Transition Planning in Massachusetts
August 2013
How Transition (i.e., College and Career Readiness) Planning Began

- **2005 – Survey of ABE Staff and Students**
  - 70% of students surveyed had employment-related goals
  - Many of the staff surveyed said they didn’t know how to support students around employment goals
  - Revelation to the ABE field that so many students had employment-related goals

- **2006 – OVAE monitoring visit**
  - We took a long, hard look at our data and outcomes; they didn’t look very good
  - Students were getting stuck in the pre-ASE level (pre-GED); they weren’t making learner gains, nor were they dropping out
First Steps


- Three major goals for ABE in Massachusetts:
  - Access
  - Quality
  - Next Steps
2009 – Nellie Mae Educational Foundation funding for the creation of a state-level task force to develop policies to help students get to postsecondary education and beyond; we called it Bridges to Success

2010 – Policy to Performance (P2P) – Technical Assistance from OVAE to continue the work of Bridges to Success

June 2011 – Statewide CCR Summit to bring the three systems together (i.e., community college, ABE, and workforce development); this was the first time that all three systems were together in one room focusing on adult learners going to postsecondary education; and ABE led the summit!
The RFP

- **2012** – Released open and competitive RFP for funding in FY13–17
  - CCR focus
  - Contextualized curricula
  - Advising role with a clear CCR focus and the use of Education and Career Plans (ECPs)
  - Educational Leadership

Restructured Funding (i.e., *Adult Career Pathways programs*) that was targeted to career pathways
2012 – State Funding for 8 pilot projects

Key elements of the pilots:
- Collaboration with community colleges, career centers, an employer, and other ABE programs
- Expanded advising services and support for students
- Learning communities/cohorts
- Contextualized curricula in three key industry sectors: finance, healthcare, or clean energy (i.e., green jobs)
Where We Are Today

- **2012/2013** – pilot projects presented on best practices to the ABE field:
  - Focused, proactive advising
  - Collaboration
  - Contextualized curriculum

- **2013** – First year of funding in new funding cycle; programs are off to a good start; embracing CCR and proactive advising processes (e.g., use of ECPs); we’re looking at curricula
How We Supported Our Programs

- Focused Kick-Off at ABE Directors’ Meeting that highlighted promising practices
- National Trainers (e.g., STAR; TERC)
- Professional Development starting with math
How Successful We’ve Been – According to the Data

<table>
<thead>
<tr>
<th>FY</th>
<th>Set the goal of Obtain GED/ADP (entire ABE cohort)</th>
<th>Set the goal of Enter PSE (entire ABE cohort)</th>
<th>Total student enrollment (12+ hrs of attendance)</th>
<th>% set GED/ADP goal (entire ABE cohort)</th>
<th>% set enter PSE goal (entire ABE cohort)</th>
<th>Set the goal of Obtain GED/ADP (ASE Levels)</th>
<th>Set the goal of Enter PSE (ASE Levels)</th>
<th># of students in ASE Levels</th>
<th>% set GED/ADP goal (ASE Levels)</th>
<th>% set enter PSE goal (ASE Levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>3352</td>
<td>535</td>
<td>18425</td>
<td>18%</td>
<td>3%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>07</td>
<td>3689</td>
<td>674</td>
<td>19898</td>
<td>19%</td>
<td>3%</td>
<td>1272</td>
<td>196</td>
<td>2500</td>
<td>51%</td>
<td>8%</td>
</tr>
<tr>
<td>08</td>
<td>3708</td>
<td>661</td>
<td>18129</td>
<td>20%</td>
<td>4%</td>
<td>1466</td>
<td>267</td>
<td>2676</td>
<td>55%</td>
<td>10%</td>
</tr>
<tr>
<td>09</td>
<td>3946</td>
<td>625</td>
<td>17955</td>
<td>22%</td>
<td>3%</td>
<td>1901</td>
<td>264</td>
<td>2746</td>
<td>69%</td>
<td>10%</td>
</tr>
<tr>
<td>10</td>
<td>3922</td>
<td>558</td>
<td>16681</td>
<td>24%</td>
<td>3%</td>
<td>1820</td>
<td>240</td>
<td>2479</td>
<td>73%</td>
<td>10%</td>
</tr>
<tr>
<td>11</td>
<td>3703</td>
<td>537</td>
<td>16740</td>
<td>22%</td>
<td>3%</td>
<td>1775</td>
<td>226</td>
<td>2535</td>
<td>70%</td>
<td>9%</td>
</tr>
<tr>
<td>12</td>
<td>3229</td>
<td>526</td>
<td>18290</td>
<td>18%</td>
<td>3%</td>
<td>1616</td>
<td>233</td>
<td>2730</td>
<td>59%</td>
<td>9%</td>
</tr>
</tbody>
</table>
Our Greatest Challenges

Raising the quality and effectiveness of our current field

Professional Development

Tension between expected rigor and support for working conditions
Tips from Massachusetts

- Start with data and an impact statement
- Get CCR champions and national researchers and trainers to speak
- Get buy-in from the field
- Provide clear messaging
- Engage in a strategic planning process with 2 or 3 focused goals
- Align professional development with goals
- Share promising practices

http://www.doe.mass.edu/acls/sp

ACLS website:
http://www.doe.mass.edu/acls/

Appreciative Advising:
http://www.appreciativeadvising.net
Contact Information

Cheryl Ransom
Adult & Community Learning Services (ACLS)
MA Department of Elementary and Secondary Education (ESE)
cransom@doe.mass.edu
781–338–3876