CALIFORNIA COMMUNITY COLLEGES
AND
CONTRA COSTA
COMMUNITY COLLEGE DISTRICT

#90-0005
# 90-0005 --- FII --- SUMMARY

California Community Colleges  
Curriculum and Instructional Resources Division

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<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
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<td>Los Medanos</td>
<td>Contra Costa</td>
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## Project Title

**Tutor Training Dissemination and Evaluation Project**

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<td>F1 --- Interseg. Research Summer</td>
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<th>PROJECT DIRECTOR</th>
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<tr>
<td>Ross MacDonald, Chair Language Arts</td>
<td>Stan Chin, Dean Natural Sciences</td>
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## Proposal Description

The proposal intends to: (1) modify and improve the tutor training curriculum; (2) disseminate, monitor, and evaluate implementation of the tutor training curriculum at 15 California community colleges via collaborative partnerships between curriculum developers (the 1st generation) and staff new to the project (the 2nd generation); (3) disseminate the curriculum via pre-conference institutes; (4) establish, permanently record, and implement goals, objectives, guidelines, and procedures for developing and maintaining mentoring relationships among tutor trainers; (5) conduct a rigorous evaluation of the impact of the curriculum on tutee achievement and attitudes, tutor behavior and attitudes, tutor trainer reactions to the curriculum and its implementation; and (6) summarize and disseminate the project's materials and results. In addition, the project addresses nontraditional forms of instruction, improves the teaching abilities of existing faculty, focuses specifically on the special learning needs of educationally disadvantaged students, and improves existing instructional programs.
Tutor Training Dissemination and Evaluation Project

The community colleges are on the threshold of enormous change as the so-called traditional student becomes one of many. New majority students, not classifiable by a fixed set of characteristics, are now walking in the open door of our community colleges. Because new majority students are disproportionately represented in the ranks of under skilled or ESL students, their increased presence reminds us anew of our commitment to give students the skills to succeed in higher education, to create opportunities for themselves, to recognize and make informed choices, and to articulate their ideas, dreams, and fears to others.

Recognizing that tutoring is a very important intervention, nearly all community colleges have developed tutorial programs to meet the needs of increasing numbers of students. To maximize the effect of tutoring, however, tutor training curricula must be implemented and evaluated at the state level. If funded, the Tutor Training Dissemination and Evaluation Project will support a consortium of successful professionals in the field from fifteen different community colleges to disseminate and evaluate tutor training materials being developed under a 1989-90 FII Grant. This a large project requesting sizeable investment, but it portends a tremendous impact on a critical need: training hundreds of faculty and providing them with sound curriculum with which to train thousands of tutors to assist hundreds of thousands of educationally disadvantaged students. The proposed project addresses a number of the Board of Governor's Basic Agenda Priorities for 1989-90 and criteria from AB 1173 and AB 1725.

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Students, present and future, no matter the college, will benefit from improved tutor training curriculum; tutor trainers and potential tutor trainers will have the opportunity for high quality
in-service education; college programs will be enriched. Most importantly, the many students who benefit from tutoring will further benefit from effectively trained tutors. Therefore, this project has both immediate and long-range implications for hundreds of tutorial supervisors, thousands of peer tutors, and literally hundreds of thousands of underprepared students. The project addresses nontraditional forms of instruction, improves the teaching abilities of existing faculty, focuses specifically on the special learning needs of educationally disadvantaged students, and improves existing instructional programs.
1. Specific Educational Program Being Addressed

Specific Programs and Services

This proposal and the governing board agenda AB 1173. and AB 1725

This project, which falls into the "large grant" category, proposes to disseminate and evaluate tutor training curriculum which is being developed under an FII Grant this school year. The proposed project addresses a number of the Board of Governor's Basic Agenda Priorities for 1989-90. Providing proven training to tutors promotes (a) transfer and vocational education by intensifying efforts to increase the number and success rate of underrepresented students (many of whom need additional tutoring); (b) educational quality by making it possible for more tutees to meet more rigorous standards; (c) ESL and basic skills aspect of the community college mission by providing intensive training to those who tutor in these areas; (d) diversity by providing instructional experience as tutors to two-year students which may lead to their selection of teaching as a career; and (e) improved skills of tutor trainers via staff development.

