

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**DEVELOPING HISPANIC-SERVING INSTITUTIONS PROGRAM
CFDA # 84.031S
PR/Award # P031S100076**

OMB No. 1840-0745, Expiration Date: 05/31/2012
Closing Date: JUN 14, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission		* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
6/13/2010			
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
OPE ID#010340000		N/A	
State Use Only:			
6. Date Received by State:		7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: Los Medanos College (Contra Costa Community College District)			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
680342035		054089359	
d. Address:			
* Street1:		2700 East Leland Road	
Street2:			
* City:		Pittsburg	
County:		Contra Costa	
State:		CA	
Province:			
* Country:		USA	
* Zip / Postal Code:		94565	
e. Organizational Unit:			
Department Name:		Division Name:	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:		Mrs. * First Name: Ruth	
Middle Name:		A	

* Last Name: Goodin

Suffix:

Title: Senior Foundation Director

Organizational Affiliation:

* Telephone Number: (925)439-2181 Fax Number: (925)432-3261

* Email: RGOODIN@LOSMEDANOS.EDU

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 3: Select Applicant Type:

A: State Government

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.031S

CFDA Title:

Developing Hispanic-Serving Institutions Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-051310-001

Title:

Office of Postsecondary Education: Developing Hispanic-Serving Institutions (HSI) Program CFDA Number 84.031S-Individual Development Grants

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

California, Contra Costa County, Alameda County

*** 15. Descriptive Title of Applicant's Project:**

EXITO - Creating a Robust and Effective Transfer Pipeline at LMC

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: CA-07

* b. Program/Project: CA-07,CA-10,CA-11

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$ 643315
b. Applicant	\$ 0
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 643315

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr. * First Name: Peter

Middle Name:

* Last Name: Garcia

Suffix:

Title: LMC President

* Telephone Number: (925)439-2181 Fax Number: (925)432-3261

* Email: PGARCIA@LOSMEDANOS.EDU

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

NOT APPLICABLE



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Los Medanos College (Contra Cost...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 313,622	\$ 402,150	\$ 403,799	\$ 372,587	\$ 330,602	\$ 1,822,760
2. Fringe Benefits	\$ 108,386	\$ 138,669	\$ 135,230	\$ 120,946	\$ 102,589	\$ 605,820
3. Travel	\$ 38,201	\$ 12,497	\$ 10,886	\$ 12,000	\$ 12,000	\$ 85,584
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 80,450	\$ 80,450
5. Supplies	\$ 74,906	\$ 16,000	\$ 19,000	\$ 57,382	\$ 23,269	\$ 190,557
6. Contractual	\$ 87,450	\$ 73,250	\$ 73,650	\$ 79,650	\$ 93,650	\$ 407,650
7. Construction	\$ 20,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 20,000
8. Other	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750	\$ 3,750
9. Total Direct Costs (lines 1-8)	\$ 643,315	\$ 643,316	\$ 643,315	\$ 643,315	\$ 643,310	\$ 3,216,571
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 643,315	\$ 643,316	\$ 643,315	\$ 643,315	\$ 643,310	\$ 3,216,571

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is _____%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Los Medanos College (Contra Cost...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Ruth A. Goodin

Title: Senior Foundation Director

Date Submitted: 06/11/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: CA Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Ruth A. Goodin Title: Senior Foundation Director Applicant: Los Medanos College (Contra Costa Community College District) Date: 06/11/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Los Medanos College (Contra Costa Community College District)

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. First Name: Ruth Middle Name: A
Last Name: Goodin Suffix:
Title: Senior Foundation Director

Signature: _____ Date: 06/12/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : Section 427 GEPA Statement

File : J:\Grants\10 HSI - Title V Grant\GEPA\ED GEPA427 Form.doc

ED GEPA 427 Statement

Los Medanos College, in compliance with all applicable Federal and State laws, does not discriminate on the basis of race, color, religion, sex, national origin, age or disability. Los Medanos College welcomes students for admissions to any course of study for which their qualifications indicate they can benefit, without regard to marital status, race, color, creed, gender, sexual preference, national origin, disability, or status as a disabled veteran or veteran of the Vietnam era. Los Medanos College embraces both the letter and the spirit of the Americans with Disabilities Act, which in part says, “...no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by any such entity...” To ensure equitable access to, and participation in this Title V, Developing Hispanic-Serving Institutions (HSI) Program, Los Medanos College will fully inform all students of the availability of services. This information will be disseminated in both printed and electronic form throughout the College’s expansive service area.

Los Medanos College will also adhere to its normal practice of providing reasonable accommodations to both students and staff with disabilities who are participating in any of the Title V, Developing Hispanic-Serving Institutions (HSI) Program activities.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Ruth A Goodin

Address:

* Street1: 2700 East Leland Road
 Street2:
 * City: Pittsburg
 County: Contra Costa
 * State: CA * Zip / Postal Code: 94565 * Country: USA

* Phone Number (give area Fax Number (give area
 code) code)
 (925)439-2181 (925)432-3261

Email Address:

RGOODIN@LOSMEDANOS.EDU

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Abstract Narrative

Here is where you will attach the one-page project abstract that will provide an overview of the proposed project.

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: \\mcpitfs1\home\$\RGoodin\My Documents\10 Title V Grant\FINAL\ABSTRACT\Abstract.doc

Contact Person: Ruth Goodin

E-Mail Address: rgoodin@losmedanos.edu

Phone: (925) 439-2181 ext. 3203

Fax: (925) 432-3261

ABSTRACT: At Los Medanos College, we have a large gap between the majority of our students who come in hoping to transfer (overall, 56%; Hispanic, 59%) and the reality of those that actually do (overall, 3.2%; Hispanic, 2.9%). *ÉXITO* is a comprehensive initiative which will bridge this gap and create systemic change at LMC in which transfer is a high institutional priority, ultimately increasing the number of Hispanic and other low-income students who transfer to four-year institutions. Principles from California's Transfer Velocity Project weave through the three project components to create a sustainable pipeline, such as, strong linkages with community and families; high quality, rigorous programs and instruction based on proven models of excellence; high levels of student, faculty and staff engagement and support; and high levels of professional development based on effective assessment. Component One, *High School Readiness for College*, focuses on outreach and orientation, and will create customized new student orientations, bilingual community and school partnerships, and a Welcome Center. Component Two, *Transfer Readiness*, will create the *ÉXITO* Transfer Center and Programs, coordinating and scaling up Learning Communities and will house the *Transfer Academia*, integrating academic, support services and engagement opportunities for Hispanic and low-income transfer students. Finally, Component Three focuses on *Institutional Readiness, Assessment and Professional Development* in which we will create and sustain a college-wide assessment and transfer culture to support informed, data-driven and equity-focused decisions with its heart in student learning and improved outcomes for students.

Project Narrative

Application Narrative

The Application Narrative includes the narrative responses to the selection criteria that will be used to evaluate applications submitted for this competition. Please include a Table of Contents as the first page of the application narrative. You must limit the application narrative to no more than 50 pages for the Individual Development Grant application and 70 pages for the Cooperative Arrangement Development Grant application. The Application Narrative should be consecutively numbered. Please note: The narrative response to the budget selection criteria is not the same as the activity detail budget form and supporting narrative. The supporting narrative for the activity detail budget form details the requested budget items line by line.

We will reject your application if you exceed the page limit.

Attachment 1:

Title: **Application Narrative Pages: 50** Uploaded File: \\mcpitfs1\home\$\RGoodin\My Documents\10 Title V Grant\FINAL\LMC_EXITO_Proposal_FINAL.doc

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I. INTRODUCTION TO LOS MEDANOS COLLEGE

Los Medanos College (LMC), founded in 1974 in Pittsburg, California, is a comprehensive, public two-year community college located 45 miles East of San Francisco. Set in East Contra Costa County, the city of Pittsburg - like its namesake on the East coast - is filled with smoke stacks for Dow Chemical Company and USS-POSCO. LMC has enjoyed the reputation of being an excellent technical college with programs designed to prepare students for its regional job market. LMC also has first-rate opportunities, from a longstanding, successful Honors Program to a new MESA¹ Program housed in our state of the art science and math buildings. Until recently, however, LMC was considered “Last Minute Choice” for transfer-goal students; consequently, many university-bound students selected other community colleges, outside of our community, which enjoyed more robust transfer reputations.

In fall 2009, LMC enrolled 11,056 students—of these 55% were minority and 26% were Hispanic. Half of LMC’s service area is ethnic minority and, although only one quarter of the county’s total population lives in East County, it is home to almost one-third of the Hispanic population. Since LMC is the only institution of higher learning in East County, it is crucial to help raise the education level in a county where 50% of students drop out of high school, 75% of its residents do not have a college degree² and 14% are unemployed,³ twice the national average.

Affiliation, Accreditation and Overview of Programs Offered: LMC is one of three sister colleges of the Contra Costa Community College District. It is fully accredited by the Western Association of Schools and Colleges (WASC) and offers a range of programs: Transfer

¹ MESA = Math, Engineering, Science Achievement

² Contra Costa Partnership: 2006 Performance Index: *Competing in Global Economy*

³ Census Bureau and Bureau of Labor Statistics

Education, Career Technical Education, General Education, Developmental Education, Student Services, Academic Support Services, and Economic Development.

With LMC enrollments tripling during the past three decades, state funds were secured to build new facilities, including library, math and science buildings which were opened in 2007 - 2008; a remodel of older facilities currently under construction for a “one stop” Student Services facility, Transfer and Career Center; and a newly designed fine arts building.

An Economic Disadvantaged Community: As the LMC service area, East Contra Costa County, experiences exponential growth it is also experiencing an enormous influx of suburbanization and change, with over 100,000 new residents in the past decade, bringing the population of this once small industrial and agricultural community to over 240,000 residents. However, even as the service area experiences enormous growth, the gap between the economically well off and the poor is widening. Although Contra Costa County has the second highest per capita income in California, the wealth resides in Central and South County, not in East County, where the average median household income is just over half the average income for the county as a whole and there is currently 14% unemployed. East County is often described as the “low-income area on the other side of the hill.”

LMC STUDENT CHARACTERISTICS PROFILE FALL 2009							
Headcount: 11,056				FTES: 4,262			
Ethnicity	White 32%	Hispanic 26%	Asian/Pac.Is 5%	Afr. Am. 17%	Filipino 6%	Am. Indian 1%	Other 13%
Total Gender 57%F/ 43% M	Hispanic Gender 60% F / 40% M		Average Age Total: 27; Hispanic: 26		Average GPA Total: 2.54; Hispanic: 2.49		
First time Freshmen who Assess at Below College Level (%)							
English	Total: 81%	Hispanic: 86%		Math	Total: 88%	Hispanic 89%	
Certificates & Awards (2008-09)				Transfer to 4-yr CA Universities (2009)			
Total: 728		Hispanic: 144 (20%)		Total: 315		Hispanic: 78 (25%)	

The Changing Student Population: The characteristics of the students at LMC are changing in response to the changes occurring within the community. East Contra Costa County's population is 245,640. The minority population in East County has grown from 37% to 44% in ten years, with the dominant minority being Hispanic at 26%.⁴ Correspondingly, LMC's minority student population has grown from 30% in 1990 to 55% in 2009, with a 14% growth of Hispanic students from 12% to over 26%. As shown in the chart above, LMC serves a minority population equal to that represented in the general population.

II. COMPREHENSIVE DEVELOPMENT PLAN

While the majority of students come to LMC with intent to transfer, a small percentage actually do. The *ÉXITO* Planning Team reviewed transfer data through three distinct lenses: the percentage of students with a transfer goal compared to the actual percentage of transfers; California's Transfer Velocity Study; and our CUE study of first-time freshmen. Regardless of the cohort studied, the results were similar— LMC has low transfer rates.

Via Title V, LMC will create *ÉXITO*, a campus-wide initiative designed to grow a robust transfer culture at LMC with a clear pipeline to transfer - from student and family outreach and the welcoming of our students to their successful transfer to four-year colleges and universities. Working together as educators we will support students in reaching their goals.

ÉXITO is founded on the premise, backed by data presented in this proposal, that this low transfer-rate among Hispanic and low-income students is rooted in institutional deficits we can overcome—academically, programmatically and systemically. - *Peter Garcia, President*

LMC's new *ÉXITO* Transfer Program will close the gap between hope and achievement for all of our students; particularly for our Hispanic and low-income students.

A. Process for Analysis and Planning of Title V Initiative

All planning and decision-making regarding this Title V Comprehensive Development Plan (CDP) and proposed related activities and implementation have been linked with LMC's constituency-based planning process. Under the leadership of President Peter Garcia, the Shared Governance Committee has implemented an annual collaborative planning process that includes

⁴ City-Dat.com

institutional goals, measurable benchmarks and evaluation of progress—all tied to budget development processes—where input is provided by all college constituencies, including students, faculty, staff, administrators and the community.

The Title V *ÉXITO* Planning Team began its planning process by: (1) reviewing the Educational Master Plan and a wide range of surveys, studies, institutional data and research; (2) identifying the strengths, weaknesses and major problems of LMC—**Core Problem To Be Addressed: *Too few LMC students are transferring to four-year institutions***; (3) relating our Educational Master Plan goals, including the **objective on closing the opportunity gap for Hispanic/Latino and African American students**, to identify the problems, and set measurable goals, for our *ÉXITO* Initiative; (4) selecting our focus as **building a strong transfer pipeline**—from the outreach to and the welcoming of our students and their families—with particular attention to Hispanic and low-income college students—to their successful transfer to four-year colleges and universities; (5) synthesizing the substantial research we conducted with model programs and the significant input we received from faculty, staff, students, administration and members of our local community through conversations, focus groups and town hall meetings; and (6) selecting the strategies proposed in this application.

Groups and Individuals Involved in Analysis, Meetings and Activities Leading to the Design, Writing and Submission of this Title V Application
COMMITTEES: President’s Cabinet and Council, Institutional Planning Committee, Division of Student Services Planning Teams, Developmental Education Committee, Teaching Learning Assessment Project, Institutional Development for Equity and Access (IDEA) Committee, Center for Urban Education (CUE) Evidence Team, Learning Community Collaborative, Counseling Department, General Education Committee, Professional Development Committee, (Current) Title V Steering Committee, United Latino Voice (local community advocacy group), Academic and Classified Senates, and Associated Students.
TITLE V <i>ÉXITO</i> PLANNING TEAM: President – Peter Garcia; Senior Dean of Student Services – Gail Newman, Senior Dean of Instruction – Richard Livingston, Dean of Student Development – Blas Guerrero, Director of Student Life – Dave Belman, Outreach Coordinator – Jorge Cea, English Instructor – Barbara Austin, Puente Instructor/Coordinator – Maria Tuttle, Current Title V Activity Director – Rosa Armendáriz, AVID Director/Instructor – Karl

Debro, and Counseling Department Co-Chair – Laura Subia.	
Primary Internal Documents used for Title V Research and Planning	
LMC Educational Master Plan	Self-Study and Accreditation Report
LMC Office of Institutional Research studies	Institutional Effectiveness Report
CUE Study: First-time students disaggregated	Student Equity Plan
Transfer Center Plan	Student Services Facilities Remodel Plan
Puente Report to the College Community	Environmental Scan
Developmental Education Report	Program Review Reports
California Community College Accountability Reporting (ARCC)	Faculty Inquiry Group Grant Reports to the Carnegie Foundation

B. Institutional Strengths and Weaknesses

STRENGTHS OF INSTITUTION WHICH WILL CONTRIBUTE TO OVERCOMING PROBLEMS	
Strengths of Academic Programs and Services	<ul style="list-style-type: none"> • Committed, Creative Faculty: Nationally recognized by Carnegie Foundation; first college in nation to bring Advancement Via Individual Determination (AVID) and Reading Apprenticeship to college-level. • Innovative Curriculum – Examples include: Faculty Inquiry Network Grant from Hewlett Packard to pilot StatPath; grant from Gates Foundation to pilot Academy for College Excellence (ACE). • Vibrant Learning and Cohort Communities: Puente Program, AVID, Umoja Scholars Program, Honors Program and MESA.
Strengths of Institutional Management	<ul style="list-style-type: none"> • Dynamic, Well-Respected Leadership: President Peter Garcia provides dynamic leadership during time of institutional, demographic and economic change in our community. • Shared Governance Planning Structure: Strong, constituency-based, integrated planning of Master Plan and related resource allocation. • Commitment to Equity: An institutional culture that defines, values and promotes equity, inclusion and social justice for all.
Strengths of Fiscal Stability	<ul style="list-style-type: none"> • Efficient and Effective Business Office: Excellent record for fiscal compliance with strong record of conservative fiscal policies. • Increasing Community Support: Successful bond measures for capital improvements; growing support from local business industry. • Successful Grants Office: Secured \$6.6 million in the past five years.
MAJOR PROBLEMS TO BE ADDRESSED BY TITLE V ACTIVITIES	
Problem #1: Academic Programs Core Problem	<p>Hispanic and low-income students are disproportionately failing to progress, achieve transfer readiness, and earn degrees or transfer.</p> <p>All Students: 56% of first-time students enroll with intent to transfer; in 2009 only 3.2% of students transferred.</p> <p>Hispanic Students: 59% of first-time Hispanic students enroll with intent to transfer; in 2009 only 2.9% of Hispanic students transferred.</p>

Problem #2: <i>Academic Programs</i>	Many LMC students are unaware of academic and transfer pathway options and student support services.
Problem #3: <i>Academic Programs</i>	Critical supports needed by ALL students are siloed in cohort special services, which currently serve a total of only 550 students, only 5% of LMC students.
Problem #4: <i>Institutional Management</i>	Weak bridge between feeder high schools and LMC to improve college-readiness and transitions.
Problem #5: <i>Institutional Management</i>	LMC Institutional research, assessment, and professional development are fragmented and not well-linked to program improvement.
Problem #6: <i>Fiscal Stability</i>	Costly under-enrollment in LMC’s second year classes will perpetuate until more students persist to the second year.

