

BASIC SKILLS COORDINATOR'S JANUARY 2016 TELEPHONE MEETING

LeBaron Woodyard, Dean
California Community Colleges Chancellor's Office,
Academic Affairs Division

January 8, 2016
12:00 PM – 1:00 PM

Audio Setup



IF YOU ARE LISTENING OVER THE TELEPHONE, CLICK THE TELEPHONE HANDSET ICON.



IF YOU ARE LISTENING OVER YOUR COMPUTER, ADJUST THE VOLUME WITH THE SLIDER.



Chat Messages



If you have a question during the webinar, please type it in the chat window, preface it with ???, and raise your hand. This will help streamline the question and answer process.

A screenshot of a chat window. The first message is from 'Russ' at 2:36 PM, asking 'Will this session be recorded to allow me to share it with my colleagues?'. The second message is from 'ET' at 2:37 PM, replying 'Yes, I will be recording this session.'.

Russ 2:36 PM
Will this session be recorded to allow me to share it with my colleagues?

ET 2:37 PM
Yes, I will be recording this session.

This message is being sent to everyone!



ENTER YOUR MESSAGE & CLICK ENTER –
MESSAGE APPEARS IN CHAT WINDOW ABOVE.

Participant Interaction

EMOTICONS
Emoticons automatically disappear within seconds

- Smiley Face
- LOL
- Applause
- Confusion
- Approval
- Disapproval
- Slower
- Faster
- None

STEPPED AWAY
Click once to step away, click again to return

HAND RAISE
Click once to raise your hand, click again to lower

POLL RESPONSE

MAIN ROOM (2)
Donna
LOL

MAIN ROOM (1)
Donna
Away


MAIN ROOM (1)
Donna

MAIN ROOM (1)
Donna Moderator (You)

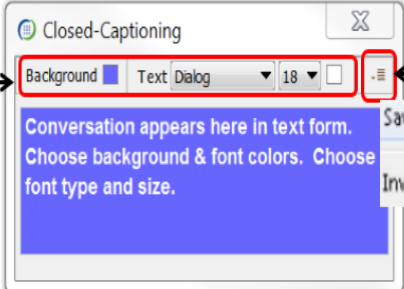
Yes
No
None

Closed Captioning

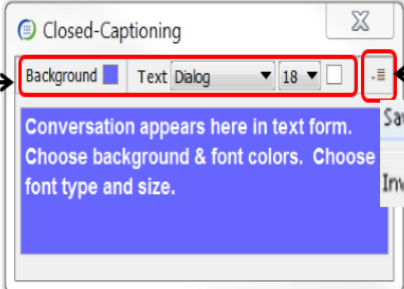
**CAPTIONER ADDS ICON TO THE SESSION
CLICK CC ICON TO VIEW CLOSED-CAPTIONING
WINDOW**



Make background and font changes here.

