



2013 ESL/Basic Skills Professional Development Grant Progress Report

Submitted by

Los Angeles Community College District



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INTRODUCTION



Overview of 3CSN

As one of the largest higher education systems in the world, the California Community Colleges System serves more than 2.6 million students annually; however, many of these students are considered underprepared, lacking the basic skills necessary to succeed in college-level coursework (California Community College Chancellor's Office, 2009; Fulks & Alancraig, 2008). These students are often referred to as basic skills students because of their enrollment in classes—including English, reading, writing, math, and ESL—that are designed to give them the necessary skills for success. Supporting them in this endeavor is a critical component of the mission of community colleges, yet faculty, staff, and administrators have historically received little training in how to effectively do so. The California Community Colleges' Success Network, or 3CSN, is intended to address that need.

3CSN's theory of change is as follows:

“If we provide training on networking and we use action research methodologies, community college professionals will transform their environments and identities to create communities of practice that will produce powerful learning and working across campuses. This will lead to greater student success”

This theory of change drives all of 3CSN's activities. It provides the impetus for the infrastructure, workshops and activities, data collection and analysis efforts, the online knowledge-sharing hub, and the leadership institute.

Beginning its endeavor in 2009, the California Community College Success Network (3CSN) began with four pilot networks. These networks were built throughout the state, linking colleges geographically closely situated as well as the establishment of a week-long leadership institute called the Basic Skills Initiative Leadership Institute, or BSILI. Within a year, the number of regions expanded and colleges throughout the state were exponentially increasing participation in regional and statewide activities and events. Even in 2012, the regional structure expanded to meet the growing need for network

support throughout the state, adding an additional region in the far north. In response to requests for more targeted support, 3CSN and its regional networks began crafting specific communities of practice, workshops, events, and tools to help colleges in their quest to improve student success rates.

The most targeted and specific of the activities introduced by 3CSN were the introduction of the communities of practice (CoPs). Focusing on student persistence and completion, the first networked communities, the California Acceleration Project (CAP) and Reading Apprenticeship Project (RAP), have continued to grow, and the newest networked community, Habits of Mind (HoM), has garnered a high level of interest this year, with well-attended workshops and online modules. 3CSN's realization of the crucial need for attending to the affective domain of student success arose on multiple fronts, and the HoM CoP will help faculty and staff alike build students' perception of responsibility, motivation and college-success behaviors.

As participation in 3CSN-sponsored events skyrocketed, so did the requests for tools that would help colleges explain to those outside of the Basic Skills realm the urgency for significant institutional change. Working with the Research and Planning (RP) Group and the California Community Colleges Chancellors Office, 3CSN sponsored the creation and development of the Basic Skills Cohort Tracking Tool. Housed on the Chancellor's Office website, the Basic Skills Cohort Tracking Tool gives all 112 California Community colleges easy access to data on student progress through their English, reading, ESL, and math pipelines. Use of the tool reveals that the rates at which students beginning low in developmental sequences reach transfer-level courses are clearly unacceptable. With such data now at their fingertips, 3CSN-inspired change agents can make more effective cases on their own campuses for data-driven reforms.

Fittingly, with the release of the Student Success Task Force (SSTF) results, it became even more evident that not only was 3CSN in line with the expectations of the legislature, but that in many instances, 3CSN has already begun to lay the groundwork for achieving these recommendations. Activities, events, workshops, and sponsorships have been forged which address many of the recommendations:

- Use LINKS events to provide participants across the state an opportunity to learn about, to become involved or to immerse themselves in transformational data driven practices for curricular and institutional redesign (SSTF #2, 4, 5, 6, 7)
- Respond to stated needs of faculty by supporting networked Communities of Practice which deepen participants' capacities for inquiry, leadership, and transformation. (SSTF #2, 4, 5, 6, 7)

- Offer sustained support and technical assistance for faculty implementing data driven, high impact pedagogical practices which promote persistence and acceleration. (SSTF #2, 4, 5, 6, 7)
- Offer sustained support through BSILI and accompanying learning networks for faculty and staff implementing data driven institutional redesign. (SSTF #2, 4, 5, 6, 7)
- Develop the professional identities of community college faculty – through presentations, workshops, publications, and sustained classroom and campus inquiry and action research projects. (SSTF #1, 4, 5, 6)
- Strengthen partnerships with nationally recognized initiatives that support curricular and institutional transformation. (SSTF #1, 6, 7)



Over the five years of the first grant, 3CSN has expanded its focus from basic skills success to a more broad consideration of key momentum points (including completion of basic skills classes) and completion, in general. In line with this emphasis, our LINKS 7 event zeroed in on completion, and our 2012 BSILI teams explored high-impact, low-success, gatekeeper courses and other potential barriers to student completion in their planning for institutional change. 3CSN has also continued its efforts to partner with other organizations working on student success to strengthen both the reach and the sustainability of our professional development efforts.

As we look ahead to the next five years of the grant, 3CSN will continue to improve the technological support it provides for the network, work with colleges to improve their abilities and our own to assess the impact of 3CSN-sponsored activities, both on professionals and students, and employ data to leverage change. We will also continue the work of broadening our reach; we will expand across CTE, content area disciplines, and educational segments to assure that we improve the pathways that students must negotiate toward their goals.

Overview of 2012-2013 Key Accomplishments

This report will describe key accomplishments for the 2012-2013 year of the ESL/BSI Professional Development Grant, commonly known as 3CSN--The California Community Colleges Success Network. Highlights include:

1. Continued facilitation of Basic Skills Reporting Sessions and Coordinator Events
2. Ongoing expansion of California Acceleration Project Community of Practice (CAP CoP)
3. Significant expansion of Reading Apprenticeship Project Community of Practice (RAP CoP):
 - Reading Apprenticeship nearly doubled its participation rate. **The number of faculty, staff, and administrators who were trained in RA went from over 500** in the 2011-2012 year **to over 900** in the 2012-2013 year.
 - **108** faculty took an online RA course through 3CSN's RAP in **California** in 2012-2013, while **300** took the course **nationally**. That means **that California made up 1/3 of the nation's participants in the RA online course**.
4. Establishment of Habits of Mind Community of Practice (HoM CoP) modules and workshops
 - **HoM Community of Practice trained over 400 faculty, staff, and administrators from 20 unduplicated colleges in its first year.**
5. Introduction of new CoPs, including the Threshold Project and the Learning Assistance network, homegrown by 2013 BSILI attendees
6. Development of new Faculty Inquiry Groups, including the Threshold Concepts Faculty Inquiry Group, Educational Testing Services Faculty Inquiry Group
7. Improvement in planning and standardization to increase capacity through retreats, workshops, etc.
8. Expanded capacity through the use of technology by expanding the 3CSN knowledge-sharing hub, access to online courses, and use of GIS mapping to track statewide progress.
9. Development and expansion of key partnerships, including the World History Institute Project, the San Diego Area Writing Project, Leading from the Middle, Classified Leadership Institute, LearningWorks, and Math FIT

3CSN continues to expand the reach of its network. The table below captures this reach by tallying the number of participants and colleges engaging in 3CSN activities:

Table 1: Totals of Participants and Colleges in 3CSN Learning Networks

Learning Network	Total # of Participants	Total # of Colleges (Unduplicated)
BSILI - Annual, week-long Summer Leadership Institute	200+	64
LINKS - Cohesive workshops focused on student completion	1,550+	108
BSI Coordinator's Convenings - Focused on action plans, data, and evaluation	400+	100
CAP CoP - Acceleration community of practice	160+ (# of faculty redesigning curriculum)	100+
RA CoP - Reading Apprenticeship community of practice	900+	86
HoM CoP - Habits of Mind community of practice	400+	20
Regional Learning Networks & Events	8,000+	100+

Organization of Report

The annual report is organized around the grant’s objectives; therefore, the particular 3CSN activities that support practitioners’ efforts to scale initiatives for student completion will be described under the following main objectives:

Objective 1

Create the initial infrastructure for a permanent professional development network/center—i.e., a statewide resource network designed to support ongoing professional development in ESL/basic skills improvement.

Objective 2

Provide local, regional, and statewide workshops that focus on the alignment of non-credit with credit curriculum; integration of instruction and student services; implementation of culturally responsive instructional and student services strategies; and implementation of strategies found to be effective for students transitioning from high school and strategies that are most effective for diverse student populations.

Objective 3

Assist colleges with establishing benchmarks and building capacity to demonstrate increased ESL/basic skills student success and with implementing appropriate outcomes assessment components as well as data collection procedures.

Objective 4

Expand electronic resources in order to build a knowledge base for practitioners regarding effective practices that lead to increased student success.

Objective 5

Conduct a summer Leadership Institute designed to provide training for faculty, administrators, and staff leaders involved in serving developmental education students, including student services faculty and staff, as well as faculty across disciplines.

Each section will include an overview to 3CSN's response to the objective and a description of main accomplishments that helped move that objective forward.

REPORT ON GRANT OBJECTIVES

Objective 1

Objective 1 is to create the initial infrastructure for a permanent professional development network/center—i.e., a statewide resource network designed to support ongoing professional development in ESL/basic skills improvement.

Overview of Response

3CSN's theory of change starts with and depends on the power of a strong central infrastructure. This infrastructure is a main network of support that is designed to ensure that 3CSN leaders, college leaders, and community of practice participants stay in meaningful contact. Through these networks, practitioners across the state can provide ongoing support and resources while they share effective practices and lessons learned.

This main network is maintained through leadership retreats, regional networks, and communities of practice. The retreats bring together regional coordinators to clarify objectives, plan events, and design assessment measures, all of which enable 3CSN to deliver statewide professional development effectively. The regional networks connect every college in the state to each other through a 3CSN network coordinator. Through this network, network coordinators can provide support and avenues of communication throughout the region, keeping each college connected and informed to other colleges throughout the region as well as throughout the state. The Networked Communities Practice (CoPs) enable the delivery of sustained professional development around proven best practices; they also contribute to the scaling these efforts statewide. The regional network summaries demonstrate the role that each region plays in bringing 3CSN activities to local colleges and incubating new connections and partnerships with the potential to grow into larger initiatives or CoPs. These summaries show the breadth of activity happening across the state and the process by which connections are built.

Description of Accomplishments

3CSN Retreats

To ensure continued quality and consistency in all of 3CSN professional development activities and to strengthen the network infrastructure, the 3CSN leadership team met four times during the last twelve months: July 2012, December 2012, April 2013, and June 2013. Each retreat allowed the 3CSN team the necessary time and concentration to coordinate processes and procedures, laying the groundwork for creating a stronger

3CSN team. These meetings enabled the team to refine goals, develop plans to meet those goals, finalize details for scheduled 2012-2013 events, and plan for the 2013-2014 academic year so as to build capacity for ongoing professional development throughout the state.

Summer Retreat July 15-17, 2012, Palm Springs, CA

First, the 3CSN leadership team discussed changes to 3CSN's evolving structure and how to capture those changes visually. 3CSN had implemented additional Communities of Practice (CoPs) from the BSILI 4.0 event, and modified three coordinator roles: Technology Director, Northern California Network Coordinator, and Southern California Coordinator. Following this discussion, each team member was given time to present what was happening in their respective CoP and their plans for the 2012/2013 year, including the newly formed CoPs from BSILI 4.0. Coordinators discussed how to best support one another, how to build bridges among CoPs and their participants with a focus on connecting and collaborating to create a more engaging and vibrant network.

Then, coordinators met with our evaluator Michael Harnar to discuss how coordinators might visually represent our interactions with colleges. Coordinators wanted not only to show the number of interactions but also quality of those interactions, to demonstrate that colleges with a high degree of interaction have accomplished more and engaged more deeply with student success efforts at their colleges, in their regions, and across the state. Michael worked on creating a GIS map. During this morning session, coordinators also discussed two evaluative tools to obtain additional feedback directly from 3CSN's participants. Coordinators discussed the Personal Value Narrative and the Value Creation Story tools and how to most effectively use these tools to gather information from those engaged in work initiated and supported by 3CSN. Following the evaluation piece, 3csn leaders discussed effective collaboration models, events planning protocols, including evaluation, and reporting mechanisms. 3csn leaders also outlined procedures for identifying who attended 3CSN events and how the events impacted their work; this enabled us to further discuss the PVN and VCS tools mentioned above.

On the last day, participants discussed the year-end report, assigned each team member specific tasks, and finalized fall 2012 event schedule.

Winter Retreat December 7-9, 2012, Valencia, CA

Retreat participants started by discussing how to divide the considerable work of the mid-year report equitably among the coordinators, and participants established how to share files with each other to enable review and revision as needed. In addition to reporting

and reflecting upon the work in our regions, the ASCCC basic skills representative, working to produce Poppy Copy 2, wanted us to identify key programs that represent successful examples of professional, programmatic, and institutional development. For identified programs, she asked for contact information which would enable her to get in touch with coordinators about being included in Poppy Copy 2.

Planning for the coming year began with work on LINKS 7 in collaboration with the Research and Planning (RP) Group with the goal of raising awareness of and participation in the RP group's projects, Completion by Design and Student Support (Re)Designed. The Completion by Design project gets colleges thinking about how pathways can help students complete degrees and certificates at higher rates. The Student Support (Re)Designed project helps college professionals consider and promote key factors that lead to student success. LINKS 7 was planned to help colleges learn about these initiatives and to become more connected to 3CSN events.

The second discussion focused on developing a collaborative project with LearningWorks to promote student success through equitable and ethical student contact. LearningWorks has published policy briefs on this topic and has supported programs like Umoja and curriculum redesign. 3CSN has direct access to faculty and other practitioners across the state. It was decided that the two organizations would collaborate to create an inquiry group around equity. In this group, faculty and professionals from within 3CSN, the RP Group, and LearningWorks would explore existing literature and research around equity and ethical student contact. The aim of this group would be to then help campuses across the state conduct similar inquiries in order to start an informed dialogue across the state about this critical issue.

3CSN also discussed collaborating with the RP Group to help support the Leading from the Middle (LFM) project. 3CSN decided to support the project by funding identified participants to attend the LFM retreat and encouraging those specially-funded participants to act as liaisons between the Leading from the Middle Academy and the Basic Skills Initiative Leadership Institute.

Next, the retreat focused on the layered GIS map that our UCLA External Evaluator had been building in order to track 3CSN progress across the state. Each 3CSN activity is represented by a mark, with different icons indicating different types of activities (e.g. Reading Apprenticeship, Habits of Mind, or California Acceleration Project, etc). The size of the icons represents the number of participants in an activity, and each icon can be clicked on to reveal more information about each individual activity. Suggestions were made for how to improve the map, and regional coordinators committed to uploading

Excel files of our information and tracking our events through Eventbrite so Michael can properly update and improve the quality of the map.

The 3CSN team also examined the upcoming request for application for the ESL and Basic Skills Professional Development Grant. The team leaders brainstormed the best way to respond to the proposal's specifications, and an outline was created as an RFA response. The group identified areas that needed to be expanded, such as letting regions determine the topics for professional development and providing training to increase use of the Cohort Tracking tool. 3CSN coordinators also identified some "big thread" ideas to focus on with this new RFA, such as greater focus on equity and pathways research and inquiry.

On the wrap-day, the team drafted a survey for constituents so 3CSN leaders could address their concerns and desires in our new RFA. The technology director offered to develop the survey on SurveyMonkey to track the results. Participants also discussed the 3CSN Repository, run through Omeka, where the team could archive and organize trainings and best practices so they can be linked and searchable. For the last part of the retreat, workgroups were created to accomplish different tasks. One group of 3CSN leaders worked on the mid-term report, a second group worked on the RFA, and a third group established standards for advertising 3CSN events in the coming year.

