



2013-2014 ESL/Basic Skills Allocation End-of-Year Report 2014-2015 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

Submission Deadline: October 10, 2014

Please find attached the instructions and form templates for submission of your 2013-2014 Basic Skills Allocation End-of-Year Report and your 2014-2015 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be received (not postmarked) at the Chancellor's Office on or before October 10, 2014.

Contact: If you have any questions regarding program expenditures or the submission of these documents, please send your questions to basicskills@cccco.edu.

[1]. 2011-2012 | 2012-2013 | 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Reports for FY 2013-2014

Please follow the instructions located at the beginning of each of the expenditure report forms for each funding year. Note that the report should include expenditures from the original funding date through June 30, 2014 for each of the funding years. Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

[2]. Narrative Response

Respond to the following questions:

- **How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?**
- **How are you scaling up successful projects and programs?**
- **How does your basic skills fund support the goals of SSSP plans and Student Equity plans?**

Your college should be doing all three of these items. Your response is an opportunity for some self-reflection and will assist in statewide planning and coordination related to the Basic Skills Initiative. Your response will not affect your allocation.

Please limit your response to **two pages total**. (NOTE: There is no form for this section.)

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for answering the question below, you need to access the Basic Skills Cohort Progress Tracking Tool on the Chancellor's Office website (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx). Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <http://3csn.org/basic-skills-cohort-tracking-tool/>. Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raise concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

- **Was your college's basic skills program more successful in 2011-2013 than it was in 2009-2011? Explain your answer for each discipline separately.**

Your answer should address English, ESL and mathematics separately. Include quantitative results and narrative. Please limit your response to **one page total**. (NOTE: There is no form for this section.)

[4a]. Long-Term Goals (5 yrs.) for ESL/Basic Skills

Refer to your last year's report. Enter the long-term goals you submitted last year. These goals should provide an umbrella for the activities and outcomes of your 2014-2015 action plan. Long-term goals should have been informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should have focused on student success goals in ESL and basic skills. Include only the funds from 2014-2015 that are allocated to each goal.

[4b]. 2014-2015 ESL/Basic Skills Action Plan

Your Long-Term Goals from the report submitted by October 10, 2013 inform your Action Plan for 2014-2015. How will you make progress towards attaining your long-term goals? What are your intermediate steps to bring you to that point? What will you do in 2014-2015 to move you along that trajectory? These questions are to guide you in developing your Action Plan.

Using the action plan template, provide a maximum of five activities. All activities should be related to attainment of the long-term goals you set down in section 4a. Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals. In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

Here are specific instructions for each section of the action plan.

- a. **Activity:** Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.
- b. **Associated Long-Term Goal ID:** Enter the Goal ID from form [4a] that this activity is associated with. All activities must be associated with a long-term goal.
- c. **Target Date for Completion:** Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
- d. **Responsible Person(s)/Department(s):** Enter the names or positions of those who will oversee this activity.
- e. **Measurable Outcome(s):** Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.
- f. **Funds:** Include only the funds from your 2014-2015 allocation that will be spent on conducting this item.

[5]. 2014-2015 ESL/Basic Skills Allocation Expenditure Plan

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college's 2014-2015 allocation. (See the preliminary district/college advance allocation on the Chancellor's Office website. This will be posted by the end of August 2014.)

Note that this advance allocation may change at P-1 reporting, which is based on the college's 2013-2014 - 320 reports that are due at the Chancellor's Office on November 1, 2014, and after the Chancellor's Office has identified new distribution of Basic Skills dollars to colleges/districts. Categories specified on the expenditure plan template are those designated pursuant to Chapter 489 of the Statutes of 2007-08, and as required by the 2014-15 State Budget language. A copy of Chapter 489 is posted on the Chancellor's Office website. If your college does not generate FTES equivalent to an award of \$90,000, the college will receive the minimum of \$90,000 as required by executive decision.

