U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STRENGTHENING INSTITUTIONS PROGRAM, TITLE III, PART A OF THE HIGHER EDUCATION ACT OF 1965
CFDA # 84.031A
PR/Award # P031A100113

OMB No. 1840-0114, Expiration Date: 06/30/2013
Closing Date: AUG 05, 2010

Table of Contents

Forms

1. *Application for Federal Assistance (SF-424)* e1
2. *Standard Budget Sheet (ED 524)* e5
3. *SF-424B - Assurances Non-Construction Programs* e7
4. *Disclosure of Lobbying Activities* e9
5. *ED 80-0013 Certification* e10
6. *427 GEPA* e11

   GEPA Narrative e13
7. *Dept of Education Supplemental Information for SF-424* e14

   Research Explanation e16

Narratives

1. *Project Narrative - (Table of Contents ...)* e17

   Table of Contents e18
2. *Project Narrative - (Program Abstract Applicants are required to su.....)* e19

   Project Abstract e20
3. *Project Narrative - (Quality of Applicant's Comprehensive Developmen.....)* e21

   Comprehensive Development Plan e22
4. *Project Narrative - (Quality of Activity Objectives (Maximum 15 poin.....)* e40

   Activity Objectives e41
5. *Project Narrative - (Implementation Strategy Maximum 20 points (1) .....)* e51

   Implementation Strategy e52
6. *Project Narrative - (Quality of Key Personnel Maximum 7 points (1) .....)* e59

   Quality of Key Personnel e60
7. *Project Narrative - (Quality of Project Management Plan Maximum 10 p.....)* e66

   Project Management Plan e67
8. *Project Narrative - (Quality of Evaluation Plan Maximum 15 points (.....)* e68

   Evaluation Plan e69
9. *Project Narrative - (Budget Maximum 8 points The extent to which th.....)* e70

   Budget Aligned with Objectives e71
10. *Project Narrative - (Other Attachments Attach Program Profile Here....)* e72

    SIP Profile e73
11. *Budget Narrative - (Budget Narrative Insert budget narrative....)* e76

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission [ ] Preapplication [X] Application [ ] Changed/Corrected Application	* 2. Type of Application: [X] New [ ] Continuation [ ] Revision	* If Revision, select appropriate letter(s): * Other (Specify)
* 3. Date Received: 8/5/2010	4. Applicant Identifier:	
5a. Federal Entity Identifier: NA	* 5b. Federal Award Identifier: NA	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	TX-W-20100729-0001-50
8. APPLICANT INFORMATION:		
* a. Legal Name: Tarrant County College District		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 751217163		* c. Organizational DUNS: 073139040
d. Address:		
* Street1: Street2: * City: County: State: Province: * Country: * Zip / Postal Code:	1500 Houston Street Fort Worth Tarrant TX USA 76102	
e. Organizational Unit:		
Department Name: District Grants Development & Administration		Division Name: Office of Grant Development
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Mrs.	* First Name:	Jacqueline
Middle Name: R		

* Last Name:	Maki		
Suffix:			
Title:	Director, TCCD Office of Grant Development		
Organizational Affiliation:			
Tarrant County College District			
* Telephone Number:	(817)515-5379	Fax Number:	(817)515-5705
* Email:	JACQUELINE.MAKI@TCCD.EDU		

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.031A

CFDA Title:

Strengthening Institutions Program, Title III, Part A of the Higher Education Act of 1965

*** 12. Funding Opportunity Number:**

ED-GRANTS-070610-001

Title:

Office of Postsecondary Education(OPE): Strengthening Institutions Program (SIP)

13. Competition Identification Number:

See Item 12

Title:

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

Tarrant County, Texas -- including Fort Worth, Arlington, Hurst, Saginaw, Lake Worth, and surrounding communities of North Central Texas

*** 15. Descriptive Title of Applicant's Project:**

Tarrant County College: SSSTRONG on Students -- Supporting Student Success Transformations Reaching ONward to Graduation

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: 6,12,24,26 * b. Program/Project: 6,12,24,26

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title : NA
File :

17. Proposed Project:
* a. Start Date: 10/1/2010 * b. End Date: 9/30/2015

18. Estimated Funding ($):

a. Federal	**$ 2000000**
b. Applicant	**$ 1120039**
c. State	**$ 0**
d. Local	**$ 0**
e. Other	**$ 0**
f. Program Income	**$ 0**
g. TOTAL	**$ 3120039**

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

[ ] a. This application was made available to the State under the Executive Order 12372 Process for review on .
[X] b. Program is subject to E.O. 12372 but has not been selected by the State for review.

[ ] c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

[ ] Yes [X] No

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

[X] **** I AGREE**

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

Authorized Representative:

Prefix:	Mrs.	* First Name:	Erma
Middle Name:	C		
* Last Name:	Johnson Hadley		
Suffix:			

Title:	Chancellor

* Telephone Number:	(817)515-5201	Fax Number:	(817)515-5450

* Email:	ERMA.JOHNSON-HADLEY@TCCD.EDU

* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

NA

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Tarrant County College District

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	$ 295,093	$ 309,677	$ 284,369	$ 278,687	$ 271,881	$ 1,439,707
2. Fringe Benefits	$ 85,420	$ 87,454	$ 79,857	$ 76,329	$ 72,471	$ 401,531
3. Travel	$ 4,987	$ 2,869	$ 2,274	$ 2,484	$ 2,648	$ 15,262
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 1,000	$ 0	$ 2,000	$ 2,000	$ 2,000	$ 7,000
6. Contractual	$ 9,000	$ 0	$ 8,000	$ 31,000	$ 38,000	$ 86,000
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 4,500	$ 0	$ 23,500	$ 9,500	$ 13,000	$ 50,500
9. Total Direct Costs (lines 1-8)	$ 400,000	$ 400,000	$ 400,000	$ 400,000	$ 400,000	$ 2,000,000
10. Indirect Costs*	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 400,000	$ 400,000	$ 400,000	$ 400,000	$ 400,000	$ 2,000,000

***Indirect Cost Information *(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [ ] Yes [ ] No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: __/__/____ To: __/__/____ (mm/dd/yyyy)

Approving Federal agency: [ ] ED [ ] Other (please specify): _____ The Indirect Cost Rate is _____%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Tarrant County College District

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	$ 65,354	$ 144,759	$ 172,856	$ 200,534	$ 229,714	$ 813,217
2. Fringe Benefits	$ 19,607	$ 43,986	$ 51,856	$ 60,159	$ 68,914	$ 244,522
3. Travel	$ 2,000	$ 0	$ 1,000	$ 1,000	$ 8,500	$ 12,500
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 1,000	$ 2,000	$ 0	$ 0	$ 0	$ 3,000
6. Contractual	$ 5,000	$ 12,000	$ 13,000	$ 5,000	$ 5,000	$ 40,000
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 1,000	$ 4,800	$ 0	$ 0	$ 1,000	$ 6,800
9. Total Direct Costs (lines 1-8)	$ 93,961	$ 207,545	$ 238,712	$ 266,693	$ 313,128	$ 1,120,039
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 93,961	$ 207,545	$ 238,712	$ 266,693	$ 313,128	$ 1,120,039

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 discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

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).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Erma C. Johnson Hadley
Title: Chancellor
Date Submitted: 08/05/2010

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

1. Type of Federal Action:	2. Status of Federal Action:	3. Report Type:
[ ] Contract [X] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	[X] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	[ ] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:
[X] Prime [ ] Subawardee Tier, if known: 0 Name: Tarrant County College District Address: 1500 Houston Street City: Fort Worth State: TX Zip Code + 4: 76102-6524 **Congressional District, if known:** 12	Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:
6. Federal Department/Agency: U.S. Department of Education	**7. Federal Program Name/Description:** Strengthening Institutions Program CFDA Number, if applicable: 84.031A
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): Not Applicable Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Not Applicable 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 semi-annually 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: Erma C. Johnson Hadley Title: Chancellor Applicant: Tarrant County College District Date: 08/05/2010

Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION Tarrant County College District
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Mrs. First Name: Erma Middle Name: C Last Name: Johnson Hadley Suffix: Title: Chancellor
Signature: Date: _____ 08/05/2010

ED 80-0013 03/04

Section 427 of GEPA

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 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:
Title : GEPA Narrative
File : G:\TCCD--GEPANarrative--FINAL080510.pdf

TCCD's GEPA Narrative: Tarrant County College District (TCCD) is a comprehensive two-year public community college established in 1965, dedicated to providing quality postsecondary educational opportunities for the people of Tarrant County, Texas. TCCD is an Equal Opportunity institution that provides educational and employment opportunities on the basis of merit and without discrimination because of race, color, religion, sex, age, national origin, veteran status or disability. TCCD's mission is to provide "affordable and open access to quality teaching and learning," with these recently approved ***Vision 2015*** goals: **Support student learning and success; Ensure affordability, accessibility, and diversity reflective of the community; and Promote institutional effectiveness**. ***Project SSSTRONG*** will increase TCCD's capacity and effectiveness in serving increasingly diverse students: 58.2% women and 41.8% men, representing an average age of 25.8 years. Ethnically, TCCD's students are 20.6% Hispanic, 16.1% African-American, .5% American Indian, 6.2% Asian, 55.4% Anglo, and 1.2% other ethnicities. TCCD has strong outreach to all sectors of Tarrant County, with a 40+-year tradition and infrastructure dedicated to serving wide-ranging ethnicities, ages, geographic distribution, and economic circumstances. The Title III project will provide additional resources for special needs students, already served by Disability Support Services (DSS) at all five campuses. Any credit or non-credit student with disabilities is eligible for this assistance, according to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), and DSS information is provided as part of orientation and enrollment. TCCD's designee to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990 (which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973) and with Title IX of the Education Amendments of 1972 is William W. Lace, Ed.D., Vice Chancellor for Admin. (817-515-5242 or email bill.lace@tccd.edu).

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Linda (Joy)		Gates Black	

Address:

* Street1: 1500 Houston Street

Street2:

* City: Fort Worth

County: Tarrant

* State: TX* Zip / Postal Code: 76102 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(817)515-5006	(817)515-5035

Email Address:

LINDA.GATES-BLACK@TCCD.EDU

2. Applicant Experience

Novice Applicant [X] Yes [ ] No [ ] Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

[X] Yes [ ] No

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

[X] Yes Provide Exemption(s) #: 1,

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title : Research Explanation
File : G:\TCCD--SuppInfoResearch--FINAL080510.pdf

Tarrant County College District: *SSSTRONG* on Students –
Supporting **S**tudent **S**uccess **T**ransformations **R**eaching **ON**ward to **G**raduation

Supplemental Information Research Exemption Explanation

The research activities in ***Project SSSTRONG*** are exempt from ED Regulations for the Protection of Human Subjects, Title 34, CFR, Part 97, according to Exemption Category 1: "Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods."

Project Narrative

Table of Contents

Attachment 1:
Title: **Table of Contents** Pages: **0** Uploaded File: **G:\TCCD--TofC--FINAL080510.pdf**

Tarrant County College District: *SSSTRONG* on Students –
Supporting **S**tudent **S**uccess **T**ransformations **R**eaching **ON**ward to **G**raduation

Project Narrative – Table of Contents

Program Abstract . . . . . p. i

Comprehensive Development Plan. . . . . pp. 1-18

Activity Objectives . . . . . pp. 19-28

Implementation Strategy . . . . . .pp. 29-35

Key Personnel. . . . . .pp. 36-41

Project Management Plan. . . . . p. 42

Evaluation Plan. . . . . p. 43

Budget Aligned with Objectives. . . . . p. 44

Budget Narrative. . . . . pp. 45-50

Project Narrative

Program Abstract

Applicants are required to submit a one page single-spaced Project Abstract in word format only and no charts. Please include in the Program Abstract the name of the institution, city, and purpose.

Attachment 1:
Title: **Project Abstract** Pages: **0** Uploaded File: **G:\TCCD--ProjAbstract--FINAL080510.pdf**

Tarrant County College District: *SSSTRONG* on Students –
Supporting **S**tudent **S**uccess **T**ransformations **R**eaching **ON**ward to **G**raduation

Project Narrative – Program Abstract: Tarrant County College District (TCCD) is a large, urban, multi-campus, comprehensive public two-year community college headquartered in Fort Worth, Texas. TCCD's mission is to provide "affordable and open access to quality teaching and learning," through postsecondary educational opportunities (academic transfer and career/technical education) which exceed expectations of the people of Tarrant County, Texas. The College serves an ethnically, economically, and academic diverse clientele, many of whom are underprepared for college. Tarrant County College (TCC) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools [1866 Southern Lane, Decatur, GA 30033-4097: Telephone number (404) 679-4501] to award the associate's degree. TCCD offers a breadth of programs leading to the Associate of Arts degree, the Associate of Applied Science degree, and various certificates of completion designed to meet targeted workforce training needs. In 2008-2009, TCC enrolled 96,467 students (including 62,488 credit students), making it the sixth largest college or university in Texas. Nearly one in every 19 Tarrant County residents takes a class at TCC each year. Approximately 58 percent of TCC's students are women; 42 percent are men; average age equals 25.8 years. The student population is 20.6 percent Hispanic, 16.1 percent African-American, .5 percent American Indian, 6.2 percent Asian, 55.4 percent Anglo, and 1.2 percent other ethnicity. TCCD's Student-Faculty ratio is 24:1, with more than 650 full-time faculty and more than 1,000 adjuncts.

Overview of Proposed Project

Goal 1: *Tarrant County College District will increase levels of success for First-Time-In-College (FTIC) students who demonstrate a need for remediation in one or more essential skills areas necessary for college-level achievement (reading, writing, mathematics).*
Goal 2: *Tarrant County College District will increase faculty and staff knowledge and skills necessary to implement promising and best practices focused on increasing levels of success, rates of persistence, and rates of graduation among TCCD's students.*
Goal 3: *Tarrant County College District will increase rates of persistence and graduation among its students, with special focus on African American and Hispanic student populations.*

Expected Outcomes and Measures:

1.1. Increase targeted levels of success in developmental education by ten percent in five years
1.2. Increase targeted FTIC college readiness skills completions by ten percent in five years.
2.1. Increase college-wide participation in student-achievement focused professional development to a level of 80 percent during the five-year project.
2.2. Increase faculty/staff engagement in Action Research on student achievement to a level of 25 percent in five years.
3.1. Increase targeted Persistence Rates by five percent in each sub-category in five years.
3.2. Increase targeted Graduation and Transfer Rates by two percent per category in five years.

Budget Request: $2,000,000 over five years. (College Match = $1,120,039)
Grant funds will support project management, increases in research and data management capacity, student-achievement focused professional development for instructional, student development, and administrative personnel.

