

## 2016 Annual Performance Report

Submitted: 01/27/2017 04:18 PM

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

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Grantee Name

3000 CAMPUS HILL DR, LIVERMORE, CA 94550

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Grantee Address

P031S150011

PR Award Number

366401

Unit (NCES) ID

### Project Director Information:

Name Rafael Valle

Title Title V Project Director

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Title V - Developing Hispanic-Serving Institutions

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Department of Education Grant Program

Gateway to STEM Success

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Project Title

2-year Private

Type and Control of Institution

Year 1

Grant Year

### Authorized Representative:

Name Rafael Valle

Date 01/25/2017

Phone 9254241414

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## Section 1: Executive Summary

### 1. The impact of the grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

Recognizing the need to address the challenges faced by Hispanic youth and adults in its service area, Las Positas Community College (LPC), a public two-year college serving much of the Tri-Valley region of the San Francisco Bay Area in California, is working to develop and realize targeted, sustainable institution-wide improvements that are the foundation for ongoing efforts to extend its academic and student support services for those under prepared and/or failing to complete basic math courses and Science, Technology, Engineering, and Mathematics (STEM) prerequisites for entering and succeeding in STEM program, certificates, degrees, and transfers to four-year STEM programs and related 21st Century careers.

Our “Gateway to STEM Success” project will advance core LPC institutional goals of supporting student success and reducing costs while at the same time advancing U.S. Department of Education priorities to ensure that additional Hispanic and other underrepresented students are more successful at Hispanic Serving (HSI) colleges and universities.

The “Gateway to STEM Success” project goals for this five-year grant will:

- (1) Provide faculty development in pedagogy and math course and sequence redesign that follows the evidence-based “Emporium Model” to ensure targeted students are succeeding in basic math courses;
- (2) Blend academic and student support (e.g., targeted tutoring, mentoring, counseling and advising, etc.) to ensure that Hispanic and other high-need LPC students get the specific, individually-tailored support they need to be successful in remedial basic math and STEM prerequisite courses; and,
- (3) Integrate and scale Title V enhancements to reduce disproportionate impacts across the institution, including replication in STEM programs and other basic learning skills where gateway course reform is needed to increase effectiveness and efficiency.

Year one has been purely developmental in focus, redesigning courses, developing an outreach plan, tutoring and counseling laying the groundwork for implementation in year two and beyond.

The grant has enabled LPC to fulfill the legislative intent of the Title V program as follows:

#### Math Redesigned

The following courses were redesigned to be more effective in terms of aligning curriculum with four year colleges.

- a) Math 39 – Trigonometry - 4 units, replaced Math 38 Trig with Geometry - 5 units
- b) Math 20 – Pre-Calculus.
- c) Math 1 - Calculus I.
- d) Math 2 - Calculus II.
- e) Math 3 - Calculus III.

#### In Progress

NEW Co-requisite courses were submitted for approval in fall 2016. (Approval is pending)

- f) Math 65C: Elementary Algebra Co-requisite Support.
- g) Math 55C: Intermediate Algebra Co-requisite Support.
- h) Math 38C: Trigonometry Algebra Co-requisite Support.
- i) Math 40C: Statistics Co-requisite Support.

Items f, g, h, and i were designed to be taken concurrently with a math class and to provide additional support to students. The courses are designed for a variety of students, such as students who desire regular review of prerequisite material and formal learning support, students who have not placed into the math class but will be allowed to if they take this course as a co-requisite, to those who are repeating the course for the second or third time. These courses will support students in achieving their math learning goals by providing a review of prerequisite concepts that are relevant to their course, by providing study strategies that promote understanding and improve performance, more in-depth investigation of core concepts that are difficult for students to master and learning skills such as growth mindset, brain research, time management, study skills, test taking, math anxiety and more.

NEW Emporium Credit Courses submitted and approved in fall 2016 semester:

- p) Math 107E: Pre-Algebra A Co-requisite Support.
- q) Math 65E: Elementary Algebra A Co-requisite Support.
- r) Math 55E: Intermediate Algebra A Co-requisite Support.

These courses are designed to provide additional support to students who are currently taking a math course in the Emporium mode. It is a co-requisite for their first part of math course A.

