

**Awards for Innovation in Higher Education: Less Remediation for a Greater Los Angeles**

**COVER PAGE**

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**Participants**

Los Angeles Unified School District

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California State University, Dominguez Hills

California State University, Los Angeles

California State University, Northridge

College of the Canyons

East Los Angeles College

El Camino Community College District

Glendale Community College

Los Angeles City College

Los Angeles Harbor College

Los Angeles Mission College

Los Angeles Pierce College

Los Angeles Trade Technical College

Los Angeles Valley College

Pasadena City College

Santa Monica College

West Los Angeles College

**Abstract**

The LA College Graduation Project (LACGP) brings together the K-12, CC, and CSU partners listed above, along with the LA Chamber and other business and civic leaders, to build on five-plus years of collaboration and innovation to improve educational outcomes for LA Basin students. The LACGP is tackling the biggest obstacle to increasing BA/BS attainment – deficiencies in the proficiency of high school graduates and their consignment to remedial courses that often become a dead end. The partners will build on substantial progress on: high school graduation rates, completion of the A-G college prep curricula, implementation of Common Core, participation in the 11<sup>th</sup> grade Early Assessment Program, addition of 12<sup>th</sup> grade preemptive remedial courses, expanding use of evidence-based summer bridge and accelerated postsecondary remedial models, the CSU graduation rate initiative, and commitments to common metrics and data sharing. The LACGP is ready to move from an experimental mode to aggressive implementation to bring these early gains to scale by requiring what was optional and expanding the use of preemptive and accelerated remediation models that work, in order to achieve significant gains in the college readiness of incoming CC and CSU students, the speed of completion of remediation by those who need it, the transfer rate of CC students and – ultimately – the number of BA/BS degrees awarded within six years. The commitment of the partners and the momentum they have built ensure this can be sustained with existing resources, reinvesting savings from unneeded remediation in the policies and practices that work.

**Assurance and Signature**

I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal

**CSUN**

agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.

Sincerely,

A handwritten signature in black ink that reads "Dianne F. Harrison". The signature is written in a cursive, flowing style.

Dianne F. Harrison, Ph.D.  
President

DFH/HH/eo

## I. CONTEXT

### 1. Goals

Remediation has been described as higher education's bridge to nowhere. Originally intended to help under-prepared students succeed in college-level courses, remediation has burgeoned into an enormous enterprise with precious little to show for results. Each year, approximately 1.7 million students (more than half those who enter two-year colleges and nearly 20 percent of those who enter four-year universities) are sentenced to one or more years in remedial courses for which they earn no credit. Fewer than one in 10 community college students who begin in remedial courses graduate within three years; in baccalaureate institutions, only about one-third of the students who start in remedial courses graduate within six years.<sup>1</sup>

The Los Angeles College Graduation Project (LACGP) unites four CSUs, community colleges (CCs) across LA County, and the LA Unified School District (LAUSD) to address the biggest obstacle to increasing the rate at which BA/BS degrees are awarded – the need for remediation. Upwards of 75 percent of LA County high school graduates (disproportionately poor, African American, and Hispanic) are insufficiently proficient in English and math to enroll in college-level courses and thus must devote significant time—not to mention state and family resources—to remedial courses that too often become an academic dead end. The LACGP partners find themselves on the leading edge of convergent trends and perfectly positioned to: (A) build on and leverage multiple partnerships such as the LA Compact and others; (B) ride the wave of policy commitments such as expanding the A-G curriculum, Common Core State Standards (CCSS), the SB 1440 pathway for CC transfer, and the CSU graduation rate initiative; and (C) scale up recent pilot programs for which there is ample evidence of effectiveness. The partners have worked for several years to arrive at five major goals:

- *Require* 11<sup>th</sup> graders to take the Early Assessment Program (EAP) diagnostic test that identifies gaps in English and math proficiency while there is still time to address them in high school.
- *Expand* current practices to implement new 12<sup>th</sup> grade English and math courses that address proficiency gaps, provide effective transitions to college-level general education (GE) courses, and make use of software that delivers “just in time” diagnostics, review, and tutorials.
- *Scale up and require* summer bridge programs such as Early Start that provide intensive remediation and support services to enable students to preempt, or at least shorten, the time spent in remedial courses. There is robust evidence that Early Start students are significantly more successful in GE courses than their peers.
- *Scale up* recent efforts to redesign and accelerate postsecondary remedial courses to enable students to gain proficiency at faster rates. At CCs, pilot programs such as the California Acceleration Project (CAP), Statway, and others have shown success in accelerating attainment of proficiency.
- *Use common metrics* to assess and fine-tune implementation.

The LACGP partners estimate that this strategy will have a dramatic impact on BA/BS attainment by the 105,000 high school juniors and seniors in LA County, the 30,000 incoming students at the region's CCs, and the 13,000 freshmen at the four CSU partners. The regional CSUs expect to enroll 5,000 more proficient freshmen in 2019, nearly doubling current annual levels. The CCs will see nearly 20 percent growth in enrollment of proficient students by 2019. Given higher persistence rates for students who enter proficient, the partners expect to see about a 40 percent increase in annual BA/BS degrees awarded by 2025. At least 75 percent of these gains will be achieved by poor and under-represented minority students.

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<sup>1</sup> Complete College America (2012). *Remediation: Higher Education's Bridge to Nowhere*. Washington, DC: Complete College America.

## 2. Statistical Profile

In the LA Basin, the percentage of students requiring postsecondary remediation exceeds the national average at both four- and two-year institutions of higher education (IHEs). At the four partner CSU institutions in 2013-14, the percentage of new students requiring remediation in English or math ranged from 34 to 79. At the partner CCs in LA County, as many as 80 percent of students need remediation in English, math, ESL or some combination. Graduation rates at the four CSU campuses range from 29 to 56 percent, while less than a third of students who enter regional CCs graduate or transfer.

LACGP partners serve a student body that is minority majority, with large percentages of first-generation and low-income students. The students who are traditionally under-represented in the general college population are, in fact, over-represented in the LA Basin. The table below shows the average racial composition of LA Basin students in three levels of education.<sup>2</sup> At all levels, the students are overwhelmingly Hispanic and African American.

Table 2.1: Student Demographics in the LACGP

| Student Demographics (Percentage) |       |              |               |
|-----------------------------------|-------|--------------|---------------|
|                                   | LAUSD | LA Basin CCs | LA Basin CSUs |
| Female                            | 49    | 54           | 56            |
| Male                              | 51    | 46           | 44            |
| American Indian/Alaska Native     | 0     | 0            | 0             |
| Asian                             | 5     | 10           | 10            |
| African American                  | 9     | 11           | 11            |
| Hispanic/Latino                   | 72    | 50           | 50            |
| Native Hawaiian/Pacific Islander  | 3     | -            | 0             |
| White                             | 9     | 21           | 21            |
| Other                             | 2     | 1            | -             |
| More than 1 Race                  | -     | -            | -             |
| Foster                            | 2     | 1            | 2             |
| Disabled                          | 12    | 2            | 7             |
| Low Income                        | 66    | 54           | 31            |
| Veterans                          | -     | 3            | 3             |

However, the demographic data mask a troubling discrepancy. Even though Hispanics and African-Americans far outnumber whites and Asian-American at the local CSUs and CCs, their success rates are far lower. As the student population moves from college entry to graduation, the percentages of white and Asian-American students increase while the percentages of Hispanic and African-American students decrease. For example, Hispanic students account for 56 percent of the average freshmen class at the CSUs but only 35 percent of the average graduating class. In contrast, white students represent only 12 percent of the freshmen class but 22 percent of the CSU graduates. The pattern is similar at the CCs, where Hispanics make up 49 percent of the student body but only 33 percent of the students who transfer to the CSUs. White students account for only 21 percent of the CC population but 30 percent of the transfers.

<sup>2</sup> See Appendix B for more detailed data on the demographics of individual institutions.

In addition to increasing the overall graduation rate and reducing time to graduation, the LACGP is working to close these performance gaps and ensure that Hispanic and African American students succeed at the same rates as their white and Asian-American peers. A higher graduation rate should not be attained at the expense of leaving behind the students that compose the majority in the LA Basin. Success will be achieved by providing more opportunities for Hispanic and African American students to participate in the EAP, preemptive remediation, and accelerated remediation programs that facilitate earlier enrollment in credit-bearing courses—and by tracking participation demographics to ensure that they accurately represent the LA Basin’s student population.

The students served by the LACGP face other challenges as well. Many are first-generation college students; a majority are low-income. Approximately two-thirds (66 percent) of LA Basin high school seniors live below poverty; 53 percent of LA area CSU undergraduates receive Pell grants compared to 39 percent of students in the CSU system as a whole. Coming from low-income families and/or supporting themselves through college, many of these students are likely to be juggling one or more jobs, perhaps in addition to family responsibilities, while attending college.

These figures correlate with parents’ levels of education, which, in turn, affect students’ exposure to upward mobility through education. For example, the parents of UC students are 25 percent more likely to have a BA/BS than parents of CSU students and 33 percent more likely than parents of CC students. Many students in the region therefore lack the social, financial, and academic capital to succeed in college. Students whose parents have college degrees are far less likely to need remediation and far more likely to complete college in a timely fashion.<sup>3</sup> Other disadvantaged groups such as veterans, foster youth, and disabled students are relatively few in the LA Basin, but they face some greater challenges. As with minority and low income students, their enrollment in higher education declines from one level to the next. The fate of disabled students is representative; they achieve AA degrees at rates higher than non-disabled students, but their transfer rates lag.

The LACGP’s partnership with Project GRAD Los Angeles is essential to academic success for students who are likely to struggle in IHEs. Project GRAD is a non-profit organization providing academic capital, resilience, tutoring, and counseling for a cohort of more than 270 students as they track from high school to community colleges to the CSU. With cooperation from the LAUSD, Project GRAD works with participating high schools to offer a math and statistics course that qualifies students as college ready. The Project GRAD students study as a cohort, advised and tutored by staff and faculty who coordinate across the schools. In other words, the project bridges the gaps between tiers of education. It inoculates against alienation by surrounding students with peers.

Effectively, cohort relationships, intrusive advising, assistance in navigating the university, and access to financial support replace the family network on which wealthier students rely. Over five years, the LACGP intends to double the size of the Project GRAD cohort in the San Fernando Valley. Right now, the network consists of four public high schools, two community colleges and two CSUs. Evidence has shown that Project Grad accelerates college completion, in large part by guiding students as a cohort through a cluster of schools that together bridge the tiers.

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<sup>3</sup> DeAngelo, L., Franke, R., Hurtado, S., Pryor, J.H., & Tran, S. (2011). *Completing College: Assessing Graduation Rates at Four-Year Institutions*. Los Angeles: Higher Education Research Institute, UCLA.

## II. INNOVATIONS

### 3. Policies/Practices/Systems in place before 2014<sup>4</sup>

In 1998, the CSU committed to a one-year target for completion of remedial coursework. In 2014, that was expanded to include a 54 percent six-year graduation rate by 2025. Huge progress was made between 2000 and 2014. Proficiency on entry has improved 33 percent and completion of remediation after one year by more than 200 percent. This success is due to interventions that rely on collaboration among area high schools, CCs, and CSU campuses, with additional support from other community partners.

Along with leaders from the business, government, labor, and non-profit sectors, many of the partners in the LACGP were signatories to the LA Compact in 2008. The LA Compact is a bold commitment to transforming education outcomes from cradle to career, ensuring that area youth have the skills necessary to compete and succeed in the 21<sup>st</sup> century workforce. It set specific goals from early education through careers and committed to data sharing and common metrics (see Section 4 and Appendix B for additional information on the LA Compact). Without doubt, it provided the momentum to conceive and implement even more significant changes to preempt remediation, increase graduation rates, and save the human and financial resources now devoted to remediation. To date, the partners have piloted successful efforts to preempt remediation by raising students' proficiency levels before they matriculate at local IHEs and to accelerate remediation for those who enter college unprepared.

