

**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](mailto:jcruz@cccco.edu).

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

## 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](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](mailto:jcruz@cccco.edu)



# **ACTION PLAN**

## **Mission College, Santa Clara**

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

- Development of an overarching definition and shared goals for Developmental Education;
- Better coordination of Developmental Education efforts between departments and divisions;
- Establish BSI office, area, team and/or person responsible for coordinating program components essential to the success of developmental students. This BSI “headquarters” will serve as a resource for all academic and student services departments in strategic planning. Because the components of Section B are closely linked, it is essential to have clear leadership to ensure that synergy and cooperation occurs among all the areas linked to effective practices: orientation, assessment, placement, financial aid, counseling support and regular program evaluation.
- Have Staff Development Coordinator revisit Heather Rothenberg’s 3-year Staff Development plan to determine ways to also implement suggestions that do not fall under the purview of the BSI self-assessment
- Establish support staff and campus-wide committee to support the staff development coordinator; create a robust staff development program that informs faculty on basic skills best practices, helps train basic skills faculty and staff in relevant pedagogy, and begins an ongoing systematic program of interrelated workshops and seminars (moving away from the “one time” workshop structure).

### **Long-Term Goals (5 yrs.) for Section D: English/Reading Department**

- Keep the Writing Center going and expand hours and services, improve facilities
- Develop Supplemental instruction lab courses which are corequisites for Basic Skills Reading and Writing courses.
- Develop a 1<sup>st</sup> year course which addresses study skills, emotional and financial issues and is connected with Basic Skills classes.
- Make sure students take Basic Skills Classes before enrolling in regular college classes.
- Improve professional development opportunities for Basic Skills faculty.
- Add more online services and options. Add learning communities in a permanent, institutionally supported framework.

### **Long-Term Goals for Section D: ESL Department:**

- Build up a more robust ESL tutoring program, and maintain a steady level of services from semester to semester.
- Improve access to the LATC, and increase student use of the LATC and ESL Center.
- Add another digital multi-media language lab for listening and speaking classes, and ensure that there is a coordinator and trainer for lab-related training and scheduling.
- Improve professional development opportunities for ESL faculty.
- Develop more support mechanisms for Basic Skills students vis a vis curriculum, professional development, and services for students.
- Continue to write, maintain, revise, improve, and use student learning outcomes for all ESL classes.

### **Long-Term Goals for Section D: Mathematics Department:**

- Revise curriculum revision and improve teaching practices .
- Create time for students. Department will create supplementary instruction which may be a way to go. Faculty support in Math Learning Center should be a designated faculty.
- Increase and build a network of on-going communication with other basic skills departments. Sharing common goals, we should provide technical support, training, leadership, Learning Community curriculum development , and MAPS-like programs for other departments.
- Provide non-credit college survival skills courses dealing with life-skills management issues with continued collaboration with the counseling department in the presentation on college expectation
- Update and maintain data-based research and analysis

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

**District: West Valley-Mission Community College District**

**College: Mission College**

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p style="text-align: center;">A Organizational/ Administrative Practices</p>	<p>Develop an explicit overarching philosophy of developmental education and establish developmental education as an institutional priority with goals and strategies that can be embedded throughout. Articulate developmental education philosophy, goals and strategies to the college community</p> <ul style="list-style-type: none"> <li>• Oct 3 Kickoff Meeting created 2 versions of philosophy and mission statement</li> <li>• Will post this on BSI website</li> <li>• Announce this through email to all faculty</li> <li>• Workshop during Flex Day 2009 to articulate this once more</li> </ul>	<p>A.1.1 Clear references exist that developmental education is an institutional priority; references are public, prominent, and clear.  A.2.2 Diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals, and objectives.  A.2.4 Developmental education goals and objectives are clearly communicated across the institution.</p>	<p>December 30, 2008</p>	<p>College President, Basic Skills Coordinator, Basic Skills Committee, Governance and Planning Committee, VP Instruction, VP Student Services, Academic Senate</p>
<p style="text-align: center;">A Organizational/ Administrative Practices</p>	<p>Designate/hire a coordinator to implement all action items and establish a clear channel of communication and close collaboration.</p> <ul style="list-style-type: none"> <li>• Hired 3 coordinators to begin implementing action items</li> </ul>	<p>A.3.2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).</p>	<p>December 30, 2008</p>	<p>Basic Skills Committee, VP Student Services, College President</p>
<p style="text-align: center;">A Organizational/ Administrative Practices</p>	<p>Develop a formal structure to support communication among departments and programs providing basic skills and which provides ongoing support for basic skills students and faculty.</p> <ul style="list-style-type: none"> <li>• BSI website</li> <li>• ANGEL group – invite faculty and staff to join</li> <li>• Blogging – exchange of ideas</li> <li>• BSI Staff Development Workshops</li> </ul>	<p>A.3.4 Formal mechanisms exist to facilitate communication/ coordination between faculty and staff in different developmental disciplines as well as with student services  A.3.5 Formal mechanisms exist to facilitate communication/ coordination between pre-collegiate and college-level faculty within disciplines.</p>	<p>December 30, 2008</p>	<p>Basic Skills Committee, Basic Skills Coordinator, Academic Senate, Student Services Council</p>

