



AB798 Round 2 Preliminary Progress Report

Due: December 5, 2019

Reporting Period for Preliminary Progress Report:

Fall 2018 — Present

Course Sections

- Include all NEW course sections using OER in AB 798 Round 2
- Include each time the section was taught using OER, Fall 2018 — Present

Partner Campuses

Campuses that partnered on the RFP can work together and submit one comprehensive report, or two separate (/individual) reports for each campus.

Reporting

What course materials can be used in a course section to reduce costs by at least 30% from the previous term?

- FREE Public Domain
- FREE Open Educational Resources – with Creative Commons licenses or under acceptable use policies and fair use policy
- FREE to students library materials that are properly licensed by the institution AND all students in the course have concurrent access to use for the entire term of the course.
- As defined in AB 798: *“Open educational resources include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.”*

What is the savings requirements for the reports?

- 30% savings on traditional course materials and at least one OER.

Can cost savings from a course/section that was taught in one semester/quarter and then taught again in a following semester/quarter be counted?

- Yes, two separate groups of students are saving money and the cost savings from both terms should be counted towards total costs savings.

Can we include courses that started in Fall 2018?

- Yes

What reports are required for Round 2 Funding?

- ~~June 30, 2019~~ December 5, 2019 — an interim (preliminary progress) report (Fall 2018 - December 2019)
- June 30, 2020 - [Final Cost Savings Report](#) for this round of funding (Fall 2018 - June 2020)

May we use the first-day of class census for our student metric?

- Yes

The AB 798 report must reflect the number of courses that were funded. For example, if campus applied for 50 sections and received \$50,000, the final report should include (at least 30%) cost savings for 50 sections.

For CSU Coordinators: The AL\$ report can include savings from AB 798, and include any funds paid to supporting activities (e.g., recognition events, faculty and ambassador stipends) and additional savings.

Can the savings reported on the AB 798 reports also be reported on the AL\$ reports (and vice versa)?

- Yes, the AB 798 report can include course sections that were included on the AL\$ report as long as the AB 798 course section course material obtains a 30% cost savings (from previous term) and includes the use of at least one OER.

2018 AB798 RFP Logistics/Process

Funding - Round 2 (updated May 31, 2018)

AB 798 Round 2 is now underway. **RFPs are due June 30, 2018**, or sooner. Applicants will submit their RFP via [InfoReady](#) (the same platform used for Round 1). All details regarding Round 2 funding can be found via [COOL4Ed/rfp2018](#).

- 2nd Round Applicants - Be prepared to upload to InfoReady:

- [Campus Plan](#)
- Approval of Campus Plan (by Senate Chair or other designee).
- 1st-time Applicants - Be prepared to upload to InfoReady:
 - Academic Senate Resolution
 - [Campus Plan](#)
 - Approval of Campus Plan (by Senate Chair or other designee)

Each campus - whether applying with a partner or individually - will submit an application via InfoReady. There is an area in the InfoReady application for a campus to indicate partnership status and name of partner campus, if applicable.

****Please Note: If submitting an application with a partner campus, the maximum amount of the request cannot exceed a combined total of \$50,000. ****

Information regarding Round 2 Bonus Funding can be found via [COOL4Ed/rfp2018](#)
Specific details regarding Bonus Funding, [see section 6.1](#)

Updated June 2018

2018 AB798 Frequently Asked Questions (FAQs)

Updated June 5, 2018

If you have additional questions, please feel free to email us, cool4ed@cdl.edu.

(Check back periodically as we will continue to add to the Q&As below.)

Q: The Bonus Funding section says, "...a campus may apply for bonus funding equal to the amount of its initial funding..." Is a campus able to apply for more than the initial amount in Round 1 if conversions exceeded target?

A: Per the newly released RFP, a campus is able to increase the number of courses in Round 2 and request more funding (not to exceed \$50,000).

*"Bonus funding specified above shall be used to further the goals of the campus' approved plan for its initial funding. It is the intent of the Legislature that bonus funding support each campus' adoption of open educational resources for **at least***

double the number of course sections, and with at least 30 percent cost savings for each of these course sections, as accomplished by the campus' approved plan for its initial funding."

Campuses can propose to get more funding based on how many sections that produced savings for the 1st Round. For example, if a campus transformed 30 sections in Round 1 but also reports they have transformed additional 20 sections, they can request 50 sections for Round 2 (and \$50K is the maximum award).

This decision will have an impact on how funding is allocated if the requests go beyond the \$1.3 M. Round 1 campuses are eligible for the amount of their Rd 1 proposals 1st. Additional funding requests will be allocated proportionally by quality on the extra sections. The evaluation team will use the rubric to allocate additional funds.

Q: Can a campus apply for Round 2 Bonus Funding that is less than their initial request in Round 1?

A: In short, YES. The Round 1 campus will need to partner with a first-time campus applicant, who will make up the shortfall or help exceed the initial request.

For example, if a campus' Round 1 proposal targeted 50 course sections to reduce the cost by 30% or more, then the campus' Round 2 proposal needs to target another 50 course sections. However, if the Round 1 campus can only target 30 new course sections due to circumstances, they can partner with another CCC or CSU campus to target an additional 20 new course sections in order to meet the equivalent number of courses proposed in Round 1.

