

IEPI LEGISLATIVE REPORT 2017

Overview

Launched in fall 2014, the Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help colleges and districts improve their fiscal and operational effectiveness and promote student success. The initiative focuses on four major aspects of institutional effectiveness: 1) student performance and outcomes; 2) accreditation status; 3) fiscal viability; and 4) programmatic compliance with state and federal guidelines. As part of its focus, IEPI endeavors to support Chancellor Eloy Ortiz Oakley's six goals for meeting California's needs as outlined in his July 2017 *Vision for Success* report. IEPI crosses all Chancellor's Office divisions and initiatives, as well as several statewide priorities, including inmate education and the California Conservation Corps.

IEPI, now in its fourth year, has played a critical role in this period of unprecedented transformational change within the California Community Colleges. It is challenging institutions to set aspirational goals; facilitating innovation in teaching and learning; helping colleges successfully implement and integrate new Student Success initiatives; disseminating promising practices for improving student performance and outcomes; and increasing the leadership capacity of faculty, staff and administrators to help more than 2.1 million students succeed.

The Institutional Effectiveness division of the California Community Colleges Chancellor's Office (Chancellor's Office), which oversees the IEPI implementation effort, accomplishes this work in collaboration with several key partners, including Santa Clarita Community College District, Chabot-Las Positas Community College District, Foothill College, the Academic Senate for California Community Colleges (ASCCC), and the Success Center for California Community Colleges. In addition to these key partners, IEPI consults the knowledge and expertise of the Chancellor's Office at large. Moreover, the IEPI Executive and Advisory Committees help to shepherd the four major components of the initiative: 1) framework of indicators; 2) technical assistance; 3) specialized training; and 4) policies, procedures and practices.

An important feature of IEPI, which accounts for much of its success, is that it draws on the expertise and innovation from within the California Community Colleges to help colleges and districts advance effective practices.

Funding

The 2016-17 California Budget Act (Chapter 23, Statutes of 2016) included an increase in funding for IEPI, providing \$7.5 million for technical assistance and \$20 million for regional and online workshops and trainings.

The 2017-18 California Budget Act (Chapter 14, Statutes of 2017) provides \$7.5 million for technical assistance and \$20 million for regional and online workshops and trainings.

Reporting

The 2017-18 State Budget Act (Chapter 14, Statutes of 2017) requires the chancellor, beginning in the 2017-18 fiscal year, to report on the use of these funds to the Department of Finance and the Joint Legislative Budget Committee by December 31 of each year, including activities funded pursuant to this allocation and progress toward college and district institutional effectiveness indicator goals. This report responds to this requirement and reflects the period through October 31, 2017.

Framework of Indicators Background

Pursuant to Education Code section 84754.6, the primary function of the Framework of Indicators (Framework) is to measure the ongoing condition of the California Community Colleges' operational environment by focusing on four major areas: (1) student performance and outcomes; (2) accreditation status; (3) fiscal viability; and (4) programmatic compliance with state and federal guidelines.

The Framework is developed annually by the IEPI Advisory Committee's Framework of Indicators Workgroup (Indicators Workgroup), which comprises representatives from California Community Colleges associations, professional organizations, the California Department of Finance, and the Chancellor's Office. The Indicators Workgroup submits the Framework annually to the Board of Governors of the California Community Colleges (Board of Governors) for review and adoption. Once the Framework is adopted, each college must develop, implement and post a goals framework that addresses the four categories stated above to receive Student Success and Support Programs funds. Local goals are identified and set using the Institutional Effectiveness Indicators Portal (Portal), a website that both facilitates goal setting and captures goals data. Before the end of each fiscal year, the Chancellor's Office posts both the systemwide, Board of Governors-adopted Framework and the locally developed and adopted college and district goals.

Notably, the Framework goal-setting process provides colleges and districts the opportunity to engage in short- and long-term aspirational goal setting as a team. The local goal-setting process helps colleges and districts strengthen cross-silo communication and facilitates a shared commitment to local-level institutional improvement. In his *Vision for Success* report, Chancellor Oakley recognizes IEPI's leadership in guiding the Chancellor's Office toward embedding data-driven processes into all programs it administers.

