COLLEGE OF THE REDWOODS

Community Colleges Basic Skills and
Student Outcomes Transformation Program:

"Improving Student Success through Multiple Measures, Acceleration Pathways Courses and Modified Supplemental Instruction"

March 2016

College of the Redwoods
Community Colleges Basic Skills and
Student Outcomes Transformation Program

NEED (STATEMENT OF THE PROBLEM)

A. There is strong need for basic skills development at College of the Redwoods (CR). Over half of CR students enter below college-level English and only 9% of students[1] complete college-level math and English within three semesters. CR is primed to scale up their efforts and reach a greater proportion of students who successfully complete a college-level English or math course within three or fewer courses after enrollment.

Some of the identified barriers to basic skills student success include:
1. A placement process which places students unnecessarily low in math and English.
2. Basic skill course sequences, which take up to four semesters before the college-level course is completed.
3. Unmet need for support in and outside of math and English classes.

Over the last five years, CR has actively focused on improving basic skills by establishing task forces to examine issues, train faculty and staff, and collaborate with local high schools. CR has laid the foundation for new initiatives including new accelerated course options and piloting a modified supplemental instruction support program. CR is also a Research and Planning Group Multiple Measures Assessment Pilot College and has begun to implement a multiple measures placement process. These areas need additional resources and focus to optimize their impact. CR proposes to focus on three evidence based basic skills practices through this initiative:

Table 1: Selected Evidence Based Practices	
Multiple Measures Placement	• Evidence based practice #1 • Support the implementation and enhancement of multiple measures in math, English, and ESL for all incoming students. • This strategy will result in accurate placement of more students into college-level or "Accelerated Pathways" English & math.
"Accelerated Pathways" English & Math Courses	• Evidence based practice # 6 • Support the expansion and enhancement of "Accelerated Pathways" courses in English and math. • This strategy will increase the number of students who complete college-level math or English in three or fewer courses.
"EPIC" Modified Supplemental Instruction	• Evidence based practice #5 • "Embedded Peer Instructional Cohort" modified supplemental instruction model. • Trained and supervised peer leader attends class and offers two assistance sessions each week outside of class. • This strategy will improve course completion and persistence through next levels in math and English.

B. CR is a rural district on the far northern California coast. The main campus (6,659 headcount) in Eureka, Crescent City educational site (103 headcount), and the

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[1]CR Institutional Research

Klamath-Trinity educational site (103 headcount) span three counties. The initiatives proposed in this grant will be implemented at all sites. Due to the long distances to other urban areas, CR and CSU Humboldt are the only higher education options in an area of almost 10,000 square miles. While rich in natural beauty, over 20% of the population in both counties live in poverty and the unemployment level is more than twice the state average[2]. Table 2 illustrates selected regional characteristics of the two main counties.

Table 2: Regional Characteristics[3]		
Characteristics	Humboldt County	Del Norte County
Population	134,809	27,212
Population in poverty	20.8%	22.4%
Unemployed civilian labor force	11.3%	12.6%
Population with high school (diploma or equivalency) or less	35.5%	49.7%
Population with some college (no degree)	28.2%	26.8%
Population with associate's degree or higher	36.2%	23.5%

Staff and faculty report that many students face complex personal issues outside the classroom ranging from health and financial concerns to childcare and housing security. These students strive to achieve their educational objectives and improve their future employment options. When placed in basic skills levels, the length of time to completion of their degree or certificate can be overwhelming and a barrier to persistence.

<u>Basic Skills Initiative</u>
Over the past 5 years, CR has implemented a number of strategies under the Basic Skills Initiative. Under the direction of the Dean of Arts & Humanities, who serves as the Basic Skills Coordinator, in conjunction with the Basic Skills Committee, CR has done intensive exploration of the issues related to basic skills students and how to improve their opportunity to achieve their educational goals.

Key areas of focus have been:
• Explore intervention strategies to increase basic skills progression including new course development.
• Develop specific intervention strategies to support disproportionate student groups who fall within basic skills.
• Engage faculty with professional development opportunities around basic skills.
• Maintain strong links between the Student Success Support Program, Student Equity Plan and Basic Skills Initiative.

Outcomes of this work include:

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[2]American Fact Finder, U.S. Census Bureau, 2010-14 American Community
[3] American Fact Finder, U.S. Census Bureau, 2010-14 American Community

• Three separate teams of English faculty and one team of statistics faculty took part in the Community of Practice for Acceleration (CAP) professional development program.
• Developed and offered English and statistics "Accelerated Pathways" courses.
• Began Embedded Peer Instructional Cohort "EPIC" pilot.
• Studied placement strategies and implemented multiple measures pilot.
• Developed "Math Jam" one credit intensive review course. At the end, students can take a multiple measures assessment exam and place into a higher-level course.
• Built "Jump Start" materials for non-credit math classes.
• Conducted outreach to better serve ESL, Hispanic, and Hmong communities.

C. CR has directed substantial effort and resources to building the foundation of each of these proposed initiatives. The Basic Skills Initiative funds have been well utilized, as described above. CR has the capacity and engagement to build on initial efforts and more effectively reach a greater proportion of students. This issue is at the forefront of staff and faculty awareness. A number of key staff and faculty are enthusiastic about expanding on their current efforts and optimizing the programs proposed in this grant.

CR conducts regular assessment of basic skills programs. Institutional Research codes and tracks these students to evaluate which initiatives are effective. Basic Skills Committee members review this data to improve initiatives. As will be addressed further below, a number of these measures have yielded measureable improvements in student success. Ongoing quantitative and qualitative assessment will allow faculty and staff to continually refine efforts to maximize effectiveness.

D. CR has honed in on practices it is ready to expand. These practices (discussed in detail in the next section) are supported by evidence and will make a significant, measureable impact. They were selected because they will be most effective when fully implemented together. Through multiple measures, students will initially be appropriately placed in higher level or accelerated courses. The EPIC program will provide additional support to students placed and progressing through an accelerated pathway so they are ultimately successful in completing their college level class. Table 3 further connects the selected practices to identified needs.

Table 3: Practices & Relation to Need	
Multiple Measures Placement	
Intervention	Evidence based practice #1
Why selected	• CR is a Multiple Measures Assessment Pilot College. • CR has begun implementing multiple measures but needs additional support to reach full implementation for all students.
Relationship to identified need	• Multiple measures are a more accurate and holistic placement method.
"Accelerated Pathways" English & Math Courses	
Intervention	Evidence based practice #6
Why selected	• Four teams of CR faculty have taken part in California Acceleration Project's Community of Practice. • Of CR students who began two levels below college-level

	English, only 16.8% had successfully completed it 1.5 years later.[4] • In contrast, 21.4% CR students who took Accelerated Pathways English completed the transfer level course in the same time. • A greater proportion of students will benefit from an expansion in the number of sections offered and additional Accelerated Pathways course development, including the further integration of technology.
Relationship to identified need	• Accelerated courses combine two semesters of course work and more successfully move students through college level courses. • As noted in the RFA, this evidence based practice is enhanced by using practice #1 and #5 which are included in CR's initiative.
"EPIC" Modified Supplemental Instruction	
Intervention	Evidence based practice #5
Why selected	• The Chancellor's Office "Basic Skills Completion" report found, "above all other success, the greatest increase in course completion and persistence through next level courses in pre-transfer English writing and reading, ESL, and mathematics was from students who received supplemental instruction and tutoring embedded in their courses." [5] • This program is in a pilot phase and is ready to be scaled up.
Relationship to identified need	• EPIC places trained and supervised peer leaders in class sections. They also lead sessions outside of class. • This element is crucial to successful course completion.

