

# 1. Assessment Plan - Three Column



## PIE - Humanities & Social Sciences: English, Literature & Creative Writing Unit

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p><b>Acceleration</b> - Pilot, assess, and evaluate various models of acceleration for developmental writing classes as outlined in recent grant.</p> <p><b>Status:</b> Archive</p> <p><b>Goal Year(s):</b> 2016-17</p> <p><b>Date Goal Entered (Optional):</b> 09/01/2016</p> <p><b>Date Goal Archived/Inactivated (Optional):</b> 05/31/2018</p>	<p><b>In Progress</b> - The ELJD has created two new courses that offer an accelerated approach for developmental work in the composition sequence:</p> <p>1) English 1A/66 is a re-requisite model that allows students who had placed into English 68 to move directly into English 1A when it is supported by an ancillary 1-unit English 66 course. This model was piloted for the first time in Spring 2017; we are awaiting data about the student success rates and about the success rates of those students who go on to English 1C after completing the 1A/66 model.</p> <p>2) English 90 is a single, 5-unit developmental class that will allow students to complete their developmental composition work in one semester; students who would have placed in English 67 will be able to enter directly into English 90, which will prepare students for English 1A, thus reducing the number of courses (from two to one) and the number of units (from eight to five) for students to qualify for</p>	

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	<p>English 1A.</p> <p><b>*Describe Plans &amp; Activities</b></p> <p><b>Supported (Justification of Need):</b> Continued support from Curriculum and Institutional Research; financial support for faculty who are interested in Professional Development and Training through the California Acceleration Project.</p> <p><b>*Lead:</b> Michelle Dougherty, Richard Myers, Erin Danson, and Ned Weidner are piloting these courses. Margie Whalen, Department Chair, is assisting with implementation and scheduling.</p> <p><b>What would success look like and how would you measure it?:</b> Successful completion of English 1A/66 by students who would otherwise have had to take English 68 and 1A; successful completion of English 90 by students who would otherwise have had to take English 67 and 68.</p> <p><b>Planning Unit Priority:</b> High</p>	
<p><b>Adjunct Faculty Support</b> - Continue to strengthen evaluation process of and support for our large adjunct faculty pool.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2016-17, 2020-21, 2021-22, 2022-23</p> <p><b>Date Goal Entered (Optional):</b> 09/01/2016</p>	<p><b>In Progress</b> - Increase release time for Adjunct Faculty Mentors. We currently focus primarily on classroom observations and review of materials for faculty who are being observed. We need to do more with review of syllabi and graded papers; we also need to create a faculty handbook.</p> <p><b>*Describe Plans &amp; Activities</b></p> <p><b>Supported (Justification of Need):</b> Release time. Stipends.</p> <p><b>*Lead:</b> Ned Weidner, Erin Danson</p> <p><b>What would success look like and</b></p>	

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	<p><b>how would you measure it?:</b>  Completion of review of syllabi, which we are currently unable to do because of time issues and competing demands on time.  Creation of handbook.  Time to support adjunct faculty beyond the evaluation process in the form of mentoring, which the current amount of release time does not allow.</p> <p><b>Type of Request:</b> STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>Total Funding Requested:</b> 16 annual LHE</p>	
<p><b>Professional Development</b> - Work toward offering consistent professional development opportunities that focus on best pedagogical practices for composition classes.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2016-17, 2020-21, 2021-22, 2022-23</p> <p><b>Date Goal Entered (Optional):</b> 09/01/2016</p>	<p><b>In Progress</b> - We offered a number of professional workshops for faculty about the coming changes, including best practices for online teaching due to the pandemic. We need to offer more.</p> <p>We need professional guidance to facilitate discussions of race, diversity, and equity that are specific to our department and area of instruction.</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b>  Stipends for adjunct faculty participation.</p> <p><b>*Lead:</b> Ned Weidner</p> <p><b>What would success look like and how would you measure it?:</b>  Regularly-scheduled departmental activities focused on race, diversity, and equity facilitated by expert guest speakers. Survey - Adoption of some</p>	

