



Promising Practices for ABS Student Persistence and Completion

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Today's Presentation



- **What are two ABS initiatives aimed at improving student success?**
 - *Oregon Pathways for Adult Basic Skills Transition to Education and Training Initiative (OPABS)*
 - *Oregon's Transition Planning Process (TPP)*
- **What have we learned from research on these initiatives?**
 - Funded by US Department of Education, Institute of Education Sciences
 - Conducted by Abt Associates in collaboration with CCWD & ABS programs
- **What are implications of research for ABS persistence and student success?**
 - Organizing instruction
 - Facilitating students' attainment of a GED® credential
 - Transitioning to postsecondary education



Oregon Pathways for Adult Basic Skills Initiative (OPABS)



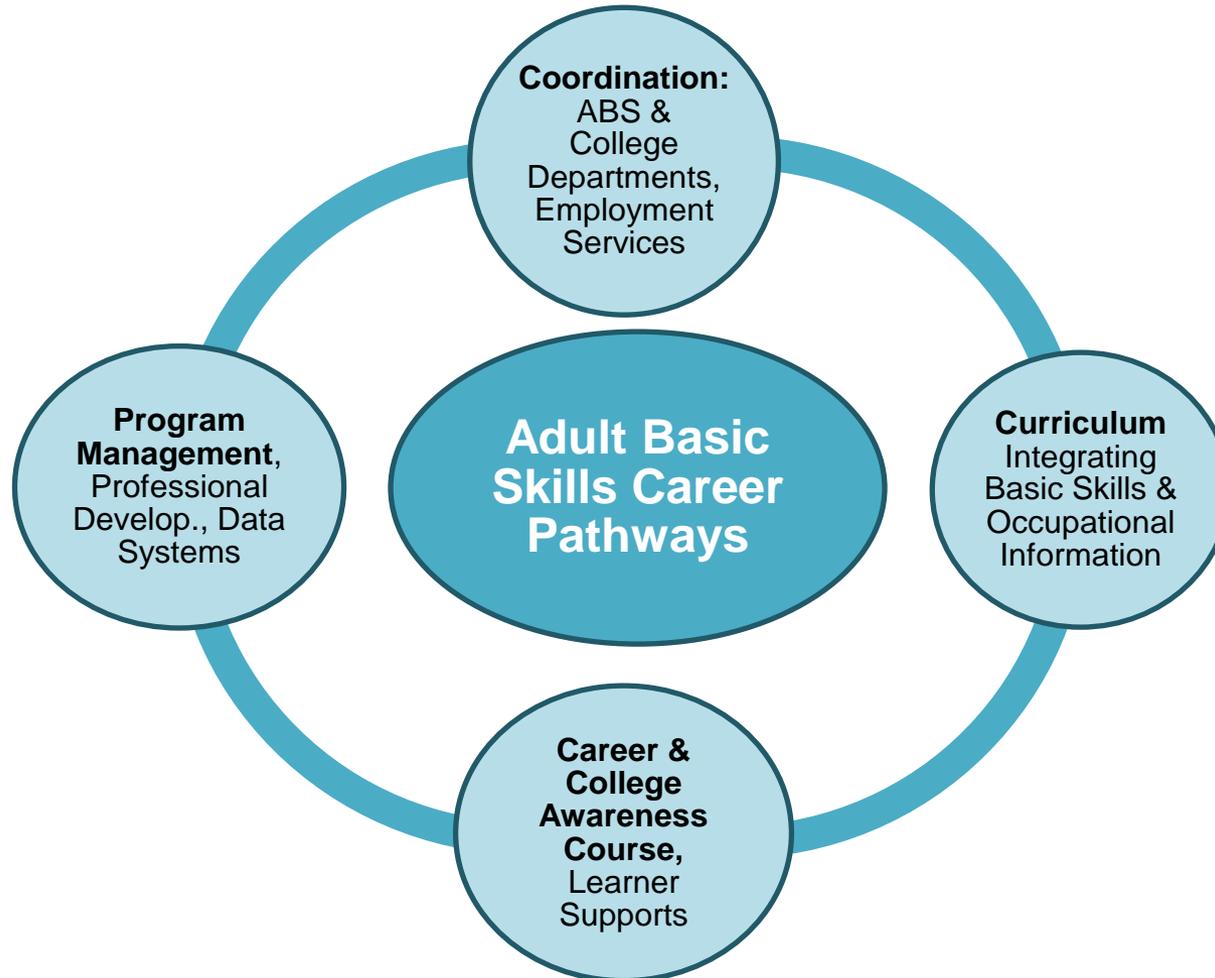
- **Goal:** Build a pipeline of prepared ABS learners to enter postsecondary education and training programs that result in placement in high-demand careers.

