The California Guided Pathways Project
Readiness Assessment and Application Submission

California community colleges are invited to apply for participation.
Please see also the Project Description and the Project Participation Agreement.

OVERVIEW & SUBMISSION GUIDELINES

California community colleges (individually accredited institutions) are invited to complete and submit—**by 5 PM PT February 15, 2017**—application materials for participation in the California Guided Pathways Project.

The application materials are designed to enable both the college and the project partners/advisors to ascertain the institution's readiness for and commitment to three years of intensive work on institutional change, with primary focus on the work of designing and implementing academic and career pathways at scale — for *all* students.

Readiness Assessment & College Selection Timeline:

- February 15, 2017: Application materials due.
- March 1-March 21, 2017: One-hour scheduled interviews with finalist college presidents and 3-4 other institutional leaders.
- March 31, 2017: Project notifies colleges of selection decisions and works with selected colleges to launch advance work for Pathway Institute #1 in April-June, 2017.

Instructions for Submission of Application Materials: **by 5 PM PT February 15, 2017**

- Complete College Readiness Assessment.
- Complete Participation Agreement, signed and dated by the president/chancellor.
- Email completed College Readiness Assessment and College Participation Agreement as an attachment to Rob Johnstone, Project Director, at rob@inquiry2improvement.com
- Confirmation of receipt will be provided.
- Please label your submission using the following format for the file name:
  California Guided Pathways Project Application [FullCollegeName].doc

For information regarding the application process and materials, please email Rob Johnstone, Project Director, at rob@inquiry2improvement.com.

For further information about project activities and goals, see the attached project description and description of the guided pathways model.

SECTION 1: INSTITUTIONAL INFORMATION

INSTITUTION NAME:	
DESIGNATED CONTACT PERSON/TITLE:	
CONTACT TELEPHONE:	**CONTACT EMAIL:**
INSTITUTION ADDRESS:	
CITY, STATE, ZIP:	
WEBSITE URL:	

PRESIDENT'S NAME:	**PRESIDENT'S EMAIL:**	**PRESIDENT'S PHONE:**
NUMBER OF YEARS CURRENT PRESIDENT HAS HELD THE POSITION:		
PRESIDENT'S ASSISTANT:	**ASSISTANT'S EMAIL:**	**ASSISTANT'S PHONE:**

APPLICATION IS FOR PARTICIPATION BY: ☐ SINGLE COLLEGE ☐ MULTI-CAMPUS COLLEGE (ALL CAMPUSES) [MULTI-COLLEGE DISTRICTS MUST SUBMIT APPLICATIONS FOR INDIVIDUAL COLLEGES]

IPEDS ENROLLMENT (FALL 2017 UNDUPLICATED HEADCOUNT CREDIT STUDENTS):

CHECK ONE PRIMARY LOCATION: ☐ RURAL-SERVING ☐ SUBURBAN-SERVING ☐ URBAN-SERVING

CHECK ALL THAT APPLY: ☐ HISTORICALLY BLACK COLLEGE ☐ HISPANIC-SERVING INSTITUTION ☐ MINORITY-SERVING INSTITUTION ☐ TRIBAL COLLEGE

CHECK ALL CREDENTIALS OFFERED AT YOUR INSTITUTION: ☐ <30-CREDIT-HOUR CERTIFICATES ☐ >30-CREDIT-HOUR CERTIFICATES ☐ ASSOCIATE DEGREES ☐ BACHELOR'S DEGREES ☐ MASTER'S DEGREES

California
Guided Pathways

ACCREDITATION STATUS	**CHECK ONE:** ☐ CURRENTLY AFFIRMED ☐ PROBATION ☐ WARNING REGIONAL ACCREDITING ORGANIZATION: NEXT ACCREDITATION VISIT (YEAR):
STUDENT SUCCESS INITIATIVE AFFILIATION/PARTICIPATION	**CHECK ALL THAT APPLY:** ☐ ACHIEVING THE DREAM ☐ ACCELERATING OPPORTUNITY ☐ ASPEN PRIZE FINALIST NETWORK ☐ COMPLETE COLLEGE AMERICA ALLIANCE ☐ BSI TRANSFORMATION ☐ BRIC ☐ CALPASS ☐ CALIFORNIA ACCELERATION PROJECT ☐ CAREER LADDERS PROJECT ☐ CLASS (CALIFORNIA LEADERSHIP ALLIANCE FOR STUDENT SUCCESS) ☐ GOVERNANCE INSTITUTES FOR STUDENT SUCCESS (ACCT) ☐ NEW MATH PATHWAYS (DANA CENTER) ☐ STATWAY®/QUANTWAY® ☐ PATHWAYS TO PROSPERITY ☐ OTHER (PLEASE PROVIDE NAME):
PERCENT OF CREDIT COURSE SECTIONS (INCLUDING BASIC SKILLS EDUCATION) TAUGHT BY FULL-TIME FACULTY IN THE FALL 2015 ACADEMIC TERM	_____%
NAME OF THE MAJOR TRANSFER UNIVERSITY (LARGEST NUMBER OF STUDENTS TRANSFERRING FROM YOUR COLLEGE)	

