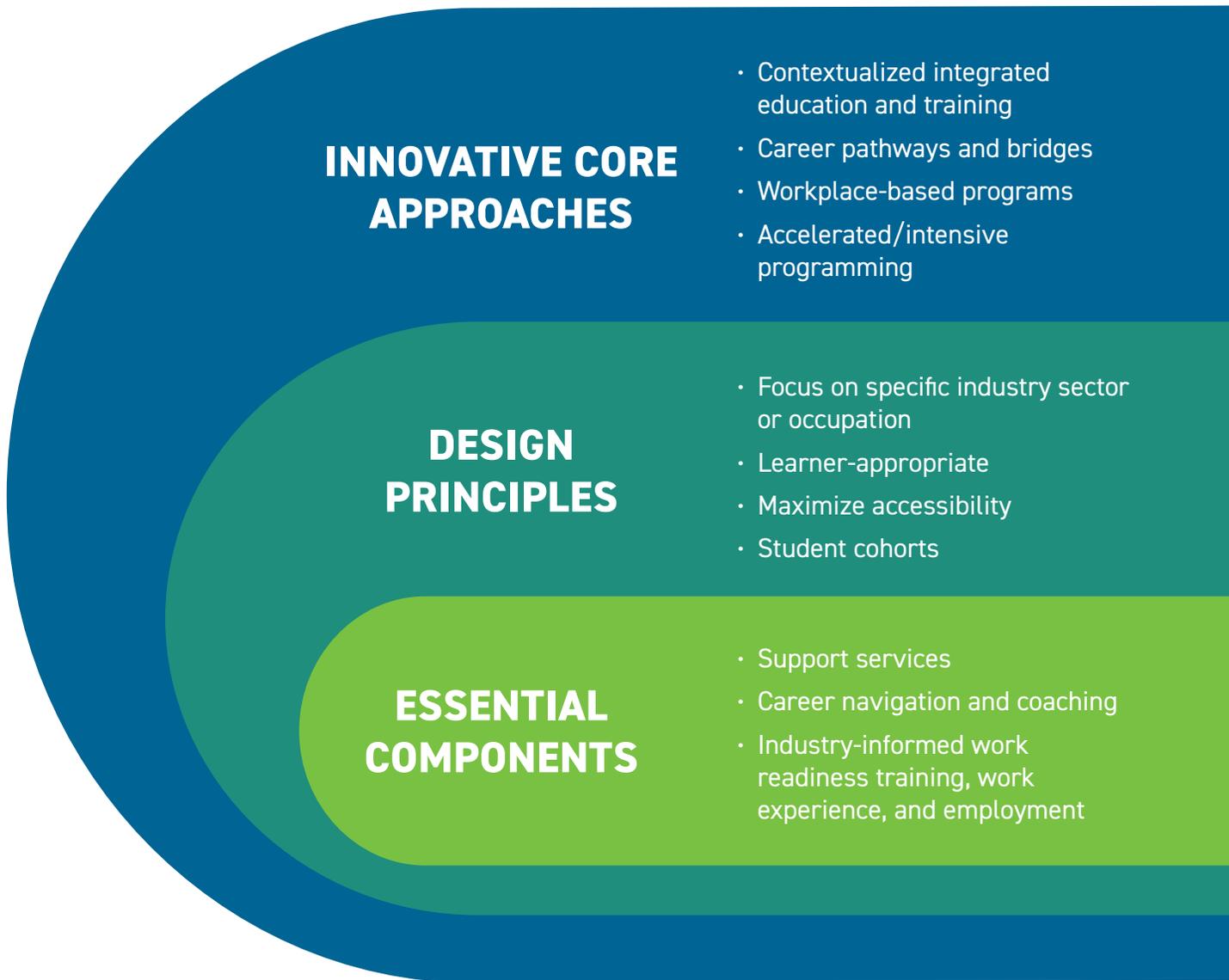
- About 4,500 adult learners served – **2% of the 200,000 in need**
- About **30%** of learners already have a job, but often it is low-wage, part-time, and unsteady employment
- **Less than 400** Detroiters earn high school diplomas or GEDs
- **500** learners earn an occupational credential
- Just over **1/3** improve an education level
- **30%** (520) of those who enter a program without a job gain employment

Making a Scalable Improvement in Foundational Skills: What Works

WHAT THE RESEARCH TELLS US

As the economy has evolved and the demand for education, skills, and credentials has grown, models of effective practice in improving adult foundational skills have emerged over the last ten to fifteen years. The Figure below outlines these practices, and this section summarizes what the research tells us.

