Understanding Accelerated Learning Across Secondary and Postsecondary Education

November 25, 2013

@CCRSCenter
@AYPF_Tweets

#AcceleratedEd

Technical Support:
1-800-263-6317

COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research

AYPF American Youth Policy Forum

Introduction and Overview

Joseph R. Harris, Ph.D.
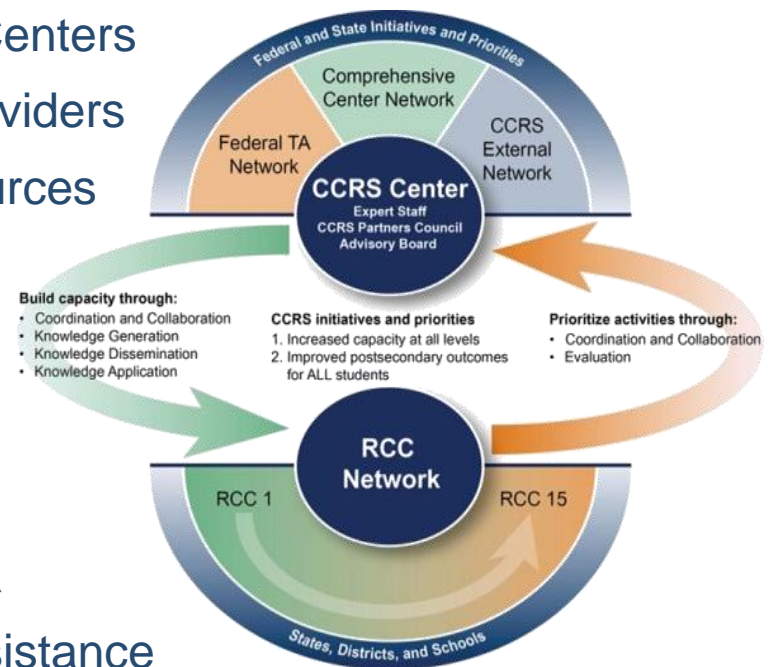Director, CCRS Center

@CCRSCenter
@AYPF_Tweets

#AcceleratedEd

COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research

AYPF American Youth Policy Forum

CCRS Center Technical Assistance Hub Task Areas

- Coordination and Collaboration
  - Regional Comprehensive and Content Centers
  - Federal CCRS Technical Assistance Providers
  - External CCRS Stakeholders and Resources
- Knowledge Development and Utilization
  - New CCRS Center Products and Tools
  - CCRS Knowledge Database
  - Webinars and Symposia
  - CCRS Center Website and Social Media
  - Responsive and Proactive Technical Assistance
  - Networked Communities

Visit our new website: ccrscenter.org

CCRS Center Brief:
Understanding Accelerated Learning

Using Acceleration to Build Academic Momentum

- Academic preparation & success skills
- High school graduation
- College entry
- College persistence
- College completion
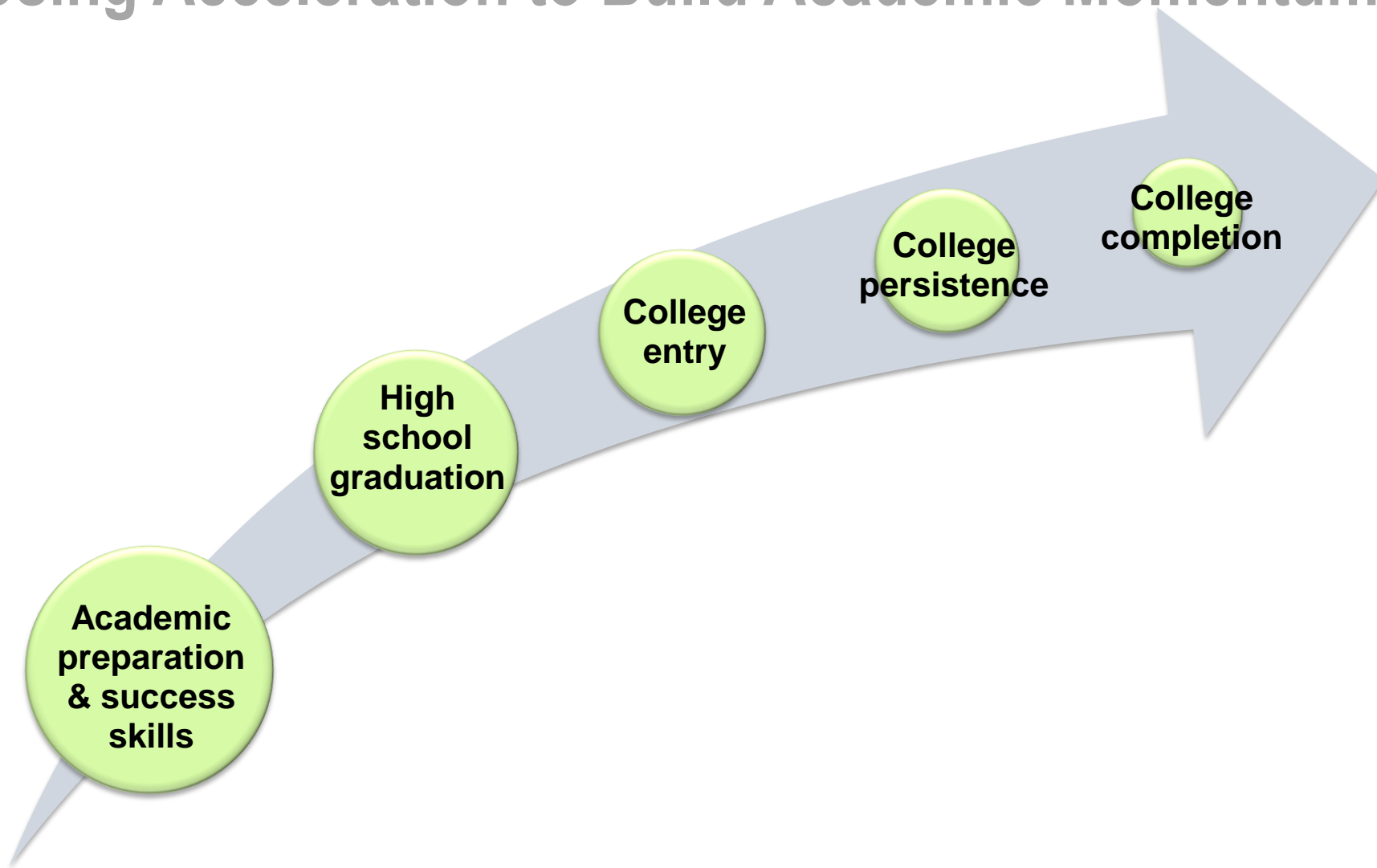
Today's Presenters

