

**LONG-TERM AND SHORT-TERM OUTCOMES**  
**FIVE YEAR AND ANNUAL OBJECTIVES WITH MEASURES**  
**NUMBERING OF OBJECTIVES ALIGN DIRECTLY WITH NEEDS AND GOALS**

**COMPONENT 1: ACCELERATE CREDIT ESL & ENGLISH LANGUAGE LEARNING**

**Objective 1.1:** By 2021, ESL progress rate to college English reported on CA CC Scorecard will improve to 27%, an 8 percentage points increase over 2015 19% baseline (42% increase).

**Annual Performance Targets** - beginning year two - improvement over 19% 2014 baseline.

| Development Year (2016-17) | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------------------|---------|---------|---------|---------|
|                            | 21%     | 23%     | 25%     | 27%     |

**Objective 1.2:** By 2021, the CCCCO Data on the Scorecard will show a 33% (8 percentage points) increase, over the 2015 baseline of 25% **progression of basic skills English students to completion of a college level English course** within a year.

**Annual Performance Targets** – begin year two - for improvement over 25% 2014 baseline

| Development Year (2016-17) | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------------------|---------|---------|---------|---------|
|                            | 27%     | 29%     | 31%     | 33%     |

**Objective 1.3:** By 2021, the percentage of students enrolled in the top two levels of ESL who **persist to earn a technical certificate, a degree, or reach transfer readiness** will double over 5% 2015 baseline.

**Annual Performance Targets** – begin year three – for improvement over 5% 2015 baseline

| ESL students in new strategies need time to progress to earn awards | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
|   | 7%      | 8%      | 10%     |

**Objective 1.4:** Beginning in 2nd year of grant, students in pilot sections of new strategies will sequentially progress to next level of English at twice Laney CCCCO 2015 Scorecard seven-year baseline of 25%.

**Annual Performance Targets** – begin year two – for improvement over 25% 2015 baseline

| Development Year (2016-17) | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------------------|---------|---------|---------|---------|
|                            | 31%     | 37%     | 44%     | 50%     |

**Objective 1.5:** By 2020, increase by 20 percentage points annually the number of students **transitioning from Oakland high school ESL programs to Laney's new ESL accelerated pathway**. Measures begin Year 2. (Baseline at time of application: 0).

**Annual Performance Targets** for improvement – baseline (0) by definition

| F2016 Baseline Established | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|----------------------------|-----------|-----------|-----------|-----------|
|                            | +20%      | +40%      | +60%      | 100%      |

**COMPONENT 2: STRENGTHEN AND SCALE-UP APASS SERVICES AND ACADEMIC SUCCESS OF TARGETED POPULATION.**

**Objective 2.1a:** **Annual performance measure:** Every semester of the project, students enrolled in targeted sections of APASS Learning Community gateway mathematics courses (Math 213/13) with embedded support services will succeed (grades A, B, C) at a rate 20% higher than students not enrolled in the APASS supported classes.

**Objective 2.1b:** **Annual performance measure:** Every semester of the project, students enrolled in targeted sections of APASS Learning Community gateway English composition courses (English 201A/1A) with embedded support services will succeed (grades A, B, C) at a rate 20% higher than students not enrolled in the APASS supported classes.

|  |   |  |   |                               |
|--|---|--|---|-------------------------------|
| <b>Objective 2.2:</b> Within four years, a minimum of 50% students in the targeted disadvantaged population students (counting both ESL immigrant and non-ESL students) participating in the services embedded APASS Learning Community will have completed a degree, certificate, reached transfer readiness or still be enrolled.                  |   |  |   |                               |
| <b>2016-17</b>   | <b>2017-18</b>  | <b>2018-19</b>   | <b>2019-20</b>  | <b>2020-21</b>                |
| <i>Planned outcome is for targeted immigrant groups to begin earning technical certificates, degrees or transfer by 2019.</i>  |   |  | 50%   | 50%                           |
| <b>Objective 2.3:</b> By 2021, there will be a four times increase in the annual number of students participating in APASS-like strategies for improved <b>success and retention</b> (instructional – guidance - ESL and intake transitional services) compared to 150 student/year average 2010-15.   |   |  |   |                               |
| <b>Annual Performance Targets</b> for improvement over baseline of 150 students  |   |  |   |                               |
| <b>2016-17</b>   | <b>2017-18</b>  | <b>2018-19</b>   | <b>2019-20</b>  | <b>2020-21</b>                |
| 200 students   | 300 students  | 400students  | 500 students  | 600 students                  |
| <b>Objective 2.4:</b> By 2020, there will be a minimum of eight <b>academic support and/or services</b> units (outside APASS) which have infused immigrant/ethnic demographic specific success/service strategies in cooperation with APASS.   |   |  |   |                               |
| <b>Annual Performance Targets</b> for improvement – baseline (0) by definition   |   |  |   |                               |
| <b>2016-17</b>   | <b>2017-18</b>  | <b>2018-19</b>   | <b>2019-20</b>  | <b>2020-21</b>                |
| Infused into 2 Service areas   | Infused into 4 Service areas                                  | Infused into 6 Service areas   | Infused into 8 Service areas  | Infused into 10 Service areas |
| <b>COMPONENT 3: IMPROVED INTAKE AND SUPPORT SERVICES FOR FIRST-TIME STUDENTS IN TARGETED GROUPS (Especially Immigrants Coming from OUSD High Schools)</b>  |   |  |   |                               |
| <b>Objective 3.1:</b> By 2021, increase by 20 percentage points annually the number of students <b>transitioning from Oakland high school ESL programs</b> to Laney’s new ESL accelerated pathway. Measures begin Fall 2018. (Baseline at time of application: 0).   |   |  |   |                               |
| <b>Annual Performance Targets</b> for improvement – baseline (0) by definition   |   |  |   |                               |
| Fall 2016 Baseline Established   | <b>Fall 2018</b>  | <b>Fall 2019</b>   | <b>Fall 2020</b>  | <b>Fall 2021</b>              |
|  | +20%  | +40%   | +60%  | 100%                          |
| <b>Objective 3.2:</b> By 2021, role of APASS Student Ambassadors (SAs) in summer and first year mentoring/support activities for targeted students will be significantly expanded over 2015 base.  |   |  |   |                               |
| <b>Annual Performance Targets</b> for program development and expansion  |   |  |   |                               |
| <b>2016-17</b>   | <b>2017-18</b>  | <b>2018-19</b>   | <b>2019-20</b>  | <b>2020-21</b>                |
| SAs will work on summer connections w/ incoming targeted students  | SA’s will add Fall Orientation duties w/ AAPI targeted groups | SA’s will add ethno-specific peer advising for AAPI target groups  | The size of the Student Ambassador cadre will be 2X the 2015 level. A minimum of 6 AAPI ethnicities will be represented on SA team. |                               |
| <b>Objective 3.3:</b> By 2020, immigrant ethno demographic-specific intake and services will have been developed for underserved groups transitioning from high school to Laney. Each year of the grant, there will be focus on developing services to additional immigrant ethno demographic student groups in the high school transitions cohorts. |   |  |   |                               |
| <b>Annual Performance Targets</b> for improvement – baseline (0) by definition   |   |  |   |                               |
| <b>2015-16</b>   | <b>2016-17</b>  | <b>2017-18</b>   | <b>2018-19</b>  | <b>2019-20</b>                |
| Burmese Refugees/Students  | Southeast Asian Groups  | TBD: Working with APASS and Student Equity Committee, project leadership will choose ethno-specific demographic groups |   |                               |

## Section 3: PROJECT SERVICES

### COMPONENT 1: ACCELERATE ESL AND ENGLISH LEARNING

"Acceleration is...about entering the storm where hundreds of thousands of students are failing and falling away and asking ourselves what is possible, what is most effective, and what is the most responsive to our students at this time and place."  
Tom DeWit, *Acceleration in Context*

Laney College's ESL Program has a history of professional improvement based on best practices and excellent research. This Accelerated ESL Component One Activity has been in the works since a Laney ESL Team was chosen to work with the Carnegie Foundation in 2005-06 (California Community College Basic Skills Carnegie Project). At that time, Laney faced the dismal reality of hundreds of ESL students never making it through English 1A. In an effort to upgrade both instructor and students skills, the Laney ESL Team also participated in the basic skills Reading Apprenticeship Program (WestEd), applying it to their ESL program and integrating reading and writing in all levels of ESL (2008). Always seeking a better model, in 2011, the Laney ESL Team became one of the first ESL programs to join **Acceleration in Context (AIC, Chabot College)**, sponsored by the Walter Johnson Foundation, to begin work on accelerating their program, which, at that time, was one of the largest in the Bay Area, with 171 classes and over 3000 students. Working with the Laney ESL Department and in conjunction with PEAC (Peralta ESL Advisory Council) **the ESL Accelerated Team shortened their ESL program from 8 levels to 4 levels in 2012, reducing the time from ESL to English 1A by two years, while at the same keeping it flexible enough to accommodate the least prepared immigrant ESL student (see Strategy One). They were also able to lead the other 3 Peralta ESL programs to do the same** (Merritt, Berkeley, and Alameda Comm. Colleges).

The key research question that the Accelerated ESL Team at Laney asks in this AAPI grant is as follows: **"How can we accelerate large numbers of immigrant AAPI students entering**

**from feeder high schools into an accelerated ESL pipeline that prepares them to get through English 1A successfully in one-half the time?"** This Activity is the answer.

Research on best practice reveals that it is not enough to merely shorten the pipeline between beginning ESL (and basic skills) to English 1A, although studies show that reducing the time is vital for because **"the more levels of developmental courses (or ESL) a student must go through, the less likely that student is to ever complete college English or Math "** (Hearn and Snell, *California Accelerated Project*).

In a multi-state study of 57 community colleges, the Community College Research Center (CCRC, Columbia University) found that among students who are placed three or more levels below college math, fewer than 10% ever go on to complete a college-level...course. Put differently, community colleges weed out more than 90% of these students before they get through the first gate" (K. Hearn, "Exponential Attrition and the Promise of Acceleration in Developmental English and Math").

