

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

DEVELOPING HISPANIC-SERVING INSTITUTIONS PROGRAM

CFDA # 84.031S

PR/Award # P031S100152

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

Table of Contents

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. 427 GEPA	e11
SBCC GEPA 6-12-10.doc	e13
7. Dept of Education Supplemental Information for SF-424	e14

Narratives

1. Project Narrative - (Abstract Narrative Here is where you will attach.....)	e15
SBCC.Title V- Abstract.FINAL3.pdf	e16
2. Project Narrative - (Application Narrative The Application Narrative.....)	e17
SBCC_T5 NARRATIVE.06.14.10.pdf	e18
3. Budget Narrative - (Program Profile Narrative Form This is where attach.....)	e68
SBCC HSI Program Profile.pdf	e69
4. Budget Narrative - (HSI Activity Detail Budget Narrative Form This.....)	e71
SBCC Budget Narrative.pdf	e72

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission * 2. Type of Application: * If Revision, select appropriate letter(s):
☐ Preapplication ☒ New
☒ Application ☐ Continuation * Other (Specify)
☐ Changed/Corrected Application ☐ Revision

* 3. Date Received:

4. Applicant Identifier:

6/14/2010

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

OPEID: 00128500

NA

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: SANTA BARBARA CITY COLLEGE

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

770070782

079632592

Address:

* Street1:

721 CLIFF DRIVE

Street2:

* City:

SANTA BARBARA

County:

SANTA BARBARA

State:

CA

Province:

* Country:

USA

* Zip / Postal Code:

93109

e. Organizational Unit:

Department Name:

Division Name:

Educational Programs

Educational Programs

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

JACK

Middle Name:

Last Name:		FRIEDLANDER	
Suffix:		Ph.D	
Title:		EXECUTIVE VP, EDUCATIONAL PROGRAMS	
Organizational Affiliation:		SANTA BARBARA CITY COLLEGE	
* Telephone Number:	(805)965-0581	Fax Number:	(805)963-7222
* Email:		FRIEDLAN@SBCC.EDU	
Application for Federal Assistance SF-424			Version 02
9. Type of Applicant 1: Select Applicant Type: S: Hispanic-serving Institution Type of Applicant 2: Select Applicant Type: Type of Applicant 3: Select Applicant Type: * Other (specify):			
10. Name of Federal Agency: U.S. Department of Education			
11. Catalog of Federal Domestic Assistance Number: 84.031S CFDA Title: Developing Hispanic-Serving Institutions Program			
* 12. Funding Opportunity Number: ED-GRANTS-051310-001 Title: HISPANIC-SERVING INSTITUTIONS PROGRAM			
13. Competition Identification Number: NA Title:			
14. Areas Affected by Project (Cities, Counties, States, etc.): Santa Barbara, Goleta, Carpinteria, Santa Barbara County, California			

15. Descriptive Title of Applicant's Project:

Express to Success Program: Strategies to increase the progression and success of Hispanic and other underrepresented students needing Basic Skills and ESL courses by accelerated pathways to certificate, degree, and transfer.

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 23

* b. Program/Project: 23

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$ 3059527
b. Applicant	\$ 0
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 3059527

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

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

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

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

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

☐ Yes ☒ No

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: Dr. * First Name: ANDREEA

Middle Name:

* Last Name: SERBAN

Suffix:

Title: SUPERINTENDENT/PRESIDENT

Telephone Number: (805)965-0581 Fax Number: (805)966-3402

* Email: SERBAN@SBCC.EDU

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
SANTA BARBARA CITY 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	\$ 129,262	\$ 176,302	\$ 236,540	\$ 350,516	\$ 404,393	\$ 1,297,013
2. Fringe Benefits	\$ 18,778	\$ 23,186	\$ 26,220	\$ 27,007	\$ 27,817	\$ 123,008
3. Travel	\$ 16,802	\$ 8,680	\$ 12,753	\$ 13,012	\$ 13,279	\$ 64,526
4. Equipment	\$ 23,378	\$ 32,194	\$ 37,836	\$ 38,971	\$ 40,141	\$ 172,520
5. Supplies	\$ 47,956	\$ 65,588	\$ 76,872	\$ 79,142	\$ 81,482	\$ 351,040
6. Contractual	\$ 345,440	\$ 312,140	\$ 194,840	\$ 48,000	\$ 48,000	\$ 948,420
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 24,000	\$ 26,000	\$ 21,000	\$ 17,000	\$ 15,000	\$ 103,000
9. Total Direct Costs (lines 1-8)	\$ 605,616	\$ 644,090	\$ 606,061	\$ 573,648	\$ 630,112	\$ 3,059,527
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 605,616	\$ 644,090	\$ 606,061	\$ 573,648	\$ 630,112	\$ 3,059,527

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

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

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

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

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

Approving Federal agency: ☐ ED ☐ Other (please specify): _____ The Indirect Cost Rate is 0%

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

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
SANTA BARBARA CITY 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: DR. ANDREEA SERBAN

Title: SUPERINTENDENT/PRESIDENT

Date Submitted: 06/14/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: DR. ANDREEA SERBAN Title: SUPERINTENDENT/PRESIDENT Applicant: SANTA BARBARA CITY COLLEGE Date: 06/14/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION

SANTA BARBARA CITY COLLEGE

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: DR. First Name: ANDREEA Middle Name:
Last Name: SERBAN Suffix:
Title: SUPERINTENDENT/PRESIDENT

Signature:

Date:

06/14/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:

Title : SBCC GEPA 6-12-10.doc

File : C:\fakepath\SBCC GEPA 6-12-10.doc

GEPA
Title V-June 2010

Santa Barbara City College, in compliance with all applicable Federal and State laws, including the American Disabilities Act, does not discriminate on the basis of race, color, religion, sex, national origin, age or disability. The policy of the Santa Barbara Community College District is to provide an educational and employment environment in which no person shall be denied full and equal access to, the benefits of, or be subjected to discrimination, in whole or in part, on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges. To ensure equitable access to, and participation in this Title V project, Santa Barbara City College will fully inform all students of the availability of services. This information will be disseminated in both printed and electronic form throughout the College's service area. In compliance with its policies and procedures, Santa Barbara City College will provide reasonable accommodations to both students and staff with disabilities who are participating in any of the Title V activities.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Ms. KATHY MOLLOY

Address:

* Street1: 721 CLIFF DRIVE

Street2:

* City: SANTA BARBARA

County:

* State: CA * Zip / Postal Code: 93109 * Country: USA

* Phone Number (give area Fax Number (give area
code) code)
(805)965-0581

Email Address:

MOLLOY@SBCC.EDU

2. Applicant Experience

Novice Applicant ☒ Yes ☐ No ☐ Not applicable

3. Human Subjects Research

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

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Abstract Narrative

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

Attachment 1:

Title: SBCC.Title V- Abstract.FINAL3.pdf Pages: 1 Uploaded File: SBCC.Title V- Abstract.FINAL3.pdf

**Santa Barbara City College
PROJECT ABSTRACT**

Santa Barbara City College is a public community college located 90 miles north of Los Angeles in a community in which Hispanics are the fastest growing segment of the population and the largest ethnic group feeder high schools in its service area. Over the past decade the College has served an increasing number of academically under-prepared students with diverse needs that severely test its ability to reach and maintain the levels of student progression and goal completion that it strives to achieve.

Contact Person: Jack Friedlander friedlan@sbcc.edu
721 Cliff Drive Phone: 805-965-0581, ext.2540
Santa Barbara, CA 93109 Fax: 805-963-7222

ACTIVITY: Express to Success Program (\$2,564,449 over five years)

Strategies will increase the success, progression, degree completion and transfer rates of Hispanic and other underrepresented students who enter the college needing basic skills and ESL courses by providing clear and highly structured pathways from ESL to basic skills to associate degree and/or transfer.

Component One: Progression from Basic Skills to College-level Courses to Degree Completion and Transfer through activities to support *Accelerated Learning Communities*, an *ESL Immersion program*, *Academic Progression*, and strategies to *Strengthen Articulation strategies*.

Component Two: Develop Strategies to Strengthen Academic and Support Services to better serve underrepresented students. An array of student support strategies will be strengthened, a new *Student Pathways and Tracking System*, developed, *Intensive Orientation/Counseling* provided, and in-depth *Faculty and Staff Development Workshops* offered.

Component Three: Increasing Resource Development Capacity to Better Serve Underrepresented Students by strengthening the fiscal stability of the College and building the capacity to provide enhanced services and programs.

Throughout the Activity, SBCC has woven a response to the need for and access to financial and technology literacy skills for underrepresented students

PROJECT MANAGEMENT AND EVALUATION (\$495,078 over five years)

The Title V project will be under the oversight of Superintendent/President of Santa Barbara City College and will be managed by Ms. Kathy Molloy.

Project Narrative

Application Narrative

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

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

Attachment 1:

Title: SBCC_T5 NARRATIVE.06.14.10.pdf Pages: 50 Uploaded File: SBCC_T5 NARRATIVE.06.14.10.pdf

Santa Barbara City College
Title V *Express to Success*
June 2010

Table of Contents

Introduction.....	2
1. Comprehensive Development Plan.....	5
Five Year Planning Process for Analysis and Development of Title V.....	5
Institutional Analysis of CDP Strengths and Weaknesses.....	7
Documentation and Analysis of Significant Problems.....	9
Institutional Goals.....	18
Institutional Objectives.....	19
Institutionalization Plan.....	19
2. Activity Objectives.....	21
Activity Objectives and Performance Indicators.....	22
Activity Overview.....	23
3. Implementation Strategies.....	23
Implementation Timeline/Tasks/Responsibilities.....	36
Key Personnel.....	46
Management Plan.....	47
Project Evaluation Plan.....	49

Budget Narrative Found on Budget Detail Form

Santa Barbara City College
TITLE V- EXPRESS TO SUCCESS

INTRODUCTION. Santa Barbara City College is a comprehensive two-year community college located in the south coast region of California comprised of the Santa Barbara/Goleta/Carpinteria

communities. The Mission of

Santa Barbara City College is to provide

accessible life-long learning, career

education and cultural

development where a diverse student body can develop individual

excellence. Santa Barbara City College is fully accredited by the Western Association of Schools and Colleges and offers an array of programs including 78 different Associate's Degrees

(AA/AS) and 45 Certificates as well as 49 Skills Competency Awards and 9 Departmental

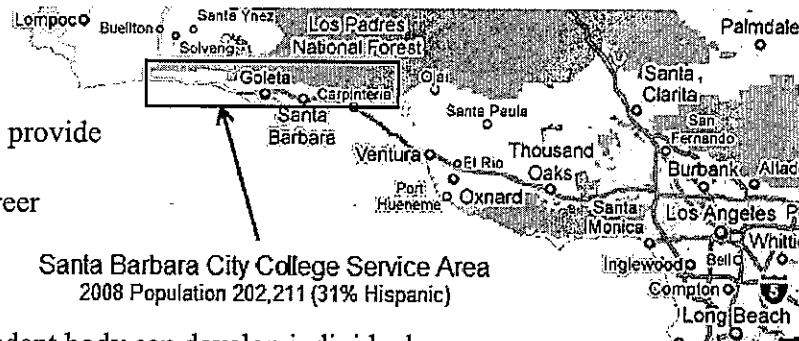
Awards a comprehensive Basic Skills program, an intensive English as a Second Language program, technical and economic workforce development programs, and over 134 distance

learning courses. There are 266 full-time and 544 part-time Faculty of which 46% are male, 54% are female and 20% are minority. The student to faculty ratio is 29:1. **Magnitude of the Need.**

Santa Barbara City College is increasingly characterized by growth and economic extremes. All minority groups at the College are now at proportions that exceed those in the district adult population fostering a climate of social and cultural diversity. The number of economically

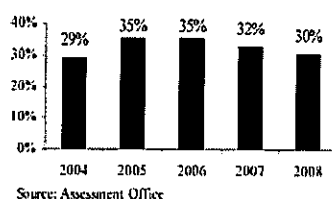
disadvantaged students (defined as either in EOPS or receiving federal and/or state financial aid) in this region has increased in this region by 11.9% over the last five years to 29.7% in 2008-09.

Over the past decade, the ethnic composition of the student body (Fall 2009 unduplicated



headcount 20, 448) has changed dramatically from approximately 61.6% white non-Hispanic students to an ethnic plurality of 51.2% white non-Hispanic and 31% Hispanic students (SBCC Fall 2009 Student Profiles). As of fall 2008, of the SBCC Hispanic students, ***51% are low-income***. As such, **SBCC is for the first time a federally designated Hispanic Serving Institution**. The number of Hispanic students is expected to continue to increase in this region in that of the feeder High School districts in the Santa Barbara City College service area (2008-09), ***54.2 % are Latino*** as compared to the percentage of Hispanic high school students statewide (48.7%), *California Department of Education, 2009*. **High Levels of Remediation for Hispanic students**. The majority of Santa Barbara City College students are ***academically unprepared for direct admission to a four-year college*** and most ***lack basic skills necessary to succeed in community college***. The high school graduation rate in Santa Barbara County for Hispanic students is 70.8%, below 83.6% for all students in the district- of the ***Hispanics who do graduate*** from regional high schools in the SBCC service region; ***only 18.2% meet the minimum requirements to apply to*** a four year university, far below other groups. Thus, the vast majority of SBCC Hispanic high school students **do not graduate university ready and therefore a high** number of Hispanic students enroll directly in the local community college. Among the 18.2% of Hispanic students eligible to apply directly to a California State University (CSU) or University of California (UC) students are **not acquiring university-ready skills** in the K-12 system and they **lack the academic preparation** to persist in college-level courses. For For Hispanic students who enroll in SBCC, **70%** enter with assessment scores placing them in

Figure 1.8 Percentage of Applicants Eligible for College-level English Writing Summer/Fall 2004 - Summer/Fall 2008



Basic Skills thus requiring remediation prior to taking college level courses. As seen in the chart to the left, although 35% of students

assessed as eligible for college-level *writing* in 2006, this rate dropped to 32% (2007) and to 30% (2008). The results are similar for *reading*, where the percentage of applicants eligible for college-level reading has decreased from 29% in 2006 to 28% in 2007 and to 27% by 2008. The percentage of students eligible for college-level *math* has decreased from 27% in 2006 to 25% in 2007 and to 23% in 2008. The number of students who are eligible for college level courses has decreased over the last four years in all core subject areas of writing, reading and math-the lack of academic preparedness and the high rate of remediation for incoming students, is of great concern. One reason for the large number of Hispanic students now requiring remediation upon enrollment in SBCC, is the percent of high school students who are “at risk” in the district based on results of the California Standards Tests (CST) developed for California public schools that assesses state-adopted content standards in grades 2-11.

Table 1 (below) indicates that 11th grade Hispanic high school students are *at-risk in all areas*

tested. Many of these subject areas reflect key gatekeeper courses like *Algebra II* which is required of all CA high school students to be eligible to apply to a public 4-year institution. These *disparities in academic preparation and*

Table 1- Percent of 11th Grade Hispanic Students in SBCC Feeder High Schools Meeting or Exceeding State Standards in 2007				
Subject	DPHS	SMH S	SBHS	CHS
English/Language Arts	56	54	51	45
Algebra II	4	0	14	8
Biology/Life Sciences	56	80	46	21
Chemistry	56	62	51	20
Earth Science	N/A	7	N/A	64
Physics	87	5	48	65
Source: CA Standardized Testing and Reporting (STARS), CA Dept. of Ed., 2009.				