<p style="text-align: center;"><b>D. Instructional Practices</b></p>	<p>Develop a plan to and begin to improve maintenance and development of tutorial and lab instructional facilities such as LATC, Writing/Reading Center, and Math Lab by expanding facilities, hours, options such as online, supplemental courses attached to courses such as English 905, Reading 961, and instructors and tutors, who are provided with one on one instructional training.</p> <ul style="list-style-type: none"> <li>• Work with Chia/Amelia to expand on the current Tutorial Center services –check to see where they are, where they want to be – what they want accomplished by Dec 30</li> </ul>	<p>D.10.4 A formal referral system exists between academic and student support services.  D.10.5 Tutoring is available and accessible in response to student needs/desires.  D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline.  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.</p>	<p>December 30, 2008</p>	<p>Basic Skills Committee,  Basic Skills Coordinator, LATC Coordinator/Staff, Department/Division Chairs of ESL/Reading/English/Math, Math Lab Staff, VP Student Services</p>
<p style="text-align: center;"><b>A. Organizational and Administrative Practices</b></p>	<p>Develop a plan to and begin to ensure that students needing developmental education assistance are identified and aware of support services to ensure their success: Improve enforcement of existing pre-requisites by development of electronic tracking mechanisms</p> <ul style="list-style-type: none"> <li>• COMPASS testing will be coming to MC next semester to help with proper placement of students</li> <li>• Plan (Flow Chart) has been developed to show the movement of students through MC</li> <li>• BSI Brochure is being developed to serve as a tangible referral item that counselors and faculty can use to steer students towards BSI resources and support services</li> <li>• Early Alert will be kept in the loop about BSI resources (BSI Brochure)</li> <li>• Formal referral system (crisis intervention) needs to be more widely advertised (e.g. referral form's location and circulating this so that PT faculty knows how to refer)</li> </ul>	<p>D.3.2 Student support services exist to address the external needs (e.g., child care, financial assistance, and transportation) of developmental education students.  D.7.1 Developmental education course entry/exit standards are regularly reviewed and revised as needed.  D.9.2 Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties.  D.10.4 A formal referral system exists between academic and student support services.</p>	<p>December 30, 2008</p>	<p>Information Systems, Dean of Technology, VP Student Services, Matriculation Committee, Director of Admissions and Records, Basic Skills Committee, Basic Skills Coordinator</p>

C Staff Development	Participate in statewide staff development training for faculty and staff <ul style="list-style-type: none"> <li>• BSI Faculty/Staff Development Workshops will be delivered this semester (Curtis)</li> </ul>	C.2.2 Developmental education staff development activities address both educational theory and practice. C.2.3 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.	December 30, 2008	College President, Basic Skills Coordinator, Basic Skills Committee, Governance and Planning Committee, VP Instruction, VP Student Services, Academic Senate
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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

\_\_\_\_\_  
Date

# EXPENDITURE PLAN TEMPLATE

## ESL/BASIC SKILLS EXPENDITURE PLAN

(Due on or before May 1, 2008)

District: West Valley-Mission Community College District \_\_\_\_\_

College: Mission College \_\_\_\_\_

CATEGORY	2007-08 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
Program and Curriculum Planning and Development	\$25,000
Student Assessment	\$25,000
Advisement and Counseling Services	\$25,000
Supplemental Instruction and Tutoring	\$75,000
Articulation	\$0
Instructional Materials and Equipment	\$25,000
Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs.	\$42,000
<b>TOTAL</b>	<b>\$217,000</b>

\_\_\_\_\_  
Signature, Chief Executive Officer  
Date: \_\_\_\_\_

\_\_\_\_\_  
Signature, Academic Senate President  
Date: \_\_\_\_\_

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

**We expect to begin these activities on June 1, 2008. There are likely to be some carryover funds from the 07-08 allocation into Spring of 2009 due to our need to set up structures and strategic plans for each of our many action items, both short- and long-term, before we begin to implement.**

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## **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](mailto:jcruz@cccco.edu)