WHAT WORKS IN ADULT FOUNDATIONAL SKILLS DEVELOPMENT



FOUR INNOVATIVE CORE APPROACHES HAVE EMERGED OVER THE PAST SEVERAL YEARS:



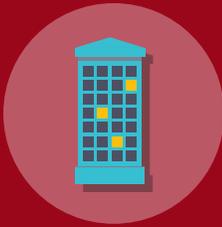
CONTEXTUALIZED INTEGRATED EDUCATION AND TRAINING (IET)

- Foundational skills are integrated into occupational training programs, contextualized to specific industries or occupations, and provide direct connections to employment.
- Washington State's I-BEST (Integrated Basic Education and Skills Training), described below, is the original IET model; other states and institutions have adopted and tailored versions of this model.
- Federal workforce and adult education policy supports the IET model, so adopting this model in Detroit will better position us for federal funding. Eighteen states are ahead of us, having already codified IET in state policy.¹



CAREER PATHWAYS AND BRIDGES (OR ON-RAMPS)

- Bridge programs provide entry points or “on ramps” to career pathways for learners with lower educational and skill levels. At a minimum, they contextualize foundational skills education to specific industry sectors. Ideally, they are contextualized programs integrated with occupational training and work readiness, i.e., IET programs.
- Career pathways connect progressive levels of employment, education, training, support services and credentials for specific occupations in a way that optimizes the progress and success of individuals with varying levels of abilities and needs.
- Career pathways organize education, training, employment services, and supportive services across partnering organizations to provide a more comprehensive system for learners.



WORKPLACE-BASED PROGRAMS

- Foundational skill, high school diploma or equivalency, and occupational training programs are located at workers' place of employment. Successful models have provided paid time during or just before or after work for employees to participate in education and training contextualized to the industry.
- This approach was more prevalent in adult education in the 1980s and 1990s, but federal and state funding has significantly diminished, despite positive evaluations of the programs. Foundational skills improvement can be embedded into more recent efforts to expand apprenticeships and other work-based learning approaches to develop occupational skills.



ACCELERATED/INTENSIVE PROGRAMMING

- Education and skill building is appropriately accelerated and offered in a shortened, more intensive format, to ensure learners can gain skills and family-supporting incomes as quickly as possible.
- This approach takes many forms, typically including more frequent and more intensive classes and use of online educational tools.

DESIGN PRINCIPLES THAT HAVE BEEN LINKED TO GREATER LEARNER SUCCESS IN ADULT FOUNDATIONAL SKILLS EDUCATION INCLUDE:



Industry Sector or Occupation-Focused

Target strategies and programs within specific industries or occupations to deeply understand exact industry needs and to shape efforts accordingly. Also create strong connections to employers to facilitate employment and career advancement opportunities and to continuously improve programs and update strategies.



Maximize Accessibility

Ensure programs have convenient locations and schedules for learners, and include transportation, child care, and other services to facilitate access and success.



Learner-Appropriate

Tailor curricula, programs, and related services to learners' specific academic levels, levels of English proficiency, culture, work and educational experience, human development levels, and home situation.



Learner Cohorts

Programs organize learners into cohorts to provide consistent, supportive peer groups. Cohorts can be physical, as in groups who take courses together, or virtual, as in groups supporting each other digitally, e.g., through social media.

THREE ESSENTIAL COMPONENTS EMBEDDED INTO ADULT FOUNDATIONAL SKILLS EDUCATION AND TRAINING PROGRAMS ARE CRITICAL TO STUDENT SUCCESS, BASED ON EVALUATION EVIDENCE AND LEARNER TESTIMONIALS:



SUPPORT SERVICES

Foundational skills students' incomes are limited, restricting their ability to procure services that are essential to succeeding in education, training and employment. Transportation and child care are two of the most often-cited support services needed. Additional services learners may need to succeed are financial assistance and emergency funds, work-related clothing, housing assistance, domestic violence services (legal assistance, counseling, and ongoing safety planning), medical and dental services, and mental health services (often for trauma, depression and anxiety).



CAREER NAVIGATION & COACHING

Successful programs assist learners in identifying good-fit careers and navigating the education, training, and employment systems necessary to access these careers. Services include a comprehensive orientation and intake process to identify career experience and interests. Programs have achieved success with life coaches, career coaches or career navigators who provide these services and motivational support for learners.



INDUSTRY-INFORMED WORK READINESS TRAINING, WORK EXPERIENCE, & EMPLOYMENT

Many adult foundational skill learners enter programs to improve their ability to get a job, earn a family-sustaining income, and move out of poverty. Good programs provide work readiness training that has been informed by local industry partners to teach basic work and professional skills; work awareness workshops, job shadowing, internships, and job simulations; and assistance in accessing employment. The growing focus on employment in adult education and workforce programs makes this component all the more important.

The challenge of inadequate adult foundational skills in the United States is immense and daunting. It's also underappreciated, underfunded, and not a priority for most decision-makers in government or business. Only a few city leaders across the country have dared to tackle this entrenched and complex problem. These leaders and the gradually growing evidence base from which they are working and which they are producing (described in the supplement, "What's Working in Adult Education: A Review of the Evidence") provide indications of what's working across the country to improve adult foundational skills at any type of scale.

What won't work is to expect increased outcomes and impact while operating traditional adult education programs. Despite often heroic efforts by faculty and volunteer tutors, adult education programs that lack the context of employment and the urgency of accelerated delivery won't achieve the scale of reach needed.

Four examples of particular relevance to Detroit follow – the State of Washington's I-BEST program, Washington, D.C.'s adult charter schools and adult pathways, Philadelphia's city-wide system building, and Chicago's work with career pathways/on ramp strategies.

