CONNECTING ADULT EDUCATION TO CAREER PATHWAYS: SOME EFFORTS UNDERWAY ACROSS THE COUNTRY

CASAS Summer Institute
June 18, 2014

Gloria Cross Mwase, Program Director, Jobs for the Future
1. Explore why we need a new approach for lower-skilled adults.

2. Discuss strategies for connecting adult education to career pathways.

3. Provide example of regional collaboration between adult education programs and other key stakeholders around career pathways.

4. Discuss national and state policy supports for career pathways engaging adult education.

5. Touch upon new trends in teaching and learning that build on adult education innovation.
WHAT YOU CAN TAKE AWAY:

• Strategies
• Opportunities
• Resources
• Support
• Inspiration
Jobs for the Future works to ensure that all lower-income young people and workers have the skills and credentials needed to succeed in our economy.
ADULT EDUCATION AT THE CENTER

- Community Colleges
- Unions
- Workforce Training Orgs
- Social Service Orgs
- Employers
- WIBs
- Career Centers
- Community Based Orgs
WHY WE NEED A CAREER PATHWAYS APPROACH FOR LOWER-SKILLED ADULTS
Millions of adults need access to postsecondary education and training to advance their careers and support their families.
By 2018, nearly 2/3 of all jobs will require a postsecondary credential.

But right now . . .

- 62% of adults 18 or older lack the credentials needed for family-supporting careers
- The average skill levels of US adults falls below the international average on all three areas - literacy, numeracy, and problem solving in a technology-rich environment
- Nearly 2/3 of low-skilled adults work, but they earn low wages

We need systems and strategies to increase basic skill levels AND credential attainment.
DECLINING ECONOMIC OPPORTUNITY?

ADULTS WITH LOW SKILLS

Federal and state budget cuts mean limited capacity of programs to help address skill and support needs.

Growing Number of Jobs Requiring Higher Level Skills

Increased Emphasis on Postsecondary Credentials for Economic Success

More rigorous GED might make even entry level work more difficult for students without HS credential

Limited awareness of career and program options
Programs lack supports and are ill-equipped to meet the needs of non-traditional students. The "black hole" of developmental education: Low completion rates for underprepared students. Remediation not customized to career pathway requirements. Programs lack supports and are ill-equipped to meet the needs of non-traditional students. Lack of alignment with career/technical credential programs postsecondary entrance requirements. Multiple Loss Points: Low rates of program completion and credential attainment.
Streamlined Adult Education Pathways

Accelerated and Integrated ABE and GED programs
- Career exploration
- Contextualized learning
- Skill-building for postsecondary/career success
- College and career counseling

Articulated Career Pathways
- Accelerated skill-building integrated with credit coursework
- Support through gate-keeper courses
- Intensive transition counseling

Stackable Credentials with Labor Market Value
- Comprehensive supplemental services
- Intensive counseling
- Flexible program options
- Job placement

More Adult Learners Succeeding in ABE to Credential Pathways
DEFINING CAREER PATHWAYS
Career Pathways are a series of articulated programs and services that allow students to progress towards higher level skills, credentials, and jobs.
CONNECTING TO CAREER PATHWAYS

ADULT EDUCATION STRATEGIES. . .

1. Career Exploration/Alignment with Employer Demand
2. Bridge Programs (pre-training)
3. Integrated Pathways

APPLIED TO:

- Multiple Occupational Pathways
- Adult Learners at Multiple Skill Levels
- Job-Seekers and Incumbent Workers
- Programs Housed in Multiple Settings
ILLUSTRATING CAREER PATHWAYS

- PCA Marketable Skills Achievement Award
  - Certified Nurse Assistant (176 hrs)
    + GED Social Studies and Science (63 hrs)
  - Contextualized GED (212 hrs): Reading, Writing, and Math
  - Contextualized ESL (196 hrs)
    + Contextualized Technical Spanish (196 hrs)
1. CAREER EXPLORATION/ALIGNMENT WITH EMPLOYER DEMAND
Counseling to Careers: Identifying “Best Bets”
WHAT MAKES MY JOB HOT?

Short-term training:
- To get an entry-level job, you usually need to have a high school diploma or HSE and a certificate of completion from a training program. Colleges, community colleges, technical and trade schools, and the military offer training, though you can also get training through a formal apprenticeship (union or non-union).

Faster than average growth:
- In New York City, this job is expected to grow 15.4% from 2010-2020.

