

UNPACKING MATRICULATION FOR FOSTER & HOMELESS YOUTH:

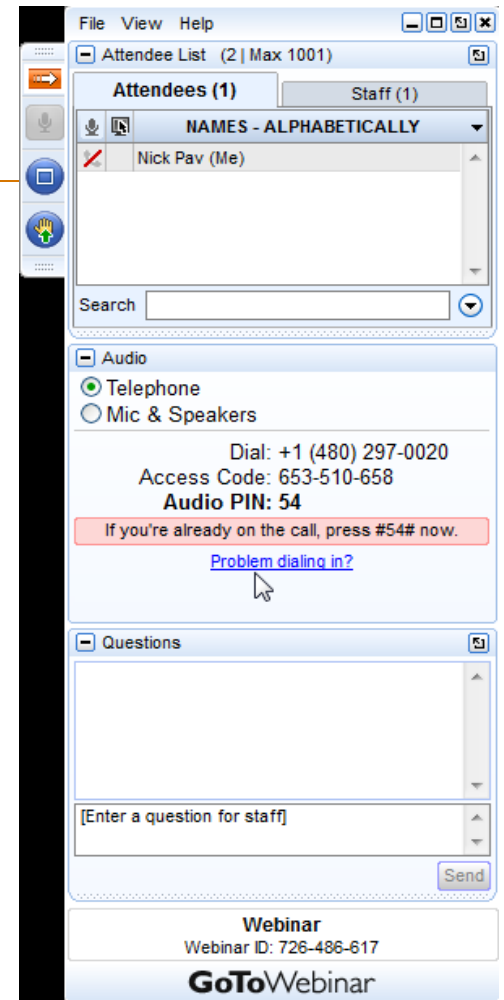
Assessment, Remediation &
Recent Changes

April 18, 2018

www.jbaforyouth.org

Information to Participate

- Call-in information
 - Phone number: (415) 930-5321
 - Access code: 294-325-691
- To submit live questions, click on the “Questions” panel, type your question, and click “send”
- Presentation materials and audio will be posted at www.jbaforyouth.org under “Research & Training” / “Training Archive”



Today's Presenters

JUANA HERNANDEZ

Higher Education Manager,
L.A. Compact
UNITE-LA

KEN SOREY

Executive Vice President
*Educational Results
Partnership*

DEBORAH PRUITT

Project Manager
*John Burton Advocates for
Youth*

SIMONE TURECK

Associate Policy Director
*John Burton Advocates for
Youth*

Juana Hernandez
Higher Education Manager, L.A. Compact
UNITE-LA



What is Assessment?

How California Colleges & Universities Measure “College Readiness”

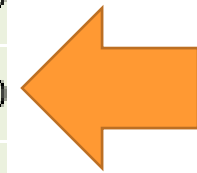
Measuring “College Readiness”

- The California Community Colleges (CCC) and the California State University (CSU) require students to demonstrate readiness for college-level math & English
 - *Eligibility for admission ≠ college ready*
- Assessment policies, processes, & student resources vary between higher education systems & across campuses
- Students who are deemed not ready for college-level courses are placed into remedial courses
 - Also called developmental education or basic skills courses
 - These are often non-credit courses that do not count toward transfer or graduation

Remediation is not just a community college 'problem'

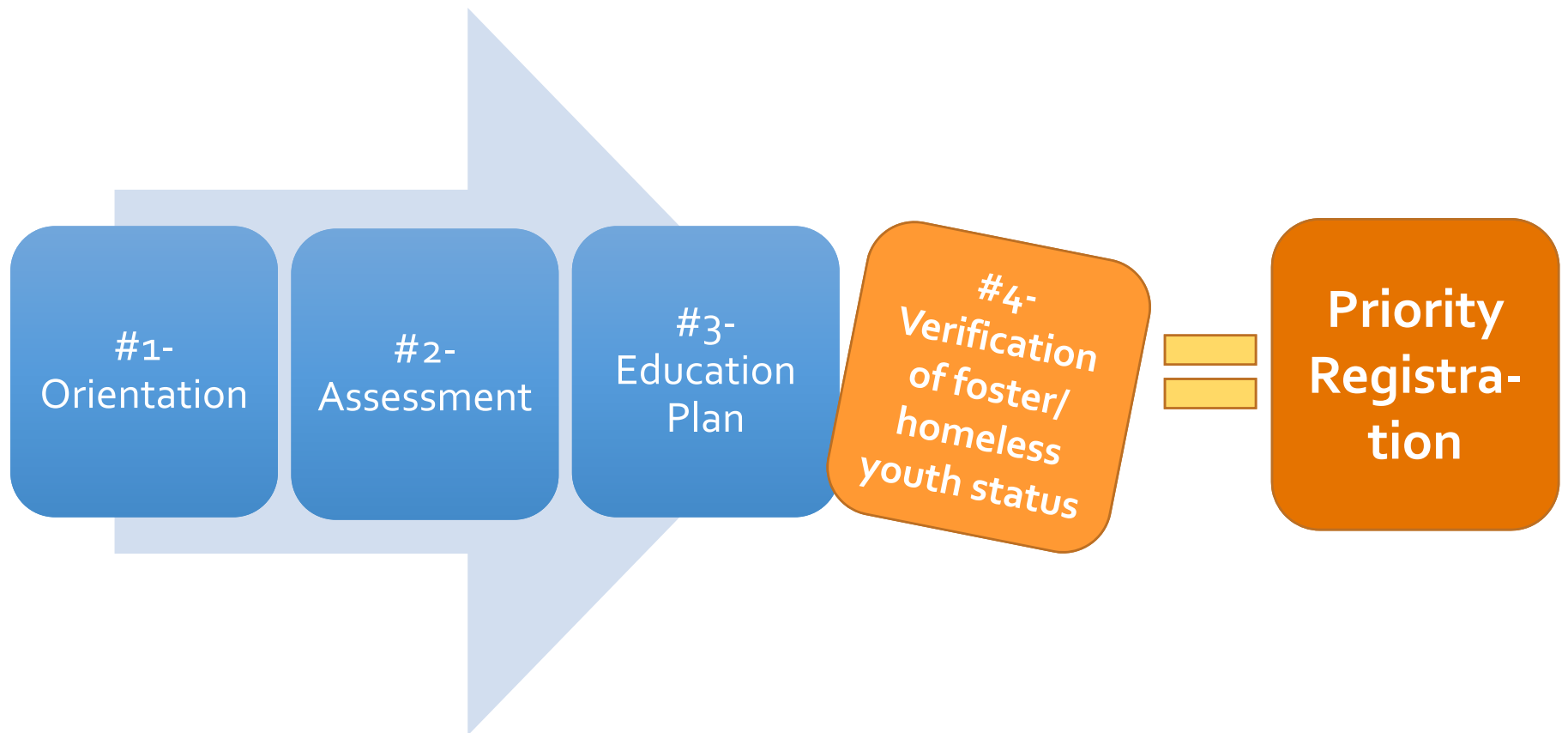
CSU Systemwide Freshman Proficiency at Entry (Fall 2015) and One Year Later (Fall 2016)

ALL REGULARLY ADMITTED FIRST-TIME FRESHMEN	#s
# of regularly-admitted first-time freshmen enrolled fall 2015	64,399
# of regularly-admitted first-time freshmen enrolled fall 2015 who needed remediation	25,010
# of regularly-admitted first-time freshmen enrolled fall 2015 who needed remediation and did NOT complete remediation	4,282
# of regularly-admitted first-time freshmen enrolled fall 2015 who needed remediation, did NOT complete remediation, and were NOT permitted to reenroll in fall 2016	3,281
# of regularly-admitted first-time freshmen enrolled fall 2015 who needed remediation and were permitted to enroll, but left the campus unremediated	79
# of regularly-admitted first-time freshmen enrolled fall 2015 who needed remediation, did NOT complete remediation, and were permitted to reenroll in fall 2016 and enrolled	922



