CALIFORNIA COMMUNITY COLLEGES
AND
BUTTE
COMMUNITY COLLEGE DISTRICT

#88-0003
In order to address the basic skills needs of returning students, Butte College proposes to develop a basic skills videotape program to be broadcast twice a year prior to assessment and enrollment on Butte College's Campus. The videotape will include: (1) an orientation program addressing both language arts and mathematics and will focus on assessment practices, basic skills instruction, test anxiety reduction, and the tutorial and other assistance available at the college; and (2) a basic mathematical skills 'refresher' offered in ten modules.

In addition to the videotape programs, packets of materials will be developed for both the mathematics and language arts areas. Focus will be on the academic resources available to the students once they are enrolled. Having these materials prior to assessment should reduce the anxiety of returning students and enhance their performance on assessment tests, resulting in the best possible guidance and placement in the college program.
Basic Skills Instruction Video Series for Returning Students via Butte Television: Orientation and Review of Basic Skills

The purpose of this project recognizes the needs of returning students, those who have been outside formal education for a number of years, in the area of basic skills instruction. The mean age of Butte College students is 30 years old, with 76% of the student body over 21 years old. In order to address the basic skills needs of returning students, Butte College proposes to develop a basic skills videotape program to be broadcast twice a year prior to assessment and enrollment on Butte College's cable television station (BCTV). The videotape program will include: (1) an orientation program addressing both language arts and mathematics, with a focus on assessment, basic skills instruction, test anxiety reduction, and tutorial and other academic assistance available through the Learning Resource Center; and (2) a basic mathematical skills "refresher" offered in ten parts.

In addition to the videotape programs, packets of materials will be developed for both the mathematics and language arts areas. The mathematics department will develop a problem work packet that will be mailed, upon request, to returning students. The sample problems will not "teach the test," but rather assist individuals in brushing up latent math skills prior to taking the Basic Skills Assessment required of all new students. The mathematics department believes that this refresher will ensure that returning students are placed at a level that is truly indicative of their ability, rather than being placed based on skills that are "old and cold." The language arts department will develop a packet of materials, which will include sample exercises. However, the focus will be more on academic resources available to the returning students once they are enrolled. The packet will serve as a guide to the Butte College Learning Resource Center, and will be of "high tech/high gloss" quality. Having these materials prior to assessment will reduce the anxiety level of returning students, so they can perform at their best on the assessment tests.

The project's effectiveness will be evaluated by conducting a follow-up study of at least 100 returning students who request a packet based on viewing the videotape series. Institutionalization of the program will occur as Butte College continues to broadcast the videotape series prior to each semester, and the videotape program and packets will be housed in the Learning Resource Center for all students to use. Dissemination of actual materials to other community colleges will be done at cost ($125) for duplication of materials and videotape copies.
Basic Skills Instruction Video Series for Returning Students via Butte Television: Orientation and Review of Basic Skills

1. Specific Educational Program Being Addressed

Educational Program or Service Addressed

The demography of the California community colleges has been changing rapidly over the past five years. The "greying" of the student body, based on the need for individuals to return to college to obtain new job skills, is definitely having an impact. Individuals returning to school after some period of absence require different educational and support services. In the initial stages of returning to college, especially the assessment component, these individuals are very different from recent high school graduates. Basic computational skills, reading comprehension, and writing skills are, in many cases, "old and cold."

The purpose of this project recognizes the needs of these returning students in the area of basic skills instruction, and proposes a treatment for their latent and/or deficient skills in reading, writing and mathematics. Butte College recognizes that older, returning students are in a different "state of readiness" for the required college entry assessment tests than their younger counterparts. According to one Area Dean, "in the case of the 'right-out-of-high school' student, what you see (on the assessment test results) is what you get. In most cases, this is not true for the returning student."

The mean age of students served by Butte Community College is thirty (30), which corresponds with the statewide trend of an older student body. Over three fourths (764) of the Butte College student body are over twenty one (21) years old. In relation to the programs listed in the Education Code Section 84381, this project covers both item d, educational services for new clientele, including older, working adults, and item •, efforts to improve traditional instructional programs. This project will be conducted by Butte College, not in consort with another institution.

