Reedley College MEGAPlan Intent to Go Request

**Proposal Title:** California Acceleration Project Co-requisite Workshop

West Valley College, 1400 Fruitvale Ave., Saratoga, CA, CA 95070

**Requestor:** Nancy Frampton, Acceleration Coordinator, MCCC

**Other Team Members:** (7 faculty -- tentatively)

**English**: (1 Day)

RC (2): TBD

MCCC (3): Tina Ramsey, Sheryl Young-Manning, Gregory Ramirez

**Math**: (2 days, 1 night)

RC (1): Jim Gilmore

MCCC (1): TBD

**Dollar Amount:** (Use T&C to calculate. Attach T&Cs or copy, if available.)

$1,800.00 9 nights hotel @ $200/night (Courtyard Marriot Cupertino)

$ 749.00 Mileage for 4 Vehicles (see below)

(FCC used for mileage calculation—Ride-sharing encouraged)

**$** 225.00 $25 Registration Fee per workshop X9 (math 2 days)

$ 360.00 Meals (Thursday dinner, Friday breakfast & dinner, Saturday breakfast & dinner)

**$ 3,134.00 TOTAL**

MILEAGE:

**FCC to West Valley College: 152 Miles (Rounded up to 175 to account for various residential locations of faculty members)**

**175 X 2 = 350 X $.535 = $187.25 X 4 vehicles = $749.00**

**(FCC: 1101 E University Ave, Fresno, CA 93741)**

MEALS:

Breakfast: $10 X 9 = $90

Dinner: $30 X 9 = $270

TOTAL: $360

**Conference Description:**

“Get a jump start on developing your own courses before the fall curriculum deadlines!

Nationally and in California, colleges are seeing dramatic gains when they replace traditional remedial courses with co-requisite models in which students enroll directly in transferable, college-level math and English with additional support.

Under AB705 (currently being considered by the California legislature), community colleges would need to replace most traditional remedial courses with co-requisite models. A similar policy has just been announced by the CSU.

These day-long workshops will provide an introduction to co-requisite remediation, with data, hands-on activities, and guidance from faculty already implementing these approaches in California community colleges. There will be separate workshops for English and math faculty.”

**Expected Outcomes: (**Identify the expected outcomes and how they address a gap or a need. )

The creation of Co-requisite instruction is part of the Basic Skills Transformation Grant. It addresses the need to support at risk students in acceleration.

**Reporting Plan:** (Describe how you will disseminate data gathered at this professional development event. Include constituent groups and dates, if possible.)

This information will be shared with English and math faculty involved in developmental and transfer level instruction.

**Alignment to Goals & Existing Activities:**

Put an X in front of the plan activity that your activity is supporting.

* **GOAL 1:** Basic skills completion, including increasing the number of students successfully transitioning to college-level mathematics and English courses.

\_\_\_\_ Focused counseling support for Basic Skills / ESL.

\_\_\_\_ Increased support for Academic Support Centers, including supplemental instruction models.

\_\_X\_ Creation and expansion of focused pathways for Basic Skills and ESL students, including FYE and accelerated models.

\_\_\_\_ Identify key economic barriers for students and provide interventions.

* **GOAL 2:** Improving success rates in degree attainment, certificate attainment, and transfer.

\_\_\_\_ Intrusive tracking and follow-up of students through their educational pathway

\_\_\_\_ Increase access to counseling services

\_\_\_\_ Support Transfer and Career Services.

\_\_\_\_Increase non-credit awareness and support, including identification of potential new non-credit offerings.

\_\_\_\_Focused pathways to degree and certificate attainment.

\_\_X\_Facilitate faculty and staff (both full time and adjunct) engagement in student success through professional development.

* **GOAL 3:** Improve identification of students at-risk for academic or progress probation and provide support.

\_\_\_\_ Intrusive intervention for probation students.

\_\_\_\_ Improved participation and follow-up in Early Alert.

\_\_\_\_ Identification of momentum points relevant to retention and academic progress.

* **GOAL 4:** Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students’ college and job readiness.

\_\_\_\_ Create workforce partnerships to collaboratively develop career opportunities.

\_\_\_\_ Collaboration with feeder schools and community (e.g. adult education, foster youth, veterans) to identify and serve high risk/high needs populations.

\_\_\_\_ College pathway development for high school students.

\_\_\_\_ Increase community and feeder school outreach to raise awareness regarding major selection, career goals, and certificate opportunities leading to job placement.

* **GOAL 5:** Increase student retention through focused engagement in the first year of the students’ attendance.

\_\_X\_ Increase opportunities for face-to-face interactions prior to and during student’s first term of attendance.

\_\_\_\_ Create a comprehensive Summer Bridge program linking to First Year Experience.

\_\_\_\_ Increased opportunities for family and students’ support networks engagement in educational experiences.

\_\_X\_ Support for activities targeted to culturally responsive student engagement and shared experiences.

