



**Application
for
Community Colleges Basic Skills and Student
Outcomes Transformation Program**

RFA Specification Number 15-068

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

March 22, 2016

Table of Contents

Contact Page.....	Page 1
Need (Statement of Problem).....	Page 2
Response to the Need.....	Page 6
Research Summary in Support of Objective 7.....	Page 12
Work Plans.....	Page 16
Program Management.....	Page 24
Organizational Chart.....	Page 26
Budget Summary.....	Page 27
Budget Detail.....	Page 28
Sustainability of the Program.....	Page 31

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: MARIN COMMUNITY COLLEGE DISTRICT

COLLEGE: COLLEGE OF MARIN

RFA SPECIFICATION NUMBER: 15-068

CONTACT PAGE

TO BE COMPLETED BY CCCC

Grant Agreement No.: _____

Proposal ID No.: _____

Funding Status: _____

Fiscal Year: _____

Funding Source(s): Proposition 98 General Fund _____

Project Title: Basic Skills and Student Outcomes Transformation Program _____

Institution: College of Marin _____

Address: 835 College Avenue _____

City: Kentfield _____ State: CA _____ Zip + 4: 94904 _____

District Superintendent/President (or authorized Designee)

Name: David Wain Coon _____ Title: Superintendent/President _____

Phone: (415) 485-9400 _____ Fax: () _____ E-Mail Address: dcoon@marin.edu _____

College President (or authorized Designee)

Name: Same _____ Title: _____

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

Responsible Administrator (Appropriate Program Area)

Name: Jonathan Eldridge _____ Title: Senior VP of Student Learning & Student Services _____

Phone: (415) 485-9619 _____ Fax: () _____ E-Mail Address: jeldridge@marin.edu _____

Project Director

Name: Cari Torres _____ Title: AVP for Instructional Support _____

Phone: (415) 485-9505 _____ Fax: () _____ E-Mail Address: ctorresbenavides@marin.edu _____

Business Officer (or authorized Designee)

Name: Greg Nelson _____ Title: VP of Finance & College Operations _____

Phone: (415) 485-8100 _____ Fax: () _____ E-Mail Address: gnelson@marin.edu _____

OR Person Responsible for Budget Certification

Name: _____ Title: _____

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

Need (Statement of Problem)

Marin County education data continue to show that while roughly 90% of students are graduating from high school on time only about 60% are college-ready. Even this number is deceiving, as a disproportionate number of students from low income households and students of color are graduating high school under-prepared, do not graduate college on time, or are dropping out of college altogether. The impact is such that these same students end up in lower paid careers, with less and less chance of breaking the cycle of poverty within their families and communities as a whole.

The county data are stark:

31% of socioeconomically disadvantaged seniors met A-G requirements (2013 cohort). Only 5% of English Language Learner seniors met A-G. Conversely, 70% of non-disadvantaged seniors met A-G requirements, making the county total 60%.

Across all high schools in Marin County, 805 seniors did not complete A-G requirements and 206 did not graduate in 2013. The majority of these students were African American, Latin@, and low-income white students. 76% of Marin County graduates went on to college, even though only 60% were prepared to do so by the A-G completion metric. (*Marin Promise Internal Report Card 4/23/15*).

College of Marin placement scores (2013 cohort) indicate that of these Marin County students enrolling at COM, only 20% were prepared for college-level English and 55% were prepared for college-level math.

Significantly fewer African American and Latin@ high school graduates in Marin County have completed A-G requirements than their non-economically disadvantaged white counterparts. Lack of A-G means community college is the access point for higher education, and 84% of COM's enrollment is from Marin County.

This correlates with COM's higher percentage of African American and Latino enrollment than these groups' presence in the county's overall population. The percentage of African American enrollment at COM (7%) is two and a half times higher than the percentage of African Americans in the county's population (2.8%). The percentage of Latino enrollment at COM (25% credit courses only/30% total) is nearly double the percentage of Latinos in the county's population of 14.6%. (*State of California, Department of Finance, Race/Ethnic Population with Age and Sex Detail, 2000–2010. Sacramento, California, September 2012/College of Marin internal records as of first census day, 2013, 2014*)

For any student, but particularly for underserved students, the amount of remediation necessary in math and English is directly correlated to the likelihood of degree/certificate/transfer attainment. Both of these groups have disproportionate need for remediation, thus significantly reducing their chances of completion:

English Basic Skills Completion (beginning at some level of remediation and continuing to the point of enrolling in a college-level English course):

- African American Students: 31%
- Latin@ Students: 38%

Math Basic Skills Completion:

- African American Students: 8%
 - Latin@ Students: 25%
- (2005-2008 combined cohort)

The College's research also shows, however, that students taking both developmental and college-level English within their first year of enrollment were 3.3 times as likely to complete college as those taking no English. (*Office of Planning, Research, & Institutional Effectiveness, March 2016*) This research indicates that for students coming to COM with the need of one level of English remediation, taking remedial English in the first term directly followed by taking college-level English dramatically improves their likelihood of college completion. Similarly (from the same study), students taking college-level math in their first year were twice as likely to complete as those who did not. However, very few students needing remedial math either took it in the first year, successfully completed it in the first year, or took college-level math in the first year.

Therefore, the College cannot focus solely on students once they enroll, because the Marin County data clearly show that certain groups of students are disproportionately underprepared for higher education upon graduation (in need of more than one level of remediation) and the College's data show that COM has not been especially successful in remediating this amount of lack of preparation, despite some improvements in some areas arising out of the College's Basic Skills Initiative work to date. COM served 1,782 students in credit basic skills courses in 2014-15, roughly 22% of all students enrolled in credit courses, so this is a significant issue for College of Marin and Marin County. (*Fast Facts, Academic Year 2014-15*)

Thus, it is in the College's interest, and certainly in the interest of these students, to put resources toward a more integrated approach to college readiness:

1. Work with students while in high school to get them closer to college-ready (on-track for A-G completion and in need of less remediation per placement exams) by the time they graduate (*COMPASS Program, currently in pilot year*);
2. Work with students via intensive content-review immediately after high school to impact placement scores (*Summer Bridge, currently in year three*); and
3. Work with students via a coherent, integrated first-year experience focused on contextual, thematic cohort-based college readiness and skill development (*Humanities 101, in development; FYE/Structured Pathways, pilots underway; Dedicated Tutor Program, in place and to be expanded*).

This is the rationale and basis for the three main components of the College's Basic Skills Transformation grant application. As noted above, efforts in these three areas are either under way, being piloted, or in development. Further development of these three meta-strategies is reflected clearly in the objectives and action steps of the College's 2015-2018 Strategic Plan. One area of focus within the Strategic Plan is the development and implementation of an institutional Basic Skills Master Plan. That plan's recommendations, now complete, reflect the activities (in italics under the three components above) that are being proposed within this grant application.

The Basic Skills Master Plan has been developed over nearly two years of faculty-led work (Faculty-Led Inquiry Team, or FLIT) and is based on research and proven practice at the national, state, and institutional level. FLIT interviewed faculty, students, and staff across campus, facilitated 38 focus groups, and analyzed these data to determine common codes/themes. These themes were quantified in an unbiased manner by reviewing the verbatim transcripts of the focus groups and coding the qualitative data by importance. Humanities 101, First Year Experience/Structured Pathways, Dedicated Tutor Program expansion, and Summer Bridge arose out of this research, are the main components of the Master Plan, and are thus included in this grant application. BSI funds supported this work because the College wanted to ensure a COM-specific, research-based, master plan to effectively address the basic skills needs of our students.