IN THE FOLLOWING SECTION #2, RESPOND TO THE LISTED QUESTIONS.
PLEASE ADHERE CAREFULLY TO THE STATED WORD LIMITS FOR RESPONSES.

SECTION 2: READINESS—THE CURRENT STUDENT SUCCESS AGENDA

IN THE FOLLOWING SECTION #2, RESPOND TO THE LISTED QUESTIONS.
PLEASE ADHERE CAREFULLY TO THE STATED WORD LIMITS FOR RESPONSES.

1. Student Success Goals

List in the box below the student success goals formally established for your institution. [If none have been established, simply leave this item blank.]

Are the student success goals incorporated into the institution's strategic plan?
☐Yes ☐No

Is there a formal statement of governing board support for a student success agenda?
☐Yes ☐No

Is there a formal statement of governing board direction for achieving equity in student outcomes? ☐Yes ☐No

Is there a standing item on student success and equity on agendas for the governing board and/or board student success committee? ☐Yes ☐No

2. Data Collection and Use

Describe in the box below the institutional research capacity at your institution and the IT capacity to support data use in planning, decision-making, and monitoring student progress (250 word maximum):

Does your institution routinely engage in longitudinal tracking of entering student cohorts?

☐Yes ☐No   If yes, briefly describe in the box below **how** and **by whom** the cohort data are used (150 word maximum):

Does your institution regularly report on clearly defined metrics for monitoring student progress and success?

☐ Yes ☐ No   If yes, list in the box below the five most important metrics (i.e., what are you measuring?):

If yes, briefly describe **how** and **by whom** at your college the metrics are used (150 word maximum):

Does your institution participate in student engagement surveys—*CCSSE* and/or *SENSE*?

☐ Yes ☐ No   If yes, indicate the most recent year of survey administration at your college (survey data helpful but not required for project participation):

CCSSE (Community College Survey of Student Engagement):
SENSE (Survey of Entering Student Engagement):

If yes, briefly describe in the box below **how** and **by whom** the student engagement survey results are used (150 word maximum):

Briefly describe in the box below your **two best examples** of using data to explore and address a key student success issue. Indicate what issue the college was exploring, what the data showed you, what you did differently after reflecting on the data, and if possible, what the subsequent outcomes data showed were the new results (500 word maximum).

3. Student Learning Outcomes (250 word maximum)
Describe in the box below the extent to which your institution has completed and regularly updates definitions of student learning outcomes at the course, program, and institutional level:

Briefly describe in the box below **how** and **by whom** assessments of learning outcomes are used (150 word maximum):

4. **Completion and Transfer Outcomes** (500 word maximum)

Describe in the box below the results over the past 5-10 years of your institution's **best work** to improve the number and rate of students who complete a certificate with value in the labor market, attain an associate degree, and transfer to a baccalaureate institution. Provide data!

>

5. **Labor Market Information** (500 word maximum)

Describe in the box below how and to what extent to which your institution **systematically uses current labor market data/information** to (1) align curriculum with labor market needs, (2) conduct career counseling and academic planning with students, and (3) assess employment/earnings outcomes for students after graduating.

Also indicate the **number and percentage of entering students** who currently experience career counseling, including labor market information as an established part of the college intake process.

>

6. Promoting Equity

Does your institution routinely disaggregate and report data on student progress and completion by selected student characteristics?

☐ Yes   ☐ No   If yes, check all routinely disaggregated variables that apply

☐ Race/ethnicity ☐ Gender   ☐ Income ☐ Enrollment status (FT/PT) ☐ College readiness
☐ First time in college

> If yes, briefly describe **how** and **by whom** the disaggregated data are used (100 word maximum):

>

Briefly describe in the box below your institution's **most successful work to improve equity in outcomes for the college's students of color and students from low-income backgrounds.** Include information about results, including also the number of students affected and what percentage that number is of the total target subpopulation of students. (500 word maximum)

>

7. Policy Change (250 word maximum)

Describe in the box below a key policy change at the institutional level that has been critically important in your institution's student success work. If possible, provide data illustrating the impact of the policy (how many students were affected, in what way, and with what results?):

8. Reallocation of Resources (250 word maximum)

Describe in the box below a recent example of significant reallocation of institutional resources (i.e., operating dollars, capital dollars, personnel, time) to support your college's student success agenda.

