

## SECTION I INTRODUCTION

The ten (10) awards provided through this Request for Proposals (RFP) specification will provide community-based organizations (CBO) with high-speed network connectivity to enable these organizations to form partnerships with California Community Colleges and use online educational resources to improve the quality of life for low-income communities in the 9 economic districts of California. This RFP is issued through the California Virtual Campus Project (CVC), funded through a grant (“Grant”), awarded to Butte-Glenn Community College District (“District”) by the California Community Colleges System Office.

<b>RFP Specification: Number:</b>	08-001
<b>Funding Source:</b>	California Virtual Campus Project, Butte Glenn Community College District
<b>RFP Title:</b>	Community-Based Online Learning (CBOL)
<b>Funding Period:</b>	April 10, 2009 – June 30, 2009: Connectivity established July 1, 2009 - June 30, 2013: Connectivity use fees provided
<b>Grant Performance Timeframe:</b>	July 1, 2009 – June 30, 2013
<b>Maximum Funds Available:</b>	Grant funds high-speed Internet connectivity from Community-Based Organizations to the California Research and Education Network (CalREN) T-1 minimum local speed. No funds will be directly charged or provided to organizations - connectivity charges will be paid directly to system integrator/connectivity provider by the CVC. Total costs for connectivity charges not to exceed \$100,000 annually.
<b>Match Requirement:</b>	None
<b>Number of Awards:</b>	Ten (10)

### A. Background (CVC)

The CVC has been in existence for slightly more than ten years. It began under the name of the California Virtual University (CVU) in 1997. Its name changed to the California Virtual Campus in 1999 when the stewardship of the inter-segmental effort was passed to the California Community College system. Its original formation responded to a perceived need for California’s educational institutions to work together in order to maintain California’s leadership role and competitiveness in online education. Through a consolidated online course catalog, CVU gave greater visibility to the online offerings available from California Institutions.

During the past year (2007-08), key individuals across the K20 education segments have expressed interest in a renewed effort to work collaboratively to enhance California’s competitiveness with respect to online teaching/learning. Through SB 1437 (Padilla), the CVC has been authorized to conduct joint programs across educational segments and in partnership with various community-based organizations.

### B. Need

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The recently adopted vision for the California Community Colleges (CCC) is to “provide upward social and economic mobility through a commitment to open access and student success by delivering high quality, affordable, and comprehensive higher education.” (CCC 2006). To achieve this vision, CCCs are open- access institutions, and can be attended by any Californian, regardless of their educational background or other factor. Reaching students underserved by other higher education institutions is a driving priority for the CCC system.

Distance education has provided a means to serve students who are unable to attend college in person due to scheduling conflicts, transportation difficulties, or other barriers. Over the past decade, the number of courses and the amount of course materials delivered over the Internet have grown dramatically. However, this modality of education requires access to a computer and the Internet. Increasingly, the most engaging and effective instructional materials require access to high-speed broadband Internet connections. Many potential CCC students have access to neither computers nor the Internet. The *Californians and Information Technology* Report by the Public Policy Interest Group indicates that while 72% of all Californians report a computer at home and 55% have broadband at home, only 48% of Latinos and 50% of lower income Californians have a computer. Similar discrepancies exist for Internet access; only 34% of Latinos and 33% of households with income below \$40,000 have broadband access at home (Baldassare et. All 2008).

For many of these California residents, CBOs already provide vital services such as job training, after school programs, English language instruction, and other services. While many of these programs have computers, skilled staff, and effective programs, they do not always have access to high speed broadband connectivity and are therefore unable to access the full range of multimedia training and services currently available for their clients. Many CBOs are also unaware of the online programs and curricular materials offered by CCCs. These materials and resources offered by the CCCs often support the missions of many CBOs. In addition, this partnership allows CCCs to tap into a population that is often unaware of the services they offer. The Grant provides for high speed broadband connectivity to CBOs, with the goal of expanding access to online courses and adoption of online course materials for underserved California residents.

