

SBCTC Online Grant Management System

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2010 Gates: Pre-College Math CLARK_APP6043
Status: Submitted

Applicant Information

Institution: Clark College

Consortium: No

Contact:

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Contents

Section 1

Team Lead's Department

Department of Mathematics

Core Team and Partners

1A. List other faculty/staff (including titles, departments, and email addresses) at the college who will be directly involved in leading and/or implementing the project.

Bill Monroe, Professor, Department of Mathematics and Project Lead bmonroe@clark.edu

Jody McQuillan, Professor, Adult Basic Education, jmcquillan@clark.edu

Luanne Lundberg, Professor, Developmental Education, llundberg@clark.edu

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Bob Lynn, Adjunct Faculty, Department of Mathematics and Developmental Education, rlynn@clark.edu

Carren Walker, Adjunct Faculty, Department of Mathematics, cwalker@clark.edu

Dr. Sylvia Thornburg, Dean of Science, Technology, Engineering and Mathematics, sthornburg@clark.edu

Dr. Ray Korpi, Dean of Developmental Education, English, Communications and Humanities, rkorpi@clark.edu

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1B. Indicate which, if any, other departments or offices at the college or other schools or institutions that will play supportive roles in implementing the proposal. (optional)

Core departments: Mathematics Department, Developmental Education Department, Adult Basic Education Department

Supporting departments: Teaching and Learning Center (TLC), Office of Planning and Effectiveness (OPE), e-learning Department, Business Services, Tutoring and Writing Center, Human Development, Student Affairs, Counseling Services, and Advising.

Section 2

Existing Resources/Capacity

2A. Describe the current program structure/format of your pre-college to college-level math offerings including number of full- and part-time faculty who teach courses in the program.

(max. characters: 2,000)

Pre-college math is taught by three different and independent departments: Adult Basic Education Department (ABE); Developmental Education Department (DVED); and the Math Department. Most pre-college math courses are taught using either classroom, online or hybrid formats. Students are placed into their first math class through one of two methods: receiving a qualifying score on a placement test administered by the college, or passing prerequisite courses at another institution. ABE uses the CASAS placement test, while DVED and Math use the COMPASS placement test.

ABE currently offers 17 math courses consisting of ABE levels 1-6. DVED offers DVED 021 (Math Basics I) and DVED 023 (Math Basics II). The Math Department currently offers 86 sections of pre-college level math: Math 030 (Pre-Algebra) followed by a dual-path pre-college level algebra sequence. Path 1 is a two-course sequence: Math 090 (Elementary Algebra) and Math 095 (Intermediate Algebra). Path 2 is a three-course sequence: Math 089 (Algebra 1), Math 091 (Algebra II) and Math 093 (Algebra III). Path 2 covers the same material in the same sequence as path 1 but the extra time allows instructors to incorporate different teaching methods. Students may switch between paths provided that they are not skipping any material covered in the pre-college algebra curriculum.

Typical Quarterly Pre-College Math Offerings and Staffing Patterns

Department	Sections	FT Faculty	PT Faculty
ABE	17	39	
DVED	18	25	
Math	86	1142	

Other pre-college specialty math courses include Math 085 (Industrial Mathematics), Math 98 (Technical Mathematics I), and Math 099 (Technical Mathematics II). One pre-college math course is taught outside the Math Department, Math 065 (Fundamentals of Business Mathematics).

2B. Summarize any local research findings you've reviewed on student success in the pre-college math sequence (from Adult Basic Education through developmental education) and

in college-level math courses.**(max. characters: 2,000)**

Overall pass rates and momentum points indicate that students struggle to persist in the pre-college level math sequence. The rates vary from 59-73% across these courses (see table below). There is a downward trend in pass rates through the sequence. Worth noting that the 3-term pre-college algebra sequence designed to improve student success is not faring much better than the 2-term sequence.

Courses	Total Students	Success/C or above	Not Successful	Success
DVED 021	533367166	69%		
DVED 023	490356134	73%		
MATH 030	14871060397	73%		
MATH 089	1055675380	64%		
MATH 091	879568311	65%		
MATH 093	650401249	62%		
MATH 090	1367885482	65%		
MATH 095	1307771536	59%		

A review of momentum points reveals that a large percentage of ABE students are not moving forward to be placed higher in the pre-college math sequence. In fact, a significant number do not attempt to go further; their goal was to achieve the GED.

