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 # P031S100068

****Table of Contents****

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 [X] Application [] Changed/Corrected Application	[X] New [] Continuation * Other (Specify) [] Revision

* 3. Date Received:	4. Applicant Identifier:
6/13/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Crafton Hills College

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
956002754	073594228

d. Address:

* Street1:	11711 Sand Canyon Road
Street2:	
* City:	Yucaipa
County:	
State:	CA
Province:	
* Country:	USA
* Zip / Postal Code:	92399

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix: Mr.	* First Name: Keith
Middle Name:	

* Last Name:	Wurtz
Suffix:	

Title: Director, Office of Research and Planning

Organizational Affiliation:

* Telephone Number:	(909)389-3206	Fax Number:

* Email: KWURTZ@SBCCD.CC.CA.US

Application for Federal Assistance SF-424	Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

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:

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

13. Competition Identification Number:

Title:

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

* 15. Descriptive Title of Applicant's Project:

Strategies to Improve Hispanic Student Success 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: 41   * b. Program/Project: 41

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	**$ 620000**
b. Applicant	**$ 0**
c. State	**$**
d. Local	**$**
e. Other	**$ 0**
f. Program Income	**$ 0**
g. TOTAL	**$ 620000**

* 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.

[X] c. Program is not covered by E.O. 12372.

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

[] Yes [X] 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)

[X] ** 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:	Cheryl

Middle Name:

* Last Name: Marshall

Suffix:

Title: Vice President, Instruction

* Telephone Number:	(909)389-3202	Fax Number:

* Email: CMARSHAL@SBCCD.CC.CA.US

* 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.

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Crafton Hills College

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 332,000	$ 406,470	$ 401,758	$ 363,905	$ 315,344	$ 1,819,477
2. Fringe Benefits	$ 75,000	$ 89,869	$ 81,690	$ 67,476	$ 52,337	$ 366,372
3. Travel	$ 0	$ 28,500	$ 34,500	$ 34,500	$ 34,500	$ 132,000
4. Equipment	$ 136,000	$ 32,161	$ 33,007	$ 78,483	$ 144,544	$ 424,195
5. Supplies	$ 4,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 24,000
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 20,000	$ 0	$ 0	$ 0	$ 0	$ 20,000
8. Other	$ 53,000	$ 63,000	$ 69,000	$ 75,000	$ 73,000	$ 333,000
9. Total Direct Costs (lines 1-8)	$ 620,000	$ 625,000	$ 624,955	$ 624,364	$ 624,725	$ 3,119,044
10. Indirect Costs*	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 620,000	$ 625,000	$ 624,955	$ 624,364	$ 624,725	$ 3,119,044

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? **[ ]** Yes **[ ]** No
(2) If yes, please provide the following information:
    Period Covered by the Indirect Cost Rate Agreement: From: __/__/____ To: __/__/____ (mm/dd/yyyy)

    Approving Federal agency: **[ ]** ED   **[ ]** Other (please specify): _____ The Indirect Cost Rate is _____%
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

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

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Crafton Hills College

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

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

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:	
Name of Authorized Certifying Representative: Gloria Harrison	
Title: President	
Date Submitted: 06/10/2010	

Disclosure of Lobbying Activities

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

1. Type of Federal Action:	2. Status of Federal Action:	3. Report Type:
[ ] Contract [X] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[ ] Bid/Offer/Application [X] Initial Award [ ] Post-Award	[X] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:
[X] Prime [ ] Subawardee Tier, if known: 0 Name: Crafton Hills College Address: 11711 Sand Canyon Road City: Yucaipa State: CA Zip Code + 4: 92399-1799 **Congressional District, if known:** 41	Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:

6. Federal Department/Agency: Department of Education	7. Federal Program Name/Description: Developing Hispanic-Serving Instituti CFDA Number, if applicable: 84.031S

8. Federal Action Number, if known:	9. Award Amount, if known: $0

10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Gloria Harrison Title: President Applicant: Crafton Hills College Date: 05/13/2010

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
Crafton Hills College

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: First Name: Gloria	Middle Name:
Last Name: Harrison	Suffix:
Title: President	

Signature:	Date:
_____	05/13/2010

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 :
File : 2010-GEPA1.doc

GEPA

General Education Provision Act Narrative

To insure equitable access to, and participation in this Title V project, Crafton Hills College will fully inform all students of the availability of services. This information will be disseminated in both printed and electronic form throughout the colleges' expansive service areas, including the colleges' website. Program staff and counselors will also disseminate information related to equal access for all persons.

Crafton Hills College, in compliance with all application federal and state laws, does not discriminate on the basis of race, color, religion, sex, national origin, age or disability. Moreover, Crafton will adhere to their normal practices of providing reasonable accommodations to both students and staff with disabilities who are participating in Title V activities.

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Ted		Phillips	

Address:

* Street1:   11711 Sand Canyon Road

Street2:

* City: Yucaipa

County:

* State: CA* Zip / Postal Code: 92339 * Country: **USA**

* Phone Number (give area code) (909)389-3297	Fax Number (give area code)

Email Address:

TPHILLIPS@SBCCD.CC.CA.US

2. Applicant Experience

Novice Applicant   [] Yes   [X] No   [] Not applicable

3. Human Subjects Research

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

[] Yes   [X] 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.

<u>Attachment 1:</u>
Title: **CHC Abstract** Pages: **1** Uploaded File: **CHC_TV_Project-Abstract_2010.doc**

Project Abstract

Crafton Hills College (CHC) is a comprehensive, public two-year institution located in Yucaipa CA. It is the newest and smallest of the two colleges in the San Bernardino Community College District (SBCCD), serving the economically and ethnically diverse communities of eastern San Bernardino Valley. CHC enrolled 9,715 credit students in 2008-09, 25.8% (2,455) were Hispanic.

In response to Accreditation, and with a strong commitment to institutional improvement, the staff, faculty, management, and students of Crafton Hills College have engaged in a rigorous examination of the institution's strengths and weaknesses, specifically those affecting our Hispanic Students. During this extensive and exhaustive planning process, issues of inclusion, transfer, student services, academic enrichment, retention, data management, and resource development emerged as the college's top priorities. The two Activities that have grown from the planning process will integrate and systematize these priorities in a project that incorporates two tightly interrelated Activities.

Activity One: *Strengthening Transfer and Success of Hispanic Students*, supported by and involving all areas of the college, will implement research-based strategies to develop a college culture that promotes, expedites, and values transfer with the overarching goal of improving transfer rates of Hispanic and at-risk students.
 Activity One will channel students through a series of student-college interactions designed to develop an expectation of transfer. Features of the activity will include a fully-staffed Transfer Center; counseling and dissemination of transfer information in a variety of formats; a faculty-driven Transfer Advocates Program; a robust and expanded Honors program; and a Sophomore Experience program providing students with critical guidance and academic support in key gateway courses and an environment of engagement through transfer-level learning communities. In addition, the college will undertake a full review of the CHC curriculum and will align and articulate gateway courses with feeder institutions.

Activity Two: *Strengthening CHC Through Research and Increasing Capacity for Resource Development,* will increase the college's capacity to use data to help guide decisions including those regarding the effectiveness of transfer interventions. Capacity will also be addressed through the establishment of a grants office where college priorities will be linked to external funding sources, faculty and staff will be trained, and grants will be managed to assure compliance.

Projected Five Year Costs:
Activity One: $2,432,179
Activity Two: $686,865
Total: $3,119,044

i

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.

<u>Attachment 1:</u>
Title: **CHC Project Narrative** Pages: **50** Uploaded File: **Project_Narrative_CHC.doc**

Table of Contents

    Budget Detail for Activities One and Two can be found on ED Form 424 as required

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[1] This page does not count toward the 50 page limit

INTRODUCTION TO CRAFTON HILLS COLLEGE:

Crafton Hills College (CHC) is a comprehensive, public two-year institution founded in 1972

and is the newest and smallest of the two colleges in the San Bernardino Community College

District (SBCCD), serving the economically and ethnically diverse communities of eastern San

Bernardino Valley. CHC enrolled 9,715 credit students in 2008-09, 25.8% (2,455) were

Hispanic. In Fall 2009, **28% of CHC students were Hispanic**, an increase of 2.2% since Spring.

A Growing Low-Income Hispanic Population: San Bernardino County is 47% Hispanic[2] with

per capita income among Hispanics in the county, 54% less than that of Caucasians**.** Over 16%

of families are below poverty level & 61% of children enrolled at San Bernardino County

Unified Schools qualify for nutritional assistance.[3] Overall, educational levels in San Bernardino

County are low (23% of people 25 years old or older do not have a high school diploma,

compared to 15% nationwide), but they are particularly low for its **Hispanic residents, of whom**

40% did not graduate from high school.

Race/Ethnicity of San Bernardino County Population and CHC – Fall 2009			
Racial/Ethnic Group	**CHC Students**	**SBCCD Service Area**	**San Bernardino County**
Hispanic	28%	40%	47%
African/American	5%	12%	8%
Asian/Pacific	6%	4%	6%
Other Non-White	5%	1%	3%
White	56%	43%	36%

Accreditation and Mission Statements: CHC is accredited by WASC's Commission for

Community and Junior Colleges.

Mission Statement	**Vision Statement**
Advance the education and success of students in a quality learning environment.	Be the premier community college for public safety & health services careers & transfer prep.

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[2] U.S. Census Bureau American Fact Finder http://factfinder.census.gov/].

[3] ibid

Institutional Values
Creativity, Inclusiveness, Excellence, and Learning Centeredness

Faculty Characteristics: A core of 76 full-time faculty teach degree courses, supported by 100 adjunct faculty. In the last three years the proportion of White faculty has slightly decreased while the proportion of Hispanic and African American faculty has slightly increased. Most of the faculty at CHC are White, Non-Latino (73%) followed by Latino/a (10%).

Faculty Ethnicity	Full-Time		Part-Time		Total	
	Total	%	Total	%	Total	%
African American	10	13	8	5	18	8
American Indian	1	1	0	0	1	1
Asian American	2	3	13	9	15	7
Latino/a	3	4	20	13	23	10
White, Non-Latino	60	79	108	71	168	73
Other	0	0	4	2	4	2
Total	**76**	**100**	**153**	**100**	229	100.0

 Student Characteristics: The Community College Survey of Student Engagement (CCSSE) was administered to a representative and random sample of students at CHC in the Spring 2009 semester. The results indicated that 12% of the students at CHC acknowledge a primary language other than English; however, *many Hispanic students in Generation 1.5 claim English as their primary language, despite significant language deficits*.

CHC Student Characteristics 2009					
Ethnicity	Total	%	Age	Total	%
African American	442	4.6	19 or younger	2,723	28.6
American Indian	104	1.1	20 – 24	3,189	33.5
Asian/Pac. Islander	607	6.4	25-34	1,940	20.4
Hispanic	2,455	25.8	35 or older	1,662	17.5
White	5,113	53.7	Financial Aid[4]		
Unknown/other	796	8.4	Federal	1,172	26.4
Total	9517		Other	3,260	73.6
Disability Status	Total	%	Gender	Total	%
No Disability	9,146	96.1	Men	4,600	51.2
Disability	371	3.9	Women	4,825	48.8

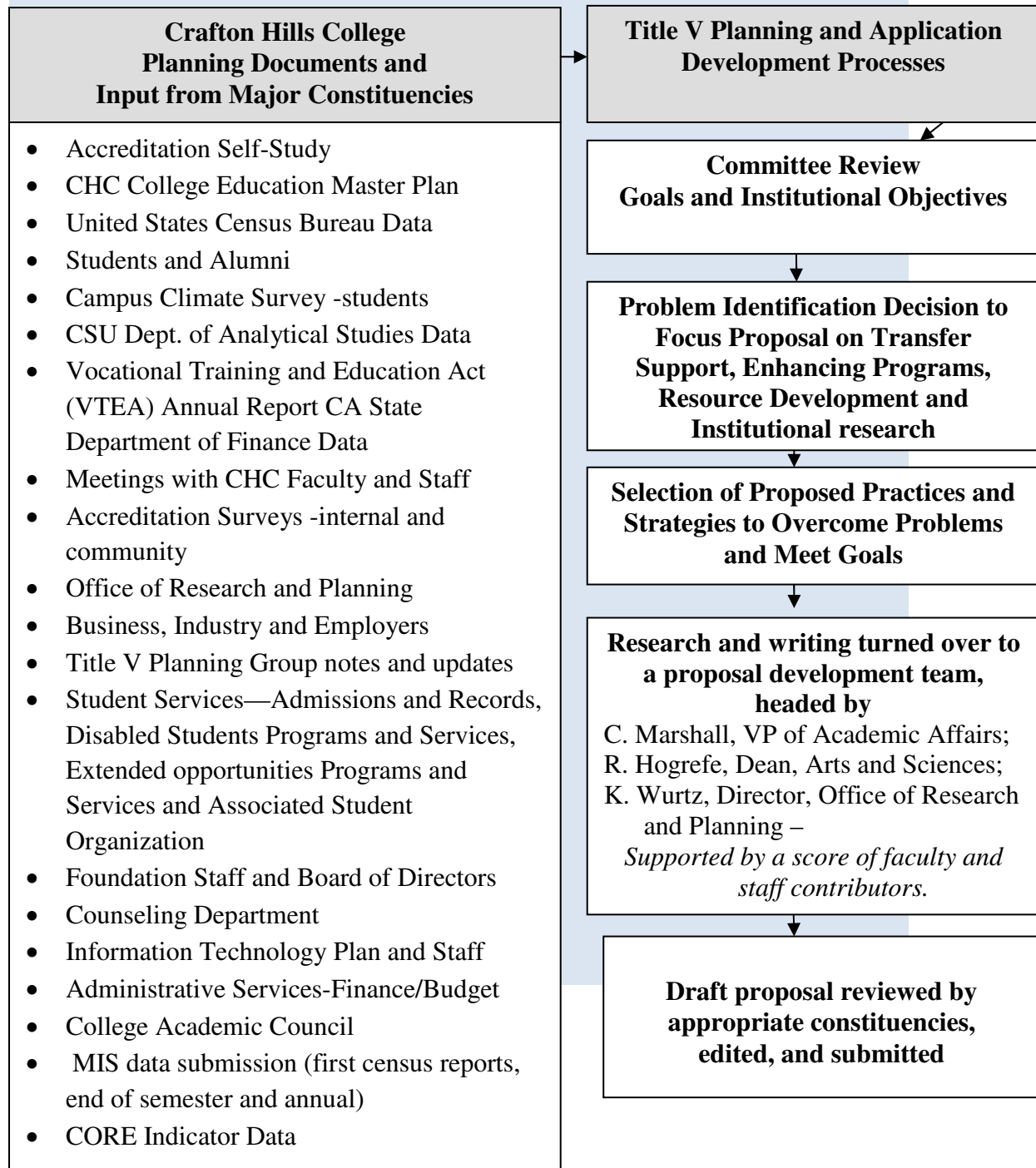[4] Includes duplicated count

COMPREHENSIVE DEVELOPMENT PLAN

Analysis of Planning Process and Constituencies Involvement: Over the last year, CHC has engaged in the collaborative process of developing an *Educational Master Plan* that sets a solid course of strategic goals and initiatives for the future direction of the College.

Essential to the quality and strength of the of the planning process, which is organized around the Crafton Council, the college's chief shared governance committee, and planning and program review, is the movement toward a culture of evidence. Specifically, the CHC Planning and Program Review Committee recently finished the prioritization of over 100 objectives from the entire college that will help to drive the budget allocation process. During those planning processes, the issues *of transfer, student services, academic enrichment, retention, data management, and resource development*, emerged as top institutional priorities. **In Spring 2010, leadership groups[5] at CHC agreed that this Title V initiative would focus on those issues**. The team has been working on the preparation of a comprehensive and competitive Title V Grant application since that time.

As detailed on the next page, the **Title V Proposal Development Committee** systematically integrated and analyzed input. Through surveys, studies, and compilation of institutional and community research data, the Title V Team has identified strengths and weaknesses, chose goals, set measurable objectives, and secured substantial input from staff, faculty, students, alumni and the local communities on the selection of strategies proposed in this application.

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[5]Many of the following leadership groups include Faculty, staff, students, and administrators: Instructional Dean Meeting, President's Cabinet, All Instruction Meeting, Student Services Meeting, Planning and Program Review, Educational Master Planning Committee, Student Services Counsel.

