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PART III: PROGRAM NARRATIVE

INTRODUCTION

The Foothill-De Anza Community College District was founded in 1957 and serves the Bay Area Silicon Valley region through its two colleges: De Anza College in Cupertino and Foothill College in Los Altos Hills. As one of the largest public, urban community college districts in the nation, Foothill-De Anza provides credit classes for 44,000 students each year. The District is part of an extremely diverse area, characterized by growing ethnic diversity and a wide range of socio-economic backgrounds. Currently, Foothill-De Anza serves a student body that speaks over fifty different languages and is 70% non-white (Institutional Research and Planning, 2005). To meet the needs of its diverse student body, the two Colleges offer an outstanding curriculum to include general education and vocational courses, community service opportunities, work-study, internships, online education, and collaborative programs with business and industry. In its 50th year of serving Bay Area residents, the Foothill-De Anza Community College District has earned a national reputation for innovation and excellence.

Located south of San Francisco in the heart of Silicon Valley, Foothill-De Anza serves the residents of Santa Clara and San Mateo Counties primarily from the communities of San Jose, Cupertino, Palo Alto, Los Altos, Mountain View and Sunnyvale. The service area is home to Apple, Sun Microsystems, Hewlett-Packard, Intel, Cisco and many other high-technology firms. These technology-based industries fueled the economic boom of the late 1990s, which brought unprecedented job growth and low levels of unemployment to the Bay Area. However, just as the region benefited disproportionately from the technology-driven boom, it also suffered deeply from the subsequent crash of the high-tech sector. Between 2000 and 2004, the Bay Area lost more than 300,000 jobs.

Families residing in the high-poverty areas of East San Jose and East Palo Alto are especially vulnerable in Silicon Valley's "post-crash" economy. Lower-incomes, limited English proficiency and economic marginalization increasingly characterize these areas. These factors make progress towards a postsecondary degree difficult for low-income and first generation adults. The Foothill-De Anza Community College District seeks to offer a new Educational Opportunity Center (EOC) to address the barriers to higher education associated with disadvantaged backgrounds.

The target area will include the community of East San Jose in Santa Clara County and the City of East Palo Alto in San Mateo County. The District has an agreement with the Silicon Valley/San Jose One-Stop in East San Jose to establish an EOC office at their facility. EOC services will also be provided at the Foothill College, Middlefield Campus, accessible to East Palo Alto participants.

The Occupational Training Institute (OTI) of the Foothill-De Anza Community College District will implement the proposed EOC program. Established in 1975, OTI is a unique, district-wide program that provides postsecondary training and career development services to underserved populations. Since its inception, OTI has assisted over 30,000 disadvantaged adults in Silicon Valley, including welfare recipients, dislocated workers, refugees, individuals with disabilities and the homeless among others. The organization brings established partnerships with regional educational providers, the workforce investment system, county social service departments, community-based agencies and local industry to this endeavor. For over 30 years, OTI has served as a conduit to higher education for low-income and first generation adults in Silicon Valley. OTI's expertise, coupled with Foothill and De Anza's prominence in the region, ideally positions the College District to implement a new EOC program.

A. NEED FOR THE PROJECT{ TC "A. NEED FOR THE PROJECT" \f C \l "1" }

1. High Number and Percentage of Low-Income Families Residing in the Target Area.{ TC "1. High Number and Percentage of Low-Income Families Residing in the Target Area." \f C \l "2" }

As Table 1 indicates, an alarming **95,099 families or 38% of the target area are living at or below TRIO low-income thresholds.** On the surface, Bay Area incomes appear quite high. In 2004, the median household income in San Mateo County was \$68,782, over 25% higher than California’s median of \$51,185. Santa Clara County reported the highest household income (\$74,509) of all Bay Area counties during the same year. However, these numbers mask the reality that sharp wage inequality exists in the region. The targeted communities are low-income pockets of poverty within high-income counties, characterized by an increasing disparity between the high-tech “haves” and the low-wage “have nots.”

Table 1: Families in the Target Area That Are Low-Income

Comparison Area	Number of Families At or Below 150% Poverty	Percent of Families At or Below 150% Poverty
East San Jose	88,757	38%
East Palo Alto	6,342	38%
Target Area as a Whole	95,099	38%
Santa Clara County	242,408	32%
San Mateo County	59,771	29%

Source: IRS Data by Selected Zip Codes, De Anza College Research 2005.

Incomes in the target area fall well below what is required to achieve a modest standard of living in the Bay Area. As illustrated in Table 2, the 2004 median household income in East San Jose of \$22,115 was \$52,394 less than the median for Santa Clara County. Similarly, East Palo Alto residents earned close to \$30,000 less than the typical household in San Mateo County. Incomes in both communities were much lower than the \$51,185 median household income for California and the \$44,684 median reported for the nation as a whole. Adults residing in East

San Jose and East Palo Alto are extremely underprivileged and in need of Educational Opportunity Center interventions.

Table 2: Median Household Incomes, 2004

AREA	MEDIAN HOUSEHOLD INCOME
East San Jose*	\$22,115
Santa Clara County	\$74,509
East Palo Alto**	\$40,000
San Mateo County	\$68,782
California	\$51,185

Sources: *The 2004 Mayfair Index of Progress, Mayfair Improvement Initiative.

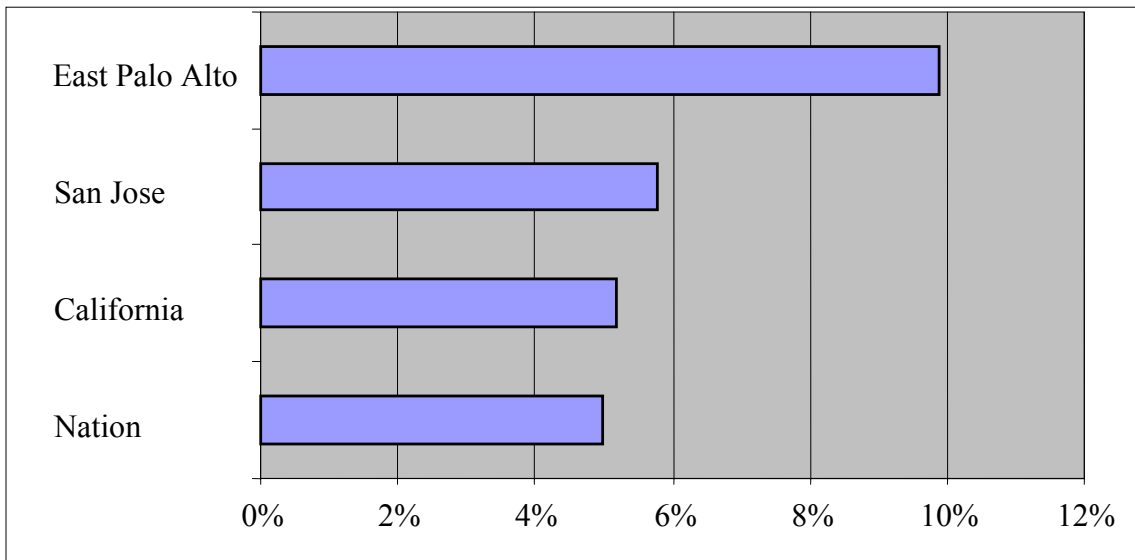
**One East Palo Alto Community Survey Report, March 2004.

All other data: U.S. Census Bureau, 2004 American Community Survey.

The numbers cited above are particularly troubling when one considers the extraordinary cost of living in the region. Since 1991, the San Francisco Bay Area has consistently ranked as one of the nation’s least affordable housing markets (National Association of Homebuilders, Housing Affordability Index, 1991-Current). As recent as November 2005, **the average price home in the service area reached \$745,000**, a level affordable to only 12% of Bay Area households (California Association of Realtors). High housing costs consume much of the income of poor families in the target area, leaving them with less and less to pay for food, health care, childcare and other basic family needs. **The East San Jose family that pays the median housing cost of \$1,163 per month dedicates 63% of its \$22,115 annual income to rent alone** (Mayfair Improvement Initiative, 2004). According to a recent report, a two-parent family with two children needs an annual salary of \$70,708 to make ends meet in Santa Clara and San Mateo Counties, a far cry from the \$22,115 and \$40,000 cited above (*Making Ends Meet*, California Budget Project, November 2005). Viewed in this context, families residing in the target area are not merely low-income; they are truly impoverished.

Target area families are particularly vulnerable due to the economic downturn in the last five years. During the 1990s, the target area's unique position in the heart of Silicon Valley brought extraordinarily fast, if uneven economic growth. When the tech bubble burst, the local economy came crashing down. Target area unemployment rates have not fully recovered from this collapse. **In 2004, 20% of East San Jose residents reported that they lost their job within the last three years and 16% of East Palo Alto residents were unemployed.** Jobless rates in the target area are still higher than the state average and significantly above the nation as a whole. **With a November 2005 unemployment rate close to 10%, East Palo Alto is double the national average** and ranks as the highest unemployment rate in San Mateo County.

Figure 1: Unemployment Rates, November 2005



Source: California Employment Development Department, Labor Market Information.

Another indicator of an area's economic health is the number of children who participate in the U.S. Department of Agriculture's National School Lunch Program. As documented in Table 3 below, **15,112 or 82% of school-age children in the target area qualified for free and reduced lunch** in the 2004-05 academic year. A startling 86% of children attending East Palo Alto schools participated in the program, with documented family incomes between 130% and

185% of the poverty level. Compared to county participation rates of 29-33%, and an approximate national participation rate of 37%, a large number of low-income families reside in the target area (California Department of Education, Dataquest; National Center for Education Statistics, *Digest of Education, 2000-2005*).

Table 3: Free & Reduced Lunch Participation in Target Area Schools, 2004-2005

Area Schools	2004-2005	
	Number	Percent
Alum Rock Elementary Union School District (East San Jose)	10,899	80%
Ravenswood City Elementary School District (East Palo Alto)	4,213	86%
Target Area as a Whole	15,112	82%
Santa Clara County	84,568	33%
San Mateo County	25,794	29%

Source: California Department of Education. <dq.cde.ca.gov/dataquest/>

Target area residents are predominantly low-income and are under immense economic stress. According to the California Budget Project, three out of four workers in the area did not earn sufficient wages in 2004 to support a family of three. Almost two-thirds (65%) of East San Jose households are below the self-sufficiency standard set by Santa Clara County. All such data suggests that target area families struggle to make ends meet and need a pathway out of poverty. Using the economic indicators cited in this section, we know that a considerable pool of low-income families exists in the target area from which adult EOC participants will be selected over the duration of the project.

2. High Number and Percentage of Individuals in the Target Area with Education Completion Levels Below the Baccalaureate Level.{ TC "2. High Number and Percentage of Individuals in the Target Area with Education Completion Levels Below the Baccalaureate Level." \fC\l "2" }

Overall, almost **80% of target area adults have education completion levels below the baccalaureate level**, approximately twenty percentage points higher than Santa Clara County (59%) and San Mateo County (61%) as a whole. The city of East Palo Alto fares the worst. Eighty-nine percent (89%) of adults in East Palo Alto fail to achieve a bachelor’s degree, a percentage that is twenty-eight points higher than San Mateo County (61%) and sixteen percentage points higher than the state of California (73%). Without intervention, a postsecondary education remains out of reach for most target area adults. Only 22% of adults in East San Jose hold a bachelor’s degree or higher and a **mere 11% of adults in East Palo Alto have completed a bachelor’s degree**. This is particularly troubling given that nearly half of all Bay Area workers (48%) hold a bachelor’s degree or higher (California Budget Project, 2005).

