

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**APPLICATION FOR GRANTS UNDER THE DEVELOPING HISPANIC-SERVING  
INSTITUTIONS PROGRAM  
CFDA # 84.031S**

OMB No. 1840-0745, Expiration Date: 10/31/2006  
Closing Date: MAR 21, 2005

# **\*\*Table of Contents\*\***

## **Forms**

1. Standard Face Sheet (ED 424)	e1
2. Standard Budget Sheet (ED 524)	e2
3. SF 424B - Assurances Non-Construction Programs	e4
4. Disclosure of Lobbying Activities	e6
5. OPE-Certification Regarding Collaborative Arrangements (Form 851S-8)	e7
6. OPE-Endowment Fund Assurance (Form 851S-9)	e10
7. ED 80-0014 Certification	e11
8. ED 80-0013 Certification	e13
9. Hispanic-Serving Institutions Assurance (851S-7)	e14
10. OPE-Tie Breaker Information Form (84.031S)	e15
11. OPE-Participating Institutions in a Cooperative Arrangement (Form 851S-1)	e16
12. OPE - Objectives and Performance Indicators Form (84.031S Form 851S-2) - Developmental Ed, Support Services, Faculty Development CHC Activity Objectives	e18
13. OPE - Objectives and Performance Indicators Form (84.031S Form 851S-2) - Project Management & Evaluation	e19
14. OPE- Implementation Strategy and Timetable Form (84.031S Form 851S-3) - Developmental Ed, Support Services, Faculty Development CHC impl. Strat. Forms	e21
15. OPE- Implementation Strategy and Timetable Form (84.031S Form 851S-3) - Project Management & Evaluation	e27
16. OPE - Individual Activity Budget (84.031S Form 851S-4) - Developmental Ed, Support Services, Faculty Development & Access to	
17. OPE - Individual Activity Budget (84.031S Form 851S-4) - Project Management & Evaluation	e29
18. OPE - Individual Activity Budget Narrative Form (031S 851S-5) - Developmental Ed, Support Services, Faculty Development & Access to	
19. OPE - Individual Activity Budget Narrative Form (031S 851S-5) - Project Management & Evaluation	e31
20. OPE-Other Budget Information Form for Summary Budget (Form 851S-6)	e32
21. OPE- Dual Submission Certification (Title III and V) ED Form 851A-9	e33
22. 427 GEPA	e34
GEPA	e36

## **Narratives**

1. Project Narrative - (Project Abstract (see General Instructions docu.....))	e37
CHC Abstract	e38
2. Project Narrative - (Table of Contents...)	e39
3. Project Narrative - (Institutional Narrative (See General Instructions.....))	e40
CHC Institutional Narrative	e41

4. Project Narrative - (Justification for Funding Under a Cooperative A.....)	_____	e44
5. Project Narrative - ((a) Quality of the applicant's comprehensive de.....)	_____	e45
CHC CDP	_____	e46
6. Project Narrative - ((b) Quality of activity objectives. (Total: 10 .....)	_____	e61
CHC Relationship to the Activity	_____	e62
7. Project Narrative - ((c) Quality of implementation strategy. (Total:.....)	_____	e64
CHC Activity Narrative	_____	e65
8. Project Narrative - ((d) Quality of key personnel. (Total: 10 points.....)	_____	e82
CHC Key Personnel	_____	e83
9. Project Narrative - ((e) Quality of project management plan. (Total:.....)	_____	e87
CHC Proj Management	_____	e88
10. Project Narrative - ((f) Quality of evaluation plan. (Total: 10 poin.....)	_____	e93
CHC Project Evaluation	_____	e94
11. Project Narrative - ((g) Budget. (Total: 5 points). The extent t.....)	_____	e98
Activity & Project Mgmt Budget Narratives	_____	e99
12. Project Narrative - (Five Year Plan (See General Instructions for fu.....)	_____	e103
five-year plan	_____	e104
13. Project Narrative - (Ranking of Activities (See General Instructions.....)	_____	e105
ranking of activities	_____	e106
14. Project Narrative - (Prior HSI Program Support (See General Instruct.....)	_____	e107
prior support	_____	e108
15. Project Narrative - (Letters of Commitment from Partner Institutions.....)	_____	e109

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 Education Assistance



U.S. Department of Education  
Form Approved  
OMB No. 1890-0017  
Exp. 02/28/2005

## Applicant Information

1. Name and Address  
 Legal Name: Crafton Hills College  
 Address: 11711 Sand Canyon Road  
Yucaipa CA  
 City State  
 2. Applicant's D-U-N-S Number 073594228  
 3. Applicant's T-I-N 956002754  
 4. Catalog of Federal Domestic Assistance #: 84 031S  
 Title: Application for Grants Under the Developing Hispanic-Serving Institutions Progra...  
 5. Project Director: Theodore P Phillips  
 Address: 11711 Sand Canyon Road  
Yucaipa CA 92399 -  
 City State ZIP Code + 4  
 Tel. #: (909) 794-2161 Fax #: (909) 794-6984  
 E-Mail Address: TPHILLIPS@CRAFTONHILLS.EDU

Organizational Unit  
 [Empty Box]  
San Bernardino 92307 -  
 County ZIP Code + 4  
 6. Novice Applicant Yes  
 7. Is the applicant delinquent on any Federal debt? No  
 (if "Yes," attach an explanation.)  
 8. Type of Applicant (Enter appropriate letter in the box.)  G  
 A State G Public College or University  
 B Local H Non-Profit College or University  
 C Special District I Non-Profit Organization  
 D Indian Tribe J Private, Profit-Making Organization  
 E Individual K Other (Specify):  
 F Independent School District  
 9. State Application Identifier:  
 -

## Application Information

10. Type of Submission:  
 --PreApplication  
 Non-Construction  
 11. Is application subject to review by Executive Order 12372 process?  
 No - Program is not covered by E.O. 12372  
 12. Proposed Project Dates:  

Start Date:	End Date:
<u>10/01/2005</u>	<u>09/30/2010</u>

 13. Are any research activities involving human subjects planned at any time during the proposed project period? No (Go to item 14.)  
 13a. Are **all** the research activities proposed designated to be exempt from the regulations? No  
 Yes (Provide Exemption(s)#):  
 -  
 No (Provide Assurance #, if available):  
 14. Descriptive Title of Applicant's Project:  
Developmental Education, Support Services, Faculty Development and Access to Technology

## Estimated Funding Authorized Representative Information

15a. Federal	\$	550,000	.00
b. Applicant	\$	0	.00
c. State	\$	0	.00
d. Local	\$	0	.00
e. Other	\$	0	.00
f. Program Income	\$	0	.00
g. TOTAL	\$	550,000	.00

16. To the best of my knowledge and belief, all data in this preapplication/ application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Typed Name of Authorized Representative  
Virginia R Moran

b. Title  
Director, Research Planning

c. Tel. #: (909) 389-3206 Fax #: (909) 794-6984

d. E-Mail Address: VMORAN@CRAFTONHILLS.EDU

e. Signature of Authorized Representative  
 \_\_\_\_\_



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Crafton Hills College

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	\$ 307816	\$ 305728	\$ 286802	\$ 250647	\$ 195057	\$ 1346050
2. Fringe Benefits	\$ 77195	\$ 76869	\$ 72392	\$ 62595	\$ 47567	\$ 336618
3. Travel	\$ 14500	\$ 14500	\$ 14500	\$ 14500	\$ 14500	\$ 72500
4. Equipment	\$ 100000	\$ 124200	\$ 149800	\$ 185200	\$ 252600	\$ 811800
5. Supplies	\$ 26089	\$ 6700	\$ 9000	\$ 17000	\$ 16700	\$ 75489
6. Contractual	\$ 18400	\$ 15500	\$ 11000	\$ 12000	\$ 14000	\$ 70900
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 6000	\$ 6500	\$ 6500	\$ 8000	\$ 9500	\$ 36500
9. Total Direct Costs (lines 1-8)	\$ 550000	\$ 549997	\$ 549994	\$ 549942	\$ 549924	\$ 2749857
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 550000	\$ 549997	\$ 549994	\$ 549942	\$ 549924	\$ 2749857

\* 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): \_\_\_\_\_
- (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)?



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
Crafton Hills College

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:** Gloria Macías Harrison

**Title:** President

**Date Submitted:** 03/07/2005



### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <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	<b>2. Status of Federal Action:</b> <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: -	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: - <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b> CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> 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: Gloria Macías Harrison Title: President Applicant: Crafton Hills College Date: 03/07/2005	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

**CERTIFICATIO REGARDI G COLLA ORATVE ARRA NEME T**

N

N

This certification is required by the legislation implementing Section 511(d) of Title V of the Higher Education Act of 1965, as amended. The Secretary requests this information to use in establishing priorities for funding. The certification shall be treated as a material representation of fact upon which the Department of Education will rely in making a determination to award a grant.

**PRIORITY** - The Secretary shall give priority to an application that contains satisfactory evidence that the Hispanic-serving institution has entered into or will enter into a collaborative arrangement with at least one local education agency or community-based organization to provide such agency or organization with assistance (from funds other than funds provided under this title) in reducing dropout rates, improving rates of academic achievement for students, and increasing the rate at which Hispanic secondary school graduates enroll in higher education.

1. Describe the terms of the agreement:

In the Spring of 2001, San Bernardino County Superintendent of Schools brought together chief executives from local school districts, community colleges, and 4-year colleges to form the Partnership for Advancing Student Success P16 Council (PASS P16). The mission was daunting: To work in partnership with leading education, business, and public/private nonprofit organizations to achieve significant improvement in the educational success of all students, especially poor, Hispanic and other ethnic minority students, through system efforts linking elementary, secondary, and post-secondary education. Given the many challenges found in the County, however, the mission was absolutely necessary: Drop-out rates in the County (15.9%) are higher than the State (12.6%); even more serious, the drop-out rate for Hispanic students in one of College's main feeder districts is more than 10 points above the State rate (23.6%).

Partner institutions entered into a Memorandum of Understanding shortly thereafter. The basic structure of PASS P16 includes 3 groups with complementary functions: CEOs (provide strategic direction, craft goals, make decisions); Curriculum and Instruction personnel (plan, implement, disseminate); and Research and Information Technology personnel (perform data-sharing, analysis, interpretation).

2. Describe the role of the applicant institution:

Personnel from Crafton Hills College actively participate in regular meetings of PASS P16. In addition, the Office of Research and Planning has been instrumental in guiding the development of the data consortium, as well as in providing leadership and technical expertise in conducting data analysis in response to the research requests of the CEOs. To date, the reporting imperatives recommended by the data consortium address issues with regional implications: Access and basic academic preparedness and improvement, with a particular emphasis on Hispanic students and other impacted groups. This entails analysis and interpretation of large-scale, but still local, data on the access of Hispanic students to college-preparatory courses, and tracking their academic performance from high school through college.

In addition, to regional concerns, this partnership has enabled Crafton Hills College to conduct research that addresses local concerns. For example, backwards tracking of students enrolled in remedial math courses revealed that many students actually took higher-level, college-preparatory math courses in high school. However, among Hispanic and African American students enrolled in remedial math, most had not enrolled in college preparatory mathematics courses in high school. This discovery prompted several plans of action, all of which are focused on the successful transitioning of Hispanic and other disproportionately impacted students into college-level coursework. Examples include:

„X Curriculum mapping of elementary algebra with high school and college faculty. This is an important step in aligning curriculum across educational segments, particularly since algebra is a gatekeeper course for college-level coursework.

„X The College's Early Access Program can be expanded to high schools where Hispanic students have the greatest need for information about going to college, including but not limited to information about financial aid, services available to assist in academic preparation and career exploration, and assessment for course placement.

### 3. Describe the objectives of the agreement:

Partner institutions entered into a Memorandum of Understanding, adopting the following goals:

- To use credible research and data analysis to inform decision-making.
- To ensure equitable student access to qualified faculty and staff.
- To adopt A-G as the default curriculum for all high school students.
- To reduce drop-out rates and increase college-going and completion rates.

Our use of credible research and data analysis has already had some impact on access of Hispanic and other disproportionately impacted students to qualified teachers: By highlighting regionally shared problems with student achievement in mathematics, professional development focused on teacher preparation (math content knowledge and effective instructional strategies) has been provided to an increasing number of teachers. The next round of intensive professional development in mathematics instruction will target teachers from schools identified as having the greatest need, with a particular emphasis on Hispanic and other disproportionately impacted groups.

#### Authorized IHE Representative

\*Name : Gloria M Harrison  
\*Title : President, Crafton Hills College  
Signature: \*Date: 3/18/2005

As duly authorized representative of the LEA, I certify that the LEA has entered into a collaborative arrangement with the applicant institution.

#### Authorized LEA or Community Based Organization Representative

\*Name: Herbert R Fischer  
\*Title: Superintendent, San Brdno Cnty Schools  
Signature: \*Date: 3/18/2005

**ED FORM 851S-8**

**Endowment Assurance**

**F w**

The institution of higher education proposes to use no more than twenty percent (20%) of the Developing Hispanic-Serving Institutions Program development grant award, 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 607.

The institution further agrees to raise the required matching funds.

Name of Institution of Higher Education Crafton Hills College

Signature of President or Chief Executive \*Date: 3/7/2005

\*Name : Gloria M Harrison \*Title : College President

Signature of Treasurer or Chief Financial Officer\*Date: 3/7/2005

\*Name : Robert Temple \*Title : Vice Chancellor, Fiscal Services

**ED FORM 851S-9**

## Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

### Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms covered transaction, debarred, suspended, ineligible, lower tier covered transaction, participant, person, primary covered transaction, principal, proposal, and voluntarily excluded, as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

---

### Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

---

Explanation for Statement (2)

**Attachment:**

Title :

File :

---

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Project Title: **Developmental Education, Support Services, Faculty Development and Access to Technology**

PR Award Number: **P031S050045**

Name of Authorized

Certifying Representative:

Gloria Macías Harrison

Title:

President

Applicant:

Crafton Hills College

Signature:

Date:

\_\_\_\_\_

03/07/2005

## 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 making 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 Form to Report Lobbying," 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.

Organization Crafton Hills College	
Name of Authorized Representative Gloria Macías Harrison	Title President
Signature _____	Date 03/07/2005

ED 80-0013

03/04



**Hispanic-Serving Institutions Assurance  
Signature Page**

**Institutional Statistics**

Name of Institution:	Crafton Hills College
Total Undergraduate FTE Enrollment Count:	1770
Hispanic Undergraduate FTE Enrollment Count:	447
Hispanic Enrollment Count:	1406
Hispanic Low-Income Student Count	796
Undergraduate FTE Hispanic Percent:	25.2542372881356
Low-Income Hispanic Percent:	56.6145092460882

\*Name of President of the Institution: Gloria M Harrison  
\*Title of President of the Institution: President  
Signature: \*Date: 3/7/2005

**ED FORM 851S-7**

**Tie-Breaker Information:**

Directions:

1. Enter the full-time equivalent (FTE) enrollment for Fall, 2002. Calculate FTE enrollment as follows:
  - \* Total the number of full-time students in Fall 2002. This number is the FTE of full-time students. A "full-time student" is, for undergraduates, one whose academic load (course work and other required activity) is at least 75% of the normal full-time load at the institution. For graduate students, one FTE is one whose academic load, course work, and other required activities, totals at least 9 credit hours.
  - \* Total the FTE of part-time students. Add the total number of credit hours of all part-time undergraduate students enrolled in Fall 2002, then divide that number by 12. The result is the FTE of part-time undergraduate students. Do the same for graduate students but divide the total by 9. Then add the two numbers to get the total FTE of part-time students.
  - \* Add the FTE of full-time students and the FTE of part-time students. The result is the FTE enrollment for Fall 2002.
    - 1.a) Enter the total market value of the institution's endowment at the end of the college's base fiscal year (2002-03).
    - 1.b) Enter the total expenditures for library materials during the base year (2002-03).

**NOTE:** Failure to provide information requested in items 1.a) and 1.b) above may result in the Department not considering the application under a tie-breaking situation.

1. Total <b>FALL 2002 FULL-TIME EQUIVALENT (FTE)</b> students =	1770
a) Total market value of endowment fund for 2002-03	\$ 0.00
b) Total expenditures for library material during 2002-03	\$ 17,732.00

**2. If contact person is different from person named in Item 5 on ED FORM 424, please identify by name and phone number in this space.**

**First Name:** Gloria    **Middle Initial:** M    **Last Name:** Harrison  
**Phone:** 9097942161    **Extn:** 3200  
**email:** GHARRIS@CRAFTONHILLS.EDU

3. Provide a project abstract with your application if you are applying for an Individual or Cooperative Arrangement Development Grant following strictly the fictitious sample.

**GRANT APPLICATION FOR THE  
HISPANIC-SERVING INSTITUTIONS PROGRAM  
Title V, Higher Education Act, as amended**

**PARTICIPATING INSTITUTIONS IN A COOPERATIVE ARRANGEMENT**

**1. Name of Applicant Institution:** Crafton Hills College

2a. Participating Institution	2b. DUNS Number	2c. Location (City and State)	2d. Funds Requested
FORM DOES NOT APPLY		F	0 00

**ED FORM 851S-1**

**GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V, Higher Education Act, as amended**

**ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS FORM**

**NAME OF APPLICANT INSTITUTION:**

Crafton Hills College

**ACTIVITY TITLE:**

Developmental Ed, Support Services, Faculty Development & Access to Technology

Title : CH C Activity Objectives

File : C:\CH C March 20\CH C Title V Narrative 2005\F. CH C Activity Objectives.doc

**GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM**, Title IV Higher Education Act, as amended

Form Approved  
OMB No.: 1840-0745  
EXP. DATE: 10/31/2006

**Activity Objectives and Performance Indicators Form**

**1. Name of Applicant Institution:** Cañon Hills College.

**2. Activity Title:** Developmental Education, Support Services, Faculty Development & Access to Technology

3. MAJOR OBJECTIVES IN MEASURABLE TERMS	4. PERFORMANCE INDICATORS
1. By 2010, progression from basic skills courses through degree-applicable courses for the 2007-2009 cohort will be 20% compared to the 2002-04 cohort baseline ( <i>7.5% average for Math and English</i> ).	<ul style="list-style-type: none"> <li>• 2006 Target: 8.5%</li> <li>• 2007 Target: 12%</li> <li>• 2008 Target: 13.5%</li> <li>• 2009 Target: 16.5%</li> </ul> 2010 Target 20%
2. By 2010 there will be a 10% increase in the completion rate of AA/AS degrees over the 2004 baseline of 237.	10% increase per year over the baseline of 237 <ul style="list-style-type: none"> <li>• 2006 Target: 261</li> <li>• 2007 Target: 287</li> <li>• 2008 Target: 316</li> <li>• 2009 Target: 348</li> </ul> 2010 Target: 383
3. By 2010 there will be a 10% increase in the number of basic skills and developmental education courses offered over a 2005 baseline ( <i>55 sections of pre-collegiate basic skills with 178 FTE; 0 developmental education courses</i> ).	10% Increase Per Year over 2005 Baseline of 55 sections of Basic Skills and zero Dev. Ed <ul style="list-style-type: none"> <li>• 2006 Target: 62 units 186 FTE</li> <li>• 2007 Target: 67 units 205 FTE</li> <li>• 2008 Target: 73 units 226 FTE</li> <li>• 2009 Target: 80 units 249 FTE</li> </ul> 2010 Target: 88 units 274 FTE
4. By 2010 50% of programs/service areas will have completed and ongoing student learning outcomes assessment cycle that drive instructional improvement and program planning (baseline for 2004 is 0%).	increase per year over the baseline of 0 <ul style="list-style-type: none"> <li>• 2006 Target: 12</li> <li>• 2007 Target: 28</li> <li>• 2008 Target: 41</li> <li>• 2009 Target: 53</li> </ul> 2010 Target: 67

**GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V, Higher Education Act, as amended**

**ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS FORM**

**NAME OF APPLICANT INSTITUTION:**

Crafton Hills College

**ACTIVITY TITLE:**

Project Management & Evaluation

Title : FORM NOT APPLICABLE -AUTOMATICALLY GENERATED UNNEEDED FORM

File :

**GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM  
Title V, Higher Education Act, as amended**

**IMPLEMENTATION STRATEGY AND TIMETABLE FORM**

**1. NAME OF APPLICANT  
INSTITUTION:**  
Crafton Hills College

**2. ACTIVITY TITLE:**  
Developmental Ed, Support Services, Faculty Development & Access  
to Technology

Title : CHC impl. Strat. Forms

File : C:\CHC March 20\CHC Title V Narrative 2005\G. CHC Impl. Strategy Forms.doc

