Confirmation

Thank you for submitting your grant application package via Grants.gov. Your application is currently being processed by the Grants.gov system. Once your submission has been processed, Grants.gov will send email messages to advise you of the progress of your application through the system. Over the next 24 to 48 hours, you should receive two emails. The first will confirm receipt of your application by the Grants.gov system, and the second will indicate that the application has either been successfully validated by the system prior to transmission to the grantor agency or has been rejected due to errors.

Please do not hit the back button on your browser.

If your application is successfully validated and subsequently retrieved by the grantor agency from the Grants.gov system, you will receive an additional email. This email may be delivered several days or weeks from the date of submission, depending on when the grantor agency retrieves it.

You may also monitor the processing status of your submission within the Grants.gov system by clicking on the "Track My Application" link listed at the end of this form.

Note: Once the grantor agency has retrieved your application from Grants.gov, you will need to contact them directly for any subsequent status updates. Grants.gov does not participate in making any award decisions.

IMPORTANT NOTICE: If you do not receive a receipt confirmation and either a validation confirmation or a rejection email message within 48 hours, please contact us. The Grants.gov Contact Center can be reached by email at support@grants.gov, or by telephone at 1-800-518-4726. Always include your Grants.gov tracking number in all correspondence. The tracking numbers issued by Grants.gov look like GRANTXXXXXXXXX.

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
Completed by Grants.gov upon submission.	De Anza College

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: De Anza College/Foothill-De Anza Community College District

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
94-1597718	1557495910000

d. Address:

* Street1: 21250 Stevens Creek Blvd.
Street2:
* City: Cupertino
County/Parish:
* State: CA: California
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 95014-5072

e. Organizational Unit:

Department Name:	Division Name:
Instruction	Academic Services

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Dr.   * First Name: Mallory
Middle Name:
* Last Name: Newell
Suffix:

Title: Supervisor, Institutional Research, Planning

Organizational Affiliation:
De Anza College

* Telephone Number: 14088648777   Fax Number:

* Email: newellmallory@fhda.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.031

CFDA Title:

Higher Education Institutional Aid

* 12. Funding Opportunity Number:

ED-GRANTS-051421-001

* Title:

Office of Postsecondary Education (OPE): Higher Education Programs (HEP): Strengthening
Institutions Program (SIP) Assistance Listing Number 84.031A

13. Competition Identification Number:

84-031A2021-1

Title:

FY 2021 Strengthening Institutions Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

| | Add Attachment | Delete Attachment | View Attachment |

* 15. Descriptive Title of Applicant's Project:

Meeting Students Where They Are: Culturally Responsive Cohort-Based Models to Improve Student
Outcomes

Attach supporting documents as specified in agency instructions.

| Add Attachments | Delete Attachments | View Attachments |

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant   `CA-017`   * b. Program/Project   `CA-017`

Attach an additional list of Program/Project Congressional Districts if needed.

	Add Attachment	Delete Attachment	View Attachment

17. Proposed Project:

* a. Start Date: `10/01/2021`   * b. End Date: `09/30/2026`

18. Estimated Funding ($):

* a. Federal	2,250,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,250,000.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on _____ .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes   ☒ No

 If "Yes", provide explanation and attach

	Add Attachment	Delete Attachment	View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Mrs.	* First Name:	Susan
Middle Name:			
* Last Name:	Cheu		
Suffix:			

* Title: Vice Chancellor of Business Services

* Telephone Number: 16509496201   Fax Number:

* Email: cheususan@fhda.edu

* Signature of Authorized Representative:	Completed by Grants.gov upon submission.	* Date Signed:	Completed by Grants.gov upon submission.

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

Name of Institution/Organization

De Anza College/Foothill-De Anza Community College District

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

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	269,295.39	345,176.66	343,757.29	341,453.34	278,900.63			1,578,583.31
2. Fringe Benefits	89,704.61	101,423.34	100,742.71	100,046.66	74,999.37			466,916.69
3. Travel	56,000.00				20,000.00			76,000.00
4. Equipment								
5. Supplies	17,000.00	1,400.00	500.00	2,500.00	8,100.00			29,500.00
6. Contractual	2,000.00	2,000.00	2,000.00	2,000.00	62,000.00			70,000.00
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)	434,000.00	450,000.00	447,000.00	446,000.00	444,000.00			2,221,000.00
10. Indirect Costs*								
11. Training Stipends	16,000.00		3,000.00	4,000.00	6,000.00			29,000.00
12. Total Costs (lines 9-11)	450,000.00	450,000.00	450,000.00	450,000.00	450,000.00			2,250,000.00

*Indirect Cost Information (To Be Completed by Your Business Office): If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1)   Do you have an Indirect Cost Rate Agreement approved by the Federal government?   ☐ Yes   ☐ No

(2)   If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: _____   To: _____   (mm/dd/yyyy)

Approving Federal agency: ☐ ED   ☐ Other (please specify): _____

The Indirect Cost Rate is _____ %.

(3)   If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?   ☐ Yes   ☐ No   If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4)   If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes   ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5)   For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement?   Or, ☐ Complies with 34 CFR 76.564(c)(2)?   The Restricted Indirect Cost Rate is _____ %.

(6)   For Training Rate Programs (check one) -- Are you using a rate that:

☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
De Anza College/Foothill-De Anza Community College District		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	100,000.00	2,000.00						102,000.00
2. Fringe Benefits	10,000.00	300.00						10,300.00
3. Travel		3,000.00	3,000.00	3,000.00				9,000.00
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00			15,000.00
9. Total Direct Costs (lines 1-8)	113,000.00	8,300.00	6,000.00	6,000.00	3,000.00			136,300.00
10. Indirect Costs								
11. Training Stipends	2,000.00	1,000.00						3,000.00
12. Total Costs (lines 9-11)	115,000.00	9,300.00	6,000.00	6,000.00	3,000.00			139,300.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
De Anza College/Foothill-De Anza Community College District		

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%): [　　　]

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	200,689.34	173,363.00	182,031.15	191,132.71	101,662.67			848,878.87
2. Fringe Benefits Administrative	71,249.92	61,548.36	64,625.78	67,857.06	34,146.76			299,427.88
3. Travel Administrative	500.00	1,500.00	1,500.00	1,500.00	1,500.00			6,500.00
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)	272,439.26	236,411.36	248,156.93	260,489.77	137,309.43			1,154,806.75
8. Indirect Costs								
9. Total Administrative Costs	272,439.26	236,411.36	248,156.93	260,489.77	137,309.43			1,154,806.75
10. Total Percentage of Administrative Costs	60.54	52.54	55.15	57.89	30.51			51.32

ED 524

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

<u>**1. Project Director:**</u>

Prefix: | * First Name: | Middle Name: | * Last Name: | Suffix:

Mrs. | Lydia | | Hearn |

Project Director Level of Effort (percentage of time devoted to grant): 75

Address:

* Street1: 21250 Stevens Creek Blvd.

Street2:

* City: Cupertino

County:

* State: CA: California

* Zip Code: 95014-5702

Country: USA: UNITED STATES

* Phone Number (give area code)   Fax Number (give area code)

14088648785

* Email Address:

hearnlydia@fhda.edu

Alternate Email Address:

newellmallory@fhda.edu

<u>**2. New Potential Grantee or Novice Applicant:**</u>

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

☐ Yes   ☒ No

<u>**3. Qualified Opportunity Zones:**</u>

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes   ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s):   ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | Add Attachment | Delete Attachment | View Attachment |

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

De Anza College/Foothill-De Anza Community College District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs.   * First Name: Susan   Middle Name:

* Last Name: Cheu   Suffix:

* Title: Vice Chancellor of Business Services

* SIGNATURE: Completed on submission to Grants.gov   * DATE: Completed on submission to Grants.gov

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

| GEPA-427Narrative.pdf | Add Attachment | Delete Attachment | View Attachment |

GEPA 427 Narrative Statement

De Anza College is incredibly diverse in that 80% of its student population identifies as non-white. Further, 2% of the student population identifies as non-binary, in that they identify not exclusively as male or female and are outside of the gender binary. Further still, 2% of students identify as LGBTQ+. The college recognizes that these student groups face barriers based on their gender, race and national origin, as well as the interaction between these identities. The first step in identifying barriers these groups face is collecting data. Through our college application, students are able to select over 150 unique ethnic identities as well as report their gender including non-binary, not just female and male, and further identify their sexual orientation, beyond heterosexual and homosexual.

The next step is to recognize the many sources that create inequities including but not limited to instructor bias, systemic racism within the K-12 system -- which is perpetuated within our own policies, procedures and programs, misconceptions of the "model minority" for particular groups who are expected to be high achieving, a lack of cultural understanding and a lack of understanding of sexual diversity.

Through the faculty certificate program, the EPIC center, and the Villages model the college hopes to begin to dismantle these barriers by training cross-discipline faculty on culturally responsive pedagogy, anti-racism and sexual orientation diversity to increase understanding of student uniqueness and incorporate best practices in serving these populations throughout the college. Through these cross-discipline curricular and student service strategies, it is the hope that minority and gender diverse students will be able to report they feel welcome and recognized at the college, within course materials and within the curriculum more broadly. Ultimately leading to increased success, retention and completion.

Project Narrative File(s)

* Mandatory Project Narrative File Filename: `DE Anza_TITLEIII _PARTA_NARRATIVE_FINAL_SUBMITTEDV2.pd`

| Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File |

To add more Project Narrative File attachments, please use the attachment buttons below.

| Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File |

Meeting Students Where They Are: Culturally Responsive Cohort-Based Models to Improve Student Outcomes

Grant Application
July 12, 2021

De Anza College – Meeting Students Where They Are: Culturally Responsive Cohort-Based Models to Improve Student Outcomes

INTRODUCTION AND COLLEGE PROFILE

De Anza College is an open-access, public community college that is part of the Foothill-De Anza Community College District, the seventh largest district in California. De Anza is one of the **most diverse colleges in the state, serving a minority population that is 80% non-white from a wide range of multicultural, immigrant and mixed-income communities** in Cupertino, San Jose, East San Jose, East Palo Alto and Sunnyvale, as well as in neighboring San Mateo County, Alameda County and elsewhere. The campus consists of 112 acres in the heart of the Silicon Valley and, **with a population of nearly 18,000 students each quarter, it is the size of a small city**. De Anza's students represent a highly diverse population, reflecting the wide range of cultural and ethnic backgrounds present in the city of Cupertino and Santa Clara County in general – where **53% of the population are non-native English speakers**, with 9% speaking Chinese and 6% speaking Vietnamese.[1] Further, 39% of Santa Clara County residents are foreign-born, more than three times the national average of 13%. Cupertino, where the college is located, is the home of Apple Inc., one of the world's largest and most valuable technology companies in the world.

In the Shadow of Prosperity

The campus sits in the midst of many of the nation's most prosperous technology giants in Silicon Valley, where the average home price is $1.4 million, creating a vision of prosperity and economic opportunity. However, this **vision of prosperity is out of reach for far too many students at De Anza College,** creating an "other valley" with which De Anza students are all too familiar. Despite the gleaming, multistoried commercial sector that surrounds De Anza, its students live outside this perimeter in the **"other valley" that exists in stark contrast**

---

[1] https://datausa.io/profile/geo/santa-clara-county-ca/#about

to the affluent technology sector. Eight percent of the county's residents live below the poverty line; although this is below the national average, the effects of poverty are all too real for students attending De Anza College. Among county residents living in poverty, the largest demographic group consists of residents between 18-24, which is the age of the college-going population. In a recent survey (spring 2020) of basic needs, 52% of student respondents reported experiencing at least one form of basic need insecurity in the past 12 months, with **40% reporting housing insecurity, 36% reporting food insecurity, and 12% reporting they experienced homelessness in the previous 12 months**.[2] **The students who predominantly attend De Anza College are low-income, minority and first-generation students.**

Table 1. De Anza College Student and Faculty Profile, Fall 2020

De Anza College Student Profile, Fall 2020		
Target Population: low income, minority and disproportionately served students*		
Total Students: 18,869 FTES: 5,051 Female: 51%; Male: 47%; Non-Binary: 2% Average age: 25 First-generation: 30% Pell Recipients: 12% California Promise: 29%	**Ethnicity:** African American: 5% Asian: 49% Latino/a/x: 25% Native American: 1% White: 17% Decline to State: 3%	**LGBTQ+**: 2% Gay or Lesbian: 26% Bisexual: 45% Transgender: 13% Other: 16%
Educational Goal: Transfer: 73% AA/AS Degree: 9% CTE Degree/Certificate: 32% Career/Advancement: 4% Other/Undecided: 11%	**Transfer/Degree Readiness:** Only 36% of new students successfully passed both transfer level/degree-applicable English and math in 2019-20, making them eligible to complete a degree or transfer to a four-year institution.	
*Low Income: 27% of students with a family (4) income below $23,850 as defined by U.S. Department of Health and Human Services **Minority: non-white students** **Disproportionately Impacted: student groups who have historically been underserved including first-generation and LGBTQ+**		
De Anza Faculty Student Profile, Fall 2020		
Full-Time: 37%	Female: 59%	Male: 41%	Asian: 22% White: 48% Black: 7% Latino/a/x: 17%

---

[2] https://www.deanza.edu/ir/deanza-research-projects/surveys/BasicNeeds2020.pdf

Part-Time: 63%	Female: 56%	Male: 44%	Asian: 23% White: 58% Black 4% Latino/a/x: 6%
Source: De Anza College, Office of Institutional Research			

PART A. QUALITY OF COMPREHENSIVE DEVELOPMENT PLAN (CDP)

Foundational planning for this project was predicated on the California Chancellor's advocacy for participation of all 115 community colleges in the development of Guided Pathways, which has been found nationally to streamline students' pathways, ultimately leading to increased degree completion[3]. De Anza, like its counterparts throughout the state, signed on to develop Guided Pathways that address the state's "Vision for Success."[4]

"The Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns to promote better enrollment decisions and prepare students for future success."[5] California Community Colleges, Chancellor's Office.

This proposal was developed over the course of the past year based on De Anza's own vision for the success of its students. As the college proceeded in the challenging work of creating an institutional framework for Guided Pathways, the planning committee became increasingly concerned that the college was not closing long-standing equity gaps and ensuring that students from minority and other disproportionately served populations were succeeding in meeting their educational goals. It also became apparent through student surveys that minority and disproportionately impacted students were not finding connection and a sense of community at the college: Only 18% of Asian students, 35 of African American/Black students and 32% of Filipino/a/x students report they feel a sense of belonging all of the time.[6] Dr. Lorrie Ranck, Associate Vice President of Instruction, expressed her concern for the lack of faculty preparation

---

[3] https://www.ccco.edu/College-Professionals/Guided-Pathways
[4] ED Source: Colleges Try New Pathway to Success, 8, 2018.
[5] https://www.ccco.edu/College-Professionals/Guided-Pathways
[6] https://www.deanza.edu/gov/campus_facilities/documents/FHDA_FMP_2021_2026_BoardPresentation_May2021_Final.pdf

to serve the college's growing diverse student population and instruct within the Learning Communities. In response, Interim President Christina G. Espinosa-Pieb, in collaboration with Mallory Newell, Supervisor of Institutional Research and Planning and Chair of the College Planning Committee, identified and convened a Title III Development Team to create a plan to better serve the college's minority and other disproportionately served students, with **emphasis on cohort models (six Villages established under the Guided Pathways umbrella and Learning Communities serving minority and disproportionally served students).**

<u>Overview of Process and Planning</u>

The Title III Development Team met via online video in fall, winter and spring of 2020-2021, analyzing the experiences of minority and disadvantaged students at De Anza, reviewing key college documents and researching best practices at other community colleges, as well as current literature on success of low-income, minority and disproportionally served student populations. As a result, the team was able to identify the strengths, gaps and weaknesses, goals, objectives and strategies contained in this proposal.

Summary of Planning Process for Development of this Proposal	
Title III Development Team	
• Team Lead: Mallory Newell, Supervisor, Institutional Research and Planning • Lydia Hearn, Co-Chair and Scheduler, English Department; Co-Coordinator, Guided Pathways; Co-Coordinator, Puente Learning Community; Scheduler, Language Arts Division • Randy Bryant, Dean, Career Technical Education Division	• Alicia Cortez, Dean, Equity and Engagement Division • Deepa Yuvaraj, Program Coordinator, Grants and Initiatives • Dr. Lorrie Ranck, Associate Vice President for Instruction • Veronica Acevedo Avila, English Faculty, LEAD Learning Community
Model for Project Design	
• Analyze institutional strengths and weaknesses • Identify major problems	• Select evidenced-based best practices and strategies to overcome problems and meet goals

• Establish goals and measurable objectives aligned with Institutional goals • Research solutions and identify strategies to address major problems	• Develop resource allocation plan of personnel and funding to implement project • Develop post-grant sustainability plan

Internal Resource Documents Used as Basis for Proposal	
De Anza College Student Equity Plan	College Climate Survey
Educational Master Plan (strategic plan)	Facilities Master Plan Climate Survey
Institutional Metrics (long-term goals)	De Anza Value Statements
Facilities Master Plan Survey	Six Factors of Student Success
Institutional Demographic Data (disaggregated by minority populations)	Guided Pathways Planning Documents

Analysis of Academic, Institutional and Fiscal Strengths, Weaknesses and Significant Problems **ACADEMIC STRENGTHS**	
High quality, student-centered faculty	De Anza College has a longstanding reputation for quality instruction; hiring is competitive and the college is often able to hire faculty members who not only meet but exceed minimum college qualifications. Further, De Anza has been working to diversify its employees, particularly its faculty, to more closely resemble the diversity of the student body[7]. A recent study conducted at the college found that students were more successful when the instructor was from a similar ethnic background.[8] In fall 2020, 46% of faculty members were Latino/a, Asian or African American/Black (see Table 1). Over the past 10 years, members of De Anza's faculty have received numerous Excellence Awards from the League for Innovation in the Community College.
Learning community cohort model contributes to student success	De Anza currently employs a learning community model (9 total) that supports a limited number of students from different backgrounds including low income, first generation, first year in college students. Collected data shows success rates in general education classes that are 10%-25% higher than in the same general education classes not in a learning community. Results of Small Group Intervention Diagnosis indicate that learning communities contribute to sustained progress toward degree, strong growth of academic and critical thinking skills, connectedness to peers, faculty and college, and increased sense of confidence, responsibility and personal empowerment.
Exceptional transfer rates	The primary educational goal of De Anza students is transfer (73%; see Table 1) De Anza is distinguished as the most consistently outstanding community college in California, in terms of student transfer. The college has the highest rates in the state for student transfers to the University of California, California State University and four-year, private schools.
Strong technology support of Instruction	Students have access to open computer labs across the campus plus multiple computer labs located in division areas with major-specific software and hardware. The college updates its Technology Plan every five years. The college also rents laptops to students for the duration of the term and provides one-time emergency funds to students who do not have a personal computer.