Washington State I-BEST Program

In 2004, the Washington State Board for Community and Technical Colleges (SBCTC) identified some disturbing trends in their adult education system, but also discovered a shining light that pointed a way forward. Summarized in what is nationally known as "the tipping point study," SBCTC found that very few of the system's adult education and English-as-a-Second-Language (ESL) students improved their basic skills, transitioned to college, earned credits and credentials, and achieved family-supporting employment. However, other research by the Washington Workforce Training and Education Coordinating Board found that, if these students could earn at least a year of college and a (technical) credential, they could earn substantially more than those with just some or no college. Additionally, they were in high demand among employers in the state.ⁱⁱ

These revelations led the SBCTC to create the innovative Integrated Basic Education and Skills Training (I-BEST) program. In this model, a basic skills instructor jointly teaches with a professional-technical instructor for at least 50 percent of the program curricula. Basic skills education is contextualized and integrated with occupational training, resulting in an in-demand occupational credential. Students have access to support services as needed and earn college credit that can be applied toward subsequent degree programs.

Five community colleges piloted the integrated team teaching model in 2004-2005, with 268 students. Evaluations over the years demonstrate that, compared to traditional adult education students at the colleges, I-BEST students are more likely to continue into credit-bearing coursework, earn credits that count toward a college credential, earn occupational certificates, and make more point gains on basic skills tests.ⁱⁱⁱ I-BEST students have indicated that the program improves their confidence and understanding of the material, and the connected support services improves their ability to succeed.^{iv}

The I-BEST program is funded at a higher rate than traditional adult and college education: colleges receive 1.75 full-time equivalent (FTE) funding for each I-BEST student. In 2009, this was \$9,750 per FTE. In a cost-benefit analysis, researchers found that the cost of the model equals the societal benefits of increased college credits.^v In fact, colleges have found over the years that it can actually be less expensive to offer I-BEST programs compared to traditional adult education. Their outlook has shifted from looking at inputs like enrollments to looking at outputs like completions, credits, and credentials.

The SBCTC has significantly scaled up the I-BEST program over the last 13 years. Today, all 34 colleges have at least one I-BEST program, and, together, they served nearly 5,000 students in 2016-2017. In the last four years alone, I-BEST students have earned 7,540 degrees and certificates.

Promising Practices in I-BEST

- Cohort model
- Contextualized and integrated education and training
- Learner-appropriate instruction and content
- Managed enrollment
- Sector-focused
- Support services

Washington, DC Adult Charter Schools and Adult Career Pathways

Washington, DC, has implemented two leading-edge models for providing adult foundational skills development: adult charter schools and adult career pathways.

Adult Charter Schools are an innovative way to add capacity to the adult education field in Washington, DC. These schools provide a range of adult education programming, including adult basic education, English language acquisition, support services, opportunities to earn high school credentials and entry level occupational credentials and/or transition to postsecondary education, and employment services. Adult charter schools are governed by and receive funding from the District (through the K-12 system rather than through the federal Workforce Innovation and Opportunity Act (WIOA) Title II Adult Education & Family Literacy funding stream). These schools are serving 4,500 students in 2017-2018,^{vi} and receive just over \$11,000 per student (\$8,617 for instruction plus \$3,000 for facilities). This is in addition to the approximately 1,000 adult students served in the traditional DC public school system in 2016-2017.^{vii} The adult education system in DC funded by federal WIOA Title II funds is delivered primarily through community-based organizations (CBOs). This system serves about 4,000 students annually (there is some overlap with the charter schools)^{viii} and receives \$800 to \$3,000 per student (depending on whether the CBO can raise additional private funds).^{ix}

In terms of outcomes, overall the adult charter schools are mixed regarding the percentage of students that makes education level improvements. Three of the charters were in the 30 percent range—about the same as the community-based programs — however, the top three had impressive rates of 60%, 70%, and 87%. Many DC adult charter schools also have very high retention rates—the top three are 78%, 86%, and 88%.^x Both the adult charter schools and the CBO programs have high GED passrates— between 70 and 100%; however, students may earn GEDs more quickly in the more intensive adult charter school model.

What is compelling about this example is how innovative and larger-scale funding can increase the capacity to deliver adult education. Additionally, more generous resources also help to provide more intensive education and critical support services, which help to improve retention and outcomes.

DC Adult Career Pathways. In 2014, DC initiated an adult career pathways taskforce, which released a strategic plan in September 2015.^{xi} In January of 2017, DC announced a request for proposals to grant \$4.3 million in adult education and workforce funds to fund sector-based integrated education and training career pathways to serve District adults with high-barriers to employment, including low levels of literacy and basic skills. In June, 10 organizations were funded (including three of the adult charter schools).^{xii}

Promising Practices in Washington, DC

- Accelerated and intensive models
- Career pathways
- Cohort model
- Connections to work
- Contextualized and integrated education and training
- Learner-appropriate instruction and content
- Managed enrollment
- Sector-focused
- Support services



City-wide System Building in Philadelphia

About a quarter of a million Philadelphia adults lack a high school diploma or equivalent; one in two struggles with basic literacy and work skills (over 500,000). Two-thirds of adults assessed have educational levels at 4th-8th grade. However, there are just 3,365 adult education slots in the city funded through the state and federal government. This data parallels Detroit's situation closely.