**C. Purposes/Uses of the Fund**

The awards provided pursuant to this RFP will provide for the initial setup and recurring costs for high speed Internet connectivity for the period April 10, 2009 – June 30, 2013. Proposers may request any of the following connection speeds:

<b>Connection</b>	<b>Transmission data rate</b>
DS-1 (Tier 1)	1.544 Mbit/s
E-1 (Tier 2)	2.048 Mbit/s
DS-3 (Tier 3)	44.736 Mbit/s
OC-3	155.52 Mbit/s

The connectivity speed requested must be justified in the proposal, in both the Need and Procedures/Activities sections. This justification will be a significant criteria in the ranking of proposals. Given the limited funds available, it is likely that most services provided pursuant to the awards will be at the DS-1 connection speed.

In addition to these connectivity speeds, the awards shall provide for connection into the California Research and Education Network (CalREN) (<http://www.cenic.org/calren/>). This network between K20 education providers provides unique education resources and technology services that are not available to the commercial internet, such as CalREN video services, data repositories, and simulations.

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This connectivity and CalREN access enables the integration of network-enabled resources into programs. For example, live videoconferencing, streaming video and multimedia applications, science and engineering simulations, online teaching and learning materials, and Web 2.0 tools, among others.

For a list of potential resources with contact information, see: Appendix C, Sample Online Programmatic Resources, also posted online at: <http://www.cvc.edu/cbo/>

### D. Objectives

CVC's overall objective is to provide a rich array of high-quality online resources, infrastructure tools and student support services for K12 schools, community colleges, universities, and community-based organizations. These services will be accessible to California educators (both formal and informal) teaching face-to-face and online courses. The CVC will enhance student access to online instruction and services for both academic and career success, fostering the development of lifelong learners.

The objectives of this RFP are as follows:

1. **Address one or more of the following three goals defined in the California Community Colleges System Strategic Plan.** Programs enabled through this RFP should provide opportunities for youth and/or adults to reach one or more of the following goals:

#### **Goal A: College Awareness and Access**

Expanded outreach to a growing population is critical to the development of the educated and talented workforce California needs to remain a competitive economic leader. Community Colleges will ensure that Californians of any race, sex, age, color, ethnicity, economic means, and national origin have access to a college education and all the lifelong benefits that come with it.

#### **Goal B: Student Success and Readiness**

Readiness programs and services must be strengthened to increase student success, especially for students lacking basic math and/or English skills. In addition, there must be greater consistency between high school curriculum, assessments, and standards, and those of the Colleges. This strategic goal will address the transfer process, career pathway models, and the collaboration between the Colleges and their own noncredit programs.

#### **Goal C: Partnership for Economic and Workforce Development**

Career training geared toward students who are seeking to learn a trade or skill has long been a mission of the Community Colleges. With high growth and emerging fields as the backbone of California's economy, a skilled labor pool is necessary to meet employer needs and ensure California's long-term economic vitality. Through workforce training, the Colleges play a critical role in the state's economic development efforts.

For more information on these goals, see:

<http://strategicplan.cccco.edu/Home/tabid/36/Default.aspx>

2. **Use high-bandwidth Internet connectivity (as defined above in "Purposes/Use of the Fund" above) to enhance existing programs or create innovative programs and services.** Programs should leverage already-existing investments in online learning

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curriculum and programmatic materials made by educational institutions, foundations, nonprofit organizations, and other agencies.

**E. California Economic Regions**

The ten (10) awards to be provided through this RFP shall include at least one (1) CBO in each of the nine economic regions of the state, **and provide services to residents of that region. These regions are** defined by the California Economic Strategy panel (CESP 2006) and are organized by county as follows (map of regions posted in Appendix D).

