

The Kentucky Council on Postsecondary Education
Request for Proposals
Remediation Redesign for Student Success: Corequisite Developmental Education

The Kentucky Council on Postsecondary Education (CPE) is soliciting proposals from Kentucky's six public, comprehensive universities and the sixteen Kentucky Community and Technical College System (KCTCS) campuses to support institutional efforts to move toward full implementation of corequisite program models for literacy (English and reading) and mathematics. These funds are made available to support new and/or existing efforts or expand the depth and scope of those corequisite implementation efforts currently supported through CPE funding. Corequisite developmental education program models enroll students in college-level courses that include targeted academic support systems to boost understanding and learning. The credit-bearing courses include all content and rigor associated with the content area credit-bearing course and course specific academic enrichment resources.

I. Background

CPE established an ambitious goal to raise the percentage of adults with a postsecondary degree or credential to 58% by the year 2025, up from the current level of 45%. Achieving this goal is critical if Kentucky hopes to remain economically competitive with surrounding states and attract more high-skill, high-wage employers. The Council's 2016-21 Strategic Agenda establishes three broad goals: 1) increasing access to a postsecondary credential or degree; 2) increasing student success by raising college completion rates and ensuring graduates are prepared for life and work; and 3) increasing the impact of postsecondary institutions on Kentucky's economy and communities through basic and applied research, outreach, and public service. The redesign of remediation programming will help achieve priorities one and two by leveling the playing field for students not meeting college readiness benchmarks, enabling them to move into credit-bearing courses sooner and graduate on time and with less cost.

In the past, academic support for underprepared students meant placement into one or more non-credit bearing courses prior to entering credit-bearing courses, often referred to as gateway courses. Evidence related to this prerequisite model indicates that few students complete the gateway course, even after two years. Evidence of gateway course success from other states and from Kentucky institutions piloting the corequisite model indicates that students complete the credit-bearing course at double or triple rates as those in the traditional model.

II. Funding Opportunity

Funding is available from CPE through a grant from the James Graham Brown Foundation to support developmental education program redesigns that utilize the corequisite curricular design. The priority must be to provide the academic supports necessary to improve success and completion rates in needed gateway courses in English, reading, and mathematics.

III. Elements of Institutional Proposals

The proposal outlined shall strategically support corequisite program models in English, reading, and mathematics with the intent of increasing gateway course success rates for students who do not meet readiness benchmarks. The proposal shall demonstrate a commitment by the institution to

- 1) Create and make available an infrastructure for eventual full implementation of a corequisite model.
- 2) Provide a program model that has evidence of improving student success and completion rates, especially for those students close to meeting benchmarks of readiness, in the ACT bands indicated.
- 3) Define academic support systems that provide innovative solutions to improve student success by allowing first-time students to move directly into corequisite courses in English, reading and mathematics.
- 4) Study the impact of the corequisite model on student success. Student success is defined as completion of the corequisite content area credit-bearing course and increased student persistence rates for students in the corequisite pilot compared to the persistence rates of students in the two semesters prior to implementation of the model based on ACT content sub-scores.

IV. Scope of Work

The proposal outlined by the postsecondary institutions shall strategically support a corequisite program model in English, reading, and mathematics with the intent to

- 1) Increase the number of students who enroll in co-requisite developmental education courses. By 2019, 50% of all developmental students enrolled at participating schools will be served through co-requisite models.
- 2) Narrow performance gaps in gateway course completion between prepared and underprepared students, giving developmental students a more equal opportunity to succeed.
- 3) Increase first-year to second-year retention rates of developmental education students participating in co-requisite models. Increased retention rates are highly correlated with increased graduation rates.

The proposal shall indicate a commitment of the institution to fully implement the corequisite model and to study the impact of the model on student success as measured by the outcomes outlined above in the institution's sustainability plan. Students in the corequisite model will be compared to students in the traditional model two semesters prior to implementation of the corequisite model.

