

REVISED

**MEETING NOTICE AND AGENDA
COMMITTEE ON AWARDS FOR INNOVATION IN HIGHER EDUCATION**

**March 24, 2017
10:00 am**

**California State Capitol
Room 126
Sacramento, California 95814**

**1149 S. Hill Street, Suite 925
Los Angeles, California 90015**

- I. Call to Order and Roll Call
- II. Approval of the Minutes of the Meeting on October 4, 2016
- III. Chair's Report
- IV. Agenda Items
 - Item A: Overview of the 2017-18 Governor's Budget—Information*
 - Item B: Consideration of Recommendations for Awardees—Action*
- V. Public Comment
- VI. Adjournment

Additional Information

This agenda is posted at http://www.dof.ca.gov/programs/Education/Index_Innovation_Awards.html.

For additional information or responses to questions, please contact:

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To request that this agenda be provided in an alternative format or that a disability-related modification or accommodation be made to allow for participation in this meeting, please send an email, identifying any aids or services needed, to innovationawards@dof.ca.gov by March 20, 2017.

Item A: Overview of the 2017-18 Governor's Budget

For Information Only

Summary:

Staff will provide an overview of the 2017-18 Governor's Budget as it relates to the California community colleges and future innovation awards. This item is presented for the committee's information only.

Background:

The Governor's Budget reflects a total of \$8.8 billion in funding for community colleges and adult education in 2017-18, including Proposition 98 General Fund appropriations, local revenues, and student fees.

Notably, the Budget includes \$150 million Proposition 98 General Fund on a one-time basis for grants to support community colleges' efforts to develop and implement "guided pathways" programs. Guided pathways represent integrated, institution-wide approaches focused on improving student success. Community colleges could use the grants to implement academic roadmaps and transfer pathways that explicitly detail the courses students must take to complete credentials or degrees on time; provide targeted advising and support services; make changes to assessment, placement, and remedial education policies and courses; and redesign courses and programs to better align learning outcomes with requirements for future employment.

In addition, the Budget includes \$20 million Proposition 98 General Fund on a one-time basis for the Chancellor's Higher Education Innovation Awards Program. Unlike the Awards for Innovation in Higher Education funded in the 2016-17 budget, this program would be administered by the California Community Colleges Chancellor's Office.

Item B: Consideration of Recommendation for Awardees

For Committee Action

Summary:

Staff will present its recommendations for awardees. The committee may choose to approve the recommendations at this meeting.

Background:

The state Budget Act of 2016 includes \$25 million for the Awards for Innovation in Higher Education. Legislation accompanying the budget governs how these funds will be awarded. On October 4, 2016, the Committee on the Awards for Innovation in Higher Education approved the application package, which is included as Appendix 1 to this agenda. The application package includes a rubric that allows for an application to earn a maximum score of 100.

A total of 36 different community college districts and community colleges submitted 42 applications to the Department of Finance. These applications are posted at the following web address: http://www.dof.ca.gov/programs/Education/Index_Innovation_Awards.html.

Consistent with the committee's discussion at the October 4 meeting, a total of 15 readers from the Governor's Office, the Department of Finance, the State Assembly, the State Senate, and the Community Colleges Chancellor's Office evaluated the applications using the rubric included in the application package, which allow for a total possible score of 100. Each application received a final score in the following sequence:

1. Each application was initially evaluated by two separate readers. Readers were assigned randomly to applications, so that the same two readers did not necessarily read multiple applications together. If the difference between the two initial scores was less than 10, these scores were averaged to produce a final score.
2. If the difference between the initial two scores was equal to or greater than 10, the application was read by a third reader. If the difference between the two closest scores of the three was less than 10, the two closest scores were averaged to produce a final score.
3. If the difference between the two closest scores of the three was equal to or greater than 10, the application was read by a fourth reader. The two closest scores were averaged to produce a final score.

Using these final scores, staff organized the applications into the following four groups:

- Group 1 includes six applications that earned final scores above 85 points.
- Group 2 includes seven applications that earned final scores above 80 points through 85 points.

- Group 3 includes six applications that earned final scores above 70 points through 80 points.
- Group 4 includes 23 applications that earned scores below 70 points.

As discussed previously, this program is intended to support innovations that are expected to reduce the time it takes students to complete degrees and credentials, reduce the total cost of attendance for students, or do both. The legislation specifically highlights interest in efforts to:

- Redesign curriculum and instruction, such as through implementation of three-year degrees.
- Allow students to make progress toward completion of degrees and credentials based on demonstration of knowledge and competencies, including skills acquired through military training, prior learning, and prior experiences.
- Address financial need, including by increasing the number of students who apply for financial aid or reducing the costs of books and supplies.

Further, the legislation directs the committee to give preference to innovations that:

- Improve outcomes for students from groups that are historically underrepresented in higher education, such as low-income students, first-generation college students, students from underrepresented minority groups, students who are current or former foster youth, students with disabilities, and students who are veterans.
- Use technology in ways that are not common in higher education.

In general, the applications in Groups 1 and 2 propose a range of changes to policies, practices, and systems, to achieve the priorities of the Awards for Innovation in Higher Education. While similar innovations were found across applications, those applications that earned higher scores tended to exhibit (1) stronger adherence to the specific state priorities and (2) greater consistency, clarity, and coherence across all sections of the application.

Appendix 2 lists the applications in each group and provides detail on the participants in each application. Appendix 3 provides abstracts included in the applications for Groups 1, 2, and 3.

If the committee were to select awardees at this meeting, staff would work with those awardees to describe their proposed uses of the funds. Staff would provide that additional detail at the April 3 meeting.

The application package specified that, subject to approval by the committee, each award was expected to include at least \$2.5 million. However, following review of the applications, staff is recommending awards greater than that amount for the highest scoring applications, with significant awards for a second group of applications that successfully described innovations consistent with the state's priorities.

Staff Recommendation:

Staff recommends that the committee make awards as follows:

- Awards of \$3 million each for the applications in Group 1.
- Awards of \$1 million each for the applications in Group 2.

APPENDIX 1 TO ITEM B

I. Overview.

Introduction.

California's 2016-17 budget includes \$25 million for the Awards for Innovation in Higher Education. The program will support innovation at California's colleges—potentially with other partners—that is expected to reduce the time it takes students to complete degrees and credentials, reduce the total cost of attendance for students, or do both. The legislation specifically highlights the state's interest in efforts to:

- Redesign curriculum and instruction, such as through implementation of three-year degrees.
- Allow students to make progress toward completion of degrees and credentials based on demonstration of knowledge and competencies, including skills acquired through military training, prior learning, and prior experiences.
- Address financial need, including by increasing the number of students who apply for financial aid or reducing the costs of books and supplies.

Eligibility.

At least one California community college district or one California community college must be involved in the innovation described in the application. An application for an award, however, may represent the efforts of more than one organization.

Furthermore, an application must be submitted with the signature of the chief executive officer of a California community college district or California community college. That community college district or community college will serve as the fiscal agent for any award made for that application. A fiscal agent is responsible for distributing funds to any participants in the application pursuant to any agreement between the participants.

Award Selection.

