

Objective #5: Plans for consortium members and partners to accelerate a student’s progress toward his or her academic or career goals.

Accelerated Student Progress Priorities

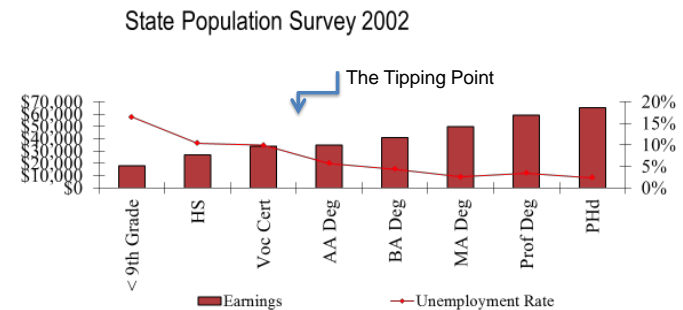
Adult students face enormous challenges. While coping with the need for basic skills, developmental education, and ESL training, many also have financial challenges, lack access to transportation, tend to children or aging parents, cope with their own disabilities, and face a myriad of other barriers to education. Yet, they often persevere in inspirational ways. Supporting these students’ need to quickly transition from student to wage earner is a compelling driver for LARAEC.

Tipping Point

CCRC has replicated a 2002 State Population Survey¹ and has consistently shown that the target for families to sustain their incomes and thereby reduce employment is closely linked to educational attainment. **Neither one year of college nor a vocational certificate alone is enough to move up the skill and wage ladder. The pivotal point is when adults have both.** Those students who have a vocational certificate and one year of community college reach what is referred to as “the tipping point” where they can become financially self-sustaining. This research emphasizes the importance of LARAEC to achieve both Objective 3 – seamless and integrated learning -- and Objective 5 – accelerated student progress.



The target for family sustaining income and reduced unemployment



CCRC has replicated the data analysis in all 50 states with consistent outcomes.

¹ Research Brief: http://www.sbctc.edu/docs/education/ford_bridges/bldg_pathways_to_success_for_low-skilled_adult_stdts-brief.pdf

The strategies developed in Objective 3, including the expanded need for counseling, strong bridges and pathways, and the alignment of curriculum and assessment, are all necessary pre-requisites for the acceleration of student success. But those strategies are not, in and of themselves, sufficient. LARAEC members have identified two major acceleration strategies:

- **Student access.** Increase opportunities and access to courses
- **Student support services.** Provide support services to help overcome barriers, which expands on Counseling outlined under Objective 3

The LARAEC Core Leadership Team and faculties from the 5 Districts have identified these strategies as central to this Objective 5 for accelerating student progress. Because of this synergy with Objective 3:

- The Curriculum Alignment Working Group, described in Objective 3, should also tackle the Objective 5 initiatives on access. In this way, the curriculum alignment efforts will take into consideration effective curriculum sequencing, scheduling, delivery modalities, and other factors affecting student progress.
- The Career Counseling Working Group, described in Objective 3, should also tackle the other needed student support services.

Student Access for Accelerated Student Progress

When access is restricted, students must stretch out their programs over many semesters and years. The major barriers are:

1. Traditional classroom offerings
2. A campus setting
3. Class and programmatic schedules (e.g., frequently only available during the daytime of a traditional school year)

Increase Opportunities and Access to Courses

Strategic Models or Approaches

LARAEC's faculty identified three key barriers that can be alleviated to help accelerate student success as part of Objective 5. LARAEC will be developing:

- **Alternatives to traditional classroom instruction** might include considering expanding Distance Education programs, on-line course modules, and blended offerings for courses amenable to these delivery formats. Although some ESL and basic skills students may find these delivery formats impractical as effective means for learning, other CTE and other instructional offerings or components can be

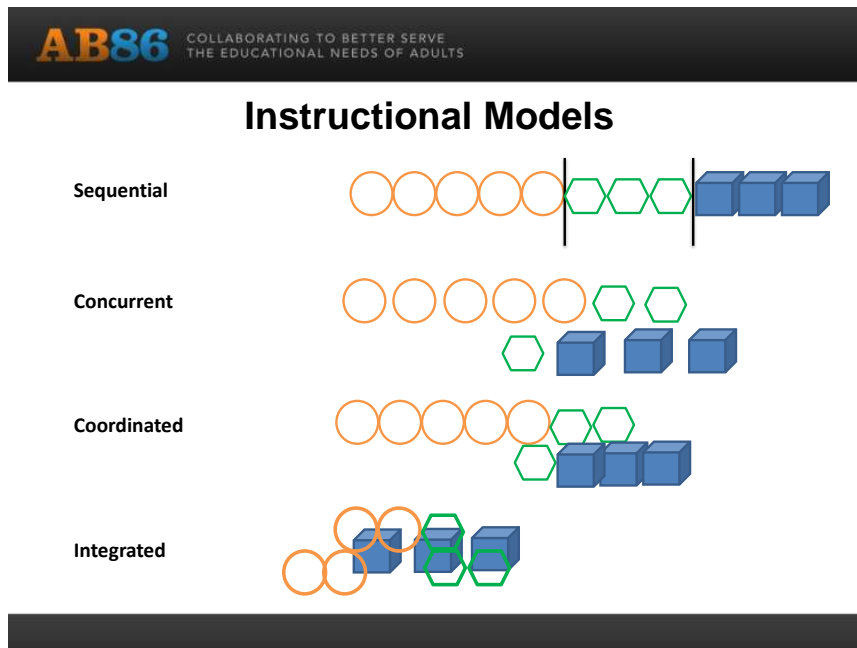
offered in these formats. Similarly, faculty can consider how to compress their lesson plans to be completed in shorter periods while maintaining the quality and quantity of the instruction. Other models to be explored are:

- CTE boot camps where in a short time period – one or two months – students can acquire preliminary skills to get a job – EARN WHILE THEY LEARN.
 - Faculty collaboration to offer integrated courses in identified technical areas (e.g., combining math studies for welding with welding technical and lab classes)
 - Intense orientations where career, education, and skill assessments are completed in an integrated fashion, along with developing students’ goals and class schedules
- **Alternatives to campus settings** are required to support students who must travel long distances to get to campus, who are physically disabled, or who have child care demands that preclude travel. Developing partnerships with local institutions such as churches, shelters, businesses, libraries, and County social services organizations to provide classroom facilities will open up more opportunities for those students. Classes on wheels, modeled after “Libraries on Wheels”, could also offer a strong alternative for some localities.
 - **Expanded course times and schedules** include, e.g., summer classes, weekend classes, and evening classes. These offer students more options to complete CTE certificate and degree requirements.

Issues to be Addressed

The graphic illustrates that the longest timeline is the Sequential offerings, where a student must first master English before moving on to basic skills and eventually CTE.

Dual enrollment with coordinated/integrated curriculum and courses is faster and more effective than isolated concurrent ones. The shortest timeline is Integrated, where English, basic skills, and CTE curriculum are closely tied together. Research studies have shown that students



starting in ABE/ESL and get into college level course work are two to three times more likely to finish their credentials than un-aided students -- but only about one-third of those who are eligible receive such help.

The purpose of the strategies to increase access to courses is to provide more options to adult learners so that they can:

- Have more choices about when and where they take classes
- Take home-based courses when they are available
- Avoid delaying completion of CTE certificates or degrees due to unavailability of classes
- Avoid delaying completion of CTE certificates or degrees due to inability to travel to classes
- Study with peers, friends, and co-workers in a familiar environment
- Have different start times for classes to better meet the adult learners’ needs and schedules
- Accelerate how they can obtain their high school diplomas or GEDs as the first step to pursuing CTE certificates or associate degrees

It also recognizes that, to be successful, these initiatives must be in combination with the strategies outlined in Objective 3, particularly:

- Curriculum Alignment
- Assessment
- Bridges and Pathways
- Counseling, particularly CTE and college counseling

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Classroom Alternatives	Prioritize pilot programs for alternatives to traditional classrooms, according to criteria such as: <ul style="list-style-type: none"> ■ Demand ■ Difficulty of achievement ■ Likelihood of impact on accelerated learning. <i>Blended/Distance/On-line Courses</i> <ol style="list-style-type: none"> 1. Identify at least 15 highly-attended classes that are candidates for 	Curriculum Alignment Working Group		BUSD CCUSD MUSD LAUSD LACCD		Planning: Jul 2014- Jun 2015 Implemen- tation to begin July 2015

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<ul style="list-style-type: none"> blended, distance or on-line education 2. Design and clear new pilot course offerings through Curriculum Review process at relevant institutions 3. Pilot courses, including development of assessment tool to determine SLO achievement and impact on accelerated achievement of learning goals. <p><i>Integrated Courses</i></p> <ul style="list-style-type: none"> 1. Identify CTE programs in which integration with basic skills and developmental education, or ESL can lead to completion within 12 months from start for full time students, and 24 months for part-time students 2. Design pilot curriculum 					
Campus Alternatives	<ul style="list-style-type: none"> 1. Conduct survey of current AE students regarding current transportation issues 2. Identify LARAEC-wide pockets of students with similar course needs (e.g., ESL student clusters in these area codes that are at least 45 minutes by public transportation from any LARAEC campus) 3. Prioritize pilot courses or certificates that can be 	Curriculum Alignment Working Group		BUSD CCUSD MUSD LAUSD LACCD		Planning: Jul 2014- Jun 2015 Implement- ation to begin July 2015

