

**College of the Redwoods
Basic Skills Committee
Friday, May 6, 2016, SS 104
9am – 10am**

Agenda

1. Call Meeting to Order:
2. Approve April 15, 2016 Notes
3. Action Items:
 - 3.1. Math Community of Practice in Acceleration – Levi Gill
 - 3.2. Math Lab Tutors – Betsy Buchanan
 - 3.3. Math Jam tutors – Betsy Buchanan
 - 3.4. Writing Center Tutors – Leslie Leach
 - 3.5. Noncredit Coordination – Amy Berkowitz
4. Discussion Items:
 - 4.1. Reading Apprenticeship Workshop:
 - 4.2. Basic Skills Student Outcomes & Transformation Grant:
5. Standing Agenda Item: Accreditation Matrix
6. Other/Future Agenda Items

Next meeting: Fall, 2016 TBD

“When the finger points at the moon, the fool looks at the finger.” (Unknown)

CCC Confer:

Telephone conference line: 1-913-312-3202*

Participant passcode: 750361

*Toll free number: 1-888-886-3951

College of the Redwoods
Basic Skills Committee
Friday, April 15, 2016, SS 104, 9am – 10am
Notes

1. Call Meeting to Order: Present: Erin Wall, Steve Jackson, Vinnie Peloso, Kelly Carbone, Dave Holper, Amy Berkowitz, Clif Clendenen, Crislyn-Parker

2. Approve April 1, 2016 Notes: Approved as corrected (typing errors)

3. Action Items:

3.1 AP4222 Remedial Coursework revisions: *On previous agenda.* (Update: AP 4222 is on the Senate agenda for today. Erin supplied Tami Matsumoto with copies of all documents.)

4. Discussion Items:

4.1. Basic Skills Outcomes & Transformation Grant update:

- CR was approved for the grant. Congratulations to all who contributed to the successful submission. Erin will generally oversee the grant with the assistance of Grete in the business office. She is focusing on SARTCO requirements first, has tentatively identified Todd Olsen as the math coordinator, and is in the process of identifying an English coordinator.
- The first year of the grant includes establishing two labs in Eureka and one in Del Norte. Erin will work with IT, Math and English departments regarding options.

4.2. Math Basic Skills Update - Dave Bazard

- Erin gave a verbal update for Dave who was unable to attend:
- Updates of both Math 194 and Math 30 course outlines sent to curriculum committee
- Math 194 (Intermediate algebra for business and social sciences) now includes catalog language to indicate it is appropriate for students pursuing degrees in career and technical fields.
- The Math 30 update will include Math 194 as one of two possible prerequisites (Math 120 OR Math 194). Math 194 is already labelled as Intermediate Algebra and would be accepted at most schools as a prerequisite to College Algebra.
- The Math faculty is also interested in offering some sections of Math 194 in a themed format, which will also allow the course to be directed toward specific CTE areas.

4.3. Committee Handbook Review including Committee Membership

- Basic skills committee will need a math replacement, would like to add CTE, athletics, equity, and IEC representatives. Erin will check with Marla whether a CTE rep is essential.
- Include the definitions basic skills, remedial and developmental in the handbook for clarification.
- Kelly Carbone can be a liaison for the overlap between TRIO, EOPS and SEP.

4.4. May 6th meeting

- Funding proposals

5. Standing Agenda Item: Accreditation Matrix

6. Other/Future Agenda Items *Next meeting: May 6, 2016*



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.

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: Funds for California Acceleration Conference

Funding Year: 2016

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

For Committee Use Only:

Submitted:

Date Approved:

Report to BSC:

1. Author: Levi Gill

2. Date: 4/12/16 **3. Email:** levi-gill@redwoods.edu

4. Briefly describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan: [Click here to enter text.](#) This proposal will allow six mathematics instructors to attend an California Acceleration conference to receive training on instructing Math 102 (Path to Stats). This falls into professional development in effective practices in a developmental education course.

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 |
|---|--|
| Preparation of instructors to teach accelerated math courses. | S.P. 1.6 Support Staff and Faculty development and instructional innovation. E.P.1.3 Improve effectiveness of basic skills education. |
| Be able to offer more section of accelerated mathematics to meet student need | S.P. 1.3 Students will be able to to complete their desired educational goals. |
| | |

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

| Action | How Assessing | When Assessing |
|--|--|---|
| Increase faculty trained to teach accelerated math courses | Review scheduling of accelerated math course staffing. | Review of Fall 2016, Spring 2017 course scheduling. |
| | | |
| | | |

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> |



College of the Redwoods

Basic Skill Initiative Request for Funds

| | | | |
|---------------------------------------|---------------------------------------|-----------------|-----------------|
| Sumer Travel, 6 people | Hotels and Meals: 2 nights @ \$659.00 | Choose an item. | \$3954 |
| Winter Travel, 6 people | Hotels and Meals: 2 nights @ \$659.00 | Choose an item. | \$3954 |
| Registration (both Summer and Winter) | \$500/ea | Choose an item. | \$3000 |
| | | Choose an item. | |
| Total | | | \$10,908 |

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*: [Click here to enter text.](#) **Please explain:** [Click here to enter text.](#)

c. *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.](#)

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. Todd Olson and Levi Gill are attending the conference and responsible for the project. Amber Buntin, Michelle Moreno, Jonothan Pace, and Phil Zastrow will be attending.

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? [Click here to enter text.](#)

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:



College of the Redwoods
Basic Skill Initiative Request for Funds

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.

W. Gill

4/14/16

Author Signature (*electronic signature may be affixed*)

Date



College of the Redwoods Basic Skill Initiative Request for Funds

Summary Title: Math Lab Student Tutors

Funding Year: 2015 - 2016

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

For Committee Use Only:

Submitted:

Date Approved:

Report to BSC:

1. Author: Betsy Buchanan, Math Lab Coordinator

2. Date: 4/13/2016 **3. Email:** betsy-buchanan@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 funds to hire student tutors to assist in the Math Lab. Students enroll in the Math Lab to get additional tutoring and support in their math classes. Basic skills students (Math 380 and below) make up the largest component of math students in the lab. This extra support is essential for the success of these students in their mathematics classes. Math Lab tutors assist basic skills students in overcoming their math anxiety and working through the math problems, which greatly adds to their persistence and ultimate success in their basic skills mathematics course. Previous data has shown that the Math Lab is helping students not only be more successful in their basic skills math classes than if they didn't enroll in Math Lab, but they are also more likely to progress to the next level math course.

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 |
|--|--|
| Basic Skills students are more successful in their Basic Skills Mathematics courses and gain confidence to continue in mathematics courses to transfer level math courses. | Long Term Goal A – Improve the effectiveness of Basic Skills Education |
| | |
| | |

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

| Action | How Assessing | When Assessing |
|--|---|------------------------------|
| Measure how students feel the Math Lab has helped them in their successful completion of their math classes, including homework and exams, and to identify areas to improve Math Lab and make it even more effective for students. | Online survey given to all Math Lab students to obtain more quantitative data as to what degree students feel Math Lab has helped them. | At the end of each semester. |
| | | |
| | | |



College of the Redwoods Basic Skill Initiative Request for Funds

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> |
| Student peer tutors | Approximately 20 hrs per week, approx. 600 hours for the academic year, at \$10.50 per hour | D. Supplemental Instruction and Tutoring | \$6400, including benefits |
| Total | | | \$6400.00 |

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 |
|--------------------------|---|--|
| Hire student peer tutors | Increase in success rates and persistence rates | Ongoing funding is necessary to maintain positive growth for the Math Lab and continued support for our basic skills mathematics students. |

b. Will this request require ongoing funding? ☒ Yes ☐ No

If yes, how long*: Ongoing Please explain: Ongoing funding is necessary to maintain positive growth for the Math Lab and continued support for our basic skills mathematics students.

