Maisha Jameson

Dear Dr. Webb,

Attached, please find the PASS proposal funding request for FELI/ACE training for the English department.

Thank you,

Jackie Graves
English Department
Laney College
900 Fallon Street
Oakland, CA 94607
jgraves@peralta.edu

From: Maisha Jameson On Behalf Of Laney President
Sent: Monday, June 16, 2014 5:23 PM
: Laney-FAS
Subject: REMINDER - DUE TODAY: REQUEST FOR PROPOSALS: Peralta Accountability for Student Success (PASS) Fund for Innovation

Greetings All,

This is a reminder that the proposals for Peralta's new fund for innovation, PASS, the Peralta Accountability for Student Success were due today.

Please submit your proposals by tomorrow, June 17th to ensure sufficient time to review and consider all proposals received.

Thank you to those of you who have already submitted your proposals to my Office.

[cid:image002.jpg@01CF8004.87D71CC0]

Elnora

Elnora T. Webb, Ph.D.

President

1

Laney College

900 Fallon Street

Oakland, CA 94607

510 464 - 3236 (Executive Assistant, Ms. Maisha Jameson)

510 464 - 3528 FAX

http://www.laney.peralta.edu

www.peralta.edu<http://www.peralta.edu<http://www.peralta.edu%3chttp:/www.peralta.edu>

From: Maisha Jameson On Behalf Of Laney President
Sent: Wednesday, June 04, 2014 2:52 PM
To: Laney-FAS
Subject: REQUEST FOR PROPOSALS: Peralta Accountability for Student Success (PASS) Fund for Innovation
Importance: High

Greetings All,

Per the Chancellor's message on May 14th in which he announced Peralta's new fund for innovation, PASS, the Peralta Accountability for Student Success, I am following-up to solicit formal requests for funding for the 2014-15 school year. Please note that although the District's deadline is June 30th, the deadline to submit your requests to my office is June 16, 2014.

Please find attached the following:

1. Information on PASS

    The Laney College PASS Funding Request Form

3. Background information on the Student Success and Equity Plans (both due in Fall 2014)

ease also note that ideas for strategies to address student success were also shared at our College-wide End of the Year Retreat last week. Input gathered there will also be taken into consideration, and the final plan for Laney College that is presented to the Chancellor may consist of a consolidation of the proposed ideas/strategies that are submitted.

[cid:image002.jpg@01CF8004.87D71CC0]

Elnora

Elñora T. Webb, Ph.D.

President

Laney College

900 Fallon Street

Oakland, CA 94607

.0 464 - 3236 (Executive Assistant, Ms. Maisha Jameson)

510 464 - 3528 FAX

http://www.laney.peralta.edu

www.peralta.edu<http://www.peralta.edu<http://www.peralta.edu%3chttp:/www.peralta.edu>

Colleagues,

I am pleased to announce Peralta's new fund for innovation, PASS, the Peralta Accountability for Student Success.

With the new PASS program each college will receive a significant amount of money from Peralta's Measure B parcel tax to fund innovative ideas that support high quality programs leading to student success. These programs must adhere to the Measure B ballot language, which specifically states that funds can be used for three areas:

A.   Protect and maintain core academic programs including math, science, and English;

B.   Train students for successful careers; and

C.   Prepare students for transfer to four-year universities.

In addition to academic and educational programs, I also want to consider innovative approaches that include technology and facilities improvements that lead to enhancements to the three areas noted above.

Each college president has been requested to prepare project proposals to be funded from Measure B proceeds. PASS funding can be used for single-year or multi-year projects. The proposals should be submitted to me by your college ˉˉresident no later than June 1st.

I have attached a detailed process for incorporating PASS funding into college budgets for the 2014/15 fiscal year. The process includes the amounts each college is to receive and reporting requirements. I look forward to reviewing the college proposals in June.

Thank you for contributing to the success of our students.

Dr. José M. Ortiz

Chancellor

PLEASE DO NOT "REPLY" TO ANNOUNCEMENTS. IF YOU WISH TO COMMENT ON A POSTER'S MESSAGE, RSVP OR ASK QUESTIONS, PLEASE CLICK THE "FORWARD" BUTTON AND FORWARD YOUR RESPONSE TO THE POSTER'S ADDRESS. DO NOT USE "REPLY."

