

**ACTION PLAN**

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

- Provide staff development opportunities for developmental educators and counseling faculty to address educational theory and practice, including effective and innovative practices, alignment with and creation of SLOs, and Cultural Competence training
- Include developmental educators, counseling faculty, and relevant classified staff in establishing the mission, philosophy, and objectives of a comprehensive and coordinated developmental education program
- Provide funding for expanded tutoring in developmental math, reading, writing, and ESL
- Integrate academic support programs and areas into an effective and comprehensive suite of services that is institutionalized through funding, staffing, and leadership

**ESL/Basic Skills** (Due on October 15, 2008)

District: Foothill-De Anza Community College

**Action Plan for 2008-09**

College: De Anza College

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<b>A</b> Org-anizational/ Administrative Practices	<ul style="list-style-type: none"> <li>■ Create Developmental Education Task Force</li> <li>■ Institutionalize Developmental Education Programs</li> <li>■ Identify stable and adequate support of Developmental Education</li> </ul>	<p>A.1: Developmental education is a clearly stated institutional priority.</p> <p>A.2: A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program.</p>	June 30, 2009	College President SLO Coordinator VPs Student Svc, Finance, Instruction Academic Senate Planning/Budget Teams
<b>B</b> Program Components	<ul style="list-style-type: none"> <li>■ Examine and review placement and assessment standards</li> <li>■ Coordinate SLOs for Developmental Education Programs</li> <li>■ Use data for future planning and improvement of Developmental Education Programs</li> </ul>	<p>B.1: Orientation, assessment, and placement are mandatory for all new students.</p> <p>B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.</p>	June 30, 2009	Department chairs & faculty Division Deans Dean of Counseling Director of Assessment VP Instruction Developmental Ed Task Force Academic Senate & SLO Coordinator Director of Institutional Research
<b>C</b> Faculty and Staff Development	<ul style="list-style-type: none"> <li>■ Assess needs of Basic Skills faculty; create and offer appropriate staff development program; assess results of this program</li> </ul>	<p>C.2: The faculty play a primary role in needs assessment, planning, and implementation of staff development.</p> <p>C.5: Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.</p>	June 30, 2009	Director Staff Development Developmental Ed Task Force Academic Senate & SLO Coordinator Director of Diversity VPs Student Svc, Finance, Instruction BSI Co-Chairs
<b>D</b> Instructional Practices	<ul style="list-style-type: none"> <li>■ Provide individualized support for students enrolled in developmental level courses</li> <li>■ Integrate existing academic support programs with each other and within the institutional structure</li> </ul>	<p>D.4: Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.</p> <p>D.10: Programs provide comprehensive academic support mechanisms, including the use of trained tutors.</p>	June 30, 2009	Department chairs & faculty Program Leaders Director of Intitutional Research Division Deans & Dean of Counseling SLO Coordinator Planning/Budget Teams VPs Student Services & Instruction Director of Assessment Associate VP of Instruction

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Signature, Chief Executive Officer      Date

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Signature, Academic Senate President

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Date

## Section A – Organizational/Administrative Practices

District: Foothill-De Anza Community College

College: De Anza College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Develop a campus-wide developmental task force to encompass the various stakeholders and guide the formation of a true college-wide basic skills program that is integrated into the institutional participatory governance process.	<p>A.1: Developmental education is a clearly stated institutional priority.</p> <p>A.2: A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program.</p>	June 30, 2009	College President SLO Coordinator VP Student Services Academic Senate VP Finance Planning/Budget Teams VP Instruction
Coordinate the institutionalization of developmental education programs at the organizational and administrative levels.	A.3: The developmental education program is centralized or highly coordinated.	June 30, 2009	College President SLO Coordinator VP Student Services Academic Senate VP Finance Planning/Budget Teams VP Instruction
Engage institutional leadership in the identification of stable and adequate support and funding of programs that have been established and successful in serving students at the developmental level.	A.1: Developmental education is a clearly stated institutional priority.	June 30, 2009	College President SLO Coordinator VP Student Services Academic Senate VP Finance Planning/Budget Teams VP Instruction

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Signature, Chief Executive Officer

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Signature, Academic Senate President

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Date

## Section B – Program Components

District: Foothill-De Anza Community College  
 College: De Anza College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>Develop a forum and structure to examine and review standards of placement and assessment, and coordination of learning outcomes of developmental math, ESL, reading and writing courses and revise as needed.</p>	<p>B.1: Orientation, assessment, and placement are mandatory for all new students.</p> <p>B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.</p>	<p>June 30, 2009</p>	<p>Department chairs &amp; faculty            Division Deans            Dean of Counseling            Director of Assessment            VP Instruction            Developmental Ed Task Force            Academic Senate            Director of Institutional Research            SLO Coordinator</p>
<p>Disseminate and use data obtained through program evaluation for future planning and improvement of departmental and program offerings.</p>	<p>B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.</p>	<p>June 30, 2009</p>	<p>Department Chairs            Program Leaders            Director of Intuitional Research            Division Deans            Dean of Counseling            Director of Assessment            VP of Instruction            SLO Coordinator            Planning/Budget Teams            VP Student Services</p>

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 Signature, Chief Executive Officer

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 Date

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 Signature, Academic Senate President

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 Date

## Section C – Faculty and Staff Development

District: Foothill-De Anza Community College  
 College: De Anza College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Assess the training and development needs of faculty and staff who work with students at the developmental level.	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.	June 30, 2009	Director Staff Development Developmental Ed Task Force Academic Senate & SLO Coordinator Director of Diversity VP Instruction VP Student Services BSI Co-Chairs
Initiate the development of a comprehensive training program that addresses the staff development needs revealed in the above assessment.	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.	June 30, 2009	Director Staff Development Developmental Ed Task Force Academic Senate & SLO Coordinator Director of Diversity VP Instruction VP Student Services BSI Co-Chairs
Implement training and move toward institutionalization of faculty development in support of student success. Develop evaluation measures and assessment tools for faculty training program.	C.2: The faculty play a primary role in needs assessment, planning, and implementation of staff development. 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. C.5: Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.	June 30, 2009	Director Staff Development Developmental Ed Task Force Academic Senate & SLO Coordinator Director of Diversity VP Instruction VP Student Services BSI Co-Chairs
Implement and provide training for enhanced evaluation measures and assessment tools for faculty.	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.	June 30, 2009	Director Staff Development Developmental Ed Task Force Academic Senate & SLO Coordinator Director of Diversity VP Instruction VP Student Services BSI Co-Chairs

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Date

## Section D – Instructional Practices

District: Foothill-De Anza Community College

College: De Anza College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>Provide individualized support for students in developmental level math, reading, writing, and ESL, including more support for training in culturally responsive instruction and learning theory.</p>	<p>D.1: Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.            D.4: Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.            D.5: A high degree of structure is provided in developmental education courses.            D.10: Programs provide comprehensive academic support mechanisms, including the use of trained tutors.</p>	<p style="text-align: center;">June 30, 2009</p>	<p>Department chairs &amp; faculty            Program Leaders            Director of Intuitional Research            Division Deans            SLO Coordinator            Planning/Budget Teams            VP Student Services            Dean of Counseling            Director of Assessment            VP of Instruction            Associate VP of Instruction            Diversity Director / Coordinator</p>
<p>Integrate existing academic support efforts among existing areas and programs. Link these better-coordinated academic programs with other complementary programs in Student Services to create a seamless integrated suite of services.</p>	<p>D.1: Sound principles of learning theory are applied ...            D.3: The developmental education program addresses 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.10: Programs provide comprehensive academic support.</p>	<p style="text-align: center;">June 30, 2009</p>	<p>Department chairs &amp; faculty            Program Leaders            Director of Intuitional Research            Division Deans            SLO Coordinator            Planning/Budget Teams            VP Student Services            Dean of Counseling            Director of Assessment            VP of Instruction            Associate VP of Instruction</p>

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Signature, Chief Executive Officer      Date

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Signature, Academic Senate President      Date

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

**ESL/BASIC SKILLS EXPENDITURE PLAN**  
*(Due on October 15, 2008)*

**District:** Foothill-De Anza Community College

**College:** De Anza College

CATEGORY	2008-09 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
A. Program and Curriculum Planning and Development	\$41,000
B. Student Assessment	\$25,000
C. Advisement and Counseling Services	\$--
D. Supplemental Instruction and Tutoring	\$70,429
E. Articulation	\$--
F. Instructional Materials and Equipment	\$23,000
G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs.	\$25,000
<b>TOTAL</b>	<b>\$184,429</b>