Q: If a Round 1 campus received the maximum amount (\$50K) in the first round, but cannot meet that amount in Round 2 and cannot partner with another campus, can the campus apply for Round 2 Bonus Funding?

A: We encourage you to apply. Please contact us and we will help brainstorm solutions with you so that you meet the requirements.

The rubric will be used for allocating funds. If there is money available, then a campus will be eligible to get funds. If a group of proposals ask for their full

amount uses up the \$1.3M, then the campus undershooting their goals in Round 2 will be a lower priority (Priority 2) and may not get funds, depending on the quality of their proposal.

Q: How does the funding structure work for partnerships?

A: Currently, the partner guidelines are that the partner campus will need to match the number of courses of the Round 1 grantee campus, if the Round 1 campus was awarded \$25,000 or less.

For example, if your campus, as a Round 1 grantee, was awarded \$20K, then the partner campus would need to request the same amount. Round 1 campuses can request more funding for Round 2, and the partner campus can do so as well; however, the partner campus only needs to request the initial amount (\$20K) awarded during the first round, ensuring the combined amount requested in Round 2 does not exceed \$50,000.

However, if the Round 1 campus' initial award was more than \$25,000, the partner campus cannot apply for an equal amount because the total combined amount would equal more than the \$50,000 maximum. For example, if a Round 1 campus received \$30,000 in their initial award, the maximum amount the partner campus can apply for is \$20,000.

Moreover, if a Round 1 campus was awarded \$50,000 in the first round, a partnership would be possible only if the Round 1 campus requested a reduced amount in Round 2.

Q: What is the role of partner campuses? If we wanted to partner with another school in our district, are there any guidelines for what the partnership should look like?

A: Requirements for New Campus Applicants:

1. The new campus applicants will define plans for how they will be advised and mentored by a Round 1 grantee concerning strategies, lessons learned, tools, templates, communications, etc. that will help the new campus implement their textbook affordability plan more effectively and efficiently.
 - a. The Round 1 Partner original campus should review the Round 2 partner campus proposal.
 - b. The plan for the new campus must include at least 1 campus visit to the Round 1 grantee and follow-up virtual meetings/conference calls.
 - c. Periodic virtual meetings are recommended if a campus visit is not possible.

2. Textbook affordability plans for new campus applicants must meet all the same requirements as the Round 1 grantee's plans (e.g. campus academic senate resolution, campus academic senate approval of plan, identify a campus coordinator, etc.).
 - a. The new campus applicants should include a description of how they have leveraged the work of their Round 1 grantee partner when presenting their textbook affordability plan.
3. Round 1 grantees who become partners must be awarded funds within the new campus applicants' budget to support their partners' consulting services from 2018-2019 (maximum award for partnership project = \$50,000).

The Round 1 partner campus can act as a mentor/guide by sharing resources and ideas for the new campus to complete its proposal and/or during the implementation of the grant from 2018-2020. In addition, a Round 1 campus might consider co-facilitating professional development activities and creating communities for the faculty in the various disciplines to share their resources and ideas.

The goal of AB 798 Round 2 Bonus Funding is to expend the remaining grant funds. With that in mind, we've tried to present beneficial solutions and examples to help maximize Round 2 funding in the RFP. Additional questions regarding partnerships, Round 2 funding structures, or anything else, please email: cool4ed@cdl.edu

Archived FAQs below.

Funding - Round 1

- Is there funding left over for the second portion of the grant?
 - Yes.
- Will you let us know when the funds are transferred?
 - Yes.
 - CCC: All fiscal contacts for each campus have been confirmed; all Subaward Agreements have been sent to fiscal contacts; all SubAward Agreements have been fully executed; and all checks have been mailed out.

- CSU: All fiscal contacts for each campus have been confirmed, Subaward Agreements have been fully executed, and checks have been mailed out.
 - Next Steps (CCC & CSU): If you should have any questions regarding the status of your AB798 award, please contact us: cool4ed@cdl.edu
- When will Round 2 funding be available?
 - RFP application will be posted spring 2018. Funded summer 2018.
- What would happen should a faculty member fail to produce a workable deliverable at the end of this grant or along the scope of what was proposed, especially if the funding were already distributed to the individual? Or what happens should a faculty member be unable to continue the project for personal reasons--injury, illness, maternity leave, or a change in position?
 - Campuses can change the courses and course sections participating in the campus program so if a faculty member chooses not to participate, the campus can find another faculty to voluntarily substitute for the original course section.
 - If a faculty gets the \$ and doesn't deliver, s/he will not be able to get the "bonus" funding and could put the campus in jeopardy of getting the "bonus" funding for achieving its original targets. The faculty will have to document what they did and what savings if any was achieved.

