2016 ESL/Basic Skills Professional Development Grant Annual Report

Submitted by
Los Angeles Community College District
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Addressing the needs of underserved students and increasing the capacity of community colleges to help these students succeed in completing certificates, degrees and/or transfer requirements has been the focus of the California Community Colleges Chancellor’s Office (CCCCO) Basic Skills Initiative (BSI) through its Professional Development Grant, a.k.a., 3CSN, the California Community Colleges Success Network. This grant was awarded to 3CSN largely in recognition of the fact that few of the nearly 100,000 faculty, administrators, and staff in the system have received any type of preparation or training to address the needs of basic skills students at the classroom, program, or institutional levels (Kozeracki, 2005). 3CSN’s successful bid to represent the CCCCO’s BSI also is due to a growing awareness of the benefits of collaboration in educational settings, and this has contributed to the growth of professional networks that connect individuals and institutions (Mullen & Lick, 1999) on an ongoing basis— the very essence of 3CSN’s approach to professional development.

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. 3CSN has built its work primarily through its
infrastructure of regional networks and communities of practice:

- The regional networks hold regular meetings and events centered around local needs and best practices, and regional network coordinators provide technical assistance to improve each colleges’ capacity to generate research, apply research to program development and evaluation, and to build each colleges’ capacity for ongoing professional development, including participation in local, regional, and statewide communities of practice.

- The networked communities of practice center on curricular and institutional redesign and involve empirically studied interventions including Reading Apprenticeship, English and Math Acceleration, and Habits of Mind as well as commonly identified areas of interest, like Career and Technical Information, Threshold Concepts, Peer Assisted Learning, and Culturally Responsive Teaching and Learning, which is focused on equitable mindedness.

Both the regional networks and communities of practice are highly coordinated and iterative efforts incorporating academic research and inquiry with engaging and collaborative problem-solving practices to achieve large-scale increases in student pathway completion.

The California Community College Success Network (3CSN) works through networks 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. 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). This funding year, 3CSN has begun a new CoP, entitled “Equity Project,” which focuses on Critically Responsive Teaching and Learning. Also, the California Acceleration Project has successfully become a self-directed CoP and will continue its work outside of the 3CSN grant. The 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.

- Newer communities of practices, like Habits of Mind (HoM), Threshold Project, Career and Technical Education (CTE) expanded in the 2014/15 academic year with well-attended...
workshops, leadership retreats, and online resources.

- Last year’s 3CSN’s new community of practice, the Learning Assistance Project (LAP), had a strong first year. LAP focused on exploring how educators can further professionalize peer assisted learning by empowering both tutors and tutoring coordinators through presentations, convenings, and data sharing. Through these activities, LAP aims to improve peer educator training, share successful peer education practices, and integrate peer assisted learning further into the college culture. LAP continues to grow in its second year and is planning for a larger scale Tutor Expo this spring at Pasadena City College.

- Supporting the CCCCO’s Basic Skills and Student Outcomes Transformation (BSSOT) Program by assisting campuses in planning their professional learning for BSSOT implementation at BSILI (see BSILI Section) and by presenting workshops and guided activities at the BSSOT Summit on August 2-3, 2016.

- 3CSN’s newest community of practice, Equity CoP. Its first leadership workshops will be held in November 2016 at Kellogg-West.

3CSN continues to support the efforts of colleges’ faculty and staff by providing the Basic Skills Cohort Tracking Tool. 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. With such data now at their fingertips, 3CSN-inspired change agents can make more effective cases on their own campuses for data-driven reforms. The Cohort Tracking Tool has become an ongoing part of both the yearly BSI reports and yearly Student Equity reports. As participation in 3CSN-sponsored events has increased, so have the requests for tools that will help colleges explain the urgency for significant institutional change.

There continues to be several internal and external evaluations and studies done around the work of 3CSN. The work of 3CSN has been the focus of several recent dissertations as well as studies supported by the Research and Planning group, the University of California at Los Angeles and Learning Works. Together, these tracking tools, dissertations, and studies increase the visibility of this work and help make the case for urgent institutional change. There is an
updated evaluative evidence from research performed in the past year regarding the work of the Faculty Teaching and Learning Academy and the Basic Skills Initiative Leadership Institute (BSILI) are included within this report. This upcoming year, the RP Group will be investigating the processes and practices of community college leaders who have emerged from BSILI.

3CSN is continuing in its efforts of integrated planning of state funded initiatives. For the past two years, 3CSN has led this charge across the state, working with educators at the college, district, and regional level to crosswalk and integrate college plans around Student Equity, Basic Skills Initiative, Student Success and Support Programs (SSSP). 3CSN has developed a crosswalk guide between these plans, comparing goals, due dates, target populations, and other pertinent information. This crosswalk was used as a discussion tool at BSI convenings, regional events, and the leadership institute. Additionally, some campuses that participated in integrated planning events also applied for and received the Basic Skills Transformation Grant (BSSOT). This upcoming year, 3CSN will focus on integrating BSSOT plans into the campuses’ other student success initiatives.

Overview of 2015-2016 Key Accomplishments

This report will describe key accomplishments for the 2015-2016 year of the ESL/BSI Professional Development Grant, commonly known as 3CSN--The California Community Colleges Success Network. Highlights include:

• 3CSN was able to reach all 113 of California’s community colleges for the second year in a row. There were over 2,000 participants in the workshops and over 3,000 people participated in a 3CSN conference presentation (See Table 1 below).

• More than 45% of participants in the Regional Network events stated that they were “new” participants in a 3CSN event.

• Regional Networks increased the number of events, participants, and colleges (unduplicated) served (see Table 2).

• More importantly, the Central Valley Region, North/Far North Region, Orange County Region, and San Diego Region doubled the number of participants and campuses, with some regions serving four times as many participants as they did last year.

• 88 presentations at conferences, workshops, and events across the state and around the country, including webinar via Zoom and reaching an additional 3,602+ educators. (See Appendix A: 2015-2016 3CSN Table of Conferences, Workshops, and Events)
• Significant development and expansion of **key partnerships** (See Appendix B: 2015-2016 3CSN Partnerships). Of particular note is the collaboration with the RP Group and CCCO on the Institutional Effectives Partnership Institute (IEPI).

• Continued facilitation of broadly attended Basic Skills Reporting Sessions and Coordinator Events with a particular focus this year on the Basic Skills and Student Outcomes Transformation (BSSOT) Grant.

• Ongoing expansion of the Reading Apprenticeship Project Community of Practice (RAP CoP). This year:
  - **1st Annual Statewide Reading Apprenticeship Conference** with **162 educators** participating from community college and K-12 educational systems. There were **42 CA community colleges** participating.
  - RAP increased participants through its workshops that now include RA for First Year Experience Programs, Learning Assistance (tutoring), and STEM components.

• Continued strengthening of the Habits of Mind (HoM) Community of Practice:
  - HoM Community of Practice trained over **150 faculty, staff, and administrators** in 2015-2016, making its total number of participants since its launch in 2012 reach **over 1,450 from 89+ colleges** in the state.
  - HoM Leadership Institute in Spring 2016 trained **30 participants** in the HoM practices, which will expand the trainings for the next academic year
  - HoM for Student Equity began in the Los Angeles Region at West L.A. College
  - Expansion of HoM for Learning Assistance

• Development of partnerships between the Threshold Community of Practice and the CSUs:
  - CSU Collaborative team participated in BSILI 2016 and has met once a week via Zoom conference calls
  - Created all day events to introduce CSU and CCC Faculty to the online professional learning Hub to begin in September 2016
  - The Threshold Project has partnered with the AAC&U’s Faculty Collaborative Project. 3CSN is part of the advisory committee for the project.

• Links 2.0 “Building Community and Expanding Networks for Equity and Innovation” at College of the Canyons was **the first LINKS two-day event**. There were **82 educators** from **40 different community colleges** present.
• Introduction of a newest CoP: Equity Project emerged through our LA Region and through LINKS 2.0 it was introduced. The Equity Institute, the first leadership workshops will be held in November 2016 at Kellogg-West.
• Regional and CoP logic models were created during the last retreat (See Appendix C: 3CSN Regional Network Logic Models).
• Last year’s new CoP, Learning Assistance Project (LAP) has increased participation from numerous colleges in the Southern California, including Riverside Community College, Cuyamaca College, Cuesta College, and Grossmont College
• Annual Tutor Expo had more than 200 participants, including tutors and their coordinators presenting at San Diego City College.
• 3CSN plans to support the BSSOT awarded campuses through uniquely designed workshops to meet their implementation and scale-up needs. This will one of the focuses of the BSI Kick-Off(s) scheduled for September 2016.
• Expanded capacity through the use of technology for expanding the 3CSN knowledge-sharing hub via access to online courses and interactive CCC Confer Zoom webinars, and use of GIS mapping to track statewide progress.

3CSN continues to expand the reach of its network. Table 1 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 for 2015-2016 Reporting Period

<table>
<thead>
<tr>
<th>Type of Event</th>
<th>Objectives</th>
<th>Total # of Events</th>
<th>Total Participants</th>
<th>Total Event Contact Hours</th>
<th>Unduplicated College Count</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LCoP—Leadership</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communities of Practice: multi-day institutes accompanied by ongoing technical assistance and support over the year</td>
<td>1,3,4,5</td>
<td>14</td>
<td>1,847</td>
<td>112</td>
<td>66</td>
</tr>
<tr>
<td><strong>PL Hubs—professional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning events designed to support local, regional, and statewide student completion initiatives</td>
<td>1,2,3,5</td>
<td>32</td>
<td>799</td>
<td>139</td>
<td>94</td>
</tr>
<tr>
<td><strong>Regional Networks</strong>—Half-day and one-day events focused on selected topics**</td>
<td>1,2,4,5</td>
<td>29</td>
<td>1,198</td>
<td>260</td>
<td>98</td>
</tr>
<tr>
<td><strong>BSI Coordinator’s</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Convenings</strong>—Focused on action plans, data, and evaluation**</td>
<td>1,2,4,5</td>
<td>8</td>
<td>61</td>
<td>16</td>
<td>46</td>
</tr>
<tr>
<td><strong>LINKS 2.0</strong>—A two-day leadership event focused on student completion**</td>
<td>1,2</td>
<td>1</td>
<td>82</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total 3CSN Event</strong></td>
<td>84</td>
<td>3,987</td>
<td>537</td>
<td>113</td>
<td></td>
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<tr>
<td>----------------------</td>
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<tr>
<td><strong>Conference Presentations</strong>—sessions given at state and national conferences disseminating the work of 3CSN</td>
<td>1,2,3,4,5</td>
<td>88</td>
<td>3,602+</td>
<td>211</td>
<td></td>
</tr>
<tr>
<td><strong>Total 3CSN activities and participants served</strong></td>
<td>172</td>
<td>7,589+</td>
<td>748</td>
<td></td>
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</tr>
</tbody>
</table>
Organization of Report

This 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:** Build upon the infrastructure started by LACCD/3CSN as 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/or statewide workshops and technical assistance to build colleges’ local capacity to increase student success and equity.
- **Objective #3:** Conduct a Summer Leadership Institute for community college practitioners who serve developmental students (administrators, staff, and faculty across disciplines).
- **Objective #4:** Assist colleges with data collection, benchmarking, and outcomes assessment related to increasing ESL/basic skills student success.
- **Objective #5:** Expand the current web-page and electronic information sharing strategies for building a knowledge base and providing valuable information regarding effective practices. 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.
Objective 1

Objective 1 is to build upon the infrastructure started by LACCD/3CSN as 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 receive ongoing support and resources while they share effective practices and lessons learned.

