



Oregon Pathways for Adult Basic Skills Transition to Education and Work Initiative

OPABS Implementation: Design and Lessons

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Today's Presentation

- Overview of OPABS
- Case Study of Lane Community College
- Lessons Learned from Implementation
- Next Steps

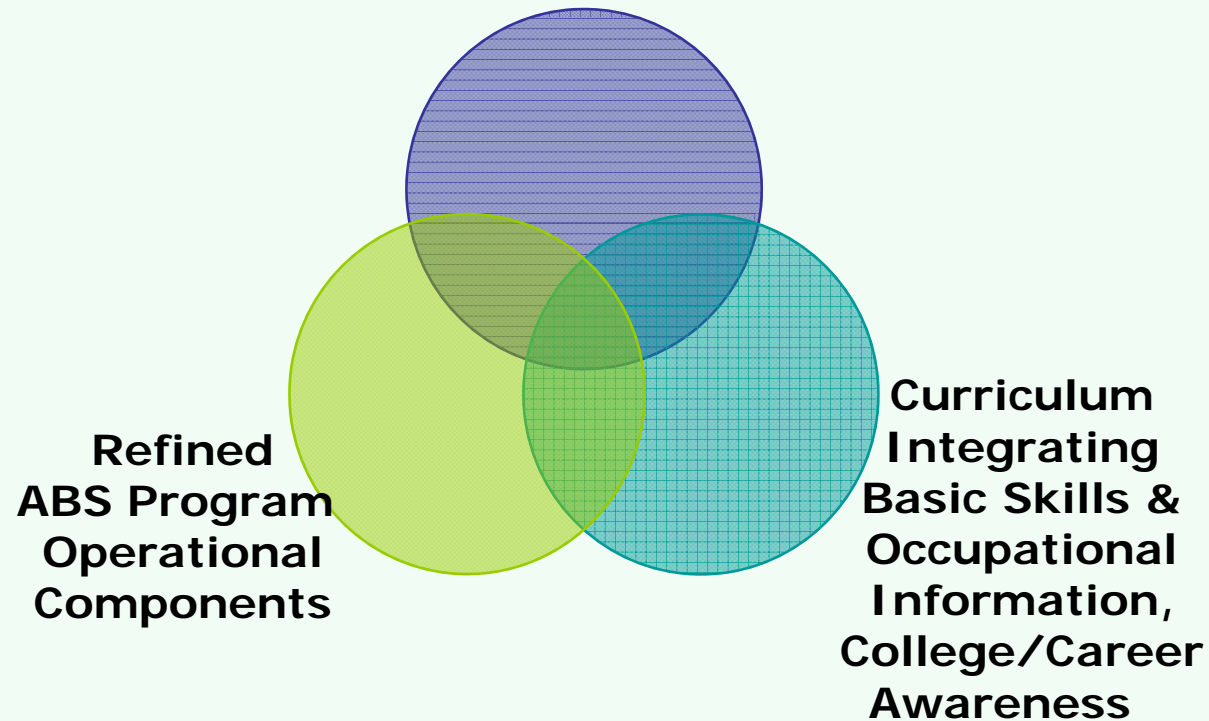


Overview

- State-developed initiative—Oregon Department of Community Colleges and Workforce Development, Adult Basic Skills (ABS) Education
- One component of Oregon’s Career Pathways System
- OPABS Goals
 - Build pipeline of prepared ABS learners to enter postsecondary education, training programs, and jobs in high-demand career areas
 - Initiate a basic skills system change that is sustainable and that develops formal connections to postsecondary education and One-Stop Career Centers

OPABS Key Components

Coordination between ABS and
College Departments, Pathways, One-Stop



Approach to Development

Systemic Change

- Comprehensive systems' change model—strengthen overall ABS system in all areas of program operations
- Develop transferable processes and products—curriculum and other components designed to be used in statewide ABS programs
- Build internal state capacity to develop basic skills curricula that integrate occupational information

Coordination

- Expand relationship between Basic Skills and Career Pathways, other college departments, One-Stop Career Center
- Develop learner pathway plan that may change over time and is linked to varied options in college and community

