

# AWARDS FOR INNOVATION IN HIGHER EDUCATION

## I. Overview

### Introduction

California's 2017-18 budget includes \$20 million for the Awards for Innovation in Higher Education. The Award for Innovation monies will support an innovation that has been scaled or is in the process of being scaled at a California community college or district—potentially with other partners—that improves student success, is sustainable, and can be scaled regionally or throughout the state.

The enacting legislation specifically highlights the state's desire to support the scaling of innovations that improve student outcomes for:

- Populations underrepresented in higher education, such as low-income students, students from underrepresented schools and neighborhoods, first-generation students, students who are current or former foster youth, and students with disabilities,
- Students who are current or former members of the Armed Forces of the United States,
- Workers displaced from the workforce and adults who are underemployed
- Incarcerated adults in prisons and jails, including formerly incarcerated adults,

### Eligibility

At least one California community college district or one California community college must be involved in the innovation described in the application. An application for an award, however, may represent the efforts of more than one organization. The college or district must be able to demonstrate that a practice implemented to support one of more of the populations listed in the Introduction above has been successfully scaled throughout the campus, college or district, or is clearly in the process of scaling.

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

### Award Selection

The California community colleges Board of Governors will announce the Awards for Innovation in Higher Education at their May meeting.

The Chancellor's Office staff will lead the process to select the colleges or districts for innovations that directly address the legislative intent of the award and align with the Chancellor's Vision for Success. Chancellor's Office staff will also make recommendations about the amount of each award between \$1 million and \$4 million.

The legislation directs the Board of Governors to give preference to innovations that:

- incorporate technology to improve instruction and support services
- may encourage partnership between the community college and other entities
- Align with the Chancellor's Vision for Success.

### Important Dates

<b>December 8, 2017</b>	Announcement of application process
<b>December 8, 2017</b>	Online application open
<b>December 21, 2017</b>	Notice of Interest due ( <i>requires CEO signature</i> )
<b>February 7, 2018</b>	Webinar: 11:00 a.m.-12:30 p.m.
<b>March 19, 2018</b>	Completed application due ( <i>requires CEO signature</i> )
<b>April 9-12, 2018</b>	Possible interviews of applicants
<b>May 14, 2018</b>	Board of Governors announces awards
<b>June 30, 2018</b>	Disbursement of award amounts

## **II. Application Instructions**

### **Application**

A complete application must be submitted through the website <https://innovation.cccco.edu/> by March 19, 2018, to be considered for an award. Only responses and materials submitted through the website will be considered in the Award selection.

Please adhere to the following instructions related to completion of the submission:

- There is a 500 word limit per question
- Additional data or charts can be uploaded as a .pdf for each question
- Applicants may upload ONE item at the end of the application that the applicant believes supports their application that wasn't specifically requested.

The application system will send a confirmation email to the submitter. Please ensure that the application coordinator email can accept emails from [bkay@foundationccc.org](mailto:bkay@foundationccc.org).

### **Notice of Interest**

We ask that those colleges and districts interested in applying for an award provide notification through <https://innovation.cccco.edu/> on or before December 21, 2017. This requires submission of a Notice of Interest and a signed Letter of Interest from the college or district president/CEO. Submittal of a notice is not required to submit an application. These notices will be used only to plan for intake and evaluation of applications.

### **Webinar**

We ask that all colleges and districts that are planning to apply review the full application, and all references materials before this webinar. The webinar will be on February 7, 2018, from 11 a.m.-12:30 p.m. Every attempt will be made to answer all questions submitted by February 1, 2018.

### **Interviews**

We ask that applicants make themselves available the week of April 9-12, 2018. The Application Coordinator will be contacted if Chancellor's Office staff have questions about the application and a phone interview may be required.

### **Award Selection**

The Chancellor's Office staff will recommend to the Board of Governors (1) the applications that are selected for awards and (2) the amounts of those awards.

Each application will be reviewed in the following sequence using the rubric shown in Figure 1.

Each application will be evaluated by two separate readers. Readers will be assigned randomly to applications. (Therefore, the same two readers will not necessarily read multiple applications together.) If the difference between the two initial scores is less than 10 points, these scores will be averaged to produce a final score.

If the difference between the initial two scores is equal to or greater than 10 points, the application will be read by a third reader. If the difference between the two closest scores (of the three scores) is less than 10 points, those two closest scores will be averaged to produce a final score. If the third score is equidistant from the first two, an average of all three will be taken.

If the difference between the two closest scores of the three readers is equal to or greater than 10 points, the application will read by a fourth reader. The two closest scores will be averaged to produce a final score.

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

Subject to approval by the Chancellor's Office staff, each award is expected to be between \$1 -\$4 million. Once chosen as awardees, the applicants may also be asked to provide additional detail about their proposed uses of funds to support the scaling of this practice across the state.