This main network is maintained through leadership retreats and weekly calls, regional networks, and Communities of Practice.

1. Weekly Calls and Retreats - 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. To close the end of this grant period, the 3CSN coordinators met in Ventura, CA., July 2016 to discuss the strengths of their network and the needs of the colleges in their regions. Each regional network created logic models and professional learning plans, which outline the objectives of the region and 3CSN for the upcoming academic year and beyond (See Appendix C: 3CSN Regional Network Logic Models).

2. Regional Networks - 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 informed and connected to other colleges throughout the region as well as throughout the state. The need for regional network coordinators has increased due to the growth of 3CSN’s CoPs and rate of participation; to meet this need 3CSN has increased the number of coordinators in all regions. These new coordinators will begin in the 2016-2017 grant period and have already attended a new coordinator training, which was held in conjunction with the 3CSN retreat in July. Additionally, regional network coordinators will be facilitating more
meetings/events with the BSILI colleges in their area, which will provide more support and a
deeper understanding of a college’s professional development growth and successes in student
outcomes.

3. Communities of Practice - The networked Communities of Practice (CoPs) enable the
delivery of sustained professional development around proven successful practices; they also
contribute to scaling these practices 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.

1. 3CSN Team Calls and Retreats

3CSN team members meet weekly via phone conferences to review long-term goals and
establish short-term goals, develop plans to meet those goals, and collaborate in planning
regional, statewide, or Community of Practice events. The team also participates in four annual
retreats, which provide essential conversational and collaborative space for: evaluating past
events, setting long-term goals, designing innovative events, workshops and programs that
embody core principles of high impact and sustainable professional learning, and establishing
next steps to maintain the short-term and long-term health and impact of the network so it
continues to effectively support California community college educators. The 3CSN leadership
team met three times during the last twelve months: July 2015, January 2016, May 2016. Some
major outcomes from these retreats include:

**July 2015 Retreat**

This retreat provided the team with time and space to plan for the 2015-16 academic year after
carefully assessing data gathered during 2014-2015. During this retreat, the team

- Analyzed and revised 3CSN’s data needs
- Updated its data collection and reporting process
- Updated event planning processes and related forms
- Refined communication protocols
  - Weekly phone conversations
    - Team Calls
- Leadership Calls
- Communication with CoP Coordinators
  - Storing/retrieving documents via Dropbox
  - Website updates
  - Regional outreach
  - CoP outreach
- Reviewed results of BSILI survey
- Initiated event planning for:
  - Reading Apprenticeship Conference
  - LINKS 2.0
  - Tutor Expos
  - Strengthening Student Success Conference-Post Conference Sessions
  - Threshold Project Convenings

January 2016 Retreat

During this retreat, the team
- Analyzed information from Fall 2015 events
- Updated list of services 3CSN provides districts and colleges
- Reviewed its partnership structure and outlined criteria for effective partnerships
- Reviewed data collection and reporting processes to better identify what that data is telling us about 3CSN’s reach (e.g. 51.5% of OCLN event participants were new to 3CSN) and determine methods for streamlining data gathering to maximize our use of data.
- Spring 2016 event planning--Furthered plans for:
  - LINKS 2.0
  - Tutor Expos
  - Reading Apprenticeship Conference
  - Basic Skills Coordinators Event
  - NADE Presentations and support
- Technology Updates
  - Used Zoom technology to determine how to best use it within 3CSN organization and for professional learning events
• Revised plan for event webposts
• Developed plan for website redesign
• Started process of revising checklists; part of creating training binder for new coordinators
• Completed MidYear Report writing
• Developed plan to support colleges in understanding and writing Basic Skills Student Outcomes Transformation Grant
  • One pager flyer
  • Promotion plan for Chancellor’s Office events
  • Support for regional colleges with proposals
• Discussed our own professional development needs as an organization
• Discussed need to develop and share Facilitation Guide
• 2016-2017 Event Planning
  • Equity Institute
  • 2016-2017 Communities of Practice applications
  • Strengthening Student Success Conference Post-Conference Sessions

May 2016 (1-day retreat)
During this retreat, the team
• Reviewed attendee list and related initiatives
• Reviewed BSILI 2015 Curriculum to determine what to keep for this year’s group of teams
• Researched teams’ initiatives to select and develop frameworks for BSILI 2016
• Prepared opening day activities
• Read selected articles to determine usefulness for BSILI 2016
• Assigned specific sections of curriculum to pairs and/or trios of coordinators
2. Regional Networks

3CSN’s regional networks are professional learning communities that invite collaboration among community college educators in a given region. 3CSN’s regional coordinators organize and facilitate a range of events/workshops, including BSI Reporting/Sharing Events, Community of Practice workshops, and LINKS. Coordinators maintain contact with BSI Coordinators and BSILI team members within their regions via on-site visits, check in calls and electronic communication to informally and formally assess professional learning needs within their respective regions, which in turn helps them build meaningful professional learning events within their regions. Regional coordinators are also cross-trained in one or more CoP topics so they can lead or co-facilitate regional workshops. In this way, 3CSN’s structure sustains and builds regional networks that encompass and grow the work of its Communities of Practice as well as locate and promote emerging local high impact practices. The regional networks also enable 3CSN to communicate directly with faculty, which allows for just-in-time professional learning opportunities and provides 3CSN with knowledge of the emerging topics in the field, both locally and at the state level. Through these regional events and direct communications, 3CSN is able to further promote its range of professional learning events from ½ day workshops to year-long, multi-day institutes. During this past year, many of these workshops and conversations have focused on aligning planning efforts among BSI, SSSP, Student Equity, and BSSOT.

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. Understanding the professional learning needs of their local colleges is essential to the coordinators and in doing so, they have been able to facilitate events, meetings, and summits centered on emerging objectives from local practitioners, such as the Los Angeles Regional Network’s Summits. The findings of UCLA’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.

The regions, each coordinated by a Regional 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. Through this expansive networking process, 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” principle enabling a ripple effect across the state. Some major accomplishments for the regional networks include:

- Expanded regional activities for the Los Angeles, San Diego, and Orange County regions.
- 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. (See Appendix B: “2015-2016 3CSN Partnerships” for a list of 3CSN partnerships).
- A new community of practice has emerged, Equity Project, has emerged. Leading the new CoP are Arnita Porter and Paula Brown, who are instructors from the LACCD and are also new regional coordinators for LARN.
- There will be five new regional coordinators starting in July 2016 for the next academic year. These coordinators will support the efforts in Los Angeles, Orange County, Far Northern Region, and San Diego. The hiring of more regional coordinators was needed due to the increase of 3CSN participants and 3CSN’s role in assisting campuses with the Basic Skills and Student Outcomes Transformation (BSSOT) Program.
- When taken together, over 2,500 educators have attended regional events in 2015-16 alone.
- Table 2 below summarizes the number of events, participants, and unduplicated colleges by region. See Appendices D - H for an overview of each region’s work over the past year and a complete list of events by region.
Table 2: 3CSN Events Hosted by Region

<table>
<thead>
<tr>
<th>Region</th>
<th># of Events</th>
<th># of Participants</th>
<th># of Unduplicated Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVRN</td>
<td>5</td>
<td>337</td>
<td>40</td>
</tr>
<tr>
<td>NCLN/FNRN</td>
<td>14</td>
<td>456</td>
<td>14</td>
</tr>
<tr>
<td>LARN</td>
<td>12</td>
<td>510</td>
<td>17</td>
</tr>
<tr>
<td>OCLN</td>
<td>6</td>
<td>104</td>
<td>33</td>
</tr>
<tr>
<td>SDIVN</td>
<td>6</td>
<td>121</td>
<td>25</td>
</tr>
</tbody>
</table>

3. 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 Habits of Mind (HoM) grew from the pilot begun at BSILI 2012, to a thriving CoP providing workshops to encourage practitioners to deepen their understanding of HoM and develop initiatives on their own campuses. CoPs around Threshold Concepts and Career and Technical Education have taken shape and grown in capacity, last year’s new CoP, Learning Assistance Project, has grown significantly in its first year. Beginning in the fall 2016, a new CoP, Equity Project, will begin hosting one-day workshops and will host its first leadership CoP in November. 3CSN supported seven communities of practices in 2015-2016, with CAP partnership ending in 2016 and a new CoP, Equity beginning in summer 2016.

a) California Acceleration Project (partnership ending 2015-2016)
b) Habits of Mind
c) Reading Apprenticeship Project
d) Threshold Project
e) Career and Technical Education
f) Learning Assistance Project
g) Equity Project

The major accomplishments of each will be outlined below in this order.
California Acceleration Project (CAP) Community of Practice

http://cap.3csn.org

Overview

The California Acceleration Project (CAP) was launched in 2010 to focus on one primary outcome: increasing the number of students who complete transferable courses in English and math, a critical early momentum point toward longer term degree and transfer outcomes. CAP has additionally received private support from the California Education Policy Fund, the Walter S. Johnson Foundation, LearningWorks, and the “Scaling Innovation” project of the Community College Research Center.

Growth and Reorganization:

For 2016-17, we have expanded the CAP Central leadership team to include four faculty – two in English, two in math. We also began charging fees to participating colleges, and we substantially expanded our menu of services, including offering two cohorts of the CAP Community of Practice, two cohorts of our Leadership Training Program, a new Design and Development Institute, and a new series of one-day workshops on transforming remediation. To make this expansion possible, CAP needs to function as an independent organizational entity under the fiscal sponsorship of the Foundation for California Community Colleges. While CAP will continue to ally with 3CSN on the broader mission of faculty-led professional development for student success, going forward, we will no longer be a 3CSN program or receive state funding from the BSI Professional Development grant to the LA Community College District. Private funding will enable us to offer services at a modest cost to colleges, incentivizing broader participation and accelerating the pace of implementation across the system.

Highlights from the CAP-3CSN Partnership (2011-2016)

- All 113 of California’s community colleges participated in one-day events, conference presentations, webinars, and other outreach about the need to transform remediation.
- With CAP/3CSN support, 61 colleges developed and offer English and Statistics pathways that reduced students’ time in remediation by at least a semester; aligned remediation with college-level requirements; and used high-challenge, high-support pedagogy.
- An evaluation by the RP Group found “large and robust” increases in student completion of transferable English and math requirements across the first 16 colleges offering accelerated
pathways with CAP and that all students benefited. Further, they found that CAP pathways eliminated the achievement gap for Black students in completing transfer-level math.

- CAP’s results were critical to building legislative support for the $60M Basic Skills and Student Outcomes Transformation program.

- CAP has been recognized for awards from the American Association of Community Colleges, the Association of California Community College Administrators, and the Research and Planning Group for California Community Colleges. This work is regularly featured in national events hosted by the Bill and Melinda Gates Foundation, Complete College America, Achieving the Dream, the Education Commission of the States, the American Association of Colleges and Universities, Jobs for the Future, and the Community College Research Center.

- The CAP website – [http://cap.3csn.org](http://cap.3csn.org) – has received over 100,000 visits since it was launched, with 28,000 visits each year.

