2013-2014 ESL/Basic Skills Allocation End-of-Year Report
2014-2015 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

Please find attached the instructions and form templates for submission of your 2013-2014 Basic Skills Allocation End-of-Year Report and your 2014-2015 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. Contact: If you have any questions regarding program expenditures or the submission of these documents, please send your questions to **basicskills@cccco.edu**.

[1]. 2011-2012 | 2012-2013 | 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Reports for FY 2013-2014
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, 2014 for each of the funding years. Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

[2]. Narrative Response: Respond to the following questions
How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so? Please limit your response to two pages total. (NOTE: There is no form for this section.).

Berkeley City College: Successful and In-Progress Institutionalization of Basic Skills Innovation
Berkeley City College (BCC) has continued to work to institutionalize basic skills funded programs and projects; including interventions to serve students in basic skills courses at all each phase our students' experience (connection, entry, progress, and transition/transfer). However, our work has unearthed a few obstacles to institutionalization, including data capacity, planning, and systems opportunities which inform and motivate our planning and work moving forward.
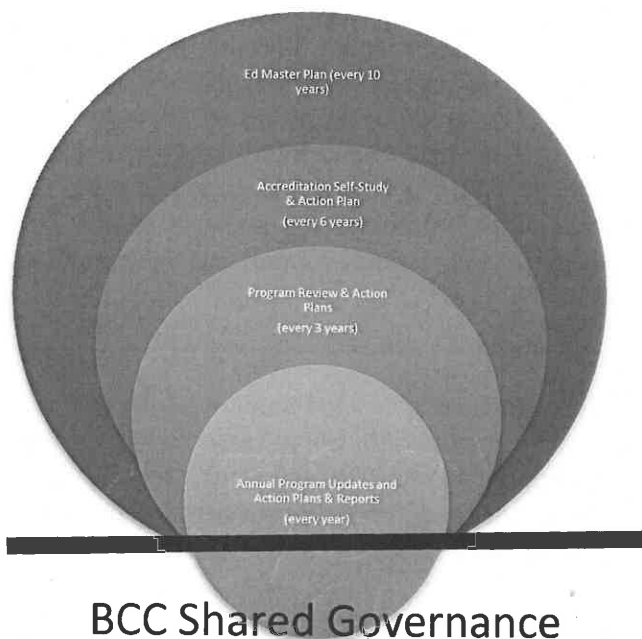
Currently, BCC faculty and staff are collaborating around the following basic skills funded programs and projects:

Institutionalized	Institutionalization in Progress
Accelerated English, ESL, and Statistics Curriculum Development • BCC English and ESL faculty has created via robust assessment of existing courses and Teaching and Learning Center professional development significant redesign of BCC's basic skills and ESL courses. The result is an innovative acceleration models which honors each student and provide transfer-level coursework for all students, faculty professional development in diverse learning styles and self-management, and common metric and portfolio scoring. These important components are paired with robust supplemental instruction discussed to the right. • BCC math faculty developed pre-statistics, math206, formally "algebra for statistics" to help accelerate non-STEM students through the remedial math curriculum on their way to transfer-level statistics. The 5-credit remedial course provides a contextualized and student-centered teaching of elementary statistics and probability in preparation for math13, introduction to statistics.	Increased and targeted resources for students in basic skills courses, including increased tutoring and supplemental instruction for students in basic skills courses • Innovative supplemental Instruction which dovetails with English and ESL Accelerated Curriculum (the Writing Workshop). The Writing Workshop couples with English and ESL curriculum to provide students multiple hours of structured access to English and ESL faculty and staff in a college computer laboratory to work on assignments and receive structured instruction, feedback, and support • Evening and weekend tutoring resources in the Berkeley City College main and south campus Learning Resource Centers • Basic Skills and ESL Course textbook lending library within the Berkeley City College Library

