

PR Award No: P333A050092

# Application for Federal Education Assistance



U.S. Department of Education  
Form Approved  
OMB No. 1890-0017  
Exp. 04/30/2008

## Applicant Information

**1. Name and Address**

Legal Name: Santa Monica College  
Address: 1900 Pico Blvd.

**Organizational Unit**

Disabled Students Program and Services/Student Services

Santa Monica CA  
City State  
2. Applicant's D-U-N-S Number 187213715

Los Angeles 90405 -  
County ZIP Code + 4

3. Applicant's T-I-N 952767537

6. Novice Applicant  No

4. Catalog of Federal Domestic Assistance #: 84 333A

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

Title: Demonstration Projects To Ensure Students With Disabilities Receive A Quality Hi...

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

5. Project Director: Judy Schwartz  
Address: 1900 Pico Blvd.

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

Santa Monica CA 90405 -  
City State ZIP Code + 4

Tel. #: (310) 434-4444 Fax #: (310) 434-3626

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9. State Application Identifier:

## Application Information

**10. Type of Submission:**

--Application  
Non-Construction

13. Are any research activities involving human subjects planned at any time during the proposed project period?  No (Go to item 14.)

13a. Are all the research activities proposed designated to be exempt from the regulations?  No  
Yes (Provide Exemption(s)#):

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

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

No (Provide Assurance #, if available):

**12. Proposed Project Dates:**

Start Date:	End Date:
<u>10/01/2005</u>	<u>09/30/2008</u>

14. Descriptive Title of Applicant's Project:  
Educational Access for All Students through Faculty Mentoring and Development

## Estimated Funding

15a. Federal	\$	275,870	.00
b. Applicant	\$	0	.00
c. State	\$	0	.00
d. Local	\$	0	.00
e. Other	\$	0	.00
f. Program Income	\$	0	.00
g. TOTAL	\$	275,870	.00

## Authorized Representative Information

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

a. Typed Name of Authorized Representative

Thomas J Donner

b. Title

Interim President

c. Tel. #: (310) 434-4201 Fax #: (310) 434-3626

d. E-Mail Address:

e. Signature of Authorized Representative

Santa Monica College (SMC), a state-supported two year community college located in west Los Angeles County in California, is requesting a three-year Demonstration Grant to Ensure Students with Disabilities Receive a Quality Higher Educational Program. This project, which will be administered by SMC's Disabled Students Program and Services (DSPS), will address two of the three authorized activities, including Teaching Methods and Strategies and Professional Development and Training Sessions.

**Teaching Methods and Strategies:** SMC faculty have repeatedly indicated that one-to-one assistance is preferred over more impersonal forms of professional development. In addition, national research supports the need for one-on-one, peer mentoring/coaching assistance, stating that the traditional one-shot workshop is not effective in assuring that faculty actually apply what they learn in the workshop to improve the quality of their classes. To address this need for follow-up, SMC is proposing to adapt the peer mentoring model for professional development that has proven successful in the K-12 education system for assisting and supporting first year teachers. However, whereas in the traditional model, the focus of the peer mentoring is any issue related to teaching, the focus of this project is providing quality higher education to students with disabilities. As such, SMC will hire a "master" teacher who is trained in issues related to special education and who has classroom experience implementing quality education to students with disabilities. While this person will have expertise in the field of special education, he/she will also continue to develop these skills by researching emerging best practices for ensuring students with disabilities at the postsecondary level receive a quality education. He/she will then transfer this knowledge to faculty and staff through one-on-one instruction, small group workshops, and more formal inservice activities and presentations.

SMC is proposing to provide intensive professional development and mentoring assistance to 30 faculty per semester for a total of 60 faculty per year and 180 during the grant award period. Project staff will provide limited assistance to other faculty, but given the intensity of the peer mentoring model, one full-time peer mentor will not be able to provide sufficient intensity and duration to more than 30 faculty per semester. In an effort to ensure that grant-funded resources benefit the faculty who need them most, project staff will work with DSPS counseling staff to identify the courses that SMC students with disabilities are taking and target those faculty for participation in this project. To further define the faculty participants, project staff will actively recruit those faculty who are new to the college, who do not have previous experience teaching students with disabilities or who may be teaching a student with a disability that they have not previously experienced, and who utilize instructional technology to augment their classes. In addition, this grant will specifically target faculty who may be isolated from the faculty subculture, including adjunct faculty and instructors who teach at a distance, as this group does not have easy access to the support and assistance of their peers.

Lastly, due to the increased use of instructional technology by faculty to deliver teaching materials, this grant will address issues of access and technology. Specifically, SMC will work with Broadband Multimedia to implement the CD-ROM Accessible Multimedia Project (CAMProject), which will create a programming tool that faculty can use to develop ADA-compliant multimedia products. This tool will be replicable on other campuses.

**Professional Development and Training Sessions:** This project is built upon the California Community Colleges' Access Guidelines for Students with Disabilities. As such, SMC is proposing to disseminate information on best practice teaching methods and strategies statewide by hosting an annual Summer Institute on Ensuring Students with Disabilities Receive a Quality Higher Education. The college has set aside funding to facilitate attendance by other institutions.

**(a) Statutory Provisions****(1) The extent to which the project meets the purpose(s) and requirement(s) of section 762 and 763 of Title VII, Part D, of the Higher Education Act of 1965**

Santa Monica College (SMC), an Hispanic-Serving community college located in Los Angeles County, California, is seeking a Demonstration Project to Ensure Quality Higher Education for Students with Disabilities to address the professional development needs of faculty who teach at a distance, as well as faculty who utilize distance technology to supplement traditional classroom learning. In August 1999, the Chancellor's Office for California's Community Colleges issued Guidelines on Accessibility of Distance Education Courses for Students with Disabilities that identifies specific methods for making distance education courses accessible for all students with disabilities. However, full implementation of these guidelines has been challenging due to limited resources dedicated to faculty development and support. The proposed demonstration project will develop a means for ensuring that faculty have the skills and resources to utilize learning technologies in a manner that is accessible to all. The following pages describe how this project will specifically meet the purposes and requirements of sections 762 and 763 of Title VII, Part D, of the Higher Education Act of 1965.

**Section 762:**

**(1) *Duration:*** SMC is requesting a three-year grant award. This will provide sufficient time to research and collect best practice strategies, consult with faculty individually and in groups, and develop teaching materials for use beyond the grant period.

**(2) *Authorized Activities***

**(A) *Teaching Methods and Strategies:*** In preparing this proposal, the college's Center for Students with Disabilities met with faculty and administrators from across campus to determine

the most appropriate teaching methods and strategies for providing the skills and supports necessary to teach students with disabilities. Time and time again, faculty responded that above all else, they preferred one to one assistance over other forms of aid, including web-based tutorials, resource manuals, and in-service workshops. In addition, faculty stated that they wanted this assistance when they had a student with a specific disability in their classroom, so that they could respond to the student's unique needs rather than apply universal strategies that may not be appropriate given the student's disability. Although they admitted that it is better to be proactive rather than reactive, workload demands and emergent student, program, and institutional issues prevented the majority of faculty from seeking out professional development except when needed. As the proposal planning team pondered these responses, the group realized that although the implications of the faculty's responses were expensive, other proposed solutions might not be utilized by faculty. Therefore, based on these responses, Santa Monica College is proposing to hire an Instructional Designer and Media Technician to provide specific assistance to faculty and staff one on one and in small groups to ensure that all students, including students with disabilities, have access to course materials as faculty continue to rely heavily on new and emerging learning technologies to deliver instructional components. These individuals will have a thorough understanding of Section 508, awareness of best practice strategies for providing a high quality education for students with disabilities, and experience utilizing instructional technology effectively to achieve specific learning outcomes.