Crafton Hills College Planning Documents and Input from Major Constituencies	Title V Planning and Application Development Processes
- Accreditation Self-Study - CHC College Education Master Plan - United States Census Bureau Data - Students and Alumni - Campus Climate Survey -students - CSU Dept. of Analytical Studies Data - Vocational Training and Education Act (VTEA) Annual Report CA State Department of Finance Data - Meetings with CHC Faculty and Staff - Accreditation Surveys -internal and community - Office of Research and Planning - Business, Industry and Employers - Title V Planning Group notes and updates - Student Services—Admissions and Records, Disabled Students Programs and Services, Extended opportunities Programs and Services and Associated Student Organization - Foundation Staff and Board of Directors - Counseling Department - Information Technology Plan and Staff - Administrative Services-Finance/Budget - College Academic Council - MIS data submission (first census reports, end of semester and annual) - CORE Indicator Data	**Committee Review Goals and Institutional Objectives** **Problem Identification Decision to Focus Proposal on Transfer Support, Enhancing Programs, Resource Development and Institutional research** **Selection of Proposed Practices and Strategies to Overcome Problems and Meet Goals** **Research and writing turned over to a proposal development team, headed by** C. Marshall, VP of Academic Affairs; R. Hogrefe, Dean, Arts and Sciences; K. Wurtz, Director, Office of Research and Planning – *Supported by a score of faculty and staff contributors.* **Draft proposal reviewed by appropriate constituencies, edited, and submitted**

ANALYSIS OF STRENGTHS, WEAKNESSES AND SIGNIFICANT PROBLEMS

ACADEMIC PROGRAM AND SERVICES STRENGTHS AND WEAKNESSES RELATING DIRECTLY TO THIS TITLE V APPLICATION	
STRENGTHS of Academic Programs and Services	
Committed Faculty and Staff	According to the Employee Campus Climate Survey and Point of Service Student Surveys in Student Services faculty and staff exhibit a deep concern for students; nearly all going the extra mile to help students succeed.
Program Times and offerings	Programs are responsive to local needs and offered at times that are convenient for students. This includes weekend and evening courses.
Exemplary Developmental Ed program	Crafton's previous Title V project allowed the college to design and implement what has now become a successful developmental education program. The college's basic skills improvement rate has increased steadily—a remarkable 22.5% increase in three years[6].

WEAKNESSES in Academic Programs and Services Contributing to Problem	
High numbers of undecided students wait too long to declare a major, and establish and follow a transfer plan thus curtailing or lengthening their transfer readiness.	**Student Ed Plans** rarely include specific steps, guidelines or pathways toward transfer. Without the ed plans students often enroll in classes that they do not need or will not count toward transfer, thus increasing the time to graduation.
Faculty and staff development has been severely curtailed due to state and district budget cuts resulting in a lack of support, e.g. poorly trained faculty, faculty unable to keep abreast of effective methods, etc.	**Large numbers of part-time faculty** without transfer awareness are teaching core and methodology courses. These faculty require information and training on working with students to encourage transfer
Insufficient academic enrichment and support services for Hispanic students decrease students' engagement and success.	**Honors program** must be updated and strengthened to create an effective transfer mechanism.
Courses and Majors Programs have not had recent or consistent review for content and alignment with four-year majors' programs making it difficult to adequately prepare students for transfer.	

MAJOR PROBLEM in Academic Programs and Student Services	
Hispanics Students are Disproportionately Failing to Achieve Transfer Readiness*:*	
1. Unacceptably low transfer rates among all students (31% compared to 40% Statewide) and specifically Hispanic students (22%).	2. Minimal support services and academic enrichment for Hispanic students because of limited staffing and limitations in service provisions.

Hispanics Students are Disproportionately Failing to Achieve Transfer Readiness*:*

Although there has been an increase in the percentage of Hispanic students enrolling in colleges,

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[6] CA Community Colleges Chancellor's Office. (2010). *Focus On Results: Accountability Reporting for the CA Community Colleges: A Report to the Legislature AB 1417.* State of CA

they are disproportionately enrolled in two-year colleges. This pattern is typical for first-generation students in general.[7] The State Chancellor's Office has identified transfer as one of its highest priorities.

CHC Has an Unacceptably Low Transfer Rates: The CHC transfer rate from 2002 – 2003 to 2007 – 2008 was 31%, which is substantially lower than the state average of 40%.[8] Moreover, while the percent of Hispanic students in the 2002-2003 cohort was 25%, the percent of Hispanic students who transferred was only 22%, revealing the lack of parity between those Hispanic students who enroll and those who transfer, as well as a lower transfer rate than even that of the general population. Conversely, the percent of Caucasian students who transferred increased from 57% in the cohort to 59%.[9]

Transfer to Four-Year College or University: CHC provides a variety of educational paths such as transitional services, general education, vocational/career, and transfer. The table shows the number of students in each of the last five years who stated **transfer** in their application as their educational goal. CHC's counselors

> California Community College students transferring to a California State University graduated with an average of 162 units when the minimum required is 120.
> CA Legislative Analyst's Office, 2008-09

observe that although many students express their desire to transfer to a four-year university they rarely visit the Transfer Center or utilize its resources. Overall, only 22% of Hispanic students are transferring to four-year institutions, compared to 31% for the entire cohort and 59% of Caucasian students. As illustrated in the table below, 75% of our student's state they want to transfer but in reality only 22% actually do.

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[7] NCES: Status and trends in the education of Hispanics: 2003-2008
[8] CA Community College Datamart
[9] Ibid

CHC - Transfers to Four-Year Institutions					
Year	**# Students with goal of transfer**	**UC Campus**	**CSU Campus**	**Independent Institutions**	**Out-of-State**	**Total**
2008-09	5,271	78	521	318	397	1314
2007-08	4,702	85	487	398	443	1413
2006-07	4,488	82	488	295	430	1295
2005-06	4,128	109	457	353	385	1304
2004-05	3,951	111	462	306	379	1258

Articulation Agreements are Barriers Instead of Bridges: Disjointed, incomplete and over-specified articulation agreements between CHC and local four-year institutions need review. The success of this Title V project depends on how well CHC can transfer students to four-year institutions. However, articulation between CHC and other four-year institutions varies widely and tends to be difficult because of historical differences in practices, policies and curricula.

Students must decide by the time they enter General Education/Transfer program not only what major they want but to which college they will transfer, since course articulation and requirements for admission differ considerably by institution. If, after completing their Associates degree a student is not accepted to the four-year institution of their choice they either must stop at the AA level or take up to a year's worth of additional and/or similar classes still hoping to be accepted to their second or even third choice for a four-year institution.

Other Factors Negatively Affecting Articulation for Transfer	
Distance	Some CSUs and UCs out of our service area are unwilling to articulate because we don't send enough students (San Diego State, CSU Chico, San Francisco State).
California Articulation Number (CAN)	Discontinuation of CAN which allowed for articulation of single courses with all participating institutions (primarily all CSUs) based on articulation agreements with three member institutions.

High Numbers of Undecided Students do not Declare a Major or Establish and Follow Transfer Plan: Without necessary technology and information resources students are receiving outdated information and are unable to make informed choices, plan coursework and easily access information regarding transfer. The Transfer Center at CHC is underdeveloped and, with

only a 0.25 FTE counselor, understaffed and does not have programs designed to fully assist students through the transfer planning process so they can explore and identify their educational options with emphasis on choosing a major. *Forty-six percent of all CHC first-time college students and 40% of Hispanic students with intent to transfer do not ever declare a major.*

<u>Courses and Majors Programs:</u> Students preparing for transfer must complete required general education and lower division major coursework. The path to transfer is made easier when associate degree major requirements align with the major requirements at the university. An effort by the CSU system to standardize requirements across its 23 campuses has been abandoned making it important for CHC to review and revise, as necessary, courses and majors to best serve students whose goal is to transfer into highly competitive schools and programs.

<u>Minimal Support Services and Academic Enrichment for Hispanic Students</u>

Limited Staffing: The Counseling department is staffed by four full-time and two adjunct counselors, none of whom speak Spanish, who provide general counseling and specialized services to veterans and international students. The recent statewide budget cuts drastically reduced the funds available to hire adjuncts to perform general counseling. Individual students may seek transfer counseling, but services to students interested in transfer are limited to campus visits arranged by representatives from four-year institutions and the annual College Fair.

Limitations in Service Provision. CHC does not have the ability to meet the needs of our growing Hispanic, first-generation population. The college's state funded Extended Opportunities Programs and Services (EOPS), designed to serve disadvantaged students, has experienced deep budget cuts and a concomitant decrease in number of students it can serve.

Increased Need: California State University (CSU)and /University of California (UC) systems have significantly restricted the number of incoming freshman in the past three years. As a result,

high school students are enrolling in community college to complete the first two years of their

B.A./B.S objectives. CHC is experiencing a greater number of students requiring information

about Community College to University transition and accurate information regarding the

Transfer Admission Guarantee (TAG) program[10] and General Education Certification (GEC)[11].

Honors Program Created to Enhance Transfer Is Still Underdeveloped: In 2006, CHC

created the College Honors Institute to offer enhanced educational opportunities for its most

gifted students. As evidenced across the State, participation in a fully-functioning honors

program enhances students' ability to transfer to their preferred college or university.

Unfortunately, due to inadequate resources the honors program has had difficulty developing and

realizing its full potential. Honors courses have been created in humanities and social science,

specifically psychology, philosophy, history and communication. However more honors courses

need to be developed, specifically in math and science as well as the fine arts. While any student

can take an honors class, to be admitted to the honors program requires 3.25 GPA and eligibility

for transfer level English and Math. CHC has 325 students in the honors program but can offer

only limited programs and services due to budget constraints.

Faculty and Staff Development: Seventy-five percent of CHC's students come to the college

with an intent to transfer, but over 90% place into at least one developmental English, math, or

reading course. Professional development strategies for increasing student success and retention

become increasingly important to the CHC faculty and

their students. In 2008 and 2009, CHC faculty and staff

> *I want to do a better job of engaging and helping my students, especially those who are under-prepared for coursework. What are the best practices I need to use.*

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[10] The University of California TAG Program guarantees admission to well-qualified students from all California community colleges.

[11] The GEC program certifies which California Community College courses meet the California State University lower-division education requirements.

completed a professional development survey strongly

indicating that full- and part-time faculty want more

Anonymous Faculty Member from the Professional Development Interest Survey

professional development in the areas of alternative teaching strategies and technology.

Top Faculty Requests for Professional Development- 2008-09 Survey	
Request	**% faculty**
Technological based training	45
Alternative Teaching Strategies to improve student engagement	39
Strategies to improve success and retention for students with diverse backgrounds	16

Others identified a need for professional development in strategies for increasing student success

and retention and in the effective uses of collaborative learning.

INSTITUTIONAL MANAGEMENT STRENGTHS AND WEAKNESSES RELATING DIRECTLY TO THIS TITLE V APPLICATION	
Strengths and Weaknesses Relating Directly To This Title V Application	
STRENGTHS of Institutional Management	
Emphasis on Equity and Diversity	CHC is committed to student and employee equity and diversity to ensure a welcoming institutional climate for all students and employees as noted in its Educational Master Plan.
CHC infrastructure, technology and facilities support	CHC has a Technology Plan that includes replacement for obsolescence. A $500,000,000 bond was passed by the voters to support the renovation of existing facilities and new buildings. CHC will open two new facilities in Fall 2010 and is planning for three or four additional facilities in the next five years.
Leadership	Experienced president and a dedicated group of administrators, faculty, and staff equally committed to the institution
Close ties with the community	CHC has partnerships with industry through our CTE programs and with local service and government agencies including the City of Yucaipa, Kiwanis, Rotary, K-12 districts, etc.
WEAKNESSES of Institutional Management	
Budget cuts impede full development of institutional research integration of technology in research.	**Inadequate information management** for informed decision-making. Assessment does not provide easy access or sufficient information for researching issues related to student progress and success.
PROBLEMS of Institutional Management	
WASC Recommendation 2: The college should develop processes that produce reliable data, provide employees with easy access to data and provide training on how to access, interpret and utilize data	**WASC Recommendation 3:** The college should complete the development, implementation, assessment and review of course, program, and institution-wide student learning outcomes and utilize the assessment results to make continuous program improvements

WASC Recommendation 6: The college president should ensure that all areas including academic, student, and administrative services, are actively participating in the decision making and planning processes.	**WASC Recommendation 8:** The college should complete the integration of program review for all academic, student services and administrative service units into institutional evaluation and planning.

Inadequate Information Management for Informed Decision-Making*: Over the past five years, state and national accreditation, the state legislature, and the public have placed great emphasis on institutional evaluation and effectiveness. In order to strengthen the long-term viability and short- and long-term planning efforts there must be **improved consistency, quality, reliability and validity of institutional research practices across all areas of the institution and improvement in each institution's ability to tie these practices more explicitly to a comprehensive measurement of institutional effectiveness.**

Assessment at CHC had not provided easy access or sufficient information for researching issues related to student academic progress. For instance, prior to January of 2010, attempting to track students who transferred from CHC to a four-year institution was done by *stacking the approved applications in piles and doing a hand-count.* State and national accreditation requirements require data to track under-represented student groups and their academic progress so evaluations may effectively address areas of weakness for improvement.

> **If left unchecked, this operational shortcoming will continue to hamper core operations at CHC in increasingly negative ways**

CHC is working to deal with the college's inability to manage information effectively, and meet the demand to provide the college with evidence that can help to facilitate decision making. This problem of information management has resulted in an increasing inability to perform as desired or required and negatively impacted the college's core business.

This issue has far reaching and potentially damaging implications in these (and other) areas:

Issues seriously impacted by CHC's inability to manage data and information	
The ability to successfully carry out the	Providing a robust educational environment for

mission and vision of the college	our students
Asset and funding allocations	Organizational Planning
Formal reporting	Strategic Planning
Enrollment management	Curriculum development
Growth management	Evidenced-based decision making

CHC must change the organizational structure and develop more effective information management and utilization. This improvement began in January, 2010, when CHC hired a Director for the Office of Research and Planning, but with the ongoing budget cuts in the State, resulting in fiscal and staffing constraints, CHC has found it challenging to adequately respond to the mandates of the Accreditation Commission. In the first three months of the year, the new Director of the Office of Research and Planning (ORP) received 65 formal requests related to planning and evidence-based decision making, and over 35 informal requests mostly centered around evidence-based decision making. In that time that ORP was only been able to complete approximately 40% of the research requests.

FISCAL STABILITY STRENGTHS AND WEAKNESSES RELATING DIRECTLY TO THIS TITLE V APPLICATION	
STRENGTHS of Fiscal Stability	
Resource Development Office	This program has been a successful revenue-generating asset to CHC.
Centralized resources of SBCCD	The District's human resources, info technology, fiscal services keep CHC from redundant services development
WEAKNESSES of Fiscal Stability	
Staffing for crucial student services (Financial Aid office, Admissions, and Counseling) has been severely reduced.	Insufficient numbers of staff unable to institute much needed student services and processes.
Course offerings/faculty hours have been reduced 11% due to budget cuts.	Controlled growth of staff and faculty doesn't meet needs of rapid increase in students.
The State of CA budget crisis has triggered deep cuts at CHC affecting all areas of the college, especially faculty development and implementation of new services and programs to aid and support our changing student population.	
PROBLEMS of Fiscal Stability	
Decreases in revenues combined with increasing need for services prohibit CHC from making necessary changes to improve success rates and overcome institutional deficiencies.	

CHC relies more on state appropriations than do four-year California State colleges and universities. In California, almost one of every two dollars spent by the community-college system comes from the state, compared with about one of every four dollars at the University of California. Course offerings have been reduced by 11% at CHC due to budget cuts. Staffing for crucial student services (Financial Aid office, Admissions, and Counseling) has been severely reduced at CHC making it even more difficult for students to receive the necessary assistance to move from developmental education (in most cases) to an AA degree and to transfer.

C. GOALS OF CRAFTON HILLS COLLEGE[12]

Successful implementation of this Title V project will contribute to the College's ability to meet several of its goals described in the 2010 Educational Master Plan

Title V Goals	Related College Goals from CHC 2010 EMP
To increase the capacity at CHC to transfer more Hispanic and low-income students into four year programs.	1.1 Support, guide & empower every student to achieve his or her goals. 2.1 Seek, welcome and respect diversity & promote inclusiveness.
To meet all WASC recommendations related to data, learning outcomes and program review by promoting student success and access by providing reliable data, and training on how to access, interpret and utilize data.	3.1 Achieve college-wide excellence in teaching and learning through best practices and ongoing reflection, assessment and improvement. 6.1 Implement & integrate planning processes and decision-making that are collaborative, transparent, evidence-based, effective and efficient. 7.1 Optimize the organization's human resource capacity

D. FIVE YEAR MEASURABLE OBJECTIVES TIED TO CHC TITLE V GOALS

The Title V goals and objectives listed for this proposal, both CDP and Activity, are based on the Strategic Directions and institutional needs and are directly tied to the Title V Invitational Priorities, GPRA, major problems and accreditation recommendations.