The Committee on Awards for Innovation in Higher Education will make awards for the most promising innovations. The committee consists of the following members:

- Michael Cohen, director, California Department of Finance, and committee chair
- Lande Ajose
- Marisol Aviña
- Samuel Bersola
- Audrey Dow
- Cecilia Estolano
- Mitchell Stevens

The California Department of Finance serves as staff to the committee.

The legislation directs the committee to give preference to innovations that:

- Improve outcomes for students from groups that are historically underrepresented in higher education, such as low-income students, first-generation college students, students from underrepresented minority groups, students who are current or former foster youth, students with disabilities, and students who are veterans.
- Use technology in ways that are not common in higher education.

APPENDIX 1 TO ITEM B

II. Application Instructions.

Application.

Please complete both Section A (cover page) and Section B (narrative responses to application items).

For the application, please format your document using pages that are 8.5-inches wide by 11-inches long, with page margins that are at least 1-inch wide, and using a 12-point font. For Section B, please (1) begin your responses to each item on a separate page, (2) adhere to the page limits specified in each item, (3) include, in the page header, the name of the California community college district or California community college that will serve as the fiscal agent, and (4) include, in the page footer, the page number.

A complete application must be submitted to the committee by email and received no later than February 3, 2017, at 5:00 pm to be considered for an award. Please adhere to the following instructions related to delivery:

- Please send the application to innovationawards@dof.ca.gov.
- Please complete the subject line of the email using the following convention: "Application Submittal: [Name of Community College District or Community College Serving as Fiscal Agent]."
- Please include both Section A (cover page) and Section B (narrative responses to application items) in a single attachment in Portable Document Format (PDF).

If a California community college district or California community college will serve as the fiscal agent for multiple applications, please assign a number to each application and include that number following the name of the California community college district or California community college as part of the submittal.

The applicant is responsible for confirming receipt of the email and attachment.

All submitted applications will be made available publicly, including on the committee's website, upon receipt.

Notice of Interest.

We also ask that those interested in applying for an award provide notification by email on or before October 31, 2016. Submittal of a notice is not required to submit an application. These notices will be used only to plan for intake and evaluation of applications.

Please include the following information in the body of an email to innovationawards@dof.ca.gov: (1) the name of the California community college district or California community college that may wish to serve as the fiscal agent for an application and (2) the names of other organizations that may wish to participate in the innovation.

APPENDIX 1 TO ITEM B

Section A. Cover Page.

Please include all of the following in a cover page to your application:

– **Contact Information for Application Coordinator.**

Please include the following information for an application coordinator:

- Name and Title.
- Name of Organization.
- Email Address.
- Phone Number.
- Mailing Address.

(This individual will be the point of contact for any issues related to the substance of the application.)

– **List of Participants.**

Please list the organizations that will participate in the innovation described in the application.

– **Abstract.**

Please provide a brief abstract—250 words or less—about the application. This abstract will be used in summary documents produced by the committee.

– **Contact Information for Representative of Fiscal Agent.**

Please include the following information for a representative of the California community college district or the California community college that will serve as the fiscal agent for any award:

- Name and Title.
- Name of California Community College District or California Community College.
- Email Address.
- Phone Number.
- Mailing Address.

(This individual will be the point of contact for any issues related to disbursement of any award. This may be a different person than the application coordinator.)

– **Assurance and Signature.**

Please replicate the assurance below, followed by the printed name and signature of the chief executive officer of the fiscal agent:

“I assure that I have read and support this application. I understand that, if this application is chosen for an award, [name of California community college district or California community college] will serve as the fiscal agent for the award and that the responsibility of the fiscal agent includes distribution of funds to any other participants in the application pursuant to any agreement between the participants. I also understand that, if this application is chosen for an award, the Committee on Awards for Innovation in Higher Education may request submittal of reports or other information.”

APPENDIX 1 TO ITEM B

Section B. Narrative Responses to Application Items.

1. From the perspective of students, what is the problem you are trying to solve? (Maximum of one page.)

A strong response will provide evidence of a problem that (1) is significant because of the number of students impacted, the groups of students impacted, or the amount of resources affected and (2) is relevant to challenges in higher education in California more broadly.

2. What is the innovation? (“Innovation” should be interpreted broadly. It may not necessarily be a single activity. It could include both new efforts and the expansion of existing efforts. You should describe how the innovation specifically addresses the program’s goal to reduce the time it takes for students to complete degrees and credentials, reduce the total cost of attendance for students, or do both.) (Maximum of two pages.)

A strong response will describe specific changes in policies, practices, systems, or cultures that constitute an “innovation” and articulate clearly the relationship between the problem described in the response to Item 1, the innovation, and the program’s goal, with the description of the innovation specifically addressing ways in which it improves outcomes for students from groups historically underrepresented in higher education or uses technology in ways that are not common in higher education.

3. How will you implement this innovation? (Maximum of two pages.)

A strong response will describe in a comprehensive way:

- A. *The organizations involved in implementation and those affected by implementation, as well as the actions that will be taken to encourage their support.*
 - B. *Any risks of implementation and the actions that would be taken to mitigate those risks, specifically addressing any risks related to impacts on students from groups historically underrepresented in higher education or any risks related to uses of technology in ways that are not common in higher education.*
 - C. *A timeline of actions.*
4. How does this innovation align with other efforts you are undertaking, and how does it relate to other efforts in higher education in California? (“Other efforts” should be interpreted broadly. You should describe any efforts funded by other state programs.) (Maximum of one page.)

A strong response will describe the applicant’s broader efforts to address goals that are consistent with, or otherwise support, the program’s goal; present a clear argument, with supporting evidence, about how the innovation is aligned with those efforts; and present a clear argument about how the innovation builds on, and is distinctive from, other efforts in higher education in California.

5. How could this innovation be scaled up within the setting in which you work and replicated in other areas in California? (Maximum of one page.)

A strong response will present a clear argument, with supporting evidence, about the significance of the innovation as a “proof of concept,” addressing both how the innovation would be scaled up within the applicant’s own setting and could be replicated widely in California to have an impact on problems like the one described in the response to Item 1.

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6. What evidence suggests that this innovation would be effective in addressing the problem identified in your response to Item 1 and implemented successfully? (Maximum of one page.)

A strong response will present the logic and evidence that suggests the innovation could be a credible way of addressing the program's goal and describe qualifications—such as experiences (and the lessons learned from those experiences) and expertise among the participants in the application—and other assets that suggest the applicant will be able to undertake the innovation.

7. What information will you use to assess the success of this innovation in addressing the program's goals, and how will that assessment be used to inform future efforts? ("Information" should be interpreted broadly. You should describe specific data that will be collected over the course of implementation of the innovation and explain how that data could be used in comparisons across settings. The success of the innovation could be assessed using measures that are related to the program's goals, such as persistence. This narrative should help the committee understand the experience of change within the setting in which you work.) (Maximum of one page.)

A strong response will identify specific information, including types of data and sources, that will be collected, explain why that information is relevant to assessing the success of the innovation in addressing the program's goals, and describe processes implemented by the applicant that encourage continued innovation in policies, practices, systems, or cultures.

8. What resources or commitments, or both, do you currently have to support this innovation, and how will implementation of this innovation be sustainable over the long-term? (You should describe the long-term plan for sustainability, the role of an award in that plan, and the ways in which you would use an award to leverage additional funds in the future from other sources.) (Maximum of one page.)

