San Joaquin Delta College
ESL/Basic Skills
2015-16 Online Submission Expenditure Plan Form

DRAFT

1. California Community Colleges 2015-16 ESL/Basic Skills Initiative Program

1. Enter Today's Date

09/29/2015

2. Basic Skills Coordinator Contact Information

2. Please fill out the form below to update the college's Basic Skills coordinator. First Name

Joe

Name

Joe Gonzales

Title

Dean of Languages, Library, and Learning Resources

District

San Joaquin Delta Community College District

College

San Joaquin Delta Community College

Email Address

jgonzales@deltacollege.edu

Phone Number

209-954-5142

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209-298-7414

3. How do you prefer to be contacted?

Phone

3. The California Community Colleges 2015-16 ESL/Basic Skills Initiative Plan Instructions

2015-2016 ESL/Basic Skills Allocation Goals/Action and Expenditure Plans

Submission Deadline: October 1, 2015

Below are the instructions for submission of your 2015-2016 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be submitted in this online form on or before October 1, 2015.

You will complete this information online. You should have access to a word and PDF versions of this form. It is recommended that you gather the required information first using these versions as guides. This will facilitate an easier process of completing the online form.

INSTRUCTIONS
1. Please provide succinct narrative in text boxes. Please do not attach additional pages. There are no maximum words or characters for the narrative responses.
2. Please ensure each item is completed.
3. Please follow the instructions on page 1 regarding how to submit signatures.
4. Please mail the completed certification form to Eric L. Nelson, Ph.D., enelson@cccco.edu.
5. Please do not print the online 2015-16 BSI Expenditure Plan and send to the Chancellor's Office.

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

4. Basic Skills Program for 2015-16 narrative response.
   Respond to the following 5 questions:

   What specific steps is your college taking to institutionalize your basic skills funded programs and projects?

San Joaquin Delta College is assessing measurable outcomes to indicate effectiveness of program changes and modification that resulted from the use of BSI funds. The data will count the number of students taught and track the success and retention rates for students in programs that utilized BSI funds and compare the rates to courses that are not using basic skills funds.

Depending on the activity, the college will collect appropriate data to determine the impact the funds may have had in the planning and development of programs. The measurable data will also assist in determining the need to update, modify, and change curriculum to better meet the needs of the students.

The use of BSI funds relates to Strategic Goal 2 of the college's educational master plan. The goal is to "increase student access, student success, and the number of students who successfully achieve positive student learning outcomes." These funds will be instrumental in fulfilling several of the College's proposed action plans that pertain to Strategic Goal 2. They will assist in identifying, instituting, and evaluating academic student support services and delivery systems in regards to the areas of basic skills.

Both traditional Supplemental Instruction (SI) and modified Supplemental Instruction programs in basic skills math are being expanded. In fall 2013, only one basic skills math class had SI assistance; however, last year in 2014-15, nine sections were offered each semester with SI support.

Expansion is occurring in tutoring by adding services at the Mountain House campus and providing online tutorial services for basic skills courses.

Graphing calculators, purchased with basic skills funds, will be incorporated into the calculator rental program so that the costs to repair and/or replace calculators long-term can be covered by rental income.

In assessment, the Information Services division has inserted the new increments for English Level 1 into the system: Levels 1.1,

1.2, and 1.3. Basic skills English courses (78A and 78B) are now part of the English sequence.

The college has hired faculty members with a background in ESL to redevelop and renew the ESL program and curriculum. Also, funds are being provided for equipment upgrades in the ESL lab. Additionally, funding is being **secured for increased** tutorial services for ESL students. ESL faculty members are in the process of developing new curriculum and reviewing new assessment instruments for better initial placement of ESL students.

What are the obstacles to doing so?

