

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

CFDA # 84.083A

U083A090032

Closing Date: FEB 23, 2009

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received:

02/21/2009

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Sonoma State University

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

68-0338225

* c. Organizational DUNS:

092554484

d. Address:

* Street1:

1801 E. Cotati Ave.

Street2:

Student Affairs Salazar 1018

* City:

Rohnert Park

County:

Sonoma

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

94928

e. Organizational Unit:

Department Name:

Support & Preparation Services

Division Name:

Student Affairs

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

Prefix:

Mr.

* First Name:

Matthew

Middle Name:

* Last Name:

Benney

Suffix:

Title:

Executive Director-USPS

Organizational Affiliation:

Student Affairs

* Telephone Number:

707-664-2006

Fax Number:

707-664-3133

* Email:

matt.benney@sonoma.edu

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Print Page

About

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.083

CFDA Title:

Women's Educational Equity Act Program

* 12. Funding Opportunity Number:

ED-GRANTS-010209-001

* Title:

Women's Educational Equity Act Program (WEA) CFDA Number: 84.083A

13. Competition Identification Number:

84-083A2009-1

Title:

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

Rohnert Park, Santa Rosa: Sonoma County, California

* 15. Descriptive Title of Applicant's Project:

Project MATEUR

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant CA-006

* b. Program/Project CA-006

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 09/01/2009

* b. End Date: 08/31/2013

18. Estimated Funding (\$):

* a. Federal	210,635.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	210,635.00

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

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

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

Yes No

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

** I AGREE

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

Authorized Representative:

Prefix: Ms. * First Name: Lori
 Middle Name:
 * Last Name: Heffernon
 Suffix:

* Title: Assistant Controller

* Telephone Number: 707-664-3715 Fax Number: 707-664-4000

* Email: lori.heffernon@sonoma.edu

* Signature of Authorized Representative: Lon Heffernon * Date Signed: 02/21/2009

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

[Empty text input area for Applicant Federal Debt Delinquency Explanation]



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Sonoma State University

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 101,566	\$ 107,206	\$ 108,467	\$ 108,615	\$ 0	\$ 425,854
2. Fringe Benefits	\$ 36,661	\$ 37,258	\$ 37,799	\$ 38,774	\$ 0	\$ 150,492
3. Travel	\$ 2,970	\$ 2,970	\$ 2,970	\$ 2,970	\$ 0	\$ 11,880
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 13,455	\$ 13,438	\$ 16,316	\$ 15,999	\$ 0	\$ 59,208
6. Contractual	\$ 7,500	\$ 5,000	\$ 5,000	\$ 7,500	\$ 0	\$ 25,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 32,880	\$ 33,060	\$ 32,360	\$ 33,110	\$ 0	\$ 131,410
9. Total Direct Costs (lines 1-8)	\$ 195,032	\$ 198,932	\$ 202,912	\$ 206,968	\$ 0	\$ 803,844
10. Indirect Costs*	\$ 15,603	\$ 15,915	\$ 16,233	\$ 16,557	\$ 0	\$ 64,308
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 210,635	\$ 214,847	\$ 219,145	\$ 223,525	\$ 0	\$ 868,152

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Sonoma State University

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Lori Heffernon</p>	<p>* TITLE</p> <p>Assistant Controller</p>
<p>* APPLICANT ORGANIZATION</p> <p>Sonoma State University</p>	<p>* DATE SUBMITTED</p> <p>02/21/2009</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Sonoma State University"/> * Street 1: <input type="text" value="1801 G. Cotati Ave."/> Street 2: <input type="text"/> * City: <input type="text" value="Rohnert Park"/> State: <input type="text" value="CA: California"/> Zip: <input type="text" value="94928"/> Congressional District, if known: <input type="text" value="CA-006"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: <div style="height: 100px;"></div>		
6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Women's Educational Equity Act Program"/> CFDA Number, if applicable: <input type="text" value="84.083"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		
* Signature: <input type="text" value="Lori Heffernon"/> * Name: Prefix: <input type="text"/> * First Name: <input type="text" value="Lori"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="Heffernon"/> Suffix: <input type="text"/> Title: <input type="text" value="Assistant Controller"/> Telephone No.: <input type="text" value="707-664-1715"/> Date: <input type="text" value="02/22/2009"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-87)

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA STATEMENT SSU.doc

Add Attachment

Delete Attachment

View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA)

As required by Section 427 of the Department of Education's General Education Provisions Act (GEPA), this project will actively seek to remove barriers to education caused by the following factors: gender, race, national origin, color, disability, and age. The following plan of action is designed to **promote participation by members of groups that have traditionally been underrepresented:**

- Information about the program will be disseminated to relevant organizations
- Eligible students from underrepresented groups will be treated equally during selection
- Contact will be established with agencies dealing with disabled individuals
- Materials will clearly communicate the accessibility of project services
- All project participants will be treated equally regarding project selection and services
- **This project will actively seek to develop strategies to increase the numbers and success of female participants in advanced math and science courses.**

This project will make every effort to ensure that individuals from underrepresented groups will be afforded the opportunity to participate in the program as long as they meet the general program criteria.

Recruitment Strategies:

- Identify local organizations that could identify participants appropriate for Project METEOR services
- Use advertising and recruitment methods appealing to eligible applicants

- Recruit among community sports clubs
- Show outcome data related to females in society
- Establish project activities and curricular design appealing to females

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
Sonoma State University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Lori Middle Name:
* Last Name: Heffernon	Suffix:
* Title: Assistant Controller	
* SIGNATURE: Lori Heffernon	* DATE: 02/21/2009

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Susan		Wandling	

Address:

* Street1:	1801 E. Cotati Ave.
Street2:	Bldg. 49
* City:	Rohnert Park
County:	Sonoma
* State:	CA: California
* Zip Code:	94928
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2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

Please attach an explanation Narrative:

	Add Attachment	Delete Attachment	View Attachment
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Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 1234-WEEA Abstract SSU.doc

Abstract: Women's Educational Equity Act Program (WEEA) at SSU

Project METEOR (Math Excellence Through Education, Opportunity & Rigor)

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Project METEOR is designed to improve the academic outcomes and opportunities for young women by preparing them to succeed in advanced math and science courses. Although state data show little discrepancy between test scores of girls and boys in Algebra I, a significant participation and achievement gap appears in advanced math and science courses. Without rigorous academic preparation and motivation, women will continue to be underrepresented in careers that utilize skills and knowledge of math and science.

To address this inequity, the METEOR project will implement a service plan that: (1) identifies participants early in eighth grade and develops their motivation and understanding of STEM careers; 2) provides a Summer Algebra Bridge Academy previous to participants' enrollment in Algebra II; (3) includes tutoring, field trips and motivational workshops; and (4) provides a strong parent information component. Eighty participants will constitute the project cohort from four Sonoma County schools that serve a high percentage of English Language Learners and/or participate in the USDA Free and Reduced Lunch Program and have a significantly low percentage of students who complete rigorous academic state standards.