E. CR's AEBG regional consortium is addressing the need for basic skills by:

• Focusing noncredit adult basic education/GED preparation.
• English as a Second Language programs.
• Building "transitions" courses and services that assist dislocated workers and other adult learners with gaining academic and college readiness skills.
• Offering bridge programs that provide contextualized occupation-specific basic skills needed to successfully transition to job training programs.
• Creating clear pathways for all adult education learners.

Specific activities in the State approved three-year plan related to basic skills were the development of contextualized noncredit basic skills classes, development of short refresher noncredit courses students can take prior to placement, and the use of noncredit classes to help students struggling with or dropping out of credit classes due to basic skills deficiencies.

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[4] CR Institutional Research
[5] Basic Skills Completion, The Key to Student Success in California Community Colleges, 2013 California Community Colleges Chancellor's Office
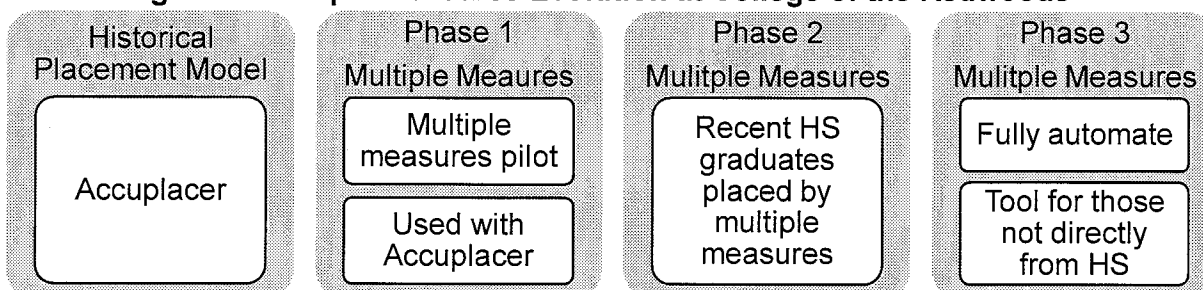
RESPONSE TO THE NEED

A. College of the Redwoods has developed a strong foundation for each of the three high impact practices and is ready to implement a clear strategy for each.

Multiple Measures of Student Performance Placement
CR is a Research and Planning Group Multiple Measures Assessment Pilot College. As part of this program, CR has developed a multiple measures placement process and is phasing in implementation. Figure 1 shows the evolution of multiple measures use at CR, with planned implementation of Phase 2 for students entering this fall.

Figure 1: Multiple Measures Evolution at College of the Redwoods

Historical Placement Model	Phase 1 Multiple Meaures	Phase 2 Mulitple Measures	Phase 3 Mulitple Measures
Accuplacer	Multiple measures pilot / Used with Accuplacer	Recent HS graduates placed by multiple measures	Fully automate / Tool for those not directly from HS

This multiple measures approach looks at a student's classes and grades in their junior and senior years of high school to place them more accurately. Accuplacer placement test (to be replaced by the Common Assessment) are also considered. The tool provides counselors with a "decision tree" to work through with the student. Input from counselors is critical to optimal placement but requires additional time. There are students who take Accuplacer but do not to come in for a multiple measures review appointment. Under this grant, CR will automate the process of comparing multiple measures placement to Accuplacer/Common Assessment results, to better use counselor time and instantly give students a more concise recommendation for placement.

CR and local high schools have signed memorandums of understanding to participate in Cal-PASS. CR will be able to access and assess the GPA and high school course information for students whose schools participate in Cal-PASS. Though this grant, CR will develop a tool for students who are not recent high school graduates and/or do not have Cal-PASS data. This new tool may include self-reported GPA and noncognitive measures.

CR has documented success from its current pilot use of multiple measures. In 2013 under the historical placement test, only 29.6% of new students placed directly into college level English. In 2014, under "Phase 1 Multiple Measures," this increased by 12.5 percentage points.[6] The college anticipates that number will rise further under "Phase 2 Multiple Measures" to be launched this fall. Notably, this increase in placement directly into college-level English narrowed the equity gap for

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[6] CR Institutional Research

underrepresented groups. The percentage of students placing directly into college-level English rose 20 percentage points for African American students and 11 percentage points for Hispanic students.

To fully optimize this strategy, further training is needed for all counseling and support staff involved in the placement process. Faculty also need to be trained so they can understand who is placed in their courses and why. Further, consistent messages about the placement process must be established and communicated across the district.

As this placement process becomes more widely used, student's ultimate success in the classes they are placed in, and the course following, will be assessed. It will be necessary to refine the multiple measures to continually achieve the right balance of placing students into higher-level courses but also ensuring they are able to be successful. Accelerated Pathways courses with EPIC support will also optimize their chances for success.

This practice will be <u>*scaled up and reach a greater proportion of students*</u> *by using existing multiple measures (currently used for a pilot group) for a greater proportion of incoming students and by augmenting the tool to be used for students who are not recent high school graduates. In spring 2016,* **392 students** *were placed through Phase 1 multiple measures. For fall 2016, an estimated* **670 students** *will be placed with Phase 2 multiple measures. Under Phase 3 an* **additional 420 students,** *who are not recent high school graduates, will be placed for a* **total of 1,320 students** *per year affected by the final year of the grant.*

Accelerated Pathways Math and English Courses

"Accelerated Pathways" (AP) math and English courses combine two below college-level courses so that students will be ready for the college-level class after one semester. CR faculty members from math (1 team) and English (3 teams) have been involved in the California Acceleration Project (CAP) Community of Practice since 2012. They have found this professional development invigorating and vital to developing these new acceleration courses. From CAP, an AP English class was developed and first offered in spring 2014. More recently, an AP statistics class was first offered in fall 2015. Both of these classes shorten the time till a student completes a college-level course, reducing the sequence to just two courses.

There is evidence that the AP English course shortens the time to successful completion of college-level English. Students who took their first English course in fall 2014 were tracked through fall 2015. Once in college-level English, 21.4% of students who began in AP English successfully completed it compared with 16.8% of students who began two levels below college.[7] Data shows that the model is promising but that continued curriculum refinement, greater integration of technology, coupled with EPIC

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[7] CR Institutional Research

support will further improve the student successful progression rate through transfer level English. Students in AP statistics in fall 2015 are currently in their college-level math course so performance data is not yet available.

English:
- AP English is currently offered in nine sections.
- Goal to expand to 13 sections eliminating the lowest level course from the sequence.
- Faculty want to explore adding co-requisite to both the AP and college-level English courses to raise success rates of AP students in the college-level class. Discussion and development new co-requisites would begin under this grant.

