

## **ABSE JDEI Curriculum Design Final Report**

### **Purpose of Course and Outcomes**

In a continuous effort to improve ABSE programming to support our nontraditional adult learners, we have identified a significant unmet need in our curriculum that can be met with this course proposal. The majority of our ABSE nontraditional adult learners have not completed a high school diploma or GED, work at least one or multiple jobs, experience underemployed and unemployment, are in caretaker roles, often being a single parent, identify as low income, and have experienced an interruption in their traditional educational experience either in K12 or attempting to attend college, delaying their educational aspirations.

Because our students tend to be balancing other commitments in addition to their studies, enrollment patterns have indicated a need to meet entrance flexibility practices rather than adhering to strict college academic schedules. A large percentage of our students have a delayed start to their educational journey or enter courses late placing them at a disadvantage because they miss critical course content.

Our goal with the proposal is to reduce institutional barriers to education for our students, while also designing and implementing curriculum models that work to address these inequities. By increasing our enrollment entry points for adult learners, we can reduce gap periods that will allow students to immediately engage in a meaningful and pragmatic curriculum, and help retain and persist students to their career and college goals, by increasing access to educational opportunities at all levels.

To meet these equity enrollment needs, we proposed and then implemented two Week 5 entry courses to minimize the gap period between enrollment opportunities so that students could begin working toward their educational goals at multiple entry points within the term. The goal of this course is to increase accessibility, inclusion, and equity for students who require flexible enrollment entry points.

Over the summer, we formed a curriculum development committee with the financial support of the JDEI curriculum fund and designed our delayed enrollment course we call Jumpstart.

During the fall term, of 2022, we offered one section of Jumpstart in the morning and one section in the evening to provide scheduling flexibility. Both sections were offered via a Hybrid Remote modality which is the most student-driven course modality in ABSE programming at this time as it allows for more flexibility and added universal design principles.

Specifically, this course was designed to reduce time gaps between initial contact and registration by providing timely, specialized, and accelerated content. The curriculum focuses on student career and college goals while emphasizing reading, writing, and math skills with the following outcomes:

- Receive timely, comprehensive instructor feedback on academic levels and use this information to identify goals and map out academic plans
- Refresh and gain academic skills in reading, writing, and math.
- Build computer literacy skills for GED testing, career, and college goals
- Participate in a class cohort that encourages supportive peer engagement and a sense of belonging
- Become familiar with college resources available for support such as Career Pathways, tutoring, and library services

## Who Did We Serve?

We enrolled 29 students this fall who remained active throughout the course. We pulled and disaggregated the data to learn who we served, including student educational goals, educational level, age, race, ethnicity, native language, labor force status, barriers to employment, and personal status. The purpose of this data pull was to determine whether or not we reached and served our intended student populations.

### Educational Goals:

The majority of the Jumpstart students, 48.28%, entered our program to obtain their High School Equivalency/GED degree while 24.14% entered our program to build basic skills for career and college preparation.

### Highest School Year:

The following chart breaks down the highest educational level completed by our Jumpstart students with the majority of students having obtained a 9th-10th grade level at 37.93% with 11th grade as the next highest grade level obtained. The ABSE program provides the only educational opportunity for adult learners to obtain their GED and prepare for the workplace and/or enter college in the county. These numbers indicate that we met our outreach and recruitment goals for the Jumpstart program based on educational level.

### Grade Level:

Under 6th Grade 3.45%  
 6th - 8th grade 3.45%  
 9th - 10th grade 37.93%  
 11th grade 31.03%  
 12th grade 20.69%

### Student Age:

Looking at the age of our Jumpstart students, 31.04% are between the ages of 15 and 21, 13.79% are between the ages of 22 and 24, and the majority of students, 55.17%, are 25+ years of age. It is worth noting ages 30 to 33 and ages 40 to 44 were high age ranges within the over-25 data. This

information also indicates that we identified and enrolled our nontraditional target students over the age of 24, with at least one student between the ages of 65 and 69.

**Race and Ethnicity:**

Looking at the data pull, 82.76% of students indicated white, 3.45% indicated Asian, 6.90% indicated Black, and 13.79% indicated Native American. The majority of students, 93.10 indicated Not Hispanic or Latino, while 6.90% indicated Hispanic or Latino. There is a similar breakdown of Native Language responses, with the majority of students who speak English as their first language, and 6.90% who speak Spanish as their first language.

**Labor Force Status:**

Looking at the chart below, the majority of our student population is experiencing unemployment by over 50%. This also demonstrates that we are connecting and supporting students who are looking for employment and career opportunities through our programming.

Labor Force Status (Unduplicated)	#	%
Unemployed	15	51.72
Employed	10	34.48
Employed, with notice	1	3.45
Not in labor force	1	3.45
N/A	2	6.90

In addition, students identified the following employment barriers. Notably, 100% indicated that Low Literacy is a barrier to their employment and 65.52% indicated Low Income, and 20.69% are single parents, again indicating that we identified and serviced our targeted populations.