The program model redesign can include transitional pilot programming during the fall 2016 and spring 2017 semesters in order to identify and refine student academic support systems for new efforts or expansion of those efforts currently supported through CPE funding. The transition semesters of the projects shall include at least three sections of 18 students for each content area within the first year beyond those currently supported through CPE funding for implementing corequisite models. The institution shall schedule additional sections of the corequisite model courses during each fall and spring semester of the 2017-18 academic year for students in the approved or expanded ACT and placement exam bands. Corequisite models shall include at least the minimum ACT English sub-score band of 15-17, ACT Reading of 18-21, and ACT Math sub-score bands of 19 through 21 for college algebra and 16-18 for the identified liberal arts or quantitative reasoning course. Institutions are encouraged to increase the ACT or placement exam bands and number of corequisite sections offered so that more students will be served.

In addition to implementing the activities outlined in the proposal, institutional representatives will participate in quarterly corequisite model professional development and research meetings provided by the Council s beginning in fall 2016.

Institutions are expected to develop professional learning resources that shall be shared across postsecondary institutions. Grant funding can be used to develop on-campus corequisite model professional learning opportunities for faculty and staff implementing the new program model. Staff included in the trainings and development of those trainings should include mentors, tutors, advisors, faculty, and instructional counselors providing support for students to be successful.

Faculty will create curriculum and student support resources to enhance student success in gateway courses. Stipends can be provided for faculty and staff developing these materials for the corequisite model.

Travel reimbursement from the grant shall be limited to in-state travel for corequisite model implementation purposes only (i.e. regional campus meetings and travel to CPE).

V. Allowable Activities

The goal of this project is to increase the number of students who have access to corequisite coursework beyond that of the current CPE funded corequisite pilot programs. Below is a list of allowable activities that project dollars will fund:

- Increased number of corequisite course sections offered with at least 18 students per course section.
- Extending the ACT/placement exam bands for students in corequisite course models.
- The development of assessment tools (in addition to ACT standardized tests) to diagnose individual needs and create a customized remediation plan for each student. Campuses

can develop these tools in-house or determine how off-the-shelf assessment products might be customized or enhanced to serve these purposes.

- Curriculum design for co-requisite courses and the design of associated student support resources and activities (supplemental tutoring, mentoring, etc.) that will enhance students' academic performance in gateway courses.
- Funding limited to no more than \$2,500 for the customization of automated early warning systems that flag faculty members and advisors when students are not making satisfactory progress toward course or degree completion (missed classes or appointments, low grades, incomplete assignments, etc.). These systems also will contribute to institutional and statewide research by providing documentation of the impact of co-requisite models on student success outcomes.
- Training or professional development for faculty, advisors, tutors, mentors, and other staff charged with implementing the developmental education program redesign or providing enhanced academic supports.
- A review of campus policies or business practices that are inconsistent or poorly aligned with the co-requisite developmental education program design (e.g., admission and placement policies, course registration processes, etc.).
- Project evaluation or research to determine the effectiveness of the redesigned developmental courses and what program modifications may be needed to improve student success.
- The modification of the institution's existing comprehensive database to enable campuses to collect and report data elements associated with this project that are required by the CPE.
- Stipends for faculty and support staff teaching and redesigning curriculum for corequisite courses, establishing performance goals, ensuring the timely collection of data, and monitoring and evaluating student performance..
- The development or purchase of academic materials or resources to improve the academic outcomes of developmental students, such as textbooks, practice tests, manipulatives, etc.
- In-state travel for the campus coordinator and other associated project staff to attend required statewide or regional meetings or trainings conducted by the CPE. Grant funds cannot be used for out-of-state travel.

VI. Reporting Schedule

Each of the progress reports listed below shall contain a description of the corequisite course model being implemented, the number of students by ACT score participating in corequisite model instruction, course descriptions used in the corequisite model, specific types of academic support programming provided to students in the corequisite courses, number of faculty and staff participating in professional learning experiences, descriptions of the professional learning

experiences provided to faculty and staff supporting the corequisite course model, activities that occurred to date in implementing the corequisite model, ACT data relative to student completion of gateway courses and discipline-specific courses and/or higher level courses, and semester to semester persistence of students in corequisite courses compared to data for students in other developmental education program models and students not requiring intervention programming for the gateway courses. Project analysis shall be provided to the CPE on January 20, 2017, June 20, 2017, January 20, 2018 and June 20, 2018. Additional updates may be requested by Council staff. Final assessments shall include the information above and a four-semester progress analytics report outlining the successes and challenges faced in implementing the corequisite model and recommendations for scaling the model used statewide.