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	<p>strategies presented in communities of practice. Success Data - Higher student success and retention for participating faculty as compared to non-participating faculty. We have measured success data. Of faculty who have participated in our ELCW communities of practice over the past three years, they have a six percent higher success rate and seven percent lower equity gap than non participating faculty.</p> <p><b>Type of Request:</b> STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>On-Going Funding Requested (if applicable):</b> 10000</p> <p><b>Total Funding Requested:</b> 10,000.00</p>	
<p><b>Technology for Journalism</b> - Ensure that all Journalism students have access to technology and effective workspace.</p> <p><b>Status:</b> Inactive</p> <p><b>Goal Year(s):</b> 2018-19</p> <p><b>Date Goal Entered (Optional):</b> 09/01/2016</p>	<p><b>Request - Full Funding Requested -</b> 12-15 long tables with chairs for 40 students. Wiring and infrastructure to support changes in workstations.</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b> Production of student publications and teaching of journalism production classes will be facilitated by a more flexible work space.</p> <p><b>*Lead:</b> Toni Albertson, Gary Enke, Karelyn Hoover, Jeanne Marie Velickovic, Robert Jackson.</p> <p><b>What would success look like and how would you measure it?:</b> The Newsroom would be reconfigured to allow more flexibility in how and where student journalists work with one another on projects.</p> <p><b>Planning Unit Priority:</b> High</p>	

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**Learning Communities** - Working with the appropriate groups, continue to streamline and support Learning Communities, with special attention to the infrastructure, including planning, scheduling, implementation, and registration processes for student

**Status:** Active

**Goal Year(s):** 2018-19, 2022-23

**Date Goal Entered (Optional):**  
09/01/2016

**Request - Full Funding Requested -** English faculty are currently working with faculty from math and counseling and administrative staff in the instruction office to develop a first-year experience program. We are requesting resources for 10 total LHE for an English faculty coordinator: 4 LHE per semester in fall and spring, 1 LHE in winter and summer.

**\*Describe Plans & Activities**

**Supported (Justification of Need):**

The English Faculty Coordinator will communicate with faculty from math, counseling, and staff from various campus support services to design and implement a cohesive learning communities program that addresses the needs of students for both academic and non-academic support. This role will also involve data gathering, review, and analysis.

**\*Lead:** Michelle Dougherty, Ned Weidner

**What would success look like and how would you measure it?:** Success would be measured by higher retention, success and transfer rates for students in the program.

**Type of Request:** OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

**Planning Unit Priority:** High

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	<p><b>Total Funding Requested:</b> 10 LHE</p> <p><b>Completed</b> - Implementation and possible expansion of Pathways to Transfer and Pathways Career Clusters English 68 sections, pending data confirming their efficacy.</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b> Clerical support, current institutional research, counseling support for recruitment, marketing for recruitment, leadership.</p> <p><b>*Lead:</b> None--except for Chris Estrada, who is providing clerical support; there have been multiple shifts in leadership positions, so we are waiting for those to be settled.</p> <p><b>What would success look like and how would you measure it?:</b> At least 50% of the Pathways Career Clusters students will be in classes that actually reflect their career clusters. Strong success for students in Pathways to Transfer classes.</p> <p><b>Type of Request:</b> STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>Total Funding Requested:</b> none</p>	
<p><b>Non-Native Speakers</b> - Work with expert faculty, the Writing Center, and AmLa to improve preparation, readiness, and success of non-native students as they enter and progress through our composition sequence.</p> <p><b>Status:</b> Inactive</p> <p><b>Goal Year(s):</b> 2016-17</p> <p><b>Date Goal Entered (Optional):</b> 09/01/2016</p>		