Spring Retreat, April 25, Los Angeles, LACCD Office

3CSN held its one-day spring 2013 retreat on April 25 at the LACCD office. The retreat agenda included the new Threshold Community of Practice, communication protocols for effective collaboration among all 3CSN team members, 3CSN partnerships, Basic Skills Initiative Leadership Institute planning, including events calendar development for 2013-2014.

The day began with a description of the new Threshold Community of Practice, which seeks to improve articulation among the high schools, community colleges, CSUs and UCs through intentional, effective, and informed professional learning among educators at all levels. This is a great opportunity for 3CSN to build bridges and networks that promote collaborations across all levels and disciplines. Key ideas associated with this new initiative include:

- Threshold-Space of transition; it is a place where many worlds meet that allow people to move between worlds; it is acceptable to move forward, to move back, and then move forward again.

- Threshold Concept suggests that students have internalized the conceptual skills necessary to move from one place and through the door of the next place.
 - Certain Threshold concepts will serve students widely while some are more discipline-specific.
 - Threshold focuses on conceptual knowledge acquisition that is appropriate within a discipline at each level.

Retreat participants discussed examples of organizations and initiatives that have been applying the Threshold concept in a variety of ways: San Diego Area Writing Project, Vertical Alignment/Integration done by CalPass and other organizations. Participants then brainstormed current activities in California that could have served as a foundation for this work: Federation for a Competitive Economy (FACE), Stretch-Accelerated Composition (STACC) at CSU and Pasadena Community College, and World History Teachers Institute at American River College. The Threshold discussion led to a conversation about building additional partnerships in each segment, both local and statewide, through 3CSN's networking infrastructure to broaden our collective understanding of California's students' experiences, abilities, and needs throughout their educational journeys.

The second agenda item focused on standardizing communications not only for internal purposes but with all community college educators and potential collaborators and participants from across levels. We discussed the promotional materials we use to communicate information about our events, workshops, and online modules. All promotional materials will use a standard template that will easily highlight each event's description, time, location, etc., making it easier for educators statewide to recognize 3CSN-sponsored events. It was determined that all event materials, such as sign-in sheets, Eventbrite information, feedback forms would also be standardized.

To help CoP leaders and Regional Network Coordinators communicate with their participants, it was decided that the 3CSN leadership team would create and maintain a distribution list for each region and each Community of Practice (CoP). Coordinators will continue to use MailChimp to streamline communication with the current 3CSN audience and expand this audience through effective marketing of events.

Participants also discussed ways to use the 3CSN website more comprehensively to promote 3CSN events and capture the content, professional learning, and energy that these events generate. After each event, it is ideal to have all handouts and PowerPoint presentations posted for participants to reference. Coordinators discussed strategies for updating and maintaining the regional websites to strengthen communication among all regional participants. It was determined that these regional sites would include

posts/pages about each event that includes number of participants, event content and format, PowerPoint presentations, and handouts.

To further 3CSN's ability to leverage existing technology for communication and educational purposes, two representatives from Applied Minds Project, part of the Gates Foundation, discussed potential collaboration with 3CSN. The team discussed existing 3CSN technology, developing a repository for HoM, online classes with Moodle and Canvas, BSI cohort tracking tool, and GIS map. Discussion centered on using all of 3CSN's resources to show the depth and breadth of the layers of networks and their impact on student success. Recommendations and comments from Applied Minds included:

- Need to track how much 3CSN "nodes" or hubs are doing and how they are doing it.
- Need a coherent branding tool that stresses network and ties all things back together
- Need to identify what type of data is needed, but is not yet being capturing.

The next part of the retreat focused on two 3CSN Partnerships: 3CSN/CalADE Partnership and 3CSN and Leading from the Middle Partnership.

The Integrated Curriculum Specialist is serving as CalADE president this year. CalADE is hosting conference in Northern California in September 2013 and is already preparing to host the National Association of Developmental Education (NADE) conference in CA 2016 in Anaheim.

3CSN worked with Leading from the Middle to help sponsor participants in the Leading from the Middle Academy. 3CSN supported one team member from each of six participating community colleges. These particular schools received this additional layer of 3CSN support based on the significant progress each had made with a specific initiative on its respective campus. The support and work with the LFM Academy will help these teams move their initiatives toward institutionalization.

The remainder of the day centered on BSILI planning, which included development of the 3CSN 2013-2014 calendar of events. The centerpiece of this year's BSILI was to be the creation of Professional Learning Hubs. It was decided that each college team at BSILI would serve as a Professional Learning Hub both for the college and the surrounding region. The Hubs will focus on one or more of the following areas: (1) Building upon an existing BSILI CoP; (2) Redesigning developmental education; (3) Integrating academic instruction and student support services; (4) Literacy across the campus. Retreat participants used the BSILI objectives to develop the activities and outputs each Professional Learning Hub would create during the 6-day institute. These

outputs include an action plan, logic model, Who Map, Value Creation Stories, Professional Learning Rubric, and Value Creation Narratives. Before discussing the events calendar, each retreat participant received homework to complete to move the planning process forward.

The final discussion item centered on the 3CSN Events Calendar, which was strongly tied to our BSILI planning as each college's Professional Learning Hub's work will involve participating in 3CSN events as well as hosting events at their college and within their region with the support of 3CSN. To that end, each coordinator and CoP leader selected dates for each of his/her respective events. For instance, the regional coordinators selected dates for the Fall BSI Reporting Sessions and Spring BSI Coordinator events.

Summer Retreat: June 20 – 23, 2013, Santa Clarita

The first task was to review the learning hubs that had been created as a result of the work done at the BSILI retreat. Each hub was summarized. Summaries included information about which colleges and individuals were included in the hub and what the focus of the hub would be (e.g. tutoring, Reading Apprenticeship, Threshold project, first year experience, etc.). A discussion was held about how the hubs would be evaluated. Each hub will be required to submit surveys, value creation stories, and program updates regularly so that the 3CSN leadership team can continue to provide support and guidance. Each coordinator volunteered to be a support for the college hub leaders at several colleges. That coordinator would provide support, act as a sounding board as needed, and be there to track the hub's progress.

The team also discussed strategies for helping the professional learning hubs create regional events on their own campuses. 3CSN can provide a framework for these events, and the hub coordinators can act as hosts. 3CSN would provide coordination, speakers, and food (if needed). The events should focus on making practices and theory "real" for staff, administrators, and faculty members. Each event would focus on how to integrate these concepts into the daily work of college practitioners in such a way that the participants leave with a clear plan of action.

Next, the 3CSN leadership team discussed how the organization would be evaluated. 3CSN's evaluators will begin by interviewing past participants of 3CSN events. From there, themes that emerge would be the foundation for surveys to determine which colleges have the highest impact practices and which colleges need more support. Other data tools, like the GIS map, value creation stories, and the Cohort Tracking Tool will also be used to identify high impact practices as well as areas of need.

LINKS 8 was discussed and planned. It was decided that this event will focus on assessment and placement. Topics will include how to use assessment effectively, what are alternative or different forms of placement and assessment used across the state, and how to align these assessments with the high school Common Core standards. The “frame” for the event will be around preparing students for college level work who are coming in from high schools with these new Common Core standards. The focus will be on identifying college readiness for this new generation of students, and responding appropriately. Panels, discussions, and activities will be included. A team was set to plan this event during the coming months. LINKS 9 will focus on instructional support, noncredit, and first year experience. This event will be planned at the fall retreat.

On the final day of the retreat, the 3CSN leaders broke into groups. One group worked further on LINKS 8, a second group worked on promotion for 3CSN events over the course of the next year, and the third group worked on developing a survey tool to help evaluate 3CSN’s progress. Also, sections of the final report to be written up were divided among the 3CSN leaders, and a timeline of deadlines for completing the final report were set.

Regional Networks

The regional networks continue to play a central role in 3CSN’s mission to support practitioners in their efforts to build high impact interventions that will increase student completion. The findings of Dr. Tina Christie’s 2011 evaluation of 3CSN continue to hold true as expressions of the regional networks’ value: (1) The characteristics of sustainable communities of practice are emerging across these networks, and the regional coordinators are integral to this development and (2) 3CSN offers opportunities for professional development that are compelling to participants and, often, to other stakeholders.

In 2009, during the program’s first year (technically its first six months as the networks were not launched until late-January/early-February), program leaders clarified their purpose and identity. In this initial stage, four pilot networks were established: the San Diego/Imperial Valley Regional Network (SDIVN), the Bay Area Regional Learning Network (BALN), the Sacramento/Central Valley Regional Network (SCVRN), and the Los Angeles Regional Network (LARN). The regions, each coordinated by a Network Coordinator, set out to build the model of networking; wherein colleges would begin to share ideas, act as resources, and begin to shape the future of 3CSN. In 2010, the second project year, participants expanded the student completion agenda and built on the original four networks to include additional new regions: the Foothill Inland Empire

Learning Network (FIER); the North Bay Learning Network (carved from the Bay Area Regional Network) (NBLN); and the Orange County Learning Network (OCLN). This year, the regional organization was revised yet again to provide more effective coverage in the northern part of the state by adding a Far North Regional Network (FNRN) and dividing the Sacramento area between the NBLN and the CVLN. Corresponding network coordinators were also added.

Through this process of expansion, and with increasing cooperation between coordinators in the development and delivery of events across regions, 3CSN has continued to strengthen its framework to assist college faculty and administrators in effectively achieving measurable student success in a timely manner. 3CSN activities have united under the intention “to encourage deep and sustained student-focused inquiry among college faculty and administrators within campuses and districts, within regions, among regions, and throughout the state” (LACCD, 2010, p. 5).

Regional events have flourished, with the “each one bring one” enabling a ripple effect across the state. New regional partnerships have also developed as word of successful 3CSN practices has spread, and coordinators in many regions have built bridges with other organizations devoted to student success, such as OnCourse and the Central California Community College Committed to Change (C6) Consortium. When taken together, over **1,300 educators attended regional events** in the 2012-2013 year.

Central Valley Regional Network (CVRN)

The CVRN Co-Coordinator organized and facilitated **14** regional and/or statewide events. These included BSI Reporting, Habits of Mind and Reading Apprenticeship (RA) workshops throughout the region. They assisted with the development of the online Habits of Mind modules for faculty. She also was a facilitator for two sessions of the module on Goal Setting and Motivation. In addition, the lead CVRN coordinator presented at three outside conferences during the year (Strengthening Student Success, CalADE and CCCAOE), as well as at various colleges within the region.

3CSN also partnered with the C6 Consortium; this consortium was awarded a Department of Labor Trade Adjustment Assistance Community College and Career training Grant (TAACCCT). A focus of this grant is improving student success in CTE courses across the region. 3CSN partnered with the region to assist in the implementation of two large regional convergences that focused on professional development for instructors. At the September two-day event, 3CSN supported the C6 efforts by providing training in Habits of Mind, Reading Apprenticeship, contextualized lessons, supplemental learning and embedded remediation. This effort included multiple 3CSN personnel from across several regions. As an outcome of this event, each of the CTE program in the C6

initiative will be implementing some form of supplemental learning during the next year. In addition, the CCCCO BSI Program Officer attended and worked with the faculty group developing open educational resources for the C6 project.

Overall, CVRN Events had over **300** participants, with, on average, **7 of the 13** colleges in the region represented.

Foothills/Inland Empire Regional Network (FIER)

The FIER hosted one major RA event in January at Citrus College which drew 26 attendees from six different colleges. It also hosted three student success events at Antelope Valley College, all of which informed participants of best practices arising from 3CSN's Communities of Practice in Acceleration, RA and Habits of Mind. Another FIER college, Pasadena City College (PCC), sponsored a conference on Stretch Acceleration that featured both university and community college presenters. This conference fostered dialogue that contributed to the development of the Threshold Community of Practice which will be detailed in a later section of the report. The BSI Coordinators in the FIER network participate in regular conference calls and share best practices through their corresponding campus basic skills/student success committees.

Overall, FIER Events had just under **150** participants from **10** colleges.

Los Angeles Regional Network (LARN)

LARN continued its collaboration with the National Achieving the Dream Initiative, hosting the LACCD's 2nd Achieving the Dream (AtD) Summit in March at Los Angeles Mission College. In attendance were VPs, Deans, and Faculty Core and Data Team members who are key in the implementation efforts. The event included presentations on multiple initiatives for student success and pathway completion efforts across our district, including a Habits of Mind session facilitated by the LARN and OCLN regional coordinators. The LARN also offered several well-attended RA workshops in the region and continued to participate in LACCD's Faculty Teaching and Learning Academy with presentations on student-centered syllabi, activities to create powerful classrooms and RA. An additional regional event in May 10th highlighted the English acceleration efforts of several district colleges. East Los Angeles College (ELAC) discussed their Fully Integrated Web-Assisted Instruction; Los Angeles Mission College discussed their compressed acceleration model of combining English 28 and 101 in one semester, and Los Angeles Trade-Tech College discussed their acceleration with contextualized programs. Participants for the event were invited to join LINKS events to learn more about these initiatives, to join CAP CoPs, to pilot programs at their own campuses, and to

stay connected with these and other student success initiatives through the 3CSN networks.

Overall, LARN Events had well over **500** participants from **30+** colleges from all over Southern California.

North California Learning Network (NCLN)

The NCLN Coordinator organized and facilitated **19** regional and statewide events. These included BSI Reporting and LINKS workshops, multiple Reading Apprenticeship (RA) workshops, both all-day and shorter practitioner events, and a host of other events relating to 3CSN communities of practice. She facilitated 3 different general Communities of Practice events around the region to inform local practitioners about the useful strategies and opportunities for support available within each one. She also organized events around particular CoPs: one on acceleration and two on Habits of Mind, in addition to the five aforementioned RA events. Ann also gave presentations that served to bridge 3CSN practices with other regional student success efforts: a session at an OnCourse conference, an information session at Canada College's BSI Retreat, and sessions at the Classified Leadership Institute and American River College's World History Institute.

Overall, NCLN had **350+** participants from **25+** colleges.

Far North Regional Network (FNRN)

The FNRN Coordinator, managed the BSI Coordinator listserv, as well as a listserv for the ACTLA (Association of Colleges for Tutoring and Learning Assistance). She also participated in meetings with ASCCC representatives, as a committee member and plenary attendee, to work toward alignment of Title V Supervised Tutoring regulations and Learning Assistance minimum qualifications with effective practice in learning assistance. The region hosted a visiting team from American River College that is developing a satellite learning center and interested in Butte's Center for Academic Success. The FNRN hosted a LINKS event at Shasta College in February and helped facilitate LINKS and BSI Coordinator events in other regions. (LINKS on HoM in CV in March and BSI Coordinator Event at Rio Hondo College). In April, the FNRN coordinator worked with a faculty member of Fresno City College to develop and present a session at a regional ACTLA meeting specific to Title V regulations for Supervised Tutoring, Learning Assistance minimum qualifications, and progress to date. She also contributed to the Santa Rosa event on Supplemental Instruction in May.

Orange County Learning Network (OCLN)

The OCLN continued to be the locus for the growing Habits of Mind Community of Practice (HoM CoP), hosting a large regional HoM event at Fullerton College in April, 2013. Four online HoM modules were also delivered during this year, with three more in development to be rolled out in September, 2013. Details of this CoP will be elaborated later in the report. The OCLN hosted LINKS 6 at Irvine Valley College in November 2012 and LINKS 7 at Cerritos College in February 2013. A BSI Reporting Session was held at Santiago Canyon College in September 2012. The OCLN Regional Coordinator also helped facilitate a Faculty Inquiry Group at Cerritos College around the topic of Directed Learning Activities for the Learning Assistance Center, presenting information about the 3CSN CoPs as part of the series of discussions. An interest in Reading Apprenticeship training at Cerritos emerged from this process. In addition, she worked with Chaffey College's Faculty Inquiry Team to help them facilitate collaborative inquiry.

