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2010 Gates: Pre-College Math HCC_APP6217

Status: Submitted

Applicant Information

Institution: Highline Community College
Consortium: No

Contact:

Name: Helen Burn
Title: Instructor
Address: Highline Community College
MS 18-1
2400 S. 240th Street
Des Moines, WA 98198-9800
Phone: 206-878-3710 ext 3496
Fax: 206-878-3763
Email: hburn@highline.edu

Contents

Section 1

Team Lead's Department

Department of Mathematics
Highline Community College

Core Team and Partners

1A. List other faculty/staff (including titles, departments, and email addresses) at the college who will be directly involved in leading and/or implementing the project.

Dr. Rolita Ezeonu, Interim Dean of Pre-college and Transfer, rezeonu@highline.edu
Darryl Brice, Department of Sociology, dbrice@highline.edu
Dr. Helen Burn, Department of Mathematics, hburn@highline.edu
Amy Ehrlich, Department of Mathematics, aehrlich@highline.edu
Barbara Hunter, Department of Mathematics, bhunter@highline.edu
Diana Lee, Department of Mathematics, dlee@highline.edu
Han Lim, Department of Mathematics, hlim@highline.edu
Erik Scott, Department of Mathematics, escott@highline.edu
Aaron Warnock, Department of Mathematics, awarnock@highline.edu
Steve Washburn, Adult Basic Education/Pre-College Studies, swashbur@highline.edu

1B. Indicate which, if any, other departments or offices at the college or other schools or institutions that will play supportive roles in implementing the proposal. (optional)

Instructional Administration
Adult Basic Education/Pre-College Studies
Department of Sociology

Section 2

Existing Resources/Capacity

2A. Describe the current program structure/format of your pre-college to college-level math offerings including number of full- and part-time faculty who teach courses in the program.

(max. characters: 2,000)

We currently have a four-course sequence of pre-college math: arithmetic (Math 61), Pre-Algebra (Math81), Beginning Algebra (Math 91), and Intermediate Algebra (Math 97). We offer two sections of arithmetic each quarter and roughly 10 sections each of the other courses. Our pre-college courses are traditional in terms of content, sequencing, with most faculty combining lecture and small group work, and deploying classroom technology such as document cameras, course websites, or online homework. We offer some sections of pre-college courses using the Plato software. An additional, "alternate" course, Math 85, combines Math 61/Math 81 into a one-quarter "express" course. Similarly, we offer one higher-level "alternative" class—Fundamentals of Intermediate Algebra (Math 95)—that streamlines Math 91 and 97 into one course, offered once a year, strictly for students moving on to liberal arts math (MATH&107). In our evening and weekend programs, we mitigate low-enrollment by combining multiple pre-college levels into a single classroom using Plato.

Recently, as part of Highline's Achieving the Dream initiative, the department redesigned the pre-college curriculum, collapsing it into a two-quarter sequence for most students—Math 81 and Math 91—with an additional course for calculus-bound students. A more thorough discussion of this redesign is contained in Section 3A. A pilot of the new Math 81 begins spring quarter, 2010, with full transition beginning fall 2010.

The mathematics department comprises 12 tenured faculty, 1 faculty on a full-time, one year contract, and 14 part-time faculty. All of our 13 full-time faculty members teach at least one pre-college course yearly, and 8 (62%) teach multiple levels of these courses. All of our 14 part-time instructors are involved in teaching pre-college math. Within the department, a Developmental Math (Dev Math) Committee has formed to provide additional focus and guidance around this portion of the curriculum.

2B. Summarize any local research findings you've reviewed on student success in the pre-college math sequence (from Adult Basic Education through developmental education) and in college-level math courses.

(max. characters: 2,000)

COMPASS data shows that most pre-college students start at Math 81—3 levels below college level. Further, Math 81, 91, and 97 are consistently in the ten highest-enrollment

courses (excluding physical education courses) and are the highest-use classes for the Tutoring Center. At the same time, Math 91 and 97 ranked fourth and fifth, respectively, among courses with the largest number of students who receive grades below 2.0 (39.5 and 32.8 percent, respectively). Longitudinal data shows that the percentage of all 91/97 students receiving a grade of 2.0 or above has declined from 68.1 percent in 2004-05 (970/1425) to 58.5 percent in 2005-06 (984/1683) to 54.5 percent in 2006-07 (951/1745). In comparison to the general student body, students taking these courses are significantly younger—over 30 percent are 18 to 19 years old—and are only half as likely (11-13 percent, compared to 24 percent) to be professional-technical students. This data suggests that many older, professional-technical students may simply delay taking these courses, creating long-term barriers to completion.

