2013-2014 ESL/Basic Skills Allocation
End-of-Year Report

2014-2015 ESL/Basic Skills Allocation
Goals/Action Plan and Expend. Plan

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May 2014
Needed:

• last year’s form:
  2012-2013 ESL/Basic Skills Allocation End-of-Year Report
  2013-2014 ESL/Basic Skills Allocation Goals/Action Plan
  and Expenditure Plan
  Submission Deadline: October 10, 2013

• this year’s form:
  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
What’s new today?

• Info: Acceleration coding & Chapter 489 info
• Form: Narrative questions examples
Acceleration Coding: 2/11/14 email

An acceleration mathematics or English credit course may be coded CB08, but is not required to be coded as such. If the college decides to code the course as CB08, then the coding would be:

• CB04 – C (credit – not degree applicable) and
• CB05 – C (not transferable) and
• CB08 – B (basic skills course) and
• CB21 – A, B, C, or D (1, 2, 3, or 4 levels below transfer)
Chapter 489 of 2007-08 Budget

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.

(A) Funds allocated pursuant to this paragraph shall be expended for program and curriculum planning and development, student assessment, advisement and counseling services, supplemental instruction and tutoring, articulation, instructional materials and equipment, and any other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs. The allocated funds shall supplement, and not supplant, current expenditures by districts for matriculation and assessment services, basic skills, ESL instruction, and related student programs.
(cont.)

(D) The Chancellor shall distribute funds to districts on the basis of the following two factors, with equal weight given to each: (i) the number of full-time equivalent students generated in basic skills and ESL courses in the preceding fiscal year; and (ii) the number of full-time equivalent students generated in basic skills and ESL courses by students transitioning from high schools in the preceding fiscal year. For purposes of distributing these

The complete language is on the Chancellor’s Office web site.
[2]. Narrative Response

• 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?
From 2013 report:

[2]. Narrative Response

• How is your college assessing how it uses its BSI funds and how these funds are related to your college’s educational master plan?
[2]. NR (cont.)

- What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor’s Office?
[2]. NR (cont.)

• What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?

😊 See handout, pages 1 – 3 for an example of excellent responses! 😊
FAQs – Section 2

1. Can you vary the length of your response to each of the narrative questions in this section?
   Answer: Yes

2. Is it okay to use bullet points?
   Answer: Yes
3. Can our college allocate all BSI funds to one program or department?

Answer: The allocations need to align with the Long-Term Goals. If there is only one goal, then the funds are allocated to that single program or department. Provide an explanation underlying this decision, in that case.

4. Some of our BSI-related decisions stem from Accreditation feedback and/or status. Can we discuss these efforts in this narrative? Answer: Yes
[3]. Data Analysis …

• Was your college’s basic skills program more successful in 2011-2013 than it was in 2009-2011? How did you determine the answer? How did you measure the success?
FAQs – Section 3

1. The data section says to use the Basic Skills Progress Tracker (url below). Are we required to use the tool even if our college can provide more disaggregated data?

   Answer: Use the tool to start. It will help you plan for what else you need. The tool also helps those schools that do not have access to the data.

   http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx

2. Can we use internal data as well?  
   Answer: Yes
3. What do we do about Reading classes?
Answer: Include them since they are part of the pathway leading to pre-transfer and transfer level composition classes.

2. Can we include qualitative data due to special circumstances? Ex.: several students at our college take one course because they are living in the area temporarily while spouse is stationed nearby.
Answer: Yes, but you must also analyze quantitative data.
FAQs – Section 3 (cont.)

5. What if the numbers in the Basic Skills Progress Tracker are incorrect?

Answer: These numbers are submitted directly from each college to the Chancellor’s Office. Any perceived inconsistencies might be related to a coding problem at the local college. Basic Skills classes are coded CB-08. The college must work on recoding the data to make them correct. While the recoding is being done, colleges can (1) use the data from the tool or (2) provide “correct” data and explain why the submitted data are incorrect as well as the plan to rectify the data submission for the future.
## [1a] 2011-2012 ESL/Basic Skills Allocation

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Allocation for 2011-2012</th>
<th>Total Expenditures by Category from 7/1/11 through 6/30/14</th>
<th>Total Unused Allocation Reverting Back to the State</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Program, Curriculum Planning and Development</td>
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<td>B. Student Assessment</td>
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<td>G.1 Coordination</td>
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<td>G.2 Research</td>
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<tr>
<td>G.3 Professional Development</td>
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<td><strong>TOTAL:</strong></td>
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</table>
FAQs – Form [1a]

1. Where do I type in total allocation?
Answer: Enter the total allocation in the bottom row. The cell is located at the intersection of “TOTAL:” and “Total Allocation for 2012-2013.”

2. I can’t type in the grey boxes. Why?
Answer: The Chancellor’s Office only allocates a total amount. The dollar amounts are only in categories by the local colleges based upon their expenditures.
## [1b] 2012-2013 ESL/Basic Skills Allocation

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Allocation for 2012-2013</th>
<th>Total Expenditures by Category from 7/1/12 through 6/30/14</th>
<th>Total Planned Amounts by Category as of 6/30/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Program, Curriculum Planning and Development</td>
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<td>B. Student Assessment</td>
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</table>
FAQs – Form [1b]

1. Where do I record leftover money?
Answer: In the far right column. Note that the funds should be planned for how each college will spend them. We removed the word “encumbered.”