The Accelerated ESL Team found in its research that besides having to take too many levels, ESL students did not successfully complete English 1A at Laney because of the following reasons:

- ESL was not aligned and articulated with the new California Common Core high school curriculum;
- ESL had confused time-on-task with effective support-for-the-task and had not formed successful study cohorts as best practice suggests (see boxed recommendations) to aid students in comprehension and completion of tasks;
- ESL courses were not "designed backwards" as best practices suggests (boxed AIC and CAP recommendations), which means that every curricular level is aligned with the skills students need to be able successfully complete English 1A (e.g. reading and writing at increasingly more complex levels; proofreading, using grammar correctly in their writing, and doing library research successfully);
- ESL instructors themselves, although they had bought into the shortened curriculum (4 levels instead of 8), were not all on the same page, either in the way they were trained nor how they taught their classes, which research says is crucial to successful accelerated (see AIC recommendations below).

The needs that the Accelerated ESL Team has articulated were buttressed by the following principles from the AIC and the California Acceleration Project (CAP), which argue that they are

"...the necessary conditions for stopping the blood loss from out developmental arteries. If we leave our long sequences unchanged, we will never see meaningful progress in student completion. We can't address the problem simply by increasing tutoring, or adding a student success course, or linking classes....As valuable as these interventions can be, the problems in developmental education are structural and fundamental (Katie Hearn)".

Over 40 colleges are affiliated with the CAP program (supported by 3CSN and Scaling Innovation Project, CCRC at Columbia University). Five CAP principles applied to Laney ESL follow:

1. **Backward Design from College-level Courses**--Design ESL courses from beginning ESL (285) through 222A, 223A, 52A backward from English 1A (what skills and practices do we need to introduce in beginning ESL etc. that will prepare students to pass English 1A);



2. **Contextualized Learning**--Immigrant ESL students are taught how to be good citizens, navigate the academic system, etc. their lives;
3. **Time on Task with Support**--Prior research on ESL students said they needed more time on task but new research has shown that they need more focused support and more time with the same teacher (APASS 222A and APASS 223A same teacher);
4. **Low Stakes, Collaborative Practice**--"Successful accelerated instruction involves...intervening early with struggling students, grading policies that allow students to recover from a weak start and building in time for one-on-one work with students" (CAP);
5. **Integrating Reading and Writing**--Students need reading and writing elevated, accelerating it from the usual discrete skill based texts of the old ESL to center around one novel or nonfiction text in which evidenced-based responses are taught in every level, from high beginning ESL to Advanced.

**Research on Acceleration** – *What Works Clearing House*: Scrivener, Weiss, Ratledge, Rudd, Sommo & Fresques (2015). **Doubling Graduation Rates**: 3-Year effects of CUNY's Accelerated Study for developmental education students. New York: MDRC; Hayward & Willet (2014). **Curricular Redesign and Gatekeeper Completion**: Multi-College Evaluation of CA Acceleration Project.

In addition, to the Scrivener et al IES reviewed CUNY Acceleration Study boxed above, investigation of Model Programs, at the Community College of Baltimore Accelerated Learning Project (ALP), Chabot College, College of the Canyons, and Pasadena CC's revealed that accelerated basic skills programs cut and combine levels in their programs while providing safety nets for students who need to learn at a slower pace, integrate reading and writing, create cohorts that support both the teacher as well as the student. The CAP affiliated programs "emphasize acceleration and backwards design" over "traditional skill and drill approaches" (Hearn).

**Laney's Accelerated ESL Team used strong research evidence from WW Clearinghouse, AIC, CAP, and model programs across country applying them to accelerating ESL.**

**Summary of Recommendations for Accelerating ESL and Basic Skills (the AIC Project)**

1. **Capacity**: Students have the capacity to do far more than is being expected" and teachers have more capacity to teach to the next level than they imagine. "Faculty have to believe in their capacity and that of their colleagues in order to reorganize instruction and try new things";
2. **Design**: "Design mind" is a professional development approach which asks faculty to always be using backwards design, that is, skills needed in English 1A are taught in every level of basic skills and ESL;
3. **Navigation**: Faculty does not work in isolation to initiate change but rather needs to work "constructively within their institution once they begin to experiment with accelerated practices and/or transform curriculum";
4. **Practices**: Practices are created in Communities of Practice and taken back to the classroom and shared with the division and institution.

In Fall 2014, the Accelerated ESL team began a small Community of Practice pilot in the Intermediate Reading/Writing Course (ESL 222A) based on the CAP and AIC best practice

recommendations. The Community of Practice were a group of instructors planning, creating materials for ESL 222A around a single novel. The instructors worked closely together, observing each other's classes, supporting one another, and receiving professional guidance from lead instructors. They. With coordinated instruction using the same text, materials, assignments and grading rubrics in the course, 85.9% the students in the Acceleration Pilot (n11/14) immediately went onto the next accelerated class, 223A for Spring, 2015. This is in contrast to the 63% average of the students not in the pilot (n267) who successfully got into 223A for Spring, 2015. In the pilot, 22.9 % more ESL immigrant students passed into the next level, in comparison non-pilot ESL students.

In addition, the students in the Fall 2014 Acceleration Pilot were all disadvantaged immigrant students (free breakfast/lunch program) from Oakland International High School. These students were able to skip the high beginning level (285A) and go directly into the accelerated intermediate class (222A) because the pilot curriculum was intentionally aligned with the new Common Core curriculum. Successful pilots continued in Fall 2015.

The essence then of Component One is to scale up the successful Acceleration pilot across the board for all ESL classes and ESL faculty (currently 10 full timers and over 25 part timers) in the grant's Activity over 5 years. This Activity will create a Community of Practice (see Strategy Five below) for each level taught and the ESL will plan and teach around a single text across many sections to provide standardization, allowing students to get the same level of instruction no matter what section they're in. With coordinated instruction, using the same text, materials, assignments, grading rubrics in each accelerated level, we expect students' reading/writing skills and faculty instruction to be positively impacted by this grant.

The strategies are based on the research mentioned and study of best practice and models throughout the country (see bibliography for more sources).

**Strategy One: Sequence Redesign**--creating a flexible ESL course sequence, eliminating 4 levels in the course sequence, and shortening the time in the ESL classes. All acceleration best practice and research emphasizes shortened level lengths. At Laney, 8 levels of classes (A & B level) were combined into 4 (A&B taught together) with a safety net of an extra level (taking A and B separately instead of combined) if a student needs it.

**Overview of Main Features Redesigned Accelerated ESL Curriculum**

**•4 level A/B system for flexible acceleration:**

- All students initially test into A level
- B levels are only for those who have passed A and are not ready for the next level

**Strategy Two: Improve Curricular Pipeline for ELL high school students to college ESL--**

aligning the new curriculum in the ESL department with the California Common Core State Standards for English Language Arts and Literacy in the following key ways:

1. Regular practice with complex texts and their academic language;
2. Reading, writing and speaking ground in evidence from texts, both literary and informational;
3. Building knowledge through content-rich nonfiction.

*Key Shifts in English Language Common Core State Standards Initiative.*

**Strategy Three: Redesign Content Backwards**--Integrating Reading and writing in every course, engaging students in more complex reading, writing and critical thinking tasks sooner, prioritizing the most essential skills needed to for college (especially to be successful in the gateway course, English 1A) and the workplace. Following Chabot College best practice, this ESL curriculum redesign is " based on the principle that what under-prepared student need to be ready for college English is not grammar workbooks or assignments that ask them to write a paragraph about making stir fry. They need to practice in the same kinds of reading, writing, research and thinking they'll be asked to do in the college-level classes" (deWit, AIC).

**Strategy Four: Create Supportive Cohorts**--Every ESL class will be a learning community with a linked 1.5 workshop; and in some instances, more time will be spent with the same teacher (222A and 223A could be taught in subsequent semesters by the same teacher). The linked classes will utilize 5 transferable skills, in addition to language objectives:

**5 strands of transferable skills & language objectives run through all linked workshops at all levels:**  
1) U.S. College, Classroom, and Study Skills; 2) Information Literacy: Computer Skills/Research;  
3) Intercultural Communication and U.S. Citizenship; 4) Sentence-Level Accuracy;  
5) Comprehension (Reading/Listening) and Production (Writing/Speaking) Processes

**Strategy Five: Create Community of Practice** to include all ESL teachers in the acceleration process. This would mean over 10 full and 25 (or more) part time teachers would be included to improve capacity to teach it. Best practice and research on models such as Chabot, Berkeley Community College and Solano College acceleration of their basic skills English reveals that "the new curriculum will challenge instructors to teach and think differently about the capacity of their students and themselves" to do more difficult and higher levels tasks successfully (AIC). The participating faculty will meet and write weekly reflections on their teaching and share it, as well as study best practice and research on acceleration and the outcomes of students' assessments and student work itself.

During this grant, each level--high beginning, intermediate, high intermediate and advanced ESL full and part-time faculty will form a community of practice where instructors will engage one another in the design, implementation and assessment of high-impact teaching and practices (see box) aimed at accelerating students' learning and progression through Laney's flexible ESL course sequence.



**COMPONENT 2: (APASS: Asian Pacific American Student Success )**  
**SCALE-UP SERVICES & ACADEMIC SUPPORT IN APASS LEARNING COMMUNITY**

“Quality support services for immigrant students should deploy an **integrated approach** that serves the whole student, in recognition of **both the academic and non-academic support services** that often exceed customary assistance and counseling. Colleges are providing an integrated approach to immigrant student services through such ways as building **ambassador-type relationships**, increasing **coordination and centralization of services**, and **developing partnerships (between academic and service units) that provide a continuum of support services.**” Jill Casner-Lotto, Comm. College Consortium for Immigrant Education  
*Increasing Opportunities for Immigrant Students: Community College Strategies for Success*

**Evidence from Research and Effective Practice for Selected Strategies**

Museus and Liverman (2010)<sup>xxiii</sup> found that campus culture and a holistic integrated support system (*e.g. cultural support, mentoring, and intrusive advising*) for students of color shape minority student's sense of belonging and engagement in purposeful educational activities. Major national think tanks (Completion by Design,<sup>xxiv</sup> Community College Center for Student Engagement,<sup>xxv</sup> Community College Research Center,<sup>xxvi</sup> and Educational Advisory Board<sup>xxvii</sup>) have engaged in long-term examination of best practices to increase successful completion graduation students. They agree that intentional design and effective pathways can guide students to completion,<sup>xxviii</sup> especially low-socioeconomic students who often have pursued shorter-term credentials and tend to have lower labor-market returns than peers (Dadgar & Weiss, 2012)<sup>xxix</sup>

South Seattle College's AANAPISI project had high success with cadres of trained peer navigators to help entering students navigate the college system - advanced students who had to learn to navigate college themselves—often the first in their families to attend college.

| <b>Summary of Recommendations in Literature for Scaling up Immigrant Services on Campus</b><br><a href="http://www.cccie.org/images/stories/Increasing_Opportunities_for_Immigrant_Students_2011.pdf">http://www.cccie.org/images/stories/Increasing_Opportunities_for_Immigrant_Students_2011.pdf</a> |  |
|--|--|
| 1.   | Link ESL and immigrant education efforts to various departments and strategic initiatives within the college, including workforce and economic development, developmental education, basic skills, four-year college and university transitions, academic affairs, and student services. |
| 2.   | Educate key community college constituencies ( <i>e.g. administrators, faculty, staff, and counselors</i> ) about both the importance of and the unique challenges faced by immigrant students.  |
| 3.   | Articulate and share successful outcomes and contributions of immigrant students to dispel myths and raise goodwill to engage targeted students in college outside classrooms.   |

**Component 2: Evidence-Based Strategies Researched:** WWC: Sommo et al (2012). *Learning Communities at Kingsborough CC*; Walton & Cohen, (2011). *Social-belonging interventions, minority students*; Bettinger & Baker (2011). *Student coaching/mentoring*. **Other:** Nat'l Center for Learning Communities, WA Center; CA CC Research Group studies on Learning Communities improving student success; **Model Urban Programs for Immigrant and refugees** transitioning from HS to urban CC's studied.

