

## Maisha Jameson

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**From:** Rogear Purnell  
**Sent:** Tuesday, June 17, 2014 4:00 PM  
**To:** Elnora Webb  
**Cc:** Mildred Lewis; Ice'E Shields; Maisha Jameson  
**Subject:** RE: REMINDER - DUE TODAY: REQUEST FOR PROPOSALS: Peralta Accountability for Student Success (PASS) Fund for Innovation  
**Attachments:** Laney College Student Success PASS Project 2014-15 GtC.docx

Hello Dr. Webb,

A PASS proposal to support the work of **Gateway to College** is attached. Please don't hesitate to contact me if you have questions.

We appreciate this opportunity to expand and advance our work!

Best,  
Rogear

Rogéair Purnell MSW, PhD  
Director  
Gateway to College | Laney College  
700 Fallon Street, A-203  
Oakland, California 94607  
510.986.6941 main | 510.464.3592 direct  
Website: [www.laney.edu/wp/gateway/](http://www.laney.edu/wp/gateway/)  
Video: [http://youtu.be/ORUP0df\\_W5g](http://youtu.be/ORUP0df_W5g)

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**From:** Maisha Jameson **On Behalf Of** Laney President  
**Sent:** Monday, June 16, 2014 5:24 PM  
**To:** Laney-FAS  
**Subject:** REMINDER - DUE TODAY: REQUEST FOR PROPOSALS: Peralta Accountability for Student Success (PASS) Fund for Innovation  
**Importance:** High

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  
Laney College  
900 Fallon Street  
Oakland, CA 94607  
510 464 - 3236 (Executive Assistant, Ms. Maisha Jameson)  
510 464 - 3528 FAX  
<http://www.laney.peralta.edu>  
[www.peralta.edu](http://www.peralta.edu)<<http://www.peralta.edu>

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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*

Elnora T. Webb, Ph.D.  
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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.



# 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:** Get Focused...Stay Focused!

### **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.)

*Get Focused...Stay Focused!* (GFSF) (<http://www.academicinnovations.com/cc2.html>) was developed at Santa Barbara City College (SBCC) and was brought to my attention by Jill Marks, the Gateway to College National Network CA manager, and the RP Group ([http://www.rpgroup.org/sites/default/files/PractitionerPrimer\\_Spring2014.pdf](http://www.rpgroup.org/sites/default/files/PractitionerPrimer_Spring2014.pdf) - see pp. 46-51). In a nutshell, GFSF offers activities for high schools and dual enrollment programs to remedy the dropout challenge by sparking students' internal motivation to succeed through the development of a 10-year (life/career/postsecondary) plan; if you can see it, you can do it. This elective (pass/no pass) course provides step-by-step guidance on how to help students explore their strengths, research careers and related majors / fields of study that highlight the identified strengths, and the personal and financial costs associated with various career / educational paths. These plans are developed using various handouts in a workbook that each student receives along with an online portfolio site where students input all of their research and decisions ([www.my10yearplan.com](http://www.my10yearplan.com)). These plans help students outline postsecondary pathways that include various employment and college options. Student can plan and prepare to launch right into a career, to complete a certificate or Associates degree and/or to transfer to a four-year institution.

We are very excited about the possibility of including GFSF as part of our course schedule for Fall 2014 and Spring 2015. Many students have broad long-term goals without a clear understanding of the various steps necessary to build on their passions and realize their dreams. The addition of *Get Focused...Stay Focused!* would address a major programming gap by advancing a more robust career, post-secondary and life planning focus. This new program component would be of great value and benefit to our students, many of whom do not have clear long-term goals. Evaluations of the GFSF are currently underway and early findings suggest that the curriculum is associated with higher API (Adequate Yearly Progress, a school performance measure), fewer suspensions, higher rates of A-G (15 classes required for CSU admission) completion, and higher rates of college course

enrollment. Results related to retention and persistence are not available yet, however, teachers currently offering the program describe how the curriculum appears to help students be more focused, directed and engaged in planning for and putting in the effort necessary to realize their postsecondary goals.