Table 4: Number and Percent of Individuals Below the Baccalaureate Level

Area	# Individuals 25 Years and Older Below the B.A.	% Individuals 25 Years and Older Below the B.A.
East San Jose	279,239	78%
Santa Clara County	662,519	59%
East Palo Alto	13,556	89%
San Mateo County	299,008	61%
Target Area as a Whole	292,795	78%

Source: U.S. Census Bureau, 2000.

Recent surveys in the target area indicate educational attainment levels consistent with the Census 2000 data cited above. **As of 2004, only 26% of East San Jose adults reported completing some college and only 12% of adults in East Palo Alto held a bachelor’s degree or higher**. For many adults in the target area, simply obtaining a high school diploma is a challenge. Fifty percent (50%) of East San Jose residents do not have a high school diploma or the equivalent and 35% of East Palo Alto adults have not graduated from high school. Clearly, a

low educational attainment characterizes the target area (Mayfair Improvement Initiative, 2004; One East Palo Alto Community Survey Report, 2004).

3. High Need Among Residents for Postsecondary Education and Training to Meet Changing Employment Trends.{ TC "3. High Need Among Residents for Postsecondary Education and Training to Meet Changing Employment Trends." \f C \l "2" }

Major Regional Economic Downturn

Situated in the heart of Silicon Valley, the target area was at the epicenter of both the economic boom of the late 1990s and the bust that followed. The boom fueled a significant increase in jobs, and for at least some of the region's workforce, a substantial rise in wages and income. When the high-tech sector crashed in 2001, job losses soared. The Bay Area lost more than 300,000 jobs, precipitating a recession that went deeper and lasted far longer than in the rest of the United States. Between 2000 and 2004, the target area alone lost 89,000 high tech jobs, exceeding the total number of jobs lost in California outside of the Bay Area (California Budget Project, 2005).

Five years later, data indicates that the region's economy did not merely suffer a temporary slowdown, but has jumped tracks. According to a 2005 study, the Silicon Valley economy has begun to move in a persistent direction typified by lower incomes, increasing wage inequality and heightened economic insecurity (*Squeezing the Middle Class*, Working Partnerships USA, 2005). The region's economic strength—its close ties with technology and global networks—has also become its weakness as we are hit first and hardest by globalization's trends. Among them:

- The replacement of permanent positions by temps and contractors.
- International outsourcing of formally well-paying jobs.

- The loss of manufacturing jobs, eliminating millions of secure middle-class jobs for workers without a college education.
- Loss of upward mobility within companies as access to training and education is limited.
- Increased productivity funneled into profits rather than hiring or wages.

Cumulatively, these trends are generating a shift to low-paying jobs with few if any benefits and little job security. These are dead-end positions requiring relatively little education and training. Secure middle-class jobs that can support the average family are becoming rare. Jobs accessible to those with postsecondary education and the right experience pay very well, but post-2001, the competition for high-paying employment is fierce. **Target area adults lacking a postsecondary degree are extremely vulnerable in this “post-crash” economy.** Without access to further education and training, they cannot compete with their more educated peers and face an uphill battle to advance in the job market.

High-Growth/High-Wage Industries Require Postsecondary Education

Despite these troubling trends, the Bay Area’s employment picture is somewhat brighter than it was a few years ago. In 2005, the region experienced strong employment gains in professional and business services, educational and health services, leisure and hospitality and the retail trade industry. In San Mateo County, the services industry is expected to generate the most growth, creating over 35,000 new jobs over the next couple of years. Within this industry, the occupations expected to see growth include electrical and electronic engineers, computer systems analysts and business operations specialists. These highly skilled positions provide annual salaries ranging from \$60,000 to \$75,000, **yet the bachelor’s degree requirement or higher for all of these positions means that 89% of East Palo Alto adults are not eligible for such jobs since they do not possess a bachelor’s degree.** In Santa Clara County job growth is

concentrated in the educational and health services industry sector, chiefly in colleges and universities, professional schools, hospitals and medical offices. High-growth occupations include dental hygienists, dental assistants, medical assistants, registered nurses and postsecondary teachers among others. **At a minimum, these jobs require an associates degree and many require a master's or higher. Given that 50% of East San Jose residents have not even graduated from high school, for most target area adults these high-wage jobs are out of reach** (California Employment Development Dept., County Projections, November 2005).

While Silicon Valley's high-tech industry grows at a slower pace, technology-based industries remain a prominent feature of the local economy and also pay living wages for Bay Area workers. However, adults in the target area without higher education and training are not connected to this labor market. **Only 26% of East San Jose residents work for high-tech employers** and only 17% of East San Jose residents with household incomes of less than \$20,000 work for these employers as compared to 44% of residents with incomes of \$50,000 or more (Mayfair Improvement Initiative, 2004).

In contrast to these industries, jobs in retail trade, leisure and hospitality have minimal educational requirements and only require short-term or on-the-job training. Retail sales, cashiers, waiters and waitresses are high growth occupations in the target area; however, with annual wages ranging from \$18,000 to \$25,000, these jobs pay less than half the amount of the self-sufficiency standard for a family of three in Santa Clara and San Mateo Counties. A recent community survey reveals that **47% of East Palo Alto residents are stuck in low-end jobs**, making between \$6.00 and \$10.99 an hour, a wage that is hardly sufficient in the Bay Area (One East Palo Alto Community Survey Report, 2004). Without further education and training, target area adults risk stagnating in low-wage, low-skilled jobs.

4. Unaddressed Educational and Socioeconomic Problems of Target Area Adults.{ TC "4. Unaddressed Educational and Socioeconomic Problems of Target Area Adults" \f C \l "2" }

Extremely Poor Basic Skills Competencies

The majority of target area residents leave high school with very poor basic skills competencies. According to a report from the National Center for Education Statistics, when students are assigned to remedial coursework in college, their chances of completing a bachelor’s degree diminishes (*Condition of Education, 2000*). Looking at student performance on the California High School Exit Examination (CAHSEE), it is clear that target area high school seniors exhibit poor basic skills and will thus face significant risks later as adults in college.

Table 5: California High School Exit Examination (CAHSEE) Percentage of Students in Target Area Who Did Not Pass, 2004

High Schools	English-Language Arts		Mathematics	
	Number Tested	Percent Did Not Pass	Number Tested	Percent Did Not Pass
East San Jose				
East Side Union	75	43%	79	39%
Andrew P. Hill High	454	38%	456	28%
James Lick High	278	36%	279	41%
Overfelt High	356	42%	338	31%
East Palo Alto				
East Palo Alto High	64	55%	65	62%
Comparisons				
Target Area as a Whole	1,227	40%	1,217	34%
Santa Clara County	18,207	19%	18,081	18%
San Mateo County	6,549	21%	6,387	21%
California	448,869	25%	447,110	26%

Source: California Department of Education, CAHSEE Results, 2004.

The primary purpose of the CAHSEE is to ensure that students who graduate from public high schools can demonstrate grade level competency in reading, writing and mathematics. In our

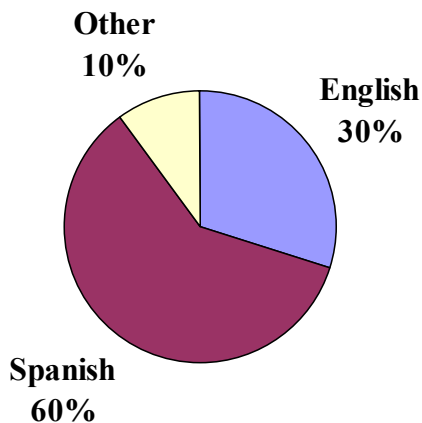
target area, passing the CAHSEE is a considerable task. As indicated in Table 5 above, an astonishing 60% of seniors at East Palo Alto High did not pass a portion of the exam in 2004, compared to only 21% and 25% in the county and state, respectively. In both targeted communities, **close to 40% of all high school seniors failed both portions of the examination.**

These low test scores inevitably suggest that adults will require basic skills remediation upon entry to college if they enroll in higher education at all. Of target area residents that choose to attend De Anza College, **87% require remediation in both basic mathematics and English upon entry to the college** (De Anza College Research, 2005). All such data indicate that, without intervention, a large population of target area adults will find it difficult to succeed and persist in postsecondary education.

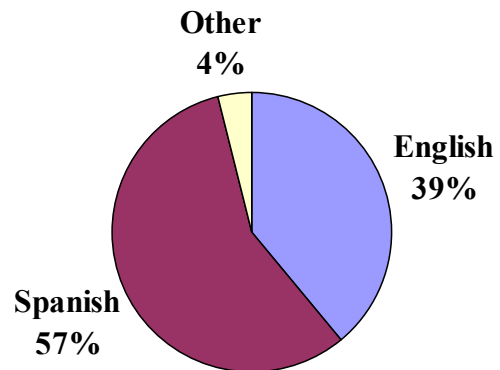
Limited English Proficiency

Limited English proficiency is the most common barrier to educational and economic advancement among target area adults. Over 40% of East San Jose residents are unable to speak English fluently. This rises to 55% among residents with household incomes of less than \$20,000 per year (Mayfair Improvement Initiative, 2004). As indicated below, **70% of adults in East San Jose and 61% of adults in East Palo Alto speak a language other than English at home.** In both communities, the majority of adults identify Spanish as their primary language.

**Figure 2: Primary Language of Residents
East San Jose**



**Figure 3: Primary Language of Residents
East Palo Alto**



Source: The 2004 Mayfair Index of Progress, Mayfair Improvement Initiative.

Source: One East Palo Alto Community Survey Report, March 2004.

Poor English language skills places target area adults at a major disadvantage in the competitive Silicon Valley economy. Without the ability to speak English fluently, ESL adults are limited to low-paying, menial jobs with few benefits and no job security. A brief look at income disparity by race and ethnicity in East Palo Alto substantiates this point. While 29% of whites in the area have an annual household income between \$35,000 and \$49,999, a plurality of Latinos (32%) report an annual income between \$15,000 and \$24,999 (One East Palo Alto Community Survey Report, March 2004). Moreover, **of residents that earn less than \$24,999 per year, 50% are Latino** while only 12% are white. Limited English proficiency presents a serious challenge to economic and academic advancement for the predominantly Latino, Spanish speaking adult population in the target area.

Lack of Role Models with College Degrees

The target area does not provide ample opportunities for adults to interact with educated, career professionals as role models. Given that only 20% of the overall target area population has completed a college degree, few role models are available. In the community of East Palo Alto this is particularly true, as only 11% of the adult population have a bachelor's degree or higher. Moreover, both East Palo Alto and East San Jose suffer from high unemployment rates, which limits exposure to productive, successful adults. Lack of positive role models has severe consequences, especially in East Palo Alto where crime is a major concern. According to a

recent survey, 65% of East Palo Alto adults report feeling unsafe or very unsafe in their neighborhood and 43% identify drug-related crime as the #1 issue facing the community (One East Palo Alto Community Survey Report, 2004). Young adults in East Palo Alto are susceptible to gang and drug-related activities and urgently need positive alternatives. Adults in both East San Jose and East Palo Alto are not exposed to a college-going culture in their family and community environments.

SUMMARY OF NEED

Lower-incomes, high unemployment, low educational attainment, limited English proficiency, poor basic skills and economic marginalization all define the target area. These barriers make the pursuit of higher education difficult for low-income, first generation adults in East San Jose and East Palo Alto. However, these problems are not insurmountable. A carefully designed Educational Opportunity Centers program that features proactive case management and a strong focus on skills remediation can mitigate the challenges associated with disadvantaged backgrounds. The objectives and activities that follow are Foothill-De Anza's plan to make the dream of postsecondary education a reality for disadvantaged adults in the target area.

