Gavilan College, Gilroy, CA

Developing Hispanic-Serving Institutions Program

"*Juntos Avanzamos*—Mobilizing Gavilan's Ethos of Care"

(a) COMPREHENSIVE DEVELOPMENT PLAN

Institutional Context. Gavilan College, a mid-sized public HSI established in 1919, is part of the largest system of higher education in the nation—the California Community Colleges (CCC), which serves over 2.1 million students, nearly 1 million of whom are Hispanic. Gavilan serves southern Santa Clara County, parts of Monterey County, and most of San Benito County. The 2,700 square mile service area in a largely agricultural belt has a Hispanic population of 57%. The CCC system is built on the principle of open access, provides an essential means of upward mobility for the neediest Californians, and continues to be the most underfunded, yet cost-effective system of higher education for the State. Indeed, a recent large-scale research effort[1] identified the CCC system among more than 2,000 institutions of higher education nationwide as being particularly effective in terms of upward socioeconomic mobility.

Brief Institutional Profile—Gavilan College[2]			
Size	Unduplicated headcount for 2017-18: 9,587 students (6,298 Fall 2018)		
Race/ Ethnicity	**Hispanic: 60.9%**; White: 24.9%; Asian/Pacific Islanders: 5.6%; Black: 1.99%; American Native: .27%; Filipino: 2.27%; Multi-Ethnicity: 3.15%; Unknown: .9%		
Programs	23 Associate Degree for Transfer programs; 86 Associate Degrees; 73 Certificates		
Accreditation	WASC: Western Association of Schools and Colleges		
Growth in Number/Percentage of Hispanics in Gavilan's Student Population			
Fall 2012 N	Fall 2012 %	Fall 2018 N	Fall 2018 %
3,472	**46.30%**	**4,074**	**60.92%**

Gavilan's service areas has substantial overlap with California's Silicon Valley—the region known worldwide for technological innovation and economic prosperity. Indeed, proximity to Silicon Valley has brought wealth to many residents in the area around Gavilan College, but research also reveals the large and ever-widening divide between high- and low-

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[1] Chetty, Raj, et al. *Mobility Report Cards: The Role of Colleges in Intergenerational Mobility*. mimeo, 2017.
[2] California Community College Chancellor's Office, Management Information Systems Data Mart (https://datamart.cccco.edu/datamart.aspx).

income households.[3] Low-wage jobs are primarily filled by Hispanics who struggle to meet basic needs amid a climate of skyrocketing cost-of-living. Hispanic and other low-income people need clear and equitable paths to meaningful careers that allow them to benefit from California's vibrant information economy. College completion is at the top of today's educational agenda. The Public Policy Institute of California (PPIC) released a series of reports projecting a significant shortage in the supply of college-educated

Indicators of Service Area Economic Inequities
• Adjusting for inflation, the 20th percentile household income in Santa Clara County declined by 14.4% between 1989 and 2014, while the 80th percentile increased by 25.9% • The richest 1% of Santa Clara County households have an average income over 30 times that of the bottom 99% of households • The region's middle class has shrunk while the numbers of lower-income and higher-income households have grown.

workers versus the demand for those workers by employers.[4] PPIC predicts that by 2030, the percent of jobs for which a degree is required or preferred will increase to 40% of all employment in California, and the state will be short the 1.1 million workers with Bachelor's degrees it needs to meet economic demand. California ranks in the bottom 10 states for Bachelor's degree production,[5] the number of retirees grew from 3.8 million in 2008 to 5.2 million in 2018, and only 33.3% of the overall population in California holds a bachelor's degree or higher. Failing to increase the supply of college-educated workers will have grave consequences for California's economy, but equity gaps in degree completion underlie a deeper social justice issue of inequitable access to means of breaking the cycle of poverty. New research

"The importance of increasing the number of college graduates goes beyond workforce needs. Individuals with higher levels of education earn higher wages and enjoy greater job security and non-wage benefits. The state as a whole could also benefit from lower unemployment and poverty rates, lower demand for social safety net programs, lower incarceration rates, higher tax revenue, and greater civic engagement."[4]

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[3] Reidenbach, L. (2016). Inequality and economic security in silicon valley.
[4] Public Policy Institute of California. (2019). *Meeting California's Workforce Needs.* Retrieved from https://www.ppic.org/publication/higher-education-in-california-meeting-californias-workforce-needs/
[5] Galizio, L. 2017. Equity Can't Wait: Now is the Time for the Community College Baccalaureate Degree, Community College League of California.

reinforces the notion long held by completion advocates that college degrees are worth the cost and effort, showing that college graduates earn considerably more and enjoy many other benefits compared to non-degree-holders.[6] [7]

This comes at a time when public opinion about the cost and value of college remains low.[8] California is now a

2018 California Population 25 Years and Older with a Bachelor's Degree or Higher		
All	**Hispanic**	**White Non-Hispanic**
9,171,076 **(34.2%)**	1,225,685 **(13.6%)**	4,956,823 **(44.4%)**
Source: U.S. Census Bureau, 2018 American Community Survey 1-Year Estimates		

minority-majority state with approximately 37% White non-Hispanic, 39% Hispanic, 15% Asian, and 7% African-American, *but only 13.6% of Hispanic Californians have a bachelor's degree or higher.*[9] CCCs play a pivotal role in addressing these inequities: 29% of University of California graduates and 51% of California State University graduates started at a community college.[10] We must better clarify the college value proposition and path toward career for Hispanics students and community members in the service area who are being left behind.

(a)(1) STRENGTHS, WEAKNESSES, AND SIGNIFICANT PROBLEMS

Gavilan has a broad mission shared by all institutions in the California Community College (CCC) system and mandated by the state's higher education master plan. Core elements of the CCC's mission are to provide open access to higher education by allowing any adult to enroll without set eligibility criteria and to prepare students for transfer and four-year degree completion or for preparation into high-paying, in-demand jobs in the surrounding community. The CCC system is unquestionably the key to meaningful college access for the rapidly growing

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[6] The College Board. (2019). *College Pays.* Retrieved from https://research.collegeboard.org/pdf/education-pays-2019-full-report.pdf
[7] Carnevale, A. P., Cheah, B., & Rose, S. J. (2011). The College Pay Off.
[8] According to recent by Gallup: *About a Quarter of U.S. Adults Consider Higher Ed Affordable*. (2020). Retrieved from https://news.gallup.com/opinion/gallup/242441/confidence-higher-education-down-2015.aspx. *Confidence in Higher Education Down Since 2015*. (2018). Retrieved from https://www.gallup.com/education/272366/quarter-adults-consider-higher-affordable.aspx
[9] 2018 US Census Quick Facts, https://www.census.gov/quickfacts/fact/table/CA/PST045218
[10] CCC Key Facts, https://www.ccco.edu/About-Us/Key-Facts

Hispanic population and to creating the workforce on which California's future depends, but despite ongoing efforts that have spurred incremental improvements at Gavilan College, stubborn completion gaps persist. We must improve our overall completion rates and close the gaps that exist between Hispanic and non-Hispanic students. Inadequate and inequitable completion rates undermine the quality of Gavilan's academic programs, institutional management, and fiscal stability. Hispanic students are significantly underrepresented among students progressing through Gavilan and completing a degree, with major equity gaps evident at every momentum-point on the pathway toward completion. When students are unable to meet their goals, our college, as well as the students and community we serve, waste valuable institutional and human resources.

Comparison of Statewide Averages & Gavilan's 5-Year Improvements of Most Recent Scorecard						
	Statewide		Gavilan		Gav 5-year Change	
MOMENTUM POINTS	**White**	**Hispanic**	**White**	**Hispanic**	**White**	**Hispanic**
Persistence[11]	77%	76%	73%	70%	3pts	-3pts
30 Units[12]	72%	67%	72%	62%	5pts	2pts
Degree/Transfer[13]	54%	47%	53%	42%	4pts	7pts

Increasing completion and closing equity gaps are particularly difficult challenges for California public institutions. Research has found that California's higher education system has been seriously stressed by a tidal wave of enrollment growth coupled with inadequate, roller coaster funding. Academic under-preparedness has dramatically increased resulting in inequitable opportunities for a growing Hispanic population. In their report, *The State of Higher Education for Latinx in California,* the non-partisan Campaign for College Opportunity concludes that our public education system is clearly not serving this population well enough.[14] Although more Hispanic students are earning high school diplomas (86% of Hispanic 19-year-

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[11] Percent of students starting in 2011-12 tracked for 6 years who enrolled in the first 3 consecutive terms.
[12] Percent of students starting first time in 2011-12 tracked for 6 years who achieved at least 30 units.
[13] Percent of students starting first time in 2011-12 tracked for 6 years who *completed* (most recent *6-yr measures*)
[14] *The State of Higher Education for Latinx in California,* The Campaign for College Opportunity, November 2018.

olds graduated high school in
2016 compared to 74% a
decade before) and more

Percent of 11ᵗʰ Graders Who Met or Exceeded State Standards on CAASPP Tests (2019)[15]					
County	*Santa Clara*		*San Benito*		*Monterey*
Subject	White	Hispanic	White	Hispanic	White	Hispanic
ELA	77.4	43.7	74.6	46.6	68.4	42.9
Math	62.2	19.5	45.9	21.1	43.6	14.6

Hispanic high school graduates are meeting the course requirements for admission to the University of California and Cal State (39% compared to 25% in 2006), non-Hispanic students succeed at higher rates on those measures in part because Hispanics "are more likely to attend high schools that do not provide equitable opportunities to be competitive in college admissions." Hispanic students face more barriers at every step up the education ladder, which add up to significantly diminished opportunities for upward socioeconomic mobility. The educational achievement gap is more accurately described as an *opportunity gap*.

Almost all student outcomes tied to California's vision of open access and degree completion are now inconsistent with this vision. The implications for California's future are grim, and community colleges like Gavilan have a central role in determining the state's future. These completion rates significantly decrease a Hispanic student's ability to earn a living wage. California's completion problems mirror national trends and are on a scale of similar magnitude—CCC students represent nearly 25% of the nation's community college students. The current national and state emphasis on degree completion has created parallel but interconnected sequences of initiatives that have increasingly emphasized equity. The existence of these initiatives highlights a growing understanding **that open access does not translate to equitable opportunity**, and colleges have significant work ahead if progress is to be made.

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[15] Source: California Department of Education, https://caaspp-elpac.cde.ca.gov/caaspp/Default (data includes charter and non-charter schools within each county), accessed 12/20/19.

The Community College Research Center (CCRC) at Teacher's College of Columbia University has been the first major community-college-focused research organization to crystallize the understanding that a "systems approach" is required if real and sustainable change is to be made.[16] Based on extensive research and empirical evidence, CCRC has identified institutional weaknesses shared by most public community colleges, arguing that community colleges are using a "cafeteria" model that offers too many choices. This plethora of options, once considered beneficial, has now grown to the point of obfuscating the path through college, leading to poor choices and additional barriers to completion. CCRC has called attention to the need not only for community colleges to address common weaknesses, but also to undertake major redesign—a call that has spurred a systemwide reform movement in the California Community College system.

The statewide Guided Pathways (GP) framework is the single most ambitious reform movement in the history of California's Community Colleges, and it is built explicitly and holistically around an equity core. The GP movement has cleared the way for applying an equity lens in examining institutional operations and structure, and in doing so it provides the necessary foundation to undertake equity-focused institutional redesign. But for all its progress in distilling a vast research base and helping colleges define a shared vision for equitable student success, the GP initiative lacks specificity about *how* colleges should realize this vision. It defines capacities and operating principles—a framework for change—but much work is needed to develop effective models for operationalizing and institutionalizing equity at each college. In particular, a growing body of research now illuminates the reality that **efforts to increase career and academic achievement and close equity gaps will not be adequate unless institutional**

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[16] Bailey, T. R., Jaggars, S. S., & Jenkins, D. (2015). *Redesigning America's community colleges*. Harvard University Press.

redesign efforts specifically center the strengths and needs of Hispanic and other low-income students.

The progress toward providing college students with seamlessly aligned curriculum and proactive help to stay on track to completion is especially important for Hispanic and low-income students. But it is not enough. Excelencia in Education—the nation's leading non-profit organization focused on advancing understanding of institutional practices effective in promoting the higher-education success of Hispanic students in particular—has concluded that pathways practices like those promoted by the Guided Pathways (GP) movement are key to increase Hispanic student degree attainment, but they must be responsive to the identified needs of Hispanic students in order to close the equity gap. Pathways practices "recognize today's college students' needs, making them beneficial to Latino students." The exemplary pathways practices that Excelencia has recognized differ in many features, but they have in common aligning academic and support services and adding practices hypothesized logically to be effective in addressing Latino student needs and closing the equity gaps that persist in spite of systemic reforms. This Excelencia research has greatly increased knowledge of what works for Hispanic-serving institutions like Gavilan that commit to achieving equitable student outcomes. It has inspired project planners to develop this transformative project—*Juntos Avanzamos,* which translates to "together we advance"—as a well-designed action plan for Gavilan to fully actualize its ethos of care. It goes well beyond typical Guided Pathways efforts to redesign Gavilan College into a pathway for upward socioeconomic mobility specifically around the strengths and needs of Hispanic students, demonstrating what it truly means to be an equity-minded Hispanic-*Serving* Institution.

Description of CDP Analysis and Planning Process – Strategic planning and shared governance are deeply rooted in Gavilan's management operations, as evidenced by the development of the college's new strategic plan, which resulted from a collegewide, fully participatory planning process. The goals of the strategic plan focus on student success and equitable completion, and they provide a "north star" for a new five-year development plan designed to advance Gavilan in its ability to effectively support the completion and career attainment of its majority-Hispanic student population.

The CDP planning team was co-led by Randy Brown, the main architect of Gavilan's past initiatives to increase the success of our most at-risk students, and Denee Pescarmona, Gavilan's dynamic Vice President of Academic Affairs and Student Services. The CDP planning process was integrated with the college's recent accreditation self-study that lasted two years leading up to our successful reaccreditation in January 2019, the comprehensive Program Review of every academic program, and the intensive work of the college's Guided Pathways inquiry and design teams. The planning team included a wide and diverse representation of college leaders and directly addresses all Title V priorities. In addition, Gavilan is committed to seeing itself through its students' eyes and, in the college's centennial year, has made *student voice* the annual theme. Because of this, **students' opinions were an integral part** of the CDP planning process.

The CDP is equity-minded. Gavilan recently published its *2019-2022 Student Equity Plan* after a comprehensive, collegewide process to explore, analyze, and address student equity gaps. This plan was developed and vetted through the shared governance process and was presented to every constituent group, including students, and finally approved by the Board of Trustees. Gavilan's Student Equity Plan was highly influential in Title V project planning

because it provided strong evidence of gaps, as well as guidance about the most critical

touchpoints for closing these gaps. The strategies identified in the Student Equity Plan align

closely with the systemwide chancellor's office Vision for Success and will allow the Title V

project to help Gavilan meet its large-scale goals.

The Title V Planning Committee
• Kathleen Rose, Superintendent/President
• Denee Pescarmona, VP Acad. Affairs & Student Services; Accredit. Steering Cmte.; Strat. Planning
• Randy Brown, Dean; Title V Project Director; Accreditation Tri-Chair; Acad. Student Services Group
• Karen Warren, Faculty, Current Title V Activity Director; Academic Student Services Group (ASSG)
• Sydney LaRose, Coordinator, Planning & Instit. Effectiveness; Accreditation Standard Tri-Chair
• Pilar Conaway, Executive Assistant to Vice President of Academic Affairs
• Annette Gutierrez, CalWORKs; Fresh Success; Food Pantry Supervisor
• Carina Cisneros, Interim Dean, Student Equity and Special Populations
• Jackie Richburg, Career Transfer Center; Strategic Planning Committee
• Ryan Shook, Coordinator, Student Life Center; Equity Committee; Manager, Peer Mentors; ASSG
• Leslie Tenney, Counselor, Curriculum Committee Chair; GP Mapping Lead
• Carla Velarde-Barros, Counselor; Equity Committee
• Megan Wong, Learning Commons Coordinator
• Marla Dresch, Math Instructor/STEM III Activity Director
• Doug Achterman, Head Librarian
• Nikki Dequin, Instructor; Chair Kinesiology & Athletics; Academic Senate President
• Veronica Martinez, Interim Dean, Enrollment Services and Student Pathways
• Megan Wong-Lane, Learning Commons Coordinator; Facilitator, Academic Student Services Group
• Eduardo Cervantes, Interim Dean, Arts, Humanities and Social Sciences
• DeWitt Stucky, Counselor; Equity Committee
• Jan Bernstein Chargin, Director, PIO; Accreditation Steering Committee
• Jennifer Nari, Interim Dean, STEM
• **Student members of discussion panels and Guided Pathways workgroups**
Milestones Impacting CDP
• *Reviewed internal and external research* on student success, community needs, professional development, gateway course success, completion milestone barriers, and equity-mindedness
• *Deeply embedded project planning & research into institution-wide processes* underlying planning and accreditation
• *Studied latest literature on effective implementations of the GP framework*
• Held a series of *broadly inclusive GP retreats and design sessions*
• Held multiple *student panels and embedded students as co-designers* throughout GP workgroups
• We reviewed our recent WASC *accreditation self-study*
• Took into account *recent California legislative policies*
• *Held intensive equity institutes* with well-respected equity-mindedness scholar, Diego Navarro
• Integrated project planning with comprehensive Program Review of every academic program; a *process that included explicit inquiry and planning requirements around improving equity*

Excerpt from 2019 Gavilan Student Equity Plan
Gavilan College has adopted Equity as part of its Principles of Community, as reflected in Board Policy 2715. These Principles guide the institution's actions, college's shared set of values and our community's daily practice. An equity-oriented campus culture is characterized by values that reflect a commitment to address historical and contemporary inequities. Adherence to the Principles of Community are the professional responsibility of all staff. Gavilan's Principles of Community are as follows: Equitable. Diverse. Inclusive. Purposeful. [values statements omitted for space] In practicing these values, Gavilan College, as a federally designated Hispanic Serving Institution, has a strong commitment to contributing to the Chancellors Office's Vision for Student Success goals of reducing statewide equity gaps among traditionally underrepresent groups. Latinos have been identified as one of the student groups that is less likely to reach a defined end goal such as a degree, certificate, or transfer. […] Gavilan College is committed to acknowledging and addressing local equity gaps.

Identification and Analysis of Gavilan Strengths and Weaknesses. Gavilan has maintained high academic quality in a wide range of certificate, degree, and general education programs as the college has faced the challenge of adding thousands more students underprepared for college as the result of inadequate and inequitable preparation in the local K-12 system. The recent reaccreditation attests to the strengths of Gavilan's quality as a public community college. Gavilan has taken many steps, with strong faculty leadership and support, to make all programs more responsive to the needs of Hispanic and other low-income students. For example, Gavilan's Continuing Education (CE) program is a regional model for community-based instruction and has over 20 locations throughout the region, particularly in high immigrant and low-income neighborhoods to serve as an entry point for students that would not have traditionally accessed the college. Now, nearly 40% of ESL community-based students successfully transition to credit ESL on the main campus of Gavilan and approximately 21% of all new students came from the CE program. While access has increased, completion remains a problem. Though incremental improvements have occurred (e.g., Scorecard completion rate for Hispanic students has gone up 7 percentage points over last five years—see table on p. 5), success and completion indicators are still too low, and troubling equity gaps remain.

Summary of Gavilan Research Revealing Troubling Equity Gaps at Key Milestones
• *Low applicant conversion rate*: Only 46% of people that apply to Gavilan enroll in courses • *Gap in course success rates:* 69% Hispanic; 79% white

- *Too many students leave with nothing to show for their time at Gavilan; large equity gap:*
  - 38% of Hispanics and 19% of whites earned no units in fall term
- *Huge equity gaps in 30-unit momentum point rate (10 pt gap) and completion rate (9 pt gap)*

Gavilan Most Recent Vision for Success & Scorecard Data			
	All	**Hispanic**	**White**
Enrollment/headcount	9,411	5,650	2,520
% of Enrollment	100%	60%	28%
Applicant Conversion at Gavilan	46%	51%	44%
Course Success	72%	69%	79%
Completed Transfer Level English within one year	25%	26%	28%
Completed Transfer Level Math within one year	11%	11%	11%
Completed 0 Units in fall term	32%	38%	19%
Reached 30-unit momentum point attainment rate	66%	62%	72%
Degree/Transfer completion rate	46%	42%	53%

Strengths and Weaknesses of Academic Programs. Gavilan provides high-quality,

academically rigorous instruction in a comprehensive transfer and vocational curriculum.

