



Sacramento City College
Strategic Planning System
Cross-Divisional Program Plan

Title: Tutoring Program Plan

Planning years: 2020-23 (Year One of Three-Year Plan)

Plan Type: Program Plan

OPR: Learning Resources

Collaborative Group(s):

Advanced Technology Design Lab
Beacon Program
Business & CIS Division Open Computer Lab
Business Student Center
Davis Center
Language and Literature English as a Second Language Lab
Language and Literature Reading and Writing Lab
Learning Skills and Tutoring Center
Math Lab
Music
Occupational Labs
Photography Lab
RISE
Science and Allied Health Tutoring Center
Veterans Resource Center
West Sacramento Center
Writing Center
Learning Resources Division Dean
Basic Skills Initiative Coordinator
Instructional Departments and Career Education Programs

Reference documents:

Basic Skills Initiative
Educational Code, Title 5, Section 58168 and Section 58170
SCC Goals
SCC Mission Statement
Perkins / Vocational and Technical Education Act (VTEA)

Plan Author: Loretta J. Richard

Date: 11/22/2019 (Original plan: 2010-11)

Review Cycle: Three year

SECTION I: Overview & Strategic Information

A. PROGRAM DESCRIPTION

Briefly describe your program and state the overall mission of the program and its role(s) across the college.

The main objectives of the Tutoring Program throughout the college are to

- provide long-term academic support to SCC's diverse student population
- offer different tutoring delivery systems and modalities
- help students achieve competency in basic skills, vocational, and transfer-level courses
- deliver reliable, consistent and outcomes-based services

Specifically, the Tutoring Program helps SCC students—especially those who are at promise—to become independent learners by:

- providing opportunities for reinforcement of course concepts and skills
- improving skills that can be utilized throughout their college career
- supporting faculty in their work with students

The Tutoring Centers/Labs collaborate through the Tutoring Workgroup meetings, the listserv, and a shared Google Drive. The Workgroup meets twice each semester, which provides opportunities for tutoring faculty and staff to share information, discuss updates, and explore ways to improve SCC tutoring services. This continued collaborative group is expected to help provide greater cohesiveness throughout the Tutoring Program, and in turn, improve the effectiveness of the program.

B. ENVIRONMENTAL SCAN

Provide an overview of the major factors affecting the work of the Program. (You may choose to describe the internal (within the college) and external (e.g. outside of the college) environment as they affect the program. Alternatively, you may organize the information by discussing the Program's strengths, weaknesses, opportunities, and challenges. Other formats may also be appropriate.)

External environmental factors include:

- 1) Increases in the minimum wage from Spring 2014 through Spring 2022
 - a. January 1, 2014: \$8.25/hr;
 - b. Summer 2014: \$9.00/hr;
 - c. January 1, 2016: \$10.00/hr;
 - d. January 1, 2017: \$10.50/hr;
 - e. January 1, 2018: \$11.00/hr;
 - f. January 1, 2019: \$12.00/hr
 - g. January 1, 2020: \$13.00/hr
 - h. January 1, 2021: \$14.00/hr
 - i. January 1, 2022: \$15.00/hr
- 2) Title 5 California Code of Regulations, Apportionment for Tutoring (See Appendix A)
- 3) AB705: Math and English placements
- 4) Guided Pathways Initiative

Internal environmental factors include:

- 5) Peer online tutoring offered in various Tutoring Centers/Labs
- 6) Increased request from departments for group and embedded tutoring
- 7) Categorical funding sources (each with specific requirements/criteria for tutoring):

- a. Basic Skills Initiative (BSI) funding ends the 2019-20 academic year
 - b. SCC's Student Equity and Achievement Program (SEAP) funding included Student Equity, BSI, and Student Success Services Program in 2019-20 academic year
 - c. Perkins / Vocational and Technical Education Act (VTEA) funding for specific Career Education classes
 - d. Categorical funds used outside the Tutoring Program Plan (TPP)
 - i. Embedded tutoring in Math department, Language & Literature department
 - ii. Additional tutoring at West Sacramento Center
- 8) SCC required Sexual Harassment Tutor Training
- 9) HSER 1000, Supervised Tutoring class (See Appendix B)
- a. Academic Computing Lab removed from the TPP and being placed in the Distance Education and Academic Technology Program Plan
 - b. Athletic Study Skills Lab withdrawn due to reorganization; not prepared to offer tutoring for the next 3 years)

C. MULTI-YEAR DIRECTIONS AND STRATEGIES

Describe the general directions in which you see the Program moving over the next 3 years. Include any multi-year initiatives in your Program Plans. Describe how these directions and initiatives align with the College Goals. This information will be considered by the CSPC when they review the College Goals & Strategies each year and may lead to the development of new or revised college strategies.

The services of the Tutoring Programs are grounded in SCC's 2018-19 Goals & Strategies: Goal A (Deliver program and services that demonstrate a commitment to high quality teaching and learning in support of student success and achievement), Goal B (Align processes and practices to assist students in moving from first enrollment to goal completion) and Goal D (Provide a college environment that embraces equity and diversity and reduces disproportionate impacts between student populations) using strategies, such as A1, A2, A3, A5, B4, B5, D1, D2, D3, D4, D5 and D7 (See Appendix C).

<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/4ba33e2f-ea84-44b3-bf9d-c35d0e900bac/Sacramento%20City%20College%20Goals%20and%20Strategies%202018-19.pdf>

In addition, these services fulfill SCC's Mission to provide: "...support services designed to foster the success of all students seeking transfer, career advancement, Associate degree and certificate attainment, basic skills development, and personal enrichment..."

<http://www.scc.losrios.edu/about-the-college/mission-vision-values/>

SECTION II: Annual Review and Plan

Notes on terms:

The planning year is the year you are currently planning for (i.e. the coming academic year).

Administrative Unit Outcomes (AUOs) are the main objectives of the unit. The AUOs indirectly affect the experiences of the students at SCC. AUOs describe how the work of the program will support institutional effectiveness and student achievement. Examples are shown below:

Procedures are the tasks that are conducted as part of achieving the unit's outcomes.

A: REVIEW OF ACCOMPLISHMENT OF THE PREVIOUS YEAR'S WORK

Briefly state the objectives you worked on last year and the progress you have made on those objectives. Include a brief statement of progress on multi-year initiatives. The format of this section is up to the plan writer; you may wish to use a table like that below:

Outcome (AUO/SLO) <i>from the 2018-21 TPP</i>	Actions/ Activities	Results
AUO 1: Identify gaps in digital literacy and provide tutorial assistance	<ul style="list-style-type: none"> Tutoring services provided in SCC Tutoring Centers/Labs, including outreach centers 	<ul style="list-style-type: none"> Students attended tutoring services
AUO 2: Offer online tutoring for various subjects through sessions with <ul style="list-style-type: none"> Peer tutors NetTutor tutors 	Online Tutoring <ul style="list-style-type: none"> Learning Skills & Tutoring Center (LSTC) tutors trained LSTC peer tutors provided tutoring in various classes, such as Spanish, Math, Psychology, DEAF, etc. NetTutor link available through Canvas & most HSER 1000, Supervised Tutoring classes 	<ul style="list-style-type: none"> Students began to schedule sessions with LSTC peer tutors during Spring 2019 for a total of 2.58 hours. Students scheduled sessions with NetTutor, which totaled 322 sessions for 123.52 hours for the 2018-19 year
AUO 3: Identify & institutionalize tutoring activities outside the Tutoring Program Plan	<ul style="list-style-type: none"> Math & ESL embedded tutoring were presented in Year Two of the 2018-21 TPP 	<ul style="list-style-type: none"> Allocations for Math & ESL embedded tutoring were included in the 2019-20 TPP budget
AUO 4: Provide research regarding different tutoring programs and type of tutoring services	<ul style="list-style-type: none"> Tutoring Survey conducted Spring 2018 in the SCC Tutoring Centers/Labs through paper and online (Survey Monkey) formats 	<ul style="list-style-type: none"> 78% agreed that tutoring helped to learn to use better study skills 77% said tutoring was a great help & 16.5% said it provided some help to understand course content 73.3% said tutoring was a great help & 15.2% said it was some help to complete homework, papers, projects, etc. 72.1% said tutoring was a great help & 18.4% said it was some help to get a better grade in the class 68.2% said it was a great help & 11.5% said it was some help to stay in the class

B. UNIT OUTCOMES: ADMINISTRATIVE UNIT OUTCOMES (AUOs) or STUDENT LEARNING OUTCOMES (SLOs) FOR THE PLANNING YEAR

List the AUOs and/or SLOs that will result from the work of the program in the planning year. These outcomes should align with and support the College Goals. Most Program Plans will have only AUOs. Others will have a mix of AUOs and SLOs.

