



Chancellor's Office

Basic Skills Partnership Pilot Program

Technical Bidder's Workshop

Presenter:
Kirsten Corbin

With much appreciated assistance from:
LeBaron Woodyard

Academic Affairs Division Webinar
March 11, 2016



CALIFORNIA COMMUNITY COLLEGES



What to Expect from the Webinar

Two main components:

1. A walk through of the application requirements as laid out in the RFA.
 - Several of you have thoroughly read the RFA, but several have not. Let's all get on the same page.
2. A Question and Answer session.
 - You may already have questions. More may come up during the walk through of the RFA. I will answer as many as I can. Remember: if you have a question, type your question in the chat, but please start it with three question marks.



Purpose/Background

The *Basic Skills Partnership Pilot Program* was created in response to two observations:

- CSUs have thousands of students needing basic skills instruction.
- CCC have experience working with basic skills students which has led to an infrastructure that connects instruction and student services as well as effective strategies for helping these students complete.

It's a match made in education!



Purpose/Background continued

- This program seeks to pilot efficient and effective methods of coordinating remediation instruction and services between the CCC and CSU systems
 - to better meet the needs of students
 - to better leverage resources between the two public higher education systems to serve the needs of these students.



Purpose/Background continued

- This is to be achieved through the implementation of partnerships between community college districts (or multiple districts in consortium) and at least one CSU campus.
- To the extent possible, you are encouraged to include school districts with high schools in your proposal.
- Proposals should center on models of evidence-based remedial education development, instructional redesign, or program expansion.



Objectives

In the application, you must propose to implement the objectives summarized below. Funding can be used for the following items.

1. Collaboration between community colleges and CSU campuses to develop and provide effective instruction in basic skills at CSU campuses and/or community colleges/ other sites.
2. Processes and procedures for identifying and directing students from one system to the other.



Objectives continued

3. Integrating CCC instruction with programs at CSU campuses.

4. Identification of fiscal impact for the CSU campus.

5. Use of effective evidence-based instructional strategies and practices.



Objectives continued

6. Faculty involved in the development of the plan.
7. Use of student success data, including high school course completion data, to inform the delivery of basic skills instruction.
8. Better articulation of English and mathematics instruction between high schools, community colleges, and CSU campuses.



Regional Project Zones

Based on a review of the distribution of these students in the state, the Chancellor's Office has established three regional zones defined by CSU campuses need:

Summary of California Community Colleges and California State University Campuses by Zone

