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OBJECTIVE 1: USE PARTNERSHIP'S LEADERSHIP IN ENGAGING OTHER CSU'S AND COMMUNITY COLLEGES IN THE ADOPTION AND INTEGRTION OF MULTIPLE PROGRAM MEASURES IN STUDENT ASSESSMENTS AND PLACEMENT, PILOTED AMONG SBCCD, CSUSB, AND CAL POLY POMONA

Activities	Measurable Outcomes	Timeline Month / Year	CAMPUS / Responsible Person
• Create SIFT project plan specific Scope-of- Work for each campus based on leadership and expertise. • Identify, select, integrate effective evidence-based instructional strategies and practices currently used by community colleges and/or CSU's for delivery basic skills instruction. • Use Leadership to engage at least 3 other CSU campuses and 8 other community college campuses in the selection of the instructional strategies and practices for basic skills students. • Pilot multiple measures for assessment in both English and Math with coordination from project partners. • Train support staff in the assessment center to facilitate multiple measure tools and create an effective system for calculating scores. • Validate adopted placement mechanism with input from the Math and English departments.	• Greater likelihood that the plan will be implemented effectively. • More CSU students enrolling in basic skills courses on Community College campuses. More CSU students enrolling in basic skills courses on Community College campuses. • The total number and percentage of entering students identified as underprepared before receipt of the grant. • The number of faculty involved and meeting faculty needs regarding the adoption and operation of courses under the plan. • Increase in the number of CSU campuses providing input to the overall plan (supporting SBCCD, CSUSB, and CalPoly).	• August 2016 • September 2016 • January 2017 • January 2017 • June 2017 • June 2017	• CSUSB: Rachel Weiss, Director of Research & Sponsored Programs • SBCCD: Dr. James Smith, Dean of Research, Planning & Institutional Effectiveness • CSU Poly Pomona: Elke Azpeitia • SBCCD: Richard Galoupe – BSI Coordinator / Administrator • Evaluator: Independent

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OBJECTIVE 1 (Continued): USE PARTNERSHIP'S LEADERSHIP IN ENGAGING OTHER CSU'S AND COMMUNITY COLLEGES IN THE ADOPTION AND INTEGRTION OF MULTIPLE PROGRAM MEASURES IN STUDENT ASSESSMENTS AND PLACEMENT, PILOTED AMONG SBCCD, CSUSB, AND CAL POLY POMONA

Activities	Measurable Outcomes	Timeline Month / Year	CAMPUS / Responsible Person
• Assess multiple measures for reliable student placement, improved student equity, reading placement, and student success. • Adopt multiple measures for assessment in both English and Math. Adjust English, Math, ESL, and Reading class offerings accordingly. • Complete plan for engaging 3 other CSU's and 8 other community colleges in adopting LIFT designed instructional strategies and practices (upon successful implementation of the LIFT). pilot project).	• Increase in the number of Community College campuses providing input to the overall plan (supporting SBCCD, CSUSB, and CalPoly). • Equity on student retention and completion measures	• June 2017 • June 2017 • June 2018	• NRDC-LG Basic Skills Task Force: Kenny Calvin Chair

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OBJECTIVE 2A -- INTEGRATE STUDENT SUPPORT SERVICES TO INCREASE NUMBER OF SUCCESSFUL STUDENTS IN ENGLISH AND MATH COLLEGE-LEVEL GATEWAY COURSES

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person
• Offer faculty development for English and Math professors in affective domain, just-in-time remediation, and other strategies to help underprepared students in entry-level transfer classes. • Hire/Engage additional supplemental instructional leaders (SILs) to provide support for underprepared students in entry-level transfer classes. • Modify training program for supplemental instructional leaders and faculty participants in the program. • Hire/Engage faculty leads and part-time assistant coordinator for the SIL Program. • Purchase math software to integrate into the Math Lab/ ESL.	• More CSU students enrolling in basic skills courses on Community College campuses. More CSU students enrolling in basic skills courses on community College campuses. • The total number and percentage of entering students identified as underprepared before receipt of the grant. • The number and percentage of entering students served by the grant program, disaggregated by type of practice implemented.	• December 2016 • August 2016 • August 2016 • August 2016 • September 2016	• CSUSB: Rachel Weiss, Director of Research & Sponsored Programs • SBCCD: Dr. James Smith, Dean of Research, Planning & Institutional Effectiveness • CSU Poly Pomona: Elke Azpeitia • SBCCD: Richard Galoupe – BSI Coordinator/Administrator

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OBJECTIVE 2B: -- EXPAND ENGLISH AND MATH ACCELERATION WITH ONE LEVEL BELOW COLLEGE LEVEL COURSES