Project Narrative

Quality of Applicant's Comprehensive Development Plan

Quality of the Applicant?s Comprehensive Development Plan
(Maximum: 25 points).

(1) The strengths, weaknesses, and significant problems of the institution?s academic programs, institutional management, and fiscal stability are clearly and comprehensively analyzed and result from a process that involved major constituencies of the institution.

(2) The goals for the institution?s academic programs, institutional management, and fiscal stability are realistic and based on comprehensive analysis.

(3) The objectives stated in the plan are measurable, related to institutional goals, and if achieved, will contribute to the growth and self-sufficiency of the institution.

(4) The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practices and improvements developed under the proposed project, including, in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources.

Attachment 1:
Title: **Comprehensive Development Plan** Pages: **18** Uploaded File: **G:\TCCD--QualofCompDevPlan--FINAL080510.pdf**

Tarrant County College District: *SSSTRONG* on Students –
Supporting **S**tudent **S**uccess **T**ransformations **R**eaching **ON**ward to **G**raduation

Project Narrative – Quality of Applicant's Comprehensive Development Plan

Overview: Tarrant County College District (TCCD) is a large, urban, multi-campus, comprehensive two-year community college established in 1965. TCCD's mission is to provide "affordable and open access to quality teaching and learning," through postsecondary educational opportunities (academic transfer and career/technical education) which exceed expectations of the people of Tarrant County, Texas. The College serves an ethnically, economically, and academic diverse clientele, many of whom are underprepared for college. Nearly 75% of TCCD's entering first-time-in-college (FTIC) students require remediation in one or more essential skills areas needed for college-level achievement. Tarrant County College (TCC) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools [1866 Southern Lane, Decatur, GA 30033-4097: Telephone number (404) 679-4501] to award the associate's degree. TCC offers a breadth of programs leading to the Associate of Arts degree, the Associate of Applied Science degree, and various certificates of completion designed to meet targeted workforce training needs. TCCD's Student-Faculty ratio is 24:1, with more than 650 full-time faculty and more than 1,000 adjuncts. Administratively headquartered in downtown Fort Worth, TCCD serves Tarrant County's citizens through its five campuses – Northeast Campus in Hurst; Northwest, South, and Trinity River campuses in Fort Worth; and Southeast Campus in Arlington – and several off-campus learning centers and corporate training facilities. In 2008-2009, TCC enrolled 96,467 students (including 62,488 credit students), making it the sixth largest college or university in Texas. Nearly one in every 19 Tarrant County residents takes a class at TCC each year. Approximately 58% of TCC students are women and 42% are men, representing an average age of 25.8 years. The student population is notably diverse:

20.6% Hispanic, 16.1% African-American, .5% American Indian, 6.2% Asian, 55.4% Anglo, and 1.2% other ethnicity.

A. ANALYSIS OF INSTITUTIONAL STRENGTHS AND WEAKNESSES/PROBLEMS

Table 1A: Academic Program Strengths

- **Exceptional Faculty and Staff Supporting a Broad Range of Quality Educational Offerings:** TCCD's salary structure, excellent working environment, high quality and abundant technology, and the increasingly positive reputation of the Institution as a leader in community colleges attracts and retains high quality faculty, staff, and administrators. Active advisory committees and avenues of community input help shape an exceptional curriculum and instruction review process. A lively and community-responsive Continuing Education and Corporate Training service unit helps meet the needs of non-degree-seeking students, seniors, and children.
- **Strong Distance Learning Program:** TCCD's exceptionally strong and responsive Distance Learning Program works closely with campuses to offer alternative learning venues to those seeking the flexibility and quality of non-traditional delivery modes.
- **Student Support Services:** In Spring 2010, TCCD consolidated the student support services and student success activities under a single Vice Chancellor responsible for student success. This re-organization will allow standardization of procedures, services, guidelines, and actions among all five campuses and a strengthening of the college's capacity to deliver student support services more effectively.
- **Expanding Partnerships with Secondary and Post-Secondary Institutions:** The past few years have seen a steady increase in the quantity and quality of TCCD's relationships with secondary and other post-secondary institutions. TCCD is working more closely than ever before with a number of Independent School Districts (ISDs), through early enrollment via dual credit, support for college readiness, and beginning in Fall 2010, an Early College High School initiative at TCC's Northwest Campus. TCCD is also working more closely with public and private post-secondary institutions to fine-tune articulation agreements helping to ensure students a transfer-track curriculum that aligns with the curricular expectations of the upper level institutions.
- **Renewed Focus on Quality Instruction and Specific Focus on Developmental Education:** In 2009-2010 TCCD enacted several measures to strengthen the quality of its instruction, beginning with the development and adoption of a new institutional strategic plan: ***Vision 2015.*** TCCD's new strategic plan is a pragmatic, living document with three clear, emphatic goals: (1) Support student learning and success through excellence in teaching and learning, support services, flexible instructional delivery systems, student engagement, learning outcomes assessment, and dynamic curricula; (2) Ensure affordability, accessibility and diversity reflective of the community; and (3) Promote institutional effectiveness through continuous improvement, collaboration with and service to the community, employee engagement, professional development and optimal environment conducive to quality teaching and learning. A renewed focus on quality instruction through a number of quality initiatives have been defined as part of the strategies through which ***Vision 2015*** will be implemented. Among those strategies is TCCD's commitment to "strengthen and standardize the developmental education program" as a mechanism to

achieve greater student success, fully recognizing the challenge inherent in this work.

- **Excellent Technology Support System:** The College's Information Technology Infrastructure and Technology Plan are strong, providing very acceptable levels of technological support to the institution. Recently TCCD purchased Blackboard in support of on-line education.
- **On-going Capital Improvement Program:** An ongoing Facilities Master Plan (FMP) identifies targets for TCCD's Capital Improvement Program (CIP) to support instructional program areas in need of facilities renovation and renewal. TCCD's FMP and CIP also provide guidance on strategic land acquisition and new construction needs. As a result, TCCD has many high quality facilities for instruction and student services.
- **Committed Faculty and Staff:** TCCD's faculty and staff enthusiastically committed to campus meetings to develop ***Vision 2015***; dialogues about how to improve the low completion rate of students in developmental education; and a district-wide meeting to discuss reforms in the Developmental Education program.
- **Commitment to Diversity:** Diversity is a key goal in the new strategic plan; TCCD has committed to hiring faculty and staff reflecting the diversity of the community and student body; TCCD recently hired a new position, Associate Vice Chancellor for Diversity.
- **State Grants Supporting Student Success Initiatives**: In 2009-2010, TCCD competed for and was awarded three grants to support improvements in Developmental Education, Adult Basic Education, and related learning communities to increase student success.
- **Variety of Strong Academic Support Services:** Remedial and developmental courses in reading, writing, and mathematics, as well as English as a Second Language courses, prepare students for college-level work. For Fall 2009, TCCD will implement its new "Transition to College Success" course, a one-credit course designed to ease the students' transition into college; it is a required course for all first-time-in-college (FTIC) students who need developmental courses in two or more areas.
- **College-Wide Student Success Initiatives**: Beginning in Fall 2009, TCCD is implementing mandatory remediation, case management advising, and an early alert system – all focused on helping FTIC students complete developmental education courses in a timely manner, develop a solid educational foundation for college-level work, and be successful in completing their educational goals.

Table 1B: Academic Program Weaknesses/Significant Problems

- **Shortage of Data/Information for Improvement of Instruction:** Low levels of "action research" by faculty and the Research Office inhibit the ability of the institutions to make changes based on data-informed decisions. While TCCD's joining the ***Achieving the Dream*** initiative (May 2010) will help focus the institution toward becoming more attuned to the culture of evidence, there are still significant issues and expenses regarding adequate institutional research staff and faculty/staff engagement in a daily culture of evidence approach to teaching and learning, which – until resolved – will impede TCCD's efforts to help students achieve greater success.
- **Inadequate Coordinated Professional Development for Instructional and Student Development Personnel:** Both instructional and student development professionals at TCCD need more focused, sustained professional development aligned with student learning needs. (See also under Institutional Management Weaknesses, "Inadequate Coordinated Professional Development for Administrative and Support Personnel.")

- **Low Levels of Completers in Developmental Education Programs:** First, the number of FTIC students requiring developmental courses is too high; at least 60% of all FTIC students enter TCCD requiring remediation in at least one area of essential skills. Second, the number of students completing developmental course work in a timely manner is too low. The levels of completers in reading, writing, and math developmental programs at TCCD are among the lowest in the State of Texas. Among its nine peer institutions, TCCD typically ranks at or near the bottom of the statistics for students successfully completing developmental education, persisting in college, transferring to other institutions, and completing a degree in a time span comparable to that typical for students of other Texas community colleges. After state testing standards changed, TCCD did not require students to enroll in remedial courses upon entering the college, resulting in students not taking the needed developmental courses until they were ready to graduate or transfer from TCC. Most often, students found themselves having difficulty with college-level courses because they lacked the foundation which the developmental courses would have provided. TCCD has now changed its policy, and beginning in Fall 2009 will require students needing developmental courses to enroll in them.
- **Low Levels of Completers in All Courses, including Distance Learning:** The shortage of completers in developmental education is reflective of the low levels of completers for all other program areas, including distance learning classes.
- **Failure to Standardize Processes and Procedures Among Campuses:** Participants in the development of TCCD's ***Vision 2015*** **Strategic Plan** – even community members – commented that the different TCCD campuses have differing programs, procedures, and processes. While "process improvement" has been adopted as a major strategy of ***Vision 2015***, much more work remains to be done across the entire District and among a many educational programs for consistency and strengthening to be achieved. According to a recent inventory of services conducted by the Vice Chancellor for Student Success, many student services are offered at each campus, but the services and hours of operation are not consistent among the campuses, contributing to students' confusion, frustration, and failure.
- **Low Levels of Interaction Among Students, Faculty, and Advisors**: Until now, students have not been required to meet with an advisor or counselor during their education at TCCD, resulting in students not getting the support they need in order to be successful in their studies. According to recent SENSE survey results, students also do not typically interact with faculty members at a level supporting academic success.

Table 2A: Institutional Management Strengths

- ***Vision 2015*** **Strategic Plan:** On January 26, 2010, TCCD held its first visioning session with guidance from the Cross Consulting Group to analyze current conditions and to project where the College wanted to be by January 1, 2016. This session marked the first of 34 focus group sessions held at TCCD's five campuses and one community center. Over 1,100 students, faculty, staff, business community members, constituents, and stakeholders from throughout Tarrant County contributed over 15,000 comments and feedback items during this planning process. On April 18, 2010, TCCD's Board of Trustees adopted ***TCC Vision 2015,*** including the three overarching goals mentioned above, nine strategies to accomplish those goals, and specific action plans to implement the strategies.
- **Commitment to Staff Appropriately at all Levels Within the Institution**: For several years TCCD ranked as having one of the lowest levels of Institutional Support (previously

known as Administrative Cost) reported by the Texas Legislative Budget Board (LBB) among TCCD's ten peer institution group. That ranking also reflected that TCCD had fewer administrative and support staff than all but one of its peers, an indication supported by surveys of staffing patterns at other community colleges and by the most recent LBB report of peers. Correcting this staffing shortfall began during the 2009-2010 budgeting process and continues into 2010-2011, without adversely affecting hiring of new faculty.

- **New Focus on Addressing Institutional Challenges**: With the selection of TCCD's new Chancellor in Spring 2010 came a new focus on transparency in business and educational reporting; an increased focus on determining institutional weakness and challenges; and a renewed commitment to organize and manage resources to maximize student success. This year, Chancellor Hadley created TCC's first District-wide executive position devoted entirely to student success. The vice chancellor for student success (VCSS) reports directly to the chancellor and is charged with coordinating and expanding both the district- and campus-based service units that collaborate with instructional programs to impact student success directly. The VCSS is also charged with leading the development of an institutional culture that aggressively supports and enhances the success of all students. Furthermore, the chancellor makes monthly reports to the Board of Trustees on her activities within the College and the larger community to spread the word about TCC's initiatives and to engage others in the College's commitment to student success. Monthly meetings focusing on the work required to achieve greater student success outcomes are also held with the entire Chancellor's Executive Leadership Team (CELT) and the Joint Consultation Committee (JCC), comprised of members of the faculty leadership from each campus. Greater collaboration is also occurring between the Academic and the Student Success Councils.
- **Selection as an *Achieving the Dream* Institution:** As further evidence of its intent to focus especially on the educational success of low-income students and students of color, TCCD applied for and was selected into the ***Achieving the Dream*** network in May 2010, with a College-wide kick-off celebration scheduled for mid-August 2010. TCCD has already selected the further goal to become a "Leader Institution" nationally.

Table 2B: Institutional Management Weaknesses/Significant Problems

- **Lack of Coordination and Standardization Among Five Campuses:** Despite the fact that TCCD is a multi-campus community college district, inconsistent and inadequate intercampus communications, as well as inconsistent or non-existent guidelines and procedures for campus governance and programs, cause many problems and impede progress. While pockets of improvement do exist, and recent administrative reorganization now requires that the five campus presidents report to the vice chancellor for Academic Affairs, TCCD still has great room for improving the effectiveness and consistency of its communications, procedures, and operational practices.
- **Inadequate Staffing of Institutional Research Office:** The long-term inadequate staffing of the Office of Institutional Research has created a situation where many kinds of assessments and resulting data are often not collected, analyzed, and reported to decision-makers in a way that supports timely, data-informed decision-making and continuous improvement. The shortage of professional support in TCCD's Institutional Research Office prevents the effective collection, analysis, and application of information needed to improve all educational activities and, in particular, the developmental education program. The staff size and scope of TCCD's Institutional Research Office must increase. The

consistent collection, analysis, and use of data to inform decision-making among all five campuses must increase.

- **Lack of Sharing of Action Research to Accommodate Instructional Improvement:** A shortage of professional support in the Institutional Research Office has resulted in a corresponding shortage of individuals throughout TCCD's campuses and district administration knowledgeable about engaging in action research, using methodologies vetted through Institutional Research. Training and one-on-one coaching in using practical research methodologies to support data-informed decisions are currently in short supply.
- **New Organizational Patterns/Staffing Commitment Takes Time and Adequate Budget Resources:** While significant reorganization is taking place, TCCD still has a lengthy application/employment/learning curve timeline before the changed staffing pattern can be effective. Complicating matters more, some staffing changes will be slowed by budget shortfalls, especially when prioritization moves worthy causes ahead of others also worthy.
- **Large Numbers of Academically Under-prepared Students:** Even though TCCD has an active program of intervention and communication with area secondary school systems, that strategy alone is inadequate to address the needs of large numbers of underprepared secondary school students and graduates arriving at TCCD. The legacy of a K-12 system releasing significant numbers of underprepared students into the community and workforce puts significant pressure on community colleges, including TCCD, to increase its numbers of completers without first having to remediate their basic skills, sometimes for years.
- **Inadequate Coordinated Professional Development for Administrative and Support Personnel:** TCCD's Human Resources Office has generally had responsibility for providing a comprehensive professional development program for all College faculty and staff. That responsibility has been administered intermittently for faculty and only slightly more effectively for support staff and administrators. Other opportunities for professional development have been offered by the faculty, but only twice per year at one-day "Academics Day" events. TCCD is lacking a focused, sustained, comprehensive professional development program to prepare faculty to address the needs of students.