Analysis conducted using the Student Achievement Initiative [SAI] database revealed lower success among young males aged 18-24 and female students aged 20-24, with roughly 60 percent of these students passing a pre-college mathematics course on their first attempt, compared to 70 percent of students in the 25-29 age group. Disaggregating by race/ethnicity revealed that, while white and Asian students had success rates that ranged from 76 to 82 percent during the three-year period 05-06 to 07-08, the success rates of African-American and Hispanic ranged from 64 to 75 percent.

Qualitative data have provided some context for these findings. Student focus groups revealed that students find the amount of material in these courses to be daunting, many feel isolated and alienated, many self-advise and do not see the relevance of math to their education. The tuition costs add to this discouragement.

2C. Describe any current or recent projects, grants, campus initiatives, etc. that serve as a foundation for the work being proposed; what existing work are you building on in this proposal and how is it connected?

(max. characters: 2,000)

Achieving the Dream

The pre-college curriculum redesign was part of our AtD math intervention. Years 1 and 2 of the intervention emphasized student support through mentoring and supplemental instruction, framed around the Student Attributes of the College Readiness Standards. The mentoring project proved powerful for involved faculty by familiarizing them with strategies for fostering student attributes in a one-on-one relationship. Though viewed as successful, the intervention affected only a small number of self-selected students (<40 per quarter). By making the curriculum redesign the focus of years 3 and 4, the Developmental Math [Dev Math] committee hoped it would have time to undertake the complex process of changing faculty beliefs about the purpose and goals of pre-college mathematics courses as well as incorporating instructional practices necessary to achieve these new goals.

Student Support Initiatives

The department believes in the importance of habits, beliefs, and metacognition to students' success. In 2009, we received a $10,000 SAMS grant to develop classroom tasks intended to foster specific student attributes. We held a retreat in fall of 2009 during which Dr. Cal Crow shared his "mind-heart-soul" framework for engaging students. We have institutionalized our Mathematics Resource Center [MRC] to support students with tutoring and workshops, and we just received a 4-year NSF grant to form a MESA Community College Program.

Technology initiatives

Last year, many members of the department adopted online math resources (MyMathLab and WebAssign), resulting in expanding access to mathematics courses through online, hybrid, and weekend offerings. Our classrooms have document cameras and PCs.

Outcomes Assessment

The campus has made progress in clarifying learning outcomes at the course and program levels and in closing the assessment loop. Our RPM proposal draws from a project created by Erik Scott to engage part-time faculty in outcomes assessment.

2D. What professional development opportunities currently exist for pre-college math faculty (part-time as well as full-time)?
(max. characters: 1,000)

Most full-time math faculty attend the annual state math conference, and many attend a national math conference. Tenure or tenure-track faculty receive $1,500 every other year for PD; one-year faculty receive $750/year. PT faculty request funding through a campus-wide pool. Additional pockets of funding are available, particularly for outcomes and assessment. The Dev Math committee serves as a learning community for pre-college faculty, though no part-time faculty currently participate. Erik Scott used discussion-board technology and face-to-face meetings to engage three PT faculty in outcomes assessment. The SAMS grant included stipends for three PT faculty. Informal PD occurs through sharing ideas via email or during space made at department meetings. Webinars are becoming a more popular means of PD. The campus Learning and Teaching Center provides PD related to initiatives such as UDL. Each quarter, two faculty members are available to consult about classroom technology.

2E. Based on the evidence you have, what are the current strengths of the pre-college math program and what are the major issues/challenges that need to be addressed?
(max. characters: 2,000)

Our major strength is that the pre-college curriculum redesign is grounded in evidence from data and findings from educational research. As a result, the Dev Math committee received a

supportive 12-0 advisory vote by the department to proceed with the pilot. In contrast to past efforts with innovation, such as Math 95, which had limited faculty buy-in, the spirit of collaboration and sense of common purpose is at an all-time high within the department.

Organizational factors are also strengths. All full-time faculty, and a core group of 6-8 part-time faculty teach pre-college courses, overseen by the Dev Math committee. Several years ago, the committee was granted significant departmental decision-making authority over the pre-college curriculum. The committee includes a mix of faculty who complement each other's strengths. The committee has been diligent in seeking departmental feedback, in documenting their efforts, and in educating the larger campus about the redesign. Our administration fully supports our efforts, as do our Achieving the Dream coaches.