A Summary of the Year-Three Framework of Indicators Goal-Setting Cycle

Year-Three Metrics and Indicators Portal

In Year Three (fiscal year 2016-17) of the initiative, IEPI continued to support colleges and districts in their efforts to improve fiscal and operational effectiveness and promote student success, while also reducing accreditation sanctions and audit findings.

Consistent with previous Framework goal-setting cycles, the development of the Year-Three Framework and the associated goal-setting process evolved through collaboration with California Community Colleges partners and stakeholders. The Indicators Workgroup proposed modest modifications and additional metrics. Although there were no new

required goals in the Year-Three Framework, the Indicators Workgroup added eight new optional college-level goals related to student performance and three district-level goals (see Table 1). In addition, the Chancellor’s Office made several technical changes to the Portal to make identifying and posting annual goals easier. The Year-Three Framework was heard by the California Community Colleges’ Consultation Council on October 20, 2016, and the Board of Governors adopted the Year-Three Framework on November 14, 2016.

Table 1

New Year-Three Indicators	Brief Definition
Student Performance and Outcomes	
Noncredit college choice	Each college may self-identify an indicator related to noncredit and provide a narrative of the result
Transfer-level completion rate years 1 and 2	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2013-14 and 2014-15 tracked for one and two years through 2015-16 who completed transfer-level math/English course
• Math year 1	Completed transfer-level math in year 1
• Math year 2	Completed transfer-level math in year 1 or year 2
• English year 1	Completed transfer-level English in year 1
• English year 2	Completed transfer-level English in year 1 or year 2
Number of low-unit certificates	Number of non-Chancellor’s Office-approved certificates completed in 2015-16
Number of CDCP awards	Number of Career Development-College Preparation awards completed in 2015-16
CTE Skills Builders	The median percentage change in wages for students who completed higher level CTE coursework in 2013-2014 and left the system without receiving any type of traditional outcome such as transfer to a four-year college or completion of a degree or certificate
Median time to degree	Median number of academic years needed to obtain an AA, AS or ADT degree for all students who received a degree in 2015-16
District participation rate	Percentage of 18-24 year olds living within district boundaries who are enrolled in at least one of the district’s colleges
Fiscal Viability	
OPEB Liability	The percentage of the OPEB liability that the district’s set aside funds represents, including both funds in a trust and outside of a trust and designated for this liability

Framework of Indicators Training and Resources

To provide helpful information about the Year-Three Framework, IEPI hosted two regional Framework of Indicators workshops. The first workshop was hosted by College of the Canyons on November 28, 2016, and the second was hosted by Santa Rosa Junior College’s Petaluma Campus on January 13, 2017. At each workshop, content experts from California community colleges presented on specific strategies and processes they used, including promising practices on how to encourage local participation in the goal-setting process, data visualization tools that communicate complex Framework-related information, and developing data crosswalks between the Framework and other Chancellor’s Office reports. More than 60 California Community Colleges professionals attended the regional

workshops.

On March 6, 2017, IEPI hosted the Year-Three Institutional Effectiveness Indicators Portal webinar. Presenters included the lead programmer who redesigned the Portal to include enhanced features, as well as content experts who provided guidance and clarity on goal-setting mechanics. The webinar was well attended, with more than 100 participating California Community Colleges professionals.

Local Goal-Setting and Outcomes

As with the previous Framework goal setting, all 113 colleges certified that they developed, adopted, and posted the Year-Three goals framework by the June 30, 2017 deadline. (Newly accredited Compton College will begin engaging with goal setting in Year Four). In Year Two (fiscal year 2015-16), approximately 72 percent of institutions set optional goals, while only 40 percent of institutions set optional goals in Year Three. Please see Appendix 1 for detailed information on local Framework goal setting.

Progress on the Year-Four Framework of Indicators

For Year Four (fiscal year 2017-18), the Indicators Workgroup has proposed modest changes to the Framework. Below is a summary of the newest metrics (see Table 2). The emboldened parenthetical statements in the table indicate a change in timeline. An important recommendation from the Indicators Workgroup was to seek earlier adoption of the Framework by the Board of Governors. The Year-Four Framework was heard by the California Community Colleges' Consultation Council on June 15, 2017, and the Board of Governors adopted the Year-Four Framework on July 17, 2017. The early adoption of the Year-Four Framework by the Board of Governors allows colleges and districts additional time to work together to develop, adopt, and post local goals. Colleges must turn in their Year Four goals by June 30, 2018.

Table 2

New Year-Four Indicators	Brief Definition
Student Performance and Outcomes	
Completion rate Overall	Student attempted any level of math or English in the first three years (Only the long-term goal is required)
College Choice Student Achievement (Basic Skills)	College must set a goal focused on unprepared students or basic skills students from Unprepared Completion, Remedial, or Transfer-Level Completion Rates. College must identify which indicator has been chosen (Short- and long-term goals are required)
Transfer-level achievement rate years 1 and 2	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2015-16 tracked for one and two years through 2016-17 who completed transfer-level math/English course (Short- and long-term goals are required)
<ul style="list-style-type: none"> • Math year 1 	Completed transfer-level math in year 1
<ul style="list-style-type: none"> • Math year 2 	Completed transfer-level math in year 1 or year 2
<ul style="list-style-type: none"> • English year 1 	Completed transfer-level English in year 1
<ul style="list-style-type: none"> • English year 2 	Completed transfer-level English in year 1 or year 2
Successful course completion	Percentage of students who earn a grade of “C” or better or “credit” in the fall term
Completion of non-CTE degrees	Number of associate degrees completed in 2016-17
Completion of CTE degrees	Number of CTE associate degrees completed in 2016-17
Combined degrees and certificates	Number of associate degrees and Chancellor’s Office approved certificate completed in 2016-17 (Short- and long-term goals are required)
Median time to degree	Median number of academic years needed to obtain an AA, AS or ADT (Only the long-term goal is required)

Technical Assistance

Background

IEPI provides technical assistance to colleges, districts and centers through Partnership Resource Teams. The teams are made up of subject-matter experts from within the California Community Colleges as well as the Chancellor’s Office whose collective expertise is matched to an institution’s identified needs. Currently, the Partnership Resource Team pool includes 423 volunteers. Prior to serving on a team, members receive webinar and in-person training on IEPI’s goals, the model Partnership Resource Team process, their role as a team member, the Appreciative Inquiry approach and resources that are available to them as they serve in this capacity. Such resources include the Professional Learning Network and the Applied Solution Kits that reside there. The Technical Assistance Workgroup of the IEPI Advisory Committee provides advice on the structure and execution of the Partnership Resource Team process.

Institutions are selected to receive a team visit based on a Letter of Interest submitted by the institution’s chief executive officer that identifies one or more areas of focus for which they would like assistance. To date, the two most popular areas of focus have been integrated planning and enrollment management. The chart below provides a breakdown of the most common areas of focus by popularity.

Area of Focus	Institutions (%)
Integrated planning	51
Enrollment management	50
SLO and SAO assessment	33
Evidence-based decision-making	32
Governance and communication	21
Technology infrastructure and tools	18
Delineation of function between college and district	11
Fiscal management and strategies	11

Each team member commits to making at least three visits to an institution. The team aims in its first visit to gain a clear understanding of the institution’s stated needs and areas of focus, and to identify any additional, related issues. On the second visit, the team helps the institution develop its Innovation and Effectiveness Plan for addressing the areas of focus. Upon completion of that plan, the institution becomes eligible for an IEPI grant of up to \$200,000 to help facilitate and expedite the implementation of its plan. On the third visit, the team follows up with the institution to assess progress and help resolve any unexpected challenges with implementation of their Innovation and Effectiveness Plan.

To date, 74 institutions have been selected to receive technical assistance by a full Partnership Resource Team, including the Chancellor’s Office.

Partnership Resource Team Visits to the Chancellor’s Office

To help model the Partnership Resource Team process for colleges and districts, and to benefit from assistance with the integration and alignment of its Student Success and Support Program (SSSP), Student Equity Program (SEP), and Basic Skills Initiative (BSI), the Chancellor’s Office submitted a Letter of Interest and was selected to receive a Partnership Resource Team.

The Chancellor’s Office Partnership Resource Team was chaired by a district chancellor and included a vice president of Student Services, a vice chancellor of Finance and Administration, a trustee, an institutional researcher, a former president of the ASCCC and

two counselors. The team met over several sessions with Chancellor’s Office staff, including senior management and program personnel, to gain a better understanding of how the Chancellor’s Office operates and the areas of focus identified in its Letter of Interest. The team then crafted a “menu of options,” or a set of recommendations for the Chancellor’s Office to consider in drafting its Innovation and Effectiveness Plan. The Chancellor’s Office finalized that plan, which was based largely on the Partnership Resource Team recommendations, and has used it to guide the integration of the three program areas. As a result of this work, colleges will submit from now on a single integrated plan for the three programs, operating under streamlined expenditure rules. These changes will better support integrated planning at the colleges and also increase efficiency both at the colleges and in the Chancellor’s Office. Further program integration efforts are planned, as the Chancellor’s Office works to support the colleges in adopting and scaling up cohesive strategies—such as Guided Pathways—that increase student success rates and close achievement gaps.

