



## College of the Redwoods Basic Skill Initiative Request for Funds

### BSC Mission Statement

***Our Mission is to improve the retention, persistence, and success of basic skills students.***

Funds requested from the Basic Skills Initiative should include one or more of the following:

- 1. Promote the use of effective practices in developmental education for administrative, student services, and instructional programs.*
- 2. Provide professional development regarding effective practices in developmental education.*
- 3. Work with Institutional Research in tracking basic skills students from entry to completion.*
- 4. Assess and evaluate the programs designed to improve student success.*

The Basic Skills Committee may be targeting specific projects in a given year, based on the current year Certification Report and action plan submitted to the Chancellor's Office. Preference will be given to requests connected to this plan, available on the Basic Skills web pages: <http://inside.redwoods.edu/basicskills/other.asp>.

***Note: Basic Skills funds are not eligible to supplant existing staff or operational funding. Basic skills funding will not exceed three years and project proposals/planning must include how future funding will be institutionalized.***

- 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 Crislyn Parker to complete and finalize these documents.

Complete the form on the page below, and email the completed request packet as an attachment to [bsc@redwoods.edu](mailto:bsc@redwoods.edu).

***Note: Funding requests are due one week (by Friday) prior to Basic Skills Meetings, in order to be included on the agenda. Basic Skills Committee meets on the first and third Friday's of the month, excepting holidays. Please check the inside.redwoods [google calendar](#) for meeting changes or cancellations.***



## College of the Redwoods Basic Skill Initiative Request for Funds

**Summary Title:** Drop-In Writing Center Faculty

**Funding Year:** 2019-2020 (and beyond)

**Semester(s):** Fall    Spring    Both   \_\_\_\_\_ Other

*For Committee Use Only:*

Submitted:

Date Approved:

Report to BSC:

**1. Author:** George Potamianos

**2. Date:** 24 April 2019

**3. Email:** george-potamianos@redwoods.edu

**4. Briefly describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan:** This proposal is for staffing the positions in the new Drop-In Writing Center facility that will be located in the ASC area in the library. The former "Writing Center," that was primarily tied to the pre-collegiate English courses, has become obsolete with the implementation of AB705. In its place, there will be drop-in writing assistance for students taking classes in any discipline that requires writing. Students who need this kind of assistance will typically be students who would have placed into the pre-collegiate English courses through the prior placement process. These students will now be in English 1A (with or without the support class) and will also be in other courses that require writing. The new drop-in writing center will be a place where they can go for writing assistance, including discipline-specific writing assistance. This kind of writing support also affects the district's ability to achieve equity across the different equity groups. Rather than compensating faculty in TLUs, as the former Writing Center model did, this proposal will compensate faculty in a variety of disciplines in accordance with the hourly rate.

**5. Intended Outcomes (should be specific, measurable targets tied to the [basic skills plan](#) and/or the basic skills sections of [the CR annual plan](#)):**

Intended Outcome (measurable)	Relationship to Institutional Plans
Students seeking writing assistance in the drop-in facility will be more successful in their courses that require writing and will be more likely to persist and complete than those that do not. This will be especially crucial for students that the district considers to be at the "Basic Skills" level	Annual Plan (2018-19): Student Success, Access & Equity Objectives #1,#3,#4,#5

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

Action	How Assessing	When Assessing
Track which specific students utilize the drop-in writing services to see if there is a correlation between that utilization and their success and persistence in their coursework	Though the facility will be drop-in, track the student numbers of students using the facility and tie that back to success and persistence. Then, compare that to the institutional average.	At the end of the academic year



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**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.
<i>Example: Travel, 2 people</i>	<i>Air fare: \$660; Meals: \$150; Hotel: 3 nights @ 150 each; taxi: \$30 x 2</i>	<i>G.3 Professional Development</i>	<i>\$2580.00</i>
Faculty Writing Tutors	Approximately 35 hours per week at \$40/hour for 30 weeks (academic year)	D. Supplemental Instruction and Tutoring	\$42,000
		Choose an item.	
		Choose an item.	
		Choose an item.	
<b>Total</b>			<b>\$42,000</b>

**8. a. Have you previously received Basic Skills funding for this project?**  Yes  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

**b. Will this request require ongoing funding?**  Yes  No

**If yes, how long\*:** Indefinitely **Please explain:** Depending upon the assessment results, drop-in writing assistance may prove to be extremely valuable for students and the district will want to continue to provide this service.

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

Because the former Writing Center model provided TLU compensation at a level that represented almost 4-5x the amount that this service requires, I am confident that the district will be able to create a line-item to continue to fund the drop-in writing assistance services.

**d. Are you receiving or applying for funding from other sources:**  Yes  No

**If yes, what source(s):** [Click here to enter text.](#)

**9. a. List all faculty and/or staff involved and/or who are responsible for the project.** George Potamianos, Dean of Arts and Humanities; Tina Vaughan, ASC; all faculty who are willing to work in the facility (this will vary from semester to semester, and will include faculty from all discipline areas that require writing



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**b. 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

**10a. If no, why not?** It will not be included, because the drop-in writing assistance area will not be program-specific and will serve students in virtually every single program on campus.

**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 Steven Roper or Angelina Hill for assistance.)*

***12. I understand that if granted, basic skill funds are to be expended in a manner that predominantly benefits basic skills students. 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. Projects funded for two semesters will require a mid-year update as well as a report upon completion. Please note: 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.***

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Author Signature (*electronic signature may be affixed*)

Date