

Maisha Jameson

From: Meryl Siegal
Sent: Monday, June 16, 2014 1:57 PM
To: Elnora Webb
Cc: Maisha Jameson
Subject: Measure B funds
Attachments: SIEGAL PASS _Leadership in Civic Engagement_.doc; Cover Sheet Laney College Student Success Project 2014-15 Project Budget Request Form-Final.docx

Dear Dr. Webb and Maisha,

I have woven together my ideas to accomplish success for our students, especially in dealing with the achievement gap. I would more than be willing to refine my ideas within a group of like minded people who want to create a cohort of students who will hone their grit and determination, as well as their academic and tech skills. We can do it!!!

Also, I think we should apply for a GOOGLE grant in March 2015 to complete this project.

(There is one a year given to a community group, it is a lot of money).

Thank you for considering my grant. I did not have dollar figures attached to my budget, but I figured that one of the deans has such figures.

Best regards,
Meryl

Meryl Siegal, Ph.D.

English Department

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The salvation of this human world lies nowhere else than in the human heart, in the human power to reflect, in human meekness and human responsibility.

Václav Havel

Laney College Student Success Project 2014-15

Funding Request Form

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

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- 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: _____ Leadership in Civic Engagement

Purpose/Rationale of the Project: See Attachment

(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.)

Number of Students Expected to be Served: 60 students for the first year (including paid internship); after program will be able to accommodate 200 students per year.

(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.)

Project Implementation Timeline: Project begins August 2014 (planning phase).

(The project should begin by August 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.)

Outcome will be assessed with 1- student persistence rates (compared to average 201 and 1A persistence rates; also reading and writing diagnostic test will be given at the beginning and end of each English class to ascertain growth); student persistence over a 2 year period at PCCD;

Budget:

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

See attachment.

Project Lead (or Author of Proposal) Date

_Mery Siegal
Laney English Department

Division(s)/Department(s)/Program(s)/Service Area(s)

Meryl Siegal, Ph.D.

English Department, Laney College

Proposal Objective: To create a new, high quality core academic program including English, math, science and to include training that will help students in a successful career and to also transfer to a four year university. The program is designed as a series of linked courses and student service learning/internships. The program takes into consideration the psychological (affective) needs of the students as well as the economic needs of Laney College's student population, especially students at risk not to complete; the program targets the achievement gap. The program also makes sure that students take enough technology courses to be part of any skilled workforce in the Bay Area. The program will be called "**Leadership in Civic Engagement**". The program well understands that for students to get in and out of the community college in a timely manner, math and English courses need to be accomplished early on, and students well being must be maintained through early mentorship, and the teaching of not only learning strategies, but psychological strategies to maintain oneself (cf. Paul Tough, "Who gets to graduate?").

The beauty of this proposal is that students are mentored and taught by a core group of faculty in English, history and psychology and counseling for a full year, including a summer component. Students are also engaged in a paid internship as this program recognizes the financial issues our students face.

Fund Request Criteria: Targeted student enrollment – students who have attended local high schools will be targeted for this program as it is assumed that these students have faced adversity (tough neighborhoods, lower SES) and many are first generation college students and students of color; the program is currently not fully funded by the district; the program's focus will be linked courses (including academic core courses, and support courses such as counseling, library research course and computer technology courses.) The focus will be academic achievement including small classes (30 students max), mentorship (academic and community), paid internship, learning community (develop a cohort of like minded students).

Background:

Over the past three years, I have noted that my English 1A students are more distracted than ever. The distractions include technology, family issues, and economic issues. For those students who work, their jobs often do not allow them to prioritize college. Nation and world wide economic failure means for the lower and middle rungs homeless students and an increasing amount of illness within families. At the same time that student distraction is up, students with undiagnosed learning disabilities seem to be increasing in the 1A class. ¹ Furthermore, No Child Left Behind focused students on

¹ Informally, I have noted that students with diagnosed learning disabilities "know" what they need to do to succeed and are more motivated to put in the extra time for

multiple choice learning eschewing the deeper kinds of reading and learning now currently embraced by the “Common Core” curriculum. Students entering English 1A are shocked by the reading (level and amount) and critical thinking demands of the course.

Then there are institutional issues that influence pedagogy for possible transfer students. The California Community Colleges created a new requirement that all AA students complete English 1A. Laney College’s response has been varied: currently we have an athletic English 1A and a CET English 1A at 4 units²; however, students interested in cooking or welding, for example, can be found in any English 1A offered at the college. Because of the motivational differences among students, it has become almost impossible, in English 1A Laney classes with such diversity in student motivation, to provide excellent instruction, feedback, and environment, to encourage and foster the learning needs of transfer students. One could imagine such students’ frustration in classes where all students don’t share the same academic goals. Frustrated, they leave the course and maybe college.