This assistance will be provided in several capacities. First, faculty will be able to request specific assistance from the Instructional Designer via email or telephone call. In addition, project staff will work with counselors from the Disabled Students Program and Services (DSPS) to identify the classes that students with disabilities are taking and will contact these faculty to

identify and address any barriers to student access. Given that the college serves more than 1,200 students with disabilities per semester, it will not be possible for project staff to meet individually with all faculty. However, project staff will target those faculty who may not have previous experience with a specific disability or who teach classes that have garnered accessibility complaints from students in the past. The Instructional Designer will also work with the Distance Education Department to identify those courses that are heavily dependent on instructional technology and work with these instructors to ensure their courses are accessible.

In addition to this individualized instruction and outreach, project staff will conduct regularly scheduled, yet unstructured, brown bag lunches in the staff and faculty dining area. DSPTS staff have determined that one of the most effective means of providing assistance to faculty is to make themselves available in locations that are frequented by faculty, such as the lunch room. Often, faculty will come in, notice that a counselor or staff person from the Center is also eating, and will join him/her for lunch. Inevitably, the conversation will turn to a specific problem or concern that the instructor is having with regard to providing a quality education to a student with a disability. The faculty dining area includes two computer workstations that project staff may access during these informal discussions to demonstrate to faculty best practices for using instructional technologies effectively.

Lastly, to ensure the sustainability of this project beyond the grant award period, the Instructional Designer will maintain a list of the questions and responses that he/she provides faculty and develop training materials as appropriate. He/she will then train DSPTS counselors and staff, as well as staff from the Distance Education Department, to deliver this information to faculty on an ongoing basis as the need arises. This will ensure the longevity of this project if the college is not able to sustain the Instructional Designer position.

In addition to providing the human resources necessary to assist faculty, this project will also develop a programming tool that will help faculty create universally accessible multimedia products and assure that distance courses, as well as hybrid courses, comply with federal and state laws. Santa Monica College will work with designers and programmers from Broadband Multimedia to develop the CD-ROM Accessible Multimedia (CAM) Project. The CAM Project will incorporate 1) a working knowledge of Section 508 requirements that pertain to video and multimedia; 2) an understanding of the college's experience in using multimedia development tools and familiarity with other software tools; 3) awareness of industry standards and practices for creating accessible multimedia; and 4) the resources to address both Mac and PC cross-platform issues. The proposed system will not only help faculty create new 508-compatible CD-ROM educational multimedia, it will also convert existing CD-ROMs so that they are compatible with Section 508. However, the conversion process may create significant design issues, such as cluttered screens due to additional 508 features, that faculty will need to address. This project will provide faculty with an innovative, effective, and efficient means for developing universally accessible multimedia learning tools, while providing the individualized assistance that faculty will need to address design issues that arise during the development and/or conversion process.

*(B) Synthesizing research and information, related to the provision of postsecondary educational services to students with disabilities:* SMC's proposed demonstration project will focus on Teaching Methods and Strategies, rather than Research and Information Synthesis. However, the college will evaluate the effectiveness of this project in addressing the teaching and learning needs and concerns of faculty and students in a timely and efficient manner. Through this research, the college will determine if the instructional benefit of providing individualized faculty assistance outweighs the costs of providing this assistance, as measured by

faculty and student satisfaction, student completion and retention rates, and overall institutional compliance with federal and state laws. A detailed evaluation plan is included in Section G.

*(C) Professional development and training session for faculty and administrators from other institutions of higher education to enable them to meet the postsecondary educational needs of students with disabilities:* Santa Monica College's proposed demonstration project will develop resources to assist faculty in addressing the California Community Colleges' Chancellor's Office guidelines for ensuring access to distance education courses for students with disabilities (August 1999). These guidelines apply to the entire California system of two-year public institutions, which is composed of 109 colleges statewide organized into 72 districts, serving more than 2.5 million students and representing the largest system of higher education in the world. As such, the teaching methods and strategies that Santa Monica College will develop through this project will be applicable to all 109 colleges. In Years Two and Three, project staff will share these resources to the other community colleges in the state, particularly those in the greater Los Angeles area who employ distance learning technologies to address the needs of their time- and place-bound students and/or enhance the quality of their traditional classes.

The college proposes to offer a minimum of two workshops for faculty that address best practice strategies for ensuring that students with disabilities receive a quality higher education. Project staff will invite SMC faculty, staff, and administrators, as well as faculty, staff, and administrators from other California community colleges. In addition to nationally recognized keynote speakers, these workshops will include presentations by SMC faculty on the strategies that they employed to address the needs of their students. There will be sessions for faculty who teach at a distance, for faculty who offer hybrid courses, and for faculty who utilize technology to enhance traditional classroom learning.

**(3) *Mandatory Evaluation and Dissemination:***

SMC's Disabled Students Program and Services will work with the college's Institutional Research office to assess the effectiveness of this project in increasing faculty awareness and use of best practice strategies for ensuring that students with disabilities receive a high quality postsecondary education. A detailed evaluation plan is included in Section G of this proposal.

The college will work with other community colleges in California to disseminate the successes of this project. This will be accomplished through one annual Summer Institute for faculty and staff from across the state, as well as participation in statewide and regional planning and implementation committees designed to address the needs and concerns of students with disabilities. SMC will set aside grant funds to reimburse faculty and staff from other institutions for costs associated with attendance at the annual institutes. Faculty and staff from four-year institutions, as well as from institutions outside the state of California will also be invited. However, the focus of these institutes will be developing resources to address the Chancellor's Office's guidelines for ensuring access for students with disabilities. As such, the primary audience will be two year community colleges in California.

**(4) *Considerations in Making Awards:***

**(A) *Geographic Distribution:*** Santa Monica College's proposed demonstration project will serve the faculty, staff, and students of Santa Monica College, located in Santa Monica, California, which serves the Greater Los Angeles area. At this time, there is only one other demonstration project in California at California State University, Northridge.

**(B) *Rural and Urban Areas:*** This project will serve the urban area of west Los Angeles County. SMC serves approximately 30,000 students per year, making it a city within the city of Santa Monica. As an Hispanic Serving Institution, the college provides educational and

supportive services to a large number of low-income, first generation college students who are unfamiliar with the higher education system and who are at-risk of not achieving their educational goals. SMC students come from neighborhoods that struggle with such urban problems as poverty, gang violence, teen pregnancy, substance abuse, and other risk behaviors. Students lack self-confidence, have unclear educational and career goals, few familial supports, and limited economic resources. Thus, it is essential that the college is efficient and effective in providing students access to the resources that they need to achieve academic success.

