

Mt. San Antonio College Joint Board and Superintendent Dinner

March 31, 2015

Topics

- Common Core and Community Colleges: Defining “College Readiness”
- Dual/Concurrent Enrollment Current Trends and Options
- Support for AB 288 (Holden) - The College and Career Access Pathway Act
- San Gabriel Valley Career Pathways Consortium
- AB 86 Adult Education Regional Planning Report/Adult Education Block Grant

Background

- Changes within community colleges -both nationally and within California have created new emphases and mandates.
- Simultaneous changes in K-12 with Common Core, Smarter Balanced Assessment, and LCAP are shaping the direction of K-12 education.
- The need to work collaboratively between community colleges and K-12 has never been more essential.

The Community Colleges: Change in Focus

- **Federal focus: “Completion Agenda”**
 - Increase emphasis on student completion of goals (graduation)
 - Limitations on financial aid: Pell lifetime limit
 - Loss of financial aid: students without high school diplomas cannot receive federal aid under the Ability to Benefit provision
- **State focus: “Timely Student Success”**
 - Student Success: mandated core services; “every student needs a plan” (education plan)
 - Limitations on financial aid: loss of BOGW eligibility for unsatisfactory academic progress
 - Monitoring students’ progress and alerting them Communicating requirements and status
 - Pending imposition of statewide Common Assessment

The Community College: No longer an “open door”

- The mission of the California community colleges now has a different focus.
- Students can no longer “just show up.”
- The “rules of the game” have changed.
- To enroll, students must plan ahead.
- Students are expected to have completed an online application, assessment testing, new student orientation and an abbreviated education plan all before enrolling in July for fall and January for spring.
 - Students must start preparing to enroll at the community college at least 2 months prior to the start of classes

11th Grade SBAC* Results to Measure College Readiness

*[*Smarter Balanced Assessment Consortium]*

- Use the grade 11 SBAC ELA and mathematics assessments as an indicator of college readiness
- Definition of “College Ready”: demonstrating the knowledge and skills necessary to be eligible for entry-level, transferable, credit-bearing courses at the college level and to be exempt from developmental levels upon entrance to college.
- Capitalize on students’ 12th grade year to make academic improvement.

Translation: SBAC “College Readiness” for CA Community Colleges

- In order to be deemed college ready at the 11th grade testing or by the end of the 12th grade, students must be eligible to enroll at these levels:
 - ELA: *Freshman Composition (English 1A)*
 - Math: *Equivalent to transferable or “university” level math (College Algebra, Statistics, Finite, Precalculus, Calculus)*

SBAC's Recommended 4 Levels of Readiness

- **Level 4:** Content Ready/Exempt from Developmental -- Students at the highest levels- predominant enrollment in AP/IB
- **Level 3:** Conditionally Content Ready/Exempt from Development - need further work in 12th grade
- **Level 2:** Not Yet Content Ready - further support needed
- **Level 1:** Not Content Ready/Developmental Level—substantial support needed

Content-Readiness Framework for Grade 11 Assessment Results

Level 4

College Ready

- Content-Ready/Exempt from Developmental - **11% ELA; 11% Math**
- **AP/IB level students; exempt from additional placement testing and additional coursework**
- K-12 and higher education may jointly set Grade 12 requirements to retain exemption (optional for states)

Level 3

Conditionally College Ready

- Conditionally Content-Ready/Exempt from Developmental - **30% ELA; 22% Math**
- **On track at Grade 11, but need evidence of sufficient continued learning in Grade 12**
- In each state, K-12 and higher ed must jointly develop Grade 12 requirements for students to earn exemption

Level 2

Support Needed

- Not Yet Content-Ready - Support Needed - **31% ELA; 27% Math**
- Transition courses or other supports for Grade 12, retesting option for states
- **“Remedial Accelerated”—transition courses; exempt from developmental placement**

