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

[1]. 2010-2011 | 2011-2012 | 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Reports for FY 2012-2013
Reports follow at forms 1a-1c.

[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?
Berkeley City College: *A Culture of Evidence and Assessment in service of Foundational Skills Students*
Since our transition into our single-building facility in 2005 from multiple spaces in Downtown Berkeley, and the beginning of an increase in District funding for full-time positions (faculty, staff, and administrators), BCC has worked diligently to increase data resources to support data-driven decision making, including in the area of Basic Skills Initiative (BSI) resources, via 1) a Culture of Evidence and Assessment; and 2) Shared Governance

Perhaps most significant is the work of faculty, staff, and administrators to create a Culture of Evidence and Assessment to ensure the BCC Master Educational Plan priorities of Foundational Skills (Students First 2) and Removing Barriers to Access (Students First 3) are not only understood and addressed with innovative measures, but institutionalized into BCC curriculum, student support and learning services, and finally institutional culture.[1] Gratefully, a 5-year Department of Education Title III grant has funded significant strides in the strengthening of the Assessment Committee and faculty Professional Development, via the BCC Teaching and Learning Center, to nourish a Culture of Evidence and Assessment. However, very thankfully, BSI has funded the implementation of much of this innovative research and decision making, including Self-Guided Assessment, Accelerated Curriculum with imbedded Supplemental Instruction, and common portfolio review.

An example of the success of BCC's English Department will appear in the Fall 2013 addition of <u>Assessment Update</u> where English Department Chair and Assessment Committee Chair Jennifer Lowood will publish BCC's success in utilizing faculty-led Assessment (SLOs and ILOs) to discover opportunity in English curriculum, especially for Basic Skills (BS) students, and then BCC's implementation of sweeping changes to Assessment of Students, creation of Accelerated English/ESL Curriculum, and English/ESL Common Portfolio Assessment.

Excellent opportunity still exists to strengthen our commitment to our Master Plan's second priority, a Culture of Collaboration, including increased Student Services /Instruction Collaboration (Culture of Collaboration 1) and complete institutionalization of our District-Wide Education Decision-Making (Culture of Collaboration 2) framework via an active Shared Governance system.

As BCC continues to refine Shared Governance decision-making, based on cross-college data, BCC is committed to increase: 1) Clarity of the Shared Government process and powers; 2) Need to nourish greater and more diverse participation of all departments and service areas, including grants, in Shared Governance; as well as 3) Faculty, Staff, and Administrator access to, and understanding of, student success data, especially for students facing multiple barriers.

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?

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[1] http://www.berkeleycitycollege.edu/wp/prm/files/2012/10/Educational_Plan_BCC.pdf

Opportunity Ahead: *Increasing Data-Driven Shared Governance Capacity & Student Services-Instruction Collaboration*
Several excellent opportunities exist to strengthen BCC service to ESL and Basic Skills students, as well as our organizational system overall, including: 1) Nourishing more robust and effective data-driven Shared Governance; 2) Increased Student Services and Instruction Collaboration; and 3) Increased BCC resources/capacity to gather, analyze and understand data.

As noted above, opportunity exists to increase regular participation and robust use of the BCC Shared Governance model. Specifically, use of the Planning and Budget Integration Model, via systematic advising of senates, committees, and subcommittees to our BCC Roundtable and District Planning and Budget Integration Counsel in order to fully Institutionalize District-Wide Educational Decision-Making using data to drive financial decision-making with data is key.

BCC welcomes from CCCCO and BSI examples of best practices and lessons learned to provide professional development opportunities for members of the BSI Committee, as well as the entire BCC community, in highly effective data-driven Shared Governance models, especially surrounding grants and basic skills.