Reporting

- What is the savings requirements for the reports?
 - 30% savings on traditional course materials and at least one OER.
- Can cost savings from a course/section that was taught in one semester/quarter and then taught again in a following semester/quarter be counted?
 - Yes, two separate groups of students are saving money and the cost savings from both terms should be counted towards total costs savings.
- Can we include courses started in Fall 2016?
 - Yes
- What reports are required for Round 1 Funding?
 - June 30, 2017 - an interim report
 - June 30, 2018 - [Final Cost Savings Report](#) for this round of funding
- May we use the first-day of class census for our student metric?
 - Yes.
- **For CSU Coordinators: The AB 798 report must reflect the number of courses that were funded.** For example, if campus applied for 50 sections and

received \$50,000, the final report should include (at least 30%) cost savings for 50 sections. **The AL\$ report can include savings from AB 798**, and include any funds paid to supporting activities (e.g., recognition events, faculty and ambassador stipends) and additional savings.

Additional FAQs

- Can we see the campus proposals?
 - Yes. [They are posted here.](#)
- Re: OER with “No Commercial” license, can the bookstore charge a fee for printing CC BY **NC** course materials?
 - It is common and accepted practice to print and charge (cost recovery + overhead; but no profit) for Creative Commons licensed textbooks in college bookstores ... even those with an NC license.
 - The trick is to only charge for cost recovery. If the bookstore is adding a profit margin to the sale of NC licensed OER, it is likely violating the NC license.
 - It is also best practice to do what you are doing - offer OER free online ... and provide at-cost printed versions of the OER ... should students or faculty want printed copies.
- Need to find a way to ensure faculty search a combination of OER and library resources
 - A few CSUs have been piloting IntellusLearning, which searches both library and OER. However, there are additional solutions available.
- Can we add selected/adopted OER to COOL4Ed?
 - Yes. For any OER that isn't already on COOL4Ed, it's required by AB798 to add the new OER. You can email the link to the OER to (COOL4ed@cdl.edu) or include it in your first report.
- We can't post the library resources in the COOL4Ed library if the copyright prevents it, right?
 - We can't post the actual library resources, but the name and/or a link to the names of the resources can be provided, so that others can look for them at their own libraries, in their databases, and so on.
- Does the Course Redesign program require OER as part of the program?
 - No, OER is not required in the CRT. We asked faculty to share their strategies to address low or no cost resources if they can.
- Is there a way to combine Course Redesign with other OER projects?
 - As much as possible, we are trying to combine all efforts and resources, and will continue to keep this in mind as we move forward.

- For clarification, library resources are not considered OER because they are copyrighted. They are a “free” resource, but not “open” resource. However, because every campus has a library database with free material available to students, a link to the library resources will be helpful.
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2016

Frequently Asked Questions Basics of 2016 AB 798 RFP

Open Educational Resources Adoption Incentive Program

Updated. May 5, 2016

[\(Recent edits to RFP\)](#)

1. **If I have questions, who can I ask to get them answered?**
 - a. Send an email to tdykes@calstate.edu and we'll respond to you in a timely manner.

2. **What must the Academic Senate do for our campus to submit a proposal?**
 - a. They must have passed an Academic Senate resolution by June 30, 2016 to *"Increase student access to high-quality open educational resources and reduce the cost of textbooks and supplies for students in course sections for which open educational resources are to be adopted to accomplish cost savings for students."*
 - A sample Academic Senate resolution from the [CSU](#)
 - Recommended Academic Senate resolution verbiage for the [CCC](#)
 - [Academic Resolutions shared with us so far. \(not complete\)](#)

 - b. They must have [a textbook affordability plan](#) (using the [Campus Plan Template](#)) approved by the campus Academic Senate.

- c. Include a short memo from an Academic Senate chair or designee approving the Campus Plan.

3. Does the Academic Senate need to approve the plan or can the Senate Executive Council or even just the Chair of the Academic Senate approve the plan?

- a. Each campus' Academic Senate must approve [the campus' Textbook Affordability Plan](#), and there are a variety of ways that campus Academic Senate can provide its approval.
 - The campus Academic Senate's approval of the campus plan need not be a formal resolution but it can be one option.
 - Evidence of approval by the campus Academic Senate can be a memo from the campus' Academic Senate chair to the California OER Council stating the campus Academic Senate's approval of the plan.
 - The Academic Senate can request a recommendation from an Academic Senate subcommittee, request a recommendation from the executive committee of the Academic Senate, or request a recommendation from an ad hoc committee chaired by the Academic Senate chair or senator to review and decide on the approval of the plan.
 - Each campus Academic Senate can decide on their process for approval.
- b. A proposal will not be considered without some form of a campus Academic Senate's approval of the plan.

4. What course materials can be used in a course section to reduce costs by at least 30% from the previous term?

- a. FREE Public Domain
- b. FREE Open Educational Resources – with Creative Commons licenses or under acceptable use policies and fair use policy
- c. FREE to students library materials that are properly licensed by the institution AND all students in the course have concurrent access to use for the entire term of the course.
- d. As defined in AB 798: *“Open educational resources include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.”*

5. What courses can be included in [a campus textbook affordability plan](#)?

- a. A campus can choose to include:
 - i. Any course in which students can earn academic credit toward a degree or
 - ii. Any course that is a prerequisite for academic credit courses toward a degree or
 - iii. Any course in which students can earn a certificate, certification, or degree that prepares them for the workforce.