Success and transition rates for Clark College's students in pre-college and college-level math courses have considerable room for improvement. It is particularly challenging to move students from successful completion of pre-college courses to subsequent college-level math courses. In 2008-09, only 64.5% of students in pre-college and 67.5% of students in college-level math were successful with a C or better. In fall 2008, a pilot project was implemented with students taking at least two pre-college classes including one math. These students were advised to take a pre-college success course. Of the eleven students who followed the advice, seven successfully completed their pre-college math course. Further analysis will be conducted in order to draw any further conclusions.

YearLevel	Success(C or above)	C- to D-	F	Withdrawals
2008-09College	67.5%	12.1%	9.6%	10.8%
2008-09Pre-college	64.5%	13.4%	14.5%	7.5%

2C. Describe any current or recent projects, grants, campus initiatives, etc. that serve as a foundation for the work being proposed; what existing work are you building on in this proposal and how is it connected?

(max. characters: 2,000)

Clark's current math initiatives represent over \$80,000 of college support and provide considerable foundation for the proposed project. Through several of these initiatives, the math faculty will continue to gain insights into the challenges and common misperceptions experienced by students:

- Math Help Sessions - 50 to 60 hours per week staffed primarily by math faculty
- Women in Stem Math Tutoring - 20 to 25 hours per week
- Fall Orientation workshop for math placement, course selection and success techniques orientation
- Pre-quarter Review Seminars for students in College Algebra and Calculus I
- “Math Success Sessions” for study skills and placement advice
- In-class advising for students moving from pre-college algebra to college-level courses
- Math Education Seminars for faculty discussing curriculum and current trends
- College readiness workshops for lower division students in college-level math courses
- Tutoring and Writing Center – student tutors plus eTutoring access

In 2008-09, the College's Retention Committee sponsored a pilot linking developmental coursework with a college success course. Based on its success, Clark College will pilot learning communities that link a pre-college success course with a developmental math course.

Clark College has implemented an Academic Early Warning System (AEW), an electronic method for faculty to identify and assist the students at highest academic risk. This project will encourage more math instructors to use AEW and more at-risk students will access support services earlier in the quarter.

The Teaching and Learning Center (TLC) at Clark, through its workshops and roundtable discussions on new pedagogy and best practices in teaching, provides opportunities for math faculty to collaborate in developing more effective teaching methods.

2D. What professional development opportunities currently exist for pre-college math faculty (part-time as well as full-time)?

(max. characters: 1,000)

We have several annual conferences locally where teachers can learn techniques to improve their math teaching: The Washington Two-Year College Math Conference; American Mathematical Association of Two year Colleges Conference; and the Northwest College Reading and Learning Conference. College funding is available for both full and part-time faculty.

In addition, there are in-house TLC activities that provide professional development opportunities. The TLC supports the Transitions Math Project and assists in organizing training activities, collaboration sessions or other efforts to improve instructional approaches to mathematics. Adjunct faculty are paid to participate in departmental curriculum development and in-house professional development activities.

Faculty are also able to participate in online professional development opportunities through classes, webinars & ITVs offered by SBCTC, SLOAN and other organizations.

2E. Based on the evidence you have, what are the current strengths of the pre-college math program and what are the major issues/challenges that need to be addressed?

(max. characters: 2,000)

The faculty in the ABE, DVED and Math Department all demonstrate commitment to student success. Common strengths in all three departments are, a) a commitment to provide struggling students access to tutoring; b) initiatives that support and engage our adjunct faculty; and c) a determination to identify both the obstacles and the keys to student success.

ABE currently has a program review project to assess circumstances that lead to student drop-outs and to identify drop-out factors that the department can address. Feasible interventions will be identified that should lead to greater student retention. Instruction includes hands-on activities, daily review, and collaborative learning to reinforce concepts.

DVED is focused on developing a set of core mathematical foundations which will contribute to success in upper-level math courses through collaboration with instructors of these courses. The DVED faculty currently use teaching practices that engage student interaction in complex problem solving and stress the development of student success behaviors. DVED is currently piloting a learning community linking math and student success courses. DVED math courses linked with a student success class.

Based upon findings in the retention report and other studies conducted at Clark College, the issues that need to be addressed are these:

1. We need a comprehensive summary of the core competencies from each program: ABE, DVED, and Math.
2. We need to identify or create assessment instruments that are clearly linked to well-defined student learning outcomes at each level.
3. We need an infrastructure focused on communication of effective instructional methods in mathematics.
4. We need to accurately identify points in our programs where students encounter roadblocks to success.

