CRAFTON HILLS
C O L L E G E
Basic Skills Initiative

Request for Funding

Applicant Information

Name: Liz Langenfeld   Date: _____

Phone: _____   Email: _____

Approximate
Cost: _____   Department: _____

Funding will benefit students in basic skills: (Check all that apply)

☐ Math 952   ☐ Math 942   ☐ Math 953   ☐ Math 943

☐ Math 903   ☑ Reading 980   ☑ English 976   ☐ Other programs
or services

Funding will be: (Check one)

☑ One-time   ☐ Annual (maximum length: 2 years)

Type of funding:
☐ Supplies

☐ Training

☑ Stipend

☐ Other

☐ Travel/conference (Please attach AC-9 and skip the itemized funding table for all
conference/travel requests)

**Note: conferences that are out-of-state or over $1000.00 require board approval. Please
communicate with your Division Dean for application and approval time lines.**

*Please see the rubric for most successful awarding and send the completed form as an
attachment to Souts Xayaphanthong at sxayaphanthong@craftonhills.edu and Patricia
Quach at pquach@craftonhills.edu.

Please detail how the information learned will be shared with the campus community.

After completing up to 50 hours researching and gathering ESL program curriculum best practices and information regarding credit and non-credit programs,, I will share my findings with my Department and dean. I may hold a professional development, or other, workshop in which to share my findings regarding best practices. My findings will later be combined with the viability report needed to successfully implement an ESL program.

Proposed Expenses:	Item Description:		Line Total Cost:
Stipend for up to 50 hours	Research successful ESL Curriculum and create a proposed Curriculum Plan. Research to better understand Impact of credit verses non-credit Courses.		$2,450
Proposed Travel Expenses to other Schools to gather research	Hotel	approx.	$200
	Gas	approx.	$ 75
	Meals	approx.	$ 75
			$350

Written Justification:
Please describe your or your organization's involvement with Basic Skills students:

The English and Reading department, with a key focus on basic skills writing and reading courses, play a significant role in implementing and maintaining BS courses that are focused on coordinating and integrating classroom instruction for student success. Our department team practices continual comprehensive assessment and evaluation that facilitates evidenced-based decision making in developmental education courses through our Department meetings, Program Review Plans, and SLO's. Additionally, we work closely with, and have demonstrated much success with, academic support services such as the LRC centers, DSPS, and counseling services to assist in providing students a clear pathway to achieving success.

We also continually share creative and innovative ideas with other faculty through department meetings and professional development opportunities so faculty can better guide BS students toward success. Many of our faculty regularly attend basic skills conferences and workshops, as we are aware, like the majority of other california community colleges, that a majority of CHC students enter at the basic skills level.

Personally, over the last 11 years at CHC, I have taught basic skills courses every semester and our department shares best practices for student learning and retention. As an English 976 project lead for two years, I held various best practices retreats with full and part-time faculty. And more recently I became TESOL certified in order to share best practices for ESL and BS students. Some of our BS students come from households where English is not the main spoken language, or households that are bilingual. There could arguably be a "pipeline" of students, in the future, from ESL to basic skills courses as our particular regional demographics continue to change and as we continue as an Hispanic-serving institution. Moreover, we expect to increase the numbers of ESL students at CHC with a proposed international program.

Please specifically explain how the requested funding supports the BSI Goals: for improving outcomes of students who enter college needing at least one course in ESL or basic skills, with particular emphasis on students transitioning from high school.

The English and Reading Department agrees that CHC has many ESL students who are underprepared for being successful in our BS Courses, and their lack of various skills contribute to lower retention and graduation rates. To assist with their opportunity to be most successful, CHC needs a Viability Report completed that will address the various and numerous impacts of implementing a CHC ESL Program. Within that scope, I propose to personally research and identify quality curriculum that will include best practices for a CHC ESL Program that may best serve our student population and that which will contribute to the Viability Report. These best practices include identifying classroom instruction and the types of academic support services needed to provide ESL students a clear pathway for achieving success. CHC also needs preliminary research completed to better understand the impact of implementing credit versus non-credit programs; I propose to also begin this research to contribute to the Viability Report. This evidence will allow better decision making for ESL developmental courses.

Rubric for BSI Requests for Funding

Item	1 Point	2 Points	3 Points	Total
Involvement: A detailed description of how the requester or their organization is involved with BSI students.	Little or no evidence to support involvement with Basic Skills students.	Some evidence to support involvement with Basic Skills students.	Detailed evidence to support involvement with Basic Skills students.	3
Correlative: A detailed description of how the funding's use will correlate to specific parts of the BSI action plan.	Little or no evidence to support correlation with the BSI action plan with no specific sections of the action plan mentioned.	Some evidence to support correlation with the BSI action plan with specific sections of the action plan mentioned.	Detailed evidence to support correlation with the BSI action plan with many specific sections of the action plan mentioned.	1
Itemized Costs: A detailed and complete itemization of costs was presented.		Itemized cost missing some details.	Detailed itemized cost provided.	3
Campus/Community Impact: Commitment to the dissemination of information and the results of project/activity.	BSI Committee presentation.	Professional Development presentation.	Implementation of activity.	3
At least 9 points are required for funding. Of those 9 points, 6 must be earned with the *Involvement* and *Correlative* categories.			**Total Points**	10
Funding awarded*: $				2800.—

BSI
Chair/Coordinator: _Patty Quih_   Date:

BSI Funding
Administrator: _____   Date:

*If funds are awarded, documentation of implementation of the funds will be required.