Since 1983, the Office of Adult Education (formerly the Mayor's Commission on Literacy), has worked to support adult literacy in Philadelphia. The last two mayors have championed complementary efforts to expand and improve adult literacy efforts. Under the previous mayor, the city launched a significant technology-based system, myPLACESM, to better coordinate the city's decentralized network of adult education providers and to provide online adult education services to many more residents. In 2016, the current mayor renamed the agency as the Office of Adult Education, re-invigorating the City's approximate \$1 million/year budget for the office, which has 11 full-time staff. These efforts helped to form a comprehensive, citywide, technology-integrated adult education system.

The Office of Adult Education manages myPLACESM—my Philadelphia Literacy and Adult Career Education. This system includes five one-stop campuses, which are strategically located neighborhood-based entry points for adults with low education and skill levels. Upon entry, a learner completes a thorough skills and interests assessment—the same across all campuses. This information is entered into a shared client management system used by the five campuses and about three dozen education partners, so all have access to the same information and the learner avoids multiple assessments across organizations.

Coaches work with learners to analyze the assessment results and create educational and career plans. Learners take an online course developed by the Office of Adult Education (Introduction to Adult Learning and Careers) to learn computer skills, study skills and other foundational skills, as well as to research careers, and create resumes and career plans. They can enroll in myPLACESM Online to take courses in contextualized math or reading and writing (courses are geared for as low as 4th grade level and are contextualized to priority industries). Learners may choose to enroll in an educational partner's occupational training program. Some can take a myPrep course to help them prepare for occupational or college entrance exams.

myPLACESM campus operators and educational partners meet regularly to continuously improve operations and offerings. In addition, the Office of Adult Education manages the Philadelphia Adult Literacy Alliance, a 100+ member professional development organization that meets quarterly; issues a bi-monthly e-zine for adult educators; runs an annual Technology in Adult Education conference; organizes professional development workshops for instructors and administrators; and trains and places volunteer tutors. The office aggressively recruits city residents to not only serve as tutors in the system, but also to be mentors, donate, and raise awareness of the issue among their networks. Since the inception of myPLACESM, 20,000 adults have requested services, 11,507 have been assessed, and over 4,000 have completed the online Intro course. Over 5,000 have enrolled in classroom-based and online classes. Enrollments have increased significantly each year.

Promising Practices in Philadelphia

- Accelerated, tech-rich model
- Cohort model
- Contextualized education
- Coordinated city-wide system
- High accessibility
- Learner-appropriate instruction and content



Chicago's Career Pathways and On-Ramps

Chicago has a long history of organizations working toward building career pathways and on-ramps^{xiii} for adults with lower educational and skill levels. Women Employed (WE) and the Chicago Jobs Council (CJC) were early national leaders and helped fuel a national movement. In 2003, WE launched the Illinois Career Pathways Initiative and, over the years, has created dozens of resources to support development of these programs. In 2005, they released the nation's first publication on how to develop career pathway bridge programs.^{xiv,xv}

Women Employed developed bridge lesson plans and a Career Foundations curriculum to help adults with educational levels as low as the 4th grade assess their skills and interests, explore career paths, and develop a plan to get to college. WE also developed many infographics, briefs, and worksheets showing the economic imperative for improving the education and skill levels of adults and the return on investment for community colleges. CJC's Frontline Focus Training Institute provides professional development for the workforce development field in Chicago and includes curricula and workshops that support career pathway on-ramp development and implementation.

During the early 2000's, community based organizations (CBOs) started working with community college partners to create career pathway bridge programs. The most well-known was the Carreras en Salud (Careers in Health) bridge program developed in 2005 by Instituto del Progreso Latino and Wilber Wright Community College.^{xvi} These resources and documented experiences were put to good use by community colleges and CBOs in the city and around the state. By 2011, almost four dozen career pathway bridge programs were identified in a statewide career pathway bridge directory.^{xvii}

These programs became a core strategy in the City Colleges of Chicago Reinvention initiative (2010) and its College to Careers approach (2011). Each of the seven colleges in the system focus on one target industry, providing data-driven stackable credentials (career pathways) infused with employer involvement, as well as robust career planning and placement services. On-ramps to the career pathways include dual enrollment for high school students; Career Foundations (the Women Employed curriculum) for lower-level adult education students; Career Bridge programs for higher-level adult education students pursuing high school equivalency or ESL concurrent with occupational training; and Adult Education Gateway programs for students pursuing high school equivalency or ESL concurrent with college credit.

Chicago career pathway bridge programs have been supported by philanthropic initiatives, state leadership and policy, and alliances over the years.^{xviii} In 2012, the Illinois Community College Board and the IL Department of Commerce and Economic Opportunity released a detailed step-by-step guide on how to create bridge programs.^{xix} WE and CJC jointly launched the Pathways to Careers Network around 2012 to connect and inform career pathway and on-ramp practitioners and stakeholders and to advocate for policies to support career pathways development.

Promising Practices in Chicago

- Career navigation
- Career pathways and bridges
- Integrated education and training
- Multiple partners
- Sector focused
- Student-centered



Appendix A:

What do we know about the 200,000 Detroiters in need of adult foundational skills development?