Finding funding to offer more SI and tutoring services within the regular college budget is a challenge. Finding space (classrooms or labs) to hold SI sessions is a challenge because during the hours of highest students demand, our classrooms and labs are full. In addition, for SI to be effective, it is important for the SI student tutor to be someone who can explain the subject matter well and also have an approachable and personable manner. It can be difficult to find such students, and this difficulty is compounded by the HR hiring process that is both cumbersome and time consuming and also prohibits students from working as both a reader and a tutor/SI leader.

Also seen as an obstacle is the discontinuance of the English 78A mastery reading/norming session. Allowing instructors to grade their own students' mastery exams has led to an increase in the promotion of students to English 78B who have not attained the proficiency in reading and writing needed to be successful.

Another obstacle is the unrealistic measures of success for basic skills students. The measure of success for students at this level is passing freshman composition. Realistic and attainable vocational and academic goals need to be established for these students.

Student assessment placement is of great concern. The college assessment test places students in the basic skills courses. A more refined assessment/ diagnostic process needs to be established for these students.

The ESL lab has limited resources and mostly non-functional technology. The ESL program has expiring curriculum that needs to be completely rewritten. There are limited tutoring resources and lack of space for tutoring sessions for ESL students. A better link is needed between the ESL students and the counseling department to improve guidance and initial placement, and to increase the number of ESL students with Student Educational Plans.

What projects and programs have you been able to successfully expand from a small program to a larger and more comprehensive program within your college? (Please list the projects/programs)

The Delta College Basic Skills math program has been able to successfully expand the following ways:
• Supplemental Instruction Program (SI, both traditional and modified)
• Tutorial services have been expanded to include students at the Mountain House campus
• Online tutoring with Learning Center Tutors
• Calculator rental program for Basic Skills students

Delta College is in its second year of having institutionalized the English 78A and English 78B Level 1 courses that integrate work readiness skills into the curriculum to contextualize the learning experience for Level 1 Basic Skills English and Reading students.

Initially, Basic Skills funds were used for planning, curriculum development, and training of instructional delivery. The program developed from a two semester pilot project. Present funds have allowed faculty to modify, develop, and enhance instruction for Basic Skills students.

A modified version of Supplemental Instruction (Modified SI) was developed and implemented last year and has been incorporated into more Level I Basic Skills math and English courses and lab settings. Modified SI has provided students with individual attention in both classrooms and labs. However, group tutoring sessions are also provided for those who prefer assistance outside the classrooms and labs.

Presently the ESL program is modifying its offerings, curriculum, and methods of instructional delivery. Contextualizing both academic and work readiness skills into the ESL curriculum will greatly benefit ESL students.

The curriculum will provide students the opportunity to develop their English communication skills so as to incorporate them into their

daily lives of academia and employment.

How were you able to successfully accomplish the process of expanding or "scaling up" these successful projects and programs? (Please provide descriptions for each project/program).

In Basic Skills math, the following information conveys how successful projects and programs were expanded or "scaled up".

•Supplemental Instruction Program (SI, both traditional and modified)
-The College went from offering a single section of basic skills math SI support in fall 2013 to nine such sections each semester in the 2014-15 school year.
-A full-time Instructional Support Assistant III was hired to supervise the Supplemental Instruction leaders and program for the purpose of institutionalizing the SI programs

•Tutorial services have been expanded to include students at the Mountain House campus.

•In 2014-15, an in-house, asynchronous, online tutoring service was piloted. Now the college is planning to sign on with a national online tutoring service to expand online help for both our online students and students needing tutoring services outside of the normal operation hours of our Math/Science Learning Center.

•Calculator rental program
-Previously the rental program had a limited number of graphing calculators and their use was limited only to students in transfer level classes. BSI funds were used to purchase calculators specifically for basic skills algebra students, which has allowed instructors to integrate more technology into those classes.

Delta College is scaling up successful projects and programs embedding basic skills techniques and workplace readiness skills into career, technical, and vocational education courses. Workshops on career advancement academics have been beneficial to CTE, ESL, and English faculty. Faculty who teach a majority of English 78A and English 78B sections and some who teach ESL courses have attended 3CSN workshops in connection with Career Ladders.

