

CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

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<http://www.cccco.edu>**DATE:** December 15, 2017AA 17-68
VIA E-MAIL**TO:** Chief Instructional Officers
Chief Student Services Officers
Basic Skills Coordinators**FROM:** Alice Perez
Vice Chancellor, Academic Affairs**SUBJECT: Student Success for Basic Skills (Basic Skills Initiative 2.0) 2017-18
Allocation and Certification Form**

This memorandum provides information regarding the 2017-18 allocation of the Student Success for Basic Skills [i.e., Basic Skills Initiative (BSI) 2.0], including a certification protocol that colleges must complete. [California Education Code, section 88815](#) establishes the Student Success for Basic Skills program to replace the Basic Skills Initiative (BSI), commencing July 1, 2017. Because of its similar goal and focus to BSI, it will be known as BSI 2.0.

New BSI Formula

BSI 2.0 includes a new funding formula for calculating colleges' allocations as follows:

- 50% is from the percentage of students receiving a Board of Governors fee waiver (now known as the California College Promise Grant) who first enrolled in a course below transfer level in English, mathematics, or English as a second language, or any combination of these, and subsequently completed a college-level course in the same subject within one year and within two years.
- 25% is from the percentage of students receiving a California College Promise Grant.
- 25% is from the percentage of basic skills full-time equivalent students in courses offered by that community college district using evidence-based practices and principles identified in paragraphs (1) to (6), inclusive, of subdivision (a) of California Education Code section 88810.

In order to capture two-year completion data for the outcomes portion of the formula, the Chancellor's Office needed to use the 2014-15 student cohort, and for consistency, it is using the 2014-15 cohort for all portions of the formula.

The following was used to gather the one- and two-year completion data for the outcomes portion of the formula (first bullet):

Subject	Students Captured	Coding
English Writing	California College Promise Grant recipients starting at least one-level-below transfer and completing freshman composition	In TOP Code 1501.00, start in CB21 A or lower and complete CB05 A and CB21 Y
English Reading	California College Promise Grant recipients starting at least one-level-below transfer and completing degree-applicable, one-level-below transfer	In TOP Code 1520.00, start in CB21 A or lower and complete CB04 D and CB21 A
ESL	California College Promise Grant recipients starting at least one-level-below transfer and completing freshman composition	In TOP Code 4930.84, 4930.85, 4930.86, or 4930.87, start in CB21 A or lower and complete in TOP Code 1501.00: CB05 A and CB21 Y
Math (college level)	California College Promise Grant recipients starting at least one-level-below transfer and completing degree-applicable, one-level-below transfer	TOP Code 1701.00: Start in CB21 A or lower and complete CB21 A and CB04 D
Math (transfer level)	California College Promise Grant recipients starting at least one-level-below transfer and completing transfer level	TOP Code 1701.00: Start in CB21 A or lower and complete CB05 A and CB21 Y

In the new funding formula cited on the previous page, the second bullet reflects students captured in the 2014-15 cohort who received a California College Promise Grant.

In the third bullet (evidence-based practices and principles), the Chancellor’s Office is asking colleges to complete a certification because it does not have this data. This bullet and the certification regarding it are explained in detail later in this memo.

The Chancellor’s Office recognizes that the formula is not ideal given the emerging practices not represented and will continue with work with Legislators, legislative staffers, and the Department of Finance on a formula that provides colleges the funding to support students with basic skills needs while rewarding and incentivizing efforts to appropriately assess and place students and to build up students’ skills so that they can achieve their educational goals.

2017-18 BSI Allocation

In July 2017, while determining the appropriate data to use to implement the new formula and gathering that data, the Academic Affairs division posted to its website the advance allocation of the BSI 2.0 for colleges. This advance was based on the 2015-16 allocations in order to comply with the legislative requirement that no college receive less than its 2015-16 allocation.

On October 26, 2017, the Academic Affairs division posted an amended advance to reflect the implementation of most of the new formula. For several colleges, the amended advance is a substantial increase to the original advance. This is because the advance was based on a total funding of \$20 million even though the legislature substantially increased the total funding to \$50 million. The smaller amount was used to prevent potential significant decreases in the amended advance as a result of implementing the new formula.

At this time, the Chancellor's Office has the data to allocate 75% of the total BSI 2.0 funds. However, this does not mean the October amended advance reflects 75% of what each college will receive. Once the BSI Certification has been received from all 114 colleges, the remaining 25% will be allocated. Thus, while no college will receive less than the allocation noted in the October amended advance, colleges may be allocated additional funds. All colleges will still have until June 30, 2019 to spend the 2017-18 funds.

Noncredit and the 2017-18 Allocation

Because the prior BSI formula was based entirely on full-time equivalent student (FTES), noncredit offerings contributed to a college's allocation; for some colleges, this contribution was significant because of their large number of students enrolled in noncredit courses. The new formula does not have the same level of opportunity for a college's noncredit offerings to play a role in determining its BSI 2.0 allocation. However, colleges can, and are encouraged to, use BSI 2.0 funds to support noncredit offerings in basic skills as well as the students enrolled in them.

In addition, in the past, the Chancellor's Office has identified the allocation amount generated by large noncredit centers at four colleges. This demarcation provided those colleges with data for how their noncredit offerings were contributing to their individual BSI allocations. With the new formula, this split is no longer possible. However, because the legislation states that colleges will not receive less than they did in 2015-16, the Chancellor's Office expects those four centers to receive at least the same funding they received in 2015-16.

BSI Certification

There are two components of the statutory language of BSI 2.0 that the BSI Certification addresses:

1) One component deals with the use of multiple measures for assessment:

Subsection (b)(2)(D): At a minimum, to be eligible to receive a grant, the community college district's strategy shall include an evidence-based plan for the adoption and implementation of multiple measures of assessment and placement.

The recent passage of Assembly Bill (AB) 705 impacts assessment, and the Chancellor's Office has established an AB 705 Implementation Team, which will be providing guidance to the colleges for how to implement this legislation. This guidance will be released in early 2018.

In the BSI Certification, colleges are committing to submitting to the Chancellor's Office an evidence-based for adopting and implementing multiple measures to assess and place students that is in compliance with AB 705; this plan is due no later than June 30, 2018. Details about the requirements of the plan will be released with the guidance for implementing AB 705.

2) The other component is within the new formula for calculating the college's BSI 2.0 allocation:

Subsection (b)(2)(E)(i)(III): The percentage of basic skills full-time equivalent students in courses offered by that community college using evidence-based practices and principles identified in paragraphs (1) to (6), inclusive, of subdivision (a) of Section 88810. This factor shall comprise 25 percent of the formula.

Currently, the Chancellor's Office MIS data does not separate courses or students who are impacted by these practice and principles from those that are not. Thus, the Chancellor's Office cannot calculate the percentage of basic skills FTES using these practices at each college. Therefore, in the BSI Certification, you are identifying the amount of the college's basic skills FTES from 2014-15 that were in courses using these evidence-based practices and principles. This information will be used to allocate the remaining BSI 2.0 funds (approximately \$12 million) to the colleges.

The practices and principles from California Education Code section 88810 are noted in italics below; each is followed by guidance for what colleges should consider when determining the amount of basic skills FTES used in each.

(1) Adopting 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.

California Code of Regulations, title 5 requires colleges to use multiple measures when assessing and placing students; thus, all basic skills FTES could fit under this practice.

However, when this was included in the legislation, the intent and expectation was for colleges to rely less on the results on an assessment test and to weight more heavily other measures, particularly high school transcript data, with the goal of maximizing the level at which the student starts a math, English, or ESL sequence as well as decreasing or eliminating any disproportionate impact on specific student populations.

(2) Increasing 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.

Because this practice involves placing students directly into transfer-level, these courses are not basic skills FTES.

(3) Aligning content in remedial courses with the students' programs of academic or vocational study to target students' actual needs and increase relevance. This paragraph 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.

Determining the basic skills FTES using this practice may involve connecting with individual faculty about the content of their courses. This practice may also apply to modular-type courses that target a particular skill or set of skills.

(4) Contextualizing remedial instruction in foundational skills for the industry cluster, pathways, or both, in which the student seeks to advance.

This practice may or may not have involved basic skills FTES. For instance, if the contextualization occurs as part of a Career Technical Education (CTE) course, and students are only enrolled in the CTE course, then the FTES should not be counted. If the contextualization occurs as part of a CTE course, and students are also enrolled in a basic skills course, then the FTES for the only basic skills course should be counted.

(5) Providing proactive student support services that are integrated with the instruction provided.

This practice may result in students enrolled in a course. If that course is designated as basic skills, then the FTES for that course should be included.

(6) Developing two- and three-course sequences, as appropriate, for completion of a college-level English or mathematics course, or both, for underprepared students, by either utilizing technology, where appropriate, to enhance the adoption of the high impact practices specified in paragraphs (1) to (5), inclusive, or implementing other effective basic skills course strategies and practices not specified in paragraphs (1) to (5), inclusive, subject to the college providing evidence that substantiates the practice is effective.

There are two practices in this last one. This first is the development of basic skills sequences comprised of either two or three courses, for which the last course in the sequence is a transfer-level course. Any FTES in the basic skills courses in the sequence should be included; however, the FTES in the transfer-level course should not be included.

The second practice involves implementing other effective strategies and practices, not covered in those listed, to meet the basic skills needs of students, such as those identified in the publication [*Basic Skills Completion: The Key to Student Success in California Community Colleges*](#). Colleges that include basic skills FTES that implements strategies and practices **not included** in *Basic Skills Completion* will need to provide evidence that substantiates the efficacy of the strategy or practice. This evidence must be submitted with the Certification.

The Chancellor's Office requests each required person to sign the attached Certification form and for the college to submit it no later than 5:00 pm on **January 26, 2018**, to the Chancellor's Office. If the certification is not received by the due date, colleges may forfeit a portion of the remaining funds.

Please contact Chantée Guiney at cguiney@cccco.edu or (916) 322-4260, should you have any questions or concerns.

Attachment: Student Success for Basic Skills/Basic Skills Initiative 2.0 Certification

c: Laura Hope, Executive Vice Chancellor, Educational Services and Support
Kirsten Corbin, Dean
Chantée Guiney, Specialist

California Community Colleges Chancellor's Office

Student Success for Basic Skills/BSI 2.0 Certification



By signing this form, the Chief Executive Officer, Chief Instructional, and Basic Skills Initiative Coordinator (if applicable) each acknowledges and certifies that:

- the college will submit to the Chancellor's Office an evidence-based for adopting and implementing multiple measures to assess and place students no later than June 30, 2018;
- in developing this plan, the college will refer to guidance for implementing AB 705, which will be released in Spring 2018 and posted at www.assessment.cccco.edu.
- the college has made every effort to identify the amount of its 2014-15 basic skills FTES that were in courses using the evidence-based practices and principles identified in paragraphs (1) to (6), inclusive, of subdivision (a) of Section 88810;
- the identified amount of 2014-15 basic skills FTES in courses using these evidence-based practices does not exceed the total amount of the college's 2014-15 basic skills FTES (to verify your college's basic skills FTES for 2014-15, click [here](#)).

2014-15 basic skills FTES using the evidence-based practices and principles identified in paragraphs (1) to (6), inclusive, of subdivision (a) of Section 88810: _____

(Amount)

Chief Executive Officer *(Print Name)* *(Signature)* Date

Chief Instructional Officer *(Print Name)* *(Signature)* Date

BSI Coordinator (if applicable) *(Print Name)* *(Signature)* Date

Email a PDF of this form to: cguiney@cccoco.edu

OR

Mail the original form to: California Community Colleges Chancellor's Office
Attn: Academic Affairs Division/Chantée Guiney
1102 Q Street
Sacramento, CA 95811