**2011-2012 ESL/Basic Skills Allocation End-of-Year Report**

**2012-2013 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan**

Submission Deadline: October 10, 2012

Please find attached the instructions and form templates for submission of your 2011-2012 Basic Skills Allocation End-of-Year Report and your 2012-2013 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents are due at the Chancellor’s Office on or before October 10, 2012.

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

**[1].** **2009-2010 | 2010-2011 | 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Reports for FY 2011-12**

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, 2012 for each of the funding years. Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President on each form.

**[2]. 2007-2012 Basic Skills Initiative - Narrative Response**

Respond to the following question. “Knowing what you know now about basic skills and implementing basic skills interventions on your campus, what would you have done differently over the last five years with regards to your basic skills initiative work?”

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**. (NOTE: There is no form for this section.)

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

In preparation for the drafting of your goals and action plan (section [4]), you must 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 raises 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.

After exploring the data available through the Basic Skills Cohort Progress Tracking Tool, describe in **500 words (or fewer)** the sample data for one cohort and what issues the data raise for you. (NOTE: There is no form for this section.) In the description, you need to provide the subject area (e.g. mathematics, English, ESL), the dates of the cohort (beginning and ending terms), the special characteristics of the cohort, and the data that are of particular interest to you.

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

Now that we have had five years of experience with the Basic Skills Initiative under our belts, it is time to re-evaluate our long-term goals. Using the long-term goals template, provide a maximum of three long-term goals for the ESL/Basic Skills work your college will engage in over the next five years. These goals should provide an umbrella for the activities and outcomes of your 2012-2013 action plan. Long-term goals should be informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should focus on student success goals in ESL and basic skills.

Examples are provided on the following page.

**[4b]. 2012-2013 ESL/Basic Skills Action Plan**

Your revised Long-Term Goals should now inform your action plan for 2012-2013. How will you make progress towards attaining your long-term goal? What are your intermediate steps to bring you to that point? What will you do in 2012-2013 to move you along that trajectory?

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 goal. 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 on the following page.

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

1. 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.
2. 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.
3. 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.
4. Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
5. 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.

**EXAMPLE GOALS and ACTION PLAN ACTIVITIES**

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

|  |  |
| --- | --- |
| **Goal ID** | **Long-Term 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. |
| B | The successful progression rate of students from beginning algebra to intermediate algebra will increase 5% by 2016-2017 over the 2010-2011 rate. |
| C |  |

**[4b] 2012-2013 ESL/Basic Skills Action Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Associated Long-Term Goal ID** | **Target Date for Completion** | **Responsible Person(s)/ Department(s)** | **Measurable Outcome(s)** |
| Continue support for the third year of the college’s Puente program and related activities. | A | November 2012  May 2013 | Puente Coordinator  Puente Coordinator | Two additional full-time faculty (two already existing) will attend the annual Puente training.  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. |
| Explore combining the two-semesters before Freshman composition into a single-semester course. | A | March 2013 | 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 |
| Implement Supplemental Instruction for Beginning and Intermediate Algebra (developed in 2011-2012) using contextualized curriculum. | B | May 2013  May 2013  May 2013 | Dean of College Learning & Instruction  Dean of College Learning & Instruction  Dean of College Learning & Instruction | Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Fall 2012.  Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Spring 2013.  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. |

**[5]. 2011-2012 ESL/Basic Skills Allocation Expenditure Plan**

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college’s 2012-13 allocation. (See the preliminary district/college advance allocation on the Chancellor’s Office website. This will be posted by the end of August, 2012.)

Note that this advance allocation will probably change at P-1 reporting, which is based on the college’s 2011-12 - 320 reports that are due at the Chancellor’s Office on November 1, 2012, 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 2012-13 State Budget language. 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:**

Email **an electronic copy of** **sections 2-4 of your report** to basicskills@cccco.edu, and mail **the signed Reports and Plans** to:

Basic Skills Reporting/Academic Affairs Division

California Community Colleges Chancellor's Office

1102 Q Street, 3rd Floor

Sacramento, CA 95811-6549

**ACCOUNTABILITY**

The $19.07m is allocated pursuant to referenced Fiscal Year 2012-13 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 2012-13 and the items purchased/funded that were specified in the Expenditure Plan. The 2012-13 End-of-Year report is tentatively scheduled to be due on October 10, 2013.