One of the most significant practices in place before 2014 that enabled such success is the Early Assessment Program (EAP), which uses high school juniors' scores on statewide standardized assessments (currently STAR, moving to Smarter Balanced with implementation of the CCSS) to measure readiness for college level English and math. While the test is voluntary, participation has increased since its introduction in 2006 and currently stands at about 75 percent of LA County high school juniors. Current EAP scores reveal that large numbers of students need opportunities for "preemptive remediation" or interventions to step up their proficiency *before* enrolling in college and being forced into non-credit remedial courses. EAP scores place students into one of three categories:

- Students who *pass* do not require remediation to enroll in GE courses.
- Students who receive a *conditional pass* are nearly proficient but need additional support in their senior year to achieve proficiency.
- Students who are *not yet ready* require significant intervention in their senior year (and perhaps beyond) to be eligible for college-level work.

Students who meet the A-G course requirements for college readiness are presumed to be proficient and allowed to enter GE by placement tests. The LAUSD has been steadily increasing student participation in the A-G college preparatory curriculum, thereby increasing the number of students who are deemed proficient when they matriculate. The increase in A-G participation aligns with implementation of CCSS, which define college and career readiness. Due to these and other efforts, the LAUSD's graduation rate increased from 62 percent in 2010-11 to 68 percent in 2012-13. In the 2012-13 academic year, the percentage of students on track to meeting A-G requirements increased from 32 percent to 36 percent.

#### *Preemptive Remediation*

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<sup>4</sup> Note: Many of the innovations described in sections 3-5 were or will be implemented following the academic year calendar; therefore, some systems, policies, and practices put in place bridge the sections. References to these systems, policies, and practices in subsequent sections offer updated information on continued and expanded activities over time.

- The partners have developed and piloted a number of interventions for students in the “conditional pass” or “not yet ready” categories that prepare them to enter college proficient. For example, CSU faculty worked with the LAUSD to develop curricula for senior year math classes that enrich algebra and geometry, lay a foundation for statistics, and bridge to GE level college math. Requiring students to take this additional year of math should reduce the need for remediation. Similar efforts are under way to increase English proficiency before high school graduation.
- Early Start programs offered by CSU campuses beginning in 2012 help students not prepared for college level math and English in the summer before freshman year. Early Start has been offered online as a one-unit course or face-to-face in a three-unit course. Since its implementation, proficiency has increased seven percent in English and 15 percent in math. Indeed, Early Start students have higher pass rates than those who take fall or spring remedial courses.

#### *Redesigned Postsecondary Remediation*

- Acceleration of students’ completion of remedial material has had a demonstrated impact on persistence and graduation rates. Consequently, many area CCs have piloted programs such as Statway, Fast Track Intermediate Algebra, ASAP, the California Acceleration Project (CAP) and others to collapse several levels of remedial coursework into a shorter timeframe. These accelerated programs move students more quickly through remediation and reduce early attrition. Student learning is individualized and self-paced, using adaptive learning software such as the Assessment and Learning in Knowledge Spaces (ALEKS) program. Students in these accelerated courses have been two to three times more successful in completing remedial courses within two years than their peers in non-accelerated remedial sequences. Because of the success of these efforts, the Los Angeles Community College District has been selected as a finalist for the 2015 Bellwether Awards, which honor programs that improve efficiency and effectiveness in CCs.
- In addition, CSU campuses have begun to offer “stretch” courses in English and math that collapse multiple levels of remediation in order to move students into credit-bearing courses more quickly. Such “stretch” courses extend across two semesters or add supplemental instruction to a one-semester course. In some instances, stretch courses collapse remedial material with the first level of GE requirements, allowing students to earn credit while still “in remediation.”

SB 1440, enacted in 2010, was designed to ease students’ transitions from CCs into the CSU by guaranteeing admission with junior status for CC graduates and priority for students who complete requirements for specific transfer AA/AS degrees at the CCs. Transfer students do not require remediation and have higher BA/BS attainment rates than students entering CSUs as freshmen, so this policy innovation is also likely to lead to higher graduation rates.

These innovations in policies, practices, and systems provide a strong foundation for continuing efforts to reduce the need for remediation and increase on-time graduation rates in the LA Basin. With strong partnerships already in place and evidence of early success in pilot programs, the LACGP is poised to bring its innovations to scale across the LA Basin.

#### 4. Policies/Practices/Systems initiated since 1/10/14

The LA Compact spawned creativity and innovation; new consideration was given to the policy implications of its ambitious goals for students and new programs were designed and pilot tested. By the middle of the 2013-14 academic year, many of the early pilots were ready for multi-year assessments of effectiveness and comparisons with similar ventures. The partners began to archive results online at “Gaps in the Pipeline” (<https://moodle.csun.edu/course/view.php?id=69328>). A review of recent research and development efforts showed that data had not been harvested consistently across sites. Nonetheless, data collected locally suggested that the vast majority showed promise and opportunities for further revision, targeting to specific populations, and/or expansion.

In 2014, the previously discrete pieces launched at individual schools and IHEs were beginning to come together into a system for reducing postsecondary remediation. Most of the policies and practices initiated among the LACGP partners in 2014 built on and expanded their earlier efforts, drawing from lessons learned and early successes in pilot programs. Efforts also began in 2014 to prepare to scale up implementation across the LA Basin to capitalize on early successes. New and renewed commitments and partnerships also enhanced these continuing efforts and contributed to the plans for 2015 and beyond described in the next section.

##### *New and Renewed Commitments and Partners*

The region continued to build on existing partnerships in 2014. Historically, LA County has had difficulty cooperating because of its sizeable and diverse municipalities, large and sometimes unwieldy school districts, fiercely independent public universities, and sheer size. With the LA Compact, however, the climate is changing to focus on region-wide goals for increasing efficiency in graduating students prepared for the knowledge economy and for growing the region’s economy. Significantly, in 2014, the LA Compact signatories renewed their commitment to measuring progress in pursuit of mutual accountability and three systemic goals:

- All students graduate from high school.
- All students have access to and are prepared for success in college.
- All students have access to pathways to sustainable jobs and careers.

In 2014, the LACGP partners—all members of the LA Compact—signed a “data pact” committing them to sharing remediation data across systems in a way that reflects and builds on the wider regional goals of the LA Compact. The goals of the LACGP reflect those of the LA Compact,

These goals are aspirational, but trends are moving in the right direction. Data collection and analysis, coordinated across systems, will be crucial to tracking progress toward these goals and evaluating the effectiveness of the innovations that are intended to accelerate that progress. Learning from experience and archiving data for benchmarking enable quicker adjustments to programs. Strategies can feed a continuous improvement cycle that meets the evolving needs of LA Basin students and the growing capacity of the LACGP partners to serve them. The partners have begun to establish a frame for regional evidence that cuts across tiers. In turn, the data enable them to train cross sector collaborators.

Prior to the LA Compact, regional higher education institutions had little knowledge of each other’s approaches to remediation; that is progressively changing as colleges commit to common goals and agree to disrupt “bureaucratic normalcy.” In 2014, CSUN integrated the capacity to track the impact of remediation on career choice and earnings up to five years after students left campus (with or without a degree) by

combining system and state data sets. Because of interfaces with the community colleges and K-12, the LACGP will be able to do what others in the state dream of doing--use integrated longitudinal data to plan.

The *2014 L.A. Compact Measures Report*<sup>5</sup> details outcomes since its baseline report in January 2011. Key indicators of progress include:

- The four-year graduation rate in LAUSD increased 14 percentage points.
- The gaps in high school graduation rates between white and Hispanic and white and African American students closed by four and three percentage points, respectively.
- The percentage of high school students scoring proficient/advanced on the California Standards Test in math increased from 12 to 18.
- More time in class leads to more learning; the LAUSD has reduced the number of instructional days lost to suspension from 58,783 in 2011 to 12,371 in 2014.
- The percentage of high school graduates completing A-G requirements increased from 35 to 37.
- The percentage of students deemed ready for CSU coursework in English, as measured by the EAP, increased from nine to 14. Students ready for CSU coursework in math, however, remained relatively flat, increasing from six to seven percent.

While progress has been made, LA Compact measures make clear that continued investment and innovation in policies and practices that support or implement preemptive remediation and accelerated postsecondary remediation will be necessary. The LACGP partners continued to pursue these ambitious goals in 2014 by piloting new programs, expanding redesigned programs, evaluating existing interventions, shifting resources, and planning for the initiatives outlined in the next section.

#### *Preemptive Remediation*

- The LAUSD expanded districtwide implementation of the more rigorous classroom curricula required by CCSS. The district also continued enrolling more students in college-preparatory A-G qualified courses. Taken together, these practices should increase the proportion of LAUSD graduates exiting high school college-ready and thereby increase the proficiency of incoming CC and CSU students. Even for those not attaining proficiency, these efforts should lead to a reduction in the “proficiency gap” or the number of remedial levels students need to complete to be considered proficient and thereby reduce the time spent in remedial classes.
- CSUs collaborated with local schools to offer professional development to teachers on CCSS implementation—on topics such as new curricula, materials, and appropriate instructional techniques. Nascent training efforts expanded throughout the district in 2014. Area CSUs also train more than half of all new teachers in LA County and have focused recently on doubling the number of highly prepared math and science teachers exiting their programs ready to teach to the CCSS.
- CSUs and LAUSD high schools intensified information-sharing with students, parents, and counselors to promote the importance of taking the EAP for high school juniors. Participation rates in the EAP continued to increase, allowing more students to bypass remedial courses and identifying more students eligible for senior-year preemptive remediation courses in the high schools.
- The CSUs expanded their collaborations with LAUSD on implementing senior-year math and English courses for students scoring a conditional pass on the EAP. These courses are designed to

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<sup>5</sup> L.A. Compact. (2014). *2014 Measures Report*.  
[http://events.lachamber.com/sbaweb/events/evite/EDUCATION/Compact/Compact\\_Measures\\_ExecSummary.pdf](http://events.lachamber.com/sbaweb/events/evite/EDUCATION/Compact/Compact_Measures_ExecSummary.pdf)

serve as a stronger conduit to college level work. Moving beyond curriculum development, the CSUs also began offering professional development to LAUSD teachers to expand and strengthen these senior year courses. These models enrich study skills, develop learning communities, and build resilience, modeled along the lines of Project GRAD. For example LA Bridge based at CSU-LA and a similar program through CSUN and Project GRAD will double in size in the 2015-16 academic year to four hundred students across six high schools. The success rate of students in these classes exceeds 80 percent; early evidence suggests that their persistence into the second year of college exceeds normal continuation by 10 percent.

- CSU campuses continued efforts to enroll more students in Early Start programs, particularly the more intensive face-to-face version. Experience in 2014 and earlier provided evidence that students in the more intensive face-to-face math Early Start program achieved an 82 percent pass rate compared to only 34 percent of students in the less intensive online-only course. CSU campuses capitalized on evidence of success to date to promote the benefits of Early Start participation and enroll growing numbers of students.
- CSUN's Educational Opportunities Program piloted a version of Early Start that combined features of the online and face-to-face versions. The hybrid Early Start program relies on the ALEKS web-based software to move students through remediation on an individualized basis, reviewing and returning to material based on their needs. CSUN instructors provide supplemental support and instruction in on-campus computer labs. This "hybrid" Early Start course makes it easier for students to participate in the more intensive, and effective, classroom setting at a lower cost in lost earnings and time. Outcomes from the pilot hybrid Early Start course are better (52 percent pass rate) than for the online-only course (34 percent) but still not as impressive as the outcomes for the intensive face-to-face Early Start course (82 percent).