Individual courses that are not part of or are prerequisites for an academic degree, certification, and/or certificate program are not to be included.

- b. The 50 courses identified by the California OER Council are available for your convenience and choice at www.cool4ed.org . AB 798 highlights the 50 courses listed on the www.cool4ed.org website as an aid to campuses and faculty so they can more easily identify courses where free and open textbooks have already been identified with courses taught in the California Community Colleges, California State University, and the University of California. However, other courses satisfying i, ii, and iii are welcome.

6. What if I choose a course and/or course materials that are not in COOL4Ed?

- a. Excellent! You can help expand the list of courses and materials that we can include in the library.
- b. AB 798 requires that you inform [the COOL4Ed library](#). *"All new open educational resources developed and available that are adopted as course material pursuant to this program shall be added to the California Open Online Library for Education established in Section 66408."* [A form to share OER \(not found in COOL4Ed.org\) used in the AB 798 implementation will be posted soon.](#)

7. What is the implementation timeline?

- a. Your campus has until spring 2018 to implement the first round of funding.

8. Assuming our campus receives a funded award, what is required of our campus after we receive the funding? What if we have to make some changes to our plan?

- a. You have to implement your plan and complete an online annual report that will require you to document the course sections and the course savings

being accrued. Your plans and annual reports for the cost savings will be publicly posted on [COOL4Ed](#) and reported to the legislature. More information available on [the RFP timeline in section 2.0](#).

- b. We realize that the course sections identified in your plan may not always be implemented as planned for a variety of reasons (e.g. course schedules changes, faculty assignments change, enrollment demands change, etc.). You will have opportunities to substitute new courses sections or the originally planned course sections, as long as the substitutions are comparable and achieve the required savings.
- c. When you have to make changes to your plan, please contact us at cool4ed@cdl.edu, so we can provide support and consultation.
- d. There will be other voluntary programs such as the [Faculty Showcase](#) provided by COOL4Ed that your campus can participate in if it chooses to help support your success.

9. I am writing for clarification on the coordinator role for local AB 798 plans. Does the coordinator have to be an individual or can that role be filled by a committee?

- a. The coordinator role is described as an individual in [sections 3.1, 3.6 and 3.8 in the RFP](#),. The campus can create a textbook affordability committee and can use an existing committee to support and advise the coordinator.

10. Do faculty get a course release to redesign their course to use the OER materials they adopt or is it \$1000 max?

- a. Each campus can decide on how to allocate the funds from the grant to achieve the required savings. There is not a \$1,000 maximum support for faculty. The \$1,000 per section of a course is a funding formula for a campus to determine how much funding they can request. If a campus chooses to change 10 sections by adopting free and open etextbooks, then the campus can make a request up to \$10,000. The campus can then use that \$10,000 in a variety of ways (see section 3.5). For example, the campus could provide the campus coordinator a course release time for a semester (estimated \$5,000), 10 faculty committed to change their course materials could receive a \$400 stipend for participating in a full day workshop on textbook affordability (\$4,000), and the campus could use \$1,000 for creating outreach and marketing materials for faculty and students about their Textbook Affordability Program.
- b. Campuses have flexibility in how they want to fund their program but they must achieve the student savings for each course section participating the

program of at least a 30% cost savings over the previous term. (See more info in section 4.0, 4.1, 4.2)

11. Can the grant fund the creation of open etextbooks?

- a. Funds from the Campus Open Educational Resources Adoption Incentive Program can NOT be used to support the following:
 1. Direct compensation for faculty members who adopt open educational resources, except as provided to compensate for professional development.
 2. The development of MOOC's or online courses that include non-matriculated students.
 3. The creation of new OER materials.
 4. The purchase of new equipment.
 5. Past curricular conversions to OER materials.
- b. However, the curation of open educational resources for a course or course section(s) is a creative and enterprising way to lower the costs of course materials for students. Curation activities can include faculty, librarians, and/or staff selecting and organizing the course materials in ways that provide faculty more information about and convenient access to possible resources they can choose for their courses. [Faculty showcase highlighting the curation of open educational resources.](#)

12. Where do I begin on my campus? What disciplines should I concentrate on including in the grant?

- One way to get started is to review the list of the [disciplines that are represented in the COOL4Ed.org reviews](#). Since the Council selected these courses based on high enrollment, transfer articulation, and high impact, it's a good place to start on your own campuses.
- Contact your Academic Senate president or member and share the AB 798 bill and its requirements for funding. Share sample resolutions. Possibly write a draft resolution for the Senator and consider using the “whereas” clause as found in the current sample resolutions. You might assist with the adoption/passing of it in a Senate meeting.