<b>GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V, Higher Education Act, as amended</b>				Form Approved: OMB No. 1840-0745 Exp. Date: 10/31/2006	
<b>IMPLEMENTATION STRATEGY AND TIMETABLE FORMS</b>					
<b>1. Name of Applicant Institution:</b> Crafton Hills College					
<b>2. Activity Title:</b> Developmental Education, Support Services, Faculty Development & Access to Technology					
<b>3. Specific Tasks To Be Completed</b>	<b>4. Primary Participants</b>	<b>5. Methods Involved</b>	<b>6. Tangible Results</b>	<b>From</b>	<b>To</b>
<b>Annual on-going tasks to take place each year over the life of this grant.</b>					
Steering Committee Meets	Names and title are listed in the Project Management Plan	Quarterly Meetings. The committee's role is detailed in the Project Management section of this proposal.	Participation of joint steering committee will increase the potential for institutionalization and provide a clear vision for both institutions.	Quarterly	
Search, screen and employ Activity staff for the year.	T5 Coord, College Search Committees, HR Dept	College recruitment and hiring practices for contractual, temporary and regular employees	Employ/release staff with appropriate experience and training to enable activity success	As needed	
Key faculty members released to develop Tutor training materials	Act. Dir, LC Manager, Student Success FAC, key faculty	Research completed, best practices detailed	Cross-curricular and curriculum specific handbooks and other training materials available	On-going	
Equipment purchased	TV Coord, Act Dir. Facilities	Equipment will be purchased following approved institutional procedures and installed at times most convenient for faculty, staff and students.	Equipment installed and ready for use by faculty, staff and students.	On-going	
Curriculum Committee to review and revise curriculum to form an unbroken bridge from entrance to graduation.	T5 Coord., AD, DSS, Faculty, Matriculation Comm., Curriculum spec. (consultant)	Faculty will work together with the Curriculum committee and curriculum specialist to review and revise all levels of coursework specifically Developmental Ed. adding critical thinking and complementary exit/entrance requirements as needed.	Dev Ed program will be established. Courses will be appropriate to students' needs and will include well-defined standards of practice and performance, use problem-based teaching methods and research.	On-going	



Ongoing curriculum review	Faculty, Department chairs, Deans, content experts, IA	Assess content, timeliness and success rates of curriculum across the college, revise as appropriate.	Curriculum optimized for student success.	On-going	
Annual Faculty and Staff Development Plan presented	T5 Coord. AD, Faculty/Staff Dev. Comm., Faculty, IA, Staff, Consultants and workshop leaders	Schedule for workshops will be developed to begin in the summer of year one/fall of year two.	Mandatory and non-mandatory workshops and faculty/staff development workshops and training will be held in the TLC, on and off-campus covering a variety of topics and technologies.	On-going	
Developmental Education course to be piloted as they are developed.	Faculty, IA, AD, curriculum consultant, DSS	Curriculum designed, courses scheduled, faculty assigned, student cohorts assigned.	Courses will be appropriate to students' needs and will include well-defined standards of practice and performance, use problem-based teaching methods and research	Years 2 -- 5	
Annual Evaluation	T5 Coord., AD, IA, Office of Research & Planning, External Evaluator, all involved personnel	Summative and formative review of the impact of the year in achieving the goals and objectives of the CDP and annual objectives of the Activity using formal and informal methods	Feedback & assessment for modifications & planning for next year. Progress towards meeting annual objectives and 5-year benchmarks noted and substantiated, methods for improvement and increased viability evaluated	On-Going	
Four Faculty Teams to Kellogg Institute/Practicum	Two Basic Skills/Dev Ed faculty, two college-level instructional faculty.	Team attends intensive four-week summer residency. Create plan for progression/transition issues.	Based on knowledge & skills acquired, team implements program development projects	6/6 6/8 6/9 6/10	
Review evaluation results from previous year's activities.	Title III Coordinator, Activity Director All involved parties	Review composite report of input from evaluation and present suggestions for improvement.	Formative evaluation and program modification.	Sept.	Nov.
<b>Year One 2005-2006</b>					
Communications related to grant award	Dr. Gloria Harrison, President CHC	Announcements will be made regarding successful proposal slated for funding via	All involved personnel will be informed as to project start-up.	07/05	10/05

and imminent start-up		appropriate internal structures and media releases.			
Assignment of Dr Ted Phillips as Title V Project Coordinator	CHC President	Dr. Phillips will be released from his current position of Coordinator of Technology Services.	Dr. Phillips has excellent experience and educational credentials for the position of Project Coordinator and has the support of CHC administration, faculty and staff.	9/05	9/05
Establish Title V Project Office and Appoint Steering Committee	Presidents Project Director	In anticipation of October 1, 2005 start-up the office space for Title V will be fully equipped and Dr. Phillips and his administrative aid will move. Steering Committee activated.	Project will start October 1, 2005 without delay	09/05	11/05
Bridging Advisory Committee Formed and meetings scheduled	T5 Coord.,AD, Faculty, Student Services Staff, DSS, IA , Counseling	Personnel will work together to review and revise curriculum, outreach strategies and counseling services and learning support services.	Best practice from those institutions that have successfully implemented Broad based programs based on Learning College models	10/05	6/06
Curriculum Committee to review and revise, as needed, entry level and developmental level curriculum.	AD, T5 Coord., Curriculum Comm., Lead Faculty and Faculty	Faculty will work together with the Curriculum committee and curriculum specialist to review and revise entry level math, developing new courses for developmental education levels.	Basic Skills and Dev Ed courses in Math will be appropriate to students' needs and will include well-defined standards of practice and performance, and problem-based teaching methods and research.	12/05	9/06
Faculty Staff Development Advisory Committee formed	T5 Coord., AD, IA Faculty, Student Services Staff, DSS,	Develop short-term training plan and begin work on long-term plan based on best practices/teaching to diverse learners	Schedule for workshops will be developed to begin in the summer of year one/fall of year two.	1/06	9/06
Design Institutional Assessment plan, core indicators, instruments & manual	T5 Coord, IA director, President's Cabinet, Research Dir, Assess. Comm.	Identify institutional data needs to the strategic and other college plans; Design SLO assessment model, outcomes assess. manual, orient faculty to manual	Improved access to timely and useful info for institutional needs and to plan inst. programs. Manual distributed to 100% of faculty	1/6	9/6
Disseminate information re Academic Program Assessment	Research Director, IA Web Developer	Info materials via print & web pages on students for distribution.	Improved access to info about the institution and service area, better communication w/ college constituencies	6/6	9/6

Identify core indicators for program completion, student satisfaction & effectiveness	Research Director, IA and Assessment Committee	Focus on core indicators /benchmarks: LRC, degree audit, and career planning services	Data available in a “user friendly” form	6/6	9/6
Establish and develop immediate support service needs for Hispanic students and students at risk	AD, DSS, Student services, Bridging Committee	Personnel will work together to target immediate, attainable solutions addressing needs for students at risk and Hispanic students, including tutoring services, support groups, and initing guest speakers	Strengthened support services will be available to students.	10/05	9?05
Develop Student Orientation	AD, DSS, Bridging Committee, Student Services, Counseling	Using best practices, bridging and orientation workshops and materials will be developed for developmental level students in Spanish and English	Materials will help students understand financial aid, matriculation processes, transfer and other student services	1/06	9/06
Develop curriculum for Student Success Course for First Year Experience.	AD, Student Services, Counseling, Curric Consultant, Faculty	Using methods proven to work with Hispanic and first-generation students develop Student Success course incorporating study skills, critical thinking	Course prepared and ready for cohort pilot in year two	1/06	9/06
Mapping of all web-based materials for consistency/accuracy.	Web Developer, T5 Coord., Departments	Web-site enhanced to focus on the student as learner, highlight changes in store for CHC and promote outreach.	College web-site will be fully functioning, user friendly and accurate.	10/5	7/6
<b>Year Two 2006-2007</b>					
Pilot “College Hour”	Faculty, Staff and Administration	College –wide groups work together to change scheduling to be beneficial to student scheduling.	“College hour piloted for faculty development, study groups, learning communities, student enrichment activities	10/06	9/07
Develop Outreach/ Communications materials	AD, DS, Counseling, Student Services	Instructional and service units will work with AD and DSS to develop materials in both English and Spanish to be used in the community.	Print materials will help prospective students and their families understand financial aid, matriculation processes, transfer and other student.	10/06	9/07
Pilot Institutional	AD., VPs for Inst. &	All faculty and staff workshop that includes	Changes, modifications made to training	10/6	6/7

Assessment Training	SS, Assess. Comm., Faculty and Staff	evaluative component	model		
Compile/analyze student progression & retention	Research Director, IA, Bridging Committee	Detailed analysis of student progress & failure across curriculum	Info for planning, decision-making, and overall instructional improvement	1/7	9/7
Develop Web-based support services, including orientation	Web developer, AD, DSS, Instructional Designer	Instructional design principles and usability studies to guide user-centered web interfaces	User interfaces that are easy to navigate, functional, reliable and do not impede the learning process by frustrating students	10/08	9/09
<b>Year Three 2007-2008</b>					
Develop Web-based student services including on-line advising	Web developer, AD, DSS, Instructional Designer	Instructional design principles and usability studies to guide user-centered web interfaces	Comprehensive website that is easy to navigate, functional, reliable and informative to users.	10/08	9/09
Personal Assessment instruments developed	T5 Coord. AD, IA. Support Services	Best practices	Guidelines for Assessment for all pilot projects.	11/04	9/05
Develop outreach communications materials for personal presentations	T5 Coord., AD, Recruitment/Marketing Cmte, Marketing Office	Review materials used by other colleges, inquire about effectiveness and cultural appropriateness of materials and/or conduct focus groups with students.	Collection of effective culturally appropriate outreach materials for personal presentations in Spanish and English	10/07	9/08
Pilot Outreach teams	AD, Faculty, Students, Community, Staff	Using best practices training manuals and workshops will be prepared and teams will be trained to perform outreach to potential teachers.	Outreach teams pilot with schools, parents and the community at large.	10/07	9/08
Pilot First Year Experience	AD, DSS, Faculty, Representatives, Student Services, IA	Using best practices, workshops and materials will be developed for First Year Experience students.	Workshops and materials for First Year Experience programs ready for first pilot.	10/07	9/08
<b>Year Four 2008-2009</b>					
Develop Web-based student services including on-line	Counseling, Web developer, IA Coord., Instructional Designer	Using instruments proven to work with Hispanic and first-generation students as well as students in developmental and	Online materials with appropriate links will help students through both the academic assessment and personal/career	10/08	9/09

assessment		basic skills in both English and Spanish.	assessment .		
Develop support services to assist students in transfer readiness	AD, Counseling	Personnel will work together to develop support mechanisms for students wanting to transfer.	Support including understanding articulation, financial aid, admissions, and more students who successfully transition to four-year colleges.	10/06	9/07
Re-evaluate professional development technology workshops	AD, T5 Coord, Tech Services personnel, Staff Dev Comm.	Evaluate results from prior years. Adjust/focus to emerging technologies/teaching practices.	Provide monthly or semi-monthly technology professional development schedule based on current needs	10/9	9/10
<b>Year Five 2009-2010</b>					
Develop Web-based Outreach Communications materials	T5 Coord., AD, Web developer,	Information in both English and Spanish developed for outreach through use of the CHC website.	Online materials with appropriate links will help students understand all aspects of entering CHC.	10/09	9/10
Review and revise catalog	Ads T5 Dir. Faculty, Student Services, Articulation Committee	Catalogs and course titles will be reviewed and revised at each institution to reflect any course/curricular changes	CHC course catalogs will be updated with the newest information and course revisions/renumbering (as needed	2/10	5/10
Integrate piloted courses into regular class schedule for the college.	Division Deans and selected faculty	Analyze effectiveness and determine to schedule	Additional courses scheduled and included in CHC catalog.	10/9	6/10
Establish and implement regular assessment for continuation of grant activities.	T5 Coord., AD, IA, , Steering Committee, and involved faculty/staff.	Incorporate grant assessment activities into the college's institution-wide assessment program.	Continuous improvement for continuing activities established.	4/10	8/10
Facilitate final evaluation of Activity.	T5 Coord., AD, IA, , Steering Committee, and involved faculty/staff.	Follow structured research and evaluation methods.	Final document summarizing findings for Activity produced; report distributed to key constituents.	7/010	9/10

**GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM  
Title V, Higher Education Act, as amended**

**IMPLEMENTATION STRATEGY AND TIMETABLE FORM**

**1. NAME OF APPLICANT INSTITUTION:**

Crafton Hills College

**2. ACTIVITY TITLE:**

Project Management & Evaluation

Title : FORM NOT APPLICABLE - AUTOMATICALLY GENERATED UNNEEDED FORM

File :

**GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V,  
Higher Education Act, as amended**

**ACTIVITY NUMBER  
1**

**ACTIVITY BUDGET FORM (To be completed for every major activity for which funding is  
requested)**

**1. Name of the Applicant Institution:**  
Crafton Hills College

**2. Activity Title:**

Developmental Ed, Support Services, Faculty Development & Access to  
Technology

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	
a. Personnel (Position Title) Act. Dir./Student Intervent. Spec.	100	60000	100	63000	95	59535	70	48620	60	43758	\$ 274,913
Develop. Studies Spec.	75	45000	75	47250	60	39690	50	34729	20	14586	\$ 181,255
Institut. Assess. Coord.	75	37500	75	39375	60	33075	40	23153	15	9116	\$ 142,219
Web Developer	100	53160	75	41864	70	41026	50	30770	25	16154	\$ 182,974
Peer Tutors (hrly)		4000		7000		7000		5500		3000	\$ 26,500
Fac. Release Time (hrly)		16000		16000		16000		16000		16000	\$ 80,000
Instruct. Tech. Support (pd by college)	100	0	100	0	100	0	100	0	100	0	\$ 0
<b>SUB-TOTAL</b>		\$ 215,660		\$ 214,489		\$ 196,326		\$ 158,772		\$ 102,614	\$ 887,861
b. Fringe Benefits %		58698		57447		51999		41182		25084	\$ 234,410
c. Travel		12000		12000		12000		12000		12000	\$ 60,000
d. Equipment		96400		124200		149800		185200		252600	\$ 808,200
e. Supplies		25389		6000		8300		16300		16000	\$ 71,989
f. Contractual		18400		15500		11000		12000		14000	\$ 70,900
g. Construction		0		0		0		0		0	\$ 0
h. Other		2000		2500		2500		4000		5000	\$ 16,000
<b>i. TOTAL DIRECT CHARGES</b>		\$ 428,547		\$ 432,136		\$ 428,925		\$ 429,454		\$ 427,298	\$ 2,149,360

**GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V,  
Higher Education Act, as amended**

**ACTIVITY NUMBER**  
2

**ACTIVITY BUDGET FORM (To be completed for every major activity for which funding is  
requested)**

**1. Name of the Applicant Institution:**  
Crafton Hills College

**2. Activity Title:**  
Project Management & Evaluation

<b>Budget Categories By Year</b>	<b>First Year</b>		<b>Second Year</b>		<b>Third Year</b>		<b>Fourth Year</b>		<b>Fifth Year</b>		<b>Total Funds Requested</b>
<b>Object Class</b>	<b>% of Time</b>	<b>Funds Requested</b>	<b>% of Time</b>	<b>Funds Requested</b>	<b>% of Time</b>	<b>Funds Requested</b>	<b>% of Time</b>	<b>Funds Requested</b>	<b>% of Time</b>	<b>Funds Requested</b>	
a. Personnel (Position Title) Project Director	50	30000	50	31500	50	33075	50	34729	50	36465	\$ 165,769
Program Asst. (.5 PME/.5 Act)	100	31656	100	33239	100	34901	100	36646	100	38478	\$ 174,920
Institut. Develop. Spec.		30500		26500		22500		20500		17500	\$ 117,500
<b>SUB-TOTAL</b>		\$ 92,156		\$ 91,239		\$ 90,476		\$ 91,875		\$ 92,443	\$ 458,189
b. Fringe Benefits %		18497		19422		20393		21413		22483	\$ 102,208
c. Travel		2500		2500		2500		2500		2500	\$ 12,500
d. Equipment		3600		0		0		0		0	\$ 3,600
e. Supplies		700		700		700		700		700	\$ 3,500
f. Contractual		0		0		0		0		0	\$ 0
g. Construction		0		0		0		0		0	\$ 0
h. Other		4000		4000		4000		4000		4500	\$ 20,500
<b>i. TOTAL DIRECT CHARGES</b>		\$ 121,453		\$ 117,861		\$ 118,069		\$ 120,488		\$ 122,626	\$ 600,497



**GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM  
 Title V, Higher Education Act, as amended  
 INDIVIDUAL ACTIVITY BUDGET NARRATIVE FORM**

Provide detailed narrative for each budget line item for the current year.

<b>1. Name of Applicant Institution:</b> Crafton Hills College	<b>2. Activity Title:</b> Developmental Ed, Support Services, Faculty Development & Access to Technology
<b>3. List of Personnel (use position title)</b>	<b>4. Salary Amount for Each Position</b>
<b>5. SUB-TOTAL</b>	
<b>6. Fringe Benefits</b>	
FORM NOT USED (DUPLICATE) SEE PROJECT NARRATIVE (g) BUDGET FOR ACTIVITY BUDGET NARRATIVE	
<b>7. Travel</b>	
<b>8. Equipment</b>	
<b>9. Supplies</b>	
<b>10. Contractual</b>	
<b>11. Construction</b>	
<b>12. Other</b>	
<b>TOTAL DIRECT CHARGES</b>	

**GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM  
 Title V, Higher Education Act, as amended  
 INDIVIDUAL ACTIVITY BUDGET NARRATIVE FORM**

Provide detailed narrative for each budget line item for the current year.

<b>1. Name of Applicant Institution:</b> Crafton Hills College	<b>2. Activity Title:</b> Project Management & Evaluation
<b>3. List of Personnel (use position title)</b>	<b>4. Salary Amount for Each Position</b>
<b>5. SUB-TOTAL</b>	
<b>6. Fringe Benefits</b>	
FORM NOT USED (DUPLICATE) SEE PROJECT NARRATIVE (g) BUDGET FOR PROJECT MANAGEMENT BUDGET NARRATIVE	
<b>7. Travel</b>	
<b>8. Equipment</b>	
<b>9. Supplies</b>	
<b>10. Contractual</b>	
<b>11. Construction</b>	
<b>12. Other</b>	
<b>TOTAL DIRECT CHARGES</b>	

**GRANT APPLICATION FOR THE  
HISPANIC-SERVING INSTITUTIONS PROGRAM  
Title V, Higher Education Act, as amended**

Form Approved:  
OMB No. 1840-0745  
Ex. Date: 10/31/2006

**OTHER BUDGET INFORMATION FOR SUMMARY BUDGET**

**1. Name of Applicant Institution:** Crafton Hills College

**2. Activity Title:** Developmental Ed, Support Services, Faculty Dvelopment and Access to Technology

**3. Remarks:**

**SALARIES**

Salaries at Crafton Hills College reflect average community college salaries in California, based on salary surveys of 16 colleges with similar characteristics, and are tied to a particular job classification through bargaining unit contracts. All salaries in this budget are consistent with those paid current employees at the college and are in accordance with district policies and procedures. An increase of 3% COLA is built into the budget.

**BENEFIT RATES**

Personnel benefits are calculated at 30%.

**EQUIPMENT PURCHASES**

Crafton Hills College has a well-established process for making purchases of equipment. Specifications for equipment purchases are written by the college, reviewed by appropriate offices, and submitted to a number of vendors who, it is anticipated, would be interested in supplying the needed items. The process is routine and contains sufficient safeguards to assure the college that it will receive not only a fair bid, but timely delivery of the desired quality and type of equipment specified. Cost estimates were arrived at by soliciting prices from known vendors in connection with the Technology Services Offices.

**CONSULTANTS AND EXTERNAL BUSINESS FIRMS**

When faced with a task requiring external help, the college draws up a carefully thought-out request for bids specifying what services are to be delivered, when, and the expected level of competence of the consultant or business. Minorities, women and veterans are especially encouraged to apply.

**ED FORM 851S-6**

### Dual Submission Certification

If an institution applies for a grant under more than one program it must indicate that fact in each application and further indicate which grant it wishes to receive if it is selected to receive a grant under more than one program.

My institution has submitted applications under: (check all submissions that apply to your institution)

- 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

If my institution should be selected to receive a grant under more than one program; I will accept the grant for \_\_\_\_\_(insert the name of the program).

Typed name of Institution:                      Crafton Hills College

Signature of President of the Institution: \_\_\_\_\_

Typed name of the signatory:                Not applicable

Date:    03/18/2005

## 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 **1890-0007**. 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:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3). Washington, DC 20202-4248.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA

File : C:\Documents and Settings\Jan Nontell\Desktop\CHC Up-loaded files\GEPA.doc

#### ASSURANCE OF EQUITABLE ACCESS

Crafton Hills 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. CHC welcomes students for admission 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. CHC 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 or a public entity, or be subjected to discrimination by any such entity...." To ensure equitable access to, And participation in this Title V project, CHC 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. CHC 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 Activities.