- **Moderator:** Jennifer Brown Lerner, Senior Director, American Youth Policy Forum & External Liaison for CCRS Center

- Thomas Acampora, Field Manager, Talent Development Secondary, Center for Social Organization of Schools

- Melinda Mechur Karp, Senior Research Associate, Community College Research Center, Teachers College, Columbia University

- Louisa Erickson, Program Administrator, Adult Education, Washington State Board for Community and Technical Colleges

@CCRSCenter   #AcceleratedEd   @AYPF_Tweets

Overview of Issue Brief

What is Accelerated Learning?

- Accelerated Learning:

  - Encompasses changes to traditional time frames

  - Seeks to address the needs of **all** students, regardless of past educational experiences

  - Empowers students to move through secondary and postsecondary education at an individualized pace

Acceleration Solely at the Secondary Education Level

- Strategies which utilize the resources of secondary institutions, including:

  - **Credit Recovery** – A structured means for students to earn missing credits needed for graduation

  - **Double Dosing** – A form of credit recovery where students receive a "double dose" of an academic subject

Acceleration Across Secondary and Postsecondary Education

- Strategies that leverage resources within each system to provide options to high school students

  - **Concurrent Enrollment** – College courses taught by college-approved high school teachers, offered at high schools for high school and college credit

  - **Dual Enrollment** – College courses on a college campus for which students earn both high school and college credit

  - **Advanced Coursework** – Courses taught by high school faculty for high school credit that include an end-of-course exam for college credit

Acceleration Across Secondary and Postsecondary Education (cont.)

- **School-Based Models** – Early college high schools and middle college high schools, located on/near college campus

  - Supplement high school courses by enrolling students in college courses for both secondary and postsecondary credit

- **Tech Prep** – Planned sequence of study in a technical field

  - Gives students chance to earn high school and postsecondary credit toward a technical certificate or diploma

Acceleration Solely at the Postsecondary Education Level

- **Accelerated Remediation** – Opportunities for students to move more quickly through remedial coursework and into credit-bearing courses

- **Accelerated Pathways** – Combines the coursework for a secondary credential with career-focused postsecondary coursework

Talent Development Secondary
a program of Johns Hopkins University School of Education
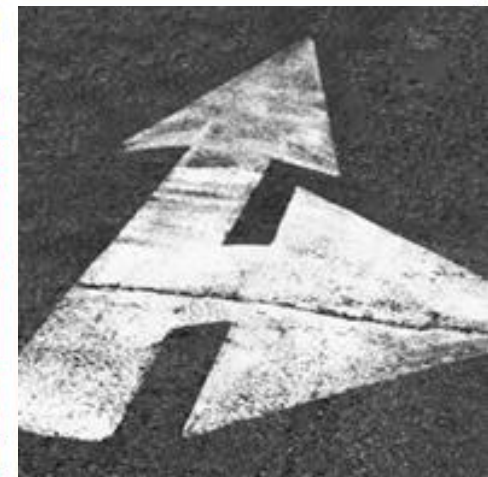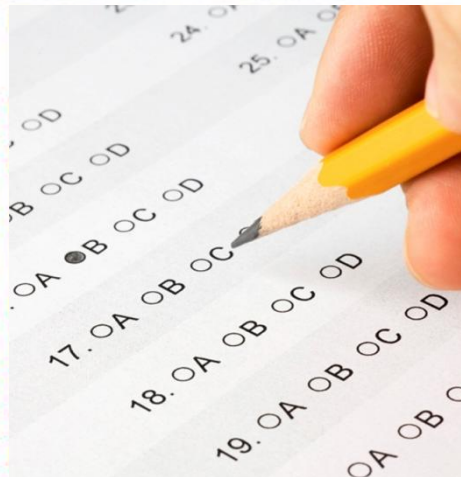
Our Core Belief:

ALL students have gifts and talents and can learn at high levels given adequate resources and support.

Talent Development
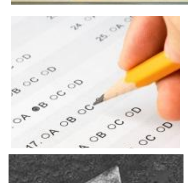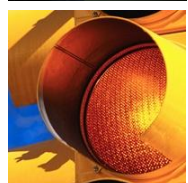
Talent Development Secondary Results

Burke HS ADA and MCAS Advanced/Proficient Rates 2010-2013

Chart legend:
- ELA
- Math
- Attendance

Data points:
- Attendance: 86.7% (2010), 91.4% (2013)
- ELA: 29% (2010), 72% (2013)
- Math: 28% (2010), 42% (2013)

Y-axis: 0%, 20%, 40%, 60%, 80%, 100%
X-axis: 2010, 2013
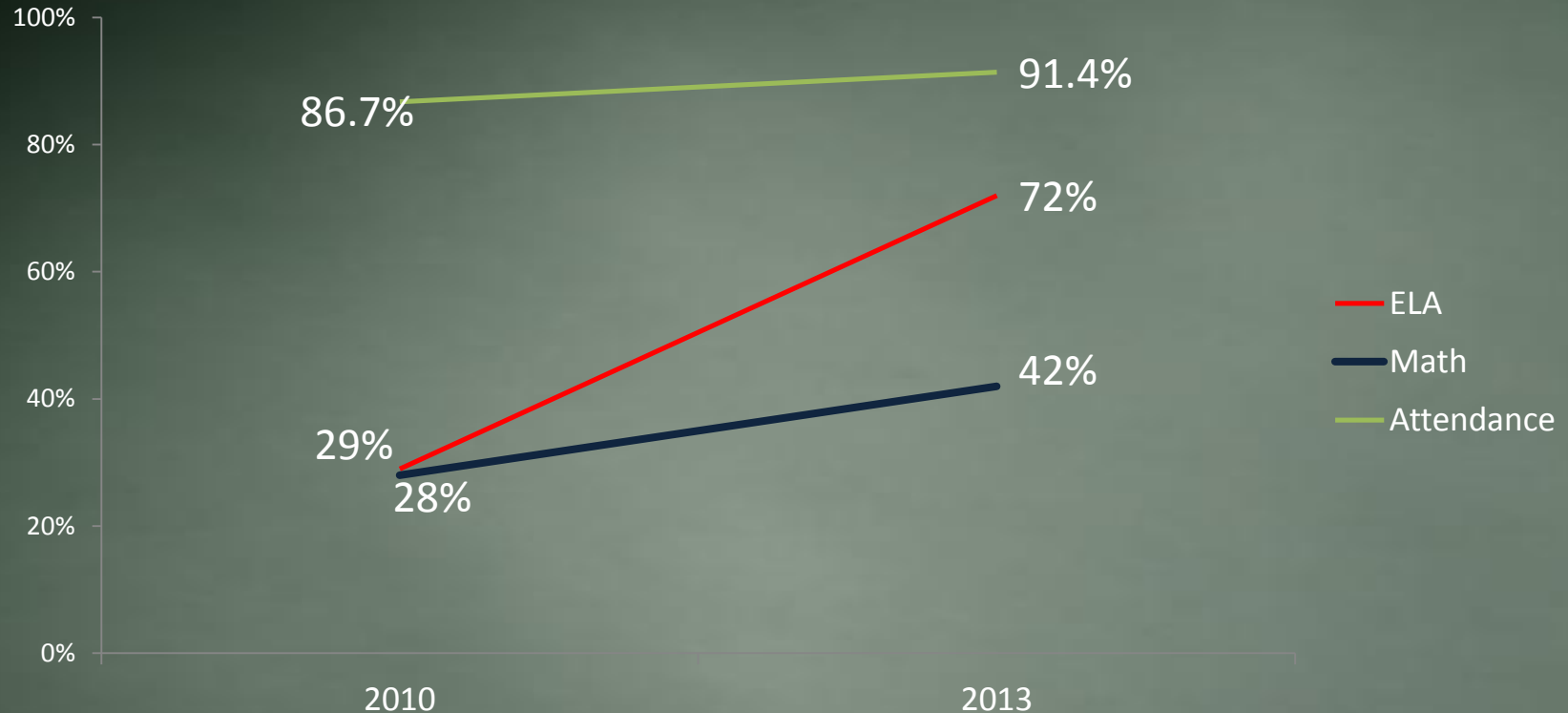
- Clinton MS and Manual Arts HS (LA) each gained more than 30 points in the Academic Performance Index, the overall accountability measure used in California. This growth was more than **10 times greater** than that of the district as a whole.