Butte College has an excellent infrastructure for student matriculation. The Student Access, Retention, and Transition (START) program was developed to assist students "getting in,
staying in and going The purpose of this project is to refine the current assessment and on. placement process by creating a videotape program which provides an overview of basic skills instruction, including: (1) a pre-assessment orientation to both language arts and mathematics; and (2) a mathematics skills refresher series. The program will be broadcast locally using the Butte College television station. This will make Butte College more accessible to all returning students. "Returning students" are defined, for the purposes of this grant, as: individuals who have been outside the academic mainstream for a number of years.

This project will provide an "individualized prescription" for I returning students. Those students who need a review of basic mathematical concepts will be able to "refresh" prior to taking the Basic Skills Assessment required of all new students, by viewing the series of specific videotapes. These students will also receive a problem work packet, upon request. Students who want information on the language arts program will be able to view the pre-assessment orientation program via Butte College television. The language arts program is comprised of reading, writing, English, and English as a Second Language (ESL). They will also receive a packet of materials that describes the instructional support services available to them after they have enrolled at Butte College.

Basic Agenda

Under Objective B-Educational Excellence, the Board of Governors of the California Community Colleges, expects:

"that our efforts focus upon the challenge of providing educational excellence in all teaching and teaching-related activities that comprise the foundation of our institutions."

The Basic Agenda specifies that: "The colleges must also strive to provide excellence in their offerings for those who are in need of attaining a basic level of literacy and English-speaking ability." Functional literacy incorporates a basic ability to read, write, and compute.

This project is an example of how to strengthen a college’s program for basic skills instruction. The instructional innovation provided by this project is the pre-admission/assessment review of basic skills instruction and available resources. Further, the treatment identified will more correctly place students in courses at their level of competency. The development of the basic skills videotape series will also have a secondary effect as an ongoing resource for students who have specific basic skill deficiencies in mathematics. In the area of language arts, this project addresses the need for reducing the anxiety in the returning student, regarding taking the assessment test, succeeding in college, and matriculating out of college.
2. Specific Problems Being Addressed

Specific Problems

More and more adults are returning to formal education because they cannot compete in the current job market. Many adults return to community colleges for basic skills instruction and vocational training. Community colleges are more easily accessible to the adult population because of less restrictive entrance requirements, lower costs; and a wider geographic distribution (5.5 times as many community colleges as state universities). Nearly 63 percent of the incoming students at Butte College are in need of some type of remedial (200-299 level courses) or developmental (100-199 level courses) education. Developmental courses offer those skills necessary to complete a vocational or academic program, and are not offered at the high school level. Remedial courses are repetitions of courses that are offered at the high school level, but are needed to complete further academic or vocational studies.

The GAIN program is also sending individuals back to school, who require basic skills instruction. The GAIN program is administered by the welfare department, and requires able-bodied recipients of Aid for Families with Dependent Children (AFDC) to seek employment. However, many lack the basic skills necessary to apply for a job.

Nearly 60% of all community college student enrollment comes from ESL, basic skills, and short-term vocational courses. (Background Papers The Master Plan Renewed, p.60) The issue paper on adult literacy and postsecondary education addresses "functional illiteracy," referring to adults who cannot read, write, or compute "well enough to cope with the basic survival needs of modern society." This issue paper identifies the need for working adults to be literate in order to function in a changing economy. One reason cited by the author for so many adults being excluded from the "ordinary commerce of a print society" is:

"The growing complexity of knowledge in the context of rapid economic change. California has been described as being 'on the cutting edge of the new information economy' which is displacing basic industries with 'literacy intense' occupations requiring increased ability to process and apply information, thus creating a larger pool of unqualified workers." (Issue Papers The Master Plan Renewed, p. 300-301)

The community college system will continue to play a major role in basic skills instruction, investing in a literate population and work force, into the 21st century.

Butte College: Basic Skills Assessment

Butte College requires all new students to complete the Basic Skills Assessment (BSA) prior to registering for classes. The BSA measures a student's present skill level in reading, English, and mathematics. The BSA is comprised of the Stanford Test of Academic Skills (TASK) for reading ant English, and the College Board Comparative Guidance and Placement
Test (CCP) for mathematical skills using computational exercises and word problems. More advanced mathematical testing is also provided using the McGraw-Hill Cooperative (COOP) Test. The BSA results provide a profile of each student's present skill level from which counselors recommend courses at the appropriate level. (See Appendix A, "Joe Sample.")