**[1a] 2009-10 ESL/Basic Skills Allocation End-of-Year Expenditure Report**

**for FY 2011-12 and Signature Page**

**Due October 10, 2012**

**College Name: Las Positas College**

**Basic Skills funds allocated in 2009-2010 expire as of June 30, 2012, and cannot be expended beyond that date**. All unexpended funds as of July 1, 2012, revert back to the State Budget. Enter from the 2009-10 allocation the total expenditures from 7/1/2009 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2009-10 funds (refer to the final 2009-2010 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Total Allocation for 2009-2010** | **Total Expenditures by Category from 7/1/09 through 6/30/12** | **Total Unused Allocation Reverting Back to the State** |
| A. Program, Curriculum Planning and Development | **46,400** | 64,729.37 | -18,329.37 |
| B. Student Assessment | **28,000** | 0 | 28,000 |
| C. Advisement and Counseling Services | **10,000** | 0 | 10,000 |
| D. Supplemental Instruction and Tutoring | **5,600** | 4,427.68 | 1,172.32 |
| E. Course Articulation/ Alignment of the Curriculum | **0** | 0 | 0 |
| F. Instructional Materials and Equipment | **0** | 1,244.47 | -1,244.47 |
| G.1 Coordination | **0** | 16,998.61 | -16,998.61 |
| G.2 Research | **0** | 0 | 0 |
| G.3 Professional Development | **0** | 2,599.87 | -2,599.87 |
| **TOTAL:** | **90,000** | 90,000 | 0 |

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Signature, Chief Executive Officer Date

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Signature, Academic Senate President Date

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Signature, Chief Business Officer Date

**[1b] 2010-2011 ESL/Basic Skills Allocation End-of-Year Expenditure Report**

**for FY 2011-12 and Signature Page**

**Due October 10, 2012**

**College Name: Las Positas College**

**Basic Skills funds allocated in 2010-2011 expire as of June 30, 2013, and cannot be expended beyond that date**. All unexpended funds as of July 1, 2013, will revert back to the State Budget. Enter from the 2010-11 allocation the total expenditures and encumbered amounts from 7/1/2010 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2010-11 funds (refer to the final 2010-2011 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.

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| --- | --- | --- | --- |
| **Category** | **Total Allocation for 2010-2011** | **Total Expenditures by Category from 7/1/10 through 6/30/12** | **Total Encumbered Amounts by Category as of 6/30/12** |
| A. Program, Curriculum Planning and Development |  | 32931.03 |  |
| B. Student Assessment |  |  |  |
| C. Advisement and Counseling Services |  | 34963.37 |  |
| D. Supplemental Instruction and Tutoring |  |  | 1829.88 |
| E. Course Articulation/ Alignment of the Curriculum |  |  |  |
| F. Instructional Materials and Equipment |  | 201.04 |  |
| G.1 Coordination |  |  | 14714.05 |
| G.2 Research |  |  |  |
| G.3 Professional Development |  | 5360.63 |  |
| **TOTAL:** | **90,000** | 73456.07 | 16543.93 |

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Signature, Chief Executive Officer Date

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Signature, Academic Senate President Date

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Signature, Chief Business Officer Date

**[1c] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report**

**for FY 2011-12 and Signature Page**

**Due October 10, 2012**

**College Name: Las Positas 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, will revert back to the State Budget. Enter from the 2011-12 allocation the total expenditures and encumbered amounts from 7/1/2011 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2011-12 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.

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| --- | --- | --- | --- |
| **Category** | **Total Allocation for 2011-2012** | **Total Expenditures by Category from 7/1/11 through 6/30/12** | **Total Encumbered Amounts by Category as of 6/30/12** |
| A. Program, Curriculum Planning and Development |  |  | 23508.40 |
| B. Student Assessment |  |  | 872.55 |
| C. Advisement and Counseling Services |  |  | 15500.00 |
| D. Supplemental Instruction and Tutoring |  |  | 47351.27 |
| E. Course Articulation/ Alignment of the Curriculum |  |  |  |
| F. Instructional Materials and Equipment |  |  | 500.00 |
| G.1 Coordination |  |  |  |
| G.2 Research |  |  |  |
| G.3 Professional Development |  |  | 1829.88 |
| **TOTAL:** | **90,000** |  | 89562.10 |

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Signature, Chief Executive Officer Date

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Signature, Academic Senate President Date

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Signature, Chief Business Officer Date