Overall, OCLN had **250+** participants from more than **10** local colleges.

San Diego/Imperial Valley Regional Network (SDIVRN)

Regional events in the SDIVRN included LINKS 6, a workshop entitled "It Takes a College," incorporating Habits of Mind, and a follow-up event after the BSI Coordinators event to give new coordinators a chance to meet experienced ones and transition in. The connections developed between the SDIVRN and the San Diego Area Writing Project (SDAWP) continued to flourish; and faculty across segments collaborated to present a second event on Writing for College and Career Readiness in April 2013. The SDIVRN regional coordinator, fostered several additional partnerships. She initiated a series of organized conversations with local high school girls called "Girls Talk on College" to provide at-risk students an opportunity to ask questions and learn about the college experience. She also linked with the local union to sponsor a workshop on preventing burnout through professional development. She and the Northern California Network Coordinator also partnered with OnCourse to deliver professional development workshops under the umbrella of their conferences. Finally, she worked with the CCCCO's Professional Development Summit to facilitate discussion of the SSTF recommendation #6 on Professional Development.

Overall, SDIVRN Events had over **200** participants from **30** colleges in Southern California.

Networked Communities of Practice

The 3CSN-sponsored Communities of Practice continued to grow significantly. The California Acceleration Project (CAP) Community of Practice and Reading Apprenticeship (RA) Community of Practice expanded state-wide and nationally while the newest CoP, Habits of Mind (HoM) grew from the pilot begun at BSILI 2012 to a thriving CoP, providing workshops and online modules to encourage practitioners to deepen their understanding of HoM and develop initiatives on their own campuses.

*California Acceleration Project
(CAP) Community of Practice*



Overview of CAP

The California Acceleration Project supports the state's 112 community colleges to redesign their English and math curricula to help more students complete transferable gateway courses in English and math. CAP promotes three principles for redesigning the developmental curricula:

1. Increasing completion of college-level English and math requires shorter developmental pathways and broader access to college-level courses.
2. Community colleges must reduce our reliance on high-stakes placement tests, which are poor predictors of student capacity.
3. Streamlined developmental curricula should include:
 - Backwards design from college-level courses
 - Relevant, thinking-oriented curricula
 - Just-in-time remediation
 - Collaborative, low-stakes practice
 - Intentional support for students' affective needs

CAP continues to build tremendous grassroots momentum. **To date, more than 100 of the state's colleges have participated in CAP workshops, and 42 colleges are working through the community of practice to pilot new accelerated courses in English, ESL, and/or math.**

Early results from CAP are very promising. Among several of the first-round pilot colleges, student completion of a transferable math course has been 2-4 times higher

among accelerated pre-statistics students than in the traditional curriculum. Significant gains are also reported by colleges piloting accelerated reading/writing courses. The RP Group is currently conducting a third-party evaluation of outcomes from CAP pilot colleges, with results expected by October.

Since fall 2010, more than 100 of California’s community colleges have participated in workshops and conference presentations about the need to shorten and redesign developmental sequences in English and math. CAP workshops demonstrate that high attrition rates are structurally guaranteed in multi-level basic skills sequences, and that even low-scoring students are better served by shorter, accelerated options. Participants are introduced to an array of evidence-based approaches for increasing student completion of transferable English and math requirements, including placement policy changes, compressed courses, and redesigned pathways. CAP workshops are rated highly by participants. At the spring 2012 workshop at West Valley College, 100% of evaluations rated the event “Excellent” or “Good.” Major events for the CoP in 2012-2013 include:

1. *The Strengthening Student Success Conference (October 2012)*
 - The California Acceleration Project: Where We Are Now (Presentation by CAP coordinators)
 - The Pedagogy of Acceleration: Classroom Practices in Pilot English Courses at Three Community Colleges (Panel session by participating faculty from Fullerton, Yuba, and Solano colleges)
 - Troubleshooting Acceleration Implementation (Post-conference half-day workshop by CAP coordinators)
2. *Regional Acceleration Workshop, San Diego region, Cuyamaca College (November 2012)*
3. *Regional Acceleration Workshop, Northern CA region, West Valley College (February 2013)*
4. *California Mathematics Council of Community Colleges -- CMC³-North (December 2012)*
5. *California Mathematics Council of Community Colleges -- CMC³-South (February 2013)*
6. *Sacramento Valley Community Colleges Math Conference (March 2013)*
7. *Other 3CSN events* – CAP leaders and participating faculty also regularly contribute to ongoing LINKS events, the annual Basic Skills Leadership Institute, and regional network gatherings.

CAP Community of Practice

Teaching accelerated courses often looks quite different from teaching in a more traditional, longer remedial sequence. Given this, faculty need support as they begin teaching in these models, such as classroom-tested materials, pedagogical practices they can adapt, and other teachers they can talk with.

The Community of Practice in Acceleration is a year-long professional development program for colleges offering at least two sections of an accelerated English, math, or ESL course. Teams of participating faculty attend 3 weekend institutes throughout the year (June, September, January), and receive email and phone coaching to address questions and challenges coming up for them.

CAP is in its third cycle of the Community of Practice. **To date, more than 160 faculty from 42 colleges have participated**, with several colleges offering accelerated courses in more than one discipline (math, English, ESL). The conservative estimate demonstrates that more than **450 sections of redesigned accelerated curricula** are now being offered each year at these colleges. The in-person workshops are rated very highly by participants. At the most recent Summer Institute, 100% of evaluations rated the event “Excellent” or “Good.”

Table 2: Colleges Participating in 2011-12, 2012-13, and 2013-14 CAP

Accelerated Reading/Writing & ESL Courses	Accelerated Math Courses
Butte College	Berkeley City College
Cerritos College	Cañada College
Chabot College	Chabot College
City College of San Francisco	City College of San Francisco
College of Marin	College of Alameda
College of the Canyons	College of the Canyons
College of the Redwoods	Contra Costa College
Cuyamaca College (ESL & English)	Cuesta College
Feather River College	Cuyamaca College
El Camino College - Compton	Diablo Valley College
Fullerton College	LA Harbor College
Gavilan College	LA Mission College
Imperial Valley College	Los Medanos College
Irvine Valley College	Moreno Valley College
Lake Tahoe College	Palomar College
LA Trade Tech	Pasadena City College
LA Valley College	Riverside City College
Laney College (ESL)	San Diego City College

Lassen College	San Diego Miramar College
Los Medanos College	Skyline College
Moreno Valley College	West Valley College
Mt San Jacinto College	
Ohlone College	
Palomar College (ESL)	
Pasadena City College	
Porterville College	
San Diego Mesa College	
Santa Monica College	
Skyline College	
West Valley College	
Yuba College	

In 2012-2013, this CoP has developed several resources to support faculty as they accelerate their curricula include. Some of the major resources developed during this time period include:

- The CAP portion of the 3CSN website (<http://cap.3csn.org>) has received over 10,000 “unique visits” in the 18 months since it debuted (Jan.1, 2012-July 1, 2013). Through partnership funding from the Walter S. Johnson Foundation and LearningWorks, CAP significantly expanded its online resources during the last year to support colleges at all stages of implementing acceleration.
- 14 posts on the “What’s New” page, including links to CCRC research on the unreliability of placement tests; updates about transfer articulation challenges for statistics pathways; and a consensus statement on redesigning remediation by four national organizations.
- Magazine-style “Classroom Spotlight” articles featuring course materials and interviews with faculty teaching accelerated courses at Fullerton College, Solano College, City College of San Francisco, Mt. San Jacinto College, and Irvine Valley College.
- Faculty reflections on their first year of teaching accelerated courses.
- Several videos featuring faculty and students at participating colleges:
 - “Advice to Teachers New to Acceleration” from faculty participating in the 2012-13 Community of Practice
<http://cap.3csn.org/2013/03/29/new-video-advice-for-teachers-new-to-acceleration/>
 - Presentations by faculty from Butte College, Fullerton College, and Solano

- College at the National Conference on Acceleration in Developmental Education in Baltimore <http://cap.3csn.org/2013/04/04/english-panel-acceleration-conference-2012/>
- Students from Irvine Valley College talking about their experience in a new accelerated English course <http://cap.3csn.org/2013/01/29/irvine-valley-student-video/>
- Students from four colleges talking about how reading an article by Carol Dweck in their accelerated course helped them to adopt a more “growth mindset” approach to learning English/Math: <http://cap.3csn.org/2012/10/08/accelerated-english-math-students-on-carol-dwecks-mindsets/>

The CAP CoP has been substantially influential across the state and across the nation. Some of the major accomplishments of the CoP include:

- The work of the California Acceleration Project has been spotlighted by several major national organizations focused on increasing college completion, including Complete College America, the Education Commission of the States, the Developmental Education Initiative, Achieving the Dream, and the National Center for Post-Secondary Research. Through an ongoing partnership with Complete College America, CAP leaders have addressed education and policy leaders from more than 30 states. They have also led day-long statewide workshops for colleges in 9 states to date.
- CAP was a key resource for the development of the “Consensus Statement on Remediation,” in which four national organizations called for an overhaul of multi-level basic skills sequences and advocated placing most students into college-level coursework, with co-requisite support or one-semester remedial models for the less-prepared. The statement stresses the need for redesigned math pathways in which remedial preparation is tailored to students’ program of study, rather than a repetition of K-12 math through Algebra 2: <http://www.ecs.org/docs/STATEMENTCorePrinciples.pdf>
- CAP was one of just three projects included in the Community College Research Center’s national “Scaling Innovation” study, focused on “how promising instructional reforms in developmental education can be introduced, sustained, and scaled to enhance students’ learning, persistence, and academic progression.” <http://www.scalinginnovation.org>
- CAP was recognized for innovation in liberal education by the American Association of Colleges and Universities (November 2012). <http://blog.aacu.org/index.php/2012/11/27/looking-for-liberal-learning/>
- The CAP Director spoke at “The Role of State Policy in Remedial Education Reform,” a convening hosted by the Lumina Foundation for education,

research, philanthropic, and government leaders from multiple states (February 2013).

- The CAP Math Lead spoke about statistics pathway reforms at the national NextDev Challenge hosted by the Education Commission of the States (May 2013) <http://gettingpastgo.org/nextdev/nextdev-convening/>
- The CAP Director spoke on Capital Hill, Washington DC, at an event co-sponsored by Complete College America and the American Youth Policy Forum, “Transforming Remediation to Improve Post-Secondary Attainment” (July 2013) <https://secure.aypf.org/np/clients/aypf/event.jsp?event=1042>
- CAP’s efforts to increase student retention and completion were featured in an article in *Diverse Issues in Higher Education* (July 2013) (<http://diverseeducation.com/article/54657/>)
- CAP is being featured in two upcoming books: an anthology on developmental education published by Bedford St. Martin’s and *New Directions for Community Colleges* published by Jossey-Bass.

Next Steps

Several major projects are currently underway to support California community colleges to implement accelerated models of English and math (anticipated release: Fall 2013).

1. “Toward a Vision of Accelerated Curriculum & Pedagogy: High-Challenge, High-Support Classrooms for Under-Prepared Students.” - This monograph, developed for LearningWorks, illustrates the key principles that guide the professional development provided to faculty in the California Acceleration Project.
2. Fiscal Analysis Tool for Accelerated Math Pathways. Supported through a CAP grant from the Walter S. Johnson Foundation, this tool will enable all 112 California community colleges to compare the costs of their current multi-level remedial math structure with the costs of redesigned accelerated pathways. In preliminary analyses from colleges piloting statistics pathways, costs are significantly lower for each student completing a transferable course; as colleges take these models to scale, their total remediation costs decline and they are able to shift existing resources from remedial to transferable course offerings.
3. Outcomes Study of CAP Pilot Colleges. Funded by 3CSN and a grant to CAP from the Walter S. Johnson Foundation, the RP Group is currently conducting a study of accelerated English and math pilots at colleges in the first Community of Practice in Acceleration (2011-12). The study will compare completion of transferable English and math requirements by students enrolled in accelerated pilots, with students enrolled in the colleges’ traditional sequence.

Habits of Mind Community of Practice

Overview of HoM

3CSN's Habits of Mind (HoM) initiative is grounded in the research literature developed by educational psychologists over the last 10 years, most notably the work of Arthur L. Costa and Bena Kallick. These researchers describe a habit of mind as "... a disposition toward behaving intelligently when confronted with problems the answers to which are not immediately known. When humans experience dichotomies, are confused by dilemmas, or come face to face with uncertainties -- our most effective actions require drawing forth certain patterns of intellectual behavior. When we draw upon these intellectual resources, the results that are produced are more powerful, of higher quality and greater significance than if we fail to employ those patterns of intellectual behaviors" (<http://instituteforhabitsofmind.com/>).



Costa and Kallick's Habits of Mind framework has been adopted by 3CSN because of its universal academic appeal. The habits highlighted in their work include the following:

3CSN's Key Habits of Mind	
Persisting	Thinking and communicating with clarity and precision
Managing impulsivity	Gathering data through all senses
Listening with understanding and empathy	Creating, imagining, and innovating
Thinking flexibly	Responding with wonderment and awe
Thinking about your thinking (metacognition)	Taking responsible risks
Striving for accuracy	Finding humor
Questioning and problem posing	Thinking interdependently
Applying past knowledge to new situations	Remaining open to continuous learning

HoM Community of Practice

The HoM CoP is building professional learning opportunities to help practitioners:

- Create structures and practices that preclude students from making poor choices;
- Incorporate habits of mind building into instruction and support services;
- Adopt strategies that promote self-regulated learning within content courses; and
- Deliver services that build self-efficacy and responsibility.

Momentum around 3CSN's HoM initiative has grown since being launched as part of the spring 2012 LINKS 5, a series of events held at five locations throughout the state. The introductory presentations provided an orientation to a framework of Habits of Mind concepts and strategies. They also called on practitioners to develop more “student centered” practices, given the influence that learning experiences, expectations, values and habits have on what students attend to, questions they ask, choices they make, etc.

From LINKS 5, some **60** participants expressed interest in learning more about HoM. And, over the last year, a grassroots Community of Practice (CoP) has formed, with 3CSN’s support, around understanding and shaping students' emerging academic dispositions and attitudes to increase college success. To date, more than **600** faculty and staff (including administrators) have responded to 3CSN’s professional learning opportunities around HoM.

During the summer of 2012, pioneering members of the HoM CoP from **11** campuses crafted a work plan (at the Basic Skills Initiative Leadership Institute, BSILI) to jointly support the leadership needs of building HoM on campuses. The work is ongoing and includes developing the following:

1. A common evaluation plan for HoM campus project;
2. A template for reporting progress & projects with external audiences;
3. A repository of examples and strategies for improving students’ HoM; and
4. A map of the connections among natural allies on campuses (areas that develop HoM as part of their program/service).