### **A. Scale up Academic Support and Success Strategies for Targeted Student**

*The Asian and Pacific American Student Success (APASS) Program is a community of learners at Laney which has helped about 150 Asian and Pacific Islander students each year with support services. Students participating become part of a group taking a class or classes together in gateway math, English and or ESL. APASS provides tutors, counseling and help with Ed Plans, peer advisors, and leadership training and serves as an advocate for services on campus and in the community. The strategy which holds highest potential for increasing the positive impact of APASS across the college is for the APASS staff and a team of APASS Student Ambassadors to step outside of the siloed program walls and interact more with instructional support and service units across the campus to leverage a scale-up of impact – that is what is proposed in this grant.*

Dean Mildred Lewis, Ph.D.

**Strategy 1: Expand APASS Learning Communities.** As tabled below, year one classes to begin this Learning Community (LC) expansion strategy will include gateway courses in ESL, English and Math, as well as counseling and ethnic studies courses. LC courses may vary each year. As indicated in budget, classes will be paid by departmental instruction budgets. Faculty will work closely with APASS staff to embed retention and academic success supports for targeted, primarily immigrant population.

| <b>APASS Learning Community Classes (Already Scheduled for Grant Year One)</b>  |  |   |  |
|---|--|---|--|
| <b>Fall 2016</b>  |  | <b>Spring 2017</b>                                      |  |
| ESL 222A/B +Wrkshop<br>ENGL201A/B+Wrkshop<br>ENGL1A + Workshop  | MATH 203 Algebra +Wrkshop<br>ASAME 30* <i>Asians &amp;Asian Americans through Films</i><br>COUNSELING 24 | ENGL 1A +Workshop<br>ENGL 5 + Workshop<br>COUNSELING 57 | ESL 223 A/B & Wrkshop<br>MATH 13 Statistics & Workshop<br>ASAME 30 |
| *ASAME 30 is a 3 unit course meeting requirements for AA/AS degrees and transfers to UC and CSU systems. Course examines culture and societies of Asian and the Asian Diaspora through themes in films by and about Asian Americans, Central Asians, East Asians, & Southeast Asians. |  |   |  |

**Strategy 2: New Learning Community Success Intervention for ESL Immigrant Students.**

As detailed in the *Competitive Preference Priority Narrative* attached to this application, across the five years of this grant, the project will create new Learning Communities targeting AAPI ESL Immigrant first-time fulltime students entering the fall term after their high school graduation from OSUD high schools. The class sections targeting these students will be clustered around ESL 222 and ESL 223, and services will be infused with culturally appropriate attention to the special needs of immigrants, most first-generation college and low income.

**Strategy 3: Faculty Development:** Faculty teaching

APASS sections with attached workshops (for drill & practice, difficult concepts reviews, bilingual tutoring and study groups) will work with faculty in other sections of like courses to encourage integration of more effective and evidence based learning assistance support

*Faculty report that immigrant ELL students spend three or four times as long to complete the same task as their native-speaking peers in reading and writing intensive courses.*

strategies (including cultural competencies) across more sections of courses.

**Strategy 4: Barrier Course Support Services:** With grant support, APASS will support a broader college focus on training and supporting of faculty teaching in high risk transfer barrier courses (*sciences, math, accounting, reading and writing intensive courses...*) and help arrange culturally responsive learning supports, such as bilingual supplemental instruction and course embedded bilingual tutoring. These are strategies which have proven exceptionally successful in increasing success rates of students served in the APASS cluster of courses; however, the goal is to now positively impact courses outside the currently siloed APASS Learning Community.

**Strategy 5: Broader Range of Courses in Learning Community:** Link more courses, faculty, and disciplines into APASS Learning Community academic offerings w/ embedded services.

| <b>Strategy (5) Additional Collaborations for Scaling Up Learning Assistance</b>   |   |
|--|---|
| <b>Instructional Services Deficits to be Addressed</b>   | <b>Collaborations for Scaling-Up Learning Assistance for Immigrants Students Via AANAPISI</b>   |
| <b>Faculty &amp; Staff Development</b><br><i>Especially on matters of cultural responsiveness and Academic Success support strategies.</i>       | APASS will expand partnership with college for faculty and staff training on topics including: learning assistance and interventions for success; inclusivity, college climate, diversity, conflict resolution, student leadership, student engagement.         |
| <b>Retention Advocacy</b><br><i>Immigrant students are often allowed to drop w/o academic intervention.</i>                                      | Faculty will be able to refer immigrant students to APASS for assistance in helping with links to needed support resources across the college for retention and progression support.  |
| <b>Writing, Math, &amp; Tutoring Centers</b><br><i>For targeted immigrant students, these spaces are seldom welcoming - rather intimidating.</i> | This project will work with Centers to help to provide language assistance, peer tutors, and organize special study and groups and mini-workshops on difficult concepts. Greater access to drop-in assistance for help on writing assignments will be arranged. |

## **B. Scale up Responsive Support Services for Targeted Students**

|   |  |
|---|--|
| <b>INVESTIGATION OF MODEL PROGRAMS</b> at other urban community colleges like Laney College provided inspiration for promising practices, including but not limited to: |  |
| Palm Beach State College FL<br><i>Implements a program for immigrants similar to what we are proposing with Scale-Up.</i>   | <b>Global Education Center</b> – GEC has integrated with a dozen services departments including admissions, registration, testing, advising, financial aid – to make the college more welcoming for immigrant students and their families. |
| Johnson City CC - Kansas  | <b>IISS: International and Immigrant Student Services</b><br>Several parallel services tracks to our proposed project.   |
| Bunker Hill CC, Boston MA   | <b>Language Institute “with embedded holistic services”</b><br>This model was investigated for options of embedding (or linking) services into the accelerated ESL Component 1.  |
| City College of San Francisco   | Very good ties to <b>Chinese community</b> , but our inquiry team did not find strong coordinated efforts related to diverse immigrants at CCSF. Laney’s AAPI student immigrant group is more diverse.                                     |
| Rio Hondo College 68% Hispanic, immigrant students less diverse.  | <b>Students without Borders</b> – program sponsors activities that motivate, provide services to, and expand resources to immigrant students.  |

## **Strategy 1: Scaling-Up Immigrant Student Services via Laney College Special Programs**

The Project Director and APASS Counseling Team will work collaboratively with existing special support programs to increase attention to success of immigrants. Assistance will be developed in language and cultural responsiveness for at least the programs tabled on at the top of the next page:



|  |
|--|
| <b>EOPS</b> (Extended Opportunity Programs and Services) is for low-income/economically disadvantaged students who also are educationally disadvantaged. Students apply for the fee waiver through the Financial Aid department. <i>Students who are foreign born with language difficulties are eligible.</i> |
| <b>CARE</b> for Low-Income Single Parent Head of Households provides support services to assist single parents who are participating in CalWORKs and/or TANF/AFDC, and who have children 14 or younger.  |
| <b>DSPS</b> Programs and Services for Students with Disabilities provides assistance to students with disabilities and offers academic advising, counseling, diagnostic testing, access to assistive technology, and other academic accommodations. <i>Disabilities cross all ethnicities</i>                  |
| <b>Former Foster Youth:</b> <i>b2b</i> is a collaboration between EOPS & Beyond Emancipation for support of former foster youth at Laney. <i>Immigrant youth are increasingly part of foster system.</i>   |

### **Strategy 2: Infusing Supports for Targeted Students into Student Services Infrastructure**

Project Staff will work with student service units across campus to better infuse culturally responsive approaches for immigrant students, especially under-served ethnicities and groups

| <b>Student Service Areas</b>  | <b>Collaborations for Scaling-Up Student Support Services for Immigrants Students via AANAPISI</b>   |
|---|--|
| <b>Financial Aid</b> – <i>ethnic responsiveness is needed for diverse groups.</i>   | Translators and assistance to communicate with individual families for student financial aid advocacy.   |
| <b>Orientation</b> – <i>in regular sessions there are no translators or cultural peers advisors. LEP students do not ask questions.</i> | APASS will help organize and coordinate special group orientations for ethnic groups and language groups.<br>APASS student ambassadors will assist       |
| <b>Advising</b> – <i>too little attention given to special needs of immigrants in educational and career planning</i>                   | APASS counselors have an excellent model for a counseling workshop class in which students are guided to develop Ed Plans which can be shared/duplicated |
| <b>Peer Mentoring</b> – <i>especially for overlooked ethnicities</i>  | APASS Student Ambassadors will help to create a sense of belonging and engagement both within and across ethnicities.                                    |

### **Strategy 3: Partnerships for Student Success within Targeted Ethnicities and Groups**

Students from 21 different immigrant AAPI groups have been enrolled at Laney College in the last three years (*listed page 2*). In the past APASS has reached out to a wide range community-based organizations (CBO's) and agencies to learn more about their communities and fact-find about external resources with which Laney can build cooperative relationships for the good of students. **This project will build on existing partnerships for success – scaffolding external staff expertise and CBO volunteer resources alongside Laney project staff – but AANAPISI Part F grant funds will NOT support any outreach activities.** Existing partnerships which will provide vital resources for this project include those tabled on the next page.

|  |   |
|--|---|
| <i>East Bay Asian Youth Center – School-based and comm. leadership programs &amp; academic support.</i>  | <i>Lao Family Community Development, Inc. – Workforce training, citizenship classes</i>   |
| <i>Asian Pacific Islander Youth Promoting Advocacy and Leadership - Youth advocacy trainings and API Cultural Arts programs.</i>                       | <i>Asian Prisoners Support Committee In-facility and re-entry support services for API probationers/parolees in Alameda County.</i> |
| <i>Asian Employee's Assoc. at the Port of Oakland – Local major Asian employee resource group</i>  | <i>Burmese Family Refugee Network – Transition support for incoming Burmese families to Oakland.</i>                                |
| <i>Asian Health Services Youth Program - Reproductive health and counseling services.</i>  | <i>Asian Pacific Environmental Network - Environmental justice</i>  |
| <i>Community Health for Asian Americans – Mental health counseling/case management, group activities with new immigrant &amp; refugee populations.</i> | <i>Oakland Asian Cultural Center – Cultural arts performances, classes and community events.</i>                                    |

In creating new ethno-demographic and culturally specific academic support and success services for targeted AAPI and immigrant students incoming from high schools, this already established network will work with Laney in ways boxed below in support of transitions between high school and college and culturally appropriate success supports for targeted students.