Approach to Development

Alignment with State Needs, Current Research

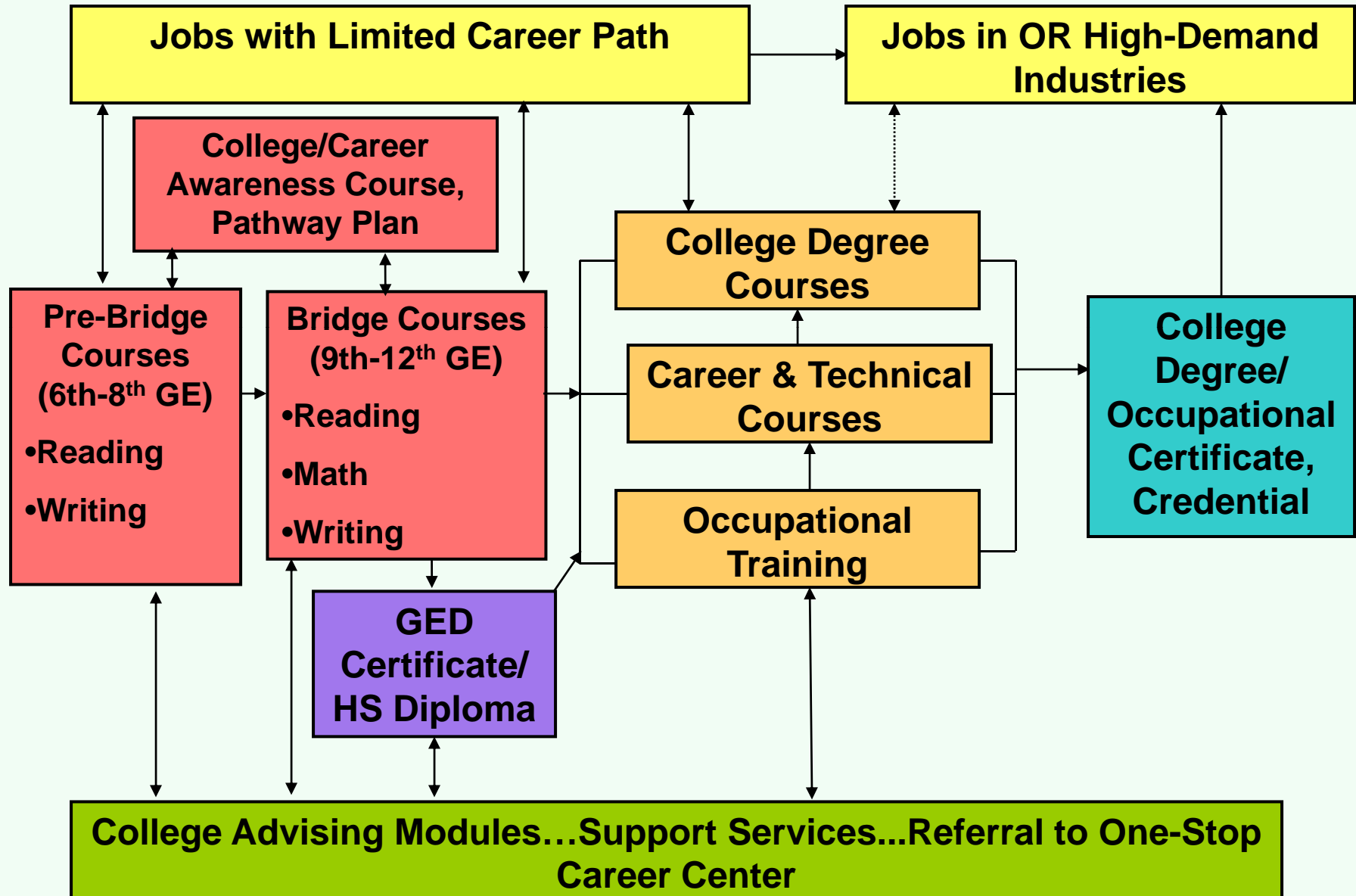
- Target ABS learners at 6th grade equivalent and above (high intermediate, ASE)
- Occupational “survey” approach—high-demand career areas are focus, but range of occupational information integrated into courses
- Develop multi-component instructional and referral process for learners
 - Basic skills’ courses (reading, math, writing) that integrate occupational information
 - Career/college awareness course with a learner pathway plan
 - Advising modules for college readiness
 - Coordination with One-Stop Career Centers
- Refine ABS program operational activities (e.g., orientation, intake, placement, class structure)



OPABS Model

Clients' Perspective of Pathway

OPABS Vision for Clients' Pathway

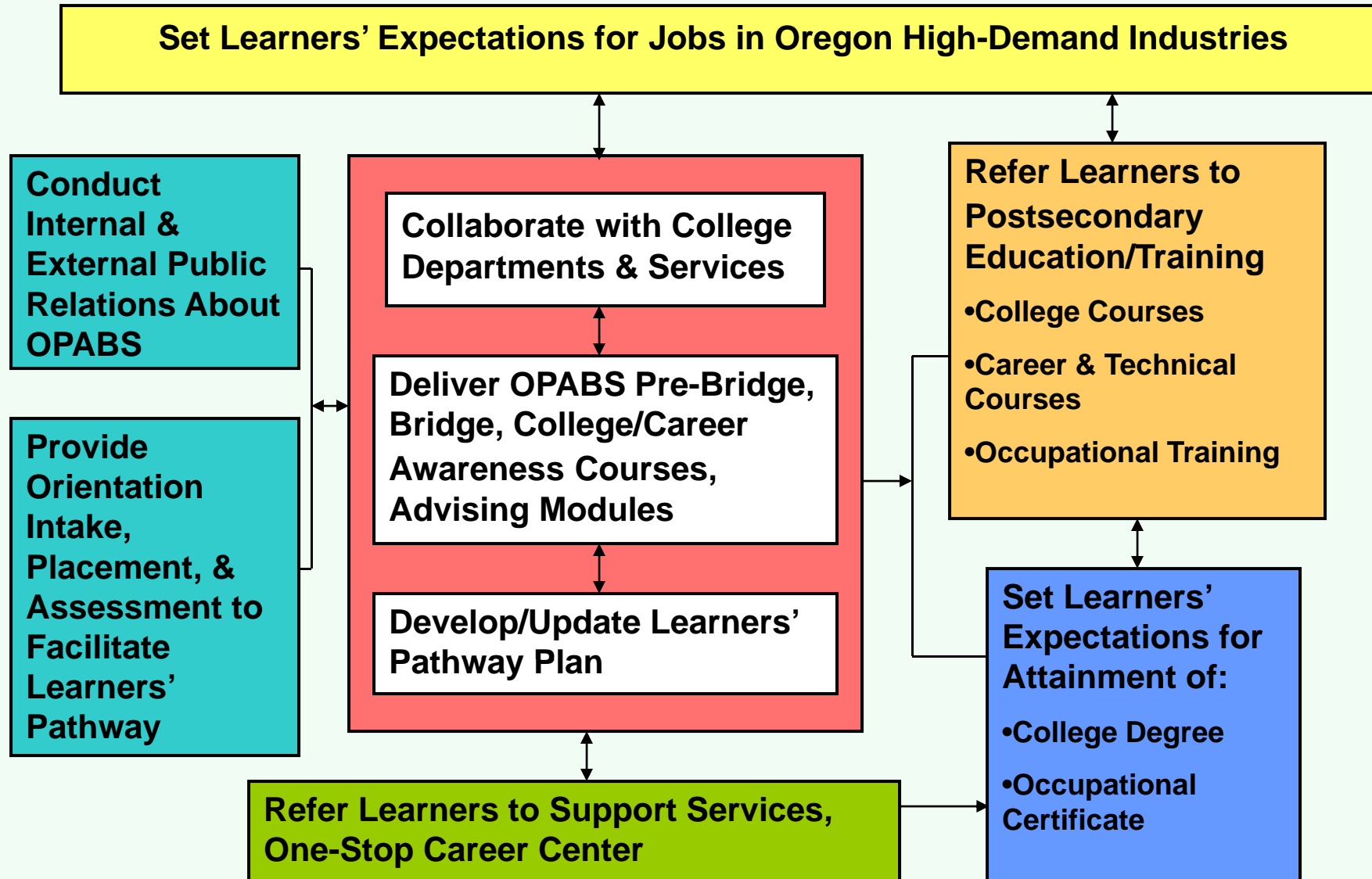




OPABS Model

ABS Program Activities

OPABS Vision for ABS Program Activities



Activities and Participants

- **Three Phases of OPABS Activities**

- ❖ Phase 1 (2007-2008): Model & curriculum development, pilot testing & revision
- ❖ Phase 2 (2008:2009): Expanded pilot testing & revision
- ❖ Phase 3 (2009-2010): Full implementation, professional development for ABS programs

- **Participants**

- ❖ Dept. Community Colleges and Workforce Development— leadership, funding, professional development
- ❖ ABS instructors from 6 colleges—Curriculum development, pilot test, revision
- ❖ ABS instructors from 3 additional colleges—Expanded pilot test
- ❖ ABS Program Directors—Program operations, support for curriculum development, pilot testing
- ❖ Abt Associates: Model development, curriculum design processes, technical assistance, data collection



Occupational Focus and Products

- **OPABS Targeted Career Areas**
 - ❖ Health Services
 - ❖ Industrial & Engineering Systems (e.g., welding, construction)
 - ❖ Business & Management (marketing/sales, hospitality, food & beverage services)

- **ABS Courses**
 - ❖ Pre-Bridge Reading (2 terms—60 hrs.)
 - ❖ Bridge Reading (2 terms—60 hrs.)
 - ❖ Pre-Bridge Writing (2 terms—60 hrs.)
 - ❖ Bridge Writing (2 terms—60 hrs.)
 - ❖ Bridge Math (2 terms—70 hrs.)
 - ❖ College/Career Awareness course (1 term—30 hrs.)
 - ❖ Three Advising modules for college readiness--
Application Process, Financial Aid, Placement Test (2 hrs. each)



Case Study: Lane Community College

- **Overview of ABS Program/Need OPABS Addresses**
 - ❖ **Alignment of systems and services within the department**
 - ❖ **ABSE and English as a Second Language**
 - ❖ **Career Pathways and Workforce Network- One Stop Center**
 - **Career Readiness Certificate**
 - ❖ **Alignment of systems and services within the college**
 - ❖ **College placement test**
 - ❖ **Advising and counseling**
 - ❖ **Title III**
 - ❖ **Women in Transition**
 - ❖ **GED Tuition Waivers**
 - ❖ **Alignment of systems and services with community partners**
 - ❖ **GED Option for local school districts**
 - ❖ **Community Corrections**



Case Study: Lane Community College

- **OPABS Activities**
 - ❖ **Develop Bridge Math Course**
 - ❖ Benchmark entry-level, postsecondary math course
 - ❖ Observe, interview postsecondary instructors
 - ❖ Identify accelerated ABS math skills
 - ❖ Identify criterion score on CASAS Math test
 - ❖ Write 60, 1-hr. lessons using standardized format
 - ❖ **Identify Learners for Pilot Test**
 - ❖ **Conduct Pilot Test and Revise Course Lessons**
 - ❖ **Provide Professional Development for Instructors in Expanded Pilot Test**
 - ❖ **Conduct Second Pilot Test and Revise Course Lessons**

Results to Date and Lessons

- **Target Population of Learners for ABS Pathways Courses**
 - ❖ Subpopulations vary in stage of readiness for postsecondary, knowledge of labor market & postsecondary training requirements
 - ❖ Need to guide learners based on skills, readiness, knowledge

- **ABS Accelerated Curricula**
 - ❖ Curriculum development is challenging
 - ❖ Helpful to have “learning community” work with external expertise
 - ❖ Multiple pilot tests needed to assess courses’ utility with different learner populations, instructors

 - ❖ Use of standardized format for integrated curricula—facilitated ABS instructors’ capacity to teach new information

Results to Date and Lessons

- **Intra-agency Coordination:** Central for all levels of ABS staff—coaching in strategies may be needed

- **Assessment of OPABS Implementation**
 - ❖ **Pilot instructors' assessment of curricula**
 - ❖ Learned new instructional content (78%)
 - ❖ Affected overall approach to teaching (78%)
 - ❖ Learned new instructional methods (56%)

 - ❖ **Course participants' assessment of curricula**
 - ❖ Characteristics of class, instructors' teaching ability, and course content very favorable (245 learners from 34 classes)
 - ❖ Younger learners less likely to indicate that the information about occupations and jobs was always useful

Results to Date and Lessons

- **Assessment of Learners' Outcomes**
 - ❖ **Learners' attendance** in OPABS courses being compared to attendance for similar learners in non-OPABS reading, math, and writing courses
 - ❖ **Pre-post skill gain**: not measured during the first year instructors taught OPABS courses—takes instructors at least one term to become proficient
 - ❖ **Enrollment in post-secondary courses**: will be measured after ABS learners have taken more than one OPABS course
 - ❖ **Achievement of certificates, credentials, degrees**: longitudinal data will need to be tracked by colleges



Next Steps: Technical Assistance to Support:

- “Full Implementation” of OPABS by selected colleges
 - ❖ Teaching of multiple OPABS courses, advising modules
 - ❖ Refinement to ABS programs’:
 - ❖ Learner recruitment, orientation, and class placement processes
 - ❖ Coordination with departments within college, One-Stop Career Centers
 - ❖ “Fit” of OPABS into college’s career pathways activities
- Current OPABS colleges’ expansion of OPABS courses taught
- “New to OPABS” colleges’ use of OPABS
- Ongoing work to integrate OPABS into state’s Career Pathways System



Next Steps: Lane Community College

- Implementation phase- continual evaluation and refinement
- On-going identification of challenges and successes
- Problem solve for possible solutions
- Develop tracking system
- Professional development and training