CCCCO ZTC Acceleration Grants: Cañada's Proposals

October 2023

ZTC Acceleration Grants from CCCCO

Program-level grants that allow faculty to create materials

Up to $200,000/grant

Colleges can apply for more than one grant

Applications are due 15 September 2023;
Grants are awarded 22 September 2023;
Progress Reports are due December 2024/January 2025;
Final Reports are due December 2026

Plans should include how the ADT and/or CTE Certificate get to zero-cost, including GEs

Important Information re: CCCCO ZTC Grants

Pathways must include:
- Core courses
- Selectives
- GEs

Programs need to offer as many sections as possible for each course as ZTC.

The materials adopted, remixed or authored must be accessible and customizable (CC-BY, CC-BY-NC).

ADT/Certificate Pathways should be implemented within 3 academic years of receiving funding, if not sooner.

Cañada's Accelerated Pathways

EARLY CHILDHOOD EDUCATION AS-T

- Focus on digital learning enhancement, critical thinking

- Conversion of 1 course: ECE 313 Health, Safety and Nutrition

- Work on ENGL 100 to add content to existing OER (by the author herself!)
  - Addenda will be usable for many disciplines who need support for their students

MATHEMATICS AS-T

- Focus on contextualized learning, competency-based grading and equity-based grading practices

- Conversion of 1 course: MATH 275 Ordinary Differential Equations

- Remixing of already-converted courses in the Calculus pathway and MATH 270 (Linear Algebra), both texts and assessments

The remainder of each pathway's courses and the General Education Z-Pathway have already been addressed with prior funding.

What Is Being Funded

Release time for faculty to create and/or heavily remix materials

ECE AS-T:

- .2 FTE for Kristina Brower (ECE 313)
- .2 FTE for Anna Mills (ENGL 100)-- 1 semester each

MATH AS-T: .667 FTE for Michael Hoffman, 1 semester

Stipends for colleagues providing input and revisions (MATH)

Accessibility and Design support (.1 FTE Adjunct Faculty per project, 2-3 semesters)

Equity and Anti-Racism Work in Action

Converting popular degree pathways to zero-cost for all students, thereby reducing financial barriers

Addressing equity gaps in the use of digital materials, particularly in critical thinking and the use of artificial intelligence

Contextualizing materials to address language gaps

Creating opportunities for students to apply knowledge and show competency in different ways

Learning Center: Embedded Tutors and Peer Tutors to help students in the use of digital materials

Library and ITS: More laptops and internet hot-spots to lend to students

OER/ZTC Coordinator and Librarians: Project management and resource investigation

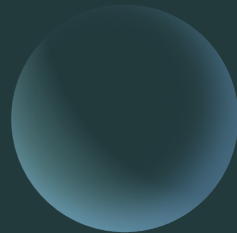Instructional Designer: Design support for Canvas sandboxes

Instructional Support Assistant (if approved): Data management and reporting

Continual and In-Kind Support

Next Steps:

- Has already been discussed at TAS, ASLT Division

- Input from IPC, PBC, Operational Deans, EAPC, ASCC

- Submitting to CCCCO by 31 October

Questions? Comments?