- **Key Activities:**
 - Create 6 Bridge and Pre-Bridge courses in reading, math, and writing; Career and College Awareness Course
 - Provide professional development
 - Develop intra-college collaboration between Adult Basic Skills (ABS) workforce programs, advising

- **Timeline & Participants:**
 - Began 2004
 - 12 ABS programs in community colleges
 - 5,955 ABS learners enrolled in OPABS courses during 2009-2010 to 2013-2014



OPABS Key Components

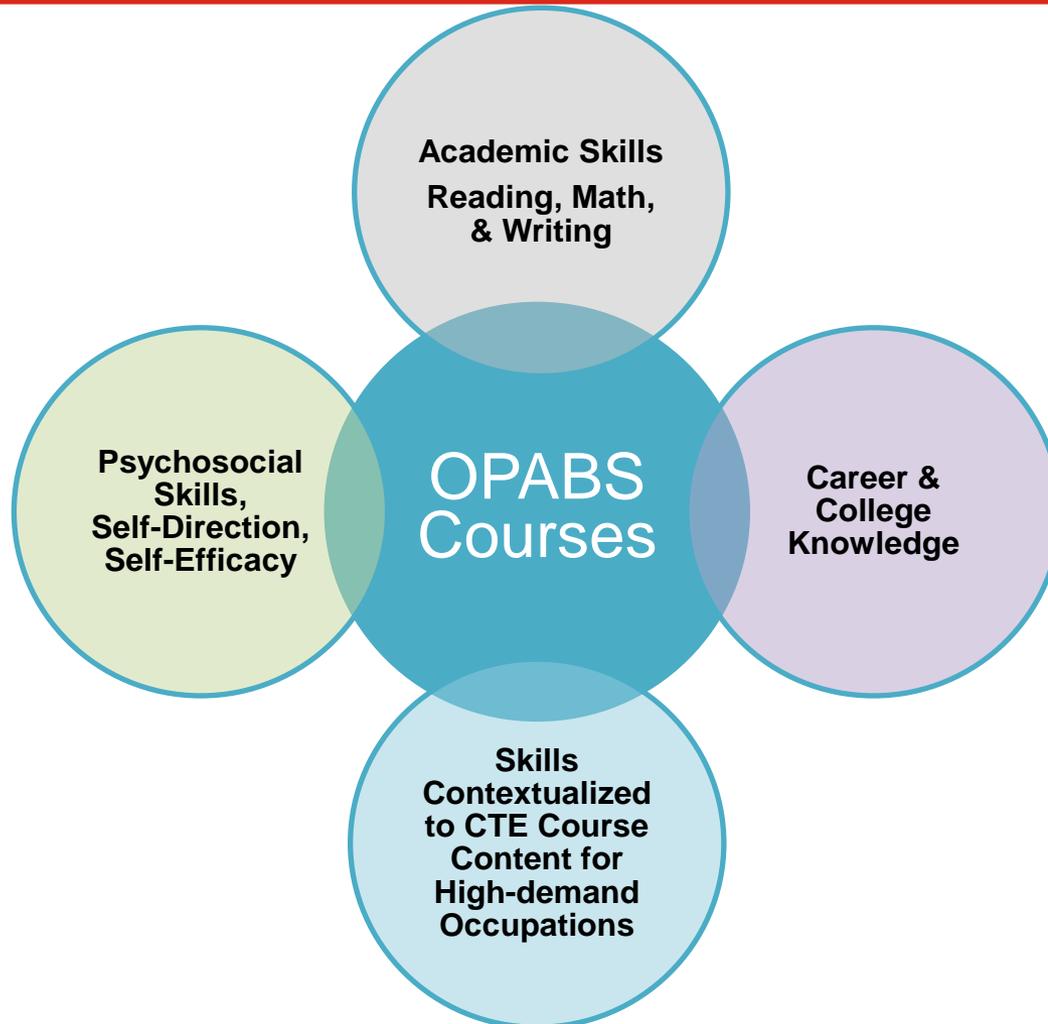


Approach to OPABS



- **Recruitment** “messages” to encourage learners to think about postsecondary education as an option
- **Orientation** that includes collection of additional learner information about plans for further education, work, prior career ed. experiences
- **Class placement** that targets classes by level; sets expectations for ABS participation that includes College and Career Awareness course
- **Class structure** that accommodates the integration of speakers from CTE, review/updating of pathways plan
- **Advising/referral** activities that facilitate learners’ movement within ABS and from last ABS course to first postsecondary course