Math:
- AP statistics course is now offered in eight sections a year.
- Goal to expand to 12 sections a year.
- Math faculty want to develop additional AP math courses, possibly to Contemporary Math to better serve liberal arts and Career Technology (CTE) students. Another option is to revise the current AP math course to serve these groups. Faculty need to analyze student educational goal data and collaborate to determine how to proceed.

To achieve these goals, there will be a AP faculty coordinator in both the English and math departments who will lead the expansion and development of new options. An additional math team will be sent to CAP to develop a new math AP course or adapt the existing one. Faculty teaching established AP courses need time to meet weekly to refine curriculum along with build and assess classroom activities.

Further, CR and a local high school are currently partnering with a dual enrollment English class. Three additional high schools have requested similar partnerships. This class is taught at the high school by their teacher with oversight by CR faculty to deliver the same curriculum. *Local high schools and CR have an interest in building on this partnership to* better articulate instruction between high schools and community colleges. *Through this grant, the College will hold a professional development summit with* math and English *faculty and high school teachers to focus on* curriculum articulation. *This will lead to a more seamless transition from high school to college.*

These accelerated courses will shorten the course sequence to college-level math and English. *Through this grant, AP courses will be* scaled up *and* reach a greater proportion of students *by expanding AP sections from 17 to 25 a year, with the possibility of more as an additional math Pathways and English co-requisite class are explored.* **This will increase the number of students in AP courses from 444 to at least 736 per year by the last semester of the grant.**

"EPIC" Modified Supplemental Instruction
The Embedded Peer Instructional Cohort (EPIC) program is currently in a pilot phase in two math and two English basic skills sections, funded by the Basic Skills Initiative. Under this grant, EPIC Leaders will be placed in Accelerated Pathways sections to heighten student success in those classes. In this modified supplemental instruction

model, a trained student known as an "EPIC Leader" attends class and facilitates two course-specific collaborative study/review sessions outside of class each week.

CR Academic Support Center staff created EPIC in response to success, retention, and persistence issues. Students often become demoralized when they face taking multiple semesters of courses before college-level courses. EPIC reduces stigma by targeting "high risk" courses rather than targeting specific students. EPIC aims to reduce rates of attrition within targeted historically difficult courses and improve student understanding of concepts from these courses. EPIC Leaders do not tutor in a traditional sense. Rather they facilitate participants' problem solving skills and they seek answers together. They also create a positive, supportive environment that encourages participants to stay actively engaged in their educational outcomes. The college success skills gained are transferable, helping students be successful in their college-level courses.

EPIC Leaders assist their peers in understanding concepts from targeted courses, develop more effective study skills, and gain problem-solving experience through trial and error. Professors report that having an EPIC Leader in class is exceedingly helpful to their teaching. In basic skills and AP courses, students enter with a range of skill levels. The EPIC Leader can provide additional explanation, translate "professor speak," or otherwise help a student while the faculty member continues instruction to the larger group. This pilot is in progress so final student performance data is not available. Professors in EPIC pilot sections report that they see students mastering concepts more quickly and they anticipate a higher success rate.

EPIC is led by three professional staff members from the Academic Support Center- an EPIC program coordinator and two EPIC supervisors. This staff team leads selection, ongoing training, and classroom observations of EPIC Leaders. This team also performs ongoing assessment and analyze regularly collected student feedback. This ensures program quality across sections and guidance for EPIC Leaders. EPIC is a strong model with sound leadership. As a new program, it will benefit from continued refinement, incorporation of assessment results, and further training for its leadership. Under this grant, the EPIC leadership team will undergo further training in modified supplemental instruction so they can continue to improve the EPIC program.

*This effort will be <u>scaled up</u> by increasing the program from its current 2 math and 2 English basic skills sections. Under this grant, it will expand to 12 math and 13 English Accelerated Pathways sections as well as 7 college-level English sections. This will also reach a <u>greater proportion of students- **increasing from 104 to 848 per year.**</u>*

B. Increasing shares of entering students will be served over the three year grant period. Table 4 shows specific goals for each year of the project.

Table 4: Projected Target for Share of Students to be Served Multiple Measures Placement

Year 1 target	• 67% of incoming students who are recent high school graduates placed with Phase 2 MM (670 students).
Year 2 target	• 80% of recent HS graduates placed with MM (800 students) • 25% of those not directly out of HS placed through pilot (150 students).
Year 3 target	• 90% of recent HS graduates placed with MM (900 students). • 70% of those not directly out of HS with MM (420 students). • 82.5% of all students (1,320 students) placed with MM.
"Accelerated Pathways" English & Math Courses	
Year 1 target	• AP expand to 13 English and 8 math sections.
Year 2 target	• AP in 13 English & 10 existing math AP sections. Also pilot 2 sections of college-level English w/ co-requisite & 2 sections of new math AP.
Year 3 target	• 13 English AP & 4 college-level English w/ co-requisite sections. • 12 existing math AP sections & 2 sections of new math AP.
"EPIC" Modified Supplemental Instruction	
Year 1 target	• EPIC in 10 AP math and English sections.
Year 2 target	• EPIC in 15 AP math and English sections.
Year 3 target	• EPIC in 25 AP math and English sections.

C. These three areas were selected because they work well in tandem to increase the proportion of students who complete a college-level English or math course within three semesters or less after enrollment. Table 5 shows the targets for college-level course completion for each year of the project.

Table 5: Projected Target for Students Who Will Complete College-level Math or English within 3 Semesters			
	Math	**English**	**Both**
Baseline	20%	23%	9%
Year 1 target	24%	27%	13%
Year 2 target	30%	35%	15%
Year 3 target	40%	46%	18%

D. CR has a strong culture of evaluation. Institutional Research will be actively involved in evaluating student success through this grant. Institutional Research codes and tracks students placed into AP classes, those placed with multiple measures, and those with EPIC support. The data is compared to peer groups to assess outcomes. Student participants and EPIC leaders provide qualitative feedback on their experience.

Assessment will be formative and inform decision making each semester of the grant. The Project Director compiles and reviews all assessment data to guide the overall initiatives and refine strategies as needed to optimize effectiveness. The Workplan details specific outcome reports that designated staff or faculty will prepare at set intervals. Tables 4 and 5 set clear targets for each area of the grant by year.

The Project Director will analyze this data at regular intervals as indicated in the Workplan and compare to identified benchmarks to gauge if objectives will be met or if adjustments are needed. For this project, the established benchmarks will be:

A) The successful progression to college-level math or English from AP or one level below college-level course.
B) How successful students are in college-level math and English courses.

The analysis of students' progression and success along the course sequence will indicate if a greater number of students are on track to complete a college-level math and/or English course within three semesters.

E. Many faculty and staff are already involved in this work. Strategies through this grant will involve many more. This widespread professional development model will ensure these strategies are fully developed and effectively implemented across the district. Table 7 outlines the specific number of those who will be involved and the plan to address their professional development needs.