Academic progress of the cohort will be monitored from 8th through 11th grade. Evaluation of the project will include an experimental design in which both the treatment and comparison groups are measured against proficiency standards on the CST (California Standards Test). The evaluation results will determine the effectiveness of METEOR in addressing **Priorities 1, 2 and 3** of this WEEA application.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 1238-WEEA proposal final 2009.doc

Project Meteor AT SONOMA STATE UNIVERSITY
Women's Educational Equity Act (WEEA)
Fiscal Year 2009 Grant Application

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INTRODUCTION

Project METEOR (Math Excellence Through Education, Opportunity, and Rigor) is designed to improve the academic outcomes and opportunities for young women by preparing them to succeed in advanced math and science courses which are required for enrollment in a four-year college and success in STEM fields. Although California Department of Education data show little or no discrepancy between standardized (CST) test scores of girls and boys for Algebra I, a significant participation and achievement gap appears in advanced math and science courses. Without rigorous academic preparation and motivation women will continue to be underrepresented in careers that utilize skills and knowledge of math and science.

To address this inequity, the METEOR project will support activities to enable students to achieve proficiency in mathematics (including Algebra I, II, and Geometry) and science (Chemistry). The program service plan: (1) identifies participants early in eighth grade and develops their motivation and understanding of STEM careers; (2) provides a Summer Algebra Bridge Academy previous to participants' enrollment in Algebra II; (3) includes tutoring, field trips and motivational workshops; and (4) provides a strong parent information and support component. Eighty students from four Sonoma County schools will constitute the project cohort. The selected project schools (a) serve a high percentage of students who are English language learners and/or participate in the USDA Free and Reduced Lunch Program; and/or (b) have a significantly low percentage of students who complete rigorous academic state standards.

Project METEOR will address Absolute Priority 3, both Priorities 1 and 2 as well as the Competitive Priority.

The academic progress of the service cohort will be monitored each year from 8th grade through 11th grade. Evaluation of the project will include an experimental design in which both

the treatment group and comparison group are measured against proficiency standards on the CST. Process objectives are defined around program retention and academic achievement.

I. **Project as a component of a comprehensive plan for education equity and compliance with Title IX.**

The METEOR project will be administered by University Support & Preparation Services (USPS) in the Student Affairs and Enrollment Management Division (SAEM) at Sonoma State University (SSU). An integrated approach to gender equity at SSU is supported by a California State University (CSU) system-wide commitment to education equity and advancement of Title IX ideals.

In 1993, the California State University and the California National Organization for Women (CA NOW) entered into a consent decree in order to increase participation of female students in intercollegiate athletics, to increase expenditures for women's athletic programs, and to increase grants-in-aid and scholarships for female student athletes. The CSU entered into this decree because it believed strongly that female and male students should have an equal opportunity to participate in intercollegiate athletics. In 2000, the Chancellor of the CSU and CSU presidents decided to implement self-monitoring of the consent decree in order to monitor progress in these areas. The Voluntary Self-Monitoring Report regarding Equal Opportunity in Athletics for Women Students has been published annually since 2001. According to the 2006-2007 Annual Report, Sonoma State University met the Participation and Grants-in-Aid Goals, and missed the Expenditures goal by less than one percent. Bill Fusco, Director of Athletics at SSU, and specialist in Title IX education, says, "SSU has been compliant with Title IX since 1997. We're very supportive of our women's teams. We make sure that academics are a priority for all of our teams, and Title IX helps us along with those guidelines."

The University's Human Services Department promotes the institutional commitment to gender equity by taking a proactive stance on the prevention of sexual harassment and discrimination. The Department develops and implements policies and procedures to comply with federal, state, and local laws and regulations on civil rights and other human resources issues. All USPS staff members participate in annual training provided by the university's Office of Employee Relations and Compliance to strengthen their knowledge and practice in the areas of sexual harassment prevention, discrimination, and equal opportunity in the workplace.

At the Division level, SAEM operates the Center for Culture, Gender and Sexuality, a campus life and activities program that fosters a campus environment of mutual respect and appreciation. This program offers activities and services to heighten student awareness of issues that impact their understanding of gender and culture issues. Within the Division, the Educational Outreach Program (EOP) and Learning Skills Services (LSS) carry out SSU's commitment to education equity with programs that serve students who are first-generation college and/or low-income and/or have a physical or learning disability.

USPS contains a cluster of highly successful TRIO programs devoted to prepare students from low-income families who will be the first in their family to obtain a baccalaureate degree. The USPS strategic plan outlines the department's goals to facilitate access to opportunities for underrepresented groups and to ensure all services and activities meet the needs of a diverse and ever-changing student population.

The METEOR project will find a supportive base in the USPS Department where there are opportunities to share best practices and strengthen even further a unified commitment to education equity. The priority of gender equity as defined by the Women's Educational Equity Act is actively promoted within the CSU system by the SSU campus, SAEM division and USPS

Department. These policies and practices embrace the goal of the METEOR project to ensure that young women achieve beyond limitations that are based on gender stereotypes and expectations.

II. **Implementing an institutional change strategy with long-term impact which will continue as a central activity after the grant is terminated.**

Statistics from the California Department of Education suggest that young women in Sonoma County are not receiving enough encouragement to seek out math and science classes in high school. Without adequate preparation and inspiration they do not have as many career options available, particularly in an increasingly technological workplace.

Females who attend high-need or low-performing schools identified in this proposal are even less likely to keep up with their male classmates in terms of participation and achievement in math and science. Latina girls in particular may feel distanced from the pathways that lead to STEM careers when their families have no access to Spanish language materials that would help them understand how to support the choices that may lead their daughters and sisters to aim for 'non-traditional' careers. In Sonoma County, 23% of public school students are English language learners (ELL). In the proposed target schools, ELL percentages range from 33.9% to 55.7%. Of the ELL population in this county, 92% are Spanish speakers. METEOR will bridge communication and cultural barriers by developing Spanish language materials, which will be available to students, parents and career centers in Sonoma County schools.

Fortunately in Sonoma County, school administrators and teachers unite in their search for programs that will benefit their students and strengthen communities. This is the setting where the METEOR Project will thrive because principals hunger for innovative approaches to improve their students' chances of success. Indeed, principals at the identified service schools

have expressed eagerness and gratitude for being selected as potential partners in this WEEA project. Their commitment to gender and education equity, and their support of this program are assets that will strengthen METEOR's outcomes. It is expected that school administrators and teachers will build on the success of METEOR by replicating best practices that emerge from lessons learned.

It is predicted that by providing support and interventions to participants starting in eighth grade to help them succeed in Algebra I, they will achieve "proficient" scores on the California Standards Test and will enroll in advanced courses in math and science in higher numbers than their peers. This program will open avenues of discovery that are not travelled in the classroom. Empowered by the experience of visiting college campuses and talking with females working in STEM careers, our young participants will make connections between success in algebra, chemistry and careers that they may have considered out-of-reach due to limited expectations.

METEOR participants will constitute a unique cohort, confident and connected in their desire to pursue careers in math, the sciences, engineering, and technology. They will develop an ongoing support structure, thereby reducing the isolation frequently felt by girls who excel in math and science.

