

TAACCCT

TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE CAREER TRAINING
EQUIPPING COMMUNITY COLLEGES FOR SUCCESS



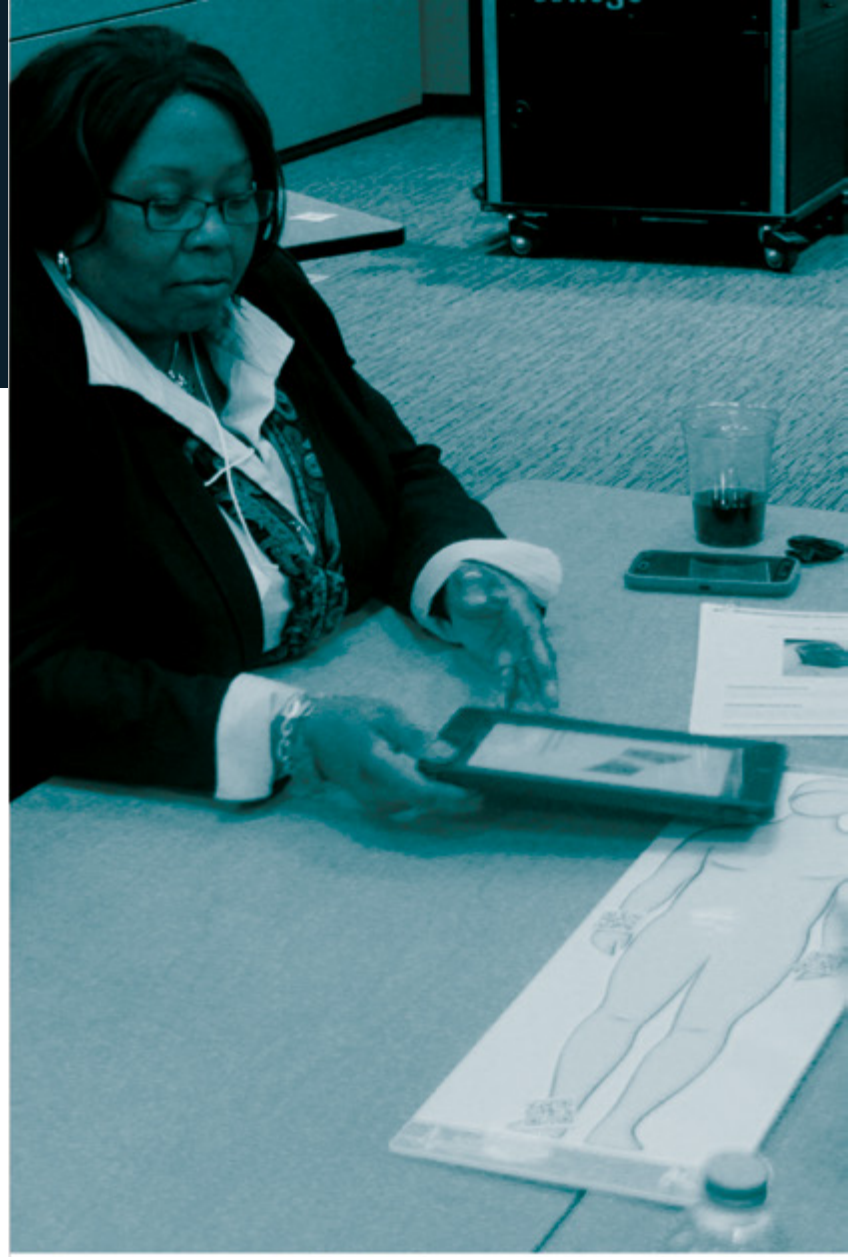
EMPLOYMENT AND TRAINING ADMINISTRATION
UNITED STATES DEPARTMENT OF LABOR

ACCELERATION STRATEGIES SERIES

Brief #2 in a series on strategies for Trade Adjustment Assistance Community College Career Training (TAACCCT) grantees and other educators.

