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Application for Federal Assistance (SF-424)

Department of Education Supplemental Information for SF 424

Department of Education Budget Information Non-Construction Programs Form (ED 524)

Abstract

### Project Narrative

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## **PART A: COMPREHENSIVE DEVELOPMENT PLAN**

### **Overview of the institution.**

Established in 1946, Mt. San Antonio College (Mt. SAC) is among the largest of California's 115 community colleges, with a fall 2018 student enrollment of 37,359, including an enrollment of 29,351 credit students. Located in the city of Walnut, the large, urban campus serves 17 communities and more than a million residents in the San Gabriel Valley, representing an area of approximately 189 square miles in the southeastern part of Los Angeles County. The college serves ten school districts, including 40 public and four private high schools. Based on the U.S. Census Bureau's latest American Community Survey, Hispanics account for 53.5% of the total service area population, which is reflective of the student population (56.1% Hispanic).

Many economic, ethnic, and educational contrasts exist within the communities where Mt. SAC students reside. For example, only 8.1% of the population of Walnut (20.5% Hispanic) lives below the poverty level. However, in Pomona (70.6% Hispanic), 20.7% of the population lives below the poverty level. Additionally, Mt. SAC borders four other community college districts in densely populated area, with more than one-third of Mt. SAC's enrollment coming from out-of-district communities, including areas with large Hispanic populations. These also include high poverty areas, such as East Los Angeles (96.4% Hispanic and 22.4% poverty level) and other communities in Los Angeles, San Bernardino, Riverside, and Orange Counties.

The profile of Mt. SAC students (see following table) indicates that the large majority of students are Hispanic. Although 51% of the college population is first-generation college students, the percentage of Hispanic students who are first-generation college students is even higher at 60%. Likewise, while more than half of Mt. SAC students receive financial aid, Hispanic students account for 69% of financial aid recipients. The share of certificates (24%),

degrees (40%), and transfer (27%) among Hispanic students is inequitable to the overall percentage of enrolled Hispanic students (56%). The college's state Student Success Scorecard cohort tracking data reveal that Hispanic students complete certificates/degrees/transfer within six years of entering college at a lower rate (40.6%) than students at large (48.0%).

Characteristics of Mt. SAC Students, 2018-19						
Headcount: 37,359 (Fall 2018)				Credit FTES 25,131	Financial Aid Recipients Total: 22,445 Hispanic: 15,388 (69%)	
Gender F: 52% M: 46% N: 2%	Avg. Age 25	Unit Load PT: 67% FT: 33%				
				Non-credit FTES 7,774		
Nearly 51% are first-generation college students; this rate is 60% among Hispanic students.						
Certificates and Degrees				Transfer Count		
Certificates: 1,737		Degrees: 1,710		Within 3 Years		Within 6 Years
				Total: 245		Total: 1,268
Certificates, Hispanic: 422 (24%)		Degrees, Hispanic: 683 (40%)		Hispanic: 67 (27%)		Hispanic: 531 (42%)
Ethnicity	Hispanic	Asian	White	African American	Multi/Other	Unknown
	56%	21%	10%	3%	3%	7%
Sources: Mt. SAC Research & Institutional Effectiveness Office, Management Information System, 2019; California Community Colleges Chancellor's Office, Data Mart, 2019.						

### Results from prior Title V support.

In 2013-2019, the college implemented a Title V grant that focused on building pathways of persistence and completion. Some of the grant's accomplishments include the following: produced state-of-the-art digital and mobile-friendly brochures on more than 150 career technical education (CTE) fields, including regional job outlook and salary estimates; held retreats among CTE and Counseling faculty to strengthen educational planning; created a CTE landing page to help students navigate the college's multiple offerings; conducted an ongoing "career and major survey" through the student portal; enhanced digital communication with students; increased the number of students with educational plans; improved outcomes of CTE student cohorts through faculty development, tutoring, text book loans, career development, technology, and hands-on lab equipment; implemented tutors in the classroom and directed learning activities in the

Writing Center; created dozens of online faculty toolkits on innovative teaching and advising practices; and strengthened administrative practices in the Honors Program to improve transfer.

**(1) The extent to which the strengths, weaknesses, and significant problems of academic programs, institutional management, and fiscal stability are clearly and comprehensively analyzed and result from a process that involved major constituencies of the institution.**

The following table provides a list of the major planning groups and individuals involved in the institutional strategic planning process, as well as strategic planning resources.

<b>Constituent Groups and Resources Involved in Institutional Strategic Planning</b>
<b>College Constituents:</b> Board of Trustees, President’s Cabinet, Academic Senate, Classified Senate, Associated Students, Accreditation Steering Committee, Budget Committee, Campus Equity & Diversity Committee, CTE Advisory Committee, Climate Commitment Implementation Committee, Facilities Advisory Committee, Information Technology Advisory Committee, Institutional Effectiveness Committee, President’s Advisory Council, Professional Development Council, Basic Skills Coordinating Committee, Curriculum & Instruction Council, Distance Learning Committee, Educational Design Committee, Outcomes Committee, Student Equity Committee, Student Preparation & Success Council, Student Success & Support Program Advisory Council, Student Services Team, Instruction Team
<b>Community Constituents:</b> Local business and industry, K-12 partners, community groups, program advisory committees, alumni, donors
<b>Strategic Planning Resources:</b> Accreditation Self-evaluation and Visiting Team Reports, Strategic Plan, Academic/Student Services Educational Master Plan, Student Equity Plan, Facilities Master Plan, Information Technology Master Plan, Cooperative Institutional Research Program (CIRP) freshmen survey results, Community College Survey of Student Engagement (CCSSE) results, Planning for Institutional Effectiveness summaries, HSI Five-year Plan, Academic Senate reports, Research & Institutional Effectiveness data and reports

The Title V planning and proposal development process is an extension of the college’s comprehensive planning model, which flows from the strategic plan, mission, and core values. This process involved a large visioning session among campus constituents, a student focus group, more than a dozen small group meetings to address specific components, and periodic meetings with President’s Cabinet to gather guidance and input and report on the proposal development process. The following table provides a list of the individuals involved directly in this planning process, while additional stakeholders provided feedback on the final proposal.

<b>Individuals Involved in the Title V Planning Process</b>
<b>Cabinet:</b> President & CEO, Dr. Bill Scroggins; Vice President of Instruction, Dr. Virginia Burley; Vice President of Student Services, Dr. Audrey Yamagata-Noji; Vice President of Administrative Services, Michael Gregoryk; Vice President of Human Resources, Abe Ali
<b>Students:</b> Pedro Mariano Gonzalez, Daisy Cardenas Moreno, Paola Benitez, Deanna Hernandez, Yinell Osorio, Samantha Moreira
<b>Faculty:</b> Academic Senate President, E. Chisata Uyeki; Faculty Professional Development Coordinator & Professor of Earth Sciences, Dr. Tania Anders; Distance Learning Coordinator & Professor of Nutrition, Carol Impara; Bridge Program Coordinator & Counselor, Anabel Perez; Counselor, Emily Versace; Professor of Biology, Dr. Kim Leiloni-Nguyen; Professor of Mathematics, David Beydler; Professor of English, Michelle Dougherty; Professor of English, Ned Weidner; Perkins Faculty Coordinator & Professor of Consumer Sciences, Lisa Amos; ESL Counselor, Michael Ngo; Professor of Adult Basic Education, Donna Necke; Professor of Earth Science, Dr. Mark Boryta
<b>Staff:</b> Coordinator of Grants, Steve Gomez; Educational Research Assessment Analyst, Lisa DiDonato; Coordinator of Information Technology Services, Kate Morales
<b>Management:</b> Associate Vice President of Instruction, Dr. Joumana McGowan; Associate Vice President of School of Continuing Education, Dr. Madelyn Arballo; Dean of Library & Learning Resources, Dr. Meghan Chen; Dean of Counseling, Dr. Francisco Dorame; Associate Dean of Instruction, Michelle Sampat; Director of Grants, Adrienne Price; Director of Research & Institutional Effectiveness, Barbara McNeice-Stallard; Director of Professional & Organizational Development, Lianne Greenlee; Director of Financial Aid, Dr. Chau Dao; Director of TRiO Programs, Victor Rojas

The identification of institutional strengths, weaknesses, and significant problems has resulted from this systematic process as well as Mt. SAC's 2017 accreditation self-evaluation and visit, whereby the Accrediting Commission for Community and Junior Colleges (ACCJC) reaffirmed the college's accreditation for seven years.

<b>Strengths: Academic Programs</b>
<ul style="list-style-type: none"> <li>• Committed to improving instruction and academic support for all students</li> <li>• Diverse student population that enriches the campus culture</li> <li>• Leader in open analysis and dialogue related to student equity</li> <li>• Demonstrated success in bridge programs, learning communities, and cohort programs</li> <li>• Offers more than 260 different academic and training programs</li> <li>• Provides a large number of transferable courses, transfer degrees, articulation programs, and transfer services, ranking among the top ten in the state in transferring students</li> <li>• Offers a wealth of classes to meet general education requirements</li> <li>• Largest provider of career technical education (CTE) programs in Los Angeles County</li> <li>• Honors program that is among the state's largest with more than 1,100 students</li> <li>• One of only 30 colleges nationwide selected to participate in the American Association of Community Colleges Pathways Project</li> </ul>

- Commendations from 2017 accreditation evaluation team for:
  - data-informed programming responsive to the needs of students such as library hours, the proximity model for tutoring, the bridge programs, and the diversity of support services for targeted populations
  - effectively integrating a large noncredit program in the college's overall student success and governance structures
  - bold leadership in implementing guided pathways for the benefit of students

#### **Weaknesses: Academic Programs**

- Students report that they often cannot relate personally to the faculty teaching their courses
- Gaps in student outcomes among Hispanic, low-income, first-generation, and other populations traditionally underrepresented in higher education
- Lack of faculty professional development in pedagogical practices and equity-mindedness
- California Assembly Bill 705, requiring multiple measures placement, has created an urgent need to modify pedagogical approaches in many general education courses
- Few courses use open educational resources, while students struggle with textbook costs
- Online students access online support services at a low rate
- Online faculty, counselors, and support staff lack adequate training in the use of technology tools that enhance the educational experience of online students
- Large college size limits opportunities for departments and units to communicate widely their effective practices and to spotlight model programs
- Faculty members often lack training in accessing, analyzing, and using data to inform changes to teaching methods that improve student outcomes

**Significant Problem (Academic Programs) #1:** The college does not adequately foster culturally-responsive teaching models that are shown to improve student outcomes and close equity gaps among students traditionally underrepresented in higher education.

A significant majority of Mt. SAC's entering freshmen are Hispanic, low-income, first-generation college students, and/or from other populations traditionally underrepresented in higher education. Many of these at-risk students enter Mt. SAC with a strong desire to break the cycle of poverty and enhance their quality of life. However, the majority of these students come to Mt. SAC without the skills necessary for academic success. Their under-preparedness is evidenced by students' low course retention rates (percentage of those enrolling and those finishing with a grade) and low course success rates (GPA of 2.0 or greater). Hispanic students have lower course retention and success rates than students at large. Hispanic, African American, and Pacific Islander students have the lowest course retention and success rates among all ethnic groups, significantly lower than the rates for Asian (78.6%) and white (75.7%) students.

<b>Mt. SAC Non-Distance Education Credit Course Retention and Success Rates, Fall 2018</b>			
<b>Ethnicity</b>	<b>Enrollment Count</b>	<b>Retention Rate</b>	<b>Success Rate</b>
All Students	77,210	87.1%	68.9%
<b>Hispanic</b>	<b>48,762</b>	<b>85.9%</b>	<b>65.4%</b>
Asian	15,130	90.5%	78.6%
White	7,621	88.9%	75.7%
African American	2,699	84.7%	61.4%
Pacific Islander	204	82.4%	55.9%
Multi-ethnicity	2,415	87.5%	68.5%
<i>Source: California Community Colleges Chancellor's Office, Data Mart, 2019.</i>			

The ACCJC's visiting team commended Mt. SAC for its efforts with implementation of guided pathways, which move students more quickly toward completion of their educational goals. One aspect of this approach is to implement placement of incoming students based on multiple measures rather than assessment tests alone. Using multiple measures placement often results in students being placed into higher levels of math and English, which often decreases their time to completion. However, this recent shift has led to higher enrollments of underprepared students in general education courses. Survey results from faculty across the state indicate the need for professional development of academic and counseling faculty as well as support staff in serving these underprepared students.

The college is motivated to improve student outcomes and to close equity gaps in student achievement. Mt. SAC has implemented a variety of programs to address the needs of special populations. In fact, during the college's most recent accreditation evaluation, the ACCJC's visiting team commended Mt. SAC for its diversity of support services for targeted populations, from bridge programs to programs that serve foster youth, veterans, and other special populations. While these programs have proven to promote student success, they are cost-prohibitive in scaling up at a college as large as Mt. SAC.

Many faculty members are inadequately prepared to adapt their teaching practices in ways that best serve underrepresented students. Faculty members often use lecture with

laboratory or discussion as their primary method of instructional delivery, a teaching method that has proven to be increasingly ineffective with learners who are diverse in ethnicity, socio-economic background, age, culture, and educational attainment. At the same time, while many faculty members have an interest in utilizing innovative instructional methodologies, Mt. SAC lacks the faculty development resources to implement a focused, collaborative, multi-disciplinary approach to the effective teaching of diverse learners.