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

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

## 2008-09 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.*

<b>Example:</b>	
<b>EXPENDITURE CATEGORY: A. Program and Curriculum Planning and Development.</b>	
<b>EXPENDITURE ITEM(S)</b>	<b>EFFECTIVE PRACTICE(S)</b>
<b>Example:</b> One new full-time faculty position in reading to provide instruction and coordination of the developmental education program with student services support.  Six additional developmental reading, writing and math course sections.	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.
<b>Example:</b> 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*  
 Signature, Chief Executive Officer  
 Date: \_\_\_\_\_

*Jane Doe*  
 Signature, Academic Senate President  
 Date: \_\_\_\_\_

**2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET**

If applicable, please complete the information for this 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.**

<b>EXPENDITURE CATEGORY: A. <u>Program and Curriculum Planning and Development.</u></b>	
<b>EXPENDITURE ITEM(S)</b>	<b>EFFECTIVE PRACTICE(S)</b>
Hire a part time employee to work with Director of institutional research to assist with gathering data obtained through program evaluation for use in future planning and improvement of departmental and program offerings. This individual will also assist in developing reports for data dissemination.	B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.
Funds in this area will be used for assembling and printing costs for program evaluation materials and data dissemination reports.	B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.
Conduct a retreat sessions for developmental task force members to provide an opportunity for dialog, team building and program planning.	A.2: A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. A.3: The developmental education program is centralized or highly coordinated.

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

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

**District:** Foothill-De Anza Community College

**College:** De Anza College

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## 2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

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If applicable, please complete the information for this 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.***

<b><i>EXPENDITURE CATEGORY: B. <u>Student Assessment.</u></i></b>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Provide release time or additional pay for basic skills faculty to review standards of placement and assessment, coordinate learning outcomes for developmental math, ESL, reading and writing courses and revise as needed	B.1: Orientation, assessment, and placement are mandatory for all new students.  B.2: Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.

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

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

District: Foothill-De Anza Community College

College: De Anza College

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## 2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

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If applicable, please complete the information for this 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.***

<b><i>EXPENDITURE CATEGORY: C. <u>Advisement and Counseling Services.</u></i></b>	
<b>EXPENDITURE ITEM(S)</b>	<b>EFFECTIVE PRACTICE(S)</b>
No expenditures currently planned in this area	

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Signature, Chief Executive Officer

Date: \_\_\_\_\_

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District: Foothill-De Anza Community College

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## 2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

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If applicable, please complete the information for this 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.**

<b>EXPENDITURE CATEGORY: D. <u>Supplemental Instruction and Tutoring</u></b>	
<b>EXPENDITURE ITEM(S)</b>	<b>EFFECTIVE PRACTICE(S)</b>
Provide individualized support for students in developmental level math, reading, writing, and ESL, including more support for training in culturally responsive instruction and learning theory.	D.10: Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

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

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

District: Foothill-De Anza Community College

College: De Anza College

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## 2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

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If applicable, please complete the information for this 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.***

<b><i>EXPENDITURE CATEGORY: E. <u>Articulation</u></i></b>	
<b>EXPENDITURE ITEM(S)</b>	<b>EFFECTIVE PRACTICE(S)</b>
No expenditures currently planned in this area	

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

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

**District:** Foothill-De Anza Community College

**College:** De Anza College

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## 2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

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If applicable, please complete the information for this 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.***

<b><i>EXPENDITURE CATEGORY: F. <u>Instructional Materials and Equipment</u></i></b>	
<b>EXPENDITURE ITEM(S)</b>	<b>EFFECTIVE PRACTICE(S)</b>
Provide additional pay for faculty who will develop training curriculum, evaluation measures and assessment tools for faculty training program.	<p>C.5: Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.</p> <p>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.</p>

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

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

District: Foothill-De Anza Community College

College: De Anza College

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## 2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

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If applicable, please complete the information for this 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.**

<b>EXPENDITURE CATEGORY: G. Other Purposes directly related to the enhancement of basic skills, ESL instruction, and related student programs.</b>	
<b>EXPENDITURE ITEM(S)</b>	<b>EFFECTIVE PRACTICE(S)</b>
<p>Initiate the development of a comprehensive training program that addresses the staff development needs revealed in faculty training need assessment. Funds will be used to conduct a needs assessment and provide additional pay to full-time faculty for conducting training sessions. Small Stipends will also be provided to part-time faculty for participating in training.</p>	<p>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.</p> <p>C.5: Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.</p>

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

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