A strong response will identify specific resources or commitments, present a plan for long-term sustainability and explain how one-time funds would (1) be used effectively and efficiently and (2) generate other funds for the innovation.

APPENDIX 1 TO ITEM B

III. Award Selection.

The committee will decide (1) the applications that are selected for awards and (2) the amounts included in those awards.

Each application will be reviewed in the following sequence using the rubric shown in Figure 1 on the following page:

1. Each application will be evaluated by two separate readers. Readers will be assigned randomly to applications. (Therefore, the same two readers will not necessarily read multiple applications together.) If the difference between the two initial scores is less than 10 points, these scores will be averaged to produce a final score.
2. If the difference between the initial two scores is equal to or greater than 10 points, the application will be read by a third reader. If the difference between the two closest scores (of the three scores) is less than 10 points, those two closest scores will be averaged to produce a final score.
3. If the difference between the two closest scores of the three readers is equal to or greater than 10 points, the application will read by a fourth reader. The two closest scores will be averaged to produce a final score.

Following this review, applicants who attain the highest scores in the evaluation of their written applications may be asked to participate in interviews, which would be used to both (1) validate the narrative included in the application and (2) clarify understanding of the innovation.

Subject to approval by the committee, each award is expected to include at least \$2.5 million. Applicants may also be asked to provide additional detail about their proposed uses of funds.

The committee is expected to meet on March 24, 2017, and April 3, 2017. Any decisions about awards would likely be made at those meetings.

APPENDIX 1 TO ITEM B

Figure 1. Rubric for Staff Review of Written Applications.

| Criterion | Maximum Points |
|--|-----------------------|
| Responsiveness to Stated Qualities of Strong Responses | |
| Item 1 | 4 |
| Item 2 | 10 |
| Item 3 | 8 |
| Item 4 | 4 |
| Item 5 | 8 |
| Item 6 | 4 |
| Item 7 | 8 |
| Item 8 | 4 |
| Overall Assessment | |
| Opportunity for Significant Impact on Program Goals — <i>Reduce the time it takes students to complete degrees and credentials.</i> — <i>Reduce the total cost of attendance for students.</i> | 12 |
| Responsiveness to State Priorities — <i>Redesign curriculum and instruction, such as implementation of three-year degrees.</i> — <i>Allow students to make progress toward completion of degrees and credentials based on demonstration of knowledge and competencies, including skills acquired through military training, prior learning, and prior experiences.</i> — <i>Address financial need, including by increasing the number of students who apply for financial aid or reducing the costs of books and supplies.</i> | 16 |
| Efforts to Improve Outcomes for Students from Groups Historically Underrepresented in Higher Education | 14 |
| Use of Technology in Ways Not Common in Higher Education | 8 |
| Total | 100 |

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IV. Additional Information.

If you have any questions regarding this application package, please contact the following:

Christian Osmeña, Principal Program Budget Analyst
Yong Salas, Budget Analyst
California Department of Finance
915 L Street
Sacramento, CA 95814
(916) 445-0328
innovationawards@dof.ca.gov

For more information, please visit
http://www.dof.ca.gov/programs/Education/Index_Innovation_Awards.html.

APPENDIX 2 TO ITEM B

**Awards for Innovation in Higher Education
List of Applicants by Group**

The following display organizes applications by group as described in Item B of this agenda. For each application, the name of the coordinating institution is in bold, followed by a list of participants identified in the application. Within each group, applications are listed in sequential order by the application number of the coordinating institution.

Group 1

Six applications are included in this group. These applications earned final scores above 85 points.

[9] Evergreen Valley College

Evergreen Valley College; San Jose City College; Ellucian: Technology Partner

[26] Palomar Community College District

Palomar Community College District

[31] Shasta College

Shasta College; California State University, Chico; California State University, Dominguez Hills; California State University, East Bay; Columbia College; Humboldt State University; National University; Pacific Union College; Sacramento State University; Simpson University; Southern Oregon University; University of Texas, Arlington; Western Governors University; Shasta, Tehama and Trinity County WIOA Providers

[34] South Orange County Community College District—1

Saddleback College; CSU Long Beach; CSU Fullerton; Cal Poly Pomona; CSU Office of the Chancellor

[38] West Hills Community College District—1

West Hills College, Coalinga; West Hills College, Lemoore; San Joaquin Delta College; Council for Adult and Experiential Learning (CAEL); AcademyOne

[42] Riverside Community College District—1

Riverside Community College District; Riverside City College; Norco College; Moreno Valley College; Val Verde Unified School District (USD); Moreno Valley USD; Riverside USD; Jurupa USD, Alvord USD; Corona-Norco USD; John Burton Advocates for Youth; iFoster; THRIVE; Inspire Life Skills

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Group 2

Seven applications are included in this group. These applications earned final scores above 80 points through 85 points.

[7] Cuesta College

Cuesta College; Paso Robles Joint Unified School District; CalSOAP; Heritage Oaks Bank; Paso Robles Chamber of Commerce

[14] Laney College

Laney College

[16] Los Angeles City College

Los Angeles City College; California State University Dominguez Hills; Los Angeles Unified School District

[20] Los Angeles Trade-Technical College

Los Angeles Trade-Technical College; Center for Urban Education, Rossier School of Education, University of Southern California; Transportation Workforce Institute

[30] Santa Monica Community College District

Santa Monica College; Arizona State University

[32] Sierra College

Sierra College; California State University, Sacramento, Los Rios Community College District; Nevada Joint; Placer Joint; Rocklin Unified; Roseville Joint Union; Western Placer; Placer County Office of Education

[39] West Hills Community College District—2

West Hills Community College District; West Hills College, Coalinga; West Hills College, Lemoore; BitWise Industries, Inc.; GeekWise Academy; Shift3 Technologies; California Forward

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Group 3

Six applications are included in this group. These applications earned final scores above 70 points through 80 points.

[2] Cabrillo Community College District

Cabrillo Community College District; Pajaro Valley Unified School District; Santa Cruz City Schools, Californai State University at Monterey Bay; Foothill College; The Regional Occupational Program for Santa Cruz County; Santa Cruz County College Commitment

[12] Hartnell Community College District—1

Hartnell College

[21] Los Angeles Valley College

Los Angeles Valley College; Los Angeles Mission College; Los Angeles Pierce College; California State University, Northridge; Los Angeles Chamber of Commerce, LA Compact Student Success Workgroup; Los Angeles Community College District

[22] Los Rios Community College District

Los Rios Community College District; California State University, Sacramento; Align Capital Region

[24] Mt. San Antonio College

Mt. San Antonio College; American River College; Bakersfield College; Irvine Valley College; Long Beach City College; MiraCosta College; Sierra College

[36] State Center Community College District

Fresno Unified School District; State Center Community College District; California State University, Fresno; University of California, Merced; Kerman Unified School District; Madera Unified School District; Sanger Unified School District; Central Unified School District; Dinuba Unified School District; Selma Unified School District; Central Valley Higher Education Consortium; West Colleges Community College District; Educational Results Partnership, Inc.; Clovis Unified School District; Kings Canyon Unified School District; Washington Union Unified School District; Reef-Sunset Unified School District; Riverdale Joint Unified School District; Golden Plains Unified School District; Hanford Joint Union High; Caruthers Unified School District; Firebaugh-Las Deltas Unified School District; Coalinga-Huron Unified School District; Mendota Unified School District; Corcoran Joint Unified School District; Laton Joint Unified School District; Lemoore Union High

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Group 4

23 applications are included in this group. These applications earned final scores below 70 points.

