

# Pathways and LD 1780

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## LD 1780 Videoconference

As part of the Charting Our Pathways series, this webinar will address some of the definitions and purposes of LD 1780, *An Act to Enhance Career Pathways for Adult Learners*, and in particular, Item 14 Workforce Training and Retraining.

During SY 10-11, the state office and MAEA prepared a career pathways bill for the legislature. In the spring of 2011, with Jeff Fantine leaving and a new Commissioner coming in, the decision was made to pull the bill. Soon after I arrived as interim state director in April of 2011, the Commissioner asked me about the status of adult education's support for the legislation. He viewed the Career Pathways bill as a critical first step in preparation for later funding decisions and discussions of performance based funding and felt it was important to resubmit it.

The bill was reviewed by the state office team, MAEA board members, and with the Commissioner and his staff before being submitted again to the legislature. The majority of the bill that was passed in the spring of 2012 remains the same as what was in statute.

1 Be it enacted by the People of the State of Maine as follows:  
2  
3 Sec. 1. ~~20-A MRSA §8601-A, sub-§1, as amended by PL 2007, c. 131, §2, is~~  
4 ~~repealed and the following enacted in its place:~~  
5 1. Adult education. "Adult education" means an education program primarily  
6 operated for individuals beyond the compulsory school age that is administered by school  
7 administrative units and that includes intake, assessment, career advising, instruction and  
8 individual learning plans; is guided by data management, annual monitoring and annual  
9 professional development plans; uses appropriately certified staff; is designed to meet  
10 identified local needs; and offers at least 3 of the following:  
11 A. Basic literacy instruction or instruction in English as a Second Language;  
12 B. High school completion courses;  
13 C. College transition courses;  
14 D. Career pathways services; and  
15 E. Enrichment courses.  
16  
17 Sec. 2. ~~20-A MRSA §8601-A, sub-§2-A, as amended by PL 2007, c. 131, §2, is~~  
18 ~~repealed.~~  
19  
20 Sec. 3. ~~20-A MRSA §8601-A, sub-§12, as enacted by PL 2007, c. 131, §2, is~~  
21 ~~amended to read:~~  
22 12. Adult career and technical education. "Adult career and technical education" means organized educational activities, eligible for federal or state funding,  
23 A. Offer a sequence of courses that provide individualized instruction in technical knowledge and skills the individual needs to attain a postsecondary  
24 degree, in current or emerging fields of study, that are designed to prepare the individual for employment or further education.

As you review the legislation, you will note that language that was added is underlined and language removed appears with a line through it.



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The goal of the legislation is for adult education to have a pathways delivery system in place that enables our learners to leave our programs college and career ready as well as prepared to be successful citizens.

In the *Charting Our Pathway* video, I said that the career pathways model is a system, not a program. It is about a change in mindset. We need to look at what we are doing and determine what new methods of providing services may be needed to coordinate and connect the courses and activities within our programs. We also need to extend that coordination to other agencies to create a comprehensive education and training program. I would like to point out the overarching impacts of the legislation.



## **Impacts of LD 1780**

- 1. Standards for program rigor**
- 2. Defines adult ed as a system rather than independent programs**
- 3. Increased accountability**

Impacts of the Legislation

It sets standards for program rigor.

It more clearly defines us as a system rather than as independent, local programs.

It calls for increased accountability.



# Impacts of LD 1780

## 1. Standards for program rigor

- Intake
- Assessment
- Advising
- Instruction
- Individual student learning plans

Standards for Program Rigor (title) Probably on 2 slides

Adult education programs must address:

Intake

Assessment

Advising

Instruction

Individual student learning plans

Employ appropriately certified staff

Meet locally identified needs

Offer 3 of the 5 program areas. Note – job skills classes are included as career pathways services.



## Impacts of LD 1780

### 1. Standards for program rigor

- **Employ appropriately certified staff**
- **Meet locally identified needs**
- **Offer 3 of the 5 program areas.**
- **Note – job skills classes are included as career pathways services.**

Employ appropriately certified staff

Meet locally identified needs

Offer 3 of the 5 program areas. Note – job skills classes are included as career pathways services.



**Intake – new form**

**Assessment - Intake and  
Assessment Guidelines**

**Learners in an academic  
program to be assessed using  
CASAS**

Intake – we have created a new intake form that aligns with the data system and NRS and subsidy requirements.

