Please find attached the templates for the Action Plan and Expenditure Plan due at the Chancellor's Office October 15, 2009. Based on college-wide discussions and evaluation of 2008-09 Action Plans submitted to the Chancellor's Office last October 15, 2008, each college must complete a 2009-10 Action Plan. On the Action Plan template the college will need to specify 2009-10 planned actions and respective effective practices that will be implemented to reach the long-term goals. The college should include planned actions that require 2009-10 basic skills funds as well as those that are supported by the general fund and activities that will not require additional funds.

The Action Plan that the college completes will drive the completion of the Expenditure Plan.

On page one (1) of the Expenditure Plan the college must indicate the planned expenditures per category A through G. A separate template is provided for each of the categories. The total amount must equal the college’s 2009-10 allocation. See attached proposed district/college allocation based on $31,500,000. We ask that you use the respective templates for your expenditure detail information. Categories specified on the expenditure plan templates are those designated pursuant to Chapter 489 of the Statues of 2007-08 and as required by the 2009-10 State Budget language.

College allocations were based on 2008-09 (July 15), “Annual” ESL/Basic Skills FTES and FTES generated by recent high school graduates and students age 24 years or younger enrolled in ESL and Basic Skills.

If your college does not generate FTES equivalent to $100,000, the college will receive the minimum required by budget language of $100,000.

CONTACT: If you have any questions or concerns regarding program expenditures, please contact Juan G. Cruz at (916) 327-2987 or jcruz@cccco.edu
# Section A – Organizational/Administrative Practices

(Due on or before October 15, 2009)

## 2009-10 ESL/Basic Skills Action Plan

**District:** Foothill DeAnza  
**College:** Foothill College

<table>
<thead>
<tr>
<th>Planned Action</th>
<th>Effective Practice and Strategy</th>
<th>Target Date for Completion</th>
<th>Responsible Person(s)/Department(s)</th>
</tr>
</thead>
</table>
| Assign release time for two Basic Skills co-coordinators to represent the college in statewide BSI efforts and coordinate/mobilize the local campus community around two key programs:  
  - Development of FYE learning community that includes a thematic voice and strong student services component  
  - Development of effective tutorial approach to ensure student success. | A.3: The developmental education program is centralized and highly coordinated.  
A.4: Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.  
A.5: A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services. | Fall quarter 2009 | Vice President of Instruction and Institutional Research |
| Support and fund research on basic skills, including effective practices in learning communities and tutorial. | A.2: A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.  
B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice. | Winter quarter 2010 | Vice President of Instruction and Institutional Research |
| Identify compensation strategies to enable the effective faculty collaboration necessary for the successful implementation of learning communities on campus. | A.6: Faculty who are both knowledgeable and enthusiastic about developmental education and recruited and hired to teach in the program. | Spring quarter 2010 | Vice President of Educational Resources and Instruction |
| Support the prioritization of cohort scheduling and physical space to foster student and faculty collaboration and learning. | A.1: Developmental education is a clearly stated institutional priority.  
A.3: The developmental education program is centralized or highly coordinated. | Spring quarter 2010 | Vice President of Educational Resources and Instruction  
Vice President of Student Development and Instruction |

______________________________      ___________        ________  
_______________________________        ___________  
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:** Foothill-DeAnza  
**College:** Foothill College

<table>
<thead>
<tr>
<th>Planned Action</th>
<th>Effective Practice and Strategy</th>
<th>Target Date for Completion</th>
<th>Responsible Person(s)/Department(s)</th>
</tr>
</thead>
</table>
| Conduct research on Basic Skills, including retention, success, and persistence through transfer level, certification, degree, and/or transfer. | B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice. | Winter 2010 | Vice President of Instruction and Institutional Research  
BSI Co-Coordinators |
| Design a research plan to assess retention, success, and persistence longitudinally in the re-designed First Year Experience Learning Community. | B.1: Orientation, assessment, and placement are mandatory for all new students. | Winter 2010 | Vice President External Relations  
Vice President Student Development & Instruction  
BSI Co-Coordinators |
| Develop a marketing and outreach plan for FYE learning community, including website presence and direct communication with local high schools, athletic programs, etc. | A.3: The developmental education program is centralized or highly coordinated.  
A.4: Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence. | Winter 2010 | Dean of Counseling  
Vice President of Workforce Development & Instruction  
BSI Co-Coordinators |
| Identify registration priority incentives for enrollment into FYE learning community. | B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice. | Winter 2010 | Vice President of Instruction  
BSI Co-Coordinators |
| Identify potential learning community pathways, e.g., GE patterns, major/certificate, CTE | | | |