Title V Goals tied directly to Major Problems	FIVE-YEAR: MEASURABLE OBJECTIVES

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[12] Crafton Hills College 2010 Educational Master Plan (EMP)

Goal 1. Academic To increase the capacity at CHC to transfer more Hispanic and low-income students into four-year programs.	1.1 By Fall 2015, increase the number of CHC students transferring to a four-year university or college from 1,314 in the 2008-2009 academic year to 1,577, an overall increase of 20% (4% per year). 1.2 By Fall 2015, increase the three year cohort percentage of CHC Hispanic students transferring to a four-year university or college from 21.5% in the 2006 – 2007 to 2008 – 2009 cohort to 31.5%, an overall percentage point increase of 10% (2% per year). 1.3 By Fall 2015, increase the number of CHC Hispanic students graduating with an AA, or AS Degree from 676 in 2008 – 2009 to 845, an overall increase of 25% (5% per year).
Goal 2. Office of Research and Planning (ORP) To meet all WASC recommendations related to data, learning outcomes and program review by promoting student success and access by providing reliable data, access to data, and training on how to access, interpret and utilize data.	2.1 By Fall 2015, increase the percentage of completed research projects by the CHC ORP from 44% in 2010 to 90%, an overall percentage point increase of 46% (9.2% per year). 2.2 By Fall 2015, increase the number of faculty and staff who have received training on how to access, interpret, and utilize data from 24 in the 2009 – 2010 academic year to 150, an overall increase of 525% or 126 (25 additional faculty and staff per year).
Goal 3. Fiscal Stability To Seek, advocate for, and acquire additional resources**.**	3.1 By Fall 2015, to double the external support of the college through grants, partnerships, and gifts over the 2009 – 2010 baseline. (Baseline to be determined at the end of the fiscal year and will not include state funding)

D. INSTITUTIONALIZATION OF NEW PRACTICES AND IMPROVEMENTS

Project is Designed to Institutionalize Vital Changes: President Gloria Macías Harrison of

CHC has requested that the significant problems specified in Title V be linked to the

accreditation self-study further emphasizing the seriousness of the intent for institutional reform.

The administration of CHC fully support the institutionalization of these proposed means to

graduate and transfer more Hispanic and minority students and to establish institutional means to

track student outcomes and progress to meet accreditation standards. CHC will undergo its next

full accreditation visit in 2014 and is required to have well established methods of tracking and

evaluating student, program and institutional data. Even more than meeting accreditation

standards, it is a personal goal of the President, supported by administration, faculty and staff, for

CHC to make the cultural change necessaryto increase the success and transfer rates of Hispanic and low-income students.

Establishing Continuing Articulation and Transfer Processes: In order to ensure comparability of course content, requirements, learning experiences, and outcomes, articulation will be a faculty-driven process guided by the work of faculty articulation officers.

Plan for Continuation of Funding for Personnel: Maintaining practices and improvements described in this proposal will require the reallocation of funds, incrementally, to institutionalize the new positions of CHC Transfer Center Faculty Coordinator, Administrative Grants Manager, Administrative Secretary, and Research Assistant. Because of fiscal constraints and high salary costs, CHC will **use a release-replacement or special assignment model for faculty and staff whenever possible.** The three new positions at CHC will be phased into the appropriate institutional and departmental budget as follows:

Institutionalization Plan for Continuing Personnel						
Position	Year 1	Year 2	Year 3	Year 4	Year 5	Post Grant
Administrative Secretary	0% CHC	0% CHC	25% CHC	50% CHC	75% CHC	All positions funded and institutionalized on appropriate institutional budget
Transfer Center Faculty Coordinator	0% CHC	0% CHC	25% CHC	50% CHC	75% CHC	
Administrative Grants Manager	0% CHC	0% CHC	25% CHC	50% CHC	75% CHC	
Research Assistant	0% CHC	0% CHC	25% CHC	50% CHC	75% CHC	

Impact of the Project on Facilities: Offices for faculty and staff will be provided in existing facilities. Minor remodling, wiring, building/moving walls will be required for the development of the Transfer Center. **Funding Equipment, Maintenance, and Upgrades:** All equipment purchased with grant funds will be placed on an ongoing equipment maintenance and upgrade schedule. CHC receives state funds for capital outlay replacement and maintenance is part of a specified budget allocation designated annually in the SBCCD budget.

HSI Five Year Plan

Criteria: *Crafton Hills College's five-year plan specifically addresses the improvement of its academic programs and student services to Hispanic and other low-income-students.*

This Comprehensive Development Plan and the two Activities plans which follow, fulfill the Five-Year HSI Plan criteria based upon the following:

- The implementation of both Activities will significantly increase Crafton Hills College's ability to serve, graduate/transfer our Hispanic students.

- Hispanic and low- income students make up are a rapidly growing population at CHC and our feeder schools. Therefore, the academic program, institutional management and fiscal stability problems documented and analyzed directly relate to increasing the success of Hispanic and low-income students and the institution's concern for equity in learning.

- The new transfer agreements articulating transfer pathways for CHC's academic and career/technical courses will open new opportunities for professional careers for our Hispanic and low income students.

- The increased capacity for institutional research and grants will provide for meeting the needs of the college and the students we serve. Institutional research will allow CHC to use data-based knowledge on the success of the Activities and our Hispanic students.

- The five-year goals, objectives, and implementation plan strategies presented in both Activities respond directly to problems impacting Hispanic and low-income students and the means to overcome the problems.

- The proposed transformation of learning through faculty development activities, guidance and mentoring, and review of majors and programs will implement best practices documented in literature and at HSIs which are best serving their students.

> *The Objectives for each Activity relate directly to alleviating the significant problems in academic programs and data management of CHC. Each task relates directly to attaining the goals of the institution, strengthening weaknesses/problems, fulfilling the Institutional Objectives listed in the CDP and providing long-term benefits to Crafton Hills College, our students and the community*

Activity One – *STRENGTHENING TRANSFER AND SUCCESS OF HISPANIC STUDENTS*
Objectives and Performance Measures with timelines

Objective 1.1: By Fall 2015, increase the number of CHC students transferring to a four-year university or college from 1,314 in the 2008-2009 academic year to 1,577, an overall increase of 20% (4% per year).	**Performance Measure:** 20% increase over the baseline of 1,314: **2011** Target: 1,367/4%: -- **2012** Target: 1,420/4%: -- **2013** Target: 1,473/4%: -- **2014** Target: 1,526/4%: -- **2015** Target: 1,577/4%:
Objective 1.2: By Fall 2015, increase the three year cohort percentage of CHC Hispanic students transferring to a four-year university or college from 21.5% in the 2006 – 2007 to 2008 – 2009 cohort to 31.5%, an overall percentage point increase of 10% (2% per year).	**Performance Measure:** 47% **rate** increase over the baseline of 21.5% or a total percentage point increase of 10%: **2011** Target: 23.5%: -- **2012** Target: 25.5%: -- **2013** Target: 27.5%: -- **2014** Target: 29.5%: -- **2015** Target: 31.5%:
Objective 1.3: By Fall 2015, increase the number of CHC Hispanic students graduating with an AA, or AS Degree from 676 in 2008 – 2009 to 845, an overall increase of 25% (5% per year).	**Performance Measure:** 25% increase over the baseline of 676: **2011** Target: 710/5%: -- **2012** Target: 744/5%: -- **2013** Target: 778/5%: -- **2014** Target: 812/5%: -- **2015** Target: 845/5%:

Activity Two - *INSTITUTIONAL INFORMATION MANAGEMENT AND RESOURCE DEVELOPMENT*   **Objective and Performance Measures with timelines**

Objective 2.1: By Fall 2015, increase the percentage of completed research projects by the CHC ORP from 44% in 2010 to 90%, an overall percentage point increase of 46% (9.2% per year).	**Performance Measure:** 105% rate increase over the baseline of 44% or a total percentage point increaes of 46%: **2010** Target: 53.2%: -- **2011** Target: 62.4%: -- **2012** Target: 71.6%: -- **2013** Target: 80.8%: -- **2014** Target: 90.0%:
Objective 2.2: By Fall 2015, increase the # of faculty & staff who have received training on how to access, interpret, and utilize data from 24 in the 2009-2010 academic year to 150, an overall increase of 525% or 126.	**Performance Measure:** 525% increase over the baseline of 24: **2011** Target: 25/105%: -- **2012** Target: 25/105%: -- **2013** Target: 26/108%: -- **2014** Target: 25/105%: -- **2015** Target: 25/105%:

IMPLEMENTATION PLAN AND RATIONALE NARRATIVES

Broad Participation in Activity Design: The high level of faculty and staff participation has

been key to the design of this proposal. Additional input, recommendations and ideas came from

CHC's feeder high schools, four-year transfer institutions and Hispanic community groups.

This two Activity project has been carefully crafted to include

a variety of formats proven to influence students, primarily

Hispanic, to adopt behaviors that enhance the likelihood of

degree completion and transfer; to correct accreditation

recommendations and alleviate academic program, institutional

This collective analysis resulted in a commitment to the two Activities approach. Each Activity is designed to strengthen the capacity of Crafton Hills College to serve our growing Hispanic population.

management and fiscal stability problems facing Crafton Hills College.

An assortment of projects and approaches were researched for feasibility of

implementation, initial and on-going costs and "fit" with the culture, faculty, staff and students

of the institution. Some strategies suggested were not adopted for inclusion after research

indicated a poor likelihood of success with first generation college students whose first language

was not English. Every action and initiative was reviewed for ease and likelihood of

institutionalization and some were eliminated due to prohibitive expense, low possibility of

institutionalization, lack of support services or probable obsolescence.

Grant activities will include the provision of information and advisement in a variety of

formats to influence students to adopt behaviors that enhance the likelihood of degree

completion and transfer, to rectify the accreditation recommendations and alleviate the problems

facing Crafton Hills College.

ACTIVITY ONE: STRENGTHENING TRANSFER AND SUCCESS OF HISPANIC STUDENTS

Addressing Hispanic Educational Attainment– a Challenge for CHC: During the five year

period of this grant, CHC will work to strengthen systems and services to better support the

success of Hispanic and other low-income students seeking to climb out of the current poverty

and educational disenfranchisement of their families into the mainstream of middle-America.

Major Benchmarks	
Despite educational gains over the years among Hispanics there are persistent shortcomings across major benchmark measures when compared to other population groups.	Compared to white non- Hispanics and Asians, Hispanic youth who finish high school will have lower scores on SATs or other standardized measures of performance.
	Compared to white non- Hispanics and Asians, Hispanic youth who finish high school are less likely to immediately transition to college.[13]
	Compared to other groups, relatively fewer Hispanics complete a four-year college degree after graduating from high school. [14]
	Compared to other groups, relatively fewer Hispanics will be employed in the "knowledge economy," jobs demanding high levels of education, skills, and advanced, training. [15]

In a concentrated effort to increase success and transfer rates of the college's Hispanic students,

this Title V proposal has been developed using the Center for Community College Student

Engagement's design principals.[16] These principles describe critical elements for entering

students and will be integrated into the culture and curriculum starting at the initial contact and

supporting the student until transfer.

Features of a College Designed for Student Success	
A Plan and a Pathway to Success	Integrated Network of Financial, Social, Academic Support
Personal Connections	An Effective Track to College Readiness
Engaged Learning	High Expectations and Aspirations

Developing a Culture of Transfer – A Plan and Pathway to Success Using An Integrated

Network of Financial, Social, and Academic Support: One of the strengths of Crafton Hills

College is that its administration and faculty view transfer as a primary function of the college,

as evidenced in the institution's vision statement. However, the full realization of the college's

intent, to "be the premier community college for public safety and health services careers *and*

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[13] US Dept of Education, *Trends in Academic Progress:* (NCES 2007-469), 2007.

[14] Fry, R. *Latinos in Higher Ed: Many Enroll, Few Graduate*. WA, DC: Pew Hispanic Trust, '02

[15] Leon DJ; *Need for Latinos in the Knowledge Economy* Jour. of Hisp. Higher Ed. 362. 2007

[16] Center for Community College Student Engagement. (2009) *Sense Survey of Student Engagement (2009 SENSE Findings).* Austin, TX: Community College Leadership program

transfer preparation," must involve deeper change in the campus culture. The literature on

transfer reveals that in addition to administrative support, colleges with high transfer rates are

characterized by rigorous curriculum that includes critical thinking; appropriate academic

support, counseling, and peer tutoring; and an environment in which intellectual and

interpersonal engagement flourish.[17]

The CHC Transfer Initiative, supported by and involving all areas of the college, will

implement research-based strategies intended to transform the current college culture into one

that promotes, expedites, and values transfer. Whether they are high school juniors and seniors,

transferring CHC sophomores, vocational, basic skills, or transfer-bound students, all will be

channeled through a series of student-college interactions designed to develop an expectation of

transfer. Features of the program will include: 1) a full review of the CHC curriculum and

alignment and articulation of gateway courses with feeder institutions;[18] 2) a fully-staffed

Transfer Center serving as the hub of the college's transfer activities that will provide counseling

and dissemination of transfer information in a variety of formats; 3) a faculty-driven Transfer

Advocates Program that cuts across both academic and Career/Technical Education disciplines;

4) a robust and expanded Honors program; [19] 5) a Sophomore Experience program providing

students with critical academic support in key gateway courses, focused counseling on major and

transfer institution choice and an environment of engagement and connection through transfer-

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[17] Serban, A., Kozeracki, C., Boroch, D., Over, L., Mamlgren, I., Smith, B. (2008). *Transfer issues and effective practices: A review of the literature.* Part of the Transfer Leadership Center Project Funded by the State Chancellor's Office of the CA Community Colleges: Sacramento.
[18] Whitfield, M. (2005). Transfer-student performance in upper-division chemistry courses: curricular reform and alignment. *CC Journal of Research and Practice*, 29, 531-545.
[19] Poisel, M.A., & Stinard, C.A. (2005). Networks for transfer success. *Journal of Applied Research in the Community College.* 12(2), 139-146..

level learning communities.[20] This ambitious project has captured the imagination and

commitment of the college community.

Advisement and counseling components of the program will promote transfer behaviors

among CHC students to increase early completion of collegiate Math and English, the number of

courses completed in the first year, and enrollment in summer school. Similar transfer behaviors

will be promoted at feeder high schools.[21]

The Transfer Center, to be developed in year one, will

serve as the focal point for transfer programming, services, and

activities. Led by a Transfer Center Coordinator who is

bilingual/biliterate, the mission of the Transfer Center will be to

increase transfer readiness, targeting Hispanic students, create

> Special outreach transfer projects will be developed targeted to the Hispanic community in our service area. This will include bilingual information meetings and materials with a focus on making transfer information available to Latino families before their students' graduation.

an understanding of the need for higher education through outreach and in-reach activities,

promote of community/family understanding of the importance of a college education, promote a

transfer culture at CHC, increase the number of students transferring from CHC to baccalaureate

programs, inform the college community of transfer information and requirements, develop

outreach strategies to promote transfer, and remove barriers to the retention and transfer of

students with diverse backgrounds. To promote increased representation of Hispanics among the

faculty and staff of CHC, a rigorous recruitment will be undertaken to identify a pool of diverse

applicants for this key position.

The Transfer Center staff will promote cooperative relationships with Instructional

Faculty. Toward this end, a Faculty Transfer Lead from each division and Faculty Transfer

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[20] Cuseo, J. (2001). The transfer transition: Student advancement from two-year to four-year institutions. ERIC ED 462130

[21] Adelman, C. 2006). *The toolbox revisited: Paths to degree completion from high school through college*. Washington, D.C.: U.S. ED, Office of vocational and Adult Education.

Advocates from key academic disciplines will be provided training and certification in discipline-specific academic advising. The Faculty Transfer Leads will also act as the area liaison with the Transfer Center. Transfer Center staff will promote and increase degree-seeking and transfer among CTE students. CTE Faculty Transfer Advocates will link with community agencies, and advise students about degree opportunities and promote transfer activities.

