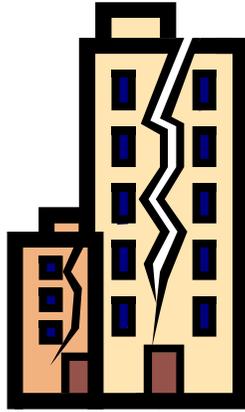# Chapter 19

Organizational/Administrative Role in Developmental Education/Basic Skills Programs: Earthquake-proofing the Structure

Primary Author
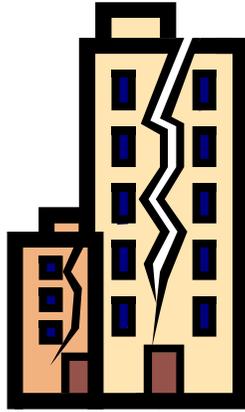Jane Harmon, Kern Community College District (Administrator)

With thanks from contributions from:

Robert Johnstone, Foothill College
 (Administration)

Carole Bogue-Feinour, California Community Colleges Chancellor's Office
 (Administrator)
Juan Cruz California Community Colleges Chancellor's Office
 (Administrator)

Chapter 19

Organizational/Administrative Role in Developmental Education/Basic Skills Programs: Earthquake-proofing the Structure

The role of the college administration and its organizational structure in creating a supportive environment where basic skills/developmental education students and programs will flourish is critical. While faculty develop curricular structures, sequences, and pedagogical processes that enable students to succeed educationally, administrators develop the college structures, cross-functional processes, and timing dynamics that enable the work to be developed and accomplished by empowered faculty and staff. More than dispensing the requested funds to projects and programs, one administrator called it "pooling the raindrops" of individual efforts into a flowing stream resulting in organizational change. Others have called it organizing for integration, synergy and sustainability. Finally, as the subtitle to this chapter asserts, the work of administrators also earthquake-proofs new and sometimes fragile existing organizational structures so that they withstand the turmoil of external and internal pressures such as California funding crises and campus-level politics. This chapter is organized into three parts:

- Examples of organizational and administrative effective practices in developmental education/basic skills programs in California community colleges, based on the strategies discussed in *Basic Skills as a Foundation for Success in California Community Colleges (2007.)*
- A chart of current basic skills funds and an explanation of funding categories, and
- Examples of how colleges might compliment the BSI funds with other funds in their budget.
- Implementing the Downstream Cost/Revenue Model

A. Effective Practices

The college sees basic skills students and programs as an institutional priority.

Recognized as a best practice in the literature, this also appears to be a best practice embraced by many California community colleges. Clearly the Academic Senate has played a significant role in fostering this practice, as has the California Community Colleges System Office, significantly through its *Goal B: Student Success and Readiness* team, chaired by Carole Bogue-Feinour, Vice Chancellor, Academic Affairs. It also appears in the mission statements and strategic goals of many colleges. Also, in case you missed the administrative self assessment, check out Appendix 4.

At Kern Community College District, the Board of Trustees adopted new Strategic Initiatives in 2006 which listed "*Better serving the under-prepared student*" as one of the six initiatives for the district. As a result, a district-wide committee began meeting via CCCConfer (to ensure involvement across the district of more than 24,000 square miles) to discuss what was happening on each campus to support the goal. As has occurred at many districts across the state with the categorical funding secured through the Basic Skills Initiative, KCCD has focused new energy on this goal of serving the basic skills student. California community colleges are doing serious seismic retrofitting to ensure that the structure supporting the under-prepared student is earthquake-proof.

The college shares an overarching philosophy of developmental education/basic skills.

Administrators can orchestrate individual activities, good practices, and good programs into a more cohesive and effective strategic effort by focusing the college on the significance of, efforts in, research on, and celebration of achievement in basic skills. Framing the message according to the college's mission and benchmarking its effectiveness puts everyone on the same page rather than at cross-purposes.

Chaffey College is an example of an institution whose structure has been transformed through a transition to an overarching philosophy of recognizing developmental education/basic skills as integral to the college's mission. In but one manifestation of this shift, the entire structure of learning support has evolved and is now provided through a series of College Success Centers. All tutoring is provided through these centers, which depend heavily on teaching faculty and counseling faculty working together to integrate services to students.