The major challenge we face is in supporting faculty as we undertake the complex process of changing faculty beliefs about the purpose and goals of pre-college mathematics courses as well as incorporating instructional practices necessary to achieve these new goals. This will require faculty members to collaborate more intensely around teaching for understanding and outcomes assessment. Evidence suggests that faculty have difficulty knowing how to teach "non-standard" content and that the purpose and goals of the pre-college mathematics courses are not well-understood. In addition, faculty interpret and assess learning outcomes inconsistently, which leads to students passing courses with weak levels of mastery and limited ability to transfer mathematics. Barriers to faculty inquiry include time, leadership, and frameworks for such inquiry.

Section 3

Goals/Strategies/Activities

3A. The overall long-term goal of the project is to increase student achievement in college-level math courses by improving student success in and progress through their pre-college math (ABE and Dev Ed) experience in Washington community and technical colleges. To achieve this goal participating colleges are asked to address core areas of educational practice: what math is taught (restructuring/redefining the curriculum), how it is taught (emphasizing student understanding and engagement), and how it is assessed (refining diagnostic and classroom-based assessments). Given these parameters and the description of your program's strengths and challenges in section 2, describe what you'd like to accomplish if your institution were selected to participate in this project.
(max. characters: 4,000)

Overall Goal
We view this grant as a critical, turning-point resource to support the ongoing faculty development and coordination necessary during our transition to an unconventional (nontraditional) curriculum. Our overall goal is to improve the teaching-learning environment of our pre-college curriculum by (1) redesigning the pre-college curriculum and by (2) establishing a process of faculty inquiry around outcomes assessment that will lead to better student engagement and understanding.

Curricular redesign
The Dev Math committee determined that the pre-college curriculum could be adjusted to accomplish three things: (1) reduce the number of pre-college courses needed by most students, (2) focus on topics that will be immediately useful to students in their other courses or life outside of school, and (3) actively help students develop successful learning habits and attitudes. These determinations were grounded in data examined as part of Highline's Achieving the Dream grant. We drew from documents such as Crossroads and Beyond Crossroads in Mathematics (AMATYC 1995 and 2006), the local Transition Math Project, and from research suggesting that relevance and usefulness increase student engagement and that metacognition is crucial to mathematics learning (Bransford, Brown, & Cocking, 2000; Donovan & Bransford, 2005; Wigfield & Eccles, 2000). Further, by picking strategic examples and contexts, the redesign holds the promise of improving student transfer of knowledge to other academic and life domains (Bransford, et al., 2000). The redesign also mitigates our concerns about student persistence in a 3-quarter math sequence.

Under the redesign, most students will complete a two-quarter algebra sequence in preparation for a college-level math course such as statistics, college algebra, or liberal arts

mathematics. The two-quarter sequence includes five content strands: number sense, geometric sense, statistical reasoning, facility with formulas, and understanding of functions; and four process strands: successful student habits and attitudes, critical-thinking ability, quantitative reasoning ability, and effective communication ability. Students planning to take calculus will take an additional "algebra for calculus" course that includes specialized, technical skills required for calculus. By a 12-0 advisory vote, the Dev Math committee secured approval to move forward with a pilot of the new Math 81 in spring quarter of 2010, with full implementation of Math 81 and 91 beginning fall of 2010.

Faculty Inquiry Groups

Evidence from the field (e.g., Huber, 2008) suggests the power of faculty inquiry. Our second goal is to build faculty inquiry into the culture of our department, and to include part-time faculty in significant ways. To be sure, the proposed curricular redesign is outside of the traditional teaching norms in math: the emphasis on process strands, inclusion of mastery criteria for passing the courses, and emphasis on applications immediately useful to students. Our past experience with Math 95, as well as research on curricular reform, suggest the importance of faculty collaborating and supporting each other around outcomes assessment and pedagogy to ensure faculty buy-in as well as quality of student engagement and learning. The cultural transformation we envision is faculty being outcomes oriented, valuing consistency across different sections of the same course, coming to consensus on what we're teaching, how we assess, and what metacognitive skills are taught. By focusing on outcomes assessment, we can honor our guiding principle that the curriculum should accommodate a variety of instructional styles. Long-term, we will be recording pooled data by outcome for a given course level. Inquiry can center on deep questions such as, What pedagogical and social activities are necessary to develop cognition – especially deductive reasoning, self-evaluation of learning? To what extent are faculty adopting these practices?

