**Basic Skills Initiative Subcommittee Project Proposal Form**

2016 Action Plan

Title of Project: Summer 2017 Institute of CAP's Community of Practice

Presenter: Nancy Frampton

Date Submitted: May 1, 2017

**Project/Activity Description:**

**Madera Community College Center reading and composition faculty will attend the Summer 2017 CAP training which will allow for more professional workshops and discussions on acceleration models. Reading faculty are joining composition colleagues in the efforts of implementing acceleration at Madera. The goal is to help** students move to and complete transfer-level English courses faster.

**Below is the institute’s description from the invitation for the** Winter Institute of CAP's Community of Practice.

*“In June, over 110 English, ESL, and math faculty from throughout Northern & Central California will come together to focus on teaching with high-challenge, high-support pedagogy. All colleges are implementing some form of acceleration in 2017-2018--using multiple measures to place more students directly into college-level courses; offering co-requisite models of college English, statistics, and transfer-level STEM math with additional support; and offering redesigned developmental courses for under-prepared students.*

*This is the seventh year of the CAP Community of Practice. Statewide, nearly 100 of the state's community colleges are working with CAP to implement accelerated approaches to incoming students. A 2014 evaluation by the RP Group found that CAP accelerated pathways produced "large and robust" increases in completion of transferable courses, a critical early momentum point on students' path toward degrees and transfer.”*

1. **Project Timeline**: June 2-4, 2017
2. **Project Budget**:

(Note: If your proposal includes travel, please indicate anticipated expenses in the “anticipated expenses” section of this form)

1. **Reedley College Institutional Learning Outcome(s) (ILO) Addressed:**

(Include number and description)

Faculty attending Winter Institute of CAP's Community of Practice will receive training in teaching methodology that will further addressing the following ILOs:

1. ***Communication Skills***
	1. (1) Interpret various types of written, visual, and verbal information.
	2. (2) Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.
2. ***Critical Thinking and Information Literacy***

2.2 (4) Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.

2.3 (5) Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

1. **Department/Discipline Student Learning Outcome(s) (SLO) Addressed:**

(Include number and description)

Faculty attending Winter Institute of CAP's Community of Practice will receive training in teaching methodology that will also further address the following SLOs:

*Upon completion of this course, students will be able to:*

*ENGL 126:*

1. apply semantic, syntactic, and morphological clues to understand more of the unfamiliar words they encounter in college-level academic reading.
2. understand college-level, academic reading materials.
3. analyze college-level, academic reading materials.
4. demonstrate confidence in gaining important information from reading independently.

 *ENGL 125:*

 1. Write multiple papers of at least 1200 words, which include an introduction, multiple body paragraphs, and conclusion of

 some sophistication. This essay will include:

* 1. a clearly defined thesis statement
	2. unified supporting paragraphs, which begin with topic sentences
	3. quotations that support the topic sentences and the thesis
	4. supporting material and ideas,which exhibit critical thinking
	5. complete sentences which include a variety of sentence types (simple, compound, complex, and compound/complex sentence)
	6. descriptive vocabulary that exhibits growth and sophisticated word choice
	7. avoidance of fragments, comma splices, sentence fuses and other basic skills errors, such as capitalization, spelling, homophone issues, verb tense issues, subject-verb agreement, pronoun agreement, word choice issues, confused syntax, etc.
	8. use of MLA guidelines to set up essays, correctly use in-text citations for at least one source, and complete a works cited page
	9. writing that is free from plagiarism
	10. demonstrated awareness of how to write from the 3rd person point of view for a specific audience
1. Plan and revise independently, employing all stages of the writing process as necessary and appropriate.

