BSI FUNDING REQUEST FORM **TENTATIVE** **FISCAL YEAR:** __2008-09__

The BSI Committee at MPC Mission Statement:
The BSI Committee is committed to supporting highly coordinated, integrated, and collaborative learning and support environments; raising awareness of basic skills; removing academic barriers; facilitating smooth academic transitions; creating clearer pathways to student success in both academic and vocational areas; and providing student-focused approaches to learning.

GUIDELINES/REQUIREMENTS FOR FUNDING REQUESTS
- Please complete Sections I and II of the form for each activity/item being requested.
- All BSI funds must <u>augment, and not supplant</u>, current expenditures by the college/your department/your area on basic skills, ESL and student services programs.
- The BSI Committee Mission Statement should serve as a guideline by which all funding requests are made (see above).
- All requests must meet at least one BSI Long-Term Goal; in addition, all requests must apply to at least one expenditure item from the BSI Expenditure Plan and corresponding Effective Practice(s) (see Appendix 1).
- Because of the limited amount of funding available each year, not all projects/items will necessarily receive funding. Funding requests will be considered and discussed by the BSI Committee after all requests are received. Subsequently, the committee will forward its recommendations as outlined in the committee by-laws.
- Due to BSI's budgetary limitations, requests for full-time faculty should be made through the college's faculty request process.
- As collaboration and coordination are key elements to success in basic skills programs and projects, funding requests must involve or result in coordination/collaboration between more than one area.
- All BSI-funded expenditures must be accurately tracked and reported.

DEADLINE FOR SUBMISSION:
All completed BSI Funding Request Forms must be submitted to BSI Committee Chairperson no later than 5:00pm on December 12, 2008 in order to receive consideration.

BSI FUNDING REQUEST FORM: SECTION I

FISCAL YEAR: _____ **2008-09** _____

All completed funding request forms must be submitted to BSI Committee Chairperson no later than 5:00pm on December 12, 2008.

Priority Number (Only for Budget-Dependent Items)	Dept./Area	Description (Please briefly describe the proposed activity/item)	Meets BSI Long-Term Goal(s) (A, B, C, D)	Meets BSI Expenditure Item(s) and Corresponding Effective Practice(s) *(Specify Items/Practices)*	Total Cost	Ongoing (OG) or One-Time (OT) Expense

Please list the collaborative partners of your project(s):

_____   _____

_____   _____

This is a tentative form as its use is currently being reviewed by AAAG and SSAG and approved by College Council.

BSI FUNDING REQUEST FORM: SECTION II

FISCAL YEAR: _____ **2008-09** _____

All completed funding request forms must be submitted to the BSI Committee Chairperson no later than 5:00pm on December 12, 2008.

Activity/Item	Budget Detail	Rationale	Anticipated Outcomes and Method of Evaluation	Responsible Individual(s)	Timeframe for Implementation

Please list the collaborative partners of your project(s):

_____   _____

_____   _____

This is a tentative form as its use is currently being reviewed by AAAG and SSAG and approved by College Council.

MPC BSI Action Plan Long-Term Goals (2008-2013)

A. Establish an organizational structure that incorporates foundational skills development into all aspects of the campus culture and coordinates support college-wide for basic skills.

B. Strengthen assessment, placement, orientation, counseling, and advisement service structures and processes; promote ongoing, structured follow-up activities and collaboration between counseling and developmental English, ESL, study skills, and math instruction.

C. In collaboration with the existing Staff Development Committee, establish and sustain ongoing, coordinated opportunities for both adjunct and full-time faculty to enhance basic skills instructional and advising methods and practices in order to provide high-level, relevant, and current instruction and support to students.

D. Sustain and enhance sound, learning-centered pedagogical practices in developmental courses and programs; actively support the enhancement of academic learning/support centers, the interconnectivity between classroom and lab instruction, and the interrelationship between basic skills and student success across disciplines and through all other levels of course offerings.

MPC BSI Action Plan 2008-09 Expenditure Items and Corresponding Effective Practices

EXPENDITURE CATEGORY: A. *Program and Curriculum Planning and Development.*	
EXPENDITURE ITEM(S)	**EFFECTIVE PRACTICE(S)**
Program Development Item #1 — Study the options and then implement the most efficient and effective solution for permanent coordination and coordinator(s) of basic skills programs, support services, and instruction based on the results of the study and in collaboration with the BSI Committee.	A.3.2: Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly defined and accorded responsibility for college-wide coordination of basic skills programs. A.3.4: Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services. A.3.5: Formal mechanisms exist to facilitate communication/coordination between pre-collegiate and college-level faculty within disciplines. C.1.2: Professional development activities for developmental education are actively supported by senior administration.
Program Development Item #2 — Conduct regular instructional and counseling faculty meetings to address educational needs and integrate support/counseling services for students enrolled in ENSL, study skills, and developmental English and math courses.	B.1.5: Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses. B.3.2: Counseling and instruction are integrated into the developmental education program.