## **Project Narrative**

**Project Abstract (see General Instructions document for additional instructions).**



**Crafton Hills College Project Abstract**

Crafton Hills College (CHC) is a public two-year college located 20 miles northeast of Los Angeles. Over the past decade the College has served an increasing influx of students with diverse needs that severely test its ability to reach and maintain the levels of student retention, progression and program completion that it strives to achieve.

Contact Person:	Virginia R. Moran	vmoran@crafton.sbccd.cc.ca.us
	11711 Sand Canyon Road	Phone 909-389-3378
	Yucaipa CA 92399-1799	Fax 909-794-0423

**Activity:**

***Developmental Education, Support Services, Faculty Development & Access to Technology***  
**(\$2,149,360 over five years)**

**Component One: Review, Reconfigure and Develop Curriculum (Developmental Education)**

Curricula development will include new courses in Developmental Education, strengthened math and English gateways, and curricula for study groups and tutoring.

**Component Two: Strengthening Academic and Support Services:** An array of student support strategies will be strengthened and a First-Year Experience program will be piloted.

**Component Three: Faculty Development, the Foundation of Learning College** provides for in-depth faculty and staff development.

Throughout the Activity, CHC has woven a response to the problem of technology obsolescence, to **also address the current and increasing divide in technology access.**

**Project Management and Evaluation (\$600,497 over five years)** The Title III project falls under the oversight of the office of CHC's President, and will be managed by Dr Ted Phillips.

# **Project Narrative**

## **Table of Contents**

## **Project Narrative**

**Institutional Narrative (See General Instructions for further information).**

**A. Institutional Narrative**

**Introduction to Crafton Hills College and Service Area**

Crafton Hills College is one of the 107 colleges in the California Community College system. Since its opening in 1972, learners of all ages interests and backgrounds have passed through the doors of CHC, taking advantage of this first step to higher learning. As new businesses and industries settle in this region, CHC continues to increase in importance as a source for a college education and employee training. Crafton Hills offers both day and evening classes and serves approximately 5500 students each term. Located on rolling hills above the Yucaipa Valley and surrounded by an undisturbed natural environment, Crafton Hills offers more than 50 majors in the liberal arts and sciences, vocational and technical studies. The College is located in San Bernardino County, but is near the border with Riverside County, serving students from both areas. Crafton Hills College serves a community where the constituents must commute to work or school, where the poverty and unemployment rates exceed the state average, and where the income is below the national average.

**Programs Offered:** CHC provides a comprehensive curriculum, with more than 50 majors leading to 23 Associate of Arts, 13 Associates of Science Degrees and transfer programs. In addition to the degree transfer program, CHC also offers 25 professional/technical certificates . CHC has a small pre-College (basic skills) educational program, which is unable to keep up with the needs and demands of our current and future students.

**Mission and Governance**

<b>The Mission of Crafton Hills College</b>	<b>Crafton Hills College Values</b>
<p>In a serene, welcoming environment, Crafton Hills College promotes learning through self-discovery and the acquisition and application of knowledge and skills.</p> <p>This mission is carried out in a dynamic educational community that fosters openness to a wide range of people and ideas.</p>	<p>Our students are the most important people on campus. Our planning, decisions and actions are based on what is best for student success. As a community college, we are also committed to meeting community need. Accordingly the CHC Administrative Team supports the following values: Professional Integrity; Good Stewardship; Individual Uniqueness; Innovation; and, Collaboration.</p>

**Control/Affiliation:** Crafton Hills College is a partner in the San Bernardino Community College District and is one of the 109 colleges in the California Community College system, the largest college system in the world. CHC is governed by a 10 person Board of Trustees, with two student trustee members who are appointed by each college's Student Senate.

**Accreditation:** CHC is accredited by the Accreditation Commission for Community and Junior Colleges of the Western Association of Schools and Community Colleges.

**Student Body Characteristics:** The College has seen increased enrollment in students from underrepresented groups, particularly Hispanics, in the past Five years. These students have increasingly identified, as their educational goal upon admission, to earn some type of degree (from 18% in 2000 to 43% in 2005). This noble goal-setting is sadly paired with poor performance on standardized tests used for course placement: 71% score in the developmental range for

mathematics; 35% for English. Hispanic students, in particular, have not made progress on par with other students: Hispanics complete a lower percentage of their enrolled units by end of term (average 62% over the past 5 years), and their GPAs have consistently been lower than that of other students. Fifty-one percent of the students in CHC's feeder school districts are now Hispanic and the College must be prepared to meet their needs as they arrive.

**Faculty Characteristics:** As of Fall 2004, CHC employed 70 full-time and 162 part-time faculty; The approximate full-time faculty to full-time equivalent student ratio of 1:25 is comparable to the stat e's other community colleges. 17% of faculty are ethnic minorities, compared to 36% of students.

Crafton Hills College Students		
FTEs	1771	100%
<b>FACULTY CHARACTERISTICS: FALL 2004</b>		
<b>Gender</b>		
Part-time	1,255	# 47%
Full-time	4,448	78%
<b>Female</b>		
Male	3,023	43 53%
Female	2,623	38 46%
<b>Race/Ethnic Background</b>		
Asian/Pacific	308	63 7.9%
Black	245	5 4.8%
Hispanic	1,375	23.8%
<b>F/T Status</b>		
Full Time	81	4.1%
Part Time	108	5.5%
<b>Faculty By Tenure Status</b>		
Not Tenured	3,331	36 56.4%
Tenured	302	45 5.8%
<b>Faculty By Division</b>		
Academic		68%
Professional/Technical		34%
Degree Seeking		6%

State minimum qualifications for faculty have been incorporated in the District's hiring policy and many of the College's faculty exceed the minimum requirements, and are engaged in continuing professional development, statewide advocacy in support of issues related to the mission of California's community colleges, and wide-ranging academic pursuits.

As a group, Crafton Hills College faculty are mixed in terms of length of service. A round of retirements two years ago resulted in a crop of new hires. The impact on campus culture has been positive, although conflicted. New faculty members are actively involved in challenging the status quo. Initially, such challenges were in a discussion format only; recently, however, they have begun to put problem-solving action to the issues they raised. For example, the College's Academic Senate recently adopted a resolution calling for revision of our general educational philosophy, and a resolution specifying the need for more active involvement by faculty in scheduling of courses. Those resolutions were followed by active workgroups comprised of faculty, administrative, and classified staff working together to craft solutions.

## **Project Narrative**

**Justification for Funding Under a Cooperative Arrangement (For cooperative arrangement proposals only. See General Instructions for further information).**

## **Project Narrative**

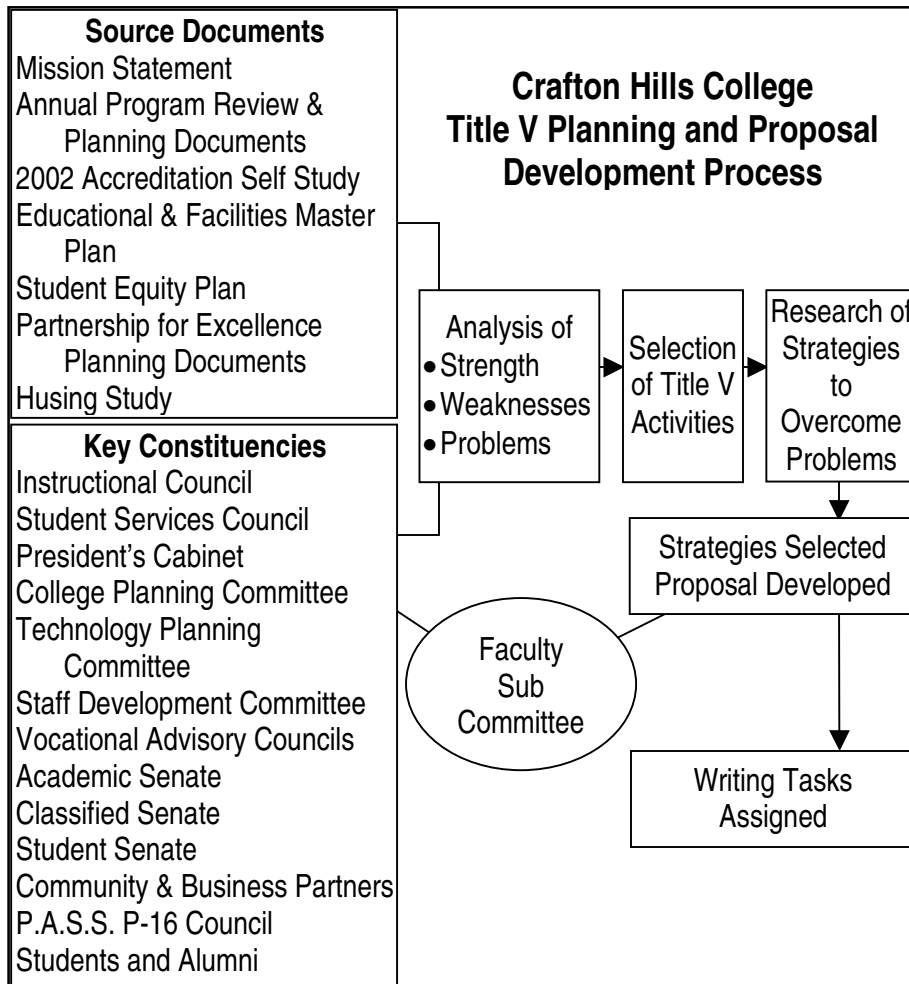
**(a) Quality of the applicant's comprehensive development plan. (total 30 points)The extent to which--**

- (1) The strengths, weaknesses, and significant problems of the institution's academic programs, institutional management, and fiscal stability are clearly and comprehensively analyzed and result from a process that involved major constituencies of the institution. (12 points);**
- (2) The goals for the institution's academic programs, institutional management, and fiscal stability are realistic and based on comprehensive analysis. (5 points);**
- (3) The objectives stated in the plan are measurable, related to institutional goals, and, if achieved, will contribute to the growth and self-sufficiency of the institution (5 points);**
- (4) The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practice and improvements developed under the proposed project, including, in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources (8 points).**



**B. Comprehensive Development Plan**

**Planning Processes and Involvement of Major Constituencies:** For more than a decade, Crafton Hills College has been committed to a collaborative, mission-focused, planning and decision-making process. Through these constituency-based processes, CHC has developed and revised its mission



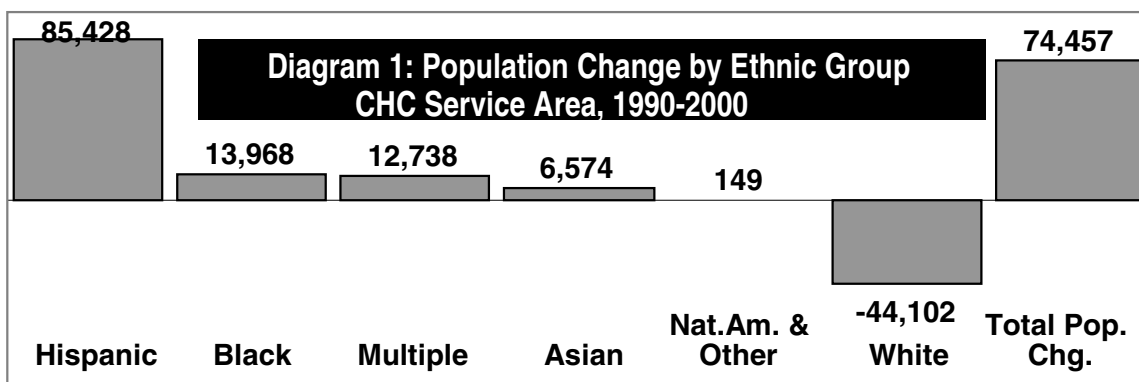
statement; set and revised its goals; done institutional self-study evaluations; developed annual operating budgets; planned program expansions and reductions; and developed this CDP. Planning and evaluation, involves faculty and staff from all instructional divisions, student and support services, and

students. Further, area citizens and those representing local business and industries are involved with planning processes by way of their participation in various program-related Advisory Councils.

**Planning for increasing role of CHC as a Hispanic Serving Institution – East Valley’s Growing**

**Hispanic Population (from the Husing Study):** By 2000 the service area of CHC was a region without a

majority ethnic group. Hispanics are now its largest group at 41%, followed by Whites (39%), African Americans (13%), Asians (5%), multi-ethnic groups (3%) & Native Americans/others (1%).



An even stronger picture emerges for children under 18; Hispanics are now a majority at 51% followed by Whites (26%), African-Americans (15%) Asians (4%), multi-ethnic (3%) and Native Americans /others (1%).

**Documentation and Analysis of Strengths, Weaknesses, and Problems**

<b>ACADEMIC PROGRAM Strengths Weaknesses &amp; Significant Problems</b>	
<b>STRENGTHS</b> <b>Comprehensive, quality educational programs</b>	The use of an annual cycle of program review and planning processes means faculty and administrators frequently monitor the quality, relevance, efficiency and effectiveness of programs.
<b>Exemplary career technical programs</b>	The Fire Science & Emergency Medical Services Paramedic Programs are 2 of the finest community college emergency services programs in CA. CHC is primary trainer for paramedics in San Bernardino & Riverside counties.
<b>Faculty and staff are well-qualified, caring and committed</b>	A campus climate survey was quite positive; Students perceived: Clarity in representation of learning objectives to students in classroom; instructors interested in students' opinions; course content that is up-to-date; up-to-date textbooks; fairness of grading policies and practices; respectful, sensitive, and responsive instructors; fair practice in student conflict resolution.
<b>High numbers of CHC students successfully transfer to four-year colleges and universities</b>	During the past four years more than 3000 CHC students have actually transferred to UC, CSU, independent, and out-of-state colleges. The average GPA for students transferring to a California State University is 3.03 in the junior year, and their continuation rate is 88%.
<b>WEAKNESSES</b>	<b>How does this weakness contribute to the problem?</b>
<b>Course offerings that meet the needs of high-risk students are not available, accessible or responsive.</b>	Without effective courses that can (1) remediate students exiting secondary school under-prepared to meet academic demands of college courses; and (2) bridge the gap between those courses and transfer-level courses and/or rigorous career technical programs, access of students in service area to full range of postsecondary options will continue to be restricted & inequitable.

<p><b>Course completion rates for students in Basic Skills/Developmental Ed courses are significantly below comparable rates for students taking college-level courses.</b></p>	<p>Persistence rates in pre-college programs have remained static over last five years. The programs do not have built-in tracking systems or effective intervention strategies to reduce the number of students who disengage. Under-prepared students are often not goal-oriented. Students lack relevant information and resources to help them begin to think about progressing from Basic Skills/ABE into developmental ed through to College-level programs and graduation.</p>
<p><b>Between term retention rates for students in pre-college level are significantly below retention rates for students taking college-level courses.</b></p>	<p>Students are often enrolled only in basic skills. The majority of all basic skills students leave the College after completion of the most basic work-place criteria, thereby severely limiting their potential earning capacity. They leave due to obligations to provide financial support, no matter how limited, for their families, although they would be eligible for financial aid, state needs grants and within a few years could better meet that financial obligation.</p>
<p><b>Education planning for entering students is not uniformly effective.</b></p>	<p>Though counselors &amp; academic advisors serve many entering students, many students - particularly part-time students - enter CHC w/o assistance in clarifying education goals &amp; planning steps they must take to achieve them.</p>
<p><b>There are gaps on both sides of Dev Ed program which limit progression from Basic Skills <u>TO</u> Dev Ed, and <u>FROM</u> Dev Ed to College-level courses</b></p>	<p><b>30% of the CHC students enrolled in basic skills classes are academically at the eighth grade level or below in one or more areas of reading, writing and/or math.</b> As a result, students may have problems being academically successful and view College as “too difficult.” Their progress is blocked by this frequently false assumption, and not corrected by the College.</p>
<p><b>Bridges, both academic and student services, are not in place to facilitate smooth transitions to College-level programs and again on to transfer/graduation with AA/S, AAS or certificate.</b></p>	<p><b>No effective processes and programs are in place to assist students in transitioning to College-level programs:</b> <u>Orientation</u>: Limited to on-line. <u>Advising</u>: No targeted advising or follow-up. <u>Counseling</u>: No targeted counseling for under-prepared students. <u>Career Services</u>: Services are limited &amp; while identified as important by our students, most have not utilized them <u>Learning Resource Center</u>: LRC on campus is limited. <u>Tutoring</u>: Peer tutors provide limited tutoring services, tutor training is non-existent. <u>Adjunct Faculty Support</u>: No formal training or connections established between adjunct faculty &amp; student support services. <u>Transfer Assistance</u>: Available, but not centralized and updated.</p>
<p><b>ACADEMIC PROGRAM SIGNIFICANT PROBLEMS</b></p>	
<p><b>PROBLEM #1:</b> Crafton Hills College does not have the capacity to serve students entering the college at the Basic Skills and Developmental Education levels.  <b>PROBLEM #2:</b> Of the students who get into pre-college level programs at CHC, too few progress from Basic Skills <u>TO</u> Developmental Education and <u>FROM</u> Developmental Education to College-level courses.</p>	
<p><b>Accreditation Recommendations</b></p>	
<p><b>Recommendation 1:</b> Review the general education requirements for the associate degree, assuring that general education is based on a philosophy that is coherent with the college’s mission and objectives statements, and that general education requirements clearly lead to associate-degree-level competencies.</p>	
<p><b>Recommendation 3:</b> Develop on line services such as library and counseling services, help-desk functions for both faculty and students, and methods to monitor faculty and course quality and effectiveness.</p>	

**DOCUMENTATION AND ANALYSIS OF ACADEMIC PROBLEMS**

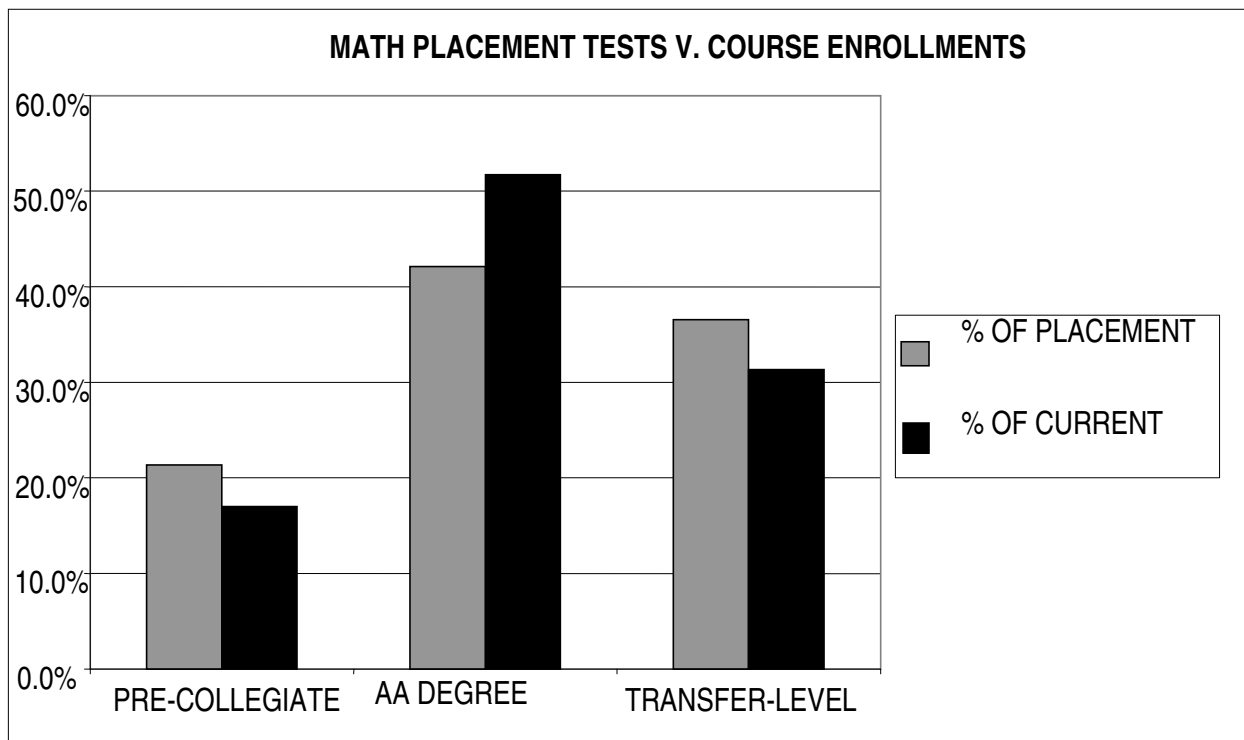
**PROBLEM #1: UNDERDEVELOPED DEVELOPMENTAL SKILLS PROGRAMS:** The majority of high school graduates in the College’s service areas are not UC/CSU eligible - representing a pool of potential CHC students (approximately 60% of 2003 graduates - 389 students) without the necessary preparation to succeed at a 4-year university. Although CHC’s main feeder high schools met State-mandated growth targets for overall student achievement, neither high school met its target for achievement of ethnic minority or socially disadvantaged students and are in the lower half of the performance continuum compared to similar high school statewide . The College has made earnest attempts to meet the challenge of properly serving this population of students. In the past four years, CHC has implemented several initiatives: established Math Lab & Writing Center; expansion of library support services; re-vamping of reading curriculum; and hiring additional Math and English faculty. While many students have been served in these areas, a fundamental problem still exists. **Existing curriculum in mathematics and English are not properly sequenced. Courses are either precollegiate basic skills courses or degree/transfer applicable courses. As seen in the following table, the College does not have any developmental education courses that bridge remediation and college-level work.**

<b>Math Sequence</b>	<b>Course Level</b>	<b>English Sequence</b>	<b>Course Level</b>
Math-942 (Arithmetic)	Basic Skills	Engl-908 (Patterns of English)	Basic Skills
Math-952 (Prealgebra)	Basic Skills	Engl-914 (Basic English Skills)	Basic Skills
<b>NO Developmental Education Courses</b>			
Math-090 Elementary Algebra	Degree Applicable	Engl-015 Prep College-Writing	Degree Applicable
Math-095 Intermediate Algebra	Degree Applicable*	Engl-101 Freshman Comp	Transfer-level
Math-101 College Algebra	Transfer-level		

This problem has had dire effects not only on our students, but on CHC’s ability to successfully serve the communities surrounding the College. Education levels and literacy rates in San Bernardino are very low and without the capacity to effectively serve the needs of our community, CHC is putting not only those people that need the support and help of this College, but the College itself at risk.