ACTION REQUIRED:

1. **Email an electronic copy of Sections [2] & [3] of your report to:**

basicskills@cccco.edu

2. **Mail the signed Reports and Plans to:**

Basic Skills Reporting/Academic Affairs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

ACCOUNTABILITY

The \$19.07m is allocated pursuant to referenced Fiscal Year 2014-2015 budget legislation and **shall be accounted for as restricted in the General Fund**. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

EXPENDITURE REPORTS

Each college will be required to provide an End-of-Year expenditure report on forms developed by the Chancellor's Office. The End-of-Year expenditure report will show all expenditures in 2014-2105 and the items purchased/funded that were specified in the Expenditure Plan. The 2014-2015 End-of-Year report is tentatively scheduled to be due on October 10, 2015.



**[1a] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

College Name: Grossmont College

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, revert back to the State Budget. Enter from the 2011-2012 allocation the total expenditures from 7/1/2011 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2011-2012 funds (refer to the final 2011-2012 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/14	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		\$20,390	
B. Student Assessment		\$0	
C. Advisement and Counseling Services		\$17,356	
D. Supplemental Instruction and Tutoring		\$67,737	
E. Course Articulation/ Alignment of the Curriculum		\$0	
F. Instructional Materials and Equipment		\$6,087	
G.1 Coordination		\$12,491	
G.2 Research		\$0	
G.3 Professional Development		\$15,170	
TOTAL:	\$139,231	\$139,231	\$0

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date



**[1b] 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

College Name: Grossmont College _____

Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015 will revert back to the State Budget. Enter from the 2012-13 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2012-2013 funds (refer to the final 2012-2013 allocation posted on the Chancellor’s Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		\$29,275	\$32,725
B. Student Assessment		\$0	\$5,000
C. Advisement and Counseling Services		\$0	\$0
D. Supplemental Instruction and Tutoring		\$27,354	\$12,646
E. Course Articulation/ Alignment of the Curriculum		\$0	\$5,000
F. Instructional Materials and Equipment		\$22	\$11,978
G.1 Coordination		\$5,479	\$6,521
G.2 Research		\$0	\$0
G.3 Professional Development		\$26,585	\$9,683
TOTAL:	\$172,268	\$88,715	\$83,553

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date



**[1c] 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

College Name: Grossmont College _____

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015, will revert back to the Chancellor's Office and reallocated for one year with any remaining balance then reverted to the State Budget. Enter from the 2013-2014 allocation the total expenditures and planned amounts from 7/1/2013 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2013-2014 funds (refer to the final 2013-2014 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2013-2014	Total Expenditures by Category from 7/1/13 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		\$0	\$49,000
B. Student Assessment		\$0	\$5,000
C. Advisement and Counseling Services		\$0	\$5,000
D. Supplemental Instruction and Tutoring		\$0	\$50,000
E. Course Articulation/Alignment of the Curriculum		\$0	\$0
F. Instructional Materials and Equipment		\$0	\$1,993
G.1 Coordination		\$0	\$20,000
G.2 Research		\$0	\$0
G.3 Professional Development		\$0	\$40,000
TOTAL:	\$170,993	\$0	\$170,993

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

- **How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?**

From the beginning of the state's BSI grant, our college has a Basic Skills Committee that has been tasked with discussing best practices and reviewing proposed activities intended to increase the success rates of our basic skills students. As activities have been implemented, the outcomes of those activities have been reviewed and tracked in order to continuously improve our efforts and track the effectiveness of the interventions. Based on those results, the college made a commitment to ongoing support for those programs and activities that had shown the greatest potential for increasing student success. Regular evaluation will take place to ensure that the supported programs and interventions are continuing to demonstrate effectiveness.

In the past, the processes of planning, implementation, and evaluation of basic skills funded programs took place within the college's Basic Skills Committee, as well as another body known as the Institutional Effectiveness Council. In 2014, a significant step was taken to institutionalize the planning component of basic skills funded programs and projects on a macro-level. All Basic Skills funded programs now proceed through the college-wide planning process in which the proposals are evaluated and ranked prior to being funded. However, as previously mentioned, interventions that have already demonstrated promise for increasing student success will continue to receive institutional support. By incorporating the basic skills activities into the college-wide planning process, we've achieved a level of institutionalization that was previously absent.