Good pay & benefits
(New York City Region, 2013 figures):
- Typical entry pay: $33,500/yr.
- Median pay: $60,240/yr.
- Experienced pay: $70,910/yr.
- Benefits can include health insurance, sick leave, paid vacation, and holidays. Some employers also provide company vehicles, cell phones, laptops, tools, uniforms, and commission opportunities.
1. CAREER EXPLORATION/ ALIGNMENT WITH EMPLOYER DEMAND

- Real Time Labor Market Information
  (www.jff.org/sites/default/files/publications/GW_CTW_InnovationsLaborMarketInfo_072512.pdf)

- Integrating Career Exploration Into ABE/ESOL Classroom
  (www.collegetransition.org/docs/ICAcurriculumguide.pdf)

- My Next Move
  (www.mynextmove.org)
2. BRIDGE PROGRAMS
2. BRIDGE PROGRAMS

TEXAS INTENSIVE COLLEGE READINESS PROGRAMS FOR ADULT STUDENTS

Figure 2. Students Who Met College Readiness Standard, by Subject Area and Cohort, 2010-2011 and 2011-2012.
Contextualized ABE pathways at Davidson County Community College
Progression from an initial discrete practice to a robust expanded model impacting a significant number of students within the college

Results:
75-81% of ABE students in contextualized programs transition to college-level courses; 78% receive first credential within one year
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

DR. RICARDO A. ESTRADA
Vice President for Education and Programs

with contributions by
Tom DeBois
Director of New Initiatives
3. GOING FARTHER, FASTER: INTEGRATED PATHWAYS
3. INTEGRATED PATHWAY PROGRAM MODELS

CONTEXTUALIZED CONCURRENT INTEGRATED PATHWAY

- Contextualized ABE/ESL/GED
- Technical Training
- Supportive Services
- Additional Training
- Job
3. INTEGRATED PATHWAY PROGRAM MODELS

CONTEXTUALIZED TEAM TEACHING INTEGRATED PATHWAY

- Contextualized ABE/ESL/GED
  - Technical Training
  - Supportive Services

- Additional Training

- Job
# 3. STATE CAREER PATHWAY INITIATIVE OUTCOMES

<table>
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<tr>
<th>Initiative</th>
<th>Colleges</th>
<th>Students</th>
<th>Credentials</th>
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<tr>
<td>Arkansas Career Pathways</td>
<td>19</td>
<td>9,354</td>
<td>4,480</td>
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<tr>
<td>California Career Advancement Academies</td>
<td>29</td>
<td>8,700</td>
<td>75% course success</td>
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<tr>
<td>Accelerating Opportunity Georgia</td>
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<td>124</td>
<td>95</td>
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<td>Accelerating Opportunity Kansas</td>
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<td>1,414</td>
<td>2,940</td>
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<tr>
<td>Accelerating Opportunity Kentucky</td>
<td>16</td>
<td>815</td>
<td>776</td>
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<tr>
<td>Accelerate Texas</td>
<td>21</td>
<td>3,766</td>
<td>2,269</td>
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<td>Minnesota FastTRAC</td>
<td>29</td>
<td>1,900</td>
<td>1,672</td>
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<tr>
<td>North Carolina Basic Skills Plus</td>
<td>50</td>
<td>1,280</td>
<td>432</td>
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<td>Oregon Career Pathways Initiative</td>
<td>17</td>
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<td>Washington I-BEST</td>
<td>34</td>
<td>3,000+</td>
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<td>Wisconsin RISE</td>
<td>14</td>
<td>956</td>
<td>648</td>
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<tr>
<td>Work Ready U (Louisiana)</td>
<td>8</td>
<td>380</td>
<td>564</td>
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</table>
3. KEY PROGRAM ELEMENTS

**STRONG LABOR MARKET ALIGNMENT**
- Employer partnerships
- Internships/placement assistance
- Alignment with Labor Market Demand/Real-time LMI
- Career exploration/counseling/maps
- Stackable credentials

**ACCELERATION STRATEGIES**
- Integrated Pathways
- Contextualization of basic skills
- Technology-enabled supplemental instruction
- Competency-based Instruction
- Credit attainment

**COMPREHENSIVE SUPPORTS**
- Recruitment and Outreach Strategies
- Comprehensive Assessments
- Counselor/Case Manager/Coach
- Internal and External Student Supports