Each of the evidence-based practices selected for inclusion in this application are supported by the College's Strategic Plan, based in data reflected in the Basic Skills Master Plan, and directly related to the identified problem of large numbers of (predominantly socio-economically disadvantaged) Marin County high school graduates coming to COM with significant remediation needs that cannot be adequately addressed without the College leading a coherent, integrated effort spanning high school through the first year of college. While each strategy is outlined in detail in the following section of this application, each conforms to one or more of the evidence-based principles/practices enumerated in *Section E: Objectives* of the RFA. Specifically:

Working with students while in high school

COMPASS (College of Marin Providing Access & Supporting Success)—Objective 7

Working with students between high school and college

Summer Bridge—Objective 1 & 2

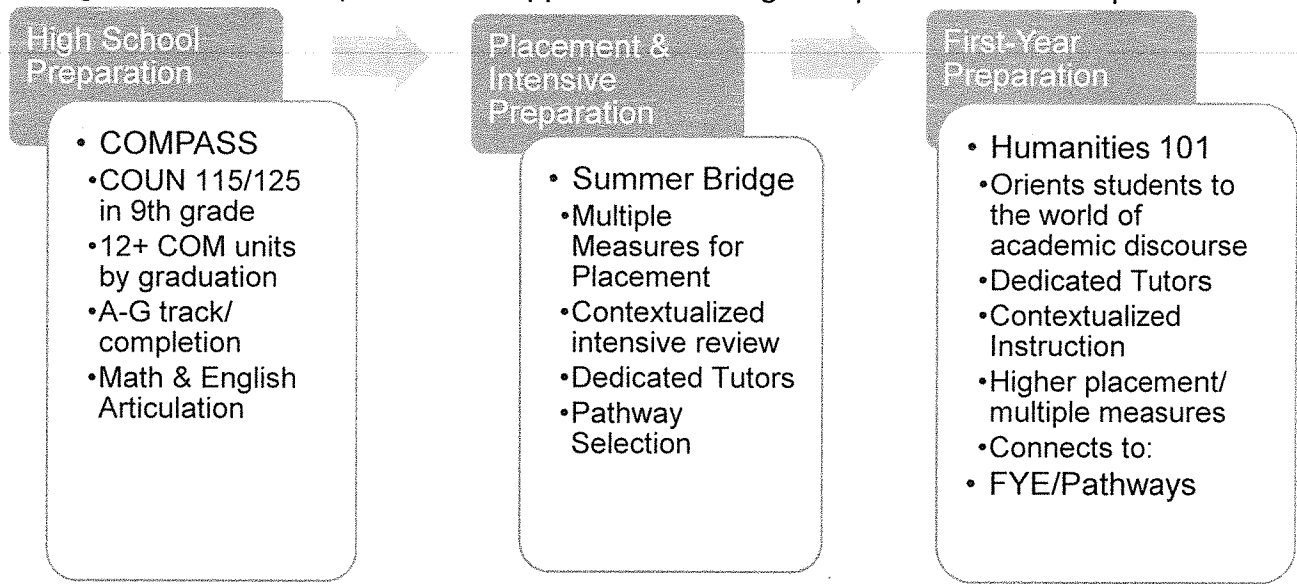
Working with students in the first year of college

Humanities 101—Objective 1, 3, & 4

First Year Experience/Structured Pathways—Objective 3 & 4

Dedicated Tutors—Objective 5

College of Marin's Comprehensive Approach to College Preparedness & Completion



All of these strategies arise out of COM's work over the last five years with the Basic Skills Initiative. For example, two significant programs funded by BSI have been English 120AC and the Dedicated Tutor program. The success of these programs has created the foundation for several of our recommendations, such as Humanities 101, the Accelerated Math First Year Experience, and the expansion and refinement of the Dedicated Tutor program. In many ways, Humanities 101 is an expansion of 120AC, in the effective use of acceleration and Dedicated Tutors. This will also be the case with the Accelerated Math FYE. BSI funds supported the development of the Dedicated Tutor program, which we now want to scale up to include more departments and workshops and embed tutors in more classes.

College of Marin is also implementing a number of other initiatives and changes that while not involved in this transformation grant application—or even focused primarily on basic skills needs—will magnify the impact of this work. These include the implementation of the Education Advisory Board's Navigate platform for student planning, course selection, and career exploration (May 2016 pilot); Northern California Career Pathway Alliance projects relating to bioscience, agri-tourism, and computer information technology pathway programs (underway); Eligibility in 2016 to apply for Hispanic Serving Institution (HSI) status; and integrating service-learning and internship opportunities throughout the curriculum (Fall 2016 launch).

The Basic Skills and Student Outcomes Transformation Program grant will bring existing programs to scale and allow the College to get more students prepared to achieve their educational goals in a much more timely manner and with greater success—a cornerstone commitment within the College's mission which has articulated outcomes in the current Strategic Plan.

Response to the Need

As outlined in the *Statement of Problem* section, College of Marin's approach with this grant is to put resources toward a more integrated approach to college readiness.

1. Work with students while in high school to get them closer to college-ready (on-track for A-G completion and in need of less remediation per placement exams) by the time they graduate (*COMPASS Program, currently in pilot year*);
2. Work with students via intensive content-review immediately after high school to impact placement scores (*Summer Bridge, currently in year three*); and
3. Work with students via a coherent, integrated first-year experience focused on contextual, thematic cohort-based college readiness and skill development (*Humanities 101, in development; FYE/Structured Pathways, pilots underway; Dedicated Tutor Program, in place and to be expanded*).

Below are descriptions of COM's current practices with regard to the selected high impact practices and our readiness to implement the new interventions.

COMPASS (College of Marin Providing Access & Supporting Success)—*Objective 7*

COMPASS arose from significant research (see attached summary) and a commitment with high schools and partners to ensure the county's large numbers of underserved students see college as an inevitability, not just a remote possibility. COMPASS is the outcome of two years of planning with the Marin County Office of Education, every high school in the county, and several community-based partners. It is based on a contract between students, families, high schools, and COM, in which participants, beginning in the 9th grade, agree to fulfill certain responsibilities:

- Enrollment in COUN 115/125 in 9th Grade
- Participation in supplemental activities
- Enrollment in specific high school courses based on assessments and the creation of tailored high school and college educational plans
- Financial planning and college application process
- Enrollment in additional COM courses throughout the high school career

As a result, students will graduate closer to college-ready, have practice with the expectations of a successful college student, have more than 10 units of transferrable college credit, and receive free attendance for the first year should they enroll at COM.

College of Marin has established the following outcomes for COMPASS participants: 90% will complete the COMPASS program. Of those,

COMPASS Cohort

Current Marin County Rates for COMPASS Demographic*

100% attend college	60%
90% need 1 level or less remediation	30% (70% need more than 1 level)
70% A-G complete	40%
75% complete 12+ units by HS graduation	Less than 5%
90% enroll in 12+ units in 1 st college term	30%

**High proportion have the following attributes: low income (free/reduced lunch); first generation (parents have no/little college); non-English language as primary in home*

In order to achieve these outcomes, the following benchmarks have been established:

	By End of 9th Grade Year	By End of 10th Grade Year	By End of 11th Grade Year
On Track for A-G Completion	95%	90%	80%
Completed College Units	100% (2 Units)	90% (5 Units)	80% (9 Units)

Additionally, families are thoroughly engaged via planning support in the college selection process, deep understanding of the financial aid process, in-depth understanding of and exposure to college expectations and opportunities, and a strong connection to college—including resources to help them pursue their own educational goals.

College of Marin has established the following outcomes for COMPASS parents, 98% of whom have not completed college: 100% will complete a 9-week PIQE(Parent Institute for Quality Education) parent program; 90% will develop a personal educational plan; 70% will enroll in 1+ College of Marin course; 50% will enroll in 2+ College of Marin courses; and 100% will report being better prepared to assist their student in achieving their goals.

COMPASS also involves curriculum alignment work between each local high school and COM. MarinCAP (Marin Curriculum Alignment Project) is focusing on aligning Algebra 2 and COM Math 109. Faculty from each high school are convening with three COM Math faculty for a combined 25 hours of curriculum alignment work. This grant will support continuation and expansion of this work to include additional math offerings and English.

The COMPASS Program pilot, a partnership between COM and Terra Linda High School (Fall 2015 start) and San Marin High School (Spring 2016 start), is underway. MOUs with each high school partner have codified responsibilities and provide a working guide for future implementation. This grant will support bringing COMPASS to scale, which includes additional cohorts at existing sites and expansion to three additional schools. Total numbers of students served at scale will be 400+ annually. Currently, only 120 of these students would be expected to need one level or less of remediation. COMPASS outcomes will see 360 students needing one level or less of remediation.

Early results from the pilot show that COMPASS is, indeed, having a positive impact on educational equity issues. These indicators include 100% retention rate, ten participating students who received D or F grades in one or more high school class at term are now receiving A, B, or C grades in those subjects, all students successfully completing Counseling 115, each student being on track for A-G completion, and every student drafting an education plan that includes additional COM coursework while in high school.

Summer Bridge—Objective 1 & 2

Summer after graduation provides an opportunity to jumpstart remediation for those with the most need. Also, students need an intensive orientation to college to assist them with educational planning and introduce them to services. A workshop or online orientation is not sufficient to provide this introduction. Summer Bridge addresses all of these issues.

COM has already successfully implemented this program, targeting incoming low income and first generation, first-time college students (with higher representation among Latin@ and African American students) for decreased time to college level readiness and an improved transition experience. Summer Bridge prepares more students for success through completion of priority enrollment steps, increasing students' confidence in college ability and study habits, and connecting students to campus resources and each other. Students enroll in a 1 unit CSU transferrable counseling course with concurrent, intensive, 3 week preparation in math and English. For the intensive tutoring schedule, the English is undifferentiated, but the math range of students is split into equally distributed groups.