 3. Complete a multi-paragraph in-class essay with a thesis and support.

1. **Current Reedley College ESL/BSI Expenditure Plan Activity Addressed**:

(Include activity number and description from current submission form to the Chancellor’s Office, found online with related BSI documents and any coordination with the RC Equity Plan)

***C.4 Accelerated Learning***

***Activity Type(s)***

x Outreach Student Equity Coordination/Planning x Instructional Support Activities

x Student Services or other Categorical Program

x Curriculum/Course Development or Adaptation

x Direct Student Support

x Research and Evaluation

x Professional Development

***Target Student Group(s)*** & # of Each Affected\*

**ID Target Group(s) # of Students Affected**

C.4 Hispanic or Latino 1,613

C.4 Males 1,225

C.4 Low-income students 548

C.4 Black or African American 78

Student population determined by 2015 Reedley College Student Scorecard, disaggregated by our target population groups percentage in the population.

***Activity Implementation Plan***

Acceleration is one of the strategies used to increase completion by basic skill students. There are three major categories of acceleration being explored by the California Acceleration Project (Hern, 2015): Changing Placement Policies Implementing Co-Requisite Models Redesigning Remedial Courses Reedley College currently offers two models of accelerated learning, both are course redesign models. English offers a pedagogically accelerated composition class that takes students from two levels below transfer and accelerates them to transfer level. Math has offered multiple compressed math classes, including 250/256, 201/103, 4A/4B, that are short-term, back-to-courses, reducing drop-out points.

1. **Define the outcome you expect this proposal will have on Basic Skills Students**:

Madera students will directly benefit as a result of this training because its ultimate goal is to accelerate student progression from developmental levels and increase their completion of transfer-level English. The proposed training will examine acceleration models, pathways and pedagogy, and these findings will be applied to modifying existing curricula.

1. **If this is not a staff development activity, how do you plan to assess the success of this project and what will you assess? Please be as specific as possible. You will be expected to assess the project and turn in a report at the end of the semester or year. This assessment will help us determine whether a project is viable and should continue to receive funding.**
2. **If this is a staff development activity, please explain what you hope to gain.  Which specific sessions do you plan to attend? Please include a plan and timeline as to when you will share this information.**

**Reading and composition faculty will gain knowledge and get more training in accelerated models and methodology. The ultimate goal is to** incorporate acceleration teaching methodology to accelerate student progression from developmental to transfer-level courses while preparing them for the rigor of transfer-level coursework and ensuring successful completion of transfer-level English at Madera Community College Center.

Faculty members attending the institute will participate in all of workshops and activities as planned by the institute. Please see the schedule below.

Friday, June 2nd

1-5:30pm (Please eat lunch before you arrive)

Skyline College

Fireside Dining Room in Building 6

7:30pm: Group Dinner TBA (Food & camaraderie provided!)

Saturday, June 3rd

9am-5pm, Skyline College - Room location TBA

(Breakfast on your own, lunch provided, dinner on your own)

Sunday, June 4th

9am-4pm, Skyline College - Room location TBA

(Breakfast on your own, lunch provided)

All information about Winter Institute of CAP's Community of Practice will be shared with other Reading and Composition faculty.

Note: Please attach any relevant information. If you are going to a conference, please attach workshop schedules, etc.

Please see Summer 2017 Institute of CAP's Community of Practice Invitation below.

Anticipated Expenses:

Please attach this sheet if you are attending a conference/workshop

|  |  |
| --- | --- |
| Fees: None | **$300.00**  |
| Transportation: District Vehicle\_\_\_\_\_\_ Other\_\_\_\_\_ (Specify)\_  Own vehicle \_\_\_\_194 m x .575 (one way to Hotel) 201 m X.575 (one way to Fresno) X2 daily Hotel to College round trip (16 X2 =32 miles\_ | $111.55 (Fresno to Hotel)$115.58 (Hotel to Fresno)$ 18.40(Hotel to College)SUBTOTAL: **$ 245.53** |
| Meals: Breakfast \_\_2\_\_ x $10.00 Dinner \_\_1\_\_ x $30.00 Lunch \_\_1 \_ x $15.00 | **$65.00** |
| Lodging: \_\_2\_\_ days @ $159 + $21.88 (taxes) | **$361.76** |
| Miscellaneous: Parking ($25/day & Internet $7.95/day) | **$65.90** |
| Deduct other available funds: | <$0 > |
| **Total funds requested from staff development** | $0 (Funding from Basic Skills Transformation Grant)**Subtotal: $1,037.29****Total for 3 Participants:** **$3,111.87** |