9. Achieving Scale (250 word maximum)

Describe in the box below an evidence-based student success strategy that was adopted by your institution and successfully scaled to serve all students who could benefit from that strategy. Define the target population and provide the number of students involved, indicating what percentage that number is of the total credit student population (i.e., number of students involved divided by total Fall unduplicated headcount enrollment). Provide succinct data on results.

10. Guided Pathways Work (500 word maximum)

Describe in the box below work currently underway at your college that is directly related to *design and implementation of guided academic and career pathways for students*.

IN THE FOLLOWING SECTION #3,
RESPOND TO EACH ITEM IN TERMS OF THE AGREEMENT SCALE PROVIDED.

THIS SECTION SHOULD BE COMPLETED AND DISCUSSED BY MEMBERS OF THE COLLEGE LEADERSHIP TEAM, WORKING AS A GROUP.

ITEMS PERTAINING TO FACULTY ENGAGEMENT SHOULD BE DISCUSSED WITH FACULTY LEADERS AND THE COLLEGE ACADEMIC SENATE.

ITEMS PERTAINING TO GOVERNING BOARD COMMITMENTS
SHOULD BE DISCUSSED WITH THE BOARD.

TO THE EXTENT POSSIBLE, IT WILL BE HELPFUL ALSO TO SEEK PERSPECTIVES OF OTHER GROUPS ON CAMPUS, AS APPROPRIATE TO THE TOPICS OF EACH SECTION.

*REMARKS SHOULD BE BRIEF NOTES (1-3 BULLETS OR SENTENCES) ABOUT PARTICULAR STRENGTHS OR CHALLENGES THE INSTITUTION
MAY BRING TO THE GUIDED PATHWAYS WORK.*

*PLEASE NOTE THE SCALE PROVIDED FOR SECTION 3 RESPONSES IS INTENDED ONLY AS A PROMPT FOR COLLEGE DISCUSSION AND SELF-ASSESSMENT. THIS IS **NOT** A QUANTITATIVE MEASUREMENT INSTRUMENT AND SHOULD NOT BE USED AS SUCH. DO **NOT** AVERAGE RESULTS ACROSS INDIVIDUAL RESPONDENTS OR ACROSS ITEMS.*

READINESS FOR GUIDED PATHWAY DESIGN & IMPLEMENTATION	
LEADERSHIP	
Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree	
Capacity and Commitment	**Assessment and Remarks**
College leadership is committed to substantial redesign of academic programs, instruction, and student supports, starting with a critical review of the extent to which the college's academic programs provide a clear and educationally coherent pathway for students to further education or directly to good jobs in fields of economic importance to the college's service area.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
College leadership has spent at least one year laying the groundwork for major reform, including engagement of faculty and staff across divisions and departments in discussions about student success data and strategies for improving student outcomes.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
College leadership is committed to a reform process that will likely take 4-5 years for full implementation.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
President/chancellor and senior administrators understand that implementing transformational pathways reforms will be hard, and they understand specific associated challenges.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
Leaders have the strategic capacity to organize the college around a broad institutional reform strategy and have the vision, flexibility, and confidence to make substantial midcourse corrections as needed.	**Check one:** ☐ 1 ☐2 ☐3 ☐4 ☐5 Remarks:
Governing board is formally committed to supporting leadership through a long-term reform process that will involve substantial and sometimes difficult change.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
Governing board is committed to spending regular time in work sessions, retreats, and/or regular meetings in discussion and review of data on	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:

| student progress and completion and the work of pathways design and implementation. | |

SECTION 3: GUIDED PATHWAYS READINESS CRITERIA

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION	
MAGNITUDE OF INSTITUTIONAL CHANGE	
Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree	
Capacity and Commitment	**Assessment and Remarks**
Leaders in the campus community understand that numerous systems and processes may need to be redesigned and are committed to making substantial changes in multiple areas including student intake (assessment, advising, orientation, registration, class scheduling); curriculum; and instruction.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
College is committed to strengthening functions that may be under-developed (e.g., career advising) and scaling experiences important to student progress and success.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
College leaders understand that pathway design work will involve streamlining curriculum, including potential elimination of courses and programs and reduction of credit hours students must complete for degree attainment.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
College is committed to integrating important and effective supports into student pathways as the alternative to typically disconnected and optional services.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
College leaders understand that pathways reforms will involve more structure and more prescription for students.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
College leaders have the will and the capacity to shut down or substantially curtail initiatives or programs in order to dedicate resources to more coherent and effective student experiences.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
College leaders have the will and capacity to reallocate resources at a substantial scale.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:

READINESS FOR GUIDED PATHWAY DESIGN & IMPLEMENTATION

FACULTY ENGAGEMENT

Scale: (1) strongly disagree   (2) disagree   (3) neutral   (4) agree   (5) strongly agree

Capacity and Commitment	Assessment and Remarks
College leaders, including faculty and student services leaders, are committed to designing and executing a comprehensive plan for broad and deep faculty and staff engagement in work to design and implement guided pathways for students.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
There is commitment from the faculty organization (e.g., academic senate, council) to support the Guided Pathways Project work.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
At least one faculty representative is on the project leadership team.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
If the faculty is unionized: There is commitment from the faculty union(s) to support the Guided Pathways Project work.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
If the faculty is unionized: A union representative is on the project leadership team.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
College faculty recognize that some changes in faculty roles and responsibilities will likely be part of the institutional change needed to support guided pathways for all students.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:

12

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION FRAMEWORK
DATA COLLECTION, ANALYSIS AND USE

Scale: (1) strongly disagree   (2) disagree   (3) neutral   (4) agree   (5) strongly agree

Capacity and Commitment	Assessment and Remarks
At multiple levels within the college, disaggregated longitudinal data on student progress and success are regularly examined and plans are developed to improve outcomes where weaknesses are identified.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
The college IR and IT functions regularly track student participation in support services.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
The college governing board regularly sees, reviews and discusses data on student progress and success.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
Faculty and student services professionals regularly see, review, and discuss data on student progress and success and determine action steps.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
College leaders are committed to report on selected metrics to establish baseline performance and progress, from the beginning of the project until three years after the 3-year project ends.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION

TECHNOLOGY

Scale: (1) strongly disagree   (2) disagree   (3) neutral   (4) agree   (5) strongly agree

Capacity and Commitment	Assessment and Remarks
The college has in place technology tools to support academic planning and advising.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
The college has in place technology tools that enable students, advisors, and faculty to track student progress through a defined pathway.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
The college has in place technology tools to support career counseling, including employment and salary information and transfer and bachelor's degree attainment data.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
The college has in place technology to support learning analytics.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 **Remarks:**

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION

PARTNERSHIPS

Scale: (1) strongly disagree   (2) disagree   (3) neutral   (4) agree   (5) strongly agree

Capacity and Commitment	Assessment and Remarks
The college has strong partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
There is a pattern of trust between the college and the four-year colleges/universities at which most of the college's transfer students enroll evidenced through data sharing about student transitions and performance.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
The college has strong partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 Remarks:
The college has strong partnerships with the K-12 schools and systems from which their largest numbers of recent high school graduates come for college enrollment.	**Check one:** ☐1 ☐2 ☐3 ☐4 ☐5 **Remarks:**

SECTION 4: STATEMENT OF INSTITUTIONAL
ASPIRATION AND COMMITMENT

In 500 words or less, describe in the box below why your institution wishes to participate in the California Guided Pathways Project and what your shared aspirations are for work to be accomplished through your college's participation. Please state a compelling case as to why adopting a guided pathways model at your institution is the critical next step in helping more students complete programs, earn credentials, and/or transfer.

Indication of governing board support (describe action taken and date):

Indication of academic senate and/or faculty union support (describe action taken and date):

THE COLLEGE PARTICIPATION AGREEMENT ON THE FOLLOWING PAGES MUST BE COMPLETED,
SIGNED BY THE PRESIDENT, AND SUBMITTED
WITH THE APPLICATION MATERIAL AND READINESS ASSESSMENT.

SUBMISSION DEADLINE IS FEBRUARY 15, 2017.

COLLEGE PARTICIPATION AGREEMENT

YES, I understand and agree that participation in the California Guided Pathways Project involves specific and serious commitments, as delineated below. On behalf of [insert name of institution]_____, I affirm our decision to abide by these commitments:

1. Designate the President to oversee the work with support from a high- level cabinet officer (preferably the chief academic officer), who will serve also as the primary institutional contact person for work related to the project. Information is to be provided in application materials submitted by February 15, 2017 to Rob Johnstone, Project Director, at rob@inquiry2improvement.com

2. Commit to significant institution-wide change involving guided pathways *at scale* for all credit students. Pathway design and implementation will involve curriculum alignment and program mapping, aligned both to university transfer programs and to the labor market; reconfiguration of developmental/basic skills education as an accelerated and contextualized onramp to programs of study; ongoing advising and monitoring of student progress; integrated academic support and student services; integrated approaches to hands-on application of learning; and alignment of co-curricular learning.

3. Commit to associated planning and execution of college-wide engagement in guided pathway design and implementation; needed and timely professional development for faculty, staff, and college leaders; and needed and timely technical assistance in the work.

4. Commit to collect, review, and periodically submit baseline and progress data on standard metrics depicting student connection and early momentum through pathways. Selected metrics will be collected and analyzed by the Community College Research Center at Teachers College, Columbia University. The metrics likely to be used by this project will include:

   - Field of study selection
   - Early momentum Key Performance Indicators – e.g.,
     - Earned 6+ college credits in 1st term
     - Earned 12+ college credits in 1st term
     - Earned 15+ college credits in year 1
     - Earned 24+ college credits in year 1
     - Earned 30+ college credits in year 1
   - Gateway math and English completion Key Performance Indicators – e.g.,
     - Completed college math in year 1
     - Completed college English in year 1
     - Completed college math and English in year 1
   - Persistence Key Performance Indicator:
     - Persisted from term 1 to term 2
   - College course completion Key Performance Indicator
     - College-level course completion rate in students' first academic year

5. Full participation of a designated five-person institutional team *throughout* EACH of the six 2 ½-day project institutes on guided pathway design and implementation. *Participation of the CEO in the institutes is critically important and expected.* Specific dates and times for the institutes will be as follows (locations are to be determined and will vary):

INSTITUTE DATES
(confirming full participation of project-designated 5-person college team)

Institute #1 - DATE- LOCATION

Institute #2 - DATE- LOCATION TBD

Institute #3 - DATE- LOCATION TBD

Institute #4 - DATE- LOCATION TBD

Institute #5 - DATE- LOCATION TBD

Institute #6 - DATE- LOCATION TBD

Composition of institute team membership in accord with project guidelines. The team composition will vary depending on the topic of each institute in the series. *Over the series, team membership will typically include the president/chancellor and will at times include the chief academic officer, chief student services officer, institutional researcher, faculty leaders, counselors/advisors, and other college personnel who will be key to the guided pathway design and implementation work on campus. For at least one institute, a senior representative from the college's major transfer university also will be part of the team. Experience demonstrates that the composition of the team is important for effecting meaningful change on campus; and the active, visible leadership of the CEO is critical.*

6. Completion and timely submission of structured "homework" in advance of each institute; and at least one meeting of the institute team prior to the Institute for review and discussion of the assigned work.

7. Completion during each institute of a college action plan identifying next steps, timelines, and responsibilities for work on designing and implementing guided pathways for students. Timely submission of the completed action plan to project staff following the Institute.

8. If requested, presentation (by institutional team members) of an interactive concurrent session at an institute, highlighting pathway-related work at the college that shows promising results.

9. **Payment of a college participation fee of $15,000/year, for a total of $45,000 per college over three years.** The initial $15,000 fee will be payable to the Foundation for California Community Colleges within 30 days from notification of selection for project participation. It is permissible to pay the entire fee of $45,000 at this time if desired. *The project will in turn cover on-site institute expenses for five Institute team members,*

including materials, hotel rooms, breakfasts, one lunch, and all meeting breaks (~$48,000 to $50,000 value for all six institutes per institution). A college may add up to 2 members to its team (for a maximum of 7) for any institute through additional payment of $1800/person.

10. **Payment of travel expenses** (air and/or ground transportation, plus dinners) for institutional team members to participate in the project institutes.

11. Conscientious participation in thorough evaluation of the effectiveness of the institute series. Participation as requested in structured interviews between institutes, part of the project's knowledge development component.

12. College participation in a student engagement survey, the Survey of Entering Student Engagement (*SENSE*) including special items focused on students' pathway-related experiences, administered by the Center for Community College Student Engagement in Fall 2019.

I further understand that the benefits of the project for the college are the institute experiences, the coaching and technical assistance provided during (and occasionally between) the institutes, the work with other colleges engaged in similarly challenging work, and the opportunity to contribute to building capacity for institutional change in California and the broader community college field. The ultimate beneficiaries will be the college's students who progress to completion and transfer. Institute costs covered by the project are noted above; but there is no direct grant funding to colleges for their participation in this project.

_____
Signature of President   Date
(electronic signature may be inserted above)

Verification of discussion with and support of the college's Academic Senate

_____
Signature of College Academic Senate President   Date
(electronic signature may be inserted above)