ZONE	CCCs	CSUs
Southern	49	9
Central	56	11
Northern	8	3
TOTAL	113	23

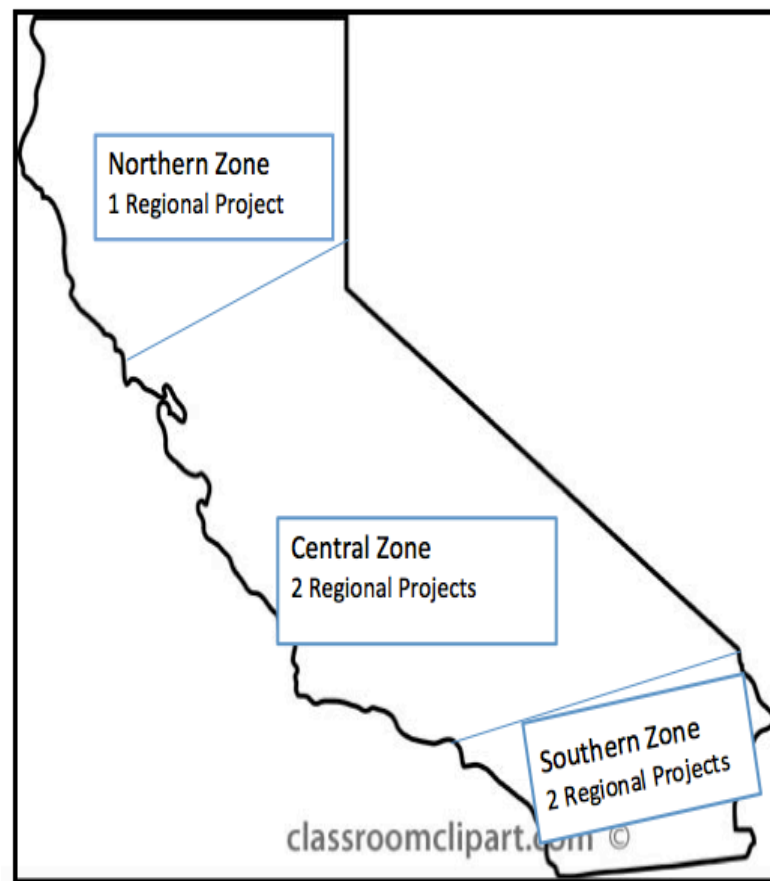


Regional Project Zones

The top 10 CSU campuses with students needing some pre-colligate coursework exist within the Southern and Central zones and have 67% of all students requiring instruction in English or Math.

- Based on this concentration these two zones will be awarded two regional projects each.
- The Northern zone will be awarded one regional project.

Community colleges are encouraged to form consortia with other community colleges in the regional zones to serve multiple CSU campuses.



Regional Project Zones: Southern Zone

Zone Area	No. of CCCs in the Zone	No. of CSUs in the Zone	CCCs in the Zone	CSU Campuses in the Zone
Southern Zone (2 Regional Projects)	49	9	Antelope Valley, Cerritos, Chaffey, Citrus, Coastline, College of the Canyons, College of the Desert, Cooper Mountain, Crafton Hills, Cuyamaca, Cypress, East Los Angeles, El Camino, Fullerton, Glendale, Golden West, Grossmont, Imperial Valley, Irvine Valley, Long Beach, Los Angeles City, Los Angeles Harbor, Los Angeles Mission, Los Angeles Pierce, Los Angeles Southwest, Los Angeles Trade Tech, Los Angeles Valley, Mira Costa, Moreno Valley, Mt. San Antonio, Mt. San Jacinto, Norco, Orange Coast, Palo Verde, Palomar, Pasadena, Rio Hondo, Riverside City, Saddleback, San Bernardino, San Diego City, San Diego Mesa, San Diego Miramar, Santa Ana, Santa Monica, Santiago Canyon, Southwestern, Victor Valley, and West Los Angeles	San Diego, San Marcos, Fullerton, San Bernardino, Cal Poly Pomona, Long Beach, Northridge, Los Angeles, Dominguez Hills



Regional Project Zones: Central Zone

Zone Area	No. of CCCs in the Zone	No. of CSUs in the Zone	CCCs in the Zone	CSU Campuses in the Zone
Central Zone (2 Regional Projects)	56	11	Alan Hancock, American River, Bakersfield, Barstow, Berkeley City, Cabrillo, Canada, Cerro Coso, Chabot, City College of San Francisco, Clovis, College of Alameda, College of Marin, College of San Mateo, College of the Sequoias, Columbia, Consumes, Contra Costa, Cuesta, DeAnza, Diablo Valley, Evergreen Valley, Folsom Lake, Foothill, Fresno City, Gavilan, Lake Tahoe, Lake Tahoe, Laney, Las Positas, Los Medanos, Merced, Merritt, Mission, Modesto Junior, Monterey Peninsula, Moorpark, Napa Valley, Ohlone, Oxnard, Porterville, Reedley, Sacramento City, San Joaquin Delta, San Jose City, Santa Barbara City, Sierra, Skyline, Solano, Taft, Ventura, West Hills Coalinga, West Hills Lemoore, West Valley, Woodland, and Yuba	Channel Islands, Bakersfield, Fresno, Cal Poly San Luis Obispo, Monterey Bay, San Jose, San Francisco, East Bay, Stanislaus, Sacramento, Maritime Academy



Regional Project Zones: Northern Zone

Zone Area	No. of CCCs in the Zone	No. of CSUs in the Zone	CCCs in the Zone	CSU Campuses in the Zone
Northern Zone (1 Regional Project)	8	3	Butte, College of the Redwoods, College of the Siskiyous, Feather River, Lassen, Mendocino, Shasta, and Santa Rosa	Humboldt, Sonoma, Chico,



Instructions and Specifications



CALIFORNIA COMMUNITY COLLEGES

Eligibility

All colleges within California Community College Districts may apply. The grants shall be awarded regionally and will be based on the projected success of the applicant districts in maximizing the following factors, which are listed below in order of decreasing priority (Ed Code 88700(d)(2)):

1. 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 application (Ed Code 88700(d)(2)(A)).
2. The number of CSU campuses participating in the application (Ed Code 88700(d)(2)(B)).
3. The number of community college campuses participating in the application (Ed Code 88700(d)(2)(C)).
4. The likelihood that the project would be implemented effectively (Ed Code 88700(d)(2)(D)).
5. The use of effective evidence-based instructional strategies and practices the community colleges have implemented for the delivery of basic skills instruction.

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 (Ed Code 88700(d)(2)(E)).

The Chancellor's Office reserves the right to make the final selection of the projects.

This RFA may be reissued until all funds are allocated.



Rubric/Scoring Criteria

All applications will be evaluated and ranked on the basis of the following criteria:

Criteria	Value
Statement of Need	10
Response to the Need	15
<u>Workplan</u> – Objectives	15
<u>Workplan</u> – Procedures Activities	10
<u>Workplan</u> – Performance Outcomes	15
Program Management	15
Budget	5
Overall Feasibility of the Project	15
TOTAL POSSIBLE APPLICATION POINTS	100



Rubric/Scoring Criteria

To qualify to be recommended to the BOG, an application must receive at least 70 points. Such applications

- provide in-depth evidence of abilities defined by the specification
- provide specific descriptions of how the requirements will be accomplished
- provide clear, detailed illustrations of a successful *Basic Skills Partnership Pilot Program*.

Applications that earn less than 70 points do not qualify to be recommended to the BOG. These applications may

- lack the requirements defined within the application specification
- lack description in one or more areas of the application
- be significantly deficient concerning the application requirements



Application Format and Instructions

- All questions must be answered.
- Requested data must be supplied.
- All narrative portions of the application should be
 - ✓ in 12 point
 - ✓ In Arial font
 - ✓ single spaced
 - ✓ with minimum 1" margins.
- There can be a one-page application cover.



Need (Statement of Problem)

Please limit to four (4) pages.

In a narrative format,

- Describe the problem that this proposed program will be addressing.
- Describe the college and district, including demographics, regional characteristics, enrollment data, and experience working with CSU campuses and secondary schools over the last five years on ways to improve college readiness.
- Evaluate the college's efforts, resources, and support in addressing the needs of basic skills students using *Basic Skills Initiative* and other programs funds where applicable for the proposed instructional partnership pilot program.



Response to the Need

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:

1. 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.
2. The number of CSU campuses participating in the plan.
3. The number of community college campuses participating in the plan.
4. The likelihood that the plan would be implemented effectively.
5. 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.



Response to the Need

Please limit to eight (8) pages.

In a narrative format, address the consortia's need for this program. Describe how this proposal develops, enhances, improves, or expands existing collaboration efforts.

Your application plan must do the following:

- Include a list of the community colleges and the CSU campuses that will work jointly to develop effective instruction in basic skills and provide instruction to focus on students enrolled, or who will enroll, at CSU campuses .



Response to the Need continued

- Include a commitment from the CSU campuses listed in paragraph (1) that these campuses will direct students to instruction at community colleges. (Note: can be included in the letter of support from the president in section (d) below.)
- Include a narrative explaining the strategy for directing students to instruction at community colleges and integrating this instruction with programs at CSU campuses.



Response to the Need continued

- Include a letter from each of the presidents of the CSU campuses listed in the application pursuant to paragraph (1) indicating support for the plan and identifying the fiscal impact for particular campus.
- Include a narrative describing any effective evidence-based instructional strategies and practices the community colleges have implemented for the delivery of basic skills instruction and any efforts the community colleges have made to incorporate effective evidence-based instructional strategies and practices within the delivery of their basic skills instruction.



Response to the Need continued

- Include a narrative describing how faculty was involved in the development of the plan.
- Include a narrative describing if and how the community college district intends to incorporate the use of student success data to inform the delivery of its basic skills instruction.
- Include a narrative describing the measures the community colleges listed pursuant to section (a) will undertake to collaborate with local school districts serving kindergarten and grades 1 to 12, inclusive, to better articulate English and mathematics instruction between high schools located in the community college district and the community colleges and the CSU campuses listed in section (a) above



Workplan

Use form in Appendix A: One objective per form

The program workplan has three components. You must clearly address all three components which are scored individually.

- **Workplan – Objectives:** Minimum required objectives (listed in section D) should be itemized, numbered, and stated in measurable terms in the workplan.
- **Workplan – Procedures/Activities:** The objectives should be linked to procedures with activities, timelines, and responsible person(s).
- **Workplan – Performance Outcomes:** The performance outcomes for each objective must be measurable and quantifiable.



Workplan Form

Chancellor's Office
California Community Colleges

District: _____
College: _____
RFA Specification Number: _____

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE: _____

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)



Program Management

Please limit to two (2) pages

- Describe your district's capabilities and knowledge in conducting and administering state funded projects. Describe your district's ability to collect and report financial and student performance data as required.
- Identify experienced and appropriate program administration and support staff with sufficient time allocated to ensure success for the *Basic Skills Partnership Pilot Program*.



Program Management continued

- Provide examples of programs that the college and/or district have successfully implemented which are similar to the proposed *Basic Skills Partnership Pilot Program*.
- Provide an organizational chart for the *Basic Skills Partnership Pilot Program*. (Not part of the two-page limit.)



Application Budget Summary & Detail

Complete Application Budget Summary and Application Budget Detail Sheet (forms in Appendix A)

- Round off to the nearest dollar.
- Indirect administrative costs (overhead) will be 4% of the total direct costs (line **9** of the application Budget Summary)
- Failure to provide complete budget information in the format required may result in applications not being reviewed for funding consideration.
- The district/college **Chief Business Officer's signature is required** on the Application Budget Summary (no black ink).
- For travel (Object 5000), district travel and reimbursement policies apply. Only travel necessary to the project is allowed. List travel purpose and estimated cost.



Form: Application Budget Summary

Chancellor's Office California Community Colleges	District: _____ College: _____ RFA Specification Number: _____
--	--

Object of Expenditure	Classification	Line	Total Grant Budget	Total Apportionment Budget (estimated)
1000	Instructional Salaries*	1		
2000	Non-instructional Salaries	2		
3000	Employee Benefits	3		
4000	Supplies and materials	4		
5000	Other Operating Expenses and Services	5		
6000	Capital Outlay	6		
7000	Other Outgo	7		
Total Direct Costs		8		
Total Indirect (4% of Line 8)		9		Not applicable
Total Program Costs		10		

APPLICATION BUDGET SUMMARY

Email Address: _____ Telephone: _____

I authorize this total costs proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with state and federal regulations.

