

Basic Skills Coordinating Committee Call for Proposals 2018-2019

Overview:

The Basic Skills Initiative (BSI) provides funding from basic skills apportionment in order to strengthen the delivery of basic skills courses and services and improve outcomes for basic skills students.

Background:

The Basic Skills Initiative (BSI) is a grant-funded initiative from the California Community Colleges Chancellor's Office (CCCCO) which began in 2006 as part of the strategic planning process. The goal of the BSI was improving student access and success.

After the Mt. SAC Basic Skills Coordinating Committee (BSCC) was established in 2007, guidelines were developed by the committee in alignment with Chancellor's Office regulations for the funding of projects through a proposal process. There are continual budget guideline changes that come from the Chancellor's Office, which dictate how much and in what manner the money can be spent.

A call for proposals is distributed campus wide annually, and the amount requested through the proposals often exceeds the amount of money available for distribution. The proposals are ranked by the BSCC members who use a carefully designed rubric to evaluate the requests.

Proposals that have been funded in the past include tutoring and counseling projects, noncredit faculty curriculum development, learning communities, the Summer Bridge program, Aspire, Pathways to Transfer, ESL Peer Mentoring, and stipends for adjunct faculty to participate in special programs. To provide more information about current projects, the most recent Annual Basic Skills Report can be found here:

http://www.mtsac.edu/governance/committees/bbcc/reports/Basic_Skills_2014-2015_Annual_Report_v12.pdf

Definitions:

Basic skills are those foundational skills in reading, writing, mathematics, and English as a Second language (ESL) that are necessary for students to succeed in college-level work and employment.

Basic skills students are all students enrolled in credit and noncredit courses in these basic skills areas that are at least one level below transfer and are non-degree applicable. Basic skills classes at Mt. SAC are MATH 51 and below, ENGL 66, 67, 68, and 90, LERN 81, READ 80 and below, AMLA 43W and below, AMLA 32R and below, and all basic skills noncredit courses.

Criteria:

In order to qualify for this funding, projects must address courses and/or support services that focus on basic skills students as defined above. Basic skills project proposals must be aligned with one or more of the following:

Basic Skills Coordinating Committee Goals

1. Increase the number of students who complete a transfer-level course or completed degree within two years of enrolling in their first basic skills English or math course.
2. Increase the number of noncredit certificates earned in 2017-18 from the previous year by at least 10%.
3. Increase the number of students who complete a basic skills course.
4. Promote professional development opportunities for innovation in teaching that demonstrates student success.
5. Create and support interventions and success strategies for basic skills courses.

6. Evidence-Based Practices and Principles Identified in the Basic Skills Student Outcomes and Transformation Program:

- Assessment with multiple measures
- Placement into transferable English and Math
- Aligning basic skills content with students' areas of study
- Contextualizing basic skills instruction
- Proactive student support integrated with instruction
- Accelerated two or three-course sequences

1. To implement assessment and placement practices that increase the likelihood that students are appropriately placed in college-level, rather than remedial, courses (including multiple measures, boot camps, and test information).
2. Contextualize remedial instruction in foundational skills for the industry cluster, pathways, or both, in which students seek to advance.
3. Provide proactive student support services that are integrated with instruction.
4. Development of accelerated basic skills models, such as co-requisites and condensing two- and three-course sequences, as appropriate, for completion of a college-level English or mathematics course, or both, for underprepared students.
5. To accelerate the adoption and utilization of lower cost, high-quality, open educational resources in English as a second language or basic skills courses.

Funding Considerations:

Proposals meeting the basic criteria noted above will be considered by the Basic Skills Coordinating Committee for possible inclusion into the college's **2018-19** Basic Skills funded projects. The Committee will evaluate each proposal based on the rubric that is included.

Due to restrictions that are mandated by the Chancellor's Office and/or the Basic Skills Coordinating Committee guidelines, requests for funding in the following categories will **not** be considered:

- Permanent full-time positions
- Stipends to pay full-time faculty for meetings or curriculum development for work done during intersessions
- Stipends or individual scholarships for students
- Promotional items that are not directly used by students to promote student success such as t-shirts and cups

Expectations for Funded Projects:

If the proposal is funded, the individuals responsible for the project will be required to assess one or more of the following using a template as appropriate:

- Student Learning Outcomes (SLOs)
- Administrative Unit Objectives (AUOs)
- Strategic Actions (SAs)

A researcher will be assigned to each project manager to provide support in the collection of data that aligns with the BSCC goals. Other requirements may include completing time sheets for personnel and providing job descriptions for positions as well as disseminating information to the campus regarding methods, outcomes, and impact. A mid-term and final report are required for all funded projects. It is also expected that all projects are or will be the result of substantial internal planning and represent a thorough assessment of an existing need; as such, they appear in PIE documentation and should have the support of all departments and divisions involved.

Project managers must submit the following in TracData:

- Data
- Outcomes
- Criteria for success
- Assessment methods
- Use of results