Although METEOR services will produce measurable achievement gains on the CST, the attainment of true gender and education equity cannot rest on test scores. It will require a program that (a) provides inspiration and awareness of opportunities; (b) expects that young women are able to excel in rigorous math and science courses, and (c) shares its experience with other organizations for a long-term impact. Best practices that emerge from this program will be

shared with partnering schools and with educational opportunity programs administered in the University Support & Preparation Services Department at SSU.

III. Quality of project services.

A. SELECTION OF SERVICE SCHOOLS

The METEOR service schools have been selected using determinants collected from California Department of Education (CDE) data. The selected service schools (1) have a higher percentage of students participating in the USDA Free and Reduced Lunch Program (FRLP); (2) have a higher enrollment of English language learners (ELL); or (3) have a significant percentage of students who do not complete challenging state academic standards that prepare them for college (defined in California as “A-G” courses). These schools also demonstrate the most dramatic gender gaps in enrollment and achievement in Sonoma County. Using these criteria, the METEOR project also concludes that these schools serve the highest percentage of students who are at risk of not completing high school.

The METEOR project will be able to take advantage of existing partnerships established by USPS outreach programs with administrative and counseling personnel at Piner, Elsie Allen, Roseland University Prep, and Rancho Cotate High Schools and their feeder schools: Comstock, Cook, Roseland Accelerated, and Mountain Shadows. The following table outlines the schools’ levels of need against the average for all Sonoma County schools.

2006/07	% FRLP	% ELL	% complete 'A-G' courses
Sonoma County	35.0	23.4	36.2
Comstock MS	67.5	38.3	N/A
Cook MS	73.5	61.1	N/A
Elsie Allen HS	50.9	33.1	15.9

Mountain Shadows MS	35.4	14.5	N/A
Piner HS	25.7	19.8	23.8
Rancho Cotate HS	17.3	8.3	33.6
Roseland Accelerated MS	81.7	87.8	N/A
Roseland University Prep	72.5	46.2	69.5

Although little to no achievement gap is apparent between boys and girls in Algebra I, this project proposes that expectations and attitudes prevent many girls from enrolling and succeeding in the advanced math and science courses in high school. The gap appears in the high schools to which these middle schools feed, in both participation and grades in Algebra II, Chemistry, and on CST results.

<i>% Proficient and Above (CST)*</i>				
2007/2008	Algebra II		Chemistry	
	Females	Males	Females	Males
Elsie Allen	6%	21%	8%	49%
Piner	29%	34%	21%	48%
Rancho Cotate	19%	33%	47%	67%
Roseland University Prep	6%	12%	3%	4%

* per California Department of Education Dataquest

B. THE PLAN TO SELECT COHORT

The plan to select and serve METEOR students incorporates strategies to ensure equal access and treatment for eligible project participants from groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability. Recruitment of

METEOR participants will begin in the 8th grade. Eighty students from the four identified service middle schools will be identified as the METEOR cohort. Eighth grade female students enrolled in Algebra I at the service schools will receive a motivational, informational presentation from project staff about the benefits of achieving a proficient score on the STAR test in Algebra I at the end of 8th grade, and subsequently of excelling in rigorous math and science courses in high school. After the presentation, METEOR Program applications will be distributed to all interested students. The application will include information, printed in English and Spanish, about a pre-scheduled Parent Orientation Night, which all applicants and their parents will be required to attend. The orientation will be a social, informational activity during which students may get assistance with the application and the parents will learn about the support that will be available to them and participants throughout middle and high school. Application criteria will help determine participants' eligibility. For example, eligible students will need to be currently enrolled in algebra and they will need to indicate that they plan to attend one of the four service high schools. Parents will be required to sign an agreement to authorize METEOR Program staff to gain access to their students' academic records and CST scores.

After eighty applicants have been selected as the METEOR cohort, their baseline information will be recorded (grades, demographic background) and a comparison group equal to 50% of the number of project participants at each school will be identified.

C. THE PLAN TO SERVE

In order to increase the percentage of young women who score proficiency and above levels in math and science, the service plan for METEOR participants will involve a multi-tiered progression of activities and interventions to encourage excellence in Algebra I and to motivate

and support achievement in advanced math and science courses in high school. At the end of this section, a project timeline details the project services per each year of the METEOR Project.

Tutoring. It is widely accepted that mastery of Algebra I is essential to moving on to more challenging math, which in turn increases students' odds of prospering in college and the workforce. If success is not fostered in Algebra I, there is little chance of igniting interest in STEM career opportunities. To increase METEOR participants' chance of success in Algebra I and achievement of a score of "proficient or above" on the CST, they will receive tutoring throughout each academic year by Academic Mentors at each service school. Academic Mentors will be recruited from Sonoma State University and Santa Rosa Junior College, and will be selected for their expertise, enthusiasm and experience. Program participants will have the opportunity to earn a once-a-month incentive activity to help maximize their participation in tutoring services.

High School Transition Program. In the weeks prior to enrolling in 9th grade, project participants will engage in a two-day cohort-building program to prepare them for the challenges of transitioning to high school. The program will provide a full day of workshops, to empower students to walk on to their high school campuses with confidence and knowledge about the courses they will take to be eligible for enrollment at a four-year university. The second day of the program consists of a "Ropes" course at Four Winds, where students will engage in appropriate risk-taking on physical, mental, and emotional levels. The strategy of every challenge course is to build teamwork and develop individual skills.

Summer Algebra Bridge Academy (SABA). In the summer preceding participants' enrollment in Algebra II, they will attend a three-week Summer Algebra Bridge Academy at Sonoma State University prior to tenth grade. Participants will receive free bus transportation

and lunch during the program, and they will participate in three hours of daily instruction in small groups (class size limited to 20) to (1) reinforce algebra concepts and skills and to (2) introduce them to advanced math applications in science and technology. Instructors for the summer program will be selected through a recruitment process with attention given to applicants' (a) relevant experience; (b) innovative and tested teaching approaches; and (c) demonstrated sensitivity working with culturally diverse student populations. Instructors will receive an orientation about the purpose of the WEEA and the METEOR program.

After each daily instructional session, students will convene for a lunch assembly to participate in one-hour college planning sessions and career presentations by professionals from local companies, including Medtronics, Agilent Technologies, Kaiser Permanente, and Animal Hospital of Cotati. The purpose of these career presentations draws from the results of a 2005 NSF study in which Jaquelyne Eccles concludes "girls' perception of the career potential of advanced or honors math and science classes" is a "stronger predictor of their selection of such courses than their actual ability in those subjects." She goes on to observe that "we as a culture do a very bad job of telling our children what scientists do. Young people have an image of scientists as eccentric men with wild hair, smoking cigars, deep in thought, alone." Showing participants that scientists in fact work in teams and make significant contributions to society will help to change these perceptions.

The three-week academy will culminate with a theme-based Learning Expo, where METEOR participants will showcase their increased knowledge and skills while demonstrating their application in fields such as ecology, medicine, and technology. The event will be open to the campus community and participants' families and will offer the opportunity for the METEOR project to gain recognition in the broader community.

