## Developmental And Readiness Education (DARE) Taskforce
### Meeting Minutes

<table>
<thead>
<tr>
<th>Date and Location:</th>
<th>10/17/12 Admin 109</th>
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</thead>
<tbody>
<tr>
<td>Attendees:</td>
<td>Gregory Anderson, Melissa Aguilar, A. Caballero de Cordero, Julie Ceballos, Karen Chow, Lori Clinchard, Ricardo Delgado, Dan Dishno, Melinda Hughes, Amy Leonard, Sarah Lisha, Kathleen Moberg, Jennifer Myhre, Thomas Ray, Jerry Rosenberg, Jeff Schinske, Rowena Tomaneng, Pat Weinberg</td>
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<td>Guests:</td>
<td>None</td>
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<td>Absent:</td>
<td>Diana Alves de Lima, Lenore Desilets, Phong Lam, Rob Mieso, Veronica Neal, Mallory Newell, Jackie Reza, Monika Thomas, Cheryl Woodward</td>
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<td>Note taker:</td>
<td>Annette Corpuz</td>
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### Discussion

#### I. Approval of Agenda and the Minutes from 6/20/12
- A. Agenda approved.
- B. 6/20/12 Minutes approved with one amendment: Add word “anticipated” to page 3, item 4, number 7.

#### II. Announcements
- A. Title III End – Rowena
  2. Expenditures have been spent down.
  3. Budget figures coming in from Lydia Hearn.
  4. All left to do is to put together annual report. Target date is December 31st, but received message that the electronic system has changed and may have until end of January 2013 to turn in.
  5. Grant consultant was on campus. Will wait one year and then after this 13/14 passes, we will apply for another Title III round.
  6. Will have a complete report once the feds accept Rowena’s final report.
- B. Strengthening Student Success Conference
  2. Keynote speaker was Uri Treisman, a math instructor from Berkeley.
  3. Stressed the need to really coordinate student support services.
  4. Working together as a “Joyful Conspiracy” is core to making things work.
  5. Idea of compressed orientation classes so more orientations can be accessed by students.
  6. Intrusive advising a big trend as well as group advising to maximize resources.
  7. Late Start compressed Developmental courses.
  8. Transcripts as a way of assessing placement. Currently being used by Long Beach City College.
  9. Gregory will post a couple of links on the DARE website of the relevant presentations and related materials.
- C. Student Success Act webinar
  1. Friday, October 19th at 10:15 a.m. in ADM 109
  2. Covers analysis of transcripts. Data is very preliminary.
- D. Student Rep
  1. Need a student representative to participate with DARE.
  2. For those who deal with students, see if you can recruit someone for the rest of the year.

#### III. 2009-10 ESL/Basic Skills Allocation End-of-Year Expenditure Report for FY 2011-12
- A. BSI is a statewide project sponsored by the legislature that categorical funds would be allocated based on the amount of which students are enrolled in basic skills: English, Math Reading, Writing and certain counseling courses. The minimum guaranteed is $90,000 – maximum is based on enrollment. Our amount that we’ve settled into has been $330,000. The timeline for funding is you can spend it over 3
years. We just finished spending 9/10. Means we have time to spend down 10/11 at the end of June 2013. Year 11/12 will need to be spent by June 2014 and year 12/13’s deadline is June 2015.
B. Made the decision last year to freeze funding. This freeze applies to all new requests not to the current three projects and not to other committed dollars such as funding for peer tutoring.
C. Besides tutoring, BSI dollars will be spent on the DARE Partners project, the High school project and the Basic Skills Certificate.
D. Parameters of the things that we can do:
   1. Not going to start anything brand new. Cannot increase workload on current classified staff. Funding things that we know are working. Title III is gone so shift basic skills funding of tutoring to BSI.
   2. Can't be a boutique project. Has to be DARE level projects like the ones already funded.
E. Gregory presented to the group the 2009-10 ESL/Basic Skills Allocation End-of-Year Expenditure Report for FY 2011-12

IV. Funding two projects
   A. Considering other uses
   B. Repeatability
      1. Kathleen – See how many students repeat classes. Do they fall into the basic skills area? Addressing repeatability issues through tutoring and technology.
      2. Rowena – Developing apps and other technology enhanced projects to make work more sustainable.
      Assessment – revamping website. Facebook grant available.
   C. Jerry – Look at the high school data to see how it predicts their success. Intervention of those with just 1 or 2 repeats. Utilizing technology for student success in cooperation with the new technology enhancing taskforce.
   D. This brainstorming of other uses will continue in the next meeting.

V. Project Check-in – Break Into Groups
   A. Pat Weinberg (substituting for Rob Mieso) – HS Project
   B. Jen Myhre – Partners Project

| Next Meeting: | **DARE Core:** Tuesday, November 6: 9 – 10 am, El Milagro Room  
**DARE General:** Wednesday, November 7: 3:30 – 5 pm, Admin 109 |