**Significant Problem (Academic Programs) #2:** The college lacks a coherent structure to promote and provide online academic and support services to students enrolled in distance education courses.

The same issues that impact traditional, in-person courses are magnified in distance education courses. Overall, retention and success rates in distance education courses are lower for all students when compared to traditional courses. Equity gaps in achievement among students of color are even greater in distance education courses. Only 58.5% of Hispanic students who enroll in distance education credit courses successfully complete the courses.

<b>Mt. SAC Distance Education Credit Course Retention and Success Rates, Fall 2018</b>			
<b>Ethnicity</b>	<b>Enrollment Count</b>	<b>Retention Rate</b>	<b>Success Rate</b>
All Students	6,996	82.3%	64.1%
<b>Hispanic</b>	<b>3,904</b>	<b>80.1%</b>	<b>58.5%</b>
Asian	1,686	87.9%	77.9%
White	755	85.2%	69.4%
African American	384	74.7%	52.6%
Pacific Islander	19	84.2%	47.4%
Multi-ethnicity	212	84.4%	60.4%
<i>Source: California Community Colleges Chancellor's Office, Data Mart, 2019.</i>			

Mt. SAC is acutely aware of these issues and has taken steps to address them. The college developed a certification program entitled Skills and Pedagogy for Online Teaching (SPOT). Faculty members who want to teach an online courses must complete this certification. However, distance education faculty members need ongoing “refreshers” on effective practices in online



instruction, as well as professional development on equity-minded pedagogies, incorporating open educational resources (OER), and using technology tools.

In addition, the college has carefully and deliberately designed online academic and student support services to help address the needs of online students, but students often do not use the services available to them. Students who register for online classes are directed to online readiness videos, but the usage level is very low. Students have access to real-time online video counseling using Cranium Café, but this service has seen a limited number of student users. While a variety of online tutoring options are available to students, use of online tutoring is minimal. Connecting online students to these and other support services is imperative.

<b>Strengths: Institutional Management</b>
<ul style="list-style-type: none"> <li>• Supports innovation and a strong sense of collegiality among employees</li> <li>• College goals are clearly communicated to the campus community and embedded throughout the institutional planning process</li> <li>• Analyzes data to continuously evaluate, plan, and implement program review processes to improve educational goals, programs, services, policies, and college mission</li> <li>• Uses TracDat software to record outcomes, assessment methods, and data summaries</li> <li>• Broad-based participation and dialogue concerning strategic planning and program review</li> <li>• Research &amp; Institutional Effectiveness Office provides a wide range of institutional data</li> <li>• Commendations from 2017 accreditation evaluation team for: <ul style="list-style-type: none"> <li>○ lowering its federal financial aid cohort default rates to ten percent by voluntarily instituting a default-prevention program, which includes financial literacy workshops, loan counseling, and the designation of a staff member whose sole responsibility is loan default prevention</li> <li>○ taking steps towards a more inclusive culture, which is supported by the development and implementation of the PIE [program review] process</li> </ul> </li> </ul>
<b>Weaknesses: Institutional Management</b>
<ul style="list-style-type: none"> <li>• Program review process does not infuse equity components</li> <li>• Adjunct faculty have limited opportunities to participate in professional development</li> <li>• Limited opportunities for campus-wide discussions on issues of student equity</li> <li>• Inadequate financial literacy activities for students, who increasingly receive financial aid</li> <li>• No formal onboarding process for student workers</li> <li>• Limited training for hourly employees who provide direct support to students</li> <li>• Lacks the capacity to offer adequate online professional learning options</li> </ul>

**Significant Problem (Institutional Management) #3:** The college provides insufficient opportunities for employees to recognize their role in promoting equitable student achievement and to improve organizational interactions that contribute to the success of underrepresented students.

Mt. SAC's 2016 results from the Community College Survey of Student Engagement (CCSSE) indicate that the college performed least favorably compared to the national cohort on measurements of student engagement with regard to active and collaborative learning, student-faculty interaction, and student effort. The college's internal research and focus groups show that students benefit from greater engagement on campus, particularly faculty-to-student. The more contact that students have with their professors, the more likely they are to stay on track in achieving their educational goals. However, students of color, low-income students, and first-generation college students report that they often have difficulty relating to their professors.

Mt. SAC recently invested in strengthening recruitment and hiring practices in order to attract robust pools of diverse applicants for faculty and management positions. This investment includes funding for diverse faculty members and managers to staff recruitment booths at minority-serving institutions across the country and conduct recruitment at conferences that attract people of diverse backgrounds, as well as paying for successful applicants' travel to interviews. In the past several years, the college has seen a gradual shift in racial demographics of faculty members. Nonetheless, only 19% of full-time faculty and 17% of part-time faculty are Hispanic, compared to 56% of students. Nearly 53% of full-time faculty and 43% of part-time faculty are white, compared to only 10% of students.

Compounding this problem is a lack of awareness among faculty members of campus resources and services. The latest CCSSE results revealed that one-quarter of faculty members rarely/never refer students to academic advising or skills labs, and more than 13% of faculty members rarely/never refer students to tutoring. Moreover, part-time faculty are less likely than

full-time faculty to refer students to academic advising, skills labs, and tutoring. Since students often do not know how or where to ask for assistance, their professors play a crucial role in referring students to the college's wide array of support services.

Although the college has a strong Professional and Organizational Development department, its funding is limited in providing adequate training opportunities for faculty and staff. Part-time faculty and staff have difficulty participating in-person workshops, but the college does not have the capacity to offer sufficient online professional learning opportunities. While the college employs more than 2,000 student workers each year, training opportunities are virtually non-existent for this vital part of the Mt. SAC workforce. Part-time employees – including student workers – are often the first people with whom students interact upon entering a program office or service area; however, they lack opportunities for professional growth in providing support to students from diverse backgrounds with varied needs.

<b>Significant Problem (Institutional Management) #4:</b> Students have limited opportunities on campus for cultural enrichment, personal growth, and leadership development.
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Mt. SAC students significant challenges to achieving success in postsecondary education. According to the college's most recent graduate survey, the top three challenges that students reported facing were: (1) time management and balancing work, school, and family; (2) financial issues (limited resources to pay for education); and (3) level of difficulty of classes taken. Additionally, when asked to reflect on their areas of strength, students felt least confident in: (1) understanding current political and environmental issues; (2) getting together with other students; (3) getting to know other students in classes. Finally, student participation in special programs and extracurricular opportunities is not widespread.

According to Mt. SAC's most recent Cooperative Institutional Research Program (CIRP) freshmen survey analysis, 30% of respondents identified "anxiety" as their strongest feeling

about being a new college student. One-third of respondents reported “having enough money (fees, books, supplies)” as the greatest challenge that they expect to face as a college student. When asked to describe their support system while in college, 39% of students responded that they had limited to no support from family or friends.

More than half of Mt. SAC students receive financial aid, with Hispanic students accounting for 69% of all financial aid recipients. These students receive some training in financial literacy. The college’s Financial Aid Office conducts outreach to inform students of their financial aid options. Students who take out student loans must participate in student loan workshops. Financial Aid collaborates with Counseling to conduct workshops for students receiving financial aid who fall into academic probation. Other special programs on campus conduct some financial literacy activities for their participants. Students at large, however, have limited exposure to financial literacy activities on campus.

On such a large campus, new students often feel overwhelmed, as evidenced by the CIRP survey results. They want to engage with classmates and professors and feel connected to campus, but they often lack the “college knowledge,” leadership skills, and communication skills to make the most of their higher education experience. The anxiety and uncertainty that so many first-time college students experience is often amplified for students of color. Developing leadership skills, communication skills, and emotional intelligence is essential for students’ successful development on campus and within the community.

<b>Strengths: Fiscal Stability</b>
<ul style="list-style-type: none"><li>• Has sustained and grown educational programs while consistently maintaining substantial year-in reserve balances</li><li>• The minimum 10% unrestricted general fund reserve policy has insured that the level of financial resources is more than adequate to provide financial solvency</li><li>• Allocates new resources using a budget review and development process that is integrated with the program review process and sets priorities for funding institutional improvements</li><li>• The management information system provides timely, accurate, reliable fiscal information</li></ul>

- Responsibility and accountability for fiscal management are clearly delineated
- A \$750-million voter-approved bond passed in 2018 and will enable the college to continue to replace and renovate outdated buildings
- Commendation from 2017 accreditation evaluation team for:
  - successfully completing the rigorous testing to achieve fiscal independence status from the Los Angeles County Office of Education

#### **Weaknesses: Fiscal Stability**

- The state saw a \$49 million shortfall for community colleges in the most recent fiscal year, with Mt. SAC's share of this ongoing cut being almost \$1.3 million annually
- California's new funding formula for community colleges, which reduces the weight of FTES on allocations, will likely reduce Mt. SAC's budget in coming years
- The new funding formula emphasizes improving outcomes for low-income and underrepresented student while providing less funding to the college
- A mild economic recession, which is probable in the near future, would lead to an estimated shortfall of more than \$500 million for California's community colleges, with Mt. SAC's likely share being well over \$10 million
- New campus buildings have increased operational costs
- The college has insufficient financial resources for staff and faculty development

**Significant Problem (Fiscal Stability) #5:** Inadequate fiscal resources for the effective delivery of equity-minded teaching models and support services jeopardize student success.

Despite prudent financial management and strong fiscal reserves, Mt. SAC is subject to the same political and economic forces that impact other community colleges across the country. Indicators suggest that the economy is softening after many years of growth. At the same time, the statewide system of community colleges has implemented a new funding formula that is no longer based solely on FTES. While Mt. SAC has a long history of successfully adapting to changes at the state and federal levels, it is difficult to determine the full potential impact of a likely recession and the new funding formula on the college's ongoing budget.

Statewide mandates and initiatives, such as Guided Pathways, Strong Workforce, and multiple measures placement, provide limited resources for faculty and staff development that would help the college to more effectively implement these strategies and ultimately improve student outcomes. The ability to improve student outcomes now is directly tied with the

community college funding in the state. There is a need for evidence-based and cost-effective modes of supporting students and promoting their academic success.

**(2) The goals for the institution’s academic programs, institutional management, and fiscal stability are realistic and based on comprehensive analysis.**

Based on the analysis of Mt. SAC’s strengths, weaknesses, and significant problems described in the preceding section, the Title V planning team has defined key development goals related to this application that align with institutional goals. The team developed institutional goals and HSI five-year plan goals out of the college’s integrated planning process, as well as through direct engagement of students, faculty, staff, and administrators.

<b>Title V Five-year Institutional Goals</b>
1. Support faculty in exploration of new research and teaching models that enhance student learning and improve educational outcomes for students from diverse backgrounds.
2. Improve practices that integrate technology with academic excellence to create an enhanced learning environment for a diverse student body.
3. Build the capacity of faculty to access, understand, and use data to measure the impact of pedagogies on student outcomes.
4. Provide staff with knowledge and skills required for effectively engaging students in meaningful and culturally responsive ways.
5. Enhance students’ cultural awareness, personal development, and leadership skills.
6. Increase students’ financial literacy, including awareness of financial aid options, financial planning, and debt management. [CPP 2]
7. Improve campus-wide cultural competence and cross-cultural dialogue.

