Request for Instructional Student Equity & Achievement and Guided Pathways Funds

Purpose of the Student Equity & Achievement Program:

The Student Equity and Achievement Program (SEA) merges funding for three initiatives: the Student Success and Support Program; the Basic Skills Initiative; and Student Equity. Integrating these efforts into a single SEA Program advances our goal of demolishing, once and for all, the achievement gaps for students from traditionally underrepresented populations.

The SEA Program requires colleges to implement the Guided Pathways framework, designing clear paths to stated educational goals, providing all students with an education plan based on those goals, and eliminating outdated and inaccurate placement policies that keep many students from completing their goals in a timely manner.

As outlined in Educational Code 78222, SEA funding must:

1. Support activities and practices pursuant to the college's implementation of Guided Pathways
2. Ensure that students complete their educational goals and courses of study, and
3. Provide curriculum, instruction, and support services to ensure that students deficient in English and mathematics complete a course of study in a timely manner

The Guided Pathways Committee may be targeting specific projects in a given year based on the current Guided Pathway plan submitted to the Chancellor's Office. Preference will be given to requests connected to this plan, available on CR's Planning Website:
https://internal.redwoods.edu/Portals/25/Guided%20Pathways%20Plan%202018-2022.pdf

Note: Instructional SEA funds are not eligible to supplant existing staff or operational funding.

- Your proposal's costs must include taxes, shipping and benefits (actual quotes should be included where possible; benefits can be estimated at 10% of total salary).
- An itemized cost for each funding request must be included.

Upon approval from the Basic Skills Committee, the next step is to complete the correct documents(s) needed to encumber your approved funds. Please work with Stephanie Burres to complete and finalize these documents.

Complete the form on the page below, and email the completed request packet as an attachment to Stephanie-Burres@redwoods.edu.

Summary Title: Professional Learning Texts

Funding Year: 2019-20

Semester(s): ☐ Fall   ☒ Spring ☐ Both   _____ Other

1. Author: Nicole Bryant Lescher

2. Date: 1/22/2020.   3. Email: Nicole-bryantlescher@redwoods.edu

4. Briefly describe how your proposal supports the SEA program and funding requirements 1-3 listed on the first page:

I am requesting money to purchase 12 books (3 of each title) as a starter lending library for faculty learning. Although these texts would be valuable to professors teaching in any discipline, they are especially relevant and important for faculty teaching first semester students in courses traditionally identified as gatekeeper courses. I would like the English 1S community of practice to be able to use these texts during our spring professional learning series (3 sessions in the spring) and they would be available to other departments following our last meeting in April. The specific texts are as follows:
Culturally Responsive Teaching and the Brain (Hammond)
Listening to Teach: Beyond Didactic Pedagogy (Walks)
Grading for Equity (Feldman)
Discussion as a Way of Teaching (Brookfield)
Requirements 1, 2, and 3 are addressed with this request because professional learning and development sit at the heart of supporting student success and equitable learning experiences through faculty development. These texts use scholarship, specific examples, and suggestions as a way for faculty to reflect upon their pedagogy, revise their classroom approaches, and design lesson plans and course policies to meet the needs of marginalized students and first semester students (many students fit both descriptions) who are now present in transfer-level math and English coursework in their first semester. As a college located in the Far North, it is challenging and costly to connect faculty with professional learning and scholarship of teaching and learning. Our geography makes it especially challenging for our part time faculty to engage in contemporary teaching and learning scholarship. Having a lending library that is current and related to on-campus professional learning opportunities will increase opportunities and continued support as our faculty grow in their praxis.

5. Intended Outcomes (should be specific, measurable targets tied to the Guided Pathways and SEA programs**:**

Intended Outcome (measureable)	Relationship to Institutional Plans
Increase awareness and knowledge of culturally responsive teaching practices and equity-minded course design to help close equity gaps in student success.	Education Master Plan Goal 5.a: ("Enhance support of basic skills students") to "eliminate achievement gaps across student groups".

6. Action and Assessment Plan Timeline (specify exactly what you will measure, when and how it will be measured):

Action	How Assessing	When Assessing
Develop models and activities for ongoing, equity-focused, professional learning and support for English and faculty teaching transfer-level and support courses.	Faculty surveys	Spring 2020 and Fall 2020
Develop culturally responsive and equity-focused lessons plans and curricular/course design models for courses in English .	Student success and throughput data, disaggregated by demographic information, for students in English courses.	Every semester, beginning Fall 2019

7. Anticipated expenses (attach another page if necessary.   Itemize each request and include all related expenses such as taxes, shipping, benefits estimated at 10%). From the dropdown box, select the Chancellor's Office category that best matches your need:

Request (e.g. staff, materials, tutor, travel)	Purpose of Request (e.g. tutoring, counseling, supplies for ESL classes). Itemize travel needs; e.g. transportation, meals, conference fee, etc. Include the number of people travel is intended for).	Category (choose from dropdown)	Estimated Cost (include taxes, benefits, shipping). Total should match request total.
Example: Travel, 2 people	*Air fare: $660; Meals: $150; Hotel: 3 nights @ 150 each; taxi: $30 x 2*	G.3 Professional Development	*$2580.00*
Books	Culturally Responsive Teaching and the Brain: $26.49 x 3 = $79.47 Grading for Equity: $30.41 x 3 = $91.23 Discussion as a Way of Teaching:$32.88 x 3 = $98.64 Listening to Teach: $26.95 x 3 = $80.85	G.3 Professional Development	$350.19

Total			$350.19

8. Have you previously received SEA funding for this project?   Yes   X No

 If yes, indicate what the request was for, and a brief assessment of the results and why you need further funding.

Request	Results	Justification for further funding

     a) Will this request require ongoing funding?   ☐ Yes ☒ No

 If yes, how long*: Click here to enter text.   Please explain: Click here to enter text.

     b) *Projects that are intended to continue for an indefinite time need to be institutionalized within three (3) years. Define your plan for institutionalization:

     Click here to enter text.

     c) Are you receiving or applying for funding from other sources: ☐ Yes ☒ No

     If yes, what source(s): Click here to enter text.

9. List all faculty and/or staff involved and/or who are responsible for the project.

AB 705 coordinator in English, Nicole Bryant Lescher and English faculty attending the 1S community of practice on-campus professional learning sessions, including Ruthe Rhodes, Johnny Maiullo, Laurel Jean, Robyn Roberson, Shannon Mondor, Felix Boer, David Holper, Peter Blakemore, Sean Thomas, Ashley Knowlton, and all full and part time faculty in the English department who may choose to borrow one of the books and engage in the online professional learning options through our CR English Department Canvas shell. After April, I would make the books available to Mathematics and other departments for professional learning and flex opportunities.

If the request is for temporary staffing, and you know the person's name, please include it here:

 Click here to enter text.

10. Was this request/will this request be included in your most recent Program Review?

     ☐ Yes   ☒ No

If no, why not? English has identified a need for ongoing professional development in their program reviews, but that professional development can be met in several ways. This specific professional learning avenue was not included.

11. Is technology involved in your proposal?   ☐   Yes   ☒   No

 If yes, please document the response from tech support. Click here to enter text.

(Requests for new technology, facilities, or equipment require consultation with area providing services; contact paul-chown@redwoods.edu or Steven-McKenzie@redwoods.edu for assistance.)

12. I understand that if granted, SEA funds are to be expended in a manner consistent with the SEA program. By accepting funding for this project, I agree to provide a written or oral report *describing how well intended outcomes were met, the results of the assessment and how this information can be used in the future. This is a one-time allotment of funds. Any future funding is contingent upon the submissions and granting of a new request and availability of funding.*

_____ 1/23/2020_____

Author Signature (*electronic signature may be affixed*)   Date