Solano Community College
Application
Basic Skills Student Outcomes Transformation Grant

March 25th, 2016

Celia Esposito-Noy, Superintendent/President
Greg Brown, Vice President of Student Services
Leslie Minor, Vice President of Academic Affairs
Yulian Ligioso, Vice President of Finance and Administration
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Table of Contents

Need (Statement of Problem)

Basic Skills students at Solano Community College (SCC) are not persisting from basic skills to transfer in adequate numbers. We designed a basic skills sequence to support our students, to ensure success at the college level, and in the past, we've been reasonably satisfied with our efforts. For instance, in Fall 2012 our English 305 (three levels below transfer) had a 65% pass rate, and our Math 320 (also three levels below transfer) had a 64% pass rate, and our basic skills classes throughout the sequence have pass rates that are similar. However, if we look at the persistence rates (the number of students who pass a transfer level course in three years), the numbers are alarming: 17% persistence in English 305 and a 9% persistence rate in Math 320. We now realize that simply improving pass rates in individual Basic Skills classes is inadequate—we must make interventions which increase the odds that students will persist to transfer-level classes within a shorter time frame, or that they can succeed if placed directly into a transfer-level course.

We plan to use the following evidence-based practices and principles:

1. **Objective #1: Increase the placement of students directly in gateway English and math courses.** Research conducted at Long Beach Community College, Butte College, and other locations around the state reveals that many students are placed into courses they don't need, and the cost to their success is real. At Butte, a doubling of the number of students placed into transfer-level English had little measurable impact on pass rates, while at Long Beach, the Promise Pathways program increased the percentage of students placed into transfer-level English from 15%-60%, again with no meaningful impact on pass rates. Similarly in math, Long Beach's Promise Pathways program increased the access to transfer level from 7% to 31% in in Fall 2012, with no meaningful drop in pass rates (in Fall '14, the pass rates for both cohorts is the same). The evidence seems clear here—opening access to transfer-level courses dramatically increases student persistence to transfer-level, without a drop in success. Currently, at SCC only 18% of incoming students test into transfer-level English. With the expansion of our co-req for English 1 (our gateway English course), access will increase to over 70% (50% of our incoming students test into one-level below transfer). This will exponentially increase access, especially if we provide the needed professional development opportunities for instructors new to this model of basic skills support.

2. **Objective #2: Reform placement tests and adopt multiple measures assessment**. Research conducted by the RP Group, among others, has shown that high school performance is a much more accurate predictor of success than are results from standardized tests. In English, standardized tests have a reliability rating of 17% while high school GPA has an 88% reliability. In Math, standardized tests have a 20% reliability compared with 73% for high school performance (Hetts). This is particularly disturbing due to disproportionate impact—at SCC 23% of white, non-Hispanic students test into English 1 (freshman composition) while only 11% of African American

students receive this placement. However, in English we will begin using high school performance as a placement mechanism in Fall 2016. This, combined with our co-req model, will almost eliminate disproportionate impact—access to English 1 will differ by only a percentage point for African American and white students (and increases access to the gateway English course to over 70%!). We are excited about the possibility of scaling up this program with the grant.

Math has mandated counselors use multiple measures placement, but the process has not been automated or universally implemented. We plan to build and scale both math and English placement reform with this grant in order to decrease the number of wasted semesters as students take classes they don't need or struggle and fail to pass classes for which they are not ready.

3. **Objective #3: Provide proactive student support services that are integrated with the instruction.** In several programs, including Umoja, Puente, and First Year Experience, we have seen success with offering embedded tutors, supplemental instructors, and faculty and student mentors (Umoja has seen pass rates in their accelerated English class of over 90% since instituting a similar supplemental instructor and mentoring program). We would like to scale up and institutionalize this just-in-time support, offering supplemental instructors (primarily graduate students recruited from local graduate programs) in our Basic Skills English and math courses.

Description of the college and district and Evaluation of the College's efforts

Solano Community College was established in 1945 as Vallejo Junior College; SCC was part of the Vallejo Unified School District until 1967 when the College became a countywide institution. The 192-acre campus, centrally located just off Interstate 80, was completed in 1971 and opened with 5,000 students. Since then, facilities, programs, staff and services have expanded to now serve almost 11,000 students.

