CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM

Request for Proposal (RFP):
CAPP Demonstration Partnership (CDP):
Enhancing Instruction that Leads to Student Readiness for Higher Education through full Implementation of Common Core State (CCSS) Standards

Date: June 28, 2013
To: Superintendents: Capacity-Building for the Common Core State Standards (CCSS) Grant Recipients
Principals: Capacity-Building for the CCSS Grant Recipients
From: California Academic Partnership Program (CAPP)

RE: Request for Proposal (RFP): CAPP Demonstration Partnership: Enhancing Instruction that Leads to Student Readiness for Higher Education through full Implementation of Common Core State Standards

I. Purpose of Grant

The purpose of the CAPP Demonstration Partnership (CDP) Request for Proposal is to fund partnerships between public secondary schools, districts, other Local Education Agencies (LEA’s), community colleges, baccalaureate-granting institutions, and other local stakeholders to strengthen the quality of instruction required by the California Common Core State Standards (CCSS). The outcome of the CDP is a sustainable partnership that supports the full implementation of the CCSS and related assessments (both Smarter Balanced Assessment Consortium and other local assessments), enhances the quality of instruction, and increases the number of students who are eligible to transition from high school to institutions of higher education, ready to take credit-bearing college courses, and succeed in college.

In this regard, the ultimate vision of the grant is to establish seamless transitions for students from high school to colleges and universities, particularly for students traditionally underrepresented in postsecondary education. The grant will allow schools, districts, and higher educational institutions to examine the impact of both academic instruction (CCSS implementation) and local policies related to course offerings, grading, graduation requirements, eligibility, placement, and other academic considerations that support students’ successful transition into and through higher education.

CAPP seeks to encourage school sites to consider ways by which the CCSS can be a cornerstone for academic instruction and development of common expectations among educational segments. The CDP will help schools form strategic postsecondary partnerships that focus on the aforementioned purpose and grantees will be expected to:

- identify appropriate grant activities based on current academic needs and the local context;
- implement a continuous cycle of improvement to measure and determine the impact of specific activities and interventions, and make adjustments, as necessary;
- collaborate on professional development for educators from all segments to build a common vision for high quality instruction and a common set of expectations for college and career readiness;
• define a clear and transparent set of expectations for students that partnership institutions agree to, such that they facilitate a seamless transition from high school to postsecondary education; and,
• with the support of CAPP, host visitors, give presentations, and disseminate their findings to other interested schools across the state.

The Demonstration Site Grant will be in two phases:
• Phase I: an initial three-year funding cycle to enhance instruction through implementation of the Common Core State Standards that is accompanied by an evaluation plan to which all the partners subscribe; and,
• Phase II: a potential two-year renewal for dissemination activities. The second phase of funding will be dependent on demonstrated success in the first three years.

II. About CAPP

The California Academic Partnership Program (CAPP) is administered by the California State University system in cooperation with public education segments, including the University of California, the California Community Colleges, and the State Superintendent of Public Instruction. CAPP was created by the Legislature in 1984 to develop “cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college” (California Education Code Section 11000). For more information on CAPP, visit the CAPP website at http://www.calstate.edu/CAPP/.

In the last decade, CAPP has funded projects focused on improving the high school curricula and support services for students in lower performing schools (deciles one through five on the API), with the goal of increasing the number of students eligible for college admission and prepared to do college-level work. CAPP has provided resources to schools to implement standards-based instruction and assessments in mathematics and English Language Arts, improve student performance on the California High School Exit Examination and other indices of student achievement, build professional learning communities and develop innovative instructional school leadership. Additionally, CAPP provides support to the Mathematics Diagnostic Testing Project (MDTP) and the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES).

This new grant aligns with the goals of the California State University, the University of California, the California Community Colleges, the California Department of Education, and the State Board of Education to improve access and success of students in postsecondary education. The college and career readiness standards of the CCSS provide a foundation for all segments to build upon as they develop curriculum and assess students and create systems to support a seamless transition from high school to postsecondary education.