**(3) The objectives stated in the plan are measurable, related to institutional goals, and, if achieved, will contribute to the growth and self-sufficiency of the institution.**

<b>Title V Institutional Objectives</b>
<p><b>Objective 1:</b> By September 2024, the number of faculty members completing grant-sponsored professional development in equity-minded pedagogy will increase by 25% from a baseline established in Fall 2019.</p> <p><i>Relates to Institutional Goals 1, 2, 3, 7; HSI Goals 1a, 1b, 2b, 3a, 7b; Problems 1, 2, 3, 5</i></p>
<p><b>Objective 2:</b> By September 2024, the rate at which students successfully complete courses taught by faculty who incorporate equity-minded pedagogy will increase among pilot students from an average of 69% in Fall 2018 to 79% in Fall 2024.</p> <p><i>Relates to Institutional Goals 1, 3, 7; HSI Goals 1b, 1d, 2b, 3a, 7b; Problems 1, 3, 5</i></p>

<p><b>Objective 3:</b> By September 2024, 80% of faculty members completing the grant-developed Equity Certification will access, understand, and use data to measure the effectiveness of new pedagogies on student outcomes.</p> <p><i>Relates to Institutional Goals 1, 3, 7; HSI Goals 1a, 1b, 3a, 7a, 7b; Problems 1, 3, 5</i></p>
<p><b>Objective 4:</b> By September 2024, the number of classes using OER will increase by 25% from a baseline established in Fall 2019.</p> <p><i>Relates to Institutional Goals 2, 7; HSI Goals 2a, 2c, 2d, 7b; Problems 2, 5</i></p>
<p><b>Objective 5:</b> By September 2024, the number of students using technology tools to identify appropriate campus support services will increase by 25% from a baseline of 1,025 students in Spring 2019.</p> <p><i>Relates to Institutional Goals 2, 7; HSI Goals 2a, 2c, 2d, 7b; Problems 2, 5</i></p>
<p><b>Objective 6:</b> By September 2024, 80% of employees participating in grant-sponsored equity-based professional development will self-report increased understanding of their role in closing achievement gaps among students underrepresented in higher education.</p> <p><i>Relates to Institutional Goals 1,2, 4, 5, 7; HSI Goals 1a, 2b, 4a, 4b, 5a, 7b; Problems 1,2,3,4,5</i></p>
<p><b>Objective 7:</b> By September 2024, 80% of students participating in grant-sponsored personal and leadership development activities will self-report an enhanced sense of identity and confidence in their ability to achieve their educational goals.</p> <p><i>Relates to Institutional Goals 5, 6, 7; HSI Goals 5a, 5b, 6a, 6b, 7b; Problems 4, 5</i></p>
<p><b>Objective 8:</b> By September 2024, the number of students participating in grant-sponsored financial literacy activities will increase by 25% from a baseline established in Fall 2019.</p> <p><i>Relates to Institutional Goals 5, 6; HSI Goals 5b, 6a, 6b, 7b; Problems 4, 5; CPP 2</i></p>
<p><b>Objective 9:</b> By September 2024, 70% of students who complete financial literacy activities will score at least 70% on a financial literacy post-assessment.</p> <p><i>Relates to Institutional Goals 5, 6; HSI Goals 5b, 6a, 6b, 7b; Problems 4, 5; CPP 2</i></p>

**(4) The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practice and improvements developed under the proposed project, including, in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources.**

Mt. SAC recognizes that only through continued commitment will substantial and enduring solutions to institutional problems be realized. Mt. SAC will make financial commitments to supplement Title V funds during the grant period, especially in the area of personnel. The overarching goal of Mt. SAC's proposed Title V project is to create an equity-minded campus culture to improve the educational outcomes of Hispanic, low-income, and other students traditionally underrepresented in higher education.

Title V funds will be used to promote institutional changes in teaching and serving students, to research and validate the effectiveness of these new methods, to revise institutional processes to accommodate these new methods, and to provide training of program faculty and support personnel to ensure these new methods' effective implementation. In addition, Mt. SAC is leveraging existing resources to ensure the project's successful implementation. Thus, the proposed project has been designed with sustainability in the forefront of all planning activities.

<b>Post-grant Continuation of Personnel and Fringe Benefits Expenses</b>
College leaders have analyzed each of the positions necessary for achievement of the grant's objectives and determined those to be institutionalized post-grant. They are summarized in the table below; detailed information and rationale is in the budget narrative.
<b>Post-grant Continuation of Travel</b>
Student travel will be continued post-grant, at approximately \$6,500/year.
<b>Post-grant Equipment and Supplies Maintenance, Replacement, and Upgrades</b>
On a planned four-year computer replacement cycle, the cost to replace the computers in the Consumer Resource Center will be \$6,000. Additional materials and supplies of \$15,000/year will be required post-grant.
<b>Post-grant Continuation of Contractual and Construction</b>
The external evaluation will not be required post-grant. Guest speakers will be continued post grant, at approximately \$10,000/year.
<b>Post-grant Continuation of Other Expenses</b>
Printing services will not be required post-grant. Publication costs for consumer materials at the Consumer Resource Center will be continued post-grant, at approximately \$2,000/year. The college will continue supporting professional development for faculty and staff after the grant period through the Professional and Organizational Development department.

For activities to be sustained, Mt. SAC has two options for funding. The first is re-allocation of existing resources; if this were possible, the college would have already fully implemented these crucial improvements. The second option is to increase state reimbursement and tuition collections through increased enrollment, retention, and completion. Mt. SAC is planning to institutionalize Title V activities through increases in student retention. The total recurring costs are \$230,648/year. This is equivalent to the tuition (\$1,104/year) and state FTES reimbursement (\$3,727/FTES) of less than 48 full-time students. The college is confident that it can grow by 48 FTES through the efforts proposed in this grant application.



Line Item	Budget	2019-20	2020-21	2021-22	2022-23	2023-24	Post-grant	Source
Title V Project Director	Title V College	\$80,724 \$0	\$83,448 \$0	\$86,244 \$0	\$88,860 \$0	\$91,608 \$0	N/A	
Instructional Designer	Title V College	\$81,202 \$0	\$85,263 \$0	\$89,526 \$0	\$70,502 \$23,500	\$49,351 \$49,351	\$98,702	Increased student retention
Research Analyst & Admin. Specialist	Title V College	\$76,049 \$0	\$79,851 \$0	\$83,844 \$0	\$88,037 \$0	\$90,679 \$0	N/A	
Faculty Coordinators	Title V College	\$87,945 \$0	\$90,585 \$0	\$74,643 40	\$76,883 \$0	\$79,190 \$0	N/A	
Faculty Data Coaches	Title V College	\$26,383 \$0	\$27,174 \$0	\$27,989 \$0	\$28,829 \$0	\$29,694 \$0	\$29,694	Increased student retention
Faculty (hourly)	Title V College	\$18,065 \$0	\$18,065 \$0	\$18,065 \$0	\$18,065 \$0	\$18,065 \$0	N/A	
Students (hourly)	Title V College	\$36,220 \$0	\$36,220 \$0	\$36,220 \$0	\$36,220 \$0	\$36,220 \$0	\$16,220	Increased student retention
Fringe Benefits	Title V College	\$120,024 \$0	\$123,367 \$0	\$123,236 \$0	\$115,960 \$10,752	\$107,719 \$22,146	\$51,032	Increased student retention
Travel	Title V College	\$9,824 \$0	\$9,824 \$0	\$9,824 40	\$21,584 \$0	\$28,640 \$0	\$6,500	Increased student retention
Supplies	Title V College	\$39,500 \$0	\$22,000 \$0	\$26,400 \$0	\$28,000 \$0	\$40,000 \$0	\$16,500	Increased student retention
Contractual	Title V College	\$20,000 \$0	\$20,000 \$0	\$20,000 \$0	\$20,000 \$0	\$20,000 \$0	\$10,000	Increased student retention
Other	Title V College	\$4,000 \$0	\$4,000 \$0	\$4,000 \$0	\$7,000 \$0	\$7,000 \$0	\$2,000	Increased student retention
Total	Title V College	\$599,936 \$0	\$599,797 \$0	\$599,991 \$0	\$599,940 \$34,252	\$598,166 \$71,497	\$230,648	
<b>Total costs to institutionalize (including fringe benefits): \$230,648</b> <b>Total costs transitioned to college funds prior to end of grant: \$71,497</b> <b>Total new costs for institutionalization post-grant: \$159,151</b>								

**(5) The plan clearly and comprehensively describes the five-year plan to improve its services to Hispanic and other low-income students.**

<b>Five-year Plan for Improving Services to Hispanic and Low-income Students</b>	
<b>Title V 5-Year Institutional Goals</b>	<b>HSI Five-year Plan Goals</b>
1. Support faculty in exploration of new research and teaching models that enhance student learning and improve educational outcomes for students from diverse backgrounds.	1a. Provide professional development opportunities for faculty to better address the needs of under-prepared and ethnically diverse students. 1b. Increase the prevalence of equity-minded teaching practices that address the needs/learning styles of a diverse student body. 1c. Promote campus awareness of model programs and strategies that close equity gaps among students. 1d. Improve the rate at which Hispanic and low-income students successfully complete courses.
2. Improve practices that integrate technology with academic excellence to create an enhanced learning environment for a diverse student body.	2a. Increase the number of classes using open educational resources (OER) to address textbook affordability for Hispanic and low-income students. 2b. Provide professional development opportunities for distance education faculty on equity-minded approaches in online instruction. 2c. Provide professional development opportunities for distance education support staff on using technology tools to better serve online students. 2d. Increase the number of Hispanic and low-income students using technology tools to identify and access appropriate support services.
3. Build the capacity of faculty to access, understand, and use data to measure the impact of pedagogies on student outcomes.	3a. Increase the number of faculty members using student outcome data to improve culturally-responsive teaching practices.
4. Provide staff with knowledge and skills required for effectively engaging students in meaningful and culturally responsive ways.	4a. Expand orientation for academic and student support staff to include equity-based topics. 4b. Provide professional development opportunities for tutors on equity-minded pedagogical methods.
5. Enhance students' cultural awareness, personal development, and leadership skills.	5a. Implement onboarding process and ongoing training for student workers that address equity issues. 5b. Collaborate with Hispanic and low-income students to develop and offer programs that focus on personal and leadership development.

6. Increase students' financial literacy, including awareness of financial aid options, financial planning, and debt management. [CPP 2]	6a. Expand existing and develop new programs that promote the financial literacy of Hispanic and low-income students. 6b. Increase the number of Hispanic and low-income students participating in financial literacy activities.
7. Improve campus-wide cultural competence and cross-cultural dialogue.	7a. Infuse equity components into the program review and integrated planning processes. 7b. Increase the college community's awareness of the unique needs of Hispanic, low-income, and other populations underrepresented in higher education.

## PART B: PROJECT DESIGN

### (1) The proposed project demonstrates a rationale.

I will complete the visual logic model and insert here.

### (2) The proposed project is supported by promising evidence.

Mt. SAC's approach for the proposed project is to provide a comprehensive set of activities to improve the academic achievement and personal development of Hispanic, low-income, and other students underrepresented in higher education. From the lessons learned through engagement with students and institutional agents, the project planning team believes that a need-responsive approach is the most effective and responsible endeavor in building institutional capacity to support the college's diverse student body.

Mt. SAC not only has chosen services based on institutional data analysis and focus groups, but it also has conducted a thorough review of the literature in determining the most appropriate strategies to serve its diverse population of students. As described in the *Implementation Strategy* (pages 20-39), during the planning process, Mt. SAC consulted with other colleges and organizations, attended workshops/conferences, and examined peer-reviewed literature. The planning team also has conducted an extensive review of research in the What Works Clearinghouse to frame an approach that shows promising evidence of effectiveness.

I will discuss the WWC studies and complete the attachment in Grants.gov.

## PART C: ACTIVITY OBJECTIVES

**(1) The objectives are realistic and defined in terms of measurable results.**

The objectives described in the following table address the needs identified in the CDP, are measurable, and are realistic given the project's implementation strategy and budget.

**(2) The objectives are directly related to the problems to be solved and to the goals of the comprehensive development plan.**

The following table outlines the project's nine objectives, as well as the institutional goals, the HSI goals, and the significant problems identified in the CDP.

Activity Objectives	Relation to CDP Goals and Problems
<b>Objective 1:</b> The number of faculty members completing grant-sponsored professional development in equity-minded pedagogy will increase from a baseline established in Fall 2019 by 5% (Fall 2020), 10% (Fall 2021), 15% (Fall 2022), 20% (Fall 2023), and 25% (Fall 2024).	<i><b>Institutional Goals</b> 1, 2, 3, 7 <b>HSI Goals</b> 1a, 1b, 2b, 3a, 7b <b>Problems</b> 1, 2, 3, 5</i>
<b>Objective 2:</b> The rate at which students successfully complete courses taught by faculty who incorporate equity-minded pedagogy will increase among pilot students from an average baseline of 69% in Fall 2018 to 71% (Fall 2020), 73% (Fall 2021), 75% (Fall 2022), 77% (Fall 2023), and 79% (Fall 2024).	<i><b>Institutional Goals</b> 1, 3, 7 <b>HSI Goals</b> 1b, 1d, 2b, 3a, 7b <b>Problems</b> 1, 3, 5</i>
<b>Objective 3:</b> By September 2024, 80% of faculty members completing the grant-developed Equity Certification will access, understand, and use data to measure the effectiveness of new pedagogies on student outcomes.	<i><b>Institutional Goals</b> 1, 3, 7 <b>HSI Goals</b> 1a, 1b, 3a, 7a, 7b <b>Problems</b> 1, 3, 5</i>
<b>Objective 4:</b> The number of classes using open educational resources (OER) will increase from a baseline established in Fall 2019 by 5% (Fall 2020), 10% (Fall 2021), 15% (Fall 2022), 20% (Fall 2023), and 25% (Fall 2024).	<i><b>Institutional Goals</b> 2, 7 <b>HSI Goals</b> 1a, 2a, 2b, 2d, 7b <b>Problems</b> 2, 5</i>
<b>Objective 5:</b> Increase the number of students using technology tools to identify appropriate campus support services from a baseline of 1,025 students in Spring 2019 by 5% (Fall 2020), 10% (Fall 2021), 15% (Fall 2022), 20% (Fall 2023), and 25% (Fall 2024).	<i><b>Institutional Goals</b> 2, 7 <b>HSI Goals</b> 2a, 2c, 2d, 7b <b>Problems</b> 2, 5</i>

<b>Objective 6:</b> By September 2024, 80% of employees participating in grant-sponsored equity-based professional development will self-report increased understanding and will attempt to implement one new strategy in working with students underrepresented in higher education.	<b><i>Institutional Goals 1, 2, 4, 5, 7 HSI Goals 1a, 2b, 4a, 4b, 5a, 7b Problems 1, 2, 3, 4, 5</i></b>
<b>Objective 7:</b> By September 2024, 80% of students participating in grant-sponsored personal and leadership development activities will self-report enhanced sense of identity and confidence in their ability to achieve their educational goals.	<b><i>Institutional Goals 5, 6, 7 HSI Goals 5a, 5b, 6a, 6b, 7b Problems 4, 5</i></b>
<b>Objective 8:</b> By September 2024, the number of students participating in grant-sponsored financial literacy activities will increase from a baseline established in Fall 2019 by 5% (Fall 2020), 10% (Fall 2021), 15% (Fall 2022), 20% (Fall 2023), and 25% (Fall 2024).	<b><i>Institutional Goals 5, 6 HSI Goals 5b, 6a, 6b, 7b Problems 4, 5 CPP 2</i></b>
<b>Objective 9:</b> By September 2024, 70% of students participating in grant-sponsored financial literacy activities will score at least 70% on a financial literacy post-assessment.	<b><i>Institutional Goals 5, 6 HSI Goals 5b, 6a, 6b, 7b Problems 4, 5 CPP 2</i></b>

## PART D: IMPLEMENTATION STRATEGY

### (1) The implementation strategy for each activity is comprehensive.

The overarching theme of this project's single activity is: *Creating an equity-minded campus culture to improve the outcomes of underrepresented students*. The components for the proposed project's single activity are aligned with the Title V five-year institutional goals, which include: (1) support faculty in exploration of new research and teaching models; (2) improve practices that integrate technology with academic excellence; (3) build the capacity of faculty to access, understand, and use data; (4) provide staff with knowledge and skills for culturally-responsive student engagement; (5) enhance students' cultural awareness, personal development, and leadership skills; (6) increase students' financial literacy [CPP 2]; and (7) improve campus-wide cultural competence and cross-cultural dialogue. Detailed descriptions of each component may be found in [pages 23-35](#). A timetable of critical tasks may be found on [pages 36-39](#).