Early Identification and Funneling of Transfer-Prepared Students: The Transfer Center staff will identify students who have completed college-level English and/or Mathematics and actively encourage them to meet with a counselor to discuss major preparation and develop a comprehensive transfer-focused educational goal plan that includes transfer-level learning communities, supported instruction and career exploration. To ensure that Hispanic and other under-represented students are included in Transfer Initiative activities and that they receive appropriate support, the Transfer Center, EOPS/CARE, and Financial Aid will work collaboratively to share information and cross-refer students. Students will also be encouraged to join a transfer-focused Virtual Interest Group, and to attend group workshops to explore transfer institutions and to learn about financial aid opportunities. Key transfer and financial aid workshops will be offered in Spanish and materials promoting transfer will be published in Spanish as well as English.

Transfer Advocates Program – A Personal Connection: Lead - *Transfer Center Faculty Coordinator*. First generation Hispanic students often lack the social and cultural capital needed to navigate the complexities of post-secondary education matriculation and transfer processes. Bensimon and Dowd (2009) suggest that institutional "transfer agents" are critical in providing students not only with information, advice, and mentoring about transfer opportunities,

> Transfer Advocates, *Consejeros de Transferencia,* will share their college experiences with CHC students interested in their field of study or transferring

but, more importantly with the emotional and psychological | to their alma mater. |

support needed to promote an expectation of transfer.[22] The CHC Transfer Advocates Program is

modeled after a program at Santa Rosa Junior College cited as a best practice, which includes the

recruitment and training of a group of instructional faculty in key transfer majors who will

provide students with support shown to enhance educational success, including role modeling,

emotional and moral support, individual advice and guidance, and advocacy.[23]

Virtual Interest Groups: *Transfer Lead (faculty), Robert McAttee.* The Transfer Center

Coordinator will work closely with Counseling faculty and Transfer Advocates to develop

Virtual Interest Groups focused on transfer. A number of community colleges are utilizing

innovative advising techniques—both face-to-face and on-line. Group advising is economical,

efficient, and effective, if designed to meet student advising needs. LaGuardia Community

College developed Virtual Interest Groups (VIGS) for the purpose of advising. VIGS operate in

an on-line, **asynchronous advising seminar** format organized by student majors. VIGS offer

career and transfer advising in an on line academic community that includes students, faculty and

advisors. Each VIG presents on line assignments. When one LCC Virtual Interest Group directed

students to take advantage of the college's transfer services, the college saw a 140% increase in

use of the Transfer Office.[24] Beginning in year one and continuing throughout the period of the

grant and beyond, CHC will develop and train faculty in mentoring and transfer advocacy. This

training will become a permanent part of CHC's faculty development program.

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[22] Bensimon, E.M. and Dowd, A. (2009). Dimensions of the transfer choice gap: Experiences of Latina/o students navigated transfer pathways. *Harvard Educational Review*, 79 (4), 632-658.
[23] Stanton-Salazar, R.D. (2001). *Manufacturing hope and despair: The school and kin support networks of U.S.-Mexican youth.* New York: Teachers College Press.
[24] Center for Community College Student Engagement. (2009). *Making Connections: Dimensions of Student Engagement (2009 CCSSE Findings).* Austin, TX: The UT at Austin

Making Transfer Information Available (Mobile Transfer Center): At various times during the week in multiple high-traffic locations on campus, a Counselor or Transfer Advocate will staff a mobile computer cart/desk, making direct contact with students *in situ* to promote the college's transfer programs, services and events, and to provide students with information and guidance about transfer opportunities. The Mobile Transfer Center, modeled on Butte Community College's *Transfer Talk,* is cited as a best practice on the California Community College Transfer Counselors Website. [25]

Review of Majors and Programs to Strengthen Student Success, Promote Engaged Learning and Increase Transfer Rates: *Faculty Articulation Officer, Judy Harrington.* The redesign model CHC has chosen is based on *The National Center for Academic Transformation* best practices and includes redesigning whole courses, not sections, fostering active student learning, personal assistance to students, immediate assessment and feedback to students, and giving adequate student time on task and monitoring progress. Results indicate that the course redesign had positive impacts on Hispanic students, adult learners and low income students at Riverside Community College, Tallahassee Community College and Rio Salado.[26]

The review of majors and programs at CHC will begin in the first year and focus on transfer track classes, both in General Education programs and Career/Technical Education (CTE).

Expanding Learning Communities to Include Transfer Level Course – an Effective Track to College Readiness: **Lead -** *Activity One Lead*, *Learning Communities Faculty Coordinator, Daniel Bahner*. Developmental Education Learning Communities have proven to be a success at Crafton Hill College, and have included themes like "Our Dynamic Cultures," "Self and

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[25] California Community College Statewide Website, 2007
[26] Ed. Guder Myran. Reinventing the Open Door. Community College Press, American Association of Community Colleges, Washington, D.C.2009. 92-93

Society," and "Telling Our Stories." Students involved in the learning communities are more likely to successfully complete their courses (73%) than students in stand-alone courses taught by the same instructor during the same semester (68%). Accordingly, the learning communities will continue to include themes that focus on the diverse backgrounds in our global community, and specifically our Hispanic community.

Barkley, Cross, and Major reference studies which indicate that collaborative learning models are particularly effective for diverse populations. The evidence strongly confirms that non- traditional students greatly benefit from the opportunity to participate in group learning settings: "Women, members of under-represented racial and ethnic groups, adult and re-entry students, commuters, and international students have been identified as students for whom peer and group learning seem especially valued and valuable." However, they also assert that "taken as a whole, the research appears to substantiate the claim that both underprepared and well-prepared students benefit from group learning[27] and programs in the transfer track, CHC will expand our learning communities to include transfer and second-year courses.

Within the transfer-level learning communities (LCs), the college will continue to develop two strands that have significantly strengthened basic skills learning communities. First, designated LC counselors will work collaboratively with the teaching faculty to create a continuous connection with each LC cohort and student services—a paradigm developed upon the

> Transfer Level Learning Communities will provide our upper level students the same support and success we have seen in the Developmental Education Learning Communities.
> Dr. Ted Philips
> Title V Project Director

research-proven best practices employed at Skagit Valley College (WA), Aims Community College (CO), and Delta Community College (MI). Second, the college will continue to explore

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[27] Barkley, E. F., Cross, K. P., & Major, C.H. (2005). *Collaborative Learning Techniques: A Handbook for College Faculty*. San Francisco, CA: Jossey-Bass Publishers.

the potential of the Learning Community Seminar, a course written to develop the critical

thinking skills of LC students by giving them a defined time for and focused assignments on

meta-cognitive reflection.

The college's pre-collegiate learning communities have proven effective in building

connection between students; however, once students reach college-level English, we have had

no learning communities to offer, even though they are regularly requested. Thus, the college

will combine ENGL 101 (Freshman Composition), as well as ENGL 102 (Intermediate

Composition/Critical Thinking), with transfer-level courses in history, theater arts, psychology,

speech, literature, political science, and economics. Faculty has expressed an interest in linking

the First-Year Experience course with transfer-level courses, such as biology and English.

Develop Year-Long Tracks For Transfer Students: *Faculty Department Chairs.* As courses

and programs are reviewed and learning communities expanded throughout the last four years of

the project, faculty and transfer staff will develop major and program specific tracks leading to

transfer[28]. These transfer track plans will serve as student education plans giving students,

advisors and faculty one more tool to help CHC students achieve their AA/AS and transfer

readiness. Each of these tracks will include all basic and breadth courses, prerequisites and

recommended courses for the CSU and UC systems, and 100 and 200 level courses in the

student's declared major. It is a goal of CHC to have students transfer with their Associates

degree rather than just cumulative credits.

Articulation: *Faculty Articulation Officer, Judi Harrington, Division of Counseling and*

Matriculation . The responsibilities of the college's articulation officer are numerous. She is

responsible for maintaining and updating Transferable Course Agreements (TCAs) with the UC

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[28] Courses and specific tracks will be set after program reviews and articulation agreements are
completed

system, Baccalaureate List agreements with the CSU, CSU GE Breadth and general education

requirements, as well as establishing course-to-course agreements with public and private

institutions. As the transfer mission of the college grows, the workload of the articulation officer

will grow as well. New courses and programs will require articulation and relationships with

colleges to which students have not previously transferred will need to be developed and

articulation agreements reached. The college will provide clerical support to articulation as well

as developing additional articulation staff. The college will also adopt the best practice of

training instructional faculty about articulation issues and establish a close working relationship

between the Transfer Center staff and the articulation office.

> California will confront potentially debilitating shortages in the availability of workers with BA Degrees in the next decade unless baccalaureate attainment rates are increased, particularly in CTE disciplines.
> *RP Group, Center for Student Success*

Career/Technical Education to Transfer Plan:

CTE Faculty/Department Chairs.

Career/Technical Education (CTE) prepares

students for entry into the workplace and is a

significant part of the mission of both CHC and California community colleges as a whole.

Hispanic students make up 26% of CHC's Career Technical Ed. Program. CHC's CTE programs

are especially recognized for high success and placement rates. However, CTE programs

generally operate independently of other academic programs at the college. Moreover, CHC

students enrolled in CTE "signature program" courses (Fire Tech, EMS, Respiratory and

Radiation Technology) are two times less likely have the goal to transfer than students in non-

occupational programs. Ignash and Kotun (2005) identify important reasons to encourage

transfer in CTE programs. Among them, students who enter the workforce but who are transfer-

prepared have increased earning potential and opportunities for promotion into management.[29]

This is especially true for students in CTE programs such as fire technology at CHC.

Students who transfer from these programs often have to make up coursework,

lengthening their time to degree. To close the gap between CTE program requirements and those

of transfer, the State of Florida explored a "laddered" approach in which CTE program and

transfer requirements are aligned, allowing students to enter the workforce and be transfer-

prepared simultaneously. A study by Deng (2006)[30] validated the effectiveness of this approach.

Transfer rates for CTE students were only slightly below those in traditional transfer-oriented

programs and GPA for CTE students was actually higher.

As a part of this Activity, CHC will create ladders for CTE students which, after program

requirements are completed, the student can become transfer-prepared by completing a defined

program of study developed in conjunction with four-year institutions. Transfer Center staff will

work with CTE faculty and students to create a strong transfer culture within these programs.

Second Year Experience – Increased Engagement and Academic Support: *Activity One*

Lead- Daniel Bahner. Crafton's Sophomore Experience program will be based upon the

research-proven practices promulgated by the Center for the First Year Experience and Students

in Transition at the University of South Carolina.[31] Faculty will develop a 2-credit sophomore

seminar, similar to those offered at George Mason University, to help second-year students

identify and confirm a major, explore career interests, network with practitioners in the career

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[29] Ignash, J.M. & Kotun, D. (2005). *Results of a national study of transfer in occupational/technical degrees: Policies and practices. Journal of Applied Research in the Community College, 12* (2), 109-120.

[30] Deng, H. (2006, November), *Are there differences between transfer from community college career-oriented programs and liberal arts programs?* IR Applications, 11.

[31] Schreiner, L. A., & Pattengale, J. (Eds.) (2000). *Visible solutions for invisible students: Helping sophomores succeed* (Monograph No. 31). Columbia, SC: University of South Carolina,

field of their interest, and develop a plan to increase their marketability. The college will conduct *co-curricular* programming designed to facilitate sophomores' selection of a college major, such as the "Major Week" for sophomores conducted at Beloit University (WI) during the spring semester culminating in a "major declaration day." [32] *Peer-networking and peer-bonding* experiences for sophomores will be promoted based on the "Sophomore Quest" program at Cedar Crest College (Allentown, PA), which engages sophomores in off-campus adventures designed to combat "sophomore slump" by promoting leadership, teamwork, group identity, and belonging among second-year students.

The college will also create a Supplemental Instruction (SI) program for gateway courses, which often present roadblocks to students' transfer intentions. An internationally recognized academic support program developed at the University of Missouri, SI offers regularly scheduled study sessions for traditionally difficult courses, such as Biology, Chemistry, and Anatomy and Physiology, courses which are very important to our students in medical majors.

Summer Track for Transfer Students: *Faculty Transfer Center Coordinator, Robert McAtee.*
A study by Ornelas and Solorzano indicates that Hispanics students are more likely to be retained if they have a sense of engagement, such as that offered within a cohort-style learning community.[33] In addition, Adelman (2006) found that two key predictors of transfer include the immediate enrollment in college after high school, and enrollment during a summer term.[34] The CHC Transfer Initiative will offer summer learning communities that link college-level English or college-level math, with a course designed to support transfer/career choices.

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[32] Venture Grants Welcome-back activities A 2 day sophomore retreat sched. in Nov. Major Explor. & Declaration Fair in the spring Completion of the Comprehensive Acad. Plan (CAP)
[33] Ornelas, A. & Solorzano, D. (2004). Transfer conditions of Latino/a community college students *Community College Journal of Research and Practice*, 28, 233-248.
[34] Adelman, C. 2006). *The toolbox revisited: Paths to degree completion from high school through college.* U.S. Department of Education, Office of vocational and Adult Education.

Enhance the CHC Honors Program – High Expectations and Aspirations: *Faculty Honors Coordinator, Gwen DiPonio*. Crafton's previous Title V project allowed the college to design and implement what has now become a successful developmental education program. The college's basic skills improvement rate has increased steadily—from 53% for the 2004-2005 cohort to 59.5% for the 2005-2006 cohort to 64.9% for the 2006-2007 cohort—a remarkable 22.5% increase in three years[35]. Students are moving through programs with success rates higher than expected. The other side of the education spectrum, CHC's Honors Program, is small and ineffective. Crafton will strengthen the honors program through increasing articulation agreements with similar programs at four-year institutions, increase the number of honors courses, and through increased participation by students and faculty. Outreach to all students will be included, but the initial target population will be Hispanics.

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[35] California Community Colleges Chancellor's Office. (2010). *Focus On Results: Accountability Reporting for the California Community Colleges: A Report to the Legislature Pursuant to AB 1417.* Sacramento, CA: State of California.

Activity One Timelines and Implementation Plan			
PD = Project Director; AD = Activity Director/s; TCC=Transfer Center Coordinator; DORP=Director of Office of Research and Planning; CL=Component Leads; EE=External Evaluator; TA=Transfer Advocates; AGM=Administrative Grants Manager			
Title V Project Management (these tasks are related to both activities but only shown here)			
Task	**Responsibility**	**Results or Measurable Indicator**	**Dates**
Annual Tasks-			
Title V Integration into CHC Governance Structure	President, VPs, Deans, PD, ADs Activity Dir	All Title-V staff work closely with committees and planning groups for improved effectiveness and better institutionalization.	On-going
Purchasing, Contracts for Consultants; Travel	PM Finance Office	All CHC, SBVCCD,, CA and federal policies will be followed. Solid documentation for purchases, travel, and all contractual services.	On-going
Record-keeping and Submission of Reports	PD, Ad/s AGM Title V Staff Input	Monthly T&E/Progress; Yr 1:Interim Perf. Report; Yrs 2-4 Annual Report. Yr 5: FPR. Project in compliance with EDGAR, and Circular A-21.	On-going
Identify, bid, purchase and install equipment;	PD, Admin Aide, AGM	Equipment installed and ready for use by personnel and students.	As needed
Select and release faculty and staff working on the project following established release time and part-time hiring procedures for CHC and SBVCCD	PD, HR, Activity Directors, VP, Deans, , Dept Chairs, Faculty	Faculty and staff selected and available to work with Title V Activity Personnel. Course coverage plans will be set during preceding academic term. Clarity of teaching loads and work assignments. Information regarding all aspects of the project disseminated.	Each Term
Annual Steering Committee meeting to review component goals, timelines, and strategies for the year (Steering committee is identified in Project Management page 41 and will meet quarterly at minimum – annual meeting in September)	PD, AGM, DORP, Steering committee	Steering committee to meet quarterly with the annual meeting set aside to specifically assess the overall, annual progress toward successful implementation of the project.	Quarterly *Annual Meeting* September
Summative and formative evaluation of the impact activities have on achieving CDP and annual objectives. Recommendations for institution-alization made to senior administration and Board	PD, AGM, DORP, EE, Steering Committee	Progress annual objectives and five-year benchmarks noted and documented; plan for following year refined in light of evaluation.	September
Year One – 2010 - 2011			

