CALIFORNIA COMMUNITY COLLEGES
AND
SAN MATEO
COMMUNITY COLLEGE DISTRICT

#90-0061
This project proposes to develop a pilot which consists of four operations designed to help Chicano-Latino students succeed. The four are: develop a content-based curriculum for core transitional levels, train teachers in the requirements of the pilot, implement the curriculum, and develop a procedures document. The main goal is to promote much needed general language skills (vocabulary, comprehension reading and writing) and basic concepts in math, geography, science, social studies, general world knowledge, and computer literacy to build Chicano-Latino student academic achievement and daily collegiate competencies needed for retention.
English Institute Content Based Program

1) Education Program or Service Addressed

Canada College is proposing to meet the needs of Chicano-Latino students by developing a pilot project in the English Institute that has a content based curriculum for developing skills to mainstream students into AA/Cen/Voc courses.

The pilot project will consist of four operations: 1) develop a content based curriculum for core transitional levels; 2) train teachers in the pilot project; 3) implement the curriculum in pilot classes; 4) develop and disseminate a procedures document.

2) Specific Problem

The Chicano-Latino students who are completing the English Institute's intensive ESL program need immediate attention if they are to succeed in mainstream college courses. 97% of the Chicano-Latino students completing the English Institute program are falling to mainstream AA/Voc certificate courses out of the community college.

3) Population Served

There are 2,300 students enrolled in the E.I. in 1989/90 school year. The majority of the students are Chicano-Latino (over 71%). Out of these students only 2.8% progress toward an AA degree. The program will service 100 students in the two pilot semesters.

4) Work Statement

There will be four objectives: to develop a content based curriculum; to develop and implement a teacher training program; to implement the new curriculum in pilot classes; to produce and disseminate a procedure document.

The activities:

1) curriculum committee - (8 instructors/coordinator/consultants) - set up; develop content based curriculum (June - July 27), assess curriculum 4 week intervals (June 1991),
2) to develop (coordinator/consultants) and implement (10 instructors/ consultants) teacher training component (June - August 15);
3) to implement (10 instructors) content based curriculum (September 4 - June 14, 1990);
4) To produce and disseminate document by Coordinator (July 4- June 14, 1991 and June 1991 - June 1992);
5) to evaluate the effectiveness of the four operations of the pilot project July 1 - June 14, 1991) by coordinator and evaluation committee.

5) Expected Outcomes

There will be four expected outcomes, a content based curriculum in the core transitional levels, a trained staff, pilot classes that will successfully prepare the students for academic success and a procedures manual that will be produced and disseminated.

6) Evaluation Plan

The evaluation plan will assess the effectiveness of the four areas of study; the content based curriculum in the three levels, the training component, the implementations and the document. The analysis will be based on questionnaires, pre/post test, a group assessment. The final evaluation report will be prepared by the coordinator and the evaluation committee.

7) Dissemination

The document will be disseminated in the college district, other colleges by request, at professional conferences and meetings.

8) Budget

The proposed budget for this project is $42,641 from local funds, and $47,748 from the fund for instructional improvement, for a total of $90,289
1. Specific Educational Program Being Addressed

EDUCATIONAL PROGRAM/SERVICE ADDRESSED
The purpose of this project is to address the special learning needs of the underrepresented Chicano-Latino in the English Institute at Canada College. The English Institute has traditionally been, since 1973, an intensive language acquisition program which has prepared the Chicano-Latino in the English language (e.g. grammar, listening, speaking, reading, and writing). This method of language acquisition in 1990 is proving ineffective in successfully preparing Chicano-Latino students for mainstreaming into A.A. or Certificate programs at Canada College according to the CHIMEXTLA Report (1982) and the San Mateo County Community College District report (K. Sutherland, 1989).

These reports indicated that a content based curriculum be developed in a transitional semester. This semester would be more effective in meeting the skills needs of the Chicano-Latino student population at Canada College.