In the area of mathematical and computational skills, a trend has been noted by the Butte College Area Dean and faculty; returning students have difficulties with the assessment test because their computational skills are "old and cold." Adults, who have been outside formal education, either working or raising a family, usually have no recent exposure to, or use of, mathematical skills included on the BSA. Returning students are therefore tested for "present skills levels that are not truly indicative of their latent computational skills. Combine this with test anxiety, and the returning student scores lower on the BSA math skills' component. The trend shows these students enrolling in the lower level introductory college mathematics courses, then two to three weeks later, they or their teacher, recognize that they are ready (with this brief refresher) to be in a more advanced class. Unfortunately, these students are at a point of no return. First of all, the cut-off date for class changes (adds or drops) is the second week of the semester. Secondly, the next level of mathematics has already proceeded, and the student would have to play catch-up, which is not easily done in mathematics, where each class builds on the previous lesson. The majority of these students end up taking the course in which they originally enrolled, and a few drop the course.

In the case of language arts, the returning students' problem is less that of the material being "old and cold," and more related to poor initial skills in reading, writing and English grammar. The returning student needs an orientation to the basic skills requirements, prescriptive tutoring, and concurrent enrollment in language arts classes, as well as the assessment process. This orientation will help to reduce test anxiety. A packet of materials will be developed, which includes sample exercises that can be helpful in preparing for the Basic Skills Assessment (BSA), and a description of services that are offered by Butte's Learning Resource Center. The services offered are workshops (e.g., study skills, note taking, exams, or time management), prescriptive tutoring, proctor for exams, and a computer lab.

The concept for this project is simple. If returning students are provided the opportunity for an orientation to basic skills programs, assessment procedures, on-campus resources, and a basic skills "refresher", then their experience with the Basic Skills Assessment (BSA) will be a positive on . The mathematical concepts on the BSA will dot be unfamiliar because of the ten-part videotape refresher series. The BSA results will then reflect more accurately mathematical capabilities, and provide a better indication of ability to perform in class.

Returning students, who take advantage of the basic skills video series, will be able to achieve their academic goals more quickly, including advancement within their major or certificate program. This is particularly critical for those students interested in pursuing majors which require various mathematics courses as prerequisites or as core courses. The language arts section of the BSA will be less foreboding because of the pre-assessment orientation and the packet of descriptive materials. Returning students will be aware of the unique prescriptive tutoring program, and other resources, available to Butte College language arts students.
Desired Outcome of this Proposed Project

When examining the effect of basic skills assessment on student achievement and persistence at Butte College, Dr. George Boggs (March 1984) found that "early diagnosis of basic skills weaknesses, in combination with a placement program whereby these weaknesses can be corrected, has a positive impact throughout [students'] college experience." This early diagnosis will be greatly improved by implementing a televised series of pre-assessment refreshers on mathematical concepts, and by offering an orientation to the basic skills programs in mathematics and language arts, which will include information on assessment, test anxiety, course offerings, program requirements, tutorial assistance, and much more. Using the Butte College television station (BCTV), the entire basic skills videotape series will be broadcast to local residents via cable television. The mathematics refresher series will not "teach the test," rather it will provide a step by step approach to reviewing basic mathematical concepts (e.g., decimals, fractions, and the order of operations).

By accessing this basic skills series on Butte College television (BCTV), returning students will become better acquainted with the Butte College basic skills programs. Further, those who are interested will be able to review basic mathematical concepts in the privacy of their own home, reducing test and math anxiety, and updating latent computational skills. The videotaped segments (15-30 minutes each) for mathematics will be accompanied by a problem work packet, including sample exercises and registration forms.

The language arts department will develop and distribute a packet of materials, including sample exercises, and a comprehensive description of programs and services offered returning students. For example, the innovative approach to prescriptive tutoring, that has just been implemented this semester at Butte College, will be highlighted. Using this approach, an instructor identifies a specific problem that a student is having on the prescriptive tutoring form (see Appendix B). The student takes this form to the Learning Resource Center to seek assistance, and by showing the instructional aide the form, they are helped immediately. After delivering the assistance that specifically addresses the student's need, then the instructional aide completes the bottom portion of the form, and returns it to the teacher. The aide indicates the hours of assistance that the student received, if additional assistance is required, or if the student has attained a level of competency.