A 2014 pilot with 24 students saw 61% of participants placed into a higher math or English level after the intensive tutoring. Specifically, 30% placed higher in math and 42% placed higher in English (placement test and instructor's recommendations). In 2015, 50 students completed the course. 57% improved at least one level in English or math or both. Over 80% of Summer Bridge graduates are enrolled full time and persistence is being tracked.

This grant will allow COM to expand the program to serve 75-100 students per summer (225-300 students over three years) and offer a pilot hybrid Bridge to serve 25 students who cannot commit to a three week program. In addition to oversight by the Basic Skills Director, Summer Bridge has a staff logistics coordinator, English faculty coordinator (part of a 4-unit assignment), Math faculty coordinator (part of a 4-unit assignment), 1-3 counselors, additional math and English faculty (1-2 each), and 2 Dedicated Tutors.

Measures and benchmarks include:

- Accelerate Entry into Academic Program of Study/Minimizing Time to College Readiness: **By Year 3 of Grant, 75% of students place up at least one level in math and English**
- Persistence/Retention Rates: **Establish rates for 2014 cohort and improve by 5% each year of Grant**
- Full time Enrollment in Fall semester: **70% (year 1), 75% (year 2), and 80% (year 3) of participants enroll in 12+ units Fall term**
- Campus Learning Communities: **20% (Year 1), 30% (year 2), and 40% (year 3) of participants enroll in a learning community (Umoja, Puente, STEM, etc.)**

Humanities 101—Objective 1, 3, & 4

Entering COM students are eager to obtain a college education, but too often find themselves unequipped to attack their goal successfully or to achieve it in a timely manner. Research conducted during the development of the College's Basic Skills Master Plan uncovered that a variety of contributing factors engender this lack of success.

Registering for classes, seeking help, requesting financial aid, understanding a syllabus,

and proper class behavior are foreign to many students. They also are asked to assimilate into a culture of academic discourse without understanding its rituals or purpose and often do not understand the important role community plays in their success. Research shows that underprepared students do not reach out to form study cohorts on their own.

A majority of students do not possess the requisite reading, writing, critical thinking, and study skills necessary to successfully complete their classes. This is further compounded by unfamiliarity with the rigor, thought, and analysis required in college courses, and the varied approaches required by different disciplines. Additionally, COM conducts narrow assessment of their skills, relying solely on Accuplacer for the English sequence, and we find increasingly that placement is not always commensurate with ability.

These issues impede progress in all coursework, but for students facing significant remediation, they are weightier and the consequences are even more profound. Humanities 101 is a transfer-level IGETC course designed to orient students to the world of academic discourse, help them gain scholastic dexterity, and to navigate college. Embedding a counselor in each section will ensure that students are aware of enrollment expectations, transfer/major requirements, resources, and programs that benefit them.

Lectures are designed for students to explore a theme, such as music, sports, food, etc., through various academic lenses so the purpose of general education requirements and the various disciplines are demystified. Guest lecturer will help students understand skills specific to a given field, for both professional and learner. Embedded in assignments and lectures are academic skills such as note taking, annotation, expository writing, and critical reading. To facilitate this skill development, sections will also have an embedded Dedicated Tutor, which will allow us to push students even further. In essence, students will be given the opportunity to practice being successful college students across disciplines while accruing transferrable units corresponding to UC area 3B and CSU C2.

COM's English Effective Practices group has normed the English sequence and aligned instructors so that each understands the skills students require at every level. Because of this work, it is possible for students successfully completing HUM 101 to be placed into the English sequence using multiple measures. In addition to the placement test, the instructor teaching the class will provide personal observations as to diligence, participation, and mindset, while a group reading of their final portfolios will highlight academic ability. We believe this will ensure that the students are placed appropriately.

HUM 101 will include a variety of disciplines and at scale will be taken by the majority of incoming students. It will facilitate greater community among faculty and nurture community among students through the learning experience. In addition to the Basic Skills Director, Humanities 101 will be supported by a Faculty Coordinator (part of a 4-unit reassignment) and involve 2-4 counselors, 6-8 faculty, and 3-4 Dedicated Tutors.

Measures and benchmarks include:

- Launch Humanities 101 in Grant Year 2, 4 sections by Year 3 (100 students—corresponding to numbers in Summer Bridge and other high-need entering

students): **End of Grant Year 3, those completing Humanities 101 place into college-level English at a rate 10% higher than the general population**

- **Accurate Educational Plan: Students in Humanities 101 will have an accurate educational plan at a rate 10% higher than the general student population**
- **Time to Degree: In Reporting Year 5, (year 4 of first cohort), 60% of participants will complete educational goals (degree/transfer /certificate).**
- **Campus Learning Communities: 20% (Year 1), 30% (year 2), and 40% (year 3) of participants enroll in a learning community (Umoja, Puente, STEM, etc.)**

First Year Experience (FYE)/Structured Pathways—Objective 3 & 4

Many students who lack basic skills feel disconnected to the college experience, do not exhibit behavior to succeed in their courses, lack understanding and confidence to utilize resources, and often do not have clear educational goals. This causes them to struggle and often drop out. The CCC Student Success Task Force Recommendation 2.4 (2012) suggested these students should participate in a learning community such as FYE.

Supported by BSI funds, COM piloted an FYE program in Fall 2014. Counseling, College Skills, and English departments piloted two sections of FYE learning communities, pairing basic skills English and counseling courses. Instructors coordinated assignments and ensured a supportive environment. COM's FYE program is designed to support students by easing transitions and building a sense of community. Instructors work together visibly in each other's classes to demonstrate collaborative behavior and encourage students to work together as well. The program also reinforces resources and supports.

Survey results indicate that students had a very positive experience in the FYE learning community. Therefore, FYE was expanded and an Umoja learning community, funded partially with Equity funds, was created. A Puente learning community, established several years ago, has continued to thrive. All learning communities are now offering a 3 unit Counseling course linked with English instead of the one unit course previously offered. In Spring 2016, COM linked a GE course with English and counseling in one FYE and the Umoja learning community.

COM recently held a "learning community summit." Faculty and deans discussed progress with current learning communities and the potential for growth. Attendees were enthusiastic and reinforced the commitment to supporting and developing the learning communities at COM. Due to this positive feedback and research findings supporting the development of the Basic Skills Master Plan recommendations, COM is prepared to expand and further support learning communities with the support of this grant. Currently, about 100 students are served in the four learning communities for first year students. Grant funds will be used to at least double the offerings. In addition to developing additional structured pathways, COM will develop Transfer and STEM learning communities to serve another 50 students (25 each cohort) beginning in fall 2017. Over three years, 400 students will be served. In addition to the oversight of the Basic Skills Director, the FYE/Structured Pathways program is supported by 4-6 counselors, 8-12 English faculty, 2-6 content faculty, and 2-4 Dedicated Tutors.

Measures and benchmarks include:

- Expand structured pathways in Year 1 of Grant (50 additional students)
- Launch Transfer and STEM learning communities in Year 2 of Grant (50 additional students served): **By end of Year 3 of Grant, students completing these pathways will be enrolled in college level math courses**
- Educational Plan: **Students enrolled in a pathway will have an accurate educational plan at a rate 10% higher than the general student population**
- Time to Degree: **In Reporting Year 5, (year 4 of first STEM/Transfer cohort), 60% of participants will complete stated educational goals (degree/transfer).**

Dedicated Tutors—Objective 5

Significant issues related to the success of basic skills students have been identified via assessment of COM's existing Dedicated Tutor program and research conducted by the Basic Skills Master Plan Task Force:

- The rates of persistence and success for basic skills students in math are dismally low, particularly for socioeconomically disadvantaged students.
- Because Humanities 101 is a multilevel academic orientation class, having no prerequisite, it is difficult for instructors to meet the varying needs of all students.
- Because students do not always take basic skills English classes prior to content classes, content courses must introduce reading, writing, and research skills, rather than focus on content.
- Many basic skills students benefit from having new concepts repeated and thoroughly explained to them, but depending on the course, this can be a difficult task for some instructors to fit into scheduled course time.
- Students often forget new concepts when they are doing homework.

This grant will allow COM to expand on the success of the Dedicated Tutor Program in English by providing supplemental instruction for math and other content courses. The persistence and success rates for basic skills students in English are much higher than those for math. Embedding dedicated tutors in English courses, which began as a BSI-sponsored pilot in Spring 2011, has led to higher retention rates.