Therefore, Canada College is proposing to meet the needs of Chicano-Latino students by developing a content based instructional program that will be taught by language specialists in coordination with the discipline instructors. The project will also provide an adjunct training model for the instructors in the pilot program that will impact on the retention of Chicano-Latino students for mainstreaming into A.A. or Certificate vocational/occupational programs at Canada College.

The project's main goal is to promote much needed general language skills (vocabulary, comprehension reading and writing) and basic concepts in math, geography, science, social studies, general world knowledge, and computer literacy in order to build Chicano-Latino student academic achievement and daily collegiate competencies needed for retention.

The objectives will be operationalized via a four part training and instructional transitional program that will develop and encompass:

(1) a structured and intensive, 16 unit transitional content based courses:
(2) A teacher training adjunct model component that will prepare the ESL instructors and the selected discipline instructors with the skills, techniques, and teaching strategies of a content based curriculum.

(3) an evaluation plan that will be formative and summative. Formative in that focus will be on the teaching strategies of the classroom techniques needed to improve the learning/teaching model. Summative in that summary statements about the goals and objectives of the project will be explained with criteria and contributing factors that impacted on the successful and unsuccessful procedures used in the implementation of the content based model for duplication in other institutions.

(4) A training procedures manual. This manual will be made available in order to implement new pilot projects in the community college system.

The Core Transitional Model

The core transitional model will be implemented in the fall semester and spring semester of 1990/1991. During this two semester time period a total of 120 Chicano-Latino underrepresented students will be served.

The students finishing the four semester program in the English Institute will be counseled and encouraged to enroll in courses. The core transitional model will consist of four separate 3 unit courses in the four content areas plus a 4 unit study skills and tutorial laboratory. These courses are as follows:

**Review of Basic Mathematics and Math Concepts (3 units):**
This course will not only review basic math concepts and terminology but also includes practice in solving math problems. Elementary graph work and basic statistical analysis will also be included.

**Introduction to the Social Sciences (3 units):**
This course will survey basic concepts and vocabulary in sociology, psychology, human geography, political science, and economics. The focus will be on an overview of these fields with special attention to vocabulary development and to major issues as opposed to in-depth understanding.

**Introduction to Western Civilization (3 units):**
This course will focus on major events in history, including the Americas, and will stress associated vocabulary.

**Introduction to the Sciences (3 units):**
This course will survey the natural and physical sciences with special attention to major areas and associated vocabulary. Related authentic reading will be included.
College Study Skills (4 units):
This course's major objective will be to develop academic skills associated with mainstream content courses, (i.e. note-taking, summarizing and paraphrasing, map reading, chart and graph analysis, outlining, college-level vocabulary, reading techniques, organization of lectures with associated lecture listening practice, test taking techniques, library search techniques, tutorial lab information, and basic computer knowledge and function.

Students entering the adjunct model's content based, transitional program will be expected to take the entire course offerings. The intent of the program will be to provide Chicano-Latino Students with as much self-esteem and confidence as possible for full success in the college mainstream. The differing student's life style, available times and the working needs and personal educational goals of students have been taken into consideration. In order not to exclude and to retain students, the English Institute will pilot the core transitional program in the morning and evening.

Adjunct Model --- Teacher Training Component

The teacher training component will be vital in the implementation of the new content based curriculum and in the development of new teaching strategies for a successful adjunct teacher training model. In this adjunct model the language specialist and the selected discipline instructors will work closely, in effect their roles become fused, requiring both content and adjunct instructors to plan consciously for language growth as an integral part of content based instruction. The rationale for the model is developed from the theoretical underpinnings of at least several movements: The Language Across the Curriculum Model, The British-originated English for Special Purposes Model, and The Adjunct Courses Model for English-as-a-Second-Language Programs (K. Sutherland, 1989). These models show the same basic pedagogical assumption: that successful language learning occurs when students are exposed to content material presented in a meaningful, contextualized form, which focus on acquiring information (S. Krasen, 1981).

Most importantly for the San Mateo County Community College District and for Canada College, these approaches represent an effective method of enhancing the continued language development of the Chicano-Latino together with their academic or occupational interests.