B. OBJECTIVES

<p>1. Enrollment in a Continuing Education Program: 60% of participants not already enrolled in a continuing education program who has not obtained a high school diploma or high school equivalency certificate, will enroll in a continuing education program each budget period.</p>
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Ambitious in Light of the Need: Presently, 50% of East San Jose residents do not have a high school diploma or the equivalent and 35% of East Palo Alto adults have not graduated from high school. According to the latest Department of Education Profile of EOC Programs, 27% of high-school dropouts enrolled in a high school equivalency program nation-wide. Given that the identified 60% objective is approximately double the EOC national average, this objective is ambitious.

Attainable Given Project Services and Resources: As the responsible department for EOC, OTI has a thirty-year history collaborating with continuing education providers. OTI's established relationship with the Metropolitan Adult Education Center and the Mountain View Adult Education Center will enable EOC to attain this objective. Moreover, the Plan of

Operation outlines an intensive set of services to be provided to high-school dropouts. This includes a minimum of six contacts with EOC staff comprised of: three advising sessions, an individual educational plan, on-going case-management and three group workshops, including a Study Skills course with skill-building preparation for GED exams. A “College for a Day” program at nearby community colleges (utilizing external budget resources) is also planned for high-school dropouts as a motivational strategy. With these services and highly qualified staff—to include a Director, Academic Advisor and Academic Counselor—this objective is attainable.

2. Student Financial Aid: 89% of participants not already enrolled in a postsecondary school who: 1) is a high school senior; 2) is a high school graduate; or 3) has obtained a high school equivalency certificate, will apply for financial aid during each budget period.

Ambitious in Light of the Need: Considering that only 22% of Foothill-De Anza students currently apply for financial aid, in a target area where only 20% of adults hold a bachelor’s degree, this objective is ambitious. Nationally, two-year colleges assisted 87% of EOC participants to apply for financial aid (U.S. Department of Education, Office of Federal TRIO Programs, EOC Performance Reports, 1999-2000). Foothill-De Anza’s 89% objective is higher than this reported outcome and will thus challenge EOC staff to closely monitor this objective.

Attainable Given Project Services and Resources: The services described in the Plan of Operation and the institutional resources available to EOC will ensure achievement of this objective. In addition to one-on-one financial aid assistance during advising sessions, all EOC participants will attend a group financial aid workshop which details 1) The types of financial aid available and how to apply and 2) A step-by step guide to filling out the FAFSA. Foothill and De Anza College Financial Aid personnel will thoroughly train EOC staff to guide participants through the financial aid process and will assist with individual financial aid advisement and group workshops as needed at no cost to EOC. To ensure access to financial aid information,

bilingual EOC staff and workshops will be available. Given all these resources, the Foothill-De Anza EOC is confident that the objective is attainable.

3. Postsecondary Education Admissions: 82% of participants not already enrolled in a postsecondary school who: 1) is a high school senior; 2) is a high school graduate; or 3) has obtained a high school equivalency certificate, will apply for postsecondary school admission during each budget period.

Ambitious in Light of the Need: Presently, only 14% of adults in East San Jose and 19% of adults in East Palo Alto report enrolling in college (The Mayfair Index of Progress, 2004; One East Palo Alto Community Survey Report, March 2004). Nationally, two-year colleges assisted 77% of college-ready EOC participants to apply to college (EOC Performance Reports, 1999-2000). This objective is five percentage points above the national norm and more than sixty percentage points higher than the college enrollment rate (14-19%) in the target area, which makes this objective ambitious.

Attainable Given Project Services and Resources: The Foothill-De Anza EOC program can meet this objective because of a strong commitment to specialized activities that facilitate the college application process including: attendance at college fairs and college visits (funded by College Transfer Centers and partner universities), workshops and individualized assistance with the college admissions process, exploration of college majors through advising and the assessment process, online college and scholarship searches and motivational activities (leveraged from external partners) such as industry guest speakers and student mentors. In short, the wide range of services and resources for college-ready participants described in the Plan of Operation will allow us to achieve this objective.

4. Postsecondary Education Enrollment: 79% of participants not already enrolled in a postsecondary school who: 1) is a high school senior; 2) is a high school graduate; or 3) has obtained a high school equivalency certificate, will enroll in a program of postsecondary education during each budget period (or during the next fall term).

Ambitious in Light of the Need: This objective is ambitious because it aims to raise the level of low-income, first generation adults who enroll in college in an area where less than 20% of the population holds a bachelors degree or higher. Moreover, adults in the target area demonstrate poor basic skills, limited English language proficiency and lowered career aspirations. Over 60% of the target area population speaks a language other than English at home. All of these factors impede the pursuit of higher education in the target area. Nationally, 64% of EOC participants at two-year colleges were admitted to a postsecondary institution. Given that this objective is fifteen percentage points higher than the EOC national average and almost sixty percentage points higher than the 20% norm for the target area, the objective is indeed ambitious.

Attainable Given Project Services and Resources: The objective is attainable given a comprehensive program model, a significant commitment of institutional resources and a high quality staffing plan. Interventions for college-ready participants include a minimum of five contacts with EOC staff, bilingual services for ESL participants, individual guidance with college application and registration procedures, opportunities to meet with college representatives and referrals to SSS programs at nearby colleges. Moreover, internal Financial Aid and Transfer Center staff have committed time and resources to EOC to enhance college enrollment resources available to EOC adults. Highly trained program staff will carefully supervise the completion of each participant's Individual Educational Plan to ensure that the identified rate of college enrollment is achieved.

C. PLAN OF OPERATION

- 1. Plan to Inform Residents, Schools, and Community Organizations in the Target Area of Project Goals, Objectives, Services, and Eligibility Requirements.**

The Occupational Training Institute (OTI) of the Foothill-De Anza Community College District will implement the proposed EOC Program. OTI has already informed key college faculty, administrators and staff about this project. The Foothill-De Anza EOC Program will utilize a variety of methods to further inform the target area about the project as described below.

Informing Residents

- A. The Director, Advisor and OTI Administrator will issue public service announcements in English and Spanish on local radio and television programs to promote EOC, including the De Anza public television channel. Announcements are made twice per year (July/January).
- B. The Director will submit four articles per year to *The San Jose Mercury News* and *The Palo Alto Daily News* to describe program eligibility, goals, activities and accomplishments.
- C. The Director, Advisor and OTI Administrator will distribute bilingual (English/Spanish) program materials quarterly (Sept./Dec./Mar./June) to community centers, churches, WIA employment centers, county welfare offices and other key community locations.
- D. The Director, Counselor, OTI and College Administrators will attend monthly meetings of local task force groups committed to meeting the needs of low-income, first generation adults, including the Silicon Valley Workforce Investment Network, the County CalWORKs Advisory Meeting and the Housing Authority Advisory Committee, among several others.

- E. The Director, Advisor and College Financial Aid representatives will staff information booths annually at the De Anza College “The Right Step” outreach event, the Foothill College “Program Review Night”, the Refugee Services Fair and Women’s Resource Fair.
- F. The Director and Advisor will attend at least 5-10 outreach events in the target area with Foothill and De Anza College Outreach Offices during winter and spring quarters.
- G. The Director will immediately establish a detailed program website housed at www.oti.fhda.edu upon notification of an award.

Informing Schools

- A. The Director and OTI Administrator will inform regional educational partners immediately via phone and by letter upon notification of an award. Partners include adult education providers in the target area and 4-year colleges and community colleges in the region.
- B. The Director and Advisor will meet quarterly (Sept./Dec./Mar./June) with target area adult education teachers and administrators to discuss program goals, objectives and service delivery. These regular meetings will plan for the identification of adults eligible for the EOC program, referral of EOC participants to continuing education programs and use of adult education classrooms for workshops and other EOC services.
- C. The Director and Advisor will make at least five classroom presentations per month to GED, High School Diploma or ESL students at adult education centers in the target area.
- D. Clerical staff will mail information describing EOC services and requirements to TRIO eligible GED/High School Diploma/ESL students identified by adult education providers. Mailings go out prior to the start of the academic year (Aug.) and early spring quarter (Feb.).
- E. EOC staff will utilize OTI’s membership in the CalWORKs Community College Consortium to disseminate program information, schedule campus visits and plan for the referral of EOC

participants to programs of postsecondary study. The consortium is a regional committee that meets monthly comprised of social services representatives and seven community colleges with welfare-to-work programs.

- F. The Director will meet twice per year (Sept./Mar.) with the TRIO SSS Consortium with representatives from San Jose State, National Hispanic University, Mission College and others to facilitate participant entry to postsecondary programs and plan for campus visits.
- G. The Advisor will make at least five presentations at Parent-Teacher Association (PTA) meetings at schools in the target area to disseminate program information to adults.
- H. The Director will invite adult education, community college and 4-year college personnel to the annual TRIO recognition ceremony, held at in early June of each year.

Informing Community Organizations

- A. The Director and Advisor will meet monthly with San Jose One-Stop personnel to discuss program goals and service delivery. The San Jose One-Stop in East San Jose will host an EOC office, providing office and meeting room facilities for project activities.
- B. The Director and OTI Administrator will meet monthly with County Social Services and quarterly with the Employment Development Department, the Department of Rehabilitation and workforce investment boards to promote the program and solicit referrals.
- C. The Director, Advisor and the OTI Administrator will visit community organizations throughout the year to inform them of EOC efforts and maintain partnerships. Specific organizations include the Catholic Charities, the Mexican American Community Services Agency and the OICW non-profit job training and placement center in East Palo Alto.

- D. The Director will establish an EOC Advisory Board composed of college administrators, adult education and One-Stop personnel, community-based organization representatives and community members to meet quarterly (Aug./Nov./Mar./June).
 - E. The Director and College Administrators will invite key community members and organizations to the annual recognition ceremony at De Anza College in June of each year.
- 2. Plan to Identify and Select Eligible Participants and Ensure their Participation Without Regard to Race, Color, National Origin, Gender, or Disability.**{ TC "2. Plan to Identify and Select Eligible Participants and Ensure their Participation Without Regard to Race, Color, National Origin, Gender, or Disability." \f C \l "2" }

The Foothill-De Anza EOC Program will maintain an enrollment of **1,000 adults** each year who meet federal eligibility guidelines, reside in the target area and who demonstrate a desire to enroll in college. Program outreach will be an on-going, year-round effort with intensive recruitment each spring to ensure adequate enrollment for the next program year. All slots will be filled by December in year one and by October each subsequent year. Identification activities are summarized below.

TABLE 6: IDENTIFICATION OF PROJECT PARTICIPANTS	
1.	The Director and Advisor will solicit participant referrals from target area adult education providers, workforce investment one-stops, county social services and community agencies.
2.	Referred adults will be directed to attend an Informational Workshop scheduled weekly at EOC office sites. Potential applicants may also schedule one-on-one appointments with the Director, Advisor or Counselor to review program guidelines.
3.	Clerical staff will mail program flyers, applications and notices for informational meetings to adults identified as low-income by adult education providers and adults receiving unemployment or welfare benefits.
4.	The Director will work with local TRIO SSS and Talent Search Programs in order to identify additional low-income families in the target area. The Director will ask these programs to refer adult family members not served by these initiatives to EOC.
5.	The Director and Advisor will set up informational tables twice per year at adult education centers (Feb./May.) and at the One-Stop Training Resource Fair (Sept./Jan.). Clerical staff will send follow-up letters with application materials to all adults contacted.
6.	EOC staff will also leverage their daily presence at the San Jose One-Stop and the

Middlefield campus to identify low-income adults interested in higher education. The Director, Advisor and Counselor will meet individually with potential applicants on-site and will disseminate program flyers and workshop schedules.
7. As the program matures, the Director and Advisor will utilize current and past participants to aid in recruitment efforts.

