



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

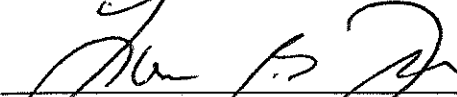
College Name: Los Angeles Trade Technical College

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			
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring			
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination		5,657	
G.2 Research			
G.3 Professional Development		107,485	
TOTAL:	113,142	113,142	0

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



Signature, Chief Executive Officer

10/11/2014
Date



Signature, Academic Senate President

10/11/2014
Date



Signature, Chief Business Officer

10/3/14
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: Los Angeles Trade Technical 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.

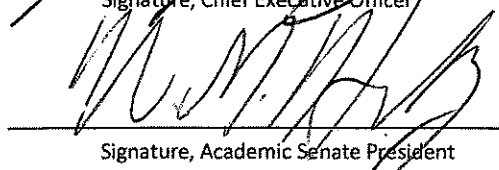
Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development			
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring			
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination		2,665	3,339
G.2 Research			
G.3 Professional Development		114,101	
TOTAL:	120,105	116,766	3,339

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



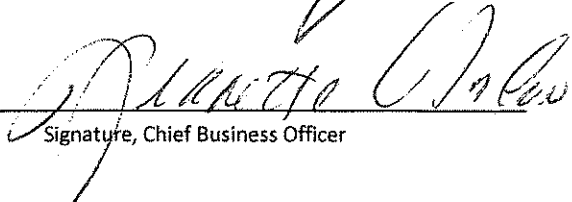
Signature, Chief Executive Officer

10/2/14
Date



Signature, Academic Senate President

10/1/14
Date



Signature, Chief Business Officer

10/3/14
Date



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

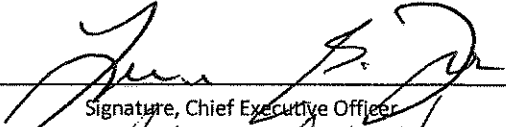
College Name: Los Angeles Trade Technical College

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.

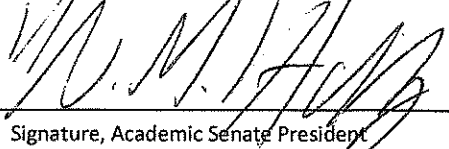
Category	Total Allocation for 2013-2014	Total Expenditures by Category from 7/1/13 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development			
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring			
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			4,759
G.2 Research			
G.3 Professional Development		59,374	31,052
TOTAL:	95,185	59,374	35,811

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



Signature, Chief Executive Officer

10/2/14
Date



Signature, Academic Senate President

10/1/14
Date



Signature, Chief Business Officer

10/3/14
Date



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. (See Attached [1a, 1b, 1c])

[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?** LATTTC has developed a comprehensive and innovative student competency-based framework called the Pathways to Academic, Career, and Transfer Success (PACTS) <http://comm.latttc.edu/studentsuccess/pacts-framework/>. The framework enables the college to focus all instructional and student support programs and services in a concentrated, strategic, and tactical manner to identify and select targeted interventions to address critical areas or gaps and ultimately to increase student completion. The LATTTC PACTS framework is included in the college's strategic master plan and the college's educational master plan. The PACTS Framework is segmented into four Tiers: **Tier 1** – Foundational Competencies for Success in College and Careers, **Tier 2** – Academic and Career Readiness Competencies, **Tier 3**- Program of Study Core Competencies, and **Tier 4** – Degree and/or Transfer Program of Study Competencies. The basic skills funded programs and projects directly align and support students as they gain the basic skills/competencies as they engage in Tier 1 and 2 educational activities. These activities include Academic Readiness (Math and English), Computing, Information, and Digital Literacy, Self-Efficacy for College and Career Success, Awareness of Academic/Career Options and Readiness, Academic and Career Goal Setting and Planning, and Navigating and Accessing Community and College Resources. The PACTS framework has helped alleviate obstacles related to institutionalizing our basic skills initiatives, and if anything has brought to light the necessity to prepare students (especially in Math and English) prior to them entering their Program of Study. As the institution moves forward with launching additional basic skills initiatives and activities, it is imperative that alignment of the activities relates to the PACTS framework. Currently, the Colleges Student Success Committee in tandem with the Colleges Basic Skills Committee is focused on Monitoring and Supporting PACTS Tier 1 and 2 implementation (Educational Master Plan & Strategic Plan Goal #1). This close alignment and shared effort is imperative to institutionalizing our basic skills funded programs and projects. The Basic Skills Committee is investigating the option of consolidating its efforts under the auspices of the Student Success Committee as a means to ensure the integral work spearheaded by champions of the Basic Skills initiatives continues and remains in alignment with our Educational Master, Strategic, SSSP and Student Equity Plans
- **How are you scaling up successful projects and programs?** Academic Readiness (PACTS Tier 2) focuses on the requisite Math and English skills/competencies necessary for a student to succeed in any chosen program of study at the college. The related competencies include Reading, Writing, Connecting Reading and Writing to Thinking, Listening and Speaking, Mathematics, and Analytical Thinking. Currently, the Academic Connections Department,

