LA Mission College  
Essential Skills Committee  

Request for Basic Skills Initiative Funding  

Please complete this document and submit it to either of the Co-Chairs of the Essential Skills Committee (Stephanie Atkinson-Alston or Gary Prostak) for review by the committee.  

It is important to demonstrate how your request for funding forms part of the substantive planning outlined in the Basic Skills Planning Matrices. You can review the matrices at [http://www.lamission.edu/facstaff/bssa/conclusions.aspx](http://www.lamission.edu/facstaff/bssa/conclusions.aspx).  

You must also connect your request to your unit assessment and show how budget and planning are connected.  

<table>
<thead>
<tr>
<th>1) Name of Requestor:</th>
<th>2) Date: 4/24/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monte Perez and Alma Johnson-Hawkins</td>
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<table>
<thead>
<tr>
<th>3) Department:</th>
<th>4) Amount Requested:</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>Total Request: $17,040</td>
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<table>
<thead>
<tr>
<th>Department Approval:</th>
</tr>
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<tr>
<td>[Signature]</td>
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5) Describe your plan for the funds.  

**Statement of problem**  

The Office of the President in collaboration with the Legacy program is submitting a proposal to expand the Mentoring program with the objective of helping the at-risk students increase their math skills to a level using the same classroom textbooks and materials as their peers. The Boot Camp will focus on the continuing students with a special emphasis on the African-American students. The objective is that by the end of academic year 2013 the students will have increased their math performance where they would have been placed in the mathematics course sequence and passed with a grade of at least a C or better. The Boot Camp is based on early advising, application of counseling, pre-testing, and post-testing. Legacy is also affective by developing and enhancing students’ cultural awareness of the African-American experience and history through courses, events and actives that involve the Black community.  

**Statement of Program**  

African-American students at Mission College have the highest attrition rate of any other racial population. Currently, African-American students are not passing their math classes and are withdrawing at a higher rate than any other racial group. African-American students also delay taking math classes until it is time for transfer or matriculation. The Boot Camp curriculum is
designed to change this scenario by encouraging student self discipline and self esteem via a stronger preparation to the understanding and application of the basic principals of mathematics. If these students are not given an opportunity to improve their math skills they will as studies show, more likely to be truant, prolong matriculation and drop out of school. In addition, we will pair the Math 115 class with PD 40.

<table>
<thead>
<tr>
<th>Description</th>
<th>Price</th>
<th>Quantity</th>
<th>Total</th>
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<tbody>
<tr>
<td>Recognition &amp; Awards</td>
<td>$1600</td>
<td></td>
<td>$1,600</td>
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<tr>
<td>Refreshments, certificates and awards</td>
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<tr>
<td>Legacy Contract</td>
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<td>10,000</td>
<td>6,000</td>
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<tr>
<td>Travel</td>
<td></td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Supplies, brochures, copies, postage</td>
<td></td>
<td>640</td>
<td>640</td>
</tr>
<tr>
<td>Clerical Support/ Intern</td>
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<td>1,800</td>
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<tr>
<td>Professional Expert</td>
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<td>6,000</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>$17,040.00</td>
</tr>
</tbody>
</table>

6) How is your idea aligned to the Basic Skills Planning Matrices? Please specify the relevant Section, Planned Action, and/or Effective Practice and Strategy.

<table>
<thead>
<tr>
<th>BSI Planning Matrix</th>
<th>Planned Action</th>
<th>Effective Practice and Strategy</th>
<th>Relationship to Legacy Program</th>
</tr>
</thead>
</table>
| Planning Matrix for Section D Instructional Practices | Develop and strongly encourage participation in a first-year experience including personal development courses for new students to learn how to succeed in college and to develop career or transfer plans  
- Focus on building learning communities; develop programs including accelerated Math acquisition paired classes, and interdisciplinary programs targeting developmental students. | D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs). | The idea to institute the Summer Boot Camp is perfectly aligned with the Basic Skills Planning Matrix as defined in Section D-Instructional Practices. The focus will be in building a learning community and institute an accelerated cohort model to help them through the mathematics. The Summer Boot Camp for Math will support tutors who will promote effective learning practices by incorporating a variety of learning strategies to engage students in active learning. |

**Program Description**

The purpose of this initiative is four-fold to helping continuing students:

1) To provide a total of 30 to 40 students with an accelerated amplified tutorial program for timely Fall 2012 and Spring 2013 semester math class room placement.

2) To identify weakness in lower level mathematics courses that may be hampering their progress in more advance courses, via pre-testing, post-testing and evaluation.
3) To provide amplified tutoring to help students get aligned in how to start their Mission College mathematics course sequence.

4) To provide special attention to African American Male students so that they may be better prepared to achieve academically while participating in their seasonal sports activities.

The Legacy Math Boot Camp! Project will enable at risk students improve their math skills through the utilization of the Legacy Roundtable Accelerated Tutorial Project. Students using this innovative math diagnostic system will be able to utilize all their classroom materials, including textbooks providing them access to the general curriculum. The students will increase their math comprehension, which will help them obtain classroom subject proficiency.

Legacy Round Table has supported scholars to achieve an eighty-percent (80%) success rate in completion of community college level mathematics classes since 2007. They have designed a Pre-Assessment Tutorial Program to help students with math deficiencies.

Research throughout the past five years has indicated that Legacy scholars who completed eighteen or more tutorial hours in this model achieved pass grades in rigorous summer mathematics classes at three local community colleges (Chaffey, Moreno Valley and Mt. SAC colleges). The Pre-Assessment Tutorial services are keys to this success.

Legacy trained tutors will work with students to help them achieve gains on the MDTP assessment tools; which will provide productive outcomes in subsequent mathematics classes.

7) How does your plan fit into the Educational Master plan and Strategic Plan?
http://lamission.edu/senate/EMP.aspx
http://lamission.edu/research/insti_planning.html

The plan—Tutor Support for Summer Boot Camp for Math—perfectly fits the goals outlined in the Educational Master Plan and Strategic Plan for Los Angeles Mission College.

**Educational Master Plan**

*Goal 1: The College will provide the support necessary to ensure student recruitment, retention and success.*

The Summer Boot Camp tutors will directly provide the support necessary for African-American students to be retained and successful in mathematics.

**Educational Master Plan**

*Goal 2: The College will efficiently allocate its resources to provide quality instructional programs and courses to meet student needs.*

1.1 Improve the offerings of the college in response to student and community needs.
The Summer Boot Camp and its tutors directly respond to the students’ needs by providing on-demand support during the 5-week intensive workshop. The tutors will provide contextualized learning to increase the quality of instruction and thereby improving the overall learning process.

**Educational Master Plan**

Goal 3: The College will assess and modify educational programs, disciplines and courses to validate student learning and maintain appropriate academic standards.

3.4 Improve courses, disciplines and programs based on assessments.

The purpose of the Summer Boot Camp is to improve and validate student learning through assessment. The role of the math tutors is to improve student success by offering direct support to the students in need but also to aid in the assessment and modification of the learning development.

### LAMC Strategic Plan

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Activities</th>
<th>Outcomes / Deliverables</th>
</tr>
</thead>
</table>
| 3. Improve Quality of Educational Programs and Services | 3.3 Develop and/or refine the process for program development that will encourage innovation | A. Detail the process  
B. Identify and secure resources that will support new program development and innovation | A. Program development process flow chart and steps  
B. Report on potential sources of revenue to support innovation and improvement |
|  | 3.4 Integrate the Basic Skills and the Student Success effort | Basic skills and Shared Governance committees will need to reconstitute the Basic Skills-Student Success Committee | Basic Skills-Student success committee re-activated  
Implementation of Basic Skills Initiative |
| 6. Increase community responsiveness and expand business, community and civic partnerships | 6.2 Establish and/or enhance existing relationships with business, education and community organization to increase support within the community. | A. Conduct an external environmental scan of business and community to determine educational and training needs and demands  
B. Establish a campus point of reference for greater community access to the college | Prioritized list of business and community needs  
College Contact office announced to the college community and added to college website |

The Summer Boot Camp and the tutor support meet two goals stated in the LAMC Strategic Plan: Improving the quality of educational programs and services and increasing community responsiveness. Through the summer program, we will be able to integrate basic skills in order to improve student success. The tutors hired for the camp will aid in the process by improving and refining the learning process.

The camp and its tutors will ensure that students successfully transfer to four-year institutions, find meaningful employment, improve their basic skills, and enrich their lives through continuing community education.
8) What other departments or programs offer a similar resource on our campus? How is your concept different and how does it help to create efficient use of resources?