Curriculum Development Seminars

This component will be focusing on the skills needed to develop a content based curriculum in the following courses: math, language, social sciences, sciences, computer, and college study skills. The instructor will be participating in a series of seminars specifically designed to foster and develop these sills during the summer months and throughout the academic year.

The summer seminars will be conducted over an intensive 4 week period. The seminars planned for the academic year will be conducted every 4 weeks. Throughout the academic
year 1990/91, seminars will be conducted with the staff to access and adjust the content based curriculum and teaching strategies.

Developed Effective Teaching Strategies

Training sessions will be conducted in order to develop effective teaching strategies that will incorporate the language instruction techniques of ESL teachers with the selected discipline instructors' instructional techniques.

The teaching strategies developed during the training sessions will be implemented in the core transitional model courses in the Fall semester and in the Spring semester. The training sessions will be conducted in the summer over an intensive 4 week period. The seminars planned for the academic year 1990/91 will be conducted every 4 weeks. In addition the staff will meet every other week to assess the data collected on the successful and unsuccessful teaching strategies.
2. Specific Problems Being Addressed

SPECIFIC PROBLEM/NEED ADDRESSED

The Chicano-Latino students who are completing the ENGLISH INSTITUTE’S intensive ESL program need immediate attention if they are to succeed in mainstream college courses. 97% of the Chicano-Latino students are failing in mainstreaming courses at Canada College.

The English Institute's total enrolled student population is 2,300. Out of these students 71% are Chicano-Latino. According to the San Mateo County Community College Research Report significant numbers of the Chicano-Latino students have demonstrated via the English Institute Proficiency Test, weak educational background. The E.I. curriculum is designed for heavy concentration on fragmented linguistic skills which do not adequately prepare the Chicano-Latino students for the difficulties they experience when they encounter content based subject matter of mainstream college courses. This phenomena does not only exist in basic skills and transfer courses, but also in vocational and occupational training. (Kent Sutherland, 1989).

In order to adequately prepare Chicano-Latino students for mainstream content courses, it is essential that Canada College provide immediate assistance for students leaving the English Institute Program by instituting and piloting a core transitional program that includes content based courses and teaching strategies with adjunct instructors of language and content.

In addition, results of the exit Michigan Test of English language proficiency administered at Canada College in May 1990 indicated that out of 53 students that took the test, 49% did not pass the test.

The Chimextla Report (G. de la Rocha, 1982) which examined the educational needs of the Latinos in San Mateo County also identified content based curriculum and ethnic studies as a priority need for the E.I. program.

In addition to the SMCCC Report and the Chimextla Report, the testing results from the English Institute Profile Report (A. Aguirre and E. Hemkes, 1990) substantiates the fact that students are testing into lower levels and are not prepared to mainstream into regular academic or vocational classes.

The literature is also indicating that other community colleges such as Hostos in New York City (Hirsch in Benesch, 1988, page 67) are experiencing similar circumstances as Canada College. The recommendations are to develop content based instruction.

According to Celce-Murcia, "The curriculum model and materials best suited to teach English for academic purposes to ESL students -once students are beyond the beginning levels in English Language Proficiency - is some form of content based instruction" ("Celcia-Murcia,
Based not only on recent research but also on wide professional movement toward integrating language and content, a core transition program in sheltered, content-based instruction at Canada College can and should be developed to supplement the limitations of semesters of fragmented ESL training in isolated skills. Such instruction has obviously done little to prepare our growing numbers of non-native English speakers for the mainstream. In essence, we urgently need such a sheltered program precisely to make up for our ESL courses' content deficiencies.
3. Population To Be Served

Population Served

The student population of the English Institute program in the last three years at Canada College has been experiencing a phenomenal increase from a student enrolled population of 771 in 1987/88 (English Institute Profile Report, S. Mendoza, 1988) to a student enrolled population of 2300 in 1989/90 (A. Aguirre and E. Hemkes, 1990). The majority of the students are Chicano/Latino (approximately 71 %) and of these, only 2.8% progress towards academic college courses.

