



## **BASIC SKILLS & STUDENT OUTCOMES TRANSFORMATION PROGRAM: FAQ**

*Students placed in remedial courses often get caught in a basic skills vortex that does not allow them to enter college level classes that will ensure they can reach their college dreams and be prepared for good jobs. In an effort to address this challenge, the 2015-16 State Budget provided \$60 million in one-time Proposition 98 funding to assist California community colleges in improving delivery of basic skills instruction by adopting or expanding the use of high-impact models of placement, remediation, and student support that accelerate the progress of underprepared students toward achieving their college and career goals.*

### **HOW DO WE LEVERAGE THE \$60M FOR THE MAXIMUM STUDENT SUCCESS?**

Multiple measures of assessment and placement, accelerating remedial courses, and contextualization are examples of three evidence-based approaches that have shown the greatest gains in student success.

### **MULTIPLE MEASURES OF ASSESSMENT & PLACEMENT**

Standardized testing severely under-places one third of students. In fact, research has shown that high school grade point average is the strongest predictor of performance in college level coursework. Using multiple measures of student readiness helps ensure more accurate placement!

### **ACCELERATING REMEDIAL COURSES**

Acceleration works to reduce or eliminate the time a student spends in remediation by leveraging strategies that 1) place more students directly into college level coursework, 2) institute co-requisite models that enroll underprepared students in transfer- level work with additional support, and 3) align a single semester remedial course with the transfer-level course in the students' program of study.

### **CONTEXTUALIZING REMEDIAL INSTRUCTION**

Prepares students for college and career by utilizing instructional strategies designed to link basic skills with academic or occupational content – focusing on concrete applications in a specific career context.

### **10 KEY CONSIDERATIONS WHEN CRAFTING AN AMBITIOUS PLAN:**

- 1)** Have you communicated your commitment to this work?
- 2)** Does your college have a vision for connecting/integrating various student success initiatives?
- 3)** Have you authentically engaged faculty and empowered them to lead?
- 4)** Do you have an implementation plan that is realistic about the time and resources needed?
- 5)** Does the proposal describe working with partners (e.g., adult ed, K-12, ESL providers)?
- 6)** Are the interventions identified “innovative, sustainable, and scalable”?
- 7)** Are you confident that the interventions you have chosen are evidence based?
- 8)** Does your application provide “evidence and substantiates the claim of effectiveness” for interventions outside of those identified in the RFA?
- 9)** What are you doing well already and how can you coordinate, strengthen, and build upon it?
- 10)** Does the proposal include plans for robust “metrics and standards” that will enable you to report back on this grant with fidelity and help support the goal of dramatically improving student success?