

The Landscape of Adult Education and Career Pathways in High-Need Cities: A First Look

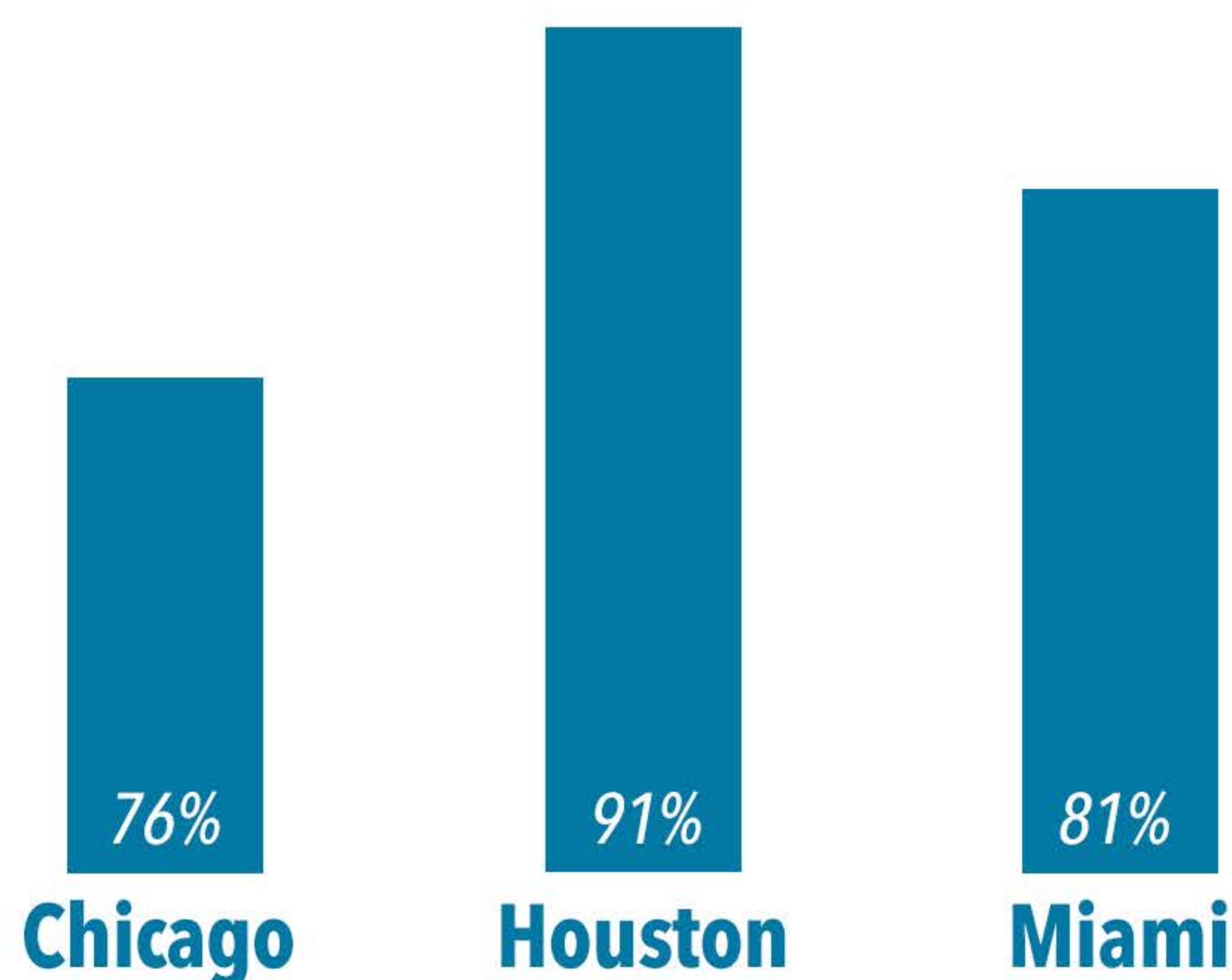
- Funded by the federal Institute of Education Sciences.
- Examines how adult basic education and literacy providers in Chicago, Houston, and Miami are integrating career pathway components into their services.
- Chicago, Houston, and Miami are home to 5% of U.S. adults without a high school degree and 10% of limited English-proficient U.S. adults.