Selection of Eligible Participants

Applications will be accepted from all interested adults in the target area throughout each year. EOC staff will make every effort not to turn participants away. However, if the number of eligible applicants exceeds available slots, candidates who meet multiple eligibility criteria and demonstrate significant commitment to EOC goals will receive priority. The Administrative Assistant will be responsible for collecting applications and eligibility documentation. The EOC Director, with input from program staff, will make all final participant selections based on the procedures outlined below:

TABLE 7: PARTICIPANT SELECTION PROCESS
1. Direct community members and potential participants to one of the weekly Informational Workshops. These meetings will introduce attendees to educational opportunities in general and to Foothill-De Anza EOC services and eligibility requirements in particular.
2. Collect and review applications from interested adults following the Informational Workshop. Applications will contain: contact information, citizenship status, social security number, age, highest completed grade level, parents’ educational attainment level, family income data and other relevant information.
3. Determine eligibility. The low-income criterion will be verified by federal tax returns, written documentation from another government agency or a signed statement regarding family income. A signed statement from the parent or individual will verify first generation college status.
4. Request additional documentation from all adults meeting the eligibility criteria to include a) high school transcripts b) completed college courses/transcripts c) GED/ ESL/ High School Diploma certificates and d) basic skills or disability assessments.
5. Invite qualified adults for intake interviews with the Director, Advisor or Counselor. At the intake interview, staff will further explain program objectives, services provided, the selection process and mutual expectations.
6. Select 1,000 participants and accept into the program based on: a) federal eligibility b) need for support to pursue college c) ability to participate and d) personal motivation. EOC staff will make referrals to other educational or social services programs as needed.

Plan to Ensure Participation Without Regard to Race, Color, National Origin, Gender or Disability (GEPA)

Foothill-De Anza will ensure all participants equitable access to and participation in the proposed Educational Opportunity Centers project. All EOC program literature will clearly state that the program is open to all eligible participants without regard to race, color, national origin, gender or disability. EOC staff will reiterate this commitment during informational meetings, intake appointments and at subsequent advising and workshops sessions. The program will utilize internal staff and community resources to provide bilingual interpreters for orientations and advising sessions to ensure access for ESL participants. The Foothill Disability Resource Center and the San Jose One-Stop will coordinate the provision of accommodations for participants with disabilities in accordance with county or previous high school disability assessments.

3. Plan to Assess Each Participant’s Need for Services Provided By the Project.{ TC "3. Plan to Assess Each Participant’s Need for Services Provided By the Project." \f C \l "2" }

Upon acceptance into EOC, the following process (Table 8) will thoroughly assess individual needs as appropriate to each participant’s educational attainment level. The Counselor will conduct these assessments at the East San Jose and Middlefield EOC Offices.

TABLE 8: EOC NEEDS ASSESSMENT PROCESS	
<ul style="list-style-type: none"> ■ Analyze academic records. Review GPAs, high school records, completed courses, standardized test scores, college transcripts, if any, and disability assessments, etc. ■ Administer a comprehensive battery of assessments to All Participants to include: <ol style="list-style-type: none"> 1. <u>A Self-Assessment Checklist</u> indicating interest/need for particular EOC services. 2. <u>Discover Software Package</u>: online assessment of personality strengths/needs, career relevant interests, abilities and job values. Provides links to occupational clusters, postsecondary institutions and financial aid resources. 3. <u>Major/Minor Finder</u>: assessment of career interests that are matched with college 	

majors.

- Administer additional assessments to **Participants without a H.S. Diploma/GED; Participants with Poor Basic Skills** (as evidenced in records by low GPAs, etc.); and **Participants with Low ESL Skills** to include:
 1. Caps/Cops: basic reading, writing and math skills.
 2. ESL Assessments: conduct oral interviews to determine if ESL adults are below college level (if they need a translator). Refer ESL adults below college level to the nearest Adult Education Center for comprehensive ESL assessments.
- Develop an Individual Educational Plan (updated annually) for each participant to contain:
 1. Summary of participant academic skill levels and referral needs.
 2. Educational and career goals.
 3. Steps to enrollment in a program of postsecondary education.
 4. Specific supportive services recommended to achieve objectives.
 5. Disability accommodations.

4. Plan to Provide Services that Meet Participants’ Needs and Achieve Project Objectives.{ TC "4. Plan to Provide Services that Meet Participants’ Needs and Achieve Project Objectives." \f C \l "2" }

The Foothill-De Anza Community College District proposes a multifaceted program model that features structured steps to college, a strong academic emphasis and use of group services to maximize participant contact. Program services and activities are summarized in Table 9 and described in greater detail below.

Table 9: Foothill-De Anza EOC Program Model

SERVICES	SPECIFIC ACTIVITIES
Individual Advising	<ul style="list-style-type: none"> ■ College Admissions & Application Assistance ■ Academic, Career & Personal Counseling ■ Individual Educational Plans ■ Financial Aid Application Assistance ■ Information on College Entrance Exams ■ Transfer Assistance
Group Workshops	<ul style="list-style-type: none"> ■ Essentials of College Planning ■ Financial Aid ■ Career Exploration & Industry Guest Speakers ■ Study Skills ■ College Survival Skills
Referral Services	<ul style="list-style-type: none"> ■ HS Diploma /GED/ ESL /Adult Basic Literacy ■ Adult Ed ESL Assessments ■ Academic Skills Development (Computer-Assisted)

	<ul style="list-style-type: none"> ▪ Social Service Programs/Community-Based Support ▪ TRIO SSS Programs or EOPS Programs
Added Services	<ul style="list-style-type: none"> ▪ Mentoring/ Student Shadow Day (with Partner Colleges) ▪ College Tours & Fairs ▪ Career Fairs ▪ College & Scholarship Searches (Computer-Assisted) ▪ Family Activities (Performing Arts, Sports/Recreation)

INDIVIDUAL ADVISING SESSIONS

Each participant will be assigned an EOC Advisor (the Director, Advisor or Counselor) who will case manage their progress and provide one-on-one educational, career and personnel advisement. **All participants will be required to meet with their Advisor at least three times during their tenure in the EOC program** to include: 1) Preparation of an Individual Educational Plan 2) Step-by-Step Review of the Free Application for Federal Student Aid (FAFSA) and 3) Assistance with college application and registration materials. Additionally, Advisors will address a range of issues with participants in the advising sessions including career exploration, information on college majors, admissions, transfer requirements and entrance exams and referrals to ESL programs, continuing education and supportive services programs. The required contact will enable EOC to build rapport between staff and participants and closely monitor progress towards objectives. Advising sessions will take place at the EOC Offices which include the One-Stop in East San Jose and the Middlefield Campus in Palo Alto.

GROUP WORKSHOPS

A wealth of group workshops are planned to help participants prepare for postsecondary enrollment and careers, apply for financial aid and develop academic skills. At a minimum, **all EOC participants must attend two core workshops: 1) The Essentials of College Planning and 2) Financial Aid Workshop** (both offered in English and Spanish). EOC will encourage all

participants to attend the Career Development Workshop and guest speaker events, although these are optional. Particular EOC participant groups (high school drop-outs, participants with low literacy or ESL skills and college drop-outs) will be required to attend one additional workshop (Study Skills or College Survival Skills). The two core workshops and informational meetings are scheduled weekly at the EOC offices and on a rotating basis at other community locations in the target area. The industry guest speaker events are held six times per year, three at the Middlefield campus and three at the East San Jose One-Stop. All other workshops are scheduled on a rotating basis with at least one offered each week at the EOC offices. To develop a college-going culture in the target area, the Financial Aid Workshops and all EOC informational meetings will be open to the public. The Director and Advisor will facilitate the group workshops described below.

Table 10: Group Workshop Descriptions

GROUP WORKSHOP	DESCRIPTION
Essentials of College Planning*	Reviews the four major elements of planning for college: admissions, financial aid, career goals and study skills. Postsecondary options, the college search process and application and registration procedures are discussed. The basics of financial aid, career options and effective study skills for college are introduced.
Financial Aid*	Provides: 1) An overview of the types of financial aid available and how to apply and 2) A step-by step guide to filling out the FAFSA.
Career Exploration	Reviews strategies for exploring careers and making decisions about new careers. Additional topics include attending college vs. alternative training programs and current career trends.
Industry Guest Speakers	Features guest speakers from industry to expose participants to potential career paths and professionals as role models. High-wage careers will be targeted.
Study Skills	Introduces specific study skills that contribute to academic success in the areas of note-taking, effective listening, test-taking and time management skills. Preparation for college entrance exams and GED exams is discussed. *An ESL version is offered every other month.
College Survival Skills	Introduces what it means to be a college student. Topics

	include active learning strategies, organizational and time-management skills, assertiveness skills, how to interact with faculty and how to navigate the college system.
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* Presented in English and Spanish to ensure accessibility for ESL participants.

REFFERAL SERVICES

Adult Education Centers. Given the preponderance of poor basic skills and ESL barriers in the target area, referrals to adult education providers are an important component of the Foothill-De Anza EOC program. The District has agreements with the Metropolitan Adult Education Center (multiple locations in East San Jose) and the Mountain View-Los Altos Adult Education Center (Adult Ed serving East Palo Alto) to provide ESL assessments, High School Diploma or GED Preparation, English as a Second Language classes and Adult Basic Literacy education for EOC participants. These Centers offer both day and evening programs, individualized tutoring and structured classroom or self-paced formats.

Academic Skills Development. The East San Jose One-Stop and the Foothill-Middlefield campus will also provide participants with computer-assisted skills development in reading, writing, math and ESL literacy in a self-paced format. These services are optional and will accommodate approximately 200 EOC participants each year. The program will target EOC adults that have graduated from high school, but need skills updating for these services.

Social Services Agencies/Community-Based Support. EOC Advisors will refer any participant with basic supportive service or mental health needs to organizations serving disadvantaged adults in the target area such as the Santa Clara County Housing Authority, Catholic Charities, the Mexican-American Community Services Agency, Second Harvest Food Banks and County Social Services among others.

TRIO SSS/EOPS Programs. The Director will work with the regional TRIO SSS Consortium to refer EOC participants to Student Support Services programs at nearby postsecondary institutions to include: San Jose State, San Francisco State, U.C. Berkeley, Evergreen Valley College, Mission College and Gavilan College. If an SSS program is not available at the postsecondary institution of choice, EOC Advisors will refer participants to Extended Opportunity Programs and Services (EOPS), a counseling support program for low income and educationally disadvantaged students available at all California colleges.

ADDED/OPTIONAL SERVICES

A range of optional enrichment activities are planned to ensure achievement of postsecondary objectives. The Advisor will organize the activities described in Table 11 below.

TABLE 11: OPTIONAL ENRICHMENT ACTIVITIES*	
1.	Mentoring/Student Shadow Day: The CalWORKs Community College Consortium will host a “College for a Day” program each February/April, pairing an EOC participant with a Student Ambassador to attend classes with them for a day. This component will target high school drop-outs and college drop-outs as a motivational strategy, accommodating at least 50 EOC participants per year.
2.	College Visits & Tours: Annual campus visits are planned to the seven community colleges in the region and at least one visit to a four-year college or university. This component will accommodate 200 “college ready” participants each year, with participants attending one college visit of their choice.
3.	College Fairs: The District invites over 40 colleges and universities to meet with prospective students during its annual Transfer Fairs at both college campuses. All EOC participants will be encouraged to attend these events scheduled each fall and spring.
4.	Career Fairs: De Anza and Foothill Colleges host Career Fairs in October and May each year. All EOC participants will be encouraged to attend these events.
5.	College & Scholarship Searches: All EOC participants will have access to the San Jose One-Stop computer lab or computer workstations at the Middlefield campus to conduct internet searches for college programs and scholarships. EOC participants may also use computer workstations at the College Transfer Centers for this purpose.
6.	Family Activities: EOC will offer free recreation activities to participants and their

families including free tickets to College performing arts productions; free passes to Foothill and De Anza athletic events; a July family recreation day utilizing De Anza College athletic facilities (for 200 attendees); and an annual recognition ceremony held in June of each year at De Anza College (for 200 participants). This component will target participants that are active in EOC and who maintain contact with their Advisor.