POSTERS: PLEASE INCLUDE YOUR CONTACT INFORMATION IN YOUR POST.

Laney College Student Success Project 2014-15
Funding Request Form

(Please type responses and submit electronically
to mjameson@peralta.edu by Monday, June 16, 2014)

Projects considered will be those that present a sound rationale for significantly improving student success by meeting one or more of the outcomes listed below. Collaboration among departments, programs and services areas will be given priority.

- Close the achievement gap through targeted student enrollment, instruction and instructional support services to better serve disadvantaged students residing within the boundaries of the District
- Fulfill or expand an instructional program that is not fully funded by the District Budget Allocation Model (BAM)
- Fulfill or expand a student support program that is not fully funded by the District BAM

Name of the Project: FELI/ACE

Department: ENGLISH

Purpose/Rationale of the Project:

The FELI (Five-Day Experiential Institute) is a training for instructors, that puts them through the same type of instruction that students in the Academy for College Excellence (ACE) go through in their Foundations Course. ACE was created by Diego Navaro at Cabrillio College for at-risk community college students, and is now being rolled out across the nation. It is an evidence-based program that shows remarkable improvement in the retention and persistence of at-risk students.

I recently attended the FELI training at Berkeley City College. Now in its fifth year, the FELI has become part of the culture at Berkeley City College, with faculty, staff and administrators having participated.

The FELI is a comprehensive training program that engages faculty through an experiential model, that in effect teaches them how to engage students through community-building. The FELI relies on a multi-faceted series of lessons. It uses current research on neuroplasticity of the brain to illuminate that our brains our constantly changing and it is never too late to learn! Students are also taught about their various working styles. This helps students understand how they learn best, how to manage their energy, what types of tasks/activities will be easy or a struggle for them, and how to work with teams of people that complement their own working styles. Students also learn about "bio-reactions," how the primal part of the brain goes into "fight/flight" at the hint of a perceived threat or some trigger of a previous trauma. They study bio-reaction in order to manage and control it. If the brain is stuck in a fight-flight pattern, we are not able to learn or retain information at a cognitive level—it is simple neuroscience. The training helps students get out of bio-reaction and into a place where they can learn. The training also teaches students to identify the difference between evidence/observation and perception/judgment. With this key distinction, students can discern where they have jumped to conclusions from evidence that could have been interpreted in

multiple ways. The training focuses on the key fact that everyone is different—we all have strengths and weaknesses, and we all perceive the world differently, based on our experiences and perceptions. This allows students to enter into the realm of critical thinking, considering other viewpoints as valid, and exploring more options and choices, rather than a knee-jerk response, based in unconsidered opinions. The FELI also focuses on the power of individual storytelling. The power of telling one's own story and listening to others' cannot be underestimated. The ritual of storytelling bonds the community together. When students creates strong bonds of community with their cohorts, they are more likely to stay in class, complete their coursework, form study groups, and otherwise support each other on the road to completion.

Once faculty have gone through the FELI, we can incorporate its training into the curriculum, and also develop a program offering the Foundations Course to various Learning Communities, as part of a comprehensive first-year experience for new students, and /or as a stand-alone course for at-risk students.

As at Berkeley City College, I could see the FELI program begun in the English department, and then expanding to other core courses, faculty, staff and administrators.

(Describe the scope and anticipated results, especially the impact on student success i.e. student persistence, course success, certificate/degree completion, transfers and job placements.)

The ACE program has been shown in several research studies to improve the likelihood of at-risk students completing gatekeeper courses, and shortened the time frame in which those gains occur.

