CALIFORNIA COMMUNITY COLLEGES
AND
FOOTHILL - DE ANZA
COMMUNITY COLLEGE DISTRICT

#87-0222
The purpose of this contract is to identify and disseminate information about successful teaching strategies that address the culturally distinctive needs and learning styles of Black and Hispanic students who enter community college with assessed skills deficiencies in reading, writing and/or computation.

Working in consultation with designated Chancellor's Office staff and specified advisory committees, the contractor will complete the following performance tasks as outlined in the request for proposal:

1. Through a review of pertinent literature, identify elements of teaching/learning strategies which have successfully addressed the needs of black and Hispanic students in postsecondary educational institutions in general and community colleges in particular. Pertinent literature includes, but is not exclusive to, research findings found in national and regional clearinghouses, such as ERIC, BOICE, and EERI. Exemplary programs and practices found in postsecondary educational institutional in California will also be scrutinized for applicability.

2. Evaluate those identified strategies on the basis of their potential to address the special needs of Black and Hispanic students as specified in the recommendations of the Board of Governors document titled Equity and Exc.
Teaching Strategies Effective with Black and Hispanic Students

The purpose of this project proposal is for De Anza College to work in partnership with the State Chancellor's Office to identify and disseminate information about successful teaching strategies that address the culturally distinctive needs and learning styles of Black and Hispanic students who enter community college with assessed skills deficiencies in reading, writing and/or computation.

Working in consultation with designated Chancellor's Office staff and specified advisory committees, the project staff will complete the following performance tasks as outlined in the request for proposal:

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2. Evaluate those identified strategies on the basis of their potential to address the special needs of Black and Hispanic students as specified in the recommendations of the Board of Governors document titled "Equity and Excellence: A Promise to the New Majority."

3. Develop and prepare by March 15, 1988, a summary of the evaluation in task #2 above, designed for publication and distribution through state-wide workshops and symposia.

4. Present a final report to the project monitor by June 1, 1988, describing the activities conducted at the workshops, the number of participants, and a complete budget summary.

The primary vehicles for information dissemination about the research findings and adaptive curriculum methodologies will be through the Fifth Annual California Community Colleges Bilingual Education, Ethnic and Language Minorities Conference and the proposed
Community College Satellite Network. It is the intent of this proposal to utilize the annual language minorities conference program as a means to disseminate information about the preliminary findings of the project. Because this program traditionally draws from specialists in the field who have, in many cases, pioneered or further developed and refined successful teaching strategies which address the educational needs of Black and Hispanic students in the community colleges, the conference would provide an ideal forum to debut the project’s findings and receive additional feedback from experts in the field.

Project findings can also be transmitted through uplink facilities available to De Anza College. The college presented the first interactive video teleconference demonstrations in Spring 1987 and received highly favorable comments from everyone who participated in the events. Three transmissions were conducted at no cost for the uplink transmitter. The probability of continued occasional use by the college has been discussed with the Tandem Computers Corporation. All indications are that they will continue to support this service at minimal cost.

Already 36 campuses in the California Community Colleges are potential receive sites. By the 1987-1988 academic year, at least 50 to 60 campuses will become part of the proposed telecommunications network. It is anticipated that teleconferencing will be utilized increasingly in the near future as a communications and staff development medium for the community college system, which is geographically vast. This is an innovative aspect of this project proposal: to utilize the proposed Community College Satellite Network to conduct interactive video teleconferences as a means of disseminating information and project findings to community college personnel state-wide efficiently and cost affectively.

The project’s proposed workplan includes coordinating the dissemination of the publication summarizing the evaluation of successful teaching strategies to campuses state-wide. All community college personnel who register for the interactive video teleconferences will receive the publication prior to the broadcasts. Project staff will consult with the State Chancellor’s Office to further disseminate the publication to deans of instruction, deans of student services, bilingual cross-cultural education specialists, and other community college personnel as appropriate.

Although the project will be based in the Foothill-De Anza Community College District, it is anticipated that project staff will work closely with the State Chancellor’s Office to ensure cohesiveness and quality output as indicated in the request for proposal.
Teaching Strategies Effective with Black and Hispanic Students

SECTION II - Summary and Overview Statement

The purpose of this project proposal is for De Anza College to work in partnership with the State Chancellor's Office to identify and disseminate information about successful teaching strategies that address the culturally distinctive needs and learning styles of Black and Hispanic students who enter community college with assessed skills deficiencies in reading, writing and/or computation.