* All the above activities are leveraged from OTI, District and/or external resources. Not paid for out of the EOC budget.

SERVICE DELIVERY PLAN & FLOWCHART

The Foothill-De Anza Community College District has developed a Service Delivery Plan to further clarify the participants the District intends to serve and which required services they will receive at specific times during the program. The Plan also highlights the optional activities which are targeted to specific participant groups and the focus of service by group.

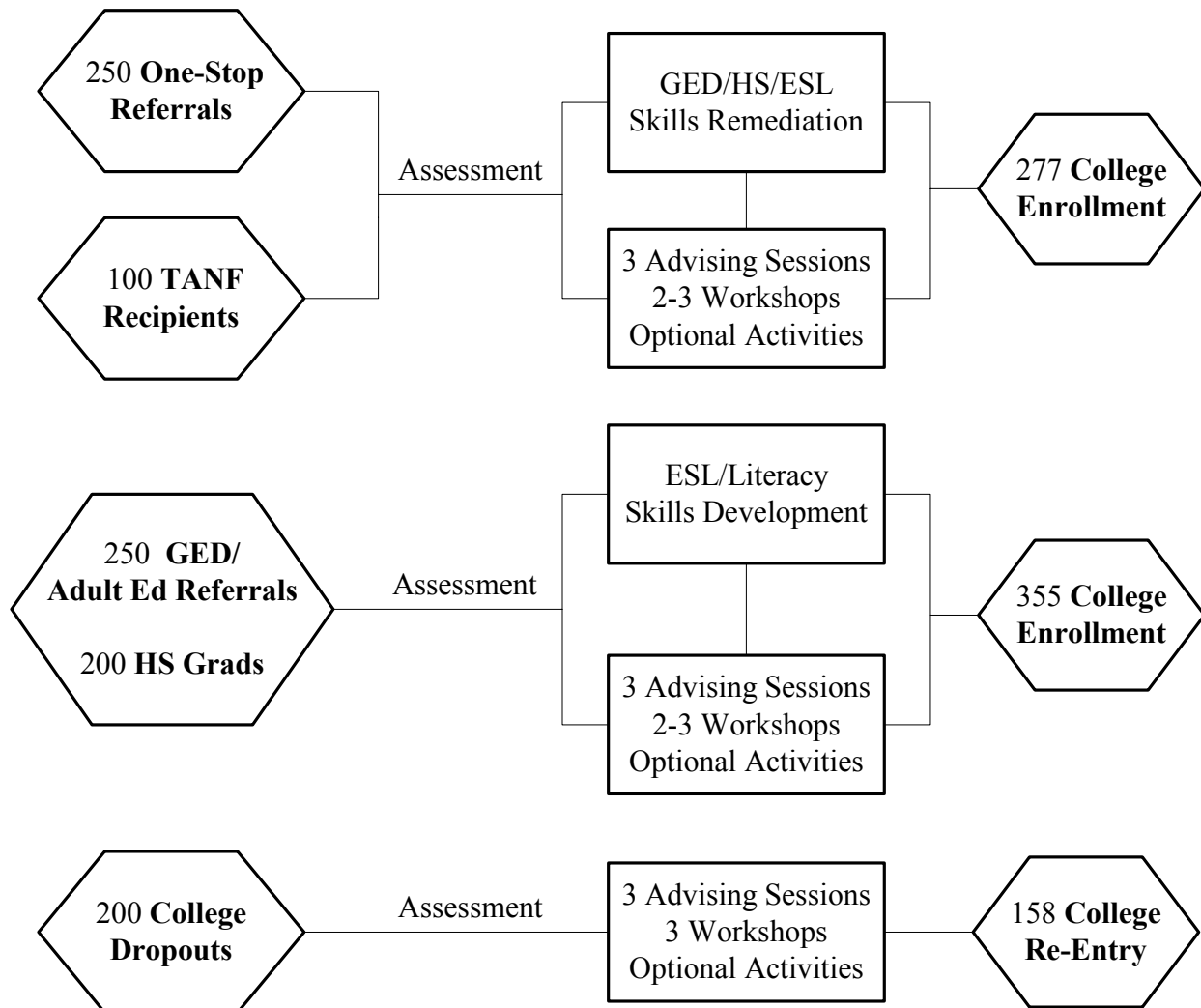
Table 12: Foothill-De Anza EOC Service Delivery Plan

Group	Focus Of Service	Services	Duration/ Timeline
High School Dropouts with fair literacy or ESL skills	Continuing Education	6 Required EOC Contacts	2 yrs. in EOC Estimated
		▪ 3 Advising Sessions	Yr.1: Oct;Yr.2: Oct./Dec.
		▪ GED/HS Referrals	Yr.1: 6-12 months
	College Options	▪ Study Skills	Yr.1: Jan.
		▪ Essentials of College Planning	Yr.1: Mar.
		▪ Financial Aid	Yr.2: Sept.
	Motivation for College	Optional-Targeted	
▪ Mentoring/ Shadow Day		Yr.2: Feb.	
High School Dropouts with poor literacy or ESL skills	Continuing Education	6 Required EOC Contacts	2 yrs. in EOC Estimated
		▪ 3 Advising Sessions	Yr.1: Oct;Yr.2: Oct./Dec.
		▪ GED/HS /ESL Referrals	Yrs.1-2: 12-18 months
	College Options	▪ Study Skills	Yr.1: Jan.
		▪ Essentials of College Planning	Yr.1: Mar.
		▪ Financial Aid	Yr.2: Sept.
	Motivation for College	Optional-Targeted	
▪ Mentoring/ Shadow Day		Yr.2: Feb.	
High School Grads (or GED) with fair literacy or ESL skills	College Options	5 Required EOC Contacts	1 yr. in EOC Estimated
		▪ 3 Advising Sessions	Oct./Jan./Mar.
		▪ Essentials of College Planning	Nov.
	Motivation for College	▪ Financial Aid	Dec.
		Optional-Targeted	
▪ College Visits/Tours	Feb.		
High School Grads (or GED) with poor literacy or ESL skills	College Options	6 Required EOC Contacts	1-2 yrs. in EOC Estimated
		▪ 3 Advising Sessions	Yr.1:Oct./Mar.;Yr.2:Sept.
		▪ Adult Literacy/ESL Referrals	3-6 months
	Skills Remediation	▪ Essentials of College Planning	Yr.1: Nov.
		▪ Study Skills	Yr.1: Jan.
		▪ Financial Aid	Yr.1: Mar.
	Motivation for College	Optional-Targeted	
		▪ Academic Skills Development	10-20 hrs. of tutorials
▪ College Visits/Tours		Yr.1: Feb.	
College Dropouts	College Re-entry	6 Required EOC Contacts	1 yr. in EOC Estimated
		▪ 3 Advising Sessions	Oct./Jan./Mar.
		▪ Essentials of College Planning	Nov.
		▪ Financial Aid	Dec.
		▪ College Survival Skills	May
	Optional-Targeted		
	▪ Mentoring/ Shadow Day	Apr.	
▪ College Visits/Tours	Feb.		

Note: These dates are estimates. EOC will recommend that participants follow the schedule above to ensure progress toward objectives; however, participants may access workshops and advising services throughout the year.

As indicated, Foothill-De Anza plans an intensive set of services to meet participants' needs and achieve project objectives. This includes a minimum of 5-6 contacts with program staff through advising and group workshop sessions. In conjunction with Table 12, the Program Flowchart below provides a clear picture of the proposed service delivery model. The Program Flowchart details specific participant recruitment goals and targeted groups as well as college enrollment outcomes consistent with the project's 79% postsecondary enrollment objective.

Figure 3: Foothill-De Anza EOC Program Flowchart



5. Management Plan to Ensure Proper and Efficient Administration of the Project.{
TC "5. Management Plan to Ensure Proper and Efficient Administration of the Project" \f
C \l "2" }

Organizational Placement

Foothill-De Anza will locate the EOC program under the administration of the Occupational Training Institute (OTI), a district-wide program with over 30 years of experience serving disadvantaged adults. The OTI Administrator will provide overall grant supervision, reporting directly to the Dean of Workforce Education and Community Partnerships at De Anza College and with reporting lines to the Dean of the Middlefield Campus at Foothill College. This structure places EOC in the same department as other Foothill and De Anza programs targeting low-income, first generation adult populations. OTI manages the CalWORKs program, which provides educational services for TANF recipients. OTI is also responsible for District contracts with the workforce investment boards and the Department of Rehabilitation. This expertise will assist EOC to leverage community partnerships and recruit eligible adults in the target area. The Director will report to the OTI Administrator and will also have daily access to the College Deans.

Time Commitment of Project Personnel

Table 13 indicates the time commitments of key project staff funded by the EOC budget.

Table 13: Time Commitments of Key Staff

Position	Employed by EOC	Number of Months
Director	Full-time	12 month assignment
Academic Advisor	Full-time	12 month assignment
Counselor	7 hours/week	12 month assignment
Administrative Assistant	20% FTE	12 month assignment
Clerical Student Assistant	8 hours/week	12 month assignment

Proper and Efficient Management

The Foothill-De Anza EOC project will fully comply with the requirements of EDGAR by maintaining records essential for the management of grant funds. The Director will be responsible for ensuring the accuracy of all records and will have primary authority for program implementation, including administration of the budget. Key management systems are detailed in Table 14 below.

Table 14: Fiscal and Personnel Management Systems

FISCAL MANAGEMENT
1. The Director will maintain notification of award, EDGAR regulations and grant terms and procedures in the EOC offices and in OTI Building 1.
2. The Director will maintain a record of all expenditures using the district-wide VAX Administrative Database System. A Monthly Budget Activity Report will be produced by the OTI Budget Analyst and kept on file in OTI Building 1.
3. The Director will review actual and planned expenditures on a monthly basis and meet with the District Business Office and OTI Administrator to review the budget quarterly.
4. The Director and Administrative Assistant will use numbered purchase requisitions to track and process supply purchases. Requisitions will be maintained in the District Business Office and in OTI Building 1.
PERSONNEL MANAGEMENT
1. The OTI Administrator will hire the Director in accordance with District hiring procedures. The Administrator will provide the Director with a detailed job description and will review job duties. The OTI Administrator will orient the Director to the Colleges and facilitate introductions to partners with key relationships to the project.
2. The Director and OTI Administrator will hire program staff. The Director will provide staff with detailed job descriptions and will review job duties with each staff member. The Advisor and clerical staff will report to the Director. The Counselor will report to the OTI Administrator.
3. Bi-weekly EOC staff meetings and monthly EOC meetings with One-Stop and Middlefield personnel will be held to monitor progress towards grant objectives.
4. EOC staff members will be evaluated annually. The OTI Administrator will evaluate the Director and participate in the evaluation of other staff with the Director.
RECORDS MANAGEMENT
1. Clerical staff will establish individual files for EOC participants. Participant files will contain: application forms, eligibility documentation, assessments, educational plans, continuing education enrollment forms, FAFSA applications or award letters and copies of college applications, acceptance letters or registration materials.
2. The Administrative Assistant will maintain a computerized database to document

participant outcomes. The Outcomes Database will track continuing education enrollment, financial aid application rates and postsecondary application and enrollment rates.

