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

Submission Deadline: October 10, 2014

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. All documents must be received (not postmarked) at the Chancellor's Office on or before October 10, 2014.

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?**

The Basic Skills Taskforce and the Equity Committee at Cañada College were combined to form the Academic Committee for Equity & Success, ACES in September 2014 to leverage campus efforts in supporting students with basic skills needs and to promote equity college-wide. In addition, the college has been awarded an HSI grant to deliver comprehensive academic support services by connecting tutoring, mentoring, and other service offered through the Learning Center. For students in ESL, a retention specialist provides support for students taking ESL classes in the community and on campus. The Student Equity Plan includes Supplemental Instruction, which is in the process of being institutionalized and scaled up to include all basic skills classes. Math Jam has been institutionalized and Learning Communities focusing on providing students the opportunity to take transfer level courses like History, Library Research Skills, and Computer Business Office Technology while taking basic skills courses have also been institutionalized.

Some of the key barriers include on-going funding to support initiatives for students with basic skills needs. The faculty has also identified a need for sustained and scalable training and professional development.

- **How are you scaling up successful projects and programs?**

One way that the basic skills projects are being scaled up is to connect with other initiatives on campus. Expanding Student Opportunities Center (ESO) focuses on starting strong, staying strong, and finishing strong is a key initiative connecting core Learning Resources to Student Equity and Basic Skills plans. Funded through the Equity Plan and the Student Success Plan, retention specialists have been identified as fundamental to improving retention and providing wrap-around services and intrusive academic support.

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In addition, extending professional development to include all instructors of pre-transfer classes will help scale up pedagogical practices to improve engagement and increase student success across pre-transfer level courses. Acceleration in Mathematics is one such practice that will be expanded by increasing the number of sections of pre-statistics.

- **How does your basic skills fund support the goals of SSSP plans and Student Equity plans?**

Goal B of our Student Equity Plan is as follows:

"Improve the pedagogical and academic support practices for ESL, Math, and English courses two and one level below transfer to increase successful completion rates for Hispanic and African American students."

The activities to support students with basic skills needs have been to hire more tutors to provided embedded academic support. In Spring 2014, the Basic Skills Committee sponsored a retreat, for faculty, staff, and administrators to identify how to support students with the six success factors identified by the RP group.

The Basic Skills funding continues to fund a full-time bilingual Spanish-English counselor for intrusive counseling in basic skills classes.

As mentioned earlier, combining Student Equity and Basic Skills Committee has created leverage for campus-wide support for students with basic skills needs.

Your college should be doing all three of these items. Your response is an opportunity for some self-reflection and will assist in statewide planning and coordination related to the Basic Skills Initiative. Your response will not affect your allocation.

Please limit your response to **two pages total**. (NOTE: There is no form for this section.)

[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.

We have had recent success with accelerated English. For the past year we have offered sections of English 847 Accelerated Academic English Reading and Writing. Students enrolled in English 847 Accelerated Academic English Reading and Writing succeeded at a rate of 71% as compared to students enrolled in English 836 at a rate of 56% as indicated below:

English 836 compared with English 847

	Spring 2013-Spring 2014		
	Students	Attempts	Success
English - Writing English 847	14 (100%)	14 (100%)	10 (71%)
ENGL836	62 (100%)	70 (112%)	35 (56%)

English as a Second Language: Spring 2013-Spring 2014. The cohort of students beginning two levels below transfer succeeds at 77%, with 44% continuing to and succeeding at the next level.

Two Levels Below Transfer (ESL924)			One Level Below Transfer (ESL400)		
Students	Students	Attempts	Success	Attempts	Success
9 (100%)	9	7 (78%)	4	4	4 (44%)

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

We include below, a relevant comparison of cohorts starting at one, two and four levels below transfer for mathematics. The other disciplines show similar results.

More time, along with more meaningful data must be gathered and analyzed to fully answer this question in the future. A limitation of the cohort tracker is that it only includes one, narrowly defined, cohort and does not allow for aggregation of overlapping cohorts that may allow us to better examine the effects of a single interventions. Thus, using it to understand improvement in our programs over an extended period of several years is problematic.

In Mathematics, the results show a small improvement in all outcomes for those students starting at four levels below transfer, while those starting two level below transfer saw a decline in success rates. For those students starting one-level below transfer, we saw a significant decline in the course repetition rate along with a slight gain in the success rate. Overall, slightly more student starting one-level below transfer are succeeding with fewer attempts at the same class.

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One-level below transfer (Math 120 Intermediate Algebra) Cohorts: Fall 2009-Spring 2011 vs. Fall 2011-Spring 2013 Cohort. Success for this cohort showed a 5% increase from '09-'11 to '11-'13.

