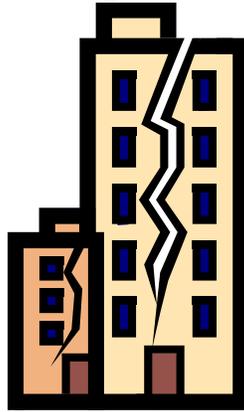


Chapter 19



Organizational/Administrative Role in Developmental Education/Basic Skills Programs: Earthquake-proofing the Structure

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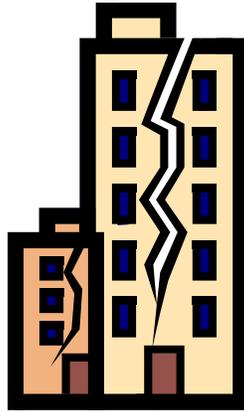
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Chapter 19



Organizational/Administrative Role in Developmental Education/Basic Skills Programs: Earthquake-proofing the Structure

The role of the college administration and its organizational structure in creating a supportive environment where students with basic skills/developmental education needs and their programs will flourish is critical. While faculty develop curricular structures, sequences, and pedagogical processes that enable students to succeed educationally, administrators develop the college structures, cross-functional processes, and timing dynamics that enable the work to be developed and accomplished by empowered faculty and staff. They construct and maintain the figurative “buildings” that house the basic skills programs on their campuses, ensuring that they are well-designed, function smoothly and are well-built. More than dispensing the requested funds to projects and programs, one administrator called it “pooling the raindrops” of individual efforts into a flowing stream resulting in organizational change. Others have called it organizing for integration, synergy and sustainability. Finally, as the subtitle to this chapter asserts, the work of administrators also earthquake-proofs new and sometimes fragile existing organizational structures so that they withstand the turmoil of external and internal pressures such as California funding crises and campus-level politics. This chapter is organized into six parts:

- Examples of organizational and administrative effective practices in developmental education/basic skills programs in California community colleges, based on the strategies discussed in *Basic Skills as a Foundation for Success in California Community Colleges* (2007)
- A chart of current basic skills funds and an explanation of funding categories
- Examples of how colleges might complement the Basic Skills Initiative (BSI) funds with other funds in their budget
- Implementing the Downstream Cost/Revenue Model
- An analysis of the 2007-2008 Basic Skills Action plans describing where colleges plan to spend their Basic Skills Funding
- Minimum Qualifications and Basic Skills Faculty

Administrator Self-Assessment

Before we start, however, you might want to take a closer look at your important role as the seismic engineer who earthquake proof the structures on campus. In case you missed it in Chapter 3 of this handbook, Appendix 1 of this chapter contains a self-assessment instrument that you can use to gauge where you are now and where you may like to grow as you continue to be an effective support to the programs on your campus. The assessment instrument may give you hints of approaches to your work that will enhance it, while the effective practices listed in the next section of the chapter may give you concrete ideas of approaches you can implement as well. With the help and feedback of several people, Dr. Jane Harmon created this administrative self-assessment rubric based upon effective practices in the literature (AAHE, 1998; Center for Student Success, 2007; Chickering and Gamson, 1987; NASPA, 1996). We invite you to check out the rubric in Appendix 1 and send us feedback concerning its usefulness.

Effective Practices



The college sees students with basic skills needs and programs as an institutional priority.

Recognized as an effective practice in *Basic Skills as a Foundation for Success in California Community Colleges* (Center for Student Success, 2007), this also appears to be a practice embraced by many California community colleges. Clearly the Academic Senate for California Community Colleges has played a significant role in fostering this practice, as has the California Community Colleges System Office, significantly through its *Goal B: Student Success and Readiness* team, chaired by Carole Bogue-Feinour, Vice Chancellor, Academic Affairs. It also appears in the mission statements and strategic goals of many colleges.

At Kern Community College District, the Board of Trustees adopted new Strategic Initiatives in 2006 which listed “*Better serving the under-prepared student*” as one of the six initiatives for the district. As a result, a district-wide committee began meeting via CCCConfer conference call system (to ensure involvement across the district of more than 24,000 square miles) to discuss what was happening on each campus to support the goal. As has occurred at many districts across the state with the categorical funding secured through the Basic Skills Initiative, KCCD has focused new energy on this goal of serving students with basic skills needs. California community colleges are doing serious seismic retrofitting to ensure that the structure supporting the under-prepared student is earthquake-proof.



The college shares an overarching philosophy of developmental education/basic skills.

Administrators can coordinate individual activities, good practices, and good programs into a more cohesive and effective strategic effort by focusing the college on the significance of, efforts in, research on, and celebration of achievement in basic skills. Framing the message according to the college’s mission and benchmarking its effectiveness puts everyone on the same page rather than at cross-purposes.

Chaffey College is an example of an institution whose structure has been transformed through a transition to an overarching philosophy of recognizing developmental education/basic skills as

integral to the college's mission. In but one manifestation of this shift, the entire structure of learning support has evolved and is now provided through a series of College Success Centers. All tutoring is provided through these centers, which depend heavily on teaching and counseling faculty working together to integrate services to students.



The college supports a developmental education/basic skills program that is centralized or highly coordinated.

This particular effective practice may very well be the most controversial; there is strident debate arguing both for and against centralized approaches such as the formation of an integrated “Basic Skills” or “College Skills” department. However, it does seem that there is nearly universal agreement on the notion that colleges would benefit from a more highly coordinated approach to developmental education. The recent support for and initial forays into creating campus Basic Skills Coordinators (often faculty, occasionally working directly with administrators) suggests the potential for significant future evolution of this idea. (Please see Chapter 18 of this handbook on Basic Skills Coordinators.)

Some specific examples of such changes are the more deliberately aligned and coordinated approaches built into reorganization of administration at colleges such as College of the Sequoias and reorganization of all committee structures at Irvine Valley College. In another increasingly common practice, Las Positas College has integrated learning centers with mathematics, English, English as a Second Language (ESL) labs, and tutor certification. Many colleges and districts have revamped their organizational structure to focus on student success, thereby bringing together many of the programs already focused on this goal – Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Student Equity, and Retention Committees. At Skyline College, the goals of these committees were integrated during a management retreat to ensure that the college was not working at cross-purposes and that efforts could be strengthened in all arenas.



The college supports institutional policies that, immediately upon matriculation, get students involved in necessary college preparation coursework and support systems.

Currently most California community colleges do not have mandatory orientation, assessment, and placement. However, research supports the value of this requirement and some colleges are looking at mandatory orientation in the form of a required First Year Experience. Santa Barbara City College's Gateway to Student Success Program, a part of its Partnership for Student Success Program, is an example of a comprehensive first-year program with a proven track record which may serve as a model for other California community colleges as they explore mandatory assessment, placement, and orientation.

Bakersfield and Skyline Colleges were both selected to participate in a self-guided year-long study and improvement process for a student's first-year experience. This nation-wide program, called Foundations of Excellence, requires careful follow-up and will again provide valuable information for colleges looking for evidence to support mandatory assessment, placement, and extended first year orientation.



The college supports a high integration of academic and student support services.

Administrators, having a 30,000-foot high picture view of the organization, can map the overall loci of college activities with respect to basic skills whether they are located in specific departments, special programs, committees, equity and student learning outcome efforts, special grants, etc. as a basis for asking key coordination questions and strategically planning for improvement over time. Some specific examples of changes undertaken to integrate academic and student support services in California community colleges are the planned alignment built into the reorganization of administration (College of the Sequoias) and reorganization of all committee structures (Irvine Valley College) in order to achieve better coordination of basic skills.

