



The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy

2020-2021

Annual Program Update

English for Speakers of Other Languages

I. Introduction and Directions

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. The Annual Program Update serves a critical

role in the Integrated Planning and Budgeting cycle of the college in that it provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to any of the following institutional structures: discipline, department, program, administrative unit, or unit.

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research and Planning (npellegrin@peralta.edu).

If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the [SLOAC webpage](#), or contact the SLOAC committee member for your division:

Division 1 - Evan Nichols (anichols@peralta.edu)

Division 2 – Laura Forlin (lforlin@peralta.edu)

Division 3 – Heather Casale (hcasale@peralta.edu).

If you have questions regarding the curriculum section, please contact Nghiem Thai (nthai@peralta.edu), chair of the [Curriculum Committee](#).

If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the [Peralta Faculty & Staff Portal](#).

You will need the following items in order to complete the Annual Program Update document at the colleges:

- [Program Review or APU document](#) from AY 2019-20.
- [Budget Information](#) for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- [Institution Set Standards](#).
- [College 2018 Educational Master Plan Update](#).
- [Guided Pathways Plan](#)
- [Student Equity Plan](#).
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

Merritt College Institution-Set Standards 2020-2021

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution's mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

Metric	Definition	Set Standard
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Course Completion (Success)	the number of student completions with a grade of C or better divided by the number of student enrollments	66%
Certificates	Number of certificates earned in an academic year	222
Degrees	Number of associate degrees earned in an academic year	322
Transfer	Number of students who transfer to a 4- year college/university	187
Licensure (CE)	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study	70%
Employment (CE)	The job placement rate of student completing a degree or certificate in a CE program in the year after graduation.	Macro-Region Employment Rate, by Program SOC

College Profile

Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
Gender			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/ Unknown	2%	2%	3%
Race/Ethnicity			
American Indian	< 1%	< 1%	< 1%
Asian	19%	20%	19%
Black / African American	23%	23%	22%
Hispanic / Latino	31%	32%	33%
Pacific Islander	1%	< 1%	< 1%
Two or More	5%	6%	5%
Unknown / NR	4%	4%	5%
White	16%	16%	15%
Age			

18 and Under	15%	15%	16%
19-24	35%	35%	35%
25-29	16%	17%	16%
30-34	11%	11%	11%
35-54	17%	17%	17%
55 and Over	6%	6%	5%

Course Success Rates

	2017-18	2018-19	2019-20*
Total Enrollment (Duplicated Count)	33,288	33,637	32,928
Overall Success Rate	70%	70%	68%
Gender			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
Race/Ethnicity			
Black/African-American	62%	62%	60%
Asian	81%	80%	81%
Hispanic	68%	68%	64%
Native American	66%	72%	53%
Pacific Islander	61%	71%	63%
Two or More	65%	67%	68%
Unknown	72%	73%	66%
White	78%	78%	75%
Age			
Under 16	83%	91%	84%
16-18	73%	75%	69%
19-24	65%	66%	64%
25-29	70%	69%	68%
30-34	73%	73%	73%
35-54	74%	73%	71%
55-64	74%	71%	66%
65 and Over	77%	77%	60%

*Includes 'EW' grades

II. Program Overview

Mission Statement

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

College Mission Statement: The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

Program Mission: The goal of the English for Speakers of Other Languages Department (ESOL) is twofold: 1) to help students communicate with clarity and precision in reading, writing, and speaking English; 2) to assure that students are successful in academic, vocational and/or personal endeavors.

Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year's APU/PR. Add or remove persons as needed to reflect current personnel).

Name	Faculty/Staff	PT/FT
A. Evan Nichols	Faculty	Full-Time
Suzan Ormandy	Faculty	Part-Time
Robert Tindall	Faculty	Part-Time
Emma Donnelly	Faculty	Part-Time
Cheryl Eccles	Faculty	Part-Time
Brenda Mora - Coordinator	Faculty	Part-Time
Mayra Macias - Counselor	Faculty	Part-Time

III. Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

<u>Peralta District Strategic Goals</u>
P1. Advance student access, equity, and success.
P2. Engage and leverage partners.
P3. Build programs of distinction.
P4. Strengthen accountability, innovation, and collaboration.
P5. Develop and manage resources to advance our mission.

