

	student retention and success.								
--	--------------------------------	--	--	--	--	--	--	--	--


Other Required Institutional Resources (e.g. Facilities): Vehicle or Gas Card

Other Funding Sources:

Check here if additional narrative (detailed history, need, rationale) is attached: Number of pages attached: 2


For ELI Use Only

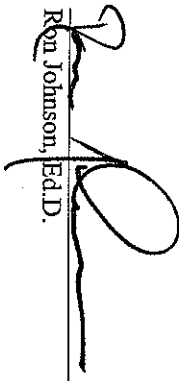
Distribution:

1. ELI Faculty Coordinator 
2. Division Chair/s ROSALBA SERRA 7/21/08
3. Dean _____

Budget Committee Approval Approved Approved with Changes Noted Not Approved Resubmit with Changes Noted

Comments:

 8/2/08
 Jennifer Vega La Serna, Ph.D. Date

 9/12/08
 Ron Johnson, Ed.D. Date

Request for Essential Learning Initiative Funding

This form must accompany all requests for ELLI funding. Supplements and detailed rationales may be attached to the form, but cannot be accepted in lieu of the form.

Instructions:

- Please fill in all columns as clearly as possible. Columns will expand downward to accept input.
- Column 1 expects a summary of your proposed project. If your project has several components, please list them separately. Please feel free to include more detail in an attached supplement.
- Column 2, "Effective Practice and Strategy," expects a reference to specific sections in the CCCSBI document *Basic Skills as a Foundation for Student Success in California Community Colleges*. This document is available on the ELLI website at www.cos.edu/ELLI/data.asp and a summary list of section headings is on page 2 of this form.
- Column 3 is a dropdown list: indicate whether this is a new project, or a change or expansion of a current project. If a change or expansion, please list the current project that you wish to modify. Note: ELLI monies may not be used to replace funding for ongoing programs already funded by another source.
- In Column 4, please be specific as to the outcomes you expect to achieve with your project.
- Column 5 expects a summary of the method(s) of assessing your outcomes and the manner in which you expect to disseminate your results.
- Column 6 is for a target completion date for your project.
- In Column 7, list all parties responsible for the project or components of the project.
- Column 8, "ELLI Budget Category," expects a specific reference to the ELLI Budget Categories listed below.
- Finally, in Column 9, list the specific budget amounts requested. Please be detailed or list a total amount and attach a detailed breakdown.

Essential Learning Initiative Budget Categories

Please reference specific categories in Column 8

Note: some related categories are listed as subsets in this list, but actually all of them are separate budget categories.

<p>Program and Curriculum Planning and Development</p> <p style="padding-left: 20px;">Research</p> <p style="padding-left: 20px;">Curriculum Development</p> <p style="padding-left: 20px;">Professional Development</p> <p style="padding-left: 40px;">Articulation</p> <p style="padding-left: 40px;">Course Articulation</p> <p style="padding-left: 40px;">Student Assessment</p> <p style="padding-left: 40px;">Student Academic Assessment</p> <p style="padding-left: 40px;">Advisement and Counseling Services</p>	<p style="padding-left: 40px;">Student Counseling</p> <p style="padding-left: 40px;">Supplemental Instruction and Tutoring</p> <p style="padding-left: 40px;">Basic Skills/ESL Tutoring</p> <p style="padding-left: 40px;">Instructional Equipment and Materials</p> <p style="padding-left: 40px;">Instructional Materials</p> <p style="padding-left: 40px;">Other Purposes directly related to the enhancement of basic skills, ESL instruction, and related student programs.</p> <p style="padding-left: 40px;">Other Student Needs</p> <p style="padding-left: 40px;">Other Activities for the Enhancement of Basic Skills</p>
--	--

Summary Section Headings from *Basic Skills as a Foundation for Student Success in California Community Colleges*

Please reference specific sections in Column 2

Organizational and Administrative Practices

- A.1 Developmental education is a clearly stated institutional priority.
- A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.
- A.3 The developmental education program is centralized or highly coordinated.
- A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.
- A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.
- A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.
- A.7 Institutions manage faculty and student expectations regarding developmental education.

Program Components

- B.1 Orientation, assessment, and placement are mandatory for all new students.
- B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.
- B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.
- B.4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

Staff Development

- C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.
- C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.
- C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.
- C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.
- C.5 Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.

Instructional Practices

- D.1 Sound principles of learning theory are applied in the design/delivery of courses in the developmental program.
- D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.
- D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.
- D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.
- D.5 A high degree of structure is provided in developmental education courses.
- D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.
- D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.
- D.8 Developmental faculty routinely share instructional strategies.
- D.9 Faculty and advisors closely monitor student performance.
- D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.