cLaney 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
 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

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)

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.

Title of Proposal: _____ **Librarians : A Community of Practice** _____ **Date: May 19, 2016**____ **Academic Year: Proposal for 2016-2017**_____

Persons Requesting Funds: Evelyn Lord (Head Librarian), Phillippa Caldeira, Reginald Constant, Autumn Sullivan   Division: Library

1. Planned Action (Brief description of project/activity including list of components) and data to indicate need for action	**Students who use the library are more successful in college. They get better grades and are more likely to complete their courses and programs of study.**[1]
	With four of five librarians under tenure review, the 2016-2017 academic year presents a unique opportunity to create a librarian community of practice that will have a lasting impact on the library instructional program and the success of Laney students.
	The fall 2015 Library Program Review revealed that the number of students enrolled in library courses remained stagnant (fewer than 50 per year) while the number of students taking part in contextualized library orientations increased sharply 24% over the preceding three years (2,087 students in 2014-15). The number of orientations has continued to increase in 2016-17. In response to these and other findings, the library has deactivated the library courses and is refocusing on library orientations for information literacy instruction.
	The Program Review also showed that library orientations over the years have generally been divided evenly between basic skills level courses and transfer level courses. Furthermore, as noted in review, the vast majority of schools in the Oakland Unified School District lack a certified library media teacher.[2] It is critical that information literacy skills be integrated into the first year experience for all students.
	The Librarian Community of Practice would focus on the following practices:
	Practice 1:

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[1] Association of College and Research Libraries. *The Value of Academic Libraries : A Comprehensive Research Review and Report.*
Website: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_bibliography.pdf

[2] It turns out that this is also an equity issue, since other school districts (e.g. San Francisco Unified) ensure that all schools have a certified library media teacher on staff.

	Improve online presentation of library resources and information literacy concepts. **Practice 2:** Integrate more active student learning engagement techniques into one-shot library orientation sessions. **Practice 3:** Develop and vet a model for embedded librarians in college learning communities.
2. Goal and Activity Addressed from Foundation Skills Planning Matrix	C.1.2. Professional development activities for developmental education faculty and staff are actively supported by senior administration. 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. D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program. D.10 Programs provide comprehensive academic support mechanisms, including trained tutors.
3. Effective Practice and/or Strategy	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. D.2 Curricula and practices that have proven to be effective within specific disciplines are employed. D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.
4. New, Change or Expansion*	New
5. Expected Outcomes	Outcome 1: Librarians will be resident experts on how to present online information and navigation in a methodical, step-by-step

	manner that is clear for students of all technology levels and for non-native speakers of English.
	Outcome 2: With attention to different learning styles and a focus on basic skills orientations, librarians will include at least one active student learning engagement technique in every one-shot library orientation session.
	Outcome 3: Librarians will be structurally embedded in at least one of the college learning communities that include core curriculum at the basic skills level for implementation by the 2017-2018 academic year.
6. Plan for Assessing, Documenting, Disseminating and Dialogue about Results*	Librarian participants will meet together, sometimes with guest experts, for **two-hour sessions** on **ten to twelve Fridays** between August 2016 and May 2017. Lunch will be provided to encourage engagement and a sense of community. Participation will initially be open to full-time librarians in order to establish customs and practices for discussion and presentation sessions. As the year progresses, librarians will rotate as facilitators of discussion sessions. Librarians who participate commit to the community of practice for the entire year. Activities Include: Guest Expert session(s): Demos, presentations, question-and-answer Group practice and critique Presentations by participants Self-reflection

	Professional reading (including "textbook": The Library Instruction Cookbook) Group discussion (facilitation of discussion will rotate among all the librarians) Assessment of outcomes Documentation of assessment discussions Dissemination of assessment findings
7. Target Date for Completion	May 2017
8. Responsible Persons/Dept.	Evelyn Lord (Library)
9. Specific Budget Amounts-Include Breakdown*	Stipends for Participants Facilitator (Lead): $4000 / annual Facilitator (Assistant): $4000 / annual Librarian Participants: $3000 / annual (3 participants -- $9000) Guest Expert(s): $250 per session (up to 6 -- $1500) Lunches: $1200 **TOTAL COSTS: $18,500**

Roles	Responsibilities	Proposed Stipend
Facilitator (Lead)	Attend and participate in all sessions. Participate in selection of Read materials. Participate in assessment of community activities. Prepare and present to community practice group at least once per semester.	$4000 Time estimate: 4 hours per week X 33 weeks [approx.. $30 / hour]

	Meet with Facilitator (Assistant) in advance of each session. Draft agendas. Take notes of session meetings. Recruit and arrange guest expert visits. Prepare materials for group discussion and activities. Document assessment results. Ensure payments		
Facilitator (Assistant)	Attend and participate in all sessions. Read materials. Participate in assessment of community activities. Prepare and present to community practice group at least once per semester. Meet with Facilitator (Lead) in advance of each session Assist with preparation of materials. Assist with documentation of assessment results Organize lunches.	$4000 Time estimate: 4 hours per week X 33 weeks	
Librarian Participants	Attend and participate in all sessions. Read materials. Participate in assessment of community activities.	$3000 Time estimate: 3 hours per week X 33 weeks = 99 hours total	

	Prepare and present to community practice group at least once per semester.		
Guest Experts	Prepare and present on a topic related to practices selected for focus	$250 Time estimate: 8 hours per expert session (6 hours preparation : 2 hours presentation session)	
Lunches for up to 6 people for up to 12 sessions		$1200	
Text for Discussion: Library Instruction Cookbook	Library will order multiple copies for discussions		

Other required Institutional Resources (e.g. Facilities): Librarians will meet in L-104, L-312 and Tower Conference Rooms.

Other Funding Sources:

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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