**FIGURE 1. RUBRIC FOR STAFF REVIEW OF WRITTEN APPLICATIONS**

Criterion	Maximum Points
<b>Responsiveness to Stated Qualities of Strong Responses</b>	
<p><b>1.</b> From the perspective of the student population referred to in the introduction, what was the problem your innovation helped to address on your campus, college, or district?</p> <p>A strong response will define the problem using data that clearly delineates the student population and the disproportionate impact on student success.</p>	5
<p><b>2.</b> Briefly describe the practice or policy that your campus, college, or district needed to change. Precisely describe the innovation and how it addressed the problem outlined in question 1.</p> <p>A strong response will demonstrate how this innovation is consistent with the Vision for Success.</p>	5
<p><b>3.</b> How did your campus, college, or district scale, or begin to scale, this innovation?</p> <p>A strong response will include data demonstrating the impact of the innovation on a larger number of students over time. Preference will be given to innovations that have been scaled campus, college or district-wide and benefitted the student populations noted in the Introduction.</p>	10
<p><b>4.</b> Explain in detail the specific barriers that were addressed to begin scaling the innovation across the campus, college, or district.</p>	20

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A strong response will include a discussion of what resources, programs, staffing or reporting needed to be integrated or braided to achieve the desired changes. This response should give the readers a clear understanding of the experience of change at your campus or district.

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5. Explain how your campus or district will collaborate with the Chancellor's Office to disseminate this innovation throughout the state to benefit other colleges seeking to solve a student success issue.

A strong response will include broad dissemination strategies that are integrated with current practices, tools and mechanisms to support professional development in the California Community Colleges. This plan will identify activities, responsible individuals, timelines and **estimated costs**. **Although a detailed budget is not required, a thoughtful estimate of the costs to scale this innovation will contribute to a strong application.**

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#### Overall Assessment

##### Opportunity for scaling of practice:

Is this a practice that, with the support of the Chancellor's Office, could be replicated to other sites across the region or state?

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##### Responsiveness to State Priorities:

- Innovation addressed needs of a student population highlighted in Introduction
  - Scaling in progress or complete at local site is significant in numbers of students affected
  - Scaling of innovation appears to be sustainable
  - Innovation includes new uses of technology for student success
  - College or district has partnered with other entities
  - Innovation clearly aligns to Vision for Success
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<b>Total</b>	100
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#### Additional Information

If you have any questions regarding this application package, please contact:  
 Beth Kay, Director of Professional Development, Success Center  
 Foundation for California Community Colleges  
[bkay@foundationccc.org](mailto:bkay@foundationccc.org)

For more information, please visit <https://innovation.cccco.edu/>.

### III. Appendix A: Examples of Scaling Innovations

Below are fictional examples of submissions that would likely be strong candidates for consideration. Each example is intended to highlight a common issue, a critical change in practice

or policy, improved student success data, and increased benefit to greater numbers of students in need.

**Example 1.** One suburban campus of a multi-site college had a very active and successful Veteran's Center. Focus groups with student Veterans indicated that the mentoring component was critical to their success. Most of the veterans said that the one-on-one support helped them feel connected to the college and their goals even when they ran into road blocks. The college determined this might help formerly incarcerated adults who were struggling with completion, demonstrated by a drop-out rate in the first semester of 85%. After three years of working with the county jail administration, a local volunteer group, and implementing campus wide professional development, they have built a mentoring program for formerly incarcerated students that connects them with other successful university students and professionals who are also formerly incarcerated. Last year's entering formerly incarcerated students completed their first semester courses at 48%.

**Example 2.** A community college program has always worked to increase college attendance rates across one local city. Students begin the program in the fifth grade, and participate in college field trips, college fairs, and presentations to learn the importance of attending college. After completing the eight-year program, students receive a two-year scholarship to the Community College. Many of these students are Hispanic students from low-income households and are the first in their families to go to college. The College has data to support their idea that these students stayed in college and finished their degrees at increased rates. As a result, they have broadened their program to include many other school districts with under-represented students and are working with local employers and 4-year institutions to increase the number of young people that can participate. The data they are now collecting is moving in the same positive direction.

**Example 3.** A rural community college was reviewing employment data about their graduates a few years ago and found an interesting anomaly: 94% of students who attended The Metal Trade Elective were working full time, in their field, within 3 months of graduation with Mechanical Tech AA. This data were compared to other programs on campus that were between 45 and 68% employment in their fields. All of these Mechanical Tech students had the opportunity to meet professionals in the first required course in their degree program and interview others. Additionally, every one of them were able to complete at least one job shadow across the machining industry. These data prompted this campus to explore and ultimately add career awareness and exploration activities into all the foundational courses within their degree programs.

**Example 4.** A change to a Math tutoring program that feeds all the students who arrive to be tutored. This type of innovation sought to solve a problem for students living in poverty, whose food insecurity was a barrier to success and demonstrated through data the improved student retention in courses semester to semester. The college then worked with all the College departments and its own culinary program to design a larger academic support structure that incorporated regular meals. This allowed every student on campus enrolled in math or English to receive tutoring and a meal every day. A local food bank and restaurant have become silent partners as well.