Tutoring is an essential link between the standards of the college environment and the state of students' preparedness. Remedial instruction, English as a Second Language instruction, and support services, "important and essential functions of the community colleges," tend to rely heavily on tutoring assistance to reach the needs of a diverse population of students, to give them access to the mainstream curriculum, and to prepare them to contribute to the society which needs them.

A core component of this proposal is an intersegmental summer institute to be attended by representatives from 15 colleges to receive tutor training curriculum by training each other, to fine tune the curriculum, to prepare to implement it, and establish evaluation measures and procedures.
The project addresses nontraditional forms of instruction, improves the teaching abilities of existing faculty, focuses specifically on the special learning needs of educationally disadvantaged students, and improves existing instructional programs.

Tutoring makes a difference

Evaluation studies at several colleges have linked the reception of tutoring to specific measures of student gain: retention, grades, reading and writing improvement. Research on elementary and secondary-level tutoring programs have also reported correlations between tutoring and student learning gains. At least four major reviews using meta-analytic statistical techniques, have been published in national journals reporting gains associated with the reception of tutorial assistance. At the University of Chicago, Benjamin Bloome and his co-workers hold tutoring as the standard to which all other forms of instruction are compared.

Knowing that tutoring makes a difference is an extremely important step in the continuing effort to keep the open door of the community college from becoming a revolving door for increasing numbers of students who want to succeed, are capable of succeeding, but who need additional short-term help. Tutors, then, and the programs which employ them, are often at the essential point of contact between high-risk students and success in higher education. In effect, some of the most important problems that the whole system currently faces are being placed on the shoulders of a select corps of minimally trained, but socially conscious peer tutors who take precious hours a week from their own studies to help others succeed.

It's amazing that tutoring is as successful as it is given that tutors seldom receive more than eight hours of training in how or what to tutor. Yet, the complexity of the problems associated with meeting the academic needs of our student population in an environment of tightening standards, limited slots for admission to four-year colleges and universities, significant demographic changes, and highly competitive job markets might be most dramatically encapsulated in the thousands of one-to-one contacts between a peer tutor and a struggling student on any given day in our nation's community colleges. We owe it to the many present and future underprepared students to be sure that their tutors are adequately trained to work effectively with them.
2. Specific Problems Being Addressed

SPECIFIC PROBLEM]

The realities demand that all tutors receive systematic training. Yet, there are no large-scale guidelines for defining tutor roles and functions, for training tutors, or for preparing or certifying tutor trainers. To understand the importance of this lack, substitute the word teaching for tutoring in the previous sentence. Few if any educational systems are based on an untrained corps of amateurs. Our commitment to students and quality teaching simply would not accept it. Yet, in tutoring, we are currently in just such a situation.

Further, few professionals are prepared to train tutors given the unique conditions in tutoring. Unlike teachers, tutors are temporary employees; there is probably a 50% turnover yearly in the tutor corps at any given site. Unlike teachers, tutors are usually students whose first priority is to their own studies; they don't want to commit to extensive training for a temporary part-time job. Also unlike teaching, tutoring by definition involves work with only one or a small group of students at a time, not with 25, 30 or 40. Unlike teacher trainers, tutor trainers have no tradition of established training curriculum to guide and inform them. Unlike teacher trainers, tutor trainers have themselves no standard educational path preparing them to prepare others. But we haven't known what to train tutors to do as we don't know what constitutes effective tutoring behavior.

Development of training curriculum. 1989-90

Financed by a one-year grant from the Funds for Instructional Improvement, the project for California Tutoring Research and Training has been underway since July 1989. Five community colleges were selected to participate based on the availability of tutors to observe; the capacity of project associates to contribute, and on the degree to which the set of participating colleges reflects the diverse geographic and demographic characteristics of the state. The participants are developing tutor training curriculum based on systematic analysis of hundreds of audio and videotaped tutoring sessions, interviews with tutors and tutees, and professional experience.

