

Maximizing Access and Success for Special Populations: Articulated and Accelerated Learning

ACTE & Advance CTE

October 8, 2024

Agenda

Introduction to the series

Data, considerations and examples of articulated and accelerated learning

Case studies from the Virginia Community College System and the City Colleges of Chicago

Q&A

Guest Panelists



Emily Jones-Green

Coordinator, Credit for Prior Learning
Virginia's Community Colleges -
System Office



Immanuel Greene

Director, Chicago Roadmap
City Colleges of Chicago



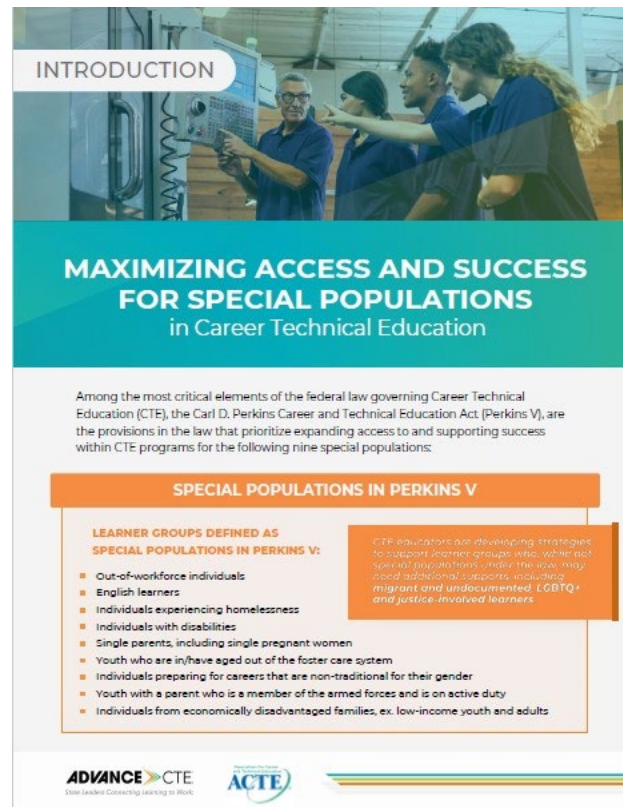
Amanda Wojan

Director, Chicago Roadmap
Special Projects
City Colleges of Chicago

Communicating During Today's Webinar

- **Q&A:** Please ask questions of the panelists or requests for tech support using the Q&A feature
- **Chat:** Please share your strategies and successes and network with your colleagues using the Chat feature

Brief Series



- Introduction
- 13 briefs on special populations and other underserved learner groups
- Definitions, strategies and examples

Webinar Series

Webinar Topic	Date/Time
Data	View recording
Collaboration	View recording
Wraparound supports	View recording
Instructional supports	View recording
Career exploration and planning	November 12, 2pm ET

Special Populations

Individuals with disabilities

Individuals from economically disadvantaged families, including low-income youth and adults

Individuals preparing for non-traditional fields

Single parents, including single pregnant women

Out-of-workforce individuals

English learners

Individuals experiencing homelessness

Youth who are in, or have aged out of, the foster care system

Youth with a parent who is a member of the armed forces and is on active duty

Other Learner Groups

Justice-involved learners

LGBTQ+ learners

Migrant and undocumented learners

Tribal learners and communities

*Designing (and redesigning)
from the margins*

Types of Credit Transfer and Concurrent Learning

Earning college credit in high school

Earning diploma/GED while pursuing industry credentials

Transferring among postsecondary institutions

Credit Transfer/Concurrent Learning Data

- White and higher-income learners are more likely to participate in dual/concurrent enrollment
- Students of color and lower-income college goers are more likely to start in community colleges but are less likely to transfer and complete a bachelor's degree
- Foster youth, individuals experiencing homelessness and learners with disabilities have lower postsecondary attainment rates

Credit Transfer/Concurrent Learning Considerations

Awareness

Eligibility

Financial aid

Institutional policies

- What is recognized
- When it's recognized
- How it's recognized

Staffing

Support services

*Learner voice, agency and
self-efficacy*

Perkins V and Credit Attainment/Transfer

31 states incorporate dual enrollment and articulation within their “size, scope and quality” definitions

28 states include dual enrollment or articulation as part of their CTE program approval process

13 states selected postsecondary credit attainment as one of their secondary program quality indicators

CPL/PLA Data

- Credit for prior learning/prior learning assessment helps adult learners graduate, take less time and save money
- 9 out of 10 students miss out on receiving college credit for what they've learned
- Black and lower-income adults benefit strongly from CPL/PLA but are the least likely to receive such credit

CPL/PLA Considerations

Awareness

Financial aid

Institutional policies

- What is recognized
- When it's recognized
- How it's recognized

Staffing

Support services

*Learner voice, agency and
self-efficacy*

Bridge Programs and Self-directed Learning

- Mastery/competency-based learning
- Flipped classroom
- Online self-paced courses
- Postsecondary bridge programs

