

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

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

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

****Table of Contents****

Forms

1. Standard Face Sheet (ED 424)	e1
2. Standard Budget Sheet (ED 524)	e2
3. SF 424B - Assurances Non-Construction Programs	e4
4. Disclosure of Lobbying Activities	e6
5. OPE-Certification Regarding Collaborative Arrangements (Form 851S-8)	e7
6. OPE-Endowment Fund Assurance (Form 851S-9)	e9
7. ED 80-0014 Certification	e10
8. ED 80-0013 Certification	e12
9. Hispanic-Serving Institutions Assurance (851S-7)	e13
10. OPE-Tie Breaker Information Form (84.031S)	e14
11. OPE-Participating Institutions in a Cooperative Arrangement (Form 851S-1)	e15
12. OPE - Objectives and Performance Indicators Form (84.031S Form 851S-2) - Increasing Hispanic Student Transfer Rates and Cor Delta Activity Objectives	e17
13. OPE - Objectives and Performance Indicators Form (84.031S Form 851S-2) - Project Management & Evaluation	e19
14. OPE- Implementation Strategy and Timetable Form (84.031S Form 851S-3) - Increasing Hispanic Student Transfer Rates and Con ED Form 851A-3 - Impl & timeline	e21
15. OPE- Implementation Strategy and Timetable Form (84.031S Form 851S-3) - Project Management & Evaluation	e27
16. OPE - Individual Activity Budget (84.031S Form 851S-4) - Increasing Hispanic Student Transfer Rates and Completion of Two-yea	
17. OPE - Individual Activity Budget (84.031S Form 851S-4) - Project Management & Evaluation	e29
18. OPE - Individual Activity Budget Narrative Form (031S 851S-5) - Increasing Hispanic Student Transfer Rates and Completion of 1	
19. OPE - Individual Activity Budget Narrative Form (031S 851S-5) - Project Management & Evaluation	e31
20. OPE-Other Budget Information Form for Summary Budget (Form 851S-6)	e32
21. OPE- Dual Submission Certification (Title III and V) ED Form 851A-9	e33
22. 427 GEPA	e34
GEPA Requirement	e36

Narratives

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

<i>Delta Institutional Narrative</i>	e42
4. <i>Project Narrative - (Justification for Funding Under a Cooperative A.....)</i>	e45
5. <i>Project Narrative - ((a) Quality of the applicant's comprehensive de.....)</i>	e46
<i>Delta CDP</i>	e47
6. <i>Project Narrative - ((b) Quality of activity objectives. (Total: 10)</i>	e66
<i>Delta Act. Objectives</i>	e67
7. <i>Project Narrative - ((c) Quality of implementation strategy. (Total:.....)</i>	e69
<i>Delta Act. Narrative</i>	e70
8. <i>Project Narrative - ((d) Quality of key personnel. (Total: 10 points.....)</i>	e80
<i>Delta Key Personnel</i>	e81
9. <i>Project Narrative - ((e) Quality of project management plan. (Total:.....)</i>	e86
<i>Delta Proj Management</i>	e87
10. <i>Project Narrative - ((f) Quality of evaluation plan. (Total: 10 poin.....)</i>	e91
<i>Delta Proj. Evaluation</i>	e92
11. <i>Project Narrative - ((g) Budget. (Total: 5 points). The extent t.....)</i>	e96
<i>Activity & PME Budget Narratives</i>	e97
12. <i>Project Narrative - (Five Year Plan (See General Instructions for fu.....)</i>	e101
<i>5 Year Plan</i>	e102
13. <i>Project Narrative - (Ranking of Activities (See General Instructions.....)</i>	e103
<i>Ranking of Activities</i>	e104
14. <i>Project Narrative - (Prior HSI Program Support (See General Instruct.....)</i>	e105
<i>HSI Support</i>	e106
15. <i>Project Narrative - (Letters of Commitment from Partner Institutions.....)</i>	e107

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

Application for Federal Education Assistance



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

Applicant Information

1. Name and Address
 Legal Name: San Joaquin Delta College
 Address: 5151 Pacific Avenue

Stockton CA
 City State
 2. Applicant's D-U-N-S Number 044009934
 3. Applicant's T-I-N 914044400
 4. Catalog of Federal Domestic Assistance #: 84 031S
 Title: Application for Grants Under the Developing Hispanic-Serving Institutions Progra...
 5. Project Director: Joseph Gonzales
 Address: 5151 Pacific Avenue

Stockton CA 95207 - 6370
 City State ZIP Code + 4
 Tel. #: (209) 954-5589 Fax #: (209) 954-5622
 E-Mail Address: JGONZALES@DELTACOLLEGE.EDU

Organizational Unit
Instruction
San Joaquin 95207 -
 County ZIP Code + 4
 6. Novice Applicant No
 7. Is the applicant delinquent on any Federal debt? No
(if "Yes," attach an explanation.)
 8. Type of Applicant *(Enter appropriate letter in the box.)* G
 A State G Public College or University
 B Local H Non-Profit College or University
 C Special District I Non-Profit Organization
 D Indian Tribe J Private, Profit-Making Organization
 E Individual K Other *(Specify):*
 F Independent School District
 9. State Application Identifier:
Not Applicable

Application Information

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

13. Are any research activities involving human subjects planned at any time during the proposed project period? No *(Go to item 14.)*
 13a. Are **all** the research activities proposed designated to be exempt from the regulations? No
 Yes *(Provide Exemption(s)#):*
-
 No *(Provide Assurance #, if available):*

12. Proposed Project Dates:

Start Date:	End Date:
<u>10/31/2005</u>	<u>09/30/2010</u>

14. Descriptive Title of Applicant's Project:
Increasing Hispanic Transfer and Gradation Rates

Estimated Funding Authorized Representative Information

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

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

a. Typed Name of Authorized Representative
Mary Ann A Cox

b. Title
Dean of General Education

c. Tel. #: (209) 954-5631 Fax #: (209) 954-5622

d. E-Mail Address: MCOX@DELTACOLLEGE.EDU

e. Signature of Authorized Representative



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
San Joaquin Delta 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	\$ 320792	\$ 352697	\$ 374162	\$ 372006	\$ 329231	\$ 1748888
2. Fringe Benefits	\$ 83745	\$ 91689	\$ 101388	\$ 100544	\$ 100080	\$ 477446
3. Travel	\$ 14500	\$ 14500	\$ 14500	\$ 14500	\$ 14500	\$ 72500
4. Equipment	\$ 66490	\$ 30500	\$ 19500	\$ 16000	\$ 59000	\$ 191490
5. Supplies	\$ 9173	\$ 5214	\$ 5700	\$ 5500	\$ 5939	\$ 31526
6. Contractual	\$ 1300	\$ 10400	\$ 9750	\$ 8450	\$ 3250	\$ 33150
7. Construction	\$ 39000	\$ 25000	\$ 0	\$ 0	\$ 0	\$ 64000
8. Other	\$ 15000	\$ 20000	\$ 25000	\$ 33000	\$ 38000	\$ 131000
9. Total Direct Costs (lines 1-8)	\$ 550000	\$ 550000	\$ 550000	\$ 550000	\$ 550000	\$ 2750000
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 550000	\$ 550000	\$ 550000	\$ 550000	\$ 550000	\$ 2750000

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): _____
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 San Joaquin Delta College

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Raul Rodriguez

Title: Superintendent/President

Date Submitted: 03/09/2005

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
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: Raul Rodriguez Title: Superintendent/President Applicant: San Joaquin Delta College Date: 03/09/2005	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING COLLABORATIVE ARRANGEMENT

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

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

1. Describe the terms of the agreement:

San Joaquin Delta Community College and Stockton Unified (LEA) are primary partners in the Stockton Educational Partnership with the sole purpose of increasing student success for high risk students, including the 27,000 Hispanic students of which 60% belong to linguistically isolated households where Spanish is the only language spoken. This partnership was formed in 2003 under the auspices of the California Education Reform Communities Network project and funded by the National Council for Community and Education Partnerships. Delta College was selected as one of three LEA/Community Partnerships to serve as a model partnership in improving student success to “expand opportunity in higher education for low-income families and to ensure that anyone who wants to be the first in his/her family to attend college can now do so.” The Stockton Educational Partnership, as we are known, includes Delta College, Stockton Unified School District, the Stockton Chamber of Commerce, CSU Stanislaus, San Joaquin County Schools, the Workforce Investment Board Director, and the University of Pacific.

2. Describe the role of the applicant institution:

San Joaquin Delta College is the primary fiscal agent for the Stockton Educational Partnership. Delta College and Stockton Unified School District are equal partners in leading the partnership. Presently, the Partnership has undertaken four major, joint projects targeting the Hispanic and high risk students to increase student career awareness, preparedness, and access to higher education. (1) The Jose Valdez Summer Mathematics Program that serves 256 seventh and eighth grade Hispanic students is held at Delta College in the summer focusing on math, discipline and responsibility. (2) The GEAR UP project that serves 616 Hispanic seventh and eighth grade students is a joint project between Stockton Unified and Delta College to provide intensive career/college orientation preparedness courses/workshops/fairs for students and their parents. The mentoring component of this project will begin with 9th graders next year. Hispanic teachers and community mentors are now being identified and trained to serve as role models for clusters of Hispanic Students. (3) The Strategic Algebraic Reform Initiative is a joint professional development program for teachers of algebra to better educate over 1404 eighth

grade Hispanic students. Teachers work with the professional and business fields, understanding how mathematics is best taught and applied to fields of employment and transfer this training to the classroom by using concrete applications of algebra in teaching the students. (4)The Appreciative Inquiry (AI) process is the positive strategic planning process for the Stockton Educational Partnership to improve student achievement and access to higher education. AI is the operational process whereby “what is working” is identified and increased rather than identifying the problem and discussing what does not work. Our LEA collaborative partnership is dedicated to this premise for improvement of student success and has begun implementation of Appreciative Inquiry in Delta College’s Strategic Planning Process, in Stockton Unified District management staff development process, and in one of the non-performing middle schools in Stockton Unified.

3. Describe the objectives of the agreement:

The objectives of the partnership between Delta College and Stockton Unified (via the Stockton Educational Partnership) are to increase student access and preparedness to the community college. Presently, 68% (27,202) of the student population in Stockton Unified is Hispanic with 70 % of the students who go on to higher education going to Delta College. San Joaquin Delta College and Stockton Unified will work together in a close alliance to share information and training of faculty in the most promising practices, as defined in our Title V grant, to serve Hispanic and high risk students.

Authorized IHE Representative

*Name : Dr. Raul Rodriguez
*Title : Superintendent/President of SJDC
Signature: *Date: 3/14/2005

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

Authorized LEA or Community Based Organization Representative

*Name: Dr. George Riddler
*Title: Superintendent Stockton Unified District
Signature: *Date: 3/14/2005

ED FORM 851S-8

Endowment Fund Assurance

The institution of higher education proposes to use no more than twenty percent (20%) of the Developing Hispanic-Serving Institutions Program development grant award, made under the authority of Title V, of the Higher Education Act of 1965, as amended to establish or increase the institution's endowment fund.

The institution agrees to abide by the Department of Education's regulations governing the Endowment Challenge Grant Program, 34 CFR Part 628, the program statute, and the program regulations, 34 CFR Part 607.

The institution further agrees to raise the required matching funds.

Name of Institution of Higher Education San Joaquin Delta College

Signature of President or Chief Executive *Date: 3/9/2005

*Name : Raul Rodriguez

*Title : Superintendent/President

Signature of Treasurer or Chief Financial Officer*Date: 3/9/2005

*Name : Andrew W Dunn

*Title : Vice President, Business Services

ED FORM 851S-9

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

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

Instructions for Certification

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

Certification

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

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

Explanation for Statement (2)

Attachment:

Title :

File :

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

Project Title: **Increasing Hispanic Transfer and Gradation Rates**

PR Award Number: **P031S050009**

Name of Authorized

Certifying Representative:

Raul Rodriguez

Title:

Superintendent/President

Applicant:

San Joaquin Delta College

Signature:

Date:

03/09/2005

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

Organization

San Joaquin Delta College

Name of Authorized Representative

Raul Rodriguez

Title

Superintendent/President

Signature

Date

03/09/2005

ED 80-0013

03/04

**Hispanic-Serving Institutions Assurance
Signature Page**

Institutional Statistics

Name of Institution:	San Joaquin Delta College
Total Undergraduate FTE Enrollment Count:	6742
Hispanic Undergraduate FTE Enrollment Count:	1696
Hispanic Enrollment Count:	4596
Hispanic Low-Income Student Count	3472
Undergraduate FTE Hispanic Percent:	25.155740136458
Low-Income Hispanic Percent:	75.5439512619669

*Name of President of the Institution: Raul Rodriguez
*Title of President of the Institution: Superintendent/President
Signature: *Date: 3/9/2005

ED FORM 851S-7

Tie-Breaker Information:

Directions:

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

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

1. Total FALL 2002 FULL-TIME EQUIVALENT (FTE) students =	6742
a) Total market value of endowment fund for 2002-03	\$ 22,900.00
b) Total expenditures for library material during 2002-03	\$ 25,000.00

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

First Name: Mary Ann **Middle Initial:** __ **Last Name:** Cox
Phone: 2099545631 **Extn:** _____
email: MCOX@DELTACOLLEGE.EDU

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

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

PARTICIPATING INSTITUTIONS IN A COOPERATIVE ARRANGEMENT

1. Name of Applicant Institution: San Joaquin Delta College

2a. Participating Institution	2b. DUNS Number	2c. Location (City and State)	2d. Funds Requested
FORM DOES NOT APPLY			0.00

ED FORM 851S-1

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

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS FORM

NAME OF APPLICANT INSTITUTION:

San Joaquin Delta College

ACTIVITY TITLE:

Increasing Hispanic Student Transfer Rates and Completion of Two-year Transferable Programs

Title : Delta Activity Objectives

File : C:\Documents and Settings\Jan Nontell\Desktop\Delta\Delta With MAs 16 changes\F. Delta Activity Objectives 3.14.05.doc

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM , Title V Higher Education Act, as amended		Form Approved OMB No.: 1840-0745 EXP. DATE: 10/31/2006
Activity Objectives and Performance Indicators Form		
1. Name of Applicant Institution: San Joaquin Delta College		
2. Activity Title: Increasing Hispanic Student Success Rates and Completion of Two-Year Transferable Programs		
3. MAJOR OBJECTIVES IN MEASURABLE TERMS		4. PERFORMANCE INDICATORS
Objective 1: By 2010, there will be a 20% increase (4% increase per year) in the number of Hispanic students earning degrees over the 2004 baseline of 289. 2010 Target Benchmark: 347	4% Increase Per Year over 2004 Baseline of 289 degrees Awarded to Hispanic students <ul style="list-style-type: none"> • 2006 Target: 300 • 2007 Target: 312 • 2008 Target: 324 • 2009 Target: 335 2010 Target: 347	
Objective 2: By 2010, the numbers of Hispanic students transferring to CSU, UC, or other four-year institutions will be 50% higher (10% increase per year) than the 2003-2004 baseline of 119 transfer. 2010 Target Benchmark: 178	10% Increase per year in Hispanic students transferring <ul style="list-style-type: none"> • 2006 Target: 131 • 2007 Target: 143 • 2008 Target: 155 • 2009 Target: 167 2010 Target: 179	
Objective 3: By 2010, there will be at least 100 Hispanic students participating in Puente, MESA, Engineering, Electron microscopy, Registered Nursing, and Teacher Preparation programs, compared to the 2004 baseline of 59 students. 2010 Target Benchmark: 100	Annual combined total <ul style="list-style-type: none"> • 2006 Target: 67 • 2007 Target: 75 • 2008 Target: 83 • 2009 Target: 91 2010 Target: 100	
Objective 4: By September 2010 there will be a significant increase in the number of Hispanic students successfully completing Developmental Bridging courses in math and English	<ul style="list-style-type: none"> ▪ Math 80 increase from a 2003-04 baseline of 41% to 55% in 2010. ▪ Math 82 increase from a 2003-04 baseline of 46% to 57% in 2010. English 79 increase from a 2003-04 baseline of 53% to 63% in 2010	
Objective 5: By 2010 there will be a 50% decrease in the numbers of students repeating a course for the third time over the 2002-2004 baselines for Eng 001a, Eng 079, Math 080 and Math 082.	There will be a 10% decrease per year against the following baselines for each course: <ul style="list-style-type: none"> ▪ Eng 001a: 87 third time repeaters ▪ Eng 079: 45 third time repeaters ▪ Math 080: 83 third time repeaters ▪ Math 082: 69 third time repeaters 	

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

ACTIVITY OBJECTIVES AND PERFORMANCE INDICATORS FORM

NAME OF APPLICANT INSTITUTION:

San Joaquin Delta College

ACTIVITY TITLE:

Project Management & Evaluation

Title : Form Not Applicable - Automatically Generated Unneeded Form

File :

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

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

**1. NAME OF APPLICANT
INSTITUTION:**
San Joaquin Delta College

2. ACTIVITY TITLE:
Increasing Hispanic Student Transfer Rates and Completion of Two-year
Transferable Programs

Title : ED Form 851A-3 - Impl & timeline

File : C:\Documents and Settings\Jan Nontell\Desktop\Delta\Delta With MAs 16 changes\H.
Delta ImplStrategy Form 3.14.05.doc