Returning students will be informed of this program's availability via local television, radio and newspaper advertisements. The packets of materials will be made available upon request. An introduction to the series will be aired on Butte College television, and will be another means of reaching potential returning students. This program will reach adults, who may not have considered further education, especially at the college level, because of basic skills deficiencies. This program will help them to overcome a "fear of college."
The basic skills videotape series will be aired twice a year, and repeated in several time slots: once prior to the assessment period for the fall semester, then again prior to the spring semester. Copies of the videotapes will be housed in the Learning Resource Center in Butte College's library. Any students who need to review any of the ten basic mathematical skill components will be able to view the appropriate videotapes on campus. Therefore, the basic skills videotape series serves two purposes: (1) as an orientation to the basic skills programs, and as a refresher prior to assessment for returning students; and (2) as a resource for currently enrolled students who are deficient in basic mathematical skills, or who need information on the resources available to them in the Learning Resource Center. The packets of materials from both mathematics and language arts will also be housed in the Learning Resource Center.

Butte College has established the START program as an integrated approach to student retention and matriculation. Butte College, as part of its matriculation program, agrees to provide:

- an admissions process (application);
- an assessment of basic educational skills and career goals;
- an orientation to college programs, services and procedures;
- pre-enrollment counseling/advising and course selection;
- a suitable curriculum or program of courses;
- quality instruction; and
- continuous follow-up on student progress with referral to support services when needed.

This project will build on Butte College's infrastructure for retention and matriculation by: (1) providing a pre-assessment orientation and basic skills "refresher" series for individuals who have not been involved in formal education for a number of years; (2) "fine-tuning" the assessment of individuals' basic skills, which indicate true capabilities to perform, rather than testing individuals whose basic skills are "old and cold," especially in the area of mathematics; (3) improving the individual student's chance for enrolling in a suitable program of courses, rather than wasting a semester or two in unneeded courses; and (4) having materials available to support students in specific areas of weakness in basic skills, thereby enhancing student academic progress.
3. Population To Be Served

Population Served

The average age of Butte College's student body is thirty years old. This statistic reflects the trend statewide of older students returning to school to enhance their marketable skills, or to learn specific job skills, or to become better educated to compete in the context of a "literacy intense" job market. Technological development has created a need for constant training and retraining of workers, as well as the need for a literate population who can take advantage of changing and expanding employment opportunities.

Since the Basic Skills Assessment (BSA) is required of all new students (some exemptions do exist), this project will serve all returning students who take advantage of the basic skills videotape series over the Butte College television station. As defined earlier, returning students are individuals who have been out of the academic world away from formal education for a number of years. The definition purposely leaves out a particular age cohort. A twenty-two year old who did not go on to college after high school, will need a review of basic skills, as will the 45 year old who needs new job skills because he/she is a worker displaced by new technology. These two age groups will require different support services, but their needs for a basic skills refresher will be similar.

The videotapes will be available in the Learning Resource Center (LRC) for all students who use that facility. Approximately, fifteen percent of Butte College students use the LRC each semester; 15,000 hours of tutoring are provided each semester. The Learning Resource Center serves approximately 200-250 students per day. Butte College serves 3,000 full-time students and 7,000 part-time students each academic semester.

The service provided through this project will be available to all potential returning students who receive cable television service in the region. Butte College has from 2,500 to 3,000 new students, over 21 years old, who take the Basic Skills Assessment each academic year. The basic skills videotape series, once developed, will be available in Butte College’s Learning Resource Center for the 50% of students who are placed in lower level and remedial courses. (See Appendix C, BCTV)
4. Objectives

Objectives

In order to achieve this project’s goal of refining the Butte College matriculation and retention program, by strengthening the pre-assessment phase and by addressing the needs of returning students, the following objectives will be achieved.

Objective 1:
To develop a basic skills videotape program, including an introduction and orientation, and a "refresher" series of ten basic mathematical skills. Each component will last from fifteen to thirty minutes. The videotape program will be completed by November 1988. BUDGET requested for this objective is $15,940.

Objective 2:
To develop packets of written materials to be mailed to returning students, who have made requests based on advertisements regarding the basic skills videotape series. The materials for the mathematics packet will include sample problems, information about test anxiety and math anxiety, and registration materials. The language arts packet will contain sample exercises and descriptive materials regarding available resources for returning students. The packets will be completed by early November 1988, so that copies will be available prior to the basic skills videotape series airing on Butte College television (BCTV). BUDGET requested for this objective is $10,270.