**CAP 1-day CoP Workshops**

These regional workshops provide an introduction to acceleration to faculty and administrators from any California community college. CAP faculty present research on the problem of high attrition in traditional remediation and the improved results being achieved when placement policies and English and math curricula are redesigned. Since 2010, all 113 of the state’s community colleges have participated in CAP outreach on the need to rethink remediation. There were 127 participants in these types of events (See Appendix I: California Acceleration Project 1 Day & 1/2 Workshops).

**CAP Community of Practice (CoP)**

In 2015-16, we offered the fifth cohort of this program supporting faculty to teach in redesigned English and Statistics pathways. Participants attended three in-person workshops (June, September, January) that focused on developing curricular materials, sharing classroom activities, assessing student work, and addressing students’ affective/non-cognitive issues.
Table 3: California Acceleration Project Community of Practice

<table>
<thead>
<tr>
<th>Event Title &amp; Description</th>
<th>Date &amp; Location</th>
<th># Participants</th>
<th># Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP Community of Practice: 2015-16 Cohort</td>
<td>September 9-10, 2015 Chabot College</td>
<td>116</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>January 29-30, 2016 Skyline College</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CAP Leadership CoP**

In 2015-16, through a grant from the California Education Policy Fund, CAP launched a program to train faculty leaders to offer expanded accelerated approaches on their campuses. There were 13 colleges that participated:

**CAP LCoP Colleges 2015-2016**

- Butte College
- College of the Canyons
- Irvine Valley College
- Lake Tahoe College
- Los Medanos College
- Modesto Junior College
- Moreno Valley College
- Mt. San Jacinto College
- Ohlone College
- Porterville College
- San Diego Mesa College
- Skyline College
- Solano College

In addition to workshops, CAP CoP leaders hosted events to address colleges’ applications for the BSSOT funding. These took place on February 19th and 26th at College of Alameda and College of the Canyons. There were a total of **94 participants** that attended the events.

**b) Habits of Mind Community of Practice**

[http://hom.3csn.org]
Overview

3CSN’s Habits of Mind (HoM) initiative, launched in 2012, has reached more than 900 educators within the California community college system. It provides professional development for cultivating essential academic mindsets, dispositions and attitudes that students need to succeed in college and careers. The Community of Practice engages faculty in the pursuit of developing students’ inclination, capability, and commitment to actions that lead to productive outcomes. The initiative is grounded in the research literature developed by educational psychologists over the last twenty years, most notably that of Arthur L. Costa and Bena Kallick (http://instituteforhabitofmind.com/).

Recognizing that each student brings to college a unique set of learning experiences, expectations, values, and habits that influence what they attend to, questions they ask, choices they make, etc., the HoM initiative focuses on:

- Creating structures and practices that preclude poor choice-making;
- Incorporating Growth Mindset and Habits of Mind development into instruction and support services;
- Developing self-regulated learning strategies to support content mastery; Delivering services and resources that build self-efficacy and responsibility.

HoM CoP Activities

During the 2015-16 academic year, 15 professional learning opportunities – workshops and discussion groups – were held throughout the state, reaching over 200 participants. In addition, a library of relevant research, literature, instructional materials and professional development activities continues to be developed, collected and shared among members of 3CSN’s Habits of Mind Community of Practice. These resources become part of the Professional Development Clearinghouse Repository established by the Success Center for California Community Colleges.

HoM influences can be seen in the work of the Acceleration CoP (embedding growth mindset concepts within course content), Reading Apprenticeship (metacognition), Threshold Concepts (concepts accomplished through mastering habits of mind), CTE (contextualizing habits of mind within course content), and Learning Assistance/Tutoring (tutor training regarding growth mindset).
Recently, we have seen a rise in requests coming from individual campuses for introductory workshops. Regional coordinators have provided the support and organization needed to offer these workshops across the state, and practitioners from our BSILI college PL Hubs have helped conduct breakout sessions as part of these workshops in which they’ve shared the ways they’ve used HoM in their own classrooms and on their campuses to spread these practices to educators throughout their regions.

Additionally, as his dissertation focus, one of 3CSN’s Growth Mindset Institute facilitators, Miguel Powers, completed a study of the impact of using Habits of Mind as a classroom intervention to support student learning. His findings support the work he has initiated under the auspices of 3CSN and will inform the design of a more comprehensive study of the Habits of Mind CoP in the future. A summary of Dr. Powers’s study and its findings is included in the Appendix.

HoM has continued to develop and grow throughout 2015-16. As coordinator for this CoP, Jan Connal organized a number of workshops and institutes.

**HoM CoP 1-day Workshops**

HoM provides introductory workshops that are one-day and take place on a campus. With the support of the regional network coordinator, colleges request an HoM event and the regional coordinator contacts HoM facilitators and arranges their workshops with the host college (see Appendix J: Habits of Mind 1 Day & 1/2 Workshops). This past year, HoM also provided workshops in collaboration with college’s own unique professional learning events; these events supported and organized by the campuses. These workshops included:

- Cerritos College Growth Mindset sessions on February 26, March 25, and April 29, 2016
- San Diego Mesa College: Curriculum Redesign Institute on May 26, 2016
- Glendale Community College: Habits of Mind for College Bridge Program on June 16, 2016

**c. Reading Apprenticeship Project Community of Practice**

[http://rap.3csn.org](http://rap.3csn.org)

Overview
The Reading Apprenticeship Project supports the state’s 113 community colleges in developing and deepening students’ academic literacies across levels and disciplines. RAP is led by Nika Hogan, Pasadena City College English Instructor and Community College Director for the Strategic Literacy Initiative (SLI). In 14-15, Ann Foster, English Instructor from Santa Rosa Junior College and 3CSN Northern Regional Co-coordinator and Northern Network Coordinator, joined Nika as the RAP Co-coordinator to help to manage and nurture this large and dynamic network. Ann Foster continued as the RAP Co-Coordinator in 15-16 and will continue in this role in the next academic year.

Reading Apprenticeship offers a powerful instructional framework and ongoing professional development, helping instructors from all disciplines and levels to address the well-documented problem of community college students’ limited comprehension of academic texts. This problem is central to issues of inequity in community college outcomes, to issues of the “problems in the STEM pipeline,” as well as being central to faculty’s frustration at not being able to see their students succeed in courses ranging from Development Reading to Biology 101 to Organic Chemistry to philosophy and more.

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 RAP has grown considerably this year through continued outreach within and beyond the 3CSN network to introduce community college educators to this CoP. The 3CSN team of coordinators provides another layer of outreach for the RA workshops around the state. In partnership with the Strategic Literacy Initiative (SLI), 3CSN network coordinators have completed the RA Leadership Community of Practice and now lead 3CSN-sponsored RA workshops. To model the power of networking, 3CSN encourages people to attend events in discipline-specific or college-specific teams to broaden and deepen the impact of RA in their
classrooms and at their colleges. In 2015-2016 RAP held 8 events reaching over 196 educators. (See Appendix K: Reading Apprenticeship Project Day & 1/2 Workshops).

**RAP CoP Activities**

RAP participated in Modesto Junior College’s 2015-2016 faculty retreat at Asilomar Conference Center in Pacific Grove in mid-August and in the Strengthening Student Success Conference (SSSC) in Oakland in mid-October. At the Modesto event, RAP CoP facilitator, Ann Foster, presented a 75-minute overview of the Reading Apprenticeship framework and routines to faculty and administrators from across disciplines. Several of these participants attended the RA workshop at Cabrillo College two months later to learn more about integrating Reading Apprenticeship routines into their respective classes. At the SSSC, three Reading Apprenticeship practitioners representing three different disciplines and community colleges presented a session showcasing how to use Reading Apprenticeship routines in face-to-face and online settings. Nearly 30 conference attendees participated in this session to learn more about supporting students’ disciplinary ways of reading, thinking, and knowing.

**Reading Apprenticeship in STEM**

Members of the Reading Apprenticeship STEM Network also presented at the Strengthening Student Success Conference (SSSC) in Oakland in mid-October. In addition, four members of our Reading Apprenticeship CC STEM Network presented their work at the AACU STEM Conference in Seattle. This was the first time members of our network presented at a national conference with such a competitive proposal review process and with a majority of 4-year college participants. The presenters were: Lilit Haroyan (Physics, ELAC), Theresa Martin (Biology, CSM), Linda Zarzana (Chemistry, ARC), and Denise Hum (Math, Canada); in addition to having their work accepted, they presented to a packed room of more than 60 participants. The team distributed an evaluation, and 90% rated the session good or excellent. They have also been following up with participants who wanted more information about Reading Apprenticeship. Finally, an additional four colleges applied to and were accepted into the network:

- Cuyamaca College
Santa Monica College
Chaffey College
Foothill College

Reading Apprenticeship STEM Network Colleges to date are:

- American River College
- Canada College
- Chaffey College
- College of San Mateo
- College of the Canyons
- Crafton Hills College
- Cuyamaca College
- East Los Angeles College
- Foothill College
- Fresno City College
- Fullerton College
- Los Angeles Mission College
- Mission College
- Pasadena City College
- Santa Monica College
- Skyline College
- West Los Angeles College

Teams of STEM faculty from these schools will participate in Reading Apprenticeship professional development opportunities to bolster student success in their classes.

**1st Annual Statewide Reading Apprenticeship Conference**

3CSN and its co-sponsors (College of San Mateo and WestEd) organized and presented this conference on May 13-14, 2016 at College of San Mateo, bringing together **162 educators** from **3 Bay Area K-12** schools, **49 community colleges** (42 in California and 7 in Washington), **5 CSU campuses**, a regional correctional facility, two nonprofits, the California Community College Chancellor’s Office, and the California State University Office of the Chancellor.

The first day of the two-day conference featured 4 full-day introductory workshops for those new to the RA framework and for those RA practitioners seeking a refresher. The workshops were:

- Introductory Reading Apprenticeship Workshop
- Reading Apprenticeship and Learning Assistance
- Reading Apprenticeship and First Year Experience
• Reading Apprenticeship in STEM contexts

The second day featured 37 breakout sessions, each one lasting 90 minutes; these sessions showcased the work of current Reading Apprenticeship practitioners from California and Washington State. Presenters represented 15 California community colleges, 7 Washington community colleges, one Bay Area high school, and one California State University. Presentation topics showcased the flexibility of the Reading Apprenticeship framework and routines as is illustrated in the partial list of session titles below:

• Making Thinking Visible to Make Community Learning Work in Online and Face-to-Face ESL Classes
• Scenarios: Unifying Threshold Concepts in Oceanography
• Reading Apprenticeship in the First Year Seminar: Not Just an Academic Affair at CSUSB

Several RA practitioners are now involved in the RA Leadership Community of Practice. These LCoP participants are now facilitators of Reading Apprenticeship professional development on their own campuses and regionally, thus exponentially increasing the power of the CoP. This past fall, 3CSN-supported RA leaders lead or co-lead many of the RA workshops referenced above. These leaders come from a range of disciplines, including Physics, Biology, and Mathematics.

c) Threshold Project Community of Practice

Overview

The Threshold Project is an evolving community of practice supporting long-term, collegial, sustained learning and dialogue—across disciplines and across educational segments—about how a focus on threshold concepts and on equity can inspire us to reconsider our curricula and our approach to articulation, alignment, and assessment. Threshold concepts are those core concepts that transform our ways of thinking in a particular discipline. They have been described as transformative (because they change the way you see things), troublesome (because they defy your “common sense” view of things), and irreversible (because, once mastered, they are hard to “unlearn”). Threshold concepts are key to making progress in a discipline and to the kind of deep learning that students can transfer to new challenges and contexts, but identifying and
mastering them is not straightforward. Embedded in the definition of threshold concepts is the understanding that grappling with them is a messy, recursive, and liminal process. Students benefit from repeated, sustained attention to threshold concepts over the course of their education.

