

BSI Allowable Costs

- I. Program and Curriculum Planning and Development
 - A. Development of a basic skills tutoring program
 - B. Development of basic skills curriculum planning guide
 - C. Development of a basic skills drop in peer help center
 - D. Development of online distance education courses for basic skills students
 - E. Curriculum development for basic skills courses in noncredit and credit, including new courses

- II. Student Assessment
 - A. Purchase of computers and equipment such as scanners, to assess basic skills abilities
 - B. Purchase of software and licenses for assessment
 - C. Salary of non-instructor hired to administer basic skills tests
 - D. Development and implementation of assessment intervention programs, including preparation for Common Assessment Initiative test
 - E. Research and development methods for assessment preparation

- III. Advisement and counseling service
 - A. Salary of basic skills peer advisor or counselor
 - B. Salary of basic skills mentor
 - C. Purchase of supplies to create basic skills campus announcements
 - D. Creation and maintenance of a website devoted solely to basic skills
 - E. Cost of a basic skills email list that delivers basic skills information to basic skills students
 - F. Direct advising and counseling services for credit and noncredit basic skills students
 - G. Embedded counseling in basic skills credit and noncredit courses
 - H. Counseling and advising in support of learning community basic skills courses

- IV. Supplemental Instruction and Tutoring
 - A. Purchase of a web-based interactive program of supplemental instruction for basic skills
 - B. Purchase of training videos, or online training videos, or similar that supplement basic skills instruction
 - C. Direct tutoring to noncredit and credit basic skills students in basic skills areas
 - D. Salary of teaching assistance assisting basic skills instructors

- V. Articulation
 - A. Cost of studies that evaluate degree applicable English and mathematics courses on campus, to identify important points of instruction to include in credit and noncredit basic skills course curriculum
 - B. Support for basic skills faculty to attend or host meetings and discussions on k-12 course alignments and student preparation as these pertain to basic skills courses
 - C. Stipends for meetings, portfolio sharing, and discussions on noncredit to credit basic skills course alignment and curriculum

- VI. Instructional Materials and Equipment
 - A. Purchase of learning materials and equipment that support basic skills noncredit and credit students

- B. The costs for safe storage of basic skills supplies, equipment, instructional materials, and similar
- C. Purchase of textbooks and learning materials used in basic skills courses
- D. Purchase of basic skills instructional software
- E. All learning materials and equipment that support basic skills credit and noncredit courses and students
- F. Purchase of computers to assess basic skills abilities
- G. Purchase of supplies to create basic skills campus announcements
- H. Creation and maintenance of a website devoted solely to basic skills
- I. Cost of materials distribution across a variety of media, to basic skills students
- J. Purchase of a web-based interactive program of supplemental instruction for basic skills
- K. Purchase of training videos that supplement basic skills instruction

VII. Coordination

- A. Salary of basic skills coordinator, or assistants, or project leads for hours of service provided, not to supplant a teaching salary
- B. Cost of seminars to raise basic skills awareness among noncredit and credit campus faculty
- C. Cost of a consultant providing services to create, coordinate, and implement basic skills programs on campus

VIII. Research

- A. Purchase of electronic support equipment, hardware and/or software for in-class use by basic skills students, used to capture data
- B. Salary of qualified researcher hired to quantitatively assess basic skills student data against outcomes of success such as matriculation into credit courses
- C. Cost of creating a safe storage process for basic skills research data
- D. Expended bandwidth of research capabilities and services related to basic skills noncredit and credit data systems and queries

IX. Professional Development

- A. Travel to events whose training will directly benefit basic skills students, will enhance basic skills instructor capabilities, or both
- B. Replication of basic skills related training, provided by attendees who return to their colleges to share this knowledge with their peers
- C. Cost of seminars to raise basic skills awareness among campus faculty
- D. Cost of a basic skills professionals/consultants providing services to create, coordinate, implement, and improve basic skills programs on campus
- E. Workshop, conferences, and seminars attendance directly related to basic skills programs and students
- F. Support for learning communities for professional development for faculty to learn basic skills best practices