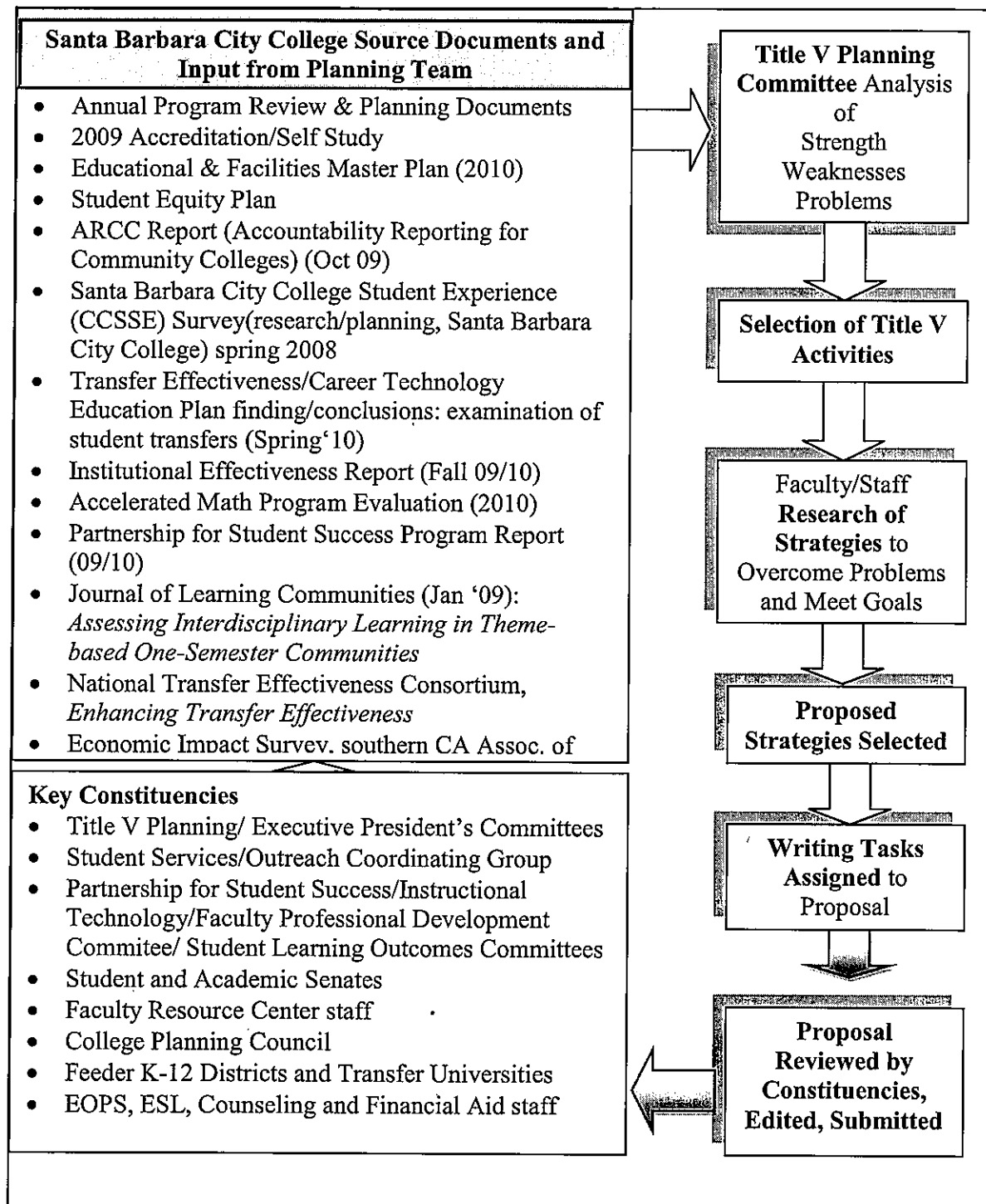
college readiness present multiple barriers for Hispanic students that *limit direct access to degree pathways* and saddle students with *significant levels of remediation* in Math and English once enrolled in college, which in turn reduces the likelihood of degree attainment. Unclear

Transfer Pathways and Articulation Agreements. The *California transfer system is the most obstructed in the nation* according to many State and national reports. Transfer opportunities to the two public university systems, University of California and the California State University, have significantly diminished due to State of California budget problems, increased demand for access to limited spaces, and a complicated transfer system. The California higher education system promised broad access to community colleges (with the lowest tuition in the nation), and easy transfer to State universities where admission is guaranteed after two years on a transfer track at the “junior college.” IGETC—the California State System “Inter-segmental General Education Transfer Curriculum”—developed to promote seamless transfer, is instead a *major hindrance*. Mandated official articulation agreements between official State community colleges and universities do not identify how courses will fulfill university requirements. Courses, expectations and assessments continue to be misaligned and confused. CPEC data shows the *overall statewide completion rate* for Hispanic student community college degree seekers *at 18%; the transfer rate is even lower at 13%.* At SBCC, 71.3% of Hispanic students who enroll state an “*intention to transfer*” to a 4-year university, yet **80.5% do not transfer.**

DESCRIPTION OF THE PLANNING PROCESS During 2009, Santa Barbara City College underwent major self-study and master planning processes which identified needs that led directly to this project and involved task forces of college constituencies (students, faculty, staff, administrators, Board members and the community). SBCC identified major obstacles to student *progression and degree completion* for underprepared Hispanic students which formed the CDP project goals and objectives for the SBCC **Express to Success** Title V Project.

1. COMPREHENSIVE DEVELOPMENT PLAN & FIVE-YR PLAN

A summary of the data supporting the identification of needs and analysis of symptoms, problems, strategies and solutions that informed the Comprehensive Development Plan follows.



PROCESS FOR ANALYSIS & PLANNING TITLE V APPLICATION

TITLE V PROJECT PLANNING TEAM	
Directly Involved in Analysis, Meetings, Design, Writing, Submission of Title V Application	
<ul style="list-style-type: none"> • Dr. Jack Friedlander, Executive VP • Keith McLellan, Guy Smith, Marilynn Spaventa, Drs. Alice Scharper, Doug Hersh and Ben Partee, Academic/Student Services Deans • Kathy Molloy, Director Partnership for Student Success (Title V Director) • Mark Ferrer, Faculty Resource Center/Student Learning Outcome Coordinator** • Michael Medal, Director Outreach/Orientation ** • Ignacio Alarcon, President Academic Senate** • P. Buckelew-Arnold, EOPS Counselor** • Ignacio Alarcon, President Academic Senate** • Ruby Limon, Student Senate ** 	<ul style="list-style-type: none"> • Oscar Zavala, Counselor** • Maria Morales, Counselor** • Laura Castro, Counselor/Articulation Officer** • Elida Moreno, ESL/English Skills Faculty** • Peter Rojas, ESL Math Faculty ** • Pam Gunther, Math Faculty • Anita Maria Cruse, Basic Skills Reading** • Sheila Wiley, English Skills/Gateway Tutoring • Noel Gomez, Adolfo Corral, Charles Ramirez Student Outreach/Orientation Program Advisors** • Ana Jimenez, Financial Aid Program Advisor** • Eli Villanueva, Financial Aid Counselor** <p>** Denotes Hispanic representation (65%)</p>

INSTITUTIONAL ANALYSIS OF STRENGTHS AND WEAKNESSES

Strengths	Weaknesses
ACADEMIC PROGRAMS	
Faculty commitment to students and learning. 2009 Student College Experiences Survey: 93% of the students responding agreed that faculty demonstrate expert knowledge in their disciplines.	Course progression rates from Basic Skills/Developmental Ed courses to college-level courses are low-63% of new students who enrolled in a Basic Skills English course in Fall 2006 subsequently enrolled in a higher level English course within three years, mathematics- 49%, ESL-23%.
Comprehensive, quality programs. Faculty and administrators frequently monitor the quality, relevance, efficiency and effectiveness of programs.	Education planning (and/or assessment/placement) for entering student is not uniformly effective.
Over 2,299 Majors agreements with UC and CSU; 1771 CSU and 827 UC transferable courses plus articulation agreements with 13 California private institutions and 3 out-of-state colleges.	Unclear transfer pathways and articulation agreements between community college and private four-year universities

Extensive planning and community partnerships including Scheinfeld Center for Entrepreneurship , Parent/Child Workshops, and Professional Development Program.	Many ESL/ developmental education and distance learning (DL) students do not transition to college-level courses.		
Involvement in many community-wide partnerships/ collaborative initiatives has increased Hispanic enrollment (Hispanic Chamber of Commerce, federal Hispanic Serving Institution status, member of Southern CA Consortium of HSI's.	Academic and student services bridge strategies and interventions are not in place to facilitate smooth transitions to College-level programs to transfer/graduation with AA/S, AAS or certificate.		
Faculty-driven, Student Learning Outcomes program (custom software application for collecting/reporting results) awarded 2009 POWER (Promising Outcomes Work/Exemplary Research).	CCSSE results indicate Hispanic DL students are less likely to succeed and persist at same rate as traditional students.		
INSTITUTIONAL MANAGEMENT			
Strong internal research and self-study provides clear direction for change to improve student outcomes/accountability.	Program Review indicates inadequacy of support services for DL and ESL students affecting progression to college level courses. Improvements not made due to lack of funding.		
Under leadership of new President, strong commitment to career/academic skill enhancement, transfer services and distance education.	Projected high school graduation rates are flat affecting college enrollment. Expanded Hispanic outreach needed to address student needs and better inform community/students/parents.		
Enrollment is more reflective of demographic changes in service area.	Cuts made in student support and intervention services while demand for service is increasing.		
Strong shared governance. All internal and external constituencies are provided an opportunity for input related to College programs and services.	State program funding cuts are affecting academic quality and responsiveness to student service support needs.		
FISCAL STABILITY			
Fiscally responsible decision-making. College has not relied on financial reserves to support state budget reductions, nor delayed making tough decisions.	SBCC is enrolling a higher percentage of first-generation college students (many of whom are Hispanic) who face significant barriers to transfer; funds are severely limited to make needed changes to serve these students.		
Planning, evaluation and budgeting linked to planning model. Budget Management process assists with reallocation of budget to accomplish College's priorities and allows for California (CA) changing economic conditions.	<table> <tr> <td>Average state funding for CA Community Colleges lags behind funding for CA K-12, CSU, UC systems. Funding for SBCC is lower than statewide average (\$4,639 vs.\$5,845)</td><td>UC 32% mid-year fee increase 2009-10. CSU 32.1% fee increase 2009-10. undergraduate fees for CA residents.</td></tr> </table>	Average state funding for CA Community Colleges lags behind funding for CA K-12, CSU, UC systems. Funding for SBCC is lower than statewide average (\$4,639 vs.\$5,845)	UC 32% mid-year fee increase 2009-10. CSU 32.1% fee increase 2009-10. undergraduate fees for CA residents.
Average state funding for CA Community Colleges lags behind funding for CA K-12, CSU, UC systems. Funding for SBCC is lower than statewide average (\$4,639 vs.\$5,845)	UC 32% mid-year fee increase 2009-10. CSU 32.1% fee increase 2009-10. undergraduate fees for CA residents.		

SBCC has a long history of conservative fiscal management. College carefully monitors expenditure patterns throughout the year.	As grants and outside funds become increasingly crucial to the fiscal survival of Community Colleges, SBCC has no Resource Development Office to support external funding efforts.
---	--

ANALYSIS OF SIGNIFICANT PROBLEMS TO BE ADDRESSED BY TITLE V

SBCC College has identified six major obstacles that significantly impact student progression and degree completion for non-traditional and underprepared students. The following significant problems, detailed below will be addressed by the proposed Title V Project ASAP.

Academic Problems	Consequences of Not Solving Problem
1. Low Progression Rates from Basic Skills to College level courses (ESL students): Of the ESL students who complete Basic Skills (pre-college level), too few progress to college/transfer-level. In ESL, only 22.6% (2006) of students who enrolled in at least one ESL course subsequently enrolled in a level 5 ESL course within 3 years.	Students who do not progress in math, reading and English will be unable to attain degree and transfer, and may drop out.
2. Low Hispanic Graduation and Transfer Rates Too few Hispanic students transfer to four-year universities. Total transfer enrollment from SBCC to UC & CSU universities in 2008-09 was 987 of which only 162 were Hispanic (16.4%).	Disparity in degree attainment persists between Hispanic and non-Hispanic students.
Institutional Management Problem	Consequences of Not Solving Problem
3. Unclear pathways and articulation agreements Transfer opportunities to the two public university systems, U C and the CSU have significantly diminished. State of California budget problems limit admissions and demand for access. Barriers to enrolling in universities are compounded by ill-defined articulation agreements.	Various requirements between community college, private and public universities present barriers for Hispanic students. SBCC transfers to CSU decreased by 9.1% (-5054 students) from 2007-08 to 2008-09; transfers to UC decreased by 16.6%. Universities will suspend, limit/raise GPA threshold for Transfer Admission Agreements.
4. Lack of adequate tracking for student progress precludes timely interventions: Lack of coordinated tracking of basic skills through progression, slows timely interventions/measurement of progress.	Timely interventions are inconsistent and student progress suffers. Students do not receive adequate and timely support toward progression.
5. Increased demand for data based accountability, measurement of student learning outcomes and reporting	Incomplete data precludes timely interventions (effectiveness of Early Alert)/ ineffective placement strategies affect student

requirements from State, District, and Accrediting agencies.	success) detrimental to student achievement /attainment of technical literacy.
Fiscal Stability Problem	Consequences of Not Solving Problem
6. Lack of Capacity to Pursue HSI External Funds: Limited fiscal resources impede innovation and faculty development while restricting the college from building its capacity to pursue and manage external resources that target HSI's.	Without strengthening the institution's capacity to pursue external funding streams, the college will not have capacity to support faculty and programs and to invest in services critical to student success. Ability to compete for and manage grants will not improve.

A. ACADEMIC PROBLEMS TO BE ADDRESSED BY TITLE V

Problem #1: Low Progression Rates From Basic Skills to College-Level Courses: Too few students, especially Hispanics, progress from Basic Skills to college/transfer level courses. The following data represent a cohort of fall 2006 SBCC students who enrolled in Basic Skills courses, and shows that a relatively small percentage progress to and successfully complete a college transfer-level course, with Hispanics completing at an even lower rate.

		% Successfully Completing a Basic Skills Course	% Enrolled in College-Level Course Within 3 Years	Progression Rate from Basic Skills to College-Level
MATH	Hispanic	39%	14%	9%
	Non-Hispanic	40%	21%	17%
ENGLISH	Hispanic	66%	54%	44%
	Non-Hispanic	79%	66%	61%
BSL	Hispanic	73%	1.8%	1.4%
	Non-Hispanic	89%	33%	32%

Source: SBCC 2009 Institutional Effectiveness Report, pages 21ff.

Changing Requirements will Exacerbate Problem-Since Fall 2009, all new California Community College students must meet Associate Degree competencies in math and English/Written Expression , *more rigorous* than prior standards. The changes are below:

Changes in the AA/AS Minimum Math Competencies	
New: (Fall 2009) Successful completion (final grade of A, B, C or CR) of Intermediate Algebra (Math 107) or a score on mathematics assessment comparable to successful completion of Intermediate Algebra (Math 107 or Math 11, Intermediate Algebra for Math, Science, and Business Majors). Students must successfully complete College Algebra (Math 120 or Elementary Statistics (Math 117) or higher to be eligible for transfer to a UC or a CSU.	Prior to Fall 2009: successful completion of Elementary Algebra or a score on a mathematics assessment comparable to successful completion of elementary algebra (Math 100).
Changes in the AA/AS English/Written Expression Competencies	
New: (Fall 2009 and forward) Satisfactory completion of ENGL 110 (College level course in Reading and Composition) or a score on English assessment comparable to completion of ENGL 110/ESL 101.	Prior to Fall 2009: Satisfactory completion of English 110 (College-level course in Reading and Composition) or passing of the Advance Placement exam in English language and Composition, score of 3+.

