

NRS/CB21 Crosswalk



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1. Background on the Crosswalk
2. Recap on Progress in ESL, English, Math
3. Next Steps

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AB104 (2015)

Chapter 13, Section 40, §84920(a)(2): Establish a menu of common assessments and policies regarding placement of adults seeking education and workforce services into adult education programs to be used by each consortium to measure educational needs of adults and the effectiveness of providers in addressing those needs.

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AB104 Required Metrics

- (1) How many adults are served by the consortium.
- (2) How many adults served by the consortium have demonstrated the following:
 - (A) **Improved literacy skills**
 - (B) Completion of high school diplomas or their recognized equivalents.
 - (C) Completion of post-secondary certificates, degrees, or training programs.
 - (D) Placement into jobs.
 - (E) Improved Wages
 - (F) Transition into post-secondary education

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AUGUST
2017

Measuring Our Success

DATA AND ACCOUNTABILITY SYSTEMS AND
COMMON ASSESSMENT IN THE CALIFORNIA
ADULT EDUCATION BLOCK GRANT PROGRAM

California Department of Education
Tom Torlakson, State Superintendent of Public Instruction
California Community Colleges Chancellor's Office
Doy Oritz-Gallego, Chancellor

1. Outcome of Summer 2017 Field Team Process
2. Defined Adult Education Populations and Programs
3. Identified AEBG Key Metrics for:
 - Enrollment/Participation
 - Progress
 - Transition
 - Completion and Outcomes
4. Recommended using both EFL level attainment & CC course progression to report student progress
5. Recommended Process for Data Collection, Reporting, and Display
6. **Recommendations for Aligning Assessment of Student Progress in ESL, ABE, and ASE**

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Pressure and Confusion

1. Transition to Postsecondary and Completion of Postsecondary Awards and earning gains in AEBG
2. Responsibility to increase adult education students going to community college shared by K12 adult schools and community colleges
3. Adult Education Transitioning from old EFL's to the new EFL's and waiting for new assessments to come online
4. Passage of AB705 which changes the rules and expectations for completion of transfer level math, English, and ESL in the community colleges
5. If goal is to increase earnings for most fragile families, transition of adult learners into community college strategic and vital

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Measuring Student Progress:



WIOA Title II/K12 Adult

- Achievement of an Educational Functioning Level (EFLs)
- Pre and post testing using approved testing instrument
- Part of the National Reporting System (NRS) for adult education
- NRS quarterly reporting required of all WIOA Title II funded agencies
- Competencies and descriptors for levels available from NRS
- Based on OCTAE College and Career Readiness standards

NRS Educational Functioning Levels			
	English	Math	ESL
6	High Adult Secondary	Adult Secondary	Advanced ESL
5	Low Adult Secondary	High Intermediate	High Intermediate ESL
4	High Intermediate	Middle Intermediate	Low Intermediate ESL
3	Low Intermediate	Low Intermediate	High Beginning ESL
2	Beginning Basic	Beginning Basic	Low Beginning ESL
1	Beginning Literacy	Beginning Literacy	Beginning ESL Literacy

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WIOA Measurable Skills Gain

- Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
- Attainment of a secondary school diploma or equivalent;
- Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards – 12 credit hours in a Semester if enrolled full time or 12 credit hours over a year if enrolled part time;
- Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
- Passage of an exam required for a particular occupation or progress in attaining technical or occupational evidenced by trade-related benchmarks such as knowledge-based exams