3B. Do you intend to address a particular aspect of your pre-college math program (e.g., a specific course or transition) rather than take a more global approach to the overall program?

○ Yes
◉ No

If you answered "yes" to 3B, please describe why you chose that aspect.
(max. characters: 1,000)

3C. At this point what is your best thinking about pursuing what is described in 3A., i.e., what strategies or approaches seem most promising to you and why?
(max. characters: 2,000)

Summer Institute
Hold a 2- to 3-day workshop in during summer 2010 (and possibly 2011) to bring together full- and part-time faculty who will be teaching the new curriculum. We have ten years of evidence to suggest that, going forward, we need to support instructors if we expect to make the curricular redesign successful.

Lead Instructor Model with Inquiry Groups
Designate lead instructors for Math 81 and 91 who will be responsible for bringing faculty together in an inquiry group, using outcomes assessment as a focus, but building to include classroom observation and examining student work. We anticipate using an Internet platform like Angel to enable asynchronous communication with faculty teaching part-time, evenings, and weekends. Additional incentives may include stipends and making a commitment to part-time faculty that we will schedule them for the same course (say, Math 81) for the entire year. The lead instructors along with the mathematics coordinator will have paramount responsibility for engaging the larger campus community (e.g., ed planning and advising) in awareness and knowledge about the curricular redesign.

Strong evaluation component
Designate one faculty member to be responsible for data collection within the inquiry groups as well as collection, evaluation, and synthesis of evaluation data. Data should be disseminated to instructors on a quarterly or semiannual basis, as well as shared at mathematics conferences.

Support students transitioning from ABE/GED
During year two of the grant, we will build on an existing campus initiative where basic skills students co-enroll in an ABE/GED course and their first pre-college reading/writing course. We will extend this initiative to basic skills students co-enrolling in Math 81. Han Lim has been working with basic-skills instructors to more fully understand the gap in transition from ABE/GED to Math 81 and will teach the co-enrolled course. The students' tuition and books are subsidized by the college.

3D. A critical component of this overall project is faculty leadership and program/department-wide ownership of the proposed efforts to improve pre-college math. How do you plan to involve a "critical mass" of faculty in the efforts you propose (full-time and part-time) and build a collective program commitment to collegial learning about effective educational practice in pre-college mathematics?
(max. characters: 2,000)

The Dev Math committee secured a 12-0 advisory vote by the full department in favor of moving ahead with the curricular redesign. Structurally and organizationally, we are well

positioned. Aaron Warnock is developing the online modules in MyMathLab. Barbara Hunter and Diana Lee are developing pacing guides and sample activities for inclusion in the instructor manual, and Amy Ehrlich is creating samples of the mastery tests.
Erik Scott will be in charge of placement and learning community development. The department is creating an annual teaching schedule for the 2010-11 academic year. The 5-person Dev Math committee, along with Helen Burn (and potentially other FT faculty), have committed to teaching the new curriculum in the 2010-11 academic year. We are planning to offer "choice scheduling" as an incentive to part-time faculty. We are also strategically placing faculty in the gen ed introductory courses such as college algebra. The Dev Math committee members are prepared to step into lead instructor roles.

The major challenge is to develop a model for effective inquiry groups that engage both full- and part-time faculty. Our initial plan is to use a process developed by Erik Scott during fall 2009 when he led a faculty learning community on outcomes and assessment with all Math 81 instructors. The learning community successfully engaged all five faculty members teaching the course in ongoing discussion of interpretations of learning outcomes, construction of appropriate assessments, and consistent reporting of data across all sections. The level of faculty participation was especially noteworthy since Erik was the only full-time instructor teaching Math 81, and participation was voluntary – though a stipend of $175 was offered to part-time faculty who completed all tasks required of the learning community. To facilitate faculty involvement, he used asynchronous means of communication through Angel.

3E. What professional development, support and/or technical assistance would help you achieve your goals?

(max. characters: 2,000)

Model for faculty inquiry
The spirit of collaboration and sense of common purpose is at an all-time high within the department. As we move towards implementation, we need a model for faculty inquiry that can engage faculty in deep questions about teaching and learning while maintaining the current climate of cooperation and collaboration. Our redesign is based on the assumption that multiple pedagogies can achieve desired student learning outcomes. We need help structuring and developing ground rules for our inquiry so that is it a safe space for faculty to explore and grow. We will need to develop the model fully during summer 2010.

