



DISTRICT: Chabot-Las Positas Community College District

COLLEGE: Las Positas College

RFA SPECIFICATION NUMBER: _____

TO BE COMPLETED BY UMOJA

Grant Agreement No.: _____

Proposal ID No.: _____

Funding Status: Funded

Fiscal Year: 2018-2019

CONTACT PAGE

Funding Source(s): Student Equity & Achievement Program

Institution: Las Positas College

Address: 3000 Campus Hill Drive

City: Livermore State: CA Zip+4: 94551-7623

College President (or authorized Designee)

Name: Roanna Bennie 

Title: President

Phone: (925) 424-1001

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E-Mail Address: rbennie@laspositascollege.edu

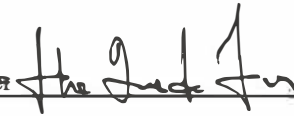
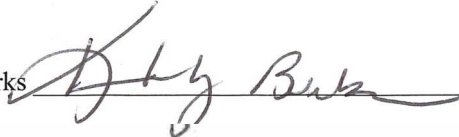
Responsible Administrators (Appropriate Program Area)

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Titles: Dean, Arts & Humanities Division and Vice President of Student Services, respectively

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Project Director

Name: Kisha Quesada Turner  and Kimberly Burks 

Titles: Umoja Co-Coordinators

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Application/Grant Writer (or authorized Designee)

Name: Kisha Quesada Turner 

Title: Umoja Co-Coordinator

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DISTRICT: Chabot-Las Positas Community College District

COLLEGE: Las Positas College

GRANT NUMBER: _____

TO BE COMPLETED BY UMOJA

Grant Amount: \$16,000

APPLICATION ABSTRACT

Program Title: Umoja Community at Las Positas College

Program year established: 2017

Project Directors: Kisha Quesada Turner and Kimberly Burks

Organization: Umoja Learning Community

Address: 3000 Campus Hill Drive

City: Livermore

State: CA

Zip + 4: 94551

CA Phone: (925) 424-1244 or (925) 424-1437 (respectively)

(Summarize in 250 words or less below.)

Based on the findings of our 2017-2018 Program Review, the Umoja Community at Las Positas College is applying for a grant to remedy success gaps and increase leadership opportunities for its students. The first initiative is to provide Math and English tutoring to students in order to increase their success rates in Math and English courses. This intervention is needed because African American students have been found not to succeed at the same rates as their peers of other races. A second initiative is to purchase textbooks for Math and Student Success courses to loan to economically-disadvantaged Umoja students. This is needed to remove a financial barrier some Umoja students on campus experience; this barrier impedes success. The final initiative is develop a leadership initiative wherein current Umoja students recruit future Umoja LPC students. Merchandise to enhance recruitment and leadership efforts will be a part of this initiative. This initiative is needed in order to engage students and make them feel like they belong on campus, thereby developing leadership skills and improving retention and academic success.

Needs Statement: **Demonstrate the need for your project by briefly describing your campus needs to increase success for the Umoja student and describe how the funding would enhance student success. The following are provided as guiding questions to formulate your needs.**

A. What is the capacity at your school for enrolling candidates for the Umoja Program? In your answer, state the number of students currently in the program, how many additional students you think you can enroll in the first semester/first year of the program.

LPC's Umoja Community currently has 85 students. This was our count as of the end of Fall 2018 semester (and was uploaded to the Umoja CRM), and covers two cohorts and a minimum number of Friends of Umoja students, who are students taking partial Umoja coursework (e.g., taking only one Umoja course as opposed to all five) or attend Umoja events regularly.

Currently, we have a need for more human resources to enroll students into our Umoja program for Fall 2019-2020. Thus far, the bulk of the work has been done by the two coordinators who have limited time to market, outreach, and present. Approximately 50% of the work is done during summer without compensation. The coordinators also recognize that their effectiveness in being spokespersons for the program could be enhanced by the students themselves. Hence, due to the coordinators' limited time and the opportunity for students to be spokespersons and leaders, we want to offer current Umoja students with opportunities to recruit students.