According to the ACE program website: "Our recent longitudinal study conducted by **RTI International** (formerly MPR Associates), shows that ACE students experience a high velocity of advancement toward transfer-level English, as well as shifts in affective factors that are important for academic success. The final report from RTI analyzes the achievement of multiple cohorts of ACE students at 4 colleges—Berkeley City College, Cabrillo College, Hartnell College, and Los Medanos College—over 3 semesters, at the end of each semester and again two semesters subsequent to the ACE Semester, using comparison groups constructed from institutional and program data. Data collected from the colleges includes transcript information (e.g., courses and grades), assessment/placement test results for English, math, reading, and/or ESL, and demographic information (i.e., date of birth, gender, ethnicity). RTI measured credit accrual, retention, persistence, full-time enrollment, successful completion of math at one college, and successful completion of gatekeeper English courses for all ACE students as well as from a larger group of students used to construct comparison groups. ... Notably, ACE students achieve more gains in completing transfer-level English by the end of the first semester as well as by the end of the second semester after completion of the ACE program than those for the control group.

Even as the gap shrinks over time, ACE students have the advantage of completing transfer-level English, sooner than the control group and this advantage enables them to take other more advanced courses that require transfer-level English as a prerequisite sooner than would otherwise be possible. ... At Los Medanos College (LMC), the ACE program has led to significant improvements in student performance in both English and

math. One semester after attending ACE at LMC, students were 7.8 times more likely to pass transfer-level math and English courses than the comparison group. Two semesters out, they were 4 times more likely to pass transfer-level math and English courses than the comparison group.

"To the extent that colleges are seeking strategies for increasing the rate at which academically underprepared students complete 'gatekeeper' courses such as college-level English and earn college credits, the accelerated version of the DBA program seems to hold particular promise. [Note: ACE used to be called "Digital Bridge Academy.]

Foundations Course have been shown to be effective.

Number of Students Expected to be Served:

If we begin the FELI training in the English department, ideally we would incorporate the ACE precepts into all basic skills and developmental English classes, serving some 800 at-risk students.

(The College is seeking to improve the outcomes of 7500 new and continuing students with specific priority to address the performance gaps among Black and Latino students.)

Project Implementation Timeline:
The FELI is a five-day intensive experiential training, with over 40 hours of material condensed into a week of activities. Because of the intensive nature, it would need to be planned for the English department over the summer.
(The project should begin by August 2014.)

Assessment of the Outcome:

Because the program currently is already being evaluated in several other colleges, we would like to coordinate our assessment efforts with those already under way. We would like to examine student persistence, retention, and track students over time to see how long before they complete college transfer level courses.

(Describe how you will assess the outcome each semester in order to reveal the effect of this project on student persistence, course success, certificate/degree completion, transfers and job placements.)

Budget:
The standard rate for the FELI training is $2200/person.

To begin with training the English department would cost approximately: $66,000

(Detail the staffing, technology, facilities, and equipment needs. Provide approximate cost of each item.)

Jackie Graves / 6-17-14

Project Lead (or Author of Proposal)   Date

Liberal Arts/ English

Division(s)/Department(s)/Program(s)/Service Area(s)

Laney College Student Success Project 2014-15
Funding Request Form

(Please type responses and submit electronically
to mjameson@peralta.edu by Monday, June 16, 2014)

Projects considered will be those that present a sound rationale for significantly improving student success by meeting one or more of the outcomes listed below. Collaboration among departments, programs and services areas will be given priority.

- Close the achievement gap through targeted student enrollment, instruction and instructional support services to better serve disadvantaged students residing within the boundaries of the District
- Fulfill or expand an instructional program that is not fully funded by the District Budget Allocation Model (BAM)
- Fulfill or expand a student support program that is not fully funded by the District BAM

Name of the Project: FELI/ACE

Department: ENGLISH

Purpose/Rationale of the Project:

The FELI (Five-Day Experiential Institute) is a training for instructors, that puts them through the same type of instruction that students in the Academy for College Excellence (ACE) go through in their Foundations Course. ACE was created by Diego Navaro at Cabrillio College for at-risk community college students, and is now being rolled out across the nation. It is an evidence-based program that shows remarkable improvement in the retention and persistence of at-risk students.

I recently attended the FELI training at Berkeley City College. Now in its fifth year, the FELI has become part of the culture at Berkeley City College, with faculty, staff and administrators having participated.