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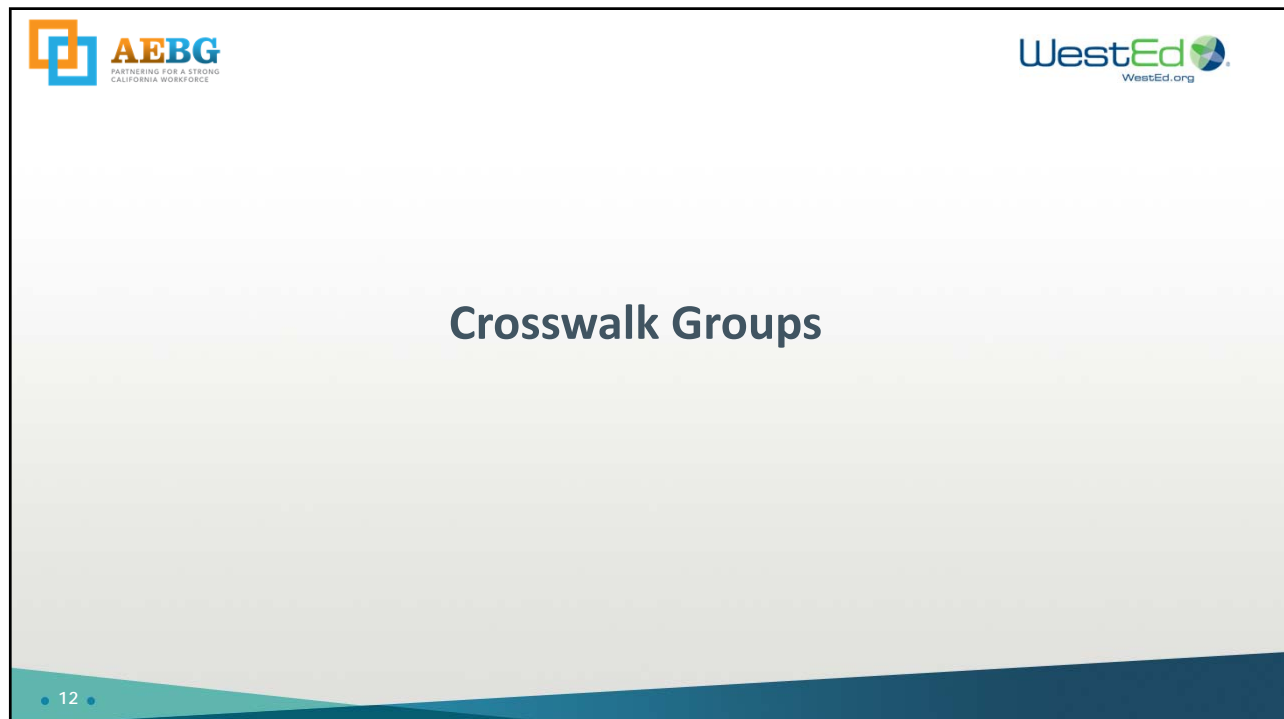
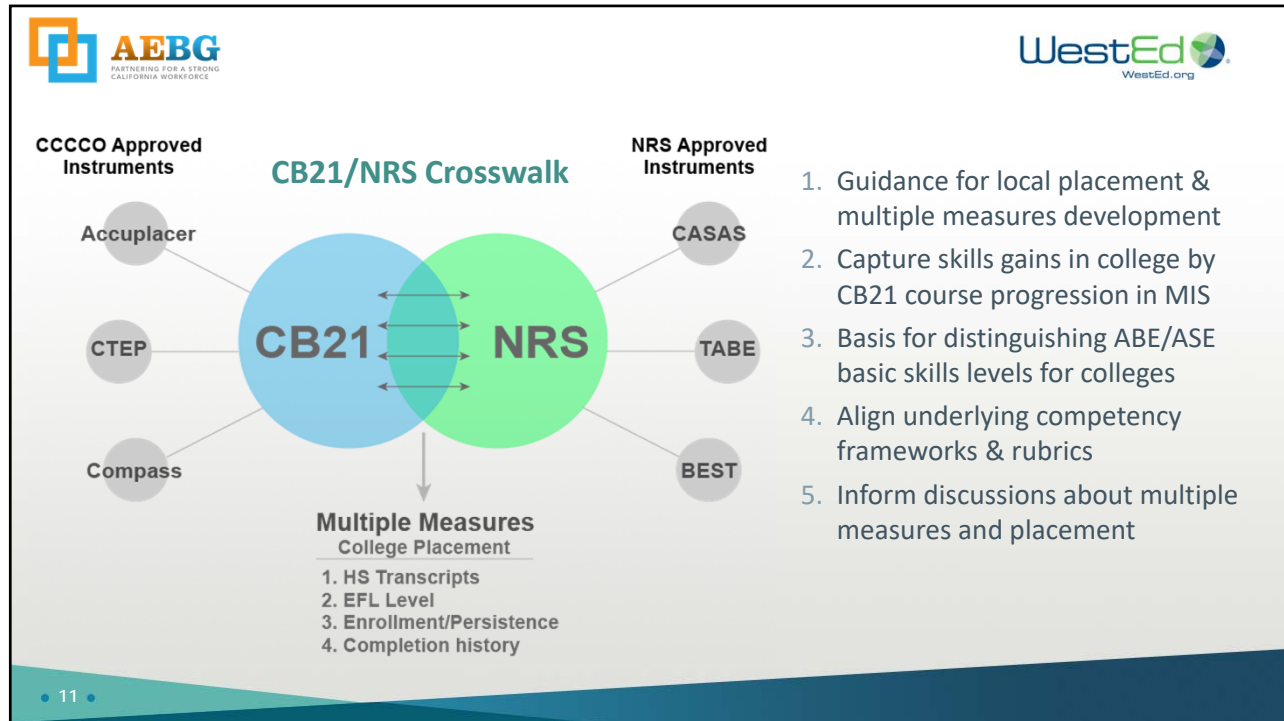


Measuring Student Progress:

Community College

Based on Course Progression using CB21 Rubric for Course Levels Below Transfer. Placement into course sequence historically based on placement exams.