The college supports a developmental education/basic skills program that is centralized or highly coordinated.

This particular effective practice may very well be the most controversial; there is strident debate arguing both for and against centralized approaches such as the formation of an integrated "Basic Skills" or "College Skills" department. It does seem that there is nearly universal agreement on the notion that colleges would benefit from a more highly coordinated approach to developmental education. The recent support for and initial forays into creating campus Basic Skills Coordinators (often faculty, occasionally working directly with administrators) suggests the potential for significant future evolution of this idea. (Please see Chapter 18 on Basic Skills Coordinators.)

Some specific examples of such changes are the more deliberately aligned and coordinated approaches built into reorganization of administration at colleges such as College of the Sequoias and reorganization of all committee structures at Irvine Valley. In another increasingly common practice, Las Positas has integrated learning centers with math, English, ESL labs, and tutor certification. Many colleges and districts have revamped their organizational structure to focus on student success, thereby bringing together many of the programs already focused on this goal – EOPS, DSPS, Student Equity, and Retention Committees. At Skyline College, the goals of these committees were integrated during a management retreat to ensure that the college was not working at cross-purpose and that efforts could be strengthened in all arenas.

The college supports institutional policies that, immediately upon matriculation, get students involved in necessary college preparation coursework and support systems.

Currently most California community colleges do not have mandatory orientation, assessment, and placement. However, research supports the value of this requirement and some colleges are looking at mandatory orientation in the form of a required First Year Experience. Santa Barbara City College's Gateway to Student Success Program, a part of its Partnership for Student Success Program, is an example of a comprehensive first-year program with a proven track record which may serve as a model for other California community colleges as they move toward mandatory assessment, placement, and orientation.

Bakersfield College and Skyline College were both selected to participate in a self-guided year-long study and improvement process for a student's first-year experience. This nation-wide program, called Foundations of Excellence, requires careful follow-up and will again provide valuable information for colleges looking for evidence to support mandatory assessment, placement, and extended first year orientation.

The college supports a high integration of academic and student support services.

Administrators, having a 30,000-foot big picture view of the organization, can map the overall loci of college activities with respect to basic skills whether they are located in specific departments, special programs, committees, equity and student learning outcome efforts, special grants, etc. as a basis for asking key coordination questions and strategically planning for improvement over time. Some specific examples of changes undertaken to integrate academic and student support services in California community colleges are the planned alignment built into the reorganization of administration (College of the Sequoias) and reorganization of all committee structures (Irvine Valley) in order to achieve better coordination of basic skills.

Administrators can guide the "big picture" of coherency and progress by identifying research and asking challenging questions that cut across traditional domains. They can bring to bear additional ideas, research, and strategies from outside the college and note the value of a wider perspective without discounting the internal perspective. They can guide multi-year endeavors and support priorities even without special funding by mixing and matching sources of funding, reallocating for impact, and as is being done at Las Positas College, using project-based management to foster co-authored funding requests. Administrators can help to bring a focus on the entirety of the student experience and thus provide leadership in across the traditional instructional and student service boundaries.

Coastline Community College has been led by a mission statement for over a decade which guides innovation aimed at broader student access and greater student achievement. They have merged their Matriculation Committee, their Student Equity Committee, and their Basic Skills Initiative and created a Student Success Committee. The mission of this committee is:

To provide a shared framework for the discussion, development and implementation of processes and programs that integrates Matriculation, Basic Skills, and Student Equity to optimize and enhance student achievement and success. The Committee will reflect a broad representation from faculty, staff, and students.

Making these changes in the very structure of long-standing programs takes both faculty and administrative leadership. As one administrator stated, "Sometimes you have to jump off cliffs and build wings as you fall." It is clear, however, that the rewards for students can be great when artificial barriers are broken down.

The college recruits, hires and supports instructional and student service faculty and staff who are enthusiastic about developmental education/basic skills.