Objective 3:
To broadcast the basic skills videotape series twice, prior to registration for the fall and spring semesters, and repeat it in several different time slots, and to store copies in the Learning Resource Center. The series will be broadcast in December 1988 and January 1989, then in the summer 1989. BUDGET requested for this objective is $1,000.

Objective 4:
To evaluate the success of the basic skills videotape series by gathering follow-up information from the returning students who requested packets and actually enrolled. By May 1989, at least 100 returning students will complete a follow-up survey. BUDGET requested for this objective is $600.

Objective 5:
To disseminate the basic skills videotape program and packets to any community college upon request.

BUDGET:
Actual cost for videotape duplication and mailing will be $125 for the entire series, to be paid by the requesting college. Indirect costs for this project are being calculated at 10% of total direct costs, which are $27,810, plus $2,781 for indirect.

The treatment provided will allow returning students the opportunity, in the privacy of their own home, to become oriented to the Butte College Basic Skills Assessment procedures, to become familiarized with the language arts program and Learning Resource Center, to become reacquainted with basic mathematical concepts, and to overcome any test anxiety that they might be feeling. The following timeline shows when each objective will be implemented.

**TIMELINE**

- **July-December 1988**
  - Objective 1: Develop video tape program
  - Objective 2: Develop packet of written materials
- **Dec 88 - Feb 89**
  - Objective 3: Broadcast Basic Skills Videotape Program
- **May-June 1989**
  - Objective 4: Evaluate success of videotape series
- **June 1989**
  - Objective 5: Disseminate videotape series and packet
5. Workplan Narrative

Activities

The activities will be described by objective. The personnel, equipment and facilities related to each objective are described. Evaluation of each activity is included under objective four.

Objective 1:
Development of Basic Skills Videotape program.

ACTIVITY:
The development of the content for the videotape program series for mathematics will require five math instructors (120 hours of preparation at $25.00 per hour), who will jointly develop ten discrete skill "refreshers." The project director for the mathematics component will be the mathematics department chair, Irene Rodgers. Ms. Rodgers will supervise the preparation of the ten skill components. These same math faculty will assist in the development of the problem work packets.

The development of the pre-assessment orientation will require three language arts instructors (100 hours of preparation at $25.00 per hour), who will jointly develop the concepts for the introductory videotape to the language arts program. The project director for the language arts component will be Hannie Voyles, Chair of Language Arts and the Learning Resource Center. Ms. Voyles will supervise the production of the orientation videotape. Professional talent will be used for the orientation videotape (consultant services).

The video production will be completed at Butte College, using their facilities, including television studio, and media editing and graphics equipment. The video production will use the mathematics instructors and actual students as the talent for the videotape programs. Computer generated graphics and other illustrations will be inserted as appropriate. Mark Hall, Producer/Director, and Bob Ellsworth, Media Services Director, on the Butte College staff, will be directly involved in the video production.

The other classified staff necessary to complete the video production, include: a graphics designer, a television crew leader, and camera operators. The project co-directors will provide supervision of faculty activities during the video production phase. The Media Services Director will provide supervision of the technical aspects of the video production.
Objective 2:

Development of the Packets of Written Materials

ACTIVITY:
The mathematics faculty will develop the content for the problem work packet (5 teachers X 30 hours each X $25 per hour). The development of the problem work packets will require clerical time, printing and mailing expenses.

The language arts faculty will develop the content for the orientation packet (3 teachers X 30 hours X $25 per hour). The graphic design will be done professionally, after three competitive bids are secured. Costs for printing of the packet materials and mailing to returning students have been included in the budget.

Objective 3:

Broadcast the Basic Skills Videotape Series.

ACTIVITY:
Prior to the telecast of the basic skills videotape series, Butte College's public information officer will develop an advertisement campaign. The advertising will be distributed through local television and radio broadcasts, as well as local newspapers. The Butte College television station (BCTV) will also air advertisements for the basic skills videotape series.

The Media Services Director, Bob Ellsworth, will be responsible for the supervision of the broadcast of the videotape series. The other personnel required for televising the videotape series will be the broadcast technician.

Objective 4:

Evaluate the Program's Success.

ACTIVITY:
The best measure of the program's success will come from the returning students who actually viewed the basic skills videotape series. The students who request the packets will be tracked through the admissions process. Students requesting the packets will be asked to sign a "waiver," so that they can be contacted in May 1989 for the follow-up survey.