Section 3

Goals/Strategies/Activities

3A. The overall long-term goal of the project is to increase student achievement in college-level math courses by improving student success in and progress through their pre-college math (ABE and Dev Ed) experience in Washington community and technical colleges. To achieve this goal participating colleges are asked to address core areas of educational practice: what math is taught (restructuring/redefining the curriculum), how it is taught (emphasizing student understanding and engagement), and how it is assessed (refining diagnostic and classroom-based assessments). Given these parameters and the description of your program's strengths and challenges in section 2, describe what you'd like to accomplish if your institution were selected to participate in this project.

(max. characters: 4,000)

First, we want to create a comprehensive understanding of what is being taught and how it should be taught throughout our entire pre-college program. We will develop a living document that summarizes the core conceptual framework of each course in the pre-college math program as well as through-line concepts that are used at all levels. These through-line concepts will have a basis in the College Readiness Mathematics Standards. This document should be an open educational resource repository (placed within a shell on the Clark College LMS) including teaching resources, links, sample course syllabi, course specific student learning outcomes, assessment tools, etc.

In the process of developing the core conceptual framework, we intend to build a common understanding among our pre-college math faculty of a) the core concepts that comprise the program as well as individual courses in the program, b) the key student attributes associated with success in mathematics, and c) instructional approaches that include student engagement, and complex tasks and activities that support conceptual understanding.

Second, once the conceptual framework is in place and through-line concepts are identified, we will refine a set of Student Learning Outcomes (SLOs) for each course within the pre-college math program. We will then identify or create assessment instruments that are clearly linked to these well-defined SLOs. The process of building the SLOs will include multiple faculty within each department (ABE, DVED, and Math) and may require professional development workshops focused on creating effective SLOs and designing assessment tools that are clearly linked to them. These new assessment tools will establish and reinforce the core math competencies and concepts and provide faculty with tools to assess their students' understanding.

Third, we want to develop a learning community of math teachers that is focused on professional development activities to incorporate instructional approaches that will increase student engagement and deepen mathematical understanding. Professional development activities would also include documentation and dissemination of best practice learning activities to other teachers or institutions. This collaboration will allow us to highlight how these teachers are interacting with their students and create a way to have more interaction and communication among faculty members.

Fourth, we want identify a set of student attributes similar to those established in TMP that will be part of the expectations teachers convey to their students throughout their participation in the program. We want our teachers to engage in class activities that illustrate the benefits of these attributes. We believe that these attributes will help students reduce the roadblocks they are facing and will be vital to their continued success in college-level math.

Fifth, we need to create a means of assessing student success and accurately identify deficiencies in how we assist students in achieving that success. Assessments would include but not be limited to: rates of persistence through the sequence of courses; momentum points; in-class assessments of core concepts; surveys and focus groups for students and instructors. We would like this to become a permanent part of how we evaluate our pre-college math program.

3B. Do you intend to address a particular aspect of your pre-college math program (e.g., a specific course or transition) rather than take a more global approach to the overall program?

- Yes
 No

**If you answered "yes" to 3B, please describe why you chose that aspect.
(max. characters: 1,000)**

**3C. At this point what is your best thinking about pursuing what is described in 3A., i.e., what strategies or approaches seem most promising to you and why?
(max. characters: 2,000)**

We believe that there are four key goals that must be met during phase 1 of the project: 1) establish the core set of concepts that are common to all of the pre-college level math courses as well as the core set of concepts in each course; 2) develop or gain access to assessments that can establish pre-program measures of student achievement; 3) determine factors that are obstacles to student success; and 4) begin to develop workshops and training through the Teaching and Learning Center (TLC) specifically focused on best-practice pedagogy and support systems for pre-college math standards.

Core Concepts: We plan to engage full-time and adjunct faculty who are familiar with the curriculum in helping to identify a core conceptual framework within pre-college math. This has been an issue for years; there is great interest and agreement about the need to identify this conceptual framework.

Assessments: The Clark College Office of Planning and Effectiveness (OPE) will assist us in creating several measures related to student persistence including student surveys and focus groups. With assistance from the SBCTC Project Leadership Team and OPE we hope to begin gathering data before the end of spring term.

Obstacles to Success: Existing information on persistence and student satisfaction obtained through OPE will be used to identify obstacles to student achievement. This research will identify key issues to focus on during phase 2 of the project.