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ESL Assessment and Orientation	Enhanced Multiple Measures Placement
• One Stop Assessment and Orientation for ESL students, including ESL faculty and ESL video • Based on limitations of current placement test, ESL faculty created an enhanced multiple measures assessment placement via Guided Self Placement. Students are given the opportunity, after taking the ESL placement test, to review (listen, read, etc.) multiple written and spoken samples. Students are empowered, with the support of ESL faculty member, to determine which samples aligns with their current reading, writing, and speaking levels. As of fall 2014, SSSP will fund.	• In spring 2014, BCC piloted the use of cumulative GPA to enhance placement in transfer or accelerated basic skills English courses. Under the guidance of the English faculty, the GPA pilot with Berkeley High School allows students with a 3.3 GPA to be placed directly into transfer level courses. Both communities eagerly await the results of the pilot to inform our community discussion on the scaling of this effort to other high schools and/or areas of the placement process (math, etc.) as we seek solutions and innovation to address a potential barrier to entry.
One-Stop Assessment and Orientation	**Basic Skills Counselor and Outreach Specialist**
• Providing opportunities for students placing into basic skills and ESL courses to meet immediately with a BCC counselor to discuss transfer and career interests, develop the initial student education plans (SEP), and complete registration, including within Berkeley City College Learning Communities focused supporting students to transfer or meaningful career (PERSIST, First Year Experience, ESL, Public and Human Services, etc.). In 14-15, SSSP will fund additional counselors.	• Continuing to pilot this innovative dedicated basic skills and ESL counseling team which not only provides one-stop assessment and orientations, but also provides critical outreach support to faculty and staff, including with local and regional K-12, adult schools, and community organizations • Support basic skills and ESL faculty and staff to connect with the CTE and Learning Communities to promote registration in English, ESL, and math courses which would benefit students' success
Faculty Professional Development is resourced from General Funds, Basic Skills, and Perkins	**Staff Professional Development**
• Teaching and Learning Center (TLC) professional development activities • Faculty Experiential Leadership Institute (FELI) • Participation in the California-wide projects sponsored by 3csn, including Reading Apprenticeship, the California Acceleration Project	• Collaborating to ensure resources also available for Classified and Administrative staff to also engage in professional development activities, including technical trainings, the TLC, and other local and regional professional development activities which benefits their departments and service areas
ESL Outreach and Partnership Development	**Basic Skills Outreach and Partnership Development**
• Utilizing CTE and Perkins funding, the BCC ESL faculty have nourished an incredible industry advisory to ensure BCC is meeting students were they are and supporting them in degree and career, as well as building enrollment to sustain important advanced ESL resource for students	• Utilizing basic skills counseling and our SSSP/CTE resources, including the Student Ambassadors, build upon faculty and staff efforts to foster critical relationships with K-12, Adult Schools, and community and industry partners to seamlessly transition students amongst our communities
Faculty Mentorship	**One-on-One Mentoring and Peer Mentorship**
• BCC instruction and counseling faculty have worked ardently through collaboration and shared governance to understand and begin the pilot of faculty mentorship, including creating resources for all faculty to understand the best point to advise or refer. BCC looks forward to the outcome of this pilot, particularly for students in basic skills and ESL courses. Local funding (PASS has been secured).	• Multiple Berkeley City College Learning Communities have models of efforts to connect students to provide each other support, companionship, and community (ESL, Global Studies, Public and Human Services, PERSIST, WRAP mental health peer counselors, etc.). Collaborating with these programs to sustain and scale such important efforts for students in basic skills and ESL courses. Excitedly, local funding has

	been devoted to this effort (PASS)
Local Data Development and Validation • Increased college and district level data resources, including multiple positions and hires! • Review of basic skills course data and coding to ensure reporting of our students' success • Training on the BI, regional, and state data tools for faculty and staff	Data validity and capacity building: • Continue efforts to ensure the state chancellor's data tools reflect all of BCC's excellent outcomes, particularly in the areas of basic skills and ESL courses • Continue support to faculty and staff to build data capacity and resources to allow continued assessment of their efforts to support students