Over the year that followed, 3CSN held several events throughout the state to continue building awareness about HoM and the strategies for building them. **More than 400 educators were introduced to HoM.** 3CSN events addressing HoM, as the sole topic or combined with others, included the following:

Start Dates	Topic	Number of Registrants & Colleges
September 2, 2012	Student Self-knowledge and Self-Assessment	20 (11 colleges)
September 30, 2012	Student Self-knowledge and Self-Assessment	25 (10 colleges)
September 30, 2012	Goal Setting	15 (8 colleges)
February 3, 2013	Goal Setting	33

		(14 colleges)
February 3, 2013	Student Responsibility and Self-efficacy	37 (15 colleges)
March 10, 2013	Student Responsibility and Self-efficacy	35 (17 colleges)
March 10, 2013	Time Management	33 (12 colleges)

Also during the year, a series of online modules was offered to engage faculty in a facilitated, interactive online forum for building understanding and strategies for improving students' habits of mind. The modules, developed and facilitated by 3CSN coordinators, provided a 6-week, sustained introduction to selected HoM readings, materials and ideas for instructional or counseling practices. The modules were grounded in a faculty inquiry approach whereby participants collected student accounts and perspectives as the basis for gaining first-hand understanding of habits of mind and explored improvement strategies/routines to "try out" for their ongoing professional practice. **Nearly 200 educators from 36 different colleges registered for the modules:**

Start Dates	Topic	Number of Registrants & Colleges
September 2, 2012	Student Self-knowledge and Self-Assessment	20 (11 colleges)
September 30, 2012	Student Self-knowledge and Self-Assessment	25 (10 colleges)
September 30, 2012	Goal Setting	15 (8 colleges)
February 3, 2013	Goal Setting	33 (14 colleges)
February 3, 2013	Student Responsibility and Self-efficacy	37 (15 colleges)
March 10, 2013	Student Responsibility and Self-efficacy	35 (17 colleges)
March 10, 2013	Time Management	33 (12 colleges)

As a result of 3CSN's BSILI 2013, the HoM CoP continued to develop in size and scope. **In addition to the original 11 HoM CoP colleges, another nine joined bringing the total to 20.** At BSILI, the campus teams designed specific plans for integrating HoM (and Reading Apprenticeship strategies) into content courses, Learning Assistance and

college-wide practices. Campuses engaging in Student Success Initiatives and developing Professional Learning Hubs that incorporate HoM include:

Northern Region	Southern Region
American River	Antelope Valley
Chabot	Cerritos
Gavilan	Coastline
Los Medanos	Fullerton
Sacramento City	Grossmont
San Mateo	Glendale
Santa Rosa	LA Harbor
Yuba	LA Mission
	LA Pierce
	Mt. SAC
	Pasadena City
	West LA

To support the work of the BSILI campuses, additional online modules will be developed and offered to intact campus teams (i.e., members of the same department) in 2013-14: 1) HoM Introduction, 2) HoM for Persisting, and 3) HoM for Questioning and Problem Posing.

3CSN has also supported other statewide organizations in providing professional development around HoM. To that end the following presentations were made to grow awareness and interest in HoM:

Organization	Date	Location
LACCD: Achieving the Dream	March 22, 2013	LA Mission College, Sylmar, CA
Community College League of California: Classified Leadership Institute (presentation by Los Medanos' campus HoM team)	June 13, 2013	Woodlake Hotel, Sacramento CA
RP Group: Leading from the Middle	June 27, 2013	Kellogg West, Pomona, CA

Reading Apprenticeship™ Community of Practice

Overview of RAP



The Reading Apprenticeship Project supports the state's 112

community colleges to support students' academic literacy achievement across levels and disciplines. 3CSN's RAP Coordinator also serves as the Community College Coordinator for the Strategic Literacy Initiative (SLI), developers of the Reading Apprenticeship Instructional framework.

Reading Apprenticeship offers a powerful instructional framework and ongoing professional development, helping instructors from across the disciplines and levels to create classroom environments in which struggling students see themselves as learners capable of doing difficult work—work which goes beyond reading complex texts to analyzing and discussing them with their peers and in writing. One of the few approaches to teaching and learning that addresses both specific academic skills and the social-emotional-affective domains of student learning, Reading Apprenticeship calls on the teacher to weave four dimensions—social, personal, cognitive, and knowledge-building—into classroom instruction while emphasizing metacognitive processes that the teacher models and the students use to gain confidence and strategies for self-reliance in reading activities (Schoenbach, Greenleaf, and Murphy, 2012). Instructors learn how to create this environment conducive for learning through extensive professional development that builds on their expertise in their subject area and challenges them to impart how they approach their discipline to their students.

The Reading Apprenticeship framework has been found to produce significant results in comprehension, subject learning and affective measures related to engagement in high school classrooms for high school students. We have seen similar results—although we have yet to conduct that level of rigorous randomized study--in college classrooms across the country. With an emphasis on student agency, metacognition, close critical reading, and collaborative problem-solving, college faculty find that the Reading Apprenticeship framework assists them in reaching many key Student Learning Outcomes. This approach is very cost-effective because it is not dependent on additional courses. Rather, it is embedded, or contextualized, within every course—from nursing to philosophy to composition to ESL.

Examples of campus-level data tied to faculty's use of the Reading Apprenticeship instructional framework include:

Renton Technical College: 90% vs. 60% Retention Gain

90% retention rate for students of teachers who took a 30-hour online course “Introduction to Reading Apprenticeship for Community College Faculty” vs. college average retention rate of 60%

Pasadena City College s: 82.2% vs. 69.7% persistence to second year

Students who took the non-screened credit-bearing freshman-year course, *College One*, with faculty trained in Reading Apprenticeship, had a persistence rate to second year of 82.2% vs. 69.7% for the control group.

Faculty changes in sense of efficacy: 32% to 68.8% shift

Before beginning their training to teach the College One course faculty members’ response to the question, “How much can you do to improve the understanding of a student who is failing?” the percentage answering “quite a bit” was 32%; after the training and teaching the course the percentage that answered “quite a bit” was 68.8%.

RAP CoP

3CSN’s investment in the Reading Apprenticeship Project has led to significant accomplishments, including broad and meaningful outreach:

- **86** of California’s community colleges have participated in Reading Apprenticeship Professional learning activities—up from **33 colleges before RAP**.
 - **More than 600** California community college faculty have participated in face-to face Reading Apprenticeship professional development (1-day workshops, follow up workshops, or 3-day seminar) in 2012-2013 alone.
 - **264** California Community College faculty members across the disciplines have studied the Reading apprenticeship instructional framework through **the 3-unit introductory online class, RA 101**, since 2011.
 - **47** California Community College faculty members have joined the **redesigned, full year, 5-unit Reading Apprenticeship Leadership Community of Practice**, becoming facilitators of Reading Apprenticeship professional development on their own campuses and regionally, thus exponentially increasing the power of the CoP.
- The project has developed a website – <http://rap.3csn.org> – to highlight instructor voices and perspectives about supporting students’ literacy development across the disciplines.

In addition to supporting awareness and involvement in Reading Apprenticeship Professional Development, RAP is making major contributions to the field:

- The Reading Apprenticeship Project supported the redesign of a **3-Day seminar for STEM instructors**.
- The Reading Apprenticeship Project has become a model for other states (e.g., Michigan, Washington, Ohio) seeking to support and sustain professional and leadership development around academic literacy.
- RAP faculty have collaborated with ETS on developing cognitive-based formative assessments to better track student learning
- RAP faculty have become consultants for the Strategic Literacy Initiative
- RAP faculty have delivered **16 presentations** at state, national and international conferences in 2012-2013.
- RAP’s new “Team Scholarship Application” asked colleges to join 3CSN in investing in faculty’s Reading Apprenticeship professional development.

“Through effective modeling and the development of routines that help students discover, develop and share their mental processes, I am convinced students can become both independent and collaborative learners. The challenges will be in discovering my own process in order to make it visible to students and in learning to adapt these strategies to the peculiarities of each course. The process of grounding my mathematics courses more firmly in text will take time, but I’m hoping the result will be students that can turn mistakes and confusion into learning experiences as opposed to obstacles.”

—Reading Apprenticeship 101 Participant

The tables that follow document the events and presentations that have led to RAP’s significant networked community of practice.

RAP’s regional workshops have been both extensive and effective. Reaching hundreds of faculty from every region and discipline, these workshops have been rated “Excellent” by 85% percent and “Excellent” or “Good” by 98% percent of participants.

Name and Date	Location	Registrants & Colleges
<i>1-Day Introduction to Reading Apprenticeship</i> July 18, 2012	West Los Angeles College	9 (1 college)
<i>3-Day Seminar Follow Up</i> August 15, 2012	College of San Mateo	15 (1 college)
<i>New Faculty Workshop</i> August 6-9, 2012	Pasadena City College	15 (1 college)
<i>1-Day Introduction to Reading Apprenticeship</i>	Glendale Community	15

August 30, 2012	College	(2 colleges)
<i>1-Day Introduction to Reading Apprenticeship</i> September 14, 2012	Mira Costa College	26 (10 colleges)
<i>1-Day Introduction to Reading Apprenticeship</i> September 21, 2012	Chaffey College	45 (15 colleges)
<i>1-Day Introduction to Reading Apprenticeship</i> September 28, 2012	Clovis Center (Fresno)	24 (9 colleges)
<i>Professional Learning Day—Course Planning</i> October 2, 2012	Pasadena City College	35 (1 college)
<i>1-Day Introduction to Reading Apprenticeship</i> October 12, 2012	Diablo Valley College	41 (15 colleges)
<i>1-Day Introduction to Reading Apprenticeship</i> November 9, 2012	El Camino College	30 (1 college)
<i>½ Day Course Planning Follow Up</i> November 30, 2012	El Camino College	20 (1 college)
<i>1-Day Introduction to Reading Apprenticeship</i> January 11, 2013	College of San Mateo	54 (10 colleges)
<i>1-Day Introduction to Reading Apprenticeship</i> January 25, 2013	Citrus College	31 (8 colleges)
<i>1-Day Introduction to Reading Apprenticeship</i> January 25, 2013	Sacramento City College	22 (6 colleges)
<i>1-Day Introduction to Reading Apprenticeship</i> January 30, 2013	Los Angeles Pierce College	27 (3 colleges)
<i>½ Day Classroom Sharing Workshop</i> February 21, 2013	San Jose City College	15 (8 colleges)
<i>1-Day Introduction to Reading Apprenticeship</i> February 23, 2013	Yuba College	27 (7 colleges)
<i>1-Day Introduction to Reading Apprenticeship</i> March 1, 2013	Moorpark College	24 (8 colleges)
<i>1-Day Introduction to Reading Apprenticeship</i> May 5, 2013	Los Angeles Mission College	27 (3 colleges)

Reading Apprenticeship 101, a 3-unit, 6-week online course for community college faculty, has been enormously effective at growing and developing RAP’s community of practice. 108 California community college faculty signed up for RAP sections of the course in 2012-2013.

Start Date	Number of Registrants & Colleges
24-Sep-12	26 (15 colleges)
8-Oct-12	24 (15 colleges)
14-Jan-13	30 (22 colleges)
8-Apr-13	28 (15 colleges)

(Nationally, 300 college faculty members took the course in 2012-2013; 525 faculty have taken the course since it piloted in Fall 2011.)

RAP has also considerably enhanced and benefitted from the national face to face professional development opportunities provided by Strategic Literacy Initiative.

Face-to-Face RAP Events		
<i>3-Day seminar in Reading Apprenticeship</i> July 30-August 1, 2012	WestEd Oakland Offices	35 (17 colleges)
<i>Reading Apprenticeship Winter Conference</i> February 7-8, 2013	WestEd Oakland Offices	30 (22 colleges)
<i>STEM seminar in Reading Apprenticeship</i> June 19-21, 2013	WestEd Oakland Offices	14 (8 colleges)
<i>Leadership Community of Practice</i> June 24-27, 2013	WestEd Oakland Offices	38 (19 colleges)
<i>3-Day seminar in Reading Apprenticeship</i> July 29-31, 2013	WestEd Oakland Offices	33 (10 colleges)

In addition to these RAP introductory workshops, 3CSN leaders have also conducted several presentations across the state and the country to demonstrate how the principles of Reading Apprenticeship can apply to any number of student success programs and initiatives. See Table 8 for a full list of state-wide and nation-wide conference presentations that used Reading Apprenticeship as the underlying framework for student success.

Table 8: State-wide and National RA Presentations

Title	Organization, Event and Location
<p>“Why Read Together?” (One Book, One College kickoff event)</p>	<p>Pasadena City College, FYE/ Pathways Program, Pasadena, CA</p>
<p>“Lost in Transition: How Faculty across the Disciplines Can Learn to "Own" First Year Student Success“</p>	<p>RP Group, Student Success Conference, Costa Mesa, CA</p>
<p>“Contextualized Academic English-Paired Courses and Reading Apprenticeship Models”</p>	<p>RP Group, Student Success Conference, Costa Mesa, CA</p>
<p>“Making It Real: Integrating Reading Apprenticeship Strategies in Your Class”</p>	<p>RP Group, Student Success Conference, Costa Mesa, CA</p>
<p>“Stretch and Acceleration: Not opposed!” (Invited presentation)</p>	<p>CSU English Council Composition Coordinators San Diego, CA</p>
<p>“Reading as Apprenticeship: Embedding Reading Instruction in Any Course”</p>	<p>California Community College Association for Occupational Education (CCCAOE) Conference, Long Beach, CA</p>
<p>“Strengthening Students' Critical Literacies and Learning across the Disciplines through Reading Apprenticeship” (Invited pre-conference workshop)</p>	<p>College Reading and Learning Association Annual Conference Houston, TX</p>
<p>“Infusing Reading Apprenticeship in First Year Seminars: Talking to Text is Talking Success”</p>	<p>Achieving the Dream Annual Conference Anaheim, CA</p>
<p>“Lost in Transition: How Faculty across the Disciplines Can Learn to "Own" First Year Student Success”</p>	<p>First Year Experience Conference, Orlando, FL</p>
<p>“Embracing Academic Texts through the Reading Apprenticeship Framework” (pre-conference workshop)</p>	<p>National Association for Developmental Education (NADE) Conference Denver, CO</p>
<p>“Sustaining Acceleration with the Reading Apprenticeship Framework”</p>	<p>National Association for Developmental Education (NADE) Conference Denver, CO</p>
<p>“Reading and First Year Experience Seminars: How Two Community Colleges Have Infused Their FYE Programs with Reading Apprenticeship”</p>	<p>Teaching Academic Survival Skills (TASS) Conference Ft Lauderdale, FL</p>
<p>“Reading Apprenticeship: Integrating Reading into any Course”</p>	<p>On Course National Conference, Anaheim, CA</p>

“Bridging the Gap Between Reading Apprenticeship to Independent Study”	NorCal College Reading Association Conference, Cupertino, CA
“Inquiry in the Accelerated, Integrated Reading and Writing Classroom”	NorCal College Reading Association Conference, Cupertino, CA
“Practicing What we Preach: Modeling Active Learning and Critical Thinking in Professional Development for the First Year Experience”	International First Year Experience Conference Waikoloa, HW

62 California Community Colleges are now part of an active community of practice in Reading Apprenticeship, and that number grows with each regional and statewide event:

Northern California Region	Southern Region
Bay area	Los Angeles area
Berkeley City College	College of the Canyons
Butte College	East Los Angeles College
Canada College	El Camino College
Chabot College	LA Trade Tech
City College of San Francisco	LA City College
College of Alameda	LA Harbor College
College of Marin	LA Mission College
College of San Mateo	LA Southwest College
Contra Costa College	LA Pierce College
Diablo Valley College	LA Valley College
Evergreen Valley College	Moorpark College
Gavilan College	Mt. San Anotonio College
Hartnell College	Oxnard College
Laney College	Pasadena City College
Los Medanos College	Santa Monica College
Merritt College	Ventura College
Monterey Peninsula College	West Los Angeles College
Napa Valley College	Foothill/ Inland Empire
Ohlone College	Antelope Valley
Santa Rosa Junior College	Chaffey College
Sierra College	Citrus College
Skyline College	College of the Desert
Solano College	Crafton Hills College
Woodland College	Glendale Community College
Yosemite College	Palo Verde College
Central	Riverside City College
American River College	San Diego/ Imperial Valley

Bakersfield College	Cuyamaca College
College of the Sequoias	Grossmont College
Consumnes River College	Mira Costa College
Cuesta College	Miramar College
Fresno City College	Mt San Jacinto College
Folsom College	Palomar College
College of Merced	San Diego City College
Porterville College	San Diego Mesa College
Reedley College	San Diego CC District (non-credit)
Sacramento City College	Orange County
San Joaquin Delta College	Cerritos College
West Hills College	Cypress College
West Valley College	Fullerton College
Far North	Irvine Valley College
Butte College	Orange Coast College
College of the Redwoods	Saddleback College
College of the Siskiyous	Santa Ana College
Feather River College	
Shasta College	
Yuba College	

Next steps

1. Find new funding sources to continue and expand RAP in CA and 5 other states
2. Develop discipline-specific and “next step/ advanced” face to face and online courses and workshops
3. Continue to work to connect faculty within the community of practice, through networking opportunities (e.g., the “RA Reunion” at the 2013 RP Group Student Success Conference) and further development of web materials
4. Continue to develop partnership with ETS to use cognitive assessments to track students’ critical thinking and metacognitive growth in Reading Apprenticeship Classrooms
5. Continue to infuse and partner with 3CSN’s other communities of practice: Acceleration, Habits of Mind, and The Threshold Project
6. Continue to support faculty inquiry projects (with possible resulting presentations/ publications) that have emerged as part of RAP’s work. There are cross-institutional groups working on:
 - RA and ESL
 - RA and Writing/ Reading/ Learning Centers

- RA and Acceleration
- RA and CTE
- RA and social science instruction
- RA and First Year Experience programs

Objective 2

Objective 2 is to provide local, regional, and statewide workshops that focus on the alignment of noncredit with credit curriculum; integration of instruction and student services; implementation of culturally responsive instructional and student services strategies; and implementation of strategies found to be effective for students transitioning from high school and strategies that are most effective for diverse student populations.