<b>Magnitude of the Developmental Education Challenge At Crafton Hills College</b>	
<b>Service Area Population 2003-04</b>	<b>San Bernardino County</b>
% of adults that are functionally illiterate	53%
% of adults that are functionally illiterate / low-level literate	78%
% of adults without a H.S. Diploma or GED	24%
<b>Student Population 2002 – 2003</b>	<b>CHC</b>
% of students without a H.S. Diploma or GED	22%
% of FTE in Basic Skills and Developmental Ed	5%
% of FTE in Basic Skills instruction	5%

Less than 25% of students who start in a pre-Algebra course continues on to successfully complete a degree-applicable course. The picture is even worse for students who start at Arithmetic, only 17% move on to the pre-Algebra course. For students who start with a remedial English course, 27% complete the sequence to a degree-applicable English course. Assessment is **a key component of mandated matriculation practices** in California and the following assessment results again show the serious disconnect between the course offerings at CHC and the needs of our potential students.



Math course enrollments do not match student performance on placement tests; *e.g.*, more students perform at the pre-collegiate level on the placement test in mathematics than actually enroll in pre-collegiate courses; a similar pattern is seen in transfer-level courses. The opposite relationship is seen for the degree-applicable (but non-transferable) courses, as more students enroll in those classes than actually qualify. This occurs, in part, because placement procedures allow self-directed placement by students—a necessary strategy for dealing with the apparent gap in course offerings. Sadly, ineffective placement strategies have been detrimental for student achievement: Only 7.4% of students who begin their math studies at the pre-collegiate level successfully complete transfer-level math; the rate for students in English courses is equally poor at 7.5%.

**Changing Policies at Four-Year Institutions Magnify the Developmental Education Gap:** At a time when CHC struggles to provide adequate resources for under-prepared students, UC and CSU have virtually eliminated developmental classes. Both urge students needing to overcome skill deficiencies to do so at the local community college. All this occurs when community colleges, like CHC, receive only \$4,557 per student each year while UC and CSU receive \$19,720 and \$10,116 per student respectively.

**Increasingly Impacted Student Services/Decreasing Resources.** Program reviews have found that 50% of contacts made from late May through early September in key student services areas are with individuals making inquiries, who do not enroll the following term. Of the 828 inquiries, 414 did not enroll and at least 40% of the non-enrollees (165 students) who had inquired about admission said that CHC courses were too advanced for basic skills yet not quite ready for college level coursework. *Currently those students falling in academic range of developmental education have no option but to find another college.*

**Implications of not solving the problem:** Results of targeted studies show that, of the students who do enroll at CHC, too few are able to enter at the appropriate academic level and, of those entering Basic Skills, even fewer are ultimately progressing to college-level courses. If the College can bridge the chasm which stops the progression of Basic Skills students by providing Developmental Ed, then a strong flow of

students can move through the degree and certificate programs of the College. However, it cannot occur without also assuring that the college-level courses these students enter are prepared to facilitate the success of high-risk students. Boylan notes that “support services are extremely labor intensive and that they are critical if the College expects to attain high rates of student success and progression”.<sup>7</sup> Combined, these factors jeopardize CHC’s ability to fulfill its fundamental mission as a community college.

<b>INSTITUTIONAL MANAGEMENT Strengths, Weaknesses and Significant Problems</b>	
<b>STRENGTHS</b>  <b>Exceptionally Strong Ties to Community.</b>	CHC partners w. community organizations & service providers as evidenced by: - -Career Technical programs regularly convene their own Advisory Councils. - Members of the college actively participate in regional and county-wide partnerships organized around workforce and economic development (e.g., ECOPAC, IEEP, EVJobs), and those organized around improving student success and access to postsecondary options (Alliance for Education; PASS P-16 Council). - Current shared planning around a community swimming facility on CHC campus.
<b>Strongshared governance</b>	To the extent possible, all internal and external constituencies are provided opportunities for input related to College programs and services.
<b>Outreach efforts extend services throughout the College district.</b>	CHC partnership with K-12 feeder districts will continue to result in regular communication at the policy-level, sharing data about students and their achievement, and connecting at the practice level (e.g., aligning curriculum in core academic subjects).
<b>WEAKNESSES</b>	
<b>Recommendations from the 2002 Accreditation Site Visit emphasized that CHC implement a regular and continuous plan for Student Learning Outcomes for every segment of the College.</b>	<b>How does this weakness contribute to the problem?</b> The college community, most particularly, all of the faculty, need to embrace the importance of ensuring the integrity of student work and the credibility of degree and credits it awards. Sufficient documentation that demonstrates the appraisal of educational program outcomes is still lacking.
<b>Institutional Effectiveness Process is not integrated with Planning and Budget.</b>	Annual benchmark data is not readily available to assist in planning future goals and strategic plans. The single-person office of Institutional Research is continually inundated with requests and cannot keep up with the overwhelming need.
<b>Assessment has not been done at the programmatic and institutional level on any consistent basis.</b>	All available institutional effectiveness resources are being directed toward developing and implementing a comprehensive plan focusing only on assessment of student learning outcomes.
<b>INSTITUTIONAL MANAGEMENT - SIGNIFICANT PROBLEMS #3 &amp; #4</b>	
<b>PROBLEM #3:</b> Improvement in consistency of research and assessment practices across all areas of the campus and the ability to tie these practices more explicitly to a comprehensive measurement of institutional effectiveness and resource allocation will strengthen planning efforts and student learning outcomes. <b>PROBLEM #4</b> The technology infrastructure of the campus is in a crisis mode of obsolescence, exacerbating the digital divide.	

<sup>7</sup> Boylan, What Works: Research-Based Practices in Dev Ed; w. NCDE, Appalachian State Univ. 2002

<b>Accreditation Recommendations</b>
<b>Recommendation #2. SPECIAL EMPHASIS</b> The college should establish an inclusive and comprehensive research agenda that evaluates and validates all aspects of the college’s endeavors. A culture of evidence needs to be established and appropriate qualitative and quantitative data elements need to be collected and evaluated to monitor the effectiveness of college programs and services. Student, faculty, staff, and community perceptions and perspectives need to be examined with regard to the myriad programs and services offered by the college.
<b>Recommendation #6.</b> The college should integrate program review into institutional evaluation and planning, develop and implement clearly-stated transfer of credit policies, and develop processes and procedures to ensure program effectiveness of distributed education.
<b>Recommendation #7.</b> The college should develop a comprehensive research agenda that includes systematic collection of data for monitoring, evaluating, and improving student services programs.

**Problem #3:** Over the past five years, regional accreditation, the state legislature, and the public have placed greater emphasis on institutional effectiveness. In order to strengthen the College’s long-term viability and short- and long-term planning efforts, and meet the recommendations **CHC must improve the consistency, quality, reliability and validity of assessment practices across all areas of the institution and improve its ability to tie these practices more explicitly to a comprehensive measurement of institutional effectiveness.** While various programs use research functions, the collection of institutional data, internal and external reporting, and the coordination of efforts to meet established performance standards are performed by one staff member.

Evaluation processes, though active, are not as well defined as the planning processes described earlier. In part, this is because the planning processes are still new; evaluation of the process itself occurs informally by way of feedback within the planning documents. The process is intended as a program management tool and not a tool for improvement of teaching and learning. No student learning outcomes assessment cycle has been established. Fortunately, a commitment to developing such a cycle has been made by both the Administration and the Academic Senate. Committees on campus have already begun some preliminary work in the area of General Education outcomes.

**Problem #4: The technology infrastructure of the campus is in a crisis mode of obsolescence.**

During the summer of 2005 the new Department of Technology Services was formed at CHC. The first



responsibility of the director was to do a complete physical walk-through of all capitol equipment and a college-wide inventory of computers on campus. The results of this inventory were eye-opening. There are a total of 490 computers on campus, 240 are being used by faculty and staff. The remaining 250 are available for in classrooms, the Learning Resource Center, Math Lab, student services, and the Library for use by CHC's 5000 students. **Over half of the computers at CHC are at least six years old, at least 25 are eight to ten years old.** Many of the computers on campus cannot support the newer versions of Microsoft Word or Excel. A new Technology schedule has been developed which includes a rotational replacement upgrade schedule. Title V funding is sought to implement.

**Implications of Not Solving the Problem:**  
 Instead of helping the students of CHC climb out of the chasm of the digital divide, the College itself is slowly sliding into it.

<b>Fiscal Stability Strengths</b>	
<b>STRENGTHS</b>	
<b>Exemplary fiscal planning</b>	As enrollments have expanded and contracted, CHC has made difficult decisions about its budget. It has not relied on financial reserves to carry expanded levels of budget nor delayed making tough decisions.
<b>Program review and budgeting</b>	CHC has undergone careful program review of professional/technical programs and eliminated programs that no longer meet student demand or economic development efforts of the community.
<b>Flexibility is built into fiscal planning</b>	CHC carefully monitors expenditure patterns throughout the year. A budget management process assists reallocations of budget to accomplish the College's priorities and allow for changing economic conditions in the state.
<b>WEAKNESSES</b>	<b>How does this weakness contribute to the problem?</b>
Annual declines in state supported revenues.	The percentage of state support in relation to tuition has declined from 83 % in 1999 to 81% in 2003. The state legislature has consistently used the high tuition/high financial aid model to respond to the state's budget shortfalls.
Tuition revenues do not off-set unfunded legislated mandates.	Federal and state legislature has forced colleges to rely upon tuition revenue to cover mandates, such as salary increases, by not providing full funding for these initiatives. These, in effect, are hidden and deeper budget reductions.
California State economic crisis	Declining state resources will continue to erode. CA is experiencing an economic crisis of such magnitude that every vector of the State has been severely. The 2005 legislature faces a \$31 Billion shortfall to maintain current levels of services.
Crafton Hills College has limited capacity for grant development and fundraising.	As grants and outside funds become increasingly crucial to the fiscal survival of Community Colleges, CHC has no Resource Development Office. A limited amount of scholarship money is raised annually by a small group of individuals operating as the CHC Foundation. (This issue is being addressed in a CoopTitle V being submitted by San Bernardino Community College District)
<b>FISCAL STABILITY - SIGNIFICANT PROBLEM 4</b>	

<b>Problem #5</b> California’s historic budget deficits negatively affect all areas of the College.
<b>Accreditation Recommendations</b>
<b>Recom. # 9</b> The college should develop a more inclusive & defined long-range fiscal planning process.

**Documentation and Analysis of the Problem:** The financial health of the College is threatened by changes in the state funding model and shifting demographics. Every level of the State’s budget has been cut, including major cuts to community colleges in particular. To this day, the State’s economic recession and its energy crisis in 2001 continue to plague the system: Colleges’ operating funds were cut; enrollment caps were reduced and strictly enforced; massive shortfalls and layoffs of personnel were seen; and crucial matriculation funding was reduced—funding specifically earmarked for direct support services to students. Indeed, Crafton Hills College saw a 34.8% reduction in matriculation funds in 2004—6% above the standard reduction made across the entire system. Analysis revealed the greatest loss in the number of credit students served—a population of students that must be fed by a robust instructional program that bridges remedial and college-level courses.

<b>C. Key Overall Goals for the Institution</b>
---

Goal setting at Crafton Hills is a broad-based, collaborative effort that is part of annual planning processes.

Crafton Hills College Purpose and Goals	Addressed by Title V
<b>Academic Goals</b>	
1. To provide quality education, which empowers students to think critically, to communicate clearly, and to grow personally and professionally.	Yes
2. To provide an enriched learning environment to promote student creativity, self-expression, and the development of problem-solving skills.	Yes
3. To provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals.	Yes
4. To maintain a current, meaningful and challenging curriculum.	Yes
5. To develop new instructional delivery methods.	Yes
6. Serving students interested in transferring to four-year colleges and universities to obtain Bachelor Degrees)	Yes
7. Serving students interested in obtaining two-year Associate Degrees	Yes
8. Providing Vocational Educational/Technical Education programs that offer opportunities in training, retraining and skill building	No
9. Providing general education for students interested in taking courses to increase job effectiveness	Yes

10. Providing lifelong learning	Yes
11. Develop a robust developmental education program.	Yes
12. Increase the numbers students who successfully complete the sequence of courses from basic skills, to developmental education, to college-level work, in mathematics, English, and other core academic areas.	Yes
13. To develop instructional and service support systems that support the tenet that students succeed best when enrolled in classes that meet their interests and match their level of academic preparedness.	Yes
14. To model our commitment to lifelong learning by maintaining currency in our professions and subject disciplines.	Yes
15. To hold faculty, staff, and students to the highest ethical and intellectual standards	Strengthen
<b>Institutional Management</b>	
16. Plans and decisions will be based on an informed consideration of what will best serve students and the community.	Yes
17. All levels of the college organization will openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services.	Yes
18. Interaction between all members of the college community will be marked by professionalism, intellectual openness, and mutual respect.	Strengthen
19. Improve technology infrastructure for effective use of technology to strengthen delivery and effectiveness of programs and services.	Yes
20. Institutional effectiveness will be verified by using empirical data as demonstrated through each standing committee in the collegial consultation process.	Yes
21. To encourage students learning, maintain a campus climate that is both student-centered and beautifully maintained or appointed.	Yes
<b>Fiscal Stability Goals --</b> The following Fiscal Stability Goals are addressed by the Title V Cooperative project with San Bernardino Valley College.	
22. To improve institutional and funds allocation effectiveness, strengthen linkages between institutional planning, research, grants and funds development.	No
23. Continue enrollment management strategies including development of new and cost-effective delivery modes such as e-learning.	Yes
24. Develop grant-seeking capacities in both the public and private sector.	No
25. Develop capacity to compete for HSI funds from federal agencies, corporate, private/public foundation sources.	No
26. Strengthen college foundations through training and board development, alumni program development, and deferred gifts programs.	No
27. Develop, increase, and strengthen corporate and community connections.	No
28. Increase college endowments to strengthen long-term stability of institutions	No

<b>D. Measurable Objectives for the Institution</b>	
<b>Five Year MEASURABLE OBJECTIVES to Strengthen CHC</b>	<b>Relationship to Institutional Problems And Institutional Goals</b>
1. By 2010 there will be a 10% increase in the number of basic skills and developmental education courses offered over a 2005 baseline ( <i>55 sections of pre-collegiate basic skills with 178 FTE; 0 developmental ed courses</i> ).	Problem # 1, 2, and 4 Goals 1- 1&nd 21

2. By 2010, progression from basic skills courses through degree-applicable courses for the 2007-2009 cohort will be 20% compared to the 2002-04 cohort baseline (7.45% average for Math and English).	Problem # 1, 2, and 4 16, 17, 18 and 21
3. By 2010 there will be a 10% increase in the completion rate of AA/AS degrees over the 2004 baseline of 237	Problem # 1, 2, and 4 Goals 1-18, 21 and 22
4. By 2010 50% of programs/service areas will have completed an ongoing student learning outcomes assessment cycle that drives instructional improvement and program planning (baseline for 2004 is 0%).	Problem # 3 Goals 15, 16, 18, 19, 20
5. By 2010 there will be a 25% decrease in the amount of non-apportioned class repetitions and an increase in tuition revenues generated as a result of improved basic skills and developmental education progression based on objectives one and two over a baseline to be established 2004-05	Problem # 1, 2, and 5 Goals 1-15, 18, 20, 22 and 23

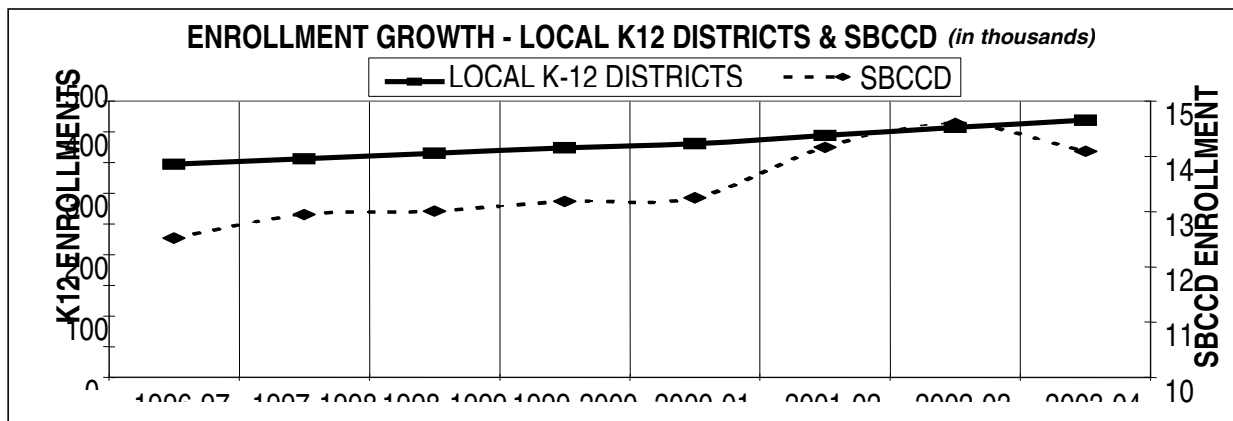
**E. Institutionalizing New Practices and Improvements**

**Project Designed with the Goal of Permanent Change/Reform:** The Activity is specifically designed in direct response to institutional deficiencies documented earlier in this proposal. CHC has chosen strategies for implementation that hold the greatest potential to strengthen the permanent instructional and administrative infrastructure of the institution, beyond the five-year grant period. New practices and improvements to be developed as part of this project are designed to increase the institution’s capacity to maximize potential for FTE generation (revenue generation) and directly related to increasing numbers of students successfully transitioning from lower-level learning to college level programs and goal completion. New practices and improvements to be developed as part of this project are directly tied to recommendations from the Accreditation Commission. **President Harrison requested that all aspects of the Title V project be linked to standards for accreditation to further emphasize the seriousness of the intent for institutional reform and institutionalization of new practices and improvements.**

**WHERE WILL MONEY COME FROM TO CONTINUE NEW PRACTICES?** (1) Ability to provide developmental education courses will immediately result in new FTE growth – see box at right ; (2) Growth in the service area will also result in new FTEs.

If only one-half of the 165 developmental education level students who were turned away between May and September of 2004, had been able to enroll sufficient revenues would be generated to fully fund the new positions being transitioned onto the college budget. (82 students X \$4557 = \$373,674)

As can be seen in the following chart, Crafton’s feeder school districts are growing rapidly while enrollment at CHC is remaining stagnant. New outreach, orientation, growth in the depth and offerings of the Developmental Education program needed by many of our incoming students and researched-based fiscal planning will combine to increase the fiscal health of CHC and enable the college to continue the new practices and personnel.



Title V Personnel Planned for Continuation: **It is planned that the duties of new key staff will shift systematically from developmental to operational over the later years of the grant, as shown in the following budget plan. New positions to be funded in whole, or part, by Title V funding can be found on the chart below. New positions will be phased into the CHC budget at the end of the grant. This gradual shift will allow CHC to establish adequate institutional resources to cover the additional personnel cost.**

It is the intention of CHC to institutionalize these new positions over the five-year period of the grant. The plan to phase the positions onto the College budget over the five-year period is detailed in the Budget Narratives within Part II of the proposal; a summary table follows (3% COLA included in calculations).