While the BCC community has worked to institutionalize basic skills funded programs and projects, we remain both cognizant of the opportunity and excited to increase our capacity around data, tools and systems for integrated planning. Very thankfully, more state, regional, local, district and college resources have emerged to increase access to quantitative data. BCC remains committed to increasing our community's capacity to understand and communicate such data to inform our decision making and planning, particularly around the development of data plans with measurable outcomes for our annual college goals. This links directly to a community desire to engage technology and culture to continuously increase our community's clarity around, and participation in, and robust integration of, decision-making and planning systems, diverse planning efforts (educational master plan, program reviews and annual program updates, project and program reporting (SSSP, BSI, equity, Perkins, etc.) grounded in shared governance. Excitedly, in the fall of 2014, we have begun these efforts in earnest including not only beginning to visual this integration, but concretely working together align of reporting and planning efforts for SSSP, Basic Skills Initiative, and Equity planning to serve our students via scaling of best practices and economies of scale.

Ed Master Plan (every 10 years)

Accreditation Self-Study & Action Plan (every 6 years)

Program Review & Action Plans (every 3 years)

Annual Program Updates and Action Plans & Reports (every year)

BCC Shared Governance

How are you scaling up successful projects and programs?

BCC Learning Communities: *A Laboratory of Innovation, and a means to Scale!*

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BCC has successfully scaled basic skills funded programs and projects across the college, particularly via our Learning Communities, an integration of student services and instruction to provide success for students facing multiple barriers. Perhaps the best examples include those of the basic skill student serving PERSIST Learning Community. Basic Skills Initiative funded best practices which have now been scaled to a larger number of students with via the accelerated English curriculum, First Year Experience, and SSSP include:

Basic Skills Initiative Innovation or Pilot	Scaled Program or Service	Current Funding Source
One Stop Assessment and Orientation Pilot developed by the PERSIST faculty and staff in coordination with the BCC Assessment and Orientation to connect students assessing into basic skills courses with Learning Communities providing integrated support	Initially piloted by staffing Assessment and Orientation with general and Learning Community counselors provide students One Stop Assessment and Orientation, including initial SEP and registration. Now, this model will be scaled to offer Stop Assessment and Orientation provided by multiple BCC Counselors at every Assessment and Orientation.	As of fall 2014, Basic Skills, SSSP, CTE Funds, Local Funds (PASS)
ESL Assessment and Orientation with Enhanced Multiple Measures Placement Assessment	ESL Assessment and Orientation with Enhanced Multiple Measures Placement Assessment	As of fall 2014, SSSP
PERSIST and Public and Human Services Learning Communities faculty and staff trained on Academy for College Excellence (ACE, formerly Salinas Digital Bridge) pedagogy via the Faculty Experiential Leadership Institute (FELI). They then integrated this into their programs of study/ pathway to support student success of students enrolled in basic skills courses and those facing multiple barriers

Faculty and Staff Development via FELI and Faculty Learning Communities (Communities of practice nourished between First Year Experience Faculty allowing faculty and staff to support each other and the students during the semester) | Integrated ACE Pedagogy into accelerated English Curriculum and linking of counseling course with English course in First Year Experience and other Learning Communities.

This pedagogy, plus the community of practice created within Learning Communities, nourishes increased resources and safety net for students, as well as decreased faculty and staff isolation, increased peer-to-peer professional support and development | General Fund