Gavilan faculty are top-notch content specialists, many of whom are award-winning scholarly

researchers as well as committed teachers in over 23 academic areas of study. Gavilan faculty

have led the way to address the challenges that threaten academic quality and our students'

opportunity to learn and complete a meaningful degree. Their commitment to student success is

evidenced by the many innovative faculty-driven programs to improve student outcomes.

Summary of Strengths & Weaknesses in Academic Programs	
Project-Relevant Strengths	**Weaknesses and Opportunities**
The Guided Pathways (GP) movement has helped Gavilan finalize and gain consensus on their meta-majors and program maps—GP components explicitly required by the state. **The process has spurred broad, authentic engagement of Gavilan employees across all functions, and enabled a strong start** in aligning CTE programs offered by local feeder schools with Gavilan's programs as part of the Make Bank marketing and pathways project.	**Retention is far too low and inequitable.** At our scale, our low 55% fall-to-spring retention rate means that over 1,500 enrolled students are lost before the start of their second term. For an HSI like Gavilan with over twice as many Hispanic students as any other ethnic group, this needs to improve both for the stability of the institution and for the needs of the community.
A comprehensive Program Review process covering *all academic programs* carried-out this year mobilized a will and capacity among faculty to use data and evidence to improve academic programs and make them more equitable. **Intentional**	Overall, nearly one-third of all students that were enrolled in classes in Fall 2017 earned *zero degree-applicable units*. The situation is much worse for Hispanic students, especially those that are undecided on their major; over

improvements are based on key data insights, such as the need to organize academic programs into clear career paths with early career advisement and career experience motivated by the observation that the retention rate for Hispanics with a declared major and career goal is over twice that of undecided Hispanic students, and the effective much less pronounced for their more affluent White peers. Fall-to-spring retention among undecided Hispanic students is a mere 29%.

Giving all students the opportunity to take transfer-level math and English courses immediately is a major accomplishment for Gavilan in terms of equitable opportunity. While this represents an equity improvement, transfer level curriculum is faster-paced, services are more disconnected from instruction, and faculty are accustomed to working with a narrower range of learning styles than in basic skills courses. Therefore, **now is a critical time in order to strengthen the integration between student services and instruction in key gateway courses**, as well as enhancing targeted professional development, to provide a greater degree of support through the transition.

Major statewide policy shifts are fundamentally changing placement and remediation practices at all CCCs. With the passage and implementation of CA Assembly Bill 705 (AB705), colleges are no longer authorized to use a high-stakes assessment test (like the popular Accuplacer assessment)—an important step in removing barriers to degrees for California's underserved Hispanic population. At Gavilan, **faculty have led the way in changing placement policies to** allow all students to begin their studies in transfer-level math and English—**a start that research shows gives all students a 2-3 times higher chance of completion.**[17]

Gavilan's faculty recognize that due to disadvantages in college-preparation they receive in the local K-12 system, Hispanic and other low-income students need academic supports that work for them where they need them most. Faculty-driven pilot-testing of embedded supplemental instruction in STEM classrooms has found that grades and retention were significantly improved, with full representation of

half of the undecided Hispanic students enrolled at Gavilan College in Fall 2017 earned zero degree-applicable units. Gavilan's Hispanic students are much more likely to be low-income than their peers, and the sacrifices they must make to attend college are much more impactful on their lives. If students are struggling with basic needs, staying in college becomes secondary to survival. **Providing students with the tools and understanding to take control of their financial lives is now understood as essential to improving equity in completion and making career central to the academic experience is a key element.**

Overall, there is a 10-point gap in the course success rate between Hispanic students and white students. Transfer-level math and English courses are key gateways to degree completion as they are prerequisites for many other courses, and their delayed completion has a ripple effect throughout a student's education plan. Gavilan has three writing labs and two math labs which are narrowly focused or are disconnected from course content and assignments. Piecemeal skills help is not enough and often counter-productive. Past efforts to centralize academic support services have made progress, but the challenges students face on campus and off are such that still too few are receiving the services they need. **The problem requires further advancement in networking services toward a holistic approach and integrating them into the classroom where they can help more students.**

HSI scholars describe the disenfranchisement Hispanic students tend to feel in higher education settings. This is the result of many factors, including disparities in K-12 educational quality undermining academic preparedness, low academic cultural capital as a result of being first-generation college students, and heavy financial burdens forcing students to work long hours and therefore only interact with the campus in a minimal way. These factors lead to a diminished sense of

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[17] Hern, K. (2019). Getting there: are California community colleges maximizing student completion of transfer-level math and English?: a regional progress report on implementation of AB 705.

Hispanic students among those seeing benefits. Average course grades were positively associated with participation time, with the greatest bump to grades coming after 18 hours of participation. **These findings suggest that a key ingredient is indeed bringing academic supports into the classroom**. This way participation rates can be higher and more equitable than with less intrusive out-of-class models, which can only adequately reach more affluent students who do not have the burden of long work hours to make ends meet.	belonging, as well as a lack of trust that college can really be a path to a better life. Studies have shown that most students decide within the first six weeks of attending a new college whether they feel like they belong at that institution.[18] **To foster an early sense of belonging, we must make conscious efforts to create opportunities for community and make students aware of the resources available to them,** and these efforts must be focused on reaching all students at the beginning of their first term at the college.

Institutional Management Strengths and Weaknesses. Gavilan has a well-established management capability that is demonstrated in excellent campus facilities and above average student outcomes. Our managers are committed to closing the equity gap and view this as a mission-critical goal. As Gavilan has grown, department and division-specific programs and services have been added to acknowledge the strengths and meet the needs of our diverse student population. The recent accreditation results attest to the strengths of our administrative structures and our managers' commitment to improving student success and degree completion. The passage of a recent voter-approved facilities bond measure reaffirms the community's faith in the quality of service offered by Gavilan College.

Summary of Strengths & Weaknesses in Institutional Management	
Project-Related Strengths	**Weaknesses and Opportunities**
Managing an HSI requires equity-minded thinking at all levels, and Gavilan managers recognize the disparities in serving the Hispanic community and the implications for Gavilan as a vital community resource. **Gavilan's managers recognize that obstacles students face outside the classroom**—particularly Hispanic and other low-income students whose access to opportunities are diminished by societal inequities—**hinder their academic success**. In today's information economy, this fuels a vicious cycle as low and inequitable academic performance keeps students locked into the same cycle of poverty they have inherited. A growing body of research is	Though Gavilan has a robust Equal Employment Opportunities emphasis embedded into its hiring practices, we have struggled in attracting Hispanic faculty. The huge ethnicity gap between faculty and students drives a cultural disconnect between faculty and students, putting an emphasis on equity-minded professional development. More faculty must adapt their methods to help underprepared Hispanic and other low-income students, but cultural competency goes beyond classroom pedagogy. **Too many Gavilan employees across all functional units have**

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[18] Strayhorn, Terrell L. *College students' sense of belonging: A key to educational success for all students*. Routledge, 2018.

shining a light on the problem of housing instability and food insecurity among community college students. A Fall 2018 survey of California Community Colleges (CCC) found that 56.8% of respondents had direct contact with students experiencing basic needs insecurity multiple times per week or every day.[19] **Recognizing this problem, Gavilan managers have brought on many services aimed at "serving the whole student"** (e.g., food pantry, mental health services) or partnered with community organizations that provide them (e.g., social work, legal clinics). Project planners were impressed with the successful SparkPoint Center model developed and provided by United Way, which will allow Gavilan to provide a one-stop location where students can receive a suite of basic needs and financial literacy services.

There is consistent evidence that Gavilan's student services make a measurable difference in student success outcomes, but *only for those students that access them*. For example, *financial aid works, but access rates are too low and inequitable.* Though this is correlational data, it is worth noting that "bumps" in success indicators associated with financial aid observed among Hispanic students are considerably larger than those observed among white students.

Milestone Attainment of Recent Student Cohort Tracked 10 Terms				
	Hispanic		White	
Fin. Aid:	Y	N	Y	N
2nd Term Retent	83%	46%	78%	78%
College Engl.	39%	8%	38%	47%
College Math	37%	8%	40%	43%
Earn 30 Units	39%	8%	38%	43%
Complete	15%	3%	15%	16%

Gavilan has a strong financial aid team, and much work has gone into improving the way it supports students in completing financial aid applications. They are in early pilot phase using an online tool that enables staff to remotely help students complete applications. However, no matter how effective the support service is, it cannot help students that it does not reach.

an insufficient understanding of how their roles contribute to students' overall success. All employees must develop a deeper understanding of the effects of poverty and infuse this understanding into their daily practice at the college. All employees need help to actualize new roles in an equity-minded college.

Mechanisms for connecting students with services must improve, and the equity imperative requires a more active approach. It is not enough to have effective services if they are anchored in a passive ecosystem that requires students to figure out how and when to use them. The neediest students have been shown to be the least likely to be able to connect themselves with services that can help them. In the case of accessing financial aid, too few students apply for financial aid. Though it is difficult to tell just how many students are leaving money on the table, we do know that only 36% of all Gavilan students receive financial aid, which is below the expected rate given the socioeconomic indicators in the service area, and Hispanic students are underrepresented among financial aid recipients. Understanding financial aid take rate dynamics is a challenging research area that has been tackled by major research organizations, including the Wheelhouse Center for Community College Leadership and Research. In a recent study, Wheelhouse researchers estimate that systemwide, 22% of CCC students that are eligible for Pell Grants do not receive their awards.[20] Gavilan is not alone in facing this challenge, but Hispanic students at Gavilan may be harmed more than those at other schools due to the dramatic disparities in financial resources when compared to their significantly more affluent white peers—a conjecture supported by the stark differences in outcome measures associated with access to financial aid.

[19] California Community Colleges Basic Needs Survey Report, 2018. Survey participants included administrators, faculty and staff from 105 of the 114 California community colleges, and these participants heavily represented student services and categorical departments.
[20] Martorell, P., & Friedmann, E. (2018). Money Left on the Table: An Analysis of Pell Grant Receipt Among Financially Eligible Community College Students in California. Wheelhouse Research Brief, 3(3).

Fiscal Stability Strengths and Weaknesses. Gavilan has a long history of conservative fiscal management and aggressive resource development to supplement inadequate state funding, enabling its history of investing wisely to improve student outcomes. Increased retention will improve the fiscal foundation for Gavilan and its community, as low retention rates undercut enrollment-based funding. However, the CCC system is at perhaps the most impactful juncture in its funding history—the transition to the so-called *Student-Centered Funding Formula (SCFF).* California has taken steps in the past to fund programs based on performance indicators, but efforts have been siloed within categorical funds. The new SCFF takes the greatest leap toward performance-based funding in the State's history, and it has created the greatest degree of fiscal uncertainty in at least the last two decades. Simultaneously, it has spurred an unprecedented degree of intentionality about the direct linkages between institutional investments and equitable student success. The primary role of every college employee has shifted from providing a service (with success measured and funding determined by the amount of service provided, e.g., number of students in classes or in counseling appointments) to ensuring that students achieve their goals (with success measured and funding determined by student outcomes). The Guided Pathways framework is providing the theoretical foundation for linking this explicit connection between funding and student success to reforming the operations of the college, but it must be applied to focus on the success of Hispanic students. **Gavilan simply cannot afford to maintain the status quo in student success; it must improve**.

Summary of Strengths & Weaknesses in Fiscal Stability	
Project-Relevant Strengths	**Weaknesses and Opportunities**
For 30 years, we have had sound fiscal management. We have not laid off any full-time personnel. Past State experiments with performance-based funding through categorical funds have helped us reach a state of readiness for this fundamental shift, focusing all efforts on	**Stakes are higher than ever as CCC's move toward performance-based Student-Centered Funding Formula (SCFF).** California will soon make funding dependent on explicit success and equity measures, replacing a major portion of the past automatic enrollment-based apportionment.

only those interventions that hold the most promise.

Gavilan has effective services that are associated with improved outcomes for needy students (e.g., students receiving services of the financial aid office persist and pass gateway classes at higher rates), but this can only help the students that are connected with the services. The "build it and they will come" mentality is outdated and ineffective. Also, financial aid is only a piece of the puzzle for low-income students who need comprehensive services addressing financial literacy and basic needs.

Resource Development. Gavilan has strong history of seeking alternative funds to offset state and local cutbacks. Further developing this capacity by ensuring human resources are applied to only seeking those grant projects that advance the college in an overarching strategic development and improvement trajectory is a major priority taken very seriously by project planners.

Gavilan has invested in technology for student success, like online financial aid tools and early alert, inadequate funding has led to independent systems that do not integrate well. This undermines the effectiveness of these tools, compromises their sustainability, and increases inefficiencies. More needs to be done to establish a holistic, "systems approach" to technology across all college operations.

Missed opportunities to connect students with services have multi-fold impact. With explicit equity measures tied to funding in the SCFF (e.g., the institution receives more funding for a degree completion by a Pell-eligible student than one not receiving financial aid) is both a missed opportunity for critical support for the student, and a missed opportunity for increased funding for the college.

Gavilan's growth has outpaced its ability to coordinate across functional units. The Information Technology (IT) department has worked hard to provide tools that support increasing demands on information management and communications, but **limited resources have led to a piecemeal approach to implementing technology tools.** Despite efforts aimed at addressing identified gaps in service, the labor required to maintain independent systems is quickly outpacing the benefits they provide. A comprehensive solution to communication, coordination, caseload methods, and networking services is needed to actualize the most promising HSI best practices.

Operational costs continually increase. Gavilan is too dependent on state funds; 50% of our tuition ($46 a unit) barely covers costs. *Volatility* is made worse by low-income service area. Approaches to filling gaps in major aspects of operations, such as technology, has grown too piecemeal since general fund resources are inadequate for needed comprehensive overhauls to systems.

Distilling the problem. **The serious problem for Gavilan of low and inequitable completion rates for Hispanic students is clearly interrelated to the inequitable socioeconomic conditions for Hispanics in the service area.** Education is the key to reversing the cycle of poverty, lack of access to basic needs, inequitable career opportunity, and others socioeconomic inequities. **We believe Gavilan's effectiveness as an HSI is measured not only by student outcomes but also by the college's response to the social justice crisis in its service area.** Dr. Gina Garcia is one of the leading scholars studying Hispanic-serving institutions. She and other scholars are exploring what it means to be Hispanic-serving rather

than simply Hispanic-enrolling. In her 2019 book, *Becoming Hispanic-Serving Institutions: Opportunities for Colleges and Universities*, Dr. Garcia makes a strong research-based case that HSIs must adapt much more to serve their Hispanic students fairly and adequately. Her research agrees with findings by Excelencia in Education that in order to be effective in closing equity gaps Gavilan's approach to Guided Pathways reform must be

> "To be Hispanic-serving means to be welcoming to all students, regardless of experiences and academic abilities. We have to accept students for who they are and then help them to become productive citizens who give back to the disadvantaged communities that they came from. Being from the 'hood is not a deficit, it's an asset." ~ G. Garcia, *Becoming HSIs*, p. 69

designed specifically to meet the needs of Gavilan's Hispanic student population. The college has many strengths relevant to this project, and Title V funding provides the means for Gavilan to chart a path forward in becoming the much more effective HSI so desperately needed by the students and the region—*Juntos Avanzamos* is that path forward.

(a)(2) PROJECT GOALS

The CDP Planning Team reviewed extensive data and evidence and analyzed all available information in light of the goals of the Title V Program and Gavilan's current planning direction and readiness. The following five-year goals resulted from this analysis.

Goals Related to Results of Comprehensive Development Planning & Analysis	
Goals to Improve Completion & Equity	**Relationship to CDP Strengths and Weaknesses**
Goal #1 (Academic Programs): Reinvigorate the Gavilan student experience by making *career* central, not peripheral, to the academic experience.	
• **Goal 1.a:** Create and make default a goal-planning and career planning freshman seminar course ("College 1") in the schedule of all students in each Career Cluster to help students make the transition between high school and college, foster a sense of belonging, help students makes informed choices, and strengthen clarity about transfer and career opportunities at the end of their chosen college path.	Hispanic and low-income students' barriers to higher education are compounded by a lack of clarity in the ways educational pathways connect to the workforce and create clear opportunities for economic mobility. By focusing first on career within a community, students can explore the explicit connection between their academic goals and their career goals to make informed choices and feel

• **Goal 1.b:** Raise awareness of high school students of the regional workforce needs and the college's high-wage pathway options in career education. • **Goal 1.c:** Increase the number of Hispanic students successfully placed in internships to quickly connect students' academic experiences to job-related skills.	supported in making those decisions from peers, advisors, and faculty. These efforts will decrease the number of zero-degree applicable units and increase retention and persistence.
Goal #2 (Institutional Management): Develop an innovative *coordinated care* approach customized to the strengths and needs of Hispanic students that fosters a college culture of inclusion, engagement and excellence through improved communication, coordination and collaboration, and makes equity a top priority.	
• **Goal 2.a:** Centralize efforts to provide assistance for students' basic needs, increase financial literacy among students, and promote the availability of financial aid and career exploration tools. • **Goal 2.b:** Monitor students' progress and use technology effectively to communicate with students and intervene when they go off track. • **Goal 2.c:** Engage faculty and staff in equity-minded staff development to respond to the strengths and needs of Hispanic students. • **Goal 2.d:** Increase hiring of Hispanic faculty and staff to more accurately reflect the diversity of the student body.	Hispanic and low-income students in Gavilan's service area are more likely to experience food and housing insecurity. These issues must be addressed first in order for a student to thrive in an academic environment. Once a student is on their pathway, it is crucial for that student to feel a sense of belonging to the institution. Leveraging technology, Gavilan staff and faculty will view experiences with students (digitally or in-person) holistically and be able to connect students to the support they need when they need it.
Goal #3 (Fiscal Stability): Increase student outcomes and close equity gaps to ensure alignment with state-mandated performance-based funding focused on student equity and student success.	
• **Goal 3.a:** Integrate learning assistance and student support directly into transfer-level mathematics and English to make it unavoidable to students. • **Goal 3.b:** Leverage presence in feeder high schools to deliver financial aid and literacy information early in students' educational pipeline.	Gavilan relies on public funds to hire quality faculty and stabilize operations. A new funding formula that includes performance-based metrics requires the college grow access, persistence, success, and completion rates among Hispanic students (equity metrics).

(a)(3) PROJECT OBJECTIVES

The following interrelated CDP objectives, are essentially the summative five-year objectives for Gavilan's proposed Title V project. Strategies are designed to work together to achieve incremental increases in targeted student outcomes along the completion pathway (*i.e.,* milestone achievement) and move Gavilan forward toward all Title V goals. Implementation

strategies actualize Guided Pathways and Excelencia in Education's *What Works for Latino Students* principles for maximal impact on equitable student success at Gavilan. Objectives are measurable, work in concert to show progress toward meeting all goals and are consistent with Gavilan's Strategic Plan Goals and key statewide performance indicators.