Parent presentations. The parent service component will be critical to the academic progress of METEOR participants. Parents will be invited to attend annual informational sessions presented in Spanish and English, and bi-lingual materials will be provided. In these meetings, parents will be encouraged to have high expectations for their daughters to excel in school and to pursue “non-traditional” careers. An annual Parent Empowerment Conference (PEC), hosted free by USPS, will be offered to METEOR parents. This is a parents-only event that brings together experts and facilitators to empower parents to support their child’s path to college. The METEOR program will have access to USPS translation equipment to assist Spanish-only parents to participate fully in the conference.

Field trips. Each year, METEOR participants will be invited to attend field trips to (1) educational venues such as The Marine Mammal Center in Sausalito, Academy of Sciences in San Francisco, Lawrence Hall of Science in Berkeley, Technology Museum in San Jose; and (2) college campuses throughout California. To ensure that participants maximize these experiences, they will complete a survey following each trip to encourage reflection on what they have learned and how it relates to future career goals.

Motivational events. Recognizing that frequently girls lose confidence in their mathematics and science ability as they move through adolescence, and there are few women role models in the sciences, the Program will register METEOR participants during eighth grade to attend the annual *Expanding Your Horizons* (EYH) conference, hosted in the spring alternately by Sonoma State University and Santa Rosa Junior College. The EYH conference fosters awareness of the wide range of career options for women in mathematics, science, engineering, and technology-based fields by providing opportunities to meet and talk with women who work in these fields. Hands-on workshops develop young women's awareness of the importance of

math and science education and the need for early career exploration. Although this conference is for 7th and 8th grade students, METEOR participants will continue to be involved in the conference through high school as volunteer workshop assistants and ambassadors.

When the METEOR participants are in 9th grade they will attend at no cost *Introduce a Girl to Engineering Day*, a local program offered by Agilent Technologies in Santa Rosa. Participants will spend a day job-shadowing female scientists and engineers at the company's site in Santa Rosa.

Grade Monitoring and 'A-G' Advising. Each quarter, METEOR participants will be required to submit an academic progress report to the METEOR counselor. The counselor will contact students in danger of failing a course and will determine appropriate intervention and/or mandate tutoring attendance. Student grades for each semester will be collected from service school registrars as arranged for in the "Student Transcript Waiver Request" signed by METEOR parents upon their students' enrollment in the program. At the beginning of each academic year, participants will attend an Advising Orientation to review A-G course planning and to receive information about program events for the year. Near the end of each academic year, each participant will undergo a course review with the program coordinator/counselor to ensure that participants take advantage of enrollment opportunities in Honors and AP courses where eligible.

Annual recognition ceremony. To celebrate the achievement of METEOR participants, an annual late spring ceremony will be held at Sonoma State University. Student families, teachers, tutors, and service school staff will share in the recognition of the students' commitment to Math Excellence Through Education, Opportunity, and Rigor.

METEOR at Sonoma State University
Services Timeline

Year One 2009-10		
Tasks & Events	Completion Date	Responsible Person(s) D-Director, C-Coordinator, M-Mentors, I-Instructors, CD-Curriculum Developer
Hire Coordinator	Fall 2009	D
Identify Professional Evaluator.	Fall 2009	D
Implement Participant Recruitment Plan	Fall 2009	D, C
Select project participants	Fall 2009	D, C
Parent presentations	Fall 2009	D, C
Open tutor centers at middle schools	Oct 2009	C, M, CD
College Day at UC Berkeley	Oct 2009	C, M
Grade Monitoring	Ongoing.	C
<i>Expanding Your Horizons</i>	Spring 2010	C
Marine Mammal Center	June 2010	C, M
High School Transition Program	Summer 2010	D, C, I, M, CD
Program Evaluation	See pp 21-24	Evaluator
Year Two 2010-11		
Open tutor centers at high schools	Sept 2010	C, M, CD
Fall Advising Orientation	Sept 2010	C
Grade Monitoring	Ongoing	C
<i>Introduce a Girl to Engineering</i>	March 2011	C
College Campus Tours	April 2011	D, C, M
Technology Museum, San Jose	May 2011	C, M
Summer Algebra Bridge Academy	July 2011	D, C, M, I, CD

Program Evaluation	See pp 21-24	Evaluator
Year Three 2011-12		
Open tutor centers	Sept 2011	C, M, CD
Fall Advising Orientation	Sept 2011	D, C
Grade Monitoring	Ongoing	C
Lawrence Hall of Science	Nov 2011	C
College Campus Tours	Spring 2012	D, C, M
Recognition Ceremony	Spring 2012	D, C
Program Evaluation	See pp 21-24	Evaluator
Year Four 2012-13		
Open tutor centers	Sept 2012	C, M, CD
Fall Advising Orientation	Sept 2012	D, C
Grade Monitoring	Ongoing	C
College Campus Tours	Spring 2013	D, C, M
Recognition Ceremony	Spring 2013	D, C
Program Evaluation	See pp 21-24	Evaluator

IV. Quality of the management plan.

To ensure completion of the METEOR project on time and within budget, a team of professionals representing a diverse range of talent and perspectives will be responsible for the success of the Program. Following this section, a timeline provides a clear schedule of project tasks and assigned personnel. Additional support for the METEOR Program is outlined in the Table designated "Support Letters."

The METEOR Project at Sonoma State University will be staffed as follows:

- Director (50%) - per waiver request authorized by 34CFR 75.511(a)(1)-(2)(i)
- Program Coordinator (100%)
- Eight hourly tutors
- Four Summer Algebra Bridge Academy instructors

The USPS Executive Director (5%) and Data/Technology Coordinator (5%) will support the project by providing fiscal, data, procedural and evaluation services, thus allowing the Project Director to concentrate more fully on direct services to participants. The Project will also contract for services of a Professional Independent Evaluator and a Curriculum Developer (resumés attached). Descriptions of the required qualifications and responsibilities of project staff follow:

Director (resumé attached)

Qualifications

- Master's degree in an appropriate discipline, or an equivalent combination of education and professional related experience * Four years of administrative experience in educational opportunity programs * Familiarity with the Women's Educational Equity Act; prior experience and training in student outreach * Ability to communicate effectively in English and Spanish * Budget management skills * Highly proficient writing skills; public speaking skills * Ability to facilitate academic and motivational development for students * Success in overcoming obstacles similar to those of the target population * Staff supervision experience * Demonstrated experience in developing a comprehensive evaluation model that produces quantitative and qualitative outcome measures * Experience in program development and implementation * Experience in

curriculum development and implementation which addresses ongoing academic assessment, academic skills development, and tutorial support * Knowledge of federal rules and regulations pertaining to WEEA * Thorough understanding of course requirements for enrollment in a four-year college

Responsibilities

- Implement and administer the METEOR Project at Sonoma State University and adhere to federal regulations. Ensure program compliance with federal legislation and regulations as they relate to WEEA. Plan, coordinate, and facilitate provision of available services to METEOR participants. Identify extramural funding and community support to develop non-federal resources for METEOR activities. Recruit, select, train, and supervise Program Coordinator, Tutors, Instructors. Schedule presentations, routinely provide information to local media groups, and conduct other outreach efforts to optimize participant recruitment and Program promotion efforts. Ensure effective development and timely maintenance of accurate and complete student and Program records in a comprehensive computer database. Maintain budget; approve and monitor expenditures. Coordinate assessment plan with Evaluator.