Table 3A: Fiscal Stability Strengths

Fiscal Responsibility:

- **Fiscal Reporting Award**: For the 17th consecutive year, TCCD received a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association of the U.S. and Canada (GFOA) and has been recommended by the independent auditing firm of Weaver and Tidwell for an 18th award for FY 2009.
- **Steadily Declining Bonded Indebtedness**: TCCD has a Triple A (AAA) bond rating and the lowest bonded indebtedness ($43.8M as of August 31, 2009) among its ten peer institutions in Texas. Currently the sixth largest educational institution in Texas, TCCD's Board of Trustees adopted a "pay-as-you-go" funding strategy that allows the College to reduce its level of outstanding indebtedness and accompanying debt service expense. The College District uses the results of property tax revenue to help fund operating and maintenance expenses and to pay cash for all its renovation and construction projects. This process allows the County's taxpayers to "get their money's worth" – dollar for dollar, rather than devoting a third to a half of all capital outlay funds to pay interest on bonds. TCCD's total bonded indebtedness is scheduled to be paid off in eight years, with no plans to issue additional bonds. The College gets high marks from State and independent

auditors, and there have been no "qualified opinions" expressed in TCCD fiscal audits.

- **Strong and Broad-Based Local Economy**: TCCD has relied on the strong local economy and Tarrant County's relatively stable property tax values, compared to those in other parts of the country, to support its programs and fiscal well-being. Boasting a stronger economy than almost any other large county in the nation, Tarrant County is one of the fastest-growing urban counties in the country. With this growth come the mixed blessings of increased enrollments and declining State support (see Fiscal Weaknesses/Challenges table).
- **Increasing Tuition Revenue from Growing Enrollment**: For at least the past five years, TCCD's enrollment and related revenue from tuition have been steadily increasing.
- **Increasing Revenue from Resource Development**: Since creating and staffing a College-wide Office of Grant Development in Spring 2007, TCCD's revenue from local, state, and federal grants has increased to approximately $11.5 million awarded in 2009-2010. These grants are focused on expanding and improving TCCD's educational and training services to high school and college students, employers, and workers throughout the County. The TCCD Foundation has also grown significantly from its beginnings as the Friends of Tarrant County Junior College in 1988, becoming the TCC Foundation in 2001. In 2008-2009, the TCC Foundation disbursed more than $166,000 in scholarships to TCCD students.
- **Conservative Approach to Budgeting and Fiscal Management:** The College does not overspend its revenue, nor has it over-committed its fund reserves despite significantly improving its physical environments, building new, and upgrading existing facilities.
- **New Commitment to Transparency in Budgeting:** Chancellor Hadley has committed to the Board of Trustees, the College community, and the citizens of Tarrant County that TCCD will demonstrate increased transparency in fiscal matters relating to the College's business. The College's budget and Board of Trustee meetings are now posted on TCCD's Web site; budget deliberations and Board meetings are televised on local cable channels.

Table 3B: Fiscal Stability Weaknesses/Significant Problems

- **Declining Property Tax Values:** While it is true that Tarrant County does have a strong and broad-based economy as noted in the strengths above and that its property values have remained relatively stable – that is compared to other parts of the country – those values are projected to dip by as much as 3% resulting in a multi-million dollar decline in revenues from local tax sources. So the local economy presents us with a two-edged sword. It continues to be strong compared to other counties, but values are slipping and as a result, revenues are down.
- **Declining Support from the State of Texas:** For more than 20 years, the State of Texas has not funded community colleges at full formula. In fact, revenues paid by the State to most community colleges have declined drastically as a proportion of the colleges' budgets. The comparison below shows TCCD's increasing dependence on local taxes and grants.

TCCD Revenue Sources as % of Total College Budget					
Year	**State Appropriations**	**Tuition/Fees**	**Local Taxes**	**Grants and Contracts**	**Other**
1993-1994	**45.9%**	**17.6%**	**18.8%**	**2.3%**	**17.5%**
2000-2001	**25.7%**	**17.5%**	**40.0%**	**.07%**	**16.8%**
2008-2009	**18.3%**	**12.5%**	**51.1%**	**13.7%**	**4.4%**

- **Unknown Effect of the State's Modified Business Model for Financing Community Colleges:** Texas is planning a shift in its business model for community colleges, from "pay for enrollments" to "pay for performance," or completers. While the plan may have merit, insufficient and problematic guidelines to enact this change could significantly damage Texas community colleges: colleges are likely to be extremely conservative in budgeting until a workable system is established, most likely committing available funds to programs with high completion rates while under-funding developmental education and other high-risk programs aimed at serving underprepared students.
- **Increasing Enrollment Stresses the System:** Situated in one of the nation's fastest growing urban counties, TCCD is coping numerous financial stresses: increasing numbers of college-aged, often underprepared students; increasing numbers of adults returning to the College due to lay-offs or business closings/restructurings; facilities demands of aging campuses constructed 30 or 40 years ago; and sharply declining support from State allocations. Demands grow, while fiscal and human resources are stretched to the limit.

In light of the extensive analysis (above) of TCCD's strengths and weaknesses – resulting from a broad-based, detailed strategic planning process conducted in January-April 2010 – TCCD is applying for U.S. Department of Education Title III, Part A, *Strengthening Institutions Program* (SIP) funding for 2010-2015. TCCD has opted to address **Invitational Priority 1: "Support activities that will improve the institution's persistence and graduation rates"; and Invitational Priority 3: "Develop academic programs to improve course completion rates or develop innovative support programs that are designed to increase completion rates."** The project title is emblematic of its purposes: ***SSSTRONG* on Students – S**upporting **S**tudent **S**uccess **T**ransformations **R**eaching **ON**ward to **G**raduation.

SIGNIFICANT PROBLEMS AND CONSEQUENCES IF NOT SOLVED

ACADEMIC PROGRAMS

Problem 1: TCCD does not adequately support its students to persist in and to complete the State's Texas Success Initiative (TSI) developmental education program requirements.

Consequences if not solved: Increasing numbers of TCCD students will fail to complete Texas Success Initiative (TSI) and TCCD's developmental education program requirements, will be less prepared for success in college-level courses, will withdraw from school, and will fail to

complete certificates and degrees. These outcomes will result in TCCD's (1) continued failure to meet its share of the State's ***Closing the Gaps*** college access and success goals, (2) lower revenues from state appropriations, and (3) fewer prepared workers and transfer students for Texas and the nation. **Title III Project Goal to address Problem 1:** *Tarrant County College District will increase levels of success for First-Time-In-College (FTIC) students who demonstrate a need for remediation in one or more essential skills areas necessary for college-level achievement (reading, writing, mathematics).* **Statement of Need for Goal 1:** In the *IES National Center for Education Statistics, Community Colleges Special Supplement to the Condition of Education 2008,* "One of the key educational tasks that have fallen to community colleges is to offer developmental or remedial education to prepare students who, for one reason or another, are not ready for college-level coursework." (*Page 11*) Tarrant County College District (TCCD) has identified this problem as a priority to be solved in order to strengthen the institution's capacity to educate an increasingly diverse student population more effectively. The United States Census Bureau for Tarrant County **Quick Facts** estimates the county's 2009 the population at 1,789,900. The percentage change from April 1, 2000 to July 1, 2009 is 23.8 percent increase. Tarrant County population growth rate for this period exceeded the state of Texas' rate by five percent. (http://quickfacts.census.gov/qfd/states/48/48439.html) "Approximately one in every 19 Tarrant County residents takes a class at TCC each year." (*Tarrant County College District FACTS for the year 2010*) *The Texas Higher Education Coordinating Board Developmental Education Accountability Measures Data* were recently published for the 2006 cohort, tracking that group for one and two years after enrollment at TCCD. For 2006, TCCD enrolled 7,100 FTIC students, who fell below state standards for college readiness as follows: 3,345 (47 percent) in Math; 2,180 (31 percent) in Reading; and

1,578 (22 percent) in Writing. Ten percent (716) of these students failed to meet Texas' college readiness standards in all three areas. (*Page 1)* The percentage of students enrolled in TCCD and considered **academically disadvantaged** in 2007 was 79.53 percent; in 2008 that number was 48.30 percent. The percentage of students enrolled and considered **economically disadvantaged** for 2007 is 22.21 percent; in 2008, 24.45 percent – a four- percent increase. (*TCCD FY 2007 Texas State Performance Measures Report February 8, 2008 & TCCD FY 2008 Texas State Performance Measures Report February 5, 2009*) TCCD enrollment continues to increase each year, but *The Data for Degrees and Certificates Awarded* shows in baseline FY 2006 a slight decline in unduplicated students awarded an Associate Degree or Certificate. The ***Closing the Gaps*** degrees and certificates completion data also showed a slight decrease. (*Performance Measures –TCCD Data for Degrees & Certificates Awarded Page 1 11/12/2009*) This decline is unique to Tarrant County College; it was noted as a national issue for Fall 2006 for many community colleges in the *Special Supplement to the Condition of Education in 2008.* (P*age 2)* TCCD is part of the 95 percent of community colleges that has an "open admission policy." (*Page 10 of Special Supplement*) However, students must show a certain level of proficiency before enrolling in many of the credit courses. For Fall 2009 at TCCD, 3083 FTIC students failed two or more sections of ACCUPLACER, the assessment tool TCCD uses to measure college preparedness: 1907 students failed all three areas (math, reading, writing); 2305 students failed math and reading in the Fall; 2673 failed math.

<table>
<tr><td colspan="4">Objectives/Activities for Goal 1: Tarrant County College District will increase levels of success for First-Time-In-College (FTIC) students who demonstrate a need for remediation in one or more essential skills areas necessary for college-level achievement (reading, writing, mathematics).</td></tr>
<tr><td>Objectives</td><td>Tasks/Activities/
Responsible Staff</td><td>Budget Resources</td><td>Outcomes Expected</td></tr>
<tr><td rowspan="3">1.1
Increase % of TCCD students making A, B, or C grades in Developmental Education courses compared with those results from 2007-2008.</td><td>1.1.a – required remediation for FTIC needing remediation in one or more essential skill areas/ Project Director (PD), Project Coordinator (PC), Admin. Office Asst. (AOA), Research Analyst (RAn), Advisors (AcAd), Tutors/Peer Mentors, Faculty and other instructional staff, other student services staff; other College administrators; Web Content Editor (WCE); SSSTRONG Advisory Committee</td><td rowspan="3">PD @ 20%, AOA @ 100% -- College;
PC @ 100% and RAn @ 100% – Grant in Year 1, with College providing 20% in Yr 2, 40% in Yr 3, 60% in Yr 4, 80% in Yr 5, 100% after Grant ends;
AcAds x 5 @ 100% from Grant in Yr 1, with College providing 20% of costs in Yrs 2-5, 100% after Grant ends;
Tutors/Peer Mentors (Part-Time) all from Grant, Yrs 1-5;
WCE – 3 months from Grant funds in Yr 2+ 3 months from College funds; 3 months from College in each of Yrs 3,4,5 and after Grant ends;
Other personnel supported by College</td><td rowspan="3">Increase targeted levels of success by 10% in 5 years;

100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.</td></tr>
<tr><td>1.1.b – required advising for these students/
PD, PC, AOA, RAn, AcAds, Tutors, Faculty and other instructional staff, other student development staff, other College administrators; WCE; SSSTRONG Advisory Committee</td></tr>
<tr><td>1.1.c – additional instructional tutoring, supplemental instruction, other interventions as needed/</td></tr>
</table>

	Same as for Task 1.1.a.		
1.2 Increase the % of students meeting college readiness requirements within a three-year tracking period, compared with 2007-2008 baseline data.	*Same as for Objective 1.1*	*Same as for Objective 1.1*	Increase targeted FTIC college readiness skills completions (within 3-year tracking period) by 10% in 5 years; 100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.

INSTITUTIONAL MANAGEMENT

Problem 2: TCCD demonstrates inadequate and inconsistent support of its instructional, student development, and administrative staff to prepare them to use action research and to implement promising/best practices focused on student success, persistence, and completion.