C. Analysis / Documentation of Problems to be Addressed

(CORE) ACADEMIC PROBLEM #1: Despite high student aspirations, Hispanic and traditionally underserved students are disproportionately failing to progress, achieve transfer readiness, and earn degrees or transfer.

“Our biggest issue is that the majority of our students come into LMC wanting to transfer but do not. We have a huge gap between hope and achievement.” Michael Norris, Faculty Senate

Low Transfer Rates: Despite the fact that LMC has a wealth of excellent faculty and staff, innovative programs, and a high quality award winning Developmental Education program curriculum, of the 59% of Hispanic students who enter LMC wanting to transfer, only 2.9% do.

The Transfer Velocity Project (TVP) of the California Community Colleges⁵ evaluated cohorts of students who met the project’s “transfer-student criteria.”⁶ The study identified the statewide transfer-average (six years after initial enrollment) at 41% of students who fit the cohort. **LMC’s six-year transfer rate was only 32%**, while Diablo Valley College (DVC), also in our district, has a transfer rate of 53%. **LMC's transfer rate was 21% below**

⁵ The RP Group (2010). *Transfer Velocity Project Key Findings*. Berkeley, CA.

⁶ First-time freshmen completed 12 units and transfer-level math or English within 6 years

our sister college. DVC’s Hispanic transfer rate was 40%, as compared to LMC’s Hispanic transfer rate that was a low 29%. In researching the three-year transfer rate for LMC students (2003-04 first-time freshmen cohort⁷), the California statewide TVP data base identifies the inequity in transfer-rates of Latino and low-income students at LMC:

2003 First Time Freshmen who completed at least 12 units and attempted transfer level math or English course	Total in Cohort (N = 653)	# Transferred in 3 Years	% Transferred in 3 Years
All Students	653	72	11%
Hispanic Students	169	15	9%
Low Income Students	241	21	9%

CUE Transfer Study: In its commitment to equity, the LMC IDEA committee has partnered with the University of Southern California’s Center for Urban Education (CUE) to use its Equity Scorecard Model. This campus-driven, data-based inquiry process informs institutions about their effectiveness in producing equitable outcomes for students. Using the model, LMC’s CUE Evidence Team examined the two-year performance of a 2006 cohort of first-time students.⁸ The results once again validated our findings of low transfer rates. It was especially surprising to find that **those students who had entered LMC prepared for college were not persisting toward transfer**, as these were the students we expected to have the greatest success.

CUE COHORT: <i>First-time Students Progression in English Courses</i>		Transfer Ready	
Students who Enrolled in English their first semester:	Total (N = 1,399)	Within 2 yrs	Within 3 yrs
• One level below College Level	267	4	Only 14 students transferred
• College Level English	176	2	

Lack of Transfer Culture: There is no clear message emphasizing transfer at LMC. Students are often left on their own to decipher the path to transfer. LMC’s underdeveloped,

⁷ The most recent cohort currently available on the data-base

⁸ First time student = first time enrolled, age 17-19, 21 units or less with zero completed

drop-in Transfer Center is currently run by 25% of a counselor's time and a temporary office assistant. There are currently very few services available through the center.

RESPONSE IN TITLE V ACTIVITY: Develop a Transfer Center and Transfer *Academia* for ALL students with a goal of transfer, with particular attention to meeting the needs of our Hispanic and low-income students.

ACADEMIC PROBLEM #2: Many LMC students are unaware of academic transfer pathway options and student support services.

“Too many students at LMC are really lost and overwhelmed because they are clueless about how to do college and they don't know where to turn.” Viviana Andrade, LMC Student

Inadequate Orientation: LMC currently hosts only two orientations each spring for incoming fall semester students, serving 641 of 2,604 new students. Many of these students have never had contact with higher education. The transition to college is a time when Hispanic and low-income, first-generation students need to acquire the information and the confidence to be successful college students. The 2010 Center for Community College Student Engagement report, *Benchmarking and Benchmarks: Effective Practice with Entering Students*, states that students are more likely to succeed if they are not only advised about what courses to take, but also how to set academic goals and create a plan for achieving these goals. LMC's orientations and welcoming activities fall short of this outcome. Many students who attend the orientations report that they leave the sessions feeling confused about their next steps. Unsure of where to turn, they may take the wrong classes, enroll in a heavy course load, fail to use campus resources and supports, and ultimately, disengage.

The LMC Office of Institutional Research indicates that 25% of incoming students attended an orientation in 2008, while our study with CUE indicates that 32% met with a

counselor within their first semester, and only 30% had an educational plan by the end of their first year –immediately lowering their chances for successful transfer. Furthermore, only 44% of LMC’s first-time students enroll in English their first semester, and only 43% enroll in math, exacerbating the effect.

Need to better Welcome New Students: LMC is a multi-building campus with a multitude of entrances – not one of them clearly designated as the “front door” of the college. Students can enter the college and become lost, both literally and figuratively. There is no one place where students are “welcomed” into the college. In fall 2008, LMC enrolled 2,604 first-time students. Themes emerged in the student focus groups of feelings of confusion, vulnerability and disconnection. New LMC students often attend classes, and unaware of campus services and activities, they leave campus immediately at the end of class. While research shows the importance of a welcoming environment with early, authentic interactions between students and college staff,⁹ LMC lacks formalized strategies to create such a college-wide environment.

RESPONSE IN TITLE V ACTIVITY: Enhance and Increase New Student Orientations and Develop Welcoming Services and Activities.

ACADEMIC PROBLEM #3: Critical supports needed by ALL students are siloed in cohort special services, which currently serve a total of only 550 students, only 5% of LMC students.

Cohort Communities: LMC currently has three Cohort Community programs (AVID, Honors and MESA) and two Learning Communities (Puente and Umoja), which are intentionally designed to serve Hispanic and/or low-income students. We have found that students enrolled in

⁹ Center for Community College Student Engagement.(2009). *Benchmarking & Benchmarks: Effective Practice with Entering Students*. Austin, TX: The University of Texas at Austin, Community College Leadership Program.

these Cohort Programs are succeeding at higher rates than their non-cohort counterparts. For example, the success rate for the students in the English component of Umoja is 86% compared to a success rate of 67% college-wide. While each provides rigor, academic excellence, integrated support services and a focus on transfer, they each have their limitations – the number of students served, enrollment criteria, and in some cases, the program length (lasting one year).

Second-Year Persistence: LMC college-wide data indicates a student persistence rate of 76% from the first semester to the second; however the persistence drops to a disappointing rate of 55% by the second year. In reaction to this data, a team of faculty and Student Services staff piloted a second-year Learning Community including English and an accelerated Statistics course for Latino students in Spring 2010. This second-year experience is showing positive outcomes, and we plan to scale up Learning Communities to address second year attrition.

Need for Second-Year Transfer Supports: However, even with additional Learning Communities which enroll the most vulnerable of our students, there will be many Hispanic and low-income students who will not be enrolled in these communities, leaving them without essential supports. Research reveals that students aspiring to transfer, and who are not linked to intentional communities or networks, often may not have the essential assistance needed to navigate the educational pipeline to transfer.¹⁰ It is crucial that we provide intentionally designed support services, mentoring, leadership opportunities, and the sense of community that research has shown to assist students in reaching their transfer goals.¹¹

RESPONSE IN TITLE V ACTIVITY: Scale up Learning Communities to serve more Hispanic and low-income students in their first and second years; and create Transfer

¹⁰ Hagedorn, L., et.al. 2004. *Transfer Center Stories: A Mission, a Plan, or Missed Opportunities*, Los Angeles, CA., USC, Rossier School of Education.

¹¹ Center for Community College Student Engagement (2009).

Academia, which will provide cohort-community academic and student support services and engagement opportunities for Hispanic and low-income transfer students.

ACADEMIC PROBLEM #4: Weak bridge between feeder high schools and LMC to improve college-readiness and transitions.

Low College Readiness: Of LMC's Fall 2008 incoming students who took LMC's assessment tests, the results indicated low levels of college-readiness; with **81% assessing below college-level English and 88% assessing below college-level math.** Many of our students, who come to LMC directly after graduating from feeder high schools, are surprised to learn that they are academically under-prepared for college-level classes. In fact, according to the LMC Office of Institutional Research, in fall 2009 only 11% of Pittsburg high schools graduates have completed all of the required classes for university admission.¹²

We know that college success begins long before students make their transition to college. Hispanic students, and other underserved first-generation students, may feel that college is not for them and they need support in shaping their aspirations for a college degree. Therefore, early outreach programs targeting students no later than eighth grade are important to instill in students and their parents the idea that college participation is an attainable goal.¹³ Often middle and high school administrators, faculty and staff do not understand how to best assist students to prepare for college. Members of LMC's Latino Advisory Board have requested outreach to our local middle schools through early college awareness programs for students and their parents and we have been slow to respond.

¹² LMC Office of Institutional Research, May, 2010.

¹³ Rendón, L. Garcia & Pederson (Eds.), *Transforming the First Year of College for Students of Color*. (pp. 46). Columbia, SC: University of South Carolina.

RESPONSE IN TITLE V ACTIVITY: LMC will build an East County Community and Schools Partnership to strengthen our relationships and systemic practices with local K-12 systems, regional institutions of higher education, families and the community to create a strong and sustainable transfer pipeline.

INSTITUTIONAL PROBLEM #5: LMC Institutional research, assessment, and professional development are fragmented and not well-linked to program improvement.

As community colleges become increasingly knowledgeable and diligent about using data evidence to improve educational practices to better serve students,¹⁴ LMC has lagged behind. LMC lacks a clear and consistent research agenda to follow and learn from the trajectory of our transfer-focused students. In an effort to create a culture of evidence at LMC, the IDEA committee has recently engaged with CUE to encourage and support college-wide conversations regarding data-based inquiry to inform LMC about our effectiveness and in producing equitable outcomes for students of color. Research shows interventions for the improvement of student success are most effective when professional development is driven by the institutions assessment process,¹⁵ yet, other than a few pilot projects, these activities are often completely separate and disconnected on our campus. LMC lacks the professional expertise to guide, inform and sustain assessment so we can design program improvements and professional development which are driven by the assessment process.

RESPONSE IN TITLE V ACTIVITY: LMC will hire an Educational Researcher to work with faculty, staff and administrators to lead an on-going cycle of research and assessment

¹⁴Center for Community College Student Engagement (2009). *Benchmarking & Benchmarks, Effective Practice with Entering Students*. The University of Texas at Austin, Community College Leadership Program.

¹⁵ Schulman, L. S. (2007). Counting and recounting: assessment and the quest for accountability. *Change*, 39(1), 20-25.

to inform our planning and professional development programs. (Year 1: 35% Title V funded / 65% LMC funded. Years 2 – 5: 25% Title V funded / 75% LMC funded. Fully institutionalized by end of grant.)

FISCAL PROBLEM #6: Costly under-enrollment in LMC's second year classes will perpetuate until more students persist to the second year.

Historically, LMC has lost 45% of its students in the second year, which has resulted in fewer sections of higher-level classes and class maximums not being filled. While LMC is currently at capacity with respect to FTES set by the State, we expect that the State cap will be raised with respect to the FTES by the end of the grant. At this point, it will be critical that LMC operate more effectively to increase the number of students who advance to our higher level classes, which will generate increased FTES at no additional cost to the college. This grant will develop a strong foundation to reverse the trend of losing students in the second year ensuring the success rate of our students. In turn, this will position LMC to receive funds for the growth we will have achieved in this grant, ensuring the long-term fiscal sustainability of the college.

RESPONSE IN TITLE V ACTIVITY: Implementation of the Activities of this proposal will increase student success and persistence. As LMC's funding cap is increased, funding will become available to institutionalize these programs.

D. Institutional Goals and Objectives

The goals and objectives below are from the LMC Educational Master Plan (2006-2016) and Institutional Effectiveness Strategies (2010-2011) which were developed through a collaborative process of LMC's Shared Governance Council involving college-wide constituencies:

Goals and Objectives from Los Medanos College Educational Master Plan 2006-2016	
<p>1. Improve the Learning of Students. (Academic Programs and Institutional Management goals)</p>	<p>1.1 Develop and strengthen programs and services for students. 1.2 Systematically assess student learning (using direct, indirect and qualitative measures) and respond to results with actions to improve learning. 1.3 Implement a model for institutionalizing assessment. 1.4 Incorporate professional development for all faculty and staff to address student learning. 1.5 Research effectiveness of various modes of instruction and student services.</p>
<p>2. Create an Educational Environment in Which All People have a Chance to Fully Develop their Potential and Achieve their Educational Goals. (Academic Programs and Institutional Management goals)</p>	<p>2.1 Improve the learning, success, and retention rate of students, especially African-American and Latino students. 2.2 Build a diverse and representative student body along with faculty, staff and management through targeted outreach. 2.3 Promote understanding and appreciation of diversity. 2.4 Increase the number of transfers, degrees and certificates through intentional counseling, increase in course offerings at various times of day, and expansion of curriculum. 2.5 Improve persistence rates for all students with long-term educational goals through increased student activities and activities that promote transfer.</p>
<p>3. Offer High Quality Programs that Meet the Needs of Students and Community. (Academic Programs, Institutional Management and Fiscal Stability goals)</p>	<p>3.1 Provide adequate program resources. 3.2 Reassess facility needs for programs and student services. 3.3 Ascertain the needs of the campus and the community. 3.4 Offer relevant and innovative curriculum. 3.5 Develop and sustain a professional development program for all employees.</p>
<p>4. Ensure the fiscal well-being of the college. (Fiscal Stability goal)</p>	<p>4.1 Grow enrollments productively and efficiently. 4.2 Balance productivity of sections and comprehensive quality curriculum. 4.3 Target outreach toward underserved groups. 4.4 Ensure the effective use of college funds.</p>
<p>5. Enhance a Culture of Innovation, Inclusiveness, and Collaboration. (Academic Programs, Institutional Management and Fiscal Stability goals)</p>	<p>5.1 Increase participation rate of all employees and students on committees, staff development, professional organizations and workforce partnerships. 5.2 Increase professional development opportunities. 5.3 Promote innovation and use of new technologies. 5.4 Compare East County demographics with the make-up of the student body.</p>

<p>6. Establish a Culture of Research, Planning, Implementing, Assessing and Improving. (Academic Programs and Institutional Management goals)</p>	<p>6.1 Increase our understanding of student & community needs. 6.2 Conduct effective & on-going program review & planning. 6.3 Review and improve institutional effectiveness. 6.4 Improve institutional processes & programs based on data. 6.5 Increase the use of research in decision-making. 6.6 Disseminate and implement action plans resulting from assessment of institution-level SLOs.</p>
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Project Goals	Five-Year Institutional Title V Objectives
<p>Title V Goal #1: To increase the Fall to Fall retention rate of first-time transfer students.</p>	<p>Objective 1 In September 2015, the fall to fall retention rates for first time transfer students will be 60%, compared to a 2009 baseline of 55%. <i>There was not a negative gap between Hispanic students and all students, therefore only the college-wide measure is used, while Hispanic specific data is collected for other objectives.</i></p>
<p>Title V Goal #2: To increase the number of students who are transfer directed within 3 years</p>	<p>Objective 2.1 By September 2015, there will be a 30% increase in the number of 'transfer directed students' (326 students), compared to a fall 2009 baseline of 251 students. Objective 2.2 By Sept. 2015, there will be a 35% increase in number of Hispanic 'transfer directed students' (97 students), compared to fall 2009 baseline of 72 students.</p>
<p>Title V Goal #3: To increase the number of students who are transfer prepared in within 3 years</p>	<p>Objective 3.1 By September 2015, there will be a 30% increase in the number of 'transfer prepared' students (182), compared to fall 2009 baseline of 140 students. Objective 3.2 By Sept. 2015, there will be a 50% increase in number of Hispanic 'transfer prepared' students (60) compared to Fall 2009 baseline of 40 students.</p>
<p>Title V Goal #4: To increase the number of students transferring to four-year colleges and universities</p>	<p>Objective 4.1 By September 2015, a minimum of 410 LMC students will transfer, a 30% increase over the 2009 baseline of 315 students. Objective 4.2 By September 2015, a minimum of 105 Hispanic students will transfer, a 35% increase over to 2009 baseline of 78 Hispanic students.</p>
<p>Title V Goal #5: To increase the number of students who receive Associate degrees</p>	<p>Objective 5.1 By September 2015, a minimum of 343 LMC students will receive AA degrees, a 20% increase over 2008-09 baseline of 286 students. Objective 5.2 By September 2015, a minimum of 104 Hispanic students will receive AA degrees, a 30% increase over the 2008-09 baseline of 80 Hispanic students.</p>

E. Methods and Resources for Institutionalization

LMC President Peter Garcia and management leadership, as well as faculty and staff, are committed to continuing the successful initiatives initiated with this Title V funding. Emphasis

has been placed on systemic reform, professional development, infusing new strategies across programs, enhancing services and imbedding continuous assessment throughout the activities.