One Level Below Transfer	Students	Attempts	Success
Math 120 Fall 2009- Spring 2011	113 (100%)	168 (149%)	65 (58%)
Math 120 Fall 2011- Spring 2013	164 (100%)	221 (135%)	103 (63%)
Change		-14%	5%

Two Levels below transfer (Math 110 Elementary Algebra) Cohorts: Fall 2009-Spring 2011 vs. Fall 2011-Spring 2013 Cohort. Success at the entry-level for this cohort showed a 13% decline from '09-'11 to '11-'13. Entry into and success in the next level was about the same for these cohorts.

	Two Levels Below Transfer			One Level Below Transfer		
	Math 110			Math 120		
	Students	Attempts	Success	Students	Attempts	Success
Fall 2009- Spr 2011	142 (100%)	167 (118%)	97 (68%)	70 (49%)	100	45 (32%)
Fall 2011- Spr 2013	164 (100%)	228 (139%)	90 (55%)	78 (48%)	101	48 (29%)
Change		21%	-13%	-1%		-3%

Four Levels Below transfer (Math 811 Pre-Algebra) Cohorts: Fall 2009-Spring 2011 vs. Fall 2011-Spring 2013. We did see increases in success and completion in the mathematics sequence for those starting in Math 811.

	Four Levels Below Transfer			Two Levels Below Transfer			One Level Below Transfer		
	Math 811			Math 110			Math 120		
	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
Fall 2009- Spr 2011	166 (100%)	201 (121%)	103 (55%)	68 (41%)	80	39 (23%)	20 (12%)	26	7 (4%)
Fall 2011- Spr 2013	193 (100%)	246 (127%)	114 (59%)	93 (48%)	115	51 (26%)	33 (17%)	39	19 (10%)
Change		+6%	+4%	+7%		+3%	+5%		+6%

Note: The course that is defined by the Chancelor's office to be "three levels below transfer" is no longer offered on our campus.

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[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.

The long-term goals of the basic skills projects continue to focus on the need to increase access and success for students placing into basic skills courses. In addition, creating a pathway through the Student Educational Plan will help increase the progression rates to certificates and transfer.

Long Term Goals

A. The percentage of incoming students with basic skills needs taking the placement test and succeeding in their course in which they enroll will increase by 2% on a yearly basis
B. The percentage of students enrolled in basic skills/ESL courses with Student Educational Plans will increase by 2% on a yearly basis.
C. The successful progression rate of students from basic skills classes two levels below transfer will increase by 2% on a yearly basis

The college has recently set up a data analysis system that will help identify a more accurate count of students with SEPs.

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

Your Long-Term Goals from the report submitted by October 10, 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.

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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.

To promote access, Math Jam has been institutionalized and Word Jam is continuing to grow to help students begin their academic pathway at a higher level.

The Basic Skills plan focuses on increasing successful completion in pre-transfer courses through collaboration with counseling and academic support services like pro-active counseling, retention specialists, embedded tutors, financial advisors (SparkPoint), culturally responsive teaching and advising practices (Puente), and through programmatic interventions like Acceleration and Learning Communities.

To build on the above mentioned wrap-around support for students in the basic skills courses, the basic skills plan has provided a pathway for students to complete their basic skills courses and receive a state certification for ESL and basic skills students: Pathways to Student Success and Preparation for Academic Scholarship and Success (PASS) Certificate.

The activities are listed below:

1. Preparation for placement through Math Jam and Word Jam
2. Proactive Counseling
3. Learning Communities
4. Supplemental Instruction
5. Identifying Pathways for students by creating milestones through the following state-recognized certificates
   - Pathways to Student Success
   - Preparation for Academic Scholarship and Success (PASS) Certificate.
6. Professional Development to train instructors, tutors and retention specialists in best practices for increasing retention and success of students in basic skills classes.
7. Increase the number of sections of accelerated math (Math 190) by involving more faculty in the California Acceleration Project (CAP)
8. Expand the use of multiple measures in initial course placement. We plan to consider the findings of the RP Group's Study on Transcript Enhanced Placement (STEP) http://www.rpgroup.org/projects/steps and Common Assessment Initiative. http://cccassess.org/about.

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[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 10, 2015.