The College's service area encompasses some of the most diverse communities in the state, including Benicia, Dixon, Fairfield, Suisun, Vacaville, Vallejo and Winters, as well as Travis Air Force Base. Until recently, Vallejo high schools had graduation rates of less than 50%, and overall, many of our students have experienced (and often overcome) real adversity as they strive to achieve their dreams.

In Fall 2015, 9,552 students were enrolled at SCC, and out of that 2,017 took a basic skills class. However, in the same semester, over 82% of incoming students tested into basic skills math or English. 75% of our basic skills students are students of color, and 83% are between the ages of 17 and 25. A very low percentage of our students are taking and passing a gateway math or English course within three semesters: just 13% in English and 9% in math (Fall 2015 data). As was mentioned above, students in our basic skills courses are persisting at unacceptably low rates.

We have been working to improve access to and success within the transfer level for several years on this campus. BSI work has led to the creation of new courses in all three of the basic skills disciplines with the goal of increasing student persistence. In English, we began piloting a 5-unit accelerated developmental course (English 360) in

the Fall of 2011. The course gained full approval starting in Spring 2013 and is now a regular offering alongside our traditional developmental sequence. Due to this course's success (almost quadrupling access to transfer-level for students at the bottom of the placement sequence),   English 360 has begun to replace much of the traditional sequence (Fall '15 was the last semester we offered our standard two-levels below or three-levels below transfer course). We believe this is especially important due to the inequity of our traditional placement sequence—students of color were disproportionately placed in the lower courses in the sequence, so this new accelerated course, with its much increased persistence, has begun to rectify that gap.

The department has also created a support lab (English 310A) for our most underprepared students, which meets the more individualized needs of this vulnerable student population. The new lab course replaced the traditional 3-unit lecture course (which had a 8-17% persistence to gateway English) in Spring 2014. We have not tracked persistence to gateway English for this new lab, but anecdotally (from students and instructors), the lab is a success—some semesters we have had as many as 20% of these students place directly into the gateway course (based on a multiple measures assessment at the end of the semester).

This semester, the English department is offering three sections of a co-requisite model of basic skills, where students who would have placed one level below transfer (English 370) will now be eligible to enroll in our English 1 with a required 1 unit lab co-requisite (English 310D). We are just at the midpoint of this first semester, but the students are doing well, and they are currently persisting in the class at rates similar to traditional transfer-level students. All three instructors are confident this co-req is preparing their students adequately for the rigors of English 1. Importantly, this course has significantly increased access—over 50% of our incoming students qualify, thereby allowing over 70% of our incoming students to take English 1 their first semester. We plan to use the grant to help us support professional development and scale this course to meet demand.

We also are instituting a more robust multiple measures placement (Fall 2016), so that students who have earned a 2.7 GPA in high school or a "B" in their Junior or Senior English class will be able to enroll in freshman composition (English 1). Students with a 2.3 or better GPA or a "C" in Junior or Senior English will be eligible for the English 1 + co-req. This also will significantly increase access.

We have also been working much more aggressively with local high schools. We have developed a partnership with Mare Island Technical Academy in Vallejo, a charter school which is offering Solano Community College English courses on their campus. We would like to offer the co-req class to current high school students, thereby increasing their access to college-level coursework and increasing their opportunities to transfer, earn a certificate, or earn an Associates Degree. We have also developed dual credit and Pathways programs with Vallejo Unified School District, including Biotech—a high school to BA degree.

The ESL department has now completely re-developed curriculum in the hope of building enrollments and ensuring greater achievement of program learning outcomes. Three new integrated skills courses (first offered in Fall 2015) will replace the "a la carte" menu of discrete courses that previously comprised the three levels of the

program. In addition, collaboration with the adult school around AB86 planning has led to the exploration of designating the new courses as "dual listed" offerings to make non-credit enrollment available to students who lack access to our traditional for-credit offerings. Our neighboring adult school has a waiting list for ESL classes, while classes at the College continue to run at partial capacity or even cancel due to low enrollments. We are hoping to offer a dual-listed credit/non-credit ESL course in Spring 2017 at a local elementary school campus.