#### *Redesigned Postsecondary Remediation*

- Accelerated remediation has shown dramatic improvements in reducing time to proficiency for students in CC pilot programs, which continued to expand in 2014. While implementation varies across CC campuses, many in the LA Basin have already made significant investments in compressing remedial coursework.
  - As of the 2013-14 school year, six of the partner CCs in the LACGP were implementing accelerated English remediation programs through CAP, and three were implementing accelerated math remediation programs through CAP. Students in CAP are enrolled in a higher level remediation course than that for which they test. While in it, they take diagnostics that cross-tabulate their deficits with skills needed to succeed in college-level courses. They hone these skills through batteries of problem sets using software like ALEKS, and they receive just-in-time tutoring. CAP enrolls more than 2,800 students in pilot projects on 16 campuses across the state. CAP issued an outcomes report in 2014. On average, participants reduced the time to complete remediation by one semester. The effect on the pathway to transfer was robust; 38 percent of accelerated math students completed the pathway to the college-level course compared to only 13 percent of non-CAP students. In English, 30 percent of the accelerated students made it through the entire pathway, while only 20 percent of the other students did.
  - In 2014, LA Pierce College committed to universal implementation of the Statway (Statistics Pathway) program, a national initiative of the Carnegie Foundation for the Advancement of Teaching to take students through two semesters of statistics instruction that prepares them for GE math. Pierce soon will become the largest Statway campus in the

nation. Like CAP, Statway is an accelerated program; it seeks to move non-STEM students into a math pathway appropriate for the level of knowledge and skill they will need in their future majors, privileging statistics and applied knowledge above advanced mathematical operations. Statway incorporates intensive student engagement and support along with redesigned curricula. Instructors run exercises that reinforce students' confidence in problem solving. Students at Pierce complete a Statway remedial course at more than three times the rate of students in more traditional remedial courses.

- Pierce also developed a one-term intensive algebra course, known as Algebra Success at Pierce, or ASAP. The course functions as an immersive learning community, combining introductory and intermediate algebra, personal development, and study skills. The experience tackles algebra with community learning, confidence building, and self-consciousness about how one studies. Students finish the developmental sequence at two and a half times the rate of students who follow the normal remedial pathway.
- Pasadena City College decided in 2014 to bring to scale its successful Fast Track Intermediate Algebra course sequence. Students attend a diagnostic boot camp at the beginning of the sequence, examine their study skills, and access ALEKS for just-in-time boosters within the compressed intermediate algebra course. The program also offers tutoring and counseling. Students complete the sequence at a rate of 69 percent, equal to the completion figure for students placed immediately into intermediate algebra. Pasadena City College anticipates that 30 percent of new students will qualify for and benefit from this course.
- CSU campuses continued and expanded “stretch” remedial courses in both English and math. These courses enable CSU students to complete their remedial courses in the required one-year timeframe or sooner.

In sum, the LACGP has invested considerably to date in systems, policies, and practices to reduce remediation and promote college graduation. The table below provides a summary of innovations to date, the goals they address, preliminary outcomes, and projected impacts. While many of these innovations began prior to 2014, they expanded in scope and impact during 2014.

*Table 4.1: Summary of Innovations Implemented to Date by the LACGP*

| Practice  | Goals   | Outcomes to Date  | Impact  |
|---|---|---|---|
| <i>Preemptive Remediation</i>   |   |   |   |
| <ul style="list-style-type: none"> <li>● Expanded CCSS implementation</li> <li>● More high school students enrolled in A-G courses</li> <li>● Professional development on CCSS</li> </ul> | Increase rigor in classroom instruction so more students graduate high school college-ready | <ul style="list-style-type: none"> <li>● Proficient scores on California Standards Test in math increased</li> <li>● Percentage of high school graduates completing A-G increased</li> <li>● Percentage of students proficient in English based on EAP increased</li> </ul> | More students graduate high school and enter college proficient |

|   |   |  |   |
|---|---|--|---|
| Increased EAP participation   | Accurately identify students likely to need remediation and diagnose what is needed to increase their skills in math and/or English   | Number of students tested in math increased by 12,162 since 2009   | Students identified as not proficient can be funneled into preemptive remediation       |
| Senior-year courses in English and math for students not yet proficient                 | Preempt the need for postsecondary remediation before students exit high school   | Success rate for students to date exceed 80 percent  | Students enter college not needing remediation<br>Persistence rates in college improve  |
| Increased enrollment in Early Start programs, especially intensive face-to-face version | Improve pass rates and time to completion through remediation   | 82 percent pass rate in face to face Early Start   | Students enter freshman year proficient or with fewer levels of remediation to complete |
| <i>Accelerated Postsecondary Remediation</i>  |   |  |   |
| Course redesigned to compress levels of remediation at CCs                              | Speed progress through remediation to proficiency and transfer<br>Provide intensive support services to build social and academic capital   | Pilot programs show reduction in time to proficiency   | Fewer students dropout due to frustration at remediation                                |
| “Stretch” courses at CSUs   | <ul style="list-style-type: none"> <li>• Move students more quickly through remediation and into general education</li> <li>• Meet one-year target for completion of all remediation</li> </ul> | <ul style="list-style-type: none"> <li>• Initial data show success in moving student to GE courses more quickly</li> <li>• Stretch courses will grow annually by at least 10% as EAP and Early Start winnow prerequisite course work.</li> </ul> | Students start earning credit earlier and expend less financial aid on remediation      |

With a supportive civic community and continued innovation and research in 2014, the partners in the LACGP have been able to assemble a portfolio of what works in preemptive and accelerated remediation. This steady progress positions the LACGP to capitalize on innovations to date as the partnership moves into 2015 and beyond.

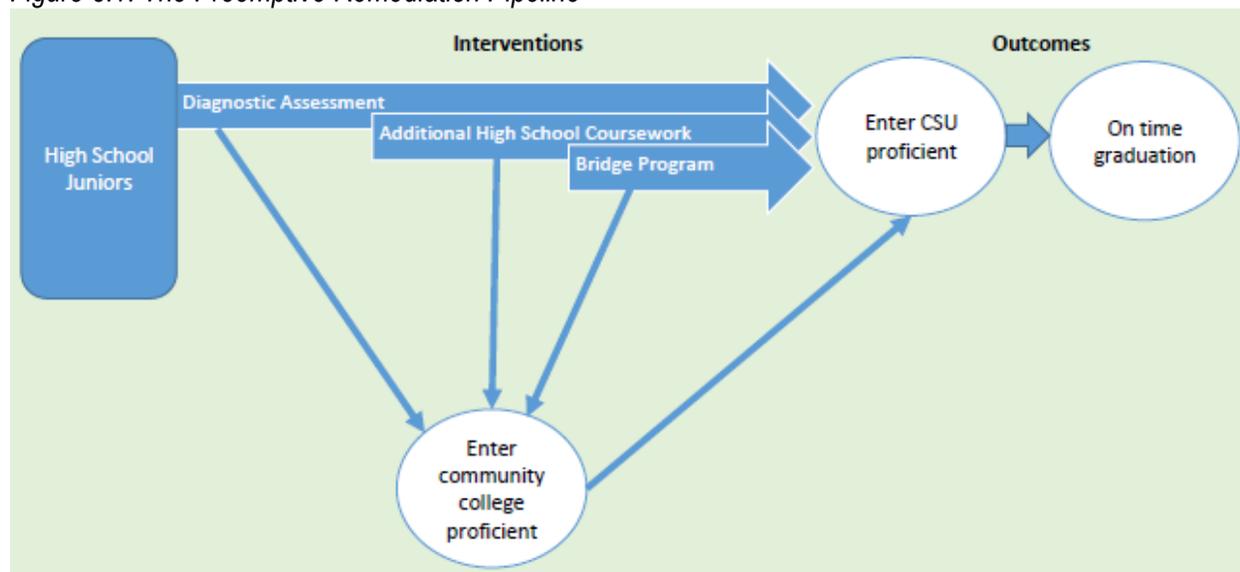
### 5. Policies/Practices/Systems to be Implemented After 1/9/2015

LACGP partners have committed to building on their promising track record of implementing innovative approaches to reducing the time and resources devoted to remediation. Beginning in 2015, the partners will make a policy commitment to *require* promising practices already in place at some LACGP partners and *scale* these practices across the region to reach more students. Through the LA Compact, the LACGP has the capacity to measure successful interventions using existing data sets; the most successful evidence-based remedial practices will be *mandated* into policy across the LACGP.

The LACGP partners will dramatically increase the scale and intensity of their efforts to increase proficiency and persistence in college students. Closer collaboration will lead to a more coherent system of interventions at various points along students' pathways to college proficiency, reducing the number of students who need remediation when entering a CSU. This *Preemptive Remediation Pipeline* will increase the number of students entering college already proficient, thus reducing the need for postsecondary remediation and increasing persistence to a BA/BS.

All LAUSD college-bound students will **be required, not cajoled**, to take an EAP exam (STAR or Smarter Balanced) as juniors. If they do not demonstrate proficiency, the CSU aspirants will be placed in special 12th grade courses that propel students toward college-level proficiency. Ideally, these courses will reduce reliance on Early Start and other bridge programs between high school and freshman matriculation. Students who do not achieve proficiency in high school will eventually be required to enroll in a summer bridge program; CCs and CSUs will expand these programs to meet the need. If still not proficient, students will enter an accelerated remediation sequence in the CSU or CC. As the number of students requiring remediation decreases, the partners will reallocate most of the resources currently used for remediation into GE; a portion of the savings will be reinvested in expanding the preemptive remediation pipeline.

Figure 5.1: The Preemptive Remediation Pipeline



*Preemptive Remediation* -- Continuing current efforts, the LACGP will:

- Institutionalize implementation of the CCSS curricula, begin to implement Smarter Balanced assessments, and continue efforts already underway to train LA County teachers and prepare graduating new

teachers to implement CCSS and Smarter Balanced. Additionally, CSU faculty members at each campus will coordinate information and training about the new assessments.

- Increase the proportion of students meeting A-G requirements as this designation merges into CCSS.
- Increase the proportion of juniors participating in EAP from 75 percent to 90 percent. By identifying more students who can benefit from preemptive remediation before college, the LACGP partners anticipate a 30 percent increase in students entering college proficient by 2019. The partners will calibrate expectations for college preparedness and performance on the Smarter Balanced assessments, leading to greater coherence between LAUSD and IHE expectations for high school graduates' knowledge and skills.
- Collaborate in preparing additional teachers of senior-year math and English classes for students who fall in the "not yet proficient" category.

*Redesigned Postsecondary Remediation* -- Continuing current efforts, the CGP will:

- Develop/expand accelerated courses in English through programs such as CAP and scale up accelerated math remediation courses such as Statway. Expand efforts to replace remedial algebra, a barrier for many students, with statistics, quantitative reasoning, and/or essential algebra courses. These programs reduce the time students spend in developmental courses, decrease their likelihood of dropping out, and reduce their time to degree completion.
- Reallocate resources from less successful bridge-type programs to expand Early Start offerings by five percent per year in math and 10 percent per year in English.
- Offer more "stretch" courses that compress CSU developmental curricula in both English and math.
- Build faculty capacity to offer more Early Start and compressed courses.
- Lower SAT cut scores to filter more students out of unnecessary remediation.
- Increase the relative proportion of students entering the CSU as transfer students, who have demonstrably higher on-time graduation rates compared to first-time freshmen.

In addition to these specific program changes, the LACGP will build a sustainable management, assessment, and continuous improvement system to institutionalize these innovations over time, leading toward a more coherent "grades nine to 16" system in the region. The LACGP will apply the lessons drawn from the work thus far on improving remediation across systems; changes in CSU data in recent years indicate that even an intractable problem like remediation can be improved by more coherent policy.

Collectively, these innovations will: increase the number of students entering college proficient; increase the number of students who meet the one-year CSU deadline for completing remedial coursework; and build the social and academic capital students need to persist to earn baccalaureate degrees.

A detailed timeline for implementation of the policies, practices, and systems to be scaled up over the next five years is provided in Appendix D.

## 6. Average cost per degree and expected impact

Remedial or developmental courses at the postsecondary level are busting budgets across the nation. Each year, colleges and universities now spend more than \$3 billion<sup>6</sup> to bring entering students to college-level proficiency in math and English. In California, the estimated cost of remediation in the CSU system is \$79 million and a staggering \$450 million in the CC system.