Project Director Name/Title: _____ Date: _____

Authorized Signature

District Chief Business Officer: _____ Date: _____

Authorized Signature

***Note:** Grant funding cannot be used for classroom instruction. These costs must be paid through apportionment.



Data Collection and Reporting

On or before February 01, 2017, your district must provide all of the following information to the Chancellor's Office:

- a. The number of students enrolled, or who will enroll, at California State University campuses who were provided, or are being provided, instruction by community colleges pursuant to the adopted plan.
- b. The number of students who successfully completed basic skills instruction at the community colleges, defined as demonstrating competency on CSU assessments or successful completion of appropriate college-level courses.
- c. The number of students provided instruction at the community colleges who subsequently enrolled at a CSU campus and demonstrated competency on CSU assessments or successful completion of appropriate college-level courses.
- d. To the extent available, first-year retention and success rates at the CSU of students who received basic skills instruction at the community colleges pursuant to the plan.



Data Collection and Reporting continued

- e. A qualitative description of the local successes or challenges that community colleges encountered when partnering with CSU campuses to provide instruction in basic skills to students enrolled, or who will enroll, at those campuses.
- f. A narrative describing the use of effective evidence-based practices by the community colleges to deliver basic skills instruction to accelerate the progress of underprepared students toward achieving postsecondary educational and career goals. This narrative shall also include a description of the efforts of the community colleges to implement or expand the use of effective evidence-based practices to deliver basic skills instruction.
- g. A narrative describing the measures implemented by the community college district to collaborate with local school districts serving kindergarten and grades 1 to 12, inclusive, to better articulate English and mathematics instruction between high schools located in the community college district and the community colleges and the CSU campuses listed in number 1 above.



Additional Considerations

Overall Feasibility of the Project:

- The reviewers will be making a judgment as to whether the project is realistically capable of attaining the required and proposed outcomes.



Additional Form

Contact Page - Appendix A

- Name of College/District.
- Contact information District Superintendent/President, College President, Responsible Administrator, Project Director, and Business Officer (or Person Responsible for Budget Certification).



Submission Requirements

- Submit an electronic copy of the entire application in a PDF format via electronic mail (email)
- Submit three hard copies of the application including required forms (Appendix A).
- Staple the application in the upper left-hand corner.
- Use 8-1/2" x 11" white bond paper only.
- *Please do **not** use binders or other covers and do **not** include appendices or other supplemental information unless specified in the Request for Application.*



Submission Requirements continued

Mail or Deliver Hard Copies of Applications to:

Chancellor's Office, California Community Colleges
Academic Affairs Division
1102 Q Street, 3rd Floor, Suite 4400
Sacramento, CA 95811-6539
Attn: Eric Nelson

Email PDF To:

Eric Nelson at enelson@cccco.edu

Both the hard copy and PDF of the application must be received in the Chancellor's Office by 5:00 p.m. on

April 4, 2016.



Submission Requirements continued

The Chancellor's Office is not liable for any cost incurred by Applicant, and it is up to the Applicant to arrange for proof of delivery or tracking documentation.



Calendar of Key Dates

Date	Milestone
March 1, 2016	RFA Released
March 11, 2016	Technical Assistance Bidder's Conference for this RFA via a webinar offered through www.cccconfer.org . Login and dial in information is located on pages 14-15 of this RFA.
March 21, 2016	All clarifying questions about the RFA due into the Chancellor's Office
March 25, 2016	Answers to Question posted to Academic Affairs website and sent to interested parties
April 4, 2016	Deadline for Submitting Application
April 6, 2016	Proposals Read and Ranked
April 8, 2016	Notification of Intent to Award
April 21, 2016	Appeal Deadline
May 16, 2016	Board of Governors Approval (grants over \$100,000)
July 1, 2016	Grants <u>Start</u> date (Two-year implementation)
June 30, 2018	Grants <u>End</u> date (Two-year implementation)
July 31, 2018	Reporting concludes (Two-year reporting period per California Education Code)



Questions



Contact Information

If you have any questions, please contact:

Eric Nelson at

enelson@cccco.edu or 916-327-2987



CALIFORNIA COMMUNITY COLLEGES