Unit Objective: AUO/SLO	SCC Goals	Expected Outcomes/ Measures of Merit
AUO 1: Expand online tutoring through the different SCC Tutoring Centers/Labs	<ul style="list-style-type: none"> SCC Goal A SCC Goal B SCC Goal D 	Through tutoring surveys &/or PRIE report(s): <ul style="list-style-type: none"> At least 70% of the students will be satisfied with online tutoring

AUO 2: Continue to provide research regarding tutoring services for SCC students	<ul style="list-style-type: none"> • SCC Goal A • SCC Goal B • SCC Goal D 	Tutoring Workgroup will assist through Tutoring Surveys & PRIE report(s): <ul style="list-style-type: none"> • At least 70% of the students will agree that tutoring services helped them understand course concepts • At least 70% of the students will be satisfied with tutoring service(s)
AUO 3: Expand tutoring through the different SCC Tutoring Centers/Labs	<ul style="list-style-type: none"> • SCC Goal A • SCC Goal B • SCC Goal D 	Increase the number of students using the different Tutoring Centers/Labs as shown through data from On Track or other tracking records
AUO 4: Continue to identify and institutionalize tutoring activities outside the Tutoring Program Plan	<ul style="list-style-type: none"> • SCC Goal A • SCC Goal B • SCC Goal D 	Unified policies and training for tutors. Provide better planning and funding for tutoring

C. PROCEDURES AND RESOURCE REQUIREMENTS FOR THE PLANNING YEAR:

Procedure	Timeline	Responsible persons	Resource Requirements
A. Promote online tutoring services (include help from peer tutors) (AUO 1)	Ongoing	<ul style="list-style-type: none"> • LSTC Faculty Tutoring Coordinators • College-wide Faculty Tutoring Coordinators • Tutoring Workgroup 	Staff: <ul style="list-style-type: none"> • Faculty • Classified • Student Help
B. Collect data regarding different Tutoring Centers/Labs and types of tutoring services (AUO 2)	Ongoing	<ul style="list-style-type: none"> • LSTC Faculty Tutorial Services Coordinator • College-wide Faculty Tutoring Coordinators • Tutoring Workgroup • PRIE Office 	Staff: <ul style="list-style-type: none"> • Faculty • Classified • Managers
C. Promote tutoring services through flyers, presentations, social media, etc. (include help from peer tutors) (AUO 3)	Ongoing	<ul style="list-style-type: none"> • LSTC Faculty Tutoring Coordinators • College-wide Faculty Tutoring Coordinators • Tutoring Workgroup • Public Information Officer 	Staff: <ul style="list-style-type: none"> • Faculty • Classified • Student Help
D. Collaborations with other departments/ programs that provide tutoring services (AUO 4)	Ongoing	<ul style="list-style-type: none"> • LSTC Faculty Tutoring Coordinators • LRD Dean • Tutoring Workgroup • Program coordinators, directors, etc. 	Staff: <ul style="list-style-type: none"> • Faculty • Classified • Managers
E. Review process for collecting apportionment for Supervised Tutoring and confirm SCC is in compliance	Ongoing	<ul style="list-style-type: none"> • LSTC Faculty Tutorial Services Coordinator • LRD Dean • Tutoring Workgroup • Instructional Office 	Staff: <ul style="list-style-type: none"> • Faculty • Managers

Resource Requirements and Funding Sources [See Appendix E for details of each Center's/Lab's Request]

Tutoring Centers/ Labs	Tutoring Program Plan 2018-19		Tutoring Program Plan 2019-20		Tutoring Program Plan 2020-21		Tutoring Program Plan 2021-22		Tutoring Program Plan 2022-23	
	Allocation	Hours	Allocation	Hours	Request	Hours	Request	Hours	Request	Hours
Academic Computing	\$13,061	1,136	\$13,061	1,045	\$0	0	\$0	0	\$0	0
Advanced Technology Design Lab	\$22,481	1,955	\$23,742	1,900	\$31,266	2,316	\$33,582	2,316	\$34,740	2,316
Athletic Study Skills	\$6,100	530	\$3,000	240	\$0	0	\$0	0	\$0	0
Beacon	\$39,485	3,433	\$71,710	5,737	\$81,000	6,000	\$87,000	6,000	\$90,000	6,000
Business & CIS Division Open Computer Lab	\$23,792	2,069	\$23,828	1,906	\$29,594	2,192	\$31,787	2,192	\$32,883	2,192
Business Student Center	\$9,757	848	\$9,643	771	\$11,273	835	\$12,891	889	\$14,445	963
Davis Center	\$8,210	714	\$11,000	880	\$11,000	814	\$11,803	814	\$12,210	814
Language & Literature Computer Lab *	\$9,180	798	\$0	\$0	\$0	0	\$0	0	\$0	0
Language & Literature ESL Lab	\$19,900	1,730	\$24,000	1,920	\$25,920	1,920	\$27,840	1,920	\$28,800	1,920
Language & Literature Reading & Writing Lab	\$18,000	1,565	\$23,000	1,840	\$24,840	1,840	\$26,680	1,840	\$27,600	1,840
Learning Skills & Tutoring Center	\$44,240	3,847	\$50,787	4,063	\$58,901	4,363	\$63,264	4,363	\$65,445	4,363
Math Lab	\$82,331	7,159	\$82,600	6,608	\$126,657	9,382	\$141,839	9,382	\$152,730	9,382
Music	\$3,400	296	\$3,400	272	\$4,266	316	\$4,582	316	\$4,740	316
Occupational Labs	\$5,851	509	\$6,772	542	\$10,557	782	\$11,339	782	\$11,730	782
Photography Lab	\$25,009	2,175	\$25,087	2,007	\$26,201	2,093	\$29,219	2,303	\$29,219	2,303
RISE	\$16,100	1,400	\$17,000	1,360	\$19,575	1,450	\$21,025	1,450	\$21,750	1,450
Science & Allied Health Tutoring Center	\$18,052	1,570	\$19,000	1,520	\$27,270	2,020	\$29,290	2,020	\$30,300	2,020
Veterans' Resource Center	\$2,500	217	\$2,500	200	\$2,700	200	\$2,900	200	\$3,000	200
West Sacramento Center	\$6,700	583	\$7,500	600	\$41,725	3,090	\$44,805	3,090	\$47,100	3,140
Writing Center	\$34,776	3,024	\$38,900	3,112	\$43,200	3,200	\$46,400	3,200	\$48,000	3,200
SUBTOTAL REQUESTS	\$408,925	35,559	\$456,530	36,523	\$575,945	42,813	\$626,246	43,077	\$654,692	43,201

Tutoring Centers/ Labs	Tutoring Program Plan 2018-19		Tutoring Program Plan 2019-20		Tutoring Program Plan 2020-21		Tutoring Program Plan 2021-22		Tutoring Program Plan 2022-23	
	Allocation	Hours	Allocation	Hours	Request	Hours	Request	Hours	Request	Hours
L & L Embedded Tutoring (Added to 2019-20 TPP) **	0	0	\$50,000	4,800	\$43,200	3,200	\$46,400	3,200	\$48,000	3,200
Math Embedded Tutoring (Added to 2019-20 TPP) **	0	0	\$50,000	7,568	\$104,868	7,768	\$112,636	7,768	\$116,520	7,768
SESI Embedded Tutoring ***	0	0	0	0	\$45,360	3,360	\$62,640	4,320	\$84,000	5,600
TOTAL REQUESTS	\$408,925	35,559	\$556,530	48,891	\$724,013	53,781	\$785,282	54,045	\$819,212	54,169
Net Tutor Online Tutoring Vendor	0	0	0	0	\$0	0	\$0	0	\$0	0
Mid-Year Reserves	\$20,955		\$53,386							
Benefits	-3,009		-4,564							
TOTAL (including benefits)	\$429,880		\$614,480		\$724,013	53,781	\$785,282	54,045	\$819,212	54,169
Total from other funding	\$255,880		\$422,380							
General Funding Amount	\$174,000		\$192,100							
ALLOCATION TOTAL	\$429,880		\$614,480							

***L&L Computer Lab 2019-20 allocation transferred and split between L&L ESL Lab and L&L Reading and Writing Lab**

NetTutor
Currently funded by the CCCC

****Added to 2019-20 Tutoring Program Plan**
L&L Embedded Tutoring, Math Embedded Tutoring: Previously funded outside Tutoring Program Plan