**(2) The rationale for the implementation strategy for each activity is clearly described and is supported by the results of relevant studies or projects.**

The identification of Mt. SAC's weaknesses, major problems, goals, and institutional objectives involved broad campus and community participation. The Title V planning team conducted extensive research and analysis before recommending the strategies proposed in this application. They reviewed research, attended workshops, consulted with peer institutions, discussed with colleagues, and investigated successful implementation of the proposed strategies. The strategies ultimately selected for implementation were based on (1) evidence in both literature and at peer institutions of their success; (2) cost-effectiveness and sustainability; (3) past experience at Mt. SAC and fit within the campus culture; and (4) congruence with the college's mission, goals, and priorities.

The following table shows the colleges/organizations visited and/or consulted, workshops/conferences attended, and literature reviewed during the planning process.

<b>College/University Visited/Consulted</b>	<b>Research Area</b>
California Jump\$tart Coalition	Financial literacy
California State University, San Bernardino	Identity-conscious community of practice
Peralta Community College District	Equity in distance education
Pasadena City College	One book, one campus
Santa Monica College	Data coaching
Skyline College	Universal design syllabus
<b>Workshops/Conferences Attended</b>	<b>Focus</b>
Asian Pacific Americans in Higher Education	Student engagement
California Community Colleges Online Teaching Conference	Equity in distance education; innovative teaching practices
Hispanic Association of Colleges and Universities (HACU) Annual Conference	Equity; student engagement
League for Innovation in the Community College Innovations Conference	Innovative teaching practices
National Conference on Race and Ethnicity (NCORE) in Higher Education	Equity in hiring; student engagement
National Institute for Staff and Organizational Development (NISOD) International Conference on Teaching and Leadership Excellence	Innovative teaching practices

### Publications and Research Consulted

**Selected (due to page limitations) citations:** Costino, K. (2018). Equity-minded faculty development: An intersectional identity-conscious community of practice model for faculty learning. *Equity and Inclusion: Expanding the Urban Ecosystem*, 29(1), 117-136. Kezar, A. (2014). *How Colleges Change: Understanding, Leading, and Enacting Change*. New York, NY: Routledge. Pendakur, V. (2016). *Closing the Opportunity Gap: Identity-conscious Strategies for Retention and Student Success*. Sterling, VA: Stylus Publishing. Eddy, S. L., & Hogan, K. A. (2014). Getting under the hood: how and for whom does increasing course structure work? *CBE – Life Sciences Education*, 13(3), 453-468. Olson, S., & Riordan, D. G. (2012). *Engage to excel: Producing one million additional college graduates with degrees in science, technology, engineering, and mathematics*. Washington, DC: Executive Office of the President. Colvard, N. B., Watson, C. E., & Park, H. (2018). The impact of open educational resources on various student success metrics. *International Journal of Teaching and Learning in Higher Education*, 30(2), 262-276. Love, N. B., Stiles, K. E., Mundry, S. E., & DiRanna, K. (Eds.). (2008). *The Data Coach's Guide to Improving Student Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Thousand Oaks, CA: Corwin. Bryson, C., & Hand, L. (2007). The role of engagement in inspiring teaching and learning. *Innovations in Education and Teaching International*, 44, 349-62. Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2010). *Student Success in College: Creating Conditions that Matter*. San Francisco, CA: Jossey-Bass. Conley, D. T. (2007). *Redefining college readiness*. Eugene, OR: Educational Policy Improvement Center. Pendakur, V. (2016). *Closing the Opportunity Gap: Identity-conscious Strategies for Retention and Student Success*. Sterling, VA: Stylus Publishing. Stolper, O. A., & Walter, A. (2017). Financial literacy, financial advice, and financial behavior. *Journal of Business Economics*, 87(5), 581-643. Chun, E., & Evans, A. (2016). Rethinking cultural competence in higher education: An ecological framework for student development. *ASHE Higher Education Report*, 42(4).

Creating conducive learning environments that improve student outcomes requires campuses to become more equitable and inclusive (Costino, 2018). An increasingly diverse student body requires that colleges rethink their structures and campus cultures in ways that close achievement gaps for underrepresented students (Kezar, 2014). The Center for Urban Education notes that equity-minded practitioners “question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change.” In addressing the needs of Mt. SAC’s students, the proposed project will lead to improved academic outcomes in culturally-responsive learning environments. Activities that respect and celebrate the richness of diversity, create a sense of belonging, and validate ontological orientations will help to advance the college’s efforts toward becoming an equity-minded campus.

***Goal 1: Support faculty in exploration of new research and teaching models that enhance student learning and improve educational outcomes for students from diverse backgrounds.***

Research by Eddy and Hogan (2014) shows that brain-based teaching and learning positively impact students of color and first-generation college students disproportionately better than other student populations. It also improves students' study skills and self-efficacy. Active learning pedagogy serves as a validated teaching practice that closes the equity gap between prepared and under-prepared students. However, faculty often lack experience using these teaching methods and are unaware of the documented positive impact of active learning on student outcomes (Olson & Riordan, 2012). In addition, even those faculty members who want to adopt brain-based approaches in their instructional delivery may feel overwhelmed at the prospect of developing new curricula and strategies. This project will empower Mt. SAC professors to become more equity-minded in their teaching practices.

Equity Certification. The project will develop an Equity Certification for faculty interested in professional growth in equity-minded teaching practices. This certification will consist of a series of workshops whereby practitioners: (1) review the research on brain-based learning; (2) identify effective brain-based applications in their classes; (3) plan for the implementation of brain-based strategies for specific topics; (4) experiment with these strategies in their classes; and (5) interact with their peers to identify strengths and weaknesses in these new pedagogies. As part of the development process, the college will collaborate with the California State University Extension Program to explore possibilities for column crossover credit for faculty who complete the certification. Some spots in the course will be set aside for adjunct faculty, who will be able to receive a stipend upon completion of the certification.

Community of practice for equity. As part of the college's efforts with guided pathways, the English and math departments have developed strong communities of practice among their



faculties. Building upon their successful models, the project will form a community of practice focused on equity. Interdisciplinary faculty members will regularly meet to discuss various topics related to equity in teaching and learning. Such topics may include: “Designing Democratic Classrooms,” “Equity-based Assessment Practices,” “Culturally-responsive, Project-based Teaching,” and “Using Active Learning to Engage Students.” Faculty members also will have the opportunity to share their experiences and practices with each other.

Professional development in brain-based teaching and learning. The project will offer a two-day, learner-centered training called “Training from the Back of the Room (TBR).” Participants will explore the current cognitive neuroscience behind effective instructional practices, and they will learn how to structure their lessons in ways that engage students from diverse backgrounds and improve their educational outcomes. Completers will be eligible for professional growth increment of 16 hours. As with the Equity Certification, some spots will be set aside for adjunct faculty, who will be able to receive a stipend upon completion. In addition, the project will develop and offer stand-alone workshops on brain-based teaching and learning.

Assistance with incorporating universal design in syllabus creation. The project will offer workshops on creating a syllabus based on the principles of universal design for learning. Universal design is a concept that is based on creating tools and teaching strategies that are mindful of students with specific challenges, including students with disabilities, learning differences, or other diverse issues. When a faculty member incorporates universal design, the syllabus becomes more engaging and creates a more welcoming and diversity-friendly classroom that promotes improved student outcomes.

Instructional designer for online professional learning. The project will hire an Instructional Designer who will specialize in professional learning. See [page 44](#) for a detailed job

description. This person will convert appropriate in-person training activities into an online format. The availability of online learning modules will further expand the project's reach by enabling part-time faculty and others with challenging schedules to participate in equity-based professional learning activities. This position will also develop online modules for students in professional development (student workers) and personal development (students at large). In the development of all online content, the Instructional Designer will refer to the What Works Clearinghouse's *Using Technology to Support Postsecondary Student Learning* practice guide of recommendations that support learning through the effective use of technology.

Podcast offerings. Working with the Instructional Designer, faculty members will create podcast offerings on topics related to equity and teaching practices, such as "Brain-based Teaching Strategies to Enhance Student Engagement," "Constructing Communities of Support," "Bringing Experiential Learning into Teaching Practice," "How to Make Your Class Welcoming to First-year Students," and "Leaving No Student Behind with Universal Design." These offerings will be publicized widely and also will be linked to the adjunct faculty resource page.

Annual campus summit on equity. The project will host a conference to spotlight individual, departmental, and program-level achievements in closing achievement gaps for diverse students. On a campus as large as Mt. SAC, visibility for model programs can be limited. This annual event will provide a venue to share effective practices. It also serves to further engage informal communities of practice.

***Goal 2: Improve practices that integrate technology with academic excellence to create an enhanced learning environment for a diverse student body.***

The What Works Clearinghouse's *Using Technology to Support Postsecondary Student Learning* practice guide makes several evidence-based recommendations for colleges on the using technology to improve student outcomes, including using varied, personalized, and readily

available digital resources to design and deliver instructional content and using technology to provide timely and targeted feedback to students. This project will promote the use of technology among students, faculty, and staff, to improve the teaching and learning environment.

Open educational resources (OER). Research shows that many students prefer using OER instead of traditional textbooks due to their easy accessibility, low to no cost, and ease of use online textbooks. Additionally, students and faculty alike perceive OER to be better than or equivalent to commercial textbooks (Colvard, Watson, & Park, 2018).

The project will engage faculty in the adoption, adaptation, and/or creation of OER. Faculty members who choose to adopt OER will redesign a course using an existing open textbook and compile any needed ancillary materials that might not already exist. Faculty members who choose to adapt OER will combine a number of OER together to create a customized set of course materials. Faculty members who choose to create OER will reach this point after conducting an exhaustive search that did not yield sufficient OER content in a subject area, and they will author an original textbook that will be shared under the creative commons license. Mt. SAC will leverage its online librarians to assist faculty with content discovery, curation of OER sites, copyright expertise, and OER enhancement services.

In order to receive one of these incentives, faculty members must commit to using these OER for at least two semesters. An OER Task Force will review faculty proposals, following a rubric to select faculty participants, including impact, accessibility, savings, innovation/creativity, and overall quality of the proposal. The college's Faculty Center for Learning Technology will support integration of OER with Canvas, content creation applications, and instructional design. The Bookstore will provide print copies of OER and inform students of courses using OER. Counseling will advise students on the benefits of taking OER courses.

Professional development for online faculty. Faculty members teaching distance education courses face additional challenges to creating culturally-responsive learning environments. While faculty members teaching online courses will have the access to the professional development activities described on **pages 23-25**, they will also be able to participate in training that addresses equity-based needs specific to online teaching.

Professional development for online staff on using technology tools. The project will leverage Canvas to interact within the Mountie Student Hub, a tool for online counselors and online peer mentors to connect with students by cohort or service. Counselors and peer mentors will then receive professional development to include training sessions on using existing technology tools to provide services to online students, such as California's Online Education Initiative cross-enrollment process, Cranium Café, QuestProgram/Smart Measure online readiness videos, NetTutor, and Canvas.

Promote student use of online support services. As faculty and staff become more familiar with using technology tools, they will be able to promote these tools to online students. The integration of the Mountie Student Hub with the Canvas app will make it easier for students to access online support services and become aware of in-person support services as well. These efforts to direct students to online support services will support their learning outcomes.