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Although the project will be based in the Foothill-De Anza Community College District, it is anticipated that project staff will work closely with the State Chancellor's Office to ensure cohesiveness and quality output as indicated in the request for proposal.
2. Specific Problems Being Addressed

[NO “PROBLEMS” ACCOMPANIES THIS DOCUMENT.]
3. Population To Be Served

[NO “POPULATION” ACCOMPANIES THIS DOCUMENT.]
4. Objectives

SECTION III - Work Statement

De Anza College will work in partnership with the State Chancellor’s Office to achieve all tasks as outlined in the proposed project. Project staff will consult regularly with the State Chancellor’s Office project monitor both directly and in writing through monthly progress reports. The project director and appropriate staff will consult with the project monitor and project advisory committee to ensure cohesiveness and quality output as indicated in the request for proposal.

Role of project advisory committee: An advisory committee shall be convened in consultation with the State Chancellor’s Office. The committee will provide assistance and advisement regarding the identification of: 1) successful teaching and learning strategies for Black and Hispanic students; 2) model programs and practices found in California’s postsecondary educational institutions, community-based and out-of-state programs; and 3) target population for information dissemination activities related to project findings and state-wide workshops.
5. Workplan Narrative

WORKPLAN
Program Schedule

July 1, 1987  Project period begins

July 6, 1987  Initial consultative meeting with Chancellor's Office project monitor to identify project advisory committee and possibly, a third-party evaluator; discuss project goals, tasks and timeline for activities

August 1987  Project staff to consult with Chancellor's Office staff and project advisory committee about initial identification of successful teaching or learning strategies utilized to address the educational needs of Black and Hispanic students in postsecondary education; also, target recipients for information dissemination regarding publication, conference and teleconferences

September 1987  Begin establishing linkages with potential receive sites in proposed Community College Satellite Network

October 1987  Initial review of research findings completed; teleconference schedule with Tandem Computers Corporation confirmed; Tandem contact to be arranged through De Anza College Telecommunications Department

November 1987  First announcement of conference schedules mailed out state-wide

December 1987  Final draft of research and evaluation summary to Chancellor's Office and project advisory committee for review

January 1988  Second announcement of conference schedules mailed out state-wide

February 1988  Preliminary scripts for conference and teleconference presentations completed; receive site monitors identified; workshop presenters confirmed

March 15, 1988  Summary of evaluation of successful teaching and learning strategies completed and camera-ready for publication and
distribution through state-wide conference and teleconferences -
final deadline date

March 16-18, 1988  Debut preliminary project findings at 5th Annual California
Community Colleges Bilingual Education, Ethnic and Language
Minorities Conference in Sacramento

April 1988  Two interactive video teleconferences broadcast state-wide via
proposed Community College Satellite Network; registered
teleconference participants given publication of research findings
at receive sites prior to program

May 1988  Conference and teleconference evaluation reports completed

June 1, 1988  Final report to project monitor describing activities conducted at
conference workshops and teleconferences, number of
participants, and complete budget summary

June 30, 1988  Project period ends

Project Organization

•  General Approach:

De Anza College is recognized as being one of five community colleges in the nation which
have been acclaimed for teaching excellence. De Anza’s reputation for academic innovation
and creativity is equal to its commitment to meet the educational needs of the diverse
population residing in the service delivery area.

De Anza College is one of two community college campuses in California which has an
instructional division encompassing student support services and academic programs. The
Intercultural Studies Division (which includes Intercultural Studies, Bilingual Center and
Extended Opportunity Programs and Services) is recognized state-wide as an exemplary
comprehensive program serving both traditional and non-traditional community college
students. The existence of such a division within the college is symbolic of De Anza’s
commitment to meet the educational needs of its diverse clientele, including underrepresented
students.

Within the Intercultural Studies Division (ICS), the Bilingual Center provides instructional
program coordination and special support services to disadvantaged students, who are
limited-English proficient. The Center’s record in recent years (see Section V, Part E for
specific details) is impressive. The coordination of the proposed project will be directed by
Bilingual Center staff, ICS Division, who will work in partnership with the State Chancellor’s
Office. All consultants and subcontractors will report directly to the project director at De Anza College.

As part of the proposed project, an innovative vehicle for state-wide information dissemination will be via interactive video teleconferencing. The De Anza College Television Center is very highly regarded in the field of telecommunications and broadcasting. Under the leadership of President A. Robert DeHart, De Anza College has pioneered the utilization of innovative, state of the art technological approaches to facilitate and enhance state-wide communication, information dissemination and staff development in the community college system. Three interactive video teleconference demonstrations were transmitted state-wide to community college campuses. The establishment of the Community College Satellite Network has been proposed.

During the first three-hour teleconference "The Colleges Consult," which was a meeting of State Chancellor Joshua L. Smith with community college presidents throughout the state, early reports indicated that more than 85 presidents viewed the program along with more than 250 other interested bystanders; 36 receive sites were in operation during this demonstration. Highly favorable comments were offered from everyone participating at the events. It is anticipated that more teleconferences will be utilized as a communications and staff development medium in the near future, because they are both an efficient and cost-effective means of information dissemination to great numbers of people over vast distances.

