

## Maisha Jameson

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**From:** Phoumy Sayavong  
**Sent:** Tuesday, June 17, 2014 5:29 AM  
**To:** Laney President; Maisha Jameson  
**Subject:** Re: REMINDER - DUE TODAY: REQUEST FOR PROPOSALS: Peralta Accountability for Student Success (PASS) Fund for Innovation  
**Attachments:** PASS-Phoumy's APASS Proposal.docx  
**Importance:** High

Good morning Dr. Webb,  
Please find attached my proposal for APASS.

Thank you,  
Phoumy

**Phoumy Sayavong, Ph.D.**

Director, APASS (Asian and Pacific American Student Success)

Asian American Native American Pacific Islander Serving Institution (AANAPISI)

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**From:** Laney President <[laneypresident@peralta.edu](mailto:laneypresident@peralta.edu)>

**Date:** Mon, 16 Jun 2014 17:23:51 -0700

**To:** Laney-FAS <[Laney-FAS@peralta.edu](mailto:Laney-FAS@peralta.edu)>

**Subject:** REMINDER - DUE TODAY: REQUEST FOR PROPOSALS: Peralta Accountability for Student Success (PASS) Fund for Innovation

Greetings All,

This is a reminder that the proposals for Peralta's new fund for innovation, PASS, the Peralta Accountability for Student Success were due today.



Please submit your proposals by tomorrow, June 17<sup>th</sup> to ensure sufficient time to review and consider all proposals received.

Thank you to those of you who have already submitted your proposals to my Office.



*Elnora*

Elnora T. Webb, Ph.D.  
President  
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**From:** Maisha Jameson **On Behalf Of** Laney President  
**Sent:** Wednesday, June 04, 2014 2:52 PM  
**To:** Laney-FAS  
**Subject:** REQUEST FOR PROPOSALS: Peralta Accountability for Student Success (PASS) Fund for Innovation  
**Importance:** High

Greetings All,

Per the Chancellor's message on May 14<sup>th</sup> in which he announced Peralta's new fund for innovation, PASS, the Peralta Accountability for Student Success, I am following-up to solicit formal requests for funding for the 2014-15 school year. Please note that although the District's deadline is June 30<sup>th</sup>, **the deadline to submit your requests to my office is June 16, 2014.**

Please find attached the following:

1. Information on PASS
2. The Laney College PASS Funding Request Form
3. Background information on the Student Success and Equity Plans (both due in Fall 2014)

Please also note that ideas for strategies to address student success were also shared at our College-wide End of the Year Retreat last week. Input gathered there will also be taken into consideration, and the final plan for Laney College that is presented to the Chancellor may consist of a consolidation of the proposed ideas/strategies that are submitted.





*Elnora*

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-----Original Message-----

From: announcement

Sent: Wednesday, May 14, 2014 4:27 PM

To: Announcements

Subject: Message From the Chancellor: Peralta Accountability for Student Success (PASS) Fund for Innovation

Colleagues,

I am pleased to announce Peralta's new fund for innovation, PASS, the Peralta Accountability for Student Success.

With the new PASS program each college will receive a significant amount of money from Peralta's Measure B parcel tax to fund innovative ideas that support high quality programs leading to student success. These programs must adhere to the Measure B ballot language, which specifically states that funds can be used for three areas:

- A. Protect and maintain core academic programs including math, science, and English;
- B. Train students for successful careers; and
- C. Prepare students for transfer to four-year universities.

In addition to academic and educational programs, I also want to consider innovative approaches that include technology and facilities improvements that lead to enhancements to the three areas noted above.

Each college president has been requested to prepare project proposals to be funded from Measure B proceeds. PASS funding can be used for single-year or multi-year projects. The proposals should be submitted to me by your college president no later than June 1st.

I have attached a detailed process for incorporating PASS funding into college budgets for the 2014/15 fiscal year. The process includes the amounts each college is to receive and reporting requirements. I look forward to reviewing the college proposals in June.

Thank you for contributing to the success of our students.

Dr. José M. Ortiz  
Chancellor

PLEASE DO NOT "REPLY" TO ANNOUNCEMENTS. IF YOU WISH TO COMMENT ON A POSTER'S MESSAGE, RSVP OR ASK QUESTIONS, PLEASE CLICK THE "FORWARD" BUTTON AND FORWARD YOUR RESPONSE TO THE POSTER'S ADDRESS. DO NOT USE "REPLY."



POSTERS: PLEASE INCLUDE YOUR CONTACT INFORMATION IN YOUR POST.





## Asian & Pacific American Student Success Program

Phase One: Develop an action plan with specific Student Success Innovation Projects using the criteria outlined above, under **Source of Funding – PASS Innovation Funds**, and submit to the Office of the President by June 15, 2014. Send to [mjameson@peralta.edu](mailto:mjameson@peralta.edu) and cc: [ewebb@peralta.edu](mailto:ewebb@peralta.edu).

