

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES

DISTRICT: GAVILAN JOINT COMMUNITY COLLEGE

COLLEGE(S): GAVILAN COLLEGE

RFA SPECIFICATION NUMBER: 16-041

CONTACT PAGE

TO BE COMPLETED BY CCCC

Grant Agreement No.: _____

Proposal ID No.: _____

Funding Status: _____

Fiscal Year: _____

Funding Source(s): Proposition 98 General Fund

Project Title: CA College Promise Innovations Grant Program

Institution: Gavilan College

Address: 5055 Santa Teresa Blvd.

City: Gilroy

State: CA Zip + 4: 95020 _____

District Superintendent/President (or authorized Designee)

Name: Dr. Kathleen Rose Title: Superintendent/President

Phone: (408)848-4712 Fax: () E-Mail Address: krose@gavilan.edu

College President (or authorized Designee)

Name: Dr. Kathleen Rose  Title: Superintendent/President

Phone: (408)848-4712 Fax: () E-Mail Address: krose@gavilan.edu

Responsible Administrator (Appropriate Program Area)

Name: Sherrean Carr  Title: Dean, Career and Technical Education

Phone: (408)848-4757 Fax: (408) E-Mail Address: scarr@gavilan.edu

Project Director

Name: Pat Henrickson  Title: Faculty, Child Development and Educational Studies

Phone: (408)848-4817 Fax: (408) E-Mail Address: phenrickson@gavilan.edu

Business Officer (or authorized Designee)

Name: Wade Ellis  Title: Director of Business Services

Phone: (408)848-4739 Fax: () E-Mail Address: wellis@gavilan.edu

OR Person Responsible for Budget Certification

Name: _____ Title: _____

Phone: () Fax: () E-Mail Address: _____

GAVILAN COLLEGE
California College Promise Innovation Grant Program Narrative

1. Table of Contents

2. Need (Statement of Problem) (four pages)	1
3. Response to the Need (six pages)	5
4. Workplan – The Workplan forms are attached	NA
5. Program Management (two pages)	11
Organization Chart	13
6. Budget – The Budget Summary and Detail forms are attached	NA
7. Feasibility – Addressed by reviewers only	NA
8. Sustainability of the Program (two pages)	14

GAVILAN COLLEGE
California College Promise Innovation Grant Program Narrative

2. Need (Statement of Problem)

Limit to four pages

a. Description of the problem that this proposed grant program will address.

Gavilan College's College Promise Innovation Program will partner with local K-12 school districts and two public universities to create an Educational Careers Center and align and deliver clear, *guided teacher education pathways* for students to follow in achieving their educational goals. The Center and pathway programs are needed to improve college readiness, access, and the overall success of participating students and will help relieve a serious regional teacher shortage. The need for this project is based on the following factors:

◆ **College readiness of local youth is low.** Large percentages of students in the feeder schools in Gavilan College's service area register low scores in several key English and math assessments. Overall, too few students in Gavilan's feeder schools meet or exceed proficiency standards in courses essential for college access and success, such as English Language Arts and mathematics, as shown below:

Table 1: Percentage (%) of 11th graders who <u>do not</u> meet English & Math proficiency¹ <i>Note: data are for Latino/a, economically disadvantaged, and all students</i>									
	Christopher High School			San Benito High School			California		
Subject	<i>Latino</i>	<i>Low Inc</i>	<i>All</i>	<i>Latino</i>	<i>Low Inc</i>	<i>All</i>	<i>Latino</i>	<i>Low Inc</i>	<i>All</i>
English	51%	54%	43%	47%	47%	41%	50%	61%	41%
Math	85%	85%	76%	80%	81%	76%	80%	80%	67%

The large number of students scoring below proficiency levels in target high schools translates into large numbers of students who are not college-ready when they arrive at Gavilan. This results in students having to take, and successfully complete, one or more courses before they can enroll in transfer-level math and/or English. This further delays their matriculation through a program of study leading to transfer to a four year program. Data showing the number of incoming students who tested one or more courses below transfer-level in math and/or English are shown below:

Table 2: Incoming Students Testing <u>Below</u> Transfer-Level English/Math²	
Testing Below Transfer-Level Reading (n=1,337)	70.0%
Testing Below Transfer-Level Writing (n=1,317)	64.1%
Testing Below Transfer-Level Math (n=1,338)	83.1%

¹ California Department of Education. 2016. California Assessment of Student Performance and Progress (CAASPP) Results 2016. Available: caaspp.cde.ca.gov/

² Gavilan Joint Community College District. 2014. Assessment Test Results Tables. Office of Institutional Research. Available: <http://www.gavilan.edu/research/reports/>

The math assessment is particularly troubling as results show 33.8 percent of incoming students score *four courses below* transfer level. Altogether, over 90 percent of incoming students assess below transfer level in at least one assessment area. And, as many as 60 percent of the current student body may be in need of academic assistance to succeed.³ Further complicating this challenge is data showing completion rates in the remedial courses in which these students enroll are also low.

◇ ***Time-to-degree/transfer is too long.*** Inadequate student preparation and support structures result in extending the time-to-degree for students. Research by Bound and Turner (2007), strongly indicates that students, particularly low income students, who need longer time to complete a degree also tend to have higher drop-out rates.⁴ This research further showed that time-to-degree for a bachelor's degree is now typically six years and the longer time required, the lower the completion rate.

Gavilan's experience corroborates the research. Data from the California Community Colleges (2015, 2016) shows that for students unprepared for college-level work, only 39.3 percent completed their certificate/degree or were transfer-ready in six years.⁵ According to a review of time-to-degree/transfer rates at Gavilan, only four percent (4%) of underrepresented students were transfer-ready in two years; 10 percent in three years. For Latino/a students the challenge is greater with only about six percent of students transfer-ready in three years. Gavilan believes equity gaps in education are both an academic problem and a management (structural) problem.

◇ ***A severe shortage and long-term demand for teachers.*** Posing serious challenges to closing the learning gaps documented above are chronic teacher shortages throughout the region. In Santa Clara County, there was demand for more than 3,000 K-12 teachers in 2015-16 alone; second only to Los Angeles. In total, 75 percent of districts report a shortage of teachers. The inability of districts to fill teaching vacancies has resulted in 55 percent of districts hiring under-qualified teachers to staff classrooms. Complicating the current shortages are high projected regional growth rates of 10-20 percent for preschool; kindergarten; elementary; and single subject teachers thru 2024 (California Labor Market Data, 2014; <http://www.labormarketinfo.edd.ca.gov/>).