Remediation imposes costs on students and families as well as the state. Cost per unit in the CSU system is the same for remedial as for GE: roughly \$254 per semester unit for 2014-15. The longer students remain in remediation, the higher these costs climb. We derive the CSU figures thusly. If we hold freshmen steady in the local CSUs at 10,589, then in 2019, 1,131 fewer credits will be consumed by remediation because of the impact of EAP and Early Start. The 1,131 results from counting only the remedial credits that 5,204 freshmen take. This amounts to an 11% average saving in the freshmen year or 2.2% factored over five years to a degree for a proficient student. Similar calculations, based on the projected decrease in remediation of 10% (1,800 FTES) in the regional community colleges by 2019, reduce cost for the “first year” by 7%. The projection of roughly \$7,000,000 is conservative, given the complexity of cultural and cognitive issues that contribute to it.

The LACGP will propose that 10 percent of these savings from decreased remediation be funneled into expanding efforts to improve proficiency at entry. These efforts will include upgraded partnership with area high schools to increase the availability of college-qualifying coursework and teacher training, the percentage of students taking the EAP, enrollment in expanded 12th grade courses for students who score at the conditional level or below on the EAP, and enrollment in Early Start or other summer bridge programs. Additionally, the LACGP will assess and close down those efforts that do not meet average expectations after two years.

Increased graduation rates will also have a profound impact on future earnings of CSU students. A recent analysis of employment outcomes of students who entered CSUN as freshmen or transfers between 1995 and 2000 and left between 1997 and 2005 revealed a substantial earnings gap between those who completed a degree and those who did not. In their first year out of CSUN, graduates earned an average of \$32,203 compared to \$24,659 for those who left without a degree. At five years out, dropouts earned an average of \$37,180 compared to \$48,930 for graduates. Thus, the return on investment in reducing remediation goes beyond the short term impact on costs to the state and students; students and their families will benefit from reducing remediation for many years to come. In future years, CSU partners in the LACGP will analyze graduates’ earnings by proficiency at time of matriculation to better understand the impact of innovations in preemptive and accelerated remediation.

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<sup>6</sup> Complete College America (2012). *Remediation: Higher Education’s Bridge to Nowhere*. Washington, DC: Complete College America.

## 7. Risks, Tradeoffs, and Mitigation Strategies

Both the existing innovations and their planned expansion pose a number of risks. The greatest strength of the LACGP, well-established partnerships through the LA Compact, also presents potential challenges. Working across systems with different policies, procedures, and standards inevitably introduces complexity and bureaucratic mismatches. The partners' longstanding commitment to collaboration through the LA Compact and the hard work already invested in agreeing to common metrics and establishing data sharing agreements will mitigate these risks. Meanwhile, this shared data will contribute to the cycle of pilot, re-research, and feedback that will identify the most promising practices. Over time, the LACGP partners will begin to *require* implementation of these practices across the partnership. The LACGP's plans to formalize its leadership structure and coordination mechanisms for program implementation should lead to even greater coherence. Commitment from high level leaders is already in place and will help to mitigate the risks of potential bureaucratic mismatches.

Historically graduation rates at CSUs have increased through imposition of more stringent admission standards rather than by improving student proficiency and performance, as the LACGP seeks to do. Differences in selectivity, and therefore proficiency, are demonstrable across the three tiers of public higher education in California; UC, with the most selective admissions criteria, is also the least diverse, while the CCs must work with the least proficient students in the most economically and ethnically diverse environment. Raising graduation rates risks without diminishing the proportion of students from under-served populations challenges the four CSUs' commitment to their mission of serving local commuter populations that are, on many other campuses, under-represented. The four CSUs in the LACGP are distinctive in that they are minority majority; they have a higher percentage of Pell students than UC, and, within the CSU system they have a higher percentage of students who (currently) need remediation compared to other major urban centers such as the Bay Area, San Diego, and the Central Valley.

A careful mitigation strategy will start with monitoring Pell grant status and the SAT scores of incoming students, as the CSU already does in the graduation rate initiative; these should remain fairly stable or change only in alignment with LA County demographics and student achievement. The innovations described in this application represent coordinated interventions to boost proficiency rates by expanding preemptive and accelerated remediation programs without significantly altering student demographics; they should be complemented by teacher and faculty training and student support services. Students must develop confidence that trial and error experiences are important preliminary steps to success. The CC and CSU partners are well versed in these techniques. The CSUs also plan to increase the proportion of incoming students who are CC transfers, who are more likely to be from low-income families and/or members of under-represented minorities.

The expansion of pilot innovations may have adverse implications for some students. Students who are required to participate in face-to-face Early Start or similar programs will have to commit the time and lose potential income in order to do so. Wider implementation of the hybrid face-to-face/online model for Early Start should mitigate this risk to some degree.

Implementation of the CCSS and Smarter Balanced assessments likewise represent both a challenge and an opportunity. The challenge is that, with uncertainty around changes in instruction and assessment and lack of accord on expectations for proficient high school graduates, some of the intersections between the various systems will need to be rebuilt. For instance, some CSU faculty are distrustful that Smarter Balanced assessments will sort students appropriately and would like to add yet another high stakes placement test, thereby imposing yet another hurdle for students to surmount. Similarly, cut scores for placement

tests are currently set very high because the various systems do not want to be perceived as “lax.” Nevertheless, the new Smarter Balanced assessments, along with closer collaborations across systems through the LA Compact and the LACGP, represent an opportunity to reach consensus across systems on what a “proficient” high school graduate should know and be able to do. The LACGP plans to establish a series of coordinating committees, composed of representatives from the three partner systems, to calibrate the Smarter Balanced assessments against shared standards for proficiency.

As the partners move toward implementation of the Smarter Balanced assessments, materials will need to be restocked adequately in advance for disabled students. Usually, this requires tagging materials and platforms so that they are accessible. Veterans raise another set of issues. Older and out of school, they are more apt to be out of alignment with students who are assessed on Smarter Balanced and have experienced CCSS. The LACGP partners will need to calibrate scoring for this mismatch to ensure that veterans are not increasingly under-placed. Similarly, disconnected youth are likely not to share the meta-vocabulary that flags concepts, facts, and opinions included in the CCSS. This meta-vocabulary is especially important in decoding prompts in an assessment system like Smarter Balanced. The solution requires delicate, ongoing attention to recognize where underrepresented youth are struggling and help them become college ready.

As CCSS and Smarter Balanced assessments reach scale in districts, the LACGP may see either a precipitous drop in EAP participation or a massive surge. The drop would be due to confusion about how all the parts fit together from 2015 onward due to CCSS. Or there may be a surge, as the A-G curriculum becomes required of all high school students. A decline also might follow from the spotty requalification of courses under A-G that the new curriculum requires. Of course, these trajectories could play out at the same time.

The CSU, local K-12 districts, and California Department of Education have already issued explanatory material to parents and students about the transition to CCSS. Nevertheless, the message must be amplified in the spring of 2015 to prevent a surge in the queue of students identified as needing remediation. Students must understand that the Smarter Balanced assessments satisfy multiple check-points on the educational highway, including the EAP. County and state data suggest that the schools, overall, are building appropriate capacity in college-qualifying curriculum. Still, the LACGP will need to work across systems to audit this readiness in the course inventory before fall 2015; if necessary, the partnership will develop interim plans for students in schools that have not transitioned to CCSS appropriately.

The project poses another major challenge: how does a network among established systems achieve leadership and leverage in those systems? Leadership in the LACGP will be crucial to meeting this challenge. Leaders in the partnership must be leaders in their own systems. To the extent possible, changes that the LACGP advocates should be aligned with—but two steps ahead of—changes that the systems are committed to making. Third, the LACGP needs early wins, like universalization of Early Start, which can work to the advantage of stakeholders in the systems. In turn, they will become advocates for the LACGP, leading to even broader implementation of the innovations described here.

### III. SUSTAINABILITY

#### 8. Strengths/Assets for Culture of Innovation and Adaptability

The infrastructure for engagement and effective collaboration among key stakeholders in the LA Basin has been built over a period of many years. Existing initiatives have substantially strengthened this infrastructure in recent years and increasingly honed the partners' focus on the goals of decreasing remediation and increasing graduation. A growing number of overlapping partnerships are taking a systemic view of the secondary and postsecondary educational systems as a "supply chain of human capital" that is vital to regional economic competitiveness. This approach connects individual innovations, initiatives, and programs into a developmental system that achieves the results that each educational level and every public and private partner define as essential for their own success. Once built, this system of commitments is proving durable and self-sustaining.

Through initiatives including the LA Compact, regional leaders (e.g., the LA mayor's office, the LA Chamber of Commerce, LAUSD, and local colleges) have invested in establishing collaborative leadership to meet the needs of youth across the region. Growing consensus among regional partners is knocking down silos and rearranging tiers into a regional cluster of institutions. These partnerships are long-established and have built the momentum to continue without additional external investments. Each will be leveraged to support the programs and progress of the LACGP.

The LA Compact, established in 2008, not only connects the LAUSD with local CCs and CSUs in the LA Basin but also engages the LA Chamber Commerce and its members, the United Way, local government, educator unions, LA County, and others in efforts to improve educational outcomes for students – with substantial favorable results to date. Each of the partners has committed to cutting across typical bureaucratic silos in pursuit of these goals. The members of the LA Compact, already dedicated to graduating all students from high school prepared for college and into pathways to sustainable employment, have pledged to support the activities of the LACPG.

AMP SoCal, established in 2014 with federal support, engages 86 regional partners in preparing the area workforce for employment in the aerospace and defense industries. It promises to both broaden and deepen the LACPG partners' engagement with employers and with private IHEs across the region. The goals of AMP SoCal lean heavily on increasing coordination and collaboration across educational systems at multiple levels; these goals, and strategies to reach them, dovetail with those of the LACGP and the two partnerships can only enhance and build off each other in a larger system of regional collaboration.

In addition, individual partners within the LACGP and the LA Compact have committed to preempting remediation and raising graduation rates within their own systems. The LAUSD, for example, has already invested heavily in implementing CCSS and increasing the number of students who graduate high school having completed the A-G requirements. Accelerated remediation programs in the CCs have demonstrated effectiveness in reducing remediation as a means to increase graduation rates. Through the Graduation Rate Initiative, CSUs have committed to raising six-year graduation rates to 54 percent by 2025. Reducing the time and resources devoted to remediation will be essential to meeting this goal; consequently, the CSU system now requires that entering students complete remediation within one year.

The system of partnerships and commitments described above is built on the foundation of a shared commitment to measurement of results, use of common metrics, sharing of data, and collective action to use data to fine-tune programs and implementation strategies. It is important to understand that most of this project will thrive and has thrived without huge funding or special edicts. The CSUs have been dedicated to

the Graduation Rate Initiative since 2008 and just extended it through 2025. Since nearly 40 percent of non-graduation is linked to remediation, proficiency remains a salient objective. Similarly, the success network in the CCs has made programs like CAP central to the effort to reform the old ways of consigning remedial students to isolated levels.

Commitment by high-level leadership at each of the partnering institutions—LAUSD, local CCs, and regional CSUs-- will help to sustain the existing programs and continuing innovations described in this application. The central leadership board is quite senior, consisting of four CSU provosts working alongside academic vice presidents at the CCs, deans, faculty, K-12 administrators, and representatives from the state CC coalition for student success. The partners have engaged faculty leaders from all the campuses as well as union leaders in the LAUSD and other K-12 districts. This loose affiliation will transform into a structured network in 2015 through the LACGP. While high-level leaders will be involved in the LACGP, each of the education stakeholders will be accountable as an institution for delivering the expected results. Changes in leadership are not expected to have a disruptive impact, particularly since the engagement in these programs and practices extends well below the leadership level and responsibilities for implementation will rest with individual institutions.

The LACGP's leadership board will convene task forces as needed on to tackle specific activities around, for example, CCSS, Early Start, qualifying courses, and cut scores on placement exams. The primary work of the LACGP will be done by administrative and faculty teams in the CSUs and CCs. Each of these will coordinate closely with a cluster of high schools from the county that regularly send them significant numbers of students. This approach acknowledges the size and diversity of the county as well as the other alignments and bureaucracies to which people must report. Where possible, these clusters will share not just student pathways but also faculty and teacher professional development.

