Imperial Valley College

Title V Grant

2004

#12910-108

PROGRAMS

6021 A1	FACULTY & CURRICULUM
6312 A2	STUDENT SUPPORT DEVELOPMENT
6783 A3	INSTITUTIONAL MANAGEMENT
6014 A4	PROJECT MANAGEMENT/EVALUATION

ACCOUNTS

PERSONNEL	FRINGE BENEFITS	SUPPLIES	CONTRACTUAL	TRAVEL	EQUIPMENT	Other
1209	3110	4401	5110	5220	6490	5890
1270	3130					
1490	3210					
1208	3220					
2106	3320					
2301	3330					
2399	3340					
1270	3420					
2108	3440					
2120	3510					
2399	3520					
	3530					
	3610					
	3620					
	3630					

Imperial Valley College

Serving Imperial County

380 East Aten Road
Post Office Box 158
Imperial, CA 92251-0158
760.355.6219
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http://www.imperial.edu

Paul Pai, Ed.D.
Superintendent/President
paul.pai@imperial.edu

Imperial Community College District
Board of Trustees
Rebecca L. Ramirez, President
Marian A. Long, Clerk
Carlos R. Acuña
Rudy Cardenas, Jr.
Kelly Keithly
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Louis Wong

May 6, 2004

Josephine Hamilton, Team Leader
Strengthening Institutions Team C
Institution Development and Undergraduate Education Services
1990 K Street, NW
Washington, D.C. 20006

RE: PR/Award # P031S040008 for Imperial Valley College

Dear Ms. Hamilton:

To comply with your request to provide evidence that Imperial Valley College was eligible to apply for a Title V Grant, we submit the two enclosed data files. The first data file shows the student population for Spring 2004, according to the definition on page 95 of the booklet entitled, "Application for Grants Under the Developing Hispanic-Serving Institutions Program," with student name, ethnicity (e.g., Hispanic or non-Hispanic), enrollment status (e.g., part-time or full-time), and number of credit hours enrolled. There are 2,741.3 FTE students in that file, of which 2,392 (or **87.3%**) FTE's are Hispanic. That far exceeds the required 25%.

The second data file is a list of Hispanic, low income, students by name, size of household, number in household under age 18, reported family income, applicable poverty level threshold, difference between applicable threshold and income, and determination as to poverty status. In order to comply with your submission deadline of Friday, May 7, 2004, we are including data only on students for whom financial data was already entered into the College information management system. That is a total of 3,486 or **51.25%** of the 6,802 Hispanic students enrolled, which meets the 50% threshold. There are more Hispanic students who meet the low-income criteria, but financial data on them has not yet been entered into the system, so we elected to omit them.

Per your request, these data files are provided in hardcopy format.

We provide this information in eager anticipation of being awarded a Title V Grant. Imperial Valley College is in great need of this financial support in order to strengthen its delivery of instruction and services to a largely Hispanic and low-income population.

Please contact Dawn Chun, Institutional Research Analyst, at 760-355-6286 if you should have further questions.

Sincerely,

Paul Pai, Ed.D.
Superintendent/President

OBJECTIVES

Application for Federal Education Assistance

U.S. Department of Education
Form Approved
OMB No. 1875-0106
Exp. 11/30/2004

Applicant Information

1. Name and Address

Legal Name: Imperial Valley College

Address: 380 East Aten Road

Imperial (City) CA (State) Imperial (County) 92251 - 9787 (ZIP Code + 4)

Organizational Unit

2. Applicant's D-U-N-S Number 078745197

3. Applicant's T-I-N 956006350

4. Catalog of Federal Domestic Assistance #: 84 031S

Title: Application for Grants Under the Developing Hispanic-Serving Institutions Progra...

5. Project Director: Dawn Chun

Address: 380 East Aten Road

Imperial (City) CA (State) 92251 - 9787 (ZIP Code + 4)

Tel. #: (760) 355-6286 Fax #: (760) 355-6172

E-Mail Address: dawn.chun@imperial.edu

6. Novice Applicant Yes

7. Is the applicant delinquent on any Federal debt? No
(if "Yes," attach an explanation.)

8. Type of Applicant *(Enter appropriate letter in the box.)* G

A State
B Local
C Special District
D Indian Tribe
E Individual
F Independent School District
G Public College or University
H Non-Profit College or University
I Non-Profit Organization
J Private, Profit-Making Organization
K Other *(Specify)*:

Application Information

9. Type of Submission:

--Application

Non-Construction

10. Is application subject to review by Executive Order 12372 process?

No - Program has not been selected by State for review.

11. Proposed Project Dates:

Start Date:	End Date:
10/01/2004	09/30/2009

12. Are any research activities involving human subjects planned at any time during the proposed project period? No (Go to item 13.)

12a. Are **all** the research activities proposed designated to be exempt from the regulations? No

Yes (Provide Exemption(s)#):

No (Provide Assurance #, if available):

13. Descriptive Title of Applicant's Project:
Project ACCESO (Accessing Community College Education by Strengthening Outreach)

Estimated Funding

14a. Federal	$	548,125	.00
b. Applicant	$	0	.00
c. State	$	0	.00
d. Local	$	0	.00
e. Other	$	0	.00
f. Program Income	$	0	.00
g. **TOTAL**	$	548,125	.00

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Typed Name of Authorized Representative
Paul Pai

b. Title
Superintendent/President

c. Tel. #: (760) 355-6219 Fax #: (760) 355-6172

d. E-Mail Address: paul.pai@imperial.edu

e. Signature of Authorized Representative

REV. 11/12/99

ED 424

OMB No.1840-0745 Exp.10/31/2006

Tie-Breaker Information:

Directions:

1. Enter the full-time equivalent (FTE) enrollment for Fall, 2000. Calculate FTE enrollment as follows:

* Total the number of full-time students in Fall 2000. This number is the FTE of full-time students. A "full-time student" is, for undergraduates, one whose academic load (course work and other required activity) is at least 75% of the normal full-time load at the institution. For graduate students, one FTE is one whose academic load, course work, and other required activities, totals at least 9 credit hours.
* Total the FTE of part-time students. Add the total number of credit hours of all part-time undergraduate students enrolled in Fall 2000, then divide that number by 12. The result is the FTE of part-time undergraduate students. Do the same for graduate students but divide the total by 9. Then add the two numbers to get the total FTE of part-time students.
* Add the FTE of full-time students and the FTE of part-time students. The result is the FTE enrollment for Fall 2000.

1.a) Enter the total market value of the institution's endowment at the end of the college's base fiscal year (2000-01).

1.b) Enter the total expenditures for library materials during the base year (2000-01).

NOTE: Failure to provide information requested in items 1.a) and 1.b) above may result in the Department not considering the application under a tie-breaking situation.

1. Total **FALL 2000 FULL-TIME EQUIVALENT (FTE)** students =	4935
a) Total market value of endowment fund for 2000-01	$ 0.00
b) Total expenditures for library material during 2000-01	$ 82,599.00

2. If contact person is different from person named in Item 5 on ED FORM 424, please identify by name and phone number in this space.

First Name: _____ **Middle Initial:** __ **Last Name:** _____

Phone: _____ **Extn:** _____

email: _____

PROJECT ACCESO ABSTRACT

Imperial Valley College (IVC) is a public two-year college offering a comprehensive array of higher education opportunities including transfer programs and courses applicable to baccalaureate level degrees, technical and occupational education, workforce training, developmental education, English as a Second Language programming, and lifelong learning opportunities. Imperial County shares a border with Mexico and Arizona, situated as it is in the southeastern most part of California. The College had a fall enrollment in 2003 of 7,480 students of which 87% were Hispanic. Imperial Valley College is seeking to address its access, persistence and completion weaknesses with the pursuit of this Title V grant opportunity. IVC has entitled its proposed grant project ACCESO (Accessing Community College Education by Strengthening Outreach). The ACCESO Project contact is Dawn Chun who can be reached at (760) 355-6286 or by emailing at dawn.chun@imperial.edu.

Project ACCESO includes three activities intended to strengthen curriculum and faculty, student support and institutional management functions. A total of $2,740,783 is requested over a five-year period to implement these activities.

Activity One: Improving Access and Strengthening Student Learning through Curriculum and Faculty Development will restructure the design of and pilot the distributed, distance delivery of three curricula (English, college mathematics, and English-as-a-Second-Language). Activity One also will provide extensive faculty/staff development to support curriculum development, to prepare faculty to effectively implement technology-enhanced distance learning capabilities, and to effectively manage distributed and distant course delivery. This activity will extend through the life of the grant and require about 45% of the overall budget.

Activity Two: Improving Access and Strengthening Student Learning through Student Support Development will provide faculty, staff and administration with improved access to student information by providing online access to student assessment necessary to assess student needs and to place students in appropriate instruction, by providing online enrollment services, by providing degree audit capability and online access to developmental level instruction. Funds for various pieces of this activity are located in each year of the grant and total about 19% of the overall Project ACCESO budget.

Activity Three: Improving Access and Strengthening Student Learning through Institutional Management Development will expand the technological infrastructure to support integration of technology into the total teaching, learning, and support services package. Activity Three will enable decision-makers to better plan for instructional delivery by improving scheduling processes so that these are driven by student need rather than faculty availability. Funds to implement the various pieces of this activity are required each year of the grant and total approximately 16% of the total budget.

Project Management and Evaluation costs to support a Title V Project Director (.5 for 1st and 5th years and .25 for 2nd through 4th), an assistant to the Director (.5 FTE), an external evaluator and a small amount of travel and phone, duplication and postage expenses total $266,585 or about 10% of the overall budget. In addition to these expenses is a fulltime Distance Learning Coordinator who has responsibility for all three activities. Thus, funding for this position is included in this budget piece bringing the total overall project management and evaluation budget to $547,202.

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INSTITUTIONAL NARRATIVE

Imperial Valley College (IVC) was first incarnated as the El Centro Junior College in 1921. In 1959, the voters elected to create the Imperial Valley Junior College District which morphed into the Imperial Community College District in 1971.

Table 1: Institutional Characteristics

Mission	The mission of the Imperial Community College District is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.
Control/Type of Institution	IVC is a public, two-year community college that is fully accredited by the Western Association of Colleges and Schools (WASC).
Types of Programs Offered	IVC offers lower division transfer-ready education, technical and occupational education, workforce training, developmental education and lifelong learning opportunities to Imperial Valley residents.

Student Body Characteristics

In fall 2003, there were 7,480 students (headcount) enrolled at Imperial Valley College. Over ninety percent of the student body population is minority with Hispanics representing 86.9 percent of the student population. This is a higher percentage of Hispanics than in the general population. Clearly, IVC reaches out to the minority population in its service area.

Table 2: Student Body Characteristics

Student Characteristics	Fall 2003	Percent of Pop
Male	2,847	38.1%
Female	4,633	61.9%
Asian	146	2.0%
Native Hawaiian and Other Pacific Islander	0	0%
Black or African American	98	1.3%
Hispanic or Latino	6,499	86.9%
American Indian and Alaska Native	26	0.3%
White (non-Hispanic)	692	9.3%
Other	19	0.3%
Average Age	27	NA
Part-time Students	4,735	63.3%

Faculty Characteristics

For FY 2003-2004, IVC employs 89 fulltime faculty and 164 part-time faculty. The faculty to student ratio is one to thirty-four (1:34).

Service Area Characteristics

Imperial Valley College serves Imperial County with a population of 142,361 (U.S. Census Bureau, 2000). The county's population grew >30% between 1990 and 2000. Imperial County is home to one of only two major ports of entry into the United States from Mexico along the California border. Over 2.5 million persons cross into the United States monthly through Calexico, CA. **Imperial is the only California County in which an ethnic minority (i.e., Hispanics) comprises the majority of the county's population (72.4%).** Not surprisingly, 68% of the total county population speaks a language other than English at home and 34% say they speak English "less than well."

Imperial County is the poorest county in all of California (Imperial Valley Press, January 29, 2002) for a number of reasons that are displayed in Table 3.

Table 3: Economic and Geographic Information

Geographic Characteristics	Imperial County is bordered by Mexico on the south; Arizona, east; Riverside County and San Diego Counties on the north and west; 4,597 sq. miles of sparsely populated, mostly rural arid desert; only two cities have a population exceeding 25,000; Approximately 50% of county's land mass is undeveloped.
Economic Characteristics	Agriculture is #1 economic driver in county; as many as 23,000 mostly Mexican farm workers swell the seasonal workforce daily; Tax revenues and opportunities for development are severely constrained by the fact that approximately 50% of county's land mass is under federal ownership and jurisdiction; County unemployment rate averages 23%; 32% of county population lives below the poverty level with 77.4% of that group being of Hispanic origin; 81% of IVC student population is receiving some type of financial assistance

Sources: IVC Institutional Research Office; U.S. Census Bureau; CA Labor Market Development Division (http://www.calmis.ca.gov/); Imperial County (www.co.imperial.ca.us)

COMPREHENSIVE DEVELOPMENT PLAN

1. To what extent does the institution clearly and comprehensively analyze the strengths, weaknesses, and significant problems of its academic programs, institutional management, and fiscal stability? To what extent does the information about the strengths, weaknesses, and significant problems result from a process that involved major constituencies of the institution?

Imperial Valley College, under the innovative leadership of Dr. Paul Pai, its new President, embarked on a comprehensive, inclusive planning and visioning process in the summer of 2003. That process included a systematic and structured plan to elicit input from community, student and employee stakeholders regarding needs, deficiencies and practical solutions to issues facing Imperial Valley College as it moves forward in this 21st Century. Through this planning process that is described in more detail later in this section, Imperial Valley College identified significant strengths, weaknesses, and problems in academic programs, institutional management, and fiscal stability. The weaknesses identified and addressed by the solutions proposed in this grant constitute very real, even overwhelming, barriers that Hispanic and other low-income residents of the Imperial Valley face as they attempt to gain access to and succeed in postsecondary education.

As shown in Table 4 and in the explanations following, Imperial Valley College has significant strengths from which it can build for future improvements.

Table 4: Strengths – Imperial Valley College

Academic Programs	Institutional Management	Fiscal Stability
• Committed Faculty • Well Respected Programs of Instruction • Strong Core Curriculum with Direct Links to Transfer Programs • Regional Accreditation	• Strong, New Visionary Leadership • Broad-Based Planning Process • Efficient Organizational Structure • Efficient Access to	• Improved Access to Automated Finance Management • Efficient and Conservative Budget Management • Effective Management

Academic Programs	Institutional Management	Fiscal Stability
• Successful Programs for Under-Represented Populations • Aggressive Outreach to Students with Financial Need • Strong Partnerships in Community	Information • Effective Institutional Research • Experienced Governing Board • Commitment to Improving Technology Infrastructure • HACU Membership	• Low Tuition Costs • Imperial Valley College Foundation

Strengths in Academic Programs

Committed, Dedicated Faculty: Imperial Valley College faculty are dedicated to student learning. The faculty are experienced in serving the needs of a largely minority, low-income student population. Faculty personalize attention to ensure learner success.

Well Respected Programs of Instruction: During the eighteen focus sessions conducted in the community during 2003 as part of the overall visioning process recently completed by the College, certain programs were mentioned repeatedly by community members as examples of effective, respected programs of instruction. IVC's Nursing and Health Technologies Program has graduated more than 700 nurses since it began in 1971. Most have stayed in the local job market. The IVC Child, Family and Consumer Sciences Department brought the Child Development Bachelor's Degree to the Imperial Valley in collaboration with San Diego State University – Imperial Valley. The IVC Public Safety Program has touched the professional lives of virtually every peace officer in the county.

Strong Core Curriculum with Direct Links to Transfer Programs: In the 2001-2002 academic year, 284 IVC students transferred to four-year universities. Two-hundred twenty-six went to California campuses while 58 transferred to other universities around the country.

Regional Accreditation: IVC was reaccredited in 2001 by the Western Association of Colleges and Schools (WASC) for a six year period. Continuous accreditation demonstrates a commitment to quality and responsiveness to improvement.

Successful Programs for Under-Represented Populations: IVC has reached out to this diverse community of learners to support their access and success. IVC began operating TRIO programs 25 years ago. Currently, IVC has a Student Support Services program, a Talent Search and an Upward Bound Project that provide outreach to underrepresented students to facilitate college readiness and/or to support college success. In 2003, IVC's Extended Opportunity Programs and Services served over 1,100 first-generation, low-income, at-risk students.

Fifteen percent of the fall 2003 enrollment was English-as-a-Second Language learners. Located on the Arizona/Mexican border, IVC plays a pivotal role in assisting new immigrants to the United States to obtain language proficiency and workforce skills. IVC counselors routinely provide orientation to new Border Patrol agents promoting programs at IVC.

IVC provides disabled learners with priority registration, note-taking services, tutoring, test proctoring, access to assistive technologies and a distraction-free environment.

Aggressive Outreach to Students with Financial Need: IVC leads the state of California in the percentage of students receiving Pell Grants. In the 2002-2003 academic year, 81.2% of all students enrolled at IVC qualified for some type of financial assistance. Since statewide reporting of this statistic began seven years ago, IVC has been the first among the community colleges in California in percentage of federal Pell Grants awarded.

Strong Partnerships in Community: IVC has created partnerships with a variety of agencies, institutions and businesses in the Imperial Valley in order to maximize use of resources and to best meet the needs of the community stakeholders. IVC has partnerships with the area's

hospitals, with area schools, colleges, and universities. The College is a full partner on the local Workforce Investment Board and provides business owners with assistance with managing growth and planning for the future through the efforts of the IVC Small Business Development Center. The College provides certification and degree training/education to the area's peace officers, health professionals and child care specialists.

Strengths in Institutional Management

Strong, New Visionary Leadership: Dr. Paul Pai was appointed as the new IVC President in 2003. Under his direction and leadership, IVC has engaged in a community-wide master planning experience that includes its constituents and all community stakeholders as it defines its path into the higher education world of the 21st Century. Community members and college constituents through a series of structured focus groups led by College administrative staff have been actively engaged in the process of providing input about their needs, their perceptions of the College, and about their suggestions for improvement, for growth and for excellence.

Broad-Based Planning: California community colleges are required by statute to include faculty and other internal stakeholders in the planning and governance process. While some colleges have struggled with the mechanics of managing this process, IVC under the leadership of Dr. Paul Pai has successfully integrated faculty into the planning and decision-making process.

Efficient Organizational Structure: Faculty, staff and administrators are readily accessible and work effectively together.

Efficient Access to Information: IVC executed $3.3 million in lease revenue bonds to purchase and implement the Banner Student Management System to improve efficiencies in how students and employees access information.

Effective Institutional Research: The Office of Institutional Research collects data to track progress towards established institutional goals for planning purposes.

Experienced Governing Board: The local governing board represents diverse community voices in support of college efforts. The Board applies a five-way test to every decision that they make for the College. They are fiscally responsible, committed to student learning, cognizant of their responsibility to the community, concerned for the interests and well-being of the IVC community members, and focused on fulfilling the mission of the College.

Commitment to Improving Technology Infrastructure: IVC has contracted with Strata Corporation, an external consulting group that provides IT consulting services to colleges and universities, to provide direction and knowledgeable advice on technology issues.

HACU membership links the College to other Hispanic-Serving Institutions with similar missions and challenges.

Strengths in Fiscal Stability

Improved Access to Automated Finance Management: IVC's Finance Division led the College in implementation of the Banner Finance System.

Efficient and Conservative Budget Management: Despite years of legislative under-funding, sound fiscal policies have kept IVC from having to cut staff in the face of state's budget crises.

Effective Management: The Planning and Budget Committee was constituted in 1998 and by Board directive is chaired by the Vice President for Business Services and includes representatives from administration including the Chair of the College Council and the Director of Fiscal Services, representatives from the faculty to include the President of the Faculty Senate, representatives from the ranks of classified employees and at least one student representative.

The function of the Committee is to coordinate and integrate college planning with the College's mission, goals, and objectives in keeping with established budget priorities.

Low Tuition Costs: California sets the costs of tuition in the state for all publicly funded institutions of higher education. In spite of the fact that tuition was increased from $11 a credit hour to $18 a credit hour in the fall of 2003 (a 64% increase), tuition to California's public institutions of higher education is still a "screaming deal" when compared to other states.

Imperial Valley College Foundation: Established in 1964 to solicit private donations in support of college activities, the IVC Foundation is guided by a Board of Directors. The Foundation is currently endowed at $1.5 million. An Executive Director was funded to provide leadership and to execute the Board's direction in 1997.

WEAKNESSES/PROBLEMS

In spite of these strengths, Imperial Valley College identified significant weaknesses that are causing critical problems in need of resolution. As with the strengths previously cited, the most glaring weaknesses are categorized in the following table into three areas -- academic programming, institutional management, and fiscal stability.

Table 5: IVC WEAKNESSES

Academic Programs	Institutional Management	Fiscal Stability

• Limited access to degree programs.
• Low persistence/ retention rates.
• Low graduation/ completion rates.
• Low transfer out rates.
• Limited access to technology.
• Large numbers of under prepared students.
• Hyper-extended learning experience for
	• Limited access to information
	• Outmoded and inadequate technology infrastructure.
	• Large service area with low population density
	• Inadequate resources to deliver programming to more remote areas in service region.
	• No data driven plan to accommodate future needs and growth.
	• Limited local pool of qualified, credentialed
		• State budget woes:
		  o Mid-year budget cuts and freezes
		  o No state funds to replace buildings or equipment
		  o Cap on enrollment reimbursement
		  o A threatened fund balance.
		• No funds to develop distance learning initiatives.
		• Limited functionality of management information

Academic Programs	Institutional Management	Fiscal Stability
large number of limited English proficient adults.	qualified, credentialed instructors and faculty. • Scheduling driven by faculty availability rather than student need. • Staff/faculty lack technological expertise.	management information system (Banner). • Growth and expansion not funded by State.

These critical weaknesses contribute to four overarching problems that need resolution if Hispanic and low-income students who look to higher education as a way out of poverty and isolation are to be effectively served. This proposal addresses problems caused by the identified weaknesses and proposes solutions to remediate these problems and strengthen the institution.

The four key problems are identified below with the weaknesses that are contributing to their existence categorized by type of problem.

ACADEMIC PROGRAMS	CONTRIBUTING WEAKNESSES
Problem #1: Low educational attainment among Hispanic and other low income individuals in this rural, isolated service region.	• High percentage of students is under-prepared for degree/transfer level course work. • Low percentage of ESL students transitioning into general education courses. • Low persistence/retention rates. • Low transfer out rates. • Low graduation/completion rates.
Problem #2: Limited knowledge among faculty of how to increase the persistence and thus, success of rural Hispanic and other low-income students.	• Majority of faculty not trained in use of new distance learning and teaching strategies and technologies that can increase student persistence. • Limited pool of qualified, credentialed instructors and faculty locally. • Faculty teach in classrooms that have inadequate infrastructure to support technology-enhanced or technology delivered instruction.

INSTITUTIONAL MANAGEMENT	CONTRIBUTING WEAKNESSES
Problem #3: Limited access to college programs and	• Large service area with low population density in most of area.

services among Hispanic and other low income individuals in the institution's rural, isolated service region.	• Limited access to degree programs.
	  o Few course offerings at remote sites
	  o Courses offered at remote sites do not constitute a full general ed program
	  o No public transportation service from any off-campus site to main campus
	  o High demand for too few transfer, general education classes
	• Support services (such as advising, web-based enrollment, placement testing, etc.) only available on main campus.
	• Scheduling driven by faculty availability rather than student need.
	• Inadequate technology infrastructure to cost effectively deliver interactive television and web-based programs and services to distant, rural students.

FISCAL STABILITY	CONTRIBUTING WEAKNESSES
Problem #4: Inadequate resources to deliver comprehensive programming to Hispanic and other low-income students in more remote areas of service region.	• Inadequate resources to develop new programs, faculty expertise, or support services. • Insufficient resources to extend programs to isolated students who are impoverished and place bound. • A downturn in the State's economic health and cutbacks in state funding have imperiled the College's reserve fund and restricted other sources of revenue needed to develop an adequate technological infrastructure. • Growth and expansion not funded by State.

Academic Program Problem

Problem #1: Low educational attainment among Hispanic and other low income individuals in this rural, isolated service region

Students at Imperial Valley College are less successful than their peers at other California community colleges when compared on the basis of both course retention and completion.

Table 6: Retention and Completion Comparison	**Retention to End of Term**	**Success (earned grade of C or higher)**
IVC Students	55.7%	45.7%
CA Statewide Students	82.8%	67.6%

Students come to Imperial Valley College under-prepared or unprepared to do college level work. They enroll in developmental education and English-as-a-Second Language classes in great numbers but most languish in these prep-classes, never advancing to the transfer level "gateway" courses of English composition or algebra as shown in the following table.

Table 7 **Developmental Level**	**Fall 2001 Enrollments**		**% of Cohort Transitioning to Transfer Level, Spring 2002**	**% of Cohort Transitioning to Transfer Level, Fall 2002**	**% of Cohort Transitioning to Transfer Level, Spring 2003**	**% of Cohort Transitioning to Transfer Level, Fall 2003**
English	1,332	18.5%	20.4%	18.9%	20.7%	16.4%
Math	1,344	18.7%	9.1%	10.3%	11.4%	18.4%

For those who begin their college careers at IVC in transfer level courses, the completion and graduation rate is equally disappointing. Unacceptably low numbers of IVC students actually complete their associate's degrees as is shown in the following table.

Table 8: Transfer and Graduation Rates for Full-time, First-time IVC Degree Seekers												
	Fall 1997 Cohort				Fall 1998 Cohort				Fall 1999 Cohort			
	Hispanic		All		Hispanic		All		Hispanic		All	
Cohort	284	82.8%	343		284	81.8%	347		339	82.7%	410	
Graduated	4	1.4%	6	1.8%	11	3.9%	12	3.5%	12	3.5%	15	3.7%

Source: IVC Office of Research

According to ACT, 32% of two-year public college students earn associate degrees (Postsecondary Education Opportunity, #117, 2002). By contrast, IVC graduates students at less than eight times this national rate.

The following weaknesses contribute to these low levels of educational attainment.

Weaknesses/Probable Causes/Contributing Factors

- *Students come to IVC under-prepared or unprepared to succeed in college*

It is not surprising that Imperial Valley College students are less successful than their counterparts in other California community colleges given the many barriers to success that IVC

students must overcome. IVC students come to college under prepared to partake of higher education opportunities. High school students in the Imperial Valley are more educationally disadvantaged and less successful than secondary students in the rest of the state. With the majority of its population concentrated in the cities of Calexico, which is on the U.S./Mexico border, and El Centro, which is a mere five miles to the north of the border, it is not surprising that nearly forty percent (39.4%) of Imperial Valley secondary students are limited English proficient. Over sixty-six percent (66.7%) of high school students are low income. Twenty-seven percent come from migrant farm families. With these statistics, it perhaps is surprising that the high school dropout rate isn't higher than the 27.2% reported by the California Department of Education. What may really be surprising given these statistics and the fact that only 10.3% of the County's adult population holds a college degree is that the County Department of Education estimates that 39.3% of Imperial Valley students attend college.

- *ESL program is not structured to accelerate language competence and transition students into transfer level degree courses and program*

The existing curriculum does not include a structured individualized assessment of the learner's language competencies nor does it accommodate varying rates of language mastery. Learners are locked into a progression of classes that extend over multiple semesters, even years, without a mechanism for rapid acquisition of skills needed to function successfully in college level academic work. A more accelerated curriculum that integrates the four basic communicative English skills would better meet the needs of the IVC ESL learner.

- *Developmental level instruction is not targeting individual skill needs of learners nor does it allow learners to proceed at their own pace*

Currently, 30 plus students are enrolled in each developmental education class at IVC. With such a load, developmental education instructors cannot develop individual

educational plans for each learner, nor do they have the time needed to provide individual assistance. Technology is the answer to individualizing instruction for these students and to empowering each to become an independent learner capable of transitioning into and succeeding in higher level coursework.

Problem #2: Limited knowledge among faculty of how to increase the persistence and thus, success of rural Hispanic and other low-income students.

Attracting and keeping faculty in the Imperial Valley is challenging. Pay for faculty at IVC is the lowest of all community college faculty in the state while the workload is robust. On average, each faculty member carries an overload every semester which averages 128% of a full load. Faculty who come to Imperial Valley and stay are dedicated to providing quality education to this student population, but they are handicapped in their delivery of that instruction by a lack of knowledge of how best to serve this largely Hispanic, low-income, rural population.

Contributing to this problem of limited knowledge among faculty of how to increase persistence and success for their students are the following weaknesses.

Weaknesses/Probable Causes/Contributing Factors

- *Majority of faculty not trained in use of new distance learning and teaching strategies and technologies that can increase student persistence.*

Faculty are providing the best instructional service they know how to deliver, but low persistence and completion rates show that training in the use of teaching strategies and technologies that have been demonstrated to positively impact student persistence and success for this Hispanic student population is critical if student success is to improve. Faculty cannot improve their success without training, yet resources for staff development are limited.

- *Limited pool of qualified, credentialed instructors and faculty locally*

Hiring additional or new faculty with knowledge of the most current pedagogical strategies and with skill in using the newest instructional technologies is very difficult given the limited pool of qualified, credentialed instructors locally. The percentage of residents in the Imperial Valley with a Bachelor's degree is very low (6.6%). Even lower is the percentage of residents with a Master's degree or higher (3.7%). Access to trained professionals who can provide instructional services even as adjuncts is severely restricted. Delivering instruction via distance learning technologies would allow the College to expand the pool of qualified instructors beyond the boundaries of the Imperial Valley. The use of distance learning technologies frees not only place bound students but also place bound institutions.

- *Faculty teach in classrooms that have inadequate infrastructure to support technology-enhanced or technology delivered instruction*

Compounding the faculty's limited knowledge of new distance learning and teaching strategies and technologies that can increase student persistence and success is the fact that IVC faculty teach in classrooms that have inadequate infrastructure to support technology-enhanced or technology delivered instruction. All the training in the world will not make a substantive difference in instructional delivery if faculty are handcuffed by limited technological resources.

Institutional Management Problem

Problem #3: Limited access to College programs and services among Hispanic and other low-income individuals in the institution's rural, isolated service region.

With enrollments steadily increasing over the past five years, it would be easy for the IVC administration and Governing Board to assume that local needs for higher education opportunities were being met, but enrollment increases simply reflect the rate of growth in the Valley's population – not whether the demand for opportunity and the supply of opportunities are in synch. Being complacent about enrollment growth is as dangerous for IVC as it is for the

frog sitting in a pot of water being slowly brought to a boil. Such complacency will eventually lead to destruction.

The community believes that access to higher education at IVC is limited. Participants in the community-wide focus groups that were convened in 2003 to provide feedback to the College's planning and visioning process loudly stated that they were routinely blocked from class enrollments, particularly in the "gateway" courses of college level English and math, because the classes were full as soon as registration opened. Others in the areas away from the main campus complained that the courses they needed to complete their degree pathways were simply never offered, or seldom offered, off-campus. When these courses were scheduled, the complainants continued, they usually did not "make" because there were simply not enough enrollments to justify the class for the time period scheduled. These discouragements and barriers caused most respondents to simply give up on their dream of earning a college degree.

This was not a surprising finding since the institution maintains waiting lists for these "gateway" classes. Upwards of 3,000 students are on the waiting list each semester, but the state's budget constraints and the lack of trained higher education faculty in the area make it impossible to expand the offerings either on-campus or off by simply adding classes. There is simply too much demand for the present supply of classes. The pot is about to boil over.

Contributing to this problem of limited access to higher education opportunities among Hispanic and other low-income individuals in the Imperial Valley are the following weaknesses.

Weaknesses/Probable Causes/Contributing Factors

- ***Large service region with low population density in most of region***

A primary factor affecting the institutions' ability to reach Hispanic and other low-income students is the sheer size of the enormous service area. The 4,597 square mile service

area is larger than some states but with a population density of only 13.6 people per square mile. Travel from the outlying areas to college classes is time consuming and expensive requiring a personal vehicle since public transportation is non-existent. IVC has attempted to address these barriers to access by developing outreach or attendance centers in El Centro, Calexico and Brawley. But these are not full-service sites and this still leaves the more remote areas without access. Students in these areas and other remote locations waiting for the right class to be offered at their location – and to "make" when offered -- have a discouragingly long wait to degree completion if they cannot attend classes offered on the main campus in Imperial.

- ***Limited access to degree programs***

Coordinated degree programs are not available at outlying sites because of the extensive staffs and costs that would be required to support full-fledged programs at multiple locations. Enrollment, placement testing, advisement and other support services that are provided at the main campus are unavailable at the outlying sites for the same reason. The result is that students drop-out of college before obtaining a degree and are not prepared to make a significant economic contribution to their community.

- ***Support services not available to all learners***

IVC provides services such as advising, orientation, placement testing, counseling, and instructional support for developmental students only on the main campus in Imperial, California. Due to budget limitations, advising, orientations, counseling, and other support services are virtually **unavailable** to students who do not live in or near Imperial or who can only attend class at night when these offices are closed. These students, the majority of whom are part-time, must juggle family and work schedules and the long trip to campus in order to register, to discuss financial aid issues, or to receive tutoring and other support services.

IVC has implemented the first phases of an automated student information system that has the potential to provide a wide array of online services to staff, faculty and students. The finance module is currently being customized and the "bugs" worked out. The potential to extend this resource to all end users exists but cannot be actualized without the purchase of additional modules and training. Students do not currently have access online to their placement results and recommended course placements. Students and advisors have no automated process for auditing a student's progress toward a degree. Students cannot access important financial aid information online. These automated functionalities are critical to the counselor who needs immediate access to standardized test scores, to grades, to transcripts, and other student information in order to assist the student appropriately. These automated functionalities are critical to the under prepared, part-time and remote student. Students cannot afford to waste time in classes that do not count toward degree attainment or to waste time and money struggling in classes for which they lack the prerequisite skills to succeed. The impact of this weakness on student success is evident from the low fall to fall persistence rate (52%).

- ***Scheduling driven by faculty availability rather than student need***

It is typical to blame a lack of academic success among minority and low-income students on factors external to the educational environment such as conflicting work schedules, a lack of family support or the lack of family "pioneers" who previously navigated the road to higher education, but successful Hispanic professionals themselves beg to differ. "The number one reason that dropout rates are higher for Hispanics," according to Zarate, president of the North Carolina Society of Hispanic Professionals, "is not work-related and it's not family related. . . . It is school related" (2002).

Why are students leaving IVC before they complete a degree? Students themselves provided the answer during 2003 community focus groups. Community members told us repeatedly that they were not able to enroll in classes that they needed either because they filled up too fast or because they weren't offered off-campus where they could access them. Traditionally delivered, classroom- and campus-based instruction essentially forces students to come to campus, even if it means that their chances for success are low. Traditional program delivery fails to meet the educational needs of the institutions' at-risk populations which include high proportions of Hispanics who are often under-prepared, first-generation college students, place-bound by jobs, family needs and their ties to their home communities.

- *Inadequate technology infrastructure to cost effectively deliver interactive television and web-based programs and services to distant, rural students*

The visiting team of the Western Association of Schools and Colleges, which in March 2001 conducted the most recent on-site accreditation visit to the IVC district, recommended that the district develop a comprehensive technology plan addressing current and future technological needs of both the administration and students. This recommendation was based on the observation that while the main campus had limited access to computers, many of which were old and slow, with sporadic access to the Internet, the off-campus sites were virtually bereft of access to such technology. The visiting team noted that although the desire to expand and update the number of computers available to students was present, there were no resources to do so.

Fiscal Management Problem

Problem #4: Inadequate resources to deliver comprehensive programming to Hispanic and other low-income students in more remote areas of service region.

- *Inadequate resources to develop new programs, faculty expertise or support services*

Surely every reader of this grant application is aware of the budget woes of the State of California. The recent gubernatorial recall was precipitated by a budget deficit of over $14 billion coupled with resentment among taxpayers over rising taxes and fees. The recall election campaign saw over one hundred candidates of varying backgrounds vie for the governorship and inspired many jokes delivered by late night television hosts and political pundits. But it is no joke that the higher education system in California has suffered dearly from budget cuts.

California's investment in higher education has been in decline since the late 1970's decreasing by 25.7% over the past 25 years. For FY2003, the state of California appropriated $8.50 per $1,000 of personal income to fund higher education (Post Secondary Opportunity, #126, Dec. 2002) compared to $12.81 at its peak in 1978. This decline in state commitment has steadily shifted the costs for higher education from taxpayers to students and their parents. Tuition rates at IVC were raised in the fall 2003 by almost 64% to offset reductions in tax revenues! Governor Schwarzenegger is proposing an additional 44% tuition increase for the 2004-2005 fiscal year. Such a dynamic forces those with the fewest resources to shoulder the burden for the rest of society for educating the populace.

- *Insufficient resources to extend programs to rural isolated students who are impoverished and place bound*

Declining state revenues and increasing demand for services in the population centers of the Imperial Valley force hard decisions about where to concentrate resources, but where is the equity in denying services to residents in need simply because of their place of residence? Is it fair to limit the educational opportunities for the Native American population in Winterhaven because they live in the farthest eastern area of the region in a thinly populated area? Is it fair to limit access to immigrant farm laborers in Niland located in the farthest northern area of the

region? Is the solution to dilute services for all or to find an alternative, cost effective means of delivering services to residents in all parts of the service region? The answer is obvious.

- *Threatened reserves and restricted alternative fund resources*

By 1995, rampant enrollment growth and capped state revenues had driven IVC's reserves down to zero. The College has struggled to stabilize its budget and to maintain the required 6% reserve balance while maintaining the existing level of services in austere budgetary times. The College received approval for a lease revenue bond agreement to fund a much needed upgrade of the management information system, but that now puts the College in debt to the tune of $3.3 million which is being paid back from general funds over the next 15 years. These borrowed dollars cannot be spent on any needs other than those for which they were designated. Monies simply do not exist for the development of a distance learning infrastructure which would address the access and student success issues identified earlier in this study.

- *Growth and expansion not funded by the State*

While the state has been reducing its financial commitment to community colleges, the growth in FTE at Imperial Valley College has been continually fueled by the unrelenting population growth in this border region. "No matter what actions governments take to restrict the flow of students and families from Mexico into the U.S., . . . children and families from Mexico. . .have, do and will continue to cross the U.S.-Mexico border in search of a better life" (Schools Along the Border, 1994). Growth is a reality in the Imperial Valley. Population growth in the region during the '90's averaged 30 percent. It is clear why the Western Association of Schools and Colleges recommended in 2001 that IVC "actively explore and pursue all public and private funding opportunities" available to it.

2. To what extent are the goals for the institution's academic programs, institutional management, and fiscal stability realistic and based on comprehensive analysis?

IVC has been working on improving its planning processes for several years. In fact, the 2001 visiting committee of the WASC commended the College for having responded thoroughly and thoughtfully to previous accreditation recommendations regarding planning. The College mission was updated in 2002 and incorporated into the master planning document which was adopted in 2000. The Institutional Master Plan 2000-2004 was developed in collaboration with members of the Board, faculty, students and administration. The planning process involved an examination of both the internal and external environments influencing future development as well as an examination of the existing and anticipated development of both the instructional and support service areas. The goals of the institution through 2004 are as follows:

- Enhance the institution's planning effort
- Develop and implement a marketing and public relations plan
- **Improve student access to the college's educational programs using technology and other innovative instructional vehicles**
- Develop a partnership and consortia of business and industry
- **Increase the total number of students successfully completing courses**
- **Increase course offerings in all programs.**

In keeping with a spirit of collaboration and thoughtful planning, Dr. Paul Pai initiated a community stakeholders visioning process shortly after his arrival in 2003 to begin the development of a 2005 master plan. Under his leadership and direction, eighteen two-hour community focus groups have been held in each city and township of the district. A final Community Stakeholders Summit was conducted on January 10, 2004 to process the data that had been collected over the fall and to establish priorities going forward. A campus community

visioning task force then met February 10-12, 2004, to process the feedback from this community input process and to integrate it all into the new Master Plan. Even though that plan is not as yet complete, Dr. Pai reports that it is apparent that the following goals will be the top priorities for IVC for the next five years and are supported by the activities of this proposal.

- **Develop the capacity to deliver instruction and services via distance learning.**
- **Make orientation, registration, and other student support services available to all students in the Imperial Valley regardless of location.**
- **Improve IVC's graduation and transfer rate to four-year institutions of higher learning.**

3. To what extent are the plan objectives measurable and related to the institution's goals?

IVC sought wide involvement of all constituents in the development of this Title V application. The following table shows the key administrators, support personnel, and faculty who were involved in the planning process, who provided input, who researched potential solutions, and who contributed input into the construction of this application.

Table 10: Planning Committee **Title V Planning Committee Member**	**Stakeholders Represented**
Paul Pai, Superintendent/President	Entire College community and community stakeholders
Eileen Buckel, Dean of Learning Services	Academic instructional stakeholders
Dawn Chun, Research Analyst	Administration
Edgar Coronel, Chief Technology Officer	Technology needs and issues
Lincoln Davis, English Faculty	Faculty
Renee Fenn, Dean of Extended Campus	Stakeholders and partner institutions at off-campus sites
James Fisher, Chemistry Faculty	Faculty and Information Technology Advisory Committee
Jan Magno, Dean of Financial Assistance and State Programs	Student Services staff and students

The Information Technology Advisory Committee (ITAC) was convened in August 2002 to identify and communicate the technology needs of the faculty to the administration. That committee, consisting primarily of faculty, did yeoman's work in researching best practices in distance learning at other colleges, developing faculty webpage templates, visiting colleges with effective distance learning programs, taking courses in how to teach online, and generally promoting the use of technologies in instruction. ITAC had significant input into the Title V planning process and was represented on the planning committee by its chair and co-chair.

In analyzing the institutional strengths, weaknesses and workable solutions to same, Title V planners used a host of resources that included internal IVC reports and audits, WASC accreditation findings and self-study reports, faculty surveys and meeting notes, demographics of the service area, input from various stakeholder focus groups, institutional data provided by IR office, professional literature from journals, internet, publications, etc., visits to similar institutions, external consultant reports and observations, and economic trend data. This thoughtful and extensive planning process resulted in a well-conceived and executable plan as represented in this project proposal.

Table 11 lists the measurable objectives and institutional goals to which they connect.

Table 11: Relationship of Objectives to Institutional Goals

Institutional Goal	Project Objectives	Timeframe
Develop the capacity to deliver instruction and services via distance learning.	By Fall 2006, the student retention rate among first-time Hispanic and/or low income degree seekers will have improved by 25% over 2003-2004 baseline through o **development of distance learning general studies classes** in either a web-based or interactive televised format and o **the development of faculty capacity to design and deliver technology-enhanced programming.**	2004 – 2006
	By Fall 2009, **through strengthening of IVC's distance learning infrastructure**, there will be an	2004-2009

	increase of 15% in enrollment of Hispanic, minority and low income students over 2003-2004 baseline.	
Improve IVC's graduation and transfer rate to four-year institutions of higher learning.	By Fall 2006, 75% of students in Spring 2006 distance learning degree-seeker cohort will be **retained** (i.e., **persist** to end of semester). By Fall 2009, the percentage of Limited English Proficient students successfully **transitioning to college-level coursework** will have increased by 15% over 2003-2004 transition rates. By Fall 2009, the student **completion/ graduation rate** will have improved by 20% over 2003-2004 baseline through development of capacity to deliver needed courses anytime/anywhere. By Fall 2009, through customization and implementation of an automated course scheduling system driven by student need rather than faculty availability, there will be a 25% increase in the percent of Hispanic, minority and low-income students **enrolled in college transfer coursework** over 2003-04 baseline.	2004-2006 2006-2009 2004-2009 2008-2009
Make orientation, registration, and other student support services available to all students in the Imperial Valley.	By Fall 2009, through **the development and implementation of more accessible and online student advising and support services** that include online enrollment, computerized student assessment, degree audit, and online access to developmental level instruction, there will be a 10% increase in student retention rates within a semester compared to 2003-2004 baseline.	2004-2009

4. To what extent does the plan clearly and comprehensively describe the methods and resources that will be used to institutionalize project practices and improvements?

Dr. Pai, IVC's President, has been the driving force behind the College's broad based comprehensive planning process that will result in a new Master Plan for the College and has resulted in this Title V proposal. This Title V proposal addresses three of the goals that will be included in the 2005-2010 Master Plan and as such, is pivotal to transforming the institution into one that maximizes higher education opportunities for Hispanic and low-income learners. This

application has enjoyed widespread input. It represents the best ideas of a wide constituency and is supported by the entire College community. The Project Director reports directly to the President to ensure that the goals of this project are met. The project will build intellectual assets among the faculty through extensive staff development. This intellectual "capital" will become a permanent asset for the College. Contractual support to customize existing software applications for this specific college environment will provide a permanent technological solution to address existing needs. The project budget was carefully crafted to ensure adequate support for all activities but to be fiscally conservative. To demonstrate the College's intention to institutionalize the activities outlined in this project, virtually all personnel positions are gradually stepped off the grant payroll and onto the College's payroll over the course of the grant. The two part-time positions of curriculum and faculty development activity coordinator will not be continued past 2009 as the institution's faculty will have internalized the distance learning philosophies and skills needed to perpetuate effective delivery of distance learning. Costs for online services incurred to implement some project activities will be on-going after the life of the grant. These costs plus costs of personnel picked up by the College can be covered by the expected increase in revenue generated by projected enrollment increases.

Projected Annual Expenses	Projected Annual FTES Increase	Expenses vs. Revenue
$331,670	100 FTES x $3,407/FTES = $340,700	$331,670 vs. $340,700

OMB No.1840-0745 Exp.10/31/2006

GRANT APPLICATION FOR THE
HISPANIC-SERVING INSTITUTIONS PROGRAM
Title V, Higher Education Act, as amended

Activity Objectives and Performance Indicators

Name of Applicant Institution:
Imperial Valley College

Activity Title:
1. Curriculum and Faculty Development 2. Student Support Development 3. Institutional Management Development

Major Objectives In Measurable Terms	Performance Indicators
1. Curriculum and Faculty Development 1.1. By Fall 2006, the student retention rate among first-time Hispanic and/or low income degree seekers will have improved by 25% over 2003-2004 baseline through development of distance learning general studies classes in either a web-based or interactive televised format and the development of faculty capacity to design and deliver technology-enhanced programming.	1.1.1. By September 2005, 100% of faculty will have access to an on-line commercially developed course management software system through a site license. 1.1.2. By September 2006, 100% of fulltime faculty will have received initial training in use of course management software. 1.1.3. By September 2005 and subsequent Septembers of each program year, a distance learning curriculum and instruction institute designed to instruct faculty in the technical and pedagogical aspects of delivering courses on-line or over interactive television will have been conducted on-site. 1.1.4. By September 2009, at least 55 IVC faculty will have participated in faculty development activities delivered during annually scheduled distance learning institutes. 1.1.5. By January 2006, one 3 hour credit course in freshman English and one 3 hour course in College Algebra will be converted to a distance learning format and ready to pilot with students. 1.1.6. By the beginning of the Fall Term 2008, all English and math courses required for completion of an associate degree will have been redesigned for delivery either on-line or over interactive television with clearly stated outcomes, explicit learning activities/assignments, and competency exams.
1.2. By Fall 2006, 75% of students in Spring 2006 distance learning degree seeker cohort will be retained (i.e., persist to end of semester).	1.2.1. By Spring 2006, a minimum of 30 students will be enrolled in either a math or English transfer level course developed for distance delivery under Project ACCESO. 1.2.2. By May 2006, 85% of Project ACCESO degree seeker cohort will have successfully completed the course(s) in which enrolled.

1.3. By Fall 2009, the percentage of Limited English Proficient students successfully transitioning to college-level coursework will have increased by 15% over 2003-2004 transition rates.	1.3.1. By Fall 2008, the ESL program will have been revised to incorporate more accurate student placement, clearly stated student outcomes, accelerated format, and technology-enhanced instructional delivery. 1.3.2. By Fall 2008, 30 LEP students will be enrolled in the newly revised ESL transfer degree preparation program. 1.3.3. By September 2009, 20% of Project ACCESO ESL cohort will be enrolled in a transfer level general education class.
1.4. By Fall 2009, the student completion/ graduation rate will have improved by 20% over the 2003-04 baseline through development of capacity to deliver needed courses anytime/anywhere.	1.4.1. By September 2005, a cohort of 30 first-time Hispanic and low income degree seekers will be identified for Project ACCESO. 1.4.2. By January 2006, all 30 members of the identified cohort will be enrolled in either the Project ACCESO freshman English or College Algebra course. 1.4.3. By Fall 2009, 40% of Spring 2006 Project ACCESO cohort will have completed a transferable degree or transferred to a four-year university.
2. Student Services Development 2.1. By Fall 2009, through the development and implementation of more accessible and on-line student advising and support services that include on-line enrollment, computerized student assessment, degree audit capability, and on-line access to developmental level instruction, there will be a 10% increase in student retention rates within a semester compared to 2003-2004 baseline.	2.1.1. By Fall 2006, on-line computer delivered student assessment will be operational. 2.1.2. By Fall 2008, the developmental education program will have the capacity to be delivered individually on-line. 2.1.3. By Fall 2009, 80% of Spring 2009 developmental education cohort will be retained to end of semester. 2.1.4. By Fall 2009, 75% of Spring 2009 developmental education cohort will successfully complete the requirements for transitioning to a transfer level course of study. 2.1.5. By Fall 2007, 15% of students will use on-line access to apply for enrollment. 2.1.6. By Fall 2009, 20% of degree seeking cohort will have used automated degree-audit service.
3. Institional Management Development 3.1. By Fall 2009, through customization and implementation of an automated course scheduling system driven by student need rather than faculty availability, there will be a 25% increase in the percent of Hispanic, minority and low-income students enrolled in college transfer coursework over 2003-04 baseline.	3.1.1. By Fall 2008, commercially developed course scheduling software will be installed on College administrative computers. 3.1.2. By Spring 2009, all appropriate decision makers will be trained in use of scheduling program.

3.2. By Fall 2009, through strengthening of IVC's distance learning infrastructure, there will be an increase of 15% in enrollment of Hispanic, minority and low income students over 2003-2004 baseline.	3.2.1. By Fall 2007, purchase and installation of 50 desktop computers dedicated to assessment function. 3.2.2. By Fall 2008, purchase and installation of 25 computers for ESL program 3.2.3. By Fall 2009, purchase and installation of 20 computers for developmental education program.

ED FORM 851S-2

ACTIVITY OBJECTIVES

1. To what extent are the objectives realistic and defined in terms of measurable results?

Community stakeholders "loudly and clearly" voiced their concerns about access to higher education opportunities at Imperial Valley College during the community-wide visioning/planning process conducted during 2003. Time and again, students and concerned community members told of "closed" classes or no classes scheduled in English and math at times and places where they could access them to complete their transfer degrees and certificates. Graduation and transfer data support these complaints. Only 3.5 percent of IVC degree-seeking students graduate within three years of initial enrollment. Only four percent transfer to a four-year university from IVC. This lack of student success is directly linked to the access barriers identified by community stakeholders – barriers that include too few classes in core general education subjects, under prepared students not capable of succeeding in courses in which they are placed, unclear student academic goals, inadequate information to support learning success, and severely limited resources necessary to resolve these access issues.

With careful deliberation, extensive study and widespread, comprehensive input from stakeholders including community members, students, faculty and the administrative College staff, IVC determined that to provide higher education opportunities to a growing and diverse student population that is largely Hispanic and first-generation while facing the reality of declining operational revenues it must develop a comprehensive, high quality distributed distance learning program that utilizes innovative pedagogies and processes.

Dr. Armando Arias, VP for Academic Planning, Instruction, and Assessment at Cal State University/Monterey Bay, states in "Agile Learning, New Media, and Technological Infusement: Serving Underrepresented Students" (2000) that "fundamental restructuring is necessary to

accommodate" the rising tide of Latino students entering California's institutions of higher education. He suggests that distance education utilizing the latest technologies and innovative pedagogy can effectively meet the needs of underrepresented and underserved learners.

Project ACCESO (Accessing Community College Education by Strengthening Outreach) proposes to strengthen the capacity of IVC to deliver high quality instruction to its population of largely Hispanic and low-income students regardless of their location in the Imperial Valley, their lack of access to transportation, work schedule conflicts, and other access barriers. The three activities of Project ACCESO (see 851S-2 for description of measurable objectives and performance indicators associated with each activity) will enhance teaching, learning and support services to IVC's population through use of efficient distributed technologies, innovative pedagogy and electronic management tools. Project ACCESO will expand the pool of trained faculty available to deliver needed instruction, will expand the capacity of the College to meet the needs of more students without increasing the physical plant, and will strengthen the technological infrastructure necessary to support the use of distance learning strategies.

Activity One: Improving Access and Strengthening Student Learning through Curriculum and Faculty Development will restructure the design of and pilot the distributed, distance delivery of three curricula (English, college mathematics, and English as a Second Language). English and math curricula were chosen because community feedback and hard data on waiting lists for these courses strongly communicated that there was an insufficient supply of math and English classes to meet the demand. The ESL curriculum was chosen because it represents a significant percentage of the overall student enrollment annually (15%). Retention (60%) in the ESL program is abysmally low. Only about 15% of students who enroll in an ESL class actually develop the language competence needed to move on to a transfer level English

class within five years. A low two percent graduate with an associate degree. Clearly, a redesign of the ESL program to accelerate learning and successfully move non-native learners along the continuum of educational and credential attainment is critical to this HSI.

Activity One also will provide extensive faculty/staff development to support curriculum development, to prepare faculty to effectively implement technology-enhanced distance learning capabilities, and to effectively manage distributed and distant course delivery. In essence, faculty will be expected to change the way they look at teaching and learning. They will come to see how this technology-enhanced learning environment changes how students learn, how students and faculty interact, and how learning and teaching are transformed by technology.

Activity Two: Improving Access and Strengthening Student Learning through Student Support Development will provide faculty, staff and administration with improved access to student information. Activity Two will provide online access to student assessment necessary to assess student needs and to place students in appropriate instruction. Activity Two will improve access by providing online enrollment services. It will provide degree audit capability and online access to developmental level instruction. Expanding access to developmental education is critical since 56% of degree seeking IVC learners come to the College under prepared, and only eight percent of this under prepared population persists to graduation or transfer. Implementing a computer managed curriculum will provide instruction focused on individual learner need. Delivering that instruction through a distanced education mechanism will expand access to this essential instructional component beyond the main campus or the El Centro and Brawley sites.

Activity Three: Improving Access and Strengthening Student Learning through Institutional Management Development will expand the technological infrastructure to support

integration of technology into the total teaching, learning, and support services package. Activity Three will enable decision-makers to better plan for instructional delivery by improving scheduling processes so that these are driven by student need rather than faculty availability.

2. To what extent are the objectives for each activity related to the problems to be solved and to the goals of the comprehensive development plan?

The three activities proposed in Project ACCESO address each of the major problems/weaknesses identified and discussed in the Comprehensive Development Plan.

ACTIVITY ONE: CURRICULUM AND FACULTY DEVELOPMENT

Problem #1: Low educational attainment among Hispanic and other low income individuals in this rural, isolated service region.

Redesigning the "gateway" degree courses, ESL curricula, and the developmental education program to include measurable skill outcomes, high engagement learning strategies, student collaboration, and technology-enhanced delivery will accelerate skill development, increase student retention, persistence, and completion reducing student time to goal attainment, maximize use of student as well as institutional resources and effort, and increase the number of Hispanic and low-income students transferring to four-year degree granting institutions.

Problem #2: Limited knowledge among faculty of how to increase the persistence and thus, success of rural Hispanic and other low-income students.

Higher education faculty are typically poorly trained in the use of pedagogical strategies and technology-enhanced instruction that facilitate learning for high context learners such as Hispanic and females. We have all heard the expression that teachers teach the way they were taught. There is real truth in that axiom, and when the average age of faculty is 49 years, as it is at IVC, those teachers were taught long before research in culturally sensitive pedagogical

strategies was on anyone's radar and long before modern teaching technology was available. IVC faculty need training to improve their skills and effectiveness with this student population. They desire the opportunity to receive such training, but opportunities are severely limited by lack of institutional resources. This grant project, if funded, will strengthen faculty and staff development at IVC by providing high quality, pedagogically sound training opportunities focused on designing, refining and delivering courses in a technology-rich learning environment that can transcend place and time constraints using distance delivery strategies.

ACTIVITY TWO: STUDENT SUPPORT DEVELOPMENT

Problem #3: Limited access to college programs and services among Hispanics and other low income individuals in the institution's rural, isolated serviced region.

Research conducted by the Title V planning committee and input from faculty, the IVC Administrative Council, and external consultants suggests that the student support weaknesses identified in the CDP can be effectively addressed by developing the capacity for online enrollment, computerized student assessment, online degree audit capability, and technology-enhanced developmental education.

ACTIVITY THREE: INSTITUTIONAL MANAGEMENT DEVELOPMENT

Problem #4: Inadequate resources to deliver comprehensive programming to Hispanic and other low-income students in more remote areas of service region.

To create a distance learning system with the capacity to meet the needs of students on both sides of the "digital divide," the College needs to acquire not only the capacity to deliver online instruction but also the capacity to deliver cost-effective video teleconferencing to multiple sites in the service region. External resources must be found to strengthen the inadequate and highly limited technological infrastructure of the College.

STRATEGY
&
TIME TABLE

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM
Title V, Higher Education Act, as amended

Form Approved:
OMB No. 1840-0745
Exp. Date: 10/31/2006

IMPLEMENTATION STRATEGY AND TIMETABLE FORMS

1. Name of Applicant Institution: Imperial Valley College

2. Activity Title: Project Management and Evaluation plus 3.Institutional Management Development, 1.C and Faculty Development, 2. Student Support Development

3. Specific Tasks To Be Completed	4. Primary Participants	5. Methods Involved	6. Tangible Results	7. Time
				From
Project Management/ Evaluation (First four tasks relate to entire project) Select Title V Director and appoint Internal Monitoring Team (IMT)	President/Superintendent	Title V Director released 50% 1st & 5th yrs & 25%, 2nd, 3rd, & 4th; IMT selected from administration, faculty, & staff.	Title V Director hold first meetiing of IMT.	10/01/2004
Recruit and hire project personnel	Title V Director, IMT	Standard college hiring procedures.	Positions filled with qualified people;staff fully trained.	10/01/2004
Select External Evaluator, Consultants, and Contractors.	Director, Distance Learning Coordinator, President, Board	Standard college procedures for aquiring external services.	External Evaluator hired;consultants/contractors identified and contracted	10/01/2004
Develop an annual evaluation plan and conduct external evaluation each year of project	IMT and Title V staff; external evaluator	Develop appropriate statistical and qualitative analysis for annual project evaluations	Evaluation plan formalized in writing: external evaluation conducted	01/01/2005
Institutional Management Activity Yr One 2004-05 Staffing (included in Project Mngment/Eval above) is only task in Yr. One for Activity #3				

Year Two 2005-2006	Year Two 2005-2006	Year 2/2005-06	Year 2/2005-06	10/01/2005
3.1 Purchase ten desktop computers for computer assisted assessment (An additional ten computers will be purchased year 3, & 40 computers year 4 & year 5)	Director	Standard college procurement procedures	Students in 4 different remote sites will be able to access computers for assessment purposes	10/01/2005
Year Three 2006-2007 3.2 Purchase and install one polycom (ITV) room setup with two polycom view stations	Director, Distance Learning Coordinator	Utilize college purchasing procedures. Vendors install equipment.	Equipment will be functioning between campuses and remote sites	11/01/2006
Year Four 2007-2008 3.3 Purchase and install a second Ploycom room setup with two Polycom view stations	Director, Distance Learning Coordinator	Utilize college purchasing procedures. Vendors install equipment.	Equipment will be functioning between campuses and remote sites.	10/01/2007
Year Five 2008-09 3.4 Purchase and install the third Polycom room setup with one additional view station; 3.4a Contract customization or installation of scheduling software; train administrators on scheduling software	Director, Distance Learning Coordinator	Utilize college purchasing procedures. Vendor installs equipment; contractor or in-house trainer provides training on scheduling software	Equipment will be functioning between campuses and remote sites; scheduling software will be functioning; administrators will be trained in use of scheduling software	06/01/2008
1. Curriculum and Faculty Development	Director, Distance Learning Coordinator, selected faculty	Selected faculty & staff will visit the CSUMB	Participants will be involved in training IVC faculty during summer iinstitute	10/01/2004

Yr One 2004-05 1.1 Visit a successful online program serving mainly Hispanic students		campus for a "hands on" look at online education that serves Hispanics		
1.2 Purchase and installation of course management software. 1.2a Orient faculty/staff to distance learning modules, instructional and support strategies	Director, Distance Learning Coordinator, Academic Coordinators, Learning Support Specialist	Standard college purchasing & requisition procedures. Deliver orientations at various times on main campus and at remote sites	Software will be purchased, installed and operate. Participants demonstrate increased knowledge of distance learning and support strategies per a pre and post test	01/01/2005
1.3 Purchase ten laptop computers for faculty use in course development during summer institute	Director	Utilize standard college procurement procedures	Institute participants will have laptops with which to create curriculum	10/01/2004
1.4 Schedule and deliver training for faculty in use of course management software (This training will be offered each of the 1st 4 yrs	Distance Learning Coordinator, Academic Coordinators, consultants as necessary	Small group & one-on-one technology-supported training to assist faculty with technical skills for producing curriculum	Faculty will produce curriculum to be used online	06/01/2005
1.4a Identify and contract with consultant to support delivery of summer distance learning institute	Director, Academic Coordinators	Consult with colleagues at other institutions who have trained faculty in distance learning	Consultant identified and contracted	10/01/2004
1.4b Plan logistics of	Director, Distance Learning Coordinator,	Academic Coordinators	Faculty selected, agenda written, facility scheduled	10/01/2004

delivering institute including identifying faculty participants, designing agenda and scheduling facilities	Academic Coordinators	will identify faculty and work with consultant and others to assist in designing agends. Schedule facilities		
1.5 Begin developing AA degree level Eng and math transfer courses for distance learning; 1.5a Identify Eng & math 1st time degree seeker cohort for Spring 2006 enrollment	Faculty, Academic Coordinators, Diviison Chairs, V.P. Academic Services	Release faculty, train, develop two-year degree plan, develop 1st yr of course for distance delivery; develop recruiting strategy to develop cohort	Faculty demonstrate increased knowledge based on pre/post tests; cohort will be registered for Spring 2006 delivery	06/01/2005
Year Two 2005-2006 1.6 Begin pilot of targeted English and math courses for distance learning	Academic Coordinators, Division Chairs, selected faculty	Select faculty, schedule classes, enroll students, pilot instruction, evaluate and modify as needed	First year of targeted English and math AA courses piloted	01/01/2006
Year Three 2006-2007 1.7 Develop/ purchase ESL course cluster for accelerated student learning; 1.7a identify LEP cohort during fall term	Director, Academic coordinator,Division Chair, selected faculty	Research, select & purchase software, revise course structure if needed; identify and recuit LEP cohort to register for spring 2008	ESL software will be functional and ready for use by fall semester; spring LEP cohort will be enrolled	10/01/2006
Year Four 2007-2008 1.8 Modify and finalize English and math distance learning course	Division Chairs, selected English and math faculty	Participants will evaluate results and modify courses if needed	Targeted English and math courses will have been redesigned in a web-based format	10/01/2007

Year Five 2008-2009 1.9 Continue pilot of ESL accelerated online course cluster and modify as needed	Director, Academic Coordinator, Division Chair, selected ESL faculty	Selected ESL faculty will monitor online courses, evaluate grades, conduct student evaluations	The number of ESL completions will increase	10/01/2008
1.10 Continue to develop AA degree transfer courses and ESL courses for distance learning	Academic Coordinators, Faculty, Division Chairs	Release faculty, provide training, develop two-year degree plan	Targeted AA transfer and ESL distance learning courses will all be online	10/01/2008
2. Student Support Development Yr One 2004-05 2.1 Begin developing online application capacity and protocols	CIS Director, Distance Learning Coordinator, Student Services Personnel	Research best practices in distance support strategies. Purchase content, format, and technology for cyber support.	Support modules purchased and ready to pilot	10/01/2004
Year Two 2005-2006 2.2 Pilot online enrollment and protocols	Student Services Staff, Director, Distance Learning Coordinator	One site will be chosen for online enrollment for spring semester	More than 100 students will enroll online	10/01/2005
2.3 Begin developing online assessment capacity and placement protocols	Director, Student Services, Distance Learning Coordinator	IMT will assist in reviewing all products available for online assessment.	Services will be selected for online assessment or software will be chosen	10/01/2005
2.4 Contract or purchase software for student assessment	Director, Student Services	Utilize standard college procurement procedures	Assessment software will be functioning for fall semester-2006	10/01/2005
Year Three 2006-2007 2.5 Continue to develop online assessment capacity and placement	Director, Student Services, Distance Learning Coordinator	Appropriate staff and IMT will review online assessment results/modify program as appropriate	Students will be able to access computers in at least four remote sites	01/01/2007

protocols				
Year Four 2007-2008 2.6 Continue to pilot online assessment protocols	IMT, Director, Student Services, Distance Learning Coordinator	Appropriate staff and IMT will continue to monitor online assessment and modify as necessary	Students will be able to access computers in at least six remote sites	10/01/2007
2.7 Begin to develop degree audit capacity and protocols	Director, IMT, Student Services, Distance Learning Coordinator	Appropriate staff and IMT will begin to develp degree audit capacity protocols	Degree audit protocols will be developed	10/01/2007
2.8 Develop developmental level online English and math instruction capability	Director, IMT English, math Division Chairs, Dean Learning Services	IMT will review lit and assist in selecting software for purchase	Developmental English and math software will be purchased, installed, and students will be enrolled fall semester	10/01/2007
Yr Five '08-09 2.9 Developmental ed online will be available to all students; 2.9a Identify develop. ed cohort for sp 2009	Director, Dean/Learning Services	Services will be purchased online or software will be purchased; identify and recruit learners for cohort	Students will be enrolled in developmental education courses online; cohort of developmental ed learners enrolled for spring 2009	10/01/2008

IMPLEMENTATION STRATEGY RATIONALE

4. To what extent is the rationale for the implementation strategy for each activity clearly described and supported by the results of relevant studies or projects?

The three activities proposed in Project ACCESO were selected to address the weaknesses identified by IVC after careful study and deliberation.

ACTIVITY ONE: CURRICULUM AND FACULTY DEVELOPMENT

Findings from studies conducted by the Council of Graduate Schools in Washington, D.C., in 1994-95 and 1996-97 document that a conflict of cultures exists between Hispanics in traditional campus-based academic institutions and the "dominant values of academic subcultures: departmental, disciplinary, institutional, and so on" (Ibarra, 2000). These differences between the culture of Hispanic students and that of academe are easily understood when viewed through the cultural model developed by anthropologist Edward T. Hall, a pioneer in the field of intercultural communication. Hall conceptualized cultural characteristics vis a vis patterns of cultural context. Characteristics such as the way people interact, the importance they place on associations with other people, the importance they place on time, and their need for physical space can all be characterized as either low context or high context depending upon the individuals being described. Females and Hispanics, for example, make a high use of context clues when engaging in conversations. They are far more likely to use non–verbal signals such as voice, tone, volume, gesture, eyes, etc., to interpret a conversation than are members of northern European ethnic groups and majority males who are low context communicators. Hall described high context learners in the following ways:

- For high context learners, facts are embedded in situations or experiences and integrated in structures. Things are interconnected and global.

- They learn by modeling, practicing, demonstrating, and through apprenticeship.
- They prefer to work in groups for shared learning and problem solving.
- For them, how well something is learned is more important than how soon.

These and other dimensions of the learning environment in which high context learners operate provide hints for how instruction should and can be delivered to accommodate these learners and to facilitate their success.

Distance learning programs present an excellent conduit for applying the previously discussed strategies that fit the Hispanic learner so well. "Advocates of distance learning programs . . . see new learning communities being formed. . . . From their perspective, [distance learning] is a shift from passive to active learning, and from competition to collaboration" (Ibarra, 2000). Distance learning is attractive to Hispanic learners for these and others reasons as well. Distance learning provides flexibility in scheduling, it accommodates work and family schedules, it eliminates transportation and childcare barriers, and it is cost efficient. For Hispanics, according to Marcelo Vera writing for the *Hispanic Outlook in Higher Education* in 1999, distance learning means more options.

Armed with the knowledge that distance learning is a good fit for the Hispanic and low-income learner and recognizing it as an obvious solution to the barriers of geography, rurality and poverty in this expansive service area, the President of IVC, selected administrators, and faculty traveled to the Cerro Coso Community College campus in Mammoth Lakes, California, in October 2003 to learn more about the mechanics of its successful delivery. Cerro Coso has a solid reputation in the California community college system as the premier deliverer of distance learning. Their commitment to distance learning was born of their need to overcome the barriers of geography, isolation, and a limited resource base. Their service area is an unbelievable

18,000 sq. miles. Not only were they grappling with great distances and minimal resources but they were also facing a lack of qualified, credentialed professionals in the local area who could deliver their curriculum. In 1996, they were facing the possibility of closing their doors when they hit upon distance learning as the obvious solution to their dilemma. The time was right for support from the State's governing board, so they determined to offer a complete degree program online. Today they offer eight complete degree programs online. FTE's generated from online instruction make up 25% of their revenue. Retention in online classes is equivalent to or superior to that of retention in traditional place bound classes in California community colleges. According to Dr. Matthew Hightower, the Dean for Extended Learning at Cerro Coso, they have instructors who live in Maine, Virginia, South Carolina, Florida, and Arizona as well as in other parts of California. Distance learning has completely resolved their instructor shortage. The average class size for their distance learning classes is 45. This economy of scale has eliminated any talk of closing the campus. Clearly, Cerro Coso has a model distance learning program and the IVC contingency who visited there came back to the Imperial Valley with a host of great ideas for how to implement an effective distance learning program that would improve access for Hispanic and low-income students and would improve their retention and success in higher education.

ACTIVITY TWO: STUDENT SERVICES DEVELOPMENT

Currently, students must apply in person on campus. Students from outside the area immediately surrounding the campus must travel great distances at the expense of transportation, childcare, and lost wages just to enroll. Edgar Coronel of the Strata Corporation has advised the College that online applications are a necessity if IVC is to remain competitive in the 21st Century. As pointed out by Marcelo Vera, Director of Computing at the University of South

Florida, "Universities and colleges are finding that it is dangerous to lag behind in the area of technology." IVC recognizes that reality and has devoted precious and scarce resources to the purchase of the Banner student management system, but monies to customize the software to meet the specific needs of IVC and for fully training staff to use it are not available. Funds are dedicated in this grant proposal to fund this necessary aspect to bring the enrollment process fully online.

Just as with the application process, students currently must actually come to the main campus to take the paper and pencil delivered placement test that is used to determine the best course placement for students to maximize their success. Once students have jumped the hurdle of getting to campus to apply, they must overcome yet another hurdle before they register for the first class, that of scheduling the time for and another trip to campus to take the placement tests. This place bound approach to delivering support services is a significant barrier to student persistence and success. In addition, the use of paper and pencil assessment tests is a misuse of scarce resources. Computer delivered assessment not only eliminates barriers to success for the student but also reduces the administrative need for personnel by streamlining the assessment process. With online assessment, scoring and posting of results are automated. Plus, with computer adaptive testing, students are delivered only those test items that are appropriate for their level of performance thus reducing student frustration and apathy.

Not surprisingly, student advising and counseling is also place bound at IVC. Although the main campus is well staffed with counseling services, the off-campus sites do not have access to counseling services at their locations. Again, students must get to the main campus for advisement and support, for access to services that are more readily available to on-campus learners. Orientation classes designed to improve the under prepared students' chances

at academic success are only taught on-campus. Staff who perform degree audits to help advise students as to what classes to take and in what sequence in order to maximize student effort and dollars are all located on campus. Further, this process is manual and subject to "human error." Students are not able to track their own progress through a course of study or to determine whether a certain course will meet their degree requirements without consulting an on-campus professional. This lack of access to appropriate counseling and support services for all students regardless of their place of residence is seriously handicapping the prospect that Hispanic and under prepared students will succeed in their pursuit of higher education. A "virtual" counselor available to remote sites through video conferencing technology would provide off-campus students with the same level of access to high quality counseling services that is presently available to students who can participate at the main Imperial, CA, site. By developing the capacity for online enrollment, online delivery of assessment testing, automated degree auditing and cyber-advising, IVC will transform advising for rural, Hispanic and low income students in the Imperial Valley service area.

ACTIVITY THREE: INSTITUTIONAL MANAGEMENT DEVELOPMENT

Yet another factor contributing to this limited access to college programs and services among Hispanics and other low income individuals in IVC's rural, isolated service region is an inability to match student demand with the supply of available course offerings at places and times that meet expressed student need. Although this mismatch between demand for courses and the supply of courses is, in part, due to the limited local supply of qualified, credentialed faculty which the use of distance learning technologies could positively impact, it is also related to the lack of a sufficiently robust scheduling process to manage "big picture" timetabling from any perspective be it staffing, curriculum management or facilities access. IVC administrators

have researched various software solutions to this problem and have determined that a tool like *Syllabus Plus* will meet their complex scheduling needs while remaining cost efficient. An automated scheduling tool allows staff to plan in advance for scheduling needs, to view room bookings and schedule changes online, and to model "what if" scenarios from their desktops thus, facilitating the modeling of curriculum delivery patterns or the impact of various locations on scheduling dynamics. The selected software will need to provide a full spectrum of support services to ensure successful implementation of the product.

Edgar Coronel of the Strata Corporation, which provides technology consulting services to colleges and universities and includes among its clients such institutions as California State University, University of California, and San Diego State University, has reported to the President and Governing Board that IVC lacks the basic infrastructure to launch and develop a distance learning program. Without upgrading and expanding the technological capacity of IVC, distance learning is impossible. At a minimum, the College needs a ratio of one computer for every sixteen students distributed to accommodate all sites; it currently has only one computer for about every 24 students. The College needs at least three "smart classrooms" and various support infrastructure to include cabling, servers, switches, and routers.

KEY PERSONNEL

KEY PERSONNEL

5. To what extent are the past experience and training of key professional personnel directly related to the stated activity objectives? To what extent is the time commitment of key personnel realistic?

Project Administration/Evaluation

President Pai has identified Dawn Chun, the College's institutional researcher who reports directly to him, as the Project ACCESO Title V Director responsible for providing fiscal oversight, supervision and direction to the overall project. Ms. Chun has over 25 years experience working in the Imperial Valley, 23 with the Imperial Irrigation District and four with the College. With a degree from Polytechnic State University in San Luis Obispo, California, she has managed and supervised multi-million dollar projects, supervised large staffs, and developed and monitored county and federal budgets. Her current experience at IVC has given her a "bird's eye" view of college operations and needs and has allowed her to develop the type of work relationships that are needed to make a project such as this a success.

Ms. Chun will be reassigned the first year 50% from her current duties to ensure that project personnel are hired and trained, equipment and supplies are purchased, processes set into place for full implementation of the activities, and that the necessary procedures are established for data collection and evaluation. In the second through fourth years, Ms. Chun's time commitment to the project will be reduced to 25% as the Activity Coordinators assume their full responsibilities. In the final year of the project, Ms. Chun will once again commit 50% of her time to managing the overall project to ensure that all reporting obligations and dissemination of any project products are executed.

An Assistant to the Title V Director will be hired halftime. This position will be selected after conducting an internal search of appropriately qualified staff within the College. The successful candidate will have general knowledge of office computers and office software applications; will have experience with the Banner management information system; will have knowledge of College purchasing, travel, and payroll processes; and will have strong organizational and communication skills. The Assistant will maintain records and license agreements; organize the scheduling of distance learning classes; coordinate maintenance of distance learning resource inventory with College bookstore; prepare reports and documents; and carry-out other duties as assigned by Director.

Since all three activities in this project work together to position IVC to provide effective and efficient delivery of learning and student services via technology and over distances, a Coordinator of Distance Learning (1 FTE) will be hired to serve as team leader for all other project personnel. The Distance Learning Coordinator will report directly to the ACCESO Director and will be responsible for the day-to-day management of all activities and for the coordination of the development of distance learning strategies whereby underrepresented students can be successful. This position will play a lead role in implementing hardware and software purchases, will oversee joint faculty/staff development activities, will ensure that all activities are conducted in keeping with College rules and procedures as well as in compliance with federal regulations and policies, and generally provide leadership and guidance to other project staff.

A search will be conducted to fill this position. The successful candidate will possess at least a Bachelor's degree (master's preferred) in instructional or educational

technology or related field, a minimum of three years experience with online or telecourse delivery with experience in higher education preferred, have experience supervising personnel and managing budgets, and demonstrate extensive knowledge of distance learning delivery models.

Curriculum and Faculty Development Activity

There will be two half-time coordinators of the Faculty and Curriculum Development Activity (Academic Co-coordinators). These will be fulltime faculty who are paid a stipend to perform the functions necessary to implement this activity. Using faculty to spearhead this activity will ensure full integration into the culture of the college. James Fisher, Ph.D., is a fulltime chemistry professor at IVC who will represent the math and sciences and Lincoln Davis is a fulltime English faculty member who will coordinate the curriculum and faculty development efforts with the English and humanities faculty. Both gentlemen have taken a leadership role in the planning and preparation of this grant project, both are members of the ITAC, and both have been early adopters of distance learning approaches among their peers.

Student Support Development Activity

A fulltime Learning Support Specialist will be hired to oversee the successful implementation of the Student Support Development Activity. Reporting to the Distance Learning Coordinator, the Learning Support Specialist will coordinate all aspects of support to distance learning students to ensure their success. Duties will include coordinating the implementation of online enrollment, degree audit, and assessment capabilities; providing direct support to distance learners in accessing courses and services; and working with faculty in the selection and implementation of online

developmental education opportunities. The successful candidate will possess at a minimum an Bachelor's degree in telecommunications, educational technology or a related field, will have a minimum of three years experience in student services environment, have ability to speak Spanish, and demonstrate effective communication and customer service skills.

Institutional Management Development Activity

A fulltime Program Support Technician will be hired to oversee the successful implementation of the Institutional Management Development Activity. Reporting directly to the Distance Learning Coordinator, the Program Support Technician will provide support to faculty, administration, and students on technical distance learning issues. The Program Support Technician will assist with the build-out of the technology infrastructure, including the implementation of the scheduling software program and the set-up and installation of computers and video equipment purchase through this grant. The successful candidate will possess at a minimum an Associate's degree in computer information or management information systems, educational technology or a related field; will have a minimum of three years experience providing technical support; and demonstrate effective communication and customer service skills.

PROJECT MANAGEMENT

6. To what extent are the procedures for managing the project likely to ensure that the institution will efficiently and effectively implement the project? To what extent do the project coordinator and activity director(s) have sufficient authority to conduct the project effectively, including access to the president or chief executive officer?

a. Management and Monitoring Procedures

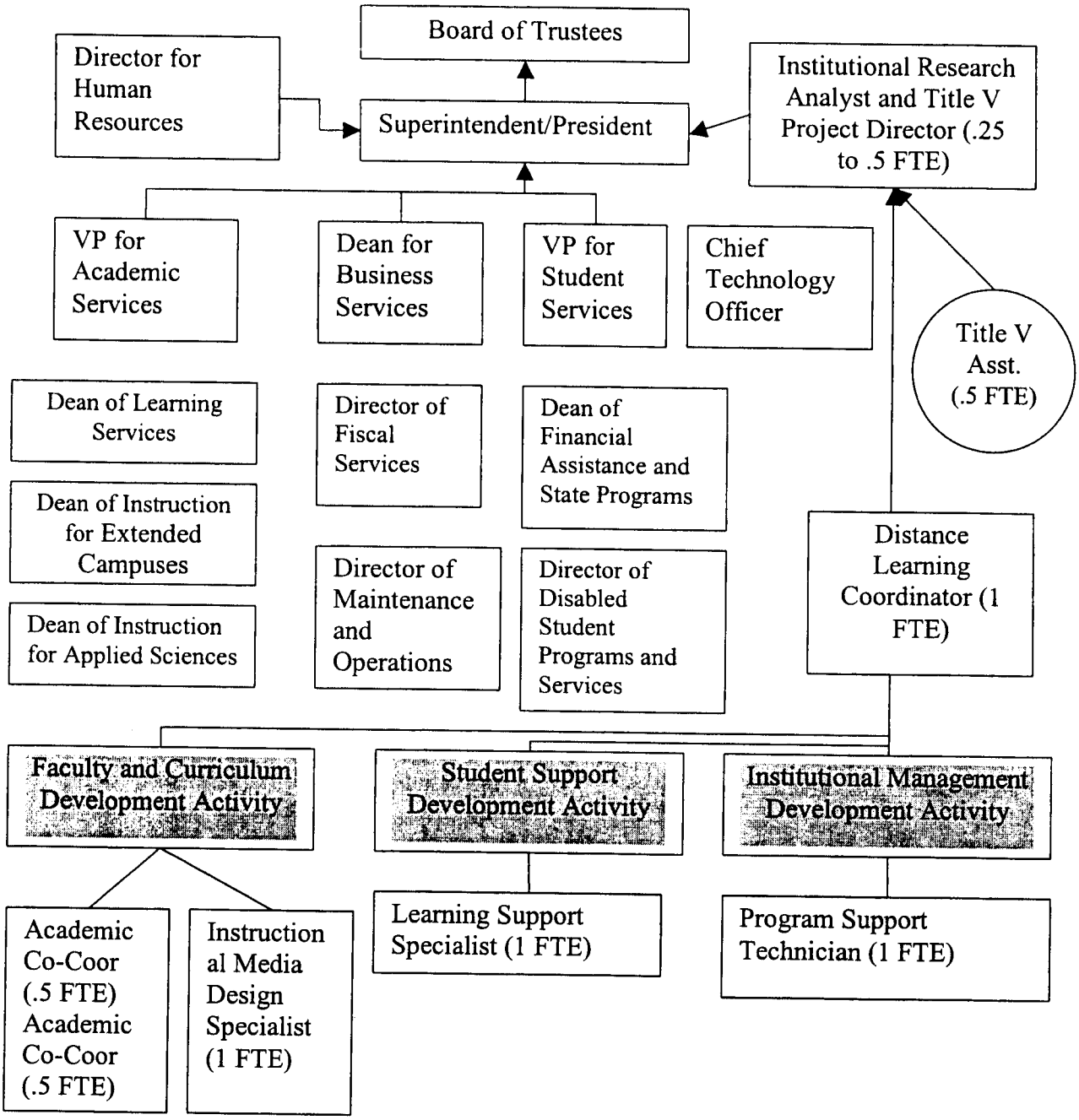
The Title V Project Director will provide overall fiscal and institutional management for the project. Working under the direction of the Director, the activity coordinators and specialists will facilitate implementation of their respective activities, as well as provide task management and monitoring.

Oversight, direction and support will be provided by the Administrative Council which consists of the President; the vice-presidents; the deans; Directors of Admissions, Disabled Student Services, Human Resources, Student Affairs and Nursing Education; and a faculty, classified employee and student representative. The Administrative Council will function as the Internal Monitoring Team for Project ACCESO.

b. Authority and Autonomy

Dr. Paul Pai, President of IVC, will have overall responsibility for the Title V Project. The President will delegate responsibility for full project implementation to the Title V Project Director who reports directly to the President. The Title V Project Director will devote 50% of her time to the project and will be assisted by one fulltime Distance Learning Coordinator, three fulltime program specialists, a half-time secretary and two half-time academic coordinators who will maintain a commitment to their faculty duties.

IVC AND PROJECT ACCESO ORGANIZATION CHART



This direct link to the President ensures institution wide commitment to the Title V project and affords the autonomy needed by project staff to accomplish project objectives.

EVALUATION PLAN

EVALUATION PLAN

7.a. To what extent are the data elements and data collection procedures clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan?

The data elements needed to measure attainment of the activities are displayed below and the data elements are linked back to the overarching institutional goal as described in the CDP.

Institutional Goal	Project Objectives	Data Elements
Develop the capacity to deliver instruction and services via distance learning.	By Fall 2006, the student retention rate among first-time Hispanic and/or low income degree seekers will have improved by 25% over 2003-2004 baseline through o **development of distance learning general studies classes** and o **the development of faculty capacity to design and deliver technology-enhanced programming**. By Fall 2009, **through strengthening of IVC's distance learning infrastructure**, there will be an increase of 15% in enrollment of Hispanic, minority and low income students over 2003-04 baseline.	➢ Baseline enrollment data from fall 2004 disaggregated for ethnicity, financial status, IPEDS status, intent, course enrollment, and cohort membership and in format to be queried ➢ Participation/attendance rosters from summer faculty institutes ➢ Pre/post test results from institute participants ➢ Technology inventory report ➢ Faculty/staff technology use survey ➢ Revised curricula ➢ Student satisfaction surveys ➢ Enrollment report from spring 2006
Improve IVC's graduation and transfer rate to four-year institutions of higher learning.	By Fall 2006, 75% of students in Spring 2006 distance learning degree-seeker cohort will be **retained** (i.e., **persist** to end of semester). By Fall 2009, the percentage of Limited English Proficient students successfully **transitioning to college-level coursework** will have increased by 15% over 2003-2004 transition rates. By Fall 2009, the student **completion/ graduation rate** will have improved by 20% over 2003-2004 baseline through development of capacity to deliver needed courses anytime/anywhere. By Fall 2009, through customization and implementation of an automated course scheduling system driven by student need rather than faculty availability, there will be a 25% increase in the percent of Hispanic, minority and low-income students **enrolled in college transfer coursework** over 2003-04 baseline.	

Make orientation, registration, and other student support services available to all students in the Imperial Valley.	By Fall 2009, through **the development and implementation of more accessible and online student advising and support services** that include online enrollment, computerized student assessment, degree audit capability, and online access to developmental level instruction, there will be a 10% increase in student retention rates within a semester compared to 2003-2004 baseline.	and fall 2006 ➢ Grade reports

7.b. To what extent are the data analysis procedures clearly described and to what extent are they likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the CDP?

The Project ACCESO Director will be responsible for the overall evaluation function and will be assisted in that activity by members of the internal monitoring team (IMT), project staff and external evaluators. The Project Director (PD) will brief members of the IMT at least once every three months. The IMT will provide the PD with suggestions and direction as to what adjustments might be needed, how other issues in the institution might be impacting project activities, etc. The IMT will play a pivotal role in ensuring that appropriate resources are allocated as needed, that any barriers that emerge are addressed, that all personnel are aware of project goals and activities and are supportive of same, and that processes and procedures necessary to the ultimate institutionalization of the project activities are in place. The IMT will also provide feedback to the PD as well as to the college community as a whole as to attainment status of the institutional goals being impacted by Project ACCESO activities. The Project Director will have responsibility for completing the Annual Performance Report and for the distribution of that report to appropriate College stakeholders.

Baselines will be established during the first project year from which progress toward project objectives and performance indicators can be measured. Both the project objectives and performance indicators are clearly stated and specific so that determination of attainment based

on data analysis can be objectively assessed. Implementation of each activity will be assessed periodically using the implementation schedule as a guide to determine if established benchmarks are being met and to provide formative feedback to project staff so that corrective action can be taken in a timely manner to ensure accomplishment of overall project objectives and performance indicators (see form 851S-3). The PD will establish procedures and deadlines whereby the Distance Learning Coordinator and staff reporting to that position provide formative feedback that can be shared with and reviewed by the IMT. The PD will also be responsible for collecting, analyzing and reporting data to the external evaluator for review and analysis.

To ensure objective review of activity accomplishment and to receive neutral feedback from an experienced perspective, an external evaluator will be employed each year of the project. The external evaluator will provide advice and feedback on the implementation of the evaluation plan as well as provide a written report annually to the PD that provides critique and recommends improvements to ensure overall project success. The external evaluator will make at least one on-site visit per program year during which project staff will be interviewed as well as other IVC staff to collect qualitative information regarding project progress and implementation, to review the evaluation data and reports constructed by the PD, to assess the degree to which the institutional goals described in the CDP are being supported and/or accomplished, and to monitor compliance with timelines and implementation strategies. The external evaluator selected by the PD to perform this function will have at least a Master's degree in education or a related field, will have experience in grants development and management, will be familiar with federal grant regulations, and will be skilled in the use of statistical and qualitative research/evaluation processes. The College's purchasing processes regarding personnel contracts will be followed in contracting with the external evaluator.

BUDGET

BUDGET NARRATIVE

All activities and costs included in the Project ACCESO budget are allowable according to the Title V regulations. All costs were carefully researched before inclusion and represent reasonable expenses in the current market. All costs are necessary to accomplish the activity objectives.

There are three activities in this project. A separate budget exists for each activity that includes costs for each year (see pages 58 – 60). In addition, there is a separate budget for the management and evaluation of the project that includes costs for each year (see page 67). The percentage of the overall project costs attributable to each activity are shown below.

Activity	Amount	Percentage of Overall Budget
Curriculum & Faculty Development	$1,239,406	45.2%
Student Support Development	$525,005	19.1%
Institutional Management Development	$429,170	15.7%
Management & Evaluation	$547,202	*20%

*Explanation provided in continued narrative

The cost of hiring a Distance Learning Coordinator who will provide leadership and direction for all three activities is included in the Management and Evaluation budget since these duties support all three activities. If that cost were removed from the management and evaluation portion and redistributed over the three activities, then only 10 percent of the overall budget would be dedicated to management and evaluation.

In addition to the budget summaries for each of the activities and for project management and evaluation, there is a detailed description of the various items in each budget that provides justification for all expenditures (see pages 61 – 66). Finally, there is an overall summary budget (see page 68) that totals all costs by category for each year of the grant and a separate detailed budget (see page 69) that delineates items common to the entire project's summary budget.

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM TITLE V, HIGHER EDUCATION ACT, AS AMENDED	ACTIVITY NUMBER 1	PAGE NUMBER	NUMBER OF PAGES	FORM APPROVED OMB NO. 1840-0745 EXP. DATE: 10/31/2002

ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)

1. Name of Applicant Institution: Imperial Valley College

2. Activity Title: Faculty and Curriculum Development

3. Budget Categories By Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	
a. Personnel (Position Title)		$		$		$		$		$	
Academic Co-Coordinator	50	$19,200	50	$19,200	50	$19,200	50	$19,200	50	$19,200	$96,000
Academic Co-Coordinator	50	$19,200	50	$19,200	50	$19,200	50	$19,200	50	$19,200	$96,000
Instructional Media Design Specialist	100	$43,000	100	44,000	100	$33,990	100	$23,340	100	$12,020	$156,350
Faculty Release - Institute		$12,500		$36,250		$45,000		$38,750		$23,750	$156,250
SUB-TOTAL		$93,900		$118,650		$117,390		$100,490		$74,170	$504,600
b. Fringe Benefits 33 %		$26,862		$27,192		$23,889		$20,374		$16,639	$114,956
c. Travel		$2,770		$4,550		$4,550		$1,440		$1,440	$14,750
d. Equipment		$29,500									$29,500
e. Supplies		$65,600		$68,500		$74,000		$84,000		$94,500	$386,600
f. Contractual		$74,250		$38,250		$28,250		$28,250		$20,000	$189,000
g. Construction											
h. Other											
i. TOTAL DIRECT CHARGES		$292,882		$257,142		$248,079		$234,554		$206,749	$1,239,406

ED FORM 851S-4

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM TITLE V, HIGHER EDUCATION ACT, AS AMENDED	ACTIVITY NUMBER 2	PAGE NUMBER	NUMBER OF PAGES	FORM APPROVED OMB NO. 1840-0745 EXP. DATE: 10/31/2002

ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)

1. Name of Applicant Institution: Imperial Valley College

2. Activity Title: Student Support Development

3. Budget Categories By Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	
a. Personnel (Position Title) Learning Support Specialist	100	$ $44,000	100	$45,000	100	$ $34,762	100	$ $23,870	100	$ $12,293	$159,925
SUB-TOTAL		$44,000		$45,000		$34,762		$23,870		$12,293	$159,925
b. Fringe Benefits 33 %		$14,520		$14,850		$11,471		$7,877		$4,057	$52,775
c. Travel		$305									$305
d. Equipment				$29,500							$29,500
e. Supplies				$10,000		$10,000		$56,000		$56,000	$132,000
f. Contractual		$5,000		$20,500		$20,500		$36,500		$68,000	$150,500
g. Construction											
h. Other											
i. TOTAL DIRECT CHARGES		$63,825		$119,850		$76,733		$124,247		$140,350	$525,005

ED FORM 851S-4

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM TITLE V, HIGHER EDUCATION ACT, AS AMENDED	ACTIVITY NUMBER 3	PAGE NUMBER	NUMBER OF PAGES	FORM APPROVED OMB NO. 1840-0745 EXP. DATE: 10/31/2002

ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)

1. Name of Applicant Institution: Imperial Valley College

2. Activity Title: Institutional Management Development

3. Budget Categories By Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	
a. Personnel (Position Title)		$		$		$		$		$	
Program Support Technician	100	$32,000	100	$33,000	100	$25,492	100	$17,505	100	$9,007	$117,004
SUB-TOTAL		$32,000		$33,000		$25,492		$17,505		$9,007	$117,004
b. Fringe Benefits 33 %		$10,560		$10,890		$8,412		$5,777		$2,972	$38,611
c. Travel		$305									$305
d. Equipment						$65,000		$65,000		$65,000	$195,000
e. Supplies						$19,300		$19,300		$39,650	$78,250
f. Contractual											
g. Construction											
h. Other											
i. TOTAL DIRECT CHARGES		$42,865		$43,890		$118,204		$107,582		$116,629	$429,170

ED FORM 851S-4

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM TITLE V, HIGHER EDUCATION ACT, AS AMENDED	ACTIVITY NUMBER 4	PAGE NUMBER	NUMBER OF PAGES	FORM APPROVED OMB NO. 1840-0745 EXP. DATE: 10/31/2002

ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)

1. Name of Applicant Institution: Imperial Valley College

2. Activity Title: Project Management/Evaluation

3. Budget Categories By Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	
a. Personnel (Position Title)		$		$		$		$		$	
Title V Director	50	$32,200	25	$16,583	25	$17,066	25	$17,444	50	36,064	$119,357
Distance Learning Coordinator	100	$59,000	100	$59,000	100	$45,577	100	$31,296	100	$16,117	$210,990
Administrative Assistant	50	$13,400	100	$13,400	100	$10,653	100	$7,303	100	$3,752	$48,508
SUB-TOTAL		$104,600		$88,983		$73,296		$56,043		$55,933	$378,855
b. Fringe Benefits 33 %		$34,518		$29,364		$24,188		$18,494		$18,458	$125,022
c. Travel		$4,735		$4,200		$4,200		$2,345		$2,345	$17,825
d. Equipment											
e. Supplies											
f. Contractual											
g. Construction											
h. Other		$4,700		$4,900		$5,100		$5,300		$5,500	$25,500
i. TOTAL DIRECT CHARGES		$148,553		$127,447		$106,784		$82,182		$82,236	$547,202

ED FORM 851S-4

GRANT APPLICATION FOR THE HISPANIC-SERVING INSTITUTIONS PROGRAM
Title V, Higher Education Act, as amended

Form Approved: OMB No. 1840-0745
Ex. Date: 10/31/2006

OTHER BUDGET INFORMATION

1. Name of Applicant Institution: Imperial Valley College

2. Activity Title: 1. Faculty and Curriculum Development, 2. Student Support Development, 3. Institutional Management Development 4. Project Management/Evaluation

3. Remarks:

Personnel
All positions (excluding faculty release) are budgeted on a twelve-month basis. Projected salary increases of 3% are budgeted for each succeeding year. The four full-time positions will be institutionalized at the end of the grant and so are phased onto the institutions budget as follows: year 3/25%, year 4/50%, year 5/75%. Therefore, the team that is formed during project development will become a continuing part of the institution's infrastructure.

4. Project Management/Evaluation

Title V Director (.5 years 1 & 5; .25 years 2,3,4)

Funds are requested based on current administrative salary of person identified. Ms. Dawn Chun will be released half-time from her present responsibilities for institutional research for years one and five. These will be critical times to get the project up and running and to initiate reporting procedures. Ms. Chun will be assigned quarter-time for years two, three, and four. The institution will provide, at no expense to Title V, appropriate personnel to cover the remaining portion of Ms. Chun's existing responsibilities.

Director--2004-05, $32,200; 2005-06, $16,583; 2006-07, $17,066; 2007-08, $17,444; 2008-09, $36,064.

Distance Learning Coordinator – DLC - (Full-Time)

This position will serve as team leader, responsible both for providing day-to-day management of the activity and for coordinating the development of all distance education strategies, working closely with the Title V Director, as well as appropriate faculty and staff. This technical/professional position will lead in the identification and evaluation of hardware and software and in the use of authoring software for developing in-house learning modules. Will also oversee all joint faculty/staff development activities and redesign of the targeted curricula.

DLC--2004-05, $59,000; 2005-06, $59,000; 2006-07, $45,577; 2007-08, $31,296; 2008-09, $16,117.

Administrative Assistant – AA - (Half-Time)

Funds are requested to hire a half-time administrative assistant to support the activities and grant management. The individual hired will need to possess the skills, abilities, and experience to provide word processing, database management, spreadsheet, and purchasing support. The administrative assistant is a developmental position and will no longer be needed at the conclusion of the grant.

AA--2004-05, $13,400; 2005-06, $13,400; 2006-07, $10,653; 2007-08, $7,303; 2008-09, $3,752.

1. Faculty and Curriculum Development

Academic Co-Coordinators ACC (Two Half-Time Positions)

There will be one coordinator for math and sciences and another for English and the humanities. The

Coordinators will coordinate the development of new distance learning strategies, advise faculty on the presentation and design of online and ITV courses. The coordinators will work closely with their departments to evaluate distance learning courses and teachers; coordinate the production and development of distance learning course content; maintain resources for curriculum selection; create CMS templates for faculty; coordinate the distance training and management of out-of-area adjuncts; and assist in course staffing.

Pay for both co-coordinators is calculated at $50 an hour X 8 hours per week X 48 weeks

ACC--2004-05, $19,200; 2005-06, $19,200; 2006-07, $19,200; 2007-08, $19,200; 2008-09, $19,200.

Instructional Media Design Specialist IMDS (Full-Time)

The IMDS will assist faculty, staff, and administrators in the development of an effective and compliant distance learning web presence for each department on campus and for all community outreach centers. The IMDS will assist in the creation of formats, designs, graphic arts, and links of web pages and sites; analyze web traffic and report statistics to the DL Coordinator.

IMDS--2004-05, $43,000, 2005-06, $44,000; 2006-07, $33,990; 2007-08, $23,340; 2008-09, $12,020.

Faculty Release (Faculty Training and Curriculum Development)

In order to create and redesign the curricula, qualified faculty/staff will work on projects through release time. Each year, five to fifteen faculty/staff will be compensated at a rate of $250 a day for attending and participating in curriculum training for one week. Subsequent to the intensive training institute workshop, release time costs will be based on overload pay at a rate of $585 per credit hour. Release time payments will be determined by the scope of work. An extensive development project will be given a maximum of 4.5 credit hours per semester for training, developing and piloting a project for a full year. While the sum is modest, it is adequate to cover the cost associated with involving an appropriate number of faculty/staff. The institution will continue to provide release time from institutional funds at the conclusion of the grant. In the first year, orientations will be held to expose all faculty and staff to the goals and opportunities of the project and to begin development on the projects. Faculty training and curriculum development is per release time policies adopted by the college.

(A) = release time faculty overload for technology institute
(B) = release time for faculty overload for curriculum development

2004-05 -- (A) five days X $250/day X 10 faculty - $12,500
2005-06 -- (A) 5 days X $250/day X 15 faculty=$18,750; (B) $1,750 X 10 faculty=$17,500: Ttl $36,250
2006-07 -- (A) 5 days X $250/day X 15 faculty = $18,750; (B)$1,750 X 15 faculty=$26,250:Ttl $45,000
2007-08 -- (A) 5 days X $250 X 10 faculty=$12,500;(B)$1,750 X 10 faculty=$17,700: Ttl $38,750
2008-09 -- (A) 5 days X $250 X 5 faculty=$6,250;(B)$1,750 X 10 faculty=$17,700: Ttl $23,750

2. Student Support Development

Learning Support Specialist – LSS - (Full-Time)

The LSS will coordinate all aspects of support to distance learning (DL) students. She will work closely with Admissions to manage and troubleshoot on-line enrollment for distance learning courses; collaborate with Admissions, Counseling, Assessment, Academic Departments, and the IMDS to facilitate placement testing for students; provide personal counseling, guidance, and follow up to distance learning students; work with faculty to advise DL students in program planning, course selection, and the development of an individual education plan; coordinate guidance and counseling for students; and liaison with Financial Aid to provide information to DL students.

LSS -- 2004-05, $44,000; 2005-06, $45,000; 2006-07, $34,762; 2007-08, $23,870; 2008-09, $12,293.

3. Institutional Management Development

Program Support Technician – PST - (Full-Time)

The PST will provide support to faculty, administrators, and students on technical distance learning issues. He will assist in the build out of the computer/technology infrastructure, collaborate with Information Systems in maintaining the structure and integrity of the DL web, and be responsible for ensuring a smooth integration of Banner and the CMS. He will assist in the creation of video programming; coordinate the setup and use of DLP rooms and equipment, insuring their proper functioning and maintenance. He will facilitate the implementation of the scheduling software.

PST -- 2004-05, $32,000; 2005-06, $33,000; 2006-07, $25,492; 2007-08, $17,505; 2008-09, $9,007.

Ttl Personnel: 2004-05,$274,500; 2005-06,$285,633; 2006-07,$250,940; 2007-08,$197,908; 2008-09, $151,403.

Fringe Benefits

Fringe benefits are calculated at 33%. All project staff receive the same benefits.

Ttl Fringe: 2004-05,$86,460; 2005-06,$82,296; 2006-07,$67,960; 2007-08, $52,522; 2008-09, $42,126.

Total Personnel and Fringe --- 2004-2005, $360960; 2005-2006, $367,929; 2006-2007, $318,900; 2007-2008, $250,430; 2008-2009, $193,529.

Travel

Because of the institutions rural, isolated location, some off-campus travel is essential to the success of the project. State and college policies regarding travel costs will be followed.

4. Project Management/Evaluation

In year 1, the Director and the Distance Learning Coordinator will attend the New Project Directors meeting in D.C. Subsequent years of the project only the Director will attend. Airfare is calculated at $450 each, lodging at $200/night, land travel at $.375/mile, parking at $60.00 and per diem at $35/day.

In year 1, the Director, DLC and the Administrative Assistant will visit California State University at Monterey Bay to review their program. CSUMB is a model of distance learning delivery to a largely Hispanic population. They will travel in a van, carrying other project staff. Mileage is $.60/mile, lodging is at $100/night and per diem is at $35.00/day.

In years 2 and 3, the DLC will attend a conference on distance learning and teaching. We have budgeted $400 for airfare, $300 for land travel, $120/night for hotel, $35/day for per diem and conference registration at $500. Each year we budget 2,000 local miles at $.375/mile for Management/Evaluation staff.

4. Travel -- 2004-05, $4,735; 2005-06, $4,200; 2006-07, $4,200; 2007-08, $2,345; 2008-09, $2,345.

1. Faculty and Curriculum Development

In year 1, both Academic Coordinators and the Instructional Media Design Specialist will accompany the Director to the CSUMB site visit at the same per diem and lodging rates. In addition, the two Academic Coordinators will accompany the DLC to the Distance Learning and Teaching conference years 2 and 3. Four thousand miles per year are budgeted for this activities local travel to perform their duties.

1. Travel -- 2004-05, $2,770; 2005-06, $4,550; 2006-07, $4,550; 2007-08, $1,440; 2008-09, $1,440.

2. Student Support Development

The only travel budgeted for this activity is for the Learning Support Specialist to attend the CSUMB site visit, year 1.

2. Travel --- 2004-2005, $305.

3. Institutional Management Development

The only travel budgeted for this activity is for the Program Support Technician to attend the CSUMB site visit, year 1.

3. Travel --- 2004-2005, $305.

Ttl Travel -- 2004-05, $8,115; 2005-06, $8,750; 2006-07, $8,750; 2007-08, $3,785; 2008-09, $3,785.

Equipment

We will apply the federal standard of $5,000 to the definition of equipment.

1. Faculty and Curriculum Development

In year 1, we will purchase a Dell Power Application Server to connect between Blackboard and Banner to activate the online curriculum software for teachers.

1. Equipment --- 2004-2005, $29,500.

2. Student Support Development

In year 2, we will purchase a like application server to connect Banner to the assessment program to be used online by students.

2. Equipment --- 2004-2005, $29,500.

3. Institutional Management Development

Each year in years 3, 4, & 5, will purchase one Polycom ITV classroom to transmit classes to outlying remote communities. The college plans to begin collaborative efforts with three IVC Extended Campuses to bring a wide array of educational opportunities to rural Imperial County.

3. Equipment --- 2006-2007, $65,000; 2007-2008, $65,000; 2008-2009, $65,000.

Equipment Total --- 2004-2005, $29,500; 2005-2006, $29,500; 2006-2007, $65,000; 2007-2008, $65,000; 2008-2009, $65,000.

Supplies

1. Faculty and Curriculum Development

The first year all supplies are for this activity. Online instructional software for curriculum development will be purchased for distance learning. The college is currently looking at Blackboard, which will have to be attached to our Banner software. In addition, ten laptop computers with extra software and carrying cases will be purchased for technology institute participants to use to build curricula.

Year One ------ $40,000 Blackboard software; $ 3,000 HP 2600 Switch (to support Blackboard); $3,600 Dell 1750 Windows Server to support Blackboard; and $19,000 for ten Dell laptop computers for technology institute.

During the second year of the grant, technology institute participants and laptop computers will increase to 15. Blackboard software license will have to be renewed.

Year Two -- $28,500 Dell laptop computers for technology institute; $40,000 Blackboard software.

During year three, a new piece of software for ESL will be purchased. IVC has not settled on the program, but programs being reviewed will cost in the neighborhood of $30 a student.

Year Three --- $40,000 Blackboard software; $19,000 for ten Dell laptops for institute; $15,000 for online ESL instruction software for 500 students.

During year four, the number of ESL students will increase to one thousand.

Year Four - $40K Blackboard software; $19K for 10 laptops for institute; $25K for ESL software.

During year five, two additional pieces of software will be purchased. IVC currently has no computerized writing program. (1) The Daedalus Integrated Writing Environment provides a computerized writing environment appropriate for intermediate to advanced writing classes. It includes a computerized management system, online forums for students, composing, peer review, and revising strands. (2) Turnitin will enable English instructors to better assess the authorship of research papers and essays in distance learning classes. With attendance limited to three class meetings a semester, writing instructors need this support to respond properly to written work completed outside of class and turned in remotely.

Year Five --- $40,000 Blackboard software; $25,000 ESL software; $ 9,500 Laptops for institute; $10,000 Turnitin.com subscription; $10,000 Daedalus software.

1. Supplies - 2004-05,$65,600; 2005-06,$68,500; 2006-07,$74,000; 2007-08,$84,000; 2008-09,$94,500.

2. Student Support Development

In year two, the college will begin to do student assessments online. During that year, the college will begin to purchase computers that students can access at remote locations within the district. In year four, the college will begin to purchase online developmental education software for students. IVC will continue to review online developmental education programs until it needs to act, but current prices are built on Academic Systems.
Year Two ------ $10,000 10 student computers to be used for assessment in remote areas
Year Three ---- $10,000 One additional site will be selected for 10 assessment computers
Year Four ----- $40,000 10 computers for each of four remote sites; $16,000 online developmental software
Year Five ----- $40,000 10 computers for each of four remote sites; $16,000 online developmental software.

2. Supplies --- 2005-06, $10,000; 2006-07, $10,000; 2007-08, $56,000; 2008-09, $56,000.

3. Institutional Management Development

Supplies for this activity are primarily related to the Polycom ITV classrooms, and therefore, supply costs do not materialize until the third year. These supplies are basically the pieces that are necessary for the receiving classrooms. During the fifth year, we want to add software to our student management system. Syllabus Plus (or a similar product) is software that manages complex scheduling needs while remaining cost efficient. Scheduling software facilitates preliminary planning, allows preview of room bookings and views of schedule changes on-line, and allows "what if" scenario building from any desktop.

Years three and four of the grant, will purchase identical equipment to furnish receiving classrooms. $1,300 for two 36-inch TV's; $10,000 for two Polycom view stations; and $8,000 for twenty Tandberg 880 cameras for use in faculty offices. In year five, we will purchase one TV for $650; one Polycom view station for $5,000; and ten Tandberg cameras for $4,000. In addition, for $30K will purchase scheduling software to facilitate management of online scheduling needs.

3. Supplies ---- 2006-2007, $19,300; 2007-2008, $19,300; 2008-2009, $9,650.

Ttl Supplies:2004-05,$65,600; 2005-06,$78,500; 2006-07,$101,400; 2007-08,$159,300;2008-09,$190,150.

Contractual

1. Faculty and Curriculum Development

Yearly, IVC will host a technology institute managed by consultants such as Tech4Learning from San Diego, CA. The institute will train faculty in how to create courses for delivery online ($17,000 yearly) (competitive bids welcomed). This intensive institute will be one week long. In addition, every year for the first four years we will contract to have Blackboard staff train faculty in the use of Blackboard ($11,250 yearly)(sole source-proprietary). During the first year, we need to budget $30,000 for the installation of Blackboard (sole source). For the first two years, we will need full-time telephone support from Blackboard at a cost of $16,000 for the first year and $10,000 for year two sole source). During year five, we will need to contract (sole source) with Daedalus to train faculty in a two-day seminar in the use of the writing software ($3,000).

1.Total - 2004-05, $74,250; 2005-06, $38,250; 2006-07, $28,250; 2007-08, $28,250; 2008-09, $20,000.

2.Student Support Development

In year one, we will need consulting from Banner folks (sole source) to configure Banner so we can do student enrollment online ($5,000). In years 2 through 5, we will need to contract with Accuplacer, who we have a quote from, (or whoever gets the bid) for assessment tests (5,000 tests @ $4.10 per test ($20,500). During year four, we will contract with consultants to customize CAPP (curriculum, advising, & program planning) for degree audit capabilities ($16,000) (competition welcomed). Our school has tried for eight years to develop a degree audit program for students with no success. CAPP is a web-based system, which can be used by students online wherever they are. During year five, we plan to put developmental education online. We are currently looking to add Reading Plus Online ($27,000) and A+LS 3.0 developmental software for writing ($19,000). In addition, we will need $1,500 for training for the developmental education software.

3.Total--2004-05, $5,000; 2005-06, $20,500; 2006-07, $20,500; 2007-08, $36,500; 2008-09, $68,000.

Total Contractual --- 2004-2005, $79,250; 2005-2006, $58,750; 2006-2007, $48,750; 2007-2008, $64,750; 2008-2009, $88,000.

Other
There are no costs for "Other," except for Project Management/Evaluation.

4. Project Management/Evaluation

The process of evaluation will play an important role in helping the college achieve self-sufficiency by ensuring achievement of specific objectives and performance to support development and facilitate integration of the project and eventual institutionalization of successful programs. Internal evaluation strategies will involve substantial commitment of time and effort by many people within the institution. An External Evaluation Consultant will be required annually to conduct on-site evaluations to ensure valid assessment of all aspects of the Title V project. Projected cost for the External Evaluation consultant include airfare, $600; consultant fees for five days @ $400/day, $2,000; per diem @ $150/day, $750; miscellaneous training materials, $100 ($3,500 per year). Postage, phone and duplication expenses are projected to increase by $200 annually as more people are involved in the project (from $1,200 first year to $2,000 in the fifth year).

Other Total -- 2004-05, $4,700; 2005-06, $4,900; 2006-07, $5,100; 2007-08,$5,300; 2008-09, $5,500.

Total Direct Charges --- 2004-2005, $548,125; 2005-2006, $548,329; 2006-2007, $549,800; 2007-2008, $548,565; 2008-2009, $545,965.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization:
Imperial Valley 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)	Total (f)
1. Personnel	$ 274500	$ 285633	$ 250940	$ 197908	$ 151403	$ 1160384
2. Fringe Benefits	$ 86460	$ 82296	$ 67960	$ 52522	$ 42126	$ 331364
3. Travel	$ 8115	$ 8750	$ 8750	$ 3785	$ 3785	$ 33185
4. Equipment	$ 29500	$ 29500	$ 65000	$ 65000	$ 65000	$ 254000
5. Supplies	$ 65600	$ 78500	$ 103300	$ 159300	$ 190150	$ 596850
6. Contractual	$ 79250	$ 58750	$ 48750	$ 64750	$ 88000	$ 339500
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 4700	$ 4900	$ 5100	$ 5300	$ 5500	$ 25500
9. Total Direct Costs (lines 1-8)	$ 548125	$ 548329	$ 549800	$ 548565	$ 545964	$ 2740783
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 548125	$ 548329	$ 549800	$ 548565	$ 545964	$ 2740783

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization:
Imperial Valley 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 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)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

GRANT APPLICATION FOR THE
HISPANIC-SERVING INSTITUTIONS PROGRAM
Title V, Higher Education Act, as amended

Form Approved:
OMB No. 1840-0745
Ex. Date: 10/31/2006

OTHER BUDGET INFORMATION FOR SUMMARY BUDGET

1. Name of Applicant Institution: Imperial Valley College

2. Activity Title: Project Management and Evaluation

3. Remarks:

a. Personnel

Over the past three years, salary increases have averaged 3%, so this project assumes that same rate.

b. Fringe Benefits

College benefits include comprehensive health insurance, retirement, social security, workers' compensation, Medicare, unemployment, and SDI. Benefits for all employees are averaged at 33% of salary.

c. Travel

Mileage reimbursement is 37.5 cents/mile (current IRS rate). All mileage must be documented on an expense claim form and approved by immediate supervisor, up to the Vice President for Business Services. Receipts must be presented for all transportation costs, such as shuttles, taxis and parking, as well as for lodging. The district will pay up to the cost at the conference hotel. Reimbursement for meals is on a per diem basis of $35.

d. Equipment

The college follows the State of California Purchasing Policies and Procedures.

e. Supplies

All expenditures and commitments for goods and services are made in accordance with the college's Purchasing Guidelines.

f. Contractual

Any single contract for professional services exceeding $5,000 in a given year must be procured through competitive bidding or demonstrated as "sole source."

g. Other

An external evaluator will be contracted to insure that all necessary and meaningful evaluation strategies are met in a timely manner. All college policies and procedures will be followed in the hiring of such external grant support personnel.

ED FORM 851S-6

OTHER REQUIRED INFORMATION

Five-Year Plan

The Comprehensive Development Plan resulted from an inclusive and thorough planning process that will produce a new Institutional Master Plan for 2005-2010. Although the plan is not scheduled for completion and publication until May 2004, early results guided the development of this application. The following five-year goals are the focus of this project.

Institutional Goals for 2005-2010	**ACCESO Activities**
Develop the capacity to deliver instruction and services via distance learning.	Activities One, Two and Three
Make orientation, registration, and other student support services available to all students in the Imperial Valley regardless of location.	Activity Two
Improve IVC's graduation and transfer rate to four-year institutions of higher learning.	Activity One

All three activities support the attainment of the first goal through curriculum and faculty development, development of online and technology enhanced student services, and development of the College's technological infrastructure. Activity Two focuses on the second goal of expanding access to student services. Activity One specifically addresses and supports increased graduation and transfer rates by providing expanded access to quality instruction.

In addition to carrying out the objectives of this project and thus, impacting the attainment of the three specific institutional goals described above, IVC will continue to aggressively provide outreach to its largely Hispanic community through strengthening partnerships with local area schools, through nurturing its linkages with the business community, through expanding partnerships with governmental and social service agencies that target the Hispanic and new immigrant community, and through improving its reputation as the preferred institution of higher education in the region. IVC will continue efforts to recruit Hispanic faculty

and staff who have experience in working with a culturally diverse student population and will develop opportunities for local residents to gain the skills, knowledge, and earn the credentials necessary to become a part of the work family at IVC.

Ranking of Activities

All three activities in this grant application work in concert to develop the capacity to expand access and improve the success of Hispanic and low-income students at IVC. One could question, for example, if it would be effective to redesign curriculum for distance delivery and improve the pedagogical skills of faculty to work in a technology enhanced environment (Activity One) but not provide the infrastructure resources needed to support such efforts (Activity Three). Further, one could question whether access is truly improved by only addressing the delivery of instruction (Activity One) and not addressing the delivery of support services (Activity Two) that are an integral part of instructional delivery. It is the position of Imperial Valley College that the activities are only sound when funded together. However, given that priorities are required to be identified, the following order is offered:

Activity One:	Curriculum and Faculty Development
Activity Three:	Institutional Management Development
Activity Two:	Student Services Development

Prior HSI Program Support

Imperial Valley College has never received TitleV/Hispanic-Serving Institution funding.

Section 427 of GEPA

OMB Control No. 18040004 (Exp. 10/31/2004)

NOTICE TO ALL APPLICANTS

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

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

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain 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, DC 20202-4651.

Applicants should use this section to address the GEPA provision.

General Education Provisions Act (GEPA) Narrative
The following narrative identifies a barrier, describes how that barrier impedes student success, and describes how IVC and/or Project ACCESO will remedy that barrier.
Gender: Apprx. 62% of student population is female. Females are burdened with child care responsibilities that impact attendance, persistence, and completion rates. Project ACCESO will develop distance learning opportunities that will allow anytime, anywhere learning, thus, eliminating the barrier of childcare scheduling and resources.
National Origin: Calexico, CA, is a busy port of entry for immigrants from Mexico and other countries. New immigrants are handicapped by their lack of English skills. Project ACCESO will restructure the existing ESL program to accelerate the development of language proficiency and to make ESL instruction available anytime, anywhere.
Race/Color: IVC faculty and staff demographics do not exactly reflect the demographics of the local population. Role models for some groups are limited. IVC aggressively recruits a diverse workforce to better reflect the demographics of the local area.
Disability: Students with physical or learning disabilities need special accommodations to access higher education opportunities. IVC, in collaboration with the IV Board of Education, provides extensive technological solutions and adaptations to facilitate learning and success for students with disabilities. Project ACCESO will make learning opportunities more accessible to disabled students who have transportation issues by offering learning anytime, anywhere.
Age: The average age of the IVC student is 30 years. Older learners are more likely to have work and family conflicts that interfere with school schedules. Project ACCESO will offer flexible learning options to the older learner, thus, removing many barriers to participation such as transportation, schedule conflicts, etc.

OMB No.1840-0745 Exp.10/31/2006

CERTIFICATION REGARDING COLLABORATIVE ARRANGEMENT

This certification is required by the legislation implementing Section 511(d) of Title V of the Higher Education Act of 1965, as amended. The Secretary requests this information to use in establishing priorities for funding. The certification shall be treated as a material representation of fact upon which the Department of Education will rely in making a determination to award a grant.

PRIORITY - The Secretary shall give priority to an application that contains satisfactory evidence that the Hispanic-serving institution has entered into or will enter into a collaborative arrangement with at least one local education agency or community-based organization to provide such agency or organization with assistance (from funds other than funds provided under this title) in reducing dropout rates, improving rates of academic achievement for students, and increasing the rate at which Hispanic secondary school graduates enroll in higher education.

1. Describe the terms of the agreement:

Imperial Valley College and Central Union High School District have entered into a collaborative agreement to provide assistance in reducing Hispanic secondary dropout rates and increase rates at which Hispanics enter higher education.

2. Describe the role of the applicant institution:

Imperial Valley College through its Talent Search and Upward Bound Programs is providing assistance to students in the Central Union High School District at Southwest High School, Central Union High School, and Desert Oasis High School through tutoring, mentoring, parental contact, field trips, summer camps, FAFSA and post secondary applications assistance.

3. Describe the objectives of the agreement:

Imperial Valley College and Central Union High School District are working to reduce the high school dropout rate among Hispanic and low-income students and to increase the number of Hispanic students who enroll in and persist through to completion of a post secondary degree.

Authorized IHE Representative

*Name : Dr. Paul Pai
*Title : Superintendent/President
Signature: *Date: 2/11/2004

As duly authorized representative of the LEA, I certify that the LEA has entered into a collaborative arrangement with the applicant institution.

Authorized LEA or Community Based Organization Representative

*Name: Joe Evangelist
*Title: Principal/Southwest High School
Signature: *Date: 2/11/2004

OMB No.1840-0745 Exp.10/31/2006

Endowment Fund Assurance

The institution of higher education proposes to use no more than twenty percent (20%) of the Developing Hispanic-Serving Institutions Program development grant award, 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 607.

The institution further agrees to raise the required matching funds.

Name of Institution of Higher Education Imperial Valley College

Signature of President or Chief Executive *Date:

*Name : *Title :

Signature of Treasurer or Chief Financial Officer*Date:

*Name : *Title :

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OMB No.1840-0745 Exp.10/31/2006

Hispanic-Serving Institutions Assurance Signature Page

Institutional Statistics

Name of Institution:	Imperial Valley College
Total Undergraduate FTE Enrollment Count:	2741
Hispanic Undergraduate FTE Enrollment Count:	2392
Hispanic Undergraduate Enrollment Count:	6802
Hispanic Low-Income Student Count	5510
Undergraduate FTE Hispanic Percent:	87.267420649398
Undergraduate Low-Income Hispanic Percent:	81.0055865921788

*Name of President of the Institution: Dr. Paul Pai
*Title of President of the Institution: Superintendent/President
Signature: *Date: 2/23/2004

ED FORM 851S-7

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes 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. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

Certifications Regarding Lobbying; Debarment, Suspension And Other Responsibility Matters; And Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Address: 380 East Aten Road
City: Imperial
County: Imperial
State: CA Zip Code: 92251 - 0158

Check [] if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction,

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition; to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

Explanation for Section 2B

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Authorized Certifying Representative: Dr. Paul Pai
Title: Superintendent/President
Applicant: Imperial Valley College
Date: 02/11/2004
ED 80-0013

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Explanation for Statement (2)
Name of Authorized Certifying Representative: Dr. Paul Pai
PR/Award Number: P031S040008
Project Name: Project ACCESO (Accessing Community College Education by Strengthening Outreach)
Title: Superintendent/President
Applicant: Imperial Valley College
Date: 02/11/2004
ED 80-0014

Approved by OMB 0348-0046 Exp. 10/31/2004

Disclosure of Lobbying Activities

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

1. Type of Federal Action: [] Contract [redacted] Grant Cooperative Agreement Loan Loan Guarantee Loan Insurance	**2. Status of Federal Action:** [] Bid/Offer/Application [redacted] Initial Award Post-Award	**3. Report Type:** [] Initial Filing [redacted] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [X] Prime [] Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - **Congressional District, if known:**	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency:	**7. Federal Program Name/Description:** CFDA Number, if applicable:	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semiannually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Dr. Paul Pai Title: Superintendent/President Applicant: Imperial Valley College Date: 02/11/2004	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)