

Effective Programming for Adult Learners: Pre-College Programs at LaGuardia Community College



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People, Changing



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LaGuardia Community College
Division of Adult and Continuing Education
City University of New York

NEW-YORK



Manhattan

Queens

- Large, urban campus in the most diverse US county
- Students from 160 countries and speak 117 native languages
- 70% of students report household income of \$25,000 or less

Staten Island

Atlantic

Ocean²

The Pre-College Academic Programming Department's mission is to increase adult students' success in pre-college, post-secondary training, and college degree programs.



Career and College Focused High School Completion Programs

Integrated Career Pathways Programs (NYBEST)

College Transition Programs: CUNY Start

Professional Development for Adult Educators



Community College

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Agenda

Meeting the Challenge: Program Redesign at LaGuardia

G.E.D. Bridge to College and Careers, NYBEST, CUNY Start

Table Top Discussions: Reflections and Implications



Call to Action: the U.S. Workforce and Postsecondary Education crisis

- Significant population with basic skills and English language literacy needs
- Lack of college preparedness
- Increasing workforce demand for postsecondary credentials
- Barriers to Postsecondary Training & College



Adult students on our campus in 2006

- Lack of awareness of career and educational pathway options
- High attrition and low pass rates in HSE classes
- High barriers for entry to credit classes and occupational training programs
- Sequential pathway too long

The Traditional Pathway for Adults Needing Skills Upgrade



Issues:

- Length of time for basic skills development
- Retention rates are low
- Few persist and transition into further education or training



Table Talk

Spend 10 minutes discussing the following. Be prepared to share your responses.

What challenges do your students face on the path to earning a post-secondary credential?

What are some program objectives or goals you have set to help them be successful?



Our Objectives

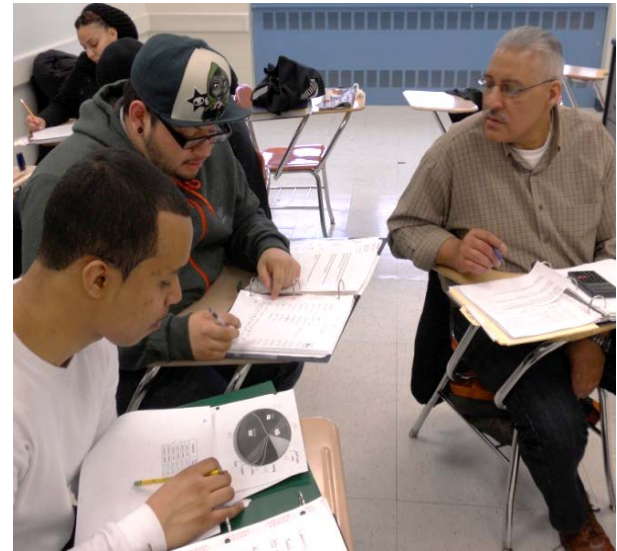
- Increase Access
- Improve Retention Rates
- Improve Credentialing Pass Rates
- Improve Transitions to Postsecondary Ed & College Readiness
- Create viable career ladders –“close the gaps”
- Decrease time spent in remedial education

Increase Student Access

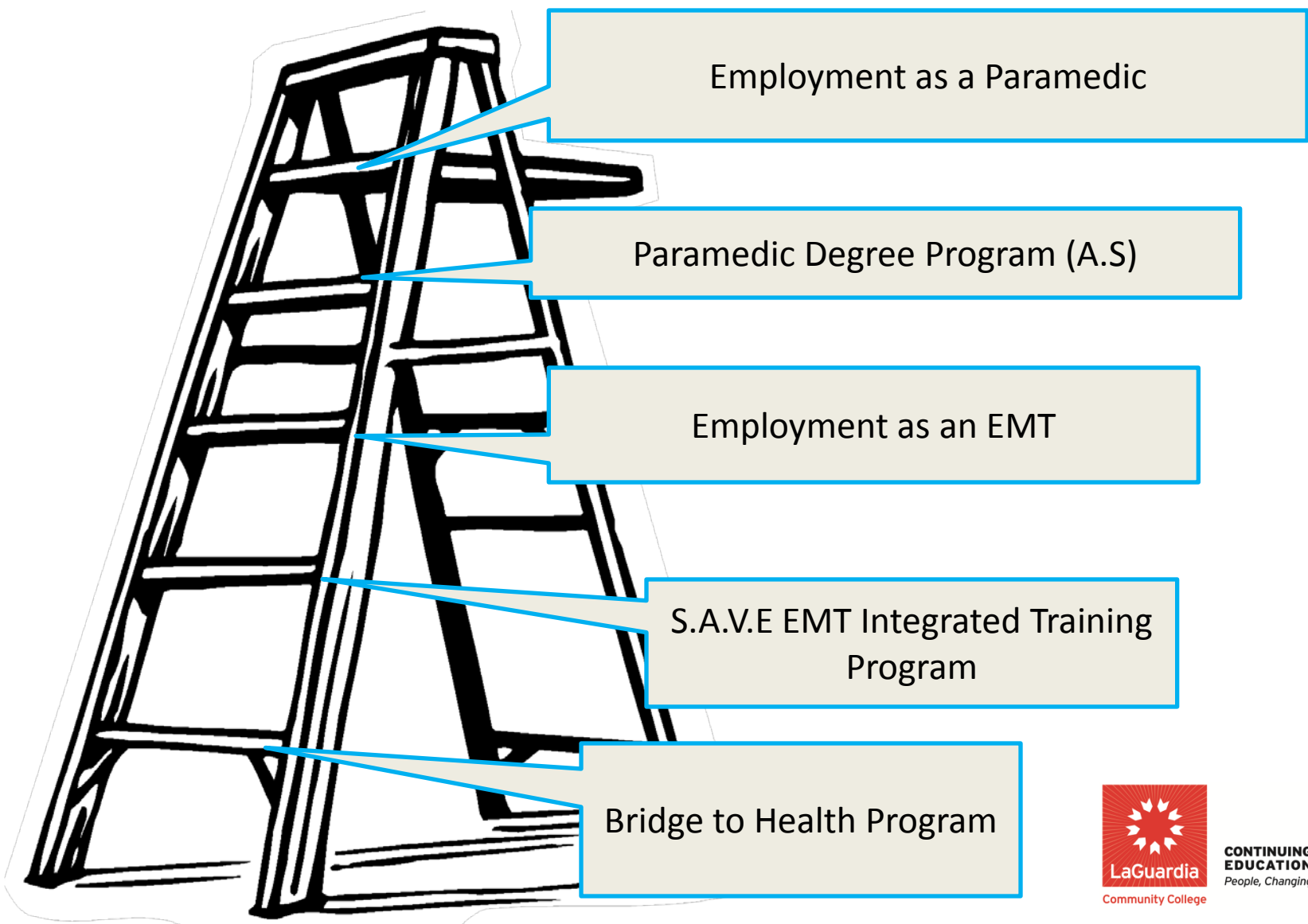
Program	Minimum Reading Entry Requirements Pre-Redesign	Minimum Reading Entry Requirements Post- Redesign
GED Bridge	10 th grade equivalency	7 th grade equivalency
NYBEST SAVE EMT	10 th grade equivalency	8 th grade equivalency

Improve Retention

- Engage students aspirations
- Build basic skills and academic literacy in the context of a career
- Reduce time to credential
- Create seamless transitions



Create Viable Career Pathways



Increase College Preparedness in Pre-College Programs

- Align academic reading, writing and math curriculum to college entry expectations –”close the gap”
- Expose students to the habits and rigor of academic life
- Provide comprehensive PSE transition and career services
- Accelerate progress towards a degree
- Prepare for the crucial first year of coursework

Multiple Strategies

G.E.D Bridge
to College and
Careers

NYBEST
Training
Programs

CUNY Start



Contextualized Instruction

The development of a student's reading, writing, communication and math skills using instructional materials and content from a specific workforce sector, academic discipline or career track.