The main obstacle to institutionalizing basic skills funded programs has been the process of scaling up to reach the entire basic skills audience. We've experienced great success in many of the interventions/innovations that have been implemented over the years, but to build a program in which those successful programs can reach all of the basic skills students at our college has been somewhat challenging. As schools are encouraged to move away from "boutique programs" that demonstrate success for smaller groups of students, they are simultaneously being urged to make progress toward closing achievement gaps. Oftentimes, the very groups that experience the most significant achievement gaps are those to whom boutique programs are directed and proven successful.

- **How are you scaling up successful projects and programs?**

Over the years, our college has been dedicated to working toward scaling up successful programs to reach a larger audience. For example, our tutoring programs have been expanded to be available to all students across multiple disciplines and available in various formats. We offer face-to-face tutoring, 24-7 online tutoring, embedded classroom tutoring, one-on-one tutoring, group tutoring, and peer tutoring for Community Service Learning credit. One way in which we've been able to scale up successful programs is by integrating the programs, models, and proven strategies into our Project Success and Freshman Academy learning communities. Large numbers of students, many of whom are first-time freshmen, receive an enriched scholastic experience that includes comprehensive orientation, integrated learning, tutoring, engagement in campus activities, contextualized inter-disciplinary learning, education planning, and coursework dedicated to time management, study skills, interpersonal skills, and knowing where to go off and on campus to seek help. The ultimate goal is to scale up to reach more incoming freshman so that even after they leave the Freshman Academy or Project Success links, they have the tools to persist and succeed.

As proud as we are of the progress we've made in scaling up successful programs, we're always aware that more can be done. Thus, in 2013-14, the college developed a student pathways framework intended to help

students navigate the path of higher education from first point of contact in order to more effectively and efficiently complete their educational journey. That framework of "Start Strong", "Keep Moving" and "Reach the Goal" provides the basic structure into which the components (interventions) from our already successful projects and programs will fit. We will be designing the pathways experience in detail during the 2014-15 academic year and will be examining our current interventions to determine whether they will be included in their entirety, and/or whether we will pull key components that can be scaled up to address the needs of a larger student population.

- **How does your basic skills fund support the goals of SSSP plans and Student Equity plans?**

As our institution has researched which groups are disproportionately impacted, it's become very clear that the student groups addressed in the Student Equity plan are the very students addressed in the basic skills plan. As mentioned above, the college is embarking on a more comprehensive and integrated pathways approach to student success. As the college develops the various activities of the SSSP and Student Equity plans, it is doing so with an eye to how each of those interventions fits into the pathways framework. Activities listed in the basic skills plan will be discussed as well in order to see how they fit to support that pathways experience. Some of the plans address specific portions of the pathway more than others. For instance, the SSSP and basic skills plans tend to focus heavily on the "Start Strong" portion of the pathway in our attempt to help students get started with an educational plan and navigate successfully through the basic skills classes that will lead to college level coursework. Yet there is a tremendous amount of overlap as well. The disproportionate impact that we see in our student equity data affects basic skills students. Furthermore, the interventions that we develop for student equity extend throughout the entire college pathway, and the SSSP plan will include follow up services that will help students "Keep Moving" and "Reach the Goal". Thus, all of these plans are critical pieces of our integrated approach to helping students more easily navigate their college journey.

- **Was your college’s basic skills program more successful in 2011-2013 than it was in 2009-2011? Explain your answer for each discipline separately.**

In consideration of the 2009-2011 and 2011-2013 cohorts, the data are as follows (for success rates separated by a forward slash, the first success rate is the success rate amongst cohort students enrolled in that course whereas the second success rate is the percentage of the *original cohort* that was successful in that course)

