

**State of California
Awards for Innovation in Higher Education
Expenditure Proposal**

Summary

LATTC has embarked on the PACTS transformative initiative since 2012. While significant progress has been made, institutional innovations have been identified to reduce the time to completion and reducing the cost of attendance for students. The three innovations are: 1) Curricular Innovation – Mapping Competencies to Curriculum; 2) Student Support Innovation – Strengthening and Expanding Pathway Student Support Innovations; and 3) Policy and Practice Innovation: Competency Based Education Professional Development. The following describes the ways funds will expended in support of these innovations.

1) Curricular Innovation – Mapping Competencies with Curriculum

One of the primary fundamentals of the PACTS Framework is “competencies,” which we defined as a “the capability to apply or use a set of related comprehensions or knowledge, skills, and abilities required to successfully perform critical functions or tasks.” LATTC completed a competency mapping process in 2013 in the Design and Media Arts Pathway. This successful process will be further expanded for other pathways over a four year period. It will also be strengthened and enhanced by the lessons learned from LATTC’s participation in Competency Based Education Network (CBEN) and the Council for Adult Experiential Learning (CAEL). The competency mapping project will be used to inform the development of a cadre of curricular and programmatic innovations, which will be differentially applied at the college. Industry will also be engaged in the process. Strategies include:

- Pathway Math and English Innovation
- Competency Based Education Models
- Guided Choices and Cohort Dashboard Scheduling
- Online Instruction and Adaptive Learning
- Career Pathway/Dual Enrollment Acceleration

Use of funds (as needed):

- Faculty and staff professional development; \$250,000
- Travel expenses and registration costs for attendance at CAEL, CBEN and other conferences and events to expand our knowledge of identified innovations and CBE; \$100,000
- Consultants to facilitate the work and to act as coaches for faculty as they design and implement innovations; \$200,000
- Costs of expansion of dual enrollment partnerships (courses, textbooks and materials) \$80,000
- Costs of at least one industry event per pathway to strengthen the industry advisory and partnership \$175,000
- Incidental expenses such as meeting costs, parking, mileage, printing and marketing costs; \$30,000

Timeline: The Competency Mapping for each pathway will occur over a four-year time period

2) Student Support Innovation: Strengthening and Expanding Pathway Student Support Innovations

It is evident that many of our students struggle with completing degrees and certificate at all, much less sooner than the two-year time-frame on which most programs were developed. Success of innovations that are designed to reduce the time to completion and ones that change or shift the traditional andragogy

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strategies students are used to, requires proactive and targeted student support interventions. The PACTS Tier 1 Intervention Matrix includes strategies used by Pathway Navigators, Pathway Counselors and others to provide services such as career awareness, supportive counseling, tutoring, peer support and mentoring to address issues with the Tier 1 competencies. Since the many of our students in needs are foster youth, vets, students with disabilities, and previously incarcerated/re-entry students, all of whom have been identified as groups in need of additional academic and personal support services in our Student Equity Plan, leveraged funds from Student Equity will be used to address the unique needs of these populations. The Equity Plan allocates funds to support students with purchasing textbooks, supplies and needed tools, thus reducing the total cost of attendance. With additional financial support from the Innovation Award, support, the College seeks to further strengthen the student support innovations in place while expanding their availability. This will include incorporating smart technology to increase data share and “triaging”.

Use of Funds (as needed):

- Technology solutions and innovations (data systems, tracking programs and adaptive learning programs, e.g. EdReady) \$ 175,000
- Use of funds to purchase the hardware needed to support the roll out of technology solutions; \$175,000
- Training of faculty and staff in the use of the student support innovations; \$40,000

Timeline: Expansion of Student Support will occur over a two year period

3. Policy and Practice Innovation: Competency Based Education Professional Development

The academic innovations being suggested require a paradigm shift in the way that education is conceptualized and implemented at a community college. This impacts college, district and state participation and leadership. Although LATTC’s Strategic Educational Master Plan’s primary initiative is the implementation of PACTS designed around the concept of competencies, there are still pockets of resistance and misunderstanding about the nature of competency based education, as well as the local, district and state policy barriers that make it difficult to implement in a public community college setting. LATTC is poised to establish a new **Competency Based Education Professional Development strategy**. Traditionally professional development has been focused on target groups (faculty, staff or administrators). Competency Based Education models impact colleges in many ways, often requiring shifts in teaching strategies, course scheduling, catalog descriptions, admissions, enrollment management, academic records/transcripts, counseling and educational planning, orientation, assessment, facility use and other systems. The CBE professional development workshops will consist of a series of trainings, workshops and open discussions e centered on competency based education that will help inform all facets of the college with the advantage. The goal of this strategy is to establish a CBE Community of Practice. The goal of this CBE Community of Practice strategy is to create a campus-wide, shared understanding and buy-in of CBE, which will directly impact the success of the innovations. This CBE professional development strategy and community of practice will eventually offer technical assistance and mentoring to other LACCD colleges exploring CBE for their campus to help support the innovations.

Use of funds (as needed):

- Faculty and staff professional development; \$150,000
- Consultants to develop the workshop content, facilitate the work and to act as coaches for faculty, staff and administrators; \$150,000
- Costs of launching the CBE Community of Practice; \$10,000

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- Costs of producing the CBE Professional Development Workshop materials and assessment protocols; \$150,000
- Incidental expenses such as meeting costs, parking, mileage, printing and marketing costs \$55,000;

Timeline: The development and implementation of the Professional Development Strategy will occur over a three year period

Cost of Evaluation of the Innovations: \$260,000

Innovation in Higher Education

Project Name: Los Angeles Trade Technical College

Award Amount: \$2,000,000

| Category | Total |
|--|---------------------|
| Salaries | 230,000.00 |
| Benefits | 30,000.00 |
| Faculty and Staff Professional Development | 590,000.00 |
| Books/Instructional Materials | 255,000.00 |
| Travel | 100,000.00 |
| Contracts (Consultants) | 350,000.00 |
| Other (Industry Events, other) | 270,000.00 |
| Equipment | 175,000.00 |
| TOTAL | 2,000,000.00 |

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5. How could this innovation be scaled up within the setting in which you work and replicated in other areas in California?

The care with which these innovations will be developed, strengthens the ability to institutionalize them. The research we did in the planning phase, the process of first establishing the policies and procedures, coupled with providing professional development to ensure there is buy-in and full understanding of competency based education establishes the firm foundation on which the rest of the work rests. We will carefully document the processes we use to map curriculum to competencies, so that when we are ready to take the innovation to scale, we have a process and a set of best practices on which to rely. Once there is at least one CBE program of study in each pathway, i.e. a “proof of concept,” the process of replication will be hopefully become easier each time. The plan is to begin with just the one program of study in each of the six pathways, then within three to five years, add additional programs of study within the pathways. The goal is for all of the Pathways to either be completely competency based or to have CBE option students can choose in lieu the traditional program.

This documentation of our practices will also assist in helping other colleges in California explore the ways their college can implement CBE and to explore models that best their campus culture and programs of study. The unique nature of LATTC (large % of CTE programs of study) does limit the degree to which our innovations can inform colleges that have a strong affinity for traditional liberal arts education. However, there are aspects of our innovation that can be universally applied.

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6. What evidence suggests that this innovation would be effective in addressing the problem identified in your response to Item 1 and implemented successfully?

The innovations selected for this application are adapted from traditional prior learning assessment (PLA) and CBE innovations, both of which have been identified by the State of California as having relevance to shortening time to completion. Aligning our innovations with these evidence based strategies is a strengths based approach on which we capitalized.

The problem being addressed is the fact that although LATTC is a two year college, most of our students do not finish within two years for a myriad of reasons. Thus our intervention is two-fold – developing an innovation which shortens the time to completion as described in a catalog, as well as describing our PACTS innovations which provide supportive services to address barriers students might face in taking advantage of the innovations which lead to shorter completion times.

Transforming at least one program of study in *each* pathway will be an excellent strategy to model the fact that when CBE is used, students can complete programs of study within much shorter time periods. The use of demonstration of competencies as a way to document student outcomes is actually much better aligned to the needs of employers when it relates to CTE programs of study. Employers are much less interested in what was “taught” than what students can “do.” These innovations will be well-received by employers thereby incentivizing faculty and students to embrace the model.

Further, there is a misperception among many educators that unless you are willing to go “all online” and focus on distance education, a college cannot actually implement CBE successfully. However, LATTC will demonstrate that, if planned carefully and with flexible options for curricular innovation, it is indeed possible for colleges to utilize this approach to shorten time to completion.

Due to LATTC’s active involvement with CAEL Jump Start, membership in CBEN member and as a US Department of Labor TAACCT Round 3 grant recipient for a project that focused on the development CBE, the college has the institutional commitment and expertise to be successful and is poised to be a leader with regard to this work.

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7. What information will you use to assess the success of this innovation in addressing the program's goals, and how will that assessment be used to inform future efforts? ("Information" should be interpreted broadly. You should describe specific data that will be collected over the course of implementation of the innovation and explain how that data could be used in comparisons across settings. The success of the innovation could be assessed using measures that are related to the program's goals, such as persistence. This narrative should help the committee understand the experience of change within the setting in which you work.)

Both Process Data and Outcome Data will be collected to demonstrate the success of this innovation. Qualitative data will document the processes and procedures we used, which will be published in a "how to" guide that will be useful for other colleges. The process used to build consensus, to change policies and regulations and to develop faculty and staff will be identified, including the pitfalls that were faced and the unanticipated consequences of the innovations. This qualitative data is essential to other community colleges moving forward. CBEN compiles narratives such as these, which have been helpful, yet there are no resources from public community colleges documenting a successful transformative change. Our membership as a CBEN college will be leveraged to disseminate our narrative. This qualitative evaluation of our process will be conducted by the Center for Urban Education (CUE) at Rossier School of Education. Cue has been working with the college over the past three years to evaluate the implementation of PACTS. This process evaluation has been an invaluable asset and was instrumental in the development of Accreditation Self-Study.

The division of Pathway Innovation & Institutional Effectiveness will collect and analyze the quantitative data. The primary variable that will be evaluated is time to completion of both certificate and A.S. degrees. The "stop watch" will begin upon first enrollment in a pathway course and student progression will be tracked. Comparisons will be made between students enrolled in CBE programs of study and those in typical Programs of Study within the same pathway and across pathways. Data will also be evaluated using moderating variables including gender, ethnicity, foster youth status, disability status, vet status and other variables of interest to faculty. This will be done to determine if there are any equity gaps in terms of reductions in time to completion. These data are readily available in our student information system. Data regarding grades, withdrawals, leaves of absence, and other academic indicators typically evaluated will also be included and analyzed using a static group comparison model. These data will be broadly disseminated internally and externally.

Additional qualitative data will be collected by PIIE to describe the student experience of CBE. The college will be interested in determining how student progress through the programs of study, the degree they feel prepared for the workforce, the degree they feel supported by faculty and staff and their overall impression of the education they are receiving at LATTC. The data might reveal some additional barriers about which we were not aware that might need to be addressed in the way that we package, market and administer the CBE courses. The college is open to hearing this information to maximize the success of CBE at LATTC.

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8. What resources or commitments, or both, do you currently have to support this innovation, and how will implementation of this innovation be sustainable over the long-term? (You should describe the long-term plan for sustainability, the role of an award in that plan, and the ways in which you would use an award to leverage additional funds in the future from other sources.) (Maximum of one page.)

If awarded innovations funds, these funds would be used to develop the curricular innovations that are described including costs for faculty and staff professional development, attendance at CAEL, CBEN and other conferences and events to expand our knowledge, consultants to facilitate the work and to act as coaches, and to pay for incidental expenses such as meeting costs, travel, printing and marketing costs, etc.

Below is a list of recourse the college is committed to leveraging to implement the described innovations:
CA Community College Strong Workforce Regional Program - LATTC is leading three Regional projects, one in Energy, Construction and Utilities, one in Advanced Transportation and one in Healthcare. Each project includes the exploration of competency based curriculum development mapped to industry certifications – Investment: \$850,000 over a one year period

CA Community College Strong Workforce Local Program – LATTC is providing each Pathway with funds to strengthen its industry advisories and work with industry to ensure that current curriculum is aligned with industry needs; this will jump start the competency mapping process – Investment: \$3.6 million over a three year period

Student Equity – Student Equity finds are earmarked to assist students with uniforms, tools, and supplies, which can range from a few hundred dollars or over \$3,000 per student – Investment: \$2,255,810 over one year