Program Coordinator

Qualifications

- Bachelor's degree in education, psychology or a related field * Two years experience working with middle and/or secondary school students * Prior experience and training in working with low-income and first-generation college students * Ability to facilitate academic and motivational development for students * Success in overcoming obstacles similar to those of the target population * Knowledge of 'A-G' requirements and college

application process * Knowledge of strategies for successful parent activities * Excellent skills in spoken and written communication * Ability to document student services and produce reports * Proficient user of MS Office software, including Publisher, Word, Access, Excel * Knowledge of federal rules and regulations as they apply to WEEA

Responsibilities of Program Coordinator

Responsible to the Director of the METEOR Program for assuring the development, administration and coordination of the Program's participant services and activities. The Program Coordinator is expected to be familiar with the performance objectives of the grant and to knowledgeable about advising and retention best practices. S/he will also:

- Identify and recruit eligible applicants for the Program. Participate in the assessment of academic need of each participant. Monitor participants' academic performance. Coordinate and provide academic, career and personal counseling. Refer students to appropriate community/social agencies as appropriate. Contact identified dropouts and dropout candidates, to encourage retention and re-entry. Coordinate and support the tutoring and mentoring components of the program. Develop and maintain effective parental involvement. Obtain IT support as needed. Process instructor and mentor payroll vouchers. Arrange transportation and presenters for field trips. Provide administrative and clerical support for the outreach, recruitment and parent components of the program. Process incoming correspondence and maintain chronological records and filing systems. Maintain inventory of supplies; place order with appropriate vendors as needed. Answer telephones, receive office visitors, and provide information to the public regarding the METEOR Program. Ensure timely input of information into the MS

Access database. Direct workflow of student assistants. Ensure functioning of office equipment, and submit work requests as needed. Other duties as assigned

Academic Mentors

Qualifications

- Minimum education: two years college-level coursework with demonstrated interest in mentoring and student support services *Two years experience working with middle and/or secondary school students* Prior experience and training in working with low-income and first-generation college students * Ability to facilitate emotional/motivational development activities for participants * Excellent skills in spoken and written communication * Ability to document student services and produce reports

Summer Algebra Bridge Academy Instructors

Qualifications

- A BA/S with a teaching credential and computer literacy * Expertise in at least one content area of math, science, technology, or engineering * Minimum two years experience teaching middle or high school students * Proven ability to develop and implement innovative curriculum in accordance with state standards * Knowledge and experience with student-centered instructional methodologies * Sensitivity to the needs and characteristics of low-income and potential first-generation college students * Understanding of the impact of expectations and stereotypes on girls' achievement in math and the sciences

Letters of assurance and support have been collected and are identified in the following table.

A representative sampling of these letters is uploaded as part of the appendix.

Letters of Support	
Name	Title/Organization
Ruben Armiñana	President, Sonoma State University
Saeid Rahimi	Dean, School of Science and Technology, SSU
Betsy McCarthy	Senior Research Associate, WestEd
Dean Ballard	Curriculum Developer, Pearson Achievement
Lynn Stauffer	Director, MESA @ SSU
Robert Dahlstet	Principal, Comstock Middle School
Harriet Gray	Principal, Cook Middle School
Mary Beth Halsey	Principal, Piner High School
Amy Jones-Kerr	Principal, Roseland University Prep
Laurie Mason	Principal, Mountain Shadows Middle School
Mary Gail Stablein	Principal, Elsie Allen High School
Robert Steffen	Principal, Rancho Cotate High School
Jenny Young	Principal, Roseland Accelerated Middle School
Jeff Davis	Director, LSS and McNair Scholars Program
Julie Silk	Technology Leader, Agilent Technologies

V. Quality of project evaluation.

The goal of the METEOR Project evaluation plan is to provide guidance about effective strategies suitable for replication in other settings. This project will conduct an assessment to determine if program services lead to improvements in participants' achievement and performance as measured against rigorous academic standards and according to the proficiency

scale on the California Standards Test (CST). In California, completion of 'A-G' courses in high school is considered the rigorous program of study required for admission to a California university. The performance objectives set by this project will help to determine (1) if program services make a difference for participants, and (2) to what extent the treatment group benefits relative to a comparison group.

The comparison group will match the METEOR participants on baseline measures of the achievement outcomes and baseline demographics, and will number 50% of the number of Project participants. This Program's evaluation components will consist of: (1) performance objectives, including GPRA measures as indicated; (2) qualitative and quantitative outcomes; (3) pre- and post-program tests; and (4) tutoring reports.

The program evaluator will work with the program director, school registrars, participants, and parents to collect data throughout the school year. The program director, coordinator and the evaluator will work as a team to review yearly performance goals, collect and analyze data, and report findings to the funder, as well as to project staff, partners and other stakeholders. The evaluation will include both formative and summative activities. Formative evaluation activities will provide ongoing feedback to staff regarding continuous improvement, identifying needs and successes as they develop during the year. Summative evaluation activities will measure success in relation to program goals, including GPRA performance measures each year, and at the end of the four-year funding cycle. A mixed-methods approach will be used to measure progress on key indicators. Qualitative and quantitative methods will be used to triangulate data in order to strengthen validity. Interview and focus group protocols will be developed in fall 2009. An online survey will be developed in spring 2010.

If students leave the Program, the cohort will be replenished by eligible participants in order to continue provision of services for eighty participants. Students who join the program as part of a “replacement” cohort will be tracked separately in order to preserve data integrity.

Year One			
Performance Goal	Data to be Collected	Time Frame for Data Collection	Purpose of Collection
Operate tutoring center at each school	-Site visits -Interviews with Academic Mentors -Attendance at monthly training	Monthly through academic year (Years 1-4)	Formative and summative assessment
Retain 95% of original METEOR cohort.	-Review of participant rosters from program activities. -Online survey for participants, parents, teachers	June 2010	Formative and summative assessment
80% of METEOR cohort achieves “B” or better on Algebra I	-Progress reports and semester grades -Final grades	June 2010	Formative and summative assessment
75% of METEOR cohort achieves	-CST scores for participants and members of comparison group (GPRA # 1, 5)	August 2010	Summative assessment

“proficient” on Algebra I CST			
Year Two			
Performance Goal	Data to be Collected	Time Frame for Data Collection	Purpose of Collection
Retain 95% of cohort from Year 1	-Review of participant rosters from program activities. -Online survey for participants, parents, teachers	June 2011	Formative and summative assessment
80% of METEOR cohort achieves “B” or better in Geometry	-Tutoring reports -Progress reports and semester grades -Final grades	June 2011	Formative and summative assessment
70% of METEOR cohort scores “proficient” on Geometry CST	-CST scores for participants and members of comparison group (GPRA # 1, 5)	August 2011	Summative assessment
Year Three			
Performance Goal	Data to be Collected	Time Frame for Data Collection	Purpose of Collection
95% of cohort retained from	-Review of participant rosters from program activities.	June 2012	Formative and summative assessment

