

ESL/Basic Skills 2015-16 Online Submission Expenditure Plan Form

1. California Community Colleges 2015-16 ESL/Basic Skills Initiative Program

1. Enter Today's Date

09/29/2015

2. Basic Skills Coordinator Contact Information

2. Please fill out the form below to update the college's Basic Skills coordinator.

First Name

Lynn

Name

Wright

Title

Dean of Student Learning

District

Ventura CCCD

College

Ventura College

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3. How do you prefer to be contacted?

Email

3. The California Community Colleges 2015-16 ESL/Basic Skills Initiative Plan Instructions

2015-2016 ESL/Basic Skills Allocation Goals/Action and Expenditure Plans

Submission Deadline: October 1, 2015

Below are the instructions for submission of your 2015-2016 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be submitted in this online form on or before October 1, 2015.

You will complete this information online. You should have access to a word and PDF versions of this form. It is recommended that you gather the required information first using these versions as guides. This will facilitate an easier process of completing the online form.

INSTRUCTIONS

- 1. Please provide succinct narrative in text boxes. Please do not attach additional pages. There are no maximum words or characters for the narrative responses.**
- 2. Please ensure each item is completed.**
- 3. Please follow the instructions on page 1 regarding how to submit signatures.**
- 4. Please mail the completed certification form to Eric L. Nelson, Ph.D., enelson@cccco.edu.**
- 5. Please do not print the online 2015-16 BSI Expenditure Plan and send to the Chancellor's Office.**

Contact: If you have any questions regarding program expenditures or the submission of the online form, please send your questions to basicskills@cccco.edu.

4. Basic Skills Program for 2015-16 narrative response.

Respond to the following 5 questions:

What specific steps is your college taking to institutionalize your basic skills funded programs and projects?

Ventura College's Mission Statement: At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

We have been using BSI funds to help the college achieve its mission, particularly the bolded sections above. For the past several years, a significant amount of BSI funds have been spent to provide academic support, in the forms of tutoring, Supplemental Instruction, and Intentional Counseling services for basic skills students in math, English, and ESL. A Math Center has been established, and our Writing Center is being relaunched. We have been redesigning our Supplemental Instruction and tutoring programs to increase the use of these services and encourage "repeat customers," since data show that student success increases with repeat use of services. We will do a cost-benefit analysis next year to illustrate the cost-effectiveness of our revamped services. We are also working on developing noncredit basic skills courses—tied to certificates—so that we can receive enhanced noncredit course funding, which will help the college fully fund these academic support programs with General Fund dollars.

Our Intentional Counseling Support program and our targeted institutional research projects (data collection and analysis focused on basic skills students and their achievement) continue through the SSSP and general funds. Our institutional researchers ensure that we have ready access to data on our basic skills students, which allows us to be more responsive to these students' needs as well as to monitor our success at closing achievement gaps.

For the upcoming year we will focus on revising our credit/academic ESL program to increase participation and improve success and persistence; we will also investigate the possible need to develop a noncredit ESL program to better address the diverse English Language Learner population here in Ventura County.

Finally, we are placing more emphasis on professional learning, promoting action research groups to learn and practice together effective classroom techniques. The goal is to work collaboratively to expand the use of effective teaching and learning practices. Transformed classroom practice equates to "institutionalization" and costs relatively nothing to sustain.

What are the obstacles to doing so?

Of course cost is always a consideration. Our ability to show the cost effectiveness of academic support programs for basic skills students depends on robust use of the services—including repeat customers. Data show that students who attend tutoring or Supplemental Instruction (SI) facilitated study groups are much more successful (more likely to complete a basic skills course and do so with a better grade) if they attend at least six such sessions. Our challenge is to get all instructors of basic skills courses to incentivize and embed academic support services like facilitated study groups within their assignments, and then to get the students to attend the study and/or tutoring sessions and attend often. We are actively investigating and experimenting with ways to achieve these things. Overcoming these challenges will result in a win-win situation: more students will be successful in their basic skills courses, and the college will enjoy the financial benefits (see the cost-benefit analysis presented at the end of the “poppy copy”).

