Supporting Students’ Secondary to Postsecondary Educational Trajectories through Cross-Sectoral and Cross-Institutional Collaborations: Lessons Learned from the K-12/Moreno Valley College Math and Literacy Collaborative

Ashley Rodriguez
Esteban Navas
Jennifer Escobar
Kathryn Stevenson
PADLET: WHAT DO YOU KNOW AND WANT TO KNOW?

• Post your responses to the questions below at https://padlet.com/jen_r_escobar/RPGroup
  • What do you know about educational partnerships in which your college is involved?
  • What do you want to know about collaborating across institutions and disciplines?
OVERVIEW

• Padlet/Overview
• About the collaborative
• Introductions
• Reading activity
• In-depth with the collaborative
• Finding our whys
• Questions and answers
ABOUT THE MATH AND LITERACY COLLABORATIVES

- What is it?
- Who is involved?
- Why was it formed?
WHAT ARE THE K12/MVC LITERACY COLLABORATIVE AND MATH COLLABORATIVE?

The K12/MVC Literacy Collaborative provides a forum for educators to participate in a ground-up approach to professional learning and multi-institutional transformation. It is a cross-institutional, cross-sectoral, and equity-minded collaboration that aims to increase student success.

Who’s involved?

Literacy: Middle and high school English and History educators and MVC English educators (full-time and part-time)

Math: High school and MVC Math educators

NOTE: MVC stands for Moreno Valley College, a community college located in Southern California.
What happens when we work together to support student success in secondary and postsecondary institutions?
Below are **seven core commitments** the CCC system as a whole can make to achieve these ambitious goals and realize its full potential to meet the future workforce needs of California:

1. **Focus relentlessly on students’ end goals.**
2. **Always design and decide with the student in mind.**
3. **Pair high expectations with high support.**
4. **Foster the use of data, inquiry, and evidence.**
5. **Take ownership of goals and performance.**
6. **Enable action and thoughtful innovation.**
7. **Lead the work of partnering across systems.**

Together these seven commitments reflect a fresh mindset that will be needed to carry the CCCs forward as a unified system. The pages that follow elaborate on these commitments: the problems they are intended to address, what must be done to fulfill the commitments, and how specifically the Chancellor and the Chancellor’s Office can lead the way.

---

A third area for emphasis is forming an active partnership with the K-12 system to align messaging, expectations, and policy. Collectively, we need to enhance the way we communicate about community college readiness and the need for early career exploration to students, families, and educators. The state must seek productive ways for CCC and K-12 faculty to work together across sectors to break down an “us versus them” mentality and make real progress on aligning expectations and curriculum. Each party must accept responsibility for building these linkages and also for fixing problems that arise from failures to communicate and partner effectively.

---

--Foundation for California Community Colleges, Vision for Success: STRENGTHENING THE CALIFORNIA COMMUNITY COLLEGES TO MEET CALIFORNIA’S NEEDS (2017)
INTRODUCTIONS

• Ashley Rodriguez, Instructional Coach, Rancho Verde High School, Val Verde Unified School District
• Esteban Navas, PhD, Assistant Professor of Math, Moreno Valley College, Riverside Community College District
• Jennifer Escobar, Assistant Professor of English, Moreno Valley College, Riverside Community College District
• Kathryn Stevenson, PhD, Assistant Professor of English, Moreno Valley College, Riverside Community College District
THINK/PAIR/SHARE

- **Think:** Read *any section* of Henry and Stahl’s article “Dismantling the Developmental Education Pipeline” (2017), and pick two golden lines (important quotes)
- **Pair:** Partner up, introduce yourself, and share/discuss your golden lines.
- **Share:** Share out!
**METACOGNITIVE REFLECTION: PARTICIPANT AND EDUCATIONAL PARTNER**

- **Participant**: What was your experience as a participant?
  - What were your thoughts as you read?
  - What caught your attention?
  - What reminds you of work you’re doing or want to do?

- **Educational partners**: How might this activity and reading be useful as an educational partner in a cross-sectoral/institutional meeting?
  - What might you adapt and use?
  - What can be beneficial, and why?
TIMELINE: YEAR 1
FALL 2015—SPRING 2016

• Education Summit with breakouts (Sept. 2015)
• First K12/MVC English Collaborative meeting (Oct. 2015)
• High school site visits (Dec. 2015)
• Education Summit with breakouts (Feb. 2016)
• K12/MVC English Collaborative meeting (Apr. 2016)
TIMELINE: YEAR 2
FALL 2016—SPRING 2017

- English and Math Liaisons received reassigned time through BSSOT
- Literacy Collaborative
  - K12/MVC English Collaborative meeting (Nov.)
  - Planning meeting (Feb.)
  - Education Summit (March)
  - Planning meeting (Apr.)
  - K12/MVC English Collaborative meeting (Apr.)
  - Site visits to middle schools (Spring)
- Math Collaborative
  - Articulated Math course
  - Alignment of learning outcomes
TIMELINE: YEAR 3
FALL 2017—SPRING 2018

Literacy Collaborative
- Topic for Year 2: Reimagining Writing Assessment Practices
- K12/MVC English Collaborative (October 2017)
- Middle school and high school site visits (Fall 2017)
- Education Summit (November 2017) with breakouts for CTE, Counseling, English, and Math—135 registrants

Math Collaborative
- Focus on assessment, learning outcome alignment, and course sequences
- Site visits (high school)
- Invited transfer institution
- Continued discussion about articulated courses
TIMELINE: YEAR 4
FALL 2018—SPRING 2019

- Literacy Collaborative
- Topic for Year 4: Research
- Continuation of current activities (first meeting: September 25, 2018)
- Cross-sectoral/ institutional projects (i.e. Oral History Workshop)
- Increased/new dual enrollment and articulated course offerings

- Math Collaborative
- Continuation of work
- Form planning committee and develop mission statement
- Supporting dual enrollment
9/25/18 FLAUNT your genius!
Post your ideas for supporting student research in your classes

Influence of Technology on Education

SW research the impact of technology on the educational process: Is it beneficial or detrimental? What are the possibilities with virtual reality? Where is it going?

Educational Journey - Ethnography

Students will reflect on their educational journey and use a critical lens to analyze this. They will then conduct research about their future professions.

Food Ethnography
OUTCOMES

• High school instructors have shared resources, information, and strategies at their sites.

• MVC instructors have learned specific ways to support students’ transition into college (e.g. terminology used with writing, connections between HS, MVC, and UCR Math).
THE COLLABORATION HAS INCLUDED THE FOLLOWING ACTIVITIES:

• Regular meetings
• Site and classroom visits
• Curricular alignment
• Message alignment
• Policy alignment

• Steering and planning committee
• Conference presentations
• Dual enrollment
• Resource sharing
• Cross-institutional classroom collaborations
ACTIVITIES DURING MEETINGS

- Student insight: panels and roundtables
- Instructor panels
- Vertical alignment (e.g. Common Core State Standards, Student Learning Outcomes)
- Interactive sessions: jigsaw, icebreaker,
- Discussions regarding formative and summative assessments (e.g. comparing expectations, grading practices, sharing math course tests and English writing prompts/projects)
- Composition theory (Literacy Collaborative)
WHAT DOES IT TAKE TO GET STARTED?

• Leverage **existing relationships** between secondary and postsecondary administrators in order to provide time, space, networks, and shared goals

• Faculty
  • 1—2 **dedicated CC faculty** (1—2 hours/week)
    • Visit sites and meet with teachers
    • “What do you as secondary ELA faculty need or want from us? How can we support you?”
  • 1 person from **HS** to begin conversations and garner support and interest
  • Shared **vision** and **mission**!