Recurring Cost Analysis: Given current fiscal constraints, the Title V grant utilizes the cost-effective model of hiring graduate students as Counseling Interns and advanced students as Student Ambassadors, allowing the College to absorb appropriate personnel costs post-grant.

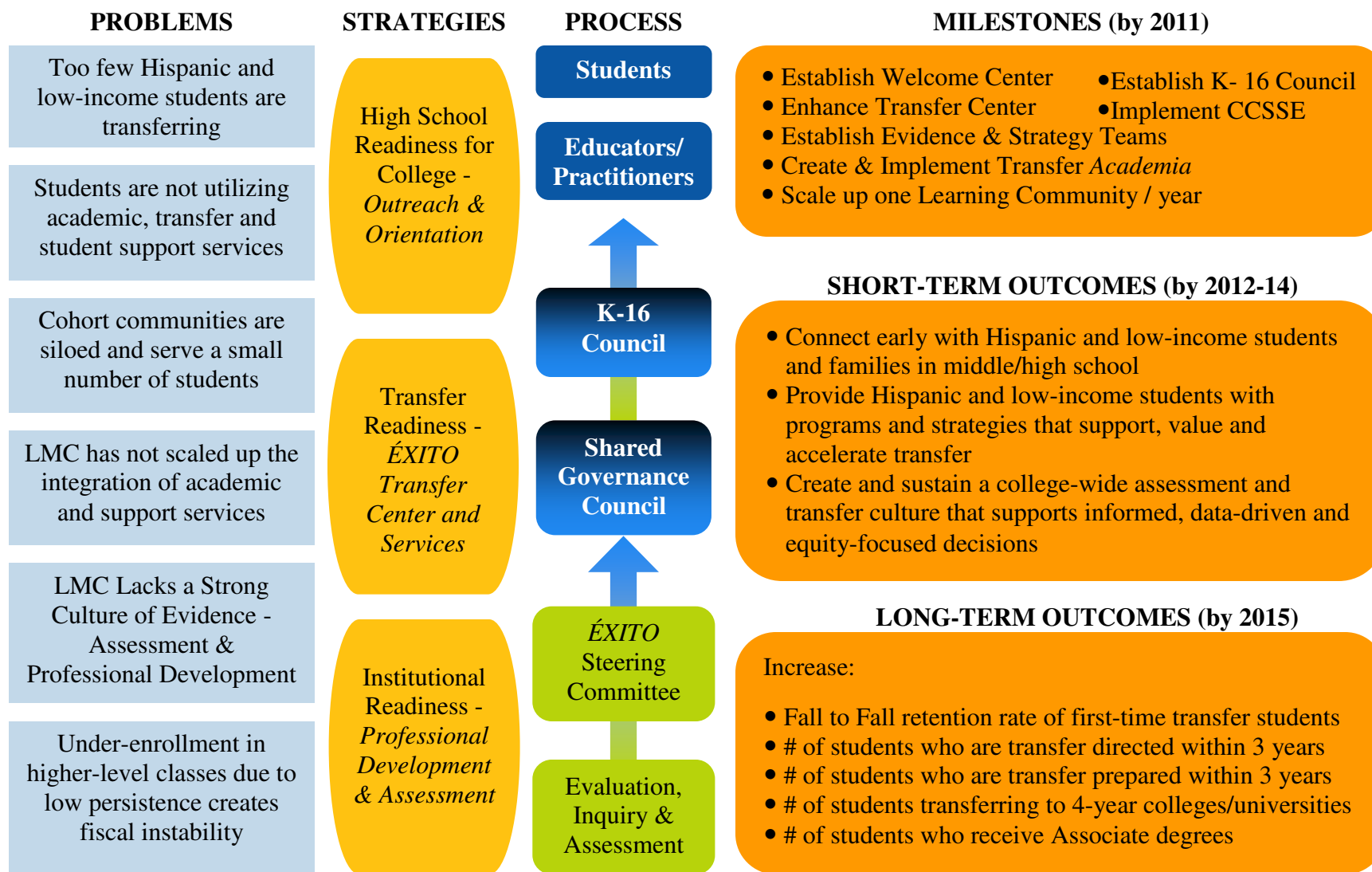
CONTINUING PERSONNEL	
<p>By Year 5 of this grant, three full-time positions will have been partially transitioned into the college budget: Welcome Center Coordinator @ 30%, Transfer Center Coordinator @ 40% and Transfer Counselor @ 40%. These three positions and the full-time Director of Student Engagement and Transfer (Activity Director for Component 2) will be fully institutionalized post-grant. In addition, the 25% C&SP Coordinator and the 25% Educational Researcher will be funded post-grant. Additionally, funding for 4 Counseling Interns and 10 Student Ambassadors (both @ 10 hrs wk x 36 wks) will be institutionalized annually.</p>	
SALARIES AND BENEFITS For <i>ÉXITO</i> Employees - Post Grant	Combined <u>COSTS</u> to be absorbed by LMC:
<p>Full Time <i>ÉXITO</i> Employees: 100% Director of Student Engagement & Transfer; 70% Welcome Center Coordinator; 60% Transfer Center Coordinator; 60% Transfer Counselor. <i>(The cost of these positions was cost shared partially throughout the grant so only a percentage of each position needs to be absorbed into the general budget post-grant.)</i></p>	\$181,929
<p>Employees who work partial-time on <i>ÉXITO</i> Activities: 25% C&SP Partnership Coordinator; 25% Educational Researcher</p>	\$ 43,389
<p>Students who work on <i>ÉXITO</i> Activities: Counseling Interns and Student Ambassadors</p>	\$53,720
<p>Total Expected Recurring Costs starting 6th year:</p>	\$279,038/year
Conservatively Calculated Estimated Downstream FTES:¹⁶ \$292,160 per year	
<p>Sustainability—Where will the Funding Come from Post-Grant?: As LMC increases the retention of first-time students, the college will save more than \$1.67 million over a five-year period (see page 49 for calculations). The additional FTES alone (current state allocation is \$4,565/FTES) will offset the incremental costs of institutionalizing Title V strategies.</p>	
<p>Impact of the Project on Facilities: Offices for faculty and staff will be provided in existing facilities. New Transfer Center and Welcome Center facilities are being paid through bond funds. Minor remodeling, wiring, building/moving walls will be required for the development of the Transfer <i>Academia</i> Center.</p>	

¹⁶ The RP Group (March 2007). *Basic skills as a foundation for student success in California community colleges: A tool to estimate costs and downstream revenue*. Berkeley, CA.

F. Los Medanos College – Title V Five-Year Plan

ÉXITO – Creating a Robust & Effective Transfer Pipeline

PURPOSE: The new *ÉXITO* Transfer Program will create systemic change to increase Hispanic and low-income student transfers to four-year universities.



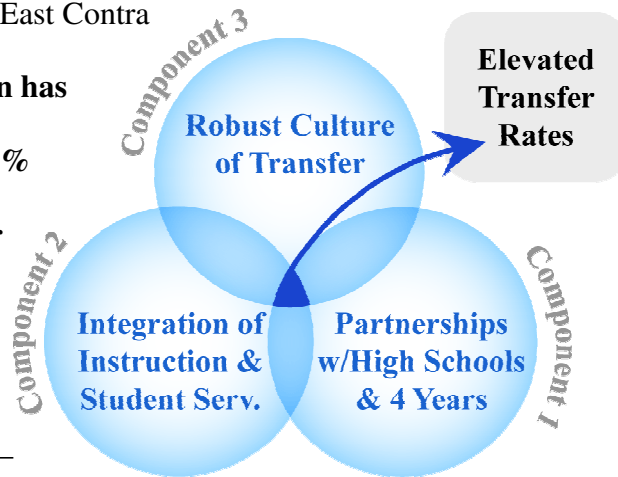
III. ACTIVITY

ÉXITO – Creating A Robust & Effective Transfer Pipeline at LMC

A. Activity Overview

BEFORE TITLE V Rosita’s Dilemma: Rosita wanted a four-year degree in Early Childhood Education. No one in her family had ever finished college, mostly because the family needed them to work. She was filled with hope and purpose when she started LMC in fall 2009. She was faced with dilemmas—she didn’t know where to register and couldn’t complete financial aid papers without her dad who didn’t speak English well. She attended an orientation but left more confused. Not knowing she needed to take an assessment she registered for the wrong classes. Disappointed, she soon realized she couldn’t get into the pre-college class because it was filled, so she ended up with only two classes - one a PE class and the other, Introduction to Anthropology that she dropped after the second week because she had trouble reading the text book. Rosita didn’t know where to go to or who to talk to about her situation. When her mother started giving her a hard time about not working, she decided to fill out the application for Walmart, which was close to LMC – conveniently located, if she ever wanted to go back to college.

Many of our students, like Rosita, live in East Contra Costa County where **only 25% of the population has gone to college and in Pittsburg where only 11% have taken college preparatory classes in their high schools.** These community conditions – under-prepared for college, many first generation and 70% low income going part time –



would seem daunting if it were not for the *ÉXITO* Planning Team’s research into the Transfer Velocity Project (TVP). In 2009, **the TVP studied 150,000 California community college students, discovering those colleges, such as Porterville, DeAnza and Skyline, who had higher than expected transfer rates.** The TVP distinguished three key factors at these colleges that all sent one clear message: those colleges that simultaneously implemented “a culture of transfer across the institution, integrating instructional and student support divisions and

partnering closely with high schools and universities”¹⁷ were the ones that experienced elevated transfer rates. This Activity is based on these three proven factors that elevate transfer rates:

CREATING A ROBUST TRANSFER CULTURE AT LOS MEDANOS COLLEGE
<p>ÉXITO is a single Activity that will create systemic change at LMC in which transfer is a high institutional priority and ultimately increase the number of Hispanic and other low-income students who transfer to four-year institutions. The following principles weave through the three project components to create a sustainable transfer pipeline: 1) Strong linkages with community and families; 2) High expectations and aspirations that transfer is available and attainable for all students; 3) High quality, rigorous programs and instruction based on proven models of excellence; 4) High levels of student, faculty and staff engagement and support; and 5) High levels of professional development based on effective assessment.</p>
<p>COMPONENT 1: HIGH SCHOOL READINESS FOR COLLEGE – OUTREACH AND ORIENTATION: Connect early with our Hispanic and under-represented students and their families in middle and high schools and welcome them into the college.</p> <ul style="list-style-type: none"> • East County Community & Schools Partnerships • Customized New Student Orientations • Welcome Center and Activities
<p>COMPONENT 2: TRANSFER READINESS – ÉXITO TRANSFER CENTER AND SERVICES: Provide our Hispanic and low-income students with programs and strategies that support, value and accelerate transfer.</p> <ul style="list-style-type: none"> • Enhance Transfer Center operations and services creating a visible, inviting environment • Coordinate and scale up Learning Communities (through the Transfer Center) to serve more Hispanic and low-income students in the first and second years • Create a Transfer <i>Academia</i> which will integrate academic / support services and engagement opportunities for Hispanic and low-income transfer students
<p>COMPONENT 3: INSTITUTIONAL READINESS – ASSESSMENT AND PROFESSIONAL DEVELOPMENT: Create and sustain a college-wide assessment and transfer culture which makes informed, data-driven and equity-focused decisions with its heart in student learning and improved outcomes for students</p> <ul style="list-style-type: none"> • Create a Culture of Evidence • CUE Equity Model and Participatory Action Research • CCSSE (Community College Student Services Engagement) Survey and Benchmarking • Professional Development opportunities regarding transfer for faculty and staff

This Title V grant is focused on shifting transfer levels at LMC for Hispanic and low-income students, and improving college-going rates for all of East County. By working together, families, middle/high schools and transfer universities, have a stake in our students’ success.

¹⁷ Transfer Velocity Project, Key Findings on Student Transfer in California Community Colleges; The Research and Planning Group for California Community Colleges, March 2010.

B. Annual Activity Objectives

Relationship to Institutional Problems, Goals & Objectives: These are annual measures for the five-year institutional objectives provided in the CDP. The objectives are measures of the achievement the Title V Project Goals (Objective 1 and 1.1 are measures of Goal 1, etc.).			
Objective 1.1 In September 2015, the fall to fall retention rates for all first time transfer students will be 60%, compared to a 2009 baseline of 55%. <i>There was not a negative gap between Hispanics and all students, therefore only the college-wide measure is used, while Hispanic specific data is collected for other objectives.</i>	Fall to Fall Retention 1st Time Transfer		
	Targets		% Over Baseline
	2011	56%	+1% over 2009 Baseline
	2012	57%	+2% over 2009 Baseline
	2013	58%	+3% over 2009 Baseline
	2014	59%	+4% over 2009 Baseline
2015	60%	+5% over 2009 Baseline	
Objective 2.1 By September 2015, there will be a 30% increase in the number of 'transfer directed students' (326 students), compared to a Fall 2009 baseline of 251 students. Objective 2.2 By September 2015, there will be a 35% increase in the number of 'transfer directed Hispanic students' (97 students), compared to a Fall 2009 baseline of 72 students. <i>Definition - Transfer Directed: Student successfully completed both transfer-level math and transfer-level English. (Cohort – first time student w/transfer goal)</i>			
Transfer Directed - All Students			Transfer Directed - Hispanic Students
Targets	Number	% Over Baseline	Targets
2011	264	+5% over 2009 Baseline	2011
2012	276	+10% over 2009 Baseline	2012
2013	285	+15% over 2009 Baseline	2013
2014	301	+20% over 2009 Baseline	2014
2015	326	+30% over 2009 Baseline	2015
76	+5% over 2009 Baseline	79	+10% over 2009 Baseline
83	+15% over 2009 Baseline	90	+25% over 2009 Baseline
97	+35% over 2009 Baseline		
Objective 3.1 By September 2015, there will be a 30% increase in the number of 'transfer prepared' students (182), compared to Fall 2009 baseline of 140 students. Objective 3.2 By September 2015, there will be a 50% increase in the number of 'transfer prepared' Hispanic students (60) compared to Fall 2009 baseline of 40 students. <i>Definition - Transfer Prepared: Student completed 60 transferable units with GPA > 2.0.</i>			
Transfer Prepared - All Students			Transfer Prepared - Hispanic Students
Targets	Number	% Over Baseline	Targets
2011	147	+5% over 2009 Baseline	2011
2012	154	+19% over 2009 Baseline	2012
2013	161	+15% over 2009 Baseline	2013
2014	168	+20% over 2009 Baseline	2014
2015	182	+30% over 2009 Baseline	2015
44	+10% over 2009 Baseline	48	+20% over 2009 Baseline
52	+30% over 2009 Baseline	56	+40% over 2009 Baseline
60	+50% over 2009 Baseline		
Objective 4.1 By September 2015, a minimum of 410 LMC students will transfer, a 30% increase over the 2009 baseline of 315 students. Objective 4.2 By September 2015, a minimum of 105 Hispanic students will transfer, a 35% increase over to 2009 baseline of 78 Hispanic students.			