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

We are including in our Program Review plans to institutionalize this successful support program.

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. Betsy Buchanan, Math Lab Coordinator; David Bazard, Dean of MSBSS. Student tutors hired for Fall and Spring 2015-16: Kelsey Burrell, Ethan Retherford, Caleb Morin, Lucas Allen, and Benjamin Bynum.

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? [Click here to enter text.](#)



College of the Redwoods Basic Skill Initiative Request for Funds

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.

A handwritten signature in blue ink, appearing to be 'RBL' followed by a long horizontal line.

4/14/2016

Author Signature (*electronic signature may be affixed*)

Date



College of the Redwoods Basic Skill Initiative Request for Funds

Summary Title: Temporary Tutors for Math Jam (Algebra Review)

Funding Year: 2015 - 2016

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

For Committee Use Only:

Submitted:

Date Approved:

Report to BSC:

1. Author: Betsy Buchanan, Math Lab Coordinator

2. Date: April 13, 2016

3. Email: betsy-buchanan@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 funds to hire tutors to assist the instructor in the Math Jam courses, Math 301, 302, 303. Students enroll in Math Jam to get a refresher on the math skills they need in order to test into a higher level math course. A majority of these students are basic skills math students who are either trying to accelerate their math track or take a math refresher course before they take the full semester-long mathematics course. Math 301 students review Pre-Algebra skills necessary to test into Math 380. Math 302 students review Elementary Algebra skills necessary to test into Math 120 or Math 194. Math 303 students review Intermediate Algebra skills necessary to test into a college transfer level math course, such as Statistics or College Algebra. These review classes help eliminate the need for students to take a whole semester math course, when all they need is a refresher for skills they have previously learned but haven't used in a while. The tutors we hire in the Math Jam courses assist the instructor by working one-on-one with the students as they work through the concepts at whatever math level they are at, enabling these students to progress faster toward their educational goals and be successful in those goals.

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 are better prepared for the placement exam and better prepared for the math class they will be enrolling in, resulting in a higher level of successful students in the basic skills math courses and beyond. | Long Term Goal A – Improve the effectiveness of Basic Skills Education |
| | |
| | |

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 Math Jam students to see if they were successful in their intended placement, based on placement exam results, and see if they were ultimately successful in that placement (passed their math class with C or better). | View Accuplacer results as well as IR reports on each Math Jam student to determine placement level and success in their math class. Also institute a survey to Math Jam students to determine their reasons for taking Math Jam, either to place in an intended class or to just get some review. | Surveys to be done at the end of each Math Jam course. Compile data annually to determine overall success rate of Math Jam students. |
| | | |



College of the Redwoods Basic Skill Initiative Request for Funds

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> |
| Approx. 300 hours for temporary worker | 300 hours @ \$12.50 per hour, plus benefits (figured at 9.6%) | D. Supplemental Instruction and Tutoring | \$4110.00 |
| | | Choose an item. | |
| Total | | | \$4110.00 |

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 |
|----------------------|--|--|
| Hire Math Jam tutors | Students are better prepared to be successful in their math courses, and move up to transfer level math courses quicker. | Ongoing funding is necessary to maintain positive growth for the Math Jam and continued support for our basic skills mathematics students. |

b. Will this request require ongoing funding? ☒ Yes ☐ No

If yes, how long*: ongoing **Please explain:** Ongoing funding is necessary to maintain positive growth for the Math Jam and continued support for our basic skills mathematics students.
[Click here to enter text.](#)

c. *Projects that are intended to continue for an indefinite time need to be institutionalized within three (3) years. Define your plan for institutionalization:
We are including in our Program Review plans to institutionalize this successful support program.

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. Betsy Buchanan, Math Lab Coordinator; David Bazard, Dean of MSBSS.

b. If the request is for temporary staffing, and you know the person's name, please include it here: Temporary tutors hired: Kelsey Burrell, Paige MacDonald, Anne Adams.



College of the Redwoods Basic Skill Initiative Request for Funds

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

☒ Yes ☐ No

10a. If no, why not? [Click here to enter text.](#)

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.

4/14/2016

Author Signature (*electronic signature may be affixed*)

Date



College of the Redwoods Basic Skill Initiative Request for Funds

Summary Title: Writing Center Tutors

Funding Year: 2016-2017

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

1. Author: Leslie R. Leach

2. Date: April 21, 2016

3. Email: [Click here to enter text.](#)

4. Briefly describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan: Providing tutors to students attending the Writing Center improves retention, which leads to persistence, which leads to successful course completion.

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 |
|---|--|
| After meeting with tutors, student should be able to understand their assignments, revise their drafts, work on other assigned course work (grammar, research, etc.) and ask questions to further their knowledge of the writing process. | Providing tutors for help with writing is one of the ten best practices leading to successful course completion. |
| | |
| | |

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

| Action | How Assessing | When Assessing |
|----------|--|------------------|
| Tracking | Look at course completion numbers of students who had tutoring sessions with student tutors. | End of semesters |
| | Look at number and frequency of tutoring sessions | |
| | | |

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>D. Supplemental</i> | <i>\$2580.00</i> |



College of the Redwoods Basic Skill Initiative Request for Funds

| | | <i>Instruction and Tutoring</i> | |
|--------------|--|--|-------------------|
| Tutors | Tutoring @ \$12.50 per hr. X 20 hrs. per week for 15 weeks | D. Supplemental Instruction and Tutoring | \$3,750.00 |
| | | Choose an item. | |
| | | Choose an item. | |
| | | Choose an item. | |
| Total | | | \$3,750.00 |

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 |
|-------------------------------|---|---|
| Tutors for the Writing Center | Most students who worked with tutor successfully completed their English courses. | To continue to help students receive tutoring in order to increase retention, persistence, and success. |

- b. Will this request require ongoing funding? ☒ Yes ☐ No

If yes, how long*: Funding should continue until the general fund can cover the expense of student tutors. Please explain: [Click here to enter text.](#)

- c. *Projects that are intended to continue for an indefinite time need to be institutionalized within three (3) years. Define your plan for institutionalization:
Funding for student tutors will be included in Program Review.

- 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. Erin Wall and Leslie R. Leach

- 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? [Click here to enter text.](#)

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.)



College of the Redwoods Basic Skill Initiative Request for Funds

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.

Author Signature (*electronic signature may be affixed*)

Date



College of the Redwoods Basic Skill Initiative Request for Funds

Summary Title: Basic Skills/ESL Coordinator for Adult Education

Funding Year: 2016-2017

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

For Committee Use Only:

Submitted:

Date Approved:

Report to BSC:

1. Author: Amy Berkowitz

2. Date: 5/3/2016 **3. Email:** amy-berkowitz@redwoods.edu

4. Briefly describe how your proposal supports the Basic Skills Mission Statement and/or the Basic Skills annual plan:

1. Identify, recruit, interview, and help to hire instructors. ESL and other Noncredit classes need additional instructors. We have positions for associate faculty in ESL teaching in Arcata, Del Norte, and Fortuna as well as on the Eureka Campus. We also need instructors for EDUC 225 (GED Preparation) in Del Norte, and in the Eureka area. This would help to insure that new instructors are aware of our commitment to effective practices in developmental education. 2. Coordinate with HCOE and other site partners. Noncredit ESL classes are offered in a variety of community locations. ESL classes are offered in collaboration with HCOE and HSU. The Coordinator at HCOE is retiring this year, and the program will benefit from continuity on the CR side of the equation. Coordination involves planning classes and times, meeting with sites and other partners, and ensuring that communication is clear. The coordinators serve as contact points for site partners and instructors. This is part of our commitment to providing educational opportunities to the community. Basic skills students, particularly ESL students, need educational services to meet them where they are. This is why we partner with schools and other community partners. We have seen that once these students feel confident in their abilities, some come to CR and begin taking credit classes. 3. Create and implement an English Learners' Fair. This proposed free event would combine several objectives into one community event. Following best practices, this would give us an event in which we can recruit students for our ESL program. The students could meet with navigators to help them understand the educational resources available. We could pre-test students and use that information to place them into the correct level ESL class to meet their needs, and students could register for their classes all in one event. Additionally, we would have other community resources present to make the event more attractive to our target population of immigrants and their families. This event would be co-hosted by HCOE. 4. Creating an enrollment event and a clear process is considered best practices in ESL education. This would also allow these students to receive services in the form of meeting with navigators. This population is underserved by the student services sector. Community Outreach: The ESL/Basic Skills Coordinator attends events and meets with interested individuals and organizations. The coordinator also works with instructors, printing services to create outreach materials to promote community and campus classes. 5. Outreach and promotion of Bridge to College. 6. Instructor Support: We have invested in a great many materials to support Basic Skills classes and instructors. It is in everyone's best interest that we have someone who can help instructors connect with and identify the materials we have for their use, acquaint them with technology available to them (document readers, projectors, etc.). Furthermore, with so many new instructors (and no full time faculty) it is useful to have someone who can be a guide to them to learn the CR processes including but not limited to: writing & posting syllabi, attendance reporting, planning for meaningful assessment, reporting that assessment, absences, tickets, professional development, and generally welcoming them into the CR community. 7. Bridge to College. Promote, support and track students. This is a program based on successful programs elsewhere in the country designed to increase student success.



College of the Redwoods Basic Skill Initiative Request for Funds

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 (measureable) | Relationship to Institutional Plans |
|---|---|
| Classes offered in Del Norte (ESL & Basic Skills), support ESL classes at two levels in the community | Support and expand noncredit program |
| Bridge to College support and tracking of students including pre and post testing | This is a program designed to increase student success in basic skills. |
| More ESL students taking classes on the Eureka campus | Support for basic skills students' success |

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

| Action | How Assessing | When Assessing |
|---------------------------------------|--|------------------------------|
| Evaluation of English Learner's Event | Number of people attending, number of people testing, number of student enrolling in ESL classes | End of September 2016 |
| Evaluation of Bridge to College | Pre and Post testing | September 2016 |
| Coordination of community classes | Number of classes, attendance, & feedback from partners | At the end of each semester. |

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> |
| Staff time | 1 person @ 20 hours/week @\$20/hour (plus 10% benefits) | G.1 Coordination | 22,000.00 |
| Travel | 2 trips to Del Norte campus | G.1 Coordination | 200.00 |
| | | Choose an item. | |
| | | Choose an item. | |
| Total | | | 22,200.00 |



College of the Redwoods Basic Skill Initiative Request for Funds

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 |
|--------------------------|--|---|
| Basic Skills Coordinator | Increased communication, growth of classes, community engagement | This is an essential function for success of noncredit community programs |

- b. Will this request require ongoing funding? ☐ Yes ☒ No
If yes, how long*: [Click here to enter text.](#) Please explain: [Click here to enter text.](#)

- c. *Projects that are intended to continue for an indefinite time need to be institutionalized within three (3) years. Define your plan for institutionalization:
We will be including this position in next year's program review

- d. Are you receiving or applying for funding from other sources: ☒ Yes ☐ No
If yes, what source(s): This does not fit with the Adult Education Block Grant or with the WIOA grant.

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

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

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

☒ Yes ☐ No

10a. If no, why not? [Click here to enter text.](#)

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.

Amy Berkowitz _____
Author Signature (electronic signature may be affixed)

Date May 3, 2016