- Consider convening a few stakeholders on your campus into an ad-hoc committee to consider key items which should be in the “Plan.” For example, types of services for the plan could be the following:

Types of Services To Support Implementation of Your Campus' Textbook Affordability Program	Services for Faculty & Staff	Services for Students
<p>Communications and Outreach:</p> <p>How will the campus and faculty communicate about the textbook affordability program and encourage participation?</p>	<ul style="list-style-type: none"> - Email all faculty - Academic Senate announcements - Meet with selected department chairs and/or faculty to determine their interest in participating in the grant project - Adapt a COOL4Ed flyer for distribution at your local campus 	<ul style="list-style-type: none"> - Contact student government president and/or constituents to share potential student savings. Request their support with a possible student resolution. - Student newspaper articles - Contact selected faculty directly
<p>Training and Professional Development:</p> <p>How will the campus provide and support participation in the training and professional development appropriate for your campus to implement your textbook affordability program?</p>	<ul style="list-style-type: none"> - Partner with instructional designers, reference librarians, and/or faculty development office to schedule professional development workshops. - Provide stipends or gift cards for faculty and staff participation in professional development workshop - Encourage faculty to attend COOL4Ed webinars, view videos, and/or review toolkits. - Designate and/or select faculty fellows/ ambassadors and/or mentors who will share their 	<ul style="list-style-type: none"> - Provide cost savings' talking points for students for campus resolutions or their contact with selected faculty - Locate digital preparedness/literacy resources which could support student transition to using digital course materials. - Work with librarians to include finding and choosing OER in your ICT literacy programs or classes

	<p>experiences and resources with their colleagues.</p>	
<p>Help and Support Services:</p> <p>How will the campus and faculty help answer questions, help access to the free and open educational resources, help resolve issues, and provide other help and support during the implementation of your textbook affordability program?</p>	<ul style="list-style-type: none"> - Enlist support from your reference librarians and campus technology support groups on campus. - Partner with a local CSU and/or community college in your district or area to share help resources. - Contact CSU AL\$ Coordinators located in your area who might be interested in collaborating on such services. 	<ul style="list-style-type: none"> - Provide students technical support information on your campus for those who are new to using digital materials. - Link to online tutorials for using digital materials.
<p>Providing Print Copies:</p> <p>How will the campus and faculty provide print copies (at a reasonable price if necessary) of the free and open educational resources as part of the implementation of your textbook affordability program?</p>	<ul style="list-style-type: none"> - Work with your bookstore to provide printing services at a reasonable price for your students. Several bookstores have benefitted by selling print versions of open textbooks at a reduced cost. - Point out that some open textbooks, for example, OpenStax College has print copies ready, so faculty could share this information with the students. 	<ul style="list-style-type: none"> - Encourage the bookstore to provide printed versions of open textbooks at a reduced cost via your student senate representatives.
<p>Library/Discovery/Curation Services:</p> <p>How will your campus and faculty support faculty finding and choosing free and open educational resources that they can adopt in their courses for your textbook affordability</p>	<ul style="list-style-type: none"> - Leverage the COOL4ed.org catalog of open textbooks for 50 general education disciplines. - Make contact with your reference librarians on your campus and asked for tips on how faculty and students can 	<ul style="list-style-type: none"> - Provide students links to resources such as MERLOT.org for potential research activities or to provide alternatives to their instructional materials' needs

<p>program? Will your campus curate the collection of free and open educational resources?</p>	<p>utilize content in the library databases in order to curate no cost course materials for your course.</p> <ul style="list-style-type: none"> - Partner with library and bookstore to locate any books in the library databases that have been ordered through the bookstore. Notify instructor to let students know the book could be available in library electronic database(s). <p>Example: CSUDH, SJSU</p> <ul style="list-style-type: none"> - Example of an instructor curating open resources from MERLOT.org 	
<p>Technology Services:</p> <p>How will your campus and faculty use technologies to provide access to the free and open educational resources?</p>	<ul style="list-style-type: none"> - Put a link to COOL4Ed.org in central location on your LMS where faculty can find it and search its resources easily. - Consider integrating MERLOT into your LMS using APIs - Use the key word or ISBN search widgets on the AL\$ site to find relevant resources in MERLOT.org 	<ul style="list-style-type: none"> - Put a link to www.cool4ed.org in a central location in your LMS where students can easily find the catalog and search its resources.
<p>Campus Coordination:</p> <p>How will your campus coordinate the administration of funding, training & professional development, help and support services, library services, technology services, and program evaluation and reporting of your textbook affordability program?</p>	<ul style="list-style-type: none"> - Leverage existing campus leadership. - Join COOL Voices online community for support from colleagues. - Consider including the bookstore director, a reference librarian, a faculty 	<ul style="list-style-type: none"> - Contact the student government president for support during the planning and roll out of the grant funded plan. - Encourage student advocacy strategies for their faculty regarding

	<p>development coordinator, disabled student services and/or instructional designer/tech support, faculty, and students on an ad-hoc committee to assist with campus coordination and support.</p> <ul style="list-style-type: none"> - Notify campus leadership (president, VP of instruction, Provost or Vice Provost) of the plans to participate in this grant funding opportunity. 	<p>more affordable learning materials.</p> <ul style="list-style-type: none"> - Point faculty to cool4ed.org, their instructional designers, and librarians for assistance with finding more affordable materials.
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13. Can we include courses/sections that already use OER textbooks ?