Total Students Who Transfer			Hispanic Students Who Transfer		
Targets	Number	% Over Baseline	Targets	Number	% Over Baseline
2011	331	+5% over 2009 Baseline	2011	82	+5% over 2009 Baseline
2012	347	+10% over 2009 Baseline	2012	86	+10% over 2009 Baseline
2013	362	+15% over 2009 Baseline	2013	90	+15% over 2009 Baseline
2014	370	+20% over 2009 Baseline	2014	98	+25% over 2009 Baseline
2015	410	+30% over 2009 Baseline	2015	105	+35% over 2009 Baseline
<p>Objective 5.1 By September 2015, a minimum of 343 LMC students will receive AA degrees, a 20% increase over 2008-09 baseline of 286 students.</p> <p>Objective 5.2 By September 2015, a minimum of 104 Hispanic students will receive AA degrees, a 30% increase over the 2008-09 baseline of 80 Hispanic students.</p>					
Degrees Earned - All Students			Degrees Earned - Hispanic Students		
Targets	Number	% Over Baseline	Targets	Number	% Over Baseline
2011	297	+4% over 2009 Baseline	2011	84	+5% over 2009 Baseline
2012	309	+8% over 2009 Baseline	2012	88	+10% over 2009 Baseline
2013	320	+12% over 2009 Baseline	2013	94	+17% over 2009 Baseline
2014	332	+16% over 2009 Baseline	2014	99	+24% over 2009 Baseline
2015	343	+20% over 2009 Baseline	2015	104	+30% over 2009 Baseline

C. Activity Rationale and Implementation Narrative

RATIONALE for COMPONENT 1: HIGH SCHOOL READINESS FOR COLLEGE – OUTREACH AND ORIENTATION

Community & Schools Partnerships: Studies confirm that an intentionally designed high school-to-college pipeline delivers a more culturally diverse and academically prepared group of first year students to campus.¹⁸ Having few role models as first-generation students, many Hispanic and low-income students think that college is not for them. The choice of college is shaped primarily by prior academic and social experiences; therefore, opportunities for college success begin long before students are ready to make the transition to college.¹⁹ Research has identified early outreach to Hispanic and other low-income students and their families as helping

¹⁸ Rendón, L. Garcia & Pederson (Eds.), *Transforming the First Year of College for Students of Color* (pp. 46). Columbia, SC: University of South Carolina.
¹⁹ Jalomo, R., & Rendón, L. (2004). Moving to a New Culture: The Upside and Downside of the Transition to College. In L.I. Rendón, Garcia & Pederson (Eds.), *Transforming the First Year of College for Students of Color* (pp. 46). Columbia, SC: University of South Carolina.

to prepare them with the necessary knowledge and skills to become active and informed partners and participants in educational planning.²⁰ Engagement of the local Latino community instills the idea of a college education as an attractive and attainable goal.²¹ Excelencia in Education's 2008 *Modeling HSIs Report* shares examples of colleges' partnering with institutions in the community and their success in preparing Hispanic students for community college and persistence through transfer institutions. Successful outreach programs typically include common elements of consistent opportunities for early college awareness, relationship building with students and families, educational plan development, encouraging more college prep courses, test preparation and bilingual financial aid workshops.²²

Orientation and Welcoming: LMC's student population is 26% Hispanic, and an estimated 70% low-income and 75% first-generation college students. The American Association of Community Colleges contends that initiatives such as new student orientation programs are vital in providing opportunities for student success, particularly low-income first-generation students.²³ Further research shows that students participating in orientations tend to feel more engaged, build personal relationships and ultimately perform better academically.²⁴ In 2009, LMC's Student Services staff engaged in a year-long process of researching and exploring opportunities to better integrate their program functions in order to increase student success. As a

²⁰ Van dewater. (2004). *Meeting Maryland's Postsecondary Challenges*, Maryland Higher Education Commission.

²¹ Santiago, D. (2008). *Modeling Hispanic-Serving Institutions: Campus Practices that work for Latino students*, Excelencia in Education, Washington, D.C.

²² De Anza, Irvine Valley, San Diego City College, Skyline College; located in CA.

²³ Boyd, B. et.al. (2008). *Community College Orientation Basics: How to structure a new student orientation program*. NACADA Clearinghouse of Academic Advising.

²⁴ Hollins, Jr., T.N. (2009). *Examining the impact of a comprehensive approach to student orientation*: Inquiry: The Journal of the Virginia Community Colleges.

result of this planning, the team identified early outreach, orientation and welcoming programs as critical needs for our students.

STRATEGIES for COMPONENT 1: OUTREACH and ORIENTATION

Create new programs, as well as expand and enhance current programs, to introduce, connect, and prepare Hispanic and other low-income students for equitable access and college success.

- **East County Community & Schools Partnerships**
- **Customized New Student Orientations**
- **Bilingual Welcome Center and Activities**

“I felt disconnected my first semester at LMC. As the first person in my family to attend college, I was totally lost. The fact that services were simply on campus was not enough because I clearly had no idea that I would qualify for them.” Johnny Martinez, LMC Student

Community and Schools Partnerships (C&SP): One of the key benchmarks that the Survey of Entering Student Engagement (SENSE) study has pointed out is the importance of early connections with students before college.²⁵ Both TVP and SENSE also emphasize the importance of an effective track to college readiness or, as the SENSE benchmark phrases it, ‘clear academic plan and pathway’ from high school to transfer. Based on this, **LMC will build an East County Community and Schools Partnership (C&SP)** to strengthen our relationships and systemic practices with local K-12 systems, regional institutions of higher education, and the community to **create a strong and sustainable launching pad for our transfer pipeline.**

Working closely with our Latino Community Advisory Committee, we will create a **variety of bilingual programs and family events (Día de Familia, Latino Youth Summit, college fairs, informational workshops, websites, resource materials)**, supporting students and families in becoming active, well-informed collaborators in making educational choices by linking them

²⁵ Center for Community College Student Engagement.(2009). Benchmarking & Benchmarks: Effective Practice with Entering Students. Austin, TX: The University of Texas at Austin, Community College Leadership Program.

with appropriate programs and services for Hispanic and low-income students. Additionally, LMC will partner with the Parent Institute for Quality Education (PIQE), a culturally and linguistically responsive non-profit organization dedicated to helping low-income, ethnically-diverse families support their children in school. Its nine-week, bilingual training program, free to participants, helps families navigate the educational system, interact with teachers, counselors and administrators, encourage college attendance, and create educationally supportive home environments. Since its inception in 1987 more than 90% of the children of PIQE-educated parents graduated from high school (average Latino rate is 50%) and more than half have gone to college.²⁶ LMC has successfully partnered with PIQE in two schools, resulting in many children of PIQE graduates now attending LMC.

Using Santa Ana-California Pre-K-18 Partnerships, CUNY-Lehman College’s Enlace Program and El Paso Collaborative for Academic Excellence, as models for our expanded C&SP Outreach Programs, we will formalize our local partnerships. Currently, our Outreach Coordinator has limited capacity, making visits to our many feeder schools sporadic at best. The addition of a C&SP Coordinator, a full-time bilingual Welcome Center Coordinator, Counseling Interns (local graduate students who will apprentice with our counselors) and LMC Student Ambassadors will provide LMC with the staffing needed to facilitate these partnership activities and to maintain a regular and expected presence on all feeder high school campuses to work with students to create a high school educational plan to prepare them for success in college.

PARTNERS who have agreed to participate in the East County C&S Partnership:	
All six Feeder School Districts	Universities of California , Berkeley and Davis
California State Universities , East Bay, Sacramento and San Francisco	
Private Universities , Saint Mary’s College and University of the Pacific	

²⁶ http://www.piqe.org/about_accomplishments.php

Community Organizations: One Day at a Time (ODAT), Contra Costa Interfaith Supporting Community Org (CCISCO), Village Drive Resource Center, La Clínica de la Raza, Hispanic Chamber of Commerce, Youth Intervention Network and PIQE

Bilingual Welcome Center and Activities: Each spring, LMC will provide accessible and culturally relevant, bilingual full-day **Customized New Student Orientations** in which students will receive credit (.30 of a unit). Rather than its current one size fits all orientation, this new venue will provide information and relationship building critical to new students as they enter their college experience.

LMC NEW STUDENT ORIENTATION (Bilingual sessions for parents and students)
• Welcome by President, Faculty Senate, Dean of Students and Associated Students Pres.
• Campus Tours by Student Ambassadors
• Campus Involvement Presentation & Student Panel
• Program Information Fair Including Reps from top Transfer Universities
• Career Assessments for Students with Undeclared Majors
• Transfer Pathways and Process for Transfer Intended Students
• Recruitment & Application for Transfer Learning Communities and Cohort Programs (i.e. Puente, Umoja, AVID, MESA, Honors, Transfer <i>Academia</i>)
• Academic Advising sessions for groups based on academic goals: STEM Transfer, Liberal Arts Transfer, CTE (Stressing the importance of early enrollments in English and math)
• First Semester Course Registration
• Bilingual Family Orientation Track including such workshops as Parents Panel, Financial Aid, Navigating Higher Education, and How to Support your Student

In fall 2008, only 16% of incoming freshmen attended orientation. Our goal is for at least 75% of incoming freshmen that are enrolling in 6 units or more to attend orientation.

Welcoming of New Students: Responding to the research regarding the importance of focusing attention on students as they enter our doors, we will sponsor a **Welcome Week** each fall comprised of multiple events designed to greet new students and engage them in campus activities and services while creating a sense of excitement, belonging and the opportunity to develop relationships with peers and LMC faculty and staff.

A focal point of the Welcome Week will be a *Welcome Day* - featuring motivational speakers, interactive community-building activities, as well as program specific information sessions for Cohort and Learning Communities. The Office of Student Life will coordinate the week in collaboration with several campus departments in an effort to provide a seamless campus-wide approach to welcoming new students. Additionally, a new **Welcome Center, staffed by the Welcome Center Coordinator, Counseling Interns and Student Ambassadors** will be established to provide a face to the college and provide important information and first key contacts, as well as linkages for students throughout the year. Also, **all Student Services staff will participate in a Professional Development program designed to shift their roles from transactional services to student-affairs professional educators.** *“We are all educators at LMC, teaching students how to be effective college students.”* D. Belman, Dir. Student Life.

RATIONAL for COMPONENT 2: TRANSFER READINESS - ÉXITO TRANSFER CENTER AND SERVICES

Transfer Culture Infrastructure: The Recommended Guidelines for Community College Transfer of the California Community Colleges Transfer Center Directors’ Association emphasizes the importance of administrative and faculty support at the community college for success of a Transfer Program. Support is needed from the college president and top campus administrators in student services and instruction to promote transfer as a primary mission of the college and an institutional priority and responsibility.²⁷ California’s Transfer Velocity Project (TVP) recognizes a “robust transfer culture” on campus as a high indicator of a college’s transfer success. In addition, another of TVP’s high indicators is that transfer is higher at those community colleges that have both a full time Transfer Center Director and Transfer Counselor.

²⁷ California Community College Transfer Center Directors Association. (2006). *California Community College Transfer: Recommended Guidelines*

As described in the CDP, almost 60% of first year LMC students state transfer as a goal, yet the college lacks an adequate transfer pipeline and infrastructure to support these students in their goals.

Currently, LMC has a 25% Transfer Center Director and a temporary office assistant. There is no dedicated Transfer Center counselor. While LMC has talked about increasing transfer rates in the past, there has been no college-wide strategy. With the commitment of the President's Cabinet, Management Council and wider LMC community, shown through support at college-wide meetings and forums, the Planning Team is confident of shared ownership in building and sustaining a successful campus-wide transfer culture.

Cohort and Learning Communities: Research by scholars, such as Tinto, Astin, Kuh and Rendón²⁸ demonstrates the impact of the first year on student success, specifically pointing out the importance of social and academic integration, campus involvement and interactive learning often found in Cohort Learning and Communities. Studies by scholars Hunter, Tabolowsky and Gardner have noted a “serious pipeline leak” of students who drop out of college in their second year. The second year, often a time for critical decision-making regarding academic majors, is also a time that students report experiencing a lack of institutional support. Feeling lost and invisible, students frequently become overwhelmed and simply disappear.²⁹

At LMC, we lose 45% of our students by the second year. Involvement in academic and social networks found in cohort communities and activities on campus is related positively to transfer success and the building of relationships to peers and professionals on campus and

²⁸ Rendón, L. (2004). *Transforming the first year of college for students of color*, National Resource Center, University of South Carolina, Columbia

²⁹ Hunter, M. (2009). *Helping sophomores succeed: understanding and improving the second year experience*, Jossey-Bass, S.F, CA

reduces the likelihood of students leaving college.³⁰ Retention and persistence of students in our Cohort and Learning Communities are consistently higher than that of students not connected to a community on campus. While students remain active in our larger cohort communities (AVID, Honors and MESA) throughout their tenure at LMC, our linked classes learning community cohorts are only one-year programs and we lose students in the second year.

LMC's Puente Program, sponsored by University of California's Office of the President, includes one year of linked classes. Designed to increase transfer rates for Latino students, Puente's strength lies in its four core components: Counseling, Teaching, Community Building and Transfer and its support services such as intensive orientations, counseling, tutoring, peer and community mentoring, interactive instruction and intensive academics, use of technology, service learning and linkages to services. Puente students persist and succeed but after the one-year of linked classes and counseling support, we noticed students had difficulty in more advanced classes and often dropped out of the program and gave up their transfer aspirations.

STRATEGIES for COMPONENT 2: ÉXITO TRANSFER CENTER AND SERVICES

Provide our Hispanic and low-income students with programs and strategies that support, value and accelerate transfer.

- **Enhance LMC's Transfer Center services creating a visible and inviting environment.**
- **Coordinate and scale up Learning Communities (through the ÉXITO Center) to serve more Hispanic and low-income students in the first and second years.**
- **Create a Transfer *Academia* which will integrate academic / support services and engagement opportunities for Hispanic and low-income transfer students.**

Enhanced Transfer Center: Our new **Transfer Center will be a physical representation of LMC's new commitment to a Culture of Transfer at LMC.** The *ÉXITO* Transfer Center and Services will be more than just center – it will be a visible and inviting focal

³⁰ Fisher, Mary, J. (2007). *Settling into campus life: differences by Race/Ethnicity in College Involvement and Outcomes.*

point of LMC's Transfer Culture, with conference rooms for workshops on transfer-related topics and information sessions led by recruiters from four year colleges, a library of transfer books and catalogues, computers to research schools and complete applications and enough office space for transfer counselors and four-year representatives to meet with students privately. The Center will be modeled on Transfer Centers highlighted in the TVP Case Studies as well as from meeting with the Transfer Program staff at Diablo Valley, Chabot and Las Positas Colleges. **The *ÉXITO* Transfer Center and Programs will be staffed early in the grant by a Transfer Center Director, a bilingual Transfer Counselor, Counseling Interns, LMC Student Ambassadors and an *ÉXITO* Project Assistant. Demonstrating this new commitment to transfer, LMC (using bond funds) is remodeling space for a new state-of-the-art Student Resource Center, which will house the Transfer Center, as well as Career and Employment Services. The resource center will move from its current location to this focal point of the Student Services remodeled facility in the fourth year of the grant.**

Coordinate Cohort and Learning Communities: LMC currently has five learning and cohort community programs—Puente, Umoja, AVID, Honors and MESA which currently serve approximately 550 students. While different in focus and design, the purpose of each of these communities is to support low-income, first generation students to transfer. However, these programs currently operate in silos with very little interaction between them. When the *ÉXITO* Planning Team brought together the staff (coordinators, instructors and counselors) from each of these cohorts there was recognition that these communities should be working together to learn from each other, coordinate activities, and create more scalable and sustainable programs to build a stronger, more unified transfer pipeline. **Dave Belman, this grant's Activity Director, working closely with the Transfer Director and Project Assistant will coordinate LMC's**

learning communities in areas such as: Campus Partnerships (registration, relationships with Office of Student Life, Tutoring, Financial Aid, etc.), **Teaching Partnerships** (development of partnerships with General Education and other faculty for linkages to cohorts and curriculum development such as Ethnic Studies courses) **and Community Partnerships** (field trips to transfer universities, service learning opportunities, etc).

Scale Up Learning Communities: In response to the high demand for Learning Communities on campus (by May, Puente was already filled to capacity for fall 2010), we will increase the number of first and second year transfer-focused Learning Communities on campus; at least one per year during the grant. In addition, LMC has experimented with an informal **second year program, United Latino Scholars (ULS)**. This partnership includes a writing support course, an advanced composition course, StatPath (an accelerated statistics course) and a community service-learning project. This partnership is an excellent example of an engaged, Learning Community with high expectations and academic and social support networks, as underscored by the SENSE benchmarking practices.³¹ Although it is too soon to measure persistence and success, initial findings show student improvement in classroom engagement, interdisciplinary learning and pro-active transfer planning. Currently, however, we are only able to serve twenty-five Hispanic students each year through the Puente Program. **This grant will support the growth of first and second year transfer-focused Learning Communities for Hispanic and low-income students - at least one new community per year during the grant period – to provide critical academic, student services and social supports to students.**

Create a Transfer *Academia*: Recognizing that Learning Communities, AVID, Honors (eligibility based on GPA) and MESA (for science students) will not be able to serve all transfer

³¹ *Benchmarking & Benchmarks, Effective Practice with Entering Students* (2009).

students, we will be creating the Transfer *Academia*. This transfer academy will focus on providing Hispanic and low-income LMC students with the opportunity to fast track transfer to four-year colleges and universities. Academy members must meet the following criteria (based on the most effective practices of transfer):³² attend an LMC Orientation, complete a math and English assessment test, enroll in English or math during the first semester in the *Academia* (unless otherwise completed), enroll overall in 9-12 units each semester of participation in the *Academia*, and commit to transfer.

Modeled after Long Beach Community College’s Transfer Academy and the LMC Honors Program, **the *Academia* will have its own Center that will be closely linked with the Transfer Center, and will offer the following benefits to students:**

Personalized updates on transfer activities	Personalized transfer support
Transfer agreements with partner institutions	Priority college representative appointments
Academic and career counseling	Priority registration for college tours
Financial aid and scholarship assistance	Mentorships with LMC staff and alumni
Transfer-Power workshops	Recognition on transcript and resume
Workshops on “how to do college”	Creating new friendships
Assistance with the application process	Service Learning & Internship Opportunities
Participation in <i>La Academia Universitaria</i> Recognition Reception	

The college will remodel an under-utilized computer lab to become the Transfer *Academia* Center, which will be used exclusively for the *Academia*’s activities. While **Transfer *Academia* will be managed by the Transfer Center Director,** many people will be involved in coordinating the program, including the Transfer Counselor, Counseling Interns and faculty and staff from throughout the college.

³² Transfer Velocity Project, Key Findings on Student Transfer in California Community Colleges. (2010).

The success of this *ÉXITO TRANSFER PIPELINE AT LMC* is dependent on the whole of LMC. This Transfer Culture is embraced by the campus - our commitment is to increase transfer rates for Hispanic and low-income students.

