

Request for Foundation Skills Funding

This form must accompany all requests for Foundation Skills funding. Additional documents may be attached to the form, but cannot be accepted in lieu of the form.

Instructions:

- Please fill in all columns** as clearly as possible.
- For Item 1, provide a summary** of your proposed project/activity. If your project has several components, list them separately. Please feel free to include more detail in an attached document. **Also include assessment/institutional research and any other data to support the need for your proposed action.**
- For item 2, list the number of the** goal and activity addressed from the Foundation Skills Planning Matrix (Appendix C of the Educational Master Plan), which is on pages 2-4 of this form.
- For item 3, state the specific practice and strategy** behind the project/activity. For your reference, a summary list of the effective practices presented in the CCCBSI document *Basic Skills as a Foundation for Student Success in California Community Colleges* is on page 5 of this form. This document was reviewed and referenced by the Laney BSI team to create the Foundation Skills Plan.
- For item 4, indicate whether this is a new project, or a change or expansion** of a current project. If a change or expansion, please list the current project that you wish to modify. *FSC monies cannot be used to replace funding for the exact same program or activity previously funded by another source without expansion or change to further address the Foundation Skills Plan.
- For item 5, list the specific outcomes** you expect to achieve with your project.
- For item 6, provide a summary of the method(s) of assessing your outcomes** and your plan for documenting and disseminating your results.
*Recipients are required to enter evidence of outcomes and assessment results in TaskStream. Future funding is contingent upon documentation.
- Item 7 is the target completion** date for your project.
- For Item 8, list all parties responsible** for the project or components of the project.
- For item 9, list the specific budget amounts** requested. Please be detailed or list a total amount and attach a detailed breakdown. This may include release time or stipends if appropriate.

Please submit all requests for Foundation Skills Funding to the Foundation Skills Coordinator, Lisa Cook (lrcook@peralta.edu). The FSC meets on the first and third Monday of each month. Please submit requests by the Thursday before the next scheduled meeting.

Foundation Skills Planning Matrix (Appendix C of the Educational Master Plan)

Section A – Organizational/Administrative Practices

District: Peralta Community College District

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

College: Laney College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Develop a transparent budget process that addresses the learning needs of basic skills students.	A.1.4 Developmental education is adequately funded and staffed. A.3.3. A designated budget allocation exists for developmental education.	Fall 2011	President, VP of Instruction, VP of Student Services, Business Manager, Foundation Skills Committee
Continue and expand basic skills tutoring services and tutoring coordination.	A.3.1. A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated).	Fall 2011	Vice President of Instruction, Vice President of Student Services, Tutoring Coordinator

Section B – Program Components

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Formulate a task force comprised of student services and instructional faculty, classified staff and students to review and update orientation materials and processes.	B.1.1. Mandatory orientation exists for all new students.	Fall 2011	Vice President of Student Services, Dean of Matriculation, Foundation Skills Committee, Faculty Senate President, Classified Senate President

Implement mandatory orientation and assessment of new basic skills students.	B.1.1. Mandatory orientation exists for all new students. B.1.2. Mandatory assessment exists for all new students.	Fall 2011	Vice President of Students Services, Dean of Matriculation, Dean of Student Support Services, Foundation Skills Committee
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Section C – Faculty and Staff Development

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Create a basic skills professional development plan that is supported by the administration.	C.1.2. Professional development activities for developmental education faculty and staff are actively supported by senior administration.	Fall 2011	College President, Faculty Senate President, Professional Development Committee
Develop a formal faculty orientation and mentorship program.	C.2.5. New faculty are provided staff development activities that assist them in transitioning into the community college academic environment. C.2.6. Staff development activities promote interactions among instructors.	Fall 2011	Vice President of Instruction, Faculty Senate President, Professional Development Committee

Section D – Instructional Practices

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
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Initiate a process for assessment of basic skills courses.	D.1. Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.	Fall 2011	Vice President of Instruction, Faculty Senate President, Learning Assessment Committee
Continue and expand the tutoring training program and tutoring coordination.	D.10. Programs provide comprehensive academic support mechanisms, including trained tutors.	Spring 2011	Vice President of Instruction, Tutoring Coordinator, Foundation Skills Committee
Continue support of basic skills learning communities and basic skills supplemental instruction.	D.1. Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.	Spring 2011	Vice President of Instruction, Vice President of Student Services
Set up a task force to create lists of recommended courses that includes pre-designed course packages that depend upon students' individual goals and assessment results.	D.5.1. A well-planned, step-by-step sequence of developmental course offerings exists.	Fall 2011	Faculty Senate, Foundation Skills Committee

Summary of Effective Practices from *Basic Skills as a Foundation for Student Success in California Community Colleges*

Organizational and Administrative Practices

- A.1 Developmental education is a clearly stated institutional priority.
- A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.
- A.3 The developmental education program is centralized or highly coordinated.
- A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.
- A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.
- A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.
- A.7 Institutions manage faculty and student expectations regarding developmental education.

Program Components

- B.1 Orientation, assessment, and placement are mandatory for all new students.
- B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.
- B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.
- B.4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

Staff Development

- C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.
- C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.
- C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.
- C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.
- C.5 Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.

Instructional Practices

- D.1 Sound principles of learning theory are applied in the design/delivery of courses in the developmental program.
- D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.
- D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.
- D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.
- D.5 A high degree of structure is provided in developmental education courses.
- D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.
- D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.
- D.8 Developmental faculty routinely share instructional strategies.
- D.9 Faculty and advisors closely monitor student performance.
- D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

Request for Foundation Skills Funds

Title of Proposal: ESL Distance Education Community of Practice

Date: December 1, 2017

Academic Year: 2017-18

Persons Requesting Funds: Barbara Yasue, Chelsea Cohen

Division: Liberal Arts

<p>1. Planned Action (Brief description of project/activity including list of components) and data to indicate need for action</p>	<p><u>Community of practice for Distance Education ESL instructors.</u></p> <p>Goals: Establish DE mission within the ESL program, research best practices for DE ESL courses, develop recruitment strategies for DE courses, produce a handbook that guides hybrid and face-to-face instructors on design and successful practices for supporting students in the online environment, and set DE standards for ESL courses. With the mission, best practices and standards as guides, design ESL hybrid courses, design footprints for use by other ESL faculty, design Canvas support for face-to-face classes, and aid other ESL faculty with their on-line curricular needs on Canvas.</p> <p>Participant requirements: Participants will have the same requirements as those outlined by the Peralta District for DE instructors and be prepared to use Canvas as the LMS.</p> <p>Participant responsibilities:</p> <ul style="list-style-type: none"> a) 10 hours of face-to-face meetings/trainings during spring semester 2018. b) 6 hours of workshop time in a community setting c) additional hours (at least 4) for homework and online discussion depending on participant's goals and the group's needs. d) 5-10 hours over two semesters giving workshops or one-on-one trainings to interested faculty in ESL on use of Canvas and DE design through December 2018. e) four complete learning modules (equivalent to 25% of a class) evaluated by the group for evaluation and feedback.
<p>2. Goal and Activity Addressed from Foundation Skills Planning Matrix</p>	<p>C.2.6 "Staff development activities promote interactions among instructors."</p>
<p>3. Effective Practice and/or Strategy</p>	<p>Here are the specific practices and strategies behind the activity:</p>

	<p>D.1 Sound principles of learning theory are applied in the design/delivery of courses in the developmental program.</p> <p>D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.</p> <p>D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.</p> <p>D.5 A high degree of structure is provided in developmental education courses.</p> <p>D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.</p> <p>D.8 Developmental faculty routinely share instructional strategies.</p>
4. New, Change or Expansion*	This is a new project.
5. Expected Outcomes	<p>a. a set of standards across ESL DE courses that work best for language learners.</p> <p>b. The department will be able to target which courses are best suited to a DE approach.</p> <p>c. By April 30, 2018, each participant will have set up four complete learning modules (equivalent to 25% of a class) and will have those learning modules evaluated by the group for feedback.</p> <p>d. a handbook guiding instructors on online pedagogy for ESL.</p>
6. Plan for Assessing, Documenting, Disseminating and Dialogue about Results*	<p>a. A rubric will be used to assess hybrid courses. Evaluation will be based on the standards set by the state, district, college and participants in the community of practice for pedagogy appropriate for ESL students.</p> <p>b. minutes of meetings and planning documents</p> <p>c. report will be given to ESL faculty and general Laney faculty, including dialogue.</p>
7. Target Date for Completion	May 2018
8. Responsible Persons/Dept.	Chelsea Cohen, Barbara Yasue, ESL
9. Specific Budget Amounts-Include Breakdown*	\$15,000: \$1500 for each participant up to 8 participants. + \$3000 for coordinator.

Other required Institutional Resources (e.g. Facilities):

Other Funding Sources:

Check here if additional narrative is attached: MACROBUTTON HTMLDirect

For Foundation Skills Committee Use Only:

Committee Approval Approved Approved with Changes Noted Not Approved Resubmit with Changes Noted
Comments:

FSC Faculty Co-chair _____

FSC Administrative Co-chair _____

lrc: 3/10/13