Research shows that a major reason for the shortage is a 70 percent decline in enrollments in teacher preparation programs in California between 2002-2014.⁶ At

³ Note: based on Gavilan College data on participation in, and usage of student services programs, including basic skills, tutoring, Supplemental Instruction, and other services.

⁴ Bound, J., Lovenheim, M., Turner, S. 2007. *Understanding the Decrease in College Completion Rates and the Increased Time to the Baccalaureate Degree*. University of Michigan, Institute for Social Research. Report 07-626, 2007. Available: www.psc.isr.umich.edu/pubs

⁵ California Community Colleges. 2016. Student Success Scorecard Data Tables. Accessible: <http://scorecard.cccco.edu/scorecard.aspx>

⁶ Darling-Hammond, Furger, Shields, and Sutcher. 2016. *Addressing California's Emerging Teacher Shortage: An Analysis of Sources and Solutions*. Palo Alto: Learning Policy Institute, 2016. Available: www.learningpolicyinstitute.org/addressing-ca-teacher-shortage

Gavilan, data (2015) shows full-time equivalent enrollment in Child Development has declined 30 percent since 2008-09; and 61 percent in Liberal Studies (the two primary teacher preparation pathways). Feedback from students and faculty indicates some reasons for the decline are students not understanding the education pathway; no clean pathway entry/exit points; and confusion about academic and transfer requirements.

◆ **The impact of teacher shortages.** The teacher shortage impacts K-12 learning which exacerbates learning gaps and contributes to low rates of college readiness; a vicious cycle that needs to be broken. Currently, over 70 percent of low income children in Santa Clara County are not kindergarten-ready. In the south county (this project's target area), only 25% of low income third graders meet or exceed proficiency in English; and 38 percent in mathematics.⁷ Expanding training for qualified teachers will address these serious learning gaps.

b. Description of the district and college, including demographics, regional characteristics, and enrollment data. Gavilan College, an accredited California Community College and Hispanic Serving Institution, located in Gilroy, CA is the single college serving the Gavilan Joint Community College District, a vast area encompassing 2,700 square miles of southern Santa Clara County and all of San Benito County. The College, 35 miles south of San Jose, CA, was founded in 1919 and is the only affordable and accessible postsecondary gateway in the region. The College also offers instruction at two other district locations, Hollister in the south and Morgan Hill in the north end of the sprawling district.

Gavilan College has enjoyed significantly increased diversity over the last 15 years. The College's 9,100 students (Fall, 2016) are 55.3 percent Latino/a; 30.6 percent white; 4.1 percent Asian; 2.4 percent African American; with all others comprising seven percent.⁸ By gender, 50 percent are male, 49 percent female, and one percent unknown. Nearly half (47%) of the students are low income and many come from homes where English is not the first language spoken.

Gavilan College offers 63 degree and transfer degree programs and options, and 46 certificate programs and options in a variety of academic and career technical fields, including several high growth, high skill programs. Thanks to a voter-approved bond measure in 2004, Gavilan College has nearly completed an ambitious modernization and construction program that has transformed the campus through the upgrading and modernizing of educational spaces and in accordance with its Educational Master Plan. These facilities will support and improve instructional delivery and provide updated, well-equipped space for the services detailed in this proposal.

About the district. The 2,700 square mile Gavilan Joint Community College District is characterized by contrasts. The district is comprised of small cities and towns interspersed between agricultural and semi-mountainous areas. Demographically, the district is 52.6 percent Latino; 36.9 percent White; 6.4 percent Asian; and all others 4.1

⁷ *Op. Cit.* California Department of Education. 2016.

⁸ California Community Colleges. 2016. 2016 Gavilan College Student Success Scorecard. Available: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=441>

percent. Major industries in the district include retail, manufacturing, health care, agriculture, leisure, and education.

However, there are striking differences between the northern third of the district and the southern two thirds. The northern third, including the city Morgan Hill (pop. 38,000) has higher incomes, educational attainment, lower unemployment and less diversity. Many of its residents commute to jobs in San Jose and the Silicon Valley. The southern two-thirds, including Gilroy (pop. 49,000) and Hollister (pop. 34,000) have more low income families, lower levels of educational attainment, higher unemployment, and a large migrant population where English is not the first language spoken at home.⁹

c. Past efforts, resources, and support Gavilan has invested to address the objectives of this RFA and the number of students served via those efforts. Gavilan College has made an extensive commitment to improving the infrastructure needed to support increasing students' college preparedness and skills. Several of these efforts are listed and briefly described below. Through the California College Promise program, many of these activities will be coordinated and focused through the Educational Career Center as part of the effort to align pathways, improve student skills, and reduce time-to-transfer/degree.

Efforts/Resources	Students Per Yr
Remedial, Accelerated, and Skills Improvement Efforts	
○ Gilroy Early College Academy – four year college prep high school	100
○ High Step – transferrable college courses on high school campuses	175
○ Contextualized English classes to rapidly improve proficiency	245
○ Math Boot Camp and related accelerated math learning courses	140
○ Compressed math and English courses via California Acceleration Project	175
○ Supplemental Instruction in math, English and STEM gateway courses	280
○ Institution-wide grants: TRIO Student Success; Title V; Title V STEM	6,500
Matriculation Support (to improve readiness and reduce time-to-transfer/degree)	
○ MyGav online program enables student access to all programs, records	7,000
○ Counselors use multiple assessment measures for accurate placement	5,000
○ Orientation, introductory or survey courses to improve soft skills abilities	475
○ New, online courses to expand access and increase transfer velocity	600
Outreach Support	
○ Gavilan's Outreach Facilitator visits all service area middle/high schools	3,000
○ Semi-annual meetings between Gavilan and high school counselors	550
○ College and Career Day events involving prospective students and parents	2,000
○ The College and academic programs have greatly expanded their outreach and presence through multiple social media platforms as a way to connect with and refer students and prospective students to information needed	NA

⁹ U.S. Census Bureau. 2015. American Fact Finder Data Tables. Available: <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

3. Response to the Need

Limit to six pages

a. Describe programs and services currently provided by the applicant that relate to the objectives of this grant. Gavilan's California College Promise Innovation program will leverage, link with, realign, and/or reorganize existing resources to implement and sustain the Educational Careers Center and teacher preparation pathway programs. Existing programs and services that will support improved college readiness for students, reduced time-to-transfer/degree, and transfer to four-year degree teaching programs are:

- Associate of Arts, Associate of Science, and AA and AS Transfer degrees that will enable any student interested in pursuing a teaching career with a multi- and single-subject; early childhood; or special education credential (these program form the basis of the pathways).
- Career Technical Education Programs in a wide array of subject areas.
- Transfer agreements with the two partner universities, San Jose State University, and California State University Monterey Bay.
- Basic Skills Initiative – provides counseling, support, and information to students who assess into pre-transfer levels of English and Math. Specific activities include:
 - High Step – transferrable college courses on high school campuses;
 - Contextualized English classes to rapidly improve proficiency;
 - Math Boot Camp and related accelerated math learning courses;
 - Compressed math and English courses via California Acceleration Project;
 - Supplemental Instruction in math, English and STEM gateway courses.
- Counseling – educational planning; developing use of multiple measures to assess and place incoming students accurately.
- Financial Aid Office – providing support for qualifying students; identifying sources, and application preparation.
- Matriculation support through development of online courses and support, including:
 - MyGav online program enables student access to all programs, records
 - Online courses to expand access and increase transfer velocity
- Career exploration and professional development – career days, future teacher clubs; guest speakers.
- Outreach programs and activities – described in 2c above.
- Orientation – introductory events and survey courses to improve college success skills.
- Internship program – developing placement sites and delivering supervision for pre-professional work experiences that support academic programs.
- Student teaching program – providing legally required classroom experiences.
- Strong working relationships with regional and feeder high schools and districts.

b. Articulate targets for the number of students projected to be served by the program over the two years and two months (26 months) program period. The targeted number of students to be served by the program over its 26 month implementation period are shown below broken out in two ways: first, students served through contact with, or participation in, program activities; and second, the increased number of students served through enrollment in the program and improved outcomes.

Table 3: Students Served – Annual Engagement/Participation

Outreach # Exposed/Contacted	Academic Support*	Teacher Pathway Enrollment	Educational Careers Center#	Total Served
1,000	475	135	250	1,860

*Students in partner high schools and at Gavilan who receive academic support services (tutoring, remedial courses, SI, other) through this project annually.

#Students who use services (online, onsite) at the Educational Careers Center annually.

Table 4: Students Served – Outcomes

Note: for students enrolled in the teacher preparation pathway certificates/degrees

Enrollment Number	Enrollment %	Transfer Rate %	Graduation Rate %
135	+20%	+15%	+15%

c. Identify key strategies and implementation benchmarks for evaluating the progress of efforts to implement the *California College Promise Innovation Grant Program*. Gavilan’s *Educational Careers Center and Teacher Preparation Pathways* program is based on **strong theory**, meaning the rationale for the proposed processes, products, strategies, and practices were devised using a **logic model**. The logic model below details a well-specified conceptual framework that identifies key components of the proposed processes, products, strategies, practices, and benchmarks critical to achieving the relevant project outcomes. The logic model below is edited and condensed for the space available.

1. Situation: Education Challenge	Low rates of college readiness; limited college access and success for underrepresented students; critical shortages of K-12 teachers.
2. Inputs: Resources/Capabilities	Gavilan, K-12 and university partners: personnel; facilities; student services; academic services; experience serving disadvantaged populations; and commitment to change.
3. Activities: Methods/Strategies	Educational Careers Center; four guided teacher preparation pathways; outreach; strong K-14 student and academic support services; counseling; cohort enrollment; financial aid.
4. Evaluation: Data/Collection Tools	Quantitative tools (student outcome data - retention, transfer, graduation rates, post-transfer tracking); Qualitative tools (observation, surveys, interviews, feedback)
5. Outcomes: New Conditions/ Benchmarks	Improved college readiness, retention, transfer, and graduation rates; Reduced teacher shortages; Increased knowledge about program delivery and student success methods.

Based on the needs assessment and logic model, the project’s leadership identified **the key strategies and principles** that guided the development of this proposal. Please see 3.e below for specific details on activities based on these strategies.

- Consolidate and coordinate educational information and support – in one accessible physical and online location to centralize and standardize pathway information.

- *Expand K-12 academic support* – deliver and/or link with activities that will improve student skills in English language/literacy, mathematics, and science in K-12 education. Integrate teaching career exploration into academic support activities.
- *Use existing curricula* – align, adapt, and upgrade existing curricula avoids the lengthy new program approval process at the California Community Colleges.
- *Align guided pathways* – with clear entry/exit points without unnecessary course and unit completion requirements and with extensive student support resources.
- *Target training to key teacher shortages* – based on the market analysis and labor market projections documenting shortages and expected demand, the partners will target recruitment of students for the teaching occupations with the greatest shortage and highest long-term demand.
- *Chart two-four year pathways through Gavilan* – data from the National Student Clearinghouse (2012) shows that underrepresented and low income students tend to begin their college careers at two-year colleges.¹⁰ In particular, students from underserved communities have a stronger affinity for and comfort level with their local community college (Mullin, 2012).¹¹ Gavilan ensures accessible options.
- *Enable student access* – to courses needed, when needed, to ensure timely completion/transfer.
- *Reduce student costs* – ensure students receive all the financial aid for which they are eligible; and financial aid counseling to support and inform long-term planning.
- *Encourage student engagement* – through future teacher clubs, enrichment activities, field trips, and mentoring.

d. Describe how the grant will leverage new or existing resources and funds to ensure program sustainability beyond the life of the grant. Gavilan’s proposal is based on leveraging significant college and partner resources. Major program activities and the new and existing resources that will be leveraged to support them and that will sustain the program beyond the life of the grant, are below:

Major Program Activity Area	New/Existing Leveraged Support
Aligned Teacher Preparation Pathways	Faculty; curriculum; facilities; supplies
Educational Careers Center	Facilities; furnishings; equipment
Counseling and Assessment	Counselors; assessment program;
Outreach	Outreach coordinator; college days;
Academic Support Services	Title V; Title V STEM; TRIO grants

See also, section 8. Sustainability of the Program for additional details.

¹⁰ National Student Clearinghouse. 2012. The Role of Two-Year Institutions in Four-Year Success. Accessible: <http://research.studentclearinghouse.org>

¹¹ Mullin, C. M. 2012, February. *Why access matters: The community college student body* (Policy Brief 2012-01PBL). Washington, DC: American Association of Community Colleges.

e. Please list and provide details for all the activities required to implement this project. Gavilan's *Educational Careers Center and Teacher Preparation Pathways* program will be implemented using the methods and activities that are consistent with the strategies and principles detailed in 3.c above:

◇ **Partnerships.** The project will maintain strong agreements with its K-12 and university partners. K-12 partners are the Gilroy Unified School District and the San Benito High School District. University partners are: San Jose State University and California State University Monterey Bay. Altogether, these partnerships will enable the six year (2+2+2) pathways proposed in this Narrative.