Table 7: Plans for Addressing Professional and Technical Assistance Needs	
Counseling & Support Staff: Multiple Measures	
# Involved	20 Counseling and Support Staff
Plans for professional assistance	• Regular training sessions so staff is prepared to implement MM. • Training summit with high school and CR counseling/support staff on multiple measures.
English and Math Faculty: Accelerated Pathways Courses	
# Involved	7-12 English faculty, 7-13 Math faculty
Plans for professional assistance	• Provide faculty release time/stipends for biweekly department meetings to refine curriculum, share strategies, maintain cohesion and quality, and assess course activities to improve effectiveness. • Hold biannual campus faculty professional development on AP before start of each semester. • Bring acceleration trainers to campus. • Send additional team of math faculty to CAP.
EPIC Staff Coordinators: EPIC Modified Supplemental Instruction	
# Involved	3-4 Academic Support Center/EPIC Leadership Staff
Plans for professional assistance	• Send EPIC staff coordinators to Univ. of Missouri Kansas City for the International Center for Supplemental Instruction training • Bring acceleration trainers to campus

F. AEBG representatives are on the Basic Skills Committee so the two areas are linked. The Basic Skills Initiative Committee receives updates on AEBG activities and will soon review the revised three-year plan for AEBG to ensure both initiatives' future activities enhance each other. AEBG funds have been used to support the Basic Skills Initiative by purchasing mathematics manipulatives used in basic skills and non-credit courses. Professional development activities outlined in AEBG are coordinated with those sponsored by the Basic Skills Initiative.

Chancellor's Office
California Community Colleges

District: College of the Redwoods_____
College: College of the Redwoods_____
RFA Specification Number: 15-068_____

APPLICATION ANNUAL WORKPLAN

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

OBJECTIVE #1.0: *ADOPT PLACEMENT TESTS OR OTHER STUDENT ASSESSMENT INDICATORS AND RELATED POLICIES THAT MAY INCLUDE MULTIPLE MEASURES OF STUDENT PERFORMANCE, INCLUDING GRADES IN HIGH SCHOOL COURSES, ESPECIALLY OVERALL GRADE POINT AVERAGE, RESULTS FROM THE COMMON ASSESSMENT SYSTEM, AND INPUT FROM COUNSELORS.*

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
• Currently trained counseling and support staff continue with expansion of pilot MM across the district.	20 counseling/support staff implement MM across district.	July 2016	Director of Counseling and Advising
• Increase the shares of incoming students placed using MM.	Percentage of incoming students placed through MM: Year 1: 67%, Year 2: 80%, Year 3: 90%.	August 2016, 2017, 2018	Chair of MM Implementation Team
• Half day, in depth MM implementation workshop to debrief from fall placement process and additional MM training.	20 counseling/support staff will participate in workshop.	November 2016, 2017, 2018 March 2017, 2018, 2019	Chair of MM Implementation Team Professional Dev. Coord.
• Feedback from counseling/support staff along with student performance and persistence data will be used to refine MM tool as needed to ensure proper placement.	New student placements will be reviewed to determine what percentage of students placed into each of the possible levels of English and math along with what percentage of students were placed using MM. This will include disaggregated data by location. Next steps to improve the tool and/or implementation of MM will be identified.	January 2017, 2018, 2019 June 2017, 2018, 2019	Chair of MM Implementation Team Institutional Research Grant Project Director

• Inform CR faculty through professional development about the new placement process, keep them informed annually on the results and next steps with MM, and discuss implications for their classes.	One Convocation professional development session and one VP for Instruction & Student Development weekly update dedicated to sharing MM data and next steps with the entire district.	August 2017, 2018, 2019	Chair of MM Implementation Team Professional Dev. Coord. Responsible Administrator
• Basic Skills Committee is updated on annually on the results and next steps with MM.	Basic Skills Committee meeting notes indicate this update and discussion has happened.	September 2016, 2017, 2018	Grant Project Director
• Develop consistent messages about the placement process and share across CR & local high schools.	A placement process flyer will be developed and posted on CR's webpage for Step 3 of "How to Apply to CR" under math and English Placement Process. This flyer will be disseminated to the local high schools.	November 2017	Outreach team Counseling & Advising team Grant Project Director Public Relations
• Expand MM tool for those incoming students not right out of high school.	MM tool for incoming students not right out of high school has been developed.	January 2018	Chair of MM Implementation Team
• Increasing shares of incoming students not right out of high school are placed using MM.	Incoming students not right out of high school are placed through MM: Year 2: 25%, Year 3, 70%.	August 2018, 2019	Chair of MM Implementation Team
• Automate the comparison of MM and Accuplacer (Common Assessment) placements.	70% of MM placements will be processed automatically.	August 2018	Chair of MM Implementation Team
• Replace Accuplacer with Common Assessment.	100% of incoming students who are required to take a placement test will take the Common Assessment instead of Accuplacer.	May 2019	Chair of MM Implementation Team

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APPLICATION ANNUAL WORKPLAN

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

OBJECTIVE #2.0: *DEVELOP TWO- AND THREE-COURSE SEQUENCES, AS APPROPRIATE, FOR COMPLETION OF A COLLEGE-LEVEL ENGLISH OR MATHEMATICS COURSE, OR BOTH, FOR UNDERPREPARED STUDENTS TO ENHANCE THE ADOPTION OF THE HIGH IMPACT PRACTICES SPECIFIED IN #1 AND #5.*

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
• Appoint English and math coordinators to take lead on curriculum development, examine success data, and plan meetings.	1 coordinator for English and 1 coordinator for math has been identified.	July 2016	Grant Project Director
• Determine appropriate classrooms for conversion to convertible computer lab classrooms (Computer monitors can be hidden and brought up for use).	2 classrooms in Eureka and 1 classroom in Del Norte have been identified and approved for conversion. Equipment and necessary software has been installed and ready for use.	December 2016 August 2017	Grant Project Director
• English/math: meeting between English and math coordinators to discuss Accelerated Pathways (AP) planning and data review.	English coordinator, math coordinator, and grant projector director meet 2 times per year. August meeting will include Institutional Research.	August 2016, 2017, 2018 (data review) January 2017, 2018, 2019	Grant Project Director Math Coordinator English Coordinator Institutional Research
• English/math: Coordinators update departments on AP including status of planned activities, success, and progression data.	English and math coordinators formally update their departments on AP 2 times per year.	September 2016, 2017, 2018 February 2017, 2018, 2019	Math Coordinator English Coordinator
• Basic Skills Committee is updated on AP success and progression data along with identified next steps.	Basic Skills Committee meeting notes indicate this update and discussion has happened.	September 2016, 2017, 2018	Grant Project Director