- Bring their clients to campus, in groups or individual meetings, for guidance from APASS on their first steps as new college students. We will make sure they are aware of the new Student Success & Support Program (SSSP) process as well as APASS.
- Refer current students who are not already enrolled with APASS to meet APASS counselors.
- Provide expertise and ability to serve in meaningful student support roles (e.g. mentoring, bilingual support, entry point to career pathways, helping to leverage scholarships for immigrants, etc.).
- Provide us information about volunteer/internship/job opportunities. *This is valuable because 1) instructors often are able to provide course credit; and 2) APASS counselors assist students w/ job applications. resumes, cover letters.*
- Through links with CBO's, APASS identifies resources for students which help with retention and success. *Example: APASS students have received help from Asian Health Services to check eligibility and enroll in health coverage under Cover California and Medi-Cal.*
- Provide help with the too frequently overlooked ethnicities among immigrant students at Laney (*Burmese and Mien ethnicities are two examples.*)

### Component 3: Improved Intake and Support Services for First-Time Students in Immigrant Targeted Groups

#### Literature Searches Confirmed Challenges for Immigrant Education

“Cumulative effects of growing up without quality formal education in low-income countries of origin, and the failure of US secondary schools to address their academic needs, negatively impact their academic trajectories to post-secondary institutions.”

*Challenge of Graduating On Time - Newcomer Immigrant Youth*

TRAUE Journal: Theory Research & Action in Urban Education

“They are in transition to a new country, new culture, and new language. Students and parents are often used to school systems in other countries, with different customs and cultural norms. Some of our students were at grade level in former countries, and read and write their own languages. A very small number may have never, or almost never, attended school.”

*International Network for Public Schools*

#### Effective Practices Research Which Informed Strategies Selection:

The Research & Planning Group for CA Comm. Colleges report *Promoting Transition of H.S.*

*Students to College*<sup>xxx</sup> analyzed 122 published studies & 25 programs. **Studies agree:**

*Early access to guidance and information can be critical, since research indicates that most students develop occupational and educational expectations as early as the 9th grade.*

- Studies conducted by Community College Research Center (CCRC) found participation in **dual enrollment** to be positively related to students' likelihood of earning a H.S. diploma, college enrollment, persistence in college, and higher postsecondary gps's.<sup>xxxi</sup>
- South Texas Community College, honored by *Achieving the Dream* for partnerships that have helped drive down remedial placement rates by 45%, a feat for a college that serves a largely minority, lower-income, first-generation college population.<sup>xxxii</sup>
- Hanover Research<sup>xxxiii</sup> recognized **use of role models** as a powerful tool to engender student interest careers. Role models inspire students, who with academic advisors to develop course plans to put them on the right path to their chosen career.<sup>xxxiv</sup>

**Related WCC Evidence-Based Research:** Strategies from several resources (more in bibliography) contributed our table of strategies below, including these meeting evidence of Moderate Effectiveness: Castleman & Page (2014). *Forgotten Summer – college counseling after HS mitigates summer melt*; Stephens et al (2014) *Closing social achievement gap: a difference intervention improves success*; Bettinger & Baker (2011). *Student Coaching/Mentoring*.

| <b>STRATEGIES –AANAPISI Project Will Implement to Address Need 3 &amp; Meet Goals 3.1, 3.2, 3.3</b> |   |
|---|---|
| <b>Transitioning Targeted Students Entering First Time from High Schools</b>                        |   |
| •   | <b>Articulation</b> of ESL and English Curriculum between levels at high school and the community college. <i>This is being taken of in Project Services Component One.</i>   |
| •   | <b>Articulated Transition and Service Pathways</b> between high schools and college specifically focused on immigrant students and their families following model programs, including summer activities and building of community between incoming students and APASS.                |
| <b>Developing Early Services, Stronger Supports and Advising for Incoming Targeted Students</b>     |   |
| •   | <b>Financial Aid Advocacy</b> – create and implement ethnic specific assistance for the completion of forms and processes to arrange for maximum financial aid available for college study.   |
| •   | <b>Advising and Career Information:</b> to first-time immigrant students and families informing them about programs of study and academic supports available.   |
| •   | <b>Special Orientation Groups:</b> APASS staff will work with admissions on smaller group orientation tours/workshops for targeted groups, w/ increased follow-up services.   |
| •   | <b>Advocacy for Students w/ older generations:</b> Students need assistance communicating to immigrant parents and grandparents regarding value of further study to pursue a technical skills, a college degree, or a pathway to university study or graduate and professional study. |

**The Plan:** Project Specialist, Feke Lauti will lead this partnership with the high schools sending students to Laney College programs - teaming with other key staff, special program offices on campus, cultural/ethnic specialists and the Student Ambassadors. Over the five years, the AANAPISI project will work to develop strong transition pathways and a stronger network of Laney support services, for targeted students entering from all OUSD four feeder high schools - because they all have significant enrollments of ELL learners who enroll at Laney. However, focus in Fall 2016 will begin at Oakland International High School (OIHS) with nearly 400 immigrant students (*OIHS is described on page 10 with Need documentation to which this component responds*). Laney's lead staff for this Component will be Feke Lauti, who will work closely with Liz Paniagua, OIHS's College and Career Coordinator to develop the transition bridges as the students move between the comfort of OIHS and the much larger urban community college. Mr. Lauti, along with the Project Director Lukens – both strongly supported by Dr. Mildred Lewis, Dean - will oversee leveraging of stronger support students arrive at Laney and work with other to monitor, track and support for that crucial first year.



Overviews of Laney College programs, early orientation tours for students and immigrant families, as well as, financial aid overview and application assistance sessions will be arranged. Student Ambassadors will accompany Mr. Lauti and others on visits to OIHS to begin to forge mentoring relationships and encouragement successful transitions to post-secondary study for immigrant students headed to Laney College in the sequential fall.



**ESL Student Transitions:** This third transitions and intake component will also help bridge students into the accelerated ESL being developed and implemented in Component One. The articulation of ESL and English curriculums between the feeder high schools and the college will be a key factor in successful transition, intake, and placement of immigrant students at Laney College. Once the ESL curriculum is redesigned for acceleration as detailed in Component One, that accelerated ESL pathway will become an essential factor in student persistence, especially when supported by the strengthened services in Components Two and Three.

**APASS STUDENT AMBASSADORS:** The diverse team of students (10-15 students per year) will be paid through federal work study funds and will assist with peer advising, bilingual tutoring, guiding orientation tours, helping students navigate learning assistance options, and be part of the welcoming team for targeted students transitioning to Laney from high schools. The Student Ambassadors group will be expanded to include a broader cross section of ethnicities and races, since OIHS students and other OSUD immigrant students come from many countries and continents. In Oakland - as in all part of the nation and the world - it is important to have positive interactions between races and ethnicities, so having broader racial representation on the Student Ambassador team is important. *Two Student Ambassadors at time of application are featured in Personnel section of this application.*

**Section 4: PERSONNEL** *Peralta District hiring policy seeks persons who are from traditionally under-represented groups.* **Project Staffing Approach:** A team of AANAPISI personnel will work with Laney College special support and services offices, as well as instructional faculty and staff to make systemic changes improving student success.

|   |                                      |
|---|--------------------------------------|
| <b>Project Director (100%) – May Toy Lukens</b>   | <b>NEW HIRE</b>                      |
| <i>Reports to Dean of Academic &amp; Student Affairs for Community Leadership &amp; Civic Engagement with direct access to Vice Presidents and President as needed.</i>   |                                      |
| <b>Job Responsibilities of Project Director</b>   |                                      |
| <ul style="list-style-type: none"> <li>• Oversight of all AANAPISI grant components to ensure that goals and objectives are met.</li> <li>• Provides leadership, coordination, and monitoring to strengthen and scale up impact of APASS</li> <li>• Approves all project expenditures. Obligates, spends and tracks funds in a timely manner, in accordance with terms of the grant award.</li> <li>• Communicates with AANAPISI Program Office on behalf of Laney College.</li> <li>• Works closely with ESL Component Leads, Learning Community teaching faculty, and high school transition partners to keep project on implementation timelines.</li> <li>• Engages student services and academic faculty in cooperative activities to benefit success of target population. Assists to plan and offer cultural diversity professional development and training.</li> <li>• Issues quarterly reports summarizing progress, which form basis of regular briefings to appropriate college leadership groups. Coordinates Evaluations.</li> <li>• Implements Project Management Plan; collects monthly time/effort reports and progress reports; assures inventory/identification of equipment/supplies as required.</li> <li>• Coordinates and prepares all ED required reports (Interim, Annual, and Final Reports)</li> <li>• Ensures that all external assistance, consultants and contractual agreements are executed and conducted according to schedule and meet federal and state requirements.</li> </ul> |                                      |
| <b><u>Qualifications of May Toy Lukens:</u></b>   | <b><i>Resume Brief included.</i></b> |
| <p>PROFESSIONAL EXPERIENCE: 35 Years Management and Leadership Experience. 15 years as a Title III and AANAPISI Project Director – including mentoring of new project directors; 20 Years of managing corporate change projects in the private sector. Curricular and Services development detailed and in included resume. Networked into national AANAPISI support networks. Highly experienced in developing professional development and equity training. Strong program development experience. <b><u>Education &amp; Training:</u></b> MBA: Management &amp; Finance, University of San Diego; BA: Political Science, Univ. of WA; Intercultural Development Inventory – Qualified Administrator</p>  |                                      |
| <b>Co-Faculty Leads for Component 1.</b>  | <b>45% FTE FACULTY</b>               |
| <i>Lisa Cook and Suzan Tiemroth-Zavala Positions work cooperatively with Project Director, but must report to Instructional Deans/Vice-Pres.of Instruction. Compensation plan detailed in budget.</i>   |                                      |
| <b>Role of ESL Component Co-Leads:</b>  |                                      |
| <ul style="list-style-type: none"> <li>• Lead review and revision of ESL Reading/Writing curriculum (course outlines) in conjunction with PEAC and Laney ESL Department</li> <li>• Develop/implement plan for professional development for APASS ESL/English faculty each semester; coordinate professional development events and activities Serve as facilitators and mentors to members of ESL Acceleration College; provide leadership training</li> <li>• Serve as liaisons to faculty leads of the community of practice for English 1A instructors; coordinate events for dialogue across disciplines. Serve as liaisons to English and ESL department chairs to assist with scheduling APASS classes and selection of APASS instructors</li> <li>• Serve as liaisons to Institutional Researcher to ensure data is collected and analyzed for reporting</li> </ul>  |                                      |

