



**2017 ESL/Basic Skills Professional  
Development Grant Report  
End of the Year Report**

Submitted by

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Los Angeles Community College District



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## Overview of 3CSN



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 had 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 CCCCCO'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 and Habits of Mind as well as commonly identified areas of interest, like Career and Technical Education, Threshold Concepts, Peer Assisted Learning, and Culturally Responsive Teaching and Learning, all of which are focused on equity mindedness.

Both the regional networks and communities of practice are supported by an annual week-long leadership institute called the Basic Skills Initiative Leadership Institute, or BSILI. All of these activities 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. At 3CSN's inception, colleges formed collaborative relationships based on geographical proximity and possibly through projects launched collaboratively at BSILI. As momentum grew, and in response to requests for more targeted support, 3CSN and its regional networks began crafting specific communities of practice (CoPs), workshops, events, and tools to help colleges in their quest to improve student success rates. The CoPs focus on student persistence and completion through a variety of lenses. The more established networked communities, like the Reading Apprenticeship Project (RAP), Habits of Mind (HoM), the Threshold Project, and Career and Technical Education (CTE), have continued to grow. Newer communities of practices, like the Learning Assistance Project and the Equity Project, organized well-attended workshops, leadership retreats, and developed online resources. All of the CoPs are designed to intentionally support the CCCCO's Basic Skills and Student

Outcomes Transformation (BSSOT) Program, Guided Pathways (GP), and Integrated Planning (IP) efforts by assisting campuses in planning their professional learning for BSSOT, GP, and IP implementation at BSILI (see BSILI Section) and by presenting workshops and guided activities.

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 114 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 continue to be internal and external evaluations done around the work of 3CSN. The work of 3CSN has been the focus of several dissertations as well as studies supported by the Research and Planning group, the University of California at Los Angeles, and LearningWorks. Together, these tracking tools, dissertations, and studies increase the visibility of this work and help make the case for urgent institutional change. This upcoming year, the RP Group will be investigating the processes and practices of community college leaders who have emerged from BSILI. This work is being led by Rose Asera and includes interviews from BSILI alumni, which number nearly 400 strong from 85 colleges.

3CSN is continuing its efforts to integrate planning of state funded initiatives. For the past three 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 (SE), Basic Skills Initiative (BSI), and Student Success and Support Programs (SSSP). Starting in 2014, 3CSN 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. Currently, the crosswalk and integrated goals worksheet is being used by the CCCCCO as part of the state's integrated plan report that is due in January 2018.

Last year, some campuses that participated in integrated planning events also applied for and received the Basic Skills Transformation Grant (BSSOT). This year, this crosswalk tool helped guide the work of the state Chancellor's office in developing an integrated plan for SE, BSI, and SSSP. 3CSN has been providing technical support to colleges as they develop their integrated plans. Several workshops and convenings have been held to support colleges as they identify integrated goals and develop benchmarks to assess those goals, and more workshops and convenings of this kind are planned for the upcoming 2017 – 2018 year.

### **Overview of 2016-2017 Key Accomplishments**

This report will describe key accomplishments for the 2016-2017 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 114 of California's community colleges** for the **second year in a row**. There were over **3,000 participants** in the workshops and over **2,000 people** participated in a 3CSN conference presentation.
- More than half (56%) 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 from last year (see Table 2). Through the Regional Networks alone, 3CSN served **91** of our 114 colleges.
- 3CSN coordinators delivered **136 presentations** at conferences, workshops, and events across the state and around the country. This is an increase of over 30% from last year (See Appendix A: 3CSN 2016 – 2017 Conference Presentations).
- Ongoing expansion of the Reading Apprenticeship Project Community of Practice (RAP CoP). This year:
  - RAP trained over **700 faculty, staff, students and administrators** in 2016-17, making its total number of participants since its launch in 2012 reach over **3,057**

- participants from 100+ colleges** in the state.
- 2<sup>nd</sup> Annual Statewide Reading Apprenticeship Conference with **186 educators** participating from community college and K-12 educational systems. There were **55 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, adding **17 new RAP CoP colleges** to its expanding CoP this year.
  - Continued strengthening of the Habits of Mind (HoM) Community of Practice:
    - HoM Community of Practice trained over **400 faculty, staff, and administrators** in 2016-2017, making its total number of participants since its launch in 2012 reach over **2,016 participants from 89+ colleges** in the state.
    - HoM Leadership Institute in spring 2017 trained 23 participants in the HoM practices, which will expand the trainings for the next academic year.
    - Expansion of HoM for Learning Assistance (tutoring).
  - 3CSN's newest CoP, Equity Project, which focuses on scaling high impact system, college, and classroom equitable practices, held **11 events** attended by **over 525 faculty, staff, administrators, and students**.
    - The Equity Project launched through its first 2-day leadership workshop on November 18-19, 2016 at Kellogg-West in Southern CA. There were **34 attendees representing 21 colleges** present.
    - In Northern CA, the first 2-day leadership workshop was held at Mission College on March 10-11 2017. There were **56 participants** representing **22 community colleges**. The key Mission College faculty organizers continued their equity work at BSILI 2017.
  - The Learning Assistance Project (LAP) has increased participation from faculty, staff, administrators, and student tutors through Tutor Expo, which is now held in both Northern California and Southern California. In 2017, **336 attendees representing 52 colleges** attended Tutor Expo.
    - In total during 2016-17, LAP held **7 events** throughout the state with **632 faculty, staff, administrators and student tutors** participating, making its total number of

participants since its launch in 2015 reach over **1,192 participants from 76+ colleges** in the state.

- LINKS 2017 (Learning in Networks for Knowledge Sharing) “Building Leadership Networks: Learning to Lead, Leading to Learn” was the first LINKS to be co-planned and co-led by both 3CSN and Leading from the Middle (LFM) academy. There were **49 attendees** representing **23 colleges** present.
- 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.
  - 3CSN supported BSSOT-awarded campuses through uniquely designed workshops to meet their implementation and scale-up needs during the BSI Kick-Off(s) in September 2016. There were **53 attendees representing 25 colleges** in attendance.
- Significant development and expansion of **key partnerships** (See Appendix B: 2016-2017 3CSN Partnerships). Of particular note is the collaboration with the RP Group’s Leading from the Middle, CCCCO on the Institutional Effectives Partnership Institute (IEPI), including the Professional Learning Network and the Change Leaderships initiatives.
  - 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. They are partnering with Los Angeles College Promise on the Innovations Grant that Los Angeles Community College District received.
    - The Threshold Project has partnered with the AAC&U’s Faculty Collaborative Project. 3CSN is part of the advisory committee for the project.
    - The Threshold Community of Practice will be assisting the Basic Skills Pilot Partnership Grant to bring CSU, community college, and K12 faculty members together to explore ways to better serve students.
- Regional and CoP network plans were updated during the last retreat (See Appendix D - Appendix I).



- 3CSN expanded its capacity through the use of technology via access to online courses and interactive CCC Confer Zoom webinars, and also through contributions to the IEPI Integrated Planning ASK Toolkit.

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 2016-2017 Reporting Period**

Type of Event	Objectives	Total # of Events	Total Participants	Total Event Contact Hours	Unduplicated College Count
<b>LCoP</b> —Leadership Communities of Practice: multi-day institutes accompanied by ongoing technical assistance and support over the year	1,3,4,5	15	1,162	225	76
<b>PL Hubs</b> —professional learning events designed to support local, regional, and statewide student completion initiatives	1,2,3,5	60	1,756	278	98
<b>Regional Networks</b> —Half-day and one-day events focused on selected topics	1,2,4,5	13	397	64	76
<b>BSI Coordinator’s Convenings</b> —Focused on action plans, data, and evaluation	1,2,4,5	4	85	24	43
<b>LINKS</b> —Cohesive workshops focused on student completion	1,2	1	49	10	20
<b>Total 3CSN Event</b>		<b>93</b>	<b>3,449</b>	<b>625</b>	<b>114</b>

<b>Conference Presentations</b> —sessions given at state and national conferences disseminating the work of 3CSN	1,2,3,4,5	43	2,000+	80	
<b>Total 3CSN activities and participants served</b>		<b>136</b>	<b>5,449+</b>	<b>705</b>	

### 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 webpage 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.

## ***REPORT ON GRANT OBJECTIVES***

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### **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 Riverside, California in July 2017 to discuss the strengths of their network and the needs of the colleges in their regions. Each **regional network created network plans and professional learning plans**, which outline the objectives of the region and 3CSN for the upcoming academic year and beyond (See Appendix C: Samples of 3CSN Regional Network Plans).
2. **Regional Networks** - The regional networks connect every college in the state to each other through a 3CSN network coordinator. Through this 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 2017-2018 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 in Appendix D -Appendix I 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 regular 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 2016, January 2017, May 2017. Some major outcomes from these retreats are listed here:

#### **July 2016 Retreat, Ventura, CA.**

Key accomplishments include:

- Each community of practice and regional network reviewed and updated their logic model and a created network plan, outlining outcomes, expenditures, etc. for the 2016-2017 year.
- The team developed benchmarks to integrate the various student success initiatives: Student Equity, Student Success and Support, Basic Skills, Basic Skills Transformation, etc.
- New coordinators were introduced and trained; the team reviewed the technology that 3CSN uses to support the statewide networks, including Vimeo, CCC Confer, Zoom, Google, WordPress, etc.

- The BSI Kickoff Event was planned.
- The Equity Institute was planned, with outcomes, breakout sessions, speakers, and an integrated planning focus.
- Questions and schedules were created to follow up with BSILI Community of Practice teams.
- New reporting protocols were discussed that will enable 3CSN to more easily track outcomes, report progress, and identify areas of strength and need.

### **January 2017 Retreat, Ventura CA.**

Key accomplishments include:

- New coordinators from FIER and NCLN were introduced and trained.
- The communities of practice and regional networks discussed ways in which the current work of the networks align with Guided Pathways.
- Logic Models and Network Plans were updated with the “Guided Pathways” frame, with an emphasis on how the networks can support the development of guided pathways across the state.
- There was a review and discussion around updated protocols, including contracts, event planning, and other data sharing tools that help the network document its progress and identify areas of strength and need.
- Upcoming events were planned, including:
  - LINKS-Building Leadership through Networks, which will partner with Leading from the Middle to create a focus on applied leadership.
  - Northern California Equity Institute, which will be hosted at Los Angeles Mission College and follow the same format as the southern California Equity Institute.
  - BSILI, which focused on applied leadership as well as guided pathways.
  - BSSOT events, focused on:
    - Appreciative inquiry
    - Integrated planning
    - Update on new funding formulas
    - Cross-campus sharing on BSI and BSSOT efforts
- The team reviewed protocols and processes for updating and contributing to the website.
- The team discussed how 3CSN could contribute to the Professional Learning Network.

### **May 2017 (1-day retreat)**

During this retreat, the team planned the Basic Skills Initiative Leadership Retreat.