[1] Bakersfield College

Cal-PASS, DJUHSD; KHSD; CSUB; Roll Global; Greater Bakersfield Chamber; Kern County Hispanic Chamber of Commerce; Kern County Black Chamber of Commerce; Kern Economic Development Corporation; Kern Community Foundation; Chevron; Kerntax; City of Bakersfield Mayor's Office

[3] Cerritos College

Cerritos College; Northwood University; Lumen Learning; California State University system

[4] Chaffey Community College District

Chaffey College; Riverside Community College District; San Bernardino County Superintendent of Schools; Riverside County Office of Education; California State University, San Bernardino; University of California, Riverside; Inland Empire Economic Partnership; Coachella Valley Economic Partnership

[5] City College of San Francisco

San Francisco Community College District DBA City College of San Francisco; San Francisco Unified School District; San Francisco State University

[6] Crafton Hills College

Crafton Hills College; San Bernardino Unified School District; Yucaipa Unified School District; Redlands Unified School District; Rim of the World Unified School District; Rialto Unified School District; University of California campuses; CSU San Bernardino; University of Redlands; those already affiliated with a Linked Learning Hub.

[8] East Los Angeles College

East Los Angeles College; East Los Angeles College Foundation; Los Angeles Area Chamber of Commerce – Bixel Exchange; General Assembly; FutureSculpt

[10] Foothill College—1

Foothill College; Mountain View Los Altos High School District; The Regents of the University of California, on behalf of the University of California, Davis and University of California Irvine campuses and their respective Schools of Law; Loyola Marymount University and Loyola Law School; Santa Clara University and Santa Clara University School of Law; University of San Francisco and University of San Francisco, School of Law; University of Southern California and University of Southern California Gould School of Law; Antelope Valley College; Bakersfield College; Chabot College; Chaffey College; College of Alameda; College of the Canyons; College of the Sequoias; Contra Costa College; Fresno City College; Gavilan College; Hartnell College; Los Angeles City College; Los Angeles Mission College; Merritt College; Oxnard College; Rio Hondo Community College; Riverside City College; Sacramento City College; San Joaquin Delta College; San Jose City College; Santa Ana College; Solano

APPENDIX 2 TO ITEM B

Community College; Southwestern College; Ventura College; Saddleback College; Santa Monica College; East Los Angeles College; West Los Angeles College; Deer Valley High School; Florin High School; Luther Burbank High School; McClatchy High School; Pacific Law Academy; Jesse Bethel High School; De Anza High School; Richmond High School; Highland High School; Juan Cabrillo High School; Narbonne High School; Washington Prep High School; Wilson High School; El Dorado High School; Crawford High School; Theodore Roosevelt Senior High School.

[11] Foothill College—2

Krause Center for Innovation, Foothill College; CalState Teach – CSU Teacher Preparation Program

[13] Hartnell Community College District—2

Hartnell College; Soledad Unified School District; California State University, Monterey Bay; King City Joint Union High School District; Monterey County Office of Education; Gonzales Union High School District

[15] Long Beach City College

Long Beach City College; California State University Long Beach; Long Beach Unified School District

[17] Los Angeles Community College District

Los Angeles Compact which includes Los Angeles Community College District, Los Angeles Unified School District, California State University, and University of California; Los Angeles Mayor's Office; Los Angeles Chamber of Commerce; MDRC; California Community Colleges' Success Network

[18] Los Angeles Mission College

Los Angeles Mission College; LAUSD; UCLA; CSUN

[19] Los Angeles Pierce College

Los Angeles Pierce College; Los Angeles Unified School District; California State University, Northridge

[23] Monterey Peninsula College

Monterey Peninsula College; California State University Monterey Bay; Carmel, Monterey Peninsula, and Pacific Grove Unified School Districts

[25] Norco College

Norco College; Corona-Norco Unified School District; California State University; University of California, Riverside; College Futures Foundation

[27] Riverside Community College District—2

Riverside City College

[28] San Diego Community College District

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Barrios Station; Jacobs Center; Mira Mesa High School; Monarch School; San Diego Community College District; San Diego State University; San Diego Unified School District; San Diego Workforce Partnership; San Diego Youth Services; Scripps Ranch High School; Second Chance; Urban League

[29] Santa Clarita Community College District

Community Colleges, including Cerritos College, Mira Costa College, Taft College; Community College Consortium for Open Educational Resources; California Community College Association for Occupational Education

[33] Skyline College

Skyline College

[35] South Orange County Community College District—2

Developing partnerships pending notification of grant.

[37] Ventura Community College

Santa Barbara City College; Ventura Community College

[40] West Kern Community College District

Taft College; Taft Union High School; Maricopa Unified School District; West Kern Adult Education Network

[41] Yosemite Community College District

Columbia College; Modesto Junior College; Yosemite Community College District

APPENDIX 3 TO ITEM B

Application Information

| | |
|---|--|
| <i>Application Number and Coordinating Institution:</i> | [2] Cabrillo Community College District |
| <i>Education Sectors Represented:</i> | California community colleges; K-12 local education agencies |
| <i>Participants Identified in Application:</i> | Cabrillo Community College District; Pajaro Valley Unified School District (PVUSD); Santa Cruz City Schools (SCCS); California State University at Monterey Bay (CSUMB); Foothill College; The Regional Occupational Program for Santa Cruz County; Santa Cruz County College Commitment (S4C) |

Abstract Included in Application

An Accelerated Allied Health Pathway for Underrepresented Minority Students
Cabrillo Community College District in partnership with local K-12 school districts, California State University at Monterey Bay (CSUMB), Foothill College, Santa Cruz County College Commitment (S4C), and Santa Cruz County’s Regional Occupational Program (ROP), will research and develop an accelerated, seamless and affordable pathway in four of Cabrillo’s Allied Health (ALH) programs: Nursing, Dental Hygiene, Radiologic Technology, and Medical Assisting for underrepresented minority high school (HS) students in Santa Cruz County. This cohort-based model includes providing underrepresented minority (URM) high school students with career exposure, critical student support and guidance, academic preparation, and access to Allied Health prerequisites at Cabrillo to successfully pursue an Allied Health pathway. This program will enable students to continue on to Cabrillo to complete an accelerated, transferable Allied Health associate degree, complete one of four Allied Health professional programs, and continue on to either CSUMB or Foothill to receive a bachelor’s in the respective ALH programs (nursing or dental hygiene) within one additional year from the professional program. Documentation and evaluation of this accelerated allied health pathway model could spread this innovation to other community college campuses across the state.