Metacognition and Habits of Mind
Last fall, we had a department retreat that included Dr. Cal Crow, who spoke about his "mind-heart-soul" approach to considering students as learners. His premise is that rearranging the furniture (e.g., changing curricular content) is not likely by itself to lead to significant gains in student learning. The department recognizes this, which lead to the inclusion of relevance and metacognition as cornerstones of the restructure. Although our

SAMS work has helped us develop classroom tasks aimed at fostering student attributes, we would benefit from PD opportunities geared toward sociocultural aspects of the classroom as well as teaching metacognitive tools.

Building an equity agenda

We have an ongoing, institutional commitment to equity, and AtD has helped math faculty see how they can contribute. Our institutional data shows that younger students, particularly males, African-American and Hispanic/Latino students, as well as professional technical students, are less successful in pre-college mathematics. If our redesign does not serve to close the achievement gap, we will seek PD opportunities to further understand how our pedagogy can have an impact.

Coaching

Finally, we would appreciate ongoing updates or reviews by the grant leadership, analogous to the role of coaches in AtD.

Section 4

Evaluation Plan

4A. What evidence will you use to help assess the success of the work you propose and how do you intend to gather and use that evidence?
(max. characters: 2,000)

Student Achievement, Retention and Persistence
At the program level, the SAI database will be used to measure any change in the percentage of students who pass pre-college mathematics courses on their first attempt, broken down by age, gender, race/ethnicity and type of student (prof-tech, transfer, basic skills, etc.) We will adopt any recommendations made by the RPM consortium related to using the SAI database. Because the SAI database is updated annually, we will collect quarterly data from faculty teaching the pre-college curriculum about student achievement (% >= 2.0) and retention within the quarter. Our institutional researcher will provide data related to quarter-to-quarter persistence. Helen Burn will head these efforts. We will compare the data against an historical baseline.

Student Satisfaction
The department developed a "student satisfaction" survey, which will be administered at the end of each quarter to students in the redesigned curriculum, with results compared against baseline data from students in the traditional pre-college curriculum in winter and spring of 2010. The survey was piloted on two sections of Math 81 in fall, 2010. While the pilot data is not suitable for generalization, factor analysis confirmed the reliability of questions, and the results suggest that our proposed curriculum may be perceived by students as more relevant and applicable to their lives outside the math classroom.

Student Learning
To evaluate student learning, we will collect course-level data on the percentage of students who are successful on the four mastery tests. Within the faculty inquiry groups, this data will be examined along with qualitative data from classroom tasks and student work, as well as faculty self-reported data, to provide evidence about how students are engaging with the curriculum, about effective practices, and effective assessment. This portion of our evaluation plan will be fleshed out as we develop our model for effective faculty inquiry.

4B. What support/technical assistance do you envision needing in order to evaluate the impact of the work you propose?
(max. characters: 1,000)

Our AtD work makes us well-poised to collect and evaluate the quantitative, program- and course-level data related to student success, retention, and persistence. Our main needs center

on understanding how to effectively examine classroom tasks, classroom teaching, and student work so that we can form hypotheses or draw conclusions about factors that lead to deep student engagement and learning. We need time to take what we learned from the kick-off RPM session in February (e.g., Jon Hasenbank's work) and to use some of the other resources provided, such as Barkley, Cross and Major's Collaborative Learning Techniques, to flesh this important piece of our evaluation plan. We imagine that this will continue to be the focus of the meetings of our consortium. As well, we hope that Emily, Gillies, and Bill will serve in some sense in the way the AtD "coaches" did by providing us with guidance on this challenging task.

Section 5

Sustainability Plan

5A. What is the potential for continuing, and if possible scaling up, this work beyond the grant period, and how are you addressing directly this issue of sustainability as part of your proposed work?
(max. characters: 2,000)

Administratively and financially, the project is already sustainable and scalable. The department enjoys strong administrative support for the department's initiatives, which by design will ultimately reduce section offerings and speed student progress.

However, to get there will require changes in faculty beliefs about what we teach, how we teach, and how we assess learning. Faculty will need support in seeing the through-lines or big ideas of the curriculum, and in using inquiry as a means to understand instructional approaches and assessment practices that lead to student engagement and deep learning. Such changes occur slowly and require sustained attention at the early stages until "critical mass" is reached. We believe our process of faculty learning communities and regularly examining data will produce such change, but it will be cumbersome to develop. The department has a history of institutionalizing innovation, such as the Mathematics Resource Center, Math 95, and addressing student attributes and habits of mind. The RPM grant will provide the guidance and support needed to create and refine the processes to the point they are manageable within the normal expectations of faculty.