G.E.D Bridge to College and Careers Programs

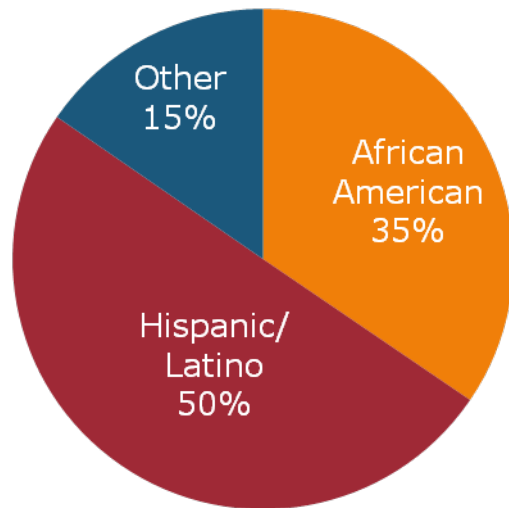
Bridge to Health

Bridge to Business

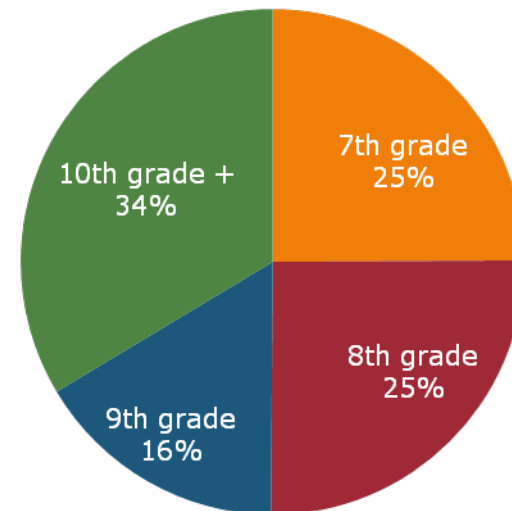
Bridge to Science

Who is a GED Bridge Student?

Race/Ethnicity

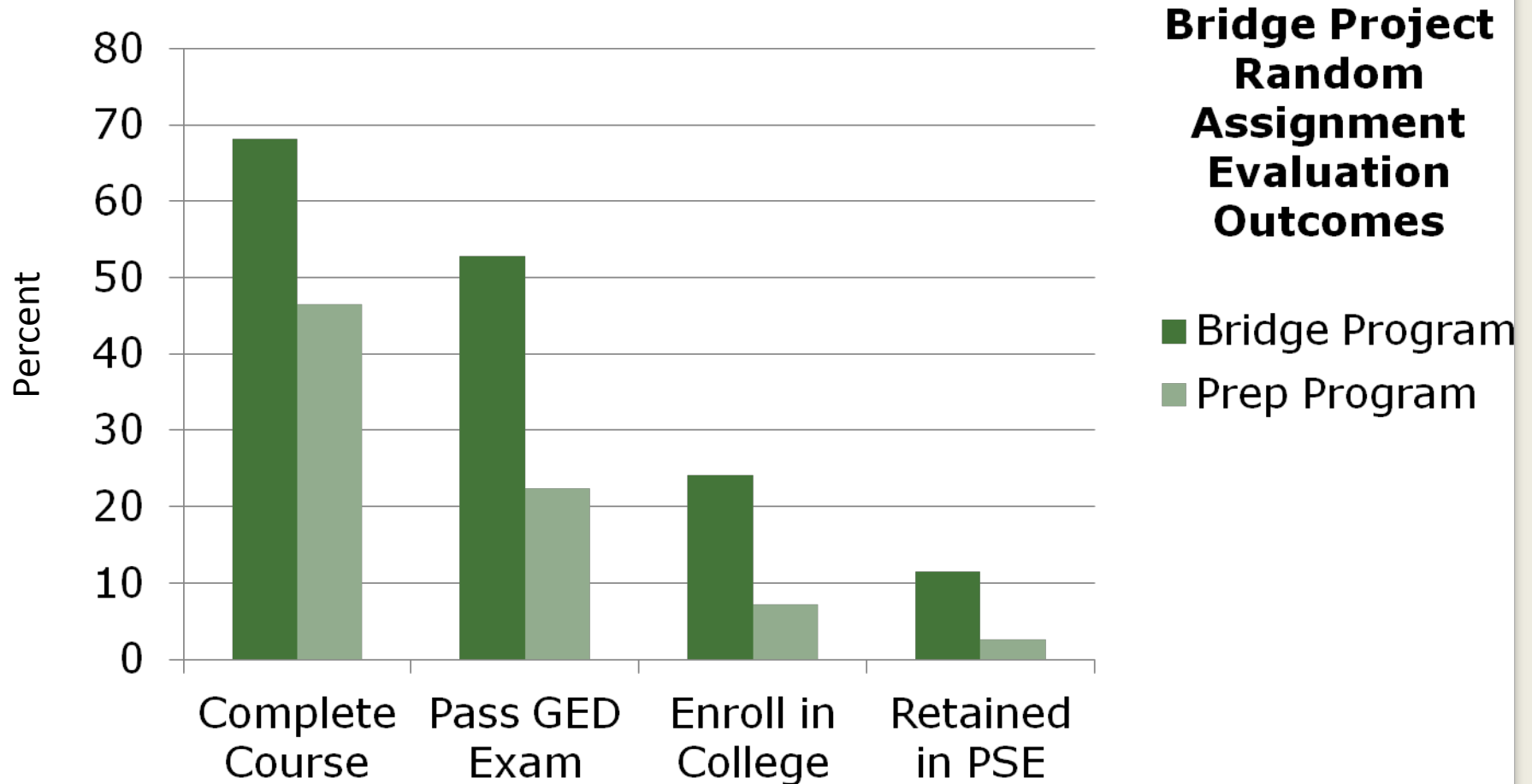


Reading Grade Level Equivalent T.A.B.E.



38% employed
53% receive public assistance
67% female
Average age: 26

Higher G.E.D pass rates and enrollment in postsecondary education



Comprehensive Programming

- Semester long, part-time cohort classes
- Early and ongoing focus on postsecondary transition
- Academically rigorous contextualized curriculum
- High expectations, high support
- Integrated career and college awareness lessons and activities



Bridge Program Design

- Managed enrollment
- Intensive admissions process
- 7th Grade Reading Level and Above (TABE)
- 14 week cycle with a year-long model
- 110 hours of in-class instruction per semester; 9 class hours per week
- Part time program for students 19 and over



Contextualized Career Focused Curriculum: Raising Academic Rigor

- Build transferable academic skills and habits
- Depth not breadth; exploration of discipline–focused “big ideas”
- Formal and informal assessment
- Practice metacognitive strategies
- Develop professional and college plans



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Bridge Curriculum Content

Bridge to Health

- College and Career Exploration
- Nutrition
- Patient Care
- Epidemics and Infection Control
- Sample Text: First, Do No Harm, Lisa Belkin

Bridge to Business

- College and Career Exploration
- Entrepreneurship
- Professional Ethics
- Basic Economic Principles
- Sample Text: Brewing up a Business, Sam Calagione

Essential Design Elements

- Full time staff and advisement model
- Formal teacher training & ongoing professional development
- Faculty input for curriculum design; alignment to college coursework/discipline
- Cross-college initiatives to promote successful transitions
- Using Data for Continuous Program Improvement





NY-BEST Integrated Basic Skills and Technical Training Programs

Medical Office
Clinical
Technician

Emergency
Medical
Technician

Central
Service
Technician

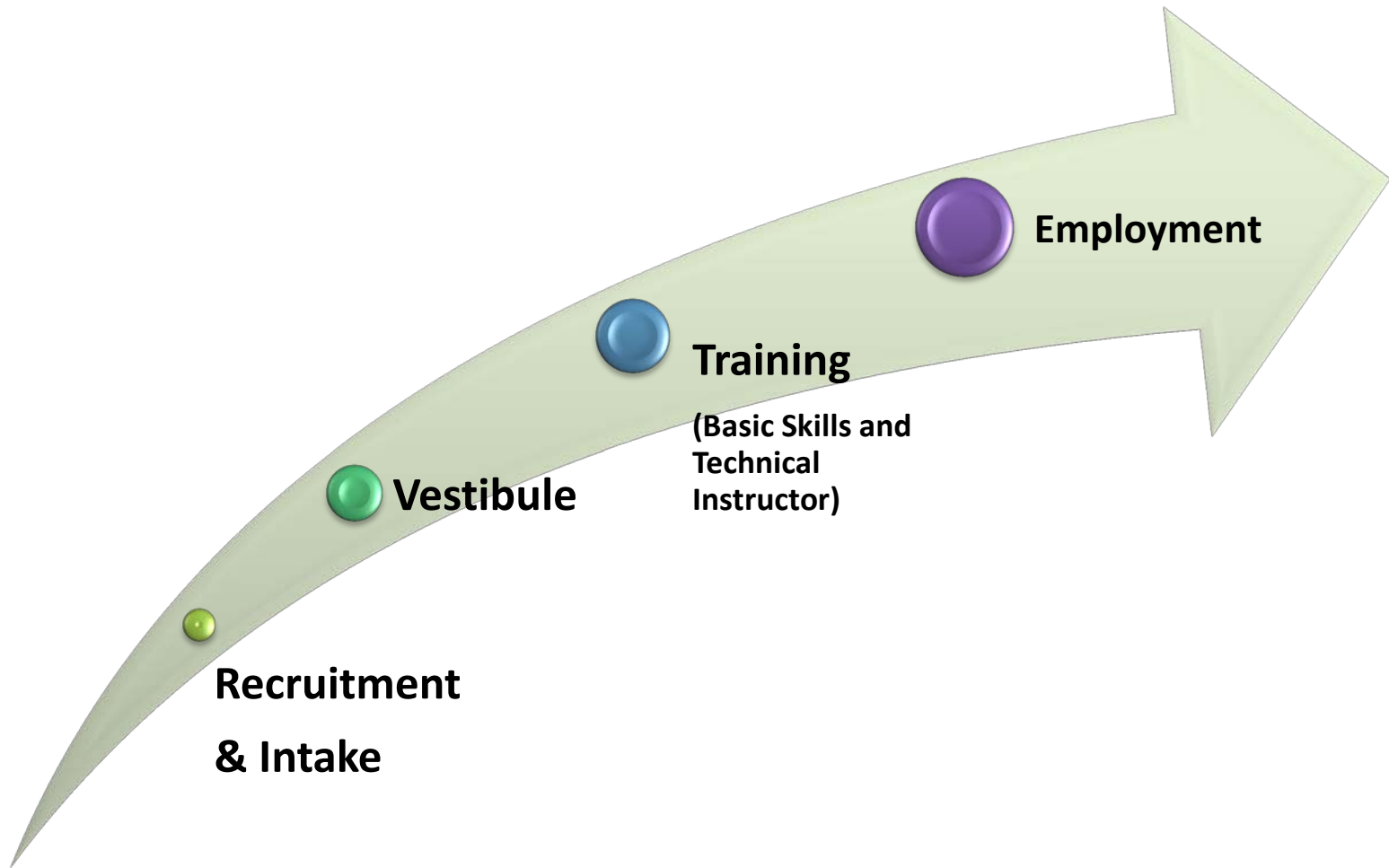
Community
Health Worker

NY-BEST Program

Access & Success Models

Program	Community Health Worker	SAVE EMT	Medical Office Clinical Technician	Central Sterile Processing
Admissions Requirement (TABE)	8.0+ GE	9.0+ GE	7.0+ GE	5.0+ GE
Completed Class	83%	85%	96%	92%
Passed Certification	n/a (9 credits towards AS degree)	99%	100%	100%
Obtained Employment	37%, to date	81%	50%, to date	85%

Integrated Career Pathway Model



NY-BEST Program Features

- High intensity; high support
- Academic Vestibule
- Team Teaching Model
- Content mastery, test prep, practical skills, and basic skills
- Career preparation
- Intrusive Counseling
- Employment assistance



Contextualized Vestibule

- Evaluate persistence & academic readiness
- Introduce training content
- Develop study strategies
- Build Soft Skills; teamwork, communication
- Establish Academic Routines



Co-Teaching Model

Master's level
Basic Skills Instructors

Technical Content Trainers with
extensive expertise in their field

- Shared classroom between 15-50% time depending
- Intentional Planning and team approach
- Clearly Defined Shared Mission
- Defined roles and responsibilities
- Shared grading systems

Role of Technical Skills Instructor



- Expertise in the field
- Deliver technical content
- Provide professional insight
- Career Mentor

Considerations for Contextualized Basic Skills Programming

- ✓ Comprehensive Program Design
- ✓ Contextualized Curriculum Development
- ✓ Robust Teacher Training & Professional Development
- ✓ Institutional and Faculty Partnerships
- ✓ Braided Funding Models



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The logo for CUNY START, with "CUNY" in blue and "START" in blue with a small orange triangle under the "A".

CUNY Start at LaGuardia

CUNY Start is an intensive 18-week program that provides instruction in Math and Reading/Writing for students who have not passed the CUNY placement exams.

Session I

- *Pre-College Math*
- *Academic Reading/Writing*
- *Weekly College Seminar class*
- *One-on-one and group tutoring*

Session II

- *Continued work in Math and Reading/Writing with smaller class sizes*
- *Optional free credit course for complete students*
- *One-on-one and group Advisement*

CUNY Start

- Academic skills development for college
- Immersion model – 25 hours per week in FT program, 12 hours per week for one subject
- Liberal Arts context
- Intensive advisement and college transition services
- Apprenticeship teacher training model
- Goal is to become remedial free or reduce # of remedial classes

CUNY Basic Skills Proficiency Gains by Skills Area Fall 2009 through Spring 2012

N= 463*

CUNY Start Successes at LAGCC

Full-time program			
Subject	Students Initially Requiring Remediation	Students Gaining Proficiency After Completing CS	
Reading	150	110	73%
Writing	213	166	78%
Math 1	134	100	75%
Math 2	232	188	81%

*At the end of Spring 2013, CUNY Start has now served 859 LAGCC students



Table Talk

Spend 15 minutes reflecting on the questions below. Be prepared to share your responses.

What about LaGuardia's programs do you find compelling?

What specific challenges would/ do we face in implementing programs like LaGuardia's?

What resources do we have or do we need to make changes for our students?

LaGuardia's Evidence-Based Professional Development Services

Led By Practitioners

Teacher Preparation & Curriculum Development	Team Based Program Development Services
<ul style="list-style-type: none">• Interactive Workshops• Curriculum Coaching• Webinars• Instructional Resources	<ul style="list-style-type: none">• Program Design• Team Building• Mission Development• Goal Setting

LaGuardia Community College, CUNY

www.laguardia.edu/ciet

www.laguardia.edu/pcap



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