CB21 Course Data Elements							
Levels Below Transfer	ESL		Citizenship EL Civics	Reading/Writing		Math	
	Cr	NC	NC	Cr	NC	Cr	NC
1	A	A	A	A	A	A	A
2	B	B	B	B	B	B	B
3	C	C	C	C	C	C	C
4	D	D	D	D	D	D	D
5	E	E	E		E		E
6	F	F	F		F		F
7			G				
8			H				





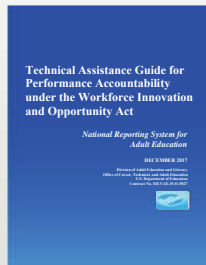
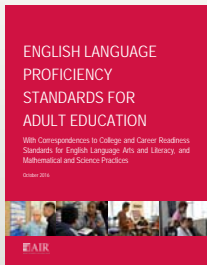
Crosswalk Teams:

- ESL, Math, and English
- K12 and College Faculty, WestEd, AIR, CASAS
- College Faculty Appointed by ASCCC
- K12 Faculty recommended by CDE, CCAE, Field
- Teams met twice in Fall – October and December. Math met 3rd time in January, ESL met again in February.
- 24 hrs total over 5 meetings so far
- Appointments are for a year, should need for additional convening arise



Inputs:

- EFL Descriptors – Old and New
- CB21 Rubric
- Common Assessment Initiative Competency Maps



Standard	ESL	ESL	ESL	ESL
Standard 1: Speaking
Standard 2: Listening
Standard 3: Reading
Standard 4: Writing

Competency	Competency 1	Competency 2	Competency 3	Competency 4	Competency 5	Competency 6	Competency 7
Competency 1: Speaking
Competency 2: Listening
Competency 3: Reading
Competency 4: Writing

The content will be verified before finalization and does not represent the final products of what will be assessed.



General Issues

- EFL's as prerequisites not equivalencies – New EFL's measure exit competencies
- How likely students could succeed at the next level
- Places where students could with support or a co-requisite course
- Ambiguities regarding what kinds of texts or writing students needed to master
- Big jump from old EFL's to the new EFL's
- Gaps mapping math competencies between EFL's and CAI/CB21
- Crosswalks are starting place for curriculum discussion – not final answers

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Crosswalks

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ESL EFL/CB21 Crosswalk

New EFL Levels ¹	CB21 Rubric	Current EFL Levels ¹
	Transfer Level English	
Level 6: Advanced ESL ²	CB21A Integrated ESL Advanced: 1 level prior to transfer level English	
Level 5: High Intermediate ESL ³	CB21B Integrated ESL Low Advanced: 2 levels prior to transfer level English	Advanced ESL
	CB21C Integrated ESL High Intermed: 3 levels prior to transfer level English	High Intermediate ESL
Level 4: Low Intermediate ESL ⁴	CB21D Integrated ESL Low Intermed: 4 levels prior to transfer level English	Low Intermediate ESL
Level 3: High Beginning ESL	CB21E Integrated ESL Beginning High: levels prior to transfer level English	High Beginning ESL
Level 2: Low Beginning ESL	CB21F Integrated ESL Low Beginning: 6 levels prior to transfer level English	Low Beginning ESL
Level 1: Beginning ESL Literacy	CB21G Integrated ESL High Beg Literacy: 7 levels prior to transfer level English	

Notes:

- EFL levels are considered to be prerequisites for corresponding CB21 levels in this chart
- Actual fluency and language development skills difficult to determine from descriptors. Local assessment of these factors is highly encouraged
- Placement level highly dependent on types of text taught and complexity of writing assignments in adult school courses
- EFL level that overlaps higher CB21 level may indicate need for additional scaffolded support for students placed into this level

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Issues

- New EFL's considerably more complex than old EFL's
- Dramatic acceleration between EFL levels 3 and 4
- Ambiguity in what kinds of texts are assigned – possible 2 level swing
- Emphasis on academic competencies at higher levels made it difficult to assess the level of fluency and language development
- Significant lack of attention to critical thinking skills in the EFLs – presumes critical thinking skills are a result of improvements in English language production skills – not an assumption ESL professionals would support
- Practitioners need to pay close attention to kinds of texts used, writing assignments, and supports provided to students when mapping courses

