

CB 21, Educational Functioning Levels, and Curriculum Alignment: Seeking Possibility and Opportunities

JULY 22, 12:00PM – 1:00PM

Presenters

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Agenda

A. Intros

B. AB705

A. Why Should CB21 Matter to Adult Educators?

B. Rubrics

C. AEP Dashboard

D. Voices From the Field

Meet the Student

- ▶ Student at a California community college who started in the ESL program
- ▶ Completed the noncredit ESL program, earned a Cosmetology Certificate, and is now pursuing both an AS and an ADT in Accounting
- ▶ Would like to be able to work legally in the US and to earn a bachelor's degree



Where she started

- ▶ Grew up in Guadalajara, where she finished high school was studying accounting at a university
- ▶ Moved to the US at age 21, with no English skills
- ▶ Started taking ESL classes at the neighborhood adult school and a teacher recommended enrolling in a community college ESL program
- ▶ For two years, took high school equivalency classes at the adult school in the morning, took higher-level ESL courses at the college in the afternoon, and took Cosmetology courses at night



She is succeeding despite the odds

- ▶ Benefitted from a counselor who helped her get aid and explained what her options are as an undocumented student
- ▶ Is deeply thankful to teachers who urged her to pursue her dreams, despite significant set-backs
- ▶ Noted the biggest challenge in the credit-to-noncredit transition is the relative lack of connection to faculty on the credit side of the college
- ▶ Urged fellow students to convince teachers that they are serious about their work, even if life circumstances make it difficult to get work done



Definitions and Acronyms

CB21: A Course Code in MIS that identifies the course level below the college level course for math, English, and ESL. Based on a rubric developed by faculty and the academic senate. Student progress is measured by course progression to higher level courses.

Educational Functioning Level: Federally determined rubric for assessing an adult learner's level of skills in math, English, or ESL. Student progress measured by pre and post testing with Federally approved instruments such as CASAS, TABE, and others. Developed and informed by faculty and psychometricians. Used for reporting student progress under WIOA Title II funded programs.

Understanding both these frameworks is critically important to the work of increasing access to postsecondary and college programs for adult learners in K12 adult education and college noncredit programs

Why Should CB21 Matter to Adult Educators?

CAEP sets the goal, AB705 sets the rules

AB104 (2015) – AEBG/CAEP

1. Required alignment of assessment processes for placement into courses
2. Increased emphasis on transition into post-secondary and completion of post-secondary credentials
3. Created need for greater alignment between adult education and college frameworks for measuring student skills and progress

AB705 (2017)

1. Eliminated use of Placement tests
2. Time frames for students to complete transfer math/English (1, 3 yrs)
3. Requires multiple measures including HS transcripts where available for placement into college level math/English
4. Changes the purpose for CB21 and how the course levels function in relationship to credit and noncredit coursework

Two Systems, Two Frameworks, One Solution?

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

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 or Align CB21

AB705

(2017/18 – Student
Success Act)

- Elimination of
Placement Test
- 1 yr/3 yr Time Clock
- Multiple Measures
- Guided Self Placement

CB21 Course Data Elements		
Prior to College	ESL (CR/NC)	IELCE (NC)
1	A	A
2	B	B
3	C	C
4	D	D
5	E	E
6	F	F
7		G
8		H

AB104

(2015 – Adult
Education)

- Adult Ed Consortia (K12/CCs)
- Align Assessment
- Transition to Postsecondary

Two Processes

2017/2018

CB21/EFL Crosswalk

Math, English, ESL
CB21, EFL, CAI descriptors
CC credit, NC and K12 AE
Met 3 times (15 hrs)

2018/2019

CB21 Revision

Math, English, ESL
CB21, EFL, CAI descriptors
CC credit, NC & K12 AE
Meet twice

Revised CB21 Rubrics: Purpose

Integrate	Integrate objectives related to quantitative reasoning, English/reading courses, and ESL from the federal Educational Functioning Levels (EFL) already in use by noncredit programs and K12 adult schools.
Integrate	Integrate outcomes from C-ID approved courses.
Enable	Enable faculty to document the types of skills that students will have mastered by the end of a broader range of pre-collegiate courses, such as pre-stats.
Facilitate	One consolidated rubric will facilitate alignment between credit, noncredit, and adult schools and allow for mirrored courses.
Continue	The element will continue to be used to determine skills gains in contexts like AB705, the Student Success Metrics, and the Adult Education Program.

EFL/CB21 Alignment Processes

- Goal was to revise CB21 to match the federal EFL levels
- Three workgroups - Math, ESL, and English
- Used the revised (new) EFLs and the Common Assessment Initiative (CAI) rubrics to develop revised rubrics
- Each group included credit, noncredit, and K12 adult ed faculty
- Math and English groups met twice and finished by January 2019
- ESL continued to meet for a year to develop final CB21 Rubric
- Parallel groups met to establish goals for the process and recommend MIS changes for reporting

How does Alignment Help?

1. Establishes equivalency between student skills gains measured by pre and post testing with CASAS or TABE and developmental education courses taken by students in noncredit programs.
2. Supports multiple methodologies for tracking skills gains in the LaunchBoard: Pre and post testing using CASAS or other federally approved instrument or student course progression in CB21 coded math, English or ESL courses.
3. Creates common targets for K12 adult ed, noncredit, and credit practitioners to develop transition and bridge programs from adult education into postsecondary education and college.

English Rubric

The English areas below are not isolated tasks but rather outcomes that should be integrated within each level.

English	Writing Assignments	Reading/Critical Thinking	Organization Development, and Thesis/Central Idea	Mechanics, Grammar, and Syntax	Research and Resources	Additional Considerations, Voice, Technology, and Teamwork
English CB21 – C	Write short, topic-based essays with a main idea.	Read and comprehend appropriate level texts that include academic vocabulary.	Locate and organize information to support a central idea.	Produce writing without many basic errors in English grammar, usage, or punctuation.	Conduct short research projects, drawing on several sources for evidence to support an analysis.	Direct essays to an audience considering voice.
3 levels prior to transfer	Write guided assignments based on a variety of prompts that attempt to organize, compose, revise, and edit.	Analyze the impact of specific word choice on meaning and tone. Summarize and analyze central ideas and connections. Identify the point of view of the text. Evaluate how multiple texts address similar themes.	Introduce and acknowledge alternate claims. Examine a topic through the selection, organization, and analysis of relevant facts and information. Clarify relationships among ideas, reasons, and evidence.	Use transitions and logical progression of ideas. Maintain consistency in style and tone. Use specific word choices appropriate for the topic, purpose, and audience.	Use sources provided and communicate the conclusions of others.	Use technology to write and to cite sources. Collaborate for teamwork. Present knowledge in a variety of contexts and tasks.
EFL Level 4 Lexile Measure 925-1185						
English CB21 - D	Write opinion pieces, supporting a logically ordered point of view with facts and reasons.	Read appropriate level texts and identify the variety of purposes for writing.	Use well-organized multi-paragraphs to convey information clearly.	Link ideas and reasons with words, phrases, and clauses.	Conduct short research projects, using online and print sources.	Use a clear writing voice.
4 levels prior to transfer	Produce informative paragraphs developing a topic with concrete facts and details.	Summarize central ideas and explain how they are supported by key details. Interpret information in print and digital media to find an answer to a question or to solve a problem.	Summarize or paraphrase information from multiple texts and provide a list of those sources. Use details to support a central idea.	Identify and attempt to correct basic errors in English grammar, usage, or punctuation.	Use evidence from several texts. Identify and use evidence for findings and assertions. Explain how each claim is supported by reasons and evidence.	Use technology to write and collaborate with others. Contribute to teamwork. Report on a topic, sequencing ideas with facts.
EFL level 3 Lexile Measure 740-1010	Write guided assignments.					

Quantitative Reasoning Rubric

CB21 E or Level 2-Beginning Basic (5 levels below transfer, generally not used for credit courses)					
CB21E Based on EFLs.	Use diagrams or sketches to model mathematical problems. Explain processes and results using mathematical terms and symbols appropriately. Identify patterns and structure in sets of numbers, including in multiplication or addition tables.	Demonstrate an understanding of three-digit whole numbers: place value, read, write, count, compare, round. Solve one and two step application problems using the four operations on three-digit whole numbers. Describe simple fractions: unit fractions, representation on a number line, equivalent fractions, comparing fractions with same numerator or denominator.	Partition shapes into parts with equal areas and describe each part as a fraction of the whole. Solve problems involving U.S. Customary and metric units for measurement and estimation of intervals of time, liquid volumes, and masses of objects. Describe the concept of and solve problems involving area and perimeter in relation to addition and multiplication.	Solve for the unknown number in equations consisting of multiplication or division.	Solve one- and two-step problems using scaled bar graphs. Generate measurement data by measuring lengths to the nearest half- and quarter-inch, and display that data by making a line plot marked off in appropriate units.
CB21 F or Level 1-Beginning Literacy (6 levels below transfer, generally not used for credit courses)					
CB21F Based on EFLs.	Solve simple contextualized mathematical problems. Identify patterns and structure in sets of numbers and geometric shapes.	Demonstrate an understanding of two-digit whole numbers: place value, read, write, count, compare, round. Solve one and two step application problems using the four operations on two-digit whole numbers.	Describe or draw 2-dimensional and 3-dimensional shapes based on attributes, such as shape, size, orientation, number of sides and/or vertices (angles), or the lengths of sides. Create composite shapes from typical two-dimensional shapes.	Solve addition and subtraction problems. Solve for the unknown number in equations consisting of addition or subtraction.	Organize, represent, and interpret simple data sets.