Another area of opportunity, and a BCC Education Master Plan priority, is Student Services-Instruction Collaboration. Our successful scaling up of our PERSIST Learning Community model from one cohort to 5 cohorts this fall, our BCC First Year Experience (FYE), presents an incredible case study of the lessons learned and magic made when Student Services and Instruction collaborate.[2] From One-Stop Assessment, Orientation, AND registration to integrated English and Counseling courses, as well as intrusive academic counseling and student support services, FYE students, including 75 BS students, are reaping the benefits! We are excited to review the data at semester end. However, understanding and working through long-term barriers to Student Services-Instruction Collaboration, including tension over sovereignty (Counselor v. Faculty Advising, etc.) and funding, especially in the face of limited and changing (SSSP) Student Services as well as Counseling Resources, remains critical.

BCC would deeply appreciate guidance from the CCCCO and BSI regarding best practices and lessons learned in the area, as well as how the changes to matriculation via SSSP could foster this Students Services-Instruction Integration.

Finally, perhaps a common plea: data assistance. Our ability to make data-driven decisions, to serve our students, especially those BS students facing multiple barriers, to secure funding in the current economic and political framework (Student Success Scorecard, SSSP, etc.) and meet accreditation requirements, all rely upon data, including: 1) Ready access to correct data and 2) Strengthening college and district data capacity.

BCC currently works to braid grants resources to access key data resources. For example, with Title III, BCC will temporarily hire a contractor to collect data, and last year, to survey our students BCC harnessed BSI funds to support the Center for Community College Student Engagement (CCCSE). BCC seeks to increase our institutional data gathering and analysis capacity, including the use of federal, state, and district tools, via professional development in our faculty, staff, and administrators.

Additionally, in discussion with our regional BSI network, as well as our Curriculum and Assessment Committees, BCC shares deep concerns that efforts to accelerate curriculum, especially ESL and English, are not being fully captured by current data mechanisms because the courses are no longer technically BS. (Scorecard, etc.).

BCC strongly welcomes resources (human and economic), professional development opportunities, and guidance from CCCCO and BSI on how to increase faculty, staff, and administrator access to and capacity with data, as well as ensure data is a reliable base upon which to make decisions as well as communicate our progress to the public.

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[2] The BCC FYE pairs a student's English Course (college transfer and accelerated basic skills) with a counselor-taught college and career readiness course. Both of the paired classes have integrated the Academy for College Excellence (ACE) model, including Learning Style Assessment, Authentic Communication, and Self/Team Management. ACE, which has proven highly successful with our PERSIST and Health and Human Services BS Learning Communities, provides not only support for students to navigate the often-multiple barriers they face, but professional development, via BSI funded Faculty Experimental Leadership Institute (FELI) training, for our faculty to teach to BS students skill sets as well as more successfully traverse complex personal and classroom-management issues which can emerge.

What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?
Moving Forward for Basic Skills Students: *Increasing Shared Governance & Data Capacity to serve Basic Skills Students*
As noted above, qualitative and quantitative data resources do exist in limited form at BCC and our District, as well as present the opportunity be nourished, understood by faculty, staff, and administrators, and utilized to drive decision-making in BCC and Shared Governance. For example, this Spring BSI funds to support the Center for Community College Student Engagement (CCCSE) and that data informed both our 13-14 BCC college-level goals as well as our BSI allocations.

In order to more fully align with BCC's Educational Master Plan priorities, in addition to the re-creation of a BSI Committee beneath the BCC Education Committee, BSI will also seek advice from BCC's highly-effective sub-committees of the BCC Faculty Senate, the Assessment Committee and Curriculum Committee to support transfer of data from data holders to increase college-level understanding of the barriers-to-success faced by BS students, as well as provide professional development to faculty, staff, and administrators best practices with data to ensure we serve our students, especially BS students.

To increase capacity for this work within BCC, the FY13-14 BSI allocation includes funding for both a contract researcher to provide data analysis and/or payment to our District Institutional Research office for these services, as well as funding to provide professional development for faculty, staff, and administrators in the use of federal, state, and local data resources. With this data gathered and analysis complete, the BSI Committee will present this information to BCC Shared Governance in order to ensure data-driven and transparent decision-making, especially around institutionalization of grant-funded BS innovations, via BCC's general fund resources.