RATIONALE for COMPONENT 3: INSTITUTIONAL READINESS – ASSESSMENT AND PROFESSIONAL DEVELOPMENT

The CORE problem of this Title V Grant is the fact that Hispanic and low-income students are failing to progress, achieve transfer readiness, and earn degrees or transfer. As we investigate our student’s experiences to learn more about this institutional problem, we recognize the need to increase our institutional research capacity and our ability to understand our data to have meaningful discussions about what the numbers mean and changes we can make to increase the success of our students. Assessment and Professional Development serve as a unifying thread for this proposal, essential to its success.

According to the BEAMS study, the cardinal rule of excellent Professional Development is that “it is faculty driven and purposeful and informed by data on student engagement, learning and successful transfer and it is based on continuous assessment.”³³ While LMC has demonstrated its commitment to completion and success, our planning, assessment and practices are often inconsistent and disconnected. We are often awkward and clumsy in our ability to measure and understand our data, and we do not always know how to interpret and translate our findings into meaningful actions; particularly as they relate to success for Hispanic and other underserved student populations. In our commitment to assessment and data-driven decision-making, we have engaged with CUE’s Equity Scorecard Model in an attempt to expand LMC’s

³³ Inside Higher Ed. (April 20, 2010). *How to Judge Community Colleges*.

capacity to learn about our “effectiveness in producing equitable outcomes for students of color.”³⁴

Also, toward this end, the Planning and Assessment Committees participated in a highly competitive process, and LMC was selected as one of fifteen California Community Colleges to participate in *Bridging Information Research and Culture (BRIC) Initiative* of the Research and Planning Group for California Community Colleges. Through BRIC, we will work closely with statewide teams of experienced researchers, faculty, and student services professionals to identify strategies and venues for meaningful and rigorous data-collection and integrating data into practice. LMC’s need to expand our capacity for research and assessment goes beyond logic and data. Lee Schulman, past president of the Carnegie Institute, makes the distinction between ‘data as accounting’ and ‘data as recounting.’ By ‘recounting’ Schulman describes using data as a narrative to understand why students are or aren’t doing well. This can only come about, Schulman argues, by closing the loop between assessing the data and having meaningful conversations about the story the data conveys.³⁵ Assessment will then become a source of inspiration and learning for the collective college community. In this way, assessment itself becomes the foundation of professional development, using data to learn together how to change programs, curriculum, and teaching – in and outside of the classroom – “Tell me how I can use this information to improve my teaching!”

³⁴ Center for Urban Education. (2009). *Disaggregating Data by Race and Ethnicity*. University of Southern California.

³⁵ Schulman, L. S. (2007). Counting and recounting. Assessment and the quest for accountability. *Change*, 39(1), 20-25.

STRATEGIES for COMPONENT 3: *INSTITUTIONAL READINESS* – ASSESSMENT AND PROFESSIONAL DEVELOPMENT

Create and sustain a college-wide transfer culture which makes informed, data-driven and equity-focused decisions for a robust transfer culture at LMC.

- **Create a Culture of Evidence at LMC**
- **Center CUE Equity Scorecard Model and Participatory Action Research**
- **CCSSE (Community College Survey of Student Engagement) Survey and Benchmarking**
- **On-going Professional Development opportunities regarding transfer for faculty and staff**

Create a Culture of Evidence at LMC: An assessment and research infrastructure has been designed as the underpinning, not only as evaluation of the *ÉXITO* Transfer Pipeline itself, but as a way of continually supporting and promoting the sustainability and flexibility of a transfer culture which will continually respond to the needs of our students and our community. **LMC will hire a full time Educational Researcher at the beginning of the project** (funded partially with grant funds and the college immediately beginning to institutionalize it) to oversee the college’s research, planning, assessment and program development.

The researcher, working closely with LMC’s Professional Development Advisory Committee (PDAC), will establish regularly scheduled **opportunities for all full- and part-time faculty and staff to increase their expertise in institutional and educational assessment, research analysis and use of the results for improvement of student engagement across the college – with an eye toward educational equity.** This is crucial because LMC has large numbers of part-time faculty (65%), particularly in the key foundation areas of math and English and we need to not only train them better but engage them as well. The Accreditation team of

2009 recommended the college implement an integrated professional development plan to ensure employees have regular structured training on assessment and related instructional design.³⁶

CUE Equity Model & Participatory Action Research: LMC will partner with Center of Urban Education (CUE) to implement the Equity Scorecard, a tool for benchmarking equity goals and will imbed action research inquiry and assessment processes into the *ÉXITO* initiative, during the time of the grant and beyond. **We will form an Evidence Team comprised of faculty, student services practitioners, students, and administrators to be trained on the scorecard model**—which focuses on four areas: access, retention, excellence and completion, and campus effort. Upon interpreting disaggregated data in these areas, we will share the data college-wide to design interventions for more equitable student outcomes. As CUE researchers point out, “Too often, institutional data is reported in aggregate for all students....which creates a partial picture of institutional performance and severely limits the usefulness of accountability data.” In fact, according to CUE, “aggregate outcomes make racial patterns of inequality invisible,” hiding “the differential needs of student populations.”³⁷ As an Hispanic-Serving Institution, we need to heed the advice of Deborah Santiago, Vice President for Policy and Research at Excelencia in Education, an advocacy group for Hispanic students, “We need to collect data about not only how many students participate in our HSI activities – but how well they do, and how may Hispanics participate – and how well they do.”³⁸

The Evidence Team will train three Inquiry Groups, one for each component of the grant. These groups will become institutional agents, who – informed by our campus data (both

³⁶ Letter re-affirming accreditation for LMC, from Accrediting Commission for Community and Junior Colleges, WASC, February 3, 2009.

³⁷ Center for Urban Education. (2009). *Disaggregating Data by Race and Ethnicity*. University of Southern California.

³⁸ Santiago, D. (2008). *Modeling Hispanic-Serving Institutions: Campus Practices that work for Latino students*, Excelencia in Education, Washington, D.C.

quantitative and qualitative), our students' stories and their desire to improve our educational outcomes – will work to improve their departments and programs. Practices in all twelve programs studied in Excelencia in Education's, *Modeling Hispanic Institutions Report*, invested considerable resources to examine student data and design interventions to strengthen student performance and success.

CCSSE (Community College Survey of Student Engagement): Recognizing the importance of students' voices, **LMC will join community colleges throughout the country as a member of CCSSE.** We will participate in the research-based national datasets, which assess institutional practices and student behaviors that are correlated with student learning and success. Being a part of this national database will allow us to compare our performance and practices to those of other similar colleges in our work with Hispanic and low-income students. By considering our CCSSE data, in conjunction with retention and or course completion data, the hope is that we can begin to identify patterns to paint an accurate and complete picture of LMC students' experiences.

Transfer-Focused Professional Development Opportunities for Faculty and Staff:

Below is the list of professional development activities to be implemented in the first two years of the grant; in the last three years of the grant, professional development opportunities will be designed using what we learn through our Evidence Team and in Inquiry Groups.

Great Transfer Seminars: Modeled on the Great Teachers Seminar³⁹, this will be held during the summer for 35 faculty, staff and management and be an inquiry experience asking the question, "What makes a great transfer institution, and what is my role"?

The Role of Faculty and Staff in the Transfer Process: Professional Development opportunities for faculty and staff to learn how they can become more pro-active in increasing transfer outcomes, how they can introduce students to transfer options, assist with transfer planning, become role models, using electronic communications with students and more.

³⁹ <http://www.ngtm.net/>

GE Teaching Communities: Based on our Carnegie Awarded DE Teaching Communities, now in use in 8 different community colleges state wide, we will scale up the best practices of the learning communities, such as service learning, project based learning, role playing activities, team taught classes, etc., using professional development so our GE instructors can increase engagement in their classes.

AVIDizing LMC: Based on the AVID program in high schools, LMC was the first community college in the country to pilot a post-secondary AVID model. This research-based model has been designed with the goal of supporting first-generation college students to successfully complete a rigorous curriculum to transfer by design and not by chance. **Karl Debro, AVID Coordinator and Instructor at LMC** (and C&SP Coordinator for this grant), will run a series of monthly workshops for the entire GE division on the basics of AVID (**Research-based Academic AVID Strategies for Students:** Writing & Reading Across the Curriculum, solving the “Hidden Curriculum;” Structured Tutorial Support; working with a Cohort of Students).

Counseling Interns: Graduate students will be trained as liaisons by counselors and instructors to facilitate Transfer Workshops, to mentor, guide and assist students in Welcome and Transfer Centers and Transfer Academy and to assist in the new student orientations and outreach activities. Interns will earn College Readiness and Learning Association (CRLA) certification.

Conference Participation: Faculty, staff and administrators will participate in a variety of transfer-focused conferences and workshops, including First Year Experience, Second Year Experience, Washington Center’s Learning Communities Summer Institute, and others.

LMC’s vision is to evolve our fragmented assessment and professional development practices into an integrated college-wide improvement culture, which will make informed, data-driven decisions with its heart in student learning and transfer success. Ultimately, we want all of our students to have their own sort of triumph and success like Eduardo:

AFTER TITLE V Eduardo’s Triumph: High school was socially difficult for Eduardo because he had to work long hours after school. On his first day of college he was met at the Welcome Center (by a grad student who had gone to his high school and was now an intern at LMC), walked over to take his assessment tests and a group of Student Ambassadors met him for lunch in the cafeteria. He especially felt good when the next day he went to a pre-college English course and the instructor learned his name almost immediately. The class played a fun scavenger hunt where Eduardo not only got to know some of his classmates, but discovered where the library, tutoring and computer centers were located. After class, a few of his classmates were going to the Transfer Academy the instructor had said was a great way to meet other ambitious students and perhaps get a paid internship. Eduardo was excited to find that it was easy to join and while he was there, he even signed up for the next Transfer Power Workshop on “How to Study like a Ninja.” As he sat listening to the transfer counselor talk about how to fill out the financial aid application, Eduardo thought. “Maybe this is going to work out. And then he smiled. “UC Davis. here I come!”

D. Activity Implementation Strategy and Timetable				
Ongoing throughout the Project:				
<ul style="list-style-type: none"> • Compliance with all Contra Costa Community College District, LMC and federal guidelines for purchasing, travel and contracts; • Sound project, staff and budget management and monitoring and regular college and community communications; and • Continual evaluation, including formative feedback for improvement and assessment of project activities, in relationship to goals. 				
Task and Outcome	Responsibility	Methods Employed	Tangible Results	Timeline
Year 1 – PROJECT INITIATION				
Form Title V Steering Committee	President, Sr. Dean - Stud. Services (SDSS), Sr. Dean of Instruction (SDI), and Project Director (PD)	Appoint Committee members representing key campus constituencies.	Meet 2x a semester to review reports, recommend improvements, and support institutionalization.	10/10 – 11/10
Hire all Title V Staff	PD, Dean of Stud. Development (DSD), HR Staff	Follow College procedures to advertise, screen, interview and hire. Positions filled with staff fully oriented objectives/roles/responsibilities.		11/10-01/11
Establish Strategy Teams – Coordinating Teams for Each Activity Component	PD, Activity Directors for Components 1 & 2 (AD 1&2), DSD	Form teams that develop and implement work plans for achieving Activity Objectives.	Strategy Teams meet monthly throughout the grant period.	01/11 – 09/15
Finalize Title V Evaluation Plan & Communication Plan including website.	PD, AD 1&2, Educ. Researcher (ER), External Evaluator (EE)	Select/retain External Evaluator and finalize Evaluation Plan. Design communication plan to increase awareness of, and enthusiasm for, grant goals and activities.		11/10-01/11
Increase campus awareness of Title V goals, activities, and progress	President, SDSS, SDI, PD, AD 1&2, Director of Marketing	Create Website, Newsletters, and Annual Progress Report Presentations (SGC, Cabinet, College Assembly, Steering Comm., Community Advisory Group)		01/11-09/15
Leadership & Planning Retreat with Title V Staff and Key Administrators	PD, AD 1&2	Orient Title V Staff and Key Administrators to grant vision, objectives, activities, roles and responsibilities.	Work plans for achieving grant goals. Shared vision created.	02/11
Year 1 – COMPONENT ONE: OUTREACH & ORIENTATION				
Create <i>and annually implement</i> full-day Customized New Student Orientations	AD 1, Project Staff, Student Ambassadors	Conduct orientation with 6 feeder high schools. Design orientations based on effective practices for first-time students. Evaluate sessions for satisfaction and effectiveness.		Multiple orientations implemented. Increased number of new students served.
Establish K-16 Council	PD, AD 1, C&S Coordinator	Recruit partners from K-12, higher education, & community groups. Establish shared vision/goals for East Co. partnership.	Council formed; meets quarterly. Collaboration across region with goal of increasing college success.	02/11-09/15

Launch family centered outreach and community building initiative	PD, AD 1, Comp. 1 Strategy Team	Implement bilingual programs to reach families (<i>Día de la Familia</i> , Youth Forum)	Strengthened relationships with families and schools. LMC more visible & accessible. Increased college knowledge for families.	01/11 06/11
Establish Contract with Parent Institute for Quality Education (PIQE)	PD, AD 1	Establish contract (renewed each semester). Identify 2 schools/yr.		03/11 06/11
Year 1 – COMPONENT TWO: ÉXITO TRANSFER CENTER & SERVICES				
Update Student Services Facilities Remodel plan to include Welcome Center and New Transfer Center	VP for Admin. Services (VP), SDSS, DSD, PD, AD	Research/review current plan and facility needs to support Transfer/Welcoming activities.	Updated Remodel Plan including itemized specifics and schedule.	01/11 – 06/11
Remodel facilities to create the Transfer <i>Academia</i> Center	VP, SDSS, DSD, PD, AD	Select contractor for remodel and complete renovation.	Furnished and fully functional center opens.	01/11 – 06/11
Design Transfer Academia Program & Recruit first cohort	AD 2, Transfer Center Director, Component 2 Strategy Team	Research effective models, conduct focus groups, identify needs, and integrate academic/student supports.	Program design and schedule complete. First cohort selected.	01/11 – 06/11
Create Participant Tracking System for Transfer <i>Academia</i>	AD 2, ER, Comp. 2 Strategy Team	Design database. Define variables. Establish protocols for collection.	Reliable system in place to track participants.	01/11 – 06/11
Develop First Year Experience (FYE) calendar of capstone activities w/ Learning Communities		AD 2, Learning Community Coors (LCC)	Strengthen linkages between communities.	01/11 – 06/11
Year 1 – COMPONENT THREE: ASSESSMENT & PROFESSIONAL DEVELOPMENT				
Contract w/ CCSSE & CUE	PD, ER, EE	Establish contracts.	Evaluation established.	10/11
Send Group to FYE Conference and NODA Conference	PD, AD 1&2	Training in best practices for orientation and cohort programs.	Participants gain new ideas and share with Comp. Strategy Teams.	02/11 – 06/11
Form and train CUE Evidence Team and Inquiry Groups	PD, ER, EE, CUE	Identify and train team members representing Component Strategy Teams and key stakeholders.	Evidence Teams and Inquiry Groups prepared to collect data and conduct assessment.	04/11 – 06/11
Years 2 – 4 – COMPONENT ONE: OUTREACH & ORIENTATION				
Launch <i>annual</i> PIQE Programs at feeder High Schools	C&S Coord., AD 1	Implement 9-week parent education program (Spanish & English) at 2 high schools / yr.	Increase relationships and college knowledge with HS and families.	08/11 – 09/15
Implement Marketing Plan for Orientation and First Year Programs	AD 1, C&S Coord., LCC, Dir. of Marketing	Design bilingual, web-based and printed advertising materials. Conduct outreach.	Increased knowledge of transfer pathways for students and families.	12/11 – 09/15

Years 2 – 4 – COMPONENT TWO: ÉXITO TRANSFER CENTER & SERVICES -- Continue Activities from Year One				
FYE Activities Expansion	See Staff detailed in Year 1 listing	Conduct activities. Annually increase faculty/student participation. Evaluate, improve and modify. Expand.		Annual Cycles
Implement Transfer <i>Academia</i>				
Annually Design & Implement 1 new Learning Community connected to Transfer <i>Academia</i>	AD 2, Component 1 Strategy Team, GE Faculty	Recruit faculty to develop Learning Communities based on GE transfer preparation courses.	5 additional Learning Communities supporting Transfer pathways	08/11 – 06/15
<p>Transfer Center equipped and staffed opens by 6/14; Welcome Center equipped and staffed opens by 6/15. Policies for both new Centers updated as needed. Centers integrated into College operations with presentations to campus.</p>				
Years 2 – 4 – COMPONENT THREE: ASSESSMENT & PROFESSIONAL DEVELOPMENT				
Implement Great Transfer Seminars	PD, C&S Coord.	Create curriculum using best practices for transfer and culturally relevant pedagogy. Recruit participants.	Hold summer seminar for faculty.	08/11 – 09/15
Form General Ed (GE) Teaching Community Based on AVID strategies	PD, C&S Coord., AVID Coord.	Recruit participants; integrate AVID and learning community best practices.	Enhanced teaching methods; increased student engagement in GE courses.	08/11 – 09/15
Recruit & Train Counseling Interns (CI's)	AD 1&2	Develop partnerships with local Graduate programs. Recruit and train CI's.	Increased guidance for students in orientation and transfer activities.	08/11 – 09/15
Assess Impact & Effectiveness of All 3 Components	PD, ER, EE, Evidence Team, Inquiry Groups	Utilize Equity Scorecard Model including quantitative and qualitative methods.	Continual program and institutional improvement based on research findings.	08/11 – 06/14
Year 5 – INSTITUTIONALIZATION				
Repeat pattern of annual activities for all three components with expansion, improvements, continued training and outreach.				
Set full Institutionalization Plan for all 3 Components	PD, AD 1&2, Steering Committee, Cabinet	Strategies for institutionalization are completed. Now part of budget and planning cycles.		08/14 – 01/15
Identify Post-Grant Professional Development Priorities	Title V Staff, PDAC	Create a plan for Professional Development for 2015-20.	Best practices integrated into Prof. Dev. offerings.	02/15 – 05/15
Complete Final Evaluation	PD, AD 1&2, ER, EE	EE meets with Steering Committee to review findings and recommendations.	Recommendations for next steps to continue and expand programs.	07/15 – 08/15
Final report to campus	PD, AD 1&2, Steering Committee	Final report presented at College Assembly	Institutionalization of successful pilots/positions	09/15

IV. KEY PERSONNEL

The President and his senior staff are pleased that Rosa Armendáriz, with demonstrated leadership and Title V experience, has agreed to accept the position of Project Director.