Relationship of Objectives to Institutional Goals & Areas of Growth		
Measurable Objectives[21]	**Gavilan College Strategic Plan Goals (2019-2022)[22]***	**Contributions to Growth and Self-Sufficiency**
1. Increase the number of students completing the following critical onboarding milestones by 10% over the 2017-18 baselines a. FAFSA or CA Dream Apps b. New Student Orientation c. Student Education Plan (SEP) d. Pilot *College 1* to 500 students and scale up to 700 students. *[Grant Years 3-5][23]*	*Successfully implement Guided Pathways.* *Ensure adequate support services are in place to help student enter and stay on their pathway.*	A central tenet of Guided Pathways is to help students get on their chosen paths quicker and with greater ease. The development of a new student orientation and *College 1* to support these onboarding steps will be contained within grant activities and timeline.
2. Increase the number of students completing the key gateway courses by 20% over the 2017-18 baselines and eliminate equity gaps: a. First transfer-level English b. First transfer-level Math	*Within three years, increase the proportion of students completing transfer-level English and Math within one year of matriculation.*	Students that complete transfer-level English and Math are more likely to transfer to a four-year institution or complete an associates degree or certificate.
3. Increase the one-year persistence of first-time students by 8% over 2017-18 baseline	*Provide robust academic, technological, and support services to ensure intentional interventions are received by all students at appropriate times*	Increased persistence and retention will increase the college's overall enrollment and will increase the total number of degrees and certificates earned.
4. Decrease the number of excess units at completion or transfer by 12 units compared to the 2017-18 baseline and eliminate equity gap.	*Decrease the average number of units taken by graduates*	Also a goal of the CCC *Vision for Success* - students spend less time and money to reach their goals.
5. Increase the degree and certificate completion or transfer rate by 5% over 2017-18 baseline and reduce equity gaps.	*Increase the number of students completing associates degrees, completing certificates, or specific skill sets that prepare students for in-demand jobs*	At the heart of every institutional reform effort is the goal of increasing the completion of students' goals. The SCFF incentivizes this with additional funding to the college.

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[21] Additional details such as baselines and process measures will be given in sections c(1) and c(2)
[22] https://www.gavilan.edu/administration/board/strat_plans/Gav_strategic_plans_2019-2023.pdf
[23] Since project activities will develop and create this course, the timeline for the new course approval process from the state as well as articulation to four-year universities will not allow students to begin taking the course until year three of the grant.

6. Diversity Training and Hiring
  a. Increase the number of faculty and staff that receive Equity-Minded training and professional development
  b. Increase the proportion of full-time, tenure track Hispanic faculty by 10%
	Through implementation of the Equal Employment Opportunity plan, engage in continuous training and professional development for all employees on the goals of the EOO plan and how each employee can contribute to achieving the goals and ultimately increasing student success	A campus culture of equity-mindedness and a more diverse faculty that improve all student outcomes. The college will use this jump-start in professional development from grant activities to drive long term investments in diversity and inclusion.

*Equity Throughout – Close outcomes gaps between Hispanic students and white students in the above measures		

(a)(4) INSTITUTIONALIZATION PLAN

In California, funding for community colleges has undergone a significant change from funding based 100% on enrollment to a Student-Centered Funding Formula (SCFF) that is calculated based, in part, on student performance metrics. The performance-based allocation of the SCFF is calculated based several factors, including the number of students that complete an associate's degree, an associate's degree for transfer, a certificate, successfully transfer to a 4-year institution, and completion of transfer-level math and English within one year. Though any change this profound to the formula underlying overall apportionment funding creates difficult uncertainty, it also presents an unprecedented opportunity to establish long-term sustainable funding for programs that are effective at increasing student success.

The nature of the SCFF is such that project planners were able to calculate the increase in funding that would result from realistic increases of the student success metrics. The GP framework has been adopted by the Chancellor's Office specifically because it holds to most promise in achieving the Vision for Success, and the student success metrics in the SCFF were specifically designed to measure progress toward realizing this vision. **Increasing the number of students completing the milestones underlying the SCFF by 5% would result in an additional $186,000 of state funding each year.** The level of increase is both realistic and

likely to be achieved from faithful implementation of the well-designed action plan in this

project. In reality, the increases are likely to be higher because of additional dynamics such as

current failures to properly identify Pell-eligible students—a student group identified for an

increased funding rate per student achieving SCFF milestones. Studies indicate that **nearly 25%**

of Gavilan students meeting Pell eligibility requirements are not identified as such due to

missing applications and missed opportunities to connect students with financial advising

services.[20] Furthermore, technology-enabled strategic nudging, a strategy employed by this

project (*see* sections (b) and (d) of this narrative) has been shown to increase financial aid

completion rates.[24] This increase in funding will surpass the ongoing costs of institutionalizing

structures developed and proven-effective by Title V funds for this project.

Institutionalizing Practices and Improvements, Including Resources for Sustainability
• *Project Director and Activity Director* will have temporary re-assignments to support faculty/staff teams in the three Activity Parts, inclusive of the 5-year project. Afterwards, they will return to previous campus positions (Brown to Dean, Student Foundations, and LaRose to Coordinator, Planning & Institutional Effectiveness).
• *Lead Developers:* The Embedded Supports and Faculty Development Coordinator, Coordinated Care Model Developer, and Starfish & Technology Integration Specialist are all developmental positions and will end at the conclusion of the grant. Their role is to develop and pilot a new model of operations that allows the college to reinvent how it deploys existing institutional resources.
• *El Centro Developer:* The grant will enable Gavilan to implement a SparkPoint center that connects services addressing the needs of the "whole student." Once established, the college will select and fund a permanent person to manage the center. *(SparkPoint Developer estimated ongoing annual cost ~ $60,000 – Gavilan is 100% committed to institutionalizing)*
• *Embedded Tutors and Peer Coaches***:** In Year 5 of the grant, the college will begin to institutionalize the embedded tutor/peer coaching program. With increased student success, which in turn means more Student Success Allocations from the state, the program will be self-sustainable. (*estimated ongoing annual costs ~ $85,000 – Gavilan is 100% committed to institutionalizing*)
• *Professional Development Services/Programs:* A lot of research and planning went into the selection of which PD services/programs would improve the success of our students the most, while being able to sustain the program after funding ended. The **Equity-Minded Practitioner Certificate** will be developed under grant funds, but once the online training modules are created, faculty will complete the modules covered by the annual Faculty Development FLEX hour commitment. The **Faculty Diversity Internship Program** and **Adjunct Faculty Mentorship Program** will have ongoing costs that will be picked up by the college and institutionalized using ongoing Faculty Development funding. (*estimated ongoing annual costs ~ $17,500 – Gavilan is 100% committed to institutionalizing*)

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[24] Rios-Aguilar, C., et. al. (2018). Test Me: The Promise of Strategic Nudging to Increase Student Awareness and Access to Financial Aid. Wheelhouse Research Brief, 3(4).

> - ***Technology:*** The continuing Starfish software licensing costs will be picked up by the college if it is found to be effective. Starfish and technology consultants will be contracted on an as needed basis. *(estimated ongoing annual costs ~ $70,000 – Gavilan is 100% committed to institutionalizing)*
> - ***External Evaluator and Research Analyst:*** Costs will no longer be required after the grant ends.

(a)(5) THE INSTITUTION'S FIVE-YEAR PLAN TO IMPROVE SERVICES,

specifically addressing services to Hispanic and low-income students.

Gavilan's CDP *is* our five-year plan to improve services to Hispanic and low-income students, directly and logically addressing the biggest problems affecting our capability to be the resource our majority-Hispanic student body and service area need. The CDP is intentionally focused on moving Gavilan forward as a Hispanic-*serving* institution. Excelencia in Education encourages colleges to implement pathway programs like those promoted by the Guided Pathways redesign movement because they "recognize today's college students' needs, making them beneficial to Latino students,"[25] but they also caution that implementation efforts must be responsive to the specific needs of Hispanic students in order to close the equity gap. This Excelencia research on best practices for adapting pathways to the strengths and needs of Hispanic students greatly influenced our plan for serving Hispanic students and overall project design (see Section (b)(1)).

Complementing Excelencia's recommendations in her extensive work on HSI effectiveness and identity, Dr. Gina Garcia argues that both an emphasis on closing equity gaps in academic outcomes and an emphasis on enacting a culture that enhances the racial/ethnic experiences of Hispanic students are essential to actualizing a true Hispanic-*Serving* identity. Her research provides promising evidence that an HSI culture where Hispanic students can feel linguistically, culturally, and racially connected to peers, faculty, and administrators will lead to

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[25] Excelencia in Education. (July 2017). *Pathway Programs: An Approach to Increasing Latino Student Degree Attainment.* Highlighting What Works for Latino Student Success. www.EdExcelencia.org.

desirable outcomes, such as sense of belonging, persistence, and graduation. *Juntos Avanzamos* has significant potential to eliminate Gavilan's equity gaps in key areas including access, persistence, and completion because it builds on programs and services proven effective in reducing these inequities *and* because it includes an explicit and evidence-based focus on improving the campus climate to recognize Hispanic students' racial and cultural ways of knowing and enhancing their sense of belonging. *Juntos Avanzamos* is designed taking all of these evidence-based recommendations into account (design details in Section (b)).

Hallmark Characteristics of Effective Hispanic-*Serving* Institutions
Provide high-touch, high-impact practices for students including advising, internship opportunities, and active connections to a diverse financial aid package – These practices help students make important connections between school and their life trajectory, as well as connect students to critical supports that help them persist to completion.
Foster Hispanic students' sense of belonging – Best practice models for HSIs identified by Garcia and her colleagues include (1) providing curricula and programs that help students get a strong and connected/networked start at the institution; (2) hiring employees committed to equity and providing equity-minded professional development; and (3) reinforcing bilingualism and the preservation of the Spanish language. These efforts support a campus climate communicating to students that the institution will take care of them and accept them for who they are, as opposed to pushing them to conform to dominant norms prevalent in academia.
Collaborate with institutional partners that share a common mission – Institutions that recognize they are one part of an ecosystem of support can leverage other resources to do more for their Hispanic students. Collaborating with like-minded organizations including parent and civic groups and community and business partners allows HSIs to deliver a level of support that these underfunded institutions could never muster alone.
Value and embrace non-dominant input, process, and outcome variables – To better serve Hispanic and other low-income students, HSIs must assess institutional effectiveness on factors that include but go beyond dominant measures of student outcomes. Campus racial climate, levels and quality of civic and community engagement, and providing opportunities for flexible certificate paths are all ways in which HSIs can better serve Hispanic students, and scholars continue to build the evidence base that these efforts lead to improved, more equitable academic outcomes.

The proposed project is a five-year plan to accelerate Gavilan's trajectory towards excellence as a Hispanic-*Serving* Institution—a true Guided Pathways HSI. All CDP Goals for the Title V project are focused on increasing student success, intentionally acknowledging the role played by institutional culture and identity. Interrelated project strategies will include integration of supplemental learning tools and technology as well as actualizing a coordinated

care team, practices known to have a high impact on Hispanic and high-need student success. All

CDP Objectives were designed to ensure that improvements will be widespread and deeply

rooted across Gavilan's learning environment, so Hispanic and other high-need students will

receive the necessary support to reach their transfer and degree goals.

Overview of the Five-Year Comprehensive Development Plan to Improve Services to Hispanic and Low-Income Students	
5-Year HSI Goals & Objectives to Improve Student Outcomes	**Improved Services to Hispanic/Low-Income Students**

Goal #1. Academic Programs*:* Reinvigorate the Gavilan student experience by making *career* central, not peripheral, to the academic experience.
 Goal #2. Institutional Management: Develop an innovative *coordinated care* approach customized to the strengths and needs of Hispanic students that fosters a college culture of inclusion, engagement and excellence through improved communication, coordination and collaboration, and makes equity a top priority.
 Goal #3. Fiscal Stability: Increase student outcomes and close equity gaps to ensure alignment with state-mandated performance-based funding focused on student equity and student success.
 Objective 1. Access. Increase proportion of students completing the following critical onboarding milestones by 10% over the 2018-19 baselines:
     a. FAFSA or CA Dream Apps
     b. New Student Orientation
     c. Student Education Plan
     (SEP)
 Pilot *College 1* to 500 students and scale up to 700 students.
 [Grant Years 3-5]
 Objective 2. Gateway Course Success. Increase the number of students completing the key
	All Activity strategies were selected based on research about **what works best to improve Hispanic student outcomes**
	 Strategy #1: *Beyond Financial Aid*—**Making transparent the connection between academic planning, financial literacy and aid, and career planning.**
	 ➢ Redesigned Orientation – An online, unavoidable orientation (offered in Spanish as well as English) will require students to indicate whether they have filled out a FAFSA. Those students that have not completed the FAFSA will be contacted and followed up with using a case management model by the Coordinated Care Team.
	 ➢ College 1 – A freshman seminar course that focuses on the connection between academic planning and career planning as well as financial literacy will be part of the default schedule of every student and will be contextualized to each Career Cluster.
	 ➢ *El Centro* – A new hub housed within the Career & Transfer Center will centralize all student services that fulfill students' basic needs. *El Centro* staff and peer mentors will connect students to services like the food pantry and to outside community services that help with challenges like housing instability. Financial aid and financial literacy workshops will also be provided.
	 ➢ Internships – This project will significantly increase the number of internship opportunities available to Hispanic students by partnering with Gavilan's existing Latino Advisory Board and reaching out to Hispanic community organization and Hispanic-run businesses.
	 Strategy #2: *Beyond Pathways* – **Adapting Guided Pathways practices and the network of care to the strengths and needs of Hispanic students.**
	 ➢ Seamless matriculation – Building upon the strengths of the MakeBank! marketing and pathways pilot program as well as the Continuing Education program, this project will continue to make the transition between high school and college easier for students by developing a robust and easy-to-navigate guided self-placement tool for students to select the math and English courses most relevant to their academic goals.

gateway courses by 20% over the 2018-19 baselines:
    a. First transfer-level English
    b. First transfer-level Math

Objective 3. Persistence. Increase the one-year persistence of first-time students by 8% over 2018-19 baseline.

Objective 4. Excess Units. Decrease the number of excess units at completion or transfer by 12 units compared to the 2018-19 baseline.

Objective 5. Completion Rate. Increase the degree and certificate completion or transfer rate by 5% over 2018-19 baseline.

Objective 6. Diversity Training & Hiring. Increase the number of faculty and staff that receive Equity-Minded training and professional development. Increase the proportion of full-time, tenure track Hispanic faculty by 10% over the 2018-19 baseline.

➢ Integrated supports – Learning supports will be unavoidable to students by embedding peer tutors into key gateway courses like transfer-level math and English.

➢ Intrusive and customized care – Triggered by early alerts from instructional faculty and counselors, the Coordinated Care Team will leverage technology to connect at-risk Hispanic students with the student services they need – when they need them.

Strategy #3: *Beyond Rhetoric* **– Drive a college culture shift to embrace the identity of a Hispanic-*Serving* Institution.**

➢ Diversify faculty – Building upon existing efforts, a suite of new professional development programs will create a pipeline for potential qualified Hispanic educators to gain full-time, tenure-track positions.

➢ Institutional practice of Equity-Mindedness – a new Equity-Minded Practitioner Certificate program as well as an Equity-Minded Summer Institute will train all employees (faculty, staff, & peer mentors) on the importance of viewing every student interaction holistically with the opportunity to connect that student to Gavilan's services.

➢ Community Partnerships – Continuing the partnership with the Latino Advisory Board and other Hispanic community organizations is key to ensuring newly developed programs are tailored to the needs of the surrounding community and the career opportunities available.

(b) PROJECT DESIGN

Fine-Tuning Guided Pathways through Intentional, Equity-Minded Project Design – Gavilan will utilize the framing definitions of "equity" and "equity-mindedness" provided by the University of Southern California (USC) Center for Urban Education (CUE) to describe the intent of this project. USC CUE defines equity as the redirection and redistribution of "resources to the pathways with the greatest need to fix barriers and intentionally provide support"[26] while defining equity-mindedness as "the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes." The project team

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[26] January 18, 2020. Center for Urban Education, University of Southern California. *What is Equity-Mindedness?* Retrieved from https://cue.usc.edu/about/equity/equity-mindedness/

has designed backward with equitable outcomes in access, persistence, transfer, completion, and employment in mind.

(b)(1) CLEAR RATIONALE OF PROJECT DESIGN

The planning team designed the project to produce short- and long-term outcomes based on the solid theoretical foundation underlying the Guided Pathways framework, adapted to the strengths and needs of our Hispanic students through the application of research by Excelencia in Education and Dr. Gina Garcia. In 2019, Excelencia reviewed 166 Hispanic student success programs across the country. In their 2019 *What Works for Latino Students in Higher Education Compendium*, they identified the five themes described in the table below as being particularly effective in advancing Hispanic student success. These themes agree with recommendations from Dr. Garcia based on her extensive research on HSI identity and effectiveness (see Section (a)(5) above).

Juntos Avanzamos Design Features Influenced by Seminal *Excelencia* Research	
Proven-Effective Strategies	**Project Design to Actualize HSI Excellence**
Relevancy of Course Experience to Careers – Excelencia in Education has consistently highlighted programs that put career central to the Hispanic student experience. As one of the 2019 Example of Excelencia in the Baccalaureate Program category, the AIMS[2] program at California State University, Northridge incorporated early career experience. Students in the program were given opportunities to take part in undergraduate research projects and took field trips to prospective employers. These opportunities can give relevance to academic course experience and provide motivation for completion. Hispanic students in the AIMS[2] had a more positive	**Strategy #1:** *Beyond Financial Aid*—**Making transparent the connection between academic planning, financial literacy and aid, and career planning.** Gavilan's *Juntos Avanzamos* project incorporates guidance from the CCRC about meta-majors. Meta-majors (called Career Clusters at Gavilan) are groupings of many degree/certificate programs into coherent themes. They are structured in such a way to allow students to make early progress toward any degree/certificate program within a given meta-major, even if they do not know exactly what their major will be within the meta-major. **Students, then, begin their college journey by thinking explicitly of their career plans** and this is reinforced in several points: • The newly designed Student Development course, *College 1*, is contextualized for each Career Cluster to provide relevance and motivation to students to reach their career goals. • Students are reminded to update their educational plans to match their career goals as they may change through mobile-friendly nudges. • The new *El Centro* (described below) also encourages student to think strategically about how to finance their education to reach their career goals by providing financial literacy tools. Newly employed peer coaches at *El Centro* will more naturally connect

