



ESL/Basic Skills 2015-16 Online Submission Expenditure Plan Form

California Community Colleges 2015-16 ESL/Basic Skills Initiative Program

California Community Colleges 2015-16 Basic Skills Initiative Program

Welcome to the California Community Colleges 2015-16 ESL/Basic Skills Initiative online submission process. This online form and process is designed to collect information on the goals, activities and expenditures for colleges in the 2015-16 fiscal year. Prior to clicking on the "Submit" button you will be given an opportunity to review the information you have entered into the online form. You can go back to the appropriate page and correct any errors or omissions. At the conclusion of the online process you will be emailed a PDF copy of your submission to review for errors and omissions.

This online process is part of a dual method of submitting information. The first part is the submission of the information into this online form.

The second part of the procedure is the completion of a certification form by senior college officials who certify that the information submitted via the online process is accurate and true. The certification form titled, BSI-001 ESL/Basic Skills Certification Form, requires original signatures from the following individuals:

1. Chief Executive Officer,
2. Chief Academic Officer,
3. Chief Business Officer,
4. College Academic Senate President, and
5. Basic Skills Coordinator

This form can be accessed at the following

URL: <http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSeconLanguage.aspx> Please print this form and obtain the required signatures.

NOTES: Reminder that in 2015-16 the only funds that can be carried forward is the 2014-2015 allocation:

- (1) Colleges now have TWO (2) years 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. When prompted enter the total planned expenditures by category through the expiration of the funds on July 1, 2016.

SAVE AND CONTINUE BUTTON

This online form contains a "Save and Continue" button located at the top of the page. This button allows the user to save their information and continue it at another time and/or on another computer. In order to save information on a page you must go to the next page and click on the "Save and Continue" button. The form will ask you for your name and email address and will send you an editable link to access your incomplete form. If you do not go to the next page and perform this function the information on the current page will not be saved.

ESSAY QUESTIONS/RESPONSES

Essay Questions/Responses in this form has unlimited space for characters and words and will not be constrained by the amount of text that is entered.

1) Enter Today's Date

September 10, 2015

Basic Skills Coordinator Contact Information

Please enter the information for the primary Basic Skills Contact.

2) Please fill out the form below to update the college's Basic Skills coordinator.

First Name*: Mark

Name*: Snowwhite

Title: Interim Dean Letters, Arts, and Mathematics

District: San Bernardino Community College District

College: Crafton Hills College

Email Address*: msnowwhite@sbccd.cc.ca.us

Phone Number*: 909 389 3362

Fax Number: _____

Mobile Phone*: _____

3) How do you prefer to be contacted?

Phone

Email

The California Community Colleges 2015-16 ESL/Basic Skills Initiative Plan Instructions

This page describes the process of submitting the online form for the California Community Colleges 2015-16 Basic Skills Initiative.

2015-2016 ESL/Basic Skills Allocation Goals/Action and Expenditure Plans

Submission Deadline: October 1, 2015

Below are the instructions for submission of your 2015-2016 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be submitted in this online form on or before October 1, 2015.

You will complete this information online. You should have access to a word and PDF versions of this form. It is recommended that you gather the required information first using these versions as guides. This will facilitate an easier process of completing the online form.

INSTRUCTIONS

- 1. Please provide succinct narrative in text boxes. Please do not attach additional pages. There are no maximum words or characters for the narrative responses.**
- 2. Please ensure each item is completed.**
- 3. Please follow the instructions on page 1 regarding how to submit signatures.**
- 4. Please mail the completed certification form to Eric L. Nelson, Ph.D., enelson@cccco.edu.**
- 5. Please do not print the online 2015-16 BSI Expenditure Plan and send to the Chancellor's Office.**

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

4) Basic Skills Program for 2015-16 narrative response. Respond to the following 5 questions:*

What specific steps is your college taking to institutionalize your basic skills funded programs and projects?