Benefits
Allocation minus 0.7% benefits

*****SESI program being added to Tutoring Program Plan 2020-23**

TUTORING ALLOCATIONS FOR 2019-20

	GENFD	DO	BSI	SEAP	Perk/VTEA	TPP/-Benefits			
Allocation	\$ 192,100.00	\$33,000.00	\$194,600.00	\$114,780.00	\$80,000.00	\$ 614,480.00			
Benefits deducted	\$ 190,765.00	\$32,491.00	\$193,237.80	\$113,982.00	\$79,440.00	\$ 609,915.80			
Tutoring Cntr/Lab							Notes	Requested Allocation	2018-19 Allocation
Academic Computing Lab	\$ 13,061					\$ 13,061		\$13,061	\$14,100
Adv Tech Design Lab	\$ 2,000				\$ 21,742	\$ 23,742		\$24,150	\$22,480
Athletics	\$ 2,000			\$ 1,000		\$ 3,000		\$6,100	\$6,100
Bus/CIS Lab	\$ 6,600				\$ 17,228	\$ 23,828		\$25,000	\$22,800
Bus Student Center	\$ 1,500				\$ 8,143	\$ 9,643		\$11,209	\$9,350
Davis Center	\$ 11,000					\$ 11,000		\$11,550	\$8,210
L&L Computer Lab	\$ -					\$ -	to ESL & Reading and Writing Labs	\$10,100	\$9,180
ESL Lab			\$ 24,000			\$ 24,000		\$27,200	\$19,900
Reading and Writing Lab			\$ 23,000			\$ 23,000		\$25,550	\$18,000
Learning Skills Tutoring Cntr	\$ 46,309	\$ 1,240	\$ 1,238	\$ 2,000		\$ 50,787		\$60,025	\$44,240
Math Lab	\$ 35,000			\$ 47,600		\$ 82,600		\$112,275	\$78,900
Music	\$ 3,400					\$ 3,400		\$3,950	\$3,400
Occupational Labs	\$ 2,000				\$ 4,772	\$ 6,772		\$9,375	\$5,851
Photo	\$ 900				\$ 24,187	\$ 25,087		\$32,336	\$25,009
RISE				\$ 17,000		\$ 17,000		\$17,225	\$16,100
SAH Tutoring Cntr	\$ 19,000					\$ 19,000		\$26,375	\$17,300
Veterans Resource Cntr				\$ 2,500		\$ 2,500		\$15,400	\$2,500
West Sac Cntr			\$ 4,000	\$3,500		\$ 7,500		\$7,165	\$6,700
Writing Center	\$ 22,900		\$ 14,000	\$ 2,000		\$ 38,900		\$44,300	\$35,300
EMBEDDED									
L&L ESL			\$ 50,000			\$ 50,000		\$60,000	\$24,000
Math			\$ 50,000			\$ 50,000		\$94,600	\$35,500
BEACON						\$ -		\$46,875	
Chemistry	\$ 1,050	\$ 10,140				\$ 11,190			\$10,320
Art		\$ 1,900				\$ 1,900			\$3,440
Biology	\$ 1,560	\$ 3,440				\$ 5,000			\$3,440
CISP	\$ 1,440				\$ 2,000	\$ 3,440			\$3,440
Languages	\$ 5,625	\$ 6,880				\$ 12,505			
Fashion		\$ 3,800				\$ 3,800			\$1,720
Music						\$ -			\$6,880
Other	\$ 4,200	\$ 1,651				\$ 5,851			
Online	\$ 5,000			\$ 5,000	\$ 1,368	\$ 11,368			
SESI				\$ 13,216		\$ 13,216			
Stats	\$ 1,720	\$ 1,720				\$ 3,440			\$1,720
NetTutor	\$ -					\$ -			
RESERVE	\$4,500	\$ 1,720	\$ 27,000	\$ 20,166		\$ 53,386			
TOTAL	\$ 190,765	\$ 32,491	\$ 193,238	\$ 113,982	\$ 79,440	\$ 609,915.80		\$683,821	\$455,880
REMAINING	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			

FUNDING ALLOCATION CHART

Below is a chart that shows funding allocations for the college-wide tutoring programs. See Notes below for further details.

Funding Source	2016-17	2017-18	2018-19	2019-20
Gen Funds (050C)	\$168,00	\$168,000	\$174,00	\$192,100
VTEA/Perkins (314C)	\$80,000	\$80,000	\$80,000	\$80,000
Other: College Discretionary Funds (041A)	\$33,000	\$33,000	\$33,000	\$33,000
SSSP	-	-	\$50,000	\$61,900
BSI (57XH)	\$61,500	-	\$40,000	\$194,600
Student Equity	\$50,000	\$122,000	\$52,880	\$52,880
TOTAL	\$392,500	\$403,000	\$429,880	\$614,480

APPENDICES

- Appendix A: Barclays Official California Code of Regulations, Title 5.
Education, Division 6. California Community Colleges, Chapter 9.
Fiscal Support, Subchapter 2. Limitations On State Aid, Article 5.
Other Limitations
- Appendix B: HSER 1000, Supervised Tutoring, Census Size
- Appendix C: SCC 2018-19 Goals & Strategies
- Appendix D: Snapshot of SCC Tutoring Programs
- Appendix E: Allocation Request Justifications by Tutoring Center /Lab

APPENDIX A
Barclays Official California Code of Regulations
Title 5. Education, Division 6. California Community Colleges
Chapter 9. Fiscal Support Subchapter 2. Limitations on State Aid
Article 5. Other Limitations

This database is current through 8/28/09 Register 2009, No. 35

§ 58168. Tutoring

Tutoring, when provided by the college, shall be considered a method of instruction that involves a student tutor who has been successful in a particular subject or discipline, or who has demonstrated a particular skill, and who has received specific training in tutoring methods and who assists one or more students in need of special supplemental instruction in the subject or skill. Student attendance in tutoring is eligible for apportionment only in a noncredit course offered under the provisions of Education Code section 84757(a)(2).

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

Guideline for Section 58168

The change in this section of the regulation is a technical one to correct a renumbering of selected areas in the Education Code. The change is in the reference section number; the previous number for this referenced section was deleted and changed to 84757(a)(2). This points to a specific category (basic skills) within the section of 84757, which is a list of the nine noncredit categories. There is no change in the intent of this section, which states that tutoring consists of skilled, trained students assisting other students enrolled in a noncredit Supervised Tutoring course carrying the Taxonomy of Programs number 4930.09.

This section of the regulation became effective on January 29, 2006.

§ 58170. Apportionment for Tutoring

Apportionment may be claimed for individual student tutoring only if all the following conditions are met:

- (a) The individual student tutoring is conducted through a designated learning center.
- b) The designated learning center is supervised by a person who meets the minimum qualifications prescribed by section 53415.
- (c) All tutors successfully complete instruction in tutoring methods and the use of appropriate written and mediated instructional materials, including supervised practice tutoring. This requirement may be waived by the chief instructional or student services officer on the basis of advanced degrees or equivalent training. Academic credit and apportionment for coursework in tutoring methods for purposes of this section shall be limited to two semester or three quarter units of credit, or 96 noncredit hours. All tutors shall be approved by a faculty member from the discipline or disciplines in which the student will tutor.
- (d) All students receiving individual tutoring have enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled "Supervised Tutoring."
- (e) Students enroll in the Supervised Tutoring course, through registration procedures established pursuant to section 58108, after referral by a counselor or an instructor on the basis of an identified learning need.

(f) An attendance accounting method is established which accurately and rigorously monitors positive attendance.

(g) Student tutors may be remunerated but may not be granted academic credit for tutoring beyond that stipulated in (c) above.

(h) The district shall not claim state apportionment for tutoring services for which it is being paid from state categorical funds.

Note: Authority cited: Sections 70901 and 84500, Education Code. Reference: Sections 70901, 84500 and 87356, Education Code.

Guideline for Section 58170

In order for a college to collect noncredit apportionment for students providing tutorial assistance to other students, the tutoring must be conducted through a designated learning center under the supervision of a qualified faculty member who has earned a Master's Degree in one subject matter being tutored or in education/ instructional psychology/ or other disciplines with an emphasis in adult learning theory, as detailed in Title 5, section 53415. Primarily, students who conduct tutoring are those who have received instruction in tutoring methods and who may use appropriate mediated instructional materials.

Academic credit and apportionment for coursework used to train tutors in tutoring methods is limited to two semester units of credit (three quarter units of credit), or 96 non-credit course hours. Prospective tutors with advanced degrees and equivalent training are not required to complete additional training preparation, although faculty from the discipline or disciplines in which the tutoring is needed must approve all tutors, irrespective of their prior education or experience.

A counselor or an instructor, on the basis of an identified learning need, must refer all students seeking tutoring. Students cannot refer themselves for tutoring. Tutees must enroll in a noncredit Supervised Tutoring course carrying the Taxonomy of Programs number 4930.09. To enroll, students must follow normal registration procedures consistent with Title 5, section 58108. No registration procedure shall be used that results in restricting enrollment to a specialized clientele.