Year 2	-Online survey for participants, parents, teachers -Focus groups for parents, participants, teachers, comparison group members		
70% of METEOR cohort achieves "B" or better on Algebra II	-Progress reports and semester grades -Final grades	June 2012	Formative and summative assessment
60% of METEOR cohort achieves a score of "proficient" on Algebra II CST	-CST scores for participants and members of comparison group (GPRA # 1, 5)	August 2012	Summative assessment
Year Four			
Performance Goal	Data to be Collected	Time Frame for Data Collection	Purpose of Collection
90% of cohort retained from Year 3	-Review of participant rosters from program activities. -Online survey for participants,	June 2013	Formative and summative assessment

	parents, teachers		
70% of METEOR cohort achieve "B" or better in Chemistry	-Progress reports and semester grades -Final grades	June 2013	Formative and summative assessment
60% of METEOR cohort achieves a score of "proficient" on Chemistry CST	-CST scores for participants and members of comparison group (GPRA # 3, 5) -Focus groups for participants, parents, teachers, members of comparison group	August 2013	Summative assessment

It is expected that the evaluation of METEOR will provide guidance about effective strategies suitable for replication in other areas.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-WEEA Resumes Letters SSU.pdf**

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Susan Wandling

(b)(6)

swandling@stanfordalumni.org

SUMMARY OF QUALIFICATIONS

- Extensive writing experience, including successfully-funded grant proposals, analytical reports, press releases
- Experience conducting education research and administering sponsored projects
- Proven ability to develop and maintain cooperative working relationships with staff, administrators, and the community
- Produced two episodes of *Extreme Makeover: Math Edition*, a project funded by AT&T Foundation
- Experience in communicating both orally and in writing to large groups of program participants, their families and the public

EDUCATION

Master of Arts, Education Administration and Policy Analysis. September 1996
Stanford University
Monograph: *An Exploration of Education Opportunities for Hmong Americans*

Bachelor of Arts, Comparative Literature. December 1988
University of California, Berkeley

Diploma, Intensive Language Training, Mandarin Chinese. December 1982
Defense Language Institute, Monterey, CA

EMPLOYMENT

12/08-present **Director, Early Outreach Programs, USPS**

7/02-12/08 **Director, Academic Talent Search**

7/05-1/07 **Director, Gaining Early Awareness of Undergraduate Programs (GEAR UP)
Sonoma State University; Rohnert Park, CA**

Responsible for audit compliance, both fiscal and programmatic, in accordance with sponsoring programs, SSU, CSU, state and federal compliance standards. Develop and maintain program budgets with combined annual total of \$877,000. Design, implement and administer programs and activities as well as on-going assessment and program modification. Recruit, hire, supervise and evaluate program staff, instructors and student assistants. Recruit and advise participants and ensure participation according to sponsor standards. Design and present program orientations and workshops.

6/99-7/02 **Education Manager**

Junior Achievement of the Redwood Empire; Santa Rosa, CA

Recruited and trained volunteers from Sonoma, Napa, and Mendocino counties to present economic education curriculum to 7,200 K-12 students. Refined national curriculum for local application; established and maintained working relationships with K-12 practitioners and administrators. Organized teacher and volunteer recognition events. Designed and conducted pre- and post-program surveys. Wrote press releases, grant applications, newsletters and recruitment and fundraising letters. Compiled and presented statistical reports to Board of Directors.

- 1/98-6/99 **Administrative Manager**
University of California; Berkeley, CA
Managed financial and programmatic operations of Bay Area Academy, a state-funded child welfare professional training unit housed in the School of Social Welfare. Facilitated Academy-sponsored training events for twelve Bay Area counties by coordinating outreach, registration and follow-up with participants and county training managers. Edited and published trainers' monographs. Assisted Director with planning and production of training and budget proposals; analyzed costs, revenue and participant data for quarterly reports. Procured, installed and customized trainers database.
- 10/89-7/97 **Stanford University**
 • **9/96-7/97: Program Administrator, Center for Studies in Race and Ethnicity**
 Instituted administrative infrastructure for a research center and new undergraduate program. Formulated policy recommendations relating to program management and administrative and curriculum support. Wrote recommendations for budget proposals; planned tracked operations budget. Coordinated publicity for inaugural events and special seminars for university community. Established academic and financial "authorized" status for four new interdisciplinary programs and all gift and fund accounts associated with the Center.
- 6/92-8/95: Graduate Program Administrator, Department of History**
 Provided student services for 130 graduate students. Advised MA and PhD candidates of program and university requirements. Managed \$1 million fellowship and teaching budget. Anticipated and responded to students' financial and program needs. Designed, implemented, and documented procedures for staff and students to transition to decentralized management of student services. Researched and wrote "time-to-degree" reports to acquire \$5 million doctoral fellowship award from the Mellon Foundation.
- 10/89-6/92: Undergraduate Program Assistant, Department of History**
 Advised 300 History majors on graduation requirements. Planned Commencement and student events.
- 10/81-10/85 **United States Army, Field Station Kunia, Hawaii**
 Voice Operations Analyst/Chinese (Mandarin) Linguist; Rank E-5 Sergeant

LANGUAGES

English, Mandarin Chinese, Spanish

TECHNICAL SKILLS

Proficient user of Microsoft Word, Excel, PowerPoint, Publisher, MeetingMaker, FileMaker 7.0.

PROFESSIONAL MEMBERSHIPS

WESTOP – Western Association for Opportunity Personnel

ASCD – Association for Supervision and Curriculum Development

REFERENCES AVAILABLE UPON REQUEST

Elizabeth M. McCarthy (Betsy), Ph.D.

PROFESSIONAL PREPARATION

Ph.D. 1998 Psychological Studies in Education, School of Education, Stanford University
M.A. 1988 Developmental Psychology, Department of Psychology, San Francisco State University
B.A. 1980 Human Biology, Department of Human Biology, Stanford University

APPOINTMENTS

Senior Research Associate Mathematics, Science and Technology (MST), WestEd, 06-present
Principal Investigator/Consultant Research and Evaluation, HTA Consulting, 07-08
State Evaluation Regional Lead Curriculum & Instruction, California Dept. Education, 03-06
Research Associate Mathematics, Science and Technology (MST), WestEd, 05-06
Research Consultant Professional and Organizational Learning, WestEd, 98-05
Spencer Foundation Fellow Stanford University, 92-93 and 94-95
Research Consultant Center for Technology in Learning, SRI International, 95-00

SELECTED PUBLICATIONS AND PRESENTATIONS

McCarthy, E. M., Li, L. (January, 2009) Evaluation of California Department of Education's School Assistance Intervention Program (SAIT) program. California Department of Education. (cde.ca.gov)

McCarthy, E. (2007). The effectiveness of service-learning in afterschool programs. In Growing to Greatness 2007, St. Paul: National Youth Leadership Council.

Winsler, A., Diaz, R. M., Atencio, D.J, McCarthy, E. M., & Adams Chabay, L. (2000). Verbal self-regulation over time in preschool children at-risk for attention and behavior problems. Journal of Child Psychology and Psychiatry and Allied Disciplines, 41, 875-886.

Winsler, A., Diaz, R. M., McCarthy, E. M., Atencio, D. J., Adams Chabay, L. (1999) Mother-child interaction, private speech, and task performance in preschool children with behavior problems. Journal of Child Psychology and Psychiatry and Allied Disciplines, 40, 891-904.