Professional Development: The TLC is an effective venue for delivering professional development oriented toward student engagement. The TLC will assist us in creating a pre-college math learning community. We will begin offering quarterly professional development workshops this summer and continue throughout phase 2 of the grant and beyond.

**3D. A critical component of this overall project is faculty leadership and program/department-wide ownership of the proposed efforts to improve pre-college math. How do you plan to involve a "critical mass" of faculty in the efforts you propose (full-time and part-time) and build a collective program commitment to collegial learning about effective educational practice in pre-college mathematics?
(max. characters: 2,000)**

A Faculty Inquiry Group (FIG) will be created for pre-college math including a combination of veteran full-time and adjunct faculty who have an understanding of the department as well as a commitment to improve teaching. The activities of the FIG will be lead by the Pre-College Math Team which includes ABE, DVED, and Math faculty, both full-time and adjunct. We will hold a workshop with faculty from all three departments this summer to launch the project.

We plan to have members from this group make presentations on the initiative to the faculty at-large and assist in presenting workshops targeted at math instructors from all three departments during our formal Fall Orientation program in September 2010. the fall focus 2010. These presentations will introduce the goals of the project as well as the core through-line concepts and related professional development opportunities through the TLC.

Faculty in the ABE, DVED and Math departments have a history of creating projects or investigations that are oriented toward improving student success. They have collaborated to investigate the content of the COMPASS placement exam, create links between math courses and student success programs, and gather research to discover the cause of student drop outs. These activities already demonstrate faculty commitment of time, effort and thought. We plan to emphasize faculty inquiry, professional development and collaboration focused on student

success. We anticipate the faculty will embrace any practices or proposals that are shown to improve student achievement through greater student understanding of mathematics. The grant will allow us to support full and part-time faculty for their renewed investment of time and expertise.

3E. What professional development, support and/or technical assistance would help you achieve your goals?

(max. characters: 2,000)

We plan to host quarterly professional development workshops beginning this summer regarding, a) ways to increase student engagement; b) complex instruction; c) problem or project-based learning; d) student learning outcomes; e) assessment linked to student learning outcomes; etc. In collaboration with the TLC, we will identify both in-house mathematics faculty and outside experts for this work.

We will call upon our OPE for support in developing assessment tools during phase I, particularly those that involve student surveys or focus groups. As we begin to develop resources and materials from the project we will consult with the eLearning Department for ways to establish an Online Educational Repository (OER) for items such as the pre-college math conceptual framework, sample course syllabi, course specific SLOs, assessment tools that are linked to SLOs, and sample best-practice activities for use in face-to-face, hybrid and online courses. These resources will be generated by Clark College faculty who participate in the various workshops as well as the pre-college math team.

We will also rely on the advice and guidance of the SBCTC pre-college math leadership as we move through this three year process. We plan to host a number of team visits and will welcome ongoing feedback and advice. The summer RPM institutes will provide an opportunity for our team members to learn what is happening at other colleges within the state and to find ways of applying successful strategies to our own college.

We will require technical assistance from our college Grants Development Office and Business Office to provide the required fiscal and programmatic documentation including monthly invoicing, quarterly reports, and annual reports within OGMS.

Section 4

Evaluation Plan

4A. What evidence will you use to help assess the success of the work you propose and how do you intend to gather and use that evidence?

(max. characters: 2,000)

Evidence will include rates of persistence in pre-college math courses, momentum points, retention of core concepts and competencies, student attributes as identified in the Transition Math Plan College Readiness Mathematics Standards, and the degree of change in instruction methods that arise from the workshops and training activities through the TLC.

The rate of persistence will be determined for distinct groups of students based on their entry-level course in the math program. Summaries of the rates of persistence as well as the momentum points gathered by the OPE will provide information that will target areas where students are having difficulty transitioning to the next level in the program. Our success will produce improvement in these transition rates over time.

Student mastery of core concepts will be measured at the beginning and end of each term to determine the effectiveness of instruction at each level of the program. This data will be gathered using pre-and post- assessment tools developed during the initial stages of this project. If our work is successful, we will see an increase in course gains over time.

Student attributes will be assessed via student surveys or focus groups to determine if there is a change in the students' understanding of successful academic behavior. We will gather this data with the assistance of the institutional researchers within the OPE. If we are successful, we expect to see more students able to identify these attributes as contributors to their success.