The math department has developed an alternative prerequisite to statistics in an effort to increase persistence to transfer-level math. This course is an alternative Intermediate Algebra course that emphasizes the topics and content that prepare students to take Statistics or Math Ideas. This course needs to be scaled to meet demand (including professional development training for new faculty), but if offers real promise: less than 20% of our Fall 2012 students who were placed 2-levels below transfer in the traditional sequence passed a gateway course within three years. The current system isn't working well enough, but we have reason to believe this new class can do better—on other campuses classes like this had persistence rates of 41% (Hetts' analysis of CAP data).

In 2009, to better place students in the correct math course, a website was developed (**https://www.sites.google.com/site/sccmathguide/**) where students could find information on basic skills math courses, watch videos to help them determine their current math skill level, and find practice problems to help them remediate their skills. Math faculty meet with counselors to make them aware of this resource. The site currently has almost 12,000 hits.

In addition, in summer 2014, BSI funded 'Prepare for Math Success' as a drop-in service that was provided in the Academic Success Center. In order to institutionalize it and offer it as part of the summer bridge, Math 305, a 0.5 unit course, was created and was offered for the first time in summer '15. Math Embedded Tutors were also first funded with Basic Skills money for spring 2014. Instructors and students (via student survey) both celebrate this program—students feel more support, and they have more access to just-in-time remediation.

The Academic Success Center's (ASC) coordinator's position was also funded with BSI money (50% of the release from Spring 2012-Spring 2014), but is now fully funded through the general fund, and is working to expand and centralize the support services available to all students. The ASC coordinator schedules, advertises and evaluates Student Success Workshops; coordinates with Math faculty providing time and space for Drop-In tutoring by faculty and peer tutors in writing and math; maintains the Academic Success Center as a place for students to study privately or in groups, use lap top computers and print papers and documents for their classes; hires, trains and coordinates the work of 15-20 student workers who act as Ambassadors for the college conducting tours and helping students at the beginning of each semester; maintains an interactive calendar of happenings in the ASC and is developing a webpage on the College website for the ASC.

Response to the Need

As was already mentioned, we have already begun increasing placement for students directly into transfer-level English (English 1). Historically, roughly 18% of our incoming students tested directly into English 1, and the disproportionate impact here is troubling: only 11% of African American students tested into English 1 while almost 23% of white, non-Hispanic students tested into this gateway course. However, this semester (Spring 2016) we are offering three sections of English 1 with a co-requisite, making the course eligible for students who would have been placed one level below transfer. 56% of incoming students test into this level, so now 74% of incoming students test into the course. We are ready to scale up the class (hoping to offer 6 sections in Fall 2016, 10 sections in Spring 2017), and we hope that this grant will help us do this responsibly. We need professional development for our new instructors to help them learn to teach this new class, and we want supplemental instructors in each section to help the instructor work with the more diverse skill set. We already have a few supplemental instructors, but we want to develop a more robust program.

Currently, we are offering three sections of English 1/310D (Gateway course+co-req), so 90 students have access to the class. However, we are currently offering 12 sections of the one-below developmental class, which means that an additional 300 students per semester, minimally, could enroll in English 1/310D. Within three years we would like to offer this course to 55% of our incoming students (which incorporates multiple measures assessment), which would mean at least 750 students a semester would take the course.

In order to scale this program to meet demand, we need to invest in meaningful and ongoing professional development for our faculty. This is the lesson we learned from designing and scaling our accelerated English class over the past five years. In this first semester offering English 1/310D, we are seeing real success—at the midpoint of the semester, we are seeing low levels of attrition (91% of students are still enrolled), and our students are earning grades similar to their peers in stand-alone classes. However, we have had to modify how we teach these classes. We are spending more time on interventions, meeting with students one-on-one and in groups, and we are offering much more scaffolding at key points in the reading and writing processes. Much of this falls under the umbrella of "just in time" remediation. So our instructors need more support and training if we are to offer these courses responsibly. We plan to send a cohort of English instructors to the California Acceleration Project's Community of Practice in June 2016 and January 2017 (and send additional cohorts in the following years). Two English faculty members have participated in this program in the past, and this support was invaluable during the scaling of the Accelerated English course. We also want to institute a formalized professional development program similar to that offered by Irvine Valley College's English department—a one or two day summer retreat for all faculty and staff working with the students, departmentally designed and approved curriculum for new faculty, opportunities for observation and job shadowing, and regular meetings for all participating faculty and staff throughout the semester. Our plan is to offer these professional development opportunities to 30 faculty members over the course of three years, which would mean 85% of English faculty (which currently includes 15 full time and 20 part time).