◇ **Transfer agreements.** The project will maintain and update, as needed, transfer agreements with San Jose State University and California State University Monterey Bay. These will enable the seamless transfer of Gavilan's Education Majors to baccalaureate degree programs at the partner universities.

◇ **Pathway alignment.** Gavilan will align four degree pathways and three certificate pathways that will lead students toward completing degrees in Education:

- Associate of Arts (AA) Child Development;
- Associate of Science – Transfer (AST) Early Childhood Education;
- AA Liberal Studies – Elementary Education Emphasis;
- AA Liberal Studies – Multiple Subjects Emphasis;
- Certificate Early Childhood Education;
- Certificate Early Intervention Assistant;
- Certificate School Age Child Care;

Each of these pathways correspond to a baccalaureate degree program(s) at one or both partner universities. Pathways will enable students to become qualified to apply for credentials as: preschool teachers; elementary or secondary teachers; special education teachers; and counselors, among others. See project model below.

◇ **Educational Careers Center.** The College will convert its former Child Development Center into an Educational Careers Center, a site- and digital-based hub for all teacher preparation certificate, AA, AS, and transfer program pathways. The Center will provide facilities (classrooms, computer labs); hard copy and digital materials; and staff to assist students in teaching career exploration, career interest surveys, information about pathway requirements, and in helping students meet legal and credentialing requirements for teaching in California. Classrooms and computer labs will provide space for: program orientations, academic workshops, pre-professional seminars, and other support activities. Faculty and counseling offices in the Center will provide private space for academic advisement, educational planning, and counseling. The Center will also track labor market data, changes in educational practice, and other information.

The Center's location on Gavilan's main campus will provide easy access for current and prospective students. The Center's digital presence will provide access worldwide.

◇ **Academic and Student Support – High Schools.** This will include the following:

- Early assessment, review, and placement into proper preparatory course(s);
 - Mathematics and English Academies to accelerate college readiness;
 - Counseling and educational planning;
 - Dual enrollment opportunities at Gavilan College;
 - Outreach and pathway orientation events;
 - College days and career exploration events; Gavilan Campus tours;
 - Support or develop Future Teachers Clubs; link with Gavilan's club;
 - College shadowing days for high school students;
- ◇ **Academic and Student Support – Gavilan.** This will include the following:
- Multiple measure assessments to accurately place students in math and English;
 - Supplemental Instruction, individual and group tutoring;
 - Accelerated and contextualized math and English courses;
 - Orientation program and survey courses to support college success skills;
 - Counseling and educational planning;
 - Access to peer mentoring support;
 - Field trips and tour to partner university campuses;
 - Access to networking via multiple social media platforms (Facebook; LinkedIn; Twitter; Snapchat);
 - Online professional portfolios to support employment readiness and hiring;
- ◇ **Cohort enrollment.** Students will be enrolled in cohorts of 30-35 each. Cohorts will enable students to: receive priority registration; register for the same courses in the proper sequence; and participate together in study groups, enrichment activities, and field trips. This will support transfer/completion velocity. Cohort-based learning communities increase the success of underrepresented and first-generation students (Taylor, et. al., 2003).¹²
- ◇ **Tutoring.** All participating students, high school and college, will have access to individual and group tutoring support. Tutors will be recruited from among Gavilan education majors and others based on student tutoring needs.
- ◇ **Financial Aid.** All students will receive maximum financial aid, financial aid counseling, and support completing the application processes. Pathway students will also receive supplemental support for books and other required academic expenses.
- ◇ **Internships.** Second year students will have access to internships in ECE programs, Transitional Kindergarten, Kindergarten, Elementary, middle, high school and college level programs. The program will cover costs of fingerprinting, immunizations, and background checks required by the state to work in classrooms.
- ◇ **Pre-professional and transfer preparation.** The program will deliver monthly credentialing and college transfer workshops; application completion workshops; and provide access to an online professional portfolio support system.

¹² Taylor, K., Moore, W., MacGregor, J., and Lindblad, J. 2003. Executive Summary. Learning Community Research and Assessment: What We Know Now. Washington Center for Improving Higher Education. Accessible: <http://www.evergreen.edu/washingtoncenter/resources/index.html#lcs>

◇ **Post-transfer support.** The program will maintain contact with students post-transfer through data sharing, information sharing (online), feedback (online), and counseling follow-up sessions (in-person, phone, or FaceTime) with students, as requested.

◇ **Outreach.** The program will engage in direct outreach and outreach in coordination with general college efforts to all partner high schools. Outreach will include presentations; counselor and teacher referrals; college and career days. Gavilan's student ambassadors will support peer outreach to high school students.

◇ **Enrichment.** High school students will have access to campus visits and orientation programs at Gavilan. Visits will be coordinated through the Educational Careers Center which will provide visiting students with extensive academic, career, and pathway information. Gavilan students enrolled in the pathways will have access to field trips and visits to partner university campuses.

◇ **Student tracking.** Gavilan will implement student tracking in concert with its university partners. This will ensure the collection of student graduation and job placement data enabling the program to measure its success. Gavilan also participates in the National Student Clearinghouse which will support tracking students and verifying outcomes regardless of their transfer destination.

◇ **Evaluation.** The project will collect quantitative (student outcome data - retention, transfer, graduation rates, post-transfer tracking) and qualitative data (observation, surveys, interviews, feedback) to: measure project effectiveness; identify successful strategies; and identify areas for improvement and remedial actions. Evaluation will also inform other colleges on how to replicate the project in other communities facing similar challenges.

When fully implemented, Gavilan's *Educational Careers Center and Teacher Preparation Pathways* will operate per the project model depicted below.

High School ⇒⇒⇒	Summer ⇒⇒⇒	Gavilan College ⇒⇒⇒	University ⇒⇒⇒	Employment ✓
<ul style="list-style-type: none"> • Early Assessment; • Academic Support Services; • Educational Planning; • Dual Enrollment; • Career Exploration; • Campus Visits; 	<ul style="list-style-type: none"> • Math and English Boot Camps • STEM, other Bridge Programs; • College Orientation; 	<ul style="list-style-type: none"> • Educational Careers Center • AA, AS, Certificates; • 7 Educational Pathways; • Academic Support; • Financial Aid; • Transfer Support; • Student Tracking; • Mentors • Internships 	<ul style="list-style-type: none"> • San Jose State University • California State University Monterey Bay • Others 	<ul style="list-style-type: none"> • Preschool • Transitional Kindergarten • K-6 Schools • Middle Schools • High Schools

4. **Workplan** – The Workplan forms are attached.