In Spring 2013, BSI funds supported a pilot for an accelerated course, English 120AC (after faculty participation in 3CSN community of practice), and utilized the Dedicated Tutor program to support it. 120AC courses were assigned 5 hours of supplemental instruction, so a tutor could spend time both in and out of class to assist students with assignments and content. Although this was a rigorous accelerated course combining two regular classes (English 98 and English 120), students performed equal or better to those in the traditional sequence. 120AC is now so successful that offerings have increased. The amount of supplemental instruction assigned to those classes is the keystone.

In addition to expanding the program to include Humanities 101 and other departments, this grant will ensure the program's effectiveness via training and professional development for both the tutors and faculty. The primary outcome will be increased rates of persistence and success in math and content courses. Seven new Dedicated Tutors will be hired, including two for math and one each for STEM, Humanities 101, Behavioral Sciences, CTE, and ESL. The ESL Tutor will be partially funded by AEBG funds.

Research Summary In Support of Objective 7

College of Marin's overall approach to this grant application, and the COMPASS program more specifically (due to it falling into Objective 7: 'Other'), is aligned with:

Bailey, T.R., Jaggars, S.S, & Jenkins, D. (2015). Redesigning America's Community Colleges: A Clearer Path to Student Success. Harvard University Press, Cambridge, MA.

In this work focused on shifting community colleges toward guided pathways, the authors focus on three main strategies: Guiding student choices without restricting options; Aligning program learning outcomes with student goals; and Rethinking Developmental Education as an 'on ramp' to programs of study. More specifically, they call for building partnerships with high schools; the creation of maps for all programs; a focus on building skills, concepts, and habits of mind; designing a mandatory process for program exploration and selection; implementing e-advising tools that can facilitate monitoring and support along program pathways; tracking loss and momentum points; and fostering a climate of support & engagement for faculty in this work.

It is also supported by:

Center for Community College Student engagement (2016). Expectations Meet Reality: The Underprepared Student and Community Colleges 2016 National Report. Austin, TX.

This latest research study by CCCSE, multiple measures for assessing readiness, co-requisite courses, redesigned math, accelerated developmental courses, developmental education paired with workplace skills, improved preparation for placement tests, and high school partnerships are lauded as research-based practices with the highest impact for underprepared students.

These two pieces of research support COMPASS and College of Marin's focus on high school student preparation for college. Additionally, the following research was used in the formulation of the COMPASS program.

Adelman, C. (2006). The toolbox revisited: Paths to degree completion from high school through college. Washington, DC: U.S. Department of Education.
<http://www2.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf>

This essay published by the U.S. Department of Education examines a national population of students and identifies barriers and pathways to educational completion. The scope of their population is impressive, although it does not focus on community college students except those that eventually enrolled in a four-year college.

Allan, D. (2010). Dual-enrollment: A Comprehensive Literature Review and Biography. City University of New York.

This paper undertakes a comprehensive review of a decade's worth (2000-2010) of publications on dual enrollment programs throughout the United States. Allan does an

excellent job outlining existing policies and practices, as well as providing research on the impact of dual-enrollment participation on student success. The addition of program design resources is particularly useful for COMPASS planning.

Barnett, E., & Hughes, K. (2010). Community College and High School Partnerships. U.S. Department of Education. <http://www2.ed.gov/PDFDocs/collegecompletion/09-community-college-and-high-schoolpartnerships.pdf>

In this Department of Education brief, Barnett and Hughes provide an overview of commonly implemented high school and community college partnerships. The authors identify dual-enrollment programs as not only likely to help students complete important educational milestones, but also provides an overview of major studies of its effectiveness on student success.

California Community Colleges Student Success Task Force. (2012). Advancing Student Success in the California Community Colleges: Recommendations of the California Community Colleges Student Success Task Force

Prompted by the Student Success Act of 2012, the California Community Colleges Student Success Task Force released this report of recommendations designed to strengthen the community college system. These recommendations encouraged the basic tenets of COMPASS's vision: increased collaboration between College of Marin and its high school partners to improve college and career readiness, strengthened support for entering students, and the creation of incentives for successful student behaviors.

California Council on Science and Technology (2009). Creating a Well-prepared Science, Technology, Engineering and Mathematics (STEM) Workforce: How Do We Get from Here to There? <http://www.cftl.org/documents/2009/CalTAC.PDSymposium.2009.pdf>

This summary of the 2009 California Teacher Advisory Council symposium provides an overview of the discrepancy between the growing need for highly skilled workers in California, and the lack of students earning degrees in these fields. The summary recommends providing high school students with increased access to STEM courses taught by qualified professionals, and offers strong support for California community colleges as a route to success in STEM fields.

Lenning, O. T., & Ebbers, L. H. (1999). The Powerful Potential of Learning Communities: Improving Education for the Future. ASHE-ERIC Higher Education Report, 26(6).

This well-regarded and oft-cited report provides strong support for the benefits of learning communities on student success. Lenning and Ebbers found that participation in learning communities had a positive impact on academic achievement, retention, and curricular integration.

Leonard, J. (2013). Maximizing College Readiness for All Through Parental Support. School Community Journal, 23 (1). 183-201.

In this article, Leonard explores the impact of parental support on college readiness. Leonard outlines existing strategies to improve the knowledge gap for students entering college, and examines a case study of a strategic alliance between a Massachusetts community college and local high school. Over the course of three years, Leonard found that parents played a critical role in helping their students succeed in a program designed to increase college readiness, particularly in recruitment, financial support, and emotional guidance. Although the scope of Leonard's research is on a smaller scale than COMPASS proposes, the article suggests many evidence-based best practices for utilizing parent involvement.

Martinez, M. & Klopets, S. (2005). The link between high school reform and college access and success for low-income and minority youth. American Youth Policy Forum. Washington, DC.

This paper was initially published by the American Youth Policy Forum in 2002 and more recently updated. In this paper, Martinez and Klopets provide a comprehensive overview of national educational reform measures regarding predictors of college success and retention among at-risk student populations. This paper offers strong support to the COMPASS design as an integrated approach to curricula alignment, increased course accessibility, and improved social and educational support for students.

Spurling, S. & Gabriner, R. (2002). The effect of concurrent enrollment programs upon student success at City College of San Francisco: Findings. City College of San Francisco, CA. Office of Institutional Development, Research, and Planning. Retrieved from http://www.ccsf.edu/Offices/Research_Planning/pdf/ecepss02.pdf

This 2002 study compared CCSF students with existing CCSF college credits earned during high school, against students with no existing credits. The study suggested a positive correlation between concurrent enrollment at CCSF and post-secondary course completion and GPA. Limitations to this research include a small population and a lack of attention to concurrently enrolled students who attended post-secondary institutions other than CCSF.

Swanson, J. (2008). An analysis of the impact of high school dual-enrollment course participation on post-secondary academic success, persistence and degree completion. Iowa City, IA: Institute for Research and Policy Acceleration, University of Iowa. http://www.nacep.org/confdownloads/swanson_executive_summary.pdf

Swanson's 2008 study of dual-enrollment participants found that students benefited from the completion of dual-enrollment courses. Of note were the author's findings that dual-enrollment programs boosted participants' academic momentum and persistence, and increased the academic and social skills necessary for academic success in college.

Whitney, S., & Jessica, P. (2014). *Low-Income Students' Success in College Starts in High School*. *Diverse Education*. Retrieved July 9, 2014, from *Low-Income Students' Success in College Starts in High School*

In response to a *New York Times Magazine* story on the income-based educational attainment gap, this online article discussed two organizations' efforts to help low-income students succeed. The authors provide examples of site-specific interventions that could be integrated into COMPASS offerings.