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool
Was your college's basic skills program more successful in 2010-2012 than it was in 2008-2010? How did you determine the answer? How did you measure the success?

English: *A Model of Assessment-Driven Accelerated Curriculum and Common Portfolio Review*
BCC English Faculty has used assessment data and grant funding to dramatically alter Student Assessment, accelerate curriculum, and provide professional development, including a common portfolio review process during dead week. English 204A accelerates BS students through multiple layers of remediation via accelerated curriculum and portfolio assessment (common, analytic rubric providing students feedback in 10 skill areas). BCC 204A students with an A or B grade may petition for English 1A transfer credit. Since spring 2012, 45 BCC 204A successfully earned such transfer credit!

Comparison of the 2008-2010 and 2010-2012 cohorts, beginning four levels below transfer, revealed **more than a doubling of our 10-12 students' success in transfer level English over 08-10.**

	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010
	Four Levels Below Transfer	Four Levels Below Transfer	Four Levels Below Transfer	Three Levels Below Transfer	Three Levels Below Transfer	Three Levels Below Transfer	One Level Below Transfer	One Level Below Transfer	One Level Below Transfer	Transferable	Transferable	Transferable
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
Berkeley City Total	137	144	77	18	20	11	34	53	23	20	27	9
English - Writing	137	144	77	18	20	11	34	53	23	20	27	9
Percent			0.562043796			0.080291971			0.167883212			0.065693431
	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013
	Four Levels Below Transfer	Four Levels Below Transfer	Four Levels Below Transfer	Three Levels Below Transfer	Three Levels Below Transfer	Three Levels Below Transfer	One Level Below Transfer	One Level Below Transfer	One Level Below Transfer	Transferable	Transferable	Transferable
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
Berkeley City Total	119	128	84	11	12	6	30	45	17	23	49	18
English - Writing	119	128	84	11	12	6	30	45	17	23	49	18
Percent			0.705882353			0.050420168			0.142857143			0.151260504

Comparison of the 2008-2010 and 2010-2012 English cohorts, beginning three levels below transfer, revealed **reduction in 10-12 students' success in transfer level English over 08-10.** Perhaps this is impacted by the small number of students starting three levels below transfer in 2008.

	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010
	Three Levels Below Transfer	Three Levels Below Transfer	Three Levels Below Transfer	One Level Below Transfer	One Level Below Transfer	One Level Below Transfer	Transferable	Transferable	Transferable
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
Berkeley City Total	8	8	.6	1	1	0	4	8	4
English - Writing	8	8	6	1	1	0	4	8	4
Percent			0.75			0			0.5
	Spring 2010-Summer 2013	Spring 2010-Summer 2013	Spring 2010-Summer 2013	Spring 2010-Summer 2013	Spring 2010-Summer 2013	Spring 2010-Summer 2013	Spring 2010-Summer 2013	Spring 2010-Summer 2013	Spring 2010-Summer 2013
	Three Levels Below Transfer	Three Levels Below Transfer	Three Levels Below Transfer	One Level Below Transfer	One Level Below Transfer	One Level Below Transfer	Transferable	Transferable	Transferable
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
Berkeley City Total	27	31	13	4	6	2	7	10	5
English - Writing	27	31	13	4	6	2	7	10	5
Percent			0.48148148			0.074074074			0.185185185

Comparison of the 2008-2010 and the 2010-2012 cohorts, beginning two levels below transfer, revealed **a 33% increase in BS students' success in transfer level English.**