---

[7] http://deanza.edu/ir/deanza-research-projects/employee/F20_Ethnicity.pdf
[8] https://www.nber.org/system/files/working_papers/w17381/w17381.pdf

5

	The campus operates as a WiFi hot spot anywhere on campus and partners with local broadband providers for discounted rates for students.
Multiple options for students to receive tutoring assistance	The Student Success Center operates a Math and Science Tutoring Center, the Writing and Reading Tutoring Center and a Listening/Speaking Center for English as a Second Language students. All centers have extended hours for working students and offer online group and individual tutoring. Some learning communities have embedded tutors.

ACADEMIC WEAKNESSES
Lack of faculty trained in culturally responsive pedagogies.
Coordination of learning communities hampered by a decentralized organizational structure.
Learning community cohorts do not include women of color or LGBTQ+ and serve a limited number of Asian and Latino/a/x students.
Application of best practices from the learning community model has not been integrated across campus-wide curriculum and student services.
Struggling students not enrolled in a learning community must seek services and support on their own with little guidance.

SIGNIFICANT ACADEMIC PROBLEMS Addressed by Title III Project

ACADEMIC PROBLEM #1: Limited capacity of the current learning community program prevents serving larger subgroups in the target population who would benefit the most. *Consequences of not solving the problem: Without expansion of the learning communities cohort model, students from the targeted populations that would benefit the most will continue to be the "have-nots" and miss out on research-based practices that can help them be successful.*

ACADEMIC PROBLEM #2: Large gaps in outcomes for low-income minority and disproportionately impacted students compared to all other student groups has resulted in long-standing, systemic inequities across college outcomes. *Consequences of not solving the problem: The college will continue to struggle with closing long-standing equity gaps, resulting in lower rates on metrics ranging from course success and retention to transfer and wages earned post-graduation for our most marginalized students, including low-income, minority and disproportionately served students.*

ACADEMIC PROBLEM #1: Limited capacity of the current learning community program prevents serving larger subgroups in the target population who would benefit the most.

Documentation and Analysis of Institutional Limitations on Expansion of Learning Community Cohort Model

De Anza implemented a learning community cohort model more than 20 years ago. This model is a forerunner of the Village cohort model that is a pivotal part of the college commitment to implementing a Guided Pathways framework, currently required in California. The term "learning community" is now deeply embedded in U.S. education. Smith, et al. (2004), doing early research on learning communities, defined a learning community broadly as a variety of curricular approaches that link or cluster two or more courses, often around a theme, and

6

enroll a common cohort of students (page 21).[9] De Anza currently offers nine learning

communities each year, serving students from different backgrounds, including low-income,

first-generation and first-time-in-college students. Wraparound services, including embedded

counseling and tutoring, are integrated into some the learning communities. As displayed in

Table 2 below, the section on Course Success Rates (2020-2021) at De Anza clearly

demonstrates the value of student participation in a learning community cohort.

Table 2. Learning Communities Data

Learning Communities Currently Offered at De Anza	
First Year Experience, Flow (hip-hop), IMPACT AAPI, Latinx Empowerment at De Anza (LEAD), Learning in Communities (LinC), Math Performance Success, Puente, REACH (for student athletes), Umoja	
2020-21 Learning Community Enrollment	
Learning Community Students	*Non-Learning Community Students*
Learning Community Enrollment: 1,121 (4%) African American/Black: 5% Asian: 37% Latino/a/x: 42% Native American: 1% White: 13%	**Non-Learning Community Enrollment: 28,770 (96%)** African American/Black: 4% Asian: 49% Latino/a/x: 25% Native American: 0% White: 19%
First Generation to College: 35%	First Generation to College: 27%
Course Success Rates – 2020-21	
Learning Community Students*	*Non-Learning Community Students*
Statistics: 72%; Precalculus: 69%	Statistics: 62%; Precalculus: 48%
English 1A: 83%; English 2: 85%	English 1A: 63%; English 2: 74%

In addition to the clear benefits of the learning community cohort programs in regard to

the increase in success rates, students and faculty report the benefits they gain from the program:

"LinC [Learning in Communities] courses can make taking multiple classes easier by combining assignments and readings! Connecting the material between the two classes made me more attentive while enhancing my understanding of it." – Fatima Ahmed, Student

"The best part of my LinC course was making new friends!" - Anna Karpov, Student

---

[9] Smith, B.L, MacGregor, J, Matthew, R.S., and Gabelnick, F. (2004) Learning Communities: Reforming Undergraduate Education, San Francisco, California. Jossey-Bass.

> *"I have worked in learning communities for over twenty years, and I still think it is the most effective way to teach. The collaboration, the camaraderie, the teamwork and the care instructors, counselors and staff placed into the learning communities always provide a rich and engaging curriculum and classroom. Both previous and current students say that these communities provide in-depth learning and lifelong friendships. I wish this was common practice among all colleges and universities." – Veronica Avilla, LinC [Learning in Communities] instructor*

While there have been many successes, and the faculty in general have been enthusiastic as have the students, **the number of students NOT participating in learning communities is 96%.**[10] Expanding this highly successful cohort model to address significantly more students in the target populations has not been possible, creating an unacceptable division between students who are "haves" and students who become "have nots." Students not enrolled in a learning community (the "have nots") must seek out individual tutoring and counseling, where learning community students (the "haves") have proactive support and engagement integrated into their program through highly trained faculty and support services.

      The contributing factor to expanding learning community opportunities for more students is a scarcity of skilled faculty trained in the systematic process of teaching in an interdisciplinary environment. True learning communities are more than linking separate classes together. Professional development for faculty preparing to teach collectively involves collaborative study, working as a team to analyze and improve classroom practice, exchanging subject-matter expertise, establishing common course objectives, and creatively weaving disparate, often seemingly unrelated, subject matter into whole cloth. De Anza requires every faculty member who teaches in learning communities to go through a professional development process that prepares them for interdisciplinary teaching and learning, where the faculty team, working together, is responsible for student learning and outcomes. **Exacerbating the faculty shortage**, is the fact that even veteran faculty teaching in learning communities, find that

---

[10] Source: De Anza Institutional Research

providing quality instruction in the cohort model is labor intensive, and to continue to provide

superior service, they need to rotate in and out periodically. Rotation not only keeps the faculty

fresh but contributes to maintaining dynamic learning communities.

ACADEMIC PROBLEM #2: Large gaps in outcomes for low-income and minority students compared to all other student groups have resulted in long-standing, systemic inequities across college outcomes.
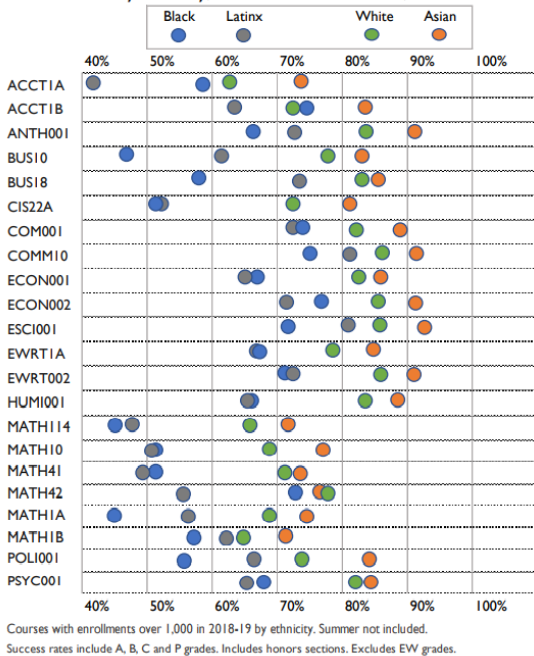

Documentation and Analysis of Significant Gaps in Outcomes Between Low-Income and Minority Students and Other Student Groups

De Anza College's equity-focused Institutional Metric states:

There will be no more than a 5-percentage point difference between the annual course completion rate for targeted groups (African American, Latino/a/x, Pacific Islander and Filipino/a/x) and all other groups.

Nevertheless, equity gaps persist at the college and starkly resemble continuously perpetuated

Success Rates by Ethnicity, Courses Enrolled over 1,000 in 2018-19

Courses with enrollments over 1,000 in 2018-19 by ethnicity. Summer not included.
Success rates include A, B, C and P grades. Includes honors sections. Excludes EW grades.

institutionalized racism-related patterns across the

nation. In order to begin to address these gaps, their

existence must first be recognized. De Anza's

course success rates for the top enrolled courses in

2019-20 follow similar patterns with stark contrasts

between African American/Black and Latino/a/x

and white and Asian students ranging from a 4

percentage point difference between African

American/Black and white students in Accounting 1

(59% to 63% success, respectively) to a 31

percentage point difference in Business 1 (47% to 78% success rates, respectively).[1]

When looking across a wide range of other metrics internally and externally, similar

patterns of racial gaps exist, stemming from long-standing systemic inequities. Disaggregated

data[11] further shows alarming gaps in course completion rates across the college as a whole between Latino/a/x, African American/Black, Pacific Islander and Filipino/a/x students compared with the other student groups. There is a 13-percentage point gap between these minority groups and all other students, and the gap can be as large as 17 percentage points depending on the division, clearly showing that identified minority groups have far lower – in fact, the lowest – rates of success when compared to white students. Despite deliberate efforts to close gaps over the past five years, the gaps persist, and in some areas, have worsened.

Contributing Factors: The **college's inability to meet students where they are** and support them with services that are appropriate to their unique needs, experiences, preparation and linguistic and cultural backgrounds have inhibited closing any equity gaps. Faculty members are experts in their area of study but many lack training in culturally responsive pedagogy and ethnic and gender inclusivity. Further, De Anza is a commuter college, and **too many students report they do not feel connected** to the campus (25% reported all of the time in spring 2021). Thus, the college has failed to create a community where students feel welcome, supported, valued and safe – and connected to other students, faculty members and staff members.

Institutional Management Strengths That Support the Title III Proposal	
Professional development for faculty members currently teaching in limited number of learning communities	The Learning in Communities (LinC) Summer Institute holds professional development workshops for faculty members who currently teach or plan to teach in learning communities. The institute offers a robust professional development curriculum geared towards supporting the whole student within cohort-based courses. It includes guest speakers, activities and workshops. Faculty members working on team-taught curriculum develop curriculum, including events and activities, for the following academic year.
Access to disaggregated student outcomes at the instructor and program level	The Office of Institutional Research and Planning has created multiple self-service data tools for to explore their own course success rates at the section level, disaggregated by a variety of student and course variables. Program coordinators can also explore and track students in cohorts through outcomes including retention, full-time status and degree and certificate attainment.
Online and on-the-ground student services	In an effort to meet students where they are and to address the varying learning styles of students, the college established a student services model where all services are available in person and online. This includes

---

[11] https://public.tableau.com/app/profile/ola1953/viz/SuccessRetentionandEquityGapsbySubjectandSection/SuccessRetentionandEquity

	counseling, tutoring, library services, financial aid advising, admissions and records advising, and an "Ask Us" chatbot on the college website.
Institutional Management Weaknesses Addressed by the Title III Proposal	

Decentralized, uncoordinated services inhibit interactions among students and with their major-focused faculty members and counselors.

Negligible career planning services.

There are minimal internship opportunities to develop on-the job training in high-wage careers.

Siloed student services and instruction rarely integrate to best support student needs.

There is no bridge from high school to college to sufficiently serve students in the target population.

SIGNIFICANT INSTITUTIONAL MANAGEMENT PROBLEMS Addressed by Title III Project

INSTITUTIONAL PROBLEM #3: There are minimal bridges from high school to college and from college to the workforce. *Consequences of not solving the problem***:** *Too many students from the target population will never enroll or will leave the college prior to reaching their educational goal.*

INSTITUTIONAL PROBLEM #4: As the college progressively moves to more cohort-based models, faculty members are being left behind, leaving the college with insufficient numbers of instructors prepared to teach in ethnically diverse, student-centered, cohort-based learning communities and Villages. *Consequences of not solving the problem: Too many faculty members are not trained to best serve the targeted population, limiting their ability to work towards closing equity gaps.*

INSTITUTIONAL PROBLEM #3: There are minimal bridges from high school to college, and from college to the workforce.

Documentation and Analysis of Insufficient Bridge from High School to the College and Ill-Defined Bridge from the College to the Workforce

Bridging students from high school to college: De Anza is a commuter college, enrolling 18,000 students, most of them attending on campus. When students enter the campus for the first time, they encounter an institution that has a very large footprint and a myriad of classrooms and services located throughout. Trying to navigate the campus is akin to finding one's way in a small city. It can be an **overwhelming experience for students entering from high school as they step onto campus for the first time**. This experience can be particularly daunting for first-generation students (30% of enrolled students), whose parents are often unable to provide guidance. Recognizing the importance of bridging high school students into their first year at the college, De Anza developed a bridge experience that serves 100 students every summer. Students come from high schools in the area that serve many low-income, immigrant, English

language learners, as well as first-generation-to-college students and those who reside in communities with low rates of higher education attainment. Students who participate in the Summer Bridge program are often referred by siblings or high school counselors or hear about the opportunity in ethnicity-specific conferences for students from high schools in the region, hosted by De Anza's Office of Outreach. The Summer Bridge program has been a successful experience for the 100 students it has been able to serve each summer. However, given the large number of students that a college the size of De Anza enrolls every year, the current Summer Bridge program is woefully insufficient to address the need in general.

> "One of the key features of the program is the involvement of continuing students who serve as peer mentors. Many of our students who complete the bridge program, return as volunteer peer mentors because of the care, support and guidance they received their first year." Alicia Cortez, Summer Bridge Coordinator

Bridging students from De Anza to the Workforce: De Anza has negligible career planning services, with no career center and only two career counselors to serve the entire student population. Further, many students report they never or rarely talk about career plans with an instructor or adviser.[12] On a larger scale, sufficient opportunities for many students in the target population to obtain work experience, such as internships, have not been developed. Only students enrolled in health professions are assisted with finding and securing an internship-like experience. Career Technical Education (CTE) programs (32% of total enrollment) do have various contacts with the workforce in their specific field, but there are no consistently identified internship opportunities, leaving a large gap in the bridge from college to career. Consequently, there are severely limited opportunities for students in the targeted population to link with

---

[12] https://de-anza-search.clients.us.funnelback.com/s/redirect?collection=de-anza-meta&url=https%3A%2F%2Fwww.deanza.edu%2Fir%2Fdeanza-research-projects%2F2010_2011_projects%2FCCSSE_PPT_Winter_2009.ppt&auth=yZmgWyDWSGdVKhbKEQY9Ng&profile=_default&rank=2&query=CCSSE

industry. The failure to make connections with local industries hampers students' opportunities to participate in the robust Silicon Valley economy, particularly in high-demand, high-wage employment fields, which according to local labor market data, include Computer and Mathematical Occupations ($134,000 average salary), Management Occupations ($130,728 average salary), and Engineering and Science Occupations ($126,637 average salary). Labor market data[13] show minority students including African American, Latino/a/x and Pacific Islander students enter lower-paying careers at a higher rate than other students after completing a program of study. These jobs and wages sharply contrast with the low median wages that students earn after completing a program of study, suggesting that there is no bridge from college to a high paying career.

Low-Median Wages for Target Population and Low-Income Categories
Median wages after completing a Career Technical Education (CTE) program of study at De Anza are lowest for Pacific Islander and African American/Black students, suggesting that no bridge from college to a high-paying career exists. For example, Pacific Islander students who become employed after completing a program average $33,292 a year – an extremely low-income salary for the Silicon Valley. Further, African American/Black students on average earn $37,784 per year and Latino/a/x students average $37,808 per year.[14] Within Santa Clara County, low-income limits are higher than the national rate, which is a challenge for the area. For example, annual income of $35,800 is considered the extremely low-income limit for a family of four in Santa Clara County and $59,700 is considered the very low-income limit, while $84,750 is considered the low-income limit.[15]

INSTITUTIONAL PROBLEM #4: As the college progressively moves to more cohort-based models, faculty members are being left behind, leaving the college with insufficient numbers of instructors prepared to teach in ethnically diverse, student-centered, cohort-based learning communities and Villages.

Documentation and Analysis of Deficits in Faculty Development That Would Prepare Them to Teach in Student-Centered, Cohort-Based Model

"Teachers who feel called to take on this work require extraordinary institutional support, not only in the form of increased training and opportunities to develop high-impact teaching practices, but also in

---

[13] https://www.calpassplus.org/Launchboard/Student-Success-Metrics
[14] https://www.calpassplus.org/Launchboard/Student-Success-Metrics
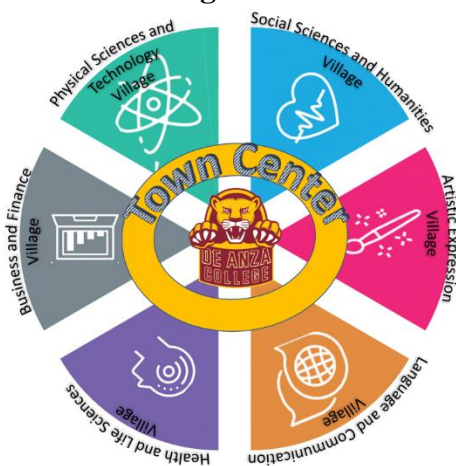[15] https://covid19.sccgov.org/sites/g/files/exjcpb766/files/Documents/santa-clara-county-2021-area-median-income-ami-chart.pdf

the form of time to appropriately change their curriculum, assignments and pedagogy as well as to build authentic connections with their students." - Mari Tapia, learning community instructor

De Anza Villages Model

As De Anza moves forward to implement its Guided Pathway's Village cohort model, composed of six meta-majors and to increase the number of learning communities serving the target population identified in this proposal, the "elephant in the room" is the absence of sufficient numbers of faculty members prepared to take on the challenges of teaching in a cohort-based model, which is built on principles that focus on student-centered learning within a community of learners. **Learning communities and the six new Villages also require faculty members who work from the perspective and foundation of teaching the whole student.** While the roles faculty serve in the Village and learning community models vary to a degree, faculty in both require professional development in common practices.

High Impact Practices for Faculty Development in Cohort-Based Models
Practice culturally responsive pedagogy
Cultivate a cohesive and supportive community of learners
Implement relevant and meaningful student-centered activities
Facilitate the learning process
Prepare discussion posts that invite responses, questions, discussions, and reflections
Elicit formal surveys, Small Group Intervention Diagnosis and intermittent informal student feedback to improve instruction

Fiscal Stability Strengths that will Support Title III Activities	
Effective fiscal management of resources	Accreditation reports and external audits consistently confirm that the college facilitates a transparent budget process and carefully monitors its resources in compliance with college, state, federal, and accreditation regulations.

Resource allocations based on equity measures aligned to institutional goals	The budget teams make annual decisions to support narrowing of equity gaps.
Weaknesses in Fiscal Stability that indicate Need for Title III Activities	
High cost of revolving door created by student attrition causes lost revenue.	
Decentralized delivery of services squanders resources by duplicating resources.	
Eventual loss of state Guided Pathways funding (2022).	

MAJOR FISCAL PROBLEMS Addressed in Title III Proposal

FISCAL PROBLEM #5: The lack of integration of resources between instruction and student services and siloed delivery is an ineffective use of scarce resources, particularly for low-income, minority and first-generation students who are at the greatest risk of dropping out, costing the college thousands of dollars in inefficiencies. *Consequences of not solving the problem: Inefficient use of precious financial resources negatively impacts the ability of the college to carry out its mission to serve disproportionately impacted student groups.*

Documentation and Analysis of Ineffective Use of Resources Supporting Siloed Delivery of Instruction and Student Services

De Anza's campus is NOT student friendly. The sheer size and layout make it difficult for students to find the help and services they need to succeed. New students may not even know what services they need or what is available to them. Common student services are distributed across a number of non-adjoining, large, several-storied buildings. When looking through the student lens, the groupings of services in multiple buildings are confusing. The official campus map shows the buildings but not what offices are within them. There is no network of services that a student can easily access, whether the student is new or continuing. Too many students report they do not feel connected to the campus. Thus, the college has failed to create a community where students feel welcome, supported, valued and safe – and connected to other students, One of the primary reasons that the college developed a unique model for Guided Pathways that clusters students into student-friendly Villages, is to bring services to the students to the degree possible, and where Peer Mentors, and informed faculty and staff act as guides and referral sources when students require services beyond the Villages. The same philosophy is behind the creation of the EPIC Center, where a number of services are located within the

student-friendly center, and Peer Mentors, and other Center staff act as guides and referral sources.

Siloed, spread out service centers and offices are a recipe for disaster for students and can have a negative impact on the college budget. Hunt (2021) concluded that, "Universities tend to be highly decentralized organizations with a tremendous penchant for working in silos. These silos make interdisciplinary collaboration difficult and limit opportunities to maximize resources and create highly effective communications (p.1)"[16] In addition to the current configuration of instruction and student services being more of a barrier than passage for students, especially first time in college students and students in the target population. Prospective and enrolled students who cannot find their way through the maze are subject to getting discouraged. The failure to enroll, on average only 45% of students who apply proceed with enrollment, and dropout rates, which averages 25% per quarter across all student groups, are red flags signaling that not only are hundreds of students not getting the help they need to succeed but losing students at critical junctures is costing the college hundreds of thousands of dollars in revenue. Between fall 2019 and winter 2020, 74% of students were retained, meaning that 26% dropped out, for at least one quarter. When you quantify the loss of students in terms of lost revenue, the loss of revenue for one term is over $1.5 million dollars.

---

[16] Hunt, J. Inside Higher Ed, March, 2021.

PART A (2) Institutional Problems, Institutional Goals Aligned with Title III Goals and Five-Year Objectives Derived from the CDP
Institutional Goals are denoted with "DAC" (De Anza College)

MAJOR PROBLEMS	GOALS (addressing problems)	FIVE-YEAR OBJECTIVES (to measure achievement of goals)
ACADEMIC PROGRAMS		
<u>**Academic Problem #1**</u> **Limited capacity of the current learning community program prevents serving larger subgroups in the target population who would benefit the most.**	1) Increase number of students who enroll in a learning community courses. **DAC Goal #1** Close equity gaps to no more than 5 percentage points between groups.	1) By September 2026, there will be a 44% increase in the number of students who enroll in learning communities compared to the 2020-21 baseline of 1,121 students.
<u>**Academic Problem #2**</u> **Large gaps in outcomes for low-income minority and disproportionately impacted students compared to all other student groups have resulted in long-standing, systemic inequities across college outcomes.**	2) Create a cultural shift in how students are supported across campus through the learning communities and Villages cohort model. **DAC Goal #1** Close equity gaps to no more than 5 percentage points between groups. 3) Decrease the disparity in student success rates between low-income minority students and all other student groups, focusing on African American, Latino/a/x, Filipino/a/x, Pacific Islander, Southeast Asian and LGBTQ+ students. **DAC Goal #1** Close equity gaps to no more than 5 percentage points between groups.	2a) By September 2026, the number of students who report they feel a sense of belonging on campus all of the time will increase from a 2020-21 baseline of 0% to 50% for students in the targeted population. 2b) By September 2026, the EPIC Center Counselor will serve 200 students from the LGBTQ+ community and 600 students from minority backgrounds from a 2020-21 baseline of zero. 3) By September 2026, the disparity between student success rates between African American, Latino/a/x, Filipino/a/x, Pacific Islander, Southeast Asian and LGBTQ+ students and all other student groups will be **reduced** to 5% compared to a 2019-2020 baseline of 13% across groups.
INSTITUTIONAL MANAGEMENT		
<u>**Institutional Management: Problem #3: Minimal bridges from high school to college, and from college to the workforce**</u>	4a) Expand the Summer Bridge program to increase enrollment of the target population. **DAC Goal #2** Increase enrollment of students residing in geographical locations with historically low college-going rates**.**	4a) By September 2026, the number of high school students who enroll in the Summer Bridge program prior to enrolling at De Anza will increase from the 2020-21 baseline of 100 to 400.

	4b) Increase opportunities for student internships in high demand, high-wage careers. **DAC Goal #3** Increase the percentage of graduates who obtain a living wage. 5) Create infrastructure and programming within the Villages that provides students with career planning. **DAC Goal #3** Increase the percentage of graduates who obtain a living wage.	4b) By September 2026, 200 students will participate in an internship from the 2020-21 baseline of 47. 5) By September 2026, the percentage of students in Villages who report talking about career plans with faculty, counselors/advisers will increase to 30% from the 2020-21 baseline of zero.
Institutional problem #4: As the college progressively moves to more cohort-based models, faculty members are being left behind, leaving the college with insufficient numbers of instructors prepared to teach in ethnically diverse, student-centered, cohort-based learning communities and Villages.	6) Restructure faculty professional development to prepare a sufficient numbers of faculty members to teach in cohort-based programs. **DAC Goal #1** Close equity gaps to no more than 5 percentage points between groups.	6a) By September 2026, the number of faculty members who receive the High Impact Practices for Supporting Ethnic and Gender Diversity certificate to teach in learning communities will increase to 41 from the 2020-21 baseline of 13. 6b) By September 2026, 90% of faculty who completed the certificate program will report changes to their curriculum based on the training, from the 2020-21 baseline of 0%. 6c) By September 2026, the number of instructors who are mentored by faculty members who have completed the High Impact Practices for Supporting Ethnic and Gender Diversity certificate will increase to 90 from the 2020-21 baseline of zero.
FISCAL STABILITY		
Fiscal Stability Problem #5: The lack of integration of resources between instruction and student services and siloed delivery is an ineffective use of scarce resources, particularly for low-income and first-generation students who are at the greatest risk of dropping out, costing the college thousands of dollars in inefficiencies.	7) Create a centralized space to coordinate and provide project activities. **DAC Goal #1** Close equity gaps to no more than 5 percentage points between groups. 8) Increase revenue and long-term sustainability of the college by increasing retention. **DAC Goal #1** Close equity gaps to no more than 5 percentage points between groups.	7) By September 2026, 40% of students in the targeted population will access services in the EPIC over a 2020-21 baseline of 0%. 8a) By September 2026, the percentage of first-year degree- and transfer-seeking students within the targeted population retained from fall to winter will increase to 75%, compared to a 2020-2021 baseline of 71%. 8b) By September 2026, the percentage of first-year degree- and transfer-seeking students within the targeted population who complete a certificate, degree or transfer within three years will be 26% compared to a 2020-2021 baseline of 21%.

18

INSTITUTIONALIZING NEW PRACTICES AND IMPROVEMENTS

The President, Senior Staff and Title III Development Team carefully considered and included only practices and improvements that De Anza College could reasonably be expected to absorb and continue post-grant. Key personnel released to lead major project components will return to lead post-grant continuation of new practices on the regular budget. The college recognizes that **systematic and enduring change cannot be sustained without commitment of college resources post-grant.** De Anza will incrementally transition post-grant personnel costs beginning in Year 3.

POST GRANT RECURRING COSTS	SOURCES OF REVENUE TO PAY CONTINUATION COSTS
Staff - Salary and benefits of Village Co-Coordinator (1) - Salary and benefits of Counselor (1) - Salary and benefits of Activity Director/EPIC Center Director (1) - Internship Developer (1) - Center Peer Mentors (4) - Summer Bridge Peer Mentors (5)	- All grant funded positions will be sustained post grant. A combination of state equity funds, general fund dollars and renewed state Guided Pathways funds will be used to integrate these positions starting in Year 5 before the grant ends to ensure a complete transition. - Activity Director/EPIC Center Director will evolve into a full-time position as the EPIC Center Director starting in Year 5. The Project Director will begin to transition out in Year 5 with a combination of grant and institutional funds and fully transition out after the grant ends.
Faculty Development - High Impact Practices for Supporting Ethnic and Gender Diversity certificate	Institutional funds will be used for ongoing professional development. Faculty professional development will be used for ongoing faculty development in culturally responsive pedagogy and interdisciplinary instruction.
Annual Continuation Costs: $347,288.16	

Ongoing Initiatives Sustained by Institutional, Student Equity and Strong Workforce Funds: Increased number of learning communities, increased sections of the Summer Bridge.

PART B. QUALITY OF PROJECT DESIGN

De Anza's logic models connect the dots between the resources required, activity components proposed, anticipated results and relevant outcomes matched to the major problems and goals, creating a coherent and seamless project design.

19

<u>**Strong Theory Supporting Project Design**</u>

De Anza will implement strategies that reflect well-researched best practices shown to foster student success and that have been successfully implemented in multiple community colleges across the nation.

Evidence from Research and Effective Practice for Selected Strategies		
Strategies	**Supporting Research**	**Effective Practice**
Learning Communities	*Columbia Gorge CC, Institutional Research (2021); De Anza Institutional Research (2020)* Tinto, V and Goodsell, A<u>. A Longitudinal Study of Learning Communities at LaGuardia Community College, February, 1995</u> <u>https://eric.ed.gov/?id=ED380178</u>	Kingsborough CC, Skagit Valley College, Columbia Gorge CC, De Anza College, La Guardia CC, Ann Arundel CC.
Summer Bridge	*Cooper, K, Ashley, M., Brownell, S.; <u>A Bridge to Active Learning: A Summer Bridge Program Helps Students Maximize Their Active-Learning Experiences</u>, <u>CBE Life Sci Educ.</u> 2017, Spring*	De Anza College, Mission College, Highline College, Anne Arundel CC
Peer Mentors	*<u>Power of Peer Mentoring</u>, Community College Daily, AACC, July, 2021. <u>The Impact of Peer Mentoring at PSU:</u> PSU Office of Research and UNST Research Office, 2011.*	Paradise Valley CC, Umpqua CC, Nassau Community College, College of Aurora, Iowa Lakes, Sussex Community College, Portland State, Hudson Community College
Culturally Responsive Pedagogy	*Manning, D., Calaway, T<u>.; Culturally Responsive Teaching in the Community College, Rouche Center Forum, June 20, 2021; Gay, Geneva, Culturally Responsive Teaching, Theory, Research and Practice, 3rd Edition (2020) Seminal work in the field.</u>*	South Seattle College, Skagit Valley College, Baltimore CC. Tulsa CC, Saddleback College, Guttman Community College.
Student Internships	*Rogers, John Mark, "<u>Internships as a Bridge from Community College into a Career</u>" (2017).*	Mission College, Valencia CC. Everett CC Community
Single Stop for Wraparound Services	<u>One-stop services help students stay in college</u>; Community College Daily, American Association of community Colleges, November 30, 2016.<u>Single Stop USA's Community College Initiative Intervention Reports IES /NCES. National Center for Education Statistics, November, 20 2020.</u>	Miami Dade, Bunker Hill CC, Finger Lakes CC.

20

De Anza's Logic models connect the dots between the resources required, activity components proposed, anticipated results and relevant outcomes matched to the major problems and goals, creating a coherent and seamless project design.

Logic Model Demonstrating the Title III Grant is Supported by Strong Theory

RESOURCES THAT SUPPORT THE PROJECT	ACTIVITIES, STRATEGIES	GENERAL OUTPUTS	SHORT AND LONG-TERM OUTCOMES	MAJOR IMPACT
Project-funded positions: • Project Director • Activity Director/EPIC Center Director • Center Counselor • Center Peer Mentors • Summer Bridge Peer Mentors • Village Co-coordinator • External Evaluator • Internship Developer Leveraged non-grant funds that support one project-funded Village co-coordinator **Support and Participation** • Counseling Division • CTE Division • Career Services • Industry Advisory Committees • Institutional Research • Outreach • Professional Development Dedicated space to accommodate development of EPIC center and Villages	**Component I:** Create a student-centered, coordinated system of delivery that integrates services to students across the Villages, Learning Communities, and new grant-funded Ethnic and Pride Inclusion Center (EPIC) **Component II:** Increase the number of learning communities serving low-income, minority and disproportionately underserved. **Component III:** Create a robust faculty development and mentorship program. **Component IV**: Increase the Summer Bridge Program to serve more low-income, minority and disproportionately served students. **Component V:** Integrate a Student Internship program into the Villages and EPIC Center.	- Ethnic Pride and Inclusion Center (EPIC) services and staff are in place. - Services are coordinated and integrated across six Villages, learning communities, and EPIC. Support systems are in place (counseling, legal services, food pantry, internship opportunities through Handshake and Peer Mentors). - Learning communities increase from 9 distinct learning communities (27 sections) to 13 (39 sections). - 28 faculty members earn Certificate in High Impact Practices for Supporting Ethnic and Gender Diversity certificate - Summer Bridge program doubles from serving 100 students to 200 per summer (serving increased numbers of the target population). - Number of internships increase from 47 to 200.	**Short-term outcomes** - Faculty participation in High Impact Practices for Supporting Ethnic and Gender Diversity certificate program resulting in infusion of culturally responsive pedagogy across the curriculum. - Increased internship opportunities for students in high demand, high wage jobs. **Long-term outcomes** - EPIC center provides service and support. - Retention increases. - Equity gaps narrow.	De Anza will fulfill its aspirations to become a Guided Pathway center for excellence based on successful implementation of the Village and learning community cohort-based models. It will sponsor related conferences and share results of related institutional research.

Outputs to Monitor Annual Progress Toward Project Goals and Objectives

NEEDS: PROJECT PROBLEMS	ACTIVITIES	OUTPUTS TO BE MONITORED	OUTCOMES
Problem #1: Limited capacity of the current learning community program **Problem #2: Large gaps in outcomes for low-income, minority/ disproportionately impacted students** **Problem #3**: **Minimal bridges from high school to college, and from college to the workforce** **Problem #4: As the college moves to more cohort-based models, faculty are being left behind** **Problem #5: The lack of integration of resources between instruction and student services and siloed delivery**	**Component I:** Create a student-centered, coordinated system of delivery that integrates services to students across the Villages, learning communities, and new grant-funded Ethnic Pride and Inclusion Center (EPIC). Problems 1, 2, 3, 4, 5 **Component II:** Increase the number of learning communities serving low-income, minority and disproportionately underserved. Problems 2 and 4 **Component III:** Create robust faculty development and mentorship program. Problems 1 and 4 **Component IV**: Expand the Summer Bridge program to serve more low-income, minority and disproportionately served students Problem 3 **Component V:** Integrate a student internship program into Villages and EPIC Center Problem 3	– Number of students accessing services in the center - Number of students enrolled in a Village - Number of students rating quality of services - Number of LGBTQ+ and other students in the targeted population served by the counselor – Number of learning communities available to target populations - Number of students enrolled in learning communities – Success rates of students in learning communities - Retention rates of students in learning communities – Number of students reporting engagement, belonging, connection (focus group, surveys) – Number of full-time faculty members participating in certificate program – Number of full-time faculty members awarded certificates – Number of full-time faculty members implementing curriculum change - Number of students enrolled in Summer Bridge – Number of full-time faculty members serving as mentors to new faculty cohort – Number of internships in designated high-wage, high-demand occupations	- Wraparound services available to students in one centralized location within the EPIC. - Dedicated counseling services for LGBTQ+ students. - Increased capacity to serve students through cohort models using high impact practices. - Faculty well prepared to meet students where they are and support them to meet their educational goals. - Faculty well supported to increase connection and decrease burnout. - Robust Summer Bridge program to support students from high school to college. - Increased use of Handshake for internships - Increased placement of students into paid internships.