At Bakersfield College, questions regarding community college demographics are included in the interviews with candidates for instructional and student service faculty and staff positions. This allows the screening committees an opportunity to see if candidates are aware of the under-prepared student and to gauge their enthusiasm for serving this critical population. For new faculty there is an extended orientation that focuses on student demographics, introduces the new faculty to the range of students they will find in their classroom, and also gives suggestions for dealing with students at various levels of development. In an often overlooked step, faculty additionally receive an introduction to services available for students and how they can assist students in accessing these services.

The college manages faculty and staff expectations regarding developmental education/basic skills.

In an intriguing application of funds, a Title III grant at Napa Valley College focuses on two major activities: Activity One, Strategies for Student Success and Retention, and Activity Two, Teaching and Learning Resource Center for Faculty and Staff. Although there are two strands, there is only one ultimate focus--**student success**. Activity One approaches student success through improving instruction and supporting services for students by building a solid foundation. Activity Two reinforces that foundation by providing training and professional development for faculty and staff. Technology and curriculum development (student learning outcomes) are inherent in both activities. Columbia College's Academic Achievement Center also provides support for both faculty and students, recognizing that faculty expectations of basic skills students must be managed in order to ensure that a focus on student success becomes an integral part of all instruction.

The college manages student expectations regarding developmental education/basic skills.

Mt. San Antonio College has developed a comprehensive Summer Bridge Program that serves as a port of entry for under-prepared students. The process begins with Cash for College, a financial aid workshop, a one-stop application, and an assessment. Word of mouth has taken this program to the point where there are 800 applications for 300 available spots for summer 2008. Students get help with their academic skills, are introduced to learning communities, and as one administrator stated, "they conquer their fear before the beginning of the academic year." They will go into their first year of college knowing what is expected of them to become prepared for college success, knowing

the value of involvement in learning communities, and knowing where to go if they need assistance in anything whether it be student services or instruction-related.

City College of San Diego has developed a First Year Experience program designed to provide students early access to matriculation and remediation which again will help students understand what they need to do to achieve success to their goals. This process can begin in high school thus ensuring that students will have realistic expectations about what their path to success will entail. An Individualized Education Plan will provide students with a written plan that takes them from matriculation and will incorporate all necessary support the under-prepared student will need to succeed and achieve their goals.

The college widely disseminates information on successful developmental education/basic skills, so that everyone is aware and in the loop.

While we did not receive specific examples supporting this practice, we expect that in addition to the number of colleges who have successful and focused communication pathways, we will find that many more colleges will devote some of their energy to more thoroughly disseminating key Basic Skills information and successes as a result of the focus brought by the Basic Skills Initiative. Further, there will certainly be increased scrutiny of developmental education outcomes as a result of such structures as ARCC, increased ACCJC interest in outcomes, and the necessary outcome improvement that will required for continued funding of the BSI. This increased scrutiny should (and more likely, will be required) to be built into campus communication streams to demonstrate an evidence-based feedback loop.

B. Funding the Effective Practices

Present Basic Skills Funding Allocations

An important aspect of the Basic Skills Initiative is that it has been funded by the legislature for the last three years. Many faculty and administrators believe this is the only reason that the community colleges have been able to mount an effort to resolve this growing gap in student success, even though the concern has been present for some time. Below is a simplified table of the funding provided by the legislature, limitations on spending and accountability factors. Included in the Appendix is the original summary e-mail from Juan Cruz at the Chancellor's office for 20007-2008. In addition the appendix contains the Basic Skills Action Plan template also available at http://www.cccbsi.org/.