houses Tutoring, Learning Skills, Basic Skills, and Non-Credit ESL. The department has worked during the past few years to build courses that support student attainment of a non-credit, Competency based Certificate in College Readiness. The certificate focuses on providing students with a pathway to increase their Basic English, Math, and Computer skills. The coursework also assists students with college and scholastic assessment preparation skills including: study skills, test taking strategies, and navigating the college campus. Now that the Pathway has been developed and students are taking advantage of the remediation activities available it will be exciting to see if the basic skills funded initiatives move the needle in regard to Math and English completion. The Academic Connections Department in collaboration with the English and Math Departments is working on scaffolding competencies for each of the basic skills courses so that students can seamlessly transfer between the non-credit and credit course offerings as they move onto College Level courses. Additionally, each of the Departments is exploring how to contextualize basic skills remediation activities across the curriculum. Each of these innovative efforts is further supported by the phenomenal work of the Academic Connections Tutoring Department. This year, with additional funding provided by Basic Skills, Academic Connections expanded the number of hours it provided tutoring services to students, expanded the number of math and English tutors and even re-instituted a Midnight Madness Tutoring session during Spring 2014 finals. As a means to ensure students are provided with optimal tutoring services on campus, Faculty from each of the Departments assist with providing specific subject based tutor training to tutors in the Academic Connections Department. It is important to note that each of the Departments (Academic Connections, English, and Math) has representation on the Colleges Basic Skills Committee and English and Math are both represented on the Colleges Student Success Committee. Front-line representation on these committees allows for transparent collaboration and sharing of our successful projects and programs. Additionally, it allows for increased campus wide collaboration related to our basic skills initiatives.

- **How does your basic skills fund support the goals of SSSP plans and Student Equity plans?** The onboarding process for students at LATTC, as in all campuses across the State, consists of Orientation, Assessment, and Counseling. As such, students who complete the Assessment process at LATTC are provided with the opportunity to partake in remediation and/or preparation workshops and/or courses in English and Math. For students who are not placed into college level courses, Academic Connections provides non-credit workshops and both credit and non-credit courses focused on assisting students with gaining the skills/competencies they need in order to move onto college level coursework. Additionally, Academic Connections houses the campus Tutoring center where students can receive free tutoring or skill remediation. As the Campus finalizes its SSSP and Student Equity plans, it is important to note that the following co-sponsored activities related to basic skills were identified (*list is not inclusive of all, but a cross representation) It is important to note that activities noted with * will be funded with Basic Skills Funds:
 - Monitor Basic Skills Progression Rates
 - *Provide training on using the Basic Skills Cohort Tracker
 - *Crosswalk of exit course competencies for Basic Skills Courses
 - *Review and update (if warranted) MIS Course Identifier Codes
 - Piloting of various “follow up” strategies
 - *Provide staff development opportunities

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

Respond to the following question:

- 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. *Note: There was an overall drop in English and Math cohort size when comparing Fall 2009 to Fall 2011 enrollments. The math cohort dropped by 278 less students (-22%) and the English cohort by 421 students (-30%).

