

**Proposal Submission Process
Applying for Funding under the Basic Skills/ESL Initiative
08-09**

**Distributed by the Chabot College
Office of Academic Services**

In consultation with
the Chabot College Office of Student Services
and
The Basic Skills Committee of the Academic Senate

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Overview

“Basic skills are those foundational skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work.”

Basic Skills as a Foundation for Student Success in California Community Colleges, p. 4

Over the last several years, the state Chancellor’s office has issued special funding under its Basic Skills Initiative to support California Community colleges in strengthening basic skills education. Through its Spring 2008 self-assessment, Chabot College identified several major priorities for funding under this initiative.

Chabot College faculty and staff are invited to submit proposals in one or more of the areas below:

- 1.) Expanding Direct Support for Students’ Basic Skill Development
- 2.) Creating Focused Inquiry Groups to Investigate Core Issues and Practices in Basic Skills Education
- 3.) Expanding Basic-Skills-Focused Professional Development for Faculty and Staff

This application packet contains more information about each funding area, along with general guidelines for all BSI expenditures.

Applications will be reviewed by a committee comprised of the Vice Presidents of Academic Services and Student Services, a representative of the College Budget Committee, the President of the Academic Senate, and two members of the Basic Skills Committee. In evaluating proposals, the role of these committee members is not to represent the interests of their particular area of the college (e.g. a particular discipline, service sector, or constituency group), but to improve the learning, success, and persistence of students with basic skills needs at Chabot College.

General Principles for the Use of Funds from the Basic Skills Initiative (BSI):

- BSI funds should be spent consistent with the 4 goals that emerged from the wide participation in the self-assessment in the Spring semester of 2008. This self-assessment, based upon the literature review *Basic Skills as a Foundation for Student Success in California Community Colleges*, identified the following goals:
 1. Develop and adopt an institution-wide, integrated basic skills philosophy and unifying framework;
 2. Increase professional development opportunities in relation to basic skills education;
 3. Expand and strengthen supplemental academic and counseling support in basic skills;
 4. Carefully review data on student performance & literature on effective practices in developmental education. Develop and implement curricular changes to improve student outcomes.

Additional detail on each item is available in Chabot College's self-assessment, posted on the Center for Teaching and Learning website, www.chabotcollege.edu/learningconnection/ctl

- BSI funds should be used for work specifically directed toward improving comes of basic skills students, rather than more general goals (e.g. writing slo's across the whole college, projects that don't directly involve students with pre-collegiate skills issues). Funds might be targeted toward traditional basic-skills courses (English, Math, ESL), efforts directed toward basic-skills level students in transfer courses without pre-requisites, efforts directed toward students in occupational programs, or efforts in student services.
- Because our goal is to *improve* student learning, success, and persistence, BSI funds should be dedicated toward changing our educational practice, or expanding effective practices with proven results (rather than funding business as usual or general operating expenses).
- Because basic skills students enroll in classes all across Chabot, the expenditure of BSI funds should reflect an emphasis on "basic skills across the curriculum."
- In order to leverage these funds to affect the most students possible, our focus should be on improving the experience of large numbers of Chabot students (e.g. through changes to curriculum, support services, policies), rather efforts directed toward only a small portion of the student body.

- No project should be funded without careful consideration of questions of long-term institutionalization (e.g. hiring permanent staff after grant funds end).
- Priority will be given to projects that explicitly address and integrate effective practices described in the BSI-produced literature review *Basic Skills as a Foundation for Student Success in California Community Colleges*, available online at www.cccbsi.org
- All activities funded through the Basic Skills/ESL Initiative will produce written reports on expenditures, work accomplished, and impact on outcomes for basic skills students. Groups will work with the Office of Institutional Research to identify and gather relevant data. Reports will be shared with the college at large through the basic skills committee and/or the Center for Teaching and Learning.
- Those receiving BSI funds to attend conferences or other external professional development opportunities will “share back” with the college on the sessions they attended and what they have to offer to Chabot’s effort to strengthen student outcomes in basic skills (e.g. 1-page write-up shared with Committee, discipline, and/or Center for Teaching and Learning).

CHABOT COLLEGE BASIC SKILLS INITIATIVE

Proposal #1: Direct Support for Students' Basic Skill Development

One of the major goals to emerge from Chabot's basic skills self-assessment was to expand and strengthen academic and counseling support in basic skills. Given this, we welcome proposals to fund direct support services aimed at helping more students learn, succeed, and persist at Chabot. Examples of these kinds of proposals might include (but are not limited to):

- Creation of new peer tutoring in disciplines that don't currently offer such support (e.g. Humanities or Social Science faculty working with the Learning Connection to organize learning assistants, tutors, study groups, etc. to support student learning in their classes)
- Creation of new services to support students' reading across the disciplines
- Expansion of the use of individualized computer assessment and support in Math
- Expansion and/or modification of current matriculation efforts

In the state's BSI literature review *Basic Skills as a Foundation for Student Success in California Community Colleges*, www.cccbsi.org, these kinds of services are covered in sections B1, B3, B4, and D10.