#### Counseling

The grant has allowed us to develop templates - clear pathways for students pursuing STEM majors. Clear pathways are suggested courses organized on a semester basis, so students can easily understand the necessary sequence to achieve their goals. We developed these clear pathways and shared them with counselors and appropriate disciplines for feedback. We now have as the final products 15 degree certificate pathways and 5 transfer pathways which will support students and counselors when working with students.

Intrusive counseling is also taking place and offering counseling services to our current HSI cohort. A dedicated counselor has been meeting with students to develop and/or update their educational plans and strategizing to achieve student's goals. Our counselor has been proactive in this process by constantly meeting in the fall 2016.

Developing of different workshops such as choosing your major, career awareness, resume building, etc. Actual workshops are scheduled to take place in the spring 2017, but were developed and planned in the fall 2016.

#### Tutoring

We're in the middle of hopefully implementing a new scheduling system called tutor trac which will enable our tutoring center to schedule appointments in a seamless and efficient manner to support students accordingly. It'll allow us to pull reports in a user-friendly method. Our HSI team started conversations with our IT department and the provider to understand the system requirements.

Tutoring has developed learning styles workshops for our HSI students. Actual workshops are scheduled to take place in the spring 2017.

#### Outreach

We started the development of our landing HSI webpage and currently working with our webmaster to complete the final product so we can advertise our HSI program. ETA on the landing page is end of the spring 2017 semester.

We have started promoting our HSI program with our local high schools. We have developed a logo and working on a flyer for marketing purposes which will also be completed by the end of the spring 2017 semester.

#### Metrics

Our institutional research (IR) department has been instrumental in supporting and identifying STEM majors/certificates. In addition, they have assisted in developing the metrics and how this information will be pulled and utilized to meet grant requirements. IR played an important role in modifying and establishing an annual scorecard that is fundamental for grant reporting purposes.

## 2. How has the grant helped to carry out the mission of the institution?

Las Positas College Mission Statement is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

With this title V grant, we have been able to redesign our math curriculum based on scientific research and best practice models to be more inclusive in our approach to learners including the ones who are ready to move quickly as well as those who are under-prepared. We are revising courses and implementing new instructional modalities that will allow learners to move throughout their learning paths at a more streamlined place regardless of the learning path they are following.

Our faculty have received training and are implementing new strategies around the Emporium model. This allows us to offer compressed and individualized study courses that will ultimately enhance retention and completion.

All of the changes in our math curriculum intend to provide educational opportunities and support for completion, this is in line with our mission statement of an all-inclusive learning-centered institution.

Tutoring and counseling have also enhanced services to increase the transfer rates, degree completion, basic skills mastery, career-technical information, and retraining goals. In developing the clear pathways, students are now able to see what they need to transfer and graduate, effectively creating a learning environment that promotes access, engagement, and success.

Title V grant provides the opportunity for academic and student services personnel to collaborate on new innovations in student support and learning advances. Research is underway in identifying innovative practices in these areas that will be analyzed and vetted during ongoing planning sessions with HSI staff.

The grant is unquestionably a vital component supporting our efforts to meet the goals of our mission statement.

If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

No, our institution has not experienced any unexpected outcome as a result of this grant.

Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to meet these challenges.

#### Current Challenges

- a) One of the biggest challenges we have experienced during year one has been the lack of consistent staffing. Michelle Zapata was our first appointed director, followed by Diana Rodriguez who was the interim director for a few months, and lastly Rafael Valle became the permanent director. Unfortunately our hiring process is extremely slow.
- b) Additional challenges evolve around tutor trac which is a scheduling web base system. There was a failed attempt in the past to implement this system. There is strong evidence of the success of tutor trac at other institutions; however, there seems to be some resistance from the colleges IT department in moving forward. The institution has another scheduling system that is not completely compatible with the needs of tutoring.
- c) There is a current request for an Instructional Assistant (IA) position. This position will support Math X, now called math jam. Without the IA position, it'll be extremely difficult to carry out and fulfill math jam's ongoing expectations.
- d) Another challenge is getting math faculty to participate in professional development focused on transformative strategies for organizing and teaching developmental math. This is not a unique challenge to LPC as many full-time faculty are uncomfortable teaching in some of the new modalities, e.g. Emporium model.