Accomplishments include:

- Piloted new activities that will get to the “Why” or theoretical framework that grounds practitioners’ work.
- Revised the theories of change for each of the regional networks and communities of practice, mapped those theories of change back to the Equity by Design paradigm, and articulated connections between this work and the work of Guided Pathways, integration, and equity.
- Researched teams’ initiatives in order to create an individualized support network for each BSILI team.
- Updated BSILI curriculum.
- 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 and 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 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 and equity 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, Foothill Inland Empire, and North California regions, including the **First Annual Supplemental Instruction Conference at Riverside City College which brought 178 participants from 32 colleges.**
- 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: "2016-2017 3CSN Partnerships" for a list of 3CSN partnerships).
- Our newest community of practice, the Equity Project, has expanded considerably. Leading the new CoP are Arnita Porter and Paula Brown, who are instructors from the LACCD. Arnita Brown is also a new regional coordinator for LARN. **The Equity Project CoP has**



**reached over 500 participants in its first year.**

- There will be four new regional coordinators starting in July 2017 for the next academic year. These coordinators will support the efforts in Northern California, Orange County, the Foothill Inland Empire, and the Far Northern Region. 3CSN also hired a faculty member to coordinate communications across the state. The hiring of more 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, Integrated Planning of BSI, SSSP, EP, preparation for Guided Pathways and AB705.
- When taken together, over **1,340 educators** have attended regional events, **representing 91 unduplicated colleges** in 2016-17 alone.
- Table 2 below summarizes the number of events, participants, and unduplicated colleges by region. See Appendix D -Appendix I 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**

<b>Region</b>	<b># of Events</b>	<b># of Participants</b>	<b># of Unduplicated Colleges</b>
<b>CVRN</b>	6	156	16
<b>FIER</b>	2	200	35
<b>NCLN/FNRN</b>	20	346	55
<b>LARN</b>	9	371	24
<b>OCN</b>	5	95	22
<b>SDIVN</b>	5	178	15
<b>Total</b>	<b>47</b>	<b>1,346</b>	<b>91</b>

At the July 2017 retreat, network coordinators re-envisioned their annual network plans.

Coordinators explored how the work done in the regions links with CCRC’s Guided Pathways central practices:

- Mapping pathways to student end goals
- Helping students choose and enter a pathway
- Keeping students on the path
- Ensuring that students are learning

These network plans will serve to align the work that 3CSN is doing in the regions to the upcoming Guided Pathways work throughout the state. In so doing, the regional networks will provide clear support for colleges as they develop their own plans. See Appendix C for these samples of 3CSN network plans.

### **3. Networked Communities of Practice**

The 3CSN-sponsored Communities of Practice continued to grow significantly. The Reading Apprenticeship (RA) Community of Practice and the Equity Project 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. The Learning Assistance Project continues to grow and expand, inviting student tutors to participate in professional learning networks in an integral way. 3CSN supported six communities of practices in 2015-2016.

- a) Habits of Mind
- b) Reading Apprenticeship Project
- c) Threshold Project
- d) Career and Technical Education
- e) Learning Assistance Project
- f) Equity Project

The major accomplishments of each will be outlined below in this order.

#### **a) 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 **1,100 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://instituteforhabitsofmind.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.

#### Habits of Mind Community of Practice

3CSN's statewide Habits of Mind (HoM) Community of Practice (CoP) has continued to develop and grow. CoP coordinators organized several workshops and institute sessions held throughout the 2016-17 academic year. The HoM CoP delivered **17 sessions** to faculty and staff from nearly **50 different colleges**. See Appendix J for a full list of events and numbers of participants.

#### *Cultivating a Growth Mindset Events.*

For the third year on a row, the Cultivating a Growth Mindset Institute offered faculty teams training in bring Growth Mindset into classroom practice. The three-session Growth Mindset Institute for fall 2016 was delivered to five Inland Empire colleges: Citrus College, Copper Mountain College, Mt. SAC, San Bernardino Valley College, and Riverside City College. The content and day-long training was delivered by Mary-Jo Apigo (West LA College) and Miguel Powers (Fullerton College) on August 12<sup>th</sup>, September 9<sup>th</sup>, and November 4<sup>th</sup>.

Also for the third time, the Habits of Mind Community of Practice offered a popular Cultivating a Growth Mindset post-conference session following the Strengthening Student Success Conference. The session, held October 7<sup>th</sup> in Southern California, oriented more than **40 faculty** from **23 colleges** to both Growth Mindset and Habits of Mind concepts and practices.

#### *Learning Assistance Events.*

Growth Mindset was also featured at the Learning Assistance event held for faculty and staff at West Hills College on September 16<sup>th</sup>. The session was jointly planned and delivered by Miguel Powers (Fullerton College), Danny Pittaway (Coastline Community College), and Erik Armstrong (College of the Sequoias).

### *Introductory Habits of Mind Events.*

Fall 2016 was a busy semester introducing faculty and staff to 3CSN's Habits of Mind. Five sessions were organized and offered throughout the state by various facilitators.

- In the far north, a session was held at Shasta College on October 12<sup>th</sup> to introduce Student Services faculty and staff from local colleges and high schools to Habits of Mind concepts and practices.
  - In central California, two sessions were held, the first at Sacramento City College on September 30<sup>th</sup> followed by a session at Merced College on October 14<sup>th</sup>.
  - In northern California, an introductory session at College of San Mateo on October 21<sup>st</sup> was facilitated.
  - In Southern California, the final session was held on October 21<sup>st</sup> at San Diego City College.
- In total, **18 different college** sent faculty to these introductory sessions, many in preparation for the Habits of Mind Leadership Community of Practice Institute to be spring 2017.

### *Contextualized Habits of Mind Events.*

Several spring 2017 workshops were held for faculty and staff to examine Habits of Minds within the context of selected programs and courses. Four "contextualizing" sessions were organized and delivered at Cerritos College.

- In the Bay area, a session was held for faculty at Las Positas College on January 27<sup>th</sup> to explore Habits of Mind concepts and practices most relevant for STEM courses and programs.
- First Year Experience programs were the focus of a Habits of Minds session held at Cerritos College on February 24<sup>th</sup>.
- Another focused session was held at Cerritos College on March 24<sup>th</sup> for faculty and tutors responsible for Developmental Math courses.
- As part of Tutor Expo at Pasadena City College, a special presentation addressed tutors and learning assistances staff on understanding student habits of mind and resistance to learning.

### *Habits of Mind Leadership Community of Practice Events.*

For the second year in a row, the Habits of Mind Leadership Community of Practice offered faculty teams training in creating and leading Habits of Mind initiatives on campus. The three-session Leadership Community of Practice for spring 2017 was delivered to seven Northern California community college teams: American River College, Columbia College, Hartnell

College, Merced College, Mission College, and Shasta College. The content and day-long training was delivered by Jan Connal (Cerritos College), Paula Gunder (Los Medanos), Kim Manner (West LA College) and Scott Sandler (Gavilan College) on February 10<sup>th</sup>, March 17<sup>th</sup>, and April 21<sup>st</sup>.

### **b) Reading Apprenticeship Project Community of Practice**

<http://rap.3csn.org>

#### Overview

3CSN's Reading Apprenticeship (RA) Community of Practice has two coordinators, Nika Hogan, Pasadena City College and Ann Foster, Santa Rosa Junior College. During 2016-2017, the RA CoP hosted a total of **21 events serving more than 700 participants**. See Appendix K for a full list of events. In addition to organizing and facilitating at these events, the coordinators have been providing support for the **17 RA CoP colleges** who have joined this ever expanding CoP this academic year; these college teams are working on initiating and sustaining RA professional learning workshops and events on their respective campuses in a range of learning contexts. For example, many colleges were able to enroll several team members into WestEd's RA 101 Online courses in fall, winter, and spring. Additionally, 3CSN's RA CoP plays an important role in nourishing the Reading Apprenticeship Community College STEM Network, funded by the Helmsley Trust through August 2017. The CoP now includes several educators from four-year colleges and universities and maintains a strong connection to the CCC/CSU Faculty Collaboratives project as part of that work.

#### 2016-2017 Events List

- 8/17/16-RA Showcase at American River College, 18 participants representing 7 colleges
- 8/19/16 –Introductory RA Workshop at San Joaquin Delta College, 36 participants representing 1 college
- 9/9/16—Introductory Workshop at Gavilan College, 30 participants representing 7 colleges
- 9/16/16-RA Workshop (Math Focus) at WLAC, 17 participants representing 7 colleges
- 9/27/16-RA Workshop in STEM at Las Positas, 27 participants representing 1 college
- 9/30/16- RA Workshop (ESL Focus) at Sierra College, 22 participants



representing 4 colleges

- 10/28/16-Introductory RA Workshop, Part 1 for Foothill College FTLA Participants, 12 participants representing 1 college
- 12/2/16—Math Redesign Workshop at Chaffey College, 15 attendees representing 1 college
- 1/11/17---RA Showcase Workshop, American River College, 31 participants representing 4 colleges
- 1/17/17-- Introductory RA Workshop at CSU Monterey Bay, 35 participants representing 2 colleges
- 1/18/17—1/2 Day RA Showcase Workshop at Cabrillo College 14 participants representing 1 college
- 1/27/17—Introductory RA Workshop, Part 2, FTLA Cohort at Foothill College (6 participants)
- 2/2 & 2/3/2017—Winter Conference, Kellogg Center West, 87 participants representing 27 colleges
- 2/24/17-Reading Apprenticeship Workshop in Math/ Statistics at College of the Canyons, 20 participants representing 5 colleges
- 3/31/17-Introductory RA Workshop at Shasta College, 16 participants representing 1 college
- 4/14/17 RA Workshop in STEM at Mt San Jacinto College, 45 participants representing 5 colleges
- 4/14/17 RA Workshop in STEM at Rio Hondo, 32 participants representing 4 colleges and 1 high school
- 5/31-6/2 Reading Apprenticeship in STEM Course Planning Retreat at CSU, Monterey Bay, 45 participants representing 9 colleges.

Event Descriptions:

*A) Making the Invisible Visible Workshop--American River College.*

This ½ day workshop is offered at the beginning of each semester through collaboration with RA-trained leaders at American River College. The leaders and other ARC faculty share their respective approaches for integrating the RA framework and related routines into a range of learning contexts and academic disciplines. As is often the case, participants appreciate the examples from their colleagues and engage in deep discussion regarding their own practices based on these examples.