GRANT APPLICATION FOR THE TITLE V, PART A PROGRAMS -- TITLE V, HIGHER EDUCATION ACT, AS AMENDED

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Applicant San Joaquin Delta College		2. Activity Title Increasing Hispanic Transfer and Graduation Rates			
3. Specific Tasks To Be Completed	4. Primary Participants	5. Methods Involved	6. Tangible Results	7. Timeframe From To	
ANNUAL or Recurring Implementation Strategies					
Search, screen and employ Activity staff for the year.	Title V Coord. .Activity Director (AD) College Search Committee, HR Dept.	College recruitment and hiring practices for contractual, temporary and regular employees.	Employ/release staff with appropriate experience & training to enable activity success..	Oct.	Jan.
Order all equipment for the year	Act, Dir (AD), T5 Coord. Purchasing Department, Chief of Info Services	Follow all Delta College, State and, Federal Government required bid and purchasing requirements.	Eqpmnt acquired at reasonable cost & installed at a time least disruptive for faculty& students.	Oct.	Dec.
Evaluate Year	See Comprehensive <i>Evaluation Plan</i> Section of Proposal.			Aug.	Oct.
Year One 2005-2006					
Introduce Title V strategies to campus	President, T5 Coord. AD	Design presentation content, deliver presentation, assess impact of forum	Pervasive understanding of T5 grant and supporting initiatives.	10/5	12/5
Collaborative Learning Committee (CLC) formed and activated.	AD, VPs, Dean of G.E. Faculty: Math, Sci, Nurs, Engl, ESL Basic skills /Dev Ed,	CLC meets monthly during Year One and quarterly thereafter.	Committee provides vital monitoring/advising functions for all pilot projects.	10/5	9/6
Key faculty members released to develop Supplemental Instruction training materials.	AD. VP Instruction, Dean G.E., Student Services, Faculty	Faculty and Staff develop credit-bearing SI course and manual for use by SI Facilitators in the MSLC.	Preliminary SI Training Manual ready for pilot.	12/5	6/6
Math Science Learning Center (MSLC) Committee formed and activated.	AD, MSLC Coord., VP Instruction, Dean G.E. Key Faculty, Counseling staff, MSLC Committee	MSLC Comm meets monthly during Year One and quarterly thereafter. Committee and Activity staff develop strategies and training for the use new MSLC.	Detailed five-year plan for implementing all development activities for MSLC in interaction with the Activity.	10/5	9/6
Reading Writing Learning Center (RWLC) Committee formed and activated.	AD, RWLC Coord., VP Instruction, Dean G.E., Faculty, Counselor, MSLC Committee	RWLC Comm meets monthly during Year One and quarterly thereafter. Committee and Activity staff develop strategies and training for the use new RWLC.	Detailed five-year plan for implementing all development activities for RWLC in interaction with the Activity.	10/5	9/6
Faculty from across all areas of the college to participate in best practices sharing.	AD, VP of Instruction, Dean G.E., Faculty, Teaching Learning Specialist, MSLC/RWLC and Fac.	Faculty review best practices for learning communities, take part in visitations to colleges with exemplary programs, develop plan for implementation of learning	Plan for implementing learning communities on campus will be developed, training will be scheduled.	10/5	6/6

	Devel. Committees	communities at Delta.			
Classroom and offices moved from Shima building. Space remodeled for MSLC	T5 Coord. MSLC Coord., Facilities, MSLC Committee, Architect, construction	MSLC Committee to work with architect, plans drawn, remodeling to take place.	Functioning Math Science Learning Center equipped and ready for use by students, faculty and staff	10/5	4/6
Faculty to participate in best practices sharing and curriculum development emphasizing reading, writing and study skills	AD, VP of Instruction, Dean G.E., Faculty, Teaching Learning Specialist	Faculty review curriculum for seamlessness between Basic Skills Dev. Bridging courses. Emphasis on study skills, reading and writing	There will be smooth transition between one level of basic Skills and Developmental Bridging Courses Reading/Writing Study Skills support courses for Math 80 and English 79	10/5	6/6
Faculty from Math 80, Math 82, and English 79 receive release time to review and revise curriculum	AD VP of Instruction, Dean G.E., Faculty, Teaching Learning Specialist	Faculty review and revise curriculum for seamlessness between exit/entry for the Basic Skills, Math 80, Math 82, and English 79 and Gateway Transfer courses. Emphasis will be placed on including methodology deemed to help Hispanic students succeed	There will be smooth transition between Basic Skills and Math 80, 82 and English 79. Resulting in fewer students needing to retake the courses, higher GPA and increased likelihood that students will persist to goal.	10/5	6/6
Faculty Development Committee given T5 responsibilities	AD, VPs of Instruction & Student Services, Dean of G.E., Key Faculty, Teaching/Learning Spc.	Committee & Activity staff develop strategies/training for new technologies/ methods for diverse learners	5-year plan for implementing all faculty development activities in interaction with the Activity.	10/5	9/6
Develop training plan for faculty development	AD, Key Faculty, Teaching/Learning Spc Title V Fac. Dev. Committee	Committee and Activity staff develop strategies and training for the use of new technologies and methodologies proven to work with diverse learners	Detailed five-year plan for implementing all activities of faculty development in interaction with the Activity.	10/5	12/6
Program Evaluation committee formed and activated	T5 Coord., AD., Dean of Planning and Research, Research Analyst (RA), faculty and staff	Program Evaluation Committee meets monthly during Year One and quarterly thereafter.	Vital monitoring/advising functions: evaluation and continuation plans for all pilot projects.	11/5	9/6
Develop plan for Assessment Training	T5 Coord. AD. RA., Teaching/Learning Spc Fac. Dev. and Prog. Eval Committees.	Comm. & Act. staff develop strategies & training for the use of methodologies proven to work with assessing student learning outcomes	Detailed 5-year plan for implementing training activities related to Student Learning Outcome Assessment	10/5	9/6
Identify core indicators for	RA, T5 Coord., AD, VP	Annual process will focus on core	Data available in a "user friendly"	11/5	3/6

program completion, student satisfaction & effectiveness		indicators /benchmarks for Hispanic Students	form; Assessment of student problems and needs		
Year Two 2006-2007					
SI training completed and ready to pilot	AD., MSLC Coord, Faculty	Delta SI Training Manual complete and ready for pilot.	SI Training piloted & reviewed, with special emphasis on Developmental bridging classes and study skills.	10/6	12/7
Hire SI Facilitators	AD, MSLC Coord, HR Office	Core group of SI Facilitators services	Tutors in place and assisting students in need of their help.	1/6	9/7
Classroom and offices moved from Shima building. Space remodeled for Reading/Writing Learning Center (RWLC)	T5 Coord. RWLC Coord., Facilities, MSLC Committee, Architect, construction	RWLC Committee to work with architect, plans drawn, remodeling to take place.	Functioning Reading Writing Learning Center equipped and ready for use by students, faculty and staff.	10/6	4/7
Learning Communities piloted	T5 Coord., AD MSLC and RWLC Coords. Faculty	Learning Communities for Math 80,82 and Eng 79 to be piloted in the MSLC and RWLC during the second grant year.	Pilot course reviewed for outcomes and needs.	1/6	9/7
Math Assessment and testing center established	MSLC, Assessment, faculty, AD.	Small assessment center to be established in the MSLC for specific course assessment and testing.	Math Assessment area to be fully functioning resulting in fewer misplaced students, drop-outs and course repetition.	10/6	2/7
Faculty to participate in best practices sharing and curriculum development emphasizing reading, writing and study skills	Activity Director (AD) VP of Instruction, Dean G.E., Faculty, Teaching Learning Specialist	Faculty review curriculum for seamlessness between Basic Skills & Dev. Bridging courses. Emphasis on study skills, reading and writing.	There will be smooth transition between one level of basic Skills and Developmental Bridging Courses Reading/Writing Study Skills support courses for Math 36 and English 1A.	10/6	6/7
Faculty from Math 36, and English 1A receive release time to review and revise curriculum	AD, VP of Instruction Faculty, Teaching/ Learning Specialist	Faculty review and revise curriculum for seamlessness between exit/entry for the Basic Skills, Math 36, and English 1A and Gateway Transfer courses. Emphasis will be placed on including methodology deemed to help Hispanic students succeed.	There will be smooth transition between Developmental courses and Math 36, and English 1A Resulting in fewer students needing to retake the courses, higher GPA and increased likelihood that students will persist to goal..	10/6	6/7
Faculty Development Programs and activities in place	AD, VPs of Instruction & Student Services, Dean G.E., Teaching/Learning Spec. Faculty,	Committee and Activity staff begin training for the use of new methodologies proven to work with Hispanic students and diverse	Faculty will have development opportunities in specific areas as decided in year one.	10/6	9/6

	Committee Consultant	learners.			
Design Institutional Assessment plan, core indicators, & instruments & manual.	T5 Coord, President's Cabinet, VP Planning and Research, RA, Program Evaluation Committee	Identify institutional data needs to the strategic and other college plans; Design majors outcomes assessment model, outcomes assess. manual, orient faculty to manual.	Improved access to timely and useful info for institutional needs and to plan inst. programs. Manual distributed to 100% of faculty.	10/6	9/7
Identify core indicators for program completion, student satisfaction & effectiveness.	T5 Coord, AD. VP Planning and Research, RA, Program Evaluation Committee	Focus on core indicators /benchmarks.	Data available in a "user friendly" form.	6/6	9/6
Year Three 2007-2008					
Learning Communities piloted.	T5 Coord., Act. Dir, MSLC/RWLC Coords. Faculty	Learning Communities for Math 36 and Eng 1A to be piloted in the MSLC and RWLC during the second grant year.	Pilot course reviewed for outcomes and needs.	1/7	9/8
Mentoring program to be developed using best practices	Activity Director, Counseling, faculty/staff community volunteers,	Delta Mentor Training Manual complete and revised as needed following pilot.	Training assessed for effectiveness; revised as needed w/ emphasis Hispanic Students.	10/7	9/8
Faculty Teams to Kellogg Institute/Practicum	Faculty	Team attends intensive four-week summer residency. Create plan for progression/transition issues.	Based on knowledge & skills acquired, team implements program development projects.	6/8	8/8
Faculty to participate in best practices sharing and curriculum development emphasizing reading, writing and study skills	Activity Director (AD) VP of Instruction, Dean G.E., Faculty, Teaching Learning Specialist	Faculty review curriculum for seamlessness between exit/entry requirements. Emphasis on study skills, reading and writing for Biology.	There will be smooth transition between one level of basic Skills and Developmental Bridging Courses Reading/Writing Study Skills support courses for Gateway.	10/7	6/8
Faculty from Biology 11, 22, and 31 receive release time to review and revise curriculum	Activity Director (AD) VP of Instruction, Dean G.E., Faculty, Teaching Learning Specialist	Faculty review and revise curriculum for seamlessness between exit/entry for the Basic Skills, Biology 11, 22, and 31 and Gateway Transfer courses. Emphasis will be placed on including methodology deemed to help Hispanic students succeed.	There will be smooth transition between Developmental courses and Biology 11, 22, and 31 resulting in fewer students needing to retake the courses, higher GPA and increased likelihood that students will persist to goal..	10/7	6/8
Faculty Development Programs and activities in place	Activity Director, VPs of Instruction & Student Services, Dean G.E., Teaching/Learning	Committee and Activity staff continue training for the use of new technologies and methodologies proven to work with Hispanic	Faculty will have development opportunities in specific areas as decided in year one.	10/7	9/8

	Spec. Faculty, Committee Consultant	students and diverse learners.			
Compile/analyze student progression & retention data	Sr Research Analyst, Registrar	detailed analysis of student progress & failure across curriculum.	Info for planning and decision making.	1/8	9/8
Year Four 2008-2009					
Mathematics and Science Learning Center	Activity Director, Counseling Staff, MSLC Coord., Faculty	Assign space, move in technology and equipment, acquire and develop materials.	Transfer information available during daytime, evening and weekend hours.	10/8	9/9
Learning Communities piloted	T5 Coord., Act. Dir, MSLC/RWLC Coords. Faculty	Learning Communities for Biology 11, 22 and 31 will be piloted in the MSLC and RWLC during the fourth grant year.	Pilot course reviewed for outcomes and needs.	1/9	9/9
Faculty Teams to Kellogg Institute/Practicum	Faculty	Team attends intensive 4-week summer residency. Create plan for progression/transition/retention.	Based on knowledge & skills acquired, team implements program development projects	6/9	8/9
Faculty to participate in best practices sharing and curriculum development emphasizing reading, writing and study skills	Activity Director (AD) VP of Instruction, Dean G.E., Faculty, Teaching Learning Specialist	Faculty review curriculum for seamless transition between exit/entry requirements. Emphasis on study skills, reading and writing for Biology Chemistry 1A, 3A, and Geology 1A.	There will be smooth transition between one level of basic Skills and Developmental Bridging Courses Reading/Writing Study Skills support courses for Chem. 1A, 3A and Geo 1A.	10/8	6/9
Faculty from Biology 11, 22, and 31 receive release time to review and revise curriculum.	AD VP of Instruction, Dean G.E., Faculty, Teaching Learning Specialist	Faculty review and revise curriculum for seamless transition between exit/entry for Chemistry 1A, 3A, and Geology 1A Emphasis will be placed on including methodology deemed to help Hispanic students succeed.	There will be smooth transition between Developmental courses and Chemistry 1A, 3A, and Geology 1A resulting in fewer students needing to retake the courses, higher GPA and increased likelihood that students will persist to goal.	10/8	6/9
Faculty Development Programs and activities in place.	AD, VPs of Instruction & Student Services, Dean, Teaching/Learning Spec. Faculty, Committee Consultant	Committee and Activity staff continue training in the use of new technologies and methodologies proven to work with Hispanic students and diverse learners.	Faculty will have development opportunities in specific areas as decided in year one.	10/8	9/9
Year Five 2009-2010					
Career Information Center expanded to be used for transition services.	Activity Director, Counseling Staff,	Assign space, move in technology and equipment, acquire and develop materials.	Career Information available during daytime, evening and weekend hours.	10/9	9/10
Learning Communities piloted.	T5 Coord., Act. Dir, MSLC Coord.	Learning Communities for Chem. 1A, 3A and Geology 1A will be piloted in	Pilot course reviewed for outcomes and needs.	1/9	9/10

	Faculty	the MSLC during the fifth grant year.			
Faculty Teams to Kellogg Institute/Practicum.	Faculty	Team attends intensive 4-week summer residency. Create plan for progression/transition/retention.	Based on knowledge & skills acquired, team implements program development projects.	6/10	8/10
Faculty to participate in best practices sharing and curriculum development emphasizing reading, writing and study skills.	Activity Director (AD) VP of Instruction, Dean G.E., Faculty, Teaching Learning Specialist	Faculty review curriculum for seamlessness between exit/entry requirements. Emphasis on study skills, reading and writing for transfer and career courses across the curriculum.	There will be smooth transition between one level of basic Skills and Developmental Bridging Courses Reading/Writing Study Skills support courses for Transfer and Career courses.	10/9	6/10
Faculty from Biology 11, 22, and 31 receive release time to review and revise curriculum.	Activity Director (AD) VP of Instruction, Dean G.E., Faculty, Teaching Learning Specialist	Faculty review and revise curriculum for seamlessness between exit/entry for selected transfer and Career courses. Emphasis will be placed on including methodology deemed to help Hispanic students succeed.	There will be smooth transition between courses at all levels resulting in fewer students needing to retake the courses, higher GPA and increased likelihood that students will persist to goal..	10/9	6/10
Faculty Development Programs and activities in place.	Activity Director, VPs of Instruction & Student Services, Dean G.E., Teaching/Learning Spec. Faculty, Committee Consultant	Committee and Activity staff continue training in the use of new technologies and methodologies proven to work with Hispanic students and diverse learners.	Faculty will have development opportunities in specific areas as decided in year one.	10/9	9/10
Assessment plan institutionalized.	T5 Coord. Activity director, President, VPs, Dean G.E., Research Analyst	Phased onto Delta budget, (include faculty dev. & academic improvement).	Assessment, research-based planning becomes a part of Delta culture.	10/9	9/10
Institutional systems disseminate information regarding academic degree completion & transfer satisfaction	T5 Coord. Activity director, President, VPs, Research Analyst, Publications, PR, Webmaster, Registrar	Prepare informational materials via print and web pages on student and community issues for distribution.	Improved access to Delta information, its service area, better communication with constituencies.	10/9	5/10
Final Evaluation	See Comprehensive <i>Evaluation Plan</i> Section of Proposal			6/10	9/10

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

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT INSTITUTION:

San Joaquin Delta College

2. ACTIVITY TITLE:

Project Management & Evaluation

Title : FORM NOT APPLICABLE - AUTOMATICALLY GENERATED UNNEEDED FORM

File :

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

**ACTIVITY NUMBER
1**

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

1. Name of the Applicant Institution:

San Joaquin Delta College

2. Activity Title:

Increasing Hispanic Student Transfer Rates and Completion of Two-year Transferable Programs

Budget Categories By Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	
a. Personnel (Position Title) Activity Director	75	66375	75	68698	75	71446	75	74304	75	77276	\$ 358,099
Secretary	50	16277	50	16847	50	17521	50	18221	50	18950	\$ 87,816
MSLC Coordinator	75	52291	75	54121	75	56286	50	39025	25	20293	\$ 222,016
Interventions Counselor	50	45681	50	47280	50	49171	30	30683	20	21273	\$ 194,088
Teach/Learn Spec	40	15662	30	12158	30	12644	25	11045	20	9117	\$ 60,626
Faculty Release (hrly)		42058		49041		51004		53043		34362	\$ 229,508
Student SI Facilitators (hrly)		0		19218		27343		59050		63746	\$ 169,357
Research Analyst	40	20228	40	20936	40	21773	30	16983	20	11775	\$ 91,695
SUB-TOTAL		\$ 258,572		\$ 288,299		\$ 307,188		\$ 302,354		\$ 256,792	\$ 1,413,205
b. Fringe Benefits %		59130		64415		71046		66717		62286	\$ 323,594
c. Travel		12000		12000		12000		12000		12000	\$ 60,000
d. Equipment		63190		30500		19500		16000		59000	\$ 188,190
e. Supplies		8673		4714		5200		5000		5439	\$ 29,026
f. Contractual		1300		10400		9750		8450		3250	\$ 33,150
g. Construction		39000		25000		0		0		0	\$ 64,000
h. Other		5000		5000		5000		5000		5000	\$ 25,000
i. TOTAL DIRECT CHARGES		\$ 446,865		\$ 440,328		\$ 429,684		\$ 415,521		\$ 403,767	\$ 2,136,165

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

ACTIVITY NUMBER
2

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

1. Name of the Applicant Institution:
San Joaquin Delta College

2. Activity Title:
Project Management & Evaluation

Budget Categories By Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	
a. Personnel (Position Title) Project Coordinator	50	45943	50	47551	50	49453	50	51431	50	53489	\$ 247,867
Secretary	50	16277	50	16847	50	17521	50	18221	50	18950	\$ 87,816
SUB-TOTAL		\$ 62,220		\$ 64,398		\$ 66,974		\$ 69,652		\$ 72,439	\$ 335,683
b. Fringe Benefits %		24615		27274		30342		33827		37794	\$ 153,852
c. Travel		2500		2500		2500		2500		2500	\$ 12,500
d. Equipment		3300		0		0		0		0	\$ 3,300
e. Supplies		500		500		500		500		500	\$ 2,500
f. Contractual		0		0		0		0		0	\$ 0
g. Construction		0		0		0		0		0	\$ 0
h. Other		0		3000		0		3000		3000	\$ 9,000
i. TOTAL DIRECT CHARGES		\$ 93,135		\$ 97,672		\$ 100,316		\$ 109,479		\$ 116,233	\$ 516,835

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

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

1. Name of Applicant Institution: San Joaquin Delta College	2. Activity Title: Increasing Hispanic Student Transfer Rates and Completion of Two-year Transferable Programs
3. List of Personnel (use position title)	4. Salary Amount for Each Position
5. SUB-TOTAL	
6. Fringe Benefits	
FORM NOT APPLICABLE(DUPLICATE) - SEE PROJECT NARRATIVE (g) BUDGET FOR DOCUMENT	
7. Travel	
8. Equipment	
9. Supplies	
10. Contractual	
11. Construction	
12. Other	
TOTAL DIRECT CHARGES	

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

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

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

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

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

OTHER BUDGET INFORMATION FOR SUMMARY BUDGET

1. Name of Applicant Institution: San Joaquin Delta College

2. Activity Title: Summary Budget -Other Budget Information

3. Remarks:

SALARIES

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

BENEFIT RATES

There is a fixed and variable element to calculating the benefits. The fixed element consists of Health, Vision, Dental and Life, which increases at a 15% rate each year. The variable rate is calculated as the employee's gross salary times their applicable rate, which is as follows: 0.123864 for Certificated Regular, 0.202884 for Classified Regular, 0.095864 for Classified Hourly and .116364 for Certificated Hourly. The variable rate consists of the following benefits: STRS (for certificated personnel only), PERS (for classified personnel only), Medicare, OASDHI (for classified personnel only), Worker's Compensation, and Unemployment. The rates are provided by payroll who receives information from either State or Federal Government on an annual basis.