Fixing Detroit's Foundational Skills Gap is Essential



Two-thirds of jobs in Detroit require a high school diploma plus some postsecondary education (150,000 jobs).



But, **200,000** - nearly half of working age Detroiters - do not have the essential foundational skills necessary to get a job or succeed in a career.

What are the high school educational attainment and basic skills levels of Detroit adults?

90,000 Detroit adults do not have a high school diploma or GED. This represents about **20%** of the adult population in Detroit. Slightly more than **112,000** have a high school diploma or GED but have lower levels of basic skills (4,530 speak English less than well, 103,772 earn low wages and have no postsecondary education, and 4,301 meet both conditions). A conservative estimate is that more than **200,000** adults (16-64) need improved foundational skills.^{xx}



Who are the 200,000?

10,000 or more "Opportunity Youth" (16-24, not in school or work) lack a high school diploma or equivalent.*

27,000 (30%) of those who lack a high school diploma are employed, typically in low wage jobs.*

More than 50% of the 200,000 are not in the labor force (employed or looking for work.)*

**They are spread in similar proportion across all adult age ranges and gender.*

19.5% of black adults lack a high school diploma, **20.7%** of whites, and **52.5%** of Hispanics. (However, 53% of Hispanic adults in Detroit are employed, higher than white or black adults.)

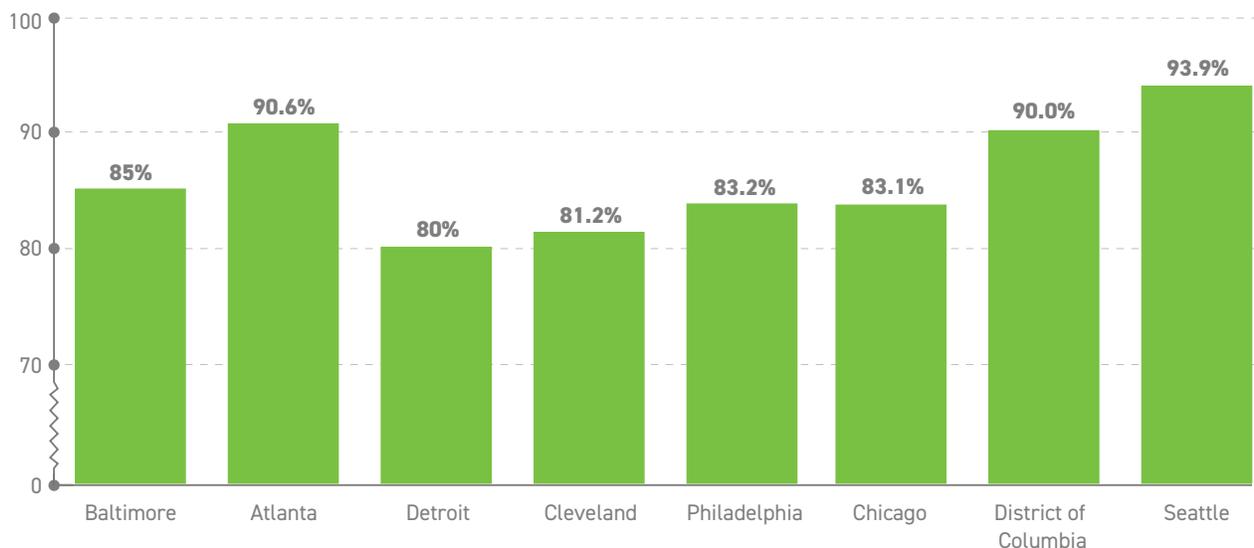
Median income for Detroit adults with no high school diploma is **\$16,500/year**, with a high school diploma, median income is **\$21,000/year**. With a bachelor's degree, it's **\$37,000/year**.

How does Detroit compare to other cities on percentage of high school graduates?

At **80%** of the city's population being high school graduates or higher, Detroit trails four peer cities, whose percentage of high school graduates ranges from **81.2% to 90.6%**.