We are currently translating this knowledge into curriculum. The enclosed packet, titled Overview of Training Curriculum, contains completed rationale, goals and objectives for the training. It contains an outline of the components of the curricular materials and activities under development. Finally, it contains a detailed discussion of the findings which are driving the structure and content of the curriculum. It is intentionally being designed to be adaptable to the specific characteristics of individual sites.

The problem this proposal addresses is the necessity for the large-scale implementation and evaluation of the tutor training curriculum. We need to get the results of the work out to professionals in cost effective ways so tutees will be most expertly served by our programs.
3. Population To Be Served

Populations Served

Very large numbers of students receive tutoring assistance in California's community colleges. Most of these students seek tutoring because they are struggling with the academic demands of the college. Studies have consistently shown that, compared to the community college student population as a whole, underprepared students are much more likely to be low income, or members of an ethnic or racial minority. A tutorial program which supplements existing instruction and services can significantly improve these students' chances of succeeding in college courses.

Propagating past educational inequities by continuing to exclude student groups undercuts the very purpose of community colleges and our nation's on-going agenda for social change. High standards are to be valued provided that high quality support services undergird them. We should insist on high standards, but we should also insist that necessary assistance be available to students to help them become able to meet those standards.

Tutoring represents an important form of instruction impacting a large number of students. A survey completed last year reported that over 90% of the community colleges employ tutors. Another recent survey of approximately 50 California community colleges, indicated that each college employs an average of 54 tutors and that each tutor on average works with seventeen tutees a semester. If we combine the information from these surveys, then in this state alone nearly 100,000 students are receiving tutorial help in any given semester. This students deserve and our educational agenda demands that their tutors be adequately prepared to provide effective assistance.
Project Objectives

The following comprise the objectives of the proposal.

1. To modify and improve the tutor training curriculum based on early implementation experiences.

2. To disseminate, monitor, and evaluate implementation of the tutor training curriculum at 15 California community colleges.

3. To disseminate the curriculum via pre-conference institutes which precede the annual meetings of professional organizations which have tutoring as a central focus.

4. To establish, permanently record, and implement goals, objectives, guidelines, and procedures for developing and maintaining mentoring relationships between personnel from the colleges involved in the 1989-90 project with a second generation of staff from an additional ten colleges.

5. To conduct a rigorous evaluation of the impact of the curriculum on:
   a. tutee retention, course grades, frequency of tutoring contact, and attitudes toward school and self;
   b. tutor instructional behavior and attitudes toward tutoring;
   c. tutor trainers feelings of competency and judgments about the curriculum's usefulness, impact, and ease of implementation.

6. To conduct regular meetings of project participants to plan, modify, carry out and evaluate project goals.

7. To summarize and disseminate the project's materials and results in a comprehensive report.
5. Workplan Narrative

Dates of scheduled activities

The project will run from July 1, 1990 through June 15, 1991. The following is the timeline for the project with projected dates, locations, and estimated costs. Distinctions between costs covered by local funds and those covered by FII funds are found in Section D: Budget. The timeline is broken into four categories: planning and coordination meetings, pre-conference institutes, and implementation of training by 1st and 2nd generation participants.

The timeline does not show some activities. Coordination meetings between each 1st generation Project Associate and their two 2nd generation associates are scheduled by individual arrangement. Training implementation for each of the five groups (five 1st generation associates each working with two 2nd generation associates) is also left to individual arrangements. The associated costs are covered by the participating colleges. Project associates receive a fixed stipend for participating in all activities. Data gathering at each site is on-going and so particular dates are not indicated. Similarly, project write up is on-going and so is not specifically scheduled except in terms of deadlines indicated in the description of meeting activities below.

Planning/coordination meetings.