## 9. Engaging Stakeholders

In place since 2008, the LA Compact is a strong testament to the commitment of key stakeholders (education, business, government, labor, and non-profits) to work together to attain higher education outcomes for LA students. The partnership has weathered changes in leadership without disruptive impact, because each of the stakeholders is accountable as an institution, with engagement in new programs, policies, and practices that extends well below the leadership level. They have demonstrated that their partnership is more effective than the sum of its parts. There are no specific plans to recruit new stakeholders because the LA Compact partnership is already broad-based; substantial growth, however, is built into existing LA Compact plans through expanding participation by CCs, recruiting more students, and including small charter schools that have thus far been overlooked.

As the principal architects of the LACGP, four CSUs, the LA County CCs, and LA County public schools have positioned themselves at the leading edge of convergent agendas. They are implementing the LA Chamber's vision for increasing the percentage of college students who are proficient when they matriculate. The project aligns with the CSU's initiative to reduce time to degree and the CCs' efforts to increase proficiency through accelerated remediation. At the K-12 level, the timing of the LACGP coincides with implementation of the CCSS and the Smarter Balanced assessments. Essentially, the partners have woven separate cloths into a regional tapestry.

Sustained commitment to the partnership and the goals of the LACGP are fostered by a shared focus on results that is balanced by respect for the autonomy and context of individual IHEs. For example, the LACGP is prescriptive about increasing EAP participation but flexible about the strategies used to move students from conditional to proficient levels. Similar flexibility is assumed with regard to the menu and design of accelerated remediation programs at the CCs and CSUs. The goals are constant, but the partners are creating multiple pathways to reach them.

Each of the LACGP partners has already taken steps to build strong support among its internal stakeholders (administrators, faculty, students, and parents), but more work will be needed to take pilots to scale and transition from voluntary participation to programmatic requirements. For example, some faculty originally opposed Early Start because it reduced (or eliminated) time spent in remedial courses and thus raised questions about the content proficiency of new postsecondary students. After two years of evidence to the contrary, many of these former opponents have come on board. IHE faculty who were previously concerned about layoffs resulting from reduced need for remedial courses now recognize the LACGP as a strategy for increasing their roles in college-level instruction.

Many students have already begun to demonstrate their understanding of the LACGP goals through voluntary participation in the EAP and increasing enrollment in both preemptive and accelerated remediation options. Enhanced student advising and parental outreach through the LACGP will be offered to build a constituency for expanded use of preemptive and accelerated remediation options to decrease time—and expenditures—to degrees. The LACGP will also engage student leadership groups at the secondary and postsecondary levels to help test the effectiveness of various messages used to market the benefits of the preemptive and accelerated remediation options to students and their parents, with particular emphasis on increasing the participation of populations that are least likely to earn their degrees in a timely fashion. The student leaders will be encouraged to use social media to inform their peers of the benefits of completing remediation prior to matriculation or as quickly as possible once on campus.

Appendix G includes letters of support from stakeholders that are not among the applicant institutions.

## 10. Sustainability with Existing Financial Resources

Historically, IHEs in CA and across the country have lacked incentives to reduce time to graduation, restructure remedial course offerings, or collaborate with K-12 to increase the proficiency of incoming students. The status quo of multiple remediation tiers in English and math was funded through state allocation formulas, various forms of financial aid for students, and tuition—often with little regard for the toll that onerous remediation requirements were taking on students and ultimately on campus budgets. Today, policy changes that require CA's IHEs to increase graduation rates and cap the time students spend in remediation, coupled with implementation of the CCSS and the expectation that K-12 students who meet these standards will attain college and career readiness, have placed increased urgency on reducing the need for expensive, post-secondary remediation.

Expenditure data show that the costs of ignoring the postsecondary remediation enterprise far exceed the costs of intervention. Savings from innovations in preemptive and accelerated remediation will snowball over the coming years; between 2014 and 2019, total savings from decreasing remediation will double. Savings will double again by 2025. The savings achieved through reduced remedial costs at the CSUs and CCs would be more than sufficient to underwrite the relatively modest costs of sustaining expanded options for increasing student proficiency before matriculation and/or accelerating the pace at which postsecondary students attain proficiency.

The timing for this project is optimal because California's K-12 schools are now making the shift to instruction based on the CCSS and the associated Smarter Balanced assessments. Because high school students will already be expected to meet higher standards, the time is ripe for implementing strategies that improve college-level proficiency. Preliminary data from CA's participation in pilot administration of the high school Smarter Balanced assessment suggest that the percentage of 11<sup>th</sup>-grade students scoring at the conditional pass level through the EAP could climb from 30 to 42 percent, while the percentage who score at the exempt level could decline slightly. In turn, these data indicate that significant numbers of students would benefit from opportunities to complete preemptive courses in high school, Early Start or other summer bridge programs, and/or accelerated postsecondary remediation programs.

Investments (from grant funding and reallocations from reduced remediation) will be used to test new models for preemptive or accelerated remediation courses. It is extremely important to train faculty/ teachers who deliver preemptive remediation courses at the high school level to students whom the partner IHEs receive at the college level. This includes distilling best practices from outcomes data; it also includes achieving consistency not only across sites but across levels of the education system. As the LACGP moves to increase proficiency, professional development of instructors mounts in importance for EAP and implementation of accelerated remediation programs such as Statway and CAP at the CCs and the Early Start program at CSUs. The LACGP will continue to build its research base to determine what works best in what settings in order to deploy resources most efficiently. Additional research will be particularly crucial as the Smarter Balanced assessments are phased in to replace CA's STAR assessments and new data are generated to identify high school students who need preemptive remediation. New data will also guide development or revision of the content of these remedial courses. As proficiency increases and the demand for traditional remedial courses decreases, funds will be freed to support expanded preemptive and accelerated remediation programs as well as new sections of GE courses.

## IV. EVALUATION

### 11. Qualitative and Quantitative Evaluation Plan

Collection, analysis, and use of common data are central to the design of the LACGP. By collecting common data and comparing outcomes, the partners will be able to determine which strategies are working most effectively in which contexts—to expand use of the most effective strategies, retool those that are not yielding expected results, and reallocate funds as needed. The partners laid the groundwork for use of common metrics in the LA Compact and reinforced their commitment through negotiation of data-sharing agreements and the planning of the LACGP. They plan to track the success of the LACGP with data available through public sources as well as other data accessible via previously established data sharing agreements.

The LA Compact created and nurtured a culture of mutual accountability for student success. Many of the data points that are now included in the LA Compact's annual reports will also be used for regular monitoring of the short- and long-term progress of the LACGP. These data points or indicators are:

- Percentage of LAUSD graduates completing all required A-G or SB equivalent courses with grade of C or better;
- Percentage of 11th-grade students who are ready for college coursework (proficient) in English/language arts and math based on EAP results;
- Postsecondary enrollment rates for all LAUSD high school graduates;
- Remediation rates for all LAUSD graduates entering the CSU system and local CCs; and
- Postsecondary degree completion rates for LAUSD graduates.

In addition, the IHE partners will collect data on the impact of specific remediation efforts conducted before and after students matriculate. They will evaluate programs by measuring the extent to which they lead to increased numbers/percentages of students who enter proficient in English and math. They will measure the effectiveness of compressed, modularized, and other accelerated remediation programs (e.g., CAP, Statway, and stretch courses) delivered at CSU and CC campuses. Qualitative data will be collected to explore why some preemptive and accelerated programs are more effective with particular types or groups of students and to identify opportunities for program improvement.

Post-secondary degree completion rates for all students at the partner IHEs (not just LAUSD graduates as tracked for the Compact), transfer rates from the CCs, and time to degree will be used as long-term measures for the success of LACGP activities and monitored regularly throughout the LACGP. All of the partners will work collaboratively to ensure that they are using common definitions of these measures and collecting data in the same way at the same time.

Thorough and accurate annual reporting of LACGP common metrics data will be a requirement for all partner IHEs. Technical assistance on data collection and reporting will be provided by FHI 360, which will help to document and facilitate sharing of best practices and lessons learned across the partnership. FHI 360 will also work closely with SRI International, which will be hired as the LACGP's external evaluator to conduct interviews and focus groups with instructors, program coordinators, and LACGP leaders to collect feedback on their perceptions of progress and the utility of common metrics data for program improvement. Together, these subcontractors will provide formative feedback on a continuing basis to ensure that all partners are informed about their progress and equipped to make changes based on qualitative assessments and emerging findings. They will also help organize data retreats at which findings are shared and used to identify opportunities for program improvement.

## 12. Targeted Outcomes

As indicated previously, the LAGCP partners are committed to tracking their progress and using data for program improvement and resource reallocations. Effective tracking of project outcomes will require collection and analysis of data at a level of granularity that is not typically found in IHE data systems, so time and attention will be devoted to ensuring collection of consistent data across three levels of education partners—K-12, CCs and CSUs. The LAGCP has established annual performance targets for a sequence of key outcome measures: EAP participation rates; English proficiency rates (as measured by the 11<sup>th</sup> grade EAP); math proficiency rates (as measured by the 11<sup>th</sup> grade EAP); participation and successful completion rates for preemptive remediation options (e.g., specialized 12<sup>th</sup> grade courses and Early Start); percentage of freshmen entering proficient; participation and completion rates for accelerated remediation programs; percentage of students completing remediation in one year or less; and transfer rates. Serving as building blocks or stepping stones, these outcome measures will show how eliminating the need for remediation before students matriculate or significantly reducing the amount of remediation required once on campus can lead to a significant decrease in time to degrees and a sizeable increase in the number of BA/BS degrees awarded. The majority minority population of the partner IHEs ensures that most of the new degree recipients will be from typically under-represented groups.

The illustrative table below provides examples of annual targets for several of the identified outcomes along with baseline data from the 2013-14 academic year. 2014 baseline levels. The narrative text that follows the table describes the evidence and assumptions used to calculate the targets. The table presents only aggregate data to save space, but annual targets have been established at the IHE level (where applicable). Additional annual target tables for each outcome are provided in Appendix H.

Table 12.1: Target Outcomes by Academic Year

|   | 2013-14<br>(baseline) | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|-----------------------|---------|---------|---------|---------|---------|
| <b>EAP Participation</b>                                  |                       |         |         |         |         |         |
| <i>Tested in Math (Total)</i>                             | 55,877                | 58,671  | 61,604  | 64,685  | 67,919  | 71,315  |
| African American  | 3,353                 | 3,520   | 3,696   | 3,881   | 4,075   | 4,279   |
| Hispanic/Latino   | 35,203                | 36,963  | 38,811  | 40,751  | 42,789  | 44,928  |
| <i>Tested in English (Total)</i>                          | 86,015                | 90,316  | 94,832  | 99,573  | 104,552 | 105,000 |
| African American  | 5,161                 | 5,419   | 5,690   | 5,974   | 6,273   | 6,300   |
| Hispanic/Latino   | 53,329                | 55,996  | 58,796  | 61,735  | 66,913  | 67,200  |
| <b>Proficiency Improvements<br/>in Community Colleges</b> | 9,347                 | 9,581   | 9,820   | 10,066  | 10,317  | 10,575  |
| <b>Students Exiting Early Start<br/>as Proficient</b>     |                       |         |         |         |         |         |
| English   | 561                   | 2,264   | 2,491   | 2,740   | 3,653   | 4,019   |
| Math  | 2,783                 | 5,612   | 6,173   | 6,790   | 9,959   | 10,955  |
| <b>Freshmen Entering CSU as<br/>Proficient</b>            | 5,632                 | 6,476   | 7,372   | 8,013   | 8,751   | 9,599   |

The targets were calculated as follows. In all instances, the partners held enrollment constant. Anticipating the effects of CCSS implementation, they estimated a five percent annual increase in the number of students tested by the EAP. The partners assumed a modest two percent annual increase in proficiency in the early years of the project based on completion of Early Start and other forms of preemptive remediation,

with the annual increase growing to five percent as CCSS is fully implemented. Early Start will have an even greater effect for two reasons in 2015-16: required participation and steep reduction in the completely online version of the program. Those changes in 2015-16 are expected to double the success rate in math and quadruple it in English, based on data from 2011-14. Thereafter, the partners anticipate a 10 percent annual increase, reflecting growth in the pool as well as the anticipated impacts of CCSS.