Assessment – Initially we may think of the CASAS assessment. Our assessment procedures regarding the use of formal and informal assessments are outlined in the revised Intake and Assessment Guidelines manual. There are a few changes that will soon be made to the document. On page 5, the guide states that MDOE requires CASAS assessments on all non-enrichment students. This is not the case. The correct language is on page 11. The policy is for all learners in an academic program to be assessed using CASAS.



## Impacts of LD 1780

**.....strongly recommended  
that certificate, adult transition  
and workforce training students  
be assessed to ensure they are  
receive any additional adult  
education services needed to  
meet their goals.**

The policy does go on to say that it is strongly recommended that certificate, adult transition and workforce training students be assessed to ensure they are receive any additional adult education services needed to meet their goals.

However, for workforce and adult transition students, it may be very appropriate to assess them with any number of inventories related to their employment or educational goals.



## **Impacts of LD 1780**

**.....for workforce and adult transition students...appropriate to assess them with any number of inventories related to their employment or educational goals.**

However, for workforce and adult transition students, it is appropriate to assess them with any number of inventories related to their employment or educational goals.



## **Impacts of LD 1780**

**Advisement**

**Instruction**

**Certified Staff**

**3 of the 5 Job skills under the  
Career Pathways**

**Evidence**

Advisement – We started to address this topic at the fall directors meeting and will continue to provide professional development in this area throughout the upcoming year.

Instruction – The discussions about standards based curricula will be a major element of the state plan revision

Individual student learning plans – This work will be integrated into our professional development on advisement. Taking ownership of their education and realizing how their educational programs connect to their goals is integral to being college and career ready.

– Finding certified staff and directors is a challenge, but if we want to maintain the integrity of our profession, this is an essential step to take. If it appears that anyone can do adult education, then everyone else will.

3 of the 5 – Job skills under the Career Pathways category.

As we move forward we will see how evidence of meeting of these requirements will be captured.



## Impacts of LD 1780

**14. A. Preparatory learner**

**14. B. Supplemental learners**

**14. C. Certificate Learners**

**14. D. Career pathways learners**

**14. E Career pathways services**

Now move on to Item 14. Workforce training and retraining

This language has changed only slightly

**SLIDE**

14. A. Preparatory learner

No language Change Preparatory learners (read definitions for each)

**SLIDE**

14. B. Supplemental learners

No language Change Supplemental learners

**SLIDE**

14. C. Certificate Learners

This section does contain new language moved from another section of the old statute to keep our services connected to the local workforce investment boards and WIA funding.

**SLIDE**

14. D. Career pathways learners

This definition of a career pathways learner was added to the legislation. It relates to the definition of career pathways services in section 6 22.

**SLIDE**

14. E Career pathways services

This language is new. This is what clearly connects our statute and our work to the language of career pathways as described by the federal offices of the DOE, DOL and DHHS.



## **Impacts of LD 1780**

### **Career Pathways**

**.....a series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.**

Career pathways is a term for a series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.

The requirements of the new data system have generated some questions on how some of our course should be coded. At this time, I would like to deal specifically with course work that relates to Section 5, Item 14, adult workforce training and retraining.



## Impacts of LD 1780

### Section 5, Item 14 - Adult Workforce Training and Retraining

- Driver Education
- Craft Classes
- Trade Classes
- Computer Classes

Historically, there was a wide interpretation that just about any course that might serve someone in any kind of job related situation could be counted as workforce.

#### **For example**

#### **SLIDE**

Driver Education

Craft classes

Trades classes

Computer classes

While there is nothing wrong with offering these courses, let's look at their alignment with the legislation regarding workforce training.



## Impacts of LD 1780

### Without Intake Process....

- Why class is needed?
- How class impacts employment?
- Intake form changing to capture “Why.”

With most of our current enrollment practices, without an intake process, we have no way of knowing *Why* a student needs one of the classes mentioned above for employment or *How* it applies to employment. The intake form is being changed to ensure that we can capture *Why* someone is taking a workforce training class.

Our new data system enables us to code both classes and students. In the past, any student in a workforce course was counted as a workforce student. In terms of the definitions in the legislation, we know this may not always be the case. This topic will be covered more in-depth in our next information session on accountability.

For now though, the criteria to determine whether or not a class is workforce training is to determine the intent of the course in relation to the legislation as well as the intent of the student.



## Impacts of LD 1780

### Intent of the course

- Does it meet documented training needs?
- Part of a certificate program?
- Part of a student's pathway?

Intent of course: Does it meet documented training needs?

Part of a certificate program?

Part of a student's pathway?