There are five planning/coordination meetings which will be attended by all 14 Project Associates and the Project Director. The purpose of the meeting, dates of the meeting, location, and cost are provided. The meeting costs include travel, lodging and meals only and are shown in totals. An exact breakdown of meals, travel, hotel, etc. by funding source appears in the budget section. Miscellaneous expenses associated with scheduled activities such as supplies and so forth are shown in the appropriate category in the budget breakdown section.

Northern California at Los Medanos College. Go through the developed training curriculum by training each other. Each 1st generation Project Associate will work with two 2nd generation Project Associates to prepare and deliver instruction in specified components of the training. Training curriculum will be fine tuned. Mentoring relationships will be established. Procedures and definition of necessary information for data gathering will be developed. Plan for preconference institutes. Evaluate progress to date. $6600.

Southern California at Compton Community College. Check on data gathering progress and maintenance of comparability of data across sites. Discussion of
training implementation activities at 1st generation sites. Review of mentoring relationships.
$2850.

Meeting 3: Preparation for spring semester implementation.
Santa Barbara Immediately following annual meeting of the Association for California College Tutoring and Learning Assistance. Preparation to implement training at 2nd generation sites. Update on pre-conference institutes conducted thus far. Preparation to gather data at all sites.
Costs covered by each participant's college.

Northern California at 2nd generation site in SF Bay area. Updates, coordination, and problem-solving on second semester implementation and data gathering. Assign tasks for final report. Evaluate progress to date.
$2850.

Central Coast California at 2nd generation site. Presentation of results of data analysis for impact of tutoring curriculum as stated in Objective #5. Discussion of continuation of cooperative relationships and additional networking. Evaluate progress to date.
$2850.

Pre-conference institutes.

The pre-conference institutes are an occasion to disseminate the tutor training curriculum with relatively minor impact on the project's budget as attendees travel expenses to the conference are covered by the college where they are employed. Only a few Project Associates travel expenses are covered by this proposed project's budget, but only two associates conduct an institute. Duplication costs are covered by the attendees via minimal fees typically charged for such training. In the unlikely event profits result, they will be used to defer materials duplication costs first and project associates' travel costs second.

Association for California College Tutoring and Learning Assistance (ACCTLA).
Anticipated enrollment: 35. Hotel and meal expenses only supported by the grant. Transportation paid for by presenters' colleges.

College Reading and Learning Association (CRLA).
National Association of Developmental Educators (NADE).
American Association of Community and Junior Colleges, Kansas City. Late April, 1991. Two presenters. Estimated cost: $920. Expenses include airline transportation, hotel for two nights, and meals.

Implementation of training at 15 sites

Training will be implemented at the five 1st generation sites in fall of 1990 and continued thereafter and at the ten 2nd generation sites in spring of 1991 and continued thereafter. The only cost associated with implementing the training is videotaping one tutoring session conducted by 4 trained tutors randomly selected at each site. The purpose of taping is to assess the degree to which training has influenced tutors' behaviors. The 1989-90 project audio and videotapes provide comparative data. The new set of recordings will be transcribed and coded in the same way as those in the earlier project. There is no direct expense to the grant for the gathering of data regarding tutee outcomes. Questionnaire data will be tabulated by the project assistant. Project Associates receive a fixed stipend for all activities.

Personnel Required

Each of the proposed project associates is a tutor trainer or supervising administrator at his/her respective campus. Each participant is a proven, respected leader and a creative thinker. If the proposal is funded, the Project Director will reduce his normal teaching and administrative load for school year. The Project Director, Dr. Ross B. MacDonald, is a recognized expert in the tutoring field (resume attached). His work on tutoring processes and programs has influenced others across the country as well as in Europe. Experienced at directing grants, conducting research, and training faculty and tutors, he is currently directing the 1989-90 project under an FII grant (Proposal # 123-89-02) from the State Chancellor's Office of the California Community Colleges. His doctoral training focused on instructional discourse, psychology of teaching and learning, and educational evaluation. The main consultant to the project is Dr. Ned Flanders, a noted expert on teacher-student interaction. His system for interpreting teacher-student interaction has been employed in thousands of studies around the world. Dr. Flanders is committed to continuing the project as he is currently a consultant on the 1989-90 project mentioned above.