- The simple answer is no because they will not demonstrate any cost savings.
- However, if the instructor replaces, say, the for-pay homework platform or another high cost textbook with an OER tutorial, or even works with the library to find materials that would be free to the student, then that course can be included in the plan if it saves more than 30%
- Or, if there's no way to reduce the textbook/materials cost any further for that faculty member who is already using OER, then perhaps that faculty member can become a workshop leader (and get paid for leading that workshop).

14. Could you share an example of OER professional development/workshop resources?

- There is a wealth of online resources that you can adopt and adapt for your own professional development workshops/programs. There's a list of options for you to explore:
- View external resources from organizations such as [professional development](#) and [teaching/learning strategies](#) from OER Commons

SAMPLE WORKSHOPS

- [Washington State Open Network Workshop](#)
- [Workshop on Use and Re-use of OER](#)
- One-Day workshop by the [Commonwealth of Learning](#)
- [OER Workshop](#)
- Example workshop [video](#) from ISKME
- [Sample workshop hand-out](#)
- [Workshop description](#)
- [Two day workshop slides](#)
- [Designing an OER Workshop](#)

ABOUT OER ISSUES

- [Resources by content area](#)
- [Introduction to OER](#) document
- [Understanding Creative Commons](#)
- [Teachers' Perceptions on OER](#)

WORKSHOP SERVICES ORGANIZATIONS

- [Institute for the Study of Knowledge Management for Education](#)
- [Lumen Learning](#)
- [The Open Textbook Network](#)
- [OER Commons](#)
- [MERLOT Virtual Speakers Bureau](#)

15. I am still confused about 2nd round of funding & the timeline for the first round.

- a. You can use the first round of funding to reduce the cost of courses materials in your classes from Fall 2016 to Spring 2018, including the summer 2017.
- b. Your final report on all the savings you achieved is due June 2018 and on June 30, 2018, you can apply for the second round of funding.
- c. Remember, to qualify for the second round of funding, you have to have achieved or exceeded the first round goals for saving students money.

- 16. On the Campus Plan Template (tab 2) what are examples of “working group team members” and “project partners.” What’s the difference?**
- a. The "working group team members" are those who work most closely with the coordinator to drive strategy and execute things on campus. For example, some coordinators have 2-3 other people that are really just as responsible for the project as they are and serve as a part of the campus core working group.
 - b. The "project partners" would be broader campus partners whose involvement and/or buy-in is critical to driving program results, i.e. provosts, deans, department chairs, president, bookstore, etc.
- 17. On the Campus Plan Template (tab 3) “Key Value Proposition (Refer to your key attributes on the overview tab),” what are some examples?**
- a. They are basically articulating the value-add for a given stakeholder of adopting/supporting AL\$ from their perspective. Why should a Provost care about supporting AL\$? Why should a faculty member care about AL\$ program/reducing the cost of textbooks for their students?
 - b. Examples:
 - i. Increasing the rate of faculty adoption of no/low cost course materials supports and enables the achievement of a number of campus priorities.
 - ii. The texts for this discipline are among the most expensive and students need access to the text on the first day in order to be successful.
 - iii. Adopting OER texts can reduce the DFW rates and the cost barrier to entering a major, potentially increasing the student access and diversity within a department .
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Edits to 2016 AB 798 RFP

1. Section 3.5

Edit: The description of your campus activities must include an estimated timeline for the implementation of your plan from October 2016 through at least June 2017; your plan can include activities through June 2018, when your final report on your campus textbook affordability plan is due. The campus activities must also include assessment strategies about the adoption, implementation, distribution, and use of OER materials by both faculty and students.

[NP]

The campus plan for improving textbook affordability can be created by parties the campus deems appropriate. Campuses vary how they may choose to create the plan, including requesting:

Put the following before the paragraph “Campuses are welcome...”

There is a variety of courses that can be included in your campus textbook affordability plan. A campus can choose to include:

- i. Any course in which students can earn academic credit toward a degree or
- ii. Any course that is a prerequisite for academic credit courses toward a degree or
- iii. Any course in which students can earn a certificate, certification, or degree that prepares them for the workforce.

Individual courses that are not part of or are prerequisites for an academic degree, certification, and/or certificate program are not to be included.

- b. The 50 courses identified by the California OER Council are available for your convenience and choice at www.cool4ed.org. AB 798 highlights the 50 courses listed on the www.cool4ed.org website as an aid to campuses and faculty so they can more easily identify courses where free and open textbooks have already been identified with courses taught in the California Community Colleges, California State University, and the University of California. However, other courses satisfying i, ii, and iii are welcome.

Your campus plan can include courses and/or course materials that are not in COOL4Ed. If this the case, AB 798 requires that these materials be added to the COOL4Ed library. *"All new open educational resources developed and available that are adopted as course material pursuant to this program shall be added to the California Open Online Library for Education established in Section 66408."* COOL4Ed will provide a form for you to complete and we'll make sure

the appropriate materials get catalog in the library (The ADD TO COOL4Ed form is not available yet).

Section 7.1 Rubric #5

Every course included in the Campus Textbook Affordability plan must include some free and open educational resources that are being adopted by faculty and used by students in the course. These materials that are partial or complete substitutes for existing course materials meet the requirement for being **free for students and** with a public domain license **or free for students with a Creative Commons license or free for students with** legal licenses for acceptable use by faculty and all students in the course.