I would like to propose a plan to institutionalize the APASS (Asian & Pacific American Student Success) Program at Laney College. APASS has had a very strong record of success as a new Learning Community as a result of piloting innovative approaches to outreach, instructional strategies, student support services, and leadership development. APASS will allow Laney to maintain and improve access and success of underrepresented and low-income Asian and Pacific Islander American students. Below are descriptions of the APASS Program and some outcomes from the 2013 school year.

### (1) APASS STUDENT SUCCESS CENTER THRIVES

Services provided by the APASS Center have expanded and numbers of targeted students served, continues to grow. To date, working from a centralized location, the Project Director, an APASS Program Specialist and three part-time counselors have provided services to a total of 474 students with assisting students to register for classes; referrals to programs and student services on campus; culturally responsive academic advising and transfer counseling; culturally responsive engagement activities for students; and leadership trainings.

At Laney, we now have established the APASS Center, where students are able to gather, use computers for research, receive drop-in counseling, inquire about and receive support for internships, jobs, volunteer opportunities, scholarships, financial aid, and schedule longer counseling sessions.

### (2) APASS LEARNING COMMUNITIES ARE SUCCESSFUL

A model for subject-based curricular learning communities was developed for Asian and Pacific Islander (API) students who are interested in degree attainment and/or transfer. The learning community model promotes student success and college readiness by grouping students into three learning communities in English, ESL and mathematics, offering rigorous and intensive literacy and numeracy development in key courses to prepare students to complete an associate degree or to transfer to four-year institutions. Tutoring workshops, college success classes, and counseling services are an integral part of the model to support the instructional efforts.

APASS Learning Communities in Math, ESL, and English have been very successful. APASS English courses are becoming more well-known and the success rate has shifted from lower than the college average the prior year to exceeding the program's objective. In the Math Learning Communities, success rates were 28% to 36% higher than like courses in non-APASS sections; English Learning Communities were 20% to 33% higher than non-APASS sections; ESL Learning Communities started low but ended 20% higher

than like course in non-APASS spring sections; and the transfer level English Learning Community was 33 percentage points above averages. APASS student persistence in enrollment is at 94%.

### (3) PROFESSIONAL DEVELOPMENT OPPORTUNITIES ARE GROWING

In addition to providing professional development for APASS instructors, counselors, and staff, the Laney APASS Program is committed to working with college-wide professional development initiatives. In the 2013 school year, API students, staff, and instructors participated in the following professional development activities: APII CON (Asian Pacific Islander Issues Conference) Student Leadership Conference at UC Berkeley; Model Minority Myth: Do the Math; APAHE (Asian Pacific Americans in High Education) conference; iCount Symposium; AERA (American Educational Research Association); APAISF's (Asian and Pacific Islander American Scholarship Fund) Higher Education Summit and Special AANAPISI Meeting; FYE (First Year Experience) Conference; HEP Conference; AANAPISI Regional meetings at Mission College, De Anza, CSU East Bay; Merritt College Title III Grant Workshop.

### (4) Improved High School and Community Outreach

Consistent focused outreach and contact at Oakland Unified's feeder high school was improved. The APASS staff visited all high schools in Oakland Unified and outreached during Alameda County's Higher Ed Week, 2013. Community Outreach overall was improved by face-to-face meetings with key staff at Lao Family Community Development, Inc., Refugees in Transition, Vietnamese American Community Center of the East Bay, AYPAL (Asian Pacific Islander Youth Promoting, Advocacy, and Leadership, The Spot (Oakland Chinatown Youth Center), EBAYC (East Bay Asian Youth Coalition), Oakland Unified School District API Parent Conference, etc. Staff from these organizations have been referring students to the APASS program.

### (5) COHORT COURSES STRENGTHENED

The APASS curricular framework includes courses that allowed students to complete the required English transfer pathway (English 5 Critical Thinking was added to complete English 1A transfer to CSU or UC) and a linked Asian Studies Program ASAME 30 (Asian American Experience Through Film) and Communications 45 (Public Speaking) were added to the English, ESL and Math Cohorts.

### (6) COUNSELORS PROVIDE VALUE-ADDED SUPPORT

Three adjunct, multilingual (English, Khmer, Mandarin, Cantonese, and Vietnamese) counselor allow APASS to address language barriers for some students. Three counselors do one-on-one academic counseling, workshops and are helping APASS students complete Student Education Plans. Bilingual staff also add more native language support in the languages of Lao, Mien, and Samoan.

### (7) LEADERSHIP COMPONENT IMPROVED

The grant called for APASS to "contain a leadership component encouraging students to work together on campus/community service projects." This is being facilitated by a new Associated Students of Asians and Pacific Islanders (ASAPI) Club for leadership and

service, situated in the largest room run by a student group on the 4th level of the Student Union. In 2013, an APASS student became the first Asian American voted to serve as a Student Trustee on the Peralta District's Board of Trustees.

#### (8) RESEARCH ON AAPI STUDENTS PROGRESSING

More efforts have been made toward creating a user-friendly, college-based system for conducting equity-based research on Asian and Pacific Islander student outcomes and longitudinal data to inform effective academic practices and services. With the hiring of a new APASS Director, this effort has received more attention and effort because he comes from an educational research background.

#### STAFF REQUIREMENTS

- One Program Director
- Two adjunct Counselors
- Five adjunct instructors in English, Math, ESL, ASAME, and Communications.
- One Program Specialist
- Two student ambassadors
- One part-time outreach specialist. If the college hires a full-time outreach specialist, APASS may not need a part-time specialist.



# Laney College Student Success Project 2014-15

## Funding Request Form

(Please type responses and submit electronically  
to [mjameson@peralta.edu](mailto:mjameson@peralta.edu) by Monday, June 16, 2014)

**Projects considered will be those that present a sound rationale for significantly improving student success by meeting one or more of the outcomes listed below. Collaboration among departments, programs and services areas will be given priority.**

- Close the achievement gap through targeted student enrollment, instruction and instructional support services to better serve disadvantaged students residing within the boundaries of the District
- Fulfill or expand an instructional program that is not fully funded by the District Budget Allocation Model (BAM)
- Fulfill or expand a student support program that is not fully funded by the District BAM

**Name of the Project:** Asian & Pacific American Student Success

### **Purpose/Rationale of the Project:**

(Describe the scope and anticipated results, especially the impact on student success i.e. student persistence, course success, certificate/degree completion, transfers and job placements.)

I would like to propose a plan to institutionalize the APASS (Asian & Pacific American Student Success) Program at Laney College. APASS has had a very strong record of success as a new Learning Community as a result of piloting innovative approaches to outreach, instructional strategies, student support services, and leadership development. APASS will allow Laney to maintain and improve access and success of underrepresented and low-income Asian and Pacific Islander American students who make up about 30% of the student body at Laney College.

APASS Learning Communities in Math, ESL, and English have been very successful. APASS English courses are becoming more well-known and the success rate has shifted from lower than the college average the prior year to exceeding the program's objective. In the Math Learning Communities, success rates were 28% to 36% higher than like courses in non-APASS sections; English Learning Communities were 20% to 33% higher than non-APASS sections; ESL Learning Communities started low but ended 20% higher than like course in non-APASS spring sections; and the transfer level English Learning Community was 33 percentage points above averages. APASS student persistence in enrollment is at 94%.

### **Number of Students Expected to be Served:**

(The College is seeking to improve the outcomes of 7500 new and continuing students with specific priority to address the performance gaps among Black and Latino students.)

The APASS Program will serve approximately 1,000 students directly in three years.

### **Project Implementation Timeline:**



(The project should begin by August 2014.)

The APASS Program can begin as early as July 1, 2014.

**Assessment of the Outcome:**

(Describe how you will assess the outcome each semester in order to reveal the effect of this project on student persistence, course success, certificate/degree completion, transfers and job placements.)

Researchers from the National Commission on AAPI Research in Education (CARE) and Partnership for Equity in Education through Research (PEER), will be conducting an evaluation of the APASS program as part of a national study on the Asian American Native American Pacific Islander Serving Institution (AANAPISI) initiative. The outcome for the APASS Program will be assessed using the following measures: Course success rate, persistence, transfer and graduation rates, recruitment of new students, degree of academic and civic engagement. Comparison groups will include students who enroll in the same course number during the same semester (e.g., APASS ESL 222A compared to non-APASS ESL 222A enrolled at Laney during Fall 2014). Faculty and student surveys and focus groups will also be included in the outcome evaluation.

**Budget:**

(Detail the staffing, technology, facilities, and equipment needs. Provide approximate cost of each item.)

The APASS Program is already equipped with space, office furniture, computers, and other instructional equipment. The proposed request is intended to institutionalize the program with staff, instructors, and some vital events and supplies.

Staff	Quantity	Cost per year (includes benefits)
Program Director	1	\$124,000.00
Program Specialist	1	\$40,000.00
Adjunct Counselors	2	\$65,000.00
Instructors (English, ESL, Asian American Experience, Communications)	4	\$40,000.00
Student Ambassadors	4	\$10,000.00
Peer Tutors	6	\$5,000.00
Events (college tours, workshops, orientations, supplies, etc.)		\$10,000.00
Office supplies		\$5,000.00
Books (for student loan)		\$8,000.00
GRAND TOTAL		\$307,000.00

Phoumy Sayavong, Ph.D.

June 20, 2014

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**Project Lead (or Author of Proposal)      Date**

Asian & Pacific American Student Success (APASS) Program  
**Division(s)/Department(s)/Program(s)/Service Area(s)**