*(C) Range and Type of Institution:* Santa Monica College is a state-supported two year community college that provides a variety of academic and vocational programs designed to meet local workforce needs, including programs that target the entertainment industry.

*(D) Prior Experience or Exceptional Programs:* SMC has one of the state's best transfer rates to the University of California system, sending several students each year to UC Los Angeles and UC Berkeley. Due to these successes, the college attracts students from throughout the Los Angeles basin, particularly students who are at-risk of not achieving academic success, such as students with disabilities, because their likelihood for success increases when they attend.

### Section 763

*(1) A description of how institution plans to address the activities required under this part:*

SMC's proposed demonstration project will develop innovative, effective, and efficient teaching methods and other strategies to enhance the skills and abilities of postsecondary faculty and administrators in working with disabled students. This project will provide:

- Customized one-on-one and small group assistance to faculty who do not have prior experience teaching students with disabilities, faculty who utilize multimedia and other instructional technologies to convey course materials, and faculty who request assistance;

- Summer Institutes and other in-service workshops throughout the year that address specific student disabilities;
- Faculty training in the use of assistive and educational technology, including the CAMProject for creating or converting ADA compliant multimedia and CD-ROMs;
- Workshops that target SMC's distance learning faculty and other instructors who utilize instructional technologies to enhance the quality of their classes; and
- Training modules that will serve as long-term resources for faculty and staff, addressing the questions, training needs, and challenges raised during the project period.

(2) *A description of how the institution consulted with a broad range of people within the institution to develop activities for which assistance is sought:* SMC's Disabled Students Program and Services is the impetus behind this grant application. As such, the planning team included the director of the Disabled Students Program, several of the Program's counselors, staff from the Program's Assistive Technology lab, and other key staff. However, the proposal planning team also worked with a number of other groups on campus, including:

- Distance Education Department: The proposal planning team met with the Associate Dean for Distance Education to assess individual, programmatic, and institutional needs regarding ADA compliance in the college's distance education courses, as well as those that use distance technology to enhance traditional courses.
- Faculty Chairs Committee: This group includes the faculty chairs of each of SMC's 25 instructional programs, as well as directors of several key faculty support programs. The instructional chairs shared their preferred means of receiving professional development, taking into consideration the needs and resources of both full- and part-time faculty.

- Numerous faculty from across the campus: In addition to meeting with the faculty chairs, the proposal planning team conducted informal interviews with faculty from several different departments. These impromptu discussions usually occurred in the hall, the dining room, and other places where faculty congregate. The purpose of these interviews was to further delineate the needs and preferences as outlined by the faculty chairs.
- Persons with Disabilities: Since the Disabled Students Program is the driving force behind this proposal, this project incorporates the needs and concerns of disabled students that have been shared by students to DSPS counselor. In addition, several DSPS staff and faculty have disabilities, and they were involved in the development of this proposal.
- SMC's Executive Administration: All grant proposals must align with the institution's strategic plan and be approved by the executive administration, which includes the Vice Presidents of Planning and Development, Administration, Human Resources, Student Services, and Instruction, as well as the President.

In addition to networking with numerous groups on campus, the proposal planning team researched previous Demonstration Project awards, particularly those granted to community colleges to identify potential gaps in the scope of previous projects.

*(3) A description of how the institution will coordinate and collaborate with the office that provides services to students with disabilities within the institution:* As noted, this proposal was initiated by the Disabled Students Program and Services with input from several other groups on campus. DSPS will administer this grant with assistance from SMC's Grants Office. SMC's Distance Education Department will also play an integral role in this project in assuring that the distance education faculty are developing course materials that are ADA compliant and accessible to all students with disabilities.

**(b) Significance****(1) The potential contribution of the proposed project to increase knowledge or understanding of educational problems, issues, or effective strategies:**

In developing this grant proposal, the project planning committee interviewed a variety of SMC faculty to identify challenges to implementing an effective professional development model focused on ensuring that students with disabilities receive a quality higher education. The planning committee then reviewed recent research on effective professional development strategies and barriers to implementing these strategies and determined that the barriers identified by SMC faculty mirrored those noted by faculty and researchers across the country. The primary barrier to effective professional development is a lack of time on the part of faculty to attend workshops, conference, and other training activities (Abdal-Haqq, 1996; SMC faculty surveys, 2004) that will improve their skills in meeting the diverse needs of their students, particularly the needs of students who fall outside the mainstream, including students with disabilities. Effective professional development must be of sufficient intensity and duration to realize a change in behavior, actions, or attitude. There must be a direct link between the professional development activity and observable positive impact in the classroom before the activity can be labeled effective. Little (1997) suggests that the "test of effective professional development is whether teachers and other educators come to know more about their subjects, their students, and their practice, and to make informed use of what they know."

The most common form of professional development in higher education is faculty participation in workshops, seminars, conferences, and other time-limited sessions that disseminate information about best practice teaching strategies. However, research on effective professional development strategies "clearly substantiates the ineffectiveness of the all too

common one-shot workshop” (Fullan and Stielgebauer, 1991). While participation in a time-limited workshop or seminar is good for disseminating information, “there is some wisdom that is difficult to impart in a group setting (Meyer and Gray, 1996).” Classroom style teaching workshops are inadequate when the purpose of the activity is to create change in values or behavior. In a study conducted by Joyce and Showers (1996), the authors note that “in the 1970s, evaluations of staff development that focused on teaching strategies and curriculum revealed that as few as 10 percent of the participants implemented what they had learned.” Showers, Joyce, and Bennett identified the conditions necessary to change the practices of teachers and determined that “a combination of theory, demonstration, practice, and feedback” (Showers, Joyce, and Bennett, 1987) was critical to making sustained change. The lack of attention to follow-up activities is one of the most predominant factors that contribute to the overall ineffectiveness of most professional development activities (Little, 1989).

Other barriers to effective professional development programs is a fear by faculty that participation in professional development activities may somehow affect their overall evaluation process and serve as a measure of their ability to instruct. Professional development activities that faculty view as methods for ranking or rating their teacher quality will not achieve the sustained changes that are necessary to ensure the delivery of a quality higher education. If faculty believe that their participation in professional development may affect their standing with the institution, they will not participate or will do so with hesitation and reluctance to fully commit to the activity and admit that there may be limitations to their teaching.

Similarly, another barrier to effective professional development and implementation of new strategies and techniques is the isolation in which many instructors teach, particularly adjunct instructors and others who do not regularly visit campus, such as distance education instructors.

According to Sweeny (1993), the culture of schools is “characterized by teacher isolation, interactions which are usually superficial, minimal sharing or collaborative work, and a singular focus on student learning.” Faculty often do not have the time that they would like to work collaboratively with other faculty and staff to identify and address best practice strategies for ensuring access to quality education for all students. When they do seek assistance, it is often reactive, rather than proactive. Research has demonstrated that effective professional development programs focus on change and personal growth in a supportive, non-threatening environment in which participants have the opportunity to interact with their peers and share the ups and downs of their teaching experiences (Meyer and Gray, 1996; Joyce and Showers, 1982). The traditional workshop does not necessarily promote collaborative interactions, nor do self-directed professional development activities that faculty undertake on their own initiative.