Our plan for the next two years is to develop and elaborate a faculty inquiry model that works within the departmental and institutional culture such that it will be self-perpetuating after the grant period. We will learn the best ways to engage part-time faculty in learning to teach a pre-college curriculum that differs from their past experience and to embrace the themes of the new curriculum. In this way, we are addressing the issue of sustainability throughout the grant period. For the past four years, Achieving the Dream has been the main source of funding for the curricular redesign, and we hope that the RPM can provide the next round of funding to support our work, which we believe is the future model of pre-college curriculum and faculty inquiry into student learning.

5B. What support/technical assistance do you need in order to be able to address the long-term sustainability of the work you are proposing?
(max. characters: 1,000)

At the outset, the most important assistance relates to helping flesh out the purpose and structure of the faculty inquiry groups in a way that jibes with departmental culture. While we are building the inquiry groups based on a model developed by Erik Scott, we are open to

suggestions from the grant leadership. As is common with projects of this scale, unforeseen or unexpected obstacles will emerge during the pilot and scale-up for which we will rely on the grant leadership and the coalition for support and advice. There are also ways that our project might leverage existing resources such as WAMAP that we may need technical assistance with. Finally, because of the current DTA discussions around pre-college mathematics, it is conceivable that we will need the grant leadership to advocate on our behalf in policy arenas.

VP of Instruction Approval

5C. My college's Vice President of Instruction has reviewed and approved this application.


Section 6

Budget Narrative

6A. Description of how funds will be used for Project Development Salaries, Wages, and Benefits.

6B. Description of how funds will be used for Project Development Goods and Services.

6C. Description of how funds will be used for Project Development Building Rental and Utilizations.

6D. Description of how funds will be used for Project Development Travel.

6E. Description of how funds will be used for Project Development Contracts.

6F. Description of how funds will be used for Instruction Salaries, Wages, and Benefits.

2009-10: Warnock: $5, Scott: $5K, Lee: $3K, Burn: $3K will receive funding to develop the faculty inquiry model, to design the summer 2010 institute, and to finalize work related to the curricular redesign, including the evaluation plan. $3K will fund $300 stipends for 10 instructors to attend summer workshop to introduce the curricular redesign during summer quarter 2010.

2010-11: $30K for release time for fall, winter, and spring quarters for the lead instructors for Math 81 and Math 91 (2 faculty x 3 quarters x $5000/quarter). $10K for release time for Burn for evaluation work. $1K for stipends for PT instructor involvement and $1K stipend for sociologist Brice. $3K for summer workshop.

2011-12: $30K to fund one course of release time for for lead instructors for Math 81 and Math 91. $10K for release time for Burn for evaluation work. $5K for release time for Han Lim to design and teach the ABE/GED component of the grant. $1K for PT instructor involvement and $1K for summer workshop stipends.

6G. Description of how funds will be used for Instruction Goods and Services.

$1000/yr for expenses related to the summer institute, including supplies and meals, for 2010, 2011, and 2012.

$1000 for miscellaneous supplies and resources required to complete the project for 2010-11 and 2011-12.

$1000 reserved to fund travel associated with the grant during the 2010-11 academic year.

$2000/yr in 2010-11 and $1000 in 2011-12 to bring in outside speakers/presenters for professional-development needs of faculty related to this project.

6H. Description of how funds will be used for Instruction Building Rental and Utilizations.

6I. Description of how funds will be used for Instruction Travel.

6J. Description of how funds will be used for Instruction Contracts.

6K. Description of how funds will be used for Administration Salaries, Wages, and Benefits.

6L. Description of how funds will be used for Administration Goods and Services.

6M. Description of how funds will be used for Administration Building Rental and Utilizations.

6N. Description of how funds will be used for Administration Travel.

6O. Description of how funds will be used for Administration Contracts.

Budget

Institution: Highline Community College

Activity	Salary and Wages	Employee Benefits	Goods and Services	Building Rental & Utilizations	Travel	Contracts	Total
Project Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Instruction	$19,000.00	$0.00	$1,000.00	$0.00	$0.00	$0.00	$20,000.00
Administration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total	$19,000.00	$0.00	$1,000.00	$0.00	$0.00	$0.00	$20,000.00