

**INFORMATIONAL SERIES PRESENTATION TO:
THE HIGHER EDUCATION COORDINATING COMMISSION (HECC)**

TOPIC: ADULT BASIC SKILLS

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Agenda

**“All Oregonians from all walks of life will complete their educations and gain
the ability to contribute to our society and economy.”**

HECC Strategic Plan, March 2014

Agenda:

- ABS in Oregon: What it is and who the students are;
- How Adult Basic Skills intersects with and is critical to the success of 40-40-20;
- How Adult Basic Skills is central to the mission of the community college;
- How Adult Basic Skills aligns with the HECC’s priorities of access, equity and student success

ABS: What is it?

Terms / Definitions

- **ABS** = Adult Basic Skills: The umbrella term used in Oregon to describe programs that provide adult education: ABE, ASE/GED prep and ESL/ESOL.
- **ABE** = Adult Basic Education programs serve adults who have low skills in reading, writing, and math (below the 9th grade level).
- **ASE** = Adult Secondary Education programs serve adults who have reading, writing and math skills at the secondary level (grades 9 – 12) and may be pursuing high school equivalency.
- **ESL/ESOL** = English as a Second Language/English for Speakers of Other Languages programs serve non-native English speaking adults who are learning to read, write, speak and listen in English.

ABS in Oregon Community Colleges

Programs' Purpose

To provide rigorous instruction in foundational academic skills so that Oregon adults can:

- Earn a high school diploma or equivalent
- Complete occupational training courses
- Prepare for and transition successfully into college-level coursework
- Secure and retain family wage employment
- Become full partners in the educational development of their children

Key Instructional Strategies

- Contextualize basic skills instruction within occupational programs (Career Pathways)
- Deliver curricula through the Oregon Adult Basic Skills Learning Standards Framework
 - Aligned with Common Core State Standards and the College & Career Readiness Standards

ABS Programs in Oregon Community Colleges

Program Delivery

- All 17 Community Colleges offer ABS programs supported by both general fund dollars and Workforce Investment Act Title II funds.

Program Funding

- In 2012-2013, \$22,338,799 was allocated to support Community College ABS programs statewide
 - \$18,002,421 in College General Fund dollars
 - \$4,336,378 in Workforce Investment Act Title II dollars

ABS in Oregon: OCABSD

Vision Statement

*The Oregon Council of Adult Basic Skills Development leads and advocates for integrated 21st century, **quality basic skills programs** which prepare Oregon adult learners to be **college and career ready** and to **transition** into further education or the workforce.*

Oregon Council for Adult Basic Skills Development

- OCABSD is a statewide Council that was formed in 1995.
- Representative(s) from each of the 17 community colleges, the State Department of Corrections and Department of Community Colleges and Workforce Development meet quarterly.
- OCABSD Strategic Plan 2015-2020: This plan includes 10 goals and related strategies that support the vision statement.