Funding and year	Are there any limitations on spending?	Accountability	Type of funding	When it must be used by
Phase 1 2005-2006 $29,974,000 Base rate per District $50,000 per Additional funding based on Credit and Noncredit FTES	There are specific Categories where the funds must be spent (See attached Expenditure Report Form for 2005-06	1.Overall accountability is the *ARCC section for BS and ESL 2. Expenditure Plans and Budget Expenditure Reports (See Forms CCCCO) *Accountability Report for Community Colleges – ARCC report available at http://www.cccco.edu	Categorical/ Restricted Funds in the General Fund This phase also implemented the Literature Review.	June 30, 2009
Phase 2 2006-2007 $33,110,000 Rate: Based on Credit and Noncredit FTES	There are specific Categories where the funds must be spent (See e-mail from CCCCO Expenditure Report Form for 2006-07	1.Overall accountability is the ARCC section for BS and ESL 2. Expenditure Plans and Budget Expenditure Reports (See Forms CCCCO)	Categorical/ Restricted Funds in the General Fund	June 30, 2009
Phase 3 2007-2008 $31,500,000 With a $100,000 per College Base Rate: Based on Credit and Noncredit FTES Professional Development Grant $1.6 Million	There are specific Categories where the funds must be spent (See e-mail from CCCCO Expenditure Plan Form for 2007-08)	1.Overall accountability is the ARCC section for BS and ESL 2. Tied to Basic Skills Action and Expenditure Plans due on May 1, 2008 (See Forms CCCCO)	Categorical/Restricted Funds in the General Fund	June 30, 2010

II.   More on Funding Categories

The key to how these funds may be used is that they are to be related to the basic skills/ESL student and that they are not to supplant existing resources or programs. That does not mean that you can't expand best practices already in place; for example, expanding tutoring or learning communities to serve more students is an acceptable use. All three years of funding in the chart above include basically the same categories. On each of the Expenditure Plans or Reports, you will find the category list. The last item on each list is identified as "Other Activities for the Enhancement of Basic Skills" (reworded in the Expenditure Plan for 07-08 funds to say "Other purpose directly

related to the enhancement of basic skills, ESL instruction, and related student programs"). Juan Cruz, Basic Skills/ESL Specialist, and Carole Bogue-Feinour, Vice Chancellor, Academic Affairs, said that you can fund anything that supports basic skills/ESL students. If what you are funding does not have a separate category (for example, research is not specifically listed in the 07-08 Expenditure Plan), you can include that in the other activities category with an explanation of its direct support of basic skills/ESL. So again, the two things to remember are that these funds support/ESL students and that they do not supplant what is already in place at your college.

In addition to the above considerations it is important to note that this funding is categorical and does not impact the 50% law calculations. The money could be used to fund adequate numbers of counselors, tutors, basic skills faculty, or administrators that are above and beyond current efforts (not supplanting existing efforts). However, as with all categorical funding, this requires careful thought and planning regarding contractual agreements and sustainability.

III.   Complementary Funding and Support Services

One of the positive things that can be done with the Basic Skills/ESL funds is to find ways to leverage them and other categorical funds serving the same students. Some of these categorical funds are listed below.

EOPS Categorical Program Funds
106 Million

|	
CARE Categorical Program Funds	15 Million
DSPS Categorical Program Funds	110 Million
MATRICULATION Categorical Program Funds	
Credit	81 Million
Noncredit	20 Million
CAHSEE Categorical Grant Funds	10 Million
SB 361 Noncredit Enhance Funding	
Basic Skills	8.5 Million
ESL	12.7 Million
SB 70 CTE Pathways Initiative	
Career Advance Academies	5 Million

As an example of this creative combined funding, Chaffey College's Success Centers provide tutoring for all students, thus freeing up EOPS and DSPS funds for other purposes. It should also be noted that matriculation includes many services that overlap with BS/ESL categories – research, articulation, student assessment, and staff development. This potentially allows colleges to use funds from both programs together to better meet these goals.

Because there are common elements in both Matriculation and basic skills, orientation, assessment/placement, counseling/advisement, coordination, training/staff development, and follow-up, the funds for these programs can be optimized. Though categorical funds cannot be mixed, the integrated structures, processes, curriculum, and activities can be supported by the appropriate credit and noncredit matriculation and basic skills funds.

In addition to these funding sources, private foundations such as the Hewlett Foundation and the Irvine Foundation, have been very helpful in supporting these efforts.