## **Impacts of LD 1780**

### **Intent of the student**

- **Preparatory learner**
- **Supplemental learner**
- **Certificate learner**
- **Career pathways learner**

Intent of the student: Preparatory learner

Supplemental learner

Certificate learner

Career pathways learner

## ***Beaded Jewelry Making as Workforce course***

### **Documentation that...**

- **this single course will result in employment.**
- **this is needed by supplemental learners who are currently involved in jewelry making**
- **part of a certificate program.**
- **this is a career pathways service.**



Let's look at a class such as Beaded Jewelry Making – The intent of this class can be workforce training course if it aligns with the legislation.

#### **SLIDE**

Beaded Jewelry Making as Workforce course (title)

Documentation that this single course will result in employment

Documentation that this is needed by supplemental learners who are currently involved in jewelry making

Part of a certificate program

Documentation that this is a career pathways service

***Beaded Jewelry Making  
as Workforce course***

**Can there be workforce  
students in the course?**



**YES....**

**If there is an intake process,  
Advisement and  
Assessments.**

If the course does not meet the above criteria and is coded as enrichment, can there be workforce students in the class?

Yes, if the following intent is met.

An intake process determines that the student's goal is to be a professional beaded jewelry maker and this is documented.

The student is advised and their Learning Plan may include enrollment in other supporting classes for this career.

Career inventory instruments are administered.

As a result of this career pathways process, the student will also be taking other courses: how to create a business plan, accounting, excel, marketing and web design. Now the student is on a career pathway or may be earning a certificate in Becoming Self Employed or Entrepreneurship.

If the student is interested in taking this course for pleasure or perhaps to try selling something at a local craft fair, they do not fit the definitions of the legislation.

That student is not preparing for a new occupation, earning a certificate or engaged in a career pathway. He or she is an enrichment student.



## What about an Excel class ???

- Workforce learner?
- Preparatory learner?
- Supplemental learner?

What about Excel or other computer classes? Everyone needs computer skills for today's workplace.

The process to determine intent is the same as for the Jewelry class. Is there documented evidence that this one course will result in student employment or certification? If the computer course is part of a series of courses leading to some type of certification or industry credential, then it qualifies as workforce. Most likely, if this is a stand-alone computer class it will not meet the intent of the legislation.

If there is no evidence that this class will directly connect the students to employment, then it is enrichment. Most likely, if this is a stand-alone computer class it will not meet the intent of the legislation.

Another illustration. For me, taking another Excel class would be very helpful. If I take the class, am I a workforce student? Let's look at the legislation.

I don't need the class to get a job, so I am not a preparatory learner. Is this course required of me in my current position? No. So I am not a supplemental learning.

Finding out the answers to these questions also points to the need for an intake process for workforce students. Without an intake, there is no way to document if I actually need the course for my job or need it to get another job. And if the class is a stand-alone, I am not a Certificate Learner or engaged in Pathways.



***How many  
workforce students  
make a workforce  
class ???***

**Technically all students in a workforce class should be workforce students.**

**Workforce training ??  
A majority should meet the criteria.**

How many workforce students are needed in a class for it to be counted as a workforce class? Technically, it should be all of them. If the intent of the class is workforce training, then the majority of students in the course should also meet the criteria of being a workforce student.

An enrichment course with a few workforce students in it does not change the intent of the course to workforce.



## **Impacts of LD 1780**

**Moves adult ed to a pathways  
system for post secondary  
education and employment**

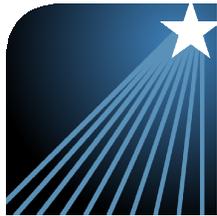
**A Pathways approach to service  
delivery - intake, assessment,  
advisement, quality instruction  
and contextualized curricula.**

To summarize

The intent and value of this legislation is to move adult education to a pathways system enabling our students to be prepared for post-secondary education and employment.

Single classes taken by students we have no information on do not align with the legislation as workforce training. If we do not document the need, the courses and students are enrichment.

A pathways approach to service delivery includes intake, assessment, advisement, quality instruction and contextualized curricula all designed to prepare our adult learners for their next level of education or employment.



## **Charting Our Pathway**

**Questions and Answers  
gail.senese@maine.gov  
Posted on Adult Ed Website**

**[www.maine.gov/doe](http://www.maine.gov/doe)**

I hope this information has been helpful. Please email me your questions or comments with LD 1780 in the subject line. The Q and A will be then be posted.

The information session on accountability will be posted the beginning of December, 2012.