From a psychological language learning perspective, working deeply and creatively with academic language is important. A focus on academic language includes a focus on vocabulary development. And it is a bit different from what you did in second grade, because abstract academic language is conceptual and often context-dependent. The psychological literature on second language learning (and I am including everyone in as “second language learners” because as for academic language, unless you grew up in a home with academically inclined parents, your road in college will include the acquisition of academic language) uses a term, “cognitive load”, which is an apt metaphor for the amount of thinking work students carry within a particular class. So, imagine the psychological, emotional and social life of a typical Laney College student who wants to transfer. You are taking 4-5 classes and those classes might include Biology, Math, English 1A, Philosophy, Sociology. That is 4-5 different sets of cognitive load, if you will. Students are specifically building a conceptual basis in all 4-5 classes, going broad, but not deep. Then, students are dealing with personal issues at home and with friends, working, and financially, students might actually have to help support their parents or children. If students are working, they are working at a minimum or lower wage job, and have little to no opportunity or time to develop what some have termed “soft skills” which include emotional intelligence, communication / negotiation skills (code-switching, if you will), inter-cultural communication skills, persistence, curiosity, and self reflection.

When I came to Laney College from teaching at private institutions in the Bay Area, I thought, why can’t Laney do some of the things these private institutions do? One amazing program is Holy Names’ “core curriculum” where classes for freshman are historically based. From one point in world history, literature, philosophy, social

their work compared to students who are struggling with the curriculum and have not been formally diagnosed.

² A 6 unit “English/ESL 1A” was created but this solution never received enough students to take off.

movements and science are explored against the world's historical background. What a way to expand, deepen and reduce the cognitive load, that is what students need to focus on at a given moment to actually have learning occur. It is especially difficult to focus on learning a language (i.e. such as Academic Standard English) and the course material offered in a class. That is why the class contents can and should be spread over two courses, an English course and a content course.

And, while California has been stuck on bringing up the basic skills students, there is a body of research looking at students who have above average skills, but because of their socio-economic background, are not getting the focus, push and help they need to not just succeed but excel. Last summer, at the International Language Studies Conference, I posed the question concerning current Freshman Composition and the state of community college education: for the lower socio-economic classes, are we [faculty and administrators] doing enough to encourage and teach students who are not in the basic skills, to excel and to move beyond their present social class [and thus become a powerful change force in society]? Indeed, I am not the first person to question the pedagogical integrity of school for the lower classes.³

My concerns are not random and among the many articles focused on doing more for students, I found this:

“Nearly 90 percent of students who attend a top-ranked university earn a bachelor's degree in four years. While these undergraduates may well be among the best and brightest, they also get kid-gloves treatment. If they run into trouble, an army of helpmates stands at the ready. “From moving day as a freshman through graduation and beyond,” [Harvard](#) assures its students, “our advisers are here to help and support you at every step.”

The situation is entirely different for most undergraduates, especially poor and minority students. All too often they're steered to schools where they receive little if any support in mastering tough courses, decoding arcane requirements for a major, sorting out life problems or navigating the maze of institutional requirements. Graduation rates at these so-called dropout factories, especially those in urban areas that largely serve low-income, underprepared minority populations, are as abysmal as 5 percent” (Kirp).⁴

Solution – a new kind of learning community

In order to both encourage and motivate students, as well as decrease cognitive load and broaden student perspectives, linked courses at the English 1A level are needed. English 1A could be linked with Sociology, Anthropology, Art, Music, Psychology, etc. Readings for the courses could be linked and faculty could be encouraged to work together to

³ For example, see Paul Willis, *Learning to labour: how working class kids get working class jobs* or Bonny Norton's *Identity and Language Learning*.

⁴ <http://www.nytimes.com/2014/01/09/opinion/how-to-help-college-students-graduate.html?hp&rref=opinion&r=0>

create a core curriculum for students. Students would be encouraged to think and write broadly and deeply.

The vision I have for this new learning community would include a service learning / internship component. This component would be designed especially for the typical Laney student. The internship would be paid, it would include a project that the student needs to complete, and all students in the program would take a one to two unit class in which they would discuss their internship and focus on the soft skills (see above) that would help them become successful in a four year school. [The Laney College class would include diary writing focused on reflection, role-playing, film-viewing related to communication, and guest speakers].