A tutorial center may offer tutoring assistance between a tutor and tutee when they are separated by distance and are using on-line or other synchronous "real time" technologies such as videoconference, web conference, audio conference, etc. When the tutor and tutee are separated such that one or the other is not physically present in the tutoring center, the supervisor must be able to monitor the communication and a mechanism must be in place to accurately track positive attendance hours. If both the tutor and tutee are not physically present in the tutorial center, the district must ensure and be able to document, if audited, that the supervisor was actually able to, and did, monitor the interaction of the tutoring session.

This section of the regulation became effective on April 14, 2006.

CCC Supplemental Learning Assistance and Tutoring Regulations and Guidelines
Effective: April 2006

http://extranet.cccco.edu/Portals/1/AA/Credit/supplemental_learning_and_supervised_tutoring_regs_guidelines.pdf

APPENDIX B
Census Size in HSER 1000, Supervised Tutoring Course
(References to Title 5, Section 58168 and 58170 - Appendix A)

Prerequisite: None

Enrollment Limitation: Student must be enrolled in a college credit course and be referred by an instructor or counselor.

Hours: 50 hours LAB

Description: This course offers individualized tutoring designed to assist students to increase their success in college courses. Content will vary depending upon the adjunct course. Attention will be given to essential study skills and utilization of campus learning resources. Students may enroll for support of more than one college course per semester. This course may be repeated in subsequent semesters.

TUTORING CENTER / LAB	FACULTY	DEAN	FALL 2018*	SPRING 2019*
Allied Health	Mike Iredale	Jim Collins	5	75
Art- Printmaking	Emily Wilson	Chris Iwata	31	23
Art-Sculpturing	Terry Peterson	Chris Iwata	NA	0
Biology Tutorial	Denise Johnson	Jim Collins	58	105
Business Division Open Computer Lab	James Town	Deb Saks	542	415
Business Student Center	James Town	Deb Saks	319	185
Chemistry Tutorial	Bruce Zenner	Jim Collins	100	121
Dental Tutorial	Melissa Fellman	Jim Collins	50	49
Graphic Communication	Chris Seddon	Donnetta Webb	139	339
Physical Education	Deb Blair	Mitch Campbell	71	88
Learning Skills & Tutoring Center	Loretta Richard	Kevin Flash	502	458
Math Lab	Halsey Boyd	Daniel Styer	1,071	1,011
Rise	Keith Muraki	Molly Springer	1	2
Writing Center	Susan Griffin	Kevin Flash	821	834
TOTALS			3710	3705

NA: Not offered for respective semester

* These numbers may not include final enrollment numbers since students continue to enroll after Census in HSER 1000 for many Tutoring Centers/Labs.

APPENDIX C
Sacramento City College 2018-19 Goals & Strategies

SCC Goal A. Deliver programs and services that demonstrate a commitment to high quality teaching and learning in support of student success and achievement.

Strategies:

1. Promote the engagement and success of all students, with a special emphasis on first-year students and disproportionately impacted groups.
2. Implement practices and activities that reduce achievement gaps in student success.
3. Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.
4. Assess outcomes and student learning at the course, program, and institutional levels. Use those assessments to make appropriate changes that support student achievement.
5. Improve basic skills competencies in reading, writing, math, and information and technological competency across the curriculum.
6. Identify and disseminate educational research and practice-based information about curriculum and teaching methods that are effective for a diverse student body.
7. Ensure that students have opportunities to be involved in a range of activities at the college and in the community.

SCC Goal B. Align processes and practices to assist students in moving from first enrollment to goal completion.

Strategies:

1. Implement an effective course scheduling system that is integrated with services to students.
2. Support community outreach, student recruitment, and “front door” programs and practices that assist students with the transition to college.
3. Provide students with clear maps to goal completion and ensure campus-wide communication about college pathways and programs.
4. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.
5. Provide programs and services that help students overcome barriers to goal completion.
6. Present relevant professional development opportunities about current innovations aimed at improving student success and completion.
7. Develop an effective multi-constituent process to make recommendations regarding new program opportunities.

SCC Goal C. Support employee engagement and organizational effectiveness by providing an excellent working environment.

Strategies:

1. Review college processes and modify as needed in order to make them more effective and inclusive.
2. Implement modernized and coordinated business practices, information technology, and infrastructure.
3. Encourage a campus-wide culture of creativity and scholarly innovation.
4. Promote health, wellness and safety throughout the institution.
5. Utilize quantitative and qualitative data to guide decision-making throughout the institution.

6. Continue to exercise transparent and fiscally sound financial management.
7. Encourage collegiality, recognition of achievement and participation in decision-making at the college.
8. Maintain the quality and effectiveness of the physical plant in order to support access and success for students (i.e. modernization, TAP improvements, equipment purchases, etc.).
9. Coordinate and communicate college sustainability efforts to further implement best practices across the College.
10. Support participation in professional development activities for all college employee groups.

SCC Goal D. Provide a college environment that embraces equity and diversity and reduces disproportionate impacts between student populations.

Strategies:

1. Identify and disseminate educational research and practice-based information about curriculum and teaching methods that are effective for a diverse student body.
2. Implement practices and activities that reduce achievement gaps in student success.
3. Scale up SCC programs that have demonstrated success in achieving positive outcomes for disproportionately impacted student groups.
4. Use multiple methods to disseminate information to diverse student groups in order to engage them with learning in the college community.
5. Provide programs and services that help students overcome barriers to goal completion.
6. Build and retain an effective staff that reflects the diversity of our students and community.
7. Develop direct student support programs that enable low-income students, unprepared students, and disproportionately impacted (DI) student groups to persist and complete educational goals.
8. Provide professional development related to student equity for faculty, staff, and administration.

SCC Goal E. Enhance connections to the Sacramento region with a focus on serving the community, including meeting workforce needs.

Strategies:

1. Revise or develop courses, programs, schedules and services based on assessment of emerging community needs and available college resources.
2. Expand interactions with community partners in order to increase student opportunities for experiences that help them transition to college and careers.
3. Ensure that CTE program offerings, including dual enrollment align with emerging regional needs.
4. Expand college connections to community-based activities and workforce learning.
5. Establish partnerships with community groups with a primary emphasis on serving groups that show disproportionate impact (DI) at the college, e.g. community based organizations, businesses, and social service programs.
6. Increase the effectiveness of communication both within the college and between the college and the external community.

<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/4ba33e2f-ea84-44b3-bf9d-c35d0e900bac/Sacramento%20City%20College%20Goals%20and%20Strategies%202018-19.pdf>

APPENDIX D
Snapshot of SCC Tutoring Programs

Name of Center	Area	Possible Funding Sources	Tutor Training Class	Units earned for using lab?	Disciplines Tutored	Type of Services	Student Help Role	Coordinator/ Contact	Dean
Included in the Tutoring Program Plan Budget									
Advanced Technology Design Lab	Instr	GF, PERK	LTAT 310	Yes	Graphic Communication & Engineering Design Technology	Drop-in	Tutors	Chris Seddon	D.Webb
Business/ CIS Division Open Computer Lab	Instr	GF, PERK	LTAT 310	No	CIS	Drop-in	Tutors	James Town / Laurie Hockaday	D.Saks
Business Student Center	Instr	GF, PERK	LTAT 310	No	Acct, econ & business	Drop-in	Tutors	James Town/ Dalal Abboushi	D.Saks
Davis Center	Instr	GF, SEAP	LTAT 310	No	Multi-disciplinary	Drop-in	Tutors	Mikaela Ciofi-Huang	M.Gaytan
Language & Literature ESL Lab	Instr	GF, SEAP	LTAT 310	Yes	ESL classes	Enrolled in lab	Tutors	Brett Thomas/ Elizabeth Shah	R.Ikegami
Language & Literature Reading and Writing Lab	Instr	GF, SEAP	LTAT 310	Yes	Reading classes, Writing classes & Multi-disciplinary	Enrolled in Lab	Tutors	Ashley Lanham	R.Ikegami
Learning Skills & Tutoring Center	Instr	GF, SEAP	LTAT 310	No	Multi-disciplinary	Scheduled, Drop-in, Online	Tutors	Loretta Richard	K.Flash
Math Lab	Instr	GF	LTAT 310	No	Math, Stats, Math-related	Drop-in	Tutors	Halsey Boyd	MSE Dean
Music	Instr	GF	LTAT 310	No	Music	Drop-in	Tutors	Kathleen Poe	P.Leonard
Occupational Labs	Instr	GF, PERK	LTAT 310	Some labs	Various CTE courses	Drop-in	Tutors	Loretta Richard	K.Flash
Photography Lab	Instr	GF, PERK	LTAT 310	Yes	Photography	Scheduled & Drop-in	Tutors	Paul Estabrook	D.Webb
RISE	SSrvs	GF, SEAP	LTAT 310	No	Multi-disciplinary	Scheduled & Drop-in	Tutors mentors	Keith Muraki/ Valerie Lockhart	M.Springer
Science & Allied Health Tutoring Center	Instr	GF	LTAT 310	No	Sciences & Allied Health	Scheduled & Drop-in	Tutors	Francesca Harris	J.Collins

