Some Effective Grant Writing Tips

Do Your Homework:
1. Identify funding sources (use Internet, Funding Resource Center)
   Government
   Foundations
   Corporations
   Individuals (Celebrities and sports figures have foundations)

2. Absorb your funding source's reports and materials

3. Be familiar with funder's submission/approval processes

4. Understand the proposal guidelines as provided by funding source

Call or e-mail funder for clarification as needed. Some are more open than others, but all will help you decide whether they are the right people to ask. Be prepared with at least the kernel of what you want to get funded, expressed nicely, before you call or e-mail. Then they can react to your idea and you will learn the most about their priorities.

Letters of Support FIRST!

- **Don't forget!** It can take a long time to get a letter of support. Start right away!
- Figure out whose support you will need and ask them for a letter.
- Write the letters **yourself**, unless you think it would offend someone, especially if they are busy. Make it so pretty that they can cut and paste it out of your e-mail, or Xerox it onto their letterhead, and you should be able to get an immediate signature.
- Be prepared to hand-carry and hand-collect all Letters of Support. Leave enough time to do it!

Effective "Stealing:"

1. Avoid "reinventing the wheel." There is no such thing as plagiarism in grants! Get everyone to help!
2. Cut and paste (or type in) all the headings and instructions from the RFP (Request for Proposal, guidelines) and then cut and paste your statistics, background material, ideas, or other people's grant stuff into the categories. It makes you feel better to have something under each heading, and helps you overcome "overwhelm."
3. Copy funder's jargon at the top of your grant and somehow use it in your narratives. Reiterate funder's goals and objectives and relate them to yours.
4. Plug in national, state, regional and institutional goals and relate them to your proposal's goals

Tie-in winning strategies from funded proposals

Proposal Vocabulary and Thesaurus

Do = Implement, achieve, initiate, accomplish

Get = obtain, procure, establish

Make = design, create, develop

NEVER use the words "could," or "would." Always use "will" and "can," because you are SURE that you will get the money and CONFIDENT that you can do what you say you will.

DON'T use jargon, unless you know that everyone reading your grant is in your field (for instance, a Department of Education grant). Use plain language, sixth grade rule. Even a word like "articulate" used to talk about making 2 + 2's will not be understood by Mrs. Viejita Moneybags, in that context, unless you explain it.

DON'T use too many acronyms. Think of a better way to do it, and reiterate the full name of something, with the acronym after it in parentheses if you haven't used it in several pages, or if you've only used it once before.

Organizational Tools

I always put the **RFP** (Request for Proposal/guidelines) **in a three ring binder** so that I can leave it open to guide me. I mark sections I refer to often with Post-It Redi-tags.

I put together an **accordion file with sections** or forms or pieces (letters of support) that are **finished**.

Paste a copy of the **table of contents** (outline or format, if there is no table of contents) on the front of the accordion file and keep it near the computer, upright, or scotch tape it to the wall.

If you can, **cut and paste the RFP into your proposal** as your outline to write the proposal, **color it** green or pink, and then kill each instruction as you complete it. That way you always see how much you have left to do, and what questions are left unanswered.

Format for a grant if they give you no format

All of the following elements will be in almost every proposal, whether governmental or private:

Organizational Background:
Should include brief history, and experience in the type of project you are asking for $ for.

Need:
Community Description, poverty and education and employment levels, and any other information that describes or relates to your target population and the objectives of your proposal. Make sure the NEED relates to what you are going to DO.

Description of Project:
Start with your **Goals and Objectives.**

 Goals should be simple and general:
 "To increase retention of at-risk students in Developmental Math," and be followed by several objectives which are directly related to achieving the goal. It's ok to have only one goal.

Objectives – make sure objectives are clear, timed, and measurable. There are two kinds:
    Process objectives "By September 30, 2003, SAC counselors will provide 800 male students at risk for drop out with group counseling on time and anger management" and
    Outcome objectives "By September 30, 2006, there will be a 5% reduction in the rate of deaths due to breast cancer in the Rio Grande Valley."

   Next describe HOW you will achieve those objectives. You can call the sub-section **"Methods" or "Implementation".** If they do not ask for a section on Key personnel, or Project Management, describe that here too – Who Where, When, What, and How Much (service, clients, not $) for EVERYTHING.
   Don't forget an Organizational Chart – a picture or graph is worth a thousand words.

Key Personnel or Project Management: (if not included above)
        Don't forget to talk about training, chains of command, and who does the reporting, mention how often staff meets, etc. Organizational Chart here if not above.

Workplan:
        Doesn't have to be part of every grant, but is often requested – see sample. You can change the format to suit what you are going to do, but try to answer the questions:

(Why)	(What)	(Who)	(When)
Objective	Activities	Persons Responsible	Timeline

Evaluation:

Quantitative Evaluation (you don't have to label it):
➢ You want to relate all your evaluation to your objectives.
➢ Talk about how data will be collected and by whom for both **process** (= "formative") and **outcome** (= "summative") objectives.
➢ Tell who will put data together and analyze it, and
➢ VERY IMPORTANT → How you will use it ("to adjust program based on evaluation results in a process of continuous quality improvement") in addition to including it in reports.
➢ Talk about how evaluation results will be shared with project personnel and administrators on a regular basis, and discussed, and changes made.

Qualitative Evaluation (DO label this)
➢ **"Qualitative"** evaluation, using student/client/participant/staff satisfaction surveys. Say that you will change your program according to survey results.

Qualitative = subjective, no numbers. "good", "bad," although you can say how many (what percentage of) people you expect to say "good" or "bad".

See Sample

Timeline: I always put a timeline in, even when it's not requested, if space is not a problem. It is a good visual. See sample.

"**Partners**" or "**Community (client) Involvement**" sections are often asked for now. It is always helpful to describe how well you are connected to your people…. You can put your staff's committee memberships here. This is a show-off place, like the Key Personnel. You can make a little sound like a lot: "Key staff for this project have maintained memberships with the following organizations." Any requests for assistance or training from another organization is a "partnership."

Budget:
See Budget samples, including Sample Budget Narrative. Budgets can contain the narrative in the main document, but usually there are two separate pieces: 1) a budget form to fill out with the totals for each category and 2) a separate budget narrative.

➢ Be sure not to ask for amounts that seem unreasonable (get real prices).
➢ Be sure to cover all the costs you will need.
➢ DO NOT exceed the maximum amount allowable by the funding source, if they have a limit.
➢ Put on your thinking cap, and put a price on everything YOU are bringing to the grant, and put it under In-Kind or under "Agency Share"
➢ Do the same for Other Funding – put a price on what others will do toward the goals of the grant

Abstract, AKA **Executive Summary,** sometimes AKA **Cover Sheet: (see Samples)**

ALWAYS write this section LAST, even though it goes first. You would not believe how much a plan can change by the time you are through writing a grant!

This section should be a one-page miniature version of your proposal, and tell the person who is sorting the grants for review everything they need to know:
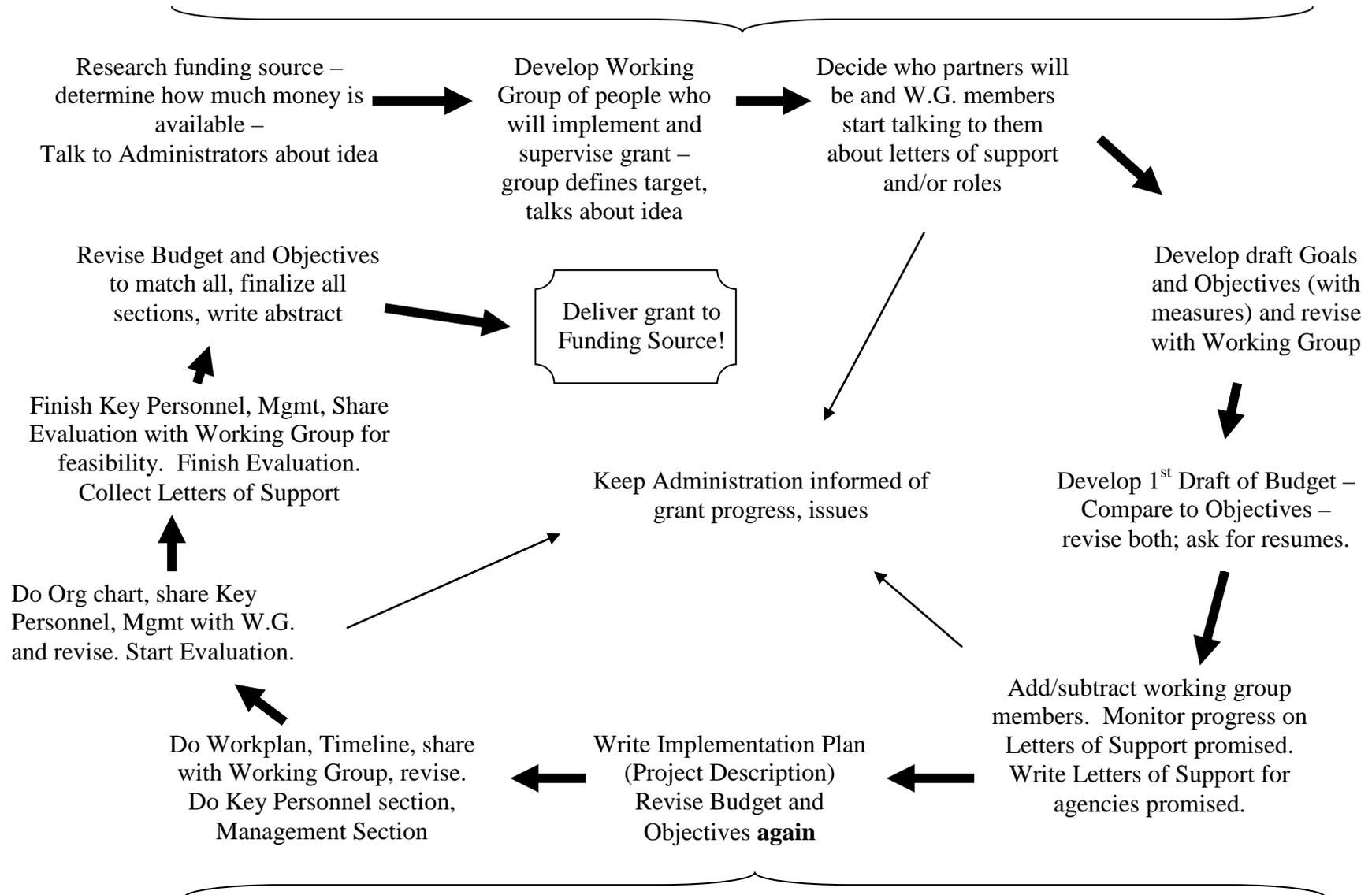WHO, WHAT, WHY, WHERE, WHEN, HOW MUCH = Organization/Personnel, Facility, Goal, Objectives, (sometimes a paragraph on Need), a Timeline, and how much $ you want.

The Order in which you should <u>develop and write</u> a grant:

1. **Decide who your partners will be and start talking to them about letters of support and/or roles.**

2. **Organizational Background**

3. **Need**

4. **Goal(s) and Objectives and Budget**

5. **Implementation Plan (Project Description) - Revise Budget and Objectives**

6. **Workplan,** if needed

7. **Letters of Support** (After everyone who will implement the project has agreed to the objectives, and you are sure what your partners or support orgs will be doing, write those "sample" letters of support and get them to the people you need to sign them – don't wait till the end!)

8. **Timeline**

9. **Key Personnel**

10. **Organizational Chart**

11. **Management Plan**

12. **Evaluation**

13. **Abstract/Executive Summary**

14. **Appendices** (if solicited and/or allowed)**:**
    List of Board of Directors/Advisory Board
    Letters of Support/Commitment/Partnership
    Résumés of key staff (start collecting these early – they may need shortening!)
    Leaflets that describe your program
    Audits (If non-profit 501(c)3, not for college)

The Development of a Grant

Start Writing Organizational Background and Needs sections. Order Data needed from Institutional Research people

Research funding source – determine how much money is available – Talk to Administrators about idea

➡️

Develop Working Group of people who will implement and supervise grant – group defines target, talks about idea

➡️

Decide who partners will be and W.G. members start talking to them about letters of support and/or roles

Revise Budget and Objectives to match all, finalize all sections, write abstract

Deliver grant to Funding Source!

Develop draft Goals and Objectives (with measures) and revise with Working Group

Finish Key Personnel, Mgmt, Share Evaluation with Working Group for feasibility. Finish Evaluation. Collect Letters of Support

Keep Administration informed of grant progress, issues

Develop 1st Draft of Budget – Compare to Objectives – revise both; ask for resumes.

Do Org chart, share Key Personnel, Mgmt with W.G. and revise. Start Evaluation.

Do Workplan, Timeline, share with Working Group, revise. Do Key Personnel section, Management Section

Write Implementation Plan (Project Description) Revise Budget and Objectives **again**

Add/subtract working group members. Monitor progress on Letters of Support promised. Write Letters of Support for agencies promised.

Start Filling out forms and collecting appendices, especially for electronic submission.

Organization of a Proposal

(AKA: Table of Contents or Outline)

I.   **Abstract (Executive Summary)**

II.   **Organizational Background**

III.   **Need**

IV.   **Goals and Objectives**

V.   **Methodology/Project Description**

       Workplan

VI.   **Key Personnel/Management Plan**

       Organizational Chart

VII.   **Evaluation**

VIII.   **Budget**

       Budget Narrative

IX.   **Appendices:**

       Roster of Board of Directors (for non-profits)
                    or Advisory Boards
       Letters of Support
       Resumes (if requested)
       Financial Audit and/or agency budget
          (for non-profits, if requested)

Worksheet: Writing an Objective

Process Objectives:

    A. By what date will you be able to measure the results of the activities for this objective?_____

    B. How many (what percentage) clients to be affected/served? _____

    C. What will be done for them/what will they receive? _____

    D. OPTIONAL - Who will provide the services? (type of personnel or organization name)? _____.

Formula: By _____, to provide <u>XXX</u> or <u>XX</u>% _____
                 Date   *number/percent*   *Clients*
_____ by _____.
    Services to be provided   *Personnel/Organization*

Examples:
    "By September 30, 2003, to provide 800 male students at risk for drop out with group counseling on time and anger management by SAC counselors."

    "By June 30, 2002, to conduct a three-day workshop for 20 family/community members committed to being trained as Community Intervention Specialists."

Your Process Objective:

Outcome Objectives:

    A. By what date will you be able to measure the results of the funded project?_____

    B. By what amount or percentage do you expect to be able to show an increase/improvement or decrease/reduction? _____ *Make sure this is a REASONABLE amount.*

    C. What is the change in the client's condition that you will achieve?_____
    _____

Formula: By _____, to increase/decrease _____ by <u>XX</u>%
             Date   *Client condition*   #
for _____*(Client).*

Examples: "By September 30, 2006, there will be a 5% increase in the retention rate for low-income Hispanic students."

    "By June 30, 2002, at least 75 members of the targeted community will have the capacity to train their peers about family/community disease aspects of substance abuse."

Your Outcome Objective:

Federal Grant Sites

Most Federal Grants can be found at http://www.grants.gov Which is where you apply electronically for most of them, also	
Department of Education	http://www.ed.gov/fund/grant/apply/grantapps/index.html
National Science Foundation	http://www.nsf.gov/funding/
Department of Agriculture	http://www.usda.gov (look by program)
Department of Commerce	
Department of Defense	http://www.aro.army.mil
Department of Energy	http://www.doe.gov
Department of Health and Human Services	http://www.hhs.gov
Health Resources Services Administration	https://grants.hrsa.gov/webexternal/home.asp
Department of Housing and Urban Development	http://www.hud.gov/grants/index.cfm
Department of Homeland Security	https://www.dhs.gov/xopnbiz/grants/
Department of Justice	http://www.usdoj.gov (look by agency)
Department of Labor	http://www.dol.gov
Department of State	http://www.state.gov
Department of Transportation	http://www.dot.gov
National Institutes of Health	http://www.nih.gov
Corporation for National and Community Service	http://www.nationalservice.org http://www.americorps.org
Environmental Protection Agency	http://www.epa.gov
National Endowment for the Arts	http://www.nea.gov/grants/apply/index.html
National Endowment for the Humanities	http://www.neh.gov/grants/grantsbydivision.html
National Association of International Educators	http://www.nafsa.org
Institute of Museum and Library Sciences	http://www.imls.gov
Smithsonian Institution	http://www.si.edu
United States Institute for Peace	http://www.usip.org
Small Business Administration	http://www.sba.gov

State (Texas) Grant Sites	
Funding Information Center: http://lnp.fdncenter.org	
Texas Higher Education Coordinating Board	http://www.thecb.state.tx.us
Texas Education Agency	http://www.tea.state.tx.us
Texas Dept of State Health Services	http://www.dshs.state.tx.us/fic/

Private/Foundation Grant Sites

Foundation Finder: http://lnp.fdncenter.org/finder.html

Foundation	Website
Abington Foundation	http://www.fmscleveland.com/abington/
Abney Foundation	http://www.abneyfoundation.org/index2.htm
ADC Foundation	http://www.adc.com/aboutadc/adcfoundation/
Adobe Foundation	http://www.adobe.com/aboutadobe/philanthropy/commgivingprgrm.html
Aetna Foundation	http://www.aetna.com/foundation/
Alcoa Foundation	http://www.alcoa.com/global/en/home.asp
ALZA	http://www.alza.com/alza/contributions
Ameren Foundation	http://www.ameren.com/community/
American Honda	http://corporate.honda.com/america/philanthropy.aspx?id=honda_foundations
Asbury-Warren Foundation	http://asburywarren.org/
Mary Reynolds Babcock Foundation	http://www.mrbf.org/
Bayer Foundation	http://www.bayerus.com/about/community/com_fprogram.html
Best Buy	http://communications.bestbuy.com/communityrelations/teach.asp
Braitmeyer Foundation	http://www.braitmayerfoundation.org/
Brinker International Foundation	http://www.brinker.com/contact/charitable_requests.asp
Broad Foundation	http://www.broadfoundation.org/home.html
Louis R. Cappelli Foundation	http://www.cappelli-inc.com/lrc.shtml
Carnegie Foundation	http://www.carnegie.org/
Cargill	http://www.cargill.com/about/citizenship/corpgiving.htm
Annie Casey	http://www.aecf.org/
Citigroup Foundation	http://www.citigroupfoundation.org/citigroup/corporate/foundation/
Coca-Cola Foundation	http://www.thecoca-colacompany.com/citizenship/foundation_coke.html
Corning Foundation	http://www.corning.com/inside_corning/our_commitment/community.aspx
Dekko Foundation	http://www.dekkofoundation.org/
Dell-Microsoft	http://www.futureready.org/
Geraldine R. Dodge Foundation	http://www.grdodge.org/
Dollar General Foundation	http://www.dollargeneral.com/community/communityinvestments.aspx
Dominion	http://www.dom.com/about/community/foundation/index.jsp
Dreyers Foundation	http://www.dreyersinc.com/dreyersfoundation/index.asp
Environmental Excellence Awards	http://seaworld.org/conservation-matters/eea/index.htm
Ford Foundation	http://www.fordfound.org/program/education.cfm
Frey Foundation	http://freyfoundationmn.org/
Gates Foundation	http://www.gatesfoundation.org/unitedstates/education
William & Flora Hewlett Foundation	http://www.hewlett.org/Default.htm
Humana Foundation	http://www.humanafoundation.org/
Intel	http://www.intel.com/community/grant.htm

John Deere Foundation	http://www.deere.com/en_US/compinfo/csr/community/index.html?location=gchome&tm=corp&link=comm
Joukowsky Family Foundation	http://www.joukowsky.org/
W.K. Kellogg Foundation	http://www.wkkf.org/Default.aspx?LanguageID=0
Kronkosky Foundation	http://www.kronkosky.org
Charles Lafitte Foundation	http://www.charleslafitte.org/education.html
Lowe's	http://www.toolboxforeducation.com/
3M Foundation	http://solutions.3m.com/wps/portal/!ut/p/kcxml/04_Sj9SPykssy0xPLMnMz0vM0Q9KzYsPDdaP0I8yizeIDzbVL8hwVAQAWqVLGQ!!?WT.mc_id=www.3mgiving.com
MacArthur Foundation	http://www.macfound.org/site/c.lkLXJ8MQKrH/b.855229/k.CC2B/Home.htm
Meyer Memorial Trust	http://www.mmt.org/
JPMorgan Chase & Co.	http://www.jpmorganchase.com/cm/Satellite?c=Page&cid=1159304834085&pagename=jpmc/Page/New_JPMC_Homepage
Moss Foundation	http://www.mossfoundation.org/
Charles Stewart Mott Foundation	http://mott.org/Home.aspx
NEC Foundation	http://www.necfoundation.org/
Norris Foundation	http://www.norrisfoundation.org/
Pfizer Foundation	http://www.pfizer.com/pfizer/subsites/philanthropy/caring/index.jsp
JCPenney	http://www.jcpenney.net/company/commrel/support.htm
Prudential	http://www.prudential.com/community/
Reading First	http://www.ed.gov/programs/readingfirst/index.html
Robert Wood Johnson Foundation	http://www.rwjf.org
RGK Foundation	http://www.rgkfoundation.org/
School & Business Partnerships	http://www.corpschoolpartners.org/
State Farm Foundation	http://www.statefarm.com/about/part_spos/grants/foundati.asp
Texas Instruments	http://www.ti.com/corp/docs/company/citizen/giving/index.shtml
Toshiba Large Grants	http://www.toshiba.com/tafpub/jsp/home/default.jsp
Toyota	http://www.toyota.com/about/community/fundguidelines/index.html
Toyota Tapestry	http://www.nsta.org/
Verizon Foundation	http://foundation.verizon.com/
Wachovia	http://www.wachovia.com/inside/page/0,,139,00.html
Westington Science & Math Grants	http://www.westinghousenuclear.com/Community/
Whirlpool Corporation	http://www.whirlpoolcorp.com/social_responsibility/whirlpoolfoundation/grants.asp
Robert W. Woodruff Foundation	http://www.woodruff.org/

Library and K-12 GRANT SITES

K-12 Libraries Grant Websites

http://www.wnylrc.org/Librtalk/Grants.htm
http://www.itcompany.com/inforetriever/grant.htm
http://www.gatesfoundation.org/UnitedStates/USLibraryProgram/Grants/default.htm

Other K-12 Grants

http://www.schoolgrants.org/
http://www.technologygrantnews.com/grant-index-by-type/k-12-grants.html
http://www.hp.com/hpinfo/grants/us/programs/tech_teaching/k12_main.html
http://www.nationalgeographic.com/foundation/grants_teacher.html
http://www.kent.k12.wa.us/curriculum/grants/
http://www.smarterkids.org/k12/eInstruction/index.asp
http://www.cottonwoodfdn.org/howapply.html
http://eelink.net/pages/Student+Award+and+Grant+Programs+(Environmental+Topics)

Higher Education- Library Grants

http://foundationcenter.org/
http://www.lib.msu.edu/harris23/grants/3libsci.htm
http://www.ala.org/ala/washoff/WOissues/washfunding/grants/grants.htm
http://www.edutopia.org/foundation/grant.php
http://www.tsl.state.tx.us/ld/funding/
http://www.imls.gov/
http://www.oclc.org/research/grants/
http://librarygrants.blogspot.com/

SAMPLE
GRANT SECTIONS

SAMPLE ABSTRACTS

Abstract

Executive Summary – "Junior Summer Bridge Program" San Antonio College

The proposed Junior Summer Bridge Program, a partnership between San Antonio College (SAC) and San Antonio Independent School District (SAISD) will directly target students in three inner city high schools (Jefferson, Fox Tech, and Edison High Schools), whose population is 97% Hispanic. Modeled after SAC's Senior Summer Program, this project will assess approximately 260 students (predominantly potential first-generation high school graduates and first-generation college students) and serve a minimum of 150 students, 50 from each high school, based on Accuplacer score results. Students will be provided with developmental coursework at SAC the summer before entering their junior/senior years. Courses offered will include two levels of remedial English, three levels of Reading, and two levels of remedial Mathematics. Students who test below remedial level in mathematics will work with peer tutors on self-paced PLATO software to bring their math skills up to their grade level. College faculty and peer mentors will provide enrichment, tutoring and mentoring activities for the students during the 5 and ½-week summer bridge program. In addition, SAISD will recruit teachers to attend a CEU-bearing professional development workshop at SAC on high-school-to-college-course alignment, and/or attend our NSF-funded Summer Institute for Science teachers.

Ultimately, the goal is for successful Junior Summer graduates to enroll in San Antonio College's Dual Credit Program in their junior/senior year, enroll in the college's Senior Summer Program immediately after high school graduation, and/or for them to become peer mentors for SAC's Family Learning Academy Program at their High School. A "Triple Bridge" continuum will initiate remediation in high school, continue college preparation during students' senior year and the summer after high school and transition students into programs at SAC or other colleges/universities. Junior Summer students that participate in Dual Credit and/or Senior Summer will enter their freshman year with at least 6 hours of college credit.

This proposal directly addresses the *Closing the Gaps by 2015* goals in two ways. It will help increase the overall Texas higher education rate from 5.0 percent in 2000 to 5.6 percent by 2010 and to 5.7 percent by 2015, as the program students will remediate in high school, obtain dual credit in their senior year, and transition successfully through the Senior Summer Program into postsecondary programs. It will also increase the higher education participation rate for the Hispanic population of Texas, as the participants in SAISD are 97% Hispanic.

ABSTRACT
Project Title: **Project Cuidar**
Organization Name: **San Antonio College Department of Nursing Education**
Address: **1300 San Pedro Ave, San Antonio Texas 78212-4299**
Project Co-Directors: **Louise Burton, MSN (Nursing Program Coordinator)**
Judy Staley, PhD, MSN (Nursing Chair)
Project Coordinator: **Evelyn Garcia, RN, MSN**
Project Period: **7/1/06 – 6/30/09**   Phone: **(210) 733-2375**
E-Mail: **egarcia@accd.edu; jstaley@accd.edu; mburton@accd.edu**
Fax: **(210) 733 2323**

Abstract Narrative

Goal: *To increase the number of highly qualified registered nurses prepared to serve the Alamo Region, especially nurses whose backgrounds reflect the diversity and socioeconomic background of the population they serve.*

Objective 1: **San Antonio College will increase the number of students enrolling in the nursing education program who reside in underserved areas.**

Pre-Entry Preparation Activities/Stipends: 1) attended career fairs and group presentations at the South San Antonio and inner-city secondary schools, reaching 500 students/year; **2)** 135 minority/disadvantaged high school students or pre-nursing adults will receive stipends for full-time participation in Project Cuidar Summer Programs; **3)** 120 minority/ disadvantaged high school seniors and other SAC pre-nursing students will complete Summer Nursing Bridge Programs for CNA certification or Pharmacology Math, Medical Terminology, & Success Strategies for Nursing.
Impacts: 1) 72 minority/disadvantaged high school students and returning adults interested in nursing will successfully complete CNA certification; **2)** enrollment in San Antonio College's Nursing program will have increased by at least 20 economically disadvantaged or minority students/year, with at least half of these from targeted school districts

Objective 2: **SAC will increase the number of minority and/or disadvantaged students who graduate from its Nursing Education Program.**

Retention/Scholarship Activities: 1) 42 minority/disadvantaged full-time enrolled nursing students in good academic standing will receive scholarships; **2)** 60 minority/disadvantaged high school students or pre-nursing adults will receive stipends for full-time participation in Project Cuidar Academic Year coursework; **3)** 100 pre-nursing/nursing students will attend the Pharmacology Math Course for remediation and continuing education; **4)** Nursing Department faculty will revise instruction based on training in alternative learning styles and/or retention strategies; **5)** Each year 20 minority/ disadvantaged pre-nursing students will be placed in a cohort that will take them from pre-nursing through graduation; **6)** 60 minority/ disadvantaged pre-nursing students with low composite entrance scores or nursing students at risk for drop out complete Success Strategies for Nursing, Medical Terminology and/or Pharmacology Math; **7)** study groups and exam reviews held for 280 nursing students at risk for failure or drop-out, including NCLEX/HESI review sessions for students with exit HESI scores <850.
Impacts: 1) first time passing rates on NCLEX for project participants will be 85%; **2)** the number of nursing graduates who are minority will have increased to by 20% to 180, from a 2004-05 baseline of 150 minority graduates.

SAMPLE Institutional Background Sections

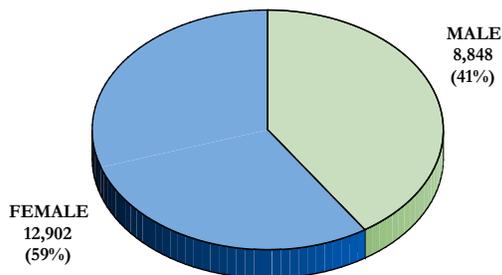## THE INSTITUTIONAL CONTEXTS (Title V 2007 – Department of Education)

San Antonio is located in south-central Texas about 140 miles northwest of the Gulf of Mexico and 150 miles north of the state's border with Mexico. According to July 2005 Census Bureau estimates, San Antonio is the seventh largest city in the U.S., with a population of 1,522,401. San Antonio has the highest proportion of Hispanics among U.S. cities with populations over one million, with 61.2% of the city's population being of Hispanic origin; 6.1% of the city's population is African-American, 30.1% is non-Hispanic White, and 2.6% is "other." The city's population is growing at an annual average of 2%.

San Antonio College (SAC) is the largest of the four publicly-funded, independently-accredited colleges within the Alamo Community College District (ACCD). SAC was founded in 1925 and accredited by the Southern Association of Colleges and Schools in 1955; SAC became part of the ACCD in 1982. With 10,317 Hispanic students enrolled in Fall 2006, SAC has one of the largest concentrations of Hispanics on one campus in the nation.

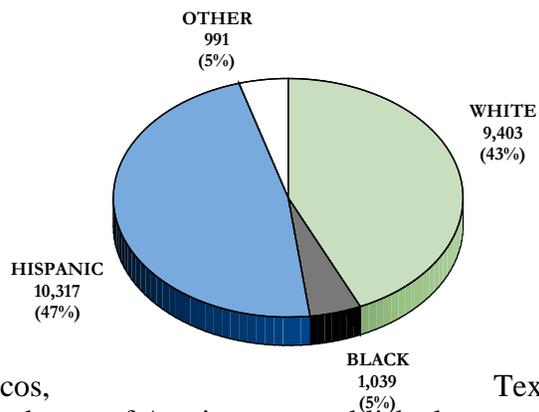The gender and ethnicity of SAC students in Fall 2006 are expressed below:

FALL 2006
21,750 STUDENTS

GENDER   *ETHNICITY*

MALE
8,848
(41%)

FEMALE
12,902
(59%)

OTHER
991
(5%)

WHITE
9,403
(43%)

HISPANIC
10,317
(47%)

BLACK
1,039
(5%)

Source: CBM001; RCA003

Texas State University, located in San Marcos, Texas, 45 miles northeast of San Antonio and 30 miles southwest of Austin, was established as a normal school in 1903 and is a doctoral-granting university, the largest campus in the Texas State University System. TxState's original mission was to prepare Texas public school teachers, especially those of South Central Texas. Today TxState's mission is to be "a public, student-centered, doctoral granting institution dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond." TxState's 27,503 students choose from 115 undergraduate, 85 master's and 6 Ph.D. graduate degree programs offered by seven colleges (Applied Arts, Business Administration, Education, Fine Arts and Communication, Health Professions, Liberal Arts, and Science), the University College, and the Graduate College, which has three Ph.D. programs in geography (Environmental Geography, Geographic Education and Geographic Information Science), two in education (School Improvement and Adult, Professional and Community Education) and a sixth in Aquatic Resources.

A School of Engineering, doctoral programs in criminal justice, mathematics, mathematics education and physical therapy, and master's degrees in fine arts, human nutrition and athletic training are being developed or pending Coordinating Board approval. A new

nursing program has just been approved by the Coordinating Board. Research expenditures increased to $23.3 million in 2005-2006, and the National Endowment for the Humanities designated TxState the nation's study center for the Southwest, one of eight regional centers.

According to the Texas State Factbook, in Fall 2006 21% of TxState's 27,503 students (5,396 students) were Hispanic. The number of Hispanics applying to TxState increased 34.5%, from 2,472 in 2003 to 3,324 in 2006, compared to an increase of only 1.7% among white students. African American applications increased 29.5%, and those of Asian/Pacific Islanders 8%. In Fall 2005, 35% of TxState's new Hispanic undergraduates transferred in from community colleges. As of Fall 2006, 23% of the university's Hispanics came from the San Antonio MSA. From Fall 1995 through Fall 2005, 9.6% of Hispanic transfers (522 students) were from SAC.

TxState is retaining and graduating these minority students. Compared to the 10 largest Texas public universities, TxState ranks third in retention and graduation of both African-American and Hispanic students. Of the 523 Hispanic students that entered TxState in 2004, 76.9% were retained for a year and 69% were retained for two years. Without having reached HSI status, TxState already ranks 17th in the U.S. in the number of baccalaureate degrees awarded to Hispanic students. TxState's graduation rate is fifth among the 35 public colleges in Texas and the freshman-to-sophomore retention rate is eighth.

(Centro Del Barrio – Health Center - 1999)

Background

El Centro del Barrio (CDB) is a health and human service United Way Agency incorporated as a private, non-profit in 1973 to provide services to indigent Bexar County residents. CDB's mission is "…to improve the health status of the community. El Centro del Barrio works in partnership with community residents in pursuing improved health for the community" (CDB Board 1999). Since its inception, CDB has provided health and human services to residents in Bexar County.

CDB received funding as an Urban Health Initiative in 1979 to plan and provide health services to area residents. Since its initial PHS grant, CDB has grown from a single clinic site with a staff of 1.5 FTE medical providers to its current level of operation that includes nine primary care clinic sites staffed by 13 physicians, 6 mid-level providers, a full-time psychiatrist, 4 social workers/counselors, 4.8 dentists and 1 hygienist. The network of nine primary care clinics developed to-date provides comprehensive services to 28,641 unduplicated users (23,593 medical; 7,623 dental), accounting for 93,805 encounters (UDS Report, 1998; RW Report, 1998). Varied health education programs augment the medical and dental services provided. Other supportive services include case management, health education, mental health services, nutrition, outreach and transportation.

The agency has expanded its programs from the Family Resource Center it opened in 1973 to nine programs focusing on primary health care, preventive and restorative dental care, and nutrition. These programs are located at twelve sites and include: South Park Medical Care Center (SPMCC); Somerset Family Clinic (rural site); Laurel Heights Clinic; Lanier Student Health Clinic (school-based); Ryan White Early Intervention (HIV); **Health Care for the Homeless and Homeless Children** (five clinic sites); Elder Services including an Elder Shelter, a Day Activity Health Services and an Activity Center for the Frail Elderly; Women, Infants, and Children Nutrition (3 clinic sites); and a Family Resource Center (Mental Health Counseling).

Included in CDB's growth and expansion of services has been an active Board of Directors which has been deliberate in its planning and governance of the organization. The BPHC has been a key figure and true partner with CDB in providing leadership and guidance that contributed to the level of success CDB has achieved. In addition to the basic PHS award, the BPHC provided other funding support to include: (1) a dental expansion grant in 1989, (2) a Comprehensive Perinatal Care Program grant, (3) a Capital Improvement Project in 1991 for clinic construction, (4) expansion of services grant to establish a

rural clinic in Somerset, Texas, (5) an improvement grant to purchase an MIS, (6) reinvestment funds in 1998 and 1999 to expand services, and (7) the Integrated Delivery Systems Initiative grant funds for the integration of delivery systems in the San Antonio Marketplace. In addition to developments and growth in the 330(e) clinic, CDB initiated and embraced other health, social and mental health programs serving special population groups. In 1990, CDB received funding from the Texas Department of Health to provide WIC services; currently CDB provides WIC services to over 6,000 clients.

CDB began administering the Health Care for the Homeless Program (HCH) in 1989 and in 1992, the Health Care for the Homeless Children was added. All services are provided at five sites in San Antonio, including Dullnig House, SAMM Shelter, Dwyer Avenue Center, Battered Women Shelter, and the Children's Shelter, and social services and counseling are provided at the Salvation Army Hope Center. A medical team including a mid-level provider, an LVN and a medical assistant provides primary health care to both homeless adults and homeless children. The medical team is supervised by CDB's Medical Director which provides the mechanism to effectively link HCH medical teams and adult and pediatric patients to resources available in the 330(e) clinics including OB/GYN, dental, WIC, and mental health counseling. Because of its collaborative relationships with shelter providers, United Way of Bexar County has extended supportive funding for the HCH program since 1989.

The Ryan White Title III Early Intervention Program began in 1992. This program provides early HIV-related primary care services and counseling to HIV-positive adults. A team consisting of a physician, nurse, counselor, and office manager provide medical and support services to HIV-infected patients. Additional primary care services are provided through a contractual arrangement with the University Health System (UHS). Ryan White Title I supplemental funding provides additional resources for laboratory tests and drug therapies.

Another clinic that CDB operates is the Lanier Student Health Clinic, a school-based primary care clinic developed in partnership with the San Antonio School District and several area human service organizations. Supported initially by a 2-year grant from the Texas Department of Health, the clinic is now fully integrated into the BPHC grant. The clinic is staffed by a mid-level provider and a .20 FTE dentist, and provides services to students from a cluster of 18 area schools.

A new grant from the Baxter Allegiance Foundation will allow CDB to provide targeted casemanagement services, including home visitation and parenting education, to pregnant women, infants and children identified by our OB and pediatricians as "at-risk." Permanent funding for the two targeted casemanagers will be obtained through the Texas Department of Health. CDB has just received notification of funding ($85,500) from the United Way for a Healthy Brains Project designed to use parent education as an intervention to maximize brain development in children ages 0 to 3 from 100 at-risk families.

CDB's Organizational Chart depicts a thirteen-member Board of Directors, which is in compliance with BPHC's requirements on governance as delineated in PIN 98-23 (see Appendix II). The Board is autonomous and has full authority to develop policies to govern all aspects of the **Community Health Center**. In accordance with PIN 98-12, a **homeless** consumer from the **HCH** program was appointed to the Board of Directors in September 1998. Authority bestowed in the CEO is in accord with BPHC requirements as detailed in PIN 98-23.

As an indicator of exemplary productivity, CDB received increases in its BPHC funding base (reinvestment funds) during the last two years for its increase in the number of uninsured patients (UDS Reports). The Service Maps provided as attachments identify the service areas for the **CHC** Southside community and for the **HCH Homeless** Programs and plot the locations of CDB's service sites. The maps also show the location of other service delivery sites operated by key health providers in the area, and census tracks designated as MUAs and/or HPSAs.

SAMPLE NEED SECTIONS

N<small>EED</small>: (T<small>ITLE</small> V 2007 – D<small>EPARTMENT OF</small> E<small>DUCATION</small>)

In an article titled "The Future of Texas is tied to Education of its Minorities" Monica Wolfson of the Scripps Howard Austin Bureau pointed out that the ethnic breakdown of Texas was projected to change from 53 percent Anglo, 32 percent Hispanic, 11 percent black and 3 percent other in 2000 to "roughly 59 percent Hispanic, 24 percent Anglo, 7 percent black and 8 percent other" by the year 2040 (November 19, 2003). Although Texas' student enrollment in K-12 is rising, the number of white students graduating from public schools in Texas is projected to decline from 108,602 in 2007 to 96,568 in 2015. At the same time, it is projected that a total number of Hispanic high school graduates will increase 36.7%, from 88,242 in 2007 to 120,607 in 2015. Modest increases will also occur among African American, Asian/Pacific Islander and Native American students. This demographic shift will represent either economic disaster or economic boom, depending on how well Texas prepares its low-income minority residents to enter the workforce. White students are more affluent and more likely to attend and graduate from college than minorities. Texas institutions of higher education will have to make radical improvements in order to increase the number of Hispanic college graduates.

Need at SAC: As the largest provider of higher education to San Antonio minority residents, SAC's ability to appropriately educate its students and to ensure that as many as possible get bachelor's degrees at places like TxState is crucial to our state's economy. However, the latest Student Migration Report from the Texas Higher Education Coordinating Board (THECB) shows that from Fall 2002 to 2003, only 9.9% of SAC enrollees transferred to four-year public institutions in Texas, and only 4.2% of enrollees graduated with an Associates Degree or a technical certificate in Arts, Science or Applied Science. These rates are lower than Texas' transfer rate of 10.5% to four-year public schools, but higher than Texas' graduation rate of 3.4%. Fall-to-Fall 2002-03, 43.8% of non-graduates were retained at SAC (41.9% for Texas).

The reasons for low transfer and graduation rates can be found in the economic, educational, and language barriers faced by SAC students. The modal student at SAC is a Hispanic female aged 19 and 30 in at least her second semester of enrollment, but probably not continuously enrolled as a full-time student, and employed at least part-time. She is still a freshman and the first in her family to enter college. At least one of her parents did not finish high school. Her family resides within ten miles of campus, and she commutes by public transportation or with a friend/relative. Her family income is near 150% of the federal poverty level.

According to ACT Assessment Program Services (Habley), the five most critical issues contributing to drop-out potential, in order of effect, are 1) low academic achievement, 2) limited educational aspirations, 3) inadequate financial resources, 4) indecision about major/career, and 5) economic disadvantage. From Kindergarten through college, poverty correlates more closely with academic deficiency than any other factor (McCabe, 1999). Economic or financial difficulties also affect and potentially compromise the relative value students attribute to the cost of their education (Tinto, 1996). Bedsworth, Colby and Doctor (2006) found in their analysis of NELS data that **only 21% of low-income ninth graders attained college degrees by age 26**, compared to 35% of all students. U.S. Census 2006 estimates indicated that 17.3% of Bexar County's population lived below the poverty level, compared to the U.S. rate of 12.7%. According to the Texas Education Agency (TEA) **62.8% of the students in the Education Region SAC serves are economically disadvantaged.**

THECB reported in its 2006 Annual Data Profile that **59% of SAC students during 2004-2005 were "Economically Disadvantaged."** Forty-three percent (43%) of SAC students receive Pell grants, which require incomes below 150% of the poverty level. In January of this year, 39.4% of the 13,760 students who responded to SAC's Student Tracking Survey (among 22,485 enrollees) worked full-time, and 29.6% worked part-time; 16% were seeking jobs.

Ishitani (2003) also determined that the **risk of attrition for first-generation students**, after controlling for race, gender, grade point average and income, **was 71% higher than for their counterparts over time.** Of the 14,411 students who specified their parents' education on SAC's Spring 2006 Student Tracking Data Form, only 20.5% indicated that their mother had a BA degree or higher, and 23.2% said that their father had a BA or higher, indicating that **at least 75% of SAC's students are first-generation-in-college (FGIC).** According to THECB, 41% of SAC students in Fall 2004 were "academically disadvantaged."

Educational Attainment for the Population 25 years and over				
	San Antonio ISD Hispanic*	**SAISD ***	**San Antonio****	**United States****
Less than HS/GED	**48.2%**	40.8%	21.1%	15.9%
High School Graduate only	**26.5%**	27.1%	25.9%	29.6%
Some College, no degree	**15.8%**	18.1%	22.7%	20.1%
Associate's Degree	**3.6%**	4.0%	6.8%	7.4%
Bachelor's Deg. and higher	**5.9%**	**9.9%**	**23.4%**	**27.2%**

Sources: * School District Demographics System, NCES, Census 2000 School District Tabulation
**U.S. Census Bureau Data Set: 2005 American Community Survey

Underpreparedness is also an issue; SAISD's average math SAT scores for 2001 to 2004 ranged from 400 to 409, compared to an average of 499-500 for Texas and 514-518 for the nation. Less than 47% of those who graduated from the four high schools closest to SAC in 2004 attended public postsecondary institutions in Texas (THECB 2005 Data Profiles).

Using data from the U.S. Department of Education, Clifford Adelman (1996) found that developmental (remedial) education outcomes were best for students who needed fewest developmental courses. Students who placed into only one developmental course were much more likely to graduate than students who placed into two or more. Adelman also found that those who place into both developmental English and Reading face the highest risk of attrition. The THECB reported in 2005 that 49% of all first-time-in-college (FTIC) community college students in Texas were enrolled in remediation during the Fall 2003 semester. During that same semester, **SAC enrolled 79% of its FTIC students in developmental classes.** The chart below describes the proportion of students taking specific developmental classes at SAC:

Number of SAC Students Taking Developmental Courses Fall 2005					
English		**Mathematics**		**Reading**	
# Students	**% A,B,C**	**# Students**	**% A,B,C**	**# Students**	**% A,B,C**
1,794	53.19%	6,819	38.5%	2,113	60.5%
Total unduplicated number enrolled in one or more remedial courses		6,854			

Total enrolled in all three areas	826

Some SAC students also face language and cultural barriers. THECB reported that **6% of all SAC enrollees in Fall 2004 indicated "limited English proficiency**."

Research skills, critical thinking skills, and time management are all areas that SAC faculty identified, in a 2000 Faculty Senate study, as **deficiencies among their students that fail**. Research skills are not developed in homes or at inner-city schools where there is low English literacy and limited access to library or computer resources. Critical thinking is not encouraged by working-class parents whose survival under an agrarian system of *patronismo* has required <u>obedience</u>. Time management is an alien concept in households where, because of poverty and underemployment, <u>crisis</u> management is the norm.

In Spring of 2007, the Title V Working Group conducted a Writing and Math Support Needs Survey among full-time faculty. They felt that **writing and math issues impeded student success in over 200 courses in 23 disciplines, that writing issues impeded success in an additional ten disciplines and that math issues impeded success in three additional disciplines.** They also felt that **student access to faculty coaches could remedy the problem**.

A. Need for project: *(From Child Development Training Grant Spring 2001)*

Needs of students at risk for educational failure/ Description of targeted communities:

In the Journal of Developmental and Behavioral Pediatrics (1999;20:14-19), Dr. Hallam Hurt of Albert Einstein Medical Center in Philadelphia, Pennsylvania reported on research findings showing that poverty has a greater negative impact on the ability of a young child's brain to focus, organize, and problem-solve than exposure to cocaine before birth.

The researchers found in their study of over 200 children from birth to 4.5 years that poor children exposed to cocaine prenatally performed similarly to poor children not exposed to cocaine, and both low-income groups were well below the test standard for normal behavior as based on a prior study of mixed-income children. "These children simply haven't been exposed to a whole variety of experiences," Hurt said, pointing out that books, newspapers, communal family meals, and travel are often absent or uncommon in lower income households.

Poverty is the major factor putting South Texas students at risk for educational failure. San Antonio, in the south-central portion of Texas, about 140 miles northwest of the Gulf of Mexico and 150 miles from the Mexican border, is the eighth largest city in the United States with a population in 2000 of 1,592,383. The poverty rate in San Antonio at the previous Census was 23%, second highest among US cities with populations over one million. The poverty rate for children in San Antonio is currently estimated at 30%, and for the clients of the childhood educators targeted by this project the poverty rates range from 60% to 95%.

The latest census figures show that 55.6% of the city's MSA population of 1,592,383 is of Hispanic origin, 35% is White Non-Hispanic, 7% African-American, 1.1% Asian/Pacific Islander, and less than 1% is Native American/Alaskan Native. Although 2000 Census poverty data is not yet available, Hispanics in Bexar County had a per capita income of $7,309 in 1990 compared to a per capita income for whites of $13,310.

Sixty percent (60%) of the students in the 66 school districts of Region 20, which extends from the counties east of San Antonio to the western border of Texas with Mexico, are "economically disadvantaged." Sixty three percent (63%) are Hispanic. In Region I, which encompasses the southernmost portion of the Texas Mexico border area, 82.6% of students are "economically disadvantaged," and 95% are Hispanic. Texas Migrant Council, whose staff will be trained through this grant, operates Head Start programs in both regions.

The San Antonio Independent School District ranked fourth worst in the nation, along with Dallas, for urban school districts with a severe dropout problem, according to a Johns Hopkins University study released in January of 2001. At six of the eight high schools in SAISD, the number of 12th graders in the graduating classes of both 1993 and 1996 was less than half the number of students who were ninth graders four years earlier.

The children receiving early childhood education from the providers to be served by this project are between 70% and 98% Hispanic. According to the Hispanic Association of Colleges and Universities (HACU), of all Hispanics, 9.4% have less than a 5th grade education, 29% have less than an 8th grade education, and 45.3% have less than a high school education, with only 54.7 reporting graduation from high school (Current Population Reports, 1997, U.S. Census).

Seventy one percent of all Hispanics have never attended college and only 13.3% reported attending "some" college. Only 27.5% of Hispanic high school graduates ages 18-21 were enrolled in college in 1997 compared to 46.1% for whites (Statistical Abstract of the U.S. 1999, U.S. Bureau of the Census). The 1990 U.S. Census data indicated that only 25% of Bexar County residents were high school graduates (36% nationally). An estimated 75% of SAC's

students are first-generation college students.

Texas Education Association reports that 14% of the Region 20's students received bilingual or ESL education in 2000. The language deficit is nearly as severe among college-aged students; the Texas Higher Education Coordinating Board 1999 Annual Data Profile for 1997-98 reported that 12% of all SAC students indicated limited English proficiency. In Region 1, where approximately one-fourth of this project's targeted students work, 36% of students get bilingual or ESL education.

Many of the clients of Texas Migrant Council (TMC), Community Council of South Central Texas (CCSCT), and the Economic Opportunities Development Corporation (EODC) Head Starts who will be served through this project are members of farmworker families. These families survive by obeying the orders of "*El Patrón*," the boss, and questioning authority is frowned upon in the workplace. These parents are less likely to encourage their children to ask questions about what they hear and see in the classroom.

In addition to poverty and language, culture plays a role in creating a need for tailored early childhood literacy interventions. While a great emphasis is placed on family loyalty and the nurture of small children in the Mexican American culture of South Texas, the emphasis on education is low. AVANCE, one of SAC's partners in Early Childhood Education efforts and a pioneer in this field, has developed an extensive program for welfare parents around the concept of the "parent as teacher," a concept not familiar in families where affective interaction is high and language-rich didactic interaction is low. Low literacy levels also prevent Spanish-speaking parents from reading to their children.

Gaps or weaknesses in services, infrastructure, and opportunities:

The minimum standard for training of early childhood educators in Texas is 8 hours of training, which does not include emergent literacy. The training for a CDA does not emphasize emergent literacy. Of 450 childcare centers in Bexar County, only 30 are accredited. Despite new Head Start standards requiring more certified and degreed teachers, and the initiation of pre-K classes for 3 and 4 year olds in public schools here, the numbers of center-based caregivers with formal education in early childhood development are still low. We estimate that less than 10% of Head Start centers here have personnel with an AAS degree. Since Early Childhood Certification has only been available in Texas since Fall of 2000, most degreed public school pre-K teachers do not have early childhood or child development backgrounds. It is this lack of training and skills to prepare children to read and to be successful in school among this community's early childhood educators that this proposal addresses.

B. Plan of Operation for Existing Program (CCAMPIS)

CCAMPIS Program Goal and Objectives

<u>*Goal:*</u> *To increase access to quality on-campus and off-campus childcare for low-income San Antonio College student parents.*

Objective 1: By August 15, 2006, 24 low-income students will have obtained affordable access to full-time, high quality on-campus childcare, including infant care; 12 students will have obtained access to part-time on campus childcare, and 9 students will have obtained access to subsidized, accredited off-campus child care.

Objective 2: By September 30, 2006, the percentage of students whose children have received child care under this grant who are retained to the next semester or have graduated/transferred will exceed the college average for retention, graduation, or transfer (Baseline: Spring 2004).

Objective 3: By June 14, 2006, SAC's Child Development Center physical facilities will meet the new NAEYC-accreditation standards.

Objective 4: By June 14, 2006, all parents with children enrolled in the Child Development Center will have been provided with mandatory "Precious Minds, New Connections" parenting classes, and will have participated in volunteer activities and parent support groups mandated by NAEYC.

NSF – Advanced Technological Education

Technology-based Inquiry & Curriculum Alignment (TICA) Project: Improving Science Education in Secondary and Post-secondary Schools

GOALS

Goal I: To increase the number of qualified grade 6-14 science teachers in San Antonio who use technology-rich inquiry and lab-based pedagogies that are aligned with national and state science education standards.

Goal II: To increase the number of associates and bachelors degrees in science granted to residents of South Central Texas.

OBJECTIVES

Process Objectives:

Process Objective 1: By April 30, 2007, to have purchased probeware lab technology, science lab software, and other science education manipulatives, and to have trained at least eight (8) SAC and SAISD science "train-the trainers" faculty in their use in and inquiry-based format for teaching science concepts and skills.

Process Objective 2: By June 30, 2009, to have conducted three week-long Summer Institutes and four Saturday workshops to train secondary school teachers, SAC science faculty, and alternative certification candidates in the use of best practices science teaching technologies and inquiry-based learning.

Process Objective 3: By June 30, 2009, at least 50 secondary school teachers, 15 SAC science faculty members, and 50 Alternative Certification candidates will have received education/ CPE's in technology-supported, inquiry-based learning and discipline-specific science content for secondary and/or community college instruction.

Process Objective 4: By August 31, 2008, fifteen (15) science curricula at the secondary and/or college level, including two targeted to pre-service Teaching Academy students, will be revised, infused and/or supplemented to include inquiry-based pedagogy and technology-based lab experiences in order to provide state-of-the-art science instruction to students.

Outcome Objectives (Deliverables):

Outcome Objective 1: By June 30, 2009, workshop post-tests, Observation Reports and syllabi that include inquiry and/or technology-based enhancements submitted to project staff will show that at least 50 secondary school teachers, 15 SAC science faculty members, and 50 Alternative Certification candidates have improved and updated their knowledge/skills and/or curricula with technology and/or inquiry/lab-based teaching.

Outcome Objective 2: By June 30, 2009, eight (8) SAC courses, and at least seven (7) secondary science courses revised to include inquiry-based method and new lab experiences and/or technology-based pedagogy will have been piloted, evaluated and refined.

Outcome Objective 3: By June 30, 2009, classroom observation reports for at least 15 secondary school classrooms where participants in professional development activities under this project are teaching will demonstrate standards-based, student-centered, teacher-facilitated instruction that addresses the needs of a diverse student population.

Outcome Objective 4: By June 30, 2009, the productive grade rate of SAC students in courses using improved/new curricula or technology will have risen at least 5% over a baseline for these courses established in Fall 2006.

Outcome Objective 5: By June 30, 2009, the science TAKS scores of SAISD 10th and 11th graders in courses taught by participants in the TICA Project will be at least 5 percentage points higher than a baseline established in Spring of 2006.

Outcome Objective 6: By June 30, 2009, at least 400 SAC science students and at least 1,000 secondary students each semester will be receiving technology-supported, inquiry-based laboratory experience and instruction from teachers trained through this project.

SAMPLE Project Descriptions/Plans of Operation

a) Plan of Operation (MSEIP, 2005)

Background of Applicant: San Antonio College (SAC), the largest college of the Alamo Community College District and the largest single-campus college in Texas, enrolled 22,109 students during Fall 2003, with 49% indicating Hispanic origin, and 9% African American or Other. According to Texas Higher Education Coordinating Board statistics for Academic Year 2001-2002, 52% of SAC students were designated as Economically Disadvantaged, 45% as Academically Disadvantaged, and 7% had Limited English Proficiency. An estimated 60%, (13,759 students) are first-generation college students.

Strategy to be Utilized:

EDGE, a college-credit-granting summer bridge program for 10th-12th graders will be expanded to include: 1) Hybrid Internet courses offered to 11th-12th graders during the school year; 2) Science and engineering learning communities when they graduate and enroll at SAC, 3) peer-tutoring and study groups, 4) Membership in national engineering-related organizations, and 5) Internships with local engineering-related companies.

EDGE activities for high school pre-engineering students will be coordinated with NSF-CSEMS scholarship activities, science and engineering faculty mentorship and professional development activities currently being developed with local ISD's, and curriculum development and articulation activities developed for SAC's ACCESS grant.

The **EDGE Summer Bridge for Pre-Engineering Students** was developed to bridge a gap in science and engineering pre-college education. The University of Texas at San Antonio's Pre-freshman Engineering Program (PREP) has been successful in motivating middle school students to begin studying for careers in science, engineering, and technology. According to the program's 2002 survey 88% of the students participating in the program graduated from college. However, only 50% of these graduates majored in mathematics, science, or engineering.

Most students complete the PREP program by their freshman year in high school. Dr. Dan Dimitriu, Engineering Program Coordinator, and Physics, Engineering and Architecture Department Chair Jerry O'Connor formed a team to develop a summer program for 10th and 11th graders who had participated in PREP to serve as a bridge spanning the gap between PREP and the students' first year in college, to see if retention in science and engineering fields could be improved. The EDGE program has been specifically designed to 1) increase high school students' awareness of and interest in science and engineering fields; 2) provide them with "Early Admission" into college and credit toward their college career while still in high school; and 3) provide them with knowledge, skills, and confidence to facilitate their completion of a science or engineering Bachelor's degree. The program, which is now open to all qualified pre-college students, helps them overcome the "math barrier" to persistence and success in science or engineering fields by providing them with intensive tutoring and support in their pre-college completion of College Algebra. The Pilot Programs' ethnic/gender breakdowns were:

EDGE Pilot Year	Total Students	Female	Male	Hispanic	Asian - Pacific Isle	African American	Non-Hisp. White
2003	20	12	8	12	1	0	7
2004	54	26	28	43	2	3	6

In EDGE, high school students are introduced to college-level course work in

learning community **cohorts and provided with activities to develop independent learning and teamwork skills, and develop a peer support system. Students can continue their studies in a science or engineering field as part of ongoing learning community cohorts at SAC after they graduate from high school, and transfer to a four-year program to obtain a Bachelor's degree in their field.**

EDGE takes place during an eight-week summer session at San Antonio College. A learning community of 20-25 10th through 12th grade high school students is enrolled in two college courses, College Algebra and Introduction to Engineering, which meet mornings, Monday through Friday. Afternoon activities include student success sessions and supervised study sessions students where students work with each other in sub-groups of approximately ten students from their larger learning community. Each group has a leader/mentor (a science or engineering undergraduate) who facilitates group-learning activities. This allows students to work together and receive assistance with their homework, and to build a sense of community and shared success. Study Leader/Mentors are trained in group learning methods (similar to Supplemental Instruction) prior to the start of the program.

All students and Study Leaders attend hour-long Strategies for Success sessions, which help students with study techniques, test taking, time management, and other strategies for success in college, familiarize students with college resources, and include guest speakers and special presentations on science or engineering topics. Students attend four field trips, introducing them to a variety of science/engineering-related professional/ research/educational activities at private companies, NASA's Challenger Center, and a local university.

While participants were initially recruited from a list of PREP participants, widespread interest shown in the EDGE pilot by area high schools prompted SAC to offer the program to all qualified pre-college students. Students are required to meet the same admission requirements as other college-level students, and pay only a $25 entry fee. The 2003 and 2004 pilots were funded through the Alamo Community College District (ACCD) Foundation and Project ACCESS.

In order to keep EDGE students engaged in "career advancement" during the school year, they will be encouraged to take a college hybrid internet course in Pre-Calculus, which we propose to develop for EDGE learning community cohorts. All EDGE students will be made part of a listserv which will inform students of cooperative learning activities and enrichment opportunities throughout the year. Students will be encouraged to join SAC's chapter of the Mexican American Engineering Society (MAES), and/or other science and engineering clubs.

Once they have enrolled at SAC after graduation, EDGE students will have the opportunity to participate in science or engineering **industry experiences and internship opportunities.** In addition to field trips by EDGE students and their undergraduate leaders to science and engineering-related businesses, they are exposed to careers by guest speakers. SAC also has long-established relationships with area employers. Companies who hire SAC students include Southwestern Bell, City Public Service (electric/gas utility), San Antonio Water Services, Southwest Research Institute, Ball Aerospace, Kinetic Concepts, Inc., and Sony Corporation, among others. SAC's Placement Center will help place students at these companies as part-time employees or interns. Participants will also be able to make job connections to industries at SAC's Annual Tech Expo.

EDGE is advertised through posters, mail-outs, press releases, and visits to local schools. Several school districts in San Antonio are already enthusiastically recruiting students for EDGE (see Letters of Support). An Open House on the SAC campus will introduce students and their parents to the program and the college.

SAC's NSF-funded CSEMS Scholarship program, META, will provide funding for qualified EDGE students who enter SAC as full-time students, and low-income students will be eligible for Pell or other grants.

Professional Development: In order to increase SAC's institutional capacity to deliver cutting-edge science and engineering education and to provide the faculty expertise for new mentoring relationships, four faculty from science and engineering disciplines will attend **professional development workshops** each year as part of this project. Sessions' subject matter will include student-centered pedagogy, learning community course alignment, critical thinking, and minority retention, as well as discipline-specific content geared to enhance SAC science and engineering courses with research-based strategies and materials.

EDGE activities will be linked with the growing collaboration of SAC science and engineering faculty with science teachers at local schools, especially the San Antonio Independent School District, which serves 57,000 primarily inner-city students. EDGE participants who make recruitment presentations at their own former schools will act as peer role models and increase their own sense of accomplishment.

<u>Goal</u>: *to increase the number of Bexar County students who complete credits and/or associate degrees toward transfer to baccalaureate degree programs in science and engineering, and obtain science and engineering degrees at institutions with baccalaureate degree programs.*

Process Objective 1: By August 15, 2006, SAC will perform outreach about available EDGE activities to 1,000 students. <u>*Measures:*</u> Program Documentation

Process Objective 2: By September 30, 2008, at least 100 EDGE participants will have received college credit for science and engineering-related courses taken during high school. <u>*Measures:*</u> Student Information System, Program Documentation, EDGE database.

Process Objective 3: By September 30, 2008, 8 SAC faculty will have attended professional development workshops in science and engineering 'best practices,' improved their curricula, and piloted new learning methods and/or learning community course content. <u>*Measures:*</u> math, science and engineering syllabi, post-participation survey of faculty.

Process Objective 4: By September 30, 2008, at least 75 undergraduate science and engineering students at San Antonio College will have participated in EDGE retention activities designed to increase student success in engineering. <u>*Measures:*</u> Program Documentation.

Process Objective 5: By September 30, 2007, at least two learning communities will be developed for math, science and/or engineering for EDGE Summer Bridge completers enrolling at SAC. <u>*Measures:*</u> Program Documentation, Catalog.

Process Objective 6: By December 30, 2005, an EDGE Advisory Board will have been formed of faculty, administrators, and business and industry members which will meet each semester throughout the grant period. <u>*Measures:*</u> Program Documentation

(See Outcome Objectives under "Expected Outcomes" Section)

The strategies proposed above include
- **Learning Communities**, which include small class settings, and promote interdisciplinary approaches to undergraduate science and engineering education

- **Group mentoring and role modeling by peers** that aims to increase the number of low-income ethnic/racial minorities in science and engineering, especially women;

- **The implementation of research-based learning strategies** through the

professional development of faculty at SAC;

- **Web-based learning strategies** through college credit math courses for EDGE students during the school year; and

- **The training of teaching assistants** as EDGE student study leaders/tutors, some of whom will be recruited from SAC's Teaching Academy.

The EDGE summer bridge program will **expand student exposure to potential careers** through carefully organized field trips. The stipends offered to EDGE student leaders, and scholarships offered students through the CSEMS program will **provide financial incentives to students entering and persisting in the study of science and engineering.**

EDGE participants, as SAC students, will be able to take advantage of student support programs and services designed to enhance student learning, performance, retention to graduation, and career or higher education placement. They include:

Tutoring and access to appropriate technology: This is available to students free of charge.

Career counseling and job placement services: SAC's Career Planning and Job Placement Centers provide the following services: software programs for exploration of personality type, job market research, job descriptions, and training needed for specific jobs; career workshops each semester; a Career Fair, a Tech Expo and a Job Fair each year; and individual counseling with career planning and job placement specialists.

MESA Diversity in Engineering Center: In August 2004, SAC was accepted as a new member of the Math Engineering and Science Achievement (MESA) Community College Diversity in Engineering Program, the first in Texas. Faculty have begun receiving training and support from the California-based program in the implementation of the MESA model, which includes Learning Community clusters of linked math, science and engineering classes, Academic Enrichment Workshops, tutoring and mentoring assistance, participation in national Engineering and other science organizations, and opportunities for additional NSF CSEMS scholarships. The model also supports faculty use of inquiry-and technology-based instruction.

SAC has received funding from the DoEd for a Title V Hispanic Serving Institutions Cooperative grant with UTSA to provide **improved Teacher Preparation** to traditionally underrepresented groups by creating a bridge between 2- and 4-year teacher preparation programs targeted toward areas of special need in Texas, which include science and math. By involving SAC's Teacher Academy students in EDGE as student leaders, tutors and mentors, we can infuse future teachers with knowledge and excitement about math and science, and enable them to matriculate directly into four-year programs in K-12 science and math education. Pre-service teachers will gain competence in research-based math and science teaching methods.

EDGE was designed to integrate several "best practices" identified by the US Department of Education in a nation-wide evaluation of student support services programs (Muraskin 1997):

- **Group learning** – The Learning Community Cohort approach is the heart of this project, both in the summer EDGE program and in freshman science and engineering courses;

- A **structured experience** for participants – This project will provide group tutorial services in mathematics, science, and engineering; transfer and university enrollment services; and assistance in applying for NSF-funded CSEMS Transfer Scholarships.

- An **emphasis on academic success** – EDGE is designed to help the student learn course material better, including the use of faculty trained in inquiry-based learning;

- **"Targeted" participant recruitment and participation incentives** – EDGE is a

recruitment program with credit incentives for targeted students. CSEMS scholarships provide financial incentives to SAC science and engineering students.

- **Dedicated staff and directors with strong institutional attachments** – The Project Directors are both faculty and administrators, one is tenured, and they have a combined **26 years** of experience at SAC.

Organization/Management and Work/Monitoring Plans:

Jerry O'Connor, M.S., Chair of the Physics, Engineering, and Architecture Department, will be the Project Director and provide administrative oversight for this project, with Dan G. Dimitriu, Ph.D., P.E., Engineering Coordinator, acting as Co-Project Director.

The EDGE Advisory Committee will consist of the Chairs of Math and Computer Science, Biology, Chemistry and Earth Sciences, and Engineering Technologies Departments, Counselor Rosamaria Gonzalez, who has 17 years experience working with science and engineering students, the Dean of Arts and Sciences, and Executive Vice President for Academic Affairs. Members will also include the current members of the NSF ACCESS grant (which ends in June 2005) Advisory Committee. The Advisory Committee will meet at least once a semester to review progress toward objectives, to involve science and engineering faculty in the project, and to assure continuous quality improvement.
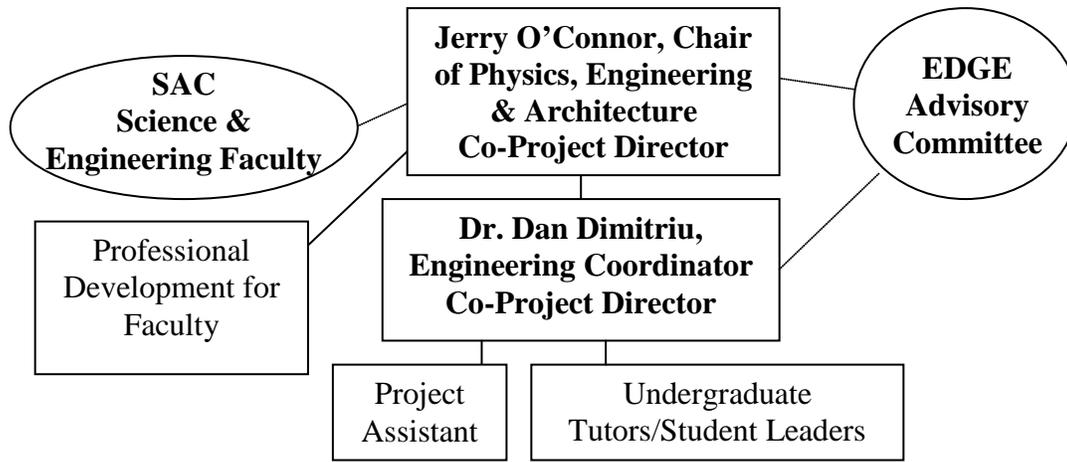
The EDGE summer bridge project will be overseen primarily by Dr. Dimitriu, using one-half summer release time paid for through this grant, with the year-long components shared between the Project Directors. A Project Assistant hired under the grant will assist the Project Directors in coordination of student activities, student and program documentation, collection of data and payroll for student leaders.

Timetable:	Year One			Year Two			Year Three		
TASKS	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
Hire Project Assistant, Student Leaders	xxx	xxx							
Publicize EDGE: Recruit students , select EDGE students		xxx			xxx			xxx	
Faculty Development	x	x	xx	x	x	xx	x	x	xx
EDGE 8-wk Bridge			xxx			xxx			xxx
EDGE School Year Activities		xxx		xxx	xxx		xxx	xxx	
Data Collection			xxx			xxx			xxx
Dissemination activities			x x	x x	x x	x x	x x	x x	x x
Evaluation/Reporting			xxx			xxx			xxx

The Project Directors will be responsible for the management of data collection, as well as evaluation and reporting for the EDGE grant to both the Department of Education and the Advisory Committee. The Directors will be aided in data collection by the project assistant. Monthly staffing meetings will be held with the Co-Project Directors, project staff and student leaders, who will discuss progress toward objectives, report on EDGE activities and make suggestions for continuous improvement. The Project Directors will ensure that recommendations made by staff and the Advisory Board are implemented.

Dr. Dimitriu and Ms. Gonzalez will coordinate outreach and preparation activities for potential science and engineering majors. The CSEMS scholarship and curriculum development

and transfer agreement activities of the ACCESS grant will also be integrated into this Project. The Project Directors will continue to develop relationships with four-year programs, and work closely with 2+2 partners UTSA, TSU-San Marcos and TAMUK. Science and engineering faculty will be involved in the Project through professional development in research-based methods and retention practices and learning communities for science and engineering.

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   ╭──────────╮   │ Jerry O'Connor, Chair│   ╭──────────╮
   │   SAC    │   │ of Physics, Engineering│  │  EDGE    │
   │ Science &│   │   & Architecture     │   │ Advisory │
   │Engineering│  │  Co-Project Director │   │Committee │
   │ Faculty  │   └─────────────────────┘   ╰──────────╯
   ╰──────────╯
  ┌─────────────┐ ┌─────────────────────┐
  │Professional │ │  Dr. Dan Dimitriu,  │
  │Development for│ │Engineering Coordinator│
  │  Faculty    │ │ Co-Project Director  │
  └─────────────┘ └─────────────────────┘
            ┌──────────┐  ┌──────────────┐
            │ Project  │  │Undergraduate │
            │Assistant │  │Tutors/Student│
            └──────────┘  │   Leaders    │
                          └──────────────┘
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Advanced Technological Education (ATE) NSF-Funded 2005

Activities:

The activities outlined below include the seven basic elements identified by the University of Michigan's Advanced Technological Education (ATE) Evaluation Project as pertaining to successful Professional Development ATE's: 1) ongoing learning and training, 2) institutional support, 3) hands-on and classroom based experiences, 4) individualized training, 5) follow-up training, 6) mentoring, and 7) a train-the-trainers approach to continuing education. These elements are highlighted below.

Project TICA, as a BRIDGE-guided partnership between SAC and SAISD, will concentrate on getting both middle/high school and community college teachers to **utilize more technology in science instruction** (chemistry, biology, earth sciences, physics and engineering) and to **utilize inquiry-based methods** in the classroom. The partnership will also work closely with the NSF-funded Urban Systemic Program (USP) and the eight school districts USP represents.

The project has strong institutional support. The President of San Antonio College has met with science faculty several times around the issue of working to help align curricula with SAISD and to provide professional development to science faculty at both levels. Our Chair of Physics, Engineering and Architecture, Jerry O'Connor, is a charter member of the San Antonio Science and Math Education Association, which hosted the Annual region-wide Math and Science Professional Development Saturday for middle and high school teachers at SAC this Fall. SAC's President recently sent O'Connor to the Laser Institutes in Washington, DC and Atlanta, Georgia with SAISD science faculty – and the Engineering Coordinator to San Diego, California to adopt the "MESA" Model for improving engineering students' retention (SAC is developing the first MESA Center in Texas). The Superintendent of SAISD (see letter of commitment) sent a large group of science educators to the Laser Institute, and has been very

supportive of the Annual Math and Science Saturday.

Instruction in technology-supported, inquiry-based methods and content enhancement will occur during **Summer Institutes** held in early June as in-service, continuing education unit (CEU)-earning, week-long workshops for ISD and community college faculty, and during **follow-up Saturday sessions** held throughout the year. Instructors will be community college faculty and SAISD lead teachers who have received training in Inquiry based learning, probeware (CBL/LabPro) technology, and/or discipline-specific, standards-based science content material and experiments based on nationally recognized best practices in these fields.

In July of 2006 the Co-PI's at SAC will hire a part-time research assistant and arrange **individualized training** for the first wave of **trainers** among participating SAC and SAISD faculty. This faculty, who will eventually conduct the annual summer workshops and the follow-up Saturday sessions which form the core of this project, will attend train-the-trainer workshops and institutes during the first year of the project. The expert sources of this training will include the Fort Worth Museum of Science and History's Texas Center for Inquiry ("Introduction to Inquiry" and "Building Capacity for Classroom Inquiry,") sponsored by the Charles Dana Center at University of Texas at Austin and the Exploratorium, and workshops on the use of computer-based and handheld probeware in the classroom, held locally or at other venues. Project TICA also hopes to send faculty for training to the Modeling Instruction Program (Physics) at Arizona State University, to NSF-sponsored Chautauquas that involve Inquiry-based learning or STEM content, and to other sources of training in the use of standards-based, lab-based science content.

The faculty who have attended these trainings will conduct the professional development sessions at Summer Institutes and Saturday Sessions for community college and secondary faculty. From these sessions, participants will be selected for Train-the-Trainer training the following summer.

After the first summer's train-the-trainer training has been completed, the PIs will start planning the first **TICA Project Summer Institute for June 2007.** In both the design and promotion of the Institutes, Project PIs and staff will work closely with SAISD administrators, the Urban Systemic Program, SAC/UTSA's Teaching Academy, UTSA's UTEACH Program, and with ACCD's Alternative Certification program. The PIs and participating training faculty will identify any outside presenters needed for the Summer Institute, and develop curriculum and activities aligned with state and national science education standards (See sample Program Topics below); they will also reproduce and/or produce workshop materials for participants. SAC's Webmaster will assist the PIs in setting up a TICA Project Website.

At the outset of the project, the Co- Principal Investigators (Co-PIs) will purchase probeware lab technology, and other science manipulatives to be used in the professional development workshops. In addition to utilizing the CBL-equipped chemistry lab at SAC to demonstrate the use of probeware, a handheld probeware mobile classroom for 12 students will be purchased and used to train teachers during the Summer Institutes, at Saturday Sessions, and at SAISD in-service sessions throughout the year.

In addition to the **inquiry, technology and science content material** presented at the workshops and Saturday sessions, **local industry leaders,** including those involved in BRIDGE**,** will be invited to address current and future science applications. Project trainers will work with industry personnel to create examples of how science concepts and experiments are utilized in the workplace. The TICA Project will **create liaison relationships with these industry personnel to help** (beginning in the second year of the project) **to enhance science curricula** at both the community college and secondary levels with industry examples and real-world

elements.

The Project will result in the development of a **cadre of "Content Consultants,"** community college faculty who will be trained to act as liaisons between the secondary and community college science communities and as **mentors** and curriculum content experts for SAISD science teachers. The cadre of advisors will work in three areas: 1) as classroom observers; 2) as instructors in group training/in-service sessions to add content enrichment; and 3) on a one-on-one basis as peer mentors where needed and feasible. Advisors will also bring back what they learn from the secondary schools to their peers at the community college, through informal interactions and scheduled workshops for SAC's professional development institute.

The five-day Summer Institutes and Saturday Sessions throughout the year will be targeted to three groups:

- Middle and high school science teachers

- College science faculty at SAC and the three other ACCD colleges (and interested university-level faculty at UTSA and other 4-year programs), including faculty teaching in SAC and UTSA's teacher preparation and alternative certification programs.

- Alternative certification candidates participating in SAC's Alternative Certification Program

Forty to fifty pre-service (alternative certification) and in-service teachers/faculty members will participate each year. Institutes and Saturday sessions will focus on enhancing science education through content enrichment, application of technology and use of inquiry-based methods. Institutes will include instruction in technology-supported (probeware) Inquiry-Based Learning and discipline-specific (physics, chemistry, biology, astronomy, earth sciences) high-quality science content for secondary and/or community college instruction, with an emphasis on preparing teachers to increase instructional alignment with state and national science standards and on alignment between secondary and post secondary curricula. In addition, industry experts will be brought in to address real-world applications of the methods and content.

All the workshops will include hands-on practice of technologies and content, and all attendees will participate in the development of curricular activity or content "nuggets" that they can take back to their classrooms to enhance curricula and share with colleagues. Some of these materials will be those identified and disseminated as best practices by Regional Advanced Technology Centers nationwide. Whenever feasible, these curricular enhancements will be posted on the TICA Project Website for timely access by secondary and community college science instructors throughout our region.

Incentives for participation will take several forms, depending on the targeted group. In-service secondary science teachers will receive stipends for participation, and will also get Continuing Education Unit (CEU) or Continuing Professional Education (CPE) credits. Alternative Certification students will receive CPE's and valuable TExES (the teacher certification exam) preparation. College-level professors who participate will become eligible for curriculum development stipends to revise their courses to include inquiry-based methods and new lab experiences and/or inquiry-based pedagogy. Instructors and Content Consultant/Advisors for the Institutes and Workshops who have received Train-the-trainer training will receive stipends based on participation.

Sample Institute and Workshop Sessions

Years One - Three:
    Student centered learning activities (Inquiry Based Learning and Modeling)
    Laboratory Probeware Training
    Creating Discipline-Specific student-centered & technology-supported strategies for classroom use in addressing state standards

Year One Additional:
    Track I: "State Standards and High School Curriculum," a workshop for community college science faculty to heighten awareness
    Track II: "College Course Expectations," for secondary educators
    Joint Session: Relating Science Education to Careers for San Antonio Students

Years Two and Three Additional:
    Science Curriculum Alignment Workshops designed to address target areas of disconnect between HS and college identified in previous sessions
    The application of science concepts/activities in the workplace

During the Fall and Spring semesters following each summer's workshop, courses taught at the college or secondary level by Institute participants will be revised, infused and/or supplemented to include technology-rich, inquiry- and lab-based pedagogies. By the end of the grant period, we expect to impact eight (8) college courses and at least seven (7) middle or high school courses. These will include two special science sections which will be revised, infused and/or supplemented for SAC Teaching Academy students (stipends for these revisions will come from the Title V Teaching Academy grant).

Follow-up observation of the adoption of science pedagogies in five (5) secondary classrooms will be performed each fall by PIs or Content Consultant/Advisors, and evaluation will be recorded using instruments developed for that purpose (see Evaluation). Advisors will also attend at least two SAISD-sponsored in-service professional development sessions each year, where they will offer both content enrichment and information about college-level science expectations to secondary teachers. Co-PI Bill Vinal, SAISD's Science Director, will oversee the development of a system to establish linkages between teachers in need of content mentoring with appropriate Content Advisors for individual consultations between in-service sessions.

During the fall of the last year of the Project, TICA partners, in conjunction with the institutions represented on the Advisory Committee and with assistance from the Title V Teaching Academy, will hold a Science Teaching Enhancement Conference for local teachers at which workshops for each educational level (Middle School, Jr. High, High School and the first two years of college) will be conducted to help educators align curricula to post-secondary expectations and/or national and state standards. The curricular enhancements and learning activities developed in summer workshops and in the classroom will be presented to science educators and pre-service teachers throughout the Region. The technology-based curricular enhancements developed during the course of the grant period will be posted on the TICA Project Website, so that materials presented at the Conference will be available to teachers and their colleagues when they go back to their schools. This event will probably take place at SAC in conjunction with the annual Math and Science Saturday that San Antonio school districts have been conducting for the last four years.

The Co-PI's, with the assistance of the Research Assistant and the External Evaluator will conduct project evaluation and reporting at the end of each semester, and will produce a comprehensive final report during the last semester of the project (see Evaluation below).

Sample Project Management Sections

(NSF ATE – 2005)

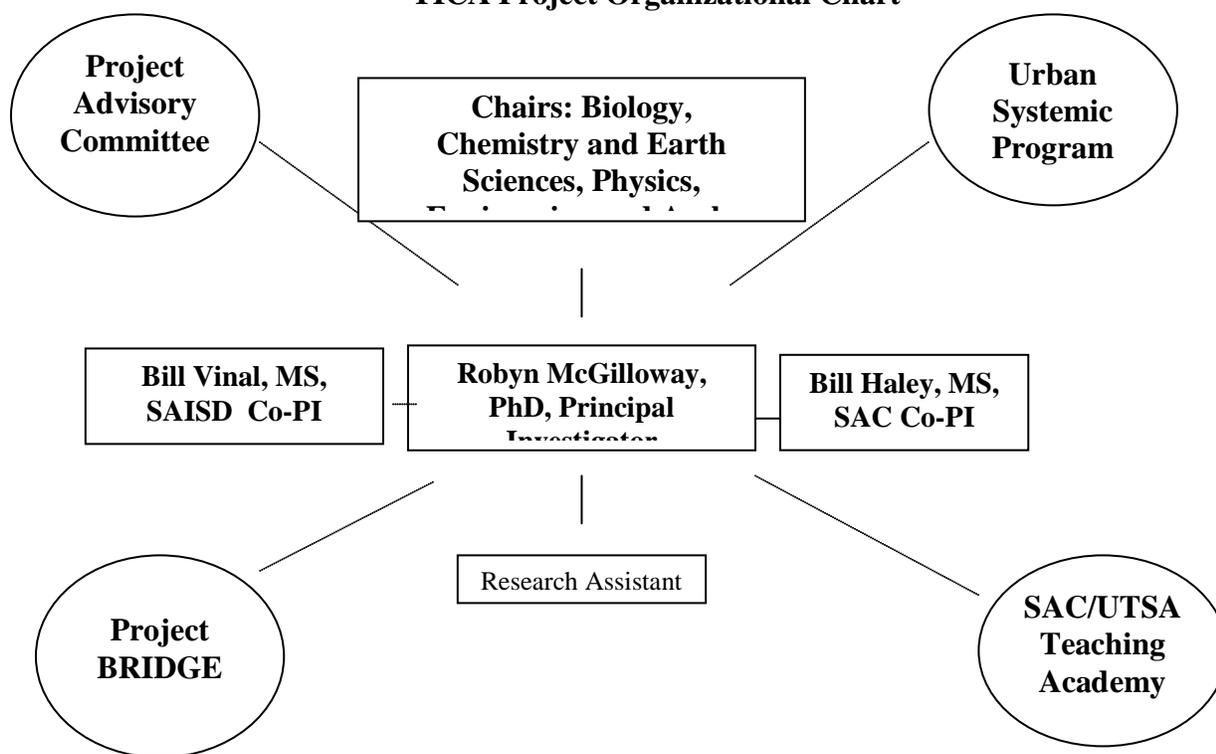**Project Management; roles and responsibilities of PI and Co-PIs:**

Dr. Robyn McGilloway, a Microbiology Instructor at SAC, will be the lead Principal Investigator (PI) for this Project. As a new full-time faculty member at SAC, she is participating in the Murguía Learning Institute (MLI) for teaching improvement, and will bring her experience in implementing best practices through the MLI, as well as administrative experience as Lead Faculty for Staffing at the Community College of Southern Nevada, to the TICA Project (see Vita). Co-PI **Bill Haley, M.S.** a full professor who has taught at SAC for 40 years, recently pioneered the use of computer-based laboratories (CBL's) in a Chemistry lab at SAC. **Bill Vinal, M.S.,** who is the Science Director for the SAISD, will also be a Co-PI for this project; he has master's degrees in Engineering Administration, Systems Engineering and National Security. After 24 years in the Air Force, Mr. Vinal taught both math and physics in high school before moving into science curriculum administration and coordination at SAISD.

A Project Advisory Committee will be established at the outset of the grant period. Members will include: Jerry O'Connor, Chair of Physics Engineering and Architecture, who has managed four NSF grants at San Antonio College, Dan Dimitriu, Engineering Coordinator at SAC (Lead PI on two NSF grants), Joe Lazor, Coordinator of Project BRIDGE; Dehlia Wallis, SAC's Teaching Academy Coordinator; Mona Aldana-Ramirez of SAC's alternative certification program; Dan Wittliff, Past President of the Texas Society of Professional Engineers; Galen Halverson, Director of Scanning Technology for Harcourt Assessment; Robert Fannick of Southwest Research Institute; and Sandra Bloom of the Urban Systemic Program. Bridget Dube, M.S., SAC Chemistry faculty (Ms. Dube also has 31 years teaching science in Texas middle and high schools) Rory Rice, Ph.D., SAC Physics faculty (with 26 years experience in industry), and Ann Dietz, SAC Geology faculty. The External Evaluator, Dr. Betty Travis of UTSA, will also participate.

PI Robyn McGilloway, Ph.D. will be in charge of project management, assisted in this effort by Co-PIs Haley and Vinal, the Chairs of the Biology, Physics, Engineering and Architecture, and the Chemistry and Earth Science Departments, by the Institutional Effectiveness Department, by SAC's Department of College and Grants Development, and by grants management personnel at ACCD District offices. The PI will direct all grant activities, including professional development experiences for pre-service and in-service teachers and college faculty. She will have the primary responsibility for project staff supervision and for continuous improvement of the program, as well as for all reporting on the TICA Project to administrators and NSF. See Organizational Chart below.

Dr. McGilloway will be in charge of recruiting faculty for trainer training and as Curriculum Consultants/Mentors, and for hiring and supervising project support staff. The Project Advisory Committee will assist him with materials review, professional development planning, and continuous quality improvement. The PI will be in charge of all quantitative data collection for the project and for the development and implementation, with the assistance of Institutional Effectiveness staff, of qualitative assessment surveys. He will also be responsible for all evaluative analysis and reporting for this grant, both to NSF staff and SAC administrators.

TICA Project Organizational Chart


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        Project                   Chairs: Biology,                 Urban
        Advisory                Chemistry and Earth               Systemic
        Committee                 Sciences, Physics,               Program


    Bill Vinal, MS,        Robyn McGilloway,          Bill Haley, MS,
    SAISD  Co-PI           PhD, Principal              SAC Co-PI
                           Investigator


                              Research Assistant

        Project                                              SAC/UTSA
        BRIDGE                                               Teaching
                                                             Academy
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(Title V – Department of Education – 2007)

Project Management Plan

The President of San Antonio College, Dr. Robert E. Zeigler, will oversee the implementation of the Title V Cooperative grant. A full-time Title V Project Director, Diana Ramirez, M.Ed., will be responsible for the overall day-to-day management of Improvement to Academic Programs activities for Title V throughout the project period. The Title V Director will also be responsible for the coordination of activities for the "pipeline" component of the grant. The Title V Director will be directly responsible to the President for meeting the administrative objectives of the Title V grant, and have **full authority and autonomy** to administer the project according to this plan. She will be a member of the President's staff during the project period, meet with the President at least monthly, and be supported by a half-time secretary hired to provide Title V clerical support. At TxState, Title V activities will be overseen by Dr. Selina Vasquez-Mireles, Associate Professor of Mathematics, who will meet at least monthly with TxState's Title V Coordinator.

The Director will have administrative responsibility and authority to ensure that the Writing Center Coordinator, the MathSpace Coordinator, the Murguía Learning Institute Director, and the Title V Coordinator at TxState, meet Title V management and evaluation objectives. Each Coordinator, including the Title V Director in her role as Pipeline Coordinator, will have administrative control of his/her activities and will have the primary responsibility for accomplishing the objectives of the component and verifying accomplishments.

The Project Director will develop and work with an Advisory Committee composed of key stakeholders in the improvement of developmental/gatekeeper education at SAC and TxState and in the increase in successful transfers of Hispanic and low-income SAC students to TxState.

Transfer and enrollment staff from each institution, the Chairs of SAC's English and Math Departments, developmental and gatekeeper education faculty from both IHE's, students, and representatives of the business and non-profit communities who employ SAC TxState students will serve on this advisory committee, which will meet twice a year to review project progress and make recommendations. Recommendations of the Advisory Committee concerning the implementation of project activities will become part of the continuous quality improvement process carried out in the ongoing evaluation and administration of the project.

Procedures developed to administer the project will reflect concern for eventual full project integration into regular institutional operations at both IHE's. Policies and procedures will be continually refined over the grant period, to include internal monitoring and reporting systems, and efficient project operation leading to the achievement of objectives. Title V Administrators will ensure full compliance with both institutional and federal requirements, and that the project will be smoothly and fully institutionalized at both IHE's.

The Director will meet with the Coordinators, including the TxState Coordinator, on a monthly basis, with every third meeting occurring at TxState. Each coordinator will prepare brief monthly reports on progress toward achievement of objectives, and barriers and facilitators, and present these at the monthly staffings, where recommendations for program improvement will be discussed. Administrators, faculty and other participants will be invited to monthly meetings. The Title V Director will make monthly reports about Title V progress to the 78 faculty and staff leaders in SAC's College Academic Council and to the Institutional Effectiveness Steering Committee (see Evaluation). Since the IESC is responsible for measuring the SAC's progress toward achieving College Plan Objectives, this will greatly facilitate the integration of the Title V project with related, ongoing institutional activities. Because administration and implementation of Title V activities is being carried out by faculty using specific interventions to improve the academic programs with which they work daily, institutionalization of new practices/programs will occur in a seamless and efficient manner.

As Pipeline Coordinator, the Title V Director will, with the assistance of the TxState Coordinator, coordinate meetings between faculty and staff of the two IHE's around transfer, course alignment and articulation agreement issues, and ensure documentation and follow up for these activities.

Writing Center Interim Coordinator Ernest Tsacalis will oversee classroom renovation for the creation of a permanent Writing Center, and hire and train a permanent Coordinator for the center and adjunct faculty as Writing Center tutors. The MathSpace Coordinator, Cristella Diaz, will work closely with the Math Chair, SAC Faculty and Dr. Vasquez-Mireles to design and develop the MathSpace, and will supervise the renovation of facilities for the MathSpace.

Both the Writing Center and MathSpace Coordinators will be responsible for training and/or coordinating training for all Center faculty/staff and for scheduling instructional activities in the Centers. They will develop systems to ensure that all student activity in the Centers is documented and will be responsible for the collection of data for formative and summative evaluation of activities and student performance at their Centers. The Coordinators will also

be responsible for publicizing their Center's activities among faculty and students, and for creating faculty tutor training manuals and operations manuals for their Centers that include Center policies and procedures, and templates for internal and external Center documents and reports, including faculty, tutor and student surveys.

The Director of the MLI will, with the assistance of the TxState Coordinator and the Title V Secretary, be responsible for coordination and scheduling of the Summer Institutes,

Academic Year Workshops and graduate coursework offered at SAC by TxState, and for recruitment of faculty from both schools to participate in professional development activities.

All five Coordinators will prepare comprehensive semester-end reports on component activities that include the data required to measure the accomplishment of Title V objectives. They will also be responsible for assisting the Title V Project Director in compiling annual reports, and for participating in continuous quality improvement of Title V's implementation.

SAMPLE TIMELINES

Early Childhood Literacy Professional Development Timeline

Tasks	Year One			Year Two		
	1st Sem	2nd Sem	Summer	1st Sem	2nd Sem	Summer
Infusion of Literacy elements into 15 Child Development Courses	xxxxxxx	xxxxxx	xxxxxx	xxxxxxx		
Training for 450 early childhood educators in Emergent Literacy	xxxxx	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx
Week-long Quality Institutes on Literacy and Child Development			xxx		xxx	xxx
Development of Train-the Trainer & Mentor Workshops	xxxxxxx					
Train the Trainer & Mentor Workshops for 60-100 Education Professionals		x x x x x	x x x x x	x x x x x	x x x x x	x x x x x
Development/ Production of Classroom Literacy Kits		xxx	xxxx			
Dissemination of Literacy Kits to Early Childhood Providers			xxxx	xxxxxxx	xxxxxxx	xxxxxxx
On-site Observation-Evaluation-Mentoring		xxxx	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx
Project Evaluation	x	x	xxx	x	x	xxxx

TASKS	Year One			Year Two			Year Three		
	1st Sem	2nd Sem	Sum	1st Sem	2nd Sem	Sum	1st Sem	2nd Sem	Sum
Identify potential media messages and target audiences from Recruitment Study	xxxxx								
Revise image Campaign to include messages and target appropriate audiences		xxxxx	x x x	x x x	x x x	x x x	x x x	x x x	x x x
Create President's Task Force on Transportation to work with inner city schools and organizations to find solutions.		xxxxx	xxx	xxx		xxx		xxx	xxx
Pilot Advisory Ctee (PAC) develops proposal for funding to duPont	xxxxx								
PAC seeks financial and In-kind support for Pilot from other local sources		x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x
Upon Funding, PAC hires Coordinator and Assistant		xxx							
Coordiantor works with College Access Team, SAEP and area schools to recruit parents and students mentors and identify student mentees		xxxxx	xxxxx	xxxxx		xxxx	xxxxx	xxxxx	xxxxx
On-site Observation-Evaluation-Mentoring		xxxxx			xxxx	xxxxx	xxxxx	xxxxx	xxxxx
Project Evaluation	x	x	x	xxxx	x	xxx	x	x	xxxx

SAMPLE Key Personnel Sections

<u>Quality of Project Personnel (CCAMPIS – Dept of Ed)</u>

The four key faculty members who will work on the implementation of this Professional Development grant have between them 92 years of experience in Child Development. Professor Cathleen Castillo, MA, Chair of the Child Development Department has been with the Department since 1979, and in addition to her extensive experience in Child Development instruction and innovation at SAC, has become an internationally recognized expert in the field of early childhood/child development, and has presented in numerous forums both in the U.S. and worldwide; she is the co-author of *Let Kids Do It*. She will act as Project Director, and be devoting 5% of her time to the supervision of Professional Development Literacy Training activities.

Professor Linda Ruhmann, M. Ed., SAC's lead faculty member for Emergent Literacy, has been involved in early childhood education for 34 years, and has been teaching Child Development at SAC since 1973. In addition to her presentations at SAAEYC and TAEYC every year, she has been a master trainer for SMART START for teachers, Vice President of TAEYC in 1997-98, has authored numerous articles, including several on children's play, and two manuals. She has presented at the International Play Conference, and also developed the curriculum for SAC's course in Emergent Literacy in Early Childhood. In addition to time she will devote to the infusion of literacy content into SAC courses, Professor Ruhmann will devote 5% of her time to coordination and supervision of this grant's activities.

Dianne Nielsen, B.S. Ed., a Master Trainer for the Texas Early Care and Education Career Development System with graduate studies in English as a Second Language, is an adjunct faculty member in SAC's Child Development Department and conducts training for Head Start providers, including Texas Migrant Council, CCDS providers and other early childhood education providers throughout South Texas (see Résumé, Trainings, Appendix C). Author of six teacher resource books on child development, her ***Opening the Classroom Window*** was recently adopted as the multicultural curriculum for one of the largest Head Start agencies in the United States.

Nielsen has served as President of SAAEYC and on the board of the TAEYC, and has administered child development programs for the US Marine Corps. She has been a keynote or featured speaker at the Southern Early Childhood Association, the Mississippi Early Childhood Association, Kindergarten Teachers of Texas, the SAAEYC and the TAEYC Annual Conferences, and at summer institutes for Texas Education Agency and DLM. Between facilitation and training, Ms. Nielsen will devote 80% of her time to this project.

Lynda Cavazos, MA Bilingual/Bicultural Studies and ESL, B.A. Elementary Ed., teaches Emergent Literacy in SAC's Child Development Program and has presented on Emergent Literacy at the regional Kindergarten Teachers of Texas Conference and at the South San Antonio ISD's Goal 2000 Conference. Her work in setting up a model Emergent Literacy Program in South San Antonio kindergartens has increased district and ITBS first grade scores for three years. Ms. Cavazos will devote 40% of her time to training for this project.

San Antonio College is an Equal Opportunity Employer that does not discriminate on the basis of race, color, nationality, religion, age, sex, or disability. Forty-one percent (41%) of SAC employees are Hispanic, 6% are African American, and 2.6% are classified as "Other." Every effort is made to recruit faculty and staff who reflect the demographics of the service population.

(HSIAC – HUD–funded, 2007)

The construction team that will be in charge of this project is headed by John Strybos, Director of Facilities for the Alamo Community College District**, and** Louis Kreusel, Project Manager**.** Ray Herrera **will supervise the construction phase of the project after a contractor has been selected.**

John Strybos **has been the ACCD Director of Construction Management since December, 2003, and Director of Facilities and Construction Management since August, 2005. He has master's degrees in Civil Engineering, Science Accounting, and Business Administration, and was Senior Staff Engineer for HNTB Corp, President of Microstone Building Systems, and a Group Leader at Southwest Research Institute before coming to ACCD. Since January 2004, he has been responsible for the new construction of SAC's state-of-the-art Radio, Television and Film Building, a Community Technology Center at Northwest Vista College, ACCD Southwest Center's Multi-disciplinary instructional building, Palo Alto College's Applied Technology Center, and the renovation of SAC's Chemistry/Geology Building, among other projects.**

Louis Kreusel **has a B.S. in Electrical Engineering from Texas Tech University and is a Registered Professional Engineer in Texas, with over 30 years of construction and design-related experience, approximately 13 years of this experience in management of construction of educational facilities. He has completed the Association of Higher Education Facilities' Officers Institute of Facilities Management course, and has working knowledge of construction procedures and standards, building codes and standards of the City of San Antonio, and cost estimating and scheduling.   Mr. Strybos and Mr. Kruesel have worked on two HUD projects in the last five years. They took over and completed the "Brackenridge" Project in October of 2006, a grant of HUD HBCU funds of $466,665 made in 1999 and an additional $500,000 in 2001. This project involved the conversion of the historic Brackenridge Elementary School on the East Side, boarded up for decades, into a Community Education Outreach Center and Community Technology Center (using Community Technology Center funds from the Department of Education) for St. Philips College, one of SAC's sister colleges. In December 2006, they also successfully completed the renovation of an abandoned campus building for the Seguir Adelante Community Center for a $600,000 HSIAC grant for SAC.**

A retired United States Air Force Senior Master Sergeant, Ray Herrera, B. S.**, spent over twenty-three years in military construction, and employee relation facilitations, managing new construction and renovation construction projects worldwide. He also trained, instructed, and implemented Special Air Force Programs at various European theaters of operations. Mr. Herrera has been employed with ACCD since 2002 as a Construction Inspector, responsible for inspection of construction work to insure work adheres to specifications, work procedures, standards of quality and schedule, including Substantial and Final Project Inspections. He has helped complete 18 major renovation projects and many more minor projects in his time at ACCD, and was responsible for construction inspection for the HSIAC Seguir Adelante Center.**

Dr. Helen Vera, HSIAC Project Director, will act as fiscal manager of the HSIAC budget and oversee the establishment of career development services for the targeted low-income neighborhood members. Dr. Vera is the Chair of the Women & Non-Traditional Student Services Department, which includes the Women's Center and the Seguir Adelante (moving forward) Community Center. The Women's Center was established 27 years ago in order to provide educational support services to meet the needs of women returning to school. The Center's target population has since expanded to include other groups of non-traditional students including single parents, single heads of households, dislocated workers, and welfare recipients. An Adult Re-entry Program was established by the Women's Center in 1997 to provide pre-

college and workforce preparation services for these adults in order to give them an opportunity to participate in their dream of pursuing higher education and economic self-sufficiency. The Women's Center initially provided computerized basic skills upgrading and GED assistance; since 2001, through grants from the state, the City of San Antonio, and HUD their Connections Program has provided award winning short-term training and employment to low-income adults.

The comprehensive range of services developed under Dr. Vera's direction enhances clients' abilities and resources, increases self-esteem, and ultimately acts as a catalyst for economic self-sufficiency and strengthening of the family. The Women's Center recently received the 2006 American Association of Community College Women's national Model Program Award. Dr. Vera has been with SAC for 23 years. She also acted as Project Co-Director, with Mr. Strybos, of SAC's HSIAC grant (see "Past Performance" below).

Sophia Dominguez, MA, NCC, currently a graduate research assistant at University of Texas at San Antonio and a half-time career counselor at SAC's Women's Center, has been counseling for nine years. She was a Career Counselor and Adjunct instructor at ACCD's Northwest Vista College, and became the Career Center Coordinator and Supervisor there from 2002-2005, a position she left to attend graduate school. From 2001-2002 she was the Placement and Education Coordinator for Career Quest Education Center; she had worked previously for Communities in Schools, in job development and recruitment, and as a vocational specialist. She will spend 100% of her time at Mi CASA, devoting 50% of her time as the Center Coordinator, and 50% as a Career Counselor.

(MSEIP – Dept of Ed-funded – 2005)

b) Quality of Key Personnel

Jerry O'Connor, M.S., Chair of the Physics, Engineering, and Architecture Department, has been teaching Physics at San Antonio College for 18 years. Associate Professor O'Connor will provide administrative oversight for this project. He has been involved in numerous initiatives to integrate the findings of physics and engineering education research with education practice, and to increase the participation of students in science and engineering fields, including NSF LS-AMP and STEP 2 projects (see Current or Proposed Projects). Dan G. Dimitriu, Ph.D., P.E., Engineering Coordinator, who will be the Co-Project Director for EDGE, has 18 years of undergraduate teaching experience, five years in academic research, and 13 years in professional engineering practice. He has worked on research grants at North Dakota State University, and has a Master's in Business Administration. He has acted as vice-president of the SPE-Central Texas Section and since February 2004 has been a committee member and presenter for the "Enhancing Community College Pathways Into Engineering Careers," a collaborative effort by the National Academy of Engineering Committee on Engineering Education and the National Research Council Board on Higher Education and Workforce. This effort will describe the evolving roles of community colleges in engineering education, and identify exemplary programs at community colleges and model partnerships between two- and four-year engineering schools. Dr. Dimitriu has been the Engineering Program Coordinator at SAC since 2001.

The Project Directors will each get a 20% release to lead the project, provided as cost sharing by SAC. Dr. Dimitriu will get an additional 50% release during the summer, paid with grant funds. Engineering and Science Counselor Rosamaria Gonzalez (a Co-PI for CSEMS) will devote 10% of her time to EDGE. The Project Assistant will be full-time.

Sample Evaluation Plans

Evaluation Plan (MSEIP – Dept of Ed)

San Antonio College evaluates all programs for effectiveness and uses the results in a broad-based, continuous evaluation and planning process. The Project Directors will be responsible for conducting all evaluation procedures, including data collection, analysis and reporting for this grant. An external Consulting Evaluator will be contracted annually to perform formative and summative review of the project.

The EDGE project will use educational outcome measures that address both program effectiveness and student success. Data used to evaluate the process and outcome objectives of the grant will be collected in several ways. Program documentation, including student files from a database set up exclusively for EDGE participants, and attendance records for EDGE activities will be used to verify the completion of **process objectives.** Data from SAC's Student Information System (SIS) and the EDGE database will be used to verify the completion of quantitative **outcome objectives**. **Qualitative** outcomes will be measured using surveys developed specifically for the program.

Project support staff will record **formative** activity information for all project planning and development activities. This will include a log of Advisory Committee and staff meetings, and documentation of recruitment and selection activities. This information will be added to the evaluation of **process objectives** to determine EDGE's **program effectiveness**.

The following information will be recorded by the Project Assistant in an EDGE database for each student participating in EDGE coursework, as well as for the Student Leaders hired by the project: 1) EDGE activities in which the student participated; 2) the student's academic record while in the project; 3) the receipt of degrees or transfer to a four-year program; and 4) coursework toward completion of a science or engineering degree. The Project Director will be responsible for maintaining data on **summative** outcomes. Statistics involving SAC science and engineering enrollment, grade point average, graduation and transfer of project students will be collected from SAC's Student Information System at the end of each semester by project staff, and added to the project database. This information will be used to determine progress toward outcome objectives.

To obtain **qualitative** information, Advisory Committee members, the Directors, faculty and students who have participated in the project will fill out evaluations at the end of each year of the project which measure faculty and student satisfaction and ask specific questions related to the quality and usefulness of Project activities. These surveys will also measure the impact the project has had on the science and engineering department/discipline participants.

The Consulting Evaluator will formatively review the project and give feedback to PI's at the end of the first year. The Evaluator will also make an annual review of outcomes and findings and will produce a written assessment report for the investigators and the Advisory Committee on the project's strengths and weaknesses with improvement recommendations, which will be included in Project Reports to the Department of Education.

Results of all evaluations will be included in reports to DoEd and used by faculty/staff for continuous improvement. Each semester the Project Directors will submit a written report to the Advisory Committee on program effectiveness. Reports will include information on quantitative and qualitative results of the project, barriers and facilitators encountered during implementation,

and lessons learned. Improvements or adjustments to the program will be made based on the recommendations of the Advisory Committee, faculty, staff and students. The Directors will also submit year-end reports to the Advisory Committee and DoEd in a timely manner.

■■■

Evaluation Plan (SSSP TRIO Program, Department of Ed 2005)

The Project Director will have primary responsibility for the evaluation of the SSSP program. She will be assisted in data collection and documentation by SSSP counselors and the Project Assistant. As evaluation is vital component of effective program planning and implementation, an evaluator has been identified who will work with the Project Director from the beginning of the grant period and then each subsequent semester. Using assessment standards and guidelines that have been developed by the Council for the Advancement of Standards in Higher Education (CAS) for TRIO and other Educational Opportunity programs, this evaluator will assist the College in ensuring that the Project is conducted in accordance with federal legislation and guidelines, is accountable for funding committed and that it provides programming that enhances the success of students who are low-income, first-generation and/or have a disability.

Manuel L. Flores, MA Guidance and Counseling, San Antonio College Director of Enrollment Management, and prior Director of Counseling and Special Populations, has served on several state and regional organizations which focus on student success, personal development and support services. He was a founding member of the Texas Association of Student Special Services Programs (TASSSP), and the Southwest Association of Student Assistance Programs (SWASAP). During his 30 years working with higher education student support services, he has assisted numerous TRIO programs in the Southwest by providing program evaluation consultation, technical assistance, documentation systems analysis, and training in communication techniques and mentoring/tutoring models. As Director of Enrollment Management, Mr. Flores has worked closely with local TRIO programs, SAC's Office of Institutional Effectiveness, and as a member of the Quality Enhancement Plan Committee for re-accreditation. His involvement with this project as an evaluator will enhance the project's recruitment and selection process through the interface with Enrollment Management, and will improve SSSP's integration into SAC's mission and strategic planning process.

In addition, an External Evaluator will make an annual visit to provide objectivity and expertise to the Project. David F. Trujillo, MA, who has evaluated SAC's Title III and V projects for nearly a decade, has agreed to perform this role. He has been evaluating Department of Education projects since 1982 for Hispanic-Serving and other institutions throughout the country, was a past Upward Bound Director, and has administered three Title III/V projects as well as many other federal grants. He will review all assessments of both quantitative and qualitative data performed by the project staff and Internal Evaluator, perform additional evaluation activities, and make recommendations for improvement of the program and/or the evaluation process in a report delivered annually to the Project Director and administrators, which will be made part of reporting to the Department of Education.

Quantitative Evaluation

SAC is fortunate to have an Office of Institutional Research and Effectiveness that aids college departments in designing databases for data collection and surveys for qualitative

measurement, and in creating reports for evaluation purposes. This department will assist SSSP staff and evaluators to generate the data reports needed to do the quantitative evaluation of their objectives and to help design and analyze surveys for qualitative analysis.

Data Collection/Data Elements: The principal data source for the quantitative evaluation of the SSSP program will be SAC's Student Information System (SIS), which contains **demographic information** on all SAC students and data on **course enrollment, grades, certificate and degree attainment and transfer status**. In addition, SSSP staff maintain computerized student files in a separate database containing the following: 1) documentation of participant's **eligibility** based on need for program services and whether they are low income, FGIC and/or students with disabilities; 2) the **needs assessment** performed during the initial application of the student for support services; 3) the **Personal Success Plan**; 4) each participant's **progress** toward meeting his or her goals, **including mid-term progress** as recorded by counselors; 5) documentation of each SSSP student's participation in educational, social/cultural and leadership **enrichment activities**; 6) the results of **qualitative surveys** regarding financial aid services, online counseling and communications, and enrichment activities, as well as tutoring and counseling services offered each student; and 7) a record of **all other contacts** made by SSSP with the student.

Staff will record activity information for all participant contacts, including information on academic, career or personal counseling or counseling for other needs, technology preparation, tutoring activities and financial assistance. Referrals to the program from other college departments or individuals will be recorded in student files, and referrals of students to other campus and external resources will also be recorded in a referral log.

For benchmark data on student progress, SSSP will utilize a system of participant grade review and the SIS for monitoring. Staff will monitor and record participants' academic progress at mid-term, offer remediation/tutoring, and record all GPAs each semester in the SSSP database. To document the success of the computer literacy project, documentation of student "hits" on the SSSP homepage and of counseling, assignment, and academic/program information relayed online to participants will be kept in program documentation. Online assessment will measure computer proficiency gains and student satisfaction. For enrichment activities, program documentation, including pre-and post assessments, will be maintained for each event.

The SAC Financial Aid Office's liaison to SSSP will provide records concerning participants who are offered sufficient assistance to meet their financial need.

Retention, graduation and/or transfer rate data for SSSP students will be collected from the SIS and compared to SAC's data for FTIC students not receiving SSSP services each year.

To the extent possible using mail outs and phone follow-up, SSSP students who leave the program because of dropout, transfer or graduation will be tracked throughout the four years of the grant to determine whether they have persisted in higher education.

All data related to individual students' progress will be collected on an ongoing basis and quantitative outcome data will be collected at the end of each semester. Qualitative surveys will be conducted at appropriate intervals (see chart below). A report on all SSSP activity contacts will be produced monthly for review by the SSSP Director. Results of all evaluations will be shared regularly with staff in order to discuss trends and strategies for solving problems.

For additional **formative evaluation**, the SSSP Director will keep copies of minutes from college-wide meetings of faculty and staff committees and associations that are attended by SSSP staff, and will include in her six-month and annual reports information on staff participation in these meetings, as well as a summary of data collected from referral logs and

SSSP database information on referrals into the program. Advocacy on behalf of participant needs, staff presentations informing the college community about the SSSP and its services, and any other contributions made by staff toward the creation of institutional support for the SSSP will be detailed in the bi-annual reports.

Qualitative Evaluation

Several qualitative evaluation strategies will be implemented to measure the effectiveness of the SSS Program. Since the majority of students in SAC's SSSP are minority students with most being first generation college-goers, staff will use culturally sensitive and culturally competent instruments that have been developed with the assistance of SAC Institutional Effectiveness staff to evaluate their interventions with students, and will continuously review and update these instruments as needed.

The SSSP will use the Learning and Study Strategies Inventory (LASSI), a qualitative assessment instrument that measures ten categories shown to affect academic success: Attention, Motivation, Time Management, Anxiety, Concentration, Information Processing, Selecting Main Ideas, Study Aids, Self Testing, and Test Strategies. Pre-and post LASSI tests will show if SSSP participants have experienced improvement in these categories, which will help determine areas where additional or more intensive support strategies may be needed. The LASSI will be administered by Project staff upon enrollment of participants and at regular intervals thereafter.

A **Student Satisfaction Survey** will be conducted at the end of each semester to measure accessibility and availability of both program resources and resources to which clients are referred. In addition, all students who receive tutoring services will complete an **evaluation of the tutoring** they received at the end of each term. Student concerns emerging from the analysis of these surveys will be evaluated and used for program improvement.

An internal **Student Needs and Assets Inventory** will be conducted annually by the SSSP Director based on data about services provided to successful graduates. She will look for patterns of service that graduates and/or transfer students hold in common. These profiles will help to clarify which services are most effective for student success. Results will be shared with SSSP staff, department administrators and other student services programs.   In addition, when a student drops out of the program, staff will record the reasons for the student's departure, if known, and a non-completion questionnaire will be mailed to the participant with a postage-paid envelope. This documentation will be made part of the student's file in the SSSP database.

Twice a year SSSP staff will complete a **program effectiveness survey**. This will address issues related to barriers and facilitators encountered during project implementation and recommendations for subsequent action. The results of both the student survey and the staff survey will be compiled and analyzed by the Program Director, and the results will be presented to the project staff and the Department Chair, and the Internal and External Evaluators. Based on survey findings, and with the input of both staff and administrators, adjustments will be made to program implementation.

Data Analysis and Reporting; Continuous Quality Improvement: Data involving the enrollment of students, their participation in needs assessment/Personal Success Plan, and the acquisition by eligible students of a financial aid package will be documented by the Project Assistant in student files in the SSSP Database. Data collected will be based on reports submitted monthly to the Director by project counselors, and reports will be drawn from this database on a monthly basis to ensure that staff is meeting programmatic process objectives. Data on student grades, as well as their attainment of certificates, graduation or transfer will be collected from the Student Information System and recorded in the SSSP database for evaluation. SSSP students'

participation in online counseling and enrichment activities will be documented in the SSSP database files by all Project staff. To complete monthly reports, the SSSP Director will review program data and record her own observations, including a description of barriers and facilitators in the implementation of project objectives.

All SSSP staff, including tutors and counselors, will meet weekly to go over their activities calendar, discuss ways to meet special student needs, and conduct planning activities and revision of plans. At this time staff will review all monthly reports with the Director, including the results of mid-term progress reviews and the attainment of benchmarks (see chart below) at the end of the semester. Staff will also provide input on an ongoing basis for the development of strategies for recruitment of the most needy among eligible students, and suggestions for tailoring interventions to meet the needs of the target population.

The SSSP Director will meet monthly with the Chair of Counseling and Services for Special Populations to discuss progress toward program objectives, and will also send monthly, Six-Month and Year-End Reports to the Dean of Student Affairs and the Program Evaluators for review and comment. All required reports will be submitted to the Department of Education in a timely manner.

The results of quantitative and qualitative evaluations and analyses will be used to implement continuous quality improvement of the SSS Program. Evaluation results and monthly statistical reports will be shared with staff at their regular meetings, at which time brainstorming and staff input will be used to solve problems and remove barriers to program implementation. Fundamental changes in program protocols or procedures that emerge from problem-solving sessions will be taken to the Department Chair for approval. The SSSP Director will be responsible for implementing changes that are recommended by staff and administrators based the periodic reports submitted to them.

On an annual basis, the evaluators will compare SSSP outcomes and objectives to the institution's stated mission and educational effectiveness objectives, to ensure that they complement and enhance them. This comparison will be made part of the SSSP Annual Report.

SSSP Program Evaluation

Objective	Data Source/Outcome Measures	Benchmarks	Person(s) Responsible
Process Objective 1: Four hundred (400) students having significant academic need will be identified, selected and enrolled for participation in the Student Support Services Project.	**Data Source:** SSSP Database, Student Information system (SIS) database. **Outcome Measures:** By the end of each project year 100 students will be enrolled in SSSP.	**Yrs 1-4:** By mid-year each year, 50 students will have enrolled; at year end 100 new students will have enrolled each year.	SSSP Director, Counselors, Office Staff
Process Objective 2: 100% percent of the participants will participate in a needs assessment and be assisted with development of a *Personal Success Plan* within 30 days of enrollment in the Project, setting short term and long term academic and personal goals.	**Data Source:** SSSP Database **Outcome Measures:** Program documentation will show that at least 100 students each year received needs assessments and created Personal Plans w/in 45 days of enrollment.	**Yrs 1-4:** Each Fall & Spring semester 40 new students will have been assessed and have Success Plan on file; 20 in Summer.	SSSP counselors, SSSP Director, Office staff
Process Objective 3: One hundred (100%) percent of SSS participants will receive financial aid counseling to ensure access to sufficient financial aid in order to minimize reliance on student loans.	**Data Source:** SSSP Program Logs **Outcome Measures:** Financial Aid records will show that each student w/ financial need has received a package; surveys will show students feel financial needs have been addressed.	**Yrs 1-4:** By September 30 each year of the grant, more than 80 new SSSP students will have received sufficient financial aid during year.	Financial Aid Office Liaison SSSP Director SSSP Staff
Performance Objective 4: At the end of each program year, at least 65% of the SSSP participants will have earned a SAC cumulative grade point average (GPA) of 2.0 or higher on a 4.0 scale. (Fall 2003 baseline: 62% for all SAC students)	**Data Source:** SSSP Database **Outcome Measures:** by August 15 each year SSSP database will show that 65% of SSSP participants have GPA of 2.0 or higher on a 4.0 scale.	**Yrs 1-4:** 100% of students assessed at mid-term to be failing receive remediation services.	SSSP Director, Counselors Office staff
Performance Objective 5 Seventy (70%) percent of SSSP participants requiring developmental education in Math, Reading, and English will receive a grade of C or better upon completion of these courses. (Fall 2003 Baseline 31- 65% for all students)	**Data Source:** SSSP Database **Outcome Measures:** Student records will show that at least 70% of SSSP participants requiring developmental education in Math, Reading or English successfully complete these courses.	**Yrs 1-4**: 100% of students assessed at mid-term to be failing developmental courses receive remediation/ tutoring services.	SSSP Director, Office Staff

Objective	Data Source/Outcome Measures	Benchmarks	Person(s) Responsible
Performance Objective 6: By August 15, 2008, to enhance computer proficiencies for (100%) of SSSP students by utilizing on-line counseling and correspondence systems during the academic year.	**Data Source:** Website Log; SSSP Database. **Outcome Measures:** Pre-and post surveys will show that students have improved computer proficiency; #'s of participants enrolled in online courses	**Yrs 1-4:** Online assessment will show that show that student computer proficiency has increased.	SSSP Director SSSP Staff and counselors Evaluator
Performance Objective 7: SSSP will provide educational, social/cultural and leadership enrichment activities to 100% of participants during each academic year in order to enhance personal growth and development supporting academic success.	**Data Source:** SIS, SSSP, Program documentation **Outcome Measures:** Pre-and post surveys for enrichment events will show that students have gained information or perspectives that can help them succeed.	**Yrs 1-4:** 95% of participants surveyed each semester will indicate that they have gained knowledge or perspective from enrichment activities.	SSSP Director, counselors, Office staff Evaluator
Outcome Objective 8: To assure sure that at least 70% of each cohort of SSSP enrollees (n= 40/semester) (excluding participants who exit due to transfer, graduation or health-related reasons) are retained to their 2nd semester. We project continuing persistence as follows: 60% to the 3rd semester, 55% to the 4th; 50% to the 5th; and 45% to the 6th semester.	**Data Source:** SIS, SSSP Database **Outcome Measures:** data collected in the fourth week of every semester from 9/20/05 through 8/1/08 will show retention of each cohort of SSSP participants from the last semester.	**Yrs 1-4 Retention Rates:** Semester 2: 70% Semester 3: 60% Semester 4: 55% Semester 5: 50% Semester 6: 45%	SSSP Director, Office Staff Evaluator
Outcome Objective 9: Each Academic year, the percentage of students in SSSP who have graduated with a degree or certificate and/or transfer to a senior institution for completion of a Bachelor's annually will exceed SAC's average. Baseline: 01-02 degrees 3.4%; certificates 0.8%; transfer 10.3% (duplicated: grads who transfer)	**Data Source:** SSSP Database **Outcome Measures:** SSSP database will show #'s of participants who graduate with a degree or certificate and/or transfer to a 4-year school each semester.	**Yrs 1-4: At Mid-year:** 7 degrees, 2 certificates, 20 transfers completed for SSSP participants **At Year End:** An additional 8 degrees, 3 certificates, 21 transfers completed for SSSP participants	SSSP Director, Office Staff Evaluator

Sample Budget Justifications/Narratives

META Scholarship Program (NSF - 2003) Budget Justification	Year One NSF Funds	Year Two NSF Funds	Year Three NSF Funds	Year Four NSF Funds	Total Yrs 1-4 NSF Funds
A. Senior Personnel	0	0	0	0	
B. Other Personnel Secretarial-Clerical: support for project and grant management, Year One: 2 calendar months @ $18,000/yr = $3,000; Years 2-4: 4 calendar months @ $18,000/yr = $6,000	3,000	6,000	6,000	6,000	**21,000**
Total Salaries and Wages	3,000	6,000	6,000	6,000	
C. Fringe 13% Fringe Benefits for Secretarial staff	390	780	780	780	**2,730**
D. Equipment	0	0	0	0	
E. Travel:	0	0	0	0	
F. Participant Support: Stipends: 15-20 scholarships Year One, 30 to 40 scholarships Yrs 2-4, from $2,000 to $5,000. Scholarships will be for two to three years/student. (Year One Science scholarships only) Travel: Student travel to in-state leadership conferences, local field trips and discipline-related workshops, registration fees, per diem.	60,000 4,800	108,000 8,640	108,000 8,640	108,000 8,640	**384,000** **30,720**
G. Other Direct Costs: Materials and Supplies: Supplemental educational materials, paper supplies, printing supplies, phone, fax. Publication costs/documentation/dissemination: Printing and distribution/postage costs for communications with students, student-produced newsletter.	400 200	500 280	500 280	500 280	**1,900** **1,040**
H. Total Direct Costs	**68,790**	**124,200**	**124,200**	**124,200**	**441,390**
I. Indirect Costs	0	0	0	0	**0**
J. Total Direct and Indirect Costs	**68,790**	**124,200**	**124,200**	**124,200**	**441,390**

Office of Violence Against Women (Dept of Justice) Grant – 2006

Project Budget & Budget Narrative

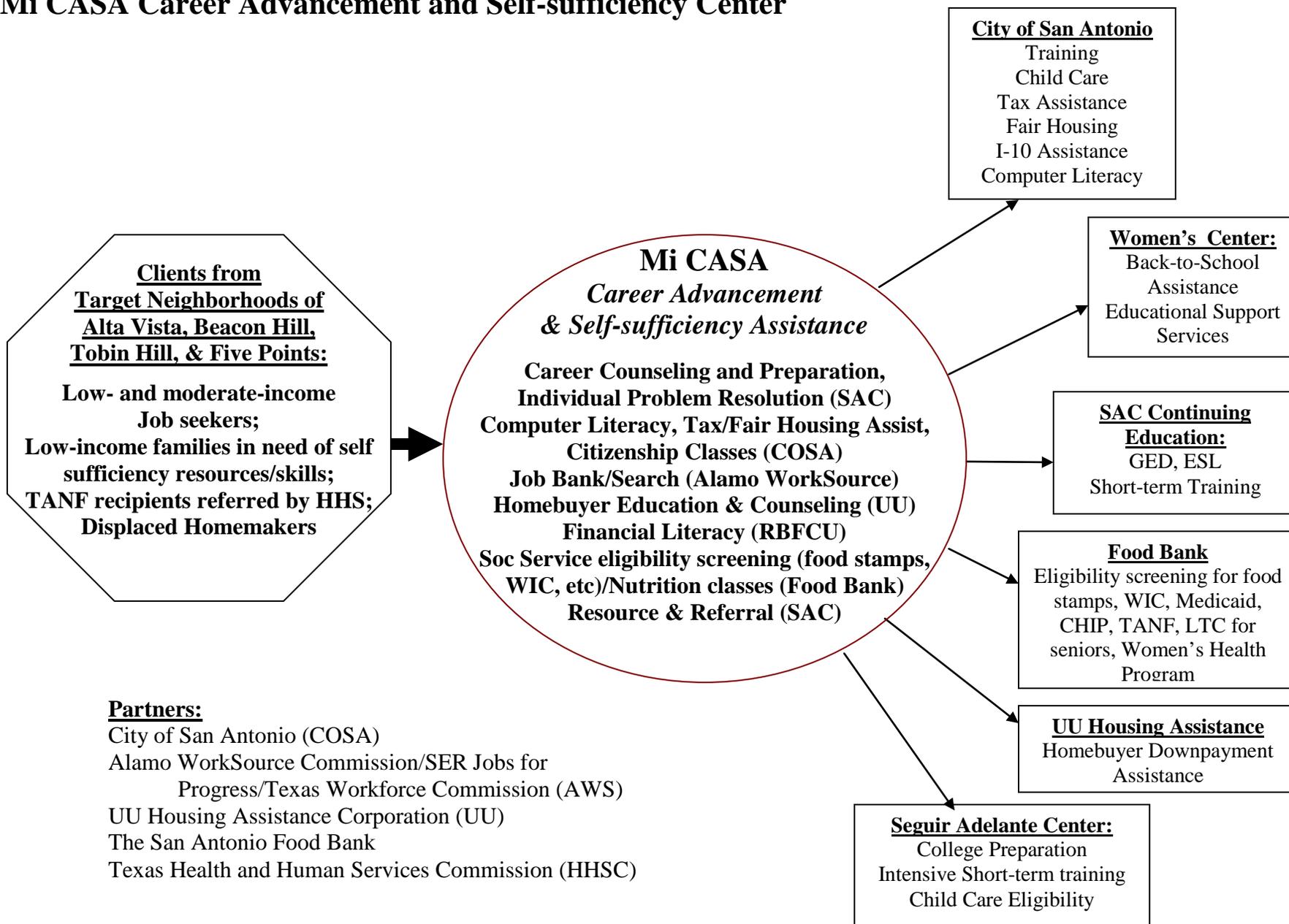| A. Personnel Salaries & Wages	Year 1	Year 2*	Year 3*	TOTAL
Project Director (50% dedicated time / 12 months / $60,000/yr = $30,000)Dr. Dawn McFadden will coordinate the development of an orientation curriculum, the CCRT and victim's services and organize trainings for law enforcement, disciplinary entitites and faculty/counselors; manage the grant and perform Consortium evaluation activities. She will also, at no cost to the grant, be the lead counselor for victims' services provision on SAC's campus.	$30,000	$30,900	$31,827	$92,727
Research Specialist (50% dedicated time / 12 months / $22,502/yr = $11,251)Will assist Project Director in coordination and scheduling activities, and collect data for evaluation/perfomance measurement/reporting.	$11,251	$11,589	$11,936	$34,776
Faculty Release (20% / one course each for each Fall & Spring semester / $4,800 x 3 Campus Education/Victim Services Coordinators = $14,400) College Coordinators will participate in curriculum development and implementation of orientation for all students, development of CCRT and victim services, including training for counselors/staff.	$14,400	$14,832	$15,277	$44,509
Years 2 & 3 include 3% cost of living increase each year for salaries.				
TOTAL Personnel Salaries & Wages	*$55,651*	*$57,321*	*$59,040*	*$172,012*
B. Fringe Benefits				
Full time Fringe Benefits: (Calculation/FTE: FICA = Salary x .0765; LTD Ins = Salary x 0.0037; Life Ins = Salary x .00256; Workers Comp = Salary x .00799; TRS = Salary x .06; Health Insurance @ average $489.30/mo plus STD Ins = $48/yr/employee)	$16,973	$17,224	$17,484	$51,681
TOTAL Fringe Benefits	*$16,973*	*$17,224*	*$17,484*	*$51,681*
C. Travel	Year 1	Year 2	Year 3	TOTAL
Domestic Travel Costs: OVW - TA Required Conferences				
(Airfare @ $845 + Hotel & Per Diem @ $175/day x 3 days + Ground Transportation @ $60) = $1,430 x 7 people x 2 trips/yr = $20,020	$20,020	$20,020	$20,020	$60,060
TOTAL Travel	$20,020	$20,020	$20,020	$60,060

G. Consultants/Contracts	Year 1	Year 2	Year 3	TOTAL
D. Equipment	$0	$0	$0	$0
TOTAL Equipment	$0	$0	$0	$0
E. Supplies				
Office Supplies = $1000/yr For Orientation: Video/DVD Training Materials production: $2,925 Year One Educational Printed Materials, Warning Signs pamphlets and cards with emergency numbers, for 10,000 new students/yr. = $7,000/yrVictim Services Printed Materials $422/yrTransportation Vouchers $300/yr	$11,647	$8,722	$8,712	$29,081
Total Supplies	$11,647	$8,722	$8,712	$29,081
F. Construction	$0	$0	$0	$0
TOTAL Construction	$0	$0	$0	$0
G. Consultants/Contracts	Year 1	Year 2	Year 3	TOTAL
Experts from FVPS, RCC and P.E.A.C.E. on domestic violence, dating violence sexual assault and stalking, advocacy and victims services provision will act as consultants for the development of the Consortium's curriculum for orientation, assist with the development of the CCRT and victims' services at the colleges, and provide training to campus law enforcement, disciplinary entities, and counselors/administrators/faculty/staff.				
Family Violence Prevention Services: Consultation: for orientation materials, training curriculum, & participation in SART/CCRT 100 (rounded) hours @ $35/hour = $3,500 (Yrs 1 & 2) Training: Law Enforcement - 4 hours x $50/hr. x 2 classes of 20 = $400; Counselors - 16 hrs x $75/hr. x 4 classes of 20 = $4,800; Staff and faculty 46 hours x $50/hr. (varying class size and length) = $2,300; On-site Support Group: 1 group per week x 3 campuses x 30 weeks per year x $30 per group = $2,700. Total FVPS = $13,700 Rape Crisis Center: Consultation: for orientation materials, training curriculum, & participation in SART/CCRT 100 (rounded) hours @ $35/hour = $3,500 (Yrs 1 & 2)Training: Law Enforcement - 4 hours x $50/hr. x 2 classes of 20 = $400; Counselors - 16 hrs x $75/hr. x 4 classes of 20 = $4,800; Staff and faculty 72 hours x $50/hr. (varying class size and length) = $3,600 Total RCC = $12,300 P.E.A.C.E. Initiative: Consultation: 100 (rounded) hours @ $35/hour = $3,500 (Yrs 1 & 2) Training: Law Enforcement - 4 hours x $50/hr. x 2 classes of 20 = $400; Counselors - 16 hrs x $75/hr. x 4 classes of 20 = $4,800; Staff and faculty 72 hours x $50/hr. (varying class size and length) = $3,600 Total P.E.A.C.E = $12,300	$38,300	$38,300	$27,800	$104,400
Total Consultants	$38,300	$38,300	$27,800	$104,400

H. Other	Year 1	Year 2	Year 3	TOTAL
$0				
TOTAL Other	$0	$0	$0	$0
I. Direct Costs				
TOTAL Direct Costs (A thru H)	$142,591	$141,587	$133,056	$417,234
J. Indirect Costs				
Indirect Costs (37% of Salaries, Wages & Fringe)	$26,871	$27,582	$28,314	$82,766
TOTAL Indirect Costs	$26,871	$27,582	$28,314	$82,766
K. Total Direct & Indirect Costs				
TOTAL Direct & Indirect Costs (I + J)	$169,462	$169,169	$161,370	$500,000
Federal Request	$169,462	$169,169	$161,370	$500,000
Non-Federal Amount		N/A		

Victims Services %: One fourth of the time spent by counseling faculty and staff hired under this project will be spent on developing and/or providing victims' services = $77,364 (includes indirect costs); FVPS provision of Support Groups = $8,100; At least 20% of training will be for training qualified personnel at each college (each college has at least two LPC's) in appropriate provision of victim's services = $18,180 total Victim's Services = $103,644 = 20.7% of grant.

SAMPLE Graphics and Charts

Mi CASA Career Advancement and Self-sufficiency Center

Clients from Target Neighborhoods of Alta Vista, Beacon Hill, Tobin Hill, & Five Points:

Low- and moderate-income Job seekers;
Low-income families in need of self sufficiency resources/skills;
TANF recipients referred by HHS;
Displaced Homemakers

Mi CASA
Career Advancement & Self-sufficiency Assistance

Career Counseling and Preparation, Individual Problem Resolution (SAC)
Computer Literacy, Tax/Fair Housing Assist, Citizenship Classes (COSA)
Job Bank/Search (Alamo WorkSource)
Homebuyer Education & Counseling (UU)
Financial Literacy (RBFCU)
Soc Service eligibility screening (food stamps, WIC, etc)/Nutrition classes (Food Bank)
Resource & Referral (SAC)

City of San Antonio
Training
Child Care
Tax Assistance
Fair Housing
I-10 Assistance
Computer Literacy

Women's Center:
Back-to-School Assistance
Educational Support Services

SAC Continuing Education:
GED, ESL
Short-term Training

Food Bank
Eligibility screening for food stamps, WIC, Medicaid, CHIP, TANF, LTC for seniors, Women's Health Program

UU Housing Assistance
Homebuyer Downpayment Assistance

Seguir Adelante Center:
College Preparation
Intensive Short-term training
Child Care Eligibility

Partners:
City of San Antonio (COSA)
Alamo WorkSource Commission/SER Jobs for
      Progress/Texas Workforce Commission (AWS)
UU Housing Assistance Corporation (UU)
The San Antonio Food Bank
Texas Health and Human Services Commission (HHSC)

(Title V Dept of Ed 2007)
Organizational Chart

President Robert Zeigler, PhD

Executive Vice President

SAC Title V Project Director &
Professional Development/
Pipeline Activities Coordinator

Dr. Selina Vasquez-Mireles,
Associate Professor, TxState Title V
Supervision/Training-Mgmt of Dev
Math Activities 18.75% FTE

English Chair

Math Chair

Title V
Secretary

SAC Transfer
Ctr Coordinator

TxState Title V
Coordinator

Writing Center
Coordinator
Ernest Tsacalis

Math Center
Coordinator
Cristella Diaz

Dr. J Rosenauer, Dir
MLI/Professional
Development
Coordinator

TxState
Recruiter,
San Antonio

Nancy Wilson, MA
Writing Center Dir.
TxState18.75% FTE

English
Faculty
Coaches

Math
Faculty
Coaches

Math Center
Tutors

Graduate Teaching
Assistant 50%

Writing Center
Tutors

Graduate Student Interns

Shading indicates grant-funded positions