What projects and programs have you been able to successfully expand from a small program to a larger and more comprehensive program within your college? (Please list the projects/programs)

1) Increase persistence through the English course sequence and shorten the timeline for completion: We have been able to increase the number of students who successfully complete the English course sequence (from basic skills through English 1A) and shorten the time it takes to do it. The entire English Department is on board with proactively encouraging students in basic skills English courses to enroll in the next course for the following semester; this is done by each faculty member with his/her own students, and we have seen impressive results, which further encourages faculty to continue promoting this. The Math Department has been taking similar actions and seeing some strong results as well.

2) Intentional Counseling: The success of the initial pilot program that has counselors making two structured visits to basic skills math and English classes has been met with very positive response. This service is being continued and expanded through SSSP funding.

3) Basic Skills Math Facilitated Group Study Sessions (a variation on Supplemental Instruction): Facilitated group study sessions for basic skills math classes have been increased and offered at a wider variety of times each week; they also are now open to all students enrolled in a basic skills math class at Ventura College. A group of math faculty has designed engaging group activities that are easy for Supplemental Instruction student leaders to facilitate and that student participants find fun and relevant. Offering more sessions more often throughout the week—and actively advertising in classrooms and through the First-Year Experience program—ensures that more students who are enrolled in basic skills math classes have the opportunity to take part and reap the benefits.

How were you able to successfully accomplish the process of expanding or “scaling up” these successful projects and programs? (Please provide descriptions for each project/program).

For #1 above, the English faculty who were initially involved reported their success at English Department meetings as well as through Program Review. That led to interest by others. Methods/techniques for promoting immediate enrollment in the next course sequence—and a timeline for doing so—are regularly shared now at department meetings, and the English Department chairperson sends out email reminders at key times in the semester. And we keep reporting our successful data—anywhere and everywhere we can. The same can be said for the Math Department; students in basic skills math classes are encouraged repeatedly by their instructors to immediately register in the next course in the sequence to improve overall progression to the degree-applicable and/or transfer-level math course.

For #2 above, the positive response captured through student surveys has led to more basic skills instructors seeking to partake in the Intentional Counseling Support program. Faculty members willingly make time for two focused counseling visits to each class. Survey results from students participating in this program show that 98% of them recognized the importance of meeting with a counselor to create an Education Plan and that more than 90% of the students felt comfortable using Degree Works and navigating the web-based system on their own.

For #3 above, the program revision occurred in June, based on data that showed too few students attending tutoring and/or facilitated study groups—or doing so too few times to make a difference. So far, the sessions are better attended. We will monitor throughout the year and report out on the results of this revision and expansion of services (and marketing thereof) next year.

How are you integrating your basic skills efforts with your college's SSSP plans?

Some projects or programs initiated through BSI funding have been enhanced, expanded, and now supported with SSSP funds. Examples of this include our Integrated Counseling Program for basic skills math and English classes and ongoing Data/Institutional Research Support so that we can know which of our practices and programs are having a positive impact. The institutional researchers paid through SSSP ensure that we have ready access to data on our basic skills students, which allows us to better understand and address their needs as well as to monitor our success at closing achievement gaps. In addition, the college has been reorganizing its committee structures and has placed the BSI Committee, the SSSP Committee, and the Equity Committee together under the umbrella of a Student Success Council. We continue to hold separate meetings, but each group also has representatives on the broader Student Success Council. This should increase coordination and help us better leverage our student success activities, programs, and funds.

How are you integrating your basic skills efforts with your college's Student Equity plans?

As noted above, the college has developed a plan to implement in 2015-16 that will have Equity, SSSP, and BSI representatives meet regularly to coordinate and share responsibilities as we work collaboratively together to close achievement gaps/achieve equity. Another effort, funded through Equity dollars, is our Faculty Academy, whereby a team of faculty spends a year together exploring and implementing equity-minded teaching practices that promote student success and help close achievement gaps.

