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|  | **California Acceleration Project**  Supporting California’s 113 Community Colleges  To Transform Remediation to Increase Student Completion and Equity  <http://cap.3csn.org> |

**Community of Practice, 2016-17**

An extended professional development program

for faculty teaching in accelerated English and Statistics pathways

Across California, community colleges are replacing long remedial sequences in reading, writing, and mathematics with redesigned accelerated pathways. This can involve significant changes to classroom instruction, as illustrated in the 2013 publication, [Toward a Vision of Accelerated Curriculum and Pedagogy: High-Challenge, High Support Classrooms for Underprepared Students](http://www.learningworksca.org/accelerated-pedagogy/) (Hern & Snell, LearningWorks). That’s why the California Acceleration Project offers an extended program to support faculty to teach in accelerated pathways.

61 California community colleges have participated in CAP’s Community of Practice to date. A 2014 evaluation by the RP Group found dramatic gains in student completion of transfer-level English and Math. In “high acceleration”[[1]](#footnote-1) English pathways, students’ odds of completing college English were 2.3 times higher than in traditional remediation. Across all CAP statistics pathways, students’ odds of completing transfer-level math were 4.5 times higher, and achievement gaps were eliminated for African-American students. CAP accelerated pathways improved outcomes for all students, including all placement levels and demographic groups.

The CAP Community of Practice includes in-person workshops, ongoing coaching, access to rich instructional materials, and the chance to learn from a statewide network of innovative faculty.

“CAP pushed us to strive for a goal that we originally thought was insane…. My teaching philosophy has shifted for all of my classes. I am inspired. We have created opportunity for student success and I can see that on a daily basis.”

- Melissa Long, Porterville College

**Application deadline: Friday, April 22, 5pm**

**Application Forms available at** [**http://cap.3csn.org**](http://cap.3csn.org)

**What Is Included:**

Participating faculty will receive training during two in-person workshops; coaching from faculty experienced in accelerated English and Statistics pathways; guided activities for use on home campus; access to curricular materials, including course outlines from other community colleges, sample assignments, classroom activities, and assessments; and inspiration from a statewide network of faculty teaching in accelerated English and Statistics pathways.

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| **Northern CA Colleges**  *Events held in greater Bay Area*  Summer Institute: June 3-5, 2016  Winter Institute: January 27-29, 2017 | **Southern CA Colleges**  *Events held in greater L.A. area*  Summer Institute: July 8-10, 2016  Winter Institute: February 3-5, 2017 |

**Two cohorts of the CAP Community of Practice in 2016-17**

**Institutes run Friday 1pm-5pm, Saturday 9am-5pm, Sunday 9am-3pm**

Fees reduced through generous support from the Irvine Foundation

**Costs:**

[$1,725] $500 per participant covers training, materials, and some meals during the two institutes. Colleges are responsible for covering the cost of hotel, transportation, and meals that aren’t included.

**Intended Audience**

The program supports English and math faculty to implement high-challenge, high-support pedagogy in accelerated pathways. We define acceleration to include any changes to placement and curricula that reduce or eliminate students’ time in remedial courses. In math, we work on Statistics pathways for students in non-math-intensive programs of study.

Good candidates for participation:

* Faculty teaching in accelerated developmental courses that integrate reading and writing and lead directly into transfer-level English (English and/or Reading and/or ESL faculty)
* Faculty teaching in redesigned, pre-Statistics courses
* Faculty teaching in co-requisite models of remediation, in which students classified as “below transfer level” enroll directly in transfer-level English or Statistics with additional support
* Faculty teaching in transfer-level Statistics and English courses where changes in placement policy have enabled a broader, less-filtered student population to enroll (more than 50% of incoming students eligible for college English or Statistics)

There is no upper limit on the number of faculty a college can send, but we require a minimum of three faculty per team. Teams can be comprised of faculty from more than one college in a district.

**Application Forms available at** [**http://cap.3csn.org**](http://cap.3csn.org)

**Email completed application form by Friday, April 22, 5pm to** [CaliforniaAccelerationProject@gmail.com](mailto:CaliforniaAccelerationProject@gmail.com)

**Acceptance notices will be emailed to the designated team leader by Monday, May 2**

**Frequently Asked Questions**

***My department hasn’t decided yet how we want to accelerate the curriculum – is support available for developing our model(s)?***

Yes. Definitely. Katie Hern (English) and Myra Snell (Math) are available throughout Spring 2016 to help colleges develop their accelerated pathways, so that they can be ready to participate in the upcoming Community of Practice. We can share sample course outlines, provide advice about navigating potential obstacles, share innovative strategies from other colleges, and be available for phone and email coaching. Email Katie ([khern@chabotcollege.edu](mailto:khern@chabotcollege.edu)) or Myra ([msnell@losmedanos.edu](mailto:msnell@losmedanos.edu)).

***What if my college already participated in a prior year – can we apply again?***

Yes. Definitely. Now entering the sixth year of the CAP Community of Practice, we welcome both new colleges and returning colleges that want to expand their accelerated offerings.

***Both our Math and English faculty are interested in participating. Can we apply in more than one discipline?***

Yes. Definitely. If your college would like to apply in both Math and English, please prepare separate applications for each discipline, with at least three faculty members on each team. The applications will be evaluated independently.

***We’re offering an accelerated algebra pathway – is this model a good fit for CAP?***

We encourage colleges to develop these models for students in math-intensive programs of study, but the professional development we offer in CAP is focused solely on Statistics pathways.

***My math department is concerned about transfer articulation with accelerated statistics pathways – what is the status of this issue?***

For many years colleges were concerned that offering an alternative statistics pathway would jeopardize transfer articulation of their statistics courses because of UC and CSU policies requiring that these courses include an Intermediate Algebra pre-requisite. However, that obstacle was cleared in 2015. Intermediate Algebra is no longer a required pre-requisite for Statistics in the UC system. Instead the Transfer Course Agreement guidelines for Statistics include a small set of preparatory skills and concepts that can be taught in a pre-requisite or co-requisite format. In addition, the CSU Chancellor’s Office has authorized recognition of statistics pathways with alternate pre-requisites to meet quantitative reasoning requirements for transfer admission and lower division general education through Fall 2019 while it evaluates the existing policy.

***We’re putting together a proposal for funding from our college (for equity, BSI, and/or Transformation funds). What should we include in the budget?***

Expenses will vary depending on how far your college is from the institutes. For Northern CA colleges, events will be held in the Bay Area; for Southern CA colleges, events will be in the greater Los Angeles region (exact locations not yet available). Items to include: Estimated round-trip mileage to the two institutes (54 cents per mile), 4 nights hotel if needed (estimate: $175/night – colleges more than 2 hours from the institutes might consider staying Thursday night for a total of 6 nights); meals that are not covered during the two institutes (2 Friday lunches, 4 breakfasts, 2 Saturday dinners); and parking/other miscellaneous travel costs (estimate $100/participant).

***Other Questions?***

Contact Katie Hern, Director of the California Acceleration Project -- [khern@chabotcollege.edu](mailto:khern@chabotcollege.edu)

1. “High acceleration” English pathways reduced students’ time in remediation and enabled successful students to proceed directly into college English without additional courses or special waivers. [↑](#footnote-ref-1)