Finally, these transfer-ready students would be developing relationships with faculty and their internship supervisors who can be mentors for the students as they work toward applying to 4 year schools, applying for scholarships, jobs, etc.

“Learning in Civic Engagement”

Year 1 – 2014-2015

Fall 2014 planning – Two core faculty (English and either history or MLAT) .3 each, counselor .1, IT faculty person .1; Math instructor, .1 to attend meetings and help create mentorship. Math instructor will also create mini modules for summer on “budgeting”, “financial literacy in the 21st century”, etc.

Send out letters inviting students to be among the selected group. (all will be invited who meet the criteria of low SES, graduates of local h.s.). Make presentations at local highschools. Faculty will work on curriculum and will work to create an ADVISORY BOARD of local businesses where students can find paid internships for summer and the duration of the program. Included will be tech companies in Silicon Valley as well. Support staff will be needed because of the labor involved in finding and inviting the students to be part of the program.

Spring 2015

Faculty and core staff still get paid for meeting. There can be two cohorts running at the same time.

Linked Courses begin. Thirty students in the class.

This year will help to develop student efficacy and work on basic skills.

English 201a/b (4 units)

Psychology 100 (“Intro to Psychology”) (3 units)

Computer Science (“Intro to Computer Science”) (3 units).

Counseling 24 (3units) (“identification and development of resources that facilitate college success). OR A DIFFERENT OR NEW COURSE FOR 2 UNITS?

HEALTH (meditation course or nutrition course or PE; students can choose, not part of cohort).

Summer 2015; Summer Intersession course.

Into to Powerpoint (IT 246)

Other CIS class as needed.

Math class at level that students test into.

Mini module of math (1 unit) new course on financial literacy. (open to the public).

Paid Internship “class” (20 hours per week, for 6 weeks of summer).

New English class or a learning resource class for 2 units that will allow students to continue reading and writing but most importantly processing their internship. I can call it Applied English Pragmatics for the Work place, or something like that.

Fall 2015 – “American History looking globally and social movements”

English 1A (4 units)

English 208 (2 units)

American History class (3 units)

English 208 (workshop) 2 units

Continuation of Math Class that students individually need; not linked to other courses.
(3-4 units)

Continuation of paid internship (10 hours per week) plus discussing (1 hour per week) internship with group and core faculty member.

Other CIS class, perhaps in html creating web pages?

Other classes (psychology, PE, Health, Art, Music) as student wants

Spring 2016 – “World history through an understanding of social movements, environment, ecology, and the movements of people”

(All 3 classes will be linked)

English 5 – Critical Thinking (3 units)

English 208 (optional)

World History (3 units)

Communication class (3 units)

Continuation of Math Class that students individually need

Other CIS class -- ?

Continuation of paid internship at 10 hours per week plus discussion.

Other classes (psychology, PE, Health, Art, Music) as student wants

Summer 2016

Paid Internship (20 hours per week)

English 1B (optional – global and local movements of people)

(or art, music, CIS?)

Communications?

After this first year, students continue on to their major, and continue with paid internships.

Number of students served = 60 students (30 in the first cycle (spring 2015) of English 201 a/b and 30 in the second cycle of English 1A (fall 2015).

Budget

Office supplies = \$600

Admin support = work study 10 hours per week

2 core faculty = .4 release time summer, fall, spring, summer (includes ongoing data assessment including formative and summative evaluation).

IT faculty = .1 (summer, fall, spring, summer)

Math = .1 (summer, fall, spring, summer)

Counselor = .3

Equipment = 2 “smart carts” for classrooms (approximately \$7, 000).

Student tablets or computers = (200 @ \$200 = \$40, 000).

The classes faculty will teach will be part of their load.

First year cost

- Total cost of ownership over a 5 year period
- Number of students to be served or other appropriate numeric measure = 60 first year.
- Impact on the quality of core academic programs including math, science and

English = the English and math classes will include new components to ensure student success. (The students will be part of a cohort).

- Impact on the training of students for successful careers = students will be tech savvy and will become confident in presenting information in front of a group and using various technologies.
- Impact on educating students to transfer to four year universities = students will complete their requirements in their core transfer curriculum (math and English); students will develop self-efficacy; students will develop resilience and grit.
- Impact on future college and district enrollment growth – program will be a positive for the district.
- Impact on the community, local industry and local economy- more students will be prepared as life long learners, and users of technology; students will be more than literate in tech, research, English and math skills. Students will be self directed and leaders.

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