4. Basic Skills / English as a Second Language Expenditure Plan

Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for answering question #5 below, you need to access the [Basic Skills Cohort Progress Tracking Tool](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx) on the Chancellor's Office website (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <http://3csn.org/basic-skills-cohort-tracking-tool/>.

In addition to the above written instructions the Academic Affairs Division has prepared a YouTube video to describe how to use the Basic Skills Progress Tracker. The video is located at the following link. <https://www.youtube.com/watch?v=opNNhlizi1o>. The video is closed captioned for disabled hearing access.

Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raise concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

This requires a statistical calculation between cohort years. The Academic Affairs Division has prepared an Excel Spreadsheet that will automatically calculate the statistical differences based on the data derived from the Basic Skills Progress Tracker Tool. The calculation tool is located at the following URL .

https://sites.google.com/site/ccccoipsu/Question_5_worksheet%28for_release%29.xlsx?attredirects=0&d=1

The Academic Affairs Division has also produced an instructional YouTube video on how to use the Excel spreadsheet to do the calculations for the Basic Skills data. You can access that You Tube video by following this link: <https://www.youtube.com/watch?v=n7Dx8yAqfbM>

You may also choose to use data gathered through local efforts in addition to the Basic Skills Cohort Progress Tracking Tool.

5. To what extent did your college's basic skills program demonstrate more progress in 2013-2015 than in 2011-2013?

Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.

English-Writing Discipline

In Table 1.1, a comparison of the Fiscal Years 11/12 and 12/13 against the Fiscal Years 13/14 and 14/15 shows a highly significant increase in the percentage of students who were successful in English writing courses either one or two levels below transfer. The percentage of successful students increased from 72.57% in FY 11/12 and 12/13 to 75.75% in FY 13/14 and 14/15, with an increase of 3.18 percentage points.

In Table 1.2, we compare the Fall 2011 cohort and the Fall 2013 cohort for students who enrolled in an English class two levels below transfer.

The percentage of students who started two levels below transfer in the 2011 cohort and successfully passed a transferable course is 32.1% (43.4% for Hispanic students). The percentage of students who started two levels below transfer in the 2013 cohort and passed a transferable course is 28.6% (40.1% for Hispanic students). The percentage of students who begin English courses two levels below a transferable course and successfully complete a transferable level course remains low. There has been a decrease from the Fall 2011 cohort and the Fall 2013 cohort in the percentage of students who successfully complete a transfer level course (3.5% decrease for all students and a 3.3% decrease for Hispanic students). The percentage of students in the Fall 2011 cohort who successfully passed an English course two levels below transfer was 85.5%, and the percentage of students in the Fall 2013 cohort who successfully passed an English course two levels below transfer was 79.3%, a 6.2 percentage point decrease. The percentage of Hispanic students in the Fall 2011 cohort who successfully passed an English course two levels below transfer was 84.5%, and the percentage of Hispanic students in the Fall 2013 cohort who successfully passed an English course two levels below transfer was 78.9%, a decrease of 5.6 percentage points. One possible reason for the decreased success rates may be due to the fact that the Fall 2013 cohort had made such a large increase in success rates when compared to the Fall 2011 cohort.

Let's also compare the continuation rates. For the Fall 2011 cohort, 79.4% of those who successfully completed an English course two levels below transfer enrolled in an English course one level below transfer (80.6% for Hispanic students). For the Fall 2013 cohort, 79.3% of those who successfully completed an English course two levels below transfer enrolled in an English course one level below transfer (80.1% for Hispanic students). There appears to not be much change in the continuation rates between the cohorts. The reason for the high percentage of continuation rates is that professors have actively and repeatedly encouraged students to enroll immediately in the next course in the sequence.

In Table 1.3, let's look at the students who enrolled in an English Writing class one level below transfer for the Fall 2011 and Fall 2013 cohorts.