The higher math requirement for the Associate degree and the requirement to complete college algebra or statistics as a condition to be admitted to a UC or CSU campus will have an adverse affect on the number of Hispanic and low income students that achieve their degree and/or transfer goals. Academic and support services are needed to ensure progression through more challenging gatekeeper courses and to support the learning needs of basic skills cohorts through transfer. In addition, state budget cuts are significantly impacting admissions for CSU's and UC's who as a result may suspend, limit or raise the GPA threshold for Transfer Admission Agreements. **Proposed strategies:** The Express to Success Program (ESP) Learning Communities (LCs) and ESP ESL Immersion/Transition program; ESP Plans based on educational goals; outreach, orientation and support services; Electronic Educational Plan, Student Pathways Tracking System (integrates student plans to allow for monitoring of progress and appropriate and timely interventions); e-Portfolios; course revisions for PD courses, accelerated LCs and pre-college (bridge) courses in Basic Skills ENGL and Math courses for students preparing to enter college-level courses; Supplemental Instruction to support progression in more challenging gatekeeper courses; and tutoring to support the academic needs of basic skills cohorts through transfer. **Problem #2: Low Graduation and Transfer Rates for**

Hispanic Students According to the *American Association of Community Colleges*, “Hispanics are less likely to enroll directly in a four-year university; however, *most Hispanics will enroll in two-year Colleges, more than any other group*”.¹ About 40% of Hispanic 18-24 year old college students attend 2-year institutions compared to 25% of white and black students in that age group”. These data are important to SBCC which transfers too few Hispanic students to four-year universities. According to the *Lumina Foundation for Education, 2008*, **only 12% of Hispanics have completed four years of college**.² The *number of Hispanic students who transfer from SBCC is far below the numbers of non-Hispanic students who complete a degree and/or transfer*. Table

1A shows data for a cohort of students entering SBCC in 2003-04 with a minimum of 12

Table 1A	Degree Completion Rate	Transfer Rate
Hispanic	14.7%	19.5%
Non-Hispanic	17.8%	47.9%
Total	17.0%	41.0%

units who *attempted a degree, certificate or transfer* within six years of entry. (N=2,242). AS seen in **Table 1B**, overall

student progress and achievement, shows the overall achievement rate for the same

Table 1B	Student Progress and Achievement Rate
Hispanic	40.8%
Non-Hispanic	68.9%
Total	62.2%

cohort. The success of the proposed program depends on how well SBCC can prepare students for transfer to four-year universities. By the time students have accumulated 30-degree-applicable units, or sooner, students at SBCC should decide whether they want to transfer to a UC, CSU, or private university, since admission requirements vary considerably at different

¹ American Association of Community Colleges, 2008.

² <http://www.luminafoundation.org>, 2007.

institutions. If after completing an AA/AS degree, students are not accepted to a four-year university they must either stop at the two-year level or take up to a year's worth of additional courses with the hope of being accepted to their second or third choice. Typically, students choose to end their education at the AA/AS level. It is imperative to provide support systems that will move students through the academic pipeline towards a college degree or transfer.

Proposed Strategies: Enhanced, targeted, timely academic and student services identified in the Student Pathways Tracking System: frequent instructor feedback on student learning linked to interventions enabled by clickers and lecture capture systems in classrooms; Supplemental Instruction (SI) and Gateway tutors assigned to gatekeeper courses; Transfer Effectiveness Plan which includes the "Transfer –Make It Happen" outreach and campus-wide marketing campaigns to promote transfer; early counseling interventions, clear academic and career planning, and Directed Learning Activities (DLAs) into Dual Enrollment (DE) (high school & college credit) courses that require students to complete assignments directly related to preparing them for a successful transition to college.

B. INSTITUTIONAL MANAGEMENT PROBLEMS TO BE ADDRESSED BY TITLE V

Problem #3: Unclear pathways and articulation agreements The California transfer system is the most obstructed in the nation now, according to many State and national reports

(www.cccco.edu/Portals/4/TRIS/research/ARCC/xfer_cair2007.pdf). Current articulation agreements between SBCC and four-year universities and private colleges are inconsistent and unclear, creating barriers to transfer, not bridges. *IGETC—the California State System "Inter-segmental General Education Transfer Curriculum"—developed to promote seamless transfer, has instead become a major hindrance.* Courses, expectations, and assessments continue to be misaligned and confusing. A new obstacle to SBCC transfer is the change in CSU practice to now give priority to transfer admissions to students from community colleges in a CSU

campuses service area, which for SBCC there is only one- CSU, Channel Islands, the system's newest and smallest campus located 70 plus miles from Santa Barbara. Moreover, a recent change in UC System policy no longer allows its campuses to give priority admissions to transfer students in their region which until two years ago was a long standing practice for SBCC students. The obstacles in serving transfer students at SBCC are listed below.

Articulation Process	Lack of up-to-date course outlines, slow, inefficient approval process
Transfer to Four-Year Institutions	UC/CSU process (slow, inconsistent, inadequate), UC/CSU lack of major preparation information
Transfer to Independents/Private	Independent colleges/private universities do not use same data management system as SBCC and are not willing to develop articulate agreements.

Transfer opportunities for California community colleges are further challenged by increased demand for access to limited spaces. Almost all UC and CSU campuses are moving to Fall only admission. Some *CSU's and some UC's are considering suspending, severely limiting or raising the GPA threshold for Transfer Admission Agreements*. For example, CSU is planning to trim its total system-wide student enrollment by 40, 000 by 2012. By the end of 2010-11 academic years, CSU will have reduced approximately 20,000 students. As a result, *academic requirements for transfer will be even more stringent* than current requirements. The transfer problem is greater for SBCC than other CCCs (as seen in the table below).

<ul style="list-style-type: none"> • Total CCC transfers to CSU decreased by 9.1% (-5054 students) from 2007-08 to 2008-09 <ul style="list-style-type: none"> ◦ SBCC transfers to CSU decreased by 16.6% from 2007-08 to 2008-09 • Total CCC transfers to UC increased slightly (+1.4%) from 2006-07 to 2008-09 <ul style="list-style-type: none"> ◦ SBCC transfers to UC decreased by 4.1% from 2006-07 (n=582) to 2008-09 (n=544).
--

This problem is exacerbated by the low progression rates for Basic Skills students at SBCC who must complete remedial courses prior to enrolling in college level/transfer courses. The

percentage of Hispanic students who indicate an *intention* to transfer is therefore greater than the number of Hispanic students who actually do transfer (19.5%). See table on next page.

Hispanic Students Showing Intent to Complete And Earned at Least 30 Units	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
	71.6%	74.3%	71.3%

Proposed Strategies: Expand course-to-course and program articulation agreements with in-state private and out-of-state institutions to increase transfer opportunities, particular emphasis with Hispanic Serving Institutions. Integrate the electronic student educational plan (Degree Works) with articulation data from ASSIST and Pathway Plans, revise transfer articulation pathways to place more focus on preparation for advanced course work and support services and interventions; add/revise major field courses/programs to align with those of transfer institutions; and develop better alignment of courses with high schools, private colleges and CSU/UCs.

Problem #4 Lack of adequate tracking for student progress precludes timely interventions.

Without access to and management of comprehensive data, student interventions are inconsistent. Lack of coordinated tracking of basic skills through progression slows timely interventions/measurement of progress. State and national accreditation bodies require colleges to collect data to track underrepresented student groups and their academic progress so that they may effectively address areas of weakness for program improvement. Without adequate tracking of student progress, Hispanic students' educational careers continue to be threatened. As previously stated, progression rates from Basic Skills to college level courses is very low across the board at SBCC. *Without the capacity to adequately identify students who are at risk of not progressing, it is difficult to provide the appropriate intervention at the right time.* As a result, students who do not receive timely, accurate advisement/counseling may take classes that do not

count toward their goal, which may delay their degree completion or put them at risk for academic or progress probation and ultimately increase the likelihood of dropping out. Students who take too many units risk losing financial aid eligibility. Contributing to inadequate tracking of student progress, are deficiencies in using new technological strategies and relevant resources that can impact student success for underprepared students. In “best practice” institutions, training for faculty in how to better track and recommend appropriate interventions, plays a central role in improving effectiveness in terms of student outcomes. According to the *National Center for Educational Statistics (2008)*, *only 27% report feeling prepared to integrate educational technology into the subject taught.*³ SBCC faculty has access to technology, but few use it to the extent proven to be effective in best practice institutions. **Proposed strategies:** Designing a tracking plan to better align core indicators and data elements for program completion and institutional effectiveness that integrates software used in planning and tracking student progress (e.g., electronic educational plan, articulation database, degree audit program, Pathways Plans, early alert system, integrated student pathways tracking system (Banner); purchase new data warehousing software to measure student performance for earlier intervention; installation of clickers to provide students frequent feedback on their learning linked to interventions; and professional development training for faculty/staff to use new technology. **Problem #5: Increased demand for data driven accountability, measurement of student learning outcomes and reporting requirements from State, District, and Accrediting agencies.** The department of Institutional Assessment, Research, and Planning (IARP) must satisfy the ever-increasing demand for quantitative data to meet the accreditation

³ National Center for Educational Statistics, Survey on Faculty Professional Development and Training, 2008

and Chancellor Office requirements for student accountability, and to meet the college's commitment to evidence-based planning and learning outcome measurement. In 2009, IARP completed 111 projects involving requests for descriptive and inferential statistics, internal and external survey requests, various enrollment analysis reports, instructor evaluations, Student Learning Outcome reporting and more. This does not include meeting deadlines for ongoing external reporting requirements to various state and federal agencies such as the CA Community College Chancellor's Office and IPEDS. In the future, ongoing instructional support programs such as the *Gateway Tutoring Program* and new programs being proposed here, including accelerated Basic Skills programs and Online Educational Plans being developed, will increase the demand for timely and relevant data. ***Proposed Strategies***-Implement a ***Decision Support System*** to provide a scalable means of delivering self-service reports and quantitative data using two integrated components: (1) a Data Warehouse, a nightly extract of the transactional Student Information System data ("Banner") re-structured and optimized for reporting purposes, and (2) a Business Intelligence component that provides the user interface and data analysis toolset. The Data Warehouse component provides the means to perform longitudinal studies to track outcomes for students and to link studies with those from State-level longitudinal systems.

FISCAL STABILITY PROBLEMS TO BE ADDRESSED BY TITLE V

Problem # 6: Lack of Capacity to Pursue External Funds The College does not have a grants office nor is any one person or department dedicated to the pursuit of HSI funds to support innovation. Although SBCC has been creative in pursuing revenue-generating contracts and special projects, overburdened managers, faculty and staff are absorbing additional responsibilities of managing external funds without training or experience to do so. The CA State economic crisis has led to erosion of state resources. The capacity to generate external funds has become increasingly crucial to the fiscal survival of Community Colleges. In addition, most

State grant programs targeted to community colleges have been reduced or eliminated, necessitating the development of institutional expertise to compete for funds outside of the State Chancellor's office. **Proposed strategies:** Strengthen external resource development capacity through broad-based training and familiarity with Hispanic Serving Institution funding agencies.

INSTITUTIONAL GOALS: The institution's college Planning Council set the priorities for the college at the District level with input from a broad team of faculty, staff, community and students. From this, the **Title V Goals** and the **HSI Five-Year Plan** were developed and approved by major constituencies. Based on the previously described analysis of problems, the Title V Planning Committee agreed upon the following goals and subsequent objectives and strategies to be achieved over the next five years through the proposed Title V project.

**TITLE V INSTITUTIONAL GOALS RELATED TO PROBLEMS ADDRESSED
HSI FIVE YEAR PLAN**

Title V Institutional Goals <i>Related to Problems Addressed</i>	Related HSI Five-Year Plan Goals
<p>1. Goals Related to Improved Academic Programs</p> <ul style="list-style-type: none"> • Develop more effective outreach to community and K-12 to promote early readiness and clarify expectations for academic requirements and transfer pathways for degree completion. • Align all pathway courses, assessments and standards, in general education and program-specific majors. Assess student skills in Technology, Digital Media and Financial Literacy Skills; integrate into Learning Community coursework and advising processes. • Develop integrated student services model to monitor progress toward academic goals at key transition points; provide timely interventions for underrepresented students. <p>2. Goals Related to Institutional Mgt. Problems</p> <ul style="list-style-type: none"> • Strengthen and develop 1 articulation agreements with four-year universities with focus on HSI, assessment, tracking needed to monitor, intervene, and increase degree and transfer goal achievement. • Develop an integrated tracking system to improve attainment of learning outcomes for certificate, degree and transfer for Hispanic and other underrepresented students. 	<p>HSI: Strengthen outreach strategies to Hispanic families, students, and community; provide information on financial aid, transfer requirements and academic services.</p> <p>HSI: Improve success rates of Hispanic students in targeted academic pathways.</p> <p>HSI: Increase course progression/degree completion and student support services.</p> <p>HSI: Improve tracking and faculty training in student interventions and course</p>

<ul style="list-style-type: none"> Involve all faculty/staff in professional development in use of technology and digital media to promote learning and goal attainment for under prepared students 	alignment to improve transition rates of Hispanic students into certificate, degree and transfer programs.
3. Goals Related to Fiscal Problems <ul style="list-style-type: none"> Create revenue generating strategies to sustain and expand Title V new practices and improve funding allocations. Develop capacity to compete for HSI funds from federal agencies, corporate, private/public foundation sources. Develop external funding to support growth and services to improve progression rates. 	HSI: Develop capacity to generate external funding to enable growth and sustainability in programs and services.

MEASURABLE INSTITUTIONAL OBJECTIVES

Five Year MEASURABLE OBJECTIVES to Strengthen Santa Barbara City College	Relationship to CDP Problems and Goals
Objective 1: By 2014, progression from basic skills courses through transfer level courses for the 2012-2013 cohorts will increase to 25% as compared to the 2005-2006 cohort baseline (15% average for Math and English).	Problems #1-3 Goals #1, #2
Objective 2: By 2014, the AA/AS degree completion rate will increase 10% over the 2008 baseline from 848 to 933 by 2014.	Problems #2-#3 Goals #1, #2, #3
Objective 3: By 2014, the number of Hispanic and other low-income students who transfer to four-year universities will increase by 20%, from 195 to 234 (increase over Fall 2009).	Problems #1-3 Goal #1
Objective 4: By 2014, external resource development capacity will increase by a minimum of 300% as measured by the increase in the number of grants submitted to the private and public sector grant-makers as compared to 2009 baseline of 1.	Problems #9-10 Goal #3

INSTITUTIONALIZATION PLAN

Project Designed with the Goals of Permanent Change and Reform: The Title V project is carefully designed in direct response to the institutional deficiencies documented earlier in this proposal. Santa Barbara City College 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. All new practices, improvements and activities to be developed as part of this Title V project are directly linked to the College Strategic Goals

and Priorities and Accreditation Standards. This link further emphasizes the commitment of the College to institutional reform and to the institutionalization of strategic goals and priorities.

Title V funds will help the college *develop needed intervention strategies and services and offer new accelerated academic pathways to increase progression and goal attainment.* This ***Title V project will position Santa Barbara City College to sustain itself despite the state budget cuts and recover more quickly as the economy and budget improves.*** Increased enrollment growth from higher rates of progression from basic skills to college level coursework, increased persistence, completion and goal attainment will result in new FTES growth and enrollment-based revenue. According to a *Total Estimate of Costs and Downstream Revenue*, developed by the California Center for Student Success,⁴ a significant portion of FTES revenue will offset program costs. Models reviewed in this publication show that downstream revenues far exceed the costs of running these programs. Proposed activities to build resource development capacity will identify strategies for new external funding to support programs and services.