The FELI is a comprehensive training program that engages faculty through an experiential model, that in effect teaches them how to engage students through community-building. The FELI relies on a multi-faceted series of lessons. It uses current research on neuroplasticity of the brain to illuminate that our brains our constantly changing and it is never too late to learn! Students are also taught about their various working styles. This helps students understand how they learn best, how to manage their energy, what types of tasks/activities will be easy or a struggle for them, and how to work with teams of people that complement their own working styles. Students also learn about "bio-reactions," how the primal part of the brain goes into "fight/flight" at the hint of a perceived threat or some trigger of a previous trauma. They study bio-reaction in order to manage and control it. If the brain is stuck in a fight-flight pattern, we are not able to learn or retain information at a cognitive level—it is simple neuroscience. The training helps students get out of bio-reaction and into a place where they can learn. The training also teaches students to identify the difference between evidence/observation and perception/judgment. With this key distinction, students can discern where they have jumped to conclusions from evidence that could have been interpreted in

multiple ways. The training focuses on the key fact that everyone is different—we all have strengths and weaknesses, and we all perceive the world differently, based on our experiences and perceptions. This allows students to enter into the realm of critical thinking, considering other viewpoints as valid, and exploring more options and choices, rather than a knee-jerk response, based in unconsidered opinions. The FELI also focuses on the power of individual storytelling. The power of telling one's own story and listening to others' cannot be underestimated. The ritual of storytelling bonds the community together. When students creates strong bonds of community with their cohorts, they are more likely to stay in class, complete their coursework, form study groups, and otherwise support each other on the road to completion.

Once faculty have gone through the FELI, we can incorporate its training into the curriculum, and also develop a program offering the Foundations Course to various Learning Communities, as part of a comprehensive first-year experience for new students, and /or as a stand-alone course for at-risk students.

As at Berkeley City College, I could see the FELI program begun in the English department, and then expanding to other core courses, faculty, staff and administrators.

(Describe the scope and anticipated results, especially the impact on student success i.e. student persistence, course success, certificate/degree completion, transfers and job placements.)

The ACE program has been shown in several research studies to improve the likelihood of at-risk students completing gatekeeper courses, and shortened the time frame in which those gains occur.

According to the ACE program website: "Our recent longitudinal study conducted by **RTI International** (formerly MPR Associates), shows that ACE students experience a high velocity of advancement toward transfer-level English, as well as shifts in affective factors that are important for academic success. The final report from RTI analyzes the achievement of multiple cohorts of ACE students at 4 colleges—Berkeley City College, Cabrillo College, Hartnell College, and Los Medanos College—over 3 semesters, at the end of each semester and again two semesters subsequent to the ACE Semester, using comparison groups constructed from institutional and program data. Data collected from the colleges includes transcript information (e.g., courses and grades), assessment/placement test results for English, math, reading, and/or ESL, and demographic information (i.e., date of birth, gender, ethnicity). RTI measured credit accrual, retention, persistence, full-time enrollment, successful completion of math at one college, and successful completion of gatekeeper English courses for all ACE students as well as from a larger group of students used to construct comparison groups. ... Notably, ACE students achieve more gains in completing transfer-level English by the end of the first semester as well as by the end of the second semester after completion of the ACE program than those for the control group.

Even as the gap shrinks over time, ACE students have the advantage of completing transfer-level English, sooner than the control group and this advantage enables them to take other more advanced courses that require transfer-level English as a prerequisite sooner than would otherwise be possible. ... At Los Medanos College (LMC), the ACE program has led to significant improvements in student performance in both English and

math. One semester after attending ACE at LMC, students were 7.8 times more likely to pass transfer-level math and English courses than the comparison group. Two semesters out, they were 4 times more likely to pass transfer-level math and English courses than the comparison group.

"To the extent that colleges are seeking strategies for increasing the rate at which academically underprepared students complete 'gatekeeper' courses such as college-level English and earn college credits, the accelerated version of the DBA program seems to hold particular promise. [Note: ACE used to be called "Digital Bridge Academy.]

Foundations Course have been shown to be effective.

Number of Students Expected to be Served:

If we begin the FELI training in the English department, ideally we would incorporate the ACE precepts into all basic skills and developmental English classes, serving some 800 at-risk students.

(The College is seeking to improve the outcomes of 7500 new and continuing students with specific priority to address the performance gaps among Black and Latino students.)