PART C. FIVE-YEAR ACTIVITY OBJECTIVES AND PERFORMANCE MEASURES

Relationship of Activity Objectives to Problems and Goals				

Objective 1: By September 2026, there will be a 44% increase in the number of students who enroll in learning communities compared to the 2020-21 baseline of 1,121 students.
Relates major problems 1, 2, 4 and project goals 1, 2, 6

Annual Performance Measures

2021-22	2022-23	2023-24	2024-25	2025-26
--	--	1,401	1,513	**1,614**

Objective 2a: By September 2026, the number of students who report they feel a sense of belonging on campus all of the time will increase from a 2020-21 baseline of 0% to 50% for students in the targeted population.
Relates to major problem 2, and project goal 2a

Annual Performance Measures

2021-22	2022-23	2023-24	2024-25	2025-26
--	25%	35%	45%	**50%**

Objective 2b: By September 2026, the EPIC Center Counselor will serve 200 students from the LGBTQ+ community and 600 students from minority backgrounds from a 2020-21 baseline of zero.
Relates to major problem 2, project goal 3

Annual Performance Measures

	2021-22	2022-23	2023-24	2024-25	2025-26
LGBTQ+	--	50	100	150	**200**
Minority	--	350	450	550	**600**

Objective 3: By September 2026, the disparity between student success rates between African American, Latino/a/x, Filipino/a/x, Pacific Islander, Southeast Asian and LGBTQ+ students and all other student groups will be reduced to 5% compared to a 2019-2020 baseline of 13% across groups.
Relates to major problem 2, project goal 3

Annual Performance Measures

2021-22	2022-23	2023-24	2024-25	2025-26
13%	11%	8%	6%	**5%**

Objective 4a: By September 2026, the number of high school students who enroll in the Summer Bridge program prior to enrolling at De Anza will increase from the 2020-21 baseline of 100 to 400.
Relates to problem 3, project goal 4a

Annual Performance Measures

2021-22	2022-23	2023-24	2024-25	2025-26
--	100	200	300	**400**

Objective 4b: By September 2026, 200 students will participate in an internship from the 2020-21 baseline of 47.
Relates to problem 3, project goal 4b

Annual Performance Measures

2021-22	2022-23	2023-24	2024-25	2025-26
25	50	100	150	**200**

Objective 5: By September 2026, the percentage of students in Villages who report talking about career plans with faculty, counselors/advisers will increase to 30% from the 2020-21 baseline of zero.
Relates to problem 3, project goal 5

2021-22	2022-23	2023-24	2024-25	2025-26
--	10%	15%	20%	**30%**

23

Objective 6a: By September 2026, the number of faculty members who receive the High Impact Practices for Supporting Ethnic and Gender Diversity certificate to teach in learning communities will increase to 41 from the 2020-21 baseline of 13.
Relates to problem 4, project goal 6

2021-22	2022-23	2023-24	2024-25	2025-26
--	13	27	34	**41**

Objective 6b: By September 2026, 90% of faculty who completed the certificate program will report changes to their curriculum based on the training, from the 2020-21 baseline of 0%.
Relates to problem 4, project goal 6

2021-22	2022-23	2023-24	2024-25	2025-26
--	60%	70%	80%	**90%**

Objective 6c: By September 2026, the number of instructors who are mentored by faculty members who have completed the High Impact Practices for Supporting Ethnic and Gender Diversity certificate will increase to 90 from the 2020-21 baseline of zero.
Relates to problem 4, project goal 6

2021-22	2021-22	2021-22	2021-22	2021-22
--	--	30	60	90

Objective 7: By September 2026, 40% of students in the targeted population will access services in the EPIC over a 2020-21 baseline of 0%.
Relates to problem 5, project goal 7

2021-22	2021-22	2021-22	2021-22	2021-22
7%	15%	20%	30%	40%

Objective 8a: By September 2026, the percentage of first-year degree- and transfer-seeking students within the targeted population retained from fall to winter will increase to 75%, compared to a 2020-2021 baseline of 71%.
Relates to problem 5, project goal 18

2021-22	2021-22	2021-22	2021-22	2021-22
--	72%	73%	74%	75%

Objective 8b: By September 2026, the percentage of first-year degree- and transfer-seeking students within the targeted population who complete a certificate, degree or transfer within three years will be 26% compared to a 2020-2021 baseline of 21%.
Relates to problem 5, project goal 8

2021-22	2022-23	2023-24	2024-25	2025-26
--	22%	24%	25%	**26%**

PART D. IMPLEMENTATION STRATEGY

De Anza is requesting support for a critically important and exciting project that will

strengthen and dramatically improve opportunities, success and contribute to climate of inclusion

for its low income, minority and disproportionately underserved students. The college is

proposing **a single, integrated activity**, with five components, creating a centralized,

coordinated system of delivery of instruction and student services through cohort-based models

24

and wraparound services. The activity has been carefully planned to strengthen De Anza by

resolving major problems and fulfilling the goals and objectives stated in the Comprehensive

Development Plan (CDP).

ACTIVITY OVERVIEW

ACTIVITY COMPONENTS
Component I: Create a student-centered, coordinated system of delivery that integrates services to students across the six Villages, learning communities and new grant-funded Ethnic and Pride Inclusion Center.
Component II: Increase the number of learning communities serving low-income, minority and disproportionately served students.
Component III: Create robust faculty development and mentorship program.
Component IV: Increase the Summer Bridge program to serve more low-income, minority and disproportionately served students.
Component V: Integrate a Student Internship Program into the EPIC Center.

ACTIVITY COMPONENT 1: Create a student-centered, coordinated system of delivery that integrates services to students across the Villages, learning communities and new grant-funded Ethnic and Pride Inclusion Center

Rationale and Implementation Strategy for Activity Component I

Rationale: Thirty percent of De Anza students are the first-generation in their family to attend

college (see Table 1) and many are from high schools that lack college preparation courses. The

current structure of the campus does not create an environment that is welcoming or that helps

students stay connected and engaged, which contributes to the problem of long-standing equity

gaps. The size of the campus in terms of square footage, the number of students enrolled, the

variety of courses and faculty and dispersed resources can be overwhelming, not only for first

generation students, but all students. Nowhere does the college formally address the needs of the

LGBTQ+ population (of total students reporting sexual orientation, 26% reported gay or lesbian,

45% bisexual and 13% transgender), this addition is needed to reach full inclusion and equity.

The tendency for departments to work in silos is a result of the way the De Anza campus

is organized. The sheer size of the campus, which serves a student population akin to a small

25

city, hinders not only students but also faculty and staff members from knowing what services are available across the campus in various locations and departments. Students often do not know where to access information, and employees are often confused as to the appropriate place to refer students. By coordinating multiple services, the college will build deeper connections between areas on campus and educate employees so they can best direct and serve students.

Implementation: **The college will significantly improve coordination of services with a two-pronged approach** to create an identifiable network of interrelated services, connecting to the Villages, the new grant-funded Ethnic Pride and Inclusion Center and the learning communities.

Supporting the Villages: Six Villages identified by meta-majors are scheduled to be launched as the cornerstone of the college's Guided Pathways initiative and will serve as the home-base to all full-time students. The blueprint for the Villages is designed to create welcoming spaces, where wraparound services will be integrated into the fabric of each Village. Co-coordinators (one paid through the grant, one paid with institutional funds) will coordinate with Village leadership teams (that include faculty and student representatives), and the Activity Director/Epic Center Director to connect students with wraparound services through scheduling speakers, events, information sessions and brown-bag lunch groups on various topics. For example, the Counselor will present sessions on mental health topics, Financial Aid will present workshops and inform students of important deadlines, the Student Success Center will present workshops on study skills and information about college tutor centers including services, location and hours, and advisors will schedule hours to assist students with making and revising educational plans. The EPIC Center Director will invite Village students to the Center to access services such as the food pantry, immigrant and legal services, LBGTQ+ resources, mental health counseling, using Handshake to locate internships, etc. The college Career Counselor will

present workshops to faculty to provide them with a basic tools and processes for helping students enrolled in a meta-major cluster explore careers related to that cluster, as well job search and interview techniques, and winning resumes. Surveys, focus groups with students, faculty and staff in the Villages, as well as EPIC Center staff will provide constructive feedback for continuous improvement integration of wraparound services.

Creation of the E.P.I.C. (Ethnic and Pride Inclusion Center) The EPIC (Equity and Pride Inclusion Center) will add vital new services (mental health counseling, food pantry, immigrant and legal services, an internship program, LBGTQ+ resources) as well as provide educational and personal counseling, students will also be able to access information about housing, college childcare services and community support services. The Center will act as a referral resource for student services located outside the center, such as tutoring and financial aid. Peer mentors will develop a Resource Referral Matrix for use by both students and faculty to help students navigate the college and access relevant community services, such as housing and on campus and community childcare. Peer mentors will escort students to other campus services, if needed.

EPIC CENTER: Meeting Students Where They Are:

- **Centralize learning resources and student services** including mental health services, LGBTQ+ resources, legal and immigration services, academic and career counseling, internship assistance, food pantry, childcare and housing resources.
- Support and **create a culture of shared community space** for students from underserved communities, with **culturally responsive services.** With a holistic approach, the Center will provide opportunity for students to be involved: socially among their peers and to receive wrap around services to help address daily challenges and increase retention and success.
- Enhance and **increase the number of faculty trained in culturally responsive pedagogy** that can be applied in learning communities as well as standalone courses in the Villages.
- Support and **increase internships** to build career pathways to high wage, high demand jobs for disproportionately impacted students. Handshake will be available to students.

Component II: Increase the number of learning communities serving low-income, minority and disproportionately underserved students.

27

Rationale and Implementation Strategy for Activity Component II

Rationale: De Anza has a history of successful learning communities, based on institutional

research which verifies that students enrolled in learning communities, as opposed to those

enrolled in individual classes, performed better in Statistics, Precalculus, English 1 and English 2

by 10 to 21 percentage points than students who aren't in learning communities.[17] National

research[18] shows that students in learning communities experience far better success and

retention than their non-learning community counterparts. Students in learning communities

report higher positive perceptions of classes, other students, faculty, counselors and campus

climate. They earn more credits attained and have higher grade point averages and are more

likely to express an intention to continue in higher education. Furthermore, improved retention

results in downstream student revenues. Estimated new annual revenues comparing full time

equivalent student (FTES) retention in learning communities compared to non-learning

community retention in same courses, if only a 1% increase in retention for learning community

sections would result in a quarterly revenue of $322,240.

The 9 distinct learning communities with 27 sections that De Anza currently offers

annually are primarily targeted to its minority student population – including African

American/Black, Latino/a/x, Asian American and Pacific Islander, men of color, athletes of

color, and first-year students from low-income and first-generation families.

Implementation: De Anza proposes to **increase the number of learning communities** it offers

each year from 9 learning communities with 27 sections to 13 learning communities with 12

sections for a total of 39 sections annually. The target population will remain essentially the

---

[17] De Anza Office of Institutional Research and Planning
[18] https://eric.ed.gov/?id=ED380178

28

same with the addition of four learning communities such as LGBTQ+ Literature and Psychology, Women in STEM, Women in Science and Math and Men of Color in STEM. To expand the number of learning communities that can be offered, the number of faculty members who are prepared to teach in a cohort model will be increased from 13 to 41. Details of professional development for these instructors to learn and integrate learning community practices and principles are contained in Component III: Faculty Development.

Component III: Create robust faculty development and mentorship program

Rationale and Implementation Strategy for Activity Component III

Rationale: As De Anza transforms delivery through increasing cohort-based models of instruction and student engagement, faculty are required to make a paradigm shift. Instructors are called upon to take on new roles and are required to utilize and be current in high-impact student-centered practices, including culturally responsive teaching. The paradigm for community college faculty will continue to evolve as new models for student engagement, like the Villages, are implemented. Sorcellini (2006)[19] reported on a survey of faculty leaders who identified three key areas driving change and shaping the future of faculty development, which included 1) the changing face of the faculty; 2) increasingly diverse student body; and 3) a changing paradigm for teaching and learning. She observed that, "Faculty development will require a larger investment of imagination and resources to strategically plan for and address new developments (e.g., teaching for student-centered learning, retention, learning technologies, and assessment) while not losing sight of our core values and priorities.[20]

The ever-present goal of developing new ways to engage students is improving student success. Brown and Curzweil (2017) concluded that "Studies provide evidence of a positive

---

[19] Sorcinelli, M.D., Austin, A. E. Eddy, P.L. & Beach, A.L. (2006). Creating the future of faculty development. San Francisco: Jossey-Bass.
[20] Ibid

29

relationship between instructional improvement and student outcomes that relate to engagement, learning, course success, persistence, and retention." They suggest that investments in professional development and particular pedagogical practices can effectively improve student success."[21]

<u>Implementation:</u> Learning Communities Faculty Training Institute

De Anza will use a master teacher model for faculty development in order to maximize the number of faculty members trained to teach in and outside of learning communities. Instructors participating in intensive faculty development will assume a mentoring role for other experienced and new faculty members. The Activity Director/EPIC Center Director will partner with the director of Professional Development to expand the capacity and curriculum of the existing Learning in Communities (LinC) Summer Institute. Seven faculty members each year will attend a yearlong institute and receive a certificate in High Impact Practices for Supporting Ethnic and Gender Diversity. At the end of each year, the center will host a Partners in Learning Conference that will share workshops from the seven faculty trainees to showcase their projects resulting from year-long immersion in the training program. Faculty will be paid for participation in the institute and will be funded to attend the annual Strengthening Student Success Conference, held annually in California. Upon completion of the certificate program, instructors will serve as mentors for the new faculty cohort the following academic year.

Curriculum for High Impact Practices for Supporting an Ethnic and Gender Diversity Certificate will center on collaborative student-centered teaching and culturally responsive pedagogy, including history and theories of systemic racism, including facilitating dynamic discussions where all students feel they have a voice. Subsequently, this curriculum will enable

---

[21] Brown, J. & Kurzweil, M. (2017). Instructional quality, student outcomes, and institutional finances. American Council on Education: Washington, D.C.

incorporation of crucial topics within courses throughout the Villages meta-majors, fostering a sense of belonging where students see their own ethnic and gender identity reflected in the curriculum. Program chairs, faculty members and the Activity Director/EPIC Center Director will work to integrate ethnic, cultural and multicultural anti-racism training into core courses within each Village to increase equity on the campus and foster a greater sense of inclusion and pride for ethnic and gender diversity. Faculty participating in the Certificate program each year will report changes integrated into their courses and will provide immediate group and individual written feedback at the completion of training and individual written feedback six months after training to help trainers adjust the curriculum if and where necessary.

Component IV: Expand the Summer Bridge program to serve more low-income, minority and disproportionately served students.

Rationale and Implementation Strategy for Activity Component V

Rationale: De Anza currently offers one four-day Summer Bridge program, serving 100 students each year. This program prepares first generation and first time in college students to enter one of three college learning communities—the First Year Experience, Puente, or Umoja. North Carolina State University reported research results on determining the impact of a summer bridge programs on academic success for first-year college students and found, based on a sample of 7,770 students, positive results for credit accumulation and retention to next year of college. [22]

Summer Bridge Teaches Students How to:
Increase awareness of how to access college resources and find a community before school starts.
Get started on a comprehensive student educational plan
Learn how to maintain priority enrollment and navigate the registration process
Meet peer mentors and inspiring community speakers
Receive Counseling and Financial Aid Assistance

---

[22] Medina, M.C. (2016). North Carolina State University. Retrieved from: **https://eric.ed.gov/?id=ED575902**

> Academic and personal skills evaluation-learn what is needed to succeed in college

Implementation: The college proposes to expand the number of sections of the Summer Bridge program for students who are low-income, minority or disproportionately served. Students will be invited from high schools that serve a high proportion of students in the target population to support student transition into learning communities and one of six meta-majors in the Villages. To achieve maximum enrollment, the Activity Director/EPIC Center Coordinator will collaborate with the Summer Bridge Coordinator and Office of Outreach to develop one additional Summer Bridge program each year of the project and to increase outreach to high school students and their families (particularly low-income, minority and disproportionately served students) and use Peer Mentors to support each Summer Bridge section. Many students who complete the bridge program, return as volunteer mentors because of the care, support and guidance they received their first year. Student mentors who are transferring are invited to share their stories and experiences with the incoming students. The volunteer mentors organize community-building activities for new students and conduct student-led workshops that provide critical peer-to-peer social and cultural capital.

Component V: Integrate a Student Internship program into the EPIC Center.

Rationale and Implementation Strategy for Activity Component V

Rationale: One of the more successful methods for preparing students to enter the workforce in a student's chosen major is to participate with an employer in an internship, either paid or unpaid. De Anza has not been proactive in providing assistance for students to secure internships and, thus, an abysmally low number of only 47 students from the targeted population reported participating in an internship the last school year (2020-2021). Given national concerns about the value of a college education to the workforce, increasing participation in internships that connect the student with the labor market will help De Anza students bridge from the college to a career.

32

"Internships and getting some kind of work experience is one the most critical ways to get that foothold into the world of work," says Tim Aldinger, director of workforce development services at the Foundation for California Community Colleges, a nonprofit that offers a variety of services for the schools and students. There's all kinds of research out there to show that employers really want to see people that have some experience that they can rely on."[23] Internships are a valuable way for students to learn more about their major, build a resume, and establish and foster career connections.

