

## **ACTION PLAN AND EXPENDITURE PLAN INFORMATION**

Please find attached the templates for the Action Plan and Expenditure Plan due at the Chancellor's Office October 30, 2009. Based on college-wide discussions and evaluation of 2008-09 Action Plans submitted to the Chancellor's Office last October 15, 2008, each college must complete a 2009-10 Action Plan. On the Action Plan template the college will need to specify 2009-10 planned actions and respective effective practices that will be implemented to reach the long-term goals. The college should include planned actions that require 2009-10 basic skills funds as well as those that are supported by the general fund and activities that will not require additional funds.

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

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

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

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

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



## ACTION PLAN TEMPLATE EXAMPLE

ESL/Basic Skills (*Due on October 30, 2009*)

District: \_\_\_\_\_

Action Plan for 2009-10 Example:

College: \_\_\_\_\_

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
A Organizational/ Administrative Practices	<b>Example:</b> 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	<b>Example:</b> 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	<b>Example:</b> 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	<b>Example:</b> 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

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Signature, Chief Executive Officer

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Date

\_\_\_\_\_  
Signature, Academic Senate President

\_\_\_\_\_  
Date

## Section A – Organizational/Administrative Practices

(Due on or before October 30, 2009)

### 2009-10 ESL/Basic Skills Action Plan

**District:** San Mateo County Community College District

**College:** Cañada College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Split Basic Skills Coordinator position between faculty members from Library (2 units) and Accounting Department (2 units). FALL SEMESTER ONLY.	A.2.2 Diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals, and objectives. A.3.2 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). A.3.4 Formal mechanisms exist to facilitate communication/ coordination between faculty and staff in different developmental disciplines as well as with student services.	Fall 2009	Michelle Morton (Library) Leonor Cabrera (Accounting) (FALL ONLY)
Create a Learning Communities Coordinator position (2 units). FALL SEMESTER ONLY.	A.3.2 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). A.3.5 Formal mechanisms exist to facilitate communication/ coordination between precollegiate and college-level faculty within disciplines.	Fall 2009	Salumeh Eslamieh (English/Reading) (FALL ONLY)
Continue to fund full time Basic Skills Counselor. Develop embedded/intrusive counseling methods for ESL students	A.4.1 Students are required to receive early assessment and advisement for sound educational planning. A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.	Spring 2010	Carla Stoner-Brito (Counseling), Peter Barbatis (Vice President Student Services)
Continue established Learning Communities	A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.	Fall 2009, Spring 2010	Vice President of Instruction, Learning Communities Coordinator (FALL ONLY)
Investigate options for accelerated sequences in: 1. ESL 2. Basic Skills English and Reading 3. Basic Skills Math	A.4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students.	March 2010	Vice President of Instruction, Basic Skills Counselor, ESL Department, English/Reading Department, Math Department

Develop a Flex Day workshop on Learning Communities	<p>A.3.5 Formal mechanisms exist to facilitate communication/ coordination between precollegiate and college-level faculty within disciplines.</p> <p>A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.</p>	11/11/2009	Learning Communities Coordinator, Basic Skills Counselor
Develop an Orientation Program	<p>A.1.5 Institutional commitment is reflected in the level of comprehensiveness and the extent to which developmental education is integrated into the institution.</p> <p>A.4.1 Students are required to receive early assessment and advisement for sound educational planning.</p> <p>A.4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.</p>	Fall 2009	Vice President of Student Services, Basic Skills Counselor