APPLICATION ANNUAL WORKPLAN

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

OBJECTIVE 1: USE MULTIPLE MEASURES TO PLACE STUDENTS INTO MATH AND ENGLISH BASED ON STUDENT PARTICIPATION IN SUMMER BRIDGE AND/OR HUMANITIES 101 (ALIGNS WITH OBJECTIVE 1 IN SECTION E: OBJECTIVES)

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<p>ACTIVITIES—HUMANITIES 101 (SEE OBJECTIVE 3 FOR ADDITIONAL HUMANITIES 101 ACTIVITIES)</p> <p>1) Develop rubric for instructor assessment of English proficiency to be used with placement exam</p> <p>2) Develop specific measurements of method's success in relation to placement exam only regarding student success at next level</p>	<p>OUTCOMES—HUMANITIES 101</p> <p>A) Percentage of students placing into college-level English/math courses is higher than via placement exam only</p> <p>B) Success of students placed via multiple measures in college-level courses equal to or higher than students placed via exam only</p> <p>OUTCOMES—SUMMER BRIDGE</p> <p>A) Percentage of students placing into college-level English/math courses is higher than via placement exam only</p> <p>B) Success of students placed via multiple measures in college-level courses equal to or higher than students placed via exam only</p>	<p>TIMELINE—HUMANITIES 101</p> <p>1) Summer 2016-Spring 2017 with refinement ongoing</p> <p>2) Summer 2016 with refinement ongoing</p>	<p>RESPONSIBLE PERSON(S)—HUMANITIES 101</p> <p>HUMANITIES 101/ENGLISH</p> <p>SUMMER BRIDGE FACULTY</p> <p>COORDINATOR: MEG PASQUEL WITH OVERSIGHT BY BASIC SKILLS DIRECTOR (TO BE HIRED)—SEE ORG CHART</p>
<p>ACTIVITIES—SUMMER BRIDGE</p> <p>1) Develop rubric for instructor assessment of English and math proficiency to be used with placement exam</p> <p>2) Develop specific measurements of method's success in relation to placement exam only regarding student success at next level</p>		<p>TIMELINE—SUMMER BRIDGE</p> <p>1) Summer 2016-Summer 2017 with refinement ongoing</p> <p>2) Summer 2016 with refinement ongoing</p>	<p>RESPONSIBLE PERSON(S)—SUMMER BRIDGE</p> <p>HUMANITIES 101/ENGLISH</p> <p>SUMMER BRIDGE FACULTY</p> <p>COORD: MEG PASQUEL</p> <p>MATH SKILLS PATHWAY/STATWAY/MATH SUMMER</p> <p>BRIDGE FACULTY COORD: MAULA ALLEN</p> <p>WITH OVERSIGHT BY BASIC SKILLS DIRECTOR (TO BE HIRED)—SEE ORG CHART</p>

APPLICATION ANNUAL WORKPLAN

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

OBJECTIVE 2: INCREASE PLACEMENT OF STUDENTS DIRECTLY IN GATEWAY TRANSFER-LEVEL ENGLISH AND MATH COURSES BY EXPANDING INTENSIVE ENGLISH AND MATH REVIEW WITHIN SUMMER BRIDGE (ALIGNS WITH OBJECTIVE 2 IN SECTION E: OBJECTIVES)

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
ACTIVITIES—SUMMER BRIDGE 1) Hire staff coordinator 2) Transition English and math content from intensive review to credit-bearing 3) Add and embed Dedicated Tutors 4) Identify and recruit additional content instructors 5) Expand from 50-75 participants 6) Expand from 75-100 participants 7) Develop hybrid alternative to 3-week intensive model	OUTCOMES—SUMMER BRIDGE A. Accelerate Entry into Academic Program of Study/Minimize Time to College Readiness: By Year 3 of Grant, 75% of students place up at least one level in math and English B. Persistence/Retention Rates: Establish rates for 2014 cohort and improve by 5% each year of Grant C. Full time Enrollment in Fall semester: 70% (year 1), 75% (year 2), and 80% (year 3) of participants enroll in 12+ units Fall term D. Campus Learning Communities: 20% (Year 1), 30% (year 2), and 40% (year 3) of participants enroll in a learning community (Umoja, Puente, STEM, etc.)	TIMELINE—SUMMER BRIDGE 1) Summer 2016 2) Fall 2016 3) Summer 2017 4) Fall 2016-Spring 2017 5) Summer 2016 6) Summer 2017 7) Summer 2018	RESPONSIBLE PERSON(S)— SUMMER BRIDGE HUMANITIES 101/ENGLISH SUMMER BRIDGE FACULTY COORDINATOR: MEG PASQUEL MATH SKILLS PATHWAY/STATWAY/MATH SUMMER BRIDGE FACULTY COORDINATOR: MAULA ALLEN WITH OVERSIGHT BY BASIC SKILLS DIRECTOR (TO BE HIRED)—SEE ORG CHART
Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)

APPLICATION ANNUAL WORKPLAN

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

OBJECTIVE 3: ALIGN REMEDIAL CONTENT WITH PROGRAMS OF STUDY TO INCREASE RELEVANCE BY IMPLEMENTING HUMANITIES 101 AND FIRST YEAR EXPERIENCE/STRUCTURED PATHWAYS (ALIGNS WITH OBJECTIVE 3 IN SECTION E: OBJECTIVES)

ACTIVITIES—HUMANITIES 101	OUTCOMES—HUMANITIES 101	TIMELINE—HUMANITIES 101	RESPONSIBLE PERSON(S)—
<ol style="list-style-type: none"> 1) Create articulated IGETC CoR 2) Course design: format / materials / methods for embedding Dedicated Tutors 3) Travel to colleges with similar programs to adopt best practices 4) Identify and recruit content instructors 5) Team development/Assessment Plan 6) Enrollment/Marketing Plan for Pilot Cohort 7) Pilot Section Fall 2017 8) Four Sections Fall 2018 9) Assess 	<p>A. Launch Humanities 101 in Grant Year 2, 4 sections by Year 3 (100 students—corresponding to numbers in Summer Bridge and other high-need entering students):</p> <p>End of Grant Year 3, those completing Humanities 101 place into college-level English at a rate 10% higher than the general population</p> <p>B. Accurate Educational Plan: Students in Humanities 101 will have an accurate educational plan at a rate 10% higher than the general student population</p> <p>C. Time to Degree: In Reporting Year 5, (year 4 of first cohort), 60% of participants will complete educational goals (degree/transfer /certificate)</p>	<ol style="list-style-type: none"> 1) March 2016: Outline in curriculum queue awaiting articulation and adoption 2) January-July 2016 3) July-October 2016 4) August-October 2016 5) Fall 2016 6) Spring 2017 7) Fall 2017 8) Fall 2018 9) January-September 2019 	<p>HUMANITIES 101</p> <p>HUMANITIES 101/ENGLISH SUMMER BRIDGE FACULTY COORDINATOR: MEG PASQUEL WITH OVERSIGHT BY BASIC SKILLS DIRECTOR (TO BE HIRED)—SEE ORG CHART</p>

<p>ACTIVITIES—FYE/STRUCTURED PATHWAYS</p> <ol style="list-style-type: none"> 1) Hire a Learning Community Coordinator 2) Allocate space for students in Learning Communities to gather and host events. 3) Compensate faculty involved in Learning Communities for collaboration and meeting time. 4) Embed Designated Tutors in all FYE classes 5) Develop STEM and Math Learning Communities 6) Expand learning communities to offer second year courses and include priority enrollment for FYE students 7) Fund items such as: <ul style="list-style-type: none"> • FYE planning/best practices retreat each August • University tours 	<p>OUTCOMES—FYE/STRUCTURED PATHWAYS</p> <ol style="list-style-type: none"> A) Expand structured pathways in Year 1 of Grant (50 additional students) B) Launch Transfer and STEM learning communities in Year 2 of Grant (50 additional students served): By end of Year 3 of Grant, students completing these pathways will be enrolled in college level math courses C) Educational Plan: Students enrolled in a pathway will have an accurate educational plan at a rate 10% higher than the general student population <p>Time to Degree: In Reporting Year 5, (year 4 of first STEM/Transfer cohort), 60% of participants will complete stated educational goals (degree/transfer).</p>	<p>TIMELINE—FYE/STRUCTURED PATHWAYS</p> <ol style="list-style-type: none"> 1) Summer 2016 2) Summer-Fall 2016 3) Beginning Fall 2016 4) Beginning Spring 2017 5) Fall 2016-Spring 2017 for Fall 2017 launch 6) Spring 2017 for Fall 2017 pilot 7) Beginning Summer 2016 	<p>RESPONSIBLE PERSON(S)—FYE/STRUCTURED PATHWAYS</p> <p>LEARNING COMMUNITIES COORDINATOR: FACULTY TBD WITH OVERSIGHT BY BASIC SKILLS DIRECTOR (TO BE HIRED)—SEE ORG CHART</p>
--	---	--	---

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

APPLICATION ANNUAL WORKPLAN

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

OBJECTIVE 4: CONTEXTUALIZE REMEDIAL INSTRUCTION IN FOUNDATIONAL SKILLS BY IMPLEMENTING HUMANITIES 101 AND FIRST YEAR EXPERIENCE/STRUCTURED PATHWAYS (ALIGNS WITH OBJECTIVE 4 IN SECTION E: OBJECTIVES)

ACTIVITIES—HUMANITIES 101	OUTCOMES—HUMANITIES 101	TIMELINE—HUMANITIES 101	RESPONSIBLE PERSON(S)—
1) Create articulated IGETC CoR 2) Course design: format / materials / methods for embedding Dedicated Tutors 3) Travel to colleges with similar programs to adopt best practices 4) Identify and recruit content instructors 5) Team development/Assessment Plan 6) Enrollment/Marketing Plan for Pilot Cohort 7) Pilot Section Fall 2017 8) Four Sections Fall 2018 9) Assess	A. Launch Humanities 101 in Grant Year 2, 4 sections by Year 3 (100 students—corresponding to numbers in Summer Bridge and other high-need entering students): End of Grant Year 3, those completing Humanities 101 place into college-level English at a rate 10% higher than the general population B. Accurate Educational Plan: Students in Humanities 101 will have an accurate educational plan at a rate 10% higher than the general student population C. Time to Degree: In Reporting Year 5, (year 4 of first cohort), 60% of participants will complete educational goals (degree/transfer /certificate)	1) March 2016: Outline in curriculum queue awaiting articulation and adoption 2) January-July 2016 3) July-October 2016 4) August-October 2016 5) Fall 2016 6) Spring 2017 7) Fall 2017 8) Fall 2018 9) January-September 2019	HUMANITIES 101 HUMANITIES 101/ENGLISH SUMMER BRIDGE FACULTY COORDINATOR: MEG PASQUEL WITH OVERSIGHT BY BASIC SKILLS DIRECTOR (TO BE HIRED)—SEE ORG CHART

<p>ACTIVITIES—FYE/STRUCTURED PATHWAYS</p> <ol style="list-style-type: none"> 1) Hire a Learning Community Coordinator 2) Allocate space for students in Learning Communities to gather and host events. 3) Compensate faculty involved in Learning Communities for collaboration and meeting time. 4) Embed Designated Tutors in all FYE classes 5) Develop STEM and Math Learning Communities 6) Expand learning communities to offer second year courses and include priority enrollment for FYE students 7) Fund items such as: <ul style="list-style-type: none"> • FYE planning/best practices retreat each August • University tours • Faculty professional development 	<p>D. Campus Learning Communities: 20% (Year 1), 30% (year 2), and 40% (year 3) of participants enroll in a learning community (Umoja, Puente, STEM, etc.)</p> <p>OUTCOMES—FYE/STRUCTURED PATHWAYS</p> <ol style="list-style-type: none"> A. Expand structured pathways in Year 1 of Grant (50 additional students) B. Launch Transfer and STEM learning communities in Year 2 of Grant (50 additional students served): By end of Year 3 of Grant, students completing these pathways will be enrolled in college level math courses C. Educational Plan: Students enrolled in a pathway will have an accurate educational plan at a rate 10% higher than the general student population D. Time to Degree: In Reporting Year 5, (year 4 of first STEM/Transfer cohort), 60% of participants will complete stated educational goals (degree/transfer) 	<p>TIMELINE—FYE/STRUCTURED PATHWAYS</p> <ol style="list-style-type: none"> 1) Summer 2016 2) Summer-Fall 2016 3) Beginning Fall 2016 4) Beginning Spring 2017 5) Fall 2016-Spring 2017 for Fall 2017 launch 6) Spring 2017 for Fall 2017 pilot 7) Beginning Summer 2016 	<p>RESPONSIBLE PERSON(S)—FYE/STRUCTURED PATHWAYS</p> <p>LEARNING COMMUNITIES COORDINATOR: FACULTY TBD WITH OVERSIGHT BY BASIC SKILLS DIRECTOR (TO BE HIRED)—SEE ORG CHART</p>
---	---	---	---

APPLICATION ANNUAL WORKPLAN

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

OBJECTIVE 5: PROVIDE PROACTIVE TUTORING AND OTHER SUPPORT SERVICES VIA EXPANDED AND REFINED DEDICATED TUTOR PROGRAM INTEGRATED WITH INSTRUCTION IN SUMMER BRIDGE, HUMANITIES 101, AND FYE/STRUCTURED PATHWAYS (ALIGNS WITH OBJECTIVE 5 IN SECTION E: OBJECTIVES)

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
ACTIVITIES—DEDICATED TUTORS 1) Hire a Dedicated Tutor Faculty Coordinator (3-unit release time) 2) Create job descriptions and hire 7 new Dedicated Tutors <ul style="list-style-type: none"> • Math (2) • STEM • CTE • Behavioral Sciences • Humanities 101 • ESL 3) Allocate space for workshops & one-on-one tutoring 4) Develop/adapt training for tutors & faculty on best practices for supplemental instruction 5) Develop guidelines for tutor services (beyond embedded work) 6) Schedule and coordinate dedicated tutors embedded in Summer Bridge, Humanities 101, FYE/Structured Pathways, and other classes 7) Provide Tutor Stipends & Faculty release time for training 8) Create curriculum for workshops	OUTCOMES—DEDICATED TUTORS A) The persistence and success rates of students in classes with embedded dedicated tutors will be 10% higher than similar classes without tutors B) Skill Workshops facilitated by tutors will elevate the persistence and success of students in classes that require workshops (excluding classes with embedded tutors). C) The persistence and success rates of students in content classes will be 5% higher than in classes prior to making skill workshops available. D) The Dedicated Tutor Program will assist in the achievement of the Stated Outcomes for Summer Bridge, Humanities 101, and FYE/Structured Pathways elsewhere in this grant	TIMELINE—DEDICATED TUTORS 1) Summer 2016 2) Fall 2016-Spring 2017 3) Fall 2016 4) August 2016-May 2017 5) Fall 2016 6) Beginning Summer 2017 7) Beginning Summer 2017 8) Spring 2017-Fall 2017	RESPONSIBLE PERSON(S)— DEDICATED TUTORS HUMANITIES 101/ENGLISH SUMMER BRIDGE FACULTY COORDINATOR: MEG PASQUEL MATH SKILLS PATHWAY/STATWAY/MATH SUMMER BRIDGE FACULTY COORDINATOR: MAULA ALLEN LEARNING COMMUNITIES COORDINATOR (FACULTY TBD) DEDICATED TUTOR COORDINATOR (FACULTY TBD) WITH OVERSIGHT BY BASIC SKILLS DIRECTOR (TO BE HIRED)—SEE ORG CHART

APPLICATION ANNUAL WORKPLAN

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

OBJECTIVE 7: INCREASE PREPAREDNESS OF SOCIO-ECONOMICALLY DISADVANTAGED HIGH SCHOOL STUDENTS VIA COMPASS PROGRAM
 (ALIGNS WITH OBJECTIVE 7 IN SECTION E: OBJECTIVES—SEE RESEARCH SUMMARY FOR EVIDENCE PRACTICE IS EFFECTIVE)

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
ACTIVITIES—COMPASS 1) ADD ONE SITE PER YEAR FOR THREE YEARS 2) TRAIN ADDITIONAL COUNSELORS 3) EXPAND PROFESSIONAL DEVELOPMENT & ALIGNMENT FOR HIGH SCHOOL STAFF 4) CONTINUE CURRICULUM ALIGNMENT WORK IN MATH AND ADD ENGLISH 5) HIRE SECOND COMPASS COORDINATOR TO SUPPORT ADDITIONAL SITES/COHORTS 6) FUNNEL GRADUATING PARTICIPANTS INTO SUMMER BRIDGE AND FYE AS NEEDED 7) CONTINUE TO TRACK COHORT PROGRESS TOWARD PROGRAM OUTCOMES	OUTCOMES—COMPASS A. 90% complete program. Of those: B. 100% of participants attend college C. 90% need 1 level or less remediation D. 70% A-G complete E. 75% complete 12+ college units by HS graduation F. 90% enroll in 12+ units in 1 st college term	Timeline—COMPASS 1) Fall, 2016; Fall 2017; Fall 2018 2) Beginning Summer 2016 3) August 2016-May 2018 4) August 2016-May 2018 5) Spring 2017 6) Beginning Fall 2018 7) Annually for each cohort	RESPONSIBLE PERSON(S)— COMPASS DIRECTOR OF SCHOOL & COMMUNITY PARTNERSHIPS: ANNA PILLOTON CHAIR OF COUNSELING: GINA CULLEN COMPASS COORDINATOR: TARA ARENAS WITH OVERSIGHT BY BASIC SKILLS DIRECTOR (TO BE HIRED)—SEE ORG CHART

Program Management

College of Marin currently administers a number of complex state-funded projects, including the Basic Skills Initiative (\$90,000 annually), Student Success & Support Program (\$1,070,000 annually), and Student Equity (\$449,000 annually). Additionally, the College is the fiscal agent for the Marin Consortium Adult Education Block Grant (AEBG) (\$750,000 annually), and has numerous contracts, grants, and MOUs with other higher education, secondary education, community based, and local/regional agency partners. All of these endeavors require the collection and reporting of financial and student performance data. The program administrators for each of these efforts have strong working relationships with their counterparts at the Chancellor's Office and other entities.

