From:	Denise Richardson
Sent:	Tuesday, June 17, 2014 8:13 PM
To:	Laney President; Elnora Webb; Maisha Jameson
Subject:	RE: REMINDER - DUE TODAY: REQUEST FOR PROPOSALS: Peralta Accountability for Student Success (PASS) Fund for Innovation
Attachments:	PASS Project Proposal_Nick Shaposhnikov.pdf

Hello Dr. Webb,

Attached please find a PASS Proposal submitted by Math Instructional Assistant Nick Shaposhnikov.

Thank you for your consideration.

Sincerely,

Denise

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 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.

Elnora

Elñora T. Webb, Ph.D.
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PASS Project:

Fusion

In physics, **fusion** is a nuclear reaction in which atomic nuclei join and release a **tremendous** amount of energy.

In Laney College Math Lab "Fusion" is a project that was inspired and launched by… a crisis. The project combines a bunch of techniques and initiatives that lead to a real valuable outcome.

Experiencing devastating budget cuts during a few last years and, accordingly, desperately trying to survive/provide acceptable level of tutoring service we came up and "fuse" a few different nature approaches, methods, and management policies.

The results happened to be unexpected, surprising, and… effective.

The logical way to proceed would be to use the "Recipe" not just for surviving but development… If we provided acceptable level tutoring when the budget was cut in half out of a reasonable **minimum**, then why not to achieve **200%** learning outcomes in normal environment with a reasonable budget.

Here is the "recipe" in terms of "discoveries" we made and obstacles & issues that have to be resolved:

1. If we had additional resources we would **separate** different level students, different courses into different learning/tutoring groups to achieve the best results. That's true, of course, and that's what, for example, different Foundation Skills Programs are trying to do...

   Since we didn't have "additional" resources /didn't even have reasonable minimum/ we **combine** all the levels and groups in one place and one learning process in a specific way:

   - ✓ Using volunteer student-tutors of **all** levels (**District Policies makes it really hard**),
   - ✓ Implementing **all** possible tutoring technics
     (regular "tutor-student" tutoring, study groups, mini lecture, browsing, hand rising, horizontal, vertical, descending, "credit for a mistake", based on comprehensive summaries, "mentor managing"...),
   - ✓ providing more tutoring sessions rather than expanding duration of each tutoring session,
   - ✓ reasonable time extension of average tutoring session was also a goal,
   - ✓ encouraging students to use comprehensive summaries (created by senior tutors),
   - ✓ encouraging students to participate in "personal textbook" projects,
   - ✓ providing a student with multiple opportunities to work on a problem/question with **different** level tutors,
   - ✓ tutors/faculty on duty tried to fill out any gap in a tutoring supply-demand chain but not to substitute any student-to-student tutoring connection...

2. As soon as we attempted to implement all mentioned above simultaneously we got a "creative chaos" that could not be managed anymore with our old/weekly tutoring schedule.

   So, we... switched to daily (almost "**real time**") **scheduling**.

3. Also, we encountered additional problems with financial **ePAF system** that **couldn't fit** any more a degree of flexibility of the "**real time**" **process**. So, as it's only possible from our side, **we changed a structure of ePAF's requests.**

After a number of attempts, failures, and adjustments we figured out "right proportions" of the ingredients of the process that work the best. The result was completely unexpected...

- it turned out one really good way to help basic skills level students is **not to split but "fuse" basic skills level with upper levels in one tutoring process;**
- the same process allows to **restructure a load of faculty and senior tutors** in such a way that "upper level" students get more attention and help as well...
- **"Fusion"** works as a school for a number of new tutors;
- It provides a creative environment and a **real educational involvement** for much more students;
- It allows to **improve quantitate parameters** of the educational process such as number of tutoring sessions, average duration of a session, waiting time... **without additional finances**...

We consider all this experience as a pilot project, unplanned but successful, that promises to improve **quantitate parameters** of the educational/tutoring process up to 200–250%, as well as qualitative parameters significantly.

The heart of "Fusion" is

Flexible Real Time Balance And Management.

If we had all the ingredients such as creative educational/tutoring technics, a number of tutors, sufficient budget, and a bunch of volunteers… the best results would not be achieved. Any unbalance in supporting different educational levels leads to redistribution of the tutoring resources in a biased manner, "inter level" mutual supportive interaction stops.

For example, if "high Math level" students didn't help tutors & faculty to tutor "basic level" then faculty could not provide enough help for "high level". Another **extreme** example is when "basic skills level" students are doing "horizontal" tutoring they actually help "high level" students since senior tutors had more time for the latest. After that and immediately "high level" students /due to reducing waiting time for their tutoring/ give back additional support for "basic skills level"…

It really works as a "chain reaction".

That's another reason why we call the project "Fusion".

Now, we'd like to develop this pilot experience into a permanent practice. Here is what we need:

1. Flexible /**Real Time**/ scheduling;

2. Flexible, financial reporting system that would feet flexible **real** educational tutoring environment;

3. **Real Time** **statistics** /Statistics In Action/ that would reveal a bunch of crucial parameters in **instant mode** (waiting time, tutoring session duration, demand of the tutoring of **each** level and course, evaluation of each tutoring session by **both** a student and a tutor, and **instant averages** of all the above parameters...).

We Do Not Need statistics in form of semester/quartile surveys (we usually know the results in advance).

We Need Real Time Statistics that would show all the parameters of educational/tutoring process instantly as... Dow Jones indices reflect the market...

Supervisor/manager of every level should be able to see "Math tutoring market" parameters at any moment. Moreover, **every regular tutor** needs to track these parameters so that it'll be possible to consciously manage/adjust the process dynamically.

Again, tutoring technics must be creative, resources should be sufficient, technologies would better be modern..., but the core of the project is **Real Time Management/Adjustment/Tuning** of the parameters of the process.

!!! Challenges 1,2, and 3 could be resolved through responsive, effective, "**light weight**", and **tuned** to our needs software. Developing team should consist of specialists who understand programming, mathematics, and organization of tutoring process as well (or even better "3 in 1" specialist).

It may take from one to two years of work for 1 – 2 programmers.

4. We need to create and/or significantly develop educational/tutoring technics, such as "Concise & Comprehensive Summary Database", "Personal Textbook" (individual approach), "Digital Manageable Individual Flash Cards"...

It may take from one to two years of work of two Math professionals.

5. **Technology Fusion**.

We did "fuse" Math courses, educational levels, tutoring technics, budgeting and volunteering... AND IT WORKED.

Next, we'd like to try "**Technology Fusion**".

We believe it might be not only super exciting but super effective to incorporate 3D digital video technology and **3D Laser Image** technology into our educational business.

We think of creating **3D Laser Image Storage** that would actually / physically store and reproduce in real 3D space concepts, connections, interactions, theorems, objects, and examples...

That would be a revolutionary educational approach...

It may take a few months to estimate work, time and expenses required.

6. We could also consider reasonable combination of **"Concurrent Projects"** such as tutoring + school of tutors + students' Math related activities ("Personal Textbook", "Individual Digital Flash Cards"...).
We expect it may add positive potential to the "Fusion" we've tried already.

7. We really need a support from District in developing/adjusting some of the policies and procedures such as volunteer policy and ePAF procedure for student workers.

Sincerely,

Nick Shaposhnikov
Instructional Assistant
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nshaposhnikov@peralta.edu
510.464.3448

Maisha Jameson

Hello Maisha,

I've submitted the proposal a few weeks ago in a form of "loose/extended discussion/description" through Denise Richardson, my direct supervisor,

but I didn't provide "Laney College Student Success Project 2014-15 Funding Request Form".

Please, find it attached.

Thank you.

Nick.

Nick Shaposhnikov
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510.464.3448

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Elnora

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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 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**.

'ease 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

olleagues,

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.

ıank 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)

Name of the Project: **Fusion**

Purpose/Rationale of the Project:

- to improve **quantitate parameters** (number of tutoring sessions, average duration of a session, waiting time, number of students involved into study groups and peer tutoring…) of the educational/tutoring process up to 200–250% (the numbers arose from fusion pilot project) , as well as qualitative parameters significantly.

- To create "**Real Time Statistics**" software and "**Real Time Management**" system of the educational/tutoring process.

- not to split but "**fuse**" basic skills level with upper levels in one learning/tutoring process to
    - ✓ provide more attention for basic level participants,
    - ✓ restructure a load of faculty and senior tutors in such a way that "upper level" students get more help as well,
    - ✓ encourage students' involvement,
    - ✓ provide students with tutoring experience and develop teaching, communication and Math/Science related skills …

Number of Students Expected to be Served:

All the students of all the levels (from basic to transferring) and majors who are supposed to take Math and/or Science classes.

Project Implementation Timeline:

1st year:

- creating pilot version of responsive, effective, "light weight", and tuned to our needs software;

- developing special "fusion" educational/tutoring technics, such as "Concise & Comprehensive Summary Database", "Personal Textbooks" (individual approach), "Digital Manageable Individual Flash Cards"…

- explore additional "Technology Fusion" opportunities such as 3D digital video technology and 3D Laser Image technology. We think of creating **3D Laser Image Storage** that would actually physically store and reproduce concepts, connections, interactions, theorems, objects, and examples in real 3D space …

- working with the PCCD management on creating flexible, responsive, robust, transparent, and "light weight" policies and procedures that would better reflect flexible real time educational/tutoring environment (financial reporting system, District Volunteer policy, ePAF procedures for student workers).

2nd year:

- implementation of the components in Laney College Math Lab. First Draft.

3rd year:

- Adjustments and Tuning.

Assessment of the Outcome:

- Standard assessment of software project and developing Math/Fusion technologies;
- Assessment of the outcomes in terms of quantitate real time parameters: tutoring session duration, waiting time, number of sessions per an hour, day, week… , semester, demand of the tutoring of **each** level and course, evaluation of each tutoring session by **both** a student and a tutor, and **instant averages** of all the above parameters.

Budget:

Staffing:
Project Manager, 1–2 software developers, 1–2 Math/Science/Fusion Technics developers.

Facilities and Equipment:
Existing Laney College facilities and equipment.

Optional/additional Technologies:
3D digital video technology and 3D Laser Image storage.

Cost:
$300,000 per year, $900,000 total (not including ***Optional/additional Technologies***)

Author of Proposal: ***Date:***   06/17/2014

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