The percentage of students in the Fall 2011 cohort who started one level below transfer and successfully completed a transferable course is 46.9%, and for the Fall 2013 cohort, the percentage is 55.9%, a 9.0% increase. For Hispanic students, the percentage of students in the Fall 2011 cohort who started one level below transfer and successfully completed a transfer level course is 66.6%, and for the Fall 2013 cohort, the percentage is 84.1%, a 17.5% increase. There was a substantial increase in the percentages of students who started in an English class one level below transfer and successfully completed a transfer level course between the Fall 2011 cohort and the Fall 2013 cohort.

English-Reading Discipline

In the Table 2.1, a comparison of the Fiscal Years 11/12 and 12/13 against the Fiscal Years 13/14 and 14/15 shows a significant decrease in the percentage of students who were successful in English reading courses either one or two levels below transfer. The percentage of successful students decreased from 71.30% to 57.37%, a decrease of 13.93 percentage points. We cannot account for this decrease at the moment, except to note that as we integrate reading into our writing classes, we have less demand for reading classes and hence offer fewer of them. The few classes that we now offer may be more heavily populated by those with the greatest need for reading remediation, and hence are more likely to struggle to succeed in them.

Mathematics-Discipline

In the Table 3.1, a comparison of the Fiscal Years 11/12 and 12/13 against the Fiscal Years 13/14 and 14/15 shows a highly significant increase in the percentage of students who were successful in mathematics courses either one or two levels below transfer. The percentage of successful students increased from 53.68% in FY 11/12 and 12/13 to 56.94% in FY 13/14 and 14/15, with an increase of 3.26 percentage points.

In Table 3.2, the percentage of students who started two levels below transfer in the 2011 cohort and successfully passed a transferable course is 8.1% (7.4% for Hispanic students). The percentage of students who started two levels below transfer in the 2013 cohort and passed a transferable course is 11.6% (11.2% for Hispanic students). While the percentage of students who begin math courses two levels below a transferable course and successfully complete a transferable level course remains low, there has been improvement from the Fall 2011 cohort to the Fall 2013 cohort. The percentage of students in the Fall 2011 cohort who successfully passed a math course two levels below transfer was 58.1%, and the percentage of students in the Fall 2013 cohort who successfully passed a math course two levels below transfer was 60.4%, a 2.3 percentage point increase. The percentage of Hispanic students in the Fall 2011 cohort who successfully passed a math course two levels below transfer was 58.0%, and the percentage of Hispanic students in the Fall 2013 cohort who successfully passed a math course two levels below transfer was 58.9%, an increase of 0.9 percentage points.

Let's look at continuation rates. The percentage of students in the Fall 2011 cohort who successfully completed a math course two levels below transfer and enrolled in a math course one level below transfer is 73.3% (75.2% for Hispanic students). The percentage of students in the Fall 2013 cohort who successfully completed a math course two levels below transfer and enrolled in a math course one level below transfer is 82.8% (82.1% for Hispanic students).

There was a substantial increase in continuation rates between the Fall 2011 cohort and the Fall 2013 cohort (9.5% for all students and 6.9% for Hispanic students). This substantial increase in continuation rates is probably due to the fact that instructors have actively and repeatedly been encouraging students to enroll immediately in the next course in the sequence.

In Table 3.3, let's look at students who started a math course one level below transfer. The percentage of students in the Fall 2011 cohort who started one level below transfer and successfully completed a transferable course is 23.7%, and for the Fall 2013 cohort, the percentage is 30.6%, a 6.9% increase. For Hispanic students, the percentage of students in the Fall 2011 cohort who started one level below transfer and successfully completed a transfer level course is 23.0%, and for the Fall 2013 cohort, the percentage is 34.5%, an 11.5% increase.

Also, as seen in the Table 3.4, female students showed an increase in success rates when starting one level below transfer. Females in the Fall 2011 cohort who began in a course one level below transfer had a 59.9% success rate, and females in the Fall 2013 cohort who began in a course one level below transfer had a 65.4% success rate, an overall increase of 5.5%.