**INSTITUTIONAL REALIGNMENT**
- College leadership team
- Implementation team (internal and external partners)
- Data-Driven Program Implementation
SEVEN STATES, 71 COLLEGES
ACCELERATING OPPORTUNITY INSTRUCTIONAL MODEL

Career/Technical Pathway

Support Services

At least 25% overlap in classroom instruction

Adult Education

Career/Technical Pathway

Support Services

At least 25% overlap in classroom instruction

Adult Education

Career/Technical Pathway

Support Services

At least 25% overlap in classroom instruction

Adult Education
## ENROLLMENTS AND CREDENTIALS BY STATE

<table>
<thead>
<tr>
<th>State</th>
<th>Enrollments</th>
<th>Credentials Earned</th>
<th>People Earning 12+ Credits</th>
<th>% of Enrollments Earning 12+ Credits</th>
<th>Job Placements</th>
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<tbody>
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<td>Georgia</td>
<td>161</td>
<td>95</td>
<td>95</td>
<td>59%</td>
<td>-</td>
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<tr>
<td>Illinois</td>
<td>894</td>
<td>652</td>
<td>100</td>
<td>11%</td>
<td>375</td>
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<tr>
<td>Kansas</td>
<td>2071</td>
<td>3528</td>
<td>989</td>
<td>48%</td>
<td>715</td>
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<td>Kentucky</td>
<td>1077</td>
<td>1197</td>
<td>758</td>
<td>70%</td>
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<tr>
<td>Louisiana</td>
<td>834</td>
<td>880</td>
<td>75</td>
<td>9%</td>
<td>97</td>
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<tr>
<td>Mississippi</td>
<td>174</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>North Carolina</td>
<td>180</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>5391</strong></td>
<td><strong>6352</strong></td>
<td><strong>2017</strong></td>
<td><strong>37%</strong></td>
<td><strong>1187</strong></td>
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</table>
Key Institutional and Policy Changes to Support Integrated Pathways

• Shift in attitudes and culture about the potential of ABE students to succeed
• Leadership and buy-in at multiple levels
• Strong involvement of ABE and CTE instructors
• Internal and external partnerships
• Strong employer engagement
• Professional development
• Data alignment and analysis for continuous improvement
• Braided funding to support programs and students
• Change in attitudes about the potential of ABE students to succeed
• Progress among faculty about the value of integrated instruction
• ABE students proud of their achievements, appreciate opportunity to take college courses
STATES AND COLLEGES BUILT VARIETY OF PARTNERSHIPS

- Almost all colleges had a partnership with a workforce organization (WIBs, Career Centers)
- Most had partnerships with CBOs, state community college office, or an employer
  - CBO partnerships seen as a key to success
- Local partners key for recruitment, student financial aid, support services, career planning
- Adult education departments reached out internally to CTE programs
ACCELERATE TExAS
Advancing Adult Students into Careers

Texas Higher Education Coordinating Board
<table>
<thead>
<tr>
<th>ACCELERATE TEXAS</th>
<th>ACCELERATING OPPORTUNITY</th>
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</thead>
<tbody>
<tr>
<td>• Students with 6-8.9 grade skill levels</td>
<td>• Students with 6\textsuperscript{th} grade skill levels and above</td>
</tr>
<tr>
<td>• No more than 25% with high school credential</td>
<td>• Some students may have high school credential</td>
</tr>
<tr>
<td>• Continuing education (mostly) and credit programs</td>
<td>• Credit level programs with at least 12 credits for first credential</td>
</tr>
<tr>
<td>• Concurrent enrollment (mostly) or Team Teaching instructional models</td>
<td>• Team teaching with 25% instructional overlap</td>
</tr>
<tr>
<td>• Emerging state implementation team; THECB as lead has provided professional development support (with JFF)</td>
<td>• Required state level implementation team and supports (policy, professional development, braided funding) + JFF and national partners</td>
</tr>
<tr>
<td>• State general revenue dollars + a lot of other funding</td>
<td>• Foundation collars + a lot of other funding</td>
</tr>
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**Common Elements Include:**
- Partnerships with WIBs and employers
- Emphasis on High Demand Occupations
- Career Exploration and Navigation
- Stackable Credentials and Career Pathways
- Accelerated Learning (integration, contextualization, technology-enabled, etc.)
- Comprehensive Student Supports (internal and external)
- Engagement of college leadership and local Implementation Teams
- Data Driven Program Implementation
ACCELERATE TEXAS COLLEGES

Capitalizing on the importance of community colleges in helping the state achieve its Closing the Gaps goals, Accelerate TEXAS has awarded grants to 13 community colleges and 8 community college districts across Texas. Together, these grantees have already engaged over 3,000 adults in programs leading to certificates in the key industry sectors of health care, manufacturing, construction, and transportation.
Eight Colleges began enrolling students in integrated programs in January 2011; Six colleges began programs in January 2012; Seven colleges began programs in January 2013.