Employment Barrier (Duplicated)	#	%
Cultural Barriers	1	3.45
Person with a disability	5	17.24
Displaced Homemaker	2	6.90
English Language Learner	0	0.00
Ex-Offender	1	3.45
Foster Care Youth	0	0.00
Homeless	1	3.45
Long-term Unemployed	3	10.34
Low income	19	65.52
Low Levels of Literacy	29	100.00
Migrant & Seasonal Farmworker	0	0.00
Seasonal Farmworker	0	0.00
Single Parent	6	20.69
No TANF in 2 Years or Less	2	6.90
N/A	0	0.00

Finally, to gain a comprehensive summary of our student needs and demographics, we also pulled information about services that students receive. Our ABSE program at Lane is funded by

WIOA, Title II to support adults with barriers to employment including access to education. While not indicated in the chart below, 100% of our student population is supported by WIOA, Title II. Notably, over 50% of our students receive some type of public assistance.

Personal Status (Duplicated)	#	%
WIOA, Title I	0	0.00
WIOA, Title III	0	0.00
WIOA, Title IV	1	3.45
TANF	4	13.79
Other public assistance	15	51.72
Enrolled in high school / K12	0	0.00
Dislocated worker	0	0.00
Veteran	0	0.00
Physically disabled	3	10.34
Learning disabled	0	0.00
Refugee	0	0.00
Other	0	0.00
N/A	14	48.28

### Did we Meet Our Goals?

In comparing to our program-level data, in terms of racial, ethnic, linguistic, and socioeconomic diversity, virtually 100% of our student population is socioeconomically disadvantaged, compared to 39.8% for the college at large, and 44.5% of the ABSE population belongs to a racially marginalized and historically underrepresented group, compared to 28% for the college at large.

In looking at our Jumpstart data, we can confirm that we are serving socioeconomically disadvantaged populations in terms of educational level, student age, employment status, and employment barriers. In terms of race and ethnic diversity, this delayed entry cohort did not reflect as much diverse representation as our program-level data. We will evaluate our enrollment and outreach efforts and revisit our data to be sure we are continuously improving our inclusivity practices. There is also the possibility that we served these populations within our core programming so we'll compare fall-term data to ascertain this.

### Instructor Observations:

Our Jumpstart instructor stated that students who completed the course are well-positioned for their following term schedule and will be able to progress at a higher level within our programming and college entrance. She said that providing tech support will help students be better prepared for their core classes the following term. Academically, students were able to refresh their math, reading, and writing which will help accelerate their educational goal attainment. As far as content, she mentioned there was something for everyone including multiple levels in reading, writing, and math. She also noted that during check-ins and conferences, many students said they were not sure they wanted to pursue a college degree but since taking the Jumpstart class, they now feel more confident and aware of college resources. One student stated, *As a result of taking this class, now I'm thinking about college.*

When asked what principles or practices of equity and inclusion were utilized to support student learning, the instructor responded with the following.

Instructor practices to support equity and inclusion included:

- Warm Up Activities to Engage Students and Community Building
- Explicit instruction navigating and using Moodle and online tools
- Support including one on one support using technology and devices
- Worked assignments into class time to be sure students could complete the skills with support (text me, send me an email, screenshots, upload an assignment)
- GSuite activation, access to SHeD, and how to access additional resources
- High instructor engagement and communication
- Guest Speakers: Marcia Koenig PASS Lane, Alexis College Transition Specialist, Judith Kelly Tutoring, Zara Pastos Accelerated GED Bridge to College Courses
- Instructor engagement and outreach to individual students for check-in and connection
- Weekly recap of activities sent to all students
- End of term one-on-one conferences with students to determine next steps and course review

The instructor recommends one major change which is to offer a section of the course fully in person as many students are returning to a school environment after more than 10 years away, requiring more one-on-one support with technology and instruction in a traditional classroom setting. While it is too late to make this change for the winter term, we will request an in-person section for spring.

### **What Did Students Say About Jumpstart?**

For us, student feedback is a critical component of program evaluation and improvement. We asked students to evaluate their Jumpstart experience and we were incredibly touched by their support. Their voices confirm we are on the right track to meeting their needs.

### **What was the most interesting or helpful thing that you learned in this course?**

The most helpful thing I learned in this class is that there are a lot of online resources available at my fingertips when it comes to learning

*I have enjoyed this class, even though I haven't been in school for a long time. This has allowed me to get into the learning mode. I enjoy "in class" more than online courses. It has taught me a better understanding of my computer skills*

I learned that I can do this, meaning that with the right focus, teachings, and asking questions. With the positive attitude, and reinforcement that was portrayed throughout class made me feel better about not knowing some stuff, it was ok to questions.

To me the most helpful thing this course offered was helping me touch back up on my math skills that I had lost over the years.

The most interesting things I felt that was helpful in this course was how many resources that we have out there to help us with our goals. I also realized that I was a lot closer to my goals than I first thought and had a very big boost in my confidence when learning how easy this can be.