<p><b>Northern California</b>                  Del Norte                  Humboldt                  Lake                  Lassen                  Mendocino                  Modoc                  Nevada                  Plumas                  Sierra                  Siskiyou                  Trinity</p>	<p><b>San Joaquin Valley</b>                  Fresno                  Kern                  Kings                  Madera                  Merced                  San Joaquin                  Stanislaus                  Tulare</p>
<p><b>Northern Sacramento Valley</b>                  Butte                  Colusa                  Glenn                  Shasta                  Tehama</p>	<p><b>Central Coast</b>                  Monterey                  San Luis Obispo                  Santa Barbara</p>
<p><b>Greater Sacramento</b>                  El Dorado                  Placer                  Sacramento                  Sutter                  Yolo                  Yuba</p>	<p><b>Central Sierra</b>                  Alpine                  Amador                  Calaveras                  Inyo                  Mariposa                  Mono                  Tuolumne</p>
<p><b>Bay Area</b>                  Alameda                  Contra Costa                  Marin                  Napa                  San Benito                  San Francisco                  San Mateo                  Santa Clara                  Santa Cruz                  Solano                  Sonoma</p>	<p><b>Southern California</b>                  Los Angeles                  Orange                  Riverside                  San Bernardino                  Ventura</p>
	<p><b>Southern Border</b>                  Imperial                  San Diego</p>

**F. Evaluation/Performance Outcomes**

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The CBO will be required to submit a mid-year progress report on January 10 and an annual report on June 30 of each year. The first progress report shall be due January 10, 2010. The CBO will be provided with templates specifying the information and format for each of these reports.

Ongoing contact with the Project Monitor will be required. The project may also be subject to a formal site visit(s) during the period of performance. The CBO shall provide evidence of progress before seeking additional funding in succeeding years. Continued funding is contingent upon the approved completion of the prior year's objectives and the submittal of a new annual workplan. The first new workplan will be due July 1, 2010.

**G. Legal Terms and Conditions**

The legal terms and conditions contained in the sample Memorandum of Understanding (MOU), Article I and Article II, which are attached to this RFP as Exhibit A, will be incorporated into the MOUs awarded under this RFP.

**H. Information**

If you have any questions or need more information regarding this RFP, please contact Adrienne Tackley, Project Manager by telephone at (916) 440-8800, email at [atackley@cenic.org](mailto:atackley@cenic.org), or by U.S. mail at CENIC, 1415 L Street, Suite 870, Sacramento, CA 95814.

## SECTION II PROPOSAL INSTRUCTIONS AND EVALUATION CRITERIA

### A. Intent

Section II contains instructions, procedures, formats, and timelines for submitting a project Proposal to the California Virtual Campus. It has been developed with the intent of establishing transparent and consistent practices and procedures for the submission, evaluation, and allocation of projects administered through this organization.

Proposals should be submitted utilizing the format and sequence described in these Proposal Instructions and fully address the RFP Specification.

### B. Eligibility

Community-Based Organizations (CBOs) are eligible to apply. CBOs must have received tax-exempt status from the Internal Revenue Service under section 501c3. While organizational missions may be diverse, the general goal of CBOs will be to improve the quality of life for low-income residents of a California community. Organizations must provide services to residents of their local community.

This RFP includes a required letter of intent that must be submitted by the interested CBOs by February 16, 2009. **The deadline for submitting a letter of intent for community-based organizations in the Northern Sacramento Valley, Central Sierra and Southern Border regions has been extended to March 23, 2009.** All entities that submit this letter may apply for the full grant; **an invitation to apply is not required.**

Requirements for the letter of intent are provided in Appendix B and are also posted to the RFP website at <http://www.cvc.edu/cbol/>

A letter of support from a California Community College is required in the RFP submission. The supporting college may be located in the immediate vicinity of the CBO or may be located in a different region of California. The letter should detail the specific support the Community College will provide, including, but not limited to: instructors or counselors, curricular materials, participant recruitment assistance, participant follow-on activities/courses, and guidance in program development.

A sample letter of support is provided in Appendix B.