Administrators can guide the “big picture” of coherency and progress by requesting research and asking challenging questions that cut across traditional domains. They can bring to bear additional ideas, research, and strategies from outside the college and note the value of a wider perspective without discounting the internal perspective. They can guide multi-year endeavors and support priorities even without special funding by mixing and matching sources of funding, reallocating the funding for impact, and as is being done at Las Positas College, using project-based management to foster co-authored funding requests. Administrators can help to bring a focus on the entirety of the student experience and thus provide leadership across the traditional instructional and student service boundaries.

Coastline College has been led by a mission statement for over a decade which guides innovation aimed at broader student access and greater student achievement. They have merged their Matriculation Committee, their Student Equity Committee, and their Basic Skills Initiative and created a Student Success Committee. The mission of this committee is:

To provide a shared framework for the discussion, development and implementation of processes and programs that integrates Matriculation, Basic Skills, and Student Equity to optimize and enhance student achievement and success. The Committee will reflect a broad representation from faculty, staff, and students.

Making these changes in the very structure of long-standing programs takes both faculty and administrative leadership. As one administrator stated, “Sometimes you have to jump off cliffs and build wings as you fall.” It is clear, however, that the rewards for students can be great when artificial barriers are broken down.



The college recruits, hires and supports instructional and student service faculty and staff who are enthusiastic about developmental education/basic skills.

At Bakersfield College, questions regarding community college demographics are included in the interviews with candidates for instructional and student service faculty and staff positions. This allows the screening committees an opportunity to see if candidates are aware of the under-prepared student and to gauge their enthusiasm for serving this critical population. For new faculty there is an extended orientation that focuses on student demographics, introduces the new faculty to the range of students they will find in their classroom, and also gives suggestions for dealing with students at various levels of development. In an often overlooked step, faculty additionally receive an introduction to services available for students and how they can assist students in accessing these services.



The college manages faculty and staff expectations regarding developmental education/basic skills.

In an intriguing application of funds, a Title III grant at Napa Valley College focuses on two major activities: Activity One, Strategies for Student Success and Retention, and Activity Two, Teaching and Learning Resource Center for Faculty and Staff. Although there are two strands, there is only one ultimate focus--**student success**. Activity One approaches student success through improving instruction and supporting services for students by building a solid foundation. Activity Two reinforces that foundation by providing training and professional development for faculty and staff. Technology and curriculum development (student learning outcomes) are inherent in both activities. Columbia College's Academic Achievement Center also provides support for both faculty and students, recognizing that faculty expectations of students with basic skills needs must be managed in order to ensure that a focus on student success becomes an integral part of all instruction.



The college manages student expectations regarding developmental education/basic skills.

Mt. San Antonio College has developed a comprehensive Summer Bridge Program that serves as a port of entry for under-prepared students. The process begins with Cash for College, a financial aid workshop, a one-stop application, and an assessment of the financial aids program. Word of mouth has taken this program to the point where there were 800 applications for 300 available spots for Summer 2008. Students get help with their academic skills, are introduced to learning communities, and as one administrator stated, "they conquer their fear before the beginning of the academic year." They will go into their first year of college knowing what is expected of them to become prepared for college success, knowing the value of involvement in learning communities, and knowing where to go if they need assistance in anything whether it be student services or instruction-related.

San Diego City College has developed a First Year Experience program designed to provide students early access to matriculation and remediation, which again helps students understand what they need to do to achieve success and reach their goals. The process begins in high school, thus ensuring that students will have realistic expectations about what their path to success will entail. An Individualized Education Plan provides students with a written plan that takes them beyond matriculation to program completion and incorporates all necessary support the under-prepared student needs to succeed and achieve their goals.



The college widely disseminates information on successful developmental education/basic skills, so that everyone is aware and in the loop.

While we did not receive specific examples supporting this practice, we expect that in addition to the number of colleges who have successful and focused communication pathways, we will find that many more colleges will devote some of their energy to more thoroughly disseminating key basic skills information and successes as a result of the Basic Skills Initiative. Further, there will certainly be increased scrutiny of developmental education outcomes as a result of regular Accountability Report for Community Colleges (ARCC) reporting, increased Accrediting Commission for Community and Junior Colleges (ACCJC) interest in outcomes, and the supplemental report to

ARCC that will include basic skills metrics and provide the framework for demonstrating improvement in basic skills, a necessary outcome for continuation of BSI funding. This increased scrutiny should be built into campus communication streams to demonstrate an evidence-based feedback loop.



Funding the Effective Practices

Present Basic Skills Funding Allocations

The Basic Skills Initiative has been funded by the Legislature for the last three years and the colleges have already received three major allocations for this effort and at this point they can anticipate on-going re-direction of funds for ESL and basic skills improvement. Many faculty and administrators believe this is the only reason that the community colleges have been able to mount an effort to resolve this growing gap in student success, even though the concern has been expressed for some time. Below is a simplified table of the funding provided by the Legislature, limitations on spending and accountability factors. Included in Appendix 2 is the original 2007-2008 summary e-mail from Dr. Juan Cruz at the Chancellor's office and Appendices 3 and 4 have the 2008-2009 memorandum and instructions for the Basic Skills Expenditure and Action Plan template also available at <http://www.cccbsi.org/>.

Year and Amount of Redirected Funds	Are there any limitations on spending?	Accountability	Type of funding	When funds must be used
<u>Phase 1</u> 2005-2006 \$29,974,000 Noncredit FTES Allocation: based on credit & noncredit with \$50,000 minimum /district Professional Development grant: \$750,000 (\$50,000 for literature review)	There are specific categories where the funds must be spent (See attached Expenditure Report Form for 2005-06)	1. Overall accountability is the *ARCC section for BS & ESL 2. Action & Expenditure Plans (See Forms CCC Chancellor's Office) *Accountability Report for Community Colleges – ARCC report available at http://www.cccco.edu	Categorical/ Restricted Funds in the General Fund This phase also implemented the Literature Review.	June 30, 2009
<u>Phase 2</u> 2006-2007 \$31.5 million \$1.6 Professional Development grant Allocation: based on credit and noncredit FTES with \$100,000 minimum per college minimum	There are specific categories where the funds must be spent (See e-mail from CCCCO Expenditure Report Form for 2006-07)	1. Overall accountability is the ARCC section for BS & ESL 2. Action & Expenditure Plans (See Forms CCC Chancellor's Office)	Categorical/ Restricted Funds in the General Fund	June 30, 2009

Year and Amount of Redirected Funds	Are there any limitations on spending?	Accountability	Type of funding	When funds must be used
<u>Phase 3</u> 2007-2008 \$31,500,000 total Professional Development Grant \$1.6 Million Minimum \$100,000 per college: Based on credit & noncredit FTES with weight on students under 25	There are specific categories where the funds must be spent (See e-mail from CCC Chancellor's Office Expenditure Plan Form for 2007-08)	1. Overall accountability is the ARCC section for BS & ESL 2. Tied to Basic Skills Action & Expenditure Plans due on May 1, 2008 (See Forms CCC Chancellor's Office)	Categorical/Restricted Funds in the General Fund	June 30, 2010
<u>Phase 4</u> 2008-2009 \$31,500,000 \$100,000 college: Based on credit & noncredit FTES 1.6 million professional development grant	There are specific categories where the funds must be used See the email in Appendix 2 at the end of this chapter.	1. Overall accountability tied to ARCC report & a new supplemental report. 2. Action and expenditure plans. A Mid-Year Report due on January 31, 2009 showing expenditures to date & an End-of-Year to show all expenditures in 2008-09 due on July 31, 2009.	Categorical/Restricted Funds in the General Fund	*Please note new forms found in Appendix 4 of this chapter



More on Funding Categories

Expenditures of these funds must be related to making improvements in serving basic skills/ESL students. These redirected funds may not supplant existing resources or programs. Colleges can, however expand best practices already in place; for example, expanding tutoring or learning communities to serve more students is an acceptable use of new funds. Each year of funding in the chart above includes basically the same categories. Each year the Expenditure Plans specify the categories designated in the Budget Act. While there has been slight variation, each year's categories have been nearly identical. The last item on each list is identified as "Other Activities for the Enhancement of Basic Skills" (reworded in the Expenditure Plan for 07-08 to say "Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs"). Dr. Juan Cruz, Basic Skills/ESL Specialist, and Carole Bogue-Feinour, Vice Chancellor, Academic Affairs, said that you can fund all efforts that support basic skills/ESL students. If what you are funding does not have a separate category (for example, research is not specifically listed in the 07-08 Expenditure Plan), you can include research in the "other activities" category with an explanation of its direct support of basic skills/ESL.