Overview of Response

Supported by this robust infrastructure, 3CSN is able to provide the training and networking necessary to empower community college professionals to transform their environments and identities. To this end, 3CSN attracts hundreds of faculty, staff, and administrators across the state to workshops and technical assistance events that help build colleges' local capacity to increase student success and equity. In 2012-2013, 3CSN facilitated dozens of workshops, inquiry groups, events, and presentations through which ideas and high-leverage practices with the most potential were disseminated. LINKS (Networks for Knowledge Sharing) events provide the network's solid foundation for communicating high-impact practices and Student Success Task Force Recommendations across the state. At the same time, CoP participants and regional coordinators participate in a number of partnerships, inquiry groups, and events to broaden the dialogue around key student success initiatives. 2012-2013 partnerships and events that are highlighted in this report include the following:

- C6 Convergence
- Faculty Inquiry Group (FIG) with Educational Testing Services (ETS)
- The Los Angeles Math Faculty Inquiry and Innovation Team
- Classified Leadership Institute
- World History Institute
- On Course Conference
- Writing for College and Career Readiness Conference
- Faculty Teaching and Learning Academy (FTLA)
- Presentations at the 2012 Strengthening Student Success Conference
- Los Angeles Community College District's (LACCD) Achieving the Dream Retreat

These events bring practitioners together to learn about and engage with valuable strategies and ground breaking research with potential to positively change classroom and institutional practice.

Major Accomplishments

LINKS

3CSN continued its popular Learning in Networks for Knowledge Sharing (LINKS) series with two additional events in 2012-13. **Overall, 298 educators participated, from a total of 108 unduplicated colleges.**

LINKS 6- Powerful Classrooms-Generating Connectivity across the Curriculum

Millions of students come through California Community Colleges' open doors, but only a fraction complete essential pathways, achieve credentials or degrees or become transfer ready. LINKS 6 focused on strategies for creating powerful classrooms and fostering connectivity across the curriculum in ways that might help those millions of students complete their goals. Participants moved collectively through a series powerful classroom activities centered on Carol Dweck's article, "Brainology." These activities included talking to the text, jigsaw discussions, and speed dating conversations. Opportunity for reflection followed the strategies practice so that participants could consider ways to integrate these strategies into their own teaching.

These activities took place in the context of the following objectives for participants:

- **Learning** about 3CSN initiatives that will assist you in creating powerful classrooms that resonate with students.
- **Identifying** methods and strategies for curricular redesign implementing practices from 3CSN's Communities of Practice that meet the diverse needs of learners with a direct positive impact on student completion.
- **Networking** with leaders and participants from 3CSN's Communities of Practice in curricular and institutional redesign and contextualized teaching and learning.
- **Applying** for inclusion in one or more of 3CSN's Communities of Practice in curricular.

"The resources, information, and presenters were eye-opening and great! The news of all initiatives/pathways being applied was a pleasure to hear about and learn from"

-LINKS Participant

LINKS 6 events took place in Northern & Southern California:

- October 26, 2012, College of San Mateo, North Bay Learning Network
There were **24 participants from 9 different colleges** in the Northern California Learning Network. 100% of those who completed the feedback form rated the event as either Excellent or Good. These same participants identified Reading Apprenticeship and Habits of Mind as the two frameworks they plan to use in re-envisioning their classroom practices. The quote that best identifies what

participants valued from their experience with LINKS VI was “The passion of the leaders for the work. And the experimental inquiry based approach.”

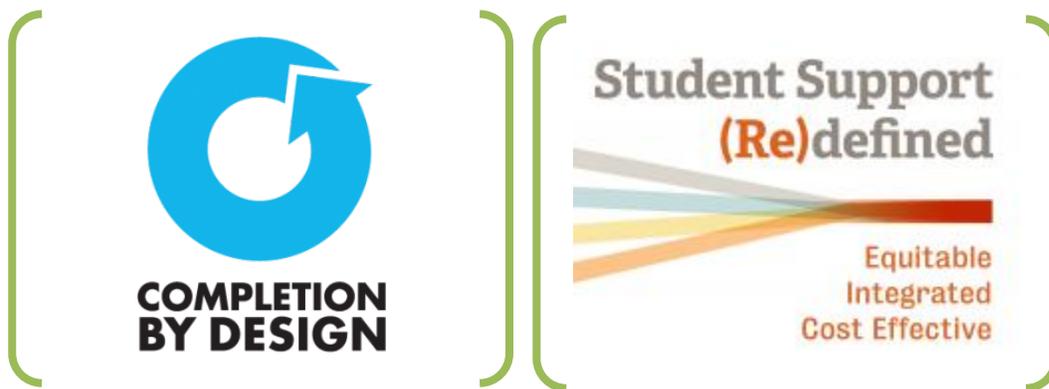
- November 2, 2012, Irvine Valley College, Orange County Learning Network
There were **57 participants from 17 different campuses** within the three regions, Los Angeles Regional Network, Foothill Inland Empire Region, and Orange County Learning Network. Nearly 80% of the participants rated the event as Excellent or Good. Approximately 80% identified specific strategies they planned to use in their classroom practice and in professional development settings. Feedback also suggested the need for an additional event in a location more central for the LARN and FIER regions.
- December 7, 2012, College of the Canyons, Foothill/Inland Empire Regional Network
This event used a shorter format (9:00 a.m -12:00 p.m.). There were **20 participants from five colleges** from both the LARN and FIER regions. The energy in the room suggested the group’s eagerness to learn more about enhancing student success and network with one another to continue this learning. One participant noted, “Activities in the morning and overall interactive nature of event/networking with colleagues from other campuses.”
- February 1, 2013, Shasta College, Far North Regional Network
This LINKS 6 was also presented in a modified format, highlighting 3CSN’s three CoPs. To begin the day, an overview of 3CSN’s mission and network structures was presented. Then a presentation on Habits of Mind followed. This presentation engaged attendees in conversations about their own learning habits and how these might translate into practices their students can use. Following this, Kyra Mello presented the RA framework and together, the presenters demonstrated the “Capturing Your Reading Process” routine and fielded questions about the framework as well as this particular routine. To bring the event to a close, 3CSN coordinators outlined the principles of Acceleration and then describe two distinct Acceleration efforts: one from Yuba College’s English department and the other from Butte College’s Math department.

There were **26 participants** primarily from Shasta College, which is part of the Far North Regional Network. 100% of the participants rated the event as “Excellent” or “Good.” Attendees appreciated the expertise of the presenters, time for reflection and questions, and the 3CSN’s efforts to bring professional learning to the far north. LINKS 6 continued the effective practice developed

with LINKS 5 of using local faculty and coordinators to facilitate the different topical sessions.

LINKS 7 – A Look at Successful Completion Agenda Programs

LINKS 7 focused on pathways for successful completion agenda programs. Developed in conjunction with the RP Group, the workshop presented the research findings of the RP Group--sponsored (Re)Defining Student Support for Success study. RP Group Researchers lead the discussions of this report, involving participants in discussion of how the findings might apply on their own campuses. The second portion of the event highlighted the research gathered by the RP Group about successful national initiatives that have helped students reach their completion goals. This information was presented by Rob Johnstone. Both presentations featured interactive elements that allowed participants to consider how the research might inform our efforts to develop and implement initiatives addressing the persistence, acceleration, and completion of underprepared and underrepresented students.



Four different events took place in both Northern California and Southern California:

February 22, 2013, Cerritos College

This event was for three regions: Los Angeles Regional Network, Foothill Inland Empire Region, and Orange County Learning Network. There were **53 participants, representing 22 colleges, 1 CSU and 1 foundations grant association in California.** Attendees were very pleased with the event.

March 1, 2013, San Diego

This event drew **34 attendees, representing 12 colleges** (from four regions: SDIVN, LARN, OCLN, and FIER), one district office, one UC campus, and one Continuing Education institution.

March 8, 2013, Berkeley City College

Scheduled primarily for Northern California Learning Network participants, this event also drew in participants from the Central Valley Regional Network. There were a total of **56 participants, representing 23 colleges**, UC Berkeley, the Chancellor's Office, and the Career Ladders Project.

May 17, 2013, East LA College.

The fourth and last LINKS 7 served three regions: Los Angeles Regional Network, Foothill Inland Empire Region, and Orange County Learning Network. There were a total of **28 people, representing 16 colleges**; among the attendees were educators new to 3CSN from colleges who had not yet been represented at a LINKS event before. These new 3CSNers are interested in attending future events and strengthening their connections to 3CSN's expansive network.

C6 Convergence

C6 (Central Valley California Community Colleges Committed to Change) is a consortium of colleges that won grant funds from a partnership between the Department of Education and the Department of Labor in order to improve CTE success outcomes. Last year, 3CSN and C6 collaborated to put together C6's Convergence, a large scale conference and training including colleges from across the Central Valley. 3CSN, through its regional networks, provided training and helped organize the two-day conference which took place September 11th and 12th. 3CSN's coordination proved invaluable, not only with helping to arrange the presenters but also helping to organize the agenda of the event. The CVRN coordinator, who also serves as the BSI Coordinator for the State Center Community College District, also showed how 3CSN's mission, to connect practitioners across the state, truly works because it was through the many connections of 3CSN that the C6 Convergence was possible.

3CSN marshaled its Communities of Practice to give CTE instructors, Basic Skills instructors, college administrators, and grant personnel introductory training in Reading Apprenticeship, Acceleration, and Habits of Mind so that program instructors could successfully embed best practices into CTE instruction. 3CSN also helped connect C6 with Learning Works, and the Center Director from Learning Works, came to the C6 Convergence as a keynote motivational speaker, discussing the importance of 3CSN's work and the importance of challenging and improving that practice so that we can truly help students in higher education. The CCCC BSI Program Officer also attended and discussed important practices, like Open Educational Resources. This event drew staff, faculty, administration, and representatives of local business from across the Central Valley region. **In total, 157 people attended the event.** Part of C6's mission, through

the TAACCCT (Trade Adjustment Assistance Community College and Career Training) grant, is to combine Basic Skills instructional strategies with CTE instruction to improve CTE outcomes. 3CSN helped to promote this important goal.

Ultimately, this connection between C6 and 3CSN evolved into a possible contract connection where 3CSN would provide the professional development in Basic Skills instruction to the C6 effort--a massive connection and project for the CV. While this contract has not yet come to fruition, 3CSN still plays an important role connecting C6 practitioners through its professional development events, and many of the C6 Basic Skills representatives have been and/or are involved in 3CSN events.

Faculty Inquiry Group with ETS

In the summer of 2012, 3CSN's Reading Apprenticeship Project began a collaboration with ETS based on a shared desire to develop cognitively-based assessments of student learning.

ETS has been conducting a long-term research and development initiative called CBAL, which is an innovative assessment program that builds language and Mathematics skills. The CBAL materials to be used for this project are sets of classroom (formative) assessment tasks that are based on the latest research on how students learn and are consistent with state standards, large-scale assessment frameworks developed by the National Assessment for Educational Progress (NAEP), and recommendations of professional organizations such as NCTE and NCTM.

ETS is interested in conducting various studies as part of the CBAL project, the CBAL+ research initiative. CBAL+ is a subset of CBAL and focuses on the development of formative assessment sets that build language skills driven by important career readiness content and competencies. The CBAL+ seeks participating adult education workforce readiness centers and community college learning centers to use CBAL+ materials in adult classrooms and provide feedback to ETS.

Following a successful Faculty Inquiry Group (FIG) and Teacher Integration Group (TIG) with 3CSN faculty in fall of 2012, both parties wished to scale up the collaboration with a particular focus on ETS's new Time Management CBAL+ module in the context of a First Year Experience seminar, College 1. The collaboration is intended to specifically enrich the CBAL+ initiative and the 3CSN work of the Reading Apprenticeship Project and the Habits of Mind Initiative, both sponsored by 3CSN.

3CSN's original inquiry group assisted ETS in revising the Time Management module to better support and collect data about students' metacognitive growth. The inquiry group piloted the Time Management module this summer in preparation for a larger scale data collection (50 colleagues) in the fall of 2013. The summer pilot revealed significant further revision needs in the grading system.

The 3CSN inquiry group will work with faculty to use CBAL+ materials and facilitate the collection of teacher and student work and feedback in the fall of 2013.

The data collected by faculty and by ETS should reveal significant trends in student cognitive growth, and will help the Reading Apprenticeship Project and Habits of Mind Community of Practice to describe the classroom results of their professional development efforts.

Los Angeles Math Faculty Inquiry and Innovation Team

In a partnership between 3CSN, LACCD, and the Center for Research in Math and Science Education at San Diego State University, a new model for multi-college Faculty Inquiry & Innovation Teams has significantly improved cooperation and knowledge exchange for Developmental Math projects in the nine LACCD Mathematics departments (and engaged colleagues at two additional colleges in the Los Angeles region). The name was chosen to build on past projects with Faculty Inquiry Groups within a department. The involvement of multiple departments provided a base to adapt and scale up exemplary departmental projects into broader innovations, so the expanded structure and mandate was reflected in the addition of Innovation in the title and the change to Team from Group to indicate a tighter coupling and bounded time frame. This work built on past collaborations sponsored by the National Science Foundation and the William and Flora Hewlett Foundation.

The recent advances arose from integrating multiple new “nudges” to promote cooperation and faculty interaction across colleges to move forward on 3CSN’s priority to improve student success in Developmental Mathematics:

- *Executive engagement* to align activities and resources with district-wide strategy and principles. In the LACCD colleges, this involved interaction with each college’s *Achieving the Dream* team, which leveraged support for data gathering and analysis from institutional research experts.
- *Leadership and coordination by college mathematics chairs* to optimize local impacts. The math department chairs of the nine LACCD colleges played important roles in planning and coordinating the Math Faculty Inquiry and Innovation Team, including appointing two chairs as advisors to the faculty project team and as liaisons back to the chairs group.
- Faculty team members fulfilling *dual complementary tasks* with departmental support:
 - *A departmental project* to redesign a course or pathway for their own college, and

- *A collective effort for expanded cooperation* across colleges to exchange knowledge and resources, ideas and energy. This role was initially formalized by faculty selecting other college projects which they would “follow” in the online workspace, as well as the highly-valued roundtable discussions in each project team meeting (when faculty members solicited knowledge from colleagues as they reported on progress, challenges and issues in college projects).
- An *expert support team* to provides momentum for the effort. The support team provided logistical support for meetings, coordination of the online workspace and expert advice to identify and mobilize evidence from research, the “wisdom of practice” from leading math teachers and exemplary resources for learning and teaching. The support team also fostered links to math faculty in other 3CSN regions.
- *Simple online tools* to supplement regular on-site team interactions. An easy-to-learn online workspace was used to build understanding and promote early interaction across colleges. A comprehensive workspace is under development to enable participation by additional faculty at different levels of engagement – although coordinators are determined to not sacrifice the benefits of a short learning curve, initial ease of use and ‘quick wins’ through identifying common interests.

Work by the team continues on data gathering and analysis for the revised course designs and student pathways. Faculty members and math chairs participating in the Math FIT reported multiple instances of new relationships across colleges and a notable increase in their adaptations of ideas and resources from faculty outside their own department. The team members have agreed to pool their collective experience on an ongoing basis, in particular around how to direct developmental math students into the optimal format for a pathway to complete their program requirements in mathematics.

These advances in inter-college cooperation and ‘sharing the load’ for inquiry and innovation projects have been reported in two presentations at professional conferences for college educators:

- “Faculty Engagement = Math Competence and Completion”. Poster presentation, *Achieving the DREAM Conference*, Anaheim CA, February 2013.
- “Faculty Collaborations to Scale Up Innovative Teaching Across Colleges”. Forthcoming presentation at *American Mathematics Association of Two Year Colleges Annual Conference*, Anaheim CA, November 2013.

Further work is planned for 2013-14 in an extended LA Math FIT Network, to include the following activities:

- Integrate Math FIT activities with other 3CSN initiatives, e.g., the BSILI *Professional Development HUBs* at each college and the *Habits of Mind* and *Acceleration* communities of practice
- Scale up with more cooperative teams to address multiple faculty interests and college goals, and with more powerful online tools to engage additional faculty at different levels of effort (e.g., both short term cooperative project teams and longer term networks and communities of practice).
- Scale out to involve more colleges in the LA region (15 currently committed for 2013-14) and eventually to other regions in California as part of the larger 3CSN initiatives for student success in math.

Classified Leadership Institute

In June 2012, two Los Medanos College (LMC) instructors attended 3CSN's BSILI Leadership Institute. At this institute, they developed a plan to explore Habits of Mind with their Los Medanos colleagues. In a short period of time, they held several meetings with educators from all corners of their college in which they explored the myriad ways that all faculty, staff, and administrators impact student success through their respective roles. The meetings allowed participants to uncover the Habits of Mind they already use in their respective jobs, build upon these, and discuss ways to further assist students through the Habits of Mind framework.

Midway through spring 2013, 3CSN was asked to participate in the annual Classified Leadership Institute in Sacramento in June 14, 2013. This was the ideal opportunity for the LMC team to showcase their efforts. During the interactive session, the NCLN Coordinator provided an overview of 3CSN and its connection to LMC's work; the LMC leaders described the origin of and rationale for their Habits of Mind work; then several LMC classified educators from departments like Graphic Design and Payroll shared their experiences with the Habits of Mind meetings. Their stories reflected the great passion that educators have for students and the satisfaction they gain from contributing to students' success. Throughout the presentation, participants had time to reflect on their own strengths and how these strengths are used in their jobs to impact student success.

The feedback emphasized the energy participants were able to draw from the LMC team. Close to a dozen schools asked if the LMC could arrange to visit their campuses and give the same presentation. Other attendees positively noted the innovative and collaborative approach used by the LMC team. 100% of the attendees rated this event as Excellent or Good.

World History Institute

American River College's History department holds an annual World History Institute for middle and high school colleges in the greater Sacramento area. This year, the event organizer asked 3CSN's Reading Apprenticeship Community of Practice to assist in organizing this event. The three-day event focused on the Common Core and use of primary sources in World History instruction. An RA facilitator from Yuba College worked extensively with ARC instructor to develop RA sessions that blended selected World History primary source documents with RA routines for World History classrooms. During the institute, both the Yuba RA facilitator and the NCLN Coordinator led the RA sessions. The first of these RA sessions introduced the RA framework and allowed the group to set norms for the entire 3-day institute.

Each session that followed introduced the participants to a new RA routine they could use with primary source documents at any level between 6th-12th grade.

As with all RA workshops, participants had opportunities to practice the routines and reflect upon the applicability of these routines to their respective classrooms.

The institute drew **68 attendees from 42 middle schools and high schools** as well as **five credential candidates from Sacramento State University**. All attendees appreciated the infusion of RA

“We planned out the first half of our World History class, and worked in all of the [Reading Apprenticeship] strategies”

-World History Institute Participant

strategies as a way to help students read and comprehend primary sources and the methods of historical thinking associated with reading such documents. 88% of those who provided written feedback rated that event as Excellent or Good. Several noted that the RA routines were the sections they most appreciated and indicated that they will use Personal Reading History, Reading Strategies List, Talking to the Text and Think Alouds to enhance their courses.

The World History Institute represents one of 3CSN's recent crossover events that brings together educators from several segments to engage in content-specific conversations focused on helping students acquire conceptual knowledge within the discipline.

On Course Conference Presentation-Friday, April 26, 2013

3CSN leaders submitted a proposal to present at the annual On Course Conference in Costa Mesa during spring 2013. The presentation was called, “Creating the Powerful Classroom While Building Habits of Mind” and was inspired by 3CSN's fall 2012 LINKS 6 events. Below is the description that appeared in the conference literature:

Students today are significantly different than past generations and these differences are seen both in how they act in the classroom as well as how they prepare for classes. However, applying proven teaching techniques, you can create the thriving and lively classroom you always dreamed of. This interactive workshop will mimic a real classroom environment using interactive techniques that help teach students how to develop good habits of mind. We will uncover teaching tools that enable you to empower students to take control of their learning, and lay the groundwork for lifelong learning.

This 1 ½ hour session was very well attended; **nearly 80 people** filled the large meeting room to participate in this session. After a brief introduction of 3CSN, an introduction to the roles of the 3CSN Network Coordinators and the community college faculty positions, the audience was engaged in a discussion about reading. The questions led to a brief overview of the Reading Apprenticeship (RA) framework; the importance of metacognition was emphasized in the reading process. This helped workshop participants examine reading as a problem-solving process that stems from a student's reading capacities and knowledge base. Participants were asked to read an excerpt from a Carol Dweck article and record Golden Lines in their Metacognitive Logs. A discussion of Dweck's terms "fixed mindset" and "growth mindset" followed based upon the Golden Lines participants recorded on their Metacognitive Logs. To extend the conversation, participants then worked in three different pairings to examine three prompts related to the impact fixed and growth mindsets have on their own learning and student learning. To conclude, principles underlying accelerated courses were introduced and a discussion was facilitated around how these principles apply to powerful classrooms, especially when combined with Reading Apprenticeship and the Habits of Mind. The feedback indicated that participants were either satisfied or very satisfied with the presentation and felt that they could apply one or more ideas to their classrooms. Some participants suggested that we offer this presentation during a longer timeframe.

Writing for College and Career Readiness: Fostering Partnerships among High School, College and University Instructors 2.0

This second collaboration between 3CSN and the San Diego Area Writing Project (SDAWP) brought together high school, community college and university instructors to collaborate and share ideas about what it means for high school students to be college and career ready in the area of writing. Through interactive dialogue and breakout sessions, the conference worked to:

- Identify a variety of methods to improve student achievement in writing;
- Discuss ways of promoting a college-going culture to potential students;

- Engage participants in collaborative dialogue to foster long-term Partnerships between high school and college instructors; and
- Provide an understanding of the California Common Core State Standards (CCSS) in writing and how they can positively impact student engagement and learning in the classroom.

I definitely see the need to continue the conversation and hope that we can build this community of learners to better equip our high school students for the rigor necessary for college. We owe our students this first step to success, feeling college and career ready.

-Writing for College Participant

The event began with a keynote presentation from the SDAWP Co-Director and then included breakout sessions focused on:

- Designing prompts that connect to the CCSS and promote effective college writing
- Practicing engaging activities to foster student success in reading and writing
- Norming for writing assessment across levels
- Providing meaningful feedback on student writing

FTLA –Faculty Teaching and Learning Academy -- 2013

Twenty-seven faculty from all nine LACCD campuses participated in the fifth cohort of LACCD’s Faculty Teaching and Learning Academy (FTLA) (See Table 9). FTLA was designed to develop a widening community of faculty committed to improving teaching and learning by incorporating new methods and technologies into their classrooms to increase student success. Unlike the traditional “once and done” approach to faculty learning, FTLA engages faculty in ongoing dialogue about pedagogy, curriculum, and technology. The curriculum for 2013 included such changes as attention to what a powerful classroom looks like; incorporation of reading apprenticeship concepts, and inclusion of new technologies to enable instructors to “flip the classroom.”

Table 9: Colleges and Number of Participants in Attendance at FTLA

LACCD College	Number of Participants from that College
Los Angeles City College	3
Los Angeles East College	2
Los Angeles Harbor College	3
Los Angeles Mission College	6

Los Angeles Pierce College	4
Los Angeles Southwest College	1
Los Angeles Trade-Tech College	1
West Los Angeles College	1

FTLA's curriculum is the equivalent of a three-unit course, and participants may enroll for course credit that is applicable to step increases on the LACCD faculty payscale. Now in its fifth year, FTLA continues to grow with the support of 3CSN; RA and HoM concepts have now been added to the curricula and a recently launched mini-FTLA for math faculty will additionally incorporate ideas from both the Threshold Project and CAP.

Strengthening Student Success Conference

3CSN continues to be a sponsor of the RP Group's Strengthening Student Success Conference and the Executive Director serves on the Steering Committee for the conference. The following presentations were facilitated by 3CSN-affiliated coordinators and practitioners:

Interactive Sessions:

- *Supplemental Instruction: Implementation, Outcomes and Recommendations for California Community Colleges*
- *The Pedagogy of Acceleration: Classroom Practices in Pilot English Courses at Three Community Colleges*
- *Lost in Transition: How Faculty across the Disciplines Can Learn to "Own" First Year Student Success*
- *The Network: A Three-Semester Learning Community for Basic Skills Students*
- *Fast Track to Success: Pathways to Completion at Chaffey College*
- *The California Acceleration Project: Where We Are Now*
- *Making the Case for Revising the Placement Process*
- *Making It Real: Integrating Reading Apprenticeship Strategies in Your Class*
- *Bringing the Conference Home: a Professional Development Implementation Strategy*
- *Post-Conference Sessions: What I Did on My Summer Vacation (and So Far This Fall): Refining and Deepening Our Narratives of Institutional Change*
- *Post-Conference Session: Troubleshooting Acceleration Implementation*

Achieving the Dream

In 2011, all nine Los Angeles Community Colleges became Achieving the Dream colleges. At that time, the 3CSN director, the Los Angeles Regional Network Coordinator, and the 3CSN team began working with the AtD coordinators at each college to raise awareness about the innovative work that was being done across the district. 3CSN coordinators assisted in organizing monthly events dedicated to sharing AtD data and best practices among the nine colleges. In addition, 3CSN worked to integrate the existing work that was being done through the 3CSN networks with the new innovations that came out of the district work of AtD. At these events, 3CSN highlighted the best practices that were emerging out of 3CSN, like Reading Apprenticeship, Habits of Mind, and acceleration.

This work has paid off. Several colleges have included 3CSN communities of practice, like Reading Apprenticeship, into their AtD workplans. The colleges are also kept informed about best practices that emerge both from the statewide 3CSN network as well as from within the district through monthly Student Success Initiative meetings.

On March 22, 2013, these efforts culminated when **76** faculty, administrators, staff, and community college professionals attended the 2nd Annual LACCD Achieving the Dream Retreat. The purpose of this retreat was to share best practices and research among the nine district colleges. Colleges were encouraged to bring teams of 7-10 faculty, staff, and administrators. These members included AtD team members, counselors, SLO Coordinators, Institutional researchers, and other members of the campus communities who were key in implementing this kind of institutional transformation at the colleges.

At this day-long retreat, LACCD attendees shared their AtD plans and best practices with the other colleges. The Associate Dean for Academic Programs and Policy for the Office of the Chancellor of the California State University was the keynote speaker for the retreat. He spoke about the important role of general education in inspiring students to complete, and he shared best practices for encouraging students to persist through a degree.

Two breakout sessions followed. One breakout session focused on how to implement AtD initiatives with an emphasis on conducting dialogue around areas of particular need for each campus and leveraging resources, such as those supporting data collection, to support high impact practice at scale across the colleges and to address student success goals in the district's strategic plan.

A second set of sessions focused on persistence in the first year. This first of these breakouts featured a presentation on Habits of Mind and classroom level practices. The second breakout session focused on persistence. This breakout featured the work of the Persistence Inquiry Group, and it included results of a district survey conducted on persistence as well as presentations from colleges that have created programs to increase college persistence in the first year.

Objective 3

The third objective is to assist colleges with establishing benchmarks and building capacity to demonstrate increased ESL/basic skills student success and with implementing appropriate outcomes assessment components as well as data collection procedures.

Overview of the Response

One of the organizing principles of 3CSN, as outlined in its Theory of Change, is to create and use action research methodologies as a tool to transform community college environments and identities. 3CSN does this by assisting colleges with data collection, benchmarking, and outcomes assessment related to increasing ESL/basic skills student success and equity. 3CSN does this through creating and promoting tracking tools, such as the Basic Skills Cohort Tracker, facilitating basic skills coordinator's events to help practitioners collect and analyze ESL/basic skills data, and facilitating inquiry groups, such as the LACCD/3CSN Persistence Inquiry Project, in order to collect data and to utilize them as evidence to inform ESL/BSI plans, equity plans, and other college plans.

Major Accomplishments

Basic Skills Cohort Tracker

Launched in early spring of 2011, The Basic Skills Cohort Tracking Tool gives all 112 California community colleges immediate, easy access to data on student progress through their English, reading, ESL, and math pipelines. Envisioned and sponsored by 3CSN, this online tool has been expertly developed by the Research and Planning Group in collaboration with the CCCCCO.



With data from the Cohort Tracker now required as part of Basic Skills Action Plan Reports, beginning in October, 2012, the tool is becoming even more central in supporting campus efforts to engage in data-driven planning and assessment of student success efforts. Data gathered using the tracker has also become a crucial element for student completion presentations at numerous events and trainings given across the state as well as at national conferences by 3CSN representatives.

