

Laney College
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.

This form was created following a template created by the *Essential Learning Initiative at the College of the Sequoias*
(<https://www.cos.edu/about/FacultyStaffSupport/ELI/Pages/default.aspx>)

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

Section A – Organizational/Administrative Practices

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

District: Peralta Community College District

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: Coordination & Tutoring for Writing Center Fall/Spring 17-18 **Date:** Oct 3, 2017 **Academic Year:** 2017-2018

Persons Requesting Funds: Ian Latta, Jackie Graves **Division:** English/ESOL

1. Planned Action (Brief description of project/activity including list of components) and data to indicate need for action	Continue and expand basic skills tutoring services, training, and coordination in the Writing Center. <ul style="list-style-type: none"> After being divided among several deans (Deans Chan, Richardson, Wade), coordination of tutoring is being centralized under Dean Richardson and AD Graves. We have two tutoring co-coordinators (Anna Cortesio and Ian Latta) developing training and providing support.
2. Goal and Activity Addressed from Foundation Skills Planning Matrix	Section D-Instructional Practices: <ul style="list-style-type: none"> Continue and expand basic skills tutoring services and tutoring coordination Continue and expand the tutor training program and tutoring coordination
3. Effective Practice and/or Strategy	<p>A.3 The developmental education program is centralized and highly coordinated.</p> <p>A.5 A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services</p> <p>B.2 Regular program evaluations are conducted, results are disseminated widely, and data re used to improve practice;</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.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.</p> <p>D.9 Faculty and advisors closely monitor student performance.</p> <p>D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.</p>
4. New, Change or Expansion*	<p>This is an expansion of the existing Writing Center program. Braiding multiple funding streams—Basic Skills, Student Equity, Parcel Tax, Fund 1, and Basic Skills Transformation Grant, we are expanding our tutoring and tutor training programs. The college is working on integrated planning and this funding for tutoring is part of that strategy.</p> <p>Tutor training topics include:</p> <p>Level 1:</p> <ul style="list-style-type: none"> Week 1: Basic tutoring guidelines Week 2: The Tutor Cycle and setting goals Week 3: Scaffolding Week 4: Active Learning Week 5: Communication skills Week 6: Assertiveness and/or handling difficult students Week 7: Assertiveness, Part 2 Week 8: Learning Styles/Learning Disabilities

	<ul style="list-style-type: none"> ● Week 9: Observations <p>Level 2:</p> <ol style="list-style-type: none"> 1. Asking Critical Questions 2. Test Anxiety and Preparing for Tests 3. Referral Skills part 1 and Referral Skills part 2 (also see Campus Resources) 4. Study skills part 1 and Study Skills part 2 5. Last meeting: Reflection and growth <p>Level 3:</p> <ol style="list-style-type: none"> 1. Students with Learning Disabilities: <ol style="list-style-type: none"> 1. Study Skills and Tutor's role 2. Do's and Dont's 3. Multiple Intelligences 4. Learning Disabilities characteristics and strategies 5. Avoiding dependence 6. Positive Feedback 2. Adult Learners 3. Group tutoring
5. Expected Outcomes	<ul style="list-style-type: none"> ● Improved effectiveness of tutors ● Improved communication between instructors and tutors ● Increased student independence and self-sufficiency in implementing learning strategies developed from working with a tutor ● Improved reading, writing, and computer skills for students
6. Plan for Assessing, Documenting, Disseminating and Dialogue about Results*	<ul style="list-style-type: none"> ● Evaluations of tutor performance and achievement of tutor training competencies ● Satisfaction surveys of students who use the tutoring services ● Evaluation plan for selected basis skills students who regularly use tutoring services to assess completion, success, and retention rates ● All information will be shared with the FSC and the college.
7. Target Date for Completion	May 25, 2018
8. Responsible Persons/Dept.	Ian Latta and Anna Cortesio (Tutoring Co-Coordinator), Jackie Graves (Associate Dean of Educational Success), Dean Richardson (Dean of Math and Sciences)
9. Specific Budget Amounts-Include Breakdown*	<p>Embedded Tutoring Fall 2017:</p> <p>Please see attached spreadsheet for campus-wide Tutoring Needs for Academic Year17-18 and the amount requested from Foundation Skills Committee (Basic Skills Initiative).</p> <p>TOTAL FUNDING REQUEST: \$40,000</p>

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