Offered twice this year:

- 8/17/16-18 Participants representing 7 colleges
- 1/11/17-31 participants representing 4 colleges

*B) Introductory RA Workshop---*

This Introductory Reading Apprenticeship (RA) workshop introduced participants to the RA Framework and Dimensions of Learning. The workshop helped participants surface and identify their own reading strategies and provided demonstrations and practice time with key RA routines. Participants also examined how these routines could be used in a range of disciplines and learning contexts. Offered 5 times this year:

- 8/19/16 San Joaquin Delta College 36 participants representing 1 college
- 9/9/16 Gavilan College 30 participants representing 8 colleges
- 1/17/17 CSU Monterey Bay 35 participants representing 2 colleges
- 3/31/17 Shasta College 16 participants representing 1 college
- 4/14/17 CSU Channel Islands 12 participants representing 7 colleges and 1 high school

*C) Deeper STEM Learning Through Metacognitive Conversation: A Reading Apprenticeship Workshop*

This highly interactive workshop engaged participants in metacognitive conversations centered on complex disciplinary texts that defeat many students. By discovering and reflecting on their own ways of unlocking STEM graphs, charts, illustrations, and problems, and so forth, participants experienced how the Reading Apprenticeship framework supports discipline-specific literacy development and concept mastery. Instructors discussed ideas for explicitly supporting academic literacy in their disciplines.

Offered two times this year

- 4/21/17 Mt San Jacinto College 45 participants representing 5 colleges
- 4/21/17 Rio Hondo College 32 participants representing 4 colleges and 1 high school

*D) Additional Reading Apprenticeship Workshops listed below in chronological order; each workshop/conference was offered one time.*

*9/16/16-RA Workshop (Math Focus)—West Los Angeles College*

Math colleagues from Los Angeles area colleges were guided through a classroom planning

process. Specifically, they learned how to address mindset in Math classes and how to introduce Think Aloud Paired Problem Solving (TAPPS) as a regular routine. There were 17 participants representing 7 colleges.

*9/27/16-1/2 day RA Workshop in STEM--Las Positas*

This highly interactive workshop engaged participants in metacognitive conversations centered on complex disciplinary texts that defeat many students. By discovering and reflecting on their own ways of unlocking STEM graphs, charts, illustrations, and problems, and so forth, participants experienced how the Reading Apprenticeship framework supports discipline-specific literacy development and concept mastery. Instructors discussed ideas for explicitly supporting academic literacy in their disciplines. There were 27 participants representing 1 college.

*9/30/16- Introductory RA Workshop (ESL Focus) -- Sierra College*

This Introductory Reading Apprenticeship (RA) workshop introduced participants to the RA Framework and Dimensions of Learning with a focus on the needs of ESL students. The workshop helped participants surface and identify their own reading strategies, and provided demonstrations and practice time with key RA routines. This hybrid event included four facilitators; two in-person facilitators and two ESL faculty members from Southern CA who were able to share their RA practices through Zoom videoconferencing. There were 22 participants representing 4 colleges.

*10/28/16-Introductory RA Workshop, Part 1 for Foothill College FTLA*

*Participants*

This was the first in a two-part Introductory Reading Apprenticeship (RA) workshop. In this first workshop, participants learned about the Reading Apprenticeship framework and the centrality of the personal, social, cognitive, and knowledge-building dimensions. Participants also experience key RA routines and discussed classroom applications of each routine. There were 12 participants representing 1 college.

*12/2/16—Math Redesign Workshop--Chaffey College*

Math faculty from Chaffey College were guided through a curricular planning discussion focused on how to write routines that support metacognitive conversation into their new course descriptions and outcomes. There were 15 attendees representing 1 college.

*1/18/17—2 Hour RA Workshop at Cabrillo College*



In this brief Introductory Reading Apprenticeship (RA) workshop participants learned about the Reading Apprenticeship framework and the centrality of the personal, social, cognitive, and knowledge-building dimensions. Participants also experienced key RA routines and discussed classroom applications for each routine. There were 14 participants representing 1 college.

*1/27/17-Introductory RA Workshop, Part 2 for Foothill College FTLA*

*Participants*

This was the second of a two-part Introductory Reading Apprenticeship (RA) workshop. In this workshop, participants reviewed the Reading Apprenticeship framework, practiced RA routines, and supported each other in lesson planning for their STEM courses. There were 6 participants representing 1 college.

*2/2 and 2/3, 2017-Reading Apprenticeship Winter Conference*

This conference brought together participants from the Reading Apprenticeship Leadership, FYE, STEM, and cross-disciplinary strands for two days of facilitated professional learning. The new Winter Conference format was designed to support the 3CSN Reading Apprenticeship community of practice participants. Participants from fall 2016 online courses and summer 2016 seminars were encouraged to return to winter conference to reinforce their learning and focus on making real changes based on Reading Apprenticeship in their home context. There were 87 participants representing 27 colleges nationwide, 19 colleges from California.

*2/24/17-Reading Apprenticeship in Math/Statistics*

This workshop offered mathematics and statistics educators from SoCal an opportunity network with members of the Reading Apprenticeship Community College STEM Network. After a presentation from the featured presenter, participants discussed their teaching practices, and shared and received feedback from their supportive community of colleagues. There were 20 Participants representing 5 colleges.

*5/19 and 5/20, 2017-2nd Annual Reading Apprenticeship Conference*

This conference offered educators from across California a chance to learn about the Reading Apprenticeship framework and how instructors are using it to support students. The conference offered full-day, 1/2 day and 90 minute breakout sessions. The longer sessions provided an introduction to the framework within specific contexts, such as the STEM disciplines while the shorter sessions provided concrete examples of how instructors are using RA routines in their classrooms and other learning contexts, such as tutoring, to become motivated, strategic, and

critical readers, thinkers, and writers, to develop positive literacy identities, and to engage with challenging academic texts. The sessions highlighted practitioners' work with Reading Apprenticeship and: English as a Second Language, English, History, Math, Life Sciences, Physical Sciences, General Education Courses, such as History and Psychology, Career Technical Education Courses, Acceleration, Assessment, Tutoring, Campus Transformation and more. There were 186 participants representing 55 colleges.

*5/31 through 6/2-Reading Apprenticeship in STEM Course Planning  
Retreat at CSU Monterey Bay*

This 3-day retreat engaged participants in metacognitive conversations centered on complex disciplinary texts that challenge and often defeat many students. By discovering and reflecting on their own ways of unlocking STEM graphs, charts, illustrations, and problems, and so forth, participants will experience ways the Reading Apprenticeship approach helps students master core concepts and helps instructors explicitly support academic literacy in their discipline. The Reading Apprenticeship framework draws on the strengths students and faculty bring to build confidence and power to their work with texts, concepts, and each other. Throughout the retreat, participants practiced key RA routines, discussed disciplinary Threshold Concepts, developed lesson plans, and worked on course planning ideas as well. There were 45 participants representing nine colleges.

**c)Threshold Project Community of Practice**

Overview

3CSN's Threshold Project Community of Practice has several coordinators and has been undergoing a transition in leadership over this year. Nika Hogan, Pasadena City College and Kim Costino, CSU San Bernardino, started the project to create a space for robust and ongoing intersegmental collaboration as educators in high schools, community colleges, and California State Universities all reconsider and redesign general education courses and pathways. Strong partnerships between 3CSN and the CSU's "Give Students a Compass" initiative, the AACU/CCC/CSU Faculty Collaboratives Project, and the CSU Institute for Teaching and Learning have supported the ongoing interest and energy in the threshold project, but have also necessitated ongoing re-evaluation of the goals, activities, and leaders for the project. During 2016-2017, the Threshold CoP mostly focused on this transition process, but also hosted or supported a total of **7 events** serving **175 participants** (see Appendix L for more details).

Coordinators also piloted synchronous online “Meet Ups” to expand our community. Although the CoP did not run a full, year-long professional learning series as we have in prior years, we still strengthened and stabilized the core intersegmental leadership team and made strides towards robust programming for next year. The CoP leadership team now includes Miguel Powers, Fullerton College, Lilit Haroyan, East Los Angeles College, Emily Magruder, CSUCO’s Institute for Teaching and Learning, Christina Chavez-Reyes, Cal Poly Pomona. Nika Hogan continues to coordinate the work and Kim Costino continues to advise the team, but no longer participates as a lead facilitator. In 2017-18, The Threshold CoP will be offering two two-day institutes modeled after the course redesign institute piloted at San Diego Mesa College this June; will be assisting the Los Angeles College Promise Team in convening intersegmental regional groups of Math and English instructors, and will continue to use the Faculty Collaboratives Hub to offer high quality synchronous online workshops.

#### Events

- 9/23/16--Crossing Boundaries for Equity-Minded Teaching and Learning (Faculty Collaboratives Convening) at College of the Canyons, 68 participants representing 26 colleges
- 9/24/16—Threshold project Convening: Lesson Study at College of the Canyons, 25 participants representing 14 colleges
- 3/17/17—Faculty Learning Community: Threshold Concepts and LA Based Curriculum at CSU Los Angeles, 8 participants representing 1 college
- 4/24/17-- Faculty Collaboratives Online Meet Up: Why Reading Apprenticeship? The Literacy-Equity Connection in College, 25 participants from 10 colleges
- 5/31/17--Faculty Collaboratives Online Meet Up: Creating Equitable Learning Environments for New College Students, 22 participants from 14 colleges
- Course Redesign Institute: Threshold Concepts, Growth Mindset, and Disciplinary Apprenticeship at San Diego Mesa College, 27 participants representing 1 college

#### Event Descriptions

##### *Crossing Boundaries for Equity-Minded Teaching and Learning--College of the Canyons*

This culminating convening of the California Faculty Collaboratives grant invited participants to engage in professional learning to foster more engaging and inclusive learning experiences.

There were 68 participants representing 26 colleges.

*Threshold project Convening: Lesson Study--College of the Canyons*

In this follow up to the Faculty Collaboratives Convening, participants had the opportunity to dive into a modified version of Lesson Study. The practice of Lesson Study offers an opportunity to take a close look at the intricacies of teaching and student learning of specific topics. This workshop introduced the Lesson Study process and allowed teams to work on developing and sharing research lessons. There were 25 participants representing 14 colleges.

*Faculty Learning Community: Threshold Concepts and LA Based Curriculum at CSU Los Angeles*

At this FLC meeting at CSULA, Nika Hogan was the guest facilitator, helping the participants to workshop the way that threshold concepts can assist them in their curricular redesign planning. There were 8 participants representing 1 university.

*Faculty Collaboratives Online Meet Ups*

As part of the ongoing collaboration with the California Faculty Collaboratives Project, Nika Hogan contributed two synchronous online “Meet Up” workshops through the Faculty Collaboratives Hub.

- 4/24/17--Why Reading Apprenticeship? The Literacy-Equity Connection in College, 25 participants from 10 colleges
- 5/31/17--Creating Equitable Learning Environments for New College Students, 22 participants from 14 colleges

*Course Redesign Institute: Threshold Concepts, Growth Mindset, and Disciplinary Apprenticeship--San Diego Mesa College*

Miguel Powers and Lilit Haroyan designed and facilitated two days of professional learning for San Diego Mesa College’s week-long Course Redesign Institute. The two days blended a Reading Apprenticeship approach with strategies for building growth mindsets and uncovering threshold concepts. There were 27 participants representing 1 college.