• English/math: Incorporate EPIC leaders AP sections.	EPIC leaders embedded in up to the following number of AP sections: Year 1: 10 sections, Year 2: 15 sections, Year 3: 25 sections	May 2017, 2018, 2019	EPIC Coordinator
• English/math: Hold ongoing development meetings with department colleagues involved with acceleration.	Year 1: 8 times per semester (biweekly), Year 2: 4 times per semester (monthly), Year 3: 3 times per semester (start, mid, end)	May 2017, 2018, 2019	Math Coordinator English Coordinator
• English and math coordinators meet regularly with the grant project director to review progress and address issues to ensure objective activities are completed on-time.	Year 1: 8 times per semester (biweekly), Year 2: 4 times per semester (monthly), Year 3: 3 times per semester (start, mid, end)	May 2017, 2018, 2019	Grant Project Director Math Coordinator English Coordinator
• English/math: Coordinators update departments on AP including status of planned activities, success, and progression data.	English and math coordinators formally update their departments on AP 2 times per year.	September 2016, 2017, 2018 February 2017, 2018, 2019	Math Coordinator English Coordinator
• Inform CR faculty through professional development about the impact of AP in math and English and articulate next steps, and discuss implications for their classes.	One Convocation professional development session and one VP for Instruction & Student Development weekly update dedicated to sharing AP data and next steps with the entire district.	August 2017, 2018, 2019	Math Coordinator English Coordinator Professional Dev. Coord. Grant Project Director Responsible Administrator
• On campus acceleration professional development for on-going professional development for math and English faculty.	12 English and 13 math faculty take part in acceleration professional development.	January 2018	Professional Dev. Coord. Math Coordinator English Coordinator
• English/math: Professional development collaboration with local HS, including discussions about curriculum articulation between CR and HS and dual enrollment English.	Professional development day between 5 English and 5 math faculty along with representatives from 6 local high schools.	February 2018	Professional Dev. Coord. Math Coordinator English Coordinator
• English: Develop co-requisite course in conjunction with AP curriculum revision and submit to curriculum committee.	The Curriculum Committee has approved revised AP curriculum including a co-requisite.	December 2016	English Coordinator

• English: Expand Accelerated Pathways (AP) to 13 sections.	English AP offered in 13 sections per year across all campuses.	May 2017	Dean, Arts & Humanities
• English: Pilot co-requisite, implement AP curriculum revisions.	Pilot 2 sections of English co-requisite and 6 sections of revised AP curriculum.	May 2017	Dean, Arts & Humanities
• English: Evaluate pilot and AP curriculum revisions.	Report of the pilot and AP curriculum revisions including student success data, qualitative feedback from AP pilot instructors, and identified next steps is created.	August 2017	English Coordinator Institutional Research
• English: Implement larger scale co-requisite.	Offer 4 sections of English co-requisite.	December 2017	Dean, Arts & Humanities
• English: Incorporate EPIC Leaders into college-level English sections.	EPIC Leaders embedded into: Year 2: 4 sections, Year 3: 7 sections	May 2018, 2019	EPIC Coordinator English Coordinator
• Math: Send faculty team to CAP, work to develop additional math AP course.	3 math faculty members attend CA Acceleration Project trainings.	July 2016, September 2016, January 2017	Math Coordinator Basic Skills Committee
• Math: Evaluate progression and success of students in AP to Statistics and their subsequent college level math course (Statistics).	The success rate of students in AP course is at least as high as that of students who took the traditional one course below college-level. Students who progressed to Statistics through AP are as successful in Statistics as students who progressed through the traditional course sequence.	August 2016	Math Coordinator Institutional Research
• Math: Analyze and evaluate the current AP to Statistics and decided whether this pathway would also be appropriate for students going into Contemporary Math.	One direction is selected: A) Current AP curriculum is updated and approved by the Curriculum Committee to reflect that it is also appropriate as preparation for Contemporary Math. Or B) A new AP course is developed and submitted to the Curriculum Committee for students going into Contemporary Math.	December 2016	Math Coordinator
• Math: Offer AP to Statistics each year.	Offer an increasing number of statistics AP each year- Year 1: 8 sections, Year 2: 10 sections, Year 3: 12 sections.	May 2017, 2018, 2019	Dean, Math, Science, Behavioral and Social Sciences (MSBSS)

• Math: Pilot revised or new math AP.	Offer 2 sections of revised or new math AP.	December 2017	Dean, MSBSS
• Math: Assess revised or new math AP pilot after offered and after students take following course.	One report of the pilot including student success data, qualitative feedback from AP pilot instructors, and identified next steps is created.	August 2018	Math Coordinator Institutional Research
• Math: Implement new AP revisions.	Revised AP curriculum implemented in 6 sections.	December 2019	Dean, MSBSS

Chancellor's Office
California Community Colleges

District: College of the Redwoods_____
College: College of the Redwoods_____
RFA Specification Number: 15-068_____

APPLICATION ANNUAL WORKPLAN

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

OBJECTIVE #3.0: *PROVIDE PROACTIVE STUDENT SUPPORT SERVICES THAT ARE INTEGRATED WITH THE INSTRUCTION.*

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
• Request faculty recommendations for model students to recruit as EPIC leaders for incorporation into AP sections in the upcoming semester.	EPIC leaders will be recruited and hired to staff AP sections.	July 2016 December 2016, 2017, 2018 May 2017, 2018, 2019	EPIC Coordinator & Supervisors
• Attend SI training at University of Missouri, Kansas City.	3 EPIC professional staff will attend UMKC training	August 2016	EPIC Coordinator/ Supervisors
• Conduct EPIC leader training.	100% of EPIC leaders will take part in training.	August 2016, 2017, 2018 January 2017, 2018, 2019	EPIC Coordinator & Supervisors
• Incorporate EPIC leaders into AP sections.	EPIC leaders embedded into AP sections: Year 1: 10 sections, Year 2: 15 sections, Year 3: 25 sections.	May 2017, 2018, 2019	EPIC Coordinator
• Conduct 2 mid-semester EPIC leader trainings.	EPIC leaders will take part in 2 mid-semester trainings.	September & November 2016, 2017, 2018 February & April 2017, 2018, 2019	EPIC Coordinator & Supervisors
• Observe EPIC leaders in the classroom.	Each EPIC leader will be observed a minimum of 1 time per semester.	December 2016, 2017, 2018 May 2017, 2018, 2019	EPIC Coordinator & Supervisors
• Survey faculty who are teaching EPIC sections & EPIC leaders.	90% of faculty who teach EPIC and EPIC leaders will complete survey.	December 2016, 2017, 2018	EPIC Coordinator & Supervisors
• Meet with math, English faculty on how to best utilize EPIC leaders in the classroom. Align training with faculty expectations.	EPIC staff representative attends 1 math and 1 English AP faculty meeting to discuss EPIC.	December 2016, 2017, 2018 May 2017, 2018, 2019	EPIC Coordinator & Supervisors

• Student participants complete: 1. Pre/post self-assessment on non-cognitive factors. 2. End of semester student experience survey	80% of students in EPIC sections will complete pre/post assessment and student experience survey.	December 2016, 2017, 2018 May 2017, 2018, 2019	EPIC Coordinator & Supervisors
• Analyze student performance data and assessment results above at end of each semester.	Summary of results report generated and shared with faculty who taught EPIC sections, English Dept., Math Dept., and Basic Skills Committee. Data will also be incorporated into the ASC's Program Review.	February 2017, 2018, 2019 August 2017, 2018, 2019 Program Review: October 2016, 2017, 2018, 2019	EPIC Coordinator & Supervisors
• Inform CR faculty through professional development about the impact of EPIC in math and English and articulate next steps for the program.	One Convocation professional development session and one VP for Instruction & Student Development weekly update dedicated to sharing EPIC data and next steps with the entire district.	August 2017, 2018, 2019	EPIC Coordinator Professional Dev. Coord. Grant Project Director Responsible Administrator
• Refine EPIC Leader training to incorporate UMKC training, faculty expectations, and assessment results.	One new set of training materials are developed. A list of additions and changes are reported out to the faculty who taught EPIC sections, English Dept., Math Dept., and Basic Skills Committee.	May 2017	EPIC Coordinator/ Supervisors
• Hire additional EPIC Supervisor to provide full-time supervision on the Del Norte Campus	The EPIC Supervisor is hired and trained. (funding will be provided outside of the grant)	August 2018	EPIC Coordinator
• English: Incorporate EPIC Leaders into college-level English sections.	EPIC Leaders embedded into: Year 2: 4 college-level English sections. Year 3: 7 college-level English sections.	December 2017, 2018	EPIC Coordinator English Coordinator