Name of Center	Administrative Area	Possible Funding Sources	Tutor Training Class	Students earn units for using lab?	Disciplines Tutored	Type of Services	Students' role	Coordinator/Contact	Dean
West Sacramento Center	Instr	GF, SEAP	LTAT 310	No	Multi-disciplinary	Drop-in	Tutors	Ashmeeta Mishra Matt Knapp	A.Mishra
Veteran's Resource Center	SSrvs	GF, SEAP	LTAT 310	No	Multi-disciplinary	Drop-in	Tutors	Anh Nguyen	M.Springer
Writing Center	Instr	GF	LTAT 312	No	Multi-disciplinary	Scheduled & Drop-in	Tutors	Susan Griffin	K.Flash
Embedded Tutoring/Supp. Instr									
Beacon	Instr	GF, PERK, SEAP	LTAT 311	No	Multi-disciplinary	Mod Grp Supp Instr.	Tutors	Loretta Richard	K.Flash
Language & Literature ESL Embedded Tutoring	Instr	GF, SEAP	LTAT 312	No	ESL reading & writing	Mod Grp Supp Instr	Tutors	Shantra Muther	R.Ikegami
Math Embedded Tutoring - 2 nd Chance Stats; Basic Skills Level Math	Instr	GF, SEAP	LTAT 311	No	Basic Skills level Math, Stats	Scheduled	Tutors		MSE Dean
Not Included in the Tutoring Program Plan Budget									
MESA	Instr	Grant		No	Math, Engineering, Sciences	Drop in	Tutors	Lorena Jauregui	MSE Dean
SAGE	SSrvs	Grant		No	Multi-disciplinary	Scheduled		Rosana Chavez-Hernandez	M.Molina
SESI	Instr	Grant	LTAT 311		Science, Technology, Engineering, Math	Reserved classes	Tutors	Martin Ramirez	J.Collins

BS = Basic Skills
 GF = General Funding
 Instr = Instruction
 Mod Grp Supp Instr = Modified Group Supplemental Instruction Model
 PERK = Perkins
 SEAP = Student Equity & Achievement Program
 SSrvs = Student Services

APPENDIX E
Allocation Request Justifications by Tutoring Center/Lab

The following pages present information for each Tutoring Center/ Lab as well as for Embedded Tutoring in Language & Literature and Mathematics departments. Each justification form follows the following format:

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year’s hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
	2019-20 Allocation: \$ # Tutoring Hours:	Year 1 (2020-21): Requested Hours: # Hours Incr/Decr: Funding: \$ Year 2 (2021-22): Requested Hours: # Hours Incr/Decr: Funding: \$ Year 3 (2022-23): Requested Hours: # Hours Incr/Decr: Funding: \$	a) How was funding used in the past (e.g., individual tutoring; group tutoring; embedded tutoring; specific classes; etc.)? b) What is the expected use for the additional tutoring hours requested (e.g., increase number of tutors during specific hours of center/lab’s hours of operation; increase number of embedded tutors for specific class; provide tutors for pilot project; etc.)? c) What specific differences, if any, are expected for each year? Year 1: Year 2: Year 3:	

NOTES:

- Column B Allocations for 2019-20 described by each Center/Lab may be the actual allocation AFTER benefits were deducted (at 0.7%), which in turn may be different from the allocation listed in the Resource Requirements and Funding Sources Table in Section IIC (pages 6-7).
- Some Tutoring Centers/Labs have received additional funding outside the Tutoring Program Plan (TPP). These centers/labs may include these additional hours in their requests in an effort to keep all funding for tutoring under the TPP.

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
Advanced Technology Design Lab Tech 109 Chris Seddon	2019-20 Allocation: \$ 23,742 # Tutoring Hours: 1,900	Year 1 (2020-21): Requested Hours: 2316 # Hours Incr/Decr: +416 Funding: \$ 31,266 Year 2 (2021-22): Requested Hours: 2316 # Hours Incr/Decr: 0 Funding: \$ 33,582 Year 3 (2022-23): Requested Hours: 2316 # Hours Incr/Decr: 0 Funding: \$ 34,740	<p>a) How was funding used in the past (e.g., individual tutoring; group tutoring; embedded tutoring; specific classes; etc.)?</p> <p>Individual and group tutoring in a dedicated lab environment. Labs are required for all Design & Digital Media students.</p> <p>b) What is the expected use for the additional tutoring hours requested (e.g., increase number of tutors during specific hours of center/lab's hours of operation; increase number of embedded tutors for specific class; provide tutors for pilot project; etc.)?</p> <p>Maintenance of Effort (MoE) – To restore tutoring hours to the level we had prior to the first tutor minimum wage increase. Failure to budget for the increase has reduced tutoring availability. We need to return to our full level of service; a tutor for Design & Digital Media (previously GCOM) on duty during all lab hours and 6 hours per week of EDT tutoring. Currently, we operate for 9 hours per week without a tutor on duty and do not provide EDT tutoring.</p> <p>In the past, this shortfall was sometimes alleviated by employing CalWORKs, Work Study, and/or Financial Aid students as tutors. This cannot be relied upon.</p> <p>c) What specific differences, if any, are expected for each year? Year 1: Return to standard level of tutor coverage Year 2: Continue standard level of tutor coverage Year 3: Continue standard level of tutor coverage</p>	2019/20: \$ 21,742 Perkins/VTEA \$ 2,000 Gen. Fund

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
Business & CIS Open Computer Lab; BUS151; Jim Town	2019-20 Allocation: \$23,828 # Tutoring Hours: 1906.24	Year 1 (2020-21): Requested Hours: 2192.18 # Hours Incr/Decr: +286 Funding: \$29,594.38 Year 2 (2021-22): Requested Hours: 2192.18 # Hours Incr/Decr: 0 Funding: \$31,786.55 Year 3 (2022-23): Requested Hours: 2192.18 # Hours Incr/Decr: 0 Funding: \$ 32,882.64	a) How was funding used in the past (e.g., individual tutoring; group tutoring; embedded tutoring; specific classes; etc.)? This funding has been used for drop in tutoring in the B151 Computer Lab as well as embedded tutors in CIS courses so students get help as soon as they need it. b) What is the expected use for the additional tutoring hours requested (e.g., increase number of tutors during specific hours of center/lab's hours of operation; increase number of embedded tutors for specific class; provide tutors for pilot project; etc.)? The increase in hours is about 9 hours per week to offer online tutoring. With an increase in online course offerings, we need to meet the needs of these students. This will include both online tutoring during normal lab hours and weekend tutoring which will benefit both our online and face to face students. c) What specific differences, if any, are expected for each year? Year 1: Launching online tutoring services and minimum wage increase. Year 2: Minimum wage increase. Year 3: Minimum wage increase.	\$6,600 General Fund \$17,228 Perkins/VTEA

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
Beacon Tutoring Campus-Wide Loretta Richard	2019-20 Allocation: \$71,710 # Tutoring Hours: 5,737	Year 1 (2020-21): Requested Hours: 6,000 # Hours Incr/Decr: +265 Funding: \$81,000 Year 2 (2021-22): Requested Hours: 6,000 # Hours Incr/Decr: +0 Funding: \$87,000 Year 3 (2022-23): Requested Hours: 6,000 # Hours Incr/Decr: +0 Funding: \$90,000	a) How was funding used in the past (e.g., individual tutoring; group tutoring; embedded tutoring; specific classes; etc.)? <ul style="list-style-type: none"> • Group and embedded tutoring for various classes in Anthro, Art, Chem, Deaf, Fashn, Japan, Math, Soc, Stat b) What is the expected use for the additional tutoring hours requested (e.g., increase number of tutors during specific hours of center/lab's hours of operation; increase number of embedded tutors for specific class; provide tutors for pilot project; etc.)? <ul style="list-style-type: none"> • The SESI program has requested Beacon tutors for up to 14 classes for their cohorts. • Deaf department has requested an increase in tutors & hours. • Chem department continues to request 15 tutors, which equals 2,250 hrs/year c) What specific differences, if any, are expected for each year? Year 1: Increased demand. Minimum wage increase Year 2: Minimum wage increase Year 3: Minimum wage increase	GF, Perkins/VTEA, SEAP