Responsibilities of Key Staff

Table 15 details the major job responsibilities of key program staff.

Table 15: EOC Staff Responsibilities

Staff Position	Primary Job Responsibilities
Director	<ul style="list-style-type: none"> ▪ Overall project administration and management. ▪ Supervision of staff and EOC office sites. ▪ Program evaluation and report preparation. ▪ Fiscal oversight and record keeping. ▪ Program outreach and maintenance of partnerships. ▪ Participant recruitment and selection. ▪ Advising case management of 350 participants. ▪ Workshop and Advisory Board meeting facilitation.
Academic Advisor	<ul style="list-style-type: none"> ▪ Program outreach and participant recruitment. ▪ Advising case management of 500 participants. ▪ Workshop facilitation. ▪ Coordination of optional/added activities (college visits, etc.).
Academic Counselor	<ul style="list-style-type: none"> ▪ Assessment of participant skill levels. ▪ Advising case management of 150 participants.
Administrative Assistant	<ul style="list-style-type: none"> ▪ Participant intake and eligibility documentation. ▪ File management, data entry and database management. ▪ Dissemination of program materials and mailings.
Clerical Student Assistant	<ul style="list-style-type: none"> ▪ Dissemination of program materials and mailings. ▪ Appointment and workshop scheduling. ▪ General clerical duties.

Coordination with Other Projects for Disadvantaged Students

The Foothill-De Anza EOC Program will work closely with local projects serving similar populations. The Director, with support from the OTI Administrator, will be responsible for the following coordination activities:

TABLE 16: PLAN TO COORDINATE WITH OTHER PROJECTS
<p>1. Utilize the regional TRIO SSS Consortium to refer EOC participants to SSS programs at nearby postsecondary institutions at the time of application. As there are no current EOC projects in the area, the Foothill-De Anza EOC will serve as a vital outreach tool for local SSS programs.</p>
<p>2. Work with San Jose State and National Hispanic University TRIO programs (arrange meetings every Sept. and Mar.) to refer participants’ TRIO eligible children to Talent</p>

	Search and Upward Bound. Solicit the referral of TRIO eligible adult family members to EOC from these programs.
3.	Leverage partnerships with local community agencies serving disadvantaged adults (i.e. County Social Services, Housing Authority, Catholic Charities, etc.) to provide EOC participants with supportive service referrals.
4.	Meet monthly with County Social Services to coordinate referrals and plan mailings to adults receiving welfare benefits. Likewise, refer EOC participants in need of public assistance to Social Services.
5.	Leverage the Community College CalWORKs Consortium to assist TANF EOC participants interested in community college education to enroll in postsecondary programs.
6.	Meet at least twice per year (Sept. and Mar.) with representatives from San Jose Job Corps and other federally funded initiatives to cross-refer participants eligible for services.

D. APPLICANT AND COMMUNITY SUPPORT

- { TC "D. APPLICANT AND COMMUNITY SUPPORT" \f C \l "1" }
- Facilities, Equipment, Supplies, Personnel, and Other Resources Committed by the Applicant to Supplement the Grant and Enhance Project Services.**{ TC "1. Facilities, Equipment, Supplies, Personnel, and Other Resources Committed by the Applicant to Supplement the Grant and Enhance Project Services." \f C \l "2" }

Facilities Committed by the Foothill-De Anza Community College District

The District will provide a central office space for EOC staff in OTI Building 1 at De Anza College, immediately adjacent to the De Anza College Administration Office, which will give EOC a highly visible location on campus. OTI has designated an individual office for the Director, Advisor and Counselor, as well as a reception area to accommodate clerical staff and the storage of marketing supplies, workshop materials, office supplies and files. The OTI conference room will be available for EOC staff meetings.

Most importantly, Foothill College has generously committed office and workshop space for the EOC program at its off-campus site, the Middlefield Campus (formerly Cuberly High School) in Palo Alto. The Middlefield Campus is less than 5 minutes away from East Palo Alto and will thus provide easy accessibility for EOC participants. Foothill-De Anza plans to deliver

EOC services at its two designated community locations: The Middlefield Campus and the San Jose One-Stop in East San Jose. The program will utilize OTI office space for program administration and meeting purposes. These and other institutional facilities dedicated to the EOC program are detailed in Table 17 that follows:

Table 17: Campus Facilities Provided by Foothill and De Anza Colleges

Donated Facility	Description
EOC Office at OTI De Anza College	Approximately 500 square feet of office space for grant administration and meeting purposes. Includes a conference room, 3 individual offices, a reception area and a storage area.
EOC Office, East Palo Alto Foothill College, Middlefield Campus	Approximately 200 square feet of office space located in the Administration Bldg. with fully equipped workstations for the Director, Advisor and Counselor. EOC will have use of 2 classrooms for workshops and informational meetings. Parking is free for EOC participants.
Transfer Centers Foothill and De Anza College	Includes computers equipped with Internet access, fax machines and telephones and a comprehensive resource library of college applications, catalogs and scholarship materials. Participants will use these facilities for college and scholarship searches.
Career Centers Foothill and De Anza College	Includes computers equipped with Internet access, fax machines and telephones, Eureka and Discover assessment software and a career resource library of over 100 books and publications. Participants will use the Centers for career exploration.
Athletic Facilities De Anza College	Includes an Olympic size pool, tennis courts, baseball, softball, and football fields, gymnasium and weight training facilities. The Athletics Department will donate use of facilities for an annual EOC family recreation day.
Campus Center, Conference Rooms De Anza College	EOC will have use of 2 conference rooms at the De Anza Campus Center for advisory board meetings and the EOC TRIO recognition ceremony. Career and college fairs are held in the Campus Center, which all EOC participants will be encouraged to attend.

Furniture, Equipment, Supplies, and Other Resources Provided by the Foothill-De Anza Community College District

The District has committed the following furniture, equipment, supplies and related resources for use by the EOC program and its participants.

Table 18: Equipment, Supplies and Other Resources Committed by the District

Department(s)	Description of Committed Resource	Purpose/Use
OTI	Office Furniture: Computer hardware, telephones and furniture for EOC staff. Reception area includes two couches, a filing cabinet, a bookshelf, printer and use of a common fax and copy machine.	Grant Administration & Staff Meetings
Middlefield Campus Foothill College	Office Furniture & Classrooms: Computer hardware/software, telephones and furniture for EOC staff. Includes filing cabinet, copy machine, and computers for participant use. Classrooms equipped with laptop projectors, internet connectivity and TV screens.	EOC Service Delivery for East Palo Alto Residents
OTI	Office/Workshop Supplies: Postage, files, flipcharts and other supplies donated to EOC.	Outreach & Service Delivery
OTI	Assessments: Discover software, major/minor finder and caps/cops assessment tools provided at no cost.	Participant Assessment
IT Department	E-Mail Accounts: For all program staff supplied, managed and supported by the District.	EOC Service Delivery
OTI	Program Web Site: Designed, housed and maintained for EOC at not cost by OTI.	Outreach
IT Department	Computer Software & Support: Microsoft Office and FileMaker Pro software provided for EOC staff. Computer support provided at no cost by the District.	EOC Service Delivery
Transfer Centers, Financial Aid Offices	Pamphlets, Brochures, Application Packets: College applications, registration materials and FAFSA applications provided to EOC for participants.	EOC Advising Sessions and Workshops
De Anza Flint Center, Athletics Depts.	Event Passes: Free tickets to sports and performing arts events for 200 EOC participants annually.	Incentive for Participants
Career Centers	Career Fairs & Workshops: Access to campus Career Fairs (Oct./May) and monthly career exploration workshops free to all EOC participants.	Exposure to Careers for Participants
Transfer Centers	College Fairs & Visits: Travel costs for college trips funded by Transfer Center and partner universities. Access to college fairs/ reps. free to all participants.	College Visits for Participants
Staff Development, District	Conference Funds: Travel and per diem estimated at \$3,000 provided by District for the Director and Advisor to attend at least one conference each year.	EOC Staff Professional Development
OTI	Free Computers: OTI donates 250 computers to low-income students each year. At least 10 donations will be reserved for EOC participants annually.	Incentive for Participants

OTI	Food: Pizza, coffee and other food/ beverages leveraged from OTI budget resources.	Recognition Ceremony
District Foundation	Scholarships: A \$200 College Scholarship to an Outstanding EOC Participant each year.	Incentive for Participants

Personnel Committed by the Foothill-De Anza Community College District

In addition to program staff allocated in the budget, Foothill-De Anza’s EOC model will leverage significant staff time from internal personnel to supplement expertise available to EOC.

College personnel will make the following contributions at no charge to the project:

Table 19: Commitments of Key Foothill-De Anza Personnel to the EOC Project

Key Personnel	Contributions	Timeframe	Relation to Objectives
OTI Administrator	<ul style="list-style-type: none"> ▪ Administrative supervision and coordination with college/district. ▪ Internal/external publicity. ▪ Coordination with programs for disadvantaged adults. ▪ Serve on EOC Advisory Board. 	10% time annually	Objs. 1-4
Dean, Middlefield Campus	<ul style="list-style-type: none"> ▪ EOC Office-supervision. 	Weekly	Objs. 1-4
OTI Budget Analyst	<ul style="list-style-type: none"> ▪ Budgetary expenditures and reports. 	Monthly	Objs. 1-4
Financial Aid Directors, FHDA	<ul style="list-style-type: none"> ▪ Train EOC staff on financial aid resources and requirements. ▪ Assistance with financial aid workshops and advisement. 	Monthly	Obj. 2: Student Financial Aid
Transfer Center Coordinators, FHDA	<ul style="list-style-type: none"> ▪ Assistance with Essentials of College Planning workshops. ▪ College trips, fairs and visits with college reps. 	5% time annually	Objs. 3-4: Postsecondary Admissions & Enrollment
Career Center Coordinators, FHDA	<ul style="list-style-type: none"> ▪ Assistance with Career Exploration workshops. ▪ Career fairs. 	5% time annually	Objs. 3-4: Postsecondary Admissions & Enrollment
Marketing Coordinators, FHDA	<ul style="list-style-type: none"> ▪ Public service announcements, marketing and promotion. 	3% time annually	Objs. 1-4
Dean, Athletics De Anza College	<ul style="list-style-type: none"> ▪ Annual family recreation day for EOC participants and family members. 	10 hrs summer quarter	Objs. 3-4: Postsecondary Admissions &

			Enrollment
Exec. Director, District Foundation	<ul style="list-style-type: none"> ▪ Fundraising for EOC. 	5-10 hours annually	Obj. 4: Postsecondary Enrollment
College Researcher, De Anza College	<ul style="list-style-type: none"> ▪ Oversight of program evaluation. ▪ Focus groups and data programming. 	3% time annually	Objs. 1-4

2. Resources Secured through Written Commitments from Schools, Community Organizations and Others to Supplement the Grant and Enhance Project Services.{ TC "2. Resources Secured through Written Commitments from Schools, Community Organizations and Others to Supplement the Grant and Enhance Project Services." \f C \l "2" }

The Foothill-De Anza Community College District has enthusiastic support from target area educational providers, local community organizations and industry partners for the proposed EOC Program. A summary of resources committed to the program from external partners is provided in Table 20. All commitments are documented in writing and maintained in OTI Building 1 at De Anza College.