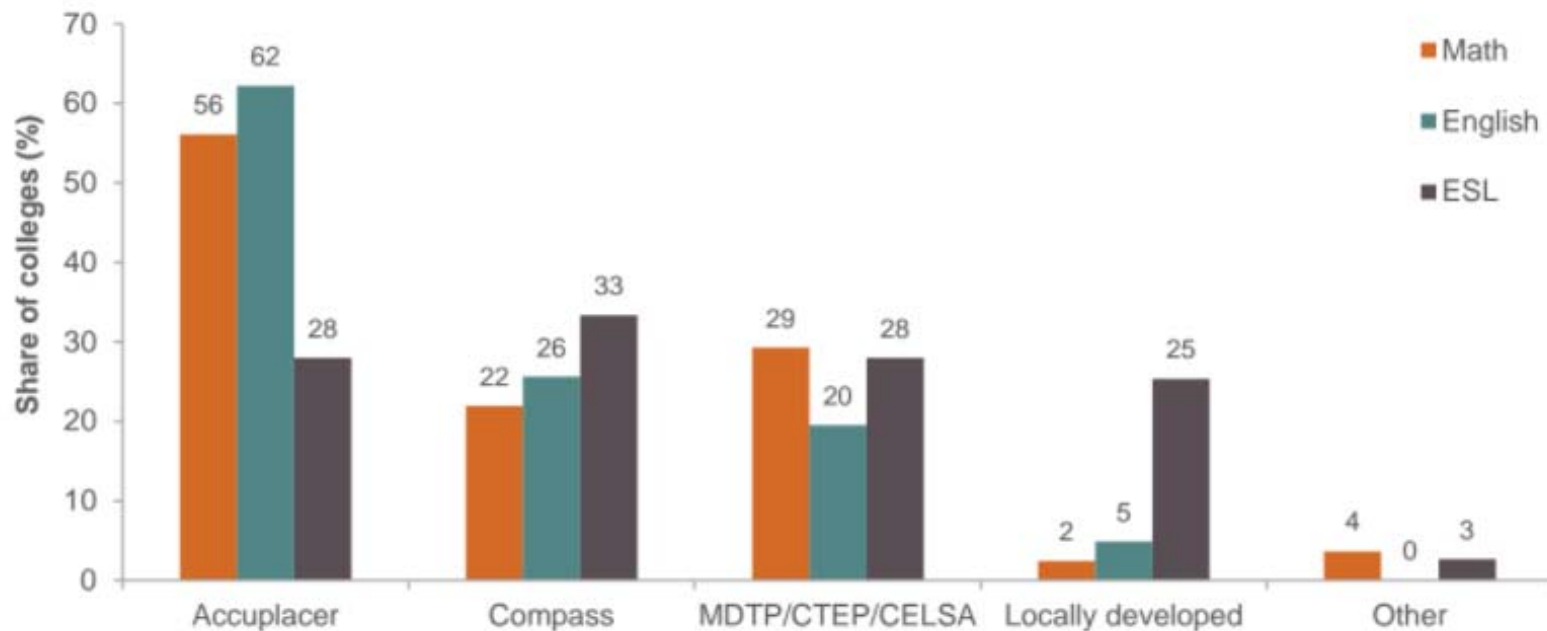
About **40%** of entering CSU freshman were previously required to take remedial courses

California Community Colleges: 3-Step Matriculation Process



Assessment at CCCs

Assessment instruments vary, with the majority (~60%) of colleges using the **Accuplacer** computer-based exam.



SOURCE: PPIC Survey of Assessment and Placement in California Community Colleges, 2016.

Assessment at CCCs

Cut scores are the scores needed to be placed directly into college-level courses; cut scores vary by campus (even within the same community college district).

TABLE 1

Cut scores for placement into transfer-level math and English courses vary considerably

Assessment Test	Math: college-level math exam				English: reading comprehension exam			
	Low	Median	High	Scale	Low	Median	High	Scale
Accuplacer	25	58	96	20–120	51	84	100	20–120
Compass	43	48	66	1–99	26	77	89	1–99
MDTP	16	25	33	0–45	-	-	-	-
CTEP	-	-	-	-	21	25	28	0–35

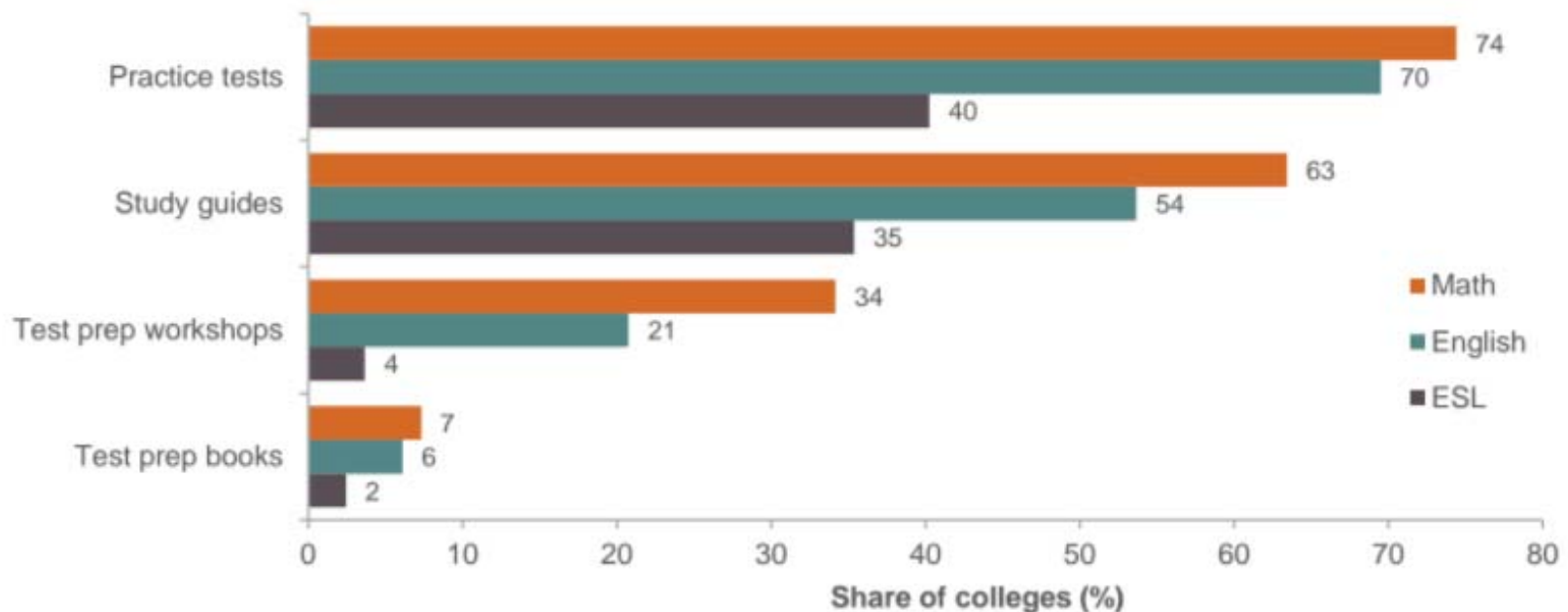
SOURCE: PPIC Survey of Assessment and Placement in California Community Colleges, 2016.

NOTES: Cut scores listed are for the most commonly used skills tests in math (college-level math/intermediate algebra) and English (reading comprehension). Math and English cut scores are for placement into transfer-level math and English, respectively.

Assessment at CCCs

Campuses provide varying levels of *information and support* to students about preparing for assessment.