<https://www.asccc.org/resolutions/course-basic-cb-21-rubrics-coding-course-outcomes>

English as A Second Language Rubric: Levels by Domain

DOMAINS

- Listening
- Speaking
- Reading and/or
- Writing

SKILLS

- Interpretive
- Productive
- Interactive

English as a Second Language: Levels by Domain – DRAFT 9/25/19						
INTERACTIVE	CB21 = F	CB21 = E	CB21 = D	CB21 = C	CB21 = B	CB21 = A
	In listening, speaking, reading, and/or writing, ELLs ready to exit this level can...					
Synthesis of Ideas	<p>With prompting and support in an instructor-led class setting:</p> <p>Research a simple question.</p> <p>Participate in group project.</p> <p>Gather information from one or two provided resources.</p> <p>Label some key information.</p>	<p>With support in an instructor-led class setting:</p> <p>Carry out short, shared simple research projects.</p> <p>Gather information from one to three provided print and digital sources.</p> <p>Label collected information, experiences, or events.</p> <p>Recall basic information from experience or from a provided source.</p>	<p>With support:</p> <p>Carry out short individual or shared research projects.</p> <p>Gather information from two or more provided print or digital sources.</p> <p>Record information in simple notes.</p> <p>Summarize simple data and information.</p>	<p>With support:</p> <p>Carry out short research projects to answer a question.</p> <p>Gather information from multiple provided print and digital sources.</p> <p>Paraphrase key information in a short written or spoken text.</p> <p>Include illustrations, diagrams, or other graphics as appropriate.</p>	<p>Carry out both short and more sustained research projects to answer a question,</p> <p>Use search terms effectively.</p> <p>Gather information from multiple print and digital sources.</p> <p>Consider the reliability of each source.</p> <p>Synthesize information from multiple print and digital sources.</p> <p>Integrate information into organized written or spoken texts.</p> <p>Include illustrations, diagrams, or other graphics as appropriate.</p> <p>Cite sources appropriately.</p>	<p>Carry out both short and sustained research projects to answer a question or solve a problem.</p> <p>Use advanced search terms effectively.</p> <p>Gather information from multiple print and digital sources.</p> <p>Evaluate the reliability of each source.</p> <p>Synthesize information from multiple print and digital sources, analyze.</p> <p>Integrate information into clearly organized written or spoken texts.</p> <p>Include illustrations, diagrams, or other graphics as appropriate.</p> <p>Cite sources appropriately.</p>

AEP: What & Why Code CB21 in MIS

- ▶ CB21 Course-Prior-to-College-Level
 - ▶ Used in the following metrics:
 - ▶ Participants in ABE, Participants in ASE
 - ▶ Students with an Enrollment in an Adult Education Program Who Received Services
 - ▶ English Language Learner, Low Literacy, Reportable Individuals
 - ▶ Complete One or More EFL's
 - ▶ ESL or ABE Participants Who Transitioned to ASE
 - ▶ ESL, ABE and ASE Participants who Transition to Postsecondary
 - ▶ Participants Who Completed 6+ College Credit Units for the First Time

CB21 on the Adult Education Pipeline

- ▶ Where view results
 - ▶ Progress → Summary and Detailed data pages
- ▶ Calculation
 - ▶ Advanced one or more CB21 levels in the selected year compared to prior CB21 level in the prior or selected year at the selected college:
 - ▶ WHERE EITHER [MIN CB21 per term (GI03) must decrease in the selected year compared to prior CB21 in any term in the prior or selected year
 - ▶ WHERE CB21 not equal to Y at the selected college
 - ▶ AND CB21 advancement must be in the SAME discipline area:
 - ▶ WHERE CB03 IN (493084, 493085, 493086, 493087, 493090, 493100, 493060, 493062) for ESL advancement
 - ▶ OR CB03 IN (1701.00) for Math advancement
 - ▶ OR CB03 IN (1501.00, 1520.00) for English or Reading advancement
- ▶ NOTE: CB21 course progression v. EFL Gains through assessments
 - ▶ May disaggregate in future

View By Program Type

* ABE, ASE, CTE, ESL

Completed One or More Educational Functioning Levels

Among all participants in ESL, ABE and ASE with an exit test, the unduplicated number of students who improved skills by one or more Educational Functioning Levels in the selected year. ?

DRILL DOWN

Time Trend

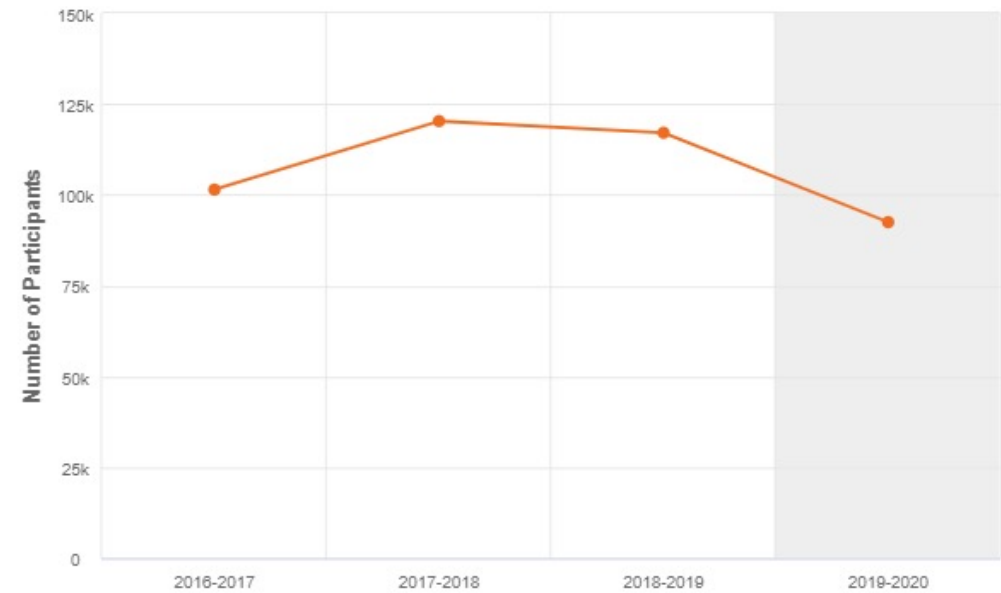
PROGRAM TYPE

ESL

STUDENT TYPE

All

Statewide, 2019-2020



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

Subsequently Took a Transfer-Level Math Course

Among all participants, the number who took a transfer level math course at any community college within the same or subsequent year. ?

DRILL DOWN

Race/Ethnicity

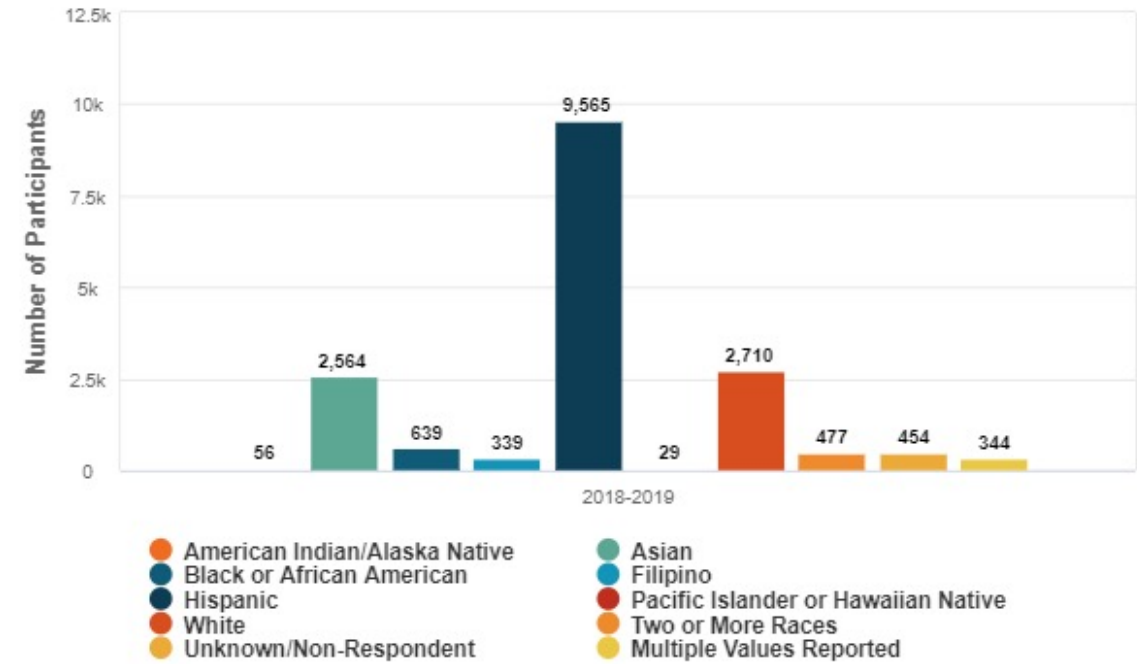
PROGRAM TYPE

All

STUDENT TYPE

All

Statewide, 2018-2019



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

View By Student
Demographics

*Gender, Race/Ethnicity,
Age

Subsequently Took a Transfer-Level English Course

Among all participants, the number who took a transfer level English course at any community college within the same or subsequent year. ?

DRILL DOWN

Time Trend ▼

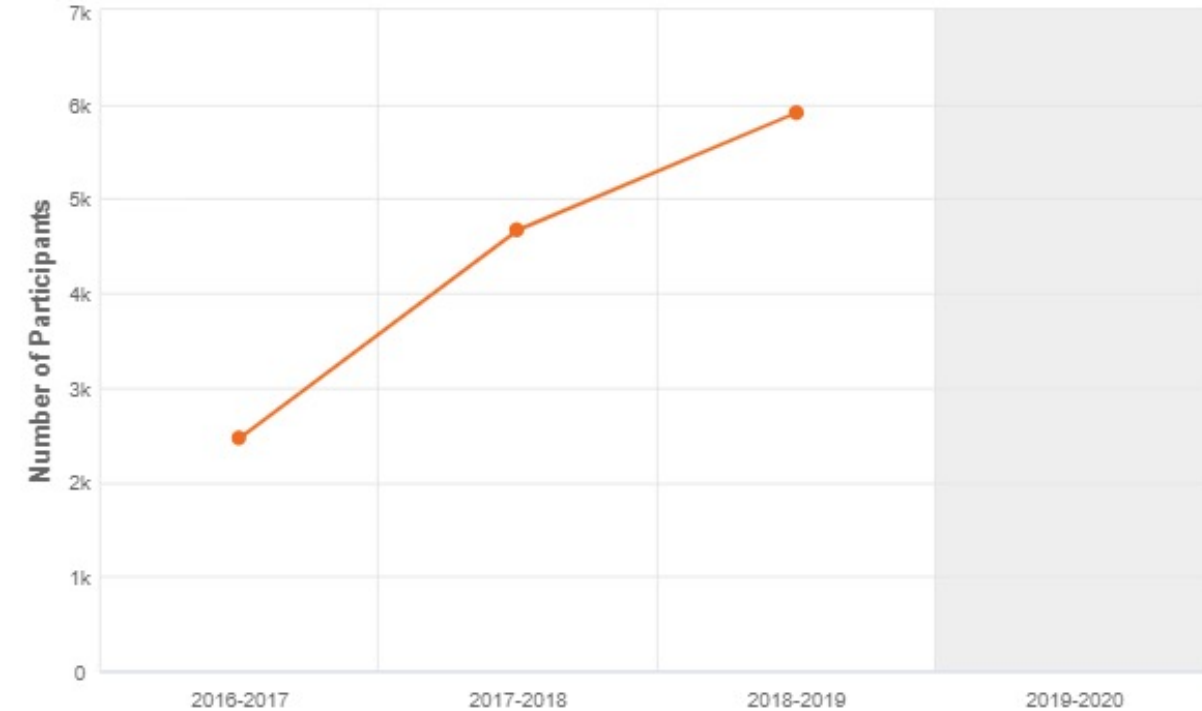
PROGRAM TYPE

ASE ▼

STUDENT TYPE

Returning or Continuing ▼

● Statewide, 2019-2020



View By Student Type

*First Time, Returning or Continuing

CB21

Making a Difference

Community colleges have made tremendous progress under Assembly Bill (AB) 705, which passed in 2017 and overhauled the placement policies that made it harder for students to take and complete gateway courses.

Mapping Equitable Access to Math at California's Community Colleges (May 11, 2021):
<https://www.ppic.org/blog/mapping-equitable-access-to-math-at-californias-community-colleges/>

Completed One or More Educational Functioning Levels

Among all participants in ESL, ABE and ASE with an exit test, the unduplicated number of students who improved skills by one or more Educational Functioning Levels in the selected year. ?

DRILL DOWN

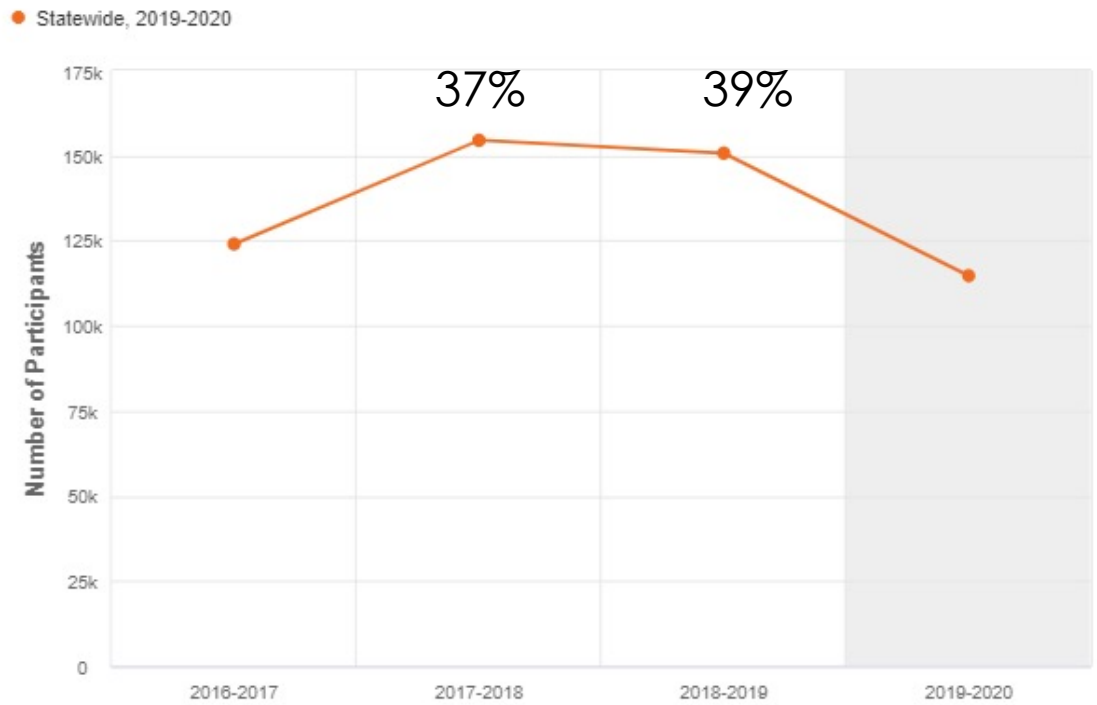
PROGRAM TYPE

STUDENT TYPE

Time Trend

All

All



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

Adult Education EFL Gains

Subsequently Took a Transfer Level Course

Transfer Level English

Subsequently Took a Transfer-Level English Course

Among all participants, the number who took a transfer level English course at any community college within the same or subsequent year. ?

DRILL DOWN

Time Trend

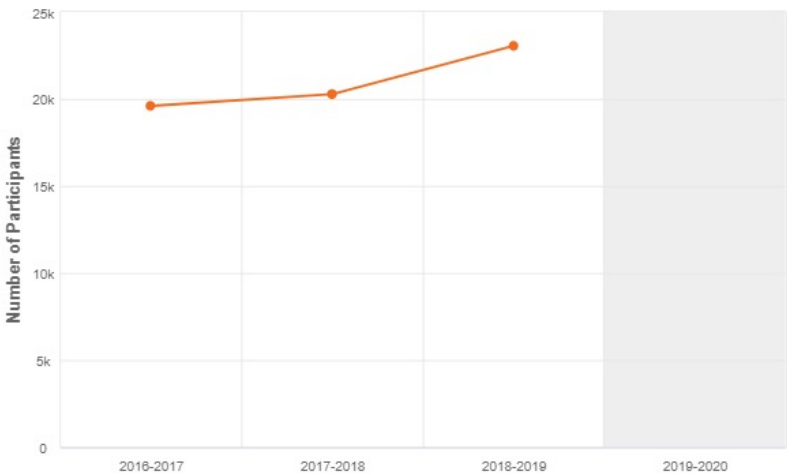
PROGRAM TYPE

All

STUDENT TYPE

All

Statewide, 2019-2020



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

Overall

2016-2017	19,602
2017-2018	20,275
2018-2019	23,050
2019-2020	-

Transfer Level Math

Subsequently Took a Transfer-Level Math Course

Among all participants, the number who took a transfer level math course at any community college within the same or subsequent year. ?

DRILL DOWN

Time Trend

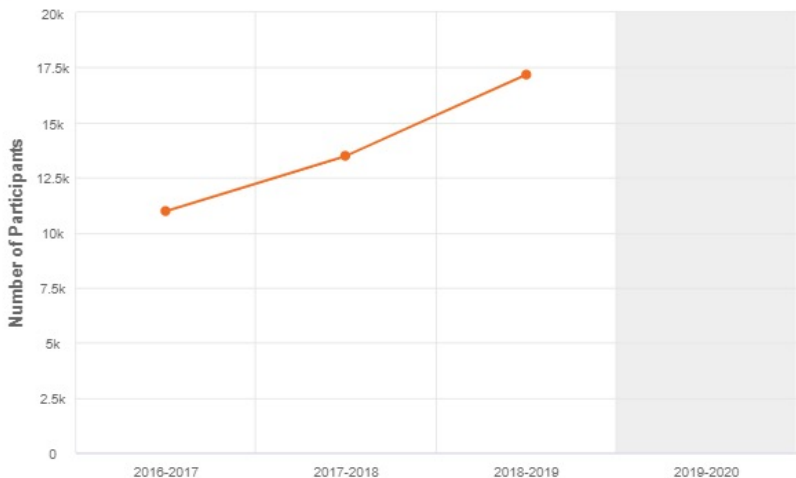
PROGRAM TYPE

All

STUDENT TYPE

All

Statewide, 2019-2020



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

Overall

2016-2017	10,977
2017-2018	13,487
2018-2019	17,177
2019-2020	-

Voices from the Field

▶ Alison Robertson

Cyprus College (ESL)

▶ Jan Young

Glendale Community College (English)

Cypress College ESL Program Overview

CB21 Rubric & Core Sequence Revision

Using the CB21 Rubric, we confirmed that 186 (original end point—one below TLC) showed significant academic creep.

- To begin reworking of our core sequence,
 - we referenced the C-ID for TLC/English 100
 - we turned ESL 186 into ESL 110, TLC
- For 109 and below, we referenced the CB21 rubrics to continue to revise our sequence.

Low Intermediate
Academic Reading and
Writing (**CSU elective**)

High-Intermediate
Academic Reading
and Writing
(**CSU elective**)

Advanced Academic
Reading and Writing II
(**Humanities CSU C2 &
AA GE C2, UC elective**)

ESL 105

ESL 106

ESL 107

ESL 108

ESL 109

ESL 110

Intermediate
Academic Reading
and Writing (**CSU
elective**)

Advanced Academic
Reading and Writing I
(**Humanities CSU C2 &
AA GE C2 UC elective**)

College Composition
for Non-Native
Speakers (**Written
Communication IGETC
1A/CSU A2/AA GE A1**)

Cypress College ESL Placement Process – Counselor Quick Reference Guide

Pathway for U.S. High School Graduates or Equivalent (GED, HiSET, CHSPE)	Pathway for All Other New ESL Students	Pathway for Students Returning for Cypress ESL Courses	Pathway for Students with ESL Courses from Other Colleges
<p>These students have the right to access any ESL course, including ESL 110C, ENGL 100C, or ENGL 101C.</p> <ul style="list-style-type: none"> We can encourage students to engage in the ESL Placement Process (below). This includes returning students who have a US high school diploma. 	<p>ESL students who have not earned a high school diploma (or equivalent) in the United States should engage in the ESL Placement Process below.</p>	<ul style="list-style-type: none"> No ESL courses taken in the past two years: Student should retake the CELSA. No ESL courses taken in the past year: Use the ESL Crosswalk (see below) to continue in the sequence. 	<p>ESL students from other colleges (including Fullerton College) should engage in the ESL Placement Process below.</p>

ESL Placement Process
to determine placement that maximizes their probability of completion
<p>Step 1: CELSA</p> <p>Scheduled with the Assessment Center. Specific dates and appointments available via the Assessment Center.</p>
<p>Step 2: Writing Prerequisite Challenge</p> <p>Taken after CELSA & forwarded to ESL department faculty.</p>
<p>Step 3: Counseling Appointment</p> <p>Students should meet with a counselor for ESL course placement issues.</p>

Placement into & Movement through Credit

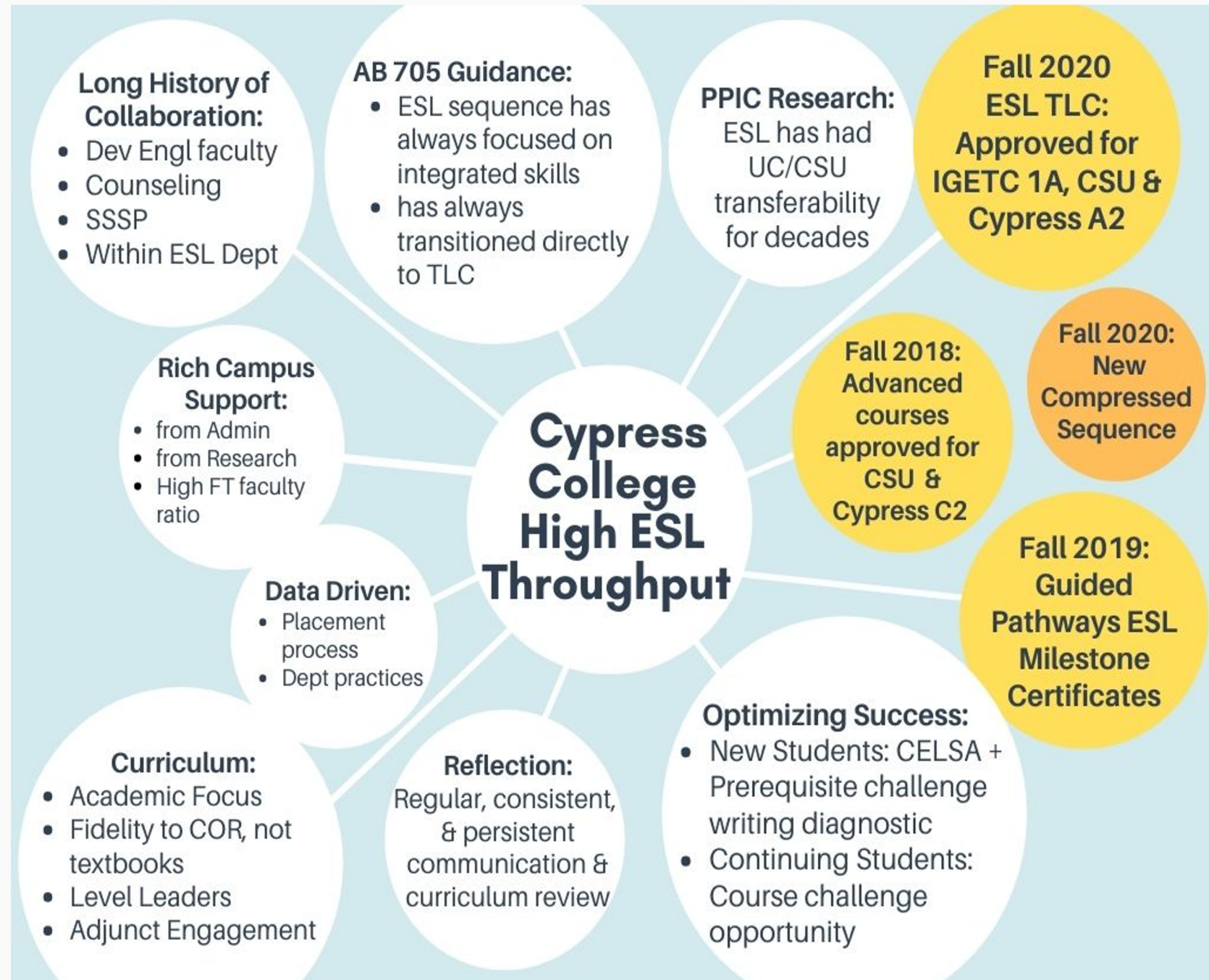
Our processes allow multiple opportunities for students to maximize movement through the ESL sequence by ensuring the validity and reliability of the following opportunities:

- CELSA
- Prerequisite writing challenge for new students
- End-of-semester challenge to jump the next level

Guided Pathways ESL Milestone Certificates

- Pathway to SEM
- Pathway to Kinesiology
- Pathway to CTE/ATC
- Pathway to Business & CIS
- Pathway to Transfer: Language Arts/Oral Communication
- Pathway to Transfer: Language Arts/Written Communication
- Pathway to Dental Hygiene/Nursing/Psychiatric Technology
- Pathway to DMS, HIT, or RADT
- Pathway to Transfer: Social Sciences

Cypress College High ESL Throughput



Glendale Community College

English Language Arts

Outcomes vs. Entry Standards

In order to pass the GED Language Arts Through Reasoning test, students must be able to:

- Read excerpts from a variety of informational and literary sources, show ability to draw conclusions, and write clearly.
- Demonstrate ability to analyze two passages, decide which argument has more convincing evidence and explain why the evidence supports this position.
- Timed test. Write a well written essay in 45 minutes.

Entry Standards for English 101:

- Read and critically analyze various academic readings
- Organize fully developed essays in both expository and argumentative modes.
- Employ basic library research techniques
- Revise writing to eliminate errors in syntax and grammatical constructions.

The Gap

- Credit and noncredit faculty identified gaps in preparing students for English 101.
- Created a workshop that targeted: incoming students, GED graduates, and 2nd and 3rd repeaters
- For summer and winter term, one week 15 hrs. Plans on piloting workshops for 2nd part of fall semester to prepare repeaters for next term.



The Bridge: English Workshop

- Building self-efficacy is more than half the battle. Infused growth mindset and habits of mind exercises throughout.
- Shared expectations of instructors for 101 and where to get further help on campus. Resource guide provided includes GCC OER handbook.
- Reviewed sentence structure, paragraph development, summarizing vs. analyzing, and editing/fine tuning.
- Unpacking the prompt!!

Unpacking the Prompt

Why Do The Skaters Seek Thrills?

- Prompt for Paper #1
- Re-read Parts One and Two Carefully. Then, using Dr. Siegel's theories on adolescent development, write a multi-paragraph essay and explain why the skaters "hill bomb." Identify and examine how the characteristics of the young men's behavior align with the characteristics of adolescent behavior defined in *Brainstorm*. Develop a deeper understanding of the seemingly careless behavior of the skaters by showing how the skaters exemplify the traits of adolescents. Your paper will demonstrate and critique the actions of the skaters. You are persuading your reader to understand that there are developmental reasons for the skater's behavior and that there are implications of such behavior.
- This is a paper that finds scientifically proven reasons for particular adolescent actions and reflects on the significance of such findings. You are using academic analysis from the discipline of psychology and biology to deeply explain what is happening and the significance of what is happening. You are discovering the deeper origins of the decision to hill-bomb. Your thesis makes **an argument** about what motivates the skaters and demonstrates the significance of this argument. Each topic sentence clarifies your thesis claim.

And More.....

- Offering an 8 hr. writing workshop for high school students entering dual enrollment program. Students needed an introduction to academic writing, particularly in social sciences.
- Offering a pre-Stat course for entering SLAM students
- Offering an Algebra review course for entering STEM students

Q & A



Contact Information

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