Two things to remember about these funds are as follows:

1. These funds must be used to support/ESL and basic skills students.
2. These funds must not supplant what is already in place and funded at the colleges.

In addition to the above considerations, it is important to note that this funding is categorical and does not impact the 50% law calculations. Consequently the funds can be used for counselors and tutors, as well as for basic skills faculty, or administrators above and beyond the current number of positions, not supplanting existing efforts. However, as with all categorical funding, this requires careful thought and planning regarding contractual agreements and sustainability.



Complementary Funding and Support Services

One of the positive things that can be done with the basic skills/ESL funds is to find ways to leverage them and other categorical funds to serve the same students. Some of these categorical funds are listed below:

EOPS Categorical Program Funds (Extended Opportunity Programs and Services)	106 Million
CARE Categorical Program Funds (Cooperative Agencies Resources for Education)	15 Million
DSPS Categorical Program Funds (State-wide Disabled Students Programs & Services)	110 Million
Matriculation Categorical Program Funds Credit Noncredit	81 Million 20 Million
California High School Exit Exam (CAHSEE)	
Categorical Grant Funds	10 Million
SB 361 Noncredit Enhance Funding Basic Skills ESL	8.5 Million 12.7 Million
SB 70 Career Technical Education Pathways Initiative Career Advance Academies	5 Million

An example of creatively combining funds is at Chaffey College where Success Centers provide tutoring for all students, thus freeing up EOPS and DSPS funds for other purposes. It should also be noted that matriculation includes many services that overlap with BS/ESL categories – research, articulation, student assessment, and staff development. Combining funds potentially allows colleges to use funds from both programs together to better meet college goals.

Because there are common elements in both Matriculation and basic skills, orientation, assessment/placement, counseling/advisement, coordination, training/staff development, and follow-up, the funds for these programs can be optimized. Though categorical funds cannot be

mixed, the integrated structures, processes, curriculum, and activities can be supported by the appropriate credit and noncredit matriculation and basic skills funds.

In addition to these funding sources, funding from private foundations, such as The William and Flora Hewlett Foundation and the Irvine Foundation, have been very helpful in supporting these efforts.



Downstream Funding

Part 3 of *Basic Skills as a Foundation for Student Success in California Community Colleges* introduces a different way of thinking about funding non-traditional developmental education programs (Center for Student Success, 2007, p. 139). As colleges consider how to invest their BSI funding, Part 3 provides a description of what the end game can look like - a more systemic approach to doing things differently in developmental education.

In a nutshell, the return-on-investment (ROI) approach introduced in Part 3 suggests that if nontraditional programs are successful in producing increased goal achievement for basic skills students, incremental apportionment funding becomes available to offset the up-front costs of the programs. This is especially important because, although wonderful, the BSI funding is certainly not sufficient to fundamentally change the colleges' approaches to basic skills on its own. Given this, we can then view the BSI funding in the way it was originally envisioned - as "seed money" to provide a cathartic nudge to change the system.

While there are caveats to this approach (most notably the enrollment cap), Part 3 also provides actual data from programs at four colleges across California - demonstrating its real-world applicability. In each of these cases, the results show that the program's success covers costs, and in a couple of the cases, is clearly "profitable" to the college. In the end, this approach points out a financial incentive for modifying a system that we know we have a moral, ethical, and societal reason to change.

Where Have Most Colleges Planned to Spend their Basic Skills Funding?

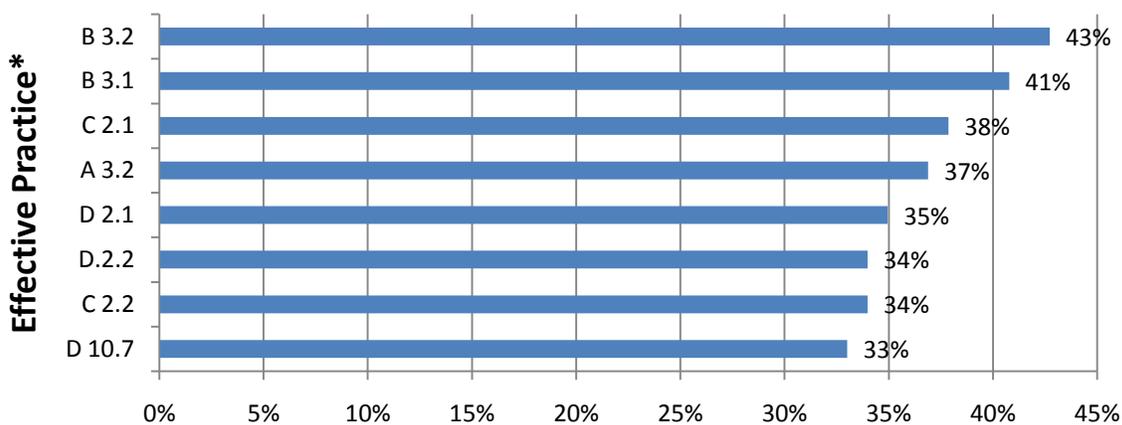
The following information comes from Chapter 18 of this handbook (p.8-10) but for your convenience we have included it here. The following information reflects an analysis by the ASCCC of the Basic Skills Action Plans submitted to the Chancellor's office and organized by the effective practices identified in *Basic Skills as a Foundation for Student Success in California Community Colleges* (2007). In addition, Chapter 2 of this handbook includes two basic skills action models provided by the Chancellor's Office as good examples.

Only plans from 103 colleges provided useable information. All four areas identified in the literature review were targeted as strategies for basic skills funding investment: A.) Organizational and Administrative Practices, B.) Program Components, C.) Staff Development, and D.) Instructional Practices. Because of the variety of cultural differences within institutions, we would expect customized action plans relevant to individual colleges. However, looking at some trends apparent

across the campuses may provide some information to help you guide basic skills coordinators as they complete the next set of action plans.

The most commonly identified area in the 103 plans analyzed was Instructional Practices Area D which was identified 953 times, indicating the focus of attention on those areas that interface most directly with students and confirming the important role of faculty leadership and involvement. This also provides insight into the importance and focus of widespread training and communication across the institution and disciplines. The second area identified most commonly was Organizational and Administrative Practices, Area A with 712 overall comments in the action plans. This indicates the very important aspect of integrating administrative and organizational practices with efforts made at the instructional level in order to guide and facilitate overall institutional effectiveness. Staff Development, Area C and Area B, Program Components were identified 510 and 497 times respectively. However, when individual strategies within the areas are examined, a more diagnostic view of the action plans emerges. The chart below displays the most common discrete practices identified in the plans.