A number of community colleges have well developed internship programs. Mission College offers an internship program for Latino/a/x in Stem jobs. Valencia Community College's Internship Program allows students to network with leading employers in the community, become an observer and hands-on worker, and also gives a competitive edge in the workforce.[24] A recent study reviewed a sample of students in Associate of Science programs at 10 community colleges in Florida and looked at pre-graduation wages and internship participation, which were both found to be significant predictors of post-graduate wages. The study found that i**nternship participation is associated with a 10% increase in earnings post-graduation compared to students who do not participate in internship programs.**[25]

Implementation Students in transfer and CTE programs will be encouraged and supported in locating internships**,** paid and unpaid**, with private, non-profit and government employers.** A part-time Internship Developer will work with industry to secure internships and assist students with placement into internships. Peer Mentors in the EPIC Center will help students use Handshake (an electronic search tool for vetted internships), as well as other resources that will

---

[23] https://www.usnews.com/education/community-colleges/articles/2015-12-15/prepare-to-find-internships-as-a-community-college-student
[24] https://www.communitycollegereview.com/blog/benefits-of-internships-for-community-college-students
[25] https://repository.upenn.edu/dissertations/AAI10599191/

33

be developed in partnership with the Internship Developer and faculty. Handshake connects

students on college campuses with paid internships and entry-level jobs. Over 14 million

students and young alumni from over 700 universities use **Handshake**. Schools purchase access

to the app and connect it to their career services departments. The Career Services area will also

share a variety of online cites to locate internships and CTE faculty will work closely with their

industry advisory committees to develop internships with students in their CTE programs.

FIVE YEAR IMPLEMENTATION TIMELINE AND WORKPLAN				
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Activity Component I: Create a student-centered, coordinated system of delivery that integrates services to students across the six Villages, Learning Communities, and new grant-funded Ethnic and Pride Inclusion Center.				
Provide wraparound Student Services and referrals in a welcoming and inclusive Ethnic Pride and Inclusion Center.				
Years 1: Centralize services located in the center, including food pantry, legal and immigration services, counseling and career planning, LGBTQ+ resources, etc. Identify spaces for EPIC Center Director, Counselor, Peer Mentors and Internship Developer. Install Handshake and train Peer Mentors to introduce it to students. Advertise services to students and employees. Invite students and employees to Open House.			**Years 2-5:** Encourage student use of Center services, sponsor events and workshops. Collaborate with Village Co-Coordinators to bring services and workshops to the Villages. Continuous quantitative and qualitative evaluation to improve services, workshops and events.	
Centralize counseling services within the Center.				
Year 1: At end of Year 1, interview, hire and onboard Counselor.	**Years 2-5**: The counselor will be a resource in the EPIC Center for LBGTQ+ students as well as students in the target population who seek assistance with academic planning or career advising and personal issues. They will specialize in counseling individual students and presenting workshops in the Villages on mental health issues, including struggles with gender identity, trauma, suicide prevention, anxiety reduction and self-care. Continuous quantitative and qualitative evaluation to improve individual and group counseling services.			
Institute a Peer Mentoring Program within the EPIC Center.				
Year 1: Recruit, select first group of Peer Mentors, train and pilot Peer Mentor program, train on Handshake. Peer mentors develop a Resource Referral Matrix.	**Year 2:** Recruit, select, train and deploy second year of peer mentors to serve as mentors to students in the EPIC Center. Assist students in using Handshake to locate internships and jobs.		**Years 3-5:** Recruit, select, train and deploy peer mentors in EPIC Center. Evaluate, revise and institutionalize use of peer mentors.	
Activity Component II: Increase the number of learning communities serving low-income, minority and disproportionately served students.				
Year 1-2: Verify four new learning community course offerings such as: LGBTQ+ Literature and Psychology, Women in STEM, Women in Science and Math and Men of Color in STEM. Curriculum development for four new learning communities.		**Year 3:** Pilot two new learning communities. Evaluate and revise.	**Year 4-5:** Pilot two additional learning communities, evaluate, revise and institutionalize all four new learning communities.	
Activity Component III: Create robust faculty development and mentorship program.				
Faculty development for High Impact Practices for Supporting Ethnic and Gender Diversity certificate program.				
Year 1: Adapt Summer Institute training program to year-long certificate program to prepare faculty to teach in interdisciplinary learning communities with emphasis on culturally responsive pedagogy. Select **7** faculty for first certificate program cohort.	**Year 2:** Initiate first certificate cohort. Evaluate and revise.	**Year 3:** 7 new faculty enrolled in 2nd certificate cohort. Evaluate and revise.	**Year 4:** 7 new faculty enrolled in 3rd certificate cohort.	**Year 5:** 7 new faculty enrolled in 4th certificate cohort. Evaluate, revise and

35

				institutionalize certificate program.
Initiate faculty mentorship program on high impact practices in and out of the learning communities.				
Years 1-2: Faculty mentors will not be prepared until Year 3. Activity Director and Director of Professional Development develop curriculum for faculty mentorship program. Determine process for selecting faculty mentees. Select 30 faculty mentees from applicants to be mentored in Year 3.		**Year 3:** Pilot first year of faculty mentorship program using faculty certificate program graduates as peer mentors. Pilot faculty mentor training with 30 mentees. Evaluate and revise.	**Year 4:** Offer 2nd faculty mentorship cohort with 30 new faculty mentees. Evaluate and revise.	**Year 5:** Offer 3rd faculty mentorship cohort with 30 new faculty mentees. Evaluate, revise, and institutionalize.
Present Partners in Learning Conference to showcase integration of best practices into learning communities.				
Year 1: Activity Director and Director of Professional Development develop format for conference.	**Year 2:** Pilot 1st year of conference with presentations by faculty certificate program graduates. Vice President of Instruction invite all faculty to attend. Evaluate/revise.	**Year 3-4:** Refine and improve conference format and increase attendees at second conference. Evaluate/revise.	**Year 5:** Continue annual conference. Evaluate, revise and institutionalize Partners in Learning Conference.	
Activity Component IV: Increase Summer Bridge program to serve more low-income, minority and disproportionately served students.				
Expand current Summer Bridge program.				
Year 1: Summer Bridge program will not start in Year 1 due to grant starting date. Activity Director, Summer Bridge Coordinator collaborate on ways to expand program. Recruit and train Summer Bridge Peer Mentors.	**Years 2-5:** Deploy additional sections of Summer Bridge program. First additional cohort of 100 students begins in Year 2. Continue expansion of Summer Bridge program, adding 100 students each year. Evaluate effectiveness of additional sections and use of Summer Bridge Peer Mentors. Revise and institutionalize.			
Activity Component V: Integrate Student Internship program into the EPIC Center.				
Year 1: Hire Internship Developer to create Student Internship program. Train Center Peer Mentors on the use of Handshake. Place first 20 students into internships.	**Years 2-5:** Expand Internship Program employer network, partner with Office of Career Services to locate internships. Place 180 students into internships. Continue Student Internship program. Evaluate, revise/ institutionalize Internship program.			

36

PART E. QUALITY OF PERSONNEL

De Anza selected a team of experienced and qualified personnel to carry out this project.

The Project Director, Lydia Hearn, will report to the Associate Vice President of Instruction, and

will be supported by a broad-based **Title III Steering Committee**, as well as Title III grant staff.

The Title III Development Team will leverage a strong network for success through working

with the Office of Equity and Engagement (Alicia Cortez, dean), Office of Instruction,

Counseling, Office of Institutional Research and Planning (Dr. Mallory Newell, supervisor),

Office of Professional Development (Dr. Dawn Lee-Tu, faculty director), Guided Pathways

(Lydia Hearn, co-coordinator), and Career Technical Education Division (Randy Bryant, Dean).

Key Personnel

PROJECT DIRECTOR (75%) Lydia Hearn *College employee reassigned for duration of grant.* *Reports to Associate Vice-President of Instruction with direct access to the President as needed.*
Responsibilities: Provide leadership, effective oversight, and direct all aspects of Title III project. Work with staff to plan/implement project activities in accordance with the five-year timeline. Communicate information about the grant, including objectives, to the college as a whole and manage staff to ensure that the objectives are met. Work closely with Dr. Mallory Newell, supervisor, Institutional Research, to ensure that accurate and timely data is available to determine degree to which objectives are being met. Schedule outside evaluation visits and reports to assist in continuous project improvement. Maintain ongoing communication through regular reports to the President's Cabinet, Title III Steering Committee and constituents. Develop process for authorization of expenditures, ensure adherence to applicable college, district, and state and federal requirements. Prepare and submit required fiscal and annual reports to the assigned Department of Education Program Officer. Implement evaluation and supervise collection, analysis and dissemination of data pertaining to the achievement of goals and objectives. Work closely with Activity Director/EPIC Center Director and college leaders and key college constituencies to institutionalize sound new practices and improvements.
Qualifications: Associate Vice President (AVP) for Instruction, 2008-2010; Guided Pathways Co-Coordinator, 2019-present; Title III Grant Administrator and Director, 2008-2010. **Education:** Doctorate in English, University of California, Santa Barbara, pending dissertation. Faculty member, English and Learning Communities, De Anza, 2000 to present
ACTIVITY DIRECTOR/ ETHNIC PRIDE AND INCLUSION CENTER DIRECTOR (100%) Alicia Cortez *Reports to Project Director*
Responsibilities: Activity Director: Implement Project Activity with 5 components. Collaborate with Village Co-coordinators to integrate wraparound services into the Villages. Collaborate with Director of Professional Development to expand faculty certificate program to prepare faculty to teach in 4 new Learning Communities, implement faculty mentor program. Assist in incorporating high impact

37

practices from the learning communities across campus. **EPIC Center Director:** Develop and oversee new Ethnic and Pride Inclusion Center. Provide community building for minority and LGBTQ+ students. Supervise EPIC Center staff, including assigning duties required in the project. Collaborate with Internship Developer to implement student internship program. Recruit and train Center Peer Mentors. Host Partners in Learning annual conference to showcase high-impact practices. Work with Project Director to conduct on-going formative evaluation to provide feedback for improvement and to ensure that project objectives are being met. Request monthly reports from key staff (counselor, internship develop, and submit monthly report of activities and accomplishments to Project Director.

Qualifications: Dean, Equity and Engagement Division, De Anza, 2017-present; Director, Student Success and Retentions Services and Center, De Anza, 2015-2017. **Education:** Bachelor of Arts, Cross-Cultural Studies, St. Mary's College; Master of Arts, Social Welfare, University of California, Berkeley; Master of Arts, History, San José State University

VILLAGES CO-COORDINATOR (100%) Dr. Anu Khanna
Reports to: Activity Director/EPIC Center Director

The two Village co-coordinators (one grant funded) will oversee the six Village teams. The team coordinators will coordinate efforts of the Villages including the following: Coordinate and facilitate meetings for the Guided Pathways Village teams. Develop, plan, and implement strategies as identified by the village teams. Develop and construct infrastructure for Village events. Develop and construct templates for Village resources such as Canvas shells, Village guides/handbooks, onboarding materials. Create process for assigning students to a Village. Provide progress updates to the Activity Director/EPIC Center Director. Coordinate any applicable research efforts (including both qualitative and quantitative research). Prepare applicable reports. Present findings and progress to larger campus.

Qualifications: Learning Communities Coordinator, De Anza, 2005 to present; Department Chair, De Anza, Communication Studies Department, 2020 to present; Project Director, IMPACT-AAPI Grant, De Anza, 2014 to 2018. **Education**: Doctor of Philosophy, Organizational and Intercultural Communication, Arizona State University

COUNSELOR (100%) New Hire
Reports to: Activity Director/EPIC Center Director

Responsibilities: Support retention and student success by providing mental health, academic, career and personal counseling services to minority and LGBTQ+ students in determining and achieving academic, career, and personal objectives. Assist students in clarifying academic goals, selecting a major and educational planning for transfer, associate degree and certificate programs. Facilitate small group discussions. Provide workshops on counseling related topics. Assist students with defining their educational goals, developing an educational plan. Develop intervention strategies to ensure student success in coursework. Develop liaisons and network with Villages and off campus programs and agencies. Refer students as appropriate to campus and community resources and services.

Minimum Qualifications: Must be licensed Post Master Level Social Worker, Marriage and Family Therapist, Clinical Psychologist or Licensed Professional Clinical Counselor. Board of Behavioral Sciences requirements to provide services to individuals, couples, children, families and groups.

Internship Developer (50%) New Hire
Reports to: Activity Director/EPIC Center Director

Responsibilities: Work with industry partners to develop internship opportunities. Match students with internships opportunities. Collaborate with CTE Division and Career Services counselors on internship development. Oversee the use of Handshake in the Center. Report number of students placed in internships quarterly to the Activity Director/Center Director.
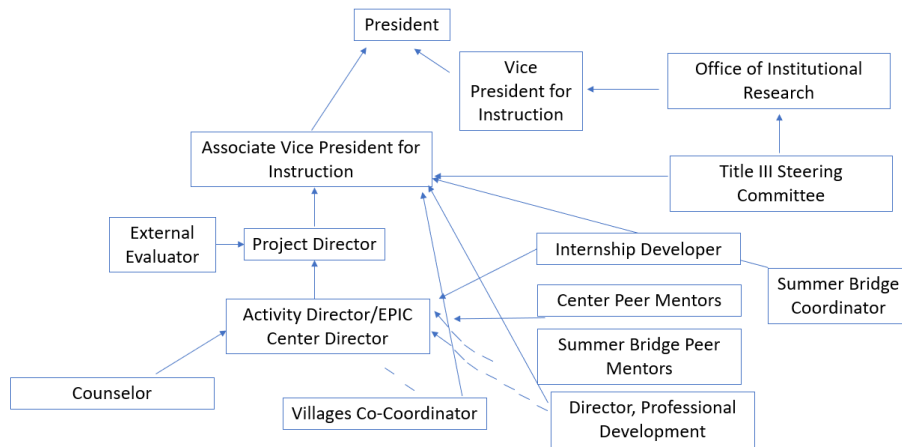
Qualifications: Any combination equivalent to: Associate's degree in field of expertise or related field. One-year related experience in employment development and/placement.
Peer Mentors (9) (hourly) New Hire -**Summer Bridge Peer Mentors (5)** *Reports to: Summer Bridge Coordinator* - **EPIC Center Peer Mentors (4)** *Reports to: Activity Director/EPIC Center Director*
Qualifications: Must have successfully completed at least 12 units at De Anza. Must have minimum 3.0 GPA. Must be enrolled in at least 12 units at De Anza. Recommendation from instructor. Attend Peer Mentors training/Summer Bridge training.

PART F. QUALITY OF PROJECT MANAGEMENT

Administrative Authority and Reporting Structure

This project is firmly integrated into the organizational structure of the college, including a strong reporting line for the Project Director, Lydia Hearn, to the Associate Vice President for Instruction. The Project Director will provide programmatic and collaborative leadership and will have full autonomy and authority to administer this project according to the plan put forth in the proposal. When requested, the Project Director will make presentations to the President's Senior Staff and to the Board of Trustees. The Project Director will have access to key decision-makers, assuring the cooperation and support needed to achieve project objectives. The Activity Director/EPIC Center Director will report to the Project Director and she will have the necessary authority to implement the integrated activity and components for which she is responsible. All project employees will report to the Project Director, who will report to the Associate Vice President for Instruction (AVPI) who meets on a regular basis with the President and Senior Staff. Individuals who do not directly report to the Project Director will have dotted line reporting to streamline access to the AVPI for decision-making purposes.

Organizational Chart

Title III Steering Committee
ROLE: To assist in guiding and advising the project. Meets monthly for the first quarter, then quarterly. Will review annual reports, external evaluations and reports containing data that indicates the degree to which the project is achieving its goals and objectives. The committee will also have access to formative evaluation data and observations, including the results from formal focus groups and student surveys. The committee will recommend improvements/revisions; and support institutionalization of successful new initiatives.
Composition
Lorrie Ranck, Associate Vice President for Instruction Veronica Acevedo Avila, Instructor, English and Learning Communities Randy Bryant, Dean, Career and Technical Education Vins Chacko, Program Coordinator, Career Technical Education Alicia Cortez, Dean, Equity and Engagement Lydia Hearn, Instructor, English; Co-Coordinator, Guided Pathways Anu Khanna, Instructor, Communication Studies and Learning Communities Dawn Lee Tu, Faculty Director, Office of Professional Development Mallory Newell, Supervisor, Institutional Research and Planning Kim Palmore, Instructor, English; Co-Coordinator, Guided Pathways Trisha Tran, Counselor, Career and Technical Education Deepa Yuvaraj, Program Coordinator, Grants and Initiatives

Managing and Monitoring Procedures

The Project Director will develop a Title III Policy and Procedures Manual and post it for

staff use on the Title III website as a guide for effective management. It will outline staff

responsibilities, fiscal processes, timelines, lines of authority, reporting procedures (including

time and effort reports), forms, templates for documentation of new systems and other

40

information integral to the overall project success. All communication with the Program Officer,

designated by the Federal Program Office, will be maintained and go through the Project

Director. College compliance personnel will be kept apprised of rules and policy changes from

the federal Program Office, as well as changes in grants management or fiscal issues in EDGAR.

| Effective Communication Procedures to Facilitate Continuous Improvement Leading to Project Success		
TASK AND PERSONNEL	**METHOD AND FREQUENCY**	**PURPOSE**
Title III Project Start-Up	Establish college structure; review importance of project, goals and objectives to be achieved with President and Senior Staff, key college committees, greater college community.	Create continuous feedback loop from college units. Establish on-going communications network to regularly inform greater college community about project activities and achievement of project outcomes.
Project Director convenes Title III Steering Committee	Meet within first three weeks after funding with steering committee and other key personnel in units impacted by project.	Review role, establish structure and meeting schedule with steering committee.
Staff Meetings: Project Director and project staff	Project Director meets weekly with staff at start up; bi-weekly after that	Create strong project staff team to develop coordinated programs and services.
Website and comprehensive compliance manual: Project Director working with staff to develop	Specify policies and procedures, detail allowable and non-allowable costs, provide examples of forms, and clarify reporting procedures and timelines.	Ensure compliance with federal regulations and provide staff with guide for action and decision-making.
Reports and feedback to and from steering committee: Project Director	Quarterly meetings (more often if needed)	Monitor project progress in meeting performance objectives Obtain recommendations for improvement or revision
Time and effort reports: All project staff, verified by Project Director	Monthly	Document time charged to grant. Compliance for auditors and payroll.
Activity progress reports: Key Title III staff to Project Director	Monthly Summaries by all Title III staff	Document progress toward achieving project objectives, needed modifications and input into on-going planning and assessment processes.