EQUIPMENT PURCHASES

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

CONSULTANTS AND EXTERNAL BUSINESS FIRMS

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

ENDOWMENT

Year one 10,000; Year two \$12,000; year three \$20,000; year four \$25,000; year five \$30,000

ED FORM 851S-6

Dual Submission Certification

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

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

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

If my institution should be selected to receive a grant under more than one program; I will accept the grant for N/A .

Typed name of Institution: San Joaquin Delta College

Signature of President of the Institution: _____

Typed name of the signatory: N/A

Date: 03/09/2005

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3). Washington, DC 20202-4248.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA Requirement

File : [/Instruction Office/Desktop Folder/GEPA Requirement.doc](#)

San Joaquin Delta Community College is committed to ensuring equal access to higher education. To ensure equitable access to, and participation in this Title V Project, availability of Title V services will be announced and disseminated in printed and electronic form through out the college's expansive service area. Although Hispanic and low-income students have been identified as having great need for the services as presented in this proposal, no student will be denied access to the activities regardless of ethnicity, gender, national origin, race, disability, or age.

Project Narrative

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

PROJECT ABSTRACT

San Joaquin Delta College, in Stockton, California is a two-year community college, founded in 1932, located in the central San Joaquin Valley, eight miles east of San Francisco and forty miles south of Sacramento. Delta College serves a population composed predominantly of low-income families the average median income of the service area is \$26,876, compared with the state median income of \$55,209. San Joaquin County was ranked fourth in growth in California in 2004 with the Hispanic population being the fastest growing.

Contact Person: Dr. Della Condon
Phone: 209-954-5047; Email: dcondon@deltacollege.edu.

Activity \$2,208,059 over five years

The single five -year Activity Title V proposes to increase Hispanic student transfer rates and completion of two-year transferable programs and is comprised of three major components Instructional and Student Services and Interventions; Curriculum Development; and Faculty/Staff Professional Development.

Instructional and Students Services Intervention will strengthen learning assistance through developing learning communities, advising, mentoring services, and strengthened assessment/ placement; establishing a new Mathematics/Science Learning Center; and integrating the Reading and Writing Centers. Sample of key measures: a) Success in developmental bridging Math80 will increase by 14% over Fall 2003 baseline; b) Success in gateway transfer English 79 will increase by 10% above the Fall 2003 baseline; c) the numbers of Hispanic students transferring to CSU, UC, or other four-year institutions will be 50% higher (10% increase per year) than the 2003-2004 baseline.

Curriculum Development includes developing reading/writing/study skills courses to support student success in Developmental Bridging English, and Mathematics and Gateway Transfer Mathematics and Science; structuring curriculum to form paired and clustered Learning Communities based on interrelationships between English (reading/writing/ESL), math, and science; and developing Supplemental Instruction. Sample of key measures¹: will include success rates of student cohorts taking part in these new and restructured courses as compared to students not taking part in learning community activities.

Faculty/Staff Professional Development will include a broad range of research-based activities including, but not limited to: teaching to diverse learners, teaching communities, teaching with technology; learning assistance and structures proven to work with Hispanic students Measures of successful implementation of this component will include an increase in student success resulting from greater numbers of faculty taking part in training and development activities fostering the inclusion of new methodologies, technologies and teaching styles in their coursework.

Project Management and Evaluation \$444,941 over five years.

To support the successful implementation of the Activity and institutionalization of new practices post-grant, strong management and evaluation plans have been developed. Open communication and strong monitoring for compliance underscore the Management Plan. A research analyst and an external evaluator will work with the Title V team to assure a valid, third-party evaluation of formative and summative outcomes.

Endowment Challenge \$97,000 over five years

¹ Detailed measurements and baselines are included in the Activity

Project Narrative

Table of Contents

TABLE OF CONTENTS

	Total number of <u>pages per section</u>
Cover Page – Application for Federal Assistance Form (ED 424)	not included in page count
Tiebreaker Information.....	not included in page count
Project Abstract	1
Table of Contents	1
Institutional Narrative	3
Comprehensive Development Plan	18.5
Analysis of Strengths, Weaknesses and Significant Problems, Description of Analysis	
Common Institutional Goals	
Common Institutional Objectives	
Institutionalizing Practices and Improvements	

Activity: Increasing Hispanic Student Transfer Rates and Completion of Two-Year Transferable Programs

Narrative Describing Activity Objectives as Related to CDP Problems.....	2
Objectives and Performance Indicators Form (ED Form 851S-2).....	1
Implementation Narrative Describing the Rationale for the Implementation Strategy	10
Strategy and Timetable Forms (ED Form 851S-3)	6
Key Personnel	5
Activity Budget Form (ED Form 851S-4)	1
Other Budget Information Form (ED Form 851S-5).....	3
Project Management Plan	4
Evaluation Plan.....	4
Project Management/Evaluation Budget Form (ED Form 851S-4)	1
Other Budget Activity Form (ED Form 851S-5).....	1
Summary Budget Form (ED 524)	1
Other Budget Narrative for Summary Budget (ED 851S-6)	0.5

Forms, Assurances and Certifications

Ranking of Activities	0.25
GEPA Statement.....	0.5
Prior HSI Program Support	0.25
Certification Regarding Collaborative Agreement (ED 851S-8)	not included in page count
Hispanic-Serving Institutions Assurance Form (ED 851S-7)	not included in page count
Certifications ED Form 80-0013	2
Lower-Tier Certifications ED Form 80-0014	not included in page count
Assurance – Non-Construction Program (424B).....	2
Certifications ED Form 80-0013	2
Five year plan form.....	0.25
Endowment Fund Assurance Form	not included in page count

Project Narrative

Institutional Narrative (See General Instructions for further information).

INSTITUTIONAL NARRATIVE**INTRODUCTION TO SAN JOAQUIN DELTA COMMUNITY COLLEGE**

San Joaquin Delta College (Delta), a comprehensive, two-year, public community college, located in the central valley of California, opened in 1936 in the city of Stockton, California. Today, Delta College offers educational courses at five off-campus sites located in the foothills of San Andreas to the east; in the Tracy – Mountain House area to the south, and in the Lodi – Galt region in the north. In fall 2004, Delta's 18,836 credit students generated 6,742 FTE.

The campus of Delta College is an oasis located on forty-three acres in the city of Stockton, CA 85 miles east of San Francisco. What was once the inland agricultural center of the greater San Francisco Bay region, Stockton is now a crowded, urban area with the highest per capita violent crime rate in California¹. The population of Delta's service area is composed predominantly of low-income families with an median family income of \$26,876, compared to the state median income of \$55,209. Delta enrolls a very diverse student body with 62% of all students from minority groups and with one in four students Hispanic.

In 2004 San Joaquin County was ranked fourth in growth of California's 58 counties due, in most part, to incoming Latino and Asian immigrant populations. Some come for political reasons, but most come with the hope of finding work in the valley's historic agricultural environment. Once here, this influx of immigrants is often disappointed finding high costs of living and little, if any, work. Migrant work is on a steep decline as farms die out, become mechanized or the land is sold for housing developments. Today, San Joaquin County's unemployment rate is 9.4% compared to the State average of 5.7%. This high unemployment rate directly relates to the decrease in farm employment with job losses for the last three years totaling over 33,000 (12.5% of the total job market). Many of the individuals affected by the changing

¹ CA Crime Index, 2003

economic and employment patterns turn to Delta College for a fresh start. They come for opportunity, to get an education, to learn English, and to raise their standard of living.

In 2004, the Stockton Chamber of Commerce Business Alliance reported that the number one obstruction to bringing professional and technical/industrial jobs to San Joaquin County is the "lack of an educated, skilled and prepared workforce."

CONTROL, ACCREDITATION AND MISSION: Delta’s Superintendent/President, Dr. Raúl Rodríguez, reports to a seven member Board of Trustees. Each member represents a geographically-defined region of the service area. This large district is one of 71 community college districts in the California Community College System, all of which report to the California Community College Chancellor’s Office in Sacramento. San Joaquin Delta College is fully accredited by the Western Association of Schools and Colleges.

The Mission of San Joaquin Delta College	
To develop a passion for learning, San Joaquin Delta college exemplifies excellence, service, innovation and leadership by offering high quality programs and services in the areas of transfer and vocational education, economic and workforce development, cultural enrichment, basic skills development and educational support.	
<i>San Joaquin Delta College is a student-centered community where students learn to:</i>	<ul style="list-style-type: none"> ● Identify and achieve their educational, personal and career goals; ● Develop the skills and knowledge of their disciplines; ● Acquire the basic skills necessary for lifelong learning; ● Engage collaboratively and effectively in understanding the cultural, social and environmental diversity of our community and world; ● Use and apply technology appropriately ● Develop effective and responsible leadership skills.
The Vision of San Joaquin Delta College	
San Joaquin Delta College is a dynamic community of diverse individuals committed to student success. We embrace open communication, trust and respect in a creative and collaborative learning environment.	

CURRENT PROGRAMS: San Joaquin Delta College has five educational program areas: Academic Transfer, Vocational Education, Developmental Bridging, Basic Skills, Adult Basic Education, and Lifelong Learning. Within the structure of these programs, Delta College offers a transfer general education program, twenty-

one Associate of Science degrees, four Associate of Arts degrees, 118 certificates requiring from one to four semesters of training, six apprenticeship certificates, and one apprenticeship Associate of Science.

STUDENT BODY CHARACTERISTICS: Sixty-five percent of Delta's students receive financial aid and ethnic minorities among our student population mirror the local community. In fall 2003, Delta's students were 40% male, 60% female, and 35% part-time

Student Body Characteristics of San Joaquin Delta College - Fall 2004			
Enrollment		Student Ethnicity	
Students – Headcount	18,836	African American	9%
Students - FTE	6,777	American Indian/Alaskan Native	1%
Female (59%)	11,158	Asian	13%
Male (41%)	7,674	Filipino	6%
Median Age	22	Hispanic	26%
Financial Aid		Other Non-Hispanic	1%
Pell Grant	4,181	Pacific Islander	<1%
CA BOG**	10,777	Unknown	5%
CAL Grant	1,455	White Non-Hispanic	38%
Total Students on F.A.	11,683		
<i>**BOG: Board of Governors fee waiver for Low-Income Students. Stiffer standards than federal Chart for HSI Low-Income Determination</i>			

FACULTY CHARACTERISTICS: The 2000

Accreditation Report commended Delta's well-educated faculty for their high level of teaching. Delta requires faculty to have a minimum of a Masters Degree to teach academic (non-vocational) courses and 25% of the faculty have earned doctorate degrees. Thirty-two percent of the faculty has over twenty years of service with at least half of these qualifying for retirement in the next five years.

Faculty Demographics Fall 2004				
Ethnicity	Full-Time		Part-Time	
	#	%	#	%
African American	11	5%	15	4%
Asian	18	8%	17	5%
Hispanic	27	13%	23	7%
Native American	3	1%	9	3%
Other	31	14%	61	17%
Pacific Islander	1	>1%	1	<1%
White	124	58%	335	64%
Total	214	100%	351	100%
Gender				
Female	103	48%	152	43%
Male	111	52%	199	57%
Total	214	100%	351	100%

Project Narrative

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

Project Narrative

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

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

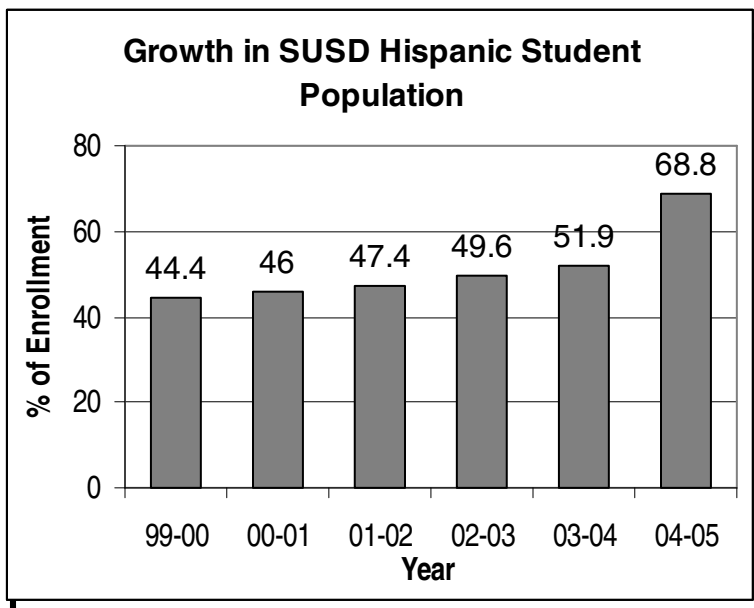
COMPREHENSIVE DEVELOPMENT PLAN

A. Analysis of institutional strengths, weaknesses, and significant problems; descriptions of analysis process, and major involvement of institutional constituencies.

PREFACE: The major educational challenge facing Delta College is to increase our ability to serve

growing numbers of Hispanic and low-income students and to help them complete the required courses needed to meet their educational goals that lead to a better life for their families.

As shown in the graph to the right, the percent of Hispanic students in the primary feeder school district, Stockton Unified (SUSD), skyrocketed with more than a 30%



jump between Fall 2003 and Fall 2004 enrollments. Delta must act NOW to implement needed change.

PLANNING PROCESS AND INVOLVEMENT OF MAJOR

CONSTITUENCIES: San Joaquin Delta College uses a collegial planning process that is reflected in the collaborative development of this application. Faculty, administration, students, and classified staff have been involved in the development of this Title V grant for the past year. The Title V

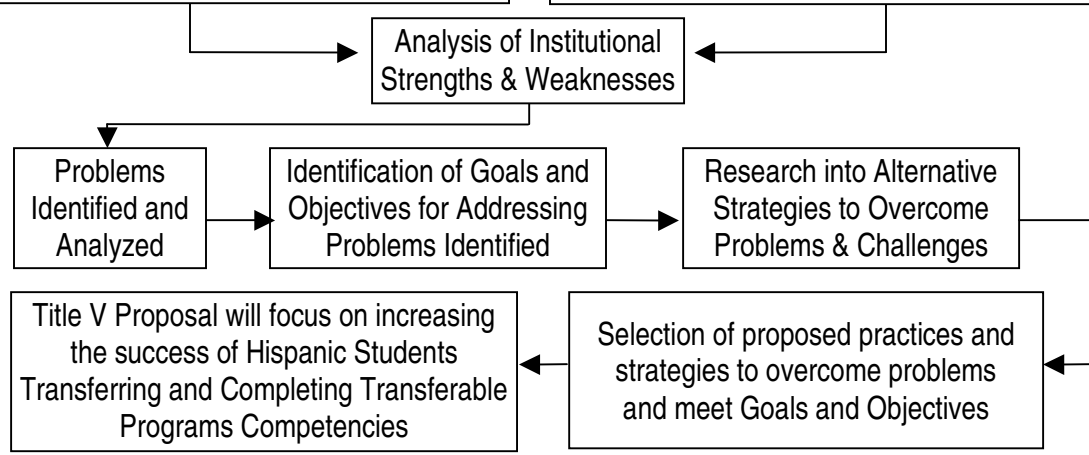
The Delta Title V Team consists of fifty-seven faculty, division chairpersons, and counselors representing the gateway classes in mathematics, science, English/reading, and two-year transfer programs that depend on these skills and knowledge areas for student competence. Input was also received from current students, alumni and the community.

Team was formed to identify and address the problems facing Delta’s Hispanic and low-income students.

The Title V Team reviewed extensive documentation and facilitated an inclusive, year-long fact-finding and

planning process which involved all major constituencies at Delta College, local businesses and community members from the surrounding service area. The team analyzed and discussed data from the following sources:

Process for Analysis and Involvement of Constituencies in Title V Development	
<p>Source Documents</p> <ul style="list-style-type: none"> Delta College Master Plan VTEA, Potential for High Wage – High Demand Career Sectors CSU and UC Transfer Data 2002 Accreditation Self-Study and Report 2004 Accreditation Focused Mid-Term Report Report on Institutional Effectiveness 2004-2005 Catalog Assessment/Placement Data Council of Government, San Joaquin Profile SJDC Data Warehouse Demographic Trends in San Joaquin College Dist. Outcomes Assessment Matriculation Plan Student Equity Plan Supplemental Instruction (SI) Tutor Center Program Review 	<p>Key Constituents</p> <ul style="list-style-type: none"> Academic Senate Associated Student Body Classified & Management Senates Assessment/Placement Advisory Committee Basic Skills Committee Cultural Awareness Program Committee Curriculum Committee Faculty in Eng., Math., Science & Counseling Learning Community Team Tutorial Advisory Committee Information Technology Services Strategic Planning and Budget Committee CONCILIO & LULAC Hispanic Reps. MECHA (Movement Estudiantil Chicano de Aztlan) MESA (Mathematics, Engineering, Science Ach.) PUENTE (Bridge Program) Alumni Association Local Employers, Business and Industry Leaders



ACADEMIC PROGRAMS: STRENGTHS, WEAKNESSES, AND SIGNIFICANT PROBLEMS

ACADEMIC PROGRAM STRENGTHS OF SAN JOAQUIN DELTA COLLEGE RELATING TO THIS TITLE V PROPOSAL	RELATIONSHIP TO PROBLEMS & ACTIVITY
<p>Strong Basic Skills and ESL Programs: Student outcomes have repeatedly verified exceptional skill growth in lower levels of Dev Ed curriculum. Average growth of three years per semester in Basic Skills math, two years per semester in Basic Skills Reading, and a successful completion rate exceeding 74% in Basic Skills Writing with Hispanics having the same success rate as white students. The <u>ESL program</u>, which parallels the Basic Skills program, reports similar pass rates for Hispanic students in reading, writing, and math courses</p>	<p><i>Basic Skills is a strength on which this Title V will build; Developmental Bridging and Gateway Transfer are discussed under problems and weaknesses.</i></p>
<p>The Puente Program, a UC sponsored transfer effort, is designed to increase Hispanic students earning four-year degrees and returning to the community as leaders/mentors. The program focus is writing-based with emphasis on Hispanic literature, counseling, and mentoring. Statewide, 48% of Puente community college students who complete Puente transfer within three years compared to less than 7% of non-Puente students in comparable groups.¹ Delta's Puente currently serves 30 students per year.</p>	<p><i>Fewer than 150 of 1500 Delta's Hispanic FTE students are served by these programs of excellence.</i></p>
<p>The MESA Program (Mathematics, Engineering, Science Achievement) is a University of California effort to increase the number of educationally-disadvantaged students pursuing degrees in mathematics, sciences, engineering, or computer science who are eligible for transfer to a four-year college or university. Delta's MESA Center is where counseling, student clustering for peer-assisted learning, academic excellence workshops in math, chemistry and physics, mentoring by the business community, and a student club are active. MESA presently serves 150 students, including 26 Hispanics.</p>	<p><i>Puente and MESA combined served only 56 Hispanic students.</i></p>
<p>Delta's Engineering Program: Delta's Engineering students win national competitions against two-years, state colleges, and major universities. Students winning competitions are offered scholarships to colleges of their choice while being employed in jobs in their field. Based on 2003 Labor Market Information, jobs in fields of computer, mechanical, aeronautical, research, Engineering, or electrical requiring a B.S. Degree are projected to increase in employment opportunities by 94% by 2010.</p>	<p><i>Hispanic students are extremely under-represented in the competitive Engineering, Electron Microscopy and Nursing programs. Only 7.5% of those completing the teacher prep transfer program are Hispanic.</i></p>
<p>The Electron Microscopy (EM) Program is one of two such programs at an educational institution in the U.S. Upon completion of this program, most students gain employment within three months at a minimum salary base of \$40,000. Microscopists work with research scientists in industry, research laboratories, medical schools, hospitals, and colleges and universities.</p>	<p><i>The improvements and new practices proposed will help Hispanic students bridge successfully into these types of model programs.</i></p>
<p>Registered Nursing Program: 80 new students are admitted every spring and fall semester. These are students who have completed the prerequisites of transferable classes in English IA, nutrition, microbiology, anatomy, and physiology. Of the 98 students completing the RN program in 2003-04 seven were Hispanic.</p>	

¹ UC CA, 2002

<p>The Teacher Preparation Program offers Delta students a seamless transition into CSU Stanislaus as a part of a guaranteed transfer agreement. According to the Employment Development Department (2004), by 2008, 1,540 additional elementary school teachers will be needed in the County with an additional need for high school and community college teachers. Approximately 60 students, of whom eight are Hispanic, complete the program each year.</p>	
<p>Beginning Partnerships with School Districts and Businesses: The GEAR UP grant is a collaborative arrangement with Stockton Unified School District to increase the number of students who will attend college. Delta has also coordinated with SUSD to offer Jose Valdes Institute, offering math to middle school students at the college in the summer. Alliances have been formed to provide services to students in coordination with the League of United Latin American Citizens and the NAACP Youth.</p>	<p><i>Partnerships and exit/entry requirements with local school districts will help Students successfully bridge to college-level courses.</i></p>

ACADEMIC-PROBLEM #1:

Persistence, successful completion/graduation, and transfer is obstructed at critical Developmental Bridging and Gateway Transfer courses in English (reading/ writing), math, and science.

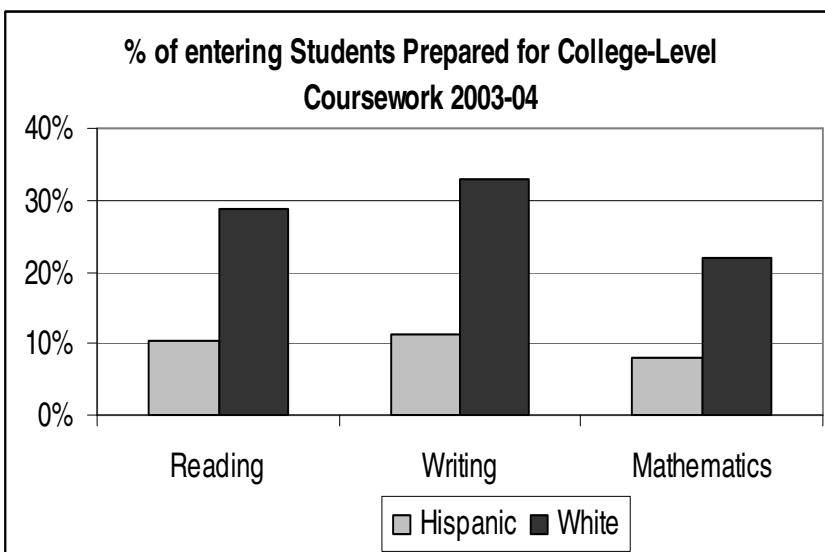
WEAKNESSES CONTRIBUTING TO SIGNIFICANT ACADEMIC PROBLEM # 1

High numbers of incoming students are under-prepared for college level course work: San Joaquin

County has a minimally-educated population that is not prepared to enter technical or professional jobs:

29% do not have a high school diploma, only 8% have associate degrees and 6% have a Bachelor's Degree or higher. 60% of the linguistically-isolated households speak only Spanish.²

As shown in the graph,



² Council of Government's Regional Profile, 2003

Assessment of incoming students reveals that students coming to Delta are not ready to begin college-level coursework. The majority of students entering Delta are deficient in one or more areas, specifically in English, reading, writing and/or math. As illustrated in the preceding graph, this trend holds true, and in many cases is intensified, in Delta's Hispanic students. **Close to 90% of Delta College's incoming Hispanic students begin in Basic Skills of Developmental Education:** 88.6% cannot write an acceptable paragraph, 89.7% have reading assessment scores indicating they will not be able to comprehend college level textbooks and 91.9% are unable to compute basic math problems.

Assessment/ placement process does not differentiate student placement above Basic Skills in

Math. Delta's current assessment process does not provide information to assist either student or counselors in determining specific math placement beyond Basic Skills math. ASSET, the assessment test approved for use by the California Community College Chancellor's Office, is a time and staff intensive paper and pencil test. Math faculty do not believe that ASSET has the capacity to place students in any math courses at levels higher than 9th grade algebra. COMPASS, a computer-based placement instrument has the capacity to place students in the appropriate math class *but Delta College currently has only ten computers in its Assessment Center to serve over 8000 potential and incoming students.* Consequently, most students assessed each year must take the paper and pencil test for placement. This placement confusion, coupled with the lack of counseling and appropriate facilities for testing, often stops students from entering the appropriate Basic Skills, Developmental Bridging or Transfer-level math classes.

Unacceptably Low Success Rates in Developmental Education Courses: Of the students assessed into the Basic Skills Program in 2004, approximately 70% complete the necessary remedial coursework in Basic Skills and are able to move on to the Developmental Bridging courses in English and mathematics. *It is at the Developmental Bridging level that the first major gateway is closed.* Only 53% of the Hispanic students who complete *Basic Skills English 70C* successfully pass *Developmental Bridging*

English 79. Similarly, of the 81% Hispanic students who take and pass the capstone *Basic Skills Math 86 (Applied Math)* only 49% pass the Developmental Bridging Math 80 (*Elementary Algebra*).

High Success Rates in Basic Skills Courses 2003-04		
	Hispanic %	White %
Math 86D	81%	71%
Eng 70C	67%	70%
Reading 91F	71%	70%

Internal studies show that there is no significant difference in the retention and success rates of Hispanic and white students in Basic Skills courses. However, the success levels of Delta’s students in Basic Skills courses are not being replicated in developmental and college-level coursework. Developmental Bridging is the major gateway from Basic Skills to transfer-level courses in English, math and science. While there is, again, no significant difference in the retention rates between Hispanic and white students there is a significant difference in the rate at which Hispanic and

Low Success Rates in Developmental Bridging Courses 2003-04		
	Hispanic %	White %
Math 80	41%	49%
Math 82	46%	55%
Eng 79	53%	68%

white students successfully pass (C or better) Developmental Bridging courses in math and English. In Developmental Bridging Math, Hispanic students score 8% lower in Elementary Algebra (Math 80) and 9% lower in intermediate Algebra (Math 82). Although there is no statistical evidence available to prove it, faculty (many who teach both the basic skills and developmental courses) believe the success in Basic Skills is tied directly to the laboratory/tutorial support courses and study groups/learning communities that are a required element of Basic Skills classes. Although course curriculum is reviewed on a regular basis, the step progression in terms of exit requirements from basic skills and entry requirements for Developmental Bridging courses is not being done.

Low Hispanic Student Success in Transfer Gateway Courses: The following chart depicts the courses in English, mathematics, and science which are most frequently selected to meet requirements for transfer to the CSU and the UC systems. The difference between Hispanic and white students’ success rates range from 5% in English 1A to 46% in Biology 32.

Completion Rates of Required General Education Transfer Courses (2003-04)			
	Hispanic %	White %	Difference
English 1A (Written Communication).	61%	66%	5%
Mathematics 36 (Pre-Calculus) pre-requisite to Math 1.	27%	46%	19%
Biology 22 (Intro. To Medical Microbiology)	61%	75%	14%
Biology 23 (General Microbiology)	60%	85%	15%
Biology 31 (Anatomy)	22%	32%	10%
Biology 32 (Human Physiology)	6%	52%	46%
Chemistry 1A (General Chemistry)	35%	48%	13%
Geology 1A (Physical Geology)	45%	77%	32%

Curriculum review and revision must be undertaken to assure seamless transition from Developmental Bridging courses to Gateway Transfer requirements. Additionally, reading, writing and math are not a part of courses spanning the curriculum. The development of reading/writing/study skills specific to Gateway transfer courses has been discussed at many levels at Delta, but money and time have not allowed the development of these courses to move beyond the discussion stage.

Low A.A./A.S. Degree Completion Among Delta's Hispanic Students: In 2004, only 21% of the Hispanic students compared to 43% of white students received an Associate of Arts or Science Degree.

Unacceptably Low Levels of Transfer: In 2002-03, Delta College ranked 12th of the 15 area community colleges in the number of students transferring into the University of California and California State University systems. Of the 88 Delta students who transferred to the UC system in 2003, only 13% were Hispanic and of the 762 students who transferred to the CSU system, only 17% were Hispanic.

ACADEMIC-PROBLEM #2:

Delta College has failed to develop an integrated safety net of support services to insure success in Developmental Bridging and Transfer Gateway courses.

WEAKNESSES CONTRIBUTING TO SIGNIFICANT ACADEMIC PROBLEM # 2

Hispanic Students Are Not Accessing Tutorial Services: According to the 2003/04 Tutor Center Program Review, only 23% of the total number of Hispanic students access tutorial services. Although faculty refers all students to the Tutor Center and all students requesting a tutor are given an appointment at the time of request, proportionately fewer Hispanic students request assistance. This discrepancy was discovered while doing research for this CDP and is a grave concern. Delta College will do an in-depth study which will include focus groups and interviews to find out why this is true. Research shows that Hispanic students do well in small groups and learning communities, but there is little research available pertaining to college age Hispanic students individual tutoring programs. When tutorial programs have been required as part of a learning community, Hispanic students access services at the same rate as all other ethnic groups and show better learning outcomes.

High Student to Counselor Ratio: Delta's counselor to student ratio is one per 1,241 students. Only 28% of the current Delta student population of 18,836 completes a student education plan. The percentage of Hispanic students with Education Plans is even less. The two programs that specifically provide counseling services for Hispanic students, MESA and Puente, are able to serve fewer than 150 of Delta's 5,000 Hispanic students a year.

Students with computer skills are able to access enrollment assistance in the e-Services Laboratory and can develop a first semester plan in coordination with the Assessment/Placement process. These services are also available in the ESL Laboratory for students needing language assistance. At this

time the staff of the counseling center does not have the capacity to develop specific programs to Hispanic and high-risk students who need clear direction in planning for transfer.

Limited and fragmented academic support services in Reading/Writing and in Mathematics/Science.

Delta College opened its college-wide Tutorial Center in 1985. By 1995 the facility housing the tutoring system, which has space to serve 3000 students, was no longer large enough to serve a student body that had grown to 18,000. Space limitations required that the reading component of the Tutorial Center be moved to a different location. At this time, learning centers and labs are scattered across campus, isolating tutors and courses. It was discovered during the preparation of this CDP that the numbers of students that access help at the reading center or the writing center has not been accurately tracked. However, anecdotal evidence shows that the use of these centers has dropped dramatically since they were separated and the reading center was moved across campus.

INSTITUTIONAL MANAGEMENT: STRENGTHS, WEAKNESSES, AND SIGNIFICANT PROBLEMS

INSTITUTIONAL MANAGEMENT STRENGTHS OF SAN JOAQUIN DELTA COLLEGE THAT RELATE TO THIS TITLE V PROPOSAL	RELATIONSHIP TO PROBLEMS & ACTIVITY
<p>Strong, Effective Leadership: The leadership of Dr. Raúl Rodríguez, hired in 2002 as the Superintendent/President, has made an enormous difference at Delta. During a time of State imposed budget reductions (over \$4 million has been taken out of Delta’s budget), Dr. Rodríguez has made major strides in building institutional strength. He has placed emphasis on research, learning outcomes, broad-based planning, and institutional responsibility in serving a rapidly growing Hispanic population</p>	<p><i>The leadership of Delta College is solidly behind the planning and has been a driving force in the development of this Title V proposal. There is an institutional commitment to the success and institutionalization of the initiatives proposed for implementation.</i></p>
<p>The Vice President of Instruction works with the Academic Senate to incorporate the new California Accreditation Standard's of “Measurable Student Outcomes” into the college-wide curriculum. This effort has been undertaken in the last year after campus-wide discussion, and is integrated into the current Accreditation Self-Study and the new electronic version of the curriculum, CurricUNET.</p>	

<p>There is a continuing, systematic examination of the College's goals, objectives, and activities focusing on the mission and institutional needs. This ongoing strategic planning effort involves every campus constituency, including students, classified staff, faculty, and administrators. This process is taking place under the auspices of Appreciative Inquiry, a method of data gathering that focuses on an organization's strengths.</p>	<p><i>All activities proposed as a part of this Title V are based on the long-term strategic plans of the college. Each of the initiatives proposed will strengthen Delta's ability to serve it's ever-increasing Hispanic and high-risk student population.</i></p>
<p>Focus has been placed on meeting the needs of Delta's continually growing diverse student population. Dr. Rodríguez has directed a group of faculty to study this issue, facilitated by the Dean of General Education/ Transfer, in an effort to better serve the increasing number of Hispanic students who rely heavily on Delta for first time education, re education and English language needs. This has resulted in the development of a Faculty Learning and Resource Center, and the work of the Cultural Awareness Program Committee.</p>	
<p>Strong Shared Governance System: Faculty, staff, and administrators assemble to work on instruction, curriculum, student services, matriculation, staff development, diversity programs, technology, institutional planning, budget, and program review on a regular basis. The work done as a part of the shared governance committees is the basis for the decision to apply for this Title V grant to increase transfer rates of Hispanic students enrolled in general education and transfer vocational programs.</p>	<p><i>Through the shared governance system, three key task forces – Program Review, Learning Outcomes, and Transfer Ready Students have emerged to help implement the Title V Activities</i></p>
<p>Consistent and Standardized Evaluation of Programs: Delta College has a process for three year program review where faculty have access to a data warehouse to assist them in looking at student success (outcomes), demographics, measurable objectives, support services, and cost effectiveness.</p>	

INSTITUTIONAL MANAGEMENT-PROBLEM #3:

The college has failed to develop a program that translates into recruitment, developing, and retention of a qualified diverse faculty representative of the student body and the community.

Weaknesses Contributing to Significant Institutional Management Problem

Low Representation of Hispanic Role Models: Delta has not developed a consistent program for

recruiting, developing, retaining, and motivating a qualified and diverse faculty representative of the student body and community. The most severe discrepancy is between the number of Hispanic students and faculty. Of 214 full-time

Comparison of Full-time Faculty and Student Ethnicity 2003-2004		
Ethnicity	Faculty	Students
African American	5%	9%
Asian American	8%	13%
Hispanic	13%	26%
White	58%	38%
Other	16%	14%

instructors, only 27 are Hispanic. These 27 faculty support and act as role models and mentors for over 5,000 Hispanic students (26%). Research repeatedly shows that mentoring helps students, particularly students who may feel disenfranchised, feel as though they are a part of the College life. Mentoring is directly related to higher success rates. Only one of 16 full-time science instructors and none of the 12 mathematics faculty are Hispanic. The administration at Delta College is keenly aware of this disparity and has identified the need to have its faculty represent the diverse student body it serves.

Limited Faculty Development in Teaching Strategies and Learning Styles of Hispanic and Low

Income Students: The Professional Resource Development Center was originally created to foster

faculty/staff development. However, there are no categorical or state funds available for training. Staff development in terms of learning styles, strategies, and alternative course structures such as Learning Communities was laid aside when the 2002-03 State

The 2002 recommendations of the Accrediting Commission of the Western Board of Schools and Colleges (WBSC) were very clear that Delta College must “*develop and implement plans to increase college-wide sensitivity to the needs of a diverse population.*”

budget eliminated all staff development funds. The Puente and MESA programs, supporting only 150 students total, and the Learning Community program exist in isolation from the Faculty Resource Center.

A limited amount of training is being done by faculty for faculty on campus and in coordination with other community colleges in the geographical area. Faculty and staff need access to professional development in best practices to serve Hispanic and high-risk students in many areas including, but not limited to: curriculum development, teaching/learning styles, mentoring, and teaching with technology. Additionally, cultural competencies and pedagogies appropriate for Hispanics will be explored and developed.

Disconnect Between Program Evaluation and Budget Allocation: At present, the Budget and Planning Committee does not have a formal means of using Delta’s limited program evaluation findings and recommendations as a basis to prioritize the allocation of funds for program improvement. Program reviews

have made it clear in science and math that hiring ethnically representative faculty should be a priority, but because the link between program reviews and the budget allocation process is not clearly established nothing has been done.

The one Research Analyst in the Office of Planning, Research, and Regional Education is overwhelmed with basic research for the College and cannot keep up with the needed

information for in-depth program evaluation and evidenced-based decision making.

The 2002 recommendations of the Accrediting Commission of the WBSC state that “*San Joaquin Delta College needs to build a culture that assures that decision-making is evidence based.*”

FISCAL STABILITY: STRENGTHS, WEAKNESSES, AND SIGNIFICANT PROBLEM

FISCAL STABILITY STRENGTHS OF SAN JOAQUIN DELTA COLLEGE THAT RELATE TO THIS TITLE V PROPOSAL	RELATIONSHIP TO PROBLEMS & ACTIVITY
<p>History of Fiscal Stability: Delta College strictly adheres to a balanced budget policy that restricts expenditures from exceeding income. The College supports strong procedures in planning for revenues and expenditures through a series of committee reviews involving all constituency groups. The District has maintained an appropriate level of reserves, currently 5% of its annual income. The District holds required reserves restricted for liability and worker’s compensation self-insurance program. The College’s fiscal strengths, including adequate cash reserves, have contributed to the survival of Delta through the current fiscal crisis in the State of California</p>	<p><i>Fiscal policies at both the District and College level are compatible and consistent with the institutionalization plan presented in this Title V Comprehensive Development Plan</i></p>
<p>Newly Established College Foundation: The San Joaquin Delta College Foundation was established in July 2003 with a full-time Executive Director. Through the efforts of Dr. Rodriguez, two previously existing foundations, the Auxiliary Foundation (with funds limited to specific programs) and the Scholarship Foundation (scholarships for State Seal Bearers) were restructured to report to the newly created Delta College Foundation. A Foundation Board has been established with members who are highly visible community business and governmental leaders. <i>Although a fledgling endeavor, the Foundation raised \$23,000, the first year through its first appeal to college-wide staff, alumni, and community members.</i></p>	<p><i>The establishment and early success of the Delta College Foundation will allow the College to take part in the Title V Endowment Challenge Program</i></p>

FISCAL STABILITY-PROBLEM #4:

The College's ability to implement strategies to strengthen the institution is hampered by scarce resources and a minimal resource development capacity.

Weaknesses Contributing to Significant Fiscal Stability Problem

Shrinking Fiscal Resources: Over the past four years, state support for FTES was reduced \$250.00 per FTES. In addition, Delta lost \$2.7 million dollars from its Partnership for Excellence program which supported the MESA and Puente programs for Hispanic and low-income students and the salaries of 14 full-time faculty. Delta has been severely impacted by the State's mid-year cuts, losing an additional \$2.2 million in addition to \$275,000 from the Matriculation Program, which was designed to prepare students for career choices and transfer. Delta was forced to cut classes and personnel to reconcile the ensuing budget deficit.

Underdeveloped capacity for developing grants: Although Delta's fledgling Foundation is off to a strong start, there is no designated development office or grant coordinator/writer. The last time Delta College received a major grant was in 2000 when Delta received the California State Construction Grant for the building of the Electron Microscopy program, one of two, two-year the EM programs nationally.

California does not provide apportionment when students repeat classes: San Joaquin Delta College does not receive California State apportionment when a student repeats a course more than one time. The following chart shows the courses identified in this grant proposal, the number of students repeating more than once and the total un-recovered costs to Delta. **\$1,458,743.00 was spent but not recouped by the District for these courses in the last two years.**

Non-apportioned Costs to Delta College by Course Based on Multiple Student Repeats 2002-2004							
Course	# of Repeaters	Units	Total Cost to Delta	Course	# of Repeaters	Units	Total Cost to Delta
Biol 022	2	4	\$ 8,888	Math 017a	3	3	\$9,999
Biol 031	3	4	\$13,332	Math 020	1	3	\$3,333
Chem 001a	1	5	\$5,555	Math 030	3	4	\$13,332
Chem 003a	8	4	\$35,552	Math 031	2	3	\$ 6,666
Eng 001a	87	3	\$289,971	Math 036	1	5	\$5,555
Eng 079	45	5	\$249,975	Math 080	83	4	\$368,852
Geol 001a	1	3	\$3,333.	Math 082	69	4	\$306,636
Math 012	31	4	\$137,764	Cost to Delta College			\$1,458,743

C. KEY OVERALL GOALS OF DELTA COLLEGE	
Process for setting and approving SJDC Goals	The Board of Trustees, administrators and faculty members identified four key institutional goals for 2004-06 at the Annual Planning Retreat and Campus-wide Program Goals meeting. In the following section <i>D. Objectives</i> further detail is provided relating the goals to problems, objectives and the proposed Activity. Each of these goals are addressed in the proposed Activity and were taken into consideration in the development of this proposal, and are supported and will be strengthened by this Title V project.
KEY ANNUAL INSTITUTIONAL GOALS: 2005	
Goal 1	Develop and implement a communication plan that provides easy access to information to and from all internal and external groups to promote access, student success and positive student learning outcomes.
Goal 2	Develop an annual college-wide professional development program to improve faculty, administrator, and classified staff skills to promote access, student success and positive student learning outcomes.
Goal 3	Increase access, student success and positive student learning outcomes.
Goal 4	Assess resources to accomplish goals, set income and spending targets and adjust college budget priorities to support and insure access, student success and successful student learning outcomes.

D. KEY MEASURABLE OBJECTIVES FOR THE INSTITUTION

Process for Developing HSI Goals and Objectives: The Title V Committee created the following specific goals and objectives for the College's Five-Year HSI Plan, as requested in the application guidelines.

TITLE V HSI FIVE YEAR GOALS AND OBJECTIVES	
HSI Goal 1: Increase the numbers of Hispanic students earning Associate of Arts and Associate of Science Degrees	Objective 1: By 2010, there will be a 20% increase (4% increase per year) in the number of Hispanic students earning degrees over the 2004 baseline of 289. 2010 Target Benchmark: 347
Relates to: <u>Institutional Goals</u> # 1, 2, and 3 <u>Academic Problem</u> #1 and 2	Activity: Component 1– Instructional and Student Services Interventions; Component 2 – Curriculum Development; Component Three: Faculty and Staff Development
HSI Goal 2: Increase the numbers of Hispanic students transferring to four-year colleges and universities.	Objective 2: By 2010, the numbers of Hispanic students transferring to CSU, UC, or other 4-year institutions will be 50% higher (10% increase/year) than the 2003-2004 baseline of 119 transfer. 2010 Target Benchmark: 178
Relates to: <u>Institutional Goals</u> # 1, 2, and 3 <u>Academic Problem</u> #1 and 2	Activity: Component 1– Instructional and Student Services Interventions; Component 2 – Curriculum Development; Component Three: Faculty and Staff Development
HSI Goal 3: Increase the numbers of Hispanic students participating in Puente, MESA, Engineering, Electron microscopy, Registered Nursing, and Teacher Preparation – all which will help students advance to higher paying career paths.	Objective 3: By 2010, there will be at least 100 Hispanic students participating in Puente, MESA, Engineering, Electron microscopy, Registered Nursing, and Teacher Preparation programs, compared to the 2004 baseline of 59 students. 2010 Target Benchmark: 100
Relates to: <u>Institutional Goals</u> # 1, 2, and 3 <u>Academic Problem</u> #1 and 2	Activity: Component 1– Instructional and Student Services Interventions; Component 2 – Curriculum Development; Component Three: Faculty and Staff Development
HSI Goal 4: Increase the number of Hispanic students successfully completing Developmental Bridging courses in math and English and persisting to higher level courses.	Objective 4: By September 2010 there will be a significant increase in the number of Hispanic students successfully completing Developmental Bridging courses in math and English. <ul style="list-style-type: none"> ▪ Math 80 increase from a 2003-04 baseline of 41% to 55% in 2010. ▪ Math 82 increase from a 2003-04 baseline of 46% to 57% in 2010. ▪ English 79 increase from a 2003-04 baseline of 53% to 60% in 2010.
Relates to: <u>Institutional Goals</u> # 1, 2, and 3 <u>Academic Problem</u> #1 and 2	Activity: Component 1– Instructional and Student Services Interventions; Component 2 – Curriculum Development; Component Three: Faculty and Staff Development

<p>HSI Goal 5: Decrease the numbers of students repeating courses two and three times.</p>	<p>Objective 5: By 2010 there will be a 50% decrease in the numbers of students repeating a course for the third time over the baselines detailed in the chart on page 14 of this CDP.</p>
<p>Relates to: <u>Institutional Goals # 1, 2, and 3</u> <u>Academic Problem #1 ad 2</u> <u>Fiscal Stability Problem #4</u></p>	<p>Activity: Component 1– Instructional and Student Services Interventions; Component 2 – Curriculum Development; Component Three: Faculty and Staff Development</p>

E. Institutionalizing New Practices and Improvements

Project is Designed to Institutionalize Critical Changes: Both the planning processes and the writing of this application involved a wide range of individuals representing key constituencies to be impacted by the proposed changes. Extensive efforts were made to provide a vehicle for input and participation by every departmental area, including administrators, faculty, and staff to be impacted by the proposed changes. There is a commitment to solving the substantial and long-standing problems of Delta College and it is understood that this will require a concerted and collaborative effort over many years.

Planned Reforms and Accreditation: President Rodríguez requested that the significant problems specified in Title V be linked to accreditation to further emphasize the seriousness of the intent for institutional reform, institutionalizing new practices and improvements, and thereby assuring that all the strategies will be implemented and institutionalized as defined in this Title V Activity.

Plan for Continuation of Funding:

Maintaining the practices and improvements described in this proposal will require that the college incrementally reallocate funds to institutionalize the new positions of Math/Science Learning Center Coordinator, MSLC Instructional Support Assistant, Interventions Counselor, Teaching/Learning Specialist, Supplemental Instructional (SI)

Total annual cost savings would be \$729,871 if half the students who now repeat a course more than twice were to pass on their first or second try in the 15 gateway math, science, and English courses and persist to the next level leaving the seats open for the fully-apportioned first and second time student. This is more than enough to institutionalize **all** of the Title V initiatives.

Facilitators, and Research Analyst. These positions (reported as salary + benefits) will be phased into the College budget (funded by increased growth cap) on a five year plan delineated in the following chart showing the funding plan for the continuation of personnel:

Institutionalization of San Joaquin Delta College's Share of Salary and Benefits

Position		Year 1	Year 2	Year 3	Year 4	Year 5	Post – grant
Math/Science Learning Ctr Coordinator (75%)	Title V \$	\$71,090	\$74,995	\$79,554	\$56,352	\$29,990	College to fully fund position
	Title V %	75%	75%	75%	50%	25%	
	College \$	0	0	0	\$28,176	\$59,981	
	College %	0%	0%	0%	25%	50%	
Interventions Counselor (50%)	Title V \$	\$50,997	\$52,782	\$54,893	\$34,253	\$23,748	College to fully fund position
	Title V %	50%	50%	50%	30%	20%	
	College \$	0	0	0	\$22,835	\$35,623	
	College %	0%	0%	0%	20%	30%	
Teaching/ Learning Specialist (40%)	Title V \$	\$17,484	\$13,573	\$14,115	\$12,330	\$10,178	College to fully fund position
	Title V %	40%	30%	30%	25%	20%	
	College \$	0	\$4,525	\$4,705	\$7,242	\$10,178	
	College %	0%	10%	10%	15%	20%	
Research Analyst (40%)	Title V \$	\$22,167	\$22,943	\$23,860	\$18,611	\$12,904	College to fully fund position
	Title V %	40%	40%	40%	30%	20%	
	College \$	0	0	0	\$6,204	\$12,904	
	College %	0%	0%	0%	10%	20%	

As part of this proposal, the college is providing the Reading/Writing Learning Center Coordinator, laboratory support assistants to the MSLC and the RWLC, and support services by the Dean of General Education and Transfer, the Dean of Planning, Research and Regional Education, the Director of the Delta College Foundation, and faculty members specializing in cross-cultural communication and cultural awareness, information and technology services, and learning styles.

Plan for Generation of Monies for Funding Continuation of New Personnel: The following conditions will increase revenues for the district: (1) The College is allowed 3% FTE growth resulting in an increase in state supported tuition revenues (2) Presently 3,620 Delta students are on academic probation. Successful

completion of courses will reduce the need for course repetition, reducing the number of teachers needed to teach the Bridging and Gateway courses.

Recurring Costs for Institutionalization of Title V initiatives		Recurring Funds Available for Institutionalization	
Personnel salaries and benefits	\$201,607	Five-year growth in FTES 3%	\$727,146
Equipment Maintenance Costs ** state funds are available for replacement/upgrades of equipment	-- 0 --	Increased success rate resulting in fewer sections, less faculty FTE and full FTE funding	\$75,000
Ongoing costs of COMPASS units will be off-set by decrease in costs of ASSET Testing.	-- 0 --	50% decrease in the numbers of students repeating non-apportioned gateway courses and transitioning to next level.	\$729,871
		Matching Funds/Endowment (interest)	10,752
Total Costs	\$201,607	Total Funds Available Post Grant	\$1,553,769

While these conditions will increase revenues to the point where Title V personnel and initiatives can be continued post-grant, there will be other fiscal benefits to Delta as a result of successful implementation of this proposal. Increased success in the premier employment programs of engineering, electron microscopy, nursing, and teaching may increase the likelihood that local industry will work more closely with Delta to procure additional funding for program needs, student scholarships, and to obtain funding from related grants for increased preparation for a job market eagerly waiting for qualified employees. Delta will also be participating in the Title V endowment challenge program. Having a Title V endowment challenge, which requires matching funds, will help the Director of the Delta College Foundation leverage increased financial contributions. (NOTE – no Title V monies will be used for fundraising)

Impact of the Project on Facilities: Cost for remodeling the spaces for the Math/Science Center and the Reading/Writing Center will be a one-time cost to be covered by the Title V grant. Offices for faculty and staff, and the Faculty Resource Center will be provided at existing College facilities.

Long-term costs of increased assessment testing: There will be no substantive change in the costs for advanced COMPASS placement testing. Students taking multiple COMPASS math tests will do so through a routing rule set-up which costs only one unit. The only major costs will be for start-up, setting up a math

assessment center and the purchase of additional computers. The slight increase in unit costs for the COMPASS testing will be institutionalized into the College Budget beginning in year three, and will be offset by decreases in the costs, including staff time, associated with ASSET.

Funding Equipment , Maintenance, and Upgrades: All equipment purchased with grant funds will be placed on the college's ongoing equipment maintenance and upgrade schedule and will be compatible with existing equipment. Note, the College receives annual State funds for capital outlay replacement; funds are used to replace outdated equipment. Maintenance is part of a specified budget allocation designated annually in the District budget.

Institutionalization of Curricular Changes: The college will use the existing curriculum development and revision process which is published in its Policies and Procedures. This process is faculty driven, clearly defined, broadly participatory, and requires faculty initiation and approval.

Project Narrative

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

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

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

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

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

Activity Objectives and Performance Indicators Form

1. Name of Applicant Institution: San Joaquin Delta College

2. Activity Title: Increasing Hispanic Student Success Rates and Completion of Two-Year Transferable Programs

3. MAJOR OBJECTIVES IN MEASURABLE TERMS	4. PERFORMANCE INDICATORS
<p>Objective 1: By 2010, there will be a 20% increase (4% increase per year) in the number of Hispanic students earning degrees over the 2004 baseline of 289. 2010 Target Benchmark: 347</p>	<p>4% Increase Per Year over 2004 Baseline of 289 degrees Awarded to Hispanic students</p> <ul style="list-style-type: none"> • 2006 Target: 300 • 2007 Target: 312 • 2008 Target: 324 • 2009 Target: 335 <p>2010 Target: 347</p>
<p>Objective 2: By 2010, the numbers of Hispanic students transferring to CSU, UC, or other four-year institutions will be 50% higher (10% increase per year) than the 2003-2004 baseline of 119 transfer. 2010 Target Benchmark: 178</p>	<p>10% Increase per year in Hispanic students transferring</p> <ul style="list-style-type: none"> • 2006 Target: 131 • 2007 Target: 143 • 2008 Target: 155 • 2009 Target: 167 <p>2010 Target: 179</p>
<p>Objective 3: By 2010, there will be at least 100 Hispanic students participating in Puente, MESA, Engineering, Electron microscopy, Registered Nursing, and Teacher Preparation programs, compared to the 2004 baseline of 59 students. 2010 Target Benchmark: 100</p>	<p>Annual combined total</p> <ul style="list-style-type: none"> • 2006 Target: 67 • 2007 Target: 75 • 2008 Target: 83 • 2009 Target: 91 <p>2010 Target: 100</p>
<p>Objective 4: By September 2010 there will be a significant increase in the number of Hispanic students successfully completing Developmental Bridging courses in math and English</p>	<ul style="list-style-type: none"> ▪ Math 80 increase from a 2003-04 baseline of 41% to 55% in 2010. ▪ Math 82 increase from a 2003-04 baseline of 46% to 57% in 2010. <p>English 79 increase from a 2003-04 baseline of 53% to 63% in 2010</p>
<p>Objective 5: By 2010 there will be a 50% decrease in the numbers of students repeating a course for the third time over the 2002-2004 baselines for Eng 001a, Eng 079, Math 080 and Math 082.</p>	<p>There will be a 10% decrease per year against the following baselines for each course:</p> <ul style="list-style-type: none"> ▪ Eng 001a: 87 third time repeaters ▪ Eng 079: 45 third time repeaters ▪ Math 080: 83 third time repeaters ▪ Math 082: 69 third time repeaters

Project Narrative

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

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

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

Activity Rationale and Implementation

Research Completed, Peer Institutions Contacted and Visited, and Other Models:

Based on the comprehensive analysis of strengths, weaknesses, and problems identified by the Title V Team over a six-month intensive period of research, a core of high-risk courses surfaced as the critical blocks to student success. The blocked gateways exist at two levels: (1) the Developmental Bridging Courses in

Strategies selected are based on documented findings about the conditions and learning environment most supportive of Hispanic students and documentation of successful programs addressing these best practice criteria.

English and math that are essential for success in the required transfer level English, math, and science courses and (2) the Transfer Gateway Courses in English, math, and science.

Academic Success Strategies for Hispanic Students: Griggs and Dunn caution against oversimplifying the needs of Hispanic students.¹ Although there are common characteristics Hispanic Americans are a very diverse group and include distinct subcultures.

Strategies/Approaches Identified as Increasing Academic Success of Hispanic Students	
Cooperative Learning	“While cooperative learning is appropriate for all students, it is critical for Hispanic students who may face socio-economic disadvantages.” ²
Computer Assisted Instruction	Means and Olson cite findings that link technology and learning, concluding that through technology Hispanic students can connect to classroom instruction that may be beyond everyday experiences. ³
Counseling, Appropriate Placement, Personal and Acculturation	The 2004 Faculty Senate Report to the Chancellor found that strategies to improve retention of Hispanic students and course success were associated with financial aid, career counseling, placement in appropriate level courses, academic support services, and study skills classes. ⁴
Learning Styles and Environment	In <i>Hispanic American Students and Learning Style</i> , Griggs and Dunn (1996) and again in <i>What Works</i> , Boylan (2002) findings support a learning environment for Hispanic students, characterized by peer-oriented, collaborative learning, kinesthetic instructional resources and a high degree of structure.

¹ Griggs and Dunn *Hispanic American Students and Learning Style*, (1996)

² Padrn, et al; *Educating Hispanic Students: Obstacles and Avenues to Improved Academic Achievement* 2001

³ Means and Olson; *The Link Between Technology and Authentic Learning* Educational Leadership, 51

⁴ *A Survey of Effective Practices in Basic Skills*, California Faculty Senate Report to the Chancellor, (2004)

Based on the research regarding the learning conditions that improve the success of Hispanic students, the Title V Team directed their investigation to well-documented programs that stressed collaborative, peer-oriented learning, CAI, appropriate placement in courses, learning communities, kinesthetic instructional resources, a high degree of course and service structure, and a strong counseling support system.

The Title V Team members made initial phone calls to college programs, visited campuses, and arranged for speakers to give workshops at Delta College. Some of programs studied are listed in following table:

College Contacted	Program Investigated
American River Community College, CA	Writing/Reading Across the Curriculum
Sacramento City College, CA	Science and Mathematics Tutorial Centers
Cerritos Community College, CA	Learning Community Program
Washington Center for Undergraduate Education, WA	National Learning Communities Project
Evergreen Valley Community College, CA	ENLACE Mathematics Program
Los Medanos Community College, CA	Developmental Learning (Title III) Program
California State University Stanislaus	Alliance for Minority Students
Diablo Valley College, CA	Supplemental Instruction (SI)
Modesto Jr. College, CA	Supplemental Instruction Program
Mt. San Antonio Community College, CA	Bridge Program

Visitations were made to American River, Cerritos, Evergreen Valley, CSU Stanislaus, Modesto, and CSU Stanislaus, Turlock. Telephone conversations were held and support materials were gathered from Diablo Valley College and Mt. San Antonio College. Faculty investigating alternative programs made presentations to the entire Title V Team. A workshop was presented to the entire Title V Team by Los Medanos College, and a team of six faculty members and two administrators received one week of training through the National Learning Communities Project at Evergreen College. In addition, staff representing the nationally recognized MESA and Puente programs offered at San Joaquin Delta College made presentations.

COMPONENT ONE: Instructional and Student Services Interventions				
Year One	Year Two	Year Three	Year Four	Year Five
Collaborative Learning: Learning Communities, Supplemental Instruction, CAI and Tutoring				
Establish Math/Science Center	Reintegrate Reading/Writing Center	Assessment and Placement	Advising (academic and financial aid) and Mentoring	Career Counseling and Transfer

Collaborative Learning: Throughout the five years of this grant Delta College will work to strengthen the forms of collaborative learning that research shows is effective with all students and specifically Hispanic students. The annual emphasis for the development of effective learning communities, supplemental instruction, CAI and tutoring reflect the curriculum review, revision and development that will take place through the second component of this grant.

Collaborative learning is inherent in the Hispanic students' culture, and there is documented success for all students, especially those at-risk.⁵ In the last three years Delta has experienced success in basic skills collaborative learning programs with ESL, EOPS, Puente, English and speech where student retention and successful completion of course work increased from 9% to 27% over the comparison groups. This is a fledgling effort and additional training for faculty is needed. Research supporting the effectiveness of learning communities increasing the success rate of students is plentiful.

Learning Communities: Learning communities are based on improving the program, not on fixing the student. The way curriculum is designed and delivered is important. Programs are improved through learning communities because faculty, as well as the student, is engaged in collaboration. Norton Grubb expresses a similar theme in emphasizing that learning communities are forms of social communication where faculty are engaged in collaboration, "*Be it team teaching or just ensuring that the curriculum of one class links to that of another class, faculty are forced to consider new approaches and perspectives.*"⁶ When involved in learning communities, students take responsibility and are actively involved in their own learning. Tinto reports that at Seattle Community College, students persisted to the following spring and fall quarters at a significantly higher rate than their peers who were not involved in a

⁵ Sanchez, Irene. *Motivating Learning in Minority Classrooms*. Josey Boss (2002)

⁶ Grubb, N. *Honored but Invisible: An Inside Look at Teaching in Community Colleges* Routeledge 1999

learning community: “83% versus 80.9% in Spring and 66.7% versus 52.0% in Fall”⁷ Annual emphasis for learning Communities will mirror the annual emphasis for Curriculum development in Component Two.

Annual Implementation –Year One - Learning communities (including Supplemental Instruction) for Math 80, 82, and English 79 will be developed, cohorts identified and training manuals developed for a fall 2006 pilot. **Year Two** – Learning communities for Math 36 and English 1A will be developed and prepared for a Spring 2007 pilot. **Year Three** – Learning Communities for the gateway transfer courses Biology 22, 23, 31 and 32 will be developed and ready for pilot in spring 2008, **Year Four** will focus on Chemistry 1A and 3A and Geology 1A for learning community pilot in spring of 2009 and in **Year Five** learning communities will be developed for Engineering, Electron Microscopy, Nursing and Teaching programs for pilots in spring of 2010 and post-grant in the fall of 2011.

Supplemental Instruction (SI): In their studies of learning practices most helpful to Hispanic students, Rivera and Zehler found that Hispanic students do best in a student-centered cooperative learning environment.⁸ SI is based on the concept that the student is the master of their own learning in a cooperative sharing of knowledge, skills, and understanding with other students. Rather than targeting individual students, as tutoring does, SI targets courses that typically have high failure rates. SI leaders will be recommended by instructors and trained to run small group study sessions in the Math/Science Learning Center. The SI leader is not a tutor, but a facilitator encouraging students in collaborative learning groups to discuss the content of course, including lectures, assigned readings/problems, and other homework. The facilitator works to induce members of the learning group to help and learn from each

⁷ Tinto, V. *Building Learning Communities for New College Students* National Center on Postsecondary Teaching (1994)

⁸ Rivera and Zehler. *Assuring the Academic Success of Language Minority Students*; The Journal of Education 1999

other. SI is the only program validated by U.S. Department of Education as improving student academic achievement and graduation rates.⁹

Computer Assisted Instruction: The Mathematics/Science Learning Center will be geared to provide concrete and technological opportunities for learning. Boylan (2001) found that technology allows students to connect classroom instruction to their experiences and reinforce additional learning. The use of computer assisted instruction should not take away from human contact, but enhance it. Videos, taped lectures, and computer software programs selected by the faculty will provide supplementary, relevant practice and be available and directly connected to faculty recommendations for student use.

New Mathematics/Science and Newly Integrated Reading/Writing Learning Centers: These two new learning centers will be the centerpieces of Delta College's strengthened emphasis on instructional and student services designed to provide a holistic approach to helping each student succeed.

In **Year One**, space in the Shima Building will be remodeled for the establishment of the Math/Science Learning Center and equipped to provide a wide variety of instructional and support programs designed to increase student success. In addition to computers for computer assisted tutorials, instruction, and skills practice, the Math/Science Learning Center will have a variety of hands-on material for learning including skeletons, microscopes, and other science related equipment. The MSLC will also house study groups, supplemental instruction and learning community activities, computer assisted instruction; cross curricular tutoring; assessment/placement services for Developmental Bridging and Transfer mathematics courses.

In **Year Two**, The Reading Center and its counterpart, the Writing Center will be integrated into a single Reading/Writing Center. In integrating these services for student access the faculty plans to follow Boylan's definition of an integrated learning laboratory where classroom and learning center faculty collaborate as a Teaching Community in course design. They will articulate how the Learning Center

⁹ Center for Supplemental Instruction, Univ. of Missouri-Kansas City, (2000)

activities will support classroom instruction and how these activities relate to course goals, objectives, and measurable student outcomes.¹⁰ and through requiring that students access and complete activities in the Learning Center as a part of course work or through paired Learning Communities.

Assessment/ Placement in College-Level Math Courses: Successful completion of any course, but specifically math, with a grade of “C” or better has proven to be directly associated with appropriate placement in courses.¹¹ The present assessment/placement system used by the college with ASSET only differentiates between basic skills mathematics and algebra, but not higher levels of math. The computerized COMPASS placement test has the capacity to place students in all levels of mathematics, but because there are only ten computers available for assessment testing, students end up taking the paper/pencil version of the ASSET. Delta proposes to strengthen the current Assessment Center and develop and equip an area for assessment/testing in the Math/Science Learning Center that will provide computer capacity for large numbers of students. The MSLC Coordinator will work with the Assessment Office and Counseling for advanced math placement. The focus for **Year Three** will be on assessment and placement, specifically in Math. COMPASS testing will take the place of the less-definitive ASSET and the math portions of the COMPASS placement test will be available in both the Assessment Center and the Math/Science Learning Center. The Assessment/Placement Instructor will work with all math faculty to develop pre-tests to be given during the first week of classes as another means of safeguarding against inappropriate placement

Counseling, Academic Advising, and Mentoring: As documented in the CDP, only 8.8% of Delta's faculty is Hispanic. Consequently, it is crucial to reach out to Hispanic students through a counselor who can be a role model and connect students to mentors as role models. A new Interventions Counselor will be hired to develop services that research proves to be crucial to success of Hispanic students: financial

¹⁰ Ibid

¹¹ Ibid

aid advising, student educational plans, career counseling, and connecting (mentoring) students with the community of professionals in the areas of science and related technology. All programs developed will be culturally sensitive and appropriate and student learning outcomes will be closely monitored by the newly hired Research Analyst and all persons involved. Boylan (2002) stresses the need for monitoring student performance through a collaboration of faculty and counseling staff making sure that academic advising is done in a timely manner.¹² .

In **Year Four** new programs in advising and mentoring will be developed and piloted. Mentoring will be modeled after the highly successful Puente program at Delta, grounded in research, with a proven history of success. Students will be matched with mentors from the local professional community who will serve as role models of academic and professional success.¹³ Advising programs (including financial aid advising) will be developed and piloted that expand on the advising portions of MESA, and Puente that have proven successful on a smaller scale at Delta. Other advising programs using recognized best practices will be studied and used to develop a multi-faceted, ethnically sensitive counseling service. Housing this multifaceted counseling service available in the Learning Center will enable faculty and counselors to be in physical contact with the students in order to facilitate timely intervention

COMPONENT TWO: Curriculum Development				
Year One	Year Two	Year Three	Year Four	Year Five
Math 80, 82 Eng. 79 and Reading/Writing/ Study Skills Support Course	Math 36, Eng. 1A, RWS Support Course, and Supplemental Instruction (SI)	Biology 22, 23, 31, 32 and RWS Support course.	Chem. 1A, 3A, and Geol. 1A and RWS Support course	Review Curriculum in Engineering, E. Microscopy, Nursing, and Teaching Programs
Establish Faculty Learning Communities	Pilot Math 80, 82, and English 79, RWS and (SI)	Pilot Math 36, Eng. 1A, RWS and (SI)	Pilot Bio. 22, 23, 31, 32, RSW and (SI)	Pilot Chem. 1A, 3A, Geol. 1A RWS and (SI)

Curriculum Review, Revision and Development: Classroom-based research and assessment scores (detailed in the CDP) at Delta finds that students lack basic knowledge, reading/writing skill, and study skills

¹² Boylan, H *What Works: Best Practice in Developmental Education (2002)*

¹³ UC Berkeley, 2002.

in preparation for mathematics and science. **Throughout the five years** of the grant, faculty will review and revise the curriculum in Developmental Bridging and Gateway Transfer Courses, and curriculum mapping will be done and revisions made when necessary to assure seamless academic transition from one level to the next. Faculty will receive release time to work together developing reading/writing/study skills courses that are content specific with a curriculum focused on overcoming the barriers in Developmental Bridging and Gateway-Transfer English, math, science courses that stop or block students in their quest for transfer and graduation, specifically in science-based fields with high employment opportunities. Faculty will also develop curriculum strategies and content to be used in Supplemental Instruction and CAI.

Reading/Writing/Study Skills Courses for Mathematics and Science: When faculty assessed the reading, writing, and study skills of students enrolled in their respective courses, there was a clear relationship between student success in high-risk Development Bridging and Transfer courses and student reading, writing, mathematics, and study skills. It was also found that students who took a Basic Skills “*Reading in the Content Area*” reading course did better than those who took a general reading course before entering the transfer level science courses. Faculty determined that Reading/Writing/Study Skills courses assisting students in gaining the knowledge and skills required for success in math and science courses should be developed and implemented as part of Learning Communities. The Reading/Writing/Study Skills course to be paired with math will focus on how to read a math problem (task analysis for problem solving), reporting analysis through summarization, math vocabulary, and reducing math anxiety. The Reading/Writing/Study Skills paired with science courses will focus on the process of reading (SQ3R), the scientific method of investigation reported in writing, understanding the assignment, effective ways to study for math and science tests, and scientific vocabulary.

Paired and Clustered Learning Communities: Paired and clustered courses as a form of Learning Communities are conducive to the active and collaborative learning environment documented as

preferable for Hispanic students. English, writing, mathematic, science, transfer-program faculty, and counselors have expressed the need for curriculum training to support the development, pilot testing and institutionalization of paired and clustered courses with academic support services.

COMPONENT THREE: Faculty and Staff Professional Development				
Year One	Year Two	Year Three	Year Four	Year Five
Diversity Training		Classroom Assessment	Learning Outcomes	
Teaching Learning styles		Mentoring	Teaching Non-traditional Learners	
Curriculum Review and Development		Performance Task Instruction	Experiential Learning	
Teaching/Learning Communities		Collaborative Learning	Advising Diverse Learners	
Best Practices in Learning Centers		Supplemental Instruction	Goal Clarification Training	
Learning Outcomes (Accreditation Standards) thru Teaching Portfolios				
Faculty Team to Kellogg Institute/Practicum				
Program Evaluation				

Teaching Communities/Faculty Development: The faculty designing this Title V proposal chose strategies that are the foundation of a Learning College focused on the student as learner. The implementation of the selected strategies identified in this Title V proposal will be continually monitored and evaluated in the Teaching Communities to determine needed modification or extension. A part-time Teaching/Learning Specialist will be hired to develop a program of training, oversee the implementation and continuation of learning communities and provide expertise on a variety of faculty development initiatives. Additionally, faculty teams will attend summer programs at the Kellogg Institute to learn best practices in Developmental Education. Training for implementation of the strategies is key to the success in the classroom and the Learning Centers and will help to assure greater transfer rates and two -year transfer vocational course completion by Hispanic and at-risk students.¹⁴

Creating communities of teachers who share training, formative evaluation findings, and strategies that work for curriculum redesign is as important to faculty as collaborative learning is to students. Teachers want to learn how to create lessons, courses, and programs that foster student success, and this means

¹⁴ Bernstein. *Peer Collaboration and Review of Teaching: A Briefing on AAHE's National Project, CA.*, 1999

teaching themselves and the student how people learn specific skills, knowledge, and understandings. The Teaching Community process leads to what O'Banion calls the Learning College where the teacher "organizes the learning environment so that the student is the problem solver, planner, manager; it is where students are motivated and take responsibility for learning."¹⁵

The capstone activity for the Teaching Communities, after implementation and modification of curriculum development and revision, will be to create Teaching Course Portfolios. According to proponents of "authentic assessment," the advantage in building curriculum based on student learning outcomes is the use of feedback to help instructors continually develop their teaching methods (Bernstein 2002, p 78-82). As one professor testified, "I wanted to hold my own feet to the fire, using the portfolios to look much more closely at whether and how my decisions about course design and conduct actually contributed to student learning" (Pat Hutchins). Consultants and specialists will be brought to campus to work with faculty development and faculty will receive release time for taking part in development activities beyond the normal expectations.

Program Evaluation: There are a number of references that discuss the need for effective evaluation to confirm the value of the practices to be implemented as a result of this Title V project. Delta College must now develop a means of program evaluation. The new, 0.4 FTE Research Analyst will develop the capacity for Delta College to prove the effectiveness of their instructional and student support programs and practices through classroom-based assessment, student learning outcomes and the development of pre-and post-tests. The Research Analyst will develop research methodology based on best practices including data collection and tracking mechanisms, operational definitions, identification of experimental and control groups, baseline periods, and tangible measurable outcomes. During **Year One**, the Research Analyst will form focus groups, develop a survey and hold interviews with Hispanic students and faculty to understand why tutoring services are not being used by Hispanic students at Delta College.

¹⁵ O'Banion, Terry. *A Learning College for the 21st Century*, Phoenix, AZ: Oryx Press. (1997)

Project Narrative

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

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

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

Key Personnel

Information and job descriptions for **Title V Coordinator and Secretary** can be found in the Project Management section of this proposal. The Secretary position will be a shared position between the Title V Coordinator and the Activity Director.

Activity Director (.75 FTE) will be responsible for coordinating the development and implementation of all curriculum revision and student support strategies. President Rodriguez has requested that Lelia Becerra-Quintar be reassigned from her current duties of teaching ESL, English, and Spanish to serve as Activity Director. Ms. Becerra is credentialed and has taught Reading, ESL, a full range of English and served as the coordinator of the college-wide Tutor Center.

Activity Director -- LELIA BECERRA-QUINTAR	
Education	<ul style="list-style-type: none"> • M.A. Spanish 2002 • M.A. English 1987 • B.A. (TESOL) Inter – American Studies
Professional Experience	<ul style="list-style-type: none"> • Professor of English, Spanish, ESL 1987-present • Tutor Center Coordinator 1986-1987 • Affirmative Action Coordinator 1991-1992
Recognition	<ul style="list-style-type: none"> • Recognized by the Latino Network as a Coordinator based on her transitional experiences as a child farm laborer to a permanent faculty member at Delta College
Job Responsibilities of Activity Director	
<ul style="list-style-type: none"> • Coordinate activities to achieve maximum effectiveness of staff and college resources in a timely completion of all development and pilot test phases as detailed in the project implementation plan. • Oversee the development and implementation of the components of the Activity with the Coordinators of the Math/ Science Learning Center and Reading/Writing Center, the Interventions Counselor, and the Faculty Resource Center. • Establish, direct, and institutionalize a team that includes the faculty leads for English, ESL, mathematics, reading, science, and counseling designed to result in major changes to instructional methods and structures, to increase the transfer rates of Hispanic and low-income students • Direct the research development in conjunction with the Component Coordinators of the Reading/Writing Learning Center, the Title V Project Counselor, the Coordinator of Learning Communities, the Coordinator of Faculty Development, and the Lead Faculty member of Developmental Bridging and Gateway courses 	
Minimum Qualifications	
Ms. Becerra's qualifications for this position	<ul style="list-style-type: none"> • A Master's degree and teaching experience in higher education, preferably at the community college level; • Current knowledge and interest in the latest instructional methods and

exceed the minimum requirements.	<p>technologies, including instructional software and varied web and media-based instructional strategies;</p> <ul style="list-style-type: none"> • Current knowledge in collaborative and supplemental instruction strategies; • Experience with integration of general education instruction across the curriculum; • Experience with under-prepared learners; strong communication skills
----------------------------------	---

Math/Science Learning Center Coordinator .75 FTE This new leadership position supporting the Developmental Bridging and the Gateway transfer courses in mathematics and science will report directly to the Activity Director and work closely with faculty in mathematics, science, and transfer programs. This position will be institutionalized by Delta over the five years of the grant. The experience of Ms. Schwegel will work well to serve Hispanic students in the high-risk mathematics and sciences courses.

Mathematics/Science Learning Center Coordinator – Jacquelyn Schwegel	
Education	<ul style="list-style-type: none"> ▪ M.S. in mathematics from Washington State University (1996)
Experience	<ul style="list-style-type: none"> ▪ Full-time mathematics faculty member at Delta College since 1999. ▪ Member -- Alliance for Minority Participation National Science Foundation ▪ Supplemental Instruction -- California State University ▪ Developed Engineering Calculus
Job Responsibilities of Math/Science Learning Center Coordinator	
In conjunction with the Activity Coordinator and lead faculty, research the best model and best practice to develop, establish and institutionalize a Mathematics/Science Learning Center.	
Consult with faculty across the curriculum to learn where the stumbling blocks are for Hispanic students in the Bridging and Gateway high-risk courses in mathematics and science.	
Develop and pilot curriculum interventions, supplemental instruction, and tutoring	
Train SI student facilitators and faculty for paired SI courses in Learning Communities with CDP defined Developmental Bridging and Gateway mathematics and science courses.	
Work with the Research Analyst to establish ongoing evaluation and assessment to monitor the impact of the new curriculum and supplemental instruction (SI) and make modifications as needed.	
Develop procedures to make students and faculty aware of the MSLC and the difference it can make.	
Maintain records of results from students' achievements and progress in the MSLC.	
Develop workshops designed to help Hispanic students with specific mathematics and science courses.	
Seek to create an atmosphere where students and faculty are eager to participate in a collaborative learning environment.	
Minimum Qualifications	
Education	<ul style="list-style-type: none"> • Master's degree in mathematics or science,
Experience	<ul style="list-style-type: none"> • Experience with Hispanic and low-income populations, • Excellent oral, written, and interpersonal communication skills

Instructional Support Assistant Math/Science Learning Center 1. FTE This new position supports the Coordinator of the MSLC. This position will be institutionalized by Delta over the five years of the grant.

Job Responsibilities of Instructional Support Assistant	
Provide a variety support services for the MSLC.	
Maintain records, schedule tutoring, computer use and work areas for learning communities and SI, schedule and proctor COMPASS assessment and other testing as assigned and record/report results.	
Assist in organizing and maintaining the MSLC materials and supplies.	
Minimum Qualifications	
Education	Associate of Arts or Science Degree
Experience	Three years of increasingly responsible tutoring or academic support experience

The positions of **Reading/Writing Learning Center Coordinator** and **Instructional Support Assistant for the RWLC** will be paid in full by Delta College.

Interventions Counselor (.5 FTE) This new position will be responsible for the development and testing of new student services that have been proven by research to strengthen the success rates of Hispanic and low-income students.

Job Responsibilities of Interventions Counselor	
Work closely with the Project Coordinator, Activity Director and Lead Faculty in developing Mentoring, Student Education Plans, Assessment/Placement, and other vital student services to help identify students for the programs and aid with their program and curriculum designs.	
Advise Hispanic students in the preparation of student education plans developed with a general counselor.	
Work with faculty to develop means to place students in clustered Learning Communities and SI.	
Provide workshops and guidance courses for Hispanic and low-income students on career choices.	
Connect Hispanic and low-income students with college resources including financial aid, MECHA club for Hispanic students, and the Student Body Government.	
Design and implement a mentoring program for Hispanic students.	
Minimum Qualifications	
Education	Master's Degree: Counseling, Counseling Psychology, or Educational Counseling
Experience	<ul style="list-style-type: none"> ▪ Three years experience in counseling or teaching ethnically diverse students, preferably at a community college level. ▪ Preference to bi-lingual individual

Teaching Learning Specialist – this new .4FTE position will develop and implement a faculty development program and assist in the development of Teaching and Learning Communities.

Job Responsibilities of Teaching/Learning Specialist	
Work closely with the Project Coordinator, Activity Director, and faculty to arrange on-going training of faculty in cooperative learning, the acculturation process, learning styles and environmental conditions conducive to the learning styles and needs of Hispanic and other high risk students.	

Plan, develop, implement, coordinate, deliver and evaluate interdisciplinary training and development programs and services for faculty and staff.	
Work with the Research Analyst to conduct surveys and needs assessment to indicate what training/professional development faculty and staff need	
Develop and pilot a plan for programming the Learning Communities	
Work on an on-going basis to coordinate Learning Community Teams for discussion and research	
Train faculty in the purpose and use of Learning Communities	
Provide research, literature, and teaching strategies to faculty involved in the Learning Communities	
Minimum Qualifications	
Education	Masters in science, mathematics, English, reading, communications or a related field
Experience	A minimum of three years higher education teaching experience

Faculty Release Time

Learning Communities	Faculty members will work collaboratively to integrate curriculum, & arrange whole group gatherings: one hour release time for each involved faculty member per week (fall, spring, and summer-45 weeks) of each year. 1 faculty X 45 weeks X \$57.00 per hour = \$2,565
Year 1-2	<ul style="list-style-type: none"> Elementary Algebra, RWS Support Course, English 79 Intermediate Algebra, RWS Support Course, English 79
Year 3	<ul style="list-style-type: none"> Math 36, RWS Support Course, English IA
Year 4	<ul style="list-style-type: none"> Biology 22, RWS Support Course; Biology 23, RWS Support Course; Biology 31, RWS Support course; and Biology 32, RWS Support course.
Year 5	<ul style="list-style-type: none"> Chem. 1A, RWS Support course; Chem. 3A, RWS Support course; Geol 1A, RWS Support Course
Curriculum Development	Faculty members representing reading, writing, math, science, English, ESL, Engineering, Electron Microscopy, Nursing, and Teaching will receive release time to review and revise curriculum.
Faculty Development	Release time is requested throughout the five years of this grant to provide staff and faculty with time for professional development activities.

Student SI Facilitators: Student Facilitators provide peer assisted sessions for students in the Developmental Bridging and Transfer Level Mathematics, Science, and English Courses.

Job Responsibilities of SI Facilitators	
Works with students in regularly scheduled sessions as part of the Mathematics/Science/English Learning Communities.	
Serves as a model student of the discipline area in which he/she is providing Supplemental Instruction.	
Attends all training sessions provided by the Mathematics/Science Center Coordinator.	
Models and facilitates learning strategies of “how to learn” as well as “what to learn.”	
Attends all lecture sessions of the course for which he/she is a SI Facilitator.	
Possesses knowledge and understanding of class requirements and models “good student” behavior.	
Meets on a regular basis with the faculty member for whom he/she is serving as a SI Facilitator.	
Minimum Qualifications	
Education	Has completed the transfer level mathematics, science, or English course with a grade of

	"B" or better. Recommendation of faculty member
Experience	SI Leader has recently taken the class from the same instructor as the students or whom they are providing Supplemental (peer assisted) Instruction

Research Analyst 0.4 FTE– This new position will work under the supervision of the Dean of Planning, Research, and Regional Education and closely with the Activity Director and Title V Coordinator. This position will be institutionalized by Delta over the five years of the grant.

Job Responsibilities of Senior Research Analyst	
Plans, designs, conducts, and interprets complex research projects for the evaluation of operational and program performance related to the Title V grant including matriculation activities, student outcomes measures, and institutional effectiveness.	
Prepares complex reports and responds to information requests from institutional, state, and federal sources	
Maintains databases and web pages necessary to support grant functions.	
Captures Title V reporting and monitoring requirements describing complex, mission-critical elements; prepares data for complex reporting cycle; documents requirements using standard modeling techniques.	
Provides technical assistance and leadership for faculty and staff engaged in Title V research projects.	
Minimum Qualifications	
Education	Masters degree from an accredited college or university with significant coursework in research methods and statistical analysis.
Experience	Three years of responsible research, analysis, and report presentation experience, preferably in higher education

Title V Committees: Title V Committees to be formed in year one include The Collaborative Learning Committee, the Math/Science Learning Center Committee and the Reading/Writing Learning Center Committee.

Standing committees at Delta College which will be involved in the implementation of the initiatives associated with this proposal include: the Basic Skills Committee, Assessment/Placement Advisory Committee, Faculty and Staff Development Committee, the Curriculum Committee, the Cultural Awareness Program Committee, Information Technology Committee, the Strategic Planning and Budget Committee, and the Tutorial Advisory Committee.

Project Narrative

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

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

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

PROJECT MANAGEMENT PLAN

Dr. Raúl Rodríguez, President of San Joaquin Delta Community College will be responsible for executive oversight of the Title V project and will remain personally involved, however, authority will be delegated to the Title V Coordinator for overall, day-to-day management of this project. Since this project involves more than one major unit of the College and to ensure that the Title V Coordinator will have full authority and autonomy to administer the project, the Title V Coordinator will be reporting directly to the President.

Selection and Qualifications of Title V Coordinator: Mr. Joseph Gonzales, will be appointed as the Title V Coordinator. As the Tutor Center Coordinator he has excellent experience and recognition and is respected by faculty, staff and administration. Mr. Gonzales has served as President of the Delta College California Teachers Association, and serves as the lead faculty for the Faculty Resource Center.

Job Responsibilities of Title V Coordinator	
• Communicate an informed understanding of the objectives of the Title V project to all college constituencies.	
• Coordinate activities in a manner that will facilitate maximum effectiveness and utilization of program resources, including personnel.	
• Authorize all expenditures, maintain control over budget, assume responsibility for appropriate utilization of funds and establish a procedure for timely processing and approval of expenditures.	
• Facilitate the development and implementation of an effective evaluation and assessment process for the project; remain thoroughly informed regarding Title V and US Department of Education policies, grant terms and conditions assuring that the program operates in total compliance with the Department of Education.	
• Oversee the preparation and submission of required reports to the U.S. Department of Education.	
• Remain thoroughly informed regarding Title V and EDGAR policies.	
• Ensure that the project operates so that administration and faculty institutionalize new methods and practices to improve student success.	
Joe Gonzales: Related Experience & Training for Role as Title V Project Director	
Project Management Experience and Supervisory Experience	<ul style="list-style-type: none"> ▪ Lead Faculty, Faculty Resource Center, 2001-present ▪ Coordinator of College-wide Tutor Center responsible for scheduling classes, staff evaluation, and program evaluation, 1997-present. ▪ Assistant Division Chairperson, Communication Skills, 1995-1997 ▪ Coordinator of Learning Resource Center, American River College, 1990-92 ▪ Curriculum Specialist (Integration of Business Technology & Literature), 1983-87 ▪ Oversight and implementation Title VII Bilingual/Bicultural 1980-1983, ▪ State and Community grant oversight and implementation ▪ State Chancellor’s Office Mentoring and Technology grant implementation.
Instructional	• ESL, Reading, Composition, Literature, full-time faculty, Delta College, 1987-1997

Experience	<ul style="list-style-type: none"> • High School faculty in reading, ESL, and English, 1983-1987
Professional Activities & Scholarship	<ul style="list-style-type: none"> • California Bay Area Writing Project • California Literature Project • Defense Language Institute Methodology for Teaching English • Train the Trainier Certificate • Technical Information Development Certificate
Academic Education	<ul style="list-style-type: none"> • M.A. English, 1988 • M.A. Education: Reading Specialist, Bilingual/Cross Culural Speicalist, 1984 • B.A. English/Spanish, 1977

Secretary to Title V Coordinator & Activity Director (0.5 project management + 0.5 Activity) One-half of a full-time Secretary position will be assigned to support the Title V Coordinator; the other half will be assigned to support the Activity Director.

Job Responsibilities of Secretary to Title V Coordinator & Activity Director (.5 + .5)	
<ul style="list-style-type: none"> • Serves as the communications hub for project staff, arranges logistics for meetings, prepares and distributes materials/resources, reports, agendas, guidelines and regulations. • Assists with the development of the <i>Project Manual</i>. • Reviews incoming reports and maintains records of all Title V expenditures. • Assists with timely processing of purchase requests and approved processes. • Reviews forms, documents, and records for accuracy, completeness, and conformance to Title V and College rules and regulations. 	
Minimum Qualifications	<ul style="list-style-type: none"> • The position requires an associate degree. • Excellent computer skills - word processing, database management, and spreadsheets. • Record keeping including purchasing and payroll. • Strong written, oral communication and interpersonal skills.

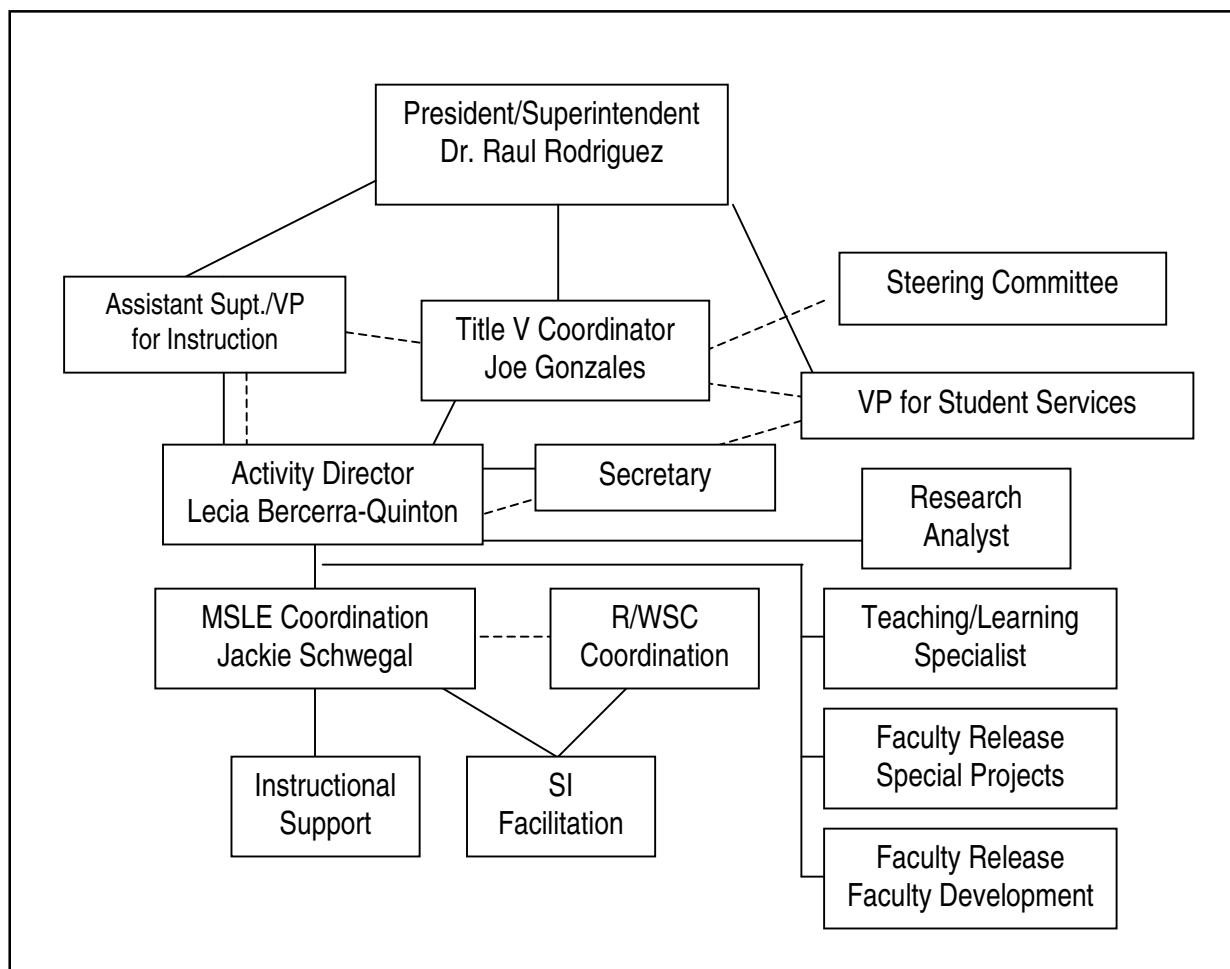
The Title V Steering Committee: This committee will work with the Title V Coordinator and provide support, direction and serve as an internal monitoring agent.

Title V Steering Committee	
Dean, G.E. & Transfer	Dean, Planning & Research
Delta Foundation Director	Supervisor Transfer Center Services
Director, Guidance & Counseling	Division Chairpersons

STRATEGIES TO KEEP KEY CONSTITUENCIES INFORMED ABOUT TITLE V PROJECT	
Start-up Communications	<ol style="list-style-type: none"> 1) Upon notification of project award, President Rodríguez will request that Mr. Gonzales establish a schedule for presentations to key constituencies regarding the project. 2) Title V personnel will meet with key College units that will be impacted by the project within the first six weeks of the grant.

Representation in Governance & Committee Structures	Representation will be assured through appropriate College committee membership by key Title V personnel.
Project Website & Newsletters	Within the first six months of the project, the Title V Coordinator will establish a project website, as well as use other periodic internal communication methods.
Special Title V Newsletter/Bulletin	As sufficiently newsworthy items begin to compile, a special edition of a Title V newsletter will be printed and distributed. It is anticipated that such a bulletin would be printed only once or twice a year and will feature special topics such as exemplary pilot projects and new practices and improvements.
Report to Governing Board	Each Fall the Title V Coordinator and other key project staff will prepare and present a report to Delta's Board of Directors.

DELTA COLLEGE TITLE V ORGANIZATION



The Title V Coordinator and the Secretary will develop and modify, as needed, a comprehensive *Project Manual*. The manual will specify all policies and procedures, detail staff responsibilities and lines of

authority, list job descriptions, provide examples of all required forms, and clarify reporting procedures, including timeliness.

ACTIVITY PROGRESS MONITERING PROCEDURES	
Title V Staff Meetings	The Title V Coordinator will meet with project staff once a week during start-up, with meetings shifting every two weeks by the third project month. Other institutional staff will be invited, as appropriate, to these meetings.
Time & Effort Reports	Monthly <i>Time and Effort Reports</i> will be completed by each employee being paid by Title V funds. These reports will be submitted to the Title V Coordinator's Office at the end of each month.
Monthly Progress Reports	Monthly <i>Progress Reports</i> will be completed by project staff and submitted to the Title V Coordinator. These reports will reflect progress toward objectives stated in the approved proposal. Travel and use of consultants will be included in the reports. Progress related to the acquisition and installation of equipment, development and piloting of new practices, and formative evaluation issues (such as collection of baseline data) will be included. Unanticipated problems, delays, alternative solutions and requests for assistance will also be noted. Any joint efforts with other units of the college outside the grant project will be reported.
Semi-Annual Executive Summary Reports	The Title V Coordinator will compile Activity reports into a one or two page <i>Title V Executive Summary Report</i> to be distributed to appropriate College administrators, committees, and all project staff, The report will note key accomplishments and progress toward project objectives.
Annual Performance/ Progress Reports	These are due to the federal Title V program office each year for documentation of substantial progress toward achievement of objectives to assure continued funding.
Fiscal & Accounting Procedures	The Title V Coordinator will be responsible for making sure all fiscal and accounting procedures required by San Joaquin Delta College and the federal government/Department of Education are followed,
Evaluation of Project Personnel	Personnel evaluation will be consistent with existing Delta College's policies and procedures..
Communication with Federal Title V Office	College grants compliance personnel will be kept appraised of rules and policy changes from the program office as well as changes in grants management or fiscal issues in EDGAR.

Project Narrative

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

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

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

PROJECT EVALUATION PLAN

Key Evaluation Design Elements: (1) An Independent third party evaluation will be overseen by the Office of Institutional Research, Planning and General Education, (OIRPGE); (2) Adherence to *scientifically valid education evaluation methods* as detailed on the table which follows; (3) OIRPGE worked with the Title V application developers/writers to assure that valid baselines were established and assisted with the design of the Evaluation Plan. (4) Research methodology based on best practices will be developed to include data collection and tracking mechanisms, operational definitions, identification of experimental and control groups, baseline periods, and tangible measurable outcomes.

According to <i>Institute of Education Sciences (2002)</i> a SCIENTIFICALLY VALID EDUCATION EVALUATION is an evaluation that:	How the Delta College Title V Evaluation Plan will address each aspect of a 'scientifically valid education 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 its projected effects	Cohorts 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)
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; and May study program implementation via a combination of scientifically valid & reliable methods.	Surveys, focus groups, questionnaires will be used in addition to tracking/analyzing student outcomes

General Outcomes/Uses of Evaluation Process: (1) *Planning decisions*, which influence selection of institutional goals and objectives; (2) *Structuring decisions*, which ascertain optimal strategies and procedural designs for achieving the objectives that have been derived from planning decisions; (3) *Implementation decisions*, which afford means for carrying out and improving strategies; and (4) *Feedback decisions*, which determine whether to continue or modify existing objectives.

Evaluation Consultant (External): Funds have been requested to allow for the ongoing (annual) involvement of a third-party independent external assessment expertise. Due to project emphasis on institutional effectiveness and improvement of student outcomes, third party evaluation is critical. This person will be expected to make site visits (detailed in the budget narrative) and write reports and will meet the minimum qualification below:

External Evaluator Minimum Qualification
Three years experience in evaluating outcome-based projects with scientific educational measurement techniques; Understanding of WSJCU institutional effectiveness standards; Experiences with ethnicity related staff development initiatives such as impact of specific approaches on minority success; Experience evaluating staff development initiatives

Measurement of Attainment of CDP and Activity Objectives -- Responsibility: The Office of Planning, Research, and Regional Education and the Research Analyst will provide support to the Title V Coordinator, Activity Director, and other project staff to facilitate data collection. Interpretation and analysis of data will be independently done by the Office of Planning, Research, and Regional Education and Research Analyst. 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: Data collection procedures will include: gathering relevant data from sources already existing in the college such as the Office Planning, Research & Regional Education, Admissions Office, Assessment Office, and the Office of Financial Aid; establishing processes to gather new information and data relevant to project assessment; developing surveys or other instruments or using standardized tests, if available, to conduct assessments.

Data Sources To Be Used by the Office of Planning, Research & Regional Education To Measure Attainment of Grant Objectives	
Objective Area	Source
Course Success	Information on course success will come from institutional research tracking files which are derived at the end of the term from the student information system.
Demographics	Demographic information on students will be derived primarily from student responses to questions on the Delta College application for admission.

Degrees	Information on students eligible for a Delta College degree is extracted from the student information system each summer for the proceeding year.
Educational Plans	Information on student goals is derived from Delta College application. In the future this information will be augmented with data from information system in development to track student educational plans each quarter (similar to a degree audit).
Student Satisfaction	Information on student satisfaction will be derived from Classroom Assessment Techniques conducted by individual faculty members as well as surveys of the general student population using random samples.
Transfer Success	To verify transfer to a four-year institution, the institutional research office will use a file received under a data sharing agreement with UC and CSU as well as tracking data from the National Student Clearinghouse.

Valid baselines have been included in both five-year CDP and annual Activity objectives: Within this proposed Title V Activity, Delta has established objectives for each project year and has identified anticipated results to measure success. For most pilot strategies, a student cohort of participants will be tracked for outcomes needed to make a solid evaluation of the effectiveness of the new practices. The Institutional Researcher and Activity Director will set up tracking mechanisms for each student cohort.

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 Activity addresses at least one institutional problem and is deliberately designed to be a corrective action to solve the problems identified in the CDP. 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 or time-series studies as well as exploratory data analysis to examine the accomplishment of the Title V specific objectives as stated in the CDP. **Cross-sectional data** typically reflect day-to-day operations (*for example, increased use of Mathematics/Science Learning Center, and the Reading/Writing Learning Center over time*) and will be useful as historical records for each reporting period and will present the conditions of the Title V Project at a given time.

Use of Evaluation Information: Each quarter, the emphasis throughout the evaluation process will be of a formative nature in which the data and information will be used critically to assess and make constructive suggestions for improvement. All reports related to evaluation will be distributed to the Title V Coordinator and the Activity Director and reviewed by the President, the President's Council, the Deans' Council, the Faculty Academic Senate, and Title V Steering Committee. The **formative evaluation** data collected throughout grant will be used to identify problems, stimulate alternatives, and through resolution of problems, generate a more positive summative evaluation at conclusion of each grant year. At the completion of the project, the College will prepare **comprehensive summative evaluation** and will include the following: 1) budget expenditures (projected vs. actual), 2) a comparison of performance indicators with final results, 3) an analysis of the grant's original objectives vs. actual accomplishment of those objectives, 4) a summary of the ways the successful completion of this Activity has strengthened Delta College. The Title V Coordinator will detail the ways 5) the grant has accomplished the goals set out in the Comprehensive Development Plan, 6) the ways the Activity has affected Delta College's policies, procedures, decision processes, and fiscal allocations, and 7) the ways the Activity has shaped plans for future actions. All the information and data presented in these two reports will be combined in preparing a final performance report to be submitted at the end of the Title V grant period.

Project Narrative

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

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V, Higher Education Act, as amended		Form Approved: OMB No. 1840-0745 Exp. Date: 3/31/03
OTHER BUDGET INFORMATION		
1. NAME OF APPLICANT INSTITUTION: San Joaquin Delta Community College	2. ACTIVITY TITLE Increasing Hispanic Student Transfer Rates and Completion of Transferable Two-year Programs	

1. Personnel. The personnel requested are necessary for the successful attainment of the objectives of this Title V application. Cost of living increases of 3% have been calculated into the succeeding years. All positions are detailed in the Key Personnel section of the Activity

Position	2005-06	2006-07	2007-08	2008-09	2009-10
Activity Director	66,375	68,698	71,446	74,304	77,276
Secretary	16,277	16,847	17,521	18,221	18,950
MSLC Coordinator	52,291	54,121	56,286	39,025	20,293
Interventions Counselor	45,681	47,280	49,171	30,683	21,273
Teaching Learning Specialist	15,662	12,158	12,644	11,045	9,117
Faculty Release Time	42,058	49,041	51,004	53,043	34,362
Student SI Facilitators	0	19,218	27,343	59,050	63,746
Research Analyst	20,228	20,936	21,773	16,983	11,775
Total Salary	258,572	288,299	307,188	302,354	256,792

2. FRINGE BENEFITS Please refer to Summary Budget Other Budget Information Form for details.

Position	2005-06	2006-07	2007-08	2008-09	2009-10
Activity Director	20,544	22,680	25,146	27,944	31,123
Secretary	10,710	11,937	13,352	14,963	16,801
MSLC Coordinator	18,799	20,874	23,268	17,327	9,697
Interventions Counselor	5,316	5,502	5,722	3,570	2,475
Teaching Learning Specialist	1,822	1,415	1,471	1,285	1,061
Faculty Release Time	Benefits included as total release amount under salary				
Student SI Facilitators	-0-				
Research Analyst	1,939	2,007	2,087	1,628	1,129
Total Benefits	59,130	64,415	71,046	66,717	62,286

3. TRAVEL

Total Travel	2005-06	2006-07	2007-08	2008-09	2009-10
	12,000	12,000	12,000	12,000	12,000

Title V funds are requested to support travel needed to send Activity Key Personnel to training vital to successful implementation of project objectives. Each year funds are requested to send a minimum of 3 persons (i.e. Activity Director, MLSC Coordinator, and Teaching Learning Specialist) to a major conferences and training sessions on topics related to emphases of Activity - estimate of \$1200 per person per trip X 3 persons x 2-3 trips (registration, airfare, per diem, lodging) = \$12,000/yr.. Some of the trips planned are as follows: **1)** National ACT/Compass Student Assessment conference for training needed to start-up the computerized diagnostic testing. (Airfare: \$425; lodging & per diem: \$600 (\$200/day x 3 days); conference fee: \$300; airport parking & ground transportation: \$50= \$1225 per person. Three people x \$1225 = \$3,675. **2)** NISOD: National Institute of Staff and Organizational Development: *Conference on Teaching and Leadership Excellence* - (Airfare - \$400; lodging & per diem - \$196 x 3; registration - \$450; \$30 airport shuttle) = \$1,080 x 3 persons. **3)** HACU Annual National Conference, San Antonio, Texas.

Travel for group of 3 (Cost: \$300 airfare x 3 people ,plus \$ 200 lodging & per diem x 3 days x 3 people + registration fees. 4) Kellogg Institute at Appalachian State Univ. for training and certification of developmental educators with concentration in instructional technology. Airfare: \$500, Registration fee \$900, \$895 residence hall room and board, \$2752 tuition, and \$60 shuttle /taxi/parking.

4. EQUIPMENT

Total Equipment	2005-06	2006-07	2007-08	2008-09	2009-10
	63,190	30,500	19,500	16,000	59,000

Year 1 Math Science Learning Center will be developed through the purchase of computer workstations and related equipment conducive to improving the learning environment. 15 computer workstations at \$1,700 each 2 HP laser printers at \$1,000 each. Provide the most current lab equipment and software for sciences (chemistry, physics, geology) to increase transfer of science majors. \$8,840; Macromedia MX/Flash (\$450); (8) ScreenPrint Platinum (\$400), SmartPanels for student collaboration (\$4,000); Media managers for classroom technology switching (2) units \$(4,000); Smart technology room for integrated instruction (\$5,000). Computer work stations for Assessment Center – 10 @ \$1,700 each.

Year 2 Reading and Writing Learning Center will need 15 computer workstations @ \$1,700 each and 2 HP laser printers at \$1,000 each; 2 SmartPanels for student engagement (\$1,000); Media managers for classroom technology switching 1 unit \$(2,000)

Year 3 Four additional workstations each are needed for the Assessment Center and for the MSLC (\$14,500). and a Smart technology room for integrated instruction (\$5,000)

Year 4 To be used in the MLSC and the RWLC: 2 wireless interactive teaching SmartPanel (\$2,000); 3 e-Instruction classroom performance systems (CPS) for student participation and retention (\$9,000). Teacher resource technology adoption \$5,000 (2 dual computer multimedia production stations).

Year 5 To be used jointly by the MSLC and the RWLC, funds are requested for Tegrity video streaming system (\$32,000);), 2 SmartPanels for student collaboration (\$8,000); Media managers for classroom technology switching (2) units \$(4,000); Smart technology room for integrated. To aid in the Assessment Center, 6 Dell multimedia laptop and docking stations (\$19,000).

5. SUPPLIES

Total Supplies	2005-06	2006-07	2007-08	2008-09	2009-10
	8,673	4,714	5,200	5,000	5,439

In years 1 -5 supplies are requested for the Math Science Learning Center: Year one detail: 2 Physical science Labworks science interface units @ \$1228 each; Life Sciences anatomical models and skeleton \$2761; Microscopes \$1000. The Reading Writing Learning Center : Yr 1: Basic skills software \$1456; MLSC. RWLC and Assessment Center will need paper, printer toner, and software to provide their services to students throughout the 5 year program. Details for years 2-5 will be provided in continuing annual budgets.

6. CONTRACTUAL (\$0)

Total Contractual	2005-06	2006-07	2007-08	2008-09	2009-10
	1,300	10,400	9,750	8,450	3,250

COMPASS math placement assessments to support the transfer and implementation from pen and paper ASSET placement to fully computerized assessment center. @1.30 per unit. One thousand tests in year one and approximately 7,000 in year two. Costs of COMPASS will be transitioned to college in years 3 through 5.

7. CONSTRUCTION: (REMODEL)

Total	2005-06	2006-07	2007-08	2008-09	2009-10
Construction	\$39,000	\$25,000	0	0	0

Year 1: Remodel of rooms in the Shiva Building to provide the appropriate space, electrical capacity and lighting for the Math Science Learning Center. Costs include demolition, drywall/partition replacements, electrical circuit and service upgrades, upgrades to lighting, and creation of a secure area for safe keeping and checkout of science equipment and supplies. **Year 2:** Remodel classrooms adjacent to MSLC for Reading/Writing Center. Costs include demolition of wall, electrical and circuit upgrades, and increased lighting.

8. OTHER: CONSULTANTS

Total	2005-06	2006-07	2007-08	2008-09	2009-10
	5,000	5,000	5,000	5,000	5,000

Years 1-5: Nationally recognized leaders in faculty development will be brought to Delta College to provide training, curriculum and faculty development activities **Consultant- Expertise for Professional Development: Budgeted at \$5000 per year.** Examples suggested by faculty and the Title V Planning Team include: Dr. Philip Uri Treisman, Director, Dana Center for Mathematics and Science Education, University of Texas-Austin. Treisman has professional interests in mathematics education and educational policy with an emphasis on minority participation. Building on his seminal studies at UCLA in the late 80's he was a MacArthur Fellow in 1992, serves on the Advisory Board of the National Science Foundation's Education and Human Resources Directorate and the Board of Directors of the American Association of Higher Education; Dr. Susan Ledlow, Collaborative Learning Specialist, Center for Learning and Teaching Excellence Arizona State University; Dr. Stewart Ross, Active Learning Specialist Director of Center for Excellence in Teaching and Learning, Minnesota State University; Dr. L. Dee Fink, Active Learning Specialist, Director Instructional Development Program, University of Oklahoma; Dr. Clyde Herreid, Case Study Teaching in Science, SUNY Distinguished Teaching Professor and Director of the National Center for Case Study Teaching in Science

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM Title V, Higher Education Act, as amended		Form Approved: OMB No. 1840-0745 Exp. Date: 3/31/03
OTHER BUDGET INFORMATION		
1. NAME OF APPLICANT INSTITUTION: San Joaquin Delta Community College	2. ACTIVITY TITLE Project Management and Evaluation	

1. Personnel The personnel requested are necessary for the successful attainment of the objectives of this Title V application. Cost of living increases of 3% have been calculated into the succeeding years

Position	2005-06	2006-07	2007-08	2008-09	2009-10
Title V Coordinator .5 FTE	45,943	47,551	49,453	51,431	53,489
Secretary .5FTE	16,277	16,847	17,521	18,221	18,950
Total Salary	62,220	64,398	66,974	69,652	72,439

2. FRINGE BENEFITS Please refer to Summary Budget Other Budget Information Form for details.

Position	2005-06	2006-07	2007-08	2008-09	2009-10
Title V Coordinator	13,905	15,337	16,990	18,864	20,993
Secretary	10,710	11,937	13,352	14,963	16,801
Total Benefits	24,615	27,274	30,342	33,827	37,794

3. TRAVEL -- Travel to Washington D.C. for Title V Conferences – includes, airfare, ground transportation and per diem.

Total Travel	2005-06	2006-07	2007-08	2008-09	2009-10
	2,500	2,500	2,500	2,500	2,500

4. EQUIPMENT – Year One -- Two computer workstations for Title V Office @\$1500 each. Computers will go to Reading/ Writing Learning Center post-grant.

Total Equipment	2005-06	2006-07	2007-08	2008-09	2009-10
	3,300	0	0	0	0

5. SUPPLIES – Office supplies

Total Supplies	2005-06	2006-07	2007-08	2008-09	2009-10
	500	500	500	500	500

6. CONTRACTUAL

Total Contractual	2005-06	2006-07	2007-08	2008-09	2009-10
	0	0	0	0	0

7. CONSTRUCTION: No Construction

8. OTHER: CONSULTANTS External evaluator

Total	2005-06	2006-07	2007-08	2008-09	2009-10
	0	3,000	0	3,000	3,000

Services of External Evaluator requested for years 2, 4 and 5 per evaluation plan. \$3,000 per year. 1 day prep, 1.5 days site visit, 1 day report writing (3.5 days analysis/report writing @ \$750=\$2625 + 2 days lodging and per diem at \$200/day + car rental

Project Narrative

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

The CDP is fully consistent with the College's five-year plan for improving the assistance it provides to Hispanic and low-income individuals.

Project Narrative

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

RANKING OF ACTIVITIES

San Joaquin Delta College is proposing only one Activity. This Activity is designed to target Developmental Bridging and Gateway Transfer courses where Hispanic students typically experience high rates of failure and withdrawal and that serve as gateways to degree and certificate programs. Teaching communities, two new integrated Math/Science and Reading/Writing Centers, supplemental instruction, mentoring, counseling and learning communities will facilitate the method of innovation and support to increase student success rates.

Project Narrative

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

San Joaquin Delta Community College has **not** received prior HSI support.

Project Narrative

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