Communications Award/Start-up	President, PD	Announcements made via internal governance structures and external media releases. Minimal delay in project start-up.	November
Hiring/Reassigning Personnel	President, VPs, Deans, HR	Standard selection and hiring practices of SBVCCD used. Experienced staff with strong training selected for positions.	Sept - March
Identify and track cohort groups for all strategies and identify relationship between strategies and student outcomes.	DORP, PD, Faculty	Outcomes tracked, evaluated, modifications made as needed	Annual As needed
Years Two - Five			
On-going evaluation by Project Director, Director of Office of Research and Planning, External Evaluator, and Title V Team	PD, DORP, EE, ADs	Feedback from Evaluator and Title V team to improve program; Progress annual objectives and five-year benchmarks noted, documented and provided to stakeholders	Annual As needed
Assessments and reports completed on an ongoing cycle for evaluation and institutionalization	PD, AGM, DORP, Steering Committee	See Project evaluation plan for details	Annual As needed
Year Five			
Final evaluation of Project - Formal and informal evaluation methods; input from faculty and students	PD, AGM, DORP, EE, all involved entities	Recommendations for institutionalization made to senior administration and Board	Sept-Dec

Activity One -- Strengthening Transfer and Success of Hispanic Students

Task	Responsibility	Results or Measurable Indicator	Dates
Year One			
Transfer Center Developed: minor remodeling, signage	TCC, AGM, Facilities	Open Transfer Center	Oct-Feb
Strategies and outreach projects for transfer success developed; bilingual materials focusing on transfer information to Latino families developed and printed, majors and programs for first year review and revision decided	TCC, PD, CL, Staff, Faculty, VP of Acad. Affairs, VP of St. Services	Materials developed Majors/Programs revised	Dec - *ongoing*
Develop and train faculty and staff in mentoring and transfer advocacy.	TSC	Training sessions completed 105 increase in faculty and staff using mentoring/transfer advocacy (self reporting)	Feb- *ongoing*
Faculty from each division to receive training and certification in academic advising	TSC, PD, Faculty, Trainers	At least three faculty from each division trained	February

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Outreach projects: Pilot Bi-lingual information meetings	TSC, TA	At least one pilot training session conducted with 25 attendees	May - June
Maintain, update, and instigate articulation agreements with four-year institutions	Articulation Officer	Number of articulation agreements(20% increase	May - June
Assessment, data review and report on year one transfer outreach programs; faculty development; curriculum review completed.	DORP, PD, Faculty	Outcomes tracked, evaluated, modifications made as needed.	June - July
Year Two			
Modify bi-lingual information meetings, faculty development as needed based on evaluation (survey of participants)	PD, TCC	Updated information materials	May
Recruit and train instructional faculty in transfer majors to serve as Transfer Ambassadors	PD, TSC, Fac., VP Acad. Aff.	Minimum one faculty serving as TA from each transfer major	May
Majors and programs, both Transfer and CTE, for second year review and revision selected	PD, TCC, Faculty	Majors and programs modified to include transfer awareness and curricular alignment for transfer	May
Develop transfer-level learning communities	LCC, CL, Faculty	Minimum of three transfer-level learning communities developed	March June
Develop specific, year-long transfer tracks which include all basic and breadth and required lower level courses for major	TCC, CL, Faculty	Completion and publication of tracks in 10 majors	May
Assessment, data review and report on Transfer Ambassador program, program revisions, transfer level learning communities.	DORP, PD, Faculty	Outcomes tracked, evaluated, modifications made as needed.	June - July
Year Three			
Pilot transfer level learning communities	LCC, CL	Student survey evaluations of classes	June
Link First Year Experience with transfer level courses	TA, CL	10% increase in FYE students progressing to transfer level courses	June
Secondary program of study (Ladders) for CTE transfer students	TCC, CL, TA	Designed program ready for yr four pilot	June
Assessment, data review and report on: ongoing initiatives, transfer level learning communities, FYE/Transfer Level courses.	DORP, PD, Faculty	Outcomes tracked, evaluated, modifications made as needed.	June - July
Year Four			
Continuation of all Year One, Two and Three Initiatives with On-going Evaluation of the project			
Mobile Transfer Center developed, studies conducted to find most assessable locations based on student foot-traffic	TCC, DORP, AD	Report of results; student usage, student satisfaction surveys,	June
Develop and pilot Sophomore Quest peer networking and peer bonding experiences	CL, AD	Pilot conducted and assessed, increase in student retention and success	May

Develop and pilot summer learning communities linking college-level English or math with transfer/career courses	LCC, CL, AD, Faculty	Pilot conducted and assessed, decrease in time to AA/As and transfer	December
CTE Transfer Ambassadors to link with community businesses and industry	TA, Faculty, AD, PD	Number of contacts made and increase in coordination of ,	December
Assessment, data review and report on over 12 strategies to strengthen the success and transfers of Hispanic students.	DORP, PD, Faculty	Outcomes tracked, evaluated, modifications made as needed.	June - July
Year Five			
Develop new honors courses increasing the number to 12	HC	Minimum of 12 Honors courses developed	Sept - Nov
Pilot honors courses	HC	Pilots completed, student satisfaction	Spring
Assessment, data review and report on over 12 strategies to strengthen the success and transfers of Hispanic students.	DORP, PD, Faculty	Outcomes tracked, evaluated, modifications made as needed.	June - July
Final Assessment of Component One	DORP, PD, Faculty	Outcomes tracked, evaluated, modifications made as needed	Oct - Dec

ACTIVITY TWO – STRENGTHENING CRAFTON HILLS COLLEGE THROUGH INSTITUTIONAL RESEARCH AND DEVELOPMENT

Increasing Capacity for Research-Based Decision Making – Implementation Rationale and Plan: Recommendation #2 to CHC

from the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2008 stated the following: "…*the college should*

develop processes that produce reliable data, provide employees with easy access to data, and provide training on how to access,

interpret and utilize data." Equally important, Recommendation 8 stated that "…*the college should complete the integration of*

program review for all academic, student services and administrative services units into institutional evaluation and planning. In

particular, the college should develop processes and procedures to ensure program effectiveness of distributed education courses." In

an effort to meet this recommendation CHC hired a Director for the Office of Research and Planning (ORP) in January of 2010.Since

the Director was hired the ORP has received over a hundred research requests in approximately

four months and has only been able to complete approximately 40% of these requests. In order to

meet the demand and necessity for research, planning, and evidence-based decision making the

college is in desperate need of strengthening the ORP.

A recent report from the Community College Research Center (CCRC)[36] stated that

community colleges are in the process of expanding the role of institutional research (IR) to meet

the demand for informed decision making. The need for more data is driven by accreditation

standards and influenced by the strong shift among educators to use data to help guide decisions.

As a result, community colleges need to institutionalize the use of data in planning, program

review, budgeting, and decision making. In 2007 the CCRC conducted a survey of 111 college

administrators and conducted case studies at 28 community colleges in 15 states. The results

strongly indicated that most IR offices do not have the resources to have a significant impact on

improving college performance, colleges struggle with ensuring that data is accurate, and the

most common challenge was that colleges do not have resources to invest in building the

capacity of their research offices in order to meet demand for evidenced-based decision making.

The additional work completed by a Research Assistant will not only help to provide employees

with access to data and findings, but will provide more time for the ORP Director to complete

the integration of program review into the academic, student, and administrative services.

Increasing Grant Development Capacity and Compliance--Implementation Rationale and

Plan: Brenda Babitz (2010) and Mark David Milliron (2007) report that the potential of resource

development in community colleges has been unrealized because it is frequently perceived as a

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[36] Smith Morest, V., & Jenkins, D. (2007). Institutional Research and the Culture of Evidence at Community Colleges. Community College Research Center: Teachers College, Columbia University.

peripheral function instead of an integral part of the institution's resource base. However, Newman &. Couturier (2006), Davies (2002), and Rouche & Rouche (2000) all reported increasing reliance on external revenue for basic community college operations. Securing grants is a crucial component of a comprehensive resource development. Governmental grants to support higher education and training programs increased to a proposed $2.2 billion in the 2010 Department of Education (IDUES) budget. Meaders, Carrier & Keener (2003) found that nearly 80% of community colleges have a grants office and that the **median grant revenue for a community college the size of Crafton is $1,849,000 – *over 16 times more* than Crafton's $115,048** raised in 2008-2009.

To increase Crafton's capacity to develop successful grant proposals the College will establish and equip a grants office, hire an Administrative Grants Manager, link grant development priorities to the College's strategic plan and train faculty and staff (Year 1). Grant development and management policies will be created and adopted while a library of resources, boiler plate information and templates will be established (Year 2). Support for grant developers (e.g. researching funding sources, budget development, proposal review) and regular training for grant managers to assure compliance will be ongoing (Years 1-5).

ACTIVITY TWO: INSTITUTIONAL RESEARCH AND DEVELOPMENT			
Activity Two Timelines and Implementation Plan			
PD = Project Director; AD = Activity Director/s; TCC=Transfer Center Coordinator; DORP=Director of Office of Research and Planning; CL=Component Leads; EE=External Evaluator; TA=Transfer Advocates; AGM=Administrative Grants Manager			
Tasks related to Title V Project Management are listed in the Timeline for Activity One			
(Annual and Ongoing activities are only listed in the first year of implementation)			
Activity	**Responsibility**	**Results or Measurable Indicator**	**Dates**
Year One			
Develop a new Research and Planning (ORP) Web Page to help inform decision-making.	DORP, IT, webmaster	Provide faculty and staff access to data and research that will support evidence-based decision making.	June - July
Provide training to faculty/staff on how to evaluate and use data for evidenced-based decision making	DORP, Faculty, PD	50% increase in number of faculty and staff using Enterprise Reporting & Information System (ERIS) to inform Planning & Program Review (PPR)	Aug – Oct *On-going*
Hire an Administrative Grants Manager	PD, VPI, VPSS	Manage the grants development process to secure funds which will be used to make advancements to the college, increase student success, & provide prof. dev. to faculty.	Oct - April
Contract with an Inst. Development Specialist		Develop a centrally coordinated and monitored process to enhance institutional effectiveness and make systematic improvements to programs and services.	May - Sept
Conduct a comprehensive development audit of both private and public sources of funding.	AGM, PD, VPI Dir. of Dev., VPSS, Master Planning Comm.	Information will be used to inform development of strategic plan.	May - Sept
Write a strategic plan for grant development that is linked to the CHCs strategic directions, goals, and objectives.		The strategic plan will include input from all the constituencies on campus in order to better meet the needs of students.	Jun - Sept
Assessment and report on ongoing initiatives, access to data, access to training on use of data, and amount of external support through grants.	DORP, PD, Office of the President	Outcomes tracked, evaluated, modifications made as needed.	**ANNUAL** Oct - Dec
Year Two			
Hire a Res. Asst. to help do cohort tracking and provide research to inform decision making	DORP/AL, HR	Increased data access and use for faculty, staff and administration.	Oct - Feb
Identify CHC priorities for grants and new funding sources	PD, AGM, Administration	Manage the grants development process to secure funds which will be used to make advancements to the college, increase student success, and provide professional development to faculty.	April
Create and adopt grants development and management policies	PD, AGM, Administration		January – March

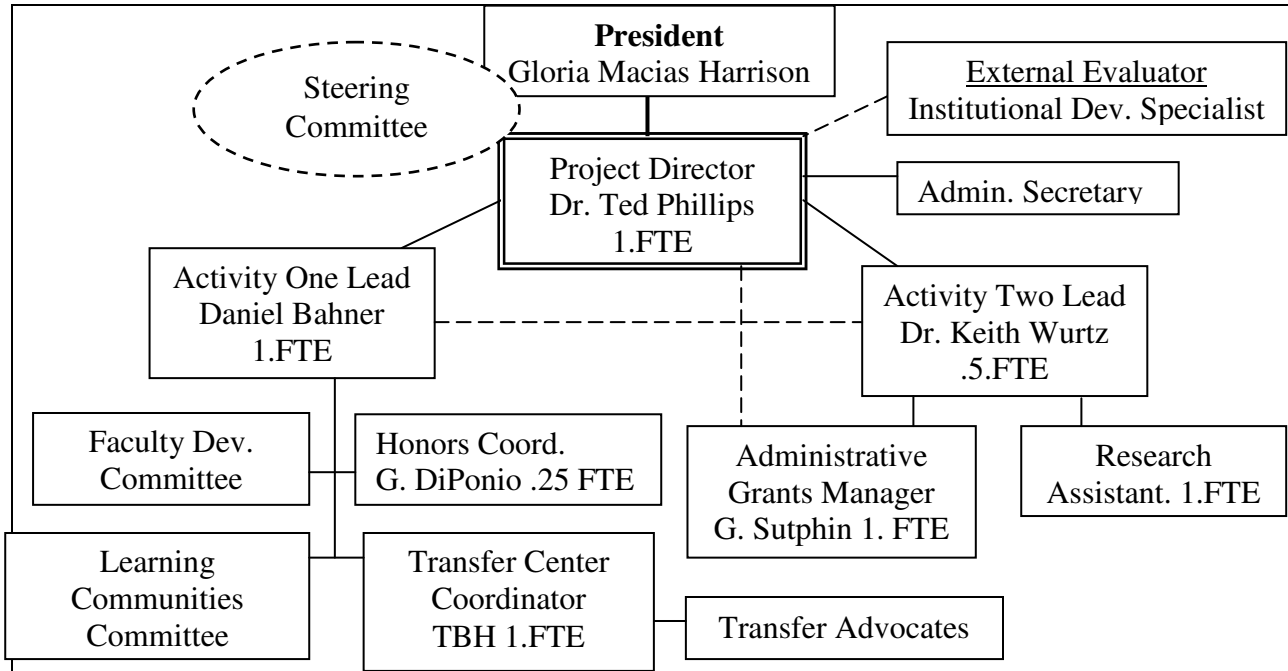|			
Develop and schedule a training calendar for faculty and staff grantsmanship.	PD, Grant Writer, AGM,	Faculty and Staff training in grants research, writing provided through on-going development. Training set for specific times and with institutional experts, conference attendance and external trainers.	October On-going
Begin training faculty and staff in grant identification, research and writing	PD, AGM, Administration		October *On-going*
Establish a Grants Resource Library for use by grants office, faculty and staff, include templates and CHC information.	PD, AGM, Administration	Standard templates (i.e.) CHC statistics, Vision/mission/goals. Service area statistics available for use and updated on a proscribed cycle	February
Year Three			
Develop and institutionalize a continual cycle for updating Grant Resource Library	AGM, Grant Writer	Manage the grants development process to secure funds which will be used to make advancements to the college, increase student success, and provide professional development to faculty.	October *On-going*
Establish a strong support system for faculty/ staff working on new grants and grant-funded programs	AGM, Grant Writer, PD, Fac.		October *On-going*
Year Four			
Provide training to faculty/staff on how to evaluate and use data for evidenced-based decision making	DORP, Faculty, PD	Train faculty and staff on how to use the Enterprise Reporting & Information System (ERIS) to inform the Planning & Program Review (PPR) process	Aug – Oct
Year Five			
Final Assessment & report on ongoing initiatives, access to data, access to training on how to use data, & the amount of ext. support through grants.	DORP, PD, Office of the President, , Faculty, AGM, CL	Comprehensive final DORP and external evaluation. Preparation of final report for program office	Oct - Dec

KEY PERSONNEL[37]

Title V Project Director: The Administration and Title V Team are elated that Ted Phillips has agreed to accept this important leadership role, as his credentials blend a unique set of training and experiences that uniquely qualify him to lead the Title V initiatives. *He helped lead the development and writing of this Title V application and CHC's extremely successful prior Title V grant, and will get this project off to a very strong start.* As required, Dr. Phillips will have direct access to executives at Crafton Hills College.

Title V Project Director Ted Phillips	1. FTE
(.5 FTE funded by CHC/.5FTE Funded by Title V)	
Title V Duties	Establish and maintain strong oversight of Steering Committee; authorize all expenditures, assume responsibility for appropriate use of funds, and establish a procedure for timely process and approval of expenditures; ensure the development and implementation of an effective and objective system of evaluation of all components of the project and their impact on the colleges; oversee preparation and submission of required fiscal and annual reports to ED; and assure that the project operates in compliance with EDGAR throughout the period of federal support..
Education:	Ed.D. Pepperdine University-- Educational Technology; M.A. CSU, San Bernardino, -- English Composition; B.S. Phys Ed - California State Polytechnic University
Professional Experience:	**Five Years Title V Project Director** Coordinator, Technology Services four years; 17 years Faculty: (1) Instructional Technology; Instructor - English / Technology Mentor; (2) Adaptive PE Specialist
Related Experience:	Responsible for Technology Budget Management; CHC President's Planning Committee and Academic Planning and Budget Committee; Chair Technology Planning Committee – Crafton Hills College; Chair Staff Development –; Chair Curriculum Subcommittee, Distributed Education; Chair Future Instructional Technology Infrastructure - Fontana USD; SBCCD District Technology; Facilities Planning, Crafton Hills College

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[37] Title V regulations specify that only Directors and Leads need to be included in key personnel. More information regarding other personnel can be found in the Budget Narrative.