The outputs of these preemptive efforts become university inputs. To calculate those, the partners examined the historical proportion of students who began college work proficiently at the four CSUs. They then linked that proportion as a series of ratios to the exit data from LA County schools. Although the California Postsecondary Education Commission (CPEC) is defunct, it has an engine that calculates movement from K-12 to CSUs precisely through 2010. For the community colleges, the partners estimated that acceleration would increase graduation rates by two percent, a target that was chosen because it approximates the annualized growth in graduation rates for students who enter CCs as proficient. Through the CPEC engine, the partners then calculated the effect of that rate on transfer to each of the CSUs. In others words, they can run calculations based on the number of transfers from each regional CC to each regional CSU. Since the CSU tallies graduation rates for transfers from CC to CSU, the partners will be able to project the impact of AA acceleration on BA/BS production.

The LACGP will use transfer rates, time to degree, and degree completion rates as long-term measures of success. Annual targets for these measures will be developed in 2015. However, the four CSUs have already established targets for projected increases in BA/BS degrees by 2025. These projections are presented in the table below.

Table 12.2: Projected Increase in Attainment of BA/BS Degrees

|                     | Gain in BA/BS Degrees by 2025 | Percent Increase |
|---------------------|-------------------------------|------------------|
| Cal Poly Pomona     | 50                            | 43%              |
| CSU Dominguez Hills | 106                           | 26%              |
| CSU Los Angeles     | 312                           | 26%              |
| CSU Northridge      | 111                           | 21%              |
| <b>Total:</b>       | 579                           | 26%              |

While the table only shows the expected increases by campus by 2025, degree attainment will be monitored annually as a way of determining the longer-range impact of efforts to increase EAP participation, Early Start participation, and completion of preemptive and/or accelerated remediation courses.

**APPENDICES**

**Appendix A: Letters of Commitment from Partners**

**MEMBERS OF THE BOARD**

**DR. RICHARD A. VLADOVIC, PRESIDENT**  
TAMAR GALATZAN  
MÓNICA GARCÍA  
BENNETT KAYSER  
DR. GEORGE J. MCKENNA III  
MÓNICA RATLIFF  
STEVEN ZIMMER



**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**Administrative Office**  
333 South Beaudry Avenue, 24<sup>th</sup> Floor  
Los Angeles, California 90017  
Telephone: (213) 241-7000  
Fax: (213) 241-8442

**RAMON C. CORTINES**  
SUPERINTENDENT OF SCHOOLS

January 8, 2015

Committee on Awards for Innovation in Higher Education  
California Department of Finance  
Education Systems Unit  
915 L Street, 7<sup>th</sup> Floor  
Sacramento, CA 95814

Dear Committee Members:

On behalf of the Los Angeles Unified School District (LAUSD), it is a pleasure to write in support of "Less Remediation for Greater LA," an application for an innovation award submitted by the California State University Northridge, in partnership with California State University Los Angeles, California State University Dominguez Hills and Cal Poly Pomona. LAUSD has been part of ongoing discussions about this application which rests on several years of collaboration among the partners through the LA Compact, collaborative work between California State University Northridge and LAUSD to address remediation needs at the university level in part through strong partnership in providing remediation options in high school and internal collaborative discussions that have been ongoing as LAUSD has begun working to ensure that all students meet the A-G requirements when they graduate. We look forward to deepening our existing work and being a full partner in the work of this grant.

LAUSD, our students, families and the larger community are fortunate to have the LA Compact, convened by the Los Angeles Area Chamber of Commerce and committed to helping us create cross-sector solutions to educational issues. The collaborative work between K-12 and higher education undertaken by the LA Compact, has included efforts to strengthen the quality and assessment of the teacher preparation pipeline to local schools as well as to examine remediation issues for entering college students. These efforts have resulted in significant improvements and a very clear understanding of the next steps needed to accelerate the work and its impact on students' futures. Those next steps are in large part the work proposed in this grant.

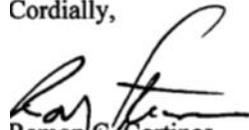
One example of an ongoing effort to strengthen remediation is collaborative work among the local California State University campuses and LAUSD to develop curricula for senior year mathematics courses to provide review and strengthening of the foundations of mathematics (primarily algebra, geometry and statistics) that can serve as a strong bridge to general education level math at the college level. This preliminary work, which also involves partners such as Project Grad (a community partner with LAUSD) and students participating in GEAR-UP (a federal grant to support college readiness and attendance for potential first time college attendees), is proving so promising in its preliminary roll-out that we are seeking to begin similar work with the California State Universities in English Language Arts.

Finally, we are proud of the work our high schools have been doing to improve the quality of instruction as they transition to the Common Core. We have seen a steady increase in graduation rates in our high schools and LAUSD as a whole. Our preliminary graduate rate for 2014 is 77 percent, up from 56 percent in 2011. Additionally, we have had an increase in the percentage of 9<sup>th</sup> grade students on track to meet A-G requirements, from 33 percent in 2011 to over 50 percent in 2014. Stronger first instruction and remediation have been important contributors to these increases as have our partnerships with higher education and our work with the LA Compact.

Our commitment to making certain that graduation from LAUSD is universal is married to a core belief that all students must graduate *college and career ready*. The work outlined in “Less Remediation for Greater LA” is an important next step in helping us make this a reality and ensure that our graduation standards prepare students for entry level college work, not the years of remedial coursework that have been the unfortunate pattern so often in the past.

I would welcome the opportunity to discuss the grant, our collaborations with the local California State Universities, the LA Compact or any other aspect of these complex issues and proposed interventions with members of the committee.

Cordially,



Ramon C. Cortines  
Superintendent



## LOS ANGELES COMMUNITY COLLEGE DISTRICT

CITY / EAST / HARBOR / MISSION / PIERCE / SOUTHWEST / TRADE-TECHNICAL / VALLEY / WEST

### OFFICE OF THE CHANCELLOR

January 5, 2015

Members of the Innovation Awards Committee:

On behalf of the Los Angeles Community College District (LACCD), I am pleased to forward this letter in support of CSU Northridge's application for Innovation funds towards the project, "Less Remediation for a Greater LA."

The Los Angeles region has a dynamic, culturally and economically diverse landscape that requires the training and education of its citizenry to remain productive and globally competitive. The consortium of regional state universities, community colleges, and high schools is absolutely essential for reducing remediation and increasing college graduation, the two goals at the heart of the Los Angeles Area Compact. LACCD has consistently taken a leadership role by convening the majority of the meetings of the LA Compact, and we are committed to enacting the Compact's methods of requiring and scaling in the areas of Early Assessment/Early Start, accelerated, redesigned courses, and equity-minded completion. We are also actively engaged with innovations like the California Acceleration Project, an initiative that is funded through LACCD's 3CSN project.

Being an integral part of the collaborative established in this application and supported by the Innovation Award would enable us to significantly address the important metrics set forth in the LA Compact. We would use the resources to help colleges require and scale up high-leverage reforms for increasing equity and completion among students and by doing so instrumentally impact student success across the largest community college district in the country.

LACCD is pleased to partner with the CSU Northridge in this application proposal, and you have our institutional commitment to have a high return on investment.

Sincerely,

A handwritten signature in black ink, appearing to read "Francisco C. Rodriguez".

Francisco C. Rodriguez, Ph.D.  
Chancellor



California State University  
**Dominguez Hills**

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**OFFICE OF THE PRESIDENT**

1000 East Victoria Street • Carson, CA 90747  
(310) 243-3301 • Fax (310) 243-3888

January 8, 2015

California Department of Finance

Attn: Committee on Awards for Innovation in Higher Education

Re: LA Basin College Graduation Project (LACGP) – a regional partnership application

Dear Review Committee:

It is with great pleasure I write this letter of commitment and support for our regional application to address developmental course work that often becomes a barrier to student academic success. Partners of the LA Basin College Graduation Project (LACGP) began working together via the Los Angeles Compact with the goal of helping “all students graduate from high school, have access to and be prepared for success in college.” This goal is to put students on the pathway to sustainable jobs and careers. Additionally, as a member of the C5 – the five regional CSU campuses in Los Angeles, we have committed to sharing data across our campuses and with LAUSD to coordinate our approach to developmental education.

CSUDH has been a long time partner with LAUSD, having received over \$32 million in grants to support Science, Technology, Engineering and Math (STEM) teacher education over the last 15 years. CSUDH has educated and graduated 620 Math/Science credentialed teachers, more than any other CSU these past 6 years, the majority of whom are underrepresented minorities. In fact, 70% of all CSUDH participants in STEM teacher education are African American and Latino. In contrast nationally, 80% of STEM teacher students are White. As a result, in 2014, the US Department of Education awarded our campus \$12.45 million for STEM preparation and training of LAUSD teachers in underserved school districts; the largest award in the nation. Additionally, the campus received \$1 million to support STEM education and establish our California STEM Institute for Innovation & Improvement - (CSI<sup>3</sup>) in 2014 to continue and expand this work.

We are a Minority Serving Institution with 58.3% Hispanic, 15.6% Black/African American, 11.6% White, 11.4% Asian/Native American/Pacific Islander, and 3.1% two or more races. Over 60% of our students are first-generation college students and nearly 70% of our students are low-income and are eligible for Pell Grants. The campus was ranked 29<sup>th</sup> among over 2,500 colleges and universities in the nation by Time Magazine (2014) using the same criteria - access, affordability and quality - the White House plans to use to assess institutions of higher education. Additionally, AffordableCollegesOnline.org named us among the top 50 “Highest Return on Investment Colleges in California.” The Washington Monthly, which bases its ratings on a university's contribution to the public good, or “on what colleges are doing for the country,” ranked CSU Dominguez Hills eighth in the nation among more than 650 universities whose highest degree granted is the master's degree. This was the highest ranking awarded to any master's university in California. The ratings

used three criteria: social mobility toward helping low-income students earn degrees; research production; and a university's commitment to service.

CSU Dominguez Hills also received the Corporation for National & Community Service's President's Higher Education Community Service Honor Roll Presidential Award in 2014. This distinction is the highest federal recognition that colleges and universities can receive for community service, service-learning, and civic engagement. Our university was honored in the general community service category and is one of only four institutions nationwide to receive this prestigious award.

Our campus has a long history in addressing remedial needs and have worked aggressively to improve student persistence, time to degree and graduation rates. A number of high impact programs proven successful nationally in increasing student persistence and graduation have been implemented and initial results are extremely positive. One example includes implementation and expansion of our Bridge Program, which has proven highly effective in preparing incoming freshmen requiring additional English and/or math preparation by providing an intensive six-week summer program coupled with supplemental instruction, intrusive advising and peer mentoring for two years. The results of the program show that Bridge program students are much more likely to persist than other students and over the last four to five years, these students generally are retained 10-20 percentage points higher than their non-bridge peers. Because of this success, we expanded the Bridge program to support more students from 104 students, in 2009 to 644 students in 2013.

Our math faculty received a grant from the Chancellor's Office to support the development of STEM learning communities with targeted advising, designed to guide students through their developmental courses and revising these courses to provide stronger foundational knowledge to ensure success in subsequent higher level math courses as required for STEM majors.

Our writing faculty also have invested time and energy in crafting a "stretch" English course so students are able to receive the support they need for developmental English but also earn credit towards graduation. These stretch English courses will be available to students this fall. The campus also will be convening a task force to conduct a SWOT analysis of student writing and writing initiatives on campus, examining institutional data and program outcomes to assess the results of a writing needs assessment. Additionally, supplemental instruction will also be added to English 111 courses, a critical course for future academic success and often a bottleneck course for our freshmen.

This regional partnership to systemically address remediation needs especially in light of new Common Core standards is the obvious next step for our collaboration. I look forward to our campus continuing to work with our local high schools, community colleges and sister campuses in continuing to develop college pathways that are clear and accessible for all students.