PROGRAM MANAGEMENT

A. College of the Redwoods has sound knowledge and is fully capable of administering state funded projects. As shown in the organizational chart, the Grant Project Director has a direct link to the Grant Manager who reports to the Vice President of Administrative Services. This ensures that all expenditures are appropriate to the grant, monitored, approved, and properly recorded. Under the direction of the Vice President of Administrative Services (District Chief Business Officer), the Grant Manager will provide the Grant Project Director quarterly expenditure statements on the use of grant funds ahead of quarterly report deadlines.

CR has implemented state funded grant projects in conjunction with Mendocino College (CTE Collaborative Grant for "I've Been Admitted to College" middle school program) and Shasta College (CTE Enhancement Funds for a five college regional curriculum development project).

CR has an experienced Institutional Research department who are adept at tracking and analyzing student performance data. As evidenced by data in this proposal, CR's Institutional Research has the practice of coding students involved in the areas of this initiative and comparing them to their peers. For example:

• Incoming student placements with Accuplacer compared to multiple measures.
• Student persistence and performance in Accelerated Pathways sections compared to students who take a longer sequence.
• Student performance and persistence data for students who received EPIC support compared to those who did not.
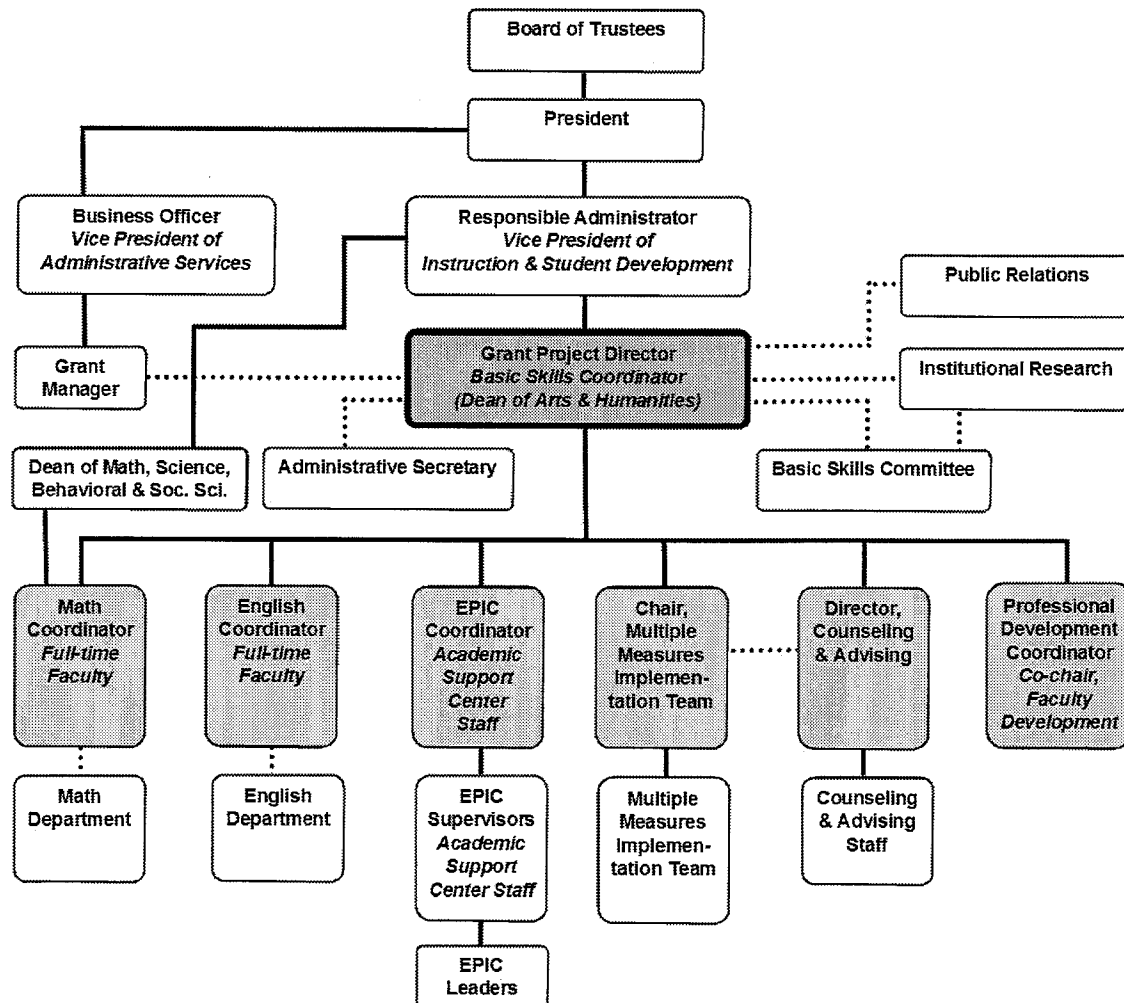
This ongoing assessment is compared to benchmarks and measureable outcomes, outlined in the Workplan. This type of formative assessment allows for practices to be improved or corrected as needed so that the ultimate targets are achieved.

B. As shown in the organizational chart, CR has a well-developed team primed to lead this project. The Project Director will be the Dean of Arts and Humanities/Basic Skills Coordinator. She has led the Basic Skills Committee since 2011. She has extensive experience leading the Basic Skills Initiative on campus and nuanced knowledge of each aspect of the proposed activities. Under her leadership, there are coordinators for each aspect of the grant (math, English, EPIC, Multiple Measures, and professional development).

Additional staff will support the grant from the areas of Institutional Research, an Administrative Secretary, Public Relations, and Grant Manager. There will be additional input and coordination from the Basic Skills Committee whose members are from across the campus. Each of these people has sufficient time allocated to ensure the success of the grant initiatives. As noted in the budget, math and English faculty coordinator release time will be funded through this grant to allow for their focused attention on this project and collaboration with their department colleagues.

C. CR has already implemented the foundations or pilots of the multiple measures, Accelerated Pathways, and EPIC programs. The staff and faculty involved with their initial development and implementation will continue to lead their expansion under this grant. Infrastructure, assessment, and stakeholder buy in are already established. This will minimize the startup time so significant expansion of these initiatives can begin to impact student success from the beginning of this grant.