**[2]. 2007-2012 Basic Skills Initiative - Narrative Response**

Leadership changes at Las Positas College have made managing the BSI reporting (yearly action and expenditure plans) challenging. There have been 4 different VPs overseeing BSI from 2007-2012. Originally, BSI resided with the VP of Student Services. It was then transferred to the VP of Academic Services when the Faculty Senate created a standing Basic Skills Committee. The VP of Academic Services managed the action and expenditure plans for 2 years before leaving the institution. An interim VP of Academic Services oversaw BSI for the next 2 years; during this time, much of the managing and reporting work was transferred to the Chair of the Basic Skills Committee. A new VP of Academic Services was appointed 1 year ago. The action and expenditure plans are currently written by the Chair of the Basic Skills Committee. There is a steep learning curve associated with the BSI Allocation Budgeting and End-of-Year Reports, the Data sections of the Report, and the Action Plans. It has taken the current Chair of the Basic Skills Committee 2 report cycles to make sense of past reports. Strategic use of BSI allocations would be easier with consistent leadership. The action and expenditure plans are designed and implemented by committee, but leading efforts and managing the budgets and reports requires consistent leadership. In addition, the reporting forms have changed almost every year, making it even more challenging.

When BSI was initiated, the institution did not have the research capacity to use data to drive the action and expenditure plans. The institution greatly expanded its research capacity 2 years ago, by hiring an Institutional Researcher who could run data. With so many data needs on campus, however, the IR Office has reached its capacity. The Basic Skills Cohort Tracking Tool has expanded the capacity to conduct research associated with basic skills.

Large-scale, long-term interventions have been nearly impossible to implement. Most people are reluctant to try something new. When people agree to “pilot” something new, it is typically a few brave souls. Pilots are therefore small and of short duration (typically only a few courses, and 1 semester long). These small-scale, short-duration pilots do not produce measurable differences in outcomes. Without clear and substantially improved outcomes, the pilots are abandoned after their initial implementation and assessment. Larger, long-term strategic thinking remains a challenge.

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

**Introduction**

An analysis was conducted to investigate student progress through the LPC basic skills pipeline. The analysis was required as part of the 2012-2013 Basic Skills Allocation Goals/Action Plan and Expenditure Plan that gets submitted to the State Chancellor’s Office.

**Methodology**

Data was obtained from the Basic Skills Cohort Tracking Tool on the Chancellor’s Office website (http://datamart.cccco.edu/Outcomes/BasicSkills\_Cohort\_Tracker.aspx). Three cohorts of LPC students (Fa07-Sp10, Fa08-Sp11, Fa09-Sp12) were followed for three years through basic skills courses into transferable coursework for English and math. Data for the three cohorts was then averaged to arrive at a mean successful completion rate of transferable English or Math.

Data was then analyzed for disproportionate impact by gender and race/ethnicity. Race/ethnicity data is reported for historically marginalized groups (African Americans and Hispanics). Disproportionate impact is noted when a group is less than 80% as likely to reach successful completion compared to the dominate group.

**Findings**

**ENGLISH**

|  |  |
| --- | --- |
| ***Initial English Course*** | ***Successful Completion of ENG 1A in 3 years*** |
| **Transfer level English**  ENG 1A | 81%i |
| **1 level below ENG 1A**  (104, 102, 100B, 1502) | 67% |
| Female  Male | 70%  65% |
| African American (n=39)  Hispanic (n=197)  White (n=600) | 52% \*  66%  67% |
| **2 levels below ENG 1A**  (100A) | 50% |
| Female  Male | 56%  45% \* |
| African American (n=26)  Hispanic (n=108)  White (n=270) | 34% \*  53%  51% |
|  | \*possible disproportionate impact; n<60.  \*\*disproportionate impact.  i course success rate obtained from LPC IR using a different methodology. |

**MATH**

|  |  |
| --- | --- |
| ***Initial Math Course*** | ***Successful Completion of Transferable Math in 3 years*** |
| **Transfer-level Math**  Math 20 (left in b/c # of students is small), 33, 38, 42A, 42B, 44 | 78%i |
| **1 level below**  Math 55 – Intermediate Algebra | 41% |
| Female  Male | 43%  40% |
| African American (n=33)  Hispanic (n=163)  White (n=534) | 14% \*  42%  42% |
| **2 levels below**  Math 65 – Elementary Algebra | 19% |
| Female  Male | 23%  17% \*\* |
| African American (n=54)  Hispanic (n=184)  White (n=569) | 14% \*  18%  21% |
| **3 levels below**  Math 106 – Basic Math  Math 107 – Pre-Algebra | 7% |
| Female  Male | 7%  6% |
| African American (n=21)  Hispanic (n=70)  White (n=161) | 0% \*  5% \*\*  7% |
|  | \*possible disproportionate impact; n<60.  \*\*disproportionate impact.  i course success rate obtained from LPC IR using a different methodology. |

**Conclusions**

The lower down a student starts in the basic skills sequence, the lower their rates of completing a transferable course in the discipline.