III. Who is Eligible to Apply

Eligible participants include any secondary school, and their district (and/or county office of education), that was selected as one of the CAPP Capacity-Building Grant Sites:

CAPP will support districts that are committed to scaling successful CCSS implementation activities to other district schools beginning in the fourth year of the grant. Districts will be expected to demonstrate this commitment by describing the impact of their work and how they will leverage grant funds to become a demonstration site.
Other eligibility criteria that CAPP will consider in its selection process are:

- geographic distribution (north, central, south);
- identified partner(s) from both a community college and a baccalaureate granting institution;
- urban, suburban, and/or rural distribution;
- district size (small, medium, large); and,
- distribution across Academic Performance Index (API) decile rankings 1 through 5.

It is anticipated that 8 to 10 schools will receive implementation grants of approximately $80,000 per year for the first three years, with a possibility of applying for a two-year extension for phase two dissemination activities.

IV. What the Grant will Provide

CAPP will provide funds to support the following:

- a lead teacher at each site to facilitate and coordinate grant activities;
- teacher site teams (English/Language Arts, Mathematics, Social Science, and Science teachers) to address the requirements of this grant including developing postsecondary partnerships, updating the needs assessment, designing collaborative professional development activities, and documenting a continuous cycle of improvement;
- substitutes for teachers to attend professional learning activities directly related to the grant;
- extra duty pay for teachers or honorariums for partners to develop curriculum and/refine policies; and
- a centralized representative to facilitate cross-site collaboration and articulation and to guide scaling activities within the district or consortium.

V. What CAPP will Provide

In addition to the grant funds awarded to the Partnership, CAPP will provide the following:

- sustained support from a CAPP Facilitator who will be selected in consultation with the grant recipient;
- periodic professional development and support for teachers from a CAPP Facilitator or other educators with relevant expertise;
- professional development for principals and other administrators on the use of data for continuous improvement, supporting instructional improvement, developing teacher leadership, and forming postsecondary partnerships; and,
- support from the CAPP Director, CDP Project Director, and CAPP Advisory Committee in carrying out the responsibilities of the grant.
VI. Grant Details

RFP Timeline/Deadlines/Workshops

1. RFP release: June 28, 2013
   • Proposals due to CAPP: September 30, 2013 by 5:00 p.m.
   • Email submissions to capp@calstate.edu
   • Notification of award: October 2013
   • Required initial meeting of participating school representatives: Early November 2013 (Location and Date TBD)
   • Grant Cohort Institute: Summer 2014 (Location, Date, and Topics TBD)

2. Grant Terms
   The grant will require the active involvement of at least one high school principal, a lead teacher, a site team, and a key district administrator. Additionally, the grant will require the active participation of key student services personnel and faculty from a community college and a baccalaureate-granting institution. District superintendents are expected to be involved in the grant implementation, especially when policies are being discussed and crafted.

   The funds are not intended for capital outlay. CAPP funds are intended to support human resource expenses needed to improve instruction and student achievement. Examples of allowable expenditures include:
   • release time for a lead teacher to serve as the site project director and coordinate the activities of the grant;
   • release time for site teams to engage in instructional coaching and/or curriculum leadership;
   • release time for evaluation and data analysis as related to a continuous cycle of improvement;
   • substitute costs for curriculum development during the school day;
   • extra duty pay for teachers working on common courses and/or in professional learning communities collaborating on site or with partner sites;
   • designing and implementing supplemental support for student learning; and,
   • honoraria for partners who are writing joint curriculum, supporting collaborative professional development, and/or developing policy.

   CAPP will provide and separately fund the following:
   • at least five days per year of on-site support from a CAPP Facilitator;
   • professional development sessions and site visits for principals, district representatives, teacher leaders, and postsecondary partners on implementing a continuous cycle of improvement, improving teaching and learning, building and maintaining partnerships, and conducting needs assessments;
   • summer professional development institutes; and,
   • guidance and support from the CDP Project Director.

3. Reporting and Evaluation Requirements
   At the end of each year, projects will submit an annual report to CAPP and the district superintendent. To help CAPP assess the program, the annual report will include:
• a description of grant related activities for the year;
• a description of the partnership, commitment of partner institutions, and roles and responsibilities of partners;
• a quantitative and qualitative assessment of the impact of the program on the schools, teachers, and students and progress towards developing and implementing strategies to support transitions from secondary to postsecondary institutions;
• an expenditure report for the year (due by September 30 of each year); and,
• a proposed work plan and budget for the following year.