41

Annual, interim, final progress reports: Project Director in consultation with external evaluator, staff and steering committee	Interim Progress Report (IPR); Annual Progress Reports (APR); final progress report at end of Year 5.	Submitted to Title III program office to 1) document progress; 2) inform college constituencies, including President, Senior Staff and trustees; 3) secure input into on-going De Anza planning processes.
Reports to President and Senior Staff: Project Director	Monthly reports to President and Cabinet	Ensure that college leadership is informed about project. Solicit input and support for project from college leadership.
Personnel evaluation: President, Vice presidents, Project Director	Annually	Feedback on performance of Title III staff in accordance with De Anza human resource policies.
Records maintenance: Project Director	Ongoing; per college and federal requirements	Fiscal records, equipment inventory, time and effort forms for payroll documentation, monthly progress reports.
Title III website: Project Director	Ongoing	Publicize information about project and purpose to college community. Post minutes and information about sponsored events (workshops, faculty development opportunities), pilot projects and project outcomes.
Reports to district Board of Trustees: Project Director	Annual	Annual update on Title III initiatives, including external evaluation summary, project outcomes and links to planning and improvement processes
Budget oversight: Project Director	Ongoing	Compliance with federal, state, and college personnel and fiscal regulations. Timely expenditures and sound budget management
Formative project evaluation; Project Director, external evaluator	Ongoing	Evaluation process linked to project monitoring strategies/revisions/planning
Summative project evaluation; Project Director; external evaluator	Annual/final	1) Send to program officer 2) Process linked to monitoring strategies/planning

PART G: QUALITY OF PROJECT EVALUATION

The evaluation process is appropriate to, and will successfully address, the identified

needs of the target population and reporting requirements. As displayed below, the evaluation

process will follow a cyclical process for continuous improvement that allows for ongoing

summative evaluation, data collection and review, analysis, and modifications to ensure the needs of the targeted population are being met.

Continuous Improvement Model
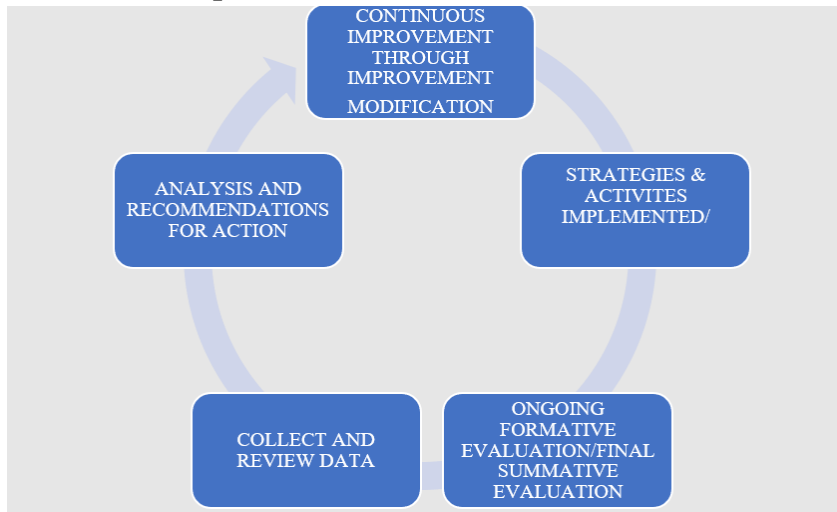
Responsibility for Evaluation

The Project Director, Lydia Hearn, and Dr. Mallory Newell, supervisor of Institutional Research and Planning, will partner to conduct timely and effective formative and summative evaluations. Formative evaluation reports, with supporting documentation, will chronicle transformative successes, challenges, and improvements in completion and productivity. Annual performance reports will be submitted to the Title III Program Office. Dr. Newell will actively collect and analyze data to measure progress towards achieving five-year project objectives. She will also work with the external evaluator to provide and analyze data related to the project.

Methodological Tools for Successful Attainment of Project Objectives

A continuous improvement model will guide the project in attaining annual and five-year objectives. To establish a structure and mechanisms for continuous improvement, De Anza will utilize effective and accepted qualitative and quantitative methodological tools for determining progress. The results secured throughout the duration of the project will be used to make improvements and revisions and, where indicated, to increase the effectiveness of the project.

43

Independent and objective analysis and input from an external evaluator will be conducted in project years one through five.

Evaluation Design: Evaluation processes will adhere to the Institute of Education Science's (IES) guidelines as summarized below:

Institute of Education Sciences Guidelines for Evaluation Design	
IES states that scientifically valid education evaluation:	**This evaluation plan meets scientifically valid evaluation standards through:**
Adheres to the highest possible standards of quality with respect to research design and statistical analysis	Comprehensive analysis of both output and outcomes data will be made, rather than simply publishing and distributing data.
Provides description of programs evaluated and examines relationship between program implementation and program impacts	The underlying premise of the Title III grant is to make fundamental changes that positively impact the success of students.
Provides for third-party evaluation, conducted by a professional independent from the project	The Title III grant will contract with Susan Tinker, a highly experienced evaluation expert.
Uses multiple measures in combinations of scientifically valid and reliable methods	Surveys, focus groups and questionnaires will be used in addition to quantitative tracking and analyzing student outcomes
Assesses degree to which strategies with strong and moderate research-based evidence were successfully used in the project	Project planners did extensive research to locate strategies which research, literature, and model colleges have documented with validated likelihood of success.

Measurement Techniques for Data Collection/Analysis

Two-tiered approach will capture critical data and provide information for evaluation
The first tier of data collection and analysis will be quantitative, collecting information about student persistence and completion objectives. (See data source table below.) Appropriate methods for identifying and tracking student participation in support services objectives will be initiated by Project Director with the supervisor of Institutional Research and Planning, and other project staff will track progress where their expertise is relevant.
The second tier will be qualitative, including interviews, institutional surveys and focus groups conducted with students, faculty members and counselors. Interview questions will be designed to gauge student, staff and faculty impressions of the effectiveness of strategies employed in the grant.

Data Collection and Analysis Procedures

Five-Year Objectives	Data Source, Data Analysis, Persons Responsible, Timelines
1) By September 2026, there will be a 44% increase in the number of students who	IRP will provide learning community enrollment data annually and will calculate # and percentage increase of students enrolled in learning communities compared to

enroll in learning communities compared to the 2020-21 baseline of 1,121 students.	baseline/# student and % compared for each subsequent year. IRP and Project Director will analyze results.
2a) By September 2026, the number of students who report they feel a sense of belonging on campus all of the time will increase from a 2020-21 baseline of 0% to 50% for students in the targeted population.	IRP will provide data annually from the collegewide student needs survey and will calculate percentage increase of students who report they feel a sense of belonging on campus all of the time compared to baseline/#percentage compared for each subsequent year. IRP and Project Director will analyze results.
2b) By September 2026, the EPIC Center Counselor will serve 200 students from the LGBTQ+ community and 600 students from minority backgrounds from a 2020-21 baseline of zero.	Counselor will count and submit quarterly report of # of contacts with LBGTQ+ students and # of contacts with students from minority backgrounds to the Project Director. # of annual contacts will be compared to baseline/# contacts compared for each subsequent year. Counselor and Project Director will analyze results.
3) By September 2026, the disparity between student success rates between African American, Latino/a/x, Filipino/a/x, Pacific Islander, Southeast Asian and LGBTQ+ students and all other student groups will be reduced to 5% compared to a 2019-2020 baseline of 13% across groups.	IRP will provide annual course success rates disaggregated by ethnicity and sexual orientation and will calculate # and percentage of successful completions collegewide compared to baseline/# student and % compared for each subsequent year. IRP and Project Director will analyze results.
4a) By September 2026, the number of high school students who enroll in the Summer Bridge program prior to enrolling at De Anza will increase from the 2020-21 baseline of 100 to 400.	Activity Director will count and submit a report at the end of each summer bridge session of # of students enrolled in the bridge program. # of students enrolled will be compared to baseline/# enrollments compared for each subsequent summer. Activity Director and Project Director will analyze results.
4b) By September 2026, 200 students will participate in an internship from the 2020-21 baseline of 47.	Activity Director in collaboration with CTE Dean will access # and % of students who were placed into an internship using Handshake reporting tool. # of students placed in an internship will be compared to baseline/# of placements compared for each subsequent year. Activity Director and Project Director will analyze results.
5) By September 2026, the percentage of students in Villages who report talking about career plans with faculty, counselors/advisers will increase to 30% from the 2020-21 baseline of zero.	IRP will provide data annually from the collegewide student needs survey and will calculate percentage increase of students who report talking about career plans with faculty and advisors compared to baseline/# percentage compared for each subsequent year. IRP and Project Director will analyze results.
6a) By September 2026, the number of faculty members who receive the High Impact Practices for Supporting Ethnic and Gender Diversity certificate to teach in	Activity Director will count number of faculty completing certificate each year and will calculate # compared to baseline/# faculty completing certificate and compare for

learning communities will increase to 41 from the 2020-21 baseline of 13.	each subsequent year. Activity Director and Project Director will analyze results.
6b) By September 2026, 90% of faculty who completed the certificate program will report changes to their curriculum based on the training, from the 2020-21 baseline of 0%.	Activity Director and Office of Research will develop a survey and administer to faculty who complete the certificate program one quarter after completion. The survey will be administered annually to capture changes. Activity Director and Research Office will analyze results and share with Project Director.
6c) By September 2026, the number of instructors who are mentored by faculty members who have completed the High Impact Practices for Supporting Ethnic and Gender Diversity certificate will increase to 90 from the 2020-21 baseline of zero.	Activity Director will request counts from faculty mentors of mentees they worked with in the year and will calculate # compared to baseline/# of faculty mentees and compare for each subsequent year. Activity Director and Project Director will analyze results.
7) By September 2026, 40% of students in the targeted population will access services in the EPIC over a 2020-21 baseline of 0%.	Activity Director will report number of students served within the EPIC Center who accessed any of the centralized services. The student management system (SARS) will be used within the Center to track student contacts for reporting purposes. The Activity Director will calculate # and % compared to baseline/# and % served and compare for each subsequent year. Activity Director and Project Director will analyze results.
8a) By September 2026, the percentage of first-year degree- and transfer-seeking students within the targeted population retained from fall to winter will increase to 75%, compared to a 2020-2021 baseline of 71%.	IRP will provide fall to winter retention rates for the targeted population using the student information system (SIS) and will calculate # and percentage of students retained collegewide compared to baseline/# and % retained compared for each subsequent year. IRP and Project Director will analyze results.
8b) By September 2026, the percentage of first-year degree- and transfer-seeking students within the targeted population who complete a certificate, degree or transfer within three years will be 26% compared to a 2020-2021 baseline of 21%.	IRP will provide program awards data for the targeted population using the student information system (SIS) and transfer data using the National Student Clearing House data match and will calculate # and percentage of students awarded a certificate, degree or transfer compared to baseline/# and % compared for each subsequent year. IRP and Project Director will analyze results.

Independent Third-Party External Evaluation

Independent analysis and input from a third-party perspective will be conducted in project years one through five, using a highly qualified external evaluator, Susan Tinker. She will ensure that rigorous research methods and appropriate analysis have been utilized and

documented in comprehensive written reports.

Independent External Evaluator Susan Tinker	
Education: Doctoral studies in Community College Leadership (Oregon State University, 1993-99); Advanced study in higher education, University of Washington; **Related Professional Experience:** Higher Education Consultant and External Evaluator 2010-present; Title III External Evaluator: North Seattle College, 2018; South Seattle College, 2019 and 2010-2015; Seattle Central College, 2019. Consultant Title III, HSI STEM and AANAPISI Part A. Dean of Instruction, Treasure Valley Community College, Oregon, 2006-2010; VP Educational Services, Skagit Valley College, Washington, 1998-2006; Dean, Vocational Education, Skagit Valley College, Washington, 1993-1998; administrative leadership and oversight in three Title III projects as well as other federal, state, local grants; administrative leadership in writing accreditation reports at two colleges; conducted numerous internal and external college program reviews and research studies.	
Grant Years 2-5 Consultation with Project Director and Title III Steering Committee. Visitations and reports completed on cycle to allow inclusion of independent evaluation in interim report, annual reports and final report.	Brief interim report due in spring. Annual reports due before end of each year. Final summative visit and report due by Oct. 30, 2026.

Scope of External Evaluator	
Area of Evaluation	**Deliverables**
Compliance	Complete review of compliance requirements
Adherence to Logic Model	Assessment of degree to which college is realizing outcomes and impacts
Objectives	Assessment of progress in meeting objectives
Methods and Strategies	Assessment of individual project activities based on data collection and statistical analysis; assessment of overall institutional impact of project on retention/student success
Institutionalization and Sustainability of Best Practices	Assessment of sustainability of the project following cessation of federal funding, including improvements to sustain increased completion and productivity; assessment of overall institutional impact of project on retention and graduation/completion
Continuous Improvement	Commendations and recommendations for adjustments and modifications

Summative and Formative Evaluation

Formative evaluation will be completed each project year to inform program staff of suggested changes for improvement. At the completion of the project, the college will execute a comprehensive summative evaluation. The results will be used to further strengthen and institutionalize successful project activities and services.

Final Summative Report
The Project Director, working in collaboration with Institutional Research and project staff, will build on annual formative evaluation reports to prepare a robust, comprehensive summative evaluation at the end of the project.

Content: (1) Budget expenditures (projected vs. actual); (2) an analysis of the grant's original objectives versus actual accomplishments; (3) the degree to which the project achieved the outcomes and impacts outlined in the logic model; (4) lessons learned; (5) a summary of the ways in which the project has strengthened De Anza response to minority and disproportionately impacted students, including improved productivity; and (6) recommendations for future actions post-grant.
Distribution: The summative evaluation will be shared with the college President, Department of Education Program Officer, Title III Steering Committee, and the Board of Trustees. Ultimately, data obtained from the project will be integrated into the Budget and Institutional Effectiveness planning cycles.

PART H. BUDGET NARRATIVE

Section C Budget Narrative De Anza - 'Meeting students where they are'

1. PERSONNEL COSTS (5% Step increases Years 2-5)	Year 1	Year 2	Year 3	Year 4	Year 5
Project Director 75% (faculty release time)	$ 82,046.67	$ 70,875.00	$ 74,418.75	$ 78,139.69	$ 67,500.00
Activity Director / EPIC Center Director 100%	$ 118,642.67	$ 102,488.00	$ 107,612.40	$ 112,993.02	$ 34,162.67
Villages Co-coordinator (1) (Faculty release time)	$ -	$ 45,000.00	$ 45,000.00	$ 45,000.00	$ 45,000.00
Student Peer Mentors (9)	$ 13,440.00	$ 15,360.00	$ 17,280.00	$ 19,200.00	$ 19,200.00
Internship Developer 50%	$ 11,215.55	$ 23,552.66	$ 24,730.29	$ 15,580.08	$ 37,651.86
Counselor 100%	$ 43,950.50	$ 87,901.00	$ 74,715.85	$ 70,540.55	$ 75,386.10
TOTAL PERSONNEL	**$ 269,295.39**	**$ 345,176.66**	**$ 343,757.29**	**$ 341,453.34**	**$ 278,900.63**

Village Co-coordinator is to be funded by college Guided Pathways funds for the first year as release time.

2. Fringe Benefits – Fringe benefits for the above positions are estimated costs based on De Anza College salary scales and the benefit base rates per District Human Resources.

Positions	Year 1	Year 2	Year 3	Year 4	Year 5
Project Director 75% (faculty release time)	$ 25,489.44	$ 22,018.74	$ 23,119.67	$ 24,275.66	$ 20,970.22
Activity Director / EPIC Center Director 100%	$ 45,760.48	$ 39,529.62	$ 41,506.10	$ 43,581.41	$ 13,176.54
Villages Co-coordinator (1) (Faculty release time)	$ 800.00	$ 800.00	$ 800.00	$ 800.00	$ 800.00
Student Peer Mentors (9)	$ 3,453.27	$ 7,251.86	$ 7,614.46	$ 4,797.11	$ 11,800.06
Internship Developer 50%	$ -	$ 4,500.00	$ 4,500.00	$ 4,500.00	$ 4,500.00
Counselor 100%	$ 14,201.42	$ 27,323.12	$ 23,202.48	$ 21,914.84	$ 23,752.56
TOTAL FRINGE BENEFITS	**$ 89,704.61**	**$ 101,423.34**	**$ 100,742.71**	**$ 100,046.66**	**$ 74,999.37**

3. TRAVEL: Faculty will be attending a conference leading to $1000 per faculty in travel expenses. Seven faculty will be attending the Strengthening Student Success Conference (Travel expense per faculty of $250 airfare plus $750 for accomodation). Project Director will attend National Directors Meeting if necessary (Travel expense $800 airfare plus $900 for accomodation). Including conference fees.