***Goal 3: Build capacity of faculty to access, understand, and use data to measure the impact of pedagogies on student outcomes.***

Building data literacy among educators is necessary in bringing about institutional transformation that improves student outcomes and closes equity gaps. Collaborative inquiry creates a structure for this type of transformation to take place. Educators share their experiences, learn about what teaching practices are working well, examine data to identify issues, brainstorm potential solutions, and implement new strategies to improve student learning (Love, Stiles,

Mundry, & DiRanna, 2008). This project will build the capacity of faculty members to access, understand, and use data to make informed decisions about their teaching practices.

Data coaching. The project will train a cohort of faculty members as data coaches who will provide direct support to their peers. This three-day training commitment will be followed up with periodic check-ins as a cohort. New faculty will be trained each year, chosen from among the various academic divisions and student services. Imparting this information on a cross-section of the faculty will lead to greater instances of collaborative inquiry, whereby educators work together to analyze student data, identify equity gaps, pilot new instructional strategies, and measure the impact of these new pedagogies on student outcomes.

***Goal 4: Provide staff with knowledge and skills required for effectively engaging students in meaningful and culturally responsive ways.***

Individual employees play a significant role in creating an equity-minded campus culture. Staff must recognize their part in ensuring the success of students and identifying specific actions that they can take to close achievement gaps. A holistic approach to serving students stresses the importance of a college employee's disposition. When they are warm and respectful in their interactions with students, students feel a greater sense of belonging on the campus (Bryson & Hand, 2007). The project will develop professional development activities for staff that increase understanding of and preparedness to serve and assist students from diverse backgrounds. This enhanced knowledge about working with diverse students will lead to more culturally responsive learning environments and improved student outcomes.

Professional development for staff and management. In addition to incorporating equity-based topics into the new employee onboarding process, the project also will provide training for support staff and managers on equity-mindedness, the affective domain, unconscious bias, and other related topics. These workshops will be delivered through the college's Professional and

Organizational Development program. As appropriate, the Instructional Designer will modify in-person workshop content into an online format. See also [pages 33-35](#) for a discussion of campus-wide activities that will promote cultural competence.

Expanded onboarding for tutors. Currently, tutors across campus go through an onboarding process that mostly focuses on operational and regulatory topics. This project will infuse equity-based topics into this onboarding process. Tutors have a vital role in keeping students on track to achieve their educational goals. Training opportunities will increase tutors' understanding of the challenges that underrepresented students face. They also will learn effective, brain-based instructional approaches for assisting diverse learners.

Onboarding process for student workers. At this time, the more than 2,000 student workers that Mt. SAC employs annually do not participate in an onboarding process. Individual departments may provide some orientation to student workers, but a formal process does not exist. This project will develop online modules that student workers may access from their workstations. These modules will cover topics such as workplace skills, financial literacy [CPP 2], equity-mindedness, unconscious bias, and racial micro-aggressions.

Equity workshops for student workers. In addition to the online modules on equity-related and personal development topics, student workers also will be invited to participate in periodic in-person equity workshops. College leadership will encourage supervisors to release student workers to participate in these activities, leveraging departmental budgets to ensure that student workers also become equity-minded in their professional interactions.

***Goal 5: Enhance students' cultural awareness, personal development, and leadership skills.***

Student engagement is dependent upon student learning opportunities and services that induce students to participate in and benefit from them (Kuh, Kinzie Schuh, & Whitt, 2010). In

studying key principles of college readiness, Conley (2007) discusses the impact of “privileged information” related to understanding how a college operates. Students who are not privileged, in this sense, may “become alienated, frustrated and even humiliated during their freshman year and decide that college is not the place for them.” Conley discusses the importance of students’ understanding of the college system and the fact that students should not “disown their cultural backgrounds” but rather need to understand the inter-relationship between their cultural values and the institution’s values and expectations of them. Further, student-faculty interactions outside of the classroom have a strong impact on student outcomes (Pendakur, 2016). This project will engage students in culturally-responsive activities that promote their personal development and leadership skills and ensure that their voices are heard.

Cultural awareness. Student development activities will focus on social and cultural capital, leadership concepts for students of color, and identity development. A series of seminars will enable students to feel more comfortable on campus, increase their engagement, cultivate self-confidence, reinforce a strong sense of cultural identity and pride, and empower students to develop ongoing narratives and counter-narratives. Guest speakers will speak on topics related to cultural identity, equity-mindedness, dispelling stereotypes, and other contemporary issues.

Personal development workshops. The project will engage faculty, managers, staff, and student leaders to deliver workshops focused on personal development topics. The following table provides a list of potential topics to be covered.

<b>Examples of Personal Development Workshops for Students</b>	
• Appreciating and Respecting Diversity	• Conflict Resolution
• Principles of Personal Leadership	• Effective Communication Skills
• Ethical Decision Making	• How to Get Involved on Campus
• Time and Stress Management	• Public Speaking
• Power and Privilege	• Understanding Yourself
• Developing Your Resume	• Teamwork and Collaboration

Leadership development. Leadership development calls for the integration of culturally relevant topics into the spaces that support reflective learning outside the classroom. To that end, students will regularly gather to discuss ongoing issues that matter to them as individuals, students, and members of their cultural community. The intersection of these activities will create informal learning environments that help students feel more comfortable on campus, increase engagement, and empower students to share their personal stories with others. In addition, students will develop and implement a student-led conference, described on [page 34](#). This conference has a dual purpose of developing leadership skills among students and promoting campus-wide cultural competence.

Massive open online course (MOOC) for student professional development. As with other grant-developed in-person training activities, the Instructional Designer will convert appropriate student workshops into online format. For those students who are interested in enhancing their personal and leadership development but cannot participate in the face-to-face workshops, the project also will offer online modules through a MOOC.

Student involvement in Title V Steering Committee. To ensure that student voices are represented through grant implementation, the project will invite students to sit on the Steering Committee. This group will meet monthly to discuss the direction of the project, identify problems, stimulate alternatives, and provide recommendations to the project personnel.

***Goal 6: Increase students' financial literacy, including awareness of financial aid options, financial planning, and debt management. [CPP 2]***

A Pew research study showed that 54% of Americans spend more than they earn. According to a recent study by the Global Financial Literacy Excellence Center (2019), 42% of millennials model their financial behavior after their parents, whether their parents have strong or weak financial literacy. Stolper & Walter (2017) explain that levels of financial literacy are low.



Further, low-income individuals are even further disadvantaged by their lack of financial knowledge. This project will implement various strategies to improve students' financial literacy.

Consumer Resource Center. Mt. SAC will create a Consumer Resource Center [CPP 2], which will be located in Building 8, which houses the Mountie Café and is the Student Services Center and the Student Life Center. The center will be a place for students to access consumer resources, seek referrals, gather consumer materials and publications, and use computers for matters related to their consumer inquiries. Peer mentors, under the guidance of a Faculty Coordinator, will assist students in finding information about banking, investing, financial planning, taxes, and other consumer-related issues.

Financial literacy workshops. The project will expand upon its existing financial literacy activities. [CPP 2] The college already offers a variety of financial literacy workshops to financial aid recipients, including workshops on student loans, budgeting/debt awareness, financial aid considerations for students on academic probation, and financial planning when transferring to a university. However, only students receiving financial aid participate in these workshops currently. The project will create new topics related to financial literacy and will offer them to students at large. The project also will bring these workshops to programs on campus that target specific equity populations, such as Veterans Resource Center, REACH (foster youth), ACES (low-income/first-generation), Bridge, and Minority Male Initiative.

Online module on financial literacy. As previously described on [pages 29](#), a new onboarding process for student workers will include a module on financial literacy. [CPP 2] This will potentially reach more than 2,000 students annually. This module also will be made a part of the MOOC, which will be accessible to all interested students.

Consumer Resource Fair. The project will coordinate an annual Consumer Resource Fair during Financial Literacy Month, which is recognized in April. [CPP 2] This event will engage local organizations and corporations in the delivery of workshops related to consumer issues and financial literacy. Examples of workshops include: Los Angeles Trade Commission on ways to avoid fraud, Wells Fargo on banking, Los Angeles Department of Consumer Affairs on consumer protections, and Experian on credit reports. Other presentations and/or panel discussions will cover budgeting, saving, and investing.

Peer mentors for financial literacy outreach. The project will engage students to serve as peer mentors to staff the Consumer Resource Center, assist with event set-up, and conduct outreach across campus to engage students in financial literacy activities broadly. [CPP 2] These peer mentors will be students who have successfully completed Family and Consumer Sciences courses (e.g., personal financial planning, consumerism).

Educator workshops on financial literacy. Mt. SAC also recognizes that its faculty may benefit from financial literacy training. To that end, the project will offer a workshop titled “Financial Smarts for Educators.” [CPP 2] This workshop will cover topics of investing, financial planning, risk management, retirement, and other related issues. Participants also will become aware of the financial challenges that many of their students face and will learn about resources that they can encourage their students to access.

***Goal 7: Improve campus-wide cultural competence and cross-cultural dialogue.***

Identity-conscious programming and student-faculty interactions outside of the classroom promote students’ self-efficacy and improve student outcomes (Pendakur, 2016). Opportunities for faculty and students interact in various ways on campus are an important to student engagement. Targeted professional and/or personal development opportunities are important for

individuals to recognize their own role in promoting equity; however, a wider institutional approach that allows for engagement of all campus constituencies creates an opportunity for real institutional transformation (Chun & Evans, 2016). This project will implement several activities to advance the college's cultural competence.

Speaker series focused on topics of cultural competence. The project will host a speaker series on topics related to cultural competence. These events will be open to the entire campus community. Guest speakers will discuss topics such as inclusive leadership, unconscious bias, diversity of communication, and improving diversity, equity, and inclusion. Participants will be charged with incorporating what they have learned into their work and personal lives. The project will organize debriefing discussions or interested participants.

One book, one campus. The project will lead a "one book, one campus" initiative that will promote campus-wide discussion around a book related to equity. This shared experience will be an opportunity for cross-cultural dialogue among all campus constituents. A committee of staff, faculty, and students will choose a new book each year. Campus discussions around the book and its themes will take place periodically throughout the year.

Student-led conference focused on issues of equity. A student-led equity conference will provide students with an opportunity to develop their leadership skills and experiences while simultaneously discussing issues of diversity, equity, and inclusion. A group of student leaders will participate in the National Student Leadership Diversity Convention, where they will participate in workshops, keynote sessions, and round table discussions about diversity and social justice. Upon their return, they will work with a Faculty Coordinator to develop and facilitate a conference at Mt. SAC. Participation in the conference will be open to all constituency groups to further the college's cross-cultural communication.

Equity in program review and integrated planning. The ACCJC has commended the college for “taking steps towards a more inclusive culture, which is supported by the development and implementation of the PIE [program review] process.” However, the college could incorporate equity into its program review process even further. The project will work with the college’s Institutional Effectiveness Committee to incorporate a field in the TracDat program review system, whereby departments may add information relevant to their unit’s impact on student equity. This information is stored for future planning and reflection efforts.

Campus-wide retreat focused on cultural competence. The project will host a campus-wide retreat, inviting members of all constituency groups, to share their cultural experiences with others and to examine/reassess plans for creating an equitable campus environment that respects and values campus diversity, including age, gender, gender identity, race, sexual orientation, ability, religion, nationality, and immigration status.

Focus groups. In order to ensure that the project continues to offer the most relevant activities, the project will conduct at least one focus group of students and college personnel annually. Such focus groups will facilitate needs assessment, increasing the college’s understanding of the needs of Hispanic, low-income, and first-generation college students. Compilation of research related to the success of particular strategies to improve success rates will enable stakeholders to develop and adapt activities to address the needs of underrepresented students. Through this effort, Mt. SAC will be able to document evidence of effective practices in educating diverse students, leading to the transformation of campus culture and practices.

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

The following table provides a detailed timeline of tasks, methods, and milestones for each year of the grant period.

