

**Framework Plan (FWP)– Template:
UPDATED and Incorporated into Actual OUTCOMES of the PROGRAM and
ADJUSTMENTS that were made as a result of the pilot programs. Final
fine-tuning of this document was done in October 2018 based on the
processes and changes that have occurred that contributed to our outcomes.**

Work Package #1 – Preparation

Gordon Academic College of Education: Initial Proposed workplan finalized in January 2016 (may be adjusted according to the pre-pilots and pilot student evaluation results).

Dr. Rabia Basis, Dr. Roxana Reichman, Dr. Rita Khoury, Dr. Ornat Turin, Dr. Rhonda Sofer

Introduction: Gordon Academic College of Education is an institute that trains students to be educators and teachers in the Israeli educational school systems. As such, we believe that teachers should be representative and reflect the cultural and social diversity of Israeli society, including marginal populations that do not have the opportunity for access to higher education. We believe that through empowering marginal populations to further their academic education in the field of teaching, that these participants will not only become contributing members of Israeli society, but moreover, become role models for all Israeli children and their parents, as successful and contributing members of our society.

It is our aim, to empower these students after one semester two-day a week of preparatory support to be able to integrate into Gordon's existing departments of teacher-training with the increasing ability to succeed within their academic studies as well as outside of their academic studies with gradually minimization support nurturing independence.

Target Group #1 Marginalized women from all social and cultural backgrounds that did not have the opportunity of access to higher education. We plan to have a pilot group of 15-20 women that we will actively reach out and recruit through several processes: recommendations of faculty, staff and students who represent a cross-cut of different Israeli social and cultural groups and through examining the applications of women who applied and were not accepted but are close to the acceptance criteria; etc. The focus will be based on women ages 25-40 with exceptions made for those not within age range but who meet the motivation and ability criteria.

Challenges and barriers include:

1. Language (Hebrew)
2. Academic Learning Strategies and skills
3. Low academic Standards
4. Limited orientation to digital/technological literacy and use.
5. Financial Barriers
6. Low level of English.
7. Social alienation
8. Learning disabilities.
9. Time resources for studying is limited due to their marginalized situation.
10. Distance between home and college

Existing Support services (not for 30+ but for any disadvantaged population)

1. Peer Tutoring
2. Dean's Scholarships (limited and mostly for regular students)
3. Ethiopian scholarship fund (for Ethiopian students)

4. Discharged soldiers fund (only for students who have served in the army)
5. Preparatory academic courses (4 days a week academic program for regular students)

University and National Regulations:

Admission standards according to the Council of Higher Education WITH occasional exceptions.

New proposed support services for target group (updated throughout the program development and after pilot program and feedback):

1. Staff Orientation for working with this special group.
2. Establishing a follow through program which is administered by the Executive Assistant to the International Center and President's Office who ensures that the students who are integrated into departments are getting the support that they need.
3. Meetings with Heads of Departments that introduce their program of studies to LEAP students.
4. Meetings with Students with similar backgrounds who study at the different departments that the LEAP students are considering studying in.
5. Special peer mentoring (big brother or sister) with excellent students if needed.
6. Special Language courses in Hebrew and in English.
7. Special preparatory courses that strengthen academic learning skills.
8. Special support workshops that provide these students with extra help that they need on specific topics (e.g. English, Math, Time-management, dealing with anxiety during exams, communication, etc.).
9. Special course to aid in technology and learning and basic computer skills.
10. Assessment by Gordon's experts on learning disabilities to evaluate the students and build individualized learning program to assist in the learning process for those students who need this assessment.
11. Professional support system by psychologist, counselor and/or department heads.
12. Financial scholarship according to marginalized groups.

Flow Chart: Work Plan.

April-October 2016: Recruitment of students to participate in the pilot program

- Human Resources: Registrar's Office; Gordon faculty, staff and students (existing in Gordon).
- Outreach to NGO groups that are work with marginal populations.
- Outreach to foundations for scholarships for supporting marginalized populations in higher education.
- Academic assessment by Gordon's experts in the field of Languages, mathematics, computer and academic learning abilities of each student (for base line of academic progress).

July-October 2016: Staff orientation workshops.

July-October 2016: Review of incoming students by Executive Assistant who will be following through on their integration into Gordon's academic cprogram.

October 2016: Choosing Excellent students to participate in the program with an orientation workshops.

October 2016-February 2017: Professional assessment of learning disabilities to those who are evaluated as needing this assessment..

August 2017: REASSESSMENT of the program. Decision to Integrate LEAP program into the regular 4 day a week for 2 semesters academic preparatory program AND as an additional day of workshops weekly (30 workshops totally 180 hours) to provide LEAP students with the extra support they need.

October 2016-June 2017: Student Preparatory Courses (560 hours of in-class and distance learning courses):

Resources required: paying teaching staff for 560 hours.

Human Professional resources as offered by Gordon: co-financing (Counselling and faculty mentoring).

Equipment: Making laptops, IPADS and computers available for the students to use in their course of study. Created a whole computer room for the LEAP program which is used 6 hours a day for their classes and studies.

- Preparatory courses: Hebrew, English, Academic Learning Skills and Basic Computer skills and maybe adding other topics if possible. The scheduling will be finalized according to the needs assessment of students participating in the program. Extra day added to provide this support

Summer of 2017---assessing students skills (from baseline tests through the first academic year). Integration of students into departments...depending upon abilities.

October 2017- June 2018:

Two semesters of academic studies assisting those that need with peer-tutoring and scholarships. If the students request, the regular class load will be reduced to enable them to continue to work and thus we will adjust their course load so that they can integrate working and studying (may extend studies another semester).

Internal QUALITY ASSURANCE process begins of the whole Academic Preparatory Program to Assess the Impact of this program. This QA process includes examining the results of LEAP.

Recommendations of this report were implemented for the 2018-19 academic year: Center for Academic Skills Established for the 2018-19 academic year; New position for Academic Monitoring of the whole Preparatory Program established; Counselor was replaced.

February 2018 (after 3 academic semesters of study) overall assessment of program to adjust selection process for the next round of new students. Totally accomplished.

For pilot program, the students will still be supported through the peer mentoring program (as needed) and linked with a faculty member who provides support. The other professional services (counselling and support with learning disabilities) will also continue to be available to the students.

Summer of 2018: overall evaluation of program with student and faculty assessment of program combined with academic success measured with passing courses (formative and summative assessment).

Summer of 2018: Recruitment of new students (Second phase of the pilot—sustainability process).

- Human Resources: Registrar's Office; Gordon faculty, staff and students (existing in Gordon).
- Outreach to NGO groups that are work with marginal populations.

- Outreach to foundations for scholarships for supporting marginalized populations in higher education. ACCOMPLISHED through flexibility negotiated in one of Gordon's Endowment Scholarship funds for Ethiopian students (10-15% of this endowment fund can now be used for needy students from any background).
- Academic assessment by Gordon's experts in the field of Languages, mathematics, computer and academic learning abilities of each student (for base line of academic progress).

October 2018-June 2019

LEAP program is institutionalized and sustained. A group of around 18 new students over 30 or with special disabilities (e.g. hearing) are accepted into the preparatory program.

LEAP graduates being monitored--one who was going through a personal family crisis was assisted with a subsistence scholarship that enabled her to continue her studies into the 3rd academic year. Executive Assistant of International Center continuing her monitoring of LEAP student graduates that are integrated into the program and sets up monitoring routine for new incoming students.