

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

To create a comprehensive support center including a College Success Course to better serve students who need assistance with Basic Skills/ ESL and a program of professional development in culturally responsive teaching and student support services.

Section A – Organizational/Administrative Practices

District: Marin

College: College of Marin

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
A-1. Stage Two of developing a support center for students enrolled in Basic Skills English courses: personnel will be added in counseling, advising, and mentoring.	A.3.1. A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated). A.1.5. Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution. A.5.3, A comprehensive learning assistance center provides support to developmental education students.	June 2010	Vice President for Student Learning, Director of Learning Resources, President/Superintendent
A-2. Maintain BSI co-coordinators dedicated to organizing and facilitating training, workshops, orientation, and mentoring in the teaching of basic skills, and working closely with the learning communities coordinator to keep all aspects of the basic skills program unified and coordinated.	A.3 The developmental education program is centralized or highly coordinated.	October 2008 - ongoing	President/Superintendent Vice President for Student Learning Director of Learning Resources

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

<p>A-3. Form a BSI steering committee including one faculty member each from English, Math, and Counseling, the Basic Skills Co-Coordinators, the VP for Student Learning, and the Director of Student Affairs. This steering committee will work with constituent groups to create a mission statement for Basic Skills at College of Marin, will plan and coordinate BSI meetings, conduct annual program review, and will create, revise and update the Basic Skills Research Agenda.</p>	<p>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. A2.4. Developmental education goals and objectives are clearly communicated across the institution.</p>	<p>July 1, 2009</p>	<p>Vice President for Student Learning Director of Student Affairs BSI Co-coordinators</p>
<p>A-4. Develop BSI website to serve as resource for faculty, staff and administrators who are participating in related projects.</p>	<p>A.3.4 Formal mechanisms exist to facilitate communications/ coordination between faculty and staff in different developmental disciplines as well as with student services.</p>	<p>February 2009</p>	<p>Webmaster BSI Co-coordinators</p>

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Section B – Program Components

District: Marin

College: College of Marin

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>B-1. Conduct joint instructional and counseling faculty meetings to address educational needs and integrate support services for students enrolled in courses in developmental writing and math.</p>	<p>B.3.2 Counseling and instruction are integrated into the developmental education program.</p>	<p>September 15, 2009</p>	<p>Chair of Counseling and Matriculation Departments, Writing Program Chair Math Program Chair BSI Steering Committee</p>
<p>B-2. a) Share baseline basic skills data with all the campus divisions and ask them to analyze it, form questions, and request pertinent and useful research information. b) Create and implement an annual Basic Skills Research Agenda that incorporates and responds to Basic Skills needs as well as the Student Equity plan and provides baseline and trend data that may be used for course, program and services planning and decision-making.</p>	<p>B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.</p>	<p>December, 2008 October, 2009</p>	<p>Director of Institutional Research Vice President of Student Learning BSI Steering Committee</p>
<p>B-3. Design and implement a student welcome orientation day, to occur on the Saturday before the beginning of each semester so as to include all new students, family and friends. Welcome day to include workshops on financial aid, college success, selecting a major, and fun and interactive discipline-specific workshops.</p>	<p>B.1 Orientation, assessment, and placement are mandatory for all new students. B.4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.</p>	<p>August 16, 2009</p>	<p>Student Services Faculty and Staff Director of Student Affairs BSI Steering Committee</p>

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Section C – Faculty and Staff Development

District: Marin

College: College of Marin

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
C-1. Implement monthly BSI lunch to support interdisciplinary efforts. Lunch should include a presentation by an expert on some topic selected by participating BSI members.	C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	September 18, 2009	BSI Co-coordinators Staff Development Director
C-2. Create support for learning communities linked to Basic Skills courses in English, Math, and counseling.	C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.	December, 2008 and ongoing	Director of Learning Resources Vice President for Student Learning Communities Coordinator
C-3. Support faculty and staff ongoing attendance at conferences and workshops that facilitate a deeper understanding of the assessment, learning needs, and overall support of basic skills students,	C2.3. Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff. C3.3 Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities.	August 2008 and ongoing	Director of Learning Resources Vice President for Student Learning Staff Development Program Administrator BSI Co-coordinators

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Section D – Instructional Practices

District: Marin

College: College of Marin

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
D-1. Hire a half-time Basic Skills counselor to work in Basic Skills support center and with learning communities.	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.	August, 2009	VP of Student Learning College President/Superintendent Dean of Counseling BSI Steering Committee
D-2. Continue alignment-for-student-success in Basic Skills math and English courses.	D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.	November, 2008 and ongoing	BSI Co-coordinators ESL faculty Basic Skills English faculty Math faculty
D-3. Improve and increase the effectiveness of instruction in Basic Skills English and math by reviewing/revising the curriculum of self-paced courses.	D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.	October, 2008 and ongoing	BSI Co-coordinators Math faculty English faculty (Basic Skills, transfer and ESL)
D-4. Implement supplemental instruction in a Math 95 course.	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.	September 15, 2009	Basic Skills English faculty, BSI Co-coordinators
D-5. Hire a part-time coordinator for learning communities to maintain existing learning communities, support development of new learning communities, conduct research into student success, and act as liaison with scheduling, department	D.1 Sound principles of learning theory are applied in the design/delivery of courses in the developmental program.	August 2009	VP of Student Learning Director of Learning Resources

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<p>D-6. As a pilot, assign a counselor/advisor to two high-risk English classes and two high-risk math classes to attend classes and support instruction through creating focused student success groups. Effects of this model will be investigated by participating English, math and counseling faculty with recommendations for future actions.</p>	<p>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.2.4. Developmental courses/programs implement effective curricula and practices for development of study skills.</p>	<p>June 2010</p>	<p>Vice President of Student Learning Dean of Counseling BSI Steering Committee Participating faculty</p>
<p>D-7. As a pilot, offer noncredit course modules preparing students for success in Math 95 and English 98.</p>	<p>D.5.1. Well-planned, sequential courses possess a corresponding proactive academic support component. D.5.3. Individual courses (particularly those taken earliest in the developmental sequence) engage students in highly structured learning experiences designed to progressively build their skills and knowledge.</p>	<p>August 2009</p>	<p>Vice President of Student Learning Director of Noncredit ESL BSI Steering Committee</p>

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

(Only if the Long Term Goals have changed use this Form to update the 5 year Long-Term Goals)

To create a comprehensive support center including a College Success Course to better serve students who need assistance with Basic Skills/ ESL and a program of professional development in culturally responsive teaching and student support services.

EXPENDITURE PLAN TEMPLATE

ESL/BASIC SKILLS EXPENDITURE PLAN

District: Marin

College: College of Marin

CATEGORY	2008-09 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
A. Program and Curriculum Planning and Development	\$20,000
B. Student Assessment	\$
C. Advisement and Counseling Services	\$30,000
D. Supplemental Instruction and Tutoring	\$20,000
E. Articulation	\$20,000
F. Instructional Materials and Equipment	\$
G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs.	\$10,000
TOTAL	\$100,000

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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.

EXPENDITURE CATEGORY: A. <u>Program and Curriculum Planning and Development.</u>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
One part-time BSI co-coordinator dedicated to organizing and facilitating training, workshops, orientation, and mentoring in the teaching of basic skills, and working closely with the learning communities coordinator to keep all aspects of the basic skills program unified and coordinated.	A.3 The developmental education program is centralized or highly coordinated
BSI steering committee participant stipends for participants who regularly attend meetings, actively participate in research and reporting related to the Basic Skills Research Agenda, and participate in the BSI program review.	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. A2.4. Developmental education goals and objectives are clearly communicated across the institution.
Development of a College of Marin Basic Skills Initiative website to house all materials related to BSI so they are centrally located and easily accessible to all who are interested.	A.3.4 Formal mechanisms exist to facilitate communications/ coordination between faculty and staff in different developmental disciplines as well as with student services.
Provide faculty release time for the creation of the position of learning community coordinator.	A3 The developmental education program is centralized or highly coordinated.

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EXPENDITURE CATEGORY: B. <u>Student Assessment.</u>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)

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EXPENDITURE CATEGORY: C. <u>Advisement and Counseling Services.</u>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Hire a half-time Basic Skills counselor to work in Basic Skills support center and with learning communities.	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.

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EXPENDITURE CATEGORY: D. <u>Supplemental Instruction and Tutoring</u>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Create support for learning communities linked to Basic Skills courses in English, Math, and counseling.	C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.
Implement supplemental instruction in a Math 95 course.	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.

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EXPENDITURE CATEGORY: E. <u>Articulation</u>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Continue alignment-for-student-success in Basic Skills math and English courses.	D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.

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

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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. <u>Other Purposes</u> directly related to the enhancement of basic skills, ESL instruction, and related student programs.	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Support faculty and staff ongoing attendance at conferences and workshops that facilitate a deeper understanding of the assessment, learning needs, and overall support of basic skills students,	C2.3. Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.
Implement Student Success Institute with all-day session led by Dr. Vincent Tinto to be followed up through funding eligible faculty proposals developed in workshops.	C3.3 Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities.

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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 System Office. Mid-Year reports are due on January 31, 2009 showing expenditures to date. The End-of-Year expenditure report will show all expenditures in 2008-09 and the items purchased/funded that were specified in the Expenditure Plan Detail Sheets. This report will be due on July 31, 2009.

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