	2005-06	2006-07	2007-08	2008-09	2009-010	Post Grant
<b>POSITION TITLE – Student Interventions Specialist</b>						
<b>Title V (\$)</b>	\$78,000	\$81,900	\$77,396	\$63,206	\$56,885	0
(% Title V FTE)	100%	100%	90%	70%	60%	0%
<b>CHC (\$)</b>	0	0	\$8,600	\$27,088	\$37,923	\$99,549
(% CHC FTE)	0%	0%	10%	30%	40%	100%
<b>POSITION TITLE – Developmental Studies Specialist</b>						

<b>Title V (\$)</b>	\$58,500	\$61,425	\$51,597	\$45,148	\$18,962	0
(% Title V FTE)	75%	75%	60%	50%	20%	0%
<b>CHC (\$)</b>	\$19,500	\$20,475	\$34,398	\$45,148	\$75,848	\$99,551
(% CHC FTE)	25%	25%	40%	50%	80%	100%
<b>POSITION TITLE – Institutional Assessment Coordinator</b>						
<b>Title V (\$)</b>	\$48,750	\$51,188	\$42,998	\$30,099	\$11,851	0
(% Title V FTE)	75%	75%	60%	40%	15%	0%
<b>CHC (\$)</b>	\$16,250	\$17,063	\$28,665	\$45,149	\$67,156	\$82,957
(% Title V FTE)	25%	25%	40%	60%	75%	100%
<b>POSITION TITLE – Web Developer</b>						
<b>Title V (\$)</b>	\$69,108	\$54,423	\$53,334	\$40,001	\$21,000	0
(% Title V FTE)	100%	75%	70%	50%	25%	0%
<b>CHC (\$)</b>	0	\$18,141	\$22,857	\$40,001	\$63,000	\$88,200
(% Title V FTE)	0%	25%	30%	50%	75%	100%

**Analysis of Facilities Changes:** CHC has planned the Title V project around facility changes that will occur in the next five years. The planning team has done a complete analysis of the impact of the Activity on the campus and the proposed activity will not require more than minimal facilities changes.

**Equipment Maintenance and Upgrades:** All equipment and software purchased with Title V funds will be immediately placed upon the newly developed rotational replacement/upgrade. Funds are allotted for upgrades and replacement on an annual basis in budget planning and allocation models. CHC planning includes a process to continue the on-going maintenance agreements, acquisition of software upgrades, and to maintain our equipment. CHC will choose and purchase equipment which will have longevity, is upgradeable and of good quality. Crafton Hills College, where possible, purchases software packages which can be networked to further the ability to share these valuable resources. Planning for purchases is based on the ability to up-grade, compatibility with present equipment, and CHC’s ability to maintain and support these purchases.

**Institutionalizing New Curriculum:** As a part of the institutionalization of each phase of the Title V project course and curriculum changes must be approved. It will be the responsibility of the Activity One Director to ensure that courses are presented for approval in a timely manner. Crafton Hills College has a well-integrated course approval process. During the sixty-month period of the grant, all of the courses proposed

in the grant application will go through the standard institutional two-step process. The entire process is applied institutionally to all courses.

## **Project Narrative**

**(b) Quality of activity objectives. (Total: 10 points) The extent to which the objectives for each activity are--**

**(1) Realistic and defined in terms of measurable results (5 points); and**

**(2) Directly related to the problems to be solved and to the goals of the comprehensive development plan (5 points).**



## Developmental Education, Support Services, Faculty Development and Access to Technology

### **INTRODUCTION TO ACTIVITY**

This three-component Activity presents an integrated plan for *increasing CHC's capacity to serve students in Developmental Education and enable students to progress from pre-college to college-level programs* through improvement of academic programs, faculty development, and critical student services.

### **Component One: Review, Reconfigure and Develop Curriculum (Developmental Education)**

Curricula development will include new courses in Developmental Education, strengthened math and English gateways, and curricula for study groups and tutoring. **Component Two: Strengthening Academic and Support Services:** An array of student support strategies will be strengthened and a First-Year Experience program will be piloted. **Component Three: Faculty Development, the Foundation of Learning College** provides for in depth faculty and staff development. Throughout the Activity, CHC has woven a response to the problem of technology obsolescence<sup>1</sup>, to also address the current and increasing divide in technology access between low-income students (high % are Hispanics) and middle-class students who have computers at home and laptops. While in many communities the 'digital divide' between Hispanics and other groups has become an outdated term which no longer reflects reality, in the East Valley communities where lower-income Hispanic families are settling, the digital divide is real.<sup>2</sup> Even if the families have computers, high speed internet access is not available. Less than 1% of campus computers have ADA compliant software and workstations. Students requiring such software must go to a specific lab on campus that may be located far from where most, if not all, of their classes are held.

---

1 The technology emphasis **meets the intent and purpose of Goal 5 of the U.S. Department of Education's Strategic Plan (p. 7 of Title V application guidelines)**... "technical assistance for planning, implementation, and evaluation and to assist in promoting the technology infrastructure of HSI institutions."

2. The Chronicle of Higher Education Feb 4, 2005. *Among Freshmen, a Growing Digital Divide* : "The American Freshman: National Norms for Fall 2004"

**RESPONSE TO PROBLEMS AND GOALS OF THE COMPREHENSIVE DEVELOPMENT PLAN**

CHC Problems Documented in CDP	Activity Component
<b>Problem #1:</b> CHC does not have the capacity to serve students entering the college at the Basic Skills and Developmental Ed levels.	Components Two & Three
<b>Problem #2:</b> Of the students who manage to get into pre-college level programs at CHC, too few progress from Basic Skills TO Developmental Education and FROM Developmental Education to College-level courses.	Components One, Two and Three
<b>Problem #3:</b> Improvement in the consistency of research and assessment practices across all areas of the campus and the ability to tie these practices more explicitly to a comprehensive measurement of institutional effectiveness and resource allocation will strengthen planning efforts and student learning outcomes.	Components Two and Three
<b>Problem #4:</b> The technology infrastructure of the campus is in a crisis mode of obsolescence, exacerbating the digital divide.	One, Two and Three

**Goals:** The development of this Title V proposal was done specifically to address the goals of Crafton Hills College. Of the 15 CHC academic program and six institutional management goals **all but two will be realized through the successful implementation of this Activity and those two will be strengthened.** One of the seven fiscal stability goals is addressed in the Activity while the other five will be addressed by the Title V Cooperative project with San Bernardino Valley College. A full listing of Goals can be found on pages 10 and 11 of the Comprehensive Development Plan.

**Expected Outcomes/Impacts of This Activity On CHC:** The strategies outlined are essential to CHC’s mission and foster the following outcomes: 1. Increase in course/goal completion rates through the improvement of learning assistance to students most at academic risk; 2. Improved progression/bridging/transition of students from pre-college to college-level programs; 3. Strengthening academic programs and services through faculty development; 4. Increasing the capacity of CHC to retain and assist all students; [CK1]5. Improvement in advising, course and career placement; 6. Provision of accurate and easily accessible student information and tracking; 7. Increased resources as a result of increased enrollments in tuition generating programs; 8. Conduct accurate, on-going assessment and analysis; and 9. overcoming technology obsolescence and increased access to technology for students.

## **Project Narrative**

**(c) Quality of implementation strategy. (Total: 25 points) The extent to which--**

**(1) The implementation strategy for each activity is comprehensive (10 points); (2) The rationale for the implementation strategy for each activity is clearly described and is supported by the results of relevant studies or projects (10 points); and**

**(3) The timetable for each activity is realistic and likely to be attained (5 points).**

**IMPLEMENTATION PLAN AND RATIONALE FOR STRATEGIES SELECTED**

**IMPLEMENTATION OVERVIEW**

2005-06	2006-07	2007-08	2008-09	2009-10
<b>COMPONENT ONE-- Review, Reconfigure and Develop Curriculum (Developmental Education)</b>				
Develop Curriculum for Developmental Education and effective academic support services which includes critical thinking, math, reading and writing across the curriculum				
Develop and extend Math curriculum				
Develop and extend English curriculum				
Develop and extend other general ed curriculum				
Strengthen and expand Learning Resource Center and tutoring services				
Develop, implement and evaluate linked courses			Link Dev Ed with Student Services	
<b>COMPONENT TWO -- Strengthening Academic and Support Services</b>				
Orientation and outreach	Advising, Assessment	Student Ed Plans & Acad, Probation	Develop Career Center	Transfer Services
Web-based Student Services and the <b>Acquisition of Technology</b>				
Freshman Experience				
Evaluation, Student Learning Outcomes, Institutional Research				
<b>COMPONENT THREE -- Faculty Development, <i>the Foundation of Learning College</i></b>				
Develop, equip, staff Teaching/Learning Center				
Develop short-term training plan and begin work on long-term plan based on best practices/teaching to diverse learners	<ul style="list-style-type: none"> <li>• Teaching and Learning Styles</li> <li>• Instructional Technology</li> <li>• Active Learning</li> <li>• Cooperative Learning</li> <li>• Mentoring and Coaching</li> <li>• Teaching Critical thinking</li> <li>• Teaching with Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Basics of classroom management, testing, grading, and instructional planning</li> <li>• Working with academically under-prepared students and adult learners</li> <li>• Curriculum Development</li> <li>• Student Learning Outcomes</li> <li>• Classroom Based Assessment</li> </ul>		
Faculty Teams to attend the Kellogg Institute and Practicum				

**The Planning and Research Process for this Activity:** The CHC Title V Activity Team was responsible for: 1) **researching, selecting, designing, and sequencing** activities and topics for this proposal; 2) **choosing equipment** and software; 3) **contacting local & national peer institutions for information on program development, curriculum design and successful faculty development activities;** 4) **review of best practices literature and models** and 5) interviewing program directors from **similar colleges** as to specific successes and challenges in regards to development and operation of their programs.

We found that research and practical experience increasingly indicates that strong student services and academic support are necessary to increase the persistence and retention of all students, and is particularly important for Hispanic students. Research on teaching and learning has produced many detailed, and occasionally contradictory, lists of "best practices in teaching." In order to provide the holistic education/learning which research proves works best for Hispanic students and increases success rates for all students, CHC must make changes in the college culture and learning environment.

The faculty, staff, and administrators designing this Title V proposal chose strategies that are the foundation of a learning college and focus on the student as learner. These strategies, identified by the Title V Committee responsible for this project and approved by the President, are a result of in-depth research into best-practices; current literature; experiences of other colleges; and, what has worked on a small-scale for CHC. The conclusions reached through this analytical process resulted in a consensus among faculty, staff and administration that the activities presented in this proposal will support long-term, campus-wide change that is needed at CHC. The implementation of the selected strategies identified in this Title V proposal will be continually monitored and evaluated to determine needed modification or extension.

**The Decision to Become a Learning College:** After an extensive review of literature and investigation of several model programs<sup>1</sup>, the following criteria were chosen as the framework for CHC's holistic approach to student success. Through the implementations of the initiatives and strategies proposed in this Title V grant, CHC will be able to transform itself from the "little school on the hill" to a true, full-service learning college able to help its increasingly diverse student population succeed.

<b>The Attributes of a Learning College and Relationship to Activity<sup>2</sup></b>	
<b>The Learning Process</b>	Offer a variety of learning options, activities and methodologies to learners; Academic advising for preparation of education plans, coordination of long-term career, academic and personal goals. Variety of collaborative learning experiences (learning communities, study groups, team learning).

<sup>1</sup> [http://www.league.org/league/projects/lcp/outstanding\\_features.htm](http://www.league.org/league/projects/lcp/outstanding_features.htm)

<sup>2</sup> Excerpts from *Criteria for a Learning College*, R. Krakauer, The Michener Institute, Toronto Ontario, 2000

<b>Learning Content</b>	Course content appropriately planned, organized and designed w/ a learning-centered approach; Develop critical thinking & analytical skills Regular program/curriculum review & updating of learning content; Integration of disciplines for learning opportunities across disciplinary boundaries; Access to tutoring, remediation, and academic support
<b>Learning Specialists</b>	Commit to on-going, programs for faculty and staff development; Offer faculty opportunity to maintain and update the relevancy of content/course/technological disciplines. Train users in technical systems that support administrative and student services, especially in storing and tracking of information.
<b>Learning Outcomes</b>	College has a system for early identification of learners experiencing problems based upon assessment results. Assessment of learning outcomes on individual, program & institutional levels. A variety of formative and summative tools will be developed to assess learning outcomes in relation to learning objectives and external competency-based standards. Information on key performance indicators such as aggregate student learning outcomes, completion rates, retention rates, student/graduate satisfaction, employment rates, and employer satisfaction is collected and used as feedback for improvement.
<b>Learners</b>	Learners must be full partners in the learning process and are assisted in becoming self-directed, self-evaluative and lifelong learners.
<b>Organization</b>	Students can access services including application, registration, payment of fees, financial aid, and view the records and transcripts. The College Learning Resource Center provides access to a full range of information sources and academic support services. Comprehensive orientation process is available.. There is evidence of cross-disciplinary cooperation and collaboration. The college has an active professional development program based upon a clearly enunciated policy committed to learning-centered education. Resources for research to identify, assess, document, and apply information about learning outcomes is allocated.
<b>Leadership</b>	The college encourages leadership at all levels of staff, faculty and students. The senior management team works together to promote teamwork and to encourage cross-disciplinary collaboration in leading the college to become more learning centered.
<b>College Culture</b>	A learning college fosters a culture that supports learning. The college's support of teamwork and collaboration is demonstrated in its successfully functioning cross-disciplinary teams.

Our research repeatedly showed that the best student learning outcomes follow a combination of activities including: encouraging faculty development in using the best practices in teaching and learning and other development activities; engaging students with high levels of involvement in their studies, other students, and faculty; and implementation of regular, thoughtful, and periodic assessment procedures to provide ongoing feedback to students about the progress of their learning, to instructors about the efficacy of their teaching, and to program faculty about how well their program is meeting its objectives. <sup>3</sup>

---

<sup>3</sup> [http://pandora.cii.wvu.edu/cii/resources/outcomes/how\\_assessment\\_works.asp](http://pandora.cii.wvu.edu/cii/resources/outcomes/how_assessment_works.asp)

Each year the **Bridging Committee** – a team made up of faculty, staff and administration from all areas of the college -- will focus on specific learning areas as a part of making the entire college stronger and more responsive to student needs. Working and planning together in an interdisciplinary setting will make the gaps in curriculum and services even more apparent. Curriculum will be reviewed and revised as needed. Developmental education course content will be linked both to college-level requirements and to requirements for Basic Skills. The Bridging Committee will ensure that a **logical bridge between the exit requirements for one area and the entrance requirements for another** exists. In a recent Texas study it was shown that developmental programs with a strong consistency between exit and entrance standards had higher rates of retention through student goal completion than those that did not.<sup>4</sup> Students must be prepared for their next educational step or the College has failed at its mission and purpose.

#### **Component One: Review, Reconfigure and Develop Curriculum**

As detailed in the CDP, CHC must increase the numbers and depth of basic skills and developmental education course offerings to meet the needs of our incoming students. Basic Skills and Developmental Education classes and curriculum must move beyond what Norton Grubbs calls the “skills and drills” approach that has dominated remedial coursework. He states that “implicitly instructors in this tradition assume that literacy and numeracy are individual skills, following a set of formulaic rules, rather than forms of social communication and practices where individuals must have a deeper understanding of the purposes of reading, writing and mathematics in different settings.”<sup>5</sup> A Developmental Studies Specialist will be hired in Year One to work with faculty and staff in creating a developmental education program which will include coursework and support services.

---

<sup>4</sup> Boylan, Hunter. *What Works: Researched Based Best Practices in Developmental Education*. Appalachian State University, Boone NC (2000) page 90

<sup>5</sup> Grubb, N. & Associates *Honored but Invisible: An Inside Look at Community College Teaching*. New York: Routledge (1999)

Faculty teaching at the Basic Skills/Developmental Ed level will meet with faculty teaching college-level courses to share and review syllabi each year in an effort to identify areas of disconnect. The content of exit examinations and entrance requirements will also be reviewed on an on-going basis. These sessions will include both full-time and adjunct faculty.<sup>6</sup>

### **Following State and National Models in Developmental Education Program Development:**

Adjunct faculty members at CHC are generally experienced professionals, well respected and considered to be experts in their fields. However, this faculty often does not have any experience in teaching and pedagogy. **It is our plan to increase CHC's capacity to link part-time faculty into the new development program and training.** While the National Study of Developmental Education found no differences between educational outcomes for students taught by full or part-timers, they did find differences "when a program relied predominantly on adjunct faculty to teach developmental courses" (cited in Boylan, 2002, p. 55). These differences became significant when over 70% of developmental courses were taught by adjunct faculty, resulting in poor pass rates for those courses. According to Boylan, best practice institutions do not have more than 50% of developmental courses taught by adjunct faculty, and those adjunct faculty who do teach developmental courses are considered an invaluable resource, carefully selected and systematically trained. Boylan makes several suggestions for enhancing the success of adjunct faculty in developmental programs including formal mentoring, resource manuals, inclusion in department meetings, and staff development activities.<sup>7,8</sup>

The new **Developmental Studies Specialist** will work closely with the Activity Director/Student Interventions Specialist, Faculty/Staff Development Advisory Committee, and in conjunction with the Matriculation Committee in developing a long-term development plan for faculty and staff. An emphasis for

---

<sup>6</sup> Short, Deborah J *The ESL Standards: Bridging the Academic Gap for English Language Learners* <http://www.ericfacility.net/ericdigests/ed447728.html>

<sup>7</sup> Boylan, Hunter R. What Works: Continuous Quality Improvement Network with the National Center for Developmental Education Appalachian State University. Appalachian State University, Boone NC, 2002.

<sup>8</sup> Academic Senate for California Comm. Colleges; *A Survey Of Effective Practices in Basic Skills* 2003



development will be placed on methodology and faculty projects in critical gateway courses. **Following the award-winning Development Education initiatives implemented by Los Medanos College** (begun through a Title III project which trained faculty at NCDES, teams of faculty will be sent to the Kellogg Institute at the National Center for Developmental Education (NCDES) at Appalachian State University.

**Five Year Focus on Curriculum Revision and Development:** The CHC faculty, together with a consulting curriculum specialist, will examine course curriculum to determine if changes are needed, assure student-centered learning and confirm a seamless progression from one level to the next. Changes will also be made in curriculum to provide an integrated approach to learning technology, math, reading/writing and critical thinking, and the addition of linked courses. Workshops on curriculum review, revision and development will be included in the faculty development plan. **Linked courses will be developed** with initial offerings following the CSU, Hayward model in which some of the clusters are fully team-taught and others are planned collaboratively but taught separately. Additionally, curriculum development will include a college success course, for the First Year Experience being developed in Component Two, designed specifically to address the issues faced by Hispanic and first-generation college students.

**Years One – Five:** Curriculum review/development will begin with developmental level courses in math. Math was chosen as a starting place for two reasons: 1) It is the greatest single stumbling block for the majority of our students and 2) CHC has almost completed the process of curriculum mapping in math with the local high schools. In **Years Two – Five**, English courses spanning CHC's developmental education gap (beginning with developmental reading and writing) will be developed and piloted. **It is essential that CHC develop and offer an in depth English curriculum** for students needing developmental work in reading, writing and English. Without this developmental bridge students are forced to go elsewhere or they leave school entirely. **Years Three – Five** Focus on General Studies curriculum.

**Years One – Five:** Tutor training is a significant aspect of CHC's plan for student success. Training manuals and curriculum for tutor-training workshops will be developed using the College Learning

and Reading Association (CLRA) standards and recommendations to reflect: changes in curriculum and teaching methodologies; the addition of Learning Communities; and teaching methodology proven to be effective with Hispanic students, first generation and at-risk students. In the later years of the project, tutorial services and multi-modal group learning activities will extend to all levels of course-work.

### **Component Two -- Strengthening Academic and Support Services:**

A learning college provides holistic support for its students. In order to give learners the best support system possible, services must be coordinated. A Student Interventions Specialist will be hired to coordinate this multi-faceted emphasis on creating an environment that is not only learner friendly, but willing to work with the "whole person" in the achievement of academic and life goals.

A study by Salter & Noblett (2001) notes that "developmental studies students are responsive to support efforts on the part of faculty and staff, particularly those efforts that enhance their academic performance. Interviews revealed that **the most important institutional support, from the view point of the students, comes not from programs, but from people.**" CHC proposes to develop and implement a series of support efforts that involves all of the college community.

In addition to the strengthening the student services currently provided by CHC, new services will be developed and adopted after successful pilots. These support services will include but not be limited to developing better and new ways to: **Year One and Two** -- develop orientation specific to incoming Hispanic students including expanded outreach; **Year Two and Three** -- provide advising and assessment including the development of student education plans; **Year Four** -- develop a functioning career center, and; **Year Five** -- strengthen transfer services.

Bridging strategies will be designed to improve student engagement through support of cohorts of first-time students beginning with an initial pilot cohort in Fall 2006. The features of the strategies will consist of: intensive services related to the affective domain of learning, including in-depth orientation and assessment regarding educational and career opportunities; the opportunity to improve reading, writing and

math skills; a course in how to become a successful college student (life & time management skills); and advisement on financial aid options. Students will build a support network with other students, faculty, advisors and staff; become familiar with campus layout, libraries and computer labs; and receive academic counseling and assistance with registration. For Hispanic students, these strategies will also include introduction to college clubs and organizations which will give them the social structure that is so critical to helping first-time college students succeed.