Partnership Resource Team Process Evaluation

As with every aspect of IEPI, the Partnership Resource Team process is evaluated by an outside evaluator. The *Partnership Resource Team Technical Assistance Feedback Summary Report* (Appendix 2) includes evaluation findings on the PRT process for institutions that received their first two visits during the third year of the initiative. The evaluation of the Partnership Resource Team process was conducted primarily through survey tools that are completed by team members and participating institutions at the conclusion of each Partnership Resource Team visit. Team member and institution responses are then aggregated, analyzed, and summarized. The report demonstrates the value of the Partnership Resource Team process to the institutions that have participated, as well as to the individuals who have volunteered to serve on a team. Such feedback has directly informed changes to the Partnership Resource Team process and team trainings. Communication among IEPI, Partnership Resource Teams, and participating institutions, for example, has been further improved, and steps in the process and associated templates and other documentation have been improved in clarity and utility. The evaluation process itself has also been improved.

Sustaining Institutional Effectiveness: One Year after the PRT Process: Themes, Conclusions, and Recommendations (Appendix 3) reports on Partnership Resource Team client institutions approximately one year after their final PRT visit. Based on structured interviews with both institutional representatives and PRT Leads and members, this analysis indicates that the PRT process had sustained, positive effects on the vast majority of those institutions. They valued a variety of aspects of the process, including keeping them on task, helping them hold themselves accountable for progress, benefiting from frank conversations with professional peers in safe settings, and incorporating PRT guidance into their systematic structures and processes. It also shows that PRT members, too, found the process valuable, particularly in connecting with peers, growing professionally, and bringing useful takeaways back to their home institutions.

To help share the experiences and benefits gained from institutions that participate in a Partnership Resource Team, and to encourage collective learning, the technical assistance evaluator has developed a series of vignettes called *Spotlights*. *Spotlights* are published routinely and highlight the impact of a Partnership Resource Team on a specific institution and their unique areas of focus. The August 2017 *Spotlight* (see Appendix 4), for example, showcases the progress Southwestern College made in addressing issues raised by its accreditation evaluation team related to enrollment management, planning and budgeting, and fiscal processes. Their Partnership Resource Team’s perspective and expertise accelerated the resolution of those issues, and helped them sustain their progress.

Professional Development

Background and Approach

IEPI provides regional and online workshops and trainings to community college personnel to promote statewide priorities, such as improving student achievement, community college operations, and system leadership. The Professional Development Workgroup of the IEPI Advisory Committee provides guidance and input on training activities that support Chancellor Oakley’s *Vision for Success*.

IEPI-sponsored professional development events are intended to fill gaps in the California Community Colleges’ offerings, and are designed to be cross-functional and enhance the overall institutional effectiveness of and student achievement at the colleges and districts.

To this end, IEPI trainings adhere to the following practices:

- They foster learning by requiring a high degree of participant involvement.
- College and/or district teams, rather than single individuals, are encouraged to attend IEPI trainings to increase the buy-in for and support of new practices. (Attendees are required to pay a nominal fee to facilitate their commitment to the trainings).
- Trainings are designed to ensure that each team leaves with a clear action plan that results in measurable change.
- Trainings include a follow-up component to reinforce action plan implementation.
- All trainings are evaluated by an external evaluator.

Event topics

Since the start of the initiative, event topics have included (in alphabetical order and with the number of workshops conducted):

- Audit & Fiscal Compliance (1);
- Basic Skills (2);
- Basic Skills, Student Equity, and Student Success and Support Program Integration (4);
- Career and Technical Education Data Unlocked (6);

- Change Leadership (1);
- Data Disaggregation (2);
- Dual Enrollment (2);
- Equal Employment Opportunity & Equity in Faculty Hiring (8);
- Enrollment Management (2);
- Evaluator Training (2);
- Financial Aid (2);
- Financial Well-Being (2);
- Guided Pathways (11);
- Framework of Indicators (2);
- Inmate Education (2);
- Integrated Planning (3);
- Noncredit (2);
- Student Support (Re)defined (7); and
- What Is IEPI? (6).