INSTITUTIONAL COSTS POST GRANT

Post-grant institutionalization will cost \$308,427. These costs do not reflect the additional funds the college will commit to expanding the number of students that participate in the Express to Success LCs, student and academic services that are associated with this program. Post grant costs are detailed below:

Post-Grant Institutionalization Costs	
Buses for Campus Tours for area high school students	\$3,474
Annual Degree Works maintenance contract	\$11,055
Annual Degree Works TreQ Software maintenance fee	\$3,699
Annual TES software maintenance fee	\$3,699

⁴ RP Group: The Research and Planning Group for CA Community College. Center for Student Success. Basic Skills as a Foundation for Student Success in CA Community College. A Tool for Estimated Costs and Downstream Revenue. Pp 139-148. Mar 2007

Clicker technologies/classroom lecture capture systems	\$30,000
Funds to hire Gateway Tutors	\$168,000
Funds for stipends for faculty to participate in Teaching and Learning Institute offered twice a year during inter-sessions	\$50,000
Stipends for faculty training teaching for the first time in an LC	\$10,000
Stipends for faculty in leadership roles for core Title V project activities such as the Express to Success Program	\$25,000
Funds for materials to support ESP, Transfer: Make it Happen and student/parent orientations.	\$3,500
TOTAL	\$308,427

Staff Training and Mainstreaming of New Courses: Over the course of the grant, 100% of affected Santa Barbara City College staff will be trained to support the goals of this project. Evaluations will be ongoing so that the training is effective in creating a training ladder that can be sustained. Members of the Faculty Resource Center will provide training to faculty, in instructional technology and collaborative learning. **Title V Personnel Planned for**

Continuation: The duties of new key staff will shift systematically from developmental to operational over the later years of the grant. The Project Director and full-time faculty released to work on this project will return to their original college-funded positions after the project. The two faculty serving as Activity Coordinators will assume the leadership for the learning communities which include the basic skills and ESL activities and will serve as members of the ESP Coordination Team of which will continue after the grant. Stipends to support faculty will be provided post grant to support sustainability of new LCs. The plan to phase the positions and costs onto the college budget over five years is detailed in the Budget Narratives.

II. ACTIVITY OBJECTIVE: IMPROVING COURSE PROGRESSION, SUPPORT SERVICES AND RESOURCE DEVELOPMENT CAPACITY

This three-component Activity presents a coordinated and integrated plan to increase the capacity of Santa Barbara City College to meet the following performance outcomes: (1) Improve progression/ bridging/transition from basic skills to college-level programs; (2) Increase

goal completion (degree and/or certificate) through improvement of student learning support services; (3) Improve advising and achievement of student goal attainment; (4) Strengthen academic programs and services through faculty and support staff development; (5) Provide accurate and easily accessible student information to enable progress monitoring and timely interventions; and (6) Increase fiscal stability.

<p><u>Component One:</u> <i>Assist students to progress from Basic Skills to college-level courses to degree completion and transfer.</i></p> <ul style="list-style-type: none"> Development of comprehensive and streamlined progression pathways (credit ESL immersion program and bridge courses, Express to Success Learning Communities (accelerated Basic Skills courses), Electronic Ed Plans, E-Portfolios, Directed Learning Activities), Online Technology Self-Assessment (linked to appropriate level LC computer applications courses) Strengthened articulation strategies-Degree Works with articulation data from ASSIST, Transfer Effectiveness Plan, Transfer-Make it Happen marketing plan
<p><u>Component 2:</u> <i>Develop strategies to strengthen academic and support services.</i></p> <ul style="list-style-type: none"> Expand and develop targeted student support strategies including Supplemental Instruction, Financial Aid and Technology Literacy LCs, Outreach, Tutoring, Student Pathways Tracking System (SPTS) System and assessment capacity, web-based orientation, Early Alert, Electronic Ed Plan Train faculty in instructional technology and LC curriculum design for Learning Communities
<p><u>Component 3:</u> <i>Strengthen fiscal stability to better serve underrepresented students.</i></p> <ul style="list-style-type: none"> Strengthen resource development capacity for external funds development

Expected Outcomes of Objectives and Impact on Santa Barbara City College: The following charts show the relationship between the problems, goals and objectives and subsequently outlines the proposed strategies for the Express to Success Program.

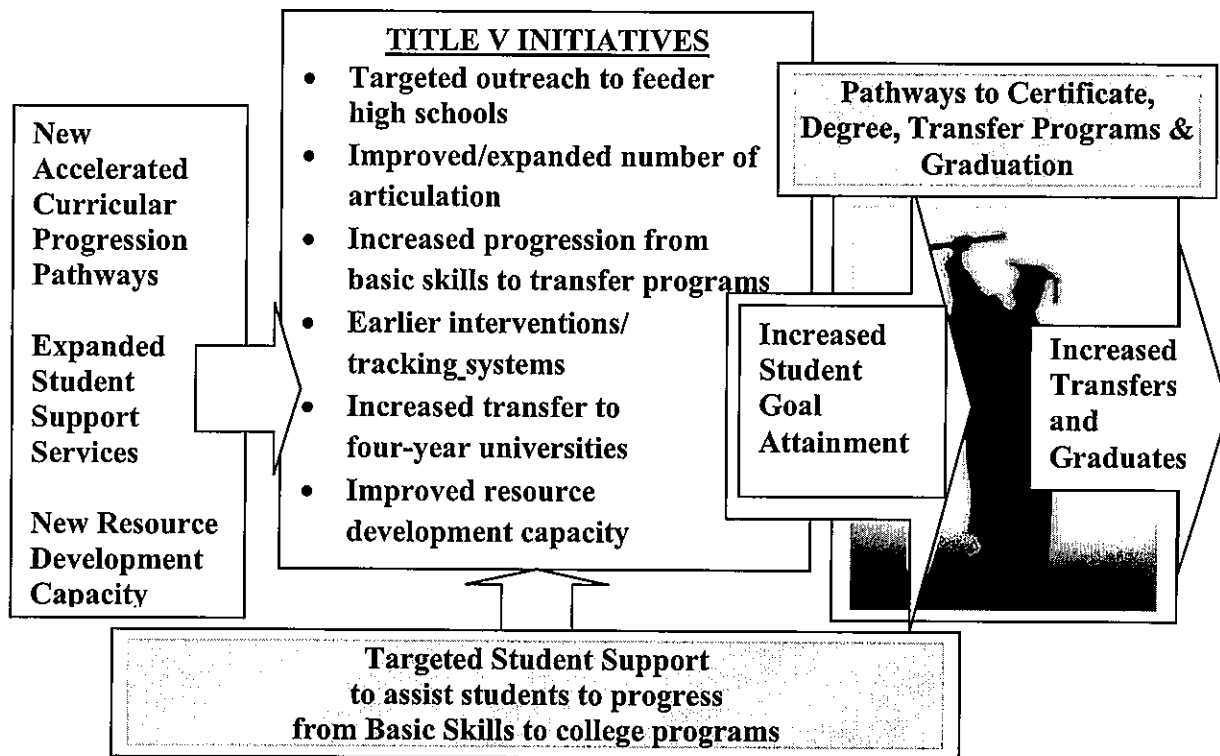
RELATIONSHIP OF ACTIVITY TO CDP GOALS AND OBJECTIVES

Five Year MEASURABLE OBJECTIVES to Strengthen Santa Barbara City College	Relationship to CDP Problems and Goals
Objective 1: By 2014, progression from basic skills courses through transfer level courses for the 2012-2013 cohort will increase to 25% as compared to the 2005-2006 cohort baseline (15% average for Math and English).	Problems #1-3 Goals #1, #2

Objective 2: By 2014, the AA/AS degree completion rate will increase 10% over the 2008 baseline from 848 to 933 by 2014.	Problems #2-#3 Goals #1, #2, #3
Objective 3: By 2014, the number of Hispanic and other low-income students who transfer to four-year universities will increase by 20%, from 195 to 234 (increase over Fall 2009).	Problems #1-3 Goal #1
Objective 4: By 2014, external resource development capacity will increase by 300% as measured by number of grants submitted to private/public sector grant-makers compared to 2009 baseline of 1.	Problems #9-10 Goal #3

ACTIVITY OVERVIEW

The following illustration demonstrates the overall intended outcomes of the activity strategies and their impact on increased course completion, degree and/or transfer attainment.



III. ACTIVITY IMPLEMENTATION STRATEGY AND TIMETABLE

With this project, Santa Barbara City College will implement strategies to help strengthen academic and career pathways and strengthen transfer pathways for its Hispanic students to better prepare them for the new workforce. Planning and Research Process for this Activity:

The Santa Barbara City College Title V Planning Team was responsible for 1) selecting, designing and sequencing activities and topics for this proposal; 2) contacting peer institutions for information on successful program development and curriculum design; 3) reviewing best practices literature and models; and 4) interviewing program directors from similar colleges regarding successes and challenges in the development and operation of their programs. The SBCC Planning Team did extensive research on the works of Skip Downing and Vincent Tinto who influenced the First Year Experiences, Academic Advising, accelerated basic skill courses and their integration into Learning Communities, bridge courses, Supplemental Instruction, Early Warning and Intervention Systems and Campus Climate/Supportive Learner Environment.⁵ Review of these approaches, and those in place or field tested at the college (e.g., Gateway tutoring model, accelerated basic skills math courses, integration of academic and career planning into courses using Directed Learning Activities), increasingly indicated that strong and timely student support services and academic support are necessary to increase the progression and goal attainment of all students, especially important to Hispanic students. A review of *Paths to Persistence: an Analysis of Research on Program Effectiveness at Community Colleges*⁶ examined the effectiveness of specific practices in increasing persistence and completion at community colleges. A recent study of *Achieving the Dream Community College Strategies* described successful outcomes from the use of First Year Experience programs (orientation and advising, learning communities), student support services, and tutoring and Supplemental Instruction strategies. These strategies dramatically improved student retention and persistence rates. Other research showed that courses with a strong consistency between exit and entrance

⁵ Bridges to student success : exemplary programs, 2003 / National Association of Student Personnel Administrators and National Council on Student Development

⁶ <http://www.achievingthedream.org/Campusstrategies/Promisingpractices>

standards have higher rates of persistence through goal completion than of those that did not.⁷

This in depth research and analysis helped the SBCC Title V Planning Team reach consensus and select the strategies and approaches for the activities presented in this proposal to help build capacity and sustain long-term change at Santa Barbara City College.

Component One: *Assist students in progressing FROM Basic Skills TO college-level courses TO degree completion and transfer.*

OVERVIEW OF STRATEGIES TARGETING DEGREE AND TRANSFER STUDENTS	
Strategies to help ESL students with educational goals to progress from basic-skills to college level degree/transfer courses:	<p>Accelerated Learning Communities and/or ESL Immersion program: Placement in accelerated LC and/or ESL immersion based on assessment results; financial/technical literacy courses and Directed Learning Activities support course completion.</p> <p>Academic Progression: Counselors use electronic ed.-plans to track student progression at key intervals in three-track pathways (certificates to AA, AA degree completion, AA/AS to transfer); faculty trained in effective methods to increase learning and success rates for under prepared and at risk students, e-portfolios, instructional technology/digital media, student assessment and interventions.</p> <p>Strengthened Articulation strategies-Implement Degree Works to track articulation data from ASSIST; develop a Transfer Effectiveness Plan, and a Transfer-Make it Happen marketing plan. Increase number of articulation agreements with private and out-of-state universities to expand access to transfer opportunities.</p>

Accelerated Learning Communities and/or ESL Immersion program- incorporates best practices and lessons learned from: (1) other community colleges (e.g., Cabrillo College's Digital Bridge Academy, Citrus College's Title V grant-funded program, Chaffey College's Directed Learning Activities and Student Success Centers; colleges in the Washington State Community College System's extensive experiences in using learning communities; own experience with accelerated basic skills courses; (2) English as a Second Language (ESL) immersion programs at other community colleges, private institutions and language institutes; (3)

⁷ Boylan, Hunter. What Works: Researched Best Practices in Developmental Education. Appalachian State University, Boone, NC (2000) pg. 90

research literature (e.g., improving remediation is the single most important variable community colleges can do to increase the number of students who graduate with a certificate or a degree; the less time it takes to complete basic skills courses the more likely students will complete a certificate, degree and/or transfer; tightly structured blending of credit courses enhanced with academic support; flexible and personalized programs to address specific skill gaps to ensure students learn what they need; importance of active learning, student engagement, need for frequent feedback linked to targeted interventions; and faculty commitment to working with students in need of remediation); (4) a combination of the research literature, SBCC's experiences and the experience of those at some other community colleges (e.g., De Anza College, El Camino College, Fullerton College, Pasadena City College) on the need for a integrated student support system for tracking, intervening and following-up with cohorts of students at *critical points of their progression towards goal attainment*. Critical points include orientation and assessment to exploration, planning, monitoring progress, and successfully transitioning into careers and/or transfer to a four –year institution; and (5) outcomes of SBCC field tests of learning communities that allowed students to complete a year of basic skills math course work in one semester. Outcomes also included three years of demonstrated substantial increases in course completion and college persistence rates for students enrolled in basic skills and first year general education classes that were part of the SBCC's award winning Gateway to Success tutoring and supplemental instruction program. The *Accelerated Basic Skills LC program* will identify students who need remediation in reading, writing and/or math as evidenced by their course level placements (scores based on validated multiple measures) on the assessment instruments used by the College and by contacting continuing students enrolled in basic skills or ESL courses. These students will be eligible to enroll in the Program comprised of

14-16 unit learning communities designed to enable students to complete their pre-college transfer level courses in reading, writing and math in two years or less built around nine (9) Learning Communities (LCs) comprised of 14-16 units. The high number of units is based on the extensive research that shows that the fewer semester students are enrolled, the more credits earned, and higher GPA at community colleges; the more likely they were to obtain a degree or transfer. Student scores on the college's reading, writing and math assessment tests will be used by ESP counselors to determine which of the LCs students need to complete and the sequence in which the LCs should be taken. Therefore, the number of learning communities students will need to take could range from one to three, depending on their initial basic skills levels. Students in need of remediation in both math and English will be placed in the appropriate level math LC(s) prior to enrolling in the appropriate level English LC. Following are descriptions of the five Basic Skills Accelerated Learning Communities.

ESP Learning Communities		
	Description	Total Units
Math LC 1	Math 100 (5 units), and Math 107 (4 units), Personal Development 100: College Success (3 unit transferable course) Math 100N (1 unit math study skills class), and a Computer Applications course corresponding to the technology and digital media literacy skills needed by students to succeed in their courses and in the work place (1 unit)	14
Math LC 2	Math 107 (4 units), Math 120, College Algebra (4 units), Math 107N (a 1 unit math study skills class), a pre-college level English course (4.5 units) that is aligned to the remediation needs of the student, either the Personal Development 100 College Success course (3 units) or the Personal Development Career Exploration and Planning course (1 unit, (Course selection depends on if this is the first or second semester the student is enrolled in the Express to Success Program), and a Computer Applications course (1 unit) that corresponds to the technology and digital media literacy skills needed by the student	14-16
English LC 1	English 70, two levels below college-level reading (4.5 units), English 80, two levels below college level writing (4.5 units), a course that meets a college and transfer institution (University of California and California State University) General Education requirement (3 units), the appropriate	14

	level of a Computer Applications course that corresponds to the technology and digital media literacy skills needed by the student (1 unit), and a Personal Development course on Career Exploration and Planning (1 unit):	
English LC 2	English 80 (4.5 units), English 100, one level below college-level English (4.5 units), a course that meets a college and transfer institution General Education requirement (3 units), a Personal Development course in Career Exploration and Planning (1 unit), a Personal Development course in Educational Planning (1 unit), and a Computer Applications course that corresponds to technology and digital media literacy skills needed by students (1 unit):	15
English LC 3	English 100 (4.5 units) and, depending on their placement levels, a combination of either Math 100 (4 units), Math 107 (4 units) and Math 100N (1 unit math study skills class) or Math 107 (4 units), Math 120, college algebra (4 units), and Math 107N (1 unit math study skills class), a course that meets a college and transfer institution General Education requirement (3 units), Personal Development 100 (a 3 unit transferable College Success course), and a Computer Applications course that corresponds to the technology and digital media literacy skills needed by student (1 unit):	16

ESL Immersion/Transition Program -developed during the first year and implemented in year 2 of this grant to help better prepare ESL students for enrollment in the ESP the program includes courses and interventions for transitioning ESL students to, and to be successful in, basic skills and degree-applicable courses. Upon assessment, students are placed into ESL courses where they complete the sequence in half the time it takes in the existing curriculum. A *counselor* assigned to teach the Personal Development course in the LC in which the student is enrolled will be the ESP counselor for students in that LC during that semester until the time they transition into the next ESP LC or post-ESP degree-applicable courses. *Financial Planning/Financial Literacy* modules will be embedded in each PD course in the sequence and students will develop a personal financial plan in the first LC in which they enroll. The courses may have a *common theme* (e.g., social justice) that faculty will incorporate to draw connections between the skills students are learning in their courses. The use of themes will be determined by the ESP Leadership Team during the first year of the project. *Technology and Digital Media*

Literacy Skills needed to succeed in college and in the work place will be taught in the Computer Applications course linked to each learning community and reinforced by in the assignments in each of the learning community courses. Content will include key boarding, software applications; Internet research strategies; using Moodle, the college's web-based learning management system and the tools linked to an open source learning management system, system (e.g., synchronous and asynchronous conferencing tool, voice authoring/boards, chats, portal and e-mail systems, Facebook, creating videos, accessing course assignments and tutorials) and using the e-portfolio system to post their work. Students will be assigned by the ESP counselor to the appropriate level courses based on the students' Technology Literacy Assessment.