5. **Program Management**

Limit to two pages

a. **The Gavilan District’s capabilities and knowledge in conducting and administering state funded projects, as well as your ability to collect and report financial and student performance data.** As a Hispanic-Serving Institution, Gavilan has significant experience in procuring, administering, and monitoring federal, state, and local funding awards. State and federal awards recently or currently administered by the College include those funded through the following programs:

- California Community Colleges Chancellor’s Office CTE Grants;
- California Community Colleges Chancellor’s Office Basic Skills Grants;
- California Community Colleges Chancellor’s Office EWD Grants;
- California Community Colleges Chancellor’s Office VTEA/Perkins IV Grants;
- U.S. Department of Education Title V HSI;
- U.S. Department of Education Title V STEM;
- U.S. Department of Education TRIO Student Support Services.

Financial performance data. Funds provided through this grant from the Chancellor’s Office will be administered by the Gavilan College Business Office which will manage the grant funds. Business office staff will monitor all program expenditures. Funds will be placed in a separate account and managed according to accepted accounting practices; the requirements of the California Community Colleges; and the specific reporting requirements of the College Promise Innovation grant. Any additional financial management and reporting requirements as specified by project monitor will be implemented accordingly. Gavilan’s Business Office staff is well trained in, and strictly complies with state and federal rules and regulations governing federal funding, including EDGAR and Code of Federal Regulations (CFR). This project’s management structure is based on previous, successful grant-funded projects at Gavilan College.

Student performance data. Gavilan College has one of the most advanced data-on-demand systems in the State of California. Along with De Anza College, Gavilan is one of the early adopters of the Higher Ed Profiles system. This allows for measuring outcomes and using data for decision-making available in an on-demand, easily understood, and widely accessible format. This system enables analyzing performance data extremely timely for faculty, administrators, and program staff.

Project management. The project will be organizationally located in the Career Technical Education Division at Gavilan College. Day-to-day management of the project will be performed by the Project Director, Ms. Pat Henrickson, MA. Ms. Henrickson will be responsible for implementing all procedures and activities leading to achievement of the stated project objectives (see b. Staff, below). Overseeing the project will be Ms. Sherrean Carr, MA, Dean of Career Technical Education, who will serve as the Supervising Administrator. She will, in coordination with the project director, provide the project with ongoing support. The project will receive oversight and guidance from partners, faculty, and project staff who will serve as the project’s the evaluation team.

As project director, Ms. Henrickson will oversee day-to-day management and implementation of the project. She will be supported by an administrative assistant as

well as faculty in the Child Development and Educational Studies (CDES) program. Ms. Henrickson will be responsible for coordinating the finalization and implementation of project components: facilities; pathway alignment; outreach and recruitment; and coordination with project partners. The project director will be responsible for preparing and submitting all reports on the project's progress to the Chancellor's Office.

b. The experienced and appropriate program administration and support staff with sufficient time allocated to ensure success for the *California College Promise Innovation Grant Program* are listed and discussed below.

Project Director (full-time) – As referenced above, Ms. Pat Henrickson, MA, Lead Faculty for the Child Development & Educational Studies Department at Gavilan, will serve as project director with responsibility for implementing the *California College Promise Innovation Grant Program*. She will manage the day-to-day implementation of project components as detailed above. She will serve as the project's lead contact and will be responsible for, and ensure the quality of, all compliance and reporting activities.

Ms. Henrickson's 30 years experience as a postsecondary counselor, teacher, and program leader provide the basis of her qualifications to serve as project director. She holds a Master of Arts degree and California Lifetime Credentials and Instructional permits in Early Childhood Education, Psychology, and Counseling, among others. She has extensive experience developing and managing innovative solutions for the educational challenges faced by underrepresented and low income youth.

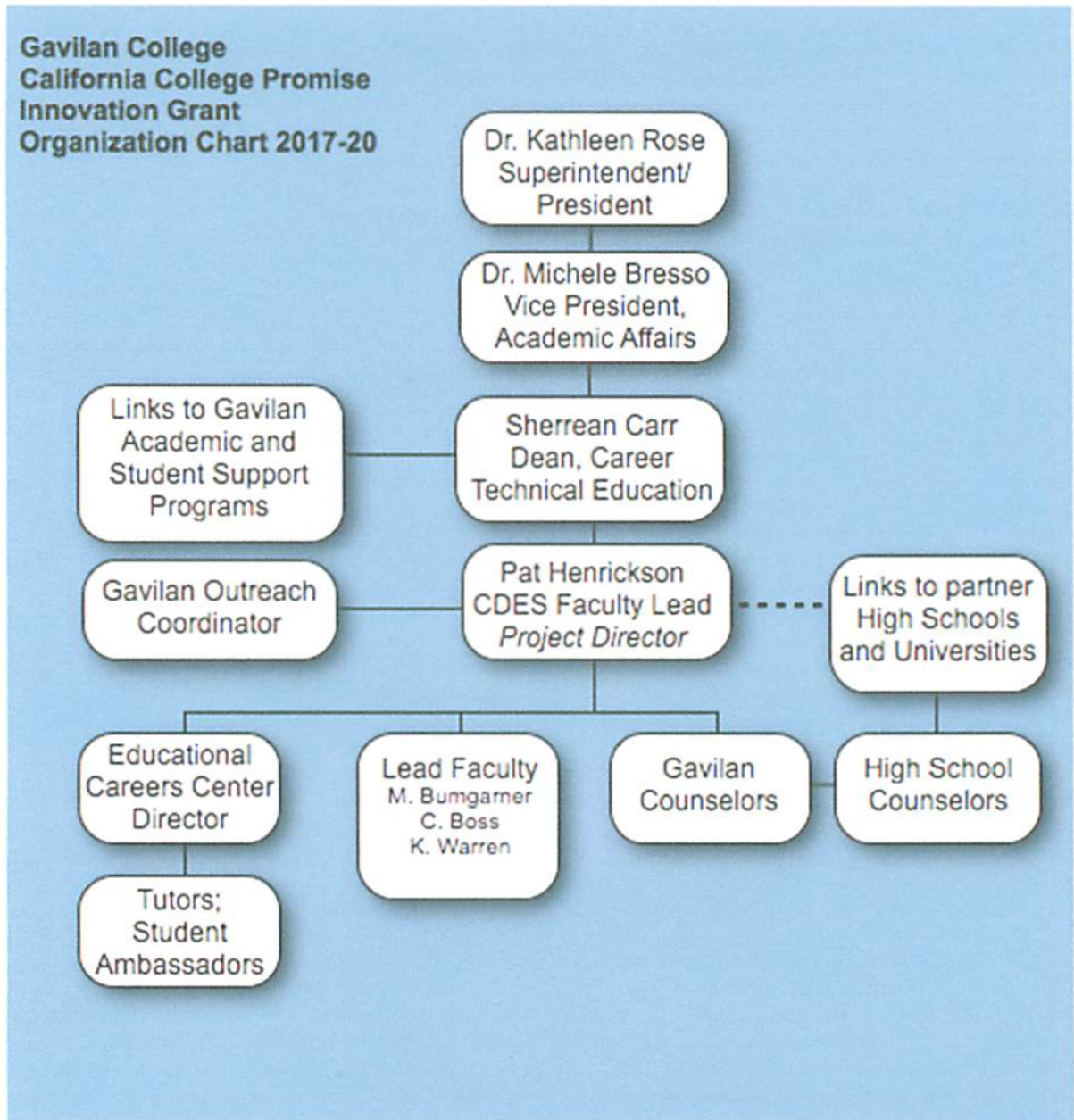
Supervising Administrator – Sherrean Carr, MA, Dean of Career Technical Education will serve as supervising administrator for this project. She will provide the project with ongoing guidance as a member of the project's advisory and evaluation team. Dean Carr is a highly experienced educator and administrator with more than 30 years of postsecondary experience. Dean Carr will commit two percent (2%) of her time to the project and will act as a project liaison and advocate with the college leadership.