    IV.   **Implementing the Downstream Cost/Revenue Model (coming soon!)**

Appendix Chapter 19
Organizational/Administrative Role in Developmental Education/Basic Skills Programs: Earthquake-proofing the Structure
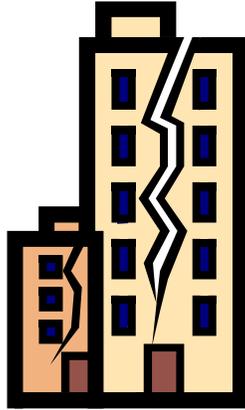
Appendix 1: Summary information on BS-ESL Categorical Funding

Appendix 2: 2007-08 ESL/Basic Skills Memorandum from Carole Bogue-Feinour, Vice Chancellor, Academic Affairs Division

Appendix 3: Action Plan and Expenditure Plan Information

Appendix 4: Administrative Self Assessment rubric

STATE OF CALIFORNIA

**CALIFORNIA COMMUNITY COLLEGES
SYSTEM OFFICE**
1102 Q STREET
SACRAMENTO, CA 95814-6511
(916) 445-8752
HTTP://WWW.CCCCO.EDU

November 2, 2007

Memorandum

TO: Chief Business Officers
           Chief Instructional Officers
           Contact Persons Basic Skills and English as a Second Language Education

FROM: **Juan G. Cruz, Specialist**
           Academic Planning and Development
           Academic Affairs

SUBJECT: **Summary information on BS-ESL Categorical Funding**.

There have been three allocations of Basic Skills (BS) funding to date. The first allocation was the redirection of 2005-06 BS in Fiscal Year 2006-07; the second was an allocation of 2006-07 BS funds at the end of Fiscal Year 2006-07 to be used in Fiscal Year 2007-08; the third is the allocation of 2007-08 BS funds to be used in 2007-08. The following are the particulars on each of the allocations.

I. 2005-06 basic skills overcap funds allocated at the beginning of the 06-07 academic year on July 27, 2007.
    A. $750,000 was used to conduct a review and analysis of the literature ($50,000 contract) and for professional development efforts ($700,000 grant)

    B. Balance of $29,974,000 allocated to colleges with minimum of $50,000 per district to be spent in the following areas or categories:
        a. Research
        b. Curriculum Development
        c. Professional Development
        d. Articulation
        e. Student Academic Assessment
        f. Other Student Needs
        g. Student Counseling
        h. Basic Skills / ESL Tutoring
        i. Instructional Materials
        j. Other Activities for the Enhancement of Basic Skills

    C. Expenditure reports and Dates:
        1. Midyear Expenditure Report due   January 31, 2007
        2. End of Year Expenditure Report July 31, 2007, which includes carry over funds by category into 2007-08
        3. 2005-06 Fund Expenditures will continue to be reported separately;
            i. 2005-06 Midyear Expenditure Report (carryover funds) due January 31, 2008

          ii.   2005-06 End of Year Expenditure Report (carryover funds) due July 31, 2008
         iii. 2005-06 Midyear Expenditure Report (carryover funds) due January 31, 2009
         iv. 2005-06 End of year and Final Expenditure Report (carryover funds) due July 31, 2009

II. 2006-07 basic skills overcap funds allocated at the end of 06-07 academic year on June 29, 2007
   A. $33,110,000 million on ESL/basic skills FTES basis

   B. Areas of allowed expenditure
       a. Curriculum Development
       b. Course Articulation
       c. Research
       d. Professional Development
       e. Instructional Equipment and Materials
       f. Counseling
       g. Tutoring
       h. Other Activities for the Enhancement of Basic Skills

   C. Expenditure Reports and Dates:
       1. Midyear Expenditure Report due   January 31, 2008
       2. End of Year Expenditure Report July 31, 2008, which includes carry over funds by category into 2008-09
       3. 2006-07 Fund Expenditures will continue to be reported separately;
          i.   2006-07 Midyear Expenditure Report (carryover funds) due January 31, 2009
          ii. 2006-07 End of Year and Final Expenditure Report (carryover funds) due July 31, 2009

III. 2007-08 basic skills overcap funds allocated at the beginning of the 07-08 academic year on October 29, 2007. This is ongoing funding
   A. $1.6 million for professional development efforts ($1,600,000 grant)

   B. Balance of $31,500,000 allocated to colleges with minimum of $100,000 per college to be spent in the following areas or categories:
       a. Program and Curriculum Planning and Development
       b. Student Assessment
       c. Advisement and Counseling Services
       d. Supplemental Instruction and Tutoring
       e. Articulation
       f. Instructional Materials and Equipment
       g. Other purpose directly related to the enhancement of basic skills , ESL instruction, and related student programs

   C. 2007-08 (only) Action and Expenditure Plans due on or before May 1, 2008
       a. Subsequent Action and Expenditure plans will be due at the beginning of each academic year.
   D. Expenditure reports and Dates:
       a. No Midyear Expenditure Report due
       b. End of Year Expenditure Report July 31, 2008, which includes carry over funds by category into 2008-09
       c. 2007-08 Funds will continue to be reported separately;
          i.   2007-08 Midyear Expenditure Report (carryover funds) due January 31, 2009

      ii. 2007-08 End of Year Expenditure Report (carryover funds) due July 31, 2009

     iii. 2007-08 Midyear Expenditure Report (carryover funds) due January 31, 2010

     iv. 2007-08 End of Year and Final Expenditure Report (carryover funds) due July 31, 2010

Please be advised that this ongoing allocation will continue in 2008-09 and subsequent years creating expenditure reporting requirements with similar calendar dates. There will be on going Mid Year and Ending Year Reporting requirements for all subsequent Basic Skills and ESL categorical funding and carry over funds respectively.

CONTACT: If you have any questions or concerns regarding program expenditures, and reporting requirements please contact me at (916) 327-2987 or jcruz@cccco.edu
Cc: Linda Michalowski
Carole Bogue-Feinour
LeBaron Woodyard

CALIFORNIA COMMUNITY COLLEGES
SYSTEM OFFICE
1102 Q STREET
SACRAMENTO, CA 95814-6511
(916) 445-8752
http://www.cccco.edu

Memorandum
October 24, 2007

TO:	Chief Executive Officers
	Chief Instructional Officers
	Chief Student Services Officers
	Chief Business Officers

| **FROM:** | Carole Bogue-Feinour, Vice Chancellor |
| | Academic Affairs Division |

SUBJECT: 2007-08 ESL/Basic Skills

First and foremost, I want to thank you for submitting the Certifications ensuring participation of all colleges in the self assessment of Basic Skills and ESL effective practices. Second, I would like to take this opportunity to review the required next steps toward completion of action and expenditure plans and to provide you fiscal information on the allocation of 2007-08 Basic Skills-ESL funds.

Please find attached the "Action Plan & Expenditure Plan Information" and updated templates for the plans that are due at the Chancellor's Office on or before May 1, 2008. Based on college-wide discussions of the review of the literature and effective practices and utilization of the self assessment tool, each college needs to complete an action plan. On the action plan template, the college will provide several five-year long-term goals for ESL/basic skills. The college will then specify 2007-08 planned actions in one or more of the areas of effective practices that it will implement to reach the long-term goals and reference those effective practices in the action plan template. The college should include planned actions that require new funds and those that will not rely on new funds, based on the activities specified in its action plan.

Then, each college needs to complete an expenditure plan. Some of the activities/planned actions will require new funds. Amounts for these activities need to be entered in the categories specified in the expenditure plan template. The categories specified on the expenditure plan template are those designated in Budget Bill (AB 194) language.

On Thursday, October 11, 2007 the Governor signed Assembly Bill 194 incorporating it as Chapter 489 Statutes of Fiscal Year 2007-08. This Assembly Bill included the sum of $33.1 million to be used to support the colleges' efforts in enhancing ESL and basic skills. Of this total, $1.6 million will be used for professional development efforts and the remaining $31.5 million will be allocated to the colleges. Please find attached a chart indicating the allocations per college. Allocations were based on 2006-07, July 15 "Annual" ESL/Basic Skills FTES and, with the current emphasis on addressing the needs of recent high school graduates, ESL/Basic Skills FTES generated by students 24 years old or younger, with a $100,000 minimum allocation per college.