Crafton Hills College provides support for research and planning efforts for basic skills activities. These efforts include; professional development for instructors of basic skills classes; the Left Lane program that recruits and orients basic skills students to college life; support with tutoring at-risk students who enroll in basic skills classes; counseling services to support basic skills Learning communities tied to CHC support courses; and faculty, staff and student tutors. Planning activities that were supported by BSI funds have been integrated into our program planning process to ensure that these activities are listed as priorities so that funding can be allotted to maintain successful activities/programs/services. Collaborative efforts with the SSSP and Student Equity plans have also allowed for the funding of projects previously supported by basic skills funds.

What are the obstacles to doing so?

Much of the work done related to Crafton Hills College's basic skills efforts is already supported by the college's general fund. Programs and projects that the general fund supports include the following: 1) research and planning instruments provided by the college's Office of Institutional Effectiveness, Research and Planning, 2) reassigned time for professional development for and oversight of basic skills English classes, 3) a professional development coordinator who provides professional development activities for developmental instruction, and 4) the cost of a portion of tutoring for basic skills students. Services in the area of assessment, counseling, disabled student services, and orientation are supported by other grants. This has provided the basic skills committee the opportunity to; write a resolution for a basic skills coordinator position,

which has been recently approved by the Academic Senate; to explore the development of a basic skills plan collaboratively with SSSP and Student Equity committees; and to evaluate new program opportunities.

What projects and programs have you been able to successfully expand from a small program to a larger and more comprehensive program within your college? (Please list the projects/programs)

Math SLA Program: In this program trained tutors are assigned to math classes that have high attrition rates.

Left Lane Program(LLP): This program is intended to reduce the average amount of time it takes for students to earn an AA/AS degree; especially those students who enter the college assessing into basic skills courses. This program has incorporated a summer bridge program, has provided learning communities and supplemental instruction, and integrated counseling and tutoring services. The program encourages students to enroll in math and English courses in their first semester of college and to continue the series in subsequent semesters.

Reading Apprenticeship (RA): The reading apprenticeship training sessions offered by WestEd and 3CSN are designed to increase reading literacy in students by offering faculty training sessions and conferences that provide faculty with strategies that assist college students in becoming strategic and independent readers.

How were you able to successfully accomplish the process of expanding or “scaling up” these successful projects and programs? (Please provide descriptions for each project/program).

Math SLA Program: A tutor is assigned to every basic skills MATH 952 course. Since the projects inception, the number of MATH 952 sections offered has expanded from 7 to 9 and throughput rates have steadily increased. Currently, data is being collected to compare current MATH 952 with the SLA component to MATH 952 sections offered prior to adding the SLA component.

Left Lane Program (LLP): Left Lane Program data from Fall 2012 to Spring 2013 indicated an increase in retention and success of participants. The program was scaled up from 300 to 400 participants in the 2012-2013 academic year. The summer bridge program has experienced a decline in the current year. While data is not directly available to address the reason for this decline, a contributing factor may be the result of the college’s placement on “warning” status by the ACCJC, potentially resulting in lower enrollments.

Reading Apprenticeship(RA): In the Fall of 2013, Crafton Hills College hosted its first reading apprenticeship one day workshop. Approximately 30 part-time and full-time faculty attended. Since this date, 9 faculty have participated in an online 10 week Reading Apprenticeship course,

several of which, have adopted the RA framework into their coursework. Extensive discussions with other departments on campus lead to the continued support of an RA STEM team that was formed in 2015. These faculty and one administrator have attended multiple RA conferences and have supported the enrollment of two Crafton Faculty to participate in the one year RA Leadership Community of Practice Institute. This institute will provide faculty with the certification to train other Crafton Faculty in order to expand on these literacy efforts. Additionally, two STEM faculty members attended the BSILI Leadership for Institutional and Curricular Transformation to develop a STEM Reading Apprenticeship Implementation Plan.

