

Laney Foundation Skills Committee (FSC) Meeting Agenda and Minutes
March 16, T-450

Co-chaired by Suzan Tiemroth-Zavala, Faculty and Chuen Chen, Dean of Liberal Arts

Members Present: Chuen Chen, Eleni Gastis, Suzan Tiemroth-Zavala, Ian Latta, Autumn Sullivan, David Mitchell

Agenda Item	Expected Outcomes and Outcomes Achieved	Discussion Points	Facilitator S	Time
1. Basic Skills Retreat money for classroom supplies for lottery money	<p><u>Expected Outcomes</u></p> <ul style="list-style-type: none"> ● Discuss date and format ● Decide on funding ● Discuss retreat proposal <p><u>Achieved Outcomes</u></p> <p>We agreed to have the retreat on May 12</p>	<ul style="list-style-type: none"> ● someone from the state to help us figure it out ● Early alert: is not being used ● Leading from the middle– early alert plan from conference as a catalyst for faculty driven changes ● Dolores Bernal to market push <p>Ideas for Retreat:</p> <p>Chaffey is the model; combine basic skills, SSSP, Equity for fall...</p> <ul style="list-style-type: none"> ● student centered and student panels; learning disabilities; housing; exemplars for acceleration aren't laney students ● meet with student panel ahead of time; ● Math changes; broadening of support at the basic skills level ● Transformation skills grant ● Let VPSS and Deans of counseling know ● May 12 ● 	Suzan Tiemroth-Zavala and Eleni Gastis	15
2. Budget for 2016-17	<p><u>Expected Outcomes</u></p> <ul style="list-style-type: none"> ● Learn how much is left in budget ● Decide on priorities <p><u>Achieved Outcomes</u></p>	<ul style="list-style-type: none"> ● We have the budget and there seems to be more money than expected. No time to discuss priorities, but priorities for next academic year will come out of the retreat. 	Dean Chan	15
3. Report from Institutional Effectiveness Committee	<p><u>Expected Outcomes:</u></p> <ul style="list-style-type: none"> ● Report on Institutional Effectiveness Targets ● June 15: College reports targets to State ● Discuss inclusion of Foundation Skills as “Self-Select Indicator”(College Choice) 	<p>some changes in English so far.. reassessing them for placement</p> <ul style="list-style-type: none"> ● It remains unclear whether we have a choice to be included or not. 	Suzan Tiemroth-Zavala	20

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	<u>Outcomes Achieved</u> .			
4. Funding Proposals	<u>Expected Outcomes</u> Approve two funding proposals <u>Outcomes Achieved:</u> Two small proposals were approved. (will be uploaded to website) 1. Retroactive funding for Fall 2016: ESOL Pathways Program 2. Funding for ESOL: Visiting author		Suzan Tiemroth-Zavala	15

Data Category	Explanation of Expense Category
A	Program, curriculum planning, and development
B	Students assessment
C	Advisement and counseling services
D	Supplemental instruction and tutoring
E	Course articulation / alignment of the curriculum
F	Instructional materials and equipment
G.1	Coordination
G.2	Research
G.3	Professional development

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The Chancellor's Office, in cooperation with the Basic Skills Advisory Committee created an expenditure guideline that can be retrieved the link below. This document provides specific, micro-level, hands-on examples of permissible and not advised expenditures.

<http://bit.ly/29YvouY>

An additional information guide that can be retrieved from the link below. This document provides set of meta-level constraints that can help with decision making.

<http://bit.ly/1SbOCOW>

Together, these documents provide a complimentary view of basic skills expenditures. Ultimately, colleges must decide on specific potential expenditures. Below are the nine expenditure categories that are permissible for use by the colleges, and which are reportable to the Chancellor's Office:

It is essential to distinguish between disparate interpretations of the word "support" in relation to basic skills activities. BSI funds cannot be used to support the costs of a non-basic skills course; however, they can be used to support basic skills deficiencies for basic skills students, regardless of the course in which these deficiencies

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For example, suppose a student who is one level below in mathematics never the less takes a for-credit, transferrable, degree-applicable algebra course. Basic Skills funds could not be used to support the cost of a non-basic skills course; however, BSI funds could be used to support tutoring for the basic skills student related to those aspects of the algebra course that correspond to their basic skills deficiency. These funds could also be used to provide basic skills professional development training for the instructor.

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