Test preparation activities are more common in math



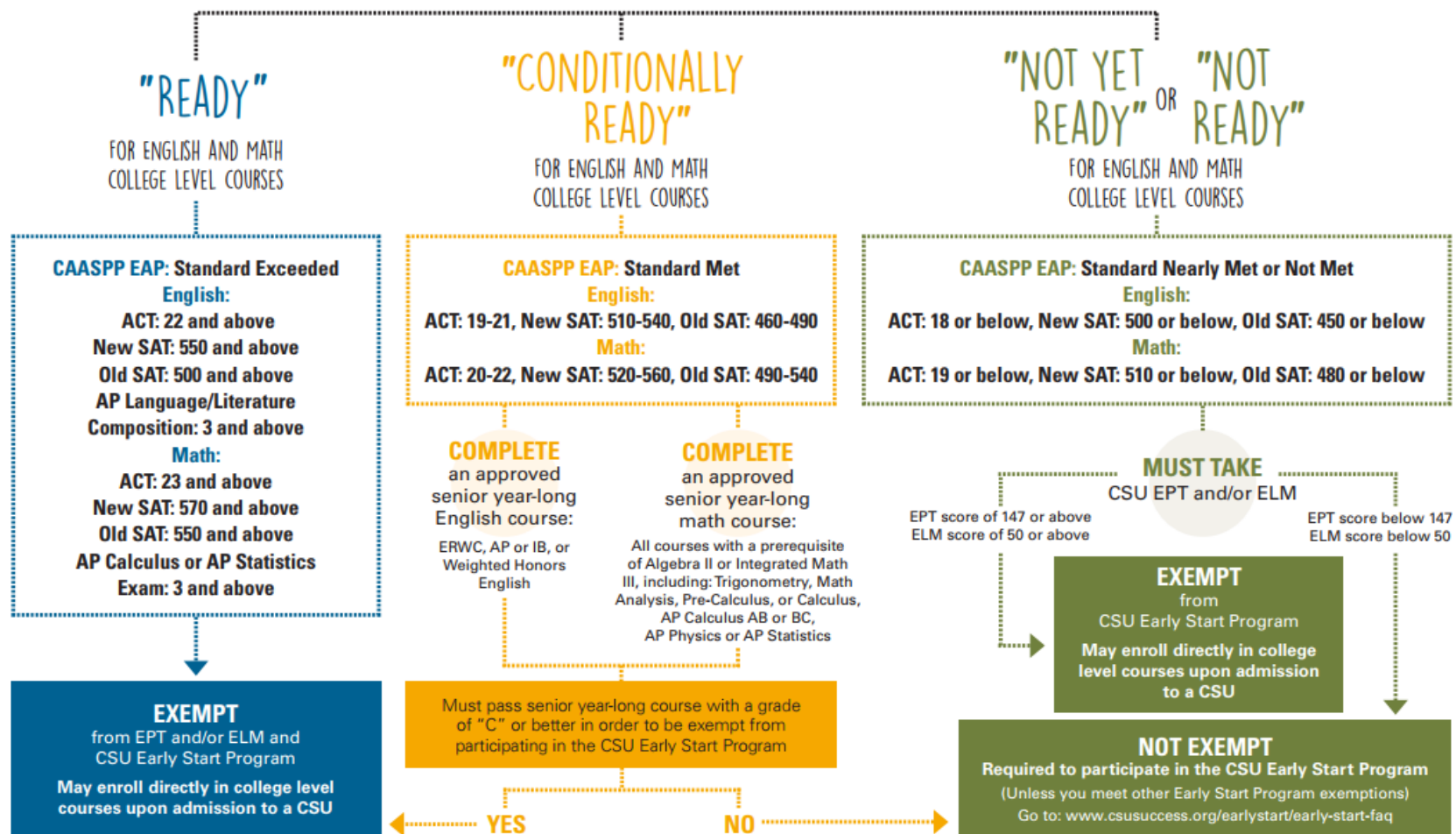
SOURCE: PPIC Survey of Assessment and Placement in California Community Colleges, 2016.

Assessment at CSU



YOUR PATHWAY TO COLLEGE READINESS

BELOW ARE THE MULTIPLE WAYS TO BECOME CSU COLLEGE READY



Ken Sorey
Executive Vice President
Educational Results Partnership
www.edresults.org

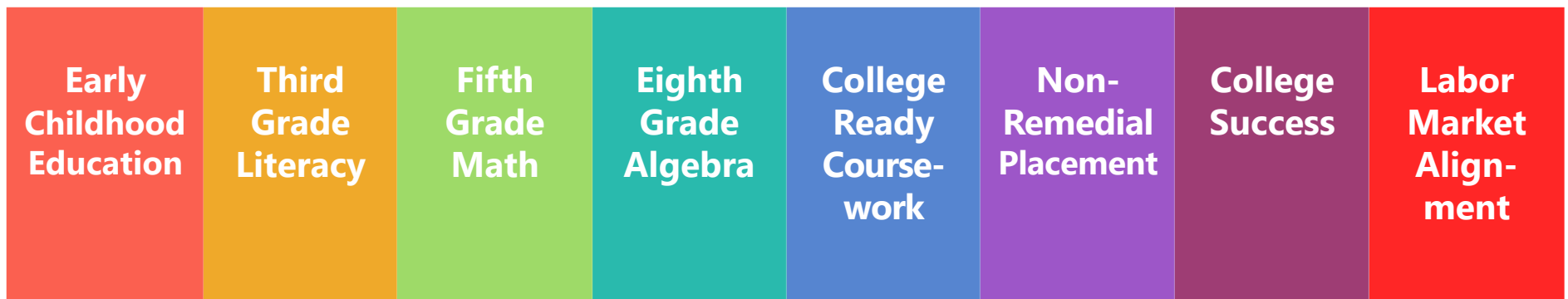


Research on Assessment & Remediation:

Reimagining Student Capacity by Utilizing Multiple Measures for Placement

Momentum Points

- Throughout the education-to-career pipeline, there are “momentum points” that either hold students back or propel them forward.
- Data shows that the issue is more of “trust” for what occurred prior, not that the students lack the capacity to accelerate.



Reality of Assessment & Placement

- Majority of students placed below transfer-level in ≥ 1 discipline
 - 68% nationally (Scott-Clayton & Belfield, 2015) bit.ly/CCRCPlacementAccuracy
 - 85% in California (2012 & 2011 CCCC CO BSI Accountability Reports: bit.ly/BSI2012 and bit.ly/BSI2011)
- Cohort completion rates of transfer-level course drop by a third to half for every additional level placed below transfer (CCCCO Basic Skills Cohort Tracker: <http://bit.ly/BS Cohort>)
- **50-60% of equity gap** in outcomes occur during assessment and matriculation (Stoup, 2015: bit.ly/STOUP2015)

Evidence that Conventional Assessment is Flawed

Research increasingly questions effectiveness of standardized assessment for understanding student capacity:

Little relation to college course outcomes ⇒

(e.g., Belfield & Crosta, 2012; Edgescombe, 2011; Scott-Clayton, 2012; Scott-Clayton & Rodriguez, 2012):
bit.ly/CCRCAssess

Incredible variability in cutscores and 2-year colleges often use HIGHER cutscores than 4-year ⇒

(Fields & Parsad, 2012)
bit.ly/NAGB2012

Underestimates capability of students of color, women, first generation college students, low SES ⇒

Hiss & Franks, 2014;
bit.ly/DefiningPromise2014

Geiser, 2015:
<http://bit.ly/Geiser2015>

What's Happening to Foster Youth?