How are you integrating your basic skills efforts with your college's SSSP plans?

With the increase in SSSP funds, BSI funds are no longer needed to support student services activities. SSSP funds are now used to support efforts to increase the college's Left Lane Program. SSSP funds have also been used to fund workshop/conference attendance for faculty to increase the success of at-risk students in the development of the "Leading from the Middle Early Alert Project".

How are you integrating your basic skills efforts with your college's Student Equity plans?

Student Equity funds have been used to expand tutoring for students in groups that are disproportionately impacted. This year, members of the SSSP, SEP, and BSI plans will meet twice a semester to work collaboratively.

Basic Skills / English as a Second Language Expenditure Plan

Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for answering question #5 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/>.

In addition to the above written instructions the Academic Affairs Division has prepared a YouTube video to describe how to use the Basic Skills Progress Tracker. The video is located at the following link.

<https://www.youtube.com/watch?v=opNNhlizi1o>. The video is closed captioned for disabled hearing access.

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.

This requires a statistical calculation between cohort years. The Academic Affairs Division has prepared an Excel Spreadsheet that will automatically calculate the statistical differences based on the data derived from the Basic Skills Progress Tracker Tool. The calculation tool is located at the following URL

.
https://sites.google.com/site/ccccoipsu/Question_5_worksheet%28for_release%29.xlsx?attredirects=0&d=1. The Academic Affairs Division has also produced an instructional YouTube video on how to use the Excel spreadsheet to do the calculations for the Basic Skills data. You can access that YouTube video by following this link: <https://www.youtube.com/watch?v=n7Dx8yAqfbM>

You may also choose to use data gathered through local efforts in addition to the Basic Skills Cohort Progress Tracking Tool.

5) To what extent did your college's basic skills program demonstrate more progress in 2013-2015 than in 2011-2013?

Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.

Math Levels Below Transfer	2010-11 to 2012-13			2011-12 to 2013-14			2012-13 to 2014-15		
	#	N	%	#	N	%	#	N	%
One Level (MATH-095)	252	635	39.7	255	588	43.4	283	631	44.8
Two Levels (MATH-090)	57	379	15.0	69	313	22.0	82	310	26.5
Three Levels (MATH-952)	20	167	12.0	31	289	10.7	40	379	10.6
Four Levels (MATH-942)	20	324	6.2						
Total	349	1,505	23.2	355	1,190	29.8	405	1,320	30.7

English Levels Below Transfer	2010-11 to 2012-13			2011-12 to 2013-14			2012-13 to 2014-15		
	#	N	%	#	N	%	#	N	%
One Level (ENGL-015/010)	283	429	66.0	270	517	52.2	289	538	53.7
Two Levels (ENGL-914/976)	135	276	48.9	122	316	38.6	140	353	39.7
Total	418	705	59.3	392	833	47.1	429	891	48.1

Reading Levels Below Transfer	2010-11 to 2012-13			2011-12 to 2013-14			2012-13 to 2014-15		
	#	N	%	#	N	%	#	N	%
One Level (READ-078)	67	152	44.1	54	132	40.9	54	129	41.9
Two Levels (READ-956/980)	23	86	26.7	40	110	36.4	40	78	51.3
Three Levels (READ-925)	66	351	18.8	66	225	29.3	72	300	24.0
Total	156	589	26.5	160	467	34.3	166	507	32.7

English-Writing Discipline

The English writing throughput increased from 47% in the 2011-12 cohort to 48% in the 2012-13 cohort, a 1% increase. The results of the student equity analysis have only partially been completed. Hispanic student have had a slight increase in the English throughput rate and African American students have increased their English throughput rate from 32.4% in the 2011-12 cohort to 43.6% in the 2013 cohort, an 11% increase.