OPABS Initiative: Instruction



OPABS Courses



Reading

Pre-Bridge

6th -8th GE

Bridge

9th -12th GE

Writing

Pre-Bridge

6th -8th GE

Bridge

9th -12th GE

Math

Pre-Bridge

6th -8th GE

Bridge

9th -12th GE

College & Career Awareness

CCA Course

Modules

- Financial Aid
- College App
- Placement Test

Course Materials

- Syllabus & Outline
- Scripted Lesson Plans, Instructor Notes, Learner Materials
- Courses incorporated applications from high-demand industries

Career and College Awareness Course



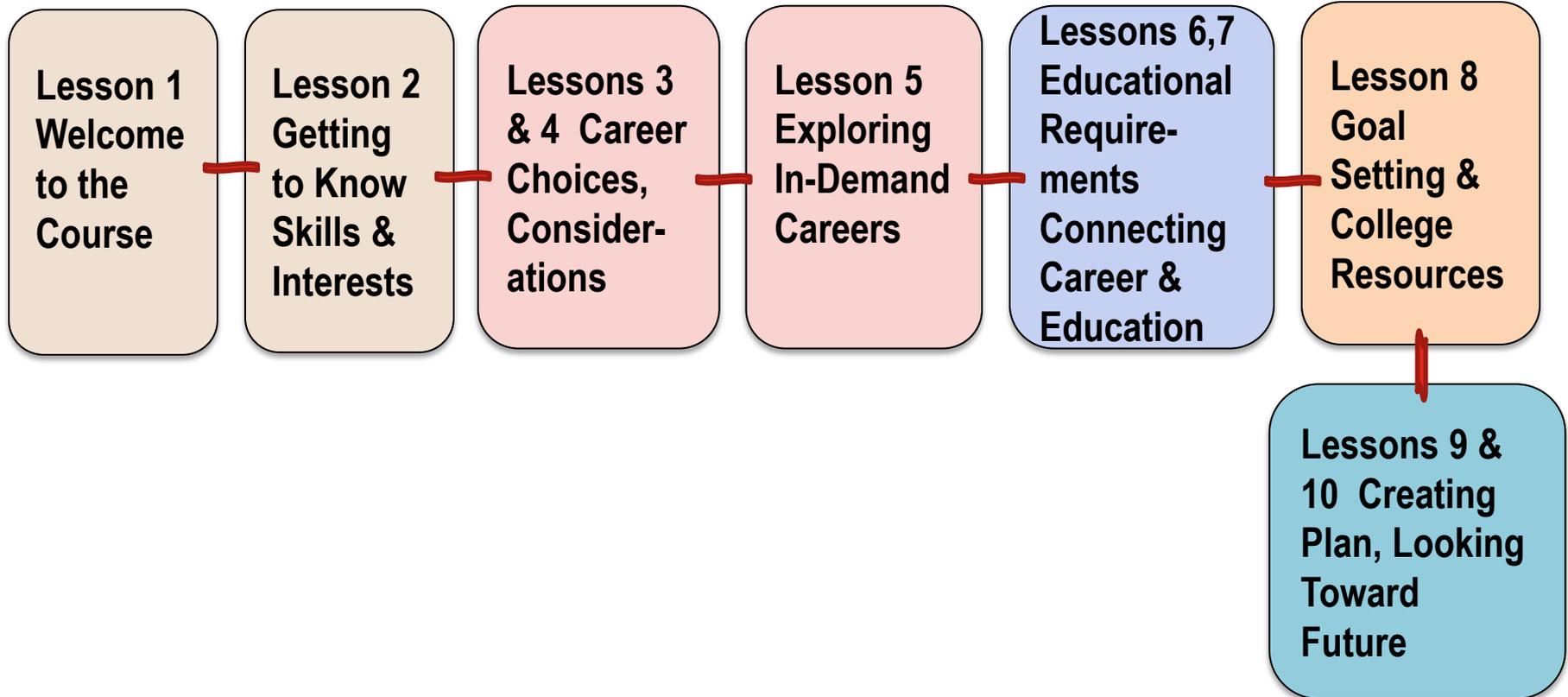
- Opportunities for learners to identify and reflect on their interests, skills, and abilities
- Career and occupational information related to state and local labor markets
- Informational resources related to careers and college and strategies for accessing information and understanding what one finds
- Support in organizing information and in developing a Career and College Plan that moves learners forward in pursuing further education or training and careers of their choice

