

From: Ann Edwards
Sent: Tuesday, June 05, 2018
To: Scott Guth, William Scroggins, Matthew Judd
Cc: Karon Klipple, Chris Thorn
RE: NSF SUNI Project Invitation

Bill, Matt, and Scott -

Thanks again for the great work so far on the CA Network and I look forward to furthering those conversations at Mt. SAC [on June 20](#). I'm writing to follow up on our conversation about our NSF project, Scaling Up through Networked Improvement ([SUNI](#)), focused on supporting institutional scaling and expansion of the Pathways. As I mentioned when we spoke, we are very excited about the possibility of working with the Mt. SAC team to support your expansion plans through this project. The text below describes the project in more detail. After you've had a chance to review, would it be possible to have a short call to discuss the project further and answer any questions? Perhaps in the next week or so? I'm also hoping we can find time to talk when I am at Mt. SAC for our CA Network planning meeting [on June 20](#).

We've worked over the life of the Carnegie Math Pathways to understand each element of development and implementation as an improvement problem. In addition to the original work by research and practice experts to design, deliver, and improve our Pathways courses, we have also worked on the people and systems that support classroom success. The first big effort was to develop and test tools, processes, etc. for supporting the professional learning of the instructors being asked to deliver these courses. That work was supported through an NSF project called Advancing Quality Teaching. That work has become part of the fabric of the Pathways - how we do business.

At the same time, we have also worked on building the institutional supports for the breadth of changes required at each college to make new math pathways part of the normative practice. College leaders led that early work to study strategies for scaling enrollment inside participating institutions. This ongoing development and testing has created a substantial body of knowledge around implementing the Pathways well. We were able to translate that expertise into a 5 year NSF project to test the efficacy of using a specific continuous improvement method (the A3 process) to support college implementation teams. At its heart, the A3 process is a learning-by-doing approach to continuous improvement that focuses on leaders and managers as learners and improvement coaches for the staff with whom they work.

What that means for a handful of partner colleges is that we have additional resources to support the implementation teams as they launch and/or scale and expand their Pathways implementations. We can provide more intensive coaching for staff charged with implementing the Pathways at your institution, as well as dedicated learning sessions to support improvement thinking and build improvement skills in college teams. We also have resources to work with local and/or system-level institutional researchers to use administrative data to better

understand how implementation efforts are supporting the effective and efficient roll out of the Pathways courses.

We would very much like for Mt. San Antonio College to become one of the partner schools. You have already very successfully implemented Statway and are poised to expand in a number of ways. Our staff and experienced administrative coaches (former or current administrators at current Pathways colleges) have a broad understanding of the reform efforts in math pathway implementations reside (e.g. guided pathways, new forms of placement, pressure to move students into online education, co-requisites, etc.). They also have connections to many other leaders and implementation teams across the state and across the country whose expertise can be leveraged to assist you in your own planning and design work.

Here are some nuts and bolts. Each participating institution, represented by a leadership team, participates in the project for 3 years. An institutional leadership team consists of 4-6 members, including administrative leaders (typically Provost/VP and/or Dean, Math Department Chair or other relevant department), faculty leader (Faculty Facilitator), and representatives from advising/student services and institutional research.

During each institution's 3-year participation period, the leadership team works directly with Carnegie Math Pathways staff, Administrative Coaches (AC), and Faculty Mentors (FM) to undertake the activities of the five strands of the CMP Implementation Framework. The participation period is broken up into four phases: Adoption, Preparation, Implement at Scale, and Continuous Improvement. A specific curriculum of activities for each phase across the five strands was developed and tested with 3-5 institutions during the 2015-16 year.

Because Mt. SAC has already successfully implemented Statway, the activities will, of course, be tailored to your institutional needs and will focus on the Implement at Scale and Continuous Improvement phases. Our engagements with your team will occur in several different settings, including special conference sessions, face-to-face and virtual meetings, webinars, calls, and coaching site visits.

Thanks,

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