



# **Chancellor's Office Basic Skills and Student Outcomes Transformation Program Technical Bidder's Workshop**

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**Academic Affairs Division Webinar  
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CALIFORNIA COMMUNITY COLLEGES



## Purpose/Background

The *Community Colleges Basic Skills and Student Outcomes Transformation Program* was created in response to two elements:

- The relatively few students assessed into basic skills who successfully complete college-level coursework in these subject areas and go on to achieve their educational goals
- encouraging efforts and findings about “what works” to boost success for basic skills students



# Objectives

Your application must propose to implement two or more interventions within or between the areas listed below:

- Adopt placement tests or other student assessment indicators and related policies that may include multiple measures of student performance,.
- Increase the placement of students directly in UC- or CSU-transferable and career pathway, gateway English and mathematics courses, with remedial instruction integrated as appropriate for underprepared students.



# Objectives

- Align content in remedial courses with the students' programs of academic or vocational study to target students' actual needs and increase relevance.
- Contextualize remedial instruction in foundational skills for the industry cluster, pathways, or both, in which students seek to advance.
- Provide proactive student support services that are integrated with the instruction.



# Objectives

- Develop two- and three-course sequences for completion of a college-level English or mathematics course, or both, by utilizing technology, where appropriate, to enhance the adoption of the five practices listed.
- Implement other effective basic skills course strategies and practices not specified in the first five objectives, but you must provide evidence that substantiates the practice is effective.



# Other Effective Basic Skills Course Strategies and Practices

- The evidence-based practices... shall include basic skills improvement strategies that have demonstrated effectiveness in accelerating the progress... and increasing the number of underprepared students who successfully achieve in a timely manner, one or both of the following...
  - College level course completion
  - Certificate or degree completion



# College Level Course Completion

- Completing a college-level English or mathematics course, or both, within a sequence of three or fewer courses after enrollment in a community college



# Certificate or Degree Completion

- Earning an industry-relevant college certificate or degree within two years





# Strategies or Programs Used by the Applying College

- Provide evidence that the strategy or program achieved the outcome stated.
- Include research support showing a relationship between the strategy or program and student success in basic skills.
- Demonstrate success of the strategy or program once past the experimental stage and research period.
- Demonstrate the strategy or program has been institutionalized.
- Demonstrate the strategy or program can be scaled, as applicable.



## Strategies or Programs Used by Other Colleges w/ Two Colleges Minimum

- Provide evidence from the other colleges the strategy or program worked.
- Include research support showing a relationship between the strategy or program and student success in basic skills.
- Demonstrate the strategy or program can be scaled, as applicable.



# Strategies or Programs Recommended by Institutions in Higher Education

- The assumption is that the strategy or program is backed by evidence already.
- Provide the evidence that the strategy or program has been tested, preferably at a two-year institution
- Demonstrate the applicability of the strategy or program to the applying college





# Instructions and Specifications



CALIFORNIA COMMUNITY COLLEGES



# Eligibility

Colleges must agree to the following standards and conditions to be eligible to apply:

- Only California Community Colleges and/or any college center receiving a separate Basic Skills Initiative allocation within a California Community College District may apply.
- Community colleges and/or any college center receiving a separate Basic Skills Initiative allocation within a district will be allowed to submit only one application per college/center.
- Applications must select at least two (2) evidence-based practices and principles as identified in this RFA.
- Applications may identify evidence-based practices and principles not identified in this RFA if they provide documentation of their effectiveness.
- Plans must be developed in consultation with campus faculty.
- Plans must ensure that faculty and staff participate in professional development regarding academic programs or curriculum developed or expanded as a result of the program.

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	10
Workplan – Objectives	15
Workplan – Procedures Activities	10
Workplan – Performance Outcomes	15
Program Management	15
Budget	5
Sustainability	5
Overall Feasibility of the Project	15
<b>TOTAL BASE POINTS</b>	<b>100</b>
Priority Criteria – Scaling up existing practices	5
Priority Criteria – Providing services to a greater proportion of students	5
Priority Criteria – Collaboration with K-12 school districts to better articulate English and Mathematics instruction	2
<b>TOTAL POSSIBLE APPLICATION POINTS</b>	<b>112</b>



## 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 and Student Outcomes Transformation 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 and the evidence-based basic skills principles and practices that will be used.
- Describe the college and district, including demographics, regional characteristics, enrollment data, and experience working with Basic Skills students in the implementation of the *Basic Skills Initiative (BSI)* over the last five years.