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
<p>Business Student Center(Bus 153)</p> <p>Dalal Abboushi</p>	<p>2019-20 Allocation: 9643</p> <p># Tutoring Hours:771</p>	<p>Year 1 (2020-21): Requested Hours: 835 hours # Hours Incr/Decr: +64 Funding: \$11,273</p> <p>Year 2 (2021-22): Requested Hours: 889 hours # Hours Incr/Decr: +54 hours Funding: \$12,891</p> <p>Year 3 (2022-23): Requested Hours: 963 hours # Hours Incr/Decr: +74 hours Funding: \$14,445</p>	<p>a) Business Student Center serves approximately 149 students with 650 visit , students spend about 818.33 hours in the center in the first 8 weeks of Fall semester 2019 , we offer one-one tutoring for individuals, group studies for a specific classes and help students with online homework and project assigned for their classes. We also proctor exams.</p> <p>b) We already seeing an increase of the student's usage of the center, I am requesting more funds to be allocated to support the tutors in the center. We offer face to face tutoring along with online tutoring program that is supported by one of our tutors. We are working on expanding our operation hours to open later than our current hours' because of a request from our full time working students, we have 10 computers and study space for students to work as groups and get our help when needed.</p> <p>c) What specific differences, if any, are expected for each year?</p> <p>Year 1: we are open in Fridays and offering online tutoring 3 hours on Sundays. Year 2: we are expecting to increase or online tutoring to 4 hours each day on Saturday and Sunday. Year 3: we are working on expanding operating hours to open 12 hours daily Monday- Thursday from 8am -8 pm to be able to serve our students who work a full time jobs from 9-5.</p>	<p>GF, Perkins/VTEA</p>

A. Tutoring Center/ Lab, Location & Contact Person	B. 2019-20 Allocation & Tutoring Hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification for Requested Allocations / Hours (please limit to no more than 200 words total) Year 1 (2018-19); Year 2 (2019-20); Year 3 (2020-21)	E. Type of Funding Source & Amount (if known). Please note the year if different funding sources expected.
<p>Davis Outreach Learning Resource Center DVC215</p> <p>Mei (Mikaela) Ciofi-Huang</p>	<p>2019-20 Allocation: \$11,000</p> <p># Tutoring Hours: 846</p>	<p>Year 1 (2020-21): Requested Hours: 814 # Hours Incr/Decr: -30 Funding: \$11,000</p> <p>Year 2 (2021-22): Requested Hours: 814 # Hours Incr/Decr: 0 Funding:\$11,803</p> <p>Year 3 (2022-23): Requested Hours: 814 # Hours Incr/Decr: 0 Funding:\$12,210</p>	<p>a) How was funding used in the past (e.g., individual tutoring; group tutoring; embedded tutoring; specific classes; etc.)?</p> <p>Individual tutoring and group tutoring. The subjects that tutoring service is available for are: MATH, STAT, CHEM, CISP, and Writing</p> <p>b) What is the expected use for the additional tutoring hours requested (e.g., increase number of tutors during specific hours of center/lab's hours of operation; increase number of embedded tutors for specific class; provide tutors for pilot project; etc.)?</p> <p>The Davis Center is not requesting additional hours at this time. We use the allocated tutoring hours to provide tutoring for students in disciplines listed above. If our services change or expand, we will submit a revised program plan justification for the appropriate school year.</p> <p>c) What specific differences, if any, are expected for each year?</p> <p>Year 1: Minimum wage increase, Continue standard level of tutor coverage. Year 2: Minimum wage increase, Continue standard level of tutor coverage. Year 3: Minimum wage increase, Continue standard level of tutor coverage.</p>	<p>General Funds, BSI</p> <p>BSI ends 2019-20</p>

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
Language & Literature ESL Lab RHS 328 Elizabeth Shah (Robin Ikegami, Dean)	2019-20 Allocation: \$24,000 # Tutoring Hours: 1,920	Year 1 (2020-21): Requested Hours:1920 # Hours Incr/Decr: 0 Funding: \$25,920 Year 2 (2021-22): Requested Hours:1920 # Hours Incr/Decr: 0 Funding: \$27,840 Year 3 (2022-23): Requested Hours: 1920 # Hours Incr/Decr: 0 Funding: \$28,800	a) How was funding used in the past (e.g., individual tutoring; group tutoring; embedded tutoring; specific classes; etc.)? The ESL Lab uses individual and group tutoring. The lab provides tutoring to students from all classes. b) What is the expected use for the additional tutoring hours requested (e.g., increase number of tutors during specific hours of center/lab's hours of operation; increase number of embedded tutors for specific class; provide tutors for pilot project; etc.)? The ESL Lab is not requesting additional hours at this time. However, the ESL has revised its curriculum and we do not know how this will impact demand in the future. c) What specific differences, if any, are expected for each year? Year 1: No planned requested hour changes; increase in funding allocation due to increased minimum wage Year 2: No planned requested hour changes; increase in funding allocation due to increased minimum wage Year 3: No planned requested hour changes; increase in funding allocation due to increased minimum wage	BSI-SEAP, GF BSI ends 2019-20

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
<p>Language & Literature Reading and Writing Lab (formerly known as the Reading Lab)</p> <p>RHS 329</p> <p>Ashley Lanham (Robin Ikegami, dean)</p>	<p>2019-20 Allocation: \$23,000</p> <p># Tutoring Hours: 1,840</p>	<p>Year 1 (2020-21): Requested Hours: 1,840 # Hours Incr/Decr: 0 Funding: \$24,840</p> <p>Year 2 (2021-22): Requested Hours: 1,840 # Hours Incr/Decr: 0 Funding: \$26,680</p> <p>Year 3 (2022-23): Requested Hours: 1,840 # Hours Incr/Decr: 0 Funding: \$27,600</p>	<p>a) How was funding used in the past (e.g., individual tutoring; group tutoring; embedded tutoring; specific classes; etc.)?</p> <p>The Reading and Writing Lab (ENGLB 55) uses individual and group tutoring. The Lab provides tutoring to students from all classes, though, a particular focus is on students from ENGWR 108, 110, 300, 301, 302, and 303 and ENGRD 10, 11, and 110.</p> <p>b) What is the expected use for the additional tutoring hours requested (e.g., increase number of tutors during specific hours of center/lab's hours of operation; increase number of embedded tutors for specific class; provide tutors for pilot project; etc.)?</p> <p>The Reading and Writing Lab is not requesting additional hours at this time. We use the allocated tutoring hours to provide tutoring and assistance in reading comprehension and writing skills to students. If our services change and expand, we will submit a revised program plan justification for the appropriate school year.</p> <p>c) What specific differences, if any, are expected for each year?</p> <p>Year 1: No planned requested hour changes; increase in funding allocation due to increased minimum wage Year 2: No planned requested hour changes; increase in funding allocation due to increased minimum wage Year 3: No planned requested hour changes; increase in funding allocation due to increased minimum wage</p>	<p>SEAP, BSI, GF BSI ends 2019-20</p>

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
Learning Skills & Tutoring Center (LRC-144) Loretta Richard 558-2183 Elizabeth Stevenson 558-2600	2019-20 Allocation: \$50,787 # Tutoring Hours: 4,063	Year 1 (2020-21): Requested Hours: 4363 # Hours Incr/Decr: +300 Funding: \$58,901 Year 2 (2021-22): Requested Hours:4363 # Hours Incr/Decr: 0 Funding: \$63,264 Year 3 (2022-23): Requested Hours:4363 # Hours Incr/Decr: 0 Funding: \$65,445	The Learning Skills & Tutoring Center (LSTC) <ul style="list-style-type: none"> • Provides tutoring for most classes taught at SCC. • Limited tutoring begin the second week of classes. • Limited tutoring during finals week. • One-on-one, small group, larger group sessions by appointment or walk-in basis. • Increase online tutoring with peer tutors (10 hrs/wk). Demand is increasing as the number of courses offered online increases every semester. • Requests from departments/ programs for increased tutoring hours: e.g., DEAF, STATS, SESI • Extend Friday and/or Saturday hours. • Employee benefits need to be deducted, which will reduce actual tutoring hours. <p>Years 1, 2 & 3</p> <ul style="list-style-type: none"> • Minimum wage increase 	GF; SEAP; Perkins BSI ends 2019-20