The Students

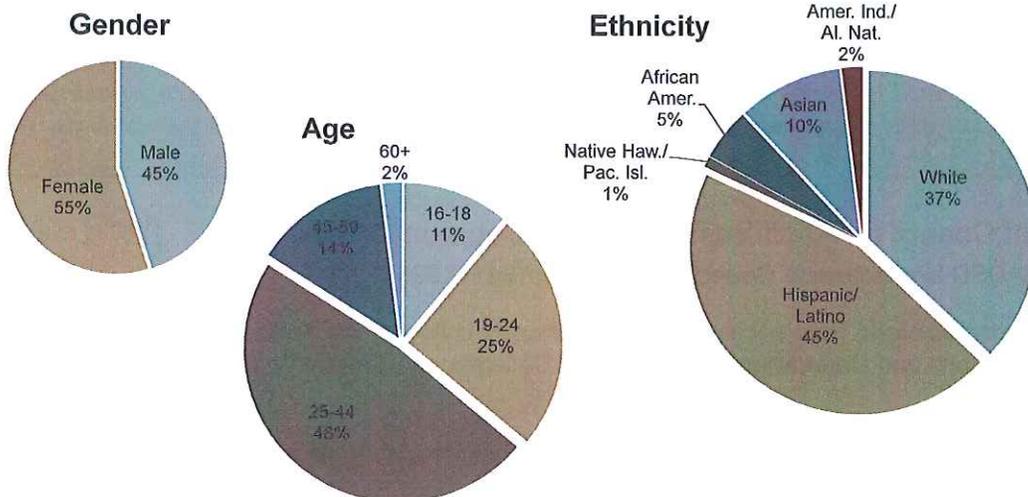
The Need

- There are 269,024 working-age adults (ages 18-64) in Oregon who have not completed high school or equivalent. (NCHEMS, 2010)
- There are the 84,051 working-age adults in Oregon who have no college education and speak English poorly or not at all. (NCHEMS, 2010)

Oregon students served by Community Colleges in 2012-2013

- 14,867 ABS students were served by community colleges

ABS Students: Demographics



ABS Students: The Faces

- She is the 69 year old grandmother who never graduated from high school and decided to go back to school and complete her GED.



- He is the 58 year old lumberyard foreman who was laid off who is coming back to school to be re-trained in another field, but needs his GED.

- She is the 37 year old immigrant who needs to learn English to help her children with their homework and read to them in English.

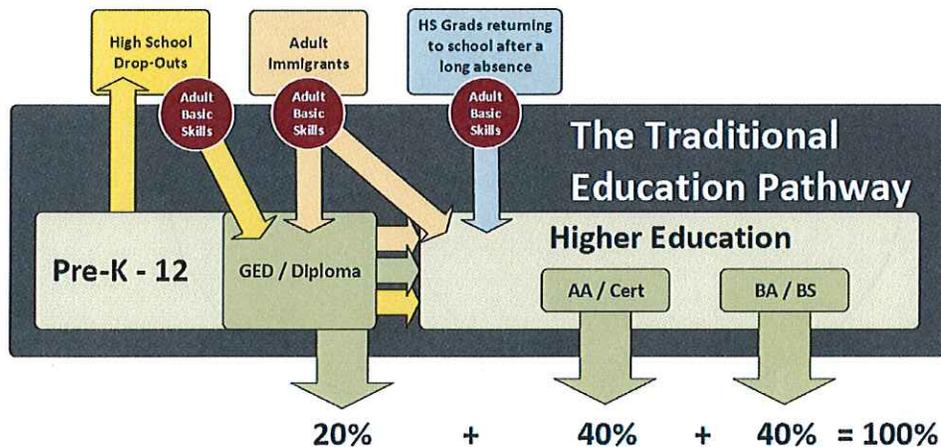


- He is the 19 year old who has a high school diploma, has college level reading/writing skills but is at the ABE level in Math.



Why are ABS Programs critical to 40-40-20?

They serve adults outside the traditional educational pathway



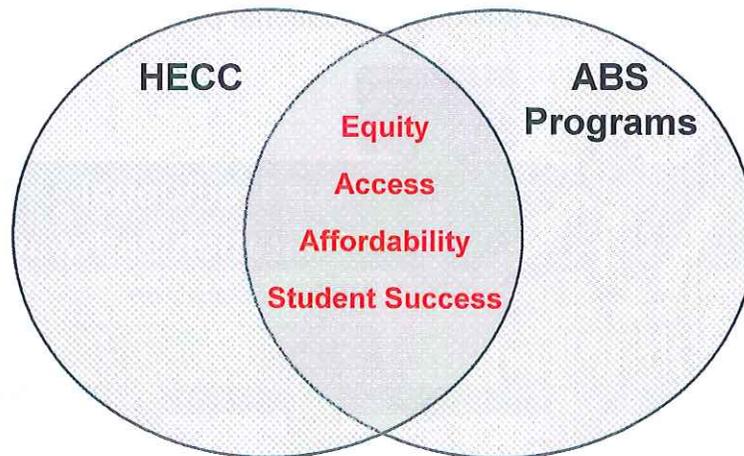
ABS: Central to the Community College Mission

In simplest terms, the comprehensive mission of the community college is to provide education for individuals, many of whom are adults, in its service region. Most community college missions have basic commitments to:

- serve all segments of society through an open-access admissions policy that offers equal and fair treatment to all students,
- a comprehensive educational program,
- serve its community as a community-based institution of higher education,
- teaching,
- lifelong learning.

(Excerpted from The Community College Story by George B. Vaughan.)

ABS & The HECC: Shared Priorities



Moving Forward

ABS Programs Areas of Focus

- Preparing students to be college and career ready
- Moving students through ABS and into postsecondary education and/or employment
- Navigating new federal legislation (Workforce Innovation and Opportunity Act of 2014)
- Collaborating with a multitude of partners to support student success

Supporting ABS in Oregon

- How does CCWD support ABS programs in Oregon Community Colleges?
- How can the HECC support ABS programs in Oregon?

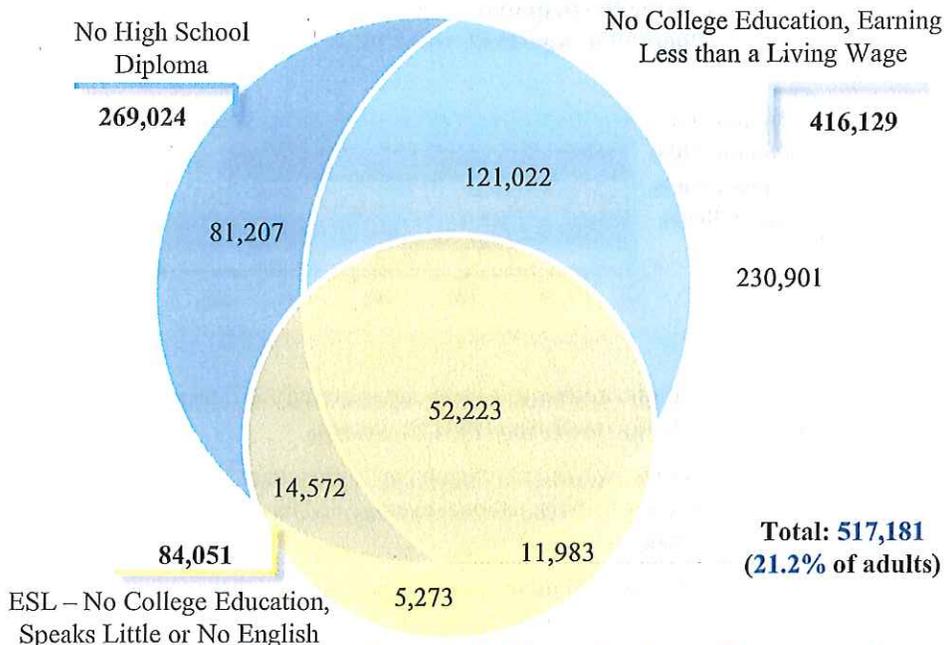
Questions & Discussion

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Adults (Age 18 to 64) In Need of Adult Education and Training, 2010

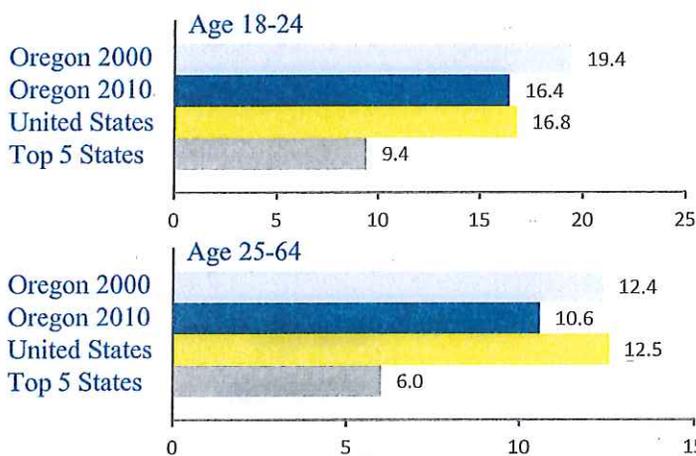


Oregon By the Numbers

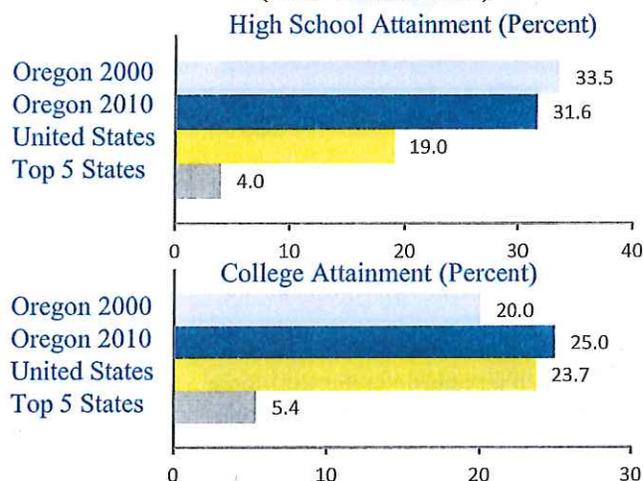
- **416,129** adults have no college education, are working but living in families with a combined income less than a living wage (twice the level of poverty).
- **269,024** working-age adults have not completed high school (or equivalent).
- **84,051** adults have no college education and speak English poorly or not at all.
- **52,223** adults have not completed high school, speak English poorly or not at all, and are struggling to earn a living wage.
- Therefore, **517,181** have at least one of the basic challenges the state must address – **21.2%** of all working-age adults in Oregon.

Oregon's Adult Population Compared to the U.S. and Top States

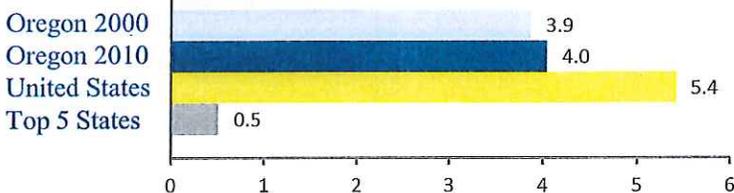
Adults with No High School Diploma (%)



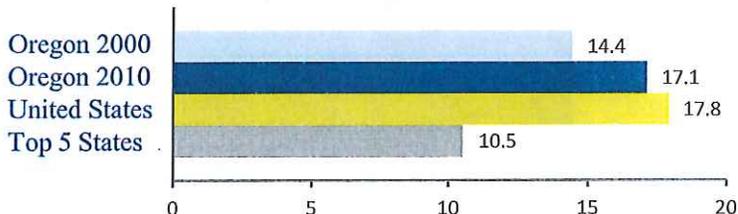
Gaps Between Whites and Minorities* (25 to 44 Year Olds)



Speak English Poorly or Not at All – Age 18 to 64 (%)



High School Diploma or Less in Families not Earning a Living Wage – Age 18 to 64 (%)



* Minorities include Hispanic, African-American, and Native American

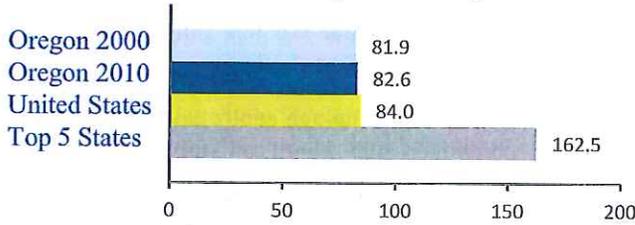
- Oregon has less adults with no high school diploma than the national average and the percentages have declined since 2000.
- In Oregon, 17.1% of adults are earning less than a living wage with a high school diploma or less. This is slightly below the U.S. average and has been growing since 2000.
- The educational gaps between whites and minorities for high school attainment is well above the U.S. average although it has declined since 2000.
- The educational gaps between whites and minorities for college attainment is slight above the national average and the gaps have widened since 2000.