TOTAL TRAVEL & PROF DEVELOPMENT	Year 1	Year 2	Year 3	Year 4	Year 5
	$ 56,000.00	$ -	$ -	$ -	$ 20,000.00

4. EQUIPMENT	Year 1	Year 2	Year 3	Year 4	Year 5
	$ -	$ -	$ -	$ -	$ -

5. SUPPLIES	Year 1	Year 2	Year 3	Year 4	Year 5
Office supplies, Instructional supplies and workshop supplies; Printing and Laptops for Activity Director/EPIC Center Director, Project Director, Internship Developer and Counselor	$ 17,000.00	$ 1,400.00	$ 500.00	$ 2,500.00	$ 8,100.00

6. CONTRACTUAL	Year 1	Year 2	Year 3	Year 4	Year 5
External Evaluator	$ -	$ -	$ -	$ -	$ 60,000.00
Guest speakers for EPIC Center and Villages	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00

11. TRAINING STIPENDS	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty stipends to participate in certificate training and mentorship training	$ 16,000.00	$ -	$ 3,000.00	$ 4,000.00	$ 6,000.00

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL	**$ 450,000.00**	**$ 450,000.00**	**$ 450,000.00**	**$ 450,000.00**	**$ 450,000.00**

Competitive Preference Priority #1 Wraparound Student Services
"Meeting Students Where They Are"

> "When we provide targeted support services to community college students, it helps them graduate on time," Schatz (2021)[26]

De Anza is proposing that students will literally and figuratively be met at the door when they enter the college and will be supported through comprehensive wraparound services until they successfully complete their educational goal. Wraparound services will be integrated into the Guided Pathway's Villages and will also be centralized in a newly created EPIC Center designed to serve the target population identified in this proposal—low income, minority, and disproportionately served students. The implementation of Guided Pathways supported by this proposal, represents a significant paradigm shift for the college. The "house" is undergoing a major remodel to transform instruction, student services and their combined impact on student success.

De Anza has identified major problems that are hampering student success. The two problems listed below provide rationale for integrating Instruction and Student Services:

> **ACADEMIC PROBLEM #2: Large gaps in outcomes for low-income and minority students compared to all other student groups have resulted in long-standing, systemic inequities across college outcomes.**
> **FISCAL STABILITY PROBLEM #5: The lack of integration of resources between instruction and student services and siloed delivery is an ineffective use of scarce resources, particularly for low-income and first-generation students who are at the greatest risk of dropping out, costing the college thousands of dollars in inefficiencies.**

Wraparound Student Services in the Villages

Six Villages identified by meta-majors, are scheduled to be launched as the cornerstone of the college's Guided Pathways initiative and will serve as the home-base to all full-time students. The blueprint for the Villages is designed to create a welcoming space where

---

[26] Schatz, B. Inside Higher Ed, July, 2021

50

wraparound services will be integrated into the fabric of each Village. Co-coordinators (one paid

through the grant, one paid with institutional funds) will coordinate with Village leadership

teams (that include faculty and student representatives), and the Activity Director/Epic Center

Director to connect students with wraparound services through hosting speakers, events,

information sessions and brown-bag lunches on various topics. For example, the counselor will

present sessions on mental health topics, Financial Aid will present workshops and inform

students of important deadlines, the Student Success Center will present workshops on study

skills and information about college tutoring services, location and hours, and advisors will

schedule hours to assist students with making and revising educational plans.

> As stated in the CDP, De Anza is proud of multiple options for tutoring services. The Student Success Center operates a Math and Science Tutoring Center, the Writing and Reading Tutoring Center and a Listening/Speaking Center for English as a Second Language students. All centers have extended hours for working students and offer online group and individual tutoring. Some learning communities have embedded tutors.

Students within each Village will be encouraged by their Village leaders to access

services within the Center including a food pantry, immigrant and legal services, LBGTQ+

resources, mental health counseling, using Handshake to locate internships and attend

workshops. Peer Mentors will develop a Resource Referral Matrix for use by both students and

faculty to help students navigate the college and access relevant community services, such as

housing and childcare, including information on De Anza's on-campus childcare center

including tuition assistance for the childcare center. Peer Mentors will also escort students to

resources on campus when appropriate. The college Career Counselor will present workshops to

faculty to provide them with knowledge of the basic tools and processes for helping students

enrolled in a meta-major explore careers related to that major, as well job search and interview

techniques and resumes skills. Surveys and interviews conducted by the Activity Director/Epic

Center Director will provide constructive feedback for continuous improvement and integration of wraparound services.

Wraparound Services in the Equity, Pride and Inclusion Center (EPIC)

The layout of the large, sprawling De Anza campus is not conducive to a welcoming environment that enables students to stay connected and engaged contributing to long-standing equity gaps. The number of students enrolled, the wide variety of courses, hundreds of faculty members and dispersed resources can be overwhelming, not only for first generation students, but all students. Further, the college only minimally addresses the needs of the LGBTQ+ population (of total students reporting sexual orientation, 26% reported gay or lesbian, 45% bisexual and 13% transgender), a needed addition to full inclusion and equity.

In order to create a user-friendly and inclusive space for students to access critical student services, De Anza identified the need for a centralized hub of services. The EPIC Center (Equity and Pride Inclusion Center) will add vital new services including mental health and academic counseling, food pantry, immigrant and legal services, internship assistance, LBGTQ+ resources, housing assistance, childcare referrals and other community support services. The Center will act as a referral resource for student services located outside the center, such as tutoring and financial aid. Peer Mentors will provide students a referral matrix along with an easy-to-read map. Students will be escorted to services locations, if appropriate.

By scaling up effective practices of successful programs, within a centralized space (the EPIC center) and embedded throughout the campus in the Villages, where students can receive services without having to seek them out, equity gaps will be reduced, and all students will benefit from the restructuring.

52

Competitive Preference Priority #2: De Anza Focus on Student Internships

> What distinguishes internships from other forms of active learning is that there is a degree of supervision and self-study that allows students to "learn by doing" and to reflect upon that learning in a way that achieves certain learning goals and objectives. Feedback for improvement and the development or refinement of learning goals is also essential.[27]

De Anza's location in the midst of the nation's technology giants the Silicon Valley, positions the college to develop a strong internship program to connect students from low income, minority and disproportionately underserved backgrounds to the prosperous economy at its doorstep. Local and state labor market data identifies high demand jobs in the Silicon Valley (and California) leading to a living wage: Computer and Mathematical Occupations ($134,000 average salary), Management Occupations ($130,728 average salary), and Engineering and Science Occupations ($126,637 average salary). Numerous studies confirm the value of internships in helping students acquire future jobs. The Journal of Economics and Education review reported that students with internship experience are on average, 12.6% more likely to be invited for a job interview.[28] Research taking place over the last ten years and reported by the National Association of Colleges and Employers (2017) concluded that, whether paid or unpaid, students participating in internships were more likely to get jobs after graduation[29]

Implementing the Student Internship Program

> **Institutional Management: Problem #3: Minimal bridges** from high school to college**, and from college to the workforce.**
> **Institutional goal:** Increase the percentage of graduates who obtain a living wage.
> **Project Goal:** Increase opportunities for student internships in high demand, high-wage careers.
> **Five-Year Objective:** By September 2026, 200 students will participate in an internship from the 2020-21 baseline of 47.

De Anza will integrate the internship program into the Villages and EPIC Center through the hiring of an Internship Coordinator. The Village Co-Coordinators, Activity Director/EPIC

---

[27] Oneill, N. Internships as a High-Impact Practice: Some Reflections on Quality, Peer Review (2010), No.4, vol. 12

[28] Baert, Stijn, et al. Student internships and employment opportunities after graduation: A field experiment. Economics of Education Review 83 (2021): 102141.
[29] Oneill, N. Internships as a High-Impact Practice: Some Reflections on Quality, Peer Review (2010) No.4, vol. 12

Center Director and Internship Coordinator will collaborate with the De Anza Career Services Office to bring internship resources and opportunities to students. Students with the intent to obtain a degree, certificate or transfer will be encouraged and supported in locating internships**,** paid and unpaid**,** with private, non-profit and government employers, in the U.S. Peer Mentors located in the EPIC Center will help students use Handshake, an electronic search tool for vetted internships. Handshake connects students on college campuses with paid internships and entry-level jobs. Over 14 million students and young alumni from over 700 universities use Handshake.[30]

The college Career Counselor will present workshops to faculty members teaching in the Villages on the basic tools and processes for helping students enrolled in meta-majors explore careers and internships related to their major. The Counselor will familiarize faculty members, the Peer Mentors and the Activity Coordinator/EPIC Center Director with resources available to students in the Career Services Office, including Roadtrip Nation (video of career professionals sharing their career journey), online sites for self-assessment and career exploration and Handshake for locating internships. CTE faculty will request support and assistance from their industry advisory committees to help locate and/or develop internship opportunities for students enrolled in CTE programs of study. Peer Mentors will include resources available in the Career Services office on the Resource Matrix and campus map they are charged with developing.

---

[30] https://joinhandshake.com/

Alicia M. Cortez

17720 De Witt Avenue, Morgan Hill, CA 95037
Phone: 408.836.5385
E-Mail: aliciam.cortez@gmail.com

EDUCATION

M.A.   **History**
         San Jose State University
         Thesis: The Struggle of the *Mujeres* to Liberate Olga Talamante,
         A Political Prisoner

M.S.W.   **Social Welfare**
         University of California, Berkeley, CA
         Research: Community Organization, Immigration and
         Family Reunification

B.A.   **Cross-Cultural Studies**
         St. Mary's College, Moraga, CA

PROFESSIONAL EXPERIENCE

Administrative:

Dean, Equity and Engagement Division   2017-Present
De Anza College, Cupertino, CA 95014

Director, Student Success & Retention Services   2015 – 2017
De Anza College, Cupertino, CA 95014

Co-Coordinator/Counselor, Puente Project   2007 - 2015
De Anza College, Cupertino, CA 95014

Assistant to Dean of Counseling   1992 - 1994
De Anza College, Cupertino, CA 95014

Counseling and Teaching:

Tenured Counselor/Instructor
General Counseling, EOP&S, International Student Programs   1990 - 2007
De Anza College, Cupertino, CA 95014

Part-Time Teaching: 1990 - 2007
- Career Life Planning (CLP 70), De Anza College
- Peer Counselor Training I (Human Development 53), De Anza College
- Special Topics in Counseling (Counseling 80X, Y, Z), De Anza College
- Life Skills for Higher Education (Human Development 20), De Anza College
- Introduction to Women's Studies, (WMST 1), De Anza College
- Intercultural Communication (ICS 7), De Anza College
- Introduction to Chicana/o Studies (ICS 30), De Anza College

- Chicana/o History (ICS 32), De Anza College
- History of California (Hist 10), De Anza College
- History of the U.S. from 1900 to the Present (Hist 17C), De Anza College
- Survey of American History (Hist 001), Evergreen Valley College

Early Outreach Counselor   1987 - 1990
Early Academic Outreach Program
University of California, Santa Cruz, CA

PROFESSIONAL ACTIVITIES

- Guided Pathways Core Team – November 2017 to Present
- Instructional Planning and Budget Team, 2017 - Present
- College Planning Team, 2019-Present
- Facilities Master Plan Task Force, Fall 2020
- District Diversity and Equity Advisory Committee, October 2017 – Present
- Equity Action Council, Tri-Chair, 2017 to Present
- SSSP/Student Equity /BSI Advisory Committee, 2015 – 2019
- Student Services Planning and Budget Team, Faculty Senate Representative 2016- 2017
- De Anza *Latinx* Association (DALA), De Anza College, Co-Chair, 2017 - Present
- Academic Services Equity Core Team, 2016-2017
- SoCal Jam Tour, Bakersfield and Pasadena Community College, Feb. 17 -19, 2016
- Partners in Learning Conference Planning Committee, 2011-2013
- Professional Development Leave Committee, Foothill-De Anza District Committee, Faculty Association Representative, 2000-2004
- De Anza College Accreditation Committee, 2004-2005.
- Tenure Review Committee Service (Chair of 3 faculty committees, member of 4 faculty committees), 1996 - 2017
- Search and Selection Hiring Committee Service (12 faculty committees, 3 classified committees, 5 administrators committees), 1996-Present
- Curriculum and General Education Committee, Faculty Senate Representative, 1996-1998
- Professional Relations Committee, Faculty Senate Representative, 1990-1992
- Academic Faculty Senate, 1990-1992
- Latino/a Student Recognition Ceremony Committee, founding member (8 years as Chair; member since 1994)
- Latino Student Conference Planning Committee, 2008 – Present
- African American Student Conference, Discussion Facilitator, February 8, 2012
- Equity Collaboration Team, Counseling Division, 2004-2007
- Diversity Action Council, Faculty Association Representative, 1998-2000

D*e Anza Faculty Advising:*
- MEChA Student Club, 1991-1998
- Latina Leadership Network, Student Chapter, 1994-1998
- International Student Volunteers Club, 2000-2006
- SACNAS (Society for Advancement of Chicanos/Hispanics and Native Americans in Science) Student Chapter, 2012-2013
- *Ballet Folklorico* Club, 2011-2014

MALLORY ANGELI NEWELL

Curriculum Vitae, 2020

Address: 413 San Juan Ave, Santa Cruz, CA 95062
E-mail: newellmallory@deanza.edu
Phone: 916-509-5120

EDUCATION, ACADEMIC EMPLOYMENT and AWARDS

Ed. D. CALIFORNIA STATE UNIVERSITY, SACRAMENTO, 2011

- Field: Educational Leadership and Policy Studies

- Awarded The Educational Leadership and Policy Studies Distinguished Dissertation Award

- Awarded The Research and Planning Group for California Community Colleges Dissertation Excellence Award

M.A. CALIFORNIA STATE UNIVERSITY, CHICO, 2007

- Fields: Political Science and International Relations

B.A. CALIFORNIA STATE UNIVERSITY, CHICO, 2005

- Fields: Communication Studies and Political Science

PROFESSIONAL EXPERIENCE

SUPERVISOR, OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING, DE ANZA COLLEGE
October 2010 – Current

 [INSTITUTIONAL RESEARCHER]: Under direction of the College President, the Institutional Researcher organizes, designs, and assists in the coordination and implementation of a comprehensive institutional research program. Develops, maintains, and uses institutional databases to support decision-making, budgeting, student learning outcomes, program review, enrollment management, and planning. Chair of the College Planning Committee responsible for assessing institutional goals, reviewing and proposing revisions to the mission statement and Educational Master Plan, evaluating the planning cycle, evaluating governance and decision making structures and processes, monitoring the completion of the college wide planning agendas for regional accreditation, and overseeing and awarding Student Equity and Achievement program funds through a proposal process. Accreditation Liaison Officer responsible for overseeing the seven-year accreditation process and communicating with the accrediting commission as well as submitting annual reports and working with shared governance on the drafting of mid-term and final reports. Documents, writes, and presents research findings on topics including: student success, equity, student and institutional outcomes, placement and outcomes assessment, impact studies, matriculation, program evaluation, enrollment, and staffing. Led the creation of two self-service data tools, one for faculty success tracking and on for program review. Assists in the preparation of grant applications and reporting to funding organizations. Supervises and evaluates the performance of staff. Ex Officio member of the College Council, and Instructional Planning and Budget team, member of the Student Learning Outcomes Committee, AB 705 Steering Committee, and Guided Pathways Core Team.

INSTRUCTOR, POLITICAL SCIENCE, DE ANZA COMMUNITY COLLEGE
Spring 2012 - Current

Deliver lectures to students in the general education American government course. Responsible for: monitoring student's progress, engaging students in active learning, developing and administering quizzes and exams, determining midterm and final grades, and providing outside of classroom assistance to students. Developed and adapted curriculum based on summative and formative assessments of students understanding and performance. Developed assignments that linked student's experiences to course content, used outside sources that enabled students to gain a global perspective of political

science and how it affects their daily life. Researched and utilized current theories and practices in pedagogy, educational instruction, instructional delivery in a multi-cultural environment and educational practices in American government.

PROJECT DIRECTOR, THE RESEARCH AND PLANNING GROUP FOR CALIFORNIA COMMUNITY COLLEGES
June 2014 - Current

ASSOCIATE POLICY ANALYST, CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
June 2008 – October 2010

[ASSOCIATE POLICY ANALYST]: Under direction of the Assistant Director, the Associate Policy Analyst analyzed higher education policies and programs in the areas of preparation, college-going, persistence, transfer, access, eligibility, transparency, capacity, enrollment demand, funding, equity, workforce issues and other areas as necessary. Prepared, edited and presented written and oral reports and recommendations to the commission, stakeholders and media. Consulted with legislative staff on higher education issues, drafts bill language and amendments and attends legislative meetings, briefings, and testifies at legislative hearings. Coordinated and collaborated with advocacy groups on media and legislative briefings. Chaired multiple advisory committees and lead the organizational strategic planning process for long-range research plans. Experience in multiple statistical analysis software packages, graphical software, and publishing software.

PROJECT COORDINATOR & STAFF DEVELOPMENT COORDINATOR, CAMP ADVENTURE YOUTH SERVICES   *August 2005 – August 2007*

[*PROJECT COORDINATOR*]: The Project Coordinator was located at various international sites including: South Korea, Japan, Germany, Hong Kong, and Hawaii. Responsibilities included administrator for service contracts at sites with military communities for recreational programs and international schools for English language programs. Designed, implemented and developed culturally proficient English language curriculum. Responsible for the development and implementation of recreational curriculum for learn-to-swim and day camp programs. Additional tasks included: liaison between U.S. headquarters and contracting officers, compiling performance reports and statistics to identify and address execution areas for improvement, research and evaluation of current educational and recreational trends, and management of supervisory staff and employees.

[*STAFF DEVELOPMENT COORDINATOR*]: The Staff Development Coordinator at the Chico site was responsible for: recruiting, hiring, and training program staff for summer internships, compiling performance analysis reports and recommendations for program headquarters, advising new program staff, managing supervisory staff, and organizing special events to showcase student accomplishments.

GRADUATE TEACHING ASSISTANT, CALIFORNIA STATE UNIVERSITY, CHICO
August 2005 – May 2007

Under the supervision of a tenured professor, the Graduate Assistant was trained to deliver lectures on a daily basis to four sections of undergraduate students in a general education American government courses and two sections of graduate level research methods courses.

GRADUATE LEGISLATIVE INTERN, CALIFORNIA AIR RESOURCES BOARD
February 2007 – October 2007

[GRADUATE LEGISLATIVE INTERN]: Under supervision of lead analysts, the Legislative Intern was trained in preparing analyses and recommendations on legislation affecting air quality. Recommended appropriate positions on sensitive and complex state and federal environmental policies to the Governor, drafted support and opposition letters, reviewed policies and researched program areas of other agencies that affect the board. Drafted amendments to current bills, prepared periodic reports on legislation, coordinated legislative events, and analyzed fiscal issues.