#### Future Challenges

- e) Faculty (Math) release time needs to continue after HSI Grant ends. There is currently none and this is not consistent with practices at other local colleges or math programs. After the grant ends, there will be a need to continue working and servicing the Hispanic/Latino population.

#### Overcoming Current and Future Challenges

- a) It took us almost a full year to finally have the proper staffing as expected and proposed in the grant. We do not expect this to be a challenge going forward.
- b) It seems we're making progress with tutor trac. We have had several meetings with our IT department and we are in the final stage of finally coming to an agreement and implementing the system.
- c) The IA position was ranked number two in our hiring prioritization system. We are extremely excited and hopefully the position will be filled next fiscal year.
- d) We are attempting to bring OnCourse training to campus during the summer 2017. This training will equip instructors with pedagogical strategies to increase student engagement in and outside of the classroom.
- e) Our HSI team started conversations about planning for ongoing institutional support of the enhancements and changes we are making through the HSI grant. Our dedicated counselor and administrative assistant were both hired with the intention of transitioning to a college-funded position after the grant ends. Our dedicated counselor and administrative assistant were both hired with the intention of transitioning to a college-funded position institutionalized after the grant ends.

How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?

A closer design or dialog between student services and academic services is absolutely necessary to better support our student's needs.

One of the improvements or changes to the program focuses on stronger collaboration between Student Services and Academic Services.

## **Section 2: Accreditation**

Institution's primary accrediting agency.

Western Association of Schools and Colleges

### Section 3: Activities, Focus Areas, and Outcomes

#### Total Expenditures during the Reporting Period

Total federal dollars spent on your Title III/V grant: \$278,911.49

Total federal dollars spent on Title III/V project management and evaluation: \$95,725.09

Total remaining federal dollars spent on your Title III/V activities (Line 1 - Line 2): \$183,186.40

Total number of activities: 11

#### Grant Activities and Outcomes

##### Grant activity:

1.1a Leverage evidence-based Emporium Model to complete pedagogical development of Math X modules.

1.1b Support STEM faculty to collaboratively improve learning supports in basic Math and STEM pre-requisite courses.

**Total Spent:** \$66,283.91

**Focus Area:** Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	\$66,283.91	100

#### Process Measures

**LAA Category:** *Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.*

<b>Other Math Faculty assigned to Emporium model will participate in pedagogical professional development.</b>	Yes
<i>If yes:</i> Start # <u>  0  </u> End # <u>  9  </u> Application Objective <u> 1.1 </u>	
<b>Other Math Faculty assigned to Emporium will provide students with STEM applications</b>	Yes
<i>If yes:</i> Start # <u>  0  </u> End # <u> 10 </u> Application Objective <u> 1.1 </u>	

**Grant activity:**

1.1c Engage instructional and non-instructional faculty in training to serve Hispanic and high-need students.

1.1d Provide faculty training in Emporium Model curriculum development using identified research. Deliver enhanced Math courses.

**Total Spent:** \$19,448.90

**Focus Area:** Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	\$19,448.90	100

**Process Measures**

**LAA Category:** *Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.*

<b>Other Math faculty assigned to Emporium model will feel confident serving Hispanic Students</b>	Yes
<i>If yes:</i> Start # <u>  0  </u> End # <u>  4  </u> Application Objective <u> 1.1 </u>	
<b>Other Math Faculty assigned to Emporium will participate in pedagogical professional development</b>	Yes
<i>If yes:</i> Start # <u>  0  </u> End # <u>  9  </u> Application Objective <u> 1.1 </u>	

**Grant activity:**

- 2.1a Partner with middle and high schools to implement STEM-student college.
- 2.1d Coordinate and provide admissions, financial, counseling services to incoming Hispanic high school and college students.

**Total Spent:** \$20,132.81

**Focus Area:** Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$20,132.81	100

**Process Measures**

**LAA Category:** *Tutoring, counseling, and student service programs designed to improve academic success.*

<b>Other Increase the percentage of Hipanic Students taking math assessment</b>	Yes
<i>If yes:</i> Start # <u>0.77</u> End # <u>0.796</u> Application Objective <u>2.1</u>	
<b>Other Increase number of Hispanic students concurrently enrolled</b>	Yes
<i>If yes:</i> Start # <u>27</u> End # <u>31</u> Application Objective <u>2.1</u>	



**Grant activity:**

2.2a Create a cohort of up to 25 Hispanic STEM students to provide comprehensive student services and academic support to help with Math success rates.