Also, the curriculum and its online components could help the college to be compliant with SB 1456. In July, the curriculum authors will be offering training on how the curriculum along with its online education and goal planning tools can allow administrators and staff to successfully meet the requirements of SB 1456 (the Student Success and Support Program).

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

(The College is seeking to improve the outcomes of 7,500 new and continuing students with specific priority to address the performance gaps among Black and Latino students.)

Gateway to College (at Laney) serves students 16 to 20 years old who have left or who are at great risk of aging out of high school without a diploma. The majority of our students historically have been African-American and Latino: 49.8% and 33.7%, respectively. On average, upon program entry, students are 17.7 years old, have a 1.7 high school GPA and have completed 105 of the 190 required high school credits. Many GtC students are facing many challenges (64.3% report five or more challenges that have affected their educational progress such as attendance issues, academic struggles and family problems), are low-income (77% have received public assistance at some point) and are first-generation college goers (45%). Although most of our students would be eligible to receive financial aid, their lack of a diploma limits their access to needed and available resources for which they would be eligible.

In the next academic year (2014-15), our goal is to pilot the program with 131 students. Our pilot work will provide an opportunity to test out the curriculum, suggest changes and improvements and strategize about how to expand implementation. We will also share the curriculum and our experiences implementing this resource with other learning communities programs such as EOPS and TRiO, and the Dean of Academic and Student Affairs to identify ways GFSF can be used to advance the college’s larger efforts to address the achievement / opportunity gap for Black and Latino students.

**Project Implementation Timeline:** (The project should begin by August 2014.)

<b>Tasks and Activities</b>	<b>Deadline</b>
Identify teacher to offer curriculum	By July 3 <sup>rd</sup>
Send teacher to Los Angeles GFSF-related conference (July 20-22) - if possible	By July 21 <sup>st</sup>
Purchase licenses + materials for 131 students	By August 8 <sup>th</sup>
Offer curriculum to 65 students in fall and spring	August 11 <sup>th</sup> – December 12 <sup>th</sup> , 2014 <i>and</i> January 20 <sup>th</sup> – May 22 <sup>nd</sup> , 2015
Monitor program implementation and outcomes at part of staff meetings	Monthly
Survey and interview students to gather feedback on GFSF	Week of December 1 <sup>st</sup> , 2014 <i>and</i> week of May 11 <sup>th</sup> , 2015
Review key indicators associated with anticipated outcomes	End of fall 2014 and spring 2015 semesters
Meet with Laney administrators (dean, VP, chairs) to share impressions and recommendations and to discuss possibilities of expanding GFSF to other programs / processes (e.g., orientation	By end of June 2015



and education planning)

**Assessment of the Outcomes:**

(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.)

We anticipate the program will help to encourage students to devote more time and effort to their studies and therefore, students will be more likely to persist, complete the requirements for their high school diploma and continue on their postsecondary journey within the Peralta Community College District. The following student success indicators will be monitored to track changes on these key student outcomes.

<b>Indicators</b>			
	<b>Source</b>	<b>AY 2013-14</b>	<b>AY 2014-15</b>
<b>Knowledge of Expected GtC Graduation Date</b>	End-of-semester student survey	90%	100%
<b>Attendance</b>	Weekly tracking forms	78.4% (Fall 13) 64% (Spring 14)	85% (Fall 14) 90% (Spring 15)
<b>GPA - High School</b>	Grades entered into GtC database at end of each reporting period (end of semester)	Year of Entry 2012-13 Active 2.63 (35 students) Graduated 3.78 (2 students) Dismissed .83 (36 students)	For all students to meet or exceed a 2.0 high school GPA
<b>GPA - College</b>	Grades entered into GtC database at end of each reporting period (end of semester)	2.20 avg. GPA (Fall 13) 2.49 avg. GPA (Spring 14) 41% of students passed all classes (Fall 13)	2.50 avg. GPA (Fall 14) 2.60 avg. GPA (Spring 15) 50% of students to pass all courses (Fall 14) 60% of students pass all courses (Spring 15)
<b>Credits - High School</b>	Grades / credits entered into GtC database at end of each reporting period (end of semester)	19.35 average # of high school credits (Fall 13)	25 (Fall 14) 30 (Spring 15)
<b>Units - College</b>	Grades / units entered into GtC database at end of each reporting period (end of semester)	20% receiving all Ws 40% passing all units with C or better	10% receiving all Ws 50% passing all units with C or better
<b>Persistence</b>	Term-to-term enrollment data	Fall 2012-2013 55.8% Fall 2011-2012 51.2% Fall 2010-2011 35%	70%: 1 <sup>st</sup> -to-2 <sup>nd</sup> term 40%: One year