Level 1

Substantial Support Needed

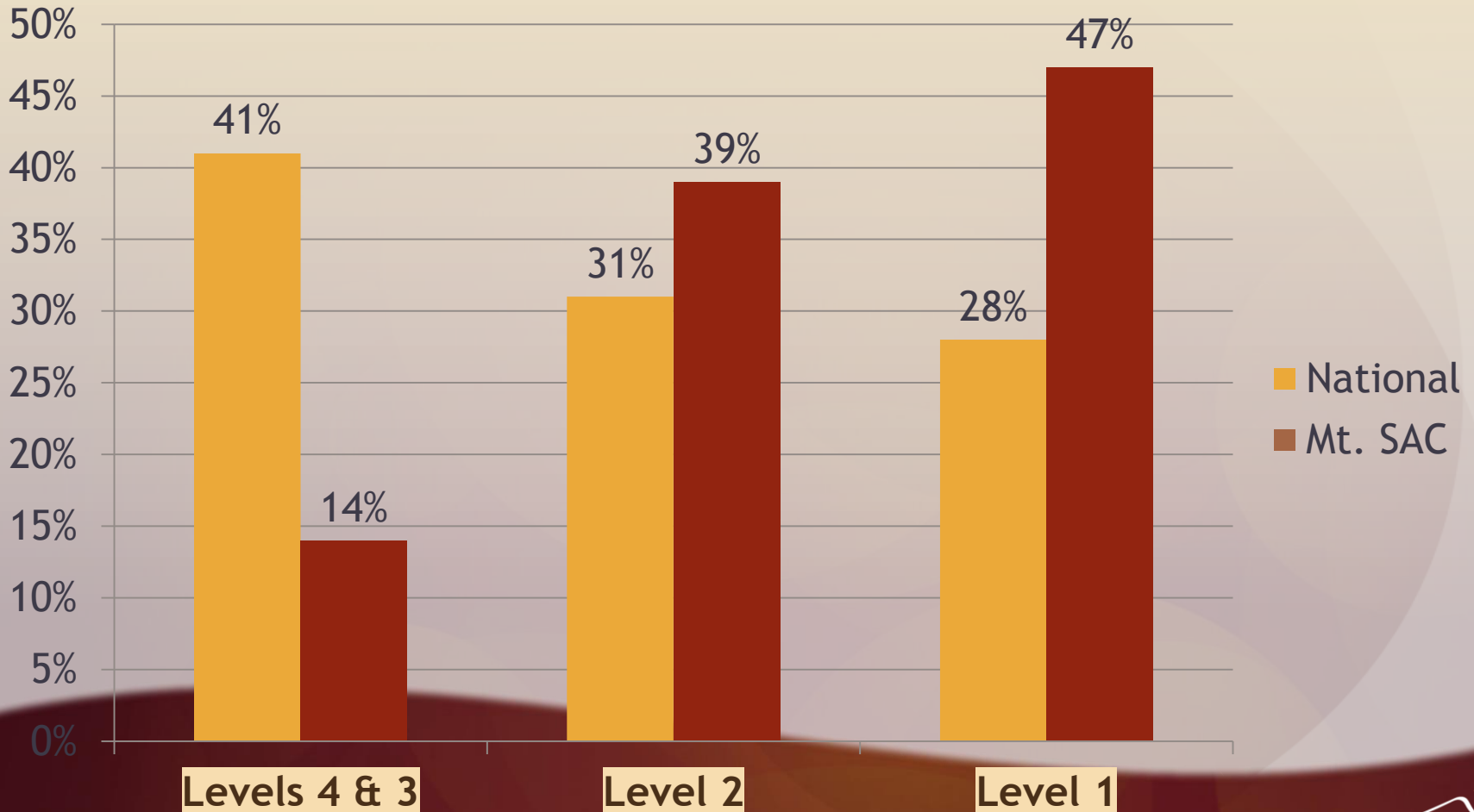
- Not Yet Content-Ready - Substantial Support Needed - **28% ELA; 40% Math**
- **Developmental level placement**
- K-12 & higher education may offer interventions

Note: Applies only to students who matriculate directly from high school to college.