**Total Spent:** \$20,132.81

**Focus Area:** Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$20,132.81	100

**Process Measures**

**LAA Category:** *Tutoring, counseling, and student service programs designed to improve academic success.*

<b>Other Increase percentage of Hispanic students successfully completing STEM math (Math 1) to reach equitable proportionality</b>	Yes
<i>If yes:</i> Start # <u>.156</u> End # <u>.170</u> Application Objective <u>2.2</u>	
<b>Other Increase the percentage of Hispanic Students enrolled in the college</b>	Yes
<i>If yes:</i> Start # <u>.265</u> End # <u>.297</u> Application Objective <u>2.2</u>	

**Grant activity:**

2.2b Create cohort of Hispanic high school and college students and prepare them for assessment tests through a designated STEM tutor.

2.2c Provide comprehensive student services and academic support services to support Hispanic students in math courses.

**Total Spent:** \$43,636.07

**Focus Area:** Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$43,636.07	100

**Process Measures**

**LAA Category:** *Tutoring, counseling, and student service programs designed to improve academic success.*

<b>Other Increase percentage of Hispanic students who assess for pre-STEM math (Math 55 or higher)</b>	Yes
<i>If yes:</i> Start # <u>0.43</u> End # <u>0.48</u> Application Objective <u>2.2</u>	
<b>Other Increase percentage of Hispanic students who successfully complete pre-STEM Math (Math 55)</b>	Yes
<i>If yes:</i> Start # <u>0.53</u> End # <u>0.543</u> Application Objective <u>2.2</u>	

**Grant activity:**

2.3a Actively recruit Hispanic students interested in STEM fields, and mentor (or work) with them to provide information about the STEM profession and to declare a STEM major.

2.3b Provide direct and intentional academic, transfer, career counseling, and workforce placement services.

**Total Spent:** \$13,551.90

**Focus Area:** Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$13,551.90	100

**Process Measures**

**LAA Category:** *Tutoring, counseling, and student service programs designed to improve academic success.*

<b>Other Increase the percentage of Hispanic students entering STEM programs to reach equitable proportionality</b>	Yes
<i>If yes:</i> Start # <u>0.18</u> End # <u>0.258</u> Application Objective <u>2.3</u>	
<b>Other Increase the percentage of Hispanic students completing STEM programs</b>	Yes
<i>If yes:</i> Start # <u>0.138</u> End # <u>0.176</u> Application Objective <u>2.3</u>	

## Focus Area: Student Support Services Outcomes

This section depicts institutional outcomes that can be categorized in this focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

<b>Other, please specify: Increase the percentage of Hispanic students successfully completing STEM math (Math 1) to reach equitable proportionality</b>	Yes
<p><i>If yes:</i>          Initial # <u>0.156</u>          Final # <u>0.170</u>          Goal <u>0.250</u></p> <p><i>I would like to provide a brief supporting statement:</i> This metric measures the enrollments of Hispanic students earning A,B, or C in Math 1. Of All successful enrollments in Math 1.</p>	
<b>Other, please specify: Increase the number of Hispanic students entering STEM programs (by declared major) to reach equitable proportionality</b>	Yes
<p><i>If yes:</i>          Initial # <u>0.180</u>          Final # <u>0.258</u>          Goal <u>0.250</u></p> <p><i>I would like to provide a brief supporting statement:</i> This metric measures unduplicated headcount of Hispanic students who declared a STEM major. Of total unduplicated headcount who declared a STEM major (Fall term)</p>	

## Section 4: Project Status

Below is a list of objectives for each activity carried out over the current reporting period.

**Activity:** 1.1a Leverage evidence-based Emporium Model to complete pedagogical development of Math X modules. 1.1b Support STEM faculty to collaboratively improve learning supports in basic Math and STEM pre-requisite courses.

### On-Schedule Activity Objectives

Engage faculty in professional development (pedagogy)

**Activity:** 1.1c Engage instructional and non-instructional faculty in training to serve Hispanic and high-need students. 1.1d Provide faculty training in Emporium Model curriculum development using identified research. Deliver enhanced Math courses.

### Changes in Objective Schedule

Below are statements with data and references to goals stated in the grant application as appropriate to support and explain the need for objective schedule changes.