Resources

- [Advancing Dual Enrollment Equity Through State Policy](#) (ECS)
- [Advancing Racial and Socioeconomic Equity in Transfer Student Success](#) (CCRC)
- [Equity Paradoxes in the PLA Boost](#) (CAEL & WICHE)
- [Maximizing CPL in a Data-informed Ecosystem](#) (ACE)
- [The State of CTE: An Analysis of States' Perkins V Priorities](#) (Advance CTE)
- [HopeTech at Eastern Valley Institute of Technology](#) (AZ)
- [MassBay CC Transitional Scholars](#) (MA)
- [Tennessee Reconnect Grant Re-entry Navigators](#) (TN)



Bridging Workforce to Academics through CPL:

Virginia's Community Colleges' Innovative Approach to
Enhancing Credential Completion

Emily Jones-Green, Credit for Prior Learning





2024–2030 Statewide Strategic Plan

**Overarching Strategic Goal:
Award 300,000 cumulative
meaningful credentials by 2030
across all regions through
accelerated access and
success for every student.**

Developing Virginia's Talent

Reaching More Virginians

Delivering Education to Today's Learners

Supporting Today's Learners

Investing in Virginia's Workforce



MILITARY SERVICE



ADULT LEARNERS



JUSTICE IMPACTED INDIVIDUALS

OBJECTIVE #3:

Delivering
Education to
Today's Learners

Support educational excellence and **equity** in student success through the development of a world-class diverse cadre of employees focused on **equity-minded** principles and practices and access to high-impact instructional practices.

3.6: Expand credit-for-prior-learning options to all FastForward credentials by 2030.

VCCS Policy: 5.0.4 Workforce Development Programs

To be approved, programs must lead to credentials that:

- include technical and occupational skills identified as necessary for performing functions of an occupation based on standards developed or endorsed by employers;
- are recognized by multiple employers, educational institutions, and across geographic areas where appropriate;

- are competency-based;
- are validated by a third party to assure relevance in the workplace; and
- **are reviewed to see if completers could be eligible for credit for prior learning.**

Where possible, credentials should be part of a career pathways framework and include stackable credentials that lead to a high-level industry-recognized credential or a postsecondary degree.

Bridging Workforce to Academics

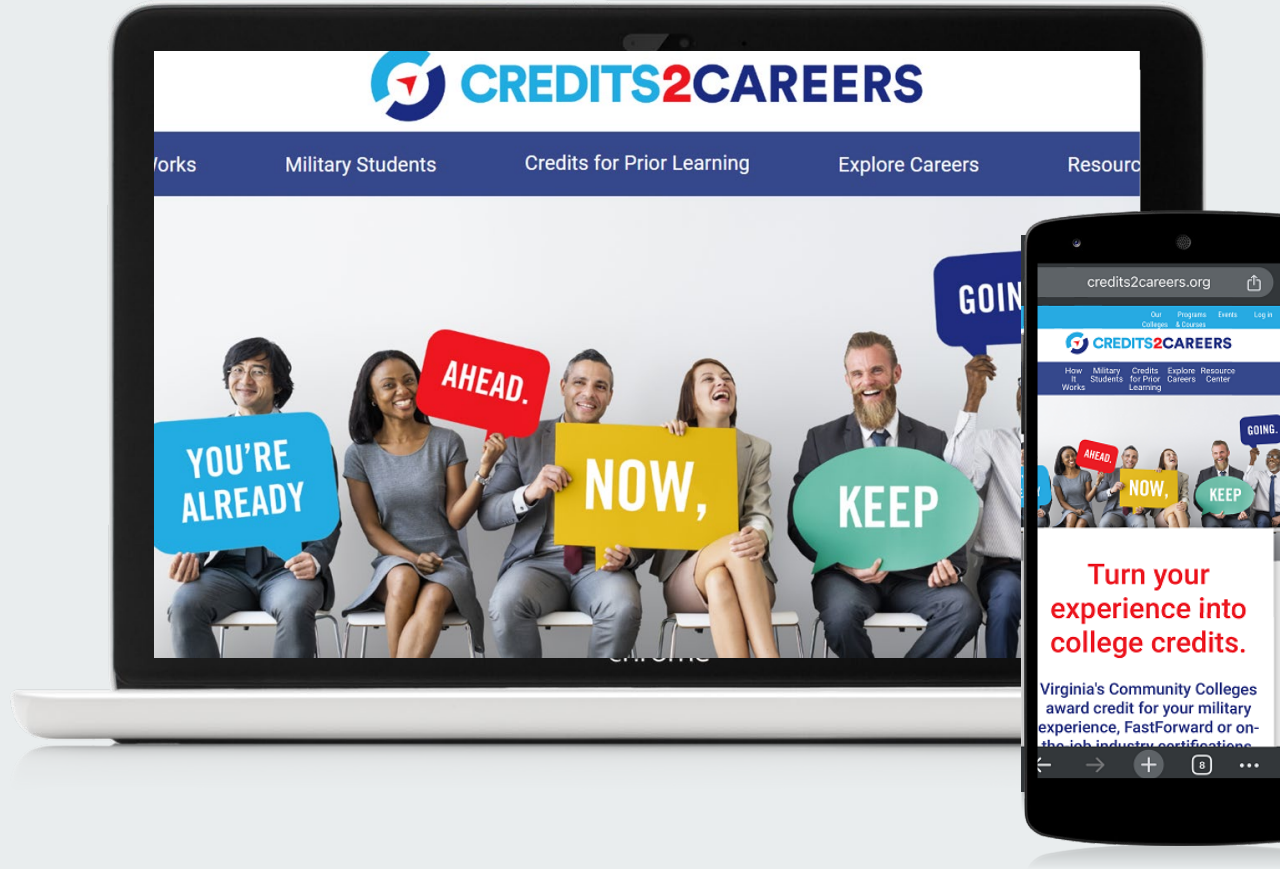
- Review FastForward Programs → Identify Academic Programs
 - Must be evaluated by faculty for CPL **prior** to being submitted for approval
 - Must be documented with campus stakeholders
 - (ie: Workforce, Registrar, Admissions, Advisors/Navigators/Coaches, Portal Data Teams)
 - Information listed in Student Information System for credit awarding