106 providers
72% response rate

Survey
administered
2015-2016

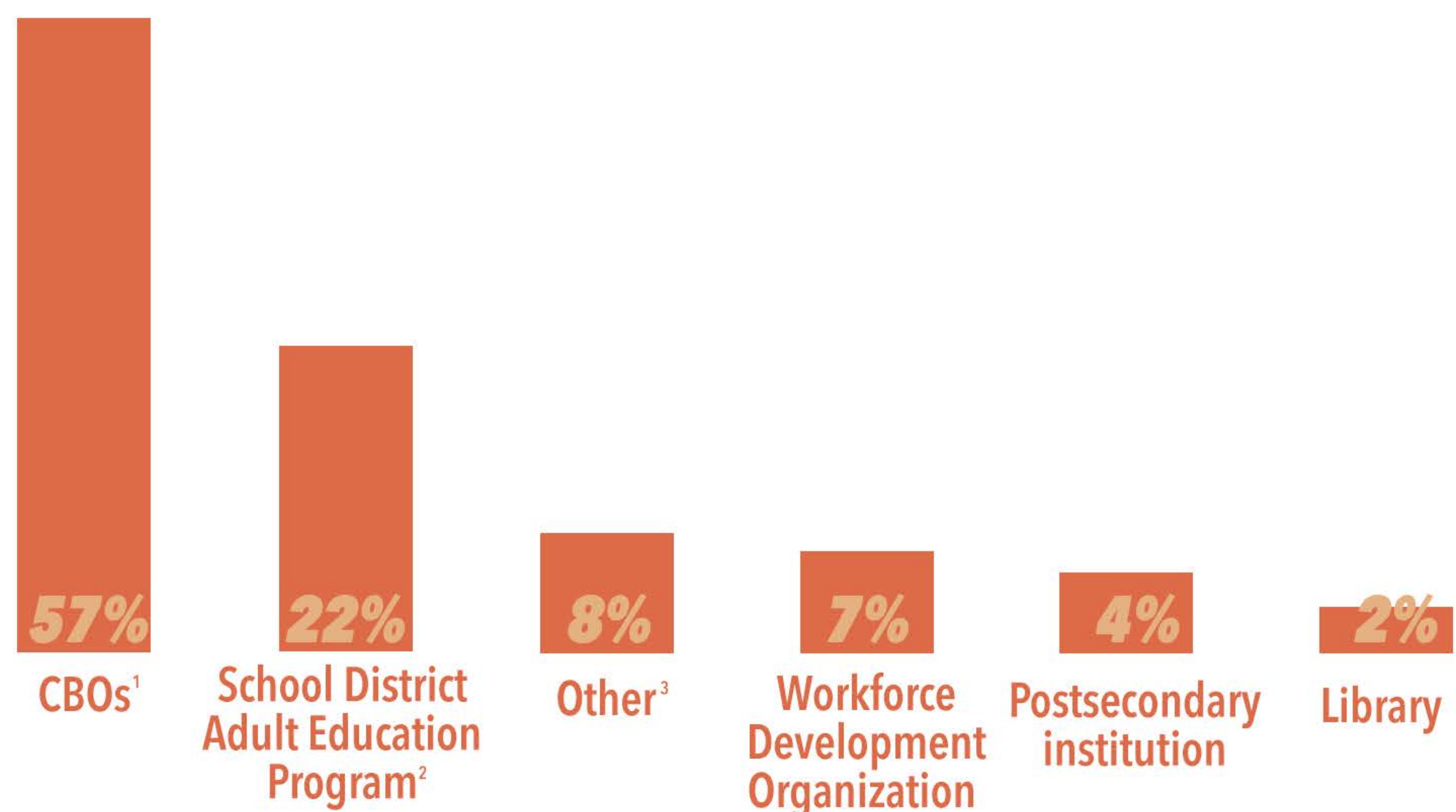
Program data
from **2014-15**

83% of Agencies Offer Career Pathways (CP)*



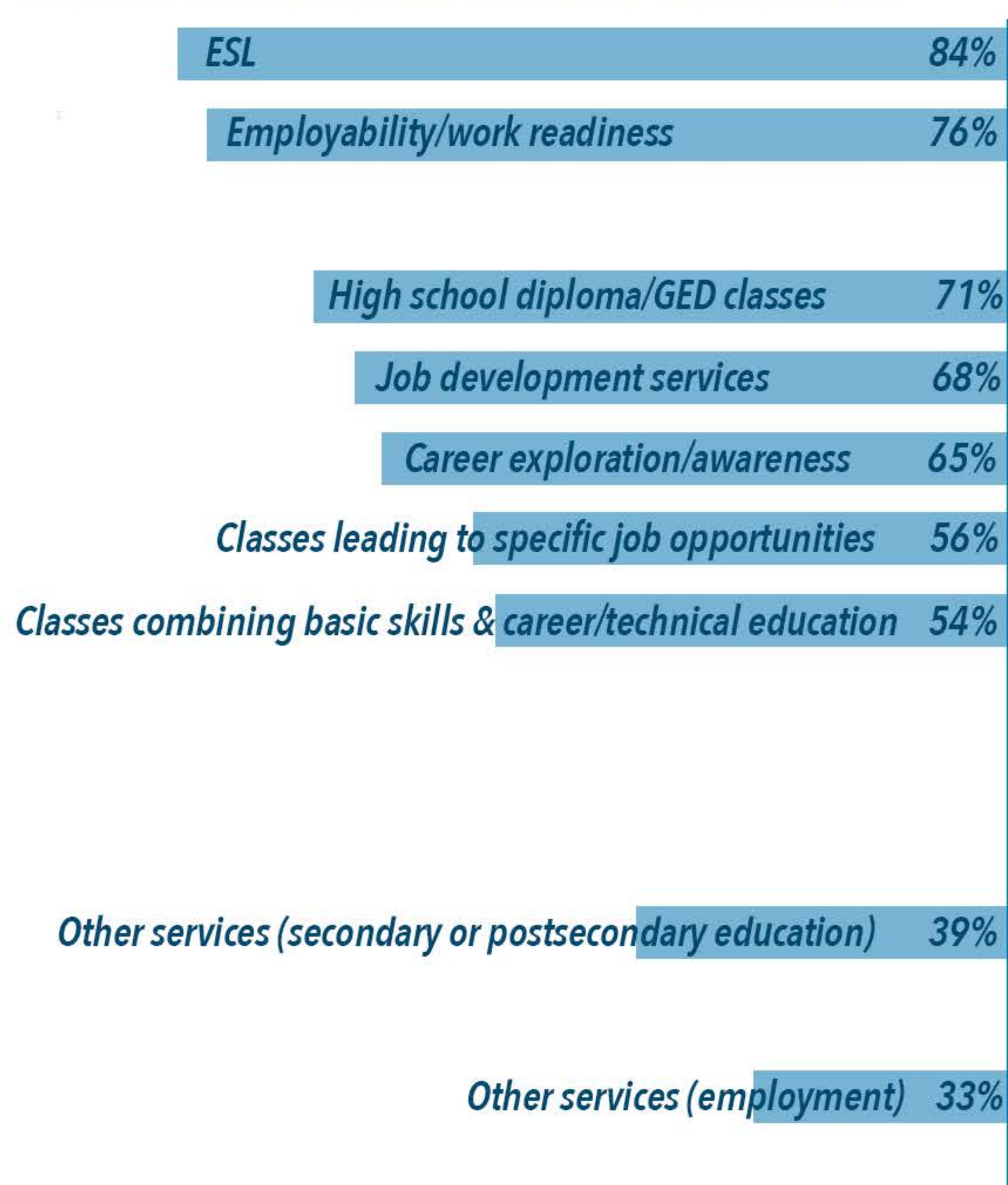
*According to the following definition: an approach that "connects progressive levels of basic skills & postsecondary education, training, & supportive services in specific sectors or cross-sector occupations in a way that optimizes the progress & success of individuals—including those with limited education, English, skills, and/or work experience—in securing marketable credentials, family-supporting employment, & further education & employment opportunities." (CLASP, 2013)