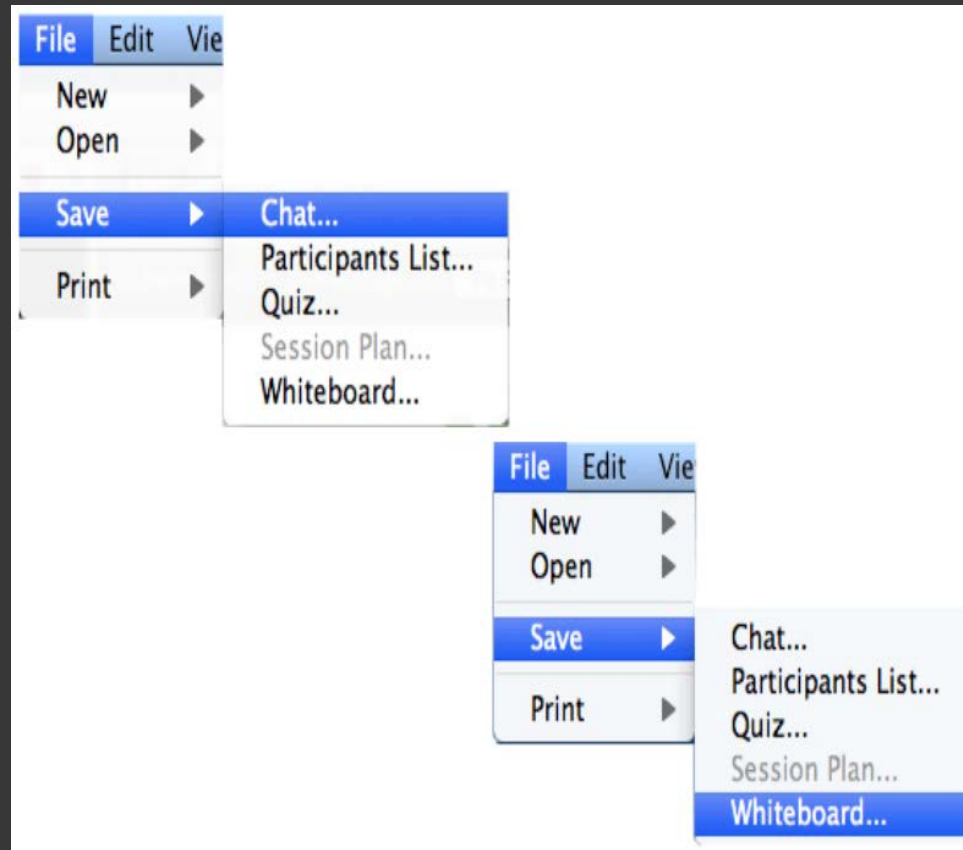


Save closed captioning text by clicking dropdown and selecting save..



Each time you close the Closed-Captioning window a new transcript is started, so only the captions that were entered since the last time you opened the window will be saved.

Save Chat or Whiteboard



BASIC SKILLS COORDINATOR'S JANUARY 2016 TELEPHONE MEETING

LeBaron Woodyard, Dean
California Community Colleges Chancellor's Office,
Academic Affairs Division

January 8, 2016
12:00 PM – 1:00 PM

Agenda Topics

- ⦿ Meeting ground rules, chat window, questions, meeting feedback survey, etc.
- ⦿ Basic Skills Coordinators Meeting Schedule for 2016
- ⦿ Basic Skills Student Outcomes and Transformation Program [\$60 Million Request for Application (RFA)] Overview
- ⦿ Basic Skills Partnership Program [\$10 Million Request for Application (RFA)] Overview
- ⦿ Basic Skills Advisory Committee Update
- ⦿ Governor's Proposed Increase for the Basic Skills Initiative Budget for 2016-17
- ⦿ Future agenda items and presentations
- ⦿ Meeting Evaluation

Basic Skills Coordinators Meeting Schedule for 2016

1/8/2016	12:00 PM	1:00 PM
2/12/2016	12:00 PM	1:00 PM
3/11/2016	12:00 PM	1:00 PM
4/8/2016	12:00 PM	1:00 PM
5/13/2016	12:00 PM	1:00 PM
6/10/2016	12:00 PM	1:00 PM

Basic Skills Student Outcomes and Transformation Program Update

- Program designed to move more basic skills students through the pipeline faster
- \$60 Million in one time funds
- Three year implementation period, July 1, 2016 - June 30, 2019
- Up to \$1.5 Million per application

- ① Six “evidence based” practices and principles
- ① Request for Applications (RFA) for competitive grants scheduled to be released Mid-December

Program Authority

- California Education Code Sections 88800, 88805, and 88810
- *The Community College Basic Skills Student Outcomes and Transformation Program.*
- Request for Application (RFA) will be released on January 19, 2016
- Applications are due on March 25, 2016

Regional Technical Assistance Conferences

- In February three (3) regional technical assistance conferences will be conducted.
 - North
 - Central
 - South
- Dates, locations, and times will be released with the RFA

Regional Technical Assistance Conferences

- Format is designed to provide more information on the application process and the six evidence based practices and principles
- General morning session
- Breakout sessions in the afternoon
- Colleges are encouraged to send teams to these meetings

College Efforts

- ⦿ Colleges are required to redesign one or more of the following in any combination:
 - Curriculum,
 - Career Pathways,
 - Assessment and placement procedures

Eligibility

- Only California Community Colleges with a California Community College District may apply
- Community colleges will be allowed to submit only one application per college.
- Applications must select at least two (2) evidence based practices and principles as identified in the RFA

Eligibility (Continued)

- ⦿ Applications may identify evidence based practices and principles not identified in this RFA if they provide documentation of their effectiveness
- ⦿ Ensure that plans are developed in consultation with campus faculty.
- ⦿ Ensure that faculty and staff participate in professional development regarding academic programs or new curriculum development or expanded as a result of the program.

Evidence Based Practices

- ① (1) Adopt placement tests or other student assessment indicators and related policies that may include multiple measures of student performance, including grades in high school courses, especially overall grade point average, results from the common assessment system, and input from counselors.
- ② (2) Increase the placement of students directly in gateway English and mathematics courses that are transferable to the University of California or the California State University and career pathways, with remedial instruction integrated as appropriate for underprepared students.

Evidence Based Practices

- ③ (3) Align content in remedial courses with the students' programs of academic or vocational study to target students' actual needs and increase relevance. This method is intended to encourage the development of remedial instruction focused on a student's identified academic need informed by the student's intended course of study.
- ④ (4) Contextualize remedial instruction in foundational skills for the industry cluster, pathways, or both, in which students seeks to advance.

Evidence Based Practices

- (5) Provide proactive student support services that are integrated with the instruction.
- (6) Develop two- and three-course sequences, as appropriate, for completion of a college-level English or mathematics course, or both, for underprepared students, by either utilizing technology, where appropriate, to enhance the adoption of the high impact practices specified in methods (1) to (5), inclusive,

Evidence Based Practices

- (7) Or implement other effective basic skills course strategies and practices not specified in methods (1) to (5), inclusive, subject to the college providing evidence that substantiates the practice is effective.

Application Plan Components

- ① Describe the community college's current practices with regard to the selected high impact practices and its readiness to implement the new interventions.
- ① Articulate targets for the share of entering students projected to be served by these interventions over the three-year implementation period.
- ① Set goals for the share of entering students who complete a college-level English or mathematics course within three semesters or less after enrollment.

Application Plan Components

- ① Identify key strategies and implementation benchmarks for evaluating the progress of campus efforts to implement the selected interventions.
- ① Detail the number of campus faculty likely to be involved in all selected high impact interventions and the plan for addressing their professional and technical assistance needs.

Scoring Rubric

- ◎ 100 Regular Scoring Points
- ◎ Up to 12 Additional Points can be achieved in three areas
 - Linkages to K-12
 - Scaling existing practices
 - Providing services to more students
- ◎ Total of 112 Scoring Points

Collaboration with local school districts serving K-12 for better articulation of English and Mathematics instruction

- Proposal applications are encouraged to collaborate with local school districts serving K-12 to better articulate English and Math instruction between the high schools and community colleges. Colleges may draw on and expand existing collaborations or develop new ones where they do not currently exist.

Scaling Up Existing Practices

- ◎ The California Education Code section 88810 (d) (1) (A) requires that priority criteria be established for those proposals that "scale-up existing practices". If the application is scaling up existing practices identify the amount of students being served currently by the practice or principle and how the practice will be scaled and the proposed number of students that will be served.

Providing Services to Greater Proportions of Students

- The California Education Code section 88810 (d) (1) (B) requires that priority criteria be established for those proposals that "provide services to greater proportions of students". If the application is providing "services" to greater proportions of students identify the amount of students being served currently by the "service" and how the "service" will be scaled and the proposed increase proportion number of students that will be served.

Basic Skills Partnership Pilot Program Update

- Program design to provide remedial support for entering or enrolled California State University students
- \$10 Million in one time funds
- Five regional projects of \$2 Million each
- Must be in collaboration with a California State University campus
- Request for Applications (RFA) for competitive grants scheduled to be released 12-8-15

Authority

- California Education Code 88700
- \$10 million in Proposition 98 funds to be used by California community colleges in coordination with school districts and public universities to provide efficient and effective basic skills instruction to California State University students through California Community Colleges
- The purpose of these funds are not to assess the feasibility of but to actually deliver instruction.

Regional Zones

- **Northern Zone – 8 CCs and 3 CSUs**
- **Upper Central Zone – 39 CCs and 6 CSUs**
- **Central Zone – 17 CCs and 5 CSUs**
- **Upper Southern Zone – 40 CCs and 7 CSUs**
- **Southern Zone – 9 CCs and 2 CSUs**

Regional Zones

- This is a one-time grant to be divided between five community college districts, each of whom will receive \$2M (\$10M total).
- Only one project per Regional Zone

Plan Components

- A community college district that chooses to apply for a grant under this section shall include the following components of its plan in its application

Plan Components

- ① 1. A list of the community colleges and the California State University campuses that will work jointly to develop effective instruction in basic skills and provide instruction to focus on students enrolled, or who will enroll, at California State University campuses (Ed Code §88700(c)(1)).
- ② 2. A commitment from the California State University campuses listed in number 1 above that these campuses will direct students to instruction at community colleges (Ed Code §88700(c)(2)).

Plan Components

- ③ 3. A narrative explaining the strategy for directing students to instruction at community colleges and integrating this instruction with programs at California State University campuses (Ed Code §88700(c)(3)).
- ④ 4. A letter from each of the presidents of the California State University campuses listed in the application pursuant to paragraph (1) indicating support for the plan and identifying the fiscal impact for his or her particular campus (Ed Code §88700(c)(4)).

Plan Components

- ⑤ 5. A narrative describing any effective evidence-based instructional strategies and practices the community colleges have implemented for the delivery of basic skills instruction and any efforts the community colleges have made to incorporate effective evidence-based instructional strategies and practices within the delivery of their basic skills instruction (Ed Code §88700(c)(5)).
- ⑥ 6. A narrative describing how faculty was involved in the development of the plan (Ed Code §88700(c)(6)).

Plan Components

- 7. A narrative describing if and how the community college district intends to incorporate the use of student success data to inform the delivery of its basic skills instruction (Ed Code §88700(c)(7)).

Plan Components

- 8. A narrative describing the measures the community colleges listed pursuant to number 1 above will undertake to collaborate with local school districts serving kindergarten and grades 1 to 12, inclusive, to better articulate English and mathematics instruction between high schools located in the community college district and the community colleges and the California State University campuses listed in number 1 above (Ed Code §88700(c)(8)).

Basic Skills Advisory Committee Update

- Work group to plan an event to bring colleges together to discuss how to link basic skill, SSSP, and student equity plans
- Work group to plan reading of basic skills plans for 2015-16
- Work group to design evaluation elements of two RFA projects
- 2016-17 Basic Skills Activity Plans and submission dates planning

Governor's Proposed Increase for the Basic Skills Initiative Budget for 2016-17

- Basic Skills Initiative
- \$30 million increase to the existing Basic Skills categorical to incentivize and support colleges that successfully implement research-based practices that transition students from basic skills to college-level programs

Budget Update (Continued)

- More details on program criteria and the funding allocation model will be known when the trailer bill language is released at the end of January, but we are told that the increase is ongoing and the allocation model will include a hold harmless provision so that no college will receive less in the future than they currently receive, despite changes to the allocation methodology.

Future Agenda Items and Presentations

- Coordination of Basic Skills Plans and Student Equity Plans
- Community College Basic Skills and Student Outcomes Transformation Program
- Basic Skills in the Online Education Initiative
- Basic Skills Partnership Pilot Program



Next Meeting/Archives

- Next Meeting is December 4, 2015 from 12:00 Noon – 1:00 PM
- Call in and login information is the same for each month.
- Access to previous meeting archives and slides are located at the following URL:
<http://extranet.cccco.edu/Divisions/AcademicAffairs/BSICoordinatorsWebinarArchive.aspx>

Evaluation Survey

Help us improve the monthly Basic Skills coordinators meeting by filling out a short anonymous online feedback survey at the following URL:

<http://www.surveygizmo.com/s3/2051932/CCCCO-Basic-Skills-Coordination-Monthly-Meeting-Feedback-Evaluation-Form>