**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:** Foothill-DeAnza  
**College:** Foothill College

<table>
<thead>
<tr>
<th>Planned Action</th>
<th>Effective Practice and Strategy</th>
<th>Target Date for Completion</th>
<th>Responsible Person(s)/Department(s)</th>
</tr>
</thead>
</table>
| Invite expert guest speakers on interdisciplinary learning communities and collaboration (student and faculty) for campus-wide workshops. | C.1: Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.  
C.4: Staff development opportunities are flexible, varied, and responsive to the needs of individual faculty, diverse student populations, and coordinated programs/services | Spring 2010                  | Vice President of Instruction and Institutional Research  
BSI Co-Coordinators                                                      |
| Send co-coordinators and other basic skills campus professionals to regional BSI trainings and other relevant conferences. | C.1: Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission. | Ongoing                    | Vice President of Instruction and Institutional Research  
BSI Co-Coordinators                                                      |
| Develop faculty inquiry questions to identify effective practices for collaboration. | C.2: The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs. | Spring 2010                  | Vice President of Instruction and Institutional Research  
BSI Co-Coordinators                                                      |
| Build mentorship into the design of the FYE learning community; for example, pair adjunct/new and tenured faculty as LC teaching partners. | C.3: Staff development programs are appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning. | Winter 2010                  | Vice President of Instruction and Institutional Research  
BSI Co-Coordinators                                                      |

______________________________      ___________        ________________________________        ___________
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:** Foothill-DeAnza  
**College:** Foothill College

<table>
<thead>
<tr>
<th>Planned Action</th>
<th>Effective Practice and Strategy</th>
<th>Target Date for Completion</th>
<th>Responsible Person(s)/Department(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire professional leaders to guide retreat on curriculum integration and course design (targeted to those teaching in the 2010-2011 learning community program).</td>
<td>D.1: Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.</td>
<td>Spring or Summer 2010</td>
<td>Vice President of Instruction and Institutional Research, BSI Co-Coordinators</td>
</tr>
<tr>
<td>Develop counseling approach (with objectives/outcomes) for one-on-one sessions, 1-hour workshops on college success skills and technology tools.</td>
<td>D.3: The developmental education program addresses the holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth. D.6: Developmental education faculty employ a variety of instructional methods to accommodate student diversity. D.9: Faculty and advisors closely monitor student performance.</td>
<td>Spring 2010</td>
<td>Vice President of Instruction and Institutional Research, BSI Co-Coordinators</td>
</tr>
<tr>
<td>Identify technology tools and communication mechanisms for • student and faculty collaboration • capture and sharing of effective practices • capture and sharing of student feedback (e.g., surveys)</td>
<td>D.8: Developmental education faculty routinely share instructional strategies.</td>
<td>Spring 2010</td>
<td>BSI Co-Coordinators</td>
</tr>
<tr>
<td>Develop linked English 100 and English 110 approach. Develop linked English 1A and content discipline approach. Develop linked English 110 and Library Science approach.</td>
<td>D.2: Curricula and practices that have proven to be effective within specific disciplines are employed. D.6: Developmental education faculty employ a variety of instructional methods to accommodate student diversity. D.7: Programs align entry/exit skills among levels and link course content to college-level performance requirements.</td>
<td>Spring 2010</td>
<td>Vice President of Instruction and Institutional Research, BSI Co-Coordinators</td>
</tr>
</tbody>
</table>

___

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

The college skills efforts on the Foothill campus will increase its coordination, focusing on the design and implementation of programs that support the needs and efforts of college skills students. In doing so, we will endeavor to focus necessary and purposeful activities in the four areas of effective practice – organization/administration, program design, staff development, and instructional practice. Our first two areas are a redesigned FYE learning community program and tutorial services. We plan that the 09-10 academic year will focus on research and program design and the 2010-11 academic year will focus on implementation.

This approach will not replace the meaningful activities included in the original 5-year plan. Rather, this approach serves to focus, coordinate, and priorities these activities toward clear, actionable, and measurable common outcomes.
EXPENDITURE PLAN TEMPLATE
Page 1 of 2 (A-G)

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

District: Foothill DeAnza Community College District
College: Foothill College

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>2009-10 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Program and Curriculum Planning and Development</td>
<td>$70,056</td>
</tr>
<tr>
<td>B. Student Assessment</td>
<td>0</td>
</tr>
<tr>
<td>C. Advisement and Counseling Services</td>
<td>$7,000</td>
</tr>
<tr>
<td>D. Supplemental Instruction and Tutoring</td>
<td>$10,000</td>
</tr>
<tr>
<td>E. Articulation</td>
<td>0</td>
</tr>
<tr>
<td>F. Instructional Materials and Equipment</td>
<td>$2,944</td>
</tr>
<tr>
<td>G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs.</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$90,000</td>
</tr>
</tbody>
</table>

Signature, Chief Executive Officer
Date: __________

Signature, Academic Senate President
Date: __________

DIRECTIONS & EXAMPLE

District: ____________________________
College: ____________________________
2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

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.

| EXPENDITURE CATEGORY: A. Program and Curriculum Planning and Development. |
|---|---|
| EXPENDITURE ITEM(S) | EFFECTIVE PRACTICE(S) |
| Example: One new full-time faculty position in reading to provide instruction and coordination of the developmental education program with student services support. | A.3 The developmental education program is centralized or highly coordinated. A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program. A.5 A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services. |
| Example: 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. | C.1. Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission. |

John Doe

Jane Doe
## 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. Program and Curriculum Planning and Development.

<table>
<thead>
<tr>
<th>EXPENDITURE ITEM(S)</th>
<th>EFFECTIVE PRACTICE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category A.</td>
<td></td>
</tr>
<tr>
<td>Assign release time for Language Arts Basic Skills coordinator ($35,056)</td>
<td>A.3: The developmental education program is centralized and highly coordinated. A.4: Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence. A.5: A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.</td>
</tr>
<tr>
<td>Category A.</td>
<td></td>
</tr>
<tr>
<td>Support and fund research on basic skills, including effective practices in learning communities and tutorial. ($25,000)</td>
<td>A.2: A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs. B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.</td>
</tr>
</tbody>
</table>
Category A.
Conduct site visits to identify best practices in learning community design and implementation.

Conduct site visits to identify best practices in tutorial design to support basic skills students. ($10,000)

B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.

D.10: Programs provide comprehensive academic support mechanism, including the use of trained tutors.

Signature, Chief Executive Officer
Date: __________

Signature, Academic Senate President
Date: __________

Page 2B

District: __________________________
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.

<table>
<thead>
<tr>
<th>EXPENDITURE CATEGORY: B. Student Assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPENDITURE ITEM(S)</td>
</tr>
<tr>
<td>EFFECTIVE PRACTICE(S)</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

________________________________________  __________________________________
### 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.*

<table>
<thead>
<tr>
<th>EXPENDITURE CATEGORY: C. Advisement and Counseling Services.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPENDITURE ITEM(S)</strong></td>
</tr>
<tr>
<td>Category C. Invite expert guest speakers on interdisciplinary learning communities and collaboration (student and faculty) for campus-wide workshops.</td>
</tr>
<tr>
<td>($2,000)</td>
</tr>
<tr>
<td>Category C. Send co-coordinators and other basic skills campus professionals to regional BSI trainings and other relevant conferences.</td>
</tr>
<tr>
<td>($5,000)</td>
</tr>
</tbody>
</table>
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). Duplica

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.

<table>
<thead>
<tr>
<th>EXPENDITURE CATEGORY:</th>
<th>D. Supplemental Instruction and Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPENDITURE ITEM(S)</td>
<td>EFFECTIVE PRACTICE(S)</td>
</tr>
<tr>
<td>Category D.</td>
<td>D.1: Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.</td>
</tr>
<tr>
<td>Hire professional leaders to guide retreat on curriculum integration and course design (targeted to those teaching in the 2010-2011 learning community program).</td>
<td>($10,000)</td>
</tr>
</tbody>
</table>

Signature, Chief Executive Officer  
Date: ____________  

Signature, Academic Senate President  
Date: ____________
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.*

### 2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

**EXPENDITURE CATEGORY: E. Articulation**

<table>
<thead>
<tr>
<th>EXPENDITURE ITEM(S)</th>
<th>EFFECTIVE PRACTICE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Signature, Chief Executive Officer
Date: __________

Signature, Academic Senate President
Date: __________
## 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). Duplicating 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.

<table>
<thead>
<tr>
<th>EXPENDITURE CATEGORY: F. Instructional Materials and Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPENDITURE ITEM(S)</td>
</tr>
<tr>
<td>Category F. Instructional Materials, supplies, and equipment.</td>
</tr>
</tbody>
</table>

Signature, Chief Executive Officer
Date: __________

Signature, Academic Senate President
Date: __________
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: G. Other Purposes directly related to the enhancement of basic skills, ESL instruction, and related student programs. |
|---|---|

<table>
<thead>
<tr>
<th>EXPENDITURE ITEM(S)</th>
<th>EFFECTIVE PRACTICE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Signature, Chief Executive Officer  
Date: __________

Signature, Academic Senate President  
Date: __________

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