ACTION/DATE REQUESTED: Please review this information, prepare action and expenditure plans and submit them on or before May 1, 2008 to:

California Community Colleges
Academic Affairs: Juan G. Cruz
1102 Q Street, 3rd Floor
Sacramento, California 95814-6511

CONTACT: If you have questions regarding this communiqué, please contact Juan G. Cruz at (916) 327-2987 or jcruz@cccco.edu.

cc: Linda Michalowski
        Erik Skinner
        LeBaron Woodyard
        Juan G. Cruz

Appendix 3
ACTION PLAN AND EXPENDITURE PLAN INFORMATION

Action Plans are to be completed based on the colleges' self assessment of their practices designed to serve ESL/basic skills students. The self assessment will allow colleges to evaluate their current practices in light of the findings and recommended effective practices for ESL/basic Skills students identified through the review of the literature. The literature review recommends effective practices in four areas: Organizational/Administrative Practices, Program Components, Faculty and Staff Development, and Instructional Practices. These practices are imbedded in the self assessment tool and are included in the document entitled "Basic Skills as a Foundation for Student Success in California Community Colleges" completed by the Center for Student Success. The entire document can be downloaded from: http://www.asccc.org/Events/BSI/Lit_Review_Student_Success.pdf

Based on college-wide discussions of the review of the literature and effective practices and utilization of the self assessment tool, each college needs to complete an Action Plan (*See Attachment B*). On the Action Plan template, the college will provide several five-year long-term goals for ESL/basic skills. The college will then specify 2007-08 planned actions in one or more of the areas of effective practices to reach the long-term goals, and it will reference those effective practices in that template. In the process, the college should include planned actions that require new funds and those that will not rely on new funds. The college will also identify targeted completion dates and persons responsible for each activity.

Based on the activities specified in its Action Plan, each college will complete an Expenditure Plan (*See Attachment C*). The categories specified on the Expenditure Plan are those designated in the 2007-08 Budget Bill. The specific categories identified are as follows: program and curriculum planning and development, student assessment, advisement and counseling services, supplemental instructions and tutoring, articulation, instructional materials and equipment and any other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs. Each college will need to estimate the amount of funds it will use in the categories to support selected activities that require new funds. Note that the college is not required to specify an amount in each category, but it should specify amounts in those categories related to its selected activities/planned actions. The total amount specified should equal the college's total ESL/basic skills allocation.

CONTACT: If you have any questions or concerns regarding program expenditures, please contact Juan G. Cruz at (916) 327-2987 or jcruz@cccco.edu

ACTION PLAN TEMPLATE

Long-Term Goals (5 yrs.) for ESL/Basic Skills

ESL/Basic Skills (*Due on or before May 1, 2008*)
Action Plan for 2007-08

District: _____

College: _____

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
A Organizational/ Administrative Practices	**Example:** Initiate a process for institutional review of the mission, goals and objectives of developmental education, with a projected calendar starting date in this academic year.	A.2.3 Developmental education mission, philosophy, goals and objectives are reviewed and updated on a regular basis.	November 30, 2008	Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer
B Program Components	**Example:** Conduct instructional and counseling faculty meetings to address educational needs and integrate support services for students enrolled in developmental writing courses.	B.3.2 Counseling and instruction are integrated into the developmental education program.	February 28, 2008	Chair of Counseling and Matriculation Departments, Writing Program Chair
C Faculty and Staff Development	**Example:** Participate in statewide regional events conducted through $1.6 million allocation and conduct follow up workshops on campus.	C.2.1 Developmental education faculty is involved in the design, planning, and implementation of staff development activities related to developmental education.	March 30, 2008	Chief Instructional Officer, Chair of Credit and Noncredit ESL and Basic Skills
D Instructional Practices	**Example:** Refine academic support center program design to include recommended software in reading and to facilitate active learning, study groups, and workshops.	D.10.7 An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning.	May 30, 2008	Reading Program Chair, Learning Center Director

_____ _____   _____ _____
Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

EXPENDITURE PLAN TEMPLATE

ESL/BASIC SKILLS EXPENDITURE PLAN
(*Due on or before May 1, 2008*)

District: _____

College: _____

CATEGORY	2007-08 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
Program and Curriculum Planning and Development	$
Student Assessment	$
Advisement and Counseling Services	$
Supplemental Instruction and Tutoring	$
Articulation	$
Instructional Materials and Equipment	$
Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs.	$
TOTAL	$