**d) Career Technical Education (CTE) Community of Practice (CoP)**

Overview

From 2014 until now, Donna Cooper has led the CTE Community of Practice in partnership with Luis Chavez at Career Ladders Project. The Career Technical Education (CTE) Community of Practice has an overarching goal to bring together CTE faculty, students, staff and administration

from all interested colleges to create networks of collaboration, expertise and creative problem-solving that will in turn transform their programs and departments so that the flow of successfully prepared graduates meets the demands of the California job market.

Most recently, coordinators have begun a dialogue with the Doing What Matters Initiative in order to develop a partnership across the state. In addition, the CTE CoP Coordinator served as the 3CSN liaison on the Noncredit Summit Planning team. The Summit was held in May 2017.

#### Events

- August 1, 2016 – Basic Skills Student Outcomes and Transformation (BSSOT) Summit. Donna presented a workshop on integrating basic skills into CTE pathways or courses.
- August 17, 2016 – Met with Sacramento City College to map out contextualized basic skills and embedded tutoring in their new CTE pathway.
- April 29, 2017 – ACTLA Conference, Donna presented a workshop on 3CSN and embedding tutors in CTE pathways.
- May 29, 2017 – NISOD Conference, Donna presented a workshop on 3CSN and embedding tutors in CTE pathways.

#### **e) 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. 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.

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. Concluding its second full academic year, the Learning Assistance Project is poised to continue to foster the network and community around postsecondary learning assistance. In fall 2016, LAP conducted regional events to strengthen the network and provide momentum to build toward Tutor Expo '18, which was held at Pasadena City College (March 31 and April 1) and San Joaquin Delta College (April 7). Together, both events attracted more than **350 tutors, faculty, staff, and managers**. Feedback from events provides evidence that LAP is advancing toward outcomes defined in the LAP logic model. Tutor Expo continues to grow and continues to be hosted within the California Community Colleges to shine a light on the professional growth of tutors, coordinators, and others in learning assistance. LAP events attracted participants from more than **60 institutions** of higher learning across the CCC, CSU, and UC system.

LAP coordinators presented throughout the year at various conferences, including Strengthening Student Success in October, the Inland Empire Supplemental Instruction conference in October, ACCCA in February, ACTLA in April, and the Second Annual RA Conference in May. LAP also submitted pieces about tutor training and learning theory to the state Chancellor's Office supported Professional Learning Network. In 2017-2018, LAP plans to launch a leadership community of practice to focus on professional learning for coordinators and directors of learning assistance centers and programs. Additionally, LAP is currently conducting a study on how learning assistance is represented in Institutional Self-Evaluation Reports (ISERs) across the California Community Colleges. The purpose of the study is to surface trends and patterns in how learning assistance is carried out throughout the colleges. LAP is coordinated by Crystal Kiekel, Mark Manasse, and Danny Pittaway. See Appendix M for a full list of events and numbers of participants.

#### Events

- 9/16/16-Learning Assistance and Growth Mindset at West Hills Coalinga, 46 participants from three (3) colleges
- 10/14/16-LAP Sharing Event at Cañada College, 32 participants from six (6) colleges
- 10/21/16-LAP Sharing event at Santiago Canyon College, 28 participants representing 16 colleges

- 10/22/16-1<sup>st</sup> Annual 3CSN SI/LAP Conference at Riverside Community College, 178 participants from 32 colleges across southern California
- 3/10/17-LAP Sharing at Saddleback College, 6 participants from six (6) colleges
- 3/31/17 and 4/1/17 - LAP Tutor Expo '18 at Pasadena City College, 230 participants from forty-one (41) colleges
- 4/7/17 - LAP Tutor Expo '18 at San Joaquin Delta College, 118 participants from twelve (12) colleges

#### **f) 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.

##### Equity CoP Goals:

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

4. Support educators to integrate principles of cultural humility, culturally responsive teaching and learning (CRTL), and other high-impact practices for instruction (face-2-face and online) and student services to facilitate engagement, increase retention and promote student success.

Summary of Equity CoP Activities:

From July 2016 to June 2017, Arnita Porter, Paula Brown, and Diana Bonilla, Equity Project Co- Coordinators, facilitated twelve 3CSN specific events throughout the state. See Appendix N for a full list of events and numbers of participants. With respect to outputs, the Equity Project offers Intro to CRTL Workshops for faculty, tutoring, frontline staff, and online learning. A CRTL Training Series (3-4 part) is also offered. Colleges from the NoCal and SoCal Equity Institutes hosted regional events in spring 2017. During workshops, facilitators discuss the importance of embedding Equity, CRTL, and Cultural Humility pedagogy, policies, and practices when integrating Student Equity Plans with other campus-wide initiatives. Accomplished outcomes include hosting NoCal and SoCal Equity Institutes, facilitating a CRTL 4-part Training Series, facilitating a Regional Equity Summit, four (4) Intro to CRTL Regional Events, five Intro to CRTL workshops, and establishing partnerships and collaborations with other communities of practice within the 3CSN Network, and with other colleges, programs and statewide initiatives. Los Angeles Regional Network Co-Coordinator, Diana Bonilla, joined the Equity Project as a Co-Coordinator in November, to address equity-related issues in counseling. She co-presented at the NoCal Equity Institute Equity and will be facilitating sessions and activities that support growing the Equity Project.

In the upcoming year, coordinators will focus efforts on expanding the community of practice to address disparate impact, including cross-collaboration with Habits of Mind and Learning Assistance Project Communities of Practice, outreach to more campuses, and adding new workshops to our menu of services. Sharing Sessions (face-to-face and online) will provide more opportunities to convene with Student Equity Coordinators, Professional Development Coordinators, and equity practitioners in the field to exchange ideas, develop strategies, share effective practices and resources as we work towards transforming our classrooms (face-to-face and online), departments, programs and campuses into equity-minded institutions. The team will continue to offer and provide trainings, workshops, and opportunities for collaboration. The CoP will also be attending and presenting at conferences to expand our knowledge as facilitators.



Colleges from both Equity Institutes hosted statewide and regional events in spring 2017, including the Northern Equity Institute, an Equity Summit in the Central Valley, and CRTL for Tutoring. To date, the Equity Project has served over **500 participants** from **45 unduplicated California Community Colleges**. Statewide and regional events, and campus training sessions are scheduled for fall 2017-spring 2018.

#### Activities

- CRTL Training Series, Academic Support Center Staff, Fullerton College - June 7, 21, July 12, 26, 2016
- Intro to CRTL, Los Angeles Valley College – July 7, 2016
- Intro to CRTL for Tutors, San Diego Miramar College - September 2, 2016
- Intro to CRTL, Regional Event, San Diego Mesa College - September 23, 2016
- Intro to CRTL, Regional Event, LA Valley College – October 14, 2016
- Intro to CRTL, San Diego Mesa College - October 21, 2016
- Equity Institute, Kellogg West, Cal Poly Pomona - November 18-19, 2016
- Northern California Equity Institute, Mission College – March 10-11, 2017
- Intro to CRTL in Tutoring, Regional Event, West Los Angeles College – April 14, 2017
- Intro to CRTL, Regional Event, Ventura College – April 20, 2017.
- Equity Summit, Regional Event, West Hills College Coalinga – April 28, 2017.

During 2016-17, the Equity Project hosted the following events:

- **CRTL Training Series, Academic Support Center Staff, Fullerton College- June 7, 21, July 12,26, 2016**
  - The Equity Project facilitated a 4-part CRTL Training Series for frontline staff at Fullerton College to address disparate impact, and increase awareness of race and culture sensitivity in the Academic Support Center (ASC). **There were 15 participants**. With a goal of increasing equity practices in the ASC Skills Center, Tutoring Center and Writing Center, facilitators discussed Fullerton’s Student Equity Plan (SEP) and goals to address disparate impact, and provided an equity-framework for ASC to align with those goals. For three days, facilitators led

participants in a deep dive of CRTL pedagogy using modules, guided activities, and small-group work that surfaced the need for implementing CRTL practices to foster a welcoming and supportive environment for students and ASC staff. A creative session was held on the fourth day, where participants developed program activities embedded with equity/CRTL principles and practices to increase student engagement, and ensure students feel directed, focused, nurtured, connected and valued. Activities were also selected to build community with staff. Check-in sessions have been held with the ASC Director, and more coaching sessions are planned for Fall 2017. The Director also expressed interest in ongoing in-depth training sessions with ASC and other departments.

- **Intro to CRTL, Los Angeles Valley College – July 7, 2016**

Equity Project facilitators were invited to conduct an Intro to CRTL workshop for the LAVC Teaching Innovations Academy. **There were 21 participants** from various disciplines including Anthropology, English, Kinesiology, Math and Sociology. The event focused on culturally responsive teaching and learning pedagogy and practices to address the disparate impact identified in their college Student Equity Plan (SEP). Attendees participated in a backwards design exercise, creating activities to support goals outlined in their SEP to reduce disparate impact in their classrooms and departments. Strategies for cross-collaboration were discussed as a way to integrate college initiatives and build community campus-wide and within their respective departments. A check-in with the Program Director is scheduled for Spring 2017.

- **Intro to CRTL for Tutors, San Diego Miramar College - September 2, 2016**

The beginning of the fall semester opened with the Equity Project facilitating an Intro to CRTL workshop for the San Diego Miramar College English Center. The **15 attendees** consisted of faculty, English Center staff, and student tutors. After reviewing their college Student Equity Plan and equity-minded/CRTL pedagogy and practices, participants gathered in small groups and using an appreciative inquiry approach, identified strengths and successful activities, then selected one of the Six Success Factors, from the RP Group's Student Support (Re)defined study, to focus and build upon. Small

group brainstorming sessions resulted in planned equity-embedded activities for implementation in the immediate future and the 2016-17 academic year. Some of the activities selected for increased student engagement, included better use of technology to communicate with and monitor students' needs, collaborating with student clubs to increase English Center participation, measuring, monitoring and praising goal completion, and creating a coffee hour to connect students across classes. A follow-up session is scheduled with the English Center Director in Fall 2017.

- **Intro to CRTL, Regional Event, San Diego Mesa College -September 23, 2016**

San Diego Mesa College hosted an Intro to CRTL Regional Event that drew **65 attendees from 19 schools**, including Pasadena City College, Long Beach City College and LA Southwest College, campuses outside SDIVN. Facilitators shared CRTL pedagogy, equity-based strategies, and examples of practitioners embedding equity-minded practices into the goals and activities outlined in their campus Student Equity Plans and other statewide initiatives. Faculty, staff and administrators participated in vibrant discussions and exercises, which led to colleges working in groups to develop activities for increased student engagement and persistence. Equity Project facilitators were asked to return in October to conduct two (2) Intro to CRTL workshops with the Humanities and Language Arts Department and with new faculty. A follow-up coaching session is scheduled Fall 2017.

- **Intro to CRTL, Regional Event, LA Valley College – October 14, 2016**

Equity Project Co-Coordinator returned to LA Valley College to facilitate a regional Intro to CRTL workshop. **There were 21 participants from 2 schools**, including a team from Ventura College. The event focused on culturally responsive teaching and learning pedagogy and practices to address the disparate impact and increase retention, transfer and student success rates. Attendees from various disciplines reflected upon their culture and shared personal and professional experiences around engaging diversity. They also discussed their roles as educators and the need to build capacity as equity practitioners to help marginalized students feel more welcomed, valued and supported. Using appreciative inquiry, participants engaged in a backwards design

exercise to develop activities in support goals outlined in their Student Equity Plans. They also discussed strategies for cross-collaboration to integrate college initiatives and build community campus-wide and within their respective departments. A check-in with the Professional Development Coordinator is scheduled for Spring 2017. The team from Ventura College requested that we facilitate a workshop on their campus in 2017-2018 school year.

- **Intro to CRTL, San Diego Mesa College -October 21, 2016**

San Diego Mesa College is committed to becoming the leading college of equity and excellence. After facilitating the September 23<sup>rd</sup> Intro to CRTL Regional Event at Mesa, the Equity Project team was invited back to conduct a morning Intro to CRTL session with the Humanities and Language Arts Department and an afternoon session with new faculty. **A total of 77 participants**, including faculty, staff, and administrators were introduced to CRTL pedagogy and equity-minded practices. With Mesa's commitment to equity and excellence at the forefront, participants shared personal and professional reflections on diversity, equity and culture. Small group work resulted in plans and activities for increasing equity-minded and culturally responsive classrooms, departments and programs and discussions on integrating these practices into other college success initiatives.

- **Equity Institute, Kellogg West, Cal Poly Pomona - November 18-19, 2016**

The first annual 3CSN Equity Institute, a two-day event, sponsored by the Equity Project, 3CSN's newest Community of Practice, Equity Project, was held at Kellogg West on the beautiful campus of Cal Poly Pomona. **A total of 54 attendees from 26 colleges** and four organizations were represented, including Carnegie Math Pathways, The Education Trust-West, Minority Male Community College Collaborative (M2C3), and USC's Center for Urban Education (CUE). Day one began with keynote speaker Ryan Smith (Executive Director of The Education Trust-West) sharing findings from the organization's recent study, Black Minds Matter and discussing data and strategies for closing opportunity and achievement gaps in California that persist from K-12 schools through higher education. Dr. Frances Kendall, author of "Understanding White

Privilege: Creating Pathways to Authentic Relationships Across Race,” followed with Inequity by Design, which focused on organizational systems specifically designed to produce inequitable realities based on race, sex, class, religion, ability, sexual orientation and identity, skin color and ethnicity. Dr. J. Luke Wood (Co-Director of Minority Male Community College Collaborative) shared insights from his research and discussed practical strategies to support men of color and underserved students, teaching and counseling strategies, as well as recommendations for planning and policy.

Keynote speakers also facilitated breakout sessions, which allowed participants an opportunity to dive deeper and explore topics discussed in the keynote addresses. Anthony Chavez co-facilitated with Ryan Smith. Dr. Karon Klipple (Executive Director of Carnegie Math Pathways) and Dr. John Kellermeier (Carnegie Math Pathways Faculty) shared lessons from implementing Statway and Quantway and discussed approaches for improving persistence and successfully achieving equitable learning and outcomes in developmental mathematics. Equity Project Co-Coordinator, Paula Brown, discussed the four stages of dialogue and offered effective techniques for engaging in difficult conversations in, *Facilitating Conversations on Race*. Dr. Chau Dao and Desiree Marquez discussed Mt. San Antonio College’s model Veteran’s program in *Strategies for Supporting Veterans*. Jessica Petrass (John Burton Foundation) discussed challenges experienced by Foster Youth and offered promising practices to support and guide them in, *How to help Foster Youth turn their dreams into degrees*. Counselor and 3CSN LARN Co-Coordinator Diana Bonilla facilitated the *Spotlight Session* with Drs. Jessica Cristo (3CSN), Marilyn Harvey (San Diego City College and Online Education Initiative) and Crystal Keikel (LA Pierce College) and addressed unique challenges of students who are AB540, LGBTQ, multicultural, and those who have physical and mental health challenges. They also offered strategies for equity practitioners in classrooms, student services, campus programs and in online environments.

Day two was led by Dr. Lindsey Malcom-Piqueux (Associate Director for Research and Policy, Center for Urban Education, USC) who offered practitioners tools and concrete

strategies for instructional practices, and data-based inquiry in *Putting Equity-Mindedness into Practice*. Dr. Veronica Neal (Director of Equity, Social Justice, and Multicultural Education, De Anza College) discussed key components of an equity framework, the benefits of developing a conceptual framework, and offered strategies to participants for deepening their campus equity work and the importance of self-care. Participants were appreciative of the opportunity to dialogue and network with equity practitioners from around the state and expressed interest in bringing 3CSN to their regions for professional learning and support in their campus-wide equity efforts.

- **Northern California Equity Institute, Mission College–March 10-11, 2017**

The first annual Northern California (NoCal)Equity Institute, a two-day event, sponsored by the Equity Project, was held at Mission College. **A total of 54 attendees from 22 colleges**, California State University, Monterey Bay, and four organizations were represented, including Carnegie Math Pathways, The Education Trust-West, The Pacific Educational Group, and Whites for Racial Equality. Day one began with keynote speaker Dr. Will Walker (Director Higher Education Partnerships, Pacific Educational Group) discussing *Courageous Conversations* as a protocol for achieving racial equity in college settings. Dr. Frances Kendall, author of "Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race," followed with *Inequity by Design*, which focused on organizational systems specifically designed to produce inequitable realities based on race, sex, class, religion, ability, sexual orientation and identity, skin color and ethnicity. Keynote speakers also facilitated breakout sessions, which allowed participants an opportunity to dive deeper and explore topics discussed in the keynote addresses. Anthony Chavez and Leni Wolf co-facilitated an Equity Data Walk. Anita Crawley, Ann Todd Jealous, Caroline Haskell and JT Mason discussed the benefits derived when people from different sectors work towards social justice in education. Dr. Jessica Cristo focused on AB540 and our DACA students.

Day two was led by Dr. John Kellermeier (Carnegie Math Pathways Faculty) who shared lessons from implementing Statway and Quantway and discussed approaches for

improving persistence and successfully achieving equitable learning and outcomes in developmental mathematics. Dr. Veronica Neal (Director of Equity, Social Justice, and Multicultural Education, De Anza College) discussed the necessity of equity practitioners engaging in strategic conversations to support efforts in creating equity-minded institutions and the importance of creating a Calling-In Culture. Equity Project Co- Coordinators, Paula Brown and Diana Bonilla, discussed embedding CRTL principles in instruction and counseling. Two Spotlight Campus Sessions were held. Tony Santa Ana (De Anza College) and Ken Songco (Mission College) highlighted student engagement practices towards achieving equity and Dr. Rosa Nguyun and Jennifer Sinclair of the Foothill College Faculty Teaching and Learning Cohort (FTLA) shared their efforts of prioritizing equity in the classroom. Participants exchanged strategies for equity practices in classrooms, student services, campus programs and transforming campus culture. They were appreciative of the opportunity to dialogue and network with equity practitioners from around the state and expressed interest in bringing 3CSN to their regions for professional learning and support in their campus-wide equity efforts

- **Intro to CRTL in Tutoring, Regional Event, West Los Angeles College–April 14, 2017**

The Intro to CRTL in Tutoring workshop was hosted by the West LA College Learning Center. Thirty-nine (39) participants included tutors, Learning Center staff, and faculty from WLAC, LA Harbor College and Oxnard College. Participants reviewed their campus Student Equity Plan and discussed the importance of their role to campus-wide initiatives and student success. Participants learned about equity, CRTL, and cultural humility pedagogy and practices. In small groups, they used Appreciative Inquiry to identify strengths, dream, and plan for embedding equity, CRTL and cultural humility practices into their tutoring sessions. The groups then created “What, So What” posters reflecting practices they planned to incorporate as equity practitioners to help students overcome learning barriers and make them feel welcomed and valued. Some of the activities included practicing humility, having high expectations, a growth mindset, being respectful, understanding WLAC demographics and making examples relevant to those

cultures, being approachable, and creating a welcoming environment. Follow-up sessions are being scheduled for Fall 2017 and Spring 2018 with the Learning Center Director.

- **Intro to CRTL, Regional Event, Ventura College – April 20, 2017.**

Ventura College hosted an Intro to CRTL Regional Event that drew **124 attendees from 11 schools**, including College of the Canyons, Rio Hondo, LA Mission, Santa Barbara City College, Mira Costa, and Riverside, campuses outside of the Ventura Community College District. Facilitators shared Equity, CRTL, and Cultural Humility pedagogy, strategies, and examples of practitioners embedding equity-minded practices into the goals and activities outlined in their campus Student Equity Plans and other statewide initiatives. Faculty, staff and administrators participated in vibrant discussions and exercises, which led to colleges working in groups to develop activities embedded with equity, CRTL, and Cultural Humility practices to increase students' sense of belonging, engagement and persistence. Ventura College has requested and scheduled the Equity/CRTL 3-part Training Series for Fall 2017.

- **Equity Summit, Regional Event, West Hills College Coalinga – April 28, 2017.**

The Central Valley Region hosted an Equity Summit on the campus of West Hills College Coalinga. President Brenda Thames welcomed **40 attendees from 7 schools**, including West Valley College, Fresno City, Gavilan, WHC Lemoore, Cuesta, and College of the Sequoias. West Hills Coalinga's President welcomed Facilitators shared Equity, CRTL, and Cultural Humility pedagogy, equity-based strategies, and examples of practitioners embedding equity-minded practices into the goals and activities outlined in their campus Student Equity Plans and other statewide initiatives. Breakout sessions focused on Courageous Conversations about Race and Equity in Online Learning. Faculty, staff and administrators participated in vibrant discussions and exercises, which led to colleges working in groups to develop activities to increase students' sense of belonging, engagement and persistence. President Thames has asked Equity Project facilitators to return in Fall 2017.



## **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 the help build colleges' local capacity to increase student success and equity. In 2016-17, 3CSN facilitated dozens of workshops, inquiry groups, events, and presentations through which ideas and high-leverage practices with the most potential were disseminated.