Bridging Workforce to Academics

- CPL indicator added to student record in EAB Navigate
- CPL information added to Workforce course
 - Shared with Industry Partners
- Outreach to FastForward Credential Completers
 - Faculty- Program Directors
 - Webinars



FastForward Credentials for Credit





FastForward Credential

Student registers for workforce/FastForward credential coursework. Once course is complete, student takes industry certification exam.

Academic Credit

FastForward program is eligible for academic credit towards relevant programs.

Degree Program

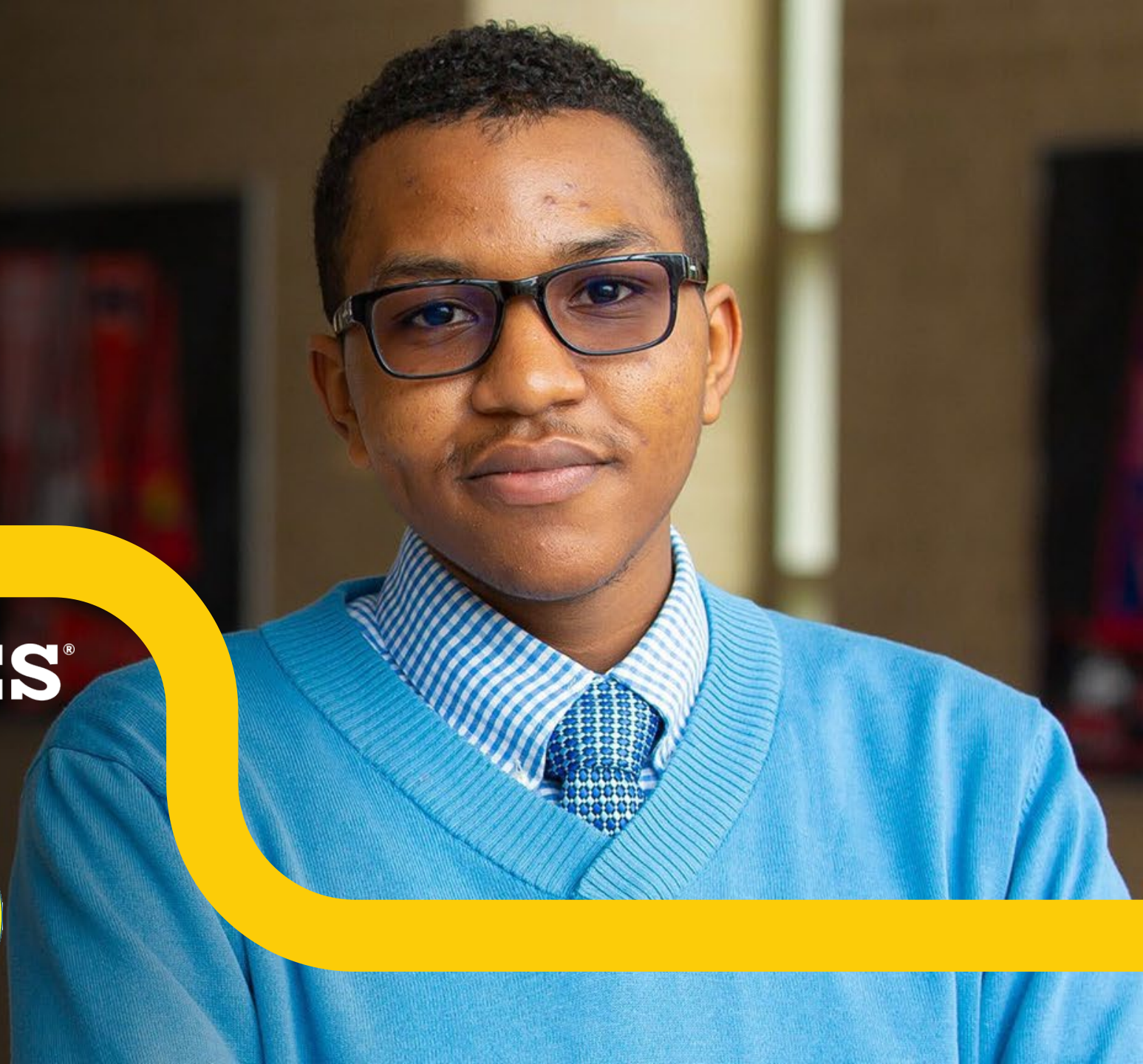
Seeing a path forward, student enrolls in degree program.