- Staffing:

The key personnel involved in this project proposal will be Cheryl Fong and Herb Everitt of De Anza College, and subcontractor-consultant Olivia Mercado.

Ms. Fong will be the actual project director and will:

1. Supervise and monitor the subcontractor-consultant's work (the identification and evaluation of successful teaching and learning strategies for use with Black and Hispanic community college students);

2. Coordinate the production of a camera-ready report summarizing project findings for dissemination to Participants at state-wide conferences and teleconferences;

3. Coordinate one conference workshop to debut the preliminary findings of the project; coordinate two state-wide interactive video teleconferences with the State Chancellor's Office and De Anza College Television Center via the Community College Satellite Network to disseminate project findings as summarized in the report mentioned in task #2 above;

4. Be responsible for all interim, budgetary and final project reports;

5. Work closely with the State Chancellor's Office staff and project advisory committee to ensure cohesiveness and quality output.
Her assignment to the project will be .2 FTE or 416 person hours. Herb Everitt, Associate Dean of Telecommunications, De Anza College, will be responsible for the technical production and coordination of the interactive video teleconferences. He will establish linkages with the Tandem Computers Corporation and be available to assist existing and potential community college receive sites in the satellite network prior to and during the productions. He will provide an estimated 30 person hours to the project.

Olivia Mercado will work under the supervision of the project director and in consultation with the State Chancellor's Office staff and project advisory committee to review and evaluate successful teaching and learning strategies for use with Black and Hispanic students. She will prepare the final draft of the report summarizing her findings. Her assignment will entail 120 person hours.

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Project Director will work in partnership and in consultation with the State Chancellor's Office Project Monitor and Project Advisory Committee. Project Director will supervise Project Secretary, Subcontractor-Consultant and coordinate with teleconference producer-director (De Anza College Television Center and Telecommunications Department).

- Experience:

The key project personnel have all had extensive experience related to the proposed project. Ms. Fong was a principal writer of the Board of Governors report "Equity and Excellence: A Promise to the New Majority" (October 1986), which forms the basis for defining the scope of this request for proposal. Preceding the publication of this document, she participated in two state-wide invitational conferences where innovative strategies were developed to improve the educational status of underrepresented students in higher education: the Conference on Attrition and Retention of Underrepresented Ethnic Minority Students, sponsored by the California State Legislature in May 1986 (documented in "Conference Report on Minority Attrition in Higher Education: Strategies for Change," Assembly Office of Research, March 1987) and the Board of Governors-sponsored Symposium on the Enrollment, Retention and Transfer of Minority Students in December 1985 (documented in "Equity and Excellence").

She has served as a member of the State Chancellor's Advisory Committee on Ethnic and Language Minorities Concerns (formerly Bilingual Cross-Cultural Education Advisory Committee) since 1983. This group has regularly provided input into public policy discussions related to the improvement of instruction and support services for underrepresented students in the community colleges.

Her expertise in conference planning and coordination can be demonstrated by her achievement as conference coordinator of the Second, Third and Fourth Annual California Community Colleges Bilingual Education, Ethnic and Language Minorities Conferences:
- "Shaping Educational Directions for the Future: A Response to the New Demographics" (1986)
- "Achieving Educational Equity and Excellence for Language Minorities" (1987)

She was also on the conference planning group for the first annual state-wide bilingual education conference for community college specialists.

She was awarded a grant from the Fund for Instructional Improvement in 1984 to provide staff development training on adaptive curriculum practices for bilingual, limited-English proficient and language minority students in the community colleges. The Second Annual California Community Colleges Bilingual Education and Language Minorities Conference - "Language Minorities: Educating Precious Human Resources for a Viable Future" was utilized as the primary vehicle for training and information dissemination. A summary publication and videotapes of the conference proceedings were made available to all program participants. The publication was also disseminated to all deans of instruction in the community colleges.

At De Anza College, she has directed VEA (federal Vocational Education Act) grant-funded programs for disadvantaged, limited- and non-English proficient (LEP-NEP), and single parent populations since Fall 1984. Components of these programs, which target nontraditional and underrepresented students, include: recruitment and outreach to Hispanic, displaced workers, and LEP-NEP populations; early outreach and transition (high school to community college program for disadvantaged, academically high risk students); multilingual advisement and support services to Spanish, Vietnamese and Chinese language groups; curriculum development for LEP-NEP students; and computer-assisted instruction for LEP-NEP students (see Attachment 1 - Annotated Bibliography). She also supervises the Extended Opportunity Programs and Services (EOPS) staff who provide special support services to non-traditional students at De Anza College's Sunnyvale Campus.

Dean Herb Everitt and the staff of the De Anza College Television Center successfully engineered the production and direction of three interactive video teleconference demonstrations in Spring 1987 when thirty-six receive sites in the Community College Satellite Network participated in state-wide communication.

Mr. Everitt combines both commercial and educational experience in telecommunications. During this commercial experience, he managed and owned radio stations. He served as the Director of Educational Television for the State of Idaho and organized the first public broadcasting system for the state.

He served as the General Manager of KBGL-TV/FM, Public Broadcasting, at Idaho State University and was the Director of the Radio TV Services Division. At Chemekata Community College in Oregon, Mr. Everitt developed an instructional television fixed service system.
He currently serves on the ACCCA Management Development Commission for the State of California and is a member of the Telecommunications Advisory Committee.

Olivia Mercado has had extensive academic training and varied experiences as an administrator, instructor, counselor and grants writer. She holds lifetime California Community College credentials as a supervisor, counselor and instructor (history and ethnic studies) and California Standard Elementary and Secondary credentials in history, mathematics, English and Spanish.

Ms. Mercado is currently a consultant with Educational Evaluation Associates. She has worked as a consultant with the California Community Colleges Special Programs and Academic Programs units, Association of Mexican American Educators Northern California Region, and the National Association of Housing and Redevelopment, Oakland, CA. She is active in numerous community organizations and has been a conference presenter on educational and social issues at state-wide and national programs.
6. Expected Outcomes

[NO “OUTCOMES” ACCOMPANIES THIS DOCUMENT.]
7. Evaluation Plan

EVALUATION
Review and evaluation of teaching and learning strategies:

A subcontractor-consultant will conduct the review and evaluation of successful teaching and learning strategies that address the culturally distinctive needs and learning styles of Black and Hispanic students who enter community college with assessed skills deficiencies in reading, writing and/or computation. The review and evaluation of materials will be assisted by input provided by the project advisory committee, project director and project monitor. Pertinent literature from national and regional information clearinghouses, including, but not exclusive to, ERIC, VOICE and EERI, will be assessed and evaluated for appropriate inclusion in the summary publication. Model programs and practices found in higher education, especially in the community colleges, shall be examined. The subcontractor-consultant will prepare the final draft of project findings for review by the advisory committee, project director and State Chancellor's Office.
8. Dissemination Plan

Information dissemination activities:

The project director will be responsible for coordinating the production of a camera-ready publication suitable for printing and distribution through state-wide conferences and teleconferences. The State Chancellor’s Office and project director will then arrange for the publication and dissemination of the project’s summary report and information related to presentations of those findings. The project advisory committee will be consulted to provide advisement regarding the dissemination of the publication and other information.

At least two mail outs will be disseminated throughout the community colleges to publicize the state-wide conference and interactive video teleconference schedules. Pre-registration for these programs shall be conducted by project staff. Conference and teleconference registrants will receive the project publication summarizing successful teaching and learning strategies. The project director will also work with the State Chancellor’s Office to further disseminate the publication to deans of instruction, deans of student services, bilingual cross-cultural education specialists, and other community college personnel as appropriate.

State-wide conference and teleconferences:

The project director shall coordinate a presentation at the Fifth Annual California Community Colleges Bilingual Education, Ethnic and Language Minorities Conference to debut the preliminary findings of the project. Because this program traditionally draws from specialists in the field who have, in many cases, pioneered or further developed and refined successful teaching strategies which address the educational needs of Black and Hispanic students in the community colleges, the conference would provide an ideal forum to premiere the project’s findings and receive valuable feedback from experts in the field.

In cooperation with the State Chancellor’s Office, the project director will be responsible for coordinating two state-wide interactive video teleconferences, which will be utilized to present the project's findings. The project director will contact speaker-presenters and write scripts for the programs. Working closely with the De Anza College Associate Dean of Telecommunications, the project director will coordinate the production of these teleconferences. The De Anza TV Center will provide all technical assistance for the actual production and direction of the programs. They will also provide assistance to potential receive sites in the proposed Community College Satellite Network. It is anticipated that 50 to 60 receive sites throughout the state may participate in the teleconferences. The Associate Dean of Telecommunications will make suitable arrangements with the Tandem Computers Corporation for the teleconference scheduling. The project director will assign monitors at all receive sites for evaluative purposes.
During the first three-hour teleconference "The Colleges Consult," which was a meeting of State Chancellor Joshua L. Smith with community college presidents throughout the state, early reports indicated that more than 85 presidents viewed the program along with more than 250 other interested bystanders; 36 receive sites were in operation during this demonstration. Immediate feedback from viewers state-wide was made possible through telephone hook-ups to the teleconference presenters in the studio. It is anticipated that more teleconferences will be utilized as a communications and staff development medium in the near future, because they are both an efficient and cost-effective means of information dissemination to great numbers of people over vast distances. The potential is tremendous.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]