4. Expectations for Implementation
The overarching goal of the grant is to improve successful matriculation of students to college and careers in a seamless transitional path. In this regard, this grant is intended to 1) support teams of high school teachers, teacher leaders, and administrators as they collaborate with their local community college and baccalaureate-granting college and/or university to strengthen instruction and improve student learning, 2) evaluate local policies impacting the transition to higher education; and, 3) implement an evaluation system that is based on a cycle of continuous improvement. To this end, grant activities should include:
• release time of a teacher for at least one period at each school site to serve as Lead Teacher;
• release time and substitutes for team teachers to support active participation of site teachers in grant activities (including articulation meetings with postsecondary partners);
• collaboration by faculty and administrators from at least one high school and at least one community college and one baccalaureate-granting institution to assess local student academic needs to meet Common Core State Standards and be college and career ready;
• identification of strategies and interventions to support common core implementation, improve instruction, and improve student readiness for college and the world of work;
• selection of measurable goals and data to be collected and analyzed to determine improvements in student preparation for college and careers, the impact of CCSS implementation strategies and interventions, and strategies for successful transitions to postsecondary education;
• agreement that curriculum maps, scope and sequence, and pacing guides developed by the team will be aligned with the CCSS and designed to reduce the need for postsecondary remediation;
• courses developed jointly with all three segments that students can take in their senior year to ensure college and career readiness at postsecondary institutions;
• collaborative professional learning opportunities for school teams from the high school and postsecondary partners focused on college and career readiness; and
• attendance at the CAPP-sponsored professional development and summer workshops for curriculum mapping, partnership building, evaluation design principles, and other topics identified by grantees that support development and implementation of project activities.

The actions expected of Principals are:
• partner with higher education partners to ensure a seamless transition from high school to postsecondary education;
• collaborate with higher education partners and principals from other CAPP schools to ensure successful implementation of the CCSS and college and career readiness standards;
• participate in CAPP project convenings and in ongoing professional development associated with this project; and,
• engage in a continuous cycle of improvement as a way to evaluate college and career
readiness.

The actions expected of **Lead Teacher** are:

- serve as project director, coordinate site grant activities, and facilitate site project team meetings, activities, and professional learning;
- collaborate with site project team and postsecondary partners to develop common course goals, end of year examinations, and joint courses to reduce the need for remediation;
- participate in CAPP project convenings and in ongoing professional development associated with this project; and,
- engage in a continuous cycle of improvement to evaluate student success in college and career readiness.

The actions expected of **Site Project Team** are:

- serve as the site team with the major responsibilities of carrying out the grant activities at the classroom level;
- collaborate with postsecondary partners to develop common course goals, end of year examinations, and joint courses to reduce the need for remediation;
- participate in CAPP project convenings and in ongoing professional development associated with this project; and,
- engage in a continuous cycle of improvement to evaluate student success in college and career readiness.

The actions expected of **Postsecondary Partners** are:

- collaborate with a secondary school to ensure a seamless transition for students from high school to an higher educational institution;
- participate in CAPP project convenings and in ongoing professional development associated with this project; and,
- participate in a continuous cycle of improvement to evaluate the joint efforts of implementing the college and career readiness standards.

5. **Guidelines for Writing the Proposal**

- Signature Page
- Statement from the Principal
- Statement from the Lead Teacher and Teacher Team
- Statement from the Superintendent
- Statement from two Postsecondary Partners

Statements from the principal, the lead teacher in collaboration with the site team, the superintendent, and a postsecondary partner are required for the proposal. If there is more than one secondary school participating in the grant, the principal and lead teacher from each school must complete a statement. Please have each person respond to the appropriate questions below:

**Principal(s) Statement:**

In no more than **three** pages, each principal should address the questions listed below:

- Describe your school’s current efforts in preparing students to be college and ultimately career-ready. What have you accomplished thus far and how do you see this grant helping those efforts?
- What challenges do you face in your school in ensuring that students successfully meet the
academic demands of postsecondary courses?

- Describe your school’s current efforts in conducting a needs assessment and gap analysis for successful implementation of the CCSS and examination of local policy for admissions and college and career readiness?
- Describe the ways by which your school will measure success and determine when adjustments need to be made.
- Describe how you have collaborated to date with your postsecondary partners and plans for future collaboration.