Table 20: Written Commitments from Schools, Community Organizations, and Others

Organizations	Commitments
Silicon Valley/San Jose Workforce Investment Board One-Stop Center in East San Jose	<ul style="list-style-type: none"> ▪ Office space for EOC with workstations for the Director, Advisor and Counselor. Includes phones, filing cabinet and use of a common copy machine. ▪ Classrooms for workshops/informational meetings. ▪ Referral of TRIO eligible adults. ▪ Use of One-Stop computer lab for basic skills tutorials and college/scholarship searches.
Metropolitan Adult Education Center (East San Jose) Mountain View Adult Education Center (East Palo Alto)	<ul style="list-style-type: none"> ▪ Referral of TRIO eligible adults. ▪ HS Diploma/GED/ESL/Adult Basic Literacy. ▪ ESL assessments. ▪ Classrooms for workshops/informational meetings.
NOVA WIA One-Stop Center	<ul style="list-style-type: none"> ▪ Office space for workshops/informational meetings.
Santa Clara County Social Services Agency	<ul style="list-style-type: none"> ▪ Referral of TRIO eligible adults. ▪ Public assistance for eligible EOC participants.
Housing Authority of Santa Clara County	<ul style="list-style-type: none"> ▪ Referral of TRIO eligible adults. ▪ Housing services for EOC participants.
OICW Non-Profit Job Training and Placement Center (East Palo Alto)	<ul style="list-style-type: none"> ▪ Referral of TRIO eligible adults. ▪ Access to computers, tutoring and GED prep for EOC participants.

Catholic Charities	<ul style="list-style-type: none"> ▪ Referral of TRIO eligible adults. ▪ Personal counseling services for EOC participants. ▪ Classrooms for workshops/informational meetings.
Mayfair Improvement Initiative in East San Jose	<ul style="list-style-type: none"> ▪ Referral of TRIO eligible adults.
Mexican-American Community Services Agency	<ul style="list-style-type: none"> ▪ Referral of TRIO eligible adults. ▪ Classrooms for workshops/informational meetings.
Job Corps	<ul style="list-style-type: none"> ▪ Referral of TRIO eligible adults.
TransAccess	<ul style="list-style-type: none"> ▪ Referral of TRIO eligible adults. ▪ Disability support services for EOC participants.
Community College Consortium: Mission College West Valley College Evergreen Valley College San Jose City College Gavilan College	<ul style="list-style-type: none"> ▪ Mentoring/Student Shadow Day. ▪ College visits and campus tours. ▪ Class schedules and registration materials. ▪ Postsecondary program referrals-admissions and registration assistance for EOC participants.
Regional TRIO SSS Consortium San Jose State University U.C. Berkeley San Francisco State University Evergreen Valley College Mission College Gavilan College City College, San Francisco	<ul style="list-style-type: none"> ▪ College visits and campus tours. ▪ Postsecondary program referrals-admissions and registration assistance for EOC participants.
Cupertino Rotary Club	<ul style="list-style-type: none"> ▪ Industry guest speakers from a range of industries. ▪ \$2,500 annual scholarship for disadvantaged students available to EOC participants.
Industry Partners Synopsis Software Quest Medical Group Jerry White & Associates, CPA	<ul style="list-style-type: none"> ▪ Industry guest speakers to include medical, business services and high-tech occupations.

E. QUALITY OF PERSONNEL{ TC "E. QUALITY OF PERSONNEL" \f C \l "1" }

1. Qualifications Required of the Project Director.{ TC "1. Qualifications Required of the Project Director." \f C \l "2" }

Project Director

Foothill-De Anza will specify this position as a twelve-month, full-time assignment at the Program Coordinator level consistent with other program managers reporting to the OTI Administrator. The Director will assume overall responsibility for project implementation and

evaluation, in addition to recruiting and counseling participants and teaching EOC workshops. At a minimum, the **Director will have a Master’s degree** in counseling, clinical psychology, guidance counseling, educational counseling, social work or career development AND four years increasingly responsible experience in program design, management and implementation OR an equivalent combination of education and experience. Successful previous experience developing and implementing TRIO programs or programs serving disadvantaged adult populations similar to TRIO is required. Bilingual language skills are preferred. Additional qualifications are outlined in Table 21 below.

Table 21: Additional Qualifications of the Project Director

Required of the Project Director:
▪ Knowledge of grant management, budget preparation and financial record keeping.
▪ Ability to supervise assigned staff.
▪ Computer skills including word processing and database applications.
▪ Experience with counseling case management.
▪ Familiarity with college admission and financial aid requirements.
▪ Familiarity with program evaluation and report preparation.
▪ Ability to communicate clearly and effectively, both orally and in writing.
▪ Experience implementing programs involving partnerships with multiple agencies.
▪ Personal experience overcoming barriers such as those that affect EOC participants is highly preferred.

2. Qualifications Required of Other Personnel To Be Used in the Project.{ TC "2. Qualifications Required of Other Personnel To Be Used in the Project." \f C \l "2" }

Academic Advisor

Foothill-De Anza will identify this position as a full-time, classified assignment reporting to the Director. The Advisor will recruit participants, coordinate optional enrichment activities, facilitate EOC workshops and advise participants regarding financial aid and postsecondary options. At a minimum, the **Advisor will hold a Bachelor’s degree** AND possess two years of advising case-management or student services experience OR an equivalent combination of

education and experience. Educational backgrounds considered include major coursework in education, psychology, social sciences or a related discipline. Knowledge of adult advisement techniques and familiarity with college admission requirements is required. Bilingual English/Spanish fluency is also required for this position. Previous experience working with adults from diverse academic, socio-economic, cultural and ethnic backgrounds is essential. Additional qualifications are outlined in Table 22 below:

Table 22: Additional Qualifications of the Academic Advisor

Required of the Academic Advisor:
▪ Familiarity with case management techniques.
▪ Knowledge of college admission and financial aid requirements.
▪ Ability to supervise clerical staff and coordinate schedules.
▪ Computer skills including word processing and database applications.
▪ Ability to work independently to organize and set priorities.
▪ Effective presentation skills and persuasive public speaking abilities.
▪ Ability to establish effective relationships with staff, agency representatives, community members and participants.
▪ Personal experience overcoming barriers such as those that affect EOC participants is highly preferred.

Administrative Assistant

Foothill-De Anza will identify this position as a part-time, clerical assignment reporting to the Director. The Administrative Assistant will have primary responsibility for participant intake, eligibility documentation and file management. At a minimum, the Administrative Assistant will hold an Associates Degree and have two years of full-time experience performing general clerical duties or the equivalent. Successful applicants must demonstrate skills in: Microsoft Office applications, record keeping, file management, data entry and database management. The Administrative Assistant must also demonstrate the ability to work with participants and staff from diverse academic, socio-economic, cultural and ethnic backgrounds.

Clerical Student Assistant

Foothill-De Anza will identify this position as a part-time, student employee position reporting to the Director. At a minimum, the Clerical Assistant will hold a high school diploma, be enrolled in a college program, and have 3-6 months of relevant clerical experience. TRIO participants from local SSS programs or OTI students with backgrounds similar to the target population are highly preferred candidates. Successful applicants will demonstrate skills in Microsoft Office applications, filing and general clerical duties. The Student Assistant will provide general clerical support so that the Administrative Assistant is available for more complex tasks such as eligibility documentation and database management.

Academic Counselor

Foothill-De Anza will assign a Certificated Counselor to EOC for approximately 7 hours per week to conduct participant assessments and assist with counseling case management. The Counselor will have a Master's degree in counseling, clinical psychology, guidance counseling, educational counseling, social work or career development or the equivalent and at least two years experience counseling disadvantaged adults similar to the EOC population.

3. Plan to Employ Personnel Who Have Succeeded in Overcoming the Disadvantages or Circumstances Like Those of Adults in the Target Area.

Foothill-De Anza is committed to employing project personnel with an understanding of the socio-economic and other environmental factors affecting the EOC population. The District plans to widely publicize the availability of personnel positions to applicants that have experienced barriers similar to our target population. Specific steps are outlined below.

Table 23: Plan to Employ Personnel with Backgrounds Similar to TRIO Eligible Adults

1. Publicize positions through the regional TRIO SSS Consortium, encouraging SSS staff to share job announcements with successful former graduates.
2. Disseminate position announcements to TRIO alumni and colleagues through TRIO listservs, regional meetings and TRIO conferences.
3. Utilize the OTI and CalWORKs Alumni database to disseminate position announcements to Foothill-De Anza graduates who have backgrounds similar to EOC participants.
4. Post job announcements with social service agencies and workforce investment agencies where colleagues and former clients share backgrounds similar to EOC populations.
5. Utilize partnerships with community agencies (Catholic Charities, OICW, etc.) serving disadvantaged adults to recruit applicants formerly served by these agencies.
6. Give high priority in the hiring process to applicants that have personal experience overcoming barriers such as those that affect EOC participants and that demonstrate experience with activities that relate to EOC objectives or other TRIO-funded programs.

F. EVALUATION PLAN { TC "F. EVALUATION PLAN" \f C \l "1" }

1. Evaluation Methods Are Appropriate to the Project’s Objectives. { TC "1. Evaluation Methods Are Appropriate to the Project’s Objectives." \f C \l "2" }

The Director will assess program effectiveness on an on-going basis to include both quantitative and qualitative evaluation measures as summarized below. The evaluation methodology for each project objective is detailed in Table 25 of the Evaluation Plan.

Quantitative Evaluation Measures

The Director and Administrative Assistant will compile, aggregate and analyze all relevant quantifiable project data using computerized (FileMaker Pro) databases. A Participant Outcomes Database monitoring continuing education, financial aid and postsecondary outcomes will be maintained and updated monthly. The District Office of Institutional Research and Planning (IR&P) will work with EOC staff to program specific participant records queries that aggregate outcomes by budget period. Additionally, staff will track participant utilization of program services in a Participant Activities Database based on attendance at mandatory and optional activities and advising case-management records. The Director will aggregate information from the databases on a quarterly basis to review with EOC staff.

Qualitative Evaluation Measures

The Director will collect qualitative information regarding the impact of program activities on participants each program year for analysis. The EOC program will formally solicit this information via annual focus group interviews (May-June). The IR&P will work with the Director to create two sets of focus group questions, one soliciting input from EOC staff, community partners and college personnel and the other soliciting EOC participant feedback. Participant focus groups will gather qualitative information regarding participants' experiences in the program and their changing attitudes towards higher education as a result of EOC services. EOC participants will also evaluate group workshop sessions. The Director will conduct exit interviews with EOC college-ready participants as they enter their intended postsecondary program of study. All of the above measures will provide valuable evaluative information.

Program Evaluators

The Director is primarily responsible for implementing evaluation activities. The IR&P will provide resources and expertise to assist the Director in this effort. The IR&P will: 1) work with EOC to design focus group questions and interpret results 2) moderate focus groups 3) assist EOC staff with developing tracking databases and 4) assist with programming the databases to extract and compile outcomes by budget period. Dr. Andrew LaManque, the De Anza College Researcher, will oversee IR&P support, provided at no cost to EOC. Dr. LaManque holds a Ph.D. in Education Policy, Politics and Law from SUNY-Albany and brings over fifteen years of institutional research experience to this project. The District has committed 3% of IR&P staff time for EOC evaluation measures.

2. Specific and Quantifiable Measures to Evaluate Project Success Toward Achieving Objectives.{ TC "2. Specific and Quantifiable Measures to Evaluate Project Success Toward Achieving Objectives" \f C \l "2" }

Formative Evaluation

Formative or process evaluation will begin at project start-up and will continue throughout each program year. Formative evaluation will seek to answer the following basic questions:

Table 24: Formative Evaluation Questions

1.	Were staff members hired and trained in accordance with objectives and activities?
2.	Were participants identified, recruited and selected as planned?
3.	Were program activities and services implemented as described?
4.	Were program management procedures developed and followed as described?
5.	Are data collection and evaluation procedures providing appropriate information to assess progress towards objectives and take corrective action if needed?