We have also already begun to make reforms to placement. In December of 2016, the English department voted to both lower Accuplacer cut scores for English 1 (from 102 on the sentence skills test to 90) and to implement multiple measures placement for all students entering English. Starting in Fall 2016, students with a high school GPA of 2.7 or a "B" in their Junior or Senior English courses will be eligible for English 1. Students with a GPA of 2.3 or a "C" in their Junior or Senior English courses will be eligible for English 1 with the co-req. Math has also determined that Accuplacer is not a reliable predictor of success, so they have moved to multiple measures placement, to be determined by counselors. This has created a bottle neck within the system, though, since the only way for students to access transfer-level math is to meet with a counselor or work their way through the basic skills math sequence. We want to develop meaningful multiple measures math placement and research other placement mechanisms, and we want to make sure this process is as automated as possible. The BSI coordinator, several administrators, counselors, and folks from assessment and research have met and will continue to meet to discuss ways to integrate these new placement mechanisms in Banner and to scale this process. There are logistical issues to consider, but we are communicating much more than we have before, and we are ready (with the support of the grant) to scale up.

We would like to see 30% of incoming students use these new multiple measures in 2016/2017, 60% use multiple measures in 2017/2018 (once the new program is complete), and 90% use multiple measures in 2018/2019 (once the new placement process has been completely automated within Banner). This placement process does need to be automated, so that students don't have to schedule and then wait for a counseling appointment before enrolling in the correct math or English class.

We also need to hire a Banner consultant to write the code to integrate the new placement process within Banner. According to our IT department (Jay Robinson), this will require roughly 120 hours of programming ($200/hr) and 380 hours of IT help and support ($50/hr) over the three years of implementation (Fall 2016-Spring 2019). We will also create a stipend (5 hours a week, 180 hours a year) for a math faculty member to research, design, and implement a meaningful math assessment and multiple measures placement. This coordinator will also be tasked with norming and training math faculty.

We also provide proactive student support services that are integrated with the instruction, but we need to institutionalize and scale these efforts. As part of our First Year Experience program we have incorporated supplemental instructors and embedded tutors in the 3-4 sections of basic skills math and English. On the math side, embedded tutors have often been former students of the instructors they work with, and thus, are familiar with the teaching style and expectations of the instructor, so they can pass their knowledge onto the new students. As an added bonus, multiple students who have become embedded tutors have decided to become math majors and become teachers in their future. They help students during class by checking work, attend classes and take notes, and offer small group tutoring outside of class. In English, these supplemental instructors have been recruited from graduate programs at SF State and UC Davis, and they have been a real asset to the classes, offering break-out study sessions, one-on-one support, and they have modeled successful "studenting" skills in

the classroom. Now, we need to develop a more structured program, so that all students in our accelerated English class (English 360), our lab support class (English 310A), and our 1A+ co-req (English 1/310D) have a supplemental instructor. In 2017/2018 we also plan to use the grant to train supplemental instructors for math classes, particularly Math 112 (the alternate prerequisite to statistics) and Statistics. This program would be designed and supervised by faculty, a coordinator (5 hours per week, 180 hours a year), and the Vice President of Student Services. The coordinator would visit graduate programs to recruit supplemental instructors, design summer day-long retreats for faculty and their supplemental instructors, and hold regular meetings for supplemental instructors (to discuss pedagogy and strategies to improve student affect). We would like to place supplemental instructors in all sections of English 1/310D and English 360 within three years (65% of incoming students). This would mean placing supplemental instructors in 26 sections.

Taken together, we are confident these interventions (scale the co-req for English 1, scale access to multiple measures placement, provide increased levels of support services in accelerated and co-req courses) will significantly increase the percentage of our students who successfully complete a gateway math and/or English course within three semesters.   In Fall 2015, 13% of current students had completed a transfer-level English course after three semesters, and 9% of students had completed a transfer-level math course. Our goal is to increase these numbers substantially over the next three years. As we scale up our English 1/310D option, we will be increasing access to English 1 from 18% to 75%. This means that a 75% completion rate for transfer level English within three semesters seems realistic. With increased use of multiple measures for math placement, we are confident that we can at least double the completion rate for math to 30% of incoming students by Spring 2019.