**For Basic Skills Initiative Subcommittee use only:**

Action Taken:

Date:

Reporting/Follow-Up:

**From:** CAP Central <californiaaccelerationproject@gmail.com>
**Date:** April 21, 2017 at 10:14:47 PDT
**To:** <jeff.ragan@scccd.edu>, Stephen Leech <stephen.leech@scccd.edu>, "Sheryl Young-Manning" <sheryl.young-manning@scccd.edu>
**Subject:** **Congratulations and Welcome to the California Acceleration Project--Reedley Madera Center**

Greetings!

We are happy to announce that your team has been accepted to the Northern California CAP Community of Practice June 2-4 at Skyline College! Please read this entire email carefully, as we are sharing important information regarding the institute.

**Background Information**

In June, over 110 English, ESL, and math faculty from throughout Northern & Central California will come together to focus on teaching with high-challenge, high-support pedagogy. All colleges are implementing some form of acceleration in 2017-2018--using multiple measures to place more students directly into college-level courses; offering co-requisite models of college English, statistics, and transfer-level STEM math with additional support; and offering redesigned developmental courses for under-prepared students.

This is the seventh year of the CAP Community of Practice. Statewide, nearly 100 of the state's community colleges are working with CAP to implement accelerated approaches to incoming students. A 2014 evaluation by the RP Group found that CAP accelerated pathways produced "large and robust" increases in completion of transferable courses, a critical early momentum point on students' path toward degrees and transfer.

**CAP Summer Institute (Northern CA)**

The Community of Practice will include just one gathering this year. Participating faculty are expected to attend all three days of the institute. Please let us know if you are unable to attend any portion of the training.

**Friday, June 2nd**

1-5:30pm (*Please eat lunch before you arrive)*

Skyline College

Fireside Dining Room in Building 6

7:30pm:  Group Dinner *TBA (Food & camaraderie provided!)*

**Saturday, June 3rd**

9am-5pm, Skyline College - Room location TBA

(*Breakfast on your own, lunch provided, dinner on your own)*

**Sunday, June 4th**

9am-4pm, Skyline College - Room location TBA

(*Breakfast on your own, lunch provided)*

**Payment for Your Team's Registration**

Below you will find a list of participants provided on your college's application. **You have until Friday, April 28th to make changes in the number of participants on your team.**You can add or subtract members before the deadline. Please respond to this email with any changes to your team.

After Friday, April 28th, you may swap out attendees, but you cannot change the number of attendees for your college. This means**there will be no additional team members added and no refunds for people who cannot attend after April 28th.**

After April 28th, when we have the final count for attendees from your college, the Foundation for California Community Colleges, our fiscal sponsor, will generate an invoice for your college's registration fees, which are $300 per attendee. You are expected to pay the invoice within 30 days of receipt.

|  |  |
| --- | --- |
| Jeff Ragan | jeff.ragan@scccd.edu; |
| Jay Leech | stephen.leech@scccd.edu; |
| Sheryl Young-Manning | sheryl.young-manning@scccd.edu; |

**Individual Registration for the Event**

Each individual team member must also register for the event. This allows us to collect important information, such as dietary needs, and to get an accurate headcount for meals.

In the coming weeks, you will receive an email with information on how to register through Eventbrite. Each individual team member will be sent an individual link and must register him or herself.

**Hotel Information**

A block of rooms is being reserved for Friday, June 2nd and Saturday, June 3rd at a reduced rate of $159/night at the San Francisco Airport Marriott Waterfront. Participants are responsible for booking their rooms directly--a link will be included in the Eventbrite invitation. **You must book your hotel room by Thursday, May 18th to receive the group rate.**

**Homework**

You will receive a homework assignment to help you get ready for the institute. Please check your email for more information as we get closer to the institute.

**Email**

We will be checking in via email with homework and updates about the institute in the coming weeks. If you have an email address that you will check more regularly during the summer months, please let us know.

We look forward to working with you!

Thanks,

CAP Central

Katie, Myra, Summer, and Kathy