College of the Redwoods
Basic Skills Committee
Friday, March 3, 2017, SS 104
9am – 10am
Agenda Packet

1. Call Meeting to Order:

2. Approve February 17, 2017 Notes:

3. Action Items: None

4. Discussion Items:

   4.1: BSI/SSSP/Student Equity Integration (see attachments)

   4.2: Promoting the Reading Apprenticeship FIG

5. Reports
  5.1 Update Math Tutor Training Pilot

Next meeting: April 3, 2017

CCC Confer: *Toll free number: 1-888-886-3951
Participant passcode: 294084

1. Called Meeting to Order: Erin Wall, Levi Gill, Liz Carlyle, Renee Saucedo, Amber Buntin, Sheila Hall, Kelly Carbone, Crislyn Parker-support

2. Approve February 3, 2017 Notes: Approved as corrected.

3. Action Items: None

4. Discussion Items:
 4.1: Tutor Training Program Pilot Update:
- Outline for pilot training is completed. Basically includes four hours of Tutor Lingo and Canvas and a one day conference for face to face training, then assessment. The process can be structured over a semester. Would like to begin the pilot with a conference. The initial pilot is with math tutors who have shown an interest. If students can be available for six hours, the rest of the training can be online in their own time. Core training includes equity training. (Tina and Renee need to touch base on equity portion of training.)
- Discussion to offer voluntary participation for flex credit. Training is for tutors not part of EPIC, however, EPIC tutors may attend. Basic skills will be able to cover the work hours the student tutors in the Math Lab put in to complete the training.
- Anticipate beginning training Friday afternoons in April. EOPs has begun online portion.
- The most sensible centralized location for the tutor training is the ASC. Tina and ASC will oversee general training; Levi and Betsy will work on the math specific training. Erin will discuss SARTCO for compensation for Levi and Betsy (2 hours prep for each hour of discipline content?) with HR and SARTCO. It would be a good idea to have content matter experts attend on the conference day, also for an hourly stipend ($40/hour?).
- The goal is to roll the training out in the fall for both Math and English tutors. Two English faculty are desired to look into the details of tutor training prior to fall.
- We will look into applying for certification by the CRLA during the pilot.
- There has been ongoing discussion for mentors; possibly, out of this training we can develop mentors.

 4.2: Supporting and promoting the activities on our 2016-17 Action Plan:
- The committee is initiating actions, such as Tutor Training, EPIC, Reading Apprenticeship, in addition to reviewing funding requests.
- Integration of technology: Math is discussing what type of software could be purchased for BS students. We will follow up and keep as a future goal.
- We need to make sure the ESL classes have access to the BSI funded lab in the SC building.
- We have been making forward progress on most of our plans.
- Have Rick Jordan provide an update on the exploration of piloting high intensity ESL and GED programs (20+ hours/week).

 4.3 Basic Skills Funding Approval Process: brief discussion: do we wait for a meeting to approve; or can we speed up the approval process? We haven't received many requests that are time sensitive.

5. Reports

   5.1 Reading Apprenticeship (FIG) update: Discussed marketing this to faculty over and above the professional development emails: create flyers, have Jay talk to faculty at a department meeting; We should consider incentivize attendance at professional development opportunities we feel are very important. The book we purchased offers suggestions on how to read texts for various classes and dialog with faculty on strategies that work.

   5.2 BSI Monthly Coordinator Webinar Information – New SSBS: (BSI 2.0) & Merging SSSP, Student Equity, and SSBS reporting.
   - *Non-Allowable* expenditures: gifts or awards; paying students to participate in classroom activities; paying instructor for courses that generate FTS; supplanting.
   - *Allowable:* Per monthly coordinator meetings, we can expand programs.
   - Webinar discussed the merging of plans: reporting will be on the merged plans, due December 1, annually, but funding streams will remain separate.
   - SSSP spans life cycle of student-and may be the larger framework, with SEP and BS inside. Alignment of plans in advance of the changes has already begun.

6. Other: English CAP conference, filled for spring, but we are holding funds for a Summer conference

Next meeting: March 3, 2017

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DATE: February 15, 2017   AA 17-12/SS 17-04
                                                              VIA EMAIL

TO: Chief Executive Officers
            Chief Instructional Officers
            Chief Student Services Officers
            Chief Business Officers

FROM: Pamela Walker, Vice Chancellor, Educational Services

SUBJECT: **Basic Skills Initiative, Student Equity Program, and Student Success and Support**
            Program Integrated Planning Documents

Background

As you are aware, the Chancellor's Office has been undergoing an effort to integrate three
programs: Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and
Support Program (SSSP). These programs were selected as a starting point for integrative efforts
for two main reasons: 1) all three have the same ultimate goal of increasing student success while
closing achievement gaps; and 2) there is a strong potential for overlap between and among the
programs. The first step in this effort was to request a Partnership Resource Team (PRT) through
the Institutional Effectiveness Partnership Initiative (IEPI) to assist the Chancellor's Office. The PRT
was comprised of college faculty, staff, and administrators representing a broad range of
expertise relevant to the integration objective. Over the course of several months, the PRT
worked with Chancellor's Office staff to share their insights and assist in creating an action plan.
This memo provides an update on the steps taken since then and introduces the new integrated
planning documents that will be used beginning in 2017-2018.

Developing the Documents: A Collaborative Process

After several meetings with the PRT, a small group of Chancellor's Office staff began the work
of integrating the three programs by first reviewing the relevant sections of California
Education Code and the California Code of Regulations, title 5, as well as the previous
program plans and guidance. This analysis of the program, expenditure, and reporting
requirements for all three programs was the foundation for a first, very rough draft of an
integrated plan document that focused on meeting the requirements of California Education
Code and the California Code of Regulations, title 5, while also moving toward a more
cohesive, integrated approach at the college and district levels.

The draft was then shared with several key groups with two requests: provide feedback on the draft and identify two representatives from each group to take part in face-to-face discussions at the Chancellor's Office. These groups included Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, Chief Business Officers, the Academic Senate for California Community Colleges, the RP Group, the Basic Skills Advisory Committee, the Credit and Noncredit Student Success and Support Program Advisory Committees, and leaders in the field on Student Equity. The representatives from these groups met with Chancellor's Office staff on January 5 and again on January 23. In addition, a subgroup met twice between the larger group meetings, on January 12 and 19, to continue the discussion and revise the document.

These fruitful discussions allowed for input from multiple perspectives, which helped not only in achieving the goal of integrating the plans of the three programs, but also developing a planning document that meets the requirements of the law, the needs of the Chancellor's Office, and the needs of the colleges.

The Documents

These efforts resulted in three documents: an Integrated Plan for 2017-2019, an Integrated Budget Plan for 2017-2018, and revised Expenditure Guidelines. Note that the Expenditure Guidelines were released on February 14, 2017 under a separate memo since they are effective immediately for 2016-17.

The intent of these documents is threefold:

- Meet legislative requirements;
- Assist colleges in integrating and aligning efforts taking place across their campuses with the ultimate goal of operating programs as effectively and efficiently as possible;
- Reflect the focus at the Chancellor's Office on supporting colleges as they work to increase student success rates and close achievement gaps.

The two attached documents comply with the statutory and regulatory requirements associated with receiving BSI, SE, and SSSP funds. These documents are provided to colleges to begin their planning processes and discussions, as well as gather necessary information to be submitted when the plans are due in December 2017. However, the Chancellor's Office is creating an online portal that colleges will use to submit their information; details for this portal will be shared in the next couple of months.

To support the new integrated program model, the Chancellor's Office has developed a
BSI/SE/SSSP Integrated Planning webpage, which is also linked from the BSI, SE, and SSSP
webpages; a FAQ that will be posted on the BSI/SE/SSSP Integrated Planning webpage; and
a single email inbox for questions relating to the integrated planning documents:
integratedplanning@cccco.edu.

Please note that these integrated planning documents are the first iteration of a larger
integration effort on the part of the Chancellor's Office. In the coming months and years, we
will continue to pursue additional policy changes that support the colleges in pursuing
cohesive, integrated program strategies. As we pursue this objective, we welcome
suggestions on how to refine this process. To that end, colleges are encouraged to send
feedback on the documents either through stakeholder groups or directly to the Chancellor's
Office at integratedplanning@cccco.edu.

Next Steps

The due date for the 2017-2019 Integrated Plan, which includes the 2017-2018 budget, is
December 1, 2017. The Chancellor's Office will be developing and offering in-person and
webinar training events to be held this spring.

Currently, two webinars have been scheduled specifically on the Expenditures Guidelines:

Monday, February 27, 2017	Thursday, March 2, 2017
3:00pm to 4:30pm	10:00am to 11:30am
888-886-3951	888-886-3951
Participant PIN: 939875	Participant PIN: 506192
Webinar Link	Webinar Link

Details on additional training events will be communicated to the field and posted on the
Integrated Planning webpage. All webinars will be recorded, and links to the recordings will
also be posted on the Integrated Planning webpage.

cc: Erik Skinner, Deputy Chancellor, California Community Colleges Chancellor's Office

2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**

- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.

- Integrated fiscal reports will be required on an annual basis.

- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.

- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.

- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION
The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING
An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set , Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you __have accomplished during the 2015-16 planning cycle__.

1. Assess your college's previous program efforts:
   a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress

   b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

   c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	**Student Equity**	**BSI**
Example: *Increase completion and persistence through the English Developmental Sequence*	*Provide extended orientation and assessment prep courses/workshops*	*Provide extended orientation and assessment prep courses/workshops* *Redesign the dev. ed. sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the dev. ed. Sequence*

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

FUTURE PLANS
Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
   - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
   - Closing achievement gaps for disproportionately impacted groups.
   - Improving success rates in degree attainment, certificate attainment, and transfer.
   - Improved identification of and support for students at-risk for academic or progress probation.
   - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
   - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
Example: Increase completion and persistence through the English Developmental Sequence	*Provide extended orientation and assessment prep courses/ workshops*	*Provide extended orientation and assessment prep courses /workshops* *Redesign the dev. Ed. sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the dev. Ed. sequence*	☐ *Access* ☑ *Retention* ☐ *Transfer* ☑ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____*
				☐ *Access* ☐ *Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____*

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

6. Describe your professional development plans to achieve your student success goals. (100 words max)

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:
Name _____
Title _____
Email Address _____
Phone _____

Alternate Point of Contact:
Name_____
Title _____
Email Address _____
Phone _____

Part III – Approval and Signature Page

College: _____District:_____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

_____
Chancellor/President   Date   Email Address

_____
Chief Business Officer   Date   Email Address

_____
Chief Instructional Officer   Date   Email Address

_____
Chief Student Services Officer   Date   Email Address

_____
President, Academic Senate   Date   Email Address