D. Organizational Chart

Chancellor's Office
California Community Colleges

District: College of the Redwoods_____
College: College of the Redwoods_____
RFA Specification Number: 15-068_____

Object of Expenditure	Classification	Line	Total Grant Budget	Total Apportionment Budget (estimated)
1000	Instructional Salaries*	1		
2000	Non-instructional Salaries	2	$344,421	
3000	Employee Benefits	3	$44,528	
4000	Supplies and materials	4	$7,300	
5000	Other Operating Expenses and Services	5	$17,150	
6000	Capital Outlay	6	$201,000	
7000	Other Outgo	7		
	Total Direct Costs	8	$614,399	
	Total Indirect (4% of Line 8)	9	$24,576	Not applicable
	Total Program Costs	10	$638,975	

APPLICATION BUDGET SUMMARY

Email Address: Lee-Lindsey@redwoods.edu Telephone: (707_476-4172_____

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: *Erin Wall, Dean of Arts & Humanities*_____ Date: _3-23-16____

Authorized Signature

District Chief Business Officer: _____ Date: _3-23-2016____

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

Chancellor's Office
California Community Colleges

District: College of the Redwoods_____

College: College of the Redwoods_____

RFA Specification Number: __15-068_____

APPLICATION BUDGET
DETAIL SHEET

Program Year: ___Year 1_____

Source of Funds: **Community Colleges Basic Skills and Student Outcomes Transformation Program**_____

Object of Expenditure	Classification	Budgeted Expenses
2000	Non Instructional Salaries: Stipends for Counseling & Advising Staff (2 Half-Day Workshops on MM)	$6,400
3000	Employee Benefits: Counseling & Advising Staff benefits with above stipends.	$1,400
5000	Other Operating Expenses and Services: Travel Reimbursement for Counseling & Advising Staff from DN & KT (2 Half-Day Workshops on MM)	$850
4000	Supplies & Materials: Meeting Supplies (2 Half-Day Workshops on MM)	$200
4000	Supplies & Materials: Meeting Supplies for 3 Convocation Professional Development Sessions (MM, AP, and EPIC)	$200
2000	Non Instructional Salaries: Math & English Coordinators (18 TLUs each @ 1100 per TLU)	$39,600
3000	Employee Benefits: Math & English Coordinators	$4,752
2000	Non Instructional Salaries: Stipends for Acceleration faculty in English and Math	$12,800
3000	Employee Benefits: Acceleration faculty in English and Math	$2,800
5000	Other Operating Expenses and Services: Travel Reimbursement Acceleration faculty from DN	$1,600
2000	Non Instructional Salaries: EPIC Leader Salaries and benefits for AP ($1875/section)	$18,750
3000	Employee Benefits: EPIC Leader benefits	$1,250
4000	Supplies & Materials: EPIC Leader Supplies for AP ($100/section)	$1,000
5000	Other Operating Expenses and Services: Travel to University Missouri, Kansas City for SI training (3 participants)	$8,000

6000	Capital Outlay: Computers for 3 classrooms (2 EKA, 1 DN) at 28 computers in each to support acceleration.	$126,000
6000	Capital Outlay: ADA required desks/tables for 3 classrooms (2 EKA, 1 DN) to support acceleration.	$75,000
2000	Non Instructional Salaries: Out of class pay for EPIC Coordinator	$4,200
3000	Employee Benefits: EPIC Coordinator	$400
2000	Non Instructional Salaries: Grant Manager	$2,432
3000	Employee Benefits: Grant Manager	$1,632
2000	Non Instructional Salaries: Grant Project Director (20% of FTE)	$21,000
3000	Employee Benefits: Grant Project Director	$2520
2000	Non Instructional Salaries: out of class pay Administrative Secretary	$2,950
3000	Employee Benefits: out of class pay Administrative Secretary	$625
	Total Direct Cost	**$336,361**
	Total Indirect Cost (4 %)	**$13,454**
	Total Funding Cost	**$349,815**

Chancellor's Office
California Community Colleges

District: College of the Redwoods_____
College: College of the Redwoods_____
RFA Specification Number: 15-068_____

APPLICATION BUDGET
DETAIL SHEET

Program Year: __Year 2_____

Source of Funds: **Community Colleges Basic Skills and Student Outcomes Transformation Program**

Object of Expenditure	Classification	Budgeted Expenses
2000	Non Instructional Salaries: Stipends for Counseling & Advising Staff (2 Half-Day Workshops on MM)	$6,400
3000	Employee Benefits: Counseling & Advising Staff benefits with above stipends.	$1,400
5000	Other Operating Expenses and Services: Travel Reimbursement for Counseling & Advising Staff from DN & KT (2 Half-Day Workshops on MM)	$850
4000	Supplies & Materials: Meeting Supplies (2 Half-Day Workshops on MM)	$200
2000	Non Instructional Salaries: Computer Programmer	$5000
3000	Employee Benefits: Computer Programmer	$600
4000	Supplies & Materials: Meeting Supplies for 3 Convocation Professional Development Sessions (MM, AP, and MM)	$200
2000	Non Instructional Salaries: Out of class pay for EPIC Coordinator	$4,200
3000	Employee Benefits: EPIC Coordinator	$400
2000	Non Instructional Salaries: Graphic Design and Web Development related to MM	$1,000
3000	Employee Benefits: Graphic Design and Web Development	$120
2000	Non Instructional Salaries: Math & English Coordinators (12 TLUs each @ 1100 per TLU)	$26,400
3000	Employee Benefits: Coordinators	$3,168
2000	Non Instructional Salaries: Stipends for Acceleration faculty in English and Math	$6,400
3000	Employee Benefits: Acceleration faculty in English and Math	$1,400
5000	Other Operating Expenses and Services : Travel Acceleration faculty from DN	$800

2000	Non Instructional Salaries: EPIC Leader Salaries $1875/section)	$28,125
3000	Employee Benefits: EPIC Leader benefits	$1,875
4000	Supplies & Materials: EPIC Leader Supplies for AP ($100/section)	$1,500
2000	Non Instructional Salaries: EPIC Leader Salaries for college-level English ($1875/section)	$7500
3000	Employee Benefits: EPIC Leader benefits	$500
4000	Supplies & Materials: EPIC Leader Supplies for college-level English ($100/section)	$400
5000	Other Operating Expenses and Services: Contract Services (stipend & travel) for 3CSN Acceleration Trainer	$1,200
2000	Non Instructional Salaries: Stipends for Math and English faculty participation in 3CSN Acceleration Workshop	$4,500
3000	Employee Benefits: CR faculty 3CSN Acceleration	$1,000
2000	Non Instructional Salaries: Stipends for 5 Math and 5 English CR faculty to attend CR & HS articulation	$1,000
3000	Employee Benefits: Stipends for CR faculty in HS articulation	$200
5000	Other Operating Expenses and Services: Stipends for 4 HS faculty from 6 local HS to attend. ($100 each)	$2,400
2000	Non Instructional Salaries: Grant Manager	$2,432
3000	Employee Benefits: Grant Manager	$1,632
2000	Non Instructional Salaries: Grant Project Director (20% of FTE)	$21,000
3000	Employee Benefits: Grant Project Director	$2,520
2000	Non Instructional Salaries: out of class pay Administrative Secretary	$2,950
3000	Employee Benefits: out of class pay Administrative Secretary	$625
	Total Direct Cost	**$139,897**
	Total Indirect Cost (4 %)	**$5,595**
	Total Funding Cost	**$145,493**