As of October 2013, among these 21 colleges, over 3,766 students had enrolled in programs with 2269 having received workforce training certificates.

Of the 1175 who had received a certificate by December 2012, 71% were employed and 12% were enrolled in higher education/training in spring 2013.
Figure 1. Accelerate Texas Students’ Higher Education Enrollment and Employment Obtainment 2012–2013 Cohort*

All Students, $N = 1008**

- 241, 24%
- 187, 18%
- 151, 15%
- 429, 43%

English Language Learners, $N = 272$

- 67, 25%
- 53, 19%
- 36, 13%
- 116, 43%

- Enrolled in Higher Education Only
- Employed
- Enrolled in Higher Education and Employed
- Not Found in Workforce or Higher Education Data

*Cohorts were based on all students served in an ATX Program from July 1, 2012 to June 30, 2013.

**All Students category comprised of students who completed a certificate program and who had a valid social security number.
EXAMPLES OF REGIONAL COLLABORATION
5 Workforce Boards
5 Training Providers
3 Student Cohorts + Program Interventions
  • With HS credential, but not college ready (ASE level)
  • No HS credential (ASE level)
  • No HS credential (ABE level, ELL)

• It partners with regional employers, one-stop operators, community colleges, training providers, and community-based organizations, JFF, and others.

• **GOAL:** Align and strengthen workforce system components to accelerate credential attainment and career entry by lower-skilled adults
REGIONAL COLLABORATION

Collective Impact

American Library Association
Barbara Bush Foundation for Family Literacy
Institute for a Competitive Workforce
Jobs for the Future
National Center for Families Learning
ProLiteracy
University of Miami
REGIONAL COLLABORATION

SECTOR-BASED WORKFORCE PARTNERSHIPS

Funding Sources

WF Partnership

Employer Network

Training Providers

Community Network
FEDERAL AND STATE POLICY SUPPORTS
• **Strong and ongoing emphasis on career pathways by federal agencies**
  – DOE’s Advancing CTE in Career Pathways (5 states)
  – OCTAE’s Moving Pathways Forward (14+ states)
  – DOL’S Credential and Career Pathways TA Project (all formula and discretionary grantees)
  – HHS’s Pathways to Family Stability and Families 2Gether Initiative (both in 3-5 states)

• **Workforce Investment and Opportunity Act**
  – If passed, the reauthorization strengthens alignment between adult education, postsecondary education, and the workforce.

• **Ability to Benefit**
  – Efforts to reinstate for students in career pathways programs; passed Senate Appropriations Committee; now need to pass the Senate

• **TAACCCT grants**
  – In many initiatives, these grants have created greater opportunity for collaboration between adult education and postsecondary education
• Kansas
  – Received $2 million to engage TANF recipients in integrated pathways
  – GED Accelerator Legislation ($500,000) for students in integrated pathways
• Kentucky Community and Technical College System
  – Partnership with Health and Human Services to serve 1700 TANF students
  – WIA scholarships + tuition waivers for GED students
• North Carolina Community College System
  – Basic Skills Plus allows use of up to 20% of state ABE match for integrated pathways
• Texas Workforce Commission
  – Providing funds to engage Dislocated Workers and Opportunity Youth in integrated pathways
• The Technical College System of Georgia
  – College Placement Testing Delay to allow students to reach college readiness
  – HOPE Scholarship expanded to include adult education students
• Illinois Community College System
  – Aligning Perkins funding with integrated pathways
• Louisiana:
  – Expanding dual enrollment to include adult education students (not just high school students)
• The Board of Trustees of Houston Community College District
  – Reduced tuition for students in integrated pathways (to about $20 per credit hour)
TEACHING, LEARNING, AND ASSESSMENT
Tenets of Student-Centered, Deeper Learning

- Learning Is Personalized
- Learning Is Competency-Based
- Learning Takes Place Anytime, Anywhere
- Students Exert Ownership Over Their Learning
Student Centered Learning Practices Present in Integrated Pathways

**Learning is Personalized:**
- ABE and differentiated instruction (a long history!)
- Attention to needs of special populations (ELLs, out of school youth, etc.)