I appreciated the help finding the different programs and people to help me find exactly what I need in order to move forward

the most helpful thing that I've learned so far would have to be how many resources there are to help people like me in my situation

Having the ability to see and hear, firsthand, a real pathway in navigating the Lane website and what the expectations are, was by far the most helpful thing to me. This was what I was struggling with, trying to figure out what I was supposed to do. The Lane website is definitely easier than most to navigate, but it does lack "roadmaps" for what newcomers should do, for what level they're at, and in what order things are supposed to be completed.

Being able to talk to a person, see them navigate the sites, have an actual list of what we should have on our desktop for the course, all of that was extremely helpful. The resources, such as Edready, was a huge help in figuring out what level I'm at and even acted as a confidence booster. I'm very much a visual learner and need visual gratification.

This Jumpstart class was perfect for what I needed, and really demystified a lot of my anxieties about college.

An unexpected, yet extremely helpful thing from this class, was my ability to realistically see how a scheduled class would affect my work life. This brought to light a lot of issues in my work schedule that I need to iron out. I'm thankful to have learned this now, then when I'm in the middle of a college credit course.

How helpful were the guest speakers? Did they share new information that you found useful?

I found the guest speakers insightful

Yes they were very helpful in my choice of learning a study path.

The guest speakers were amazing, and they answered our questions, and gave us great feedback. Alexis Kielb, explained in detail about scholarships, and grants. That was very helpful for me, considering I'm going to need help with financial aid.

I think the guest speakers were really helpful, they offered really useful opportunities for us and personally made me consider a couple of things to do after i get my GED

Yes, they did. Very helpful.

I just reached out to one of the guest speakers to learn more about some additional classes I might take after my GED is done, these recourses can be very useful if needed like me.

For the most part, the guest speakers were very helpful and when I asked specific questions they were able to help. I thought that they were kind and respectful. taking this class was more helpful than I thought. I originally was just here for the math aspect but taking this class showed me that there was a lot of information and connections I was missing that helped bridge the two.

the guest speakers were very helpful in my case and yes the information they shared was useful.

The guest speakers were very helpful, and it was good to put a face to the name. They seemed very warm and welcoming, very approachable. All of the information was fantastic information.

I do think that those guest speakers should record a segment, just like how they were talking to our class, and have that video posted on the Lane's website, in the corresponding pages. Like the Career Exploration page, and the financial help page.

If Lane had videos on those pages, with someone to do an overview of the listed options below, it would really help navigate that page. Just a thought.

Is there anything that you would like me to know? About the assignments, topic, etc?

I can't think of anything at the moment, but I've been loving this experience. Definitely not a waste of time! It has made this process a lot less overwhelming.

Topics and assignments were clear. Thank you.

I appreciate how helpful and understanding you were. The topics were very helpful especially EdReady. Being able to show you what I completed help better focus on what I needed to work on.

nope, I think you did a fantastic job, thank you.

Everything was extremely well organized, and easy to use and understand. Nothing was too taxing. It was almost like, it was as hard/challenging as you made it for yourself. The assignments seemed to fit all ability types easily.

## **Summary of Results**

The data pull indicates that we are accessing the students we intended to serve although we would like to dig deeper into our race and ethnicity data. This includes reviewing and comparing Jumpstart data to our program-level data and also comparing fall term and winter term cohorts. We would like to add an in-person section for students who require additional support learning computer and technology skills which will better position them for learning in a variety of modalities. Most importantly, the positive student responses demonstrate we are meeting the needs of this student population as proposed in our original JDEI application. We are pleased with the overall results and will continue to make improvements based on our final evaluation. The CD team would like to extend an enormous thank you to the JDEI committee for this opportunity, without which, we would not have had the capacity to support this increasing student equity need.

## **A Final Note on Institutional Support**

With college enrollment as one of our most pressing priorities as an institution, it seems that Lane would want to fully utilize ABSE/GED to support enrollment equity. However, historically and currently, the college does not use our programming as an outreach and recruitment tool to increase enrollment equity at Lane despite our efforts to partner campus-wide. Rather, we are required to do outreach for our own programming and due to chronic underfunding, this task is left to the instructor on record, demonstrating resource inequities within our own college in terms of resource allocation.

While Lane County data suggests that there are a high number of adults without a high school diploma, combined with socioeconomic status suggests that the college, in meeting our equity, inclusion, and access mission, should direct at least some recruitment and outreach efforts to these populations. Our programming is positioned well within Lane to bridge nontraditional students into the folds of the college while helping to address inequities and inter-generational poverty throughout our service area.

In fact, we are the only hope for these students who would otherwise not have access to high school completion or college education. We see ourselves as a critical part of an equitable and sustainable future at Lane but are continually overlooked and under-resourced. We will continue to encourage the college to work in partnership with us and our sister program, ESL, to develop a comprehensive approach that best meets the needs of our nontraditional students, our college, and our community. However, this will rely on college leadership's commitment to nontraditional adult learners in our community and the programming we provide that allows students to realize their educational dreams.