CDES Faculty Lead, School-Age Focus – Marlene Bumgarner will support pathway alignment and Center implementation with a K-12 focus. Dr. Bumgarner holds a Master's in Early Childhood Education and Doctorate in Early and Middle Childhood. She has served as a primary classroom teacher, postsecondary educator, program director, has significant experience training and supervising student teachers, and has been widely published on effective teaching and learning methods.

CDES Faculty Lead, Early Childhood Education Focus – Claire Boss is on the faculty of the Child Development & Educational Studies Department at Gavilan and holds a Master's in Early Childhood Education. She specializes in early learning in math and science and will support college readiness for education majors especially those enrolled in the early childhood education pathways. Ms. Boss has extensive postsecondary experience, particularly in working underrepresented students.

English Faculty Lead – Karen Warren is a longtime postsecondary educator who holds a BA and MA in English as well as a Lifetime Community College Teaching Credential in Language Arts & Literature. In addition to extensive classroom experience, she also has experience in grants management having served as a Coordinator and Activity Director on two Title V grants. Ms. Warren will guide efforts to improve and accelerate college readiness in English Language Arts.

c. Staffing chart for the *California College Promise Innovation Grant Program*.
Does not count against two page limit



6. **Budget** – The Budget Summary and Detail forms are attached.

7. **Feasibility** – Addressed by reviewers only.

8. Sustainability of the Program

Limit to two pages

a. How Gavilan will sustain the program at the same or higher level after grant funds have expired at the end of the implementation period. Gavilan College only engages in projects it intends to make a regular part of its curriculum and program. The College does not have the resources or personnel to devote to transitory projects that cannot produce long-term results. The process of long-term program sustainability involves: 1) identifying real community/educational needs (i.e. demand) and educational opportunities; 2) designing effective solutions and responses; 3) inventorying existing resources available to support solutions; 4) linking with partners who can leverage resources; 5) searching for and securing funds to fully support programs; 6) effective management; and 7) on-going evaluation. *The first four steps in the process to achieve sustainability were accomplished during the development of this California College Promise Innovation project.*

This project has been designed to become an integrated part of the regular program of instruction at Gavilan College. Gavilan has an excellent record of developing, implementing, and institutionalizing work-based learning programs involving multiple partners from education and industry. Funds requested through this proposal will be sufficient to design, implement, and scale up the program as described. Funds for ongoing operation of the outreach, recruitment, pathways, and support services will be generated through regular college budget processes (FTES) and matching support from partners. The budget for updating the pathways and operating the Educational Careers Center will be integrated into the annual budget process and will be shared across departments.

The generation of additional outside grant funds will be initiated based on additional needs not integrated into the annual budget process, such acquisition of new software or updating equipment. . On this last point, Gavilan has ongoing relationships with outside grant writers who will be available to develop proposals to sustain and expand this project, based on labor market projections and economic needs. These same strategies were used to institutionalize several important occupational training degree pathway programs, such as Gavilan's current Water Resources Management program.

Gavilan's Educational Careers Center and Teacher Pathways project under the College Promise Innovation program supports Gavilan Institutional Goals 2016-2019 and the College's Strategic Plan, 2016-2020.¹³ Specifically, the project aligns with:

- **Strategy #1** – Optimize enrollment, course offerings, and services to reflect community needs and growth.

¹³ Gavilan joint Community College District. Gavilan Institutional Goals 2016-2019 and the College's Strategic Plan, 2016-2020. Available: http://www.gavilan.edu/administration/board/strategic_plans.php

- **Strategy #2** – Improve student services and enhance curriculum and programs in order to help students meet their educational, career, and personal goals.
- **Strategy #3** – Improve and expand existing facilities to enhance the learning environment.

This alignment with institutional goals and strategic plans will help in generating critical administrative and leadership support for long-term sustainability.

b. How Gavilan will achieve sustainability post-grant. Because this is not a new program, its innovation is rearranging *existing* programs and resources. It uses existing faculty, curricula, learning materials, classrooms and laboratories. And, as mentioned previously, the facility designated for the Educational Careers Center is located on Gavilan’s main campus and was recently vacated by another college program. Long term, these components will be supported and sustained by the normal operation of the AA/VAS programs at Gavilan and BA/BS degree programs at both partner universities.

Gavilan's proposal is based on leveraging significant college and partner resources. Major program activities and the new and existing resources that will be leveraged to support them and that will sustain the program beyond the life of the grant, are below:

Major Program Activity Area	Post-Grant Support
Aligned Teacher Preparation Pathways	Faculty; curriculum; facilities; supplies; transfer agreements with partners;
Educational Careers Center	Facilities; furnishings; equipment; faculty; online resources and links
Counseling and Assessment	College and high schools counselors; College assessment program;
Outreach	Outreach coordinator; college days; web site; social media;
Academic Support Services	Title V; Title V STEM; TRIO grants; Basic Skills funding

Funds received from the *California College Promise Innovation program* will be used for critical start-up and infrastructure capacity building for which no other funds are available. Once the educational professions pathways are built-out and the Center established and operational, the resources detailed above will support sustainability. When necessary, award funds will be used to leverage state, federal, and private proposals, as discussed earlier.

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE 1: To partner with the Gilroy Unified and San Benito High School Districts to establish an Early Commitment to College Program that is consistent with the intent of Article 6.3 of Chapter 9 of Part 29 of Division 4 of Title 2.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1.1 Finalize partnership agreements.	1 (all)	1.1 JUN 17	1.1 Dean, Project Director
1.2 Implement outreach through web site, social media, presentations, college days, and "Rambassador" visits to high school campuses.	• 45 new pathways students will be enrolled directly from high school into a Gavilan pathways program annually (RFA Outcome #1).	1.2 AUG 17	1.2 Outreach Coordinator, Project Staff
1.3 Network with college and high school counselors.		1.3 MAY 17 – ONGOING	1.3 Counselors, Project Director
1.4 Implement early assessment; place students using multiple measures.	• 60% of high school students who enroll in a pathways program will be prepared for college directly from high school (RFA Outcome #1).	1.4 JAN 18	
1.5 Update and deliver academic support, including remedial math and English.		1.5 JAN 18 – JUN 19 – ONGOING	1.4 Counselors, Assessment Staff
1.6 Link program to, and promote High Step program's dual enrollment opportunities.	• 65% of participating high school graduates will be placed in college-level Math and English at a public postsecondary university in California (RFA Outcome #2).	1.6 AUG 17	1.5 Counselors, Faculty, Partners
1.7 Update and deliver college readiness support through orientation programs to educational careers pathways, financial aid counseling and application support.	• Achievement gaps for underrepresented pathways students will <u>decrease</u> by 50% (RFA Outcome #6).	1.7 AUG 17	1.6 Project Director, Faculty Leads 1.7 Project Director, Faculty Leads, Center Director

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE 2: To partner with the Gilroy Unified and San Benito High School Districts to support and improve high school student preparation for college and reduce postsecondary remediation.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
2.1 Implement informational outreach activities that encourage high school students to complete college preparatory courses, particularly in English and Math. 2.2 Develop educational plans for all enrolled students 2.3 Implement cohort enrollment (small learning communities) for all pathways/courses. 2.4 Link program to, and promote High Step program's dual enrollment opportunities. 2.5 Enroll students in Math and English Boot Camps. 2.6 Deliver support services for high school students, including Supplemental Instruction, tutoring, and peer mentors. 2.7 Deliver financial aid counseling and application support to maximize local, state, and federal financial aid. 2.8 Provide transitional enrollment support through orientations, application assistance, counseling, and information dissemination.	2 (all) <ul style="list-style-type: none"> • 45 new pathways students will be enrolled directly from high school into a Gavilan pathways program annually (RFA Outcome #1). • 60% of high school students who enroll in a pathways program will be prepared for college directly from high school (RFA Outcome #1). • 65% of participating high school graduates will be placed in college-level Math and English at a public postsecondary university in California (RFA Outcome #2). • Achievement gaps for underrepresented pathways students will <u>decrease</u> by 50% (RFA Outcome #6). 	2.1 JAN 18 2.2 JUN 17 -- ONGOING 2.3 AUG 17 2.4 AUG 17 2.5 JUN – AUG 18 2.6 AUG 17 -- ONGOING 2.7 AUG 17 -- ONGOING 2.8 JAN 18 – JUN 19 -- ONGOING	2.1 Outreach Coordinator, Project Staff 2.2 Counselors 2.3 Project Director, Counselors, Enrollment Office 2.4 Project Director, Faculty Leads 2.5 Basic Skills Staff, Counselors 2.6 Project Director, Center Director, Tutors 2.7 Counselors, Financial Aid Office 2.8 Project Director, Center Director, Counselors

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE 3: To utilize evidence-based placement and student assessment indicators at the community college district that include multiple measures of student performance, including grades in high school courses, overall grade point averages, results from common assessments, and input from counselors for 100% of participating students.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
<p>3.1 Finalize multiple measures of student performance, including grades in high school courses; overall grade point averages; results from common assessments (i.e. EAP, AP, SAT, ACT, EPT, ELM placements); and input from counselors.</p> <p>3.2 Implement multiple measures for student assessment and placement.</p> <p>3.3 Establish protocols to track educational pathways students using Gavilan's Accuplacer system.</p> <p>3.4 Deliver regular counseling sessions to high school students (to support college preparation) and participating pathways students (to support timely progress.</p> <p>3.5 Extend the Grad Guru phone app so students can track their own progress.</p> <p>3.6 Place students in accurate gateway math and English courses; accelerated and/or contextualized courses to maintain or increase transfer velocity.</p>	<p>3 (all)</p> <ul style="list-style-type: none"> Achievement gaps for underrepresented pathways students will <u>decrease</u> by 50% (RFA Outcome #6). 75% of pathways students will successfully transfer to a public postsecondary university in California (RFA Outcome #4). 65% of participating high school graduates will be placed in college-level Math and English at a public postsecondary university in California (RFA Outcome #2). 	<p>3.1 JUL 17</p> <p>3.2 AUG 17</p> <p>3.3 MAY – AUG 17</p> <p>3.4 AUG 17 – JUN 19 -- ONGOING</p> <p>3.5 AUG 17</p> <p>3.6 AUG 17 -- ONGOING</p>	<p>3.1 College Counselors, Dean</p> <p>3.2 College Counselors</p> <p>3.3 Project Director, Institutional Research</p> <p>3.4 College and High School Counselors</p> <p>3.5 Center Director, Technology Support Staff</p> <p>3.6 Project Director, Counselors, Enrollment Office</p>

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE 4: To provide 100% of participating students enrolled at Gavilan College with access to courses, including, but not limited to, priority registration, and allowing them to register for a full academic year of courses at once, in order to keep them on track to graduate, transfer to a public postsecondary university, or earn a career technical education certificate in California.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
4.1 Finalize plans for Educational Careers Center.	<p>4 (all)</p> <ul style="list-style-type: none"> • 65% of participating high school graduates will be placed in college-level Math and English at a public postsecondary university in California (RFA Outcome #2). • 80% of pathways of students will earn associate degrees or career technical education certificates (RFA Outcome #3). • 75% of pathways students will successfully transfer to a public postsecondary university in California (RFA Outcome #4). 	4.1 MAY – JUN 17	4.1 Project Director, Dean, Center Director
4.2 Open Educational Careers Center on main campus by: hiring staff; equipping and furnishing facilities; establishing a web site and web presence across platforms; coordinating all pathways information and resources.		4.2 AUG 17	4.2 Center Director, Project Director
4.3 Implement multiple measures for student assessment and placement.		4.3 AUG 17	4.3 Counselors, Assessment Office
4.4 Provide regular and ongoing counseling support.		4.4 JUL 17 -- ONGOING	4.4 Counselors
4.5 Deliver accelerated and contextualized English and Math courses.		4.5 AUG 17 -- ONGOING	4.5 Faculty
4.6 Provide priority registration and other supports to all pathways students.		4.6 AUG 17 -- ONGOING	4.6 Project Director, Enrollment Office
4.7 Develop and deliver campus tours; field trips, and university visits.		4.7 JAN – MAY 18	4.7 Center Director, Student Rambassadors
4.8 Sponsor outreach, orientation, and professional development events for prospective students.		4.8 JAN 18 – JUN 19 – ONGOING	4.8 Project Director, Faculty Leads

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

OBJECTIVE 5: To provide outreach to students who are enrolled at Gavilan College regarding the Associate Degrees for Transfer and the California Community College Transfer Entitlement Cal Grant programs thru the .