Academic Progression- The E-Portfolio will help students progress by demonstrating student computer literacy, digital management skills, media production skills, and expertise in academics or career technical areas using a dynamic web site to post student work artifacts. Faculty and staff will acquire the skills to teach their students to build and maintain a digital repository which they can use to demonstrate competence and reflect on their learning. The use of e-portfolios increases technological skills; helps attain college level performance skills and helps students demonstrate achievement to employers and transfer institutions.

Strengthened Articulation Strategies-will expand and improve agreements with four year public and private universities to increase transfer opportunities significantly diminished due to State of CA budget problems, increased demand for access to limited spaces, increased GPA requirements and, changes in transfer institution policies that make transfer more difficult.

Alternative transfer opportunities with in -state independent colleges and out of state private and public universities are needed. Articulation is the cornerstone of transfer from a community college to four-year institutions. To ensure students take the appropriate courses to

facilitate transfer, minimize time to degree and successfully progress to the four-year institution, SBCC will expand the number of institution, course-to-course and program articulation agreements with HSI four-year institutions that have effective degree completion rates for Hispanic and under resented students. Activities will create a seamless transfer articulation pathway that places more focus on preparation for advanced course work, practice in key learning skills (Self Directed Learning Activities, E-Portfolios), and support services.

Component 2: Develop strategies to strengthen academic and support services

OVERVIEW OF STRATEGIES TARGETING DEGREE AND TRANSFER STUDENTS	
Strategies to strengthen academic and support services	<p>Student Pathways and Tracking System: to monitor and offer customized interventions; Supplemental Instruction (SI) for ESL immersion and Basic Skill LCs; degree audit; mentors, tutoring, on-line SEPs, web-based student services, Directed Learning Activities (DLA), student tracking, Ed Plans</p> <p>Intensive Orientation/Counseling: Web-based orientation; Spanish outreach to families and K-12 students; financial aid workshops for incoming students/parents; financial and technology literacy PD courses; Gateway tutoring; Electronic Ed plan and counseling</p> <p>Faculty Development Workshops: Faculty training in instructional technology and LC curriculum design for accelerated Basic Skills Learning Communities and credit ESL immersion program.</p>

Improved Student Pathways- includes intervening and following-up with cohorts of students at critical points of progression towards goal attainment, from orientation and assessment to exploration, planning, monitoring progress, to successful transition into careers and/or transfer to a four –year institution. This program was pilot tested at SBCC as part of the institution’s award winning *Gateway to Success tutoring and supplemental instruction program*. This Title V grant project will proactively engage students in activities, courses and skill development at ***three key stages*** (transfer to a four-year institution, career technical training and employment, clarification

of an educational and/or career direction) *along clearly articulated pathways*⁸ that have been defined for cohorts of students who have similar. In each pathway, needed support services are defined not only in relation to the student's stated but also by the student's progression toward that stated goal. At certain junctures during the educational cycle, students need different types of support and advice. Within this pathway model, specific expectations for progress will include curricular (e.g. , appropriate course choices and course sequencing) and co-curricular involvement (e.g. ,use of academic and student support services, completion of DLAs, internships and work experience. Student progress along a pathway will be monitored and students will be given regular feedback and direction at key intervals (15 units, 30 units, 45 units, 60+ units). Readiness assessment will include readiness in reading, writing and math.

Supplemental Instruction (SI): The Gateway to Success tutorial Program, selected by the 2008 Two-Year College Association (TYCA) Awards for Outstanding Programs in English for Two-Year Colleges and Teachers is a faculty driven initiative developed to help students achieve success in their first years of college. Tutors will provide SI *in each of the basic skills classes, ESL and degree-applicable general education courses that are part of an ESP LC*. Successful course completion rates and college persistence rates of students enrolled in basic skills and introductory college courses with Gateway SI tutors have been significantly higher than sections of the same courses that did not have a Gateway tutor (*SBCC Office of IR, 2009*). ***DLAs*** will further support course work to include assignments students are expected to complete in each of the Personal Development classes: (1) PD 100 College Success- time management, study skills, communication skills, goal setting, career planning, personal financial planning, (2) PD 103

⁸ In each pathway needs are defined not only in relation to the student's stated goal (transfer, degree, professional development, personal development, etc.) but also by which stage within that stated goal a student has progressed.

Career Planning -identify majors and link them in planning, (3) PD 150 Educational Planning - majors aligned with career interests, educational plans for degree and/or transfer objective.

Student Tracking System- will enable the college to monitor and offer customized interventions and follow-up services to students at each critical point on the defined pathway to their educational goals; integrates DegreeWorks, TreQ, ASSIST, TES, SARS-ALRT, Student Pathways Tracking, and Banner to provide framework for increased student engagement, increased awareness of and interaction with student support services, and increased student success. The use of an *Electronic Education Plan and System Integration* will help students select the right courses to reach their academic goals and understand course requirements about transferrable units. To address this problem, SBCC will purchase and integrate DegreeWorks with Banner Student Information System to allow advisors and students to build course plans to ensure they fulfill the desired transfer or degree requirements. Systems will be integrated into a with Student Services, thus contributing significantly to student engagement and student success.

Software Systems to be Integrated for Student Services

Student Pathways Tracking System	Build	Monitors student progress towards individualized goals and transition points; provides communications points for intervention.
Argos	Existing	Report creation and delivery system.
Banner	Existing	Student Information System
SARS ALRT	Existing	Early Alert System
SARS GRID	Existing	Student Counseling Appointment Request Tracking System
ASSIST	Purchase	Used by advisors and students to plan preparatory courses for the desired Major.
Decision Support System	Purchase	Proposed Data Warehouse/Reporting system.
DegreeWorks	Purchase	Electronic Education Plan software. Enables students and advisors to plan courses that are assured of leading to desired degree/transfer outcomes. Built-in Banner integration.
TES	Purchase	Transfer Evaluation System. Inter-institution course database and cross-reference; course articulation and workflow.
TreQ	Purchase	Transfer Articulation software. Evaluates SBCC and non-SBCC course equivalencies.

Intensive Orientation/Counseling- By the start of the second semester in the ESP, each student will be assigned by a counselor to one of the following four student pathways: (1) Associate degree and/or Transfer; (2) Career Technology Education certificate or degree; (3) Basic Skills; and (4) Undecided/Undeclared that will include courses and tasks needed to stay on track to achieve educational goals. Students will be required to update their *Educational Plan* at least once a year. Hispanic students and students from other under-represented segments of the population with a goal of transfer will be encouraged to join the college's *Transfer Achievement Program* (TAP), which is a unit of the college's Transfer Center. This award winning program provides under-represented students with additional assistance in helping them complete each step of the transfer process including visiting four year institutions they are interested in attending, submitting applications, and post application decision support for students that were accepted and for those who were not admitted to the universities to which they applied. A high percentage of the students that take part in the TAP are admitted to one or more of the four-year institutions to which they applied. All students in the ESP program qualify and will be required to take part in the college's *Equal Opportunity Programs and Services* (EOPS). This state and locally funded program is designed to provide eligible students (low income, academically under-prepared and/or member of an under-represented group) with additional support services (additional tutoring, child care support, book grants, and applying for financial aid and scholarships) than the college provides to non-EOPS students. Upon completion of the ESP (enrollment in degree applicable and transfer level English and math courses), each student will have a well developed *Educational Plan*, which will include activities they need to complete to achieve their primary educational goal (degree and/or transfer). Counselors and program staff in

the Transfer Center, TAP, and/or EOPS will use the information available in the redesigned decision support and student tracking system to monitor student progress.

Faculty training in instructional technology and curriculum design- Based on research of best practices by the Title V Planning Team in faculty development as discussed in the CDP, SBCC will develop professional development initiatives that will include individual workshops to ensure significant change in pedagogical practices. Faculty, counselors and student services faculty and staff who are taking part in the Express to Success program for the first time will be required to complete a 24-hour training institute that will be offered during the summer and winter-intersession. The training will provide instruction on: tools to increase student capabilities and technical literacy in using web-based technologies and tools; methods for increasing the percentage of students who achieve the institutional students learning outcomes by systematically reinforcing each of the ISLOs in basic skills, general education and major field courses; using tools to increase student engagement such as clickers and lecture capture tools that will be available in each of the classrooms in which the learning community courses will take place, developing video modules and tutorials for supplemental instruction, including Web-accessible tutorials and just-in-time training, and other related technologies.

Component 3: Increasing Resource Development Capacity to Better Serve Underrepresented Students

Santa Barbara City College will strengthen its external resource development capacity through broad-based training and exposure to policies, cycles, and application regulations of funding agencies that target HSIs. Strategies proposed for development of internal expertise on HSI funding from federal agencies, corporation, and private foundation include gathering funding guidelines, researching model projects, visiting funding agencies, training opportunities and technical assistance workshops, acquiring support staff and grant research supplies/subscriptions.

Santa Barbara City College is not asking the Title V program to provide funding to write grants or prepare applications; rather, it is asking for staffing assistance and training to increase the institution's capabilities to compete successfully for HSI and funds that target Hispanic populations, schools, and communities. In Year 1, the college will hire a contractual Resource Development Specialist (RDS) to support the college Foundation staff. The Specialist will attend the **CRD National Conference**-- the highest profile event in the realm of community college resource development, and the **Federal Funding Task Force** in November 2010 in Washington, DC to being to understand funding resources and how to build capacity. In Years 2-3, the RDS will establish critical networks with groups such as the Hispanic Association of Colleges and Universities (HACU), and the American Association of Grants Professionals (AAGP). In Years 2-3, the focus will be on *training and research*, attending technical workshops and bidder's conferences relevant to new programming and funding for Hispanic students. In Years 4 and 5, emphasis will focus on linking college resource development to institutional research and planning, and to *institutionalize Resource Development capacity*.

A. IMPLEMENTATION STRATEGIES/TIMETABLES

IMPLEMENTATION STRATEGY AND TIMETABLE FORM			
Tasks	Participants	Implementation Methods Involved and Results	Timeframe
General Title V Start-up Tasks (year one only)			
Communications Related to Grant Award/Start-up	Superintendent/President	Announcements made via appropriate internal governance structures; external media releases internal and external constituencies at college informed	10/10-11/10
Hire/Reassign Personnel	Superintendent/President, EVPEP, Project Dir. (PD); Activity Coordinators (AC); faculty leads	Select the Project Director, the Activity Coordinators, and the faculty leads. Faculty selected to serve in project leadership roles given release time. An administrative assistant for the Project Director will be hired. The project evaluator, the programmers, and the <i>Institutional Development Specialist</i> will be hired as consultants.	08/10-09/10
Appoint members of the Express to Success Coordination Team.	Superintendent/President, EVPEP, deans, president Academic Senate, Student Senate.	Appoint faculty, managers, staff and students in leadership roles to serve on the Express to Success Coordination Team and to implement core components of project. The PD, PCs and faculty leads will be members of this Coordination Team.	09/10
Repeating Annual Tasks			
Develop detailed Annual Plan	EVPEP, PD, ACs, Express to Success Coordination Team, and project evaluator.	Express to Success Coordination Team meets to develop and confirm the detailed Annual Plan. Work Groups formed for the ESP.	Semesters W'11-Sp'15
Compile/analyze student progression and retention	IR, Internal Evaluation; ESP Coordination Team; External Evaluator; EVPEP, College Planning Committee.	Detailed analysis of Express to Success Program student progress toward the attainment of educational goals compared to comparable non-ESP students in need of basic skills. Data for planning, decision-making.	Sp '11-Sp'15
Purchasing & Issuing of Contracts for Services/Consultant	PD, ACs, Accounting Office, and Purchasing Office.	All district, state, federal policies related to purchasing, contracting and travel will be followed. Documentation for purchases; district & federal guidelines met.	On-going
Record-keeping, Required Federal Reports	PD, ACs, Senior Director of IR.	Monthly T&E, Monthly Progress Year 1: Interim Progress Report; Years 2-4 Annual PR; Year 5: Final APR. Project in compliance with Fed regulations, EDGAR, Circ A-21	On-going

Formative Evaluation	PD, ACs, Ext. Evaluator, ESP Coordination Team, EVPEP.	See Evaluation Plan for Details. Feedback for planning loop. Changes made to ensure student success.	On-going
Recruitment of students into the Express to Success Program (ESP)	AD, ESP Work Group, Student Outreach and Recruitment, Dir./FA, Assessment Office, Dual Enrollment program Coordinator, bi-lingual counselors, chairs of Credit ESL and basic skills;	Implement, evaluate, revise plan to recruit students in into the ESP to achieve the following minimum targets: Year 1: 150 students in field test pre-ESP learning communities (LCs)/Year 2: 400 students/Year 3: 700 students/Year 4: 1,000 students/Year 5: 1,500 students enrolled in the ESP LCs, including the ESL Immersion/Transition program.	On-going
Campus tours for area high school Hispanic students.	Director, Student Outreach and Orientation	Conduct campus tour, orientation, transportation and lunch for 390 area high school Hispanic and low income students.	On-going
Recruit, train, & coordinate faculty, counselors & staff	PD, AD, ESP Learning Communities Work Group, Director of the Faculty Resource Center.	Implement annual plans to recruit, train, and implement additional sections of the ESP Learning Communities and ESP ESL Immersion/Transition program. See Learning Community Recruitment, Training and Coordination Plan for details.	On-going
Recruit, train evaluate tutors assigned to ESP LC classes and ELS Immersion/Transition Program.	PD, Gateway to Success program Coordinator, Director of the Learning Resources Center, ESP faculty.	Recruit students and other qualified individuals to serve as tutors for the ESP LC courses and the ESP ESL Immersion/Transition program. Tutors complete tutor certification program. Tutors will be part of the Gateway to Success Tutoring program.	On-going
Train ESP and non-ESP faculty on effective instructional strategies for promoting student learning and achievement	Dean for faculty Professional Development, PD, Dean, Educational Technologies, Co-Directors of Faculty Resource Center, ESP Faculty, Faculty.	Offer training for a minimum of 80 ESP and non-ESP faculty per year on effective instructional strategies for promoting student learning and achievement, with a particular focus on methods that meet the needs of under-prepared and second language students. The training will include effective applications of technology and digital media. The 24 hour Teaching and Learning Institutes will take place during the winter and summer intercessions.	On-going

