

BSI Kick-Off Event

Fall 2016

***Los Angeles Regional Network
LACCD-6th Floor Conference Room
September 9, 2016***



Today's Agenda

- BSI Updates from the Chancellor's Office
- Scaling High-Impact Practices and Potential BSI Funding Implications
- Integrated Planning Activity for SSSP, SEP, BSI, and BSSOT: Identifying Overlap
- Johari Window Activity: Surfacing Resources and Barriers
- Who/What Mapping: Develop a Plan to Sustain and Scale Overlapped Practices
- Evaluations & Wrap-Up

Basic Skills Initiative Update

State Reporting & Planning

- Expenditure Report is due October 17, 2016
- One year suspension of BSI, SSSP, and Student Equity plans
- Continue to plan, using college processes, but do not send plans to the Chancellor's Office
- Plan submission will resume for 2017-18

Updates to BSI in 2017-18

- Effort to scale proven/effective strategies and incentivize high-impact practices (such as in Transformation grant)
- BSI sunsets and a new initiative titled Student Success for Basic Skills (SSBS) Program will begin in 2017-18.
- Total program funding will be \$50 million in 2017-18 (up from \$20 million in 2016-17)



High-Impact Practices

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.



High-Impact Practices

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.



High-Impact Practices

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.

New Budget Allocation

BSI Allocation Model

- 50% on FTES generated in basic skills and ESL courses in the preceding fiscal year
- 50% on FTES generated in basic skills and ESL courses by students transitioning from high schools in the preceding fiscal year

SSBS Allocation Model

- 50% on the percentage of BOGFW students who **enrolled in a below college-level course, and subsequently completed a college-level course in the same subject within one year and within two years**
- 25% on the percentage of BOGFW students
- 25% on the percentage of basic skills FTES in courses as described in the Transformation program

SSBS Legislation

- Colleges will not receive less funding with SSBS that they received in 2015-16 with BSI.

(F) Notwithstanding subparagraph (E [the new allocation formula]), commencing with the 2016–17 fiscal year, the Chancellor of the California Community Colleges shall adjust the distribution of funds pursuant to subparagraph (E) to ensure that community college districts do not receive less state aid from the Student Success for Basic Skills Program than they received from appropriations for these purposes in the 2015–16 fiscal year.

- The new allocation formula will be modified/adjusted as needed.

(ii) The chancellor may include other factors and adjustments as he or she determines necessary to accomplish the objectives of this paragraph [the new allocation formula].

Integrated Planning for SSSP, SEP, BSI, and BSSOT (if applicable)

- Review of the 3CSN Crosswalk
- On your integrated planning worksheet, identify existing grant-funded activities that align with the stated goals
- Discuss with a partner
- Find overlapping activities

BREAK

10 minutes

Johari Windows: Surfacing Resources and Barriers

Identify an overlapping activity from your integrated planning worksheet. Use the Johari Windows activity to surface resources and barriers to scaling and sustaining this practice in order to reach more students.

- OPEN: Resources you know about and believe are widely known by others
- SECRET: Resources you may know about, but which you think may be unknown to others.
- HIDDEN: Resources on campus that you may have heard of, but know very little about.
- UNKNOWN OR NEEDED: Resources on campus that you believe are needed

Resources include: people, places, groups, programs, tools, etc.

Who/What Mapping: Sustaining & Scaling Practices

- Work with your team using the Who/What Map to plan how you will scale and sustain an overlapping activity on your campus
- Share Out

Reflection

- Pink sheet

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Save the date flyer

Equity Institute at Kellogg- West

Video-

<https://www.powtoon.com/c/bpsPDMcplwz/2/m>

Evaluations, Next Steps, Questions