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

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Date

## Section B – Program Components

(Due on or before October 30, 2009)  
**2009-10 ESL/Basic Skills Action Plan**

**District:** San Mateo County Community College District

**College:** Cañada College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue to fund full time Basic Skills Counselor. Develop embedded/intrusive counseling methods for ESL students	B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses. B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses. B.3.2 Counseling and instruction are integrated into the developmental education program.	Spring 2010	Carla Stoner-Brito (Counseling), Peter Barbatis (Vice President Student Services)
Continue established Learning Communities	B.3.2 Counseling and instruction are integrated into the developmental education program.	Fall 2009, Spring 2010	Vice President of Instruction, Learning Communities Coordinator (FALL ONLY)
Investigate options for accelerated sequences in: <ol style="list-style-type: none"> <li>1. ESL</li> <li>2. Basic Skills English and Reading</li> <li>3. Basic Skills Math</li> </ol>	B.2.1 Developmental education course content and entry/exit skills are regularly reviewed and revised as needed.	March 2010	Vice President of Instruction, Basic Skills Counselor, ESL Department, English/Reading Department, Math Department
Improve and maintain Basic skills Website	B.2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.	Fall 2009	Basic Skills Coordinator (FALL ONLY)
Develop an Orientation Program	B.1.1 Mandatory orientation exists for all new students. B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.	Fall 2009	Vice President of Student Services, Basic Skills Counselor

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 Signature, Chief Executive Officer

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 Date

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 Signature, Academic Senate President

\_\_\_\_\_  
 Date

## Section C – Faculty and Staff Development

(Due on or before October 30, 2009)  
**2009-10 ESL/Basic Skills Action Plan**

**District:** San Mateo County Community College District  
**College:** Cañada College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Create a Learning Communities Coordinator position (2 units). FALL SEMESTER ONLY.	C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. C.2.2 Developmental education staff development activities address both educational theory and practice. C.4.3 Reflective Teaching C.4.4 Scholarship of Teaching & Learning C.5.2 Opportunities exist for colleagues across disciplines to engage in interchanges that foster a “culture of teaching,” which in turn develops a “community of scholars.”		Salumeh Eslamieh (English/Reading) (FALL ONLY)
Develop a Flex Day workshop on Learning Communities	C.1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration. C.2.6 Staff development activities promote interactions among instructors.	11/11/2009	Learning Communities Coordinator, Basic Skills Counselor

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 Signature, Chief Executive Officer

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 Date

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 Signature, Academic Senate President

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 Date

## Section D – Instructional Practices

(Due on or before October 30, 2009)

### 2009-10 ESL/Basic Skills Action Plan

**District:** San Mateo County Community College District

**College:** Cañada College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<p>Create a Learning Communities Coordinator position (2 units). FALL SEMESTER ONLY.</p>	<p>D.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists. D.8.1 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines. D.8.2 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty across disciplines. D.8.3 Formal processes exist that facilitate and promote the exchange of effective instructional strategies between faculty in general and developmental education programs.</p>	<p>Fall 2009</p>	<p>Salumeh Eslamieh (English/Reading) (FALL ONLY)</p>
<p>Continue to fund full time Basic Skills Counselor. Develop embedded/intrusive counseling methods for ESL students</p>	<p>D.3.3 Timely interventions occur with students to address emotional, social, or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances. D.3.5 College programs promote basic skills students' social integration into and identification with the college environment.</p>		<p>Carla Stoner-Brito (Counseling), Peter Barbatis (Vice President Student Services)</p>
<p>Continue established Learning Communities</p>	<p>D.2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs). D.3.1 In classroom teaching/learning, attention is paid to students' attitudes and emotions (e.g., self-concept and self-efficacy development) as well as to teaching basic subject skills. D.3.5 College programs promote basic skills students' social integration into and identification with the college environment. D.4.1 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds. D.7.3 A systemic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content.</p>	<p>Fall 2009, Spring 2010</p>	<p>Vice President of Instruction, Learning Communities Coordinator (FALL ONLY)</p>