During the 2016-17 fiscal year, IEPI offered 32 workshops on 12 unique topics with 2,955 total attendees representing all 114 California community colleges. IEPI workshops were very popular. Forty-one percent of them saw enrollment at 90 percent capacity or greater. On average, enrollment reached 77 percent capacity. To date, IEPI in-person workshops and trainings have served more than 4,200 participants.

The 2016-17 fiscal year also witnessed a rise in the quality of IEPI workshops. Attendees rated the quality of presenters and the quality of workshop delivery as “better than expected,” an improvement over the prior year’s corresponding rating of “met expectations.”

Highlights from 2016-17

To help address some of the travel constraints faced by small, rural colleges, IEPI hosted a live-streamed data disaggregation webinar involving five colleges. The workshop covered promising practices that support campus-based decision-making processes related to student equity planning and guided pathways implementation. Leadership teams from five community colleges across Northern California participated in the event. The live-streamed webinar was the first of its kind for the system and it played an important role in testing the system’s ability to allow numerous virtual teams to collaborate in real time via telepresence technologies.

To help support the initial implementation of Guided Pathways across the system, IEPI hosted two large training sessions, one in December 2016 and another in January 2017. Working in close collaboration with Educational Services divisions, and in partnership with Career Ladders Project, RP Group, and the Academic Senate for California Community Colleges, IEPI sponsored 10 regional Guided Pathways workshops during fall 2017, where college leadership teams, table facilitators and field experts convened to help each college assess their readiness for, and/or progress toward, Guided Pathways implementation. IEPI

will continue to support this effort, as the new executive vice chancellor of Educational Services assumes direct responsibility for Guided Pathways implementation.

To increase the leadership capacity of administrators, faculty and staff throughout California Community Colleges, IEPI convened a Change Leadership Summit in October 2017. The Summit brought cross-functional college and district teams together to enhance the system's collective capacity to address student achievement and equity gaps through approaches and tools necessary for undertaking whole systems change.

Professional Learning Network

The Professional Learning Network (PLN) is a tool collaboratively developed by IEPI, the Success Center for California Community Colleges and CCC TechConnect. The PLN launched in April 2016 as a free, systemwide professional development website that provides a clearinghouse in which colleges can share and find information about innovative and exciting programs throughout the system, access Lynda.com and Skillsoft trainings, explore the Applied Solution Kits (see below), and more. The first eighteen months have witnessed the evolution of the PLN from its initial design, informed by pre-launch system requests, to its current design shaped by user feedback. PLN registrations doubled between October 2016 and August 2017. To date, more than 10 percent of California Community Colleges professionals—more than 9,500 users—have registered.

One of the primary responses received from users was that the PLN felt like an independent site, disconnected from IEPI's other resources. To address this, the look and feel of the site was refreshed to more clearly associate it with the IEPI brand.

In addition, the PLN has streamlined the content submission process. Users were originally required to fill in several data fields in addition to the description of the content they wished to share, and were given no information about how the resource was then reviewed and published. In response, IEPI's Advisory Committee formalized and published a review process, and added a new, simplified submission form on the site.

These responses to user feedback are complemented by the February 2017 addition of Skillsoft's video trainings. Along with Lynda.com, these trainings provide a valuable, free resource for all California Community Colleges employees dedicated to professional development. Since adding Lynda.com and Skillsoft to the PLN, Lynda.com has just over 5,800 California Community Colleges users, with 3,930 certificates of completion awarded. The most viewed training is for Canvas, the systemwide learning management tool for instructors. Skillsoft, the more recent addition to the PLN, has just over 4,100 California Community Colleges users with 335 courses completed.

Currently, the PLN is in the midst of being migrated to a more powerful platform to better integrate components, improve the functionality of uploaded videos, and be more flexible in responding to technical expectations of the field as it continues to gather more detailed specifications from its users.