For English, the lower a student starts in the English sequence, the lower their rates of completing the college level gatekeeper course – English 1A. Students must complete English 1A for an Associate Degree and/or to reach other courses required for transfer. Successful completion of English 1A is significantly higher for all groups when students start 1 level below compared to 2 levels below:

* 67% of students who start at 1 level below transfer-level English successfully complete English 1A in three years, compared to 50% of students who start 2 levels below.
* Disproportionate impact experienced by males and African Americans when they start 2 levels below English 1A is reduced when these groups start 1 level below .

The Las Positas College English Department is well aware of the comparatively better outcomes for students starting closer to transfer-level English. For this reason, LPC adopted an accelerated English curriculum in \_\_\_\_\_\_\_. English at LPC only goes 2 levels below English 1A. In Fall 2011, 35% of LPC students started in English 1A; 52% of LPC students started 1 level below; and only 5% of LPC students started 2 levels below. Improving successful completion rates in all English courses remains a priority.

For Math, the lower a student starts in the Math sequence, the lower their rates of completing a college-level or transfer-level math course. Students must complete or demonstrate proficiency in Math 55 – Intermediate Algebra to earn an Associate’s degree. Data indicates:

* Only 17% of students who start 3 levels below transfer-level (Math 106 or Math 107) successfully complete Math 55 in three years. That means that only 17% of students who attempt basic math have met the math requirement for an Associate’s degree within three years.
* Only 7% of students who start 3 levels below transfer-level math reach and complete transfer-level math in three years.
* For students who start 2 levels below transfer-level, 34% of them successfully complete Math 55; and 19% of them successfully complete transferrable math.

In Fall 2011, 25% of LPC students started in transfer-level math; 28% of LPC students started 1 level below; 29% started 2 levels below; and 15% started 3 levels below. Almost half (45%) of LPC students are starting at least 2 levels below transferable math. Getting these students to reach college-level math (Math 55) and transferable-level math must be a college priority.

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

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| *Due October 10, 2012* | **College Name**: Las Positas College |

|  |  |
| --- | --- |
| **Goal ID** | **Long-Term Goal** |
| A | Get students off to a strong start with effective orientation, accurate assessment, SEPs, and early placement into basic skills courses. |
| B | Improve first year student completion and persistence. |
| C | Improve student progression through basic skills to college-level coursework. |

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Signature, Chief Executive Officer Date Signature, Academic Senate President Date

**[4b] 2012-2013 ESL/Basic Skills Action Plan**

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| *Due October 10, 2012* | **College Name**: Las Positas College |

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| --- | --- | --- | --- | --- |
| **Activity** | **Associated Long-Term Goal ID** | **Target Date for Completion** | **Responsible Person(s)/ Department(s)** | **Measurable Outcome(s)** |
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Signature, Chief Executive Officer Date Signature, Academic Senate President Date

**[5] 2012-2013 ESL/Basic Skills Allocation Expenditure Plan**

**Due October 10, 2012**

**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 the total planned expenditure by category through the expiration of the funds on July 1, 2015. Original signatures are required of the Chief Executive Officer and the Academic Senate President.

**College Name: Las Positas College**

**2012-2013 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** |
| **Dr. Janice Noble** | **VP Academic Services** | **jnoble@laspositascollege.edu** |
| **Sarah Thompson** | **President, Academic Senate** | **sthompson@laspositascollege.edu** |
| **Lisa Everett** | **Basic Skills Coordinator/Chair** | **leverett@laspositascollege.edu** |
|  |  |  |

|  |  |
| --- | --- |
| **Category** | **Planned Expenditure by Category** |
| 1. Program and Curriculum Planning and Development |  |
| 1. Student Assessment |  |
| 1. Advisement and Counseling Services |  |
| 1. Supplemental Instruction and Tutoring |  |
| 1. Articulation |  |
| 1. Instructional Materials and Equipment |  |
| 1. Coordination |  |
| 1. Research |  |
| 1. Professional Development |  |
| **TOTAL** | 90000 |

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Signature, Academic Senate President Date