SMC’s proposed demonstration project to ensure that students with disabilities receive a quality higher education will address the barriers described in the preceding paragraphs by adapting the peer mentoring model that has proven very successful in the K-12 setting. Peer mentoring will promote collaborative learning in a supportive, non-threatening environment that is of sufficient intensity and duration to achieve lasting change in the classroom. The proposed model will also engage adjunct, distance education, and other faculty who teach in isolation and provide ongoing support that will ultimately yield improved student success.

**(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study:**

SMC is proposing to adapt the traditional peer mentoring model in an effort to ensure that its faculty have the skills and resources to provide a quality higher education to students with disabilities. This model is an effective strategy in the K-12 system for coaching new teachers

and has been particularly effective for helping instructors utilize technology effectively to achieve student learning outcomes. A peer coaching or mentoring system, though, is not the norm on most campuses of higher education, particularly at the community college level, which is heavily dependent on the use of adjunct faculty. However, peer coaching is a program that can and should be implemented in all educational settings, from elementary school to high school (Meyer and Gray, 1996). Peer coaching and mentoring are innovations that can help faculty strengthen their teaching skills, particularly in areas in which they are unfamiliar, such as the use of technology and strategies for effectively teaching students with disabilities. College professors are content experts, but they may not be familiar with effective strategies for teaching students with disabilities. The peer mentoring model provides these content experts the supportive feedback they need to make long-lasting changes in the classroom.

There are several versions of the traditional peer coaching and mentoring model. The peer coaching model involves two or more faculty who observe each other's classroom, plan curriculum, develop materials, and discuss students. The mentoring model typically involves a more experienced "master" teacher paired with a novice teacher. In this model, the master teacher provides support, guidance, and expertise in areas related to pedagogy, delivery methods, student behavior, etc. SMC is proposing to adapt the mentoring model to develop a professional development experience that addresses the time constraints of faculty, yet promotes sustained change. SMC will hire a "master" teacher who has a working knowledge of best practice strategies for teaching students with disabilities to lead an ongoing series of professional development activities that begin with workshops and inservice presentations, are followed by one-on-one consultation and small group assistance, and conclude with a self-assessment process that requires faculty to be an active participant in their own professional development.

Although the peer mentoring model is not a new concept, few community colleges have developed this model for strengthening faculty skills. As such, the implementation of an adapted peer mentoring model at a community college will advance the theory, knowledge, and practice of effective professional development strategies.

Lastly, this project will also look at best practice strategies for involving part-time faculty and others who are isolated from the mainstream campus community, including distance educators. At SMC, the number of adjunct faculty has at times nearly tripled the number of full-time faculty, yet engaging these faculty in professional development activities is challenging. This project will identify a variety of techniques for ensuring the participation of these faculty and assess the effectiveness of each of these strategies. SMC will disseminate this information to other institutions to help them engage adjunct and other "isolated" faculty in campus activities.

**(3) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies:**

In addition to adapting a research-based best practice professional development strategy in the community college setting, this grant will support the CAMProject, which will facilitate faculty development of ADA compliant CD-ROMs and other multimedia. This is a promising new strategy because the software currently does not exist to produce a multimedia product that is 100 percent compliant with Section 508. The only faculty who can now create these products are those that can use one of several programming languages, such as Java, C++, Coldfusion, or SQL. Most faculty do not have this expertise, and SMC's multimedia team does not have the resources to address the numerous requests. While the college does have a few tools that address specific aspects of accessibility, such as MAGPIE, the CAMProject will ensure development of ADA-compliant multimedia products by addressing multiple requirements, including:

- Text-to-speech capabilities
- Audio descriptions for all video
- Transcripts to video and audio where necessary
- Visual alert equivalents to audio prompts
- Complete keyboard access without the need for a pointing device
- Closed captioning of all video
- Tab focus
- Talking menus
- Volume control

Although SMC will develop the proposed tool so that it is compatible with the software applications utilized by the institution to produce multimedia content, the tool will be functional in other environments because the system is language-independent and can be adapted by other programming groups (languages) in the future. This tool will improve the quality of the course content for all students because faculty will be able to incorporate materials that they previously could not because these materials were not accessible by all. As such, this project will create a tangible product that will facilitate the development of teaching materials that are accessible to all students and can be replicated on other campuses.

**(4) The extent to which the results of the proposed project are to be disseminated:**

This project will build upon the Access Guidelines for Students with Disabilities that the California Community Colleges' Chancellor's Office developed in August 1999. As such, project staff will utilize several different strategies to ensure that the results of this project are disseminated to others within the California community college system and elsewhere as appropriate. One of the most effective methods of disseminating effective strategies for ensuring the quality of education for students with disabilities is to bring together faculty and staff who work closely with students with disabilities to discuss needs and concerns, share best practices, and gain new knowledge. Therefore, SMC will utilize grant funds to host an annual institute to address the teaching and learning needs of students with disabilities. During these institutes,

project staff will share the results of this project, facilitate discussions among faculty on what work and what does not work in the classroom, and conduct break out groups for full-time, part-time, and distance education faculty. These annual workshops will be held in the summer.

In addition, project staff and others from SMC's Disabled Students Program and Distance Education Department will request to present at regional and national conferences that address the needs of students with disabilities and/or distance education conferences, such as the Western Cooperative for Educational Telecommunications annual conference, which strives to advance the effective use of technology in higher education. Project staff will also submit articles for publication in the National Institute for Staff and Organizational Development (NISOD) Innovation Abstracts and request to present at NISOD's annual conference for community colleges. Through these forums, staff will share the results of the peer mentoring model, as well as information about the CAMProject and how to develop similar resources on other campuses.

**(5) The potential replicability of the proposed project or strategies:**

The college's goal in proposing this project is to develop a strategy that can be utilized by other community colleges in the state of California and elsewhere across the nation that are struggling to cope with decreasing financial resources, increasing numbers of at-risk students, and multiple demands on their time. SMC believes that this strategy can be replicated in a variety of settings and will outline the steps for doing so. This step-by-step outline will include best practice strategies for including all faculty, for ensuring that faculty are receiving sufficient follow-up, and a cost-effective method for sustaining the project. In addition, the CAMProject is suitable for replication in other environments due to its independent language design. This ability to adapt to other environments is a key component of ensuring the replicability of this project in other settings.

