Institutional Effectiveness Partnership Initiative— Partnership Resource Teams (IEPI-- PRT) Assistance

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What is Institutional Effectiveness Partnership Initiative (IEPI)?

- IEPI is to advancing the California Community Colleges' institutional effectiveness, reducing accreditation sanctions and audit issues, and most importantly, enhancing the system's impact on serving students

- An important focus of the initiative is to draw on the exceptional expertise and innovation from within the California Community Colleges system in advancing best practices and avoiding potential pitfalls.

- There are two major components of IEPI:
  - Partnership Resource Teams--available to institutions requesting for technical assistance
  - Professional development opportunities--through the IEPI Specialized Training program

Partnership Resource Teams

Call it colleagues helping colleagues.

The Institutional Effectiveness Partnership Initiative provides technical assistance through its Partnership Resource Teams. This colleagues-helping-colleagues model is available to colleges, districts, and centers interested in getting support on issues that matter most to them.

How to Apply the Partnership Resource Teams Assistance

A short letter of interest is submitted by the institution's CEO.

A Partnership Resource Team typically visits an institution three times.

Visits result in an Innovation and Effectiveness Plan. Additional follow-up visits are available as needed.

Team members are drawn from a pool of volunteer experts identified through or appointed by statewide professional organizations, the Chancellor's Office, and others. Teams for each client are approved by the institution's CEO and the Chancellor's Office.
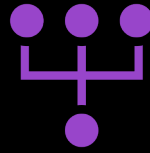
Grants of up to $200,000 in seed money are available to institutions that receive an Innovation and Effectiveness Plan. Grants are intended to accelerate Innovation and Effectiveness Plan implementation.

Factors in selecting what institutions receive a Partnership Resource Team visit include an institution's needs and readiness.

PRT Make 3 Visits

Visits consist of:

An initial gathering of information.

Assisting the institution in developing improvement strategies and timelines via an Innovation and Effectiveness Plan.

Providing follow-up support.

Cañada Areas of Focus for PRT Assistance

A. Faculty Academy of Antiracist, Equity-minded Pedagogy and Classroom Practices

Training on equity-minded curriculum (EMP 2.2).

Training to develop antiracist courses through the use of anti-racist course development rubrics and equity-minded pedagogical practices (EMP 2.2).

Training to center "Equitizing Classroom Practices" that support faculty in applying anti-racist rubrics and incorporating equity-minded pedagogical practices into their teaching and courses, as well as learning about other practices and principles that can lead to more equitable access to learning and course success outcomes (EMP 2.2; AB 1705 PD#1).

Cañada Areas of Focus for PRT Assistance

B. General Professional Development

Creating trainings and communities of practices that will improve equitable student outcomes in classes taught by faculty who engage in this community or in counseling that cultivates mentorship, shared reflection, and peer-supported continuous improvement (AB 1705 PD#2-4).

Continued support from the Faculty Learning Program (FLP) (EMP 2.4).

Increasing support for faculty to provide individualized student attention (Umoja practices) (EMP 2.1; AB 1705 PD#5).

General professional development for classified professional and administrators.

Next Step:

Visit Days

1st Visit: Beginning of February 2024

2nd Visit: End of March 2024

3rd Visit: End of Oct 2024

Next Step:

Planning the Visit—Determine committees and leaders meet with the PRT team

Work with the College President

Work with the Academic Senate President

Work with the Classified Senate President

Work with Professional Development Key Faculty Leads

Work with EAPC tri-chairs