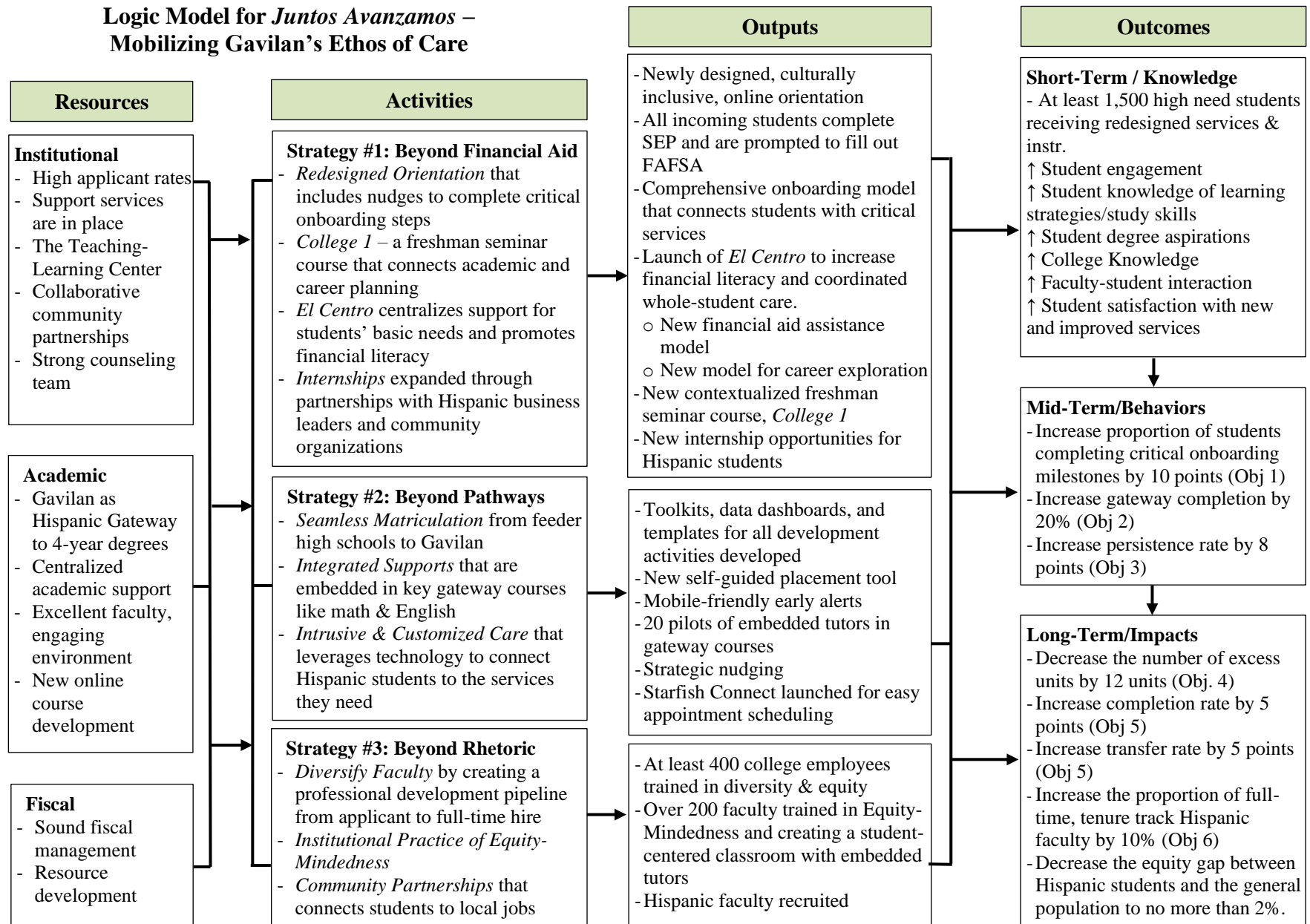|	
outlook of their future career goals and achievements with 100% reporting that they felt prepared to pursue their preferred first position after graduation, compared to the 63% of non-Hispanic students.	with and motivate students, as well as provide feedback to counselors to support robust monitoring of student progress. • An increased number of internship partnerships with local employers will give more opportunities for early career exploration and will provide pathways to long-term employment.
Financial Literacy & Financial Aid Resources Issues of affordability disproportionately affect Hispanic students. Over half of California's Latinx families earn less than $49,000 per year.[27] Increasing financial aid resources for students is an essential step in increasing access to higher education. Going beyond financial support, programs also use research-based practices to support students to and through college. Even after financial aid, low-income students in California face a major cost burden and need almost $7,000 to pay for an education at one of the community colleges.[28] By alleviating some financial stress that the cost of college can induce, these programs can focus on academic support.	Gavilan's *Juntos Avanzamos* project will establish *El Centro*, a center modeled after United Way's SparkPoint center, housed in the existing Career and Transfer Center. **El Centro** **provides a space for students to thrive while being culturally responsive to meet their needs.** Organized by United Way Bay Area, 23 SparkPoint centers have been established in California to provide individual financial coaching and planning, as well as workshops on credit counseling, increasing income, and preparing income taxes among other topics. These services are offered not only to students, but greater community members as well which will act as an access point for low-income students. Given that Hispanic students disproportionately come from low-income households, *El Centro* will provide much needed information on financial assistance as well act as a "warm hand-off" to other existing services on campus and social services like the under-utilized Food Pantry and to services provided by other community organizations. Hispanic students are also more likely to be first-generation and may not view student loans as an investment into future wealth. As a result, Hispanic students are more likely to work part-time jobs to finance their education rather than take out student loans. *El Centro* will also provide workshops in financial literacy topics like college affordability and various repayment plans for student loans.
Mentoring & Integrated Support – Mentoring is common component of many programs highlighted by *Excelencia*. These mentoring approaches help Hispanic students develop a sense of belonging on campus by encouraging them to form relationships with peers and faculty. This type of support can lead students to see themselves in leadership positions and in fields where Hispanics are underrepresented. Often tutors act as peer mentors and by embedding them into key gateway courses, students gain unavoidable learning	**Strategy #2: *Beyond Pathways* – Adapting Guided Pathways practices and the network of care to the strengths and needs of Hispanic students.** As Gavilan has begun the transition towards being a Guided Pathways college, it is critical to have a renewed focus on ensuring that Hispanic students feel supported on their path to reach their goals and to intervene when they need it the most. With recent changes in legislation, students will place into transfer-level mathematics and English courses with or without a co-requisite support course. Since Hispanic students disproportionately placed into remedial mathematics and English courses prior to this change, they will benefit from additional learning support that is unavoidable. To accomplish this, *Juntos Avanzamos* will create an embedded tutoring program for transfer-level mathematics and English courses. If students are more likely to succeed in these gateway courses, then they will be more likely to graduate and/or transfer. Both the embedded tutors and the student workers in *El Centro* will act as peer mentors – connecting student with resources

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[27] U.S. Census Bureau, 2016 American Community Survey 1-Year Estimates

[28] National Center for Higher Education Management Systems. 2018. Grading Educational Attainment in California: Progress to 60x30.

support as well as a role model for learning successful study habits.	outside of class and giving insider tips on navigated the college environment.
Clear Choices & Intrusive Interventions – *Excelencia* highlighted programs that articulated pathways designed to guide and support students as they progress through their education. All told, the practices used are a combination of set milestones and touchpoints supplemented with intrusive advising approaches which together enhance persistence and improve graduation rates.	Gavilan has been working to establish clear pathways to ensure seamless matriculation of students from its feeder high schools. To make it easier for students to make clear choices, *Juntos Avanzamos* will create a new, online orientation that is an unavoidable part of the onboarding process and create a coherent and robust self-guided placement procedure for students to choose the correct mathematics and English courses in absence of an assessment tool for placement. Once a student is on their pathway, Gavilan's Coordinated Care Team will leverage technology to follow a case-management model triggered by early alerts from faculty to ensure Hispanic students are utilizing all college support services available to them including advising from counselors, academic support from learning centers on campus, and basic needs support offered by *El Centro*.
Cultural Competency – *Excelencia* highlighted programs that reported adapting cultural and validation theories in their programming. Training in culturally responsive teaching can help achieve this, but only focusing on professional development misses what other research has shown: *the diversity of faculty should reflect the diversity of the student body.* Hispanic students tend to have higher success rankings as Hispanic faculty representation increases on campus[29]. Results indicate that the presence of Hispanic faculty on campus may increase the availability of role models for students and foster a sense of belonging and social integration among students.	**Strategy #3:** *Beyond Rhetoric* **– Drive a college culture shift to embrace the identity of a Hispanic-*Serving* Institution.** Addressing curriculum and classroom concerns is a necessary component of a student success focused institutional reform effort, and there is evidence now about what practices work best or are most promising. Gavilan's *Juntos Avanzamos* project will create a **structured faculty development pipeline to increase the diversity of faculty and an online, self-paced training certificate to promote and support high-fidelity incorporation of equity-minded teaching practices** to enhance student engagement, motivation and success. Instructors who are culturally responsive create a classroom environment in which all students are encouraged to make sense of new ideas instead of merely memorizing predigested information. Active and collaborative learning are key evidence-based approaches that will be emphasized. Examples include collaborative teamwork, providing clear and frequent formative feedback, and authentic group projects. Professional development in the use of embedded tutors means that faculty will create more student-centered learning experiences that deemphasize lecture as the primary modality for delivering course content.

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[29] Hagedorn, L. S., Chi, W., Cepeda, R. M., & McLain, M. (2007). An investigation of critical mass: The role of Latino representation in the success of urban community college students. *Research in Higher Education, 48*(1), 73–91.

Logic Model for *Juntos Avanzamos* – Mobilizing Gavilan's Ethos of Care

Resources

Institutional
- High applicant rates
- Support services are in place
- The Teaching-Learning Center
- Collaborative community partnerships
- Strong counseling team

Academic
- Gavilan as Hispanic Gateway to 4-year degrees
- Centralized academic support
- Excellent faculty, engaging environment
- New online course development

Fiscal
- Sound fiscal management
- Resource development

Activities

Strategy #1: Beyond Financial Aid
- *Redesigned Orientation* that includes nudges to complete critical onboarding steps
- *College 1* – a freshman seminar course that connects academic and career planning
- *El Centro* centralizes support for students' basic needs and promotes financial literacy
- *Internships* expanded through partnerships with Hispanic business leaders and community organizations

Strategy #2: Beyond Pathways
- *Seamless Matriculation* from feeder high schools to Gavilan
- *Integrated Supports* that are embedded in key gateway courses like math & English
- *Intrusive & Customized Care* that leverages technology to connect Hispanic students to the services they need

Strategy #3: Beyond Rhetoric
- *Diversify Faculty* by creating a professional development pipeline from applicant to full-time hire
- *Institutional Practice of Equity-Mindedness*
- *Community Partnerships* that connects students to local jobs

Outputs

- Newly designed, culturally inclusive, online orientation
- All incoming students complete SEP and are prompted to fill out FAFSA
- Comprehensive onboarding model that connects students with critical services
- Launch of *El Centro* to increase financial literacy and coordinated whole-student care.
  o New financial aid assistance model
  o New model for career exploration
- New contextualized freshman seminar course, *College 1*
- New internship opportunities for Hispanic students

- Toolkits, data dashboards, and templates for all development activities developed
- New self-guided placement tool
- Mobile-friendly early alerts
- 20 pilots of embedded tutors in gateway courses
- Strategic nudging
- Starfish Connect launched for easy appointment scheduling

- At least 400 college employees trained in diversity & equity
- Over 200 faculty trained in Equity-Mindedness and creating a student-centered classroom with embedded tutors
- Hispanic faculty recruited

Outcomes

Short-Term / Knowledge
- At least 1,500 high need students receiving redesigned services & instr.
↑ Student engagement
↑ Student knowledge of learning strategies/study skills
↑ Student degree aspirations
↑ College Knowledge
↑ Faculty-student interaction
↑ Student satisfaction with new and improved services

Mid-Term/Behaviors
- Increase proportion of students completing critical onboarding milestones by 10 points (Obj 1)
- Increase gateway completion by 20% (Obj 2)
- Increase persistence rate by 8 points (Obj 3)

Long-Term/Impacts
- Decrease the number of excess units by 12 units (Obj. 4)
- Increase completion rate by 5 points (Obj 5)
- Increase transfer rate by 5 points (Obj 5)
- Increase the proportion of full-time, tenure track Hispanic faculty by 10% (Obj 6)
- Decrease the equity gap between Hispanic students and the general population to no more than 2%.

(b)(2) PROMISING EVIDENCE SUPPORTING THE PROJECT DESIGN

In addition to the literature base that—along with the comprehensive planning and

institutional analysis done by the project development team—underlies the design rationale

discussed in the previous section, several integral components of *Juntos Avanzamos* are

supported by rigorous research meeting the standards of *promising evidence*.

Promising Evidence Supporting Project Design	
Rigorous Research in WWC	**Relevance to Project**
Castleman, B. L., & Page, L. C., (2014). Freshman year financial aid nudges: An experiment to increase FAFSA renewal and college persistence. WWC Single Study Review: *https://ies.ed.gov/ncee/wwc/study/79016* (meets WWC standards without reservations)	An intervention to be developed through the project is mobile-friendly early alerts and strategic "nudging." The study found that nudging produced large and positive effects among freshmen at community colleges. Specifically, text recipients at community colleges were nearly 12 percentage points more likely to persist into the fall of their sophomore year of college compared to community college freshmen who did not receive this outreach, and were almost 14 percentage points more likely to remain continuously enrolled through the spring of sophomore year.
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2016, July). *Supporting Postsecondary Success intervention report: First year experience courses.* WWC Intervention Report: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_firstyear_102116.pdf (studies in this report Meet WWC standards with and without reservations)	As part of our comprehensive onboarding services, newly designed, culturally inclusive, online orientation and a contextualized student development course called *College 1* will be developed and will be in the default schedule provided to students in each Career Cluster. These types of college success courses or freshman seminars are often called First year experience courses. In the WWC Intervention Report, *First year experience courses* were found to have potentially positive effects on credit accumulation, degree attainment (college), and general academic achievement (college) for freshman college students.

COMPETITIVE PREFERENCE PRIORITIES

The project is also intentionally designed to address both Title V Competitive Preference

Priorities (CPPs). The CPP strategies detailed below are not auxiliary elements of the project

activities, but instead are fundamental to the project's design. They play a key role in advancing

Gavilan's ability to meet the stated objectives in order to address the persistent problems

disproportionately affecting Hispanic and low-income students in the region, as detailed in the

Comprehensive Development Plan.

Competitive Preference Priority 1: While efforts to increase the number of internship opportunities and other work-related learning experiences at Gavilan have increased in recent years, funded in part by successful Title V projects, more can be done, especially for Hispanic students. *Juntos Avanzamos* will build on existing efforts and use the most up-to-date labor market data to target industries for internships that have the highest potential growth in the number of open positions available for Gavilan students. The grant management team will use the following strategies to increase the number of internships offered through Gavilan college:

- Collaborate with Latino Advisory Board to create new partnerships with Hispanic-run businesses in the community
- Redesign the Career & Transfer Center website to highlight internship opportunities
- Use Center for Excellence[30] labor data to reach out to employers in Santa Clara and San Benito counties that have a high demand for an educated workforce
- Host on-campus outreach events for individual employers
- Coordinate internship outreach efforts in both Career Education and the Career & Transfer Center
- Survey academic instructors in all disciplines to gain insight into the work-based learning experiences they view as most valuable within their discipline
- Host regular internship information sessions
- Establish employer host policies and procedures
- Promote regular internship application periods with deadlines for Fall, Spring, and Summer Internships
- Partner with *El Centro* (another key project component) to promote internship opportunities

Competitive Preference Priority 2: *Juntos Avanzamos* will support students' personal financial literacy as connected to their career exploration and decision-making. The project will use an evidence-based holistic model to address the strengths and needs of Hispanic students, leveraging a robust system of strategies designed to actively connect students with these financial literacy supports.

- Provide information in *College 1* exploring relationship between major, career, and earning potential.
- Establish *El Centro* as a hub for serving all of students' basic needs and providing financial literacy. Modeled after United Way's SparkPoint centers and materials, *El Centro* will serve as a resource for students and community members to take advantage of services such as budget planning, career services, credit report review, English learner services for ESL students, financial education, food pantry, and tax preparation.
- Partner with *El Centro* to embed SparkPoint's financial literacy strategies into *College 1*.
- Personalized text message nudging intervention designed to encourage students to complete or re-file financial aid applications in order to receive crucial financial aid.

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[30] The Centers of Excellence (COE) in California are grant-funded technical assistance centers, located strategically to study the regional economies of California, and support community colleges by providing customized data on high growth, emerging, and economically-critical industries and occupations and their related workforce needs

(c) ACTIVITY OBJECTIVES (c)(1 & 2) Objectives are Realistic, Measurable, and Directly Related to Problems and Goals

The following measurable Activity Objectives were developed to assess progress toward the desired overall Goals. *Juntos Avanzamos* is strategically planned to comprehensively address identified weaknesses in academic programs, institutional management, and fiscal stability that are causal factors in Gavilan's completion and equity problem identified and analyzed in the CDP. All project strategies are designed to work together to **build sustainable capacity to improve completion and reduce equity gaps.**

Measurable & Realistic Objectives by September 30, 2025	Relationship to CDP Problems and Goals
Objective Area 1: Access • Increase the number of students completing the following critical onboarding milestones by 10% over the 2017-18 baselines: *[Supports GPRA measure e & CDP Goal 2.b]* a. FAFSA or CA Dream Apps (baseline: 1,649) b. New Student Orientation (baseline: 673) c. Student Education Plan (SEP) (baseline: 493) • Pilot *College 1* to 500 students and scale up to 700 students. (baseline: n/a) *[Supports CDP Goal 1.a - Grant Years 3-5 only][31]*	Hispanic and low-income students are more likely to be first-generation students and unfamiliar with navigating the college environment. Students need to get on their chosen pathway (completing an SEP) and be aware of the resources and support available to them (completing the new student orientation and filling out the FAFSA) to successfully make that transition. By enrolling in *College 1,* students will make long-term goals and further explore potential careers within a cohort of students from the same Career Cluster. This will foster a sense of belonging and motivate students to succeed by putting career first.
Objective Area 2: First Year Transfer-Level Math and English Completion • Increase the number of students completing the key gateway courses by 20% over the 2017-18 baselines and eliminate equity gaps: *[Supports new State performance metrics in SCFF & CDP Goal 3.a]* a. First transfer-level English (baseline: 277; equity gap: -14%)	Completion of transfer-level math and English in the first year is not only a requirement for priority admission to the CSU, the Community College Research Center of Columbia University has found it is a strong indicator for degree completion. Additionally, the new Student-Centered Funding Formula (SCFF) includes performance-based metrics calling for

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[31] Since project activities will develop and create this course, the timeline for the new course approval process from the state as well as articulation to four-year universities will not allow students to begin taking the course until year three of the grant.

b. First transfer-level Math (baseline: 122; equity gap: -3%)	increased completion of transfer-level English and Math in the first year. Improving this metric will ensure fiscal stability in a time of transition.
Objective Area 3: Persistence • Increase the one-year persistence of first-time students by 8% over 2017-18 baseline (49% overall). *[Supports GPRA measure b & CDP Goals 1.b, 1.c, 2.a]*	Hispanic students report a number of factors that inhibit persistence. To address this, Gavilan's project will build a strong support mechanism with timely nudges and individualized communication to increase student awareness and utilization of resources and supports so they persist in their pathways.
Objective Area 4: Excess Units • Decrease the number of excess units at completion or transfer by 12 units compared to the 2017-18 baseline and eliminate equity gap (baseline: 89 units; equity gap: 1 unit). *[Supports GPRA measure f & CDP Goal 1.a]*	The CCC *Vision for Success* identified the number of excess units a student accumulates as a metric for how long a student takes to reach their academic goals. Gavilan's project integrates career and academic planning to help students reach their goals quicker and more efficiently.
Objective Area 5: Completion & Transfer • Increase the degree and certificate completion or transfer rate by 5% over 2017-18 baseline and reduce equity gaps (baseline: 46%; equity gap: 11 pts). *[Supports GPRA measure a, new State performance metrics in SCFF & CDP Goals 1-3]*	Every aspect of Gavilan's project is designed to help students reach their academic and career goals including completion of a certificate, degree, or to transfer to a four-year university. The SCFF also gives the biggest boosts in funding for completion metrics.
Objective Area 6: Diversity Training and Hiring • Increase the number of faculty and staff that receive Equity-Minded training and professional development (baseline: n/a) *[Supports CDP Goal 2.c]* • Increase the proportion of full-time, tenure track Hispanic faculty by 10% (baseline: 12%) *[Supports CDP Goal 2.d]*	Creating a college culture shift to equity-mindedness is at the core of Gavilan's project. Becoming a Hispanic-*serving* institution takes intentional work and specifically designed processes to measure progress. Constant re-evaluation of these metrics is key towards advancing a college environment that supports Hispanic students and shows them that they belong.

(d) <u>IMPLEMENTATION STRATEGY</u>

Comprehensive research and analysis done by the Title V planning team has informed strategies for the most promising ways Gavilan can build on past efforts to increase its capacity in the areas identified as essential for improving effectiveness as an HSI.

(d)(1) IMPLEMENTATION STRATEGY IS COMPREHENSIVE

The implementation strategy for Gavilan's project has been **carefully designed to address all interrelated institutional weaknesses identified through the comprehensive analysis** described in the CDP (Section (a)) and intentionally supports all project Objectives. The following table summarizes the elements of each strategy. Based on the best available research, the strategy is holistic in its consideration of the student experience and deliberate about centering equity in the design and implementation. Further details about specific features of each project component are discussed in Section (b) of this narrative.