**References**

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- 2) Fullan, M.G., & Stiegelbauer, S. (1991). *The new meaning of educational change*. New York, NY: Teachers College Press.
- 3) Joyce, B., & Showers, B. (1996). *The evolution of peer coaching*. *Educational Leadership*, 53(6), 12-18.
- 4) Joyce, B., & Showers, B. (1982). *The coaching of teaching*. *Educational Leadership*, 40, 4-10.
- 5) Little, J.W. (1997). *Excellence in professional development and professional community. Working Paper. Benchmarks for Schools*. Washington, DC: Office of Educational Research and Improvement.
- 6) Little, J.W. (1989). *District policy changes and teachers' professional development opportunities*. *Educational Evaluation and Policy Analysis*, 11(2), 165-179.
- 7) Meyer, J., & Gray, T. (1996). *Peer Coaching: An Innovation in Teaching*. Found at [http://makahiki.kcc.hawaii.edu/tcc/tcc\\_conf96/meyer.html](http://makahiki.kcc.hawaii.edu/tcc/tcc_conf96/meyer.html).
- 8) Peixotto, K., & Fager, J. (1998). *High-quality professional development*. Portland, OR: Northwest Regional Educational Laboratory. Found at [www.nwrel.org/request/june98.html](http://www.nwrel.org/request/june98.html)
- 9) Showers, B., Joyce, B., & Bennett, B. (1987). Synthesis of research on staff development: A framework for future study and a state-of-the-art analysis. *Educational Leadership*, 45(3), 77-87.
- 10) Sweeny, B. (1993). *Supporting a peer coaching program: the need for a coaching coordinator*. Wheaton, IL: Best Practice Resources.

**(c) Quality of Project Services**

- (1) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability:**

Santa Monica College's proposed demonstration project for ensuring that students with disabilities have access to quality higher education will serve two primary constituent groups. First and foremost, this grant will target faculty who teach courses in which students with disabilities are enrolled. This will include full-time faculty, as well as part-time and distance education faculty who are historically more isolated from traditional campus resources and supports. All faculty who teach students with disabilities will be encouraged to participate in this project and will receive at least one communication from project staff. Project staff will not deny access to any faculty who want to participate in the project based on race, color, national origin, gender, age, or disability. In addition, faculty who are not currently instructing students with disabilities, but who want to do so, may participate as well.

The second constituent group that this project will serve includes the students with disabilities who enroll in classes taught by instructors who have implemented one or more of the effective teaching strategies identified by project staff in consultation with national research as a best practice. As a nationally-recognized Hispanic Serving Institution located in one of the most diverse regions of California, it is not surprising that Santa Monica College has a very diverse student body. The student population is 25 percent Hispanic, 9 percent African American, 28 percent Asian (including a large number of international students), 32 percent White, not Hispanic, and 6 percent other. In addition, the college serves roughly 1200 students with disabilities per semester. Many SMC students do not live in the City of Santa Monica due to the

high cost of living in this area. (According to local economic data, a family of four in Santa Monica is living in poverty if it earns less than \$50,000 per year.) However, they come to Santa Monica College because of the college's reputation for transferring students to the University of California system. Indeed, many first generation college students, low-income students, and/or traditionally underrepresented students as determined by race or ethnicity are able to achieve their educational goals as a result of the college's commitment to offering a high quality education to all students regardless of their race, color, gender, age, national origin, or disability. With this project, SMC will continue its tradition of offering high quality services to all students.

**(2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among recipients of those services:**

The research indicates that the most difficult aspect of an effective professional development strategy is to provide activities of sufficient quality, intensity, and duration to lead to long-term improvements. With that in mind, SMC proposes to serve a cohort of 30 faculty per semester who will participate in a variety of activities, including a kick-off workshop at the start of each semester followed by one-on-one and small group assistance and weekly brown bag lunches during which project staff and interested faculty will discuss issues related to teaching students with disabilities. This follow-up assistance will be specific to a particular problem area or non-specific, in which faculty simply want help to identify areas in need of improvement and/or comment from the peer mentor on the instructor's general approach to meeting the needs of disabled students. Faculty who request this type of assistance will allow project staff to review course material to assess the accessibility of this material by students with disabilities. In an effort to ensure active faculty involvement, the master teacher/peer mentor will ask the instructor

to complete a self-assessment questionnaire that identifies the main goal of the class the instructor is teaching and/or the specific teaching activity that the mentor is reviewing. The questionnaire will also ask the instructor to identify what he/she would most like to change about his/her teaching. This form will spark discussion and facilitate active participation by both parties. By involving faculty in this type of professional development activity, project staff will increase the quality and intensity of the activity. Lastly, because time constraints are the primary barriers to participation, project staff will work with college administrators to offer professional development credits for faculty who commit to participate in the project, regularly attend professional development activities, and implement new strategies in their classes. These credits will serve as an incentive to participate because faculty step increases are based in large part on the number of professional development credits earned during the previous year. These strategies will ensure that faculty participate in activities that are of sufficient quality, intensity, and duration to lead to sustained improvements in teaching styles.

**(3) The extent to which the technical assistance services to be provided by the proposed project involve the use of efficient strategies, including the use of technology, as appropriate, and the leveraging of non-project resources:**

Given that the majority of professional development research concludes that peer coaching and mentoring is one of the most effective methods for providing technical assistance, the project planning committee believes that hiring a person to serve as a mentor for SMC faculty is the most efficient use of grant funds. This peer mentor/coach will work with other staff from the Disabled Students Program to organize one summer institute per year, at least one workshop/in-service for faculty per semester, and weekly brown bag lunches, utilizing space on campus. In addition, project staff may organize other workshops on specific topics of interest to

one or more members of the faculty cohort. The college expects that at least one workshop per semester will utilize the resources of SMC's DSPS High Tech Computer Lab and/or other computer labs located across campus. All of the materials and information that project staff disseminate to faculty will be based on best practice strategies for educating students with disabilities. To the extent possible, faculty who participate in the project will be granted access to the software and hardware resources necessary to develop Section 508 compatible teaching materials, including the new programming tool proposed in this grant. One of these resources is e-Companion, which is part of the e-College learning platform. All SMC faculty may access e-Companion to provide supplemental information to their students to enhance the learning process. Faculty may use the e-Companion tool to post transcripts of their lectures, additional resource materials, tutorials, extra credit, and other materials. Faculty use of this resource is particularly beneficial for students who need additional assistance due to disability, academic underpreparedness, and English literacy challenges. One of the goals of this project is to increase use of e-Companion among faculty who teach students with disabilities.

Although the planning committee believes that the peer mentoring model is the most effective method of ensuring sustained change, it is aware that these difficult financial times may hinder the college's ability to sustain the mentor position. As such, project staff will use multimedia technology to record their efforts so that what they disseminate to faculty throughout the grant period will continue to be available to faculty. Project staff will utilize the Disable Students Program and Services existing web site to post Frequently Asked Questions, asynchronous mini-workshops on specific issues, resources that faculty can replicate in their classes to assist students with specific needs, and an electronic Best Practices manual that faculty can access from the web site.

**(d) Quality of Project Personnel**

- (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability:**

Santa Monica College is recognized by the U.S. Department of Education as an Hispanic Serving Institution and is committed to maintaining a diverse community of mutual respect. The college strives to create a learning environment that both challenges its students and supports them in achieving their educational goals. To fulfill this mission, the college prepares its students to contribute to the global community as they develop an understanding of their personal relationship to the world's social, cultural, political, economic, technological, and natural environments. The college serves, represents, and embraces the community's racial and cultural diversity, promoting the exchange of ideas in an open, caring community of learners and recognizing the critical importance of each individual to the achievement of the college's vision.