In many ways, the statistics have improved from the Fall 2011 cohort to the Fall 2013 cohort for basic skills math courses.

ESL-Integrated Discipline

Not applicable. Our ESL program focuses on discrete skills.

ESL Writing-Discipline

In Table 4.1, a comparison of the Fiscal Years 11/12 and 12/13 against the Fiscal Years 13/14 and 14/15 shows an increase in the percentage of students who were successful in ESL writing courses between one and six levels below transfer. The percentage of successful students increased from 64.36% in FY 11/12 and 12/13 to 70.54% in FY 13/14 and 14/15, with an increase of 6.18 percentage points. While we are showing a 6.18% increase in success, the result is not statistically significant, having a p-value of .0686.

ESL Reading-Discipline

(Data Problems with Cohort Tracker)

As shown in the data cohort tracker, for ESL-Reading, we only were able to obtain data from Fall 2011 and only from ESL courses six levels below transfer. We were not able to obtain data from other semesters from the cohort tracker.

Please use this space to upload files that contain charts or graphs for the narrative response for question #5.

[English Writing Tables.docx](#)
[English Reading Table.docx](#)
[ESL Writing Table.docx](#)
[Mathematics Tables.docx](#)

6. Did your college use any noncredit courses for basic skills and/or ESL improvement during 2011-13 and 2013-15?

If you answer yes to this question, please indicate the areas below and indicate how you tracked your cohort data for the areas and if there was demonstrated improvement. Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.

If you did not use any noncredit courses for the specified area please enter “Did not use any noncredit courses for this area)

Used noncredit courses for ESL or basic skills improvement.

No

English-Writing Discipline

English-Reading Discipline

Mathematics-Discipline

ESL-Integrated Discipline

ESL Writing-Discipline

ESL Reading-Discipline

Copy of Please use this space to upload files that contain charts or graphs for the narrative response for question #6.

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

7. Identify the 5-year long term goals from 2015-16 through 2019-20 for your college's Basic Skills Program.

Long Term Goals as stated in 2014-2015 BSI Report:

Goal ID: A—The success rates of students receiving a minimum of six tutoring sessions and/or supplemental instruction for math, English, and ESL in 2013-2014, 2014/2015, 2015/2016 will be 10 percentage points higher than for MATH V01, ENGL V03, and ESL V41 and ENGM V50A students in those classes who did not receive tutoring and/or supplemental instruction.

Goal ID: B—The remedial success rates on the state Scorecard for math, English, and ESL will be 10 percentage points above the 2011/2012 levels by 2015/2016.

Goal ID: C—Using the cohort tracker, 40% of successful ENGL V03 students will enroll in ENGL V01A within two semesters (from a baseline of 35% in 2011/2012) by 2015/2016. Using the cohort tracker, 70% of successful MATH V01 students will enroll in MATH V03 in the succeeding semester (from a baseline of 56% in 2011/2012) by 2015/2016.

8. Long Term Goals for 2015-16

	Goal ID (The goal ID is determined by the college)	Long Term Goal	2015-16 Funds Allocated to this Goal
Long Term Goal #1	1.1 & 1.2	Academic Support: 1.1 35% increase for those attending 1-5 tutoring/SI sessions; increase attendance/use of tutoring and/or facilitated group study sessions (SI) in Math (V01 & V03 courses). Increase to 35% (2013/15 cohort baseline = 26%) the number of students attending 1-5 sessions; 1.2 20% increase for those attending 6 or more tutoring/SI sessions; increase by 20% (2013/15 cohort baseline = 11%) the number of students attending 6 or more sessions.	\$35,000
Long Term Goal #2	2.1 - 2.4	Course Success: 2.1 Math (two levels below): Increase success (complete with "C" or better) by 5% for math classes two levels below transfer (2013/15 cohort baseline = 60%); 2.2 Math (one level below): Increase success by 5% for math classes one level below transfer (2013/15 cohort baseline = 66%); 2.3 English (two levels below): Increase success ("C" or better) by 5% for English classes two levels below transfer (2013/15 cohort baseline = 79%); 2.4 English (one level below): Increase success by 3% for English classes one level below transfer (2013/15 cohort baseline = 82%).	\$25,000
Long Term Goal #3	3.1 - 3.4	Persistence/progression through basic skills sequences: 3.1 Math (two levels below): 5% increase for math two levels below (baseline = 32%); 3.2 Math (one level below): 3% increase for one level below (baseline = 67%); 3.3 English (two levels below): 5% increase for English two levels below (baseline = 44%); 3.4 English (one level below): 3% increase for English one level below (baseline = 82%).	\$10,000
Long Term Goal #4	4	4 - Increase English-as-a-Second Language (ESL) and English for Multilingual Students (ENGM) enrollment: Increase the number of students enrolled in ESL and ENGM courses proportionally to align with demographic need.	\$20,000
Long Term Goal #5			