• **Collect data** (exit survey results, attendance, reports of what’s been shared) and **share data** (CC: student placement, enrollment, success, and needs and HS: coursework, success, and needs)

• Look for **funding sources** and other support to continue work
Mission Statement: Our mission is to create equitable opportunities for historically underrepresented and underserved communities through collaboration, shared accountability, and systemic changes to support students’ successful college transition and completion.
## K12/MVC Literacy Collaborative: Survey Data

### On a scale of 1 to 5, 1—Strongly agree and 5—Strongly disagree

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the alignment between Common Core ELA Standards and English courses offered at Moreno Valley College (MVC).</td>
<td>3.76</td>
<td>4.5</td>
<td>4.42</td>
</tr>
<tr>
<td>Today’s meeting was very useful.</td>
<td>4.67</td>
<td>4.79</td>
<td>4.41</td>
</tr>
<tr>
<td>I understand the student equity needs and opportunity gaps in English at both the secondary and postsecondary levels.</td>
<td>4.24</td>
<td>4.63</td>
<td>4.35</td>
</tr>
<tr>
<td>I plan on participating in the K12/MVC English Collaborative in the future.</td>
<td>n/a</td>
<td>4.89</td>
<td>4.90</td>
</tr>
</tbody>
</table>
ATTENDANCE/PARTICIPATION IN COLLAB. OVER TIME
<table>
<thead>
<tr>
<th>Date</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2015</td>
<td>8</td>
</tr>
<tr>
<td>October 2015</td>
<td>17</td>
</tr>
<tr>
<td>February 2016</td>
<td>27</td>
</tr>
<tr>
<td>April 2016</td>
<td>18</td>
</tr>
<tr>
<td>November 2016</td>
<td>46</td>
</tr>
<tr>
<td>March 2017</td>
<td>39</td>
</tr>
<tr>
<td>April 2017</td>
<td>48</td>
</tr>
<tr>
<td>October 2017</td>
<td>42</td>
</tr>
<tr>
<td>November 2017</td>
<td>53</td>
</tr>
</tbody>
</table>
## Registration Breakdown
### Literacy Collaborative September 2018

<table>
<thead>
<tr>
<th>Level/Sector</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>13</td>
</tr>
<tr>
<td>Secondary (middle and high)</td>
<td>51</td>
</tr>
</tbody>
</table>

- Full-Time College Faculty: 10%
- Alternative School: 14%
- Part-Time College Faculty: 11%
- Middle School: 13%
- Comprehensive High School: 52%
NEW/RETURNING PARTICIPANTS
SEPTEMBER 2018, LITERACY COLLABORATIVE

New
23%

Returning
77%
CENTERING STUDENTS

- Student Panels and Roundtables
- Student work
- Student focus groups
- How do we get more students involved in this work?
IMPACT IN THE HIGH SCHOOLS

• High challenge, high support
• College awareness
• Building teacher involvement (senior grade teachers and now grades 9, 10, 11)
DUAL ENROLLMENT AND ARTICULATED COURSES

- Intermediate Algebra offered at the High Schools through articulation
  - Pass a year-end Final Exam with 70% or higher to enroll in their transfer level math course, with priority registration in the Summer of Fall at MVC.
- Algebra for Liberal Arts (Accelerated Pre-statistics with more Algebra)
  - With AB 705, students have no incentive to take Intermediate Algebra. This option will let them not have to enroll in co-requisite courses if successful on year-end Final Exam.
- Dual enrollment Math, English, History offered for the first time this year
  - During the school day, so any instructors need a teaching credential + meet min quals
  - Students apply to the college, are assessed and placed via Multiple Measures.
  - Equivalency and recruiting is very time consuming; hiring information needs to be known
FINDING OUR “WHY”

• On a post-it, write your WHY… *Why do you want to develop or continue cross-institutional and cross-sectoral collaborations?*

• **BONUS:** Take a picture or type your why in the Padlet!
OUR TAKEAWAYS

• **Beginning the work.** Community colleges are key to initiating the contact for this kind of work

• **Doing the work.** Find commonalities and mutual benefits in professional learning goals, and set norms and reasonable expectations (e.g. outcomes). It takes a lot of time and is worth the time (e.g. mission statement). Communication is key.

• **Supporting the work.** The school sites and districts have to value the work, e.g. institutional service for full-time faculty, substitutes for high school educators, compensation for part-time faculty
QUESTIONS?

- Ashley Rodriguez asrodriguez@valverde.edu
- Jennifer Escobar jennifer.escobar@mvc.edu
- Kathryn Stevenson kathryn.stevenson@mvc.edu
- Esteban Navas esteban.navas@mvc.edu

Thank you!