	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010
	One Level Below Transfer	One Level Below Transfer	One Level Below Transfer	Transferable	Transferable	Transferable
	Students	Attempts	Success	Students	Attempts	Success
Berkeley City Total	253	372	148	84	111	46
English - Writing	253	372	148	84	111	46
Percent			0.584980237			0.181818182
	Spring 2010-Summer 2013	Spring 2010-Summer 2013	Spring 2010-Summer 2013	Spring 2010-Summer 2013	Spring 2010-Summer 2013	Spring 2010-Summer 2013
	One Level Below Transfer	One Level Below Transfer	One Level Below Transfer	Transferable	Transferable	Transferable
	Students	Attempts	Success	Students	Attempts	Success
Berkeley City Total	174	239	99	80	136	43
English - Writing	174	239	99	80	136	43
Percent			0.568965517			0.247126437

ESL: *Applying BCC's English Acceleration and Common Assessment Model as well as Multiple Measures Assessment*
Mirroring the work of English, BCC ESL Faculty has used assessment data and grant funding to dramatically alter Student Assessment to include Self Assessment, accelerated curriculum, and provided professional development, including a common portfolio review process. ESL's curriculum now seeks to accelerate BS ESL students through multiple BS ESL courses and increase student's success.

ESL started student assessment, curriculum assessment, and portfolio review after the English Department. So while data shows **success at transfer writing courses stayed near 25%, there is a marked increase in successful completion of ESL Writing courses one level below transfer increasing from 65% to 77%. A similar improvement pattern emerges within ESL Listening Courses as well.**

With respect to ESL Reading courses, **Reading course data reveals two pieces of key information, reduction in the number of students within cohorts since 2008-2010 and reduced or flat student success.** Outreach and partnership building efforts, including allocation of BSI funding to a BS counselor to conduct in/outreach, one-stop orientation, assessment and registrations, as well as provide high school transition services is validated. While integrated ESL course data shows holding and increase of success, the same pattern, **decreased enrollment in Integrated ESL courses emerges at each level below transfer.** Finally, in review of ESL Listening course data the same pattern emerges as well. Again, both BSI, Title III, and general fund will support the ESL Department in increasing outreach and partnership.

Math: SLO Assessment and Computational Skills ILO
The Math department spent 2012-2013 completing SLO Assessment for their courses, as well as assessing the BCC ILO of Computational Skills. Emerging from this process are efforts to deal with the complex registration barriers of the innovative modular mathematics courses, as well as a strong indication of cross-department student struggle with word

problems. <u>**Data reflects incremental increase towards BCC's BSI goal to increase rate of students starting three or more levels below transfer to complete transfer level course by 5%. The increase from 42% to 70% in student success from the initial cohort is promising and calls for additional understanding of student rates of return to advanced coursework and increasing later success one and two levels below transfer.**</u>

	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010	Fall 2008-Summer 2010
	Three Levels Below	Three Levels Below	Three Levels Below	Two Levels Below Transfer	Two Levels Below Transfer	Two Levels Below Transfer	One Level Below Transfer	One Level Below Transfer	One Level Below Transfer	Transferable	Transferable	Transferable
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
Berkeley City Total	124	134	53	42	52	25	19	21	13	13	15	13
Mathematics	124	134	53	42	52	25	19	21	13	13	15	13
Percent			0.4274194			0.2016129			0.1048387			0.10483871

	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013	Fall 2010-Summer 2013
	Three Levels Below Transfer	Three Levels Below Transfer	Three Levels Below Transfer	Two Levels Below Transfer	Two Levels Below Transfer	Two Levels Below Transfer	One Level Below Transfer	One Level Below Transfer	One Level Below Transfer	Transferable	Transferable	Transferable
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
Berkeley City Total	107	122	75	53	58	30	19	21	16	21	38	14
Mathematics	107	122	75	53	58	30	19	21	16	21	38	14
Percent			0.7009346			0.2803738			0.1495327			0.130841121

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

Report follows at forms 4a.

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

Report follows at form 4b.

[5]. 2013-2014 ESL/Basic Skills Allocation Expenditure Plan

Report follows at form 5.

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

College Name: __Berkeley City 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, revert back to the State Budget. Enter from the 2010-2011 allocation the total expenditures from 7/1/2010 through 6/30/2013, for each budget category. The total must not exceed the total basic skills allocation for 2010-2011 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.

Category	Total Allocation for 2010-2011	Total Expenditures by Category from 7/1/10 through 6/30/13	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development	30,000	17,652.32	
B. Student Assessment	1,000		
C. Advisement and Counseling Services	5,000		
D. Supplemental Instruction and Tutoring	20,000	9228.95	
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment	20,000	55,911.73	
G.1 Coordination	5,000		
G.2 Research	744	4,934.00	
G.3 Professional Development	8,000	2,017.00	
TOTAL:	89,744	89,744	0
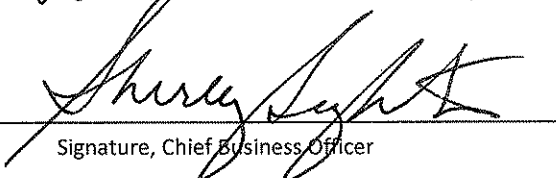
*** **PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

_____   __10/10/13__
Signature, Chief Executive Officer   Date

_____   __10-9-2013__
Signature, Academic Senate President (acting as Senate President)   Date

_____   __10-9-13__
Signature, Chief Business Officer   Date

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

College Name: _____ **Berkeley City 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 planned amounts from 7/1/2011 through 6/30/2013, 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.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development	27,252	21,090.02	
B. Student Assessment			
C. Advisement and Counseling Services			3,000
D. Supplemental Instruction and Tutoring	36,748	25,919.62	5,000
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment	22,000	25,038.08	7,237.25
G.1 Coordination			
G.2 Research			
G.3 Professional Development	4,000	713.03	2,002
TOTAL:	90,000	72,760.75	17,239.25

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

_____   10-10-13
Signature, Chief Executive Officer   Date

_____   21 OCT 13
Signature, Academic Senate President   Date

_____   10-10-13
Signature, Chief Business Officer   Date

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

College Name: _____ **Berkeley City 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 2012-2013 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2013, 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.

Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/13	Total Planned Amounts by Category as of 6/30/13
A. Program, Curriculum Planning and Development	28,000	10,396.07	6,000
B. Student Assessment			7,527.34
C. Advisement and Counseling Services			8,000
D. Supplemental Instruction and Tutoring	34,000	8,453.03	26,000
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment	13,000	7,623.56	6,000
G.1 Coordination			
G.2 Research	5,000		5,000
G.3 Professional Development	10,000		5,000
TOTAL:	90,000	26,472.66	63,527.34

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

_____   10-10-13
Signature, Chief Executive Officer   Date

_____   21 OCT 13
Signature, Academic Senate President   Date

_____   10/10/13
Signature, Chief Business Officer   Date

Due October 10, 2013

College Name: **Berkeley City College** _____

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

REFER TO LAST YEAR'S FORM.

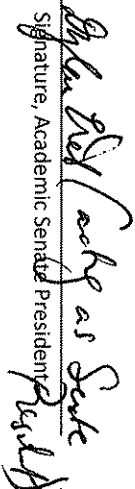Insert your long-term goals from the report you submitted last year.

Insert your 2013-2014 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal	2013-2014 Funds Allocated to this Goal
A	Increase the rate at which students that begin ESL composition classes below transfer level and successfully complete English 1A by 5% above the 2009-2010 rates.	31,666.66
B	Increase the rate at which students that begin English composition classes below transfer level and successfully complete English 1A by 5% above the 2009-2010 rates.	26,666.67
C	Increase the rate at which students beginning three or more levels below transfer level math complete a transfer level course by 5%.	31,666.67
	TOTAL ALLOCATION:	90,000.00
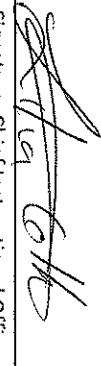
*** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!
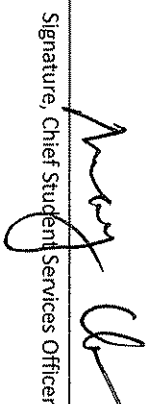
Signature, Chief Executive Officer   Date

Signature, Academic Senate President   Date   10-7-13

Signature, Chief Instructional Officer   Date   10-9-13

Signature, Chief Student Services Officer   Date   10|10|13

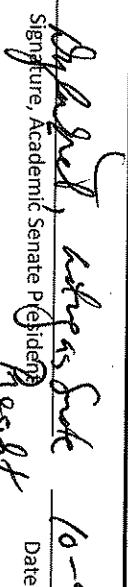*Due October 10, 2013*

College Name: Berkeley City College

Insert your 2013-2014 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)	2013-2014 Funds Allocated to this Activity
ESL Orientation, Self-Guided Assessment, and Registration One-Stops	A	Fall 2013 to Summer 2014	Laurie Brion/ESL Department Chair	1) 90% of ESL students receive ESL Orientation, Self-Guided Assessment, and Registration via One-Stop model 2) Hold at least one Orientation-Assessment-One-Stop per year for Berkeley Adult School students 3) Validation of this Self-Guided Assessment Method for use as part of multiple measures	5,000
Basic Skills ESL Writing Workshops Supplemental Instruction	A, B	Fall 2013 to Summer 2014	Laurie Brion/ESL Department Chair/ Jenny Lowood/English Department Chair	1) Completion of BSI funded creation of ESL and English Accelerated models, including imbedded SI, with English 204A/208 2) Provide evening/weekend ESL and English Writing Workshops for BSI students facing multiple barriers, including employment	10,000
Basic Skills English Writing Workshops Supplemental Instruction for Evening and Weekend Students	C	Fall 2013 to Summer 2014	Kelly Pernell/Math Department Chair	1) Research and design Math Tutoring and SI to address retirements and Math SLO assessment and ILO concerns by Dec 2013 2) Implement plan by February 2014	10,000
Math Tutoring and SI Program Development and implementation (BCC is losing/has lost our two long-term Math tutoring coordinators to retirement)	A, B, C	Fall 2013 to Fall 2014	Dr. May Chen/VPSS Lilia Celhay/VPI	1) Increase the number of Basic Skills students receiving One-Stop enrollment at Assessment and Orientation by 35% 2) Increase BCC BS in-reach and outreach efforts by 50%, especially within local high schools, community groups, and BCC CTE as well as BCC Learning Communities (Spanish Medical Interpreter, PERSIST, PACE, Health and Human Services, EOPS, FYE, etc.)	17,000
Basic Skills Counselor to provide One-Stop enrollment at existing BCC Assessment and Orientation, transition services, outreach, in-reach, and partnership building	A, B, C	Spring 2014	Maeve K. Bergman /Director of Special Projects and TBD/Learning Resource Center Coordinator	1) Increase access to (increase number of open evening hours and Saturdays) by 35% 2) Increase understanding of resources available to BS students (signage, announcements, and training on resources by students, faculty, staff, and	24,000
Basic Skills Resource Center in BCC Learning Resource Center, including above noted Math tutoring, general fund English and ESL drop in tutoring, as well as: • Self-serve scanner and software to					