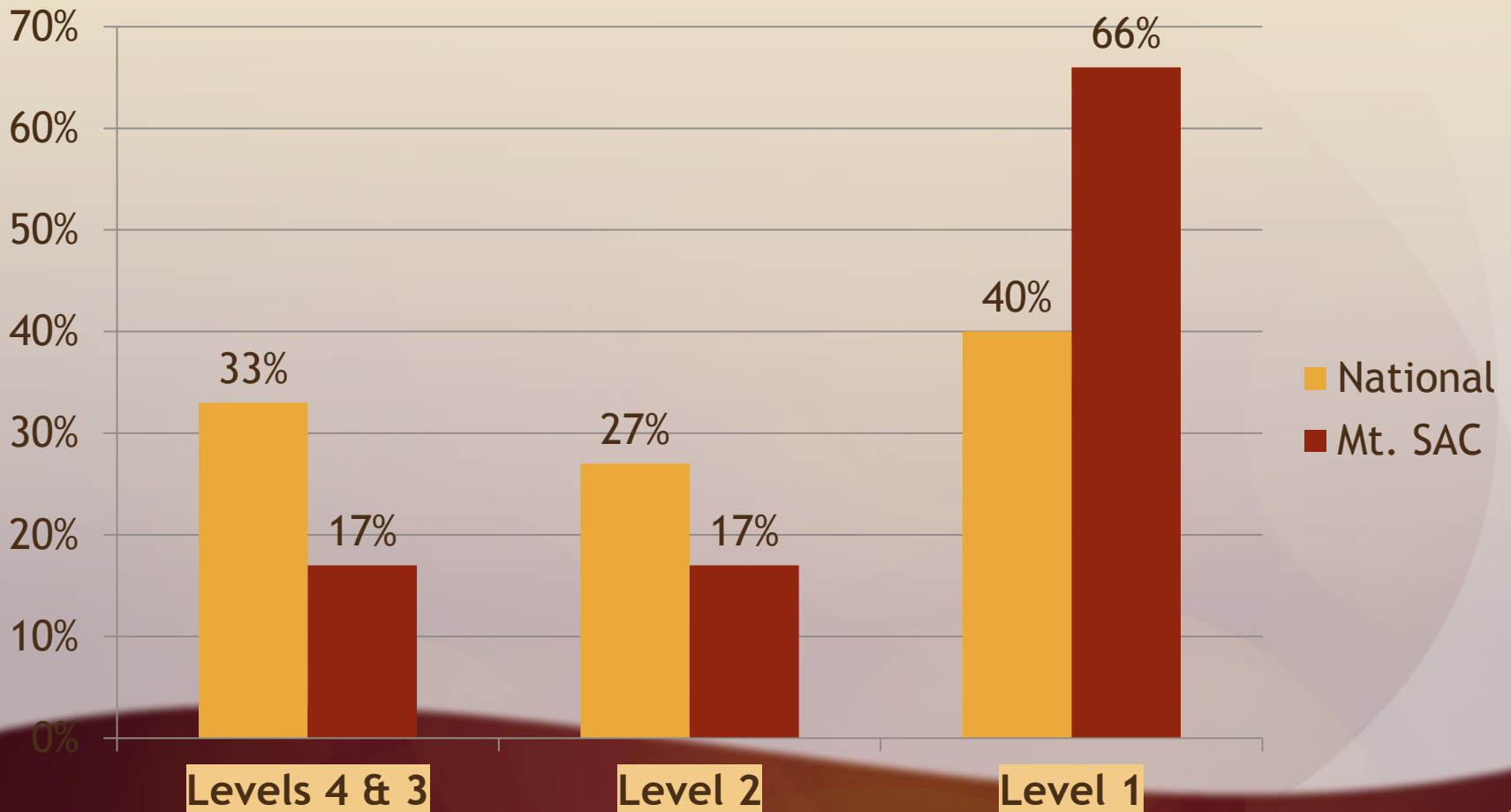
Converting SBAC Levels to Mt. SAC Placement Levels