The other departments and programs that offer similar resources are English, the Learning Assistance Center and the Academic Assistance Center. English is also interested in serving underserved students by offering courses in English 28 and English 101 coupled with PD 40. The Learning Assistance Center provides tutorial support and the Academic Success Center supplemental and online instructional materials.

This effort is in concert with the Mathematics interventions for Achieving the Dream (AtD). The AtD interventions include a STEM summer mathematics boot camp that will pre test students, provide instruction to increase their skills, and post test on the placement assessment so that students will place higher in the remedial mathematics sequence.

The major distinguishing characteristics of the Legacy Program is that it primarily serves African American males who have been found to be the lowest achievers in mathematics, English and completing AA degrees and transfer pathways. The other distinguishing features are

- Cultural reinforcement workshops
- Field trips to universities and cultural centers
- Legacy research studies that compare Los Angeles Mission College with Fullerton City and Moreno Valley Colleges
- Tutoring and Mentoring using professional role models who are successful in STEM careers.
LEGACY ROUNDTABLE INDEPENDENT CONTRACTOR AGREEMENT*

* This agreement between Independent Contractor and Legacy Roundtable in no way construes a general employee-employer relationship. Services provided herein are provided as an independent individual/contractor or private consultant responsible for payment of own local, state and federal tax liabilities and self-employment coverage, health and unemployment insurance or payments. Independent Contractor may not file unemployment claims based on stipend received for services provided herein.

JOB DESCRIPTION: Pre-Assessment Tutors/Math Coaches (5 minimum/10 maximum)

DESCRIPTION OF SERVICES:

- Complete tuberculosis screening and California Department of Justice background screening; submit proof of clearances prior to beginning work with students.
- Work with representatives of sponsoring agency to ensure compliance with appropriate security, safety and facility use regulations.
- Administer MDTP; assure completion of information forms, review results, formulation lesson plans based on assessment outcomes. Administer on bi weekly basis.
- Collect, collate, and complete bi-weekly testing administration results, submit to Program Coordinator or directly to CSUF MDTP Center for scoring.
- Develop instructional strategies to work with small groups and individual students to strengthen math/academic weaknesses revealed in program assessment instruments.
- Develop coordinated activities to address: general learning modes, note taking, study strategies, academic team building, time management, and other needs brought by program participants.
- Work cooperatively as member of a Learning Team to maximize outcomes among students shared by this team.
- Take attendance records; distribute surveys or other materials as directed by Program Coordinator.
- Be prepared to aid students in acquisition of academic knowledge necessary to successfully pass exam constituted of algebra and geometry concepts.

July 9-August 3, 2012. Not to exceed 6 hours per week.

Instructor/Tutor Stipend*: $18.00 per hour

* Full stipend total disbursed for full completion of tutorial duties; partial payment for less than 100% attendance at scheduled tutorial sites and dates.

Signature 7/5/12  Legacy Signature 7/11/11
Date  Legacy Date
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Take the Los Angeles Mission College LEGACY Bridge to Success!

"Community + Culture x Math = Excellence"

LAMC LEGACY Boot Camp Project

A 4-week intensive academic program that begins July 9 and ends on August 3, 2012. The Legacy Boot Camp is aimed at providing African American males and all LAMC students opportunities get ahead in their coursework, develop their study skills in Mathematics, get personal academic advising, build self-esteem and support network of other students, faculty, and staff. Students will be enrolled in a linked PD 40 (College Success Seminar) and 24 hours of Boot Campus Math tutoring (preparation for Math 115, Fall 2012). There will also be Student Success Workshops and culturally enriched activities as arranged by the instructor.

Don't miss this great opportunity!
REFERRALS ONLY
Contact: Timothy Gilmore at 818.364.7850 or GilmorTL@lamission.edu

REFERRALS ONLY

<table>
<thead>
<tr>
<th>Sections</th>
<th>Courses</th>
<th>Units</th>
<th>Times &amp; Days</th>
<th>Rooms</th>
<th>Instructors</th>
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<tbody>
<tr>
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<td>PD 40</td>
<td>3</td>
<td>7:45-10:15 AM</td>
<td>LRC 234</td>
<td>Gilmore, T</td>
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<td>LRC 234</td>
<td>Legacy Tutors</td>
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