The project co-directors will develop a follow-up survey to identify: (1) how satisfied returning students were with the basic skills videotape program and packets; (2) which components of the videotape program did they actually view; (3) what components were of the greatest utility; and (4) how satisfied were they with their course placements in mathematics and language arts. The assessment office will supervise collection of the follow-up surveys, and will conduct the data analysis.

In order to evaluate the implementation of each activity, the project co-directors will report directly to the Vice President for Instruction on a regular basis. The
project co-directors will be responsible for completing all necessary reports to the funding agency, such as progress reports and the final report. The final report will include the results from the follow-up study.

Objective 5:
Disseminate the Videotape Series and Packets.

ACTIVITY:
Upon completion of the evaluation of the pre-assessment basic skills videotape program, the project co-directors will develop a news release, and send it to all community colleges in California. The project co-directors will make presentations at relevant conferences and professional meetings. The videotape series and packets will be made available to other community colleges at cost ($125).

2,000 copies of the language arts orientation packet will be handed out to students, over 21 years old, at the time that they take the Basic Skills Assessment. In this way, those students who did not view the basic skills videotape program, will be made aware of the resources available.
6. Expected Outcomes

Expected Impact and Transferability

The expected impact on other disciplines at Butte College is that these returning students will be better prepared to compete in other classes related to their major field of study. Students who use the math basic skills videotapes will be better prepared for the Basic Skills Assessment, and they will matriculate more quickly. Examples of classes requiring some level of mathematical competence include: nursing, drafting, business, and agriculture. Reading, writing, and proper use of grammar are of utility throughout all classes, therefore the language arts component will be universally beneficial.

The major costs associated with this project are related to the development of the videotape program and the packets of materials. Once the videotapes are completed the college will bare the cost of airtime for televising the pre-assessment orientation and refresher series via Butte College television (BCTV). The packets will be sent at no cost to students during the first year, and at a minimal cost thereafter.

Since Butte College is very similar to many of her sister colleges regarding student demography, i.e. a majority of older, returning students, the program will be of value to their clientele as well. The impact of the GAIN program on basic skills instruction increases the value and utility of this program to community colleges statewide. The videotape format will be readily accessible and usable.
Evaluation Plan

The project co-directors, one from mathematics and one from language arts, will report to the Vice President for Instruction on a regular basis, regarding project progress and fiscal activity. Butte College's Business Office has experience in handling special project funds based on previous experience.

The summative evaluation procedures will entail a follow-up survey of returning students who requested the pre-assessment packets. At least 100 returning students will be surveyed to determine satisfaction with the video program and placement in mathematics and language arts courses.

The project co-directors will work with the assessment office staff to develop the follow-up survey instrument. The assessment office will supervise the collection of the follow-up survey data, and then conduct appropriate analyses.

Using the Butte College television station, the basic skills videotape series will continue to be used each semester prior to assessment, and the Learning Resource Center will continue to house the copies of the program for tutorial purposes. Copies of the packets will be made available to returning students for a minimal charge.
8. Dissemination Plan

Information for Dissemination

The materials to be provided for dissemination purposes include the videotape programs and the associated packets of materials. The videotape series will be disseminated at cost ($125) to other community colleges. An instructional sheet will be provided with these materials to explain how the project was implemented at Butte College. The follow-up survey will also be included as part of the process for working with returning students.
9. Budget Narrative

The budget explanation on the next page details expenditures by the following categories:

- video production
- packets of materials
- broadcast
- Learning Resource Center (follow-up)
- evaluation

Expenses for personnel, equipment, supplies, advertising, computer time, and so forth are broken out by language arts and mathematics requests for Part A funds, Butte College's matching contribution, and a total column, which is a sum of each row. The total amount requested from the Fund appears in the row at the bottom of the page. The only consultant services indicated are for professional talent for the orientation videotape.

The major reimbursements requested are related to the actual video production and the production of the packets of materials. The majority of expenses related to implementation are being contributed as matching by Butte College. Butte College is providing a match of 46 percent of costs related to the development and implementation of the basic skills videotape series. This contribution indicates that Butte College is extremely committed to this project, and that institutionalization will be realized after the end of grant funding.

The budget explanation is followed by the Budget Summary form required. This form includes a summation of all costs within each category, and the matching contributions are noted under the "local funding" column.