English-Reading Discipline

The reading throughput rate has decreased from 34% in the 2011-12 cohort to 33% in the 2012-13 cohort, a 1% decrease. Equally important, the increase in the reading throughput rate from

27% in the 2010-11 cohort to 34% in the 2011-12 cohort was sustained in the 2012-13 cohort (33%). The College explored the decline in the English throughput rate further by disaggregating the data by gender; ethnicity, age, disability status, and economically disadvantaged status (see Student Equity Data Report). The results of the 2014 student equity analysis indicated that both Hispanic and African American Crafton students were substantially less likely to complete transfer level English within three years successfully. In the Student Equity Plan, strategies have been developed to increase the English throughput rate of African American and Hispanic students and are supported by the actions delineated in this plan.

Mathematics-Discipline

The math throughput rate increased from 23% in the 2010-11 cohort to 31% in the 2012-13 cohort, an 8% increase. The College has identified a disproportionate impact in the math throughput rate for African American and economically disadvantaged students. The African American math throughput rate slightly declined from 14% in the 2011-12 cohort to 12% in the 2012-13 cohort, a 2 % decrease. Crafton is currently developing strategies to improve the math throughput rate of these groups.

ESL-Integrated Discipline

Crafton Hills College does not currently offer ESL courses.

ESL Writing-Discipline

Crafton Hills College does not currently offer ESL courses.

ESL Reading-Discipline

Crafton Hills College does not currently offer ESL courses.

6) Did your college use any noncredit courses for basic skills and/or ESL improvement during 2011-13 and 2013-15?

If you answer yes to this question, please indicate the areas below and indicate how you tracked your cohort data for the areas and if there was demonstrated improvement. Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.

If you did not use any noncredit courses for the specified area please enter “Did not use any noncredit courses for this area)”

Used noncredit courses for ESL or basic skills improvement.

Yes

No

English-Writing Discipline

Did not use any noncredit courses for this area

English-Reading Discipline

Did not use any noncredit courses for this area

Mathematics-Discipline

Did not use any noncredit courses for this area

ESL-Integrated Discipline

The College does not offer ESL courses

ESL Writing-Discipline

The College does not offer ESL courses

ESL Reading-Discipline

The College does not offer ESL courses

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 2015-2016 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 2015-2016 that are allocated to each goal.

7) Identify the 5-year long term goals from 2015-16 through 2019-20 for your college's Basic Skills Program.

Goal ID	Long-Term Goal	2015-2016 Funds Allocated to this Goal
A	Coordinate and integrate classroom instruction and academic support services to provide students a clear pathway to achieving success	60,000
B	Continue comprehensive assessment and evaluation that facilitates evidence-based decision-making in developmental education	25,000
C	Ensure that faculty and staff have access to creative and innovative ideas in developmental education through professional development and have the necessary support to implement those ideas	10,000
	TOTAL ALLOCATION:	90,000

8) Long Term Goals for 2015-16

Identify up to 5 goals the college will be focusing on for 2015-16.

	Goal ID (The goal ID is determined by the college)	Long Term Goal	2015-16 Funds Allocated to this Goal
Long Term Goal #1	Target professional development to all faculty and tutors who work with basic skills students	C	8,000
Long Term Goal #2	Research, develop, and implement curricular programs/activities that support basic skills students	A	6,000
Long Term Goal #3	Sustain at least one high impact, long-term professional development activity focused on basic skills	A	12,000
Long Term Goal #4	Continue to support and develop tutoring services for basic skills students	A	40,000
Long Term Goal #5	Comprehensive assessment, coordination, and evaluation of all services associated with basic skills students and associated basic skills reporting	B	24,000

Long Term Goal Total*

This question checks the addition of the budgeted amount entered in question #8 above for the Long Term Goals. Please enter the amount from the above question.

- 8,000 Long Term Goal #1 Amount
- 6,000 Long Term Goal #2 Amount
- 12,000 Long Term Goal #3 Amount
- 40,000 Long Term Goal #4 Amount
- 24,000 Long Term Goal #5 Amount

9) Please insert the planned expenditure amount for the 2015-16 ESL/Basic Skills Initiative Program by category.*

List the amount of each expenditure summarized by category

6,000	Program and Curriculum Planning and Development
0	Student Assessment
0	Advisement and Counseling Services
40,000	Supplemental Instruction and Tutoring
24,000	Coordination & Research
20,000	Professional Development

Comments:

Funding amounts listed in the activities portion below do not amount to the total funds provided to BSI. These additional funds are reserved for faculty who would like to develop and implement innovative strategies for basic skills students as the year progresses and do not fall within the specified allotments.

Action Plan Template

Your Long-Term Goals from the report submitted by in your college for 2014-15 on October 10, 2014 should inform your Action Plan for 2015-2016.

- 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 2015-2016 to move you along that trajectory?

These questions are to guide you in developing your Action Plan. Using the action plan template, provide up to a maximum of 5 activities. If you have more than 5 activities you can add additional pages to list them by responding to the additional pages question. All activities should be related to attainment of the long-term goals you set down in the previous section on long term goals.

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.

10) Action Plan Activity Grid/Table

- 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.
- Associated Long-Term Goal ID: Enter the Goal ID from form [8a] that you assigned to this activity is associated with. All activities must be associated with a long-term goal.
- 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.
- Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
- 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.
- Funds: Include only the funds from your 2015-2016 allocation that will be spent on conducting this item.

	Activity Description 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.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #1	Target professional development to all faculty who work with basic skills students	C	06/30/2016	Basic Skills Committee Professional Development Coordinator	Dean of Letters, Arts and Mathematics.	1.Fifty percent of faculty will participate in at least two professional development activities focused on student success in basic skills courses.	8,000
Activity #2	Develop and coordinate Reading Apprenticeship Workshops for basic skills faculty	A	03/31/2015	Faculty trained through the Leadership Community of Practice.	Dean of Social, Information, and Natural Sciences Dean of Letters, Arts	At least four ongoing workshops will be developed	6,000

					and Mathematics		
Activity #3	Develop Curriculum for a reading apprenticeship reading, English, and science, learning community 2 semester cohort.	A	06/30/2016	Reading Apprenticeship trained faculty	Dean of Social, Instruction, and Natural Sciences Dean of Letters, Arts, and Mathematics	One two semester cohort will be completely developed and ready for piloting.	3,000
Activity #4	Implement long-term Reading Apprenticeship workshops for faculty, tutors, and SI Leaders.	A	06/30/2016	Leadership Community of Practice Reading Apprenticeship Faculty	Dean of Social, Instruction, and Natural Sciences Dean of Letters, Arts, and Mathematics	1.50% of basic skills tutors and 10% of faculty will participate in the full series of workshops. 2.success rates of students will increase by 1% in the semester after training is conducted	12,000
Activity #5	Tutor leads	A	06/30/2016	Dean of Letters, Arts, and Mathematics Tutoring Center Coordinator	Dean of Letters, Arts, and Mathematics	Throughput rates in reading, English, and mathematics of basic skills courses will increase by 2%	40,000

Additional Activity Page to enter more activities. By selecting yes to this question you will generate an additional page to enter up to five additional activities.

11) Do you want to add an additional page to enter more activities? If yes check the Yes button.

Yes

No

Review Form

This page is designed to allow you to review your form's responses before finalizing it. If you have not used the "Save and Continue" button at the top of the page now would be a good time to do so. If you submit the form without doing so you will not be able to access it without contacting the Chancellor's Office to obtain an editable link.

By using the "Save and Continue" button at the top of the page you will receive an editable link that will allow you to re-enter the form and correct any item.

Thank You!

Thank you for completing the ESL/Basic Skills Online Submission Form.. You will be emailed a PDF copy of your completed online form. Please go to the following URL to access the Form BSI-001, ESL/Basic Skills 2015-16 Certification Form.

<http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx>