2009-2011	Success in English 98	Success in English 110	Success, transfer level course English 120
All students	78.1%	71.1%/46.3%	78.7%/30.1%
African American	73.5%	76.5%/38.2%	66.7%/17.6%
Hispanic	77.6%	64.4%/42.2%	70.7%/25.0%
Multiple Ethnicity	72.2%	76.9%/55.6%	75.0%/33.3%
White non-Hispanic	79.5%	72.7%/48.5%	81.1%/32.6%
2011-2013			
All students	76.9%	84.9%/46.5%	80.4%/26.9%
African American	63.3%	77.8%/35.4%	88.2%/19.0%
Hispanic	73.9%	83.2%/43.8%	75.7%/24.6%
Multiple Ethnicity	78.7%	87.1%/44.3%	77.3%/27.9%
White non-Hispanic	80.4%	85.6%/49.9%	86.8%/29.4%
2009-2011	Success in Math 90	Success in Math 103	Success, transfer level course Math 160
All students	56.4%	66.3%	66.7%/5.4 %
African American	47.0%	55.6%	77.8%/8.4%
Hispanic	56.7%	77.8%	45.5%/2.7%
Multiple Ethnicity	60.0%	50.0%	100%/6.7%
White non-Hispanic	61.5%	67.5%	74.1%/7.2%
2011-2013			
All students	66.7%	68.0%	52.5%/6.3%
African American	50.6%	66.7%	28.6%/2.6%
Hispanic	66.0%	68.0%	41.9%/6.2%
Multiple Ethnicity	68.4	64.7%	60.0%/5.3%
White non-Hispanic	69.9%	69.0%	68.4%/7.7%

We experienced significant improvement in success rates in English 110, in some cases an increase of 19% points (amongst Hispanic success rates in English 110). Despite the significant improvement in success rates in English 110, we did not see improvement in the success rates of the developmental course (English 98). The only exceptions to this were amongst a relatively small group of students identifying as “multiple ethnicity” and amongst white non-Hispanics. What is most striking is the need to continue our efforts in getting students to be successful in transfer level coursework. To focus on just one example, it’s concerning to see 74% of Hispanics in the cohort successfully complete English 98, only to end up with 25% of the Hispanic cohort successfully complete English 120. In Mathematics, we experienced a significant increase in success rates across all groups in the developmental course two levels below transfer. We also saw a significant increase in success rates in the next course, with the exception of Hispanics. As is the case in English, we need to continue our work on increasing success in transfer level coursework. In ESL, 89.9% of the 2009-2011 cohort was successful in their developmental ESL coursework, whereas 78.3% of the 2011-2013 cohort was successful. This data further supports the need to focus on some of the areas identified in our action plan.

[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

Due October 10, 2014

College Name: Grossmont College

REFER TO LAST YEAR'S FORM.

Insert your long-term goals from the report you submitted last year.

Insert your 2014-2015 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this Goal
A	Evaluate and improve assessment procedures and monitor results in order to ensure appropriate student placement.	23240
B	Improve success, retention, and persistence for historically underrepresented populations	74926.33
C	Increase the percentage of developmental students who succeed in a subsequent transfer-level course	72827
	TOTAL ALLOCATION:	170993.33

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Instructional Officer

Date

Signature, Chief Student Services Officer

Date

[4b] 2014-2015 ESL/Basic Skills Action Plan

Due October 10, 2014

College Name: Grossmont College

Insert your 2014-2015 funds allocated to each activity. The sum of the right column should be your total allocation.

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
Support and monitor programs specifically devoted to improving the retention, success, and persistence of historically underrepresented students.	B, C	June 2015	Basic Skills Committee, Inst'l Research, Umoja and EOPS coordinators,	Persistence, success, and retention rates of Umoja students will be compared to similar students who did not participate in the programs	95828.33
		June 2015	Basic Skills Committee, Inst'l Research, Umoja and EOPS coordinators	Persistence, success, and retention rates of EOPS Summer Institute students will be compared to students who did not participate in the program Maintain BSI coordinator position	
Provide professional development opportunities that will contribute to ongoing efforts to increase student success	A,B,C	June 2015	Project Success Coordinator, Freshman Academy Coordinators	More contextualized integrated assignments will be created in all Freshman Academy and Project Success learning communities. Integrated pathways from developmental to transfer-level courses will be strengthened	51175
		June 2015	Basic Skills Committee, Professional Development	Focused professional development opportunities will be sought out and provided to address pedagogical issues/strategies needed to address	