<u>Merritt College Strategic Goals</u>
M1. Completion - Increase number of degrees and certificates by 20% over the next 5 years.
M2. Transfer - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).
M3. Time to Completion - Reduce the number of excess units earned by students.
M4. Employment - Maintain at least 82% of students attaining employment in the field of study.
M5. Equity - Reduce the achievement gaps for African-American, multiethnic, and male students.

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you measure the achievement of this goal?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
Expand Program Offerings	IP	M1	P3	
Provide a clear pathway to career opportunities	IP	M2	P2	

Create a pathway to Transfer courses - from basic English to transfer-level course curriculum over a period of not more than 3-years in concert with AB1805 for ESOL students.	IP	M1	P1	
Develop additional ESOL/VESOL courses in concert with AB705 requirements to assure a wide variety of choices for ESOL students beyond dead-end, paraprofessional positions.	C	M1	P5	Developed ESOL 290 (credit) and 590 (noncredit) - English for Special Purposes to be partnered with Nursing and Computer Information Services programs.
Develop curriculum for collaborative ESOL CIS and Nursing programs	NEW	M4	P3	

IV. Facilities Utilization

Describe your current utilization of facilities, including labs and other space. Confirm previously reported content.

Although we are running classes completely remotely due to the pandemic, we are maintaining our lease with the Merritt@Fruitvale center. 1900 Fruitvale Avenue, Oakland, CA, Site 1C with classified support and counseling. We have a single classroom wherein we teach all 6 scheduled courses per semester. The Adelante and summer bridge programs are also taught at the Fruitvale location. We have been in negotiations with the Merritt Business Office and Unity Council (who operate the building) to move towards 1 classroom completely designated for Merritt (where we can safely store ESOL equipment, etc.) and 1 shared classroom (as we have now). This will align with our efforts to expand our program offerings.

V. Program Update Data

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

APU Data Dashboards:

- **[Course Completion and Retention Rates Dashboard – Instruction](#)**
- **[Course Completion and Retention Rates Dashboard – Student Services](#)**
- **[Enrollment Trend and Productivity Dashboard](#)**
- **[Degrees and Certificates Dashboard](#)**

For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of student surveys, or external reports (i.e. [IPEDS](#) or [Launchboard](#)). Include the number of students served over an academic year and summarize their demographics.

For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.

Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for [Windows](#) and [Mac](#))

Academic Year	Term	Campus	Course	Section ID	Census Enrollmnt	FTEs	FTEF	Productivity	Enrl Cap	Fill Rate	Time of Day	Distance Ed
2019-2020	F19	Merritt	ESOL 541A	1194647680	39	2.59			30	130%	DAY	Face to Face
2019-2020	F19	Merritt	ESOL 541B	1194647899	35	1.09			30	117%	DAY	Face to Face
2019-2020	S20	Merritt	ESOL 541A	1202623440	35	1.79			30	117%	DAY	Face to Face
2019-2020	S20	Merritt	ESOL 541B	1202624323	34	0.78			30	113%	DAY	Face to Face
2019-2020	S20	Merritt	ESOL 541C	1202624241	31	1.20			30	103%	DAY	Face to Face
2019-2020	S20	Merritt	ESOL 541D	1202624324	31	0.66			30	103%	DAY	Face to Face
2019-2020	F19	Merritt	ESOL 502	1194643646	33	0.43			30	110%	EVENING	Face to Face
2019-2020	F19	Merritt	ESOL 503	1194643647	29	0.35			30	97%	EVENING	Face to Face
2019-2020	F19	Merritt	ESOL 541B	1194647901	48	1.76			30	160%	EVENING	Face to Face
2019-2020	S20	Merritt	ESOL 504	1202623371	34	0.34			40	85%	EVENING	Face to Face
2019-2020	S20	Merritt	ESOL 505	1202623372	30	0.37			30	100%	EVENING	Face to Face
2019-2020	S20	Merritt	ESOL 541C	1202624240	31	1.01			30	103%	EVENING	Face to Face
2019-2020	S20	Merritt	ESOL 541D	1202624242	24	0.56			30	80%	EVENING	Face to Face
Total					434	12.94			400	109%		

What really stands out with this data is that the daytime fill rate for our ESOL classes had an average of 113% last year! These are our noncredit "Bridge to Credit" classes, levels 1-4 and they are extremely popular. We would love to expand our offerings here but space is very limited at the Fruitvale Site which houses our classes. Our evening classes, also housed in the same Unity Council building, average an excellent 105% fill rate. We would like to expand offerings there as well!

Describe the program's progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

Last semester we began assessment of the SLOs but only completed SLO#1 for ESOL 541A before the coronavirus pandemic hit. This semester, we are assessing SLOs in three of the four levels of the Bridge to Credit program (and will complete the fourth next semester). Bridge to Credit has only one PLO which we assessed this fall via an ESOL team assessment meeting where we examined all 8 SLOs for Bridget to Credit, reflected on/shared best practices for reaching this objective, and discussed ways of adapting assessment to remote instruction during the pandemic.

Describe the **results of** your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss **changes/updates/resource requests** made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the [ILOs](#).

On 9/16/20 the dept. co-chair, Evan Nichols, met with the newly assembled ESOL team: Emma Donnelly, Cheryl Eccles, Anna Rodas and Robert Tindall. We discussed the Bridge to Credit PLO: "Demonstrate high beginning skills in English listening, speaking, reading, and/or writing which will allow them to achieve their personal, vocational, and academic goals." With a particular focus on the vocational goals, we began backwards planning, using SLO#1 from ESOL 541B: "Students will apply job-related activities to their own job search." We shared resources and brainstormed technology tools for remote instruction towards meeting these goals (i.e. using Google Forms and Adobe Sign to create fillable, signable forms and job applications).

At the program level, we discussed the creation of ESOL 290/590 English for Special Purposes, which has the course description: "Intermediate-level English language to career specific training: Practice listening, speaking and some reading and writing in English in the context of the targeted industry." The emphasis here is on the "targeted industry." This is a course we have created in Curriqnet, cloned from Laney College, to allow us to create collaborative ESOL courses with our CTE programs at Merritt, particularly the ones which are innovative and draw students to our campus, such as Nursing, Cybersecurity or Landscape Horticulture.

On 10/19/20 the co-chair of ESOL met with Courtney Brown, Department Chair of Computer Information Systems, to discuss curriculum development for the aforementioned ESOL 290 in collaboration with the introductory IT program. ESOL adjunct Cheryl Eccles has signed on to work to develop this curriculum under a NAAEC Adult Block Grant managed by Victor Littles, Program Manager of Merritt's Adult Transition Programs.

The following item is for instructional programs only

Discuss how your PLOs align with the [ILOs](#).

Our Bridge to Credit PLO#1 - "Demonstrate high beginning skills in English listening, speaking, reading, and/or writing which will allow them to achieve their personal, vocational, and academic goals" is directly aligned with Merritt's Communication ILO. This is, after all, a language course. As these Bridge To Credit courses are entry-level, we have an emphasis on the verbal communication skills. This PLO also aligns strongly with the Computer Literacy ILO as each level of the course has a built-in SLO involving computer literacy. We teach students to use such tools as Zoom, Canvas, Google Docs, Google Slides, Flipgrid, Remind texts, and more, so that they may communicate with each other as well as their instructors, as well as identifying and presenting information in their class work, including workplace presentations.

VI. Curriculum

Note: If your department, program, or unit does not have a curricular component, please skip to the Section VII.

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the [State Chancellor's Office Program and Course Approval Handbook \(7th Edition\)](#), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in [California Education Code § 66010.4](#))
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)
5. Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD [Board Policy 4020](#) and [Administrative Procedure 4020](#) require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by [California Education Code § 78016\(a\)](#), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

Curriculum Review

Consult [CurriQunet](#) and the [Course Curriculum Review Status](#) or [Program Curriculum Review Status](#) spreadsheets to determine when a course or program was last updated or deactivated.