UNDERPREPARED LEARNERS PRACTICE BRIEF

The Department of Labor's Trade Adjustment Assistance Community College Career Training (TAACCCT) program is providing nearly \$2 billion in funds to build the capacity of the nation's community colleges. Grantees are using the funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who are eligible for training under the Trade Adjustment Assistance for Workers program as well as other adults, and prepare program participants for employment in high-wage, high-skill occupations. This brief explores models used by TAACCCT grantees to support adult learners who are underprepared for college-level work.



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JOBS FOR THE FUTURE



OVERVIEW

Trade-affected and other dislocated workers—the target population of TAACCCT—don’t have the luxury of time. These individuals need to quickly learn the skills needed for success in the labor market so that they can find a job with family-supporting wages. For those who are underprepared for college-level work, the traditional model of requiring students to complete remediation before enrolling in training poses an unnecessary barrier to college success. And this affects a significant percentage of the population: in a 2009 study, 59 percent of entering students were referred for developmental math.¹ National completion data underscores the tremendous barrier this creates for those students: less than 25 percent of students who enroll in developmental education go on to complete a degree or certificate within 8 years, compared to nearly 40 percent of students who do not enroll in developmental education.² For students starting in Adult Basic Education (ABE), it is estimated that only 3-6 percent ever enroll in postsecondary education, much less complete a certificate or degree.

In response to the shortcomings of traditional models, many TAACCCT colleges and consortia are rethinking the structure and purpose of remediation altogether and, in particular, the idea that remediation needs to happen before students can embark on a college-level program of study. Colleges

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are shifting to models that enroll students directly in college-level courses while providing concurrent or co-requisite remediation to support students in those courses. And they are contextualizing remediation and academic support so that it is more directly relevant to the student’s program of study. In these new models, the purpose of Adult Basic Education (ABE) or developmental education is to ensure that students have the skills they need to meet their education and career goals.

Across TAACCCT grantees these strategies are being implemented in both ABE and developmental education. While reforms in these areas are often discussed separately, there are many parallels. Thus, this brief addresses both topics. As the examples in this brief show, there is a great deal of similarity across grants that focus on underprepared learners, no matter which program the students start in.

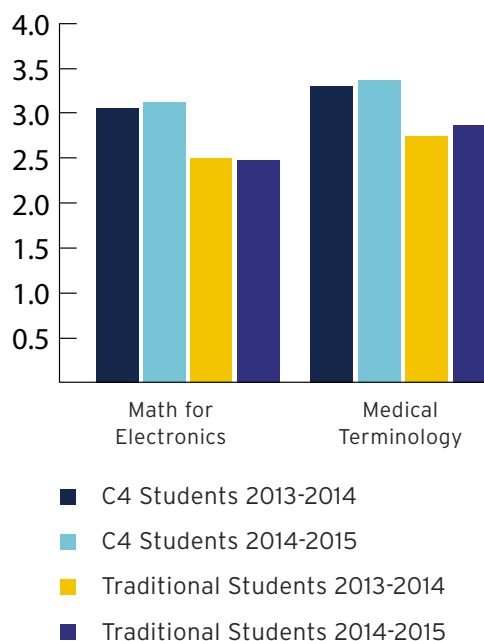
MISSISSIPPI: INTEGRATED ADULT EDUCATION PATHWAYS

In TAACCCT Round 2 grantee Mississippi Delta Community College's C4 program (Common Career Core Curricula), students without a high school diploma or GED are co-enrolled in a career and technical pathway program (CTE) as well as adult education. Students attend team-taught, career-focused classes in the morning and an academic support class in the afternoon. When they were getting the program started, faculty and administrators at MDCC examined all of their pathways to identify common courses across multiple pathways, such as fundamentals of computers, which are a great place to start implementing team teaching. Over time, the college has expanded the use of team teaching to include more pathways beyond those funded by TAACCCT, which gives co-enrolled students even more career options to pursue. Martha Claire Drysdale, director of career, technical, and adult education, says "team teaching is the best practice for us across the board, in every single pathway." Team teaching gives students an extra level of support and builds students' confidence in themselves as learners.