Summary of Title V Implementation Strategies Addressing All CDP Weaknesses & Objectives
Strategy #1: *Beyond Financial Aid*—**Making transparent the connection between academic planning, financial literacy and aid, and career planning.**

a) *Redesigned Orientation* – **Develop new online student orientation that is unavoidable and naturally flowing from application to Gavilan and MyPath.**
  i) Include information about all available campus services, completing the FAFSA and an abbreviated SEP. Include the ability for students to select options that will trigger follow-ups from counselors and/or peer coaches.
  ii) Design the new online orientation designed to be culturally inclusive. The online orientation will use appropriate language and explicitly define processes and common vernacular within a college culture.

b) *College 1* – **Develop a First Year Seminar course tailored to the strengths & needs of Hispanic students.**
  i) Modeled after a successful First Year Seminar course at Pasadena City College, *College 1* will be developed to help students explore their goals and motivation for college and career.
  ii) Include a unit within the course on financial literacy to explicitly focus on how an investment in higher education (e.g., student loans, lost wages) can lead to overall higher lifetime earnings.
  iii) Contextualize *College 1* to each career cluster and establish cohorts of students that can explore careers in community with help from peer coaches. *College 1* will fulfill a GE requirement and be included as a course in the default schedule of each career cluster.

c) *El Centro* – **Establish a new center following United Way's SparkPoint model to provide a space and support for Hispanic students and members of the greater community to advocate for themselves and plan for their future.**
  i) Launch *El Centro* (housed in the Career and Transfer Center) to centralize services for all basic needs of students either through direct services (e.g., financial literacy, career planning, budget planning, credit counseling, etc.) or in a hand-off to another service on campus or in the greater community.
  ii) Together with *El Centro*, the Career and Transfer Center will develop a career exploration program for both current and prospective students.
  iii) Coordinate activities to increase financial aid application rates (see strategy #2 below).
  iv) Promote and expand the MakeBank! Career Pathways program (see strategy #2 below).

d) *Internships* – **Expand internship opportunities for Hispanic students to connect real-world experience to the classroom to their career pathway.**

i) Collaborate with Latino Advisory Board (see strategy #3 below) to partner with local businesses on innovative internship experiences specifically targeted towards Hispanic students.

ii) Work with *El Centro* to identify and place students into newly created internships.

Strategy #2: *Beyond Pathways*—**Adapting Guided Pathways practices and the network of care to the strengths and needs of Hispanic students**

a) *Seamless matriculation* – **Create onboarding steps that make the transition between high school and college as easy as possible.**

i) Redesigned orientation (see strategy #1 above)

ii) Promote MakeBank! Career Pathways program to feeder high schools and within *El Centro* to encourage enrollment in CTE certificates and associate degrees.

iii) Develop a coherent and robust self-guided placement procedure for transfer-level mathematics and English that is AB705 compliant and grounded in the framework for Guided Pathways.

b) *Integrated Supports* – **Provide unavoidable support to students when they most need it.**

i) Provide embedded tutors and non-academic supports directly in transfer-level English and mathematics to promote student learning, persistence, and success.

ii) Establish peer coaches embedded into *College 1* and available in *El Centro* to foster inclusive community culture that will strengthen sense of belonging among Hispanic students.

c) *Intrusive & Customized Care* – **Create procedures and workflows for intrusive interventions managed by Coordinated Care Team**

i) Develop workflow for case management by Coordinated Care Team of students who have not completed orientation, FAFSA and/or SEP.

ii) Integrate technology through the use of early alerts in Starfish to strategically nudge students in a mobile-friendly way (e.g. texting) to make an appointment to see a counselor, seek campus resources, claim financial aid awards, etc.

iii) Develop a holistic and networked approach to academic support. Early alerts from faculty and coaches will underlie "warm handoffs" and follow-up by the Coordinated Care Team who can refer students to the critical service.

Strategy #3: *Beyond Rhetoric*—**Drive a college culture shift to embrace the identity of a Hispanic-*Serving* Institution**

a) *Diversify Faculty* – **Develop recruitment and faculty development programs targeted to Hispanic applicants and instructors to create a pipeline from qualified recent college graduates to full-time, tenure-track positions.** See table below on professional development for more details.

a. Develop a Faculty Diversity Internship program (FDIP) that would strive to increase the number of Hispanic applicants in the adjunct and full-time instructor hiring pools.

b. Establish an Equity-Minded Practitioner certificate to provide a self-paced, online professional development opportunity for new and experienced faculty alike to reflect upon teaching practices within the frame of equity and educational research.

c. Create a targeted arm of the existing Adjunct-to-Tenure Track Mentoring program specifically seeking out Hispanic adjunct faculty to increase the number of Hispanic full-time, tenured faculty.

b) *Institutional Practice of Equity-Mindedness* – **Lead conversation and professional development centered around Equity-Mindedness and cultural competency.**

a. Create a *summer institute* for peer coaches and embedded tutors that would consist of a one-day workshop on equity and diversity, a one-day workshop on equity-minded service for frontline staff, additional training for peer coaches and embedded tutors. Faculty and staff will be invited to join the first two days of the summer institute.

   b.   Engage in dialogue with the administration, Academic Senate, and other governing committees about adopting relevant Equity Minded Indicators[32] developed by the Center for Urban Education.
 c) *Community Partnerships* – **Create connections between the Latino business community and Gavilan students.**
   a.   Continue to develop a strong relationship with members of the Latino Advisory Board. The Latino Advisory Board has members from Latino community organizations, professional organizations/societies, and businesses that will partner with the grant management team and act as a consortium for increasing internship opportunities for Hispanic students.
   b.   Create a feedback loop between the Advisory Board, *El Centro*, and *College 1* coordinators to prevent duplication of services and provide constructive ideas for areas of improvement.

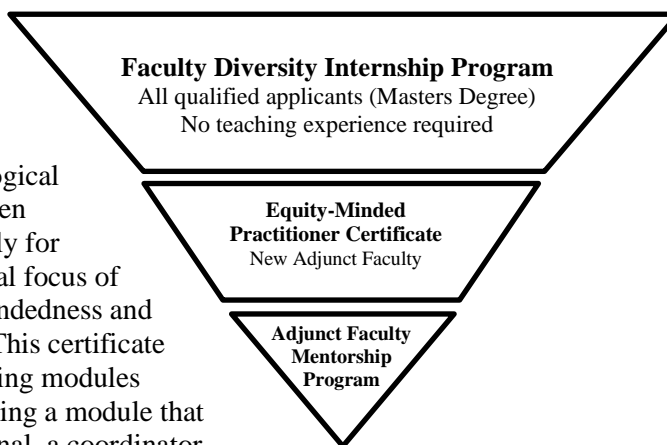### Summary of Faculty Professional Development Activities

Faculty Diversity Internship Program (FDIP) - The Faculty Diversity Internship Program trains and prepares interns, interested in teaching at a community college, for future faculty employment opportunities. The intent of the program is to increase the pool of potential candidates that reflect the diversity of our student population in the local community, greater Central Valley area, and internationally. The program offers professional development workshops on various instructional related topics and classroom training under the guidance of a mentor in a specific discipline. Participants receive a $500 stipend upon completion of the program. Elements of the program include:

- The ***Summer Training Institute*** includes an orientation, workshops, preparation for teaching internship, and meetings with a mentor. There is a minimum of five training sessions which will be held during the week and Saturdays.
- The ***Fall Teaching Internship*** includes class observation, classroom activities (under the supervision of a mentor) which include preparing and teaching course topics and grading papers. During this time, the intern will also attend campus activities and meetings with a mentor.
- The ***Mock Interview*** is a one-day workshop that will cover the application process and interviewing skills

Equity-Minded Practitioner Certificate – A certificate in becoming an Equity-Minded Practitioner will provide opportunities for all faculty, but especially new adjunct faculty, to learn the most significant high-impact pedagogical practices that are evidence-based and have been shown to increase student outcomes, especially for Hispanic and low-income students. The central focus of the certificate would be to increase equity-mindedness and self-reflection on current teaching practices. This certificate would consist of a number of self-paced training modules offered online through Canvas. After completing a module that would include an ongoing self-reflection journal, a coordinator would verify completion of activities/assignments in the module and participating faculty would receive a badge to track completion of the certificate and credit towards salary advancement. The modules to be developed and piloted include:

- Equity-mindedness and culturally responsive teaching and learning[33]

Faculty Diversity Internship Program
All qualified applicants (Masters Degree)
No teaching experience required

Equity-Minded Practitioner Certificate
New Adjunct Faculty

Adjunct Faculty Mentorship Program

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[32] *Developing a Practice of Equity Minded Indicators*, Center for Urban Education. https://cue.usc.edu/files/2016/02/Developing-a-Practice-of-Equity-Mindedness.pdf

[33] Hammond, Z. 2014. *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. 1st Ed. Corwin

- Teaching and maintaining a growth mindset[34]
- Connecting students to basic needs, campus services, and how to foster a learning environment that includes extensive peer-to-peer interactions and connections.
- Learner-centered active engagement by providing a range of techniques and authentic learning opportunities to meet the needs, interests and styles of all learners[35]
- Embedding study skills in the classroom and support for the affective domain

Adjunct-to-Tenure-Track Mentoring Program – Participation in the Adjunct Faculty Mentorship program would be restricting to those that have completed the Equity-Minded Practitioner Certificate, targeting participation from Latino faculty, and would provide individual mentorship from a current full-time and tenured faculty member to promote the skills and abilities needed to obtain a full-time, tenure-track position. Participants would be encouraged to examine the equity gaps in the outcomes of their recent classes and reflect in conversation with their mentor upon changes in teaching practices to close those equity gaps. Additional activities include:

- Informal classroom observations
- Help with crafting an application for a full-time, tenure track position
- Mock interviews

(d)(2) IMPLEMENTATION STRATEGY RATIONALE

A major reason that this is such an opportune time for Gavilan to embark on project of this magnitude to better serve Hispanic students is the guidance provided by the CCRC's seminal Guided Pathways work, Excelencia in Education's *What Works for Latino Students in Higher Education* recommendations, and Dr. Garcia's extensive research HSI culture and identity. The project design and implementation plan to achieve project goals and objectives is built on the foundation of this literature base, distilling many years-worth of rigorous evaluation of reform efforts into working principles. The following table summarizes relevant studies and projects that influenced the approach taken by the project planning team and support the implementation strategy.

Summary of research insights gleaned from a broad literature base supporting *Juntos Avanzamos* Implementation Strategy Rationale	
Project Component	**Insights from Research and Case Studies**
Strategy #1 – Beyond Financial Aid	
1.a. Redesigned Orientation - After applying to Gavilan through CCCApply and completing activities in CCC MyPath,	*Lost in the maze.* With so many choices and without a clear roadmap or anyone monitoring their progress, it is not surprising that many community college students

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[34] Claro, Susana, David Paunesku, and Carol S. Dweck. "Growth mindset tempers the effects of poverty on academic achievement." *Proceedings of the National Academy of Sciences* 113.31 (2016): 8664-8668.

[35] Ableser, J. 2012. *Exemplary Teaching Practices Across Educational Contexts (P-20+): Unifying Principles and an Ecological Model for Teaching for All to Learn.* Journal of Teaching and Learning, vol. 8, no 2. Pgs. 65-76.

students will be required to complete a newly designed online orientation. This online orientation will be offered in both English and Spanish and will emphasize critical college services, give the ability for students to receive more information about the services that he/she selects, and trigger a flag for follow-up by the Coordinated Care Team.	indicate that they are confused and often frustrated in trying to find their way through college.[36] The lack of clear pathways and guidance can lead students to make costly mistakes.[37] An unavoidable, online orientation will ensure that students are informed of all available services and will help them to make the crucial decisions necessary within the first semester of enrollment in college.
1.b. College 1 - For each Career Cluster, a default schedule will be provided that will include a newly created First Year Seminar course called *College 1* that will guide students in career planning, completing an SEP, and applying for financial aid, as well as give them course credit that they can use to fulfill a GE requirement. Modeled after a successful program at Pasadena City College, this course will include a unit within the course on financial literacy to explicitly focus on how an investment in higher education (e.g. student loans, lost wages) can lead to overall higher lifetime earnings. Both the new online orientation and *College 1* will be intentionally designed to be culturally inclusive and will be offered in Spanish as well as other languages most used in the community.	***Explicitly tying academic plans to informed career goals improves relevancy, often making the difference between persistence and dropping-out.*** Behavioral Science provides ample evidence supporting the idea that having too many choices leads to indecision, procrastination, self-doubt, and decision paralysis;[38] people handle complex decisions better if they are helped to think through options hierarchically, in manageable sets.[39] A simplified set of options that includes clear information on costs and benefits—or the provision of a "default option"—can help people make more optimal decisions.[40] Cognitive Science research suggests that students benefit when they have clear learning goals and a concrete sense of how they are progressing toward those goals.[41] Providing students with a big-picture overview of key topics in specific college courses, and how they fit together, improves learning.[42]
1.c. El Centro - Modeled after United Way's SparkPoint centers, *El Centro* will provide non-academic supports (either directly or by a warm hand-off to a greater community resource) focusing specifically on promoting Gavilan's food pantry and referring students to housing assistance services. The center will also seek to increase overall financial literacy	***Bring services for the support of students' basic needs under one roof with the creation of El Centro.*** Many Hispanic students struggle with meeting basic needs like housing and food security. Addressing these basic needs is critical to ensuring that more students not only start college, but also have the opportunity to complete

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[36] Shanna Jaggars, and Jeffrey Fletcher, Redesigning the Student Intake and Information Provision Processes at a Large Comprehensive Community College. (CCRC Working Paper 72.) Community Colleges Research Center, Teachers College, Columbia University.

[37] Judith Scott-Clayton, The Shapeless River: Does a Lack of Structure Inhibit Students' Progress at Community Colleges? (CCRC Working Paper No. 25, Assessment of Evidence Series). New York, NY: Columbia University, Teachers College, Community College Research Center, 2011.

[38] Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving decisions about health, wealth, and happiness.* New Haven, CT: Yale University Press.

[39] Keller, P. A., Harlam, B., Loewenstein, G., & Volpp, K. G. (2011). Enhanced active choice: A new method to motivate behavior change. *Journal of Consumer Psychology, 21*(4), 376–383.

[40] Scott-Clayton, J. (2011). *The shapeless river: Does a lack of structure inhibit students' progress at community colleges?* (CCRC Working Paper No. 25). New York, NY: CCRC.

[41] Grant, H., & Dweck, C. S. (2003). Clarifying achievement goals and their impact. *Journal of Personality and Social Psychology, 85*(3), 541–553.

[42] Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: 7 research-based principles for smart teaching.* San Francisco, CA: Jossey-Bass.

so that students understand what financial aid (including student loans) is available and the importance of budgeting and planning by providing a series of workshops and making staff and peer coaches available for common financial planning questions. The services available at *El Centro* will also be available for members of the larger community surrounding Gavilan and can act as an outreach mechanism. Students will then enter the college more informed of their financial choices and will already be familiar with the campus, especially the Career and Transfer Center since *El Centro* will be located in the same building.	degrees.[43] Hispanic college students are more likely to leave higher education because of financial reasons, rather than academic performance. Community colleges need to develop a comprehensive financial aid literacy and basic needs support program that reaches out to students and their parents not only after graduation but even before graduating from high school.[44] Research has shown that students prefer to receive financial information in individual or small-group settings where they receive for personal attention and feel comfortable asking questions and talking about their financial concerns.[45] The same study also showed that students want information about how to become responsible credit consumers. Providing workshops or one-on-one coaching sessions on a variety of financial literacy topics such as credit card usage, student loans, and budgeting can better prepare students for transfer.
1.d. Internships – Building on past Title V efforts, students will be encouraged early in their academic career to take advantage of internships and other work-based and community-based learning opportunities that the college offers. To accommodate this increase in demand, *Juntos Avanzamos* will partner with the Latino Advisory Board (described below) to continue to create new internships with explicit emphasis on opportunities for Hispanic students with Hispanic-run businesses and organizations. This early experience with careers will help motivate students and connect their classroom experiences with the skills needed to be successful in their future job.	***Career goals inform academic goals.*** Studies on the psychology of learning show the importance of setting clear learning goals and providing students with a clear sense of how they are progressing toward those goals. Research on the elements of effective teaching in higher education also suggests that providing students with a "big picture" of the key topics within a specific course, and how they fit together, helps to improve learning. Strategies that take students out of traditional classrooms and engage students in authentic career-related experiences are in line with evidence-based instructional strategies that require moving away from lectures and recipe-based laboratory exercises toward more open-ended and student-driven learning experiences.[46]
Strategy #2 – **Beyond Pathways**	
***2.a. Seamless matriculation* –** Even with a mandatory, redesigned orientation (see above), students still face crucial decisions. AB 705 also eliminated the use of assessment tool to place students into mathematics, English, and	Guided self-placement is a relatively new idea and there is not one single procedure, product, or algorithm, but rather a set of principles grounded in student choice that can be implemented in a variety of ways with

[43] Goldrick-Rab, Sara, Jed Richardson, and Anthony Hernandez (2017). "Hungry and homeless in college: Results from a national study of basic needs insecurity in higher education." *Higher Education Policy for Minorities in the United States*, 851.

[44] Nora, Amaury. "Campus-based aid programs as determinants of retention among Hispanic community college students." *The Journal of Higher Education* 61, no. 3 (1990): 312-331.

[45] Lyons, Angela C. and Hunt, Jennifer, The Credit Practices and Financial Education Needs of Community College Students. *Journal of Financial Counseling and Planning*, Vol. 14, No. 2, 2003. Available at SSRN: https://ssrn.com/abstract=2265596

[46] President's Council of Advisors on Science and Technology. (2012). *Report to the President Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering and Mathematics.* Available: http://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-engage-to-excel-final_feb.pdf [April 2015].

ESL. Developing a well-designed guided self-placement process will help students make the best decisions on what level of mathematics and English/ESL in which to enroll and be successful. Recently, Gavilan College launched the MakeBank! outreach program to feeder high schools to help high school students learn Career Education Pathways as an alternative to transferring to a 4-year university. Students are informed that a CTE certificate or Associate's degree could result in a well-paying job in under two years. Now in a pilot stage, the MakeBank! program will be expanded to reach students through *El Centro* and *College 1*.	varying consequences in local contexts.[47] California Community Colleges will have to continue the development of the process for self-guided placement for students to succeed in a mathematics or English on their first attempt. Furthermore, colleges need to be deliberate to not only provide pathways to transfer, but also increase the number of Career Education pathways for students that want to achieve short-term goals. Hispanic students are more likely to experience interruptions in the pursuit of higher education, especially those who begin at two-year colleges and experience difficulty transferring to four-year institutions.[48] Many Hispanic adults with some college credits but no degree stand to benefit from career pathways designed to address barriers to college completion.[49]
2.b. Integrated Supports - In light of new state legislation (AB 705), all students will receive a placement directly into transfer-level English and mathematics. Since this will result in a wide variety of students with different skill levels in the same course, both English 1A and Statistics will need integrated support to meet students where they need help the most. To do this, these classes will have embedded tutoring and intrusive interventions (see below) by the Coordinated Care Team triggered by early alerts. Faculty and tutors will receive training in equity with an explicit emphasis on how to refer students to appropriate college services for academic and non-academic support. In addition to these classes, peer coaches will work with the Coordinated Care Team in *El Centro* as well as embedded in *College 1* to help students navigate academic and career planning.	*Developmental dead-end.* Even before they can proceed with college-level courses, the majority of degree-seeking students in both academic and occupational programs are referred to developmental education. However, research suggests that, as it is typically designed, developmental education serves more to divert students into a remedial track than to build skills for college and help them choose and prepare to successfully enter a college-level program of study in a particular field.[50] Now, because of state-level policy changes like AB 705 and the SCFF, it is crucial to implement meaningful institutional reform to ensure students succeed in passing college-level math and English and, as a result, increase their likelihood of completing their educational goals. A study of a program that included embedded tutoring at Bridgewater State University concluded that as a result of their targeted first-semester experience in mathematics or English, students have reduced the incidence of dropping, failing, withdrawing from, or receiving an incomplete in subsequent courses.[51]
2.c. Intrusive & Customized Care - Students' progress relative to their academic plan is tracked, and frequent feedback is provided to them and to their counselors and instructors.	*Student support services should be integrated and unavoidable for students.* The project planning team was impressed by the widely-disseminated results of a randomized control trial study of the Accelerated Study in

[47] Toth, Christie. "Directed Self-Placement at Two-Year Colleges: A Kairotic Moment." *The Journal of Writing Assessment* 12, no. 1 (2019).

[48] Hurtado, S., & Ponjuan, L. (2005). Latino educational outcomes and the campus climate. *Journal of Hispanic Higher Education, 4,* 235.

[49] De Jesús, Anthony. "Reducing Barriers to Career Entry for Latinos: An Examination of Pathways into Social Work." *Advances in Social Work* 14.1 (2013): 163-177.