Activity Objective(s)	Reason(s) for Change	Expected Completion Date
Engage faculty in professional development (pedagogy)	Activity 1.1c Engage instructional and non-instructional faculty in training to serve Hispanic and high-need students. This particular activity has not yet taking place. All faculty members in the HSI team do not feel comfortable in working with the Hispanic and high-need students yet. They all need professional development in this area.  The HACU conference doesn't take place until October 2017.	Fall 2018 & On-going

**Activity:** 2.1a Partner with middle and high schools to implement STEM-student college. 2.1d Coordinate and provide admissions, financial, counseling services to incoming Hispanic high school and college students.

### On-Schedule Activity Objectives

Increase college going rate for Hispanic students

**Activity:** 2.2a Create a cohort of up to 25 Hispanic STEM students to provide comprehensive student services and academic support to help with Math success rates.

### Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
Increase Hispanic student success in Math gateway (STEM pre-requisite courses)	Creating a cohort of 25 Hispanic STEM students during year ONE was successfully completed. As a matter fact, we have 27 students in our first cohort. We are also recruit 25 students each year of the grant going forward. We are tracking the students for reporting purposes and continue working and providing services to our 27 students.

**Activity:** 2.2b Create cohort of Hispanic high school and college students and prepare them for assessment tests through a designated STEM tutor. 2.2c Provide comprehensive student services and academic support services to support Hispanic students in math courses.

### On-Schedule Activity Objectives

Increase Hispanic student success in Math gateway (STEM pre-requisite courses)

**Activity:** 2.3a Actively recruit Hispanic students interested in STEM fields, and mentor (or work) with them to provide information about the STEM profession and to declare a STEM major. 2.3b Provide direct and intentional academic, transfer, career counseling, and workforce placement services.

### Changes in Objective Schedule

Below are statements with data and references to goals stated in the grant application as appropriate to support and explain the need for objective schedule changes.

<b>Activity Objective(s)</b>	<b>Reason(s) for Change</b>	<b>Expected Completion Date</b>
Increase number of Hispanic students entering and completing STEM programs and entering workforce training programs.	Due to lack of proper staffing during year ONE, this activity was partially completed. We have completed the recruitment of Hispanic students interested in STEM and provided direct and intentional academic, transfer, and career counseling. However, we are still developing the mentoring component and working on the workforce placement services.  ETA: Spring 2017	Spring 2017

## Section 4: Budget Summary

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	\$0.00	\$221,612.40	\$162,558.25	\$0.00	\$59,054.15	\$343,083.11	Yes
Fringe Benefits	\$0.00	\$112,654.85	\$48,810.72	\$0.00	\$63,844.13	\$132,040.98	Yes
Travel	\$0.00	\$4,643.75	\$0.00	\$0.00	\$4,643.75	\$7,643.75	No
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Supplies	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$3,000.00	No
Contractual	\$0.00	\$90,000.00	\$60,000.00	\$0.00	\$30,000.00	\$60,000.00	No
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Endowment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Other	\$0.00	\$56,400.00	\$7,542.50	\$20,940.90	\$48,857.50	\$18,800.00	No
Total	\$0.00	\$488,311.00	\$278,911.47	\$20,940.90	\$209,399.53	\$564,567.84	

### Line Item Budget Narrative

#### Personnel

We like to reallocate \$49,500 from the personnel line item as follows:

#### Supplies

- 1) Strengthsquest \$2500
  - 2) Workstation software \$2000
  - 3) Math materials and binders \$3000
  - 4) Workstation \$18,000
- Subtotal \$25,500

#### Other

- 5) Outreach Materials \$7,000
  - 6) Outreach Events \$7,000
  - 7) Refreshments and food for Mentoring/Workshops \$10,000.00
- Subtotal \$24,000

Total \$49,500

#### Rationale and Description Connected to Targeted Activity

#### Supplies

- 1) Strengthsquest \$2500

Providing counseling services to incoming Hispanic high schools and college students, as well as direct and intentional academic, transfer, career counseling, and workforce placement services is one of our main activities. "StrengthsQuest starts when students, faculty and staff get the opportunity to identify their unique talents using the CliftonStrengths assessment."

Targeted Activity or activity being met 2.1d and 2.3b

- 2) Workstation software \$2000

We have the computers, yet we need to software for our workstations.