**Lead Teacher’s Statement (in collaboration with site team):**

In no more than three to six pages, please address the questions listed below with your team (each team member should sign the signature page for Teacher Leaders):

- Describe the current efforts of your academic departments in implementing the CCSS. What have you accomplished thus far and how do you see this grant helping those efforts?
- What challenges do you face in your academic departments in addressing the needs of students in implementing the CCSS and helping them to be college and career ready?
- Describe the efforts of your academic departments in conducting a needs assessment and gap analysis for successful implementation of the CCSS.
- Describe the ways by which your department will measure success in college and career readiness and determine when adjustments need to be made.
- Describe how you have collaborated to date with your postsecondary partners and plans for future collaboration.

**Superintendent Statement:**

In no more than three pages, the superintendent should address the following questions:

- Describe your district’s current efforts in implementing the CCSS. What are your priorities? What have you accomplished thus far and how do you see this grant helping those efforts?
- What challenges do you face in your district in addressing the needs of students in implementing the CCSS?
- Describe your district’s efforts in conducting a needs assessment and gap analysis for successful implementation of the CCSS.
- Describe the ways by which your district will measure success in college and career readiness and determine when adjustments need to be made.
- Describe current and/or potential opportunities for collaborating with your local postsecondary institutions to mutually support college and career readiness.

**Community College Partner Statement:**

In no more than three pages, your community college partner(s) should address the questions listed below:

- Describe your awareness of the CSSS and ways by which the college and career readiness standards can impact your institution.
- What challenges do you face as a community college in addressing remediation and how can partnering with a high school to implement the CCSS help address these challenges?
- How do you expect this particular grant to help you address the remediation challenges that your college faces?
- Describe how you plan on collaborating with your secondary school and district partners.

**Baccalaureate-Granting Partner Statement:**
In no more than **three** pages, a representative from a baccalaureate-granting institution should address the questions listed below:

- Describe your awareness of the CSSS and how the college and career readiness standards can impact your institution.
- What challenges do you face as a baccalaureate-granting institution in addressing remediation issues and how does partnering with a high school to implement the CCSS help address these challenges?
- How do you expect this particular grant to help you address the remediation challenges that your organization faces?
- Describe how you plan on collaborating with your secondary school and district partners.

**Completed proposals must be received by September 30, 2013 by 5:00 pm.**
**Please submit via e-mail to CAPP@calstate.edu.**
**A completed proposal includes all appendices in one file.**

**Signature pages may be sent as a separate PDF or faxed to: 562-951-4866**

Proposals will also be accepted by US Mail or Delivery at:
CAPP Office – RFP
CSU, Office of the Chancellor401 Golden Shore, 6th Floor
Long Beach, CA 90802

**For Questions on the RFP**
All questions related to the RFP should be directed to:
Zulmara Cline, Ph.D., Statewide CAPP Director
CSU, Office of the Chancellor
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210
Tel. (562) 951-4780
Fax (562) 951-4866
E-mail CAPP@calstate.edu

**APPENDICES  (Please include Appendices I-IX in the proposal packet.)**
1. Signature Page (Appendix I)
2. Lead Teacher and Site Team Signature Page (Appendix II)
3. Demographics (Appendix III)
4. Statement of Outcomes (Appendix IV)
5. Statement from Principal (Appendix V)
6. Statement from Teacher Leaders (Appendix VI)
7. Statement from Superintendent (Appendix VII)
8. Statement from IHE Partner (Appendix VIII)
9. Statement from Baccalaureate Partner (Appendix IX)
Appendix I

CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM
CAPP Demonstration Partnership (CDP) Grant

Signature Page

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Appendix II
CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM
CAPP Demonstration Partnership (CDP) Grant

Lead Teacher and Site Team Signature Page

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Appendix III
CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM
CAPP Demonstration Partnership (CDP) Grant

School/District Demographics

| District: |
| Name of Contact Person and Title: |
| Address: |
| E-mail: |
| City: Zip: Telephone: |

### I. HIGH SCHOOL INFORMATION

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<th>Students by Ethnicity (%)</th>
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<td><strong>American Indian</strong></td>
<td>Ten</td>
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<tr>
<td><strong>Asian</strong></td>
<td>Eleven</td>
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<td><strong>Filipino</strong></td>
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<td><strong>Hispanic</strong></td>
<td><strong>Other Student Data (%)</strong></td>
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<td><strong>White</strong></td>
<td>English Learners</td>
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<td><strong>Other</strong></td>
<td>Free/Reduced-Price Meals</td>
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<td>CASHEE 10th Grade passing rate (2006)</td>
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The above data may be available at [www.cde.ca.gov/ds](http://www.cde.ca.gov/ds)
Goals of the Grant: To establish a seamless transition from high school to postsecondary education.