The College's Office of Planning, Research, & Institutional Effectiveness (PRIE) coordinates data collection, analysis, and reporting and has tied institutional strategic planning metrics to Scorecard, SSSP, Equity, and other performance data to facilitate alignment of effort and consistency and accuracy of data.

The attached organizational chart for College of Marin's proposed Basic Skills and Student Outcomes Transformation Program outlines the significant commitment throughout all levels of the institution. Key employees include:

Jonathan Eldridge, Senior Vice President of Student Learning & Student Success. The Senior VP oversees a coherent, integrated academic and student services division focused squarely on how to assist more students create and achieve their educational goals faster and more successfully. He will maintain oversight of each of the key administrative personnel and functions outlined in this grant application and ensure these efforts are in complete coordination with other institutional efforts and directly support the College's Strategic Plan.

Cari Torres, Assistant Vice President for Instructional Support. The AVP will supervise the Basic Skills Director and work in partnership with deans and others to ensure stated outcomes are being met. The AVP currently oversees COM's College Skills department, Dedicated Tutor Program, and Office of Instructional Management.

Derek Levy, Dean of Student Success. The Dean currently oversees COM's Summer Bridge Program, Counseling Department, and Assessment/Placement Center and works in collaboration with the AVP, other deans, and faculty at the intersection of these programs and other institutional efforts. He also chairs the Student Access & Success Committee, part of the College's participatory governance system. The Dean will work closely with the AVP and Basic Skills Director to expand and fully integrate Summer Bridge and assessment efforts into the larger Transformation Program agenda.

Anna Pilloton, Director of School & Community Partnerships. The Director currently oversees the operation of the COMPASS program and is directly involved with the Dean of Student Success in the development and implementation of Summer Bridge. She facilitates strong partnerships with all Marin County high schools/districts and connects counselors and other faculty with their high school counterparts and community based organizations to support curriculum alignment and seamless matriculation activities. The Director will work closely with the AVP, Dean, and Basic Skills Director to expand and fully integrate

COMPASS, curriculum alignment efforts, and high school-to-college transition into the larger Transformation Program agenda.

Gina Cullen, Department Chair, Counseling. The Chair is one of the architects of and is currently teaching in the COMPASS program, is one of the architects of Summer Bridge, and ensures the counseling department is integrally involved in all of the efforts outlined in this grant application, which include active participation on the part of the counseling faculty. She is also a member of the College's Basic Skills Master Plan Task Force, whose recommendations are the foundation of this application.

In addition to these individuals, who bring nearly 100 years of combined higher education experience and commitment to educational equity, the College has a number of highly engaged faculty who will participate as instructors, mentors, and advisors. Some are assuming coordination roles. These include:

Meg Pasquel, English Skills Faculty—Coordinator (4 units/term) of Humanities 101 & Summer Bridge English

Maula Allen, Math/Business Faculty—Coordinator (4 units/term) of Statway, Summer Bridge Math, & Math Pathways

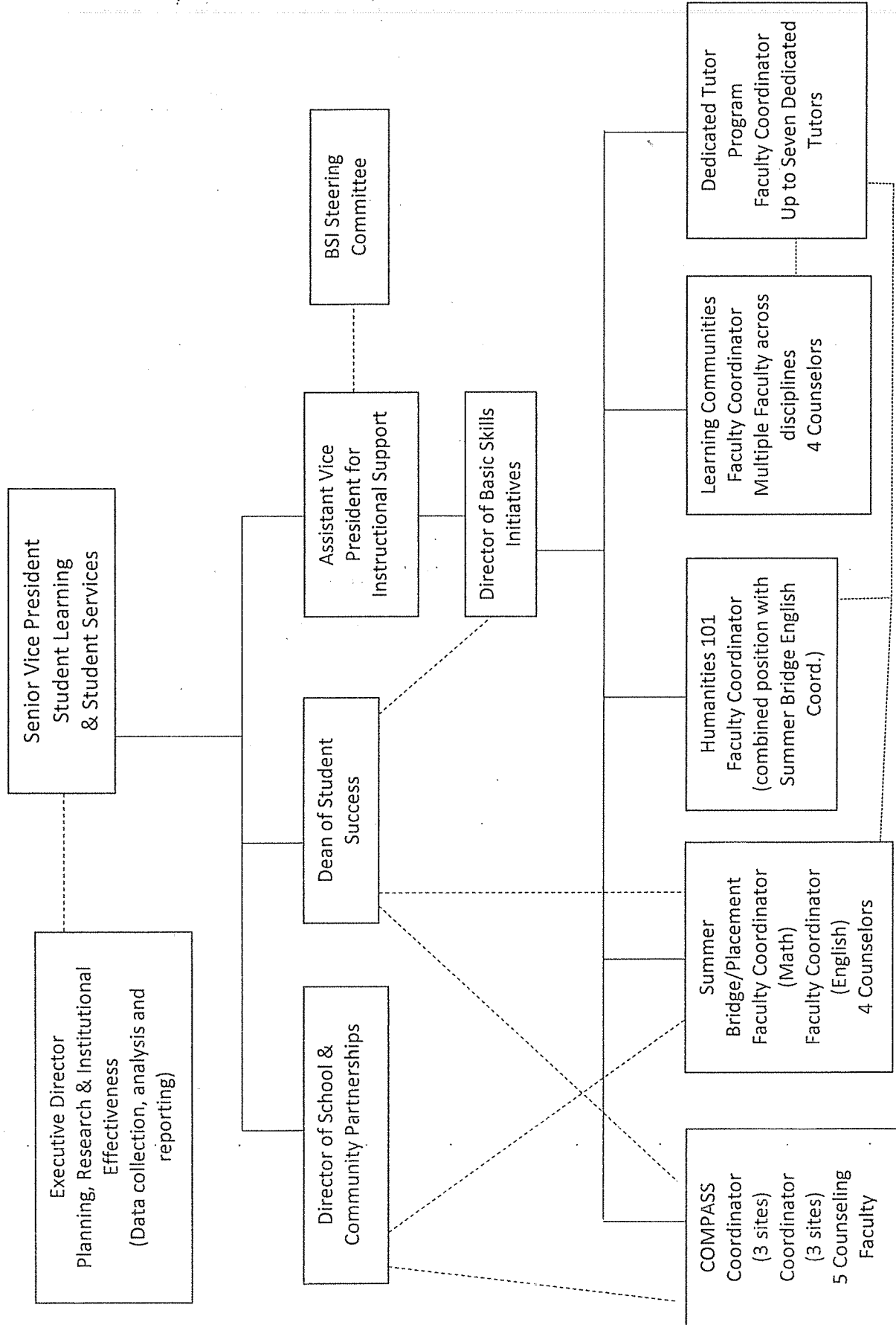
Tonya Hersch, English Skills Faculty, who (along with Meg Pasquel) is chairing the Basic Skills Master Plan Task Force

Marco Gonzalez, Sociology Faculty, member of the Basic Skills Master Plan, instructor in FYE, and instructor with COMPASS

Additionally, The College currently has one COMPASS Coordinator (staff position), will be hiring a second, and will be hiring a staff coordinator with logistical support responsibility for Summer Bridge.

This experienced team, which will be augmented by the addition of the Basic Skills Director position, has led the methodical, data-driven institutional efforts that have resulted in the College's Basic Skills Master Plan, the major elements of which make up this grant application. These and other faculty and staff across the institution have developed and successfully implemented programs both included in this Transformation Program (COMPASS, Summer Bridge, Dedicated Tutors, Learning Communities) and similar to it—such as the development of English 120AC. 120AC is an accelerated remedial English course that combines English 98 (two levels below transfer) and English 120 (one level below transfer). This faculty-designed project, implemented in 2013, shortens the English sequence for basic skills students and increases their success rates. This five-unit course allows students to accelerate through two semesters of pre-transfer English in one term and then proceed to transfer-level English. The rigor of the course is supported with just-in-time remediation via Dedicated Tutors. Students benefit from the Dedicated Tutor both in and out of class. This is but one example of a successfully implemented initiative similar to the objectives outlined in this Basic Skills and Student Outcomes Transformation Program grant.

Basic Skills and Student Outcomes Transformation Program Organizational Chart



College of Marin is a Community Supported District and does not receive apportionment. Dollars in the column below reflect units & other costs necessary to implement the initiatives included in this application for the duration of the grant.