RESULTS FROM MISSISSIPPI DELTA COMMUNITY COLLEGE

In MDCC's team-taught classes, co-enrolled ABE students consistently perform as well as—or better—than traditional students.

Mississippi Delta Community College's C4 Program Team Teaching/Traditional Teaching GPA Data Comparison



WHAT IT LOOKS LIKE

Co-requisite, contextualized remediation can be provided in a number of ways; the key is that students receive additional academic support while they are enrolled in college-level courses. In some cases, students are enrolled in developmental math or English while they are also taking college-level math and English courses. The developmental coursework is then designed around the specific competencies that students need to be successful in the college-level courses. In other cases, the academic support is built directly into the college-level course, for example, by building additional math lessons into a welding class. Another approach is team teaching, in which both remedial and technical content are taught within the same class by a pair of teachers, one from the career and technical program and the other from ABE or developmental education.

Implementing these strategies requires both greater collaboration across departments and a more robust intake and assessment process so that students are directed to the appropriate type of remediation. Co-requisite, contextualized remediation can also

THE BENEFITS FOR STUDENTS

Traditional Approach

Students must sit through multiple semesters of remediation before enrolling in a college-level program of study.

Remedial content is not connected to students' interests and career goals.

Students are labeled as not "college-ready."

Concurrent and Contextualized Remediation

Students are able to enroll in their chosen pathway right away.

Remediation is contextualized to a student's program of study so that instruction is more relevant to students' interests and goals.

Students are treated like college students from the beginning.

be enhanced by efforts to accelerate and modularize developmental education, including strategies that allow students to focus on the skills they need rather than spending time reviewing content they already know.

Two terms are typically used to describe simultaneous enrollment of students in remedial coursework and college-level coursework. **Developmental education** reform often refers to "**co-requisite**" models, whereas **Adult Basic Education** often uses the term "**concurrent**" models.

OUTCOMES

National research, as well as preliminary evidence from TAACCCT grantees, indicates that both concurrent remediation and contextualization can have a major impact on adult learners. The Accelerated Learning Program at the Community College of Baltimore County places students who test into developmental education into college-level courses paired with an additional support section. The evaluation of the program found higher rates of course completion for participating students compared to non-participating students with testing into the same level of developmental education.³ Washington's I-BEST model, which combines contextualized remediation and concurrent

enrollment through team teaching, also shows strong evidence of effectiveness. Compared with non-I-BEST ABE and workforce education students, I-BEST participants were more likely to earn college credits, persist in their program of study, earn a college credential, and advance their basic skills.⁴



A recent webinar hosted by the TAACCCT Learning Network focused on the innovations that many TAACCCT grantees are implementing so that underprepared learners can be successful in college-level programs leading to industry-recognized credentials. View the materials and the transcript for this webinar, *Accelerating On-Ramps for Underprepared Learners: New Models for Developmental Education and Adult Basic Education*. The webinar and materials can be found at www.workforcegps.org/communities/

