UNPACKING MATRICULATION FOR FOSTER & HOMELESS YOUTH:

Assessment, Remediation & Recent Changes

April 18, 2018
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

DEBORAH PRUITT
Project Manager
John Burton Advocates for Youth

KEN SOREY
Executive Vice President
Educational Results Partnership

SIMONE TURECK
Associate Policy Director
John Burton Advocates for Youth
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)

<table>
<thead>
<tr>
<th>ALL REGULARLY ADMITTED FIRST-TIME FRESHMEN</th>
<th>#s</th>
</tr>
</thead>
<tbody>
<tr>
<td># of regularly-admitted first-time freshmen enrolled fall 2015</td>
<td>64,399</td>
</tr>
<tr>
<td># of regularly-admitted first-time freshmen enrolled fall 2015 who needed remediation</td>
<td>25,010</td>
</tr>
<tr>
<td># of regularly-admitted first-time freshmen enrolled fall 2015 who needed remediation and did NOT complete remediation</td>
<td>4,282</td>
</tr>
<tr>
<td># 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</td>
<td>3,281</td>
</tr>
<tr>
<td># of regularly-admitted first-time freshmen enrolled fall 2015 who needed remediation and were permitted to enroll, but left the campus unremediated</td>
<td>79</td>
</tr>
<tr>
<td># 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</td>
<td>922</td>
</tr>
</tbody>
</table>

About **40%** of entering CSU freshman were previously required to take remedial courses.
California Community Colleges: 3-Step Matriculation Process

1. Orientation
2. Assessment
3. Education Plan
4. Verification of foster/homeless youth status

Priority Registration
Assessment instruments vary, with the majority (~60%) of colleges using the **Accuplacer** computer-based exam.
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>
<thead>
<tr>
<th>Assessment Test</th>
<th>Math: college-level math exam</th>
<th>English: reading comprehension exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Median</td>
</tr>
<tr>
<td>Accuplacer</td>
<td>25</td>
<td>58</td>
</tr>
<tr>
<td>Compass</td>
<td>43</td>
<td>48</td>
</tr>
<tr>
<td>MDTP</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>CTEP</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>


*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.

![Bar chart showing test preparation activities are more common in math.](Image)

**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:

**"READY"**
- For English and Math college level courses
  - CAASPP EAP: Standard Exceeded
    - English: ACT: 22 and above, New SAT: 550 and above, Old SAT: 500 and above, AP Language/Literature Composition: 3 and above, Math: ACT: 23 and above, New SAT: 570 and above, Old SAT: 550 and above, AP Calculus or AP Statistics Exam: 3 and above
  - EXEMPT from EPT and/or ELM and CSU Early Start Program
  - May enroll directly in college level courses upon admission to a CSU

**"CONDITIONALLY READY"**
- For English and Math college level courses
  - CAASPP EAP: Standard Met
    - COMPLETE an approved senior year-long English course:
      - ERWC, AP or IB, or Weighted Honors English
    - COMPLETE an approved senior year-long math course:
      - All courses with a prerequisite of Algebra II or Integrated Math III, including Trigonometry, Math Analysis, Pre-Calculus, or Calculus, AP Calculus AB or BC, AP Physics or AP Statistics
  - MUST TAKE CSU EPT and/or ELM
  - EPT score of 147 or above and ELM score of 50 or above
  - EXEMPT from CSU Early Start Program
  - May enroll directly in college level courses upon admission to a CSU

**"NOT YET READY"**
- For English and Math college level courses
  - CAASPP EAP: Standard Nearly Met or Not Met
    - English: ACT: 18 or below, New SAT: 500 or below, Old SAT: 450 or below, Math: ACT: 19 or below, New SAT: 510 or below, Old SAT: 480 or below
    - EXEMPT from CSU Early Start Program
    - MUST TAKE CSU EPT and/or ELM
      - EPT score below 147 and ELM score below 50
      - NOT EXEMPT Required to participate in the CSU Early Start Program
        - (Unless you meet other Early Start Program exemptions)
        - Go to: www.csusuccess.org/earlyph/early-start-faq
  - SAME PATHWAY AS "NOT YET READY"
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](bit.ly/CCRCPlacementAccuracy)

• Cohort completion rates of transfer-level course drop by a third to half for every additional level placed below transfer

• **50-60% of equity gap** in outcomes occur during assessment and matriculation (Stoup, 2015: [bit.ly/STOUP2015](bit.ly/STOUP2015))
Evidence that Conventional Assessment is Flawed

<table>
<thead>
<tr>
<th>Research increasingly questions effectiveness of standardized assessment for understanding student capacity:</th>
<th>Little relation to college course outcomes ⇒</th>
<th>(e.g., Belfield &amp; Crosta, 2012; Edgescombe, 2011; Scott-Clayton, 2012; Scott-Clayton &amp; Rodriguez, 2012): bit.ly/CCRCAssess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incredible variability in cutscores and 2-year colleges often use HIGHER cutscores than 4-year ⇒</td>
<td>(Fields &amp; Parsad, 2012) bit.ly/NAGB2012</td>
<td></td>
</tr>
</tbody>
</table>
## What’s Happening to Foster Youth?

### College Preparedness

<table>
<thead>
<tr>
<th>Description</th>
<th>All Foster Youth</th>
<th>% Foster Youth</th>
<th>All Non Foster</th>
<th>% Non Foster</th>
</tr>
</thead>
<tbody>
<tr>
<td>First college course ever attempted in the community college system in either Math, English or ESL was below transfer level</td>
<td>20,258</td>
<td>90 %</td>
<td>1,158,828</td>
<td>81 %</td>
</tr>
<tr>
<td>First college course ever attempted in the community college system in Math was below transfer level</td>
<td>16,540</td>
<td>88 %</td>
<td>943,310</td>
<td>78 %</td>
</tr>
<tr>
<td>First college course ever attempted in the community college system in English or ESL was below transfer level</td>
<td>15,060</td>
<td>73 %</td>
<td>801,054</td>
<td>62 %</td>
</tr>
<tr>
<td>First Math course attempted was below transfer level, and who then completed a transfer level course in Math within 2 years</td>
<td>2,049</td>
<td>12 %</td>
<td>190,582</td>
<td>20 %</td>
</tr>
<tr>
<td>First English or ESL course attempted was below transfer level, and who then completed a transfer level course in English within 2 years</td>
<td>4,626</td>
<td>31 %</td>
<td>334,701</td>
<td>42 %</td>
</tr>
</tbody>
</table>
## Multiple Measures

<table>
<thead>
<tr>
<th>HOW IT WORKS</th>
<th>WHY IT MATTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Utilizes multiple variables to better predict student success in college-level courses</td>
<td>• Significantly reduces number of students placed into remedial classes and/or moves them up in the course sequence</td>
</tr>
<tr>
<td>• Engages faculty with data to change placement practices at colleges &amp; universities where under-placement &amp; over-reliance on a single test is rampant</td>
<td>• Saves students years of time and large amounts of money</td>
</tr>
<tr>
<td></td>
<td>• Increases students’ likelihood of completing degree, certificate or transfer</td>
</tr>
</tbody>
</table>
Multiple Measures

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

<table>
<thead>
<tr>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cumulative HS GPA</td>
<td>• Cumulative HS GPA</td>
</tr>
<tr>
<td>• Grade in last HS English</td>
<td>• Enrollment and grades in</td>
</tr>
<tr>
<td>o C+ or better in AP English</td>
<td>Geometry, Algebra II, Trigonometry, Pre-</td>
</tr>
<tr>
<td>class</td>
<td>calculus, Statistics, Calculus</td>
</tr>
<tr>
<td>• Score on English CST*</td>
<td>• Score on math CST and level</td>
</tr>
<tr>
<td>• Non-remedial status in HS</td>
<td>• Delay*</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
</tbody>
</table>

*CST is the California Standards Test used until 2013
Potential Statewide Transfer-Level Placement

- English: 38% (Current) vs. 61% (Disjunctive MM)
  - Sample Size: 103,510
- Math: 31% (Current) vs. 42% (Disjunctive MM)
  - Sample Size: 143,253
Local Example