- **Levels 3 and 4: Clearly or Conditionally “Content Ready” (combined)**
 - National %: 41% ELA; 33% Math
 - **Mt. SAC %: 14% ELA (English 1A)** (AA level English); **17% Math** (transfer level math)
- **Level 2: “Remedial Accelerated”**
 - National %: 31% ELA; 27% Math
 - **Mt. SAC %: 39% ELA (English 68); 17% (Math 71)** (AA level math)
- **Level 1: “Developmental”**
 - National %: 28% ELA; 40% Math
 - **Mt. SAC %: 47% ELA (English 67 and below); 66% Math (Math 51 and below)** (basic skills level courses)

English Language Arts



Math



English and Math Pathways at Mt. SAC

- College Ready Curriculum at Mt. SAC
 - English: 3 levels of courses exist below English 1A
 - Math: 5 levels of courses exist below transfer/university level Math High School/District Assessment Results Class of 2014
 - Data in packets
 - Reviewed with Principals and Counselors earlier this year

“The Challenge” - Based on 2014 Mt. SAC Placement Test Results

English: 86% of students would be considered not college ready (below English 1A) [levels 1 and 2]

- Approximately 47% could be considered Level 1 (developmental)

Math: 83% of students would be considered not college ready (below transfer level math) [levels 1 and 2]

- Approximately 66% could be considered Level 1 (developmental)

A Common Agenda

- How can we assist you in addressing developmental needs with students at Levels 1 and 2?
- How can we develop joint efforts to assist high school students in becoming College Ready?

Other Articulation Issues: Integrating Curriculum

- Many high schools are implementing **ERWC** and **Integrated Math** as the 12th grade interventions.
- These curricular efforts will most likely enable students to gain the necessary skills/knowledge to be deemed “college ready” - however these courses do not articulate to college curriculum.
- If the goal of EAP is to capitalize on the SBAC/CAASPP results, how will this integrate with the CCC system’s new Common Assessment initiative?

Math Faculty to Faculty Dialog

High School Educators' Conference - Friday, December 5, 2014

Notes

- Math Instructors from local high schools participated in a discussion surrounding common core, college assessment processes and necessary collaboration.
- Participants requested to discuss the type of text books, publishing companies and methods of Common Core implementation at their high schools, especially for **Integrated Math**.
- A select group volunteered to be a part of the **steering committee** for future discussions.

Concerns

- Students are struggling with the transition to Common Core.
- Lessons are taking longer than the time allotted in their planned curriculum.
- Textbook content must align with common core standards but also maintain classroom practicality.
- How are special populations such as ESL, ELA, ELD, SPED being supported during the transition to Common Core standards?

Collaboration

- Will Mt. SAC be moving toward a "Common Assessment" that is adaptive for all California Community Colleges?
- Will this new adaptive test align with the High School Curriculum and Common Core?
- Develop and expand First Year Experience programs such as Summer Bridge to include college level math and English.
- Expand the dual enrollment effort for in-district partner high schools.
- Will a **partnership/task force** be created for future collaborations and initiatives?

Follow Up

- Meetings should be held half day on an agreed Saturday to lessen classroom absences for High School Math instructors.
- Discussions should include predetermined topics (ie: interpretation of common core standards) and special guest speakers to lead seminars that will benefit the High School to College educational partnership.
- Steering Committee shall develop discussion forums, list serves and various forms of communication such as a Drop Box and Facebook.

Aspects of Dual/Concurrent Enrollment

- **Alignment:** Curricular integration and articulation with high school courses
 - Career Pathways/ROP course articulation for credit
 - Basic skills courses (English; Math)
- **Time to Degree Completion:** enabling high school students to start college “ahead of the game” with 12 to 24 or more college credits
 - Similar to AP tests/courses
 - Enables basic skills level students to start college “college ready”

- **Cost Savings:** reducing family debt by saving a semester or year of college fees by completing 12 to 24 units while still in high school
 - Mt. SAC does not charge high school students enrollment fees, but costs of books can be problematic
 - Accelerated students frequently can shave off a year of a university-level education - completing a Bachelor's degree in only 3 years
- **Access to College:** providing early experiences to encourage college enrollment for under-served and under-represented students
 - Focusing on basic skills, first generation college students
 - Preparing students academically and developmentally for college

Easing the Transition to College

- Outreach Presentations at high schools
- Seniors Day
- Connect 4
 - Assessment Information; and Planning
 - Placement Testing
 - New Student Orientation
 - Education Plan Development
- New Student Welcome
- Summer Bridge, Basic Skills and Transfer Pathways
- Summer STEP (Summer Transition Enrichment Program)
- Honors Program
- Summer Boot Camp (preparation for assessment)

Current Status of Dual Enrollment

- Impacts of current state laws/regulations
 - Traditional focus has been on **accelerated** and **vocational** courses of study and not as much on addressing basic skills
 - Regulations/laws **restrict numbers** of students who can attend; numbers of student who can enroll in the same course
 - Current law requires high school students to have **lower registration priority** and a **cap on total units** students can take.
 - Economic fluctuation: when the economy is bad, when community college funding is cut, the demand for community college enrollment rises, high school “Special Admit” students have difficulty enrolling due to a lower registration priority and limited course offerings

Avenues for Dual Enrollment

- Special Admit
- High School Course Articulation for Mt. SAC Credit
 - To meet Mt. SAC prerequisites
 - Advanced standing through credit by exam (Tech Prep)
- Mt. SAC Courses on High School Campuses
 - Open enrollment - courses offered to both high school and college students
 - Closed enrollment (specialized, cohort based)
- Middle College/Early College High Schools
- Credit Recovery (non credit)

Mt. SAC's Special Admit Program

The Special Admit program is open to high school juniors and seniors (11th - 12th graders) who can benefit from taking advanced scholastic or vocational work at Mt. San Antonio College.

Students must meet the following criteria to participate in the Special Admit program:

- Be recommended by their high school principal or counselor
- Be approved to participate by their parents
- Have the required cumulative high school grade point average
- Meet all course prerequisites
- Complete a specialized orientation

Tech Prep Course Articulation

Articulate Mt. SAC college credit for CTE/ROP courses for equivalency

- Students obtain college credit for high school courses completed and courses are posted to the student's Mt. SAC transcript (for enrollment at Mt. SAC or any other college)
- Students prove their knowledge by completing exams that measure the content knowledge of college courses
- Number of students awarded (annually): 300+

Dual Enrollment Models

- Access to College: developmental, motivational, experiential
- Acceleration: advancing status toward associate and/or baccalaureate degree
- Career Pathways: ROP/career/vocational course articulation/preparation
- Early College High School/ Middle College High School articulated, coordinated, prescribed course offerings for both college prep and acceleration toward degree(s)

Access to College - *Experience College; College Readiness*

- Goal is to introduce college to basic skills level students and to have them experience success. Additional goal is to take and complete basic skills courses in order to enroll as a freshman at “college readiness” level (English 1A and/or Math 71-Intermediate Algebra)
 - Junior Year: Student complete Mt. SAC placement testing in the fall. Interested students enroll in a Counseling 1 class for the spring semester.
 - Summer between 11th and 12th grades: students have options to enroll in English writing, math, reading, counseling-career exploration. Field trips to the college provided.
 - Fall and Spring of 12th grade: depending on area of needed improvement, enroll in English writing, math, or course of interest (e.g., sociology) or course required for high school graduation (e.g., political science/US government) or counseling course.
 - Summer between 12th grade and freshman year: special “bridge” type program held at the college

Acceleration - *Head Start on College -- Completing college level courses*

- Goal is to provide accelerated students with access to higher level courses that high schools may not always be able to offer, especially in math and science
- Students can earn college credits to be transported to their university enrollment
- Most students will enroll at the college as Special Admit students, selecting courses based on their interests and future career plans
- Students more than likely do not need college courses for high school graduation but enables students to complete prerequisites or better prepare for university enrollment

Career Pathways Model - Acceleration into CTE programs; *career preparation*

- Goal is to enable students with specific career interests access to enrolling in CTE courses or CTE preparatory courses while still in high school
- Courses are articulated with Mt. SAC curriculum to provide students with advanced placement at Mt. SAC
- Course enrollment can supplement ROP offerings
- Example: Electronics Certificate in Cabling - students were able to complete entire certificate while enrolled in high school and be career ready upon graduation and fully employable
- Example: Students can take prerequisite courses to prepare them for entry into more competitive CTE programs such as Allied Health (nursing, respiratory, radiology).

