

Section A – Organizational/Administrative Practices

(Due on or before October 15, 2009)
2009-10 ESL/Basic Skills Action Plan

District: Chabot-Las Positas Community College District _____

College: Las Positas College _____

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Create a time/space for faculty to create connections between curriculum and departments (2 F hours/week to work towards measurable outcomes for new LC group)	A.1 Developmental education is a clearly stated institutional priority. D.8 Developmental education faculty routinely share instructional strategies.	June 30, 2010	Vice President of Academic Services, Academic Senate, Staff Development
Implement a basic skills committee that is committed to institutionalizing basic skills into college community.	A.2 A clearly articulated mission based on a shared, overarching philosophy drive the Basic Skills program.	June 30, 2010	Academic Senate

 Signature, Chief Executive Officer Date

 Signature, Academic Senate President Date

Section B – Program Components

(Due on or before October 15, 2009)

2009-10 ESL/Basic Skills Action Plan

District: Chabot-Las Positas Community College District _____

College: Las Positas College _____

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Review Assessment scores for Accuplacer Exam (determination and/or validation)	B.1 Orientation, Assessment and Placement are mandatory for all new students. B.2 Regular program evaluations are conducted, results disseminated and data used to improve practice.	December 30, 2009	Office of Institutional Research, Department Faculty, Vice President of Academic Services
Review and update CB 21 coding.	B.2 Regular program evaluations are conducted, results disseminated and data used to improve practice. D.7 Programs align entry/exit skills among levels and link course content to college level performance.	March 30, 2010	Department Faculty, Vice President of Academic Services
Review levels of courses from Basic skills up to transfer, and identify any gaps for effective student placement.	B.2 Regular program evaluations are conducted, results disseminated and data used to improve practice. D.7 Programs align entry/exit skills among levels and link course content to college level performance.	June 30, 2010	Department Faculty, Vice President of Academic Services, Basic Skills Committee
Review student placement data and make recommendations to meet student need (impact study) for mandatory placement.	B.2 Regular program evaluations are conducted, results disseminated and data used to improve practice.	June 30, 2010	Office of Institutional Research, Basic Skills Committee
Implement online orientation to meet demand for additional orientation modalities.	B.1 Orientation, Assessment and Placement are mandatory for all new students. B.2 Regular program evaluations are conducted, results disseminated and data used to improve practice.	June 30, 2010	Vice President of Student Services
Evaluate current LC (CFS) data, and make recommendations for future LPC LC.	B.2 Regular program evaluations are conducted, results disseminated and data used to improve practice.	December 30, 2009	LC Faculty, Basic Skills Committee, Vice President of Academic Services

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Section C – Faculty and Staff Development

(Due on or before October 15, 2009)
2009-10 ESL/Basic Skills Action Plan

District: Chabot-Las Positas Community College District _____

College: Las Positas College _____

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Collaborate with Staff Development to offer workshops specific to basic skills (for example - share website for faculty resources specific to basic skills).	<p>C.2 Faculty play a primary role in planning, implementation of staff development activities in support of basic skills</p> <p>C.3 Staff Development programs are structured and appropriately supported to sustain them as ongoing efforts</p> <p>C.4 Staff development opportunities are flexible, varied and responsive to developmentally needs of faculty, diverse student pop and coordinated programs.</p>	June 30, 2010	Staff Development, Basic Skills Committee
Learning Communities models open house	C.4 Staff development opportunities are flexible, varied and responsive to developmentally needs of faculty, diverse student pop and coordinated programs.	October 30, 2009	Basic Skills Committee, Staff Development
Utilize faculty/staff/administrator expertise/training to offer staff development workshops (Evergreen, Digital Bridge, BSI)	<p>C.2 Faculty play a primary role in planning, implementation of staff development activities in support of basic skills</p> <p>C.3 Staff Development programs are structured and appropriately supported to sustain them as ongoing efforts</p>	June 30, 2010	Basic Skills Committee, Staff Development, Faculty who attend BS workshops off-campus.

 Signature, Chief Executive Officer

 Date

 Signature, Academic Senate President

 Date

Section D – Instructional Practices

(Due on or before October 15, 2009)
2009-10 ESL/Basic Skills Action Plan

District: Chabot-Las Positas Community College District _____

College: Las Positas _____

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Create incentive program for faculty to develop integrated curriculum related to LC	D.8 Developmental education faculty routinely share instructional strategies.	June 30, 2010	Basic Skills Committee
Continue and expand imbedded counseling and early alert initiatives for math and English.	D.9 Faculty and advisors closely monitor student performance. B.3 Counseling support provided is substantial, accessible and integrated into academic programs or courses.	June 30, 2010	Dean of Student Services, Counseling, Math and English Faculty
Work with Tutorial Services, ILC faculty, and Writing Center Faculty on developing SI program to complement pilot LC (Review various SI models, SI curriculum, CRLA materials, and draft pilot SI program).	D.10 Programs provide comprehensive academic support mechanisms including the use of trained tutors.	June 30, 2010	Vice President of Academic Services, select Faculty & Staff from ILC & Tutorial Center
Continue and expand LC.	D.1 Sound principles of learning theory are applied in the design and delivery of courses D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.	June 30, 2010	Faculty from across the disciplines

 Signature, Chief Executive Officer

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

(Use this form to update the 5-year long-term goals only if the long term goals have changed)

EXPENDITURE PLAN TEMPLATE
Page 1 of 2 (A-G)

2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN
(Due on October 15, 2009)

District: Chabot – Las Positas Community College District

College: Las Positas College

CATEGORY	2009-10 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
A. Program and Curriculum Planning and Development	\$46,400
B. Student Assessment	\$28,000
C. Advisement and Counseling Services	\$10,000
D. Supplemental Instruction and Tutoring	\$5,600
E. Articulation	\$
F. Instructional Materials and Equipment	\$
G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs.	\$
TOTAL	\$90,000

Signature, Chief Executive Officer
Date: _____

Signature, Academic Senate President
Date: _____

District: Chabot-Las Positas Community College District _____

College: Las Positas College _____

2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

DIRECTIONS & EXAMPLE

For each of the expenditure "Categories" on page one (1) in which the college has included an amount for planned expenditures, identify the specific item(s) under that category and indicate for the item(s) the respective effective practice(s) from the 26 effective practices listed in the Basic Skills as a Foundation for Student Success in California Community Colleges publication, or another effective practice(s) for which student success has been documented.

Note: A template is provided for each expenditure category (pages 2A through 2G). The college is not required to have planned expenditures in all categories; therefore, colleges do not need to complete all of the forms that follow. Colleges may duplicate the page for any category (pages 2A through 2G) if additional space is needed.

<p><u>Example:</u></p> <p>EXPENDITURE CATEGORY: A. Program and Curriculum Planning and Development.</p>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
<p><u>Example:</u></p> <p>One new full-time faculty position in reading to provide instruction and coordination of the developmental education program with student services support.</p> <p>Six additional developmental reading, writing and math course sections.</p>	<p>A.3 The developmental education program is centralized or highly coordinated.</p> <p>A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.</p> <p>A.5 A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.</p>
<p><u>Example:</u></p> <p>Participation of 6 – 8 reading, writing, and math faculty in state/national conferences and in professional development activities conducted through the \$1.6 million grant to enhance curriculum planning and development efforts.</p>	<p>C.1. Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.</p>

John Doe _____
 Signature, Chief Executive Officer
 Date: _____

Jane Doe _____
 Signature, Academic Senate President
 Date: _____

District: Chabot-Las Positas Community College District____

College: Las Positas College_____

2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for the category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

EXPENDITURE CATEGORY: A. <u>Program and Curriculum Planning and Development.</u>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Release time for basic skills Co-Coordinator	A. 3 The basic skills program is centralized or highly coordinated.
Add 2 new learning communities to schedule for fall 2010	A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program. D.1 Sound principles of learning theory are applied in the design and delivery of courses.
Participation in reading, writing, and/or math professional development activities specific to basic skills and enhancing curriculum planning, development, and delivery.	C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching an learning is connected to institutional mission. C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.
Participation in professional development activities specific to basis skills and enhancing curriculum integration.	C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching an learning is connected to institutional mission. C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.

Signature, Chief Executive Officer
Date: _____

Signature, Academic Senate President
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Page 2B

District: Chabot-Las Positas Community College District____

College: Las Positas College_____

2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for the category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

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<i>EXPENDITURE CATEGORY: B. <u>Student Assessment.</u></i>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Hourly expenditure for faculty to review assessment and placement data, related to validation of cut scores, ESL CELSA, and alignment of courses.	D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.
Hourly expenditure for student assessment data related to basic skills (assessment, placement, CFS, LC)	A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence. B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.
Review assessment scheduling, delivery, and information communicated to students.	B.1 Orientation, assessment and placement are mandatory for all new students.

Signature, Chief Executive Officer
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Page 2C

District: Chabot-Las Positas Community College District_____
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2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for the category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

<i>EXPENDITURE CATEGORY: C. <u>Advisement and Counseling Services.</u></i>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Hourly expenditure for imbedded counseling in math, English and LC courses.	A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.
Hourly expenditure for additional student orientations, early alert programs.	A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services. B.3 Counseling support provided in substantial, accessible, and integrated into academic courses/programs.

Signature, Chief Executive Officer
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If applicable, please complete the information for the category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). **Duplicate this form as needed.**

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

EXPENDITURE CATEGORY: D. <u>Supplemental Instruction and Tutoring</u>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Review various SI models, SI curriculum, CRLA materials, and draft pilot SI program to be offered Fall 2010.	D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

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If applicable, please complete the information for the category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). **Duplicate this form as needed.**

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EXPENDITURE CATEGORY: E. <u>Articulation</u>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
N/A	

Signature, Chief Executive Officer
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If applicable, please complete the information for the category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

Note: The college is not required to plan for expenditure in this category; therefore, the college does not need to complete the information below if it does not apply.

<i>EXPENDITURE CATEGORY: F. <u>Instructional Materials and Equipment</u></i>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
N/A	

Signature, Chief Executive Officer
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If applicable, please complete the information for the category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). **Duplicate this form as needed.**

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EXPENDITURE CATEGORY: G. <u>Other Purposes</u> directly related to the enhancement of basic skills, ESL instruction, and related student programs.	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)

Signature, Chief Executive Officer
Date: _____

Signature, Academic Senate President
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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/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted 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 a Mid-Year and an End-of-Year expenditure report on forms developed by the Chancellor's Office. Mid-Year reports are due on January 31, 2010 showing expenditures to date. The End-of-Year expenditure report will show all expenditures in 2009-10 and the items purchased/funded that were specified in the Expenditure Plan Detail Sheets. The 2009-10 End-of-Year report will be due on July 31, 2010.

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