Type of Organization Offering CP

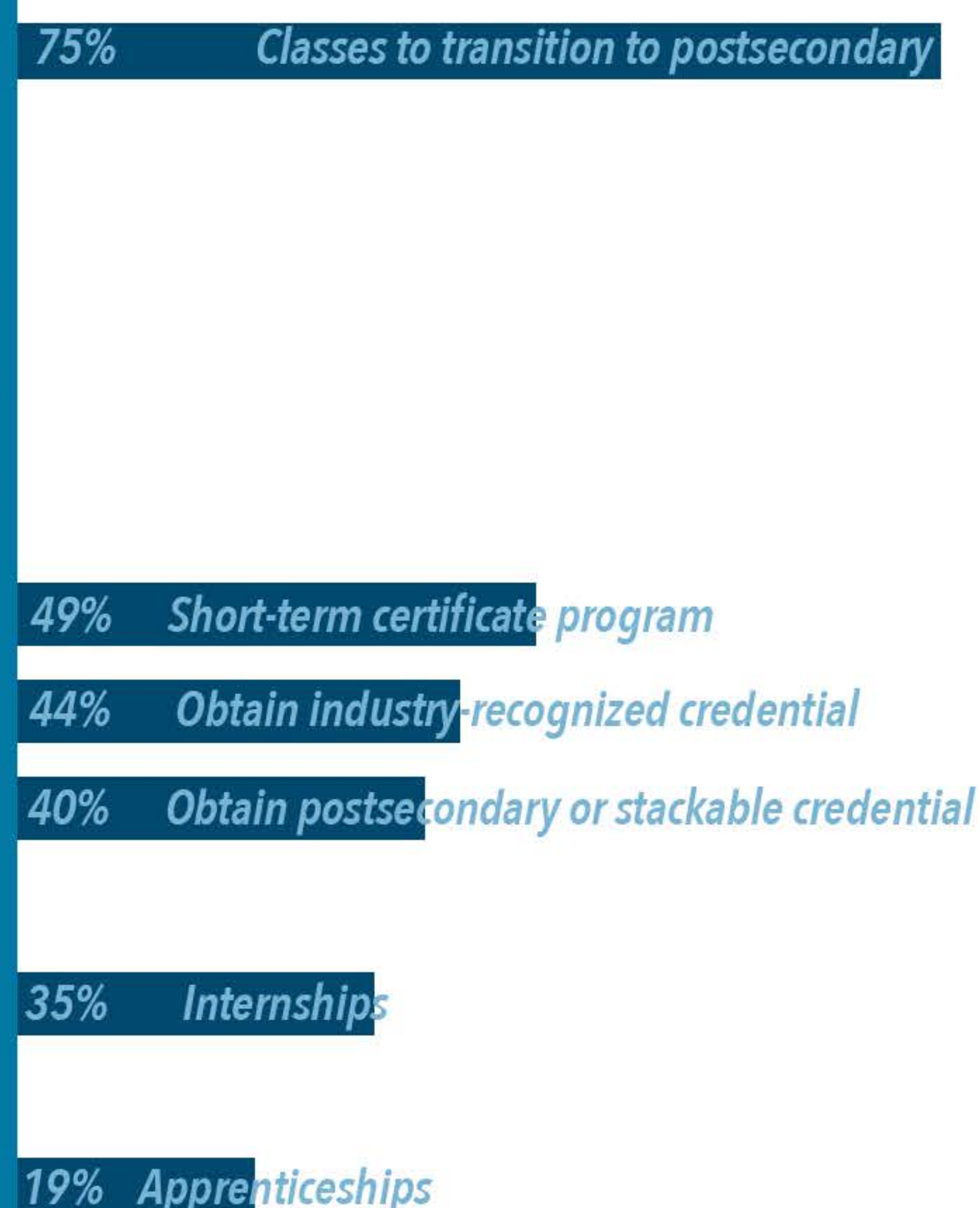


1. Community-based organizations (CBOs) that offered CP were disproportionately located in Chicago (46%).
2. All but one of these were located in Miami.
3. "Other" included correctional facilities, homeless shelters, etc.

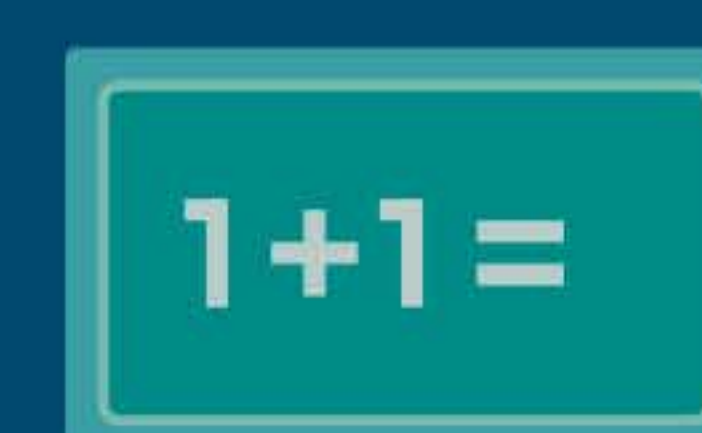
Agencies offered a range of adult education and CP services.



"Core" CP services were much less common.



Top Employment Sectors



44%
Early Childhood Development
& Education



38%
Health & Medical Technology



30%
Information Technology



29%
Building Trades & Construction

For more information,
visit <http://adultpathways.psu.edu>.