**California Faculty Collaborative**

To further its intersegmental connections, 3CSN continues to partner with CSU through its Threshold Project and the California Faculty Collaborative. The Collaborative includes a state liaison, a hub director, and a total of six Faculty Fellows, three from the CSU and three from the CCC system. Through support from AAC & U, the Collaborative is building an online learning environment that supports faculty access to and understanding of the following nationwide student success initiatives: Value Rubrics, Degree Qualifications Profile, WICHE State Passport, General Educations Maps and Markers, Multi State Collaborative, Signature Assignments, and Liberal Education America’s Promise. Throughout the past year, this group has conducted face-to-face meetings and bi-monthly video conferences using Zoom technology. Through this ongoing work, the Collaborative is designing and building an online, interactive professional learning hub to bring faculty together in discussion within and across segments and disciplines to transform students’ lives through their teaching.

The Collaborative’s Mission Statement and Theory of Change are outlined below.

**Mission Statement:**
We believe in equity-minded collaboration and pedagogy that support faculty and students in facing a changing educational environment to transform lives through learning.

**Theory of Change:**
If we create spaces (online and face-to-face) for equity-minded, learning-centered faculty collaboration (CC and CSU), then faculty will be inspired to improve (inter)disciplinary teaching practices resulting in better student learning and thereby closing achievement gaps.

**2015-2016 F2F Events and Meetings**
The Collaborative held Zoom video conferences every other Wednesday afternoon. Using Zoom technology and googledocs, the group has been able to complete the following and much more:

- Prototype interactive online events
- Pilot workshops for online environments and obtain feedback
- Develop videoclips showcasing Zoom technology and its use for online professional learning
• Develop landing page of website and obtain feedback on design
• Articulate group “why” to develop Mission Statement and Theory of Change
• Schedule an all-day event in September to introduce CSU and CCC Faculty to online professional learning hub
• Gather materials for online repository

Table 4: Threshold Project Events and Meetings

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Meeting</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28, 2015</td>
<td>Threshold Project Workshop</td>
<td>Fullerton College</td>
</tr>
<tr>
<td>January 7-8, 2016</td>
<td>Threshold Project Institute</td>
<td>Cal Poly Pomona</td>
</tr>
<tr>
<td>February 2016</td>
<td>AAC &amp; U Multi State Collaborative Meeting</td>
<td>New Orleans, LA</td>
</tr>
<tr>
<td>March 25, 2016</td>
<td>Threshold Project Workshop</td>
<td>El Camino College</td>
</tr>
<tr>
<td>April 29-30, 2016</td>
<td>3CSN’s LINKS 2.0</td>
<td>College of the Canyons</td>
</tr>
<tr>
<td>May 13-14, 2016</td>
<td>1st Annual Statewide Reading Apprenticeship Conference</td>
<td>College of San Mateo</td>
</tr>
<tr>
<td>June 12-17 2016</td>
<td>3CSN’s BSILI</td>
<td>UCLA Lake Arrowhead Conference Center</td>
</tr>
</tbody>
</table>

e) Career Technical Education (CTE) Community of Practice (CoP)

Overview

This CoP is designed for faculty and staff of CTE courses committed to the transformation of programs, departments and pathways to improve student outcomes in certificate completion and job attainment. This new initiative is available in two phases and is based on previous work done through the Career Advancement Academies and the TAACCCT Grants. Specifically this work is designed using a Single Structure Strategy implemented by C6, a consortium of colleges in the Central San Joaquin Valley, which created focused, integrated and accelerated pathways that have resulted in extraordinary completion and employment rates. The Central Valley Regional Network is linked to the CTE CoP through the Central California Community College’s Committed to Change (C6) Consortium. The C6 Consortium developed the Single Structure Strategy that is being used as the template for the CTE CoP. In addition, the leaders for the CTE
CoP consult with the other regional networks to seek out CTE faculty who are interested in participating in the community of practice. The CTE CoP has launched a number of events this year to promote involvement in the CoP. The first event was webinar on October 1, 2015 to introduce faculty to the CoP and launch the Open Education Resource book for CTE and Basic Skills faculty developed by the C6 TAACCCT grant initiative in the Central Valley. On December 4th and February 1st, the CTE CoP facilitated the workshop “Linking our Practice.”

f) Learning Assistance Project

Overview

The Learning Assistance Project (LAP), formally launched in June 2015 at BSILI, strives to foster a network of tutoring professionals in professionalizing tutoring, sharing effective practices, and advancing the field under the banner of student success. The roots of this CoP can be drawn back to BSILI 2013, which is when tutoring professionals at BSILI outlined initial steps for maintaining and growing a network of LAP professionals.

In its second year, the Learning Assistance Project (LAP), which promotes the professionalization of postsecondary tutoring through rigorous, ongoing professional learning for peer tutors, supplemental instruction leaders, and all educators in learning assistance, experienced tremendous growth both in terms of number of events offered and attendance.

In fall 2015, regional LAP events were held within Orange County, Los Angeles, and San Diego regions with an aim toward introducing the community to regional practitioners, to share ideas about tutoring and tutor training, and to begin to plan to participate in Tutor Expo, which is LAP’s flagship annual conference event that is held each spring in northern and southern California.

2016 marked the third year for Tutor Expo, the conference event by and for tutors and educators connected to learning assistance.

Tutor Expo Events 2016

- San Diego City College on March 11-12, 2016, attracted more than 250 participants, most of whom participated as part of a team (often tutors and their coordinator) from their home college
- Gavilan College on March 24, 2016 (“Making Connections”) attracted more than 100 participants who also attended largely as members of a team from their college.
LAP co-coordinators Crystal Kiekel, Mark Manasse, and Danny Pittaway also conducted a variety of presentations, site visits, and technical assistance calls throughout the academic year. Presentations were delivered at Strengthening Student Success, NADE, and ACTLA (See Appendix L: Learning Assistance Project ½ Day 1 Day Workshops). The goals of LAP remain to build the network of postsecondary learning assistance educators within the California Community College system to promote a shared community of practice to enhance the field for the benefit of student success.

More specifically, LAP seeks to:

1. Create continuity and a shared vocabulary among peer educators, peer assisted learning coordinators, and other learning assistance professionals
2. Identify successful practices in peer assisted learning and other learning assistance programs
3. Develop resources and training for peer-assisted learning coordinators and other learning assistance practitioners to assist with implementing successful practices, training peer educators and other tutors, and articulating and evaluating outcomes.

Also in 2015-2016 LAP presented observations from a statewide survey administered in spring 2015 to get a snapshot of the state of postsecondary tutoring (learning assistance) within the California Community College system. With roughly 40% of available institutions participating in the survey, the results bode well for future follow-up surveys in an attempt to reach a wider scope of the field. Looking ahead to the 2016-2017 academic year, LAP is poised to accomplish the following:

1. The establishment of a LAP Board that consists of individuals throughout the state who are committed to promote regional LAP events as well as planning for Tutor Expo along with the LAP co-coordinators.
2. The creation and deployment of a participant survey on the effect of the professional learning experience of Tutor Expo.
3. The establishment of a peer-reviewed journal as a complement to Tutor Expo as a forum for tutors and other educators in learning assistance to publish ideas from their presentation proposal.
4. The development of a menu of offerings based around the notion that there will be regional events in fall that focus on network/community building with an aim to support Tutor Expo which occurs each spring as a 1 or 2 day conference in northern and southern California.
g) Equity Project Community of Practice

Overview

The Equity Community of Practice, formally launched in June 2016 at BSILI, strives to support colleges to become equity-minded institutions that are committed to providing welcoming and supportive environments that are based upon equity principles, culturally responsive policies, and high-impact practices to address disparities, close achievement gaps, and meet the needs of each student.

The roots of this CoP can be drawn back to fall 2015 when 3CSN sponsored Equity Summit events in both the north and the south, drawing more than 200 attendees. Nearly 50% of those participants were new to 3CSN events which let us know that we were providing an important learning opportunity to serve an unmet need. With new projects being supported by statewide Equity funding, and new leaders being brought on to guide campus equity initiatives, 3CSN recognized the need to create a CoP that could support these important efforts.

3CSN has brought on two new team members to coordinate this new CoP: Paula Brown, a BSILI alumni and faculty from LA Harbor College, has been central to their efforts to provide Culturally Responsive Teaching and Learning (CRTL) training to all educators on their campus and in the Los Angeles Community College District. Arnita Porter is faculty from West LA College and is CRTL certified. She also serves as the Online Student Equity Coordinator for the Student Services division of the Online Education Initiative (OEI) and chairs the Student Equity Work Group charged with identifying and addressing the disparities and achievement gaps in online education as it relates to course and degree completion.

Equity CoP Goals:

1. Identify successful equity-minded policies and practices implemented to address disparate impact, close achievement gaps, and support student success.
   (KNOWLEDGE)

2. Provide professionals with training, tools and resources for developing an equity framework to ensure equity principles are embedded throughout policies, procedures,
strategic planning initiatives, and all aspects of the college. (INSTITUTIONAL PLANNING)

3. Practice consistent dialogue, information sharing, and collaborative activities to increase awareness, demonstrate the valuing of culture and diversity, encourage self-assessment, and promote inclusion for building equity-minded institutions. (PROCESS/EDUCATOR RELATIONSHIP)

4. Support educators to integrate principles of cultural humility, culturally responsive teaching and learning (CRTL), and other high-impact practices for instruction (face-to-face and online) and student services to facilitate engagement, increase retention and promote student success. (STUDENT INTERACTION/INSTRUCTION)

Equity CoP Activities:

1. Introductory overview presentations that begin the conversation on building an equity framework through information sharing and experiential activities.

2. CRTL training workshops that focus on high-impact practices to increase student retention and successful outcomes and provide an Equity Tool Kit. CRTL training offered or planned, so far, include:
   a. Fullerton College, Summer 2016
   b. LA Valley College, Spring 2016
   c. Merced, Fall 2016

3. Assessment, evaluation consultations and follow-up coaching.

4. An Equity Institute that introduces practitioners to a variety of approaches to building equity-minded institutions, with follow-up regional events, planned for November 18th and 19th, 2016 at Kellogg West in Pomona.

Equity CoP facilitators began introducing the goals of the community of practice at several events during 2015-16, including LACC Faculty Teaching and Learning Academy (FTLA), LINKS 2.0, BSILI, and CRTL Training at Los Angeles Valley College (Faculty, Tutors) and Fullerton College (4-part series for Frontline Staff). The first annual Equity Institute will be held at Kellogg West, Cal Poly Pomona on November 18-19, 2016. The two-day event will feature facilitated professional learning with topic-specific breakouts and focus upon principals and high-
impact practices for creating equity-minded instruction, services and institutions. Other scheduled events include:

- September 2, 2016: Introduction to CRTL for Tutors, San Diego Miramar College;
- September 23, 2016: Introduction to CRTL - Regional Event, San Diego Community College District;
- October 2016: Introduction to CRTL, Los Angeles Community College District.