Identify skills,
Interests, &
abilities

Search local
labor market for
related jobs

Identify educational
requirements for jobs

Career and College Awareness Course Architecture



Evaluation of Oregon Pathways for Adult Basic Skills (OPABS) Initiative



- *Study of Effects of Accelerated Basic Skills Instruction on Adults' GED® Attainment and Enrollment in Postsecondary Education*
- Grantee: Abt Associates, Judith Alamprese, Principal Investigator; Cristofer Price, Director of Analysis
- State Partner: Oregon's Higher Education Coordinating Commission, Community Colleges & Workforce Development
- Funder: US Department of Education, IES Researcher-Practitioner Partnership Grant (IES: R305H140108)
- Timeline: 2014-2019



Two-Phase OPABS Study

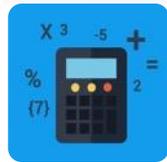


- **Part 1: Descriptive Study: Examined OPABS learners'**
 - Background characteristics
 - Outcomes in basic skills development and GED® attainment?
 - Postsecondary outcomes
- **Part 2: Quasi-Experimental Study**
 - How do the outcomes of OPABS learners compare to the outcomes of similar ABS learners who were not served by the OPABS initiative?
- **Sample of OPABS learners analyzed:** 4,203 learners (2009-2010 to 2013-2014) from **10** ABS programs
- 15% (614) of learners entered OPABS courses with a GED®, high school diploma, or further education

Descriptive Study: Did OPABS Learners Develop Skills?



Learners who took OPABS Bridge Reading: Standardized test score reading gain in SD units: **.37**



Learners who took OPABS Pre-Bridge & Bridge Math: Standardized test score math gain in SD units: **.70**



68% of OPABS learners who took GED® test earned a GED®

29% of OPABS learners took at least 1 postsecondary course: 60% Lower Division credit; 30% CTE credit