<b>IMPLEMENTATION STRATEGIES TIMETABLE (2019-2024)</b>		
<b>Tasks &amp; Methods to Achieve Objectives</b>	<b>Person(s) Responsible</b>	<b>Timeframe</b>
<b>YEAR ONE (October 2019-September 2020)</b>		
Establish grant accounts.	Grants Office	Oct 2019
Form Title V Steering Committee; meet no less than monthly.	Director of Grants, President/CEO	Oct 2019
Hire Project Director (PD), Instructional Designer (ID), Senior Research Analyst (SRA), Administrative Specialist (AS).	Human Resources (HR), Steering Committee	Oct 2019
Host visit from External Evaluator (EE) to verify baseline data, establish data collection processes, identify pilot and control cohorts, and confirm statistical analysis processes.	PD, EE, SRA, Research & Institutional Effectiveness (RIE) Office	Nov 2019
Ensure appropriate data collection for measuring objectives and evaluating success; develop assessment instruments as needed.	PD, EE, SRA	All year
Reassign Faculty Coordinators (FC): Equity Certification & Faculty Development, Equity Events & Outreach, OER & Distance Education, Student Development, and Financial Literacy.	VP of Instruction	Jan 2020
Hire Student Assistants (SA) and Peer Mentors (PM).	PD, FC	Feb 2020
Establish a community of practice for equity; meet monthly to encourage equity-minded pedagogy and sharing of strategies	PD, FC	All year
Develop/offer faculty workshops on universal course design in syllabus creation, brain-based learning, open educational resources (OER), equity in online teaching, and using technology tools.	FC, Professional & Organizational Development (POD)	All year
Develop/offer staff workshops on equity-mindedness, the affective domain, unconscious bias, and using technology tools to provide support services to online students.	FC, POD	All year
Develop/offer student personal/leadership development workshops.	FC, SA, POD	All year
Develop/offer student financial literacy workshops. [CPP 2]	FC, SA, PM, POD	All year
Deliver financial literacy workshops to equity programs. [CPP 2]	FC	All year
Modify new employee onboarding process to include equity topics.	PDC, POD	Winter 2020
Modify tutor onboarding process to include equity topics.	PDC, POD	Winter 2020
Plan Consumer Resource Fair; invite guest speakers.	FC, PD	Winter 2020
Conduct Consumer Resource Fair. [CPP 2]	FC, PD, PM, POD	April 2020
Develop Equity Certification; submit to Professional Development Council (PDC) for approval.	FC, ID	Spring 2020

Collaborate with California State University Extension Program to explore column crossover credit for the Equity Certification.	FC	Spring 2020
Offer Training from the Back of the Room (TBR) for faculty members and tutors.	FC, POD	Spring 2020
Select and train Faculty Data Coaches (FDC).	RIE, FC, PD	Spring 2020
Promote Mountie Student Hub.	PD, FC, Faculty	Spring 2020
Organize speaker series focused on diversity, equity, and inclusion.	PD, FC	Spring 2020
Establish Consumer Resource Center (CRC) in Mountie Café.	PD, FC	Winter 2020
Assist students with consumer questions through CRC.	FC, PM	Spring 2020
Participate in National Student Leadership Diversity Convention.	FC, SA	Spring 2020
Plan a student-led conference on equity, diversity, and inclusion.	FC, SA	Spring 2020
Recruit faculty to submit proposals for OER course redesign.	FC	Spring 2020
Convene OER Task Force to review/select faculty proposals.	FC	Spring 2020
Adopt/adapt/create OER in selected classes.	Faculty, Online Librarians	Summer 2020
Conduct Equity Certification series.	FC, POD	Fall 2020
Deploy Faculty Data Coaches to assist faculty/departments.	FDC	Fall 2020
Offer and teach courses using OER.	Faculty	Fall 2020
Create podcasts on topics related to equity, innovative teaching practices, and other relevant topics; publicize widely.	ID, FC, PD, SA, POD	All year
Track student use of Mountie Student Hub and support services.	PD, FC, SRA	All year
Convert appropriate in-person training activities into online format.	ID, FC	All year
Host annual campus summit on equity.	PD, FC, POD	Fall 2020
Plan One Book, One Campus Initiative	PD, FC, SA, Steering Committee	Fall 2020
Review fiscal and programmatic reports.	PD, AS, Grants Office	Monthly
Share progress report with Cabinet.	PD, Director of Grants	Quarterly
Maintain comprehensive, accurate, and audit-ready project records, during and after project completion	PD, AS, Grants Office, Accounting Office	All year
Administer project in accordance with applicable federal and state rules, regulations, and guidelines.	PD, Grants Office, Accounting Office	All year
Conduct annual evaluation and site visit.	PD, EE	Summer 2020

<b>YEAR TWO (October 2020-September 2021)</b>		
<i>NOTE: Activities from the previous year that are repeated or continued are not listed again (external evaluation, data collection and tracking, regular meetings, fiscal/programmatic monitoring, community of practice, faculty/staff workshops, student personal development/financial literacy workshops, new employee/tutor onboarding process, Consumer Resource Fair, Equity Certification, TBR, data coaching, Mountie Student Hub, Consumer Resource Center, National Student Leadership Diversity Convention, OER course redesign/review/selection, OER implementation, podcast offerings, and conversion of in-person training activities to online format, campus summit on equity).</i>		
Create onboarding process for student workers of online modules on workplace etiquette, equity, and financial literacy [CPP 2].	FC, ID, POD	Fall 2020
Conduct speaker series focused on diversity, equity, and inclusion.	PD, FC, POD	Fall 2020
Create massive open online course (MOOC) for student professional development.	PD, ID, POD	Fall 2020
Conduct student-led conference on equity, diversity, and inclusion.	FC, SA	Fall 2020
Incorporate equity into TracDat program review system.	PD, RIE, Institutional Effectiveness Committee (IEC)	Fall 2020
Implement One Book, One Campus initiative.	PD, FC, SA, Steering Committee	All year
Develop/offer educator financial literacy workshops. [CPP 2]	FC, PD, POD	All year
Inform campus of grant's purpose, activities, and accomplishments through presentations (e.g., Flex Day, New Faculty Seminar).	PD, FC, ID, SRA	Each semester
Submit all required federal reports.	PD	As required
Implement new onboarding process for student workers.	POD	Spring 2020
Conduct faculty/student focus groups to assess changes in awareness/experiences and gather feedback on grant activities.	PD, SRA, Steering Committee	Spring 2020
Develop and offer equity workshops for student workers.	PD, FC, POD	All year
<b>YEAR THREE (October 2021-September 2022)</b>		
<i>NOTE: Activities from the previous year that are repeated or continued are not listed again (external evaluation, data collection and tracking, regular meetings, fiscal/programmatic monitoring, on-campus dissemination, community of practice, faculty/staff workshops, student personal development/financial literacy workshops, new employee/tutor onboarding process, Consumer Resource Fair, Equity Certification, TBR, data coaching, Mountie Student Hub, Consumer Resource Center, National Student Leadership Diversity Convention, OER course redesign/review/selection, OER implementation, podcast offerings, conversion of in-person training activities to online format, campus summit on equity, student worker onboarding process, speaker series, student-led conference, equity in program review, One Book, One Campus, educator financial literacy workshops, on-campus dissemination, federal reporting, student/faculty focus groups, and equity workshops for student workers).</i>		

<b>YEAR FOUR (October 2022-September 2023)</b>		
<i>NOTE: Activities from the previous year that are repeated or continued are not listed again (external evaluation, data collection and tracking, regular meetings, fiscal/programmatic monitoring, on-campus dissemination, community of practice, faculty/staff workshops, student personal development/financial literacy workshops, new employee/tutor onboarding process, Consumer Resource Fair, Equity Certification, TBR, data coaching, Mountie Student Hub, Consumer Resource Center, National Student Leadership Diversity Convention, OER course redesign/review/selection, OER implementation, podcast offerings, conversion of in-person training activities to online format, campus summit on equity, student worker onboarding process, speaker series, student-led conference, equity in program review, One Book, One Campus, educator financial literacy workshops, on-campus dissemination, federal reporting, student/faculty focus groups, and equity workshops for student workers.</i>		
Disseminate best practices, lessons learned, and successful models at professional conferences and seminars.	PD, FC, ID, SRA, Faculty	All year
<b>YEAR FIVE (October 2023-September 2024)</b>		
<i>NOTE: Activities from the previous year that are repeated or continued are not listed again (external evaluation, data collection and tracking, regular meetings, fiscal/programmatic monitoring, on-campus dissemination, community of practice, faculty/staff workshops, student personal development/financial literacy workshops, new employee/tutor onboarding process, Consumer Resource Fair, Equity Certification, TBR, data coaching, Mountie Student Hub, Consumer Resource Center, National Student Leadership Diversity Convention, OER course redesign/review/selection, OER implementation, podcast offerings, conversion of in-person training activities to online format, campus summit on equity, student worker onboarding process, speaker series, student-led conference, equity in program review, One Book, One Campus, educator financial literacy workshops, on-campus dissemination, federal reporting, student/faculty focus groups, equity workshops for student workers, national dissemination.</i>		
Assess and institutionalize successful strategies on the basis of research and statistical analysis.	Faculty, Staff, Administrators	All year



## PART E: PROJECT MANAGEMENT PLAN

### (1) Procedures for managing the project are likely to ensure efficient and effective project implementation.

The Project Director will collaborate with the Director of Grants to develop a comprehensive *Project Manual* to specify all policies and procedures, detail staff responsibilities and lines of authority, list specific job descriptions for all Title V staff, provide examples of all required forms, and state how to appropriately follow reporting procedures, including timelines. Copies will be distributed to all Title V staff, the Title V Steering Committee, and other related personnel. The following list of **monitoring procedures** has been compiled from the college's previous experience with Title V grant funding. To assure valid and comprehensive evaluation of all Title V activities, the Project Director will work with the Director of Grants and the Director of Research and Institutional Effectiveness (RIE) throughout the project. They will review the data collection and analysis by RIE staff and will monitor progress in meeting stated objectives.

Procedures Used to Monitor the Project and Ultimate Institutionalization
<b>1. Regular Title V Oversight Meetings:</b> The Director of Grants has a standing monthly meeting with the President and has a standing quarterly meeting with the President's Cabinet. She will regularly update the President at these meetings and will invite the Project Director to discuss grant progress on a quarterly basis.
<b>2. Regular Title V Steering Committee Meetings:</b> Initially the Project Director and key personnel will meet monthly, with additional meetings scheduled if needed.
<b>3. Workgroup Meetings:</b> Individual workgroups led by Faculty Coordinators will meet monthly to ensure that staff are on track to complete activities according to the timetable.
<b>4. Time/Effort Reports:</b> <i>Time and effort reports</i> will be completed monthly for each employee being paid with Title V funds and submitted to Grants Office for processing.
<b>5. Monthly Progress Reports:</b> Faculty Coordinators will complete <i>monthly activity progress reports</i> and submit them to the Project Director within one week after each month has ended. Monthly reports will reflect progress toward objectives and activities as stated in the approved grant application.
<b>6. Quarterly Summary Reports:</b> Faculty Coordinators will provide quarterly activity reports to the Project Director, reflecting overall progress toward objectives and activities. The Director of Grants will share these quarterly reports with the President's Cabinet.

<b>7. Annual Reports:</b> These reports will be synthesized from quarterly summaries and will be included in the annual performance reports to justify progress required for subsequent year funding. The Project Director will provide a report to the Board of Trustees annually.
<b>8. Fiscal and Accounting Procedures</b> will be comprehensive. Policies related to travel and purchasing will not deviate from the standard and approved practices at Mt. SAC.
<b>9. Personnel Evaluations</b> will be conducted on all Title V project personnel, consistent with standard approved and negotiated policies for administrators, classified staff, and faculty.
<b>10. Contact with Federal Title V Program Officer</b> will be ongoing. Mt. SAC recognizes the importance of good communication and a strong working relationship with program staff.

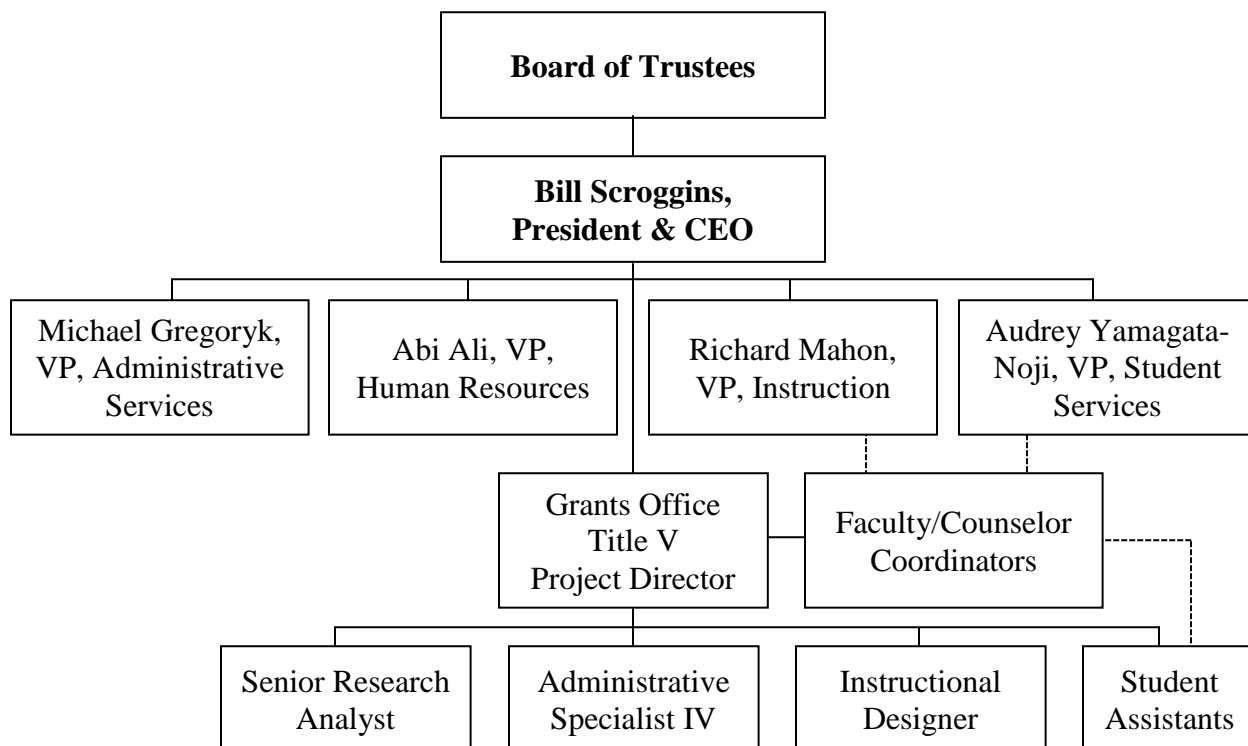
<b>Procedures Used to Provide Information to Key Institutional Administrators</b>
<b>1. Title V Representation in Existing Organizational Structure</b> <ul style="list-style-type: none"> <li>• The Project Director will report regularly to the President's Cabinet, the primary administrative group that directs institutional operations.</li> <li>• In addition to co-chairing the Title V Steering Committee, the Project Director also will attend Instruction and Student Services Team (administrators from each group) meetings regularly.</li> </ul>
<b>2. Campus Newsroom:</b> The Title V project will have a regular feature article in the college's online publication.
<b>3. Special Title V Newsletter/Bulletin:</b> Title V newsletters will be distributed quarterly via the project's webpage and through campus email announcements. The newsletters will feature special topics, such as exemplary achievements, new practices, and improvements.
<b>4. Annual Reports to the Board of Trustees:</b> The Project Director will prepare an annual presentation for the Board of Trustees.