Curriculum Vitae

Lydia Hearn
820 San Saba Court
Sunnyvale, CA 94085
(805) 403-8134

EDUCATION

ABD   English, University of California, Santa Barbara, 1999
M.A.   English, University of California, Santa Barbara, 1997
B.A.   English, University of California, Santa Barbara, 1992

PROFESSIONAL EXPERIENCE

De Anza College, Cupertino, CA

Instructor, Department of English	2000-present
Co-chair and Scheduler, Department of English	2011-present
Language Arts Division Scheduler	2011-present
Puente Program Co-coordinator and instructor	2013-present
Faculty Scheduling Liaison	2018-2019
Guided Pathways Co-coordinator	2019-present
Curriculum Management System Conversion Project Manager	2018-2019
Open Educational Resources Coordinator	2017-2019
REACH Program Founder and Instructor	2015-2018
Sankofa Scholars (Umoja) Program Instructor	2012-2014
Title III/BSI Grant Budget Coordinator	2010-2012
Interim Associate Vice President for Instruction	2008-2010
Title III/BSI Grant Administrator and Director	2008-2010
Interim Dean, Language Arts Division	2007-2008
Instructor, Summer Bridge	2005-2007
Honors Program Coordinator	2004-2007, 2010-2013

PROFESSIONAL ACTIVITIES AND MEMBERSHIPS

Academic Senate
* President 2005-2007
* Language Arts Division Senator 2003-2005
* College Council Co-Chair 2005-2007
* Campus Budget Team Co-Chair 2005-2007
* Facilities Committee 2006
* Workforce Planning and Budget Team 2004-2005
* Enrollment Management Committee 2005-2007
* Chancellor's Advisory Council 2005-2007
* District Budget Committee 2005-2007
* Academic and Professional Matters Committee 2005-2007
* District Teaching and Learning Committee 2005-2007
* Strategic Planning Institutional Initiative Team 2006-2007

Asian Pacific American Staff Association
* Co-chair 2004-2005
* Steering Committee 2002-2007

Accreditation
* De Anza Team 2004
* External accreditation team to Moreno Valley 2009

DARE Taskforce
* Founder 2009
* Co-chair 2009-2010

Grants
* AANAPISI and Strengthening Institution Grants Work Team 2020-2021
* Basic Skills Initiative Grant 2080-2010
* Title III Grant 2008-2011

> "When we provide targeted support services to community college students, it helps them graduate on time," Schatz (2021)[1]

De Anza is proposing that students will literally and figuratively be met at the door when they enter the college and will be supported through comprehensive wraparound services until they successfully complete their educational goal. Wraparound services will be integrated into the Guided Pathway's Villages and will also be centralized in a newly created EPIC Center designed to serve the target population identified in this proposal—low income, minority, and disproportionately served students. The implementation of Guided Pathways supported by this proposal, represents a significant paradigm shift for the college. The "house" is undergoing a major remodel to transform instruction, student services and their combined impact on student success.

De Anza has identified major problems that are hampering student success. The two problems listed below provide rationale for integrating Instruction and Student Services:

> **ACADEMIC PROBLEM #2: Large gaps in outcomes for low-income and minority students compared to all other student groups have resulted in long-standing, systemic inequities across college outcomes.**
>
> **FISCAL STABILITY PROBLEM #5: The lack of integration of resources between instruction and student services and siloed delivery is an ineffective use of scarce resources, particularly for low-income and first-generation students who are at the greatest risk of dropping out, costing the college thousands of dollars in inefficiencies.**

Wraparound Student Services in the Villages

Six Villages identified by meta-majors, are scheduled to be launched as the cornerstone of the college's Guided Pathways initiative and will serve as the home-base to all full-time students. The blueprint for the Villages is designed to create a welcoming space where

---

[1] Schatz, B. Inside Higher Ed, July, 2021

wraparound services will be integrated into the fabric of each Village. Co-coordinators (one paid

through the grant, one paid with institutional funds) will coordinate with Village leadership

teams (that include faculty and student representatives), and the Activity Director/Epic Center

Director to connect students with wraparound services through hosting speakers, events,

information sessions and brown-bag lunches on various topics. For example, the counselor will

present sessions on mental health topics, Financial Aid will present workshops and inform

students of important deadlines, the Student Success Center will present workshops on study

skills and information about college tutoring services, location and hours, and advisors will

schedule hours to assist students with making and revising educational plans.

As stated in the CDP, De Anza is proud of multiple options for tutoring services. The Student Success Center operates a Math and Science Tutoring Center, the Writing and Reading Tutoring Center and a Listening/Speaking Center for English as a Second Language students. All centers have extended hours for working students and offer online group and individual tutoring. Some learning communities have embedded tutors.

Students within each Village will be encouraged by their Village leaders to access

services within the Center including a food pantry, immigrant and legal services, LBGTQ+

resources, mental health counseling, using Handshake to locate internships and attend

workshops. Peer Mentors will develop a Resource Referral Matrix for use by both students and

faculty to help students navigate the college and access relevant community services, such as

housing and childcare, including information on De Anza's on-campus childcare center

including tuition assistance for the childcare center. Peer Mentors will also escort students to

resources on campus when appropriate. The college Career Counselor will present workshops to

faculty to provide them with knowledge of the basic tools and processes for helping students

enrolled in a meta-major explore careers related to that major, as well job search and interview

techniques and resumes skills. Surveys and interviews conducted by the Activity Director/Epic

2

Center Director will provide constructive feedback for continuous improvement and integration of wraparound services.

Wraparound Services in the Equity, Pride and Inclusion Center (EPIC)

The layout of the large, sprawling De Anza campus is not conducive to a welcoming environment that enables students to stay connected and engaged contributing to long-standing equity gaps. The number of students enrolled, the wide variety of courses, hundreds of faculty members and dispersed resources can be overwhelming, not only for first generation students, but all students. Further, the college only minimally addresses the needs of the LGBTQ+ population (of total students reporting sexual orientation, 26% reported gay or lesbian, 45% bisexual and 13% transgender), a needed addition to full inclusion and equity.

In order to create a user-friendly and inclusive space for students to access critical student services, De Anza identified the need for a centralized hub of services. The EPIC Center (Equity and Pride Inclusion Center) will add vital new services including mental health and academic counseling, food pantry, immigrant and legal services, internship assistance, LBGTQ+ resources, housing assistance, childcare referrals and other community support services. The Center will act as a referral resource for student services located outside the center, such as tutoring and financial aid. Peer Mentors will provide students a referral matrix along with an easy-to-read map. Students will be escorted to services locations, if appropriate.

By scaling up effective practices of successful programs, within a centralized space (the EPIC center) and embedded throughout the campus in the Villages, where students can receive services without having to seek them out, equity gaps will be reduced, and all students will benefit from the restructuring.

3

What distinguishes internships from other forms of active learning is that there is a degree of supervision and self-study that allows students to "learn by doing" and to reflect upon that learning in a way that achieves certain learning goals and objectives. Feedback for improvement and the development or refinement of learning goals is also essential.[1]

De Anza's location in the midst of the nation's technology giants the Silicon Valley, positions the college to develop a strong internship program to connect students from low income, minority and disproportionately underserved backgrounds to the prosperous economy at its doorstep. Local and state labor market data identifies high demand jobs in the Silicon Valley (and California) leading to a living wage: Computer and Mathematical Occupations ($134,000 average salary), Management Occupations ($130,728 average salary), and Engineering and Science Occupations ($126,637 average salary). Numerous studies confirm the value of internships in helping students acquire future jobs. The Journal of Economics and Education review reported that students with internship experience are on average, 12.6% more likely to be invited for a job interview.[2] Research taking place over the last ten years and reported by the National Association of Colleges and Employers (2017) concluded that, whether paid or unpaid, students participating in internships were more likely to get jobs after graduation[3]

Implementing the Student Internship Program

Institutional Management: Problem #3: Minimal bridges from high school to college**, and from college to the workforce.**
Institutional goal: Increase the percentage of graduates who obtain a living wage.
Project Goal: Increase opportunities for student internships in high demand, high-wage careers.

---

[1] Oneill, N. Internships as a High-Impact Practice: Some Reflections on Quality, Peer Review (2010), No.4, vol. 12

[2] Baert, Stijn, et al. Student internships and employment opportunities after graduation: A field experiment. Economics of Education Review 83 (2021): 102141.
[3] Oneill, N. Internships as a High-Impact Practice: Some Reflections on Quality, Peer Review (2010) No.4, vol. 12

> **Five-Year Objective:** By September 2026, 200 students will participate in an internship from the 2020-21 baseline of 47.

De Anza will integrate the internship program into the Villages and EPIC Center through the hiring of an Internship Coordinator. The Village Co-Coordinators, Activity Director/EPIC Center Director and Internship Coordinator will collaborate with the De Anza Career Services Office to bring internship resources and opportunities to students. Students with the intent to obtain a degree, certificate or transfer will be encouraged and supported in locating internships, paid and unpaid, with private, non-profit and government employers, in the U.S. Peer Mentors located in the EPIC Center will help students use Handshake, an electronic search tool for vetted internships. Handshake connects students on college campuses with paid internships and entry-level jobs. Over 14 million students and young alumni from over 700 universities use Handshake.[4]

The college Career Counselor will present workshops to faculty members teaching in the Villages on the basic tools and processes for helping students enrolled in meta-majors explore careers and internships related to their major. The Counselor will familiarize faculty members, the Peer Mentors and the Activity Coordinator/EPIC Center Director with resources available to students in the Career Services Office, including Roadtrip Nation (video of career professionals sharing their career journey), online sites for self-assessment and career exploration and Handshake for locating internships. CTE faculty will request support and assistance from their industry advisory committees to help locate and/or develop internship opportunities for students enrolled in CTE programs of study. Peer Mentors will include resources available in the Career Services office on the Resource Matrix and campus map they are charged with developing.

---

[4] https://joinhandshake.com/

INSTRUCTIONS: *ALL applicants must complete these pages. The completed pages must be attached to the "Project Narrative Attachment Form" in the application package in the Grants.gov system (as a .PDF document). DO NOT MODIFY OR AMEND THESE PAGES.*

OPE ID # __00448000__

1. INSTITUTION (Legal Name):

De Anza College/Foothill-De Anza Community College District

2. Are you applying as a Branch Campus? _____ YES __X__ NO

3. ADDRESS (Applicants must indicate the address where the project will be located):

Project Address: ___21250 Stevens Creek Blvd.,___

City: ___Cupertino___ State: _CA_ Zip: ___95014-5702___

4. ENDOWMENT FUND ASSURANCE:

☐ **By checking this box (or placing an "X" beside it)**, an applicant certifies that the institution of higher education proposes to use up to twenty percent (20%) of the Strengthening Institutions Program yearly grant award, made under the authority of Title III, Part A of the Higher Education Act of 1965, as amended, to establish or increase the institution's endowment fund. The institution agrees to abide by the Department of Education's regulations governing the Endowment Challenge Grant program, 34 CFR Part 628, the program statute, and the program regulations, 34 CFR Part 607. The institution further agrees to raise the required matching funds.

5. COOPERATIVE ARRANGEMENT FOR PARTICIPATING INSTITUTIONS: The applicant institution <u>must</u> provide *for each participating institution: the institution name, DUNS number, location (city and state).*

Institution Name	DUNS Number	City	State
De Anza College/Foothill-De Anza Community College District	1557495910000	Cupertino	California

6. TIE-BREAKER INFORMATION:

If the selection process ends in a tie and funds are not sufficient to fund all institutions, we will use the information provided here to determine who will receive a grant. In accordance with Section 607.23(b), the Secretary will award up to three (3) additional points based on the information provided here.

TOTAL 2018-2019 FULL-TIME EQUIVALENT (FTE) STUDENTS= ___16,235___

A. Total market value of endowment fund at the end of 2018-2019 $23,379,527.96

B. Total expenditures for library materials during 2018-2019 $ 184,686.72

C. Check activities applicant proposes to carry out in application:

a. Faculty development   X

b. Funds and administrative management

c. Development and improvement of academic   X
    programs

d. Acquisition of equipment for use in strengthening
    management and academic programs

e. Joint use of facilities

f. Student services   X

7. SIP APPLICATIONS & OTHER PROGRAMS:

If your institution currently has a grant with any of the programs listed below, please indicate which one and the year the grant was awarded. Note that an institution may not have two Title III, **Part A** grants or a Part A and a Title V grant simultaneously.

Check (if applicable)	Date Grant Awarded	Program Name	CFDA #	Title	Part
		Alaska Native – Native Hawaiian Program (ANNH)	84.031N & 84.031W	III	A
		Hispanic-Serving Institutions Program (DHSI)	84.031S	V	A
		Promoting Postbaccalaureate Opportunities for Hispanic Americans Program (PPOHA)	84.031M	V	B
		Asian American Native American Pacific Islander-Serving Institutions Program (AANAPISI)	84.031L	III	A
		Native American-Serving Non-Tribal Institutions Program (NASNTI)	84.031X	III	A

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)

- Research issues, hypotheses and questions being addressed

- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: | Title III Abstract De Anza College.pdf | [Add Attachment] [Delete Attachment] [View Attachment]

Abstract: De Anza College, Cupertino, California

Title: Meeting Students Where They Are

Emphasis on Culturally Responsive Cohort-Based Models to Improve Outcomes

Contact: Mallory Newell   email: newellmallory@deanza.edu Phone: 408-864-8777

Applicant: De Anza College is an open-access, public community college that is part of the Foothill-De Anza Community College District, the seventh largest district in California. De Anza is one of the **most diverse colleges in the state, serving a minority population that is 80% non-white from a wide range of multicultural, immigrant and mixed-income communities** in Cupertino, and the cities of San Jose, East San Jose, East Palo Alto and Sunnyvale, as well as in neighboring San Mateo County and Alameda County. **With a population of nearly 18,000 students per quarter**, it is the size of a small city. It is poised to launch its Guided Pathways cohort model, built on six Village clusters. This project will provide support for the new model as well as increase the college's learning community cohort model that serves low-income, minority and underserved student populations.

Title III Part A Project: De Anza is requesting support for a critically important and exciting project that will strengthen and dramatically improve opportunities, success and a climate of inclusion for its low income, minority and disproportionately underserved students. Institutional problems to be addressed in this Title III project are well-documented and analyzed. The **single, integrated activity**, **will create a centralized, coordinated system of delivery of instructional and wraparound services.** *Meeting Students Where They Are*, is comprised of five components which are critical to improving the success of low-income, minority and disproportionately underserved students. Goals for addressing and closing major gaps are delineated along with measurable objectives to assess their attainment.

Component I: Create a student-centered, coordinated system of delivery that integrates services to students across the Villages, Learning Communities, and new grant-funded Ethnic and Pride Inclusion Center (EPIC)
Component II: Increase the number of learning communities serving low-income, minority and disproportionately underserved.
Component III: Create a robust faculty development and mentorship program.
Component IV: Increase the Summer Bridge Program to serve more low-income, minority and disproportionately served students.
Component V: Integrate a Student Internship program into the Villages and EPIC Center.

Strong Personnel, Project Management and Evaluation Plans are included.

Budget Request Total: $450,000 over 5 years.

Competitive Preference Priority #1: Tutoring, Counseling, and Student Service Programs are documented in project narrative.

Competitive Preference Priority #2: Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills. Providing work-based learning experiences (such as internships), that align with in-demand industry sectors and occupations are documented in the project narrative.

DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
☐ a. contract ☒ b. grant ☐ c. cooperative agreement ☐ d. loan ☐ e. loan guarantee ☐ f. loan insurance	☐ a. bid/offer/application ☒ b. initial award ☐ c. post-award	☒ a. initial filing ☐ b. material change

4. Name and Address of Reporting Entity:

☒ Prime   ☐ SubAwardee

* Name: De Anza College/Foothill-De Anza Community College

* Street 1: 21250 Stevens Creek Blvd.   Street 2:

* City: Cupertino   State: CA: California   Zip: 95014-5702

Congressional District, if known: CA-017

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:	7. * Federal Program Name/Description:
US Department of Education	Higher Education Institutional Aid CFDA Number, *if applicable:* 84.031

8. Federal Action Number, *if known:*	9. Award Amount, *if known:*
	$

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Not Applicable   Middle Name:

* Last Name: Not Applicable   Suffix:

* Street 1: Not Applicable   Street 2:

* City: Not Applicable   State: Zip: 95014-5702

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Not Applicable   Middle Name:

* Last Name: Not Applicable   Suffix:

* Street 1: Not Applicable   Street 2:

* City: Not Applicable   State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* Signature: Completed on submission to Grants.gov

*Name: Prefix: Mrs.   * First Name: Susan   Middle Name:

* Last Name: Cheu   Suffix:

Title: Vice Chancellor of Business Services   Telephone No.: 16509496201   Date: Completed on submission to Grants.gov

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

If you have questions please contact the Grants.gov Contact Center: support@grants.gov 1-800-518-4726 24 hours a day, 7 days a week. Closed on federal holidays.

The following application tracking information was generated by the system:

Grants.gov Tracking Number:	GRANT13423162
UEI:	HUX6SM5NXHM9
Submitter's Name:	Adriana Aldana
CFDA Number:	84.031
CFDA Description:	Higher Education Institutional Aid
Funding Opportunity Number:	ED-GRANTS-051421-001
Funding Opportunity Description:	Office of Postsecondary Education (OPE): Higher Education Programs (HEP): Strengthening Institutions Program (SIP) Assistance Listing Number 84.031A
Agency Name:	Department of Education
Application Name of this Submission:	De Anza College - Strengthening Institutions
Date/Time of Receipt:	Jul 13, 2021 03:39:45 PM EDT

TRACK MY APPLICATION – To check the status of this application, please click the link below:

https://apply07.grants.gov/apply/spoExit.jsp?p=web/grants/applicants/track-my-application.html&tracking_num=GRANT13423162

It is suggested you Save and/or Print this response for your records.