McCarthy, E. M., Li, L. (April, 2009) Reform and state-monitored school: Academic

achievement in California's School Assistance and Intervention Team(SAIT) schools.
Paper to be presented at the annual meeting of the American Educational Research Association, San Diego.

McCarthy, E. M., Li, L. (April, 2009) Statewide school reform tools: Effectiveness of the essential program components in improving instruction and achievement. Paper to be presented at the annual meeting of the American Educational Research Association, San Diego.

Furco, A.; Weah, W.; Billig and S., Kraft, R. J.; Berkas, T.; Caston, M, Nash, S. R. and Spring K.; Neal, M, Pearson, S., Goldstein, F. and Myers, M., Gelb, R., LeMone, L. and Ocon, J. C.; McCarthy, E.; Finlay, A., Flanagan, C. and Black, S. A. (2007, March) Growing to Greatness 2007 Authors' Panel, Panel presentation at the National Service-Learning Conference, Albuquerque, NM.

McCarthy, E. M., Ringstaff, C. (2002, April). Standards-based curricula and classroom practice: How standards-based practice changes the face of everyday teaching. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

McCarthy, E. M. (1999, April) The private speech of deaf children: Language exposure and internalization. Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

SELECTED ACTIVITIES

Principal Investigator for evaluation of California Department of Education's evaluation of the School Assistance Intervention Team (SAIT) program: mixed-methods study of 200 state-monitored schools' progress in math and ELA. Senior researcher for evaluation of NASA- funded educational programs and products created by Sonoma State University's Education/Public Outreach group. Senior researcher in collaborative project with NCTAF creating knowledge synthesis around online and on-site professional learning communities in STEM subjects. Created white papers for California Department of Education on integration of science, math, technology and other subjects with service-learning curricula in order to enhance instruction. Created presentations and white papers with the California Department of Education for statewide network of evaluators in order to improve local evaluation in selected programs. Participated in state and national evaluations of large reform efforts.

COLLABORATORS AND OTHER AFFILIATIONS

Kathleen Fulton, NCTAF; Ted Britton, WestEd; Cathy Ringstaff, WestEd; Gary Sykes, Michigan State University; Jenny Singh, California Department of Education; Lynn Cominsky, Sonoma State University; Andy Furco, University of Minnesota; Mike Brugh, California Department of Education.

(b)(6)

Darrell Dean Ballard

Objective Curriculum Development, Coordinator, Trainer, Teacher – mathematics

**Experience -
Consultant**

2003 – present Pearson Achievement Solutions Santa Monica, CA
Writer/editor/facilitator

- Write courses and guides, and facilitate training for BreakThrough Math
- Coach Teachers for Videotaping projects
- Write and edit units for the WGU Teaching Mathematics course
- Facilitate "TIMSS Algebra 1 Video Study" on behalf of Sonoma County Ofc. Ed

2002–2005 Virtual High School Rohnert Park, CA
Course writer and On-line Teacher

- Write and Teach "AP Calculus B/C" ; teach "Satire Through the Ages"

2004–2005 Alameda County Office Of Education Alameda, CA
Writer and editor

- Write and edit teaching units for "Numeracy Project" (teaching units centered around the standards included on the CAHSEE exam) sponsored by the Sacramento and Alameda County Offices of Ed.

2000–2004 Sonoma County Office of Education Santa Rosa, CA
Math Leadership Team

- Facilitate Lesson Study Conference sessions
- Facilitate Math Professional Development Institutes
- Participate in ongoing high school Lesson Study Project (8-12th grade)
- Participant in Math Renaissance project vertical team (4th – 12th grade)
-

2001– 2004 Sonoma State University Rohnert Park, CA
Math Curriculum Coordinator

- Coordinate math curricula for pre-college summer and Saturday programs from 7th grade through 12th grade.
- Train and oversee math teachers for pre-college program.
- Write math curricula to meet specific thematic requirements.

1998–2000 Santa Rosa City Schools Santa Rosa, CA
District High School Math Specialist

- Facilitated development and writing of district wide math standards
- Mentor teacher
- Chairperson for district Math Council

Experience - Consultant 1998–2000, 2003-2005 Ballard Math Consulting Rohnert Park, CA
Test Development – Item Writing
 • Current: Kansas State High School Math exam (WestEd, CA)
 • Past work with American Institute for Research and Advanced Systems.

1999–2001 Interactive Mathematics Program Berkeley, CA
Trainer and Consultant
 • Train teachers in use of Interactive Mathematics (IMP) materials

Experience – Teaching Summer 2003 & 2004 SSU Pre-College – Rising Stars Rohnert Park, CA
Math Teacher
 Teacher, team leader and curriculum coordinator for Rising Stars program.

1994–2001 Santa Rosa City Schools Santa Rosa, CA
Math, English and Science Teacher
 • Pre-Algebra through AP Calculus and Interactive Mathematics Program (IMP)
 • English elective courses.
 • Integrated science courses.

1989–1994 San Francisco Unified School District San Francisco, CA
Math Teacher
 • Pre-Algebra through Pre-Calculus.
 • Mentor teacher

1988–1994 French American International School San Francisco, CA
Math Teacher
 All math courses, Sixth grade through IB Math Studies.

Education 1988 San Francisco State University San Francisco, CA
 • Teaching Credential: Single Subject English
 • Teaching Credential: Single Subject Mathematics

1981-1984 University of California at Berkeley Berkeley, CA
 • B.A., English Literature (Computer Science minor)

References

Juliet Correll
 Director of Implementation for Mathematics at Pearson Achievement Solutions
 Phone: 310.664.2359 (Juliet.Correll@pearsonachievement.com)

Victor Gee
 Former Director of Mathematics for the Alameda County Office of Education
 Phone: 510.821.2755 (victorgee@sbcglobal.net)

Joan Easterday
 Lesson Study Coordinator for Sonoma County Office of Education
 Phone: 707.524.2852 (jeasterday@scoe.org)

Gerald Jones
 Director of Academic Services for Pre-College Programs at SSU
 Phone: 707.664.4201 (gerald.jones@sonoma.edu)



1801 East Cotati Avenue
Rohnert Park, CA 94928-3609

OFFICE OF THE PRESIDENT

707.664.2158 • Fax 707.664.3106

February 19, 2009

Ms. Susan Wandling, Director
Early Outreach Programs
Sonoma State University
Rohnert Park, California 94928

Dear Ms. Wandling:

I am pleased to endorse your application for funding of Project METEOR (Math Excellence Through Education, Opportunity and Rigor) at Sonoma State University. We are pleased that the Women's Educational Equity Act and our institution share a common mission. Project METEOR can be a vital component in preparing the youth of our community, particularly young women, to enter and succeed in higher education better prepared to face the rigor in math and science programs of study.

The Project METEOR instructional components, designed to familiarize students with educational and career opportunities in math and science fields, will have lasting effects for the families in our county. Project METEOR also provides an opportunity to increase family and community involvement in our services to low-income, first-generation, students through a well-structured program under a department with a proven record of accomplishment.

I assure you that Sonoma State University will provide access to facilities and support services to ensure an effective Women's Educational Equity Act program - Project METEOR. We look forward to hosting this program on our campus and continuing our commitments to community engagement, women in the sciences and early academic outreach.

Sincerely,

A handwritten signature in black ink, appearing to read "Ruben Armiñana", written over a horizontal line.

Ruben Armiñana
President

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1801 East Cotati Avenue
Rohnert Park, CA 94928-3609

UNIVERSITY SUPPORT AND PREPARATION SERVICES
The Learning Center

707.664.2853 • Fax 707.664.4180

2/17/09

To Whom It May Concern:

This is a letter of support for establishing a WEEA grant program at Sonoma State University.

My name is Jeff Davis and I am the Director of the Learning Center at Sonoma State. The Learning Center houses two federal TRIO grant projects that would be very helpful to the students making use of the WEEA program. These projects are a Student Support Service project called Learning Skills Services at SSU and a McNair Scholars project called NoGAP (National Graduate School Achievement Program) at SSU.

Before I describe how these two projects can support the WEEA program, I would like to point out that the Sonoma State student population is 2/3 female, so we know something about how to encourage and support young women.

Learning Skills Services is a academic support unit that assists low-income students, first-generation college students, and students with disabilities earn four-year degrees. If some of the high schoolers who would be served by the WEEA program choose to go to college at SSU, the Learning Skills Services staff would be ready to support them.

NoGAP is a project that assists underrepresented students prepare for and enroll in graduate school after they earn their SSU bachelor's degree. It serves low-income and first-generation students and students belonging to ethnic minority groups underrepresented in American graduate schools. Most of the NoGAP Participants are science major, so the project has the potential to be a very good source of mentors for students participating in the WEEA program.

In closing let me say that SSU would be a very good host institution for a WEEA program. There is much support here for this kind of work.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Davis".

Jeff Davis, Ph.D.

THE CALIFORNIA STATE UNIVERSITY

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Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

HILLIARD COMSTOCK



MIDDLE SCHOOL

Robert Dahlstedt
Principal

2750 WEST STEELE LANE • SANTA ROSA, CALIFORNIA 95403-3299 • PHONE: 707-528-5266 • FAX: 707-528-5480

Susan Wandling, Director
Academic Talent Search, USPS
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928

February 12, 2009

Dear Susan,

I am delighted at the prospect of being able to expand the support that we offer students at Hilliard Comstock Middle School. The METEOR program would constitute a welcome addition to our current offerings and would help us meet an evident need: a stronger foundation and greater success for young women in math and science courses. Indeed, the Comstock staff has been working with a community task force to restructure middle school offerings in this section of Santa Rosa to achieve goals just like this.

While final approval would likely be required by the Board of Education, you can be assured of my support in implementing the METEOR program at Comstock. We would be pleased to work with you and your staff to recruit students, to provide an after-school location for tutoring and (with parent approval) to provide assessment data to help with program evaluation and accountability needs.

We appreciate your bringing the METEOR program to our attention, and we look forward to the benefits it could provide to our students. Certainly it would complement and extend existing programs like the Academic Talent Search and other support services we have created within a well-defined "Pyramid of Interventions" at Comstock Middle School.

Yours truly,

Bob Dahlstedt, Principal

➤ HOME OF THE CRUSADERS ➤

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 1236-WEEA Budget Narrative SSU.pdf

METRO Program at Wyoming State University BUDGET PROPOSAL 2009-10				
	NOYSS	% time committed to Project	ANNUAL SALARY	Total charged to Project Year 1
1 Personnel				
a. Project Director*	(Discipline)	50%	\$66,000	33,000
b. Executive Director (FF)	(Discipline)	100%	\$20,172	20,172
c. Program Coordinator		100%	\$42,000	42,000
d. Finance/Personnel Coordinator (Discipline)		50%	\$37,344	18,672
e. Tutor	4 X 4 hrs X 40 weeks X \$15/hr		24,000	24,000
f. Instructor, volunteer	1 X 1 hr X 12 days X \$50/hr		6,000	6,000
* Waiver of full time Director requested to permit continuation (34 CFR 75.3) (iii) (2)(2) & (34 CFR 75.30)				
2 Travel Expenses				
22,000 for academic work (Per institutional policy)				22,000
4,000 for personal work (Per institutional policy)				4,000
3 Staff				
Staff travel cost subsidy				2,500
1 staff X 12 months X \$208.33 X 12 weeks				2,500
4 Reimbursements				
5 Supplies				
Office supplies				1,500
Computers, software, peripherals, etc				2,500
Instructional supplies (books, materials, supplies)				8,000
Printing, internet, telephone & postage				2,500
6 Contracted				
Executive Director Consultant				2,500
Curriculum Developer				1,500
7 Construction				
8 Other				
Student travel				32,000
5000 per bus X 4 one-way trips				2,000
5000 per bus X 1 round-trip				5,000
Student number High School Information Database of bus X \$325 X 12 days				3,000
Student meals & lodging				2,000
Actual costs for students on field trips				2,000
60 students per trip X 100 meals X 3 days				1,800
Lodging costs for students on 1 overnight field trip				200
20 students per trip X 100 meals X 1 night				2,000
Lunch for faculty & staff on 12 days (45 participants x \$5 x 12 days)				2,400
PR Award # 0083A090032				
9 Security Support				

Award Programs and Organizations Activities: (Indicate Event (e.g. Tech Awards, Learning Hall of Science) or type of activity) (e.g. X 510 Supporting Career Assessment Activities of Institute X 510)	Year	Amount	Source
X 510 Career Center	2008	155,000	X 510
X 510 Career Center	2009	15,000	X 510
X 510 Career Center	2010	0	X 510
X 510 Career Center	2011	210,000	X 510
X 510 Career Center	2012	2,000	X 510

Form #PFAWTR-#083A09032

METEOR Project at Southern State University				
BUDGET PROPOSAL 2018-19				
	MONTH	% Value committed to Project	ANNUAL SALARY	Total charged to Project Year 1
1. Personnel				117,210
a. Project Director*	(deducted)	40%	568,000	24,800
b. Executive Director (PI)	(deducted)	5%	689,172	4,450
c. Project Coordinator		100%	512,640	51,264
d. Finance/Personnel Coordinator (nonmember)		50%	557,343	2,100
e. Fellow	9 X 6 mos X 21,000 X 1.15%		311,400	14,490
f. Internship Stipend	1 X 3 mos X 17,400 X 5.63%		58,640	2,840
* 40% of total Director expense assigned to previous travel grant (CTR 76,511(6)(1)-(2)(3))				
2. Indirect Expenses				
12.5% Extramural "a-f" (Per institutional policy)				
1.8% for pensions "a-f" (Per institutional policy)				
3. Travel				
2 travel X 13,000 X 1.15% X 16 weeks				
4. Equipment				
5. Supplies				
Office supplies				
Computers, software, peripherals, etc.				
Experimental supplies (reagents, consumables, media)				
Printing charges (reproduction of printing)				
6. Contractual				

PR/Award # U083A090032

2018-19	1,000
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PR/Award # U083A090032

8

PR Award # 11083A090032

Support

PR/Award # U083A090032

PR/Award # U083A090032	2,400
Leidant mize. support	

PR/Award # U083A080032