Basic Skills English faculty have worked together to develop a variety of models for the development of work readiness skills. Students have found it very beneficial to receive additional help from a modified Supplemental Instruction Leader both in and out of the classroom.

The College will continue with its action plan for research to evaluate programs and how BSI funds have helped. When evaluating the implementation of courses, strategies, and/or techniques, the plan will count the number of sections taught and track the number of students and their success and retention rates compared to sections taught by the same instructor and or compared to sections taught by other instructors. When implementing tests, surveys, or questionnaires, the number of each will be counted and the results will be collected, tabulated, and evaluated. The outcome of the results will also be noted.

How are you integrating your basic skills efforts with your college's SSSP plans?

The SSSP Plan describes the resources available to support student success. After assessment in math, students are assigned a math level that corresponds to the course in which they have the best chance of success. Basic math courses at Delta are offered in various modalities – traditional lecture, flipped, hybrid, and online – so students may make choices to match their learning styles. Academic Alert is used by basic math faculty for early intervention when student success is in peril. Basic math faculty also coordinate with DSPS in order to meet the accommodation needs of basic skills math students with disabilities.

A partnership exists with the ESL Department and the Counseling Department. Guidance 13 is offered exclusively for ESL students. The course provides ESL students with an introduction to the college experience and the educational planning process through counseling and advising for students in the English as a Second Language program. This course assists ESL students in the development of a comprehensive Student Educational Plan (SEP). The course topics include student services and resources, reviewing higher education systems and establishing academic and career goals.

ESL faculty members are evaluating better assessment instruments and are awaiting the implementation of the statewide common assessment instrument.

How are you integrating your basic skills efforts with your college's Student Equity plans?
Fundamentally, the goals of the SEP are to increase student access to courses, increase student completion of   courses and, thereby, increase equitable student achievement of degrees, certificates and transfer goals. The SEP   specifically mentions increasing tutorial services, SI support and learning communities to achieve these goals. The   efforts of the Basic Skills Initiative assist in increasing these services to students and integrating them with the SEP.

Furthermore, the SEP grant is funding the development of a series of basic skills math workshops to be offered in   spring 2016. The development and presentation of these workshops will be offered by basic skills math faculty. This is   another example of the Basic Skills program working together with SEP funding to achieve the college's common   goals.

English 78 A/B has incorporated modified Supplemental Instruction in all lab sections. Funds have been provided so   that at least two tutors are assigned to each section. Additional help during lab time to assist students with   assignments has been provided for course retention and success. The Basic Skills English program has also   incorporated acceleration models to promote students through the levels in an academic year. Students have the   possibility of completing English basic skills courses and college level courses in one year. To do so, students must   complete two nine week English basic skills courses in one semester to prepare them for two nine week college level   English courses in the second semester in order to transfer or graduate.

The ESL Program is requesting to have a more defined tutorial program so that it reflects a tutoring program similar to   the math and English programs.
1. All ESL students who want tutoring will have equal access to tutors with walk-ins welcome.
2. Four tutors will be available for small group tutoring, ideally with no more than 3-4 students per tutor working together at a table station.
3. All tutoring will be conducted only in English, and ESL training will be provided for all tutors (in addition to the standard tutor training that is done by the Tutor Coordinator).
4. All tutors must have passed Eng 1A with an A/B or be recommended by an instructor.
5. All ESL instructors will have input in creating the tutoring schedule for each semester

4. Basic Skills / English as a Second Language Expenditure Plan

Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for answering question #5 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/.

In addition to the above written instructions the Academic Affairs Division has prepared a YouTube video to describe how to use the Basic Skills Progress Tracker. The video is located at the following link. https://www.youtube.com/watch?v=opNNhlizi1o. The video is closed captioned for disabled hearing access.

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.