Consequences if not solved: Students will continue to drop out or fail to succeed in their instructional goals. Revenues from State appropriations will decline to the point that instructional programs will close and the community's educational and job training needs will not be served. Faculty, staff, and administrators will continue to be frustrated and handicapped by inadequate Institutional Research guidance and services and by inadequate professional development focused on equipping them to perform their student-focused job functions successfully. **Title III Project Goal to address Problem 2:** *Tarrant County College District will increase faculty and staff knowledge and skills necessary to implement promising and best practices focused on increasing levels of success, rates of persistence, and rates of graduation among TCCD's students.* **Statement of Need for Goal 2:** TCCD has recently been accepted

into ***Achieving the Dream (AtD): Community Colleges Count***, an initiative closely aligned with TCCD's ***Vision 2015*** **Strategic Plan** emphasis on student success, accessibility, and institutional effectiveness. ***Achieving the Dream*** was initially established by the Lumina Foundation for Education and its partners to create a "culture of evidence" in which data collection and analysis identify problems that prevent students – especially low-income students and students of color – from succeeding in college. In the *Performance Measures – TCCD Data for Graduation & Persistence Rates* report (*Page 1*), TCCD experienced a reduction in its total graduation and persistence rate in 2007 compared to 2006. Of the groups that were identified (White, African-American, Hispanic, Asian, and Native American), an increase of .4 percent for African-American students, 1.5 percent for Hispanic students, and a 6 percent increase for Native Americans. The six-year graduation rate total also shows a reduction of students receiving a Baccalaureate or above, Associate degree, or certificate. The numbers are significant for those who received No Award during the six-year period (2006: 71.8 percent; 2007: 73.9 percent) and even greater in the three- and two-year periods. (*Tarrant County College District Community College Performance – Success Page 2 of 7 of the Tarrant County College District Accountability Report*.) Through Achieving the Dream, TCCD has made an initial two-year commitment to focus on closing performance gaps among student sub-groups, and two groups in particular: low-income and students of color. Working with experienced practitioners from other ***Achieving the Dream*** institutions will assist TCCD in increasing student success, persistence, and completion. A major benefit of aligning TCCD's ***Achieving the Dream*** participation with this proposed ***Title III*** project will be the opportunity to focus on strengthening TCCD's Institutional Research support to faculty and staff, as well as to provide more focused, coordinated, cohesive, and sustained professional development across all five

campuses for student development, instructional, and administrative professionals. (*Tarrant County College – Achieving the Dream*)

<table>
<tr><td colspan="4">Objectives/Activities for Goal 2: Tarrant County College District will increase faculty and staff knowledge and skills necessary to implement promising and best practices focused on increasing levels of success, rates of persistence, and rates of graduation among TCCD's students.</td></tr>
<tr><td>Objectives</td><td>Tasks/Activities/
Responsible Staff</td><td>Budget Resources</td><td>Outcomes Expected</td></tr>
<tr><td rowspan="4">2.1
Increase faculty/staff knowledge of and skills in replicating promising and best practices designed to increase student success, persistence, and completion.</td><td>2.1.a.
Identify knowledge and skill sets needed by various College stakeholders engaged in helping students achieve increased levels of success, persistence, and completion/
PD, PC, AOA, RAn, AcAds, Tutors, Faculty and other instructional staff, other student development staff, WCE, other College administrators;
SSSTRONG Advisory Committee</td><td rowspan="4">PD @ 20%, AOA @ 100% -- College;
PC @ 100% and RAn @ 100% – Grant in Year 1, with College providing 20% in Yr 2, 40% in Yr 3, 60% in Yr 4, 80% in Yr 5, 100% after Grant ends;
AcAds x 5 @ 100% from Grant in Yr 1, with College providing 20% of costs in Yrs 2-5, 100% after Grant ends;
Tutors/Peer Mentors (Part-Time) all from Grant, Yrs 1-5;
WCE – 3 months from Grant funds in Yr 2+ 3 months from College funds; 3 months from College in each of Yrs 3,4,5 and after Grant ends;
Other personnel supported by College</td><td rowspan="4">At least 80% of instructional, student development, and administrative staff from all five campuses and district service units will participate in coordinated SSSTRONG professional development during Years 1-5;

100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.</td></tr>
<tr><td>2.1.b.
Identify training providers and/or develop internal training materials and programs/
Same as for Task 2.1.a</td></tr>
<tr><td>2.1.c. Conduct and evaluate monthly training sessions for TCCD stakeholders/
Same as for Task 2.1.a</td></tr>
<tr><td>2.1.d.
Conduct and evaluate</td></tr>
</table>

	Fall Semester Developmental Education Institute and Spring Semester Student Development Institute each year of project/ *Same as for Task 2.1.a*		
2.2 Increase Institutional Research Office services and coaching to support faculty/staff engagement in practical research designed to increase student achievement.	2.2.a Increase staffing and service capacity in Institutional Research Office; *Same as for Objective 2.1.a*	*Same as for Objective 2.1.*	Faculty/staff engagement in Action Research focused on student achievement will increase by 25% by conclusion of **Project *SSSTRONG*.**
	2.2.b Increase availability of research services and coaching for faculty/staff engaging in Action Research; *Same as for Objective 2.1.a*		100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.

FISCAL STABILITY

Problem 3: TCCD does not produce enough few completers of its certificate and degree programs. The 150% of normal time Graduation Rate for all TCCD students entering in Fall 2006 was only 8 percent for All students, 7 percent for Hispanic students, and 5.6 percent for African American students. Transfer rates for that same cohort were only 19 percent (All), 11 percent (Hispanic), and 16 percent (African American). **Consequences if not solved:** Unless TCCD increases the proportion of students persisting in and completing its instructional programs, TCCD's revenues from State appropriations will be drastically reduced as the State of

Texas shifts to a new "pay for performance" business model for funding community colleges. Resources will become increasingly scarce, and TCCD will not have adequate funding to maintain existing instructional programs or to develop new instructional programs to meet emerging workforce and postsecondary educational demands. **Title III Project Goal to address Problem 3:** *Tarrant County College District will increase rates of persistence and graduation among its students, with special focus on African American and Hispanic student populations.*

Statement of Need for Goal 3: The strategy of integrating student development services with instruction is an increasingly acknowledged approach to improving students' experiences of academic success, persistence, and completion of instructional goals. Educators and policymakers have expressed concern about what strategies are needed to help improve results in the area of developmental education courses. Research studies suggest that interventions most helpful to students in developmental courses are not just limited to the classroom. Student support services such as personal and academic advising, tutoring, financial aid, and counseling can be vital to the success of these students. The first-year experience for many students, especially those in developmental education, has a significant impact on their persistence. Vincent Tinto wrote, "It is for this reason that programs like supplemental instruction are so effective and why it is important for institutions to align the actions of student support staff with those of the faculty." (*Taking Retention Seriously. . . ., Page 3*) Increasing professional development opportunities for faculty and staff (under Goal 2), as well as to provide interventions in support of student persistence and completion under Goal 3 will enable TCCD to test and disseminate promising and best practices aimed at student persistence and completion. TCCD's multi-campus structure parallels the SSPIRE Initiative with California community colleges, in that TCCD's five campuses have student services housed in departments separate

from instructional departments, "each functioning in parallel but with little coordination – [creating] obstacles to successful integration." (*Promoting Partnerships for Student Success Lessons from the SSPIRE Initiative July 2009, ES-1*) Through the proposed ***SSSTRONG*** project, TCCD will concentrate on integrating support services with instruction to achieve significantly greater rates of student persistence, graduation, and transfer.

<table>
<tr><td colspan="4">Objectives/Activities for Goal 3: Tarrant County College District will increase rates of persistence and graduation among its students, with special focus on African American and Hispanic student populations.</td></tr>
<tr><td>Objectives</td><td>Tasks/Activities/
Responsible Staff</td><td>Budget Resources</td><td>Outcomes Expected</td></tr>
<tr><td rowspan="3">3.1
Increase Persistence Rates among TCCD students.</td><td>3.1.a.
Increase Persistence Rate for ALL students/
PD, PC, AOA, RAn, AcAds, Tutors, Faculty and other instructional staff, other student development staff, WCE, other College administrators;
SSSTRONG Advisory Committee</td><td rowspan="3">PD @ 20%, AOA @ 100% -- College;
PC @ 100% and RAn @ 100% – Grant in Year 1, with College providing 20% in Yr 2, 40% in Yr 3, 60% in Yr 4, 80% in Yr 5, 100% after Grant ends;
AcAds x 5 @ 100% from Grant in Yr 1, with College providing 20% of costs in Yrs 2-5, 100% after Grant ends;
Tutors/Peer Mentors (Part-Time) all from Grant, Yrs 1-5;
WCE – 3 months from Grant funds in Yr 2+ 3 months from College funds; 3 months from College in each of Yrs 3,4,5 and after Grant ends;
Other personnel supported by College</td><td rowspan="3">Increase targeted Persistence Rates by 5% in each sub-category by end of Grant period;

100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.</td></tr>
<tr><td>3.1.b.
Increase Persistence Rate for African American students/
Same as for Task 3.1.a.</td></tr>
<tr><td>3.1.c
Increase Persistence Rate for Hispanic students/
Same as for Task 3.1.a.</td></tr>
</table>

3.2 Increase Graduation and Transfer Rates among TCCD students	3.2.a. Increase Graduation rate for ALL students/ *Same as for Task 3.1.a.*	*Same as for Objective 3.1.*	Increase targeted Graduation Rates (within 3-year tracking period) by 2% in 5 years for targets of 10% (All), 9% (Hispanic), and 8% (African American). Increase targeted Transfer Rates (within 3-year tracking period) by 3% in 5 years for targets of 22% (All), 14% (Hispanic), and 19% (African American). 100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.
	3.2.b. Increase Graduation rate for African American students/ *Same as for Task 3.1.a.*		
	3.2 c. Increase Graduation rate for Hispanic students/ *Same as for Task 3.1.a.*		

REFERENCES

Achieving the Dream www.achievingthedream.org/CAMPUSSTRATEGIES/STRATEGIESATACHIEVING

Kerrigan, M. R. and Slater, D. (2010). Collaborating to Create Change: How El Paso Community College Improved the Readiness of Its Incoming Students Through Achieving the Dream. Report No. 4 in the Culture of Evidence Series. *Achieving the Dream Community Colleges Count*, 1.

Provasnik, Stephen and Planty, Michael (2008). *Community Colleges Special Supplement to* The Condition of Education. Statistical Analysis Report, *National Center for Education Statistics*, 11.

Tarrant County College District *Disability Support Services Procedures Manual; Comprehensive Annual Financial Report* (2008); *Accountability Report; Performance Measures.* (2009).

Tarrant County College District (2010). *Achieving the Dream; Report on Developmental Education*

Tarrant County QuickFacts from US Census Bureau http://quickfacts.census.gov/qfd/states/48/48439.html .

Tinto, Vincent. (1999). Taking Retention Seriously. . . *NACADA* Journal, 19(2): 9, 3.

Weissman, E., Cerna, O., Geckeler, C., Schneider, E., Price, D. V., Smith, Thomas J. (2009). Promoting Partnerships for Student Success Lessons from the SSPIRE Initiative, *MDRC, ES-1*.

Project Narrative

Quality of Activity Objectives
(Maximum 15 points)

(1) The extent to which the objectives for each activity are realistic and defined in terms of measurable results.

(2) The extent to which the objectives for each activity are directly related to the problems to be solved and to the goals of the comprehensive development plan.

Attachment 1:
Title: **Activity Objectives** Pages: **10** Uploaded File: **G:\TCCD--ActivityObjectives--FINAL080510.pdf**

Tarrant County College District: *SSSTRONG* on Students –
Supporting **S**tudent **S**uccess **T**ransformations **R**eaching **ON**ward to **G**raduation

Project Narrative – Quality of Activity Objectives

Project Year 1 Activities: (10/01/10-09/30/11)
• Conduct searches and hire Title III Project Team – VC Student Success/Project Director (20%); Title III Project Coordinator (100%); Research Analyst (100%); Administrative Office Assistant (100%) • PD, PC, and RAn work with Institutional Research to design details of ***SSSTRONG*** Evaluation plan • Increase pool of trained faculty advisors to be assigned to students requiring remediation. • Assess and train advisors for cultural competence and knowledge/skills for working effectively with students from diverse backgrounds. • Campuses will conduct searches and hire Advisors, Tutors, and Peer Mentors to begin Spring Semester. • Assess staffing patterns (identify best teachers with at least a bachelor's degree, encourage them to complete master's degree; "grow our own" faculty steeped in student success. • Assess Student Development Services to determine what levels of Student Services are adequate to sustain student success. • Evaluate **Year 1** progress and outcomes. • Prepare and disseminate **Year 1 Project *SSSTRONG* Activities and Financial Reports**.

Project Year 2 Activities: (10/01/11-09/30/12)
• Web designer with PD and PC will design, launch, and maintain Title III project website in Year 2 (3 months funded by grant; 3 months funded by college budget) • Increase pedagogical knowledge and skills of TCCD's full-time and adjunct faculty, student development professionals, and administrators working with developmental education students through a TCCD Developmental Education Institute (conducted each Fall) and a TCCD Student Development Institute (conducted each Spring). • Increase pedagogical knowledge and skills of TCCD's full-time and part-time faculty, student development professionals, and administrators working with FTIC students, students needing college-level skills remediation, and students from groups traditionally underrepresented among college graduates, through monthly presentations and Webinars coordinated collaboratively by the Developmental Education Council and the Student Success Council. • Increase enrollments in the "Transition to College Success" to include any student with college-readiness skills deficits in reading, writing, or math. • Increase assigned advisors – to include advisors, counselors, faculty and administrators trained as advisors – for ALL first-time-in-college students. • Continue to collect, analyze, and report on student learning outcomes and data that track student levels of success, persistence, and completion (Developmental Education requirements, graduation, and transfer).

- Continue to make data-informed teaching and learning, student development, program review, and budgetary decisions aimed at continuous improvement: increasing most effective practices and decreasing least effective practices.
- Continue to increase institutional share of project staffing expenditures.
- Achieve "Leader College" status in the ***Achieving the Dream*** network in Texas and nationally.
- Continue ongoing professional development through monthly Developmental Education Council, Student Success Council, and ***SSSTRONG*** Advisory Committee.
- Identify interventions tracking software for purchase/customization in Year 3.
- Evaluate **Year 2** progress and outcomes.
- Prepare and disseminate **Year 2 Project *SSSTRONG* Activities and Financial Reports**.

Project Year 3 Activities: (10/01/12-09/30/13)

- College IT staff will maintain Title IIIA Web site for dissemination of project progress, results, best practices, and professional development resources.
- Continue Developmental Education Institute and Student Development Institute for TCCD instructional and student development professionals and administrators, to increase pedagogical knowledge and skills of full-time and adjunct faculty, advisors, and others working with students to promote their academic success.
- Purchase and implement tracking system software to monitor effectiveness of interventions.
- Continue to increase enrollments in "Transition to College Success Course," to include ANY TCCD student, not just FTIC students with college readiness skill deficits.
- Continue to collect, analyze, and report on student learning outcomes and data that track student levels of success, persistence, and completion (Developmental Education requirements, graduation, and transfer).
- Continue to make data-informed teaching and learning, student development, program review, and budgetary decisions aimed at continuous improvement: increasing most effective practices and decreasing least effective practices.
- Continue to increase institutional share of project staffing expenditures – T3 Project Coordinator, Rsch Analyst from College budget 20% more each year of grant; during and after Year 2, College pays 20% of project Advisor costs.
- Serve as a "Leader College" in the ***Achieving the Dream*** network in Texas and nationally.
- Evaluate **Year 3** progress and outcomes.
- Prepare and disseminate **Year 3 Project *SSSTRONG* Activities and Financial Reports**.

Project Year 4 Activities: (10/01/13-09/30/14)

- College IT staff will maintain Title IIIA Web site for dissemination of project progress, results, best practices, and professional development resources.
- Continue Developmental Education Institute and Student Development Institute for TCCD instructional and student development professionals and administrators.
- Continue use of computer-based interventions tracking system.
- Continue to collect, analyze, and report on student learning outcomes and data that track student levels of success, persistence, and completion (Developmental Education

requirements, graduation, and transfer).
- Continue to make data-informed teaching and learning, student development, program review, and budgetary decisions aimed at continuous improvement: increasing most effective practices and decreasing least effective practices.
- Continue to increase institutional share of project staffing expenditures.
- Continue to serve as a "Leader College" in the ***Achieving the Dream*** network in Texas and nationally.
- Evaluate **Year 4** progress and outcomes.
- Prepare and disseminate **Year 4 Project *SSSTRONG* Activities and Financial Reports**.

Project Year 5 Activities: (10/01/14-09/30/15)

- College IT staff will maintain Title IIIA Web site for dissemination of project progress, results, best practices, and professional development resources.
- Expand Developmental Education Institute to include not only TCCD instructional and student development professionals and administrators, but also area public school district teachers, counselors, and administrators.
- Increase knowledge and skills of promising/best practices in student persistence, retention, success, and completion by providing Webinars to secondary and postsecondary educators throughout Texas and the nation regarding knowledge gained and practices tested through this project.
- Continue use of computer-based interventions tracking system.
- Continue to collect, analyze, and report on student learning outcomes and data that track student levels of success, persistence, and completion (Developmental Education requirements, graduation, and transfer).
- Continue to make data-informed teaching and learning, student development, program review, and budgetary decisions aimed at continuous improvement: increasing most effective practices and decreasing least effective practices.
- Continue to increase institutional share of project staffing expenditures.
- Offer Webinars to other CCs/universities nationally on promising/best practices for student success and achievement.
- Continue to serve as an ***Achieving the Dream*** "Leader College."
- Evaluate **Year 5** progress and outcomes.
- Prepare and disseminate **Year 5 Project *SSSTRONG* Activities and Financial Reports**.
- Prepare and disseminate **Final Project *SSSTRONG* Report;** disseminate best practices and lessons learned.

Objectives/Activities for Goal 1: *Tarrant County College District will increase levels of success for First-Time-In-College (FTIC) students who demonstrate a need for remediation in one or more essential skills areas necessary for college-level achievement (reading, writing, mathematics).*

PROJECT YEARS 1-5

Objectives	Tasks/Activities/ *Responsible Staff*	Budget Resources	Performance Indicators	Timeline and Milestones
1.1 Increase % of TCCD students making A, B, or C grades in Developmental Education courses compared with those results from 2007-2008.	1.1.a – required remediation for FTIC needing remediation in one or more essential skill areas/ *Project Director (PD), Project Coordinator (PC), Admin. Office Asst. (AOA), Research Analyst (RAn), Advisors (AcAd), Tutors/Peer Mentors, Faculty and other instructional staff, other student services staff; other College administrators; Web Content Editor (WCE);* ***SSSTRONG*** *Advisory Committee* 1.1.b – required advising for these students/ *PD, PC, AOA, RAn, AcAds, Tutors,*	PD @ 20%, AOA @ 100% -- College; PC @ 100% and RAn @ 100% – Grant in Year 1, with College providing 20% in Yr 2, 40% in Yr 3, 60% in Yr 4, 80% in Yr 5, 100% after Grant ends; AcAds x 5 @ 100% from Grant in Yr 1, with College providing 20% of costs in Yrs 2-5, 100% after Grant ends; Tutors/Peer Mentors (Part-Time) all from Grant, Yrs 1-5; WCE – 3 months from Grant funds in Yr 2+ 3 months from College funds; 3 months from College in each of	Increase targeted levels of student success by 10% in 5 years; 100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.	October –December 2010 Hire and train project staff: PC, AOA, RAn, AcAd x 5 (to start in Spring), Tutors; Visit successful Title III and *Achieving the Dream* sites; Define details of evaluation plan and data to be collected; Identify and convene monthly the ***SSSTRONG*** Advisory Committee members; Convene collaborative Student Success and Developmental Education Councils; Assess Dev. Ed curriculum to identify best practices; Assess Student Development Services to determine what levels of service are adequate to sustain student success; Identify and train 5 faculty advisors from each campus; Begin tutoring services on 5 campuses; Plan and conduct monthly professional development and Fall Developmental Education Institute; Collect and analyze data for Fall Semester

	Faculty and other instructional staff, other student development staff, other College administrators; WCE; ***SSSTRONG*** *Advisory Committee*	Yrs 3,4,5 and after Grant ends; Other personnel supported by College		<u>January-May 2011</u> Continue activities from Fall 2010; Advisors begin work; Expand interventions; Plan and conduct Spring Student Development Institute; Collect and analyze data for Spring Semester
	1.1.c – additional instructional tutoring, supplemental instruction, other interventions as needed/ *Same as for Task 1.1.a.*			<u>June-September 2011</u> Continue activities from Spring; Plan for Fall implementation changes; Collect and analyze data for Summer Terms; Prepare **Annual *SSSTRONG* Achievements Report** (for Year 5, prepare **Final Project Evaluation)** **For Year 5,** conduct dissemination visits and presentations of project progress, outcomes, and lessons learned
1.2 Increase the % of students meeting college readiness requirements within a three-year tracking period, compared with 2007-2008 baseline data.	*Same as for Objective 1.1*	*Same as for Objective 1.1*	Increase targeted FTIC college readiness skills completions (within 3-year tracking period) by 10% in 5 years; 100% of all services, tracking, evaluation, and dissemination	Same as for Objective 1.1

			will be institutionalized by end of grant-funded project.	

Objectives/Activities for Goal 2: *Tarrant County College District will increase faculty and staff knowledge and skills necessary to implement promising and best practices focused on increasing levels of success, rates of persistence, and rates of graduation among TCCD's students.*				
Objectives	Tasks/Activities/ *Responsible Staff*	Budget Resources	Outcomes Expected	Timeline and Milestones
2.1 Increase faculty/staff knowledge of and skills in replicating promising and best practices designed to increase student success, persistence, and completion.	2.1.a. Identify knowledge and skill sets needed by various College stakeholders engaged in helping students achieve increased levels of success, persistence, and completion/ *PD, PC, AOA, RAn, AcAds, Tutors, Faculty and other instructional staff, other student development staff, WCE, other College administrators;* ***SSSTRONG*** *Advisory Committee* 2.1.b. Identify training	PD @ 20%, AOA @ 100% -- College; PC @ 100% and RAn @ 100% – Grant in Year 1, with College providing 20% in Yr 2, 40% in Yr 3, 60% in Yr 4, 80% in Yr 5, 100% after Grant ends; AcAds x 5 @ 100% from Grant in Yr 1, with College providing 20% of costs in Yrs 2-5, 100% after Grant ends; Tutors/Peer Mentors (Part-Time) all from Grant, Yrs 1-5; WCE – 3 months	At least 80% of instructional, student development, and administrative staff from all five campuses and district service units will participate in coordinated SSSTRONG professional development during Years 1-5; 100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.	Same as for Objective 1.1

	providers and/or develop internal training materials and programs/ *Same as for Task 2.1.a*	from Grant funds in Yr 2+ 3 months from College funds; 3 months from College in each of Yrs 3,4,5 and after Grant ends; Other personnel supported by College		
	2.1.c. Conduct and evaluate monthly training sessions for TCCD stakeholders/ *Same as for Task 2.1.a*			Same as for Objective 1.1
	2.1.d. Conduct and evaluate Fall Semester Developmental Education Institute and Spring Semester Student Development Institute each year of project/ *Same as for Task 2.1.a*			

2.2 Increase Institutional Research Office services and coaching to support faculty/staff engagement in practical research designed to increase student achievement.	2.2.a Increase staffing and service capacity in Institutional Research Office; *Same as for Objective 2.1.a*	*Same as for Objective 2.1.*	Faculty/staff engagement in Action Research focused on student achievement will increase by 25% by conclusion of **Project *SSSTRONG.*** 100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.	Same as for Objective 1.1	Same as for Objective 1.1
	2.2.b Increase availability of research services and coaching for faculty/staff engaging in Action Research; *Same as for Objective 2.1.a*				

Objectives/Activities for Goal 3: *Tarrant County College District will increase rates of persistence and graduation among its students, with special focus on African American and Hispanic student populations.*				
Objectives	Tasks/Activities/ *Responsible Staff*	Budget Resources	Outcomes Expected	Timeline and Milestones
3.1 Increase Persistence Rates among TCCD students.	3.1.a. Increase Persistence Rate for ALL students/ *PD, PC, AOA, RAn, AcAds, Tutors,*	PD @ 20%, AOA @ 100% -- College; PC @ 100% and RAn @ 100% – Grant in Year 1, with College	Increase targeted Persistence Rates by 5% in each sub-category by end of Grant period;	Same as for Objective 1.1

	Faculty and other instructional staff, other student development staff, WCE, other College administrators; ***SSSTRONG*** *Advisory Committee* 3.1.b. Increase Persistence Rate for African American students/ *Same as for Task 3.1.a.* 3.1.c Increase Persistence Rate for Hispanic students/ *Same as for Task 3.1.a.*	providing 20% in Yr 2, 40% in Yr 3, 60% in Yr 4, 80% in Yr 5, 100% after Grant ends; AcAds x 5 @ 100% from Grant in Yr 1, with College providing 20% of costs in Yrs 2-5, 100% after Grant ends; Tutors/Peer Mentors (Part-Time) all from Grant, Yrs 1-5; WCE – 3 months from Grant funds in Yr 2+ 3 months from College funds; 3 months from College in each of Yrs 3,4,5 and after Grant ends; Other personnel supported by College	100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.	
3.2 Increase Graduation and Transfer Rates among TCCD students	3.2.a. Increase Graduation rate for ALL students/ *Same as for Task 3.1.a.*	*Same as for Objective 3.1.*	Increase targeted Graduation Rates (within 3-year tracking period) by 2% in 5 years for targets of 10% (All),	Same as for Objective 1.1

	3.2.b. Increase Graduation rate for African American students/ *Same as for Task 3.1.a.*		9% (Hispanic), and 8% (African American). Increase targeted Transfer Rates (within 3-year tracking period) by 3% in 5 years for targets of 22% (All), 14% (Hispanic), and 19% (African American). Increase by 10% over the 5-year period the percentage change in the number of full-time degree-seeking undergraduates enrolled at TCCD. 100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.	
	3.2 c. Increase Graduation rate for Hispanic students/ *Same as for Task 3.1.a.*			Same as for Objective 1.1

Project Narrative

Implementation Strategy
Maximum 20 points

(1) The extent to which the implementation strategy for each activity is comprehensive.

(2) The extent to which the rationale for the implementation strategy for each activity is clearly described and is supported by the results of relevant studies or projects.

(3) The timetable for each activity is realistic and likely to be attained.

Attachment 1:
Title: **Implementation Strategy** Pages: **7** Uploaded File: **G:\TCCD--ImplementationStrat--FINAL080510.pdf**

Tarrant County College District: *SSSTRONG* on Students –
Supporting **S**tudent **S**uccess **T**ransformations **R**eaching **ON**ward to **G**raduation

Project Narrative – Implementation Strategy

Objectives/Activities for Goal 1: *Tarrant County College District will increase levels of success for First-Time-In-College (FTIC) students who demonstrate a need for remediation in one or more essential skills areas necessary for college-level achievement (reading, writing, mathematics).*

PROJECT YEARS 1-5

Objectives	Tasks/Activities/ *Responsible Staff*	Budget Resources	Performance Indicators	Timeline and Milestones
1.1 Increase % of TCCD students making A, B, or C grades in Developmental Education courses compared with those results from 2007-2008.	1.1.a – required remediation for FTIC needing remediation in one or more essential skill areas/ *Project Director (PD), Project Coordinator (PC), Admin. Office Asst. (AOA), Research Analyst (RAn), Advisors (AcAd), Tutors/Peer Mentors, Faculty and other instructional staff, other student services staff; other College administrators; Web Content Editor (WCE);* ***SSSTRONG***	PD @ 20%, AOA @ 100% -- College; PC @ 100% and RAn @ 100% – Grant in Year 1, with College providing 20% in Yr 2, 40% in Yr 3, 60% in Yr 4, 80% in Yr 5, 100% after Grant ends; AcAds x 5 @ 100% from Grant in Yr 1, with College providing 20% of costs in Yrs 2-5, 100% after Grant ends; Tutors/Peer Mentors (Part-Time) all from Grant, Yrs 1-5;	Increase targeted levels of student success by 10% in 5 years; 100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.	October –December 2010 Hire and train project staff: PC, AOA, RAn, AcAd x 5 (to start in Spring), Tutors; Visit successful Title III and *Achieving the Dream* sites; Define details of evaluation plan and data to be collected; Identify and convene monthly the ***SSSTRONG*** Advisory Committee members; Convene collaborative Student Success and Developmental Education Councils; Assess Dev. Ed curriculum to identify best practices; Assess Student Development Services to determine what levels of service are adequate to sustain student success; Identify and train 5 faculty advisors from each campus;

	Advisory Committee 1.1.b – required advising for these students/ *PD, PC, AOA, RAn, AcAds, Tutors, Faculty and other instructional staff, other student development staff, other College administrators; WCE;* ***SSSTRONG*** *Advisory Committee*	WCE – 3 months from Grant funds in Yr 2+ 3 months from College funds; 3 months from College in each of Yrs 3,4,5 and after Grant ends; Other personnel supported by College		Begin tutoring services on 5 campuses; Plan and conduct monthly professional development and Fall Developmental Education Institute; Collect and analyze data for Fall Semester <u>January-May 2011</u> Continue activities from Fall 2010; Advisors begin work; Expand interventions; Plan and conduct Spring Student Development Institute; Collect and analyze data for Spring Semester
	1.1.c – additional instructional tutoring, supplemental instruction, other interventions as needed/ *Same as for Task 1.1.a.*			<u>June-September 2011</u> Continue activities from Spring; Plan for Fall implementation changes; Collect and analyze data for Summer Terms; Prepare **Annual *SSSTRONG* Achievements Report** (for Year 5, prepare **Final Project Evaluation)** **For Year 5,** conduct dissemination visits and presentations of project progress, outcomes, and lessons learned
1.2 Increase the % of students meeting college readiness requirements within	*Same as for Objective 1.1*	*Same as for Objective 1.1*	Increase targeted FTIC college readiness skills completions (within 3-year tracking	Same as for Objective 1.1

a three-year tracking period, compared with 2007-2008 baseline data.			period) by 10% in 5 years; 100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.	

Objectives/Activities for Goal 2: *Tarrant County College District will increase faculty and staff knowledge and skills necessary to implement promising and best practices focused on increasing levels of success, rates of persistence, and rates of graduation among TCCD's students.*

Objectives	Tasks/Activities/ *Responsible Staff*	Budget Resources	Outcomes Expected	Timeline and Milestones
2.1 Increase faculty/staff knowledge of and skills in replicating promising and best practices designed to increase student success, persistence, and completion.	2.1.a. Identify knowledge and skill sets needed by various College stakeholders engaged in helping students achieve increased levels of success, persistence, and completion/ *PD, PC, AOA, RAn, AcAds, Tutors, Faculty and other instructional staff, other student development staff,*	PD @ 20%, AOA @ 100% -- College; PC @ 100% and RAn @ 100% – Grant in Year 1, with College providing 20% in Yr 2, 40% in Yr 3, 60% in Yr 4, 80% in Yr 5, 100% after Grant ends; AcAds x 5 @ 100% from Grant in Yr 1, with College providing 20% of costs in Yrs 2-5,	At least 80% of instructional, student development, and administrative staff from all five campuses and district service units will participate in coordinated SSSTRONG professional development during Years 1-5; 100% of all services, tracking, evaluation,	Same as for Objective 1.1

	WCE, other College administrators; ***SSSTRONG*** *Advisory Committee*	100% after Grant ends; Tutors/Peer Mentors (Part-Time) all from Grant, Yrs 1-5; WCE – 3 months from Grant funds in Yr 2+ 3 months from College funds; 3 months from College in each of Yrs 3,4,5 and after Grant ends; Other personnel supported by College	and dissemination will be institutionalized by end of grant-funded project.	
	2.1.b. Identify training providers and/or develop internal training materials and programs/ *Same as for Task 2.1.a*			
	2.1.c. Conduct and evaluate monthly training sessions for TCCD stakeholders/ *Same as for Task 2.1.a*			Same as for Objective 1.1
	2.1.d. Conduct and evaluate Fall Semester Developmental Education Institute and Spring Semester Student Development Institute each year of project/ *Same as for Task 2.1.a*			

2.2 Increase Institutional Research Office services and coaching to support faculty/staff engagement in practical research designed to increase student achievement.	2.2.a Increase staffing and service capacity in Institutional Research Office; *Same as for Objective 2.1.a*	*Same as for Objective 2.1.*	Faculty/staff engagement in Action Research focused on student achievement will increase by 25% by conclusion of **Project *SSSTRONG.*** 100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.	Same as for Objective 1.1	Same as for Objective 1.1
	2.2.b Increase availability of research services and coaching for faculty/staff engaging in Action Research; *Same as for Objective 2.1.a*				

Objectives/Activities for Goal 3: *Tarrant County College District will increase rates of persistence and graduation among its students, with special focus on African American and Hispanic student populations.*				
Objectives	Tasks/Activities/ *Responsible Staff*	Budget Resources	Outcomes Expected	Timeline and Milestones
3.1 Increase Persistence Rates among TCCD students.	3.1.a. Increase Persistence Rate for ALL students/ *PD, PC, AOA, RAn, AcAds, Tutors, Faculty and other instructional staff,*	PD @ 20%, AOA @ 100% -- College; PC @ 100% and RAn @ 100% – Grant in Year 1, with College providing 20% in Yr 2, 40% in Yr 3, 60%	Increase targeted Persistence Rates by 5% in each sub-category by end of Grant period; 100% of all services, tracking, evaluation,	Same as for Objective 1.1

	other student development staff, WCE, other College administrators; ***SSSTRONG*** *Advisory Committee* 3.1.b. Increase Persistence Rate for African American students/ *Same as for Task 3.1.a.* 3.1.c Increase Persistence Rate for Hispanic students/ *Same as for Task 3.1.a.*	in Yr 4, 80% in Yr 5, 100% after Grant ends; AcAds x 5 @ 100% from Grant in Yr 1, with College providing 20% of costs in Yrs 2-5, 100% after Grant ends; Tutors/Peer Mentors (Part-Time) all from Grant, Yrs 1-5; WCE – 3 months from Grant funds in Yr 2+ 3 months from College funds; 3 months from College in each of Yrs 3,4,5 and after Grant ends; Other personnel supported by College	and dissemination will be institutionalized by end of grant-funded project.	
3.2 Increase Graduation and Transfer Rates among TCCD students	3.2.a. Increase Graduation rate for ALL students/ *Same as for Task 3.1.a.*	*Same as for Objective 3.1.*	Increase targeted Graduation Rates (within 3-year tracking period) by 2% in 5 years for targets of 10% (All),	Same as for Objective 1.1

	3.2.b. Increase Graduation rate for African American students/ *Same as for Task 3.1.a.*		9% (Hispanic), and 8% (African American). Increase targeted Transfer Rates (within 3-year tracking period) by 3% in 5 years for targets of 22% (All), 14% (Hispanic), and 19% (African American). Increase by 10% over the 5-year period the percentage change in the number of full-time degree-seeking undergraduates enrolled at TCCD. 100% of all services, tracking, evaluation, and dissemination will be institutionalized by end of grant-funded project.	
	3.2 c. Increase Graduation rate for Hispanic students/ *Same as for Task 3.1.a.*			Same as for Objective 1.1

Project Narrative

Quality of Key Personnel
Maximum 7 points

(1) The extent to which the experience and training of key professional personnel are directly related to the stated activity objectives.

(2) The extent to which the time commitment of key personnel is realistic.

Attachment 1:
Title: **Quality of Key Personnel** Pages: **6** Uploaded File: **G:\TCCD--QualofKeyPersonnel--FINAL080510.pdf**

Tarrant County College District: *SSSTRONG* on Students –
Supporting **S**tudent **S**uccess **T**ransformations **R**eaching **ON**ward to **G**raduation

Project Narrative – Quality of Key Personnel

TCCD's Vice Chancellor for Student Success, Dr. Linda (Joy) Gates Black, will serve as Project Director (PD) at 20% time commitment, funded by the College. Dr. Gates Black is an experienced and accomplished student development and instructional leader. (Her résumé of career achievements is included here.) Vice Chancellor Gates Black will hire and work with the Title III Project Coordinator (PC) to ensure that all project activities are completed as proposed. In addition to the PD and PC, a Research Analyst will be hired as additional staffing for the Office of Institutional Research, 100% committed to supporting the evaluation design and implementation, and other data collection/ analysis/ reporting functions related to **Project *SSSTRONG.*** A full-time Administrative Office Assistant, funded by the College, will support the project's clerical needs. Another important component of the **Project *SSSTRONG*** team is its Advisory Committee, to be comprised of the following members: Vice Chancellor for Student Success Dr. Joy Gates Black; ***Achieving the Dream*** Organizational Coach Dr. Christine McPhail; ***Achieving the Dream*** Data Facilitator Ms. Rhonda Glover; ***Project SSSTRONG*** Project Coordinator, Admin. Office Asst., and Research Analyst; Presidentially appointed representatives from each of TCCD's five campuses (from both instruction and student development); Associate Vice Chancellor for Academic Affairs Dr. Tim Gilbert; Associate Vice Chancellor for Student Success Mr. Rick Garcia (also chairs the Student Success Council); Chair of the Developmental Education Council; Director of Professional Development from Human Resources; Director of Institutional Assessment; and Director of Grants Management and Compliance. This diverse Advisory Committee will ensure that all aspects of the College engaged in student success initiatives are also engaged fully in ***Project SSSTRONG.***

L. Joy Gates Black, Ed.D. **Partial Résumé**

Home: 4813 Prairie Aster Drive· Garland, TX 75043 · (972) 240-1001
Office: 3737 Motley Drive – Mesquite, TX 75150 · (972) 860-7611
Mobile: (972) 835-7522 **Email**: ljgatesblack@verizon.net

FORMAL EDUCATION

Ed.D.	Organizational Leadership Pepperdine University, Malibu, CA
M.Ed.	Cambridge College, Cambridge, MA
Undergraduate Studies	Cambridge College, Cambridge, MA

LEADERSHIP DEVELOPMENT

Lakin Institute for Mentored Leadership - National Council on Black American Affairs
Future Leaders Institute - American Association of Community Colleges
Next Step - National Institute for Leadership Development

FACULTY EXPERIENCE

Adjunct Faculty – University of North Texas – Dallas Campus – Dallas, TX
Adjunct Faculty – San Antonio College, San Antonio, TX
Adjunct Faculty – Cambridge College, Springfield, MA

PROFESSIONAL EXPERIENCE

Tarrant County College, Fort Worth, TX 2010 – present
Vice Chancellor for Student Success
Responsibilities

- Oversee district support services which include: Admissions and Records, Information Center, College Access and Community Outreach, Tech Prep, District TRIO Programs
- Coordinate campus based student services; identify opportunities to enhance collaboration across campuses and consistency of services provided to students
- Collaborate in the development and implementation of programs and strategies to enhance the success of students
- Co-chair Achieving the Dream
- Develop and implement plans that support the Uniform Recruitment and Retention Strategy
- Coordinate the administration and subsequent analysis of student data collection instruments which include: Focus Groups, Survey of Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE)
- Serve as a member of the Chancellor's Executive Leadership Team
- Work collaboratively with members of the district and campus leadership to develop and execute strategic plans designed to meet the college's short and long term goals

Eastfield College, Mesquite, TX – 2006 – 2010, Dallas, Texas
Vice President - Student Success and Enrollment Management
Responsibilities

- Reports to the President of the College and serves as acting president in the absence of the president
- Provides leadership to the Student Success and Enrollment Management Division (which consists of over 200 full and part time staff members) in the administration of all student support services and student success (persistence, retention and goal attainment) initiatives
- Collaborates in the development of grants and other alternative funding sources

- Develops and administers a divisional operating budget ($3.5 million) and administers grant funding and auxiliary funding ($2.3 million)
- Collaborates in the development of the college strategic planning process
- Serves as a member of the College Executive Council and Leadership Team
- Provides college-wide leadership to the development, implementation and ongoing evaluation of the Strategic Enrollment Management Plan
- Directs the application and enforcement of the Student Code of Conduct, including disciplinary and grievance processes

Accomplishments

- Cross-training of staff in student support services areas resulting in an increase in communication and collaboration within the division and across the college, better usage of limited resources and a more positive climate within the institution
- Enhanced relationships with schools and surrounding communities resulted in increased enrollment and community involvement/support.
- Expanded dual credit to offer associate's degrees at several area high schools
- Successful reorganization of the Student Success and Enrollment Management Division which resulted in increased productivity, record setting enrollments, increased efficiency and overall student satisfaction
- Developed and implemented a call center for admissions and financial aid
- Collaborated in the design and implementation of a new Learning Frameworks Course
- Sought out and received a Gateway to College Grant resulting in increased collaboration with area school districts, and an increased number of high school students receiving their high school diploma while also working toward an associate's degree

San Antonio College (SAC), San Antonio, TX – 2003 - 2006
Dean, Student Affairs
Responsibilities

- Reported to the Executive Vice President; provided leadership and oversight for the Student Affairs Division
- Led the college's *Achieving the Dream* initiative
- Provided leadership of the college's enrollment management, recruitment and student retention efforts; participated in college and district strategic planning
- Led the Student Affairs division program review, unit planning and evaluation process
- Developed and administered divisional budget (over $2.2 million)
- Participated in the College Academic Council (shared governance body)
- Directed the application and enforcement of the Student Code of Conduct

Accomplishments

- Led the college's participation in the Achieving the Dream initiative resulting in increased persistence, retention and graduation rates
- Participated in the development of the college Quality Enhancement Plan which resulted in the creation of a new faculty academy
- Led a pilot initiative though the National Articulation and Transfer Network which resulted in the formation of a regional articulation and transfer council to develop strategies for improving transfer within the state and across state lines
- Led a pilot initiative designed to immerse students in developmental coursework and thereby help them to complete required developmental course work in a timely manner

- Developed the District's first Ethics Handbook

MILITARY SERVICE

U.S. Air Force (Active Duty) 1977-1982 U.S. Air Force Reserves 1990-1992

Selected Position Description Summaries

TITLE III PROJECT COORDINATOR

JOB SUMMARY

- Recruits and hires key program personnel
- Establishes, maintains, and communicates mission and objectives of project to Title III staff and other college personnel
- Guides and monitors progress toward achieving project objectives
- Establishes and maintains effective communication to ensure that project remains congruent with overall institutional development goals
- Coordinates activities to ensure maximum use and effectiveness of program resources
- Ensures development and implementation of effective and objective evaluation of activity and impact on the college
- Ensures compliance with Title III and US Department of Education policies and grant terms/conditions
- Ensures that all reporting deadlines are met
- Communicates progress of Title III activities to internal and external audiences
- Serves as the primary spokesperson for the Title III project
- Oversees preparation and monitoring of project fiscal and technical reports for TCC and US DOE
- Coordinates and facilitates continued activity planning, management, and evaluation
- Authorizes project expenditures , maintains budget, and ensures appropriate use of funds
- Ensures that evaluation results are reflected in continued project and college operations
- Assists in proper distribution of and accounting for all Title III records and products
- Reports to the Vice Chancellor for Student Success (Project Director)

EDUCATION AND/OR EXPERIENCE

Master's Degree from an accredited college or university. Experience in managing grant-funded projects, working with instructional and student development leaders, coordinating the activities and outcomes of the project, and preparing related presentations and reports. Experience working with computer hardware and software to accomplish tasks of project management and communications.

RESEARCH ANALYST

PRIMARY FUNCTIONS

- Gathers, interprets, and reports data to support the achievement of project goals, institutional planning, and decision-making.
- Demonstrates a high level of analytical and writing skills to support the project and institutional research needs.
- Provides information and analysis on institutional effectiveness; community demographics and needs; strategic planning; benchmarking; program evaluation; student recruitment/retention; and enrollment.

- Reports to the Vice Chancellor for Planning and Research; informally reports to Title III Project Director and Project Coordinator

REQUIRED KNOWLEDGE AND SKILLS

- Applicable computer programs;
- Research design;
- Inferential and descriptive statistics;
- Research sources;
- Customer service principles.
- Interpreting statistical analysis;
- Summarizing research findings;
- Performing qualitative and quantitative research analysis;
- Designing research survey instruments;
- Preparing a variety of reports;
- Communication, interpersonal skills as applied to interaction with co-workers, supervisor, the general public, etc., sufficient to exchange or convey information and to receive work direction.

PREFERRED KNOWLEDGE AND SKILLS

- Strongly prefer experience working in an educational setting.
- Prefer previous experience with college student information administrative computer systems, in particular Datatel's Colleague system.
- Prefer experience in working with both quantitative and qualitative analysis. Proficiency in SPSS, MS Access, and basic knowledge of database management computer programming.

MINIMUM QUALIFICATIONS.

Required Training and Experience:

Bachelor's Degree in a related area and two (2) years of research experience.

Preferred Training and Experience:

Master's Degree in Social Sciences, Education, Information Systems or related field.

WEB CONTENT EDITOR

REPORTS TO: Director of Public Relations
DEPARTMENT: Public Relations and Marketing

JOB SUMMARY

In collaboration with the Director of Public Relations and Marketing, ensures that all Web site content related to the institution, its brand and marketing messages are maintained, updated, and evaluated for effectiveness and efficiency.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Monitors, analyses, and enhances Web site content, organization and presentation.
- Develops content through writing and/or reviewing copy as well as selection/review of images; Ensures that content meets strict style, branding and copy guidelines.
- Works with TCC manager of online services to ensure that site is operating, functional, and easily navigated; Works with District Web Committee to ensure that Web site meets outlined objectives; Manages a database of easily retrievable Internet links to pertinent information; Writes copy to exact space specifications; Writes copy in a variety of styles and editorial voices; Works closely with artistic and engineering groups to manage

placement of text on Web site or service; Defines processes and tools to facilitate incorporation and support of editorial content; Utilizes HTML and art production software to maximize editorial content; Contributes ideas and feedback on current and future editorial content.
Edits copy and refreshes content to keep text and images relevant and current.

EDUCATION AND/OR EXPERIENCE

Bachelors degree preferably in journalism, public relations, mass communications or marketing and three to five years writing and/or editing experience. Knowledge of basic content management software processes. Desire experience working with web-based technology in higher education institutions or similar setting.

ACADEMIC ADVISOR

JOB SUMMARY

Works with academic and student services units to support students in assessing and developing skills needed for successfully achieving their goals at the College, by creating a personalized educational plan for each student leading to graduation/transfer.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Provides academic advisement, career information and guidance activities, educational/degree planning and related support services for the programs offered by the college; Assists students to take and score self administered vocational interest and aptitude tests; Schedules appointments with school guidance and counseling staff for students requiring professional assistance; Orders, catalogues, and maintains files on materials relating to job opportunities, careers, technical schools, colleges, scholarships, armed forces, and other programs.
- Assists students and teachers to locate career information related to students' interests and aptitudes, or demonstrates use of files, shelf collections, and other information retrieval systems; Makes presentations to parent and other groups to publicize educational opportunities and activities of the college.
- Plans publicity campaigns and contacts target groups to explain college educational programs and services.
- Attends the workplace regularly, reports to work punctually and follows a work schedule to keep up with the demands of the worksite; Thinks, reasons, and makes sound judgments to decide how duties and responsibilities are completed in compliance with college standards and guidelines; Uses interpersonal skills and makes sound judgments to decide how duties and responsibilities are completed.

QUALIFICATION REQUIREMENTS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE

Bachelor's degree, knowledge of career interest inventory testing procedures and outcomes; experience in advising students of diverse cultures and ethnic backgrounds and experience with career-related computer software programs. Desire two years of advising experience in a college or university.

Project Narrative

Quality of Project Management Plan
Maximum 10 points

(1) The extent to which procedures for managing the project are likely to ensure efficient and effective project implementation.

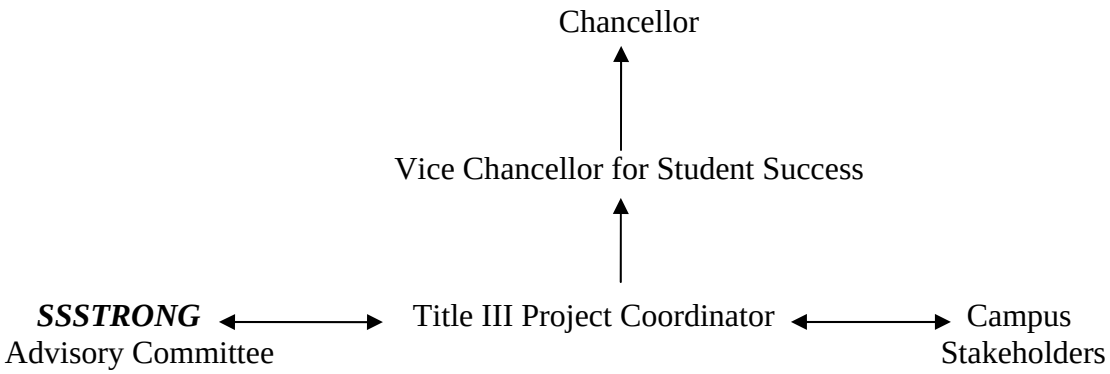
(2) The extent to which project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer.

Attachment 1:
Title: **Project Management Plan** Pages: **1** Uploaded File: **G:\TCCD--ProjMgtPlan--FINAL080510.pdf**

Tarrant County College District: *SSSTRONG* on Students –
Supporting **S**tudent **S**uccess **T**ransformations **R**eaching **ON**ward to **G**raduation

Project Narrative – Quality of Project Management Plan

Project SSSTRONG's Project Director/PD will be funded by the College at 20% commitment to provide executive leadership to this project. As TCCD's Vice Chancellor for Student Success, Dr. Gates Black reports directly to the Chancellor/CEO and serves on the Chancellor's Executive Leadership Team with the other instructional and administrative leaders of the College. The Project Coordinator/PC (to be hired) will be committed 100% to the project throughout its five years, serving as the project manager; and TCCD will institutionalize the PC position by the time the grant period concludes. The Research Analyst/RAn (to be hired) will be 100% committed to the project, and that position will similarly be absorbed into the institutional budget by the end of the project. Project information, activities, and needs will be communicated directly to the Chancellor and her Leadership Team by Vice Chancellor Gates Black and the Project Coordinator. Through the ***SSSTRONG*** Advisory Committee, the PD and PC will have administrative authority over the project and will collaborate frequently and closely with the other stakeholders on TCCD's five campuses to conduct and evaluate project activities. The Project Coordinator's lines of authority are illustrated in the diagram below.



Project Narrative

Quality of Evaluation Plan
Maximum 15 points

(1) The extent to which the data elements and the data collection procedures are 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.

(2) The extent to which the data analysis procedures are clearly described and are likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan.

Attachment 1:
Title: **Evaluation Plan** Pages: **1** Uploaded File: **G:\TCCD--EvalnPlan--FINAL080510.pdf**

Tarrant County College District: *SSSTRONG* on Students –
Supporting **S**tudent **S**uccess **T**ransformations **R**eaching **ON**ward to **G**raduation

Project Narrative – Quality of Evaluation Plan

The ***Project Narrative – Quality of Activity Objectives*** (pp. 19-28) provides a detailed outline of Project SSSTRONG's Goals, Objectives, Tasks, Performance Indicators, and Timeline with Milestones for achieving project results. That section of the Narrative also provides an annual listing of key project activities supporting the Objectives. The project evaluation plan will be both formative and summative, following the timeline and milestones indicated in the Table outlining the Activity Objectives. The Project Director, Project Coordinator, and Research Analyst will work with TCCD's Office of Institutional Research, the ***SSSTRONG*** Advisory Committee, and other Campus and District administrators to monitor project activities and progress toward achieving Goals and Objectives – on a monthly basis, at the conclusion of each programmatic segment (October-December, January-May, and June-September), at the conclusion of each Project Year, and at the end of the five-year project. As indicated on the ***Activity Objectives*** tables (pp. 22-28), data identified to support each Objective will be collected by the project staff and Institutional Research staff each semester/term, analyzed, and reported to the project team and other College stakeholders. The Project Director will have ultimate responsibility for ensuring the completion of timely and accurate data collection, analysis, and distribution of findings to inform TCCD's decision-making. Much of the data collection required for this project's Goals is already collected and summarized for internal and state reporting purposes. TCCD's ***Achieving the Dream*** participation will also focus heavily on the definition, collection, analysis, reporting, and application of accurate data and resulting information to shape decisions and programmatic improvements benefitting students. Evaluation reports will be completed and distributed to stakeholders annually and at project's end.

Project Narrative

Budget
Maximum 8 points

The extent to which the proposed costs are necessary and reasonable in relation to the project?s objectives and scope.

Attachment 1:
Title: **Budget Aligned with Objectives** Pages: **1** Uploaded File: **G:\TCCD--BudgAlignwithObj--FINAL080510.pdf**

Tarrant County College District: *SSSTRONG* on Students –
Supporting **S**tudent **S**uccess **T**ransformations **R**eaching **ON**ward to **G**raduation

NOTE: All **Project *SSSTRONG*** team members will be working collaboratively to accomplish the three primary project Goals, related Objectives, and Activities. Thus each Project Objective and Activity is served by the full budget and project team of **Project *SSSTRONG*.** Please see **General Budget Narrative** for detailed analysis of project staffing and budget amounts assigned both to the Grant and to the College.

Project Narrative – Budget Aligned with Objectives							
Objectives for Goal 1: *Tarrant County College District will increase levels of success for First-Time-In-College (FTIC) students who demonstrate a need for remediation in one or more essential skills areas necessary for college-level achievement (reading, writing, mathematics).*							
1.1 Increase % of TCCD students making A, B, or C grades in Developmental Education courses compared with those results from 2007-2008.							
1.2. Increase the % of students meeting college readiness requirements within a three-year tracking period, compared with 2007-2008 baseline data.							
Objectives for Goal 2: *Tarrant County College District will increase faculty and staff knowledge and skills necessary to implement promising and best practices focused on increasing levels of success, rates of persistence, and rates of graduation among TCCD's students.*							
2.1 Increase faculty/staff knowledge of and skills in replicating promising and best practices designed to increase student success, persistence, and completion.							
2.2 Increase Institutional Research Office services and coaching to support faculty/staff engagement in practical research designed to increase student achievement.							
Objectives for Goal 3: *Tarrant County College District will increase rates of persistence and graduation among its students, with special focus on African American and Hispanic student populations.*							
3.1 Increase Persistence Rates among TCCD students.							
3.2 Increase Graduation and Transfer Rates among TCCD students.							
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Federal**	TCCD
Salaries	360,447	454,436	457,225	479,221	501,595	**1439707**	**813,217**
Benefits	105,027	131,440	131,713	136,488	141,385	**401,531**	**244,522**
Travel	6,987	2,869	3,274	3,484	11,148	**15,262**	**12,500**
Equipment	0	0	0	0	0	**0**	**0**
Supplies	2,000	2,000	2,000	2,000	2,000	**7,000**	**3,000**
Contractual	14,000	12,000	21,000	36,000	43,000	**86,000**	**40,000**
Construction	0	0	0	0	0	**0**	**0**
Other	5,500	4,800	23,500	9,500	14,000	**50,500**	**6,800**
Total Direct Costs	**493,961**	**607,545**	**638,712**	**666,693**	**713,128**	**2,000,000**	**1,120,039**

Project Narrative

Other Attachments

Attach Program Profile Here.

Attachment 1:
Title: **SIP Profile** Pages: **3** Uploaded File: **G:\TCCD--SIP-Profile--FINAL080510.pdf**

84.031A Strengthening Institutions Program Profile

INSTRUCTIONS: *ALL applicants must complete these pages. The completed pages must be attached to the "Other Attachments Form" in the application package in the e-Grants system (as either a .doc, .rtf or .pdf document). DO NOT MODIFY OR AMEND THESE PAGES.*

OPE ID # ED-GRANTS-070610-001

1. INSTITUTION (Legal Name): Tarrant County College District .

2. Are you applying as a Branch Campus? _____**YES** __X__ **NO**

3. ADDRESS (Applicants must indicate the address where the project will be located):

Project Address: 1500 Houston Street

City: Fort Worth State: TX Zip: 76102 .

4. Are you addressing an invitational priority? __X__**YES** _____**NO. If yes, indicate the priority by placing an "x" beside it.**

☒ Support activities that will improve the institution's persistence and graduation rates;

☐ Work with the appropriate State agencies to develop strategies for using State longitudinal data systems to track outcomes for students attending the grantee institution, including the extent to which the students complete certificates, 2-year degrees, and 4-year degrees at other institutions;

☒ Develop academic programs to improve course completion rates or develop innovative support programs that are designed to increase completion rates; and,

☐ Develop dual enrollment programs that facilitate the transition between high school and college or career pathway programs that integrate basic academic instruction with technical or professional occupational training to advance individuals, particularly adult learners, on a career path toward high-wage occupations in high-demand industries.

5. ENDOWMENT FUND ASSURANCE:

☐ **By checking this box (or placing an "X" beside it)**, an applicant certifies that the institution of higher education proposes to use up to twenty percent (20%) of the Strengthening Institutions Program grant award, made under the authority of Title III, Part A 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.

6. DUAL SUBMISSION CERTIFICATION: If an institution applies for more than one grant, it must indicate which grant it wishes to receive if it is selected to receive more than one. Not applicable .

7. COOPERATIVE ARRANGEMENT FOR PARTICIPATING INSTITUTIONS: The applicant institution must provide for each Participating Institution: the Institution Name, DUNS Number, Location (City and State). Not applicable .

8. Tie-Breaker Information

If the selection process ends in a tie and funds are not sufficient to fund all institutions, we will use the information provided here to determine who will receive a grant. In accordance with Section 607.23(b), the Secretary will award up to three (3) additional points based on the information provided here.

Content: On a separate page, provide the following information:

TOTAL 2007-2008 FULL-TIME EQUIVALENT (FTE) STUDENTS= _____

A. Total market value of endowment fund at the end of 2007-2008 = $_____

B. Total expenditures for library materials during 2007-2008 = $_____

C. Check activities applicant proposes to carry out in application:

a. Faculty Development _____

b. Funds and administrative management _____

c. Development and improvement of academic programs _____

d. Acquisition of equipment for use in strengthening management and academic programs _____

e. Joint use of facilities _____

f. Student Services _____

Separate Page for Tie-Breaker Information

TOTAL 2007-2008 FULL-TIME EQUIVALENT (FTE) STUDENTS= 25,855 (Fall '07)

A. Total market value of endowment fund at the end of 2007-2008 = $ 2,559,309 .

B. Total expenditures for library materials during 2007-2008 = $ 720,874 .

C. Check activities applicant proposes to carry out in application:

a. Faculty Development ✓ .

b. Funds and administrative management _____

c. Development and improvement of academic programs ✓ .

d. Acquisition of equipment for use in strengthening management and academic programs _____

e. Joint use of facilities _____

f. Student Services ✓ .

Budget Narrative

Budget Narrative

Insert budget narrative.

Attachment 1:
Title: **Budget Narrative** Pages: **6** Uploaded File: **G:\TCCD--BudgetNarrative--FINAL080510.pdf**

Tarrant County College District: *SSSTRONG* on Students –
Supporting **S**tudent **S**uccess **T**ransformations **R**eaching **ON**ward to **G**raduation

Budget Narrative Table A below identifies key project team members and the source(s) of funding for each, demonstrating a firm commitment on behalf of Tarrant County College District (TCCD) to share increasing responsibility for project costs throughout five years and to sustain the work of Project ***SSSTRONG*** after grant funding concludes. The Title IIIA, SIP funding will enable TCCD to strengthen its services to low-income students and to improve the institution's academic quality, institutional management, and financial stability during and after grant period. All full-time (or proportions of full-time) salaries include a 3% cost-of-living-adjustment (COLA) each year beginning in Project Year 2, with fringe benefits calculated at 30% of salary. Part-time positions include the 3% COLA calculation, beginning in Project Year 2, with fringe benefits calculated at 10% of salary. The yearly salaries and benefits in this Budget Narrative vary somewhat from the 5-year project totals due to pro-rating and rounding portions of salaries and benefits. This Budget Narrative's five-year Federal and TCCD totals are accurately aligned with the details of Budget Form ED-524's depictions of the Federal and Non-Federal portions of the project budget.

Budget Narrative Table A: 1. Personnel Salaries and 2. Fringe Benefits							
Project Director (PD): TCCD's Vice Chancellor for Student Success, Dr. Linda (Joy) Gates Black, who reports directly to the Chancellor, will serve as TCCD's Title III **PD** and will commit 20% of her time to lead the project throughout Years 1-5. Her 20% salary and benefits committed to **Project *SSSTRONG*** will be funded totally by TCCD.							
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Federal**	TCCD
% on Project ***SSSTRONG***	20	20	20	20	20		
Project Salary	36,316	37,413	38,532	39,687	40,878	**0**	192,826
Benefits, 30%	10,895	11,224	11,560	11,906	12,263	**0**	57,848
Approx. Position Cost	**47,211**	**48,637**	**50,092**	**51,593**	**53,141**	**0**	$250,674

Administrative Office Assistant (AOA): The **AOA** will support **Project *SSSTRONG*** at 100% commitment during Years 1-5, with salary and benefits funded totally by TCCD. The **AOA** will provide general clerical support to the project team and will assist with project documentation, tracking of results, and preparation of training materials and reports.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Federal**	TCCD
% on Project ***SSSTRONG***	100	100	100	100	100		
Project Salary	29,038	29,907	30,809	31,735	32,685	**0**	154,174
Benefits, 30%	8,712	8,972	9,242	9,520	9,806	**0**	46,252
Approx. Position Cost	**37,750**	**38,879**	**40,051**	**41,255**	**42,491**	**0**	$200,426

Project Coordinator (PC): Funded 100% by the grant in Year 1; beginning in Year 2, TCCD will fund 20% of the **PC**'s salary and benefits, 40% in Year 3, 60% in Year 4, 80% in Year 5, and will fully institutionalize the position after the grant ends. The **PC** will be responsible with the PD and other team members for full implementation of **Project *SSSTRONG.***
[NOTE: "80G/20M" means "80% from **G**rant funds, 20% from TCCD's **M**atching funds."]

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Federal**	TCCD
% on Project ***SSSTRONG***	100 100G	100 80G/20M	100 60G/40M	100 40G/60M	100 20G/80M		
Project Salary (approx. by Yr.)	57,764+ 0 = *57,764*	47,598+ 11,899 = *59,497*	36,770+ 24,513 = *61,283*	25,248+ 37,873 = *63,121*	13,003+ 52,012 = *65,015*	**180,383**	126,298
						306,681	
Benefits, 30% (approx. by Yr.)	17,329+ 0 = *17,329*	14,279+ 3,570 = *17,849*	11,031+ 7,354 = *18,385*	7,574+ 11,362= *18,936*	3,901+ 15,604= *19,505*	**55,555**	37,890
						93,445	
Approx. Position Cost	**75,093**	**77,346**	**79,668**	**82,057**	**84,520**	$400,126	

Research Analyst (RAn): Funded 100% by the grant in Year 1; beginning in Year 2, TCCD will fund 20% of the **RAn**'s salary and benefits, 40% in Year 3, 60% in Year 4, 80% in Year 5, and will institutionalize the position after the grant ends. The **RAn** will be responsible with the **PD** and with TCCD's Institutional Research Office for the tracking of student success, persistence, and completion and for the evaluation of **Project *SSSTRONG.***

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Federal**	TCCD
% on Project ***SSSTRONG***	100 100G	100 80G/20M	100 60G/40M	100 40G/60M	100 20G/80M		
Project Salary (approx. by Yr.)	45,149+ 0 = *45,149*	37,202+ 9,301= *46,503*	28,739+ 19,159 = *47,898*	19,734+ 29,601 = *49,335*	10,163+ 40,652 = *50,815*	**140,987**	96,852
						237,839	
Benefits, 30% (approx. by Yr.)	13,545	11,161+ 2,791 = *13,952*	8,622+ 5,748 = *14,370*	5,920+ 8,880 = *14,800*	3,049+ 12,196 = *15,245*	**42,296**	29,613
						71,909	
Approx. Position Cost	**58,694**	**60,455**	**62,268**	**64,135**	**66,060**	$309,748	

Academic Advisors (AcAd): Five **AcAd** positions (1 per campus) will be employed beginning in January of Year 1. Salaries and benefits for these positions will be funded 100% from the grant for 9 months of Year 1. During Years 2-5, 80% of the funding for the five **AcAd**s' salaries and benefits will come from the grant, and 20% from TCCD's Matching funds. These additional **AcAd** positions will permit TCCD to provide more individualized, integrated service and follow-up to the FTIC students upon which **Project *SSSTRONG*** will focus much energy.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Federal**	TCCD
% on Project *SSSTRONG*	100 x 9 mos 75G	100 80G/20M	100 80G/20M	100 80G/20M	100 80G/20M		
AcAd Project Salary (approx./Yr.)	33,890	37,110+ 9,277= *46,387*	38,223+ 9,556= *47,779*	39,370+ 9,842= *49,212*	40,550+ 10,138= *50,688*	**947,650**	194,550
						1,142,200	
x 5	*169450*	*231,935*	*238,895*	*246,060*	*253,440*	*1,142,200*	
AcAd Benefits, 30% (approx./Yr.)	10,167	11,133+ 2,783= *13,916*	11,467+ 2,867= *14,334*	11,811+ 2,953= *14,764*	12,165+ 3,041= *15,206*	**284,291**	58,364
						342,655	
x 5	*50,835*	*69,580*	*71,670*	*73,820*	*76,030*	*342,655*	
5 x Approx. Position Cost	**220285**	**301,515**	**310,565**	**319,880**	**329,470**	$1,484,855	

Web Content Editor (WCE): Salaries and benefits will be pro-rated from a full-time position at the College, to provide 6 months of full-time services to **Project *SSSTRONG*** during Year 2 (3 months paid from grant + 3 months paid from TCCD matching funds). During Years 3, 4, and 5, the **WCE** position will provide the equivalent of three months of full-time services to the project, with all related salaries and benefits being paid from TCCD matching funds. The **WCE** position will work with the **PD, PC, RAn**, and other project team members to design, launch, maintain, and update the TCCD **Project *SSSTRONG*** web site for purposes of tracking progress, posting professional development information and activities, and disseminating project results.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Federal**	TCCD
% on Project ***SSSTRONG***	0	100-6mos 25G/25M	100-3mos 25M	100-3mos 25M	100-3mos 25M		
Project Salary (approx./Yr.)	0	11,597+ 11,597= *23,194*	0+ 11,945= *11945*	0+ 12,303= *12,303*	0+ 12,672= *12,672*	**11,597**	48,517
						60,114	
Benefits, 30% (approx./Yr.)	0	3,479+ 3,479= *6,958*	0+ 3,583= *3,583*	0+ 3,691= *3,691*	0+ 3,802= *3,802*	**3,479**	14,555
						18,034	
Approx. Position Cost	**0**	**30,152**	**15,528**	**15,994**	**16,474**	$78,148	

Tutors/Peer Mentors (Part-Time, 19 hrs/wk max): Each of TCCD's five campuses will receive an allocation from grant funds each Project Year to fund salaries and benefits for Part-time Tutors/Peer Mentors (also called Lab Assistants), to provide individualized tutoring for FTIC students on whom **Project *SSSTRONG*** is focused. Tutor wages = approx. $7.25/hr + 10% benefits = $7.98/hr. Each $1,000 provides approx. 125 hours of tutoring or peer mentoring.

	Year 1	Year 2	Year 3	Year 4	Year 5	Federal	TCCD
% on Project ***SSSTRONG***	PT, 100G	PT, 100G	PT, 100G	PT, 100G	PT, 100G		
Project Salaries	22,730	27,270	27,270	36,365	45,455	**159,090**	0
						159,090	
Benefits, 10%	2,270	2,730	2,730	3,635	4,545	**15,910**	0
						15,910	
Position Allocations	**25,000 $5K/ Campus**	**30,000 $6K/ Campus**	**30,000 $6K/ Campus**	**40,000 $8K/ Campus**	**50,000 $10K/ Campus**	$175,000	

Budget Narrative Table B below provides a summary of calculations for Non-Personnel Project Items to be funded by Federal grant funds or by TCCD matching funds.

Budget Narrative Table B: Non-Personnel Project Expenses

3. TRAVEL:

A. Each Project Year, local travel among campuses for project business will be reimbursed for the **PC** and **RAn** at the allowable College rate, currently .55/mile. Based on approximately 50 work weeks/year, at least 100 miles per week of local mileage reimbursement will be provided through Grant and Matching funds, as indicated below.

B. During Year 1, **Project *SSSTRONG*** team members will conduct site visits, benchmarking promising and best practices at other exemplary and Achieving the Dream institutions. During Year 5, team members will make presentations at state and national conferences and institutes, as one method of disseminating project results.

	Year 1	Year 2	Year 3	Year 4	Year 5	Federal	TCCD
A. Local Mileage	2,987+ 0 = 2,987	2,869+ 0= 2,869	2,274+ 1,000= 3,274	2,484+ 1,000= 3,484	2,648+ 1,000= 3,648	**13,262**	3,000
						16,262	
B. Site Visits, Dissemination	2,000+ 2,000= 4,000	0+ 0= 0	0+ 0= 0	0+ 0= 0	0+ 7,500= 7,500	**2,000**	9,500
						11,500	
Travel allowance per Year	**6,987**	**2,869**	**3,274**	**3,484**	**11,148**	$27,762	

Budget Narrative Table B: Non-Personnel Project Expenses, continued
4. EQUIPMENT: No funds for Equipment are included in the Project Budget.
5. SUPPLIES: To meet **Project *SSSTRONG***'s professional development objectives, each Fall and Spring Semester, a ***Developmental Education Institute*** and a ***Student Development Institute,*** respectively, will be funded by the project budget and aligned with the project's targeted outcomes. Notebooks and other training materials will be provided to Institute participants from Grant funds and from TCCD Matching funds, as shown below.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Federal**	TCCD
Institute materials per Year	1,000+ 1,000 = 2,000	0+ 2,000= 2,000	2,000+ 0= 2,000	2,000+ 0= 2,000	2,000+ 0= 2,000	**7,000**	3,000
						$10,000	

Budget Narrative Table B: Non-Personnel Project Expenses, continued
6. CONTRACTUAL:
A. To meet **Project *SSSTRONG***'s professional development objectives, each Fall and Spring Semester, a ***Developmental Education Institute*** and a ***Student Development Institute,*** respectively, will be funded by the project budget and aligned with the project's targeted outcomes. Stipends and expenses will be paid to individuals or organizations contracted as trainers. During Year 5, area public school teachers, counselors, and administrators will be included in the Fall 2014 and Spring 2015 **Project *SSSTRONG*** Institutes.
B. Another activity designed to meet **Project *SSSTRONG***'s professional development objectives will be the awarding of mini-grants to selected instructional or student development staff, for exploring and refining promising/best practices and then teaching other TCCD faculty/staff to replicate practices most appropriate to TCCD students' needs. The Title IIIA **Project *SSSTRONG*** Advisory Committee will identify priority needs or themes annually, conduct a competition, and make recommendations to the Chancellor and her Executive Leadership Team concerning which proposals shall be awarded mini-grants. Mini-grants will be valued at $1,000, representing a minimum of 80 hours of work focused on researching, testing, and disseminating the promising/best practices.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Federal**	TCCD
A. Contracts for Institute presenters	3,000+ 1,000 = 4,000	0+ 2,000= 2,000	6,000+ 0= 6,000	6,000+ 0= 6,000	8,000+ 0= 8,000	**23,000**	3,000
						26,000	
B. Faculty and Staff Mini-Grants	6,000+ 4,000 = 10,000	0+ 10,000= 10,000	2,000+ 13,000= 15,000	25,000+ 5,000= 30,000	30,000+ 5,000= 35,000	**63,000**	37,000
						100,000	
Contract Funds per Year	14,000	12,000	21,000	36,000	43,000	$126,000	

Budget Narrative Table B: Non-Personnel Project Expenses, continued

7. CONSTRUCTION: No funds for Construction are included in the Project Budget.

8. OTHER:

A. Registrations/subscriptions for monthly professional development webinars and other activities. 10 months each Project Year, the Project SSSTRONG Advisory Committee will select appropriate professional development activities related to student success, persistence, and completion strategies, to be shared with Developmental Education and Student Development Council members as well. These events are estimated at $350 each x 10 months each year.

B. Meals/breaks for estimated 100 Institute participants each Fall and Spring Semester, as part of an all-day technical training activity. In Year 5, each Institute will include area public school personnel as well as TCCD faculty/staff, for approximately 200 participants per Institute.

C. Purchase and installation of software system site licenses for all five TCCD campuses, to track effectiveness of tutoring, mentoring, and other interventions affecting student success. Year 3: $14,000 initial installation and site licenses to include all 5 campuses, +$4,000 annual service agreement, increasing to $4,500 in Year 5.

D. During Year 5, both the Grant and TCCD Match will provide funds for duplicating and disseminating the final **Project *SSSTRONG*** reports and related materials.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Federal**	TCCD
A. Monthly Professional Develop't. Events	3,500+ 0= 3,500	3,500+ 0= 3,500	3,500+ 0= 3,500	3,500+ 0= 3,500	3,500+ 0= 3,500	**17,500**	0
						17,500	
B. Meals/breaks for technical training workshop participants	1,000+ 1,000 = 2,000	0+ 2,000= 2,000	2,000+ 0= 2,000	2,000+ 0= 2,000	4,000+ 0= 4,000	**9.000**	3,000
						12,000	
C. Software system to track tutor/mentor interventions	0+ 0= 0	0+ 0= 0	18,000+ 0= 18,000	4,000+ 0= 4,000	4,500+ 0= 4,500	**26,500**	0
						26,500	
D. Report Production	0+ 0= 0	0+ 0= 0	0+ 0= 0	0+ 0= 0	1,000+ 1,000= 2,000	**1,000**	1,000
						2,000	
Est. "Other" Expenses per Year	**5,500**	**5,500**	**23,500**	**9,500**	**14,000**	$58,000	
Total Non-Personnel Direct Costs Per Year	**28,487**	**21,669**	**49,774**	**50,984**	**70,148**	**158,762**	62,300
						$221,062	