Why Don't More Students Succeed in Middle and High School?

Poor Preparation

Anonymity

Apathy
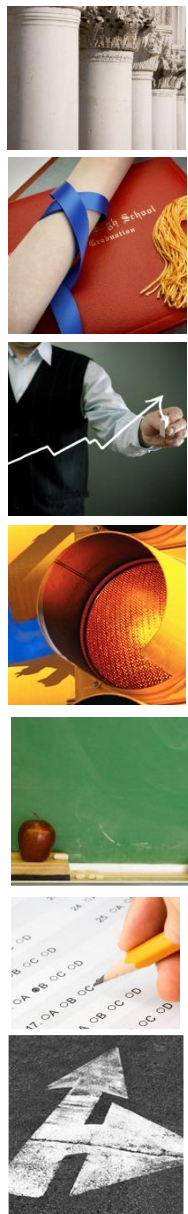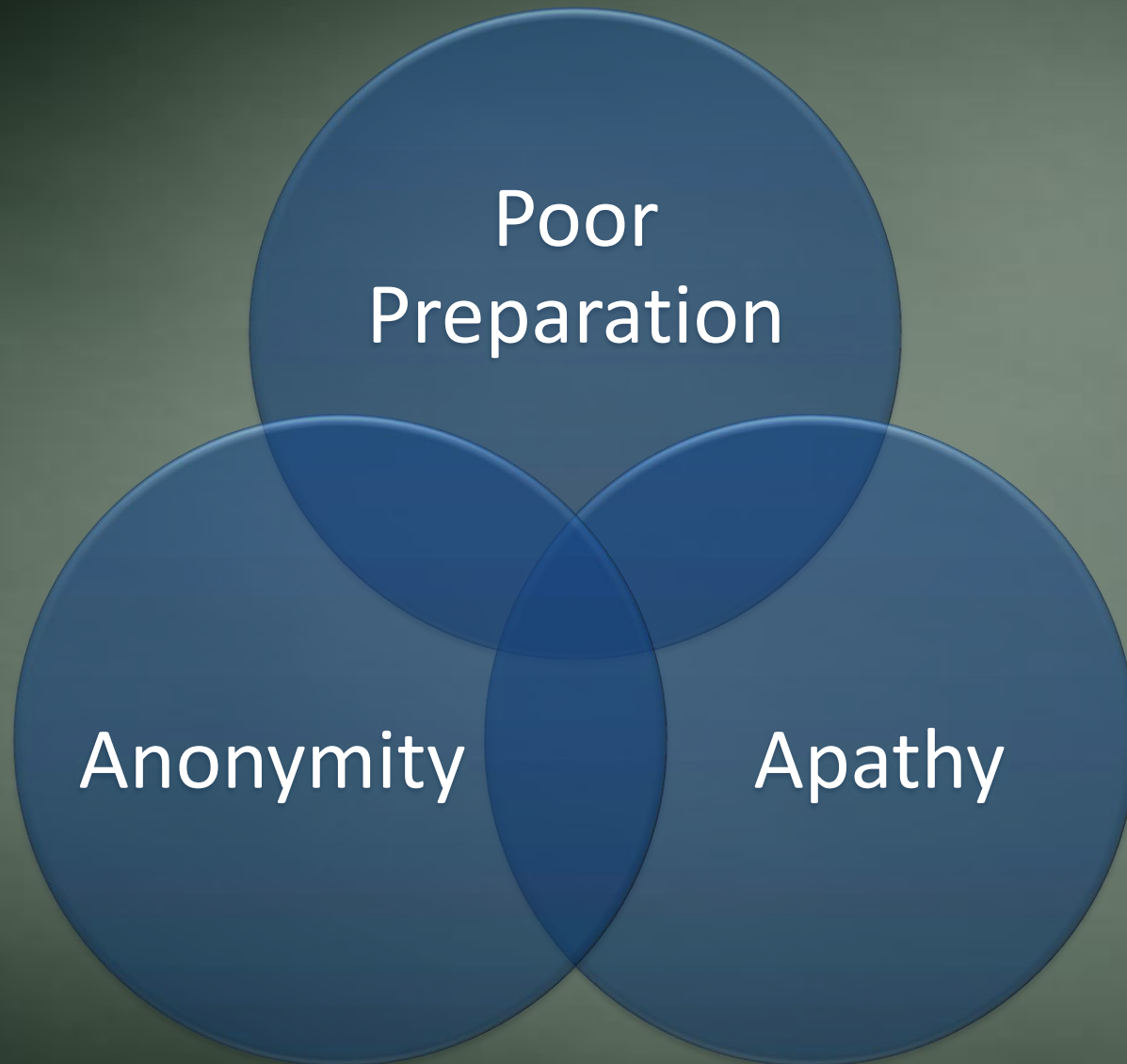
"Four Pillars of Transformation"

Pillar 1:

Teacher Teams & Small Learning Communities with Access to Real-Time Data

Pillar 2:

Curriculum & Instruction with Multi-Level Professional Development

Pillar 3:

Tiered Student Supports for **A**ttendance, **B**ehavior, and **C**ourse Performance

Pillar 4:

Can-Do Culture and Climate with Clear Pathways to Success

Talent Development Secondary

Instructional Support – The Challenge

- Many students enter middle and high school with deficiencies in literacy or numeracy

- Many students have been unsuccessful in high school math and English courses

Talent
Development
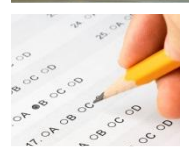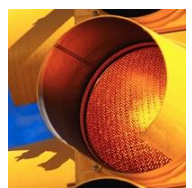
Instructional Support – The Challenge

- Standards are increasingly demanding that students complete more rigorous academic work

- Simply taking longer or having students encounter more difficult work (even with supports) does not teach students the essential skills and strategies to complete work independently
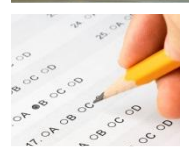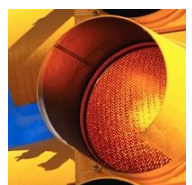
Instructional Support – Solution

Stand-alone courses designed to "meet students where they are" and accelerate their learning to ensure they are prepared for on grade-level content

- Possible due to unique strengths of secondary students
- Requires a different approach than traditional curricula
- Focus on skills and strategies that prepare students
- These courses ideally occur before students are required to complete grade-level content

Talent Development
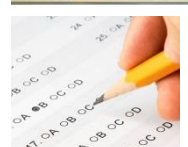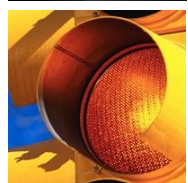
Instructional Support – Solution

- Skills and strategies taught in acceleration courses used in core content courses

- Twilight or other credit recovery opportunities

Talent Development
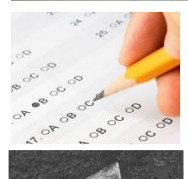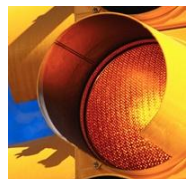
School Capacity & Potential Barriers

Instructional Practice

- Professional Development
  - Shift in teaching practices

- Standards
  - Understanding of how to prepare students to be ready to complete required standards

Talent Development
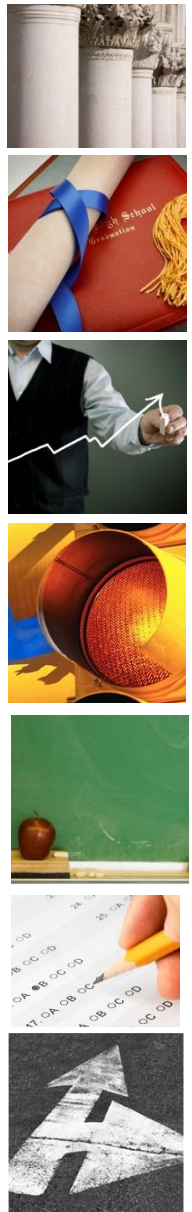
School Capacity & Potential Barriers

School Organization

- Staff
  - Need more literacy and numeracy specialists

- Schedule
  - Extended learning time
  - Opportunities for recovery

Talent Development

Audience Questions & Answers

@CCRSCenter
@AYPF_Tweets

#AcceleratedEd

COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research

AYPF
American Youth
Policy Forum

Dual Enrollment as an Acceleration Approach

Melinda Mechur Karp, Ph.D.

Senior Research Associate
Community College Research Center
Teachers College, Columbia University

CCRS Center/AYPF Webinar
November 25, 2013

What is dual enrollment?

Dual Enrollment	Students enroll simultaneously in high school and college courses; **generates a college transcript.**
Dual credit	Students enroll simultaneously in high school and college courses and earn *both* high school and college credit for the same course.
Middle/Early College High Schools	Comprehensive opportunities for students to earn many college credits via dual enrollment or dual credit.
Credit-by-exam (AP, IB, CLEP)	Students take a high school course that is deemed college-level and has an end-of-course exam. Colleges may use the exam score to grant college credit.
Credit-in-escrow (Tech Prep)	Students take a high school course that may later be applied towards college, usually as the result of an inter-institutional agreement.

Why dual enrollment for acceleration?

College completion is a **pipeline issue.**

Academic preparation & success skills

High school graduation

College entry

College persistence

College completion
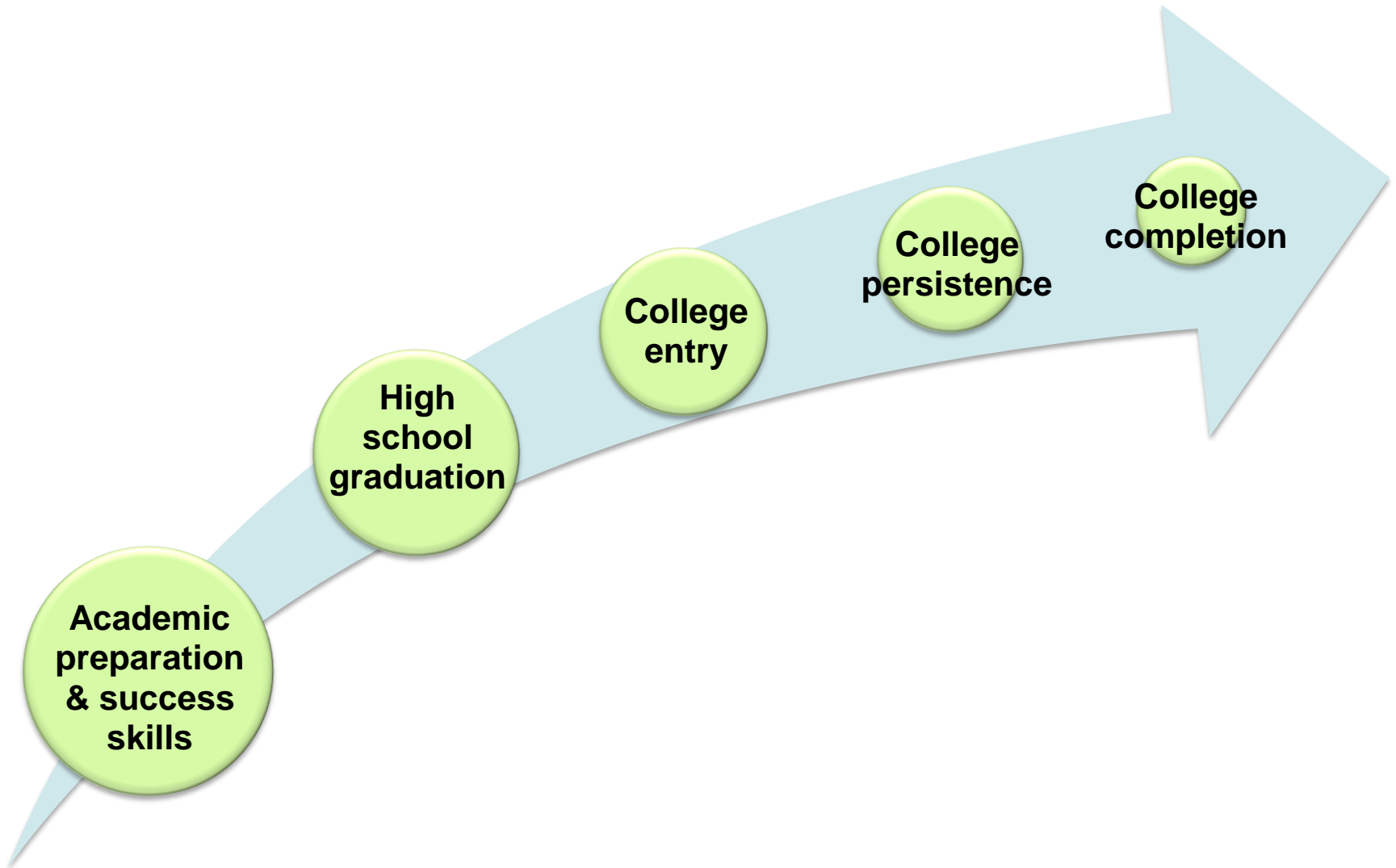
Acceleration via dual enrollment

- Dual enrollment addresses the key loss points in the postsecondary completion pipeline.

- Dual enrollment creates momentum that can propel students towards degree completion.

- Smoother, straighter paths to degrees, though not necessarily shorter.

Dual enrollment outcomes

Dual Enrollment Encourages College Readiness

- Dual enrollment participants learn study skills and other habits related to college success.
    - Foster & Nakkula, 2005; Karp, 2006; Nakkula, 2006

- Dual enrollment participants learn "how to play the part" of a college student.
    - Foster & Nakkula, 2005; Karp, 2006

- Dual enrollment is related to increased high school graduation.
    - Karp et. al, 2007; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 201

- Dual enrollment participants are more likely to enroll in college—and more likely to enroll in a four-year college—than their non-participating peers.
    - CCRC, 2007; Speroni, 2011; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013

Dual Enrollment Encourages College Completion

- Participation is related to improved college grade point averages.
  - Dadgar & Allen, 2011; Eimers, & Mullen, 2003; Kotamraju, 2005

- Participation is related to persistence to a second year of college.
  - Dadgar & Allen, 2011; Eimers & Mullen, 2003; Swanson, 2008; Struhl & Vargas, 2012

- Participation is positively related to credit accrual.
  - Karp et. al, 2007; Michalowski, 2007; Speroni, 2011, Rodriguez, Hughes, & Bailey, 2012; Cowan & Goldhaber, 2013

- Participation is positively related to improved likelihood of degree completion.
  - An, 2013; Struhl & Vargas, 2012

- Program model, course rigor, and implementation quality matter.
  - Allen, 2010; Kim, 2008; Speroni, 2011

All types of students benefit from dual enrollment.

- Students in CTE programs benefit from dual enrollment participation.
  - Karp, et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Struhl & Vargas, 2012

- Males and low-income students benefit more from participation than other sub-groups.
  - Karp et al., 2007

- Low-income, first-generation, and otherwise disadvantaged students can benefit from participation.
  - Rodriguez, Hughes, & Belfield, 2012; An, 2013; Struhl & Vargas, 2012

Why **might** these benefits accrue?

Shorter time to degree and/or lower out-of-pocket expenses

"nest egg" of accrued college credits

Rigorous academic experiences

Entry into and success in college

Normative understanding of college

Psychological readiness and motivation

Key program elements

Dual enrollment programs vary along a range of features

Feature	Options
Funding	Student, state, or institution pays Per-pupil funds and tuition
Student eligibility	Broad or restricted access
Location	High school or college
Timing	Before, during, or after the high school day
Student mix	High school and college students, or high school students only
Instructor	College professor, or high school instructor certified as a college adjunct
Course type and content	Academic, CTE, or student success course
Program intensity	Single course, pathway, or comprehensive program
Support services	Academic, behavioral, or college-knowledge Offered by high school, college or a collaboration
Method of credit-earning	Dual enrollment, dual credit, or articulated credit

When implementing a dual enrollment program…

…the overarching goal is to develop a program that is *authentic* and *supportive*.

- Authenticity: A program in which students can "try on" the part of a college student so that they can become capable of doing college work

- Supportive: Scaffold students' learning, ideally by building learning support into class time

Websites and Resources

Community College Research Center

http://ccrc.tc.columbia.edu

National Alliance of Concurrent Enrollment Partnerships

http://nacep.org

Jobs for the Future

http://www.jff.org

Early College High School Initiative

http://www.earlycolleges.org

For more information

Please visit us on the web at

http://ccrc.tc.columbia.edu

where you can download presentations, reports,
and briefs, and sign-up for news announcements.
We're also on Facebook and Twitter.

Community College Research Center
Institute on Education and the Economy,
Teachers College, Columbia University
525 West 120th Street, Box 174, New York, NY 10027
E-mail: ccrc@columbia.edu Telephone: 212.678.3091

Audience Questions & Answers

@CCRSCenter
@AYPF_Tweets

#AcceleratedEd

COLLEGE & CAREER
READINESS & SUCCESS Center
at American Institutes for Research ■

American Youth
Policy Forum

I-BEST:
Basic Skills and Beyond

Louisa Erickson

Program Administrator, Adult Education

Washington State Board for Community and Technical Colleges

Why I-BEST

- In Washington state, over half of the students come to our community and technical college system with the goal of getting to work.

- SBCTC research found that only 13 percent of ESL and less than one third of ABE students continued on to college-level work.

- Only 4 to 6 percent, respectively, of the students ended up getting 45 or more college credits or earning a certificate or degree within five years.

  Research cited: Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Longitudinal Student Tracking Study (Prince, Jenkins: April 2005).

SBCTC
WASHINGTON STATE BOARD FOR
COMMUNITY & TECHNICAL COLLEGES

What is I-BEST?

- It is an instructional model that pairs an instructor from basic skills and an instructor from a vocational program to jointly instruct together at least of 50% time.

- The programs must include college-level vocational credits.

- Students must qualify for federally supported levels of adult basic education.

- Faculty must develop integrated program outcomes, jointly plan curriculum, and jointly assess student learning and skill development.

- Wrap-around student service supports are provided.

- The programs must appear on the demand list for the local area.

Core Supports and Activities

Understand what you are Undertaking:

- Program Planning and Selection
- Instructional Team Selection and Support
- Professional Development

Nurture Relationships:

- Cross Sector Collaboration and Communication: Institutional, Community and State Level
- Community Based Organizations

Why does I-BEST matter for LPN degree students at Renton Technical College ?

Enrollment, Withdrawals & Dismissal	Traditional Student	I-BEST Student
Enrolled	18	13
Withdrew/dismissed	8	2
Completed	10 (56%)	11 (85%)

Why does I-BEST matter for LPN degree students at Renton Technical College ?

Educational Level Gains after 2 quarters	
Listening (CASAS)	8
Speaking (BEST Plus)	7
Reading (CASAS)	11
Writing (Independent)	10
TOTAL	**36**

	Traditional Students	I-BEST Students
Credits Attempted	216	293
Credits Successfully Completed	190	288
Percentage of Credit Completion	88%	98%
Grade Point Average	2.74	3.45

Planning I-BEST with at least 15 college credits to start makes a substantial difference in how far students advance.

	Students Who Attempted at Least 15 College Credits in I-BEST				Students Who Attempted Less Than 15 College Credits in I-BEST		
	2006-07	2007-08	2008-09		2006-07	2007-08	2008-09
No Momentum	9%	10%	9%		35%	40%	37%
Basic Skills Only	9%	7%	7%		46%	39%	39%
Pre-college Only	1%	2%	3%		2%	7%	5%
1st 15	44%	37%	34%		8%	9%	10%
1st 30	24%	22%	22%		2%	3%	3%
Math	9%	4%	7%		7%	1%	1%
Tipping Point	5%	18%	17%		1%	1%	4%

What are the Challenges and Next Steps?

- The CCRC's evaluation of I-BEST further validated the earlier SBCTC findings. I-BEST moves low skilled students further and faster in college-level work. The study found that students participating in I-BEST did better than other basic skills students. I-BEST students were more likely than others to continue into credit-bearing coursework, earn occupational certificates, make point gains on basic skills tests, and I-BEST students had a higher probability of persisting into the second year.

- However, not all pathways appear to be working smoothly to the degree.

Beyond Basic Skills: Expansion Initiatives Promise More Access to I-BEST and Success Along the Pathway

I-BEST pilot programs increase pathway options for all basic skills students.

- – I-BEST for Developmental Education pilot project

- – Academic I-BEST

- – On-ramp to I-BEST pilot project

I-BEST for Developmental Education

- Extends I-BEST into developmental education by identifying new model(s) of instruction that focus on the redesign of developmental education curriculum/instructional practice and professional-technical curriculum/instructional practice.

- The goal is to pilot strategies that move students further and faster toward the highest credential in the pathway.

- Integrated, Contextualized, Accelerated and Team-taught: I-BEST for Developmental Education models extend the pathways developed in approved I-BEST programs that were at least two quarters in length.

Program Options

- Delivered in the traditional I-BEST instructional delivery model and extending an existing I-BEST program to the next level of certificate within the pathway. ABE and Dev. Ed. students can be served.

- Accelerated Outcomes model: Focusing on moving students further and faster through Developmental Math and/or English to college level. Students have the ability to move multiple levels within 1 quarter, up to and including college level.

DEV ED I-BEST Students

- Accumulated an average of 42 college credits
- Had a retention rate of 75%
- 55% of I-BEST for Developmental Education students starting in lower levels of pre-college math in 2011-12 increased at least 2 levels or earned college-level math. Twenty-five percent of comparison students in 2011-12 increased at least 2 levels or earned college-level math credits.
- 74% of I-BEST for Developmental Education students starting in lower levels of pre-college English in 2011-12 increased at least 2 levels or earned college-level English. Forty-nine percent of comparison students in 2011-12 increased at least 2 levels or earned college-level English credits.
- Had an average GPA of 2.9

Academic I-BEST

Academic I-BEST programs provide educational access and support for adult ABE, ESL, and Developmental Education English and math students to progress further and faster along an academic or vocational transfer pathway to a four-year college or university.

- Modeled after traditional I-BEST, students develop academic skills while earning college credit the direct transfer degree pathway

- Academic I-BEST is approved for enhanced FTES, but the students are not eligible for Opportunity Grant funding.

SkillUp On-ramp to I-BEST

- On-ramp to I-BEST's 4 pilot programs target young adults aged 18-24 years old who are interested in attending college but test at a basic skills level too low to enter and succeed in I-BEST-level courses.

- On-ramp program goals are increased basic skills achievement and increased enrollment and persistence in I-BEST or other career pathway college programs within one year.

- Pilots are managed by SkillUp Washington in partnership with the Workforce Investment Board, community-based organizations, and the Washington State Board of Community and Technical Colleges.

- On-ramp to I-BEST is funded by the Bill and Melinda Gates Foundation through a grant to SkillUp Washington.

SBCTC
WASHINGTON STATE BOARD FOR
COMMUNITY & TECHNICAL COLLEGES

Contact:

Louisa Erickson

Program Administrator, Adult Education

Lerickson@sbctc.edu

(360) 704-4368

Audience Questions & Answers

Recording and slides available at
CCRS Center website:
www.ccrscenter.org

AYPF website:
www.aypf.org