College administrators understand and appreciate the importance of fostering a work and learning environment that is welcoming and supportive of a diverse student body and believes that the faculty and staff must be reflective of the student body, as well as the surrounding community. Therefore, the college is committed to equal opportunity regardless of race, color, religion, gender, national origin, age, or disability, and actively recruits qualified persons from groups that have been traditionally underrepresented in an effort to attain a workforce that is representative. For this project, preference will be given to applicants with first hand understanding of the needs of students with disabilities and/or experience working with people with disabilities. To accomplish this goal, the college will post job opening notices in local community agencies that serve individuals with disabilities and send job announcements to

groups that advocate on behalf of individuals with disabilities. The college will also announce the position in local newspapers including non-English speaking newspapers.

**(2) The qualifications, including relevant training and experience, of the project director or principal investigator:**

The key to the success of this project is the full-time project director who will also serve as the project's "master" teacher. Under the supervision of the director of Disabled Students' Programs and Services (DSPPS), the manager will be responsible for day to day grant activities, including fiscal management, evaluation, and dissemination of project results. This person will also provide professional development for faculty serving students with disabilities. During the three year duration the manager will research and develop varied ways of providing instruction for faculty: adjunct, permanent and distance/on-line. At the conclusion of the assignment, the manager will have completed a program that includes sustainable professional development for faculty that can be disseminated nation-wide. This person must be a skilled educator and acutely aware of the learning needs and concerns of students with disabilities. This person will work within the faculty subculture to garner support and enthusiasm for the project. As an educator, him/herself, the master teacher will also have the trust of faculty who may be wary of evaluation methods disguised as professional development activities.

The project manager will have a Master's degree in counseling, counseling and guidance, special education, or related field OR the equivalent. In addition, this person will have knowledge of disability policy and the Americans with Disabilities Act and be familiar with college level DSPPS procedures. This person must be able to work with faculty, generating the enthusiasm necessary to achieve project success. The person will have experience in the classroom and/or conducting professional development activities in a group setting or one-on-

one. This person will also be computer literate, have working knowledge or curriculum design, and demonstrated competency in gathering and maintaining data for research analysis. Lastly, this person will be sensitive to the needs of students with disabilities and be able to communicate with all students receiving services, including students who are deaf or hard of hearing.

**(3) The qualifications, including relevant training and experience, of key project personnel:**

In addition to hiring a Project Director, Santa Monica College will use grant funds to hire a Multimedia Specialist who will provide individualized and group assistance to faculty as they utilize technology to enhance the quality of the teaching and learning experience. The Multimedia Specialist will have the technical skills and expertise to convert traditional teaching materials to formats that are accessible by students with disabilities. Responsibilities include:

- 1) Provide technical support utilizing video, text, digital, and audio, to faculty and staff in the design and development of multimedia programs, assisting faculty and staff in the selection and use of software to develop computer assisted instructional applications;
- 2) Acquaints staff and faculty with new multimedia software and hardware;
- 3) Researches and recommends appropriate software and hardware to meet faculty goals;
- 4) Facilitates seminars and classes for staff and faculty on using various types of hardware, software, and media; and
- 5) Works with faculty to provide design assistance either in small groups or one-on-one for writing computer-controlled programs and computer based training modules for all activities.

Qualified applicants will have an Associate Degree in multimedia technology and two years of experience designing, producing, or programming multimedia projects using programming languages such C++, Visual Basic, Active X, or Java, and software programs, such as Director, Flash, Final Cut Pro, DreamWeaver, Premier, Illustrator, and QuickTime.

**(e) Adequacy of Resources****(1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization:**

SMC will use grant funds to augment resources that currently exist on campus to support faculty and staff professional development activities. The college offers faculty and staff an array of computer and technology resources that they can use to enhance and strengthen the quality of their teaching activities. Specifically, faculty may utilize several computer labs, including the one set aside in the Multimedia Center and the High Tech Center in the Disabled Students Program, to work on course materials, home pages, computer-aided instruction, and multimedia tools that enhance learning. The lab in the Multimedia Center is located near the college's three existing multimedia specialists who are available to assist faculty. These existing staff also conduct workshops throughout the year on multimedia-related topics, such as how to use FrontPage to create and update one's home page. Project staff hired as part of the demonstration project will utilize these computer labs and work closely with SMC's existing multimedia specialists to ensure that services provided by the grant are complementary to the services currently provided and specific to the needs of students with disabilities.

Participants will also use e-Companion, a tool of e-College, which provides the course development platform for SMC's distance education program. The typical classroom session often does not provide enough time for valuable learning activities such as group work, in-depth discussions, and synthesis learning. E-Companion enables instructors to extend the learning experience through such activities as threaded discussions, document sharing, and journaling. This resource is particularly beneficial to students who require additional classroom assistance, including non-native English language learners and students with disabilities. Project staff will

work with the Distance Education Department to conduct workshops on how faculty may use eCompanion to strengthen the quality of the educational experience for students with disabilities.

**(2) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project:**

SMC is proposing to utilize grant funds to hire one full-time and one part-time staff persons to provide intensive services to approximately 60 faculty per year, including one-on-one assistance, small group exercises, and larger, more formal workshops and in-service trainings. In addition, the college expects to serve other faculty and staff from both SMC and other institutions in California and nationally less intensively through their participation in in-service trainings, brown bag lunches, and the summer institute. Although salary costs appear extraordinarily high, SMC is located in one of the highest cost of living regions in the United States. As such, the college's salary schedules are higher than average to enable faculty and staff to live and work in the area. The college is also requesting funds to provide specific assistance to faculty as they participate in grant-funded professional development activities, particularly the annual summer institute. The college has set aside funds for participants to travel to the institute, thus ensuring that state budget cuts do not hinder the dissemination of project results. Lastly, the college will utilize grant funds to support the CAMProject, which will facilitate faculty development of multimedia products. This expense will have a long-term benefit on the college, with the benefits of time and money saved in the future and increased student access and satisfaction significantly outweighing the costs of development. This tool will reduce faculty dependence on SMC's multimedia specialists, decrease the amount of time to make instructional material accessible, and increase student satisfaction, which will likely lead to improved retention and increased FTE revenue. Given these benefits, the proposed costs are reasonable.

**(f) Quality of the Management Plan**

**(1) The adequacy of management plan to achieve objectives of project on time and within budget, including responsibilities, timelines, and milestones for accomplishing project:**

SMC's Disabled Students Program and Services (DSPS) will administer the proposed project. DSPS is housed within SMC's Student Services Division. DSPS will work closely with SMC's Distance Education Department, which is housed within SMC's Instructional Division. By working with the Distance Education Department, DSPS is assuring that the needs of both faculty and students are addressed through this grant, as the project will have both an instructional and student services focus. SMC will hire a project manager to oversee the implementation of this grant. This person will report to the DSPS Director and will be responsible for day-to-day activities, receiving assistance from SMC's Grants Office and Fiscal Services to ensure that the grant is implemented on time and within budget. The following outlines the timeline for accomplishing project tasks in year one and the person(s) responsible:

Activity (Person Responsible)	Timeline (10/01/05 start)
Hire project staff (DSPS director and staff)	By 12/01/05
Initiate development of CAMProject (Distance Ed. Staff)	By 01/01/06
Assess needs of students with disabilities enrolled Spring Semester (Project Manager, DSPS Counselors)	By 02/01/06
Identify Spring Semester faculty cohort based on specific student and faculty needs (Project Manager, Multimedia Spec., DE staff)	By 03/01/06
Facilitate Spring Session kickoff workshop (Project Manager, Multimedia Specialist and DE staff)	By 03/01/06
Provide one-on-one assistance, brown bag lunches, and topic	Ongoing throughout Spring

specific workshops (Project Manager, Multimedia Specialist)	Semester
Conduct 1 <sup>st</sup> annual Summer Institute (Project Manager, Multimedia Specialist, and DSPS staff)	By 08/15/06
Utilize technology to document project activities, lessons learned, and other information (Project Manager, Multimedia Specialist)	By 09/30/06

Year Two and Year Three activities and timelines will mirror those of Year One. In these years, project staff will continue to identify the most effective strategies for involving faculty and assuring that faculty who traditionally teach in isolation, including part-time and distance instructors, have the opportunity to participate in this project. In Year One, project staff will target full-time faculty, as this population will be easier to involve during the “start-up” phase of this project. In Year Two, staff will target adjunct and distance instructors as well as full-time faculty. At the end of each semester, project staff will assess the effectiveness of this strategy in addressing the needs of faculty who have minimal experience serving students with disabilities.

**(2) The extent to which time commitments of project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project:**

SMC will hire a full-time Project Manager to oversee this project. In addition to providing grant oversight, this person will serve as the peer mentor, providing direct assistance to faculty and staff in meeting the needs of students with disabilities. The college will also hire a part-time Multimedia Specialist to work with faculty. At this time, the college does not anticipate a need for a full-time Multimedia Specialist since the college already employs three multimedia specialists who will be able to assist this person. The primary responsibility for this person will be to address access and quality issues as they relate to students with disabilities. Other needs pertaining to multimedia design will continue to be addressed by existing multimedia specialists.

**(g) Quality of the Project Evaluation****(1) The extent to which evaluation includes use of objective performance measures related to intended outcomes of project and will produce quantitative and qualitative data:**

The overall outcome of this project is to increase faculty awareness and use of best practice strategies for ensuring that disabled students have access to and receive a quality higher education. By achieving this outcome, the college will also increase the number of disabled students who achieve their educational and career goals. The college will utilize the following performance measures to assess its success in achieving both the faculty and student outcome:

**Faculty-based Performance Measures**


- 1) 80 percent of full-time faculty who teach students with disabilities will participate in one or more professional development activities, as measured by attendance sheets and activity logs.
- 2) 95 percent of full-time faculty who participate in grant activities will apply the skills they learn to improve their classes, as measured by faculty report and staff review of courses;
- 3) 80 percent of faculty who teach at a distance or hybrid courses will participate in at least one professional development activity, as measured by attendance sheets and activity logs;
- 4) 95 percent of faculty who teach at a distance or who teach hybrid courses that participate in professional development activities will apply the skills they learn to improve the quality of their classes, as measured by faculty report and staff observation of faculty materials;
- 5) 60 percent of adjunct faculty who teach students with disabilities will participate in at least one professional development activity, as measured by attendance sheets and activity logs;
- 6) 80 percent of adjunct faculty who teach students with disabilities who participate in at least one professional development activity will apply the skills they learn to improve the quality of their classes, as measured by faculty report and staff review of courses;

- 7) 85 percent of the faculty cohort that participates in this project for a full semester will utilize eCompanion to provide supplemental resources to students with disabilities, as measured by faculty report and staff observation of faculty materials; and
- 8) 90 percent of participating faculty will report satisfaction with grant-funded professional development activities as measured by a satisfaction survey at the end of each semester.


Student-based Performance Measures

- 9) 90 percent of students with disabilities will report satisfaction with course improvements as measured by a student satisfaction survey distributed at the end of each semester;
- 10) Students with disabilities who enroll in classes taught by faculty participating in the project will complete and retain to the next semester at a rate 10 percent higher than for students with disabilities enrolled in classes that are not impacted by the project, as measured by student success and enrollment data, including gpa and units attempted/earned.

Project staff will collect data on each of these performance measures at the end of each semester and use this information to make changes to the proposed professional development model as deemed necessary to ensure success. The use of student and faculty satisfaction surveys will ensure the collection of qualitative data to support the quantitative data collected through other means. These results will be summarized annually. Project staff will also undertake a formative evaluation to ensure that other institutions can replicate the success of this project. The formative evaluation will document the steps taken to implement the project, its successes and challenges, and what staff had to change to ensure long-term success. This information is vital for other institutions as they consider implementing a similar project on their campuses.

	<b>U.S. DEPARTMENT OF EDUCATION</b>  <b>BUDGET INFORMATION</b>  <b>NON-CONSTRUCTION PROGRAMS</b>	OMB Control Number: 1890-0004				
		Expiration Date: 06/30/2005				
Name of Institution/Organization: Santa Monica College	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.					
<b>SECTION A - BUDGET SUMMARY</b> <b>U.S. DEPARTMENT OF EDUCATION FUNDS</b>						
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	\$ 118740	\$ 122302	\$ 125971	\$ 0	\$ 0	\$ 367013
2. Fringe Benefits	\$ 45121	\$ 46475	\$ 47869	\$ 0	\$ 0	\$ 139465
3. Travel	\$ 4100	\$ 4100	\$ 4100	\$ 0	\$ 0	\$ 12300
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 13800	\$ 7300	\$ 7300	\$ 0	\$ 0	\$ 28400
6. Contractual	\$ 50000	\$ 50000	\$ 50000	\$ 0	\$ 0	\$ 150000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 31000	\$ 31000	\$ 31000	\$ 0	\$ 0	\$ 93000
9. Total Direct Costs (lines 1-8)	\$ 262761	\$ 261177	\$ 266240	\$ 0	\$ 0	\$ 790178
10. Indirect Costs*	\$ 13109	\$ 13502	\$ 13907	\$ 0	\$ 0	\$ 40518
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 275870	\$ 274679	\$ 280147	\$ 0	\$ 0	\$ 830696
<p><b>*Indirect Cost Information (To Be Completed by Your Business Office):</b></p> <p>If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:</p> <p>(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>(2) If yes, please provide the following information:                  Period Covered by the Indirect Cost Rate Agreement: From: ___ / ___ / ___ To: ___ / ___ / ___ (mm/dd/yyyy)                  Approving Federal agency: <input type="checkbox"/> ED <input type="checkbox"/> Other (please specify): _____</p> <p>(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:</p> <p><input type="checkbox"/> Is included in your approved Indirect Cost Rate Agreement? or, <input checked="" type="checkbox"/> Complies with 34 CFR 76.564(c)(2)?</p>						

ED Form No. 524

	<b>U.S. DEPARTMENT OF EDUCATION</b>		OMB Control Number: 1890-0004			
	<b>BUDGET INFORMATION</b>		Expiration Date: 06/30/2005			
<b>NON-CONSTRUCTION PROGRAMS</b>		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.				
Name of Institution/Organization: Santa Monica College						
<b>SECTION B - BUDGET SUMMARY</b> <b>NON-FEDERAL FUNDS</b>						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