Funding for a recruitment project that involves current Umoja students in the process of enrolling future Umoja students would provide them with mentoring, leadership skills, public speaking practice, and the opportunity for them to use their creativity/writing/ persuasion skills. In addition, it could also increase cohesion between the cohorts, as the 2019-2020 cohort would potentially have people on campus to ask if they need help. Finally, this project mirrors initiatives done at universities, which recognize the power of student voices and the opportunity to instill learning.

Our goal is to enroll an additional 32 students in 2019-2020. With students' help, we believe that we can meet that number quickly

B. Are you able to market to high school students prior to them registering at the community college?

Yes, we are able to market to high school students prior to them registering, and in fact, we already have in the past. However, our experience doing so (and in talking with other Umoja programs) helps us to recognize that Umoja students are the most effective persons to encourage high school students to enroll in LPC's Umoja. They can speak to being an Umoja college student in a realistic, "I've-lived-it" kind of way. At the same time, because Umoja students have busy lives with competing interests, we also need incentives to get their help. Paying them for planning and carrying out a campaign to visit high schoolers--with the guidance of Umoja faculty--would increase the likelihood

that they will dedicate themselves to the project. We are aware of the significance of providing counseling services in conjunction with the recruitment and will ensure that academic advising is integrated into the outreach (i.e., transfer pathways and guarantees).

C. What is needed to market to newly registered African American students, or other underserved students?

Students' time is needed. The ability to mobilize students by paying them for their time, gas/public transportation, and talents are needed (and only equitable). Also, marketing materials are needed. Finally, trainings to increase their public speaking and marketing skills are needed.

D. Does the college have adequate space available on campus?

Though there is a space for learning communities, it is too small as it houses four learning communities. Additionally, the current learning communities' space is not based on cultural identities but on academics, and this seems to make Umoja students less likely to use the space.

E. Does the college have necessary staff support for the Umoja Program?

Because English, Math, and other subjects have traditionally been taught in ways that do not honor the experiences and talents of students of color, and/or because life barriers may have prevented students from learning certain skills needed to succeed at college-level coursework, less-represented students like Umoja students need more support and confidence-building. We also know that the ways of academic institutions are sometimes foreign, hostile, or intimidating for our students. As such, LPC Umoja faculty has found it necessary to increase support our students. One such way is to provide dedicated Umoja tutoring offered by qualified, equity-minded, and culturally-woke people. In the current time, LPC is in need of more instructors who are tutors for Umoja students. Our current "band aid" solution is for the Umoja instructors to tutor, hold study halls themselves, expand their office hours, and ask Math and other instructors to volunteer their time. Recently, we have added limited student tutor hours, but we would like students to have more hours and different types of resources.

F. Describe current college support for Umoja program and the assistance needed.

The College has been supportive in dedicating five sections of courses for Umoja students. This means that they close enrollment and allow Umoja coordinators to enroll students who could benefit most from an Umoja classroom experience. However, we run the risk of our courses being cancelled due to low or under-enrolled courses. This usually happens because of delays in or being unable to enroll incoming students by the

College's internal deadlines. Up to one-third of our students enroll late in the summer or in the first week of the semester. One of the more viable solutions is to create a robust recruiting program.

Printing needs for outreach materials are somewhat met by the College, but the College's copy center has limited technology. We have a need to have attractive marketing materials to capture the attention of today's up and coming savvy youth. This is beyond flyers; it includes apparel, school supplies, lapel pins, and other clothing identifiers that make Umoja visible on campus and capture potential students' (and faculty's) interest.

There has also been an attempt by the College to dedicate a space for Umoja, but as our needs have changed, the space is not adequate. Recently, we compared the four-in-one learning communities' space to the space for veterans, and the difference was eye-opening. The veterans' space had affirming images and memorabilia; had on-site computer labs and faculty offices; a welcome desk; a lounge; a refrigerator and microwave; and privacy. In contrast, our space is shared, lacks faculty offices, lacks a refrigerator and microwave, and comparable amount of space. As one vet stated, he feels that he can be himself there and process things that may not be understood by outsiders. In our experiences, Umoja students have expressed similar feelings in PWIs, such as academic spaces.