Project Implementation Timeline:
The FELI is a five-day intensive experiential training, with over 40 hours of material condensed into a week of activities. Because of the intensive nature, it would need to be planned for the English department over the summer.
(The project should begin by August 2014.)

Assessment of the Outcome:

Because the program currently is already being evaluated in several other colleges, we would like to coordinate our assessment efforts with those already under way. We would like to examine student persistence, retention, and track students over time to see how long before they complete college transfer level courses.

(Describe how you will assess the outcome each semester in order to reveal the effect of this project on student persistence, course success, certificate/degree completion, transfers and job placements.)

Budget:
The standard rate for the FELI training is $2200/person.

To begin with training the English department would cost approximately: $66,000

(Detail the staffing, technology, facilities, and equipment needs. Provide approximate cost of each item.)

Jackie Graves / 6-17-14

Project Lead (or Author of Proposal)   Date

Liberal Arts/ English

Division(s)/Department(s)/Program(s)/Service Area(s)

Meryl Siegal, Ph.D.

English Department, Laney College

Proposal Objective: To create a new, high quality core academic program including English, math, science and to include training that will help students in a successful career and to also transfer to a four year university. The program is designed as a series of linked courses and student service learning/internships. The program takes into consideration the psychological (affective) needs of the students as well as the economic needs of Laney College's student population, especially students at risk not to complete; the program targets the achievement gap. The program also makes sure that students take enough technology courses to be part of any skilled workforce in the Bay Area. The program will be called "**Leadership in Civic Engagement**". The program well understands that for students to get in and out of the community college in a timely manner, math and English courses need to be accomplished early on, and students well being must be maintained through early mentorship, and the teaching of not only learning strategies, but psychological strategies to maintain oneself (cf. Paul Tough, "Who gets to graduate?").

The beauty of this proposal is that students are mentored and taught by a core group of faculty in English, history and psychology and counseling for a full year, including a summer component. Students are also engaged in a paid internship as this program recognizes the financial issues our students face.

Fund Request Criteria: Targeted student enrollment – students who have attended local high schools will be targeted for this program as it is assumed that these students have faced adversity (tough neighborhoods, lower SES) and many are first generation college students and students of color; the program is currently not fully funded by the district; the program's focus will be linked courses (including academic core courses, and support courses such as counseling, library research course and computer technology courses.) The focus will be academic achievement including small classes (30 students max), mentorship (academic and community), paid internship, learning community (develop a cohort of like minded students).

Background:

Over the past three years, I have noted that my English 1A students are more distracted than ever. The distractions include technology, family issues, and economic issues. For those students who work, their jobs often do not allow them to prioritize college. Nation and world wide economic failure means for the lower and middle rungs homeless students and an increasing amount of illness within families. At the same time that student distraction is up, students with undiagnosed learning disabilities seem to be increasing in the 1A class. [1] Furthermore, No Child Left Behind focused students on

---

[1] Informally, I have noted that students with diagnosed learning disabilities "know" what they need to do to succeed and are more motivated to put in the extra time for

multiple choice learning eschewing the deeper kinds of reading and learning now currently embraced by the "Common Core" curriculum. Students entering English 1A are shocked by the reading (level and amount) and critical thinking demands of the course.

Then there are institutional issues that influence pedagogy for possible transfer students. The California Community Colleges created a new requirement that all AA students complete English 1A. Laney College's response has been varied: currently we have an athletic English 1A and a CET English 1A at 4 units[2]; however, students interested in cooking or welding, for example, can be found in any English 1A offered at the college. Because of the motivational differences among students, it has become almost impossible, in English 1A Laney classes with such diversity in student motivation, to provide excellent instruction, feedback, and environment, to encourage and foster the learning needs of transfer students. One could imagine such students' frustration in classes where all students don't share the same academic goals. Frustrated, they leave the course and maybe college.