3% (42) earned a postsecondary certificate

OPABS Learners: Key Points from GED® Analyses



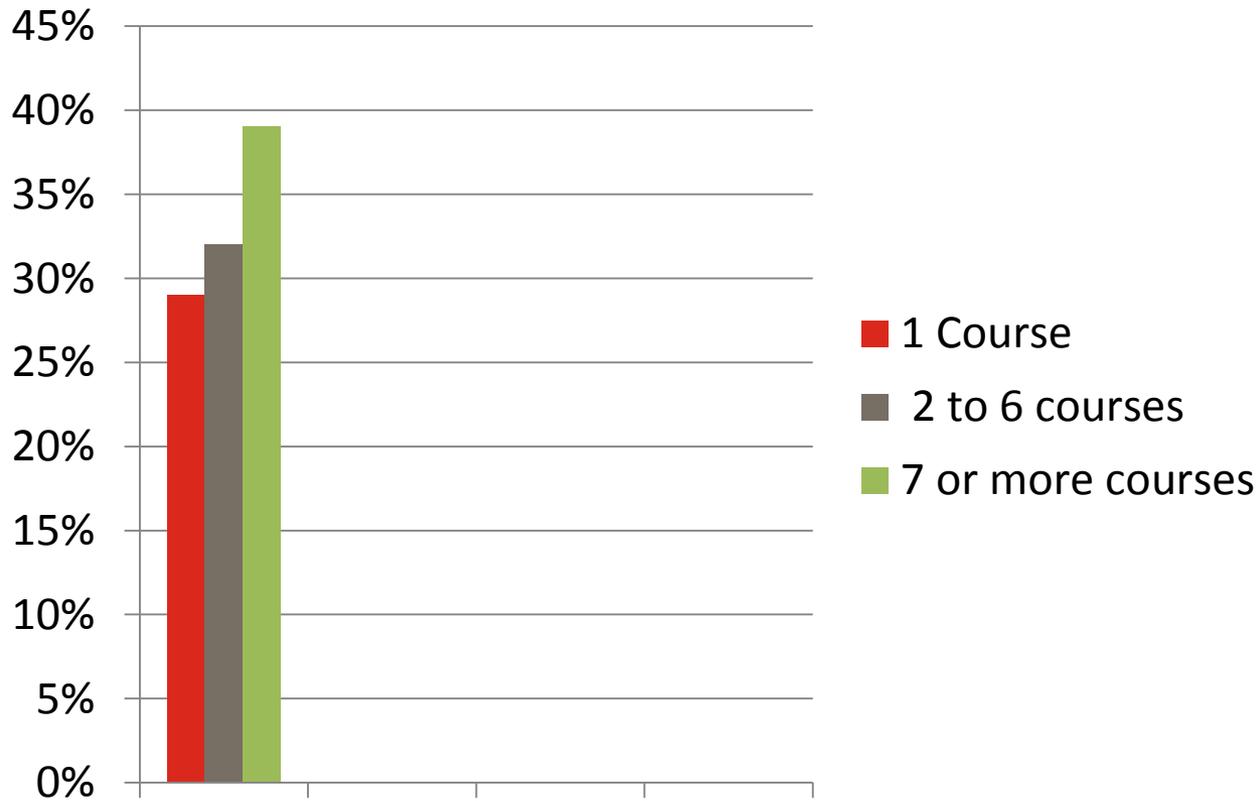
- OPABS learners with higher math pre-test scores more likely to earn GED®
- Over half of OPABS learners earned GED® within 6 months of entry
- 68% of ABS OPABS learners **without** GED® at entry **did not take** GED®
 - 20% were at 10th or higher grade equivalent in math at post test
 - 46% were at 8-10th grade equivalent in math at post test



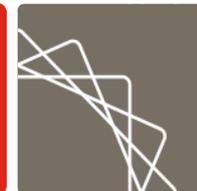
Descriptive Study: OPABS Learners' Postsecondary Participation



Number of postsecondary courses OPABS learners took:



OPABS Quasi-Experimental Study



- Compared ABS learners in OPABS Courses matched to ABS learners in non-OPABS Courses
- ABS comparison group:
 - Attended ABS programs during the same year and term
 - Were enrolled in comparable reading or math course
- OPABS learners and comparison group were followed from year of enrollment in OPABS (09-10 to 13-14) through 2015-2016

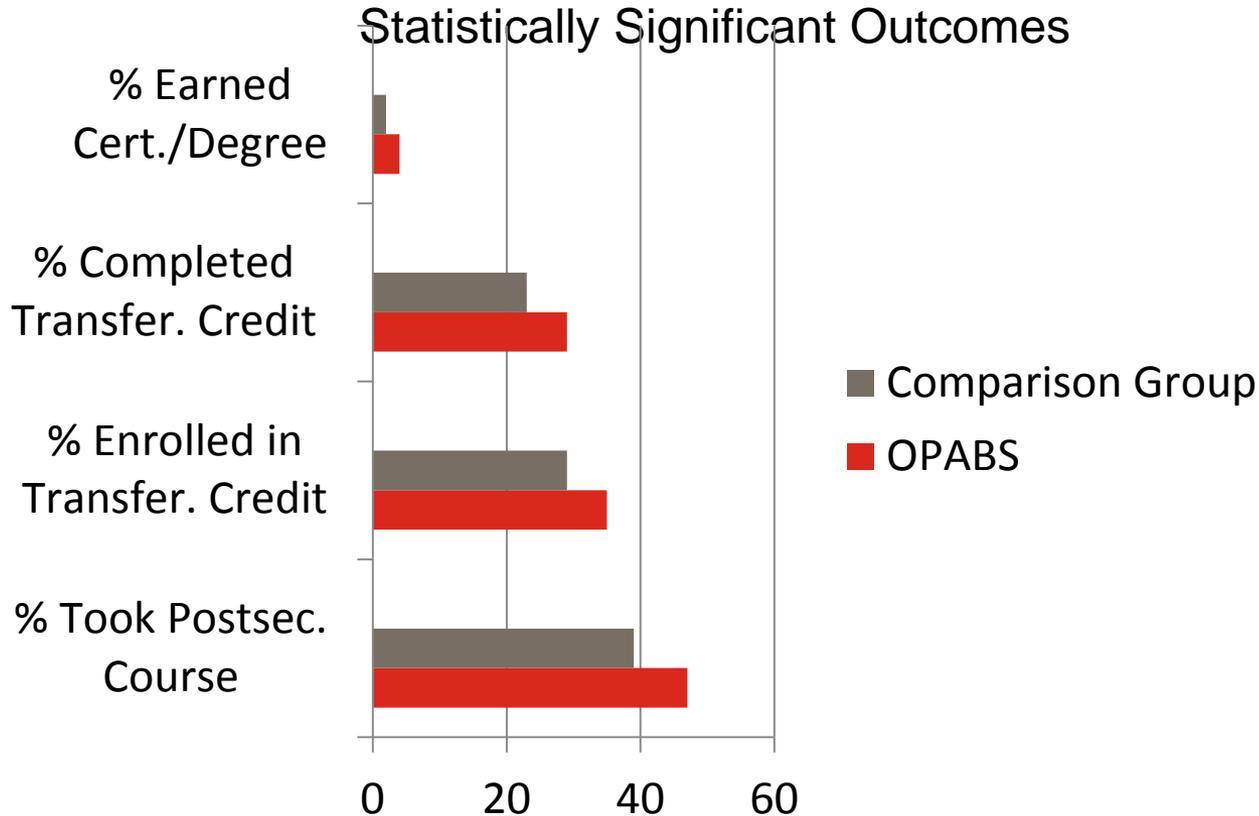
Findings from Quasi-Experimental Study



- OPABS and comparison students made significant gains on CASAS reading and math tests; no differences between groups
- OPABS and comparison groups with students who had 2+ math courses are small; larger gains for OPABS learners
- Similar patterns of GED® test participation and completion similar for OPABS and comparison students



OPABS Quasi-Experimental Study: Postsecondary Outcomes



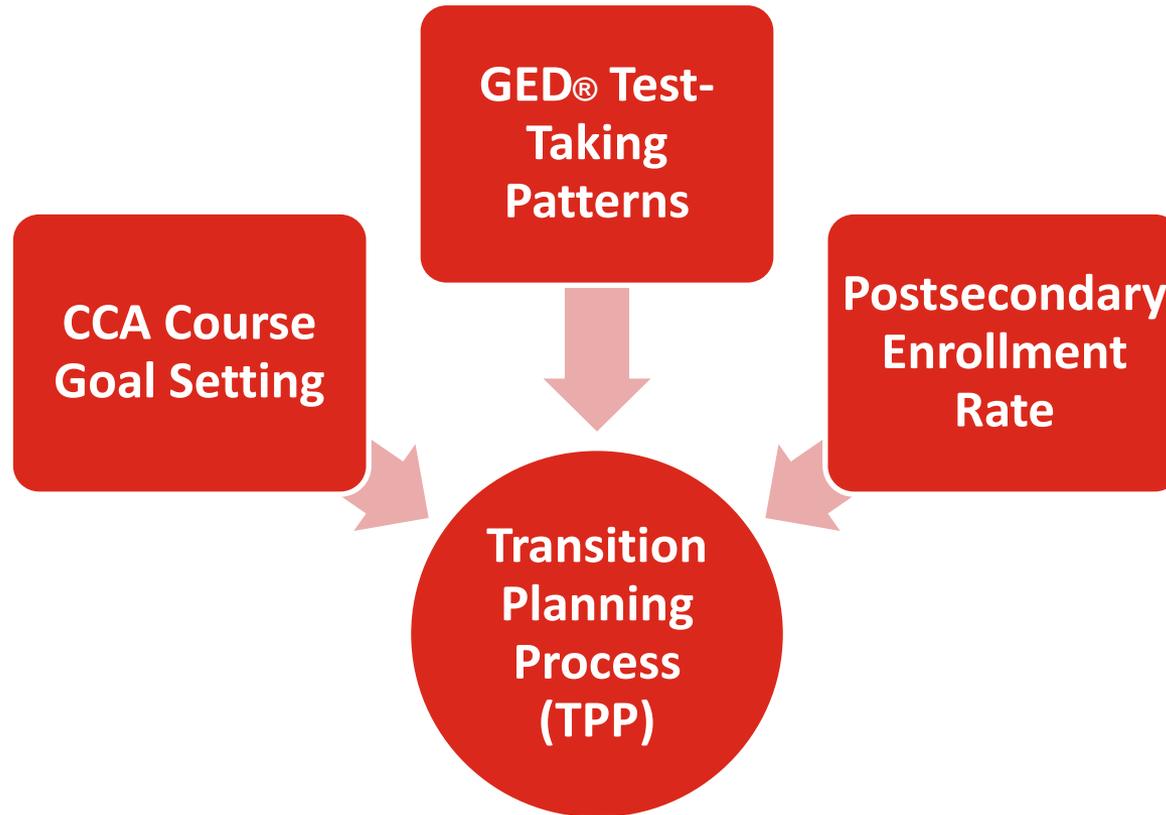
Factors Associated with OPABS Learners' Earning of College Credits