Finally, participating students will be monitored throughout their freshman year, with special attention to counseling and learning assistance support, assignment to linked classes and learning communities, and freshman interest groups.

The following methodologies will be used to provide the needed strategic support interventions to retain all of our students through the academic levels to graduation, transfer and goal completion:

**Outreach and Orientation:** Of the Latino parents who expect their child to attend college, relatively few understand the basic choices and tasks that need to be addressed<sup>9</sup> (e.g., the SAT, taking AP classes, college applications). What is needed is a larger and more effective information outreach effort to close these information gaps.<sup>10</sup>

Communication with Hispanic parents and the greater Latino community will be based on routine, clear, and truthful messages going out through a variety of media and modes - and there must be receptivity and response to messages and inquiries coming into the College. The Student Interventions Specialist will work with Financial Aid staff to develop smooth pathways for students, especially Hispanic, first generation and students at-risk with programs for targeted students, their parents and the community and serve as a highly knowledgeable link between financial aid, support, and instructional programs. **A special effort will be made to inform the Hispanic community about financial aid options and to help students identify**

---

<sup>9</sup> Tornatzky, L., Mejia, O., Lee, J. and Tarant, S. *College Choices Among Latinos: Issues of Leaving Home*. Claremont CA: Tomas Rivera Policy Institute 2003.

<sup>10</sup> *ibid*

**financing, other than loans, for their education.** For example, audio CDs will be produced in Spanish and distributed to non-English speaking parents to inform them of financial options available to their son/daughter as they pursue a college education.

In researching successful bridge programs, the Title V planning team found that one of the cornerstones of the successful bridge programs is the use of expanded, focused **orientation for first-time students**. Orientation and bridging programs built to bridge the gaps from high school to the community college and then from the community college to a four-year institution will be multi-functional. Some of the programs will be subject specific, helping students enhance skills in math, prepare education portfolios, take part in service learning while others will be focused on building service bridges for students. During the first two years CHC will focus on a developing an in-depth Student Orientation Program.

**Advising and Assessment:** Counseling services are essential for Hispanic students new to a college environment, particularly first generation college students. Hispanic high school students traditionally do not have college preparatory coursework; the culture of mainstream schools doesn't support under represented groups and they are more likely to be in lower-ability tracked courses.<sup>11</sup> The majority of CHC's students assess into basic skills and developmental education. The case management advising model being used at CHC is proving to be successful, but it is time and staff intensive. At CHC the case management model is used to tailor intervention to the unique needs of the students. Intervention can range from one brief session to multiple visits. This program is designed explicitly to improve student success, retention and persistence for Basic Skills students. A program advisor speaks with students regarding work habits, attendance, student outlook, personal finance and day care issues. Program staff assists students with obtaining referrals, aid, tutors and more. Before classes begin, program staff provides emotional support and counseling. Beginning in Year Two this case management approach to advising will

---

<sup>11</sup> Lavadenz, M. (1994). Factors related to the teaching aspirations of Chicano/Latino paraprofessionals. Unpublished doctoral dissertation, University of Southern California

be expanded to reach students in Dev. Ed and to include more emphasis on academic advising and student education plans. The Student Interventions Specialist will help develop a system to support students through their developmental education programs, as well as through their first quarter of college-level coursework- working with both student services and instructional areas to develop seamless services for targeted students both in and outside of the classroom. Some of the strategies will include intrusive advising, goal development, tutoring, conferencing, participation in existing supportive programs (e.g., Student Success Advisors, EOPS) use of the Career Center, the Transfer Center and workshops (including math anxiety).<sup>12</sup>

Also during the second year of this component, a student services and instructional team will review placement instruments and results. According to Boylan (2000), “in order for assessment to be meaningful...it must be supported by mandatory placement.” **By the end of the year, through a collaborative planning process, a mandatory *placement* system will be in place to accompany the existing mandatory *assessment* program.**

Multiple measures in student assessment have been used in California (as mandated) since the 1980s, the construct being measured is limited to what a student does and does not know in terms of academics. Common assessment practice has rarely involved areas other than those typically related to academics or career planning (achievement in math, reading, or writing; study skills; learning styles; drop-out proneness; career aptitude or interests; etc). As CHC takes a holistic approach to learning, assessment measures must include the “whole person.” During Years Two and Three assessment tools designed to reveal “signature themes” or patterns of talents that can be developed into valuable assets (*i.e.*, strengths) in academic and work settings and provide the student and institution with information that

---

<sup>12</sup> Research supports the effectiveness of such proactive strategies as intrusive advising and goal clarification for helping students to understand the academic skills they need to be successful (Austin and others 1997), to remain in school (Glennen and Baxley 1995), and to improve their persistence in difficult classes (Backhus 1989).

enhances the educational experience will be researched and evaluated as to feasibility and costs. The broad implementation of an instrument or program measuring both academic skills and talent could lead to the expansion of efforts to facilitate the implementation, evaluation and dissemination of a development program for students and staff involving strengths-based strategies in developmental instruction and across the curriculum. **Develop Career Center:** Research has shown that students with undecided career goals are less likely to achieve their academic goals. The Career Counseling model used by Austin Community College (Austin TX) is a perfect match for CHC students, specifically those students bridging from ESL/ABE and Dev. Ed.<sup>13</sup> ACC uses a combination of career counseling and educational planning that is often accomplished in the same process; a process including self-assessment (interests, skills, history), research (educational and career information), decision-making, and development of employability skills (resume writing, interviewing skills, communication and job search skills). In Year Four CHC will revitalize and staff the Career Center. **Transfer Services:** High quality, accurate, specialized academic counseling services are a must for all students, but particularly under-represented students. Without a specialist counselor who is knowledgeable about the complex articulation agreements for transfer students experience high levels of frustration in negotiating the maze of transfer options and credentialing requirements. Frequently they mistakenly register for courses that will not be accepted by the transfer institution, which draws out their studies, creating a hindrance to successful transfer.

**Web-based Student Services:** Web-based services must be developed with the knowledge that there is a digital divide throughout CHC's service area and although the chasm has grown narrower as technologies improve and become more readily assessable, it is becoming deeper. Faculty and staff have noticed that the lower the entry level of the student, the less 'techno-savy' they are. It is imperative that CHC not exclude those students most needing our help by going strictly to web-based services. Potential students, families and the community at large will always be the opportunity to work face-to-face with

---

<sup>13</sup> <http://www3.austincc.edu/evpcss/rss/counsel/counseling.htm>

faculty and student services personnel. Given that, CHC must also expand the range of web-based services for those students who do have the technical skills and knowledge.

In **Years One-Five**, CHC proposes to build a strong, front-end web-based student services delivery system. This system will give those students who are able the means to explore career options, apply for financial aid, receive advising and make their student ed. plans. This web-based service must be user friendly and provide full interaction. Students will be “trained” into using the web-based services as needed. A Web Developer will be hired to help integrate all web-based functions.

**Response to Accreditation Recommendation #3**

The college should develop on-line services such as library and counseling services, help-desk functions for both faculty and students, and methods to monitor faculty and course quality and effectiveness

**First Year Experience and Bridging Programs:** Many first-year students are overwhelmed by college, frustrated by confusing general education requirements, and feel alienated by independent enrollment which separates them from their accustomed high school peer group. To help first-time students make a successful transition to college, many community colleges have developed **summer bridge, freshman experience or “new student” programs**. The main thrust of these programs is to retain new populations within higher education and to provide them an equal footing with other students (Kezar, 2000). Although our ultimate goal would be to provide this service to all incoming first time students, CHC must initially address the needs of the students who are most at risk. For many first generation students “going to college is *breaking*, not continuing family traditions...attending college involves multiple transitions: academic, social and cultural.”<sup>14</sup> These researchers found that early validation appears to be a central element in students’ successful transition to college: first-time students, especially first generation students, need reassurance that they can succeed, do college-level work, that their ideas and opinions have value and that they are worthy of the attention and respect of faculty and peers alike.

---

<sup>14</sup> Terenzini, et al, *The Transition to College* (1994),

During **Years One through Five**, a First Year experience will be designed to assist students define educational and career goals, to develop degree plans, and to discuss degree plans and courses as they relate to transferability directly into the workforce or to other colleges and universities. In addition to defining educational and career goals, students will also be assisted with learning effectiveness, such as motivation, confidence, concentration, learning style, stress management, family or work pressures, test anxiety, time management, and academic difficulties, including academic probation.<sup>15</sup> Successful first-year programs, such as El Camino College's (CA) First Year Experience, stress the importance of providing support throughout the full first year, and that students in bridging programs must not be abandoned once the program ends a courses begin. Our approach to providing follow-up support will employ *intrusive advisement*. Student Success Advisors will be assigned to pro-actively follow-up with students in the cohort to provide support. The Student Success Advisor model is based on the highly successful, and nationally recognized Case Management model used by Community College of Denver - identified as one of the League For Innovations in Community Colleges, Vanguard Colleges for their successful programs in retention and success and commitment to the concept of the learning college.

**Acquisition of technology** is a major portion of the budget request. The Math and Writing Labs in the **Learning Resources Center** will be expanded and updated over the course of the first four years. In the final year, a large electronic classroom will be created in the LRC. The **Assessment Center** computers will be upgraded and expanded. An open lab for students, the **Technology Access Center**, will be equipped. The **Teaching and Learning Center** for faculty and staff training will be equipped, with the addition of a small smart classroom for training in year four.

---

<sup>15</sup> Muraskin, L (1997, August). *Best Practices in Student Support Services: A Study of Five Exemplary Sites*. WA DC: U.S. Dept of Ed.



**Evaluation, Student Learning Outcomes, Institutional Research** Successful integration and

institutionalization of all the interventions proposed require monitoring both of the individual student and the institution as a whole. Research and practical experience increasingly indicate that outcomes assessments are key to increasing student success in the classroom, program, and at institutional levels.

Key CHC constituencies, including faculty, student services, and administration, as well as feedback from transferring institutions,

**Response to “Special Emphasis” Accreditation Recommendations #2**

The college should establish an inclusive and comprehensive research agenda that evaluates and validates all aspects of the college’s endeavors. A culture of evidence needs to be established and appropriate qualitative and quantitative data elements need to be collected and evaluated to monitor the effectiveness of college programs and services.

employers, and students have contributed to the comprehensive assessment system plan developed for this Title V application. We plan to institute a systems approach to assessment through the use of technology and to train students, faculty, and staff in the use of this information. The Title V team:

**contacted like colleges and gathered assessment information** that has worked at like colleges across the state and nation and is being required by accrediting agencies; **reviewed extensive information on assessment** available from the State Board for Community and Technical Colleges; **researched 30 different established programs** on institutional effectiveness that were critiqued for appropriateness, quality, and applicability; and, **reviewed the strengthened accreditation standards of the NASCU.**

<b>Rationale for the Integrated Approach</b>	
<b>Institutional Assessment</b>	Institutional effectiveness is a composite analysis of information at all levels and has become a key factor in maintaining accreditation.
<b>Program Assessment</b>	Student information is continuously fed into the system which assesses aggregate student progress including: program and degree completion, job placement, and transfer. Program assessment includes surveying employers and transfer institutions to assess aggregate satisfaction with students’ preparedness and performance.

<p><b>Assessment of Student Learning, Progression &amp; Retention</b></p>	<p>Assessment of student success is a composite analysis of information that tracks student progression from entrance to exit. That information includes the assessment of preparedness and performance by transfer institutions and employers, student satisfaction, aggregate retention, program/ degree completion, job placement rates, transfer rates, effectiveness of remediation and intervention services on preparing the developmental student for college-level work and support services such as counseling, financial aid and library services. Core indicators include progress towards educational goals, retention in college, GPA, student satisfaction, and degree completion.</p>
---	---

**Linking Assessment to Student Learning Outcomes:** To become a true learning-centered college, strengthen the ability of students to succeed, and develop the skills of the CHC faculty and staff, it is imperative that overall institutional effectiveness be closely tied to assessment. The linkages are not explicit, and therefore it is difficult for faculty to see these connections. They are critical to improving institutional effectiveness. Consistent with accreditation recommendations documented in the CDP and the preliminary research completed by the Title V team, it is clear that more institutional research support is needed to help faculty tie outcomes assessment to the improvement of teaching and student learning outcomes. With this grant, such assistance will be acquired. **The Institutional Assessment Coordinator to be hired in year one will work with faculty** and provide assistance in classroom based assessment and integration of Student Learning Outcomes (SLO) assessment into program improvement, institutional evaluation systems and College planning and management.

Assessment as a feedback process is necessary for continual program improvement. After studies of different models, CHC has chosen an assessment model based on the following:<sup>16</sup> (1) **Define intended program learning objectives** that specify CHC graduates' skills and knowledge.(2) **Define measurable student learning outcomes** to serve as a measure of how well each objective has been achieved. This step requires explicit articulation of program success criteria & often has the added benefit of clarifying faulty assumptions. (3)**Compare actual observed outcomes** to intended program objectives; (4) Based

---

<sup>16</sup> Western Washington University Center for Instructional Innovation; *Teaching & Learning Resources; Assessment and Outcomes*

on how well or how poorly *achieved* outcomes compare to *intended* outcomes, **elements of instructional or services programs (including assessment elements) will be redesigned as appropriate.**

The use of classroom assessment techniques as a part of a classroom research program can immediately improve teaching while developing the knowledge base of students. *The emphasis needs to be on not merely advocating assessment, but on using the results effectively.*

### **Component Three --Building a Foundation Through Faculty Development**

It is imperative that faculty and staff learn, and use, a variety of instructional and learner/student service delivery strategies to accommodate all of the learners atCHC -- learners, diverse in age, race, ethnicity, academic preparedness, social and cultural backgrounds, and enrollment goals. In addition, shifting our view of students demands a shift in how we view ourselves—the role we play in students' educational experiences, and how well we are meeting the demands thereof. In changing our assessment practice, we must also adjust how we deliver instruction and support services to students. This is true whether one teaches at the developmental <sup>17</sup> or college level, in voc/technical or academic transfer courses, or works in provision of direct student services. According to the study by Norton Grubb and Associates,<sup>18</sup> community college personnel rarely have time to discuss teaching methodology or share instructional strategies. Dr. Grubb points out that no single faculty member has all the answers to the problems faced in teaching and learning and that through working together, faculty can share experiences and problems, finding a synergy when a variety of methods are applied and refined.

The Directors of the Washington Center for Improving the Quality of Undergraduate Education recommend that colleges “...*pour over your schedules to find any common time when students and faculty*

---

<sup>17</sup> Boylan, Hunter R. What Works: Research-Based Best Practices in Developmental Education. Continuous Quality Improvement Network with the National Center for Developmental Education Appalachian State University. Appalachian State University, Boone NC, 2002.

<sup>18</sup> *ibid*

could meet face-to-face as a community of learners.<sup>19</sup> Because time to work together, share ideas and pedagogy, plan and meet together comes at such a premium, as CHC develops new schedules of classes, training and community learning opportunities, **the schedule of CHC will change to include the “College Hour.”** In anticipation of this change faculty and staff have begun looking at course schedules, received input from staff and faculty and are forming long-term schedules that include an open hour at noon.

**Teaching Learning Center (TLC): A Place of Innovation, Inspiration and Learning:** The goal of the new Teaching/Learning Center is to shift the educational paradigm of the college *from teaching to learning* in order to create an active learning environment. O’Banion and others consistently point to institutions which have created a special facility, office or program – a center for training, change, and innovation.<sup>20</sup> It is envisioned that the TLC will become the hub of all faculty development, college-wide training and community building activities. Additionally the first three years of this project will provide multiple opportunities, both required and voluntary, **for training in the use of instructional technology.** **Year One** will be spent continuing the research begun with the development of this proposal in the best practices and faculty/staff development emphases that will take place over the five years of this Title V project and beyond. During Year One the Teaching/Learning Center will be established and equipped for use. **Years Two through Five:** In addition to on-going and specialized training and development activities, the TLC will also be used as a resource by faculty in the review, revision, and expansion of curriculum.

---

<sup>19</sup> Decker-Lardner and Malnarich, Co-Directors Washington Center for Improving the Quality of Undergraduate Education: *Designing Integrated Learning for Students* (2003)

<sup>20</sup> O’Banion, T. (1999). *Launching a Learning-Centered College*. Mission Viejo, CA: League for Innovation in the Community College

## **Project Narrative**

**(d) Quality of key personnel. (Total: 10 points) The extent to which--**

**(1) The past experience and training of key professional personnel are directly related to the stated activity objectives (7 points) (brief resumes should be inserted with this narrative heading); and**

**(2) The time commitment of key personnel is realistic (3 points).**

## KEY PERSONNEL

**Job description and resume brief for Title V Coordinator are found in Project Management**

**Activity Director/ Student Interventions Specialist: (100%)** The new Student Interventions Specialist will also serve as the Activity Director.

<b>ACTIVITY DIRECTOR (50%)</b>		<b>NEW HIRE</b>
<b>Job Responsibilities</b>	<ul style="list-style-type: none"> <li>▪ Help lead toward the shared vision of key personnel, faculty, and staff.</li> <li>▪ Develop faculty development &amp; training program.</li> <li>▪ Guide staff and faculty toward integrating best practices into classrooms &amp; services.</li> <li>▪ Develop communication system between Activity staff and key personnel such as counseling center staff, disabilities liaison, division chairs, deans, and vice presidents.</li> <li>• Administer the Activity in accordance with Title V regulations.</li> <li>• Perform continuous monitoring and evaluation of the project.</li> <li>• Monitor and expend the Activity budget; Adhere to implementation timelines.</li> </ul>	
<b>STUDENT INTERVENTIONS SPECIALIST (50%)</b>		<b>NEW HIRE</b>
<b>Job Responsibilities</b>	<ul style="list-style-type: none"> <li>• Serves as an expert resource in the provision of educational programs and support services directed specifically at increasing the success of first-time college students and at-risk learners, such as probationary students and developmental learners.</li> <li>• Facilitates communication and collaboration in intervention programs targeting first-year and at-risk student populations (faculty, administrators, staff and students) through various means, including meetings and written communications;</li> <li>• Assists in the design and planning of classroom-based student intervention strategies including first year experience, learning communities and linked courses.</li> <li>• Coordinates functions with college personnel/departments in the implementation of co-curricular intervention programs for Hispanic and at-risk students;</li> <li>• Oversees development of an integrated approach to providing resources &amp; information to students using various methods including workshops, printed materials &amp; web-based systems;</li> <li>• Assists in selection/ implementation of assessment measures for student intervention programs</li> <li>• Researches the latest innovations in strategies, technology, and methodology pertaining to first-year experience programs, and interventions for at-risk learners &amp; shares findings</li> <li>• Collaborates with the Developmental Education Specialist, Assessment Center, Counselors, Learning Center, Math and Writing Centers, DSPS, CaWORKs and EOPS to coordinate programs and services to first-time and at-risk student populations;</li> <li>• Develops and coordinates training with staff development related to programs and services for first-time and at-risk students;</li> <li>• Participates in departmental meetings and other efforts that affect the programs, instruction and support for students in developmental courses;</li> <li>• Participates in district, campus, and department projects as appropriate.</li> </ul>	
<p><b>Minimum Qualifications:</b> Masters Degree in Education, Counseling; Psychology or related field; Experience teaching or counseling at college level; Ability to prioritize and execute a wide range of projects simultaneously; Experience in working with Hispanic populations.</p>		

**Developmental Studies Specialist: 100%** Under the direction of the Activity Director, this position has the responsibility to ensure the quality, responsiveness, and currency of developmental course offerings, and the development of linked courses and learning communities.

<b>DEVELOPMENTAL STUDIS SPECIALIST (100%)</b>		<b>NEW HIRE</b>
<b>Job Responsibilities</b>	<ul style="list-style-type: none"> <li>• Serves as an expert resource in developmental education to faculty, counselors, administrators, and others as they strive to improve developmental student learning.</li> <li>• Coordinates and facilitates cross-departmental communication among teaching faculty and all other staff who counsel, tutor, or otherwise support developmental learners so as to improve the College’s comprehensive approach to student success and learner-centered education.</li> <li>• Facilitates communication and collaboration among all stakeholders in developmental education (faculty, administrators, staff and students)</li> <li>• Participates in the selection and mentoring of developmental course instructors.</li> <li>• Assists in the selection, training and evaluation of teaching assistants/peer tutors</li> <li>• Assists in the development of ongoing professional development and training.</li> <li>• With appropriate departments, coordinates the revision and development of curricula, instructional materials and/or new delivery systems as needed.</li> <li>• Improvements in placement, diagnostic, and exit assessments as needed.</li> <li>• Assists in the selection and implementation of dev edassessment measures</li> <li>• Researches the latest pedagogy and innovations in curricula, technology, and methodology pertaining to developmental education, and shares findings with the college community.</li> <li>• Collaborates with the Assessment Center, Counselors, Learning Center, Math and Writing Centers, DSPS, CalWORKs and EOPS programs to ensure that appropriate placement and support services are available to developmental students.</li> <li>• Participates in departmental meetings and other efforts that affect the programs, instruction and support for students in developmental courses.</li> <li>• Participates in district, campus, and department projects as appropriate.</li> </ul>	
<p><b>Minimum Qualifications:</b> Master’s degree in Education, Reading, Math, English or related field.; Experience teaching developmental courses (English, Reading, or Math) to adults; Experience in the use of educational technology for course delivery; Experience in conducting student outcomes assessment.</p>		

**Institutional Assessment Coordinator: 100%** Under the direction of Activity Director, provide specialized assistance related to integration of Student Learning Outcomes (SLO) assessment into program improvement, institutional evaluation systems and College planning and management.

<b>INSTITUTIONAL ASSESSMENT COORDINATOR (100%)</b>		<b>NEW HIRE</b>
	<ul style="list-style-type: none"> <li>• Present assessment options to departments, programs and support units.</li> <li>• Assist in training in the assessment of student learning outcomes of college faculty, managers and staff, and the Staff Development Committee.</li> <li>• Disseminate results of assessment research as appropriate.</li> <li>• Examine/assure efficacy of assessment tools, and recommend appropriate assessment tools.</li> </ul>	

<b>Job Responsibilities</b>	<ul style="list-style-type: none"> <li>• Works with instructional and student services, faculty, administrative units and staff to design and implement an SLO assessment cycle developed to improve teaching and learning in the classroom and within support programs and services.</li> <li>• Assist in the preparation and maintenance of a variety of narrative and statistical reports relevant to the SLO assessment cycle.</li> <li>• Lead in the creation of a common format for planning and reporting outcomes.</li> <li>• Evaluate the implementation of SLO assessments and their effectiveness.</li> </ul>
	Master's degree in any subject; Educational background or practical experience with statistical analysis; Experience in educational program delivery.

**Web Developer: 100%** New position reporting to Activity Director.

<b>WEB DEVELOPER 100%</b>		<b>NEW HIRE</b>
<b>Job Responsibilities</b>	<ul style="list-style-type: none"> <li>• Coordinates with departments to maintain the integrity, consistency, and accuracy of the written and graphical content of online publications Ensure consistency and accuracy of all online publications.</li> <li>• Maintain College public and staff websites.</li> <li>• Create new content for the public College website.</li> <li>• Work collaboratively with the faculty, staff, and administration.</li> <li>• Provide support to the College staff in creating web content.</li> </ul>	
<p><b>Minimum Qualifications:</b> Advanced knowledge of HTML and CSS; Experience using Dreamweaver; Working knowledge of PHP, JavaScript, and MS SQL Server; Ability to create web graphics; Comfortable with computer technologies and willing to learn about new technologies; Attention to detail; A highly motivated individual with excellent verbal and written communication skills ; Ability to work independently and in a team environment efficiently and courteously.</p>		

**Institutional Technology Support Personnel** The personnel needed to provide tech support for the new technology being purchased by CHC through this Title V will **be paid for in full by Crafton Hills College.**

**Faculty Release** Funds are requested for curriculum review and revision, faculty projects, training, development activities and other projects related to this Title V proposal.

**Lead Faculty** – Funds are requested to release lead faculty members in Math, English and General Studies from teaching one course for oversight of Curriculum revision and development. Year One focus is in Math.

<b>MATH</b>	<b>Sherri Wilson, Professor/Chair, Physical Sciences and Mathematics[vrml]</b>
Education	B. S. Mathematics, M.A. Mathematics University of California, Riverside
Professional Experience	Physical Sciences/Mathematics Department Chairperson(2003- present); Mathematics faculty CHC (1999- present); Math Instructor California State Polytechnic University Pomona (1985-99) ; Learning & Study Skills Math Counselor/CoordJCR ( 1979 -85)



**Peer Tutors:** These student employees will work up to ten hours per week assisting with tutor pilots in LRC. These students will provide individual tutoring, lead study circles and work with learning communities.

**Faculty/Staff Development Advisory Committee** This new committee will develop the Teaching/Learning Center (TLC) and implementation of faculty/staff development projects pertaining to the development of a learning college and strengthening basic skills and developmental education. Committee members will be released from other committee work to develop new services at the Teaching Learning Center.

<b>Faculty/Staff Development Advisory Committee</b>	
Rick Hogrefe, Associate Professor, Speech Dr. Janine Ledoux, Professor, Health/Phys Ed Mark McConnell, Associate Professor, Music Bob O'Toole, Instructor, Business	Dr. Ted Phillips, Coordinator, Technology Services Laura Record, Secretary, Student Services Pat Saenz, Instructional Aide Dr. Susan Shodahl, Vice President, Instruction June Yamamoto, Dean, Economic Development

**The Bridging Advisory Committee:** Faculty, student services personnel and administration overseeing the development of student support services and curriculum for transitioning basic skills students to higher levels of learning. Faculty members will be released from other non-instruction committee work.

<b>Bridging Advisory Committee</b>	
Rejoice Chavira - EOPS Milly Douthit - DSPS Eva Bell - Student Success Debbie Bogh - Counseling/CalWorks Sherry Wilson - Math chair	Damaris Matthews - Learning Center Director Daniel Bahner - Academic Senate/English Faculty Carlos Maldonado - Student Success/Student Senate Kris Acquistapace - English/Basic Skills James Holbrook, Professor/Chair, Emergency Services

**Crafton Hills College Standing Committees to work with Title V initiatives:** The following standing committees will work as a part of the Title V Team to develop and implement the Title V initiatives: The Matriculation Committee (the coordinating body between instruction and Student services), Curriculum Committee, Staff Development Committee, Technology Planning Committee, and the Internet Task Force.

<b>With the Emphasis on Technology, why isn't CHC asking for Instructional Technology Support?</b>
The Crafton Hills Instructional Support Team currently spend up to 85% of their collective time doing life support on dying computers and trying to resurrect those that have already died. The influx of new technology will actually give this hard-working team more time to take care of the technology needs on campus rather than less.

## **Project Narrative**

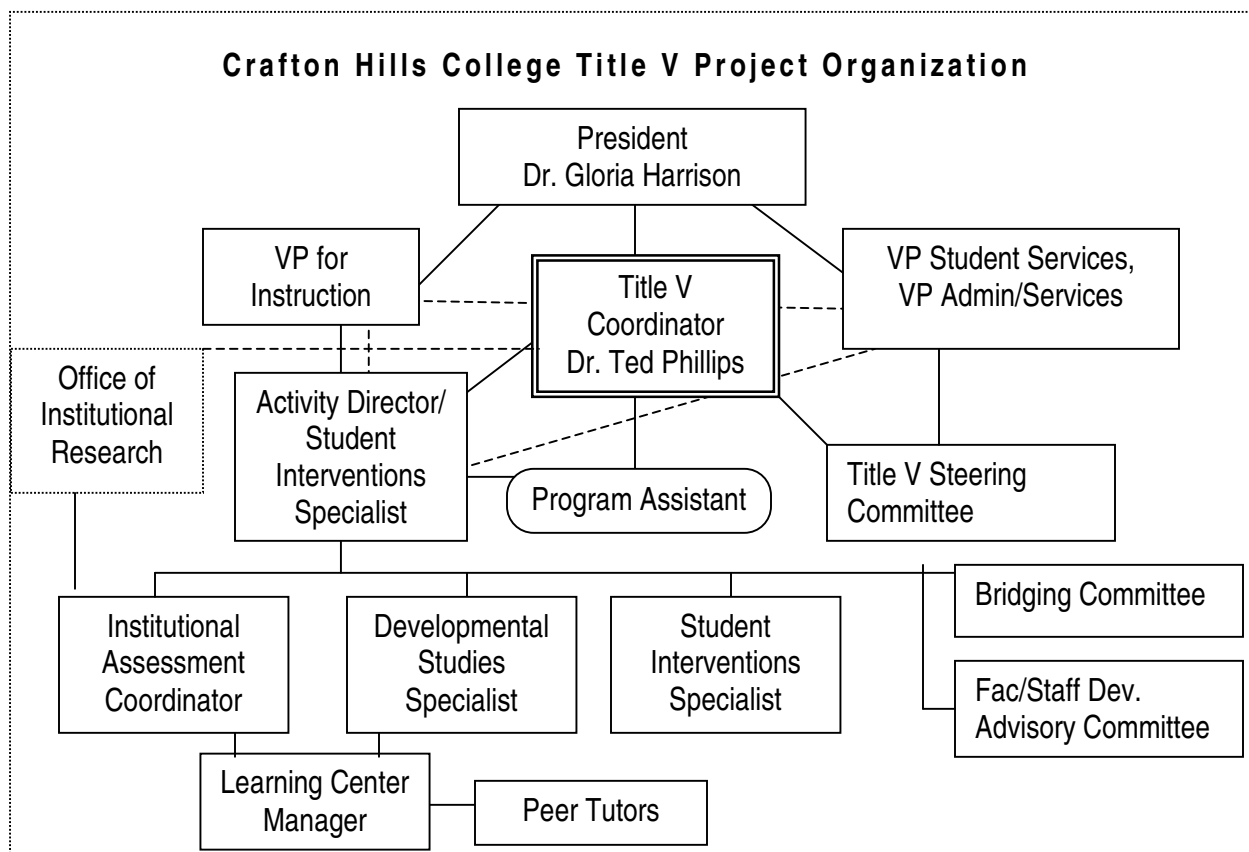
**(e) Quality of project management plan. (Total: 10 points) The extent to which--**

**(1) Procedures for managing the project are likely to ensure efficient and effective project implementation (5 points); and**

**(2) The project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer (5 points).**

**PROJECT MANAGEMENT PLAN**

**Administrative Authority** Dr. Gloria Harrison, President of Crafton Hills College, will continue to be personally involved with the Title V project to ensure its quality and impact on CHC and the students, especially the Hispanic students, who count on CHC as a gateway to a better life for themselves and their families. The Title V Coordinator will report directly to the President. The Activity Director will report directly to Title V Coordinator will have the primary responsibility for accomplishing objectives of the Activity.



**Title V Coordinator (50%)** President Harrison and her Cabinet discussed at length the selection of the appropriate individual to lead this project. Ted Phillip’s name rapidly and repeatedly surfaced to the top – he is a change agent at heart and highly respected by the college community. The project organizational chart indicates lines of authority Dr Phillips will have as Title V Coordinator to key institutional decision-makers and communication channels.

Dr. Phillips has both extensive teaching and administrative experience. A long-term member of the faculty, he is very highly respected throughout the CHC community. Dr. Phillips is committed to achievement of project objectives, understanding that they are critical to the future of the college and students.

<b>Job Description – Title V Coordinator</b>	
<ul style="list-style-type: none"> <li>• To communicate an informed understanding of objectives of Title V project to all constituencies</li> <li>• To establish and maintain effective communication channels and procedures to assure Title V remains congruent with goals of overall institutional development;</li> <li>• To supervise the Activity Director and assist with monitoring the Activity;</li> <li>• To coordinate activities in a manner that will facilitate maximum effectiveness and utilization of program resources including personnel;</li> <li>• To facilitate development and implementation of effective and objective system of evaluation of both components of the program and their impact CHC;</li> <li>• To remain thoroughly informed regarding Title V and Department of Education policies and grant terms/conditions, and to assure that the program operates in total compliance;</li> <li>• To assist in the recruitment of key program personnel and to assist program staff in the engagement and coordination of external resource personnel;</li> <li>• To oversee preparation of required fiscal and technical reports for program office;</li> <li>• To authorize all expenditures in the Title V project and maintain control over the budget;</li> <li>• To ensure consultants and other contracts are operating and executed according to schedule, and work with college personnel to conduct the bidding process when required or appropriate;</li> <li>• To advise and assist in proper inventory and distribution of Title V equipment;</li> <li>• To work with college staff to institutionalize new practices and improvements;</li> <li>• To measure progress towards meeting the project objectives.</li> </ul>	

<b>Minimum Qualifications for Title V Coordinator:</b>	
Master's Degree & minimum of 5 years administrative experience in higher ed; Strong interpersonal and communication skills; ability to work as a member of a team; Experience in budget management of grant programs or an administrative unit; Detail oriented & conscientious w/ reporting.	
<b>Dr Ted Phillips – Title V Coordinator</b>	
<b>Education:</b>	Ed.D. Pepperdine University-- Educational Technology; M.A. CSU, San Bernardino,-- English Composition; B.S. Phys Ed - California State Polytechnic University
<b>Professional Experience:</b>	Coordinator, Technology Services 4 years; Instructor: (1) Instructional Technology; Instructor - English / Technology Mentor; (2) Adaptive PE Specialist
<b>Related Other Experience:</b>	Responsible for Technology Budget Management; CHC President's Planning Committee & Academic Planning and Budget Committee; Title V Application Committee; Chair Technology Planning Committee – Crafton Hills College, 2001-04; Chair Staff Development – CHC, 2002-04; Chair Curriculum Subcommittee, Distributed Education– CHC 2001-04; Chair Future Instructional Technology Infrastructure - Fontana USD; SBCCD District Technology 2003-04; Facilities Planning, Crafton Hills College, 2003-04

**Procedures the Project Coordinator Will Use to Monitor Progress** Dr. Phillips will develop and modify, as needed, a comprehensive **Project Manual**. This manual will specify all policies and procedures, detail staff responsibilities and lines of authority, list specific job descriptions for all Crafton Hills College Title V staff, and provide examples of all required forms. Copies will be readily available to all Title V staff, and other institutional personnel upon request. During the start-up period of the grant, **Staff Meetings** will be held weekly and in addition to the Title V Coordinator and Activity Director, staff and the Vice Presidents of Instruction and Student Services will be invited as appropriate. As time goes by and the project is successfully underway, it is probable that staff meetings will become bi-monthly. In addition to communication within Crafton Hills College, **regular communication with Federal Title V Office** by the Coordinator will be on-going. **Personnel Evaluation** for all Title V project staff will be consistent with institutional policy for evaluation of administrators, classified staff, and faculty. All reporting shall be done in a timely manner and in accordance with all Federal, state and college requirements.

<b>Reporting</b>	
<b>Time/Effort Reports:</b>	Monthly <i>Time and Effort Reports</i> will be completed for each employee being paid by Title V funds. Standard time reporting forms used at the college may be used as appropriate. These reports will be submitted to the Title V Coordinator at month's end.
<b>Monthly Progress Reports:</b>	The Activity Director will complete monthly Progress Reports and submit them to the Coordinator. Monthly reports will: reflect progress toward objectives and activities, acquisition and installation of equipment, development and piloting of new practices, and formative evaluation, y travel, use of consultants, and external reports during the time period. Unanticipated problems and alternative solutions will also be noted. Any joint efforts with other units of the college outside the grant project will be reported.
<b>Individual and Group Project Reports:</b>	The Activity Director will require key personnel within their projects to complete monthly or " <i>project reports</i> " as appropriate, updating the Activity Director as to progress of the development and piloting of new methods. These reports will be included in the Activity Progress Report.
<b>Quarterly Reports:</b>	The Title V Coordinator will prepare a summary composite of monthly reports, reflecting overall progress toward objectives and activities.
<b>Executive Summary Report:</b>	Title V Coordinator will synthesize quarterly reports into 1-2 page Executive Summary distributed to President's Cabinet, VP&and Deans. President will include <i>Quarterly Title V Executive Summary Report</i> in informational packet for Board of Trustees.

<b>Interim and Annual Reports:</b>	These reports will be synthesized from quarterly summaries and will be included in the Annual Performance Reports to justify the substantial progress required for subsequent year funding.
<b>Fiscal and Accounting Procedures:</b>	All fiscal and accounting procedures will follow federal, state and college guidelines. Policies related to travel and purchasing will not deviate from the standard and approved practices at CHC which are more restrictive than federal requirements.

**The role of the Title V Steering Committee** will be: to serve as resources for the Project Director; to communicate with campus constituencies about progress of activities; make recommendations regarding personnel, expenditures, and consultants as appropriate; make recommendations for needed modifications to project, based upon internal and external evaluation reports.

<b>Title V Steering Committee Membership</b>	
Susan Shodahl, VP, Instruction Mark Snowwhite, Chair, Language Arts Damaris Matthews, Learning Center Director Daniel Bahner, Academic Senate President/ English Professor;	Alex Contreras, VP, Student Services Sherri Wilson, Dept Chair, Math & Physical Science Kirsten Colvey, Dean, Counseling & Matriculation Carlos Maldonado, Student Success Advisor Virginia Moran, Director of Research and Planning

<b>Title V Project Communication Plan</b>	
<b>Title V Representation in Standard Governance &amp; Committees</b>	To maximize communication careful plans have been made to integrate this proposed Title V development project into the ongoing governance and organizational structures at CHC. The Title V Coordinator will report to the President's Cabinet. This group is the primary administrative group that creates procedures, and directs institutional operations.
<b>Campus Newsletter:</b>	Within the first six months of the project, the Project Director working with the Web Developer will establish a project website. When appropriate, the colleges will use existing internal information system, such as the in-house newsletter <i>The Roadrunner Reporter</i> and intranet bulletin
<b>Special Title V Newsletter/ Web page:</b>	As sufficient newsworthy items begin to compile, an occasional edition of a Title V Newsletter will be printed and distributed to the entire college community. It is anticipated that such a bulletin would be printed only two or three times a year and would feature special topics such as exemplary pilot projects, new practices, and improvements. A Title V Web page will be the first project for the new Web Developer and will be updated monthly.
<b>Annual Reports to Board of Trustees:</b>	At the end of each project year, the Title V Coordinator will prepare a presentation, under the supervision of the College President and with the participation of key project staff, for the Board of Trustees.

**Other Management Key Personnel**

**Program Assistant (1.0 FTE)** The Program Assistant will be a "shared position" with a portion of the time assigned as needed to the Title V Coordinator and to the Activity Director:

<b>Job Description - Program Assistant (100%)</b>	
<b>Minimum qualifications</b>	Advanced knowledge of office computers including word processing, database management, and spreadsheets; Experience with purchasing and payroll records; Strong written and oral communication skills.
<b>Responsibilities of the Program Assistant</b>	Compose correspondence independently; take and transcribe minutes from committee meetings; order office supplies and equipment; Compose, edit, assemble, coordinate, and word process various documents and agenda materials; research, collect, and compile statistical, financial, and other diverse information into special college and Title V reports; make travel arrangements for Title V staff; make arrangements for meetings and notify participants.

**Link to Institutional Effectiveness to Maximize Title V Project Impact and Institutionalization**

President Harrison has stated that the Title V Developing Institutions Project is to be linked to on-going institutional effectiveness efforts to increase success of Hispanic students and address accreditation standards related to equity and outcomes. A specialist will be hired to assist with this process:

<b>Project Institutional Development Specialist (25% FTE/decreasing – Consultative Expertise)</b>	
<b>Job Description</b>	This new part-time consultative position (for the term of the grant only) will work with the Project Director, Activity Directors, Institutional Research personnel, and other college leaders as appropriate to maximize the effectiveness of the new cooperative program initiatives developed. In addition, this individual will communicate as appropriate with personnel and consultants involved with internal and external independent evaluation of the cooperative project. <i>This position will be filled on a contract for consultative expertise to allow both colleges to access the specialist.</i>
<b>Job Responsibilities</b>	Assist college leadership to: tie improved practices in teaching and learning to college-wide assessment and program review processes; keep Title V activities tied to internal planning and budgeting processes to maximize potential for institutionalization at grant's end; to connect Title V Strengthening Institutions initiatives to recommendations related to institutional effectiveness and tracking by accrediting agency; retain focus on the need to improve institutional effectiveness as an HSI.
<b>Minimum Qualifications:</b> Ten years or more successful progressive experience in Higher Education, including both classroom teaching and upper management leadership/administrative positions; extensive experience with institutional and educational effectiveness processes, including program review and institutional self-study; extensive experience with budget development, strategic planning, and institutional leadership; experience with the Title V Strengthening Hispanic Institutions program.	