[50] Judith Scott-Clayton and Olga Rodriguez, O., Development, Discouragement, or Diversion? New Evidence on the Effects of College Remediation." NBER Working Paper No. 18328. National Bureau of Economic Research. August, 2012.

[51] Bukowiecki, Elaine, et al. "A center for academic achievement: How innovative collaborations between faculty and learning center administrators built model, credit-bearing, first-year courses with embedded support for at-risk students." *International Journal of Learning* (2009).

Technology is leveraged to provide caseload management for intrusive interventions by the Coordinated Care Team. Students receive mobile-friendly strategic nudges to complete tasks such as claiming their financial aid award or seeking academic support in one of the tutoring centers. Close cooperation between counselors and instructional faculty ensures a smooth transition from initial general advising to advising in a program. Early-alerts in Starfish[52] signal when students are struggling, and they set in motion appropriate support mechanisms. Advising and other necessary supports are embedded in the pathway so that they reach all students, especially Hispanic and other underserved students that need them the most. Triggers can be created to remind students of the availability of support for non-academic issues that may cause a student to drop out. With the passage of Assembly Bill 19, Gavilan launched Gavilan Promise Program in 2018-2019. Geared for first-time, full-time students, Gavilan Promise awards provide free tuition and connections with counselor and academic supports. Interest in the program has been positive, with a 21% increase in the number of enrolled students who filed FAFSA or Dream Application compared to the 2017/18 award year.

Associate Programs (ASAP) at three City of New York (CUNY) community colleges serving students much like our Hispanic students—low income and underprepared. This study, conducted by the independent research organization MDRC, showed that ASAP effects are the largest found so far of any large-scale experimental study of a program similar to Gavilan's vision. The ASAP program provides a bundled suite of high impact student support services and structures them in such a way as to make them unavoidable.[53] [54] Consistent with CCRC's recommendations, both the ASAP and Metro projects included an emphasis on strong, intrusive advising and monitoring students' progress to completion with robust communication and early alert mechanisms. Given the large numbers of at-risk and high-need students Gavilan serves and the budgetary constraints making it impossible to simply double or triple the advising staff, transitioning from the current light-touch, self-serve advising model to a high impact, intrusive advising model will quickly overwhelm advising/counseling services and diminish their effectiveness unless new systems are put place. This dilemma is not unique to Gavilan, and many colleges have begun to use technological tools to assist with program and course selection and to target support services. Key recommendations shaping Gavilan's *Juntos Avanzamos* implementation strategy include an emphasis on culturally inclusive, mobile-friendly nudging,[55] as well as ensuring that technology solutions integrate across platforms and can be used efficiently by both counselors, staff and instructional faculty.

Strategy #3 – Beyond Rhetoric

3.a. Diversify Faculty Establishing a comprehensive professional development pipeline will increase the number of Hispanic faculty members. First, qualified applicants will be able to apply to the Faculty Diversity Internship Program (FDIP). This program trains and prepares interns, interested in teaching at a community college, for future

Diversity of faculty should reflect the diversity of the student body. Research has shown that Hispanic students tend to have higher success rankings as Hispanic faculty representation increases on campus[56]. Results indicate that the presence of Hispanic faculty on campus may increase the availability of role models for students and foster a sense of belonging and social integration among students. Research conducted across all disciplines

[52] Starfish is a comprehensive student success technology platform that easily integrates into existing technology infrastructure (see section d.2. for more information)

[53] The group responsible for the ASAP study, MDRC, is an independent, non-profit, highly respected research and policy organization.

[54] Scrivener, S., Weiss, M. J., Ratledge, A., Rudd, T., Sommo, C., & Fresques, H. (2015). Doubling graduation rates: Three-year effects of CUNY's Accelerated Study in Associate Programs (ASAP) for Developmental Education Students. New York: MDRC. *http://www.mdrc.org/sites/default/files/doubling_graduation_rates_fr.pdf*

[55] Castleman, B. L., & Page, L. C., (2014). Freshman year financial aid nudges: An experiment to increase FAFSA renewal and college persistence.

[56] Hagedorn, L. S., Chi, W., Cepeda, R. M., & McLain, M. (2007). An investigation of critical mass: The role of Latino representation in the success of urban community college students. *Research in Higher Education, 48*(1), 73–91.

faculty employment opportunities. Then, once employed at Gavilan, new adjunct faculty will have a chance to further develop their teaching practices by participating in a newly created Equity-Minded Practitioner Certificate by completing a set of self-paced, online training modules designed to highlight high-impact practices for Hispanic students. This certificate program will be made available to all faculty (adjunct and full-time) and participation will be incentivized by offering credit towards advancement in salary. Finally, the newly customized Adjunct-to-Tenure Track Mentorship Program will target promising Hispanic adjunct faculty and prepare them to for applying to a full-time, tenure-track position by pairing them with a current full-time, tenured faculty member for insight into shared governance, additional professional development, the application and interviews.	indicates that the faculty behaviors and characteristics that have a significant effect on student engagement include active and collaborative learning techniques, communicating high expectations to students, course-related student-faculty interactions, and an emphasis on enriching educational experiences.[57] Faculty are also the primary means in which a student receives a referral for academic support. The educational context created by faculty behaviors and attitudes affect student learning and engagement. Research conducted across all disciplines indicates that the faculty behaviors and characteristics that have a significant effect on student engagement include culturally responsive teaching,[58] active and collaborative learning techniques, communicating high expectations to students, course-related student-faculty interactions, and an emphasis on enriching educational experiences.[59] Recent research also found that active instructional strategies especially supported learning among underrepresented students.[60] The achievement gap between first-generation and other students was eliminated in some studies of these strategies.
3.b. Institutional Practice of Equity-Mindedness – University of Southern California's Center for Urban Education published a list of Equity-Minded Indicators[61] to help institutions develop a practice of Equity-Mindedness. Project leadership will engage all college constituencies in conversation on these indicators and will push to formally adopt these as metrics for college initiatives. Taken together with the Equity-Minded Practitioner Certificate (mentioned above), Gavilan will transform into a student-centered and equity-minded institution from instruction, to student services, to administration. To measure progress towards this, Gavilan will administer the National Assessment of Collegiate Campus Climates (NACCC) to examine campus racial climate before the start of the proposed activities and in subsequent years for formative evaluation.	The term "Equity-Mindedness" refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education. In order to understand and become "Equity-Minded", it warrants that various practitioners (faculty, administration, staff, etc.) assess and acknowledge that their practices may not be working. It takes understanding inequities as a dysfunction of the various structures, policies, and practices that they can control. "Equity-Minded" practitioners question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change. Part of taking on this framework is that institutions and practitioners become accountable for the success of their students and

[57] Paul Umbach and Matthew Wawrzynski (2005). "Faculty do matter: The role of college faculty in student learning and engagement*." Research in Higher Education, 46(2)*, 153-184.

[58] Villegas, A. M., & Lucas, T. (2002). Preparing Culturally Responsive Teachers: Rethinking the Curriculum. Journal of Teacher Education, 53(1), 20–32. https://doi.org/10.1177/0022487102053001003

[59] Paul Umbach and Matthew Wawrzynski (2005). "Faculty do matter: The role of college faculty in student learning and engagement*." Research in Higher Education, 46(2)*, 153-184.

[60] Sarah L. Eddy and Kelly A. Hogan (2014). "Getting under the hood: How and for whom does increasing course structure work?" *Life Science Education*, 13, 453-468.

[61] https://cue.usc.edu/files/2016/02/Developing-a-Practice-of-Equity-Mindedness.pdf

	see racial gaps as their personal and institutional responsibility.[62]
3.c. Community Partnerships – Closely partnering with the Latino Advisory Board, a board consisting of Hispanic business leaders and members from Hispanic community organizations, will connect the Gavilan student experience to real-world job experience. As mentioned above, quickly connecting students to internships helps motivate students to see how their education will get them the well-paying job that they want. In order to increase the number of internships available to students, the Latino Advisory Board will act as a consortium for increasing internship opportunities for Hispanic students.	One of the recommendations from Excelencia in Education's Pathways Successful Practices is to partner with community members so that that partnership allow students to receive support throughout their educational career. Gavilan's Latino Advisory Board was formed in 2017 in order to provide input and support for the College's effort in serving its majority Hispanic student body. The board is composed of an esteemed group of community leaders, including a former school district superintendent, nonprofit executive director, and local banker. The board is led by the current Gavilan Joint Community College Board President and has been actively discussing current data and issues that face our Hispanic students. The board is positioned to provide career and financial literary support.
Throughout All Strategies: Integration of Technology (Starfish)	
Recognizing the importance of reforming status quo advising practices to improve support for high-need students at scale, as well as the enormity of the challenge given budgetary realities, the CCC Chancellor's Office created the Educational Planning Initiative (EPI) to develop **a comprehensive student services technology portal**. Advising-related technology products can be divided into three major types: education planning systems, counseling and coaching systems, and risk targeting and intervention systems. After an extensive review of options, the EPI task force chose to support and subsidize implementation of Hobson's Starfish platform at colleges in the CCC system. Starfish integrates design features from all three categories and includes the functionality to integrate the system with institutional ERP and LMS systems. Building on the work already done by the CCC EPI project, Gavilan's Title V project will utilize Starfish as the student services technology backbone supporting the implementation of integrated communication through mobile-friendly nudges, online scheduling of advising sessions, and early alerts that trigger follow-up from the Coordinated Care Team.	

(d)(3) REALISTIC AND ATTAINABLE TIMETABLE

Project Implementation Tasks, Responsibilities, Timeline, and Milestones		
Implementation Tasks & Milestones	**Timeframe**	**Responsible Parties[63]**
Grant Year 1 (10/01/2020 – 9/30/2021): Grant Start-up & Development of Activities		
Grant Start-up. Reassign project personnel and hire replacements as needed; establish regular meeting and reporting schedules for project management; establish internal evaluation team procedures and confirm baselines; secure services for external evaluator; develop data collection and tracking procedures for pilot projects.	Oct. 2020 – Dec. 2020	President, PD, AD, VP Academic Affairs, Human Resources, Office of RPIE, Activity Developers, Evaluation Teams, Tech. Spec.

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[62] https://cue.usc.edu/about/equity/equity-mindedness/
[63] Abbreviation Key: **PD** – Project Director; **AD** – Activity Director; **RPIE** – Research, Planning & Institutional Effectiveness; **Coord. Care Dev.** – Coordinated Care Model Developer; **E & P Coord.** – Embedded Supports and Professional Development Coordinator; **Tech. Spec**. – Starfish and Technology Integration Specialist; *El Centro* **Dev.** – *El Centro* Developer; **CTC** – Career & Transfer Center

Strategy #1: Beyond Financial Aid ➢ Create *College 1* course that is contextualized for career clusters; create new online student orientation.	Oct. 2020 – Jan. 2021	PD, AD, Coord. Care Dev.
➢ Develop *El Centro* programs & services, connecting and uniting basic needs and financial literacy services; develop information campaign centered around financial aid; develop pilot program for financial aid assistance in the CTC; develop pilot career exploration program for the Career & Transfer Center; develop several online training modules for peer coaches; develop culturally relevant information and marketing campaign for greater community use of *El Centro*. ➢ Expand the number of internship partnerships with employers. Promote the use of College Central Network to students and employers. Develop a marketing campaign for internship program.	Oct. 2020 – Sep. 2021	PD, AD, *El Centro* Dev.
➢ Integrate student orientation and completion of SEPs into onboarding process	Feb. 2021 – Sep. 2021	PD, AD, Coord. Care Dev., VP Student Services
Strategy #2: Beyond Pathways ➢ Develop dashboards and communication protocols for continuously identifying the courses to target with limited resources for maximizing potential benefit to students; create online faculty training module for campus resources; evaluate current self-guided placement procedures; identify gateway courses to pilot with embedded tutors; develop faculty training on how to effectively use embedded tutors; develop training for embedded tutors.	Oct. 2020 – Sep. 2021	PD, AD, E & P Coord., instructional faculty
➢ Limited summer session pilots with embedded tutoring.	June 2021 – Sep. 2021	AD, E & P Coord., pilot instructors, embedded tutors
➢ In coordination with the Coordinated Care Team, establish workflows for data that passes through Starfish and who it gets assigned to; connect data from program maps to SEPs; assign staff as members of the Coordinated Care Teams who will assist Activity Developers	Oct. 2020 – Jan. 2021	PD, AD, Tech. Spec., Coordinated Care Team
➢ Connect data from SEPs to enrollment management; implement technical side of workflows developed by Coord. Care Dev. and Coordinated Care Team; develop training for faculty use of Starfish; improve data tracking for case management.	Feb. 2021 – Sep. 2021	PD, AD, Tech. Spec., Coordinated Care Team
➢ Develop implementation plan for Starfish early alert module; create triggers for mobile-friendly strategic nudging (texting) through Starfish.	Oct. 2020 – Sep. 2021	PD, AD, Tech. Spec.
➢ Develop student survey to gather data related to academic and non-academic support, AB705-compliant placement, student orientation, and financial aid.	Oct. 2020 – Dec. 2020	PD, AD, Activity Developers, Tech. Spec.
Strategy #3: Beyond Rhetoric ➢ Develop Faculty Diversity Internship Program; create self-paced, online training modules in Canvas for Equity-Minded	Oct. 2020 – Dec. 2020	PD, AD, E & P Coord.

Practitioner Certificate; develop Adjunct-to-Tenure-Track Mentoring Program; engage administration and Academic Senate in adoption of Equity Minded Indicators; recruit Hispanic business members and individuals from Latino community organizations to serve on Advisory Board		
➢ Recruit participants for the Faculty Diversity Internship Program; pilot Equity-Minded Practitioner Certificate with limited number of faculty; pilot Adjunct-to-Tenure-Track Mentoring Program (limit to 5 participants); hold first meeting of Advisory Board to plan for internships and guest speakers.	Jan. 2021 – Sep. 2021	PD, AD, E & P Coord., Advisory Board
Summer Equity Institute - OnCourse Equity & Diversity (50 participants – faculty, staff, tutors, peer coaches) OnCourse Frontline Staff (50 participants – staff, tutors, and peer coaches), pilot peer coach training, pilot embedded tutor training.	July 2021	AD, Activity Developers, faculty, staff, peer coaches, tutors
Grant Year 2 (10/1/21 – 9/30/22): Launch Pilots		
Strategy #1: Beyond Financial Aid - Pilot career exploration program for CTC; scale up training for peer coaches; launch new online student orientation; continue to develop course materials for *College 1*; launch *El Centro*; train *El Centro* coaches; pilot financial aid assistance program in CTC; launch information campaign for financial aid & financial literacy; expand employer internship partnerships and launch marketing campaign for internship program.	Oct. 2021 – Sep. 2022	AD, Coord. Care Dev., Coordinated Care Team, *El Centro* Dev.
Strategy #2: Beyond Pathways - Pilot 10 sections of learner-centered classroom with embedded tutors in English 1A and Statistics; implement new guided self-placement; Implement Starfish early alert module; launch Starfish training for faculty; pilot strategic nudging (texting) for students to complete FAFSA & SEP.	Oct. 2021 – Sep. 2022	AD, E & P Coord., pilot instructors, embedded tutors
Strategy #3: Beyond Rhetoric – Launch Faculty Diversity Internship Program; promote and expand use of Equity-Minded Practitioner Certificate; continue pilot of Adjunct-to-Tenure-Track Mentorship Program; continue to engage regularly with Advisory Board to expand internship opportunities.	Oct. 2021 – Sep. 2022	AD, E & P Coord., faculty/staff involved in training, Advisory Board
Summer Equity Institute - OnCourse Equity & Diversity (50 participants – faculty, staff, tutors, peer coaches); OnCourse Frontline Staff (50 participants – staff, tutors, and peer coaches), peer coach training, embedded tutor training.	July 2022	AD, Activity Developers, faculty, staff, peer coaches, tutors
Collect data using developed student survey; use data to inform decisions regarding pilot programs.	Oct. 2021 – Sep. 2022	PD, AD, Activity Developers
Grant Years 3-4 (10/1/22 – 9/30/24): Evaluate, adjust, iterate, and scale		
Strategy #1: Beyond Financial Aid - Iterate, analyze, refine and scale up online student orientation, launch *College 1* course, pilot programs in career exploration and financial aid assistance; iterate, analyze, refine and scale up pilots in financial literacy; launch information & marketing campaign for greater community use; evaluate training of *El Centro* coaches; train additional *El Centro* coaches; evaluate and scale up internship partnerships and method of placement of students to internships.	Ongoing	AD, Coord. Care Dev., Coordinated Care Team, *El Centro* Dev.

Strategy #2: Beyond Pathways - Iterate, analyze, refine and scale up pilots in gateway courses; evaluate and refine training for faculty and embedded tutors; implement a time-tracking mechanism in Learning Center/Learning Commons; evaluate use of early alerts; expand training; develop and implement Starfish Connect Module.	Ongoing	AD, E & P Coord., Pilot instructors, embedded tutors, Tech. Spec.
Strategy #3: Beyond Rhetoric – Iterate, analyze, refine and scale up pilots of Faculty Development Programs; continue to regularly engage with Advisory Board to expand internship opportunities.	Ongoing	AD, E & P Coord., Advisory Board
Summer Equity Institute (Grant Year 3 only) - OnCourse Equity & Diversity (50 participants – faculty, staff, tutors, peer coaches); OnCourse Frontline Staff (50 participants – staff, tutors, and peer coaches), peer coach training, embedded tutor training.	Ongoing	AD, Activity Developers, Faculty & Staff attending trainings
Grant Year 5 (10/1/24 – 9/30/25): Final evaluation, adjust, scale, and institutionalize		
Strategy #1: Beyond Financial Aid - Evaluate effectiveness of career exploration and financial aid assistance programs; offer *College 1* course at scale; analyze reach of services and identify student populations to target that are not seeking assistance; institutionalize *El Centro*; evaluate all internship partnerships and institutionalize internship program.	Oct. 2024 – Sep. 2025	PD, AD, Coord. Care Dev., Coordinated Care Teams, *El Centro* Dev.
Strategy #2: Beyond Pathways - Continue to expand training of faculty and embedded tutors; expand pilots to all gateway courses; institutionalize training and support for embedded tutors; continue Starfish training; evaluate faculty/staff use of Starfish for early alerts and appointment scheduling.	Oct. 2024 – Sep. 2025	AD, E & P Coord., Pilot instructors, Tech. Spec.
Strategy #3: Beyond Rhetoric – Institutionalize Faculty Diversity Internship Program and Adjunct-to-Tenure-Track Mentorship Program; evaluate, iterate, and refine online Canvas modules for Equity-Minded Practitioner Certificate; hold Advisory Board summit to end partnership, but continue programs and internships developed during project.	Oct. 2024 – Sep. 2025	AD, E & P Coord., Advisory Board
Summative evaluation of all project development conducted to inform Gavilan administration and management.	Oct. 2024 – Sep. 2025	PD, AD, Internal and external evaluators
Demonstrate that Gavilan possesses all institutional capacities to maintain all developed programs and services.	Feb. 2025 – Sep. 2025	President, PD, AD, VP Academic Affairs, Office of RPIE
Continuous over grant period		
*Weekly project leadership team meetings to continuously track progress and make improvements *Monthly project reports by PD to executive level administration *Collaborate across functions and areas of Gavilan that intersect with project and affect student outcomes and completion *Track student progress and maintain ongoing, personalized contacts and support *Ongoing formative evaluation continuously informing improvement		

(e) PROJECT MANAGEMENT PLAN

Gavilan has selected highly qualified and experienced individuals to form a strong management team for the Title V project. The Project Director, Dr. Brown, an experienced grant manager, will **be directly responsible to the Gavilan president for meeting the objectives of this project and will have full authority and autonomy to administer the project according to the federally approved plan of operations**. His extensive knowledge and practice in grant management, management and evaluation of classified staff and faculty, and program development will enable him to effectively oversee all efforts to accomplish project goals. Specific outcomes for grant management have been established, all of which are primarily his responsibility.