Saves Time & Money

Student saves time & money.

Chicago Roadmap

CITY COLLEGES
OF CHICAGO



City Colleges of Chicago

- 7 independently accredited 2-year colleges with support from Central District office
- ~60,000 Students
- Roadmap nested within several departments

HAROLD
WASHINGTON
COLLEGE

RICHARD J.
DALEY
COLLEGE

MALCOLM X
COLLEGE

CITY
COLLEGES
OF CHICAGO

KENNEDY
-KING
COLLEGE

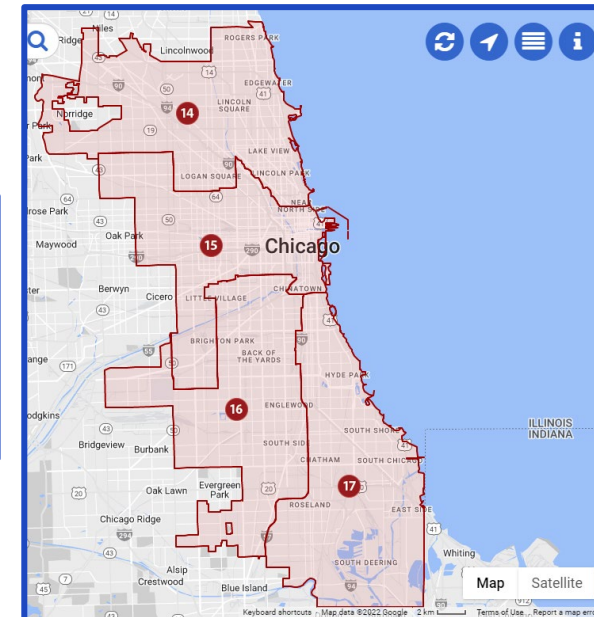
OLIVE
-HARVEY
COLLEGE

HARRY S
TRUMAN
COLLEGE

WILBUR
WRIGHT
COLLEGE

Chicago Public Schools

- 191 High Schools (~150,000) with District Office
 - 154 District HS (4 Networks)
 - 44 Charter HS
 - 37 Options HS
- 426 Elementary Schools (~170,000)
 - 377 District ES
 - 49 Charter ES



to create economic mobility & opportunity



The Roadmap is focused on three **systems-wide outcomes that drive success for all students**, particularly those most marginalized by how our education systems have worked historically.



Postsecondary Enrollment: Measured by the percentage of students who enroll directly in a certificate, two-year or four-year program after high school.



Postsecondary Completion: Measured by the percentage of students who complete their postsecondary education, thereby earning a postsecondary credential (certificate, two-year or four-year degree).



Employment and Economic Mobility: Measured by the number of students completing successful job training and placement in Chicago's workforce to create economic mobility and inclusion in our economy.

Early College Strategies for Affecting Change

City Colleges of Chicago

- 4 Roadmap Early College Navigators
- College-specific Early College coordinators
- All reporting to Associate Vice Chancellor for Early College who runs Early College for the District but sits on the Roadmap team

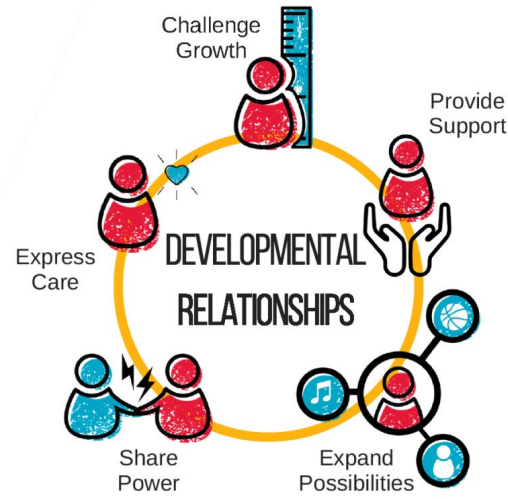
Shared Strategies

Shared Data
 Shared Celebrations
 Regular Joint Working Groups
 Model Pathways in Construction, IT, Healthcare, & Adv Manufacturing

Chicago Public Schools

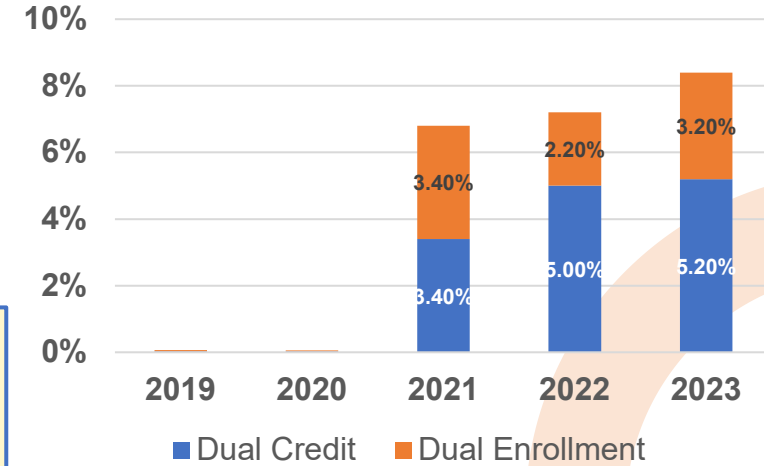
- 4 District Early College Specialists High School Post-secondary counselors/staff
- District Office CTE Director
- All staff regularly meet with one of the two staff members working with Roadmap