From a psychological language learning perspective, working deeply and creatively with academic language is important. A focus on academic language includes a focus on vocabulary development. And it is a bit different from what you did in second grade, because abstract academic language is conceptual and often context-dependent. The psychological literature on second language learning (and I am including everyone in as "second language learners" because as for academic language, unless you grew up in a home with academically inclined parents, your road in college will include the acquisition of academic language) uses a term, "cognitive load", which is an apt metaphor for the amount of thinking work students carry within a particular class. So, imagine the psychological, emotional and social life of a typical Laney College student who wants to transfer. You are taking 4-5 classes and those classes might include Biology, Math, English 1A, Philosophy, Sociology. That is 4-5 different sets of cognitive load, if you will. Students are specifically building a conceptual basis in all 4-5 classes, going broad, but not deep. Then, students are dealing with personal issues at home and with friends, working, and financially, students might actually have to help support their parents or children. If students are working, they are working at a minimum or lower wage job, and have little to no opportunity or time to develop what some have termed "soft skills" which include emotional intelligence, communication / negotiation skills (code-switching, if you will), inter-cultural communication skills, persistence, curiosity, and self reflection.

When I came to Laney College from teaching at private institutions in the Bay Area, I thought, why can't Laney do some of the things these private institutions do? One amazing program is Holy Names' "core curriculum" where classes for freshman are historically based. From one point in world history, literature, philosophy, social

---

their work compared to students who are struggling with the curriculum and have not been formally diagnosed.

[2] A 6 unit "English/ESL 1A" was created but this solution never received enough students to take off.

movements and science are explored against the world's historical background. What a way to expand, deepen and reduce the cognitive load, that is what students need to focus on at a given moment to actually have learning occur. It is especially difficult to focus on learning a language (i.e. such as Academic Standard English) and the course material offered in a class. That is why the class contents can and should be spread over two courses, and English course and a content course.

And, while California has been stuck on bringing up the basic skills students, there is a body of research looking at students who have above average skills, but because of their socio-economic background, are not getting the focus, push and help they need to not just succeed but excel. Last summer, at the International Language Studies Conference, I posed the question concerning current Freshman Composition and the state of community college education: for the lower socio-economic classes, are we [faculty and administrators] doing enough to encourage and teach students who are not in the basic skills, to excel and to move beyond their present social class [and thus become a powerful change force in society]? Indeed, I am not the first person to question the pedagogical integrity of school for the lower classes.[3]

My concerns are not random and among the many articles focused on doing more for students, I found this:

"Nearly 90 percent of students who attend a top-ranked university earn a bachelor's degree in four years. While these undergraduates may well be among the best and brightest, they also get kid-gloves treatment. If they run into trouble, an army of helpmates stands at the ready. "From moving day as a freshman through graduation and beyond," Harvard assures its students, "our advisers are here to help and support you at every step."

The situation is entirely different for most undergraduates, especially poor and minority students. All too often they're steered to schools where they receive little if any support in mastering tough courses, decoding arcane requirements for a major, sorting out life problems or navigating the maze of institutional requirements. Graduation rates at these so-called dropout factories, especially those in urban areas that largely serve low-income, underprepared minority populations, are as abysmal as 5 percent" (Kirp).[4]

Solution – a new kind of learning community

In order to both encourage and motivate students, as well as decrease cognitive load and broaden student perspectives, linked courses at the English 1A level are needed. English 1A could be linked with Sociology, Anthropology, Art, Music, Psychology, etc. Readings for the courses could be linked and faculty could be encouraged to work together to

---

[3] For example, see Paul Willis, *Learning to labour: how working class kids get working class jobs* or Bonny Norton's *Identity and Language Learning.*
[4] http://www.nytimes.com/2014/01/09/opinion/how-to-help-college-students-graduate.html?hp&rref=opinion&_r=0

create a core curriculum for students. Students would be encouraged to think and write broadly and deeply.

The vision I have for this new learning community would include a service learning / internship component. This component would be designed especially for the typical Laney student. The internship would be paid, it would include a project that the student needs to complete, and all students in the program would take a one to two unit class in which they would discuss their internship and focus on the soft skills (see above) that would help them become successful in a four year school. [The Laney College class would include diary writing focused on reflection, role-playing, film-viewing related to communication, and guest speakers].

Finally, these transfer-ready students would be developing relationships with faculty and their internship supervisors who can be mentors for the students as they work toward applying to 4 year schools, applying for scholarships, jobs, etc.

"Learning in Civic Engagement"

Year 1 – 2014-2015
　　　　Fall 2014 planning – Two core faculty (English and either history or MLAT) .3 each, counselor .1, IT faculty person .1; Math instructor, .1 to attend meetings and help create mentorship. Math instructor will also create mini modules for summer on "budgeting", "financial literacy in the 21st century", etc.

Send out letters inviting students to be among the selected group. (all will be invited who meet the criteria of low SES, graduates of local h.s.). Make presentations at local highschools. Faculty will work on curriculum and will work to create an ADVISORY BOARD of local businesses where students can find paid internships for summer and the duration of the program. Included will be tech companies in Silicon Valley as well. Support staff will be needed because of the labor involved in finding and inviting the students to be part of the program.
　　　　Spring 2015
　　　　　　　　Faculty and core staff still get paid for meeting. There can be two cohorts running at the same time.
　　　　Linked Courses begin. Thirty students in the class.
　　　　This year will help to develop student efficacy and work on basic skills.
English 201a/b (4 units)
Psychology 100 ("Intro to Psychology") (3 units)
Computer Science ("Intro to Computer Science") (3 units).
Counseling 24 (3units) ("indentification and development of resources that facilitate college success). OR A DIFFERENT OR NEW COURSE FOR 2 UNITS?
HEALTH (meditation course or nutrition course or PE; students can choose, not part of cohort).

Summer 2015; Summer Intersession course.
Into to Powerpoint (IT 246)

Other CIS class as needed.

Math class at level that students test into.

Mini module of math (1 unit) new course on financial literacy. (open to the public).

Paid Internship "class" (20 hours per week, for 6 weeks of summer).

New English class or a learning resource class for 2 units that will allow students to continue reading and writing but most importantly processing their internship. I can call it Applied English Pragmatics for the Work place, or something like that.

Fall 2015 – "American History looking globally and social movements"

English 1A (4 units)
English 208 (2 units)

American History class (3 units)
English 208 (workshop) 2 units
Continuation of Math Class that students individually need; not linked to other courses. (3-4 units)
Continuation of paid internship (10 hours per week) plus discussing (1 hour per week) internship with group and core faculty member.
Other CIS class, perhaps in html creating web pages?
Other classes (psychology, PE, Health, Art, Music) as student wants

Spring 2016 – "World history through an understanding of social movements, environment, ecology, and the movements of people"
(All 3 classes will be linked)
English 5 – Critical Thinking (3 units)
English 208 (optional)
World History (3 units)
Communication class (3 units)
Continuation of Math Class that students individually need
Other CIS class -- ?
Continuation of paid internship at 10 hours per week plus discussion.
Other classes (psychology, PE, Health, Art, Music) as student wants

Summer 2016

Paid Internship (20 hours per week)
English 1B (optional – global and local movements of people)
(or art, music, CIS?)
Communications?

After this first year, students continue on to their major, and continue with paid internships.

Number of students served = 60 students (30 in the first cycle (spring 2015) of English 201 a/b and 30 in the second cycle of English 1A (fall 2015).

Budget

Office supplies = $600
Admin support = work study 10 hours per week
2 core faculty = .4 release time summer, fall, spring, summer (includes ongoing data assessment including formative and summative evaluation).
IT faculty = . 1 (summer, fall, spring, summer)
Math = .1 (summer, fall, spring, summer)
Counselor = .3
Equipment = 2 "smart carts" for classrooms (approximately $7, 000).
Student tablets or computers = (200 @ $200 = $40, 000).

The classes faculty will teach will be part of their load.

First year cost

- Total cost of ownership over a 5 year period

- Number of students to be served or other appropriate numeric measure = 60 first year.

- Impact on the quality of core academic programs including math, science and

English = the English and math classes will include new components to ensure student success. (The students will be part of a cohort).

- Impact on the training of students for successful careers = students will be tech savvy and will become confident in presenting information in front of a group and using various technologies.

- Impact on educating students to transfer to four year universities = students will complete their requirements in their core transfer curriculum (math and English); students will develop self-efficacy; students will develop resilience and grit.

- Impact on future college and district enrollment growth – program will be a positive for the district.

- Impact on the community, local industry and local economy- more students will be prepared as life long learners, and users of technology; students will be more than literate in tech, research, English and math skills. Students will be self directed and leaders.