Offer workshops during the Fall and Spring Faculty In-service Days	Professional Development, PD, Faculty Professional Development Committee, Faculty Resource Center, ESP Faculty, Faculty.	Offer workshops Fall and Spring Faculty In-service Days on effective instructional strategies for promoting student learning and achievement, on methods that meet needs of under-prepared/second language learners.	On-going
Purchase/install clickers (student response system) and lecture capture equipment.	Director of Instructional Media, Dean, Educational Technologies, Co-Directors of the Faculty Resource Center.	Purchase and install clickers and lecture capture equipment in each classroom in which ESP LC courses are offered. Additional classrooms and instructional labs added each year as number of ESP LCs expands.	On-going
Expand capacity to generate grants for external funding.	Superintendent/President, Grant Development Consult, EVPEP.	Hire grant development consultant with expertise in applying for and managing large federal and private foundation grants. Establish priorities for grant development to support the college's initiatives and for under-represented groups, at-risk and/or second language.	On-going
Increase number of articulation agreements with four-year universities.	EVPEP, Dean, Student Development/Counseling/Matriculation, Transfer Center Director, Articulation Officer, Faculty.	Contact California public and private universities, out-of-state universities, and in-state and out-of-state Hispanic serving institutions to develop articulation agreements with the college. Promote transfer opportunities to the college's students.	On-going
Year One Implementation			
Review/confirm tasks that need to be completed in Yr. 1.	PD, ACs, ESP Coordination Team, ESP Work Groups.	The PD & ACs meet with chair/co-chairs of each ESP Work Group to review annual tasks. ESP Coordination Team and Work Groups meet to review the tasks for Year 1.	8/10-9/10
Complete research on best practices- ESP	PD, ACs, ESP Work Groups, Deans.	Research, identify best practices for each component of ESP.	8/10-12/10
Identify core technology and digital media competencies students need to acquire to achieve	Computer Applications and Office Management faculty, Dean, Educational Technologies, Instructional Technologies Committee, ESP Student Technical Literacy Work Group,	Research completed to identify core technology and digital media student competencies. Develop online self-assessment tool and field test in January, 2011, revise in February/March, and implement in April, 2011. Core technology and information literacy skills used in placing ESP students in the appropriate Computer	8/10-8/11

educational and career goals.	ESP Coordination Committee.	Applications courses. Develop 24 hour required Technologies Institute.	
Complete research on the selection of the electronic educational plan.	Dean Counseling, Counseling department, Articulation Officer, IT, department chairs, ESP Coordination Committee	Confirm that the Degree Works online educational plan is the best product available for the college to acquire. Include a 2-month acquisition and installation phase, a 4-month implementation phase, and a 2-month training/shakeout phase.	8/10-10/10
Develop Pathways to Success Plans on tasks students need to complete after completing 15, 30, 45 and 60+ units.	Dean, Student Development and Counseling; ESP Student Services Work Group; Counselors, ESP Coordination Team.	Develop Pathway to Success Plans for students in each of the following educational goal categories: Transfer, Degree, Career Technical Education Certificate or Degree; and Undecided/Undeclared.	9/10-2/11
Develop print and Web-based materials in English/Spanish for outreach plan.	PD, ESP Student Recruitment and Outreach Work Group, Enrollment Management, Marketing, ESP Team.	Develop print, video, and web-based materials in English and Spanish to promote the Express to Success Program.	10/10-3/11
Decision Support System (DSS) project team organized and project scoped.	Leads from Institutional Research and Information Technology. Important input from VP's, Directors, Managers, Deans,	Collect and organize system requirements for Express To Success, Student Pathways Tracking System, Electronic Ed Plan, and e-Portfolios. Gather requirements and specify critical system capabilities. Interview stakeholders.	10/10 -- 3/11
Translate print, Web-based forms and videos into Spanish.	Chair ESL department, Dean, Student Development/Counseling/Matriculation, Admissions, person hired to do translation,	Translate into Spanish print, Web-based forms and procedures and videos for limited English speakers to navigate and complete essential college tasks.	10/10-2/10
Develop/implement procedures for students to apply to Express to Success Program.	PD, AC, ESP Student Recruitment and Outreach Work Group, Counseling, ESP Coordination Team.	Develop/implement the procedures for students to apply to take part in the Express to Success Program.	10/10-2/11

Complete research needed to design the Student Pathways Tracking System. Hire programmer(s) needed to develop this system. Begin system development.	PD, IR, programmer/consult, Deans with student services departments, Counseling department, Student Monitoring/Intervention/Follow-Up Work Group, ESP Coordination Committee.	Complete research needed to design the Student Pathways Tracking System. Identify data elements used to monitor, intervene and follow-up with students in the ESP cohort groups. Integrate third-party systems used by the college for tracking student progress (e.g., degree audit, early alert, electronic educational plan) with its Banner Student Information System. Hire programmer/consult to assist IT staff with this project. Begin development of this system.	9/10-9/11
Develop each of the five ESP Learning Communities to be offered in Fall 2011. Select faculty, and counselors.	PD, AC, Learning Communities Work Group, ESP Coordination Committee and each of the ESP Work Groups, faculty and Student Services staff.	Complete development of five learning communities to be offered in 2011-12. Recruit faculty to teach the LC courses in Fall 2011.	8/10-12/10
Complete research on best practices for offering an ESL Immersion/Transition program. Develop the program.	Dean for ESL, Chair, ESL department and ESL faculty, Counseling co-chair and bilingual counselors, ESP Work group for ESL Immersion/Transition program, ESP Coordination Team.	Complete research on best practices for ESL immersion programs. Develop curriculum and support services for ESP ESL Immersion/Transition program to prepare students to transition into the ESP LCs.	8/10-8/11
Training for faculty and counselors that will be teaching ESP LCs, ESL Immersion/Transition courses.	LC faculty, ESL faculty, PD, AC, ESP LC Work Group, ESP ESL Immersion/Transition program Work Group.	Develop agenda, strategies, and materials for the mandatory training workshop for ESP LC and for the ESL Immersion/Transition program. Conduct workshops and schedule a minimum of 12 hours for planning/development time for program development and coordination.	11/10-8/11
DSS: Evaluate candidate DSS vendors and systems.	DSS Project Team	Select vendors (programming consults) and software products to assist in developing the Decision Support System.	4/11-7/11
DSS: Purchase, install and configure chosen system.	DSS Project Team, with emphasis on Information Technology involvement.	Procurement, installation, and configuration of the actual software.	8/11-9/11

Design and implement "Transfer – Make It Happen"		Design and implement the marketing campaign to promote transfer (e.g. events, web, posters, e-mail, blogs, video, print, class assignments and recognition events).	
Create short videos in English and Spanish on financial aid and planning topics.	Dir./Financial Aid, ESL department chair, Director of Student Outreach and Orientation	Create short videos in English and Spanish on various financial aid and planning topics, including the process for applying for financial aid and scholarships, post on college's web site, incorporate into college orientations and outreach activities.	9/10-7/11
Recruit students into the Express to Success Program and into	PD, School Relations, Orientation Services, Assessment Center, ESL/Basic Skills faculty, Counselors, Director of Marketing.	The plan will include high school, Continuing education and community outreach and college-in-reach activities that are described in the project narrative. ESP ESL Immersion/Transition program will begin in Year 2 (2011-12).	2/11-8/11
Create and incorporate Directed Learning Activities (DLAs) into Dual Enrollment (high school & college credit) courses.	Dean/faculty Dual Enrollment, Counseling, Dir./Financial Aid, Career Center, Admissions, High School Counselors, ESP Coordination Team, ESP, Dual Enrollment DLAs, Faculty Resource Center	Students complete DLAs (assignments). DLAs developed for each course that shows connection of the subject matter to career and major field options. Follow-up and discussion provided by instructors and/or Dual Enrollment staff designed to help students prepare for & enroll in college after high school Videos produced by college staff to support the DLAs.	1/11-9/11
Develop a comprehensive Transfer Effectiveness Plan.	Superintendent/President, EVPEP, Transfer Effectiveness Plan Work Group, Academic Senate, Transfer Center, College Planning.	Form Transfer Effectiveness Work group to develop a comprehensive plan to increase student transfer rates. The plan will be used to inform the goals and objectives to be included in the College Plan for 2011-14.	9/10-5/11
Develop marketing campaign plan to promote student transfer on campus and in area junior and senior high schools.	Director of Transfer Center, Transfer Achievement Program Coordinator, Deans Council, Director of Marketing, Transfer Effectiveness Committee, Academic Senate, Student Senate.	Design and implement a college-wide Transfer – Make It Happen marketing campaign that establishes a robust transfer culture on campus, in local middle and high schools and throughout the community in support students pursuit and completion of a baccalaureate degree through transfer from a community college. Create promotional materials and strategies.	

Year Two Implementation			
Review/confirm tasks needed to be completed in Yr. 1.	PD, AD, ESP Coordination Team, ESP Work Groups.	The PD and AD meet with the chair/co-chairs of each ESP Work Group to review the tasks that need to be achieved during the year.	8/10-9/10
Offer ESP LCs and ESP ESL Immersion/Transition program	PD, ESP LC and ESL Immersion program faculty and student services staff.	Offer one or more sections of each of the five ESP LCs and the ESL Immersion/Transition program both in Fall 2011, and Spring, 2011 semesters.	8/11-5/12
Continue to implement recruitment/outreach plan to meet Year 2 target	PD, ESP Coordination Team, Activity Coordinators, ESP Work Groups, Faculty, Counselors, Director of Marketing,	Continue to implement recruitment/outreach plan to meet Year 2 target of having a minimum of 360 students enroll in the ESP LCs and a minimum of 60 students enroll in the ESL Immersion/Transition program.	8/11-2/12
Confirm programming requirements to expand the functionality of SARS Early Alert System (SARS-ALRT)	Dean, Student Development and Counseling, IT, Consultant/Programmer, Student Success Counselor, ESP Team, and faculty and student services managers.	Hire consultant to help in designing and programming needed to expand the functionality of SARS-ALRT and to integrate it with the web-base grade book and student attendance programs used by faculty for their classes.	9/11-6-12
DSS: Integration and Beta testing.	DSS Project Team and designated testers.	Integrate with targeted existing systems. Define security roles. Testing and problem correction.	10/11-3/12
E-portfolio software purchased and criteria for use, established.	PD, ESP Coordination Committee, Deans, Director Faculty Resource Center, faculty for the ESP LCs.	Complete research on e-portfolio software to use in project; establish criteria for selecting e-portfolio tool, implement web portal.	10/11-7/12
Complete formative evaluations of ESP/ESL	PD, External Evaluator, IR, ESP Coordination Team.	Complete formative evaluations on the ESP LCs and ESL Immersion program. Use results to inform program modifications and improvements	11/11-8/12
Evaluate and, where needed, modify and improve the	Dean, Educational Technologies, ESP Technology Skills Assessment Work Group, ESP Faculty, Computer	Evaluate and, where needed, modify and improve the effectiveness of the Online Technology Self-Assessment to accurately identify student technology	11/11-8/12

effectiveness of the Online Technology Self-Assessment	Applications faculty, IR.	and digital media competencies and placement into appropriate Computer Applications courses	
Continue to create and incorporate Directed Learning Activities (DLAs) into Dual Enrollment (DE) courses.	Dean/faculty Dual Enrollment, Counseling, Financial Aid, Career Center, Admissions, High School Counselors, ESP Team for DE/ DLAs, Faculty Resource Center staff	Create and incorporate Directed Learning Activities (DLAs) into Dual Enrollment (high school and college credit) courses offered in the high schools designed to help students prepare for and enroll in college upon high school completion. DLA's designed to help students prepare for and enroll in college upon high school.	8-11-8-12
Integrate Degree Works with articulation data from ASSIST using E-Transcripts.	Dean, Student development and Counseling, Articulation Director, Co-Chairs of Counseling department, IT and consultant/programmer.	Integrate the electronic student educational plan (Degree Works) with articulation data from ASSIST and coursework from other colleges using E-Transcripts.	8/11-12/11
Pilot test Pathway Plans (hard copy) with students in the LCs.	ESP LC faculty and counselors, PD, IR, ESP Coordination Team.	Hard copies of the Pathways to Success Plans will be field tested with all students in the ESP LCs and in the ESL Immersion/Transition program.	8/11-7/12
Recruit faculty and counselors.	PD, ESP LC Coordinator, ESL Department, Counseling, ESP Team.	Recruit faculty and counselors needed for the number of sections of ESP LCs and the ESL Immersion/Transition to be offered in Year 3 (2012-13).	9/11-1/12
Complete training and ESP LC coordination planning sessions	PD, ESP LC Coordinator, ESL Immersion/Transition Program, ESP Training Work Group.	Complete training and ESP LC coordination planning sessions for new and continuing faculty, counselors and support staff involved in the LCs and/or with ESP.	1/12-8/12
Implement each of the activities listed in the "Ongoing".	PD, ESP Activity Coordinators, ESP Coordination Team.	Implement each of the activities listed in the section "Ongoing".	8/11-9/12
Implement the Transfer-Make it Happen marketing.	Transfer Center, TAP, Deans Council, Marketing, Transfer Effectiveness Committee, Academic/Student Senate	Implement the college-wide Transfer – Make It Happen marketing campaign.	4/11-9/12

Implement the Transfer Effectiveness Plan from Yr. 1.	EVPEP, Transfer Effectiveness Committee, Director of Transfer Center, Faculty, Staff.	Implement the Transfer Effectiveness Plan that was developed in Year 1.	4/11-9/12
Evaluate and, where needed, modify effectiveness of recruiting processes/materials	ESP Coordination Team, Marketing, Student Outreach and Orientation, Enrollment Management Committee.	Evaluate, and where needed, modify the effectiveness of the processes and materials developed to recruit the students into the Express to Success Program, particularly Hispanic students.	10/11-3/12
Develop instructional videos/ web-based materials using e-Portfolio	ESP e-Portfolio Work Group, Dean, Educational Technologies, Faculty Resource Center staff	Develop instructional videos and web-based materials for students, faculty and student services staff on using the e-Portfolio tool.	8/11-12/11
Student Pathways Tracking System (SPTS) System definition, scoping and requirements analysis	Project Team, including representatives from Student Services (Matriculation, Counseling), Information Technology, and Institutional Research	Define the critical requirements and capabilities, identify the existing systems to be integrated, the stakeholders involved, and specify the details of the project plan.	10/11 – 2/12
Iterative System Design and Development	Project Team, in coordination with stakeholders.	Software development project will follow the AGILE methodology of iterative design and development. Iterative software deliveries will be made, building on previous, adding more functionality refining.	2/12- On-going
DSS: Training. Set up support resources.	Lead by DSS Project Team	Prepare and deliver scheduled group training courses, including training for user and tech support	2/12-3/12
DSS System go-live.	Project Team	DSS ready for production use.	4/12
SPTS: Milestone 1: Banner Assessment SARS-GRID Integration		This delivery will demonstrate the integration of Banner student data (including Assessment and Academic History) and SARS-GRID (student services appointment scheduling)	5/12
<i>Fully implementing</i> SARS Early Alert System	Student Development/ Counseling, IT, Consultant/ Programmer	Complete programming for SARS with the web-based grading grid and student attendance software programs used by faculty.	7/12-3/13

SPTS: Milestone 2: Pathway Cohort ID	Project Team	This delivery will include the software to identify, track, and report on the Pathway cohorts.	8/12
Year 3 Implementation			
SPTS: Milestone 3: Instructor Grades & Attendance Data Integration	Project Team	Delivery will add integration of Grade and Attendance data from Banner and SIRS (Supplemental Instruction Reporting System), to track student attendance	11/12
Complete programming needed to maximize the effectiveness of SARS Early Alert System (SARS-ALRT)	Dean, Student Development and Counseling, IT, Consultant/Programmer, Student Success Counselor ESP Coordination Team, faculty	Programming for SARS completed including web-based grading grid and student attendance software programs.	7/12-3/13
Implement Electronic Educational Plan	ESP LC faculty, counselors, ESP Student Services Work Group, Counseling, , Office of Student Life, IR,	Implement Electronic Educational Plan for ESP students, Provide ESP LC students with degree progress reports, pilot Pathway Co-Curricular Progress Reports. Conduct formative evaluation	8/11-8/12
Implement the e-Portfolios	ESP LC faculty, Career Center, Faculty teaching Work Experience Courses, ESP e-Portfolio Activity Director, IR,	Implement the e-Portfolios in the ESP LC PD. English and general education courses in College Work Experiences courses .Conduct formative evaluation on the e-Portfolio tool	8/11-8/12
SPTS: Milestone 4: Early Alert Integ.	Project Team	This delivery will integrate the SARS Early Alert system.	4/13
Years 4-5 Implementation			
Electronic Educational Plan fully operational for ESP students and LC	ESP LC faculty and counselors, ESP Student Services Work Group, Dean for Counseling, Dean, Office of Student Life, Counselors, IR.	Electronic Educational Plan provided for ESP students and ESP LC students. Pathway Co-Curricular Progress Reports implemented with ESP students. Changes made to tools and strategies	9/12-8/13
Implement the e-Portfolios. Evaluate project.	faculty, counselors, Career Center, Work Experience, ESP e-Portfolio Activity Director, IR, ESP/Ext Eval.	Implement the e-Portfolios into the PD, English and GE courses for ESP LCs and into College Work Experiences. Conduct formative/sum. evaluation.	8/12-8/13 and 1/14-9/14

B. KEY PERSONNEL

Job requirements for Contracted Experts can be found in Budget Narrative and are described in the Activity Implementation; for the External Evaluator, a resume brief can be found in the Evaluation section.