PERCENTAGE OF POPULATION THAT IS HIGH SCHOOL GRADUATE OR HIGHER, 25 YEARS AND OLDER, 2016



SOURCE: U.S. CENSUS BUREAU, 2007-2016 AMERICAN COMMUNITY SURVEY 1-YEAR ESTIMATES

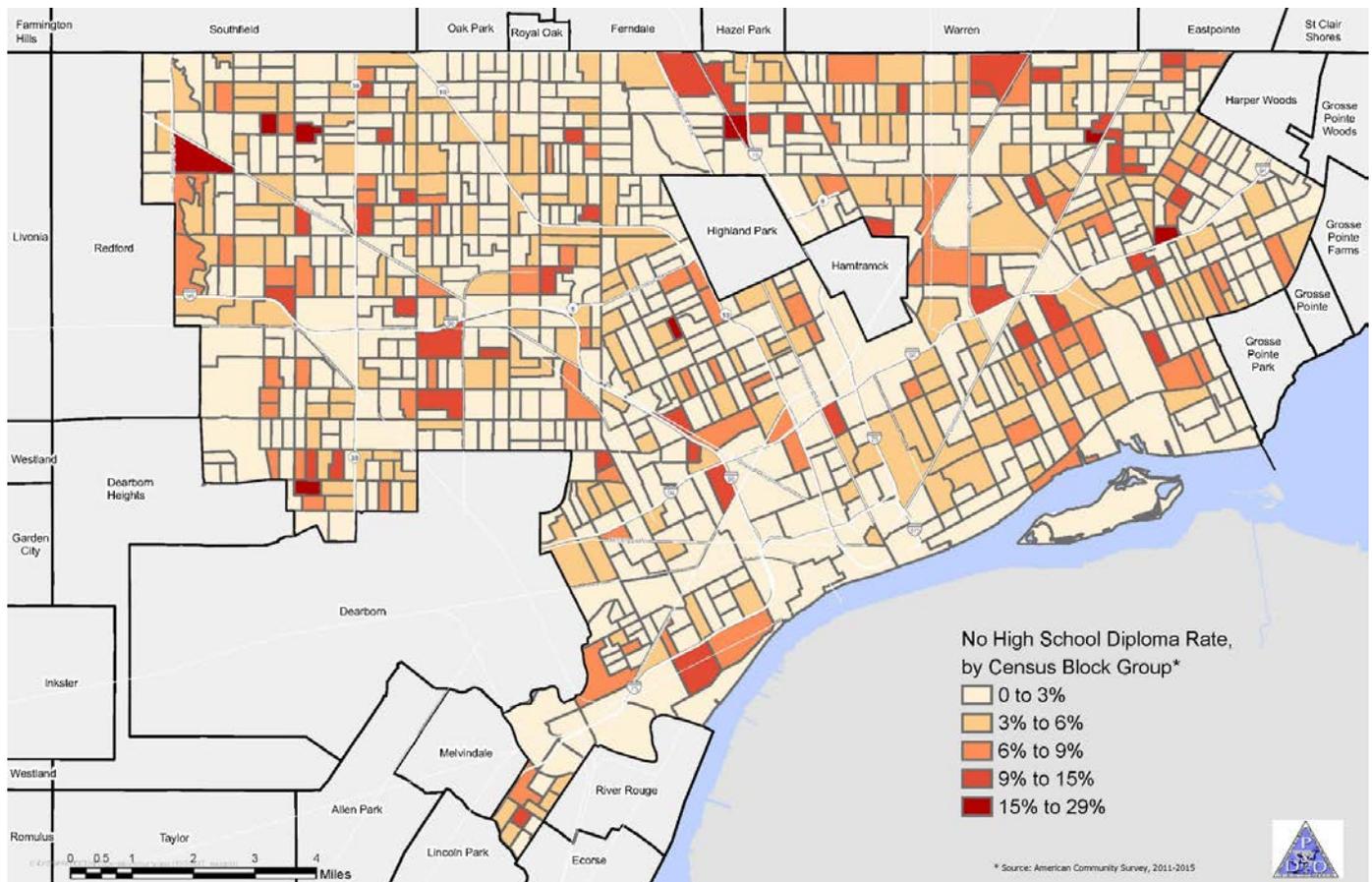
How many of the 200,000 are Opportunity Youth?

Opportunity Youth are individuals between ages 16 and 24 who are not in school and not in work. As of 2015:

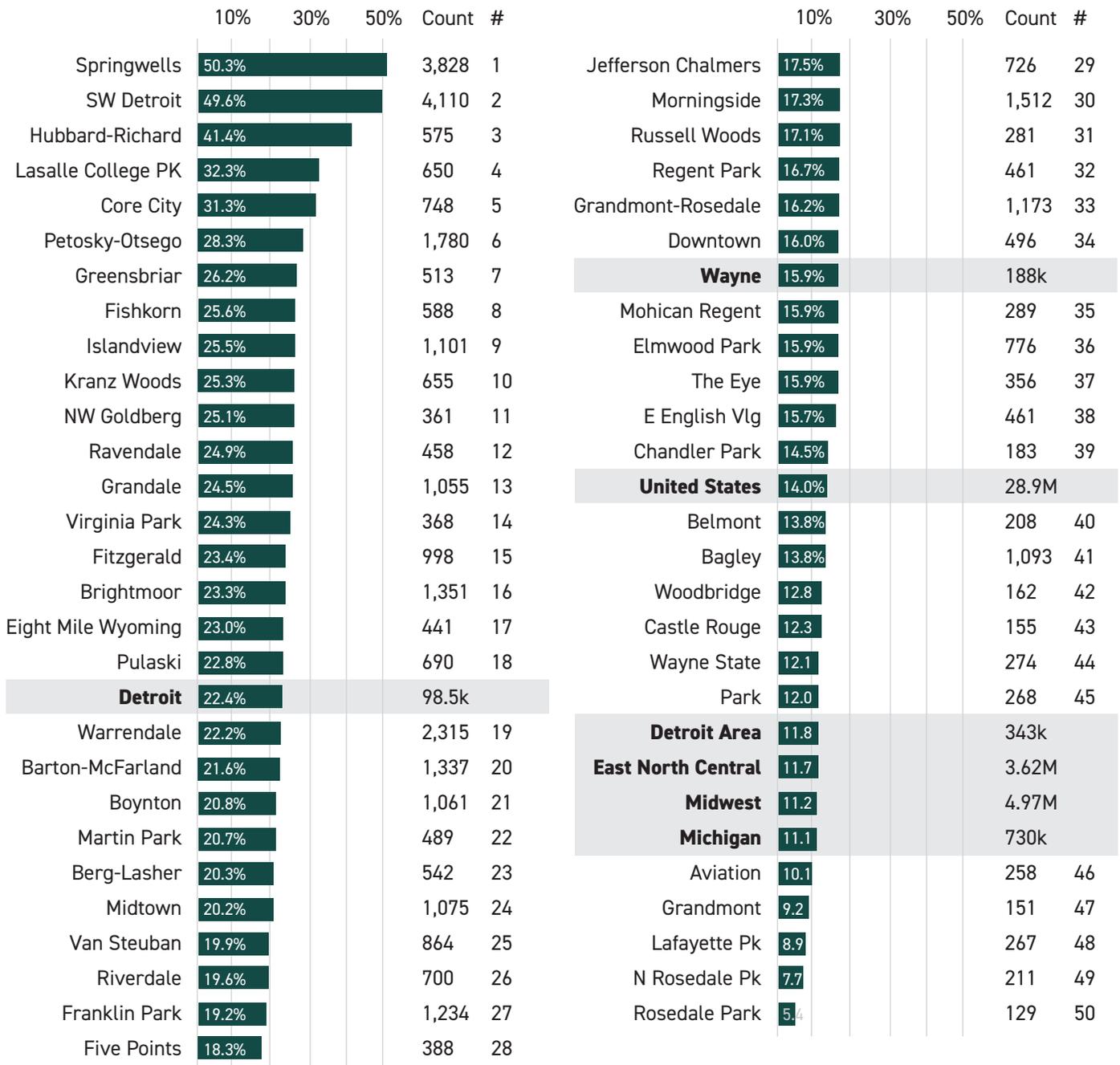
- Over 10,000 Opportunity Youth lacked a high school diploma, and around 11,000 had a high school diploma. Less than 1,700 had a GED or alternative credential.
- About 350, less than 2%, of Detroit's Opportunity Youth had a postsecondary degree – just 90 had an Associate's degree and only 256 had a Bachelor's degree.
- About 2,000 had less than one year of college, and 3,300 had 1 or more year of college credit, but no degree.^{xxi}

What is the geographic distribution of educational credentials?

- Pockets of lower high school attainment rates exist in most neighborhoods in Detroit; therefore, an intensive neighborhood-based strategy will be critical to reach all residents in need of educational services.
- Given the widespread distribution of low high school attainment rates, we should encourage partnership of organizations in neighborhoods to work together to provide comprehensive services and supports for the residents in need of adult foundational skills development.



LACK OF HIGH SCHOOL DIPLOMA OR EQUIVALENT BY NEIGHBORHOOD IN DETROIT



SOURCE: DATA IS FROM THE US CENSUS BUREAU, SPECIFICALLY FROM THE 2010 CENSUS, AND FROM THE 2009-2013 AMERICAN COMMUNITY SURVEY. CALCULATED BY STATISTICALATLAS.COM. [HTTPS://STATISTICALATLAS.COM/PLACE/MICHIGAN/DETROIT/EDUCATIONAL-ATTAINMENT](https://statisticalatlas.com/place/michigan/detroit/educational-attainment), ACCESSED ON DECEMBER 5, 2017.