Workplan

Chancellor's Office California Community Colleges	**District**: Solano Community College District **College**: Solano Community College **RFA Specification Number**: 15-068

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

OBJECTIVE: Reform math placement tests and adopt multiple measures assessment. _____

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
Hire a Math Assessment Coordinator (faculty) to orchestrate the research and implementation of multiple measures and placement test reform	A faculty member has been identified to ensure an effective assessment process and that the process is then developed in a timely manner	August 2016	VP of Student Services BSI Coordinator
Research and choose possible placement mechanisms including multiple measures, placement tests, non-credit boot camps, etc.	Placement options have been selected which have statistically meaningful increases in student success	December 2016	Math assessment coordinator
Develop placement option and integrate with Banner	Placement option is automated within the system so that students can be placed in the appropriate math course without having to first meet a counselor	April 2017	IT department (Jay Robinson) Banner Consultant Math assessment coordinator
Train faculty and staff to administer multiple measures placement assessment	Faculty and staff will understand the system, will be able to access it, and will understand the principles of multiple measures assessment.	April 2017 and ongoing	Math assessment coordinator Math BSI coordinator

Develop and implement professional development opportunities to train faculty to help students succeed in the classes they are placed in. .	Math faculty will be familiar with principles of "just in time" remediation and proven strategies appropriate to each class in the sequence	April 2017 and every semester thereafter	Math Assessment Coordinator Math BSI Coordinator

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

*OBJECTIVE:*___ **Increase the placement of students directly in gateway English course, including expansion of English co-requisite.** ___

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
Create regular retreats for staff/faculty in assessment, counseling, math, English, and ESL	Improved understanding (among counselors and assessment officers) of placement sequences, course offerings, expected incoming skill levels, etc. More accurate placement and a greater percentage of incoming students enrolling in English 1/310D (Gateway English co-requisite).	August 2016	BSI Coordinator Dean of Counseling Director of Enrollment Services
Increase outreach to high school counselors, both in retreats/visits and a more robust online presence	Greater understanding of placement sequences, course offerings, expected incoming skill levels, which will result in an increased placement of incoming students in 1/310D.	February 2017	BSI Coordinator Dean of Counseling Director of Enrollment Services

Send faculty to professional development opportunities such as with California Acceleration Project to improve understanding of evidence based teaching methodologies	Faculty will have an increased understanding of effective strategies for "just in time remediation" and how to improve student affect in co-req and accelerated courses. 10 English faculty will attend professional development opportunities directly related to successful instruction in co-requisite.	June 2017 June 2018 June 2019	BSI Coordinator Vice President of Student Services
Develop and maintain professional development program for all instructors teaching English 1/310D (gateway English with co-req)	Faculty will have an increased understanding of effective strategies for "just in time remediation" and how to improve student affect in co-req and accelerated courses. Faculty will have an increased level of support as they design and teach co-req and accelerated courses.	August 2016 and every semester thereafter Complete first program December 2016 Scale to 70% of English faculty by June 2019	BSI Coordinator English BSI Coordinator
Develop course handbooks and sample curriculum to share with new faculty	Faculty will have an increased understanding of effective strategies for "just in time remediation" and how to improve student affect in co-req and accelerated courses. Faculty will have an increased level of support as they design and teach co-req and accelerated courses.	August 2016 and ongoing	English BSI Coordinator

Chancellor's Office
California Community Colleges

District: Solano Community College District
College: Solano Community College
RFA Specification Number: 15-068

APPLICATION ANNUAL WORKPLAN
(*BASED ON RFA SPECIFICATION, only one objective per page. Duplicate form as needed.*)

*OBJECTIVE:*_ **Provide proactive student support services that are integrated with the instruction**

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
Hire a faculty member to coordinate the Supplemental Instructor (SI) training and supervision program	SI Coordinator will be identified to ensure the program is effective and scaleable	August 2016	Vice President of Student Services Basic Skills Coordinator
Recruit possible SIs from local grad programs	SCC faculty will visit graduate programs at UC Davis, Sonoma State, Sacramento State, CSU East Bay and other local public universities	April 2016 and on a semester basis	BSI Coordinator SI Coordinator
Hire SIs for Accelerated courses, supplemental labs, and co-req courses	5 SIs with an interest in teaching English will be hired	August 2016	Vice President of Student Services SI Coordinator
	5 additional SIs will be hired	January 2017	
	Additional SIs will be hired to scale program to all sections of English 1/310D, English 310A, and English 360	August 2017 and ongoing as needed	

Design and implement SI training and support program	SIs will be introduced to proven strategies to increase student success, persistence, and affect SIs will be paired with faculty mentors Evaluation of SI process will be developed	August 2016	SI Coordinator
Design and implement faculty/SI retreat to prepare for co-req and Accelerated classes	SIs will be introduced to proven strategies to increase student success, persistence, and affect. SIs and faculty will engage in relationship-building activities which foster team teaching.	August 2016 and each subsequent August FLEX	SI Coordinator
Hold regular level meetings for SIs/faculty	SIs will be introduced to proven strategies to increase student success, persistence, and affect. SIs and faculty will discuss specifics of English classroom—writing assignments, reading assignments, community building activities, etc.	August 2016 and ongoing on a monthly basis	SI Coordinator

Program Management

a. Describe your district's capabilities and knowledge in conducting and administering state funded projects. Describe your district's ability to collect and report financial and student performance data as required.
Solano College has the capacity and knowledge to conduct and administer the Basic Skills Student Outcomes Transformation Grant (BSSOTG). The college currently manages Federal TRiO and NSF grants, as well as managing and supporting the monitoring and reporting needs for state categorical programs. These programs include established programs, such as EOPS, CARE, CalWORKs, and DSPS, as well as over $3M in Student Success and Support Program and Equity Program resources. Additional staff with expertise in grant and categorical fund monitoring have recently been hired in the college's Finance Office. Ongoing training for reporting to the state, as well as other professional development activities are expected for employees working with the grants and categorical resources. IT support has been resourced from several programs to ensure a robust team for reporting outcome data.

b. Identify experience and appropriate program administration and support staff with sufficient time allocated to ensure success for the program.
Solano College Superintendent/President Celia Espisito-Noy directed the administration to provide support for seeking the BSSOTG, in light of current college efforts and interest in our students meeting successful completion goals. The Vice President of Student Services serves as a member and administrative liaison with the college Basic Skills Committee, as well as leading the Equity program, TRiO MESA program, and providing administrative leadership support for the Student Success and Support Program. The Vice President of Student Services will be the Responsible Administrator for the grant and an academic Dean will be assigned as the Project Director. The structure uses the available authority, responsibility, and skills of administrative staff to have an integrative support system for the grant. Institutional Research staff are actively involved in data gathering and analysis, data element identification and clarification, and research activities linked to the project. In addition, under the Superintendent/President's leadership and direction, the Vice Presidents are all included in supporting the grant efforts, which are aligned with the mission, vision, values, and goals of the institution.

Faculty leadership for the grant includes strong participation by the English and Mathematics department faculty, the Basic Skills Initiative Committee of the Academic Senate, as well as the Academic Senate President. The impetus for applying for the grant initiated through the faculty and is supported by faculty leaders. Clear objectives have been identified and align with current instructional outcomes. The expected result of the grant objectives align with current college planning, leading toward sustainable and ongoing activities for the college, upon the completion of grant funding.

c. Provide examples of programs that the college and/or district have successfully implemented which are similar to the proposed program.
The college has integrated imbedded tutoring programs in Mathematics and sciences, as well as providing supplemental instruction in college writing course. An academic success center has been developed to provide additional drop-in tutoring. The program was expanded to include the college tutoring center, adding one-on-one tutoring, use of

supplemental materials, faculty involvement outside the classroom, and small group tutoring. Academic support activities have been established in programs such as the college MAC lab, integrating required computer aided support for students in the below transfer level mathematics courses. Extra-curricular programs, including EOPS, CARE, Foster Youth, and Umoja, are currently successfully addressing needs of special populations and are strongly supported through categorical resources.

Currently the college has taken research-based models for English placement for incoming students and adapted a small portion of classes to determine if student acceleration yields to success. Review and integration of additional multiple measures for mathematics and writing placement, based on the latest research in the state, are identified as part of the grant plan for scaling up. Planning and resource allocation for Equity, Student Success and Support, Foster Youth, EOPS, CARE, Veteran's Affairs, TRiO, and Basic Skills Initiative are currently administered through the Vice President of Student Service's office. Required research, reporting, fiscal management, planning, and outcomes related to student success are integrated into the daily activities of the office, supporting basic skills needs of students.

Basic Skills Student Outcome Transformation Grant
Organization Chart – Solano Community College
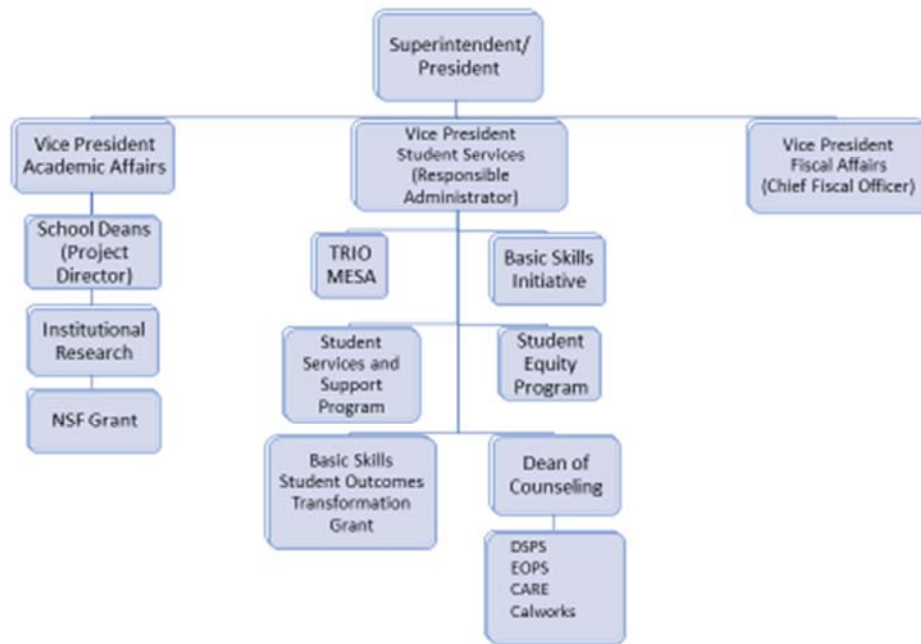
Application Budget Summary and Detail

Object of Expenditure	Classification	Line	Total Grant Budget	Total Apportionment Budget (estimated)
1000	Instructional Salaries*	1	232,500	
2000	Non-instructional Salaries	2	600,000	
3000	Employee Benefits	3	78,000	
4000	Supplies and materials	4	45,000	
5000	Other Operating Expenses and Services	5	162,999	
6000	Capital Outlay	6	0	
7000	Other Outgo	7	0	
	Total Direct Costs	8	1,118,499	
	Total Indirect (4% of Line 8)	9	44,740	Not applicable
	Total Program Costs	10	1,163,239	

Chancellor's Office
California Community Colleges

District: Solano Community College District_____
College: Solano Community College_____
RFA Specification Number: _____

APPLICATION BUDGET SUMMARY
Email Address: JScott@Solano.edu Telephone: 707-864-7000 x 4701_____

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.
Gregory Brown/VP of Student Services: _____ **Date:** _____
Authorized Signature
District Chief Business Officer: _____ **Date:** _____
Authorized Signature

Chancellor's Office
California Community Colleges

District: Solano Community College District_____
College: Solano Community College_____
RFA Specification Number: **15-068**_____

APPLICATION BUDGET DETAIL SHEET

Program Year: 2016-2017

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

Object of Expenditure	Classification	Budgeted Expenses
1000	25% research position	26,000
1000	10% release for Director	17,500
1000	Professional Development Stipend ($500/instructor)	10,000
1000	Math Assessment Coordinator	12,000
1000	Supplemental Instruction Coordinator	12,000
2000	supplemental instructors ($21/hour)	150,000
3000	Benefits for salaried positions	22,000
4000	Classroom materials & technology	25,000
5000	Banner consultant for programming—multiple measures assessment ($200/hour)	24,000
5000	IT support for multiple measures assessment ($50/hour)	6,333
5000	Professional Development—travel	32,000
5000	Professional Development—FLEX	8,000
	Total Direct Cost	**344,833**
	Total Indirect Cost (4 %)	**13,793**
	Total Funding Cost	**358,626**

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RFA Specification Number: __15-068_____

APPLICATION BUDGET DETAIL SHEET

Program Year: 2017-2018

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

Object of Expenditure	Classification	Budgeted Expenses
1000	25% research position	26,000
1000	10% release for Director	17,500
1000	Professional Development Stipend ($500/instructor)	10,000
1000	Math Assessment Coordinator	12,000
1000	Supplemental Instruction Coordinator	12,000
2000	supplemental instructors ($21/hour)	225,000
3000	Benefits for salaried positions	28,000
4000	Classroom materials & technology	10,000
5000	IT support for multiple measures assessment ($50/hour)	6,333
5000	Professional Development—travel	32,000
5000	Professional Development—FLEX	8,000
	Total Direct Cost	**386,833**
	Total Indirect Cost (4 %)	**15,473**
	Total Funding Cost	**402,306**

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APPLICATION BUDGET DETAIL SHEET

Program Year: 2018-2019

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

Object of Expenditure	Classification	Budgeted Expenses
1000	25% research position	26,000
1000	10% release for Director	17,500
1000	Professional Development Stipend ($500/instructor)	10,000
1000	Math Assessment Coordinator	12,000
1000	Supplemental Instruction Coordinator	12,000
2000	supplemental instructors ($21/hour)	225,000
3000	Benefits for salaried positions	28,000
4000	Classroom materials & technology	10,000
5000	IT support for multiple measures assessment ($50/hour)	6,333
5000	Professional Development—travel	32,000
5000	Professional Development—FLEX	8,000
	Total Direct Cost	**386,833**
	Total Indirect Cost (4 %)	**15,473**
	Total Funding Cost	**402,306**

Sustainability of the Program

The Basic Skills and Student Outcomes Transformation Program activities and outcomes dovetail into current efforts for student access and success. The development of revised standards for placement from current assessment tools and the implementation of the statewide assessment will lead to more students entering collegiate level Writing and Mathematics courses. These additional course sections will be off-set by a reduction in the number of below collegiate level courses. After ramping up, the program should remain sustainable by the ongoing placement and support through the college general fund.

Student support services identified in the program activities and outcomes align with current priorities identified in the college's Equity Plan, Student Success and Support Plan, and Basic Skills Initiative planning. Professional development resources have been expanded in the college general fund budget and additional training resources have been made available in the Equity and Student Success and Support Plans. The Basic Skills and Student Outcomes Transformation Program plan links to current institutional efforts for planning and resource expenditures, permitting scaling up, expansion, and continued research for effectiveness for using institutional resources.

DISTRICT: SOLANO COMMUNITY COLLEGE DISTRICT
COLLEGE: SOLANO COMMUNITY COLLEGE
RFA SPECIFICATION NUMBER: 15-068

CONTACT PAGE	**TO BE COMPLETED BY CCCCO** Grant Agreement No.: _____ Proposal ID No.: _____ Funding Status: _____ Fiscal Year: _____

Funding Source(s): Basic Skills Student Outcomes Transformation Grant
Project Title: Transformation Grant
Institution: Solano Community College
Address: 4000 Suisun Valley Road
City: Fairfield   **State**:CA **Zip + 4**: 94530 –4017

District Superintendent/President (*or authorized Designee*)

Name: Celia Esposito-Noy   Title: Superintendent-President

Phone: (707) 864-7000 x 7120   E-Mail Address: Celia.Esposito-Noy@Solano.edu

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College President (*or authorized Designee*)

Name: Celia Esposito-Noy   Title: Superintendent-President

Phone: (707) 864-7000 x 7120   E-Mail Address: Celia.Esposito-Noy@Solano.edu

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Responsible Administrator (*Appropriate Program Area*)

Name: Greg Brown   Title: Vice President, Student Services

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Project Director

Name: Greg Brown   Title: Vice President, Student Services

Phone: (707) 864-7000 x7159   E-Mail Address: Gregory.Brown@Solano.edu

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Business Officer (*or authorized Designee*)

Name: Yulian Ligioso   Title: Vice President, Finance and Administration

Phone: (707) 864-7000 x7209   E-Mail Address: Yulian.Ligioso@Solano.edu