**[1a] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

College Name: ____Cañada 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		2,946	
B. Student Assessment			
C. Advisement and Counseling Services		31,681	
D. Supplemental Instruction and Tutoring		51,036	
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment		819	
G.1 Coordination		12,874	
G.2 Research			
G.3 Professional Development		842	
TOTAL:	100,198	100,198	

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

_____   10·7·14
Signature, Chief Executive Officer   Date

_____   10·7-14
Signature, Academic Senate President   Date

_____   _____
Signature, Chief Business Officer   Date

[1b] 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014

College Name: Cañada 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			
B. Student Assessment			
C. Advisement and Counseling Services		45,021	
D. Supplemental Instruction and Tutoring		37,993	
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination		12,960	
G.2 Research			
G.3 Professional Development		1,648.00	
TOTAL:	97,621	97,621	

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

_____   10·7·'14
Signature, Chief Executive Officer   Date

_____   10·7·14
Signature, Academic Senate President   Date

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Signature, Chief Business Officer   Date

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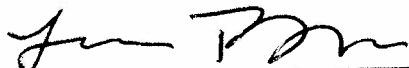2014-15 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

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College Name: <u>Cañada College</u>

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		1,900	
B. Student Assessment			
C. Advisement and Counseling Services		18,192	37,965
D. Supplemental Instruction and Tutoring		11,534	1,000
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination		12,693	3,538
G.2 Research			
G.3 Professional Development		3,178	
TOTAL:	90,000	47,497	42,503
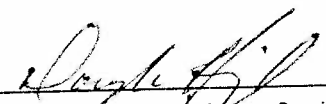
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Signature, Chief Executive Officer   Date

_____   10 - 7 - 14
Signature, Academic Senate President   Date

_____   _____
Signature, Chief Business Officer   Date
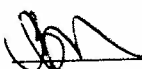
Due October 10, 2014

College Name: __Cañada 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 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	The percentage of incoming students with basic skills needs taking the placement test and succeeding in their course in which they enroll will increase by 2% on a yearly basis	7,800
B	The percentage of students enrolled in basic skills/ESL courses with Student Educational Plans will increase by 2% on a yearly basis.	43,752
C	The successful progression rate of students from basic skills classes two levels below transfer will increase by 2% on a yearly basis	29,448
	TOTAL ALLOCATION:	$81,000

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

_____ 10·7·'14
Signature, Chief Executive Officer   Date

_____ 10/8/14
Signature, Chief Instructional Officer   Date

_____ 10-7-14
Signature, Academic Senate President   Date

_____ 10/8/14
Signature, Chief Student Services Officer   Date

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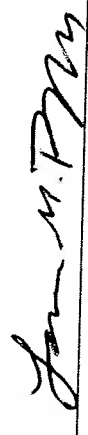
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Due October 10, 2014   College Name: Cañada College

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

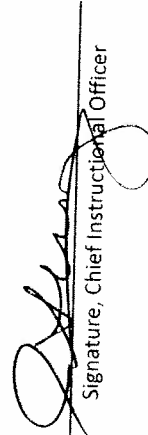| Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
Math and Word Jam	A	On-going	Math and Word Jam Coordinators	Percentage of students completing the Jams and succeeding in the basic skills courses will be higher than students who did not enroll in the Jams.	7,800
Continue Intrusive (Proactive) Counseling	B	On-going	Basic Skills Counselor	Percentage of students in basic skills courses with Student Education Plans will be higher than students that did not receive proactive counseling	43,752
Continue Transfer Discipline Parade	B	On-going	Basic Skills Coordinator and ESL Coordinator	Percentage of students with Student Education Plans will be higher than students that did not attend the transfer discipline parade	0
Continue to provide Supplemental Instruction for ESL and Basic Skills Classes	C	On-going	Learning Center and Basic Skills Coordinator	Successful completion rate for basic skills classes with SI support will be 2% higher than the average for the same basic skills classes	3,750
Continue to offer Learning Communities for students in Basic skills courses	C	On-going	Basic Skills Coordinator	Successful transition from basic skills to transfer for students in basic skills Learning Communities will increase by 2%	25,698
				TOTAL ALLOCATION:	81,000

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

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Signature, Chief Executive Officer   Date
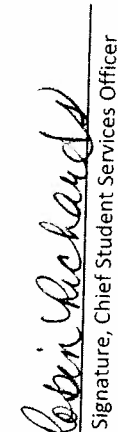
_____ 10/8/14
Signature, Chief Instructional Officer   Date

_____ 10·7·14
Signature, Academic Senate President   Date

_____ 10/8/14
Signature, Chief Student Services Officer   Date

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:	**81,000**

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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: Cañada 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
Michael Hoffman	Basic Skills/ACES Coordinator, Professor Math	hoffmanm@smccd.edu
Anniqua Rana	Basic Skills/ACES Co-coordinator, Division Dean	rana@smccd.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	5,000
Student Assessment	
Advisement and Counseling Services	43,752
Supplemental Instruction and Tutoring	3,750
Coordination & Research	27,698
Professional Development	800
TOTAL:	81,000

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

_____   10.7.'14
Signature, Chief Executive Officer   Date

_____   10-7-14
Signature, Academic Senate President   Date

_____   _____
Signature, Chief Business Officer   Date