Most Common Effective Practices Identified as Interventions in CCC Basic Skills Action Plans



Percent of Colleges Identifying this Effective Practice* in their Basic Skills Action Plan

*as classified in *Basic Skills as a Foundation for Success in California Community...*

Within Area B, Program Component, the specific Effective Practices B 3.2, integrated counseling and instruction, was identified by 43% of the colleges (44/103) as a target for basic skills monies. Not far behind 41% (42/103) of the colleges identified a proactive counseling advising structure that includes intensive monitoring and advising (Effective Practice B 3.1). Planned actions to carry out these effective practices included increasing counseling through additional hires, designating counselors to students with basic skills needs and increasing office hours. Collaborations with instruction through “early alert” programs, better communication about available student services workshops and increasing available workshops reflected the effort to effectively integrate student services and instruction.

The next most identified specific area in the basic skills action plans was Staff Development Effective Practice C 2.1. The proposed actions involved the design, planning, and implementation of staff development activities specifically related to developmental education. The actions associated with this effective practice as described by the colleges were improved coordination between developmental education faculty by creating, reassigning and/or supporting cross representation on task forces or committees. This effort re-emphasizes the importance of integration between student services and instruction and efforts that link across the campus and discipline areas. It was also noted that these groups would meet on a regular basis. Other important activities identified in the action plans included opportunities for faculty to participate in regional and national workshops and staff development activities. It should be noted that Effective Practice C 2.2 indicating that faculty development activities address both educational theory and practice was identified in 34% of the reports.

Based upon institutional structure, a dedicated administrator or lead faculty is clearly identified and accorded responsibility for college-wide coordination of basic skills program(s), as indicated in Effective Practice A 3.2, was included identified by 37% (38/103) of the colleges as an important intervention in their action plans. The planned actions included hiring, appointing, assigning or designating personnel to lead the basic skills efforts. Some colleges planned to seek funding for additional hires. In addition, colleges planned to establish steering committees to examine effective practices associated with student success. Effective Practice A 2.2, emphasizing the importance of diverse institutional stakeholder involvement, was indicated by 32% of the colleges as important to this process.

Appendix 5 has the complete summary of the findings of 103 Action Plans in relation to the effective practices. These examples of where colleges invested their allocation are just a small measure of the opportunities to really help students succeed. At the BSI Phase III regional trainings, facilitated discussions by college teams, following the presentation of basic skills statewide data and highlighting effective programs, resulted in more specific, unique and highly interesting plans for upcoming basic skills allocations. As noted earlier in this chapter, there are very clear requirements as to how and when this money should be spent. The money is not to be used in any way to supplant any efforts currently funded by the general fund. For instance, it is incorrect to say that existing counselors will now be funded from BSI dollars. It is allowable, however, to hire additional counseling faculty or tutors over and above existing levels.



Minimum Qualifications and Basic Skills Faculty

In the same way that all building projects want to have the most qualified workers at each stage of the construction project, students, faculty and administrators alike affirm that having the best teacher in the classroom can be the most effective means of improving student success in any course. Defining “best” can be a personal choice, but in all cases, that teacher will be highly qualified based on state and local criteria. In basic skills courses, hiring the most qualified faculty remains the goal, but often there are challenges in finding qualified hiring pools resulting in attempts -- sometimes well intentioned -- to circumvent the minimum qualifications for faculty teaching basic skills courses for a number of reasons. Additionally, colleges are not always clear about options and requirements for creating new courses and appropriately assigning these courses to disciplines thus ensuring that the best qualified faculty are teaching the classes. This portion of the chapter provides a review of the minimum qualifications for basic skills faculty and

learning assistance center faculty, reviews the assignment of courses to disciplines and the options available to curriculum committees, and provides some simple guidelines about nurturing the careers of professionals dedicated to teaching basic skills courses. Much of this information you already know, but in case you need all of it that pertains to basic skills courses and programs gathered in one place, here it is.

One issue that should be considered as we think about minimum qualifications and moving basic skills forward has to do with the reading minimum qualifications. As discussed in Chapter 10 of this handbook on reading, research has indicated that reading lies at the core of many of the struggles of basic skills students. Lack of reading skills has been identified by mathematics instructors as one of the key difficulties in word problems. In *To Read or Not to Read: A Question of National Consequence*, the data led to three conclusions. First Americans are spending less time reading by choice, between 7-12% less time than in the previous decade. Second, essential reading skills are being lost, reducing comprehension. And third, that “these declines have serious civic, social, cultural, and economic implications” (National Endowment for the Arts, 2007, p. 7). Yet when we look at the number of minimally qualified faculty employed in reading we find it is low. The minimum qualifications below indicate that 12 semester units of course work in teaching reading is necessary. Where can faculty get these reading courses? Are we making training accessible? Have we targeted reading qualifications to address the core needs in basic skills? These are questions we must answer as we look at not only the minimum qualifications, but the pool of qualified faculty needed for the basic skills initiative to make a difference.

Minimum Qualifications for Credit and Noncredit Courses

As you know, when a college decides that it wishes to increase its number of faculty teaching mathematics, English or ESL, a job announcement is developed that lists the state adopted minimum qualifications for the position, and occasionally, preferred qualifications developed locally. Both sets of qualifications assist search committees in making good decisions about which candidates appear to be best qualified for the position. In addition, most colleges also include teaching demonstrations and role play situations to assess the candidates with greatest chance to succeed.

The Board of Governors, relying primarily on the Academic Senate, have has been tasked through Education Code (section 87357) to develop and update the list of qualifications for faculty teaching in any discipline. This grand list is known as the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*(2008) commonly referred to as the Disciplines List. The Disciplines List contains the minimum qualifications for all faculty assignments, including Learning Assistance Center coordinators and noncredit faculty. It is updated on a two-year cycle with review from faculty, Chief Instruction officers, and professional organizations throughout the state, and resolutions recommending a change to the Disciplines List are voted on by the Academic Senate for California Community Colleges at its Plenary Session in accordance with the cycle and timeline. These recommendations are then proposed for adoption by the Board of Governors to be included in the Disciplines List.

The chart below lists the minimum qualifications from the Disciplines List for the disciplines in which most basic skills courses are taught.

Discipline	Credit Courses	Noncredit Courses
English	Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR The equivalent.	For a noncredit basic skills course in reading and/or writing, either: a bachelor's degree in English, literature, comparative literature, linguistics, speech, creative writing, or journalism; or a bachelor's degree in any discipline and twelve semester units of coursework in teaching reading.
Discipline	Credit Courses	Noncredit Courses
ESL	Master's in TESL, TESOL, applied linguistics with TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR The equivalent.	Any one of the following: 1) A bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages. 2) A bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading or speech; and a certificate in teaching English as second language, which may be completed concurrently during the first year of employment as a noncredit instructor. 3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor. 4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.
Discipline	Credit Courses	Noncredit Courses
Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR The equivalent.	For a noncredit basic skills course in mathematics, a bachelor's in mathematics.

Discipline	Credit Courses	Noncredit Courses
Reading	Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR the equivalent MA in education with reading emphasis OR The equivalent.	For a non-credit basic skills course in reading, BA in literature, comparative literature, composition, linguistics, speech, creative writing, journalism /OR/ BA + twelve units in teaching reading

(Note: This portion of the chapter will not address equivalencies to the minimum qualifications; however resources are available on the Academic Senate web page www.asccc.org.)

You are certainly aware that a college has the choice to list a basic skills course for credit or noncredit instruction. Note that the minimum qualifications for credit instruction do not separate basic skills courses in the discipline from other courses within it. In other words, there are no separate minimum qualifications to teach Algebra I versus Calculus I. If a college lists a basic skills course as a noncredit course, then the minimum qualifications for noncredit courses would apply to the teachers of those courses.

These state adopted minimum qualifications form the starting point to generate a pool of qualified candidates for both full- and part-time hires. None of the qualifications lists separate requirements for full time faculty. ALL faculty in the discipline are expected to meet these minimum qualifications, whether adjunct or full-time tenure track faculty.

Local senates and governing boards may adopt what are often known as preferred or optional qualifications. In these local standards, it is possible for a college to be more specific about the type of candidates it wants in the pool. For example, some colleges prefer that the candidates have teaching experience of some kind. For basic skills teachers, a college might want to inquire about teaching experience in basic skills courses. Other local requirements could include knowledge of technology used in the discipline or experience teaching with technology. More and more colleges have adopted hiring practices that focus on a candidate's ability to work with heterogeneous populations, with at least one college using real students in the evaluation of the teaching demonstration.

With the emphasis on basic skills across the state, you may ask whether there should be a discipline especially for basic skills courses as a whole. This is not a new idea. Proposals have been made to change the Disciplines List to include this subcategory of qualifications, and the resolutions were defeated. "The Academic Senate has rejected Basic Skills as a separate discipline on numerous occasions" (ASCCC, 2004, p. 8) There are other arguments for and against developing a basic skills discipline or separating the qualifications to teach lower-level courses within a discipline including the greater availability of such faculty (high school teachers) and the fact that these teachers may be more skilled with students who have basic skills needs.

These arguments contend that such teachers may very well be better equipped by training or experience to meet the needs of our basic skills students than those with more advanced degrees. But here, again, the reasoning is flawed. The Academic Senate has consistently maintained that applicants with minimum qualifications to teach only lower-level or introductory courses in a discipline may very well have the depth of knowledge to teach that limited area; however, with such limited expertise these people will not be as likely as someone with minimum qualifications in that discipline to have an understanding of how each course fits into the sequence of courses in their respective disciplines. (ASCCC, 2004b, p. 7).

Further, what many basic skills faculty find is that teaching basic skills requires additional teaching techniques and greater patience than working with students who have mastered these skills. By hiring faculty who meet the minimum qualifications for the entire discipline and not solely the lowest courses in the sequence, discipline faculty can opt for a break in teaching basic skills to refresh and reenergize before recommitting to work with basic skills students. In addition, departments can consider how to rotate full-time faculty teaching assignments through the higher and lower level courses. The experience of teaching the higher and lower levels of courses, and working with basic skills students regularly, can strengthen the commitment of department members to meet identified goals and outcomes for program and student success.

Minimum Qualifications for Learning Center Faculty

Another category of faculty with a connection to basic skills success is the coordinator of a learning center. Title 5 contains the minimum qualifications for such faculty or administrators (Section 53415):

The minimum qualifications for service as a learning assistance or learning skills coordinator or instructor, or tutoring coordinator, shall be either (a) or (b) below:

- (a) the minimum qualifications to teach any master's level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; or
- (b) a master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory.

Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.

The Chancellor's Office has provided legal advice to the colleges regarding the parameters for operating a learning or tutoring center for which apportionment is collected. The specifics are not discussed in this chapter but you can find them through the Chancellor's Office at <http://www.cccco.edu/SystemOffice/Divisions/Legal/LegalOpinions/tabid/293/Default.aspx>.

For the minimum qualifications for other faculty who might be working with students who have basic skills needs, such as counselors (EOPS and DSPS are included in a section at the end) and librarians, please consult the Disciplines List.

Assigning Courses to Disciplines

Each course – credit or noncredit - that is approved by the college or district curriculum committee receives an assignment to one or more disciplines. The assignment to at least one discipline defines

for the college the set of knowledge and experience that best matches the goals of the course. “A college curriculum committee must be very careful to place courses in disciplines according to the preparation needed by the person who will be determined qualified to teach them”(ASCCC, 2004b, p. 9). Most courses are assigned to a single discipline, but there are, on occasion, perfectly good reasons to assign a course to more than one discipline. Some basic skills courses may fall into this category.

Typical mathematics or reading/writing courses have been assigned to the disciplines of mathematics or English, respectively. These traditional courses are assigned one discipline allowing the faculty with the most knowledge and experience in those areas to teach the courses. The same is true for ESL courses. However, with the development of new courses for study or learning skills designed to help students with basic skills needs, the question often arises, “who should teach these courses?” Since there is no discipline called “study skills” or “learning skills,” the faculty authors of these courses can consider the following options for recommending an assignment to one or more disciplines by the curriculum committee.

Placing a Course in More Than One Discipline (Cross-listing):

A course may be placed into two or more disciplines by the curriculum committee. Such a decision means that faculty meeting the minimum qualifications for either discipline are qualified to teach the course. This would be a good option for a course that is planned to be team taught, for example, by counselors and mathematics faculty, or library science and English faculty. It is not recommended that a course be placed into all disciplines at a college; however the curriculum committee has the authority to place courses where it sees the best fit. Local criteria may be developed for making these decisions, including a review of articulation agreements when courses are cross-listed in this manner.

Interdisciplinary:

Some courses may not fall clearly into one discipline over another, and the curriculum committee may decide that the course must be taught with someone with preparation in more than a single discipline. In this case, the course should be assigned to the discipline of Interdisciplinary Studies. Humanities courses are examples of interdisciplinary courses where the faculty may have a specialization in one discipline and extensive work in a related discipline (and some faculty have graduate degrees in Humanities as a recognized interdisciplinary area). The curriculum committee should designate which disciplines make up the nature of multi-faceted course. Faculty who wish to teach courses assigned to Interdisciplinary Studies will have credentials demonstrating competency in at least two of the disciplines named for the course as specified in the minimum qualifications:

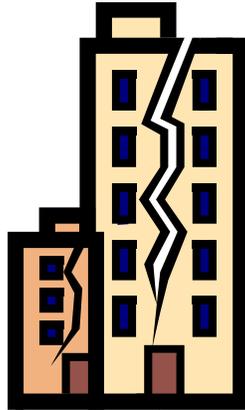
Master’s in the interdisciplinary area OR Master’s in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline.

The Disciplines List does not specify exactly how much coursework is required in the second discipline. In addition to these minimum qualifications and assignment of courses within disciplines it is essential to consider the effectiveness of learning communities that allow teams of faculty to integrate reading, writing and other basic skills experiences into discipline coursework. The literature contains a lot of data on the effectiveness of multi-disciplinary learning communities (Center for Student Success, 2007). We have included discussions about learning community organization and effectiveness with examples in Chapters 4, 6, 7, 10, 12 and 13 of this handbook.

Conclusion

We hope that this review of the minimum qualifications for faculty teaching basic skills and some of the debates that may arise about them will help you as you shore up the buildings that house basic skills programs on your campuses. We know that you have received the information about basic skills funding every year but have tried to combine the history, funding pathways and accountability in this chapter as an accessible source. The information about basic skills action plans throughout the state displays both similarities in college planning and diversity at the local level of implementation. Widespread dialogue and campus-wide involvement are very important to the success of the plan in really addressing the enormous challenge of basic skills. The decisions that your college makes about these matters must fit the culture of that college; as the seismic expert, you are the one who may know best how to earthquake proof those buildings, providing safety for them when shaken by the winds of change and controversy.

Appendix Chapter 19
Organizational/Administrative Role in Developmental
Education/Basic Skills Programs:
Earthquake-proofing the Structure



Appendix 1: Administrator Self-Assessment

Appendix 2: Summary of Historical Information on BS-ESL Categorical Funding

Appendix 3: 2008-09 ESL/Basic Skills Memorandum from Carole Bogue-Feinour, Vice Chancellor, Academic Affairs Division

Appendix 4: Action Plan and Expenditure Plan Information

Appendix 5: Effective Practices and Planned Actions Summary

Appendix 6: References for Chapter 19

Appendix 1

Administrator's Self-Assessment Rubric

	Sage Administrator	Engaged Administrator	Mentor Administrator
1. Basic Skills Initiative an Institutional Priority	I support my institution serving the underprepared student.	I can articulate the goals of the Basic Skills Initiative and I see my role in making the Basic Skills Initiative an institutional priority.	I work with colleagues, faculty, and staff to teach them about the Basic Skills Initiative and to incorporate serving underprepared students as an institutional priority.
2. Shared Philosophy of Basic Skills	I support the philosophy of basic skills.	I can articulate a basic skills philosophy and see my role in building a shared basic skills philosophy in the areas I supervise.	I work with colleagues to help them develop a shared philosophy for basic skills within my own institution and with colleagues across the state at their own institutions.
3. Basic Skills Program Organization	I understand the concept of centralized or highly coordinated basic skills programs.	I can envision and I advocate for a centralized or coordinated the Basic Skills Program at my college.	I am working with colleagues to develop and implement the structure and budgeting necessary for a highly coordinated Basic Skills Program.
4. Early Basic Skills Student Involvement	I recognize the value of early student involvement in basic skills.	I can identify early student involvement strategies that are effective for students with basic skills needs.	I work with faculty and staff colleagues to share and implement effective practices for early student involvement in basic skills.
5. Integration of Instruction and Student Services	I understand the value of integrating instruction and student services to better serve students with basic skills needs.	I work to identify and implement ways to integrate instruction and student services to better serve students with basic skills needs.	I work with faculty and staff colleagues to share effective practices and implement integrated instruction and student services strategies aimed at holistically serving underprepared students.
6. Faculty and Staff Supportive of Basic Skills	I recognize the importance of having faculty and staff who are supportive of the basic skills.	I work with others to ensure that we recruit and hire faculty and staff that are knowledgeable and enthusiastic about basic skills.	I work with colleagues to ensure effective practices in recruitment and to hire faculty and staff who are knowledgeable and enthusiastic about serving the underprepared student.
7. Professional Development	I understand the importance of providing professional development for the basic skills initiative.	I work to ensure that on-going professional development regarding the needs of the basic skills student is provided and available.	I work with colleagues to utilize effective practices in professional development for faculty and staff in meeting the needs of the basic skills student.
8. Faculty and Staff Expectation Regarding Basic Skills	I am learning about the factors that influence basic skills student success and retention.	I can describe some strategies that foster success for all students in all aspects of their chosen academic goals.	I work with colleagues to ensure effective practices for managing faculty and staff expectations for the success of underprepared students.
9. Student Expectations Regarding Basic Skills Needs	I am aware that underprepared students need to understand what they need to be successful in college.	I work to create and implement solid programs that clearly define for underprepared students what they must do to be successful in college.	I work with colleagues to utilize effective practices for programs that clearly prepare underprepared students for success in college.
10. Information Dissemination	I know that there are basic skills efforts being undertaken.	I have collected and read the CCC system-wide information about basic skills initiatives.	I work with colleagues to disseminate information about statewide and national strategies and initiatives to help underprepared students succeed. I understand the importance of an integrated statewide initiative involving K-12, Career and Technical Education and transfer institutions to improve the success of underprepared students.

Appendix 2
Summary information on BS-ESL Categorical Funding

STATE OF CALIFORNIA

**CALIFORNIA COMMUNITY COLLEGES
SYSTEM OFFICE**

1102 Q STREET
SACRAMENTO, CA 95814-6511
(916) 445-8752
[HTTP://WWW.CCCCO.EDU](http://www.cccco.edu)



November 2, 2007

Memorandum

TO: Chief Business Officers
Chief Instructional Officers
Contact Persons Basic Skills and English as a Second Language Education

FROM: **Juan G. Cruz, Specialist**
Academic Planning and Development
Academic Affairs

SUBJECT: Summary information on BS-ESL Categorical Funding.

There have been three allocations of Basic Skills (BS) funding to date. The first allocation was the redirection of 2005-06 BS in Fiscal Year 2006-07; the second was an allocation of 2006-07 BS funds at the end of Fiscal Year 2006-07 to be used in Fiscal Year 2007-08; the third is the allocation of 2007-08 BS funds to be used in 2007-08. The following are the particulars on each of the allocations.

- I. 2005-06 basic skills overcap funds allocated at the beginning of the 06-07 academic year on July 27, 2007.
 - A. \$750,000 was used to conduct a review and analysis of the literature (\$50,000 contract) and for professional development efforts (\$700,000 grant)
 - B. Balance of \$29,974,000 allocated to colleges with minimum of \$50,000 per district to be spent in the following areas or categories:
 - a. Research
 - b. Curriculum Development
 - c. Professional Development
 - d. Articulation
 - e. Student Academic Assessment
 - f. Other Student Needs
 - g. Student Counseling
 - h. Basic Skills / ESL Tutoring
 - i. Instructional Materials
 - j. Other Activities for the Enhancement of Basic Skills

- C. Expenditure reports and Dates:
 - 1. Midyear Expenditure Report due January 31, 2007
 - 2. End of Year Expenditure Report July 31, 2007, which includes carry over funds by category into 2007-08
 - 3. 2005-06 Fund Expenditures will continue to be reported separately;
 - i. 2005-06 Midyear Expenditure Report (carryover funds) due January 31, 2008
 - ii. 2005-06 End of Year Expenditure Report (carryover funds) due July 31, 2008
 - iii. 2005-06 Midyear Expenditure Report (carryover funds) due January 31, 2009
 - iv. 2005-06 End of year and Final Expenditure Report (carryover funds) due July 31, 2009

- II. 2006-07 basic skills overcap funds allocated at the end of 06-07 academic year on June 29, 2007
 - A. \$33,110,000 million on ESL/basic skills FTES basis

 - B. Areas of allowed expenditure
 - a. Curriculum Development
 - b. Course Articulation
 - c. Research
 - d. Professional Development
 - e. Instructional Equipment and Materials
 - f. Counseling
 - g. Tutoring
 - h. Other Activities for the Enhancement of Basic Skills

 - C. Expenditure Reports and Dates:
 - 1. Midyear Expenditure Report due January 31, 2008
 - 2. End of Year Expenditure Report July 31, 2008, which includes carry over funds by category into 2008-09
 - 3. 2006-07 Fund Expenditures will continue to be reported separately;
 - i. 2006-07 Midyear Expenditure Report (carryover funds) due January 31, 2009
 - ii. 2006-07 End of Year and Final Expenditure Report (carryover funds) due July 31, 2009

- III. 2007-08 basic skills overcap funds allocated at the beginning of the 07-08 academic year on October 29, 2007. This is ongoing funding
 - A. \$1.6 million for professional development efforts (\$1,600,000 grant)

 - B. Balance of \$31,500,000 allocated to colleges with minimum of \$100,000 per college to be spent in the following areas or categories:
 - a. Program and Curriculum Planning and Development
 - b. Student Assessment
 - c. Advisement and Counseling Services
 - d. Supplemental Instruction and Tutoring
 - e. Articulation
 - f. Instructional Materials and Equipment
 - g. Other purpose directly related to the enhancement of basic skills , ESL instruction, and related student programs

 - C. 2007-08 (only) Action and Expenditure Plans due on or before May 1, 2008
 - a. Subsequent Action and Expenditure plans will be due at the beginning of each academic year.