APPENDIX 3 TO ITEM B

Application Information

| | |
|---|---|
| <i>Application Number and Coordinating Institution:</i> | [7] Cuesta College |
| <i>Education Sectors Represented:</i> | California community colleges; K-12 local education agencies |
| <i>Participants Identified in Application:</i> | Cuesta College; Paso Robles Joint Unified School District; CalSOAP; Heritage Oaks Bank; Paso Robles Chamber of Commerce |

Abstract Included in Application

Through *Degree Accelerator*, students will have the opportunity to earn an Associate Degree for Transfer (ADT) tuition-and-fee-free one year after graduating high school. High school students will be able to earn up to 36 general education credits through expanded dual/concurrent enrollment and a second free year will be provided through the Cuesta Promise Scholarship. Minimum qualifications must be addressed in order to expand dual enrollment. To this end, high school faculty will use technology in a state-of-the-art shared classroom located on the high school campus to facilitate online general education courses taught by college faculty. Acceleration toward a degree also requires that more students are college-ready. Students will be assessed in their junior year for English and math placement. A remediation plan will be implemented for those who do not assess at college-level so that they can improve their placement before graduation. Students will be engaged in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion. These strategies have been shown to decrease achievement gaps for students from groups traditionally underrepresented in higher education. *Degree Accelerator* will be implemented at Paso Robles High School before expanding to other schools in the county. Shortening the pathway to an ADT, allowing students to progress toward a degree while in high school and providing access to an ADT free from the financial burden of tuition, fees and textbooks addresses each of the state's priorities for the Award for Innovation.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [9] Evergreen Valley College |
| <i>Education Sectors Represented:</i> | California community colleges |
| <i>Participants Identified in Application:</i> | Evergreen Valley College; San Jose City College; Ellucian: Technology Partner |

Abstract Included in Application

Evergreen Valley College (EVC) shares the state’s commitments to affordable education, reduced time to graduation, and improved student success, particularly for underrepresented populations. To that end, EVC is actively redesigning their curricula for online delivery and is presently engaged in a broader student success initiative. EVC proposes **Innovate Evergreen** to make a deeper and more transformative investment by implementing a mobile solution that leverages adaptive learning technologies, to deliver high-quality, rigorous, flexibly-paced instruction and assessment using a Competency Based Education (CBE) format. CBE has the potential to be a transformative approach to higher education that honors students’ prior learning, while simultaneously allowing underprepared students to master content. The platform leverages Open Educational Resources to build in supplemental content to complement existing course curricula, adding rigor and depth to support student learning across this spectrum.

From the student success perspective, this innovation further personalizes students’ learning pathways to meet the diverse needs and expectations of 21st Century students, including those who are underprepared and those underrepresented in high-wage, high-demand IT jobs. The platform’s unique subscription model reduces both costs and time to graduation and prepares students for 21st Century IT careers with a coding certificate.

Innovate Evergreen proposes to implement CBE in EVC’s Computer & Information Technology certificate program to demonstrate its utility to achieve the desired goals, and to replicate the project at San Jose City College. A comprehensive, integrated evaluation guides continuous improvement and generates a knowledgebase and evidence to inform future efforts to expand CBE throughout California.

APPENDIX 3 TO ITEM B

Application Information

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| <i>Application Number and Coordinating Institution:</i> | [12] Hartnell Community College District—1 |
| <i>Education Sectors Represented:</i> | California community colleges; California State University; K-12 local education agencies |
| <i>Participants Identified in Application:</i> | Hartnell College; California State University, Monterey Bay; Monterey County Office of Education; Soledad Unified School District; King City Joint Union High School District; Gonzales Union High School District |

Abstract Included in Application

The *Hartnell College/California State University Monterey Bay (CSUMB) Teacher Talent Incubator* partners implemented an innovative program: They agreed to share facilities, faculty, and technology across institutions to deliver an accelerated (four year instead of five) teaching degree and credentials, with program – courses and support services – on site at isolated, rural locations, 40-60 miles from the partnering institutions. This is accomplished through streamlining existing programs, partnering with K-12 districts and the Monterey County Office of Education, intensifying financial aid and support, growing outreach, and aligning curriculum.

Key features:

- Acceleration – a streamlined approach with prior learning in high school, two years at Hartnell, two year from transfer to degree, competencies and credentials at CSUMB;
- Remote Access – remote delivery easing access for isolated yet growing communities;
- Lower Cost – lower time and cost to completion, book loans, scholarship for each student;
- Cohort + Dedicated Support – cohort enrollment plus intensified services, expanded financial aid advising, intrusive counseling, and interventions as needed for smooth student progression.
- Uncommon Sharing – facilities, technology, advising, and faculty shared across institutions, from K-12, to Hartnell, to CSUMB.

The program combines effective methods that, according to the literature, are shown to improve college enrollment, retention, transfer, and success for underrepresented, low income students. It provides a cost effective answer to a severe shortage of K-12 teachers in educationally and economically disadvantaged communities. A fully scaled-up program will:

- Expand access to four year degrees for low income, underrepresented students;
- Improve college-readiness by high school students recruited into the program;
- Reduce student costs and time-to-transfer/time-to-degree;
- Improve underrepresented student retention, transfer, graduation;
- Reduce shortages of qualified K-12 teachers in the region.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [14] Laney College |
| <i>Education Sectors Represented:</i> | California community colleges |
| <i>Participants Identified in Application:</i> | Laney College |

Abstract Included in Application

Laney College is at the forefront of providing affordable, accessible education Oakland/East Bay at a time when rapid economic changes to the region are widening the gap between rich and poor. However, many of the industries currently expanding in Oakland/the Bay Area—especially technology and biotechnology—have recognized the need for their workforce to more closely reflect the diversity of the region. With training and education provided, Laney’s diverse students have the potential to step in and take advantage of these career opportunities. To accomplish this, Laney must address the student equity issues in the science, technology, engineering and math disciplines and use technology on campus to bridge the digital divide, especially among low income, i.e., Black, Latino, veteran and disabled students.

Laney College proposes to employ *24/7 accessible SMART technology-enabled learning* framework to achieve 100% student equity and success in the STEM disciplines, beginning with the gateway discipline biology. This bold and innovative three-phase proposal by the Biology Department, entails bridging the digital divide via high quality technology in high-touch cyber-learning environment. It is designed to (1) reduce the cost of books and supplies to students, (2) redesign curriculum, (3) enable faculty use to use their creative genius, and (4) enable students to make progress toward completion of degrees and credentials in order to (5) achieve equity in student outcomes while accelerating the pace of student achievement/success overall.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [16] Los Angeles City College |
| <i>Education Sectors Represented:</i> | California community colleges; California State University; K-12 local education agencies |
| <i>Participants Identified in Application:</i> | Los Angeles City College; California State University Dominguez Hills; Los Angeles Unified School District |

Abstract Included in Application

The ***Finish in Three (FIT) Program*** is designed to provide a 3-year Associate Degree for Transfer to Bachelor's Degree model that improves retention, increases college affordability, and accelerates degree completion among veterans, underrepresented minority, low-income, and first-generation college students.

The ***FIT Program*** will implement cohort-based three-year baccalaureate degree programs in Business Administration, Computer Science and Information Technology, Psychology, and Public Administration. Key innovations include:

1. Reducing remediation and increasing progression from remedial education to college level instruction through a Summer Bridge Program and the use of multiple measures and competency-based placement methods.
2. Promoting and accelerating progress to completion through:
 - a. Linked and contextualized courses with competency-based testing models;
 - b. Faculty collaboration from high school to community colleges to baccalaureate granting institutions to align and articulate courses, expand dual and concurrent enrollment, and develop degree roadmaps; and
 - c. A strategic comprehensive student-centered ecosystem of support that proactively addresses students' academic, financial, social and personal needs.
3. Reducing the total cost of attendance through the *LA College Promise* Initiative, zero textbook cost degrees, and three-year degree programs.
4. Increasing career preparedness by creating direct links between students' education, career and life goals through the FIT Academy, which is comprised of one-week intensive apprenticeships and directed studies coupled with rigorous pre- and post-reflection.
5. Facilitating long-term sustainability by leveraging and shifting existing resources and providing professional development to create a culture of change, innovation, and student success throughout partner institutions.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [20] Los Angeles Trade-Technical College |
| <i>Education Sectors Represented:</i> | California community colleges; private institutions of higher education |
| <i>Participants Identified in Application:</i> | Los Angeles Trade-Technical College; Center for Urban Education, Rossier School of Education, University of Southern California; Transportation Workforce Institute |

Abstract Included in Application

As one of nine community colleges that comprise the Los Angeles Community College District, LATTC has embarked on the Pathways to Academic Career and Transfer Success (PACTS) transformative initiative since 2012. While significant progress has been made, institutional innovations have been identified in this application to reduce the time to completion and reduce the cost of attendance for students. The three innovations are: 1) Curricular Innovation – Mapping Competencies to Curriculum; 2) Student Support Innovation – Strengthening and Expanding Pathway Student Support Innovations; and 3) Policy and Practice Innovation: Competency Based Education Professional Development.

Drawing on over two years of research and active exploration of competency-based education models and its potential applications at public community colleges and in collaboration with the Center for Urban Education at USC, LATTC is poised to embark on a plan to implement innovations customized to the needs of our students. The innovations selected for this application are adapted from traditional prior learning assessment (PLA) and CBE innovations, both of which have been identified by the State of California as having relevance to shortening time to completion. Aligning our innovations with these evidence based strategies is a strengths based approach on which we capitalized.

Since 2008, LATTC’s completion and success rates have been amongst the lowest, according to the California Accountability Report Card. By strengthening and expanding the institutional innovations currently in place, LATTC is attempting to *increase* the number of students completing a certificate, degree, and transfer in addition to *decreasing* time to certificate and degree attainment.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [21] Los Angeles Valley College |
| <i>Education Sectors Represented:</i> | California community colleges |
| <i>Participants Identified in Application:</i> | Los Angeles Valley College; Los Angeles Mission College; Los Angeles Pierce College; California State University, Northridge; Los Angeles Chamber of Commerce, LA Compact Student Success Workgroup; Los Angeles Community College District |

Abstract Included in Application

California systems of higher education have placed emphasis on degree completion and the importance of streamlined transfer pathways. While the state has placed a great emphasis on students completing an associate degree prior to transfer, many students do not. When these students stop out at the university level, they enter the workforce with no degree, which dramatically impacts ability to attain gainful employment as well as median incomes. Through a regional assessment of the Fall 2010 CSUN transfer cohort, 20.8% of those transferring without an associate degree, leave with no four-year degree and reap none of the benefits associated with degree attainment. This application proposes the development of the LA Reverse Transfer Pilot which will seek to ensure that students who have completed significant college coursework are awarded the degree that they deserve. The Pilot will occur in three phases. Phase 1 will develop the procedures and policies to create a regional reverse transfer program and will award degrees to students who had previously transferred from the community college system and have completed degree requirements. Phase 2 will develop pre-emptive consent processes that will streamline intersegmental data sharing to ensure that incoming transfer and freshman students allow university records to the community colleges. Phase 3 will evaluate the pilot as a proof of concept and develop a best practice model for use in districts throughout the state as well as recommendations for policy changes needed to implement statewide model similar to those launched throughout the nation.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [22] Los Rios Community College District |
| <i>Education Sectors Represented:</i> | California community colleges; California State University |
| <i>Participants Identified in Application:</i> | Los Rios Community College District; California State University, Sacramento; Align Capital Region |

Abstract Included in Application

LRCCD is partnering with CSUS to invest in region-wide, cross-sector collaboration through Align Capital Region (ACR). LRCCD will invest in new student scheduling and success software that allows students to plan their desired course schedule from enrollment in community college through completion of a BA/BS at CSUS, and to clearly see the impact of changes to their plan. This software will empower students to take charge of their course planning, while also allowing LRCCD to better predict course demand. The software will interface with existing software at CSUS, and, with support from Apple, will provide data in real-time and on mobile devices. The innovation also includes an investment in a collaborative portal software to be used by ACR that will allow partners to share data, measure and report progress, and capture knowledge. The innovation will also include efforts to increase curriculum alignment between Sacramento region high schools and LRCCD, including support for articulation agreements and dual enrollment opportunities. Lastly, the innovation will include integrated counseling between LRCCD, CSUS, and area high schools. The innovation will focus on students enrolling in Associate Degree to Transfer (ADT) programs – specifically, the ADTs in Business, Math, Psychology, and Communication Studies. The above innovation uses technology in ways that are not common in higher education, and will reduce the time and cost it takes for students to complete degrees, including students from historically underrepresented groups. The innovation addresses two of the three state priorities by including curriculum redesign and efforts to address financial need.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [24] Mt. San Antonio College |
| <i>Education Sectors Represented:</i> | California community colleges |
| <i>Participants Identified in Application:</i> | Mt. San Antonio College; American River College; Bakersfield College; Irvine Valley College; Long Beach City College; MiraCosta College; Sierra College |

Abstract Included in Application

This consortium will focus on guided pathways as an innovation in higher education. The partner colleges vary in size and demographics, but each is committed to institutional transformation and the creation of guided pathways that reduce the time it takes students to complete degrees, credentials, and/or transfer and reduce the total cost of attendance for students, particularly those who are historically underrepresented in higher education. Guided pathways incorporate flexible strategies that meet the needs of various student populations, guide students to make clear choices, and integrate instruction and student services. In alignment with the state's interests, interventions include, but are not limited to: redesigning curriculum and instruction through contextualized basic skills, accelerated course sequences, and mapping programs of study; allowing students to make progress toward completion based on demonstration of knowledge and competencies through multiple measures placement and dual enrollment programs; addressing financial need by assisting students with the financial aid application process and activities that reduce the time to, and thus the cost of, completion; and using technology to improve educational planning, career exploration, course scheduling, and early alert systems. The consortium is leading the charge on guided pathways, ahead of the statewide initiative to expand guided pathways into all of California's community colleges. Leveraging in-kind, state, and federal resources, the consortium will scale up guided pathways interventions to improve student completion, share lessons learned to address barriers in implementing a guided pathways approach, and disseminate, throughout the state, effective practices in guided pathways implementation and system reforms.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [26] Palomar Community College District |
| <i>Education Sectors Represented:</i> | California community colleges |
| <i>Participants Identified in Application:</i> | Palomar Community College District |

Abstract Included in Application

As a 2-year institution, Palomar College experiences concerns and phenomena experienced in Community Colleges nationally. Current schedule design is a cafeteria style course selection with too many choices and without clear guidance for students toward specific pathways. There is no cross departmental dialog and planning regarding the scheduling of courses, resulting in required courses in pathways being scheduled at the same time or creating impossible schedules for students. There is also little dialog between academic departments and student support services resulting in disjointed support mechanisms such as tutoring, skills building workshops, etc. Establishing intentionally scheduled learning communities for an entire 2-year pathway allows the college to (1) provide a manageable schedule for students interested in pursuing impacted and high demand STEM pathways; (2) provide better access to impacted and high demand STEM courses; (3) integrate enrichment workshops and academic supports (such as tutoring) into the learning community schedule; and (4) most importantly, accelerate students through a 2-year program to degree and transfer to a 4-year institution. With tight lab and classroom resources, Palomar intends to integrate new technologies such as pre and post virtual labs and group web assignments so students have ongoing access to resources and introduce new small group study spaces with integrated technology which allow faculty and students to work collaboratively on the virtual labs and group web assignments. Lastly, Palomar will integrate 3-D design and “making” into traditional math and science courses – Life and Earth Sciences, Chemistry, Physics – to connect theoretical and practical knowledge and skills.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [30] Santa Monica Community College District |
| <i>Education Sectors Represented:</i> | California community colleges; out-of-state institutions of higher education |
| <i>Participants Identified in Application:</i> | Santa Monica College; Arizona State University |

Abstract Included in Application

Santa Monica College will partner with Arizona State University to implement MyEdPlan 2.0: A Student-Centered SMC Redesign. This innovation brings together an optimal balance of human interaction with technology to clarify educational pathways, intervene at critical points to support students, and reduce the time to completion. Only 7.1% of SMC's first-time freshmen complete a degree/certificate in 3 years, and there is significant inequity among student groups. MyEdPlan 2.0 will transform SMC's existing award-winning educational planning tool, MyEdPlan, into a comprehensive framework for student success that leverages technology with new and existing student success initiatives. SMC will receive technical assistance from ASU, which has had significant success using technology innovations to facilitate more impactful interactions with students and improve outcomes. MyEdPlan 2.0 will adapt many of these technology tools to a community college environment, including online major maps, career advising applications, student tracking mechanisms, and other features that provide a personalized student experience while allowing scaling to serve large numbers of students. In addition, SMC will hire success coaches who will use the technology to identify and support struggling students. MyEdPlan 2.0 will reduce student time to completion rates for all students by strengthening career planning, accelerating entry into coherent programs of study, and increasing momentum and persistence. While this innovation will improve completion rates for all students, the research indicates that low-income, first generation and other underrepresented students will benefit the most as they are less likely to understand and maneuver through complex higher education systems.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [31] Shasta College |
| <i>Education Sectors Represented:</i> | California community colleges; California State University; private institutions of higher education; out-of-state institutions of higher education |
| <i>Participants Identified in Application:</i> | Shasta College; California State University, Chico; California State University, Dominguez Hills; California State University, East Bay; Columbia College; Humboldt State University; National University; Pacific Union College; Sacramento State University; Simpson University; Southern Oregon University; University of Texas, Arlington; Western Governors University; Shasta, Tehama and Trinity County WIOA Providers |

Abstract Included in Application

Shasta College is firmly committed to the goals of the Innovation Award including redesigning curriculum and instruction and accelerating time to degrees through two new programs: accelerated College Education (ACE) and Bachelor’s through Online and Local Degrees (BOLD). These programs are targeted towards students with some college and no degree as well as low income and first generation students who experience barriers to transitioning to a four-year university. These programs serve students matriculating directly out of high school who don’t have the opportunity to leave home to attend college, and serve as a bridge for adults with “some college” to progress towards degree completion. Both ACE and BOLD are built on research-based practices including guided pathways, hybrid learning, degree maps, and cohort support.

Distinct pathways through intersegmental partnerships with four-year universities allow students to obtain degrees locally in an accelerated format that saves money and leads to gainful employment. Shasta College currently offers two pathways in ACE: Business and Psychology/Social Sciences, both leading to an Associate Degree for Transfer. The BOLD program offers bachelor’s degree completion options in Business, Psychology, Social Work, Early Childhood Education, Computer Science/Information Technology, Criminal Justice, Liberal Studies, and Nursing. Additionally, our pilot Health Information Management baccalaureate will be incorporated into the BOLD program. Students enrolled in upper division coursework through BOLD will remain Shasta College students by concurrently enrolling in low-unit success courses which enable them to continue to utilize local Shasta College resources such as computer labs, tutoring, BOG fee waivers, and career portals.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [32] Sierra College |
| <i>Education Sectors Represented:</i> | California community colleges; California State University; K-12 local education agencies |
| <i>Participants Identified in Application:</i> | Sierra College; California State University, Sacramento, Los Rios Community College District; Nevada Joint; Placer Joint; Rocklin Unified; Roseville Joint Union; Western Placer; Placer County Office of Education |

Abstract Included in Application

Sierra College has a reputation in the state for innovative programs and high achievement rates. However, when assessing actual time to degree, only 15% of our full time students graduate within two years. Disaggregated data by ethnicity and socio-economic status yield rates that are dramatically lower. Many students blame themselves, view their lack of progress as a personal failure and drop out, thinking they “aren’t college material.”

We have come to believe our foundational structure is failing students. We have developed a whole-system change model that will demonstrate that community colleges can more effectively and efficiently serve students. We have holistically examined the college from the student experience to design seamless transitions and clear pathways for navigation. Core to the redesign is a redirection and integration of resources to fully scale successful programs and help under-represented students reach their educational goals in a timely fashion and make efficient use of their financial aid.

Sierra College has invested heavily in building college-wide support and momentum for its Re-Engineering for Student Success (R4S) innovation. Using guided pathways as a core organizing principle, R4S serves all 25,000 students through 16 program elements that incorporate strong partnerships with high schools, area colleges and universities, and the business community. The R4S innovation re-engineers the college to facilitate students’ progress through to completion, remove silos, and integrates Federal and state resources to scale programs and close achievement gaps for the 77% of Sierra College students who are historically under-represented, economically and/or educationally disadvantaged.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [34] South Orange County Community College District—1 |
| <i>Education Sectors Represented:</i> | California community colleges; California State University |
| <i>Participants Identified in Application:</i> | Saddleback College; CSU Long Beach; CSU Fullerton; Cal Poly Pomona; CSU Office of the Chancellor |