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
<p><b>Placement</b> - Assess, evaluated, and make appropriate adjustments in response to CAI.</p> <p><b>Status:</b> Inactive</p> <p><b>Goal Year(s):</b> 2016-17</p> <p><b>Date Goal Entered (Optional):</b> 09/01/2016</p>		
<p><b>Secretarial Support</b> - Reclassify Department Secretary to Administrative Assistant II or II in order to provide a wider range of support to the Department and relieve demands on the staff in the Humanities Division. Consistent ongoing administrative support</p> <p>Chris Padilla has been extremely helpful in this capacity. If/when he leaves, we would like his presence replaced.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2017-18, 2020-21, 2021-22</p> <p><b>Date Goal Entered (Optional):</b> 05/31/2018</p>	<p><b>Request - Full Funding Requested</b> - Salaries.</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b> The English, Literature, and Journalism Department is the largest academic department on campus, larger even than Math, which has an Administrative Assistant III. In spite of recent staffing increases in the Humanities Division office, the workload is still overwhelming. Reclassifying the English Department Secretary would allow her to perform a wider range of services in house, thereby relieving the burden on Division staff.</p> <p><b>*Lead:</b> Karelyn Hoover</p> <p><b>Planning Unit Priority:</b> Medium</p>	
<p><b>Implementation of AB 705: Support Student Access and Success</b> - The successful implementation of AB 705 is the most important project of the English, Literature, and Journalism Department. Specifically, the Department seeks to: offer sufficient sections to respond to student demand; meet the requirement that the College maximize the probability that students will enter and complete Freshman Composition their first</p>	<p><b>Request - Full Funding Requested</b> - Funding for faculty development, coordination, and training.</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b> First-semester experience in which first-semester students take English with a co-requisite and math with a co-requisite to fulfill a 12-unit full-time load status. Collaboration between English, Math, Bridge, and Pathways to develop the model.</p>	

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
<p>year; ensure that success rates remain constant; maintain academic rigor; support developmental needs of students who may place much higher than in the past; address equity issues and disproportionate impact in persistence and success rates.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2018-19, 2020-21, 2021-22, 2022-23</p> <p><b>Date Goal Entered (Optional):</b> 05/31/2018</p>	<p>Most likely BSSOT funding would be used for this.</p> <p><b>*Lead:</b> Gary Enke. Michelle Dougherty, Debbie Rivers, David Beydler</p> <p><b>What would success look like and how would you measure it?:</b> To offer three cohorts of first-semester experience Spring 2019</p> <p><b>Planning Unit Priority:</b> Medium</p> <p><b>Request - Full Funding Requested -</b> Continuation and Expansion of Communities of Practices</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b> Maintaining and extending the current department initiative regarding Communities of Practice will be an essential component of responding to student needs during this time of change. Extending the training offered to faculty to include Culturally Responsive Pedagogy and Critical Race Theory are also urgently needed to address the wide equity gaps in student achievement for minoritized students. Support for conference and travel will be essential. Could be expanded to include other general education areas.</p> <p><b>*Lead:</b> English Chair</p> <p><b>What would success look like and how would you measure it?:</b> Reduction of the equity gaps in student achievement for minoritized students.</p> <p><b>Type of Request:</b> PROFESSIONAL &amp; ORGANIZATION DEVELOPMENT (POD): Requests that provide</p>	



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	<p>professional learning opportunities for Mt. SAC employees.</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>On-Going Funding Requested (if applicable):</b> 50000</p> <p><b>Request - No Funding Requested -</b> Support for new programs meant to maximize student success and retention.</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b> We need to continue to monitor student success and retention and implement practices that best promote increased success and retention.</p> <p><b>*Lead:</b> Equitable Placement and Completion Coordinator and ELCW chair</p> <p><b>What would success look like and how would you measure it?:</b> Student success and retention would increase in ENGL 1A and ENGL 1C</p> <p><b>Type of Request:</b> PROFESSIONAL &amp; ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>Total Funding Requested:</b> 0</p>	
<p><b>Technological Currency--Classrooms -</b> Provide computer classrooms for students in composition classes.</p> <p><b>Status:</b> Archive</p> <p><b>Goal Year(s):</b> 2018-19, 2019-20, 2020-21</p> <p><b>Date Goal Entered (Optional):</b> 05/31/2018</p>	<p><b>Completed -</b> Four computer classrooms for 30 students each. The computers should have the ability to fold down, away, or slide into a desk.</p> <p>The important aspect here is that we want students to have access to computers, but we want the ability to have a class discussion without the computer screen being a</p>	

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	<p>distracting presence. We would like the rooms to have an Elmo and projector.. 2. We would like the computers in these rooms to have SynchronEyes software. 3. More whiteboards. These could be either sliding whiteboards or additional whiteboards on the walls that do not already have existing whiteboards. 4. Smartboard. We are thinking here of what the LAC has in room 6-122. Component 1 is needed. Components 2-4 are ideal, but they would not be absolutely necessary.</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b> Students primarily in English 1A+80 will be able to engage in the full range of writing activities with their professor present, everything from initial discussion of the assigned text or texts though final revision and editing of their essays. This is a crucial activity because so many of our students lack access to technology and internet at home.</p> <p><b>*Lead:</b> Karelyn Hoover, Ned Weidner, Robert Jackson.</p> <p><b>What would success look like and how would you measure it?:</b> Four fully equipped classrooms.</p> <p><b>Type of Request:</b> FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>Total Funding Requested:</b> One time</p> <p><b>Request - Full Funding Requested -</b> Computer classrooms for English:</p>	

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	<p>26B-35521-3555-3561-3565 to accommodate (30) students and (30) computers each.</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b>            With the implementation of Multiple Measures and the subsequent adoption of composition support classes, dedicated computer labs are needed to support students in composition classes. This will allow students to work on writing and research assignments in the composition support classes. These computer labs will support the pedagogy developed by the English faculty in response to the changing requirements for English completion. This request is for modification of existing classrooms (electrical upgrades, HVAC supply, etc.).</p> <p><b>*Lead:</b> Karelyn Hoover &amp; Ned Weidner</p> <p><b>What would success look like and how would you measure it?:</b>            Increased use of technology for better student outcomes.</p> <p><b>Type of Request:</b> FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>One-Time Funding Requested (if applicable):</b> 576150</p>	
<p><b>First Year Experience</b> - Improve student success in ENGL 1A and 1C. Decrease equity gaps</p>	<p><b>Request - Partial Funding Requested</b>            - LHE for faculty, Funding for TC support, faculty mentor, campus</p>	

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
<p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2022-23</p>	<p>speakers, and special events. We are requesting resources for 10 total LHE for an English faculty coordinator: 4 LHE per semester in fall and spring, 1 LHE in winter and summer.</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b> The project consists of seven main steps as outlined below. It will begin with an FYE Orientation, which will lead to a MAP workshop. Next will be a two-week STEP program, followed by a two-week AIME program. Then we will have five cohorts of students in the fall, a winter writing and team building retreat, and finally we will have five more cohorts in the spring semester.</p> <p><b>*Lead:</b> Ned Weidner</p> <p><b>What would success look like and how would you measure it?:</b> Decrease in equity gaps and increase in student success and retention in ENGL 1A and 1C as compared to non FYE sections.</p> <p><b>Type of Request:</b> OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>Total Funding Requested:</b> Ongoing 10 LHE</p>	
<p><b>Rebuild Literature and Creative Writing Program</b> - Our literature</p>	<p><b>Request - Full Funding Requested</b> - 5000 a year to bring in writers and</p>	

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<p>courses have been struggling to make enrollment limits. We would like the funds to promote Culturama programs, link our LIT classes with other department courses in HSS, and bring in diverse writers to get students excited about reading and writing.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2022-23</p> <p><b>Date Goal Entered (Optional):</b> 04/27/2022</p>	<p>have small student events.</p> <p><b>*Describe Plans &amp; Activities</b></p> <p><b>Supported (Justification of Need):</b> Writer's day, Chicanx LIT events, Black history month event, Native American LIT event</p> <p><b>*Lead:</b> Lloyd Aquino, ELCW Culturama committee</p> <p><b>What would success look like and how would you measure it?:</b> Success would look like having three events a year to promote diverse writers.</p> <p><b>Type of Request:</b> OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.</p> <p><b>Planning Unit Priority:</b> Medium</p> <p><b>Total Funding Requested:</b> 5000</p>	
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<p><b>Technological Curreny</b> - We need more computer classrooms. The four rooms that we have do not meet the needs of our current offerings for ENGL 1A/80 for which they were designed. Without ENGL 68 or 67 we expect an increase in ENGL 1A/80 offerings, which means we will not be able to meet the needs of students.</p> <p>Four computer classrooms for 30 students each. The computers should have the ability to fold down, away, or slide into a desk. The important aspect here is that we want students to have access to computers, but we want the ability to have a class</p>	<p><b>Request - Full Funding Requested -</b> Computer classrooms including desktops and a laptop cart for each room.</p> <p><b>*Describe Plans &amp; Activities</b></p> <p><b>Supported (Justification of Need):</b> These rooms will support the addition of just-in-time remediation (a key pedagogical technique in our support of ENGL 1A/80 students.</p> <p><b>*Lead:</b> Ned Weidner</p> <p><b>What would success look like and how would you measure it?:</b> Success would mean the addition of more computer classrooms.</p> <p><b>Type of Request:</b> FACILITIES: This section includes minor building</p>	
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Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
<p>discussion without the computer screen being a distracting presence. We would like the rooms to have an Elmo and projector.. 2. We would like the computers in these rooms to have SynchronEyes software. 3. More whiteboards. These could be either sliding whiteboards or additional whiteboards on the walls that do not already have existing whiteboards. 4. Smartboard. We are thinking here of what the LAC has in room 6-122. Component 1 is needed. Components 2-4 are ideal, but they would not be absolutely necessary.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2022-23</p> <p><b>Date Goal Entered (Optional):</b> 05/12/2022</p>	<p>improvement projects and alterations to specific rooms or operational areas.</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>One-Time Funding Requested (if applicable):</b> 250000</p> <p><b>Total Funding Requested:</b> 250,000</p>	
<p><b>Kami Subscription - Technological</b></p> <p><b>Currency -</b> We would like a subscription to the Canvas Application, Kami. This will allow students in all our classes to annotate texts online free of charge. Annotation is an integral component to all our composition classes. Without it, we cannot teach composition online competently.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2022-23</p> <p><b>Date Goal Entered (Optional):</b> 05/12/2022</p>	<p><b>Request - Full Funding Requested -</b></p> <p>A subscription to Kami.</p> <p><a href="https://www.kamiapp.com/google/">https://www.kamiapp.com/google/</a></p> <p><b>*Describe Plans &amp; Activities</b></p> <p><b>Supported (Justification of Need):</b> This will support all our composition courses but especially ENGL 1A/80.</p> <p><b>*Lead:</b> Ned Weidner</p> <p><b>What would success look like and how would you measure it?:</b> We would have Kami for all our classes.</p> <p><b>Type of Request:</b> INSTRUCTIONAL EQUIPMENT: Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.</p> <p><b>Planning Unit Priority:</b> Urgent</p> <p><b>On-Going Funding Requested (if</b></p>	

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applicable): 5000  
Total Funding Requested: 5000

2022-23 NEW RESOURCE ALLOCATION REQUESTS - PRIORITIZED SUMMARY

(For requests that have been approved for funding, please provide documentation to support amount requested, such as price quotes from vendor, copy of catalog, etc.)

TEAM: INSTRUCTION

To Be Completed By Departments								
Priority Number	Division	Department- Org/Department's Contact Staff	Description	Justification of Need	One-time	Ongoing	Total Requested	Strategic Goals
11	Humanities & Social Sciences: English Language and Creative Writing Unit	Ned Weidner	Purchase annual KAMI License subscription for Canvas for use by English faculty and students	<p>KAMI supports success, retention, and completion in freshman composition courses.</p> <p>KAMI fully integrates all student work and professor feedback into one location within Canvas. Students can do all coursework using any computer or tablet.</p> <p>Professors can provide direct instruction and feedback to students annotating assignments in Canvas. Professors can provide feedback on all student work prior to work being submitted for grading. Group annotation is also available for the entire class or groups of students. This offers increased ability to provide early alert intervention and support before student grade point averages are adversely affected.</p> <p>Students have access to all annotation tools, including a dictionary and language translation. For example, all written material can be read aloud in English, Spanish, etc. All student work would be able to be completed in Canvas using the KAMI annotation software. Students will no longer have to seek out multiple software programs with unproven compatibility to do different assignments. That means they can thoroughly and comprehensively participate in any assignment in their class, without barriers or restrictions.</p> <p>Aligns with Cabinet Budget Priority: 2</p>		\$9,009.00	\$9,009.00	1, 2, 3