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| <p>purposes and professional learning to make improvements</p> <ul style="list-style-type: none"> <li>• Coordinate, support and assist in the creation of instructional materials for contextualized learning and in the use of technology to enhance student learning</li> <li>• Report regularly to faculty at Faculty Senate meetings; on professional development days; and at regional, state and national conferences/events</li> </ul>   |  |                              |
| <p><b><u>Qualifications of Lisa Cook</u></b></p> <p>PROFESSIONAL EXPERIENCE: She has been a full-time ESL instructor at Laney for ten years and served as Tutoring Coordinator for three years. Ms. Cook is highly respected as leader in the field of community college ESL instruction and has presented at multiple student success conferences and is an active participant in CAP- CA Acceleration Project. Currently she is Faculty Senate President at Laney and co-chaired ESL program review process. <u>Other Experiences:</u> Peace Corps volunteer in Marshall Islands and a teacher trainer at a teachers college in Jinzhou, Liaoning Province, China. <b><u>Education &amp; Training</u></b> B.A. in English (Creative Writing) from Naropa Institute; M.A. in Applied Linguistics U of MA <i>Speaks Chinese</i></p>   |  | <i>Resume brief included</i> |
| <p><b><u>Qualifications of Susan Tiemroth-Zavala</u></b></p> <p>PROFESSIONAL EXPERIENCE: A full-time ESL instructor at Laney for ten years; ESL Dept. Chair for four years. Coordinator of ESL Pathways Program and co-chair ESL program review process. Highly respected as leader in field of community college ESL instruction, has presented at multiple student success conferences and is an active participant and ESL co-leader of Acceleration in Context. <i>She is bilingual in English and Spanish.</i> <b><u>Education &amp; Training.</u></b> B.A. in Spanish from UC, Berkeley and an M.A. in English (English as a Foreign Language/Second Language from San Francisco State University</p>   |  | <i>Resume brief included</i> |
| <p><b>Component 2 Services Lead: (100%)      Cynthia Taing      Laney Counselor</b><br/> <i>Reports to PD. Contract detailed in budget with funding split between college and grant.</i></p>  |  |                              |
| <p><b>Job Responsibilities of Counselor</b></p> <ul style="list-style-type: none"> <li>• Advises students on program requirements and evaluates student's academic history and education, including transcript evaluation. Develops academic goals and may assist in career exploration; Registers student in the APASS Program;</li> <li>• Administers career assessment instruments and interprets findings with students;</li> <li>• Conducts in-reach to promote the APASS program to internal units, and conducts outreach to increase visibility of APASS in the community;</li> <li>• Develops and delivers classroom instruction on topics such as time management, study skills, goal setting, learning styles, career and life planning, and communication skills;</li> <li>• Works collaboratively with program and college faculty/staff to develop strategies that support the retention and persistence of students in APASS program and immigrant students;</li> <li>• Provides support for students experiencing family, personal, or economic crises, which may impact school performance. Helps students access needed counseling services, support networks, community health, employment or housing networks;</li> <li>• Counsels students with the decision-making process and exploration of alternatives for college adjustment, personal growth and development, social adjustments and goals;</li> </ul> |  |                              |
| <p><b><u>Qualifications of Cynthia Traing</u></b></p> <p>PROFESSIONAL EXPERIENCE: Currently a Counselor at Laney College. 6 years total experience in academic counseling: student education plans, general academic planning, and graduate and undergraduate school application processes at both Laney College and Chabot College as an adjunct counselor; <u>Counseling Instructor:</u> Skilled at large group presentations/teaching: developed workshops, facilitated orientations, and taught courses such as <i>College Success; Transition to College; Orientation to College; Career Exploration.</i> <u>Other related professional experiences:</u> See Resume.</p>   |  | <i>Resume brief included</i> |
| <p><b><u>Education &amp; Training</u></b> <i>Conversational skills in Cambodian/Khmer language.</i><br/> M.S in Counseling, San Francisco State University; B.A. in Psychology &amp; Human Development, CSU, San Bernardino. Leadership Development Program for Higher Educ. (LDPHE) Training.</p>  |  |                              |
| <p><b>AANAPISI PART-TIME/HOURLY COUNSELING &amp; ADVISING TEAM</b></p>  |  |                              |
| <p>As indicated in budget, funds are requested for hiring of multiple adjunct diverse counselors, advisors and advising technicians to work in various aspects of project. Project Lead Counselor Tang will work</p>  |  |                              |

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| with Project Director in overseeing team and prioritizing tasks. All must meet professional qualifications as specified by District. A diverse/multi-lingual team will help link special services and student support programs/offices across campus to better support the targeted AAPI immigrant students.  |  |
| <b>STUDENT AMBASSADORS.</b> Hiring is approved by Project Director. The Ambassadors team will be, ethnically diverse, multi-lingual, have personal identity with immigrant issues, represent a cross section of multiple majors (e.g. both technical, transfer goals), be at least a sophomore who has experience in the APASS program, in good academic standing. Roles: Peer advising, peer mentoring, tutoring, helping with orientations, helping other students become engaged in a learning community of support or other special programs..  |  |
|    | <b>ZheXiAn (Jack) Huang</b> <i>APASS Student Ambassador</i> Jack spent almost half of his life in China, coming to US after elementary school. He attended both Oakland HS and Alameda HS and has been active in Asian community for years. Majoring in Sociology. President of Governmental Justice Association and is creating events for the Community. <i>Speaks English, Cantonese &amp; Mandarin.</i>  |
|    | <b>Pamela Rathamone</b> <i>APASS Student Ambassador</i> Pamela is half Laotian and half Cambodian and has overcome many obstacles. She is a full-time student at majoring in Psychology, but currently is focused on Asian American studies and getting her Certificate of Proficiency in Entrepreneurship. She chartered a club on campus Associated Students of Asian and Pacific Islanders (ASAPi) -s currently Club President. <i>Speaks Lao, Thai, English &amp; Spanish.</i> |
| <b>COMPONENT 2 – Academic Leads. Instructional Deans</b>  |  |
| Working in partnership with Project Director and Dr. Mildred Lewis (Dean responsible for administrative oversight of AANAPISI project), Instructional Deans will team to provide leadership for improved student success of targeted students; focus on faculty teaching courses where large numbers of targeted students struggle and professional development initiatives. <b>Dean Phoumy Sayavong, Ph.D, will help lead this cooperative effort from the instructional side of the organization.</b> <i>His resume is included.</i>  |  |
| <b>Component 3: Feke Lauti, Project Specialist</b> <b>NEW CONTRACTED POSITION</b>   |  |
| <b>Role of Component Lead:</b> <i>This position reports to Project Director</i>   |  |
| <ul style="list-style-type: none"> <li>• Develops relationships and partnerships with educational or community-based agencies;</li> <li>• Develops new communications and interactions strategies to reach and involve overlooked AAPI, African and Latino immigrant community groups in college readiness, career and educational planning, and in building access for transitions to Laney programs. .</li> <li>• Works with other units at Laney College to strengthen the transition pathways and supports from high schools to Laney College for students from immigrant families.</li> <li>• Promotes APASS through marketing and service on various community and public school forums, boards, and committees within the community</li> <li>• Assists the APASS program to conduct internal and external presentations</li> <li>• Assist the Director of APASS to create and administer the project website, supporting, modifying, and expanding it as necessary.</li> </ul> |  |
| <b>Qualifications of Feke Lauti:</b> <i>Speaks Tongan and Spanish Languages</i>   |  |
| <b>PROFESSIONAL EXPERIENCE:</b> 10 years (to present) - <u>Youth Leader and Adviser for Community Services</u> , Oakland, CA; 6 Years <u>Mental Health Specialist and Mental Health Counselor</u> in San Leandro and Oakland, working with diverse populations (Duties directly related to proposed grant role included. Working with school districts; developing re-entry IEPs and translator for Spanish speaking families; Collaborated with Probation Services to ensure clients are meeting program expectations and fulfilling community service hours; Teach life skills by offering a wide range of vocational activities to prepare clients to potential mainstream academic programs, etc. <u>Volunteer Service</u> – see Resume.  |  |
| <b>Grant Year One: Transition Partner for Component 3 (for incoming Laney students transitioning from OSUD International HS):</b> Elizabeth Paniagua. <i>Resume Provided. OUSD funded.</i>  |  |



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| <p style="text-align: center;"><b>MAY TOY LUKENS, MBA</b><br/><b>AANAPISI ROLE: PROJECT DIRECTOR</b></p> |
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**Summary**

- Passion for creating culturally responsive learning environments; supporting growth through a deeper understanding, acceptance and ability to adapt to an increasingly diverse student population and narrow the gap to success through equity and inclusion.
- Broad leadership experience in team building, organizational analysis, strategic planning, continuous improvement, change management, and quantitative and qualitative performance metrics.
- Portfolio of partnerships and collaboration on projects with the Department of Education, policy developers, higher education institutions, and researchers to develop targeted programming to improve student success.