Early College Kickstarts promising pathway progress for Students Taking Alternative Pathways to College



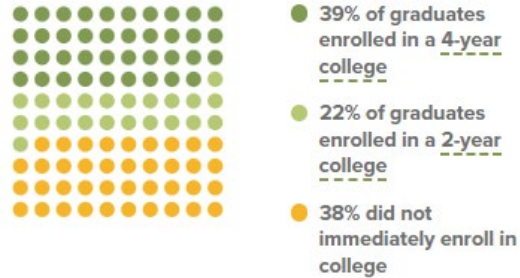
Chicago Roadmap

Proportion of All CPS Options Students Impacted by Early College (Average # Options Grads: 1,904)

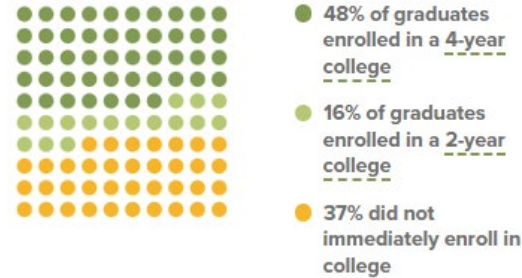


Despite Options students not enrolling at 4-year colleges (39%) at the same rate as the rest of CPS (48%), Options students enrolling into 2-year colleges at higher rates (22%) than CPS (16%) ensures the same percentage of college-going students are served (37%-38%), despite taking a different pathway to college

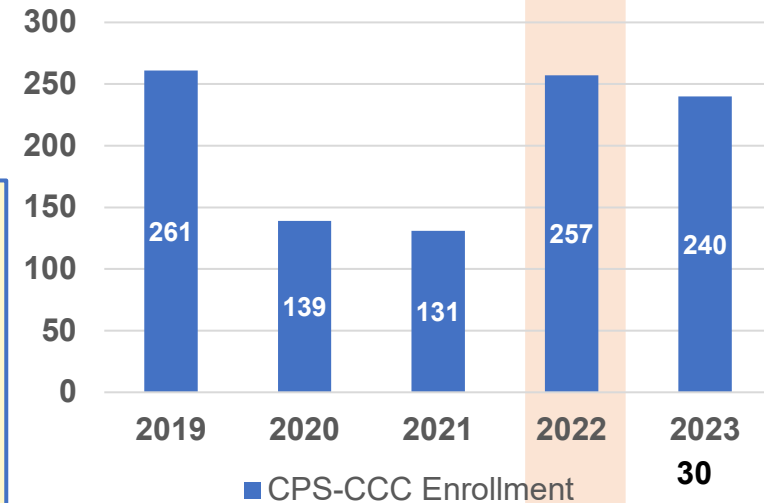
2023 Options graduates



All 2023 CPS graduates



Options Students Enrolling at CCC (Average # Options Grads: 1,904)



Nancy B Jefferson High School and York Alternative High School

- Two schools serving incarcerated youth
- No pre-requisites and faculty buy-in is imperative
- Jefferson has 45% of students receiving Dual Credit opportunities (online-live)
- York will be offering African American Studies and Criminal Justice
- Since the beginning of the Options for the Future Scholarship, we have seen the number of applicants and enrollees from these schools double

Simpson Academy for Young Women

- School specifically serving young and expecting mothers
- Strategies:
- Connecting students to on-campus child-care centers
 - Emphasizing virtual and hybrid modalities

Impact: Individuals with disabilities

Students at CPS with learning disabilities enroll in 2-year colleges at higher rates (20%) than students without learning disabilities (16%) and enroll in 4-years at almost half the rate (25% compared to 48%)

Roadmap Position: Manager of Accessibility Support

- Scaling SwD participation in Early College opportunities
 - Creation of policy guides and feedback loops for increasing SwD enrollment in EC
 - Creation of Transition 3950 sequence
- HS to College Transition Support
 - Summer ACCESS Orientation
 - Fall Success Coaching
 - ACCESS Scholarship