In addition, the San Mateo County Community College District Research Report (K. Sutherland, 1989) reaffirms that many of the English Institute program’s graduates are not being mainstreamed successfully into AA or Certificate Vocational/Occupational programs.

The English Institute pilot program will target 100 Chicano/Latino students in the treatment group and 100 in the comparison group. Given the successful practices of this program the rest of the 1532 Chicano/Latino student population in the English Institute will be greatly impacted. Canada College will be renewing, revising, and adapting the content based curriculum in the English Institute.
4. Objectives

Project Objectives

The English Institute has operationalized the four main objectives to the content based program as (1) the development of a content based curriculum that consists of 16 units; (2) to develop teaching strategies utilizing an Adjunct Model with language instructors and content based instructors; (3) to implement the new content based curriculum in the pilot courses; (4) to develop an evaluation plan that will be formative and summative; (5) the development of a procedure manual.
5. Workplan Narrative

Content Based Program Activities
The activities involved in the development of the content based objective in the program will be to (1) set up a curriculum committee; (2) to develop a content based curriculums (3) to assess and adjust the content based curriculum at 4 week intervals; (4) to select test texts and materials for the new curriculum.

Curriculum Committee
The committee will meet every 4 weeks from the implementation of the program, June 1990 to June 1991.

The committee's task is to develop, review, and adjust the curriculum.

Development of Curriculum
The committee will formulate the content, the vocabulary, the materials, texts, pre/post tests, feedback student questionnaires.

Assessing of Curriculum
The committee will be reviewing, updating, assessing the curriculum in the four courses at four week intervals.

Selection of Materials/Text
The curriculum committee will review the materials and texts that are available for the specific needs and objectives of the courses. The content based instructors will evaluate the material and a decision will be made by the group.

Teacher Training Activities for Adjunct Model
The activities involved in the development of teaching strategies that will enable the language instructors and content based instructors to teach the content base curriculum are: (1) to profile the teaching methods utilized by language and content based instructors; (2) to adapt the successful teaching techniques of both instructors into methods needed to teach the new content based courses; (3) review, change, and document the teaching techniques that are successful and unsuccessful.

The instructors participating in this program will be given direction and training via select seminars by content based curriculum consultants. These seminars will be conducted in July 1990 during an intense training period and will continue to have ongoing sessions throughout the year.
Implementation Activities for Content Based Curriculum Courses

The activities involved in the implementation of the courses will be as follows:

1. To teach the curriculum developed by the instructors for the 4 courses;
2. To administer the pre/post tests;
3. To survey the students at selected intervals for feedback of teaching/learning process.

The content based program will be offered twice during the academic year (e.g. Fall and Spring semesters)

Evaluation Plan

The activities of the evaluation plan will be to:

1. Design pre/post tests.
2. Administer pre/test to project participants and comparison group to students.
3. Analyze and summarize pre/test results
4. Prepare recommendations for curriculum based on questionnaires
5. Prepare recommendations for curriculum based on input data
6. Carry out prescribed activities based on recommendations
7. Administer post tests to project participants
8. Record post test to program participants
9. Analyze and summarize post/test data

Procedures Manual Activities

The activities for the development of the manual will be to (1) collect documentation of procedures and process of the content based curriculum, the teacher training component and the implementation of the content based courses; (2) to write and revise the manual; (3) to duplicate and distribute the manual.

The collection of information will be via various evaluation forms, interviews, observations, questionnaires, etc. The collection of information will take place during the Fall semester and Spring of 1990/91. The manual will be written and revised during June 1991. The manual will be disseminated in August of 1991.

Quality of Key Personnel

The proposed content based curriculum model will be under the direct supervision of the Program Coordinator, who will have total administrative responsibility for the project at the local level.

The key personnel involved in the operation and implementation of this project will be: a Program Coordinator, ESL Language Specialists, Discipline Instructors, a counselor, clerical staff and a consultant.

Minimum qualifications for these have been established through AB 1725 and all new personnel must meet these standards. The majority of the staff now holds the appropriate
degrees as shown on the staff competencies chart.
6. Expected Outcomes

EXPECTED OUTCOMES
Project Objectives for Content Based Curriculum Model

a. The major outcome objective of the content based curriculum model will be the development of new curriculum that will (meet the needs and) better prepare the Chicano-Latino student to be successful in mainstreamed A.A. Degree and Certificate Vocational/Occupational courses.

b. Impact - The new skills developed in the content based curriculum will enhance the expectations and opportunities of the Chicano-Latino student. The Chicano-Latino student will have a better opportunity to transfer to four year institutions for higher degrees.

c. Continued Support - The success of the content based model will impact on the curriculum being offered at the English Institute. Currently, the English Institute offers intensive language learning skills without any content based curriculum. Success of the content based curriculum will allow the English Institute to change the core instructional curriculum for levels I, II, m, and IV into a content based curriculum. This change will better service the Chicano-Latino student who would be learning concepts and vocabulary needed to compete in a community college.

d. Adaptation - Other institutions with English As A Second Language Programs can benefit greatly from this pilot project by utilizing the procedures and teaching strategies that Canada will be developing in the manual. The problem of student retention and low educational skills for mainstreaming will be reduced. Canada College is committed to the development of a new curriculum in order to provide a better education for Chicano-Latino students.

Objective for Teacher Training Adjunct Model

The teacher training component of this project will have the following major outcomes:

a. Trained language instructors and content based instructors in the new instructional techniques;

b. A pool of trained instructors from the Canada staff that will be able to train other instructors in meeting the educational needs of Chicano-Latino students.

c. This component will have a major impact in the teaching strategies and articulation between language development instructors and content based instructors.

d. The other English Development Language Program in the San Mateo County
Community College District and other colleges can benefit from this model of training for their staff development. In addition, Canada is committed to training the additional staff in the English Institute.

Objectives for Implementation of Content Based Curriculum
a. The outcome objective for the implementation aspect of the pilot project is that the content based curriculum will be developed and field tested in this project.

b. Adaptations, changes or sections of the curriculum that are not successful can be discovered before converting the total English Institute program to this new curriculum. This will impact on other colleges trying to replicate the program.

c. Canada College is committed to changing the E.I. program and will be implementing the curriculum in 1991/1992.

d. Other colleges can greatly benefit from the implementation process in this pilot project. Other community colleges converting to this type of content based curriculum will have had the curriculum field tested.

Objective for Manual

a. The outcome objective for the procedures document is that Canada will be able to duplicate and expand the pilot project to the rest of the English Institute. In addition, other community colleges will be able to duplicate the pilot project model for their English as a second Language program.
7. Evaluation Plan

EVALUATION PLAN

PURPOSES/AUDIENCE.
The evaluation serves several different purposes:

• Provides information as required by the funding agency.

• Provides information to coordinator, instructors, planners in the English Institute.

• Disseminates information other colleges/public agencies.

• Provides information on an Instructional Adjustment Program that demonstrates success.

• Monitors activities as they relate to the content based program goals and objectives.

• Measures the impact of the training sessions.

• Checks for any unanticipated or unexpected outcomes.

The overriding purpose is to help provide the best possible services to Chicano-Latino students in mainstream courses. Evaluation is seen as a tool that can improve existing programs.

MEASUREMENT OF ATTAINMENT OF OBJECTIVES.

Since the evaluation of the program is based upon what the program is designed to accomplish, measurable objectives are the focus of attention. Data will be collected specifically for the objectives that have been written and the activities established for those objectives.

SUMMATIVE EVALUATION REPORT

A final report will assess the accomplishment of the goals and objectives of the Project. Summary statements about the implementation noting success and failures with an explanation of the criteria and contributing factors will be included. Unexpected outcomes, if any, will be discussed. The progress made by the students and teachers in demonstrated skills, and knowledge from the beginning to the end of the project will be charted. Data collection procedures will be similar to formative evaluation; quarterly reports will be used in preparation of summative evaluation.
DATA COLLECTING INSTRUMENTS

<table>
<thead>
<tr>
<th>Product Objectives</th>
<th>Michigan Test of English Language Proficiency (English Institute Proficiency Test)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Criterion Reference Tests</td>
</tr>
<tr>
<td></td>
<td>Self Checked Lists</td>
</tr>
<tr>
<td></td>
<td>Placement Test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process Objectives</th>
<th>Questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interviews</td>
</tr>
<tr>
<td></td>
<td>Surveys</td>
</tr>
<tr>
<td></td>
<td>Critical Incidents</td>
</tr>
<tr>
<td></td>
<td>Records</td>
</tr>
<tr>
<td></td>
<td>Observation Checklist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context Objectives</th>
<th>Questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructor's Observation</td>
</tr>
<tr>
<td></td>
<td>Surveys</td>
</tr>
<tr>
<td></td>
<td>Checklist</td>
</tr>
<tr>
<td></td>
<td>Records</td>
</tr>
<tr>
<td></td>
<td>Workshop Evaluations</td>
</tr>
</tbody>
</table>

Timelines for each individual objective have been prepared and are located on the form used for the presentation of the program objectives in this program. The time schedules indicated were included in order to assure attainment of the objectives within a specified time frame.

METHODS

Project evaluator will develop instruments to gather information data concerning the following:

a. On-site observations as well as review of records, forms, test schedules, test results, etc.
b. Events, meetings, gatherings, workshops
c. Technical assistance for staff
d. Needs assessments
e. Student achievement

Assessments are extremely important because the project needs adjustment for program revisions or modifications, due to changing conditions or events, which are necessary for success and for improvement. With proper documentation, data collected during the assessment process will be forwarded to the appropriate program personnel as they contemplate the need for program modification.

The data will be collected and tabulated by the project manager and staff in consultation with the evaluation consultant. They will assist in summarizing the data and in preparing quarterly and year-end reports. These reports will be distributed to all members of the Advisory
Committee and Project Staff for discussion at committee meetings.

The design can be repeated for different groups so that multiple comparisons can be made. The English Institute Proficiency Test, The Michigan Test of English Language Proficiency scores, grade equivalents, and quarterlies will be used to plot successful gains.

UNANTICIPATED OUTCOMES

Although the major emphasis of the evaluation design is upon the objectives which describes the program, other events take place during the implementation of a program by means of a series of meetings and discussions with staff and instructors "unanticipated outcomes will be identified. After proper validation the additional data will be incorporated into the formal evaluation reports.

RATIONALE FOR THE SELECTION OF INSTRUMENTS

Instruments were selected by the management staff to measure the specific objectives. In some cases, an instrument is one that is used as a part of the college's regular programs, e.g., Michigan Test of English Language Proficiency (see appendix for detailed rationale for selection). E. I. content based program will develop, adapt a questionnaire to assess teacher effectiveness and program success. Instruments will he selected because they are seen as the best available for the measurement of the specific outcomes outlined in an objective.

In addition to the instrument used to measure the attainment of objectives, each evaluation will require the evaluation to use data related specifically to each question. As a result, some of the data for the question analysis will be an aggregation of different test scores. By direct observation and the training events, the evaluators will collect data for some of the evaluation questions using an observation checklist and evaluation forms. The checklist and other data recording forms will be prepared by the evaluators at the appropriate time.

Validation information for the College's instrument: (see appendix)

Three types of data will be gathered:

- Product
- Process
- Context

A form has been developed and will be used to insure that the data gathering and analysis activities are complete and relative. An example of the form is presented as follows:

1. Process Evaluation:

   The process evaluation is designed to monitor the implementation of the program and provide information that will help improve it. Each item on the project timeline will be noted when completed. If an item is not completed according to schedule, difficulties
will be recorded, and an updated timeline will be constructed. This process will help identify and document difficulties and allow a smoother implementation of program in the future.

At the end of the First Semester adjustment, a survey will be administered to all project staff. Its primary purpose will be to identify building level problems that have occurred during the implementation of the program, so that the problems can be addressed before the beginning of the Spring Semester. The survey will also document benefits associated with the program.