Applied Solution Kits

IEPI continues to offer support for colleges in their day-to-day operations through the ongoing development of Applied Solution Kits (ASKs) that are hosted on the PLN. Each kit has been designed to support specific challenges identified by practitioners at California community colleges. Specific resources included in each kit are dependent upon the ASK topic areas, but the overarching construct is to provide users with relevant assets to achieve dynamic results when faced with complex challenges.

The Data Disaggregation and Integrated Planning ASK projects are the two projects furthest along in development. Current web resources for these two projects include white papers, rubrics, templates, and examples of promising practices at California Community Colleges. The Strategic Enrollment Management ASK also took shape in 2017. Web resources for this ASK will begin populating the PLN in early 2018.

New to IEPI is the recent launch of the Change Leadership and Guided Pathways ASKs. These two ASK projects are being designed to support California community colleges that are implementing a Guided Pathways framework.

With the addition of these new ASK projects, increased attention and focus has been placed on the organization and integration of the ASK projects. At present, tools and resources are being organized by topic and by task which will provide users with two unique opportunities to interact with ASK content. ASK users will soon be able to access resources connected to a topic such as “integrated planning” or a cross-section of ASK resources organized to accomplish a specific task such as “optimize student enrollment” or “implement guided pathways.” These structural changes will go public in early 2018 with the release of a refreshed ASK website.

In addition to developing online tools and resources, the five ASK project teams helped to develop and facilitate more than 30 IEPI-sponsored workshops in 2017 to engage California practitioners with the ASK tools and resources.

The Integrated Planning and Strategic Enrollment Management ASKs also continue to provide professional development support for the system. During the Integrated Planning ASK field scan, the team inquired about college-level interest in facilitated support sessions with the Integrated Planning ASK team. The team received approximately 80 requests from colleges. The Integrated Planning ASK team continues to follow up with college inquiries and conduct campus workshops. The Strategic Enrollment Management ASK has focused on enrollment management workshops and presentations at events sponsored by organizations that provide professional development support for California Community Colleges.

Each ASK continues to serve the California Community Colleges in its own unique way, but all projects are focused on providing practitioners with useful information and resources designed to improve institutional effectiveness and positively impact student achievement.

Evaluation

The Education Insights Center (EdInsights), an education research and policy center located at California State University, Sacramento, provides monthly evaluation reports of IEPI professional development efforts. These reports highlight the experiences of IEPI participants and also make recommendations for improvement. Their report, *Supporting Institutional Effectiveness through Professional Development: Success and Sustainability* (Appendix 5), offers a comprehensive review of all IEPI professional development efforts from summer 2016 to summer 2017.

Policies, Procedures and Practices

The Policies, Procedures and Practices component of IEPI is implemented through the Policies, Procedures and Practices Workgroup of the IEPI Advisory Committee. In past years, this workgroup developed recommendations to improve institutional effectiveness, especially in the areas of accreditation and audit. Since the focus of the Chancellor’s Office has moved to guided pathways, the charge of the group has shifted slightly. Beginning in September 2017, the workgroup has been addressing how they can expand their work to include the review and discussion of current policies and how they might act as barriers to the implementation of the *Vision for Success* and guided pathways in particular.

Communications

In 2017, IEPI continued to develop its communications infrastructure. Notable work includes:

- Optimizing the IEPI website
- Developing digital communications strategies
- Increasing IEPI’s statewide presence
- Coordinating the launch of the California Community Colleges Guided Pathways communications efforts

Optimizing the IEPI Website

With feedback from the IEPI Advisory Committee’s Policies, Procedures and Practices Workgroup, the IEPI communications team was able to refine the IEPI website so that its users are better able to locate IEPI’s latest news and professional development, Partnership Resource Team, and Framework of Indicators resources. An important addition to the website is the “IEPI Newsletter Sign-up” tab, which allows users to both subscribe to the IEPI listserv and receive IEPI newsletters.

Developing Digital Communications Strategies

IEPI’s communications team has developed a bi-monthly newsletter that offers information about professional development, Partnership Resource Team, and Framework of Indicators efforts (Appendix 6). The newsletter is disseminated in a digital format through California community college listservs and Twitter. It is also posted on the IEPI website. Also, IEPI has developed a Twitter account that provides daily updates on IEPI-related activities and shares promising practices from California community colleges. In 2017, IEPI initiated

development of an IEPI LinkedIn network to engage with California Community Colleges professionals on its widely used platform.