2. If our plans changed from last year’s reporting, what do we do?
Answer: Record the dollar amounts in the correct category on [1b]. Explain major changes in the narrative.
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.

<table>
<thead>
<tr>
<th>Goal ID</th>
<th>Long-Term Goal</th>
<th>2014-2015 Funds Allocated to this Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>B</td>
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<tr>
<td>C</td>
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</tbody>
</table>

TOTAL ALLOCATION:
FAQs – Form [4a]

1. May we add 1 new goal to last year’s five-year goals?  Answer: Yes

2. May we change our goals for this reporting cycle?
Answer: Tweaking goals is okay; massive change to five-year goals is not okay. We assume that colleges put substantial thought into developing the five-year goals. Unless a college is on Show-Cause or Probation (by ACCJCJC), the goals should still be appropriate. (Funding is not based on goal attainment. Funding is based upon enrollment in CB-08 courses.)
3. Should the Total Allocation cell match this year’s annual allocation?  
Answer: Yes

4. What do we do if we do not plan to spend money on a specific long-term goal this academic year?

Answer: Even if you don’t spend money in this academic year, still record what is allocated toward these goals. Allocated does not necessarily mean that the funds will be spent this academic year, but that you have planned for using them within the two-year cycle.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Associated Long-Term Goal ID</th>
<th>Target Date for Completion</th>
<th>Responsible Person(s)/Department(s)</th>
<th>Measurable Outcome(s)</th>
<th>2014-2015 Funds Allocated to this Activity</th>
</tr>
</thead>
<tbody>
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**TOTAL ALLOCATION:**
FAQs – Form [4b]

1. How do the numbers in the right column relate to the numbers on Form [4a]?

Answer: The activities are conducted to achieve the Long-Term Goals on Form [4a]. The funds allocated on Form [4a] to a goal should equal the sum of the funds for the activities on Form [4b] associated with that goal.
NOTES: 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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Planned Expenditure by Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program and Curriculum Planning and Development</td>
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<td>Student Assessment</td>
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<td>Professional Development</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
</tr>
</tbody>
</table>
1. How long can a college take to spend the 2014-2015 allocation?
Answer: Starting with the new funds in July 2013, colleges will have two academic years to spend the allocations.

2. What happens to any money that is not spent within the new two-year timeframe?
Answer: Money will revert back to Chancellor’s Office to redistribute to other colleges that will spend it.
3. Won’t this two-year cycle (reduced from three) create a sense of rush when we have money left over? What if a college allocates the money and the group does not spend it all? We are already operating one year behind.

Answer: A college should only be one year behind in its spending. The funds are meant to help students in each current year. Last year, we returned unspent funds to CA. 😞
4. Are the Planned Expenditures amounts on Form [5] related to the amounts on Forms [4a] and [4b]?

Answer: Yes. Forms [4a] and [4b] show the amounts allocated to the goals and activities. Form [5] disaggregates those amounts into categories used to fund the activities and goals.

5. Why are there only 6 categories now rather than 9?

Answer: This is an effort to simplify form and align better with Chapter 489 of the 2007-2008 budget language.
FAQs – General

1. Why does the form changes every year? Answer: The narrative questions change so that we gain new information and colleges have an opportunity to reflect upon different items. The changes in the actual forms are minor and are done to simplify them. When colleges developed their five-year goals, those goals should have been in sync with the Ed Master Plans.

2. When do schools receive the funds? Answer: Funds are distributed monthly, starting with July. Adjustments, if needed, are made in February.
3. Since funding is now to be spent within two years (beginning with 2013-2014 funding cycle), do we track students for a two-year period to align with funding cycle?

Answer: No. Continue to track for three years.

4. If a pre-transfer level class in mathematics or English counts toward the AA degree as an elective, can BSI funds be used for an initiative that supports such a course? A high percentage of students in these courses come through developmental pathways that contain basic skills courses.  

Answer: Yes
5. Is it a conflict of interest if I am both the BSI Coordinator and the Academic Senate President and I sign for the AS?  Answer: Nope

6. Why do the CIO and CSSO now need to sign?  
Answer: They asked to sign.

7. Is it possible for the Chancellor’s Office to capture data for the students who have been directly impacted by a particular BSI-funded program?  Answer: Colleges report aggregated data only.
8. Can we use BSI funds for the intermediate algebra class?

Answer: Yes. Funds may be used to support students in intermediate algebra. This course is not a basic skills coded class as it is degree applicable. BSI funds can be spent on classes that are below transfer, even if they are not basic skills. Classes coded as Basic Skills (CB 08) earn BSI money where as intermediate algebra does not earn BSI funds but the money can be spent on it.
FAQs – General (cont.)

9. Do we have a guarantee that the BSI allocations will continue?
Answer: We do not have any indication that the funding will be reduced. However, there is no guarantee.

10. Who serves on the Basic Skills Advisory Committee?
Answer: There are representatives from the following groups: ASCCC, CEO, CIO, CSSO, RPGroup, Non-credit, CCCCCO, 3CSN (3CSN as LACCD is receiving the BSI Professional Development Grant).
CCCCO – basic skills site
http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx

OR:
http://www.cccco.edu/ Systems
Operations → Divisions → Academic Affairs → Basic Skills & English as a Second Language

Questions? Thank you!