

**Question and Answers for the Request for Application #15-069,
Basic Skills Partnership Pilot Program**

1. If there are multiple community colleges and CSUs applying, do we list previous experience, management info, etc. for every college involved?

Response: **Make it clear in your application who will carry out specific responsibilities, and explain why they are capable of carrying it out.**

2. So, is the EPT and ELM test scores what you are looking at in terms of the CSU assessment?

Response: **It is whatever the CSU wants to use to assess the students.**

3. So, head count has a higher priority than the use of evidence-based instruction? Am I reading this correctly?

Response: **Yes you are, the priority is based on Education Code language. The legislature is more concerned with how many students are served.**

4. How does this RFA connect/not connect with the \$60m Basic Skills and Student Outcomes Transformation Program?

Response: **It connects only in the use of the evidence-based practices identified in that RFA. This grant is not for our students but for CSU students.**

5. So what, exactly, is the CSU role?

Response: **The role of the CSU is to identify and send students to the community college partner for provision of basic skills instruction.**

6. Instruction can take place in CSU facilities?

Response: **Yes... anywhere that has been ID'd as the place to have instruction.**

7. How will CSU ID students needing remediation? Is CAI involved?

Response: **CSU will determine what tools to use to identify the students. Since CAI is specific for CCC students, it likely won't be used, but the RFA does not dictate one way or the other.**

8. Can high schools or other systems ID students, prior to them coming to CSU?

Response: **Yes, but they need to be using CSU tools for assessing students.**

9. Can the deadline be extended?

Response: No. (Note: since this question was asked, the deadline has been extended to Friday, May 13.)

10. Will this replace High School ERWC curriculum?

Response: No. A college or collaboration of colleges may leverage this grant with that work. This is not a replacement for ERWC.

11. Is the CSU system open to this partnership proposal, particularly in "directing" their students to the CCC system for remediation?

Response: Yes, the CSUs supported the legislation that lead to this grant.

12. Can some of the Pilot Project Funding award be allocated to strengthening an institution's basic skills courses to be offered to the CSU students?

Response: Yes.

13. Is the remediation to be offered through Pilot Project funding strictly for English and Math? What about Reading and ESL?

Response: English includes both Reading and Writing, and ESL is considered basic skills, so Reading and ESL could be funded through this project.

14. Do the eight objectives outlined on in Section D, Objectives (page 3), all specifically need to be part of the project objectives in the Workplan? Please explain.

Response: Yes. These are the objectives of the grant, so your application and workplan should be demonstrating how you will meet these objectives. At the same time, keep in mind that the objectives you include on the workplan need to be stated in measurable term (as stated in the Application Workplan Instructions in Appendix A of the RFA).

15. The RFA states that the grants shall be awarded based on the projected success of the applicant districts in maximizing the following factors, which are listed below in order of decreasing priority (Section G, #3, pages 9-10):

- The number of students enrolled, or who will enroll, at CSU campuses and who would benefit from access to instruction in basic skills at the community colleges participating in the plan
- The number of CSU campuses participating in the plan
- The number of community college campuses participating in the plan
- The likelihood that the plan would be implemented effectively

- Community college districts are encouraged to align the delivery of basic skills instruction with CSU campus programs that will accelerate the progress of underprepared students toward college completion

Will the readers be asked to think about these as the priorities for this grant?

Response: Yes.

16. Are we correct to assume that proposals are encouraged to include high school districts, but not required?

Response: Yes.

17. Is there a minimum number of required objectives? Section D, Objectives (page 3), doesn't seem to indicate a minimum for this proposal, but the Application Workplan Instructions, Appendix A-3, indicate language that seems to suggest it: "Project objectives should be based on the scope of the proposed project while remaining consistent with the Minimum Required Objectives Identified in the RFA." Please clarify.

Response: Yes. The eight objectives are listed in Section D.