College	Academic Year	Comparison	Program		
All Colleges	2015-2016	All Students	No Cohort Available	Refresh	Upload Data

[Export Data](#)

Equip	Enroll	Earn	Embark	Top Comparables
+ Distinct Count				
- College Preparedness				
	All Foster Youth	% Foster Youth	All Non Foster	% Non Foster
First college course ever attempted in the community college system in either Math, English or ESL was below transfer level	20,258	90 %	1,158,828	81 %
First college course ever attempted in the community college system in Math was below transfer level	16,540	88 %	943,310	78 %
First college course ever attempted in the community college system in English or ESL was below transfer level	15,060	73 %	801,054	62 %
First Math course attempted was below transfer level, and who then completed a transfer level course in Math within 2 years	2,049	12 %	190,582	20 %
First English or ESL course attempted was below transfer level, and who then completed a transfer level course in English within 2 years	4,626	31 %	334,701	42 %

Multiple Measures

HOW IT WORKS

- Utilizes multiple variables to better predict student success in college-level courses
- Engages faculty with data to change placement practices at colleges & universities where under-placement & over-reliance on a single test is rampant

WHY IT MATTERS

- Significantly reduces number of students placed into remedial classes and/or moves them up in the course sequence
- Saves students years of time and large amounts of money
- Increases students' likelihood of completing degree, certificate or transfer

Multiple Measures

High school variables that predict success in college-level courses:

English

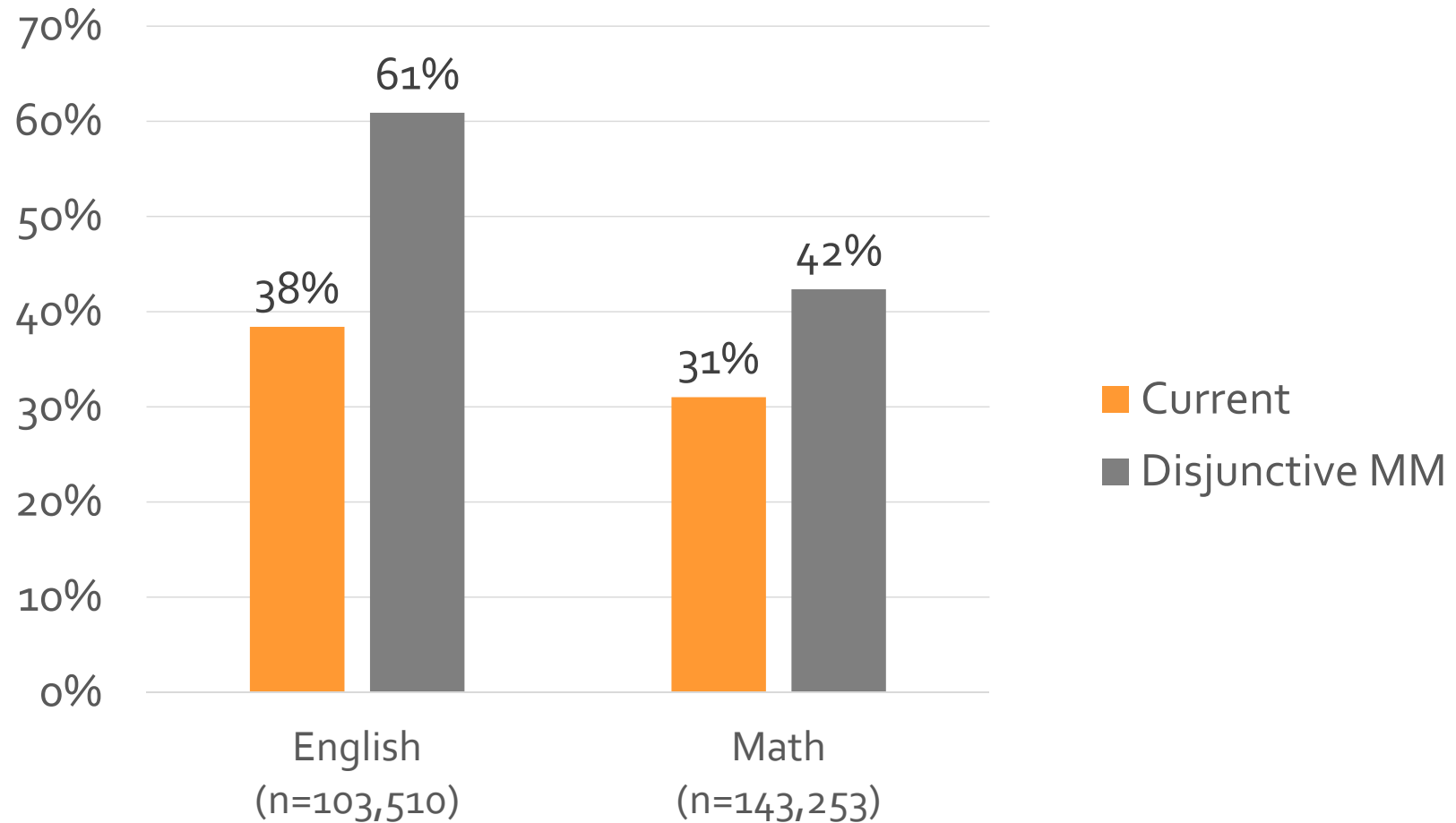
- **Cumulative HS GPA**
- Grade in last HS English
 - C+ or better in AP English class
- Score on English CST*
- Non-remedial status in HS English

Math

- **Cumulative HS GPA**
- Enrollment and grades in Geometry, Algebra II, Trigonometry, Pre-calculus, Statistics, Calculus
- Score on math CST and level
- Delay*

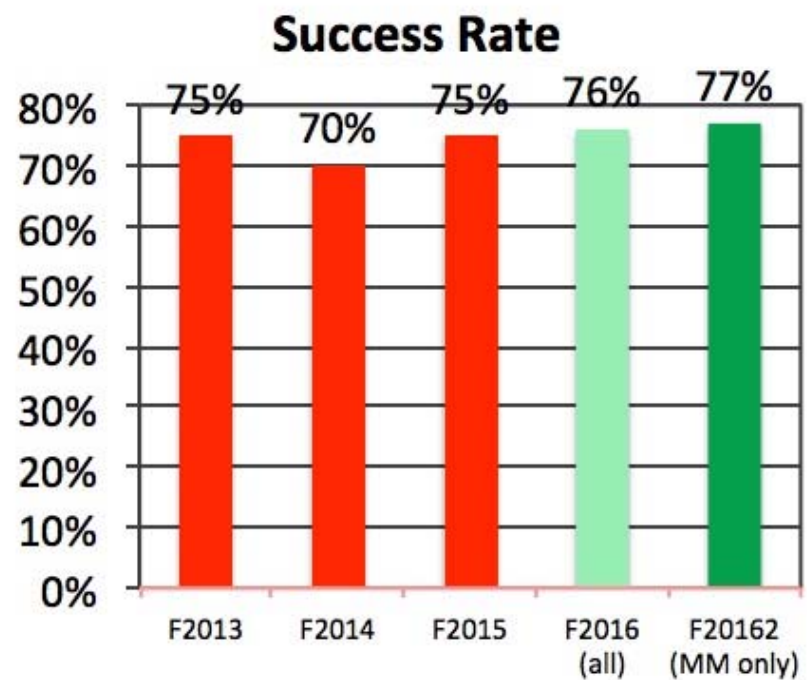
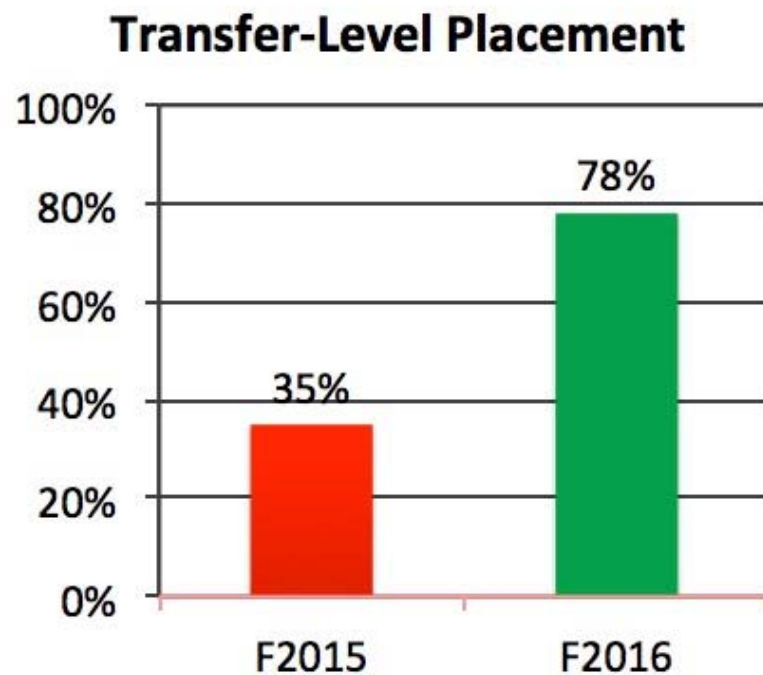
*CST is the California Standards Test used until 2013