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
5.1 Implement on campus outreach through web site, social media, presentations, college days/nights, and family-based events.	<p>5 (all)</p> <ul style="list-style-type: none"> • 80% of pathways of students will earn associate degrees or career technical education certificates (RFA Outcome #3). • 75% of pathways students will successfully transfer to a public postsecondary university in California (RFA Outcome #4). • 80% of pathway students who transfer to a university will graduate with a bachelor's degree (RFA Outcome #5). 	5.1 AUG 17 – JAN 18 -- ONGOING	5.1 Center Director, Project Director
5.2 Provide extensive digital and print copies of bilingual program information and career development resources at the Educational Careers Center.		5.2 JAN 18 – ONGOING	5.2 Project Staff
5.3 Present outreach events at the Hollister and Morgan Hill campuses.		5.3 AUG 17 – ONGOING	5.3 Project Director, Faculty Leads
5.4 Deliver outreach to special populations; low income students, students with disabilities, and English language learners.		5.4 AUG 17 – JUN 19 – ONGOING	5.4 Outreach Coordinator, Project Director
5.5 Disseminate pathways program information to all college, basic skills, and special program counselors.		5.5 AUG 17 -- ONGOING	5.5 Center Director, Project Director
5.6. Establish peer mentoring program.		5.6 JUN 18	5.6 Center Director

Chancellor's Office
California Community Colleges

Gavilan Joint Community College District
Gavilan College
RFA Specification Number: 16-041

Application Budget Summary

Object of Expenditure	Classification	Line	Total Grant Funds Requested	Total Additional Funding
1000	Instructional Salaries*	1	314,000	0
2000	Non-instructional Salaries	2	101,250	0
3000	Employee Benefits	3	139,500	0
4000	Supplies and materials	4	30,000	0
5000	Other Operating Expenses and Services	5	135,250	0
6000	Capital Outlay	6	0	0
7000	Other Outgo	7	0	0
Total Direct Costs		8	720000	0
Total Indirect (4% of Line 8)		9	30,000	Not applicable
Total Program Costs		10	750000	0

Email Address: phenrickson@gavilan.edu

Telephone: 408-848-4817

I authorize this total costs proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with state and federal regulations.

Project Director Name/Title:

Pat Henrickson
Authorized Signature

Date:

1/31/2017

District Chief Business Officer:

Frederick E. Hawk
Authorized Signature

Date:

1/31/17

***Note: Grant funding cannot be used for classroom instruction. These costs must be paid through apportionment.**

APPLICATION BUDGET DETAIL SHEET

Program Year: 2017-2019
Source of Funds: CA Promise Innovation Grant
Prop 98 General Fund

Object of Expenditure	Classification	Budgeted Expenses
1000	Instructional Salaries (\$314,000)	
	Lead Faculty	27,000
	Educational Center Director	157,500
	Counselor	90,000
	Faculty Advisors	17,000
	Student Tutors	22,500
2000	Non Instructional Salaries (\$101,250)	
	Office Assistant	101,250
3000	Employee Benefits (\$139,500)	
	Director/Office Assistant/Counselor	\$139,500
4000	Supplies and Materials (\$30,000)	
	General Office Supplies (pens/folders/ink/etc)	\$3,000
	Textbooks (loan program)	\$10,000
	Backpack for students/supplies (40 students)	\$15,000
	Instructional supplies	\$2,000
5000	Operating Costs (\$135,250)	
	Mileage	\$3,250
	Scholarships	\$70,000
	Finger prints/immunizations	\$8,000
	Events	\$5,000
	Publicity/Web Design	\$10,000
	Printing	\$6,000
	Transportation to CSUs	\$18,000
	School Participation	\$15,000
	Total Direct Cost	720,000
	Total Indirect Cost (4 %)	30,000
	Total Funding Cost	750,000

Promise Grant Budget WorkSheet

Line Item	Annual	27 mo	May/June		Jul-19	
		Grant	FY16/17	FY17/18	FY18/19	FY19/20
1000 Instructional Salaries						
Lead Faculty	12000	27000	2000	1200	1200	1000 \$1000/mo stipend
Ed. Center Coordinator	70000	157500	11666	70000	70000	5833 FT
Counselor	40000	90000	6666	40000	40000	3333 0.5
Faculty Advisors	7000	17000	1166	7000	7000	583 *meeting rate/hrly
Student Tutors	10000	22500	0	11250	11250	0 *20 hrs/week/20 weeks/yr 3 at \$15/hr
2000 Non Instructional Salaries						
Office Assistant	45000	101250	7450	45000	45000	3750 *FT
3000 Employee Benefits	62000	139500		62000	62000	*Coord/OffAsst/Cnslr \$348750 x .40
4000 Supplies/Materials	10000	30000		15000	15000	*See Lists
4000 Operating Costs						
Mileage	1500	3250	300	1425	1425	100 *.54/mile
Scholarships	10000	20000		10000	10000	*\$1000 Degree/10 stnts/2yrs
	10000	20000		10000	10000	*1000 transfer x 10 stnts x 2 yrs
	10000	20000		10000	10000	*\$500 1st yr completion/20/2yrs
	5000	10000		5000	5000	*250 1st sem completion/20/2yrs
FingerPrints/Immunizations	4000	8000		4000	4000	*20 stdnts/yr x 2yrs
Events	2000	5000		2500	2500	*4 orientations/20 mo mtgs
Publicity	5000	10000		5000	5000	*website development/flyers
Printing	2500	6000	1000	2000	2000	1000 *print/copier costs
Transportation	9000	18000		9000	9000	*2 trips/2 colleges/2x/yrx2yrs
School Participation	7500	15000		7500	7500	*1500/school/yr x2 yrs x 5schls
Administrative Costs		30000	0	30000	30000	0 *4%
Totals	322500	750000	30248	347875	347875	15599