Activity	A,B,C	Timeline	Responsible	Measurable Outcomes	Allocation
record for research use and use patterns of BSI Tutors • Reserve Math, English, ESL, and other BS-related textbooks for use after library hours • Mobile Computing Resources for Check Out by Basic Skills Instructor and Learning Communities (Spanish Medical Interpreter, PERSIST, PACE, Health and Human Services, EOPS, FYE, etc.) • BS Software, including Kurzweil				administrators) by 70% 3) Increase usage (track increase of rates of BS students) of learning support resources for Basic Skills students, especially those facing multiple barriers by 50%	12,000
Professional Development, including: • Reading Apprenticeship, especially for BS-serving instructors cross-BCC; • Faculty Experiential Learning Institute (FELI) on Academy for College Excellence, BS-serving instructors cross-BCC • Addition BS Professional Development Opportunities for Faculty, Staff, and Administrators	A, B, C	Fall 2013 to Fall 2014	Gabe Winer/ESL Instructor and Professional Development Coordinator	1) Train at least two full-time faculty members in each BCC department in Reading Apprenticeship, offer those interested chance to take RA Coaching Course; 2) FELI train at least two full-time faculty member/counselors per dept; attendance at and reporting back of additional SSSP and BSI-related PD conferences. 3) Provide funding for faculty advising program and train at least one FT instructor from each dept.	12,000
Basic Skills Coordination, including: • Coordination of BSI Committee • Coordination of BSI Resources • Coordination of BSI Research and Reporting • Attendance at BSI Events • BSI Liaison to BCC Shared Governance Basic Skills Research • Design of Coordinated BS Research • Implementation of BS Research Plan	A, B, C	Fall 2013 to Fall 2014	Maeve K. Bergman /Director of Special Projects and IR/Peralta Community College District	1) Hold all BSI Committee meetings 2) Collect data and feedback from Shared Governance (Assessment, Faculty Senate, Roundtable, etc.) 3) Present budgeting and research represent BSI in Shared Governance 4) Track BSI student success and report to BCC community, District, and partners 5) Train 50% of Math, ESL, and English Faculty on the use of the CCCCO BS Tracker and the PCCD BI Tool	12,000
				TOTAL ALLOCATION:	90,000

Signature, Chief Executive Officer   10/10/13   Date

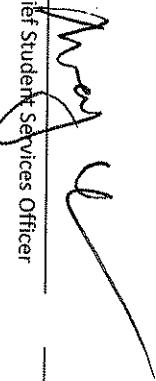Signature, Academic Senate President   10-9-13   Date

_____
Signature, Chief Instructional Officer

10-9-13
Date

_____
Signature, Chief Student Services Officer

10/19/13
Date

2012-13 ESL/Basic Skills Allocation End-of-Year Report
2013-14 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

[5] 2013-2014 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2013

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.

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015. All unexpended funds as of July 1, 2015, 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, 2015. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.
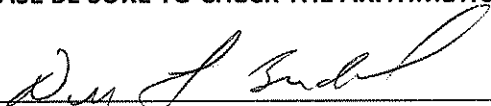
College Name: ___ **Berkeley City College** ___

2013-2014 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):
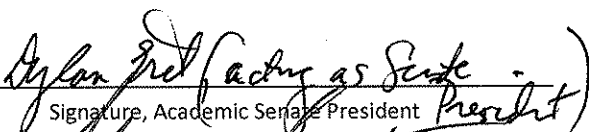
Name	Position	Email
Maeve Katherine Bergman	Director of Special Projects & CTE	mbergman@peralta.edu
Catalina Herrera	Staff Assistant/Admin (Grants)	cherrera@peralta.edu

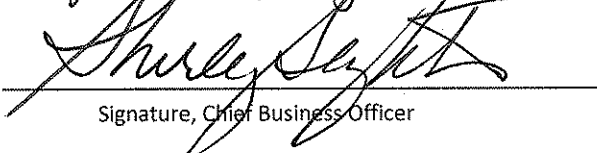| Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	5,000
Student Assessment	3,000
Advisement and Counseling Services	17,000
Supplemental Instruction and Tutoring	41,000
Coordination & Research	12,000
Professional Development	12,000
TOTAL:	90,000

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

___ Signature, Chief Executive Officer ___   ___ 10/10/13 ___ Date

___ Signature, Academic Senate President (acting as Senate President) ___   ___ 10-T-13 ___ Date

___ Signature, Chief Business Officer ___   ___ 10-9-13 ___ Date