Early College/Middle College High School Models

- Similar to acceleration, goal is to provide high school students opportunities to complete college courses that will shorten their time to graduation (Associate Degree and/or Bachelor's Degree)
- Formalized agreements are established between Mt. SAC and the school district
- ECHS: Courses can be offered at the high school depending on students' eligibility and interest, school needs and availability of scheduling; students may also take courses at the community college
- MCHS: Courses offered in a special program at the community college
- Courses are articulated between the school district and the college to enable students to meet high school requirements and fulfill future college requirements

Coordination Considerations

- Coordinating high school and college **calendars**
- **Cost** for books and materials
- **Transportation** to Mt. SAC for students wishing to enroll in specific courses
- Need to have **sufficient enrollment** in order to offer the course at the high school
- **Approval process:** Student must have principal's approval; Mt. SAC requires parental approval as well and restricts certain courses students can take on campus. Students are “emancipated” while enrolled in a college course—cannot share information with parents. Students must complete a “Special Admit” Orientation at Mt. SAC.

- **When to offer:** Courses held on high school campuses must be accessible for other students yet high schools have closed campuses - offer either before school (possible) or after school (more common)
- **What to offer:** Need to articulate college courses such as English and Math that might be acceptable for high school credit requirements; each school will be different—do not want to displace high school teaching staff
- **Who will teach:** Work through issue with Mt. SAC faculty; possibility of hiring high school teachers who meet CCC minimum qualifications to teach the Mt. SAC course at their high schools

Next Steps

- As school district officials, consider the unique needs of your high schools and your district.
- Meet with us to further dialog about the type of Dual Enrollment Partnership we can develop.
- Contact:
 - Francisco Dorame, Associate Dean, Counseling
 - fdorame@mtsac.edu
 - Joumana McGowan, Executive Dean, Instruction
 - jmcgowan@mtsac.edu

AB 288 (Holden): The College and Career Access Pathway Act

Goals of AB 288 are to:

- 1. **Expand Access** to concurrent enrollment programs for students by specifically authorizing college courses to be offered on a high school campus exclusively to high school students.
- 2. **Increase exposure** to college coursework and environments for underserved students by specifically authorizing community college districts that have formed a Career Access Pathways partnership to grant limited priority enrollment to those students. Numerous studies have shown that concurrent enrollment effectively assists marginal achieving student's transition into college coursework.

- **3. Accelerate learning** for students by creating a framework that allows students who demonstrate competency to up to 15 units of community college coursework instead of 11 units. This will allow students who may need to take a lab and lecture course the ability to do so while continuing with the courses they need to complete their pathway program.
- **4. Build Pathways** that fill projected labor market needs and uniquely customized to the student populations to be served. In many cases, career pathways need to be developed in coordination with regional needs instead of a one-size fits all approach. AB 288 creates a framework that provides districts flexibility to design Career Access Pathway partnerships that work for students, parents, and teachers.
- **5. Promote Accountability** for student learning by granting school districts more authority to monitor a student's progress and obtain student academic records from the participating community college.

- **6. Increase Transparency** by requiring Career Access Pathway partnerships to be adopted at a public, regularly scheduled meeting of each respective governing board to ensure that members of the public have an opportunity to weigh in.
- **7. Gather Data** that is more consistent and reliable from school and community college districts to allow for better analyses of concurrent enrollment programs and to ensure that school districts are not displacing high school teachers by inviting community college courses.

Sample Resolution in Support of AB 288

- We encourage our local K-12 district partners to consider supporting AB 288 to make needed changes to dual enrollment

Additional Areas of Collaboration

- San Gabriel Valley Career Pathways Consortium
- AB 86 Adult Education Regional Planning Report/Adult Education Block Grant