Increasing IEPI's Statewide Presence

In an effort to increase awareness of its resources, IEPI has boosted its presence at conferences hosted by California Community Colleges professional organizations and associations. Highlights include the Classified Leadership Institute, the California Community College Association for Occupational Education (CCAOE) spring and fall Conferences, the Strengthening Student Success Conference, the Student Trustees Workshop, and the ASCCC Student Learning Outcomes Symposium. IEPI also presented at the California Community Colleges Classified Senate (4CS) Leadership Academy, which IEPI funded in order to help professionals throughout the system gain skills required to become effective leaders and advocates. Since October 2016, IEPI has presented workshops and/or staffed exhibits at nearly 20 conferences. Informational materials specifically tailored by the IEPI communications team to the conferences' audiences were distributed.

Communications Launch for Guided Pathways

Most recently, IEPI has supported California Community Colleges Guided Pathways (Guided Pathways) by launching its communications. Working in close coordination with the Chancellor's Office's Educational Services and Communications divisions, IEPI supported the development of both the California Community Colleges Guided Pathways Self-Assessment Portal and the Guided Pathways website.

The Self-Assessment Portal is an intuitively-designed online portal that 1) serves as a learning tool for colleges to reflect on their current Guided Pathways systems and practices; 2) informs the Chancellor's Office about what types of capacity-building resources would help colleges effectively implement Guided Pathways; and 3) facilitates Guided Pathways data-gathering for both accountability and analysis.

The Guided Pathways website provides a central location for gathering information about Guided Pathways, including Chancellor's Office sponsored training opportunities, award program processes, and reporting procedures. The website also houses Chancellor Eloy Ortiz Oakley's new *California Community Colleges Podcast*. An important focus of the podcast is to showcase the importance of the local implementation of a California Community Colleges Guided Pathways framework. This website has since been placed under the direction of the executive vice chancellor of Educational Services.

Statewide Initiatives

California Conservation Corps

IEPI partnered with Sierra College in late 2016 to establish the California Conservation Corps and California Community Colleges Program Committee (Program Committee). The mission of the Program Committee is to address four educational goals:

1. Increase Corps member awareness and preparedness for college;
2. Develop and integrate college courses with the Corps program experience;
3. Formalize career pathways for Corps members; and
4. Enhance Corps and California Community Colleges coordination through a joint advisory committee.

In spring 2017, the Program Committee initiated efforts to acquaint Corps members with college opportunities. For example, 40 Energy Center Corps members participated in a Career & Technical Education Open House at Sierra College, where sixty-percent of the group felt the experience made them more likely to consider attending a community college. The success of this campus tour has prompted the scheduling of additional tours.

In fall 2017, CCC faculty are designing new noncredit courses to introduce Corps members to college and increase self-confidence in their ability to pursue higher education. New instructors, such as former Corps members who are successful in their careers and familiar with the Corps culture, are being identified to teach and to be role models. Also, plans for new noncredit gateway courses and local partnerships are underway; some topics include energy, fire safety, culinary, and career development.

Currently and Formerly Incarcerated Students (Inmate Education)

The Chancellor's Office has established the Currently and Formerly Incarcerated Students (Inmate Education) Unit to address the issues and processes related to the provision of courses and programs for currently and formerly incarcerated students. As of fall 2017, twenty-two community colleges are providing face-to-face and distance inmate education courses in all thirty-five correctional institutions throughout the state. Similarly, community colleges are coordinating student support services and efforts to serve formerly incarcerated students.

Under the auspices of Senate Bill 1391 and assisted by the provisions of Proposition 57, the Chancellor's Office established an interagency partnership with the Department of Corrections and Rehabilitation that extends course access and training to incarcerated men and women. Their participation and completion of college courses could lead to enhanced workforce skills, transfer to a four-year institution, employment, and credits toward reduced sentencing with early parole opportunities.

A major public policy that incentivizes inmate behavior related to their progress in college programs is Proposition 57. Proposition 57 contends that nonviolent offenders do not pose an unreasonable threat to the safety of the public and thereby could have their opportunities for parole accelerated through completing education courses and enrollment in certificate and transfer programs. It is further contended that public safety is enhanced by the positive behavior of inmates with educational goals and increased hope for release. Participating community colleges working with the Chancellor's Office to increase inmate access to education are proponents of enhanced workforce skills and receive apportionments pursuant to SB 1391.

The community colleges collaborate with the California State University Project Rebound Program and the University of California Underground Scholars Program. Both programs assist formerly incarcerated students. Efforts to better serve currently and formerly incarcerated students are also complemented by the work performed by the Opportunity Institute, Renewing Communities and the Anti-Recidivism Coalition. Collectively, institutions of higher education and advocacy groups enhance the educations of our students, garnering greater economic prosperity for the state.

In light of the progress being made in this area and in conjunction with other efforts in higher education in the state, an IEPI statewide summit is planned for spring 2018.

Next Steps and Future Efforts

Mini-Partnership Resource Teams

Mini-Partnership Resource Teams (Mini-PRTs) are typically composed of two to three volunteer experts, and differ from full Partnership Resource Teams primarily in that they focus on a narrower set of needs for assistance. In the 2016-17 academic year, six institutions within the California Community Colleges received Mini-PRT assistance, and grants of \$75,000 each. Areas of focus for these Mini-PRTs included board goal-setting, administrative reorganization, and grant development. IEPI will continue to provide Mini-PRT assistance in the 2017-18 academic year.

Partnership Resource Team Communities of Practice

Partnership Resource Team Communities of Practice (PRT-COPs) are regional groups of institutions focused on improving in areas of common interest and need. PRT-COPs extend the PRT colleagues-helping-colleagues approach, with the institutions themselves providing assistance to each other, supplemented by IEPI resources. They thus build local and regional capacity to improve and sustain institutional effectiveness. The first IEPI Communities of Practice meeting will take place in December 2017 with six rural colleges.

Upcoming Trainings

IEPI has established an evolving schedule of specialized training workshops based on input from a broad group of California Community Colleges stakeholders and taking into consideration emerging issues. In some cases, 2016-17 workshops followed up with and expanded upon work that IEPI had already undertaken. In other cases, workshops addressed topics new to IEPI. Wherever possible, IEPI partnered with relevant statewide organizations in the development of training content.

Specialized Training topics for spring 2018 include:

- Guided Pathways;
- Accessibility;
- Change Leadership;
- Inmate Education; and

- Strategic Enrollment Management.

Opportunities

IEPI is uniquely positioned to help improve student success across the system by providing colleges and districts the high-quality technical assistance, professional development and resource tools they need to achieve their institutional goals. IEPI, through its professional development and technical assistance infrastructure, is helping other divisions of the Chancellor's Office to maximize their staff resources and provide greater levels of technical assistance and training.

IEPI has partnered with the Central Valley Higher Education Consortium (CVHEC) and the Bay Area Community College Consortium (BACCC) to provide region-specific capacity-building resources in 2018 and beyond. IEPI will partner in 2018 with the Accrediting Commission for Community and Junior Colleges (ACCJC) in order to better prepare the California Community Colleges for accreditation.

IEPI will also work with the Chancellor's Office's General Counsel and the Statewide Equal Employment Opportunity and Diversity Advisory Committee to provide a series of regional training sessions related to the collection and longitudinal analysis of local employment data. The training sessions will cover the importance of analyzing employee and applicant data, legal requirements, data analysis tools and best practices.

As a result of its work, IEPI has gained scholarly attention. The initiative is discussed in an upcoming book by Daniel Seymour, who teaches in the MBA program at CSU Channel Islands.

Challenges

Implementing an initiative as complex and as important as IEPI requires significant resources. While many aspects of IEPI are outsourced, the initiative's success is directly dependent on having sufficient internal resources within the Chancellor's Office to provide the necessary and ongoing vision, leadership, coordination, and oversight. IEPI, like many other Chancellor's Office initiatives, is constrained by state operations challenges.

Another major challenge for IEPI is ensuring that the tens of thousands of faculty, staff and administrators across the California Community Colleges are aware of and participate in the initiative. With the development of an IEPI logo and tagline, however, as well as the establishment of a listserv and website, the production of newsletters, and the implementation of other communications strategies, IEPI is quickly making headway in addressing this challenge.

Conclusion

Although IEPI is still in the early stages of implementation, it is already having a significant effect on helping California's 114 colleges and 72 districts recalibrate after many years of

fiscal drought. More importantly, it is helping to change the California Community Colleges landscape from a period of survival to one of innovation and transformational change, with a clear focus on institutional effectiveness and, ultimately, on the success of California's more than 2.1 million community college students.