## Need (Statement of Problem) continued

- Evaluate the college's efforts, resources, and support in addressing the needs of basic skills students using *BSI* and other programs funds where applicable for the proposed instructional programs.
- Explain why the evidence-based practices and principles were selected and demonstrate their relationship to the identified need or problem.
- If applicable, describe how your AEBG regional consortium is addressing the need for basic skills in your district. What specific activities were put forward in the State approved three-year plan related to basic skills.



## Response to the Need

Please limit to six (6) pages.

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

Your application plan must do the following:

- Describe the community college's current practices with regard to the selected high impact practices and its readiness to implement the new interventions.



## Response to the Need continued

- Articulate targets for the share of entering students projected to be served by these interventions over the three-year implementation period.
- Set goals for the share of entering students who complete a college-level English or mathematics course within three semesters or less after enrollment.
- Identify key strategies and implementation benchmarks for evaluating the progress of campus efforts to implement the selected interventions.



## Response to the Need continued

- Detail the number of campus faculty likely to be involved in all selected high impact interventions and the plan for addressing their professional and technical assistance needs.
- Describe how the basic skills initiative is leveraging AEBG funds and how are AEBG funds for basic skills supporting the basic skills initiative and is there any connection / interaction between the two programs?



# 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 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 and Student Outcomes Transformation 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 and Student Outcomes Transformation Program*.
- Provide an organizational chart for the *Basic Skills and Student Outcomes Transformation Program*.



# 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 8 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: _____
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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.**





## Sustainability

Your application must demonstrate how your college will sustain the program at the same or higher level after grant funds have expired at the end of the three-year implementation period.

- In a separate section labeled “Sustainability of the Program,” indicate how your college will achieve sustainability by describing the funding sources, revised policies, and/or reallocation of human resources where applicable.



## 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.

### **Collaboration with Local School Districts Serving K-12 for Better Articulation of English and Mathematics Instruction:**

- You are encouraged to collaborate with local school districts serving K-12 to better articulate English and math instruction between the high schools and your college. You may draw on and expand existing collaborations or develop new ones where they do not currently exist.



## Additional Considerations continued

### **Scaling Up Existing Practices**

- The California Education Code section 88810 (d) (1) (A) requires that priority criteria be established for those proposals that "scale-up existing practices."
- If you are scaling up existing practices, identify the amount of students being served currently by the practice or principle and how the practice will be scaled and the proposed number of students that will be served.

### **Providing Services to Greater Proportions of Students**

- The California Education Code section 88810 (d) (1) (B) requires that priority criteria be established for those proposals that "provide services to greater proportions of students."
- If you propose providing "services" to greater proportions of students, identify the number of students currently being served, how the "service" will be scaled, and the proposed increase in the number of students who will be served.



# Additional Form

## Contact Page - Appendix A

- Name of College/District (only one application may be submitted per college).
- 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, 3<sup>rd</sup> Floor, Suite 4400  
Sacramento, CA 95811-6539  
Attn: Eric Nelson

### **Email PDF To:**

Eric Nelson at [enelson@cccco.edu](mailto: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**

**March 25, 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.



## Data Collection and Reporting

- Stature enacting the Basic Skills and Student Outcome Transformation program established specific data collection, analysis, and reporting protocols. Under the program, Community College Districts may use a reasonable amount of their grant to fund data collection and reporting (Ed Code §88805(a) (2)). Expenses may include cost of personnel, materials, training, storage, and software.
- Please review the reporting requirements explained in the RFA on pages 11 and 12 as well as in Appendix B.



# Calendar of Key Dates

Date	Milestone
January 21, 2016	RFA Released
February 11 – early March, 2016	Four (4) one-day Application Workshops held throughout the State
February 19, 2016	All clarifying questions about the RFA due into the Chancellor's Office
February 26, 2016	Answers to Question posted to Academic Affairs website and sent to interested parties
March 25, 2016	Deadline for Submitting Application
March 29-30, 2016	Proposals Read and Ranked
April 1, 2016	Notification of Intent to Award
April 15, 2016	Appeal Deadline
May 16, 2016	Board of Governors Approval (grants over \$100,000)
July 1, 2016	Grants <u>Start</u> date (Three-year implementation per California Education Code)
June 30, 2019	Grants <u>End</u> date (Three-year implementation per California Education Code)
June 30, 2020	Reporting concludes (Four-year reporting period per California Education Code)



# Questions



## Contact Information

If you have any questions, please contact:

Eric Nelson at

[enelson@cccco.edu](mailto:enelson@cccco.edu) or 916-327-2987



CALIFORNIA COMMUNITY COLLEGES