**Focus** (Describe your focus areas that address the Grant Goals, the Benchmarks, and Measurable Outcomes)

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<tr>
<th>IMPLEMENTATION ACTIVITIES</th>
<th>MEASURABLE OUTCOMES &amp; RESULTS FOR 2013-14</th>
<th>PERSON(S) RESPONSIBLE &amp; THEIR ROLE</th>
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Appendix V
CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM
CAPP Demonstration Partnership (CDP) Grant

Statement from Principal

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<th>Principal:</th>
<th>School:</th>
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<td>Years in Administration:</td>
<td>Years at Current School:</td>
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In no more than three pages, please address the following questions:

- Describe your school’s current efforts in preparing students to be college and ultimately career-ready. What have you accomplished thus far and how do you see this grant helping those efforts?
- What challenges do you face in your school in ensuring that students successfully meet the academic demands of postsecondary courses?
- Describe your school’s current efforts in conducting a needs assessment and gap analysis for successful implementation of the CCSS and examination of local policy for admissions and college and career readiness?
- Describe the ways by which your school will measure success and determine when adjustments need to be made.
- Describe how you have collaborated to date with your postsecondary partners and plans for future collaboration.
Appendix VI
CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM
CAPP Demonstration Partnership (CDP) Grant

Statement from Lead Teacher and Site Team
(please have all members sign the Signature Page)

School: ________________________________________________________________________________

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<th>Name</th>
<th>Position</th>
<th>Years as a Teacher/ Years at Current School</th>
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In **three to six** pages, please address the questions listed below with your team (each team member should sign the teacher leaders’ signature page, please make additional copies if needed):

- Describe the current efforts of your academic departments in implementing the CCSS. What have you accomplished thus far and how do you see this grant helping those efforts?
- What challenges do you face in your academic departments in addressing the needs of students in implementing the CCSS and helping them to be college and career ready?
- Describe the efforts of your academic departments in conducting a needs assessment and gap analysis for successful implementation of the CCSS.
- Describe the ways by which your department will measure success in college and career readiness and determine when adjustments need to be made.
- Describe how you have collaborated to date with your postsecondary partners and plans for future collaboration.
Appendix VII
CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM
CAPP Demonstration Partnership (CDP) Grant

Superintendent

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<th>Name:</th>
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<tr>
<td>District:</td>
<td>Years as Current Superintendent:</td>
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In no more than three pages, please address the following questions:

- Describe your district’s current efforts in implementing the CCSS. What are your priorities? What have you accomplished thus far and how do you see this grant helping those efforts?
- What challenges do you face in your district in addressing the needs of students in implementing the CCSS?
- Describe your district’s efforts in conducting a needs assessment and gap analysis for successful implementation of the CCSS.
- Describe the ways by which your district will measure success in college and career readiness and determine when adjustments need to be made.
- Describe current and/or potential opportunities for collaborating with your local postsecondary institutions to mutually support college and career readiness.
Appendix VIII
CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM
CAPP Demonstration Partnership (CDP) Grant

Community College Partner Statement

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<td>Institution:</td>
<td>Years of Service:</td>
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In no more than three pages, please address the questions listed below:

- Describe your awareness of the CSSS and ways by which the college and career readiness standards can impact your institution.
- What challenges do you face as a community college in addressing remediation and how can partnering with a high school to implement the CCSS help address these challenges?
- How do you expect this particular grant to help you address the remediation challenges that your college faces?
- Describe how you plan on collaborating with your secondary school and district partners.
Appendix IX
CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM
CAPP Demonstration Partnership (CDP) Grant

Baccalaureate Granting Partner Statement

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In no more than three pages, please address the questions listed below:

- Describe your awareness of the CSSS and how the college and career readiness standards can impact your institution.
- What challenges do you face as a baccalaureate-granting institution in addressing remediation issues and how does partnering with a high school to implement the CCSS help address these challenges?
- How do you expect this particular grant to help you address the remediation challenges that your organization faces?
- Describe how you plan on collaborating with your secondary school and district partners.