California Community Colleges

Distance Education Professional Development Request for Information

RFI Release Date: February 22, 2024

Questions Deadline: Questions regarding the Request for Information memo or form can be submitted to cfunk@cccco.edu through August 1, 2024

**Additional Deadlines:
e.g. first round/ last round of submissions]:** Applications will be reviewed on a rolling basis

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Background

The California Community Colleges Chancellor's Office (CCCCO) is seeking information to aid its efforts in promoting professional development in support of student success and equity. The CCCCO seeks to support practitioners at all levels to have the knowledge, skills and capacity to advance the [Vision 2030](#) in their online instruction with equity. In response to the global pandemic, over the past three years colleges shifted their primary method of instruction to online modalities (synchronous, asynchronous, partially online [hybrid] and hyflex), often with limited access to adequate professional development resources geared toward course quality, student equity or accessibility. Along with the continued use of distance education practices, equity gaps persist for underserved populations such as Black/African American students and Hispanic students. Systemwide investments in professional development can improve course quality and ensure online courses are built to serve all student populations equitably.

An approach to distance education-related professional development should be framed around Vision 2030, a Roadmap for California Community Colleges (CCC). The goals of Vision 2030 clearly outline specific outcomes to make the California Community Colleges more equitable learning institutions, including:
- Increase the number of CCC students who complete a certificate, associate degree, or baccalaureate degree by 30%.
- Increase CCC students who earn a community college baccalaureate by 30% and who transfer to a UC or CSU by 20%.
- Increase the number of CCC students who earn a living wage after exiting higher education.
- Emphasize a particular focus on underserved Californians to increase the number of students attending a CCC.
- Increase access to the Pell Grant and California College Promise Grant by 10%.
- Reduce units to completion.

Vision 2030 contains twelve specific actions which enhance distance education:
- All actions, policies and procedures will be enacted centering on equity and inclusion and dismantling prejudice and racism.
- Increase equitable access, success and support for students in degree pathways who are: Dual Enrollment, justice-impacted Californians, Foster youth and Veterans.
- Increase and improve access, success and support to quality online programs of study.
- Increase the number of students who apply for and receive federal, state and local financial aid grants.
- Increase flexible term structures, flexible schedules and credit for prior learning opportunities to support working adult learners increase their full-time course intensity.
- Increase credit mobility and transfer opportunities within the CCC and to the CSU, UC and Association of Independent California Colleges and Universities (AICCU) institutions.
- Increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them, including apprenticeships, work-based learning and incorporating Learning-Aligned Employment Programs.

- Health care: Expand access to health care pathway programs with particular attention to nursing, mental and behavioral health.
- Climate action: Advance community college engagement with the four fields of climate practice – facilities, workforce and curriculum, community engagement & benefits and resource development.
- STEM: Expand success, access and support in Science, Technology, Engineering and Mathematics disciplines for historically underrepresented students.
- Education: Increase system capacity to decrease faculty shortages in key sectors including Nursing, Early Childhood Education and Education.
- Actively engage with the impacts of generative AI on the future of teaching and learning.

To review all 12 Vision 2030 action items in detail, please view the report listed on the Chancellor's Office [website](#).

Goals and Priorities

The CCCCO seeks to support [distance education](#) quality, equity and accessibility through investments in systemwide professional development. In addition, the CCCCO is actively involved in staying updated and informed on work done at the colleges to advance equitable student learning and success. To effectively support the work done at the colleges to close equity gaps, the CCCCO requires information from the colleges relating to systemwide priorities in three key areas: equity in success, equity in access and equity in support with the following outcomes for each professional development priority:

PRIORITY 1: STRENGTHEN QUALITY TO MEET NEEDS OF DIVERSE LEARNERS
- Implement [authentic assessments](#) to measure achievement of learning outcomes.
- Strengthen faculty digital competency to support emerging and sustainable use of technology in teaching design and delivery.
- Develop generative AI faculty competency to leverage use of emerging and sustainable technology in teaching design, delivery and assessment.
- Design [course outlines of record](#) and [syllabi](#) that are equitable, culturally responsive and anti-racist.
- Adopt research-based, quality online course design to support all learners and track the impact of these alignments on student success across key demographics. [Click here](#) for an example of a college study and institutionalization across Student Equity Plan (see page 22).
- Use course analytics and student feedback data to evaluate efficacy and allow for continuous improvement.
- Provide students with effective feedback to help them monitor and improve their learning by implementing research-based methods.
- Ensure [regular and substantive interaction](#) with and between students through a variety of methods and communicate these methods to students.
- Challenge students to meet high expectations with high support, as per [Vision 2030](#).
- Implement activities that encourage [excellence](#) through critical thinking and higher level outcomes.

- Use self-assessments, informal feedback and course surveys to help tailor course content and activities to students' needs and interests.
- Use student success metrics and course analytics to make changes during and after the course to facilitate an environment of continuous improvement.

PRIORITY 2: EQUITY-MINDED TEACHING

- Leverage student outcomes data to inform professional development and training for effective equity-based teaching.
- Design courses with impacted students in mind (e.g., working students, older students, part-time students, students with disabilities and those with basic needs and food/shelter insecurity).
- Ensure teaching strategies for students through an asset-based lens rather than a deficit-based lens.
- Acknowledge that cultural and social identities are diverse and intersectional to ensure inclusion and success of first-generation, immigrant and BIPOC students.
- Engage in self-reflection and self-improvement to identify and address unconscious bias in course policies, instructional materials and teaching.
- Acknowledge and remediate teaching to remove stereotype threat and microaggressions.
- Recognize and implement trauma-sensitive approaches to teaching to increase belongingness of minoritized college students.

PRIORITY 3: ACCESSIBILITY

- Design courses to comply with web accessibility standards, including the Americans with Disabilities Act, Section 504 and Section 508 of the federal Rehabilitation Act (also see AACRO Website accessibility and 2011 DE guidelines).
- Select Open Educational Resources and Zero Textbook Cost materials to eliminate non-academic barriers to learning.
- Promote student awareness and use of college support services and resources, especially those available online.
- Provide multiple means of engagement, action, expression and representation (Universal Design for Learning).
- Acknowledge learner differences through implementing culturally responsive teaching practices.

Guiding Principles

In addition to these priorities, the CCCCO is interested in ways that organizations will promote the following guiding principles for professional development:

- Flexibility: Flexibility of access for faculty and staff, including modalities and pacing.
- Local Capacity: Local control and leadership of ongoing professional development (PD) for online education; fewer and less centralized programming for PD, with an emphasis on strengthening local capacity at the colleges.
- Partnerships: Strong partnerships with the statewide Academic Senate (ASCCC) and the CCCCO in the collaboration and development of viable professional development standards and models.

Purpose of this Request for Information

The purpose of this request is to solicit information about vendors and partners that can assist in the CCCCO's advancement of systemwide professional development priorities. Organizations and individuals who demonstrate capacity to support the CCCCO design and implement established solutions or test innovations will be placed on a list for future consideration.

Organization Mission & Description

To support the CCCCO to better identify potential vendors, please provide your organization's mission, expertise and explain how they align with the goals and professional development priorities expressed above. Clearly indicate whether your organization is a for-profit or non-profit/public entity and include any information on related/prior experiences in higher education including publications and/or research-supported projects. Include a description of infrastructure you have in place to support these outcomes. Limit response to 500 words.

LOCATION & CONTACT INFORMATION

Please provide your organization's structure. If multiple locations, provide headquarters address as well as address where key staff are located.

Main Point of Contact	Position
Phone	Email
Address	City
State	Zip

YEARS IN BUSINESS

Please provide a description of the number of years your organization has worked in this respective field.