**Learning is Competency-Based**
- Contextualized teaching and learning strategies
- Prior-learning assessments
- Competency-based, adaptive curricula (including software)

**Learning Takes Place Anytime, Anywhere**
- Life skills, second language acquisition

**Students Exert Ownership Over Their Learning**
- Adult career exploration; building self-efficacy and student focused inquiry
Qualities of Student-Centered Assessment

- Individualized
- Focused on Learning and Growth
- Motivating
- Responsive to Student Self-Regulation
- Informative to a Variety of Audiences
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<th></th>
<th>Individualized</th>
<th>Focused on Learning and Growth</th>
<th>Motivating</th>
<th>Student Self-Regulation</th>
<th>Informative to a Variety of Audiences</th>
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<td>Tests</td>
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<td><strong>Interim</strong></td>
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<td>Criterion-referenced tests</td>
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<td>Tests based on learning progression</td>
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<td>Diagnostic items</td>
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<td>Large-scale tests</td>
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• Linking adult education more closely to career pathways requires building partnerships and capacity. Specifically you can:
  – Assess where your adult education providers are around workforce development along the continuum of strategies.
  – Start where organizations are; encourage commitment to take steps to where they want to be.
  – Work more closely with each other, employers, One Stop Career Centers, workforce partnerships and post-secondary institutions.
  – Evaluate efforts rigorously to demonstrate effectiveness/return on investment and build on your successes!
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QUESTIONS?
CRITICAL ELL NEEDS IN CONTEXTUALIZATION

- Language development
- Listening and speaking
- Everyday and sub-technical vocabulary
- “How English Works”
- Reading for meaning
- Problem-solving in a technology-rich environment
- For lower-skilled adults, need to acquire language, literacy, and content knowledge simultaneously
WHAT WORKS FOR ELLS

• Non-traditional outreach
• Comprehensive assessment
• Culturally sensitive case management
• Connecting oral language with written language
• Teaching vocabulary “deep” and “wide”
• Active job development
## MEDICAL RECEPTIONIST

### Weeks 1-10

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<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
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<tbody>
<tr>
<td>Contextualized ESL in Healthcare 200 hours 4 weeks @ 6 hrs/day; 4 weeks @ 3 hrs/day; 2 weeks @ 2 hrs/day</td>
<td>Contextualized pre-GED Reading, Writing, Math 80 hours 4 weeks @ 3 hrs/day; 2 weeks @ 2 hrs/day</td>
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<td>Bilingual Occupational Terminology 20 hours 2 weeks @ 2 hrs/day</td>
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### Weeks 1-15

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<th>Week 12</th>
<th>Week 13</th>
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<tr>
<td>Contextualized GED Reading, Writing, Math 140 hrs total 1-1/3 wks @ 6 hrs/day; 4 wks @ 5 hrs/day</td>
<td>Academic Success Skills 20 hrs total 4 wks @ 1 hr/day</td>
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<tr>
<td>Contextualized GED Social St. and Science 40 hrs total 2-2/3 wks @ 3 hrs/day</td>
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<tr>
<td>Integrated Basic and Occupational Skills in Medical Receptionist 224 hours total 2-2/3 wks @ 3 hrs/day; 4.8 wks @ 6 hrs/day; 2 wks @ 4 hrs/day</td>
<td>Employability Skills 20 hrs total 2 wks @ 2 hrs/day</td>
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Younger adults:
- May often have higher skill levels than older adults but are often less focused on pursuing college as a goal.
- May need additional support/longer time) to build stronger academic skills along with more mature non-cognitive skills leading to persistence in college (college success skills).
- May need longer time for career exploration to identify career pathway they want to pursue.
- Often focused on social connections above all else.
- Often require active use of technology in instruction to keep them engaged.
- With big “life responsibilities” function more like older adults.
Back On Track programming needs to be more intensive and “college connected” in order to address current gaps. Drawing from work of early college high schools and other innovators in the field, JFF iterated a model to provide guidance on implementing GED-to-college designs for out of school youth.

**Enriched Preparation**
Integrates high quality college-ready instruction with strong academic and social supports

**Postsecondary Bridging**
Builds college-ready skills and provides informed transition counseling

**First Year Support**
Offers appropriate supports to ensure postsecondary persistence and success