**Briefly summarize how your activity supports the activity/goal:** (Only required if support of goal is not self-explanatory.)

Information sharing at the state level will inform faculty as they move forward with the creation of curriculum and pedagogy in co-requisite coursework to support English and Math courses in the context of acceleration.

**Alignment to Funding Source Requirements:**

In order to receive funding your plan must align with the legislative intent of the associated funding source. Put an X in front of the appropriate funding source(s).

\_\_X\_**BSI/BSSOT:** This initiative (and associated grant) is intended to support basic skills students in Math, English, and ESL. These funds might also be used to support students who were accelerated into transfer level (either through placement or through curriculum design.)

\_\_\_\_**SSSP:** This initiative is intended to support core services.

\_\_\_\_**Student Equity Plan**: This initiative is intended to close the equity gap for college-identified disproportionately impacted group. The 2015-16 groups are listed below. Place a X in front of the target groups to which our project responds.

Disproportionately Impacted Groups

* Black /African American
* Hispanic or Latino
* Males
* Low-income students

Other groups appropriate for funding

* Foster youth
* Individuals w/ disabilities
* Veterans

**Briefly summarize how your activity is appropriate for the funding source:** (Only required if appropriateness is not self-explanatory.)

This activity is specifically tied to the Basic Skills Transformation Grant.

**Alignment to college/district goals:**

Summarize any alignment to college or district goals, including the Strategic Plan, Ed Master Plan, Program Review, or SLOs.

College Planning

All of Reedley College's planning efforts stem from the college's Mission, Values, and Vision statements.

**Mission Statement**: Reedley College motivates and empowers students to be successful by providing high-quality, innovative educational opportunities. We inspire a passion for learning to meet the academic and workforce goals of our diverse communities. Our associate degree programs, career technical education, transfer level, and basic skills courses are offered in an accessible and safe learning environment.

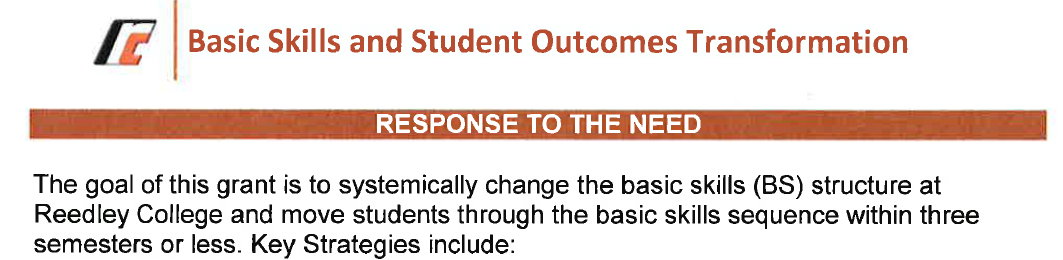
**Vision:** As an exemplary educational institution, Reedley College cultivates professional, well-prepared individuals who will enrich our ever changing local, regional, and global communities.

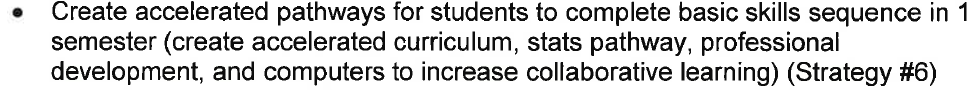
**Values:**  
Student Success  
    We are committed to students’ intellectual empowerment and the development of critical thinking. We are committed to support our students in their pursuit of individual academic, career, and personal goals.   
  
Integrity   
    We are accountable and transparent, and we adhere to the highest professional standards. (from district strategic plan)  
  
Stewardship  
    We are committed to the enhancement, preservation, conservation, and effective utilization of our resources. (from district strategic plan)  
  
Inclusivity  
    We are committed to and intentional in creating an environment that cultivates, embraces and celebrates diversity. (from district strategic plan)  
  
Collaboration  
    We are committed to fostering a spirit of teamwork with our students, faculty, classified professionals, and administrators while expanding our partnerships with education, industry, and our communities.

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<http://www.reedleycollege.edu/index.aspx?page=70>

BSSOT Grant Goal:





**Evaluation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Needs Improvement** | **Fair** | **Good** | **Notes** |
| **Need:** Identifies a gap or a need. |  |  |  |  |
| **Plan and Goal Alignment:** Aligns with plan and institutional goals. |  |  |  |  |
| **Evaluation Plan:** Source ofdata is clearly identified. Credible qualitative or quantitative data can be collected. Evaluation plan directly impacts goals. |  |  |  |  |
| **Best Practices:**  Data-driven, grounded in research and best practices. |  |  |  |  |
| **Scalability**: Realistic ability to scale up to serve all the students who need and /or want it. Budget, space, and staffing should be considered. |  |  |  |  |
| **Sustainability/ Institutionalization**  If proposal is utilizing one-time funding, can the funding be institutionalized and / sustained. |  |  |  |  |