- a) YES
- b) NO

Section 4.2

EDIT:

5. The term when the free and open educational resources will begin being adopted (Fall 2016, Spring 2017, Summer 2017, Fall 2017, Spring 2018)

Section 1.5

PUT BEFORE BC CAMPUS

SkillsCommons [www.skillscommons.org]– A repository of OER for workforce development Programs offered by Community and Technical Colleges

- The US Department of Labor's [Trade Adjustment Assistance Community College and Career Training \(TAACCCT\) program](#) has created a free and open online library called SkillsCommons containing free and open learning materials and program support materials for job-driven workforce development. The Open Educational Resources (OER) are produced by community colleges across the nation and can be found, reused, revised, retained, redistributed and remixed by individuals, institutions, and industry.
- With over 700 community and technical colleges contributing to the repository, the open library of materials at SkillsCommons.org will expand over the next few years. New features are being developed that will allow end-users to better preview courses and materials in the repository.
- Almost all the materials have a CC BY (Creative Commons) license which gives you rights to reuse, revise, remix, retain, and redistribute the content.

Section 4.2

Delete highlighted sentence Not all sections of a course need to participate in your textbook affordability program. The courses participating in your textbook affordability program must be college credit courses funded by state funds (vs. self-support progra

Submitted 5-9-16 (below)

2.0 Timeline and Process for Proposal Evaluation, Awarding Funds, and Reporting Outcomes

Date	Activities
2016	
February 4, 2016	RFP released along with support materials
February- June 2016	CA-OERC and COOL4Ed will provide a series of informational webinars on OER, campus proposals, and faculty involvement, such as: Feb: Overview of program – planning your proposal March: Shaping your program and leveraging existing resources April: Engaging Faculty in textbook affordability programs June: Submitting Your Proposal [Information about webinars will be provided on www.cool4ed.org]

March 2, 2016	Conference for CCC and CSU to support development of successful proposals
March-June, 2016	Locate and register for webinars, office hours, and presentations
April-June, 2016	CA-OERC Consultation (review drafts, information webinars on RFP)
June 30, 2016	CCC and CSU campus proposal submitted to COOL4Ed website. Campuses can submit their proposals earlier if they choose.
July 1-August 30, 2016	CA-OERC reviews applications and recommends initial project funding to CSU Chancellor
September 30, 2016	CSU Chancellor announces awards and transfers funding to campuses. Opportunity for campuses to amend their proposal in accordance with RFP rules.
Sept to December 2016	CA OER Council supports awardee's implementation of their plans
October 2016	COOL4Ed publishes the awardee's abstract of narrative(remove) proposals on website along with estimated savings to be produced by campus plans
Sept 2016 to June 2017	COOL4Ed supports awardee's implementation of their plans
2017	
June 30, 2017	Progress reports from awardees submitted to COOL4Ed.

September 1, 2017	COOL4Ed, in consultation with ICAS, will submit report to CA Legislature
October 2017	COOL4Ed publishes updates of the awardee's abstract of narrative(remove) proposals on website along with actual savings produced by campus plans
2018	
June 30, 2018	Progress reports from awardees submitted to COOL4Ed.
June 30, 2018	Campuses may submit bonus funding applications equal to the amount of the initial funding (if funding is available)
July-August 2018	CA-OERC reviews applications and recommends initial project funding to CSU Chancellor
September 1, 2018	COOL4Ed, in consultation with ICAS, will submit report to CA Legislature
September 30, 2018	CSU Chancellor announces awards and transfers funding to campuses
October 2018	COOL4Ed publishes updates of the awardee's abstract of narrative(remove) proposals on website along with actual savings produced by campus plans
2019	
June 30, 2019	Progress reports from awardees submitted to COOL4Ed.
September 1, 2019	COOL4Ed, in consultation with ICAS, will submit report to CA Legislature

October 2019	COOL4Ed publishes updates of the awardee's abstract of narrative(remove) proposals on website along with actual savings produced by campus plans
2020	
June 30, 2020	Progress reports from awardees submitted to COOL4Ed.
September 1, 2020	COOL4Ed, in consultation with ICAS, will submit report to CA Legislature
October 2020	COOL4Ed publishes updates of the awardee's abstract of narrative(remove) proposals on website along with actual savings produced by campus plans



3.0 RFP to Open Educational Resources Adoption Incentive Program

Our goal is to produce the maximum amount of savings for students attending California Community Colleges and the California State University by supporting the maximum number of campuses acquiring the maximum amount of funding for their textbook affordability programs. The RFP is designed to define the funding requirements clearly, provide the rubric by which the proposals will be evaluated, guidelines and checklists to help campuses develop successful proposals, and provide flexibility in the ways campuses can satisfy the requirements so each campus can implement their program within their own campus culture, organization, and sustaining resources.

3.1 Requirements for Funding Your Proposal:

Your proposal will be composed of 4 major sections.