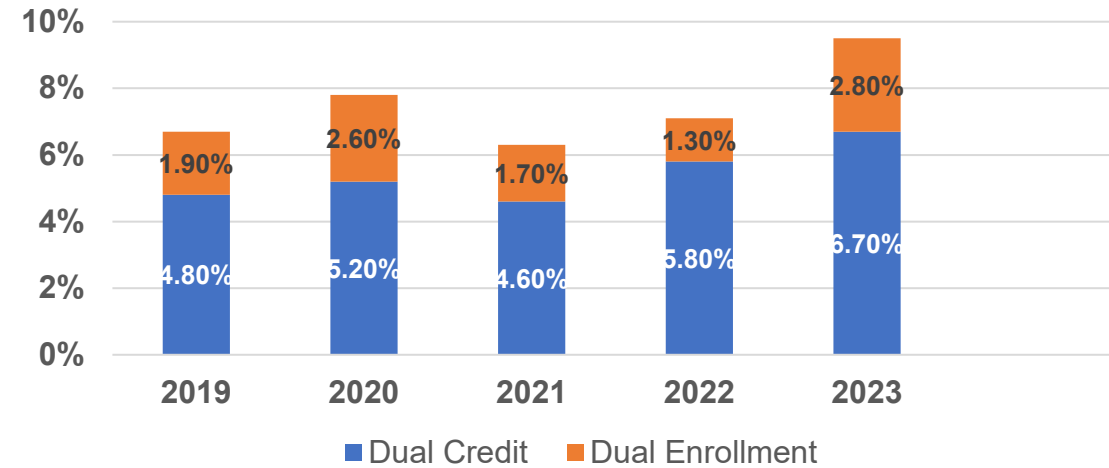
Transition 3950 spotlight! College Success Special Topics course series offered as Early College for students with I/DD in CPS cluster programs.

4-course sequence

- Wellness
- College Success
- Professional Communication
- Career Exploration

1 credit per course, repeatable 4x

Proportion of All **Students with Disabilities** Impacted by Early College
(Average # Grads w/IEPs: **3,108**)



Evolution of Transition 3950

Transition 3950 Enrollment	Term	2022 – 2023	2023 – 2024	2024 – 2025
# of student participants	Fall	10	66	104
	Spring	41	89	
Total		51	155	Pending Spring Enrollment 31

Impact: Individuals preparing for careers that are non-traditional for their gender

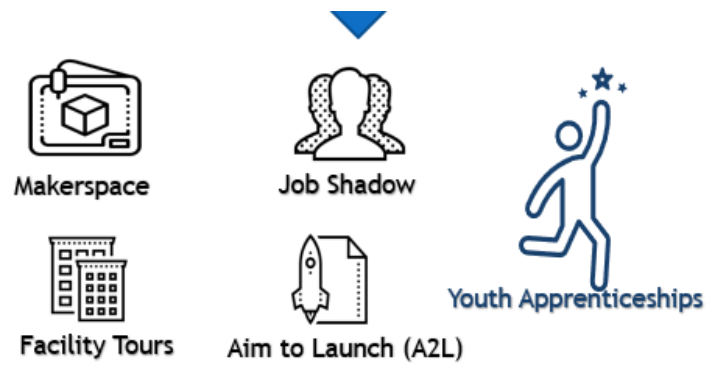
Career Launch Chicago: a signature initiative of the Chicago Roadmap that promotes career exposure, exploration, and workforce development for CPS young people in 4 high-yield industries:

- Advanced Manufacturing
- Construction
- IT
- Healthcare



Piloted Makerspaces in SY2024 as part of the Advanced Manufacturing demystification campaign targeted at young women/girls.

	SY 2023-2024	SY 2024-2025 (GOAL)
Makerspaces	99 participants • 77 female	495 participants • Expanding to include healthcare, IT, construction
Industry Spotlight Days	3,265 participants • 1,481 middle schoolers • 1,784 high schoolers	3,500 participants
Aim 2 Launch	49	100
Youth Apprentices	17	50



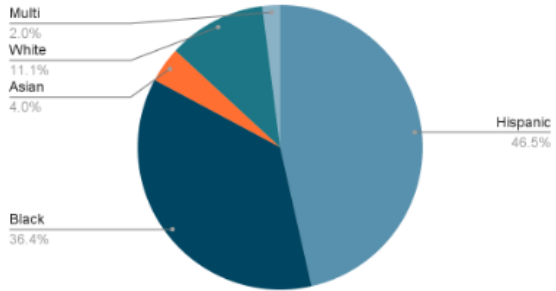
Early College Accelerates College Progress for Economically Disadvantaged Students, English Learners and Students of Color



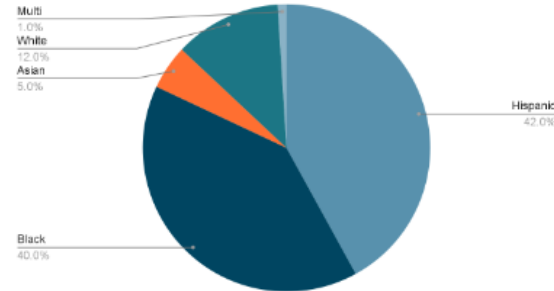
Early College is the leading strategy in CPS for closing the Opportunity Gap, with Black students overrepresented in share of 15+ credit earners!