This requires a statistical calculation between cohort years. The Academic Affairs Division has prepared an Excel Spreadsheet that will automatically calculate the statistical differences based on the data derived from the Basic Skills Progress Tracker Tool. The calculation tool is located at the following URL . https://sites.google.com/site/ccccoipsu/Question_5_worksheet%28for_release%29.xlsx?attredirects=0&d=1

The Academic Affairs Division has also produced an instructional YouTube video on how to use the Excel spreadsheet to do the calculations for the Basic Skills data. You can access that You Tube video by following this link: https://www.youtube.com/watch?v=n7Dx8yAqfbM

You may also choose to use data gathered through local efforts in addition to the Basic Skills Cohort Progress Tracking Tool.

5. To what extent did your college's basic skills program demonstrate more progress in 2013-2015 than in 2011-2013?

Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.

English-Writing Discipline

English-Writing Discipline
The progression rate for the English-Writing discipline decreased significantly from 66.4% in 2011-2013 to 55.6% in 2013-2015. Findings between sub-group populations show that male students (64.0%) had a 2.2% lower progression rate than female students (66.2%) in English-Writing for the 2011-2013 period. However, males (71.8%) and females (71.6%) had comparable progression rates in English-writing in the 2013-2015 period. For students who began one- level below transfer, students who were African-American (63.2%), White (68.8%), and age 20-24 (54.8%) showed the lowest progression rates in English-Writing.

English-Reading Discipline

English-Reading Discipline
The Basic Skills Cohort Tracker did not contain data for English-Reading for the 2013-2015 period. Therefore, no inferences can be made about the change in progress over time. However, a review of the 2011-2013 data revealed that females (66.7%) had a higher progress rate than males

Mathematics-Discipline

Mathematics Discipline
From 2011-2013 to 2013-2015, the progression rate for students in Mathematics increased only slightly from 58.1% to 58.4%, which was not statistically significant. For students enrolled three-levels below transfer, the Mathematics progress rate for African-American and White students decreased from 2011-2013 to 2013-2015 by 4.8% and 12.5%, respectively. African-American students also had the lowest demonstrated progress in 2013-2015, along with males (61.2%) and students 35 and older (63.2%).

ESL-Integrated Discipline

ESL-Integrated Discipline
In 2013-2015, the ESL-Integrated discipline demonstrated significantly more progress than in 2011-2013, with the progression rate increasing from 83.3% to 90.2%. For students enrolled three-levels below transfer, females (74%) had a higher progression rate than males (n

ESL Writing-Discipline

ESL-Writing Discipline
There were no data provided by the Basic Skills Cohort Tracker for the ESL-Writing Discipline for San Joaquin Delta College for the years of interest.

ESL Reading-Discipline

ESL-Reading Discipline

The Basic Skills Cohort Tracker did not contain data for the ESL-Reading Discipline for the 2011-2013 period. Therefore, no inferences can be made about the change in progress over time. Disaggregated data of students five-levels below transfer in ESL-Reading for the 2013-2015 period shows that, although more were enrolled, females (71.9%) had a lower progression rate than males (91.7%). Also, data is only shown for Asian and Hispanic students enrolled five levels below transfer, showing progression rates of 78.9% and 75.0%, respectively.

Please use this space to upload files that contain charts or graphs for the narrative response for question #5.

6. Did your college use any noncredit courses for basic skills and/or ESL improvement during 2011-13 and 2013-15?

If you answer yes to this question, please indicate the areas below and indicate how you tracked your cohort data for the areas and if there was demonstrated improvement. Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.

If you did not use any noncredit courses for the specified area please enter "Did not use any noncredit courses for this area)

Used noncredit courses for ESL or basic skills improvement.

No

English-Writing Discipline
English-Reading Discipline
Mathematics-Discipline
ESL-Integrated Discipline
ESL Writing-Discipline
ESL Reading-Discipline

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Copy of Please use this space to upload files that contain charts or graphs for the narrative response for question #6.

