

**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

**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.<br>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)  |
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| 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 |

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| Implement mandatory orientation and assessment of new basic skills students. | B.1.1. Mandatory orientation exists for all new students.<br>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**

| <b>Planned Action</b>  | <b>Effective Practice and Strategy</b>   | <b>Target Date for Completion</b> | <b>Responsible Person(s)/ Department(s)</b>   |
|--|--|-----------------------------------|---|
| 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.<br>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**

| <b>Planned Action</b> | <b>Effective Practice and Strategy</b> | <b>Target Date for Completion</b> | <b>Responsible Person(s)/ Department(s)</b> |
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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,<br>Faculty Senate President,<br>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,<br>Tutoring Coordinator,<br>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,<br>Vice President of Student<br>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<br>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 ESL Pathways Program Cohorts A & B Fall 2017      **Date:** Dec 4, 2017      **Academic Year:** 2017-2018

**Persons Requesting Funds:** Ian Latta, Karyn Panitch      **Division:** ESOL/Language Arts

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| <p>1. Planned Action (Brief description of project/activity including list of components) and data to indicate need for action</p> | <p>Expand and revise the existing ESOL Pathway Program for beginning-level ESL students scoring lower than the cut-off score for high-beginning ESL to build a foundation in vocabulary, grammar, reading, writing, listening and speaking skills; knowledge of U.S. College Culture; and familiarity with English as a Second Language instruction required for further participation in and eventual completion of the ESL program at Laney College.</p> <p>Expand instructional support to include embedded tutoring to increase student success rates and ensure that more students will pass to the next cohort level in one semester.</p> <p>Revise Cohort A to replace the writing workshop course with two new support classes for skills development, Vocabulary &amp; Spelling class (2 units) and English for Technology (1 unit)</p> <p>Special Features of Program:</p> <ul style="list-style-type: none"> <li>● One instructor teaches ESL 283A, high-beginning grammar and 284A, high-beginning listening/speaking, in cohort A and one instructor teaches ESL 283B high-beginning grammar and 284B, high-beginning listening/speaking, in cohort B with a unified context and approach to streamline instruction</li> <li>● The core instructor incorporates instructional technology and teaches language skills in the context of U.S. College Culture, introducing vocabulary, concepts and other aspects needed to comprehend a college orientation and make use both of the information provided and college services</li> <li>● For cohort A, students also take ESL 254, Vocabulary &amp; Spelling, and ESL 287A, English for Technology</li> <li>● For cohort B, a different instructor teaches ESL 218 along with trained tutors to support the instruction in ESL 283B and 284B; The instructors collaborate to ensure that the instructional support provided in ESL 218 targets the specific learning needs of the students and supports their use of instructional technology</li> <li>● An ESOL Pathway Planning Retreat (3 hours) occurs at the end of each semester. Agenda items include:             <ul style="list-style-type: none"> <li>○ Program Goals and Objectives (from student and institutional perspectives)</li> <li>○ Curriculum design, including strands that extend through the cohorts</li> <li>○ Effective teaching strategies for the true level</li> <li>○ Program scalability</li> <li>○ Outreach targets and strategies</li> <li>○ Opportunities for English use outside of the classroom</li> <li>○ Research into program effectiveness</li> </ul> </li> </ul> |
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|  | <ul style="list-style-type: none"> <li>● Bi-Weekly ESL Pathway Faculty Meetings occur for instructors to share and address (8 hours per semester): <ul style="list-style-type: none"> <li>● Successes and challenges with the ESL Pathway as a whole and with individual classes and students</li> <li>● Requests for, scheduling of, utilization of, support of, and difficulties with tutors</li> <li>● Continuity and alignment of curriculum and content across all ancillary classes and workshops</li> <li>● Progression of the curriculum and content during the course of the semester</li> <li>● Content and skills that need further review and / or assessment</li> <li>● Development, scheduling, division of duties for, and implementation of assessments, multi-part / multi-teacher projects, assignments and skill sets</li> <li>● Progress of multi-part / multi-teacher assignments</li> <li>● Classroom management issues, such as techniques for encouraging and supporting an English only environment, and how to deal with very low skill students for whom translation is necessary, and conflicts between tutors and students</li> <li>● Individual students who are struggling with learning barriers and disabilities</li> <li>● Issues related to multi-level classes</li> <li>● Requests for, use of and difficulties with facilities and equipment, such as computer labs</li> <li>● Training on and set-up for cohort use of applications such as Wordpress, VoiceThread, Typing.com, Readingbear.org, Engrade, Google Drive, and Google Voice</li> <li>● Planning and revision of the semester schedule as needed</li> </ul> </li> </ul> |
| <p>2. Goal and Activity Addressed from Foundation Skills Planning Matrix</p> | <p>Section D-Instructional Practices:</p> <ul style="list-style-type: none"> <li>● Continue support of basic skills learning communities and basic skills supplemental instruction</li> <li>● Create lists of recommended courses that include pre-designed course packages that depend upon students' individual goals and assessment results.</li> </ul>  |
| <p>3. Effective Practice and/or Strategy</p>                                 | <p>A.3 The developmental education program is centralized and highly coordinated.</p> <p>A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.</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>A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program;</p> <p>A.7 Institutions manage faculty and student expectations regarding developmental education</p> <p>B.2 Regular program evaluations are conducted, results are disseminated widely, and data re used to improve practice;</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.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.</p>  |