TITLE V PROJECT DIRECTOR (Kathy Molloy) (100%FT) REASSIGNED

Primary Responsibilities: Provides overall leadership and project direction. Supervises Activity Directors; assists with daily operation. Assures grant compliance. Assists in recruitment of key program personnel. Oversees preparation of reports and communicates with program officer. Authorizes all expenditures. Works with staff to institutionalize new practices, improvements. Ensures evaluation results are timely and measures progress towards meeting the project objectives. **Required Education and Experience:** Master's Degree & minimum of 5 years administrative experience in higher education; minimum of 3 years experience with management of federal grants and familiarity with Title V program. Budget management experience.

Relevant Experience: Over 30 years instructional experience; currently the Basic Skills Coordinator, faculty in English Skills, developmental reading and writing. Academic Senate President 2005-07, led College's Student Success Initiative (Partnership for Student Success). In 2009, appointed Basic Skills Initiative's Regional Dir. **Education:** Master's degree.

CO-ACTIVITY COORDINATORS (Pricilla Butler/Sheila Wiley) (50%FT) REASSIGNED

Primary Responsibilities: Will oversee content areas to develop and implement Basic Skills and ESL immersion program. Work with faculty leads. Facilitate design and delivery of LCs, support services. Develop faculty development & training program. Integrate best practices into classrooms & services. Administer the Activity in accordance with Title V regulations. Adhere to implementation timelines. **Minimum Qualifications:** Masters Degree in Education, Counseling; Psychology or related field; teaching or counseling at college level; experience working with Hispanic populations; assist college to tie improved practices in teaching and learning, to college-wide effort. **Relevant Experience:** Full-time ESL faculty at Santa Barbara City College since 2007; Current ESL Department Chair. Serves on Partnership for Student Success committee. One of three ESL facilitators for the state of California on its curriculum recoding project (CB 21); currently ESL faculty facilitator for SBCC. Assess, California's statewide assessment project.(Butler) Coordinates Gateway program.(Wiley) **Education:** Master's in English; Ph.D. in TESOL (Butler);Masters Arts, Reading (Wiley).

RESOURCE DEVELOPMENT SPECIALIST (Contractual) NEW HIRE

Primary Responsibilities: This new contractual position planned for continuation at grants end will report to the Superintendent/President, Dr. Andreea Serban to develop institutional capacity to pursue, compete for, and secure HSI grants and external funding; provide training and support to staff to plan and develop proposals. **Minimum Qualifications:** Any combination of training and or experience equivalent to a Master's degree in business administration, social sciences or language arts: at least five years progressively responsible experience in program, proposal or contract development/ writing; experience researching, writing public/private government grants.

OTHER PERSONNEL

Basic Skills Specialist (Carmen Rivero) (50%FT) REASSIGNED

Job Description-This new part-time position will serve as a liaison between K-12 Outreach Services TAP, ESL services and the ESP program to assist underrepresented students pursuing

degrees with intent to transfer. This position will be the primary contact for prospective students, parents; registration process for schools served; assist with outreach events.

Articulation Counselor (Laura Castro) (0%/0%/50%/50%/50%FT) REASSIGNED

Job Description- This new full-time position will work with the Career/Transfer Center Coordinator to provide leadership for career services, develop/ teach bridge/career major LC curriculum and career workshops, provide career counseling for students, implement interventions (student/career mentors).

Faculty Leads

(Hourly/stipends)

Job Description-Lead faculty members in Math, English and General Studies will be released from teaching one course or receive stipends for curriculum revision, to provide oversight for accelerated LCs, to train and select SI Leaders, train tutors, and to develop new PD courses.

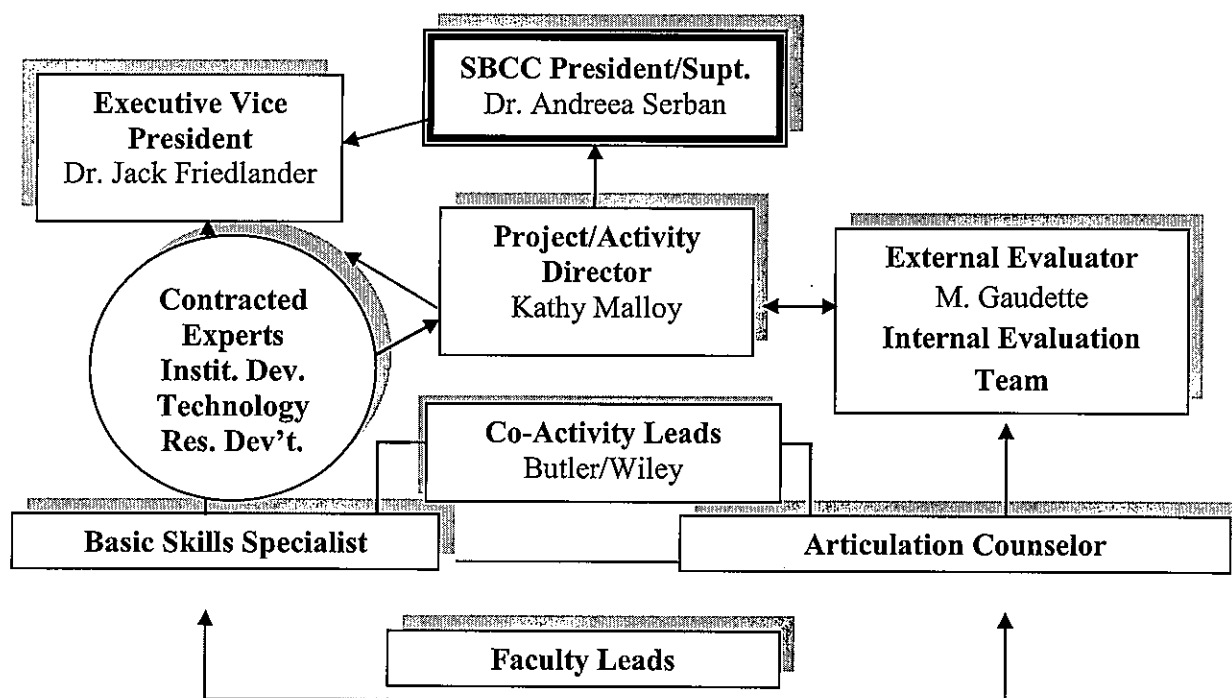
Learning Community (Gateway) Tutors

(Hourly-15 hrs/week)

Job Description-Student tutors will be hired on a part-time hourly basis under the direction of the college Gateway and Basic Skills faculty coordinators to provide tutorial services in basic skills courses.

C. PROJECT MANAGEMENT PLAN

Ultimate project authority and responsibility rests with Superintendent/ President Dr. Andreea Serban and Executive Vice President, Dr. Jack Friedlander, who will delegate administrative and supervisory authority to the Title V Director, Kathy Malloy. **Reporting:** Dual reporting to the President and Vice President of Academic Affairs, will ensure Ms. Malloy has direct access to the President and President's Cabinet. As the **Title V Director**, she will provide day-to-day supervision. The **Activity Coordinators** will report to Ms. Malloy and will be given authority to support and implement the activities over which they hold responsibility. See Key personnel for qualifications and resume briefs. A Title V Advisory Committee of all Key Personnel will meet quarterly and report to the President to provide consultation with project staff and to review reports with Institutional Development Specialist and External Evaluator. Below is an **Organizational Chart of the Title V Project Management team.**



Project Management Procedures	
Project Manual	♦ Comprehensive manual developed by Title V Director specifies all operating guidelines, policies, procedures, responsibilities, authority, job descriptions, forms, reporting timelines. ♦ Distributed to Title V staff, President and Evaluation Team
Title V Staff Meetings	♦ Bi-weekly meetings with Activity Directors and Project management team. Identify and remedy problems, monitor progress of project activities. Individual meetings held with project staff to address methods for increasing the success of the activity. ♦ Minutes recorded, filed in Project Manual.
Time/Effort Reports	♦ Reports detailing time and effort by all full-time and part-time Title V employees, submitted to and signed by the Title V Director.
Monthly Progress Reports	♦ Progress reports to Title V Director, implementation progress, formative evaluation reported by Title V Director to the President and internal Evaluation Team.
Quarterly Reports	♦ Quarterly Report from the Title V Director, assisted by SBCC IR Office summarizing progress toward Activity Objectives. ♦ Quarterly reports form the basis of briefings for the President, President's Cabinet, administration, and staff, as appropriate.
Annual Reports	♦ Annual performance report submitted, prepared by Title V Director.
Fiscal Reports	♦ Monthly expense/budget status reports from Office of Institutional Research & Planning programs to Title V Director.

Personnel Procedures	♦ Institutional policies and procedures followed for filling Title V positions, adherence to required state and federal affirmative action policies. (SBCC compliance with GEPA, Section 427, Assurances) ♦ Title V Dir. maintains information regarding grant-funded professional personnel
Equipment Inventory	♦ All equipment purchased through Title V funds tagged accordingly. Title V Director maintains up-to-date equipment inventory.
Inst. Governance	♦ Title V Director and Activity Directors meet quarterly with Evaluation Team, serve on appropriate institutional committees, task forces.

D. EVALUATION PLAN

Evaluation Design: (1) Evaluation will be a continual process, NOT a set of ancillary tasks amended to the grant project once or twice a year; (2) A research and evaluation professional was involved in grant development to assure reliability and validity of baseline data provided; (3) A third party evaluation will be conducted by Dr. Michael Gaudette hired via contract; (4) Project adheres to scientifically valid education evaluation methods including use of multiple measures; (5) Staff with responsibility for institutionalization of activities post-grant are involved in evaluation; and (6) Title V logic model and formative/ annual summative assessment data .

Internal Evaluation: The Title V Project Director, Kathy Molloy, the two (2) Activity Directors, Institutional Research (IR) Officer, and external evaluator Dr. Gaudette, will evaluate the project. **Data Collection:** Tracked and processed to provide information for substantiating outcome measures; analyzing impacts on goals for assessment of progress toward five-year CDP objectives and annual activity objectives. Data collection and analysis for formative and summative evaluation conducted to enable progression toward attainment of yearly outcomes.

MIS Support: All CA community colleges submit 14 data files to the Chancellor's Office within 30 days following the last day of instruction each term. Program awards and financial aid reports are submitted annually; 166 computed variables are reported in three categories: Student Data, Faculty and Staff Data, Course Data. **Annual Student Survey:** Assessment of the impact of project activities on student learning will be conducted. SBCC will administer the Community

College Survey of Student Engagement (CCSSE) each year of the project. Over-sampling of student cohorts participating in project will compare Title V outcomes with other students.

OBJECTIVES	Data Elements Related to CDP and Activity Objectives
Course Success and Progression CDP 5-Year HSI & Objs. #1-4 Activity Objectives #1-3, 5-7	<ul style="list-style-type: none"> Information on course success -end of term grade files MIS Student progression through Basic Skills math and English sequences tracked in specific courses across multiple terms
Equity: Demographic Sorting of ALL Outcomes	<ul style="list-style-type: none"> Demographic information on students will be derived primarily from student responses to questions on the application for admission (ethnicity, age, gender, zip code)
Piloting Alternative Strategies Activity Obj. #4	<ul style="list-style-type: none"> # of cohorts of students in LC pilots and # of sections piloting alternative strategies tracked by Project Director
Prof. Development & Integration of Knowledge into Instructional Delivery Activity Objs. #8, 9, & 10	<ul style="list-style-type: none"> Developmental faculty (full and part-time) participating in professional development tracked by Project Dir. Annual faculty survey will monitor integration of new knowledge into curriculum and course delivery

General Outcomes / Uses of Evaluation Process

External Evaluation – Independent Consultant: In addition to the internal monitoring, Dr. Michael Gaudette- an outside consultant will conduct an annual independent evaluation.

Dr. Michael Gaudette– External Evaluator		
Education	M.B.A. Business (1990) <u>City University Bellevue, WA</u> A.B.D. Education (1994) <u>Oregon State University Corvallis, OR</u>	
Professional Experience	Managed and written Title III/V grants for 22 years, edited Title III/V grant applications as a consultant, Department of Education Title III/V peer reviewer, and evaluated over three dozen Title III projects over the past four years.	
Awards & Publications	Past national president (1999-2000) Council for Resource Development (professional association of community college fundraisers). Presenter to local, state, regional and national audiences of community college fundraisers, boards and financial professionals on diverse fundraising topics.	
<i>Dr. Gaudette will work with SBCC to schedule evaluative activities according to the following:</i>		
Grant Year One	Grant Years Two, Three, Four	Grant Year Five
Assist in design of: <ul style="list-style-type: none">Tracking accessData elementsData collectionEvaluation processes	<ul style="list-style-type: none">Conduct “mid-term” assessment of progressRecommend changes to research designExamine evaluation progress, administrative operations	<ul style="list-style-type: none">Assist in design of:Final summative assessment of impacts of project on institutional goalsInstitutionalization

Budget Narrative

Program Profile Narrative Form

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

Attachment 1:

Title: **SBCC HSI Program Profile.pdf** Pages: 2 Uploaded File: **SBCC HSI Program Profile.pdf**

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

PR/Award # P031S100152

8a. HSI Assurance: Total Undergraduate FTE Enrollment Count: 12,735 Hispanic Undergraduate FTE Enrollment Count: 3,480 Undergraduate FTE Hispanic Percent: 27.3%	8b. State Enrollment Reported Data: Hispanic Undergraduate FTE Enrollment: 2,497 Undergraduate FTE Hispanic Percent: 21.2%	8c. IPEDS Reported Data: Hispanic Undergraduate FTE Enrollment: 2,497 Undergraduate FTE Hispanic Percent: 21.2%
<p>9. Eligibility Documentation: Please provide us with the documentation the institution relied upon in determining that at least 25 percent of the institution's undergraduate FTE students are Hispanic.</p> <p>NOTE: The Department will cross-reference for verification, data reported to the Department's Integrated Postsecondary Education Data System (IPEDS), the institution's state reported enrollment data, and the institutional annual report. If there are any differences in the percentages reported in IPEDS and the percentage reported in the grant application, the institution should explain the differences as a part of its eligibility documentation. When providing eligibility documentation to support your HSI assurance, please note that the Department does not consider a replication of the instructions sufficient justification. If the Department receives a replica of the instructions and/or cannot validate assurance, the application will be deemed ineligible.</p> <p>SBCC Documentation is as follows: We are a 2-year Community College, designated by the DOE in March 2010 as an Eligible Institution under Title III and V, eligible to apply for new grants under the Hispanic-Serving Institutions Program. We calculated our HSI Assurance by extracting from our Banner Student Information System the unduplicated headcount and total credit units, by level (part-time/full-time) and by ethnicity, as of September 30, 2009. As directed by your instructions, we divided the total credit hours of part-time students by 12 to get the total part-time FTE, and added the number of full-time students, resulting in the total FTE. We did the same for Hispanic students, and calculated the percentage of Hispanic FTE to the total.</p> <p>Explanation of differences: The State and IPEDS Hispanic calculated percentages are lower for several reasons: (1) the IPEDS calculation derives part-time FTE by simply dividing part-time headcount by 3, unlike the methodology instructed for HSI Assurance which uses credit hours, a much more accurate reflection of part-time/full-time equivalence, (2) in the California Community College system, the State-reported data is derived directly from the IPEDS data, and therefore suffers from the same methodology problem, and (3) both datasets are based on MIS data submitted through an antiquated data submission system which rejects many records due to conflicting and overly-restrictive constraints on the data; thus it is less accurate than our institution's own data and statistics.</p>		
10. Certifying Representative: Name: Robert F. Else Title: Sr. Director, Institutional Assessment, Research, and Planning Contact Number: 805-897-3522 Fax Number: 805-892-3632	11. By checking this box, the applicant and President of the institution certify that the IHE will comply with the statutory requirements, program standards, and program assurance cited in the HSI program regulations 34 CFR Part 606. X (X indicates that I have checked the box – Robert F. Else).	