### C. RFP Clarification

If any ambiguity, conflict, discrepancy, omission, or other error in this RFP is discovered, immediately notify John Whitmer, Project Monitor or Doug Cremer, Executive Director, California Community Colleges Technology Center, by telephone at (530) 518-9784 or email at [cremerdo@cccnext.net](mailto:cremerdo@cccnext.net) of the error and request a written modification or clarification of the document. A clarifying addendum will be given to all parties who have obtained the RFP, without divulging the source of the request. Insofar as practical, the CVC will give such notice to other interested parties, but the CVC shall not be responsible for failure to do so.

### D. Rejection of Proposal

***The CVC Reserves the Right to Reject Any and All Proposals Received.***

A proposal shall be rejected prior to scoring if:

1. It is received at any time after than the exact time and date set for receipt of proposals.
2. The proposal fails to meet the requirements of the RFP Specification; or

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3. The proposal contains false or misleading statements or references, which do not support an attribute or condition, contended by the proposer. The proposal shall be rejected if, in the opinion of the CVC, such information was intended to erroneously and fallaciously mislead the CVC in its evaluation of the Proposal and the attribute, condition, or capability of a requirement of this RFP.

### E. Proposal Review Process

This section is intended to help the proposers understand the processes, criteria, and scoring systems that will be applied in determining which proposals are recommended for award.

To ensure a fair and impartial award process, the CVC will perform the following procedures:

1. Conduct a preliminary review of the proposals to determine if they are in compliance with the RFP Specification; proposal format; required signatures; and the number of copies.
2. Convene a selection committee (as described in Section G below) to rank proposals. All proposals achieving at least 75 points are eligible for award. An eligible score of 75 points does not guarantee an award. Proposals will be separated by Economic Region, and scores will be ranked in descending order within the Economic Region.
3. Prepare and post notice of intent to award MOUs under this RFP. This notice will include the scoring and ranking results of all proposals received. This notice will be posted on the Web site [http://www.cvc.edu/cbo\\_selection](http://www.cvc.edu/cbo_selection) by March 23, 2009. **The notice for proposals from the Central Sierra and Southern Border regions will be posted by April 24, 2009.**

### F. Selection of Proposal Readers

The Director of the CVC will convene a six-member selection committee with the following members, in compliance with the SB 1437 Section 78910.15.3B. The selected readers and alternates will then use the criteria and scoring processes set out below to score and rank proposals.

1. Two representatives of community-based organizations appointed by the Chancellor of the California Community Colleges.
2. One community college representative appointed by the Chancellor of the California Community Colleges.
3. One representative from a K-12 school district appointed by the Superintendent of Public Instruction.
4. One representative from the California State University appointed by the Chancellor of the California State University system.
5. One representative appointed by the California Emerging Technologies Fund Committee.

### G. Scoring Criteria

All proposals will be evaluated and ranked on the basis of the following criteria:

Area	Total
Need (Statement of the Problem)	15
Objectives	15
Procedures/Activities	15
Innovation	10
Organizational / Institutional Support	10
Prior Program Experience and Accomplishments	10
Program Evaluation	10
Scalability and Sustainability	15
<b>TOTAL</b>	<b>100</b>

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Each criterion value is assigned a weight factor that indicates the level of importance to the project. The point values are displayed below.

<b>Criterion Value</b>	<b>5 PT</b>	<b>10 PT</b>	<b>15 PT</b>
Insufficient	0-1	0-2	0-3
Below Expectation	2	3-4	4-6
Meets Expectation	3	5-6	7-9
Exceeds Expectation	4	7-8	10-12
Exceptional	5	9-10	13-15

### H. Proposal Instructions and Definition of Scoring Criteria

The following instructions prescribe the mandatory format and approach for the development and presentation of the proposal. The proposal instructions listed must be adhered to and all questions must be answered and all requested data must be supplied. Use the forms (or provide a computer facsimile of the forms), narrative format and the project specifications to prepare project applications.

For all proposal documents, use Arial font with a typeface of 10 point or above, margins of at least 1 inch on each side. Any document that does not follow this format will be deemed ineligible and will be returned without review.

1. **Contact Page** (Complete using form provided in Appendix B)

2. **Application Abstract** (*Use a Narrative Format, Form provided in Appendix B.*)

The Proposal Abstract should concisely summarize the entire proposal in less than 250 words and must not exceed one page. Included must be statements on the objectives, procedures, expected contribution or impact on the funding priorities of the RFA Specification and deliverables (products/services/outcomes).

3. **Table of Contents**

- a. The Table of Contents shall be on a separate page, with each component of the proposal's narrative listed and page numbers indicated.
- b. The narrative pages shall be numbered in sequence with the page number centered at the bottom of each page.

4. **Need**

**Maximum Points—15**

*(Use a Narrative Format, Form not provided in Appendix B)*

Concisely describes the problem being addressed and/or the need for the project and how it addresses K-20 education priorities as described in Section 1: Objectives. Address how program will serve members of low-income and underserved communities (as defined by paragraph (2) of subdivision (c) of Section 280.5 of the Public Utilities Code). Problem must clearly identify need for bandwidth level requested.

In addition, and in accordance with the RFP Specification, proposers should further describe the following:

- Scope of problem being addressed: local, regional and/or statewide; and
- Target group(s) - populations to be served; and
- Technical requirements justifying bandwidth level requested

6. **Proposal Annual Work Plan** (*Form provided in Appendix B*)

a. **Objectives**

**Maximum Points—15**

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1. The proposer's statement of objectives should be itemized, numbered, and stated in measurable terms. The statement of objectives should be performance driven (quantifiable).

**Example:** Eighty percent (80%) of the 20 students completing the Online Math Career Resources after-school program will increase their math skills level by one grade and master two core competencies in mathematics.

**Example:** Seventy percent (70%) of the 20 students enrolled in the Meeting your Mentor Videoconferencing Workshop will demonstrate increased interest in professional careers as evidenced through pre/post workshop evaluations.

2. All proposers must indicate how the statement of objectives addresses educational priorities and specifications of the RFP in Section I: Objectives. Special attention should be given to reaching members of low-income and underserved communities.
3. The objectives provide the foundation for developing programmatic activities that address the problem described and are the basis for measuring performance outcomes. The objectives should also be reflected in the annual work plan and be linked with procedures / activities and performance outcomes of the annual work plan.

**b. Procedures/Activities** **Maximum Points—15**

1. This RFP identifies the focus of the proposals. Under this section of the proposal describe the proposed solutions to be employed to address the described need and/or problem. The proposer should further describe the following:

Educational goals, methodology, and curriculum; and

- Utilization of internet bandwidth; and
- Short and long-term benefits to target population; and
- Program impact on RFP funding priorities.

The proposer should expand on the procedures and/or activities being used in resolving the problem. The proposer must also demonstrate how the procedures/activities are related to achieving each of the project objectives and the performance outcomes.

1. Describe the sequence of activities utilizing a timeline with narration. Timelines with monthly objectives are preferred to specific dates. A form is provided in Appendix B to document work plan procedures and activities. *(A computer facsimile of the form is acceptable.)*

**3. Project and Organizational Distinction**

*(Use a Narrative Format, Form not provided in Appendix B)*

**a. Innovation** **Maximum Points—10**  
*(Use a Narrative Format, Form not provided in Appendix B)*

1. Under this section of the Proposal, describe how the proposed solutions will provide an advance beyond current solutions to the problem identified, programs, activities, and/or uses of technology.

**b. Organization and Institutional Support** **Maximum Points—10**  
*(Use a Narrative Format, Form not provided in Appendix B)*

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1. Under this section of the Proposal, describe the program support, technical support, and commitments from Community Colleges that will participate in the proposed solution. This section should demonstrate the ability of the proposing organization to create and deliver the programs described, maintain the non-network technology, and collaboratively work with a community college.

The required Community College letter of support (described in “Eligibility” above) will be evaluated in this section.

The proposer should further describe the following:

- Specific personnel whom shall administer and participate in the program
- Existing programmatic resources used in program (curriculum, online learning materials, etc.)
- Technology that will be used to deliver program (computer resources for participants, internal networking and network support. Etc

**c. Previous Program Experience and Accomplishments Maximum Points—10**  
*(Use a Narrative Format, Form not provided in Appendix B)*

1. Under this section of the Proposal, describe prior programs and activities that meet similar goals for low-income and underserved community members. Include specific examples of ability to plan, organize, and execute similar programs.

If appropriate, include examples using information technology to achieve program goals. The proposer should further describe the following:

- Specific outcomes reached and goals; and
- Curricular materials developed and/or used; and
- Program development support provided; and
- Technology solutions used (if applicable)

**d. Program Evaluation Maximum Points—15**  
*(Use a Narrative Format, Form not provided in Appendix B)*

1. Describe how your program activities will be evaluated to determine if goals have been reached.
2. All evaluation activities must be linked with objectives and procedures/activities.
3. Explain how the outcomes will benefit one or more of the following: community; region(s); and/or state.

**e. Scalability and Sustainability Maximum Points—5**

1. Prepare a statement of how the proposed program could be broadened to reach a larger audience. Include descriptions of how the program will be disseminated, partnerships with other organizations, or other means to broaden the impact of the program beyond the immediate program participants.
2. Prepare a statement of how the program could be funded beyond the initial program period.

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I. Proposal Scoring Rubric

	<b>Insufficient</b>	<b>Below Expectation</b>	<b>Meets Expectation</b>	<b>Exceeds Expectation</b>	<b>Exceptional</b>
<b>Need (Statement of the Problem)</b>	Does not address objectives or apply connectivity to problem, does not target low-income or undeserved populations	Addresses objectives, does not apply connectivity to problem, targets low-income or undeserved populations	Addresses area in objectives, applies connectivity to problem, targets low-income or undeserved populations	Directly impacts objective(s), applies new connectivity to problem, targets low-income or undeserved populations, broad in scope	Clearly and directly impacts multiple areas of solicitation objectives, insightful application of connectivity, targets low-income or undeserved populations, broad in scope
<b>Objectives</b>	Objectives are not provided or are not reasonable given program scope	Objectives are not provided for all areas of program, and/or are not reasonable given program scope	Objectives are provided for most major outcome areas, and are reasonable expectations given program scope	Objectives are provided for all major outcome areas, address multiple areas of program and are reasonable expectations given program scope	Objectives are provided for all major program aspects, well-detailed and comprehensive, address multiple areas of program, and metrics are reasonable expectations given program scope
<b>Procedures / Activities</b>	Activities are not clear and/or show little potential, insufficient detail, or appear unfeasible	Procedures describe program that shows low potential, have insufficient detail, and are feasible	Procedures describe good program, have moderate level of detail, and are feasible	Procedures clearly describe potentially high-impact program, have good detail, and are feasible	Procedures clearly describe potentially high-impact program, are well-detailed and logical, and are feasible
<b>Innovation</b>	Program does not show innovation	Program shows little innovation beyond current programmatic activities and/or use of technology	Program shows some innovation beyond current programmatic activities and/or use of technology	Program shows dramatic innovation beyond current programmatic activities and/or use of technology	Program shows dramatic innovation beyond current programmatic activities and use of technology
<b>Organizational / Institutional Support</b>	Support insufficient or not described	Insufficient support from CBO and/or Community College, participating personnel and other resources not specified	Support provided from CBO and Community College, participating personnel and other resources identified	Support provided from CBO and Community College, participating personnel and other resources identified and are qualified to support program activities	Significant support from CBO and Community College, participating personnel and other resources identified and are qualified to support program activities
<b>Prior Program Experience and Accomplishments</b>	Do not have significant prior programs and/or programs do not provide basis from which proposed program can draw	Programs do not have significant impact, provide limited models or resources that can be used in this program	Programs describe moderate levels of impact, provide limited models or resources that can be used in this program	Programs describe moderate levels of impact, demonstrate ability plan and execute similar programs, provide models and resources that can be used in this program	Programs describe high levels of impact, demonstrate ability to plan and execute similar programs, provide models and resources that can be used in this program
<b>Program Evaluation</b>	Evaluation is poorly defined or is insufficient for objectives	Evaluation is insufficiently defined or covers limited objectives	Evaluation is well-defined and covers many objectives	Evaluation is well-defined and covers most objectives; uses multiple measures	Evaluation is well-defined and comprehensively covers all aspects of objectives; uses multiple measures
<b>Scalability and Sustainability</b>	Measures for expansion and sustainability are unrealistic or insufficiently defined	Measures for expansion and sustainability are not well defined	Measures for expansion and sustainability are defined	Program is structured to enable scaling to larger organizations, measures for expansion and sustainability are defined	Program is structured to enable adoption by other organizations, measures for expansion and sustainability are defined and are realistic

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**J. Notification of Intent to Award**

Notifications of intent to award will be sent to the respective CBOs representative indicating whether or not their proposal was selected for an award. CVC staff will negotiate a MOU on the specific scope of work and timeline for each awarded proposal. A public notification listing the tentative awards will be posted on the CVC Web site.

**Note:** All questions regarding this notice for tentative awards should be addressed to John Whitmer, Project Monitor.

**K. Protest Procedures**

Proposers may file a letter of protest against the award. The protest must be filed with Doug Cremer Executive Director, California Community Colleges Technology Center, by email at [cremerdo@butte.edu](mailto:cremerdo@butte.edu) Butte College or by U.S. mail to California Virtual Campus, Butte-Glenn Community College District, 3536 Butte Campus Drive, Oroville, CA 95965, **within ten (10) days from the date of notification**. The protest must include a full and complete written statement specifying the grounds of protest and must be based on the process and/or procedures used in the review and recommendation of Proposals for awards. The Executive Director shall review all the information submitted with regard to the protest and render a decision regarding the protest within thirty (30) calendar days. The decision of the Executive Director shall be final.

**L. Calendar of Key Dates**

February 16, 2009	Letter of Intent Due Date
March 13, 2009	Full Proposal Due Date (all organizations submitting letter of intent may submit proposal)
March 17-20, 2009	Proposal Reading
March 23, 2009	Intent to Award and Notification, Website Post
April 7, 2009	Last Day to File a Protest
<b>Extended Deadline Dates for the Northern Sacramento Valley, Central Sierra and Southern Border Regions</b>	
March 23, 2009	Letter of Intent Due Date
April 17, 2009	Full Proposal Due Date (all organizations submitting letter of intent may submit proposal)
April 20-23, 2009	Proposal Reading
April 24, 2009	Intent to Award and Notification, Website Post
May 11, 2009	Last Day to File a Protest
April 9, 2009-June 30, 2009	Connectivity Established to Successful CBOs
July 1, 2009	MOU Performance Commencement Date
January 10, 2010	Year 1 Progress Report Due
May 31, 2010	Year 1 Project Completion Date
June 30, 2010	Year 1 Annual Report Due
July 1, 2010	Year 2 Workplan Due

**Works Cited**

Baldassare, Mark et. all. Californians & Information Technology. San Francisco, 2008.

California Community Colleges System Strategic Plan Steering Committee and MIG. California Community Colleges System Strategic Plan: Education and the Economy: Shaping California's Future Today. Sacramento, 2006.

CESP (California Economic Strategy Panel). California Economic Strategy Panel Regions. 23 December 2008 <[www.labor.ca.gov/panel/pdf/CESP\\_Regions\\_100606.pdf](http://www.labor.ca.gov/panel/pdf/CESP_Regions_100606.pdf).