Regular dialogue with participants and community partners, monthly reviews of counseling case notes and advisor contacts, bi-weekly EOC staff meetings, weekly workshop evaluations, quarterly advisory board meetings and participant self-assessments will facilitate evaluative feedback.

Summative Evaluation

As noted, program staff will utilize computerized databases to audit program records and conduct quarterly program reviews. The Director will track continuing education enrollment, financial aid application and postsecondary application and enrollment rates among EOC participants and will generate reports that compare these outcomes with initial baseline data. These procedures will ensure a complete and thorough evaluation of summative data to document achievement of objectives and changes in participant outcomes. A summary of findings from the annual focus groups will supplement this objective data. The Director will

utilize formative and summative data to prepare the EOC Annual Performance Report each year. All specific data elements, outcomes and timelines are highlighted in Table 25 that follows.

3. Evaluation Methods Provide for the Disclosure of Unanticipated Outcomes.{ TC "3. Evaluation Methods Provide for the Disclosure of Unanticipated Outcomes." \f C \l "2" }

The Director will formally review the program quarterly and document any unanticipated barriers to meeting objectives or unexpected benefits resulting from program activities. The quarterly review will include an analysis of participant enrollment and retention rates, participant attendance at project activities, advisor contacts, continuing education enrollment rates, financial aid and college application rates and participant entry into postsecondary institutions. The Director will discuss quarterly outcomes with program staff, the Advisory Committee, and senior administrators so that implementation strategies can be modified and enhanced as needed.

Table 25: Evaluation Methodology: Measuring Progress Towards Achieving Objectives

Objectives	Specific Evaluation Measures	Timelines	Outcomes	Person(s) Responsible
<p>1. 60% of participants not already enrolled in a continuing education program who has not obtained a high school diploma or high school equivalency certificate, will enroll in a continuing education program each budget period.</p>	<p>Activities Database used to monitor attendance at activities that support continuing education. Adult Ed. transcripts evidence enrollment. Ed. plans and advising notes are closely monitored to meet objective.</p>	<p><u>Year One:</u> Dec.-Aug.</p> <p><u>Years Two-Five:</u> Oct.-Aug.</p>	<p>100% of high-school drop-outs are provided advisement and workshops that support high school/ GED re-entry.</p>	<p>Director Admin. Asst. Advisor Counselor Adult Ed.</p>
	<p>Results entered into Outcomes Database. Enrollment rates calculated for each budget period. IR&P runs query to compile data. Collect data for quarterly reviews and annual reports.</p>	<p><u>Year One:</u> Dec.-Aug.</p> <p><u>Years Two-Five:</u> Oct.-Aug.</p> <p><u>Quarterly Reviews:</u> Nov. /Mar./Jun./Aug.</p>	<p>60% of high-school drop-outs enroll in a continuing education program.</p>	<p>Director IR&P Office Admin. Asst.</p>
<p>2. 89% of participants not already enrolled in a postsecondary school who: 1) is a high school senior; 2) is a high school graduate; or 3) has obtained a high school equivalency certificate, will apply for financial aid during each budget period.</p>	<p>Activities Database used to monitor attendance at activities that facilitate applying for financial aid. Copies of submitted Fin. Aid applications or awards in files. Advising notes are monitored to meet objective.</p>	<p><u>Year One:</u> Dec.-Aug.</p> <p><u>Years Two-Five:</u> Oct.-Aug.</p>	<p>100% of college-ready participants receive assistance in applying for financial aid.</p>	<p>Director Admin. Asst. Advisor Counselor Financial Aid</p>
	<p>Results entered into Outcomes Database. Fin. Aid application rates calculated each budget period. IR&P runs query to compile data. Collect data for quarterly reviews and annual reports.</p>	<p><u>Year One:</u> Dec.-Aug.</p> <p><u>Years Two-Five:</u> Oct.-Aug.</p> <p><u>Quarterly Reviews:</u> Nov. /Mar./Jun./Aug.</p>	<p>89% of college-ready participants apply for financial aid.</p>	<p>Director IR&P Office Admin. Asst.</p>

Objectives	Specific Evaluation Measures	Timelines	Outcomes	Person(s) Responsible
<p>3. 82% of participants not already enrolled in a postsecondary school who: 1) is a high school senior; 2) is a high school graduate; or 3) has obtained a high school equivalency certificate, will apply for postsecondary school admission during each budget period.</p>	<p>Activities Database used to monitor attendance at activities designed to support submission of a college application. Copies of submitted college applications or admission letters maintained in files. Ed. plans, advising notes and focus group findings closely monitored to meet this objective.</p>	<p><u>Year One:</u> Dec.-Aug.</p> <p><u>Years Two-Five:</u> Oct.-Aug.</p> <p><u>Focus Groups:</u> May-Jun.</p>	<p>100% of college-ready participants receive assistance in applying for postsecondary admission.</p>	<p>Director Admin. Asst. IR&P Office Advisor Counselor Transfer Center College Partners</p>
	<p>Results entered into Outcomes Database. College acceptance rates calculated for each budget period. IR&P runs query to compile data. Collect data for quarterly reviews and annual reports.</p>	<p><u>Year One:</u> Dec.-Aug.</p> <p><u>Years Two-Five:</u> Oct.-Aug.</p> <p><u>Quarterly Reviews:</u> Nov./Mar./Jun./Aug.</p>	<p>82% of college-ready participants apply for postsecondary admission.</p>	<p>Director IR&P Office Admin. Asst.</p>
<p>4. 79% of participants not already enrolled in a postsecondary school who: 1) is a high school senior; 2) is a high school graduate; or 3) has obtained a high school equivalency certificate, will enroll in a program of postsecondary education during each budget period (or during the next fall term).</p>	<p>Outcomes Database tracks college admissions rates. Schedules of classes or paid tuition bills evidence enrollment. Participants will provide documentation to verify enrollment. IR&P runs query to calculate enrollment rates for each budget period or subsequent fall term. Exit interviews conducted.</p>	<p><u>Year One:</u> Dec.-Aug.</p> <p><u>Years Two-Five:</u> Sept.-Aug.</p> <p><u>Exit Interviews:</u> May-Sept. and ongoing</p>	<p>79% of college-ready participants enroll in a program of postsecondary education.</p>	<p>Director IR&P Office Admin. Asst.</p>

* Staff with primary responsible for evaluative functions are highlighted in bold.

G. BUDGET NARRATIVE AND DETAIL { TC "G. BUDGET NARRATIVE AND
DETAIL" \f C \1 "1" }

The budget for the proposed EOC program is adequate and reasonable to support project activities and achieve grant objectives. Given the extremely high cost of living in the Bay Area, the majority of grant funds are allocated to cover salary and benefits for program staff. To augment the grant budget, Foothill-De Anza is committing significant institutional resources such as conference funds for the Director and Advisor, travel costs for college visits for participants, office equipment and supplies, participant assessments as well as personnel time and resources from various campus departments. These institutional commitments greatly enhance the cost-effectiveness of the budget. A detailed breakdown of costs is provided in the Budget Detail. The following narrative explains the basis for determining the amounts proposed for the project.

Personnel. All salaries and wages are equitable to comparable positions in the Foothill-De Anza Community College District (FHDA). Foothill-De Anza has based the Director position on a Program Coordinator position currently in use by OTI and other student services programs. This level gives the Director sufficient authority to supervise employees, manage the budget and direct program implementation. The Advisor and part-time Administrative Assistant are based on positions in the Classified Salary Schedule. The part-time Clerical Assistant is based on an entry-level student employee position. A certificated Counselor at the mid-range faculty level will also be assigned to the project for 7 hours per week. The college will use the EOC grant to pay the full salary and wages for these positions. Staff time for program evaluation (IR&P) is provided at no cost by the District.

Fringe Benefits. Fringe benefit contributions for classified employees (Director, Advisor and Administrative Assistant) exceed 20% of their annual salaries. These rates reflect the high cost of living associated with the Bay Area. FHDA employees and their families receive a comprehensive benefit package that is paid in full by the District. Discretionary benefits (medical, dental, vision and life insurance) are at a premium rate that costs FHDA 25.99% of classified salaries annually. Regulatory benefits (state retirement, social security, disability insurance, worker’s compensation and state unemployment benefits) comprise an additional 20% of the annual salary for classified employees. A summary is provided below:

Classification	Discretionary Benefits	Regulatory Benefits	Total % of Salary
Classified Employee	25.99%	20%	45.99%
Hourly Counselor	0%	11%	11%
Hourly Student Asst.	0%	3%	3%

Travel. Budget for travel includes a TRIO training seminar for the Director. The District has committed staff development funds valued at approximately \$3,000 each year to supplement the travel budget. These funds will allow the Director and Advisor to attend at least one national or regional conference each year in addition to the TRIO seminar. Staff mileage is allocated in the budget to accommodate travel to EOC office sites and to community locations for program outreach. The District will reimburse staff for mileage at an estimated rate of 50 cents per mile. Bus rentals and travel costs for annual college visits will be paid for by the College Transfer Centers and partner universities on behalf of EOC participants.

Supplies. Budgeted supplies include consumable office supplies and workshop materials. To augment the budget, OTI will provide additional office supplies including files, flipcharts and other consumables at no cost to EOC.

Other Costs. Budget is allocated for marketing materials, flyers and related duplication costs and postage for mailings. OTI will supplement these costs as needed to ensure that recruitment goals are achieved. OTI will also donate funds for the annual recognition ceremony.

Indirect Costs. Indirect is calculated at 4% of total direct costs to help defray district expenditures for general administrative functions. Foothill-De Anza is not requesting the full 8% indirect in order to preserve the EOC budget for other cost items. An itemized budget follows.

ITEMIZED BUDGET DETAIL					
Personnel	Classified Employee	% Time	# Months	Salary	Total
	Project Director	100%	12 mo.	\$63,969	\$63,969
	Academic Advisor	100%	12 mo.	\$55,848	\$55,848
	Classified Employee	% Time	# Months	Salary	Total
	Administrative Assistant	20%	12 mo.	\$41,770	\$8,354
Part-Time/Hourly	Hours	# Weeks	Rate	Total	
	Academic Counselor	7 hrs./wk.	48 wks	\$42.27	\$14,204
	Student Assistant	8 hrs./wk.	48 wks	\$8.00/hr	\$3,072
Total Personnel					\$145,447
Fringe Benefits	Position	Salary	Benefit Rate	Total	
	Project Director	\$63,969	45.99%	\$29,417	
	Academic Advisor	\$55,848	45.99%	\$25,682	
	Administrative Assistant	\$8,354	45.99%	\$3,842	
	Academic Counselor	\$14,204	11%	\$1,562	
	Student Assistant	\$3,072	3%	\$92	
Total Fringe Benefits					\$60,595
Travel	Professional Development Training or Seminar for Director				
	Airfare				\$375
	Hotel Accommodations @ \$158/day x 3 days				\$475
	Subsistence @ \$50 Per Diem x 3 days				\$150
	<i>Sub-Total</i>				<i>\$1,000</i>
	Staff Mileage for Outreach and Travel to EOC Office Sites				
200 miles/month x 12 months @ \$0.5 per mile				\$1,200	
Total Travel					\$2,200
Supplies	Office Supplies				\$300
	Workshop Supplies				\$650
	Total Supplies				
Other	Printing Costs				\$300
	Postage				\$246
	Marketing Materials/Costs				\$1,800

	Total Other	\$2,346
Total Direct Costs		\$211,538
Indirect Costs	4% Indirect	\$8,462
Total Costs		\$220,000