Our Umoja faculty who are not coordinators are not compensated for the support services that they provide to Umoja students and overall program support (i.e. extended office hours, tutoring, chaperoning, mentoring, event set up and clean up, Umoja faculty meeting attendance, academic year planning). However, the Umoja program has advanced quickly on campus as a direct result of Umoja faculty collaboration and planning.

G. Describe college support for the local Umoja Program and the assistance provided, including equipment and activities to increase success for Umoja Students.

The College, with Equity funds, has endorsed activities for Umoja students, including providing supplies for Fall semester orientations; money for four field trips per year; professional development (e.g., paying for Umoja faculty to attend SLI); activities to motivate students (such as networking events, cultural events, and an annual HBCU Tour, and group study sessions); and purchasing limited marketing materials (e.g. flyers and basic apparel).

Its Library has also purchased texts that relate to Umoja courses and has housed a lending library for our students.

The College has dedicated a space for Umoja students and faculty to share with three other learning communities' past and present cohorts. This space has 2 small-group study rooms, presentation monitors, and a larger (but not large) lounge-like space. Currently, there is no culturally-affirming decor or memorabilia to enhance the space.

We would be remiss if we did not mention the annual HBCU Tour LPC offers to students. This is happening in AY 2018-2019 and has happened for four consecutive years with Equity funds.

RESPONSE TO NEED (Justification for Funding): Umoja Programs provide support and leadership development for the students and staff. The funds provided must be used to increase the Umoja Program capacity and to provide increased support services to improve student persistence, retention, completion, and transfer for students with the emphasis on African American students.

Provide brief responses to the requested information.

1. Describe how the college's Umoja Program supports student success identified in the Need Section above.

With regard to enrolling Umoja students, the bulk of the work has been done by the two coordinators who have limited time to market, outreach, and present. Approximately 50% of the work is done during summer without compensation.

With regard to marketing to high school students before they register at the College, Umoja created an initiative for current students to recruit future students, but it did not develop because students had competing interests and limited time. Still, two Umoja students and a coordinator coordinated with a local high school's BSU, created a presentation, and presented it. We also have been invited to do similar outreach at other local schools.

With regard to making space for Umoja students on campus, in August 2018, Umoja, Puente, and Gateways 2 Success Learning Communities held an open house for the learning communities' space and sought student input on decorating the space. Those plans were carried out in limited ways.

With regard to improving students' success in Math and English, Umoja created a partnership with the campus Tutorial Center to provide one Math and one English tutor. Both are students who are academically-vetted, high-scoring, and culturally-woke. This began early in the Spring 2019 semester.

Umoja has a prototype of a mentorship program. We established a council of elders, which is a network of classified professionals, faculty, and others who support the success of Black and Brown students on campus. This network of people visit with our students, serving as chaperones, guest speakers, event helpers, and hosts. It is our desire to grow this program as an additional prong to improve student success.

With the regard to finding affirming space on campus, our Umoja librarian has been instrumental with taking the lead of occupying library space for Umoja. We have held

group study in library rooms, there is a row of desks near her desk where Umoja students perch on a regular basis, and there are constant lobby displays that affirm the many identities of our Black students.

2. Describe the college's Umoja Program efforts to improve persistence, retention, completion, and transfer of Umoja students.

It is important to understand that our college's Umoja program is only in the middle of its second year. Hence, our program's efforts in these areas are developing.

For example, in order to improve persistence, we have started to track our persistence rates from Fall semester to the next Fall semester. Fall 2018 is the first year that this effort was put in place, so we won't have data until Fall 2019.

In order to improve retention, our efforts have been to invite students who have finished Umoja coursework (but still are completing other community college coursework) to Umoja events, such as college tours and networking mixers. A possible goal is to expand the Umoja curriculum to include other courses like History. An alternative is to Umojafy instructors on campus or refer students who've completed initial Umoja courses to courses within their student education plans taught by an Umojafied instructor. Another alternative to create a version of a "guided pathway" for Umoja students to get them through all or part of their general education requirements. Students with a supported path are likelier to return is our hypothesis.