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

**Academic Innovations** LLC Publisher of the *Career Choices* Series and *My10yearPlan.com*®

**PREPARED FOR:** Rogear Purnell | Gateway to College National Network | Phone: (510)464-3592

**PREPARED BY:** Monica Carmo - Educational Consultant | Phone: (800) 967-8016

**DATE:** Tuesday, June 17, 2014

CURRICULUM QUOTE <>	Title of Text/Online Enhancement	13-digit ISBN	Unit Price	Qty.	Ext. Price
	<i>Career Choices</i> Text (hardcover student textbook)	978-1-878787-41-5	\$ 34.95	0	\$ -
	<i>Career Choices</i> Text (softcover student textbook)	978-1-878787-38-5	\$ 30.95	0	\$ -
	<i>Instructor's Guide, 7th Edition</i> + 2-year license to Online Instructor's Guide	978-1-878787-39-2	\$ 35.95	5	\$ 179.75
	<i>Workbook &amp; Portfolio</i> (consumable) + My10yearPlan Essentials (seat license)	978-1-878787-37-8 + 978-1-878787-43-9	\$ 10.95	131	\$ 1,434.45
	<i>Workbook &amp; Portfolio</i> (consumable) + My10yearPlan Interactive (seat license)	978-1-878787-37-8 + 978-1-878787-44-6	\$ 14.95	0	\$ -
	<i>Possibilities: Anthology</i>	978-1-878787-14-9	\$ 12.95	0	\$ -
	<i>Lifestyle Math</i> (consumable)	978-1-878787-36-1	\$ 9.95	0	\$ -
	<i>Get Focused...Stay Focused!</i> ™ <i>Instructor and Administrator Manual</i>	978-1-878787-51-4	\$ 39.95	5	\$ 199.75
	<i>Get Focused...Stay Focused!</i> ™ <i>Student Workbook for Follow-up Module 1</i>	978-1-878787-50-7	\$ 6.95	131	\$ 910.45
	<i>Get Focused...Stay Focused!</i> ™ <i>Student Workbook for Follow-up Module 2</i>	978-1-878787-52-1	\$ 6.95	0	\$ -
	<i>Get Focused...Stay Focused!</i> ™ <i>Student Workbook for Follow-up Module 3</i>	978-1-878787-53-8	\$ 6.95	0	\$ -
	<i>Career Choices and Changes</i> (softcover college textbook)	978-1-878787-17-0	\$ 44.95	131	\$ 5,888.45
	CareerChoices.com + Instructor Access for The Teachers' Lounge	978-1-878787-42-2	\$ 249.00	1	Free w/order
	My10yearPlan.com® Account Activation Fee (per site)	(due only initial year)	\$ 99.00	1	\$ 99.00
	My10yearPlan.com® Annual Data Maintenance Fee (per site)	(due in renewal years)	\$ 29.00	0	\$ -
	LifestyleMath.com (online enhancement)	978-1-878787-45-3	free with a qualifying purchase of Lifestyle Math student workbooks		\$ -
Subtotal					\$ 8,711.85
Shipping 8.00%					\$ 689.03
Tax 7.50%					\$ 705.07
Total					\$ 10,105.94

Please Note:

The shipping charges quoted are based on ground rates.

The use of other methods (e.g., overnight, 2-day, etc.) will result in additional charges.

Budget - continued...	
Additional Expense	Amount
GFSF teacher salary (\$25,000 / semester for fall and spring)	\$50,000
<b>Total</b>	<b>\$60,105.94</b>

Rogéair Purnell

June 17, 2014

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

**Date**

Gateway to College / Academic Affairs & Student Services  
**Division(s)/Department(s) / Program(s) / Service Area(s)**



# Laney College Student Success Project 2014-15

## Funding Request Form

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**Name of the Project:** Get Focused...Stay Focused!

### **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.)

*Get Focused...Stay Focused!* (GFSF) (<http://www.academicinnovations.com/cc2.html>) was developed at Santa Barbara City College (SBCC) and was brought to my attention by Jill Marks, the Gateway to College National Network CA manager, and the RP Group ([http://www.rpgroup.org/sites/default/files/PractitionerPrimer\\_Spring2014.pdf](http://www.rpgroup.org/sites/default/files/PractitionerPrimer_Spring2014.pdf) - see pp. 46-51). In a nutshell, GFSF offers activities for high schools and dual enrollment programs to remedy the dropout challenge by sparking students' internal motivation to succeed through the development of a 10-year (life/career/postsecondary) plan; if you can see it, you can do it. This elective (pass/no pass) course provides step-by-step guidance on how to help students explore their strengths, research careers and related majors / fields of study that highlight the identified strengths, and the personal and financial costs associated with various career / educational paths. These plans are developed using various handouts in a workbook that each student receives along with an online portfolio site where students input all of their research and decisions ([www.my10yearplan.com](http://www.my10yearplan.com)). These plans help students outline postsecondary pathways that include various employment and college options. Student can plan and prepare to launch right into a career, to complete a certificate or Associates degree and/or to transfer to a four-year institution.

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and education planning)

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

# Academic Innovations LLC Publisher of the Career Choices Series and My10yearPlan.com®

**PREPARED FOR:** Rogear Purnell | Gateway to College National Network | Phone: (510)464-3592

**PREPARED BY:** Monica Carmo - Educational Consultant | Phone: (800) 967-8016

**DATE:** Tuesday, June 17, 2014

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Lifestyle Math (consumable)		978-1-878787-36-1	\$ 9.95	0	\$ -
Get Focused...Stay Focused!™ Instructor and Administrator Manual		978-1-878787-51-4	\$ 39.95	5	\$ 199.75
Get Focused...Stay Focused!™ Student Workbook for Follow-up Module 1		978-1-878787-50-7	\$ 6.95	131	\$ 910.45
Get Focused...Stay Focused!™ Student Workbook for Follow-up Module 2		978-1-878787-52-1	\$ 6.95	0	\$ -
Get Focused...Stay Focused!™ Student Workbook for Follow-up Module 3		978-1-878787-53-8	\$ 6.95	0	\$ -
Career Choices and Changes (softcover college textbook)		978-1-878787-17-0	\$ 44.95	131	\$ 5,888.45
CareerChoices.com + Instructor Access for The Teachers' Lounge		978-1-878787-42-2	\$ 249.00	1	Free w/order
My10yearPlan.com® Account Activation Fee (per site)		(due only initial year)	\$ 99.00	1	\$ 99.00
My10yearPlan.com® Annual Data Maintenance Fee (per site)		(due in renewal years)	\$ 29.00	0	\$ -
LifestyleMath.com (online enhancement)		978-1-878787-45-3	free with a qualifying purchase of Lifestyle Math student workbooks		\$ -
<b>Subtotal</b>					\$ 8,711.85
<b>Shipping</b>					\$ 689.03
<b>Tax</b>					\$ 705.07
<b>Total</b>					\$ 10,105.94

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Budget - continued...	
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<b>Total</b>	<b>\$60,105.94</b>

Rogéair Purnell

June 17, 2014

Project Lead (or Author of Proposal)

Date

Gateway to College / Academic Affairs & Student Services  
 Division(s) / Department(s) / Program(s) / Service Area(s)

See focus... focus



Report

**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.)

- Learning Community: 30 students/learning community/semester. Fall 2014: 1 pilot learning community; Spring 2015: 3 learning communities, Fall 2015: 6 learning communities.
- Support Group: 20 students/support group/semester: 3 support groups meeting during three separate times of the week: 60 students/semester.

	learning communities	student support groups	Integrated course components resulting from faculty/staff learning community
Fall 2014	30	60	40
Spring 2015	90	100	100
Fall 2015	120	200	400
Spring 2016	240	400	800
Total per project category	480	760	1300
Total combined	2540		