		June 2015	Committee Basic Skills Committee	equity gaps Teams will attend AMATYC, NADE, CRLA, and Accuplacer conferences	
Gather and utilize disaggregated data to monitor success, retention, and persistence for historically underrepresented populations enrolled in developmental course sequences	B	Fall 2014	Basic Skills Committee, Institutional Excellence Council	Multiple cohort data from Math, English, and ESL developmental cohorts will be analyzed Data will be used to help inform creation of, and implementation of Student Equity Plan	750
		June 2015	Student Success Committee	Qualitative data by way of student surveys and focus groups will be gathered to supplement quantitative information in order to identify and address student perspectives on how to improve success, retention, and persistence.	
Continue to promote and integrate existing student support services	A,B,C	June 2015	VPSS, Project Success Coordinator	Work will continue on Pathways Project	0
		June 2015	Math, English, and ESL departments	Embedded tutoring will be expanded in Math, English, and ESL classrooms	
		June 2015		Assessment prep will be promoted and expanded to reach more students	
Continue to improve assessment and placement	A,B,C	June 2015	Math and English departments, Student Services	Offer assessment prep workshops to students Implement a post-assessment	23240

				intervention pilot.	
				TOTAL ALLOCATION:	170993.33

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Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Instructional Officer

Date

Signature, Chief Student Services Officer

Date

EXAMPLE GOALS and ACTION PLAN ACTIVITIES

[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this Goal
A	The percentage of students who begin at two levels below Freshman composition and successfully complete Freshman composition within four years will increase by 2% annually in 2014-2015, 2015-2016, and 2016-2017 over 2009-2010.	\$40,000
B	The successful progression rate of students from beginning algebra to intermediate algebra will increase 5% by 2016-2017 over the 2010-2011 rate.	\$50,000
TOTAL ALLOCATION:		\$90,000

[4b] 2014-2015 ESL/Basic Skills Action Plan

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
Continue support for the third year of the college's Puente program and related activities.	A	May 2015	Puente Coordinator	Percentage of Chicano students in Puente cohort who successfully complete Freshman composition will be 5% higher than the successful completion rate for Chicano students in 2010-2011.	\$40,000
Explore combining the two-semester before Freshman composition into a single-semester course.	A	March 2015	English Department Chair	English department will make a decision regarding whether or not to develop new course combining the two levels of English prior to English 100	\$0
Implement Supplemental Instruction for Beginning and Intermediate Algebra (developed in 2011-2012) using contextualized curriculum.	B	May 2015	Dean of College Learning & Instruction	Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Fall 2014.	\$25,000
		May 2015	Dean of College Learning & Instruction	Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Spring 2015.	\$25,000
		May 2015	Dean of College Learning & Instruction	Successful completion rate for algebra classes with SI support will be 10% higher than the average for the same algebra classes taught by the same instructors over the previous four semesters.	
TOTAL ALLOCATION:					\$90,000



**[5] 2014-2015 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2014**

NOTES: Reminder that starting with 2013-2014 allocations: (1) colleges will have TWO years, not three, to expend funds and (2) some categories have been combined to simplify the reporting form.

Basic Skills funds allocated in 2014-2015 expire as of June 30, 2016. All unexpended funds as of July 1, 2016, will revert back to the Chancellor's Office and reallocated. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2016. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

College Name: _____

2014-2015 Basic Skills Contact Information (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
Chris Hill	Interim VP Student Services	Chris.hill@gcccd.edu
Corey Manchester	BSI Coordinator	Corey.manchester@gcccd.edu
Sunita Cooke	President	Sunita.cooke@gcccd.edu
Tim Flood	VP of Administrative Services	Tim.flood@gcccd.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	
Student Assessment	
Advisement and Counseling Services	
Supplemental Instruction and Tutoring	
Coordination & Research	
Professional Development	
TOTAL:	\$153,894

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date