Targeted Activity or activity being met 1.1a and 1.2a

- 3) Math materials and binders \$3000

For our math Math Jam and Emporium model, we like to have the materials and binders ready to go for our students at the very beginning of their first tutoring session or class. We found this to be a bit of an inconvenience for our students and trying to catch up when the materials were not available.

Targeted Activity or activity being met 1.1a and 1.2a

- 4) Workstation \$18,000

We are updating our Math Jam program to accommodate computerized testing, with minimal pencil and paper testing. The computers have already been purchased. Yet, we need to upgrade our traditional workstation itself.  
Targeted Activity or activity being met 1.1a and 1.2a

Other

5) Outreach Materials \$7,000

We have developed our Las Positas College (LPC) website with our HSI Gateway to Success program. But, there is no outreach materials such as trifold flyers, videos, banners, etc.

Targeted Activity or activity being met 2.1a, 2.1c, and 2.3a

6) Outreach Events \$7,000

Coordinating outreach events in the community or at Las Positas College targeting students and families requires funding, once again, coordinating outreach events is necessary to meet vital goals of the grant.

Targeted Activity or activity being met 2.1a, 2.1c, and 2.3a

7) Refreshments and food for Mentoring/Workshops \$10,000.00

All mentoring programs involve food. It'll be extremely difficult to recruit mentors without food/snacks or small appreciation gifts. These are professionals in the community volunteering their time to students.

Once our HSI is fully institutionalized, we will be requesting the same amount of money to keep everything consistent with the other learning communities at the institution.

The probabilities to succeed in these activities without food is almost impossible. That is just part of the Latino/Hispanic culture.

Targeted Activity or activity being met 2.1d, 2.3a, 2.3b, and 2.3c

Total: 49,500

### **Fringe Benefits**

We like to reallocate \$52,500 from Fringe Benefits line item as follows:

Other

1) Stipends for on campus training for participants \$7000

2) On Course Training \$10,000

3) Professional Development \$69,997

Total \$ 86,997

However, we're only allocating \$52,500 from the fringe benefit line item, there is already a remaining balance (carryover) from year one of \$48,857.50.

#### **Rationale and Description Connected to Targeted Activity**

Stipends for on campus training for participants – Amount requested \$7000.00

Our HSI Math instructors provide Professional development to tutors participating in math jam, emporium model curriculum development, and growth mindset. Payment takes the form of stipends for participants/tutors since most of the participants are instructors. The tutoring salary and other expenses are absorbed by LPC, we're only requesting stipends for their professional development.

Targeted Activity or activity being met with request: 1.1c, 1.1d, 1.1f, 2.2c

1.1c Engage instructional and non- instructional faculty in training to serve Hispanic and high-need students

1.1d Provide faculty training in Emporium Model curriculum development using identified research. Deliver enhanced Math courses

1.1f Faculty members are trained in the "Cultivating Growth Mindset" training through 3CSN; this will include training on how, as a faculty member and not a counselor, to foster growth mindset in students on a daily basis in the classroom

2.2c Provide comprehensive student services and academic support services to support Hispanic students in math courses

On Course Training - \$10000.00

We intend to bring On Course to our college for faculty to participate and take advantage of this wonderful professional development. The training will take place either at LPC or outside of LPC. It'll depend on the provider's schedule because they have such a high demand.

Since 1996, On Course has been helping colleges and universities improve student academic success and retention. 45,000+ college educators have attended On Course professional development events. 1,000,000+ college students have taken classes using the On Course textbook.

Targeted Activity or activity being met with request: 1.1b, 1.2c

1.1b Support STEM faculty to collaboratively improve learning supports in basic Math and STEM pre-requisite courses

1.1c Engage instructional and non- instructional faculty in training to serve Hispanic and high-need students



Professional development – Amount requested \$69,997.00

Professional development is absolutely necessary to work with special populations such as Hispanic/Latinos. We feel our college is in need of better understanding on how to efficiently and effectively work with this population.

Targeted Activity or activity being met with request: 1.1b and 1.1c

1.1b Support STEM faculty to collaboratively improve learning supports in basic Math and STEM pre-requisite courses

1.1c Engage instructional and non- instructional faculty in training to serve Hispanic and high-need students

## Budget Narrative

As described in previous sections in this report, due to lack of consistent staffing during year one, we under spent funds as reflected in personal and fringe benefits expenditures.