BSI Expenditure Plan Items and Corresponding Effective Practices (continued)

EXPENDITURE CATEGORY: B. _Student Assessment._

EXPENDITURE ITEM(S)		EFFECTIVE PRACTICE(S)
Student Assessment Item #1	Conduct a study of organizational structures, student need, staffing patterns, and available programs and processes with the intention to implement solutions to growing counseling needs in the area of assessment.	A.4.1: Students are required to receive early assessment and advisement for sound educational planning. A.7.6: Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers. B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed in developmental education courses. B.3.3: Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.
Student Assessment Item #2	Based on the study's findings and in collaboration with the BSI Committee, implement solutions to address growing counseling/assessment needs, which may include but are not limited to review and revision of current counseling/assessment practices and provision of additional professional development hours.	A.4.1: Students are required to receive early assessment and advisement for sound educational planning. A.7.6: Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.

EXPENDITURE CATEGORY: C. _Advisement and Counseling Services._

EXPENDITURE ITEM(S)		EFFECTIVE PRACTICE(S)
Advisement and Counseling Item #1	Conduct a study of organizational structures, student need, staffing patterns, and available programs and processes with the intention to implement solutions to growing counseling needs.	A.4.1: Students are required to receive early assessment and advisement for sound educational planning. A.7.6: Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers. B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed in developmental education courses. B.3.3: Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.
Advisement and Counseling Item #2	Based on the study's findings and in collaboration with the BSI Committee, implement solutions to address growing counseling needs, which may include but are not limited to review and revision of current counseling practices and provision of additional professional development hours.	B.3.1: A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed in developmental education courses. B.3.3: Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.

BSI Expenditure Plan Items and Corresponding Effective Practices (continued)

EXPENDITURE CATEGORY: D. _Supplemental Instruction and Tutoring_

EXPENDITURE ITEM(S)		EFFECTIVE PRACTICE(S)
Supplemental Instruction and Tutoring Item #1	Examine organizational structures, facility usage, staffing patterns, and model programs with the intention to develop a plan for increased staffing availability for college academic learning/support centers.	A.1.4: Developmental education is adequately funded and staffed. A.5.1: Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists. D.10.5: Tutoring is available and accessible in response to student needs/desires.
Supplemental Instruction and Tutoring Item #2	Based on the study's findings and in collaboration with the BSI Committee, initiate the plan to increase classified staffing availability for college academic learning/support centers.	A.1.4: Developmental education is adequately funded and staffed. A.5.1: Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists. D.10.5: Tutoring is available and accessible in response to student needs/desires.
Supplemental Instruction and Tutoring Item #3	Study and determine effective tutor/staff training practices, resources, and programs for academic learning/support center staff.	D.10.6: All tutors receive formal training in both subject matter and effective pedagogy for the discipline.
Supplemental Instruction and Tutoring Item #4	Based on the findings of the study and in collaboration with the BSI Committee, initiate and enhance on-going tutor/staff training for academic learning/support centers. This will require paid in-service time for staff to attend training sessions.	D.10.6: All tutors receive formal training in both subject matter and effective pedagogy for the discipline.

EXPENDITURE CATEGORY: F. _Instructional Materials and Equipment_

EXPENDITURE ITEM(S)		EFFECTIVE PRACTICE(S)
Instructional Materials Item #1	Based on the study of effective tutor/staff training practices mentioned in Expenditure Category D, obtain necessary instructional materials for academic learning/support centers.	A.1.4: Developmental education is adequately funded and staffed. A.5.1: Course-related learning assistance (e.g. supplemental instruction, course-based tutoring) exists.

BSI Expenditure Plan Items and Corresponding Effective Practices (continued)

EXPENDITURE CATEGORY: G. _Other Purposes_ directly related to the enhancement of basic skills, ESL instruction, and related student programs.

EXPENDITURE ITEM(S)		EFFECTIVE PRACTICE(S)
Other Purposes Item #1	Provide professional development resources, training, and opportunities for faculty teaching developmental level skills.	C.1.2: Professional development activities for developmental education are actively supported by senior administration. C.2.1: Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. C.2.4: The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement. C.3.2: Developmental education staff-development activities are not based on "one-shot" workshops; rather, staff development activities are comprehensive and ongoing. C.3.3: Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities
Other Purposes Item #2	Pursue ongoing and regular campus-wide outreach to students in order to enhance student awareness of on-campus support services and resources. This action would require development time and a nominal amount of materials funding.	B.4.1: Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid. D.3.3: Timely interventions occur with students to address emotional, social, or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances. D.3.5: College programs promote basic skills students' social integration into and identification with the college environment. D.10.5: Tutoring is available and accessible in response to student needs/desires.
Other Purposes Item #3	Provide funding for activities that promote the needs of basic skills students through professional development for all faculty and staff concerning basic skills concepts, approaches, and practices. This includes funding for the keynote speaker at campus flex days (Vincent Tinto), activities related to the on-campus BSI Summit, and other related activities.	C.1.2: Professional development activities for developmental education are actively supported by senior administration. C.2.1: Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. C.3.3: Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities