

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

Completed by Grants.gov upon submission.

4. Applicant Identifier:

Cañada College DUNS 020016127

5a. Federal Entity Identifier:

Cañada College OPEID 00697300

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

CA

8. APPLICANT INFORMATION:

* a. Legal Name:

San Mateo County Community College District-Canada College

* b. Employer/Taxpayer Identification Number (EIN/TIN):

94-3084147

* c. UEI:

MXRFPEKJT314

d. Address:

* Street1:

4200 Farm Hill Blvd

Street2:

* City:

Redwood City

County/Parish:

CA

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

94061-1099

e. Organizational Unit:

Department Name:

ASLT & Enrollment Services

Division Name:

Office of Student Services

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

Prefix:

Dr.

* First Name:

Manuel

Middle Name:

Alejandro

* Last Name:

Perez

Suffix:

Title: Vice President of Student Services

Organizational Affiliation:

* Telephone Number:

6503063236

Fax Number:

* Email:

perezma@smccd.edu

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.031

CFDA Title:

Higher Education Institutional Aid

* 12. Funding Opportunity Number:

ED-GRANTS-040622-001

* Title:

Office of Postsecondary Education (OPE): Higher Education Programs (HEP): Developing Hispanic-Serving Institutions (DHSI) Program, Assistance Listing Number (ALN) 84.031S

13. Competition Identification Number:

84-031S2022-1

Title:

Developing Hispanic-Serving Institutions Program

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Canada College Path to Completion (P2C) Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

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

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,669,824.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,669,824.00"/>

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

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Additional Congressional District: CA-014

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

San Mateo County Community College District-Canada College

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Richard Middle Name:
* Last Name: Storti Suffix:
* Title: Executive Vice Chancellor Administrative Serv

* SIGNATURE: Completed on submission to Grants.gov

* DATE: Completed on submission to Grants.gov

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA_05272022.pdf

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CAÑADA COLLEGE

Path to Completion

GENERAL EDUCATIONAL PROVISIONS ACT (GEPA) STATEMENT, Section 427

At Cañada College, we have been leaders in monitoring the access to and success at our college by ethnicity, gender, second-language learners as well as other demographic variables. All work completed under this grant will be designed to reduce differential impact on any particular group, in particular we will be providing materials in multiple languages to meet the needs of our community. We will be disaggregating all of our success metrics by demographic variables so we can be responsive to any unintended differential impacts.

To address the potential educational barriers of Disability, Gender, Race/Ethnicity, Religion, and Age, Cañada College Path to Completion Project Director will implement within the project design strategies that provide for equitable access and participation, including:

- Serving persons of color, persons with disabilities, women, and persons with non-European backgrounds.
- Translating information about the program into Spanish and utilizing alternative media technology to make program information accessible to persons with disabilities.
- Identifying and addressing less overt areas of subtle deterrents to equity, including equal access to information, equal attention to ideas and inclusion in discussion and decision making.
- Emphasizing assessment within the project process that calls for consciously addressing how diversity is being attended to throughout the project plan.

Equity in Project Employment

In accordance with Section 427 GEPA, Cañada College will not determine selection of employed personnel based on gender, race, national origin, or disability. The College will attempt to fill all vacancies with individuals who have overcome barriers similar to those confronting the target population. To reach qualified candidates from traditionally underrepresented groups, the Human Resources office will make job vacancy information available through a wide variety of sources, including area print sources, the Internet, and postings throughout the San Mateo County Community College District.

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

OMB Number: 1894-0007
Expiration Date: 12/31/2023

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr .	Ron		Andrade	

Project Director Level of Effort (percentage of time devoted to grant): 50

Address:

* Street1:	4200 Farm Hill Blvd
Street2:	
* City:	Redwood City
County:	San Mateo
* State:	CA: California
* Zip Code:	94061-1099
Country:	USA: UNITED STATES

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

6503063104	
------------	--

* Email Address:

andrader@smccd.edu

Alternate Email Address:

--

2. New Potential Grantee or Novice Applicant:

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

☐ Yes ☒ No

3. Qualified Opportunity Zones:

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

0		

4. Human Subjects Research:

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

☐ Yes ☒ No

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

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

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

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

Add Attachment

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View Attachment

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

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

You may now Close the Form

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

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Title V Developing Hispanic-Serving Institutions (DHSI) Program
Cañada College
Path to Completion (P2C) Project

Cañada College is a public, two-year college located in Redwood City, California, midway between San Francisco and San Jose in the Silicon Valley. The College is a member of the California Community College system and is one of three colleges in the San Mateo County Community College District (SMCCCD). Cañada College's mission is to engage and empower students in transforming their lives and communities through quality education. The College offers general education courses for transfer to four-year institutions, associate degrees, as well as career technical education certificates and degrees. In 2021-22, Cañada College served 9,861 unique students with over half attending part-time (61%) and the majority were female (60%). Hispanic students made up 33% of enrollment and more than 51% of students who received financial aid in 2021-22 were Hispanic. While many students initiate their higher education journey at Cañada, too few complete it. The proposed Title V Path to Completion (P2C) Project seeks to address several systemic barriers to higher education attainment for current and future students.

GOALS: **AP Goal 1:** Ensure student access to relevant and transformative student services and programs that are inclusive, diverse, equitable, and antiracist. **AP Goal 2:** Remove barriers to student access, success, and completion through continuous assessment. **IM Goal 1:** Create a sense of belonging among all community members through teaching, learning, and services. **IM Goal 2:** Ensure educational practices reflect fundamental importance of individualized learning experiences, shared building of knowledge, and promoting social justice at Cañada College. **FS Goal:** Support the College's values and promote access, continuous innovation, and excellence in teaching and learning through well-managed resources.

OBJECTIVES: The objectives related to the goals and CDP problems are designed to measure changes in the following: percent of part-time students retained (Obj. 1); percent of part-time students who complete an education plan (Obj. 2); fall-to-fall retention for Hispanic students (Obj. 3); degree completion for Hispanic students (Obj. 4); overall transfer rates (Obj. 5); sense of belonging (Obj. 6); the number of faculty who complete a Certificate in College Teaching & Learning (CTL-HSI) (Obj. 7); success rates of Hispanic students in courses taught by HSI fellows (Obj. 8); number of students reached through the proposed Financial Support Program (Obj. 9); and the number of students who take at least 7.5 units to increase eligibility for financial aid and access to various support programs (Obj. 10).

STRATEGIES: Goals and objectives will be accomplished through implementation of three comprehensive strategies that will expand the College's capacity to better serve Hispanic, low-income, and other students—**Strategy 1:** Engage students in a Second-Year Experience (SYE); **Strategy 2:** Create a culture of HSI "Servingness"; and **Strategy 3:** Improve the financial stability of students.

Competitive Preference Priorities: The proposed project addresses both priorities.

Total Requested: \$2,669,824

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

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**U.S. Department of Education, Title V, Developing Hispanic-Serving Institutions Program
Cañada College
Path to Completion (P2C) Project**

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A. COMPREHENSIVE DEVELOPMENT PLAN

Cañada College is a public, two-year college located in Redwood City, California, midway between San Francisco and San Jose in the Silicon Valley. The College is a member of the California Community College system and is one of three colleges in the San Mateo County Community College District (SMCCCD). Cañada College’s mission is to engage and empower students in transforming their lives and communities through quality education. The College offers general education courses for transfer to four-year institutions, associate degrees, as well as career technical education certificates and degrees. In 2021-22, Cañada College served 9,861 unique students. Approximately 39% received financial aid and more than 51% of students who received financial aid were Hispanic.

Table 1: Cañada College Demographics 2021-22		
Headcount Enrollment (annual)	9,861	
Full-Time Equivalent (annual)	3,807	
Gender	Male-38%	Female-60%
Ethnicity	Hispanic	38%
	White	24%
	Multi Races	6%
	Asian	17 %
	African American	3%
	Filipino	7%
	Pacific Islander	1%
	Native/Alaskan	0.1%
Number and % Low Income	3,406 (35%)	
Students Receiving Financial Aid	3,854 (39%)	
Hispanic Students Receiving Financial Aid	51%	
Student Counseling Ratio	773:1	
Sources: Cañada College Office of PRIE; Cañada College Counseling Office; CCCCO Data Mart		

Many of the people in communities neighboring Cañada College struggle to make ends meet without public assistance. Despite the unprecedented wealth in the region, gaps between those that “have” and those that “have not” are striking. According to the 2022 Silicon Valley Index, more than 33% of Silicon Valley households do not earn enough money to meet their most basic needs without public or private/informal assistance and more than 61% of Hispanic

households are not self-sufficient. Wages vary significantly by race/ethnicity with the largest disparities between white and Hispanic residents. Average wages for Hispanic residents were 144% lower than for white residents.¹ Hispanic residents in Silicon Valley have the lowest educational attainment levels in the area and are most in need of access to quality higher education. The East Palo Alto, North Fair Oaks, and Belle Haven communities, where most of the residents are Hispanic, are important parts of the College's service area where few can afford the high cost of living without access to higher education. For many students, Cañada College is their single hope for a quality education and self-sufficiency. While the dramatic loss in enrollment (discussed later in the weaknesses/problem section) and completion of educational goals is a crisis for students in the College's service area, it is also an existential crisis for the College. The proposed Title V Path to Completion (P2C) Project will systematically and comprehensively support Hispanic and underserved students who desire improved access to quality higher education.

1. Analysis of Strengths, Weaknesses, and Problems Related to Academic Programs, Institutional Management, and Fiscal Stability Resulting from a Planning Process

STRENGTHS: Academic Programs (AP)

AP Strength 1: Academic programs of study are clear and organized

Cañada College has made significant progress implementing program maps that more clearly communicate to students the recommended course sequence for every program of study offered at the College, as well as the types of careers and salaries available in the region for students holding each degree or certificate. In 2020, the College launched a Program Mapper Tool and updated its catalog to include a course availability pattern which indicates to students which terms all core required courses for each program will be offered.

¹ 2022 Silicon Valley Index, Silicon Valley Institute for Regional Studies, <https://siliconvalleyindicators.org/data/>

Outreach staff, counselors, and retention specialists are frequent users of the Program Mapper Tool as they work with students to help them clarify their educational goals.

AP Strength 2: College for Working Adults (CWA) has a proven track record

The College for Working Adults (CWA) is an innovative student support program offered at Cañada College. CWA is the only program of its kind in the Bay Area that makes it possible for working adults to complete an associate degree in three years by attending classes 1-2 nights per week and online and without having to adjust their work schedule. More than 70% of entering working adults transfer to four-year institutions within three years.

AP Strength 3: New memorandum of understanding with K-16 partner institutions

In Spring 2022, Cañada College signed a memorandum of understanding (MOU) with its primary K-16 partners [Sequoia Union High School District (SUHSD), San Francisco State University (SFSU), and California State University East Bay (CSU East Bay)]. Among the important objectives of the MOU is to increase the number of SUHSD graduates matriculating into postsecondary higher education and to establish procedures to facilitate annual completion of the FAFSA or DREAM Act application for every high school senior.

AP Strength 4: History of faculty-led asset-based professional development activities designed to foster inclusivity and improve teaching and learning

Cañada College faculty have a history and culture of inquiry, self-reflection, and improvement of practice. The Academic Committee for Equity and Success (ACES) pioneered inquiry into re-thinking how remedial math and English could be taught at the College—a precursor to the State’s 2018 legislation (AB 705) that dramatically changed how students are placed and supported in transfer-level math and English courses. The grant-funded Faculty Learning Program supported faculty with reassigned time, freeing them up to visit each other’s classrooms and work collaboratively to help improve each other’s teaching

practice, particularly with respect to race and equity. During the 2020-21 academic year, a dozen lead faculty participated in the USC Race and Equity Center's California Community College Equity Leadership Alliance's professional learning experiences on an array of topics pertaining to racial equity. They then shared their learning with their peers during Flex Day events and other occasions. This history of faculty leading asset-based professional development opportunities designed to foster inclusivity with regard to race, ethnicity, culture, and language status at Cañada increases the likelihood that the proposed HSI Fellows Program (discussed in the implementation section) will be embraced as a model for culture change and faculty leadership for improvements in teaching and learning.

STRENGTHS: Institutional Management (IM)

IM Strength 1: Guided Pathways redesign completed

For the past five years, Cañada College's Guided Pathways Steering Committee, a shared governance group of faculty, staff, students, and administrators, has led an effort to implement the essential practices of Guided Pathways: (1) new program maps aligned with local industries; (2) use of a new Constituent Relationship Management (CRM) tool—the Student Success Link—which has improved the matriculation and onboarding process and increasingly supports student retention and persistence; (3) the creation of Interest Areas, groups of similar programs of study that facilitate exploration while minimizing the number of excess units a student must take and provide support for a strong sense of community and belonging for all students and faculty based on their academic and career interests; (4) the establishment of Success Teams, a small group of faculty, counselors, staff, and administrators dedicated to monitoring student-level data and providing proactive support for students who may be struggling academically or with administrative bureaucracy; and (5) a

First-Year Experience (FYE) program to provide a set of experiences for first-time students including orientation, community building, and career exploration opportunities as they seek to refine their educational goals and choose a program of study during their first year.

IM Strength 2: Expansion of Promise Scholars Program for part-time students

The San Mateo County Community College District Board of Trustees launched a “Free College” Initiative in 2021 as part of its new five-year strategic plan. The Initiative includes an expansion of the Promise Scholars Program, which covers the cost of tuition, fees, books, materials, and transportation for full-time students. Cañada has been chosen to pilot expansion of the Promise Scholars Program to part-time students in 2022.

STRENGTHS: Fiscal Stability (FS)

FS Strength 1: Strong participatory governance structures

The participatory governance ethos at Cañada College is strong. Faculty, staff, students, and administrators work together actively on a variety of college-wide councils and committees to ensure all constituents of the College are considered and heard. This is especially true for the College’s Planning and Budgeting Council, charged with ensuring that the College’s resource allocation decisions are made in support of its mission, vision, and values. Support for the College’s role as a Hispanic-Serving Institution is solid and consistent across major campus constituencies. Campus and participatory governance committees, with representation from all segments of the College, meet on a regular basis to provide input on budget decisions.

FS Strength 2: Experience in grant management and sound budgeting practices

Administrative Services at Cañada College, in collaboration with the San Mateo County Community College District (SMCCCD) Office, has effectively supported College teams

managing federal, state, and private grants for many years. As a result, the College has effectively designed sound practices, protocols, and frameworks to implement, manage, and report grant budgets, leading to fiscal accountability and sound budget management. Years of successful audits of all public funds entrusted to the College are evidence of these sound practices. Cañada College prepares an annual detailed budget that is based on the strategic goals and objectives of the District and the mission, goals, and objectives of the College. Budget needs are addressed according to the priorities outlined through SMCCCD Board objectives and those recommended by the Planning and Budgeting Council (PBC). Resource allocation and budget management are closely monitored by the Vice Presidents and President.

WEAKNESSES/PROBLEMS: Academic Programs (AP)

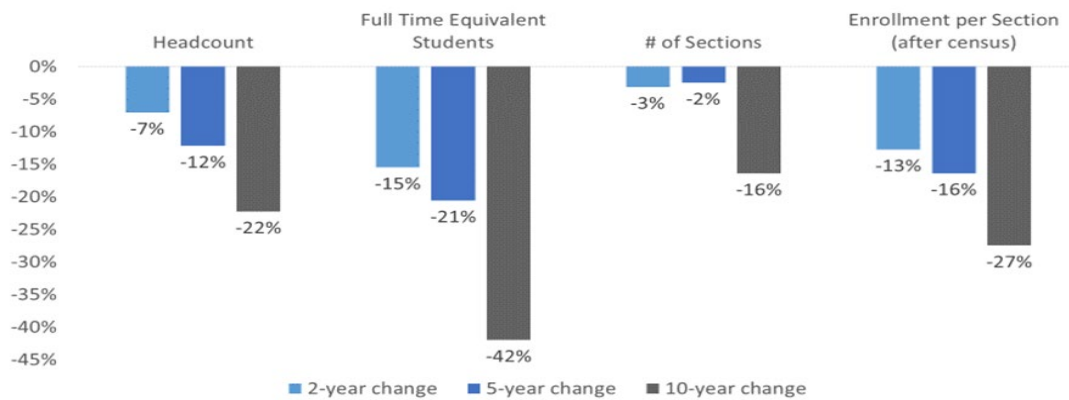
AP Problem 1: Dramatic enrollment losses are threatening the College's capacity to address educational needs of Hispanic and low-income students

The COVID-19 pandemic has interrupted the educational journeys of thousands of Cañada students. The number of Hispanic students enrolling at Cañada College dropped by 14% between the fall 2019 and fall 2021. The College also saw an overall drop in low-income students of 23% during this period. In no other time during the past 20 years of the College's history has the number of Black and Hispanic students enrolled and earning degrees declined by such a large percentage in such a short period of time. When analyzing the data for low-income students who are also Black and/or Hispanic, the loss of students enrolled during that time was 44%. In the fall of 2019, 254 full-time working adults were active members of the College for Working Adults (CWA), pursuing one of six available degree programs exclusively in the evenings and online. By the spring of 2022, only 108 students remained in the program. Over the same period, the number of students who were exclusively enrolled in evening and/or Saturday classes dropped from 922 to 493. The chart below shows the overall long-term

enrollment trends between 2010-2011 and 2020-2021.

Chart 1: Cañada College Enrollment Trends between 2010-2011 and 2020-21

COVID: exacerbating long-term enrollment trends at Cañada



AP Problem 2: Too many students are not taking enough credits which results in delayed time to completion and increases chances of dropping out

In addition to declining enrollment, 26% of students who were enrolled in fall of 2019 stopped out during the first year of the pandemic and nearly half of those were Hispanic. The number of Cañada students who stopped out within three years of their first term doubled between fall 2021 and spring 2022 alone (from 1,855 to 3,619). Students stopped out at different points in their educational journey—22% with less than 15 units earned; 16% with 15-30 units earned; 17% with 30-60 units earned; and 15% with more than 60 units earned. Students who continued their studies took fewer units on average. The percentage of part-time students jumped 5 percentage points between fall 2019 and fall 2020.

Outcomes for part-time students have always lagged that of full-time students. At Cañada, 43% of first-time students in fall 2019 enrolled as part-time students registering for less than 12 units and, as a result, not qualifying for Pell Grants and other special support programs such as Extended Opportunity Programs Services (EOPS) and Promise Scholars.² One in four

² Excludes concurrently enrolled, specially admitted high school students.

students in this cohort registered for fewer than six units. In addition to financial implications for students, part-time and less than part-time students have dismal outcomes when they do not take enough credits. For example, only 21% of part-time and 4% of less-than-part-time students completed transfer-level math within the first year compared to 52% for full-time students. Only 62% of part-time and 52% of less-than-part-time persisted from fall to spring compared to 90% of full-time students.

Table 2: Fall 2020 First-Time Students			
	Full-Time (12+ Units)	Part-Time (6-11.99 Units)	Less Than Part-Time (Less than 6 Units)
Cohort size	339	136	84
Students with Student Ed Plan (SEP)	96%	80%	55%
Fall-to-Spring persistence	90%	62%	52%
Fall-to-Fall persistence	72%	43%	32%
Earned 20+ units in first year	48%	13%	0%
Initial enrollment in transfer-level math	77%	39%	10%
Completed transfer-level math 1st year	52%	21%	4%
Initial enrollment in transfer-level English	89%	54%	15%
Completed transfer-level English 1st year	54%	29%	5%
Source: Cañada College Office of PRIE			

Too many Cañada students are undecided in their program of study. In fact, 40% of those who stopped out in 2021-22 were undecided, even as 55% indicated a desire to earn a degree and/or transfer. College efforts to address the challenges that led students to stop out in the first place are at a critical point. As a result of the Guided Pathways redesign, Cañada has made dramatic improvements in the organizational structure to facilitate the alignment of academic and student support services with much clearer academic programs of study. The Academic and Classified Senates and all participatory governance councils at the College are in support of the new structure to engage and support the College's diverse students, particularly part-time and other underserved students who are the most prone to stop out and even drop out. However, these new structures have yet to be fully embraced (see IM Problem 1).

AP Problem 3: Retention, completion, and transfer rates are too low

Fall-to-fall retention of Hispanic students at Cañada College has been declining from 42.5% (2018 cohort) to 38.2% (2019 cohort) to 37.5% (2020 cohort).³ The number of Hispanic students earning an associate degree dropped by 65% between 2019-20 and 2020-21, even as the total number of associate degrees awarded by the College remained remarkably stable. Three-year graduation rates for Hispanic students are well below rates for white students and the College's overall rates (Table 3).

Table 3: Three-Year Graduation Rates for Full-Time, First-Time Degree-Seeking Students			
	2015 Cohort	2016 Cohort	2017 Cohort
Overall	34%	32%	34%
Hispanic	26%	29%	27%
White	41%	41%	40%
Source: IPEDS Data Feedback Reports for 2019, 2020, and 2021			

As shown in table 4, Cañada College's transfer rates for all students are consistently below its IPEDS comparison group.

Table 4: Transfer-Out Rates of Full-Time, First-Time Degree-Seeking Students						
Cohort	2013	2014	2015	2016	2017	5-yr Avg.
Cañada College	6%	7%	6%	8%	13%	8%
IPEDS Comparison Group	17%	17%	20%	18%	19%	18%
Source: IPEDS Data Feedback Reports for 2017, 2018, 2019, 2020, and 2021						

AP Problem 4: Persistent equity gaps in course success rates

The College has been awarded several HSI-focused grants to pilot successful academic and non-academic programs designed to increase the success of Hispanic students. Even though many of these programs have been institutionalized, there has not yet been a significant campus-wide cultural change toward serving Hispanic students as evidenced by the persistent equity gaps in course success rates for Hispanic students. In the fall of 2021, Hispanic students

³ Cañada College Office of PRIE

disproportionately succeeded in Cañada courses at lower rates than their white and Asian counterparts in all but one course modality (Table 5).

Table 5: Fall 2021 Cañada College Course Success Rates by Race/Ethnicity and Modality	Online Synchronous	Face to Face	Hybrid	Online Asynchronous
American Indian/Alaskan Native	*	*		*
Asian	76.7%	92.3%	84.4%	78.8%
Black - Non-Hispanic	56.9%	92.3%	*	56.5%
Filipino	67.2%	100.0%	84.6%	75.1%
Hispanic	61.2%	83.7%	81.0%	64.6%
Multiraces	71.0%	94.3%	78.9%	76.4%
Pacific Islander	54.0%	*	*	75.7%
Unknown	67.7%	92.0%	64.7%	72.3%
White Non-Hispanic	78.5%	91.6%	95.5%	77.0%
College-wide course success rates	67.7%	89.3%	81.9%	70.8%
*Groups with fewer than 10 suppressed. Highlighted cells indicate significant disproportionate impact.				

WEAKNESSES/PROBLEMS: Institutional Management (IM)

IM Problem 1: Guided Pathways redesign is not fully implemented

While the Guided Pathways redesign has been adopted (IM Strength 1), it is in the very early stages of being implemented. Widespread knowledge of and support for all aspects of it among faculty, students, and staff have not yet been attained. The research-informed design behind Cañada’s newly-formed Interest Areas (meta majors) and Success Teams is not in doubt.⁴ The College’s ability to transition from a traditional division structure to a new structure in which academic and student support services are embedded in and aligned with academic programs of study in Interest Areas to support students more effectively is yet unproven. An April 2022 PRIE evaluation of Guided Pathways shows that “*while many of the flagship projects (e.g., program maps, Interest Areas, Success Teams, FYE) are not yet fully formed, the design and intent of each seems effective and needs more time to be effective.*”

⁴ Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). *Redesigning America’s community colleges: A clearer path to student success*. Cambridge, MA: Harvard University Press.

IM Problem 2: College functions critical to removing barriers for students are understaffed

Special programs at the College, e.g., Promise Scholars Program (modeled after the CUNY ASAP program⁵), EOPS, TRIO SSS, and others, include a retention specialist or a program services coordinator and counselors. Students served by these programs consistently outperform the College's overall outcomes in courses, term-to-term persistence, and completion or transfer; however, they serve only one-third of Cañada's students, many of whom are full-time students. The challenge of scaling the proven practices of supporting part-time students, particularly Hispanic and underserved, and helping them persist by creating a sense of financial stability and a clear educational goal and program of study while creating a sense of belonging to the campus, is a critical challenge for the College.

IM Problem 3: Limited capacity to improve financial stability of students

Over the past three years, Cañada has continued to see a decline in both Pell grants and fee waivers in consecutive years. The College's Financial Aid Office's self-analysis highlighted four major problems its students face when it comes to their financial aid: (1) a lack of financial literacy; (2) low financial aid application submission; (3) low file completion; and (4) refund checks going stale due to students not enrolling for direct deposit. The College is limited in its capacity to effectively address these issues faced by its students.

WEAKNESSES/PROBLEMS: Fiscal Stability (FS)**FS Problem 1: Declining enrollment threatens funding**

Funding for many support services is derived from state funding based on the number of full-time-equivalent students (FTES), which is declining at the College and down 42%

⁵ City University of New York's Accelerated Study in Associate Programs (ASAP) model
<https://www1.cuny.edu/sites/asap/about/>

over the last 10 years. Prior to the pandemic, Cañada had the lowest percentage of FTES out of 41 comparable community colleges in California, including its sister colleges. The pandemic has exacerbated this trend. This is a significant challenge since much of California's categorical funding is tied to FTES, as is the College's allocation of District community-supported general funds. As the College's enrollment shrinks, so do its resources available for supporting those students who are in greatest need of extra support to be successful and complete their educational goals.

PLANNING PROCESS

The College's recent thorough self-reflection of institutional strengths and weaknesses has helped determine the needs for the Title V Path to Completion (P2C) Project. P2C is focused on strengthening community and sense of belonging, supporting the clarification of student educational goals and plans during their second-year experience in ways that support completion of those goals, and supporting the financial stability of students while the College continues to address the remaining institutional barriers that cause some students to stop out in the first place. The proposed Title V project's focus, goals, and objectives discussed throughout this proposal are based on the 2022-2027 Enrollment Master Plan and the comprehensive process by which it was developed.

The 2022-27 Cañada College Educational Master Plan (EMP) serves as a foundational document and statement of the College's commitment to education in the community and a framework to ensure the implementation of the College's mission and achievement of its vision according to clearly stated values. The EMP provides the framework for setting College priorities and for making decisions and resource allocations on campus. All other plans are

developed in support of achieving the goals and strategic initiatives laid out in the EMP, including the proposed Title V Path to Completion (P2C) Project.

The EMP is informed by analysis of internal and external data, as well as feedback from the College’s students, employees, industry partners, educational partners, and members of the surrounding community. It aligns with and supports the achievement of the San Mateo County Community College District (SMCCCD) Board of Trustees’ 2021 Strategic Plan, as well as the College’s efforts to achieve the California Community College Chancellor’s Vision for Success. The EMP Task Force met 24 times over the course of the past year and led a number of important opportunities for the entire College community to come together to understand and collaborate on elements of the new EMP, including a session focused on crafting a new mission, vision, and values statements; sessions to review the results of the Internal Equity Scan; a Community Forum during which the Task Force led discussions to help refine the challenges and opportunities facing the College and to craft strategies for addressing them; and a college-wide retreat during which the new goal and strategy statements were developed and refined. Each of these sessions and processes the EMP Task Force completed over the year are shown below.



The EMP builds on the College’s successes over the last five years, including the successful institutionalization of the best practices of its previous U.S. Department of Education, Title III, Part F, HSI STEM and Articulation Program grant—a STEM Center that supports the alignment of academic supports with rigorous academic expectations, coupled with greater support for transfer. This laid the foundation for the College’s efforts over the past five years to implement the essential practices of Guided Pathways. The College’s redesign created a structure that enables all students, especially part-time students, to be an integral part of a learning community and feel a sense of belonging. Mindful of the growing body of evidence, being part of a purposeful community and having a clearer sense of both why and how to tackle the challenge of pursuing higher education, Cañada College seeks to create that kind of community for all its diverse students.

2. Key Overall Goals and 3. Measurable Objectives

Table 6: Cañada College—Key Overall Five-Year Goals and Measurable Objectives			
Key Overall Goals	Measurable Objectives	Tasks/Methods	Tangible Results
AP Goal 1: Ensure student access to relevant and transformative student services and programs that are inclusive, diverse, equitable, and antiracist. AP Goal 2: Remove barriers to student access, success, and completion through continuous assessment.	Obj. 1: By Sep. 2027, increase fall-to-fall retention of part-time students to 53%. (Baseline = 43%) Obj. 2: By Sep. 2027, increase percentage of part-time students who complete a Student Education Plan (SEP) to 90%. (Baseline = 80%) Obj. 3: By Sep. 2027, increase fall-to-fall retention of Hispanic students to 46%. (Baseline = 37.7%) Obj. 4: By Sep. 2027, increase three-year graduation rates for Hispanic students to 35%. (Baseline = 27%) Obj. 5: By Sep. 2027, increase overall transfer rates to 20%. (Baseline = 13%)	Strategy 1: Establish Second-Year Experience (SYE) Program —create sense of connection and belonging via interest Areas, Success Teams, and Special Programs; support students in refining and updating their educational goals and plans; and prepare students for year 3 and beyond Strategy 2: Create a culture of HSI “serviingness” —provide culturally relevant and sustainable professional development; create an HSI Fellows program Strategy 3: Improve the financial stability of students —launch a Financial Support Program; support student career-related work (LAEP)	Increased retention, completion, & transfer Decreased equity gaps in student outcomes Increased sense of belonging Transformation of campus policies, practices, & culture toward HSI “serviingness”
	IM Goal 1: Create a sense of belonging among all community members through teaching, learning, and services. IM Goal 2: Ensure educational practices reflect fundamental importance of individualized learning experiences, shared building of knowledge, and promoting social justice at Cañada College.		Obj. 6: By Sep. 2027, increase sense of belonging of Hispanic students by 10% each year as indicated by 7-point Likert scale survey. (Baseline = fall 2022) Obj. 7: By Sep. 2024, at least 12 faculty will complete a Certificate in College Teaching & Learning (CTL-HSI). (Baseline = 0) Obj. 8: By Sep. 2027, increase course success rates of Hispanic students in courses taught by HSI fellows by at least 2 percentage points each year. (Baseline = 2022) Obj. 9: By Sep. 2027, increase percentage of Hispanic and also low-income students reached through Financial Support Program by 5% each year. (Baseline = 0) Obj. 10: By Sep. 2027, increase percentage of students with at least 7.5 units for CA LAEP eligibility by 10% each year. (Baseline = fall 2022)
FS Goal: Support the College’s values and promote access, continuous innovation, and excellence in teaching and learning through well-managed resources. Note: Implementation of all strategies and accomplishment of project objectives and tangible results will contribute to Cañada College’s long-term fiscal stability.			

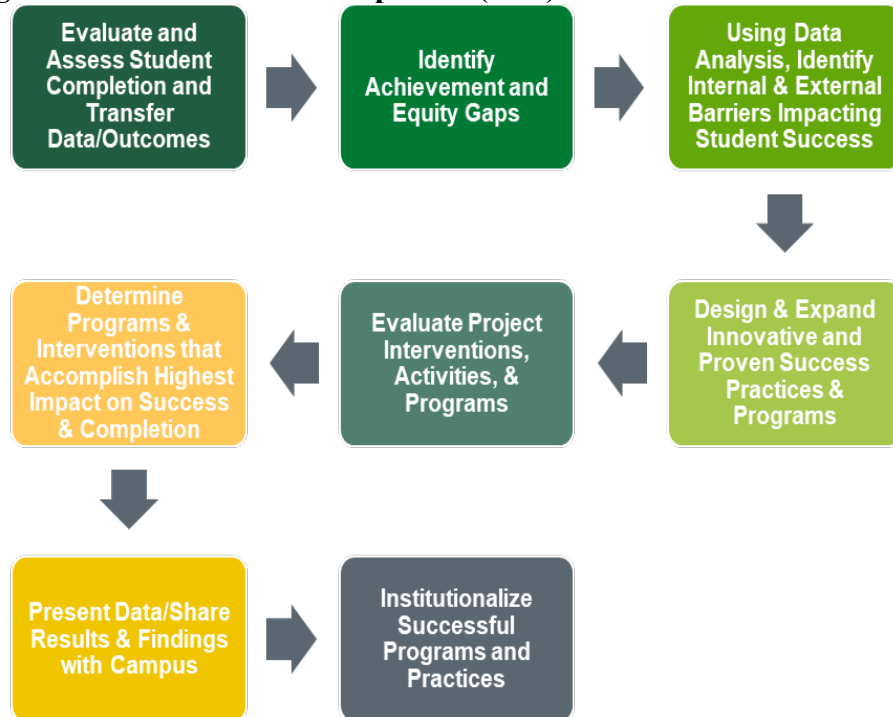
4. Institutionalizing Practices and Improvements

The P2C Project activities are designed to address the academic, institutional, and fiscal problems that present the greatest barriers to success for Hispanic and underserved students. The proposed interventions and programs are designed to dramatically improve the enrollment, enrollment intensity, and completion of Hispanic and underserved students at the College. The new practices and improvements that will be developed as a part of the P2C Project are aligned to the San Mateo County Community College District (SMCCCD) Board of Trustees Strategic Plan (2021) and the newly adopted Cañada College Educational Master Plan (2022-2027).

Sustainability is an essential element in the planning for this project. By the end of the grant period, activities and interventions will be institutionalized. As data is generated, evaluation and implementation of data-driven changes will be integrated into existing campus resources and services. An annual review will be conducted by the Planning, Research and Institutional Effectiveness Office (PRIE) to evaluate the impact of the P2C Project activities. The College will gradually assume personnel costs over the grant period at the rate of 10% in Year 3, 20% in Year 4, and 30% in Year 5. Additional revenue realized as the result of increased retention and graduation rates and increases related to state categorical funding driven by the College's increasing FTES, will help further ensure successful practices and programs continue post-grant.

The P2C Project team will be supported by the P2C Leadership Team that includes the Project Director; Vice President of Instruction; Vice-President of Student Services; Dean of Planning, Research and Institutional Effectiveness (PRIE); and other internal and external College partners and experts on relevant topics. They will guide the P2C team in identifying and institutionalizing effective practices as shown in the following institutionalization process.

Figure 1: Title V Path to Completion (P2C) Institutionalization Process



5. Five Year Plan

Cañada College is committed to serving its Hispanic and underserved students. The specific strategies to address the growing needs of Hispanic and underserved students are described in the implementation section and include the new and improved services shown in Table 7. Timing of tasks related to the strategies and services will occur over the five-year grant period and are included in the Implementation Timetable (Table 15, p. 37).

Table 7: Five-Year Plan to Improve Services to Hispanic and Low-Income Students						
Services	CDP Problems	Services Delivered				
		Y1	Y2	Y3	Y4	Y5
Ensure all Cañada students have a sense of connection and belonging to the College via Interest Areas, Success teams, and Special Programs (Strategy 1)	AP 1, 3, 4	X	X	X	X	X
Support students in refining and updating their educational goals and plans (Strategy 1)	AP 1-4 IM 1	X	X	X	X	X
Expand academic support services to more second year and returning students (Strategy 1)	AP 1-4	X	X	X	X	X

Table 7: Five-Year Plan to Improve Services to Hispanic and Low-Income Students

Services	CDP Problems	Services Delivered				
		Y1	Y2	Y3	Y4	Y5
Prepare students for Year 3 and beyond through the Second-Year Experience program (Strategy 1)	AP 1-4	X	X	X	X	X
Counselors available to students outside of the regular daytime contractual hours, especially evenings, weekends, and summers (Strategy 1)	AP 1-4	X	X	X	X	X
Support the student's financial stability and access to basic needs and other services by building connections for students with the College Financial Aid Office, Sparkpoint Team, DREAM Center, Disability Resource Center, CalWORKS program and others (Strategy 1)	AP 1-4 IM 3	X	X	X	X	X
Ensure all Cañada students who are eligible for special programs such as the Promise Scholars Program, EOPS, TRIO SSS, Umoja, Puente, College for Working Adults, and others apply for those programs (Strategy 1)	AP 1-3 IM 3	X	X	X	X	X
Provide career exploration opportunities for second year students to help them refine their educational goals and plans by leveraging the State's newly launched Learning Aligned Employment Program (LAEP) (Strategy 1)	AP 1-3 IM 1, 3	X	X	X	X	X
Improve the financial stability of students—support their ability to work in a career-related position while in school via the CA Learning-Aligned Employment Program (LAEP); encourage students to take at least 7.5 units per term for LAEP eligibility (Strategy 3)	AP 1-3 IM 1-3 FS 1	X	X	X	X	X
HSI Fellows community—a <i>Concencia</i> Cohort—that will lead the transformation of campus policies, practices, and culture toward HSI “servingness (Strategy 2)	AP 1-4	X	X	X	X	X
HSI Fellows will partake in the development of integrated student supports specific for each Interest Area and address the needs of the “whole student” from the beginning of their second year to degree attainment (Strategy 2)	AP 1-4 IM 1-2	X	X	X	X	X
Create a Financial Support Program to promote financial literacy and provide customized financial information designed to improve the financial and economic literacy of students or their families (Strategy 3)	AP 1-3 IM 2-3	X	X	X	X	X
Expand financial aid outreach and in-reach activities to increase the number of students receiving financial aid (Strategy 3)	AP 1-4 IM 2-3 FS 1	X	X	X	X	X
In collaboration with Career Services and Workforce Development, identify and support students in accessing the LAEP program and find career-aligned employment. (Strategy 3)	AP 1-4 IM 2-3	X	X	X	X	X

B. PROJECT DESIGN

1. Demonstrates a Rationale

The P2C logic model (Figure 2, p. 21) shows the relationships among the resources that are invested, the activities and services that will take place, and outcomes that are based on priorities and performance measures established for the Title V Developing Hispanic-Serving Institutions Program.⁶ It provides a rubric to determine where participants and processes should be each year to ensure long-term goals are reached and is part of the project evaluation plan.^{7,8}

2. Promising Evidence

Coaching characterized by frequent contacts to help students prioritize educational goals and plans, overcome barriers to academic success, and a case management approach that also considers the students' lives outside of school, are key elements of the College's proposed project. Specifically, under Strategy 1 and Components 1-3, the project retention specialist and counselors will provide services that enhance persistence and academic achievements for continuing and stopped-out students. These include a focus on second-year students who will be case-managed and contacted throughout the semester to ensure they are connected to tutoring and peer mentoring, as needed, and to campus services and resources (e.g., Financial Aid office, Counseling, etc.) to support their financial stability and access to basic needs and other services. The P2C retention specialist and counselors will meet and communicate with their assigned students throughout the semester, as needed, to discuss educational plans and ensure Student

⁶ W.K. Kellogg Foundation Logic Model Development Guide, 2004.
<https://www.aacu.org/sites/default/files/LogicModel.pdf>

⁷ Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2004). *Program evaluation: Alternative approaches and practical guidelines*. Boston, MA: Pearson.

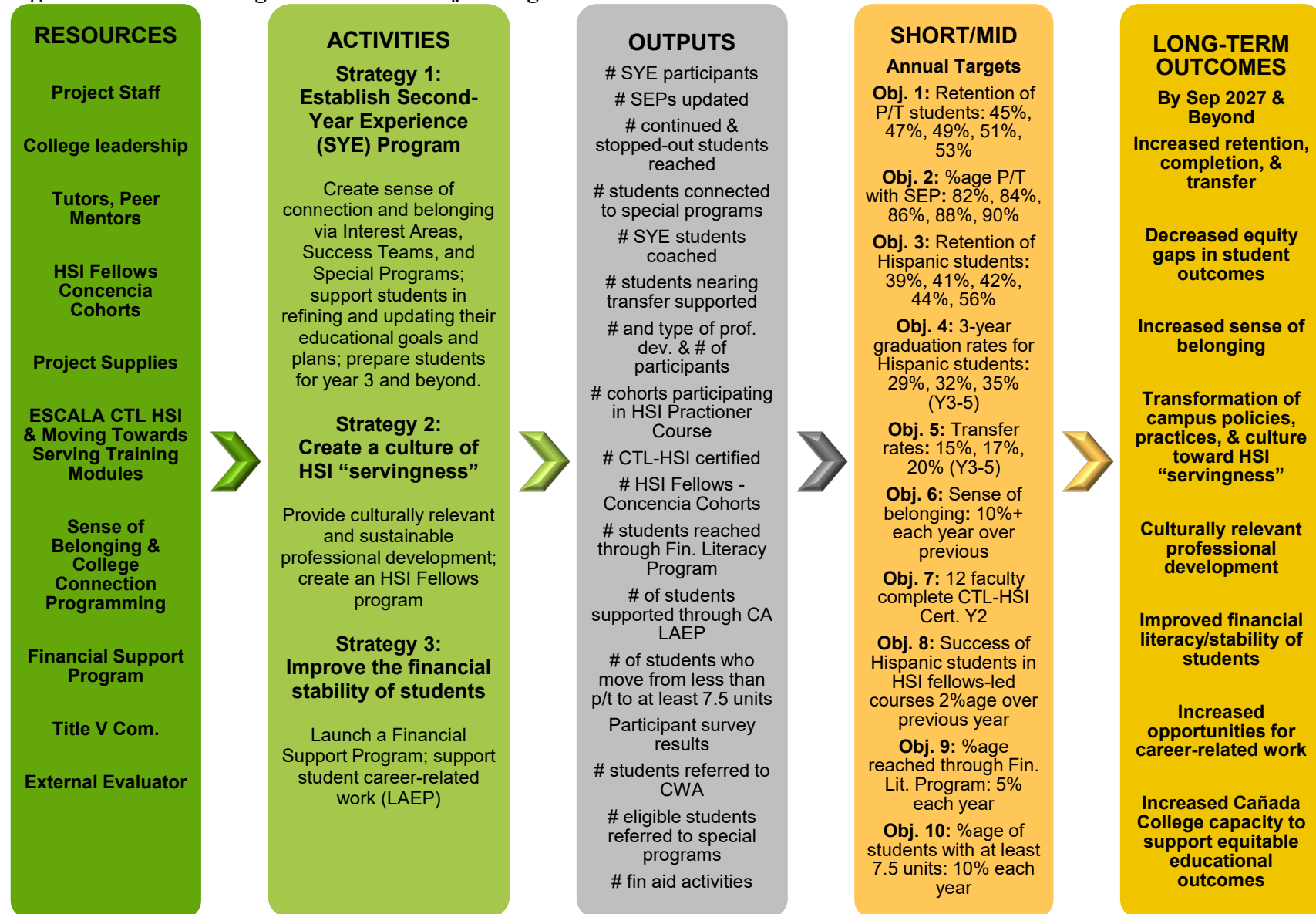
⁸ Kekahio, W., Cicchinelli, L., Lawton, B., & Brandon, P. R. (2014). *Logic models: A tool for effective program planning, collaboration, and monitoring*. (REL 2014-025). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved from <https://files.eric.ed.gov/fulltext/ED544779.pdf>

Educational Plans (SEP) are up-to-date and accurate. Use of early alerts will allow for continuing and returning students to receive one-on-one academic coaching and support.

This approach is aligned with the Bettinger & Baker coaching study (2014). Students who received the coaching were paired with an InsideTrack© coach to help them prioritize their studies, plan for academic success, and identify and overcome barriers to academic success. These are all elements of Cañada College's proposed P2C project. The study meets What Works Clearinghouse standards (Review Standards 4.0) without reservations with statistically significant positive effects found for retention (Tier 1 Strong Evidence).⁹ Additional supporting rationale and research for the project's three strategies are detailed in section D. Implementation Strategy (pp. 34-36).

⁹ Bettinger, E.P., Baker, R. (2014). The Effects of Student Coaching an Evaluation of a Randomized Experiment in Student Advising. *Educational Evaluation and Policy Analysis*, 36(1), 3-19. Retrieved from: <https://eric.ed.gov/?id=EJ1019184>

Figure 2: Cañada College Title V P2C Project Logic Model



C. ACTIVITY OBJECTIVES

1. Activity Objectives Realistic and Measurable

Annual targets for the overall five-year measurable objectives are aligned with Cañada College's established metrics for student success. Annual targets/performance indicators are included in the table below. (Note: Some baselines cannot be set until the project begins.)

Table 8: P2C Project Annual Measurable Objectives and Performance Indicators		
Major Objectives in Measurable Terms	Year	Targets/PI
Obj. 1: By Sep. 2027, increase fall-to-fall retention of part-time students to 53%. (Baseline = 43%)	2022-23	45%
	2023-24	47%
	2024-25	49%
	2025-26	51%
	2026-27	53%
Obj. 2: By Sep. 2027, increase percentage of part-time students who complete a Student Education Plan (SEP) to 90%. (Baseline=80%)	2022-23	82%
	2023-24	84%
	2024-25	86%
	2025-26	88%
	2026-27	90%
Obj. 3: By Sep. 2027, increase fall-to-fall retention of Hispanic students to 46%. (Baseline=37.7%)	2022-23	39%
	2023-24	41%
	2024-25	42%
	2025-26	44%
	2026-27	46%
Obj. 4: By Sep. 2027, increase three-year graduation rates for Hispanic students to 35%. (Baseline=27%)	2024-25	29%
	2025-26	32%
	2026-27	35%
Obj. 5: By Sep. 2027, increase overall transfer rates to 20%. (Baseline = 13%)	2024-25	15%
	2025-26	17%
	2026-27	20%
Obj. 6: By Sep. 2027, increase sense of belonging of Hispanic students by 10% each year as indicated by 7-point Likert scale survey. (Baseline = fall 2022)	2022-23	10%+
	2023-24	10%+
	2024-25	10%+
	2025-26	10%+
	2026-27	10%+
Obj. 7: By Sep. 2024, at least 12 faculty will complete a Certificate in College Teaching & Learning (CTL-HSI). (Baseline = 0)	2023-24	12
Obj. 8: By Sep. 2027, increase success rates of Hispanic students in courses taught by HSI fellows by at least 2 percentage points each year. (Baseline = 2022)	2022-23	2%age+
	2023-24	2%age+
	2024-25	2%age+
	2025-26	2%age+
	2026-27	2%age+

Table 8: P2C Project Annual Measurable Objectives and Performance Indicators		
Major Objectives in Measurable Terms	Year	Targets/PI
Obj. 9: By Sep. 2027, increase percentage of Hispanic and also low-income students reached through Financial Support Program by 5% each year. (Baseline = 0)	2022-23	5%+
	2023-24	5%+
	2024-25	5%+
	2025-26	5%+
	2026-27	5%+
Obj. 10: By Sep. 2027, increase percentage of students with at least 7.5 units for CA LAEP eligibility by 10% each year. (Baseline = fall 2022)	2022-23	10%+
	2023-24	10%+
	2024-25	10%+
	2025-26	10%+
	2026-27	10%+

2. Relationship of Activity Objectives to Goals and Problems to be Solved in CDP

The relationship among the objectives, goals, and problems detailed in the CDP are presented in the following table.

Table 9: Relationship of Activity Objectives to Goals/Problems to be Solved in CDP		
CDP Goals	CDP Problems	Relationship to Objectives
AP Goal 1: Ensure student access to relevant and transformative student services and programs that are inclusive, diverse, equitable, and antiracist. AP Goal 2: Remove barriers to student access, success, and completion through continuous assessment.	Dramatic enrollment losses are threatening the College's capacity to address educational needs of Hispanic and low-income students (AP 1) Too many students not taking enough credits which results in delayed time to completion and increased chance of not completing (AP 2) Retention, completion, and transfer rates too low (AP 3) Persistent equity gaps in course success rates (AP 4)	The objectives related to the AP goals and CDP problems are designed to measure changes in retention of part-time students (Obj. 1), part-time students who complete an education plan (Obj. 2), fall-to-fall retention of Hispanic students (Obj. 3), degree completion for Hispanic students (Obj. 4), and overall transfer rates (Obj. 5).
IM Goal 1: Create a sense of belonging among all community members through teaching, learning, and services. IM Goal 2: Ensure educational practices reflect fundamental importance of individualized learning experiences, shared building	Guided Pathways redesign is not fully implemented (IM 1) College functions critical to removing barriers for students are understaffed (IM 2) Limited capacity to improve financial stability of students (IM 3)	The objectives related to the IM goals and CDP problems are designed to measure changes in sense of belonging of Hispanic students (Obj. 6), faculty who complete a Certificate in College Teaching & Learning (CTL-HSI) (Obj. 7), success rates of Hispanic students in courses taught by HSI fellows (Obj. 8), students reached

Table 9: Relationship of Activity Objectives to Goals/Problems to be Solved in CDP		
CDP Goals	CDP Problems	Relationship to Objectives
of knowledge, and promoting social justice at Cañada College.		through Financial Support Program (Obj. 9), and students who take at least 7.5 units (Obj. 10).
FS Goal: Support the College's values and promote access, continuous innovation, and excellence in teaching and learning through well-managed resources.	Declining enrollment threatens the College's community-supported status, as well as state funding (FS 1)	Accomplishment of all project objectives (1-10) and tangible results will contribute to Cañada College's long-term fiscal stability.

D. IMPLEMENTATION STRATEGY

1. Comprehensive Implementation Strategy

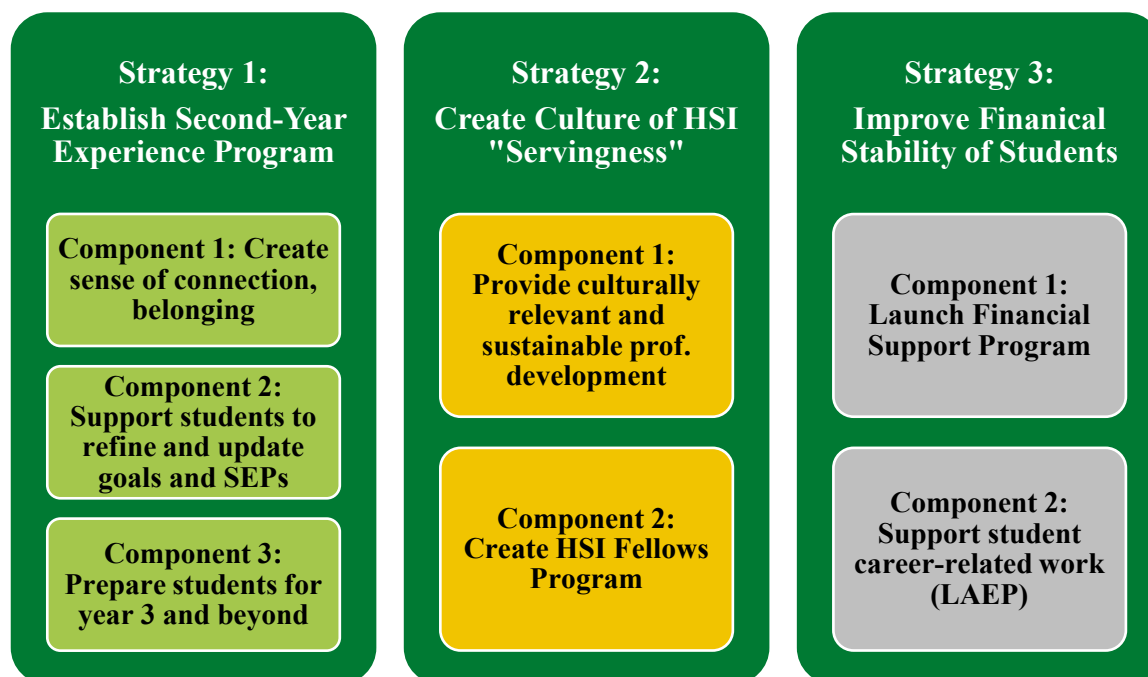


Figure 3: Cañada College Title V P2C Implementation Strategies and Components

The Title V Path to Completion (P2C) Project seeks to address several systemic barriers to higher education attainment that the COVID-19 pandemic exacerbated by interrupting and affecting the educational journey of thousands of Cañada College's current and former students. A 2022 report issued by the Institute for Higher Education Policy (IHEP),

Lighting the Path, reminds us that we must regain students’ trust and “address the challenges that led students to stop out in the first place.”¹⁰ Cañada College aims to do this through three comprehensive and interrelated strategies that will expand the College’s capacity to better serve Hispanic, low-income, and other students—**Strategy 1:** Engage students in a Second-Year Experience (SYE) program; **Strategy 2:** Create a culture of HSI “servingness”; and **Strategy 3:** Improve the financial stability of students. This section provides details on the strategies and their relationship to the problems discussed in the CDP, followed by a rationale for each that is based on research, best practices, and the College’s own experiences. Key tasks and primary responsibilities are included in the Implementation Timetable at the end of the section (Table 15, p. 37).

STRATEGY 1: Establish Second-Year Experience (SYE) Program
(Addresses CDP Problems: AP 1-4; IM 1, 4; CPP 1-2)

As described in the CDP, while many students initiate their higher education journey at Cañada, too few complete. Strategy 1 will build on the College’s efforts to remove barriers to enrollment and the first-year experience (FYE) by creating a second-year experience (SYE) to help students persist and to address challenges that led many students to stop out during the pandemic. This will be accomplished through the following actions: (1) create a sense of connection and belonging via Interest Areas, Success Teams, and Special Programs; (2) support students in refining and updating their educational goals and Student Education Plans; and (3) prepare students for year three and beyond. Implementation of this strategy requires additional resources including a full-time, grant-funded retention specialist, increased counseling hours, and professional development for faculty and staff through the HSI Fellows Program. Details on each component are discussed below.

¹⁰ Institute for Higher Education Policy, *Lighting the Path*, April 2022.

Component 1: Create a sense of connection and belonging via Interest Areas, Success Teams, and Special Programs

The College currently funds 2 FTE retention specialists across four existing Interest Areas. Interest Areas, groups of similar programs of study that can facilitate exploration while minimizing the number of excess units a student must take and building a strong sense of community and belonging for all students and faculty based on their academic and career interests. Grant funds will be used to support an additional full-time retention specialist to help ensure that all Second-Year Experience (SYE) students—continuing and returning students, particularly part-time, Hispanic, and underserved students who have earned between 9-36 units toward a degree, certificate or transfer—are well connected to the College via their Interest Area faculty and staff and that they are supported by their Success Team and/or a special program such as Promise Scholars (an initiative that covers the cost of tuition, fees, books, materials, and transportation for full-time students) or Extended Opportunity Programs and Services (EOPS) (a state-funded program that helps low-income and disadvantaged students succeed in college).¹¹ This component is aligned with Cañada College’s selection by the SMCCCD Board of Trustees to pilot expansion of the Promise Scholars Program to part-time students in 2022. Features of this component are included in the table below.

Table 10: Features of Component 1: Create Sense of Connection/Belonging	
Conduct Outreach	Outreach to continuing and stopped-out students who have earned between 9-36 units but have not completed their educational goal and connecting them to campus services and resources including, but not limited to, the College Financial Aid Office, Counseling, the Sparkpoint Team, DREAM Center, and others to support the student’s financial stability and access to basic needs (housing, food, and transportation) and other services.
Ensure Students Apply for Programs	Ensure all students who are eligible for special programs such as the Promise Scholars Program, EOPS, TRIO SSS, Umoja, Puente, College for Working Adults, and others, apply for those programs.

¹¹ Havlik, Stacey et al, *Strengths and Struggles: First-Generation College-Goers Persisting at One Predominantly White Institution*, September 2017, Sage Publications.

Table 10: Features of Component 1: Create Sense of Connection/Belonging

Increase Connections	Scale the number of Hispanic and underserved students connected with peer mentors (P2C funded) who can help guide them through college processes and/or connect them with appropriate staff and support services.
Build Sense of Belonging & Community	Build a sense of community between Interest Area students, faculty and staff by connecting students to the culturally-relevant events organized by the Cultural Center PSC such as family fun days held on a Friday evening or weekend. Family fun days will incorporate Hispanic food and cultural activities for the whole family, as well as classroom tours and demonstrations and exhibits of student work to highlight the student experience for family members and alumni panels to highlight what they have done after graduation/completion/transfer. Part-time students have many responsibilities outside of school, so these activities will be limited to once per semester and will be intentional in connecting the student and their families with their college journeys and their cultural roots. ^{12,13}

Component 2: Support students in refining and updating their educational goals and plans

Table 11: Features of Component 2: Support Students to Update Goals/Plans

Counselors Meet One-on-One with Students	As part of the Second Year Experience program, counselors will meet with continuing “undecided” as well as stopped-out students to review their Student Educational Plan (SEP) progress, help refine educational goals, and support students in accessing alternative credit options, such as credit for prior learning and “coop” education. If students are working, counselors can refer them to alternative schedule programs such as Cañada’s College for Working Adults which provides an evenings, weekends and online schedule.
Case Management	All Second Year Experience students will be identified by the Office of Planning, Research & Institutional Effectiveness (PRIE) via the weekly case management reports sent to all Success Team and Special Program retention specialists. These reports provide enrollment, GPA, academic probation, and other data about each student so that retention specialists can monitor week-to-week changes in student progress. All retention specialists use these reports as well as early alerts faculty submit on behalf of students who might be struggling in their class to identify students who might need additional support. The P2C retention specialist will case manage SYE students specifically. If SYE students are not already served by a special program, the P2C retention specialist will check in with them throughout the semester, connecting them to tutoring and peer mentoring as needed, and ensuring that their SEPs are up-to-date and accurate. All College retention specialists meet in a “community of practice” every other week to review their caseloads to ensure all students are being served and to coordinate and align their services and messaging.
Increased Access to Academic Supports	SYE students will have greater access to tutoring and academic supports. Referral to the Learning Center is one primary intervention retention specialists make in response to an early alert from a faculty member. P2C will allow continuing and returning students to have 1:1 academic coaching and support, especially for gateway courses.

¹² Harris, L. N. (2017). Latino Student Persistence Strategies in Transferring from Community College to Tier 1 Universities: A Phenomenological Analysis. *European Journal of Educational Research*, 6(2), 113-122. DOI: 10.12973/eu-jer.6.2.113

¹³ Chaves, C. (2006). Involvement, Development, and Retention: Theoretical Foundations and Potential Extensions for Adult Community College Students. *Community College Review*, 34:2, 140-141. DOI:10.1177/0091552106293414

Component 3: Prepare students for Year 3 and beyond

Table 12: Features of Component 3: Prepare for Year 3 and Beyond	
Second-Year Students Further Refine SEP & Goals	Once re-engaged, SYE students will meet with P2C-funded counselors at regular milestones in their program of study, e.g., when they reach 9, 30, and 45 credits to help further refine their Student Education Plan and educational goals. These touchpoints will also help connect students to the Transfer Center, Career Center, and other campus services which can support their transition to the next stage of their life journey.
Support Students Nearing Completion or “Transfer Gate”	The P2C counselors and retention specialist will work with degree audit staff, Transfer Center staff, and PRIIE office to help identify and reach out to those students who are nearing completion of their education goal. The Transfer Center monitors the achievement of transfer “milestones” and can work collaboratively with the P2C retention specialist to support students nearing the “Transfer Gate.” ¹⁴

STRATEGY 2: Create a culture of HSI “servingness”

(Addresses CDP Problems: AP 1-4; IM 1-2; CPP 1-2)

The P2C project will create a culture of HSI “servingness” at Cañada by providing professional development and establishing a community of practice based on essential, culturally sustainable principles, and practices that help improve the teaching and learning environment, inform student support services, as well as college leadership practices. Cañada College has been a Hispanic Serving Institution (HSI) for more than 20 years. During the last 20 years Hispanic students have comprised at least 40% and as much as 46% of the College’s headcount. Today, they comprise less than 38%. The College has been awarded several HSI-focused grants in the past to pilot successful academic and non-academic programs designed to increase the success of Hispanic students. These programs have been institutionalized and the College has made great strides in its effectiveness at serving Hispanic students. Yet there is more to be done. The persistent equity gaps in course success, graduate and transfer rates for Hispanic students must be addressed. The College can and must do more to improve our ability to effectively serve

¹⁴ Brohawn, K., Cooper, D., Karandjeff, K., Nguyen, A., & White, M. (October 2021). *The Impacts of the Pandemic on Students’ Transfer Journey: A Technical Report from a Systemwide Study of California Community College Students*. The RP Group. San Rafael, CA.

Hispanic students (AP Problem 4).

To address this need and create a campus culture where Hispanic and other low-income students feel welcomed and supported, achieve their educational goals and thrive, Cañada will implement a comprehensive professional development program and create a college-wide HSI Fellows community—a *Concencia* Cohort—that will lead the transformation of campus policies, practices, and culture toward HSI “servingness.”¹⁵ Organized by the P2C-funded Cultural Center Program Services Coordinator, the proposed professional development component is designed to build asset-based mindsets for faculty and staff on campus that are inclusive with regard to race, ethnicity, culture, language, and disability status. Espinoza, P. P. & Espinoza C. C. (2012), and Garcia & Ramirez (2019) suggest that “*Culture for serving Hispanic students is facilitated by faculty, staff, and administrators, who serve as intentional institutional agents who actively work to disrupt barriers for successful work of Hispanic students.*”¹⁶ As such, immersive and supportive professional development experiences are ideal for developing these institutional agents and preparing them to be disruptors and agents for change.

Component 1: Provide culturally relevant and sustainable professional development

Cañada will provide culturally-relevant and sustainable professional development through two types of ESCALA training for faculty, staff, and administrators to help facilitate the transformation of Cañada College: Moving Towards Serving HSI Practitioner Mini-Course and Certificate in College Teaching and Learning. They will address three distinct aspects of the Cañada College experience: classroom teaching and learning, student support services, and

¹⁵ Garcia, G. A., Nune, A. M., Sansone, V. A. (2019) Toward a multidimensional conceptual framework for understanding “servingness” in Hispanic-serving institutions: A synopsis of the research. *Review of Educational Research*, 89(5), 745-784.

¹⁶ Espinoza, P. P., Espinoza, C. C. (2012). Supporting the 7-th year undergraduate: Responsive leadership at a Hispanic serving institution. *Journal of Cases in Education Leadership*, 15, 32-50. And, Garcia, G. A. Ramirez, J. J. (2018) Institutional agents at a Hispanic serving institutions (HSI): Using social capital to empower students, *Urban Education*, 53, 355-31

college culture. ESCALA (Spanish for “*striving*”) is a consortium of higher education consultants who work specifically with Hispanic-Serving Institutions (HSIs) to close the gap in educational access and completion rates mainly through faculty development programming and remedial program evaluation.

Moving Towards Serving HSI Practitioner Mini-Course. This will support campus-wide efforts to create movement towards “servingness” for Hispanic students. This professional development includes three workshops and three individualized consultation sessions with a team of College practitioners led by an ESCALA capacity builder. The workshop sessions focus on strengths-based thinking, institutional agents of change, and decolonizing the work. Two cohorts of 15 which include staff, faculty, and administrators will be trained to serve as change agents in the College transformation process. Grant funds are requested to support costs of the training which includes an ESCALA trainer and participant stipends.

Certificate in College Teaching & Learning (CTL-HSI). This aims to transform classroom teaching and learning to increase course retention and success of Hispanic and low-income students. The CTL-HSI program is a 27-hour course for faculty in improving their practice and mastering culturally responsive teaching to benefit Hispanic students. The ESCALA CTL-HSI is an innovative program creating a cohort-based experience where faculty engage in practical demonstrations of culturally responsive teaching, create a relevant change in a course, and participate in group coaching to increase accountability for implementation. Since 2013 more than 500 faculty in two- and four-year HSIs have completed the certification. During the program, faculty first attend a summer retreat to identify changes in teaching practice with support from scholarly articles on the benefits of their instructional change on Hispanic students. They continue in fall with two virtual workshops where participants revisit summer retreat

content and collect and analyze equity data they collect while teaching. The certificate concludes in the spring semester, when faculty present their project findings and learning in a 15-minute teach-back presentation. Grant funds are requested to provide training to three cohorts of four-faculty members, one for each College Interest Area (Art, Design & Performance, Business, Human Behavior & Culture, and Science & Health) and for participant stipends.

Component 2: Create an HSI Fellows Program—a *Concencia* Cohort

The P2C grant-funded Cultural Center Program Services Coordinator (Cultural Center PSC) will create a deliberate learning community among all faculty, staff, and administrators who participated in the ESCALA programs described – creating a *Concencia* Cohort – that will apply their learning with ESCALA to transform college policies, practices, and culture so that Hispanic students feel welcomed and have equitable opportunities to thrive and achieve their education goals. Staff and administrator HSI Fellows will work closely with HSI Fellow Faculty to identify and tackle real institutional gaps or barriers confronted by Hispanic students.

The HSI Fellows (*Concencia* Cohort) will also be embedded in and help strengthen the Guided Pathways Interest Areas by actively developing comprehensive communication plans specific for each area and involving targeted messages and culturally responsive language and visuals effective in informing and engaging Hispanic and other low-income students. Under the framework of the College’s Guided Pathways redesign, the *Concencia* Cohort will create visible, replicable practices for aligning culturally informed academic and student supports with culturally responsive teaching to address the needs of the “whole student” from the beginning of their second year to degree attainment. This will reinforce the College’s ability to create meaningful connections and a sense of belonging for all students.

STRATEGY 3: Improve the financial stability of students
(Addresses CDP Problems: AP 1-4; IM 1-3; FS 1; CPP 1-2)

In 2021, the San Mateo County Community College District (SMCCCD) Board of Trustees launched a “Free College” Initiative as part of its new five-year strategic plan. This initiative includes an expansion of the Promise Scholars Program, which covers the cost of tuition, fees, books, materials, and transportation for full-time students. As noted earlier in the CDP, Cañada was chosen to pilot expanding the Promise Scholars Program to part-time students in 2022. The College EMP also calls for improving the financial stability of students by increasing the proportion of students who complete and submit financial aid applications.

Component 1: Launch a Financial Support Program

The Financial Support Program is designed to develop and enhance Cañada’s Hispanic-serving culture through strengthening outreach and in-reach events and student support services to ensure students are guided from application to graduation while utilizing financial aid. This program will enhance the implementation of student services to reach, teach, and support targeted student populations along with implementing intentional financial literacy strategies. Cañada seeks to ensure it engages in strategies that support student long-term economic success for Hispanic and low-income students. To implement this much needed Financial Support Program, a grant-funded bilingual (English/Spanish) program services coordinator will be hired to oversee the program. The coordinator will create a pipeline that will bridge the equity gaps by focusing on in-reaching on campus, outreaching in the community, and creating inclusive educational material in both English and Spanish. The following outlines the three parts of the plan.

Table 13: Financial Support Program Plan	
Part 1: In-Reach to College’s	(1) The coordinator will work directly with the faculty for class rosters prior to class presentations so each student in each classroom will be provided with a personalized packet. The packets will include their financial aid status, next steps for submission,

Table 13: Financial Support Program Plan

Current Students	<p>refund preference options, creating a credit union account, and information on how to maximize their financial aid package.</p> <p>(2) The coordinator will work with Interest Area Success Teams and Special Programs to provide the students with personalized packets. This collaboration will allow for a case-management approach to ensure all eligible students are receiving their much-needed aid. It also allows for customization of services to accommodate students' individual needs.</p> <p>(3) The last in-reach component is to create a bridge program from non-credit/ESL student to college-credit. These students will be assisted with their financial aid application submission, document submission, refund preference set-up, and information on how to maximize their financial aid package. This effort will include partnering with the local credit union to help the many students who do not have a bank account and are unsure how to open one.</p>
Part 2: Outreach to Community	<p>(1) Host a district-wide Cash for College Event twice a year in fall and spring semesters.</p> <p>(2) Offer weekly office hours at the local feeder high schools to assist with financial aid submission, file completion assistance, and refund preference set-up. As part of the proposed SYE program (Strategy 1), this will be focused on Hispanic, low-income, and other students so they feel prepared when setting foot on campus.</p> <p>(3) Financial Aid team will re-engage Cañada College's stopped-out students at events at local community centers, libraries, and recreation centers.</p>
Part 3: Be Intentional and Inclusive with Outreach Materials	<p>(1) All marketing materials will be ordered in both in English and Spanish.</p> <p>(2) Bridging the equity gap starts with access to basic materials like a computer and/or Wi-Fi. The Financial Support Program team will provide loaner laptops for application submission and ensure adequate Wi-Fi is available at each hosted workshop location.</p>

Component 2: Support student career-related work through California Learning-Aligned Employment Program (LAEP)

In 2020-21, 75% of Cañada students were attending part-time (taking fewer than 12 units per semester). Evidence from student surveys reveals that two-thirds of part-time students are working and over half of them are working full time. To make persisting and completing a degree or transfer while working a possibility, the College must improve the financial stability of students. In addition to increasing outreach and in-reach to increase financial aid applications described in Component 1 above, the College will improve the financial stability of students by supporting their ability to work in a career-related position while in school and encourage students taking less than 6 units to take at least 7.5 units per term to be eligible for the California Learning-Aligned Employment Program (LAEP).

LAEP is a new state program (and funding source) that allows a participating student placement in an educationally beneficial position that relates to the student's area of study, career objective, or the exploration of career objectives. The program includes and emphasizes positions for students with employers who can provide them with full-time employment opportunities after graduation and within their areas of study. Eligible students are from an underrepresented background and meet all the following criteria: at least half-time enrollment, California resident, satisfactory academic progress in a program leading to a degree or certificate, demonstrated financial need, and eligibility to work in the United States. A grant-funded program services coordinator will be hired to increase the College's capacity to identify and support students in accessing these resources and finding career-aligned employment.

The P2C Project Financial Aid Program Services Coordinator will collaborate closely with Interest Area Success Teams and the Second Year Experience Retention Specialist as well as Special Program staff to identify and work with students who are enrolled in less than 6 units per term to make sure they are aware of the types of financial aid assistance, including LAEP, that might be available to them and to help them apply. The College PRIE Office provides student-level data to all retention specialists on a weekly basis to help them monitor and serve students. The reports highlight students who are enrolled in less than 6 units per term and whether or not they have applied for financial aid. The Financial Aid PSC will meet with the Community of Practice of Retention Specialists that meets bi-weekly to review and discuss outreach to and support for specific students.

2. Strategy Rationale

As highlighted below, the three strategies and components detailed above are supported by research, best practices, and the College's own experiences.

Table 14: Strategy Rationale/Research

Strategy 1: Create a sense of connection and belonging	
<p>The P2C retention specialist will provide services that enhance persistence and academic achievements for continuing and stopped-out students: case manage SYE students and check in with them throughout the semester, connecting them to tutoring and peer mentoring as needed; ensuring that their SEPs are up-to-date and accurate</p> <p>Use of early alerts allow for continuing and returning students to receive one-on-one academic coaching and support</p>	<p>Havlik, S. et al (2017). <i>Strengths and Struggles: First-Generation College-Goers Persisting at One Predominantly White Institution</i>. Sage Publications.</p> <p>Villano, R., Harrison, S., Lynch, G. & Chen, G. (2018). Linking early alert systems and student retention: a survival analysis approach. <i>Higher Education</i>. 76. 10.1007/s10734-018-0249-y.</p> <p>Bettinger, E.P., Baker, R. (2014). The Effects of Student Coaching an Evaluation of a Randomized Experiment in Student Advising. <i>Educational Evaluation and Policy Analysis</i>, 36(1), 3-19.</p> <p>Escobedo, G. (2007). A retention/persistence intervention model: Improving success across cultures. <i>Journal of Developmental Education</i>, 31(1), 12-14,16-17,37.</p>
<p>Build a sense of community between Interest Area students, faculty and staff through events that intentionally connect the student and their families with their college journeys and their cultural roots.</p>	<p>Harris, L. N. (2017). Latino Student Persistence Strategies in Transferring from Community College to Tier 1 Universities: A Phenomenological Analysis. <i>European Journal of Educational Research</i>, 6(2), 113-122. DOI: 10.12973/eu-jer.6.2.113</p> <p>Chaves, C. (2006). Involvement, Development, and Retention: Theoretical Foundations and Potential Extensions for Adult Community College Students. <i>Community College Review</i>, 34:2, 140-141. DOI:10.1177/0091552106293414</p> <p>Escobedo, G. (2007). A retention/persistence intervention model: Improving success across cultures. <i>Journal of Developmental Education</i>, 31(1), 12-14,16-17,37.</p>
<p>Transfer Center staff monitors achievement of transfer milestones and works with P2C retention specialist to support students nearing transfer</p>	<p>Brohawn, K., Cooper, D., Karandjeff, K., Nguyen, A., & White, M. (October 2021). <i>The Impacts of the Pandemic on Students' Transfer Journey: A Technical Report from a Systemwide Study of California Community College Students</i>. The RP Group. San Rafael, CA.</p>
Strategy 2: Create a culture of HSI “Servingness”	
<p>The college-wide HSI Fellows community—a <i>Concencia</i> Cohort—will lead the transformation of campus policies, practices, and culture toward HSI “servingness.”</p> <p>The proposed professional development component is designed to build asset-based mindsets for faculty and staff on campus that</p>	<p>Garcia, G. A., Nune, A. M., Sansone, V. A. (2019) Toward a multidimensional conceptual framework for understanding “servingness” in Hispanic-serving institutions: A synopsis of the research. <i>Review of Educational Research</i>, 89(5), 745-784.</p> <p>Espinoza, P. P., Espinoza, C. C. (2012). Supporting the 7-th year undergraduate: Responsive</p>

Table 14: Strategy Rationale/Research

are inclusive with regard to race, ethnicity, culture, language, and disability status.	leadership at a Hispanic serving institution. <i>Journal of Cases in Education Leadership</i> , 15, 32-50
Culture for serving Hispanic students is facilitated by faculty, staff, and administrators who serve as intentional change agents to actively disrupt barriers to success for Hispanic students.	Garcia, G. A. Ramirez, J. J. (2018) Institutional agents at a Hispanic serving institutions (HSI): Using social capital to empower students, <i>Urban Education</i> , 53, 355-31
Strategy 3: Improve the financial stability of students	
Students who participate in financial coaching, consulting, and mentoring services on a continuous basis throughout college significantly reduce the amount of student loan debt beyond tuition and are more likely to complete their degree on time.	<p>Bettinger, E. P., Long, B. T., Oreopoulos, P., & Sanbonmatsu, L. (2012). The role of application assistance and information in college decisions: Results from the H&R Block FAFSA experiment. <i>The Quarterly Journal of Economics</i>, 127(3), 1205-1242.</p> <p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2014, December). WWC review of the report: Freshman year financial aid nudges: An experiment to increase FAFSA renewal and college persistence. Retrieved from http://whatworks.ed.gov</p> <p>Schickel, K. (2016). Chalk talks - Financial literacy education: Simple solutions to mitigate a major crisis. <i>Journal of Law & Education</i>, 45(2), 259-268.</p> <p>Letkiewicz, J., Lim, H., Heckman, S., Bartholomae, S., Fox, J. J., & Montalto, C. P. (2014). The path to graduation: Factors predicting on-time graduation rates. <i>Journal of College Student Retention: Research, Theory & Practice</i>, 16(3), 351-371. doi:10.2190/CS.16.3.C</p>

3. Implementation Timetable

KEY: **PD:** Project Director; **CCPSC:** Cultural Center Program Services Coordinator; **SYERS:** Second Year Experience Retention Specialist; **HR:** Human Resources; **P2CC:** P2C Counselors; **PM:** Peer Mentor; **PR:** College President; **T:** Tutor; **VPI:** Vice-President of Instruction; **VPSS:** Vice-President of Student Services; **HSIF:** HSI Fellows (*Concencia* Cohort); **FLPSC:** Financial Support Program Services Coordinator; **DCS:** Dean of Counseling; **PRIE:** Planning, Research, Institutional Effectiveness Office; **RC:** Research Consultant; **CMT:** Campus Marketing Team; **COT:** Campus Outreach Team; **CWA:** College for Working Adults; **ESAM:** Expanded Support and Mentoring; **TC:** Tutor Coordinator; **IAST:** Interest Area Success Teams; **SPRS:** Special Program Retention Specialists; **COP:** Community of Practice of all College Retention Specialists.

Table 15: Timetable of Title V P2C Project Activities

Specific Tasks	Lead/Primary Participants	Methods	Results	Timing/ Frequency	Grant Years				
					1	2	3	4	5
Grant award/start up; initial operational structure created	PD, HR	Announcements made via appropriate internal governance structure	Internal and external partners informed to maximize collaboration and productivity	Nov-Dec	X				
Hire project staff	PD, HR	Post-employment notices, conduct interviews, select qualified staff	Expertise in place for successful project implementation	Nov-Jan	X				
Engage Research Consultant (External Evaluator)	PD, Dean PRIE	Follow College policies and procedures	External research consultant in place to conduct project evaluation	Fall	X				
Develop project policies and procedures manual	PD, PSC	Follow established procedures and applicable federal laws/rules	Ensures all project and other staff have a clear understanding of the procedures and necessary activities for successful mgmt.; consistent guidance in the event of program staff changes	Jan-Feb	X				
Title V annual project directors' meeting in DC	PD	Follow travel procedures	Increase knowledge on Title V project management and improvement strategies; network with other Title V project staff	Once per year	X	X	X	X	X

Table 15: Timetable of Title V P2C Project Activities

Specific Tasks	Lead/Primary Participants	Methods	Results	Timing/ Frequency	Grant Years				
					1	2	3	4	5
Implement Second Year Experience Program	PD, SYERS, CMT, COT, PRIE	PRIE to identify current and stopped out students with 9-16 units and no degree, certificate or transfer. Outreach to those students.	Continuing and stopped out “second year” students will be connected to College personnel and supports and (re) register for courses and access financial aid		X				
Support all Interest Area Success Teams and Special Programs with serving SYE students	SYERS, COP, SPRS	Community of Practice members review and case manage students via data provided by PRIE	All continuing and stopped out returning “second year” students will be case managed and supported throughout their educational journey	Bi-Monthly	X	X	X	X	X
Build community within Interest Areas for Hispanic and underserved students	CCPSE, COP, HSIF	Hold community building events such as Family Fun Day	Hispanic and other underserved students will feel a greater sense of connection and visibility at the College	Once per term	X	X	X	X	X
Update SEPs and Education Goals	PD, P2CC, SYERS, COP	Retention Specialists will make appointments with Counselors	Students will access support for thinking through their educational goals and updating their educational plans	At least once per term and at milestones	X	X	X	X	X
Refer students to College for Working Adults	P2CC, SYERS, COP	Identify students who could benefit from an evening and weekend schedule because they are working during the day	Students will access a cohort experience that suits their work schedule	Twice per term	X	X	X	X	X
Refer eligible students to Special Programs like Promise and EOPS	P2CC, SYERS, COP	Identify eligible students based on Program criteria	Students will access a higher level of supports and persist and complete at higher rates	Twice per term	X	X	X	X	X
Identify faculty to participate in ESCALA training	CCPSC, IAST, VPI	Based on reassigned time and/or faculty interest in Interest Area work	Faculty will understand the nature of the opportunity and their role(s) in the HSI Fellows and <i>Concencia</i> Cohort	Once per year	X		X	X	X

Table 15: Timetable of Title V P2C Project Activities

Specific Tasks	Lead/Primary Participants	Methods	Results	Timing/ Frequency	Grant Years				
					1	2	3	4	5
Identify staff and administrators to participate in ESCALA training	CCPSC, IAST, VPI, VPSS, PR, PRIE	Conduct a process via application or other expression of interest	Staff and administrators will understand the nature of the opportunity and their role(s) in the HSI Fellows and <i>Concencia</i> Cohort	Once per year	X		X	X	X
Contract with ESCALA and schedule trainings	CCPSC	Follow District contracting procedures	Trainings will be scheduled	Jan-Feb	X				
Organize Interest Area and college-wide sharing of ESCALA learnings	CCPSC, HSIF	Set schedule and location (physical or virtual)	Knowledge gained is shared with others	Twice per year	X	X	X	X	X
Identify and implement projects that address cultural and other barriers to completion for Hispanic students	CCPSC, HSIF	Identify projects, create plan for implementing	Barriers to completion for Hispanic and other students reduced	Ongoing	X	X	X	X	X
Implement Financial Support Program	FLPSC	Carry out the 3-part plan (in-reach, outreach, develop inclusive materials); assess for improvements	Ensures students are guided from application to graduation and more likely to complete their degree on time	Ongoing	X	X	X	X	X
Implement LAEP Program	FLPSC	Identify/select eligible students following LAEP criteria; encourage students to enroll in at least 7.5 units for eligibility; follow-up	Improved financial stability; improved chances of persisting and completing a degree or transfer	Ongoing	X	X	X	X	X
Conduct quarterly formative evaluation	PD; PRIE; Research Consultant; Project Staff	Develop and administer appropriate assessment tools; collect and analyze data; prepare internal reports	Qualitative/quantitative data collected to inform the project activities, reporting; formative eval. guides implementation	Quarterly	X	X	X	X	X
Conduct external evaluation activities	PD; PRIE; Research Consultant	Collect and analyze data; prepare APR; plan for next year	Summative eval. ensures assessment of strategies; provides quantifiable evidence; captures project impacts	End of each grant year	X	X	X	X	X

E. MANAGEMENT PLAN

1. Procedures to Ensure Efficient and Effective Project Implementation

The P2C Project management plan will ensure full compliance with institutional, state, and federal requirements; accurate, appropriate use of Title V funds; and compliance with EDGAR regulations and timely progress toward meeting objectives and overall project goals. The policies and procedures for Title V project management and evaluation will comply with federal regulations to ensure efficient project implementation and expenditure of funds in support of the grant activity P2C Project and objectives. The Project Director and the P2C Leadership Team are responsible for the successful, efficient, and effective management of the P2C activity and components. Procedures are highlighted below.