_____

_____
Signature, Chief Executive Officer   Signature, Academic Senate
President   Date: _____   Date: _____

COMMENTS (*please attach additional page, if needed*):

_____

_____

_____

_____

ACCOUNTABILITY

The $31,500,000 allocated pursuant to the above referenced legislation shall be accounted for as restricted in the General Fund. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts on basic skills, ESL (immigrant education) and student services programs. The revenue shall be recorded as State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

EXPENDITURE REPORTS

Each college will be required to provide an expenditure report on forms developed by the System Office. The expenditure report showing all expenditures in 2007-08 will be due on July 31, 2008.

CONTACT: If you have any questions or concerns regarding program expenditures, please contact Juan G. Cruz at (916) 327-2987 or jcruz@cccco.edu

Administrator's Self-Assessment Rubric

	Sage Administrator	Engaged Administrator	Mentor Administrator
1. Basic Skills Initiative an Institutional Priority	I support my institution serving the underprepared student.	I can articulate the goals of the Basic Skills Initiative and I see my role in making the Basic Skills Initiative an institutional priority.	I work with colleagues, faculty, and staff to teach them about the Basic Skills Initiative and to incorporate serving underprepared students as an institutional priority.
2. Shared Philosophy of Basic Skills	I support the philosophy of basic skills.	I can articulate a basic skills philosophy and see my role in building a shared basic skills philosophy in the areas I supervise.	I work with colleagues to help them develop a shared philosophy for basic skills within my own institution and with colleagues across the state at their own institutions.
3. Basic Skills Program Organization	I understand the concept of centralized or highly coordinated basic skills programs.	I can envision and I advocate for a centralized or coordinated the Basic Skills Program at my college.	I am working with colleagues to develop and implement the structure and budgeting necessary for a highly coordinated Basic Skills Program.
4. Early Basic Skills Student Involvement	I recognize the value of early student involvement in basic skills.	I can identify early student involvement strategies that are effective for students with basic skills needs.	I work with faculty and staff colleagues to share and implement effective practices for early student involvement in basic skills.
5. Integration of Instruction and Student Services	I understand the value of integrating instruction and student services to better serve students with basic skills needs.	I work to identify and implement ways to integrate instruction and student services to better serve students with basic skills needs.	I work with faculty and staff colleagues to share effective practices and implement integrated instruction and student services strategies aimed at holistically serving underprepared students.
6. Faculty and Staff Supportive of Basic Skills	I recognize the importance of having faculty and staff who are supportive of the basic skills.	I work with others to ensure that we recruit and hire faculty and staff that are knowledgeable and enthusiastic about basic skills.	I work with colleagues to ensure effective practices in recruitment and to hire faculty and staff who are knowledgeable and enthusiastic about serving the underprepared student.
7. Professional Development	I understand the importance of providing professional development for the basic skills initiative.	I work to ensure that on-going professional development regarding the needs of the basic skills student is provided and available.	I work with colleagues to utilize effective practices in professional development for faculty and staff in meeting the needs of the basic skills student.
8. Faculty and Staff Expectation Regarding Basic Skills	I am learning about the factors that influence basic skills student success and retention.	I can describe some strategies that foster success for all students in all aspects of their chosen academic goals.	I work with colleagues to ensure effective practices for managing faculty and staff expectations for the success of underprepared students.
9. Student Expectations Regarding Basic Skills Needs	I am aware that underprepared students need to understand what they need to be successful in college.	I work to create and implement solid programs that clearly define for underprepared students what they must do to be successful in college.	I work with colleagues to utilize effective practices for programs that clearly prepare underprepared students for success in college.
10. Information Dissemination	I know that there are basic skills efforts being undertaken.	I have collected and read the CCC system-wide information about basic skills initiatives.	I work with colleagues to disseminate information about statewide and national strategies and initiatives to help underprepared students succeed. I understand the importance of an integrated statewide initiative involving K-12, Career and Technical Education and transfer institutions to improve the success of underprepared students.