Budget Narrative

HSI Activity Detail Budget Narrative Form

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

Attachment 1:

Title: **SBCC Budget Narrative.pdf** Pages: **9** Uploaded File: **SBCC Budget Narrative.pdf**

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V,												Activity Number
Higher Education Act, as amended												1
ACTIVITY BUDGET FORM (To be completed for every major activity for which funding is requested)												
1. Name of the Applicant Institution:				2. Activity Title: Express to Success								
Santa Barbara City College												
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)	50	\$ 22,500	50	\$ 22,500	50	\$ 23,175	50	\$ 25,870	50	\$ 26,586	\$ 120,631	
Activity Directors (2)												
Basic Skills Spec.	50	\$ 22,500	50	\$ 22,500	50	\$ 23,175	50	\$ 25,870	50	\$ 26,586	\$ 120,631	
Articulation Couns.	0	\$ -		\$ -	50	\$ 20,000	50	\$ 25,000	50	\$ 25,000	\$ 70,000	
Facility Lead Stipends		\$ 20,000		\$ 20,000		\$ 20,000		\$ 88,000		\$ 88,000	\$ 236,000	
LC Tutors		\$ -		\$ 47,040		\$ 84,000		\$ 117,600		\$ 168,000	\$ 416,640	
SUB-TOTAL		\$ 65,000		\$ 112,040		\$ 170,350		\$ 282,340		\$ 334,172	\$ 963,902	
b. Fringe Benefits		\$ 11,689		\$ 16,097		\$ 18,918		\$ 19,486		\$ 20,071	\$ 86,261	
c. Travel		\$ 13,602		\$ 5,480		\$ 9,517		\$ 9,739		\$ 9,968	\$ 48,306	
d. Equipment		\$ 23,378		\$ 32,194		\$ 37,836		\$ 38,971		\$ 40,141	\$ 172,520	
e. Supplies		\$ 46,756		\$ 64,388		\$ 75,672		\$ 77,942		\$ 80,282	\$ 345,040	
f. Contractual		\$ 345,440		\$ 312,140		\$ 194,840		\$ 48,000		\$ 48,000	\$ 948,420	
g. Construction											\$ -	
h. Other											\$ -	
i. TOTAL DIRECT CHARGES		\$ 505,865		\$ 542,339		\$ 507,133		\$ 476,478		\$ 532,634	\$ 2,564,449	

1. Explain in detail how you arrived at the total amount requested in each object class in each year of the activity.

Salaries: Salaries at Santa Barbara City College reflect average community college salaries in California, based on salary surveys of 16 colleges with similar characteristics, and are tied to particular job classifications through bargaining unit contracts.

All salaries in budget are consistent with those paid to current employees and are in accordance with district policies.

An increase of 3% COLA is built into the budget in subsequent years as allowable.

Benefits: Personnel benefits are calculated at 11.5% for certificated faculty and 9.37% for classified personnel.

Consultants and External Business Firms: When faced with a task requiring external help, the college solicits a request for bids specifying what services are to be delivered, when, and the expected level of competence of the consultant or business. Minorities, women, veterans, people with disabilities and other underrepresented groups are encouraged to apply.

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V,												ACTIVITY NUMBER			
Higher Education Act, as amended												2			
ACTIVITY BUDGET FORM (To be completed for every major activity for which funding is requested)															
1. Name of the Applicant Institution:															
Santa Barbara City College															
2. Activity Title: Express to Success (ESP)															
Project Management & Evaluation															
Budget Categories	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	% of Time	Funds Requested			
Object Class															
a. Personnel	100	\$ 50,124	100	\$ 50,124	100	\$ 51,628	100	\$ 53,177	100	\$ 54,772				\$ 259,825	
(Position Title)															
Title V Project Director															
Admin Assistant	50	\$ 14,138	50	\$ 14,138	50	\$ 14,562	50	\$ 14,999	50	\$ 15,449				\$ 73,286	
PME															
SUB-TOTAL		\$ 64,262		\$ 64,262		\$ 66,190		\$ 68,176		\$ 70,221				\$ 333,111	
b. Fringe Benefits		\$ 7,089		\$ 7,089		\$ 7,302		\$ 7,521		\$ 7,746				\$ 36,747	
c. Travel		\$ 3,200		\$ 3,200		\$ 3,236		\$ 3,273		\$ 3,311				\$ 16,220	
d. Equipment		\$ -		\$ -		\$ -		\$ -		\$ -				\$ -	
e. Supplies		\$ 1,200		\$ 1,200		\$ 1,200		\$ 1,200		\$ 1,200				\$ 6,000	
f. Contractual														\$ -	
g. Construction														\$ -	
h. Other		\$ 24,000		\$ 26,000		\$ 21,000		\$ 17,000		\$ 15,000				\$ 103,000	
i. TOTAL DIRECT CHARGES		\$ 99,751		\$ 101,751		\$ 98,928		\$ 97,170		\$ 97,478				\$ 495,078	

BUDGET NARRATIVE**SANTA BARBARA CITY COLLEGE****ACTIVITY TITLE:**

Express to Success Program: IMPROVING DEGREE COMPLETION, TRANSFER RATES, STUDENT SUPPORT SERVICES AND RESOURCE DEVELOPMENT CAPACITY

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 3% have been calculated beginning in year 3 at a time when the College projects an improvement in the state budget and the reinstatement of COLA. All positions are detailed in the *Key Personnel* section of the Activity.

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Activity One Directors (2) (50%FTE)	\$22,500	\$22,500	\$23,175	\$25,870	\$26,586
Basic Skills Specialist (50% FTE)	\$22,500	\$22,500	\$23,175	\$25,870	\$26,586
(4) Faculty Activity Leads (25% reassigned time) Stipends for inter-sessions	\$20,000	\$20,000	\$20,000	\$88,000	\$88,000
Reassigned Time for Articulation Counselor (0%/0%/13%/15%/15%)	0	0	\$20,000	\$25,000	\$25,000
Tutors (hourly)	0	\$47,040	\$84,000	\$117,600	\$168,000
TOTAL PERSONNEL	\$65,000	\$112,040	\$170,350	\$282,340	\$334,172

← stand
← stand
← stand
← hourly instr
← tutor

2. FRINGE BENEFITS

Personnel benefits (payroll associated costs) for faculty calculated at 11.5% and 9.37% for classified staff.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL FRINGE BENEFITS	11,689	16,097	18,918	19,486	20,071

2. 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 1:** Will send 2 ESL faculty to 2 out-of-state community colleges recognized for offering high quality and innovative ESL programs that include an immersion/accelerated option (Airfare \$500 per person per visit; lodging/per diem \$500 per person per visit) and 2 ESL faculty to attend the TESOL Conference in New Orleans, Louisiana (\$700 per person airfare; lodging/per diem \$800 per person; registration fees and other expenses \$500 per person

Year 1-5: Includes regional travel for 5 faculty and Activity Co-Coordinator leading and/or teaching accelerated basic skills or ESL courses that are part of the Learning Communities to attend training workshops @ average of \$500/ea. (registration, per diem, mileage) led by content experts in learning communities, accelerated basic skills courses, strategies to increase the success of basic skills and second language students, and applications of technology.

Years 1, 3-5: Senior Director for Institutional Planning, Research and Assessment and the Programmer Analyst for this office will attend the Annual Higher Education Data Warehousing Conference. Airfare \$650 per person; conference fee/per diem \$756 per person; lodging/ground transportation costs, \$655 per person.

Years 1-5: rental of 12 buses @265 per bus to transport students from area high schools to the college for campus tours. Years 3-5 include additional costs per bus to allow for cost increases.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL TRAVEL	13,602	5,480	9,517	9,739	9,968

4. EQUIPMENT:

Year 1: Computer workstation (\$1,200) for Title V contract programmer.

Year 1-5: Clickers for classrooms in which LC courses will be offered at \$40 per clicker (purchase/installation)

Year 1-5: Classroom lecture equipment for classrooms in which LC courses are offered @ \$2,000 per classroom (5 classrooms in years 1-3, 20 classrooms in Year 4, and 5 classrooms in Year 5).

Year 2: Database server to support Student Pathways Tracking System; \$10,000

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Equipment	23,378	32,194	37,836	38,971	40,141

5. SUPPLIES

- **Years 1-5:** General supplies for Activity Coordinators, and project management @\$1,200 per year.
- **Year 1:** Software (\$52,500 one-time cost) and annual maintenance fee (\$9,450) for the electronic educational plan tool (Degree Works).
- **Year 2-5:** Annual software maintenance fee for Degree Works: \$9,828 in Year 2 and 4% increase in cost per year in Years 3-5,
- **Years 1-5:** Materials for Transfer-Make it Happen marketing campaign: \$3,000 in Year 1 and \$500 per year in Years 2-5..
- **Year 3:** Software license fee for Degree Works TreQ: \$19,000
- **Years 3-5:** Annual Maintenance fee for Degree Works TreQ: \$3,420 in Year 3 and 3.3% higher in year 4 and in Year 5.
- **Year 3:** Software license fee for TES needed to expand the functionality of the electronic plan (Degree Works): \$6,346. **Years 4-5:** Annual maintenance fee for TES @ \$3,557 in Year 4 and \$3,669 in Year 5.
- **Years 1-5:** Marketing materials for Express to Success Program: \$5,000 in Year 1 and \$1,000 per year in Years 2-5.
- **Years 1-5:** Promotional materials and light refreshment s for 2 receptions per year for new ESP students, family members and ESP faculty and project staff; \$500 in Year 1 and increased cost in Years 2-5 to allow for growth in student participation in the ESP program.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL SUPPLIES	\$46,756	\$64,388	\$75,672	\$77,942	\$80,282

6. CONTRACTUAL

Year 1: Contracts for External Expertise: Contracted Specialist, Resource Development (\$15,000) to develop capacity to research external HSI funding sources and to train staff in capacity development for grants/contracts. Resource Development Specialist contracted professional expert will also provide training in development of Res Dev office and resources data. Consultants from Washington Center for Improving the Quality of Undergraduate Education to provide workshops on learning communities and accelerated basic skills courses (\$4,000); Data Warehouse Consultants to help design Decision Support System (\$108,000); Contract to install, inscribe and train for Degree Works, electronic educational plan (\$59, 940); Consultants to translate materials into Spanish (\$10,000).

- **Years 1-5:** Contracted Programmer for development of the Student Pathways Tracking System; Year 1 (\$64,000), Year 2 (\$56,000), Years 3-5 (\$12,000).

- **Years 1-5:** Contracted External Project Evaluator to design and conduct external project evaluations and to meet with project staff and executives to review the results and recommendations of the annual and final evaluation (\$9,000).
- **Years 1-3:** Contracted Programmer/Analyst to develop interface between Degree Works, the electronic educational plan software, with the college's Banner Student System, its portal (Pipeline), the articulation data base it uses (ASSIST), its network and data management system, and the Transfer Education System (TES) program that will be available as part of the Degree Works program to provide increased functionality features: Year 1 (\$75,000), Year 2 (\$53,000), Year 3 (\$130,400).
- **Years 2-3:** Contracted Data Warehouse Consultants to continue development of the Decision Support System (Year 2, \$43,200); Year 3 (\$14,400)72,000;
- **Years 2-5:** Contracted Data Warehouse Programmer/Analyst to assist in development of the Decision Support System: Year 2 (\$62,000), Years 3 and 4 (\$46,000), Year 5 (\$36,000). Contracted Programmers for Student Pathways Tracking System: Year 2 (\$75,500), Year3 and 4 (\$46,000), Year 5 (\$36,000).
- **Year 2:** Contracted consultant to assist in developing the online student self-assessment of their technology and digital media competencies (\$10,000).
- **Year 2:** Continue contract to complete installation, inscription, and training for Degree Works, electronic educational plan (\$59,940).

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Contracted Specialist, Resource Development	\$15,000	\$17,000	\$12,000	\$8,000	\$6,000
Learning Communities Training Experts from Washington Center for Improvement of Undergraduate Education	\$4,000	0	0	0	0
Contracted consultant (develop self-assessment of technology and digital media competencies)		\$10,000			
Data Warehouse Consultants	\$108,000	\$43,200	\$14,400	0	0
Data Warehouse Programmers/Analysts	0	\$62,000	\$46,000	\$46,000	\$36,000
Student Pathways Tracking System Programmers	\$64,500	\$56,000	\$12,000	\$12,000	\$12,000
Consultant Contract for Degree Works, electronic educational plan tool: install, inscribe and train.	\$59,940	\$59,940	0	0	0
Consultant Contract to develop interface with	\$75,000	\$53,000	\$130,440	0	0

Degree Works and the Banner Student System, Pipeline (college portal), ASSIST (Course and degree Articulation database base), TES (Transfer database feature in Degree Works), and College Network/Data Management System.					
Contracted External Evaluator	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
Contracted Consultant to translate materials into Spanish	\$10,000	\$2,000	\$2,000	0	0

TOTAL CONTRACTUAL SERVICES	\$345,440	\$312,140	\$194,840	\$48,000	\$48,000
-----------------------------------	-----------	-----------	-----------	----------	----------

7. CONSTRUCTION – NO CONSTRUCTION

8. OTHER- None

BUDGET NARRATIVE

ACTIVITY TITLE: 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 beginning in Year 3. Positions are for term of grant only. A 12 month 19.5 hour per week Administrative Assistant position to provide support for this project will be hired. 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 Director (100%FT)	50,124	50,124	51,628	53,177	54,772
Program Assistant (49% PT)	14,138	14,138	14,562	14,999	15,449
TOTAL SALARIES	\$64,262	\$64,262	\$66,190	\$68,176	\$70,221

2. FRINGE BENEFITS Benefits are calculated at 30%. See Other Summary Budget Info for details.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL FRINGE (10.3%)	\$7,089	\$7,089	\$7,302	\$7,521	\$7,746

3. TRAVEL Airfare & per diem for Title V Coord. & Activity Director to attend national **Title V Director's meeting in Washington, DC**. Airfare, lodging, ground transportation, per diem & registration fees estimated at \$2500/ person (**Years 1-5**). Regional mileage costs average of \$700/year. Estimated cost increases to attend this Annual meeting have been included in the budget with regional mileage costs, for Years 3-5.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Travel	\$3,200	\$3,200	\$3,236	\$3,273	\$3,311

4. EQUIPMENT

No funds are being requested for computers and furniture for Project Director or Project Administrative Assistant.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL EQUIPMENT	0	0	0	0	0

5. SUPPLIES

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

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL SUPPLIES	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200

6. CONTRACTUAL-NO CONTRACTUAL

7. CONSTRUCTION – NO CONSTRUCTION

8. OTHER

Services of External Evaluator, Dr. Michael Gaudette, Lighthouse Consulting , Coos Bay, Oregon requested yearly per evaluation plan. \$8,000 per year. (\$1,600/day: 1 day prep, 4 days site visits (4 days at Santa Barbara City College); airfare and 3 days lodging and per diem at \$500/ea. +car rental. Institutional Development Specialist is in a decreasing role as project is increasingly institutionalized. Year 1: provides services 14hrs/mo. x 12 mo.= \$1292/mo and will provide onsite and remote support to Actv Dir and Proj Dir. (see Key Personnel for narrative detail)

	Year 1	Year 2	Year 3	Year 4	Year 5
Other					
Ext. Evaluator	8,500	8,500	8,500	8,500	8,500
Institutional Specialist	15,500	17,500	12,500	8,500	6,500
TOTAL OTHER	\$24,000	\$26,000	\$21,000	\$17,000	\$15,000