

# CALIFORNIA EMERGING TECHNOLOGY FUND

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## ORGANIZATION PROFILE: ORGANIZATION NAME DATE

### – ORGANIZATION AND PROJECT OVERVIEWS –

Name of Organization	<b>FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES</b>
Name(s) of Principal(s) and Complete Titles	L. Joyce Arntson Vice President, Grants and Development
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Name of Program or Project (if different from organization)	<b>California Virtual Campus (CVC) Consortium</b>
Geographic Location or Focus of Program or Project	Statewide - The California Virtual Campus Consortium will bring together representatives from the K-12, California Community College, California State University, and University of California segments, as well as individuals from community based organizations, libraries, and the private sector, in order to find ways to better leverage the knowledge and resources (content, networked computers, technical support, funding, etc.) each entity has so that K-12 and adult learners of all ages can be better served by online resources, online programs, and efforts to ensure access to technology tools.
Demographic Overview of Focus Community or Population	CVC Consortium activities will benefit the 1,887,643 adults and faculty who participate in or teach classes offered by the California Community College, California State University, and University of California segments, and the 5.6 million K-12 students and adults are served by the K-12 system. CETF funding will be used by the Consortium to support its work in making sure that online offerings/services are available in <u>all</u> urban under represented and rural areas of the state.
Description of Program or Project named above o Goals	The California Virtual Campus Consortium is being formed to achieve the following goals:  <i>Goal #1: Make it possible for all instructors and students across the state to create or access and use free, high quality online learning resources including, but not limited to, the UC College Preparation Program's Advanced Placement courses.</i>

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	<p><u>Goal #2:</u> <i>Provide all instructors and students across the state with access to a thin layer of technology services (beyond networking and computers), technical support and professional development opportunities required to actively participate in online teaching/learning.</i></p> <p><u>Goal #3:</u> <i>Identify effective online teaching and learning methods, and promote best practices.</i></p>
<p>o Objectives</p>	<p><u>Objective #1:</u> Provide high school students and adults of all ages with increased access to online courses.</p> <p><u>Objective #2:</u> Provide formal and informal educators with the support they need to teach online.</p> <p><u>Objective #3:</u> Aggregate and synthesize the research and data on various approaches to online teaching/learning to inform policy makers' understanding of effective practice and the importance of technology investments.</p>
<p>o Strategies</p>	<p>Building on the concept that led to the creation of CENIC (which has resulted in considerable advances in K-20 network infrastructure), the Consortium's founders believe that the state as a whole and each segment individually will benefit from greater collaboration and coordination between the member institutions. Working together, Consortium members will develop a fiscal model to sustain all of the above beyond June 30, 2008. Work undertaken up to that date will be funded through voluntary contribution by the founding members made possible by the extent to which the Consortium's goals and objectives align with the entities' scope of work.</p>
<p>o Actions</p>	<p>Activities to be undertaken in year 1 are:</p> <p><u>1<sup>st</sup> Quarter:</u> Finalize Board membership, legal agreements, mission, goals/objectives, scope, operating policies and procedures, initial priorities for joint work, plans for sustaining the Consortium, etc.</p> <p>Ideally, the Consortium would like to offer online instruction directly to students who wish to enroll (or their schools). However, the Consortium acknowledges that there are many issues associated with doing so in the absence of direct state funding. For example, the California Virtual Campus has historically simply listed the availability of each segment's online course offerings. Actually offering instruction as the CVC Consortium would be a major change in practice. Thus, on an interim basis between June 15, 2007 and August 1, 2007, the Consortium's governance committee will:</p> <ul style="list-style-type: none"> <li>- Establish minimum requirements that must be met in order for the Consortium to endorse providers of AP classes who use the UCCP developed course content. The requirements will include, but are not limited to, those required by the Board of Admissions and Relations with Schools and those needed to ensure accessibility.</li> </ul>

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- Identify the types of information that will be needed in order to evaluate the quality and effectiveness of the online instruction.
- Publicize the opportunity for any online instruction provider to submit information required in order to be considered as an instructional provider that the Consortium would promote on its web site and in its materials.
- Verify that the entities offering online instruction who wish to be featured comply with the minimum requirements and are willing to submit the data required by the Consortium for evaluation purposes.

