

December 19, 2013



Common Core An Overview

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Chair, Los Angeles-Orange County Regional Consortia
California Community College Chancellor's Office

**Community Colleges
 Los Angeles and Orange County**



1. Cerritos
2. Citrus
3. Coastline
4. Cypress
5. East LA
6. El Camino
7. Fullerton
8. Glendale
9. Golden West
10. Irvine Valley
11. Long Beach
12. LA City
13. LA Harbor
14. LA Mission
15. LA Pierce
16. LA Southwest
17. LA Trade-Tech
18. LA Valley
19. Mt. SAC
20. Orange Coast
21. Pasadena
22. Rio Hondo
23. Saddleback
24. Santa Ana
25. Santa Monica
26. Santiago Canyon
27. West LA

**SB1070
 Consortias**

**800,000 +
 Community
 College
 Students**



COMMON CORE

STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



**It's not what you know,
It's what you do with
what you know.....**



Industry want students with SOFT skills.....

Collaboration

Critical Thinking

Communication

Technology Fluency



50% Standards for Literature

50% Standards for Informational Text

Writing Standards.....

Call for:

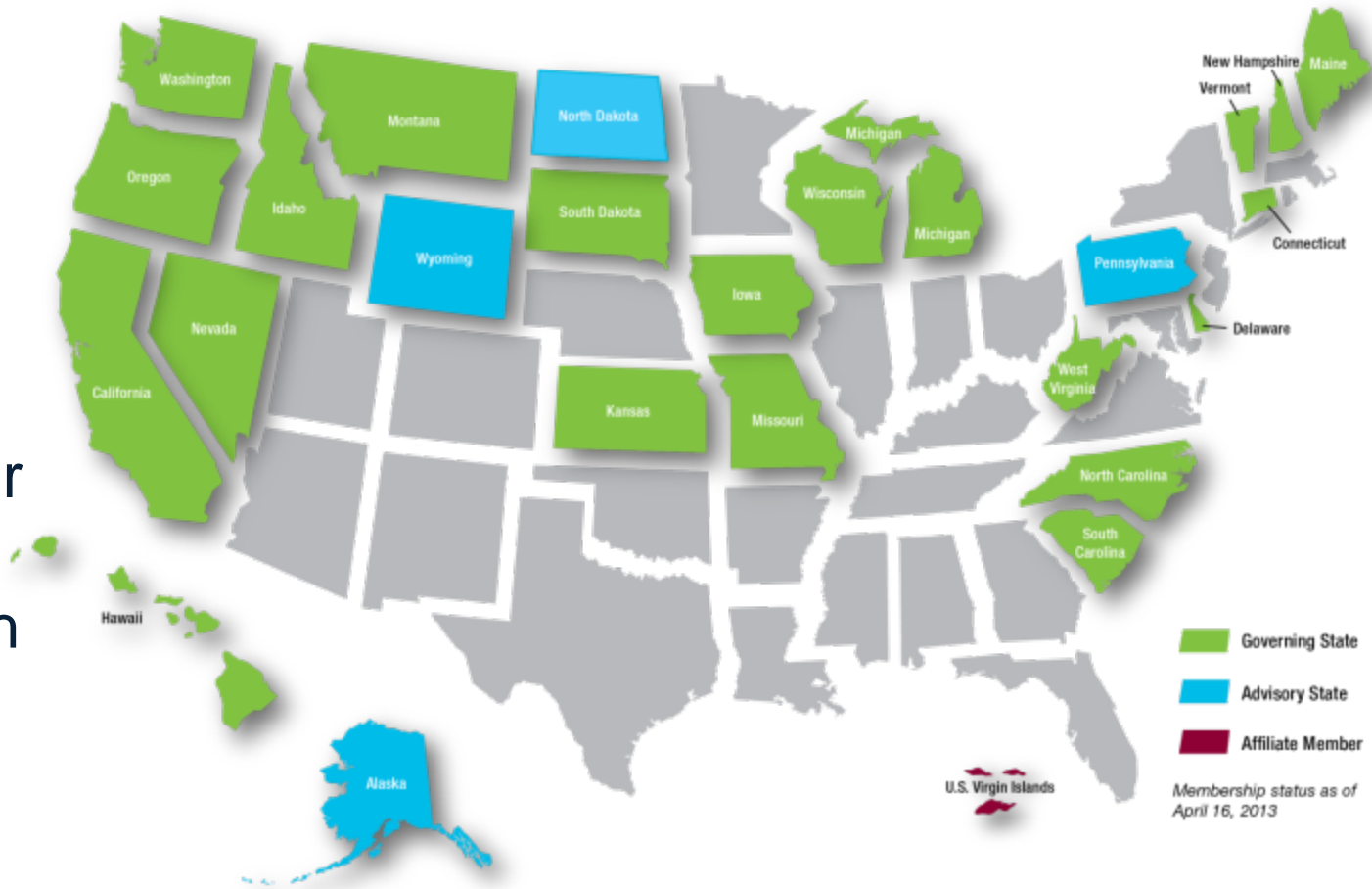
→ explanatory text

→ evidenced based arguments

Smarter Balanced Assessment Consortium



- 26 states & territories (21 governing, 4 advisory, 1 affiliate)
- K-12 & Higher Education Leads in each state



College 'Content' Readiness



| | |
|---|---|
| <p>English Language Arts/Literacy</p> | <p>Students who perform at the College Content-Ready level in English language arts/literacy demonstrate reading, writing, listening, and research skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing English and composition courses.</p> |
| <p>Mathematics</p> | <p>Students who perform at the College Content-Ready level in mathematics demonstrate foundational mathematical knowledge and quantitative reasoning skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing mathematics and statistics courses.</p> |



- K12 Senior Leadership
 - Dr. Jeff Hittenberger – CAO, OCDE
- Assessment and Placement
 - Dr. Omid Pourzanjani – CIO/SCO, GWC
- College-High School Faculty Collaboration
 - Heidi Neu – Faculty Co-Chair, Promise Pathways, LBCC
- Adult Education
 - Dr. Greg Schultz – Provost, NOCCCD School of Continuing Education
- Next Steps



K12 Senior Leadership Strategy

Dr. Jeffrey Hittenberger

Chief Academic Officer

Orange County Department of Education



In ELA:

- Teachers will need to balance teaching of literary texts with informational texts (across all subjects)
- Students will learn to use evidence from texts systematically to support and illustrate their arguments and responses to key questions
- Focus is on transferability of skills across subject areas and into real-world settings.



In Math:

- Instruction will focus on key concepts
- Students will need to understand deeply the foundational mathematical knowledge they are taught at each grade level.
- The math in the CCSS is designed to be applied in a wide variety of settings and situations, most of them outside the math classroom setting.
 - Adapted from New York Department of Education

Who supports CCSS?



- California School Boards Association
- California Teachers Association
- California Parent Teacher Association
- Association of California School Administrators
- California County Superintendents Educational Services Association

What is CCSS relevance to higher education?



- Encouraging linkages
- Emphasizing college and career readiness
- Lowering remediation
- Encouraging career pathways for use of knowledge in real-world settings



Assessment & College Placement

Dr. Omid Pourzanjani

Vice President Instruction & Student Services

Golden West College

Placement



- 70% of students are placed in remedial education
- Math and English are gatekeepers

Remedial Track Results



Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

| MATH | | ENGLISH | | ESL | |
|-----------------------------------|------|-----------------------------------|------|-----------------------------------|------|
| 30.5% | | 53.5% | | 24.0% | |
| Gender | % | Gender | % | Gender | % |
| FEMALE | 33.7 | FEMALE | 57.7 | FEMALE | 25.7 |
| MALE | 26.6 | MALE | 49.5 | MALE | 21.7 |
| Age | % | Age | % | Age | % |
| UNDER 20 | 29.4 | UNDER 20 | 56.6 | UNDER 20 | 41.0 |
| 20-24 | 32.3 | 20-24 | 47.2 | 20-24 | 29.2 |
| 25-49 | 31.9 | 25-49 | 47.0 | 25-49 | 19.9 |
| 50 OR OVER | 23.5 | 50 OR OVER | 36.4 | 50 OR OVER | 3.9 |
| Ethnicity/Race | % | Ethnicity/Race | % | Ethnicity/Race | % |
| AFRICAN AMERICAN | 16.7 | AFRICAN AMERICAN | 43.3 | AFRICAN AMERICAN | 50.0 |
| AMERICAN INDIAN/ ALASKA NATIVE | 21.4 | AMERICAN INDIAN/ ALASKA NATIVE | 41.2 | AMERICAN INDIAN/ ALASKA NATIVE | N/A |
| ASIAN | 38.1 | ASIAN | 62.2 | ASIAN | 24.9 |
| FILIPINO | 31.6 | FILIPINO | 66.7 | FILIPINO | 66.7 |
| HISPANIC | 20.6 | HISPANIC | 45.5 | HISPANIC | 9.5 |
| PACIFIC ISLANDER | 27.3 | PACIFIC ISLANDER | 30.8 | PACIFIC ISLANDER | 0.0 |
| WHITE | 34.6 | WHITE | 52.2 | WHITE | 32.0 |



- More likely to drop out of college without a degree.
- Less than 50% complete their remedial courses.
- Less than 25% earn a certificate or degree within eight years.
- 58% students who do not require remediation earn a bachelor's degree, compared to only 17% of students enrolled in re-medial reading and 27% of students enrolled in remedial math.