(e)(1) EFFICIENT AND EFFECTIVE IMPLEMENTATION

Summary of How the Project Director Will Ensure Efficient/Effective Project Implementation	
Desired Management Outcomes for Efficiency and Effectiveness	**Planned Strategies for Achieving Grant Management Outcomes**
1. The project will be integrated within the regular Gavilan administrative governance and committee structure from inception to institutionalization. It will be managed to encourage, support and facilitate cross-functional cooperation and mainstreaming of the project in the college.	1. Dr. Brown will serve as the chief liaison between the project and the institution, already understanding fully the project design and the relationship of the project to the Gavilan Master Plan and committee structures. He will incorporate feedback from the Internal Evaluation Team and work closely with all Gavilan leaders to mainstream the project.
2. The President, other top administrators and the Board will stay directly involved and continuously informed because of the project's planned impact and key role in critically needed institutional development.	2. He will meet regularly with top administrators to keep them fully informed of progress and obstacles. He will provide monthly reports to the president and an annual report to the Board.
3. The project will meet or exceed all federal GPRA accountability standards – ensuring the project implements all HSI goals and objectives.	3. He will oversee and manage all project accountability, working closely with the Gavilan business office and the Director of Institutional Effectiveness.
4. All personnel charged with project responsibilities will fulfill roles satisfactorily and consistently with project plan.	4. He will coordinate activities in a manner that will facilitate optimum effectiveness in utilization of program resources and personnel.
5. The project will operate in full compliance with federal reporting regulations requiring internal monitoring and annual reporting of progress.	5. Dr. Brown will ensure that he and all project personnel remain thoroughly informed regarding the funding agency policies and grant

	terms/conditions and monitor to ensure total compliance. As with previous Title V grants, he will ensure that all forms, records, processes and procedures exceed reporting requirements.
6. Equipment purchased with federal funds will be inventoried and maintained according to regulations and consistent with institutional policy. All grant resources will be for specified objectives.	6. He will advise and assist in proper distribution of, and accounting for, all grant acquired equipment. He will sign off on all purchases to ensure full compliance with fiscal control rules.
7. The Evaluation Plan (described in Section G) will be followed to achieve desired levels of involvement and serve as an integral strategy to achieve objectives in a steady, incremental process.	7. Dr. Brown will manage implementation of the Evaluation Plan for the overall project, working closely with the research office and the internal evaluation team and external evaluator.
8. There will be college-wide participation of as many participants as possible. Planners will continue to be heavily involved as key participants in the project, and others will be actively recruited.	8. He will assist in recruiting as many practitioners as possible to participate in project and facilitate/ coordinate their roles/participation, working closely with administrators, division chairs, others affected.
10. Project implementation plans will be adjusted when necessary to achieve greatest impact on objectives and ensure the project remains fully consistent with institutional development priorities and objectives during the entire grant period.	10. He will work closely with the research office to analyze evidence from data collected and provide reports to project teams charged with revising strategies. He will be involved in all decision-making regarding revision of strategies.
11. All project staff and participants will be fully and clearly informed about project management policies/procedures. All personnel, stakeholders, auditors and/or representatives of the funding agency will have access to policies/procedures.	11. He will develop a comprehensive project manual (the purpose of the which is to specify all policies, procedures, responsibilities and lines of authority, reporting procedures and forms to be used for and by project staff and executive team).
12. Information about the project will be widely disseminated within the college to all stakeholders and constituencies, and all project operations will be fully transparent.	12. Dr. Brown will oversee the development of a project website to share information with the college as a whole and also use other means, including updates at faculty meetings.
13. Project will be managed so that there is smooth transition without unanticipated burden to the Gavilan operating budget. (Note that most grant-funded positions are temporary and developmental.)	13. Dr. Brown will take responsibility for working closely with the executive team and research office to prepare for smooth transition and provide data and evidence to support institutionalization.

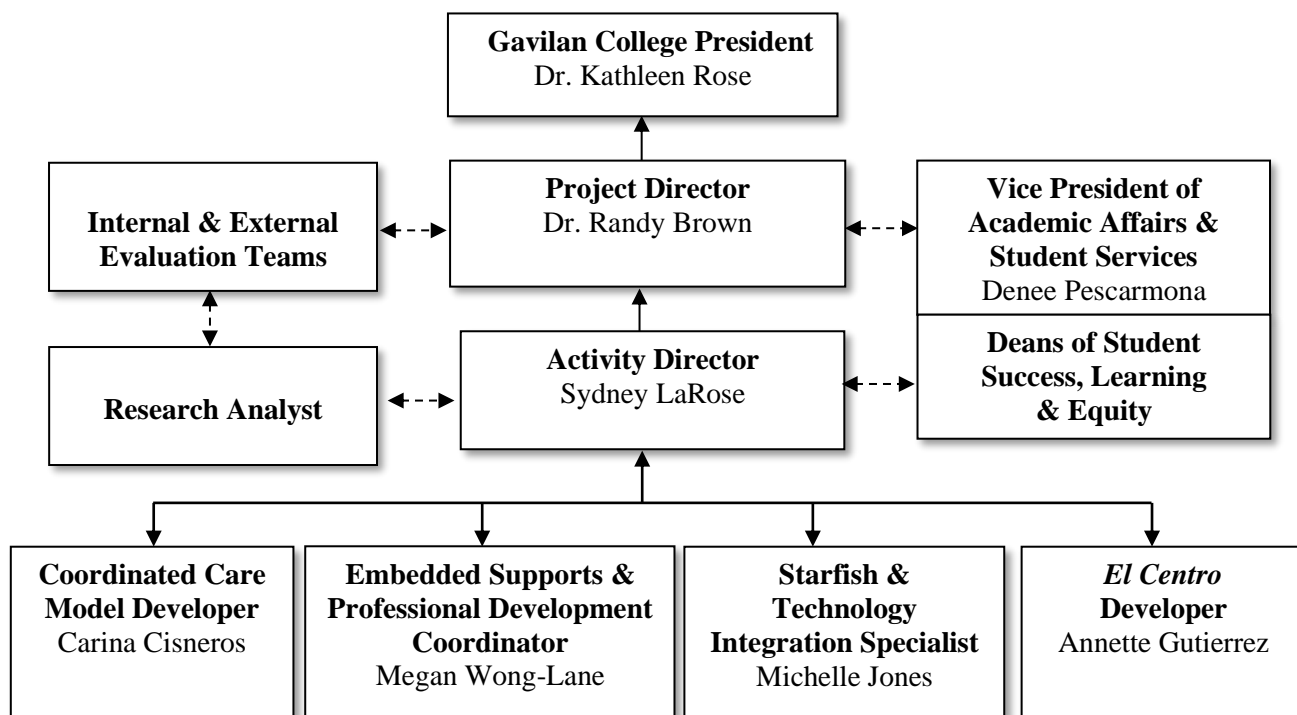## (e)(2) AUTHORITY TO CONDUCT THE PROJECT EFFECTIVELY

Gavilan's President is fully supportive of the proposed Title V project and will provide

overall supervision of the project to ensure the quality of programs developed and their benefit to

Gavilan's Hispanic and other at-risk student populations. **The President will delegate**

management of the project to the Project Director with full authority to conduct the

project effectively. The Project Director will provide monthly progress reports (project progress and fiscal compliance) to the President as well as annual presentations to the Board of Trustees.

The Project Director will coordinate grant management efforts directly with the Vice President of Academic and Student Affairs and the Evaluation Team. In addition, **the project will benefit from a dedicated, fulltime Activity Director** who will coordinate all day-to-day project operations and report to the Project Director. She will dedicate 100% effort to ensure the project remains on task and focused on equitable student success. The Activity Director will meet regularly with Coordinated Care Model Director, Embedded Supports and Professional Development Coordinator, Starfish and Technology Integration Specialist, and *El Centro* Developer. Each of these lead positions will be responsible for the appropriate activities as outlined in the logic model, and the team will be supported by the Deans of Student Success & Equity and Student Learning & Success to advance grant initiatives. This multipronged management structure utilizes smaller agile units to optimize efficiency while leveraging a tightly knit and comprehensive framework to ensure integrated and aligned development. It operationalizes evidence-based models of multi-tiered leadership and strong powerful coalitions of change agents working together to move Gavilan toward becoming a Guided Pathways college with a strong Hispanic-*Serving* culture and identity.

The Project Director and project leaders will meet weekly to review implementation activities and make adjustments as necessary to achieve objectives on schedule. The Project Management Team will work closely with all staff including faculty leaders (instructional and student support professionals) in all aspects of project implementation, including development of training programs that are meaningful, collaborative and flexible for all participants. Project staff meetings will occur bi-monthly, including key participants related to scheduled tasks.

Organizational Chart for Title V Project Management

	Gavilan College President Dr. Kathleen Rose	
Internal & External Evaluation Teams	**Project Director** Dr. Randy Brown	**Vice President of Academic Affairs & Student Services** Denee Pescarmona
Research Analyst	**Activity Director** Sydney LaRose	**Deans of Student Success, Learning & Equity**

Coordinated Care Model Developer Carina Cisneros	**Embedded Supports & Professional Development Coordinator** Megan Wong-Lane	**Starfish & Technology Integration Specialist** Michelle Jones	*El Centro* **Developer** Annette Gutierrez

(f) KEY PERSONNEL

(f)(1 & 2) QUALITY AND RELEVANCY OF EXPERIENCE AND TRAINING, as well as REALISTIC TIME COMMITMENT

The past experience and training of key professional personnel in the Activity are directly related to the job description of each. The time commitment of the primary personnel was thoroughly discussed by the Title V Planning Committee. Our previous experience with Title V projects helped us to decide on time commitment of key personnel. Dr. Randy Brown, is **an experienced Title V project manager** and will serve as Project Director, making a significant commitment to project leadership. His well-established relationships with Gavilan faculty, staff, administrators, and board members make him well-qualified to effectively provide executive-level coordination of this multi-faceted but focused project (25% effort). Activity Director, Sydney LaRose, **will commit to the project on a full-time basis (100% effort).** She has extensive experience coordinating Title V projects at Gavilan, and will support all day-to-day

activities, working closely with all staff. **Together, the Project and Activity Directors comprise an exceptional grant management team dedicating 125% FYE effort**.

Qualifications	Roles and Responsibilities
Project Director: Dr. Randy Brown (25% Effort)	
Randy Brown, Ph.D., an experienced Title V project manager, will serve as Project Director. His well-established relationships with Gavilan faculty, staff, and administrators make him well-qualified to effectively oversee this multi-faceted but focused project. He has successfully managed Gavilan's Title V since 2015 during which time he oversaw the development of the college's Civic Engagement program, Distance Education faculty professional development, Learning Commons instructional support facility, Math and English Acceleration, and the college's Guided Pathways transformation. These experiences have provided him with invaluable project management knowhow and access to resources throughout the state. He also oversees Gavilan College's California Adult Education Program and Guided Pathways funding. Prior in his career, he has served as a University Professor and Director of Institutional Research.	● Provide leadership for and oversee all aspects of the Title V project, guiding the full-time Activity Director as they work closely with all project staff to develop and implement all planned strategies. ● Supervise and collaborate with Title V staff, faculty participants, and internal and external evaluators of the project. ● Serve as project liaison to all affected Gavilan administrators to ensure smooth and timely integration. of grant activities and products with new and existing structures to ensure sustainability and promote institutionalization. ● Supervise fiscal management of the project, ensuring that all established Federal and Gavilan fiscal policies and procedures are followed. ● Communicate the progress of the project to campus administrators, college faculty, and all stakeholders on a regular basis. ● Disseminate all relevant Title V evaluation results and findings on and off-campus. ● Develop and enforce a Title V Policies and Procedures Manual. ● Submit periodic reports to the college's Board of Trustees, Executive Committee, and Academic Senate on the project as it addresses Gavilan's strategic planning goals/needs. ● Submit satisfactory Interim, Annual and Final Performance Reports to the funding agency. ● Oversee and advocate for institutionalization of all effective project innovations.
Activity Director: Sydney LaRose (100% Effort)	
Currently working in the Research, Planning and Institutional Effectiveness division, Sydney LaRose will be dedicating 100% of her time as Grant Activity Director. Sydney is a hands-on, process-focused professional with extensive experience in career services, program development and execution, relationship development and management. In her current role, she works with all divisions and those in executive positions to create plans and improve processes. She created timelines	● Oversight/evaluation/implementation of all strategies, working closely with Project Director and other key leaders and stakeholders in this project to achieve objectives. ● Establish policies and procedures for project oversight/meeting schedule. ● Coordinate hiring of new project staff and replacement of released faculty. ● Participation in all regular meetings with Project Director/other Gavilan personnel as needed. ● Ensure institutional coordination and support for all strategies to be implemented. ● Provide leadership/encourage Gavilan faculty and staff participation in planned professional development.

and organized activities to develop the College's three-year Strategic Plan, incorporating input from all constituency groups. She restructured and managed the College-wide Program Review process, linking it to the budget request and funding cycle. This year was the first time in 10 years that all reports were completed on time. This will be the 3rd Title V grant that Sydney has worked with. In her past grant experiences, she created policies, procedures and manuals, managed budgets and purchase requisitions, and written reports. As a former Director of Alumni Career Services, Sydney assisted over 2000 students annual to achieve "Best-Fit Employment" and developed new recruitment plans for VIP employers. She also counseled approximately 600 alumni in all aspects of job search, from values assessment to employment placement.	● Coordinate career explorations programs and internship partnerships ● Create a new marketing campaign to promote available internships ● Oversee the design and development of the technology improvements to support strategy implementation and build capacity to scale up proven services. ● Monitor all objectives, data and identify barriers to progress for students and faculty. ● Oversee formative and summative evaluation according to the Evaluation Plan, working closely with evaluators. ● Support all faculty participants and activity staff in order to meet project objectives. ● Requisition equipment and manage all funds according to institutional and Title V regulations. ● Manage feedback loop from data analysis to refinements in processes and products.

Activity Developers: All positions will be filled with well-qualified Gavilan personnel with experience at Gavilan directly related to their project roles. The Strategy Developers will work closely with the Project and Activity Directors to achieve the Goals and Objectives.

Summary of Roles and Qualifications of Lead Activity Developers	
Activity Developer	**Summary of Responsibilities in Project**
Coordinated Care Model Developer *(50% effort)* Carina Cisneros, current Interim Dean of Student Success and Equity at Gavilan, will fill the role of Coordinated Care Model Developer. Carina is an experienced higher education professional who has successfully managed several student support and equity programs serving low-income, first generation and historically disadvantaged student populations. Her experience and understanding of socio-economic barriers and systems that can disproportionally impact vulnerable populations is reflected by a successful track record of leading and developing programs that result in increased student success that reduces or eliminates equity gaps. Carina is a culturally competent leader and an equity-minded practitioner who has experience in establishing and developing programs, fiscal management and building relationships that strengthen student supports. *Education: M.A. in Mexican American Studies, San Jose State University (2011), B.A. in Liberal Studies with minor in Spanish, Cal State Monterey Bay (2006)*	● Lead enhancement/redesign of new student online orientation. ● Lead creation of *College 1* contextualized to clusters, with services integrated, and fulfilling CSU Area E GE Requirement. ● Coordinate networking & integration of workshops/services for financial aid, career exploration, Comprehensive Student Educational Plans, and registration. ● Coordinate professional development for more student-centered delivery of services, including caseload methods and equity/diversity.

Embedded Supports and Professional Development Coordinator *(50% effort)* Megan Wong-Lane is a part-time English instructor at Gavilan College and Las Positas College and has been part of the Learning Commons as both classified staff and faculty since its inception in 2015. In 2016, she presented the Learning Commons at the Northern California Writing Center Association Conference and worked with a Gavilan team to host the first annual Tutor Expo in Northern California. In her current role as the Learning Commons and Directed Learning Activities Coordinator, Megan has worked collaboratively with faculty to bring their classes into the instructional support space to conduct lessons and activities that are more interactive, technology rich, and project-based. This collaborative professional development model has been fruitful in developing instructors' skills through modeling and coaching. Megan has also been a regular trainer for Gavilan's professional development efforts. She leads Gavilan's instructional support subcommittee and has been active in the Guided Pathways initiative. She has participated in multiple trainings on promoting equity in and out of the classroom and provides foundational equity training for student tutors. *Education*: *M.F.A. in Creative Writing, New Mexico State University (2012), B.A. in Philosophy, New Mexico State University (2008)*	● Lead creation of new professional development programs: ○ Faculty Diversity Internship Program ○ Equity-Minded Practitioner Certificate ○ Adjunct-to-Tenure-Track Mentoring Program ● Collaborate with Human Resources to recruit participants of the Faculty Diversity Internship Program ● Create (or recruit other faculty to create) self-paced, online Canvas modules to be used in the Equity-Minded Practitioner Certificate ● Coordinate embedded tutoring program (recruit tutors, pair students with faculty, track and log tutoring hours)
Starfish & Technology Integration Specialist *(50% effort)* Michelle Jones has worked at Gavilan College for over 15 years in various departments including Community Education, Community Development & Grants Management, Regional Occupational Program and Counseling. Her most notable work was assisting in the development of the Noncredit Program while working in Community Development & Grants Management. She played an instrumental role in the development of the Noncredit program including developing policies and procedures, enrollment management systems and creating ties to the community. While in the same department she also assisted with Gavilan's HISAC grant which led to the creation of a centralized computer technology system in the community to help reach underserved students. Michelle has extensive knowledge of Banner in her current position which also includes a role as an academic scheduler. Her experience is comprised of class scheduling, faculty load and compensation, Argos reporting, rosters and budgets. Additionally, in her current role as Senior Program Services Specialist in the Counseling Department, she has gained comprehensive knowledge of the SARS scheduling system used to schedule counseling appointments, send student email notifications and track data. *Education: Bachelor's Degree of Science, Advertising with a Minor in Business Management, San Jose State University (2000). Associate of Arts, Liberal Arts and Sciences, Gavilan College (1997).*	● Lead improvement and integration of online services/tools and data flow. ● Lead organization of storage, usage/integration, and maintenance of program maps resulting from GP. ● Coordinate the development of workflows for early alert, nudges, communications and to-dos. ● Create triggers for strategic nudges for students to complete FAFSA and SEPs. ● Design data workflows to inform proactive enrollment management. ● Lead improvement of case management system. ● Coordinate professional development on technology usage and routines.
El Centro Coordinator (100% effort) Annette Gutierrez has successfully managed CalWORKs, Fresh Success and Food Pantry programs which have multiple and complex county, state and federal funding streams attached, in additional to rigorous reporting, tracking systems, and auditing requirements with	● Establish *El Centro* based on the United Way SparkPoint model, including coordination and oversight of staff and peer coaches working in the center.

positive outcomes. She has extensive experience working with vulnerable populations through program development, coordinated case management, and direct services. Annette has developed and led professional development training for students, faculty, staff and administrators locally, regionally, and statewide related to program development, program implementation, county and college collaboration best practices, understanding basic needs, and supporting students holistically. Throughout her tenure at Gavilan College, Annette has fostered relationships with college, county, and community stakeholders with a proven track record to maintain and strengthen partnerships. *Education: Master of Social Work (MSW), Health/Mental Health. San Jose State University (2015) BS, Business Management (2007) AS, Business (2005).*	● Coordinate networking on basic needs, financial literacy, and social services available on-campus and through off-campus partners. ● Implement tracking and communication software for ongoing evaluation and improvement. ● Coordinate information & outreach campaign about availability of services offered through *El Centro* to not only the campus community, but to members of the greater community who would benefit from *El Centro* services/resources.
Research Analyst (50% effort, working out of RPIE office) A Research Analyst will be hired (50% time commitment) to work with the project management team as well as the external evaluator. **Minimum Qualifications:** BA/BS degree in quantitative field: computer science, math, business, finance, social science, or any combination of training and experience that provides desired knowledge & abilities; Experience with tools (Access, SQL, SPSS), methods (cohort-tracking, surveys), and measures (retention and graduation rates) commonly used by institutional researchers; Exceptional analytical, conceptual, problem-solving & written, oral communication skills; Statistical analysis methods, ranging from basic techniques such as cross-tabulation and longitudinal data analysis to advanced methods such as logistic regression; design and prepare reports and then present them publicly; present complex and technical information to non-technical audiences.	● Work in coordination with Gavilan's Office of Research, Planning and Institutional Effectiveness (RPIE) to support data collection, analysis and report-writing for ongoing formative and summative project evaluation. ● Collaborate with the Starfish & Technology Integration Specialist and external consultant on the development of sustainable and integrated data dashboards for more effective and efficient decision-making, research, and progress reporting. ● Design, develop and conduct advanced institutional research projects and activities to support external/internal accountability mandates in all areas.

(g) EVALUATION PLAN

The evaluation plan for this project utilizes a participatory evaluation model designed to engage all members of the project community in a collaborative and ongoing process of inquiry and assessment that will **turn research into action for institutional reform**. It will

dynamically connect the project faculty and staff, and therefore the institution at large, to

formative and summative feedback on the effectiveness of project interventions that include, but

go beyond, the usual broad measures of student success (e.g., GPA, success rates, representation

percentage, etc.). This strategy has been associated with increasing students' sense of being

valued (an important factor discussed in relevant research) as well as an increased likelihood that

faculty adopt effective pedagogical innovations for the long run.[64] Evaluation instruments will be

adapted and developed in line with highly regarded initiatives both internal and external to the

college. This deliberate plan to align with these strategically chosen frameworks will

significantly improve productivity and increase efficiency in the use of time and resources, while

simultaneously maximizing potential to increase student success by institutionalizing best

practices and truly transforming Gavilan into a student-centered, Guided Pathways HSI.

(g)(1&2) DATA ELEMENTS, COLLECTION, AND ANALYSIS ARE WELL-DESIGNED TO MEASURE THE ATTAINMENT OF OBJECTIVES, THE SUCCESS OF THE PROJECT, and ARE LIKELY TO PRODUCE FORMATIVE AND SUMMATIVE RESULTS.

Gavilan's *Juntos Avanzamos* Project Director, Dr. Randy Brown, will work closely with

the Office of Research, Planning and Institutional Effective (RPIE) and the external evaluation

consultant to ensure that evaluation activities are robust, rigorous, efficient, and institutionalized

to increase Gavilan's overall research capacity. The project also proposes the hiring of a research

analyst to increase the institutional capacity to engage in broadly inclusive, action research.

While Gavilan has an easy-to-use data dashboard called GavData, a consultant will be hired to

create additional custom dashboards that are tied directly to the measures and outcomes of this

project, as well as general progress towards Guided Pathway essential practices, to connect

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[64] Henderson, C., Beach, A., and Finkelstein, N.D. (2011). Facilitating change in undergraduate STEM instructional practices: An analytic review of the literature. *Journal of Research in Science Teaching*, 48(8), 952-984.

decision-makers with meaningful data to drive the action research cycle. Following

recommendations from other Title V grantees and evaluation literature, the project will establish

an Internal Evaluation Team (IET) that will include Gavilan administrators, faculty, staff, student

advocates, as well as the Project Director and RPIE staff. The RP Group[65] will be hired as the

External Evaluator to assess the evaluation plan and ensure that the evaluation process is valid in

addition to helping Gavilan implement an evaluation that meets federal and institutional needs.

The IET and Project Director, working closely with the RPIE Office and External Evaluator, will

provide an annual report that is primarily formative Years 1-4 and summative in Year 5. The

project's IET will collect data to monitor progress towards the project's objectives and goals.

The quantitative measures below will measure and support the project's progress toward meeting

its institutional change objectives aimed at implementing "essential practices" and developing

"essential capacities" for Guided Pathways as identified by CCRC.

Evaluation Data Collection Related to Project Objectives and Goals		
Objective/Data Element	**Data Source**	**Measurement and Analysis**
Employee participation	Gavilan activity records	Descriptive trend over time, annually, counts of participation in professional development activities and community of practice
Equity Measures	Disaggregated data from measures below	Differences between measure values for white and Hispanic; Differences between measure values for levels of SES; Descriptive analysis of the gap trend, annually
Racial Campus Climate	NACCC[66]	Descriptive trend over time, annually, of all NACCC reports and Climate Score
FAFSA	Financial aid data	Descriptive trend over time, annually, counts of students completing FAFSA
SEPs	Starfish	Descriptive trend over time, annually, counts of students completing SEPs
Student Development Course Enrollment	Gavilan student enrollment data	Descriptive trend over time, annually, counts of students completing redesigned Student Development Course

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[65] The Research and Planning (RP) Group for California Community Colleges is a non-profit research partner that has helped lead the Guided Pathways reform movement for the California Community College system.
[66] National Assessment of Collegiate Campus Climates (NACCC) - https://race.usc.edu/naccc/

Persistence - First-Second Year Retention	Gavilan student enrollment data	Descriptive trend over time, annually, students who were in the fall of their first year of postsecondary enrollment and remain enrolled in their 2nd year ÷ total students who enrolled in the fall of that first year
Gateway Completion	Gavilan student enrollment and grade data	Descriptive trend over time, annually, students who successfully complete English 1A or a statistics courses with a C or better within one year
Transfer	Gavilan student enrollment data; CCCCO database	Descriptive trend over time, annually, students who transfer successfully to a 4-year institution within 3 years ÷ total number of students in the same cohort
Degree/Certificate Completion	Gavilan student enrollment and degree/certificate completion data	Descriptive trend over time, annually, students who complete degree or certificate within 3 years of enrollment ÷ total students in same cohort
Excess units	Gavilan student enrollment data; CCCCO database	Descriptive trend over time, annually, the average number of units completed that are not directly related to a student's chosen major/certificate.
Student Services & Learning Support	Gavilan student surveys	Likert scale ratings of satisfaction from students who have received student services or learning support

Data on ethnicity and level of socioeconomic status (SES) will be used to disaggregate and compare information for equity gaps among all data elements. Most of the data are derivable from the student information system (SIS) and are routinely collected by the IRPA office. The exceptions are for the performance indicators regarding student support services which will be indirect measures to be derived by the completion of questionnaires of student satisfaction. This information will be used by project personnel to determine whether activities are being implemented as planned, and whether the program is on-track to meet goals, as well as continually improve program implementation as needed. The IET will monitor the project's processes of data tracking, collection, management, analysis, and interpretation. Faculty will play an important role in assessing the effectiveness of their own pedagogical innovations, and they will receive the full support of the evaluation team in order to create sustainable mechanisms for doing so.

The evaluation involves a combination of quantitative and qualitative strategies to evaluate the efficacy of interventions. Statistically significant differences in outcomes over time

will be attributed to individual or collective grant-funded program enhancements. For the

qualitative evaluation, reflections on experiences will be obtained through surveys, interviews,

and focus groups involving key informants. Formal instruments and methodologies to be used, as

well as structured protocol, sampling methodology, and the scheduling of observations,

interviews, and focus groups involving classroom and research settings will be finalized after

award. Face-to-face approaches will provide a full range and depth of information; quantitative

information collected will be tabulated and mean scores will be computed and ranked.

Qualitative information will be organized into themes, where patterns and causal relationships

may be identified. Results will be interpreted in relation to projected outcomes, with

recommendations to improve the project and conclusions presented in reports[67].

Evaluation Activities and Timeline	
Evaluation Activity	**Timeframe**
Evaluation kick-off meeting with project team	1st 30 days
Observation of project team meetings and share interim evaluation findings as available for applicable interim reports	Regularly as scheduled
Finalize quantitative program metrics and data collection timeline	Year 1, Qtr 2
Develop quantitative/qualitative instruments	Year 1, Qtrs 2-3
Semi-structured interviews with project team and stakeholders	Qtr 3 each year
Data / program metrics meeting with data staff	Quarterly each year
Data collection targets/ reporting milestones	Qtr 3-4 each year
Annual Evaluation Reports; Final Evaluation Report	Qtr 4 each year

The project evaluation will encompass a variety of foci, including the application of

inquiry-directed pedagogy for faculty professional learning, faculty and staff adoption of new

methods impacting student-level outcomes. The evaluation will be responsive to the Project

Director's needs in making evaluative decisions about the project and its elements. It will reflect

a utilization-focused approach[68] in which evaluation activities are undertaken because they will

be useful in decision-making. The evaluation team will utilize the National Assessment of

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[67] Maberry, S. (2009). *Understanding Program Evaluation.* American Association of Grant Professionals Annual Conference.
[68] Patton, Q. M. (2009). *Utilization-Focused Evaluation 4th Ed.* Thousand Oaks, CA: Sage.

Collegiate Campus Climates (NACCC) reports to measure whether all professional development activities have contributed towards an increased sense of belonging for Hispanic students.

To measure the achievement of CDP goals related to the implementation of a campus-wide initiative to create a more holistic learning experience with re-imagined student support services integrated with instruction, the IET will use the CCRC's Scale of Adoption Assessment (SOAA) for Guided Pathways. This tool is designed to help a college assess how far along a college is toward adopting essential guided pathways practices at scale. The essential practices listed are examined in CCRC's book[69]. The RP Group, the External Evaluator, has been involved in adapting the SOAA for individual college use and has helped develop an evaluation framework based on the instrument. The evaluation team will support faculty and staff in the utilization of the instrument's benchmarking data to assess the effectiveness of the adoption of essential practices for Guided Pathways. For each GP essential practices, the SOAA defines five levels of adoption as defined in the table below.

Scale of Adoption	Definition
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for all students
At scale	Practice is implemented at scale—that is, for all students in all programs of study

The Project Director will ensure a continuous cycle of independent feedback**,** used to improve the project as needed. When student, faculty, or staff feedback (or any data on project progress) indicates a lack of effectiveness in service delivery or achieving outcomes, the leadership team will conduct a thorough analysis of the situation. The Federal reporting requirements and the Department of Education's online APRs will include a synthesis of reports

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[69] Bailey, Jaggars, & Jenkins, T. (2015). *Redesigning America's Community Colleges: A Clearer Path to Student Success*. Boston, MA: Harvard University Press.

and data collected. Annual reports will be made available to stakeholders, including students, faculty, and administrators. The table below provides the preliminary questions to guide the evaluation of the project, as well as the minimum data that will be collected to answer each. Formative questions are intended to guide day-to-day decision-making and provide evidence of intermediate objectives. The summative evaluation will produce actionable research that will be used by the leadership of the college to increase the institutional capacity to operationalize the Guided Pathways framework. To encourage replication of best practices, outcomes and research will be disseminated through papers/ presentations developed by project personnel, aiding in the translation of project outcomes to other settings. They also will utilize their experience to pursue presentations at education, diversity, equity, and student success conferences sponsored by the Alliance of HSI Educators, HACU, and AACC.

Evaluation Questions	Data Collection
Formative Questions • What services are students self-referring in the new online orientation? • How many students are using self-guided placement for math and English? • What are the characteristics of those who participate in *El Centro* services? • How often are students receiving services related to basic needs? • How often are students receiving financial coaching? • How often are students receiving career exploration services? • How many students enroll in the new *College 1* course? • How many students have completed an SEP in the first semester? • How many students have completed the FAFSA or DRM application? • How often are students using peer coaching? • How many students persist from semester to semester? • How much attrition is there and is it related to any identifiable factors? • Are there ways to improve delivery of the financial literacy and career exploration services? • How quickly do students complete gateway courses? • What proportion of students that receive strategic nudges follow through? • Are there identifiable differences in the student experiences with services between Hispanic students and students of other ethnicities? • How many people complete the Faculty Diversity Internship Program? • How many adjunct faculty participate in the Adjunct Faculty Mentoring program?	• Various student surveys • Student data from IRPE office • Advisement participation data • Academic support participation data from Gavilan's ERP database • Data dashboards for cohort tracking • Student interviews, focus groups, and surveys (pre/post completion) • Cohort tracking with comparison groups

| **Summative Questions**
• How quickly do students accomplish completion outcomes?
• How many and what proportion of students accomplish completion outcomes?
• Is there improvement in equity gaps for any objective or outcome?
• How many students successfully transfer to a 4-year institution?
• Has the number of Hispanic applicants increased in both the adjunct and full-time hiring pools? | • Student data from IRPE office
• National student clearinghouse data
• Interviews with Gavilan faculty
• Applicant data |
| **Formative & Summative Questions – Institution-Focused**
• What is the level of awareness about *El Centro* across Gavilan?
• What are common perceptions of the GP movement at Gavilan (both principles of the model as well as engagement/discussion practices)?
• What is the average degree of understanding of GP principles/practices?
• What impacts have occurred as a result of professional development on equity?
• Are Hispanic students feeling an increased sense of belonging?
• Is student-centered, culturally responsive professional development improving services and instruction?
• What is the level of engagement & satisfaction for the Equity-Minded Practitioner Certificate program?
• What resources has the institution provided to sustain this model? | • Interviews with project leadership and management
• Employee surveys and focus groups
• Feedback forms at all professional development and community of practice workshops and events
• NACCC |

(h) BUDGET

All budget requests were carefully considered to build on and strengthen existing institutional capacities, and all requested funds are reasonable and necessary to achieve our objectives. Once development is complete, all effective improvements will be maintained using institutional funds. **A complete detailed breakdown of costs and description for each budget category can be found in the Budget Detail Form.**

Proposed Costs Necessary and Reasonable in Relation to the Project's Objectives and Scope	
a. PERSONNEL (5 Year Total: $1,561,212): A significant piece of the overall budget is intentionally dedicated to people costs, i.e., project management and other personnel focused on improving student success, as well as developing institutional capacities essential to becoming a "guided pathways" college.	
Project Director (25% all years) $117,091	A highly qualified "insider" is needed to coordinate the implementation, the budget and the evaluation for this project. **Dr. Randy Brown**, an experienced Title V project manager, will serve as Project Director (PD).
Activity Director (100% all years) $390,303	An Activity Director (AD), **Sydney LaRose,** is needed to oversee day-to-day project activities. This will be the 3rd Title V grant that she has worked with. In her past grant experiences she has created policies, procedures and manuals, managed budgets and purchase requisitions, and written reports.
Embedded Supports and Professional Development	**Megan Wong-Lane**, a highly-qualified and experienced English instructor, will serve as the Embedded Supports and Professional Development Coordinator. She will be responsible for the creation of the new professional development programs and the subsequent analysis and improvement of the training. She will also coordinate the

Coordinator (50% all years) $195,152	embedded tutoring program, coordinate all professional development for instructors of gateway courses, and work together with the project team to integrate crucial student supports and triggers for follow-up.
Coordinated Care Model Developer (50% all years) $195,152	**Carina Cisneros** will fill the role of Coordinated Care Model Developer. She will lead the Coordinated Care Team and work with project team to establish workflows for follow-up and case management of at-risk students. She will also oversee the training of frontline staff and peer coaches in OnCourse one-day workshops.
El Centro Coordinator (100% all years) $312,242	**Annette Gutierrez**, current CalWORKs/Fresh Success Supervisor at Gavilan, will dedicate 100% of her time to the launch and startup of the SparkPoint center. She will work with the VP of Student Services to reassign hourly counselors to the SparkPoint center for adequate staffing of the center. She will also develop a marketing campaign to inform students and greater community members about the availability of services at the SparkPoint center.
Starfish & Technology Integration Specialist (50% all years) $195,152	**Michelle Jones** will act as the Starfish & Technology Integration Specialist. She will work with the project team to establish workflows and triggers within Starfish, oversee the launch of the Early Alerts module in Starfish as well as the Connect module to implement queueless counselor sessions and online scheduling of appointments, and establish online and in-person trainings for the use of the new tools available in Starfish.
Research Analyst (50% all years) $156,121	A Research Analyst will be hired (50% time commitment) to work with the project management team as well as the external evaluator. S/he will work in coordination with Gavilan's Office of Research, Planning and Institutional Effectiveness (RPIE) to support data collection, analysis and report-writing for ongoing formative and summative project evaluation.
b. FRINGE BENEFITS (5 Year Total: $468,364)	
$468,364 over 5 years	Fringe benefits are calculated on the basis of Federal and State laws and College agreements with staff. Fringe benefits are calculated at an average rate of 30%.
c. TRAVEL (5 Year Total: $25,000)	
$5,000 per year	A minor portion of the overall budget is requested for travel so that faculty and staff may attend targeted training opportunities to develop in-house capability, which will then be institutionalized. In addition, funds are requested so that project personnel may attend Title V workshops.
d. EQUIPMENT (No equipment requested)	
e. SUPPLIES (5 Year Total: $128,584)	
El Centro development & pilot testing $128,584 (over the 5-year project period)	Gavilan's Financial Literacy program (modeled closely after the SparkPoint center services) will be supervised by the Gavilan Financial Aid Office and be strategically situated in a space connected to the Career & Transfer Center to make it easily accessible to all students. Funding is requested for the following supplies needed for development and pilot testing of the center. All items are under $5,000 per unit and therefore included in the Supplies line of the budget.
f. CONTRACTUAL (no funds requested)	
g. CONSTRUCTION (no funds requested)	
h. OTHER (NON-ENDOWMENT) (5 Year Total: $816,840)	
Embedded Tutors and Peer Coaches $297,546	Student workers will be hired as embedded tutors and peer coaches. Students will be hired in a pool of workers and will have the option to attend multiple trainings to qualify for a certain job.
Professional Development Services/ Programs $143,900	To increase the number of Hispanic faculty members and number of Equity-minded faculty, this grant will create a suite of professional development programs for both part-time and full-time faculty (described in detail in section (b)). Additionally, faculty and staff involved in grant activities will participate in a **Summer Equity Institute**. All faculty and staff involved in grant projects (up to 100 employees) will participate in a

	one-day equity and diversity training offered through OnCourse. Frontline staff that interact directly with students will also complete the OnCourse Frontline Staff one-day workshop that focuses on more student-centered interactions.
National Assessment of Collegiate Campus Climates (NACCC) $50,000	The National Assessment of Collegiate Campus Climates (NACCC) survey content is based on more than a decade of University of Southern California's Race and Equity Center's qualitative studies at colleges and universities across the country. NACCC's metrics and constructs are essential to any institution assessing campus climate and diversity. NACCC can also be an opportunity to strengthen coalitions across departments and divisions on campus among those who are invested in working towards equity.
Starfish Software License and Consultant Fee $255,394	The Starfish student success platform is a comprehensive software package that incorporates education planning and progress monitoring tools, counseling and coaching tools, and risk targeting and intervention tools, and includes the functionality to integrate the system with institutional ERP and LMS systems. This is the platform officially adopted by the systemwide CCC Educational Planning Initiative, a partnership that makes costs more manageable with more flexible payment schedules. It will enable the project to develop data sharing and communication workflows, evidence-based strategic nudging protocols, early alert triggers, and caseload management methods to network services into a cohesive student experience. The result will be sustainable improvements to institutional operations, and the college has committed to institutionalizing the annual license fee after the grant.
Technology & Data Dashboard Consultant $20,000	Gavilan has an interactive online data visualization system called GavData. It provides a password protected, permissions-based portal through which employees can view data contained in the college's student information system. GavData has the ability to include custom dashboards that gather and display data in ways specific to particular evaluation efforts. Creating these is labor intensive and Gavilan's Office of Institutional Effectiveness does not have sufficient capacity to handle this beyond their extensive day-to-day evaluation work supporting college operations. Funds are requested to hire a consultant to build dashboards to support the action research efforts infused in the project's activities. It is anticipated that this work will be completed within the first two years of the grant. The dashboards will then be owned by the college with no annual license fees, providing lasting tools college improvement and advancing equity.
External Evaluation $50,000	The Research & Planning Group (RP Group) of the California Community Colleges will be hired to provide professional external evaluation services. The RP Group is a non-profit, non-partisan team made up of a dedicated Board of Directors and staff, working together with a shared and resolute goal: to increase the success of California Community Colleges (CCCs). The RP Group is officially endorsed by the CCC Chancellor's Office and is the most highly respected evaluation organization specifically focused on the CCCs. They will lead the design, implementation, and application of assessment mechanisms, providing valuable guidance for grant staff not only to ensure the effectiveness of the project, but to foster Gavilan's culture of action research. Requested funds: $10,000 per year for Years 1-4, $13,000 in Year 5 (slightly higher in Year 5 for comprehensive summative report).

Note regarding Competitive Preference Priorities:

Juntos Avanzamos addresses both Competitive Preference Priorities (CPP) in a way that is

fundamental to project design and implementation. Please see further details in the CPP section

on page 30 of this narrative.