

**CSM BASIC SKILLS INITIATIVE COMMITTEE      May 19, 2014 2:30-4:00 pm 18-206**  
**Meeting notes**

**Members Present:** Henry Villareal, Marissa Pienaar (co-chairs)

Sylvia Aguirre	Ron Andrade	Lin Bowie	Lloyd Davis (note-taker)
Jamie Marron	Harry Nishanian	Krystal Romero	
Ruth Turner	Jeramy Wallace		

**SUMMARY**

- Henry gave a **budget update**. We are moving from working with three budget years simultaneously to only the current budget year and maybe one prior year.
- **BSI coordinators** from the three colleges met to share what they are doing and discuss reporting to the state and implementing AB 86 with community college/adult school consortia.
- Marissa asked for input on updating **RFP forms**. The committee discussed ways to help people make proposals.
- Sue An updated the **ESL project**. She and Tami Hom gave presentations at San Mateo Adult School and arranged for prospective students to visit CSM. They discussed with the students financial aid and what to expect at CSM.

**CALL TO ORDER** Faculty co-chair Marissa Pienaar called the meeting to order at 2:30 pm, and reviewed the agenda. The agenda and the April 21 summary notes were approved.

**BUDGET UPDATE** Henry Villareal reviewed the committee's budget. For the last several years, we have been working with three budget years simultaneously. We are trying to narrow that down to the current year budget and maybe one prior year. That would make it easier to track our expenditures. This year and last the 2011-12 fund was primarily used for the Learning Center Program Services Coordinator position, then occupied by Ron Andrade. That will expend all the 11-12 funds. 2012-13 funds started at \$94K, dropping to \$48K this February and \$20K now. By shifting expenditures between years if necessary, we could spend down the 12-13 funds, leaving only the rest of the 2013-14 funds and the upcoming 2014-15 funds.

Within each year we have funded a variety of initiatives, and for the past two years Jeramy Wallace's basic skills professional enrichment coordinator position. Theresa Martin will take over that position as Jeramy becomes Umoja co-coordinator. With current year dollars, we have provided professional development funding for new faculty, funding for Learning Center tutors, the EOPS college tour, and supplies. This year SI had \$50K in BSI funding; most will be expended by June 30. Some money was used for RA, the BSI faculty coordinator, and professional development. \$80K has been targeted for professional development next year, perhaps through SoTL and/or more for SI and RA. The report we submit to the state in October will have final numbers for the three budget years. Our budgets look good, not overextended. We should be trying to zero out our budget each year. In the future we may be able to do that.

**BSI COORDINATORS MEETING UPDATE** (Marissa) The coordinators met May 9. Marissa will work with Skyline's coordinator and find out what they are doing. She knows Canada's BSI coordinator through AB 86 meetings. AB 86 calls for creating consortia of community college districts and school districts to develop regional plans to serve adults. Our team is half CSM, half adult school. The larger regional group includes people from Canada. We get into adult school and they can make changes quickly. They have been working with our ESL folks, more now through AB 86.

At the meeting, the coordinators went over things that will be required for the October report. There are new questions, including How are we working toward institutionalizing the projects we fund?. We are doing that well. James will advise Marissa on writing the first report. The coordinators went through the BSI section of the college websites, drilling into e-resources and getting information on using tools.

Skyline is using BSI funds for acceleration and SI, strengthening ties with counselors, and using the early alert system extensively for follow-up with students. BSI coordinators and counselors work closely as a team. Everyone talked about acceleration in math and English, and about counseling. There are too few counselors, and they are overworked. CSM has lost many counselors and replaced only two. Everyone said having counselors in the classroom is meaningful and shows a lot of promise. For basic skills classes this is also called intrusive counseling or irresistible counseling. The counselor won't let you go.

**REQUEST FOR PROPOSAL (RFP) UPDATE.** Jennifer and Marissa are asking for our input on updating the RFP as an electronic form accessible on the website, with more clarity in the directions so incoming proposals don't vary so much. Their suggestions include adding a diversity statement to the list of documents in the second paragraph, deleting redundant urls of links, and including a paragraph about contacts. Reports to the BSI committee are required, and applicants may be asked to share some information with the community as well. John Sewart can provide help on assessment, but that may take a long time. The form will be reformatted so the title of the proposal stays at the top but information about submitters' will go to the end of the proposal. This committee has discussed more clearly delineating what the funds will entail. Often applicants talk to their deans and staff about that.

Points in discussion:

- We want clear proposals but we also want ideas. We can then ask for budget and details.
- Marissa could meet with people who have submitted proposals and walk them through difficult parts.
- We could post a variety of approved proposals and project summaries, as models.
- There is a chasm between people familiar with the proposal process and regular faculty asking how do I put this proposal together.
- Existing RFP templates don't fit. We can indicate what to include, such as information about the target population.
- The committee could publicize specific ideas for which it invites proposals, as needed.
- President's Innovation Grants provide similar funding.
- One plan was to have IPC be a place where people could bring ideas, say via Dropbox, and be routed to the right committee. Jen's new position might involve a similar function.
- IPC and Marissa could talk to Jenifer about her purview. Where do people with ideas go?
- It would be good to have someone to train faculty and staff on grant writing.
- Part of the basic skills professional enrichment coordinator's position is to answer questions and attend BSI meetings, as Jeremy has.
- Adjuncts have recently become part of the time-consuming accreditation self-evaluation.

In the past, James sat down and talked with people submitting proposals. Marissa will go to division meetings to let people know about the RFP and about the money we want to spend. She could tell people with an idea but unsure about how to write a proposal whom to contact. The author of a proposal should be able to come to the committee and address its questions. The budget must be very clear. Be sure money is spent wisely and addresses the population it is targeted for. We have agreed to allow refreshments to be included.

Marissa and Jennifer will send us the proposed revised form for further comment.

**ESL PROJECT UPDATE** Sue An reported she and Tami Hom of EOPS did outreach at San Mateo Adult School to recruit future students. They gave 90 minute information sessions for students who wanted to go beyond adult school. 30 attended the first session, 50 the second. Students were excited at opportunities beyond adult school and about the various ways to get financial aid. In April, about 30 students came up to B10 for a campus tour. Tami and Sue An talked about support and financial aid. They got questions like do we offer ESLs in competencies, like psychology. We want to give more specific learning instructions in the future, and put prospective students in touch with current ESL students who had been through adult school so incoming students will know what is different and what to expect.

In meeting with folks at adult school, concerns include trying to filter out what students want to know to be able to move on to CSM, including background in English. Give them contact information and tell them when they apply for CSM documentation is not asked for, but some undocumented students do not qualify for AB 540 scholarships. Krystal asked whether there are ways to make the process work better and be more streamlined. We might survey adult school students so we know what to be prepared for. Sue An has been exchanging notes with Amy Sobel. Amy will resume doing adult school visits in the fall.

At her first time at adult school, Sue An emphasized the classes we teach and the skills students will learn, so they understand the academic expectations. She told adult school students about former adult school students who are now at CSM. Transfer to CSU/UC is the goal of many students. Older students come to learn. They like a classroom setting that is more rigorous, and the challenge of assignments. Adult school is casual: it doesn't require attendance and gives no grades. Typically adult school is set up to lead to a GED or high school diploma. Harry observed there is no way some students can pass math 811 in one semester. One cannot go from 2<sup>nd</sup> grade to 8<sup>th</sup> grade math in that time. This destroys their confidence. ESL helps students move through career or school pathways. CSM's ESL has more rigor and structure, so some students need the flexibility of attending adult school.