Abstract Included in Application

Pathways to Completion – Veteran Credit Articulation Track (V-CAT) will integrate Saddleback College’s award winning Veterans Education & Transition Services (VETS) Program with an interactive “military to college completion” toolkit incorporating career planning, transfer, and policy resources to assist student Veterans and Active duty service-members. V-CAT will develop an “online credit translator” linked with our My Academic Plan system to help veterans determine which college credits they are eligible to receive at community colleges and four year institutions. V-CAT will develop an automated framework and replicable model to increase the number of “prior learning credits” awarded to students through methods such as the College Level Examination Program, Credit by Exams, and the American Council on Education evaluations. V-CAT will partner with CSU Fullerton, Cal Poly Pomona, and the CSU Office of the Chancellor to implement best practices recognized by the CCC Academic Senate and the American Council on Education. V-CAT’s primary goal is to establish formal systems, policies and processes to recognize military experience that may count toward college credit. This tool can be used online anywhere or in the VETS Center on campus with the guidance of our staff or counselors. Secondly, we will train colleges and universities in the methods used, tools available, and credit articulated with the intent of enhancing the use of military training/experience for course credit throughout the state. V-CAT will reduce the time to completion for veterans transitioning back to civilian life and work.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [36] State Center Community College District |
| <i>Education Sectors Represented:</i> | California community colleges; K-12 local education agencies |
| <i>Participants Identified in Application:</i> | Fresno Unified School District; State Center Community College District; California State University, Fresno; University of California, Merced; Kerman Unified School District (USD); Madera USD; Sanger USD; Central USD; Dinuba USD; Selma USD; Clovis USD; Kings Canyon USD; Washington Union USD; Reef-Sunset USD; Riverdale Joint USD; Golden Plains USD; Hanford Joint Union High; Caruthers USD; Firebaugh-Las Deltas USD; Coalinga-Huron USD; Mendota USD; Corcoran Joint USD; Laton Joint USD; Lemoore Union High |

Abstract Included in Application

The Central Valley K-16 Data Partnership (CVK-16) focuses on addressing policy and practices through intersegmental data sharing tools to **ensure students are given an equal opportunity to graduate from high school (student achievement) and have the greatest number of postsecondary choices from the widest array of options (transition)**. Collaboration with partner Educational Results Partnership, Inc., the project uses innovative data tools, intra- and inter-segmental Policy Development Teams and evaluative processes (administration), data related staff training (professional development), and ongoing successful expansion of the available data footprint (outreach). The project seeks to provide an accessible, actionable, and collaborative K-16 system of student data.

Project provides tools for data-driven policy to influence:

1. Number of university and college eligible graduates at partner high schools;
2. Number of high school graduate enrollments into post-secondary education;
3. Number of students that matriculate and are appropriately placed in courses leading to successful transfer from community college to the CSU and UC systems;
4. Successful course completion measures related to counseling and academic support services for community college students;
5. Number of student who transfer from community college to public four-year postsecondary institutions; and
6. Number of four-year institutional graduates that complete a bachelor's degree.

This project currently serves the Central Valley, but is scalable to state-level with the expertise of the organizations involved. The project represents all segments of the California public educational pipeline; from kindergarten through high school and on to community college and California State University and University of California levels.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [38] West Hills Community College District—1 |
| <i>Education Sectors Represented:</i> | California community colleges |
| <i>Participants Identified in Application:</i> | West Hills College, Coalinga; West Hills College, Lemoore; San Joaquin Delta College; Council for Adult and Experiential Learning (CAEL); AcademyOne |

Abstract Included in Application

West Hills College Coalinga, West Hills College Lemoore, San Joaquin Delta College, Council for Adult and Experiential Learning (CAEL), and AcademyOne propose to implement the Quick Path Program. Over the three-year funding period, the Quick Path Program will develop and implement a web-enabled prior learning assessment (PLA) infrastructure platform that will serve as a proof of concept during the funding period and lay the groundwork for innovation scale up throughout California. This evidence-based innovation will leverage lessons learned from similar regional and statewide PLA initiatives implemented in other states and will advance the efforts of partnering colleges and the state of California to award college credit for prior learning.

Key program outputs will include (1) policies for regional PLA implementation and PLA credit articulation; (2) training and resources to ensure institution-wide buy-in and fidelity of implementation; (3) a multi-institutional online platform to facilitate the PLA process; and (4) research studies that will document the innovation’s impact and promote its replication to other institutions of higher education throughout California. Program outcomes will include (1) increased college enrollment among nontraditional and low-income students; (2) increased student persistence and graduation rates; (3) reduced overall cost of attendance; and (4) reduced time to degree and credential completion. The Quick Path Program’s PLA platform represents a use of technology not common in higher education, and program impacts will especially benefit students traditionally underrepresented in higher education, including incumbent workers with some college and no degree, military veterans, nontraditional students, low-income students, and minority students.

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Application Information

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| <i>Application Number and Coordinating Institution:</i> | [39] West Hills Community College District—2 |
| <i>Education Sectors Represented:</i> | California community colleges |
| <i>Participants Identified in Application:</i> | West Hills Community College District; West Hills College, Coalinga; West Hills College, Lemoore; BitWise Industries, Inc.; GeekWise Academy; Shift3 Technologies; California Forward |

Abstract Included in Application

A partnership between BitWise Industries (Fresno), GeekWise Academy (Fresno, CA), Shift3 Technologies and colleges of the West Hills Community College District (WHCCD) has been designed (and implemented in fall 2016) to train software developers. The unique public-private partnership has the opportunity to set a national example for the way we educate students. Imagine how we could change education in the Central Valley and beyond when entities collaborate to build world-class software developers emerging out of the most unlikely farm towns in our region. In this partnership, business and education are aligned to draw a direct line between what industry is looking for and the way we prepare people for careers. This program gives people the tools to change their lives and point the spotlight on their efforts.

The program goal is to create an army of developers who will contribute to Fresno County's growing technology industry, to themselves and their family's well-being, and to the success of others. In addition to teaching students skills they can use to make money, program partners also work with elementary to high school students to expose them to technology through rigorous and fun programs in video game design, robotics and basic web development. At West Hills and Geekwise Academy, we believe exciting, industry relevant curriculum is important, but the environment in which we teach and the teachers we work with are also extremely critical in our educational framework.

APPENDIX 3 TO ITEM B

Application Information

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| <i>Application Number and Coordinating Institution:</i> | [42] Riverside Community College—1 |
| <i>Education Sectors Represented:</i> | California community colleges; K-12 local education agencies |
| <i>Participants Identified in Application:</i> | Riverside Community College District; Riverside City College; Norco College; Moreno Valley College; Val Verde Unified School District (USD); Moreno Valley USD; Riverside USD; Jurupa USD, Alvord USD; Corona-Norco USD; John Burton Advocates for Youth; iFoster; THRIVE; Inspire Life Skills |

Abstract Included in Application

RCCD’s Foster Youth Support Network (FYSN) combines the resources of a committed set of partners consisting of Moreno Valley College, Norco College, and Riverside City College; regional unified school districts (Val Verde, Moreno Valley, Riverside, Jurupa, Alvord, and Corona-Norco); and community organizations (John Burton Advocates for Youth, Oak Grove THRIVE, Inspire Life Skills, and iFoster). RCCD is implementing the FYSN because, while some coordination exists between county services and schools to assist foster youth, interactions between organizations are primarily limited to student transfers and enrollments when unplanned school changes are required. Currently, the greater Riverside region has no mechanism or framework to support comprehensive, interagency collaboration or coordination of services related to foster youths’ college transition and success. FYSN will establish that framework, and for the first time, provide a comprehensive, connected safety net of support services and activities and develop plans for monitoring and tracking of students from high school entry through college completion. Most importantly, FYSN will provide the wide range of foster youth service providers in the region an opportunity to convene, share ideas and research and develop best practices to improve foster care services in the greater Riverside area.