Dual Credit / Dual Enrollment Attainment by Race

Grade 9-12 District Demographics



15+ Credits Attainment by Race

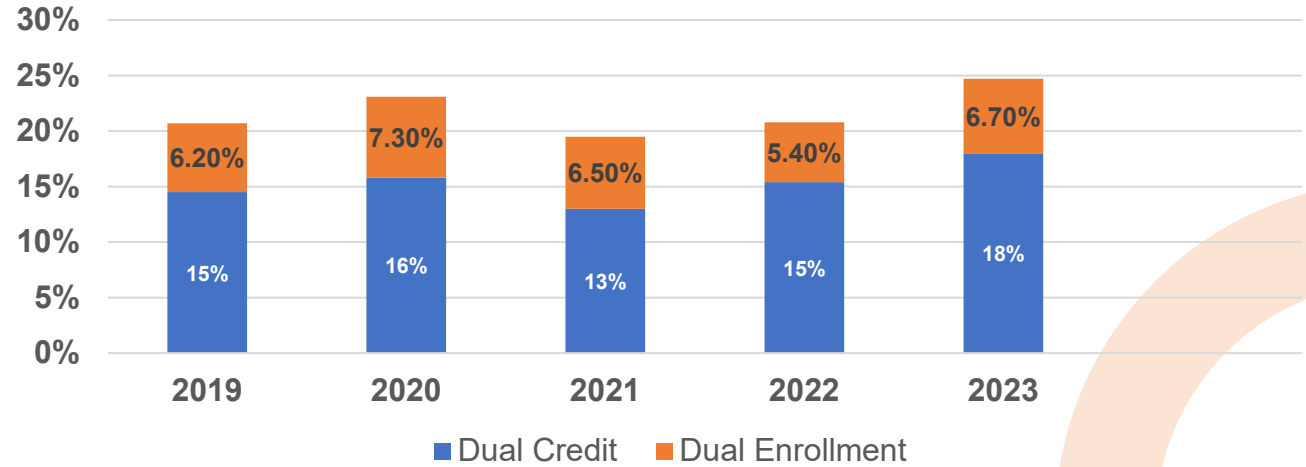


	Latinx	Black	Asian	White	Multi
Demographics of Students Earning 15+ Credits	42%	40%	5%	12%	1%
Demographics of CPS Students in Grades 9-12	46.5%	36.4%	4%	11.1%	2%

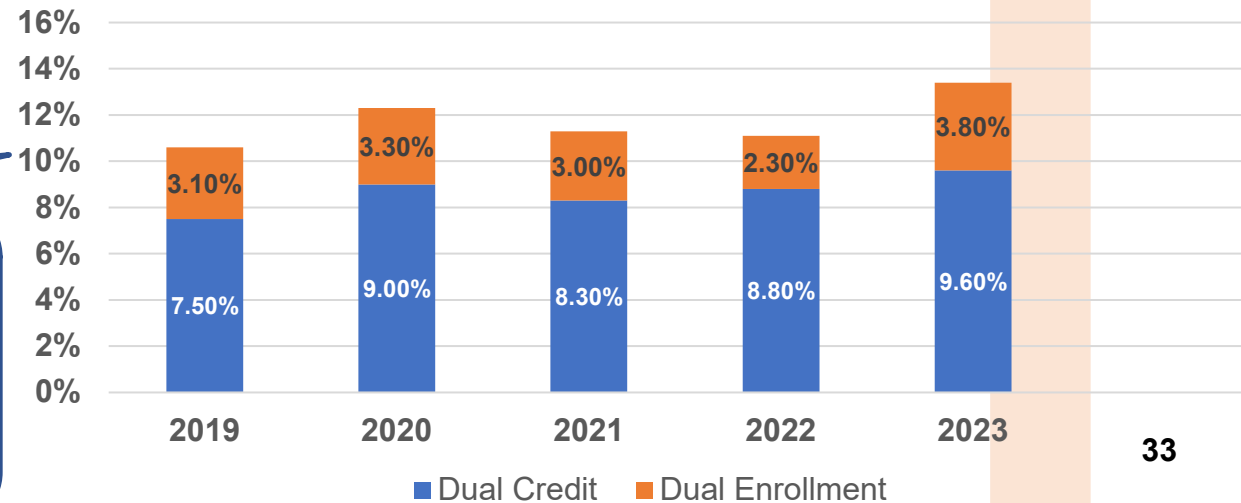
To support EL students in HS to postsecondary transition, CCC implemented an EL track in the annual Summer Start (bridge) program in SUM 2023. N=28

- English and Math content support
- College success tools
- Financial stipend

Proportion of All CPS Economically Disadvantaged Students Impacted by Early College (Average #Grads: 17,658)



Proportion of All CPS English Learners Impacted by Early College (Average # Grads in CPS EL Program: 2,066)



Transitional Learning (TL) is accelerating college progress for several target groups

- A major barrier to college persistence and completion is remedial education in math and English.
- Transitional Learning was established as a senior year high school course and scaled statewide to decrease this barrier for students **while they are still in high school**
- TL in Chicago is the product of ongoing PD and collaboration between CPS teachers and CCC faculty and is modeled after the remedial curriculum to prepare students to enter at the college level.
- More schools are offering self-contained sections of TL courses accessible to students with disabilities who may require relevant accommodations.
- Students who take Transitional Learning courses are completing more credits in their first year and persisting to their second year at higher rates than those starting in remedial tracks.
- Targeting more Options schools to participate in TL, but the fluctuating graduation calendar can be a challenge to the year-long course offering

The implementation of Transitional Math (TM) and Transitional English (TE) have significantly contributed to the increase in college readiness for CPS students AND positively impacted their retention at CCC