Top 5 Student Characteristics among CP Providers



94%

Un(der)employed persons



92%

Immigrants and non-native English speakers



91%

Parents & caregivers



89%

Adults who struggle with basic skills



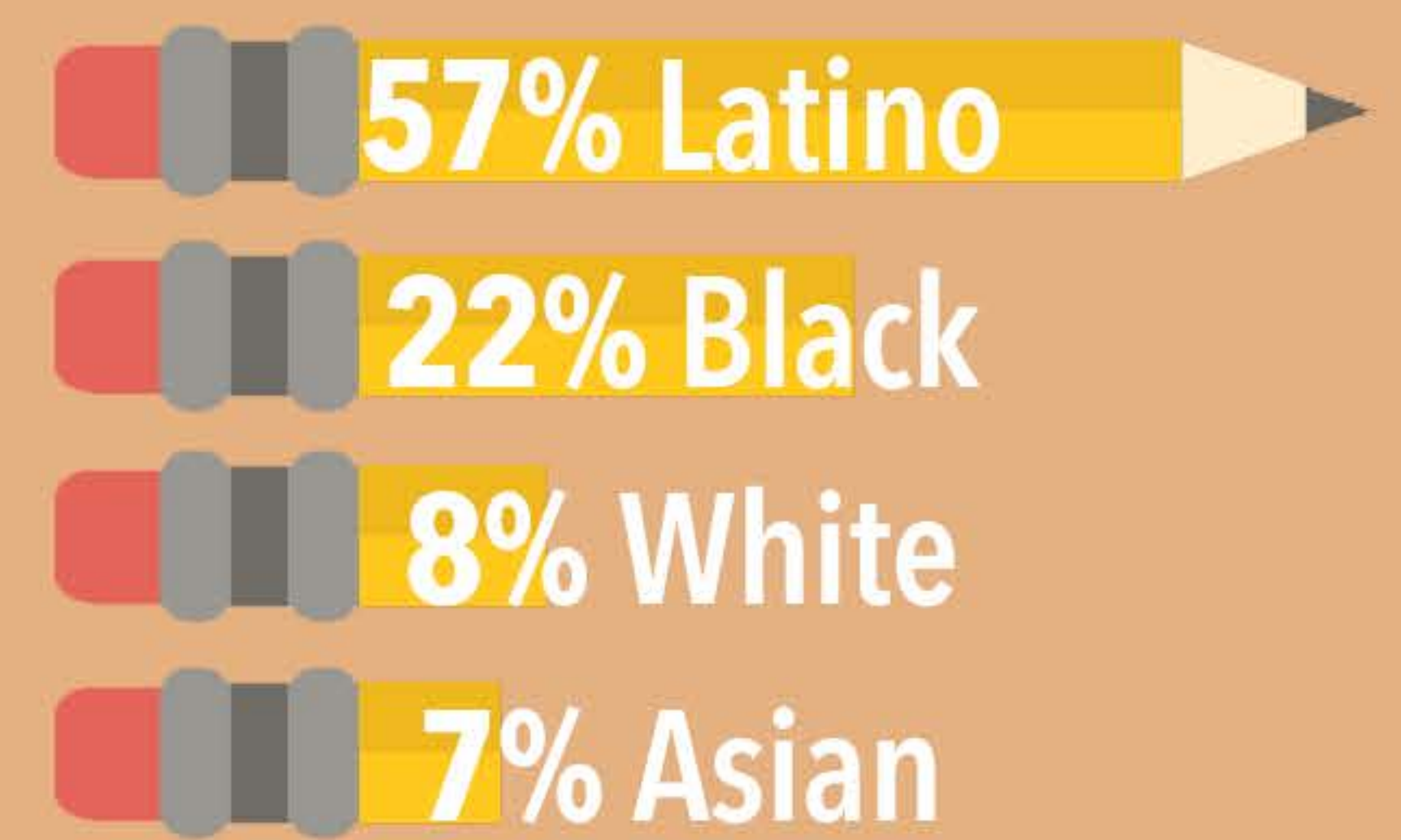
79%

Out-of-school young adults

Top 3 CP Services with Academic Entry Requirements





-  Classes to obtain industry-recognized credential (**86%**)
-  Classes leading to specific job opportunities (**86%**)
-  Classes to obtain postsecondary or stackable credential (**85%**)

Race/Ethnicity of U.S-Born Students



Measurement of Outcomes

No single measure was used by all agencies to track student outcomes. The top 4 measures were:

-  Educational level gains (**84%**)
-  High school/GED diploma (**67%**)
-  Educational gains measured by teacher- or program-created assessment (**64%**)
-  Initial employment (**55%**)

41% of agencies track data specifically on CP students.

Agencies that offer CP are more likely (than those that do not) to measure 3 outcomes:

- Obtaining a high school or GED diploma (**69% vs. 20%**)
- Obtaining initial employment (**64% vs. 0%**)
- Attaining a CP credential (**55% vs. 0%**)

Center for Law and Social Policy (CLASP). (2013). Alliance for Quality Career Pathways Beta Framework: Executive Summary. Retrieved from 2013<http://www.clasp.org/documents/Exec-Sum-of-AQCP-Beta-Final-091613-1.pdf>

This project is funded in part by Institute of Education Sciences Grant #R305H150047.

Infographic created December 2016.

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