5. Long-Term Goals (5 yrs.) for ESL/Basic Skills

7. Identify the 5-year long term goals from 2015-16 through 2019-20 for your college's Basic Skills Program.

A The percentage of students starting three levels below transfer in English who successfully complete college level English within five years will increase by five percentage points by the year 2017-2018 (from baseline of 29% in 2012, in 2012-2013 to 34%).

B The percentage of students successfully completing their first course in English and math will increase by five percent between the years 2012-13 and 2017-18.

C The percentage of students completing CTE certificates who enroll in Basic Skills English courses will increase five percent between the years 2013-14 - 2017-18.
***Funds allocated for Goals ID A and B will be used to fulfill Goal C.

8. Long Term Goals for 2015-16

	Goal ID (The goal ID is determined by the college)	Long Term Goal	2015-16 Funds Allocated to this Goal
Long Term Goal #1	A	A The percentage of students starting three levels below transfer in English who successfully complete college level English within five years will increase by five percentage points by the year 2017-2018 (from baseline of 29% in 2012, in 2012-2013 to 34%). A The percentage of students starting three levels below transfer in English who successfully complete college level English within five years will increase by five percentage points by the year 2017-2018 (from baseline of 29% in 2012, in 2012-2013 to 34%).	$107,600.00
Long Term Goal #2	B	B The percentage of students successfully completing their first course in English and math will increase by five percent between the years 2012-13 and 2017-18.	$23,618.00
Long Term Goal #3	C	C The percentage of students completing CTE certificates who enroll in Basic Skills English courses will increase five percent between the years 2013-13 - 2017-18. ***Funds allocated for Goals ID A, B, D, E will be used to fulfill Goal C.	
Long Term Goal #4	D	D The percentage of students who attempted for the first time a course designated at five "levels below transfer" in ESL and successfully completed a college-level course in the same subject within five years will increase by the year 2019-2020 from the 2014-2015 baseline.	$12,384.00
Long Term Goal #5	E	E The percentage of students starting three levels below transfer in Math who successfully complete Math for the AA/AS degree (Math 92G, Math 92S or Ag. Bus 73) within five years will increase by the year 2019-2020 from the 2014-2015 baseline. (Joe, if you could get that baseline from PRIE that would be very helpful.	$12,385.00

Long Term Goal Total

Long Term Goal #1 Amount : $107,600.00
Long Term Goal #2 Amount : $23,618.00
Long Term Goal #4 Amount : $12,384.00
Long Term Goal #5 Amount : $12,385.00
Total : $155987

9. Please insert the planned expenditure amount for the 2015-16 ESL/Basic Skills Initiative Program by category.

Program and Curriculum Planning and Development :
$2,000 Student Assessment : $2,000
Supplemental Instruction and Tutoring : $130,000
Coordination & Research : $5,000
Professional Development : $16,987
Total : 155987

Comments:

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6. Action Plan Template

10. Action Plan Activity Grid/Table

	Activity Description 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.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #1	Implement online tutoring to support basic skills math students as well as students in all math classes who cannot seek help from the MSLC during their limited operating hours	E	Spring 2016	Nina O'Connell, Joe Gonzales	Learning Resources		$10,000
Activity #2	Increase the number of sections of basic skills math courses supported by Supplemental Instruction	E	Spring 2016	Nina O'Connell, Joe Gonzales	Learning Resources	More than three sections of basic skills math courses will use modified or traditional Supplemental Instruction	$30,000
Activity #3	Develop and pilot a 'Trades' Math 78 course as part of a Trades Learning Community	E	Spring 2016	Pat Donovan	Basic Skills Math/trae s	70% of students he Trades Math 78 will pass with at least a C.	$1,000

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	Activity Description 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.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #4	Support the development and perpetuation of a basic skills math workshop series.	E	Spring 2016	Jackie Schwegel/Pat Donovan	Math Department	A minimum of five workshops will be offered each semester in the 15 - 16 academic year.	$1,000
Activity #5	Support the development and perpetuation of a Final Exam Review Program for basic skills math classes	E	Spring 2016	Jackie Schwegel/Pat Donovan	Math Department	Each Basic Skills math course will establish a Final Exam Review Program by the end of the spring 2016 semester	$1,000