Assessment Gaps



- Most colleges allow a single assessment test
- No pre-assessment
- No diagnostics
- No second tries – often for two years!
- Cost implications
- What if our assessment test-taking practices worked like the SAT or the ACT?!

Common Assessment Tool



- Chancellor's Office recently awarded an \$8M grant for the selection and deployment of the new common assessment tool!
- Will it be diagnostic-based?
- Will we allow students to take the test multiple times?
- Can high school students take it during their junior year?

Alignment with Common Core



- Do our high school partners know how their students are performing on our assessment tests?
- Are the current high school Math and English curriculum aligned with our assessment tests?
- Will the Common Core curriculum be aligned?
- Will our Common Assessment Tool be aligned?

Alternatives



- Early assessment in high school junior year
- Diagnostic assessment with targeted remediation
- Accelerated Remediation
- Contextualized Remediation



Faculty to Faculty College-High School Opportunities for Alignment

Heidi Neu

LBCC Promise Pathways

Faculty Co-Chair, Expanding Pathways Initiative Group





Long-standing partnership:

- Seamless Education 15+yrs
- Long Beach College Promise 2008
- Promise Pathways 2012



Goals:

- Increase completions
- Seamless transitions from high school to college



Integrating Common Core



2 Approaches:

- Faculty-to-faculty symposia – **ASSESSMENT**
 - December 2011
 - April 2013
 - April 2014*
- Healthcare Pathways faculty-to-faculty meetings – **CURRICULUM**



CHALLENGES & SUCCESSFUL STRATEGIES



Funding = District & Long Beach Education Foundation

Scheduling/Focus = Planning team

- Reps from 3 institutions
- Meet 3-4 x prior
- LBUSD lead, foci determined by all

Participation = Symposia design

- Late afternoon - evening
- Event structure
- Food!
- Formal Invitations
- Dinner tables family style



CHALLENGES & SUCCESSFUL STRATEGIES



Focus/Starting point = Discipline-specific breakouts agenda

- 1** Typical assessment questions: Current HS **VS** CCSS
- 2** Instructional shifts demanded - 3
- 3** Think about most recent assessment you've administered...
- 4** Consider & discuss:
 - To what degree was your assessment aligned with the 3 instructional shifts?
 - Next Steps?

OUTCOMES?



- **100+ attendees**
- **Overwhelmingly positive feedback / desire to continue**
- **Looking at curricular and instructional practices**
- **Considering career readiness**
- ***Alternative assessments, delivery, curriculum**

Next symposium – CTE strand!

- Focus TBD - LBUSD CTE Curriculum leader



Healthcare Career Pathways Development

Similar challenges – similar outcomes!

Funding

District & Career Ladders

Scheduling

Planning team

Participation

District / CC subs – more challenging

Focus/agenda

Curriculum process → CC & CTE “Super Standards”

Faculty-to-faculty curriculum mapping

- within institutions
- across institutions

OUTCOMES:

discovered opportunities for **articulation**

greater **trust** - level of rigor

understanding of **student experience**

Common challenges





**How can we sustain the energy and
build capacity** to do more of this
important work to the degree and level
truly necessary **for more systemic
alignment to Common Core?**



Adult Education & Remediation

Dr. Greg Shultz

Provost

NOCCCD School of Continuing Education



Community College & noncredit programs:

- Adult Basic Education
- High School Diploma programs
- ESL, Literacy & Citizenship
- Short-term vocational and workforce development
- Other adult education program areas



COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

AB 86 establishes the Adult Education Consortium Program until June 30, 2015, with the following objectives:

- An evaluation of current levels and types of adult education programs
- An evaluation of current needs for adult education programs
- Plans to integrate their existing programs and create seamless transitions into postsecondary education or the workforce.
- Plans to address the gaps identified
- Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.
- Plans to collaborate in the provision of ongoing professional development
- Plans to leverage existing regional structures, including, but not necessarily limited to, local workforce investment areas.



Next Steps.....



Questions