Learners who were more likely to earn transferable or occupational credits:

- Had pre-test score at or above the 8th grade equivalent and completed Bridge Math ($p < .01$)
- Took a College and Career Awareness course and did not have secondary education as a goal at intake ($p < .01$)

OPABS Research Findings Prompting Next Project



Transition Planning Process (TPP)



- *Effects of Transition Planning Process (TPP) on Adult Basic Skills Learners' GED® Attainment and Enrollment in Postsecondary Education* (IES: R305L170012)
- Grantee: Abt Associates, Judith Alamprese; Principal Investigator; Cristofer Price, Director of Analysis
- Partner: Oregon Higher Education Coordinating Commission, Office of Community Colleges and Workforce Development
- Funder: US Department of Education (IES: R305L170012)
- Timeline: 2017-2020; 3 terms of texting activities
- ABS Programs: Chemeketa CC, Clackamas CC, Lane CC, PCC, and SWOC



Transition Planning Process (TPP)



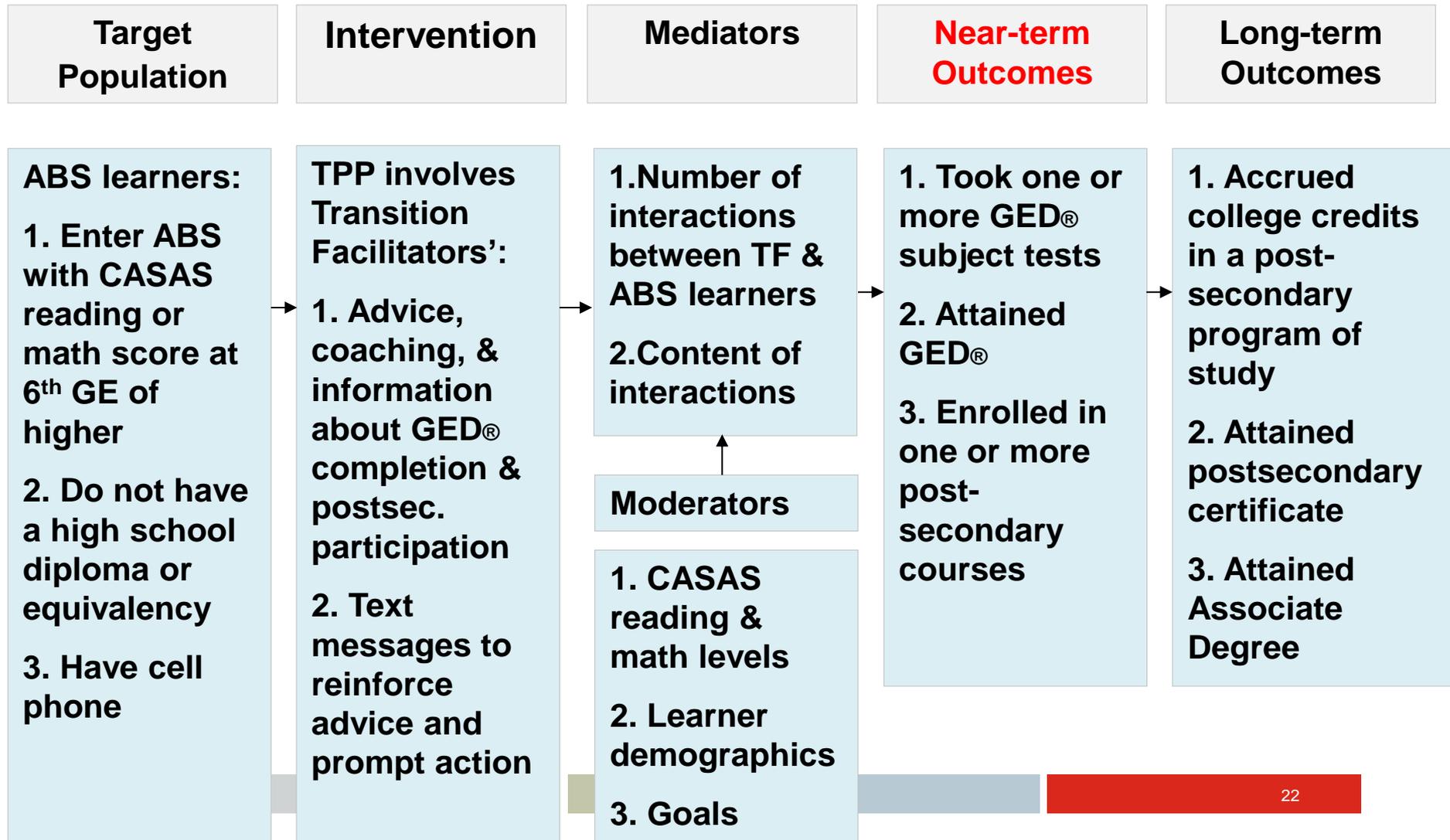
TPP Project

- Use of ABS Transition Facilitator to support ABS learners':
 - GED® test taking and retesting
 - Enrollment in postsecondary education or training
- Use of **text messages** to reinforce work of TPP Facilitator

Study

- Experimental study using random assignment: test use of text messages to prompt ABS learners at critical points in basic skills participation—GED® attainment and enrollment in postsecondary education or training

Transition Planning Process (TPP) Theory of Change



TPP Project Features



Customized Text Messages

- Aligned with learners' progress
- Provide timely feedback

Categories of Text Messages

- Goal review
- Attendance
- GED® testing
- College readiness activities
- College enrollment

TPP Learning Community

- Discuss progress of project and study
- Identify challenges & solutions

Progress of TPP Project