Differences between Fall 2009 to Spring 2011 and Fall 2011 to Spring 2013 Cohorts

	1 Level Below	2 Levels Below	3 Levels Below	4 Levels Below
Math				
Percent of Students Starting At This Level	0% Math 125	-5% Math 113, 114, 115	+6% Math 112, LS 10A,B,C	-1% Math 105
Initial Level Success	-15%	+7%	+15%	-3%
Cohort persistence to Next Level	-9%	+2%	+5%	-6%
Transfer Level Success (Math 225)	+1%	-3.4%	+0.5%	-0.1%
English				
Percent of Students Starting At This Level	+9% Eng 28	+18% Eng 21, 46	-27% Eng 64/67/68 LS 1&2A,B,C, 4	
Initial Level Success	-5%	+5%	+11%	
Cohort persistence to Next Level	-3%	+6%	-9%	
Transfer Level Success	-1%	+1%	+2.5%	

Math

- The overall proportion of the cohort distribution across the 4 starting levels for math were similar, with the students who started at 3 levels below being 6% greater in 2011-13 cohort, while the students who started 2 levels below were 5% lower than the 2009-11 cohort.
- In terms of level success, the 2011-13 cohort had 15% higher success for courses at 3 levels below, but 15% lower rates for courses that are 1 level below and 7% higher rates for courses at 2 levels below.
- In terms of persistence, the 2011-13 cohort had 5% higher rates for courses 3 levels below, 2% higher rates for courses 2 levels below and 6% lower rates for courses 4 levels below. The greatest difference between the 2 cohorts is for courses starting at 1 level below, with the 2011-13 cohort having 9% lower persistence than the 2009-11 cohort.
- In terms of transfer level success, the overall differences among the 2 cohorts in math were marginal (1% or less) with the exception of the 2011-13 cohort having 3.4% lower rates for math courses that are 2 levels below transfer.

English

- For English, the 2011-13 cohort had 9% higher enrollment at one level below, 18% higher enrollment for 2 levels below, but 27% decrease for students who enrolled at 3 levels below as compared with the 2009-11 cohort.
- In English, the level of success for the 2011-13 cohort had 5% lower rates for those starting at one level below and 5% higher rates for students starting at two levels below than the 2009-11 cohort. However, the more recent cohort had 11% higher success rates for courses that were 3 levels below than the previous cohort of 2009-11. Thus, despite having a 27% lower enrollment in courses that are 3 levels below, the 2011-13 cohort had 11% higher success rates.
- In terms of persistence in English, the 2011-13 cohort had 3% lower rates for courses that are 1 level below, 6% higher rates for courses at 2 levels below and 9% lower rates for courses that are 3 levels below (vs. 2009-11 cohort).
- In terms of transfer level success, the overall differences among the 2 cohorts in English were marginal (1% or less) with the exception of the 2011-13 cohort having 2.5% higher rates for English courses starting at 3 levels below transfer.

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

College Name: Los Angeles Trade Technical College

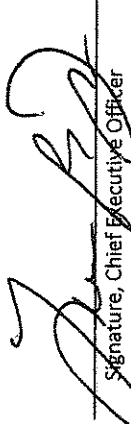
REFER TO LAST YEAR'S FORM.

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	The percentage of students who begin two levels below (e.g., English 28 and 21); (e.g., Math 125 and 115) transfer level English (e.g., English 101) and transfer level Math (e.g., Math 225) and successfully complete English 101 and Math 225 within four years will increase by 5% annually in 2014-2015, 2015-2016, and 2016-2017 over 2009-2010.	30,092
B	The percentage of students who begin three levels below (e.g., English 64/67; LS2A, B, C, 4) (e.g., Math 112, LS 10A, B, C) transfer level English (e.g., English 101) and transfer level Math (e.g., Math 225) and successfully complete English 101 and Math 225 within four years will increase by 5% annually in 2014-2015, 2015-2016, and 2016-2017 over 2009-2010.	30,093
C	The successful progression rate of students from Math 115 (Intermediate algebra) to transfer-level Math (Math 225) will increase 10% by 2016-2017 over the 2010-2011 rate.	35,000
TOTAL ALLOCATION:		95,185

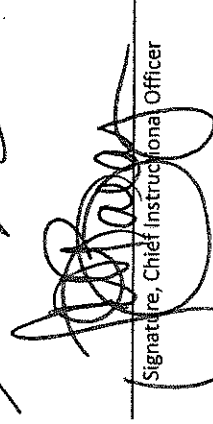
*** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!


 Signature, Chief Executive Officer

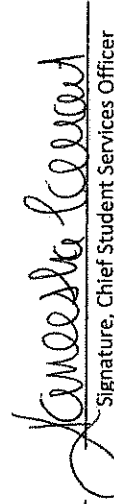
10/2/14
 Date


 Signature, Academic Senate President

10/1/14
 Date


 Signature, Chief Instructional Officer

Date


 Signature, Chief Student Services Officer

10/1/14
 Date

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

College Name: Los Angeles Trade Technical College

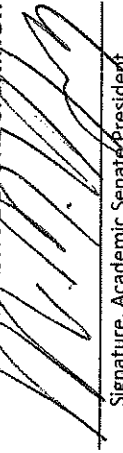
Insert your 2014-2015 funds allocated to each activity. The sum of the right column should be your total allocation.

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
Implement/enhance tutor training and faculty development to include the following topics: How to Be an Effective Tutor; Tutoring Procedures and Rules; Contextualization Tools; and Working with Special Populations	A, B, C	January 2015	Academic Connections, English, Math Department Chairs and Faculty	Improve the effectiveness of tutoring with students enrolled in Math 115, 125, and 225 and English 21, 28, and 101 as measured by increase successful course completion rates of students receiving tutoring after training occurred.	5,405
Provide tutoring specialized/targeted for students 2 and 3 levels below transfer-level Math and English	A, B	May 2015	Academic Connections, English, Math Department Chairs and Faculty	Measure and increase core Math and English competencies (in the LATTTC PACTS model) to ensure students successfully complete Math and English course sequences and courses required in students' programs of study.	78,000
Faculty Professional Development and Planning Activities to include but not limited to: Training on using the Basic Skills Cohort Tracker; Crosswalk of exit course competencies for Basic Skills Courses; Review and update (if warranted) MIS Course Identifier Codes for Basic Skills Courses	A, B	June 2015	Academic Connections, English, Math Department Chairs and Faculty, Student Success Committee	Campus will provide meetings and workshops to support these faculty development initiatives.	7021
LACCD District Coordination	A, B, C	June 2015	LACCD District Coordinator	District will provide meetings, webinars and workshops to support Basic Skills.	4,759
TOTAL ALLOCATION:					95,185

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 Signature, Chief Executive Officer

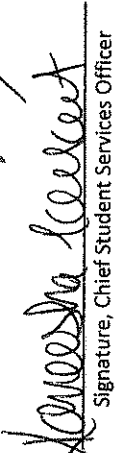
10/22/14
 Date


 Signature, Academic Senate President

10/11/14
 Date


 Signature, Chief Instructional Officer

10/11/14
 Date


 Signature, Chief Student Services Officer



**[5] 2014-2015 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2014**

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: Los Angeles Trade Technical 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):

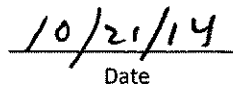
Name	Position	Email
Nicole Albo-Lopez	Basic Skills Co-Chair, Dean	albolonm@lattc.edu
Tayebeh Meftagh	Basic Skills Co-Chair, Math Department Chair	meftagh@lattc.edu
Leticia Barajas	Vice President Instruction	barajal@lattc.edu

Category	Planned Expenditure by Category *Revised 10/21/2014
Program and Curriculum Planning and Development	
Student Assessment	
Advisement and Counseling Services	
Supplemental Instruction and Tutoring	78,000
Coordination & Research	4,759
Professional Development	12,426
TOTAL:	95,185

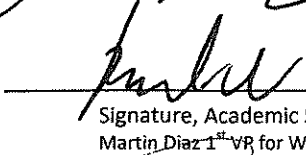
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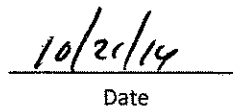
Signature, Chief Executive Officer



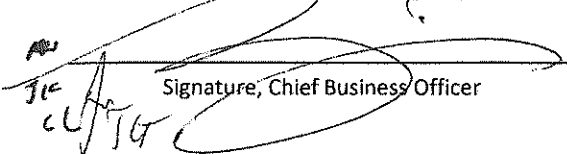
Date



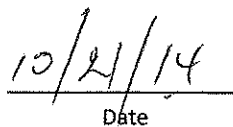
Signature, Academic Senate President
Martin Diaz 1st VR for Wally Hanley, President



Date



Signature, Chief Business Officer



Date