The good news is that we are now operating with suitable staffing, yet made some small changes in our funding allocation, particularly around professional development. This area is where funding is needed the most since working the Hispanic/Latino population seems to be one of the weaknesses for the majority of our faculty members.

In regards to the carry over amount, it reflects \$209,399.53, this amount is deceiving because \$30,000 were paid in October 2016 that should have been paid during year one. This was just a delay in payment of a contractual obligation to our external evaluator. Thus, the correct carry over amount should be \$179,399.53.

We're proposing a change as explained in previous the section accounting for \$136,497. Yet only \$110,997 is indispensable to be reallocated, the rest of the money is already sitting in the proper line item.

Our institution is back on track and moneys are to be spend appropriately as expected in year two. We are confident the funds will be spend at the estimated rate.

The following is a breakdown including a detail description on how the carry over funds are to be spent during year two:

### Summary

Rationale and Description Connected to Targeted Activity

Item #1, Professional development – Amount requested \$69,997.00

Professional development is absolutely necessary to work with special populations such as Hispanic/Latinos. We feel our college is in need of better understanding on how to efficiently and effectively work with this population. In fact, this is probably one of our weaknesses.

Targeted Activity or activity being met with request: 1.1b and 1.1c

1.1b Support STEM faculty to collaboratively improve learning supports in basic Math and STEM pre-requisite courses

1.1c Engage instructional and non- instructional faculty in training to serve Hispanic and high-need students

Item #2, Stipends for on campus training for participants – Amount requested \$7000.00

Our HSI Math instructors provide Professional development to tutors participating in math jam, emporium model curriculum development, and growth mindset. Payment takes the form of stipends for participants/tutors since most of the participants are faculty/instructors. The tutoring salary and other expenses are absorbed by LPC, we intend to cover stipends for their professional development.

Targeted Activity or activity being met with request: 1.1c, 1.1d, 1.1f, 2.2c

1.1c Engage instructional and non- instructional faculty in training to serve Hispanic and high-need students

1.1d Provide faculty training in Emporium Model curriculum development using identified research. Deliver enhanced Math courses

1.1f Faculty members are trained in the "Cultivating Growth Mindset" training through 3CSN; this will include training on how, as a faculty member and not a counselor, to foster growth mindset in students on a daily basis in the classroom

2.2c Provide comprehensive student services and academic support services to support Hispanic students in math courses

Item #3, Strengthsquest Assessments for students – Amount requested \$2500.00

Providing counseling services to incoming Hispanic high schools and current college students, as well as direct and intentional academic, transfer, career counseling, and workforce placement services is one of our main activities. Acquiring and providing this great opportunity to our students is extremely valuable, "StrengthsQuest starts when students, faculty and staff get the opportunity to identify their unique talents using the CliftonStrengths assessment." This is an assessment that will assist students in many different areas.

Targeted Activity or activity being met with request: 2.1d and 2.3b

2.1d Coordinate and provide admissions, financial, counseling services to incoming Hispanic high school and college students

2.3b Provide direct and intentional academic, transfer, career counseling, and workforce placement services

Item #4, Refreshments and food for Mentoring/Workshops - \$10,000.00

All mentoring programs involve food. It'll be extremely difficult to recruit mentors without food/snacks or small appreciation gifts. These are professionals in the community volunteering their time to our students.

Once our HSI is fully institutionalized, we will be requesting \$6500 for operational cost. This will keep things consistent with the other learning communities at the institution.

The probabilities to succeed in these activities without food is almost impossible. That is just part of the Latino/Hispanic culture. Targeted Activity or activity being met with request: 2.1d, 2.3a, 2.3b, 2.3c

- 2.1d Coordinate and provide admissions, financial, counseling services to incoming Hispanic high school and college students
- 2.3a actively recruit Hispanic students interested in STEM fields, and mentor (or work) with them to provide information about the STEM profession and to declare a STEM major
- 2.3b Provide direct and intentional academic, transfer, career counseling, and workforce placement services
- 2.3c Leverage academic and industry workgroup (e.g., Tri-Valley Education Consortium) to provide professional mentoring to Hispanic cohorts

Item #5, Outreach materials - \$7,000.00

At the current time, we have developed our Las Positas College (LPC) website with our HSI Gateway to Success program. However, there is no outreach materials such as trifold flyers, banners, videos in our website, etc.