- D. Expenditure reports and Dates:
- a. No Midyear Expenditure Report due
 - b. End of Year Expenditure Report July 31, 2008, which includes carry over funds by category into 2008-09
 - c. 2007-08 Funds will continue to be reported separately;
 - i. 2007-08 Midyear Expenditure Report (carryover funds) due January 31, 2009
 - ii. 2007-08 End of Year Expenditure Report (carryover funds) due July 31, 2009
 - iii. 2007-08 Midyear Expenditure Report (carryover funds) due January 31, 2010
 - iv. 2007-08 End of Year and Final Expenditure Report (carryover funds) due July 31, 2010

Please be advised that this ongoing allocation will continue in 2008-09 and subsequent years creating expenditure reporting requirements with similar calendar dates. There will be on going Mid Year and Ending Year Reporting requirements for all subsequent Basic Skills and ESL categorical funding and carry over funds respectively.

CONTACT: If you have any questions or concerns regarding program expenditures, and reporting requirements please contact me at (916) 327-2987 or jcruz@cccoco.edu

Cc: Linda Michalowski
Carole Bogue-Feinour
LeBaron Woodyard

Appendix 3
**2008-09 ESL/Basic Skills Memorandum from Carole Bogue-Feinour, Vice
Chancellor, Academic Affairs Division**

Memorandum

August 15, 2008

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers

FROM: Carole Bogue-Feinour, Vice Chancellor
Academic Affairs Division

SUBJECT: 2008-09 ESL/Basic Skills

Thank you so much for submitting the ESL/Basic Skills 2007-08 Expenditure Reports that were due on July 31, 2008. We anticipate ongoing and continued funding in Fiscal Year 2008-09 in support of "Student Success for Basic Skills Students." In the proposed Senate Bill 1067 for the 2008-09 State Budget, \$31,500,000 is earmarked for allocation by the Chancellor to community colleges for improving outcomes of students who enter college needing at least one course in ESL or basic skills, with particular emphasis on students transitioning from high school. If this amount changes, upon adoption of the State Budget, we will inform colleges immediately.

Please find attached updated templates for the Action Plan and Expenditure Plan due at the Chancellor's Office on October 15, 2008. Based on college-wide discussions and evaluation of 2007-08 Action Plans submitted to the Chancellor's Office on May 1, 2008, each college must complete a 2008-09 Action Plan. On the Action Plan template the college will need to provide several five-year long-term goals for ESL/basic skills. The college will then specify 2008-09 planned actions and respective effective practices that will be implemented to reach the long-term goals. The college should include planned actions that require 2008-09 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 completion of the Expenditure Plan. On page one (1) of the Expenditure Plan, the college must indicate the planned expenditures per category A-G. The total amount must equal the college's 2008-09 allocation. See attached proposed district/college allocation based on \$31,500,000. A separate template is provided for each of the categories (A through G). 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 proposed 2008-09 State Budget Senate Bill 1067 language.

College allocations were based on 2007-08 (July 15), "Annual" ESL/Basic Skills FTES and, with the current emphasis on addressing the needs of recent high school graduates, ESL/Basic Skills FTES generated by students 24 years old or younger, with \$100,000 minimum allocation per college. As, indicated above, if the total allocation changes and the amount to be allocated to each college is revised, we will inform you immediately. The minimum amount of \$100,000 per college will remain the same.

ACTION/DATE REQUESTED: Please review this information, prepare action and expenditure plans as directed in this communiqué and submit them before or on October 15, 2008 to:

California Community Colleges
Academic Affairs: Juan G. Cruz
1102 Q Street, 3rd Floor
Sacramento, California 95814-6511

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

cc: Linda Michalowski
Erik Skinner
LeBaron Woodyard
Arturo Reyes
Juan G. Cruz

Appendix 4

ACTION PLAN AND EXPENDITURE PLAN INFORMATION

Please find attached updated templates for the Action Plan and Expenditure Plan due at the Chancellor's Office on October 15, 2008. Based on college-wide discussions and evaluation of 2007-08 Action Plans submitted to the Chancellor's Office last May 1, 2008, each college must complete a 2008-09 Action Plan. On the Action Plan template the college will need to provide several five-year long-term goals for ESL/basic skills. The college will then specify 2008-09 planned actions and respective effective practices that will be implemented to reach the long-term goals. The college should include planned actions that require 2008-09 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 completion of the Expenditure Plan.

On page one (1) of the Expenditure Plan, the college must indicate the planned expenditures per category A-G. The total amount must equal the college's 2008-09 allocation. See attached proposed district/college allocation based on \$31,500,000. A separate template is provided for each of the categories (A through G). 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 proposed 2008-09 State Budget Senate Bill 1067 language.

College allocations were based on 2007-08 (July 15), "Annual" ESL/Basic Skills FTES and, with the current emphasis on addressing the needs of recent high school graduates, ESL/Basic Skills FTES generated by students 24 years old or younger, with \$100,000 minimum allocation per college. As, indicated above, if the total allocation changes and the amount to be allocated to each college is revised, we will inform you immediately. The minimum amount of \$100,000 per college will remain the same.

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

ACTION PLAN TEMPLATE

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

ESL/Basic Skills (*Due on October 15, 2008*)
Action Plan for 2008-09

District: _____

College: _____

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
A Organizational/ Administrative Practices	Example: Conduct institutional review of the mission, goals and objectives for developmental education and update as needed.	A.2.3 Developmental education mission, philosophy, goals and objectives are reviewed and updated on a regular basis.	November 30, 2008	Chief Executive Officer, Chief Instructional Officer, Chief Student Services Officer
B Program Components	Example: Conduct instructional and counseling faculty meetings to address educational needs and integrate support services for students enrolled in developmental writing courses.	B.3.2 Counseling and instruction are integrated into the developmental education program.	February 28, 2009	Chair of Counseling and Matriculation Departments, Writing Program Chair
C Faculty and Staff Development	Example: Participate in statewide regional events conducted through \$1.6 million grant and arrange for follow-up workshops on campus.	C.2.1 Developmental education faculty is involved in the design, planning, and implementation of staff development activities related to developmental education.	June 30, 2009	Chief Instructional Officer, Chair of Credit and Noncredit ESL and Basic Skills
D Instructional Practices	Example: Improve and increase the effectiveness of the academic support center by including recommended software and other materials in reading and facilitating active learning, study groups, and workshops.	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.	June 30, 2009	Reading Program Chair, Learning Center Director

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Section A – Organizational/Administrative Practices

(Due on or before October 15, 2008)

District: _____

College: _____

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)

Signature, Chief Executive Officer Date

Signature, Academic Senate President Date

Section B – Program Components

(Due on or before October 15, 2008)

District: _____

College: _____

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)

Signature, Chief Executive Officer Date

Signature, Academic Senate President Date

Section C – Faculty and Staff Development

(Due on or before October 15, 2008)

District: _____

College: _____

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)

Signature, Chief Executive Officer Date

Signature, Academic Senate President Date

Section D – Instructional Practices

(Due on or before October 15, 2008)

District: _____

College: _____

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)

Signature, Chief Executive Officer Date

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: _____

College: _____

CATEGORY	2008-09 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
A. Program and Curriculum Planning and Development	\$
B. Student Assessment	\$
C. Advisement and Counseling Services	\$
D. Supplemental Instruction and Tutoring	\$
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	\$

Signature, Chief Executive Officer
Date: _____

Signature, Academic Senate President
Date: _____

District: _____

College: _____

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.

<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 _____

Jane Doe _____

Signature, Chief Executive Officer
Date: _____

Signature, Academic Senate President
Date: _____

Page 2A

District: _____

College: _____

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.

<i>EXPENDITURE CATEGORY: A. <u>Program and Curriculum Planning and Development.</u></i>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)

Signature, Chief Executive Officer
Date: _____

Signature, Academic Senate President
Date: _____

District: _____

College: _____

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

Signature, Chief Executive Officer
Date: _____

Signature, Academic Senate President
Date: _____

District: _____

College: _____

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: C. <u>Advisement and Counseling Services.</u>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)

Signature, Chief Executive Officer
Date: _____

Signature, Academic Senate President
Date: _____

District: _____

College: _____

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: D. <u>Supplemental Instruction and Tutoring</u>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)

Signature, Chief Executive Officer
Date: _____

Signature, Academic Senate President
Date: _____

District: _____

College: _____

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

Signature, Chief Executive Officer
Date: _____

Signature, Academic Senate President
Date: _____

District: _____

College: _____

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 expenditure in this category; therefore, the college does not need to complete the information below if it does not apply.

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

Signature, Chief Executive Officer
Date: _____

Signature, Academic Senate President
Date: _____

District: _____

College: _____

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: 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
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 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

Appendix 5

Effective Practices and Planned Actions Summary¹

Data for this summary was obtained from the 2007-2008 Basic Skills and ESL Action and Expenditure Plans.

103 Colleges provided Action Plans with usable information.

The top Practices and their related planned actions identified by the colleges are listed for each category. The planned actions listed are a general representation of a majority of colleges that identified these strategies.

For more details on which colleges identified specific Practices, please see the Effective Practices spreadsheet.

A. Organizational and Administrative Practices

A.3.2 (38 colleges) Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).

The planned actions associated with Practice A.3.2 include:

- Hire, appoint, assign or designate personnel that will lead the Basic Skills program and/or coordinates with other departments campus-wide. Colleges plan to seek funding for any additional hires.
- Establish a steering committee/task force to look at administrative structure and effective practices that ensure Basic Skills student success.

B. Program Components

B.3.2 (44 colleges) Counseling and instruction are integrated into the developmental education program.

B.3.1 (42 colleges) A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.

The planned actions associated with Practices B.3.1 and B.3.2 includes:

- Increasing counseling through additional hires, designating existing counselors to Basic Skills students specifically or increasing office hours
- Establishing or increasing collaboration and liaison between counselors, students and faculty in Basic Skills classes; collaborations could include “early alert” programs
- Stress availability of existing student services through workshops or additional presentations

¹ Create the citation for the work done on the Basic Skills Action Plans Analysis

C. Staff Development

C.2.1 (39 colleges) Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.

The planned actions associated with Practice C.2.1 include:

- Improve coordination between various developmental education faculty and administration by creating, reassigning and/or supporting cross representation on task forces/committees that meet on a regular basis.
- Provide opportunities for developmental education faculty to attend/participate in regional statewide seminars/conferences/workshops that look at innovative strategies and latest research on developmental education program development.

D. Instructional Practices

D.2.1 (36 colleges) Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integrations, writing across the curriculum, and use of writing labs).

The planned actions associated with Practice D.2.1 include:

- Expand, enhance, develop or increase the visibility of Learning Communities on campuses
- Enhance existing (or create new) Writing Centers. Related to the Writing Center enhancement is, training tutors specifically in developmental education.
- Provide opportunities for faculty to develop and share strategies and effective practices in developmental education.

All strategies, combined and ranked

Effective Practice	Total times this area is identified	Number of colleges identifying these strategies				
		<u>35-44</u>	<u>25-34</u>	<u>15-24</u>	<u>5-14</u>	<u>0-4</u>
A	712	3.2	2.2, 3.4, 3, 2.1, 1.1, 4.4, 5.1	2.4, 3.1, 1, 1.4, 2.3, 4.2, 1.5, 5.3, 6.2, 1.2, 4.1, 5, 5.2, 3.5, 4, 3.3, 1.3, 2, 6.1	6, 6.4, 7.1, 7.4, 4.3, 5.4, 7, 7.2	6.3
B	497	3.2, 3.1	1.2, 2.5, 1.1, 4.1, 1.4, 3	2.2, 3.4, 3.3, 1.3, 2, 2.4, 1.5, 2.1, 2.3	4, 1, 4.2, 4.3, 4.4, 7.3, 7.5, 7.6	
C	510	2.1, 2.2	4, 3.2, 3, 3.3, 2	1.2, 2.6, 5.2, 2.3, 1, 3.1, 5.3, 2.5, 4.4, 5, 1.1, 2.4,	5.1, 4.5, 4.2, 4.1, 4.3, 4.6	4.7
D	953	2.1, 2.2	10.7, 6.1, 10, 10.5, 2, 9.2, 2.3, 2.4, 3.3, 10.6	1, 7, 1.1, 3, 6, 7.1, 6.3, 8, 9.1, 5.1, 5.2, 6.2, 10.3, 7.3, 1.3, 3.4, 5.3, 8.1, 1.2, 3.5, 7.2, 9, 10.4, 4.1, 5, 8.2	3.1, 4, 10.2, 4.3, 3.2, 4.2, 8.3, 10.1	

Appendix 6

Resources for Chapter 6

- Academic Senate for California Community Colleges. (2004a). *Disciplines list review process*. Retrieved January 12, 2009, from <http://www.asccc.org/Publications/Papers/Downloads/PDFs/DisciplinesListReview2004.pdf>.
- Academic Senate for California Community Colleges (2004b). *Minimum qualifications for faculty service in the California community colleges: Minimum qualifications, placement of courses within disciplines, and faculty service areas*. Retrieved January 12, 2009, from <http://www.asccc.org/Publications/Papers/FacultyQuals/FacultyQuals.pdf>
- American Association for Higher Education [AAHE]. (1998). *Nine Principles of Good Practice for Assessing Student Learning*. American Association for Higher Education Assessment Forum. Retrieved March 15, 2008 from <http://www.aahe.org/assessment/principl.htm>
- California Community College (CCC) Chancellor's Office. (2008). Minimum qualifications for faculty and administrators in California community colleges. Retrieved January 12, 2009, from http://www.asccc.org/Publications/Papers/downloads/PDFs/minimum_qual_jan2008.pdf
- Center for Student Success. (2007). *Basic Skills as a Foundation for Success in California Community Colleges*. Sacramento, CA: California Community Colleges Chancellor's Office. Retrieved January 12, 2009, from http://www.cccbsi.org/Websites/basicskills/Images/Lit_Review_Student_Success.pdf
- Chickering, A.W., & Gamson, Z.F. (1987). *Principles for good practice in undergraduate education* [Special insert to *The Wingspread Journal*, June 1987]. Racine, WI: Johnson Foundation Retrieved March 23, 2008 from <http://www.fctel.uncc.edu/pedagogy/enhancinglearning/SevenPrinciples.html>
- National Association of Student Personnel Administrators [NASPA]. (1996) *Principles of good practice for student affairs*. Retrieved August 19, 2008, from <http://www.naspa.org/resources/principles.cfm>
- National Endowment for the Arts. (2007). *To read or not to read: A question of national consequence*. (Nov 2007). Reading Report number 47. Retrieved September 2, 2008, at <http://www.nea.gov/research/ToRead.PDF>.