**Relevant Personal Experience**

May Toy Lukens is the daughter of Chinese immigrants, and first in her family to graduate from high school and college. She understands the unintended barriers that often exist in the infrastructure and culture of an institution. She intentionally transitioned from the private sector after serving on the board of the Union of Pan Asian Communities (UPAC) in San Diego to apply her change management skills to improving the lives of the growing immigrant and refugee population through education.

She is a Qualified Administrator of the Intercultural Development Inventory (IDI), and serves on various campus and community advisory committees. Her work extends to the region and nationally to address the issues of equity and inclusion for AAPIs and other underserved populations.

**Three Plus Decades of Relevant Professional Experience**

May Toy Lukens has directed the activities of Title III Institutional Strengthening Grants since 2000. She is currently managing her fourth Title III grant and second AANAPISI grant. Prior to her transition from the private sector, she managed large scale change projects for 20 years. She also serves as an independent external program evaluator for multiple Minority Serving Institution (MSI) programs. She coordinates, directs, and oversees higher education minority serving institution programs to strengthen the capacity of the institution to improve its academic programs, institutional management, and fiscal stability.

As project director, she develops and integrates programs and services that target the needs of low-income, first-generation, immigrant, and culturally diverse populations to narrow the student engagement and academic achievement gap. Her responsibilities include fiscal, regulatory, and reporting responsibilities, forming and training cross-campus project teams, development, piloting, and institutionalization of new programs, improving the effectiveness of existing academic and student support programs and services, and program assessment. A sampling of accomplishments:

**South Seattle College – Project Director, Multiple Large Grants (11 Years)**

- Asian American Native American Pacific Islander Serving Institution (AANAPISI) Student Success Center (<https://www.facebook.com/SSCCaanapisi/>) offering culturally relevant student support, pro-active advising, educational planning, tutoring, study groups, mentoring, identity and leadership development, financial aid/literacy, scholarship workshops, online learner orientation, and community outreach;

- Created alternative delivery methods, including instructional technology, modularized math sequences, and supplemental support for pre-college English/writing and math;
- Increased immigrant and pre-college transition to college level coursework with structured transition support ([transitionportfolio.southseattle.edu](http://transitionportfolio.southseattle.edu)) and workshops;
- Administer the Intercultural Development Inventory (IDI) assessment to increase understanding and openness to adapting instructional and support services communications and practice towards a more inclusive campus environment.
- Nurtured the development and expansion of Faculty Interest Groups (FIGs) and cross-campus learning communities to transform curriculum and pedagogy towards a more cultural responsiveness teaching and learning environment;
- Increased the culturally relevant resources for the higher education community with a series of 15 college success videos with curriculum guides that represents the campus's diverse ethnic backgrounds and student experience ([mapvideos.southseattle.edu](http://mapvideos.southseattle.edu)) and the creation of the virtual Asian American and Pacific Islander Higher Education Resource Center ([aapiherc.southseattle.edu](http://aapiherc.southseattle.edu));
- Created two new degree options and related courses: an Associate of Arts -Asian Pacific Islander Studies Emphasis, and an Associate of Elementary Education, implemented learning communities and service learning into course offerings;
- Provided leadership in collaboration with AANAPISI colleges, the Department of Education, White House Initiative for Asian American and Pacific Islanders, scholarship funds, research organizations, and a new national "umbrella" organization to improve the access to and quality of postsecondary educational opportunities for AAPI, and national recognition for the college; and
- Led, work and assisted in writing grants, including the first landmark AANAPISI grant. Increased enrollment of AAPI's from 20% to 26% within the first five years of the AANAPISI designation.

**Renton Technical College - Strengthening Institutions Project Coordinator (5 Years)**

- Created a new Student Success Center; implemented mandatory assessment and advising – including services development for immigrant and ESL students;
- Provided faculty and staff development in diversity, learning styles, and teaching strategies, and established a campus-wide retention committee;
- Leveraged multiple grant resources and expertise to design, development, and implement a the web-based Universal Design for Learning assessment tool;
- Expanded the capabilities, media holdings, and access to a newly created, modern library facility, and integrated information literacy into program curriculum; and
- Strengthened the role of research and development to support decision-making, and served on the accreditation institutional mission and effectiveness committee.

**Formal Education/Certification**

Master of Business Administration: Management and Finance, University of San Diego

Bachelors of Arts: Political Science, University of Washington

Intercultural Development Inventory – Qualified Administrator

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| <p style="text-align: center;"><b>CYNTHIA L. TAING, M.S.</b><br/><b>ANNAPISI ROLE: Component 2 Services Development Lead - Counselor</b></p> |
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**EXPERIENCE**

**Adjunct Counselor** February 2014 – Present  
Chabot College: General Counseling

**Adjunct Counselor** August 2012 – Present  
Laney College: Asian & Pacific American Student Success (APASS) Program

**Adjunct Counselor** May 2013 – August 2013, June 2014 - July 2014  
Laney College: General Counseling

**Transfer Center Assistant** March 2012 – July 2012, January 2013 – May 2013  
Merritt College

**TEACHING EXPERIENCES**

**College Success**, Laney College January 2015 – Present

**Transition to College**, Chabot College February 2014- Present

**Orientation to College**, Laney College June 2013- June 2013

**Career Exploration**, Laney College August 2013- December 2013

**Starting Point Mentorship**, University of California, Berkeley January 2012- May 2012

**COMMITTEE/TASK FORCE EXPERIECES**

|   |                         |
|---|-------------------------|
| <b>Peralta Foundation Scholarship Committee</b> , Laney College           | September 2014- Present |
| <b>Associated Students of API</b> , Faculty Advisor, Laney College        | September 2014- Present |
| <b>Asian &amp; Pacific American Scholarship Fund</b> , Scholarship Reader | October 2013- Present   |
| <b>Counseling Discipline Committee</b> , Laney College                    | August 2013- May 2014   |
| <b>AB 540 Task Force</b> , Laney College                                  | August 2012- Present    |
| <b>Learning Communities Task Force</b> , Laney College                    | August 2012- Present    |

**SKILLS**

**Technical:** MS Word, Excel, PowerPoint, Publisher, Outlook, DARS, SARS, Banner and PeopleSoft.

**Languages:** Conversational in Khmer

**EDUCATION**

**Master of Science in Counseling**  
San Francisco State University

May 2012

**Bachelor of Arts in Psychology and Human Development**  
California State University, San Bernardino

June 2008

**LISA COOK, M.A.**

**ANNAPISI ROLE: ESL/English Accelerate Component Co-Lead**

**EDUCATION**

@One Project, Online Teaching Certificate

(Awarded through Fresno Pacific University 2010)

Merritt College, Certificate in Online Teaching (2009)

University of Massachusetts, Boston: English as a Second Language Studies (1996)

Naropa University, B.A. in English--Writing and Poetics (1990)

**PROFESSIONAL EXPERIENCE:**

**Laney College, Oakland, CA - Instructor of ESL (Fall 1998-Present)**

*Faculty Senate President* (July 2014-Present); *Faculty Senate Vice-president* (2013-2014); *Foundation Skills Coordinator/Foundation Skills Committee Co-chair* (2013-Present); *ESL Program Area Representative*, Northern Alameda County Regional Consortium for Adult Education (Fall 2013-Present); *Co-coordinator and Mentor*, ESOL Acceleration College (Community of Practice) (2014-Present); *Campus Tutoring Coordinator* (2009-2014) ; *ESL Department Co-chair* (Fall 2010-May 2013); *PEAC (Peralta ESL Advisory Council) Member* (2010-2014); *Conference Co-chair and Lead Presenter*, Laney College ESL Summit on Acceleration in ESL (November 15, 2013)

**Chabot College, Hayward, CA - ESL Leader, Acceleration in Context Initiative (Fall 2011-Present):**

Lead Presenter, Acceleration in ESL workshops, El Camino Community College, Santa Barbara City College, Cosumnes River College, Coastline Community College, Chabot College, Contra Costa College; Presenter, Acceleration in Context Summer Learning Institute at Chabot College 2012, 2013, 2014

**LEADERSHIP DEVELOPMENT**

Academic Senate for California Community College Leadership Academy (2014)

**AWARDS**

Laney College Faculty Leadership Award (2014); Peralta Community College District Recognition of Service (2013); Faculty Appreciation Day Certificate of Appreciation for Outstanding Leadership and Contribution to Quality and Excellence (2008)

**CONFERENCE PRESENTATIONS**

- Strengthening Student Success, RP Group, Post-Conference Workshop, "Model for Providing Individualized Instructional Support for ESL Students Across the Curriculum," (2010); "Contextualization, Tutoring, and Acceleration in an Urban ESL Program," (2012); "Deep Learning: Experiencing Acceleration in Context" and "Transforming the ESL Sequence: A Report from the First Year," (2013)
- Conference on Acceleration in Developmental Education, ALP, Baltimore, "Accelerating the ESL Course Sequence" and "From Building Consciousness to Accelerating Practice", June 2012

**SUZAN TIEMROTH-ZAVALA, M.A.**  
**AANAPISI ROLE: ESL/English *Accelerate* Component Co-Lead**

**EDUCATION**

San Francisco State University M.A. in English, TESL (Awarded, Jan 1981)  
University of California, Berkeley B.A. in Spanish (Awarded, June 1978)

**PROFESSIONAL EXPERIENCE:**

**Laney College, Oakland, CA - Instructor of ESL (Fall 2005-Present)**

- Redesigned entire ESL curriculum to an accelerated curriculum for Peralta Colleges in conjunction with PEAC (Peralta ESL Advisory Council), 2011-2012
- Chair of ESL Department ( Fall 2010-May 2014)
- ESL Co-Leader, Acceleration in Context Grant Fall 2011-present):  
Includes visits to various community colleges for presentation and workshops:  
( El Camino Community College, Santa Barbara City College, Cosumnes River College, Sierra College, Coastline Community College, Chabot College, Contra Costa College)
- Acceleration in Context Summer Learning Institute at Chabot College: 2012, 2013, 2014: presented and taught workshops on acceleration in ESL.
- Co-presented ESL Summit on Acceleration at Laney College (November 2013)
- ESL Pathways Coordinator (2014-present): coordinated cohort program in ESL for low-level students to offer extra support; created 4 cohorts from low-beginning to advanced levels to increase student success in accelerated ESL curriculum
- Participant, mentor, and co-coordinator of the ESOL Acceleration College (Community of Practice), Laney College, 2014-1015

**University of California, Berkeley Extension (June 1988-2004)**  
**English Language Program - Instructor of ESL**

**CONFERENCE PRESENTATIONS**

- Strengthening Student Success, RP Group “Model for Providing Individualized Instructional Support for ESL Students Across the Curriculum”, October, 2010.
- Strengthening Student Success, RP Group, “Contextualization, Tutoring, and Acceleration in an Urban ESL Program”, October 2012.
- Conference on Acceleration in Developmental Education, ALP, Baltimore, “From Building Consciousness to Accelerating Practice” and “Accelerating the ESL Course Sequence”, June 2012
- Strengthening Student Success, RP Group, “Transforming the ESL Sequence: A Report from the First Year” and “Deep Learning: Experiencing Acceleration in Context”, October 2013



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| <p><b>FEKE T. LAUTI, M.A.</b><br/><b>AANAPISI ROLE: Component 3 Lead</b></p> |
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**Education**

**Master of Arts, Leadership 2010**

Saint Mary's College Moraga, California

**Bachelor of Arts, Communications 2007**

Saint Mary's College Moraga, California

**Experience**

**Program Specialist APASS 3/2015 to present**

Laney College: Oakland, California

**Mental Health Specialist I 6/2011 to 1/2015**

Stars Community Services: San Leandro, California

**Mental Health Counselor 1/2009 to 6/2010**

Fred Finch Youth Center: Oakland, California

**Instructional Aide 01/2008 to 01/2009**

Fred Finch Youth Center (Oakland Hills Academy): Oakland, California

**Youth Leader and Adviser 01/2004 to Current**

Community Service for Polynesian Youth: Oakland, California

**Core Curriculum Task Force 2/2006 to 5/2007**

Saint Mary's College Moraga, California

- 1 of 2 students appointed by college faculty to assist in developing general education requirements for students.
- Organized student focus groups to generate learning goals and ideas to better help students achieve academic excellence.
- Documented research results to faculty committee for consideration.

**Bringing Back the Bayou Student Representative 1/2006 and 1/2007**

Saint Mary's College New Orleans, Louisiana

- Performed over 10,000 hours of service assisting Hurricane Katrina survivors over two summers.
- Took part in rebuilding homes and community gardens.
- Provided documented audio and video images for multi-media projects to help raise awareness.

**Boy Scouts of America Troop #303, Peralta District, SF 01/2003 to Present**

The Church Of Jesus Christ of Latter Day Saints, Oakland California

- Engage Polynesian Youth in community service and outreach activities
- Facilitate Merit Badge Classes offered by the council to Polynesian youth

**Volunteer Service Mission 1/1998 to 1/2000**

Missionary Panama City, Panama

- Volunteer missionary activity and services for Spanish Speaking families
- Served as a District Leader overseeing up to 15 other volunteer missionaries and their activities.

**MILDRED S. LEWIS, Ed.D.**  
**AANAPISI ROLE: Administrative Oversight &**  
**Chair of Steering Committee**

**EDUCATION**

|                                       |                               |
|---------------------------------------|-------------------------------|
| <b>Mills College</b>                  | 2013                          |
| Oakland, CA                           | Ed.D., Educational Leadership |
| <b>Mills College</b>                  | 2012                          |
| Oakland, CA                           | MA, Educational Leadership    |
| <b>University of San Francisco</b>    | 1998                          |
| San Francisco, CA                     | MA, Theology                  |
| <b>San Francisco State University</b> | 1991                          |
| San Francisco, CA                     | BA, Philosophy & Religion     |
| <b>College of Marin</b>               | 1989                          |
| Kentfield, CA                         | AA, French                    |

**PROFESSIONAL EXPERIENCE**

**Laney College – Oakland, CA.**

Dean of Academic & Student Affairs,  
Community Leadership & Civic Engagement 09/2013 – Present

Interim Dean of Academic & Student Affairs, Community Leadership & Civic Engagement  
10/2012 – 9/2013

**Laney College -- Oakland, CA.**

CARE Program Coordinator/Specialist - 7/2000 – 10/2012

**Laney College – Oakland, CA.**

Adjunct Faculty - 8/2006-12/2006 & 8/2007-12/2007

**LEADERSHIP DEVELOPMENT**

-Association of California Community College Administrators Great Deans Program, July 2014  
-Executive Leadership Academy Fellow, University of California, Berkeley & American  
Association of Hispanics in Higher Education (AAHHE), March 2014

**AWARDS**

-Classified Employee of the Year Award, Laney College 2012  
-Mills College Graduate Education Alumnae School Grant, 2010-2011, 2011-2012, 2012-2013  
-Mills College School of Education Research Assistant, 2011-2012

**PUBLICATIONS**

Lewis, M.S. (2014). Blog: Pathways to Aspen – The Post-Convening Community College  
Perspective. The Aspen Institute Forum for Community Solutions,  
[http://aspencommunitysolutions.org/blog-pathways-to-aspen-the-post-convening-community-  
college-perspective/](http://aspencommunitysolutions.org/blog-pathways-to-aspen-the-post-convening-community-college-perspective/)

Lewis, M.S., Schacher, S. & Simon, P. eds. (2002). Empowering Lives through Education: Women  
and Men Overcoming Welfare. Emeryville, Autumn Press.

**PHOUMY SAYAVONG, Ph.D.**

**AANAPISI ROLE: Instructional Dean Representative to Steering Committee**

**Component 2: Instructional Deans Team**

**Institutional Research Expertise, APASS Past Director**

**EDUCATION**

**University of California, Santa Cruz, California**

|            |  |
|------------|--|
| June 2003  | Ph.D. in Psychology                          |
| March 2000 | M.S. in Psychology                           |
| June 1994  | B.A. in Psychology                           |
| March 2014 | Executive Leadership Fellow, UC Berkeley, CA |

**Public Administration and Higher Education**

**Interim Dean of Academic & Student Affairs: Humanities, Social Sciences, and Applied Technology:** Laney College, Oakland, CA, July 1, 2014-Present; **Director, Asian & Pacific American Student Success (APASS) Program:** Laney College, Oakland, CA, March 2013-July 1, 2014; **Professor:** Touro University, Vallejo, Mare Island, CA, Jan 2010-Mar 2012

**Institutional Research and Evaluation (Partial List)**

**Assessment and Evaluations Coordinator:** Stockton Unified School District, Stockton, CA; Aug 2011-Mar 2013; **Senior Researcher:** Oakland Unified School District, Oakland, CA Oct 2005-June 2010; **Data Analyst:** CalPASS (California Partnership for Achieving Student Success), El Cajon, CA Mar 2008 – Mar 2010; **Independent Evaluator:** Community Health for Asian Americans (CHAA), Oakland, CA 2006; **Program Evaluator :** The Collaborative for Higher Education, San Jose State University Foundation, San Jose, CA July 2003 – June 2006; **Researcher and Evaluator:** California Academic Partnership Program, UC Santa Cruz, & Academic Systems, Inc. July 1998 – June 2002; **Researcher:** Center for Research on Education, Diversity & Excellence (CREDE), UC Santa Cruz Sept 1996 – July 2003

**Presentations and Publications (Partial List)**

-College Board's Campaign for Academic Equity. *Southeast Asian English Language Learners*. San Diego, CA, December 4, 2008.  
-College Board Dialogue Day: *The Role of assessment in the educational experience of bilingual students*. San Francisco, CA, September 19, 2008.  
-American Public Health Association: Politics, policy, and public health. *Recommendations for improving mental health services in Southeast Asian communities*. Washington DC, November 5, 2007.  
-Sayavong, P. (Nov/Dec 2003). Educational reality of Southeast Asian American English language learners: Experience and challenges. *NABE News*, 27 (2).  
-**Connecting the Issues**—California League of High Schools / National High School Association Annual Conference, Implementation of Mediated Instruction Math, Universal City, CA, November 2000.  
-Estrada, P., Guardino, G., & Sayavong, P. (1997). *Patterns of Social Organization in a Sample of Nine Culturally and Linguistically Diverse Schools*. Santa Cruz, CA: Paper presented at the American Educational Research Association Conference.

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| <p><b>ELIZABETH PANIAGUA</b><br/><b>AANAPISI ROLE: Liaison with OSUD International High School</b></p> |
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**EDUCATION**

**Master's of Science Degree in Counseling with an emphasis in College Student Personnel and School Counseling**

San Francisco State University, May 2011 (*State of California Pupil Personnel Services Credential*)

**Bachelor's of Science Degree in Community and Regional Development, Minor in Chicana/o Studies**

University of California, Davis, 2005

**WORK EXPERIENCE**

**School Counselor**

Oakland International High School, Oakland Unified School District  
*August 2013 to Present, Oakland, CA*

**Counselor**

General Counseling at Laney College, Peralta Community College District  
*Summer 2013 & Summer 2014, Oakland, CA*

**College and Career Coordinator**

Oakland International High School, Oakland Unified School District  
*August 2012 to July 2013, Oakland, CA*

**Counselor/Instructor**

Gateway to College Program at Laney College, Peralta Community College District  
*September 2011 to July 2013, Oakland, CA*

**Counselor**

Child Development Program, Merritt College, Peralta Community College District  
*August 2011- June 2012, Oakland, CA*

**Program Counselor**

UC Davis Educational Talent Search Program (Federal TRiO Program)  
*October 2005- August 2008, Davis, CA*

**RELATED EXPERIENCE**

**Counseling Intern**

Centro Latino at Merritt College, Peralta Community College District  
*August 2009- Present, Oakland, CA*

**Counseling Intern**

Oakland Technical High School  
*August 2009- 2010 Academic Year, Oakland, CA*

**LANGUAGES**

Bilingual Spanish Speaker, able to write, read, and present in Spanish

**TEACHING EXPERIENCE**

*Summer 2011, Merritt College: Counseling 201 (Introduction to College) & Counseling 207A (Career Counseling)/ Co-teaching*

*Fall 2012, Laney College: Counseling 224 (College Preparedness)/ Co-teaching*

*2012-2013, Oakland International High School: Internship Course/ Co-teaching*

*2013-2014 & 2014-2015, Oakland International High School: Career Readiness*

## Section 4. ADEQUACY OF RESOURCES

*Criterion: Budget is adequate to support the proposed project; Costs are reasonable in relation to objectives, design and potential significance of project.*

| ADEQUACY OF RESOURCES NARRATIVE  |
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| <p><b><u>Personnel &amp; Benefits Costs:</u></b> Salary levels and benefits are fixed according to legally negotiated agreements by personnel classifications - they definitely tend to be high compared to national averages, but are normal for greater San Francisco Bay area.</p>  |
| <p><b><u>An Itemized Budget</u></b> including <u>justification for contractual</u>, supplies and equipment costs has been provided on pages beginning page 47 of this proposal..</p>   |
| <p><b>ADDITIONAL RESOURCES:</b></p> <p><b>(1) <u>Student Success and Support Program (S3P) Funds:</u></b><br/>In Fall 2015, Laney and other CA community college will receive new funding under S3P from the State Chancellor's Office to improve services for student success.<br/><a href="http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/SSSP_Funding_Guidelines_Final_3-12-14.pdf">http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/SSSP_Funding_Guidelines_Final_3-12-14.pdf</a></p> <p><b>(2) <u>Learning Community Classes:</u></b> Laney College Instructional Division will cover the costs of all APASS learning community classes and the fulltime teaching salaries of the team of ESL instructors who will implement the new accelerated program.</p>   |
| <p><b><u>Scope, Impact and Cost-Effectiveness:</u></b> As described fully in the <i>Project Design</i> section this project is designed on research based evidence to impact the highest number of AAPI and high need students possible, through a focus on disadvantaged AAPI and immigrant students. By 2021, conservatively estimating, a minimum of 4,000 students each year will be directly reached <b>(<math>\\$350,000</math> divided by 4,100 individuals = \$85 per person impacted each year by the federal funds.)</b> This 4000 total includes 2,000 ESL students at Laney; 500 additional AAPI non-ESL students impacted by scaled-up services; and 1,000 OUSD immigrant &amp; ESL high school students impacted by curriculum articulation and bridging activities; 500 persons in the AAPI ethnic communities attending translated Financial Aid workshops, College Planning nights at high schools; and a minimum of 100 faculty and staff in professional development sessions. <b>Faculty will Launch a Community of Practice on ESL Acceleration which will spread nation-wide.</b> The impact of the ESL Acceleration activities, launching new emphases on the evidence-based success intervention of acceleration across the four Peralta District Colleges, the region, the State and even the nation will positively impact the success of tens of thousands additional disadvantaged immigrant students within a decade.</p> |

## Section 5. MANAGEMENT PLAN

**Authority and Organization:** President Webb has assigned administrative oversight of AANAPISI to Dean of Academic and Student Affairs for Community Leadership and Civic Engagement, Mildred Lewis Ed.D. will also to chair the AANAPISI Steering Committee.

**A fulltime highly experienced AANAPSISI Project Director, May Toy Lukens, will be hired to direct the grant and lead the team of Component Leads.** Ms. Lukens will have direct



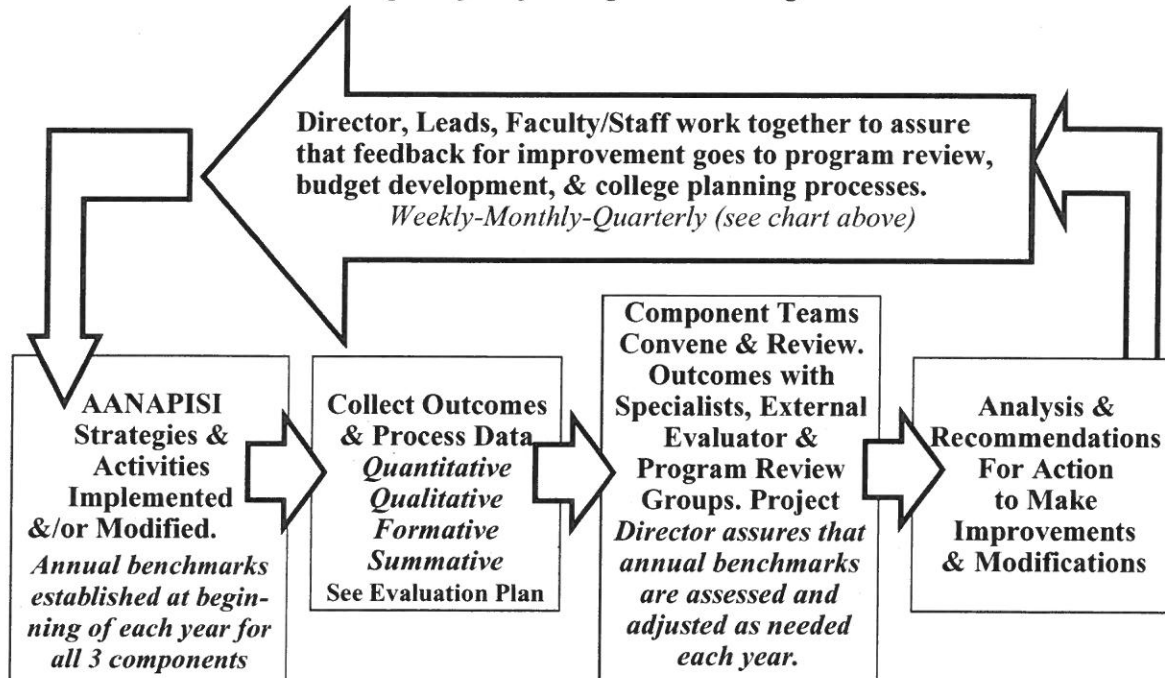
access to President and executives as needed. **The Project Director and Component Leads will be given the authority and support necessary for effective implementation of strategies** working with Deans and Vice-Presidents as needed/appropriate. Since the ESL Component is lead by faculty and curriculum issues are housed in instruction, that component will be closely linked to the appropriate divisional dean. Instructional deans will also have course control over learning community classes, but will work closely with the Project Direct and APASS staff. Also see *Project Organization Chart* and job roles and qualifications/resumes in *Personnel*.

| <b>SPECIFIC MECHANISMS FOR MONITORING, FEEDBACK AND HIGH QUALITY</b>   |
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| <b>Start-up Communications:</b> College organizational units that will be impacted by project will meet in small groups within the first three weeks of the award w/ Vice Presidents, Dean and AANAPISI key personnel to review goals, objectives and importance of the project.   |
| <b>Steering Committee:</b> Appointments will be made by President within first month with the first meeting convened by week eight. The Steering Committee will meet quarterly during the first project year, with meetings possibly reduced to once per semester in later project years   |
| <b>External Advisory Groups:</b> Will meet as needed with invitees changing according to topics.   |
| <b>Close Communication with Federal AANAPISI Program Office</b> will be encouraged, with the Project Director serving as the sole point of contact. Grants compliance personnel will be kept apprised of rules and policy changes from the program office, as well as changes in grants management or fiscal issues in EDGAR and in CFR200 Uniform Guidance Circular Regulations |
| <b>AANAPISI Team Meetings:</b> Project Director will meet with Activity Leads every two weeks during first four months of project, then a minimum of monthly. Other college staff will be invited as appropriate to these meetings. Minutes will be posted on the project website.   |
| <b>Special Joint Topic Area Meetings with Feeder Schools</b> – such as curriculum articulation, multiple measures or common core. Minutes of all meetings to the Project Director for files.   |
| <b>Comprehensive Project Manual:</b> Project Director will develop and modify as needed, a <i>Project Manual</i> . The manual will specify all policies and procedures, detail allowable and non-allowable costs, provide examples of forms, and clarify reporting procedures & timelines.   |
| <b>AANAPISI Representation in Standard Governance and Committee Structures</b> will be assured through appropriate committee membership by key AANAPISI project personnel.   |
| <b>Evaluation of Project Personnel</b> will be fully consistent with policies and procedures, including all negotiated agreements with faculty, administration, and classified staff.  |
| <b>Record-Keeping, Reporting, and Regular Feedback for Improvement</b>   |
| <b>Continual/Ongoing Reporting &amp; Feedback:</b> In pilot courses there will classroom based assessment of student progress on a weekly basis, with adjustments made as needed. All training events/professional development will gather feedback for improvement at each session.   |
| <b>Time/Effort Reports:</b> Monthly <i>Time and Effort Reports</i> will be completed for each employee being paid by AANAPISI funds as approved in grant. Standard time reporting forms used by PCCD are within compliance. Reports will be submitted to Project Director each month.  |
| <b>Fiscal &amp; Accounting Records/Procedures</b> are not detailed in proposal because instructions indicated they were not be included. <b>Equipment Inventory</b> per requirements will be kept.   |
| <b>Continuous Feedback: Once/semester is not enough.</b> PD will require assessment/evaluations at trainings, seminars with summaries submitted with monthly reports. APASS classes will   |

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| <b>implement weekly CBA (Classroom Based Assessment),</b> to keep students on track.   |
| <b>Monthly Progress Reports:</b> Monthly <i>Progress Reports</i> completed by Component Leads and submitted to Project Director. Including: progress toward objectives; travel details and use of consultants (deliverables); progress on new practices; formative evaluation issues; Problems, delays, alternative solutions, and any requests for assistance should also be noted. |
| <b>Semi Annual (Semester) Executive Summary Reports:</b> Project Director will synthesize reports from Activity Leads into a two-page <i>AANAPISI Executive Summary Report</i> to be distributed appropriate college administrators and all project staff. This report will be a brief summary composite of monthly reports, reflecting overall progress toward objectives.          |
| <b>Annual Performance Reports:</b> Electronically submitted each Spring for documentation of substantial progress toward achievement of objectives to assure continued funding.  |

**ON-GOING CYCLE MONITORING FOR CONTINUOUS IMPROVEMENT  
TO ENSURE HIGH QUALITY PRODUCTS AND SERVICES**

*Subpart of Project Logic Model Design*



**Monitoring Change and Progress is Essential to Project Success.** This grant institutional strengthening project is designed to unfold over 60 months. Success will hinge on cooperation, shared goals, and collaboration between programs and services – especially breaking down silos between academic and student affairs on behalf of the disadvantaged high need students who are the target of the AANAPISI project. **Monitoring to assure the project stays on track and is modified as needed will be a primary responsibility of Project Director May Lukens.**

# PROJECT ORGANIZATION & KEY PERSONNEL STAFFING CHART