- i Bergson-Shilcock, Amanda. Integrated Education and Training Policy: 50-State Scan. National Skills Coalition. December 2016. Available at: <http://www.nationalskillscoalition.org/resources/publications/file/Final-IETScan.pdf>.
- ii Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Longitudinal Student Tracking Study (The "Tipping Point" Research). Washington State Board for Community and Technical Colleges. Research Report No. 06-2. April 2005. Available at: <https://www.sbctc.edu/resources/documents/collegesstaff/programs-services/basic-education-for-adults/I-BESTTippingPointResearch.pdf>.
- iii Jenkins, Davis, Zeidenberg, Matthew, and Kienzl, Gregory. Educational Outcomes of I-BEST - Washington State Community and Technical College System's Integrated Basic Education and Skills Training Program: Findings from a Multivariate Analysis, Community College Research Center, Teachers College, Columbia U., May 2009. Available at: https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/basic-education-foradults/ccrc_working_paperNo16_may2009.pdf. Also see: Zeidenberg, Matthew, Cho, Sung-Woo, and Jenkins, Davis. Washington State's Integrated Basic Education and Skills Training Program (I-BEST): New Evidence of Effectiveness, Community College Research Center, Teachers College, Columbia U., September 2010. Available at: <http://ccrc.tc.columbia.edu/publications/i-best-new-evidence.html>.
- iv Wachen, John, Jenkins, Davis, Belfield, Clive, and Van Noy, Michelle, with Amanda Richards and Kristen Kulongoski. Contextualized College Transition Strategies for Adult Basic Skills Students: Learning from Washington State's I-BEST Program Model. Community College Research Center, Teachers College, Columbia U., December 2012. Available at: https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/basiceducation-for-adults/ibest_ccrc_report_december2012.pdf.
- v Ditto.
- vi "Three Things to Know about DC Public Charter School Enrollment." DC Public Charter School blog. October 20, 2017. Available at: <http://www.dcpccb.org/blog/three-things-know-about-dc-public-charter-school-enrollment>.
- vii The number of students in DC traditional and charter schools is based on a one-time enrollment audit for purposes of determining funding. Because the adult population is so transient, there are actually far more students being served each year in these schools because of student churn (personal correspondence with Kilin Boardman-Schroyer, Deputy Assistant Superintendent, Postsecondary and Career Education, Office of the State Superintendent of Education (OSSE), Government of the District of Columbia, November 9, 2017).
- viii District of Columbia Workforce Innovation and Opportunity Act (WIOA) Unified State Plan, 2016-2020. Available at: https://dcworks.dc.gov/sites/default/files/dc/sites/dcworks/publication/attachments/WIOA%20DC%20Final%20Plan_Accessible%20Version.pdf. Note: This number is cumulative for the entire year and also includes overlap in students with the charter schools. The overlap is due to two situations: (1) in FY17, federally-funded system funded two adult charter schools, so their students are counted in both systems; (2) there are several instances of students being enrolled in more than one program over the course of the year; sometimes they are enrolled simultaneously based on a strategic blending of program offerings, but mostly the enrollment is sequential where someone drops out of one program and later enrolls in another one (personal correspondence with Kilin Boardman-Schroyer, Deputy Assistant Superintendent, Postsecondary and Career Education, Office of the State Superintendent of Education (OSSE), Government of the District of Columbia, November 9, 2017).
- ix Additionally, DC has several alternative schools designed to serve young adults, ages 16-24. In 2016-2017, five traditional alternative schools served 532 students, and four charter alternative schools served 904 students. Many of these programs are working with older students (over age 18), who could be considered adult students. The funding allocation for alternative schools in FY17 was \$13,942 per student.
- x DC Public Charter School Board data file available at: <http://www.dcpccb.org/file/11-09-2016-2015-16-masterflat-file-pk-12-and-adult-websitexlsx>. Accessed November 16, 2017.
- xi See the strategic plan here: <https://dcworks.dc.gov/sites/default/files/dc/sites/dcworks/publication/attachments/Career%20Pathways%20Strategic%20Plan%20Final.pdf>.
- xii See the press release here: <https://dcworks.dc.gov/release/osse-partnership-dc-wic-announce-winners-adult-education-and-family-literacy-act-grant-and>
- xiii Around the country, on-ramps to career pathways are also called "bridge programs."
- xiv Bridges to Careers for Low-Skilled Adults: A Program Development Guide. Women Employed with Chicago Jobs Council and UIC Great Cities Institute. 2005. Available at: <https://womenemployed.org/sites/default/files/resources/BridgeGuide.FullReport.2005.pdf>.

- xv Around the same time, WE created Career Coach, a first-ever, comprehensive online career exploration and planning program aimed at lower-income adults. This online tool has been superseded by the US Department of Labor’s My Next Move online tool; however, the career coach curriculum guide developed in 2008 is still a useful resource. *Strategies for Success in Career Development: The Career Coach Curriculum Guide*. Women Employed. 2008. Available at: <https://womenemployed.org/sites/default/files/resources/StratForSuccessFullCurriculum2008.pdf>.
- xvi This program was documented in a how-to guide: Estrada, Dr. Ricardo A., with DuBois, Tom. *How to Build Bridge Programs that Fit into a Career Pathway A Step-by-Step Guide Based on the Carreras en Salud Program in Chicago*. Instituto del Progreso Latino. 2005. Available at: http://www.idpl.org/images/publicationsPDFs/Instituto2010_HowToBuildBridgePrograms%20final.pdf. Instituto also developed career pathway bridges in manufacturing.
- xvii Illinois Bridge Directory, Office of Community College Research and Leadership, College of Education, University of Illinois at Urbana-Champaign. 2010-2011. Available at: <http://occrll.illinois.edu/past/aebe/bridge-directory>.
- xviii For example, the Critical Skill Shortages Initiative, launched by the Illinois Department of Commerce and Economic Opportunity and the Governor’s Office in the early 2000’s, paved the way with data and a planning process around key regional industries. The national Shifting Gears and Accelerating Opportunity initiatives were instrumental in this work. The Illinois Community College Board provided critical leadership and key policies to facilitate the growth and institutionalization of career pathway bridge programs.
- xix *Creating a Successful Bridge Program: A “How To” Guide*. The Illinois Community College Board and the Illinois Dept. of Commerce & Economic Opportunity, 2012. Available at: https://www.iccb.org/iccb/wpcontent/pdfs/shiftinggears/ICCB_2012BridgeGuide_web_REV_FEB13.pdf.
- xx Data based on analysis by Corporation for a Skilled Workforce of data from the US Census Bureau, 2015 American Community Survey 1-Year Estimates (Public Use Microdata Samples) . Also see: *Addressing Detroit’s Basic Skills Crisis*. The Detroit Regional Workforce Fund. 2011. Available at: https://cbsdetroit.files.wordpress.com/2011/05/basicskillsreport_final.pdf.
- xxi Data from: IPUMS-USA, University of Minnesota, www.ipums.org. 2011-2015, American Community Survey 5-year sample. Obtained May 2017.