ACTIVITY LEADS
All Leads will: • Work with the Title V Project Director to direct and oversee implementation and operation of all Activity components at their institution.   • Work with staff and faculty development activities.   • Supervise the day-to-day functions of all component staff.   • With the Title V PD, assure effective overall project accountability.   • Monitor the component budget and prepare monthly progress reports.   • Assume responsibility for the timely completion and evaluation of all development and pilot test phases and project objectives as detailed in the Project Implementation Plan.

Activity One Lead	Daniel Bahner .	1.FTE
		(.5 FTE funded by CHC/.5FTE Funded by Title V)

Academic Education and Related Coursework	California Certificate in Teaching English as a Second Language (TESL) Bachelor of Arts degree in English, Humboldt State University, Arcata, CA Master of Arts degree in English, California State University, Long Beach Doctoral Level Studies: *Developmental Education:* Grambling State U., LA; Coursework in Reading Certificate Program, California State University, San Bernardino, CA. *Leadership:* Higher Education Leadership (DHEL) Program, Nova Southeastern University, Ft. Lauderdale, Florida and Coursework in Ph.D. Program in Community College Leadership, Colorado State University.
Related Professional *Experiences*	Title V Grant Activity Director/Student Intervention Specialist, 2005 - 2010 Professor of English, 25 years of teaching experience, 17 different courses including English as Second Language Member, National Association of Developmental Education Participant, Kellogg Institute, Appalachian State University, Boone, NC Director, Crafton Hills College (CHC) Honors Institute Co-Chair, P-16 CalPASS East Valley Intersegmental Instructional Council in English (coalition of high school and college teachers dedicated to creating "seamless transitions" for students) Member, American Education Research Association President, CHC Academic Senate Member, CHC Partnership for Excellence Basic Skills Task Force

Activity Two Lead	Keith Wurtz	.5 FTE
Academic Education	M.A. Degree in Sociology, CSU Fullerton; B.A. Degree in Behavioral Science, California Polytechnic University, Pomona; Currently enrolled in the Ph.D. Evaluation and Research Psychology Program at Walden University.	
Related Professional Experiences	Adjunct Sociology Instructor for eight years; Director of Research and Planning; Community College Researcher 11 years Title III, Title V, and STEM Grants eight years of experience	
Related Professional Activities	Educational Master Planning Committee Member, Planning and Program Review Committee Member, past Research and Planning Group Board Member, Basic Skills Initiative Committee	

PROJECT MANAGEMENT PLAN

Title V Project Director-Authority: As required in program regulations, the Title V Project

Director, Dr, Ted Philips will report directly to CHC President, Gloria Macías Harrison, and will

have direct access to top-level administration. All Title V staff will report to Dr. Philips for the

percentage time they are working on the project. In addition, members of the Steering Committee

will also have access, as appropriate, to CHC administrators. Dr Philips has agreed to accept this

important leadership role because his credentials blend a set of training and experiences that

uniquely qualify him to coordinate this ambitious project.

Link to Institutional Effectiveness: Maximize Impact and Institutionalization: Executives at

CHC have agreed to link this Title V Project to on-going institutional effectiveness efforts to

increase success of Hispanic students and address accreditation standards related to equity and

outcomes. A specialist will be hired to assist with this process:

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

Steering Committee: Committee will meet quarterly and consists of faculty, staff, and administrators with diverse backgrounds. Committee members will receive monthly reports from Project Director, to include the status of each activity component. Steering Committee role will include but not be limited to: serving as experts in respective specialties; facilitating strong communication; reviewing reports/ evaluation data and recommending programmatic adjustments; reviewing/ recommending changes in budgets and expenditures.

Steering Committee Membership	
Gloria Macias Harrison, President;	Rebeccah Warren-Marlatt, VP of Student Services;
Cheryl Marshall, VP of Instruction;	
Keith Wurtz, Director of Research & Planning;	Kirsten Colvey, Dean of Counseling & Matriculation;
Joe Cabrales, Dean of Student Development;	
Fermin Ramirez, Financial Aid Outreach	Rick Hogrefe, Dean of Arts & Science;
Debra Bogh, Faculty;	Gwendolyn DiPonio, English Faculty;
Faye Wong, EAP Coordinator, California State University, San Bernardino;	Michael Muñoz, Assistant Principal, Redlands High School; Shad Kirkland,
Sheree Jederberg, San Bernardino Unified School District, Coordinator;	Assistant Principal, Redlands East Valley High School;
Ericka Paddock, Director of Student Life	Rejoice Chavira, Director of EOPS/CARE
Title V Staff: Ted Phillips, Title V Project Director; Activity Leads	

Management Procedures to Monitor Project Progress: The Title V Project Director, in

concert with the Administrative Grant Manager, Administrative Aide, Steering Committee, and

the Institutional Development Specialist will develop and modify, as needed, a comprehensive

Project Manual. Copies will be distributed to Activity Leads and will be readily available to all

Title V staff, the Steering Committee, and other institutional personnel. The manual will specify

all policies and procedures, staff responsibilities lines of authority, job descriptions for all the

Title V staff, provide examples of all required forms, and clarify reporting procedures, timelines.

Chart of Activity Progress Monitoring Procedures	
Startup Procedures	Upon notification of award the CFO will finalize in writing the fiscal procedures for expenditure approvals and accounting, as well as clarify authority and scope of responsibility of Project Director (PD) and other key project staff.
Monthly Title V Staff Meetings	PD will meet with partnering project staff a minimum of once a month. Initially meetings are anticipated to be every two weeks. Other staff will be invited as appropriate to these meetings.
Special Topic Area Meetings	These meetings will be held on an as-needed basis and will send minutes of all meetings to PD for files. Examples of groups that will meet: Teacher Prep Comm., Articulation Comm., student services, developmental programs, articulation and transfer staff, Multi Media.
Quarterly Steering Comm. Meetings	The Steering Committee with the Title V Project Director and the Component Leads will meet quarterly.
Time/Effort Reports	*Monthly T&E Reports* completed for each employee paid by Title V as approved in grant. Standard time reporting forms used at colleges may be used as appropriate. These reports to be submitted to PD at end of month.
Monthly Progress Reports	*Monthly Progress Reports* will be completed by Activity Directors and submitted to PD. Reports will include travel, consultants, equipment, piloting of new practices, and formative evaluation data. Unanticipated delays, alternative solutions and requests for assistance will also be noted.
Quarterly Executive Summary Reports	The PD will synthesize reports into a one-or two-page *Title V Executive Summary Report* to be distributed to college administrators, and project staff. It will be a brief summary of monthly reports, reflecting progress toward objectives and activities.
Performance Reports/Interim Progress Reports	These will be prepared and submitted to the federal Title V program office each year for documentation of substantial progress toward achievement of objectives to assure continued funding.
Fiscal and Accounting	All fiscal and accounting procedures will follow GAP as per federal and state and institutional requirements.

Evaluation of Project Personnel	All evaluation measures will be fully consistent with institutional policies and procedures, including all negotiated agreements with faculty, administration and classified staff.
Communication with the Federal Title V Office	Communication will be encouraged through the Title V Project Director. Grants compliance personnel will be kept apprised of rules and policy changes from the program office, as well as changes in grants management or fiscal issues in EDGAR.

Consistent communication is essential to the success of this Title V project, to that end, CHCC will follow the following plan to guarantee that the college community is consistently updated in regards to this project.

Strategies to Keep Key Personnel Informed about Title V *Frequent and Open Communications*	
Startup communications: (1) Upon notification of award, CHC President will request Steering Committee meet to establish a schedule for presentations to key constituency groups at both CHC; (2) Organizational units to be impacted by project will meet in small groups within first four weeks of award with key Title V Project personnel.	
Quarterly Steering Committee Meetings	Minutes will be sent to deans and directors of those administrative units that are impacted by the activities of the grant.
Representation in Standard Governance Structures	Title V representation will be assured through appropriate committee membership by appropriate key Title V Project personnel at Crafton Hills College
Project Website, Campus Newsletters and Special Title V Newsletter/Bulletin	Within the first six months, the PD working with the Technology Department of CHC will establish a project website. When appropriate, the colleges will use existing internal information system, house newsletters/intranet bulletin boards.
	Title V Newsletter will feature special topics such as exemplary projects, new practices, activities and improvements. The Newsletter will be available in print and on the web.

PROJECT EVALUATION PLAN

Evaluation Design: The Office of Research and Planning at Crafton Hills College will have a key role in conducting the formative and summative evaluations on the project; however, since the second Activity Component is led by the Director of the Office of Research and Planning (ORP), Keith Wurtz, it is important to build a third party/independent evaluation aspect into the research design. In addition, solid evaluation techniques are essential for effective institutionalization of project activities. Crafton Hills has a strong commitment to inculcating

research into the campus climate. There is a growing commitment to a culture of evidence and an

ORP that possesses the ability to bring this goal to fruition. The Director of the Office of

Research and Planning has had a major role in the development of this Title V application and

the design of the Evaluation Plan. His work on this application has ensured that valid baselines

were established and he will work closely with the CHC staff implementing Title V to ensure the

effectiveness of the strategies. Additionally, an independent third party evaluation will be

overseen by Dr. Louis J. Venuto. The ORP will adhere to *scientifically valid education*

evaluation methods as detailed on the following table.

Scientifically Valid Education Evaluation is an evaluation that [38]:	How this evaluation plan addresses each aspect of a scientifically valid ed. evaluation:
Adheres to the highest possible standards of quality with respect to research design and statistical analysis;	It will be a third party evaluation, designed and conducted by professionals independent from the staff and faculty implementing the project.
Provides an adequate description of the programs evaluated and, to the extent possible, examines the relationship between program implementation and program impacts;	Comprehensive analysis of both output and outcomes data will be made, rather than simply publishing and distributing data. Appropriate decision-makers and stakeholders will be involved in making action plans based upon the results of the evaluation analysis.
Provides an analysis of the results achieved by the program with respect to projected effects	
Employs experimental designs using random assignment, when feasible, and other research methodologies that allow for the strongest possible causal inferences when random assignment is not feasible.	Control groups will be used for comparison (sections of courses not using new methods; success of students in parallel courses of study whose faculty are not involved in development activities; historical longitudinal studies)
May study program implementation via combinations of scientifically valid and reliable methods.	Surveys, focus groups, questionnaires will be used in addition to tracking/analyzing student outcomes

GENERAL **O**UTCOMES/**U**SES OF **E**VALUATION **P**ROCESS: Uses of the on-going and time specific

evaluations and outcomes are detailed in the following chart:

The Proposed Evaluation Methodology Will Positively Influence Decision-Making In The Following Areas:	
Planning decisions	Influence selection of annual goals and objectives, and for institutional planning.

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[38] Institute of Education Sciences IES (2002)

Structuring decisions	Ascertain optimal strategies and procedural designs for achieving the objectives that have been derived from planning decisions
Implementation decisions	Determine the means for carrying out and improving strategies – identification of needed modifications to planned timelines and strategies
Feedback decisions	Determine whether to continue or modify existing institutional and Title V CDP and Title V Activity objectives
Program Reporting	Evaluation outcomes will be used to complete the Interim and Annual Progress Reports required by the Title V federal program office.
Key Committees	The three key committees *Steering Committee, Professional Development Committee* and *the Learning Community Committee,* will use the formative and summative reports to guide project implementation and needed modifications in their respective areas of institutional development. Administrators, participating faculty and student services personnel will also be kept in the informational loop on an on-going basis, to give them access to the data crucial for decision-making and planning.
Internal and External Communications	Evaluation findings will be used in institutional effectiveness and research reports, updates to trustees and the State Board as needed, and in information to internal and external constituencies as appropriate.

Measurement and Attainment of CDP and Activity Objectives. Responsibility: The CHC

Office of Research and Planning (ORP) will provide support to the Title V Director, Activity

Directors, faculty, and other project staff to facilitate data collection. Interpretation and analysis

of data will be independently done by ORP and the external evaluator. The Title V Steering

Committee will also serve as an Internal Monitoring Committee to provide ongoing assessment

of the project's progress toward achieving the stated objectives.

Measurement Techniques for Data Collection/Analysis: California Community College MIS

referential files, the college's MIS system (i.e. Datatel), assessment data, and Student

Clearinghouse data will be used to track grant outcomes. Equally important, data collection

procedures will also include the use of surveys, standardized assessments, and other methods to

identify students in specified cohorts. Students exposed to any of the strategies in this grant will

be asked to provide their student id number, which will be used to track their progress on each of

the outcome measures. Accordingly, student course completion, data relative to the individual

educational goals of students, grades, and specifically, transfer and graduation data will be

gathered throughout the project. In addition, when evaluating the impact of the service

components, **multiple measures**, including feedback from students, faculty, and staff will be

used to inform the effectiveness of the programs.

Built into the regular daily/weekly process of implementing the project will be **on-going**

processes for evaluation outlined below.

Evaluation Schedule: 'On-going Evaluation' indicates Evaluation/Assessment/ Feedback for improvement will be on the agenda for every staff and subcommittee meeting.	
Tracking of progress toward achievement of objectives	**On-going:** Will ensure timely reporting to CHC strategic and budget planning groups.
Distribution of current enrollment and MIS reports	**Weekly** updates at beginning of each term (until census) Monthly at regular meetings of CHC Steering Committee
Formative evaluation Feedback for adjustments/improvements	**On-going**: Component Leads will report to PD and Steering Committee and modifications will be made as needed.
External Evaluation	**See detailed schedule above.**
Interim Report	Data collected during 1st 6 months; **submitted Spring 2011**
Annual Report and Final Report	**December, 2011 -2014 and 90 days after close of grant**

Detailed Plan to Provide Valid Assessment of Achievement of Objectives: Data will be

collected with appropriate methodologies to enable assessment of progress toward solving

identified CDP problems; each component of the Activities addresses at least one institutional

problem and is deliberately designed to be a corrective action to solve these identified problems.

Two sets of data files will be maintained and reported: longitudinal data and cross-sectional data.

The **longitudinal data** include, for example, ascertainable changes in student cohorts as a result

of pilot interventions. This data provides the basis for trend studies as well as exploratory data

analysis to examine the accomplishment of the specific objectives as stated in the CDP. **Cross-**

sectional data typically reflect day-to-day operations *(for example, increased numbers of*

students receiving outreach materials ,increased use of the transfer center) and will be useful as

historical records for each reporting period presenting conditions of the project at a given time.

Use of Evaluation Information: The emphasis of the evaluation will be of a formative nature in

which the data and information will be used critically to assess and make suggestions for

improvement. All evaluation reports will be distributed to the Title V Director and the Activity

Directors and reviewed by the Steering Committee. The formative evaluation data will be used to

identify problems, stimulate alternatives and focus discussion, and through resolution of

problems, generate a more positive summative evaluation at conclusion of each grant year.

Objective	Source of Information and Data Elements	Responsibility and timelines
1.1 By Fall 2015, increase the number of CHC students transferring to a four-year university or college from 1,314 in the 2008-2009 academic year to 1,577, an overall increase of 20% (4% per year).	District Management Information System (MIS) - Datatel National Student Clearinghouse ORP	Transfer data accessed by Office of Research and Planning (ORP) and distributed to the campus community each year.
1.2 By Fall 2015, increase the three year cohort percentage of CHC Hispanic students transferring to a four-year university or college from 21.5% in the 2006 – 2007 to 2008 – 2009 cohort to 31.5%, an overall percentage point increase of 10% (2% per year).	District MIS - Datatel National Student Clearinghouse CHC Office of Research and Planning (ORP)	Transfer data accessed by ORP and distributed to the campus community each year.
1.3 By Fall 2015, increase the number of CHC Hispanic students graduating with an AA, or AS Degree from 676 in 2008 – 2009 to 845, an overall increase of 25% (5% per year).	District MIS: Datatel	Degree data accessed by the ORP and distributed to the campus community each year.
2.1 By Fall 2015, increase the percentage of completed research projects by the CHC ORP from 44% in 2010 to 90%, an overall percentage point increase of 46% (9.2% per year).	Office of Research and Planning research request database.	Information is collected each year and provided in the Planning and Program Review.
By Fall 2015, increase the # of faculty & staff who have received training on how to access, interpret, and utilize data from 24 in the 2009-2010 academic year to 150, an overall increase of 525% or 126.	Tracking and evaluation of training on how to access, interpret, and utilize data.	ORP
3.1 By Fall 2015, double the external support of the college through grants, partnerships, and gifts over the 2009 – 2010 baseline. (Baseline to be determined at the end of the fiscal year and will not include state funding)	CHC Administrative Grants Manager	Office of Instruction

Primary responsibility for execution of all aspects of the evaluation plan lies with the Project

Director and Project Manager, however, a team of professionals will assist.