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
<p>Mathematics Laboratory</p> <p>Rodda Hall South 162</p> <p>Halsey Boyd Math Lab Coordinator 916-558-2162</p>	<p>2019-20 Allocation: \$112,275</p> <p># Tutoring Hours: 8,982</p>	<p>Year 1 (2020-21): Requested Hours: 9,382 # Hours Incr/Decr: +400 Funding: \$126,657</p> <p>Year 2 (2021-22): Requested Hours: 9,382 # Hours Incr/Decr: 0 Funding: \$141,839</p> <p>Year 3 (2022-23): Requested Hours: 9,382 # Hours Incr/Decr: 0 Funding: \$152,730</p>	<p>a) Funding is used in the lab for one-on-one tutoring, and some small group tutoring. The Math Lab serves over 1000 students per semester, and mentors an array of about 40 student tutors/allies.</p> <p>b) An additional 400 hours are requested so that training can be augmented for the tutors. It is vital in the AB705 age that tutors receive training on special topics not traditionally covered in their academic paths, trauma-informed praxis, bias training, anxiety reduction techniques. A comprehensive tutor mentoring/training program is necessary to better serve all students. Additional funds past the 400 hours reflect CA minimum wage increases through January 2022 (\$15/hour).</p> <p>c) What specific differences, if any, are expected for each year?</p> <p>Year 1: Tutor training augmented, tutoring hours remain the same as in previous years despite increased demand. Year 2: Tutor training augmented, tutoring hours remain the same as in previous years despite increased demand. Year 3: Tutor training augmented, tutoring hours remain the same as in previous years despite increased demand.</p>	<p>Math Lab funding is institutionalized through the use of Gen Funds.</p>

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
Music Music Lab & Music Classrooms Kathleen Poe	2019-20 Allocation: \$3,400 # Tutoring Hours: 296	Year 1 (2020-21): Requested Hours: 316 # Hours Incr/Decr: +20 Funding: \$4,266 Year 2 (2021-22): Requested Hours:316 # Hours Incr/Decr: 0 Funding: \$4,582 Year 3 (2022-23): Requested Hours: 316 # Hours Incr/Decr: 0 Funding: \$4,740	a) How was funding used in the past (e.g., individual tutoring; group tutoring; embedded tutoring; specific classes; etc.)? <ul style="list-style-type: none"> • Tutors assisted students with various instruments and equipment in the Music department b) What is the expected use for the additional tutoring hours requested (e.g., increase number of tutors during specific hours of center/lab's hours of operation; increase number of embedded tutors for specific class; provide tutors for pilot project; etc.)? <ul style="list-style-type: none"> • Requesting an increase of 20 hours to return to previous years' hours of tutoring. c) What specific differences, if any, are expected for each year? Year 1: Increase tutoring hours. Minimum wage increase Year 2: Maintain tutoring hours. Minimum wage increase Year 3: Maintain tutoring hours. Minimum wage increase	GF, Perkins/VTEA

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
Occupational Labs Campus-Wide Loretta Richard	2019-20 Allocation: \$6,772 # Tutoring Hours: 542	Year 1 (2020-21): Requested Hours: 782 # Hours Incr/Decr: +240 Funding: \$10,557 Year 2 (2021-22): Requested Hours: 782 # Hours Incr/Decr: 0 Funding: \$11,339 Year 3 (2022-23): Requested Hours: 782 # Hours Incr/Decr: 0 Funding: \$11,730	a) How was funding used in the past (e.g., individual tutoring; group tutoring; embedded tutoring; specific classes; etc.)? <ul style="list-style-type: none"> • Group & embedded tutoring for CE classes, such as but not limited to: Mechanical Electrical Technology, Computer Information Science, Graphic Communication, Commercial Music Audio Production, etc. b) What is the expected use for the additional tutoring hours requested (e.g., increase number of tutors during specific hours of center/lab's hours of operation; increase number of embedded tutors for specific class; provide tutors for pilot project; etc.)? <ul style="list-style-type: none"> • Increase hours to include tutoring in Cosmetology c) What specific differences, if any, are expected for each year? <ul style="list-style-type: none"> • Year 1: Minimum wage increase • Year 2: Minimum wage increase • Year 3: Minimum wage increase 	GF; Perkins/VTEA

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
Photography Lab (STS -2 nd Fl) Paul Estabrook	2019-20 Allocation: \$25,187 # Tutoring Hours: 2015	Year 1 (2020-21): Requested Hours: 2093 # Hours Incr/Decr: +78 Funding: \$26,201 Year 2 (2021-22): Requested Hours: 2303 # Hours Incr/Decr: +210 Funding: \$29,219 Year 3 (2022-23): Requested Hours: 2303 # Hours Incr/Decr: 0 Funding: \$29,219	<p><i>During a typical 3-hour lab section, a tutor supports the instructor with students working in SIX different lab areas (STS 213, 212, 211, 207, 204, & 203). Two computer, three studios and a print-finishing lab. Tutors also support cross-listed courses with the Journalism program.</i></p> <p>Success in our PHOTO/JOUR programs is measured in employment, which is directly related to the quality of the student's portfolio and not whether they received a degree or certificate. Portfolio development is an intense and very hands on process with both the instructor and tutor working very closely and for extended times with the student. The 6 labs have greatly improved our students' ability to produce industry quality work. But without the support through tutoring, our instructors will be unable to give the type of attention needed in this effort.</p> <p>c) What specific differences, if any, are expected for each year?</p> <p>Year 1: Minimum Wage Increase Year 2: Minimum Wage Increase Year 3: Minimum Wage Increase</p>	VTEA/Perkins; GF

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
RISE Program RS 158 Keith Muraki Valerie Lockhart	2019-20 Allocation: \$17,000 # Tutoring Hours: 1,360	Year 1 (2020-21): Requested Hours: 1,450 # Hours Incr/Decr: 90 Funding: \$19,575 Year 2 (2021-22): Requested Hours: 1,450 # Hours Incr/Decr: 0 Funding: \$21,025 Year 3 (2022-23): Requested Hours: 1,450 # Hours Incr/Decr: 0 Funding: \$21,750	a) How was funding used in the past (e.g., individual tutoring; group tutoring; embedded tutoring; specific classes; etc.)? RISE serves the entire SCC student population by providing tutoring and homework assistance. The program relies heavily on basic skills reinforcement and strengthening in English, Math, Science, and other areas of General Education. We operate under a student-centered holistic approach. Students are able to make one-hour appointments with our tutors or do drop-in sessions. b) What is the expected use for the additional tutoring hours requested (e.g., increase number of tutors during specific hours of center/lab's hours of operation; increase number of embedded tutors for specific class; provide tutors for pilot project; etc.)? Increase number of tutors Provide tutors for pilot project (FYE/Jr. RISE alum) c) What specific differences, if any, are expected for each year? Intend to target FY in college students from feeder high schools in addition to our general tutoring population. Year 2: See above Year 3: See above	SEAP

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
Science & Allied Health Tutoring Center LIH 115 Francesca Harris 916-558-2129	2019-20 Allocation: \$19,000 # Tutoring Hours: 1,520 Reduction of 90 hours from 2017-2018's Allocation [\$19,000 after benefits have been deducted]	<u>Year 1 (2020-21):</u> <i>Requested Hours: 2,020 hours</i> <i># Hours Incr/Decr: +500</i> <i>Funding: \$27,270 total</i> <u>Year 2 (2021-22):</u> <i>Requested Hours: 2,020 hours</i> <i># Hours Incr/Decr: 0</i> <i>Funding: \$29,290 total</i> <u>Year 3 (2022-23):</u> <i>Requested Hours: 2,020 hours</i> <i># Hours Incr/Decr: 0</i> <i>Funding: \$30,300 total</i>	a) Tutoring: general, group, one-on-one, walk-in, open lab. b) Increase the number of tutors to provide: 1) the ability to have at least one tutor covering specific classes available during the center's hours of operation as a whole. 2) Provide more than one tutor specializing in classes during peak tutoring times. There will be an increase of classes (Science & Allied Health collectively) offered starting Fall 2020. c) Year 1: With the new Mohr Hall erecting (in theory) this year, there will be an increase of Allied Health classes and thus tutoring needed. Year 2: See Above. Year 3: See Above.	GF

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
Veteran's Resource Center (VRC) PAC 101 Prepared by Loretta Richard	2019-20 Allocation: \$2,500 # Tutoring Hours: 200	Year 1 (2020-21): Requested Hours: 200 # Hours Incr/Decr: 0 Funding: \$2,700 Year 2 (2021-22): Requested Hours: 200 # Hours Incr/Decr: 0 Funding: \$2,900 Year 3 (2022-23): Requested Hours: 200 # Hours Incr/Decr: 0 Funding: \$3,000	a) How was funding used in the past (e.g., individual tutoring; group tutoring; embedded tutoring; specific classes; etc.)? b) What is the expected use for the additional tutoring hours requested (e.g., increase number of tutors during specific hours of center/lab's hours of operation; increase number of embedded tutors for specific class; provide tutors for pilot project; etc.)? c) What specific differences, if any, are expected for each year? Year 1: Maintain tutoring hours from 2019-20. Minimum wage increase Year 2: Minimum wage increase Year 3: Minimum wage increase	Funding for VRC tutoring is planned to come from the VRC grant and not from GENFD or other Categorical sources.

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
<p>West Sacramento Center- 1115 West Capitol Ave. West Sacramento, CA 95691</p> <p>Math Lab Ashu Mishra mishraa@scc.losrios.edu</p> <p>Writing Center Ashu Mishra mishraa@scc.losrios.edu Dana Armstrong ArmstrD@scc.losrios.edu</p>	<p>2019-20 Allocation: \$7,500 (after benefits are deducted)</p> <p># Tutoring Hours: 600</p> <p><i>BSI Allocation: \$28,800 (after benefits are deducted)</i></p> <p># Tutoring Hours: 2,300</p>	<p>Year 1 (2020-21): Requested Hours:740 # Hours Incr/Decr:+140 Funding: \$10,000 <i>Additional Funding Request previously funded by BSI</i> Requested Hours:3,090 # Hours Incr/Decr:+50 Funding: \$41,725</p> <p>Year 2 (2021-22): Requested Hours:740 # Hours Incr/Decr:+0 Funding: \$10,730 <i>Additional Funding Request previously funded by BSI</i> Requested Hours:3,090 # Hours Incr/Decr:+0 Funding: \$44,805</p> <p>Year 3 (2022-23): Requested Hours:740 # Hours Incr/Decr:+0 Funding: \$11,100 <i>Additional Funding Request previously funded by BSI</i> Requested Hours:3,140 # Hours Incr/Decr:+50 Funding: \$47,100</p>	<p>a) Due to Statistics and other Math support classes; there has been an increase in tutoring demand in the Math Lab. With additional funding, we would be able to add additional tutors and meet the needs of student demands. Also, there is demand for other subject areas such as accounting, ASL, and chemistry. With increased funding, these demands can also be met.</p> <p>b) Writing Center has increased growth by over 300% and is expected to continue growing due to English support classes and other disciplines. With additional funding, we would be able to add additional tutors and meet the needs of student demands.</p> <p>c) Year 1: Adjusted for wage increase and increase in tutoring hours Year 2: Adjusted for wage increase and increase in tutoring hours Year 3: Adjusted for wage increase and increase in tutoring hours</p>	<p>SEAP; BSI BSI ends 2019-20</p>

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
Writing Center LR 144 Susan Griffin	2019-20 Allocation: \$ \$38,900 # Tutoring Hours: 3,112	Year 1 (2020-21): Requested Hours: 3, 200 # Hours Incr/Decr: 88 hours increase Funding: \$ 43,200 Year 2 (2021-22): Requested Hours: 3,200* # Hours Incr/Decr: 0 Funding: \$ 46,400 Year 3 (2022-23): Requested Hours: 3,200* # Hours Incr/Decr: 0 Funding: \$ 48,000 *The landscape is changing rather quickly since AB705, so it is hard to predict what will happen two or three years from now.	a) Funding is being used for one-on-one and some small group tutoring at the Writing Center. In addition, BSI funding is currently being used for dedicated tutors paired with ENGWR108 classes. These tutors work up to twelve hours per semester in the classes with which they are paired. b) What is the expected use for the additional tutoring hours requested? The Writing Center is only requesting an increase of 88 hours. The larger dollar amount is mainly a result of the pay increase. We plan to shift some of this funding from dedicated tutors for ENGWR108 to dedicated tutors for ENGWR300. c) What specific differences, if any, are expected for each year? Years 1 through 3: More students placing directly into ENGWR 300 will mean that more students in 300 are likely to need extra support. The number of ENGWR300 students using the Center is likely to increase.	The Writing Center tutoring dollars currently are funded by GENFUND: \$22, 900 BSI: \$14,000 SEAP: \$2,000 BSI ends 2019-20

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
Language and Literature division ESL Department Embedded Tutoring; Shantra Muther	2019-20 Allocation: \$ 50,000 # Tutoring Hours: 4,000	Year 1 (2020-21): Requested Hours: 3,200 # Hours Incr/Decr: 800 hour decrease Funding: \$43,200 Year 2 (2021-22): Requested Hours: 3,200 # Hours Incr/Decr: 0 Funding: \$46,400 Year 3 (2022-23): Requested Hours: 3,200 # Hours Incr/Decr: 0 Funding: \$48,000	a) How was funding used in the past (e.g., individual tutoring; group tutoring; embedded tutoring; specific classes; etc.)? Funding was used for embedded tutoring ESL classes. b) What is the expected use for the additional tutoring hours requested (e.g., increase number of tutors during specific hours of center/lab's hours of operation; increase number of embedded tutors for specific class; provide tutors for pilot project; etc.)? We are requesting continuing funding for embedded tutors. We are not requesting additional hours. We expect student performance to be positively affected with the continued support of embedded tutors. c) What specific differences, if any, are expected for each year? Year 1: Increased minimum wage. Year 2: Increased minimum wage. Year 3: Increased minimum wage.	Past funding has been allocated from BSI, which is expected to end by June 2020 BSI ends 2019-20

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
<p>Mathematics Embedded Tutoring Location varies by class</p> <p>Halsey Boyd Math Lab Coordinator 916-558-2162</p>	<p>2019-20 Allocation: \$94,600</p> <p># Tutoring Hours: 7,568</p>	<p>Year 1 (2020-21): Requested Hours: 7,768 # Hours Incr/Decr: +200 Funding: \$104,868</p> <p>Year 2 (2021-22): Requested Hours: 7,768 # Hours Incr/Decr: 0 Funding: \$112,636</p> <p>Year 3 (2022-23): Requested Hours: 7,768 # Hours Incr/Decr: +0 Funding: \$116,520</p>	<p>a) Funding is used in for embedded tutoring mainly for support classes to help students who are more quickly moving into transfer-level classes with less college math experience. Tutors work with a majority of students in particular classes to help increase success and retention.</p> <p>b) An additional 200 hours are requested so that training can be augmented for the tutors. It is vital in the AB705 age that tutors receive training on special topics not traditionally covered in their academic paths, trauma-informed praxis, bias training, and anxiety reduction techniques. A comprehensive tutor mentoring/training program is necessary to better serve all students. Additional funds past the 400 hours reflect CA minimum wage increases through January 2022 (\$15/hour).</p> <p>c) What specific differences, if any, are expected for each year?</p> <p>Year 1: Tutor training augmented. Year 2: Tutor training augmented. Year 3: Tutor training augmented.</p>	<p>Once part of BSI funding, Math Embedded tutoring was funded through SEq for 2018-18. A variety of sources may be used before this tutoring is institutionalized or combined to augment the Beacon tutoring program in a rebranding/reboot effort working with LRC.</p> <p>BSI ends 2019-20</p>

A. Tutoring Center/ Lab; Location; & Contact person	B. 2019-20 Allocation; & # Tutoring hours	C. 2020-23 Tutoring hours requested; Amount(s) increased or decreased from previous year's hours; & Funding amount for these hours	D. Justification summary for requested tutoring hours (Limit to 150 words or less) Year 1 (2020-21) Year 2 (2021-22) Year 3 (2022-23)	E. Type of funding source & amount, if known (e.g., SEAP, SWF, BSI, etc.) Please note if different funding source(s) is/are expected
SESI program Bruce Zenner	2019-20 Allocation: \$0 directly from TPP # Tutoring Hours:	Year 1 (2020-21): Requested Hours: 3,360 # Hours Incr/Decr: 3,360 Funding: \$45,360 Year 2 (2021-22): Requested Hours:4,320 # Hours Incr/Decr: 960 Funding: \$62,640 Year 3 (2022-23): Requested Hours: 5,600 # Hours Incr/Decr: 1,280 Funding: \$84,000	a) How was funding used in the past (e.g., individual tutoring; group tutoring; embedded tutoring; specific classes; etc.)? <ul style="list-style-type: none"> • 2 Beacon (group/embedded) tutors for Math 299 were funded from its TPP allocation (10 hrs/wk for 15 weeks) b) What is the expected use for the additional tutoring hours requested (e.g., increase number of tutors during specific hours of center/lab's hours of operation; increase number of embedded tutors for specific class; provide tutors for pilot project; etc.)? <ul style="list-style-type: none"> • The SESI program is piloting the use of embedded peer tutors based on data from multiple campuses that clearly indicates that putting tutors in the classroom results in significantly improved student persistence and success in their courses, compared to students who do not have access to embedded tutors. The embedded tutors are also available outside of class, and data shows that students who have embedded tutors see use of tutors as normal student behavior, and are therefore more likely to use campus tutoring resources generally. c) What specific differences, if any, are expected for each year? Year 1: Minimum wage increase; Increase in cohorts expected Year 2: Minimum wage increase; Increase in cohorts expected Year 3: Minimum wage increase; Increase in cohorts expected	GF SESI grant funded some tutors through Spring 2020