In order to improve completion of courses, Umoja faculty hold weekly meetings to strategize around student obstacles. Tutoring is also in effect, thanks to two student tutors. Some goals we've set are creating check-ins with Umoja students at certain points in the semester in order to discuss motivation and progress in their courses.

In order to improve transfer, so far we taken college tours to expose students to different types of colleges including HBCUs. We also create student education plans and students are required to meet with their Umoja counselor to review them, modifying them if necessary.



DISTRICT:	Chabot-Las Positas Community College District
COLLEGE:	Las Positas College
GRANT NUMBER:	

WORKPLAN AND PERFORMANCE INDICATORS FORM

OBJECTIVE One: Course Completion

To increase Umoja students' math success rates and success rates in English by offering tutoring services.

ACTIVITIES	PERFORMANCE OUTCOMES	RESPONSIBLE PERSON(S)	TIMELINES
<ol style="list-style-type: none"> 1. COORDINATE A MEETING WITH THE DIRECTOR OF EQUITY AND STUDENT SUCCESS, DEAN OF SLPC (OR TUTORIAL CENTER COORDINATOR), AND DEAN OF STEM (OR MATH DEPARTMENT CHAIR) TO DETERMINE THE APPROPRIATE RESOURCES TO PROVIDE DEDICATED TUTORING SERVICES TO UMOJA STUDENTS. 2. ATTEND MEETING FROM STEP #1 3. IDENTIFY THE INITIAL NUMBER OF HOURS OF GROUP AND/OR ONE-ONE TUTORING SUPPORT TO OFFER UMOJA STUDENTS. 4. INTERVIEW AND SECURE TUTORING RESOURCES. 5. SCHEDULE A DEDICATED TIME TO USE THE LEARNING COMMUNITY CENTER FOR MATH TUTORING SERVICES FOR UMOJA STUDENTS. 6. VET PLANS THROUGH ALL REQUIRED COLLEGE AND/OR DISTRICT PROCESSES IF USING OUTSIDE AGENCY 7. MARKET TUTORING SERVICES TO UMOJA STUDENTS. 8. DEVELOP A SHORT-TERM AND LONG-TERM SYSTEM OF TRACKING TUTORING PARTICIPATION. 9. KICK-OFF UMOJA MATH TUTORING IN LEARNING COMMUNITY CENTER 10. MONITOR TUTORING USE AND MODIFY SCHEDULES OR FORMAT, AS NEEDED (BI-WEEKLY MEETINGS – 30 MINUTES). 11. PUT PLANS IN PLACE FOR SPRING 2020 12. MONITOR MATH SUCCESS RATES FOR FALL 2019 AND SPRING 2020. PROVIDE A TUTOR THROUGHOUT THE SPRING 2019 AND FALL 2019 SEMESTERS THAT WILL: 13. SERVE STUDENTS FOR AN AVERAGE OF SIX HOURS PER SEMESTER WEEK. 	<ol style="list-style-type: none"> 1. MEETING IS SCHEDULED. 2. MEETING IS ATTENDED BY ALL STAKEHOLDERS 3. NUMBER OF TUTORING HOURS AND METHODS ARE IDENTIFIED 4. TUTORS ARE HIRED (OR OUTSIDE AGENCY IS CHOSEN) 5. A STUDY GROUP ROOM IN THE LEARNING CENTER IS SCHEDULED FOR WEEKLY TUTORING. 6. ALL PAPERWORK, IF NEEDED, IS SIGNED AND APPROVED. 7. MARKETING PLAN HAS BEEN CREATED AND EXECUTED. 8. TUTORING TRACKING SYSTEM HAS BEEN CREATED FOR THE SHORT-TERM AND A PLAN FOR THE LONG -TERM IS IN PLACE. STUDENTS WILL HAVE TO SIGN IN OR LOG IN. 9. TUTORING IS IN PLACE AND WILL BE TRACKED VIA STUDENTS SIGNING IN OR LOGGING IN. 10. MODIFICATIONS TO TUTORING METHODS OR 	<ol style="list-style-type: none"> 1. KIMBERLY BURKS 2. KIMBERLY BURKS AND KISHA TURNER 3. KIMBERLY BURKS AND KISHA TURNER 4. KIMBERLY BURKS, KISHA TURNER, TUTORIAL CENTER COORDINATOR, AND UMOJA STUDENT ASSISTANT 5. KIMBERLY BURKS AND TUTORIAL COORDINATOR 6. KIMBERLY BURKS AND TUTORIAL COORDINATOR 7. UMOJA STUDENT ASSISTANT 8. KIMBERLY BURKS AND TUTORIAL COORDINATOR 9. TUTOR 10. KIMBERLY BURKS, KISHA TURNER AND TUTORIAL COORDINATOR 11. KIMBERLY BURKS AND TUTORIAL COORDINATOR 12. KIMBERLY BURKS AND KISHA TURNER 13. TUTOR-ENGLISH COMPOSITION FACULTY OR APPROVED VENDOR. 	<ol style="list-style-type: none"> 1. 1/14/19 – 1/31/19 2. 2/1/19 – 2/15/19 3. 2/18/19 – 2/28/19 4. 3/1/19 – 3/31/19 5. 4/1/19 – 4/5/19 6. 4/8/19 -4/30/19 7. 5/1/19 – 8/30/19* 8. 5/1/19 – 5/31/19 9. 8/26/19 – END OF TERM 10. 8/26 – END OF TERM 11. 9/1/19 – 11/30/19 12. 8/2019 – 8/2020 <p>TIMELINES FOR ITEMS 13-15: SPRING 2019 (JANUARY 31- MAY 24) AND FALL 2019 (AUGUST-DECEMBER 2019).</p>

14. ATTEND THE CLASSES WITH THE STUDENTS AND INSTRUCTORS TO CLARIFY INSTRUCTORS' EXPECTATIONS OF ASSIGNMENTS AND HELP STUDENTS INVOKE STUDY SKILLS TO GET STARTED.

15. IN TUTORING SESSIONS, HELP STUDENTS UNDERSTAND ASSIGNMENTS, HELP STUDENTS GENERATE IDEAS, SUPPORT STUDENTS' CONFIDENCE IN STARTING, PERSISTING, AND COMPLETING ASSIGNMENTS SUCCESSFULLY

OFFERING HAS TAKEN PLACE, IF NEEDED

11. TUTORING PLAN FOR SPRING 2020 ARE IN PLACE. SURVEY STUDENTS ABOUT TUTORING SERVICES AND INCORPORATE THEIR FEEDBACK IN PLANS FOR 2020.

12. BY THE END OF SPRING 2020, THE UMOJA STUDENTS WILL DEMONSTRATE A 10% HIGHER RATE OF MATH SUCCESS THAN THE GENERAL POPULATION MATH SUCCESS RATES IN COLLEGE LEVEL MATH COURSES.

13. AT LEAST SIX STUDENTS PER WEEK WILL ATTEND TUTORING FOR AT LEAST 30 MINUTES PER STUDENT. A TIMESHEET FOR THE TUTOR AND A SIGN-UP SHEET FOR THE STUDENTS WILL RECORD PARTICIPATION. TUTOR WILL ANNOUNCE THE LOCATION AND THEIR SCHEDULE ON AN ONGOING BASIS.

14. TUTOR WILL EXHIBIT MODEL STUDENT BEHAVIORS, SUCH AS NOTE-TAKING, ASKING CLARIFYING QUESTIONS, DEMONSTRATING TIME MANAGEMENT TECHNIQUES, AND A TIMESHEET WILL RECORD THE TUTOR'S ATTENDANCE IN CLASSES.

15. STUDENTS WILL RECEIVE ACADEMIC SUPPORT WHERE THEY NEED IT FOR THEIR ENGLISH COURSES. TO SHOW THIS, WHEN STUDENTS SIGN OR LOG IN, THE SIGN-IN SHEET OR LOG IN PAGE WILL ASK THEM TO RECORD THEIR BASIC INFORMATION PLUS PROVIDE A SHORT DESCRIPTION OF WHAT THEY NEED HELP WITH AND TO RATE THEIR LEVEL OF UNDERSTANDING OR CONFIDENCE.

14. TUTOR—ENGLISH COMPOSITION FACULTY OR APPROVED VENDOR

15. TUTOR—ENGLISH COMPOSITION FACULTY OR APPROVED VENDOR

WHEN SIGNING OR LOGGING OUT,
STUDENTS WILL BE ASKED TO RATE
THEIR UNDERSTANDING OF THE ITEMS
THAT THEY NEEDED HELP WITH.



District:	Chabot-Las Positas Community College District
College:	Las Positas College
Grant Number:	

Workplan and performance indicators form

Objective Two: Persistence/Retention

To increase likelihood of Umoja students' success in their Math courses by purchasing textbooks. To increase Umoja students' success likelihood of success by purchasing textbooks to loan for their Psychology-Counseling 30 course.

Activities	Performance Outcomes	RESPONSIBLE PERSON(S)	TIMELINES
PURCHASE BOOKS FOR A LENDING LIBRARY.	TRACK THE NUMBER OF STUDENTS USING THE LENDING LIBRARY USING SIGN-IN SHEETS WHEN STUDENTS CHECKOUT BOOKS/ MATERIALS.	KIMBERLY BURKS AND KISHA TURNER	NO LATER THAN THE FIRST DAY OF FALL 2019 SEMESTER.



District:	Chabot-Las Positas Community College District
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Grant Number:	

Workplan and performance indicators form

Objective Three: Student Leadership & Student Success

To expand the number of Umoja students by carrying out a student recruitment project in which current Umoja students recruit at least 20 high school students or current LPC students for 2020-2021 cohort. To help market Umoja, purchase label pins, t-shirts, and other merchandise.

Activities	Performance Outcomes	RESPONSIBLE PERSON(S)	TIMELINES
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CREATE A TEAM OF 4 STUDENTS WHO WILL:

- 3.1 BRAINSTORM RECRUITMENT ACTIVITIES, SUCH AS HIGH SCHOOL OR BSU VISITS, HIGH SCHOOL MOVIE NIGHTS, AND HOST UMOJA EVENTS, TO PROMOTE UMOJA.**
- 3.2 WITH UMOJA COORDINATOR/FACULTY, STUDENTS CREATE A PLAN FOR RECRUITING UMOJA STUDENTS.**
- 3.3 PRESENT AND/OR EXECUTE THE PLAN AS OUTLINED.**
- 3.4 START AND MAINTAIN A DATABASE OF PROSPECTIVE STUDENTS. UMOJA COORDINATORS WILL FOLLOW UP AND SIGN UP STUDENTS.**
- 3.5 WRITE POST-EVENT / POST-PRESENTATION REFLECTIONS THAT INCLUDE EXPLANATIONS OF WHAT WORKED AND WHAT IMPROVEMENTS COULD BE MADE. IN OTHER WORDS, DEBRIEF RECRUITMENT ACTIVITIES AND MODIFY AS NECESSARY.**
- 3.6 PURCHASE GIFT CARDS**
- 3.7 RECEIVE A \$250 GIFT CARD FOR THEIR WORK**

- 3.1 IDEAS THAT ARE HIGHLY LIKELY TO APPEAL TO PROSPECTIVE STUDENTS WILL BE IDENTIFIED. CRITICAL THINKING, AUDIENCE AWARENESS, AND CREATIVITY UTILIZED. POST-PRESENTATION/ POST-ACTIVITY REFLECTION WILL ASK TEAM TO WEIGH SUCCESS OR IMPROVEMENT TO THE IDEAS SELECTED.**
- 3.2 STUDENTS WILL GAIN MENTORSHIP, LEADERSHIP AND COLLABORATIVE SKILLS IN CREATING A PRESENTATION / ACTIVITY.**
- 3.3 STUDENTS WILL DEVELOP PROFESSIONAL SKILLS IN CONTACTING AND FOLLOWING UP WITH SCHOOLS, TEACHERS, AND ADMINISTRATORS TO PITCH THE PRESENTATIONS. STUDENTS WILL DEVELOP PUBLIC-SPEAKING SKILLS, ADAPTABILITY, TECHNOLOGY USE, AND CREATIVITY IN CREATING THEIR PRESENTATIONS. POST-PRESENTATION / POST-EVENT REFLECTION WILL HAVE STUDENTS EXPRESS WHAT THEY HAVE LEARNED AND ITS PERSONAL, PROFESSIONAL, AND ACADEMIC IMPACTS ON THEM.**
- 3.4 BUILDING NETWORKING SKILLS AND LEARNING HOW TO CREATE SPREADSHEETS.**
- 3.5 STUDENTS WILL GAIN EVALUATION SKILLS. STUDENTS WILL REFLECT ON THEIR CONTRIBUTIONS AND TEAMMATES' CONTRIBUTIONS IN ORDER TO DETERMINE RECOMMENDATIONS FOR**

- 3.1 FOUR CURRENT UMOJA STUDENTS WHO APPLY AND ARE SELECTED FOR THE PROJECT.**
- 3.2 KISHA QUESADA TURNER AND FOUR CURRENT UMOJA STUDENTS WHO APPLY AND ARE SELECTED FOR THE PROJECT.**
- 3.3 FOUR CURRENT UMOJA STUDENTS WHO APPLY AND ARE SELECTED FOR THE PROJECT.**
- 3.4 FOUR CURRENT UMOJA STUDENTS WHO APPLY AND ARE SELECTED FOR THE PROJECT, KISHA QUESADA TURNER, AND KIMBERLY BURKS.**
- 3.5 FOUR CURRENT UMOJA STUDENTS WHO APPLY AND ARE SELECTED FOR THE PROJECT.**
- 3.6 KISHA QUESADA TURNER**
- 3.7 FOUR CURRENT UMOJA STUDENTS WHO APPLY AND ARE SELECTED FOR THE PROJECT.**

- 3.1& 3.2 NO LATER THAN NOVEMBER 2019**
- 3.3 JANUARY 2020-MAY 2020**
- 3.4 ONGOING**
- 3.5 JANUARY 2020-MAY 2020**
- 3.6 NO LATER THAN DECEMBER 31, 2019.**
- 3.7 JUNE 2020**

**FUTURE STUDENT RECRUITMENT
PROJECTS.**

**3.6 AND 3.7 THIS WILL MOTIVATE
STUDENTS TO PARTICIPATE AND
ACKNOWLEDGE THEIR EFFORTS.**

**-To measure: an entry and
exit survey will be taken
by each student.**

**-Meeting notes and sign-in
sheet for all team meetings.**

**-Student leadership
activities will be reported
to Umoja as a part of
Student Leadership
Initiative.**



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APPLICATION BUDGET SUMMARY

Note: *When entering dollar amounts, round off to nearest dollar.

*Submit Budget Detail Sheet for each funding source reflected here in cash or in-kind. Also explain expenditures by budget category.

Object of Expenditure	Classification	Line	Project Funds Requested (1)	District Match Funds (2)	Other Source (3a)	Other Source (3b)	Other Source (3c)	Grand Total All Funding Sources
1000	Instructional Salaries	1	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000	Non-instructional Salaries	2	\$20,270.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,270.00
3000	Employee Benefits	3	N/A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000	Supplies and materials	4	\$3,760.00	\$750.00	\$0.00	\$0.00	\$0.00	\$4,510.00
5000	Other Operating Expenses and Services	5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6000	Capital Outlay	6	N/A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7000	Other Outgo	7	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Total Direct Costs		8	\$25,030	\$750.00				
Total Program Costs		9	\$25,780					

- 1 Requested Project Funds (note limitations in the total award amount permitted by the RFA specification).
- 2 General Fund District Match (see RFA specifications for match percentage requirement). Line item match not required.
- 3 Other Sources of Funds or in-kind contributions. (Provide an Application Budget Detail Sheet for each funding source.)

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

Project Director Signature: *to be signed June*
 District Chief Business Officer Signature: *[Signature]*
 (or Authorized Designee)

Date: 3.11.2019
 Date: 4-15-19

FORMAT EXAMPLE ONLY



DISTRICT: Chabot-Las Positas Community College District
COLLEGE: Las Positas College
GRANT NUMBER: _____

**APPLICATION BUDGET
 DETAIL SHEET**

Program Year: 2019 - 2020
 Source of Funds: Student Equity & Achievement Program

Object of Expenditure ¹	Classification	Requested Funds	Gen. Fund Dist. Match	Other Sources
1100	Instructional Salaries Name/Classification (Days/hours) x (Daily/hourly rate) = \$	Fill In ↓	Fill In ↓	Fill In ↓
1210	Supervisors' Salaries² Name/Classification (Days/hours) x (Daily/hourly rate) = \$			
1230	Counselors' Salaries Name/Classification (Days/hours) x (Daily/hourly rate) = \$			
1420	Project Director³ Name/Classification (Days/hours) x (Daily/hourly rate) = \$			
2140	Classified Salaries, Noninstructional (Regular Full-time) Name/Classification (Days/hours) x (Daily/hourly rate) = \$			
2200	Instructional Aides' Salaries (Regular, Full-time) Name/Classification (Days/hours) x (Daily/hourly rate) = \$	\$20,270.00	\$0	\$0
2340	Classified Salaries, Noninstructional (Non-Regular Full-time) Name/Classification (Days/hours) x (Daily/hourly rate) = \$			
2400	Instructional Aides' Salaries (Non-Regular, Full-time) Name/Classification (Days/hours) x (Daily/hourly rate) = \$			
3000	Employee Benefits Name and rate change			
4000	Supplies and Materials List type and costs	\$3,760.00	\$750.00	\$0
5000	Other Operating Expenses and Services List type and costs, including travel and per diem Subcontractors Name (daily/hourly rate) Identify specific service to be rendered			
6000	Capital Outlay List type and costs Equipment			
7000	Other Outgo List type and costs Student financial aid Other payments to/for students	\$1,000.00	\$0	\$0
	Total Direct Cost	\$25,030.00	\$750.00	
	Total Indirect Cost			
	Total Program Cost	\$25,780.00		

¹The following represent frequently-used account codes. Refer to Crossover chart for further options.
²Not to exceed 5% for Supervision/Administration (not directly involved in the day-to-day ongoing activities.)
³This is the person who is directly involved in the day-to-day ongoing activities.

CHANCELLOR'S OFFICE
 CALIFORNIA COMMUNITY COLLEGES

DISTRICT: Chabot-Las Positas Community College District
COLLEGE: Las Positas College
GRANT NUMBER _____

*APPLICATION BUDGET
 DETAIL SHEET*

Program Year: 2019 - 2020
 Source of Funds: Student Equity & Achievement Program

Object of Expenditure	Classification	Requested Funds	Gen. Fund Dist. Match	Other Sources
2200	One dedicated Umoja Math tutor 216 hours x \$46.92 = \$10,135 One dedicated Umoja English Composition tutor 216 hours x \$46.92 = \$10,135	\$20,270	\$0	\$0
4000	Math 40, Math 47, Math 30, and Math 39 textbooks to use as loans: 12 textbooks x \$100 each + 10% tax = \$1,320. Psychology-Counseling textbooks to use as loans: 30 textbooks x \$30 each + 10% tax = \$1,000 Marketing Materials: Lapel pins = \$330.00. Pens, pencils, school supplies = \$110	\$3,760.00	\$750.00	\$0
7000	4 gift cards x \$250 = \$1,000	\$1,000	\$0	\$0
	Total Direct Cost	\$25,030		
	Total Program Cost	\$25,780		