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

Dr. Bill Scroggins, President & CEO of Mt. SAC, will be responsible for the overall supervision of the Title V project and will be personally involved in order to influence the quality of the project and oversee its impact on strengthening the institution. However, the President will delegate authority to the Project Director for overall day-to-day management of the project. The Project Director will report to the Director of Grants, who will invite the Project Director to monthly meetings with the Vice President of Instruction, Dr. Richard Mahon, as well as quarterly meetings with the President's Cabinet.

The Project Director will have full authority and autonomy to administer the project according to this management plan. The Project Director will have management responsibility

for and supervisory authority over project staff and will have the primary responsibility for accomplishing the objectives of the activity and verifying the accomplishments. The following organizational chart indicates lines of authority of the Project Director to key institutional decision-makers and Title V personnel.



## PART F: KEY PERSONNEL

**(1) The past experience and training of key professional personnel are directly related to the stated activity objectives.**

If awarded a grant, Mt. SAC will hire a Title V Project Director upon funding notification. The only other full-time position to be hired after funding notification is the Instructional Designer. The following tables (pages 43-44) outline the primary responsibilities and required education, experience, and knowledge/abilities for both positions. Faculty Coordinators will be critical to the implementation of project activities and the achievement of

grant objectives. While several faculty members have been heavily involved in the planning and development of this application (see [page 4](#)), the college will hold an open process for selecting from among academic and counseling faculty to lead these activities. The Senior Research Analyst and the Administrative Specialist IV are part-time positions that will meet the minimum qualifications outlined in the college's job descriptions for these classifications.

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

Mt. SAC is unable to successfully develop and pilot these crucial strategies without additional personnel. With grant funds, the college will hire a full-time Project Director to oversee the project. The only other full-time position will be the Instructional Designer. Additional part-time and hourly personnel will be involved, as described below. The *Budget* ([pages 51-53](#)) further details the time commitment and related costs.

Title V Project Director (1.0 FTE for Five Years)
<p><b>Primary Responsibilities:</b> Provide overall leadership to and direct all aspects of the Title V project. Effectively manage personnel to achieve objectives. Express an informed understanding of grant objectives to all college constituencies. Coordinate activities in a manner that will facilitate maximum effectiveness and utilization of program resources. Authorize all expenditures, maintain control over budget, assume responsibility for appropriate utilization of funds, and establish a procedure for timely process and approval of expenditures. Facilitate the development and implementation of an effective evaluation and assessment process for the project. Remain thoroughly informed regarding Department of Education policies and grant terms/conditions. Ensure adherence to all applicable district, state, and federal requirements; oversee preparation and submission of required fiscal and annual reports to the college and to the Department of Education. Supervise collation and analysis of data to evaluate progress on achievement of Title V goals and objectives and work with administrators and faculty to institutionalize new practices and improvements.</p>
<p><b>Required Education:</b> Bachelor's degree in education, public administration, or related field. Master's degree in education, public administration, or related field preferred.</p>
<p><b>Required Experience:</b> A minimum of five years administrative experience in higher education, preferably in an institution similar to Mt. SAC. A minimum of two years of experience with direct management of federal grant programs and familiarity with the Title V program. A minimum of two years of experience with instruction, counseling, and/or student services in a higher education setting. Experience in budgeting academic programs, grant programs, or an administrative unit.</p>

**Required Knowledge/Abilities:** Demonstrated knowledge of implementing research-based strategies to improve retention and institutional effectiveness. Demonstrated knowledge of using performance indicators for measurement of project success and overall impact on the institution. Demonstrated ability to work collaboratively as part of a team to achieve challenging objectives. Demonstrated ability to manage large-scale projects requiring management of multiple responsibilities. Strong interpersonal and communication skills.

#### **Instructional Designer (1.0 FTE for Five Years)**

**Primary Responsibilities:** Performs a variety of specialized and technical duties involved in the development and design of coursework and curriculum for professional learning. Recommend effective uses of technologies to enhance instruction and methods of delivering quality instruction. Provide technical assistance to system users. Develop professional learning curriculum to meet the needs of faculty and staff. Recommend organizational or procedural changes affecting professional learning activities. Maintains and updates professional learning record systems and specialized databases. Learn and apply emerging technologies in the realm of professional learning.

**Required Education:** Associate's degree in educational technology, instructional technology and design, or related field. Bachelor's degree in educational technology, instructional technology, or related field preferred.

**Required Experience:** A minimum of three years of experience providing support for curriculum development utilizing online technologies.

**Required Knowledge/Abilities:** Knowledge of principles, practices, and techniques used in instructional system design, methods, and techniques for effective analysis of learning needs. Knowledge of best practices, current research, and innovations in use of technology in professional learning. Ability to perform responsible and difficult administrative work involving the use of independent judgment and personal initiative. Ability to analyze, interpret, summarize, and present technical information and data in an effective manner. Ability to organize own work, set priorities, and meet critical time deadlines.

#### **Additional Personnel (Part-time/Reassigned/Hourly)**

- Senior Research Analyst (0.5 FTE for five years) – Provide internal research support to show that objectives are being met and to identify the most effective strategies in order to make informed decisions about institutionalization
- Administrative Specialist IV (0.5 FTE for five years) – Assist Project Director to maintain records, monitor budget, make purchases, track documents, organize meetings, etc.
- Faculty Coordinators (5 positions at 40% reassigned time) – Oversee the development and implementation of grant components: Equity Certification & Faculty Development; Equity Events & Outreach; OER & Distance Education; Student Development; Financial Literacy
- Faculty Data Coaches (6 positions at 10% reassigned time) – Provide support to peers on using data to improve teaching practices.
- Faculty (hourly) – Develop OER, engage adjunct faculty in professional development
- Student Assistants (hourly) – Work with Faculty Coordinators to contribute to and/or coordinate grant-sponsored events.
- Peer Mentors (hourly) – Provide mentoring support in the Consumer Resource Center.
- Tutors (hourly) – Participate in training on brain-based teaching and learning.

## PART G: EVALUATION PLAN

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

The Project Director will have overall responsibility for the evaluation process with strong internal assistance from the staff of the RIE Office. The office has worked with the grant planning team during the development of the proposal to provide baseline data and will continue as an active participant on the Title V Evaluation Team. The project will hire a part-time Senior Research Analyst to provide internal research support in documenting progress in meeting objectives and to identify effective strategies.

Mt. SAC intends to contract with Dr. Sumun L. Pendakur for an independent evaluation. She will work with the project team to design a sound evaluation plan based on scientifically validated education evaluation standards and to ensure rigorous scientific methods and appropriate analysis. Dr. Pendakur is the Chief Learning Officer and Director of the University of Southern California (USC) Equity Institutes at the USC Race and Equity Center. She is a scholar-practitioner whose research and publications focus on critical race theory, change agents, and institutional transformation, among other interests. She has held numerous leadership positions in the professional associations for her field. Dr. Pendakur is the co-editor of *Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations* (3<sup>rd</sup> edition, 2019). She holds a Bachelor's degree in women's studies and history from Northwestern University, a Master's degree in higher education administration from the University of Michigan, and a doctorate in higher education leadership from USC.

Mt. SAC stakeholders will link this Title V grant project to ongoing program review efforts to increase student success and meet accreditation requirements. The evaluation process will consist of: (1) *planning decisions*, which influence the selection of institutional goals and objectives; (2) *structural decisions*, which ascertain optimal strategies and procedural designs for achieving the objectives that have been derived from planning decisions; (3) *implementation decisions*, which afford means for carrying out and improving strategies; (4) *feedback decisions*, which determine whether to continue or modify existing objectives; and (5) *communications and reporting*, communication to college groups, as well as appropriate Hispanic constituencies, and reporting to college executives and the U.S. Department of Education.

Dr. Pendakur will collaborate with the Senior Research Analyst, Project Director, and Faculty Coordinators to facilitate data collection. She will perform an independent interpretation and analysis of data, as previously described. Data collection procedures will include gathering relevant data from existing college sources (e.g., management information system) and outside sources, such as the California Community Colleges Data Mart. The Senior Research Analyst and External Evaluator will develop processes to gather new information and data relevant to project assessments, including surveys or other instruments necessary to conduct assessments.

<b>Data Sources to be Used by the Institutional Researcher and External Evaluator to Measure Attainment of Grant Objectives</b>		
<b>Objective # and Focus</b>	<b>Data Elements to be Collected</b>	<b>Collection Process/Sources</b>
(1) Increase the number of faculty members completing grant-sponsored professional development in equity-minded pedagogy.	# and ID of faculty who complete grant-sponsored professional development in equity-minded pedagogy each year of the grant period	Sources: Professional and Organizational Development (POD) calendar/enrollment  Process: each term, track # and ID of faculty completing grant-sponsored professional development; at the end of each year, verify # and follow up with individual faculty

<b>Data Sources to be Used by the Institutional Researcher and External Evaluator to Measure Attainment of Grant Objectives</b>		
<b>Objective # and Focus</b>	<b>Data Elements to be Collected</b>	<b>Collection Process/Sources</b>
(2) Increase the rate at which students successfully complete courses taught by faculty who incorporate equity-minded pedagogy.	# of A, B, C, and “credit” grades received and total number of grades received in courses taught by faculty who incorporate equity-minded pedagogy each full term of the grant period	Sources: grade data from college management information system  Process: compare pilot/ control groups; analyze for significant differences; compare pilot groups with baselines for progress in achievement of objectives
(3) 80% of faculty completing the Equity Certification will access, understand, and use data to measure the effectiveness of new pedagogies on student outcomes.	# and ID of faculty members who complete Equity Certification; results from evaluation instruments (see “sources”)	Sources: POD calendar/ enrollment; copies of certification materials; pre-post surveys, focus groups, interviews, and/or evaluations  Process: each term, track # and ID of faculty completing Equity Certification; follow up with participants to gather qualitative data
(4) Increase the number of classes using OER.	# and title of classes using OER each term of the grant period	Sources: class schedule; class syllabi  Process: each term, track # and title of classes of classes using OER; at the end of the year, verify #
(5) Increase the number of students using technology tools to identify appropriate campus support services.	# and ID of students using Mountie Student Hub to identify campus support services	Sources: Mountie Student Hub; Canvas web traffic for online support services; check-ins for support services  Process: each term, track # and ID of students using Mountie Student Hub; at the end of each year, verify # and follow up with students to gather feedback



<b>Data Sources to be Used by the Institutional Researcher and External Evaluator to Measure Attainment of Grant Objectives</b>		
<b>Objective # and Focus</b>	<b>Data Elements to be Collected</b>	<b>Collection Process/Sources</b>
(6) 80% of employees participating in grant-sponsored equity-based professional development will self-report increased understanding of their role in closing achievement gaps.	#, ID, and employee group (management, faculty, staff, students) of personnel participating in each grant-sponsored professional development activity each year of the grant period; results from evaluation instruments (see “sources”)	Sources: POD calendar/enrollment; copies of presentation materials; pre-post surveys, focus groups, interviews, and/or evaluations of specific activities  Process: each term, track #, ID, and employee group of personnel participating in grant-sponsored professional development; follow up with participants to gather qualitative data
(7) 80% of students participating in grant-sponsored personal and leadership development will self-report an enhanced sense of identity and confidence.	# and ID of students participating in grant-sponsored personal and leadership development activities each year of the grant period; results from evaluation instruments (see “sources”)	Sources: POD calendar/enrollment; pre-post surveys, interviews, focus groups, and/or evaluations of specific activities  Process: each term, track # and ID of students participating in grant activities; follow up to gather qualitative data
(8) Increase the number of students participating in grant-sponsored financial literacy activities. [CPP 2]	# and ID of students who participate in grant-sponsored financial literacy activities each year of the grant period	Sources: Consumer Resource Center log-in; POD calendar and workshop enrollment; Consumer Resource Fair registration  Process: each term, track # and ID of students participating in grant-sponsored financial literacy activities, at the end of each year, verify #
(9) 70% of students who complete financial literacy activities will score at least 70% on a financial literacy post-assessment. [CPP 2]	# and ID of students who complete financial literacy activities; results from post-assessment; results from evaluation instruments (see “sources”)	Sources: POD calendar/enrollment; post-assessment instrument; focus groups, interviews, and/or evaluations  Process: each term, track # and ID of students participating in financial literacy activities; implement post-assessment at follow up with participants to gather qualitative data

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

Within the proposed Title V activity, the college has established objectives for each project year and has identified anticipated results to measure success. The RIE Office, the External Evaluator, and the Project Director will set up tracking mechanisms for each objective area. Data will be collected with appropriate methodologies to enable assessment of progress toward solving identified CDP problems; each component of the activity addresses at least one institutional problem and is deliberately designed to be a corrective action to solve these identified problems. The project will maintain both longitudinal and cross-sectional data files. The **longitudinal data** include, for example, ascertainable changes in student course completion as a result of equity-minded pedagogies. This data provides the basis for trend studies or time-series studies as well as exploratory data analysis to examine the accomplishment of the Title V specific objectives as stated in the CDP. **Cross-sectional data** typically reflect day-to-day operations, such as financial literacy activities, and will be useful a historical records for each reporting period and will present the conditions of the Title V project at a given time.

Each term, the emphasis throughout the evaluation process will be of a formative nature in which the data and information will be used critically to assess and make constructive suggestions for improvement. All reports related to evaluation will be distributed to the Title V Project Director and the External Evaluator, and they will be reviewed by the President, Cabinet, Academic Senate, and the Title V Steering Committee. The **formative evaluation** data collected throughout the grant period will be used to identify problems, stimulate alternative, and generate a more positive summative evaluation at the conclusion of each grant year.

At completion of the project, the college will prepare a **comprehensive summative evaluation** including: (1) budget expenditures (projected versus actual); (2) an analysis of the grant's original objectives versus actual accomplishment of those objectives; and (3) a summary of the ways the successful completion of this activity has strengthened Mt. SAC. The Project Director will detail the ways (4) the grant has accomplished the goals set out in the CDP; (5) the allocations; and (6) the ways the activity has shaped plans for future actions. All the information and data presented in these two reports will be combined in preparing a final performance report to be submitted at the end of the Title V grant period.

**(3) The evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.**

Through the ongoing research and monitoring of specific program interventions, documented findings will enable Mt. SAC to continue to successfully implement models that improve the achievement and satisfaction of Hispanic and low-income students. The proposed project will pilot various activities, assess their effectiveness, make appropriate adjustments based on the detailed data analysis, and continue to offer those strategies and programs that best serve students and close equity gaps. Additionally, dissemination of these findings will provide other institutions of higher education with examples and models to be instituted on their campuses to improve achievement and service delivery to students from diverse backgrounds.

The project will create a website for the program that is linked to the college's homepage and the POD webpage. This website will include an overview segment, images, an events calendar, a link to the student MOOC, online repository of professional learning modules, annual reports, and other details about the various facets of the project. It will be updated annually with findings based on the project's ongoing evaluation and faculty and student successes. Beyond the

grant period, Mt. SAC would continue to maintain the video repository on its website at a nominal institutional cost. The Project Director will present the project's findings at appropriate professional meetings and publish these findings in related journals. The Project Director will encourage faculty members to present their findings at professional conferences and/or publish their findings in professional journals.

## PART H: BUDGET

### (1) Proposed costs are necessary and reasonable in relation to project's objectives/scope.

The proposed costs are based on meeting the goals and objectives stated in this narrative. Allocations for personnel, travel, supplies, and other expenses have been carefully planned in order to maximize grant resources. The college will use the majority of grant funds for personnel and associated fringe benefits, in order to implement high-quality activities and services outlined in this proposal. The following tables provide a narrative justification for the specific cost categories listed on ED Form 524.

<b>A. Personnel</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Title V Project Director	\$ 80,724	\$ 83,448	\$ 86,244	\$ 88,860	\$ 91,608
Instructional Designer	\$ 81,202	\$ 85,263	\$ 89,526	\$ 70,502	\$ 49,351
Senior Research Analyst	\$ 44,763	\$ 47,001	\$ 49,351	\$ 51,819	\$ 53,374
Administrative Specialist	\$ 31,286	\$ 32,850	\$ 34,493	\$ 36,218	\$ 37,305
Faculty Coordinators (5)	\$ 87,945	\$ 90,585	\$ 74,643	\$ 76,883	\$ 79,190
Faculty Data Coaches (6)	\$ 26,383	\$ 27,174	\$ 27,989	\$ 28,829	\$ 29,694
Faculty OER (hourly)	\$ 10,036	\$ 10,036	\$ 10,036	\$ 10,036	\$ 10,036
Adjunct Faculty (hourly)	\$ 8,029	\$ 8,029	\$ 8,029	\$ 8,029	\$ 8,029
Student Assistants (hourly)	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Peer Mentors (hourly)	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500	\$ 9,500
Tutors (hourly)	\$ 6,720	\$ 6,720	\$ 6,720	\$ 6,720	\$ 6,720
<b>Personnel Total</b>	<b>\$ 406,588</b>	<b>\$ 420,606</b>	<b>\$ 416,531</b>	<b>\$ 407,396</b>	<b>\$ 394,807</b>
<i>Salaries/wages are the same as those paid to existing Mt. SAC personnel with similar job titles/functions. Salaries/wages increase by appropriate step allocation each year.</i>					
<b>Title V Project Director (1.0 FTE):</b> This position will not be continued post-grant.					
<b>Instructional Designer (1.0 FTE):</b> This position is college-funded 50% by Year 5 and institutionalized 100% post-grant.					
<b>Senior Research Analyst (0.5 FTE):</b> This position will not be continued post-grant.					
<b>Administrative Specialist (0.5 FTE):</b> This position will not be continued post-grant.					

<b>Faculty Coordinators (Reassigned):</b> These five faculty positions will receive 40% reassigned time from their full-time teaching load. The figures shown above indicate the replacement cost. Reassigned faculty will resume normal load post-grant.
<b>Faculty Data Coaches (Reassigned):</b> These six faculty positions will receive 10% reassigned time from their full-time teaching load. The figures shown above indicate the replacement cost. This cost will be institutionalized 100% post-grant.
<b>Faculty OER (Hourly):</b> The base rate is \$50.18/hour x 20 hours.
<b>Student Assistants (Hourly):</b> The base rate is \$12.50/hour x 10 hours/week x 32 weeks/year.
<b>Peer Mentors (Hourly):</b> The base rate is \$12.50/hour x 20 hours/week x 38 weeks/year. This cost will be institutionalized 100% post-grant.
<b>Tutors (Hourly):</b> The base rate is \$14/hour x 16 hours. This cost will be institutionalized 100% post-grant.

<b>B. Fringe Benefits</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Full-time personnel	\$ 78,882	\$ 80,738	\$ 82,668	\$ 78,181	\$ 73,147
Part-time personnel	\$ 38,097	\$ 39,137	\$ 40,229	\$ 41,376	\$ 42,099
Faculty	\$ 39,726	\$ 40,918	\$ 38,529	\$ 39,633	\$ 40,779
Hourly personnel	\$ 2,695	\$ 2,695	\$ 2,695	\$ 2,695	\$ 2,695
<b>Fringe Benefits Total</b>	<b>\$ 120,024</b>	<b>\$ 123,367</b>	<b>\$ 123,236</b>	<b>\$ 120,284</b>	<b>\$ 116,367</b>
<i>Fringe benefits include a health and welfare allowance of \$17,296/year for full-time personnel and \$8,648 for part-time personnel.</i>					
<b>Full-time personnel (27.352%):</b> 18.062% California Public Employees Retirement System (PERS), 6.2% Social Security (OASDI), 1.45% Medicare, 0.05% state unemployment insurance (SUI), 1.59% workers' compensation (WC)					
<b>Part-time personnel (27.352%):</b> 18.062% PERS, 6.2% OASDI, 1.45% Medicare, 0.05% SUI, 1.59% WC					
<b>Faculty (19.37%):</b> 16.28% California State Teachers' Retirement System (STRS), 1.45% Medicare, 0.05% SUI, 1.59% WC					
<b>Hourly personnel (6.09%):</b> 3% alternative retirement plan (ARP), 1.45% Medicare, 0.05% SUI, 1.59% WC					

<b>C. Travel</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Travel Total</b>	<b>\$ 9,824</b>	<b>\$ 9,824</b>	<b>\$ 9,824</b>	<b>\$ 21,584</b>	<b>\$ 28,640</b>
<i>The college requests funds for the Project Director and one Faculty Coordinator to attend the Title V Annual Meeting or other professional conference each year. The rate is \$550 airfare + \$60 ground transportation + \$251/night lodging for 3 nights + \$76/day meals and incidentals (M&amp;I) for 4 days. The college requests funds for 5 students to participate in the National Student Leadership Diversity Convention each year. The rate is \$300 registration + \$300 airfare + \$30 ground transportation + \$220/night lodging for 2 nights + \$76/day M&amp;I for 3 days. The college requests funds for 5 personnel in Year 4 and 8 personnel in Year 5 to participate in professional development conferences to disseminate effective practices, lessons learned, and successful models in Years 4-5. The cost is \$600 registration + \$400 airfare + \$80 ground transportation + \$223/night lodging for 4 nights + \$76/day M&amp;I for 5 days.</i>					

<b>D. Equipment</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Equipment Total</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<i>The college requests no funds for equipment.</i>					

<b>E. Supplies</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Supplies Total</b>	<b>\$ 39,500</b>	<b>\$ 22,000</b>	<b>\$ 26,400</b>	<b>\$ 28,000</b>	<b>\$ 40,000</b>
<i>The college requests funds for desktop computers for project personnel. The cost is \$2,000/computer x 3 computers in Years 1 and 5. The college requests funds for a networked multi-function printer for project personnel. The cost is \$1,000 in Year 1. The college requests funds for desktop computers for the Consumer Resource Center. The cost is \$2,000/computer x 3 computers in Years 1 and 5. The college requests funds for materials and supplies for training activities. The cost is \$10,500 in Year 1, \$6,000 in Year 2; \$10,400 in Year 3, and \$12,000 in Years 4-5. The college requests funds for office supplies to support the grant project. The cost is \$1,000 each year. The college requests funds for outreach materials for the Consumer Resource Fair. The cost is \$2,500 each year. The college requests funds for One Book, One Campus materials. The cost is \$4,000 each year. The college requests funds for food supplies to support personal development, student equity, and financial literacy workshops, the student-led equity conference, and the campus equity summit. The cost is \$8,500 each year.</i>					

<b>F. Contractual</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Contractual Total</b>	<b>\$ 20,000</b>	<b>\$ 20,000</b>	<b>\$ 20,000</b>	<b>\$ 20,000</b>	<b>\$ 20,000</b>
<i>The college requests funds for an External Evaluator to provide an unbiased evaluation of the grant's progress/success in achieving stated objectives. The cost is \$10,000 each year. The college requests funds for guest speakers. The cost is \$10,000 each year.</i>					

<b>G. Construction</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Construction Total</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<i>The college requests no funds for construction.</i>					

<b>H. Other</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Other Total</b>	<b>\$ 4,000</b>	<b>\$ 4,000</b>	<b>\$ 4,000</b>	<b>\$ 7,000</b>	<b>\$ 7,000</b>
<i>The college requests funds for printing services of flyers, programs, reports, etc. The cost is \$2,000 in Years 1-3 and \$2,500 in Years 4-5. The college requests funds for publication costs of dissemination materials. The cost is \$2,500 in Years 4-5. The college requests funds for publication costs for consumer materials for the Consumer Resource Center. The cost is \$2,000 each year.</i>					

<b>ACTIVITY TOTAL</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Total Request</b>	<b>\$ 599,936</b>	<b>\$ 599,797</b>	<b>\$ 599,991</b>	<b>\$ 598,264</b>	<b>\$ 599,758</b>

## COMPETITIVE PREFERENCE PRIORITY 2

**Projects that support instruction in personal financial literacy, knowledge of markets and economics, knowledge of higher education financing and repayment (e.g., college savings and student loans), or other skills aimed at building personal financial understanding and responsibility.**

One of the proposed project's goals is to increase students' financial literacy, including awareness of financial aid options, financial planning, and debt management. The project's Objective 8 and Objective 9 relate to this goal (see [page 20](#)). The project will develop and offer a comprehensive set of activities that address these objectives and this competitive preference priority. For a detailed description of each activity, please refer to [pages 31-33](#).

The project will create Consumer Resource Center where students can access consumer resources, seek referrals, finding consumer information. The project will offer a variety of financial literacy workshops on student loans, budgeting/debt awareness, financial planning when transferring to a university, and other topics. The project develop an online module on financial literacy that will be deployed to all student worker and made available on the student MOOC. The project will coordinate a Consumer Resource Fair during Financial Literacy Month, engaging local organizations and corporations in the delivery of workshops related to consumer issues and financial literacy. The project will engage students to serve as peer mentors to staff the Consumer Resource Center, assist with event set-up, and conduct outreach across campus to engage students in financial literacy activities broadly. Finally, the project will offer a workshop titled "Financial Smarts for Educators," which will cover financial literacy topics. Participants will also become aware of the financial challenges that many of their students face and will learn about resources that they can encourage their students to access.