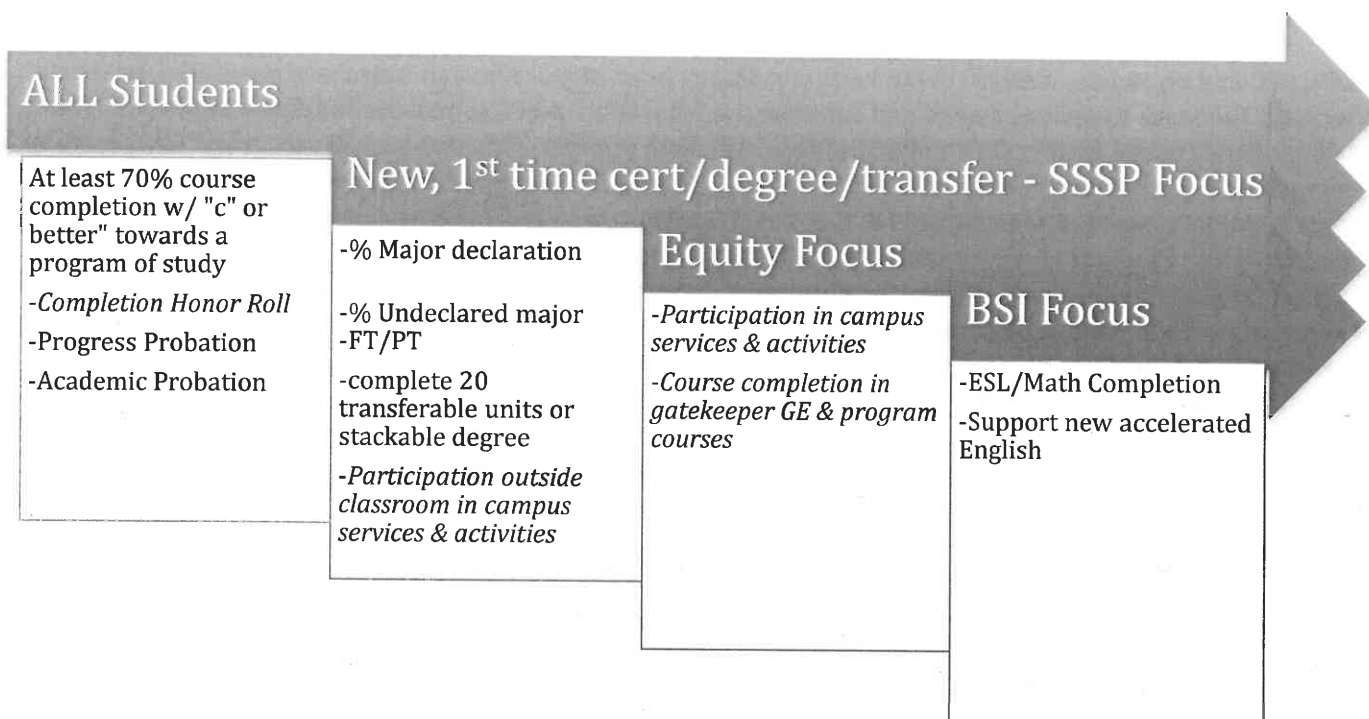CTE Funds and revenues from opening FELI to other local colleges |

How does your basic skills fund support the goals of SSSP plans and Student Equity plans?
BCC faculty and staff have begun the effort to align and braid the annual assessment and planning resources of the Basic Skills Initiative with our college's SSSP and student equity reporting and plans. Not only does this increase sharing of department/service area best practices and lessons learned more robustly across silos, time and financial resources are increased via economies of scale to serve students facing multiple barriers on their path to transfer and career.

For example, as noted above, SSSP resources have been made available to fund and scale basic skills initiative funded interventions and projects, including the ESL Assessment and Orientation with enhanced multiple measures guided self-placement, as well as for basic skills English and math tutoring and supplemental instruction. Basic Skills Initiative resources will provide additional counseling support to the Assessment and Orientation One Stops and the counseling for students enrolled in basic skills courses, including SEP and early alert responsibilities. Integration of these resources not only serves our students directly with increased resources, but has the opportunity to provide faculty and staff

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increased opportunity to collaborate and speak programs and interventions to meet BCC's educational master plan, Vision 2024 which seeks to eliminate the achievement gap and advance student access, equity, and success by braiding all college resources (general funds, BSI, SSSP, Equity, CTE, etc.) to:

1) Ensure all students achieve at least 70% successful course completion (w a "c" or better)
2) Ensure all new, first time in college students who have an education goal of certificate, degree and/or transfer:
   a) Enter a program pathway by their second semester
   b) Complete 20 transferable units or a stackable certificate by the end of the first year
   c) Is a part of at least one outside of the classroom learning environment on campus (i.e. learning community, student life, student support program, work study, etc.) or work-based learning.