Communication channels will be established to provide feedback to pertinent staff concerning the status of items on the timeline and the results of the problem and benefits survey. This continuing flow of information will be used to improve the program and its methods throughout the year.

2. Product Evaluation

The evaluation design will be a pre and post-test comparing a control and experimental group. The control group will be the Chicano-Latino students who are not served by the project. The control group will be students who have completed level 4 of the English Institute Program and have decided not to enroll in the new Content Based Curriculum Model Program.

a. A criterion-reference test based on the course objectives will be developed by the evaluator and the program coordinator. The evaluator will generate norm data on this test.

b. Instructor’s Activities Test. A criterion-reference test based on the course objectives will be developed by the evaluator instructor, program coordinator. The evaluator will generate norm data on this test.

Pre-and-post-testing demonstration project and control groups will measure:
1. Gains in progress of each group.
2. Difference between groups’ comprehension and achievement.
3. Data will be assessed using 4 tests and analysis of Variance (ANOVA) at the .05 level of significance.
4. All results will be presented in both graphic and tabular forms.

The timeline and evaluation activities will be reviewed periodically and adapted to changing conditions.
8. Dissemination Plan

[NO “DISSEMINATION” ACCOMPANIES THIS DOCUMENT.]
9. Budget Narrative

BUDGET NARRATIVE

1. The proposed budget reflects the essential costs that will be necessary in order to support the content based program. The Program narrative is divided into two major categories, which are the instructional budget and training budget.

The instructional budget category has the following items which will be discussed in the narrative: Key personal, travel, and supplies. The training budget category will include the following items: Release time, consultants and evaluation committee.

Instructional Budget

Key Personal

Project Coordinator (20%) USSP funded
The project coordinator will be the administrator for this project. The position will be for a 20% time period. The coordinator will assume overall responsibility for implementation and management of all components of the three proposed program (i.e. coordination of implementation of activities, training staff, budget, coordinator and articulation with the other divisions, and the district, evaluation, etc.

Clerical (100%) USSP funded
The clerical person will play a key role in the detailed record keeping, and data information needed to document the program development.

Instructor College funded
The instructors will be the key developers for the content based curriculum aid. The new instructional techniques in the adjunct model. They will formulate the curriculum for the new courses, implement the curriculum and document the procedures. In addition, they will be involved with the teacher training component. The training will be in with an intensive summer sessions and continue throughout the academic year. The instructors will be having meetings every 4 weeks to coordinate, review and adjust the curriculum.

Counselor District funded
The English Institute counselor will play a crucial role in the counseling of the Chicano-Latino students into the program's.
Travel
The budget includes travel to conferences and meetings, for staff, that will enhance the instructor's training program. The conferences a select group of staff will attend are: TESOL, (Teachers of English to speakers of other languages), Catesol, CABE, and other state sponsored organizational meetings.

Supplies
The instructional supplies will include purchase of text, resources books, duplication of documents for evaluation, instruments and teacher training materials.

Training Budget

Teacher Release (USSP funded)
The 10 instructors involved in the curriculum development training and teacher strategies training will require release time. Thirty hours of release time will be essential for the development of the content based curriculum. In addition, thirty two hours will be necessary for the training of instructors in developing the new teacher strategies to implement the content based curriculum.

Evaluation Committee (Partial USSP funded)
The Evaluation committee along with the Advisory committee will be involved in the evaluation process. Release of two instructors and one counselor will be needed in order to participate in the committee.

Consultants
Consultants will serve as training staff in select seminars for curriculum development, and development of teaching strategies for the Adjunct Model.

Budget
Potential for Continued Institutional Support
The cost of the implementation of the content based program be supported by college funds of $ 42,641 for this academic year of 1990/91. The cost of the implementation of the program will be completely assured by the college in the 1991/1992 Academic year. Previous commitment to the English Institute has been fulfilled by the college in the area of personnel, curriculum, staff development, and English Institute Coordinator.