- 3 Cohorts Completed
 - Spring and fall terms, 2018
 - Winter term 2019
 - 327 learners randomly assigned to texting or no texting
- Collecting follow-up outcome data 12 months after cohort begins
- Texts have prompted varied forms of communication with facilitators, particularly about administrative issues in attending classes, applying for financial assistance
- Texting is efficient means of communication

Implications: Instruction



Implications: Instruction



- Design/approach to lessons
 - Build on learners' background
 - Check learners' understanding of concepts, skills being taught
 - Provide feedback so learner is reinforced, can develop self-efficacy
- Integrating “real life” applications so learners see relevance of learning
- Reinforce short- and long-term goals

Implications: Facilitating Attainment of GED® credential



- Review current ABS data on GED® attainment to determine how many and which learners (skill levels, other characteristics) may be “falling through the cracks”
- Examine ABS program practices:
 - Identifying learners ready to begin GED® testing
 - Tracking GED® test participation and success
 - Reinforcing success, retesting
- Determine additional that might be taken to encourage GED® participation and completion

Implications: Transition to Further Education or Employment



- Build career and college knowledge early in ABS participation
- Develop plan for next steps that includes possible barriers and ways of addressing barriers
- Provide support on how to:
 - Address colleges' administrative requirements
 - Obtain information and apply for financial aid
 - Decide how many postsecondary courses are viable for learners to take
 - Access information types of courses to enroll in for desired program of study

Contact Information



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Thank you!