Object of Expenditure	Classification	Line	Total Grant Budget	Total Apportionment Budget (estimated)
1000	Instructional Salaries*	1	\$0	Instructional Units for included programs \$203,000
2000	Non-instructional Salaries	2	\$1,109,000	Dedicated Tutors (existing) \$240,000
3000	Employee Benefits	3	\$132,500	Tutor Benefits (existing) \$72,000
4000	Supplies and materials	4	\$15,000	
5000	Other Operating Expenses and Services	5	\$45,000	
6000	Capital Outlay	6	\$0	
7000	Other Outgo	7	\$0	
	Total Direct Costs	8	\$1,301,500	\$515,000
	Total Indirect (4% of Line 8)	9	N/A	Not applicable
	Total Program Costs	10	\$1,301,500	\$515,000

District: Marin Community College District

College: College of Marin

RFA Specification Number: 15-068

Chancellor's Office

California Community Colleges

APPLICATION BUDGET SUMMARY

Email Address: ctoresbenavides@marin.edu Telephone: (415)-485-9505

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: Cari Torres, AVP Instructional Support

Authorized Signature

Date: March 22, 2016

District Chief Business Officer: Greg Nelson, VPFCO

Authorized Signature

Date: March 22, 2016

Chancellor's Office
California Community Colleges

District: Marin Community College District
College: College of Marin
RFA Specification Number: 15-068

APPLICATION BUDGET DETAIL SHEET

Program Year: One (2016-17)

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

Object of Expenditure	Classification	Budgeted Expenses
2000	Non-Instructional Salaries	Non-instructional units (release time) for faculty coordinators: Summer Bridge (math & English), Learning Communities; Humanities 101, Dedicated Tutors 4 units fall/4 units spring (8 total) x 4 faculty x \$3,500/unit = \$112,000
2000	Non-Instructional Salaries	Basic Skills Initiatives Director (pro-rated assuming hire begins 9/16) .75 x \$130,000 = \$97,500
3000	Employee Benefits	Director Benefits @ .75 x \$22,000 = \$16,500
2000	Non-Instructional Salaries	COMPASS additional cohort—Counselor @ .30 x \$85,000 = \$25,500
3000	Employee Benefits	Counselor Benefits @ .30 x \$22,000 = \$6,600
4000	Supplies & Materials	\$5,000 to support Humanities 101 development, Summer Bridge Expansion, FYE, Tutoring—Marketing materials, copies, related materials
5000	Other Operating Expenses & Services	\$15,000 to support professional development: Speakers, conference participation, consultation with other CCC's to support Humanities 101 development, Summer Bridge, FYE, Tutoring
	Total Direct Cost	\$278,100
	Total Indirect Cost (4 %)	N/A
	Total Funding Cost	\$278,100

Chancellor's Office
California Community Colleges

District: Marin Community College District
College: College of Marin
RFA Specification Number: 15-068

APPLICATION BUDGET DETAIL SHEET

Program Year: Two (2017-18)
Source of Funds: Community Colleges Basic Skills and Student Outcomes Transformation Program

Object of Expenditure	Classification	Budgeted Expenses
2000	Non-Instructional Salaries	Non-instructional units (release time) for faculty coordinators: Summer Bridge (math & English), Learning Communities; Humanities 101, Dedicated Tutors 4 units fall/4 units spring (8 total) x 4 faculty x \$3,500/unit = \$112,000
2000	Non-Instructional Salaries	Basic Skills Initiatives Director \$130,000
3000	Employee Benefits	Director Benefits \$22,000
2000	Non-Instructional Salaries	COMPASS Coordinator to support expansion \$65,000
3000	Employee Benefits	Coordinator Benefits \$19,500
2000	Non-Instructional Salaries	COMPASS additional cohort x 2—Counselor @ .60 x \$85,000 = \$51,000
3000	Employee Benefits	Counselor Benefits @ .60 x \$22,000 = \$13,200
4000	Supplies & Materials	\$5,000 to support Humanities 101 development, Summer Bridge Expansion, FYE, Tutoring—Marketing materials, copies, related materials
5000	Other Operating Expenses & Services	\$15,000 to support professional development: Speakers, conference participation, consultation with other CCC's to support Humanities 101 development, Summer Bridge, FYE, Tutoring
2000	Non-Instructional Salaries	Dedicated Tutor Expansion 2 FTE @ \$40,000 = \$80,000
	Total Direct Cost	\$511,700
	Total Indirect Cost (4 %)	N/A
	Total Funding Cost	\$511,700

Chancellor's Office
California Community Colleges

District: Marin Community College District
College: College of Marin
RFA Specification Number: 15-068

APPLICATION BUDGET DETAIL SHEET

Program Year: Three (2018-19)

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

Object of Expenditure	Classification	Budgeted Expenses
2000	Non-Instructional Salaries	Non-instructional units (release time) for faculty coordinators: Summer Bridge (math & English), Learning Communities; Humanities 101, Dedicated Tutors 4 units fall/4 units spring (8 total) x 4 faculty x \$3,500/unit = \$112,000
2000	Non-Instructional Salaries	Basic Skills Initiatives Director \$130,000
3000	Employee Benefits	Director Benefits \$22,000
2000	Non-Instructional Salaries	COMPASS Coordinator to support expansion \$65,000
3000	Employee Benefits	Coordinator Benefits \$19,500
2000	Non-Instructional Salaries	COMPASS additional cohort x 2—Counselor @ .60 x \$85,000 = \$51,000
3000	Employee Benefits	Counselor Benefits @ .60 x \$22,000 = \$13,200
4000	Supplies & Materials	\$5,000 to support Humanities 101 development, Summer Bridge Expansion, FYE, Tutoring—Marketing materials, copies, related materials
5000	Other Operating Expenses & Services	\$15,000 to support professional development: Speakers, conference participation, consultation with other CCC's to support Humanities 101 development, Summer Bridge, FYE, Tutoring
2000	Non-Instructional Salaries	Dedicated Tutor Expansion 2 FTE @ \$40,000 = \$80,000
	Total Direct Cost	\$511,700
	Total Indirect Cost (4 %)	N/A
	Total Funding Cost	\$511,700

Sustainability of the Program

College of Marin expends roughly \$2,500,000 annually on basic skills instruction and related costs. Quite simply, a 50% reduction in the need for remediation in math and English would lead to enough funds to sustain the programs contained within this application. Given the College's low success rates with remediation, particularly with low-income and ethnically diverse students—who now collectively make up a majority of the student population—removing even one level of remedial need for a majority of these students would save over \$1,000,000 annually.

The early data for COMPASS indicate established four-year outcomes for that program are very much achievable. 100 entering first-year students from the COMPASS cohort needing one level or less of math and English remediation (as opposed to 70% of the demographic historically needing 2+ levels of remediation) equates to approximately \$140,000. Our goal is to grow the COMPASS program to serve 250 students per grade level across Marin County and assume that 200 of those graduating seniors each year will attend COM. This will increase the remediation 'savings' to nearly \$300,000.

The outcomes for Summer Bridge show that roughly 60% of participants place 1-3 levels higher in math and/or English. At an expanded capacity of 100 participants and assuming no increase in success over these outcomes, the College expects to reduce the remedial need by approximately \$150,000. With the implementation of multiple measure assessments, these outcomes should improve even further.

The design of Humanities 101, first-year learning communities, and contextualized co-remediation in math and English outlined in this application is based on the goal of moving students through any remaining remediation needs faster and with fewer repeat attempts. At scale, this will further reduce remediation expenditures by roughly \$250,000.

The College supports the existing Dedicated Tutors as part of the overall supplemental instruction program and will institutionalize the expansion of the program by the end of the grant. The resources currently used to fund supplemental instruction will be shifted to maximize the impact of the Dedicated Tutors model across the curriculum.

This \$700,000 of collective reduction in remediation expenses will be used to sustain these programs. Some of this will come in the form of shifting teaching units from basic skills instruction to these programs. It will also include reducing the need to hire part-time faculty to teach in remedial programs.

The College already supports the existing Dedicated Tutors as part of the overall supplemental instruction program and will institutionalize the expansion of the program by the end of the grant. The resources currently used to fund supplemental instruction will be shifted to maximize the impact of the Dedicated Tutors model across the curriculum.

COMPASS, Summer Bridge, and elements of the other included initiatives will also receive support from SSSP and Equity funds as appropriate, and as delineated in those plans. Some COMPASS costs are also borne by the participating school districts, as outlined in their MOUs. Additionally, 10,000 Degrees, a Marin County community-based organization and partner with the College on Summer Bridge, supports elements of that program's costs.

The College has also leveraged funds from Marin Community Foundation and our own Advancement Office to support these initiatives. Finally, with these projects built into the institutional strategic plan, the College is committed through its planning and resource allocation process to ensure program sustainability regardless of funding source.

This combination of reducing current remediation expenses, leveraging other budget sources, codifying external partner commitments/responsibilities, and participatory governance-endorsed institutional commitment will ensure the College fully funds these programs beyond this grant.