Courses that have not been offered in the past three years should be deactivated to

ensure that the college catalog presents a current and accurate inventory of actual course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent years, or the required courses have not been offered regularly enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

Modifications

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
ADJUS 21	Introduction to Administration of Justice	Elaine Wallace
ESOL 502	English for Infant/Toddler Development	Beth Maher
ESOL 503	English for Infant/Toddler Curriculum	Beth Maher
ESOL 504	English for Early Childhood Development	Beth Maher
ESOL 505	English for Early Childhood Education Curriculum	Beth Maher

Indicate programs reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
Administration of Justice: Police Science	AA Degree	Elaine Wallace

Deactivations

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
ADJUS 21	Introduction to Administration of Justice	Elaine Wallace
	NA	

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
Administration of Justice: Police Science	AA Degree	Elaine Wallace
NA		

Curriculum Improvement

Based on ongoing curriculum review, describe plans for **program-level** improvement in terms of any of the following considerations:

- Advancing **student equity and achievement** for disproportionately impacted students.
- Fostering **intersegmental alignment** and **guided pathways** through articulation, course sequencing, and program mapping.
- Implementing innovative **pedagogies, delivery methods/modalities**, or **educational resources and technologies**.

We are developing a pathway for our ESOL students to enter through out community-based, off-campus Fruitvale site, where they can build study skills, basic English and digital literacy in our four levels of Bridge to Credit. Then, after earning their certificate, they will soon be able to move up through Reading and Writing 1-3, and on to Advanced Reading and Writing (ESOL 52), which is a prerequisite to enrolling in English 1A, so the courses are in place for a pathway to a transfer degree or entry into a CTE program.

In terms of innovative delivery methods, we are developing extensive use of technology to provide language instruction. While this is allowing us to sustain our program during this difficult global pandemic, these tools will greatly enhance our return to face-to-face instruction and allow us to have far greater impact on student success and retention. For example, we have developed methods of leveraging a Remind text network with screencast tutorial videos posted on Youtube, to facilitate tech integration with Merritt's Canvas shells with students who are both beginning English Learners as well as predominantly new to email and computer basics. In addition, we have greatly expanded our ability to both supplement class instruction and meet one on one with students during much more flexible office hours thanks to video conferencing via Zoom.

Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
Beginning Spelunking	Introductory activity class on basic practices, equipment, and safety considerations in the exploration of caves	[Assessment data, student demand or need, academic/occupational knowledge or skills not taught in existing curricula, program requirements, community or industry partnerships, grant funding, etc.]	Fall 2022
ESOL 511 - Reading and Writing 1 (Noncredit) & ESOL 251A (Credit Version)	High beginning level of reading and writing: Fiction and nonfiction readings adapted for ESOL; writing short narrative and descriptive paragraphs.	We are creating a pathway for ESOL students all the way to English 1A beyond our 4 Bridge to Credit classes. We do not have any classes right now to continue studying beyond low beginner!	Fall 2021

ESOL 512 - Reading and Writing 2 (Noncredit) & ESOL 252A (Credit Version)	Intermediate level of reading and writing: Academic vocabulary and critical thinking skills using intermediate-level ESOL reading materials; expanding paragraphs into simple narratives and essays.	We are creating a pathway for ESOL students all the way to English 1A beyond our 4 Bridge to Credit classes. We do not have any classes right now to continue studying beyond low beginner!	Fall 2021
ESOL 513 - Reading and Writing 3 (Noncredit) & ESOL 253A (Credit Version)	High intermediate level of reading and writing: Critical readings of essays, short academic texts, short stories, and/or a novel; writing well-developed essays and compositions.	We are creating a pathway for ESOL students all the way to English 1A beyond our 4 Bridge to Credit classes. We do not have any classes right now to continue studying beyond low beginner!	Fall 2021
ESOL 552 - Advanced Reading and Writing (Noncredit) & ESOL 52 (Credit Version)	Advanced level of reading and writing: Critical thinking skills, critical and analytical reading of college level texts, and writing of research and other academic papers. This is a non-credit course.	We are creating a pathway for ESOL students all the way to English 1A beyond our 4 Bridge to Credit classes. We do not have any classes right now to continue studying beyond low beginner!	Fall 2021
ESOL 590 English for Special Purposes (Noncredit) & ESOL 290 (Credit Version)	Intermediate-level English language to career specific training: Practice listening, speaking and some reading and writing in English in the context of the targeted industry.	We are creating innovative courses to partner with our CTE programs. This will build on the strength of Merritt's programs and increase enrollment!	Fall 2021

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
Outdoor Recreational Activities Not for the Faint of Heart	Certificate of achievement to train daredevil students seeking a lifetime of adrenaline rushes in the great outdoors. Courses include bungee jumping, rock climbing, sky diving, spelunking, and ziplining.	[Basic skills, occupational, or transfer pathways; advisory board recommendations or LMI data; community or industry partnerships; grant funding, etc.]	Fall 2022
Bridge to Transfer	Certificate of achievement for the next four levels of ESOL: 511, 512, 513, 552.	This will allow our students to continue their noncredit journey upon completing the Bridge to Credit classes, as they now work towards English 1A.	Fall 2021

The Curriculum Committee shall prioritize the review and approval of new courses and programs that are identified in this section of the APU.

VII. Funded Resources

For each resource allocation request from previous year's APU, indicate whether it was funded. Describe the outcomes and accomplishments for any requests which were funded.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishments
TYPE: Personnel - Part-time Faculty AMOUNT: \$5,362 JUSTIFICATION: Plan and implement a pathway to English 1A for ESOL students				
TYPE: Personnel - Classified Staff AMOUNT: \$1,860 JUSTIFICATION: To assist with the creation of fliers, to meet with community folk and community liaison to determine what the community seeks in terms of instruction.				
TYPE: Personnel - Full-time Faculty AMOUNT: \$2,406 JUSTIFICATION: We are offering primarily non-credit courses. To prepare for AB705 requirements to assure that ESOL students can reach transfer level in three years, we are scrutinizing current course offering throughout the district and adopting those courses that will strengthen our department with curriculum lending itself to the creation of viable pathways to vocational and academic achievement.				
TYPE: Personnel - Classified Staff AMOUNT: \$1,860 JUSTIFICATION: To assist with the creation of fliers, to meet with community folk and community liaison to determine what the				

community seeks in terms of instruction.				
<p>TYPE: Personnel - Full-time Faculty AMOUNT: \$24,064 JUSTIFICATION: Work undertaken via the NAAEC grant, a full time faculty member will devote time to meeting with CTE faculty to develop and implement pathways to Medical Assisting, Nursing, and or Cyber-security.</p>				
<p>TYPE: Personnel - Student Worker AMOUNT: \$14,000 JUSTIFICATION: The Coordinator need an assistant</p>				
<p>TYPE: Technology and Equipment - New AMOUNT: \$500 JUSTIFICATION: Printer compatible with MacBook Pro laptops</p>				
<p>TYPE: Supplies - Instructional Supplies and Materials AMOUNT: \$3,000 JUSTIFICATION: Printer Ink, Binders with dividers, set of books, printer paper</p>				

VIII. Resource Requests

In the tables below, please add resource requests for your program for the **2021-22 fiscal year**. Indicate if the request is being made as part of the response to the COVID-19 pandemic. If you are submitting multiple requests under the same category, prioritize them by assigning a rank to each request ('1' indicating the highest priority request). Include only one request per row; if additional rows are needed, insert new rows in the table ([how to add rows](#)).

Personnel Resource Requests

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Full-Time Faculty	Fruitvale Site Coordinator (Bilingual English/Spanish). Recruits ESOL students from community and facilitates registration, serves as point person to connect students with instructors.	100%			\$120,000
Student Worker	Bilingual English/Spanish) Assistant to the Fruitvale Site Coordinator, to help register the many students with language and technology obstacles.	20 hrs/ week			\$14,000

Resource Requests (Non-Personnel)

Resource Categories

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, etc.
- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)
Instructional Supplies	English in Action Student Workbook. 35x3 cohorts = 105 workbooks @ \$28.03 each.	\$2943.15	1
Instructional Supplies	English for Child Care: Language Skills for Parents and Providers <i>x 36 copies @ \$30 each</i>	\$1080	1
Instructional Supplies	English for Child Development: Language Skills for Parents and Providers <i>x 36 copies @ \$35 each</i>	\$1260	1
Technology & Equipment: New	5 MacBook Air laptops to complete cart at Fruitvale Site. 5 @ \$899 each (education pricing)	\$4495	3

IX. Participants

Please provide the list of members who participated in completing this program review.

A. Evan Nichols

Thank you for your time and effort in completing the Annual Program Update!