Targeted Activity or activity being met with request: 2.1a, 2.1c, 2.3a

- 2.1a Partner with middle and high schools to implement STEM student college readiness initiatives for 50 students and families
- 2.1c Coordinate enrollment of 12 Hispanic high school students in concurrent or dual enrollment classes
- 2.3a Actively recruit Hispanic students interested in STEM fields, and mentor (or work) with them to provide information about the STEM profession and to declare a STEM major

Item #6, Outreach events - \$7000.00

Coordinating outreach events in the community or at Las Positas College targeting students and families requires funding, once again, coordinating outreach events is necessary to meet vital goals of the grant.

Targeted Activity or activity being met with request: 2.1a, 2.1c, 2.3a

- 2.1a Partner with middle and high schools to implement STEM student college readiness initiatives for 50 students and families
- 2.1c Coordinate enrollment of 12 Hispanic high school students in concurrent or dual enrollment classes
- 2.3a Actively recruit Hispanic students interested in STEM fields, and mentor (or work) with them to provide information about the STEM profession and to declare a STEM major.

Item #7, Math materials and binders - \$3000.00

For our math Math Jam and Emporium model, we like to have the materials and binders ready to go for our students at the very beginning of their first tutoring session. By not having the materials ready at the beginning of the session, we found it very inconvenience in the past since students were trying to catch up after they obtained the materials. We intend to have the materials ready for the students from the very beginning of their tutoring session or math jam.

Targeted Activity or activity being met with request: 1.a and 1.2a

- 1.1a Leverage evidence-based Emporium Model to complete pedagogical development of Math X modules
- 1.2a Leverage research on how the Emporium Model is a highly effective mode for offering basic skill and transfer level classes and redesign the Math X mode to fit the Emporium Model. All three basic skill math courses will be offered in this mode: Math 107 (remedial), Math 65 (pre-algebra), and Math 55 (intermediate algebra)

Item #8, Workstation - \$18000.00

Our current testing center is only suitable for pencil and paper testing. We are updating our Math Jam program to accommodate computerized testing, with minimal pencil and paper testing. The computers have already been purchased. Yet, we need to upgrade our traditional workstation itself. With that being said, we intend to purchase chair/desk combos to be longer tables with dividers that can accommodate our computers and separate chairs. We expect the impact to 8 class/sections and approximately 360 students per academic year as a whole.

Targeted Activity or activity being met with request: 1.1a, 1.2a

- 1.1a Leverage evidence-based Emporium Model to complete pedagogical development of Math X modules
- 1.2a Leverage research on how the Emporium Model is a highly effective mode for offering basic skill and transfer level classes and redesign the Math X mode to fit the Emporium Model. All three basic skill math courses will be offered in this mode: Math 107 (remedial), Math 65 (pre-algebra), and Math 55 (intermediate algebra)

Item #9, Workstation software - \$2000.00

Refer to item #8. We have the computers, yet we need to software for our workstations.

Targeted Activity or activity being met with request: 1.1a, 1.2a

- 1.1a Leverage evidence-based Emporium Model to complete pedagogical development of Math X modules
- 1.2a Leverage research on how the Emporium Model is a highly effective mode for offering basic skill and transfer level classes and redesign the Math X mode to fit the Emporium Model. All three basic skill math courses will be offered in this mode: Math 107 (remedial), Math 65 (pre-algebra), and Math 55 (intermediate algebra)

Item #10, On Course Training - \$10000.00

We intend to bring On Course to our college for faculty to participate and take advantage of this wonderful professional development. The training will take place either at LPC or outside of LPC. It'll depend on the provider's schedule because they have such a high demand.

Since 1996, On Course has been helping colleges and universities improve student academic success and retention. 45,000+ college educators have attended On Course professional development events. 1,000,000+ college students have taken classes using the On Course textbook.

Targeted Activity or activity being met with request: 1.1b, 1.2c

- 1.1b Support STEM faculty to collaboratively improve learning supports in basic Math and STEM pre-requisite courses
- 1.1c Engage instructional and non-instructional faculty in training to serve Hispanic and high-need students