VII. Evaluation of Proposals

- A. Demonstration of Need (20 points):** Provides evidence of the institution's need and commitment to create a developmental education corequisite program model.
- B. Project Description (40 points):** The redesign model must be an evidence-based model that promotes the completion of gateway courses in the first semester of enrollment for students in the defined ACT bands. The project should outline the program model; demonstrate understanding of the academic support system or systems used to promote success; define academic resources needed; provide a professional development model for faculty and support staff; and create an evaluation model to be used to assess impact of the redesigned model.
- C. Resources and Capacity (20):** The proposal provides evidence of a commitment of the institutional resources and personnel necessary to support the proposed activities, meet the project's objectives, and assess the impacts of the corequisite model.
- D. Budget (10):** The proposed budget is clear, concise, and cost-effective. Costs are clearly justified in the budget narrative. Applicants must provide a detailed budget and a budget narrative that justifies all costs and explains how the project will be sustained after grant dollars are expended. The budget should include a detailed funding of all activities included to support the per section cost for a corequisite course with justification of those costs.
- E. Scalability (10):** Convincing and compelling evidence that the project can be implemented fully over the life of the grant and can be sustained after grant funds are expended.

A review committee selected and coordinated by Council staff will be established to evaluate all proposals. Proposals must score at least 70 points to be funded. The Council reserves the right, once an initial selection has been made, to negotiate the final terms of the agreement.

VIII. Funding

The goal of this funding is to increase the number of students who have access to corequisite coursework beyond that of the current CPE funded corequisite pilot programs. Grant funds will be awarded to eligible colleges and universities based on the proposal and the number of students served in addition to those served through other funded corequisite pilot programs, the cost per section of corequisite course sections, the number of sections offered (with at least 18 students per section), and the ACT or placement score bands. If these programs are successful in raising retention and graduation rates, institutions should expect to generate additional revenue over time through increased tuition and fees associated with these students. This additional revenue should help offset the costs associated in moving toward the full implementation of the co-requisite model.

The CPE will designate a selection committee to review all proposals and reserves the right to adjust proposed budgets and funding levels to maximize the impact of this project. If funded, the CPE would be happy to share all program and budget proposals with you and/or include JGB Foundation staff or board members in the selection process.

IX. Submission of Proposals

- A. Applicants must submit one (1) complete electronic version of the proposal.
- B. Proposals must be received by 4:30 pm EDT on July 15, 2016, by the following designee:

Dr. Sue Cain, Senior Fellow
Academic Affairs
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601
Sue.Cain@ky.gov

Identify your submission with “RFP Remediation Redesign for Student Success: Corequisite Developmental Education” on the subject line of the email.

- C. Technical Assistance: A technical assistance call will be available to applicants on June 8, 2016 at 11 am (Eastern). Questions regarding the proposal guidelines will be accepted until 4:30 pm EST, June 15, 2016, and should be addressed to Sue Cain (sue.cain@ky.gov). All questions and responses will be posted on the Council’s website (<http://cpe.ky.gov>) as they are received.

X. Award Notification

All institutions submitting proposals will be notified in writing regarding the status of their proposal after all proposals have been evaluated. The Council reserves the right to accept or reject any and all proposals in whole or in part and to negotiate any or all aspects of a proposal. The Council bears no responsibility for any costs incurred while preparing any proposal.

The RFP can be viewed at <http://www.cpe.ky.gov/news/rfp>.

Other Terms and Conditions

This is a fixed price grant and any unexpended funds remaining after the expiration of the agreement can be retained by the institution to further corequisite program model initiatives. Indirect costs will not be funded.