11. Do you want to add an additional page to enter more activities? If yes check the Yes button.

 Yes

7. Action Plan Template (Additional Activities)

12. Action Plan Activity Grid/Table

	Activity Description 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.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
	Continue to offer the " Calculating College Success" Learning Community that combines Math 90 – Beginning Algebra with Guidance 5 – Enhancing					Overall higher success rates for Math 90 students who are part of this	
Activity #6	Esteem, Cultural Awareness and College Success. Past results show increased success rates for Math 90 students who are part of this learning community when compared with all Math 90	E	Ongoing	Patricia Hammer/Sheil a Johnson	Math Department	Learning community as compared to all non-learning community Math 90 students.	0

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	Activity Description 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.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #7	Develop career advancement learning communities for basic skills students with CTE courses in Culinary Arts, ECE, Allied Health, and Athletics and continuing English, Basic Math, Reading, ECE, Culinary Arts, Allied Health, and Counseling	B, C	Fall 2016	Vickey Aubrey	Basic Skills English	Compare the success and retention rates for students who participate in the CTE learning communities with students who do not.	$10,000
Activity #8	Explore the possibility of offering an Affirm program in Basic Skills.	B, C	Fall 2016 and ongoing	English Principal Instructor, Affirm Coordinator	English, Affirm	The English Department will make a decision whether or not to develop this course.	0
Activity #9	Fund the English 78A/B Mastery Exam Process.	A, B	Fall 2016 and ongoing	English 78 Program Principal Instructor	English	Improve placement of students in the English sequence.	$20,000

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	Activity Description 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.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #10	Embedded instruction to contextualize courses in Psych Tech, Auto Body Repair, and CTE English	A,C	Fall 2015	English Principal Instructor, Psychiatric Technician and Auto Body faculty	English	Two faculty members embed English skills that feature contextualized reading and writing skill development to content in CTE courses	$15,000

13. Do you want to add another (second) additional page to enter more activities? If yes check the Yes button.

Yes

8. Action Plan Template (Additional Activities)

14. Action Plan Activity Grid/Table

	Activity Description 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.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #11	Increase the number of Supplemental Instructional leaders in English 78A and English 78B courses to assist in the lab portion of the course to increase success and retention.	A,B	Fall 2015 and ongoing	English 78 Principal Instructor	English	English 78A and &*B success rates will increase by 5% from 13/14.	$56,987
Activity #12	Review Chancellor approved diagnostic reading an writing tests for English Basic Skills for Level I students	A, B	Spring 2016	English 78 Principal Instructor	English	Diagnostic tests will be selected to assist classroom faculty members to better identify and develop students skills levels	$1,000
Activity #13	Implement modified Supplemental Instruction into ESL courses and provide tutorial assistance for ESL students	A, B	Fall 2015	ESL Instructional Support Assistant III and Dean and Learning Resource Centers Coordinator	Learning Resources	Success and retention in ESL courses will increase by 5% from the 2014- 2015 academic year.	$10,000
Activity #14							
Activity #15							

15. Do you want to add another (third) additional page to enter more activities? If yes check the Yes button.

No

9. Action Plan Template (Additional Activities)

16. Action Plan Activity Grid/Table

	Activity Description 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.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #16							
Activity #17							
Activity #18							
Activity #19							
Activity #20							

17. Do you want to add another (fourth) additional page to enter more activities? If yes check the Yes button.

No

10. Action Plan Template (Additional Activities)

18. Action Plan Activity Grid/Table

	Activity Description 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.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #21							
Activity #22							
Activity #23							
Activity #24							
Activity #25							

11. Thank You!

Thank you for completing the ESL/Basic Skills Online Submission Form. You will be emailed a PDF copy of your completed online form. Please go to the following URL to access the Form BSI-001, ESL/Basic Skills 2015-16 Certification Form. http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx