

CCCCO Direct Assessment Competency-Based Education Collaborative

RFA Details:

1. Funding Period: Granting period through January 31, 2025
2. Funds Available: Up to \$ 515,000
3. Number of Awards: Up to 10 colleges (pending funding)

What is Expected of Participants?

The Chancellor's Office is establishing a collaborative composed of up to 10 colleges (pending funding) to support the implementation of direct assessment competency-based education (CBE) associate degree programs. The purpose of the direct assessment CBE collaborative is to establish a direct assessment CBE learning community to inform key aspects for system-wide implementation of direct assessment CBE. Interested districts and/or colleges will apply for funds through an application process established by the Chancellor's Office. The goals of the collaborative are as follows:

1. Establish local structures, from curriculum to administration, to support the development and implementation of a direct assessment CBE program.
2. Coordinate local implementation efforts and corresponding state supports.
3. Inform statewide policies, regulations, and system-wide change needed to support implementation.
4. Develop and disseminate a program blueprint for direct assessment CBE for systemwide implementation.
5. Cultivate a peer-learning community and a network of CBE champions armed with the tools to support, educate, and lead implementation efforts system-wide.
6. Evaluate program implementation opportunities, challenges, and outcomes.

CALENDAR OF KEY DATES

- ✓ December 3, 2020 Collaborative application made available
- ✓ December 11, 2020 Application informational session
- ✓ December - January Complete the pre-application activities of Module I
- ✓ ~~February 5, 2021~~ **Extended to March 1, 2021** Collaborative application due
- ✓ March 1, 2021 Selected colleges notified
- ✓ March 1, 2021 Direct Assessment CBE Collaborative launch

Definition of CBE

Direct assessment CBE is a federally defined term that refers to an instructional program that, in lieu of clock hours, measures learning through direct assessment of mastery. Direct assessment programs must

lead to a postsecondary degree and thus must meet the standards of degree-applicable programs. While Competency-Based Education more generally is implemented by colleges and universities to offer an array of post-secondary credentials, this effort is centered around direct assessment CBE for associate degree programs. Direct assessment CBE programs:

- ✓ are not based on academic terms or credit hours
- ✓ are fully online or hybrid
- ✓ base both the evaluation of student achievement and the award of a degree or credential solely on the demonstration of competencies
- ✓ allow students to proceed at their own pace rather than progressing through courses offered in a traditional academic term
- ✓ do not necessarily assign conventional grades
- ✓ expect students to demonstrate competency at a high level of achievement
- ✓ establish “credit-hour equivalencies” for the student learning outcomes

For milestones and funding amounts, see pages 10-19 in CCCC Memo forwarded from Sabrina Miranda.