Achieving institutional equity is essential to student learning. The Equity Community of Practice, through Appreciative Inquiry and Professional Learning, will provide resources and opportunities for collaboration and networking for professionals committed to transforming instruction, services, and campus culture in their daily practice to ensure our students’ needs are met in all aspects of their educational experience.
Objective 2

Objective 2 is to provide local, regional and/or statewide workshops and technical assistance to build colleges’ local capacity to increase student success and equity.

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 2015-16, 3CSN facilitated dozens of workshops, inquiry groups, events, and presentations through which ideas and high-leverage practices with the most potential were disseminated. This year, Learning in Networks for Knowledge Sharing (LINKS) was offered as a two-day event at College of the Canyons.

2015-2016 events that are highlighted in this report include the following:
1. Learning in Networks for Knowledge Sharing (LINKS)
2. PL Hubs
3. Institutional Effectiveness Partnership Initiative (IEPI)
4. Achieving the Dream (AtD) & Student Success Summits
5. 2015 Strengthening Student Success Conference
6. Basic Skills Advisory Committee
7. The Faculty Teaching and Learning Academy (FTLA)
8. Assembly Hearing at Oxnard Community College
9. BSSOT

Major Accomplishments

1. LINKS

LINKS 2.0: Building Community and Expanding Networks for Equity and Innovation, College of the Canyons, April 29th and 30th, 2016

3CSN’s popular Learning in Networks for Knowledge Sharing, previously offered once every semester as a one-day event in multiple regions, was re-conceptualized this year, becoming a two-
day event. LINKS 2.0 provided participants with evidence-based high impact practices, resources, and support in their efforts to improve outcomes and achieve goals established in their colleges’ student success and equity plans. The event featured speakers, hands-on trainings, college success initiative showcases, resource sessions, and encore presentations from the 2015 Strengthening Student Success (SSS) Conference. **82 educators** from **40 colleges** participated in this event.

**Event Outcomes:**

- Learn how to better situate themselves and their student success initiatives within the college’s equity work.
- Learn strategies for engaging in critical conversations to further equity goals.
- Increase awareness of resources and networks available (locally and statewide) to support their initiatives.
- Learn about current initiatives already in place at two-year colleges in CA and how those colleges have maximized resources to move their initiatives forward.

**Keynote presenters included:**

- **Veronica Neal, Director of Equity, Social Justice and Multicultural Education at De Anza College**
  She shared her journey with the principles and practices of cultural humility and how it has created a path to equity, transformation and liberation. She also discussed the necessity of leading with cultural humility when developing an equity framework and offered tools for co-creating an equitable community.
- **Paula Brown and Arnita Porter of LA Harbor College and West LA College**
  They provided an introductory training session on Culturally Responsive Teaching and Learning (CRTL).
- **Lindsey Malcom-Piqueux, Associate Director for Research and Policy, USC Center for Urban Education**
  She focused on the importance of embedding equity-mindedness into institutional practices. She discussed using data and inquiry to become equity-minded practitioners and the positive effects of equity-minded perspectives on student success.
- **Gilberto Q. Conchas, Professor of Education at UC Irvine**
He used a frame of critical hope to discuss and counter the deficit perspective on Latina/o education. He spoke of injustices within the educational system, discussed the importance of acknowledging and understanding cultural background and assets, and provided case studies of communities and schools replicating successful structures to confront Latina/o educational inequality.

Strengthening Student Success Conference Encore Sessions included:

- Engaging Resistance - Laura Hope, Leading from the Middle
- Enhanced Multiple Measures for Placement and Student Mentoring - Craig Hayward and Terrence Willett, Multiple Measures Assessment Project (MMAP)

Resource Sessions included:

- Integrated Planning - Deborah Harrington, Crystal Kiekel
- AAC & U Faculty Collaboratives Project - Ann Foster, Paul Wickline, and Miguel Powers, California Faculty Fellows
- Academic Senate’s Professional Learning College - Craig Rutan, Chair of ASCCC Professional Learning Committee
- Professional Learning Network – Anna Sterling, @ONE

Showcase Initiatives included:

- Professional Learning at Santa Ana College
- One Book at College of Marin
- Habits of Mind Initiative at Fullerton College
- PALS Program at Santa Rosa Junior College

2. PL Hub Support

To support colleges and teams who attended BSILI 2015, 3CSN’s Network Coordinators met with each team through phone calls, ongoing e-mail communication, regional and statewide events, and the Strengthening Student Success Conference post-conference session. The ongoing communication provided the 2015 BSILI colleges time to update their respective initiatives, explore challenges, and outline next steps to offer the professional learning needed to support their student success initiative. In addition to ongoing e-mail contact with each college team, 3CSN’s communication plan for each BSILI 2015 college is outlined below:

1. Summer-Initial follow up call and Thank You Letter
2. Late Summer-E-Mail with Save the Date flyer for 3CSN Events
3. Fall-Attend or host a regional event
4. Fall-Strengthening Student Success Conference Post-Conference Session
5. Spring-Follow up calls as needed
6. Spring-Attend or host a regional event
7. Early Spring-Letter to BSILI Colleges that includes:
   a) Updated Save the Date flyer
   b) Invitation to participate and/or attend in 3CSN’s LINKS event
   c) List of ways 3CSN can provide support for Basic Skills Student Outcomes Transformation Grant proposals
8. Late Spring-Attend LINKS 2.0 at College of the Canyons

3. IEPI

3CSN partnered with the CCCCO in significant ways during 2015/16 to support effective communication with the legislature around Basic Skills issues, facilitate the Basic Skills Student Outcomes Transformation Grant process--from RfA development to selection of recipients to support for colleges as they develop their BSSOT projects--and continue to provide leadership in professional learning together with the Institutional Effectiveness Partnership Initiative (IEPI).

**Partnership Resource Team (PRT) Trainings, Sacramento**

This year, 3CSN Coordinators facilitated the appreciative inquiry portion of the trainings designed to prepare PRTs for their series of campus site visits. This facilitation involved introducing team members to the appreciative inquiry concept and providing guided practice with applying the approach as they considered the letters of interest and other materials provided by the colleges.

- September 18, 2015
- October 2, 2015
- February 5, 2016
- February 26, 2016

**IEPI Toolkit for Integrated Planning**

The RP Group, in collaboration with Chabot-Los Positas Community College District and other statewide organizations, such as 3CSN, Career Ladders Project, TTIP South, and
community college experts have convened to work on an integrated planning toolkit that would provide CA community colleges with multiple and exemplary examples of possible integrative planning techniques that could assist colleges in their planning for multiple student success initiatives. The project, led by Barbara McNiece-Stallard, researcher at Mt. San Antonio College, plans to provide an interactive toolkit that will allow users at varying levels to integrate their campus plans; this effort is in unison with the CCCC0 efforts in integrated planning for new reporting purposes. The 3CSN team is part of the IEPI project and has met this past year to discuss promising practices in logic modeling, integrated planning, and surveys. This partnership will continue into the next fiscal year and the toolkit will likely be presented at the 2016 Strengthening Student Success Conference in Southern California. To date, 3CSN has met with the IEPI at two planning retreats, weekly zoom calls, three presentations, and is beginning to evaluate the feedback from stakeholders on initial workshops. The details of our partnership will be outlined in the 2016 midyear report.

4. Achieving the Dream (AtD) & Student Success Summits (2015-2016)

This 2015-16, 3CSN Coordinators planned professional learning summits that focused on three themes that reflected the AtD and Student Success initiative goals. The summit themes were:

a) Placement for Success
b) Welcoming Students to Your Campus (welcome centers)
c) The “New” Noncredit

The summit planning committee consists of BSI coordinators, 3CSN LARN Coordinators, and faculty from the nine LACCD campuses. The committee designed a template for each summit, including a keynote speaker, a shared reading, a college panel, and a participant survey. The data from the surveys were collected, analyzed, and presented to the LACCD student success committee, and at the 5th Annual Achieving the Dream Retreat for LACCD. They are also viewable on both the 3CSN website and the LACCD website. This year the summits were open to all colleges and many colleges in the Southern California area did attend.

a) Summit on Assessment/Placement (October 30, 2015 at Los Angeles Southwest College) – Placement for Success
There were **54 participants from 19 campuses**, including Career Ladders Project and LACCD administrators in attendance at this first summit. Six out of the nine LACCD colleges were represented. Colleges participating outside of LACCD included Cerritos, El Camino, Southwestern, Fullerton, NORCO, Grossmont, Riverside, San Diego City College, Irvine Valley, El Camino College Compton Center, Antelope Valley, Palo Verde, and Moreno Valley. The summit focused on the importance of placement practices within our colleges and the ways in which practical placement can lead to student success. Participants noted ways in which their campuses are addressing assessment and placement and discussed their concerns and challenges regarding implementation of policies and practices that thwart student success. They expressed interest in MMAP data and sought information on how best to prepare students for community college to transfer, and beyond.

The guest speaker, John Hetts, Senior Director of Data Science at Educational Results Partnership, discussed his recent research on assessment and placement within community colleges that can lead to evidence based decisions on our campuses. He noted the importance of examining beliefs about students’ capabilities and capacity to learn, using equity plans to change outcomes, improving multiple measures, using MMAP to lower cut scores, and creating more opportunities for collaboration with K-12. The campus panel, comprised of representatives from L.A. Valley College, L.A. Southwest College, Saddleback, and Irvine Valley College, discussed innovative practices their campuses are using to move the needle in this area, including orientations, assessment preparation, basic skills tracking, campaigns to raise awareness, coalition building and collaboration with K12 and the California Community College system.

*b) Summit on SSSP & Equity Initiatives (November 20, 2015 at Los Angeles Mission College) – Welcoming Students to Your Campus: Innovative Efforts in the SSSP & Equity Initiatives*

There were **23 participants from 11 campuses**. Eight out of the nine LACCD colleges were represented. Colleges participating outside of LACCD included Folsom Lake, Pasadena City College, and Ventura College. This summit addressed equity gaps and highlighted campuses engaged in Culturally Responsive Teaching and Learning (CRTL)
for faculty, staff and students. The summit focused on utilizing Equity and SSSP funding sources to improve "front door" services that welcome students onto campuses, and implement CRTL practices to help students feel welcome in an effort to increase student engagement, participation, course/degree completion and transfer.

Participants discussed the need for creating Welcome Centers as hubs and safe havens for students that provide human connection to help them navigate the college experience and campus environment. They brainstormed about braiding Equity, SSSP, and Welcome Centers together to create opportunities for students to feel welcome, to close equity gaps, raise success rates and meet college goals. They also discussed the importance of campus-wide collaboration and support in creating inclusive environments to help students feel welcome, safe, nurtured and valued. Presenters from three colleges shared information about their equity-based initiatives and efforts to welcome students and assist them with navigating the educational process. The presenters also discussed practices for making classrooms and campuses inclusive, culturally aware and responsive, in an effort to close equity gaps, and improve completion, transfer and success rates on their campuses. L.A. Mission College (Fall Kick-Off), L.A. Pierce College (GO Days), West L.A. College (CRTL). Participants were excited to learn about these efforts and requested more information about obtaining CRTL training.

c) Summit on Noncredit (March 18, 2016 at Los Angeles Valley College) – The “New” Noncredit: Changes in the Noncredit to Credit Pathway

There were 38 participants from 21 campuses. Seven out of the nine LACCD colleges were represented. Colleges participating outside of LACCD included Pasadena City College, Glendale Community College, Siskiyous, Bakersfield, North Orange County, Antelope, Santa Ana, MiraCosta, Marin, and Rio Hondo. Administrators from the California Community Colleges Chancellor’s Office, Achieving the Dream, and LACCD were present. This summit addressed changes in the noncredit pathway to credit pathway and highlighted campuses engaged in this new area. Presenters provided a statewide perspective for participants and discussed recent policy changes in adult education,
noncredit to credit pathways, and the important role noncredit has in student success. College panelists discussed innovative efforts taking place in their noncredit departments and what their campuses and districts are doing to address noncredit issues. They also shared best practices and offered feedback to attendees who were interested in creating pathways from noncredit to credit, and educating faculty, staff and administrators regarding increased opportunities for engagement and professional development.

Participants were excited to learn about these efforts. After a guided activity, participants shared plans for strengthening their campus programs, including campus-wide marketing campaigns to increase exposure on campus, open enrollment noncredit for reinforcement and assistance, using noncredit to build math skills, and flex day activities to demonstrate classroom instruction alignment with SLOs. Participants expressed interest in engaging in additional activities, including specific detailed information for noncredit to credit, deep dive into noncredit curriculum, competency based assessment knowledge; deep dive on design; best practices in student services; thru credit – to careers (workforce dev), sharing events for best practices, and others.

5. *Strengthening Student Success Conference*

3CSN continues to be a sponsor of the RP Group’s Strengthening Student Success Conference. Some highlights of the partnership this year include:

- The Executive Director serves on the Steering Committee for the conference.
- She also served as a member of the keynote panel along with Bob Gabriner from RP and Linda Collins from Career Ladders
- This year, an additional 3CSN Coordinator joined the Steering Committee
- 3CSN Coordinators participated in reading conference proposals for several strands
- In 2015, 3CSN Coordinators and Community of Practice members facilitated 15 breakout sessions. These sessions represented each of the communities of practice as well as the work in the 3CSN regions.
- Three of 3CSN’s CoPs—Threshold Project, Habits of Mind, and BSILI—facilitated post-conference sessions at the conference.
• 3CSN funded at least one member from each of the 2015 BSILI college teams to attend post-conference session on leadership lessons from BSILI where they shared progress on their campus professional learning initiatives.

• 3CSN helped design the 10-year anniversary celebration for the 2015 conference

6. Basic Skills Advisory Committee

The Executive Director continued to serve on this important committee. While the bulk of the committee’s work this year was devoted to the BSSOT (see above) and Basic Skills Partnership Pilot grants, the committee provided ongoing feedback on the BSI state budget augmentation, BSI reporting and integrated planning, as well. At the October meeting, 3CSN provided an update of annual activities and plans, and the Executive Director shared the materials that 3CSN has been using to guide colleges in the integrated planning process.

7. FTLA – Faculty Teaching and Learning Academy – 2016

The Faculty Teaching and Learning Academy (FTLA), founded in 2008 by the Student Success Initiative of the Los Angeles Community College District (LACCD), seeks to foster the highest standards of teaching and learning scholarship and to encourage the development of institutional cultures and environments that are learning-centered and technologically advanced. Beginning in 2009, FTLA became a part of the LA Regional Network, opening its membership to all area colleges. FTLA cohorts were administered in the summer of 2015 for Los Angeles Pierce College and the Los Angeles Community College District in January 2016, which ended in May 2016. FTLA has begun serving other campuses/colleges outside of the L.A. area starting in August 2016, when FTLA will start an FTLA Foothill College cohort in Northern California.

Academy Objectives

The FTLA is designed to develop a widening community of faculty who:

• Explore and test methods of teaching and learning
• Facilitate the design of new classroom approaches to student success
• Increase knowledge and skills in a variety of new learning technologies
• Contribute to an ongoing dialogue about pedagogy, curriculum, and technology
• Form strategic partnerships that advance learning-centered practices and encourage and
reward innovation in teaching and learning

21st Century Learning

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 2015 focused on creating a meaningful and powerful classroom, with an emphasis on their first day lesson plan, syllabus re-design, technology to enable instructors to “flip the classroom,” the cultivation of growth mindset, and incorporation of reading apprenticeship and culturally responsive teaching and learning (equity).

Class of 2015 - FTLA @ Pierce (August - December 2015)

There were 24 participants from 7 of the LACCD campuses in the eighth cohort of the LACCD Faculty Teaching and Learning Academy (FTLA). Los Angeles Pierce College hosted the program, as part of its Professional Learning Initiative, which centers on student success. Faculty met for 9 days between August and December, participated in discussions about pedagogy, and learned of new technology and innovative practices. Participants explored methods of teaching and learning through a curriculum focused on the first day lesson plan, syllabus re-design, technology to “flip the classroom,” equity, culturally responsive teaching and learning, habits of mind, and reading apprenticeship practices. On the last day, final group projects were presented in a poster showcase where participants demonstrated how FTLA practices were implemented in their on campus and online classrooms. Faculty successfully completed the FTLA @ Pierce College and will reunite during the FTLA reunion in the fall of 2016.
Table 5: 2016 Pierce Faculty Teaching and Learning Academy (PFTLA) Colleges

<table>
<thead>
<tr>
<th>LACCD College</th>
<th># of Participants from the College</th>
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<tr>
<td>Los Angeles City College</td>
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<tr>
<td>Los Angeles Harbor College</td>
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<tr>
<td>Los Angeles Mission College</td>
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<tr>
<td>Los Angeles Pierce College</td>
<td>13</td>
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<tr>
<td>Southwest College</td>
<td>2</td>
</tr>
<tr>
<td>Los Angeles Trade-Tech College</td>
<td>2</td>
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<tr>
<td>West Los Angeles College</td>
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</tbody>
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Class of 2016 - FTLA (January - June 2016) – Van de Kamp Innovation Center at LACCD

There were 17 participants from 6 of the LACCD campuses in the ninth cohort of the LACCD Faculty Teaching and Learning Academy (FTLA). Faculty met for 12 days between January and June, participated in discussions about pedagogy, and learned of new technology and innovative practices. Participants explored methods of teaching and learning through a curriculum focused on the first day lesson plan, syllabus re-design, technology to “flip the classroom,” equity, culturally responsive teaching and learning, habits of mind, and reading apprenticeship practices. On the last day, final group projects were presented, where participants demonstrated their “expertise” by teaching others about the respective student services area their mini-faculty inquiry groups were based upon, and reflected how FTLA practices would be implemented in their face-to-face and online classrooms and campus programs. Faculty successfully completed the FTLA Cohort and will reunite during the FTLA reunion in the fall of 2016.
Table 6: 2016 Faculty Teaching and Learning Academy (FTLA) Colleges

<table>
<thead>
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<td>Los Angeles Southwest College</td>
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<tr>
<td>Los Angeles Trade-Tech College</td>
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<tr>
<td>West Los Angeles College</td>
<td>4</td>
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<tr>
<td>Folsom Lake College</td>
<td>1</td>
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The Faculty Teaching and Learning Past Participant Survey Update
The Faculty Teaching and Learning Survey was administered from April 2015- June 2016. For the purpose of this report, the survey was resent to participants that had not responded. The second administration was from April 2016- June 2016. The new administration only yielded one more response.

3CSN’s Executive Director and LA Regional Coordinator presented along with representatives from the CCCCO to make the case for the positive impact of the Basic Skills Initiative on student success. See “Appendix M: Assembly Budget Subcommittee” for the handout that was shared highlighting key impacts of the BSI with just a few examples of colleges that have been particularly effective at scaling initiatives begun with BSI funding and support.

9. Basic Skills Student Outcomes Transformation Grant (BSSOT)
3CSN helped facilitate the BSSOT process in a variety of ways. As part of the Basic Skills Advisory Committee, 3CSN Coordinators contributed to the development of the application and planning for the workshops provided by the IEPI to support college teams working on those applications. The Executive Director also served on the team that read and rated the applications. Once the grants were awarded, 3CSN coordinators reached out to recipient colleges to offer
support and encouraged teams to apply to the Basic Skills Initiative Summer Leadership Institute (BSILI) to work on professional learning plans to further their grant project efforts. A majority of the teams that attended BSILI this year did so to focus on BSSOT grant projects. During summer 2016, the 3CSN team has been working closely with the CCCCO Academic Affairs Division and the IEPI to develop the two-day summit in Sacramento that will bring recipient college teams together and connect them with practitioners experienced with the practices they seek to implement. 3CSN Coordinators will facilitate several of the breakout sessions that will be part of this event.
Objective 3

Objective 3 is to conduct a Summer Leadership Institute for community college practitioners (administrators, staff, and Faculty across disciplines) who serve developmental students.

Overview of BSILI

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 underrepresented and underprepared. BSILI is a central driving force of the organization. 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. The institute develops this type of statewide ownership and leadership by supporting educators as they plan and facilitate transformative professional learning hubs for faculty, staff, and managers at their own campuses and in their own regions.

To do this work, 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 institute. Each year, the BSILI cohort becomes its own Community of Practice. The BSILI CoP consists of teams across the state, each of which is focused on planning and facilitating their chosen student success initiatives and the professional learning needed to move those initiatives forward. These teams build Professional Learning Hubs (PL Hubs) at their campuses that enable campus change and that extend the statewide network of support. PL Hubs plan and facilitate professional learning events that support their campus student success initiatives. The PL Hubs also host regional professional learning events to support statewide BSI goals, such as integrating student services and instruction or aligning BSI, Equity, and SSSP planning efforts. In 2015-2016, the Professional Learning Hubs from the 2013, 2014 and 2015 BSILI CoPs sponsored 32 events with over 799 educators in attendance.
At BSILI 2016, the PL Hub network grew to include another 12 college teams, a regional team focused on Supplemental Instruction, and a leadership team representing intersegmental work between the CSU and CC. The vast majority of these colleges came to BSILI to work on elements of their colleges’ Basic Skills Student Outcomes Transformation (BSSOT) Grant projects, planning the professional learning needed to advance their efforts around accelerated math and English curriculum, learning support, and culturally responsive practices.

**BSILI Past Participant Survey (2015)**

The Basic Skills Initiative Leadership Institute Past Participant Survey was administered from April 2015 to June 2015. In preparation for this report, the survey was sent out again to those who had not yet replied. This second administration was done from April 2016-June 2016. There were an additional eight people participating, make the total number of participants at 90 out of a possible 208. The additional responses did not significantly change the outcomes from the first administration. For the next report, the new response will be calculated.

Additionally, and in partnership with RP Group’s Leading from the Middle (LFM), we are commissioning a leadership study under the direction of Dr. Rose Asera. Beginning at BSILI 2016, Dr. Asera is conducting in depth interviews with past and present participants in both BSILI and LFM. The results of this study will inform the strands for LINKS 2017, which will involve a collaboration between LFM and 3CSN and will have a heavy focus on leadership to scale student completion efforts such as college promise/guided pathways.

Please see other summaries of the work of BSILI in 2015-16 under the other objectives in this report.
Objective 4

Objective 4 is to assist colleges with data collection, benchmarking, and outcomes assessment related to increasing ESL/basic skills student success.

Overview of the Response

One of the organizing principles of 3CSN is to create and use action research methodologies as tools 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 assists colleges in this way by creating and promoting tracking tools, such as the Basic Skills Cohort Tracker, facilitating basic skills coordinator events to help practitioners collect and analyze ESL/basic skills data, and facilitating inquiry groups, such as the LARN/3CSN Student Success Summits (see Objective 2 response), in order to collect data and to utilize them as evidence to inform ESL/BSI, Student Equity, and other college plans. This year, 3CSN increased its focus on helping colleges align their various college plans. 3CSN focused, too, on assisting colleges in identifying benchmarks that are consistent across BSI, Student Equity, and SSSP. In total, in 2015-2016, 3CSN facilitated 718 contact hours assisting over 7,000 educators from over 100 unduplicated colleges with data collection, benchmarking, and outcomes assessment related to basic skills and student success improvement.

Data, Benchmarking, and Outcomes Assessment in Communities of Practice

Basic Skills Leadership Institute

One of the key outcomes of the BSILI is to assist educators as they identify benchmarks and create evaluation plans for their change initiatives. BSILI participants are introduced to a number of protocols and evaluation tools that assist colleges in identifying and assessing outcomes, including the following:

- Logic Models
- Value Creation Narratives
- Professional Learning Impact Rubric
- Who/What Mapping

After the institute, 3CSN Coordinators continued to support BSILI graduates through the process of creating and assessing benchmarks for their PL Hubs. On quarterly phone calls, 3CSN Coordinators support BSILI CoP teams as they implement and assess their PL Hub activities.
Then, the BSILI CoP teams showcase PL Hub activities, successes, and needs at two face-to-face follow up meetings in the first year. BSILI teams attend a post-session of the Strengthening Student Success Conference and present on their progress with an emphasis on the outcomes that they developed at the institute. This year, 2016, BSILI teams met a second time in spring at LINKS 2.0

**Reading Apprenticeship**

Within each of the CoP Institutes, practitioners are supported in action research and data collection processes. In Reading Apprenticeship trainings and the Reading Apprenticeship Leadership Community of Practice, participants are trained in administering the Curriculum Embedded Reading Assessment (CERA) tool in order to track student development of metacognitive strategies for improved reading comprehension and critical thinking. The faculty team of Reading Apprenticeship leaders at College of San Mateo have also developed a survey for assessing student use of Reading Apprenticeship strategies which has been shared throughout the network.

**Growth Mindset**

As part of the Cultivating Growth Mindset Institute, participants are supported to engage in action research even as they are trained in providing growth mindset classroom interventions. As a follow-up to each classroom intervention, they collect reflections from all students, and then random samples are collected from each class. Faculty also reflect upon their own practice and how it changes as a result of implementing the interventions. The institute itself exemplifies the action research approach as it modifies the curriculum in response to instructor reflections, feedback and shared strategies (See “Appendix N: Summary of Habits of Mind Dissertation Study”).

**California Acceleration Project**

Participants in the California Acceleration Project are presented with myriad data on the success of curriculum reform efforts, both in California and nationwide, that they are encouraged to incorporate into their efforts to make the case for reform on their own campuses. These presentations help to reframe the conversation around completion of developmental sequences, rather than individual course success, as a key metric of equitable student success. In addition, CAP participants are trained in using the Basic Skills Cohort Tracker to trace the progress of students from various targeted populations through developmental sequences on their own
camps, again, in order to make the case for implementing accelerated curriculum that reduces exit points and leads to increased completion for all students.

**Learning Assistance Project**

One of the main goals of LAP is to assist learning assistance coordinators across the state in developing appropriate ways to measure the effectiveness of peer assisted learning, and then to improve practices based on those measures. To this end, this year, LAP leaders partnered with the Academic Senate of California Community Colleges (ASCCC) and the Associations of Colleges for Tutoring and Learning Assistance (ACTLA) to develop a statewide peer assisted learning survey. This survey is designed to gather data about learning assistance centers within the California Community College system in order to:

- Connect practitioners
- Identify promising practices
- Clarify commonly used terms
- Develop appropriate resources to improve practice

Once these data are collected and analyzed, the LAP will use this information to:

- Support faculty as they assess their own peer educator training and practices.
- Plan coordinator events (including Tutor Expos) to share strengths and strategies.
- Create a Glossary of Terms to clarify the different types of peer-assisted learning.
- Create a website with resources and information for peer educators and coordinators.

**Institutional Effectiveness Partnership Initiative (IEPI)**

3CSN is an Initiative Partner for the Institutional Effectiveness Partnership Initiative (IEPI). The goals of the IEPI are to:

- Develop a framework of indicators and college/district goals.
- Make Technical Assistance Teams (called Partnership Resource Teams, or PRTs) available to institutions that express interest in receiving assistance.
- Enhance professional development opportunities for colleges and districts related to institutional effectiveness.
- Assist in creating a “toolkit” for colleges to assist in integrated planning efforts.

Three of these 3CSN Coordinators then co-facilitated the training session that included the following components:
• An icebreaker activity focused on what institutional effectiveness looks like on individual campuses
• A panel presentation with Q&A on effective practices for campus visits
• An introduction to appreciative inquiry (AI) with shared reading and discussion, connecting it to the “IEPI way”
• Case study discussions with application of the IEPI/AI approaches and a gallery walk to share key strengths revealed at each example college.

3CSN coordinators lead the appreciative inquiry portion of the fall PRT trainings in September and October, 2015. During the spring of 2016, 3CSN’s Executive Director and three regional coordinators began assisting IEPI on a weekly basis with the development of the IEPI toolkit, as well as presenting with the IEPI at four professional events hosted by the CCCO.

3CSN has developed a logic model mapping its activities to the IEPI Performance Indicators in order to assist the field in understanding how our professional learning offerings can best be aligned with their needs.

**Basic Skills Cohort Tracker**

Launched in early spring of 2011, The Basic Skills Cohort Tracking Tool gives all 113 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 CCCCO.

With data from the Cohort Tracker now required as part of Basic Skills Action Plan Reports, the tool is 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. Additionally, the Cohort Tracker has been recommended for use by the (now) 113 colleges in the development and tracking of benchmarks in their Student Equity Plans.
BSI Reporting Sessions
Fall 2015: Basic Skills Reporting Sessions-Completing the Action Plan Report Workshop

At the beginning of each fall term, 3CSN’s regional coordinators host regional meetings to support Basic Skills Coordinators and Basic Skills Committee members in completing the ESL/BSI Action Plan. These meeting provide participants an opportunity to:

- Ask questions
- Share best practices (instructional and program development)
- Network with other BSI Coordinators
- Learn about new spending parameters and timelines
- Develop responses to new narrative questions.
- Practice using the Basic Skills Cohort Tracker Tool
- Align budgeting, data gathering, and goal setting in their action plan.
- Revise short and long-term goals as necessary.

The BSI Reporting sessions’ content is developed collaboratively with all of the 3CSN regional coordinators and follows the structure outlined below. (See Appendix O: Basic Skills Initiative Reporting Sessions)

- 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 new coordinators beginning fall 2015

The overall evaluations of the events were extremely positive; many participants expressed their appreciation for 3CSN’s support, especially those new to their roles as BSI coordinators or committee members. Most participants were grateful for the opportunity to share issues and concerns via discussions that peppered the BSI Reporting sessions and appreciated strengthening their connections to the statewide and regional networks of BSI Coordinators.

As colleges strive to effectively integrate their Equity, BSI, SSSP, and other grant-funded programs, 3CSN has prepared its team of coordinators to provide ongoing coaching to support colleges in this effort. Additionally, 3CSN’s regional coordinators have scheduled BSI Kick off
events in their respective regions for Fall 2016. These events will include networking, regional needs assessment, review of 3CSN menu of services, and sharing of best practices.

**Basic Skills Coordinators’ Events**

To continue its support of California Community Colleges’ Basic Skills Initiatives, 3CSN hosted two statewide Basic Skills Coordinators’ Events in the spring. This annual event offers ongoing support for those CCC educators who are both familiar and new to the Basic Skills Coordinator position at their respective campuses. Each year, this event provides the BSI Coordinators with updated information, planning tools, and networking opportunities, and directly connects them to the Chancellor’s Office and 3CSN team members. This networking supports them as they work on their specific Basic Skills Initiatives. This year’s event outcomes are listed below.

1. Participants will have an opportunity to network with other coordinators in their region;
2. Participants will receive updates from the Chancellor’s Office on the Basic Skills Initiative, funding and reporting procedures;
3. Participants will learn effective practices for integrated planning across initiatives (SSSP, Equity, BSI, Transformation grants, etc.)
4. Participants will receive mapping tools they can take back to their campus to continue the dialog for integration of initiatives

This year’s events focused on integrated planning with special attention to integrating the Basic Skills Student Outcomes Transformation Grants. This was particularly important as future BSI reporting will require that colleges articulate their integrated planning and how such planning informs decisions with regards to Basic Skills efforts. To support this discussion, 3CSN shared examples from specific colleges who have integrated SSSP, Equity, Basic Skills, and other grant-funded programs. Additionally, participants learned about backwards design, mapping, and networking opportunities that can support their work.

Each event featured the following presentations:
1. State of Basic Skills, Kirsten Corbin, Dean of Basic Skills and Special Programs, California Community College Chancellor’s Office

2. Transformation Grant Spotlight
   a. Northern CA, Holly Piscopo, Basic Skills Coordinator and History Instructor, Sacramento City College
   b. Southern CA, Mark Manasse, ESL Instructor, San Diego Mesa College and Jeanne Costello, Professional Development Coordinator and English Instructor, Fullerton College
**Objective 5**

Objective 5 is to expand the current web-page and electronic information sharing strategies for building a knowledge base and providing valuable information regarding effective practices.

**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 utilize both face to face interaction and online and other forms of electronic communication and training. To that end, a major 3CSN goal was 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:

1. Continuing to expand resources available through 3CSN websites and repositories
2. Expanding 3CSN’s online presence to include resources for regional networks, Communities of Practice, and online courses
3. Providing resources online, such as integrated planning tools, presentations, articles, etc.
4. Collaborating with the UCLA/3CSN Online Open Education Resource

**1. 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 the Technology Director and the 3CSN facilitators, the organization uses a range of applications to facilitate its communication, organize meetings, plan events, gather and share information, and 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 Zoom for virtual meetings. CCC Confer allows the leadership team to meet weekly to plan for and reflect on 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 the coordinators to collaborate on documents, such as PowerPoint presentations, organizational/planning documents, and event-planning documents, before 3CSN coordinators place the final versions in the Dropbox account. Dropbox helps us keep organized administratively; it also provides a place for each individual team member to store event reports, monthly reports, value creation stories and more.

3CSN continues the practice of using cloud-based services, which is now the norm in most organizations. The organization has been sharing files on some form of cloud-based service from the beginning of the grant. Northern and Southern California 3CSN leaders completed the organization structure for the 3CSN Dropbox. The organization is using storage on the Box account for content from the first grant cycle.

All of 3CSN’s communication and organization centers around the goal of offering meaningful professional learning opportunities that bring educators into networks and communities of practice. Almost all 3CSN events are free; EventBrite helps 3CSN promote its events and register attendees. EventBrite enables 3CSN to gather information about attendees and maintain contact with them once events are over. It has also been useful in helping 3CSN gather data about events for evaluation and reporting purposes.

The 3CSN website provides excellent outreach capacity while also providing a mechanism for 3CSN to share what is happening at each of its events. Upon the completion of each professional learning event, photos, summaries, PowerPoint 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 Habits of Mind website, the Reading Apprenticeship Project website, and on the more recently launched Learning Assistance website.

2. Online Workshops and Webinars

This year 3CSN hosted online workshops, webinars, and trainings across the state. For the Los Angeles Community College District, 3CSN used the Zoom program to provide training to the LACCD President’s Academy in the Spring of 2016. The academy, in collaboration with UCLA, brought together vice presidents who aspire to be college presidents and provided them
with professional learning. Using the Zoom, 3CSN provided training on new classroom technology, which included Facebook, TedEd, flipped lessons, and making introductory videos. Through this online context, we provided participants with readings, videos, and discussion questions, which they shared in their new learning community. The participants continue to discuss their work and ideas on the group’s closed Facebook page, which 3CSN manages. The 3CSN BSI Reporting workshops continue to be an important part of our work and through the use of the CCC Confer we have been able to more regional meetings. This year there was a BSI Reporting workshop in every region, with two of the workshops being conducted on CCC Confer.

3CSN has become a professional learning leader online as well. 3CSN offers online courses in Reading Apprenticeship and Habits of Mind frameworks. The Habits of Mind online modules, delivered via an open source, Moodle e-learning platform, provided asynchronous professional learning opportunities for examining both the academic literature and student experience surrounding selected habits of mind. The popular online forum not only allowed the module facilitator to scaffold weekly interaction with content and activities, it gave participants the opportunity to access and process information on their own terms.

Additionally, 3CSN’s two long-form institutes BSILI and FTLA train participants in the utilization of technology to enhance project implementation and classroom instruction. BSILI participants learn to utilize the same OER resources network coordinators utilize (and as described above) in order to increase collaboration and communication in support of the student success initiatives they have planned at BSILI. In FTLA, participants learn how to design graphically rich online syllabi and flipped lessons, plus they learn and utilize Canvas as both a e-portfolio and learning management system.

3. Providing resources online, such as integrated planning tools, presentations, articles, etc.

3CSN is a collaborative partner with the IEPI, a collective group from the CCCCO. 3CSN along with its partner RP Group have been meeting, creating, and implementing integrated planning tools in the field. The tools created for the online toolkit, now knows as ASK (Applied Solutions Kit), include online and interactive versions of the 3CSN’s logic modeling activities and cross walking activities for integrated planning among student success initiatives. 3CSN’s communities of practice have also provided resources to the online professional learning network (PLN) for the CCCCO. Contributions include presentations, activities, and information from 3CSN CoPs, which include Habits of Mind and Learning Assistance Project. We plan on
contributing more tools during the next year. 3CSN has been collaborating with @ONE to design these professional learning tools for other campuses across the state as well as provide insight to the committee on the types of tools that would be useful for all campus leaders, including fulltime and part--time faculty and classified staff.

4. UCLA/3CSN Online Open Education Resource Collaboration

3CSN is continuing its collaboration with the UCLA through the OER Project, headed by Dr. Karen Givvin. We are building upon the online modules that are used as pre-testing materials (i.e. refreshers) for students before they take the math assessment test and or can be used in the classroom as supplemental information. Pilot testing will begin at Pierce College in the fall of 2016. The purpose of the pilot tests are to see if the interventions are “promising interventions” and if the principles applied to might be used across either other content areas and within other campuses. As stated in our scope of work with UCLA, the following three principles are our expectations for the modules:

1. Prevent students from calculating, focusing their attention instead on the relationships between numbers.
2. Have students follow an “invent-with-contrasting-cases” model (Schwartz, 2011).
3. Accompany instructional speech with gesture (Singer & Goldin-Meadow, 2009).
4. Ask them to produce correct gestures to accompany their mathematical explanations (Goldin-Meadow, Cook, & Mitchell, 2009).
5. Facilitate the transition from arithmetic to algebraic thinking by building problem representation skills (Brenner, Mayer, Moseley, Brar, Duran, Reed, & Webb, 1997).

Various methods of delivery will occur, including paper-and-pencil, online text, online video, and live teaching. Each intervention will be met with an in person demonstration to at least 4 different classrooms.

This collaboration integrates into our work with basic skills instructors and also addresses the use of multiple measures for assessment and placement.
CONCLUSION AND NEXT STEPS

3CSN aims to continue to address the needs identified by the Basic Skills Initiative by expanding its vast face-to-face and virtual networks of support and by aligning its initiatives and networks across the state. By focusing on ongoing, sustained, and robust professional learning in regional and topical networks, 3CSN has redefined professional development in California and is serving as a model nationwide. Over 33,557 community college professionals from 113 campuses across the state of California and across the nation have participated in 3CSN’s regional and community of practice learning networks to date.

Table 7: Cumulative Impact of 3CSN

<table>
<thead>
<tr>
<th>Learning Network</th>
<th>Total # of Participants</th>
<th>Total # of Colleges (Unduplicated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSILI - Annual, week-long Summer Leadership Institute &amp; year-long community of practice</td>
<td>339+</td>
<td>77</td>
</tr>
<tr>
<td>LINKS - Cohesive workshops focused on student completion</td>
<td>1,923+</td>
<td>100+</td>
</tr>
<tr>
<td>BSI Coordinator's Convenings - Focused on action plans, data, and evaluation</td>
<td>720+</td>
<td>100+</td>
</tr>
<tr>
<td>CAP CoP - Acceleration community of practice</td>
<td>713+</td>
<td>112</td>
</tr>
<tr>
<td>RA CoP - Reading Apprenticeship community of practice</td>
<td>2,349+</td>
<td>95</td>
</tr>
<tr>
<td>HoM CoP - Habits of Mind community of practice</td>
<td>1,577+</td>
<td>89+</td>
</tr>
</tbody>
</table>
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 and align its 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.

3CSN’s activities are reaching a broader audience with every passing year; the breadth and depth of the network is expanding. 3CSN’s reach is extensive and one of the evaluation team’s emphases is to make that more explicit each year. This upcoming year 3CSN’s role as part of the CCCCO is becoming stronger through our collaboration with the IEPI. 3CSN is also deepening its collaboration with the CSU system, with the CSU Faculty Collaborative. Their participation at BSILI produced a strong PL Hub Plan that outlines the joint activities and efforts for the next year.

3CSN continue to have an external evaluation team that examines closely the following areas:

- Value narrative stories continue to be collected by a number of entities across the network and these data need to be analyzed. This next fiscal year the RP Group will be evaluating 3CSN’s effect on community college leaders, which will begin with an examination of value narratives.

- 3CSN is working with its evaluation team to develop a tool that measures professional learning impact across the Wenger framework of potential, applied, realized, and reframed. The evaluation team continues to move in that direction so that we can better evaluate the effectiveness of professional learning and its connection to positive student outcomes and institutional transformation. With the new study by the RP Group, this effort may be realized in the next year.

<table>
<thead>
<tr>
<th><strong>LAP CoP-Learning Assistance Project</strong></th>
<th>127+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Threshold Project – intersegmental community of practice (new)</strong></td>
<td>200+</td>
</tr>
<tr>
<td><strong>Regional Learning Networks &amp; Events</strong></td>
<td>12,379+</td>
</tr>
</tbody>
</table>
• The 3CSN team is making measured responses to the professional learning needs of the regions. In an effort to expand services, more regional coordinators will be hired and will work closely with BSILI campus teams to assist in their PL Hub Plans. Additionally, regional coordinators will be using participant feedback data to respond to the stated needs and interests of the local practitioners.

As 3CSN moves forward into the 2016-2017 year, it will continue to expand and develop its CoPs, regional events, collaborations, and evaluation so it can better serve all educators who are dedicated to helping students meet their educational goals. Guided by its Theory of Change, over the next three years, 3CSN’s will:

• Expand the number of events and participants in its regional networks and communities of practice, including the Equity Project CoP.

• Focus on equity mindedness in the planning, facilitating, and evaluating of 3CSN events and CoPs, in an effort to better support our community college practitioners, staff, and students and to enhance our practice in providing equitable professional learning.

• Foster opportunities for professional learning, innovation, and interconnectivity through workshops, ESL/BSI coordinator’s workshops, LINKS, faculty inquiry groups, partnerships, and presentations across the state. Continue the expansion of two day conference-like model with LINKS, Tutoring Expo, and Equity Project.

• Through the use of 3CSN-developed data tools, data inquiry, and professional learning workshops, 3CSN will continue to assist community college professionals in integrated planning for all their student success initiatives, particularly with the implementation of the BSSOT grant.

• Expand the virtual network of support by adding online courses, online repositories, GIS mapping capabilities, and electronic resources.

• Continue to offer leadership retreats where educators can learn to build professional learning hubs and centers of innovation and learning at each of the now 113 community college campuses across the state. We want to continue encouraging not just college-based teams but regional teams and collaboratives, such as the CSU Faculty Collaborative and BSSSOT campus teams.

• Conduct a comprehensive evaluation of the Habits of Mind CoP as well as offer a Habits of Mind Leadership Institute for summer 2017.
• Continue to expand the CTE CoP, LAP CoP and Equity through surveys, online repositories, and convenings.

Table 8: 3CSN Leadership Team

<table>
<thead>
<tr>
<th>3CSN Team Member Title</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Deborah Harrington</td>
</tr>
<tr>
<td>Reading Apprenticeship Project Coordinator</td>
<td>Nika Hogan &amp; Ann Foster</td>
</tr>
<tr>
<td>California Acceleration Project Coordinator (Ended in 2016)</td>
<td>Katie Hern</td>
</tr>
<tr>
<td>Habits of Mind Community of Practice Coordinator</td>
<td>Jan Connal</td>
</tr>
<tr>
<td>Threshold Project Coordinator</td>
<td>Nika Hogan</td>
</tr>
<tr>
<td>CTE Community of Practice Coordinator</td>
<td>Donna Cooper</td>
</tr>
<tr>
<td>Equity Project Community of Practice Coordinators</td>
<td>Arnita Porter, Paula Brown &amp; Lauren Servais</td>
</tr>
<tr>
<td>LAP Community of Practice Coordinators</td>
<td>Crystal Kiekel, Danny Pittaway, Mark Mannasse</td>
</tr>
<tr>
<td>Northern California Network Coordinator</td>
<td>Ann Foster</td>
</tr>
<tr>
<td>Southern California Network Coordinator</td>
<td>Jessica Cristo</td>
</tr>
<tr>
<td>Northern California Learning Network</td>
<td>Lauren Servais</td>
</tr>
<tr>
<td>Central Valley Regional Coordinator</td>
<td>Donna Cooper &amp; Erik Armstrong</td>
</tr>
<tr>
<td>Los Angeles Regional Coordinators</td>
<td>Crystal Kiekel, Jessica Cristo, Arnita Porter, Diana Bonilla</td>
</tr>
<tr>
<td>Orange County Learning Network Coordinator</td>
<td>Danny Pittaway</td>
</tr>
<tr>
<td>San Diego Imperial Valley Regional Coordinator</td>
<td>Mark Manasse</td>
</tr>
<tr>
<td>Project Specialist</td>
<td>Betina Vallin</td>
</tr>
<tr>
<td>Technology Consultant</td>
<td>Eddie Tchertchian</td>
</tr>
</tbody>
</table>
References

Kozeracki, C.A. (Spring, 2005). Preparing faculty to meet the needs of developmental students. New Directions for Community Colleges, 129, 39–49.