1. Textbook Affordability Academic Senate Resolution
2. Proposal **narrative(remove)** for Textbook Affordability Plan Approved by Campus Academic Senate

3. Campus Coordinator Commitment/**Designation (add)**

4. List of courses and predicted savings per course

Your local academic senate of a campus of the California State University or the California Community Colleges provides the important leadership and approvals in RFP process. Your campus academic senate will be required to:

- "Adopt a local campus resolution to increase student access to high-quality open educational resources and reduce the cost of textbooks and supplies for students in course sections for which open educational resources are to be adopted to accomplish cost savings for students.
- Approve a plan, in collaboration with students and campus administration, which describes evidence of the faculty's commitment and readiness to effectively use incentive funds to support faculty adoption of open educational resources."

There will be 1 proposal per campus and your proposal will be submitted online. The online submission process will involve submitting information into an online form and uploading documents addressing the following information:

1. Project Title
2. Campus Coordinator's Contact Information
3. Committed Campus Coordinator
4. Brief Project Description (100-300 words)
5. Projected Savings (required) for selected courses
6. Campus Plan **Template (add) narrative(remove) (limit 5000 words)(remove)** (upload)*
7. Funding requested/ Proposal budget
8. Copy of Approved Campus Academic Senate Resolution

The following sections of the RFP will define and explain the requirements more fully and will reference resources to support campuses successfully satisfying the requirements in their proposals. As frequently as possible, we have directly referenced language from the legislation in defining the requirements.

3.3 Requirements for Campus Textbook Affordability Plans

To help campuses develop successful campus plan funded by AB 798, we have highlighted sections of the legislation that specifies requirements for campus plans. AB 798 states:

"The plan shall include the number of academic departments expected to be involved in the plan's implementation, the number of course sections in which open educational resources will be adopted, the percentage of cost savings for students anticipated on account of the adoption of open

educational resources for each of these course sections, the ways existing faculty development programs will be enhanced by the plan's implementation, and the mechanisms that will be used to distribute adopted open educational resources to students."

"The plan shall describe how the campus will provide access to open educational resource materials for students, including how the campus will make hard copies of these materials available for students who lack access to these materials off campus and make it possible for students with such access to print hard copies."

"The plan may detail technological or staff support to increase the adoption of open educational resources. The plan shall describe how the faculty will learn about the [California Open Online Library for Education](#) and other existing open educational resources."

"[The] plan... describes evidence of the faculty's commitment and readiness to effectively use grant funds to support faculty adoption of open educational resources."

"The plan will identify the amount of the grant requested. The amount of the grant requested shall be equal to, or less than, the number of course sections in which both open educational resources will be adopted and cost savings for the course section will be greater than 30 percent, multiplied by one thousand dollars (\$1,000). The amount requested shall not be greater than fifty thousand dollars (\$50,000). A plan shall commit to achieving greater than 30 percent cost savings in at least 10 course sections."

The RFP requires **a filling out the Campus Template(add) narrative(remove)** describing your plans for your campus textbook affordability program and **the Campus Template (add) narrative(remove)** should include the following topics:

- Campus activities to support faculty adoption of free and open educational resources for their courses
- Campus and faculty commitment and readiness to implement and sustain their textbook affordability program
- Identification, roles and responsibilities of your Textbook Affordability Campus Coordinator who will coordinate your textbook affordability program, including ensuring the programs are implementing in a timely and effective manner and providing reports and evaluations on the campus program's outcomes.
- Campus projections of cost savings for students and the methodology used to validate the actual savings by students

The CA-OERC will conduct a series of webinars and regional meetings to assist any CCC or CSU campus interested in submitting a proposal for AB 798 funding. The calendar of webinars and regional meetings will be published online along with a wealth of tools, resources, guidelines,

examples, and recommendations posted on the COOL4Ed website. The [COOL4Ed](#) website provides quality assurance reviews by faculty from the California Community Colleges, the California State University, and the University of California to help inform faculty considering adoption of the free and open resources. Showcases of faculty who already adopted the free and open educational resources across a variety of disciplines is also available on the [COOL4Ed](#) website.

The CA-OERC members will hold office hours, review drafts, and provide guidance April-June 2016, all for free, to provide campuses support for submitting successful proposals.

3.4 Campus and Faculty Commitment and Readiness

The 136 campuses that make up the collective California Community Colleges and the California State University represent a wide variety of institutional and faculty cultures, organizations, sizes, priorities, histories, capacities in technology and faculty development services, funding, student populations, and much more. Consequently, the ways that campuses and faculty can demonstrate their commitment and readiness to implement their textbook affordability program will be varied.

Campus plans can be composed of a range of services and should represent the commitment and readiness of the campus and faculty to success. The table below provides some categories for services that you can include **in your Campus Plan Template(add) narrative(remove)**

Revisions to [Web Site](#)

March 23, 2016

- Updated [Sample AB 798 completed resolutions](#) in Step 2
- Updated [Campus Plan](#) in Step 2 - 4
- Updated [Savings and Progress report](#) (which is also included as one of the tabs in the Campus Plan)

May 9, 2016

- Updated Step 4
- Edited “narrative” verbiage in RFP (see above)