Maisha Jameson

om:	Barbara Widhalm
Sent:	Wednesday, June 18, 2014 12:47 PM
To:	Barbara Widhalm; Laney President
Cc:	Elnora Webb
Subject:	RE: REMINDER - DUE TODAY: REQUEST FOR PROPOSALS: Peralta Accountability for Student Success (PASS) Fund for Innovation
Attachments:	Widhalm - Laney College Student Success Project 2014-15 Project Budget Request Form-Final (1).docx

Maisha and Dr. Webb,

I am resending the PASS proposal as requested. I will also send a separate message to assure it was received.

Thank you.

Barbara Widhalm, Ph.D.
Instructor, Humanities Department
Laney College

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om: Barbara Widhalm
Sent: Tuesday, June 17, 2014 5:45 PM
To: Laney President
Cc: Elnora Webb
Subject: RE: REMINDER - DUE TODAY: REQUEST FOR PROPOSALS: Peralta Accountability for Student Success (PASS) Fund for Innovation

Dear Maisha and Dr. Webb,

Attached please find a modular proposal to respond to the PASS funding opportunity.

I look forward to hearing from you.

Barbara Widhalm, Ph.D.
Instructor, Humanities Department
Laney College

From: Maisha Jameson On Behalf Of Laney President
Sent: Monday, June 16, 2014 5:23 PM
To: Laney-FAS
ubject: 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 Access were due today.

Please submit your proposals by tomorrow, June 17th 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.

[cid:image002.jpg@01CF8004.87D71CC0]

Elnora

Elñora T. Webb, Ph.D.

President

Laney College

900 Fallon Street

 ıkland, 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%3chttp:/www.peralta.edu>

 ⅇom: 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 14th 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 30th, 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 .ar 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.

[cid:image002.jpg@01CF8004.87D71CC0]

Elnora

Elñora T. Webb, Ph.D.

President

Laney College

900 Fallon Street

Oakland, CA 94607

ᴧ10 464 - 3236 (Executive Assistant, Ms. Maisha Jameson)

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Colleagues,

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

ith 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 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: _____Supporting Students in Shaping Sustainable Futures: Learning Community to support ILO 4: Global Awareness, Ethics, and Civic Responsibility

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.)

The purpose of this project is to create student learning communities; student support groups, and a faculty/staff learning community to support students in developing specific goal-setting, career planning, and change-making skills that will help them create a better future for themselves, their communities, and the world.

Rationale

Meaningful civic engagement has been documented as a key factor leading to improved student success (AAC&U; 2007; 2008). When students are involved in an issue they care about and can make a tangible difference in their own community, they are more motivated to learn the skills and tools needed to create that change. Career readiness and civic engagement are thus closely interlinked.

This finding is also in line with the recent student success study published by the RP group for the CCC Chancellor's Office (RP Group, 2013). The study showed that there were six factors that directly support student success: directed, focused, nurtured, engaged, connected, and valued. The proposed project will integrate all six of these factors.

In addition, there is research that shows that students from traditionally underserved communities learn more effectively if the curriculum is directly contextualized in real life and issues that matter

to their families and communities and supports an environment of student engagement (Ibarra, 2014).

An assessment of Institutional Learning Outcome 4: **Global Awareness, Ethics, and Civic Responsibility,** of the Spring 2013 online course HUMAN 30 A (Human Values and Ethics), confirmed the study results above. The course provides an exposure to multiple case studies and local approaches to environmental, social, and economic sustainability. In addition, students attend a community event; report on a community-based organization they feel strongly about; present on a community hero they admire; engage in multiple reflective practices, as well as group listening dialogue to explore what matters to them most; and respond to specific career design questions. A summary of an online survey documenting the impact of this course is available here: https://www.surveymonkey.com/sr.aspx?sm=trh30lmkm0_2f6WHE_2fCjbZoEcGg29SOQL_2bCcZy2c_2f0r nA_3d

In addition, multiple testimonies from students exist documenting the range of impact this type of course has had, from improving the energy efficiency in their homes; planting a garden; joining a community garden; to changing their career plans with a specific focus on creating a more just and sustainable future.

In another course taught by the project lead (PHIL 10: Philosophical Logic), students created fictitious grant proposals on a project they felt strongly about. A large majority of projects chosen by students were specific activities to support the social, environmental, and economic sustainability of their communities. Final student reflections revealed that this contextualized learning activity encouraged many to consider engaging in these activities and boosted their confidence level in creating their own grant proposals or business plans in the future. The grant writing activity underscores the high degree of motivation that can be generated from a contextualized learning activity based on students' care for their own communities.

Students in both courses indicated, however, that they would have enjoyed opportunities to meet in small groups.

In addition, at the recent faculty/staff planning retreat held at Laney in May 2014, a strong recommendation was made to design more ways to create integrated curriculum based on sustainability across the curriculum.

Based on the student success research cited above, the college's commitment to integrated learning and sustainability education, and the project lead's direct experience teaching courses contextualized in career and life planning skills and civic engagement, the proposed project will engage in the following goals and objectives:

- **Goal: Establish Student Learning Communities, Student Support Groups, and a Faculty/Staff Learning Community to Support ILO 4: Global Awareness, Ethics, and Civic Responsibility**
  - create student learning communities; student support groups, and a faculty learning community to support students in developing specific goal-setting, career, and change-making skills that will help them create a better future for themselves, their communities, and the world.

Objective 1: Offer linked learning communities

1.1: Contextualize the learning community in civic engagement and career planning, focusing on social, environmental, and economic sustainability
- Offer specific exercises in goal-setting, reflective practice, peer-support, career planning, and proposal writing
- Provide an overview of the challenges and opportunities of social, environmental, and economic justice locally and globally

1.2: Bring in community members and professionals in social, environmental and economic sustainability as guest speakers and mentors

1.3: Assess the rate of student persistence, course success, certificate/degree completion, transfers and job placements of students served in this project compared to the Laney student population at large.

Phase 1 (Fall 2014):
HUMAN 30A (Human Values and Ethics, taught by Barbara Widhalm) and ESL 52 A/B (Advanced Reading and Writing, taught by Sonja Franeta)
Document success and lessons learned

Phase 2 (Spring 2015):
Offer new combinations of learning communities with a focus on civic engagement and career planning in social, environmental, and economic sustainability. Involve APASS, EOPS/Care/Calworks, B2B B:E, Gateway to College, Foundation Skills and the CTE learning communities

Phase 3 (Fall 2015):
Expand learning community offerings campus-wide.

Objective 2: Facilitate a support group for students practicing civic engagement and career planning skills.
2.1: Offer biweekly group meetings for students from all disciplines
- Offer specific exercises in goal-setting, reflective practice, peer-support, career planning, and proposal writing
- Provide an overview of the challenges and opportunities of social, environmental, and economic justice locally and globally

2.2: Coach students one-on-one on their civic engagement and change-making career planning goals.

2.3: Train student peer counselors to offer these support groups in phases 2 – 4.

2.4: Assess the rate of student persistence, course success, certificate/degree completion, transfers and job placements of students served in this project compared to the Laney student population at large.

Objective 3: Facilitate a faculty/staff learning community to support the integration of civic engagement, goal-setting and career planning skills in other disciplines
3.1: Facilitate monthly faculty/staff meetings sharing best practices and practical ideas on how to integrate civic engagement, goal-setting and career planning skills across disciplines, with a focus on social, environmental, and economic sustainability in both teaching and counseling efforts.

3.2: Assess the rate of student persistence, course success, certificate/degree completion, transfers and job placements of students served in this project compared to the Laney student population at large.

Co-facilitated by the professional development committee. Meetings will be held Fridays at noon.

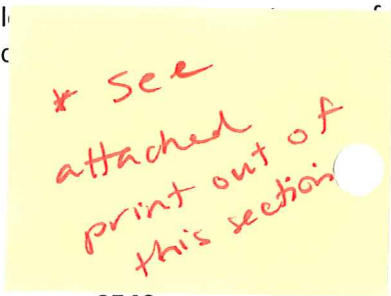## Number of Students Expected to be Served:
(The College is seeking to improve the outcomes of 7500 new and continuing students with specific priority to address the performance gaps among Black and Latino students.)

- 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.

Fall 2014
Spring 2015
Fall 2015
Spring 2016
Total per project category
Total combined   **2540**

See attached print out of this section

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

<u>Fall 2014</u>
- o Planning with core team and additional partners
- o Offer 1 pilot student learning community (HUMAN 30A / ESL 52A/B)
- o Offer 1 pilot support group
- o Faculty/staff learning community launched, resulting in a minimum of one implemented project of integrating civic engagement and career planning into the curriculum
- o 3 peer counselors trained (will work under the guidance of Trio staff)

<u>Spring 2015</u>
- o Offer a minimum of three learning communities
- o Offer a minimum three support groups
- o Faculty/staff learning community continued
  - ▪ At least 3 additional courses integrate goal-setting, career-planning, and civic engagement skills as a result of the faculty learning community
- o 6 peer counselors trained

<u>Fall 2015</u>
- o   Offer a minimum six learning communities
- o   Offer a minimum of six support groups
- o   At least 6 additional courses integrate goal-setting, career-planning, and civic engagement skills as a result of the faculty learning community
- o   9 peer counselors trained

<u>Spring 2016</u>
- o   Offer nine learning communities
- o   Offer nine support groups
- o   At least 12 additional courses integrate goal-setting, career planning, and civic engagement skills as a result of the faculty learning community
- o   12 peer counselors trained

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.)

Each student's performance will be tracked for student persistence, course success, certificate/degree completion, transfers and job placements. Student persistence, course success, and certificate/degree completion data will be documented using the PCCD Institutional Research Office. Job and volunteer service placement data will be tracked via direct contact with students, as well as follow-up surveys, using survey monkey. A student assistant will work on tracking assessment, under the supervision of the project lead and TRIO staff.

A detailed program evaluation survey will be distributed to students after each learning community or student support group period and evaluated regularly for program improvement. In addition, targeted interviews with students participating in this program will be conducted.

Budget:

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

	Fall 2
Project Lead: Faculty Extra Service Hours (20h/week at $36.61/h: project planning, coordination, and team building	1:
English and other instructors: extra service hours	
Student administrative assistant	
Peer counselors	
Staff support (Trio)	
Guest speaker honoraria	
Community mentor stipends	
Supplies	
Books	
Conference/external professional development stipends for team members and students	

*see attached print-out of this section

Does not include indirect cost.
NOTE: This project is modular and could be adjusted in scale.
Budget figures are rough estimates at this stage.

References:

- Association of American College and Universities (AAC&U): www.aacu.org/leap.
  - *College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education & America's Promise.* 2007.
  - Kuh, G. 2008. *High-Impact Educational Practices: What they are, who has access to them, and why they matter.* A Report from the National Leadership Council for Liberal Education & America's Promise. 2007.
- Ibarra, R (2014): *Context Diversity: Reframing Education in the 21st Century*: available at: http://www.compact.org/community-members/context-diversity-reframing-higher-education-in-the-21st-century/4227/
- RP Group (2013): *Student Support (Re)Defined*: available at: http://www.rpgroup.org/projects/student-support-redefined

Barbara Widhalm, Ph.D._____June 15, 2014_____

Project Lead (or Author of Proposal)   Date

Department of Humanities/Philosophy; in collaboration with ESL (Sonja Franeta), the Professional Development Committee (Sonja Franeta), TRIO and the Wellness Center - Student Support Services (Roxanne Rivas), and Laney's representatives of the Sustainability Committee.

NOTE: Additional collaborators will be brought in for their input, advice, and to explore collaboration opportunities as soon as project planning begins: APASS, EOPS/Care/Calworks, B2B; B:E, Gateway to College, Foundation Skills and the CTE learning communities; Counseling; Job Developer (Raya Zion); Career/Transfer Center (Kathy Ma); Assessment Committee

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

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**		

Budget:

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

	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Project Lead: Faculty Extra Service Hours (20h/week at $36.61/h: project planning, coordination, and team building	11715.2	11715.2	11715.2	11715.2
English and other instructors: extra service hours	2000	4000	8000	12000
Student administrative assistant		4000	4000	4000
Peer counselors	1000	3000	4000	6000
Staff support (Trio)	3200	3200	6400	6400
Guest speaker honoraria	1000	1000	2000	2000
Community mentor stipends	2000	3000	4000	5000
Supplies	2000	3000	4000	5000
Books	1000	2000	3000	4000
Conference/external professional development stipends for team members and students	1000	2000	3000	4000

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)

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)
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Name of the Project: _____**Supporting Students in Shaping Sustainable Futures: Learning Community to support ILO 4: Global Awareness, Ethics, and Civic Responsibility**

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.)

The purpose of this project is to create student learning communities; student support groups, and a faculty/staff learning community to support students in developing specific goal-setting, career planning, and change-making skills that will help them create a better future for themselves, their communities, and the world.

Rationale

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1.2: Bring in community members and professionals in social, environmental and economic sustainability as guest speakers and mentors

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Number of Students Expected to be Served:
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Fall 2015
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Spring 2016
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- o At least 12 additional courses integrate goal-setting, career planning, and civic engagement skills as a result of the faculty learning community
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Assessment of the Outcome:
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Budget:

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

	Fall 2
Project Lead: Faculty Extra Service Hours (20h/week at $36.61/h: project planning, coordination, and team building	1
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NOTE: This project is modular and could be adjusted in scale.
Budget figures are rough estimates at this stage.

References:

- Association of American College and Universities (AAC&U): www.aacu.org/leap.
  - *College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education & America's Promise.* 2007.
  - Kuh, G. 2008. *High-Impact Educational Practices: What they are, who has access to them, and why they matter.* A Report from the National Leadership Council for Liberal Education & America's Promise. 2007.
- Ibarra, R (2014): *Context Diversity: Reframing Education in the 21st Century*: available at: http://www.compact.org/community-members/context-diversity-reframing-higher-education-in-the-21st-century/4227/
- RP Group (2013): *Student Support (Re)Defined*: available at: http://www.rpgroup.org/projects/student-support-redefined

Barbara Widhalm, Ph.D._____June 15, 2014_____

Project Lead (or Author of Proposal)   Date

Department of Humanities/Philosophy; in collaboration with ESL (Sonja Franeta), the Professional Development Committee (Sonja Franeta), TRIO and the Wellness Center - Student Support Services (Roxanne Rivas), and Laney's representatives of the Sustainability Committee.

NOTE: Additional collaborators will be brought in for their input, advice, and to explore collaboration opportunities as soon as project planning begins: APASS, EOPS/Care/Calworks, B2B; B:E, Gateway to College, Foundation Skills and the CTE learning communities; Counseling; Job Developer (Raya Zion); Career/Transfer Center (Kathy Ma); Assessment Committee

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