Potential Statewide Transfer-Level Placement



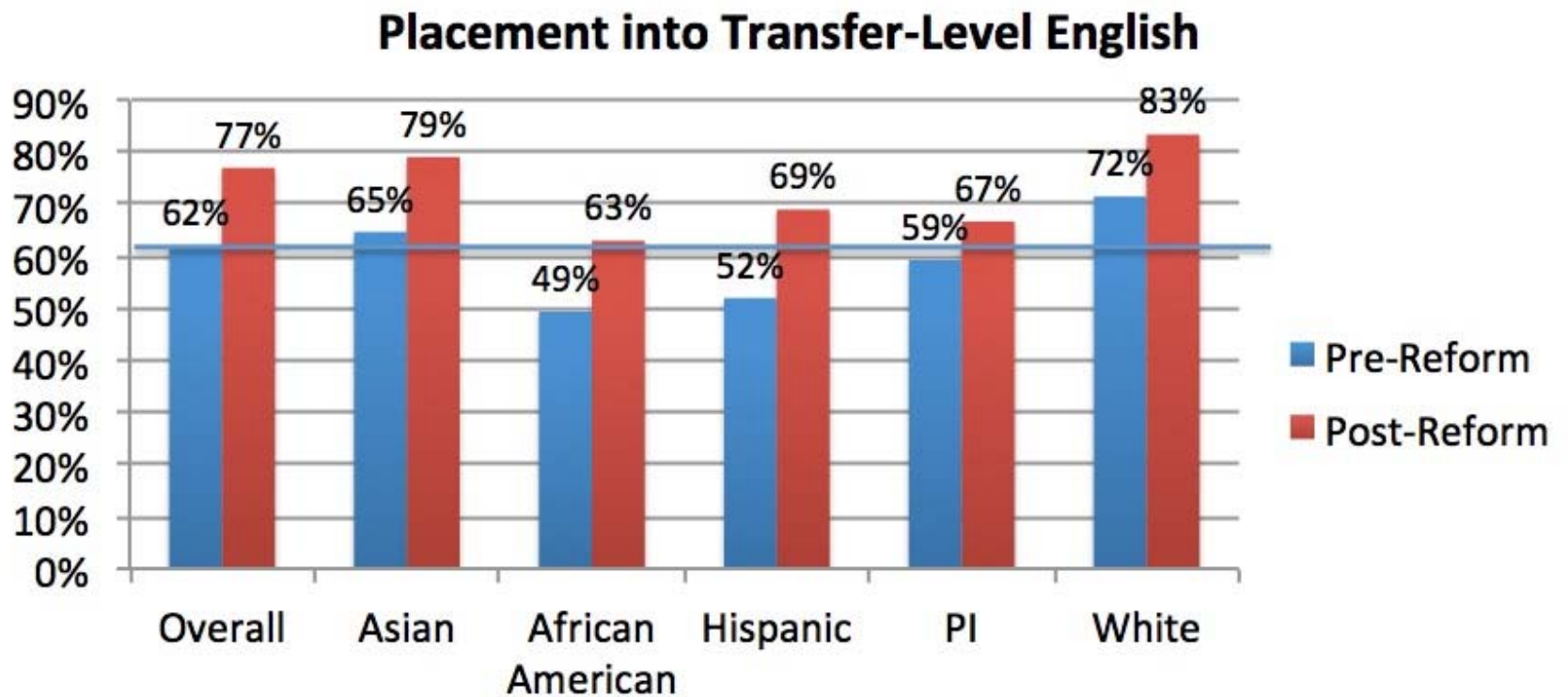
Local Example

Las Positas Preliminary F2016 results: English



Local Example: Impact on Equity

Spring/Fall 2016: Mira Costa



The Traditional Approach to Class Placement



Thanks for coming! You're not college material.

Colleges' Traditional Approach to Students We Think are Under-Prepared

Require students to take 1-4 semesters of remedial courses (more if they start in ESL)

In up to four different subjects

- Math Reading
- English and/or ESL

These courses do not earn degree/transfer credit

Disappearing Students: English-Writing in California

Students' Starting Placement English-Writing	% Completing Transfer-Level English in 3 Years
One Level Below	48%
Two Levels Below	34%
Three or more Levels Below	19%

Statewide data, Basic Skills Cohort Tracker, Fall 2009-Spring 2012

Across CA, students of color 2-3 times more likely to begin in lowest levels than white students

The more remedial courses a student must take, the less likely that student is to ever complete college English or Math.

~ Bailey, Thomas. (February 2009). Rethinking Developmental Education.
CCRC Brief. Community College Research Center. Teachers College, Columbia University.

Disappearing Students: Mathematics in California

Students' Starting Placement Mathematics	% Completing Transfer-Level Math in 3 Years
One Level Below	35%
Two Levels Below	15%
Three or more Levels Below	6%

Statewide data, Basic Skills Cohort Tracker, Fall 2009-Spring 2012

Across CA,
more than half
of Black and
Hispanic
students in
remedial math
begin here

Juana Hernandez
Higher Education Manager, L.A. Compact
UNITE-LA



The Landscape is Shifting:

Major Changes at California Community Colleges

JOHN BURTON ADVOCATES FOR YOUTH

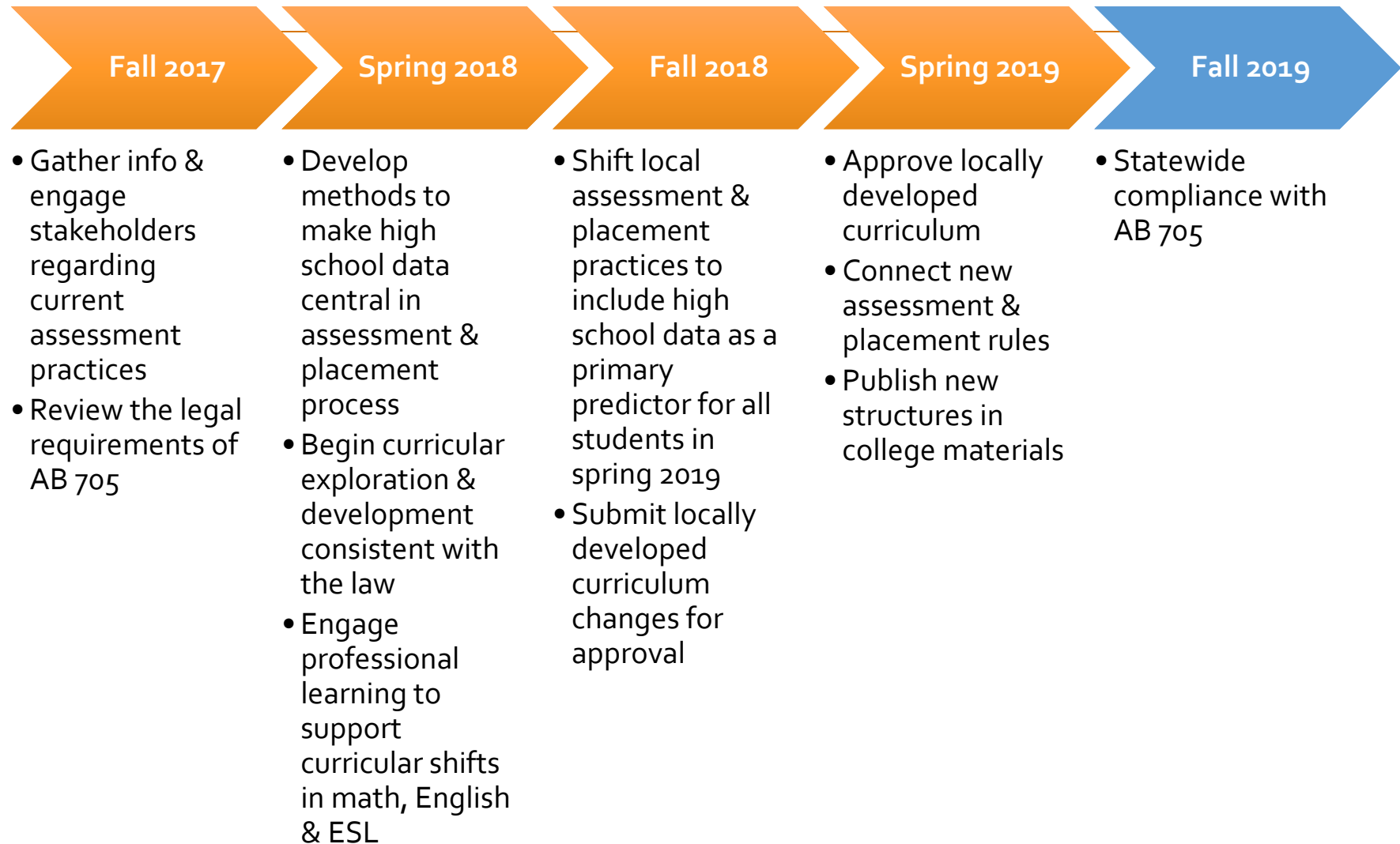
Changes at Community Colleges

Under AB 705 (Irwin), effective January 1, 2018
California Community Colleges must:

- 1) Use one or more of the following measures to determine placement:
 - High school coursework
 - High school grades
 - High school grade point average
- 2) Work to ensure that students enter and complete transfer level math and English courses within a ***one-year timeframe***



AB 705 Timeline



Deborah Pruitt
Project Manager
John Burton Advocates for Youth
www.jbaforyouth.org

Redesigning Remedial Courses:

Best Practices to Accelerate Student Progress

JOHN BURTON ADVOCATES FOR YOUTH

The Research

Students are much more likely to complete if they...

1) Begin directly in transferrable, college-level courses

- Regular transfer-level English/math, or
- Transfer-level courses with “co-requisite” support

2) Begin in “accelerated” courses one-level-below a transferable English/math course

- Integrated reading and writing
- Pre-statistics course for students pursuing majors that aren’t math-intensive

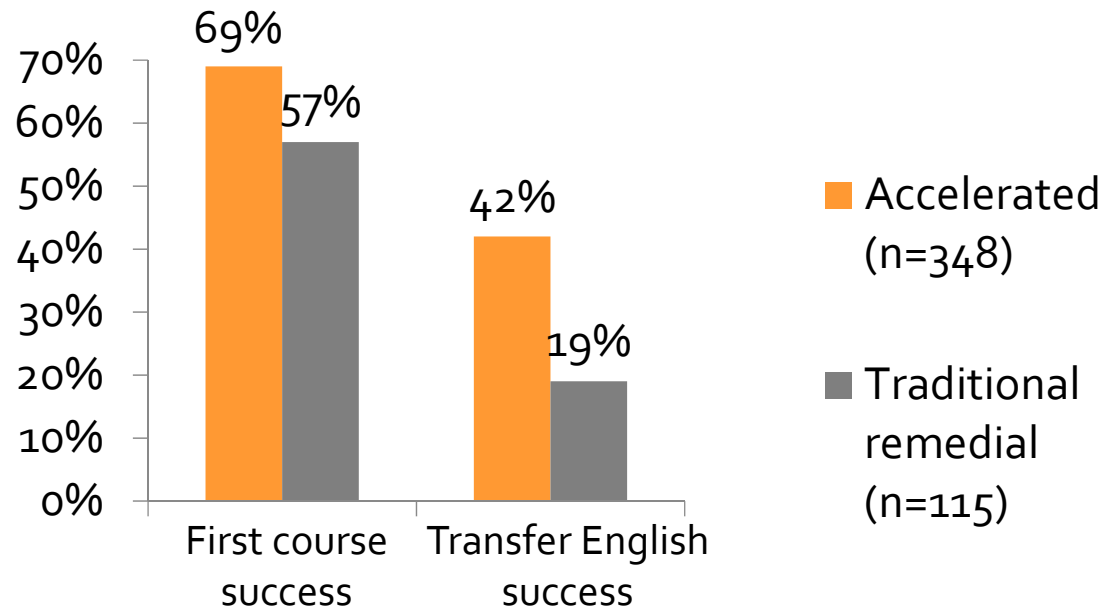
3) Take “stretch” courses that integrate remedial content and college-level content over the course of 2 semesters

Success for Accelerated Development

Evidence from Butte College

Students who start in Butte's *accelerated English* course are more successful than students who start in the traditional remedial English course.

More pass their first English course, and more go on to pass transfer-level English.



Cuyamaca College English Acceleration

Traditional Pathway

Students place into one of the classes below based on their placement test score

English 90/90R
3 units / 3 units



English 98
4 units



English 109
4 units



English 120
3 units

Accelerated Pathway

Students place into one of the classes below based on HS GPA or their placement test score, whichever is higher

English 99
5 units

Students choose

English 20
1 unit



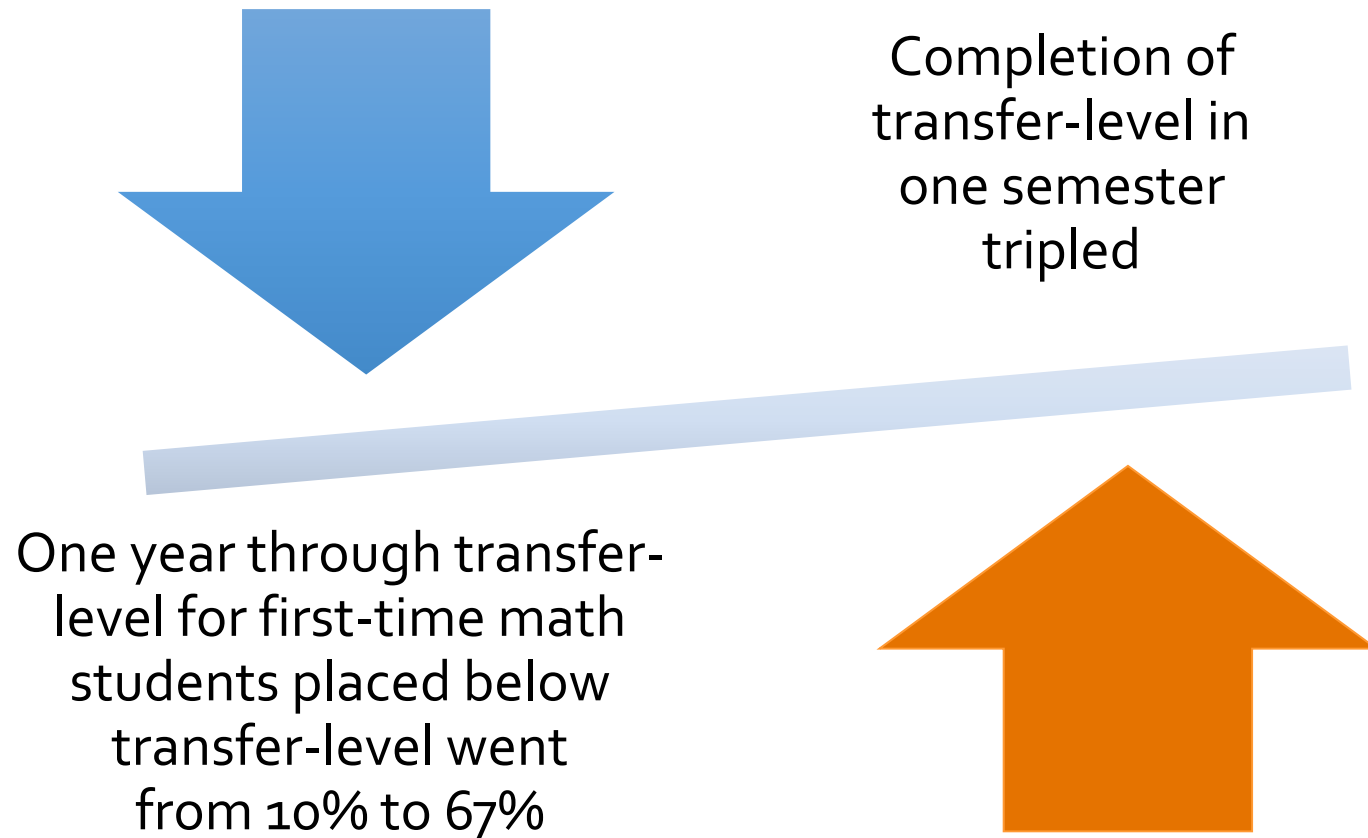
English 120
3 units

English 120
3 units

Basic Skills Math Transformation Cuyamaca College

Traditional Curriculum	Redesigned Curriculum
3 levels of courses below transfer-level	One level below transfer, or direct into transfer-level course
24% of students in fall 2015 had immediate access to transfer-level math	84% of students have immediate access to transfer-level math
Completion of Transfer-Level Math for Students Placed: 1 level below : 36% 2 levels below: 19% 3 level below: 4%	Completion of Transfer-Level Math for Students Placed: 1 level below : 66% 2 levels below: 70% 3 level below: 56%

Basic Skills Math Transformation Cuyamaca College



Cuyamaca College Math Acceleration

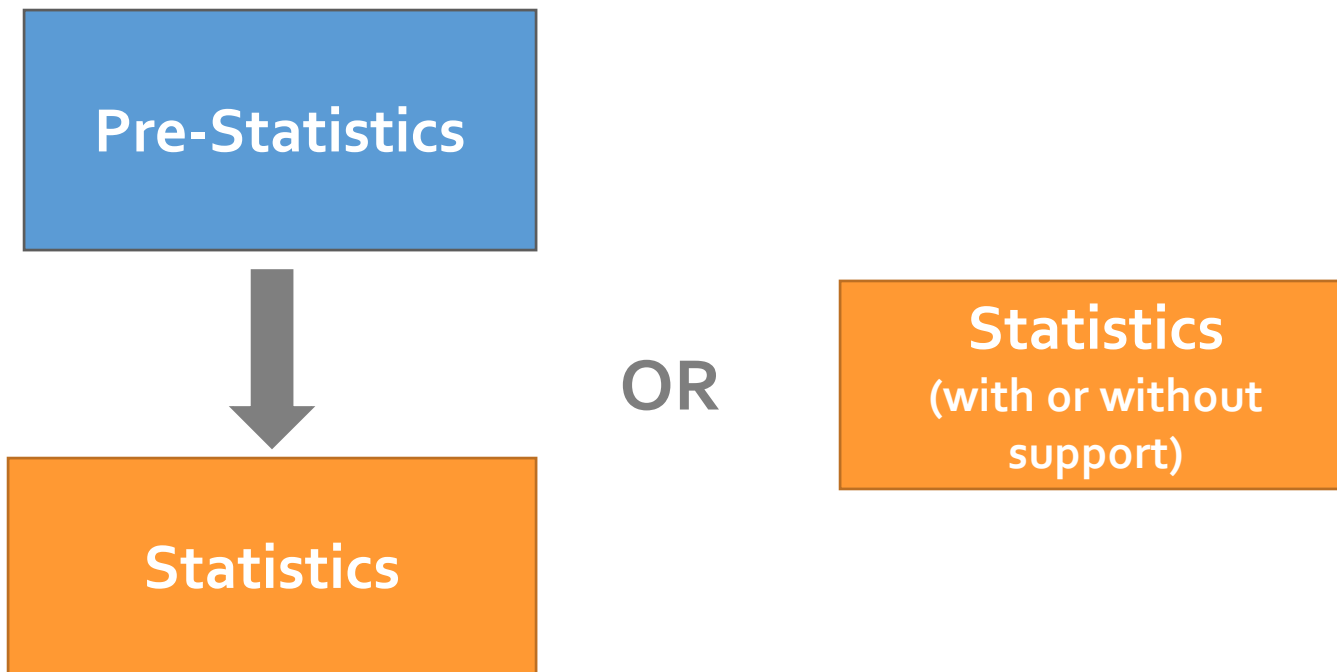
Placement

- Determined by high school GPA
- In math, we also look at coursework history

Due to placement changes and curriculum redesign

- Most students can be done with their transfer-level math and English requirements in one semester
- With at most it taking one year

Cuyamaca College General Education Pathway: Statistics



Math Transformation: Statistics Cuyamaca College

Redesigned Curriculum – Completion Data (Pre-Stats to Stats)

Completion within 3 years (Transfer; Degree; Certificate)

- Students placed 1 level below: 13% vs 15%
- Students placed 2 levels below: 29% vs 11%
- Students placed 3 levels below: 37% vs 7%

Disproportionate Impact

- Black: 31% (vs 14%)
- Hispanic: 32% (vs 10%)
- Black students completion doubled (31% vs 14%)
- Hispanic students completion tripled (32% vs 10%)

Cuyamaca: The Paradigm Shift in Teaching & Learning

The activity-based classroom

Contextualized teaching and learning

Just-in-time remediation

Focus shift from the teacher to the student

Productive struggle with brains-on activities

Teacher-guided discovery

Low stakes, collaborative practice

Intentional support for the affective domain

Juana Hernandez
Higher Education Manager, L.A. Compact
UNITE-LA



The Landscape is Shifting:

Major Changes at California State University in Regard to Assessment
& Remediation

Changes at California State Universities

Beginning Fall 2018-

ELM/EPT tests will be eliminated; campuses will instead use system-wide standards to use multiple measures to place students into appropriate math and English courses

Noncredit remedial courses will be replaced with co-requisite courses that place students directly into college-level math and English, while building in additional supports

Early Start Program will be redesigned so students take new credit-bearing math or English (not both)

Deborah Pruitt
Project Manager
John Burton Advocates for Youth
www.jbaforyouth.org

How Can You Help Students?

What to Know, What to Ask & What to Ask *For*

Assessment Strategies for Better Placement Where Test is Still Required

Make sure students understand how much these tests matter for their future.

- Prepare: Use college websites for sample tests & test prep opportunities, Kahn Academy, College workshops, attend test prep at another school if not offered at your school.

If results aren't great: check out retesting policy, advocate for higher placement using high school information.

Assessment Strategies for Better Placement: Multiple Measures (H.S. Transcripts)

Methods for including high school performance information varies. College may:

- Require student to bring in transcript
 - *This may require support for students to acquire transcripts; start early to make sure transcript accurately reflects work completed.*
- Download electronic GPA matching data
- Self-reporting

Keep in Mind

Counselors and faculty on campus may not be aware of the data on the failure of traditional remediation or knowledgeable about new approaches.

Some still believe that remedial courses would be helpful.

Student advocates need to keep their goals mind and avoid remedial courses as much as possible.

Don't Be Afraid to Accelerate

Remember: every remedial course a student takes reduces their likelihood of earning a degree or transferring.

Even if students don't think they're good at math or English, the research shows they will be MUCH better off if they avoid taking multiple remedial classes.

If students are nervous, they should seek out campus tutoring and build regular appointments into their schedule, not start in a lower level course.

Bottom Line Advice for Students:

Avoid Taking Multiple Remedial Classes If Possible

Work with the foster youth or homeless youth liaison to determine what type of accelerated options the campus offers for remediation.

Look for:

Integrated reading and writing courses, instead of separate courses in each area

Options for completing remediation in one semester,

- e.g. development course integrated with transfer-level course; transfer-level course with extra support

Pre-statistics course instead of multiple algebra courses *unless student is STEM major*

New Tools for You!

- Navigating Community College Assessment & Placement: What to Know & What to Ask
- Glossary of Terms: Community College Assessment
- Navigating Community College Assessment: Los Angeles County

Download in handout section of control panel

NAVIGATING COMMUNITY COLLEGE ASSESSMENT & PLACEMENT

California's 114 community colleges have different policies and processes for determining course placement for new students. Noncredit remedial courses, which may also be called developmental or basic skills courses, may delay graduation or transfer plans so it's important to help ensure students aren't taking more courses than they need.

WHAT TO KNOW

- 1 Research has found that using the traditional assessment test (e.g. Accuplacer) frequently places students in remedial courses.
 - However, when "multiple measures" are utilized for assessment, students are more likely to place higher.
 - Multiple measures = using multiple variables (i.e. high school grades, test scores & courses) to assess readiness.
- 2 Students who place into remediation often never make it to college-level courses (or go on to complete their educational goals).
 - Foster youth are more likely to place into remediation, and less likely to make it out of remedial courses than the general student population.
 - Students who rely on financial aid may waste their eligible years of aid on courses that don't count toward their degree, certificate or transfer.
- 3 Maps changes are underway at community colleges! Assembly Bill 705 (Irwin) requires community colleges to:
 - use one or more of the following measures to determine placement: high school coursework, grades or grade point average; and
 - ensure that students enter and complete transfer level math and English courses within a one-year timeframe.

These changes will be fully implemented statewide by fall 2018, however in the meantime, some colleges have begun changing their processes and some have not. California State Universities are adopting similar policies beginning fall 2018.
- 4 Campuses provide varying levels of information & support to students about preparing for assessment:
 - Free online study guides/sample tests
 - Test prep workshops (often part of summer bridge program)
 - One-on-one tutoring
- 5 Some colleges offer a retake the assessment:
 - The time a student has from college
 - Some colleges offer a re-test

For colleges still using the test... students who are unsatisfied with their test scores in college are registering for their courses, however: taking the exam varies drastically (one day, one week, one month, one year).

Navigating the L.A. Community College Placement Assessment

L.A. County is home to 23 community colleges, which have different tests and processes for determining course placement. At a minimum, it's important to know what to expect, understand your options, and know your college's policies. The assessment process is a key part of your college's process, and it's important to understand it as early as possible.

Multiple measures: Does your college offer more than one way to assess college placement?

Test Prep: How can you study for the assessment?

Retaking Assessments: What to know before retaking!

Accelerated Courses: Can you take prep courses faster?

Seek out Academic Support Services: How can your professors and campus services help you?

Glossary of Terms - Community College Assessment and Remediation

Term	Definition
Accelerated Course	A course that contains two or more course numbers. The course is designed to be completed in one semester. For example, an accelerated course in developmental algebra may combine content from elementary algebra and geometry.
Accuplacer	An integrated system of computer-adaptive assessments designed to evaluate a student's skills in reading, writing, and math. The Accuplacer is the most commonly used assessment across the California Community Colleges.
Advanced Placement (AP) Exam	An integrated system of computer-adaptive assessments designed to evaluate a student's skills in reading, writing, and math. The Accuplacer is the most commonly used assessment across the California Community Colleges.
American College Testing (ACT) Exam	A student's test score for college admissions. Similar to the SAT, the ACT exam is used by many colleges to determine a student's readiness for college. The ACT exam is a standardized test that measures a student's skills in reading, writing, and math.
Assessment	A method or process by which a student's knowledge, skills, and abilities are measured. Assessment can be used to determine a student's readiness for college, to monitor a student's progress in a course, or to evaluate a student's learning outcomes.
Basic Skills Requirements	Requirements for a student to be eligible for admission to a college. These requirements are typically based on a student's high school grades, test scores, and other factors.
California Acceleration Project	A statewide project that aims to help students complete their college coursework more quickly. The project provides resources and support for students who are struggling in their courses.
California Assessment of Student Performance and Progress (CAASPP)	A statewide assessment that measures a student's skills in reading, writing, and math. The CAASPP is used by the State of California to monitor student learning and to improve the quality of the state's education system.
California Community College (CCC)	A public institution of higher learning that provides two-year college education. The CCC system is the largest and most diverse of any in the United States.
California State University (CSU) Early Assessment Program	A program that provides opportunities for students to complete college-level coursework before entering college. The program is designed to help students who are struggling in their college courses.
CCC Assess	A common assessment exam that is used by all of the California Community Colleges. The exam is designed to measure a student's skills in reading, writing, and math.

1. Accuplacer is a computer-adaptive assessment. 2. Accuplacer is a computer-adaptive assessment. 3. Accuplacer is a computer-adaptive assessment. 4. Accuplacer is a computer-adaptive assessment. 5. Accuplacer is a computer-adaptive assessment. 6. Accuplacer is a computer-adaptive assessment. 7. Accuplacer is a computer-adaptive assessment. 8. Accuplacer is a computer-adaptive assessment. 9. Accuplacer is a computer-adaptive assessment. 10. Accuplacer is a computer-adaptive assessment.

Simone Tureck
Associate Policy Director
John Burton Advocates for Youth
www.jbaforyouth.org

Upon Completion of Matriculation:

Priority Registration for Eligible Populations

Priority Registration

Priority (early) registration = get into courses before they fill up

Eligible populations:

- Youth who were in foster care on or after their 16th birthday and under age 26
- Homeless youth until January 1, 2020
- Extended Opportunity Programs & Services (EOPS) participants
- Disabled Students Programs and Services (DSPS) participants
- CalWORKs participants
- Active duty military & recent veterans

Verification Required to Access Priority Registration

Foster youth:
dependency letter
(soon to be automated)



Same verification process
as financial aid

Homeless youth:
homeless youth
determination



Different verification
process from financial aid

Priority Registration for Homeless Youth - Eligibility

Established by AB 801 (2016), effective January 1, 2017

- Sunset date of January 1, 2020

Defines homeless youth as:

- A student under 25 years of age,
- who has been verified at any time during the 24 months immediately preceding receipt of his/her admissions application as “lacking fixed, regular and adequate housing” (McKinney-Vento definition)

Determination lasts up to 6 years from date of admission (or until they reach age 25)

Priority Registration for Homeless Youth - Verification

Homeless status may be verified by:

Homeless youth services provider*

Director (or designee) of a federal TRIO program or GEAR
UP

Financial aid administrator

*Includes government or nonprofit agency receiving government funding to serve homeless persons, an attorney, local education liaison, or a state funded provider of health services, mental or behavioral health services, substance use disorder services, or public assistance or employment services.

Question & Answer

CLICK ON THE “QUESTIONS” PANEL, TYPE IT AND HIT “SEND”