

# **Request for Proposals to Develop Training Modules for Full-time and Adjunct Faculty Training in a Variety of Areas to Improve Basic Skills Outcomes**

In Spring, 2006, San Joaquin Delta College undertook a review of its basic skills programs through a Developmental Education Review Task Force (DERTF) comprised of about 50 faculty and administrators across the College. At the end of several comprehensive meetings, the DERTF made a number of recommendations that we have been working toward achieving. To assist us in our efforts, we have been allotted state money that is designated for this purpose.

Among other accomplishments, we have instituted a full-time faculty Student Success Coordinator, sent a wide variety of teams of faculty and administrators to conferences and workshops, and funded projects designed to improve basic skills outcomes in one way or another. Another of our significant goals was to develop trainings that would bring together adjunct and full-time faculty around topics that would provide significant opportunity for adjuncts and full-time faculty to interact with one another in their disciplines and participate in training designed to improve instruction and interaction with basic skills students.

The purpose of this Request for Proposals is to solicit interest among full-time and adjunct faculty in developing training modules to use in workshops with full-time and adjunct faculty in basic skills. Some of the training modules are specific to the program, course, or level of skill exhibited by the students; these should probably be developed by someone in the particular discipline or program: for example, the Mastery Process in English as a Second Language classes. Some of the training modules might be developed and then modified depending on the audience: for example, a module might be designed to assist faculty in understanding the ADA requirements related to learning disabilities, take a first step in identifying potential learning disabled students, refer them to the appropriate program, and accommodate their learning preferences.

Most topics can be developed into one two-hour session; however, some topics may need an additional two-hour session. Developers will be paid **\$1,000 for each two-hour module they develop and \$500 for each time** they present the module to a group of full-time and adjunct faculty. **Maximum award of \$10,000 can include; equipment, development of training module, delivery of workshops and reasonable faculty attendee stipends (e.g. \$100/day on non duty days).** Multiple proposals may be granted. We envision that these trainings will occur in the Summer and Fall of 2011 and that two or three of them might be presented at a gathering of full-time and adjunct faculty on a Saturday. Participants would be paid a stipend to attend these sessions on non duty days.

Below are the topics we are interested in developing in each of the basic skills programs.

**Program Specific Trainings:** Modules should be designed to train full-time faculty as well as adjunct faculty.

ESL (7, 2-hour modules): Occupational Exploration for ESL Students; Study Skills for ESL Students; Second Language Acquisition; Reading and Writing for ESL Students; Listening and Speaking for ESL Students; the Mastery Process for ESL Students at Delta College; Effective Use of Technology and Equipment in ESL Classes

Basic Skills Reading and Writing: Reading and Writing in a Career context; Accelerated learning.

Basic Skills Math, Review of Arithmetic, Prealgebra, Elementary Algebra: Study Skills for Mathematics; Math Diagnostics; Applications of Mathematics to Employment, Financial Competence, and Use of Math in Everyday Life; Effective Use of Technology and Equipment in Mathematics Classes, e.g., student response systems, software, computers, etc.; Accelerated learning.

### **Cross Program/Cross Discipline Trainings:**

Common Problems and Issues of Basic Skills Students (all programs/all disciplines); Social Services for Basic Skills Students (all programs/disciplines); Effective Techniques in the Teaching of Mathematics (ESL and Math); Dealing with Math Anxiety (ESL and Math); Educational Planning and Career Development Related to Math (ESL and Math); Reading Skills for Math (Math); Library Skills for Basic Skills Students; Self-efficacy skills for Basic Skills Students (all programs/disciplines); Employment “soft skills”.

If you are interested in creating one or more of these trainings, please develop a brief (1-2 paragraphs) proposal/summary of your approach to each of the two-hour trainings you want to create and complete the online application. A panel of appropriate faculty and administrators will review the proposals for each topic and select those they believe are most effective. If you can think of other trainings that would benefit the faculty in any of these areas, please feel free to propose additional topics for training.

Payment of the stipend will occur when the completed module has been submitted to Janice Takahashi, the Student Success Coordinator, and accepted by the review panel. The panel reserves the right to ask the developer for revisions if they believe they are necessary before payment is awarded. Please remember that module work and presentations must occur outside of your full-time or adjunct faculty contract obligations in order to qualify for the stipend.

Please contact **Janice Takahashi**, [jtakahashi@deltacollege.edu](mailto:jtakahashi@deltacollege.edu) or call ext. **5205**, if you have questions about what we are looking for or about the process. Please remember that the sessions should be interactive as at least part of the reason for developing these trainings is to better integrate the adjunct and full-time faculty in the basic skills areas.

**Deadline to submit application, April 4<sup>th</sup>, 5:00 p.m.**