The 1st generation of four Project Associates are currently Project Associates on the 1989-90 grant mentioned above. The fifth member of the 1st generation is the Project Director. The current associates are: Maranda Montgomery, Chair of the Division of Learning Skills at Compton Community College; Patricia Dupart, Learning Center Coordinator, Santa Barbara City College and president-elect of the Association of California College Tutoring and Learning Assistance; Nanette Heidtman, Tutor Trainer, Mount San Jacinto College; and James Prager, Academic Skills Coordinator, Yuba College.

In addition to the above three transcriber/coders and one student assistant will be employed.
Equipment and materials

No expenses for equipment or materials are requested from FII. The cost of videotapes for recording tutoring sessions will be supported by each college. A modest supplies and telephone budget is requested, however, to cover the cost of duplication, paper, binders, etc.

Evaluation process

In that a major focus of the project is evaluative, this section only highlights the process. Evaluation involves assessment of the impact of the training on tutor behavior and attitudes, tutee success in school and school attitudes, tutor trainer assessments of the training they receive. Evaluation also stems from formative evaluation processes carried out at each of the five group meetings. The final aspect of evaluation is participant assessment of the utility and quality of the pre-conference institutes. The final report, written by the Project director in conjunction with the Consultant, will summarize findings from each of these sources.
6. Expected Outcomes

Expected Outcomes
It is expected that the project will produce a fully usable, fully tested tutor training curriculum. Scores of tutor trainers will have been trained in its use. Procedures for assessing the Impact of tutoring will be developed and tested. A procedure for establishing and maintaining mentoring relationships will be developed, tested, documented, and packaged for use by others. A report ready for dissemination is the final product of the proposed project.

Impact of the Project

Between the dissemination via the pre-conference institutes component and via the structured mentoring component, the project will directly impact over a hundred tutor trainers and program administrators, a thousand tutors, and tens of thousands of tutees within one year. The first year, of course, is funded by the grant. Thereafter, it is expected that the overall concept will have generated a life of its own: continuation of training at all sites, development of new sites for a 3rd generation by the 2nd, additional conference presentations, and individual development of published materials.

Potential for Continued Support and Potential for Adaptation

The potential for continued support is very high. Once curriculum is created and put in place it tends to become permanent. Systematic training of thousands of tutors will result from this project but will not be dependent on continued funding. Tutor training courses already in place at some colleges transfer to the CSUC system. It is logical to assume that the curriculum to be disseminated in this project will only enhance existing courses, promote the development of new courses where they are currently absent, and further facilitate the acceptance of the training course by other colleges and universities. Thus, the future courses will be supported in the same way as our other courses -- by enrollment.

The detail with which materials are developed and tested ensures that the project outcomes are adaptable. In fact, adaptability is a central concern of the project.
7. Evaluation Plan

Evaluation and Dissemination Plans
Evaluation and dissemination plans are detailed in the objectives and activities. As the purpose of this proposal is to evaluate and disseminate and as those activities are explained in detail elsewhere in the proposal, that information is not reiterated here.
8. Dissemination Plan

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BUDGET
Important: There are three parts to the Budget Section. The first part is Attachment C: Proposal Budget Summary from the RFP. The second part, Table 1, totals all budget expenses, direct and indirect, by categories. Explanations are provided for those expenses which are not discussed elsewhere. Table 1 is included because it presents a more detailed breakdown than the Budget Summary, especially in regards to personnel and indirect expenses. The last part of the Budget Section is Table 2, which shows how travel costs were calculated.

The budget breakdown shows that an unusually high level of local support underscores the commitment to this project. At the same time, because there are 15 sites, no single campus budget takes a large “hit.”