<p>Investigate potential new Learning Communities: ENGL/READ/MATH ESL 400/LIBR 100</p>	<p>D.2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs). D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs). D.2.3 Developmental courses/programs implement effective curricula and practices for ESL.</p>	<p>December 2009</p>	<p>Learning Communities Coordinator, Basic Skills Coordinator (FALL ONLY)</p>
<p>Investigate options for accelerated sequences in: 1. ESL 2. Basic Skills English and Reading 3. Basic Skills Math</p>	<p>D.2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs). D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs). D.2.3 Developmental courses/programs implement effective curricula and practices for ESL. D.5.1 A well-planned, step-by-step sequence of developmental education course offerings exists. D.7.2 The entire trajectory of developmental course sequences (including entry by placement instruments) is periodically reviewed and aligned to ensure appropriate student progression through sequential levels.</p>	<p>March 2010</p>	<p>Vice President of Instruction, Basic Skills Counselor, ESL Department, English/Reading Department, Math Department</p>
<p>Develop a Flex Day workshop on Learning Communities</p>	<p>D.8.1 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines. D.8.2 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty across disciplines. D.8.3 Formal processes exist that facilitate and promote the exchange of effective instructional strategies between faculty in general and developmental education programs.</p>	<p>11/11/2009</p>	<p>Learning Communities Coordinator, Basic Skills Counselor</p>

Increase Spanish language materials in the library for classes taught in Spanish (ECE, Spanish for Heritage Speakers)	D.4.1 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds. D.4.3 Developmental instruction reflects cultural sensitivity and culturally mediated instruction, (e.g., the way communication and learning takes place in students' cultures).	December 2009	Library
Develop an Orientation Program	D.3.5 College programs promote basic skills students' social integration into and identification with the college environment.	Fall 2009	Vice President of Student Services, Basic Skills Counselor

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Signature, Chief Executive Officer

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Date

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Signature, Academic Senate President

\_\_\_\_\_  
Date

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

(Use this form to update the 5-year long-term goals only if the long term goals have changed)

- 1. Provide counseling opportunities for all ESL/Basic Skills students**
- 2. Maintain Summer LEAP Program**
- 3. Maintain and develop learning communities that will engage students in relevant and active ways**
- 4. Develop on-going evaluation and research of all basic skills related activities, including longitudinal studies students in of learning communities, Summer LEAP, Math Jam, and ESL courses**
- 5. Provide relevant professional development for faculty and staff**
- 6. Document and share information about basic skills related activities**

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

**2009-10 ESL/BASIC SKILLS EXPENDITURE PLAN**  
*(Due on October 30, 2009)*

**District:** San Mateo County Community College District

**College:** Cañada College

<b>CATEGORY</b>	<b>2009-10 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION</b>
A. Program and Curriculum Planning and Development	\$5,234.00
B. Student Assessment	N/A
C. Advisement and Counseling Services	\$83,329.00
D. Supplemental Instruction and Tutoring	\$2,596.00
E. Articulation	N/A
F. Instructional Materials and Equipment	N/A
G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs.	\$1,841.00
<b>TOTAL</b>	<b>\$93,000.00</b>

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

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

District: San Mateo County Community College District

College: Cañada College

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

### DIRECTIONS & EXAMPLE

For each of the expenditure “Categories” on page one (1) in which the college has included an amount for planned expenditures, identify the specific item(s) under that category and indicate for the item(s) the respective effective practice(s) from the 26 effective practices listed in the Basic Skills as a Foundation for Student Success in California Community Colleges publication, or another effective practice(s) for which student success has been documented.

**Note:** A template is provided for each expenditure category (pages 2A through 2G). The college is not required to have planned expenditures in all categories; therefore, colleges do not need to complete all of the forms that follow. Colleges may duplicate the page for any category (pages 2A through 2G) if additional space is needed.

<b><u>Example:</u></b>	
<b>EXPENDITURE CATEGORY: A. Program and Curriculum Planning and Development.</b>	
EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
<b><u>Example:</u></b> One new full-time faculty position in reading to provide instruction and coordination of the developmental education program with student services support.  Six additional developmental reading, writing and math course sections.	A.3 The developmental education program is centralized or highly coordinated.  A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.  A.5 A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.
<b><u>Example:</u></b> Participation of 6 – 8 reading, writing, and math faculty in state/national conferences and in professional development activities conducted through the \$1.6 million grant to enhance curriculum planning and development efforts.	C.1. Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.

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

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

District: San Mateo County Community College District

College: Cañada College

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

If applicable, please complete the information for the category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). **Duplicate this form as needed.**

**Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.**

<b>EXPENDITURE CATEGORY: A. <u>Program and Curriculum Planning and Development.</u></b>	
<b>EXPENDITURE ITEM(S)</b>	<b>EFFECTIVE PRACTICE(S)</b>
At this time Cañada College is not contributing towards the 2009-2010 ESL/Basic Skills Expenditure Plan.	

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

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

District: San Mateo County Community College District

College: Cañada College

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

If applicable, please complete the information for the category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). **Duplicate this form as needed.**

**Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.**

<b>EXPENDITURE CATEGORY: B. <u>Student Assessment.</u></b>	
<b>EXPENDITURE ITEM(S)</b>	<b>EFFECTIVE PRACTICE(S)</b>
At this time Cañada College is not contributing towards the 2009-2010 ESL/Basic Skills Expenditure Plan.	

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

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

District: San Mateo County Community College District

College: Cañada College

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

If applicable, please complete the information for the category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). **Duplicate this form as needed.**

**Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.**

<b>EXPENDITURE CATEGORY: C. <u>Advisement and Counseling Services.</u></b>	
<b>EXPENDITURE ITEM(S)</b>	<b>EFFECTIVE PRACTICE(S)</b>
At this time Cañada College is not contributing towards the 2009-2010 ESL/Basic Skills Expenditure Plan.	

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

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



District: San Mateo County Community College District

College: Cañada College

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

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If applicable, please complete the information for the category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

***Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.***

<b><i>EXPENDITURE CATEGORY: D. <u>Supplemental Instruction and Tutoring</u></i></b>	
<b>EXPENDITURE ITEM(S)</b>	<b>EFFECTIVE PRACTICE(S)</b>
At this time Cañada College is not contributing towards the 2009-2010 ESL/Basic Skills Expenditure Plan.	

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

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

District: San Mateo County Community College District

College: Cañada College

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

If applicable, please complete the information for the category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). **Duplicate this form as needed.**

**Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.**

<b>EXPENDITURE CATEGORY: E. <u>Articulation</u></b>	
<b>EXPENDITURE ITEM(S)</b>	<b>EFFECTIVE PRACTICE(S)</b>
At this time Cañada College is not contributing towards the 2009-2010 ESL/Basic Skills Expenditure Plan.	

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

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

District: San Mateo County Community College District

College: Cañada College

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

If applicable, please complete the information for the category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). **Duplicate this form as needed.**

**Note: The college is not required to plan for expenditure in this category; therefore, the college does not need to complete the information below if it does not apply.**

<b>EXPENDITURE CATEGORY: F. <u>Instructional Materials and Equipment</u></b>	
<b>EXPENDITURE ITEM(S)</b>	<b>EFFECTIVE PRACTICE(S)</b>
At this time Cañada College is not contributing towards the 2009-2010 ESL/Basic Skills Expenditure Plan.	

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

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

District: San Mateo County Community College District

College: Cañada College

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

If applicable, please complete the information for the category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). **Duplicate this form as needed.**

**Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.**

<b>EXPENDITURE CATEGORY: G. <u>Other Purposes</u> directly related to the enhancement of basic skills, ESL instruction, and related student programs.</b>	
<b>EXPENDITURE ITEM(S)</b>	<b>EFFECTIVE PRACTICE(S)</b>
At this time Cañada College is not contributing towards the 2009-2010 ESL/Basic Skills Expenditure Plan.	

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

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

## **ACCOUNTABILITY**

The \$31,500,000 allocated pursuant to the above referenced legislation shall be accounted for as restricted in the General Fund. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

## **EXPENDITURE REPORTS**

Each college will be required to provide a Mid-Year and an End-of-Year expenditure report on forms developed by the Chancellor's Office. Mid-Year reports are due on January 31, 2010 showing expenditures to date. The End-of-Year expenditure report will show all expenditures in 2009-10 and the items purchased/funded that were specified in the Expenditure Plan Detail Sheets. The 2009-10 End-of-Year report will be due on July 31, 2010.

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