Title V Evaluation Team	
Project Director	Ted Phillips
Admin. Grants Manager	Ginger Sutphin
Component Leads	To Be Selected via Internal Search Process
Institutional Research Staff	Research team led by Keith Wurtz, Director, Office of Research and Planning
External Evaluator	Dr. Louis J. Venuto
Ad Hoc: Members of Steering Committee	

External Evaluation Consultant: In support of this complex project, and the importance of

institutional research to its successful implementation, we are hiring an independent evaluator

with expertise in both Title V and Outcomes Evaluation to consult annually.

Required Qualifications for External Evaluation Consultants: An independent external

evaluation will be conducted by Dr. Louis J. Venuto, retired Deputy Director of Title III and

Title V programs. Dr. Venuto will make annual site visits to Crafton Hills College and document

his findings and recommendations in written reports. The evaluation will include the following

deliverables:

Objectives	assessment of progress toward objectives
Institutionalization	assessment of the sustainability of the project after federal funding ceases
Strengthening Institution	assessment of overall institutional impact that the project is having upon the college
Merit Institutionalization	assessment of individual project activities based on data collection and statistical analysis
Regulations	assessment of compliance with federal regulations,
Recommendations	recommendations for improvement

Dr. Louis J. Venuto, Independent External Evaluator	
Academic Education and Credentials	Post Doctorate Study Harvard University; Ph.D. Pennsylvania State University; M.A. University of New Hampshire; B.A, Montclair State College (NJ);
Related	U.S. Education Department, Office of Post-Secondary Education: **Deputy**

Professional Experiences	**Division Director, Title III, Title V (2002-2004; Branch Chief, Program Monitoring Staff**; Program Officer, NDEA Title IV Section Chief, HEA Title II, Title V, and Title IX; Branch Chief, HEA Title III, 1985-1997

Final Reports on Success of Grant: At the completion of the project, a comprehensive summative evaluation will be prepared. In addition to an analysis of the grant's original objectives vs. actual accomplishment of those objectives, the summative evaluation will include the following: 1) budget expenditures, 2) a comparison of performance indicators with final results, 3) a summary of the ways the successful completion of this Activity has strengthened teacher education at both colleges. The Title V Director will detail the ways 4) the goals set out in the Comprehensive Development Plan were accomplished 5) the ways the Activity has affected the colleges' policies, procedures, decision processes, and fiscal allocations, and 6) plans for future actions. The information and data presented in these two reports will be combined for final performance report to be submitted at the end of the Title V grant period.

Budget Narrative and Cost Effectiveness

Funding is requested at a level that supports the implementation of activities as outlined in the proposal. The funding is reasonable and cost-effective to accomplish the activities designed to meet the stated objectives and the high quality services described. All costs are directly related to the proposed activities and have been researched and preliminary bids have been drawn up (for immediate start-up) whenever possible. All equipment prices have been thoroughly researched and confirmed via preliminary bid research and communications with vendors as itemized and described in the budget narrative.

This project supports the design and implementation of an all-encompassing transfer services program, Sophomore Year Experience and learning communities, institutional research and grants development. The services described will become self-supporting within a few years time. Once grant supported curriculum revisions and development are complete, they will be

reviewed and updated at least every five years through a revitalized CHC Curriculum and Program Review Process or more often as indicated by classroom-based assessments. After the initial costs related to designing and piloting new services to increase the transfer of and support the success of Hispanic students, CHC will continue to offer these services.

Discussions among senior level staff, division chair, faculty, student services staff and coordinators of other projects have helped identify essential cost items. The project will draw upon the expertise and knowledge of faculty and student services staff to help meet goals and objectives. To keep costs down, CHC is building on the infrastructure and involving faculty and staff of existing programs. The expertise of the Articulation Officer will help transform the articulation agreements and student Transfer Admission Guarantee Program institutions in the UC and CSU systems in addition to local, private colleges. Grant funds will develop new transfer activities that have not been possible with current staff and budgets.

Budget Narrative

Program Profile Narrative Form

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

Attachment 1:
Title: **HSI Program Profile Form** Pages: **3** Uploaded File: **2010-HSIProgramProfileForm-CHC1.doc**

Hispanic-Serving Institutions
Program Profile Form

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

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1. Name of Institution/Campus Requesting: **Crafton Hills College**

Institution/Campus OPE ID#: **00927200**   DUNS#: **073594228**

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

Project Address: **11711 Sand Canyon Road**

City: **Yucaipa**   State: **CA**   Zip: **92399**

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3. **Participating Institutions in a Cooperative Arrangement**: **NOT APPLICABLE TO CRAFTON**

3a. Name of Applicant Institution (Lead):
3b. Name of Participating Institutions   DUNS Number   Location (city/state)
   1.
   2.
   3.

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

Fiscal Year(s): 2006 to 2010   **Grant Type**: ☒ Individual ☐ Cooperative (If checked, please list partner institution(s)
                                          Names of Partner(s):
                                          1.
                                          2.
                                          3.

Major Accomplishment(s):   **Performance**:

1. Students participating in learning communities (73%) have a statistically significantly higher success rate than students in the stand-a-lone course (69%) while controlling for term, course, and instructor.   ☐Enrollment ☒Persistence ☐Graduation Rates ☐Fiscal Stability

2. The institutions net assets have increased from $400,000 to $574,537, a 44% increase.   ☐Enrollment ☐Persistence ☐Graduation Rates ☒Fiscal Stability

3. The enrollments of minority students increased from 2,272 to 2,522, an 11% increase.   ☒Enrollment ☐Persistence ☐Graduation Rates ☐Fiscal Stability

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

Total Fall 2007 FULL-TIME EQUIVALENT (FTE) students = **2,472**
          Total market value of endowment fund for 2007-08 = **$269,486**
          Total expenditures for library material during 2007-08 = **$36,687**
Note: Failure to provide information requested in items a) and b) above may result in the Department not considering the application under a tie-breaker situation

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6. **Endowment Fund Assurance**:   **NOT APPLICABLE TO CRAFTON**
☐ The institution certifies that it proposes to use no more than twenty percent (20%) of the Developing Hispanic-Serving

Institutions Program development grant, made under the authority of Title V, of the Higher Education Act of 1965, as amended to establish or increase the institution's endowment fund. The institution agrees to abide by the Department of Education's regulations governing the Endowment Challenge Grant Program, 34 CFR Part 628, the program statute, and the program regulations, 34 CFR Part 606. The institution further agrees to raise the required matching funds.

7a. **Dual Submission Certification**: If an institution applies for a grant under more than one program it must indicate that fact in each application:	7b. **Grant Funding**: If my institution should be selected to receive a grant under more than one program, I will accept the grant for:

NOT APPLICABLE TO CRAFTON
☐ Strengthening Institutions Program
☐ American Indian Tribally Controlled Colleges and Universities Program
☐ Native Hawaiian-Serving Institutions Program
☐ Alaska Native-Serving Institutions Program
☐ Title V Hispanic-Serving Institutions Program
  ☐ Cooperative Arrangement ☐ Individual
	NOT APPLICABLE TO CRAFTON
	☐ Strengthening Institutions Program
	☐ American Indian Tribally Controlled Colleges and Universities Program
	☐ Native Hawaiian-Serving Institutions Program
	☐ Alaska Native-Serving Institutions Program
	☐ Title V Hispanic-Serving Institutions Program
	  ☐ Cooperative Arrangement ☐ Individual

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

8a. **HSI Assurance**:	8b. **State Enrollment Reported Data**:	8c. **IPEDS Reported Data**:
Total Undergraduate FTE Enrollment Count: **3,016** Hispanic Undergraduate FTE Enrollment Count: **854** Undergraduate FTE Hispanic Percent: **28.3%**	Hispanic Undergraduate FTE Enrollment: **854** Undergraduate FTE Hispanic Percent: **28.3%**	Hispanic Undergraduate FTE Enrollment: **854** Undergraduate FTE Hispanic Percent: **28.3%**

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.

8a. Crafton's Management Information System (MIS), Colleague (Datatel), was used to calculate the information requested in 8a. The same methodology described below was used to calculate the requested information at Census (September 11th, 2009). First, students who completed (std5, units earned) 12 or more units were categorized as full-time students (1,104), and the number of completed units of part-time students was summed and divided by 12 (22,943 / 12 = 1,912). As a result, the total undergraduate FTE enrollment count was generated by adding the number of full-time students and the number of FTE part-time students (1,104 + 1,912 = **3,016**). Next, the exact same procedure was followed to obtain the Hispanic undergraduate FTE enrollment count (297 + 557 = **854**). Moreover, the total Hispanic enrollment count (**854**) was identified by selecting all of the Fall 2009 Hispanic students who were credit students. Finally, the undergraduate FTE Hispanic percent was calculated by dividing the Hispanic undergraduate FTE enrollment count (854) by the total undergraduate FTE enrollment count (3,016) and multiplying that number by 100 (.283 * 100 = **28.3%**). As a result, *Crafton Hills College exceeds the 25% eligibility threshold*.

8b and 8c. The California Community College Chancellor's Office Management Information System (COMIS) database was used to generate all of the information provided in this form. This is the State database, which is also used to supply information to IPEDS. In order to generate the Institutional Assurance Statistics the following methodology was used.

First, the COMIS definition of a credit student was used to ascertain the number of students at Crafton in Fall 2009. Consistent with COMIS, student headcount status (i.e. STD7=A, B, or C) was used to identify credit students (**6,384**). Next, the number of units completed by each of these students was calculated by identifying the number of completed units for each student identified in the Units Completed field (i.e. std5) data element found in COMIS. Third, students who completed more than 12 units were categorized as full-time students (1,104), and the number of completed units of part-time students was summed and divided by 12 (22,943 / 12 = 1,912). Finally, the total undergraduate FTE enrollment count was generated by adding the number of full-time students and the number of FTE part-time students (1,104 + 1,912 = **3,016**).

The exact same procedure was followed to obtain the Hispanic undergraduate FTE enrollment count (297 + 557 = **854**).

First, the COMIS definition of a credit Hispanic student was used to ascertain the number of Hispanic students at Crafton in Fall 2009. Consistent with COMIS, student headcount status (i.e. STD7=A, B, or C) was used to identify credit Hispanic students

(**1,904**). Next, the number of units completed by each of these Hispanic students was calculated by identifying the number of completed units for each student identified in the Units Completed field (i.e. std5) data element found in COMIS. Third, Hispanic students who completed more than 12 units were categorized as full-time students (297), and the number of completed units of part-time students was summed and divided by 12 (6,676 / 12 = 557). Finally, the total undergraduate FTE enrollment count was generated by adding the number of full-time students and the number of FTE part-time students (297 + 557 = **854**). Finally, the undergraduate FTE Hispanic percent was calculated by dividing the Hispanic undergraduate FTE enrollment count (854) by the total undergraduate FTE enrollment count (3,016) and multiplying that number by 100 (.2832 * 100 = **28.3%**). As a result, *Crafton Hills College far exceeds the 25% eligibility threshold*.

10. **Certifying Representative**: Name: Gloria Harrison Title: President Contact Number: 909-389-3200 Fax Number: 909-794-0423	11. ☒ By checking this box, the applicant and President of the institution certify that the IHE will comply with the statutory requirements, program standards, and program assurance cited in the HSI program regulations 34 CFR Part 606.

Budget Narrative

HSI Activity Detail Budget Narrative Form

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

Attachment 1:
Title: **CHC Budget Detail Narrative** Pages: **14** Uploaded File: **CHC_2010_TV_BudgetDetail_20100613.doc**

Hispanic-Serving Institutions Program Activity I Budget Detail Form

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

Activity I Budget (To be completed for every activity for which funding is requested)										
1. Name of Institution:					**2. Activity Title:**					
3. Budget Categories By Year	**First Year**		**Second Year**		**Third Year**		**Fourth Year**		**Fifth Year**		**Total Funds Requested**
Object Class	% 0f Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	
a. Personnel (Position Title)											
Program Director (Faculty)	0.50	$45,000	0.50	$46,350	0.50	$47,741	0.50	$49,173	0.50	$54,648	$238,912
Administrative Secretary	1.00	$40,000	1.00	$41,200	0.75	$31,827	0.50	$21,855	0.25	$11,255	$146,137
Activity One Lead (Faculty)	0.50	$40,000	0.50	$41,200	0.50	$42,436	0.50	$43,709	0.50	$45,020	$212,365
Transfer Center Coordinator (Fac.)	1.00	$90,000	1.00	$92,700	0.75	$71,611	0.50	$49,173	0.25	$25,324	$328,808
Honors Coordinator (Faculty)	0.25	$20,000	0.25	$20,600	0.50	$42,436	0.50	$43,709	0.50	$45,020	$171,765
Transfer Advocates (Faculty)	hrly	$12,000	hrly	$12,000	hrly	$12,000	hrly	$12,000	hrly	$12,000	$60,000
Supplemental Faculty Contracts	hrly	$10,000	hrly	$10,000	hrly	$20,000	hrly	$10,000	hrly	$25,000	$75,000
Faculty Dev. release and stipends	hrly	$10,000	hrly	$15,000	hrly	$18,000	hrly	$22,000	hrly	$29,000	$94,000
Supplemental Instruction (Tutor II)	hrly	$0	hrly	$10,000	hrly	$25,000	hrly	$50,000	hrly	$40,000	$125,000
SUB-TOTAL		$267,000		$289,050		$311,051		$301,619		$283,267	$1,451,987
b. Fringe Benefits ___%		$58,750		$60,513		$59,013		$51,904		$44,317	$274,497
c. Travel		$0		$24,000		$30,000		$30,000		$30,000	$114,000
d. Equipment		$126,000		$16,000		$11,510		$38,000		$95,000	$286,510
e. Supplies		$3,000		$3,000		$3,000		$3,000		$3,000	$15,000
f. Contractual		$0		$0		$0		$0		$0	$0
g. Construction		$20,000		$13,161		$20,497		$40,483		$41,044	$135,185
h. Other (endowment)		$25,000		$50,000		$58,000		$71,000		$71,000	$50,000
i. TOTAL DIRECT CHARGES		$489,750		$430,724		$470,071		$509,006		$543,628	$2,443,179

1.   **Explain in detail how you arrived at the total amount requested in each object class in each year of the activity. If you fail to provide sufficient details, we may disallow costs**. **THE BUDGET NARRATIVE JUSTIFICATION IS ON THE NEXT PAGE.**

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Activity 1: Budget Narrative Justification

a. Activity One PERSONNEL COSTS	

Program Director
1.0 FTE
Dr. Ted Phillips
	Dr. Philips' salary will be split between CHC and Title V
	    CHC = .5 FTE
	    Title V = .5 FTE

Administrative Secretary 1.0 FTE	**Minimum qualifications** Advanced knowledge of office computers including word processing, database management, and spreadsheets; Experience with purchasing and payroll records; Strong written and oral communication skills. **Responsibilities of the Program Assistant** Compose correspondence independently; Take and transcribe minutes from committee meetings; Order office supplies and equipment; Compose, edit, assemble, coordinate, and word process various documents and agenda materials; Research, collect, and compile statistical, financial, and other diverse information into special college and title v reports; make travel arrangements for title v staff; make arrangements for meetings and notify participants

Activity One Lead
1.0 FTE
David Bahner
	Mr. Bahner's salary will be split between CHC and Title V
	    CHC = .5 FTE
	    Title V = .5 FTE

Transfer Center Coordinator To be Hired 1.0 FTE	**Primary Roles and Responsibilities:** • Plan, organize, develop, and coordinate the Center's programs; • Counsel students; develop and teach transfer and career success courses, • Train faculty Transfer Advocates; • Monitor student progress, • Prepare reports; • Evaluate program effectiveness; • Work closely with Counseling faculty, the Articulation Officer, and instructional and service programs at the college.

	Minimum Qualifications: • Master's Degree in Counseling, Rehabilitation Counseling, Clinical Psychology, Counseling Psychology, Guidance Counseling, Education Counseling, Social Work or Career Development from an accredited institution of higher education; • Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students. • Bilingual/biliterate in English and Spanish.
Honors Coordinator (Faculty) Gwendolyn DiPonio .50 FTE .25 CHC funded .25 Title V funded The .25 FTE being paid by the grant will allow Ms DiPonio to: • Develop an outreach program, • Develop ties with local colleges and universities, and work • Develop the honors curriculum with faculty • Develop honors mentorship program	**Primary Roles and Responsibilities:** • Provides oversight and direction to the College honors institute. • Develop outreach; • Oversees admission of students into the program; • Oversight of the honors curriculum; • Ensures student compliance with maintenance and completion requirements of the program; • Works with the college's articulation officer and honor programs at four-year institutions to establish articulation and transfer agreements; • Mentors honors students in particular areas of interest including research. **Experience and Training:** • DiPonio served .25 FTE as the Honors Coordinator during the 2009-2010 year and will continue during in 2010-2011. • DiPonio has a Masters degree in English, has taught honors coursework, and has served as a mentor to other faculty.
Transfer Advocates (Faculty) –	Up to nine Transfer Advocates in academic and CTE programs will receive $600 per semester (fall and spring) to: • Participate in training, • Meet with and mentor students, • provide discipline-specific transfer workshops, • Run virtual interest groups. Of these, three transfer leads representing each academic division will receive an additional $200 per semester to liaison with the transfer center, attend counseling meetings, and • Disseminate transfer information to division faculty and staff.

Supplemental Faculty Contracts	Supplemental Faculty Contracts: Up to 185 hours of faculty time for Supplemental Instruction, Counseling for second-year Learning Communities, development of CTE career ladders and second year experience activities.
Faculty Dev. Release and/or stipend	Professional Development Activities: This funding will be used to support the implementation of faculty/staff development projects pertaining to the development of a learning college.
Supplemental Instruction (Tutor II)	Utilizing peer-assisted (Tutor II) (2 @ $10/hr in Year II; 5 @ $10/hr in Year III; 10 @ $10/hr in Year IV; 12 @ $10/hr in Year V;) study sessions. SI's will meet and lead regularly scheduled study sessions with Learning Community students Year 1 = 0 SI tutors Year 2 = 2 SI tutors Year 3 = 5 SI tutors Year 4 = 10 SI tutors Year 5 = 12 SI tutors

a. Activity One PERSONNEL COSTS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Program Director – Dr. Ted Phillips	45,000	46,350	47,741	49,173	54,648
Administrative Secretary	40,000	41,200	31,827	21,855	11,255
Activity One Lead – Mr. Daniel Bahner	40,000	41,200	42,436	43,709	45,020
Transfer Center Coordinator – to be hired	90,000	92,700	71,611	49,173	25,324
Honors Coordinator – Ms. Gwendolyn DiPonio	20,000	20,600	42,436	43,709	45,020
Transfer Advocates	12,000	12,000	12,000	12,000	12,000
Supplemental Faculty Contracts	10,000	10,000	20,000	10,000	25,000
Faculty Dev. Release Stipends	10,000	15,000	18,000	22,000	39,000
Supplemental Instruction (Tutor II)	0	10,000	25,000	50,000	40,000
TOTAL ACTIVITY ONE PERSONNEL	**267,000**	**289,050**	**311,051**	**301,619**	**283,267**

b. FRINGE BENEFITS			
The Fringe benefits for faculty are	STRS 8.25% Medical $8,940/YR	Medicare 1.45% SUI 0.72%,	Work Comp $1,200/YR

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The Fringe benefits for classified staff are	PERS 9.709%, FICA 6.20%, Medicare 1.45%, SUI 0.72%, Medical $9,300/YR Work Comp $1,200/YR				
Faculty Advisors, Supplemental Faculty Contracts	The District provides fringe benefits for full-time faculty on supplemental contract and release time.				

TOTAL ACTIVITY ONE FRINGE BENEFITS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	58,750	60,513	59,013	51,904	44,317

c. TRAVEL	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Activity One Lead and five Learning Communities faculty to attend the Annual Learning National Learning Communities Conference in Kansas City, MO. Year II three faculty @ $1,500 = $4,500; registration, airfare, lodging, per diem, ground transportation, airport parking in years 3, 4, and 5 four faculty @ $1,500 = $6,000.	0	4,500	6,000	6,000	6,000
Activity One Lead, Professional Development Classified Co-Chair, and two committee members to attend the annual Staff Professional Development Organization Conference (NCSPOSD) Year II three faculty @ $1,500 = $4,500; registration, airfare, lodging, per diem, ground transportation, airport parking in years 3, 4, and 5 four faculty @ $1,500 = $6,000.	0	4,500	6,000	6,000	6,000
Project Director, Admin. Secretary, and all Coordinators to attend the Southwestern Regional Title V Conference in Albuquerque, NM Year II four faculty @ $1,500 = $6,000; registration, airfare, lodging, per diem, ground transportation, airport parking in years 3, 4, and 5 five faculty @ $1,500 = $7,500.	0	6,000	7,500	7,500	7,500

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Honors Coordinator and three Honors faculty member will attend the Western Regional Honors Council in Flagstaff, AZ Year II three faculty @ $1,500 = $4,500; registration, airfare, lodging, per diem, ground transportation, airport parking in years 3, 4, and 5 four faculty @ $1,500 = $6,000.	0	4,500	6,000	6,000	6,000
Transfer Center Coordinator and 1 Counselor will attend the annual AACRAO Conference in Chicago, Il 2 @ $2,250 =$5,000 for registration, airfare, lodging, per diem, ground transportation, airport parking in years 2,3, 4, and 5.	0	4,500	4,500	4,500	4,500
TOTAL ACTIVITY ONE TRAVEL	**0**	**24,000**	**30,000**	**30,000**	**30,000**

d. EQUIPMENT	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Year 1: Ergonomic computer workstations for Title V personnel (5 @ $3,000), Black and white printer (1 @ $1,500), Color Printers for Transfer Center and Honors (2 @ $1,500): Scanner (1 @ $1,500), Presentation Equip. Projector/Laptop (2@ $5,000). Transfer Center CPU's and workstations (10 @ $3,000), Mobile Transfer Center CPU's (10 @ $3,000), Honors office CPU's and workstations (5 @ $3,000), Software packages for all Activities (4 @ $5,000).	126,000				
Year 2: Additional staff computer workstations (2 @ $3,000) Mobile Transfer Center portable kiosks (2 @ $5,000).		16,000			

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Year 3: Office scanner and other peripherals (1 @ $1,500), Mobile Transfer Center Equipment (1 @ $10), Software packages for Learning Communities and Professional Development etc… (2 @ $5,000)			11,510		
Year 4: Mobile Transfer Center Multimedia laptops (4 @ $2,500), Software (2 @ $5,000), replacement projectors for Learning Community classrooms (6 @ 3,000).				38,000	
Year 5: CPU's (8 @ $2,000), Printers (2 @ $2,500), Scanners (2 @ $2,000), Presentation equipment (2 @ $5,000), CPUs Teaching and Learning Center (30 @ 2,000)					95,000
Creating 'smart' Learning Community classrooms. Installation electrical to provide power for the Nomad Podium, CPU connections, projector with ceiling mount, control system, audio amplifier, sound system, digital cams, microphone, and switches. Years 2-3: Installation in two CL 216 and CL 217 classrooms. Years 4-5: Installation of remaining equipment in CL 108, 219, PAC 308, and the Crafton Resource Center.		13,161	20,497	40,483	41,044
TOTAL ACTIVITY ONE EQUIPMENT	126,000	29,161	32,007	78,483	136,044

e. SUPPLIES	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
General Supplies for Activity management including, but not limited to computer software, Professional Development, Honors, Learning Communities, and Transfer Center supplies-paper, toner, flash drives, notebooks, photocopying, etc… (Years 1-5 $3,000/year)	3,000	3,000	3,000	3,000	3,000

TOTAL ACTIVITY ONE SUPPLIES	3,000	3,000	3,000	3,000	3,000

e. CONTRACTUAL – None	0	0	0	0	0

f. CONSTRUCTION	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Renovation including removal of walls, relocation and addition of electrical sockets, and adding network and data cabling. ($10,000) for the Honors Room.	10,000				
Renovation of including removal of walls, relocation of electrical sockets, and adding network and data cabling for the Transfer Center.	10,000				
TOTAL ACTIVITY ONE CONSTRUCTION	20,000	0	0	0	0

f. OTHER	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
External Expertise for Faculty/Staff Development: Staff Development Training Experts and general expertise ($10,000) These experts are needed to work with the faculty and staff to provide guidance and training for Faculty Advising, Honors curriculum, Learning Communities, and general educational best practices.	10,000	10,000	10,000	10,000	10,000
Web Development Expert: This expert ($5,000) is needed to provide support and guidance with the creation of websites for all of the activities listed within the grant for duration of the grant. **Years 2-5:** ($15,000/year)	5,000	15,000	15,000	15,000	15,000
CCSSE – Participation in the Community College Survey of Student Engagement to help Crafton Hills College with their planning, evidenced based decision making, and to promote improvements in student learning and persistence. **Year 3:** ($8,000) **Years 4-5**: (16,000/year)			8,000	16,000	16,000

TOTAL ACTIVITY ONE OTHER	15,000	25,000	33,000	41,000	41,000

TOTAL ACTIVITY ONE BUDGET	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	489,750	430,724	468,071	506,006	537,628

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Hispanic-Serving Institutions Program Activity II Budget Detail Form

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

Activity Budget II (To be completed for every activity for which funding is requested)											
1. Name of Institution:						**2. Activity Title:**					
3. Budget Categories By Year	**First Year**		**Second Year**		**Third Year**		**Fourth Year**		**Fifth Year**		**Total Funds Requested**
Object Class	% 0f Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	% Of Time	Funds Requested	
a. Personnel (Position Title) Admin. Grants Manager Research Assistant	1.00 0.00	$65,000 $0	1.00 1.00	$66,950 $50,470	0.75 0.75	$51,719 $38,988	0.50 0.50	$35,514 $26,722	0.25 0.25	$18,290 $13,787	$237,473 $130,017
SUB-TOTAL		$65,000		$117,420		$90,707		$62,286		$32,077	$367,490
b. Fringe Benefits ___%		$16,250		$29,356		$22,677		$15,572		$8,020	$91,875
c. Travel		$0		$4,500		$4,500		$4,500		$4,500	$18,000
d. Equipment		$10,000		$3,000		$1,000		$0		$8,500	$22,500
e. Supplies		$1,000		$2,000		$2,000		$2,000		$2,000	$9,000
f. Contractual		$0		$0		$0		$0		$0	$0
g. Construction		$0		$0		$0		$0		$0	$0
h. Other		$38,000		$38,000		$36,000		$34,000		$32,000	$178,000
i. TOTAL DIRECT CHARGES		$130,250		$194,276		$156,884		$118,358		$87,097	$686,865

1. **Explain in detail how you arrived at the total amount requested in each object class in each year of the activity. If you fail to provide sufficient details, we may disallow costs**. **THE BUDGET NARRATIVE JUSTIFICATION IS ON THE NEXT PAGE.**

a. PERSONNEL COSTS	
Activity Two Lead .5 FTE Dr Keith Wurtz	Dr. Wurtz's salary will be paid in full by CHC.
Administrative Grants Manager Ginger Sutphin 1 FTE	**Primary Roles and Responsibilities:** • Responsible for setting up and administering the compliance and logistical hub for all grants projects; • Works with project directors to assure appropriate use of funds, including development of procedures for timely processing and approval of expenditures; • Processes all purchasing requests, bids, consultant and construction contracts within institutional, state, and federal rules. • Tracks and maintains records as required by funders and in, in the case of federal funds, with edgar, including inventory, time and effort documentation, and monthly reports. • Oversees preparation of required fiscal reports for funder; • With each PD assures that the grant operates in compliance. **Qualifications:** • BA in Business Management • Master's in Business Management due to be completed in 2013. • Five years experience in grants administration. • Experience in: college accounting practices and procedures including governmental accounting; financial report writing; federal/state regulations pertaining to federal grants; familiarity with student tracking and enrollment management systems. • Ability to make effective oral and written presentation
Research Assistant 1FTE To be hired	**Primary Roles and Responsibilities:** • Tracking student use of interventions – CHC Transfer Initiative, Transfer Advocates Program, Virtual Interest Groups, Mobile Transfer Information, learning communities, Career Technical Education to Transfer Plan, Second Year Experience, Summer Track for Transfer Students, and the CHC Honors Programs. • Track faculty and staff training on data access, use, and interpretation. • Perform analysis on transfers and degree earners. • Focus on tracking, evaluation, analysis and outcome assessment aspects of the

project to help inform and improve program development.

Minimum Qualifications:

- Knowledge of research designs, data evaluation, and database management as applicable in higher education.
- Institutional research, statistics, statistical applications, collection and correlation of data.
- Computer based management information systems.
- Methods and techniques of technical analysis and report writing.
- Principles and techniques of research and analysis.
- Oral and written presentation techniques.
- Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.

a. PERSONNEL COSTS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Activity Two Lead – Dr. Keith Wurtz	Paid in Full by Crafton Hills College				
Administrative Grants Manager	65,000	66,950	51,719	35,514	18,290
Research Assistant (100%) $49,000=1FTE.	0	50,470	38,988	26,722	13,787
TOTAL ACTIVITY TWO PERSONNEL	**65,000**	**117,420**	**90,707**	**62,286**	**32,077**

b. FRINGE BENEFITS					
The Fringe benefits for classified staff are	PERS 9.709%, SUI 0.72%,		FICA 6.20%, Medical $9,300/YR		Medicare 1.45%, Work Comp $1,200/YR
TOTAL ACTIVITY TWO FRINGE BENEFITS	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
	16,250	**29,356**	**22,677**	**15,572**	**8,020**

c. TRAVEL	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Administrative Grants Manager and Research Assistant to attend the Southwestern Regional Title V Conference in Albuquerque, NM 2 @ $1,000 = $2,000 for registration airfare, lodging, per	0	2,000	2,000	2,000	2,000

diem, ground transportation, airport parking in years 2-5.					
Research Assistant. and Director of Research and Planning will attend the RP Research and Planning Conference in Pomona, CA 2 @ $1,250 = $2,500 for registration, lodging, per diem, ground transportation, mileage in years 2-5.	0	2,500	2,500	2,500	2,500
TOTAL ACTIVITY TWO TRAVEL	**0**	**4,500**	**4,500**	**4,500**	**4,500**

d. EQUIPMENT	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
Year 1: **C**omputer workstations for Title V personnel (2 @ $3,000), Black and White printer (1 @ $1,500), Color Printers (1 @ $1,500): Scanner (1 @ $1,000). **Year 2**: Ergonomic computer workstations (1 @ 3,000). **Year 3**: Locking Storage Cabinet (1 @ 1,000). **Year 5**: CPU's (2 @ $2,000) printers (1 @ $2,500) scanners (1 @ $1,000).	10,000	3,000	1,000	0	8,500
TOTAL ACTIVITY TWO EQUIPMENT	**10,000**	**3,000**	**1,000**	**0**	**8,500**

e. SUPPLIES	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
General Supplies for Activity management including, but not limited to computer software, paper, toner, flash drives, notebooks, photocopying, etc… (Year 1 is $1,000; Years 2-5 is $2,000/year)	1,000	2,000	2,000	2,000	2,000
TOTAL ACTIVITY TWO SUPPLIES	**1,000**	**2,000**	**2,000**	**2,000**	**2,000**

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f. CONTRACTUAL – NONE for ACTIVITY TWO

g. CONSTRUCTION – NONE for ACTIVITY TWO

h. OTHER	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
External Evaluator-Dr Louis Venuto requested yearly per evaluation plan. $8,000 per year. 1 day prep, 2 day visit, 1 day analysis/report writing. 4 days at $1500/day + 4 days lodging and per diem at $250/day + car rental. $500 per year for copying and duplication costs for reports and materials for Steering Committee.	8,000	8,000	8,000	8,000	8,000
Institutional Development Specialist – Part-time consultative position (for the term of the grant only) will work with the Project Director, Activity Directors, Administration and Administrative Grants Manager as appropriate to maximize the effectiveness of the new program initiatives developed.	30,000	30,000	28,000	26,000	24,000
TOTAL ACTIVITY TWO OTHER	**38,000**	**38,000**	**36,000**	**34,000**	**32,000**

TOTAL ACTIVITY TWO BUDGET					**2014-2015**
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	130,250	**194,276**	**156,884**	**118,358**	**87,097**

TOTAL CHC TITLE V BUDGET	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	620,000	**625,000**	**624,955**	**624,364**	**624,725**

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