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person
• Train faculty through the California Acceleration Project, 3CSN. • Expand pre-transfer English and Math classes to local high schools: current MOU classes and additional classes. • Hire and train former students from existing and related programs as embedded tutors and mentors in our high school classes. • Expand number of sections of English (pre-college) 80 and Math (pre-college) classes offered at CSUSB and Cal Poly Pomona. • Develop and provide local training in accelerated course instruction and design for CSUSB and Cal Poly Pomona professors. Pay part-time faculty and for their participation in related professional development. • Develop and provide professional development for local high school teachers. • Advertise classes in the community with town hall meetings and local organizations. Create high quality videos to promote/share student experience in the math and English classes.	• Increase greater sensitivity to the individual needs of students with basic skills deficiencies that also have professional goals and aspirations that could use distinct basic skills course sequences. • The total number and percentage of entering students identified as underprepared before receipt of the grant. • The number and percentage of entering students served by the grant program, disaggregated by type of practice implemented.	• September 2016 • December 2016 • December 2017 • December 2016 • December 2016 • December 2016 • September 2016	• CSUSB: Rachel Weiss, Director of Research & Sponsored Programs • SBCCD: Dr. James Smith, Dean of Research, Planning & Institutional Effectiveness • CSU Poly Pomona: Elke Azpeitia • SBCCD: Richard Galoupe – BSI Coordinator/Administrator

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OBJECTIVE 2C: -- CREATE COREQUISITE MODELS FOR ENTRY LEVEL TRANSFER CLASSES IN ENGLISH WITH REMEDIAL INSTRUCTION INTEGRATED AS APPROPRIATE FOR UNDER-PREPARED (BASIC SKILLS) STUDENTS

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person
• Write curriculum for English (1A) using a co-requisite model to help underprepared students succeed. *(This can be a 6-unit 1A, a 4-unit 1A with a required 2-unit Reading class, a 4-unit 1A with a required 2-unit ESL class, or another co-requisite model).* • Decide how placement mechanisms will place students in these new classes. • Run English and Reading curriculum through the SBCCD and CSUSB curriculum process and make changes as needed. • Implement approved classes into our English department offerings and offer stipends to faculty for coordination of programs.	• Increase greater sensitivity to the individual needs of students with basic skills deficiencies that also have professional goals and aspirations that could use distinct basic skills course sequences. • The total number and percentage of entering students identified as underprepared before receipt of the grant. • The number and percentage of entering students served by the grant program, disaggregated by type of practice implemented. • Use of student success data, including high school course completion data, to inform the delivery of basic skills instruction.	• December 2016 • October 2016 • December 2016 • January 2017	• CSUSB: Rachel Weiss, Director of Research & Sponsored Programs • SBCCD: Dr. James Smith, Dean of Research, Planning & Institutional Effectiveness • CSU Poly Pomona: Elke Azpeitia • SBCCD: Richard Galoupe – BSI Coordinator / Administrator

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OBJECTIVE 2D: DEFINE CLEAR PATHWAYS FOR BASIC SKILLS STUDENTS THAT RECOGNIZES INDIVIDUAL DIFFERENCES AND DISTINCT CAREER GOALS, DISTINGUISH BETWEEN STUDENTS WITH MAJORS IN HUMANITIES, SOCIAL SCIENCES, STEM, ETC.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person
• Provide professional development opportunities for counselors and academic advisors from all partnering systems: High Schools, Community Colleges, Cal-State Universities.	• Provide forums, workshops, and other training formats for faculty each semester. Students will have a more clearly defined concept of the specific expectations for the entry and exit level skills they should have in classes at each level: HS, CC, CSU. • Increase greater sensitivity to the individual needs of students with basic skills deficiencies who have professional goals and aspirations that could use distinct basic skills course sequences. • The total number and percentage of entering students identified as underprepared before receipt of the grant. • The number and percentage of entering students served by the grant program, disaggregated by type of practice implemented.	• January 2017	• SBCCD: Dr. James Smith, Dean of Research, Planning & Institutional Effectiveness • SBCCD- Richard Galoupe – BSI Coordinator / Administrator

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OBJECTIVE 2E: FUND TUTORS AND SUPPLEMENTAL INSTRUCTORS TO ASSIST STUDENTS IN MATH AND ENGLISH, FUND FACULTY MEMBERS TO SUPERVISE TUTORS AND SUPPLEMENTAL INSTRUCTORS

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person
• Develop an exchange system to support student movement between systems. • Create plan that delineates resources to fund ongoing research and deployment into other colleges and CSU's.	• Successful graduates from CC campuses, who attend CSU campuses, will return to CCs as tutors. • Successful HS graduates at CCs will return to their former high schools to serve as tutors. • Resource plan to fund tutoring and expansion of LIFT, and required tutors into other community colleges and CSU's. • Integration of plan for engaging veterans. • Better articulation of English and Mathematics instruction between high schools, community colleges, and CSU campuses.	• December 2016 • December 2017	• CSUSB: Rachel Weiss, Director of Research & Sponsored Programs • SBCCD: Dr. James Smith, Dean of Research, Planning & Institutional Effectiveness • CSU Poly Pomona: Elke Azpeitia • SBCCD- Richard Galoupe: BSI Coordinator/ Administrator

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OBJECTIVE 3: ALIGN BASIC SKILLS CURRICULUM SO FACULTY AT EACH LEVEL KNOW THE EXPECTATIONS AT OTHER LEVELS FROM HS, CC, CSU

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person
• Develop professional development activities for faculty members at all three system levels to discuss entry and exit skills at each level for Math and English.	• Provide forums, workshops, and other training formats for faculty each semester- supporting increased capacity of faculty in defining specific expectations for the entry and exit level skills students should have in classes at each level: HS, CC, CSU. • The number and percentage of entering students served by the grant program, disaggregated by type of practice implemented. • The number of faculty involved and faculty needs addressed regarding the adoption and operation of courses under the plan. • Use of student success data, including high school course completion data, to inform the delivery of basic skills instruction.	• December 2016	• SBCCD- Dr. James Smith, Dean of Research, Planning & Institutional Effectiveness • SBCCD- Richard Galoupe – BSI Coordinator/Administrator

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OBJECTIVE 4: FUND RESEARCH SUPPORT TO IDENTIFY SUCCESSFUL PATHWAYS FROM HIGH SCHOOL TO COMMUNITY COLLEGE AND CAL-STATE UNIVERSITIES

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person
• Researchers will extract and query data from databases that include multiple systems to track students from high schools through community colleges and Cal-State Universities. • Plan will delineate resources to fund ongoing research and deployment into other colleges and CSU's.	• The research office will generate reports that include quantitative and quantitative data on student matriculation within and between systems. • Equity on student retention and completion measures. • Resource plan to fund ongoing research and expansion of LIFT into other community colleges and CSU's. • Use of student success data, including high school course completion data, to inform the delivery of basic skills instruction.	• December 2016 • December 2017	- SBCCD: Dr. James Smith, Dean of Research, Planning & Institutional Effectiveness (Research Office) - NRDC-LG Basic Skills Task Force: Kenny Calvin Chair - SBCCD- Richard Galoupe – BSI Coordinator / Administrator

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OBJECTIVE 5: ENGAGE FACULTY/STAFF FROM COMMUNITY COLLEGE(S), CSU'S AND MIDDLE COLLEGE HIGH SCHOOL(S) IN DEVELOPING REFERRAL SYSTEMS BETWEEN CAMPUSES FOR BASIC SKILLS STUDENTS/VETERANS

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person
• Engage a student referral system that allows for the movement and enrollment of students between systems. • Establish a student referral system that allows for the movement and enrollment of students between systems. • Engage 8 colleges, 3 CSU's and 2 Middle College High Schools in developing the system supporting students that require basic skills instruction.	• Increase in CSU students enrolling in basic skills courses on CC campuses. More CSU students enrolling in basic skills courses on community College campuses. • The number of faculty involved in defining the systems and CCC instruction. • The total number and percentage of entering students identified as underprepared before receipt of the grant. • The number of faculty involved and faculty needs regarding the adoption and operation of courses under the plan. • Number of Community Colleges, CSU's, and Middle College High schools engaged in developing the referral system. • The number of students that were provided, or are being provided, instruction by community colleges pursuant to the adopted plan.	• January 2017 • January 2017 • January 2017	• CSUSB: Rachel Weiss, Director of Research & Sponsored Programs • SBCCD: Dr. James Smith, Dean of Research, Planning & Institutional Effectiveness • CSU Poly Pomona: Elke Azpeitia

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OBJECTIVE 5 (continued): ENGAGE FACULTY/STAFF FROM COMMUNITY COLLEGE(S), CSU'S AND MIDDLE COLLEGE HIGH SCHOOL(S) IN DEVELOPING REFERRAL SYSTEMS BETWEEN CAMPUSES FOR BASIC SKILLS STUDENTS/VETERANS

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person
• Adopt procedures to effectively engage identified students in participating in the LIFT project systems (supporting CSU and community colleges). • Pilot LIFT project systems that integrate CCC instruction with programs at CSU campuses.	• The number of students who successfully completed basic skills instruction at the community colleges. • The number of students provided instruction at the community colleges that subsequently enrolled at California State University Campus. • A qualitative and fiscal impact description. • A qualitative report on the local successes or challenges that community colleges encountered when partnering with CSU campuses to provide instruction in basic skills to students enrolled, or who will enroll, at CSU campuses. • Better articulation of English and Mathematics instruction between high schools, community colleges, and CSU campuses.	• January 2017 • January 2017	• SBCCD: Richard Galoupe – BSI Coordinator / Administrator