



Designing and Implementing Evidence-Based Accelerated Learning: Training Models that Align to Local Population and Workforce Needs

April 4, 2024

10:00am - 11:00am





WestEd CAEP Team & Today's Presenters



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Voices From the Field: Presenters



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Agenda

1. Welcome
2. Accelerated learning approaches: The What and the Why
3. Partnering with your One Stop: Sutter County Adult Education
4. Leveraging partnerships for IETs: Good Jobs Northern Nevada
5. Discussion
6. Closing



Goals

- Identify models and approaches that support accelerated learning
- Identify the research and promising practice literature that supports accelerated learning
- Identify key strategies for identifying an approach
- Identify key stakeholders to engage
- Learn strategies that other programs have used to identify and build an program that uses an accelerated learning approach



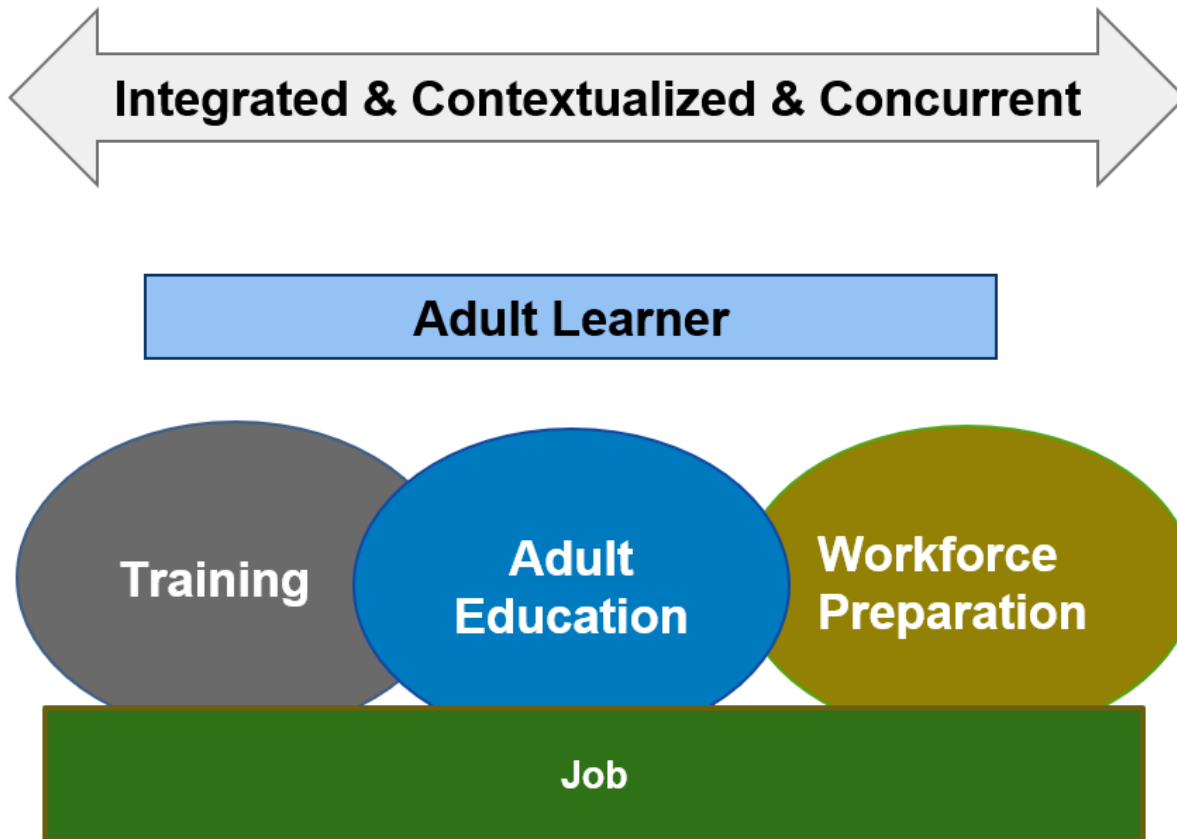
Accelerated learning approaches support learners to achieve multiple goals simultaneously by providing integrated learning experiences.

Why Accelerated Approaches





Why Accelerated Approaches



- Draws on principles of Andragogy
- Better aligned goals and preparation for in-demand occupations.
- Supports setting and obtaining goal-oriented, relevant, practical knowledge that leads to economic success
- Accelerates education and training pathway towards student goals



Examples of Accelerated Approaches

- Integrated Education and Training (IET)/Integrated English Literacy and Civics Integration (IELCE)
- Dual Enrollment
- Co-Enrollment with WIOA Partners
- Pre-Apprenticeships
- Work-Based Learning
- Contextualized Bridge Programs

CHAT: Are there other approaches that you have used or heard about?



EVIDENCE: IET/IELCE

- Higher levels of transitions to additional courses
- Higher levels success in postsecondary occupational training
- Better educational outcomes
- Higher levels of credential attainment (especially shorter-term workforce awards)
- Better aligned goals and preparation for in-demand occupations.

Sources: Jenkins, Zeidenberg, & Kienzl, 2009; Mortrude, 2017; Zeidenberg, Cho, & Jenkins, 2010



EVIDENCE: Dual Enrollment

- ❑ Increases high school completion
- ❑ Increases academic achievement
- ❑ Increases college access and enrollment
- ❑ Greater rates of credit accumulation
- ❑ Greater rates of college degree attainment
- ❑ Allows students to take college courses at no-cost

Sources: Career Ladder Project, 2023; US DOE, 2022; World Ed 2024



EVIDENCE: Pre-Apprenticeship

- ❑ High demand for pre-apprenticeship completers
- ❑ Stronger transitions to apprenticeships that are good jobs (living wage, healthcare, and benefits)
- ❑ Higher levels of social integration and participation
- ❑ Higher levels of retention and completion
- ❑ Faster transitions from unskilled to skilled jobs
- ❑ Stronger hard, durable, and self management skills
- ❑ Increased motivation and self confidence
- ❑ Strong ROI for community
- ❑ Opportunity to explore a career before committing
- ❑ Lower cost for student

Sources: Cegolon, 2017; Chisholm, 2024; Fortwengel, et al., 2021; Toner, 1995



EVIDENCE: Work Based Learning

- Higher level of earnings when entering the workforce
- More prepared for transition to additional postsecondary programs
- Benefits companies through a well-trained individual for the context Civic participation

NOTE: Must provide an amplified view of a career pathway within the industry as to not limit learners opportunities

Sources: DG EAC, nd; Plasman & Thompson, 2023; Ruhose, et al., 2018



First Steps: Developing an Accelerated Learning Program

- What does your community need?
 - Labor market information (economic trends, occupational data, employers, partners)
- Who is your target population?
 - Census data, educational data, local trusted informants, current, past, and prospective students
- Does the data align with reality on the ground or partner and learner needs?
- Who are your partners? What are they willing to contribute? Will they commit and be a genuine stakeholder?
 - Social Services (wrap around, navigation of local community, tutoring or other supports)
 - Employers & Industry (employment opportunities or experiences during or post program)
 - Workforce partners (employability, connections to employers)
 - Education & Training (expertise, space and equipment, transitions)
- What exists and what can you build upon?



Building Your Accelerated Learning Program: Best Practices

- ❑ **Supports**
 - Ensure comprehensive and personalized student support services and career guidance i.e. Career Navigators
 - Ensure support during transitions and beyond
 - Provide career counselors
- ❑ **Skills**
 - Build occupational, literacy, employability, and digital skills needed for the occupation AND for further education/training
 - Integrate and contextualize content
- ❑ **Personal**
 - Support autonomy and self-directed learning
 - Create opportunities to build social networks and civic engagement
 - Provide mentors
- ❑ **Future Looking**
 - Include credentials or certificates needed for BOTH target occupation and for transitions
 - Provide career navigation and career development, including understanding pathways beyond targeted occupation
 - Provide clear transition planning and next steps



Voices from the Field



Partnering with your One Stop



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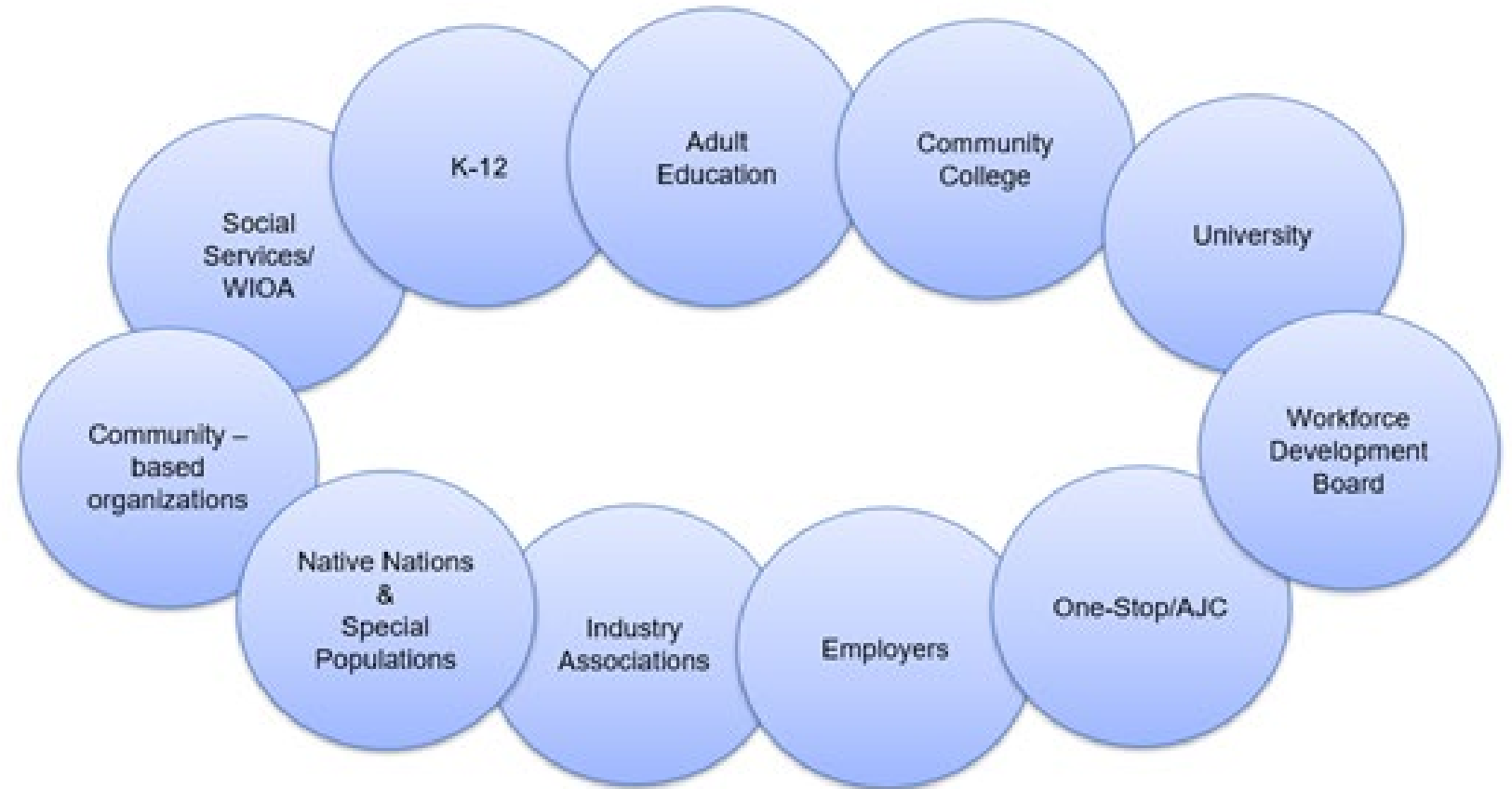
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Leveraging Partnerships for IETs



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Discussion

Questions

Ideas to share



Thank You!



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Webinar Series: *Designing and Implementing Evidence-Based Accelerated Learning: Training Models that Align to Local Population and Workforce Needs*

Upcoming Webinars

- Part 2: April 8, 10-11am
- Part 3: May 1, 10-11am

Please complete the feedback survey!