ALL Students

At least 70% course completion w/ "c" or better" towards a program of study

-Completion Honor Roll
-Progress Probation
-Academic Probation

New, 1st time cert/degree/transfer - SSSP Focus

-% Major declaration

-% Undeclared major
-FT/PT

-complete 20 transferable units or stackable degree

-Participation outside classroom in campus services & activities

Equity Focus

-Participation in campus services & activities

-Course completion in gatekeeper GE & program courses

BSI Focus

-ESL/Math Completion
-Support new accelerated English

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

In preparation for answering the question 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/**. 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.

Was your college's basic skills program more successful in 2011-2013 than it was in 2009-2011? Explain your answer for each discipline separately. Your answer should address English, ESL and mathematics separately. Include quantitative results and narrative. Please limit your response to **one page total**.

BCC is honored our faculty and staff have carefully utilized Basic Skills Initiative resources, braided with grant and general funds, to ardently and thoughtfully redesigned curriculum and programs, including interventions to serve students in basic skills courses at all each phase their experience (connection, entry, progress, and transition/transfer). Excitedly, while we continue to ensure our state-level data reflects these efforts, our local data from the Institutional

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Research team of Peralta Community College District, as well as our college-level research team, Drs. May Chen and Vanessa Vega, have provided important evidence of our faculty and staff's success!

English: *A Continuing Model of Assessment-Driven Acceleration*

As noted, the BCC English Faculty has used assessment data and grant funding to pilot innovative student assessment, accelerate curriculum (English 204A/B), and provide professional development, including a common portfolio review process during dead week. English 204A accelerates 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. Currently, BCC faculty and curriculum staff are working to ensure these innovative English acceleration efforts are captured by our District and reported to the state for inclusion in the Basic Skills Progress Tracker.

Thankfully, BCC English faculty, college researchers, and district institutional research team have generated local data which is critical feedback to review, assess, and continue the innovation of BCC's accelerated English pathways. The Peralta Community College District Office of Institutional Research provided data and analyses to "track" the progression of developmental English cohorts between fall 2008 to fall 2013 for 2,322 students.[1] Key findings include, "among the 1,859 students initially enrolled in English 269 A/B or 201 A/B, 59% completed it successfully (with a grade of A, B, C or Pass), among the 463 students initially enrolled in the accelerated English courses (248UX/204), 65% completed it successfully."[2] Very excitedly, per the District's institutional researcher, "due to the recency of the Acceleration intervention beginning in spring 2012, students who initially enrolled in the English 248/204 sequence had only one year-and-a-half to demonstrate successful English 1A completion (e.g. Grade of A, B, C or Pass). Therefore, '[t]hroughput' estimates for 204/248X are likely under-estimates that will increase with time. Given that throughput rates for the Accelerated English Basic Skills courses are likely underestimates, the evidence suggests that accelerated developmental courses (English 248/204) improved students' success in both the developmental and the transfer-level courses at BCC."

The table below provides aggregated success rates for each of the English basic skills courses in the analyses.[3]

English Basic Skills Enrollments and Success Rates								
	269A/B			248UX*/204			Eng201 A/B		
	Enrolled	Success		Enrolled	Success		Enrolled	Success	
	N	N	%	N	N	%	N	N	%
F08	156	78	50%						
S09	109	47	43%						
F09	167	108	65%						
S10	127	69	54%						
F10	145	93	64%						
S11	124	68	55%						
F11	150	97	65%				272	155	57%
S12	91	55	60%	32*	15	47%			
F12	53	43	81%	34*	21	62%	255	161	63%
S13				77*	48	62%	210	126	60%
F13				320	218	68%	Contract education**		
TOTAL	1122	658	59%	463	302	65%	737	442	60%

Source: PCCD. Notes: Darkly shaded areas indicate that the course was not offered or the data are not available.
**High-school honors students excluded where possible because they involve a significantly different population.

[1] Rhee, E.. *English Basic Skills Acceleration at Berkeley City College Evaluation Report*, August, 2014
[2] Id.
[3] Id.

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ESL: *Nourishing Success via Acceleration and Common Assessment Model as well as Multiple Measures Assessment*
The above innovation, developed via faculty assessment of curriculum, has also been supported and engaged by BCC ESL faculty and staff to nourish increased outcomes for BCC ESL students. Currently, BCC ESL faculty and curriculum staff are ardently working to ensure these innovative acceleration efforts are captured by our District and reported to the state for inclusion in the Basic Skills Progress Tracker. Excitedly, current data provided the district institutional research team to the researcher support BCC accreditation, equity, SSSP, and BSI indicate sustain increase in course completion and success for BCC ESL students from fall 2009 and fall 2013:[4]

Subject/Metric	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
ESL Course Completion	88.3%	92.8%	92.6%	92.3%	91.8%
ESL Course Success	79.4%	80.6%	88.1%	83.0%	81.6%

Math: *Accelerating and Scaffolding Statistics for Student Success in Non-STEM Pathways*

As noted, pre-statistics, Math206, formally "algebra for statistics," was initiated over two years ago at BCC to help accelerate non-STEM students through the basic skills math curriculum to transfer-level statistics. The 5-credit course provides student-centered teaching of elementary statistics and probability in preparation for math13, introduction to statistics. As these courses where funded by Basic Skills Initiative, this student success data was not initially collected by our district and is not currently reflected by the Basic Skills Progress Tracker. However, the data is being reviewed and collected for an updated reporting to the state Chancellor's office.

Excitedly, pursuant to BCC math faculty assessment, the first year of the program was evaluated locally and revealed that students were 50% more likely (27% vs. 17%) to get through transfer-level statistics via this accelerated pathway than via the traditional remedial pathway. Additionally, the RP Group evaluated about a half-dozen community colleges (including BCC) that initiated math acceleration and found, overall, students were almost 3 times more likely to succeed in transfer-level statistics via acceleration, as compared with the traditional remedial pathway (41% vs 15%).[5] Importantly, with respect to equity, these findings held true across all categories of race/ethnicity.[6]

Based on this local English, ESL, and mathematics data, BCC looks forward to completing pilots and then scaling successful interventions for students placing and enrolled in basic skills and ESL courses via integrated resource allocation, including the below-noted 14-5 BSI plan, SSSP, and the Equity report and plan.

[4a]. **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 2014-2015 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 2014-2015 that are allocated to each goal.

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[4] Peralta Community College District Intuitional Research, BCC Course Completion and Success by Subject, July 24, 2014
[5] The RP Group, *Curricular Redesign and Gatekeeper Completion: A Multicollege Evaluation of the California Acceleration Project, April 2014,* available at, http://cap.3csn.org/files/2014/04/CAPReportFinal3.0.pdf
[6] Id.

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[4b]. 2014-2015 ESL/Basic Skills Action Plan Your Long-Term Goals from the report submitted by October 24, 2013 inform your Action Plan for 2014-2015. 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 2014-2015 to move you along that trajectory? These questions are to guide you in developing your Action Plan. 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 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.

Here are specific instructions for each section of the action plan.
a. 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.
b. 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.
c. 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.
d. Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
e. 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.
f. Funds: Include only the funds from your 2014-2015 allocation that will be spent on conducting this item.

[5]. 2014-2015 ESL/Basic Skills Allocation Expenditure Plan

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college's 2014-2015 allocation. (See the preliminary district/college advance allocation on the Chancellor's Office website. This will be posted by the end of August 2014.) Note that this advance allocation may change at P-1 reporting, which is based on the college's 2013-2014 - 320 reports that are due at the Chancellor's Office on November 1, 2014, 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 2014-15 State Budget language. A copy of Chapter 489 is posted on the Chancellor's Office website. 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:
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

ACCOUNTABILITY The $19.07m is allocated pursuant to referenced Fiscal Year 2014-2015 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 2014-2105 and the items purchased/funded that were specified in the Expenditure Plan. The 2014-2015 End-of-Year report is tentatively scheduled to be due on October 24, 2015.