2019 → 2023 Impacts of Transitional Learning	
Math	English
Increased college math eligibility by 16% 41% → 57%	Increased college level English eligibility by 13% 35% → 48%
For Black students, increased college math eligibility by 22% 28% → 50%	For Black students, increased college English eligibility by 19% 25% → 44%
Fall-to-Fall Retention for TM students compared to those placed into Dev Ed: 25% Higher	Fall-to-Fall Retention for TE students compared to those placed into Dev Ed: 12% Higher

Progress Towards Extended Model Pathways

Outlines Career & Post-baccalaureate Education Opportunities



CITY COLLEGES'
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CPS Elementary Education Model Pathway
Associate in Arts, Elementary Education Pathway
Bachelor of Arts in Urban Education

Starting Schools

Chicago Public Schools (CPS)
City Colleges of Chicago (CCC)

Destination School

University of Illinois Chicago (UIC)

Starting Programs

Elementary Education Model Pathway (CPS)
Associate in Arts Degree, Elementary Education Pathway (CCC)

Destination Program

Bachelor of Arts in Urban Education

Career Opportunities

The BA program in Urban Education leads to a State of Illinois Professional Educator License (PEL) in Elementary Education (Grades 1-6) and completion of course requirements for the subsequent endorsement in Early Childhood Education (Birth to 2nd). The program is committed to preparing high-quality educators for urban neighborhood schools, in partnership with Chicago Public Schools.

Post Baccalaureate Education Opportunities

Students with a baccalaureate degree in Urban Education are prepared for Graduate College study, and can be admitted to master's degree programs, or become candidates for Doctor of Philosophy (PhD) programs.

Recommended Plan of Study

The following Transfer Plan represents one possible way to complete degree requirements. Contact your counselor/advisor to discuss specific course selections.

Any CCC course may be taken as part of the [Early College Programs](#), offering free college coursework before high school graduation through Dual Credit or Dual Enrollment.

Many degree requirements can be satisfied with credit by examination (AP, IB, A Level, State Seal of Biliteracy). Please see the [UIC Undergraduate Catalog](#) for a list of exams, test scores, and corresponding UIC credit. Students must submit official examination results to the Office of Admissions before credit can be awarded.

Outlines each course through Bachelor degree completion, terms 1 – 8

CCC - Associate in Arts Degree/Elementary Education Pathway

Term 1

	Course	Credit Hours	Associate of Science Requirement satisfied	Course Notes / Commonly applied Test Based Credit	UIC Equivalency
<input type="checkbox"/>	ENGLISH 101	3	Composition	AP Engl Lang/Comp score 3-5	ENGL 160
<input type="checkbox"/>	EDUC 101	3	Pathway Elective	Early College Sequence course	ED 100: Individual and Society GE; Major Core Req
<input type="checkbox"/>	MATH 121	4	Math GE		MATH 140: Major Math Core Requirement
<input type="checkbox"/>	POL SCI 201	3	Social/Behavioral Science GE	AP Government & Politics: US score 3-5	POLS 101: US Society GE – Major Core Requirement
<input type="checkbox"/>	CHLD DV 120	3	Pathway Elective *Required Prerequisite for CHLD DV 262	Early College Sequence course (summer)	Early Childhood elective credit
Total credits for Term 1		16			

Term 2

<input type="checkbox"/>	ENGLISH 102	3	Composition		ENGL 161
<input type="checkbox"/>	MATH 122	4	Math GE/ Pathway elective		MATH 141: Major Math Core Requirement
<input type="checkbox"/>	LIT 130	3	Humanities GE	AP English Literature & Composition score 3-5	LITERATURE Elective
<input type="checkbox"/>	HISTORY 111	3	Social Behavioral Science GE	AP US History score 4-5	HIST 103: Understanding the Past GE – Major Core Req.
<input type="checkbox"/>	*EDUC 2xx	*3	*Pathway Elective	*Not yet available. Proposed Early College Sequence course	*If approved - course will be equivalent to EDUC 205: Introduction to Race, Ethnicity, and Education; Term 5 UIC Major Core Curriculum Requirement
Total credits for Term 2		13-16			

Transfer Plan Credit Summary

CCC credits: 62 earned credits for AS program

UIC credits: 63 additional credit hours earned

Total Transfer credits: 62 credit hours transfer; 0 loss of credit

Total Degree Hours: 62 credit hours CCC + 63 credit hours UIC = **124 Total Credit Hours****

** Students who are interested in pursuing subsequent endorsement(s) are required to register for specific endorsements. Subsequent endorsements will require additional hours and time to complete the degree.

Q & A

Chicago Roadmap

CITY COLLEGES[®]
OF CHICAGO



Q&A

Next Webinar

*Maximizing Access and Success for Special
Populations: Career Exploration and Planning*

November 12 at 2pm ET/1pm CT/
12pm MT/11am PT

https://acte.zoom.us/webinar/register/WN_U2Bs8PYNRPm_h3F76rxdWQ#/registration

Contact Us

- Emily Jones-Green, VCCS
ej-green@vccs.edu
- Immanuel Greene, CCC
igreene2@ccc.edu
- Amanda Wojan, CCC
awojan@ccc.edu
- Catherine Imperatore
cimperatore@acteonline.org