Title V ÉXITO Project Director: (75%) Ms. Rosa L. Armendáriz
<p>Job Responsibilities: Reports directly to President, with direct access to senior administrators. <i>Title V Project Management Duties:</i> Establish/maintain oversight of the Grant Steering Committee; authorize all expenditures, assume responsibility for appropriate grant components; submit required annual reports to Dept of ED; and assure that the project operates in compliance with EDGAR throughout the grant period. <i>Activities Leadership Role:</i> Ms. Armendáriz played a key role in the development and writing of this Title V application, and can, therefore, lead a strong implementation with an accelerated start. Work with Activity Directors and leads on all grant components, Interface with LMC staff/departments/community. Oversee assessment w/in Component 3 of this grant in partnership w/Ed. Researcher. Work w/LMC PDAC to create professional development activities to support the goals of the grant.</p>
<p>Related Experience: Federal grants experience as a Activity Director for a prior Title V grant at LMC. Extensive experience in higher education and non-profit agencies having served as Program Asst., Higher Education Program, James Irvine Foundation; and Program Coordinator, Center for Latino Policy Research, UC, Berkeley. She is active in higher ed and campus community, including: Board Member, The Institute for College Access and Success, Berkeley, CA; Member, American Educational Research Association; Co-Chair, Institutional Development on Access and Equity Committee; Lead, CUE Equity Scorecard Evidence Team; and Latina Leadership Network.</p>
<p>Education: Doctoral Candidate, Educational Leadership, St. Mary’s College; B.A. in Spanish Literature (w/ Honors & Distinction) and minor in American Studies, Stanford University, CA.</p>
ACTIVITY COMPONENT 1: OUTREACH & ORIENTATION
Outreach & Orientation Activity Director (40%) Jorge Cea (college funded)
<p>Title V Related Responsibilities: Direct and oversee implementation and operation of project component as outlined in Activity and work plan, including Community & School Partnerships, Outreach, Welcome Center, and New Student Orientations; Supervise the day-to-day functions of all staff within Component 1; Collaborate with Component 2 and 3 Strategy Teams. Ensure effective overall project accountability (with Project Director).</p>
<p>Education: M.A., Educational Leadership, Brandman University, pending; Advanced Studies, MPA, San Francisco State University (SFSU); and B.A., Psychology, SFSU.</p>
<p>Related Experiences: 15+ yrs experience working w/low-income, under-represented students. Since 2002, has served as LMC Outreach Manager working with student outreach /academic retention and instrumental in development of support networks /strategies to attract and motive underrepresented students. Past experience: Admission Selection Coordinator at SFSU, Assistant Director of Ed Opportunity at SFSU. Member of ÉXITO Planning Team.</p>
Welcome Center Coordinator (100%) – To be hired
<p>Minimum Qualifications: One year experience in the area of counseling or human service programs, preferably in community college; Associate degree in counseling, human services, or closely related field; bilingual in Spanish and English encouraged.</p>

<p>Title V Related Duties: Serve as point person for new students/families; referring students to pertinent programs/services/departments as necessary; Perform pre-counseling and follow-up activities relating to individual students, campus-wide programs and counseling activities; Coordinate schedules and activities for orientation sessions at high schools; Participate in in-reach and outreach activities; Select, train, and supervise Student Ambassadors w/Outreach Dir.</p>
<p>C&SP Coordinator (25%) – Karl Debro</p>
<p>Title V Related Duties: Oversee/facilitate K-16 Council; build relationships with K-12 feeder schools, transfer universities and community agencies to form council; collaborate with high schools for communication/outreach, and align curriculum between high schools and LMC.</p>
<p>Education: Ed.D., Educational Leadership, Mills College (completion May 2011); M.Ed., Mills College; Teaching Credential, CSU Hayward; B.A., Philosophy/Rhetoric, UC Berkeley.</p>
<p>Related Experiences: Currently AVID Coordinator/Instructor and Tutor Trainer at LMC. Over 20 years of experience teaching English and AVID courses; Recognized for building largest, most diverse AVID program in the Bay Area. Serves as AVID Coach.</p>
<p>ACTIVITY COMPONENT 2: TRANSFER READINESS</p>
<p>Transfer Activity Director: (100%) Dave Belman</p>
<p>Job Responsibilities: Implement and oversee Component 2 as outlined in Activity/work plan, including Transfer Center, Learning Communities, and Transfer <i>Academia</i>; work closely w/other components; Develop/maintain partnerships with 4-year institutions and community agencies and organizations. Monitor the activity budget and prepare monthly progress reports. Assume responsibility for timely completion and evaluation of all development and pilot test phases and project objectives as detailed in the Project Implementation Plan. Collaborate with Component 1 and 3 Strategy Teams. Ensure effective overall project accountability</p>
<p>Education: M.A, Educational Administration, University of the Pacific, Stockton, CA; B.A., Music, University of the Pacific (UOP), Stockton, CA.</p>
<p>Related Experiences: Currently Director, Office of Student Life. Prior, he was: Center for Student Leadership Coordinator, UC Berkeley; Coordinator of Student Activities, Office of Student Leadership & Involvement, UOP. Amer. College Personnel Assoc., National Assoc. of Student Personnel, CA Community College Student Affairs Assoc., Commission for Social Justice Educators. <u>Teaching experience</u> at LMC and UCB; Chair of Learning & Cohort Communities Collaborative; Institutional Development for Equity & Access Committee, the Honors Board, and the Student Trustee Advisory Council at LMC.</p>
<p>Transfer Center Director: (100%) – To be hired</p>
<p>Title V Responsibilities Include: Create policies/processes; connect students with transfer info and services; facilitate successful transfers; plan Transfer Center activities, events; develop relations w/on-campus constituencies to support transfer, including the Student Services and Counseling Department; track, analyze and make recommendations regarding transfer trends.</p>
<p>Minimum Qualifications: Bachelors degree from an accredited institution; Two years experience admissions officer including event planning, publications, communications planning, significant computer experience (mass e-mail, publications, spreadsheets, database access and extracts) travel, high school and college visits and evaluation of applications.</p>
<p>Transfer Counselor (100%) - To be hired</p>
<p>Minimum Qualifications: Masters of Science; Counseling w/ School/College Specialization, three years of counseling experience (comm. college counseling & bilingual preferred).</p>
<p>Responsibilities: Meet with transfer-intended students on educational and transfer planning,</p>

<p>career direction and transfer applications; Link students w/academic and other student support services; Work closely with LMC Articulation Officer to develop major prep pathways which articulate with 4-year institutions; Work closely with the 4-year institution representatives to develop workshops for students, and transfer agreements; Work closely with Transfer Activity Directors, and staff to plan Transfer Center Director programs and visits to 4-year universities.</p>
<p>Counseling Interns – To be Hired</p>
<p>Qualifications: Graduate students in education, psychology, student affairs and counseling programs from feeder universities and colleges; Passion and interest in transfer-related issues; experience working with student success, mentorship, and outreach programs.</p>
<p>Responsibilities: Serve as members of Student Services team; Participate in meetings/trainings; Assist with planning and implementation of campus programs; Assist with high school presentations for financial aid and New Student Orientations; Lead Transfer Power Workshops and other programs; Serve as mentors in Transfer Center and transfer programs.</p>
<p>ACTIVITY COMPONENT 3: PROFESSIONAL DEVELOPMENT & ASSESSMENT</p>
<p>Educational Researcher (100%) To be hired (Year 1 grant funded 35%)</p>
<p>Minimum Qualifications: Master’s degree in a field related to statistics, institutional research, quantitative analysis and/or research methods; 3 years experience in higher education research including assessment focusing on improving student success; experience planning, organizing and directing institutional research, integrating and supervising database and website support staff; knowledge of researching academic data through an equity lens; familiarity with the ARCC in the State of California; ability to collaborate with and to effectively support faculty/staff leadership in planning, accreditation, review, and research inquiries</p>
<p>Responsibilities: Oversee a systematic and integrated planning and review process that is aligned w/college Ed Master Plan, accreditation/other planning efforts; Ensure plans to support goals stated in the Educational Master Plan and Title V grant and work with Project Director and Evaluator to assess outcomes; Provide professional development (Evidence Teams and Inquiry Groups) for faculty and staff regarding institutional/educational assessment, research analysis and use of results for transfer-related improvement – with attention to equity; Design research studies, faculty inquiries, and best practices for transfer; report progress/status of assessment to the Academic Senate, College President and Shared Governance Council.</p>

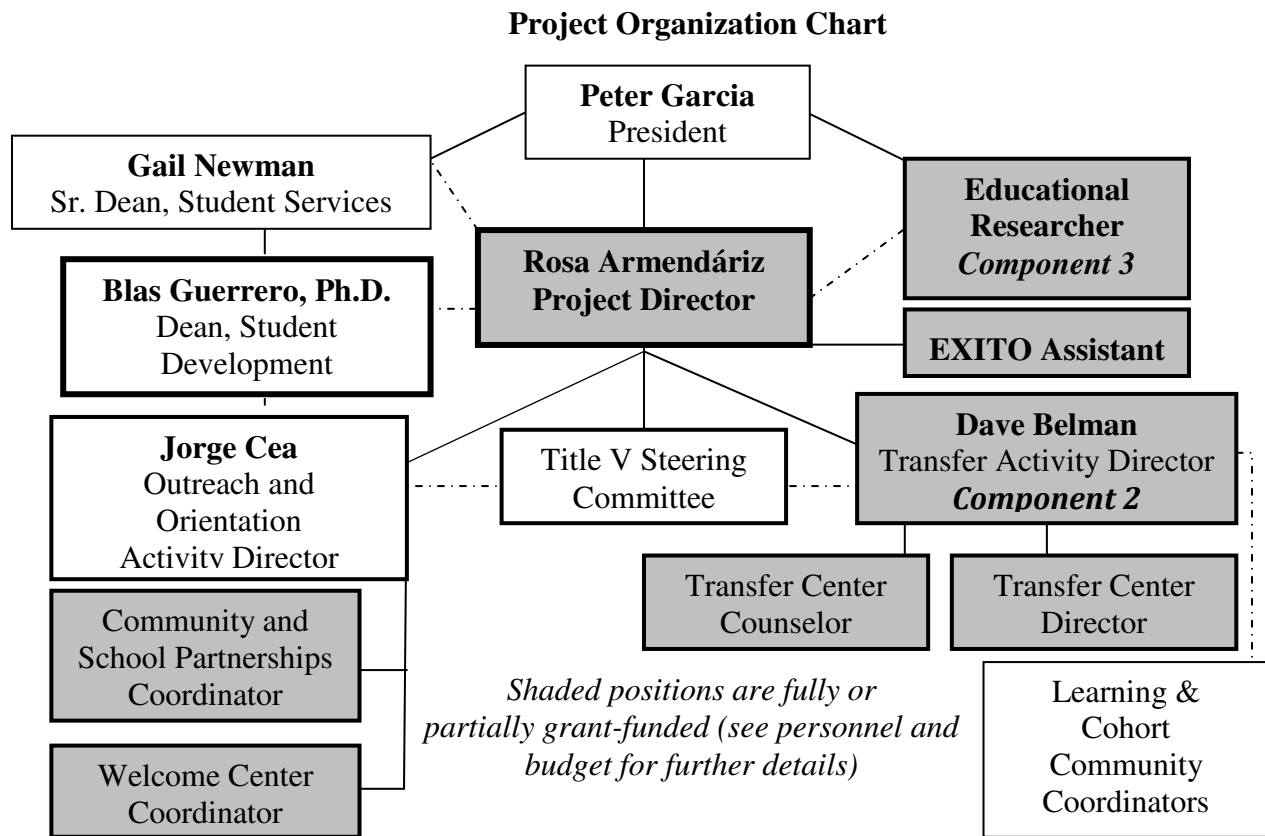
Other Activity Personnel:

ÉXITO Assistant: Will provide project’s day-to-day record and fiscal book-keeping; assist Project Director, Activity Director, and Transfer Center staff with programs and services.

Student Ambassadors: Minimum Qualifications include: 2.75 GPA, enrolled in at least 6 units, completed a minimum of 6 units as an LMC student, demonstrate leadership potential; Duties: assist with outreach, orientation, welcoming and transfer-related activities.

V. PROJECT MANAGEMENT AND ORGANIZATIONAL CHART

Project Leadership and Grants Management: The Title V Project Director, Rosa Armendáriz, will report directly to Peter Garcia, LMC President. Ms. Armendáriz will have overall responsibility for achievement of project objectives and oversight of the independent evaluations. As a member of the management team, Ms. Armendáriz will have access to key decision-makers and institutional shared governance, assuring her of the support needed to manage this Title V Project. Ms. Armendáriz will work closely with Blas Guerrero, Dean of Student Development to institutionalize new positions in Student Services.



As Project Director, Ms. Armendáriz will have signing authority on all budget matters, assure that the project is in compliance and will personally handle all communications with the Department of Education. The *ÉXITO* Assistant will handle day-to-day record and fiscal

bookkeeping functions. Assistance with such details will allow Ms. Armendáriz to focus her collaborative leadership skills on achieving grant objectives. The two Activity Directors, Dave Belman and Jorge Cea, will have the authority necessary for effective implementation of their grant components. The Educational Researcher, will take the lead on the Assessment portion of this component, while, Ms. Armendáriz will take responsibility for overseeing implementation of the Professional Development strategies.

The ÉXITO Steering Committee will include representation of faculty, classified staff, managers and students and will report to the LMC Shared Governance Committee. In its advisory role, this committee will meet twice a semester to review reports, recommend program improvements, ensure that project goals and activities remain consistent with the intent of this proposal and with the college mission and goals, support institutionalization of new practices and improvements, and will meet with the External Evaluator regarding evaluation and the resulting improvement plans and initiatives. Project staff will attend Steering Committee meetings.

STEERING COMMITTEE MEMBERS – Project Director, Rosa Armendáriz, Chair	
Laura Subia – Co-Chair, Counseling Dept.	Blas Guerrero – Dean of Student Development
Marco Godinez – Counselor, Puente Program	Richard Livingston – Sr. Dean of Instruction
Erlinda Jones – Instructor, Child Dev.	Gail Newman – Sr. Dean of Student Services
Michael Norris – Acad. Senate & Math Inst.	Gil Rodriguez, Dean, Liberal Arts & Sciences
Nick Garcia – Instructor, Dramatic Arts	Eileen Valenzuela – Articulation Officer
Maria Tuttle – Instructor, English & Puente	Sandra Mills – Coord., Ctr. for Ac. Support
Christina Goff – Librarian	Kendra Karr, Coordinator, EOP&S
Durwynne Hsieh – Co-Chair, Biology Dept.	Ruth Goodin – Sr. Foundation Director

Management Procedures to Monitor Project Progress: Ms. Armendáriz, Title V Project Director, working closely with the Activity Directors and the Assistant, will develop a comprehensive, Project Manual. The manual will be distributed to all Title V staff, the Steering Committee and other college personnel who are associated with the project. The manual will

specify all program policies and procedures, staff responsibilities, lines of authority, job descriptions and will provide required forms and clarify reporting procedures and timelines.

Chart of Activity Progress Monitoring Procedures	
Start-up Procedures	Upon notification of award Title V Project Director (PD) will work with Business Office to finalize fiscal procedures for expenditures/ approvals/accounting, and to clarify authority/scope of responsibility of Project Director, Project Assistant, and key project staff.
Monthly Title V Staff/Strategy Team Meetings	PD will meet with project staff a minimum of once a month. Initially meetings are anticipated to be every two-three weeks. Other faculty/staff will be invited to these meetings as appropriate.
Steering Com.	The Steering Committee will meet at least twice each semester.
Time/Effort Reports	<i>Monthly T&E Reports</i> completed for each employee paid by Title V as approved in grant. These reports to be submitted to PD at end of month.
Monthly Progress Reports	<i>Monthly Progress Reports</i> will be completed by Component Leads and submitted to PD. Reports will include travel, consultants, equipment, piloting of new practices, and formative evaluation data. Unanticipated delays, alternative solutions and requests for assistance will also be noted.
Semester Executive Summary Reports	The PD will synthesize reports into a one-or two-page <i>Title V Executive Summary Report</i> to be distributed to college administrators, and project staff. It will be a brief summary of monthly reports, reflecting progress toward objectives and activities.
Interim Progress and Annual Perf. Reports	These will be prepared and submitted to the federal Title V program office each year for documentation of substantial progress toward achievement of objectives to assure continued funding.
Fiscal/Accounting	Fiscal/accounting per federal, state & institutional requirements.
Evaluation of Project Personnel	All evaluation measures will be fully consistent with institutional policies and procedures, including all negotiated agreements with faculty, administration and classified staff.
Communication with the U.S. Dept. of Education Title V Office	Communication will be encouraged through the Title V Project Director. Grants compliance personnel will be kept apprised of rules and policy changes from the program office, as well as changes in grants management or fiscal issues in EDGAR.

VI. PROJECT EVALUATION

LMC is committed to strengthening and sustaining a Culture of Evidence, as demonstrated through the assessment activities within this Title V grant. Consistent with this commitment, the evaluation plan for this Title V grant includes formative and summative design (with



external evaluation) allowing us to utilize it as a vibrant planning tool for the college and to measure our success in achieving our grant goals, as illustrated in the graphic above.

Third-Party Evaluation: According to District contracting procedures, LMC must create a formal Request for Proposals (RFP) for an external evaluator. While the RFP process will be open, we will intentionally invite proposals from BTW *Informing Change*, Center for Urban Education at the University of Southern California, Center for Education and Evaluation Services (CEES) at the University of California, Davis, WestEd, and independent higher education evaluation consultants, such as Hilda Hernández-Gravelle, Ed.D, based on their proven expertise in evaluation of federal projects and their socially conscious research and evaluation leading to organizational effectiveness and collaborative learning approaches.

EVALUATION RESPONSIBILITIES	
Project Director Rosa Armendáriz , working with LMC’s Educational Researcher, will be responsible for overseeing the evaluation plan; and coordinating with the external evaluator.	
LMC Office of Institutional Research/Educational Researcher will work closely with Ms. Armendáriz to define the grant research agenda; refine and implement the evaluation plan; gather/generate quantitative and qualitative data; and communicate findings.	
External Evaluator will work closely with Ms. Armendáriz and LMC’s Office of Institutional Research to design and implement the evaluation plan for determining grant effectiveness; collect and analyze data; and interpret and report on the findings. Details of contract including scope of work and receivables are in the budget details.	
Grant Staff will be responsible for gathering required program-level data; keeping grant-activity records; and participating in evaluation activities as requested.	
Title V Steering Committee and The President’s Cabinet will review evaluation reports with the evaluator and grant team at least once a year; provide feedback/direction on grant strategies to grant staff; and provide input on institutional impact to college administration.	

Evaluation Design, Data Collection, Interpretation and Analysis: As part of the grant start-up, the External Evaluator will meet with the Project Director and Program Leads to ensure that valid baseline data were established. They will collaboratively design the Evaluation Plan and work with grant staff to test the effectiveness of the evaluation strategies. LMC’s Office of Institutional Research will provide support to the Title V staff to facilitate data collection. The External Evaluator will independently analyze and interpret the data.

Sources of Data: The California Community College’s Chancellor’s Office has a common Management Information System which categorizes data into four areas: Student, Faculty/Staff, Course/Section and Student Enrollment. Attributes of MIS include a wide range of descriptive data, integration of data, and longitudinal tracking. In addition, LMC uses Datatel and SARS as our primary campus-based data management systems.

SOURCES OF DATA FOR FIVE-YEAR TITLE V GOALS & OBJECTIVES	
1: Increase the fall to fall retention rate of first-time transfer students.	LMC Office of Institutional Research & MIS
2: Increase the number of students who are transfer directed within 3 years	LMC Office of Institutional Research & MIS

3: Increase the number of students who are transfer ready within 3 years	LMC Office of Institutional Research & MIS
4: Increase the number of students transferring to four-year colleges & universities	California Postsecondary Education Commission (CPEC)
5: Increase the number of students who receive Associate degrees	California Community College State Chancellor’s Office Data Mart

Overall Evaluation Design: Quantitative and qualitative research methods will allow us to address key research questions for each grant component.

Examples of Grant Research Questions
<p><u>Component 1 – Outreach & Orientation:</u></p> <ul style="list-style-type: none"> To what extent does participation in an orientation affect first-time students’ participation in services, participation in cohort communities and course selection? How / in what ways does participation in Welcoming activities affect persistence rates of first-time students?
<p><u>Component 2 – ÉXITO Transfer Center and Services:</u></p> <ul style="list-style-type: none"> To what extent does participation in a cohort community improve transfer rates? How / in what ways does participation in Transfer <i>Academia</i> influence students’ understanding of the transfer process?
<p><u>Component 3 – Professional Development & Assessment:</u></p> <ul style="list-style-type: none"> What are the institutional barriers for students in achieving transfer directedness and transfer-readiness? What is the effect of targeted transfer-related professional development strategies on staff and faculty?
<p><u>Overall Grant Research Questions:</u></p> <ul style="list-style-type: none"> How effective is the ÉXITO Transfer Initiative at LMC in closing the gap in transfer rates for Hispanic students? What are the institutional barriers to achieving equitable transfer outcomes for all LMC students, particularly Hispanic and low-income students? What is the impact of a comprehensive orientation and transfer initiative on retention, success and persistence rates for LMC students?

Examples of Methods
<p>Component 1: LMC student ID numbers will be used to track students participating in grant-related initiatives (i.e. Orientations, Welcome activities). Through the campus Datatel and SARS systems the evaluation team will be able to track students and analyze demographic information, course selection patterns, enrollment in cohort communities, participation in the Transfer <i>Academia</i>, utilization of Transfer Center services, persistence and success rates. A database will be designed by the Community and Schools Partnership staff to track students and families attending LMC’s outreach events and PIQE workshops. Surveys will be administered to students and families participating in activities such as outreach events (i.e. <i>Día de Familia</i>, Latino Youth Summits and PIQE Classes), Orientations and Welcoming activities.</p>

Component 2: LMC student ID numbers will be used to track students participating in Transfer Center activities and workshops. SARS will be used to track counseling appointments and Transfer Center usage, while transfer information will be collected through the California Postsecondary Education Commission (CPEC) Transfer Pathways data warehouse. Focus groups with students and faculty will be used to gather qualitative data about the effects of participation in cohort communities.

Component 3: LMC will participate in the CCSSE and its related national dataset. As a benchmarking instrument, CCSSE will allow us to compare LMC nationally with other community colleges, identify areas in which LMC can enhance students’ educational experiences, and document and improve institutional effectiveness over time. This survey instrument will help to identify levels of student engagement in the classroom and in the institution as a whole. In addition, LMC will use an action-research model to document the experience of faculty/staff engaged in the process of increasing transfer rates for Hispanic and low-income students and transforming the institution.

On-Going Use of Evaluation: This evaluation will be more than a pro-forma process. It will be the driver of the *ÉXITO* program, informing the practices of the grant team and measuring the overall effectiveness and success of the grant strategies. Specifically, it will:

- Provide feedback for Title V Staff and Steering Committee:** Staff will review the data and related analysis to help in identifying and implementing interventions for improvement.
- Inform the LMC Community:** Reports will be distributed to the campus community as a way of informing data-based decision-making.
- Report to the East County Community:** Report to the Latino Community Advisory Committee to keep community informed and garner support and feedback for initiatives.
- Track Progress toward Grant Objectives:** Maintains documentation and progress.

The evaluation results will guide LMC in to improve student outcomes, decision-making, planning, and resource allocation. Ultimately, all evaluation will contribute to increasing LMC students’ success.

VII. BUDGET NARRATIVE

For a community such as East County with 14% unemployment, a 50% high school drop-out rate and 75% of its adult population without a college education, this is money well invested. Not only will the transfer success of LMC's growing population of Hispanic and low-income students increase substantially, but LMC will fundamentally shift the way the majority of our over 11,000 students and 672 full- and part-time faculty and staff view and participate in transfer education. Since the majority of our first-year students want to transfer (56%) but do not, **this money will significantly close the gap between hope and achievement.** It is because the *ÉXITO* transfer pipeline builds upon linkages with the community, rigorous programs and instruction, increased student and faculty engagement and continuous assessment that our families and high school and college educators will all have an increased stake in our students' success.

Significance and Magnitude of the Impact of the <i>ÉXITO</i> Transfer Title V Project	
Improved Student Enrollment - Sophomore Level. Based on 2009 first time students, it is estimated that 494 students will be retained into their second year of college-level studies. Based on averages, 33% of these students will be FT (163 students) and 67% will be PT averaging 6 units/ea. (331 students) = 328 FT new students retained.	Fiscal Impact: 328 students taking an average LMC load of 589 hrs = 193,192 hrs/525 (1 FTES load) = 368 FTES x \$4,565 per FTES = \$1,679,920 over 5 years (\$335.984/yr) allowing LMC to cover the costs of institutionalizing staff and services for students.
Cost-Effective Faculty Impacts. Activities will result in broad-based professional development, through focused Inquiry Groups designed to shift LMC to a more robust and effective transfer culture through faculty-driven training, assessment and implementation.	Conservatively, half of LMC's 672 full- and part-time faculty and staff will make positive changes in classrooms and services as a result of <i>ÉXITO</i>'s professional development and assessment over the five years of the grant.
Very Low Cost per Participant – \$60 per participant	
With the Title V-supported infusion of <i>ÉXITO</i> in the classroom via faculty development, it may be safely estimated that at least one-half of the student body, almost 30,000 students, will be affected by grant activities during the five years of the grant,	

All costs have been researched and itemized, as detailed in the budget. Salary levels and benefits are fixed according to legally negotiated agreements – they tend to be higher than the national average, but comparable for the San Francisco Bay Area.

Budget Narrative

Program Profile Narrative Form

This is where applicants will attach the HSI Program Profile Form found in the application booklet.

Attachment 1:

Title: HSI Program Profile Narrative Form Pages: 4 Uploaded File: \\mcpitfs1\home\$\RGoodin\My Documents\10 Title V Grant\FINAL\HSI PROFILE FORM\HSI Program Profile Form.doc

Hispanic-Serving Institutions Program Profile Form

INSTRUCTIONS: *ALL applicants must complete and submit this profile. You may copy or recreate this form, but do not amend or modify the required information or format. Please complete all sections of this form. Upon completion, attach this document as a .doc, .rtf or .pdf into Part III of the "Program Profile Narrative Form" of the e-Application package.*

1. Name of Institution/Campus Requesting: (Use your institution's complete name. If your institution is a branch campus, use the parent institution's name but follow it with the name of the branch campus. For example, you would cite the State University of New York, Brockport Campus.)

Los Medanos College (Contra Costa Community College District)

Institution/Campus OPE ID#: 01034000

DUNS#: 054089359

2. Applicant Address: (All applicants must indicate the address where the project will be located)

Project Address: 2700 East Leland Road

City: Pittsburg

State: CA

Zip: 94565

3. Participating Institutions in a Cooperative Arrangement: N/A

3a. Name of Applicant Institution (Lead):

3b. Name of Participating Institutions

DUNS Number

Location (city/state)

1.

2.

3.

4. Prior Grant Status: If applicable, please identify the fiscal year, grant type and highlight your institution major accomplishment(s) as it relates to enrollment, persistence, graduation rates, and/or fiscal stability. (Note: please check all that applies)

Fiscal Year(s):

Granted 2005-2010

(Ending Sept. 30, 2010)

Grant Type: Individual

Cooperative (If checked, please list partner institution(s))

Names of Partner(s):

1.

2.

3.

Major Accomplishment(s):

1. Increased enrollment, persistence, degrees & certificates for Hispanic students

2. Increased enrollment of credit ESL students

3. Foundation increased endowment

Performance:

Enrollment Persistence Graduation Rates Fiscal Stability

Enrollment Persistence Graduation Rates Fiscal Stability

Enrollment Persistence Graduation Rates Fiscal Stability

5. Tiebreaker Information: Enter the full-time equivalent (FTE) enrollment for Fall 2007. See the Application Guide and Federal Register Notice for instructions on calculating FTE enrollment.

Total Fall 2007 FULL-TIME EQUIVALENT (FTE) students = 3,377

a) Total market value of endowment fund for 2007-08: \$60,799.52

b) Total expenditures for library material during 2007-08 \$45,612

Note: Failure to provide information requested in items a) and b) above may result in the Department not considering the application under a tie-breaker situation

6. Endowment Fund Assurance:

The institution certifies that it proposes to use no more than twenty percent (20%) of the Developing Hispanic-Serving Institutions Program development grant, made under the authority of Title V, of the Higher Education Act of 1965, as amended to establish or increase the institution's endowment fund. The institution agrees to abide by the Department of Education's regulations governing the Endowment Challenge Grant Program, 34 CFR Part 628, the program statute, and the program

regulations, 34 CFR Part 606. The institution further agrees to raise the required matching funds.

7a. Dual Submission Certification: If an institution applies for a grant under more than one program it must indicate that fact in each application: N/A

Strengthening Institutions Program
 American Indian Tribally Controlled Colleges and Universities Program
 Native Hawaiian-Serving Institutions Program
 Alaska Native-Serving Institutions Program
 Title V Hispanic-Serving Institutions Program
 Cooperative Arrangement Individual

7b. Grant Funding: If my institution should be selected to receive a grant under more than one program, I will accept the grant for:

Strengthening Institutions Program
 American Indian Tribally Controlled Colleges and Universities Program
 Native Hawaiian-Serving Institutions Program
 Alaska Native-Serving Institutions Program
 Title V Hispanic-Serving Institutions Program
 Cooperative Arrangement Individual

8. Institutional Assurance Statistics: See the Application Guide and the Federal Register Notice for HSI Assurance Instructions. Please provide us with the data your institution reported to the following: IPEDS and State Reported Enrollment. Enter information for all areas below for Fall 2009 (up to 30 September 2009)

8a. HSI Assurance:

Total Undergraduate FTE Enrollment Count: 6,796
 Hispanic Undergraduate FTE Enrollment Count: 1,809
 Undergraduate FTE Hispanic Percent: 26.6%

8b. State Enrollment Reported Data:

Hispanic Undergraduate FTE Enrollment: 2,879
 Undergraduate FTE Hispanic Percent: 26.7%

8c. IPEDS Reported Data:

Hispanic Undergraduate FTE Enrollment: 2,879
 Undergraduate FTE Hispanic Percent: 26.7%

9. Eligibility Documentation: Please provide us with the documentation the institution relied upon in determining that at least 25 percent of the institution's undergraduate FTE students are Hispanic.

NOTE: The Department will cross-reference for verification, data reported to the Department's Integrated Postsecondary Education Data System (IPEDS), the institution's state reported enrollment data, and the institutional annual report. If there are any differences in the percentages reported in IPEDS and the percentage reported in the grant application, the institution should explain the differences as a part of its eligibility documentation. When providing eligibility documentation to support your HSI assurance, please note that the Department does not consider a replication of the instructions sufficient justification. If the Department receives a replica of the instructions and/or cannot validate assurance, the application will be deemed ineligible.

8a. HSI Assurance:

LMC FTE Enrollments for Fall 2009 based on the Number of Units Taken

	Total FTE	Hispanic FTE	Hispanic %
Full-Time	3,656	927	25.36%
Part-Time	3,140 (37,681.4 units / 12)	882 (10,579.3 units / 12)	28.09%
TOTAL FTE	6,796	1,809	26.60%

The Contra Costa College Community College District's information management system, Datatel, was used to generate the FTE Enrollment information for 8a. above. The data accessed was current on Datatel as of September 30, 2009.

A full-time course load at Los Medanos College is 12 units.

The number of units enrolled by each student in Fall 2009 was calculated by accessing the number of units enrolled for each student in Datatel.

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Students who were enrolled in 12 or more units were categorized as full-time students (3,656). The number of units enrolled by part-time students in Fall 2009 was summed and divided by 12 ($37,681.4/12 = 3,140$).

The total undergraduate FTE enrollment count was generated by adding the number of full-time students and the number of FTE part-time students ($3,656 + 3,140 = 6,796$).

The same procedure was followed to obtain the Hispanic undergraduate FTE enrollment count. Hispanic students who were enrolled in 12 or more units were categorized as full-time students (927). The number of units enrolled by part-time students in Fall 2009 was summed and divided by 12 ($10,579.3/12 = 882$).

The total undergraduate Hispanic FTE enrollment count was generated by adding the number of full-time Hispanic students and the number of FTE Hispanic part-time students ($927 + 882 = 1,809$).

The percentages were calculated by dividing the Hispanic FTE by the Total FTE ($1,809/6,796 = 26.6\%$).

8b. and 8c. State Enrollment Reported Data and IPEDS Reported Data

All California Community Colleges are mandated to provide COMIS data to the Chancellor's Office each semester. As a result, data used to identify State Enrollment Reported Data is the same data used in populating the IPEDS survey. (See page 6 of the IPEDS enrollment survey below for details). IPEDS reports enrollment headcount. Based on LMC's IPEDS 2009-10 Fall Enrollment Summary, LMC has 2,879 Hispanic students: 333 full-time Hispanic men + 841 part-time Hispanic men = 1,174 total Hispanic men; and 516 full-time Hispanic women + 1,189 Hispanic part-time women = 1,705 Hispanic women enrolled at LMC ($1,174 + 1,705 = 2,879$). Based on the Fall 2009 IPEDS Report, Hispanics represented 26.7% of the LMC student population. ($2,879 \text{ Hispanic} / 10,773 \text{ all students} = 26.7\%$).

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From page 6 of LMC's IPEDs Report (as referenced above).
Fall Enrollment 2009-10

Print Forms (data)				Page 6 of 16
Institution: Los Medanos College (117894)				User ID: 06B0061
Part A - Fall Enrollment Summary				
Fall Enrollment Summary				
Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students	
Men				
<u>Nonresident alien</u>	1	7	8	
<u>Hispanic/Latino</u>	333	841	1,174	
<u>American Indian or Alaska Native</u>	12	19	31	
<u>Asian</u>	143	356	499	
<u>Black or African American</u>	237	526	763	
<u>Native Hawaiian or Other Pacific Islander</u>	18	31	49	
<u>White</u>	436	1,130	1,566	
Two or more races	10	22	32	
<u>Race and ethnicity unknown</u>	229	288	517	
Total men	1,419	3,220	4,639	
Women				
<u>Nonresident alien</u>	9	1	10	
<u>Hispanic/Latino</u>	516	1,189	1,705	
<u>American Indian or Alaska Native</u>	10	31	41	
<u>Asian</u>	171	410	581	
<u>Black or African American</u>	290	804	1,094	
<u>Native Hawaiian or Other Pacific Islander</u>	15	51	66	
<u>White</u>	578	1,361	1,939	
Two or more races	18	22	40	
<u>Race and ethnicity unknown</u>	267	391	658	
Total women	1,874	4,260	6,134	
Grand Total	3,293	7,480	10,773	
https://surveys.nces.ed.gov/IPEDS/DataForms.aspx				4/20/2010

10. **Certifying Representative:**
Name: Ruth A. Goodin
Title: Senior Foundation Director
Contact Number: (925)439-2181, ext. 3203
Fax Number: (925) 432-3261

11. By checking this box, the applicant and President of the institution certify that the IHE will comply with the statutory requirements, program standards, and program assurance cited in the HSI program regulations 34 CFR Part 606.

Budget Narrative

HSI Activity Detail Budget Narrative Form

This is where the applicant will attached the Activity Detailed Budget Form and supporting document found in the application booklet.

Attachment 1:

Title: **HSI Activity Detail Budget Narrative Form** Pages: **5** Uploaded File: \\mcpitfs1\home\$\RGoodin\My Documents\10 Title V Grant\FINAL\Program Activity Budget Detail Form\HSI Activity Detail Budget Narrative.doc

Hispanic-Serving Institutions Program Activity Budget Detail Form

INSTRUCTIONS: ALL applicants must complete and submit this form. You may copy or recreate this form, but do not amend or modify the required information or format. Upon completion, attach this document as a .doc, .rtf or .pdf into Part III of the “HSI Activity Budget Narrative Form” in the e-Application package.

Activity Budget (To be completed for every activity for which funding is requested)											
1. Name of Institution: Los Medanos College					2. Activity Title: <i>ÉXITO – Creating a Robust and Effective Transfer Pipeline at LMC</i>						
3. Budget Categories By Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	
Object Class											
Personnel (Position Title)											
a. Project Director	75%	\$29,808	75%	\$29,808	75%	\$29,808	75%	\$29,808	75%	\$29,560	\$ 148,792
b. Activity Director	100%	\$50,283	100%	\$67,674	100%	\$70,206	100%	\$72,744	100%	\$55,935	\$ 316,842
c. Project Assistant	75%	\$26,548	75%	\$37,031	75%	\$38,421	75%	\$38,421	75%	\$38,421	\$ 178,841
d. Educational Researcher	35%	\$39,950	25%	\$29,981	25%	\$31,104	25%	\$31,104	25%	\$31,104	\$ 163,244
e. Comm/Schools Coord.	25%	\$ 4,968	25%	\$ 4,968	25%	\$ 4,968	25%	\$ 4,968	25%	\$ 4,968	\$ 24,840
f. Welcome Center Coord.	100%	\$34,530	100%	\$48,171	80%	\$39,984	75%	\$37,485	70%	\$34,986	\$ 195,156
g. Transfer Center Director	100%	\$43,122	100%	\$60,153	100%	\$62,412	75%	\$46,809	60%	\$37,447	\$ 249,943
h. Transfer Counselor	100%	\$50,283	100%	\$67,674	100%	\$70,206	75%	\$54,558	60%	\$33,561	\$ 276,282
i. Faculty	hourly	\$18,070	hourly	\$24,570	hourly	\$24,570	hourly	\$24,570	hourly	\$32,500	\$ 124,280
j. Student Ambassadors	hourly	\$16,060	hourly	\$32,120	hourly	\$32,120	hourly	\$32,120	hourly	\$32,120	\$ 144,540
SUB-TOTAL		\$313,622		\$402,150		\$403,799		\$372,587		\$330,602	\$1,822,760
b. Fringe Benefits %varies		\$108,386		\$138,669		\$135,230		\$120,946		\$102,589	\$ 605,820
c. Travel		\$ 38,201		\$ 12,497		\$ 10,886		\$ 12,000		\$ 12,000	\$ 85,584
d. Equipment		\$		\$		\$		\$		\$ 80,450	\$ 80,450
e. Supplies		\$ 74,906		\$ 16,000		\$ 19,000		\$ 57,382		\$ 23,269	\$ 190,557
f. Contractual		\$ 87,450		\$ 73,250		\$ 73,650		\$ 79,650		\$ 93,650	\$ 407,650
g. Construction		\$ 20,000		\$		\$		\$		\$	\$ 20,000
h. Other (endowment)		\$ 750		\$ 750		\$ 750		\$ 750		\$ 750	\$ 3,750
i. TOTAL DIRECT CHARGES		\$643,315		\$643,316		\$643,315		\$643,315		\$643,310	\$3,216,571

1. Explain in detail how you arrived at the total amount requested in each object class in each year of the activity. If you fail to provide sufficient details, we may disallow costs.

ACTIVITY BUDGET DETAIL NARRATIVE (Includes Project Management):

1. **PERSONNEL:** Salary rates are linked to negotiated agreements and while generally high on a national comparison, are comparable for the San Francisco Bay Area. Step raises have been included where applicable. There are no cost of living increases expected.

2010-11	2011-12	2012-13	2013-14	2014-15
\$313,622	\$402,150	\$403,799	\$372,587	\$330,602

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
a. Project Director	29,808	29,808	29,808	29,808	29,560
b. Activity Director	50,283	67,674	70,206	72,744	55,935
c. Project Assistant	26,548	37,031	38,421	38,421	38,421
d. Educational Researcher	39,950	29,981	31,104	31,104	31,104
e. Community/Schools Coordinator	4,968	4,968	4,968	4,968	4,968
f. Welcome Center Coordinator	34,530	48,171	39,984	37,485	34,986
g. Transfer Center Director	43,122	60,153	62,412	46,809	37,447
h. Transfer Counselor	50,283	67,674	70,206	54,558	33,561
i. Faculty Stipends	18,070	24,570	24,570	24,570	32,500
j. Student Ambassadors	16,060	32,120	32,120	32,120	32,120

- Project Director:** (Yrs 1-5: 75%) Begins upon receipt of the grant; position ends at conclusion of grant. (Salary is to pay teaching replacement.)
- Activity Director:** (100% grant-funded) Begins in January, 2011. Position transitions to college in July, 2015 the semester in which the grant ends.
- Project Assistant:** (75%) Begins in January, 2011; Position transitions to college at end of grant.
- Educational Researcher:** (Yr 1:35%, Yrs 2-5:25%) Begins October, 2010; Paid partially by the grant, with the majority of salary being paid by the college: position fully transitions to college at end of grant.
- Community and Schools Coordinator:** (Yrs 1-5: 25%) Begins upon receipt of grant. Position transitions to college at end of grant. (Salary is to pay teaching replacement.)
- Welcome Center Coordinator:** (Yrs 1-2:100%, Yr 3:80%, Yr 4:75%, Yr 5:70%) Begins in January, 2011; Transition to college at end of grant.
- Transfer Center Director:** (Yrs 1-3: 100%, Yr 4:75%, Yr 5:60%) Begins in January, 2011; Transition to college at end of grant.
- Transfer Counselor:** (Yrs 1-3:100%, Yr 4:75%, Yr 5:60%) Begins in January, 2011; Transition to college at end of grant.
- Faculty Stipends:** @ \$65/hr. Counselor hourly compensation for participation in Orientations (4 counselors x 8 hours x 4 orientations each year; Participation of PT faculty in Professional Development – Yr 1:30 faculty; Yrs 2-4: 50 faculty; Yr 5: 80 faculty.

- j. **Student Ambassadors:** (Yr 1: begins in January 2011. Yrs 2-5: both semesters) \$8.03/hr; 10 Student Ambassadors per 18-week semester, each working 10 hours per week to assist with outreach, orientations, welcoming, and transfer activities.
2. **FRINGE BENEFITS:** Benefit percentage figures vary - as provided by the District Payroll Office - for classifications and for positions for which individuals have already been identified. While generally high on a national comparison, these figures are standard for the San Francisco Bay area community colleges.

2010-11	2011-12	2012-13	2013-14	2014-15
\$108,386	\$138,669	\$135,230	\$120,946	\$102,589

Title and %	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
a. Project Director (10%)	3,009	3,009	3,009	3,009	2,984
b. Activity Director (34%)	18,409	24,623	24,932	25,242	19,100
c. Project Assistant (52%)	14,606	19,808	20,091	20,091	20,091
d. Educational Researcher (25%)	10,606	7,752	7,889	7,889	7,889
e. Community/Schools Coord. (10%)	502	502	502	502	502
f. Welcome Center Coord. (53%)	19,299	26,165	21,227	19,900	18,574
g. Transfer Center Director (47%)	21,049	28,606	29,066	21,800	17,440
h. Transfer Counselor (34%)	18,409	24,623	24,932	18,932	11,460
i. Faculty Stipends (12%)	2,208	3,002	3,002	3,002	3,972
j. Student Ambassadors (2%)	289	578	578	578	578

3. **TRAVEL:** Hotel, travel expenses, and per diem have been included for all travel.

2010-11	2011-12	2012-13	2013-14	2014-15
\$38,201	\$12,497	\$10,886	\$12,000	\$12,000

Yr 1: (\$38,201) 2 people will attend Title V Director's (Washington, D.C) meeting @ \$2,114/e = \$4,228; 8 people will attend the Washington (State) Center's Learning Community Institute @ \$1,481/e = \$11,849; 2 people will attend the National Institute for Staff and Organizational Development (NISOD) Conference (Austin, Tx) @ \$2,812/e = \$5,624; and 35 people will attend the Great Transfer Seminar – modeled after the Great Teachers Seminar held during the summer at a regional retreat center = \$14,000; Transfer Center Director and Transfer Counselor will select transfer conferences / workshops to attend @ \$2,500.

Yr 2: (\$12,497) 3 people will attend the First Year Experience Conference (Atlanta, Ga.) @ \$1,915/e = \$5,745; 2 people will attend the Hispanic Association for Colleges and Universities (HACU) Conference (San Antonio, Tx) @ \$1,626 = \$3,252. Staff will be selected to attend Transfer conferences /workshops @ \$3,500

Yr 3: (\$10,886) 1 person will attend the Title V Director's Meeting (Washington, D.C.) meeting @ \$2,114; 3 people will attend the Second Year Experience Conference (Atlanta, Ga) @ \$1,933 = \$5,802; Staff will be selected to attend Transfer conferences /workshops @ \$2,970.

Yrs 4-5: (\$12,000 each year) The EXITO Team will select from conferences and events that most closely align with program goals and objectives to be approved by the Title V Steering Committee.

4. EQUIPMENT:

2010-11	2011-12	1012-13	2013-14	2014-15
				\$80,450

Yr 5: 5 Smart Classrooms for Learning Community classrooms @ \$16,090/e = \$80,450.

5. SUPPLIES:

2010-11	2011-12	1012-13	2013-14	2014-15
\$74,906	\$16,000	\$19,000	\$57,382	23,269

Yr 1: Furnishings for Transfer Academia: (prices include taxes) 5 tables @ \$558/e = \$2790; 24 chairs @ \$320/e = \$7,680; 5 Student workstations w/shelves @ \$1,152/e = \$5,760; 1 wheel-chair accessible workstation @ \$536; 3 large bookcases @ \$918/e = \$2,754, storage unit/file cabinet @ \$1,694; 2 benches @ \$1,164/e = \$2,328. **Work-Stations:** for Activity Director, Project Assistant and Welcome Liaison including chairs @ \$1,716/e = \$5,148. **Staff Computers:** 6@ \$1,700 for Activity Director, Project Assistant, Educational Researcher, Welcome Liaison, Transfer Center Director, Transfer Center Counselor = \$10,200. **Student-use Computers:** for Transfer Academia – 5 @ \$1,400/e = \$7,000. **Printers:** 1 @ \$1,416 for Transfer Academia, 1 for T5 Office @ \$300. **General Supplies** for all components and admin (paper, toner, postage, books, software, etc) = \$8,000; **Printing** = \$3,000. **Signage:** for Welcome Center, Transfer Academia, Transfer Center around campus = \$16,300.

Yrs 2: General Supplies for all components and admin (paper, toner, postage, books, software, etc) = \$8,000; **Printing** = \$3,000; **Books** – Transfer level texts for Library - \$5,000

Yr 3: General Supplies for all components and admin (paper, toner, postage, books, software, etc) = \$8,000; **Printing** = \$3,000; **Books** – Transfer level texts for Library - \$8,000

Yr 4: Furnishings for Transfer Center: 3 work-Stations w/chairs for four-year reps and Transfer Director @ \$1,250/e = \$3,750; 6 small tables @ \$336 = \$2,016; 4 large tables @ \$427/e = \$1,708; 3 2-person computer stations @ \$576/e = \$1,728; 2-person wheel-chair accessible workstation @ \$766; 3 bookcase/cupboards @ \$918/e = \$2,754; 48 chairs @ \$320/e = \$15,360. **Student-use Computers:** for Transfer Center – 11 @ \$1,400 = \$15,400. **Printers:** 2 for Transfer and Welcome Centers @ \$1,450/e = \$2,900. **General Supplies** for all components and admin (paper, toner, postage, books, software, etc) = \$8,000; **Printing:** \$3,000

Yr 5: Furnishings for Welcome Center: 4 small tables @ \$336/e = \$1,344; 15 chairs @ \$320 = \$4,800; 1 wheel-chair accessible workstation @ \$536; 2-person work-station @ \$2,126; 1 bookcase with files @ \$1,548; double work-station w/chairs for staff @ \$1,915; **General Supplies** for all components and admin (paper, toner, postage, books, software, etc) = \$8,000; **Printing** = \$3,000.

F. CONTRACTUAL:

2010-11	2011-12	2012-13	2013-14	2014-15
\$87,450	\$73,250	\$73,650	\$79,650	\$93,650

CUE for Training and consultation with implementation of CUE Equity Model and Faculty/Staff Participatory Action Inquiry @ **\$40,000 Yr 1, \$15,000 Yr 2 and \$10,000 each for Yrs 3-5.;**

Working with **Community College Survey of Student Engagement (CCSSE) @ \$8,250 each for Yrs 1-5; Parent Institute for Quality Education (PIQE)** for classes at one local high school each in **Yrs 1-2 @ \$5,400** and 2 schools each for **Yrs 3-5 @ \$10,800** per year; **Learning Communities** – stipends for faculty @ \$500 for development and \$500 for first semester implementation for each **Yrs 1-5 = \$3,000** per year; **Counseling Interns** – 4 interns @ \$15/hr for 10 hrs e/wk for 18 wks per semester = **Yr 1 = \$10,800; Yrs 2-5 = \$21,600; External Evaluator @ \$20,000 Yrs 1-4 and \$30,000 Year 5; Visiting Scholars** – bringing in professionals such as John Gardner and others identified through our work – **Yr 4 @ \$6,000 and Yr 5 @ \$10,000.**

G. CONSTRUCTION:

2010-11	2011-12	2012-13	2013-14	2014-15
\$20,000				

Yr 1: Remodel old computer lab to become the new Transfer Academia @ \$20,000 based on estimates from construction project manager.

H. OTHER

2010-11	2011-12	2012-13	2013-14	2014-15
\$750	\$750	\$750	\$750	\$750

Yrs 1-5: Local Travel for 1,500 miles @ \$.50/mile for project staff each year.

I. TOTAL

2010-11	2011-12	2012-13	2013-14	2014-15
\$643,315	\$643,316	\$643,315	\$643,315	\$643,310