Table 16: Procedures to Manage the Project
Regular Title V Leadership Committee: Project Director and lead staff will meet weekly/bi-weekly to establish program planning and implementation.
Time/Effort Reports: Time and effort reports will be completed monthly for each employee being paid with Title V funds and submitted to the Title V Director.
Monthly Progress Reports: Lead staff will complete monthly progress reports that will reflect progress toward objectives and activities as outlined in the grant applications. Progress reports will be submitted to the Project Director.
Semester Summary Reports: Project Director and lead staff will prepare summary reports reflecting overall grant progress toward objectives and activities. The Project Director will share the summary reports with both President's Cabinet and President's Council. The President will then be armed to share grant progress with the SMCCCD District and the Board of Trustees.
Guided Pathways Steering Committee: Project Director and lead project staff will meet as scheduled with Guided Pathways Steering Committee to ensure that grant progress is aligning to campus redesign efforts and to ensure institutional commitment to project activities and components
Annual Reports: Include reporting information from Semester Summary Reports and information included in the annual performance reports to indicate progress towards meeting grant objectives.
Fiscal and Accounting Procedures: Project Director and grant personnel will follow strict policies and procedures related to travel and grant purchases as they relate to institutional protocol.
Personnel Evaluations: Evaluations will be conducted on all Title V Personnel, consistent with standard approved and negotiated policies for administrators, classified staff and faculty.
Communication with Federal Title V Program Officer: Project Director will maintain open lines of communication with assigned Title V Program Officer to establish a good working relationship.

2. Authority to Effectively Conduct Project

The Project Director has sufficient authority to conduct the project effectively, including

The organizational chart for the College President's office is structured as follows:

- College President** (Existing)
 - Dean of Planning, Research & Institutional Effectiveness** (Existing)
 - Vice President of Instruction** (Existing)
 - Dean of Academic Support & Learning Technologies** (Existing)
 - Learning Center & Guided Pathways Director** (Existing)
 - Tutor Coordinator** (Existing)
 - P2C Funded Tutors** (New)
 - Interest Area Success Team Retention Specialist** (Existing)
 - Interest Area Success Team Retention Specialist** (Existing)
 - P2C Funded Interest Area Success Team Retention Specialist: Second Year Experience** (New)
 - P2C Funded Peer Mentors** (New)
 - P2C Funded Faculty & Staff who are HSI Fellows** (New)
 - P2C Funded Cultural Center Program Services Coordinator** (New)
- Vice President of Student Services** (Existing)
 - Dean of Enrollment Services** (Existing)
 - Financial Aid Director** (Existing)
 - P2C Funded Financial Aid Program Services Coordinator** (New)
 - Dean of Counseling** (Existing)
 - P2C Funded Counselors** (New)

Legend:

- = College positions (existing)
- = grant funded positions (new)

1. Experience and Training of Personnel and 2. Time Commitment of Key Personnel

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He will be assisted by a full-time grant-funded Cultural Center Program Services Coordinator who will manage the day-to-day activities of the project and lead the HSI Fellows Program (Strategy 2). A full-time grant-funded Retention Specialist and a full-time grant-funded Financial Aid Program Services Coordinator will be hired to lead implementation of Strategies 1 and 3, respectively. The full-time grant-funded roles and responsibilities supporting the project's strategies will be fully institutionalized post-grant. To assist with Strategy 1, part-time Counselors will be hired (30 hours/week x 12 weeks). The project will also require tutors and peer mentors throughout the academic year. The experience, training, and time commitments of these key personnel are highlighted in the tables below. Specific tasks related to Title V personnel and other College positions and departments with a role in the project are also identified in the Implementation Timetable (Table 15, p. 37).

Table 17: Title V Project Director, Ron Andrade	
Time/Effort: 0.5 FTE (college-funded) Project Management/Oversight & Strategies 1-3	
Qualifications & Experience	<ul style="list-style-type: none"> ▪ 20 years of experience in higher education. ▪ Expert in academic support programs, advisement, project management, research, and program development and assessment ▪ Director of Cañada's Guided Pathways design and implementation team ▪ Doctor of Education, Educational Leadership ▪ Master of Education, Post-Secondary Administration & Student Affairs ▪ Bachelor of Science, Business Administration
Responsibilities	<ul style="list-style-type: none"> ▪ Provide overall leadership to and direct all aspects of the Title V Project ▪ Serve as grant administrator and institutional lead for the project, including ensuring compliance with Title V rules and regulations ▪ Collaborate with the Program Services Coordinator—Cultural Center on project management activities ▪ Effectively manage Title V personnel to achieve objectives ▪ Effectively communicate a knowledgeable and informed understanding of the Title V objectives to the Cañada College community ▪ Authorize all expenditures; establish procedures and protocols for grant expenditures. ▪ Oversee preparation and submission of all required fiscal and annual reporting to the SMCCD and to the U.S. Department of Education ▪ Work with key College personnel to institutionalize successful practices and improvements ▪ Ensure that evaluations (external and internal) are timely and comprehensive

Table 18: Cultural Center Program Services Coordinator/Project Coordinator	
Time/Effort: 1.0 FTE/100% (grant-funded) for Project Management & Strategy 2	
Qualifications & Experience	<ul style="list-style-type: none"> ▪ Bachelor's degree in education, public administration, or related field ▪ Successful work experience of increasing responsibility including working in a team environment toward a collective goal ▪ Extensive contact within organizations who are diverse in their cultures ▪ Minimum two years of experience at an increasingly responsible program level assistant or coordinator. ▪ Experience in higher education work environment ▪ Commitment to student success for diverse student populations
Responsibilities	<ul style="list-style-type: none"> ▪ Assist the Project Director with day-to-day management activities of the grant ▪ Assist Project Director with budget and expense monitoring and reporting ▪ Primary support to Project Director in assuring that grant objectives are being met according to timelines outlined in the grant application ▪ Exchange information with Project Director and campus management regarding short- and long-term plans ▪ Lead the HSI Fellows Program (Strategy 2) ▪ Support the <i>Concencia</i> Cohort in transforming College practices ▪ Organize Family Fun Day and other culturally responsive and community-building events ▪ Maintain weekly communication with project implementation staff ▪ Effectively communicate a knowledgeable and informed understanding of the Title V objectives and activities to the Cañada College faculty and staff ▪ Assist with preparation and submission of all required fiscal and annual reporting to the SMCCCD and to the U.S. Department of Education

Table 19: Retention Specialist	
Time/Effort: 1.0 FTE/100% (grant-funded) for Strategy 1	
Qualifications & Experience	<ul style="list-style-type: none"> ▪ Bachelor's degree in Education, public administration, or related field ▪ Successful work experience of increasing responsibility including working in a team environment toward a collective goal ▪ Extensive contact within organizations that are diverse in their cultures ▪ Minimum two years of experience at an increasingly responsible program level assistant or coordinator ▪ Experience in higher education work environment ▪ Commitment to student success for diverse student populations
Responsibilities	<ul style="list-style-type: none"> ▪ Strengthen Interest Areas as the place where students connect with faculty, staff and their peers in a way that builds community and a sense of belonging ▪ Support Interest Area Success Teams, especially with respect to the proposed Second-Year Experience, focused on enhancing persistence and completion after the first term/year ▪ Outreach to stopped out students who have earned between 9-36 units and get them connected to campus resources and special programs ▪ Help students refine and update educational goals and Student Education Plans (SEPs) ▪ Monitor Early Alerts from faculty and help provide intrusive support such that students are able to persist and succeed in their classes ▪ Collaborate with special programs across the College to ensure all students, particularly part-time and Hispanic students, are served

Table 20: Financial Aid Program Services Coordinator

Time/Effort: 1.0 FTE/100% (grant-funded) for Strategy 3	
Qualifications & Experience	<ul style="list-style-type: none"> ▪ Bachelor's degree in business administration, sociology, human resources, or a closely related field ▪ Experience implementing educational programs and activities targeting a diverse student audience and across a broad range of personal financial management topics, including but not limited to: budgeting, savings, credit, debt, retirement and investment. ▪ 2 years experience supporting students in the financial aid process
Responsibilities	<ul style="list-style-type: none"> ▪ Assist with launching of the Financial Support Program ▪ Work with retention specialists to identify students and provide personalized financial aid information package ▪ Work with Interest Area Success Teams and Special Programs to allow for a case-management approach ▪ Identify and work with students who are enrolled in less than 6 units per term to make sure they are aware of the types of financial aid assistance available to them and help them apply ▪ Support students in participating in career-related position LAEP while in school and encourage them to maintain at least 7.5 units per term for program eligibility

Table 21: Counselors

Time/Effort: 30 hours/week x 12 weeks (grant-funded) for Strategy 1	
Qualifications & Experience	<ul style="list-style-type: none"> ▪ Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work or career development, marriage and family therapy, or marriage, family and child counseling OR the equivalent OR a license as a Marriage Family Therapist. ▪ College counseling experience. ▪ Demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic and ethnic backgrounds of community college students, faculty, and staff.
Responsibilities	<ul style="list-style-type: none"> ▪ Help returning stopped out students refine educational goals and update Student Education Plans and connect to other campus resources ▪ Meet with Second Year students at regular milestones (9, 30 and 45 units) to further refine their educational goals and plans. ▪ Identify credit-for prior learning and cooperative education opportunities ▪ Support career-themed exploration in the refinement of educational goals and programs of study ▪ Connect students with Transfer Center and Career Center counselors

Table 22: Tutors and Peer Mentors

Time/Effort: Tutors—15 hrs/wk x 38 wks per academic year and Peer Mentors—8 mentors at 8 hrs/wk x 32 wks per academic year for Strategy 1	
Qualifications & Experience	<ul style="list-style-type: none"> ▪ Maintain at least a 2.75 cumulative GPA and be enrolled in at least 6 units ▪ Final grade of B or better in course tutored ▪ Must be culturally sensitive and knowledgeable of the challenges underserved and underrepresented students face

Table 22: Tutors and Peer Mentors

	<ul style="list-style-type: none"> ▪ Must be a continuing student and have successfully completed a full academic year at Cañada College ▪ Recommendation from faculty
Responsibilities	<p>Tutors: Expand academic support services to more second year and returning students</p> <p>Peer Mentors: Create a sense of connection and belonging in the Interest Areas; expand access to support services to more second year and returning students, especially part-time students</p>

G. EVALUATION PLAN

1. Data Elements and Collection Procedures

Cañada College’s comprehensive evaluation plan is designed to assess the extent to which achievement of objectives and strategies have been met; assess the degree of effectiveness of the objectives and implementation strategies; determine how achievement of objectives helps to solve major problems identified in the CDP; and evaluate project impact on promoting growth and self-sufficiency for Cañada College. Guided by the P2C logic model (Figure 2, p. 21),¹⁷ which provides a rubric from which to determine where participants and processes should be each year to ensure long-term goals are reached, the plan includes formative and summative methods to ensure a holistic assessment. The plan is based on an “objectives-oriented” approach that focuses on the extent to which objectives are achieved,¹⁸ a “participant-oriented” approach that involves project staff in evaluation efforts to best meet the needs of stakeholders,¹⁹ and a “utilization-focused approach” which emphasizes the need to continuously collect, analyze and report quantitative and qualitative information to facilitate data-driven decision making.²⁰

¹⁷ W.K. Kellogg Foundation Logic Model Development Guide, 2004.

<https://www.aacu.org/sites/default/files/LogicModel.pdf>

¹⁸ Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2004). *Program evaluation: Alternative approaches and practical guidelines*. Boston, MA: Pearson.

¹⁹ Leff, H., & Mulkern, V. (2002). Lessons learned about science and participation from multisite evaluations. In J. Herrell & R. Straw (Eds), *Conducting multiple site evaluations in real-world settings* (pp. 89-100). New Directions for Evaluation (No. 94). San Francisco: Jossey-Bass.

²⁰ Patton, M.Q. (2008). *Utilization-focused evaluation* (4th ed.). Thousand Oaks, CA: Sage.

Formative Evaluation. Throughout each year, the evaluation process will focus on internal formative evaluation to influence the project as it progresses. The quarterly evaluation reports will measure progress on objectives and implementation strategies and will ensure that targets are met and budgets are properly spent. It will also provide an opportunity to consider the suitability of the original objectives in the event of altered circumstances. The reports will include information on how well implementation strategies have been met and if any problems were encountered. A detailed report will include the reasons for failure to meet a target, a strategy and new timeline for accomplishing the specific task, and the effect on the related objective. Each formative evaluation will be an assessment of the expectation for successful completion of the objectives. Continued formative evaluations will allow the College to assess progress for measurable objectives, implementation strategies and schedules, reallocation of resources, and revised managerial decisions, as needed. Formative evaluation reports will be provided to the College President, P2C Leadership Team, external evaluator and communicated to all relevant stakeholders.

Summative Evaluation. A summative evaluation of accomplishments and unanticipated outcomes will occur at the end of the grant period and will move beyond the formative evaluations to determine the degree to which Cañada College has reached further growth and self-sufficiency. The Project Director will prepare a final report that covers the history of the project including details on the following: (1) projected budget compared to actual; (2) how results to measure success were met; (3) how objectives were accomplished; (4) how goals/problems in the CDP were impacted; (5) unintended project outcomes; and (6) how the project has impacted the College's growth and self-sufficiency. Recognizing the importance and

value of long-term outcomes beyond the grant period, data for retention, persistence, and student success will continue to be collected and analyzed.

2. Data Analysis Procedures

Data sources to be used for this project include Banner student information system, IPEDS, tracking system reports, National Student Clearinghouse reports, the DHSI project database, California Community College Student Success Scorecard database, survey results, and internal reports. The P2C evaluation plan by objective, with annual targets, data to be collected, who will collect it, how it will be analyzed, and when it will be collected is shown in Table 23. The plan will result in quantifiable evidence of the extent to which goals and objectives have been attained.

Table 23: Cañada College Plan for Evaluation of Measurable Objectives

What is Collected?	Who Collects?	How/Source of Data?	How is Data Analyzed?	When?
Obj. 1: By Sep. 2027, increase fall-to-fall retention of part-time students to 53%. (Baseline = 43%) Annual Targets: 45%, 47%, 49%, 51%, 53%				
# part-time students enrolled in fall sem.; # who returned/did not return the next semester/fall to Cañada	PRIE; PD	Banner, IPEDS tracking system reports, exit surveys	Calculate persistence & retention rates; compare to baseline & previous year; review quantitative & qualitative data on why students may not have returned	Fall & spring each year
Obj. 2: By Sep. 2027, increase percentage of part-time students who complete a Student Education Plan (SEP) to 90%. (Baseline = 80%) Annual Targets: 82%, 84%, 86%, 88%, 90%				
Total # of part-time students, # with completed SEPs	PD	Project database	Review # of completed/not completed for percentage; compare to target and previous year; if target not reached, determine changes in approach	Fall & spring each year
Obj. 3: By Sep. 2027, increase fall-to-fall retention of Hispanic students to 46%. (Baseline = 37.7%) Annual Targets: 39%, 41%, 42%, 44%, 56%				
# students enrolled in fall sem. by race/ethnicity; # who returned/did not return the next semester/fall to Cañada	PRIE; PD	Banner, IPEDS tracking system reports, exit surveys	Calculate persistence & retention rates; compare to baseline & previous year; review quantitative & qualitative data on why students may not have returned	Fall & spring each year
Obj. 4: By Sep. 2027, increase 3-year graduation rates for Hispanic students to 35%. (Baseline=27%) Annual Targets: 29%, 32%, 35% (Y3-5)				
#Hispanic degree-seeking students enrolled; # obtaining degree/cert in 3 yrs	PRIE; PD	Banner & IPEDS reports analyzed; Nat'l Student Clearinghouse	Calculate graduation rates and compare to previous year and to other student populations	Fall each year beginning Y3
Obj. 5: By Sep. 2027, increase overall transfer rates to 20%. (Baseline = 13%) Annual Targets: 15%, 17%, 20% (Years 3-5)				
# degree-seeking students who transfer to 4-year by race/ethnicity, low-income status; transfer/enrollment data	PRIE; PD	Banner reports & project database analyzed; NSC	Calculate transfer rates and compare to baseline and previous year	Fall each year
Obj. 6: By Sep. 2027, increase sense of belonging of Hispanic students by 10% each year as indicated by 7-point Likert scale survey. (Baseline = fall 2022) Annual Targets: Increase by 10% each year over the previous year				

Table 23: Cañada College Plan for Evaluation of Measurable Objectives

What is Collected?	Who Collects?	How/Source of Data?	How is Data Analyzed?	When?
Survey results; # responses; race/ethnicity	PD	Survey (Likert scale)	Review survey results; compare to previous surveys; review qualitative and quantitative data for needed revisions	After each semester
Obj. 7: By Sep. 2024, at least 12 faculty will complete a Certificate in College Teaching & Learning (CTL-HSI). (Baseline = 0) Annual Targets: 12 faculty (by end of Year 2)				
ESCALA reports showing number of faculty who participated; # with CTL-HSI	PD	ESCALA reports	Identify number of faculty, compare to target	End of Year 1 & 2
Obj. 8: By Sep. 2027, increase success rates of Hispanic students in courses taught by HSI fellows by at least 2 percentage points each year. (Baseline = 2022) Annual Targets: Increase by 2 percentage points each year over previous year.				
# and type of courses taught by HSI fellows, student grades by race/ethnicity and low-income	PD	Class roster, grade reports	Review results, compare to previous year	After each semester
Obj. 9: By Sep. 2027, increase percentage of Hispanic and also low-income students reached through Financial Support Program by 5% each year. (Baseline = 0) Annual Targets: Increase by 5 percentage points each year over previous year.				
# of students served by race/ethnicity, low-income status	PD	Project database, surveys	Review survey results; compare to previous surveys; calculate and compare to target; use survey result feedback to refine program/reach	After each semester
Obj. 10: By Sep. 2027, increase percentage of students with at least 7.5 units for CA LAEP eligibility by 10% each year. (Baseline = fall 2022) Annual Targets: Increase by 10% each year over previous year.				
# of students with less than 7.5 contacted/encouraged to increase; # of students who move to part-time status; whether or not they applied for financial aid	PRIE; PD	Project database, PRIE reports	Review records and data to determine increase over previous year; if target not reached, review process/methods for reaching students and revise for future years	After each semester

GPRA Indicators. The P2C evaluation plan is aligned with the Title V Developing Hispanic Serving Institutions performance indicators.

H. BUDGET NARRATIVE

Cañada College is requesting \$2,669,824 in Title V funding for the Path to Completion (P2C) Project. A substantial portion of this funding is being requested for salaries and fringe benefits, which is consistent with the project's scope of developing and designing strategies to support increased completion and transfer rates. The P2C Project is ambitious in its design and leverages institutional resources for items not funded through the project. The timing of the P2C Project aligns with the College redesign process and will dramatically increase the ability of Cañada College to systematically address the needs of entering and continuing Hispanic, low-income, and other students. The costs detailed below are necessary to achieve the intended outcomes and are reasonable in relation to the project's objectives and scope. They are based on Cañada College's salary ranges and fringe benefit rates for similar positions; reasonable costs in the local area for similar items; the level of resources necessary for each strategy; the College's fiscal policies and procedures; and allowable and unallowable costs for the Title V program. Cost calculations and detailed justifications are provided within each category in the table below.

Table 24: Cañada College Title V P2C Project Budget						
Category/Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. PERSONNEL						
Project Director (0.5) <i>in kind</i>	-	-	-	-	-	-
Program Services Coordinator-Cultural Center (1.0 FTE)	90,129	92,833	86,056	70,910	51,126	391,055
Retention Specialist (1.0 FTE)	84,085	86,608	80,285	66,155	47,698	364,831
Program Services Coordinator-Financial Aid (1.0 FTE)	90,129	92,833	86,056	70,910	51,126	391,055
Tutors (8): 15 hrs/wk, 38 wks per acad year@\$17.12	78,067	78,848	71,673	57,912	40,943	327,443
Peer Mentors (8): 8 hrs/wk, 32 wks per acad year@ \$19.12	39,158	39,549	35,950	29,048	20,537	164,242
Counselors (30 hrs/wk, 12 wks)	36,000	36,360	33,051	26,705	18,881	150,997
HSI Fellows Faculty training (ESCALA CTL HSI Year 1;	7,138		10,410	17,548	7,138	42,234

Table 24: Cañada College Title V P2C Project Budget

Category/Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
HSI Practitioners Mini Course Year 3)						
Total Personnel	424,706	427,031	403,482	339,188	237,450	1,831,857
Justification for Personnel: Salaries are based on ranges for similar positions at Cañada and include planned yearly 3% COLA increases. New positions to be retained include the Cultural Center PSC, Financial Aid PSC, and Retention Specialist. Personnel costs for these positions will be gradually assumed over the project period beginning in Year 3. College rates for tutors are \$17.12/hr and peer mentors \$19.12/hr. Counselors are paid at the rate of \$100/hr. HSI Fellow faculty engagement participants will receive stipends. All positions are necessary to implement Strategies 1-3 and for project management.						
2. FRINGE BENEFITS						
Total Fringe	157,205	154,745	146,466	123,295	87,156	668,868
Justification for Fringe: Cañada calculates fringes on an established schedule which ranges from 11.7% for temporary staff to 39.4% for faculty and 54.2% for classified staff; student fringe rate is .72%						
3. TRAVEL-N/A						
4. EQUIPMENT-N/A						
5. SUPPLIES						
Laptop computers & misc.	2,000	2,000	1,000	500	-	5,500
Total Supplies	2,000	2,000	1,000	500	-	5,500
Justification for Supplies: As the college on-boards key, grant-funded personnel, grant funds will be used to purchase new or used laptop computers and miscellaneous office supplies for them.						
6. CONTRACTUAL						
Research Consultant (External Evaluator)	0	6,000	12,000	12,000	12,000	42,000
ESCALA CTL HSI and HSI Practitioner Mini Course training modules	10,800		25,000	35,800	10,800	82,400
Total Contractual	10,800	6,000	37,000	47,800	22,800	124,400
Justification for Contractual: External Evaluator: Four-year contract for services starting in Year 2 and including a site visit, consultation, data analysis, report preparation, advice, and recommendations.						
7. CONSTRUCTION-N/A						
8. OTHER						
Sense of Belonging/ Connection Programming	5,200	10,000	9,000	8,000	7,000	39,200
Total Other	5,200	10,000	9,000	8,000	7,000	39,200
Justification for Other: Cañada proposes to host regular culturally relevant information sessions that include speakers, faculty (paid) and information materials that will help students connect with each other, their faculty and college staff. In Year 1, we anticipate building the program (4 sessions @ \$1,300). By Year 2, we hope to be offering seven sessions per academic year (\$1,430 per session). In Years 3-5 we will be institutionalizing the costs of these sessions: Year 3 (6 @ \$1,500); Year 4 (5 @ \$1,600); Year 5 (4 @ \$1,750). College will fund 1-3 sessions Years 3-5.						
9. Total Direct Costs	599,911	599,776	596,948	518,784	354,406	2,669,824

Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs

All three strategies of Cañada College's P2C project are designed to improve students' social, emotional, academic, and career development needs for Hispanic, low-income, and other students by creating a culture of belonging and connection (Strategy 1); offering evidence-based practices for advancing student success (Strategies 1, 2, and 3); and providing culturally-relevant and sustainable professional development opportunities for faculty and staff (Strategy 2).^{21,22}

All strategies are part of the Title V evaluation plan.

Strategy 1 will build on the College's efforts to remove barriers to enrollment and the first-year experience (FYE) by creating a second-year experience (SYE) to help students persist and to address challenges that led many students to stop out during the pandemic. This includes creating a sense of connection and belonging via Interest Areas, Success Teams, and Special Programs. Grant funds will be used to support an additional full-time retention specialist to help ensure that all SYE students—continuing and returning students, particularly part-time, Hispanic, and underserved students—are well connected to the College via their Interest Area faculty and staff and that they are supported by their Success Team and/or a special program such as Promise Scholars (an initiative that covers the cost of tuition, fees, books, materials, and transportation for full-time students) or Extended Opportunity Programs and Services (EOPS) (a state-funded program that helps low-income and disadvantaged students succeed in college).²³

²¹ Harris, L. N. (2017). Latino Student Persistence Strategies in Transferring from Community College to Tier 1 Universities: A Phenomenological Analysis. *European Journal of Educational Research*, 6(2), 113-122. DOI: 10.12973/eu-jer.6.2.113

²² Chaves, C. (2006). Involvement, Development, and Retention: Theoretical Foundations and Potential Extensions for Adult Community College Students. *Community College Review*, 34:2, 140-141. DOI:10.1177/0091552106293414

²³ Havlik, Stacey et al, *Strengths and Struggles: First-Generation College-Goers Persisting at One Predominantly White Institution*, September 2017, Sage Publications.

Strategy 2 will create a campus culture where Hispanic and other low-income students feel welcomed and supported, achieve their educational goals and thrive through implementation of a comprehensive professional development program. A college-wide HSI Fellows community—a *Concencia* Cohort—will be created to lead the transformation of campus policies, practices, and culture toward HSI “servingness.”²⁴ It is designed to build asset-based mindsets for faculty and staff on campus that are inclusive with regard to race, ethnicity, culture, language, and disability status. The “*culture for serving Hispanic students is facilitated by faculty, staff, and administrators, who serve as intentional institutional agents who actively work to disrupt barriers for successful work of Hispanic students.*”²⁵ As such, immersive and supportive professional development experiences are ideal for developing these institutional agents and preparing them to be disruptors and agents for change.

Strategy 3 will support student career-related work for underrepresented students through a new California Learning-Aligned Employment Program (LAEP) that allows a participating student placement in an educationally-beneficial position related to the student’s area of study, career objective, or the exploration of career objectives. The program includes and emphasizes positions for students with employers who can provide them with full-time employment opportunities after graduation and within their areas of study. A grant-funded program services coordinator will be hired to increase the College’s capacity to identify and support students in accessing these resources and finding career-aligned employment.

²⁴ Garcia, G. A., Nune, A. M., Sansone, V. A. (2019) Toward a multidimensional conceptual framework for understanding “servingness” in Hispanic-serving institutions: A synopsis of the research. *Review of Educational Research*, 89(5), 745-784.

²⁵ Espinoza, P. P., Espinoza, C. C. (2012). Supporting the 7-th year undergraduate: Responsive leadership at a Hispanic serving institution. *Journal of Cases in Education Leadership*, 15, 32-50. And, Garcia, G. A. Ramirez, J. J. (2018) Institutional agents at a Hispanic serving institutions (HSI): Using social capital to empower students, *Urban Education*, 53, 355-31

Competitive Preference Priority 2: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success

Cañada College's P2C project is designed to increase postsecondary access and reduce the cost of college (Strategy 3); increase enrollment and completion (Strategies 1-3); and support the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives (Strategies 1-3).

The Path to Completion (P2C) Project seeks to address several systemic barriers to higher education attainment that the COVID-19 pandemic exacerbated by interrupting and affecting the educational journey of thousands of Cañada College's current and former students. A 2022 report issued by the Institute for Higher Education Policy (IHEP), *Lighting the Path*, reminds us that we must regain students' trust and "address the challenges that led students to stop out in the first place."²⁶ Cañada College aims to do this through three comprehensive and interrelated strategies that will expand the College's capacity to better serve Hispanic, low-income, and other students. A body of research supports this approach and includes the following:

Table 25: Selected Research to Support Strategies 1 -3	
Strategy 1: Establish Second Year Experience Create a sense of connection and belonging Support students to refine and update goals and SEPs Prepare students for year 3 and beyond	Havlik, S. et al (2017). <i>Strengths and Struggles: First-Generation College-Goers Persisting at One Predominantly White Institution</i> . Sage Publications. Villano, R., Harrison, S., Lynch, G. & Chen, G. (2018). Linking early alert systems and student retention: a survival analysis approach. <i>Higher Education</i> . 76. 10.1007/s10734-018-0249-y. Bettinger, E.P., Baker, R. (2014). The Effects of Student Coaching an Evaluation of a Randomized Experiment in Student Advising. <i>Educational Evaluation and Policy Analysis</i> , 36(1), 3-19. Escobedo, G. (2007). A retention/persistence intervention model: Improving success across cultures. <i>Journal of Developmental Education</i> , 31(1), 12-14,16-17,37. Harris, L. N. (2017). Latino Student Persistence Strategies in Transferring from Community College to Tier 1 Universities: A Phenomenological Analysis. <i>European Journal of Educational Research</i> , 6(2), 113-122. DOI: 10.12973/eu-jer.6.2.113 Escobedo, G. (2007). A retention/persistence intervention model: Improving success across cultures. <i>Journal of Developmental Education</i> , 31(1), 12-14,16-17,37.

²⁶ Institute for Higher Education Policy, *Lighting the Path*, April 2022.

Table 25: Selected Research to Support Strategies 1 -3

	<p>Garcia, G. A., Nune, A. M., Sansone, V. A. (2019) Toward a multidimensional conceptual framework for understanding “servingness” in Hispanic-serving institutions: A synopsis of the research. <i>Review of Educational Research</i>, 89(5), 745-784.</p> <p>Garcia, G. A. Ramirez, J. J. (2018) Institutional agents at a Hispanic serving institutions (HSI): Using social capital to empower students, <i>Urban Education</i>, 53, 355-31</p>
<p>Strategy 2: Create a Culture of HSI “Servingness”</p> <p>Provide culturally-relevant and sustainable professional development</p> <p>Create HSI Fellows Program—<i>Concencia</i> Cohort</p>	<p>Garcia, G. A., Nune, A. M., Sansone, V. A. (2019) Toward a multidimensional conceptual framework for understanding “servingness” in Hispanic-serving institutions: A synopsis of the research. <i>Review of Educational Research</i>, 89(5), 745-784.</p> <p>Espinoza, P. P., Espinoza, C. C. (2012). Supporting the 7-th year undergraduate: Responsive leadership at a Hispanic serving institution. <i>Journal of Cases in Education Leadership</i>, 15, 32-50</p> <p>Garcia, G. A. Ramirez, J. J. (2018) Institutional agents at a Hispanic serving institutions (HSI): Using social capital to empower students, <i>Urban Education</i>, 53, 355-31</p>
<p>Strategy 3: Improve Financial Stability of Students</p> <p>Launch Financial Support Program</p> <p>Support student career-related work (LAEP)</p>	<p>Bettinger, E. P., Long, B. T., Oreopoulos, P., & Sanbonmatsu, L. (2012). The role of application assistance and information in college decisions: Results from the H&R Block FAFSA experiment. <i>The Quarterly Journal of Economics</i>, 127(3), 1205-1242.</p> <p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2014, December). WWC review of the report: Freshman year financial aid nudges: An experiment to increase FAFSA renewal and college persistence. Retrieved from http://whatworks.ed.gov</p> <p>Schickel, K. (2016). Chalk talks - Financial literacy education: Simple solutions to mitigate a major crisis. <i>Journal of Law & Education</i>, 45(2), 259-268.</p> <p>Letkiewicz, J., Lim, H., Heckman, S., Bartholomae, S., Fox, J. J., & Montalto, C. P. (2014). The path to graduation: Factors predicting on-time graduation rates. <i>Journal of College Student Retention: Research, Theory & Practice</i>, 16(3), 351–371. doi:10.2190/CS.16.3.C</p>



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 05/31/2022

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☐ Moderate Evidence ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Bettinger, E.P., Baker, R. (2014). The Effects of Student Coaching an Evaluation of a Randomized Experiment in Student Advising. Educational Evaluation and Policy Analysis, 36 (1), 3-19. Retrieved from: https://eric.ed.gov/?id=EJ1019184	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10).</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The proposed Strategy 1: Create a send of connection and belonging. The proposed P2C retention specialist will provide services that enhance persistence and academic achievements for continuing and stopped-out students: case manage Second Year Experience students and check in with them throughout the semester, connecting them to tutoring and peer mentoring as needed; ensuring that their SEPs are up-to-date and accurate</p> <p>Use of early alerts allow for continuing and returning students to receive one-on-one academic coaching and support.</p> <p>The Proposed Strategy 3: Improve the financial stability of students. The proposal includes students who participate in financial coaching, consulting, and mentoring services on a continuous basis throughout college significantly reduce the amount of student loan debt beyond tuition and are more likely to complete their degree on time.</p>

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Instructions for Evidence Form

1. **Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
2. **Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. **Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. **Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. **Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

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CAÑADA COLLEGE BUDGET NARRATIVE (JUNE 6, 2022)

Cañada College is requesting \$2,669,824 in Title V funding for the Path to Completion (P2C) Project. A substantial portion of this funding is being requested for salaries and fringe benefits, which is consistent with the project's scope of developing and designing strategies to support increased completion and transfer rates. The P2C Project is ambitious in its design and leverages institutional resources for items not funded through the project. The timing of the P2C Project aligns with the College redesign process and will dramatically increase the ability of Cañada College to systematically address the needs of entering and continuing Hispanic, low-income, and other students. The costs detailed below are necessary to achieve the intended outcomes and are reasonable in relation to the project's objectives and scope. They are based on Cañada College's salary ranges and fringe benefit rates for similar positions; reasonable costs in the local area for similar items; the level of resources necessary for each strategy; the College's fiscal policies and procedures; and allowable and unallowable costs for the Title V program. Cost calculations and detailed justifications are provided within each category in the table below.

Table 24: Cañada College Title V P2C Project Budget						
Category/Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. PERSONNEL						
Project Director (0.5) <i>in kind</i>	-	-	-	-	-	-
Program Services Coordinator-Cultural Center (1.0 FTE)	90,129	92,833	86,056	70,910	51,126	391,055
Retention Specialist (1.0 FTE)	84,085	86,608	80,285	66,155	47,698	364,831
Program Services Coordinator-Financial Aid (1.0 FTE)	90,129	92,833	86,056	70,910	51,126	391,055
Tutors (8): 15 hrs/wk, 38 wks per acad year@\$17.12	78,067	78,848	71,673	57,912	40,943	327,443
Peer Mentors (8): 8 hrs/wk, 32 wks per acad year@ \$19.12	39,158	39,549	35,950	29,048	20,537	164,242
Counselors (30 hrs/wk, 12 wks)	36,000	36,360	33,051	26,705	18,881	150,997
HSI Fellows Faculty training (ESCALA CTL HSI Year 1;	7,138		10,410	17,548	7,138	42,234

Table 24: Cañada College Title V P2C Project Budget

Category/Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
HSI Practitioners Mini Course Year 3)						
Total Personnel	424,706	427,031	403,482	339,188	237,450	1,831,857
Justification for Personnel: Salaries are based on ranges for similar positions at Cañada and include planned yearly 3% COLA increases. New positions to be retained include the Cultural Center PSC, Financial Aid PSC, and Retention Specialist. Personnel costs for these positions will be gradually assumed over the project period beginning in Year 3. College rates for tutors are \$17.12/hr and peer mentors \$19.12/hr. Counselors are paid at the rate of \$100/hr. HSI Fellow faculty engagement participants will receive stipends. All positions are necessary to implement Strategies 1-3 and for project management.						
2. FRINGE BENEFITS						
Total Fringe	157,205	154,745	146,466	123,295	87,156	668,868
Justification for Fringe: Cañada calculates fringes on an established schedule which ranges from 11.7% for temporary staff to 39.4% for faculty and 54.2% for classified staff; student fringe rate is .72%						
3. TRAVEL-N/A						
4. EQUIPMENT-N/A						
5. SUPPLIES						
Laptop computers & misc.	2,000	2,000	1,000	500	-	5,500
Total Supplies	2,000	2,000	1,000	500	-	5,500
Justification for Supplies: As the college on-boards key, grant-funded personnel, grant funds will be used to purchase new or used laptop computers and miscellaneous office supplies for them.						
6. CONTRACTUAL						
Research Consultant (External Evaluator)	0	6,000	12,000	12,000	12,000	42,000
ESCALA CTL HSI and HSI Practitioner Mini Course training modules	10,800		25,000	35,800	10,800	82,400
Total Contractual	10,800	6,000	37,000	47,800	22,800	124,400
Justification for Contractual: External Evaluator: Four-year contract for services starting in Year 2 and including a site visit, consultation, data analysis, report preparation, advice, and recommendations.						
7. CONSTRUCTION-N/A						
8. OTHER						
Sense of Belonging/ Connection Programming	5,200	10,000	9,000	8,000	7,000	39,200
Total Other	5,200	10,000	9,000	8,000	7,000	39,200
Justification for Other: Cañada proposes to host regular culturally relevant information sessions that include speakers, faculty (paid) and information materials that will help students connect with each other, their faculty and college staff. In Year 1, we anticipate building the program (4 sessions @ \$1,300). By Year 2, we hope to be offering seven sessions per academic year (\$1,430 per session). In Years 3-5 we will be institutionalizing the costs of these sessions: Year 3 (6 @ \$1,500); Year 4 (5 @ \$1,600); Year 5 (4 @ \$1,750). College will fund 1-3 sessions Years 3-5.						
9. Total Direct Costs	599,911	599,776	596,948	518,784	354,406	2,669,824



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

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

San Mateo County Community College District-Canada College

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	424,706.00	427,031.00	403,482.00	339,188.00	237,450.00			1,831,857.00
2. Fringe Benefits	157,205.00	154,745.00	146,466.00	123,295.00	87,156.00			668,867.00
3. Travel	0.00	0.00	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	2,000.00	2,000.00	1,000.00	500.00	0.00			5,500.00
6. Contractual	10,800.00	6,000.00	37,000.00	47,800.00	22,800.00			124,400.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	5,200.00	10,000.00	9,000.00	8,000.00	7,000.00			39,200.00
9. Total Direct Costs (lines 1-8)	599,911.00	599,776.00	596,948.00	518,783.00	354,406.00			2,669,824.00
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)	599,911.00	599,776.00	596,948.00	518,783.00	354,406.00			2,669,824.00

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No
- (2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
Approving Federal agency: ☐ ED ☐ Other (please specify):
The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

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

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">San Mateo County Community College District-Canada College</div>	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

- (1) List administrative cost cap (x%):
- (2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

ED 524

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Developing Hispanic-Serving Institutions Program Profile Form

INSTRUCTIONS: ALL applicants must complete and submit this profile form. You may copy or recreate this form, but do not amend or modify the required information or format. Please complete all sections of this form. Upon completion, upload this document in .pdf format to the "Other Attachments Form" in Grants.gov.

1. Name of Institution/Campus Requesting: (Use your institution's complete name. If your institution is a branch campus, use the parent institution's name but follow it with the name of the branch campus. For example, you would cite the State University of New York- Brockport Campus.)

San Mateo County Community College District - Cañada College

Institution/Campus OPE ID#:

Cañada College OPEID 00697300

UEI#: MXRFPEKJT314

2. Applicant Address:

Street: 4200 Farm Hill Blvd

City: Redwood City

State: CA

Zip: 94601

3. Title V, Part A allowable activities proposed in this application: (check all that apply.)

Purchase, rent, lease lab equipment: ____; Construction/renovation of facilities: ____; Faculty Development: X;
Curriculum Development: X; Academic instruction: ____; Faculty fellowships: X; Purchase of
books/supplies/educational materials: X; Articulation/transfer program: ____; Tutoring: X; Counseling: X;
Mentoring: X; FYE program: ____; Summer Bridge program: ____; Other student support service programs:
X; Funds mgmt./Admin. Mgmt.: ____; Equipment/Software purchase: X; Establishing development
office to strengthen alumni/private contributions: ____; Endowment Fund: ____; Distance learning instruction
incl. purchase of technology: ____; teacher preparation program: ____; Community outreach to
elementary/secondary students: X; Expanding instruction/resources for graduate/professional students: ____;
Other: _____

4. Competitive Preference Priorities, if applicable:

Are you responding to CPP #1 – YES X NO ____

Are you responding to CPP #2 – YES X NO ____

Will not respond to either

5. Prior DHSI Grant Status: If applicable, please list the PR Award numbers of prior DHSI grants that your institution has had in the past 5 years.

P031S140161 – Grant ended 12/2020 (Title V)
P031S160245 – Grant ending 9/30/2022 (Title V)

6. Level of Effort (time commitment) of Project Director proposed in this application: 50% (in kind)

List active grants for which the proposed Project Director already serves: (If Project Director is To Be Hired, state “N/A” below. *Project Director does not support other active grants as of now.*

PR Award Number of grant:	Level of effort:	Final year of performance period:
1.	_____ %	
2. <input type="checkbox"/>	_____ %	
3.	_____ %	

7. Endowment Fund Assurance (Check here if you will have an Endowment Fund activity.): The institution certifies that it proposes to use no more than twenty percent (20%) of the Developing Hispanic-Serving Institutions Program development grant, made under the authority of Title V, of the Higher Education Act of 1965, as amended to establish or increase the institution’s endowment fund. The institution agrees to abide by the Department of Education’s regulations governing the Endowment Challenge Grant Program, 34 CFR Part 628, the program statute, and the program regulations, 34 CFR Part 606. The institution further agrees to raise the required matching funds.

8. Dual Submission Certification: If an institution applies for a grant this fiscal year under Title III, Part A and Part B programs, it must indicate the programs. (Check all that apply.)

- ☐ Strengthening Institutions Program
- ☐ American Indian Tribally Controlled Colleges and Universities Program
- ☐ Native Hawaiian-Serving Institutions
- ☐ Program Alaska Native-Serving Institutions Program

8a. If your application ranks in funding range for more than one program this fiscal year, please state the preferred order of award acceptance.

9. Current Title III Parts A and B grants: Please list the PR Award Numbers for all Title III, Parts A and B grant awards that the institution has:

P031C160039 – Grant will end 09/30/2022 (Title III) – 9 month no-cost extension requested.

10. Institutional Assurance Statistics: See the Application Guide and the [Federal Register](#) Notice for HSI Assurance Instructions. For the purpose of verifying demographic data, please provide Hispanic undergraduate FTE for school year 2020-2021 in boxes 10a and 10b.

10a. HSI Assurance (institutional data):

Total Undergraduate FTE Enrollment Count:

2,883

Hispanic Undergraduate FTE Enrollment Count:

1,268

Hispanic Undergraduate FTE Percent (%): 44%

10b. IPEDS Data (Data as stated in

IPEDS): Total Undergraduate FTE

Enrollment Count: 2,454

Hispanic Undergraduate FTE Count: not

available

Hispanic Undergraduate FTE Percent (%): not
available

10c. Eligibility Documentation:

The Department will cross-reference, for verification, provisional data in the Department's Integrated Postsecondary Education Data System (IPEDS) for 2020-2021. If there are any differences in the percentages reported in IPEDS and the percentage reported in box 10a of this form, you should explain the differences as a part of your eligibility documentation. If you do not provide data or the Department is unable to verify data submitted by the institution, the Department may deem the applicant ineligible.

11. Tiebreaker Information: Enter information below for school year 2020-2021. See the Application Guide and Federal Register Notice for instructions on calculating FTE enrollment.

- a) Total FULL-TIME EQUIVALENT (FTE) students = 2,883
- b) Total market value of endowment fund for 2020-2021 = Cañada A2B Endowment Fund: \$324,573
- c) Total expenditures for library material during 2020-2021 = \$28,105

Note: Failure to provide information requested in items a) and b) above may result in the Department not considering the application under a tie-breaker situation.

12. Certifying Official (i.e., President, VP, Chancellor, etc.):

Name: Kim Lopez

Title: President

Contact Number: (650) 306-3456

Email: lopezk@smccd.edu

13. By checking below, the applicant and President of the institution certify that the Institution of Higher Education (IHE) will comply with the statutory requirements, program standards, and program assurance cited in the DHSI program regulations 34 CFR Part 606.

Yes: X



U.S. Department of Education
Office of Post Secondary Education

OPEID: 00697300

Canada College

Redwood City, CA

FY: 2022

Print Date: 03/23/2022

We are pleased to inform you that your recent request for designation as an eligible institution under Title III and/or Title V of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA), is approved.

Please note, if you have a current Title III or Title V grant that will end during this fiscal year, you may be eligible to apply for additional programs. Please contact the program officer for which you are interested in applying.

Please retain this letter as evidence of your eligibility and for an adequate audit trail.

As a result of receiving this designation your institution is also eligible for a waiver of the non-Federal share matching requirements under the Federal Work Study Program (FWS) the Federal Supplemental Educational Opportunity Grant Program (FSEOG) and the TRIO Student Support Services Program under Title IV of the HEA. Your institution is also potentially eligible for a waiver of the Undergraduate International Studies and Foreign Language (UISFL) Program matching requirement, pending a demonstration of your institution's need for such a waiver in your application for new awards under this program.

NOTE: Branch campuses are not eligible for the waiver of the non-Federal share matching requirements. If the main campus is also eligible for Titles III and V programs, and they receive the cost-share waiver, the main campus' waiver can be extended to its eligible branch campus.

The eligibility for a waiver of the non-Federal share matching requirements applies for a one-year period beginning July 1, 2022. The offices within the Department of Education that administer those specific programs will handle the waiver of the cost sharing. You must apply for eligibility designation annually.

If you have questions concerning this designation, please contact Christopher Smith at Christopher.Smith@ed.gov or (202) 453-7946 or Jason Cottrell, Ph.D. at Jason.Cottrell@ed.gov, or (202) 453-7530. If you have questions concerning the waiver of the non-Federal share matching requirements for FWS or FSEOG, please contact the Campus-Based Call Center at CODSupport@ed.gov or (800) 848-0978.

Sincerely,

Beatriz Ceja Williams
Senior Director
Institutional Service Division