Sincerely,



Willie J. Hagan, Ph.D.  
President



## El Camino College Community College District

16007 Crenshaw Boulevard Torrance, California 90506-0001  
Telephone (310) 660-3593 or 1-866-ELCAMINO

January 7, 2015

Dr. Harold Hellenbrand  
California State University at Northridge

**Re: California Awards for Innovation in Higher Education**

The El Camino Community College District is pleased to support California State University's (CSU) application for the Award for Innovation in Higher Education, titled "Less Remediation for a Greater L.A." The regional CSUs, working as the "C5," identified college readiness as a common goal, one we share at El Camino College. A challenge we all face is geographic sprawl. In the L.A. region, students from more than 200 high schools and community colleges have the ability to cross districts and service areas to attend a local CSU.

In 2014, the L.A. Chamber of Commerce announced the new L.A. Compact, which was signed by all area public educational systems. This compact commits to reducing remediation at the college level; and improving proficiency prior to college. El Camino College has joined efforts to make high school graduation and college readiness go hand in hand.

El Camino College has multiple programs that address college readiness and remediation, including the Career Advancement Academy (CAA); First Year Experience (FYE); Mathematics Engineering Science Achievement (MESA); Project Success; and Title V Graduation Initiative. The First Year Experience program offers inclusion in a learning community for first-time college students at the basic, developmental, and transferrable college levels. FYE also includes accelerated learning for students who hope to advance into college-level courses at a faster rate than with traditional programs. FYE students are very successful, achieving 30 units nearly one term sooner than the control group receiving no special services. El Camino College has had great success with specialized instruction and the creation of innovative learning environments. El Camino College resources will contribute to the "Less Remediation for a Greater LA" project as it progresses, including staff/faculty time and facilities use. We believe that the intensity and success of this project, along with the upcoming integration in the rollout of Common Core, justifies a regional application for the Governor's Innovation Awards.

Sincerely,

A handwritten signature in blue ink, appearing to read "Thomas Fallo".

Thomas Fallo  
Superintendent/President  
El Camino Community College District  
Tel: 310-660-3593 x3111  
Email: [tfallo@elcamino.edu](mailto:tfallo@elcamino.edu)



LOS ANGELES COMMUNITY COLLEGES



770 Wilshire Boulevard  
Los Angeles, California 90017-3896  
(213) 891-2017  
Fax (213) 891-2278



Office of Student Success

January 7, 2015

To the Committee on Awards for Innovation in Higher Education:

I am pleased to write this letter in support of CSU Northridge’s application for Innovation funds. The consortium of state universities and community colleges is absolutely essential for completing the AA and for improving proficiency before the BA. This is particularly true in the LA region where students can begin anywhere in the Metro and complete anywhere. Therefore, if we are to have measurable impact, we need a broad collaboration across many institutions at several levels. Los Angeles Community College District is proud that two of its ongoing efforts to address student completion, its long-established Student Success Initiative and its statewide professional development network 3CSN, are part of the broad collaboration envisioned in CSUN’s Innovation Award proposal.

It is a matter of equity, efficiency, and effectiveness that we tackle the structural issues that our faculty and staff identify as impediments to completion, and we believe the multi-leveled collaborative proposed in CSUN’s application will do just that. For example, LACCD 3CSN plays a critical role statewide in addressing the low completion rates among community college students placed into remediation through our multiple initiatives including the California Acceleration Project. Being an integral part of the collaborative established in this application and supported by the Innovation Award would enable us to expand our support to California community colleges. We would use the resources to help colleges scale up their accelerated pathways and consider additional high-leverage reforms for increasing equity and completion among incoming students.

We are therefore committed, as individual campuses and as a system, to partner with the CSU in the project, “Less Remediation for a Greater LA.”

Sincerely,

A handwritten signature in blue ink, appearing to read "Deborah L. Harrington".

Deborah L. Harrington  
Executive Director  
3CSN: the California Community Colleges’ Success Network  
Dean for Student Success  
Los Angeles Community College District

LOS ANGELES COMMUNITY COLLEGE DISTRICT

EAST LOS ANGELES COLLEGE • LOS ANGELES CITY COLLEGE • LOS ANGELES HARBOR COLLEGE  
LOS ANGELES MISSION COLLEGE • LOS ANGELES PIERCE COLLEGE  
LOS ANGELES SOUTHWEST COLLEGE • LOS ANGELES TRADE TECHNICAL COLLEGE  
LOS ANGELES VALLEY COLLEGE • WEST LOS ANGELES COLLEGE



January 5, 2015

California Department of Finance  
Education Systems Unit – Innovation Awards  
7<sup>th</sup> Floor  
915 L Street  
Sacramento, CA 95814

**Re: Governor's Innovation Award**

Dear Committee Member for California Innovation Awards:

Santa Monica College supports this application, entitled "Remediation for a Greater LA," for an innovation award. The application on behalf of institutions in the LA region is being coordinated by California State University, Northridge.

Student success is a universal goal for all of our institutions. We are committed to reducing remediation in college and increasing college readiness. Santa Monica College has prioritized increased outreach and has executed Early Assessment, Summer Bridge and First Year Experience (FYE) Programs.

We look forward for the opportunity to building partnerships with other institutions and enthusiastically support this regional effort.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeff Shimizu".

Jeff Shimizu  
Executive Vice President



CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

*Office of the President*

January 5, 2015

California Department of Finance  
Education Systems Unit – Innovation Awards  
7<sup>th</sup> Floor, 915 L Street  
Sacramento CA 95814

Dear Innovation Awards Committee:

As the President of California State Polytechnic University, Pomona (Cal Poly Pomona), I offer my strong support for the application, entitled “Less Remediation for a Greater LA,” for an Innovation Award. The application, being coordinated by CSU Northridge, involves CSU’s, community colleges, and school districts across the LA basin. The goal is to take advantage of programs like Early Start, Common Core, Statway, and stretch composition courses to dramatically reduce the need for remediation in college and ensure that virtually all students matriculate fully prepared for college level academic work. This will greatly improve their chances of succeeding academically. It will also reduce costs, enabling higher education to serve more students and strengthening the region’s work force.

I am enthusiastic about this proposed program and believe it will bring great benefits to students and to California. Thank you for considering it. If it is approved, Cal Poly Pomona will participate fully in its implementation.

Sincerely,

A handwritten signature in green ink, appearing to read 'Soraya M. Coley'.

Soraya M. Coley, PhD  
President





December 26, 2014

California Department of Finance  
Education Systems Unit—Innovation Awards  
7th Floor  
915 L Street  
Sacramento, CA 95814

**RE: Support for the Cal-State University, Northridge Innovation Grant Proposal**

Dear Committee Member for California Innovation Awards:

On behalf of the Los Angeles Community College District's (LACCD) Office of Economic & Workforce Development, I would like to provide this letter of support for the “Less Remediation for a Greater LA,” project application. It builds upon recent discussions between LACCD and the region's California State University system and is poised to raise the performance output of local colleges and universities. It will make a positive impact in raising the college-readiness of many high school students throughout the Los Angeles region. Moreover, it will ensure more students are able to raise their basic skills and, thus, increase their overall preparedness for academic success.

The collaboration between CSUN and LACCD sets in motion a number of initiatives that will result in more high schools in tightening their working relationship with the higher education system. It will help drive the development of relevant articulation agreements and deploy added-value mechanisms that will ensure higher student success at the college level.

We thank you for your consideration of the proposed project. Please feel free to contact me if you require additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "F. I. Cajayon", written in a cursive style.

Dr. F. I. Cajayon, Vice Chancellor of Economic & Workforce Development  
Los Angeles Community College District

## Appendix B: Innovations in Place Prior to 1/10/14

This appendix provides supporting material related to policies, practices, and systems in place prior to 2014.

*Table B.1: Demographic Makeup of Students Served by LACGP, 2013-14 Academic Year (Percentage)*

| Student Demographics (Percentage)    |               |             |             |           |           |           |             |           |              |              |
|--------------------------------------|---------------|-------------|-------------|-----------|-----------|-----------|-------------|-----------|--------------|--------------|
|                                      | <i>Female</i> | <i>Male</i> | <i>AIAN</i> | <i>AS</i> | <i>AA</i> | <i>HL</i> | <i>NHPI</i> | <i>WH</i> | <i>&gt;1</i> | <i>Other</i> |
| LAUSD                                | 49            | 51          | 0           | 5         | 9         | 72        | 3           | 9         | 0            | 2            |
| Cal Poly Pomona                      | 44            | 56          | 0           | 24        | 3         | 36        | 0           | 22        | 0            | 0            |
| CSU Dominguez Hills                  | 66            | 34          | 0           | 10        | 16        | 50        | 0           | 12        | 0            | 0            |
| CSU Los Angeles                      | 59            | 41          | 0           | 16        | 5         | 56        | 0           | 10        | 0            | 0            |
| CSUN                                 | 56            | 44          | 0           | 11        | 6         | 38        | 0           | 27        | 0            | 0            |
| College of the Canyons               | 48            | 52          | 0           | 8         | 5         | 43        | 0           | 38        | 0            | 1            |
| East Los Angeles College             | 47            | 53          | 0           | 10        | 5         | 63        | 0           | 8         | 0            | 1            |
| El Camino Community College District | 51            | 49          | 0           | 13        | 17        | 48        | 1           | 14        | 0            | 1            |
| Glendale Community College           | 55            | 45          | 0           | 10        | 3         | 30        | 0           | 48        | 0            | 1            |
| Los Angeles City College             | 56            | 44          | 0           | 13        | 11        | 50        | 0           | 19        | 0            | 1            |
| Los Angeles Harbor College           | 59            | 41          | 0           | 11        | 12        | 57        | 1           | 13        | 0            | 1            |
| Los Angeles Mission College          | 60            | 40          | 0           | 5         | 3         | 75        | 0           | 11        | 0            | 1            |
| Los Angeles Pierce College           | 53            | 47          | 0           | 11        | 6         | 46        | 0           | 29        | 0            | 1            |
| Los Angeles Trade Technical College  | 47            | 53          | 0           | 5         | 25        | 58        | 0           | 5         | 0            | 1            |
| Los Angeles Valley College           | 57            | 43          | 0           | 8         | 5         | 49        | 0           | 30        | 0            | 1            |
| Pasadena City College                | 52            | 48          | 0           | 23        | 5         | 47        | 0           | 13        | 0            | 1            |
| Santa Monica College                 | 52            | 48          | 0           | 11        | 9         | 37        | 0           | 26        | 0            | 1            |
| West Los Angeles College             | 60            | 40          | 0           | 5         | 31        | 41        | 0           | 13        | 0            | 1            |

The student body served by partners in the LACGP has been, and continues to be, remarkably diverse across all institutions.

*Table B.2: CSU Freshman Proficiency by Race/Ethnicity in 2013-14 (Percentage)*

|                         | Entering Freshmen | Percent Proficient in English and Math |
|-------------------------|-------------------|--|
| <b>American Indian</b>  | 141               | 56%                                    |
| <b>African American</b> | 2,597             | 35%                                    |
| <b>Hispanic/Latino</b>  | 24,962            | 41%                                    |

|                          |        |     |
|--------------------------|--------|-----|
| <b>Asian American</b>    | 7,290  | 64% |
| <b>Pacific Islander</b>  | 219    | 51% |
| <b>White Non-Latino</b>  | 15,080 | 79% |
| <b>Filipino</b>          | 2,761  | 63% |
| <b>Two or More Races</b> | 3,049  | 72% |
| <b>Unknown</b>           | 1,896  | 65% |
| <b>Non-Resident</b>      | 2,597  | 24% |
| <b>Total</b>             | 60,592 | 57% |

Proficiency at entry into the CSU varies among entering freshmen by race/ethnicity.