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	<p>accommodated in non-campus settings</p> <ol style="list-style-type: none"> Identify and develop agreements with potential partners in the pilot areas Solicit faculty interest in working with the pilot Develop pilot launch plan including development of assessment tool to determine SLO achievement and impact on accelerated achievement of learning goals 					
Expanded times and schedules	<ol style="list-style-type: none"> Survey students regarding preferred times for classroom instruction (N.B., Survey should also, if possible, include drop outs from past 5 years) Identify programs in which 50% of offerings fall outside of preferred times for attendance Establish, in consultation with Faculty Senates at participating institutions, goals for course availability times that align with student demand Pilot additions to course offerings during high-demand, non-traditional times, assessing impact on time to complete and student persistence levels 	<p>Curriculum Alignment Working Group</p>		<p>BUSD CCUSD MUSD LAUSD LACCD</p>		<p>Planning: Jul 2014- Jun 2015</p> <p>Implement- ation to begin July 2015</p>

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
Counseling and Support Services	1. Building on the work in Objective 3, develop a plan to address the various needed support services for Adult Learners to accelerate their progress	Career Counseling Working Group	BUSD CCUSD MUSD LAUSD LACCD		Planning: Jul 2014-Jun 2015 Implemen- tation to begin July 2015	

Support Services for Acceleration

Availability of alternative class times and locations is critical but not sufficient to ensure that adult students will be able to succeed. Other life circumstances often delay student access to classes. Single parents cannot leave their children unattended, and often cannot afford to pay babysitters or other care alternatives. Students with part-time jobs whose pay does not meet even basic living needs cannot afford transportation, and have changing work schedules. Adults with disabilities require accommodation to allow them to succeed. Families in shelters must deal with frequent moves, making it difficult to commit to a single educational institution or cohort. Undocumented alien students need programs to ensure that their success can lead to citizenship and better jobs.

Developing support service strategies to cope with these and similar challenges will provide adult students with the ability to persist in their education – a key element in success. When combined with broader availability of classes described earlier, these programs will lead to faster student success.

Strategic Model

LARAEC must develop a network of support for these students to help them address the social and financial challenges that accompany their desire to improve themselves. Childcare needs or work demands lead to difficult student choices. Holding down a job while studying and raising a family is never easy. Students are often forced to drop out or delay the completion of their CTE certificates or AA/AS degrees.

LARAEC will partner with our existing regional resources to deliver more comprehensive services, discussed further in Objective 7. Among these regional resources are local religious institutions, governmental agencies, businesses, and non-profit organizations (NGOs) who can help ensure provision of services necessary for student persistence.

LARAEC will develop a strong network of support leading to persistence in education, a critical factor in accelerating student success. For example:

- **Apprenticeship and job placement.** Because many of these students must EARN WHILE THEY LEARN, paid Apprenticeships while going to school, on-campus work-study programs, or job placement services to help them find work close to campus are all beneficial. Increasing paid internships will allow students to get experience in their chosen professions while leaving low-paying, time consuming jobs that interfere in their ability to attend classes. Developing partnerships with businesses will increase the availability of those jobs. LARAEC may also have the Counselors work with job developers and job placement services.
- **Wrap-around social services.** LARAEC can work with County and City government agencies to provide wrap-around services to students in need. Opportunities to work in collaboration with governmental services, such as the County of Los Angeles Department of Public Social Services (DPSS), County of Los Angeles Department of Children & Family Services (DCFS) or City of Los Angeles Housing Department, are explored as part of wrap-around services under regional partnerships in Objective 7.
- **Financial aid.** Federal and state governmental agencies and private lending institutions offer financial aid packages that may make the differences in whether a student can stay in school or not.

Issues to be Addressed

Success in this strategy will support:

- Persistence in educational goals for at-risk students
- Accelerated completion of degrees
- Increased life skills, supporting students ability to successfully apply for jobs

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Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimated Cost	Responsible Parties	Assessment Methods	Time Line
	<ol style="list-style-type: none"> 2. Identify a cohort of students participating in a pilot LARAEC acceleration program 3. Identify professional/social and career needs and barriers of the cohort using interviews and surveys 4. Convene a network of support organizations to address the needs 5. Design an assessment tool to determine impact on accelerated achievement of certificate or degree completion 					Implementation to begin July 2015

Terminology and Instructional Options for Consideration

- Modularize: Intensity and duration – high intensity/shortest possible duration, but all steps are additive and lead seamlessly to next step.
- Streamlined program design: Competency assessment over seat time. Removal of institutional barriers to instruction (validity of cut scores), college services, funding access, etc.
- Contextualized: Relevant and immediately applicable
- Multi-modal: UDL, assistive tech, DL enhancements
- Integrated: Academic and soft skills embedded in content areas.
- Persistence: Student support systems = provide pathway guidance, early academic alert systems, and support for issues around logistics, finance, crisis management, etc.
- Cohorts or community: Set groups of students with consistent transitions advisors; systemic “Push and Pull” initiatives between pre-college and college. The Cohort group may stay together on into their college experiences and throughout their Pathways.