Confused about whether your proposal fits under the category of "FIG" or "Direct Support for Students"? Use this application if your proposal is mostly about implementing a solution to a problem (as opposed to investigating the problem more fully, the focus of FIGs).

Submission Process and Deadlines:

Fall 2008: November 24

Spring 2009: March 20

Applications should be submitted electronically to Kaaren Krueg in the Office of Academic Services by 5pm on the above dates. Basic Skills Committee Co-Chairs Katie Hern and Michael Thompson are available to answer questions, brainstorm ideas, or help shape proposals.

CHABOT COLLEGE BASIC SKILLS INITIATIVE

Proposal #1: Direct Support for Students' Basic Skill Development

Name

Division or Department

Phone

E-mail

Interested applicants should submit a narrative describing the kind of support you propose to provide to students. Proposals should address the following questions:

What basic skills problem are you trying to address with this proposal? Include any institutional data relevant to this problem (e.g. low success rates, high withdrawal rates, low persistence through different levels of the curriculum), along with descriptions of student performance or behavior related to this problem.

How will your proposal address the above problem(s)? Please be specific about what you'd like to do, and how you think it will improve the problem you have identified.

What evidence do you have that suggests your proposal will help more students learn, succeed, and/or persist at Chabot? Here, you might refer to data from Chabot and/or evidence from educational literature, other colleges, and the BSI literature review of effective practices, *Basic Skills as a Foundation for Student Success in California Community Colleges*, www.cccbsi.org

How do you plan to organize this work? Who will be involved? Applicants are encouraged to work with relevant parts of the college to plan this effort (e.g. the Learning Connection, the counseling dept., EOPS)

Once the services are implemented, how will you know whether or not they are effective? Describe your plan for assessing the services' impact on students.

What will it cost to fund these services? Submit a draft budget covering the relevant expenses (e.g. hourly pay for tutors, release time for a faculty member to develop the program and train tutors, hourly pay for programmers to improve the online orientation program, software/hardware related to the services). The Chabot administration will work with selected proposals to refine and finalize budgets.

CHABOT COLLEGE BASIC SKILLS INITIATIVE

Proposal #2: **Focused Inquiry Group (FIG) to Investigate Core Issues and Practices in Basic Skills Education**

In scholarship and research, having a "problem" is at the heart of the investigative process; it is the compound of the generative questions around which all creative and productive activity revolves. But in one's teaching, a "problem" is something you don't want to have, and if you have one, you probably want to fix it. Asking a colleague about a *problem* in his or her research is an invitation; asking about a problem in one's teaching would probably seem like an accusation. Changing the status of the *problem* in teaching from terminal remediation to ongoing investigation is precisely what the movement for a scholarship of teaching is all about. How might we make the problematization of teaching a matter of regular communal discourse? How might we think of teaching practice, and the evidence of student learning, as problems to be investigated, analyzed, represented, and debated?

– Randy Bass, "The Scholarship of Teaching: What's the Problem?"

Focused Inquiry Groups collaboratively identify and investigate "problems" in student learning and basic skills, not from an accusatory or defensive perspective, but from a spirit of intellectual curiosity and exploration. The essence of FIGs is to delve into something that we don't fully understand about our students, so that we can develop more well-attuned and effective approaches to reaching them. FIGs are more systematic than the ongoing "talking about teaching" we might do with colleagues. In FIGs, educators examine a base of shared evidence together, trying to better understand where students are coming from, what they're struggling with, and how we can help more of them learn and persist in college.

Examples of FIGS include (but are not limited to):

- Faculty trying a new pedagogical approach in their classes, getting together regularly to discuss how it is going, and gathering data to assess its impact on students
- Faculty/staff/student tutors working together to investigate a specific problem in basic skills education (e.g. student struggles with reading, low retention rates), in order to better meet students where they are
- Faculty collaboratively examining evidence of student learning (e.g. common exams, holistic grading of essays) to analyze patterns of student strength and weakness and develop responses (e.g. new curricula, classroom activities, or policies)
- Faculty analyzing videotaped "Think Alouds" of students doing a math problem or reading a textbook and explaining what is going through their heads, to better understand the nature of student difficulties with the material

The organization of groups is flexible. For example, FIGs can be comprised of faculty/staff from a single discipline or area, or faculty from different disciplines investigating a similar problem or

approach. Group size can vary. It might be a small core group of members, or a core group that participates regularly with a broader group involved more occasionally (e.g. part-time faculty).

For more information, the Carnegie Foundation for the Advancement of Teaching has published two helpful reports about inquiry groups – *The Promise of Faculty Inquiry for Teaching and Learning Basic Skills* and *Faculty Inquiry in Action: Guidelines for Working Together to Improve Student Learning* -- <http://www.carnegiefoundation.org/programs/index> Additionally, the Faculty Inquiry Network has compiled a list of resources on inquiry, available at www.chabotcollege.edu/fin

Confused about whether your proposal fits under the category of "FIG" or "Direct Support for Students"? Use this application if your proposal is primarily about investigating a problem or question about student learning (as opposed to implementing a solution to this problem, the focus of funding for "Direct Support for Students").

Participant requirements:

Group applicants need to consider the following requirements for participation:

(1) serious commitment of consistent time and effort to fully investigate the complexities of the identified issue(s); (2) regular participation in FIG meetings and analysis of evidence related to inquiry (e.g. student work, course withdrawal and success rates, student interviews, relevant education literature); (3) "making visible" what the inquiry is revealing about student learning so that other educators can benefit from it; (4) sharing findings through written and oral reportbacks to the Basic Skills Committee and/or other college forums (e.g. Flex Day, Center for Teaching and Learning events).

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CHABOT COLLEGE BASIC SKILLS INITIATIVE

Proposal #2: **Focused Inquiry Group (FIG) to Investigate Core Issues and Practices in Basic Skills Education**

Name of FIG Leader(s)

Division or Department

Phone

E-mail

Interested applicants should submit a narrative describing your proposed inquiry project. Proposals should address the following questions:

In the spirit of the previous quote from Randy Bass, what is the problem at the heart of your investigation? What do you need to understand better about basic skills education? What puzzles you about student performance in your classrooms? What critical gaps do you see in student learning?

How have you arrived at these questions? What hunches do you have going into this proposal? What data have you considered so far to develop and/or test your hunches? If your thinking is informed by any specific research literature or work underway at other colleges, please describe.

What are your plans for investigating these issues? What kinds of data do you intend to consider? What external research literature will you include?

Who will be involved? Please provide a list of the names and titles of faculty/staff/administrators/students you expect to participate. For each individual, describe the experience, knowledge and skills the participant will bring to the proposed inquiry. For the FIG leader, describe any applicable experience or skills that apply to coordinating the group (e.g. report writing, meeting facilitation, research).

How do you intend to organize the Inquiry, and what do you think it will cost? Describe how your group will work together (e.g. how often you'll meet, how responsibilities will be divided and shared). Then, submit a draft budget covering the relevant expenses up to a maximum of \$10,750.¹ The Chabot administration will work with selected proposals to refine and finalize budgets.

¹ Under Chabot's Title 3 grant, each FIG is organized by a leader who receives 3CAH for coordinating the group, gathering materials for the group to consider, and taking primary responsibility for preparing reports to share the group's findings with the larger community. Other group members receive a stipend for regular participation in the group's research, analysis, and reporting. This is not the only structure possible. Participants might, alternatively, receive an hourly rate for their contributions to the Inquiry. Additional funds might be used for food/beverages at FIG retreats off campus.

CHABOT COLLEGE BASIC SKILLS INITIATIVE

Proposal #3: Basic Skills-Focused Professional Development for Faculty and Staff

In addition to funding faculty and staff to attend conferences/trainings/workshops with a strong relevance for basic skills education, BSI professional development funding might also include locally organized opportunities for faculty and staff. Proposals might include holding workshops on effective practices from the state's BSI literature review *Basic Skills as a Foundation for Student Success in California Community Colleges*, www.cccbsi.org. For example, applicants might organize a workshop for full-time and adjunct faculty across the disciplines on Culturally Responsive Teaching theory (D.4), or a series of retreats for faculty within a discipline to align entry/exit skills among levels of a developmental curriculum and/or between developmental curricula and relevant transfer-level courses in other disciplines (D.7). Funds might be used to cover honoraria for external speakers, hourly pay for part-time faculty to attend, refreshments, and books/materials for participants.

To apply for these funds, please use the staff development applications on the Chabot website <http://www.chabotcollege.edu/StaffDevel/>. In stating the rationale for your proposal, please be explicit about how this opportunity will contribute to strengthening basic skills education at Chabot and refer to any sections of the BSI literature that are relevant to your plans. If the application involves an individual faculty/staff member attending a conference or workshop, please describe how the benefits of this workshop will spread beyond that individual to the larger college (e.g. a plan for sharing with other colleagues, or connecting the knowledge gained to a larger project, such as a new tutoring initiative).