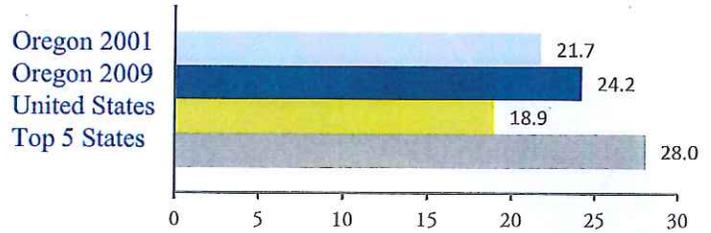
Reaching the Target Population

Enrollment per 1,000 Adults Age 18-64:

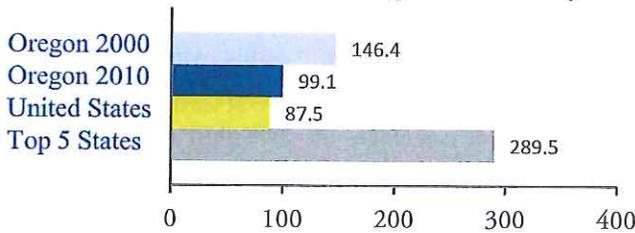
In State-Administered ABE Programs with Less than a High School Diploma



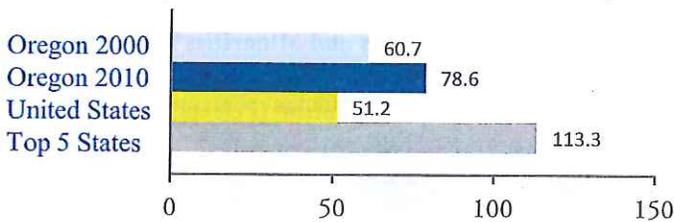
College Participation of Adults Age 25-49 as a Percent of Population Age 25-49 with Only a High School Diploma



In English as a Second Language (ESL) with Little or No English Proficiency



GEDs Awarded per 1,000 Adults with Less than a High School Diploma (Age 18 to 24)

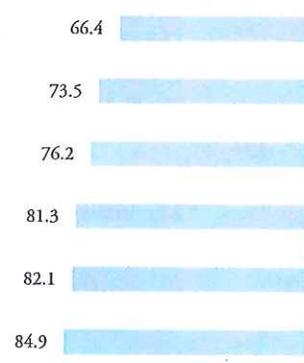


- Adult enrollment in state-administered ABE programs is slightly lower than the U.S. average.
- GEDs awarded in Oregon per 1,000 adults is significantly greater than the national average and has grown since 2000.
- The overall college participation rate of adults 25-49 is greater than the U.S. average and has improved since 2001.

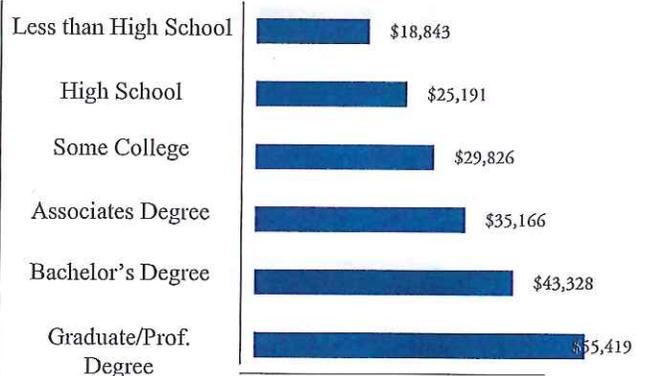
The Benefits of More Education

- Adults with higher levels of education are more likely to participate in the workforce than adults with less than a college degree.
- Additionally, those with a college degree earn substantially more money annually compared to those with less than a college degree.

Workforce Participation (%)



Education Median Annual Earnings (Age 18 to 64)



Sources:

U.S. Census Bureau, American Community Survey – Public Use Microdata Files, 2000, 2010
 Office of Vocational and Adult Education
 NCES, IPEDS Fall 2000 and 2010 Enrollment Files
 General Education Development (GED) Testing Service, 2001, 2010



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