Finally, teachers of pre-college math will be surveyed to determine the degree to which they are using instructional activities that include those that engage the student, incorporate conceptual understanding, and provide complex problems as well as those identified in professional development activities provided at the TLC.

4B. What support/technical assistance do you envision needing in order to evaluate the impact of the work you propose?

(max. characters: 1,000)

First, we will need help in developing ideas for assessment tools. Second, we will need help in providing and/or training a focus group leader to work with students. Third, we will need help in developing and delivering an online and/or hard-copy student survey. We may also need assistance compiling and analyzing the qualitative and quantitative results of the focus

groups and survey. Fourth, we will benefit from reviewing any “through-line” concepts that have been developed at other schools. We may need the assistance of research librarians in finding and acquiring up-to-date information from technical journals and nationwide studies. Finally, we anticipate that we will need help during the evaluation phase, summarizing and evaluating the results of our assessment as well as establishing a measure of the success of the work laid out in the project.

Section 5

Sustainability Plan

5A. What is the potential for continuing, and if possible scaling up, this work beyond the grant period, and how are you addressing directly this issue of sustainability as part of your proposed work?

(max. characters: 2,000)

The potential for continuing this work is very high due to two factors. First, Clark College's ABE, DVED and Math departments were planning a project similar to this prior to our knowledge of the existence of the grant. Our original plans were to better coordinate the work of the ABE, DVED and the Math departments in order to improve the success of our students as they transition into higher level courses. These changes are planned to become a permanent and continuing part of the pre-college math program. The grant activities will add new and helpful components to our original project. Second, our original work in the Transition Mathematics Project (TMP) already has the support of the leadership of the ABE, DVED and Math departments. We anticipate that leadership support will be extended to those additional activities related to the grant after the end of 2011. In addition, some of the project team members serve on the Retention Committee. The members can coordinate ongoing retention activities to address the sustainability of this initiative.

We believe that the components that will be sustainable are threefold. First, continued faculty participation in this type of effort is already an aspect of the faculty in the three departments as earlier noted in the response to question 3d. Second, professional development on this campus will continue due to the presence of the TLC as well as the ongoing commitment to student success on the part of faculty. Third, continued assessment will become a part of the academic culture as the initiative to assess program effectiveness grows at Clark College. Our only uncertainty concerning the sustainability of assessment activities is the cost and time limitations that may exist in an era of tighter budgets. Our plan is to develop a set of cost-effective assessments that can be used to supplement assessments conducted through the OPE.

5B. What support/technical assistance do you need in order to be able to address the long-term sustainability of the work you are proposing?

(max. characters: 1,000)

Our main concerns center around the ability to provide comprehensive assessment that does not impact our budget or remove teachers from classroom duties for too long. We will also be looking for ways to continue providing professional development opportunities for our faculty. The TLC is a firmly established department here at Clark College, and they have had continuing success finding the resources necessary to provide professional development

opportunities for full-time and adjunct faculty.

VP of Instruction Approval

5C. My college's Vice President of Instruction has reviewed and approved this application.



Section 6

Budget Narrative

6A. Description of how funds will be used for Project Development Salaries, Wages, and Benefits.

YEAR 1

Pre-College Math Team planning meeting/retreat

Daytime Team meetings – Adjunct Pay (4 hours per month)

Faculty time – Summer Pay

Pre-College Math Team planning – July, August

FT and PT pay during Statewide Gathering

Faculty Workshop for 25 faculty for 75 hours

YEAR 1 TOTAL OF 449 HOURS AT \$ 31.30 = \$ 14,053.70 WAGE + \$ 1,885.80

BENEFITS = \$ 15,939.50

YEAR 2

Faculty Assigned Time – 1/3 of full-time Math, ABE or DVED faculty member

Fill-behind pay

Adjunct time

Quarterly Workshop Pay

Student Assessment

Summer 2011

Faculty time – Summer Pay

FT and PT summer hourly pay

TOTAL OF 756 HOURS AT \$ 31.30 = \$ 23,662.80 WAGE + \$ 3,175.20 BENEFITS =

\$26,838.00

YEAR 3

Faculty Assigned Time – 1/3 of full-time Math, ABE or DVED faculty member

Fill-behind pay

Adjunct time

Quarterly Workshop Pay

Summer 2011 Faculty time – Summer Pay

FT and PT summer hourly pay

TOTAL OF 692 HOURS AT \$ 31.30 = \$ 21,660.00 WAGE + \$ 2,906.00 BENEFITS =

\$24,566.00

6B. Description of how funds will be used for Project Development Goods and Services.

YEAR 1

Photo-copying and/or binding initial data findings \$50.00
 Food for Team Planning Sessions \$350.00
 Books or Resources \$150.00
 SBCTC Team Visit
 3 team members x 15.00 meal = \$50.00

YEAR 2

Photo-copying \$50.00
 Food for Team Planning Sessions \$150.00
 Food for Student Focus Groups \$400.00
 Binding resource materials \$200.00
 Other resources \$300.00
 Honorarium for Faculty Workshop Presenters \$400.00
 SBCTC Team Visit
 3 team members x 15.00 meal = \$50.00 x 2 visits = \$100.00

YEAR 3

Photo-copying \$50.00
 Food for Team Planning Sessions \$150.00
 Binding resource materials \$200.00
 Other resources \$300.00
 Honorarium for Faculty Workshop Presenters \$400.00
 SBCTC Team Visit
 3 team members x 15.00 meal = \$50.00 x 2 visits = \$100.00

6C. Description of how funds will be used for Project Development Building Rental and Utilizations.

6D. Description of how funds will be used for Project Development Travel.

YEAR 1

Summer Workshop – Seattle Area
 2 days with lodging and meals approximately \$400/per person full-time faculty
 Team of 5 = \$2,000

YEAR 2

Summer Workshop – Seattle Area

2 days with lodging and meals approximately \$500/per person full-time faculty

Team of 7 = \$3,000

YEAR 3

Summer Workshop – Seattle Area

2 days with lodging and meals approximately \$600/per person full-time faculty

Team of 7 = \$4,200

6E. Description of how funds will be used for Project Development Contracts.**6F. Description of how funds will be used for Instruction Salaries, Wages, and Benefits.****YEAR 1**

None

YEAR 2

Fill-behind pay- 6 credits x 3 quarters = \$ 13,723

(\$12,117 wage + 1606 benefits)

YEAR 3

Fill-behind pay- 6 credits x 3 quarters = \$ 13,723

(\$12,117 wage + 1606 benefits)

6G. Description of how funds will be used for Instruction Goods and Services.**YEAR 1**

N/A

YEAR 2

Assessment Tools \$200.00

Software \$500.00

YEAR 3

Assessment Tools \$400

Software \$1,000

6H. Description of how funds will be used for Instruction Building Rental and Utilizations.**6I. Description of how funds will be used for Instruction Travel.**

6J. Description of how funds will be used for Instruction Contracts.**6K. Description of how funds will be used for Administration Salaries, Wages, and Benefits.**

YEAR 1

Clerical Support - Note taking, workshop preparation

10 hours Spring + 20 hours Summer = 30 hours x \$12.71 = \$381 Wage + 60 Benefits

Account Specialist - Budget Reporting & Invoicing

5 hours a month x 5 months = 25 hours x 21.95 = \$548.75

YEAR 2

Clerical Support - Note taking, workshop preparation

25 hours x 4 quarters = 100 hours x \$12.71 = \$1271 Wage + 200 Benefits

Account Specialist - Budget Reporting & Invoicing

5 hours month x 12 months = 60 hours x 21.95 = \$1,317 Wage + 175 Benefits

YEAR 3

Clerical Support - Note taking, workshop preparation

25 hours x 4 quarters = 100 hours x \$12.71 = \$1271 Wage + 200 Benefits

Account Specialist - Budget Reporting & Invoicing

5 hours month x 12 months = 60 hours x 21.95 = \$1,317 Wage + 175 Benefits

6L. Description of how funds will be used for Administration Goods and Services.**6M. Description of how funds will be used for Administration Building Rental and Utilizations.****6N. Description of how funds will be used for Administration Travel.****6O. Description of how funds will be used for Administration Contracts.**

Budget

Institution: Clark College

Activity	Salary and Wages	Employee Benefits	Goods and Services	Building Rental & Utilizations	Travel	Contracts	Total
Project Development	\$59,376.50	\$7,967.00	\$6,550.00	\$0.00	\$9,200.00	\$0.00	\$83,093.50
Instruction	\$24,234.00	\$3,212.00	\$2,100.00	\$0.00	\$0.00	\$0.00	\$29,546.00
Administration	\$6,105.75	\$883.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,988.75
Total	\$89,716.25	\$12,062.00	\$8,650.00	\$0.00	\$9,200.00	\$0.00	\$119,628.25