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|   | <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.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.</p> <p>D.8 Developmental faculty routinely share instructional strategies.</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*  | This is an expansion/revision of the existing ESL Pathways Cohort and instructor activities. Embedded tutoring will allow the instructor to make more progress with course content and support students who need more time to process new material. Increased number of sections.   |
| 5. Expected Outcomes  | <ul style="list-style-type: none"> <li>● Students meet course objectives and SLOs for ESL 283A/B, ESL 284A/B and ESL 218, demonstrating skills to take High-Beginning Reading and Writing, the next course in the ESL sequence, thereby building a foundation for success in the ESL course sequence.</li> <li>● Students become familiar with the Writing Center and the ESL workshop courses as resources for instructional support and learn to make use of tutoring to increase successful completion of coursework</li> <li>● Students are able to comprehend the basics of a college orientation and make use of the information provided throughout the semester with the instruction and assistance provided by the program in both the English for College Orientation and credit ESL courses</li> <li>● Students will become familiar with and make use of instructional technology to accelerate their learning of ESOL.</li> <li>● Students will meet the course objectives for ESL 254, Vocabulary &amp; Spelling, and ESL 287A, English for Technology</li> <li>● Students will meet course objectives and SLOs of ESL 285A/B, ESL 223 A/B, ESL 219A/B</li> </ul> |
| 6. Plan for Assessing, Documenting, Disseminating and Dialogue about Results* | <ul style="list-style-type: none"> <li>● Data will be collected on student performance, success, retention, and persistence.</li> <li>● Data will be collected from High Beginning ESL students and Intermediate ESL students who are participating in the cohort. We will begin to collect data from the expansion of the Cohort also.</li> <li>● All information will be shared with the FSC and the college.</li> </ul>  |
| 7. Target Date for Completion   | Dec 16, 2017  |
| 8. Responsible Persons/Dept.  | Ian Latta (English), Karyn Panitch (ESOL)   |
| 9. Specific Budget Amounts-Include Breakdown*                                 | <p><b>Embedded Tutoring Spring 2018:</b></p> <p>2 tutors x 3 hours per week x 16 weeks x \$12.86 per hour = <b>\$1234.56</b></p> <p><b>TOTAL FUNDING REQUEST: \$1234.56</b></p>   |



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***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 \_\_\_\_\_

Irc: 3/10/13