## **Project Narrative**

**(f) Quality of evaluation plan. (Total: 10 points) The extent to which--**

**(1) The data elements and the data collection procedures are clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan (5 points); and**

**(2) The data analysis procedures are clearly described and are likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan (5 points).**



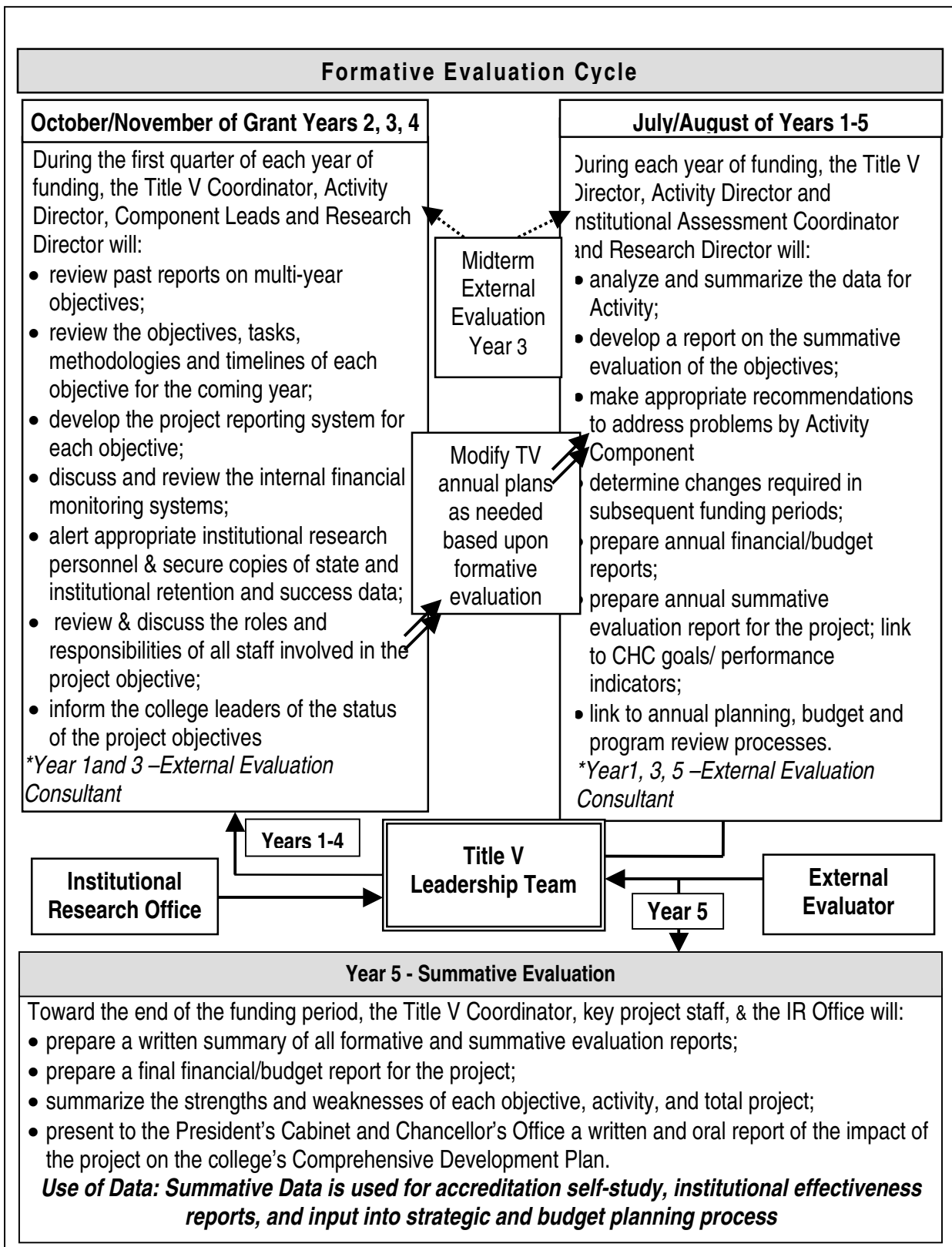
**PROJECT EVALUATION PLAN**

**A Stronger Focus on Institutional Assessment:** Crafton Hills College will use the evaluation process for this grant as a model for assessment of effectiveness in other special programs and services. As detailed in the CDP (Problem #3), institutional research and assessment of effectiveness has not been an historical strength of CHC. Capacity for assessment and effectiveness research will be strengthened by this proposal and since this project has established baselines and targeted goals/benchmarks, a model training structure has been laid for a solid evaluation of outcomes.

**Evaluation Design:** The proposed evaluation design of this project includes accurate, comprehensive evaluation on an on-going basis, scientifically valid educational measurement, and an independent external evaluator. CHC project planners have developed a detailed plan for evaluating both: the level of attainment of each objective; and the degree to which the project addresses institutional goals identified in the CDP.

**This evaluation process will include both formative and summative methods** to validate existing and document new (when needed) baseline levels for project goals and objectives; to collect and analyze quantitative and qualitative data; and use the results to guide on-going planning, management, and decision-making. The diagram that follows on the next page outlines the evaluation plan.

<b>Responsibility for Evaluation</b>	
The Title V Coordinator, working closely with the Activity Director, Institutional Assessment Coordinator and the Office of Research & Planning, will have primary responsibility for evaluation. An External Evaluator will also be hired.	
<b>Types of Data to Be Collected</b>	
(1) <u>Longitudinal</u> : Academic and demographic data on student cohorts (such as tracking progression from Basic Skills to Developmental Education, progression from Developmental Education into College programs, program enrollment will be collected for subsequent trend and time-series analysis, as well as exploratory data analysis.	(2) <u>Cross-sectional</u> : Data will also be collected at a single instant in time, such as snapshots of grades in a specific pilot-test or attendance at a training session, etc.



**Uses of Evaluation Data:**

<b>The proposed evaluation methodology will positively influence CHC decision-making:</b>	
<i>Planning decisions</i>	Influence selection of annual goals and objectives, and for institutional planning.
<i>Structuring decisions</i>	Ascertain optimal strategies and procedural designs for achieving the objectives that have been derived from planning decisions
<i>Implementation decisions</i>	Determine the means for carrying out and improving strategies – identification of needed modifications to planned timelines and strategies
<i>Feedback decisions</i>	Determine whether to continue or modify existing institutional and Title V CDP and Title V Activity objectives
<i>Program Reporting</i>	Evaluation outcomes will be used to complete the Interim and Annual Progress Reports required by the Title V federal program office.
<i>Key Committees</i>	The key committees-- <i>Staff Development Committee, Bridging Committee, Matriculation Committee, Planning Committee, Technology Committee, Instructional Council, Student Services Council</i> --will use the formative and summative reports to guide project implementation and needed modifications - in their respective areas of institutional development. The President's Cabinet, administrators, participating faculty and student services personnel will also be kept in the informational loop on an on-going basis, to give them access to the data crucial for decision-making and planning.
<i>Internal and External Communications</i>	Evaluation findings will be used in institutional effectiveness and research reports, updates to District Chancellor, trustees, and the State System Office as needed, and for information to internal and external constituencies as appropriate.

**Data and Benchmark Targets for Assessment of Attainment of CDP Objectives**

<b>CDP Objectives</b>	<b>Data Elements and Sources</b>
1. By 2010 there will be a 10% increase in the number of basic skills and developmental education courses offered over a 2005 baseline ( <i>55 sections of pre-collegiate basic skills with 178 FTE; 0 developmental education courses</i> ).	Number of sections offered categorized as "P" (described in this proposal as basic skills) and "B" (described in this proposal as developmental education) according to State standards (CB08), and their census enrollments. <i>Source: SBCCD Data Warehouse.</i>
2. By 2010, progression from basic skills courses through degree-applicable courses for the 2007-2009 cohort will be 20% compared to the 2002-04 cohort baseline ( <i>7.5% average for Math and English</i> ).	Percentage of students in the 2007-2009 cohorts who successfully completed a basic skills course AND a degree-applicable course within a 3-year period. <i>Source: SBCCD Data Warehouse.</i>
3. By 2010 there will be a 10% increase in the completion rate of AA/AS degrees over the 2004 baseline of 237.	Count of AA and AS degrees conferred for the 2010 reporting year. <i>Source: CCC System Office MIS Data Mart (<a href="http://www.cccco.edu/divisions/tris/mis/reports.htm">http://www.cccco.edu/divisions/tris/mis/reports.htm</a>)</i>

<p>4. By 2010 50% of programs/service areas will have completed and ongoing student learning outcomes assessment cycle that drive instructional improvement and program planning (baseline for 2004 is 0%).</p>	<p>Annual evaluation and planning reports, assessment reports, and data related to numbers participating in on-going training and development opportunities. Source: CHC Annual Program Review, Outcomes, &amp; Planning Reports.</p>
<p>5. By 2010 there will be a 25% decrease in the amount of non-apportioned class repetitions and an increase in tuition revenues generated as a result of improved basic skills and developmental education progression based on objectives one and two over a baseline to be established 2004-05.</p>	<p>Tuition revenues Number and amounts of state waivers</p>

**External Evaluation Consultant:** In support of this complex project, and the importance of the Institutional Research component to its successful implementation, we are hiring an exemplary independent evaluator with expertise in Title V and Outcomes Evaluation to consult at the start up, midterm and conclusion of the project. **Dr. Louis J. Venuto, recently retired Deputy Director of Title III and Title V programs has agreed to be our independent evaluator.** He will make site visits (specific timelines & costs are detailed in the Project Management and Evaluation budget narrative) to Crafton Hills College and document his findings and recommendations in written reports. Dr. Venuto's resume brief is provided below.

<p align="center"><b>Resume Brief – Dr. Louis J. Venuto</b></p>	
<p><b>Education:</b></p>	<p>Post Doctorate Study Harvard University; Ph.D. Pennsylvania State University; M.A. University Of New Hampshire; B.A. Montclair State College (NJ);</p>
<p><b>Related Professional Experiences</b></p>	<p>U.S. Education Department, Office of Post-Secondary Education: <b>Deputy Division Director, Title III, Title V 2002-2004; Branch Chief, Program Monitoring Staff;</b> Program Officer, NDEA Title IV Section Chief, HEA Title II, Title V, and Title IX; Branch Chief, HEA Title III, 1985-1997</p>
<p><b>Awards &amp; Publications:</b></p>	<p><u>Publications:</u> <i>The Creation of a College; The Doctorate of Arts Degree for Community College; Bracing Up at West Point.</i> <u>Awards:</u> Ford Foundation Fellow; HEW Fellow; CRD National Recognition for Exemplary Assistance to Two-Year Colleges</p>

## **Project Narrative**

**(g) Budget. (Total: 5 points). The extent to which the proposed costs are necessary and reasonable in relation to the project's objectives and scope.**

<b>GRANT APPLICATION FOR THE TITLE V, PROGRAMS</b>		Form Approved:
Title III, Higher Education Act of 1965, as amended by Public Law 102-325		OMB No.:1840-0114
		Exp. Date: 12/31/02
<b>OTHER BUDGET INFORMATION</b>		
<b>1. NAME OF APPLICANT INSTITUTION:</b>	<b>ACTIVITY TITLE:</b> <i>Dev Ed, Support Services, Faculty Development &amp; Access to Technology</i>	
Crafton Hills College		

**1. PERSONNEL** The personnel requested are necessary for the successful attainment of the objectives of this Title V application. Cost of living annual increases of 5% have been calculated. All positions are detailed in the *Key Personnel* section of the Activity. Four positions are being transitioned onto college funding as detailed in the *CDP Institutionalization Plan*: Student Interventions Specialist, Developmental Studies Specialist, Institutional Assessment Coordinator, and the Web Developer.

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Act. Dir./Student Interventions Spec.	60,000	63,000	59,535	48,620	43,758
Developmental Studies Specialist	45,000	47,250	39,690	34,729	14,586
Institutional Assessment Coord.	37,500	39,375	33,075	23,153	9,116
Web Developer	53,160	41,864	41,026	30,770	16,154
Peer Tutors	4,000	7,000	7,000	5,500	3,000
Faculty Release time	16,000	16,000	16,000	16,000	16,000
Instruct. Tech Support (pd by college)					0
<b>Total Personnel</b>	<b>215,660</b>	<b>214,489</b>	<b>196,326</b>	<b>158,772</b>	<b>102,614</b>

**2. FRINGE BENEFITS**

Personnel benefits for administrative and classified staff are calculated at 30%.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Total Fringe Benefits</b>	58,698	57,447	51,999	41,182	25,084

**3. TRAVEL:**

Title V funds are requested to support travel needed to send Activity Key Personnel to training vital to successful implementation of project objectives. **Year One Detail:** Kellogg Institute at Appalachian State Univ. for training and certification of developmental educators with concentration in instructional technology. Airfare: \$500, Registration fee \$900, \$895 residence hall room and board, \$2752 tuition; 2 days travel lodging & per diem (\$300) and \$60 shuttle/taxi/parking = \$5,407/person. Will sending Developmental Studies Specialist and one faculty member in year one and two faculty year three. Travel Specifics for **Years 2-5** will include trips such as: **(1)** NISOD: National Institute of Staff and Organizational Development: *Conference on Teaching and Leadership Excellence* - (Airfare - \$400; lodging & per diem - \$196 x 3; registration - \$450; \$30 airport shuttle) = \$1,080 x 3 persons. **(2)** HACU Annual National Conference, San Antonio, Texas. Travel for group of 3 (Cost: \$300 airfare x 3 people , plus \$200 lodging & per diem x 3 days x 3 people + registration fees. **(3)** National ACT/Compass Student Assessment conference for training needed to start-up the computerized diagnostic testing. (Airfare:\$425; lodging & per diem: \$600 (\$200/day x 3 days); conference fee: \$300; airport parking & ground transportation: \$50= \$1225 per person. Three people x \$1225 = \$3,675.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Total Travel</b>	12,000	12,000	12,000	12,000	12,000

**4. EQUIPMENT:**

**OVERCOMING OBSELESCENCE AND BRIDGING THE DIGITAL DIVIDE.** The Math and Writing Labs in the **Learning Resources Center (LRC)** will be expanded and updated over the course of the first four years. In the final year, a large electronic classroom will be created in the LRC. The **Assessment Center (AC)** computers will be upgraded and expanded. An Open Lab for students, **Technology Access Center (TAC)**, will be equipped. The **Teaching and Learning Center (TLC)** for faculty and staff training will be equipped, with addition of a small smart classroom for training in year four.

**Year 1:**

Computer workstations for new personnel: 4 @ \$1800 = \$7200

**LRC:** 10 computers @ \$1800; Math Lab - 5; Writing Lab - 5= \$18,000

**AC:** 10 computers @ \$1800 = \$18,000

**TLC:** 14 Computers @ \$1,800 = \$25,200; 2 scanners @ \$500=\$1000; 2 color laser printers @ \$2000=\$4000; DVD/CD Production equipment and Nomad Podium PS 3000=\$23,000

**Year 2**

**LRC:** Replace obsolete computers in Learning Resource Center, Math Center, and Writing Center 28 @ \$1800 = \$50,400

**TAC:** Computers for Student Tech Access Center, 29.00, \$1,800.00, \$52,200

Scanners for Student Tech Access Center, 2.00, \$500.00, \$1,000; Color Laser Printers for Student Tech Access Center, 2.00, \$2,000.00, \$4,000

**AC:** 10 computers @ \$1800 = \$18,000; high speed printer \$1000

**Year 3**

**TAC:** 12 computers @ \$1800 = \$27,000; Students: Multi-media laptops 20 @ \$2400=\$48,000

**AC:** computers @ \$1800 = \$10,800

**TLC:** 10 computers @ \$1800 = \$18,000; Faculty: Multi-media laptops 20 @ \$2400=\$48,000

**Years 4**

**TLC:** ‘Smart’ Faculty Training Classroom: Nomad Podium, laptop connections, flip-up work surface, projector with ceiling mount, advanced control system, audio amplifier, Bose sound system, digital do cam, microphone, upgraded VCR/DVC player with media card reader, 17” touch screen preview monitor, annotation system – includes scaer/switcher & video distribution (\$78,000) soundproofing and glass wall (\$20,000). 12 computer stations @ \$1800= \$21,600

**TAC:** 36 student workstations for open lab @ \$1800= \$64,800

**Years 5 – Final Equipment Specifications to be Submitted by 3/2009. Preliminary requests include:**

Final Phase-Out of Obsolete equipment in LRC, Math Lab, Writing Lab, and Assessment Center (\$85,000). Creation of a state-of-the art electronic classroom/lab/study area in Learning Resource Center (\$75,000) remodel, . Anticipated to have all components listed above in Faculty Training Classroom, able to serve a minimum of 60 students (\$92,600).

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Total Equipment</b>	96,400	124,200	149,800	185,200	252,600

**5. SUPPLIES**

**Year 1:** General supplies for Activity mgmt and training for Activity Director/Student Interventions Specialist, \$1000; Assessment materials & supplies \$1000; Web Development: \$1000; Teaching-Learning Center \$1000; LRC (Math & Writing Labs) \$1000 . Software for curriculum management & curriculum development (math, English, ESL, bridging courses, linked courses, smart classrooms) \$10,000; Software for web-development: \$5000; Software & supplies-DVD/CD production and print & non-print duplication for TLC \$5,89 ; **Years 2-5:** Lesser amounts of supplies for years two and three, with an increase in years four and five due to pilots of the new electronic training classroom in TLC (year 4) and launching of larger electronic 'smart' classroom in LRC in year five.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Total Supplies</b>	25,389	6,000	8,300	16,300	16,000

**5. CONTRACTUAL**

**Year 1:** Contracts for External Expertise: Staff Development Training Expert (\$4000) Curriculum Specialist (\$3000); This expertise is needed to work with college to develop curriculum for new developmental education classes, provide guidance and training in the review, and revision of curriculum currently being used at CHC to provide for a seamless transition from one level to the next from entry until graduation.. **Years 2, 4, and 5:** \$4,500, \$1000, and \$3000 for contracted expertise. Software license and/or maintenance agreements for pilot test phases (\$11,000/year)

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Total Contractual</b>	18,400	15,500	11,000	12,000	14,000

**7. CONSTRUCTION – NO CONSTRUCTION**

**8. OTHER**

Local Mileage: \$500/year; Printing & duplication: \$500 year one, \$2000 in years 2-5. Consultants to assist with electronic classrooms in years four and five.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Total Other</b>	2,000	2,500	2,500	4,000	5,000



<b>GRANT APPLICATION FOR THE TITLE V, PROGRAMS</b>		Form Approved: OMB No.:1840-0114 Exp. Date: 12/31/02
<b>Title III, Higher Education Act of 1965, as amended by Public Law 102-325</b>		
<b>OTHER BUDGET INFORMATION</b>		
<b>1. NAME OF APPLICANT INSTITUTION:</b> Crafton Hills College	<b>2. ACTIVITY TITLE:</b> Project Management and Evaluation	

**1. SALARIES:** All positions are budgeted on 12-month basis w/ 3% annual cost of living increase & step increases for pay category. Positions are for term of grant only. Institutional Development Specialist is in decreasing role as project is increasingly institutionalized (See Project Mgmt narrative for details).

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Title V Coordinator (50%)	30,000	31,500	33,075	34,729	36,465
Program Assistant (100%)	31,656	33,239	34,901	36,646	38,478
Institutional Develop Specialist	30,500	26,500	22,500	20,500	17,500
<b>TOTAL</b>	<b>92,156</b>	<b>91,239</b>	<b>90,476</b>	<b>91,875</b>	<b>92,443</b>

**2. FRINGE BENEFITS** Benefits are calculated at 37%. See Other Summary Budget Info for details.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>TOTAL</b>	18,497	19,422	20,393	21,413	22,483

**3. TRAVEL** Airfare & per diem for Title V Coord. & Activity Director to attend National Title V meeting. Airfare, lodging, ground transportation, per diem & registration fees estimated at \$2500/ person

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Total Travel</b>	2,500	2,500	2,500	2,500	2,500

**4. EQUIPMENT**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Total Equipment</b>	3,600	0	0	0	0

Complete Workstation for Project Coordinator and Admin Asst requested in year one: to include: ergonomic workstation, computer & peripherals, software, a shared fax/copier.

**5. SUPPLIES**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Total Supplies</b>	700	700	700	700	700

Basic office/management supplies: Paper, toner, notebooks, files, postage, etc.

**8. OTHER**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Total Other</b>	4,000	4,000	4,000	4,000	4,500

Services of External Evaluator, Dr. Louis Venuto requested yearly per evaluation plan. \$3,500 per year. 1 day prep, 1.5 days site visit (1 days at LMAC; .5 day at LMU) 1 days analysis/report writing. 3.5days @ \$750/day+ 3 days lodging and per diem at \$200/day +car rental. Extra .5 day in year five for final report. \$500 per year is requested for copying and duplication costs for reports and materials for Steering Committee.

**Note:** No funds are requested for 6. Contractual and 7. Construction.

# **Project Narrative**

**Five Year Plan (See General Instructions for further information).**

The Comprehensive Development Plan in the Crafton Hills College Title V proposal fully reflects the institution's 5-year plan to improve the assistance provided to Hispanic and low income individuals.

## **Project Narrative**

**Ranking of Activities (See General Instructions for further information).**

**RANKING OF ACTIVITIES**

Crafton Hills College is proposing only one Activity. This Activity is designed review, revise and design curriculum to develop an in-depth developmental education program, strengthen studentsupport services, and provide faculty and staff development opportunities

## **Project Narrative**

**Prior HSI Program Support (See General Instructions for further information).**

**Prior Support**

Crafton Hills College has never received Title V funds or support.

## **Project Narrative**

**Letters of Commitment from Partner Institutions (For cooperative arrangement proposals only. If unable to upload documents, please send letters to the Application Control Center. See General Instructions for transmittal information).**