COLORADO: DEVELOPMENTAL EDUCATION SYSTEMS CHANGE

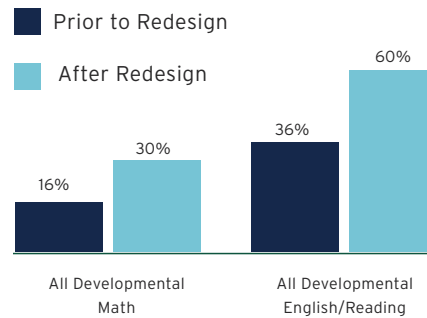
The Colorado Community College System used its Round 1 TAACCCT grant to convene a developmental education task force charged with redesigning remediation across the state. Previously, colleges offered as many as four levels of developmental math, as well as multiple levels of English and reading. Now, most students are enrolled in co-requisite models, taking college-level math or English alongside a support course. Students who need additional support are enrolled in a one-semester course to prepare them for success in the co-requisite model. The state engaged faculty from across the state in a “backwards design” process to develop a new set of learning outcomes for developmental courses. They combined English and reading into one course and created different math pathways depending on whether students’ academic plans required college algebra. In order to better direct students to the right developmental options, colleges have enhanced advising and assessment. Marilyn Smith, the TAACCCT grant coordinator, noted that in order to do this work, “everything has to change—the way we think about both students and remediation.” The grant gave them an opportunity to completely redefine the purpose of remedial coursework, with an emphasis on helping students meet their academic and career goals.

RESULTS FROM COLORADO

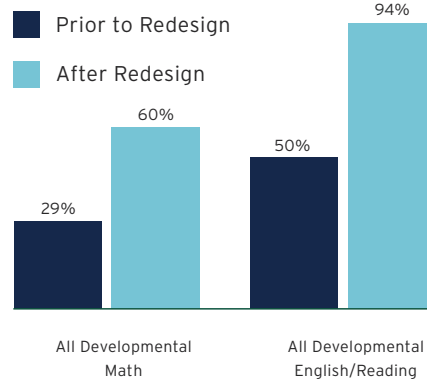
Colorado has made tremendous progress in increasing both the number of students who successfully complete college-level coursework and the percent who are able to enroll in college-level courses in one term or less.

Colorado Community College System Outcomes

Completion of College-Level Coursework



Enrollment in College-Level Coursework in One Term or Less



HOW TAACCCT IS ADVANCING THIS STRATEGY

TAACCCT has had a major impact on the field’s understanding of how to implement concurrent, contextualized remediation, with 125 grantees (nearly 50 percent) indicating that they are building this approach into their grants. TAACCCT funding has provided critical resources to support redesign efforts. For example, in Colorado, the grant helped fund the statewide developmental education task force. Another example is TAACCCT’s emphasis on evidence-based strategies, which has led many colleges and consortia to adopt national best practices, such as the I-BEST model.

TAACCCT’s emphasis on pathway development, stackable credentials, labor market alignment, and



employer engagement has also strengthened the approach. Colleges and consortia are now building concurrent, contextualized remediation into robust programs of study, so that students are not just making it through remediation, but are making it into coherent programs of study designed to help them complete credentials and attain employment.

Finally, TAACCCT's emphasis on rigorous evaluation is contributing much-needed evidence about the effectiveness of this strategy. Because different grantees are exploring multiple variations on the strategy—for example, targeting developmental education students versus ABE students, developing pathways in a range of sectors, and combining the strategy with other evidence-based models for student supports—we will ultimately have a wealth of knowledge about how this approach works best and for whom.

ENDNOTES

- ¹ <http://ccrc.tc.columbia.edu/publications/referral-enrollment-completion-developmental-education.html>
- ² <http://www2.ed.gov/PDFDocs/college-completion/07-developmental-education-in-community-colleges.pdf>
- ³ Jenkins, Davis, Cecilia Speroni, Clive Belfield, Shanna Smith Jaggars, & Nikki Edgecombe, "A Model for Accelerating Academic Success of Community College Remedial English Students: Is the Accelerated Learning Program (ALP) Effective and Affordable?" CCRC Working Paper No. 21, September 2010.
- ⁴ Jenkins, Davis, Matthew Zeidenberg, & Gregory Kienzl, "Educational Outcomes of I-BEST: Washington State Community and Technical College Systems Integrated Basic Education and Skills Training Program: Findings from a Multivariate Analysis," CCRC Working Paper No. 16, May 2009.

*Prepared for the U.S. Department of Labor by
Jobs for the Future.*

This brief is available at:

<https://www.workforcegps.org/communities/>