BSI Coordinator Workshops

Fall 2012: Basic Skills Reporting Sessions-Completing the Action Plan Report Workshop

With the release of the new action plan and as a follow up to the spring 2012 presentations, 3CSN thought it would be helpful to host smaller regional meetings regarding the process of completing the 2012 ESL/BSI Action Plan. These meetings sought to support colleges' ability to engage in data-driven planning, with this year's requirements including the use of the Basics Skills Cohort Tracker and alignment between data from this tool and long-term goals. The four BSI Reporting Sessions provided support for veteran and new BSI Coordinators as they worked on their action plans. The workshops focused on the changes in the plan, the Cohort Tracker tool, and establishing long-term goals with measurable outcomes. These sessions assisted attendees in preparing the action plan and completing the report for their respective campuses.

The BSI Reporting sessions' content was developed collaboratively with all of the 3CSN regional coordinators. Each session also offered network colleagues the opportunity to raise questions and concerns in a supportive environment, particularly essential for the newer BSI Coordinators.

Regional Coordinators contacted their local BSI Coordinators and, depending on the needs of the region, scheduled group meetings, CCC Confer conversations and/or individual meetings.

Each event followed a similar structure:

- Review the guidelines for the new action plan
- Discuss examples of well written action plans
- Answer questions from coordinators regarding the action plan
- Expand each regional network to include the new coordinators beginning fall 2012

Each event has three major outcomes. Those outcomes are as follows:

1. Participants will receive a hard copy of Column 2 Actual Expenditure reports by Category 7/1-6/30/2012 and review all of the procedures for filling in the rest of the columns.
2. Using the Basic Skills Cohort Tracking Tool, participants will be looking into the progression of cohorts, disaggregating your data by gender, age, ethnicity, and other.

3. Addressing the 2012-13 ESL/Basic Skills Action Plan and writing of the planned five focused actions for categories A-G

3CSN facilitated nine of these sessions across the state: four in Northern California, two in the Central Valley, one in the Greater Los Angeles area, one in Orange County, and one in San Diego. An additional follow-up session was held for the San Diego area participants as a refresher just prior to the report's due date. There were **111 unduplicated participants** representing **78 of the state's 112 colleges**, nearly 70%. (See Table 10)

"[What I liked most about the event was] hearing interpretations and getting clarification from others dealing with programs and reports."

-BSI Coordinator Event
Participant

- September 14, 2012, Santiago Canyon College, OCLN
- September 13, De Anza College, NCLN
- September 18, Chabot College, NCLN
- September 21, CCC Confer
- September 28, Sacramento City College, NCLN/CVRN

The overall evaluations of the events were extremely positive, with many participants citing a great appreciation for helping them tackle the new action plan. There was great interest in model reports. Others were grateful for the opportunity to share issues and concerns and felt grateful for connecting them with other coordinators in their region. Finally, for some, they were appreciative of the regional networks, citing that since they were brand new to BSI, they liked knowing there were people close by to help them.

Table 10: Colleges in Attendance at the fall 2012: Basic Skills Reporting Sessions-Completing the Action Plan Report Workshop

Antelope Valley College	Glendale Community College	Palomar College
Bakersfield College	Golden West College	Porterville College
Barstow College	Grossmont college	Reedley College
Berkeley City College	Harbor College	Rio Hondo College
Butte College	Irvine Valley College	Riverside City College
Cabrillo College	Lake Tahoe Community College	Sacramento City College
Canada College	Los Angeles City College	San Diego City College
CCCCO	Los Angeles Mission College	San Joaquin Delta College
CEC	Los Angeles Pierce College	San Jose City College
Cerritos College	Los Angeles Trade Tech College	Santa Ana College
Cerro Coso Community College	Los Angeles Valley College	Santa Ana College- School of Continuing Education
Chabot College	Merced College	Santa Rosa Junior College
College of Marin	Merritt College	SCCCD - Willow International Center
College of the Sequoias	Mesa College	SDCCD Continuing Education
College of the Siskiyous	MiraCosta College	Shasta College
Contra Costa	Miramar College	Sierra College
Cuesta College	Monterey Peninsula College	Solano College
Cuyamaca college	Moorpark College	Southwestern college
Cypress College	Moreno Valley College	Ventura
De Anza	Mt. San Jacinto College- Hemet Campus	Victor Valley College
East Los Angeles	Mt. San Jacinto College- Menifee Campus	West Hills College Coalinga
El Camino College	Mt. San Antonio College	West Hills College Lemoore
Fresno City College	NOCCCD - SCE	West Los Angeles College
Fullerton College	Orange Coast College	Willow International Center, SCCC

Spring 2013: Basic Skills Coordinator Events

3CSN sponsored two BSI Coordinator events in spring 2013, one in Northern California at Canada College and one in Southern California at Rio Hondo College. The event featured an informative overview of California Community Colleges Chancellor's Office Basic Skills Initiative. The CCCCO BSI Program Officer presented a PowerPoint which summarized BSI efforts across the state, highlighted effective practices, and outlined changes in the BSI Action Plan and Report for the upcoming academic year (2013-14). This information was presented in response to requests from around the state to provide support with action planning farther ahead of the fall reporting deadline. The second part of the event allowed specific community colleges to showcase how they are merging their BSI efforts with the Student Success Act. Following these presentations, participants worked with their campus colleagues on their school's BSI Action Plan and Report and discussed ways to integrate BSI efforts with the Student Success Act.

April 19, 2013, Canada College, Northern California

100% of the **50 participants** rated this event as either good or excellent. The participants came from the NCLN, CVRN, and Far North Networks and **represented 25 colleges**. They showed great appreciation for the concrete process for completing BSI Action Plan and Report as well as the importance of hearing from colleagues from other campuses. In response to "What did you like most about the event," one participant described the event as "Well paced. [with a] good balance of ideas and report information" and another appreciated, "help with the new form [and] presentations from MPC and Chabot." Additional feedback identified the area's about which community college educators want more information; these include: Supplemental Instruction; institutionalization of best practices, such as Reading Apprenticeship; and gathering and using evidence to show strengths of programs and areas of needed improvement.

May 3, 2013, Rio Hondo College, Southern California

This event drew **51** BSI Coordinators from all four of the Southern California regions (LARN, OCLN, SDIVN, and FIER), representing **34** colleges.

The Los Angeles Community College District Persistence Inquiry Project

In 2011, as part of the Achieving the Dream process, each college in the Los Angeles District collected, disaggregated, and analyzed data on student retention, persistence, success, and completion. The aim of this process was to identify areas of strength and need, and then to establish institutional priorities that would improve rates of student persistence. At the same time, 3CSN convened stakeholders from across the district to lead a district-wide effort to compile data from all of the colleges. The aim of this meta-inquiry was to identify shared priorities and then create district policies and procedures to support effective institutional transformation at each of the nine colleges. Each of the colleges had identified improving persistence as a major institutional priority. Across the district, roughly half of all community college students do not

persist from the first to the second year of college. Because of the critical and widespread nature of this problem, this emerged as a key shared priority.

In response to this emergent need, 3CSN began to facilitate a district-wide inquiry group called the Persistence Inquiry Project (PIP). The aim of this project is to improve first year persistence by (1) Creating a common understanding of persistence that is consistent across the district and (2) Making policy recommendations at the district level in order to address this problem. The project aims to do this



first by expanding discussion and inquiry across the district around increasing student persistence. Then, these discussions and inquiries will inform recommendations for district-wide policies and practice. Finally, these recommendations will be presented to the district Student Success Initiative as well as the Los Angeles Community College District Board of Trustees. This one-year project began in November of 2012, and will conclude in November of 2013.

Objective 4

Objective 4 is to expand electronic resources in order to build a knowledge base for practitioners regarding effective practices that lead to increased student success.

Overview of the Response

In order to create the networks and the communities of practice that are necessary for producing powerful learning and working across campuses, 3CSN must move utilize both face to face interaction and online and other forms of electronic communication and training. To that end, 3CSN's goal is to expand the current webpage and electronic information sharing strategies in order to build a knowledge base and to provide valuable information regarding effective practices to educators all across the state. Network coordinators work with 3CSN network participants as well as partners across the state to develop a knowledge-sharing hub that can be used from anywhere at any time. 3CSN coordinators have done this by contributing to the ESL/Basic Skills "E-Resource" which is the updated "Poppy Copy;" by expanding the use of the 3CSN GIS mapping tool, which helps track student success innovation and professional learning across the state; and by expanding its online presence to include resources for regional networks, Communities of Practice, and online courses.

Major Accomplishments

E-Resource

Wanting to build on the usefulness of the "Poppy Copy," the Academic Senate for California Community Colleges wanted to develop a continuation of the resource, a digital resource that included programs demonstrating best practices being implemented by colleges across the state. To help accomplish this e-resource, 3CSN leveraged its learning networks to help develop that list of programs. Once a list was created from input given by the Regional Coordinators, the Coordinators helped identify contact faculty at the colleges to describe programs, explain the program's history and future direction, and provide program success data. Once the appropriate faculty were identified, the ASCCC, under the leadership of their basic skills representative, compiled the various programs into the Basic Skills Initiative E-Resource. This resource includes an extensive list of effective projects and communities, including 3CSN's CAP, RAP, HoM and more, as well as 25+ successful programs at colleges throughout the state.

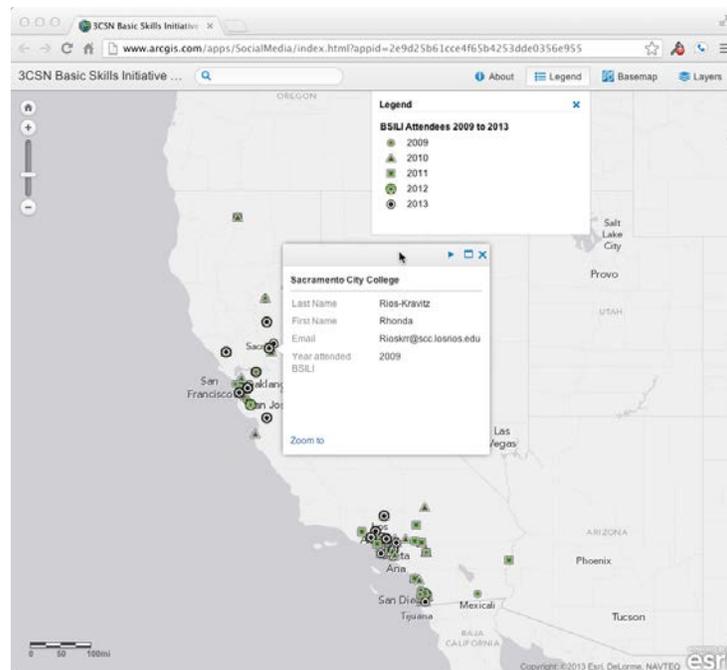
GIS Mapping

3CSN's evaluation team continues to develop the network's mapping assets in order to track innovation and learning across the state. Currently, there are two maps depicting 3CSN activity hosted online and available to the public. Using the attendance data from past BSILI events, the evaluation team developed these maps using ArcGIS's online geographic information system's

mapping capability. The software allows for the entering of copious data into each mapped object. The user only needs to click on the map objects to produce a pop-up window that may display a vast amount of information. These maps provide an opportunity for formative evaluation by looking at what colleges have and have not participated. They also provide indications of 3CSN effort by which the 3CSN leaders can display their work.

Screen shots of the two maps mentioned above are included here. Figure 1 is a comprehensive 3CSN BSILI information resource. It contains three informative layers with one background layer. The information layers include a layer with participants from each of the five BSILI events mapped to their campus and having different icons for the year attended. The second information layer is a comprehensive list of the 3CSN regional coordinators by campus. The final information layer is a stand-alone marking of every community college in the state. The background layer is a county map that shows all the counties in the state, differing by color. Users can choose to display any or all the layers and have the legend on screen or not. The image below shows only the BSILI Attendees layer, with the legend made active and one pop-up college window displayed. Each icon on the map can be clicked to have a pop-out window like the “Sacramento City College” displayed here.

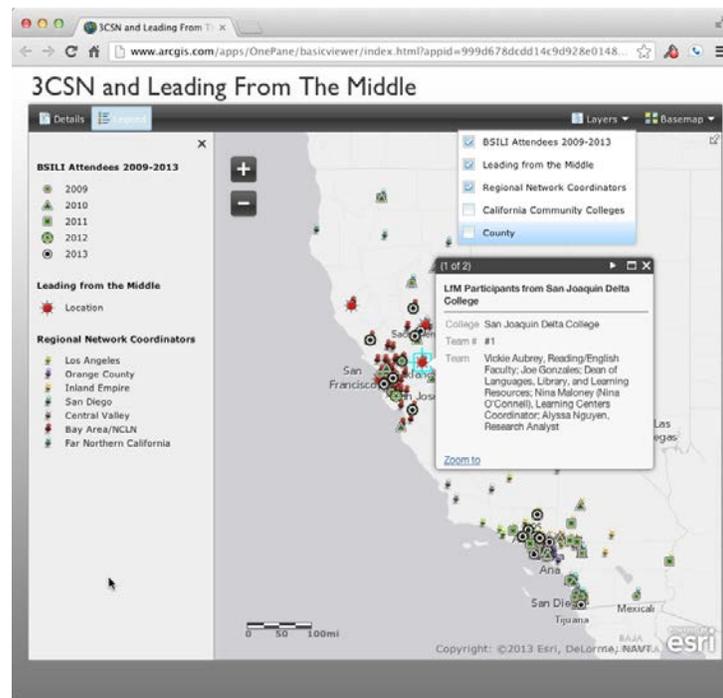
Figure 1. BSILI Attendees and Regional Coordinators Map



3CSN’s work with the RP Group’s Leading from the Middle Academy provided the opportunity to create a map that displays the college teams involved in LFM. The map below in Figure 2 is a

screenshot of that map. For this map, a layer for LFM was added to the above mentioned 3CSN comprehensive information map.

Figure 2. 3CSN and Leading from the Middle



These maps have begun to pique the interest of 3CSN participants. Therefore, the evaluation team has scheduled a September workshop where the UCLA External Evaluator will take 3CSN coordinators through the process of building a map. This is intended to a) make them more informed consumers of the products so that they can better include the maps in their work with their networks and b) show them how they are made so that they can become more engaged customers of the products and work with the evaluation team to create more interesting and useful maps.

Websites and Repositories

3CSN continues to expand the capacity of its regional and Community of Practice networks through innovative use of technology. With the guidance of Technology Director, 3CSN uses a range of applications to facilitate its communication, organize meetings, plan events, gather and share information, provide online instruction. 3CSN team members receive ongoing training with these applications to maximize collaboration among team members and leverage technology as fully as possible for outreach to all California community college educators.

To maintain open and informative communication channels, 3CSN uses both CCC Confer and Google Hangouts for virtual meetings. CCC Confer allows the leadership team to meet weekly to

plan for future events, retreats, and trainings. CCC Confer is also used for 3CSN team meetings, which usually involve 10-12 people. Currently several of these team meeting calls also include college team representatives who attended BSILI and are working directly with 3CSN on campus-specific student success initiatives.

3CSN uses several features of Google Drive for organizational purposes. The 3CSN team shares a calendar to keep track of weekly calls, video conferences, professional learning events, and retreats. The drive feature allows us to collaborate on documents, such as Powerpoint presentations, before we place the final versions in our Dropbox account. Dropbox helps us keep organized both administratively; it also provides a place for each individual team member to store event reports, monthly reports, value creation stories and more.

All of our communication and organization centers around the goal of offering meaningful professional learning opportunities that bring educators into networks and communities of practice. 3CSN events are free; EventBrite helps us promote our events and register attendees. EventBrite enables us to gather information about attendees and maintain contact with them once the event is over.

The 3CSN website provides excellent outreach capacity while also providing a mechanism for 3CSN to share what is happening at each of our events. Upon the completion of each professional learning event, photos, summaries, and videos are added to the website to showcase the rich discussions, critical inquiry, and knowledge sharing that 3CSN events inspire. The same features are evident on the California Acceleration Project the Reading Apprenticeship Project websites, both Communities of Practice supported by 3CSN.

3CSN has become a professional learning leader online as well. 3CSN offers online courses in Reading Apprenticeship and Habits of Mind frameworks. 3CSN uses Moodle for the Habits of Mind course modules and Canvas for the RA classes. Participation in these courses is captured in the respective sections on each of those frameworks.

Objective 5

The 5th objective is to conduct a summer Leadership Institute designed to provide training for faculty, administrators, and staff leaders involved in serving developmental education students, including student services faculty and staff, as well as faculty across disciplines.

Overview of the Response

Each year, 3CSN holds a Summer Leadership Institute that focuses on developing leaders among the faculty, administration, and support staff who are responsible for initiating and directing activities on their campuses for improving success of students who are under-represented and underprepared. 3CSN collaborates with partners across the state, like RP, Leading from the Middle Academy, the C6 Consortium, etc. to shape the curriculum and recruit participants for the annual Basic Skills Initiative Leadership Institute (BSILI). BSILI graduates go on to create campus hubs dedicated to innovation and professional learning. These hubs then connect their campus with the broader 3CSN network.

Major Accomplishments

Overview of BSILI 2013

BSILI is a central driving force of the organization. In 2012, 3CSN decided to keep the acronym of BSILI (originally *Basic Skills Initiative Leadership Institute*), because of its familiarity and brand value, but to drop the originating title and rename it *Leadership for Curricular and Institutional Transformation*. The mission of BSILI is to: *Develop leaders in California community colleges who have the capacity to facilitate networks of faculty, staff, and students for curricular and institutional redesigns in support of increased student access, success, equity, and completion*. In 2012, participants worked to support and extend 3CSN's communities of practice, coalescing around the rallying cry "Student Success Lives Here!"

In 2013, the planning team decided to leverage the considerable energy, expertise and leadership still emerging from the 2012 group and significantly revised the content and focus of the institute from a focus on developing powerful *classrooms* to a focus on developing powerful *campuses*. In other words, the focus shifted from one entirely on facilitating powerful learning for students to a focus on facilitating professional learning for faculty, staff, and managers.

In addition to this new focus, two new Communities of Practice were introduced.

1. Data Inquiry Group (DIG)— Colleges will build data inquiry teams that will include a data coach and faculty, staff, or administrators at each college. After attending a retreat at

which the teams will be trained to conduct formal inquiry, these teams will return to the colleges to conduct inquiry and share the results with the statewide network.

2. The Threshold Project—A community of practice dedicated to helping community college faculty to initiate and sustain productive partnerships with High School and University colleagues with a particular focus on discipline-specific conceptual knowledge.

In addition to involvement in 3CSN’s communities of practice, participating colleges signed up for an ambitious set of goals related to developing their college’s capacity to participate in and provide meaningful professional learning.

- Each college team will focus on and plan a Student Success Initiative (SSI) for their campus during BSILI
 - Each college will create the plan for a Professional Learning (PL) HUB on their home campus that will be focused on/wrap around their SSI and will utilize 3CSN resources
- Together with the 3CSN team create a year-long master calendar that will also link into each campus’/regions’ Professional Learning (PL) HUB activities. See Figure 3 for a one-page summary of the Calendar of Events.
 - Each BSILI participant will be involved in at least 30 hours of PL over the course of the next year, and
 - Each BSILI college team will get their own campus faculty, administrators, and staff involved in 30 hours of PL
 - The BSILI teams will map the activities of the 3CSN Communities of Practice to the SSIs
 - ***Habits of Mind*** – Integration of student and academic support services with instruction
 - ***Threshold Project*** – Common Core – Vertical Integration/Teaming
 - ***Acceleration*** – Redesigning Developmental Education
 - ***Reading Apprenticeship*** – Literacy across the campus
 - The strengths of colleges will be linked, with colleges partnering for PL activities over the course of the next year

Figure 3: 3CSN 2013-2014 Calendar of Events

SAVE DATE: 2013-14

For the most up-to-date information and to register for any of the events listed here, go to 3csn.org/201314events/

Building Our Practice *(topics vary by location)*

9/18/13	Coastline CC	3 - 6 pm
9/19/13	Pasadena CC	3 - 7:30 pm
10/3/13	Sacramento CC	3 - 7:30 pm
10/24/13	Fullerton College	3 - 7:30 pm
10/25/13	Glendale CC	8:30 am - 2 pm
11/1/13	Antelope Valley	8:30 am - 2 pm
11/15/13	Pierce College	8:30 am - 2 pm
11/22/13	College of San Mateo	11 am - 4 pm
12/6/13	LA Harbor College	8:30 am - 2 pm

BSI Reporting Workshops

8/23	NCLN - Contra Costa	8:30 - 11 am
8/30	CVRN - CCC Confer	11 am - 1 pm
9/6	FIER/LARN - LACCD	10 am - 1 pm
9/10	State - CCC Confer	10 - 11:30 am
9/13	OCLN - Santa Ana	10 am - 12 pm
9/13	NCLN - CCC Confer	10 am - 12 pm
9/17	CVRN - CCC Confer	3 - 5 pm

BSI Coordinators' Workshops (8:30 am - 2 pm)

4/25/14	Santa Rosa JC - Petaluma Campus
5/2/14	Rio Hondo College (Tent)

Habits of Mind (HoM) *(all events from 9 am - 2 pm)*

11/15/13	American River College
11/22/13	LA Mission College
2/21/14	Los Medanos College
2/28/14	Saddleback College

Curriculum Redesign to Support Increased Student Achievement *(both events are from 9 am - 12 pm)*

8/30/13	Santa Rosa JC- Petaluma Campus
9/27/13	Gavilan College

Reading Apprenticeship Project (RAP)

8/30/13	Los Medanos College	4 pm
9/13/13	Orange Coast College	4 pm
9/25/13	Crafton Hills College	4 pm
9/27/13	Mission College (NorCal)	4 pm
10/5/13	Fresno City College	4 pm
10/18/13	De Anza CC	2 pm
11/1/13	LA Valley College	4 pm
3/7/14	Foothill College	2 pm

All workshops begin at 8:30 am and end at the time listed in the 3rd column.

LINKS 8: Conceptual Knowledge, College Readiness, and the New Common Core

9/27/13	Mt. San Antonio College
10/25/13	Chabot College

LINKS 9: Embedding Student Success

2/21/14	Cerritos College
2/28/14	San Jose City College
3/22/14	Merced College

All LINKS events are from 8:30 am - 3:30 pm.

California Acceleration Project (CAP)

2/7/14	Chabot College	10 am - 3 pm
3/7/14	West LA College	10 am - 3 pm

Regional Events *(topics vary on location)*

9/6/13	College of the Sequoias	10 am - 2 pm
10/4/13	FIER - TBD	TBD
10/4/13	FTLA - LACCD	1 pm - 4 pm
11/1/13	Yuba College	TBD
12/13/13	Cañada College	9 am - 12 pm
4/4/14	Modesto JC	10 am - 2 pm
5/9/14	Santiago Canyon	9 am - 12 pm
5/9/14	Ohlone College (tent)	9 am - 12 pm

BSILI 2014: Leadership for Curricular and Institutional Transformation - June 1-6, 2014 @Lake Arrowhead

Foothills and Inland Empire Regional Network (FIER), Los Angeles Regional Network (LARN), Orange County Learning Network (OCLN), Central Valley Regional Network (CVRN), NCLN (Northern California Learning Network)

- Participants will address BSILI Assessment/Evaluation goals through
 - Use of the Personal Value Narrative and Value Creation forms
 - Creation of a rubric for Professional Learning (PL)
 - Introduction of and assignment to the Data Inquiry Group (DIG)—how to use data to inform and guide SSIs

- Participants will address BSILI Capacity Building goals through
 - Pairing with colleges in creating PL activities
 - Creating and influencing leadership on the campus to support and sustain chosen SSI

“I feel so blessed to know that I can pick up the phone and get support from such wonderful people. It allows me to tap into some of my own strengths and share my passions with colleagues.”

-BSILI Participant

Likewise the outcomes of BSILI were revised to reflect this emphasis on professional learning:

1. Create a comprehensive plan to build capacity for ongoing inquiry and professional learning that is linked and focused on student success.
 - a. Create a communication plan
2. Create a shared vision of transformational professional learning and inquiry that is an integral part of institutional culture and professional identity.
3. Learn and apply capacity-building tools of leadership to achieve this transformational Professional Development program.
4. Create a comprehensive evaluation plan that establishes benchmarks and outlines data/evidence to be collected and analyzed
5. Build a narrative that participants can use to create support/ownership at the college, region, or larger network.

The foundation of the institute drew heavily upon 3CSN’s Theory of Change as well as the ideas promoted in “Promoting and assessing value creation in communities and networks: a conceptual framework” (Etienne Wenger, Beverly Trayner, Maarten de Laat, *Ruud de Moor Centrum*, 2011) and “An Introduction to Threshold Concepts” (Glynis Cousin, *Planet*, 2006).

Along with the ambitiously updated goals and outcomes, three questions were formulated to frame the inquiry that participants would engage in at BSILI 2013:

1. How do we best use our current resources (3CSN and other) to develop, sustain, and support leadership capacity and build high impact student success initiatives accompanied by robust professional learning?
2. How do we evaluate the impact of our initiatives and professional learning hubs/networks (local, regional, and CoP-based) on students, faculty, and staff and the California community college system?

3. How do we build a narrative about pedagogical, curricular, and institutional redesign—accompanied by wrap-around professional learning—that will engage all segments of the college?

This year's BSILI teams included **56 participants**, including faculty and administrators, from **20 different colleges**. These colleges were all alumni colleges, returning to deepen their learning and renew their connections to the network. These comments by repeat participants explains the rich intellectual and affective power of the BSILI community of practice:

"I decided to return for a second summer because of the amazing professional and motivational support provided and created at BSILI."

"I feel so blessed to know that I can pick up the phone and get support from such wonderful people. It allows me to tap into some of my own strengths and share my passions with colleagues."

"Hearing my own ideas and words being championed by others is amazing!"

The design and planning of BSILI 2012 was guided by 3CSN's Executive Director, and a team consisting of the Los Angeles Regional Coordinator, the Northern California Regional Network Coordinator and BSILI graduate, the Foothills and Inland Empire Network Coordinator and BSILI graduate, the Orange County Network Coordinator and Habits of Mind Community of Practice Lead, the two Southern California Network Co-Coordinators, the Reading Apprenticeship Project Director, the Integrated Curriculum Specialist and BSILI-graduate, the Far North Regional Network Coordinator and BSILI graduate, the Career and College Readiness Coordinator and BSILI-graduate, the ESL faculty at Pasadena City College and BSILI graduate, the Central Valley Regional Network Coordinators, the Researcher/ Evaluator, and the 3CSN Technology Director.

The 3CSN leadership has closely followed the BSILI teams since they graduated from the institute. Each week, 2 different colleges participate in a weekly 15-minute conference call to follow up with the leadership team. The colleges have shared their progress and asked for guidance with barriers they have encountered. Since the June retreat, colleges have:

- Revised plans for professional learning hubs
- Met with key administrators, faculty groups, and other constituents to initiate the college plans
- Held one-day workshops, Opening Day sessions, and other professional learning activities in order to share best practices, raise awareness about the professional learning hubs, and garner campus wide support for these learning hubs

These activities have taken place despite the fact that most of the colleges are not in session during the summer. As the fall semester begins, these learning hubs will rapidly expand. Each of these colleges will attend the Strengthening Student Success Conference in October, 2013 to

share the progress that they have made, the successes they have enjoyed, and the lessons they have learned.

The 3CSN evaluation team will also closely track 2013 BSILI participants to see how their professional identities change in the years after they graduate. Pre-institute and post-institute surveys have helped the evaluation team establish baselines for how connected these leaders are with the state-wide network, how familiar they are with student success best practices, and how involved they are with student success practices on their campuses, etc. The evaluation team will work closely with 3CSN and to follow BSILI participants and track the progress within their professional development hubs. The evaluation team will be able to determine how graduates' professional identities, sense of interconnectivity, and familiarity with student success best practices change in the coming years. These data will help 3CSN revise and define its practice further so it can provide increasingly useful and relevant resources through its regional networks and campus hubs.

CONCLUSION AND NEXT STEPS

3CSN aims to continue to address the needs identified by the Basic Skills Initiative and Student Success Task Force recommendations by expanding its vast face-to-face and virtual networks of support. The success of this network is evident by the fact that 3CSN was again awarded the 2013 ESL/BSI Professional Development Grant. And it is also evidenced by the support given by the **21** organizations and **87** California community colleges who signed on to be part of the consortium sponsoring the grant renewal application.

3CSN's ongoing network is dedicated to supporting educators across the state as they learn, pilot, evaluate, share, and scale up their ESL, basic skills, and student success programs, services, and practices. 3CSN supports colleges as they scale their best practices; it also supports colleges as they strive to learn about new emerging practices. It is developed, driven and supported by a network of educational peers; it is the power of this peer network that continues to drive the organization forward.

As 3CSN moves forward into the 2012-2-13 year and into the next five-year cycle of the grant, it will continue to expand and evolve so it can better serve educators who are dedicated to helping students meet their educational goals. Guided by its Theory of Change, over the next five years, 3CSN's will:

1. Expand its regional networks and communities of practice. Regional network coordinators will reach out to more educators while Communities of Practice coordinators will continue to pilot, evaluate, and expand successful programs, services, and practices (See Table 12 for a list of the 3CSN Leadership Team).
2. Foster opportunities for professional learning, innovation, and interconnectivity through workshops, ESL/BSI coordinator's workshops, LINKS events, faculty inquiry groups, partnerships, and presentations across the state.
3. Through the development of data tools, data inquiry groups, and professional learning workshops, 3CSN will continue to assist community college professionals as they learn to use data in order to develop, evaluate, revise, and scale their innovative programs, services, and practices.
4. Expand the virtual network of support by adding online courses, online repositories, GIS mapping capabilities, and electronic resources.
5. Continue to offer leadership retreats where educators can learn to build professional learning hubs and centers of innovation and learning at each of the 112 community college campuses across the state.

Table 12: 3CSN Leadership Team

3CSN Team Member Title	Name
Executive Director	Deborah Harrington

Reading Apprenticeship Coordinator	Nika Hogan
California Acceleration Project Coordinator	Katie Hern
Habits of Mind Community of Practice Leader	Jan Connal
Career & College Readiness Coordinator	Crystal Kiekel
Technology Director	Bradley Vaden
Integrated Curriculum Specialist	Becky Rudd
Northern California Network Coordinator	Ann Foster
Southern California Network Coordinator	Jeanne Costello
Southern California Network Coordinator	Maria Perser
Far North Regional Coordinator	Miya Squires
Central Valley Regional Coordinator	Donna Cooper
Central Valley Regional Coordinator	Erik Armstrong
Foothill Inland Empire Regional Coordinator	Agnes Jose-Eguaras
Los Angeles Regional Coordinator	Roza Ekimyan
Orange County Learning Network Coordinator	Jan Connal