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, revert back to the State Budget. Enter from the 2011-2012 allocation the total expenditures from 7/1/2011 through 6/30/2014, 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.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/14	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		$0	
B. Student Assessment		$0	
C. Advisement and Counseling Services		$16,274.86	
D. Supplemental Instruction and Tutoring		$0	
E. Course Articulation/ Alignment of the Curriculum		$0	
F. Instructional Materials and Equipment		$0	
G.1 Coordination		$0	
G.2 Research		$0	
G.3 Professional Development		$964.39	
TOTAL:	$17,127.34	$17,239.25	$2.75

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

_____

Signature, Chief Executive Officer

Oct 31, 2014

Date

_____

Signature, Academic Senate President

31 OLT 14

Date

_____

Signature, Chief Business Officer

10/30/14

Date

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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 2012-13 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2014, 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.
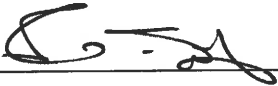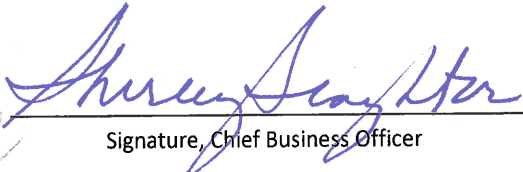
NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		$4497.25	$6000.00
B. Student Assessment		$1640.05	$5000.00
C. Advisement and Counseling Services		$0	$0
D. Supplemental Instruction and Tutoring		$5727.07	$10,000.00
E. Course Articulation/ Alignment of the Curriculum		$0	$3000.00
F. Instructional Materials and Equipment		$1623.01	$3091.94
G.1 Coordination		$2779.49	$6835.75
G.2 Research		$0	$5000.00
G.3 Professional Development		$3333.32	$5000.00
TOTAL:	**$63,528.00**	$19,600.31	$43,927.69

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

_____   Oct 31 2014
Signature, Chief Executive Officer   Date

_____   31 OCT 14
Signature, Academic Senate President   Date

_____   10/30/14
Signature, Chief Business Officer   Date

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[1c] 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Report for FY 2013-2014 and Signature Page

College Name: _____**Berkeley City College**_____

Basic Skills funds allocated in 2013-2014 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 Chancellor's Office and reallocated for one year with any remaining balance then reverted to the State Budget. Enter from the 2013-2014 allocation the total expenditures and planned amounts from 7/1/2013 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2013-2014 funds (refer to the final 2013-2014 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.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2013-2014	Total Expenditures by Category from 7/1/13 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		$0	$0
B. Student Assessment		$0	$0
C. Advisement and Counseling Services		$0	$9,872.86
D. Supplemental Instruction and Tutoring		$21,230.23	$40,000
E. Course Articulation/ Alignment of the Curriculum		$0	$3000
F. Instructional Materials and Equipment		$0	$3466.98
G.1 Coordination		$1094.18	$6835.75
G.2 Research		$0	$0
G.3 Professional Development		$0	$4500
TOTAL:	$90,000	$22,324.41	$67,675.59

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

_____
Signature, Chief Executive Officer

10-31-2014
Date

_____
Signature, Academic Senate President

31 OCT 14
Date

_____
Signature, Chief Business Officer

10/30/14
Date

2013-14 ESL/Basic Skills Allocation End-of-Year Report
2014-15 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

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

College Name: _____Berkeley City College_____

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.