Commencing June 15, 2007, Consortium members will also work together to:

- Secure a Moodle server that will host online courses for use by educators across the state.
- Convert the UCCP's eight online Advanced Placement courses (currently hosted in Blackboard's learning management system) to Moodle and review/adjust to address any accessibility issues.
- Calculate a "per user" cost that will allow the ongoing costs of hosting the courses to be recouped.
- Negotiate an agreement with Blackboard that will enable instructors to offer courses within the Blackboard learning management system for a fee.
- Work with the Consortium's governance committee to identify "back end data" that can and should be collected as part of the learning management system to support the evaluation of course offerings.

This work will be completed by August 15, 2007.

Between June 15, 2007, and August 15, 2007, the Tech Center will develop a plan and enter into any necessary contracts to ensure that Moodle and/or Blackboard users have access to technical support. This support will supplement the existing online resources of the California Virtual Campus' Online Resource Center.

The California Virtual Campus' Professional Development Center staff, in concert with the Consortium, will also develop a plan for ensuring that professional development opportunities are available to potential online

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instructors who would offer instruction using the Moodle or Blackboard systems, and/or teachers who simply want to use the UCCP developed online course content as part of their courses taught in traditional classroom settings. Consideration will be given to the possibility of offering various levels of professional development as Community College and/or Extension courses. It is expected that courses would be available no later than the Spring Semester of 2008. However, if timelines permit, courses may be offered as early as Fall, 2007.

Between June 15, 2007 and August 1, 2007, the Consortium's Governance Committee will:

- Develop fee structures to cover basic operating costs.
- Develop marketing materials and a plan for 1) promoting the ability of any public entity to offer AP classes (using UCCP's course content) and other classes within Moodle or within the Blackboard learning management system; and 2) generating enrollments in the online teaching courses.

Implementation of the marketing effort will begin August 1, 2007 and continue throughout the year.

2<sup>nd</sup> Quarter: Develop preliminary plan for increasing student access to online courses, instructors' support for teaching online, facilitating collaborative work between researchers and instructors, and research efforts to document effective practices.

Between August 1, 2007 and November 1, 2007, the Consortium will identify and convene meetings with relevant parties to discuss a wide range of issues associated with offering online instruction directly to students who wish to enroll (as opposed to simply making referrals to third parties). It is the intent that the Consortium would develop a plan for making such services available in all urban under served and rural areas of the state by the Spring semester of 2008.

3<sup>rd</sup> Quarter: Begin implementing the plan, pursue grants and other opportunities for state funding to support efforts consistent with the work plan.

4<sup>th</sup> Quarter: Continue implementing the plan, assess progress to date, update work plan to reflect plans for Year 2,

In the Summer of 2008, the Consortium will begin analyzing data from the Spring 2008 course offerings, gathering and synthesizing new information about best practices, and making plans for adjustments needed for the 2008-09 school year.

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<ul style="list-style-type: none"> <li>• Outcomes</li> </ul>	<p><u>Outcome #1:</u> Online courses will be available to students across the state at minimal cost including Advanced Placement courses for high school students, career technical education courses, and exam preparation programs. A comprehensive listing of community based sites where students can access the technology required to participate in online instruction will be maintained at all times.</p> <p><u>Outcome #2:</u> Instructors in the public education settings will be able to build their courses within at least one learning management systems that is available at no or low cost to the instructor. Technology training and support will be available to instructors and students. NSF funded researchers and others will be able to locate teachers who want to “pilot” innovative teaching/learning approaches with highly engaging content.</p> <p><u>Outcome #3:</u> Policy briefs will clearly demonstrate the conditions under which online courses and professional development programs are a) at least as effective as traditional face-to-face instruction and b) more accessible to students/those needing professional development.</p>
<ul style="list-style-type: none"> <li>○ Brief History (when was the organization founded or when was the program launched?)</li> </ul>	<p>The California Virtual Campus Consortium is being formed underneath the umbrella of the Foundation for the California Community Colleges (FCCC), and will become its own free standing non-profit 501 (c) (3) organization in the near future. The FCCC is the sole official auxiliary for the California Community Colleges’ Board of Governors, Chancellor, and System Office. It is a non-profit corporation, tax-exempt under IRS section 501(c) (3) and receives no direct State or public support. The mission of the FCCC is to benefit, support and enhance the missions of the California Community College System. The Foundation assists community colleges (and other partner schools) to operate more effectively and efficiently through donations, grants, programs, and services that drive excellence while saving millions of dollars each year.</p>
<ul style="list-style-type: none"> <li>○ Size and Magnitude of Program or Project             <ul style="list-style-type: none"> <li>▪ Number of People Served, Involved, Impacted</li> </ul> </li> </ul>	<p>8,485,686 students, teachers and faculty from UC, CSU, CA Community Colleges &amp; K-12 Schools will be able to benefit from the CVC Consortium’s work.</p>
<ul style="list-style-type: none"> <li>▪ Annual Budget, Percentage of Earned Income and Staff</li> </ul>	<p>The CVC Consortium’s annual budget is estimated at \$1,413,655. In year 1, none of the revenues will be generated from earned income. The Board will develop a fee schedule and identify the percentage of earned income that will be generated for year 2.</p>
<ul style="list-style-type: none"> <li>▪ Funding Sources and Partners</li> </ul>	<p>The CVC’s \$1.4 million budget consists of \$250,000 in “seed ” funding from the CETF, an in-kind contribution of \$800,000 from the UC College Preparation Program that is making 8 online courses (developed at a cost of \$1 million per course) freely available to the Consortium for statewide use, and \$363,655 in in-kind staff support, office space and funding for operating costs being donated by the member entities.</p>
<ul style="list-style-type: none"> <li>• Results and Evidence of Success</li> <li>• Metrics for Evaluation Progress</li> </ul>	<p><u>Result #1:</u> Representatives from each of the education segments and their partners will have met at least 4 times during the year and will have resolved at least three major issues that create barriers to access to online teaching/learning. <u>Metric:</u> Three issues resolved can be named.</p> <p><u>Result #2:</u> At least 10 online courses will be offered on a statewide basis (including urban under served and rural</p>

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	<p>areas) by the Fall of 2009. Access to courses will be facilitated by community based organizations “partnering” with public education entities. <u>Metric:</u> Each course will have at least 100 students enrolled.</p> <p><u>Result #3:</u> All instructors in K-12 and higher education will have access to the technical resources needed to teach an online course. Innovative, collaborative approaches to teaching and learning at a distance will be developed by researchers and educators working in partnership with one another. <u>Metric:</u> Ability to access platforms and support (yes/no). At least three examples of collaboration will be able to be given.</p> <p><u>Result #4:</u> State and federal laws, funding formulas and regulation that hinder online instruction will be identified. Policy briefs that describe the problem and the rationale for change will be available, and efforts will be underway to change harmful laws, funding formulas and regulations. <u>Metric:</u> At least three examples will be available.</p>
<ul style="list-style-type: none"> <li>• Changes in Outcomes or Metrics Over Time</li> <li>• How long does it take to secure results for the program above?</li> </ul>	<p>The Consortium expects to make considerable progress in year one. By the end of year 3, the Consortium will be financially viable without assistance from the CETF. Course availability/enrollment and collaborative efforts that can be documented will begin in year 1 and will grow steadily in each successive year.</p>

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