*Table B.3: Change in Freshman Proficiency over Time (Numbers)*

|                            | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> |
|----------------------------|----------------|----------------|----------------|
| <b>Cal Poly Pomona</b>     | 2,026          | 2,086          | 2,122          |
| <b>CSU Dominguez Hills</b> | 217            | 230            | 297            |
| <b>CSU Los Angeles</b>     | 512            | 647            | 653            |
| <b>CSU Northridge</b>      | 172            | 1,432          | 2,107          |
| <b>Total:</b>              | 29,254         | 31,001         | 34,734         |

Still, proficiency rates have improved in recent years as policies, practices, and systems to improve remediation have been put in place.

**Appendix C: Innovations in Place since 1/10/14**

No additional documents.

## Appendix D: Innovations to be implemented after 1/9/15

This appendix provides supporting material related to policies, practices, and systems to be implemented starting in 2015.

Table D.1: Implementation Timeline

| Year <sup>1</sup> | Implementation Steps   |
|-------------------|--|
| 2015              | <p><b>System-building</b></p> <ul style="list-style-type: none"> <li>• Formalize leadership structure of LACGP.</li> <li>• Establish working-level coordinating groups to address specific policy and practice issues.</li> <li>• Formalize cross-system collaborations by linking CSU campuses and CCs with clusters of high schools, where these relationships do not already exist.</li> <li>• Engage technical assistance and evaluation consultants.</li> </ul> <p><b>Policy</b></p> <ul style="list-style-type: none"> <li>• Reach consensus on implications of transition from STAR to Smarter Balanced to avoid crowding the remediation pipeline unnecessarily.</li> <li>• Gain commitment to make EAP participation mandatory.</li> </ul> <p><b>Practices</b></p> <ul style="list-style-type: none"> <li>• Identify high schools with lower rates of EAP participation to begin work to increase.</li> <li>• Plan for expanded availability of 12<sup>th</sup> grade preemptive remediation courses in the 2015-16 academic year.</li> <li>• Expand availability of Early Start and other summer bridge programs, redirecting resources from the less effective online-only version to the face-to-face or hybrid models.</li> </ul> |
| 2016              | <p><b>System-building</b></p> <ul style="list-style-type: none"> <li>• Agree on reinvestment strategy for savings from reduced remediation to sustain expanded implementation.</li> <li>• Increase the depth and breadth of the work undertaken by the K-12/CC/CSU cross-system clusters to move toward a grade nine through 20 system, where the transitions between levels are smooth for the students and the understanding of what “proficiency” means is consistent at all levels.</li> <li>• Expand the work of the coordinating groups to tackle additional policy and practice issues.</li> <li>• Ensure that technical assistance and evaluation resources are deployed appropriately and that the right data and information are getting to the right partners.</li> </ul> <p><b>Policy</b></p> <ul style="list-style-type: none"> <li>• Gain commitment to offer 12<sup>th</sup> grade preemptive remediation courses to all students who do not demonstrate proficiency on the 11<sup>th</sup> grade EAP.</li> <li>• Reach agreement that all participating CCs will expand their accelerated remediation</li> </ul>   |

<sup>1</sup> Calendar year is noted in this timeline, because many of the implementation steps need to begin in the spring of 2015. Some steps more logically are undertaken on an academic year basis, however.

|             |   |
|-------------|---|
|             | <p>offerings to reduce time in remediation. CSUs have committed to a one-year maximum for completing remedial courses; CCs will reach agreement on an appropriate deadline for their students.</p> <ul style="list-style-type: none"> <li>• Reach consensus among CCs that, while their accelerated remediation offerings may vary, the results should not and resources will be redirected to those course models and programs that prove most effective.</li> <li>• Make participation in Early Start or other summer bridge programs mandatory for students who graduate high school without having achieved proficiency in English and math. This should be accomplished as soon as the enrollment capacity can accommodate every eligible student.</li> </ul> <p><b>Practices</b></p> <ul style="list-style-type: none"> <li>• Continue to work with high schools on increasing EAP participation. Identify those that lag and develop strategies to help them catch up.</li> <li>• Engage CSU faculty in working with high school faculty to design/deliver effective 12<sup>th</sup> grade preemptive remediation.</li> <li>• Implement more 12<sup>th</sup> grade preemptive remediation courses annually until the full demand is met.</li> <li>• Expand Early Start and other summer bridge offerings.</li> <li>• Do the necessary faculty development work to expand accelerated postsecondary remedial courses.</li> <li>• Add sections of postsecondary remedial courses as needed, until all students needing remediation are accommodated in accelerated models and none are required to take the traditional sequence.</li> </ul> |
| <p>2017</p> | <p><b>System</b></p> <ul style="list-style-type: none"> <li>• Continue to identify issues that need to be addressed system-wide, assess where there may be gaps in coherence in the emerging 9-20 system, and address them.</li> <li>• Monitor performance of each model of preemptive or accelerated remediation to identify needs for technical assistance, professional development, or other interventions.</li> <li>• Midcourse review of evaluation findings.</li> </ul> <p><b>Policy</b></p> <ul style="list-style-type: none"> <li>• Assess implementation of the policies adopted in 2015 and 2016 to determine whether changes or incentives are required.</li> <li>• Add “teeth” to policies as appropriate.</li> </ul> <p><b>Practices</b></p> <ul style="list-style-type: none"> <li>• Continue expansion, assessment, professional development, performance monitoring, data collection/analysis, and program improvement.</li> </ul>   |
| <p>2018</p> | <p><b>System</b></p> <ul style="list-style-type: none"> <li>• Continue to identify issues that need to be addressed system-wide, assess where there may be gaps in coherence in the emerging 9-20 system, and address them.</li> <li>• Monitor performance of each model of preemptive or accelerated remediation to identify needs for technical assistance, professional development, or other interventions.</li> </ul> <p><b>Policy</b></p> <ul style="list-style-type: none"> <li>• Assess compliance with policies adopted in earlier years and take appropriate actions</li> </ul>   |

|  |   |
|--|---|
|  | <p>to address obstacles to compliance, if any are identified.</p> <ul style="list-style-type: none"><li>• Add “teeth” to policies as appropriate.</li></ul> <p><b>Practices</b></p> <ul style="list-style-type: none"><li>• Continue expansion, assessment, professional development, performance monitoring, data collection/analysis, and program improvement.</li><li>• Continue data collection and analysis.</li></ul> |
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CSUN

**Appendix E: Cost Impact**

No additional documents.

**Appendix F: Sustainability**

No additional documents.

**Appendix G: Letters of Support from Community Stakeholders**



January 8, 2015

Committee on Awards for Innovation in Higher Education  
California Department of Finance  
Education Systems Unit  
915 L Street, 7<sup>th</sup> Floor  
Sacramento, CA 95814

Dear Committee Members:

On behalf of LA n Sync, it is with pleasure I write in support of California State University Northridge's application for a Higher Education Innovation Award, "Less Remediation for a Greater Los Angeles," in partnership with CSU Los Angeles, CSU Dominguez Hills and Cal Poly Pomona.

LA n Sync represents a coalition whose members consist of visionary leaders from philanthropy, nonprofit, business, academia and government -- united in our determination to meet LA's most pressing public needs and dedicated to improving the lives of all Angelenos. Started by Wallis Annenberg and the Annenberg Foundation, LA n Sync's broad group of cross-sector civic leaders is dedicated to Los Angeles' future and shares the task of uniting it with pride and solidarity.

As part of our mission to support collaborative efforts in the region, LA n Sync has been actively supportive of the region's CSUs, including being a part of the inception of the CSU5- a commitment between CSU Northridge, CSU Dominguez Hills, CSU Los Angeles, CSU Long Beach and Cal Poly Pomona, to work together in their efforts to provide the highest level of education and workforce preparedness to the students of the region.

In addition to the CSU5, there has been a continuing collaborative effort among the region's K-12 system and local higher education institutions in tackling the issue of remediation throughout the region for several years, underscored by the signing of the Los Angeles Area Chamber of Commerce's LA Compact. The innovative approach of involving local school districts, community colleges, and the region's CSUs has been able to exponentially leverage existing resources, knowledge and support in order to increase college readiness and graduate students ready to become active players in the workforce. These collaborations have led to such initiatives as the Early Assessment Program, Early Start, Smarter Balanced Assessments and the new Common Core curriculum, actively engaging students early-on and increasing their proficiency for college-readiness.

On behalf of LA n Sync, I would like to express our deepest appreciation for the leadership CSU Northridge has shown along with the other CSU campuses in tackling the issue of remediation in the region, and strongly are in support of their initiative, "Less Remediation for a Greater Los Angeles."

Sincerely,

A handwritten signature in black ink, appearing to read "Leonard J. Aube".

Leonard J. Aube  
Executive Director, Annenberg Foundation





Los Angeles Area  
Chamber of Commerce

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January 6, 2015

Committee on Awards for Innovation in Higher Education  
California Department of Finance  
Education Systems Unit  
915 L Street, 7th Floor  
Sacramento, CA 95814

Dear Committee Members,

On behalf of the Los Angeles Area Chamber of Commerce, we are pleased to lend our enthusiastic support for California State University, Northridge's "Less Remediation for Greater LA" innovation awards application, in partnership with CSU Los Angeles, CSU Dominguez Hills, and Cal Poly Pomona.

As conveners of the LA Compact, a bold commitment by Los Angeles leaders from the education, business, government, labor, and non-profit sectors to transform education outcomes from cradle to career, ensuring that today's youth have the skills necessary to compete and succeed in a 21<sup>st</sup> century global workforce, we share the consortium's goals of increasing local postsecondary attainment by decreasing remediation rates in the greater Los Angeles region.

When the Compact released its first baseline data report in 2011, we found that 68-percent of all Los Angeles public high school students entering the California State University System were in need of remediation in math, and 75-percent were in need of remediation in English, greatly impacting these students' progress toward completing their degrees.

Since the signing of the LA Compact, collaboration between the K-12 system, and local higher education institutions has increased dramatically. CSUN, CSULA, CSUDH and Cal Poly Pomona have been active participants in the Compact for years, and are well positioned to tackle the complex issue of remediation in the region. Their approach involving local school districts, community colleges, and the local Cal States, builds on their multiyear collaboration, leverages the strong relationships developed through the LA Compact, and addresses the need for coordination given the Los Angeles area's complex college enrollment patterns.

At a time when California needs to dramatically increase the number of college educated workers it produces in order to meet workforce demands, we believe this innovative collaboration to scale proven strategies like the Early Assessment Program and Early Start, in conjunction with the rollout of the Smarter Balanced assessments, and the new Common Core curriculum, will help improve college preparation, college-going rates, and reduce remediation rates for our students.

For these reasons, we respectfully request your consideration of the "Less Remediation for Greater LA" proposal.

Sincerely,

Handwritten signature of Gary Toebben in black ink.

Gary Toebben  
President & CEO

Handwritten signature of David Rattray in black ink.

David Rattray  
Senior Vice President, Education & Workforce  
Development





January 9, 2015

To the Members of the Innovation Awards Committee:

I am writing on behalf of Project GRAD Los Angeles (Project GRAD) to convey our whole-hearted support of the application for Innovation Funds submitted by California State University, Northridge.

As an organization whose mission is rooted in the belief in the transformative power of a college education, we believe the *LA Basin College Graduation Project* is both timely and necessary.

Since 1999, Project GRAD has worked with hundreds of students in the northeast San Fernando Valley of Los Angeles to help navigate the path to and through college. Under-preparedness in math creates a devastating barrier to college persistence for our students, who are first-generation, minority, and low-income. Nearly seventy percent of *all* college-bound high school seniors in the entire region where we work require remediation in math during their freshmen year. Statewide, the numbers are equally alarming for first-generation, minority students.

With a twelve-year history of successful collaboration with California State University, Northridge, we are especially proud to partner with the institution on the pilot fourth-year math course (TCMS) designed to prepare 270 seniors to test into college-level math. This project fortifies our efforts to bolster our college-readiness. More broadly, the *LA Basin College Graduation Project* is cost-effective and replicable, and demonstrates how cross-sector collaboration really can move the needle on student outcomes.

If I can be of further assistance in support of this proposal, please contact me at (818) 760-4695.

Sincerely,

A handwritten signature in black ink, appearing to read "Ford Roosevelt", with a stylized flourish at the end.

Ford Roosevelt  
President and CEO