

Chabot College
Meeting with CAHSEE Partners
Thursday, December 4, 2008
2:00 PM Room 2345

AGENDA

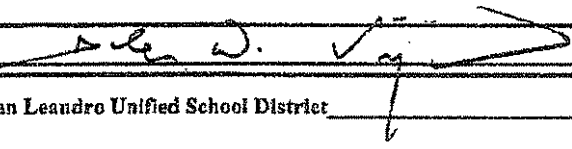
- Welcome and Introductions
- Progress-to-date
- Review of Program Objectives
- Adult Schools Collaboration and MOU's
- Next Steps
- Other

Chancellor's Office
California Community Colleges

District: Chabot-Las Positas Community College District
College: Chabot College
RFA Specification Number: 08-0095

APPLICATION CONSORTIUM DATA SHEET

Complete the following information for each partner in the consortium. Use additional sheets if required. Attach this form directly behind the Contact Page.

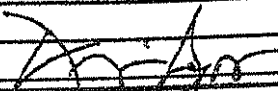
District/College or Organization: Hayward Unified School District	
Address: 24411 Amador Street	
City: Hayward	State: CA Zip: 94540
Project Contact: Dr. Dale Vigil	Phone: (510) 784-2600
Amount of dollars contributed to project: \$ In-Kind as described below	
Role of the entity in the consortium: Identify students and provide database to Chabot; assist with securing high school sites to be used for the CAHSEE Prep workshops; host orientations to eligible students and their families; and conduct CAHSEE testing for participating students.	
Signature of authorizing individual: 	
District/College or Organization: San Leandro Unified School District	
Address: 14735 Juniper Street	
City: San Leandro	State: CA Zip: 94579
Project Contact: Dr. Christine Lim	Phone: (510) 667-3500
Amount of dollars contributed to project: \$ In-Kind as described below	
Role of the entity in the consortium: Identify students and provide database to Chabot; assist with securing high school sites to be used for the CAHSEE Prep workshops; host orientations to eligible students and their families; and conduct CAHSEE testing for participating students.	
Signature of authorizing individual:	
District/College or Organization: San Lorenzo Unified School District	
Address: 15510 Usher Street	
City: San Lorenzo	State: CA Zip: 94580
Project Contact: Dr. Dennis Byas	Phone: (510) 317-4690
Amount of dollars contributed to project: \$ In-Kind as described below	
Role of the entity in the consortium: Identify students and provide database to Chabot; assist with securing high school sites to be used for the CAHSEE Prep workshops; host orientations to eligible students and their families; and conduct CAHSEE testing for participating students.	
Signature of authorizing individual:	

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ABSTRACT PAGE

Chabot College is located in Southern Alameda County. A large proportion of Chabot's incredibly diverse student body hail from seven comprehensive high schools from three local school districts that also reside in Southern Alameda County.: Hayward Unified School District (HUSD), San Leandro Unified School District (SLUSD) and San Lorenzo Unified School District (SLZUSD).

Upon review of the most recent of the 2006-07 CAHSEE and CST testing results data, these Southern Alameda County school districts' overall CAHSEE passage rates in many cases outperform state average passage rates. However, Latino and African American students in these same schools are consistently not passing the CAHSEE, particularly the math portion, at *twice sometimes three times* the rates of the other students in these schools. Additionally, Latino and African American students in these same schools are the *largest subgroups scoring below* basis on the CST-STAR assessments. To look at the severity of this problem from a local perspective, it is estimated that over *1300* students from these seven South County high schools alone, will not pass one or both sections of the CAHSEE and therefore not receive a diploma this June, 2008.

To address the dismal CAHSEE passage rates of the South County current Class of 2008 seniors, Chabot seeks funding to implement the **SECOND WIND CAHSEE PREP PROJECT**. This project is designed based on research that validates that the most proactive and effective way to ensure that students are better prepared to take and pass the CAHSEE, as well as, gain the necessary basic skills for general academic success is to offer academic preparation programs *beyond* the traditional school day.

The **SECOND WIND CAHSEE PREP PROJECT** will address the objectives in the RFA as follows:

- Engage college faculty in the exploration of the development of curriculum for courses that will enable students to pass the CAHSEE.
- Partner with selected high schools, adult schools and community organizations to provide intensive 18-week CAHSEE prep workshops and classes
- Partner with local adult schools to support their current "Credit Recovery" course offerings for approximately 200 Southern Alameda County students who have yet to complete the number of credits required to earn a high school diploma in 2008.
- Support student success by linking student participants to Chabot Community Colleges' existing learning communities
- Disseminate curriculum, supplemental instruction protocols, and successful program elements that might be replicated in similar communities.

By the end of year one, **500** students from three school districts and seven high schools will benefit from this program. There are two priority groups that this project will target:

- 1) High school students who have met all other graduation requirements except for the successful passing of one or both parts of the CAHSEE (Priority Group 1)
- 2) High school students who have not completed required course work for graduation and have not passed the CAHSEE (Priority Group 2)

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RFA Specification No.: 08-0095

Objective 1: (Based on RFA Specification) (Only one objective per page, duplicate form as needed.)

Engage college faculty in the exploration of the development of curriculum for courses that will enable students to pass the CAHSEE.

Activities	Measurable Outcomes	Timeline (Month/Year)	Responsible Persons
<p>1.1. Identify faculty members (English, ESL and Mathematics) that will explore the development of effective instructional methods.</p>	<p>1.1 Through the Basic Skills Initiative Committee, faculty members from English, ESL and Mathematics departments will guide the development of instructional offerings.</p>	<p>August 2008</p>	<p>Vice President, Academic Services and the Vice President, Student Services through the BSI Committee</p>
<p>1.2. Faculty will review and assess CAHSEE curriculum as needed to meet specific needs of ELL.</p>	<p>1.2 Curriculum used in the SECOND WIND Project will address the needs of ELL.</p>	<p>September 2008</p>	<p>English and Math Faculty</p>
<p>1.3. Meeting between Chabot faculty and high school and adult school faculty will review the articulation of current curriculum.</p>	<p>1.3 Mapping will lead to the development of options for students transitioning to the college.</p>	<p>September 2008</p>	<p>English and Mathematics Faculty</p>
<p>1.4. Faculty will meet periodically with the Steering Committee to review instructional activities.</p>	<p>1.4 Instructional staff will be equipped to conduct independent study sessions.</p>	<p>October 2008 – June 2009</p>	<p>Instructional Specialist</p>

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Objective 2: (Based on RFA Specification) (Only one objective per page, duplicate form as needed.)

Partner with selected high schools, adult schools and community organizations to provide intensive 18-week CAHSEE prep workshops and classes.

Activities	Measurable Outcomes	Timeline (Month/Year)	Responsible Persons
2.1 Meet with HUSD, SLUSD, SLZUSD high school and adult school administrators to confirm program logistics.	2.1 Sites will provide classrooms for use for the CAHSEE preparation classes.	August 2008	Vice President of Student Services, Dean and Program Coordinator
2.2 Identify instructors from each partner site who will teach in the CAHSEE workshops.	2.2 A minimum of 11 instructors will be hired for each CAHSEE workshops.	August 2008	Program Coordinator and Instructional Specialist
2.3 Recruit, train and place Chabot College tutors in the participating sites.	2.3 22 college students will be hired as tutors and placed in CAHSEE workshops.	September 2008	Instructional Specialist
2.4 Identify the eligible students to be served by each site.	2.4 Recruit and enroll 60% (300) of eligible students.	September 2008	Instructional Specialist

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Objective 3: (Based on RFA Specification) (Only one objective per page, duplicate form as needed.)

Partner with local adult schools to support their current credit recovery course offerings for approximately 200 Southern Alameda County students who have yet to complete the number of credits required to earn a high school diploma in 2008.

Activities	Measurable Outcomes	Timeline (Month/Year)	Responsible Persons
<p>3.1 Identify additional classes that can be offered by HUSD and SLUSD Adult Schools</p> <p>3.2 Identify and hire faculty that will teach additional classes at each high school</p> <p>3.3 Identify the 200 students eligible for this service</p>	<p>3.1 A minimum of two additional English, math, and science classes will be offered for class of 2008 students deficient in credits.</p> <p>3.2 Provide financial support to hire instructors to teach the additional courses under the credit recovery program.</p> <p>3.3 Recruit and enroll 60% (120) of the eligible students.</p>	<p>September 2008- June 2009</p> <p>August 2008</p> <p>September 2008- February 2009</p>	<p>Program Director</p> <p>Program Coordinator</p> <p>Outreach Specialist Team</p>

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Objective 4: (Based on RFA Specification) (Only one objective per page, duplicate form as needed.)

Support student success by linking student participants to Chabot College's existing learning communities

Activities	Measurable Outcomes	Timeline (Month/Year)	Responsible Persons
<p>4.1 Identify outreach staff that will recruit eligible students from the class of 2008</p> <p>4.2 Develop marketing tools for: (1) students, and (2) families to promote support services at the college.</p> <p>4.3 Include college support services coordinators in SECOND WIND orientation sessions.</p>	<p>4.1 One full time and two part-time outreach staff will be assigned to recruit the class of 2008 students eligible to participate in the SECOND WIND CAHSEE Preparation Program and credit recovery classes.</p> <p>4.2 Bilingual and culturally relevant marketing tools will be created to promote program benefits and details to (1) eligible students and (2) their families.</p> <p>4.3 Participating students will be knowledgeable about and will use the services provided by the college support services.</p>	<p>July 2008</p> <p>September 2008</p> <p>September 2008- June 2009</p>	<p>Dean and Program Coordinator</p> <p>Program Coordinator and Outreach Specialists</p> <p>Program Coordinator and Outreach Specialists</p>

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Objective 5: (Based on RFA Specification) (Only one objective per page, duplicate form as needed.)

Disseminate curriculum, supplemental instruction protocols, and successful program elements that might be replicated in similar communities.

Activities	Measurable Outcomes	Timeline (Month/Year)	Responsible Persons
5.1 Develop an evaluation plan inclusive of a student database and survey tools to assess program impact.	5.1.1 A database will be developed to track student participation and achievement. 5.1.2 Survey tools will be created to assess program effectiveness.	August 2008	Program Coordinator
5.2 Create a SECOND WIND CAHSEE Program web page.	5.2 A page describing the SECOND WIND project will be added to the Chabot College and SACREA website and linked to SLUSD, SLZUSD and HUSD websites.	September 2008	Technology Specialist
5.3 Create multimedia presentations about the SECOND WIND program.	5.3 Two multimedia presentations (English and Spanish) presentations will be created highlighting the SECOND WIND program components.	October 2008	Technology Specialist
5.4 Pursue program presentation opportunities.	5.4 At least one presentation will be made at a regional and/or state event.	April – June 2009	Technology Specialist