Goal ID	Long-Term Goal	2014-2015 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.	$26,167
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.	$33,666
C	Increase the rate at which students beginning three or more levels below transfer level math complete a transfer level course by 5%.	$30,167
	TOTAL ALLOCATION:	$90,000

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

_____ 10 - 31 - 2014
Signature, Chief Executive Officer   Date

_____ 11-4-14
Signature, Chief Instructional Officer   Date

_____ 3.05.14
Signature, Academic Senate President   Date

_____ 10/31/14
Signature, Chief Student Services Officer   Date

2013-14 ESL/Basic Skills Allocation End-of-Year Report
2014-15 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

College Name: **Berkeley City College**

Insert your 2014-2015 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)	2014-2015 Funds Allocated to this Activity
English, ESL, and Math Supplemental Instruction and Tutoring, including for CTE and STEM students	A, B, C	30 June 2015	English, ESL, and Math Department Chairs and Deans	Increased student completion, success, and retention of courses, including transfer level courses	$30,000
Extra Service for Accelerated Math Curriculum and Program Development and Online Resource Database	C	30 June 2015	Math Department Chair and Deans	Increased student completion, success, and retention of courses, including transfer level statistics courses	$4,000
Basic Skills and ESL Counselor and Outreach Specialist	A, B, C	30 June 2015	Counseling Department Chairs and Deans	Increased number of students assessed and registered, as well as community partner referrals. Increased initial SEP, retention, and early alert	$38,326
Professional Development Resources for Faculty and Staff	A, B, C	30 June 2015	Vice President of Instruction and Vice President of Student Services	Increased student completion, success, and retention of courses, including transfer level statistics courses	$5,400
Convening, monitoring, and reporting	A, B, C	30 June 2015	Director of Special Projects and CTE	Increased student completion, success, and retention of courses, including transfer level statistics courses	$12,274
				TOTAL ALLOCATION:	$90,000

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

_____   10-31-2014
Signature, Chief Executive Officer   Date

_____   11-4-14
Signature, Chief Instructional Officer   Date

_____   3, 065, 14
Signature, Academic Senate President   Date

_____   10/31/14
Signature, Chief Student Services Officer   Date

2013-14 ESL/Basic Skills Allocation End-of-Year Report
2014-15 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

EXAMPLE GOALS and ACTION PLAN ACTIVITIES

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

Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this 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.	$40,000
B	The successful progression rate of students from beginning algebra to intermediate algebra will increase 5% by 2016-2017 over the 2010-2011 rate.	$50,000
	TOTAL ALLOCATION:	$90,000

[4b] 2014-2015 ESL/Basic Skills Action Plan

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
Continue support for the third year of the college's Puente program and related activities.	A	May 2015	Puente Coordinator	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.	$40,000
Explore combining the two-semesters before Freshman composition into a single-semester course.	A	March 2015	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	$0
Implement Supplemental Instruction for Beginning and Intermediate Algebra (developed in 2011-2012) using contextualized curriculum.	B	May 2015	Dean of College Learning & Instruction	Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Fall 2014.	$25,000
		May 2015	Dean of College Learning & Instruction	Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Spring 2015.	$25,000
		May 2015	Dean of College Learning & Instruction	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.	
				TOTAL ALLOCATION:	$90,000

2013-14 ESL/Basic Skills Allocation End-of-Year Report
2014-15 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

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NOTES: Reminder that 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 2014-2015 expire as of June 30, 2016. All unexpended funds as of July 1, 2016, 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, 2016. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

College Name: _____ **Berkeley City College** _____

2014-2015 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. Deborah Budd	President	dbudd@peralta.edu
Tram Vo-Kumamoto	Vice President of Instruction	tvokumamoto@peralta.edu
Dr. May Chen	Vice President of Student Services	mchen@peralta.edu
Maeve Katherine Bergman	Director of Special Projects	mbergman@peralta.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	$4000
Student Assessment	$0
Advisement and Counseling Services	$38,326
Supplemental Instruction and Tutoring	$30,000
Coordination & Research	$12,274
Professional Development	$5400
TOTAL:	$90,000

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

_____   10-31-2014
Signature, Chief Executive Officer   Date

_____   31 OCT 14
Signature, Academic Senate President   Date

_____   10/30/14
Signature, Chief Business Officer   Date