### **2016-2017 events that are highlighted in this report include the following:**

1. Learning in Networks for Knowledge Sharing (LINKS)
2. Professional Learning (PL) Hub Support
3. Achieving the Dream (AtD) & Student Success Summits
4. 2016 Strengthening Student Success Conference
5. Basic Skills Advisory Committee
6. The Faculty Teaching and Learning Academy (FTLA)
7. Change Leadership

### **Major Accomplishments**

#### **1. LINKS -**

LINKS (Learning in Networks for Knowledge Sharing)-Building Leadership Networks: Learning to Lead, Leading to Learn, April 21-22, 2017, Ventura Crowne Plaza Hotel

For the past several years, both RP Group's Leading from the Middle (LFM) and 3CSN's Basic Skills Initiative Leadership Institute (BSILI) have supported colleges as they strengthen their capacity to create and sustain leadership focused on what students need to reach their goals. Expanding on this work, in spring 2017, LFM and 3CSN partnered to co-plan and co-host this two-day LINKS conference. At this conference, **49 attendees** representing **23 colleges** explored themes around leading and learning by focusing on case studies of former LFM and BSILI colleges. These colleges shared how they have led successful programs, practices, and services at

their respective institutions after participation in LFM and/or BSILI. Through these case studies, participants were given an opportunity to discuss the leadership challenges and opportunities inherent in this kind of transformation. To develop these case study breakouts, former LFM and BSILI participants were asked to organize their presentations around a few guiding questions, including:

1. In describing your program/innovation, what were the obstacles you had to overcome?
2. What are the strengths of your program/initiative/collaborations?
3. Who were your allies in this work and what support did they provide?
4. What type of leadership was needed at all levels during your process (i.e. planning and implementation phase)?
5. Please provide data on your initiative and information on any evaluation that has taken place.

#### *Day One*

- **Guided Pathways** - Dr. Craig Hayward hosted a preconference, in which participants were offered an overview of the California Guided Pathways project and lead an interactive session exploring ways in which your college can connect with this work.
- **Building Collaborative Cultures and Institutional Coherence** – After the preconference, interactive breakout sessions were held that featured case studies from exemplar LFM and BSILI colleges. Through these case studies, participants explore leadership themes, including:

- Building organizational coherence
- Cross walking for integrated planning
- Developing collaborative cultures
- Engaging resistance
- Collecting and sharing data
- Seeding networks and relationships
- Scaling and sustaining projects/initiative over time

#### *Day Two*

- **Building Capacity for Equity at Scale** - Keynote speaker Dr. Francis Kendall set the context for integrating equity into our success initiatives. Then, Kirsten Corbin from the State Chancellor's Office discussed how they are providing resources to support leadership and

integration for transformation at scale. Teams also participated in an interactive “Equity Data Walk.” LFM and 3CSN coordinators facilitated a conversation about how participants could continue to leverage our networks and resources to support colleges across the state.

## **2. PL Hub Support**

To support colleges and teams who attended BSILI 2016, 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 2016 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 2016 college is outlined below:

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

## **3. Achieving the Dream (AtD) & Student Success Summits (2016-2017)**

During 2016-17, 3CSN Los Angeles Regional Coordinators planned professional learning summits that focused on three areas for the LACCD’s AtD and Student Success Initiative goals. For the second consecutive year, these summits were open to all community colleges, therefore becoming regional events for LARN. These topics included:

- a) Just in Time Tutoring
- b) Embedded Student Services in First Year Experience (FYE) programs
- c) Creating a Professional Learning Hub-postponed until fall 2017

The summit planning committee consists of Basic Skills Initiative (BSI)/ Student Success and Support Programs (SSSP)/ Equity Program (EP) coordinators, 3CSN LARN Coordinators, and faculty from the nine LACCD campuses. The committee continues to use the same summit design from 2014. The committee had 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 6<sup>th</sup> Annual Achieving the Dream Retreat for LACCD.

a) SSI Summit #1: Just in Time Tutoring, October 28, 2016, at L.A. Pierce College  
The AtD Summit: Just in Time Tutoring at LA Pierce College was widely attended: there were **35 participants** from **11 colleges**. Half of the participants were peer tutors. The focus of this event was to define “Just in Time Tutoring.” Participants discussed the needs of students who seek out tutoring sporadically, and how embedded tutoring models are more appropriate for all students because they provide a support system throughout the semester. There was a discussion with California State University Dominguez Hills (CSUDH) who shared their comprehensive approach to tutoring that is embedded in their FYE program. NetTutor was also present, an online platform for providing tutoring to all students twenty-four hours per day, seven days per week. CSUDH is interested in hosting a tutoring event on their campus next fall.

b) SSI Summit #2: Embedded Student Services in FYE Programs, March 24, 2017 at  
L.A. Mission College

LARN hosted Embedded Student Services in FYE Programs at Los Angeles Mission College, with **51 attendees** representing **15 colleges**. This summit focused on the importance of embedding student services in FYE programs to further support efforts of increasing student success such as persistence and completion. Guest speaker, Dr. Mike Muñoz, Dean of Student Services at Rio Hondo College, spoke about how their college designed and implemented a successful College Promise Program. Dr. Muñoz provided student success calendars, flyers, and examples of the Promise work Rio Hondo College is doing. During the panel discussion on powerful practices for First Year students, representatives from East Los Angeles College, Los Angeles Mission College, College of the Canyons, and Pasadena City College shared the many ways they engage students early in the process, i.e. onboarding and how they sustained their engagement over time through various activities, including mentoring/coaching. Highlights from

this summit, including the guest speaker, were brought to the April 11, 2017 Los Angeles College Promise meeting at L.A. City College.

### **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.
- This year, three 3CSN Coordinators joined the Steering Committee.
- Five 3CSN Coordinators served on the Program Committee.
- In 2016, 3CSN Coordinators and Community of Practice members facilitated eight breakout sessions. These sessions represented each of the communities of practice as well as the work in the 3CSN regions.
- Two of 3CSN's CoPs-- Habits of Mind and BSILI--facilitated post-conference sessions at the conference.
- 3CSN funded at least one member from each of the 2016 BSILI college teams to attend post-conference session on leadership lessons from BSILI where they shared progress on their campus professional learning initiatives.

Please see Appendix A for a full list of presentations and presenters. A summarized list is below:

- 3CSN's Learning Assistance Project: A Statewide Community of Practice
- Creating an Interdisciplinary and Intersegmental Faculty Community of Practice
- Lessons in Leadership: How a Networked Community of Practice Model Builds the Faculty and Staff Capacity Needed to Foster Institutional Transformation
- Cultivating a Growth Mindset
- Tools and Processes to Make Your Life Easier: Integration at its Best for Planning
- 3CSN's Learning Assistance Project: A Statewide Community of Practice
- Growth Mindset in the Disciplines: A Collaborative Approach to Instructional Innovation
- IEPI -Integrated Planning with IEPI, Pre-Conference Workshop

### **6. Basic Skills Advisory Committee**

The Executive Director continued to serve on this important committee. This year, the committee focused on the integration of the three student success initiatives: BSI, SSP, EP as well as the new integrated report for the three. The committee also focused on planning the first

Noncredit Conference on May 4-5, 2017 in Sacramento. During BSAC meeting, the Executive Director provides updates on 3CSN's regional and statewide activities.

## **7. Faculty Teaching and Learning Academy (FTLA) 2017**

### *Overview of Faculty Teaching and Learning Academy*

Los Angeles Community College District (LACCD) FTLA, founded in 2008 by the Student Success Initiative, is a joint effort between the District administration and the District Academic Senate 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. FTLA has a community of practice that is growing its network by conducting cohorts in other regions:

- Foothill College: FTLA had its first northern regional cohort at Foothill College. Starting in August 2016 and June 9, 2017, this cohort was provided the same amount of days and hours as the original FTLA. There were ten participants from Foothill College (all full-time faculty); they were predominately (seven) STEM faculty members, with two English instructors, and one physical education instructor. The Foothill College cohort presented their final projects to their academic senate and to their District Board on June 12, 2017. The participants have decided to continue meeting on a monthly basis, as they continue to apply their FTLA skills in their classroom.
- The curriculum was presented at the National Institute for Staff and Organizational Development (NISOD) 2017 in the session titled "Creating Student-Centered and Student-Focused Classrooms." FTLA is planning to expand its model to other community colleges in the state.

### *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 that encourage and reward innovation in teaching and learning.

- Increase their understanding and application of equity minded principles and practices in the classroom.

*21st Century Learning*

Faculty should be able to make relevant and useful choices about when and how to teach students, and whether or not students are making progress toward their personal demonstration of accomplishment. Rethinking what we teach must come before rethinking how we teach. The 21st Century learning environment needs to focus on relevant and contextual problem and project-based learning designed to develop 21st century skills and be provided using a multi-disciplinary approach. Participants experience activities in HoM, RA, Equity Project, and conduct a student services project at the end of the year. This project allows them to focus on one particular student service so that they can become an “expert” in that service; they then share what they have learned from their research to the group. They also include what they learned in their course syllabi. FTLA’s curriculum is the equivalent of a three-unit course, and participants may enroll for course credit that is applicable to step increases on the LACCD faculty pay scale.

*Los Angeles Community College District’s Class of 2017*

This year, eleven faculty from four LACCD campuses participated in the seventh cohort of LACCD’s FTLA.

**Table 3: Colleges and Number of Participants in Attendance at FTLA:**

LACCD College	# of Participants from the College
Los Angeles Mission College	2
Los Angeles Pierce College	5
Los Angeles Southwest College	3
Los Angeles Trade-Tech College	1
Foothill College	10

**8. Change Leadership:**

In collaboration with Mike Howe and the Chancellor’s Office Institutional Effectiveness Partnership Initiative (IEPI), 3CSN will be working with four to six campuses on a “change leadership” initiative, in which 3CSN provides ongoing support for two years to a group of core team members on campuses. The goal is for campus teams to be trained in “Breakthrough,”

which is a curriculum that embeds change leadership design and coherence thinking. 3CSN coordinators will be trained in this curriculum. They will then train team members on the identified campuses. The campuses selected are likely to have been past BSILI campuses, have interest in growing their leadership capacity, and have demonstrated interest in doing deeper work in their integrated plans for BSI, SSSP, and SEP.

The following services were discussed and were part of the planning meeting with Mike Howe, Al Solano, Keren Stashower, Deborah Harrington, Nika Hogan, and Jessica Cristo:

### **Core Components of Change Leadership (CL) Ongoing Support Services**

1. **Campus Teams:** a clear design in CL curriculum implementation for campus teams to systematically study, implement, evaluate, and revise CL activities. This will be done with the support of an identified 3CSN coordinator(s).
2. **Distributed Leadership:** CL training and opportunities for all campus personnel levels.
3. **Proven Change Leadership Model:** Breakthrough Model processes and procedures for campus team-led collaboration and implementation that move the campus toward the direction of positive change.
4. **Settings:** Regular meetings that support successful implementation and productive work.
5. **Support & Training:** Ongoing site-level assistance to sustain CL implementation, maintain focus, and build local capacity.

### **Outcome: Improvements in Campus Culture and Functioning**

Once campus teams are established and receive ongoing support, the work is intended to lead to improvements in general campus culture and functioning. “Look fors” in improvements include:

1. Tighter linkages between faculty & administrators, and between campus units (e.g., student services, academic services, etc.) & programs (e.g., tutoring, EOPS, etc.) in their efforts to focus on institutional goals and improve student success.
2. Increased administrator and faculty participation in CL activities focused on improving the campus culture.
3. Greater understanding of and more positive expectations for data-driven decision making.
4. An ‘improvement over time’ versus a ‘one-shot’ orientation for collecting, analyzing, and using data related to student success and CL implementation efforts.
5. Attributions for student success more focused on campus services to students, rather than student characteristics (e.g., high poverty, first-gen, disabled veteran, etc.).



### **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 the Response**

Each year, 3CSN holds a summer leadership institute that addresses student success and equity through its focus on developing leaders among the faculty, administration, and support staff who are responsible for initiating and directing activities on their campuses for improving success of students who are under-represented and underprepared. 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. Through BSILI's PL Hubs, the professional learning has grown to also include students, such as the Tutor Expo and the SI Conference that are part of our Learning Assistance Project.

To do this work, 3CSN collaborates with partners across the state, like RP Group, 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. Teams have included cross-district teams that are working on a similar student success initiative. These teams build Professional Learning Hubs (PL Hubs) at their campuses or across their districts that enable campus change and that extend the statewide network of support. The PL Hubs 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 2016-2017, the *Professional Learning Hubs* from the 2015, 2016 and 2017 BSILI CoPs sponsored **106 events** with **over 2,000 educators** in

attendance.

### **BSILI 2017**

At BSILI 2017, the PL Hub network grew to include **15 college teams**, which included three cross-district teams. This was the **largest cohort to date**, with **56 participants**, who included guests: Laura Hope, Mike Howe, Janet Fulks, and Kirsten Corbin. College teams focused on a variety of student success initiatives, each striving towards coherence around student success and equity, embedding successful practices, and working across their districts. The colleges have already begun establishing their professional learning hubs at their respective colleges with the support of the BSILI coordinators. Below are a list of the colleges in attendance at BSILI 2017:

- Cañada College
- CCC and CSU Partnership
- Chaffey College
- College of the Desert
- College of Marin
- Compton College
- Cuyamaca College
- Gavilan College
- Los Angeles Pierce College
- Mira Costa College
- Mission College
- Mt. San Jacinto and Riverside Community College
- Pasadena City College
- Peralta Community College District
- San Joaquin Delta College

Descriptions of each college's initiatives is below:

#### **Cañada College**

The campus has been using an inquiry based model for their BSI initiative. At BSILI, the team explored the idea of using a project-based model. They spent time thinking about what professional learning is needed for a project-based model to support the college as well as the project leadership. The committee and the inquiry group around BSI is planning around inquiry questions like “What are we doing to start students strong?” and “What are we doing to continue the strong start?”

#### **CCC and CSU Partnership**

The team includes faculty and directors from Rio Hondo College, Cuyamaca College, San Diego State University, El Monte Union High School District, and Palomar College District. The team is

part of the Basic Skills Pilot Partnership grant from the CCCCCO. The grant's goal is to better serve those students who are potential CSU students through collaboration work between the K-12 local districts, community colleges, and CSU system. Regionally, there are five teams (Cuyamaca and Rio Hondo are two of the five partnership grantees) with K-12 partners and CSU partners. They have had regional summits with over 200 faculty and staff from the K-12 partners, Rio Hondo Community College, and Cal State LA. Similarly, Grossmont-Cuyamaca district is interested in building upon exiting relationships with CSU and K-12 to expand and formalize efforts in addressing students' "basic skills." The team is currently working on a collaboration within their regions and each other to design their convenings that will bring their partners together to work on curricular redesign, alignment, college readiness, SI and perhaps growth mindset training.

### **Chaffey College**

The college is institutionalizing Guided Pathways (part of the CA Guided Pathways Project) and is focusing on momentum metrics to evaluate the college's momentum points of its Guided Pathways accordingly. Metrics are credit, gateway, and program momentum. The team is developing a logic model that identifies leaders college-wide who would help create, implement, and support guided pathways, along with the professional learning that is needed. The team will also create a FIG for guided pathways that would also incorporate institutional leadership/system.

### **College of the Desert**

The campus will implement and institutionalize RA and HoM, and they are also working to get support on integrating their student success initiatives. The team is currently bringing back ideas on how to better utilize funding resources from BSI/Equity/SSSP. For RA and HoM, they will begin by having events on their campus.

### **College of Marin**

College of Marin has a Basic Skills Master Plan, which began as a year and half long research project. Using this plan, they received the BSSOT Grant. Areas of focus are BSSOT, Summer Bridge, a new Humanities 101 course, high school outreach via COMPASS program, increased faculty mentoring, and further development of learning communities and guided pathways. For BSILI, chose to design the professional learning needed to implement these programs/activities. The team would like their professional learning (PL) plan to include ways to bring all faculty in and not just the "choir."

### **Compton College**

The campus is creating a direction for *change* so that the needs of their campus and students are better met. The BSILI team chose to focus on building a "guiding coalition for change" i.e. a faculty team. The goal is for departments to look at student achievement and score card data in an effort to modify courses. The campus now has more administrative support for these types of changes; however, there are still naysayers and disinterested faculty/administrators. The team believes that 3CSN's way of professional learning will support them and help influence those back on their campus.

### **Cuyamaca College**

The campus has implemented accelerated English courses and has seen gains course success rates and transfer rates. The campus is also part of the CA Guided Pathways Project. However, there continues to be equity gaps for Latino students and African American students, specifically in the traditional English courses. Their goal is to increase the number of accelerated courses and focus on closing the achievement gaps for Students of Color. The team has already begun developing data-driven equity training by offering faculty an opportunity to review equity data; to do this, they need strategies and training on culturally competent teaching of acceleration, and creating better professional development for reading instruction because the college is offering fewer reading classes because the accelerated courses combine reading and writing instruction.

### **Gavilan College**

This campus is building on their existing CoP to create a co-curricular plan for One Book/One Campus program. The campus is engaged in HoM, STEAM RA, and is now working to include their other initiatives into this work, i.e. information literacy, threshold concepts, learning commons. These are all initiatives that integrate academic and student support services. The plan is to implement the One Book One Campus in 2018; the team wants to focus on creating curricula, developing workshops, and providing resources to all discipline and class levels. They would like to model their program after PCCs One Book/One Campus program.

### **Los Angeles Pierce College**

The campus is creating an Office of Professional Development and wants to create a plan for ongoing professional learning opportunities that are based on data analysis and evaluation and strive to improve student success and equity. The team would like to strengthen the campus culture around data-driven decisions for designing, implementing, and evaluating professional

learning opportunities that will ultimately increase student completion and success.

### **Mira Costa College**

Through the college's work with Achieving the Dream, they began focusing on data inquiry. This inquiry resulted in implementing two initiatives, guided pathways and the use of multiple measures. The BSILI team is working on course and program redesign for math. The goal is to improve student success and equity within basic skills and gateway transfer-level coursework, as well as to strengthen a culture of evidence within the mathematics department using course level dashboards. The experience of AtD has had a major impact on the college in terms of data informed decisions. For BSILI, the team sees the values in networking with other colleges.

### **Mission College**

The campus has a strong RA community of practice, they have sent two teams to HoM LCoP, and are also embracing LAP. The team feels that they are ready to dig deeper into professional learning and 3CSN by attending BSILI. They are focusing on integrating, aligning and strengthening the student programs they have so that students see the "seamless" pathway from the front end to the back end. They were inspired by Cañada College's story of their student centered framework of "Start strong, stay strong, and finish strong." The college has a whole is focused on "mindfulness" in their work, which includes a recent training from the SIY (Search Inside Yourself) foundation.

### **Mt. San Jacinto and Riverside Community College**

Riverside Community College hosts the regional SI Conference. The BSILI team is focusing on integrating their efforts with other communities of practice from 3CSN, such as HoM, Growth Mindset and RA/ RA for STEM. The training for SI leaders and collaboration for the SI conference are districtwide/regionally in the Inland Empire (FIER) through Riverside, Moreno Valley, and Norco.

### **Pasadena City College**

The campus will focus on their BSSOT Grant's objective to redesign the Basic Skills Math sequence. PCC's first step was to begin using multiple measures this past spring 2017. The next step is to redesign the course (Intermediate Algebra) so that all students can be directly placed into the course. The plan is to integrate mathematical content with metacognitive and affective domain activities into the course. Some PCC math faculty are resistant. However, the campus recently redesigned a new transfer math pathway for non-STEM students. Also, many faculty are

trained in RA, which is an asset to their campus.

### **Peralta Community College District**

The team is a Peralta math district team (Berkeley City College, Merritt College, College of Alameda); they are developing a community of practice to identify and pilot research-based practices to better the math achievement and outcomes for students, specifically African American students. The following are some key areas that they are working on for the 17-18 school year: 1) accelerated math path to calculus, 2) Peralta Community College District math classroom pedagogy, and 3) a learning tour of local high school math classrooms. This work is related to the BSSOT grant. The team wants to define their math CoP that will work on building relationships and an exchange of knowledge with other math practitioners and colleges doing this work. At BSILI, they are designing and plan the professional learning needed to support these efforts.

### **San Joaquin Delta College**

The campus is currently working on creating an FYE Seminar Course. Currently, there are sections of accelerated English via CAP and now they need to address the "exit points" in English courses. Specifically, students are not enrolling into the next course. Being part of MMAP, they have had to increase sections of English 1A and now would like faculty to participate in professional learning to better support the high number of students entering the course. There are highly motivated faculty working on changing the campus culture to a student strength based perspective; they are using growth mindset, and there is a large Reading Apprenticeship (RA) faculty group, including an inquiry group around RA.

BSILI PL Hubs quickly began implementing intentional professional learning. Participants from College of Marin assisted Kyle Hull, Northern Regional Network Director in facilitating the BSI Reporting Session for the region on their campus on August 25, 2017. Other BSILI colleges planned on hosting CoP workshops in the early fall, including: Riverside City College, San Joaquin Delta, and College of Marin. The BSILI colleges also planned on hosting statewide leadership convenings, including College of the Desert hosting Habits of Mind leadership series and Mission College hosting the Equity Institute. While at BSILI, these campuses made the commitment to host 3CSN workshops that would support their campus work and bring professional learning to their region.

## **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). Through events like these, 3CSN assists colleges as they improve strategies to collect data and to utilize them as evidence to inform ESL/BSI, Student Equity, SSSP, 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.

### **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 2017: Building Leadership Networks: Learning to Lead, Leading to Learn.

### **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

### **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 developed a statewide survey to determine the impact of Tutor Expo and other professional learning activities for tutors and supplemental instruction leaders. This survey is designed to gather data about the evolving professional identity of peer tutors. Once these data are collected and analyzed, the LAP will use this information to plan future LAP events, including Tutor Expos, to share strengths and strategies with learning assistance professionals looking to improve their own professional learning (e.g. tutor training) for tutors and other learning assistance professionals. These data will be gathered annually and results will be shared on the LAP website for peer educators and coordinators.

Additionally, the Learning Assistance Project will be launching its first LAP Leadership Community of Practice in winter 2018. At this retreat, participants will develop logic models and benchmarks for their respective learning assistance programs, and they will create evaluation plans to assess and improve activities through an appreciative inquiry cycle.

### **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.

### **IEPI- Applied Solutions Toolkit**

3CSN continues to be a collaborative partner with the IEPI an initiative of the CCCCCO. 3CSN coordinators have participated in IEPI planning and professional learning for the following: ASK toolkit, Integrated Planning, and Partnership Resource Teams (PRTs). At this time, 3CSN has provided documents for the ASK for integrated planning, tutoring, and professional learning. 3CSN coordinators provided training in logic modeling and integrated planning for BSI/SSSP/EP. These workshops strive to create coherence among community college professionals in their efforts to integrate student success initiatives. Integrated planning workshops with IEPI included the Pre-Conference workshop at SSSC, SSSC conference workshop, and Golden West College. Additionally, 3CSN has provided individual campus technical assistance in integrated planning for coherence to:

- Ventura College-June 2017
- Gavilan College-January 2017
- Cuyamaca College –January 2017
- College of Sequoias-October 2016

3CSN has also facilitated the appreciative inquiry portion of the PRT trainings, which occurred in February 2017 and will continue in September 2017. Moving forward, 3CSN will be collaborating with IEPI on creating more ASK tools, integrated planning for the new report, and on the Change Leadership project (see Change Leadership).

### **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 CCCCCO.

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**

For the past three 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). The CCCCCO's new integrated report encompasses 3CSN's crosswalk and convergent goal process. In the fall of 2016, 3CSN hosted BSI reporting workshops that focused on integrated planning as well as a discussion on the new changes to BSI for the upcoming academic year. The Chancellor's Office participated in these reporting workshops and provided information on updated funding structure for the new BSI. There was also a focus on how the BSSOT interventions will be similar to the new BSI RFA. Participants used these identified high impact practices to crosswalk their current BSI activities. Scheduled integrated planning reporting workshops for Fall 2017:

- 8/18/17 LA Regional Network-LA City College
- 8/25/17 Central Valley Regional Network-Clovis College
- 8/25/17 Northern CA Learning Network- College of Marin
- 9/8/17 Foothill Inland Empire Region-Fullerton College

### **BSSOT and BSI Sharing Event**

This year, 3CSN conducted workshops to assist campuses in their implementation of their BSSOT grants. These workshops, titled "Transforming Student Success through Appreciation and Integration," were provided throughout the state and combined BSSOT Sharing and the BSI Sharing events. There were five events with over **110 participants**. Through these and future

events, 3CSN will continue to assist colleges in completing their integrated plans and will assist colleges in creating an evaluation plan that will prepare the institution for the guided pathways self-evaluation. There will be an emphasis on evaluating the integrated goals colleges put forth in their plans.

The following is the list of the indicators from the CCCCCO that 3CSN used to design the workshop and will be using to plan future integrated workshops. These future workshops will be called, “Transforming Student Success through Integrated Planning & Guided Pathways.” The emphasis on this upcoming year’s workshops will be on creating coherence in campus efforts to move towards guided pathways.

1. Adopt placement tests or other student assessment indicators and related policies that may include multiple measures of student performance, including grades in high school courses, especially overall grade point average, results from the common assessment system, and input from counselors.
2. Increase the placement of students directly in gateway English and mathematics courses that are transferable to the University of California or the California State University and career pathways, with remedial instruction integrated as appropriate for underprepared students.
3. Align content in remedial courses with the students' programs of academic or vocational study to target students' actual needs and increase relevance. This method is intended to encourage the development of remedial instruction focused on a student's identified academic need informed by the student's intended course of study.
4. Contextualize remedial instruction in foundational skills for the industry cluster, pathways, or both, in which students seeks to advance.
5. Provide proactive student support services that are integrated with the instruction.
6. Develop two- and three-course sequences, as appropriate, for completion of a college-level English or mathematics course, or both, for underprepared students, by utilizing technology, where appropriate, to enhance the adoption of the high impact practices specified in methods (1) to (5), inclusive.
7. Implement other effective basic skills course strategies and practices not specified in methods (1) to (5), inclusive, subject to the college providing evidence that substantiates the practice is effective.

## **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. IEPI Integrated Planning ASK Toolkit.

#### **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 the network leaders 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 Reading Apprenticeship Project website and on the Habits of Mind website.

## **2. 3CSN Database**

Over the past year, 3CSN has been working on creating a database of participant information. This database allows for college frequency tabulation and assists us in identifying participant information. With this information, we are able to identify colleges that are active in our network and identify colleges that need to be reached out to more. This information is relayed to the

coordinators and is included in their professional learning plans. Currently, we have a database for our 2016-2017 events and will continue to include our previous years. 3CSN has always kept data for all the events. However, that data was collected for college counts and number of participants; this new database allows coordinators to see the 3CSN work at a larger scale by seeing the frequency of college and individual participant’s participation in the network.

Moving forward, the database will also us to validate the successes certain colleges have had in their work on moving the needle on student success. As 3CSN goes into its10<sup>th</sup> year, it is important that the organization tells the story of 3CSN and the colleges the network has served. Below is a table that identifies the frequency of participants by colleges. This information indicates a high level of participation by certain campuses.

**Table 4: Frequency of 3CSN Participants by College**

<p>More than 30 people from the campus have participated in a 3CSN workshop</p>	<p>American River College          CSU Monterey Bay          Gavilan College          Los Angeles Pierce College          Las Positas College          Merced College          Mission College          Norco College          Pasadena City College          Riverside City College          Sacramento City College          San Diego City College          San Diego Mesa College          Shasta College          West Hills Coalinga          West Los Angeles College</p>
<p>Between 30-10 people from that campus have participated in a 3CSN workshop</p>	<p>Canada College          Citrus College          College of San Mateo</p>

	College of the Desert College of the Sequoias Contra Costa College Cooper Mountain College Irvine Valley College Los Angeles City College Los Angeles College Los Angeles Southwest College Modesto Junior College Moreno Valley College Mt. San Antonio College Mt. San Jacinto College San Bernardino Valley College San Diego Miramar College San Joaquin Delta College Santa Ana College Santa Rosa Junior College Santiago Canyon College Sierra College Skyline College Southwestern College
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## CONCLUSION AND NEXT STEPS

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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 48,089 community college participants from 114 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 5: Cumulative Impact of 3CSN**

Learning Network	Total # of Participants	Total # of Colleges (Unduplicated)
BSILI - Annual, week-long Summer Leadership Institute & year-long community of practice	396+	85
LINKS - Cohesive workshops focused on student completion	1,972+	100+
BSI Coordinator's Convenings - Focused on action plans, data, and evaluation	805+	100+
RA CoP - Reading Apprenticeship community of practice	3,057+	100+
HoMCoP - Habits of Mind community of practice	2,016+	89+
LAP CoP-Learning Assistance Project	1,192+	76+
Threshold Project – intersegmental community of practice	375+	35



Equity Project CoP – focused on system, college, and classroom equitable practices	527+	45
Regional Learning Networks & Events	14,532+	114

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 and equity 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. 3CSN’s role as part of the CCCCO is becoming stronger through its collaboration with the IEPI. 3CSN is also deepening its collaboration with the CSU system, with the CSU Faculty Collaborative.

As 3CSN moves forward into the 2017-2018 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. See Appendix N for a draft of the 2017-2018 3CSN Calendar. Guided by its Theory of Change, over the next three years, 3CSN’s will:

- Work with the Chancellor’s Office to develop a self-evaluation tool for colleges to use to determine how ready they are to adopt guide pathways models.
- Continue to partner with IEPI, and focus on creating a success Change Leadership Initiative
- Create a new community of practice focusing on Guided Pathways and on supporting and expanding on the work done through the Los Angeles College Promise.
- Partner with MDRC to evaluate, improve, and expand the Los Angeles College Promise work and disseminate throughout the state.
- Facilitate the first Learning Assistance Leadership Institute in winter 2018.

- Strengthen the collaborative ties with LFM. In 2017-2018, the partnership will focus on:
  - Developing and facilitating Regional Leadership Workshops in fall 2017.
  - Exploring how the “Institutional Coherence” framework can help guide the integration work currently underway by colleges. The partnership will continue to plan and facilitate LINKS in spring 2018 to expand on the work done in spring 2017.
- As 3CSN enters its 10<sup>th</sup> year, the organization will expand the database to reflect the depth and width of the work.
- RA will begin workshops on adult learners Adult Education Block Grant (AEBG)
- 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/BSSOT 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 and the integrated SE/SSSP/BSI plans.
- Expand the virtual network of support by adding online courses, online repositories, 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.
- 3CSN will continue encouraging not just college-based teams but regional teams and collaboratives, such as the CSU Faculty Collaborative and BSSOT campus teams.

**Table 6: 3CSN Leadership Team**

<b>Members</b>	<b>Title</b>
Deborah Harrington	Executive Director
Jessica Cristo	Network Director
Rebecca Moon-Stone	Southern California Network Coordinator/ Foothill Inland Empire Regional Network Coordinator (FIER)
Nika Hogan	Reading Apprenticeship Coordinator/Threshold Project Coordinator
Miguel Powers	Threshold Project Co-Coordinator
Emily Magruder	Threshold Project Co-Coordinator
Paula Gunder	Habits of Mind Co-Coordinator
Kim Manner	Habits of Mind Co-Coordinator
Scott Sandler	Habits of Mind Co-Coordinator
Donna Cooper	CTE CoP Coordinator/ Central Valley Regional Network Co-Coordinator (CVRN)
Arnita Porter	Equity Project Co-Coordinator/ Los Angeles Regional Network Co-Coordinator (LARN)
Paula Brown	Equity Project Co-Coordinator
Erik Armstrong	Central Valley Regional Network Co-Coordinator (CVRN)
Jennifer McCandless	Far North Regional Network Coordinator (FNN)
Kyle Hull	Northern California Network Coordinator/ Northern CA Regional Network Coordinator (NCLN)
Diana Bonilla	Los Angeles Regional Network Co-Coordinator (LARN)
Crystal Kiekel	Learning Assistance Project (LAP) Co-Coordinator Los Angeles Regional Network Co-Coordinator (LARN)

Danny Pittaway	Learning Assistance Project (LAP) Co-Coordinator Orange County Regional Network Coordinator (OCLN)
Roy Ramon	San Diego/Imperial Valley Regional Network Co- Coordinator (SDIVN)
Mark Manasse	Learning Assistance Project (LAP) Co-Coordinator
Eddie Tchertchian	Technology Consultant
Betina Vallin	Program Specialist

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