

ACTION PLAN AND EXPENDITURE PLAN INFORMATION

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 Statutes 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: Glendale Community College

College: Glendale Community College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Coordination of basic skills programs.	A.3.2. Based upon the institutional structure, a dedicated administrator or lead faculty is clearly identified and accorded responsibility for college-wide coordination of the basic skills program.	On-going	Basic Skills Coordinator
Integration of counseling and other student services into the basic skills 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. B.3.2 Counseling and instruction are integrated into the developmental education program. D.3.3 Timely interventions occur with students to address emotional, social, or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances.	June 2010	Basic Skills Coordinator Counseling Intern Program EOPS Career Assessment-Project Manager Noncredit Counseling
Monitor outcomes for basic skills students. Institutionalize use of referral form among instructional services and student services, and align with early academic alert system	A.4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students. D.10.4 A formal referral system exists between academic and student support services.	June 2010	Basic Skills Coordinator Foundational Skills Committee e-Lumen Project Managers SLOAC Project Managers Research and Planning Basic Skills Project Managers

Continue to develop more effective assessment practices. e.g. develop a second level of assessment for basic skills students identifying learning styles.	B.3.4 Counseling of developmental education students occurs early in the semester.	Fall 2010	Basic Skills Coordinator Credit and Noncredit Counseling
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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: Glendale Community College

College: Glendale Community College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Provide peer mentoring for basic skills students.	A.5.4 Peers and/or faculty provide mentoring to developmental education students.	June 2010	Basic Skills Coordinator Student Outreach Services Associated Students of GCC
Streamline the process for new Basic Skills students going from assessment to the larger campus community and the services it provides.	B.3.4 Counseling of developmental education students occurs early in the semester. D.3.3 Timely interventions occur with students to address emotional, social or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances.	June 2010	Basic Skills Coordinator Connections Office Transition Project-Manager
Develop more effective alliances with feeder high schools to come to the college who are under-prepared to take on college level coursework and place at the basic skills level.	A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.	June 2010	Basic Skills Coordinator Student Outreach Services High School Collaboratives - Project Managers
Incorporate an “Early Alert” system across the Credit Basic Skills program to better prepare basic skills students for college level coursework.	B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs. D.9.2 Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties.	June 2010	Basic Skills Coordinator Admissions and Records Research and Planning Math-At-Risk Intervention – Program Managers Basic Skills Project Managers

Continue to evaluate effectiveness of Basic Skills Courses.	B.2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.	ongoing	Basic Skills Coordinator Foundational Skills Committee Research/Planning Basic Skills Project Managers
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Section C – Faculty and Staff Development

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

District: Glendale Community College

College: Glendale Community College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>Support professional development of basic skills faculty focusing on both educational theory and effective practices.</p>	<p>C.2.1 Developmental education faculty is involved in the design, planning and implementation of staff development activities related to developmental education.</p> <p>C.2.2 Developmental education staff development activities address both educational theory and practice.</p> <p>C.2.3 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.</p> <p>C.2.6 Staff development activities promote interactions among instructors.</p> <p>C.3.2 Developmental education staff development activities are not based around “one-shot” workshops; rather, staff development activities are comprehensive and on-going.</p> <p>D.8.1 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.</p>	<p>June 2010 On-going</p>	<p>Basic Skills Coordinator Staff Development Coordinator Adjunct Mentors (Eng, Math, ESL)</p>

<p>Provide a collaborative environment for basic skills students, faculty, and staff to gather feedback, discuss effective practices, and explore resources.</p>	<p>C.2.4 The staff development program for developmental educators is regularly evaluated by participants and the data collected are used for continuous improvement. C.2.6. Staff development activities promote interaction among instructors. C.5.2. Opportunities exist for colleagues across disciplines to engage in interchanges that foster a “culture of teaching” which in turn develops a “community of scholars”.</p>	<p>Ongoing</p>	<p>Basic Skills Coordinator Staff Development Coordinator Teaching and Learning Center Coordinator Faculty Center for Learning and Teaching</p>
<p>Mentor adjunct basic skills instructors.</p>	<p>C.4 Staff development opportunities are flexible, varied and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.</p>	<p>On-going</p>	<p>Basic Skills Coordinator Foundational Skills Committee Adjunct Mentoring Coordinators</p>
<p>Create mechanism to help people develop more effective practices in Basic Skills instruction.</p>	<p>C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning</p>	<p>Fall 2011</p>	<p>Faculty Center for Learning and Teaching</p>
<p>Support holistic assessment techniques.</p>	<p>C.4.5 Classroom Assessment Techniques D.1.2 Problem-solving and critical-thinking skills are integrated into developmental education curriculum. D.7.1 Developmental education course entry/exit standards are regularly reviewed and revised as needed. D.7.2 The entire trajectory of developmental course sequences (including entry by placement instruments) is periodically reviewed and aligned to ensure appropriate student progression through sequential levels.</p>	<p>On-going</p>	<p>Basic Skills Coordinator Foundational Skills Committee Division Chairs Appropriate Basic Skills Project Managers</p>

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Section D – Instructional Practices

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

District: Glendale Community College
College: Glendale Community College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Enhance tutoring services for basic skills students including supplemental instruction Workshops aligned with basic skills courses, volunteers assigned to basic skills classes, training of Learning Center tutors to assist basic skills students.	D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors. D.10.5 Tutoring is available and accessible in response to student needs/desires.		Basic Skills Coordinator Learning Center Center for Student Involvement Job Placement Center Math Discovery Center
Continue to evaluate and offer a sustaining curriculum that provides a basic skills student the opportunity to be prepared for and successfully complete each basic skills course in succession.	A.4 Institutional policies facilitate student completion of necessary development coursework as early as possible in the educational sequence. D.2 Curricula and practices that have been proven to be effective in specific disciplines are employed. D.5 A high degree of structure is provided in developmental education courses. D.6.2 Developmental education promotes individualized student learning, focusing on learner-centeredness rather than teacher-centeredness. D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.	Fall 2011	Basic Skills Coordinator Developmental Committees in English, Math, NC Foundational Skills Committee Basic Skills Project Managers Foundational Skills Committee

 Signature, Chief Executive Officer

 Date

 Signature, Academic Senate President

 Date