

BSI Coordinators Event

***LA Harbor College
Friday, May 1, 2015***

Agenda

- Basic Skills Reporting
- BSI Most Promising Practices
- Integrated Planning
- Placement Reform
- Common Assessment Initiative

Welcome

- Deborah Harrington,
Executive Director, 3CSN



Basic Skills Reporting for 2015

Key Process Changes:

- Online Submission of Expenditure Plan Form
- Certification Form
- Deadlines:
 - July 31, 2015 Expenditure Plan (13/14, 14/15)
 - **October 1st** 2015/16 Action Plan
- Two-year spending cycle
- **Training Webinar on May 6, from 2-3**

Issues for Reflection in Narrative Portion

- Institutionalization:
 - successes and obstacles?
- “Scaling”:
 - How are your programs growing or being planned to successfully serve a broad/large population?
- Integrated Planning:
 - how are your programs supporting goals in SSSP and Equity plans?

Data Analysis Section

Evaluate results for each of the following:

- English – Writing
- English -- Reading
- Mathematics
- ESL – Integrated
- ESL – Writing
- ESL – Reading

Data to be used in support:

- Basic Skills Cohort Tracker
- Local Data Sources

Long Term Goals

- Include long term goals for 5 years
- Include long term goals to focus on for upcoming year

11) Action Plan Activity Grid/Table

- a. **Activity:** Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.
- b. **Associated Long-Term Goal ID:** Enter the Goal ID from form [4a] that this activity is associated with. All activities must be associated with a long-term goal.
- c. **Target Date for Completion:** Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
- d. **Responsible Person(s)/Department(s):** Enter the names or positions of those who will oversee this activity.
- e. **Measurable Outcome(s):** Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.
- f. **Funds:** Include only the funds from your 2014-2015 allocation that will be spent on conducting this item.

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #6	—	—	—	—	—	—	—
Activity #7	—	—	—	—	—	—	—
Activity #8	—	—	—	—	—	—	—
Activity #9	—	—	—	—	—	—	—
Activity #10	—	—	—	—	—	—	—

BSI Action Plan Activity Grid/Table

Research Findings* on Effective BSI- Supported Improvements

Most high impact practices:

English:

- Acceleration
- Counseling interventions in developmental English courses
- Reading Apprenticeship practices

Math

- Flipped classrooms
- Acceleration
- Placement reform
- Professional development for faculty, particularly adjunct, teaching developmental math

Findings revealed that the most high-impact practices involve **curriculum reform.**

*Cooper, Eric. *Efficacy of the Basic Skills Initiative*, dissertation, Spring, 2014.

Institutionalizing Programs

Discuss at your table:

- What programs has your college successfully institutionalized?
- How did you do it?
- What obstacles do you face to institutionalizing programs?

Share Out

Use the note-taker provided to capture good ideas.

Building Programs to Scale

Discuss at your table:

- Describe a program that your college has successfully grown or built to effectively serve a large number of students.
- How did you either grow that program or build it at scale to begin with?

Share Out

Use the note-taker provided to capture good ideas.

Questions and Feedback

- What questions do you have about the BSI Action Plan or Integrated Planning?
- What feedback would you like us to communicate to the State Chancellor's Office?

Integrated Planning

- What do we mean by Integrated Planning?
- What are some of the best practices observed?

“Crosswalking”

Consider the Crosswalk document and discuss the following questions:

- What are some goals that are common to more than one plan?
- What are some programs/initiatives that are serving the goals of more than one plan?
- What might be some additional ways to “crosswalk” the plans at your college?

Use the Integrated Planning Worksheet to record ideas.

Placement Reform

The Promise of Placement Reform for Improving Equitable Outcomes

John Hetts, Senior Director of Data Science, Educational Results Partnership, a research partner investigating multiple measures for the Common Assessment Initiative



Common Assessment Initiative

Jennifer Coleman, Statewide Director

- Where we are in the process of developing the CAI
- Why we need your feedback on the survey
- What's next

CAI Proficiencies

Activity:

With others at your table, consider your given set of proficiencies (English, ESL or Math).

Focus on your assigned cluster, and discuss the following questions:

1. To what extent do the range of proficiencies represent the prerequisite skills required for the various courses in the sequence at your college.
2. Do any proficiencies seem too high? Not high enough? Too low? Not low enough?

Survey

How to take the survey

Why it's important to provide feedback

Evaluations

- Please take moment to complete the evaluation form
- We really value your feedback and use it to help us plan future events!

Contacts

Jessica Cristo, Los Angeles Regional
Network Coordinator: jessica@3csn.org

Jeanne Costello, Southern CA Network
Coordinator: jeanne@3csn.org

Mark Manasse, San Diego Imperial Valley
Regional Network Coordinator: mark@3csn.org

Becky Rudd, Foothill Inland Empire
Regional Coordinator: becky@3csn.org