Long Term Goal Total

Long Term Goal #1 Amount : \$35,000
 Long Term Goal #2 Amount : \$25,000
 Long Term Goal #3 Amount : \$10,000
 Long Term Goal #4 Amount : \$20,000
 Total : 90000

9. Please insert the planned expenditure amount for the 2015-16 ESL/Basic Skills Initiative Program by category.

Program and Curriculum Planning and Development : \$15,000
 Supplemental Instruction and Tutoring : \$45,000
 Coordination & Research : \$10,000
 Professional Development : \$20,000
 Total : 90000

Comments:

6. Action Plan Template

10. Action Plan Activity Grid/Table

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #1	Expand/embed use of active learning in ESL and basic skills math and English classes (via Professional Development: team conference attendance, Action Research Groups, and other active & collaborative professional learning opportunities)	All (1-4)	06/01/2016	Lynn Wright & Dan Kumpf	Math, English, ESL	Achievement of percentage increases noted in Long-Term Goals #1 - 4	\$25,000
Activity #2	Expand access to and increase participation in tutoring and Facilitated Study Groups (SI) for students enrolled in basic skills math classes	1.1&1.2; 2.1&2.2; 3.1&3.2	06/01/2016	Jack Bennett & Lynn Wright	Math & Learning Resource Center	Achievement of goals listed in Long-Term Goal #1— Increase attendance/use of tutoring and/or facilitated group study sessions (SI) in Math (V01 & V03 courses). Increase to 35% (2013/15 cohort baseline = 26%) the number of students attending 1-5 sessions; increase by 20% (2013/15 cohort baseline = 11%) the number of students attending 6 or	\$30,000

						more sessions.	
Activity #3	Integrated Writing Workshops: embed Writing Center activities tailored to specific basic skills English composition classes	2.3&2.4; 3.3&3.4	06/01/2016	Lynn Wright & Jenna Garcia	English & Learning Resource Center	50% of the students in the participating basic skills English classes will fulfill at least 2 Writing Center appointments; 75% of students fulfilling these requirements will successfully complete the course.	\$15,000
Activity #4	Uupdate ESL program to meet the needs of this disparate constituency; Includes research into needs and ways to outreach and attract students within the community.	4	06/01/2016	Lynn Wright & Karen Harrison	ESL & ENGM	Revised curriculum (with possible attached certificates) submitted to CCCCCO; increased enrollment; decreased class cancellations.	\$20,000
Activity #5							

11. Do you want to add an additional page to enter more activities? If yes check the Yes button.

No

7. Action Plan Template (Additional Activities)

Action Plan Activity Grid/Table

Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds

Do you want to add another (second) additional page to enter more activities? If yes check the Yes button.

8. Action Plan Template (Additional Activities)

Action Plan Activity Grid/Table

Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds

Do you want to add another (third) additional page to enter more activities? If yes check the Yes button.

9. Action Plan Template (Additional Activities)

Action Plan Activity Grid/Table

Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds

Do you want to add another (fourth) additional page to enter more activities? If yes check the Yes button.

10. Action Plan Template (Additional Activities)

Action Plan Activity Grid/Table

Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds