

Application for Federal Education Assistance



U.S. Department of Education
 Form Approved
 OMB No. 1875-0106
 Exp. 11/30/2004

Applicant Information

1. Name and Address
 Legal Name: De Anza College
 Address: 21250 Stevens Creek Boulevard
Cupertino CA
 City State
 2. Applicant's D-U-N-S Number 077170751
 3. Applicant's T-I-N 944597718
 4. Catalog of Federal Domestic Assistance #: 84 031A
 5. Project Director: Carolyn M Keen
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Cupertino CA 95014 - 5793
 City State ZIP Code + 4
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Organizational Unit

Santa Clara 95014 - 5793
 County ZIP Code + 4
 6. Novice Applicant No
 Title: Strengthening Institutions Programs
(Development)
 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

Application Information

9. Type of Submission:
 --Application
 Non-Construction

10. Is application subject to review by Executive Order 12372 process?
 No - Program has not been selected by State for review.

11. Proposed Project Dates:

Start Date:	End Date:
<u>10/01/2004</u>	<u>09/30/2009</u>

12. Are any research activities involving human subjects planned at any time during the proposed project period? No (Go to item 13.)
 12a. Are **all** the research activities proposed designated to be exempt from the regulations? No
 Yes (Provide Exemption(s)#):
 -
 No (Provide Assurance #, if available):

13. Descriptive Title of Applicant's Project:
Institutional Development Grant

Estimated Funding Authorized Representative Information

14a. Federal	\$	364,998	.00
b. Applicant	\$	0	.00
c. State	\$	0	.00
d. Local	\$	0	.00
e. Other	\$	0	.00
f. Program Income	\$	0	.00
g. TOTAL	\$	364,998	.00

15. 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
Judy Miner

b. Title
Interim President

c. Tel. #: (408) 864-8705 Fax #: (408) 864-8900

d. E-Mail Address: minerjudy@fhda.edu

e. Signature of Authorized Representative

Continuation of ED 424 – (Page 2 of the application.)

- | | | |
|----|--|----------------------|
| 1. | Total FALL 2000 FULL-TIME EQUIVALENT (FTE) students = | <u>18,657.</u> |
| | a. Total market value of endowment fund at the end of 1999-2000. | <u>\$ 1,092,141.</u> |
| | b.Total expenditures for library material during 1999-2000. | <u>\$ 7,487.</u> |

Project Abstract

De Anza College, the larger of two colleges in the Foothill-De Anza Community College District, is also one of the largest community colleges in California. In Fall 2003 the College served 25,666 students and expects to serve 30,000 by 2010. Students come to De Anza primarily from Santa Clara County and from other high schools in the greater San Francisco Bay Area. Nearly 3000 of these students have foreign degrees or education: almost 70 percent are ethnic and racial minorities; and over 17,000 hope to transfer to a four-year institution or to qualify themselves for a specific career. However, each quarter, 87% of students taking mandated Math and English placement tests fail to qualify for college-level Math and English courses and a majority do not reach college level, much less their own college goals. In this proposal strategies are outlined to increase the access, retention, persistence, and success of these developmental students so that they can reach and continue in college-level instruction. Contact Person: *Ms. Carolyn M. Keen. Phone: 408-864-8243; FAX: 408-864-8600 Email: keencarolyn@fhda.edu*

Title III Activity – Increasing English, Math, and Student Service Pathways: Strengthening Access, Retention, Persistence, and Success of High Risk Students (\$1,512,709 over five years.) In this Activity the College will develop two success centers to blend instructional and student support strategies; these centers will implement and sustain post-grant a comprehensive program for more effective retention and transition of high-risk students into college-level courses. The instruction portion of this Activity will focus on the creation and development of a Language Arts Success Center and a Math Resource Center where students will receive diagnosis of their individual skill deficiencies and will be directed to work amongst a variety of alternative instructional strategies that will best remediate these deficiencies. The student support portions of this Activity will focus on the development and implementation of needed specialized services in assessment, college survival and study strategies, academic advising, and tracking of high risk students. The Activity will create faculty training to bolster and coordinate the various Centers' efforts. It will track, assess, and evaluate all efforts in order to select and institutionalize the strategies that prove most effective in enabling high-risk students to achieve success. Budget will pay salaries for the Activity Director and Center Coordinators, for clerical assistance, for faculty involved in pilot-testing classes and writing curricula, for faculty development, technological support, assessment, and tracking the persistence, retention, and success of high-risk students.

Project Management and Evaluation (\$312,283 over five years). Strong management, evaluation, assessment, and research are included in this proposal. Budget will pay salaries for the Project Coordinator, for clerical assistance for the Title III Project Coordinator, for necessary equipment for the Coordinator and clerical assistant, and for the Title III Coordinator's travel to annual meetings in Washington, D.C., to exemplary model colleges, and to pertinent conferences.

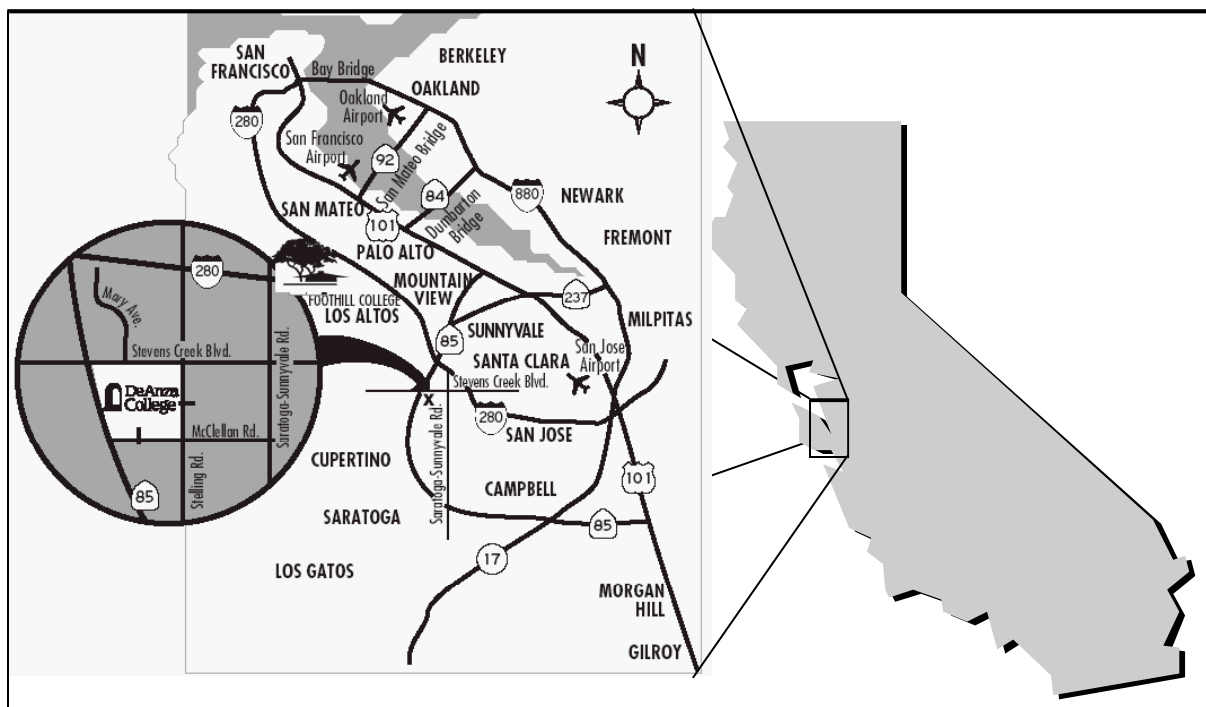
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INSTITUTIONAL NARRATIVE

1. INTRODUCTION TO COLLEGE AND COMMUNITY SERVED:

Since 1967 De Anza College, the larger of two community colleges in the Foothill De Anza Community College District, has served the ever-growing and diverse population of Santa Clara County. In Fall 2003 De Anza enrolled 25,666 students (20,162 FTE). Located forty-five miles south of San Francisco, De Anza, one of the largest of California's 108 community colleges, offers education and training, degrees and certificates that provide the Santa Clara community with a viable work force. **The community's changing needs, its past exhilarating financial successes and its equally devastating current recessions, continue to influence the College's programs and curriculum.**



2. COLLEGE MISSION STATEMENT:

Building on its tradition of excellence, De Anza College challenges students of every background to develop their intellect, character, and abilities, to achieve their educational goals, and to serve their community in a diverse and changing world. (2003-2004 De Anza College Catalog)

3. STUDENTS SERVED

Student Profile Summary - Fall 2003 Census					
Total Headcount	25,666		Average Age	26	
Total FTE	20,162		Modal Age	19	
Males	12,213	48%	Enrollment Intent/Goals		
Females	13,453	52%			
Full-Time	9,239	36%	Transfer	11,001	43%
Part-Time	16,427	64%	Vocational	917	4%
Day	20,199	79%	Career	6,698	26%
Evening	5,467	21%	Undecided/Other	7,050	27%
Expected Employment Hours			Total	25,666	100%
< 20	9,793	40%	District of Residence		
20 - 40	4,450	14%	De Anza/Foothill	9,947	39%
40 +	11,423	46%	San Jose	8,631	34%
Total	25,666	100%	Foreign	1,429	6%
			Other	5,659	22%

***Low Income:* By the beginning of Fall Quarter 2003, the number of students requesting financial aid at De Anza increased by 41 % over the previous Fall, due to the severe economic recession that has settled in the Silicon Valley.**

The majority of students come to De Anza with a high school diploma or GED. In Fall 2003, **3,000 students (12%) reported a foreign degree or education in a foreign secondary school; and 6,800 students (25%) had already completed a college degree** (Associates or higher) and were returning for special skills training or enrichment courses. **Tremendous Diversity:** The students of De Anza reflect the diversity of the community it serves. The complexities of races and multi-cultural backgrounds are evidenced by Fall 2003 self-identified ethnicity data of 25,666 students: **48% Asian, Filipino, and Pacific Islander, 31% Caucasian, 14% Hispanic, 4% Black, 3% Other.**

Asian Student Ethnicity		
Fall 2001	#	%
Chinese	2594	34%
Vietnamese	1736	22%
Indian	1173	15%
Korean	533	7%
Japanese	496	6%
Cambodian	59	1%
Laotian	31	0.4%
Other Asian	1107	14%
Totals	7731	100%

Student Skill Deficiencies: 41.4 % of students indicate a goal of obtaining an AA/AS degree or to transfer; however, **87 % of students taking the required Math and/or English placement tests fail to qualify for college-level math and English courses.** Similarly, 98% of ESL students fail to qualify for college-level English. **In 2002-03, more than 16,000 students enrolled in one of the developmental English,**

math, or reading gateway courses. As the San Jose Mercury News documented, (E. Garcia, "45% in County Speak Native Tongue at Home," 8/27/02, sec. 1A.), these students who score most poorly in math and English on state-mandated competency testing are invariably from the poorest neighborhoods and also have the greatest financial need.

4. THE COLLEGE PROGRAMS & ACCREDITATION: De Anza offers numerous types of educational opportunities: 60 AA or AS transfer degree programs; 40 vocational/technical degrees and 262 certificate programs; general education courses; specialized pathways such as the RENEW ReEntry Services; a diversified program of community activities, culture, and education; comprehensive student support services and a variety of specialized programs to aid students in the attainment of their maximum potential. De Anza is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and several program specific accrediting agencies.

5. FACULTY CHARACTERISTICS: Every faculty member teaching an academic subject has at least a Master's Degree; many have doctorates. Many faculty in technical/vocational fields have a Master's Degree or equivalent, and all have outstanding qualifications and experience that equip them for a demanding teaching environment. (22 FT administrators, 256 FT faculty, 64 non-teaching faculty, & 600 PT instructors.)

De Anza Full-Time Faculty Ethnicity - Fall 2002										
	Am Indian	Asian/ Pac Is	Black	Filipino	Latino	Middle Eastern	Unkn	White	Total	
Faculty	3	25	13	2	21	2	12	175	256	
Non-Teaching Faculty	0	13	8	1	9	0	14	29	64	
Faculty Gender - Fall 2002			De Anza Faculty Age - Fall 2002							
	Female	Male	Total	U 30	30-39	40-49	50-59	60-69	70+	Total
Faculty	126	130	256	6	41	65	95	48	1	256

COMPREHENSIVE DEVELOPMENT PLAN

PREFACE TO THE CDP: *As documented in the upcoming pages, a myriad of institutional*

deficiencies converge to crises situations in two problem areas:

1) The retention and persistence rates of students taking developmental gateway courses in math and English are unacceptably poor; and 2) An underdeveloped and fragmented support services infrastructure exacerbates barriers to student success.

De Anza faces serious problems which threaten the heart of the college; behind the stellar external image, dedicated faculty and staff struggle to save the thousands of students that are falling through the gaps in academic programs and services.

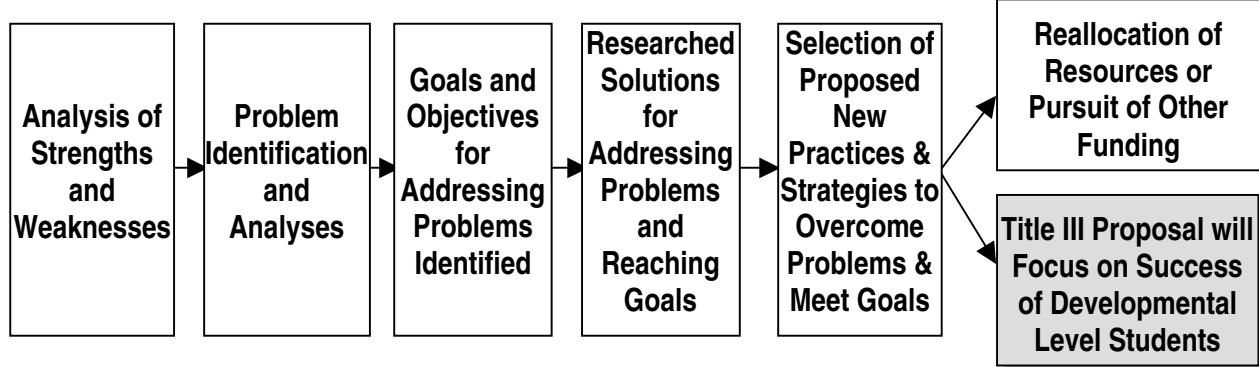
Far too many students at De Anza never achieve success in college-level courses, programs, certificates, degrees, or transfer status. **Institutional researchers estimate that over 10,000 full-time students have been blocked from achievement of educational goals because they have not passed critical math and English gateway classes in the past five years alone** The deep, widespread depression in Silicon Valley, recent policy changes in the University of California and CA State University systems, and the dramatic changes in the Valley's demographics, intensify the situation. Given the current economic and demographic realities (combined with the fact that De Anza is slated to grow 20% by 2010), **w/o vital systemic changes, an additional 25,000 students may be blocked behind English and math barriers to their educational goals over the next decade.**

1. PLANNING AND PROCESS FOR THE ANALYSIS OF PROBLEMS

This CDP has evolved over a period of several years, has been supported by the foresight of college leaders and has been bolstered by the shared-governance process. All relevant constituencies have supplied invaluable input. These numerous groups and individuals have supported the work of the Title III Steering Committee, providing ideas and relevant data, including the documents identified in the "Selected Planning Documents" detailed in the diagram on the next page. In particular, Professor John Lovas' survey of over 2,000 developmental Language Arts students has provided key information about the current

student population and their needs. Administrators, faculty, staff, and students have shared other invaluable articles, studies, books, and surveys about helping at-risk students. (See “Strategies Investigated” in Activity.) De Anza’s Program Review Process, *Student Equity Plan*, and *Educational Master Plan* were foundational to planned strategies. The District Office of Institutional Research and Planning has supplied extensive analysis of research data about student academic performance.

The Groups Consulted In Title III Planning Process:	
Developmental Task Force & Tutorial/ Skills Centers Faculty and Staff of the Language Arts Division Math, Physical Science and Engineering Division Student Services and the Diversity Council Educ. Diagnostic Center & Assessment Office Financial Aid Office and Admissions Staff Faculty Academic Senate Faculty & Staff :Readiness Department Workforce and Economic Development Marketing Department & EducTechnology Services The Curriculum Committee	Students & De Anza Student Body Association Office of Staff and Organizational Development The Enrollment Management Team The College Council and The Deans’ Council The President’s Cabinet Foothill-De Anza Board of Trustees Part-Time Faculty and the LinC Program De Anza College Alumni Association Office of Institutional Research Local Businesses and Industry Cupertino City Council & Mayor (faculty member) and The Title III Steering Committee



Selected Planning Documents used for Title III (space limitations prohibit full list)
Foothill-De Anza CC District, <i>Information Technology Strategic Plan</i> , October 2000; “De Anza College: Institutional Self-Study for Reaffirmation of Accreditation. ” June, 1999; Kanter, Martha. “De Anza College: Inspiring Excellence – Building Opportunity ” -State of College. 5/20/02; “De Anza College 2001-02 Annual Report.” Internal and External Assessment - Spring 1999 Educ Master Plan. Spring, 2002; Morton, Dr. John, et al. Evaluation Report : WASC. ” October 19-21, 1999; Slonaker, Larry. “ Exit Exam Results Troubling. ” <i>San Jose Mercury News.</i> October 2, 2002. p. 1A and 14A; Lovas, John. “De Anza Student Language Survey. Fall, 2001; De Anza Student Equity Action Plan , Spring 2002; De Anza Midterm Report. Response to Accreditation Team Recommendations 9/02; Goen, Sugie, Patricia Porter, Deborah Swanson, and Deborah VanDommelen. “ Generation 1.5 ” and “ Charting New Territory: Creating an Interdepartmental Course for Generation 1.5 Writers. ” <i>The Catesol Journal.</i> Vol. 13, No. 1, 2002.

3. ANALYSIS OF STRENGTHS, WEAKNESSES, AND PROBLEMS

<p>A. STRENGTHS OF DE ANZA COLLEGE <i>Related to Title III Project</i></p>
<p>Strengths of Academic Programs and Services</p> <ul style="list-style-type: none"> • <u>Excellent Faculty and Staff</u>: The College has a faculty with a high number of Ph.D.s and discipline experts, many with published works in their fields, and numerous faculty who have won state and national awards for excellence in teaching and for leadership in their respective fields. • <u>Superior Transfer Program</u>: De Anza is major gateway to 4-year institutions, according to CA Postsecondary Ed Commission, and is one of top CA colleges transferring students to UC and CSU. • <u>Excellent instructional technology infrastructure</u>: De Anza's location in the Silicon Valley has helped. • Strong faculty commitment to the development of a <u>variety of different and innovative instructional strategies</u> as well as to more technology-based instructional delivery systems is widespread. • <u>Exemplary student support programs</u> such as EOPS, DSPS and other specialized programs assist low income, high-risk students; College Readiness Program offers peer tutoring and academic assistance.
<p>Strengths of Institutional Management</p> <ul style="list-style-type: none"> • Under the <u>strong leadership</u> of its college president, De Anza maintains a devotion to being <u>responsive to community needs</u> and to a constituency-based shared governance process. • Faculty, administrators, and trustees <u>participate in local, State, and national organizations</u> and maintain close ties w/ high schools as well as with State colleges/universities and w/ key State govt branches. • <u>Quality Program Review & Enrollment Management processes</u> are used annually w/ a 3-yr update that involves contributions of divisional staff, faculty, administrators, and researchers. • The <u>budget is tied directly to the College Mission, to the annual Student Equity Action Plans</u> developed in every program and division, and to the <i>De Anza 2005: Pathways to Excellence</i>, the Educ. Master Plan. • <u>De Anza publishes an annual report documenting its progress toward the goals outlined in the Ed Master Plan.</u> • <u>Students serve on governance committees</u> from Board to division advisory committees.
<p>Strengths in Fiscal Stability</p> <ul style="list-style-type: none"> • Historically, De Anza <u>meets or exceeds its state FTE allocation.</u> • In 1999 <u>voters approved Bond Measure E</u> for renovating and repairing classrooms & facilities, and constructing a Child Development Center and a Student and Community Services Center. • Faculty, staff, administrators, and students work closely to monitor expenditures and <u>to establish budget guidelines</u> according to college and community goals and needs. • The Foothill-De Anza Community Colleges <u>Foundation raises & invests funds</u> to support educational excellence at both colleges in the District .
<p>B. INSTITUTIONAL WEAKNESSES OF DE ANZA COLLEGE</p>
<p>Weaknesses of Academic Programs and Services</p> <ul style="list-style-type: none"> • <u>Assessment services</u> are underdeveloped beyond that which is necessary for initial course placement. • <u>Development and application of superior instructional technology</u> has been focused at higher levels of transfer curriculum and in various partnerships with industry. • Instructional innovation in transfer level courses has far outpaced <u>lower application of best practices to developmental levels of curriculum</u> • <u>Perceptions of exclusivity in some student support programs</u> such as EOPS, DSPS and other specialized programs designed to assist low-income, high-risk students • Math and Writing Centers, as they now exist, primarily assist students in college level courses.

Weaknesses of Institutional Management

- The continual challenge to diversify staff and faculty to better align with diversity mix of students.
- Ability to track and monitor students is weak – slow development of early alert, degree audit, etc.
- Poor centralized referral services for students in need of assistance – only 16% of students in developmental classes ever visit a counselor or advisor for educational planning. Less than 5% of students in developmental level classes have an Educational Plan.
- Services to Non-Native English Speakers are not specifically linked to developmental education program.
- Changing Policies at Four-Year Institutions Magnify the Developmental Ed Gap: Both systems now urge students needing to overcome skill deficiencies to do so at local community college. All this occurs when community colleges, receive only \$4,557 per student each year while UC and CSU receive \$19,720 & \$10,116 per student respectively.

Weaknesses in Fiscal Stability

- A Severely Diminished 2004-2005 Budget: California's budget for 2003-04 implemented *majorcuts* – triggered by the economic recession, exacerbated by the State's 2001 energy crisis. For 2003-04, De Anza was forced to cut its budget by 3.9 million dollars, had enrollment caps tightened, experienced shortfalls and layoffs of classified personnel, and took a 35% reduction in state matriculation monies which funds vital student support services.
- The Deadly Axe of 2004-05 Budget Shortfalls Looms as this Application Is Being Written: Divisions have already lost over 20% of their budgets, are eliminating many administrative positions, and cannot replace other administrators or faculty until funding is normalized. De Anza Divisions alone have proposed canceling 580 classes for 2004-05 in order to save \$2.5 million in expenses.

C. DOCUMENTATION AND ANALYSIS OF INSTITUTIONAL PROBLEMS AND WEAKNESSES

MAJOR PROBLEM #1 Academic Programs and Services: Retention and persistence rates of students taking gateway (*pre-requisite pre-college level*) courses in math and English are unacceptably poor.

Overall 41% of De Anza students indicate that they wish to transfer to a four-year institution with or without an AA/AS degree or to complete an AA/AS degree, a vocational degree, or a vocational certificate.

A survey of 1,060 Developmental English students and 978 ESL students in Fall 2001 (*more details in Problem 2 Analysis*), shows that by an even greater percentage, these students hope to transfer or obtain an AA/AS or vocational degree. (Developmental English 89%; ESL 60%).

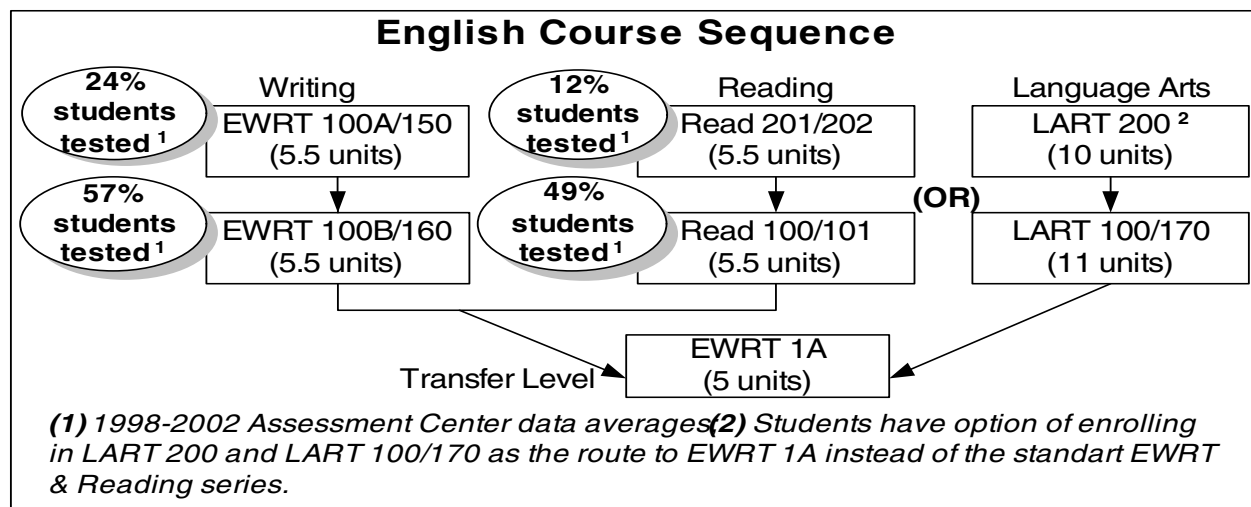
Additional Data on Developmental Students: De Anza's Office of Institutional Research and Planning provides valuable data about these "developmental" students who are not achieving their goals:

- The five-year historical success rate (passing the class with a C or better) for most of the students in developmental courses is not higher than 54%.
- Students in developmental math courses take a longer period of time to pass than those not placed in developmental courses and are less likely to attempt or advance to college level math courses

- Students placed in developmental courses have a higher rate of failed attempts than those students who are not placed in developmental courses.
- Students placed in developmental courses have a lower grade in subsequent English or math courses than students who are not placed in developmental courses.
- Students placed in developmental courses have a lower cumulative GPA than those who are not placed in developmental courses.
- Hispanics and African Americans place in developmental courses at a disproportionately high rate.
- **The vast majority of developmental students never complete the two most basic college level classes—English 1A and Math 105 (Intermediate Algebra)—that they need to reach their goals; within four years, only 35% pass English 1A and only 16% pass Math 105.**

ANALYSIS OF ENGLISH GATEWAYS

The boxed diagram below shows both the distribution of 1998-2003 testing placements averages for both English and reading, as well as, the overall sequence of developmental courses leading up to transfer level, 'Freshman Composition' EWRT 1A.

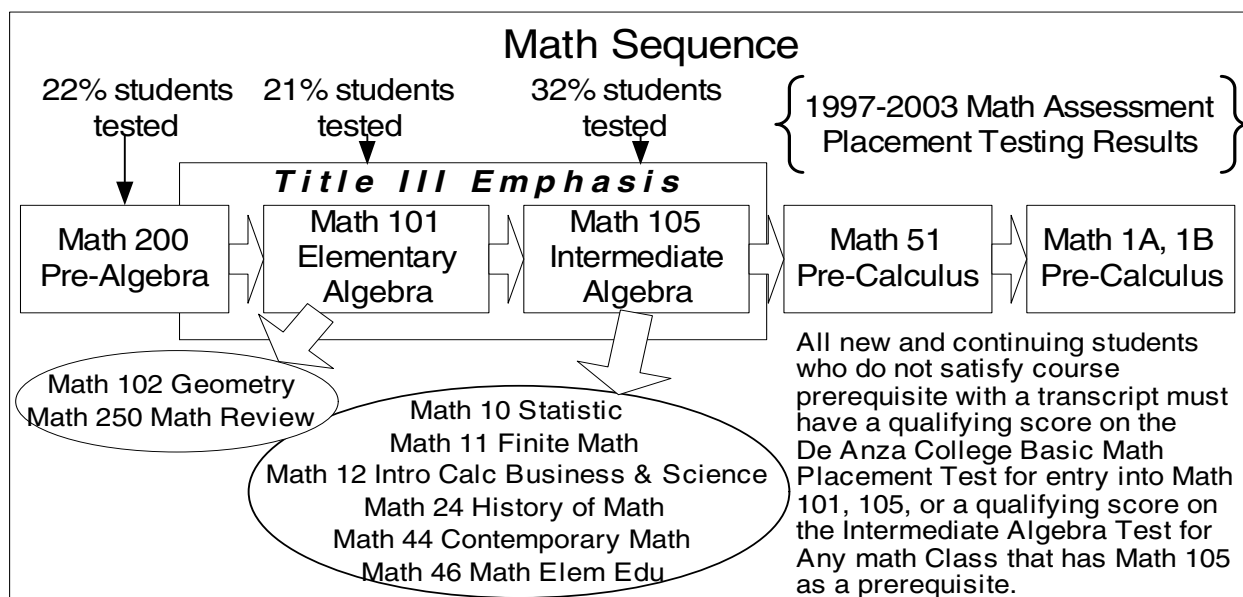


Students who place into the lowest level of English (EWRT 100A) and/or reading (READ 201) are required to enroll in a half-unit co-requisite class. Likewise, students who place into the next developmental level of English (EWRT 100B) and Reading (READ 100) are also required to enroll in a half-unit co-requisite class. In each of these co-requisite classes, students must pass a final exam given and evaluated by faculty and staff in the English and reading. Because the co-requisite classes supplement the five-unit course and exclusively focuses on the principles taught in the five-unit classes and the skills which will be

needed in the next level course, this final co-requisite test is crucial for making sure students have certain competencies before they can move on. Students who do not pass this test and the five-unit class may not proceed to the next level until they have passed both classes. What has become evident is that over 15% of these students cannot pass this “exit” test and must repeat the co-requisite classes, often several times, before they can pass and move on to the next class. This process accounts, in part, for the high percent of students who never move beyond this developmental level to college-level classes.

ENGLISH GATEWAY COURSES BARRIER FOR THOUSANDS OF STUDENTS!		
Course	Success Rates Data⁽¹⁾	Why is this a Critical Gateway Course?⁽²⁾
EWRT 100A: Fundamentals of Writing (taken concurrently with EWRT 150-Guided Practice in Writing).	<u>Acceptable Levels of Success</u> An average 70% of enrolled students (1996-2003 cohorts) successfully passed EWRT100A. BUT <u>Poor Rates of Persistence:</u> Cohort tracking indicates that only 45% of students beginning at EWRT 100A are passing EWRT 100B within three years & 35 % complete EWRT 1A	1998-2003 assessment data, indicates an average of 24% of students tested place at this level two courses below EWRT 1A , (the course required for all degrees and transfer). <i>8-10 sections enrolling 200-225 students are offered each Fall term.</i>
EWRT 100B: Preparatory Reading and Writing Skills (taken concurrently with EWRT 160-Guided Practice in Reading and Writing)	<u>Acceptable Levels of Success</u> An average of 76% of enrolled students (1996-2003 cohorts) successfully passed EWRT 100B. BUT <u>Persistence:</u> Cohort tracking indicates that only 53% of students beginning at EWRT 100B are passing English 1A within the next three years. <u>Repeaters:</u> Students can retake EWRT 160 (which prepares them to pass the exit test) 3 times for credit. 15% of 100B students repeat the course each year.	1998-2003 assessment data, indicates an average of 57% of students tested place at this gateway level - one courses below EWRT 1A. About 2500 students take this course each year – the majority of whom have declared degree and/or transfer as goal. <i>In a typical Fall term, 35 sections enrolling a total of almost 1000 students will be offered.</i>
EWRT 1A: Composition and Reading: Standard 'Freshman Composition'	1998-2003 assessment data indicates an average of only 19% of those tested place directly into EWRT 1A. This course is a requirement for all degrees and transfer students.	
<i>(1) Barr, Robert, "Tracking Of Cohorts" Study, District Office of Institutional Research, Spring 2003.</i>		
<i>(2) De Anza Assessment Center Data 1998-2003</i>		

ANALYSIS OF MATH GATEWAYS: The *Math Sequence* diagram below shows both the distribution of testing placements averages and the overall sequence of developmental courses leading up to transfer level.



Tracking data reveals that developmental students fail at an even higher rate in math than they do in English writing. Fewer than 20% of students starting initially with Math 200 attempt college-level math course higher than Math 105, Intermediate Algebra. Of 932 students tracked in a 1997 -98 cohort, for example, only 10.5% completed any course higher than Math 105 within a period of four years.

PRE-COLLEGE MATH COURSES BARRIER FOR THOUSANDS OF STUDENTS		
Course	Success Rates Data ⁽¹⁾	Why Gateway Course? ⁽²⁾
Math 200 Pre-Algebra	<u>Successful Completion</u> While an average 65% of enrolled students (1996-2003 cohorts) successfully passed Math 200, only 35% went on successfully pass Math 101 within three years. <u>Persistence:</u> 1996 to 2003 Cohort tracking indicates that on average 16 % of students beginning at Math 200 are passing Math 105 within 3 years and less than 10% ever successfully complete math course above 105.	1997-2003 assessment data, indicates an average of 22% of students tested place at this lowest math level. <i>12-15 sections enrolling a total of 480-600 students are offered each Fall term</i>
Math 101 Elem. Algebra	<u>Successful Completion</u> While pass rates for students beginning in Math 101 reach as much as 72% (1996-2003 cohorts), only 40% went on successfully to pass Math 105 within three years. <u>Persistence:</u> Cohort tracking indicates that 24% of students beginning at Math 101 successfully complete a math course above Math 105 within 3 years.	1997-2003 assessment data, indicates an average of 27% of students tested place here. <i>Fall 2002: 26sections enrolling a total of 1040 students</i>

Math 105 Interm. Algebra	<u>Successful Completion:</u> About 70% of students that begin at Math 105 pass the course. <u>Persistence:</u> Cohort tracking indicates that 50% of students beginning at Math 105 successfully complete a course above Math 105 w/in three years.	1997-2003 assessment data, indicates an average of 32% of students tested place at this level. Course pre-requisite for most college programs.
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FACTORS CONTRIBUTING TO THE PERSISTENCE AND RETENTION PROBLEM

Explosive Growth of Households in which English is Not the First Language: One phenomenon that contributes to the high numbers of developmental students is that “nearly half of Santa Clara County’s residents speak a language other than English at home following a decade of immigration that reshaped the Bay Area’s ethnic landscape.” (*San Jose Mercury News*, 27 Aug., 2002, A1) In 2002 over **75% of non-ESL developmental students had a first language other than English in addition to the 100% of ESL students.** These students are often identified as the “1.5 generation.” They are “students for whom there is a report of a primary language other than English {who} have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school’s regular instructional programs.” Typically, these students have the following backgrounds: they are newly or recently arrived nonnative English speaking immigrants; they may have little or no English language proficiency or cultural knowledge of the U.S.; they may or may not have first language literacy; and they will require specialized instruction to develop oral fluency as well as academic reading and writing proficiency. (See Problem #2 for more detail on use of programs and services by students who come from homes where English is not the first language.)

De Anza’s service area transformed, but DeAnza’s developmental program did not. As documented on subsequent tables, De Anza’s ethnic diversity and the first language spoken by the majority of its students have changed dramatically since the mid-1970’s when the College’s developmental programs were first instituted. These 1970 programs were initially designed to meet the needs of at risk students whose first language was English, but the program has not changed to meet the needs of students whose

first language is not English. De Anza's developmental curriculum, as well as coordination between English, reading, math, and ESL developmental faculty, has not changed adequately to meet the needs of this new and special population in this thirty year period.

Dramatic Shift in Ethnicity at De Anza College			
	Fall 1970	Fall 2002	Change as % of Total
As/Filipino/Pac Is	296 .03%	12,320 48%	+48%
Caucasian/White	8,666 91%	7,956 31%	(-60%)
African American	164 .02	1027 4%	+4%
Hispanic	445 .05	3,593 14%	+13.5%
Other	0	770 3%	+3%
Total	9,571	25,666	-----

Note: For the College, the importance of these ethnicity shifts is not one of race, but of language. Faculty must implement new methods and innovative strategies to help non-native English language speakers get past critical educational gateways. A further breakdown of Asian ethnicities was presented in the Institutional Narrative.

College's Assessment Instruments Need Review: Over 4,000 students each quarter (approximately 16,000 per year, including summer school) take De Anza's Math, English, Reading, and ESL placement tests that are required before they can enroll in the college level courses needed to transfer or to obtain degrees and certificates. According to De Anza's Director of Assessment, **85– 90% of students tested have placed into developmental classes during the last five years.**

The assessment instruments themselves contribute to De Anza's inability to help more students persist to college-level courses. All entering new students who hop to transfer or obtain an AA/AS degree must prove their competency in English, reading, and math. Consequently, the majority of these students take one or more of the required placement tests: for English and reading, they take the College Board's DTLS (Descriptive Test of Language Skills) and write an essay; for math, they take the College Board's DTMS (Descriptive Test of Math Skills). Depending upon the student's score and the written essay, s/he is placed in the class deemed appropriate. Key faculty normed these tests when they were instituted in the mid-1980's. Seven years ago, faculty re-evaluated the tests and modified the cut scores accordingly. In

2004, however, the current DTLS and DTMS do not provide adequate diagnostic assessment of a student's individual deficiencies. For example, a student taking the DTMS for math may miss a particular number of right answers and be placed into Math 101, Elementary Algebra. What the test doesn't show is that this particular student selected wrong answers mainly because s/he did not understand fractions. Were the student able to have an intense review of fractions via specialized modules, there could be a timely progression to Math 105, instead of taking the entire Math 101 course that was not needed.

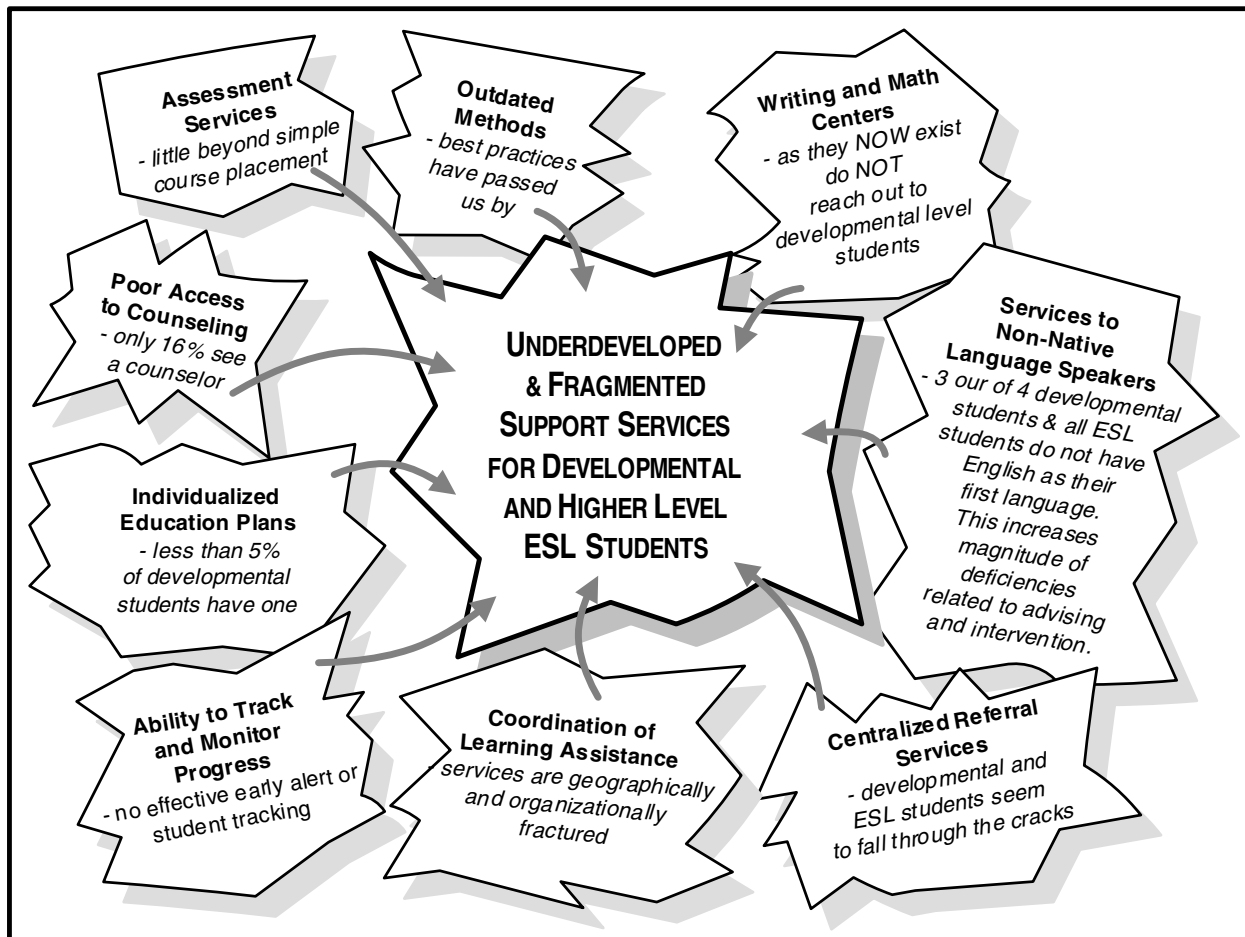
Without more diagnostic assessment, faculty and counselors cannot identify a student's particular remediation needs and cannot prescribe the appropriate classes, modules, or skills sets that will most help that student.

Faculty Support and Development Needed: Faculty in math, reading and English, in general, are inadequately prepared to identify and remediate the myriad of individual skill deficiencies and various learning styles they encounter in current students. For example, a student whose first language is not English, may need work exclusively in clause manipulation, in sentence boundaries, or in vocabulary and usage. Currently, however, De Anza's faculty do not have adequate language-based training to address these particular problems. With its emphasis on faculty training and development coupled with the creation of alternative modes for enabling students to acquire necessary skills, the strategies proposed in this grant will develop a capacity to diminish these problems. In addition, counselors working in the Math and Language Arts Centers will help students adopt the study habits and modes of behavior they need to be successful.

Most faculty teaching developmental courses are also unprepared and inadequately trained to implement new and relevant technological resources and methods that might help their students. The 1999 De Anza Accreditation Report recommended that "An overall institutional high-technology plan be developed to coordinate the College-wide development, use and acquisition of high-technology

environments.” (1999 Accreditation Report, Rec. #5, p. 7). The tasks outlined in the Activity section of this grant respond directly to this recommendation.

MAJOR PROBLEM #2: An underdeveloped and fragmented infrastructure and uncoordinated support services create severe barriers to developmental student success.



What We Know About the Students Falling Through the Cracks : In Fall 2001, a survey of students enrolled in developmental English and ESL revealed vital information about this large and growing group self-declared as transfer bound, who (as documented in Problem #1) have poor rates of success in critical gateway pre-requisites. This data, along with an analysis of relevant systemic weaknesses at the college impacting these students, is presented on the following pages.

	<i>Transfer To 4-Yr</i>		<i>Voc</i>		<i>AA/AS</i>		<i>Personal Growth</i>		<i>Parents</i>		<i>Determine Life Goal</i>		<i>Other</i>	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Dev	792	80%	3	0%	89	9%	25	3%	17	2%	46	5%	21	2%
ESL	418	45%	22	2%	123	13%	227	25%	8	1%	76	8%	45	5%

Fall 2001 Devl Ed & ESL Students - What resources outside of classroom have you accessed at DeAnza College?

<i>(Check all that apply)</i>	Dev		ESL	
	#	%	#	%
Counseling	360	16%	230	13%
ATC computer labs	255	11%	255	14%
Open Media Lab	344	15%	331	18%
Library Internet Lab	231	10%	164	9%
Tutorial Center (L47)	81	4%	65	4%
Library	534	23%	457	25%
Career Center	74	3%	41	2%
Assessment Office	51	2%	17	1%
Transfer Center	113	5%	24	1%
Intl.Student Center	34	1%	93	5%
EOPS	89	4%	73	4%
CARE	9	0%	3	0%
OTI	10	0%	13	1%
EDC	22	1%	1	0%
CDEP	1	0%	1	0%
DSS	6	0%	3	0%
STARS	62	3%	44	2%
SLAMS	23	1%	5	0%
Total	2299	100%	1820	100%

EOPS: Extended Opportunity Program and Services; **OTI:** Occupational Training; **EDC:** Educational Diagnostic Center; **DSS:** Disabled Student Services **STARS:** Student Transfer Academic and Retention Services; **SLAMSS** Student Leadership Academic Mentoring for Success; **CARE:** Cooperative Agencies Resources for Education; **CDEP:** Career Development Employment Program

The vast majority of students enrolled in developmental levels of math and English are in the traditional college-aged group: ages 18-24 years are taking more than 10 credits, and have declared an intent to get a degree or transfer. The chart to the left is strong evidence that developmental students, the vast majority of whom plan to transfer to a four-institution, are literally falling through the cracks in the student support and learning assistance network at the college. **Only 4% ever used tutoring services, less than one in seven saw a counselor, and almost none were participating in the myriad of special programs** designed to help students

succeed. **In general, these students were not any more likely to have work schedules reduce their opportunities to obtain aid than other students;** only 20 33% worked twenty or more hours per week.

Fall 2001 Dev Ed & ESL students What is your first language(s) you learned as a child?				
(Check all that apply)	Dev		ESL	
	#	%	#	%
Amharic	9	1%	13	1%
Arabic	4	1%	6	1%
Chinese	121	15%	282	31%
English	213	27%	23	3%
Farsi	17	2%	40	4%
German	4	1%	4	0%
French	2	0%	7	1%
Hindi	17	2%	11	1%
Japanese	16	2%	96	10%
Korean	23	3%	63	7%
Laotian	2	0%	0	0%
Portuguese	4	1%	5	1%
Russian	8	1%	56	6%
Spanish	111	14%	69	8%
Tagalog	36	5%	9	1%
Vietnamese	149	19%	162	18%
Other	56	7%	74	8%
Total	792	100%	920	100%

The analysis of data gives an interesting profile of the De Anza students enrolled in developmental English. Most telling was the fact that **English is the first language of only 27% of the students NOT in the ESL program.** In addition, there was no single majority language 'first language' group in the ESL courses leading to transfer level programs, although Chinese was highest at 31% followed by Vietnamese at 18%. In total fifteen different first languages were found for non-ESL students.

Access to Information Needed for Advising, Referral, and Student Tracking: Currently, neither faculty nor counselors have a reliable **resource** for identifying potentially high risk students. They do not have a thorough and consistent **method** for directing these students to appropriate sources for help. They do not have clearly designated **places** to send students who need specific kinds of remediation.

Developmental students have neither access to nor help with designing an Individual Educational Plan (IEP). Counselors are unable to monitor a student's academic progress or to implement interventions at strategic points in a student's progress through the system. Furthermore, neither faculty nor counselors have access to the kind of tracking information that shows which intervention strategies are working best for particular students.

Uncoordinated and Fragmented Services: De Anza needs more centralized coordination of the numerous services and learning assistance available to under-prepared students. The College currently supports numerous small and large programs and pockets of services all designed to aid such students: a

Counseling Center; a Readiness Program offering classes as adjuncts to regular developmental English, reading, and ESL classes; a Tutorial Center; an On-Line Tutoring Program; a Skills Center; a Communication Across the Curriculum Program; a Conversation Partners Program; a Listening and Speaking Lab; a Language Lab; A Math Performance Success Program; a Career Center; a Transfer Center; EOPS (Extended Opportunity Program and Services); DSS (Disabled Student Services); EDC (Educational Diagnostic Center); OTI (Occupational Training Institute); the Puente Program; SLAMS (Student Leadership Academic Mentoring for Success); STARS (Student Transfer Academic and Retention Services); a Middle College for high school students; a Financial Aid Office. **For students, faculty, program managers, and counselors alike, such a chaotic array of “avenues to success” is confusing, in fact, formidable.** As documented previously, too few developmental level students find or seek appropriate support and guidance; too few students know or are directed to alternative methods and programs designed for their particular needs; too few staff and faculty are sufficiently aware of various instructional or support services available for developmental students and refer/direct individual students to them. **Strategies are proposed in this grant for centralization and coordination of developmental instruction and counseling to help alleviate this problem.**

4. INSTITUTIONAL GOALS: Goal setting is an integral part of effective shared governance processes from the Board of Trustees to the Academic Senate. *De Anza 2005: Pathways for Student Equity, Achieving the Goals of Educational Master Plan* (Approved by Academic Senate 1/22/01), emphasizes goals that are related directly to the college mission. As De Anza’s President noted in her “2003 State of the College” presentation to the Board, these three goals in the box to the right continue “as the centerpiece” of De Anza’s work. These same three goals are vividly reflected in the Title III strategies detailed in the Activity.

1) Increase the number of students earning degrees and certificates; 2) Improve the success rates of all students across demographic groups so that learning outcomes are comparably high with no more than a 5% variance between each group; 3) Build the college’s research to examine student learning outcomes & retention

KEY INSTITUTIONAL GOALS
<p>Process: <i>The following goals respond to documented problems and weaknesses and were extracted from DeAnza departmental level planning documents – created in comprehensive goal setting process.</i></p> <p style="text-align: center;">Key Title III Goals for Academic Programs</p> <ol style="list-style-type: none"> 1. Implement new strategies to open blocked pathways and increase % of students successfully transitioning from developmental education to college-level to AA/AS degrees, vocational degrees or transfer status. 2. Redesign curriculum, programs, & services to increase efficacy of bridging dev. students to college-level. 3. Implement new and strengthened student services and advising strategies to increase numbers of students transitioning from developmental courses to college-level programs. 4. Develop training of faculty to respond appropriately to address individual student weaknesses. 5. Train faculty to use new and relevant technological resources with students. 6. Continue to Identify and document key causes of poor persistence and retention and research best-practices and approaches for implementing change in classrooms 7. Devise research strategies and compile data to determine most successful practices and programs 8. Develop faculty training in uses of technology, of on-line system for input & tracking of student progress. <p style="text-align: center;">Key Title III Goals for Institutional Management</p> <ol style="list-style-type: none"> 1. Strengthen student assessment, tracking systems to improve early alert, IEP's, student support, retention, persistence, follow-up and reporting capabilities 2. Develop Math Resource Center, and Language Arts Success Center to coordinate student services and instruction & to provide individual students w/ learning options to accomplish goals. 3. Develop centralized coordination of support services available to at risk & developmental students to provide intervention, remediation, and direction and to eliminate unnecessary duplication of services. <p style="text-align: center;">Key Title III Goals for Fiscal Stability</p> <ol style="list-style-type: none"> 1. Reduce "back-log" of unserved high-risk students by developing alternative delivery strategies, for under-prepared students to obtain required skills in math, reading, English, and ESL, thus reducing the constant demand for more costly traditional classes and often unsuccessful developmental classes. 2. Lower overall costs of developmental education by increasing the persistence and retention of under-prepared students and thus reducing the number of classes required for "repeaters." 3. Reduce the expense of developmental intervention by coordinating and consolidating efforts and eliminating costly duplication of services.

5. MEASUREABLE OBJECTIVES

<p>DEGREES AND CERTIFICATES <u>Objective 1</u>- The 2004-2009 student cohort, entering at the developmental level, will have a minimum increase of 10% over the 1995 cohort six year base line of 13%, in the percentage of students entering at the developmental level who complete their degree program requirements.</p> <p>OPENING ENGLISH PATHWAYS: <u>Objective 2</u> - <i>English 100A</i>: To increase the percentage of students beginning at EWRT 100A who pass English 1A within five years to 45% over a 1996-2003 cohort baseline of 35%. <u>Objective 3</u> - <i>English 100B</i>: To increase the percentage of students beginning at EWRT 100B who pass English 1A within three years to 65% over a 1996-2003 cohort baseline of 53%.</p>
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MATH PATHWAYS: Objective 4 - Math 200: To increase the percentage of students beginning at Math 200 who pass Math 105 within five years to 45% over a 1996-2003 cohort baseline of 35% and the percentage of students beginning Math 200 who pass Math 105 within three years to 25% over a 1996-2003 cohort baseline of 10%. Objective 5 - Math 101: To increase the percentage of students beginning at Math 101 who pass Math 105 within five years to 45% from a 1996-2003 baseline of 37%.

Objective 6 - Math 105: To increase the percentage of students beginning at Math 105 who pass the course to 75% over a 1996-2003 cohort baseline of 70%.

STUDENT SUPPORT SERVICES: Objective 7 - Student Support: To increase the percentage of developmental students who receive counseling and other student support to 50% compared to the 2001 baseline of 16% as measured by the Lovas Survey instrument.

6. INSTITUTIONALIZING NEW PRACTICES AND IMPROVEMENTS

Foothill-De Anza's Chancellor, Dr. Martha Kanter and De Anza's President, Dr. Judy Miner, share the college-wide concern for the unacceptably high number of students who fail to persist through developmental courses to college-level programs. They fully support this application for Title III funds which is devoted exclusively to re-engineering delivery of curriculum and services to open blocked gateways to help high-risk students reach their academic goals. Faculty and staff are committed to strengthening the College and its students via the strategies proposed for funding; likewise, all are committed to permanently institutionalizing new practices.

The Activity following presents a solid plan for development, implementation, and institutionalization of two new Centers: the Language Arts Student Success Center and the Math Resource Center. The locations for these two Centers are already being built or renovated with funds from the 1999 Measure E bond election, and donations have been secured for a portion of the equipment for the LASC and the MRC. With the institutionalization of operational costs of these centers in mind, institutional leaders completed a comprehensive analysis costs related to creation of these Centers. Title III is only being asked to assist with a portion of the start-up costs.

Cost Analysis for Recurring and Non-recurring Costs Related to Title III Funding	
Recurring Costs	Non-recurring Costs
<ul style="list-style-type: none"> • Salary/ benefits for Center Coordinators & Staff • Upgrade/replacement costs for equip & supplies • On-going training for staff and faculty • Technical support and equipment maintenance 	<ul style="list-style-type: none"> • Faculty replacement costs for curricula and methods development and pilot-testing • Initial equipment/software acquisition • Initial set-up of Centers procedures, security, and scheduling, etc.
<p>The Activity Budget presents a detailed analysis of costs to be phased into the college budget. Actual dollar cost projections are provided there.</p>	

Staffing the Project and Institutionalization of New Personnel:

In addition, to creation of new positions phased onto college monies over the course of the grant (detailed in *Key Personnel and Budgets*), this Title III proposal designates dedicated faculty and staff who already have well-established working relationships within the college, who are qualified and ready to assume all the responsibilities immediately, and are able to do the job within the allocated time. The planning of this project has focused on the people within the organization and **because of severe fiscal constraints primarily uses the release/replace model of staffing**. The assignments are based on the following criteria: 1) area of responsibility is related to the activity and 2) results of this activity will be institutionalized under this individual.

Where will the Money Come from to Institutionalize New Practices? De Anza will commit a substantial amount to the ongoing costs of the new practices, new positions, and new Centers proposed in this grant. The reality is that no longer can De Anza afford to spawn numerous small experimental programs that duplicate efforts and require common resources. The costly and decentralized approach must be revamped to provide much needed services for academic programs and services related to developmental level students.

The college is responding to this crisis by **reassessing all programs and combining, coordinating, restructuring or eliminating them as appropriate**. The plans outlined in this grant are tightly aligned with this effort. **A large portion of the funds freed by this restructuring will be directed**

to continued funding the Title III activities. In addition, the needed funds for new positions will come from money made available as a number of faculty retire within the next five years, allowing for restructuring of assignments and workloads. (See previous faculty profile; 48 faculty in the 60-69 year age range.) Funding of required staffing will also occur as faculty devote part of their contractual assignments to activities in the proposed Centers.

Commitment to Equipment Maintenance and Upgrade: The institution will fund continuing maintenance, equipment and software upgrades, license renewals, and future training costs that will be incurred after the grant expires. Approval of these costs will be coordinated with the District Educational Technology Center. These costs will be included in college departmental budgets on an annual basis as appropriate. De Anza will 1) purchase equipment that can be serviced by present staff; 2) conduct research to identify and purchase hardware that has a lifetime expectancy beyond the years of the grant; 3) purchase technology with a warranty of at least a year and site licensed software with built-in upgrades.

Compliance with Required Governance and Curriculum Approval Processes: Description and evaluation of all pilot projects will be shared and submitted for approval, first to faculty within relevant departments and divisions, then to faculty, staff, and administrators college-wide. New curricula will likewise be submitted to department faculty for approval before being sent to the De Anza College Curriculum Committee for scrutiny and approval.

Role of Training and Assessment in Institutionalizing New Practices and Improvements: Training will be one cornerstone making it possible to successfully implement changes, break over-reliance on methods and practices that are not working, implement the effective use of instructional and information technologies, and improvement of efficacy in current duplicative programs and services. On-going training as planned in this application proposes new strategies, methods, and technologies, and provides for effective continuation of those new practices at the conclusion of funding. Faculty training will be planned in

conjunction with the Office of Organizational and Staff Development which will assume the on-going costs for faculty and staff training which will be needed post-grant.

Post- Grant Activities and Monitoring: Building upon the strategies implemented and the knowledge gained during the five-year grant period, the College will continue efforts to enhance the success of developmental students by expanding practices found effective in the two Centers to other general education, vocational, and technological disciplines in the college. Already, for example, the Child Development Program and the Nursing Program are anticipating using the two Centers to strengthen the success of students in their programs. The Office of Research and Planning will continue to play a key role via frequent tracking and evaluating of the progress and success of developmental students.

Prior Title III Support: De Anza Community College has never received a grant through the Title III Strengthening Institutions Program.

Ranking of the Activities: De Anza college request funding for one five-year Activity composed of multiple components which are intricately linked. All components involve comprehensive strategies to aid under-prepared students and need multiple years for development and pilot testing prior to institutionalization at grant's end.

ACTIVITY: IMPROVING ENGLISH AND MATH PATHWAYS

Strengthening Access, Retention, Persistence and Success of High Risk Students

A. INTRODUCTION TO ACTIVITY AND RELATIONSHIP TO CDP

1. Introduction to Activity

This Activity emphasizes several major components related to increasing the success and persistence of developmental students with critical skill deficiencies in English (writing & reading), and math, strengthening the fragmented college support infrastructure, and developing and coordinating systemic changes in instructional and support services. Currently De Anza is engaged in renovating and building new structures funded by the Measure E bond dollars allocated in 1999. Two of these structures which are vital to this Title III Activity will be completed in Fall 2005, and that timeline has contributed to the placement of specific activities outlined. At the heart of this Title III Activity will be (1) development and creation of two learning assistance centers: the Language Arts Success Center (LASC), which will be housed in the renovated Advanced Technology Building, and the Math Resource Center (MRC), which will occupy a central space in the new Science Building, and (2) the strengthening of vital student support services by designating a counselor liaison for each center. This counselor's prime responsibility will be to work with faculty and students in the Center to which s/he is assigned.

These two Centers are designed to assess students' individual skill deficiencies and to provide individual and group instructional support and referral to enable students to remediate their weaknesses. Such work will enable at risk students to complete classes successfully, succeed in college level courses, and finally to achieve their individual goals whether it be to graduate with an AA/AS degree, transfer to a four-year institution, or obtain a vocational or technological certificate. Counselors working in each area will provide greater alliance between instruction and counseling and coordination of the various services specifically designed for developmental students.

To develop the Language Arts Success Center and the Math Resource Center, teams of faculty from the English, reading, math and counseling, under the guidance of the Activity Director (who will also become the LASC Coordinator when this Center opens) will work together to do the following: design the specific functions, activities, and outreach of the two learning assistance centers; identify pilot cohorts of at risk students to participate in new or alternative instructional options; continue to research best practices for improving the success of developmental high risk students; evaluate current developmental offerings; design and institute new instructional options and alternative delivery systems; evaluate the current placement tests and institute refined diagnostic instruments in English, reading, and math; design, schedule, and deliver training for faculty in use of best practices and use of the learning assistance centers and alternative and supplementary instructional delivery; and evaluate and document effectiveness of learning assistance centers in terms of student outcomes. The English, reading, math, and counselor teams will be the first instructors teaching the pilot cohort classes. Office of Research and Planning will track student progress and success in the cohorts.

2. Relationship of Activity to Comprehensive Development Plan

This Activity and its objectives have been developed for the specific purpose of implementing new practices to assist greater numbers of students to successfully complete pre-requisite/developmental math, English, and reading courses required so they may enroll in transfer and degree courses. This Activity directly targets problems documented in the CDP and responds to goals, by proposing strategies and new practices designed to reach the five-year institutional objectives. Baselines for annual objectives are tied directly to data presented in the analysis and documentation of the problems in the CDP

Improving Success and Persistence Rates in Developmental English: The tasks outlined in the Activity will focus immediately on improving the series of classes which prepare students to pass the entry test for, and succeed in, EWRT 1A, De Anza's 'freshman composition' course for degrees and transfer. Approximately 7,000 or more students per year take two levels of pre-requisite classes before reaching

EWRT1A. Student assessment and placement data for these levels of English/Writing was included for the “English Course Sequence” diagram in the *CDP Problems* section along with baselines which are tied to both objectives and the Evaluation plan.

Improving Success in Developmental Math: Likewise, math courses which serve as pre-requisite gateways to college-level math courses required for degrees and transfer will be targeted. Between 7,500 and 8,000 students take these courses each year. Historically low success rates in these courses were documented in CDP as well as placement data.

Assessment and Placement: De Anza's current assessment instruments test only a student's skill level or knowledge in English, reading, and math and places students into classes via a specific "cut" score. Although the testing instruments used have been approved by the State Chancellor's office and appropriate De Anza councils and generally place students fairly accurately, they do not diagnose specific skill deficiencies for individual students. They do not retesting to validate mastery. As documented in the CDP, tracking data shows that **fewer than 16 percent of developmental students use Counseling or any of the other college services available to help remediate their problems**. Plans outlined in this Activity for increasing student access to critical services and for early identification of high risk students followed by select interventions and discreet assessment of learning styles offer a viable way to address this problem.

Via its emphasis on tracking and analysis of students' use of various instructional modes and service interventions, this Activity addresses another problem noted in the CDP and the research goal identified in De Anza's *Pathways to Student Equity*: lack of sufficient analysis of what works best with under-prepared students. This Activity thus emphasizes pilot-testing, tracking, and evaluation to identify intervention strategies that will increase at-risk students' success.

The coordinated efforts of faculty and counselors working in the LASC and the MRC will directly address the second major problem outlined in the CDP: an underdeveloped and fragmented

infrastructure and uncoordinated support services that create severe barriers to student success.

Specifically, this part of the Activity addresses all these various problems by doing the following:

1. Have the Activity Director lead a team of counselors and faculty who will oversee the coordination of work in the Language Arts Success Center and the Math Resource Center;
2. Institute a variety of avenues that will provide greater student access to support services;
3. Develop more extensive assessment of individual student skills deficiencies and learning styles;
4. Implement an IEP (Individual Educational Plan) and Knowledge Management System for each student;
5. Institute a central coordination of the multiple programs and pathways designed to help at-risk students;
6. Create training and staff development opportunities to help faculty and staff work with at- risk student populations.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act, as amended		FORM APPROVED OMB No.: 1840-0745 EXP. DATE: 3/31/03
Activity Objectives and Performance Indicators		
NAME OF APPLICANT INSTITUTION: De Anza College	ACTIVITY TITLE: Improving English and Math Student Pathways	
MEASURABLE OBJECTIVES	PERFORMANCE INDICATORS	
Year One: 2004-05		
<u>1. English/Reading/Writing</u> Significantly increase successful completion & next-term progression of students through dev ed writing & reading requirements traditionally offered as EWRT 100A/150, Read 201/202 or EWRT 100B/160 & READ 100/101.	<u>1a: Student Outcomes:</u> Students in LART 200/100 pilots in Spring 2005, will be successfully complete the courses & persist to Fall 2005 enrollment in next level classes by 5% more than students enrolled in the traditional parallel series(EWRT 100A/150, READ 201/202 or 100B/160 & READ 100/101). <u>1b. Curricular/Scheduling Output Measures:</u> During 2004-05 there will be a 2X increase in sections of LART offered, as an alternative to EWRT100A/B, compared to 2003-04 baseline of one section.	
<u>2. Math</u> Significantly increase the successful completion and next-term progression of students through developmental education math requirements traditionally offered as MATH 200 and 101.	<u>2a: Student Outcomes:</u> Students participating in 2004-05 pilots of MATH 200 & 101 in Spring 2005, will successfully complete course and persist to Fall 2005 enrollment in next level by 10% more than peer students enrolled in non-pilot classes of MATH 200 and 101. <u>2b. Math Assessment Measures:</u> 50% of math developmental cohort students will receive diagnostic testing for specific skills deficit identification and retesting to determine mastery as compared to 2003 baseline of 0%.	
<u>3. Student Support Services</u> Increase numbers of dev students receiving Early Alert, IEP's, and special services.	<u>3a: Student Outcomes:</u> There will be a 10% increase, compared to Fall 2001 baseline, in numbers of developmental students in English, reading, and math who receive special support services (e.g. tutorial, supplemental instruction, etc).	
Year Two: 2005-06		
<u>4. English/Reading/Writing</u> Significantly increase the successful completion and next-term progression of students through developmental education writing and reading requirements traditionally offered as EWRT 100A/150 and Read 201/202 or EWRT 100B/160 and READ 100/101.	<u>4a: Student Outcomes:</u> Students enrolled in LART 200/100 or Hybrid class pilots in 2005-2006, will successfully complete course and persist to the next level English and reading classes the next quarter by 10% more than their peer students enrolled in the traditional parallel series(EWRT 100A/150 and READ 201/202 or 100B/160 and READ 100/101. <u>4b: Curricular/Scheduling Output Measures:</u> During 2005-06 there will be a 3X increase in the numbers of sections of LART 200 and 100 offered as an alternative to EWRT100A/READ 150 and EWRT 100B/160/READ 100/101 compared to 2002-03 baseline of one section. <u>4c. English/Reading Assessment Measures:</u> 50% of EWRT and READ developmental cohort students will receive diagnostic testing for specific skills deficit identification and retesting to determine mastery as compared to the 2003 baseline of 0%.	

<p><u>5. Math</u> Significantly increase the successful completion and next-term progression of students through developmental education math requirements traditionally offered as MATH 200, 101 and 105.</p>	<p><u>5a. Student Outcomes:</u> Students participating in 2005-2006 pilots of MATH 200, 101 & 105 or alternative supplemental modules, will successfully complete course and persist to enrollment in next level math by 15% more than peer students enrolled in non-pilot classes of MATH 200, 101 and 105; <u>5b. Math Assessment Measures:</u> 50% of math developmental cohort students will receive diagnostic testing for specific skills deficit identification and retesting to determine mastery compared to 2003 baseline of 0%.</p>
<p><u>6. Student Support Services</u> Increase numbers of developmental students receiving Early Alert, IEP's, diagnosis, tracking</p>	<p><u>6a. Student Outcomes:</u> There will be a 15% increase, compared to Fall 2001 baseline, in numbers of developmental students in English, reading, and math who receive special support services (e.g. tutorial, supplemental instruction, etc).</p>
<p>Year Three: 2006-2007</p>	
<p><u>7. Support Services to Dev. Ed Students:</u> Increase provision of tutoring/ counseling services to students enrolled in developmental English, Reading, & Math classes.</p>	<p><u>7a. Student Outcomes:</u> By August 2007, via Language Arts Center and Math Center, there will be a 2X increase over Fall 2001 baseline of developmental education students being seen by a counselor (F2001 baseline=16%), & 3X increase in number of developmental students being tutored (F2001 baseline=4%).</p>
<p><u>8. English/Reading/Writing</u> Significantly increase the successful completion and next-term progression of students through developmental education writing and reading requirements traditionally offered as EWRT 100A/150 and Read 201/202 or EWRT 100B/160 and READ 100/101.</p>	<p><u>8a. Student Outcomes:</u> Students enrolled in LART 200/100 or other alternative delivery pilots in 2006-07, will complete course and persist to next level English & Reading classes by next quarter by 15% more than peers enrolled in traditional parallel series (EWRT100A/150 & Read 201/202 or 100B/160&READ 100/101). <u>8b: Curricular/ Scheduling Output Measures:</u> During 2006-2007 there will be a 3X increase in the numbers of sections of LART 200 and 100 offered, as an alter-native to EWRT100A/READ 150 & EWRT 100B/160/READ 100/101 compared to 2003-04 baseline of one section. <u>8c. English/Reading Assessment Measure.</u> 75% of EWRT & READ developmental cohort students will receive diagnostic testing for skills deficit identification/ retesting to determine mastery compared to the 2003 baseline of 0%.</p>
<p><u>9. Student Support Services</u> Increase numbers of developmental students receiving Early Alert, IEP's, diagnosis, tracking, and special support services.</p>	<p><u>9a. Student Outcomes:</u> There will be a 30% increase, compared to a Fall 2001 baseline, in numbers of developmental students in English, reading, and math who receive special support services (e.g. tutorial, supplemental instruction, etc).compared to the baselines in the Lovas survey documented in the CDP.</p>
<p><u>10. Student Assessment</u> Significantly increase % of dev ed students who are assessed for skill deficiencies & learning styles.</p>	<p><u>10a. Student Assessment:</u> During 2006-2007, a minimum of 10% of all developmental education students will have been assessed for skill deficiencies and learning styles compared to the 0% baseline identified by a Fall 2003 survey.</p>
<p>Year Four: 2007-2008</p>	
<p><u>11. English/Reading & Writing</u> To significantly decrease the add/drop activity for developmental math students during the first three weeks of class.</p>	<p><u>11a. Decrease in Student Drop/Withdrawals:</u> In Fall 2007, Add/Drop registration data will show a decrease in withdrawals & misplacements from/between EWRT100A,100B,READ 201,100 compared to Fall 2003 add/drop baselines of: EWRT 100A/150, 100B/160, READ 201/202, 100/101, LART 200, 100/170</p>

<p><u>12. Math</u> To significantly decrease the add/drop activity for developmental math students during the first three weeks of class.</p>	<p><u>12a. Decrease in Student Drop/Withdrawals</u> In Fall 2007, Add/Drop registration data will show decrease in withdrawals & misplacements from & between Math 200, Math 101 & Math 105, compared to Fall 2003 add/drop baselines: Math 200:200/153; Math 101:143/200; Math 105: 229/105 <u>12b: Math Assessment Process Measures:</u> 50% of math developmental cohort students will receive diagnostic testing skills deficit identification and retesting to determine mastery as compared to the 2003 baseline of 0%.</p>
<p><u>13. Student Assessment</u> Increase % of developmental ed students assessed for skill deficiencies and learning styles.</p>	<p><u>13a. Student Assessment:</u> During 2007-2008, a minimum of 30% of all developmental education students will have been assessed for skill deficiencies and learning styles compared to 0% baseline identified by a Fall 2001 survey.</p>
<p><u>14. Student Support Services</u> Increase numbers of dev. students receiving Early Alert, IEP's, diagnosis, tracking, etc.</p>	<p><u>14a. Student Outcomes:</u> There will be a 50% increase, compared to Fall 2003 baseline, in numbers of dev students in English, reading, and math who receive student services support as compared to baselines in Lovas survey documented in the CDP.</p>
Year Five: 2008-2009	
<p><u>15. English/Reading & Writing</u> Improve completion/ persistence rates for students beginning at EWRT 100A or EWRT 100B, two steps below college-level transferable English 1A.</p>	<p><u>15a. Student Outcomes:</u> Cohort tracking data for 2004 to 2009 will indicate at least 45% of students successfully passing EWRT 100A (compared to 1997-2001 cohort baseline of 35%) , and 65% of those beginning at EWRT 100B (compared to 1997-2001 cohort baseline of 55%) will go on to pass EWRT 1A within three years.</p>
<p><u>16. Math:</u> Improve completion and persistence rates for students beginning in MATH 200 and 101 going on to Math 105.</p>	<p><u>16a. Student Outcomes:</u> Cohort tracking data for 2008 -2009 will indicate that at least 50% of students successfully passing Math 101, will go on to successfully complete Math 105 within three years – compared to a 1996-2001 cohort baseline of 40%.</p>
<p><u>17. Student Support Services</u> Increase numbers of developmental students receiving Early Alert, IEP's, diagnosis, tracking, and receiving support services.</p>	<p><u>17a. Student Outcomes:</u> There will be a 60% increase, compared to a Fall 2001 baseline, in numbers of developmental students in English, reading, and math who receive student services support. Tracking will indicate these students successfully transition to college level within three years compared to 2002 baseline of students not receiving services.</p>

C. IMPLEMENTATION PLAN

RATIONALE for Strategies Selected: As described in the CDP planning processes, the decision to focus the proposal on strengthening De Anza’s capacity to serve those most at risk was born out of comprehensive shared governance and goals setting processes. Why focus on Math and English Developmental Degree Pathways with Title III? *Answer: Because of the tremendous number of students who unsuccessfully attempt those courses.* District institutional researchers have determined,¹ in the past five years alone, as many as 10,000 students (self-declared with goals of degree or transfer) who enrolled in pre-requisite developmental math and English at levels one or two courses below college-level, have never progressed to pass entry college-level math and English.

The Title III Steering Committee and other key constituencies have preliminarily investigated methods that other colleges and universities facing similar problems are using to increase the success rates of their high-risk developmental students. Faculty have been engaged participants. Some strategies selected represent unfunded ideas and initiatives instigated by the experiences of dedicated faculty members. In particular, the members of the Developmental Task Force, the Readiness Program, the faculty teaching in the Learning Communities Program, and the instructors who have spearheaded De Anza’s experimental Math Performance Success Program have identified pertinent documents and have supplied invaluable suggestions for methods to address the problems of under-prepared students. The strategies proposed in this Activity have been validated by numerous key articles and studies about successful practices in developmental education, many of these written by authorities considered experts in their fields. **Due to page limitations only a summary of this rationale and findings appear in the following charts.**

¹ from analysis of enrollment patterns, grades reports, results of cohort tracking for determination of retention & persistence outcomes:

RATIONALE FOR STRATEGIES CHOSEN: <i>Model Colleges, Bibliographic References, Authorities/Experts in Practice</i>	Foundational Investigations for First -Year Title III Training of Faculty in Best Practices
<p>LANGUAGE ARTS CENTERS <u>Overview and Findings:</u> Provides students multiple options for remediation of individual deficiencies via a variety of instructional modes suited to their particular needs & learning styles. Possible Model Colleges: Chaffey College, UC Berkeley, San Francisco State, Jacksonville State University, San Jose State University, Delgado CC, LA. Selected References & Experts:</p> <ul style="list-style-type: none"> • Academic Literacy: Competencies Expected of Students Entering CA’s Public Colleges and Universities, ICAS, 2000 • Destandau, Nathalie, Ingmire, Peter, VanDommelen, Deborah, & Wiederholt, Karen. “Assessment, Performance & Retention: Learning Assistance Center Program Report.” San Francisco State University. 2000. • http://iwca.syr.edu/IWCA/Startup/Intro.html “Starting a Writing Center”; http://www.indiana.edu/~wts/cwp/libdir.html; • James, Judith; Morrow, Victoria P., and Perry, Patrick. “Study Session of Basic Skills.” CA Comm. Colleges, July, 2002. • “Repetition and Informational Writing of Developmental Students.” <u>Journal of Dev Ed.</u> Vol. 26, Issue 1, Fall 2002. 	
<p>MATH LABS AND MATH ASSISTANCE CENTERS <u>Overview & Findings:</u> Linked to regular instruction, provides students multiple options for review. Possible Model Colleges: UC Berkeley, San Francisco State, Purdue, Jacksonville State, San Jose State, Delgado Comm. College, LA, Richland College, American River Comm. College, CA., Bakersfield College Mesa Center. Selected References & Experts:</p> <ul style="list-style-type: none"> • “Master Plan for Education in CA.” Joint Committee to Develop a Master Plan for Education—Kindergarten through University. May 2002. • Breneman, D.W. & Haarlow, W. (1998). “Remediation in Higher Education.” Washington, DC: The Thomas B. Fordham Foundation. • Destandau, N. et al. “Assessment, Performance & Retention: Learning Assistance Center Program Report.” San Francisco State Univ. 2000 • Weems, Gail. “Comparison of Beginning Algebra Taught Onsite Versus Online.” <u>Journal of Developmental Ed.</u> Vol. 26, Issue 1, Fall 2002. • Wright, Gary L., Wright, Robin Redmon, and Lamb, Charles E. “Developmental Mathematics Education and Supplemental Instruction: Pondering the Potential.” <u>Journal of Developmental Education.</u> Vol. 26, Issue 1, Fall 2002. 	
<p>RESTRUCTURING OF CURRICULUM AND COURSE OFFERINGS <u>Overview & Findings:</u> Updates course content & structure to accommodate student diversity and learning styles. Possible Model Colleges: Los Medanos College, South Seattle Community College, Green River Community College, American River Community College, Cerritos College. Selected References & Experts:</p> <ul style="list-style-type: none"> • Carson, J. (2000). <i>Reading & Writing for Academic Purposes.</i> <u>Sustained Content Teaching in Academic ESL/EFL</u>, Houghton Mifflin, 19-34. • Higbee, J.& Dwinnel, P. (1998). <i>Dev. Ed: Preparing Successful College Students.</i> Natl Center: First-Year Experience & Students in Transition. • McCabe, R., & Day, P. (1998). <i>Developmental Education: A 21st Century Social & Econ Imperative.</i> Mission Viejo, CA: League for Innovation. • Silverman, S., & Casazza, M. (1999). <i>Learning & Development: Making Connections to Enhance Teaching.</i> San Fran., CA: Jossey-Bass. • Pally, M. (1997). “Critical Thinking in ESL: An Argument for Sustained Content”. <u>Journal of 2nd Language Writing.</u> 6(3) 293-311. 	
<p>FACULTY DEVELOPMENT <u>Overview & Findings:</u> Imperative that faculty learn multiple delivery strategies for diverse learning styles. Possible Model Colleges: Richland College, Hudson Valley CC, NY, Durham Technical College. Selected References & Experts:</p> <ul style="list-style-type: none"> • Boylan, Hunter R. <u>What Works: Research-Based Best Practices in Developmental Education.</u> Continuous Quality Improvement Network w/ NCES Appalachian State University. NC, 2002. 	

<p>TEACHING AND LEARNING STYLES <u>Overview & Findings:</u> Experts stress diversity in methods as highly successful in accommodating student diversity <u>Selected References & Experts:</u></p> <ul style="list-style-type: none"> • Boylan, Hunter R. <u>What Works: Research-Based Best Practices in Developmental Education</u>. Continuous Quality Improvement Network with the National Center for Developmental Education Appalachian State University. Appalachian State University, Boone NC, 2002. • Grubb, N., & Associates. (1999) "Honored But Invisible: An inside Look at Community College Teaching." New York: Routledge. • Lemire, D. (1998). "3 Learning Styles Models: Research & Recommendations for Developmental Ed." <u>Learning Asst Review</u>, 3(2), 26-40.
<p>LINKED COURSES & LEARNING COMMUNITIES <u>Overview & Findings:</u> Collaboration among students & team work among faculty results in "dramatic increase in students' persistence. <u>Possible Model Colleges:</u> Evergreen State College, Sandhill Comm College, Solano College, Cerritos College <u>Selected References & Experts:</u></p> <ul style="list-style-type: none"> • Adams, S. & Huneycutt, K (July 2001). "Learning Communities in Developmental Education". Presented at the Kellogg Institute NCES • Evergreen State College, Washington. http://learningcommons.evergreen.edu. • "Retention and Success Reading and Writing Classes," Survey of Data from De Anza Institutional Research, 12/02 • Survey and Study of Retention and Success in Linked English/Reading (LART) classes, 2000 – 2002. De Anza IR, 12/02 • Tinto, V. (1998, January). "Learning Communities and Reconstruction of Remedial Education in Higher Ed. Stanford Univ. Palo Alto, CA.
<p>TUTORING <u>Overview & Findings:</u> Time-Honored method for helping high-risk students succeed. <u>Possible Model Colleges:</u> Mount San Antonio, CA; Bucks County Community College, PA; Chaffey College. <u>Selected References & Experts:</u></p> <ul style="list-style-type: none"> • Boylan, H., Bonham, B., Bliss., & Saxon., P. (1995). "What We Know About Tutoring; Findings from the National Study of Developmental Education." <u>Research in Developmental Education</u>. 12(3) 1-4. • http://www.jsu.edu/depart/edprof/zen/menu.html; http://owl.english.purdue.edu/internet/owls/writing-labs.html • "Interfacing the Faceless: Maximizing the Advantages of Online Tutoring." Writing Lab Newsletter 25.2 (2000)
<p>SUPPLEMENTAL INSTRUCTION <u>Overview & Findings:</u> Considered as "the best- practice for developmental education programs." <u>Possible Model Colleges:</u> Cosumnes College CA; Center for Academic Development, U of Missouri-Kansas, Green River CC. <u>References & Experts:</u></p> <ul style="list-style-type: none"> • Boylan, Hunter R. <u>Research-Based Best Practices in Dev Ed</u>. Continuous Quality Improv. Network w/ NCES. Appalachian State Univ., 2002. • Newson-Horst, Adele S. "Keeping Students in Higher Ed: Successful Practices for Retention." Society for University Planning. 1998-2002. • Hodges, R & White, W. (2001). "Encouraging High-Risk Student Participation in Tutoring & SI." <u>Journal of Developmental Ed</u> 24(3), 2-11. • Visor, J. (1992). "The Relationship of Supplemental Instruction to Affect." <u>Journal of Developmental Education</u>, 16(2), 12-18.
<p>STUDENT SERVICES SUPPORT STRATEGIES <u>Overview & Findings:</u> Best practices indicate that coordination and cooperation between support services and learning assistance is critical to increasing success of at-risk students. <u>Possible Model Colleges:</u> Hudson Valley College, NY; Oakton Community College, Long Beach City College; Valencia Community College <u>Selected References & Experts:</u></p> <ul style="list-style-type: none"> • Commander, N.E., et al (1996). "A Learning Assistance Model for Expanding Academic Support." <u>Journal of Developmental Ed</u>, 20(2), 8-16. • Council for the Advancement of Standards. (1986). CAS Standards and Guidelines for Student Services/Developmental Programs. College Park, MD: Consortium of Student Affairs Professional Organizations.

Brief Implementation Narratives – English and Reading Bridges: At the heart of the strategy plan is development of a new permanent **Language Arts Success Center (LASC)** which will be open and ready for piloting in Fall of 2005. This 2,400 sq foot facility will be **a cross-road for the coordination of existing and new options for language arts learning assistance.** It will be a place where students, either self-referred, or referred by a counselor or instructor, may receive an analysis/diagnosis of their skill deficiencies and needs and be directed to one or more among a variety of group, individualized, online, or computer-assisted activities for help in the remediation of their particular language or reading needs.

This Language Arts Success Center, to be housed on the third floor of De Anza’s Advanced Technology Center, **will be staffed by the LASC Coordinator and several key faculty** in English and reading, a counselor dedicated primarily to the Language Arts Division,* several **instructional associates, tutors, and a technology resource** person. The LASC will include an Assessment Area and a Writing Center providing both online and face-to-face help for students with writing difficulties in addition to housing the current Computer Writing Lab (designed both for whole class and individual use). The LASC will provide space for Computer Assisted Instruction (CAI), small group meeting areas, group tutoring and various modes of supplemental instruction. It will also house a Language Lab, a Speaking and Listening Lab, the Communication Across the Curriculum Program, (CACP), and the Conversation Partners Program. After students are diagnosed in the LASC Assessment Area, they may be referred to activities in any one or more of these LASC labs or programs, to modular courses offered through the Readiness Program, to the Tutorial Center and/or to the Skills Center.

During the first and second year of the grant, the Language Arts Counselor and a team of faculty members from English and reading, under the guidance of the Activity Director, will devote some of

* One of the innovations piloted in this Grant is the assignment of counselors who dedicate a portion of their time primarily to aiding students and faculty in the LASC and the Math Resource Center.

their reassigned time to designing the specific functions and operation of the Language Arts Success Center. By attending appropriate conferences (e.g. the Kellogg Institute), investigating and visiting exemplary Language Arts programs or centers at other colleges and universities identified in the 2003 Chancellor's Report, members of this team will gather more information to develop concrete plans for implementing the best practices for developmental students. They will design the Center's operational functions and the staff's duties and develop referral processes to enable the Center to provide resources for all faculty and developmental Language Arts classes.

Pilots of New Practices will be scheduled every year, with a different course being targeted for improvements. Although specifics for latter pilots will be developed by the faculty and staff team, in Spring 2005 cohorts of students to participate in pilot "linked" classes will be identified. This first pilot will be LART 200 - a ten-unit reading and writing class at the most basic level; it will be team-taught by a reading and writing instructor team. LART 100 will combine reading and writing at the next level, the gateway to English 1A, the college-level reading and writing course. The students in these classes will also enroll in a one-unit general college study skills class taught by the Language Arts liaison counselor. Each quarter during the five-year grant, more cohorts of students will be participate in these "linked" classes; however, **during the second year of the grant and in subsequent years, other types of delivery methods and best practices will be gradually added across the developmental levels of the curriculum** (e.g. hybrid classes, On-Line classes, modules that address specific problems). Throughout the five grant-funded years, these various pilots and cohorts will be evaluated, the students tracked and their retention, persistence, and success measured against that of students in regular classes who have not received aid through the Language Arts Success Center as well as against the baseline success of developmental students who were tracked between 1996 and 2002.

In years two through five, after examining the current basic skills courses in English and reading at De Anza and learning about best practices at other colleges, faculty will **develop new and additional courses and workshops** to help students with specific skill deficiencies; they will research, purchase, and/or develop software aids (CAI) to be available in the Language Arts Success Center. They will continue such activities in the second year of the grant, but they will also focus more on the implementation of alternative delivery systems such as hybrid classes and the on-line writing component of the Writing Center. During the last three years of the grant, these faculty will continue to work both during the school year and during summers to re-evaluate and revise curriculum on the basis of their visits to other colleges and programs, on information gathered at conferences, on the success of pilot classes, and on the retention/success data gathered during the first three years of the grant.

During the earlier years, the Activity team will work with De Anza's Director of Staff and Organizational Development to design the faculty and staff training for full and part-time faculty that will increase awareness and effective utilization of the Language Arts Success Center (LASC). They will also design and offer workshops to teach both full and part-time faculty how to incorporate newly designed curriculum for ESL students. In addition, they will work with a Web Designer to create a Language Arts Success Center site, accessible to students and faculty, that will outline procedures and identify options available to both faculty and students using the LASC.

Brief Implementation Narratives - Math

Improving access, persistence, retention, and success in math for high-risk students will require a plan similar to that outlined above for the Language Arts Area. The Math Resource Center will open in a new building in Fall 2005. During the first two years of the grant, a team of math faculty and a math counselor, with the leadership of the Activity Director and the help of the Director of Assessment, will evaluate current assessment tests, investigate other tests, and select and institute diagnostic testing

instruments which will identify students' individual skill areas of weakness. This team will then create or purchase math modules (i.e. Plato), addressing specific skill deficiencies. These modules will be available for students who use the Math Resource Center. They may be used by an individual faculty person who requires his/her students to take a particular module in order to pass the class. As with the Language Arts Success Center, students can refer themselves to the Math Resource Center or be referred by a faculty member or a counselor.

This same math team will design the Math Resource Center and its functions and will determine the duties of the Math Resource Center Coordinator and Staff. For the heart of the Center, they will develop a diagnosis, counseling and advising area specifically for students in math. During the first year, members of this team will visit other college math centers, will attend appropriate conferences, research and purchase appropriate software (CAI) and programs for use in the Center, will develop and revise curriculum and will devise alternative and supplementary modes of instruction (e.g. TBA courses in study skills required of developmental students, zero-unit Math 500 classes, provided under the direction of the Math Resource Center staff, computer labs supporting CAI, LinC classes). In addition, this math team will investigate and restructure the basic existing math courses (currently four or five-unit classes) in order to give students more flexibility such as taking a class plus a math module, a workshop, a LinC class, or another type of supplementary instruction in the particular math skills a student needs in order to succeed in his/her chosen course. Like members of the Language Arts Team, they will continue their curriculum development, faculty training, and evaluation of activities throughout the five years of the grant.

By the Spring Quarter of 2005 (the first year of the grant) math faculty will begin piloting new strategies with a cohort of students in developmental math courses, Math 200 and Math 101. (See Implementation Overview Chart.) In subsequent years of the grant, they will gradually test other alternative strategies. In the Fall of 2005 when the Math Resource Center opens, they will hire a Math Resource

Coordinator and staff (classified positions). Each quarter throughout the five-year period, they will track students in these cohorts of experimental classes and with the aid of De Anza's Office of Institutional Research and Planning, they will monitor student access and verify student retention and success in these courses.

Finally, this team of faculty and a counselor will target ways to use the Math Resource Center to facilitate faculty training and sharing of instructional resources and best practices for teaching math. Together with a Web Designer, they will also design a Math Resource Center site to which students, faculty, and staff will have access, a site which will provide ample information about the services available to students and faculty.

Brief Implementation Narratives - Assessment

During the earlier years of the grant, faculty, in cooperation with the Assessment Coordinator, will evaluate De Anza's current assessment/course placement process for English, reading, and math and will locate additional diagnostic tests that will more accurately assess discreet skill deficiencies and needs in cooperation with the Assessment Coordinator. Pilots of these new testing instruments will occur in following years. A key to improving the success rates of developmental students is being able to help them overcome their individual areas of deficiencies via diagnostic testing. The overall effectiveness of the LASC and the Math Resource Center is tied closely to assessment of individual students and creation of an action plan for them. The large numbers of students testing into developmental English, reading, and math, as well as the dramatic increase of students whose native language is not English, necessitates adoption of diagnostic tools; faculty and counselors can then direct each student to the curriculum areas where s/he has skill gaps and can select amongst an array of instructional delivery options that will give each student a way to learn suited to his or her individual learning style.

Brief Implementation Narratives – Academic Support Services

As noted in the CDP, Professor John Lovas' 2001 survey of over 2,000 developmental students revealed that these students do not take advantage of the many support services available to them (e.g. counseling, computer labs, Internet labs, Tutorial and Skills Center, Career Center, Transfer Center, STARS, SLAMS, EOPS, EDC, etc.) Ironically, these are the very students most in need of special support to improve their skills so that they can move on to college-level courses. The fragmentation and lack of coordination of De Anza's many services certainly poses a barrier for students and exacerbates the problem. Coordination of efforts between the instructional faculty and the counselor in both the Language Arts Success Center and in the Math Resource Center will be regular and ongoing. Faculty and counselors will consult about those students who are assessed for skill deficiencies and learning styles. (These will primarily be those students in the cohorts during the first two years of the grant.) Together, faculty and counselors will determine what supplemental instruction a particular student needs and what instructional style of specialized program will best serve that student. Counselors will also help each student with an individualized education plan (IEP) to reach his/her goals. With input from instructional faculty, the counselor will teach these students via a formal class or small group about the kinds of behaviors and study skills needed in order to be successful college students.

The faculty and counselors in both centers will devote a portion of their work to designing the communication avenues that must operate between instructors, students, counselors and the aids offered in each center. They will mentor other faculty in the English, reading, and math so that successful practices can be institutionalized. With their accurate records and data, they will work with the Office of Institutional Research and Planning to track students quarterly to evaluate their success and the success of the pilot cohorts.

Throughout this process, the faculty and counselors of the LASC and the MRC will consult and coordinate with each other. In particular, they will focus on students who are in cohorts in both disciplines.

They will also share knowledge, insights, and effective techniques as they continue to meet regularly to monitor the success of their efforts. As Hunter Boylan has insisted, “If developmental programs are not centralized, it is important that some method be used to insure that those teaching developmental courses and providing academic support services interact with each other on a regular basis” (Boylan, What Works, 12).

Brief Implementation Narratives – Faculty Development

With the aid of the Office of Staff Development, faculty development will be a key component of institutionalizing the tasks outlined in this Activity. At key junctures throughout the grant period, experts in learning styles, linguistics, developmental education, and using technology in instruction will be brought to the College to provide aid and insight for the key faculty in English, reading, math, and counseling. Faculty in each discipline will sponsor workshops to share their expertise and their findings about “what works.” Language Arts and math instructors and counselors will have joint meetings to share their expertise and insights with each other. The initial “pilot cohort” instructors will mentor new instructors in the Activity’s programs and will provide training for the rest of the full-time faculty in their disciplines and for the continually changing groups of part-time faculty.

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
TITLE III, HIGHER EDUCATION ACT of 1965, AS AMENDED BY PUBLIC LAW 102-325**

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. Name of Institution: De Anza College			2. Activity Title: English, Math and Student Services Pathways:		
3. Specific Tasks to be completed	4. Primary Participants	5. Methods Involved	6. Tangible Results	7. Timeframe	
Year 1: 2004-2005					
Award Notice Received; Internal & External Announcement of Award and new positions	President, Vice-President, Deans, Faculty, HR Office	First-Year faculty participants released; Hiring processes authorized	All college informed of project goals.	8/04	9/04
Gather information about best practices for developmental students. Review of current array of basic skills courses.	Title III Coor, Activity Director, Lang Arts Team; Math Team, & counselors Developmental Task Force	Attend conferences, visit exemplary Lang Arts & math centers; research best practices.	Recommendations for final design of new Centers and curricular/methods/services recommendations.	10/4	4/05
Evaluate current placement tests in English, reading, math.	Activity Dir, LASC & MRC Teams, Dir of Assessment	Examine tracking & testing data	Determine areas needing further diagnostic testing	10/04	1/05
Locate &/or develop diagnostic tools for math, English, reading & Learning Styles	Activity Director, LASC & MRC teams & Director of Assessment	Research, survey other exemplary institutions & their testing practices.	Select diagnostic testing instruments for student skill deficiencies and learning styles	10/04	4/05
Research, purchase, and/or develop software (CAI) to address skill deficiencies in English, reading, and math.	Language Arts Team, Math Team, & selected faculty heavily involved in CAI.	Consultation w/ other colleges; pilot-test aids w/ select faculty & students in current traditional classes.	Selection of best software & web site to be used in the Language Arts Success Center & the Math Resource Center.	11/04	4/05
Develop Supplemental Instruction: classes, courses, workshops on discreet topics in English, reading, math.	Activity Dir., LASC & MRC teams, Faculty, Dev Task Force, Dir of Tutoring; Dir of Skills	Consultation w/ other colleges; pilot-test aids w/ select faculty/students in pilot & traditional classes.	Increase array of pathways available to students for remediating their skill deficiencies.	11/04	6/05

Develop Math Review Modules	Activity Director, MRC Team	Research available models, exemplary math tools/ texts; consult w/other math faculty	Series of math review modules will be available to students to use to fill in gaps in skill base.	11/04	6/05
Design Alternative Developmental Math class formats	Activity Director, MRC Team, Dean of Math, VP of Instruction, Math Faculty	Meetings/discussion to determine feasibility of alternative formats;	Developmental math classes can be offered in modes other than the 5-day-a-week pattern	10/04	6/05
Begin development of On-Line and Face to Face Writing Center	Act Dir, LASC Team, Coord Writing Lab, Dir Tutorial Center, Dev Task Force	Research exemplary On-Line and Face to Face Writing Centers elsewhere	Formulation of layout and functions of the Writing Center (LASC)	11/04	6/05
Build 2005-06 schedule of classes w/ various types of new English & math dev ed classes.	Activity Dir. Title III Co, Language Arts and math Deans, faculty schedulers	Work w/ members of LA and Math teams who will team-teach these classes.	Developmental students will have more learning options.	3/05	4/05
Develop Individual Educational Plans for at-risk students.	Counselors, student cohort, key faculty	Develop Student Individual Ed Plans cohort students	Ability to monitor students' progress and use of services.	2/05	8/05
Appoint Math Resource Center Coordinator	Math Team, Dean:Math & Phys.Sci; hiring committee	Develop job description; appoint hiring committee.	Coordinator begins organization of functions of MRC	6/05	7/05
Evaluation of Year	Appropriate Staff	See Evaluation Plan at end of Proposal		6/05	8/05
Year 2: 2005-2006					
Opening of Language Arts Success Center(LASC) and Math Resource Center	Act. Dir., LASC & MRC Coordinators, LASC & MRC Team, Recently hired IA's & Tutors	Disseminate information about resources available & referral to faculty, students, counselors.	Increase numbers of developmental students who receive individualized diagnosis, prescription, & remediation	9/05	7/06
Continue to select cohorts of at-risk students for pilot classes.	Act. Dir, LASC & MRCTeams,	Counselors, w/ LASC & MRC teams, will identify & select students for pilot classes.	Adoption, approval, and continuation of best practices successful with developmental cohorts at DeAnza.	9/05	6/06
Continue Faculty Training	Dir. Staff Dev, LASC & MRC Teams, Faculty, Guest Speakers	Schedule regular training; reach Language Arts and Math faculty & other faculty across curriculum.	Faculty will use and refer students to LASC & MRC; they will employ alternative strategies in their teaching.	9/05	6/06

De Anza College – Title III

Design On-Line student profiles and progress checks linked to IEPs to be modified as needed. Develop On-Line campus referral system	Director Admissions, Title III Co. Act. Dir., LASC & MRC Teams; Web Designer; students; IR Officer	At risk student profiles & tracking of use of LASC & MRC services placed in secure, on-line cite for faculty, counselor access.	Faculty/counselors use on-line data for key interventions & guidance. Students tracked for progress/success. Optimum student direction & intervention	9/05	7/06
Build 2005-2006 schedule of classes with new learning options.	Activity Dir., Title III Co., LASC & MRC Teams & Lang Arts & Math Deans, schedulers.	Identify exemplary developmental faculty to pilot new & continuing optimal instructional strategies.	More remediation options become available to high-risk students	3/05	4/05
Evaluation of Year Two	Appropriate Staff	See Evaluation Plan at end of Proposal		08/05	9/06
Year 3: 2006-2007					
Design On-Line course info for new classes, & delivery systems for at risk students	Activity Dir, LASC & MRC Teams & Coordinators, Web Designer	Survey faculty and students to determine information and options for on-line info.	Increase access to info for faculty, counselors, & students about remediation options	9/06	7/07
Continue faculty and staff training -- See Year One and Two				9/06	6/07
Build 2007-08 Schedule of Classes with new learning options				3/07	4/07
Continue development of Curriculum and Alternative Delivery/Instructional systems and Evaluation of their Effectiveness and of relative student successes. (See Year Two).				9/06	8/07
Continue to identify cohorts of at-risk students for participation in pilot classes Continue implementation of student profiles and progress checks linked to IEPs. Continue refinement of On-Line referral system.				9/06	6/07
Evaluate Year Three	Appropriate Staff	See Annual Evaluation Plan at end of Proposal		7/06	9/06
Year 4: 2007-2008					
Evaluate effectiveness of new curricula, alternative delivery systems, LASC & MRC. Make appropriate modifications to delivery and operations	Activity Director, LASC & MRC Teams, Institutional Research Officer.	Compare success rates of pilot/cohort students to regular sections of courses. Compare use of support services to usage in 2001.	Revise offerings as seems appropriate to increase success rate for developmental students.	9/07	6/08
Continue development of Curriculum/Alternative Delivery/Instructional systems and evaluation of effectiveness. (See Year Two).				9/07	8/08
Continue faculty and staff training -- See Year One and Two				9/07	6/08
Build 2008-09 Schedule of Classes with new learning options				3/08	4/08

Continue to identify cohorts of at-risk students for participation in pilot classes				9/07	6/08
Evaluate Year Four	Appropriate Staff	See Annual Evaluation Plan at end of Proposal		7/08	9/08
Year 5: 2008-2009					
Institutionalize Language Arts Success Center, Math Resource Center, required faculty and staff. Develop recommendations for future improvements and modifications.	Title III Steering Comm, Pres, VPs, Act. Dir, Coors of LASC, & MRC, Deans Lang Arts, Math; LASC & MRC Teams, Lang Arts & math faculty, faculty in other disciplines, students.	Consultation and meetings with various constituencies; surveys and questionnaires. Examinatopn of statistical results provided by Institutional Research.	Institutionalize faculty and staff of Centers; implement suggestions for improvement and/or establish time-line for further development, promulgate information about Centers amongst faculty & staff & incoming students through the Marketing Department, the College Catalog & Schedule of classes.	11/08	6/09
Evaluate effectiveness of entire Title III efforts	Title III Steering Committee, Title III Coordinator, Activity Director, Coordinators of Centers, Members of Institutional Research	Tracking, evaluation & measure of student access, persistence, retention, and success over five year period of the grant	Use data to support budget appropriations for continuation of LASC and MRC and new methods	4/09	7/09
Institutionalize alternative instructional delivery options	Activity Director, Center coordinators, Deans of Language Arts & Math, LASC & MRC Teams	Assign faculty and/or staff to teach alternative options; identify options in 2009-10 Class Schedule	Students informed about various options for remediation	12/08	3/09
Continue to identify cohorts of at-risk students for participation in pilot classes (See Year One and Two) Continue faculty and staff training -- (See Year One and Two)				9/08	6/09

D. KEY PERSONNEL**Activity Director & Coordinator of the Language Arts Success Center (50% 2004-06; 100% 2006-09)**

Position Description: Faculty workload release time requested (50% of years one and two; 100% for years three through five) to hire a teaching replacement for Sharon Sunico, Director of College Readiness, on a renewable contract for the entire five-year grant period. *The Language Arts Center Coordinator is a new fulltime position to be phased onto institutional budget for continuation at grant's end.*

Responsibilities:	Establish and direct teams of faculty and counselors (English, reading, & Math) to develop and implement activities described in "Implementation Narrative" <i>Implementation Strategy Forms</i> ; Serve as liaison between Activity and college staff; Assume responsibility for timely completion of all development and pilot-test phases and project objectives as detailed in project implementation plan; Manage and disseminate funds for faculty pilots and projects to increase retention and success for under-prepared students in basic skills classes; Manage budget allocated for Activity, ensuring that established project fiscal policies are followed and providing monthly budget summaries to Title III Coordinator; Work closely w/ Title III Coordinator to facilitate smooth operation of the project in full compliance w/ federal guidelines; As LASC Coordinator, work w/ staff, faculty, IA's, and tutors to develop procedures to optimize the operation of Center; Work w/ MRC Coordinator, staff, and Math faculty to optimize operation of MRC..
Minimum Qualifications:	Master's degree & five years teaching experience in higher ed, preferably at community college; experience developing and successfully implementing complex projects; experience administering programs, hiring, training, and evaluating staff; current knowledge and interest in latest instructional methods and technologies for under-prepared students; collaborative and supplemental instruction strategies; experienced w/ developmental, multicultural & disabled learners; strong communication skills; strong team building skills; patience/sense of humor preferred!

Sharon Sunico- Activity Director and Coordinator of the Language Arts Center	
Academic Education and Credentials	M.A., Linguistics, California State University at Fresno, California 1983. B.S., English/French, Mankato State University, Mankato, Minnesota 1965 TESL & Reading Methods, San Jose State College, San Jose, CA; Language Arts & Literature; Basic Skills Life California Instructor Credential; Community College Supervisor's Credential
Related Professional Experiences	1991-Present: Director of College Readiness, De Anza College, Cupertino CA 1999-Present, De Anza College Curriculum Committee Chairperson 1989-1991: Director Dev Education/ESL & Title III, Kings River CC, Reedley, CA 1980-1989: Instructor of English /Linguistics, Kings River Community College 1971-1979: Director of Adult ESL School, Manila, Philippines

Faculty Teams: The following faculty will be released from the equivalent of one class in the Fall Quarter of 2004, the first quarter of grant, and in Fall Quarter 2005. They will participate in the Language Arts and

Math Teams as outlined in the Implementation Narrative and Implementation Strategy Charts. They will continue participation in faculty training and curriculum development throughout the five-year grant period.

ENGLISH TEAM		Judith A Hubbard, English Lead Faculty
Academic Ed and Credentials		Bachelor of Arts in Anthropological Linguistics, Grand Valley University, 1976; Master of Arts (English), San Francisco University, 1986; Grad Certificate in the Teaching of Composition, San Francisco, 1987
Related Experiences	Prof	1990 – Present, De Anza College: English Instructor; 1990-91, Cabrillo College: English Instructor,; 1990-91k Hartnell College: English Instructor; College of San Mateo: English & ESL Instructor, 1986-90
Related Activities	Prof.	Developmental Task Force Co-Chair; English Department Co-Chair; Assoc. Director: College Readiness Writing Lab
Julie Sartwell, English		
Academic Ed and Credentials		M.A. Composition, San Francisco State Univ; Certificate in Teaching Reading at the Post-Secondary Level (SFSU), 1998; B. S., Agribusiness (Calif Polytechnic State Univ., San Luis Obispo), 1993
Related Experiences	Prof	1999- Present, English Instructor, De Anza College; 1994-1999, English Instructor, Canada College; 1996-98, English Instructor, SFSU
Related Activities	Prof	Interdisciplinary Courses: LART 200 (EWRT 100A+READ 201) Participation in Regional Community College Consortium retreats and workshops
Marilyn Patton, English		
Academic Ed and Credentials		1970 – B.A., English, Stanford University; 1983 – M.A. Literature, UCSC; 1989 - Ph.D., Literature, UCSC.
Related Experiences	Prof	1991 – Present, De Anza College: English Instructor; 1989-91, Visiting Asst. Prof., UCSC; 1988-89, Full-Time Professor, Stanford University.:
Rel Activities		1995-1998, English Department Chair; Developmental Task Force, 2001-Present.
READING TEAM		Ulysses Pichon, Reading Lead Faculty
Academic Ed and Credentials		B. A. , English, Xavier University of LA; M.A., English, San Jose State University Reading Certificate, University of Santa Clara
Related Experiences	Prof	1975 – Present: Reading Instructor, De Anza; 1996-Present: Chair, Reading Dept Instructor in Interdisciplinary Classes
Related Activities	Prof	1992-2000: Board of Directors, Center for Diversity in Teaching and Learning in Higher Education; 1996-1998: Director, De Anza Multicultural Collaborative Learning Network; 1998: National Award for Excellence in Teaching, Diversity in Teaching and Learning in Higher Education Conference.
Kristin Skager, Reading		
Academic Ed and Credentials		B.A., Art History, Humboldt State University, 1989; M.A. English Literature, San Francisco State Univ, 1990; Certificate in Teaching Reading at Post-Secondary Level, SFSU, 1994 (includes coursework in the teaching of composition)
Related Experiences	Prof	1999 – Present, Reading Instructor, De Anza College; 1997-1999, Art History Instructor, Academy of Art College; 1997-99, Reading Instructor, San Fran State Univ
Related Activities	Prof	Presentations--reading & composition conferences on interdisciplinary curriculum & pedagogy; Presentation:the WA Center's Summer Institute -Learning Communities; Pilot assessment project--Linked courses in English, ESL, Math (02-03)

William Turner, Reading		
Academic Ed and Credentials		A.A., Zoology, University of FL, 1962; B.S., Physical Science, Cal Poly Univ, 1974. Reading Certificate. Cal Poly State, 1983; M. A., Special Ed, Cal Poly SU, 1986
Related Experiences	Prof	1998-Present, Reading Teacher, FT De Anza; 1994-1998, Reading Teacher, PT 1994-1998, Math Teacher, PT, Educational Diagnostic Center, De Anza College
Related Activities	Prof	Developed Student Study Teams at several Elementary schools. Co-authored a Primary Mental Health Project grant for early intervention with at-risk K 3 children.
MATH TEAM Barbara Fink, Math Faculty Lead		
Academic Education		B. S., Mathematics CUNY, 1968 M.S., Mathematics, Stanford University, 1970
Related Experiences	Prof.	Instructor of Mathematics De Anza College 1975 to present Currently chair of the mathematics department at De Anza College
Richard Lopez, Math		
Academic Ed and Credentials		B. S., Mathematics, University of California, Davis, 1992 M.A., Mathematics, California State University, Sacramento, 1995
Related Experiences	Prof	1998 to Present, Math Instructor, De Anza; 1996-1998, Mathematics Instructor (part-time) Los Medanos College; 1996, Mathematics Instructor, Diablo Valley College
Related Activities	Prof	1999-2002, Math Performance Success (MPS Instructor); Board Member, California Mathematics Council Community Colleges
Vladimir Logvinenko, Math		
Academic Ed and Credentials		B.S., Mathematics/Physics, Kharkov State University, 1965; M.S., Mathematics and Physics, Kharkov State U, 1968; Ph.D., Mathematics, Kharkov State University, 1972
Related Experiences	Profl	2000–Present, Math Instructor, De Anza; 1999–2000, Math Instructor, The College of the Sequoias; 1996-1999, PT Faculty, Div of Math/Computer Studies, Pasadena C C
Related Activities	Prof.	Software Engineer ,DP Technology, Camarillo, CA 1991, Kharkov State University Award for Best Lecturer of the Year
COUNSELING TEAM Veronica Avila, Counseling		
Academic Ed and Credentials		Master of Arts, Counseling Psychology, Santa Clara University, June 1995 Bachelor of Arts, Psychology, University of California at Santa Cruz, December 1990
Related Experiences	Prof	1999 – Present, Counselor & Instructor, Counseling Dept and Lang Arts Division; 1998, Interim Director/Counselor, Re-Entry Resource Center, Cabrillo College; 1998, Bilingual Counselor, EOPS, Cabrillo College
Related Activities	Prof	15 years counseling a multicultural population; Experience with emotional, mental, and learning disabilities; Knowledgeable in academic, career, and personal counseling
Herminio Hernando, Counseling		
Academic Ed and Credentials		B.Ed., University of Hawaii, Secondary Education, History, 1990; M.A. Counseling, 1991; NYU Advanced Certificate, Adult Career Development, May 1996.
Related Experiences	Prof	2001-Present, Counselor, De Anza; 1999–2001, York College -City University of New York, Counselor/Lecturer, SEEK, (NY State Higher Edl Opportunity Program) Developed SEEK Learning Center (Multi-media software.)
Related Activities	Prof	American Counseling Association, Phi Theta Kappa. Transfer Advisory Committee, Faculty Liaison with Technology Division, Technology Committee, LaGuardia CUNY

Staff and Organizational Development: The Director of Staff & Organizational Development (compensated by College) will serve as consultant and as lead designer, w/ Title III faculty teams, to create faculty training/workshops that will prepare faculty to: 1) make optimal use of services of two new Centers (LASC & MRC); 2) adapt & incorporate best practices for developmental students outlined by lead faculty teams.

Marcos Cicerone, Director of Staff and Organizational Development		
Academic Ed and Credentials		B. A., Spanish/English, NYU, 1969; M.A., Maestría, Lengua Española y Literatura Hispanoamericana Universidad Nacional Autonoma de Mexico, Mexico City, 1971.
Related Experiences	Prof	1989-Present, De Anza Director of Staff & Organizational Development; 1987-1989, Chair, Title V Implementation project; 1979-189, De Anza Chair Foreign Languages; 1971-76, Teaching Fellow, Dept of Spanish & Portuguese, Stanford University.
Related Activities	Prof	Invited presenter on Learning Communities at ACCA, League for Innovation (Dallas) WA Center for the Improvement of Undergraduate Education

Assessment: The Director of Assessment, compensated by the College, will serve as consultant and advisor to Language Arts, math, and counseling faculty regarding needed assessment instruments.

Bert Manriquez, Director of Assessment		
Academic Ed		Ph.D., Stanford University School of Education, Evaluations, 1978
Related Experiences	Prof	1985-Present: Director Assessment Center; 1978-85: De Anza, Director of Tutorial/Skills Center; 1969-73: Secondary History Teacher; 1975-1978: Research Assistant, Stanford University, Research and Development Center

Web Designer: The Web Designer will assist faculty in design of web sites for the LASC, MRC and SCC.

Kevin Metcalf, Web Designer		
Academic Ed		B.A., Computer Science, Point Loma Nazarene University, 1999.
Related Experience.	Prof.	2001-Present, Web Programmer, De Anza; 2000-01, Lighthouse Business Partners, Cupertino, CA; 1997-2000, Lighthouse Marketing Group, Software Developer.

Institutional Research and Planning: The Officer of Research and Planning will aid faculty teams by tracking students and evaluating the activities of pilot classes and new strategies implemented in the LASC, the MRC. The Research Officer's work will be part of his regular duties and will be compensated by the College. See Evaluation Plan for Resume.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED	ACTIVITY NUMBER	PAGE NUMBER 52	NUMBER OF PAGES 1	FORM APPROVED OMB No: 1840-1114 EXP DATE: 3/31/2003

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

1. Name of Applicant Institution	De Anza College				2. Act. Title:	Improving English & Math Pathways					
3. Budget Categories by Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total
Object Class	% of Time	Funds Request	% of Time	Funds Request	% of Time	Funds Request	% of Time	Funds Request	% of Time	Funds Request	
a. Personnel (Position Title)		\$		\$		\$		\$		\$	\$
Activity Director	0.50	36,665	0.0	28,325	1.0	29,175	1.0	30,050	1.0	30,951	146,001
Activity Admin Assistant	0.50	19,668	1.0	20,258	1.0	20,866	1.0	21,492	1.0	22,137	104,421
LASC Coordinator	0.0	0	0.0	15,106	1.0	22,659	1.0	26,435	1.0	25,284	89,484
LASC Adm Asst	0.0	0	0.0	0	1.0	14,768	1.0	14,197	1.0	13,578	42,543
4 LA Instructors	0.0	22,000	0.0	22,660	0.0	0	0.0	0	0.0	0	44,660
4 LA Instructors	0.0	44,000	0.0	45,320	0.0	23,320	0.0	24,020	0.0	24,740	161,400
1 Math Instructors	0.0	5,500	0.0	5,665	0.0	0	0.0	0	0.0	0	11,165
2 Math Instructors	0.0	22,000	0.0	22,660	0.0	11,660	0.0	12,010	0.0	12,370	80,700
MRC Coordinator	0.0	0	0.0	0	1.0	17,054	1.0	16,395	1.0	15,680	49,129
MRC Adm Asst.	0.0	0	0.0	0	1.0	14,768	1.0	14,197	1.0	13,578	42,543
2 Counselors	0.0	11,000	0.0	11,330	0.0	0	0.0	0	0.0	0	22,330
Staff Dev Officer	0.0	7,333	0.0	7,553	1.0	5,835	1.0	5,609	1.0	5,365	31,695
Staff Dev Assist	0.0	0	0.0	0	1.0	14,768	1.0	14,197	1.0	13,578	42,543
4 LA Instr Assoc	0.0	0	0.0	0	1.0	28,373	1.0	27,276	1.0	26,087	81,736
SUB-TOTAL		168,166		173,211		219,389		213,593		211,295	985,654
b. Fringe Benefits		19,536		20,122		25,465		24,752		24,631	114,506
c. Travel		8,000		13,000		7,145		9,000		9,395	46,540
d. Equipment		65,512		54,700		16,012		7,000		0	143,224
e. Supplies		17,000		13,145		15,000		15,000		15,000	75,145
f. Contractual		10,000		20,000		9,500		12,500		13,500	65,500
g. Construction		0		0		0		0		0	0
h. Other		11,190		11,700		11,700		20,650		26,900	82,140
I. TOTAL DIRECT CHARGES		299,404		59,119		304,211		302,495		300,721	1,512,709

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GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325		Form Approved: OMB No.:1840-0114 Exp. Date: 12/31/02			
OTHER BUDGET INFORMATION					
1. NAME OF APPLICANT INSTITUTION: De Anza College	2. ACTIVITY TITLE: Improving English and Math Pathways				
1. Personnel					
Activity I Director & Language Arts Success Center Coordinator: These two positions will be shared by one full-time faculty member. The Activity Director will provide oversight to the LASC and Math Resource Center. The LASC Co. will oversee the staff and projects in the Center. The LASC Co. will become a 50% permanent position at the conclusion of the grant. Time share of this position as follows:					
Position	2004-5	2005-6	2006-7	2007-8	2008-9
Act. 1 Director	50%	30%	60%	50%	50%
LA Succ. Cent. Coord.		20%	40%	50%	50%
Language Arts Success Center Administrative Assistant (LASC): (50% Yrs. 2-5) New classified position. Duties: 1) assist the Co. in scheduling students to use the services of the Center; 2) supervise and train 4 LASC IA's; 3) generate reports on student attendance, time on task, etc. To be a 50% permanent position at the conclusion of the grant.					
4 LASC Instructional Assistants: (16 hrs./week X 36 wks/year) Part-time classified IA's will assist students in using all the services of the Center. Scheduled on a rotational basis to provide service for extended hours.					
Language Arts Instructors (one-class release @ for 4 instructors for Yrs. 1&2; two-class release for 4 instructors in Yrs. 1&2 and one-class release in Yrs. 3-5). These instructors will participate in designing the LASC, pilot linked and new coursew, revise & design new curricula or delivery systems for Language Arts classes.					
Math Instructors: (One-class release @ for one instructor for Yrs. 1&2; Two-class release for 2 instructors in Yrs. 1&2 and one-class release in Yrs. 3-5). Same as for the LA instructors in terms of designing the MRC and curricula or delivery systems.					
Math Resource Center (MRC) Coordinator: (50% Yrs. 2-5). New classified position. Duties: 1) work with the Math Instructors to design MRC; 2) train staff & students on software & diagnostics; 3) develop referral system for teachers and students. To be a 50% permanent position at the conclusion of the grant.					
Math Resource Center (MRC) Administrative Assistant: (50% Yrs. 2-5). New classified position. Duties: 1) assist the Co. in scheduling students to use the services of the Center; 2) supervise and train 4 LASC IA's; 3) generate reports on student attendance, time on task, etc. To be a 50% permanent position at the conclusion of the grant.					
Counselors: (1 class release @ for 2 counselors for Yrs. 1&2) Duties: 1) help design LASC & MRC; 2) develop campus-wide referral system to Centers; 3) identify cohorts of at risk students to participate in the new instructional options; provide survival strategy instruction in pilot Lang Arts & math classes.					

Annual Costs of Personnel: Title III (\$985,648); District (\$151,037)

Position	2004-5	2005-6	2006-7		2007-8		2008-9	
	Title 3	Title 3	Title 3	Dist.	Title 3	Dist.	Title 3	Dist.
Act.1 Director	36,665	22,659	45,318	0	37,765	0	38,898	0
Act.1 Admin Asst.	19,668	20,258	20,866	0	21,492	0	22,137	0
LASC. Coord.		15,106	22,659	7,553	26,435	11,329	25,284	13,614
LASC Admin. Asst.			14,768	4,923	14,197	6,084	13,578	7,311
LA Instructors	66,000	67,980	23,320	0	24,020	0	24,740	0
LASC Instr.Assts.			28,373	9,458	27,276	11,690	26,087	14,047
Math Instructors	27,500	28,325	11,660	0	12,010	0	12,370	0
MSC Coord.			17,054	5,685	16,395	7,026	15,680	8,443
MSC Admin. Asst.			14,768	4,923	14,197	6,084	13,578	7,311
Counselors	11,000	11,330	0	0	0	0	0	0
Staff Dev. Dir.	7,333	7,553	5,835	1,945	5,609	2,404	5,365	2,889
Staff Dev. Admin. Asst.			14,768	4,923	14,197	6,084	13,578	7,311
Total Salaries	168,166	173,211	219,387	39,410	213,590	50,701	211,294	60,926

2. Fringe Benefits (Title 3: \$114,508; District: \$14,965)

Personnel benefits are calculated as follows: Faculty: full-time= 26.1%; part-time= 10.5%. Classified: Full-time: 40.1%; part-time (hourly)=9.7%.

Position	2004-5	2005-6	2006-7		2007-8		2008-9	
	Title 3	Title 3	Title 3	Dist.	Title 3	Dist.	Title 3	Dist.
Act. 1 Director	3,850	2,379	5,914	0	4,928	0	5,076	0
Act. 1 Admin. Asst.	3,943	4,062	4,184	0	4,309	0	4,438	0
LASC Coord.	0	1,586	2,379	793	2,776	1,190	2,655	1,429
LASC Admin. Asst.	0	0	1,432	477	1,377	590	1,317	709
LA Instructors	6,930	7,138	2,449	0	2,522	0	2,598	0
LASC Instr. Assts.	0	0	2,752	917	2,646	1,134	2,530	1,363
Math Instructors	2,888	2,974	1,224	0	1,261	0	1,299	0
MSC Coord.	0	0	1,654	551	1,590	682	1,521	819
MSC Admin. Asst.	0	0	1,432	477	1,377	590	1,317	709
Counselors	1,155	1,190	0	0	0	0	0	0
Staff Dev. Dir.	770	793	613	204	589	252	563	303
Staff Dev. Admin. Asst.	0	0	1,432	477	1,377	590	1,317	709
Total Benefits	19,536	20,122	25,466	3,896	24,752	5,028	24,632	6,041
Total Personnel	187,702	193,333	244,853	43,306	238,343	55,729	235,926	66,967

3. Travel: Total Travel: \$46,540

Faculty and Coordinators will be provided travel funds to visit exemplary programs at schools listed in the CDP and to attend national conferences in their fields. They will choose one or more of the following each year; travel funds will provide the delegate/s airfare, per diem for hotel and food costs, and local transportation. (Conference registration fees are covered under "Other.")

Conferences	2004	2005	2006	2007	2008
Annual Travel	\$8,000	\$13,000	\$7,145	\$9,000	\$9,395

4. Equipment (Total \$143,224)

Computer equipment will be purchased for two of the Centers: twenty workstations in Year 1 for the LASC, twenty work stations in Year 2 for the MRC, & file servers and printers.

YEAR ONE EQUIPMENT: 2004-05: LASC

File Server & Admin Server Software: Dell PowerEdge 2650 (\$5,672), APC 3000VA RM3U XL (\$1,490), APC Power Chute (\$390) Alcatel 0S5024(\$3,500), Alcatel ASX-155FM (\$1,000), Deployment Server, (\$1,400), 20 Student Workstations—Dell OptiPlex GX260, Minitower base, Pentium 4-1-0 GHZ Sound Card, DVD-CDRW Combo Drive, 250MB Zip Drive. **Total \$65,512**

YEAR TWO EQUIPMENT: 2005-06, LASC and MSC Labs

HP Laser Jet 8100N for LASC network (\$2600), 20 Computer Workstations-Dell Optiplex GX260 **Total \$54,700**

YEAR THREE EQUIPMENT DESCRIPTION: 2006-07 MSC Lab

1Dell PowerEdge 2650 for MRC & 1 HP Laser Jet 800N, HP Laser Jet 8100N-Lazer Printer for MRC Network. **Total \$16,012**

YEAR FOUR EQUIPMENT DESCRIPTION: 2007-08

2 In Focus LCD Data Projectors for LASC and MRC Labs. **Total \$ 7,000**

YEAR FIVE EQUIPMENT DESCRIPTION: 2008-09

None

5. Supplies/Software/Diagnostics

- Supplies needed to cover continued costs associated with the on-going activities of the two Centers: basic office & instructional & computer supplies, software licenses for 20 stations in LASC & MSC, diagnostic & placement software, math review & practice software, site licenses. Need for supplies will increase in years 3-5 when Centers are fully operational.

	2004-5	2005-6	2006-7	2007-8	2008-9
Supplies	2,000	5,645	15,000	15,000	15,000
Software	15,000	7,500			
Total	17,000	13,145	15,000	15,000	15,000

6. Contractual (Total: \$65,000)

Web Programming/Administration: A web programmer (years 2-5) to design a web site for each Center. By years 3-5, the programmer will refine the websites and provide further training for the Center staff so they will be able to modify the sites as needed after the grant concludes.

Network Services & Maintenance: Network specialist will design & prepare networks in the LASC and MSC labs & will load and configure all networked software and management systems.

7. Research & Assessment Support: Researcher from the District Institutional Research & Planning Office will work with Coordinators to design a plan that will gather, measure and evaluate formative and summative data to analyze how effectively all implementation strategies are accomplished. This person will also gather and correlate placement scores, diagnostic results, and student's outcome data for analysis by the Activity teams to help them monitor the grant activities.

Contractual	2004-5	2005-6	2006-7	2007-8	2008-9
Web Program/Admin		5,000	2,000	2,500	2,500
Network Services	5,000	10,000	2,500	4,000	4,000
Research/Assess Support	5,000	5,000	5,000	6,000	7,000
Total	10,000	20,000	9,500	12,500	13,500

7. Construction: There are no construction costs in this Title III proposal.

8. Other: (Total: \$82,140)

Conference Registration Fees: Conference registration fees will be provided each year for Activity faculty/counselors to attend the conferences listed under section 3 above "Travel".

Duplicating Costs: Each year, duplicating costs will be provided to each of the Centers to print flyers, schedules, directions for accessing software programs, etc.

Consultants: (1 day at \$1,000 for 2 Centers each year, with costs appreciating in Years 4 and 5) Each year, a noted educator in the field of Language Arts & math will be hired to meet with staff of each Center to discuss innovations in each field & how each might be translated into strategies for Centers.

Summer Curriculum Projects: Years 1-3, assigned faculty in Language Arts and math will evaluate all current developmental offerings, placement tests and procedures, and will pilot new delivery systems, all leading to revision and design new curricula

Total Other	2004-5	2005-6	2006-7	2007-8	2008-9
Conference Registration Fees	700	700	700	900	900
Duplicating \$ for 2 Centers	2,490	3,000	3,000	3,750	4,000
Consultants for each Center	8,000	8,000	8,000	11,000	13,000
Summer Curriculum Projects				5,000	9,000
Total (\$ 82,140)	11,190	11,170	11,700	20,650	26,900

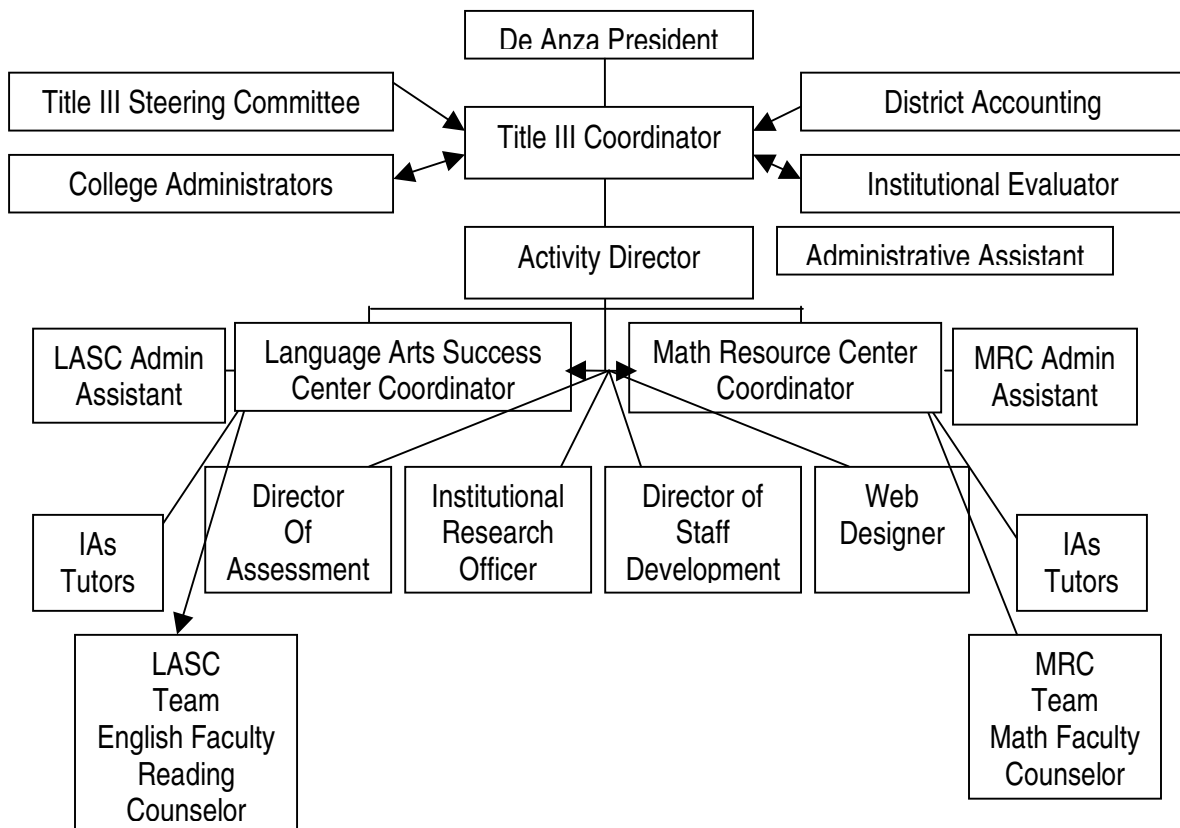
9. Total Direct Costs:

Total Direct Costs	2004-5	2005-6	2006-7	2007-8	2008-9
Total (\$1,512,705)	299,404	305,878	304,210	302,493	300,721

PROJECT MANAGEMENT PLAN

AUTHORITY OF THE PROJECT COORDINATOR

Reporting Structure and Authority of Project Coordinator: Title III activities will be managed by a structured process of on-going involvement by top-level administrators at De Anza College, with day-to-day supervision by a Title III Coordinator reporting directly to College President. The project coordinator will have direct access to the president and other administrators as needed.



Responsibilities and Qualifications of Title III Coordinator (63% time): The President’s Cabinet has selected Carolyn Keen as coordinator of this important project. Ms. Keen, a highly experienced faculty member who led the development and writing of this application, will manage the project with support and assistance of the Activity Director, numerous key personnel identified in *Activity Key Personnel*, and with direct input from administrators, the Title III Steering Committee, and District financial officers.

Responsibilities and Qualifications of Title III Coordinator (63% time)	
Responsibilities/Job Description: Provide overall leadership to and direct all aspects of Title III Project; Communicate an informed understanding of Title III objectives to all constituencies of College; 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 process and approval of expenditures; facilitate the development and implementation of an effective evaluation and assessment process for the project; remain thoroughly informed regarding Title III and ED policies and grant terms/conditions; ensure adherence to all applicable district, state and federal requirements; Over-see preparation and submission of required fiscal and annual reports to the College and to Depart. of Education; supervise collation and analysis of data to evaluate progress on achievement of Title III goals and objectives and work w/ administrators and faculty to institutionalize new practices & improvements.	
Minimum Qualifications: Master's Degree; minimum two years experience in management w/n higher education – positions such as chair of large academic department acceptable if position responsibilities included budget management; minimum three years experience as teaching faculty or other related experience in a higher education institution; experience in project management and program development, strong interpersonal and communication skills and demonstrated ability to work as a member of a team; experience in budgeting, supervision, and in faculty/staff development.	
CAROLYN KEEN – TITLE III COORDINATOR	
Related Professional Experiences	<p><u>Stanford University, Stanford, CA 1984 – 2000: Lecturer- Writing & Critical Thinking</u> <u>De Anza Community College, Cupertino, CA:</u></p> <ul style="list-style-type: none"> • Coordinator/Writer of Title III Application 2002-03 • 1996 -1999: Honors Program Coor. 1996-99 (Energized & Strengthened Program) • English Department Chair, 1976-95 (Wrote Curriculum, Hired/Scheduled Faculty); Managed Dept Budget, Program Reviews, Accreditation, Grants/special projects • Instructor - English, 1962 - 2002-Taught all levels English including developmental.
Formal Education	<p><u>Stanford University, CA:</u> B.A. English Literature; M.A., English Literature; A.B.D., American Literature; <u>Claremont Graduate School, Pomona,CA:</u> Graduate courses in Education; CA Secondary Credential</p>
Other: Educational professional w/ 20+ yrs. experience in teaching, managing programs, evaluating students/faculty, and counseling; <i>Strong project and program management skills from development through execution, including stream-lining processes, identifying and executing solutions.</i> Participated in: Learning Community efforts to increase interdisciplinary teaching; Developmental Task Force; development/implementation of Readiness Program for under-represented/under-prepared students.	

PROJECT ADMINISTRATIVE ASSISTANT (50%) Works under supervision of Title III Coordinator.	
Job Description: Assist w/ <i>Project Manual</i> ; compile reports; maintains records of expenditures; assist w/ timely processing of purchase requests/approval processes; supports Activity staff & faculty; communications hub for project; arranging logistics for meetings, preparing and distributing materials & agendas.	
Minimal qualifications: AA preferred - H.S. diploma or equiv, required; min. 3 years experience, preferable in higher ed setting; knowledge of office computers including word processing, database mgmt, & spreadsheets; experience w/ purchasing/payroll records; strong written & oral communication skills.	

METHODS TO MONITOR AND MANAGE PROJECT

A Title III Steering Committee will be established with members appointed by the President; to include three faculty members, two staff members, Business Office representative, a student, with Coordinator and Activity Director serving ex-officio. This oversight committee will meet quarterly with project staff to: review quarterly reports; recommend ways to improve project and make it more cost-effective; assure project goals and activities continue to be consistent with institutional mission and goals; and support institutionalization of new practices and improvements. Minutes of the meetings will be kept.

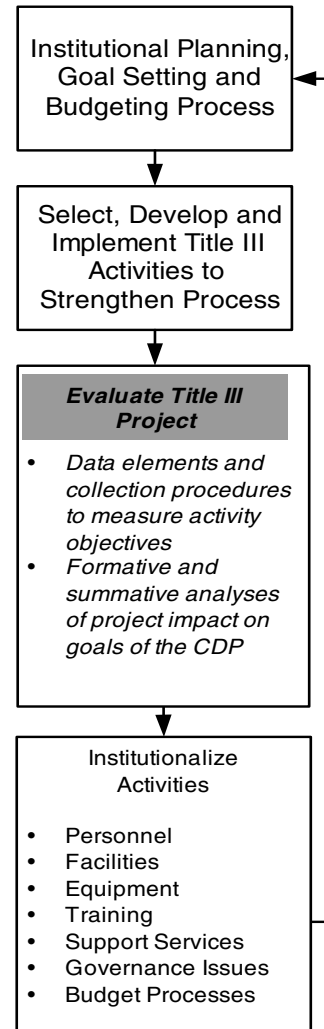
The Title III coordinator will develop a **Project Policies and Procedures Manual**. This document will specify relevant policies and procedures and related information and will be updated as needed and will be utilized as a guide for effective management and will be available as a resource in the Title III office. A complete copy of this manual will be given to the Activity Director, and selected portions will be given to other project personnel as appropriate. All required records will be kept including fiscal records, an equipment inventory, time and effort forms for payroll documentation, and monthly progress reports. Title III personnel will be evaluated according to standard institutional evaluation policies. **Interim Progress Reports and Annual Reports** will be submitted to federal program office as required. The Project Coordinator will provide daily oversight to the project and will keep all major constituencies of the institution informed regarding project activities and progress.

<p>Title III will be integrated w/ on-going activities of DeAnza – Communication procedures include:</p>

- | |
|--|
| <ol style="list-style-type: none"> 1. Attendance and participation in weekly meetings of the Administrative Cabinet by the Title III Coordinator. Attendance and participation in other institutional governance committees as appropriate for Activity Directors and project staff. 2. The <u>Title III Staff will meet twice a month</u> or more as needed during the start-up quarter of project, once/mth for first year, quarterly, thereafter. Minutes of meetings will be kept by secretary. 3. Development and distribution of summary written reports regarding project activities as appropriate. 4. Quarterly summary reports will be prepared for the College President, Vice-Presidents, Deans, Title III Steering Committee and Faculty and De Anza Student Body (DASB). 5. An annual update will be made to the Board of Trustees 6. A website will be developed for the Title III project for posting of minutes, sponsored events (workshops, faculty development opportunities, etc.) and project outcomes |
|--|

PROJECT EVALUATION PLAN

Solid evaluation techniques are essential for effective institutionalization of project activities. **Key Evaluations Design Elements:** (1) An independent third party evaluation will be overseen by Office of Institutional Research & Planning, OIRP; (2) Adherence to *scientifically valid education evaluation methods* as detailed on the table which follows; (3) OIRP worked alongside the Title III application developers/writers to assure that valid baselines were established and assisted with the design of the Evaluation Plan. **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.



<i>Institute of Education Sciences IES (2002)</i> SCIENTIFICALLY VALID EDUCATION EVALUATIONS an evaluation that:	How the DeAnza Title III Evaluation Plan will address each aspect of a 'scientifically valid education evaluation'
(A) 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.
(B) 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.
(C) Provides an analysis of the results achieved by the program with respect to its projected effects	
(D) 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	Use of control groups will be used for comparison (sections of courses not using new methods; success of students in parallel courses of study whose faculty are not involved in development

feasible; and	activities; historical longitudinal studies)
E) May study program implementation via combination of scientifically valid & reliable methods.	Surveys, focus groups, questionnaires will be used in addition to tracking/analyzing student outcomes
American Evaluation Association: Strongly advises that projects utilize a third party, independent evaluator. Andrew LaManque is the evaluator who worked w/ project team to design evaluation plan. He will be project liaison w/ OIRP to ensure rigorous scientific methods and appropriate analysis.	

Andrew LaManque, Internal Evaluation Lead	
Academic Education and Credentials	B.S.,-Management Science (Finance), Suny at Geneseo, 1986 M.A., - Economics, 1989, Suny at Albany M.S. - Educational Administration, Suny at Albany, 1991 Ph.D., - Education Policy, Politics and Law, Suny at Albany, 1993
Related Professional Experiences	2002-Present, Research and Planning Officer, De Anza College 2001, Coordinator, Business and Finance Policy Research, Office of the President, University of California ;1996-2001, Senior Research Analyst, University of Maryland 1993-1996, Exec. Assistant to Vice President of Instruction, Mohawk Valley Community College, Utica

Measurement of Attainment of CDP and Activity Objectives.

Responsibility: OIRP will provide support to Activity Director, faculty, Title III Coordinator, and other project staff to facilitate data collection. Interpretation and analysis of data will be independently done by OIRP as detailed above. The Title III 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 of Institutional Research and Planning, 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 That Will Be Used by the Office of Institutional Research and Planning 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 De Anza application for admission.

Degrees	Information on students eligible for a De Anza degree is extracted from the student information system each summer for the proceeding year.
Educational Plans	Information on student goals is derived from De Anza application. In the future this information will be augmented w/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 (CATs) conducted by individual faculty members as well as surveys of the general student population using random samples.
Transfer Success	To verify transfer to a 4-year institution, the institutional research office will use a file received under a data sharing agreement with San Jose State University (A major receiving institution for De Anza transfers) 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 III Activity, the College 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 the Activity Director will set up tracking mechanisms for each student cohort. Student course completion, persistence data relative to the individual educational goals of students (attainment of AA/AS degree or Technological or Vocational Certificate), grades, and eventually, transfer data will be gathered in formative stages throughout the project.

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 these identified problems. Two sets of data files will be maintained and reported: longitudinal data and cross-sectional data. The **longitudinal data** include, for example, ascertainable changes in student cohorts as a result of pilot interventions. This data provides the basis for trend studies or time-series studies as well as exploratory data analysis to examine the accomplishment of the Title III specific objectives as stated in the CDP. **Cross-sectional data** typically reflect day-to-day operations (*for example, increased use of Language Arts Success Center, Math*

Resource Center, and Student Success Center over time) and will be useful as historical records for each reporting period and will present the conditions of the Title III 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 III Coordinator and the Activity Director and reviewed by the President, the President's Council, the Deans' Council, the Faculty Academic Senate, and Title III 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 De Anza College. The Title III 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 De Anza'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 III grant period.

Decision Not to Use an External Evaluator: The Foothill DeAnza Community College District has an excellent independent Office of Research and Planning which supports the institutions in the district, with highly trained and credentialed staff. OIRP has established a solid reputation for conducting quality third party evaluations on throughout the region.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED	ACTIVITY NUMBER	PAGE NUMBER	NUMBER OF PAGES	FORM APPROVED OMB No: 1840-1114 EXP DATE: 3/31/2003
	PM&E	64	1	

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

1. Name of Applicant Institution De Anza College				2. Activity Title:		Project Management & Evaluation						
3	Budget Categories by Year		First Year	Second Year	Third Year	Fourth Year	Fifth Year	Total Funds Requested				
	Object Class	% of Time	Funds Request	% of Time	Funds Request	% of Time	Funds Request	% of Time	Funds Request			
a.	Personnel (Position Title)		\$		\$		\$		\$	\$		
	Title III Coordinator	0.63	27,500	0.63	28,325	0.63	29,175	0.63	30,050	0.63	30,951	146,001
	Title III Administrative Assistant	0.50	19,668	0.50	20,258	0.50	20,866	0.50	21,492	0.50	22,137	104,421
	SUB-TOTAL		47,168		48,583		50,041		51,542		53,088	250,422
b.	Fringe Benefits		6,831		7,036		7,247		7,464		7,688	36,266
	%											
c.	Travel		2,500		2,500		2,500		2,500		2,500	12,500
d.	Equipment		8,095									8,095
e.	Supplies		1,000		1,000		1,000		1,000		1,000	5,000
f.	Contractual											
g.	Construction											
h.	Other											
I.	TOTAL DIRECT CHARGES		65,594		59,119		60,788		62,506		64,276	312,283

Erm 851A-4

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act, as amended.

Form Approved
 OMB No. 1840-1114
 Exp. Date: 3/31/03

OTHER BUDGET INFORMATION

1. Name of Applicant Institution:
De Anza College

2. Activity Title:
Project Management & Evaluation

1. Personnel

Coordinator (63%) – Oversee Title III Grant activities, supervise activity directors and assist with monitoring activities.

Administrative Assistant (50%) -- (50 % shared with Act I AA) – Provide clerical support for the project.

		2004-05	2005-06	2006-07	2007-08	2008-09
Coordinator	Salary	27,500	28,325	29,175	30,000	30,951
	Fringe Benefits	2,888	2,974	3,063	3,155	3,250
Administrative Assistant	Salary	19,668	20,258	20,866	21,492	22,137
	Fringe Benefits	3,943	4,062	4,184	4,309	4,438
Total		53,999	55,619	57,288	58,956	60,776

3. Travel

Coordinator to Title III Conference annually to Wash, D.C.(Airfare-\$700; per diem \$300x3; parking-\$100; taxi-\$100) TOTAL= \$1,800x5=\$9,000. Local travel to other colleges: - 1,000 miles @ \$700/yr.

Total	2,500	2,500	2,500	2,500	2,500
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4. Equipment – See description in Activity

Workstation & printer for Coordinator	4,087				
Workstation & fax for Admin Asst.	4,008				
Total	8,095	0	0	0	0

5. Supplies & Duplicating Costs

Funds to cover costs of ongoing operation of Project Management and Evaluation: basic office and instructional supplies: paper, toner, brochures, postage, and envelopes for newsletters and mailings.

Total	1,000	1,000	1,000	1,000	1,000
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6. Contractual	0	0	0	0	0
7. Construction	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs	<u>65,595</u>	<u>59,119</u>	<u>60,787</u>	<u>62,506</u>	<u>64,276</u>



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

OMB Control Number: 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization:
 De Anza 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	\$ 215334	\$ 221794	\$ 269430	\$ 265135	\$ 264383	\$ 1236076
2. Fringe Benefits	\$ 26367	\$ 27158	\$ 32712	\$ 32216	\$ 32319	\$ 150772
3. Travel	\$ 10500	\$ 15500	\$ 9645	\$ 11500	\$ 11895	\$ 59040
4. Equipment	\$ 73607	\$ 54700	\$ 16012	\$ 7000	\$ 0	\$ 151319
5. Supplies	\$ 18000	\$ 14145	\$ 16000	\$ 16000	\$ 16000	\$ 80145
6. Contractual	\$ 10000	\$ 20000	\$ 9500	\$ 12500	\$ 13500	\$ 65500
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 11190	\$ 11700	\$ 11700	\$ 20650	\$ 26900	\$ 82140
9. Total Direct Costs (lines 1-8)	\$ 364998	\$ 364997	\$ 364999	\$ 365001	\$ 364997	\$ 1824992
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 364998	\$ 364997	\$ 364999	\$ 365001	\$ 364997	\$ 1824992



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

OMB Control Number: 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization:
 De Anza 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

OTHER BUDGET INFORMATION

1. NAME OF APPLICANT INSTITUTION:
 De Anza College

2. ACTIVITY TITLE: Summary Budget
 Budget Narrative

3. REMARKS SUMMARY BUDGET

1. Salaries: The personnel costs requested within the proposal are essential to the successful completion of the project and achievement of the project objectives. Without the federal funding requested, the College will be unable to hire these personnel or to provide the necessary reallocations of time and effort within the existing fiscal resources. Personnel contract details have been provided within the sections for each activity. Cost of living increases of 3% have been calculated into succeeding years based upon College budget projections for the 2004-2005 academic year and analysis of the previous 5 year trend. All salaries, policies and procedures regarding faculty and staff contracts included in the Title III proposal are commensurate with College standards included in negotiated agreements.

2. Fringe benefits: College fringe benefit rate is 28.8% of the salary for all full-time employees. Fringe benefits for part-time faculty is 10.9% and for classified staff it is 44.1%. The discretionary portion of these fringe benefits is 50% and includes medical, dental, and vision care. The other 50%, regulatory benefits, may include PERS, STRS, FICA/Medicare, and sick leave calculations.

3. Travel: All travel requests included within the Title III proposal follow College policies, rules and regulations as well as the rules of the Department of Education.

4. Equipment: All purchases are completed by the purchasing department and are processed and authorized by the Comptroller following institutional policies and procedures. As is appropriate, all major purchases are made based upon competitive price analysis to ensure that the best products are purchased at the lowest price from a responsible and responsive vendor. College policy requires purchases to be made via written quote, formal invitation to bid or request for proposal.

5. Supplies: See purchasing process for equipment.

6. Contractual: None requested – see Other

7. Construction: None requested.

8. Other: The College will supplement the expertise provided by new positions and its existing staff and faculty with the use of external consultants in key areas that have been identified where existing personnel need support for development of skills, or lack knowledge to accomplish the specialized objectives. In order to efficiently use resources, the College will hire external specialists to come to campus for relatively short periods of time to train, guide and develop and complete defined tasks and to share those specialized skills with existing personnel ensuring sustainability and institutionalization of these essential components.

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: Judy Miner

Title: President

Date Submitted: 02/18/2004

Certifications Regarding Lobbying; Debarment, Suspension And Other Responsibility Matters; And Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) 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 grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site (s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Address: 21250 Steven's Creek Blvd.

City: Cupertino

County: Santa Clara

State: CA Zip Code: 95014 -

Check if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

Explanation for Section 2B

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

Name of Authorized Certifying Representative: Judy Miner

Title: President

Applicant: De Anza College

Date: 02/18/2004

ED 80-0013

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)

Name of Authorized Certifying Representative: Judy Miner
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PR/Award Number: P031A040135

Project Name: Institutional Development Grant

Title: President

Applicant: De Anza College

Date: 02/18/2004

ED 80-0014

Section 427 of GEPA

OMB Control No. 1804-0004 (Exp. 10/31/2004)

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 (Pub. 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

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651.

Applicants should use this section to address the GEPA provision.

ASSURANCE OF EQUITABLE ACCESS

De Anza College, in compliance with all applicable Federal and State laws, does not discriminate on the basis of race, color, religion, sex, national origin, age or disability. De Anza College welcomes students for admission to any course of study for which their qualifications indicate they can benefit, without regard to marital status, race, color, creed, gender, sexual preference, national origin, disability, or status as a disabled veteran or veteran of the Vietnam era. De Anza College embraces both the letter and the spirit of the Americans With Disabilities Act, which in part says, "....no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities or a public entity, or be subjected to discrimination by any such entity...." To ensure equitable access to, and participation in this Title III project, De Anza College will fully inform all students of the availability of services. This information will be disseminated in both printed and electronic form throughout the College's expansive service area. De Anza College will also adhere to its normal practice of providing reasonable accommodations to both students and staff with disabilities who are participating in any of the Title III Activities.