**Demonstration Projects to Ensure Students with Disabilities  
Receive a Quality Higher Education (2005-2008)**

<u>Personnel</u> (3% COLA in Yrs. 2 & 3)	FTE	Year One	Year Two	Year Three	Total
Instructional Designer (Project Manager)	1.00	93,600	96,408	99,300	289,308
Multimedia Specialist (Level 41)	0.50	25,140	25,894	26,671	77,705
<b>Total Personnel</b>		<b>118,740</b>	<b>122,302</b>	<b>125,971</b>	<b>367,013</b>

Fringe Benefits

Calculated at 38 percent of Total Personnel

<b>Total Fringe Benefits</b>		<b>45,121</b>	<b>46,475</b>	<b>47,869</b>	<b>139,465</b>
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Travel

Project Staff Meeting in Washington, DC

* airfare (\$500 * 2 people)	1,000	1,000	1,000	3,000
* lodging (\$150 per night for 2 nights for 2 people)	600	600	600	1,800
* per diem (\$60 per day for 3 days for 2 people)	300	300	300	900
* other travel expenses, i.e., parking, shuttle, etc. (\$75 for 2 people)	150	150	150	450

Professional Development for Project Staff

(One national conference per person per year)

* airfare (\$500 * 2 people)	1,000	1,000	1,000	3,000
* lodging (\$150 per night for 2 nights for 2 people)	600	600	600	1,800
* per diem (\$60 per day for 3 days for 2 people)	300	300	300	900
* other travel expenses, i.e., parking, shuttle, etc. (\$75 for 2 people)	150	150	150	450

**Total Travel**

<b>Total Travel</b>	<b>4,100</b>	<b>4,100</b>	<b>4,100</b>	<b>12,300</b>
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Equipment

No equipment requested	-	-	-	-
<b>Total Equipment</b>	-	-	-	-

Supplies

Laptop Computer (for training mobility needs)	2,500			2,500
Mobile Multimedia Projector	2,000			2,000
Desktop Computer for Multimedia Specialist	2,000			2,000
Computer Software	1,000	1,000	1,000	3,000
Inservice Training Supplies (2 workshops per year * 40 people per workshop * \$25)	2,000	2,000	2,000	6,000
Summer Institute Training Supplies (\$50 per person * 50 persons)	2,500	2,500	2,500	7,500
Office Supplies (12 months * \$150 per month)	1,800	1,800	1,800	5,400
<b>Total Supplies</b>	<b>13,800</b>	<b>7,300</b>	<b>7,300</b>	<b>28,400</b>

Contractual

Broadband Multimedia (to develop CD-ROM Accessible Multimedia Project)	50,000	50,000	50,000	150,000
<b>Total Contractual</b>	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	<b>150,000</b>

Other

Reproduction Costs (Training Materials)	1,000	1,000	1,000	3,000
Summer Institute				
* Training Stipends (50 @ \$500 to cover costs of travel and attendance for participants)	25,000	25,000	25,000	75,000

* Keynote Presenters (2 per year @ \$2500 ea)	5,000	5,000	5,000	15,000
Total Other	31,000	31,000	31,000	93,000
<b>TOTAL DIRECT COSTS</b>	<b>262,761</b>	<b>261,177</b>	<b>266,240</b>	<b>790,179</b>
Indirect Costs (calculated at 8 percent of salaries and benefits)	13,109	13,502	13,907	40,518
<b>TOTAL COSTS</b>	<b>275,870</b>	<b>274,679</b>	<b>280,148</b>	<b>830,697</b>

**Description of How Project will Address GEPA**

Santa Monica College does not anticipate any barriers to participation in the proposed Demonstration Project to Ensure Students with Disabilities Receive a Quality Higher Education. All faculty who provide instructional services to students with disabilities will be encouraged to participate in this project regardless of their gender, race, national origin, color, disability, or age. All project activities will be accessible to faculty and staff with disabilities as outlined in Section 508 of the Americans with Disabilities Act. The only potential barriers to participation for faculty may be time constraints and isolation from the main campus, particularly for adjunct faculty and faculty who teach courses at a distance. To ensure that all faculty have access to services, project staff will actively reach out to faculty and meet with them at times and locations that are convenient to the instructor. To the extent possible, all resources will be available on the SMC web site, and staff will ensure that these materials are compliant with ADA requirements.

Students are indirect recipients and beneficiaries of project activities. The purpose of this grant is to ensure that students with disabilities have access to college resources. As such, project staff will work with staff from SMC's Center for Disabled Students to identify and address the unique needs of SMC students who have one or more disabilities. Project staff will then provide faculty with the training and resources that they need to address each of these disabilities in their classrooms. This project will serve all students with disabilities, including those who may have additional barriers to full participation due to language or culture. Staff will reach out to these students using culturally appropriate means for encouraging participation. For students who do not speak English well, SMC will employ translators and interpreters to facilitate open lines of communication. The college does not expect the gender or age of students to be barriers to participation.

## 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
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

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 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.

protecting components or potential components of the national wild and scenic rivers system.

- 13. Will assist the awarding agency in assuring compliance 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.

<b>Signature of Authorized Certifying Representative:</b>
<b>Name of Authorized Certifying Representative:</b> Thomas J. Donner
<b>Title:</b> Interim President
<b>Date Submitted:</b> 04/15/2005



ED 80-0014

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

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

### Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms covered transaction, debarred, suspended, ineligible, lower tier covered transaction, participant, person, primary covered transaction, principal, proposal, and voluntarily excluded, as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

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Explanation for Statement (2)

**Attachment:**

Title :  
File :

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

**Project Title: Educational Access for All Students through Faculty Mentoring and Development**

**PR Award Number: P333A050092**

Name of Authorized  
Certifying Representative:

Thomas J. Donner

Title:

Interim President

Applicant:

Santa Monica College

Signature:

Date:

\_\_\_\_\_  
04/15/2005

**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 making 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 Form to Report Lobbying," 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.

Organization	
Santa Monica College	
Name of Authorized Representative	Title
Thomas J. Donner	Interim President
Signature	Date
	04/15/2005

ED 80-0013

03/04

## SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

**Purpose:** The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

**Instructions for Submitting the Survey:** If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

**Applicant's(Organization)Name:** Santa Monica College

**Applicant's DUNS Number:** 187213715

**Grant Name:** Educational Access for All through Faculty Mentoring and Development

**CFDA Number:** 84.333A

1. Does the applicant have 501(c)(3) status?

Yes  No

4. Is the applicant a faith-based/religious organization?

Yes  No

2. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer  15-50

4-5  51-100

6-14  over 100

5. Is the applicant a non-religious community-based organization?

Yes  No

3. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

6. Is the applicant an intermediary that will manage the grant on behalf of other organizations?

Yes  No

7. Has the applicant ever received a government grant or contract (Federal, State, or local)?

Yes  No

8. Is the applicant a local affiliate of a national organization?

Yes  No