DEDICATED STAFFING

Please provide information on staffing capacity and key roles and responsibilities dedicated to the scope of the project.
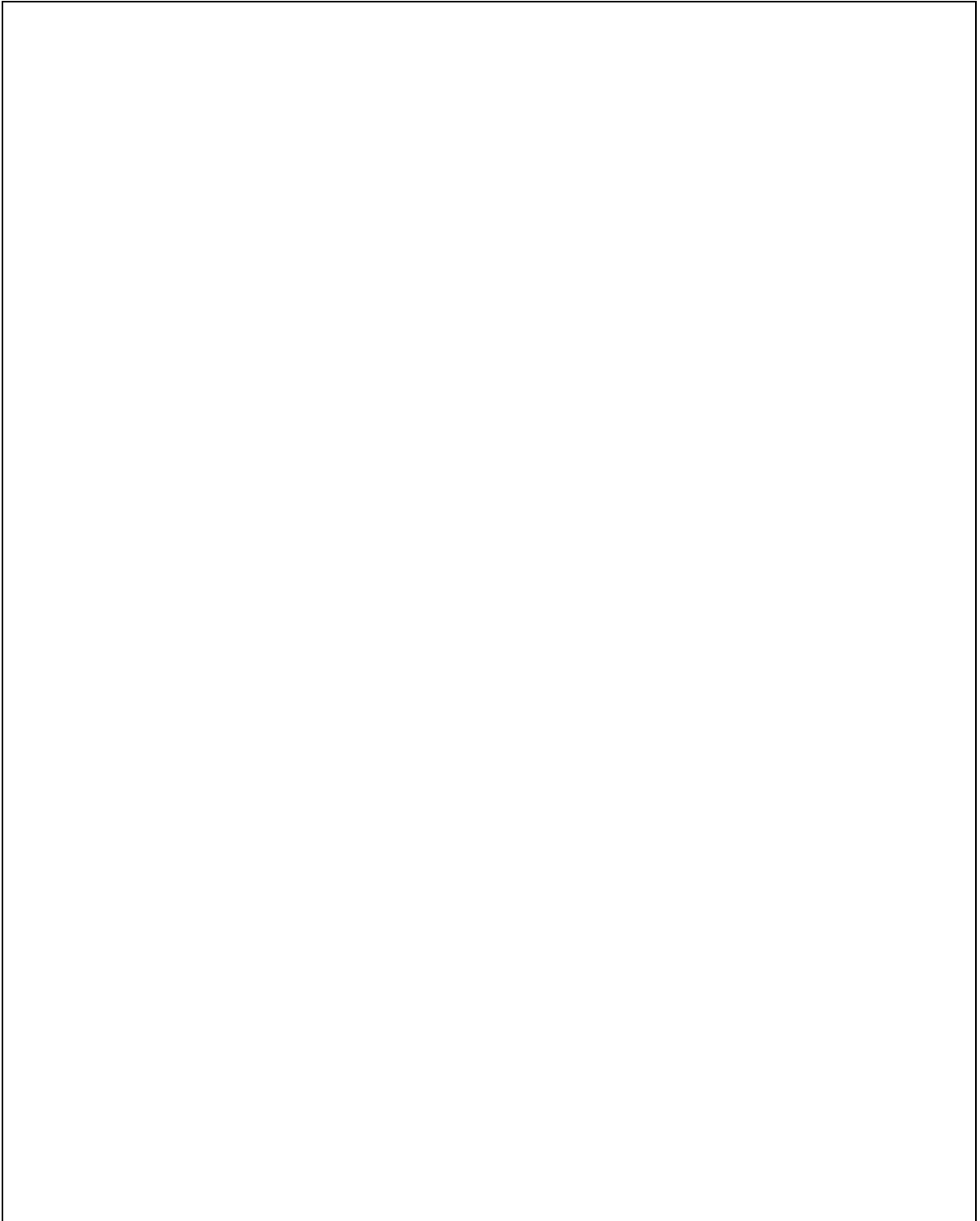
Name	Title	Roles/Responsibilities

If you wish to provide information on any additional staff, please add as an attachment.
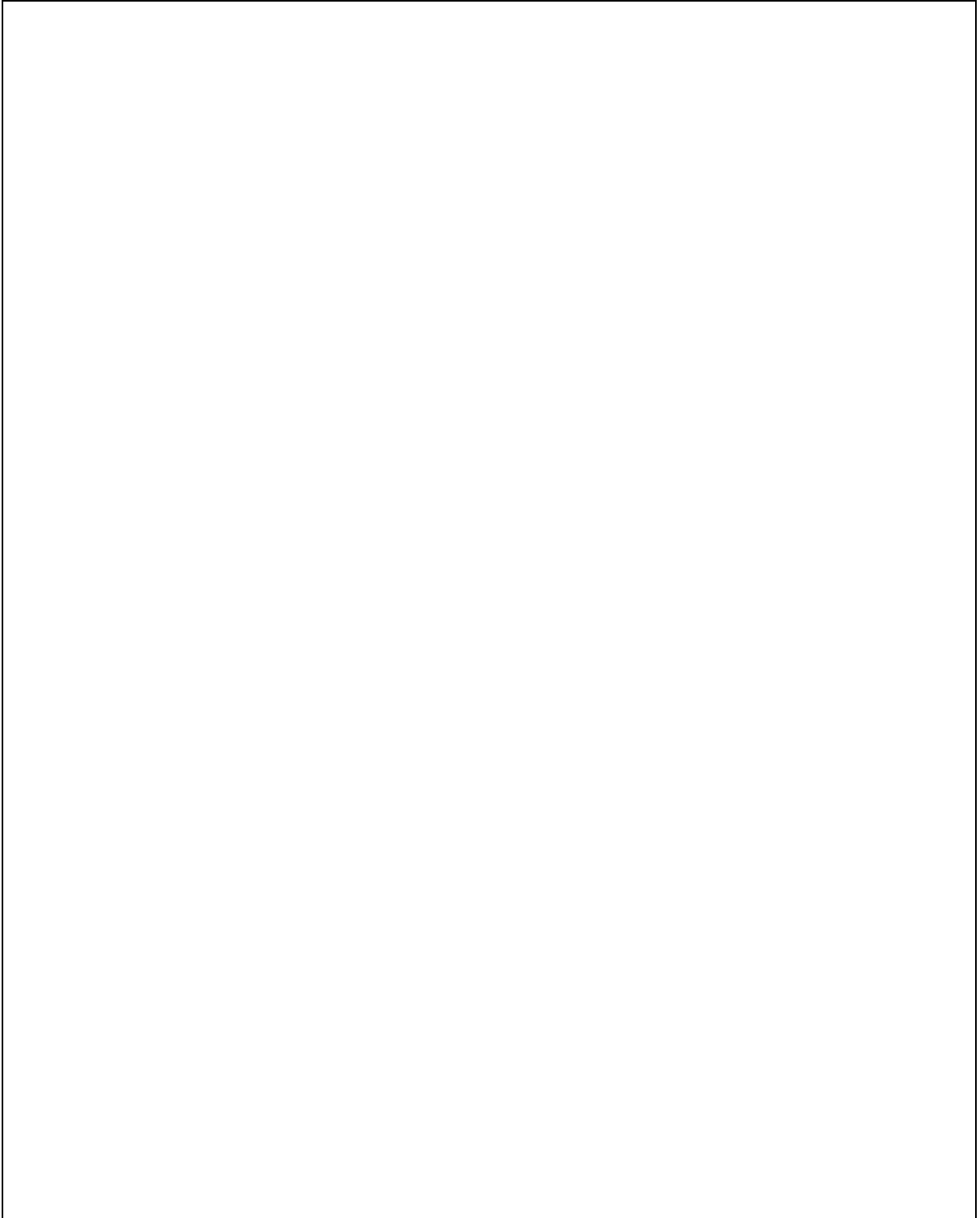
Solution Proposal

For each solution you propose, please answer the following seven items. Limit each question response to 500 words.

1. Which professional development priorities (refer to pages 3-5) and sub priorities do you attend to address?

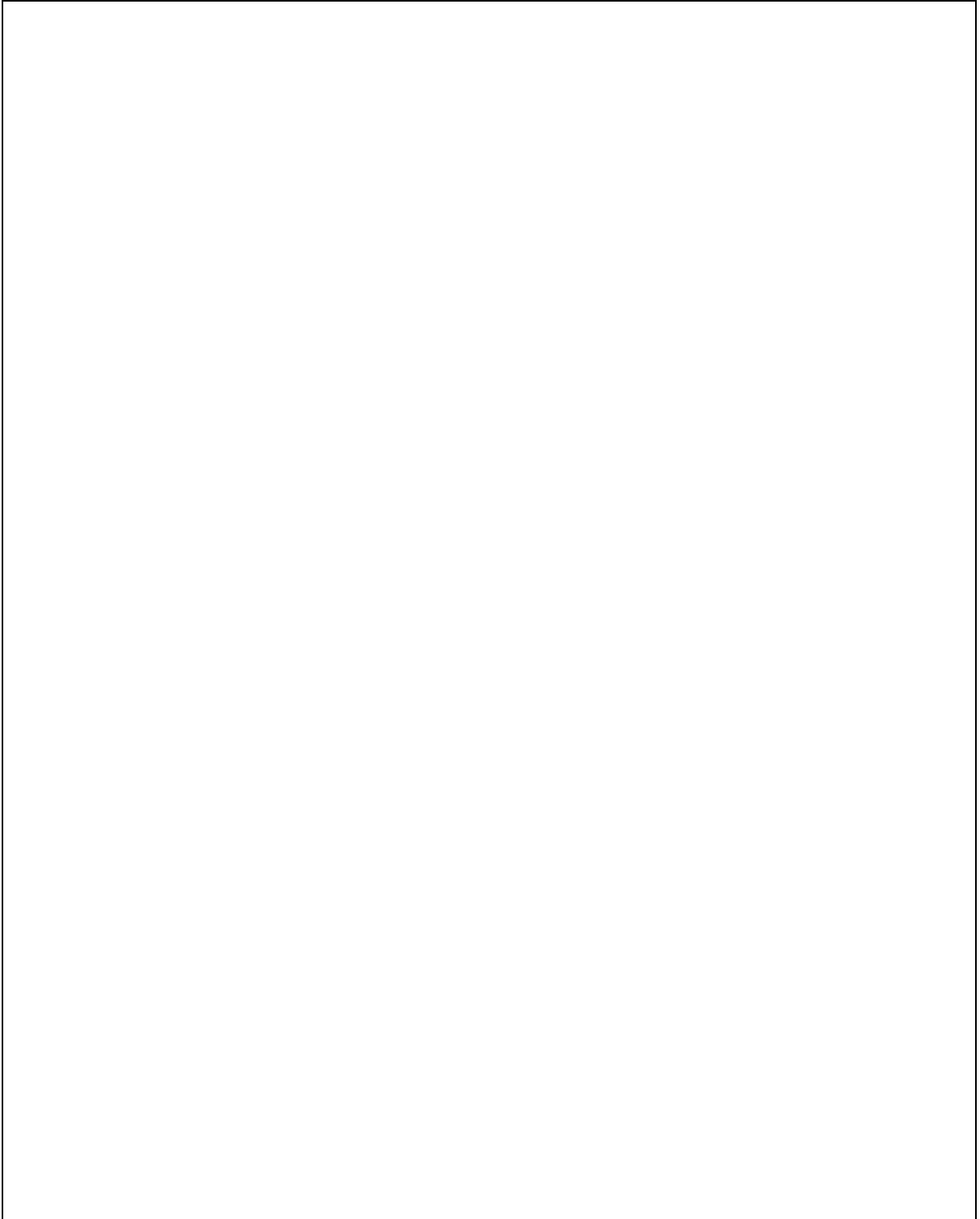2. Describe your professional development approach and solution.

3. How much will the professional development activities cost? Provide a detailed breakdown of activities and deliverables including broad timeline information.

4. What evidence supports your approach? How will you know that your activities are effective in achieving the desired outcome(s)?

5. What are your success criteria? What data will you utilize to demonstrate professional development successes?

6. What prior projects have you completed that utilized a similar approach? What projects have you completed that demonstrate the ability to provide professional development solutions at large scale?