Chancellor's Office
California Community Colleges

District: College of the Redwoods_____
College: College of the Redwoods_____
RFA Specification Number: __15-068_____

APPLICATION BUDGET
DETAIL SHEET

Program Year: __Year 3_____

Source of Funds: **Community Colleges Basic Skills and Student Outcomes Transformation Program**_____

Object of Expenditure	Classification	Budgeted Expenses
2000	Non Instructional Salaries: Stipends for Counseling & Advising Staff (2 Half-Day Workshops on MM)	$6,400
3000	Employee Benefits: Counseling & Advising Staff benefits with above stipends.	$1,400
5000	Other Operating Expenses and Services: Travel Reimbursement for Counseling & Advising Staff from DN & KT (2 Half-Day Workshops on MM)	$850
4000	Supplies & Materials: Meeting Supplies (2 Half-Day Workshops on MM)	$200
4000	Supplies & Materials: Meeting Supplies for 3 Convocation Professional Development Sessions (MM, AP, and MM)	$200
2000	Non Instructional Salaries: Math & English Coordinators (8 TLUs each @ 1100 per TLU)	$17,600
3000	Employee Benefits: Coordinators	$2,112
2000	Non Instructional Salaries: Stipends for Acceleration faculty in English and Math	$4,800
3000	Employee Benefits: Acceleration faculty in English and Math	$1,020
5000	Other Operating Expenses and Services: Travel Acceleration faculty from DN	$600
2000	Non Instructional Salaries: EPIC Leader Salaries and benefits for AP ($1875/section)	$46,875
3000	Employee Benefits: EPIC Leader benefits for AP ($125/section)	$3,125
4000	Supplies & Materials: EPIC Leader Supplies for AP ($100/section)	$2,500
2000	Non Instructional Salaries: EPIC Leader Salaries and benefits for college-level English ($1875/section)	$13,125
3000	Employee Benefits: EPIC Leader benefits for college-level English ($125/section)	$875

4000	Supplies & Materials: EPIC Leader Supplies for college-level English ($100/section)	$700
2000	Non Instructional Salaries: Out of class pay for EPIC Coordinator	$4,200
3000	Employee Benefits – EPIC Coordinator	$400
2000	Non Instructional Salaries: Grant Manager	$2,432
3000	Employee Benefits: Grant Manager	$1,632
2000	Non Instructional Salaries: Grant Project Director (20% of FTE)	$21,000
3000	Employee Benefits: Grant Project Director	$2,520
2000	Non Instructional Salaries: out of class pay Administrative Secretary	$2,950
3000	Employee Benefits: out of class pay Administrative Secretary	$625
	Total Direct Cost	**$138,141**
	Total Indirect Cost (4 %)	**$5,526**
	Total Funding Cost	**$143,667**

SUSTAINABLITY OF THE PROGRAM

College of the Redwood's grant initiative is sustainable after the three-year project period. As evidenced in the previous narrative, CR has done much of the foundational work to prepare for these initiatives. As multiple measures, Accelerated Pathways, and EPIC have developed, the involved faculty and staff reallocated their time to these projects. To reach optimal expansion levels, focused time and development are needed. Through the grant funds and the activities listed in the Workplan, each initiative will be fully implemented, staff and faculty will be trained, and infrastructure changes will be made. Highlights include:

• Faculty will have received extensive professional development related to teaching in the acceleration methodology.
• Accelerated Pathways courses will be approved through the Curriculum Committee.
• Counselors and support staff will be trained in using multiple measures.
• Automation of the comparison of placement testing and multiple measures will be developed.
• Placement policies will be revised and widely disseminated reflecting these changes.
• EPIC Coordinator and Supervisors will be fully trained.
• Training and assessment tools for EPIC leaders will be developed.
• The CR campus will be familiar with these initiatives and how they apply to their work.
• Partnerships with local high schools will be further established.

Once the expansion work is complete, existing staff will be able to maintain these initiatives within their ongoing responsibilities. The Workplan and Organizational Charts also focus on efficient coordination of programs and services to best use time and resources.

As the EPIC expansion is so large, CR is planning to hire an additional EPIC supervisor. This will be funded outside of the grant and will be sustained by the College.

As described in the narrative, there are strong links between the Basic Skills Initiative, Student Equity Plan, and Student Success and Support Plan. EPIC was the result of activities outlined in these plans, identified as a strategy to increase successful student progression that is built into all three plans. During the grant period all three plans will be preparing to support the expansion of EPIC. Funding from each of these sources will be used to sustain EPIC within the financial guidelines for each funding source. The assessment of EPIC will also be included in the Academic Support Center Program Review where additional general fund support may be obtained as well.

Overall, through scaling up the practices listed in this grant, a greater proportion of students will successfully complete college-level math, English, or both within three semesters. These initiatives will be sustained after the grant period so that even greater numbers of future students are positively impacted and reach their educational goals.

CHANCELLOR'S OFFICE **CALIFORNIA COMMUNITY COLLEGES**	**DISTRICT: COLLEGE OF THE REDWOODS** **COLLEGE: COLLEGE OF THE REDWOODS** **RFA SPECIFICATION NUMBER:** 15-068
CONTACT PAGE	TO BE COMPLETED BY CCCCO Grant Agreement No.: _____ Proposal ID No.: _____ Funding Status: _____ Fiscal Year: _____

Funding Source(s): Proposition 98 General Fund_____

Project Title: Community Colleges Basic Skills and Student Outcomes Transformation Program_____

Institution: College of the Redwoods_____

Address: 7351 Tompkins Hill Rd_____

City: Eureka_____ **State**: CA_____ **Zip + 4**: 95501–9300

District Superintendent/President (*or authorized Designee*)

Name: Dr. Keith Snow-Flamer_____ Title: President/Superintendent_____

Phone: (707)476-4170 _____ Fax: (707)476-4402 ____E-MailAddress:Keith-Snowflamer@redwoods.edu

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College President (*or authorized Designee*)

Name: Dr. Keith Snow-Flamer_____ Title: President/Superintendent_____

Phone: (707)476-4170 _____ Fax: (707)476-4402 ____E-MailAddress: Keith-Snowflamer@redwoods.edu

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Responsible Administrator (*Appropriate Program Area*)

Name: Dr. Mark Winter_____ Title: Vice President, Student Development & Instruction_

Phone: (707)476-4310 _____ Fax: (707)476-4457 E-MailAddress:Mark-Winter@redwoods.edu _____

Project Director

Name: Erin Wall_____ Title: Dean, Arts& Humanities_____

Phone: (707)476-4576 _____ Fax: (707)476-4430 _____ E-Mail Address: Erin-Wall@redwoods.edu __

Business Officer (*or authorized Designee*)

Name: Lee Lindsey_____ Title: Vice President, Administrative Services_____

Phone: (707)476-4172 _____ Fax: (707)476-4405 _____ E-MailAddress:Lee-Lindsey@redwoods.edu

OR Person Responsible for Budget Certification

Name: _____ Title: _____

Phone: ( ) _____ Fax: ( ) _____ E-Mail Address: _____