Las Positas Preliminary F2016 results: English
Local Example: Impact on Equity

Spring/Fall 2016: Mira Costa

Placement into Transfer-Level English

- Overall: Pre-Reform 62%, Post-Reform 77%
- Asian: Pre-Reform 65%, Post-Reform 79%
- African American: Pre-Reform 49%, Post-Reform 63%
- Hispanic: Pre-Reform 52%, Post-Reform 69%
- P/L: Pre-Reform 59%, Post-Reform 67%
- White: Pre-Reform 72%, Post-Reform 83%
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

<table>
<thead>
<tr>
<th>Students’ Starting Placement English-Writing</th>
<th>% Completing Transfer-Level English in 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Level Below</td>
<td>48%</td>
</tr>
<tr>
<td>Two Levels Below</td>
<td>34%</td>
</tr>
<tr>
<td>Three or more Levels Below</td>
<td>19%</td>
</tr>
</tbody>
</table>

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.*

## Disappearing Students: Mathematics in California

<table>
<thead>
<tr>
<th>Students’ Starting Placement Mathematics</th>
<th>% Completing Transfer-Level Math in 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Level Below</td>
<td>35%</td>
</tr>
<tr>
<td>Two Levels Below</td>
<td>15%</td>
</tr>
<tr>
<td>Three or more Levels Below</td>
<td>6%</td>
</tr>
</tbody>
</table>

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.
The Landscape is Shifting:
Major Changes at California Community Colleges
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

Fall 2017
• Gather info & engage stakeholders regarding current assessment practices
• Review the legal requirements of AB 705

Spring 2018
• Develop methods to make high school data central in assessment & placement process
• Begin curricular exploration & development consistent with the law
• Engage professional learning to support curricular shifts in math, English & ESL

Fall 2018
• Shift local assessment & placement practices to include high school data as a primary predictor for all students in spring 2019
• Submit locally developed curriculum changes for approval

Spring 2019
• Approve locally developed curriculum
• Connect new assessment & placement rules
• Publish new structures in college materials

Fall 2019
• Statewide compliance with AB 705
Redesigning Remedial Courses: Best Practices to Accelerate Student Progress
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
- English 120
  - 3 units
- Students choose
  - English 20
    - 1 unit
  - English 120
    - 3 units
## Basic Skills Math Transformation

**Cuyamaca College**

<table>
<thead>
<tr>
<th>Traditional Curriculum</th>
<th>Redesigned Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 levels of courses below transfer-level</td>
<td>One level below transfer, or direct into transfer-level course</td>
</tr>
<tr>
<td>24% of students in fall 2015 had immediate access to transfer-level math</td>
<td>84% of students have immediate access to transfer-level math</td>
</tr>
<tr>
<td>Completion of Transfer-Level Math for Students Placed: 1 level below: 36% 2 levels below: 19% 3 level below: 4%</td>
<td>Completion of Transfer-Level Math for Students Placed: 1 level below: 66% 2 levels below: 70% 3 level below: 56%</td>
</tr>
</tbody>
</table>
Basic Skills Math Transformation
Cuyamaca College

Completion of transfer-level in one semester tripled

One year through transfer-level for first-time math students placed below transfer-level went from 10% to 67%
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

Pre-Statistics

Statistics

OR

Statistics
(with or without support)
# Math Transformation: Statistics

Cuyamaca College

## Redesigned Curriculum – Completion Data

(Pre-Stats to Stats)

<table>
<thead>
<tr>
<th>Completion within 3 years (Transfer; Degree; Certificate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students placed 1 level below: 13% vs 15%</td>
</tr>
<tr>
<td>• Students placed 2 levels below: 29% vs 11%</td>
</tr>
<tr>
<td>• Students placed 3 levels below: 37% vs 7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disproportionate Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Black: 31% (vs 14%)</td>
</tr>
<tr>
<td>• Hispanic: 32% (vs 10%)</td>
</tr>
<tr>
<td>• Black students completion doubled (31% vs 14%)</td>
</tr>
<tr>
<td>• Hispanic students completion tripled (32% vs 10%)</td>
</tr>
</tbody>
</table>
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
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).
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
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)

Homeless youth: homeless youth determination

Same verification process as financial aid

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”