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English Competency Crosswalks

A Student Who Completed New EFL Level	Is Ready for CAI Level	A Student Who Completed Current EFL Level	Is Ready for CB21 Level
Level 6: High Adult Sec	Transfer Level		Transfer
Level 5: Low Adult Sec	One Level Below (CAI) (CB21 A-B)		CB21 A
Level 4: High Intermed	Two Levels Below (CAI) (CB21 A-D)	High Adult Secondary Ed	CB21 B
Level 3: Low Intermed		Low Adult Secondary Ed	CB21 C
Level 2: Beginning Basic	Three Levels Below (CAI) (CB21 E)	High Intern Basic Educ	CB21 D
Level 1: Beg Literacy (with supports)	Four Levels Below (CAI) (CB21 F)	Low Intern Basic Educ	CB21 E
		Beginning Basic Ed	CB21 F
		Level 6: High Adult Sec	CB21 G

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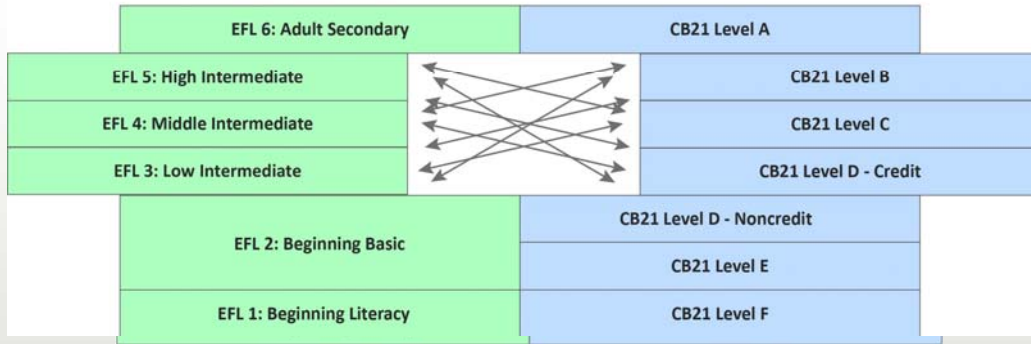
Issues

- Student who completes highest level of EFL's should be ready for transfer level English, CAI emphasis on fiction may mean students need bridge or co-requisite to support them conducting literary analyses
- CAI competencies more explicit about using authentic and academic texts, EFL's emphasis "level appropriate" texts
- Consortia should particular attention to the types of text used and level of research skills expected of students aligning curriculum
- Transition from Low Intermediate to 2 levels below in CAI, support may be needed to be sure students are prepared for timed writing prompts
- Increase in skills from new Beginning Literacy to Beginning Basic is significant. Consortia should pay attention to level of support for students at this level
- Crosswalk was consistent for reading vs writing skills

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Mathematics Competency Crosswalk



NRS/CB21 Competency Crosswalk - Math

CB21 level	Expression	Functions	Graphing	Numbers/Oper's	Geometry
Transfer Level	GAP	GAP	6 or GAP		4, 5, 6
A Level (Int Alg)	5, 6	4, 5, 6	4, 5		
B Level (Bas Alg)	4, 5, 6	None (5)	3		
C Level (Pre Alg)	3,4 (2)	3, 4	3	2, 3, 4	
D Level (Bas Math)	3	3		2	

■ Gap between highest level of EFL's and Transfer Level

■ No CB21 standards available

Math Issues

- Poor alignment between sequencing of upper mid levels of the EFL's and CB21/CAI – competencies in different sequences
- Gaps between highest level of EFL's and transfer level coursework
- Lot of discussion a lower levels of whether students could accelerate into a higher level course with additional support or a co-requisite – was identified as an area that could be easily accelerated
- Significant competencies missing from CB21, particularly in Geometry and Numbers and Operations – particularly relevant for occupational math seq's
- Algebraic thinking and data analysis much more clearly addressed in federal descriptors than in CB21
- One recommendation was to look at rewriting CB21 based on NRS descriptors

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What Now?

1. Need for additional vetting through application in the field – Deploy in parallel to consortia 3 yr planning process
2. Should be work by the field to understand what basic skills course sequences should look like with the implementation of AB705
3. Should be looked at through the lens of efforts such as the California Acceleration Project and Carnegie Math Pathways initiative
4. Is there a transition or inflection point in the students journey that we can identify where we can accelerate them to their goal
5. Should inform what multiple measures looks like when applied to adult education students

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Questions?

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