

**The Kentucky Council on Postsecondary Education  
Request for Proposals  
Scaling Corequisite Education**

The Kentucky Council on Postsecondary Education (CPE) has long supported the implementation of corequisite education models in lieu of traditional developmental education offerings. Corequisite developmental education program models allow students not meeting benchmarks for readiness to enroll in gateway courses required for their curricular pathway. The corequisite courses include targeted academic support systems to boost understanding and learning needed for success in these gateway courses. The credit-bearing courses include all content and rigor associated with the content area credit-bearing gateway course and course-specific academic enrichment resources.

CPE is soliciting proposals from Kentucky's six public, comprehensive universities for funding to support to full implementation of corequisite program models for quantitative reasoning and literacy. Full implementation means that the institution must provide 100% of the first-time students enrolled in the institution access to content area, gateway literacy and quantitative reasoning courses in their first semester of enrollment in the gateway course. A gateway literacy or quantitative reasoning course is defined as an entry-level, credit-bearing course directly linked to a student's major or pathway of study for credential or degree programs. For example, the gateway literacy course could be a writing course (typically ENG 101) or a communications course (COM 100) and quantitative reasoning courses could be statistics, college algebra, applied mathematics courses and logic. The corequisite literacy model must integrate reading and writing into one course.

### **Funding Opportunity**

Funding up to \$50,000 per institution is available from CPE to support the full implementation of corequisite curricular design models for literacy and quantitative reasoning for all gateway coursework.

### **I. Scope of Work**

The proposal shall detail the institution's commitment to fully implement the corequisite model by Fall 2018 and provide a methodology that will study the impact of the model on student success as measured by gateway course completion and student retention outcomes. The proposal must identify and define specific student academic support systems used for literacy and quantitative reasoning.

In addition to implementing the activities outlined in the proposal and evaluation of their effectiveness, institutional representatives will participate in two statewide meetings (tentatively scheduled for February and June 2018) at the CPE offices in Frankfort and in the April 2018

Student Success Summit in Louisville. Travel reimbursement from the grant shall be limited these three events. Funding will not support any out-of-state travel expenses and no indirect costs are supported through this grant funding. Professional learning resources developed using these funds will be shared across postsecondary institutions.

## **II. Allowable Activities**

The inputs and activities described below shall be chargeable to the grant:

- Personnel and other costs, such as creating communication materials for advising and registration staff, related to increasing the number of corequisite course sections offered so that all underprepared students have access to corequisite course models.
- The development and implementation of academic support systems that have evidence of supporting student success in gateway literacy and quantitative reasoning courses.
- The implementation 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 purchase off-the-shelf assessment products that can be customized or enhanced to serve these purposes.
- The purchase, maintenance or customization of automated early warning systems. This funding shall be 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.). Documentation and analysis shall be provided to the CPE of the impact of these systems on student success outcomes.
- Training or professional development for faculty, advisors, tutors, mentors, and other staff charged with the full implementation of corequisite models 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 or staff time for reviewing campus policies or business practices to determine alignment with the corequisite developmental education program design (e.g., admission and placement policies, course registration processes, etc.) and any related revisions due to misalignment.
- Project evaluation or research to determine the effectiveness of the full-scale implementation and any necessary modifications to the plans.
- Computer programming and staffing costs related to 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.
- In-state travel for the campus coordinator and other associated project staff to attend two professional learning meetings at CPE and the Student Success Summit in April 2018.

## **III. Reporting Schedule**

Institutions must submit reports after the summer, fall, and spring semesters that contain:

- 1) a description of the corequisite course model being implemented, such as an embedded academic support, paired course, or boot camp model;
- 2) course titles and descriptions used in the corequisite model;
- 3) descriptions of the specific types of academic support programming provided to students in the corequisite courses;
- 4) description of the professional learning activities, including the number of faculty and staff participating and the evaluation of these activities;
- 5) any other relevant activities that occurred to date in scaling the corequisite model;
- 6) student level data for those students in corequisite literacy and quantitative reasoning courses including ACT or placement data relative to student completion of gateway courses and discipline-specific courses and/or higher level courses taken, semester-to-semester persistence of students in corequisite courses compared to data for students in other developmental education program models;
- 7) semester-to-semester persistence rates of students not requiring intervention or corequisite programming for the gateway courses.

Project evaluations shall be provided to the CPE on June 20, 2018 and December 20, 2018. Additional updates may be requested by Council staff. A final project assessment shall be submitted to CPE including the information above and a two-semester progress report analyzing the effectiveness of the overall project, including the successes and challenges faced in implementing the corequisite model.

**IV. Evaluation of Proposals – Proposals shall be evaluated based on the following criteria:**

- A. Demonstration of Need (10 points):** The number and percentage of underprepared students currently not receiving corequisite education in quantitative reasoning and literacy.
- B. Project Description (30 points):** Explanation of the model or models that will be used, including the specific academic support activities, the proposed professional development activities for faculty and support staff, and the evaluation methodology to assess the impact of the program model.
- C. Resources and Capacity (20):** Description of the campus resources that will be used to accomplish this full-scale implementation.
- D. Budget (10):** A detailed budget and a narrative that justifies all costs. The budget should indicate the estimated per section cost for a corequisite course.
- E. Sustainability (30):** Convincing and compelling evidence that the full implementation can be sustained after grant funds are expended.

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. Proposals must score at least 70 points to be considered for funding. The Council reserves the right, once an initial selection is made, to negotiate the final terms of the agreement.

## **V. Submission of Proposals**

- A. Proposals must include the project administrator name and contact information.
- B. Applicants must submit one (1) complete electronic version of the proposal.
- C. Proposals must be received by 4:30 pm EDT on December 20, 2018, by the following designee via email:

Dr. Sue Cain, Senior Fellow  
Academic Affairs  
Kentucky Council on Postsecondary Education  
[Sue.Cain@ky.gov](mailto:Sue.Cain@ky.gov)

Identify your submission with “RFP Scaling Corequisite Education” on the subject line of the email.

- D. Questions regarding the proposal guidelines should be addressed to Sue Cain ([sue.cain@ky.gov](mailto:sue.cain@ky.gov)). All questions and responses will be posted on the Council’s website (<http://cpe.ky.gov>) as they are received.

## **VI. 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.