

BSI Coordinating and Reporting FAQ

Part I: FAQs about BSI Allocation End of Year Report

Section 2--Narrative Response Section

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

Answer: Yes

2. Is it okay to use bullet points?

Answer: Yes

3. What if our college has placed all funds into one program or department?

Answer: Provide an explanation underlying this decision.

4. Some of our BSI-related decisions stem from Accreditation feedback and/or status. Can we discuss these efforts in this narrative?

Answer: Yes

Section 3-Cohort Tracker Tool

1. In the data section, it says to use the basic skills data cohort tracker (on the Chancellor's Office web site), do you want us to look at this or can we look at more specific data?

Answer: Look at the cohort tracker to start. It will help you plan for what else you need. The purpose of the cohort tracker is to help those schools that do not have access to the data.

2. Can we use internal data as well as Tracker Tool data?

Answer: Yes

3. What do we do about Reading classes?

Answer: Include them since they are part of the pathway leading to pre transfer and transfer level composition classes.

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4. Can we include qualitative data due to special circumstances on our campus? For example, several students at Monterey Peninsula take one course because they are living in the area temporarily while spouse is enrolled at Defense Language Institute nearby.

Answer: Measurement needs to be quantitative. Try to determine which groups of students have educational goals that do not fit neatly into the commonly view/used definitions of success, such as certificate completion, AA and/or transfer degree. Quantitative measure can include a narrative explanation of qualitative that captures unique situations like those at Monterey Peninsula.

5. What if the numbers in the Tracking Tool are incorrect?

Answer: These numbers come from each college. Any inconsistencies might be related to a coding problem at the local college. Basic Skills classes are coded CB-08.

Part II 2013-2014 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

1. For form 1a, where do I type in total allocation?

Answer: In the white boxes.

2. For form 1b, where do I record leftover money?

Answer: In the far right hand column.

3. *If plans change and what we initially planned to use our dollars for, what do we do?*

Answer: That's fine, just make sure you put the dollars in the correct category on 1(B) and in the narrative next year you will report on it.

3 Follow-Up Questions: Won't this create a sense of rush when we have money left over. For example, what if a college allocates the money and the group does not spend it all- we are already operating one year behind.

Answer: Starting with the 2013-2014 funds, all colleges will be on a two-year cycle and while I understand, you need to spend it or another college will be happy to spend it. We do not want to return funds again to the State.

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4. For form 4a, can I add a new goal to last year's five-year goals?

Answer: Yes.

5. For form 4a, should the allocations match the long-term goals?

Answer: Yes

6. For form 4a, what do we do if we do not plan to spend money on a specific long-term goal this next academic year?

Answer: Even if you don't spend money in this academic year, still record what is allocated toward these goals. Allocated does not necessarily mean that the money will be spent during this same academic year.

7. *Is there a list of what you can do in Program Development and Innovation?*

Answer: Colleges have had 5 years to develop programs with the money. If you want to develop a new program, the Chancellor's Office will not stop you, but can strongly encourage you to adapt one of the programs listed in the new e-resource (to be posted on the CCCCO web site). These programs are ones that have data showing that the success rates are higher in those courses with the interventions.

8. Planned expenditure by category (p. 10) do you want numbers in there? And should it match Basic Skills Activity Plan on p 8?

Answer: Yes and yes. We want you to show that you are planning for these funds and then show how your planning is being spent. While the narrative questions will change, it is linked back to increasing student success rate.

9. For form 4a, Can these goals be changed for this reporting cycle?

Answer: Only works if college was on show cause. Tweaking goals is okay; massive change to five-year goals is not really okay as we assume that colleges put substantial thought into developing the five-year goals. The funding not based on goal attainment. Funding has to do with enrollment in CB-08 course.

10. For form 5, what happens to any money that is not spent within the new two-year timeframe?

Answer: Money will go back to Chancellor's Office to redistribute to colleges that can use it.

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11. For form 5, how long can a college take to spend the 2013-2014 allocation?

Answer: A college should only be one year behind in its spending. Starting with the new funds in July 2013, colleges will have two academic years to spend the allocations.

12. For form 5, why are there only 6 categories now rather than 9?

Answer: This is an effort to simplify form. These categories are from Chapter 489 of the 2007-2008 budget language.

13. What level of confidence can we have in continued funding?

Answer: None is the real answer. However, we do not have any indication at all that the funding will be reduced.

Part III-General Questions:

1. Can we use basic skills money in the intermediate algebra class since we assume that students come from the basic skills math class to this class and they will again need to be supported?

Answer: Yes. Funds may be used to support students in intermediate algebra. This course is not a basic skills coded classes (it can be used for graduation, so it does not count as basic skills) but we can spend money on classes that are below transfer – pre-transfer- even if they are not basic skills. Basic Skills classes cannot be degree applicable. So classes coded as Basic Skills (CB 08) classes earn money where as intermediate algebra does not earn money but they money can be spent on it.

2. Can we keep some consistency in the form? It is tough to keep going back to different documents. Like for example, now we are being asked to look at the Educational Master Plan of the college and tie the BSI goals to those.

Answer: We are trying to simplify the report. We began with the 5-year goals and they should have gone through the process to ensure that they are in line with the master plan of the college.

3. Is it a conflict of interest if I am both the BSI Coordinator and the Academic Senate President and I sign for the AS?

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Answer: No. We do have a new signature on the form, because the VP's hadn't always seen the form before the President signed it and sent it forward. So now the CSSO and CIO will sign.

Part IV: Post Event Questions:

1. If a pre-transfer level class in Math or English, such as SRJC's English 100, counts toward the AA degree as an elective, can BSI funds be used for an initiative that supports such a course? A high percentage of students in these courses come through developmental pathways that contain basic skills courses.

Answer: Yes

2. Who serves on the Basic Skills Advisory Committee?

Answer: There are representatives from the following groups: ASCCC, CEO, CIO, CSSO, RPGroup, non-credit Adult Ed, CCCCCO, 3CSN (3CSN as LACCD is receiving the BSI Professional Development Grant).

3. Since the funding is now to be spent during a two-year period (beginning with 2013-2014 funding cycle), then do we track students for a two-year period to align with funding cycle?

Answer: No. Continue to track for three years.

4. When will schools receive funds?

Answer: The Chancellor's Office starts the distribution of the funds at the start of the academic year.

5. Is it possible for state to capture data for the students who have been directly impacted by a particular BSI-funded program, such as SI or Integrated Counseling or can this only be done on each individual campus?

Answer: Only with local research. The data that the colleges report is not disaggregated by intervention.