ABSTRACT

Please provide a brief abstract—250 words or less—about the application. This abstract will be used in summary documents produced by the Chancellor's Office staff. (1,800 characters with spaces)

Imperial Valley has the state's second highest unemployment rate, the fourth highest poverty rate, one of the highest rates of limited English proficient students, a very low literacy rate, and one of the lowest numbers of college graduates. Concurrently, more people in Imperial Valley are turning to IVC, the only community college in the county, to acquire skills they need to obtain jobs and to provide the foundation for advancing their education. Purposefully, IVC is developing ways to improve and update educational services for one of the neediest and most deserving communities in California.

In the past two years, our Embedded Tutor Program (ETP) has grown considerably. When we began in 2015 with our pilot ETP program, we employed seven embedded tutors. Now, we have close to 49. The data we have collected so far clearly indicates that the program has been remarkably successful.

With increasing success rates and campus-wide acceptance, the ETP program continues to grow. However, funding has become an issue. Very little District money goes into the ETP program, and we are supported primarily through categorical funds. Those funds are beginning to diminish. Our proven ETP success indicates that we are on track to reduce equity gaps, to reduce regional achievement gaps, and to help our students maintain a focused course of study that reduces the accumulation of units not needed for graduation. An Innovation Grant would allow us to continue to build the program at a time when demand is increasing for tutors and for training.

NARRATIVE RESPONSES

Each response is limited to a 500 word narrative. Additional data or charts can be uploaded as a .pdf for each question. There is a 25 mb maximum for additional materials uploaded per question. For instructions on strong responses to each question, please refer to the Questions and Strong Responses document.

* 1. From the perspective of the student population, referred to in the introduction, what was the problem your innovation helped to address on your campus, college or district?

Certainly, our Embedded Tutor Program seeks to serve all IVC students. And the range of courses that currently have an embedded tutor covers the demographic described in the "Abstract Summary" (i.e., high unemployment, high poverty, low literacy, low numbers of college graduates). However, we have also focused on the needs of traditionally disadvantaged populations (i.e., foster youth, first generation college students, veterans, incarcerated). The attached data sheet for Question #1 reveals some of the areas of low or static performance that were targeted by the ETP.

Retention and Success Rates
At IVC, only about 28% of the students in developmental English courses eventually reach transfer-level English. And according to a recent Math Department report, only about 2% of students enrolled in the lowest of four levels of developmental Math ever reach the transfer level. Unfortunately, many of these students accumulate additional units that delay their progress and burn up their financial aid. The college is well aware of these problems, and curricular changes are underway (e.g., accelerated developmental courses and transfer-level corequisites in English, emphasis on multiple measures for placement, liaison curriculum revision with the local high schools). And the ETP's rapid growth has made a significant

improvement in success rates.

Lack of Tutorial Awareness
Several of the special populations demonstrated that they knew little if anything about learning support services available at IVC. Tutoring for special populations have been in place for at least 20 years; nevertheless, just a fraction of these populations uses the services. Counselors would refer students to the tutoring center, but many would fail to come to their appointments. The Study Skills Center would conduct campaigns to educate students about the services and benefits of attending tutoring sessions. We accomplished this by passing out fliers and doing in-class presentations. Nonetheless, student assistance was less than 4% of the entire student population. The ETP has been growing substantially, and funds have been invested in more training. But more needs to be done with outreach and recruitment.

Synchronization of Instruction and Learning Support Services (Tutorial Services)
The final problem that students have encountered is the lack of synchronization between Instruction and Learning Support Services. Students have complained that services were being provided at times when they could not attend, or that certain tutors were not sufficiently familiar with instructors' teaching techniques. Many of the complaints were generated by students in ESL courses. These courses tend to be offered in morning or evening hours, to accommodate ESL students' work and family obligations. But the scheduling made it difficult for ESL students to attend after-class tutoring sessions. In addition, some tutors would only feel comfortable tutoring students from specific classes/instructors, which points out the need for more training—both for tutors and for faculty members who work with those tutors.

ADDITIONAL DATA:Question 1 attachment v19mar.pdf uploaded.

* 2. Briefly describe the practice or policy that your campus, college or district needed to change. Precisely describe the innovation and how it addressed the problem outlined in question 1.

Our campus needed a more efficient way to increase Learning Services access for students. It also needed to create a way for instructors to participate and have a say in increasing supplemental assistance for their students (besides simply recommending services). The new Embedded Tutor Program has made it easier to target classes that traditionally have been challenging for students. Most of these students come from low-income households, and many of our students are also the first members of their families to attend college. Our growing ETP has effectively reached out to student populations that need supplementary academic support.
In order to decrease equity gaps, several practices had to change. Our innovation focused on direct student/tutor/instructor participation. Initially, IVC created a pilot Embedded Tutor project, with starter funds from the Basic Skills Initiative, focused instructor support, and training facilitated by Learning Services. Prior to this, tutoring services never had a viable link with faculty, through which collaboration could increase and improve student services. Now, the ETP allows for a tutor to be placed directly into a classroom to actively work with an instructor in assisting students. The embedded tutor also provides two hours of group tutoring outside the classroom (review sessions). This model provides immediate access to learning services for students in each embedded classroom. Students who otherwise would not feel comfortable seeking a tutor on their own are now able to attend review sessions and receive the academic assistance they need—as an extension of the class itself. Students also become familiar with the tutor, and many times they request further one-to-one tutoring. (See the attached data sheet for Question #2, which graphically describes the process.)
As the ETP has grown, we have been able to more effectively target classes with traditionally disadvantaged groups of students (e.g., foster youth, first-generation college students, veterans, incarcerated). One of the fundamental goals of this program has been to provide support to students, not instructors, during class. In the past, for example, DSP&S students, foster youth, and veterans were reluctant to use Learning Services programs, even though their assigned counselors would direct them to those programs to help them improve their grades and study habits. Students revealed that they felt uncomfortable asking for help, many times feeling they were the only students in class struggling. Now, the ETP has helped these students break through that obstacle.
Specifically, tutors embedded into classrooms support and assist students from the targeted groups in a

variety of ways: 1) students develop trust with the embedded tutors through day-to-day interaction; 2) students feel more comfortable and confident surrounded by other students asking for help from the tutors; 3) students shed the deficiency-model stigma about tutoring since the after-class review sessions open to all students, not merely to a designated group; and, 4) students are exposed to new and effective study-skills techniques to assist them in mastering course content.

ADDITIONAL DATA:question 2 attachment v19mar.pdf uploaded.

* 3. How did your campus, college or district scale, or begin to scale, this innovation?

The Embedded Tutor Program began in 2015 fall semester with 8 classes, targeting about 200 students. Since then, the number of classes has increased considerably. The Study Skills Center actively recruited instructors, and by fall 2017, the ETP provided embedded tutors in 61 classes (14 science, 17 math, 14 English, and 16 ESL). In those 61 ETP classes, 2079 students were served, working with 44 embedded tutors and 29 instructors. (See attached data sheet for Question #3.)

Classes participating in our ETP have shown marked increases in success and retention. For example, CHEM 100 in Fall 2017, enjoyed up to an 83.33% success rate, compared to 26.09% in CHEM 100 classes that did not have embedded tutors. This semester (Spring 2018), there are embedded tutors in 22 basic skills classes, and 37 in transfer-level classes. Also, we have included three hybrid and three online transfer-level classes, in which tutors provide face-to-face and online tutoring. The Innovation Grant would help us increase this number to reach as many Distance Education students as possible, since success and retention in DE classes have always been issues at IVC.

Since the advent of the ETP, Learning Services collaborates more than ever with programs on campus to address the needs of target populations. For example, during two consecutive summers, embedded tutors were assigned to provide academic assistance to foster-youth students, to prepare them for the following fall semester. Tutors worked with instructors during the class and provided group tutoring for those students in after-class review sessions.
In addition, the list of classes with embedded tutors is provided before registration to counselors from the various departments/programs on campus (e.g., EOPS, DSP&S). Counselors can refer students to these classes before they register, increasing students' chances for success and reducing the equity gap.

So far, both students and faculty have expressed a great deal of positive feedback about the Embedded Tutor Program The following testimonials have been taken from student surveys:

"My experience with our embedded tutor was great. She always knew the subject we were covering and was prepared to help with notes she took during class."
"I don't think I'd have the good grade that I do right now if it weren't for the embedded tutoring program, and I would argue it's a necessary part of the class. THANK YOU FOR GIVING US EMBEDDED TUTORS."

And these comments came from instructor evaluations of the ETP:

"Sara is a tremendous asset to the class. She contributes to class discussions and adds meaningful content. She is personable and approachable, so the students have no fear of seeking her out. This is the second time I've had Sara in my 005 class, so she has become a content expert. I wish I could have Sara in all of my classes."

"The tutor demonstrates initiative to help the class run better, e.g., helping the instructor review homework assignments. This gives the tutor an idea of how the students are actually comprehending the material, thereby making tutoring more effective."

ADDITIONAL DATA:Question 3 attachment v19mar.pdf uploaded.

* 4. Explain in detail the specific barriers that were addressed to begin scaling the innovation across the campus, college or district.

As the demand from faculty and students for embedded tutors increases, the Embedded Tutor Program has encountered several challenges (please review the two attached data sheets for Question #4, for further clarification):

Budget
As with all services for students, securing an adequate budget becomes the first inevitable barrier. The Basic Skills Initiative provided two years of meager funding for the Embedded Tutor Program pilot program, but that funding was nowhere near adequate to sustain growth. Therefore, the program had to be re-envisioned and restructured. It was estimated how much funding was needed to hire more tutors, train tutors and faculty, and subsidize adequate tutoring hours. For the past two years, categorical funds were requested on bended knee from a variety of entities (BSI, Student Equity, Strong Workforce, a local Title V grant, and the regional Basic Skills Pilot Partnership grant). Most of these funds were provided piecemeal, with no consistent dependable commitment year to year. We scaled up the ETP, but funding amounts have diminished somewhat.

Instructor Collaboration
The next barrier: Convince faculty to work together in developing a strategy that integrated embedded tutors into their lesson plans while also providing for more group work during class time. To facilitate the new ETP model, faculty were encouraged to embrace a more student-centered methodology. Transitioning from the pilot stage, the ETP began with two English faculty, one ESL instructor, and two math teachers, all of whom were willing to work closely with Learning Services. Currently, twelve STEM, four ESL, and six English instructors are participating, and we have much more instructor buy-in now. But with growth come new challenges (e.g., the current overall demand exceeds our ability to provide sufficient embedded tutors along with the requisite training).

Staff/Tutor Recruitment
During the four-semester pilot stage of the ETP (Fall 2013 to Spring 2015), only five classes per semester had embedded tutors. To scale adequately and to suitably provide for student needs, during Fall 2015 Learning Services hired a specialist to help run the program. Additionally, 49 embedded tutors now participate in 59 classes. Some of them are embedded in two classes, and the majority are current IVC students. As a result, the program not only promotes learning and access to services, but the ETP also generates job opportunities within the student population (and a few former tutors have begun working as full-time K-12 teachers in the local schools).

Space
Growing rapidly, the ETP needs more space for review sessions. Currently, embedded tutors utilize the Study Skills Center, the library, and classrooms reserved during Campus Hour.

Supplies/Technology
The lack of technology was another barrier. Without suitable computers or devices, it was difficult for tutors to disseminate information to students, or to record students' attendance efficiently. After soliciting categorical funds, Learning Services secured one-time monies that allowed for the purchase of 18 laptops and 15 iPads. Also, Learning Services worked with our IT Department to develop an in-house Tracker Program, which streamlined data collection and report output (saving on technology costs, also).

ADDITIONAL DATA:question 4 attachment2of2 v19mar.pdf uploaded.

* 5. Explain how your campus or district will collaborate with the Chancellor's Office to disseminate this innovation throughout the state to benefit other colleges seeking to solve a student success issue.

To disseminate ideas and practices for an Embedded Tutor Program like ours, we would make training resources and data analyses available, and we would participate at conferences to share our practices. We would also allocate funds to assign a professional expert (under the supervision of the Learning

Support Services Coordinator) to organize training in-person or via video conferencing. More specifically we would present at conferences, offer webinars, schedule meetings (online, or in person), and make resources available upon request. Much of the interfacing could be facilitated through our new Teaching and Learning Center, which is the new home of faculty development activities at IVC. (For further clarification on estimated costs, please review the attached data sheet for Question #5, along with the accompanying three-year proposed budget spreadsheet.)

We would follow the timeline below:

• Year 1: Develop training material which would include an ETP manual for tutors, faculty, and project coordinators. Other online resources would also be developed and made available, including a Canvas course that delineates guidelines to start a similar program. We would also start submitting proposals to present at conferences, to include the influential Tutor Expo. (Key personnel: Dean of Arts, Letters & Learning Services; Dean of Math & Science; Learning Support Services Coordinator; Department Chairs; Faculty Development Activity Coordinator; Distance Education Coordinator.)

• Year 2: Participate in more conferences, make material available for those interested in learning more, offer online meetings (and/or Webinars) to further help/coach campuses that are interested in developing a similar innovation. Create a comprehensive web site to share our Embedded Tutor Program model online. We could also host an Embedded Tutor Program conference on our campus. Hosting a conference would offer an opportunity to present our innovation on an in-depth up-close-and-personal level (participants could meet tutors and students, for example).

• Year 3: Continue presenting in conferences, help other campuses with advice and continue to be available for online conferences for further collaboration with other campuses. In addition, we would expand on our partnerships with the local K-12 districts, along with the satellite campus of San Diego State University, to spread the embedded-tutor concept further.

Throughout these three years (and beyond), we would build on our current liaison activities with the seven local public high schools in Imperial County, and with the satellite campus of San Diego State University in nearby Calexico. (Much of this work is being catalyzed by the Basic Skills Pilot Partnership grant, in concert with Grossmont College and all the community colleges in our region.) These high-school liaison efforts are connected to our Multiple Measures project and allied with our Dual Enrollment program. Also, we will train more tutors and faculty in the pedagogy of acceleration, to support our plans to offer co-requisite transfer-level course in English and math. Plus, we have initiated a dialog with SDSU-IV and are preparing to spread our ETP to developmental writing courses at the Calexico campus.

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Question 1

Targeted population data

	ACYR 2014-15	ACYR 2015-16	ACYR 2016-17
Imperial Valley College	10,016	10,246	10,592
CalWORKs	178	244	251
CARE	152	184	155
DSPS	593	621	596
EOPS	952	1,186	1,276
First Generation			
Foster Youth	28	38	44
Incarcerated	-	52	229
Military	4	1	3
Special Admit	10	128	146
Veteran	172	116	92

Graduation rates

Special Population/Group Program Awards Summary					
Special Program/Population	2012-13	2013-14	2014-15	2015-16	2016-17
CalWORKs	31	24	45	39	63
CARE	35	15	45	42	25
DSPS	45	39	73	91	92
EOPS	214	248	249	277	266
First Generation	744	742	919	518	433
Foster Youth			1		
Incarcerated				2	13
Military					1
Special Admit	7				
Veteran	39	29	32	23	23

Success and Retention last 3 years

Imperial Valley College						
	2014-15		2015-16		2016-17	
Course Status	Retention	Success	Retention	Success	Retention	Success
Credit	85.90%	70.60%	87.40%	71.10%	89.50%	74.30%
Basic Skills	84.00%	62.70%	85.70%	62.30%	88.00%	65.50%

Basic to Transfer level outcomes

Student Success Scorecard Metrics - Remedial English			
Cohort Year 2010-2011	Cohort	Outcome:	Percentage
Outcomes by 2015-2016)	Size	Transfer Level	Point Gap
DSPS (Disability) Status			
Did not receive DSPS Services	1012	40.40%	0.80%
Received DSPS Services	83	30.10%	-9.50%

Student Success Scorecard Metrics - Remedial ESL			
Cohort Year 2010-2011	Cohort Size	Outcome:	Percentage
(Outcomes by 2015-2016)		Transfer Level	Point Gap
DSPS (Disability) Status			
Did not receive DSPS Services	831	8.80%	0.40%
Received DSPS Services	65	3.10%	-5.30%

Student Success Scorecard Metrics - Remedial Math			
Cohort Year 2010-2011	Cohort	Outcome:	Percentage
(Outcomes by 2015-2016)	Size	Transfer Level	Point Gap
DSPS (Disability) Status			
Did not receive DSPS Services	865	40.90%	0.80%
Received DSPS Services	100	33.00%	-7.10%

Key points

Retention and Success rates low

- English: 28% of students eventually reach transfer level courses
- Math: 2% of students enrolled in the lowest math developmental class reach transfer level in 2 years

Lack of Tutorial Awareness

- Tutoring is not a common practice in our area

Lack of Synchronization

- Tutoring and Instruction needed a bridge to communicate better
- Different teaching style made it difficult providing tutors for all classes

Innovation Grant

Question 2

Embedded Tutor Program

Courses

- Courses were chosen at first under two requirements
  - Low success and retention rates
  - Historically challenging courses for students

Faculty collaboration

•A group of faculty members was asked to participate on a new way to provide support for students.

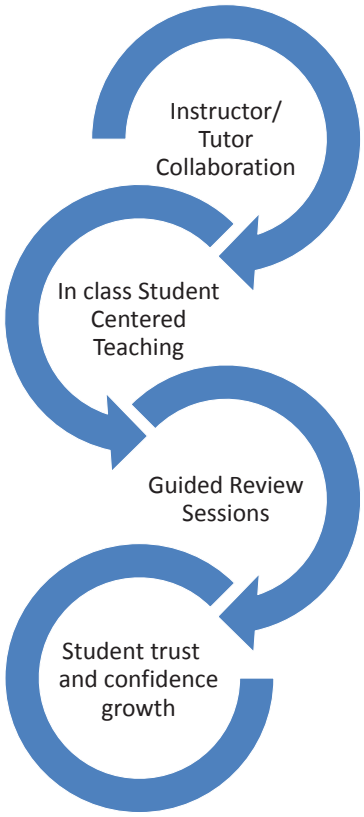
•The faculty members met to work with an assigned tutor and figure out how to better utilize the tutor's time and input into each of their classes.

•For many of them, they had to restructure their teaching style and interaction with their students

Review sessions goals

•The goal of the sessions was that they did not became an "extra lecture hour"

•Tutors had to engage the students and guide them to find answers and work together.

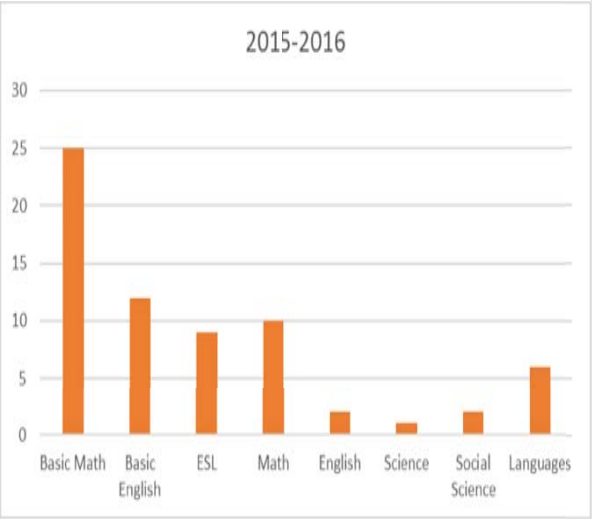


Innovation Grant

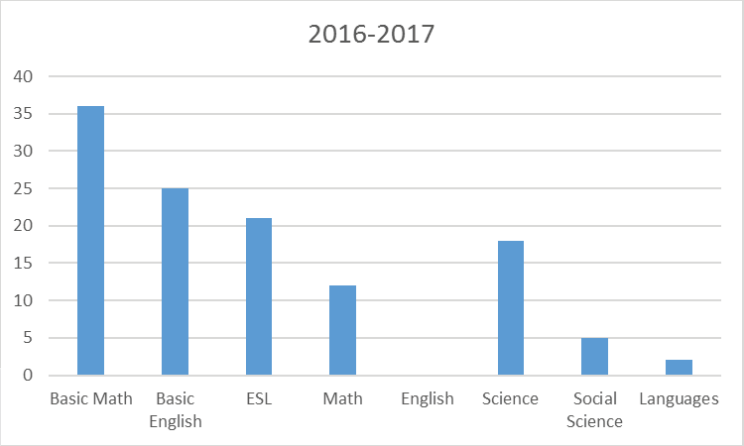
Question 3

2015 - 2016

- Basic Skills and Student Equity funding
- Training manual created
- Feedback from Dean, instructors, and students



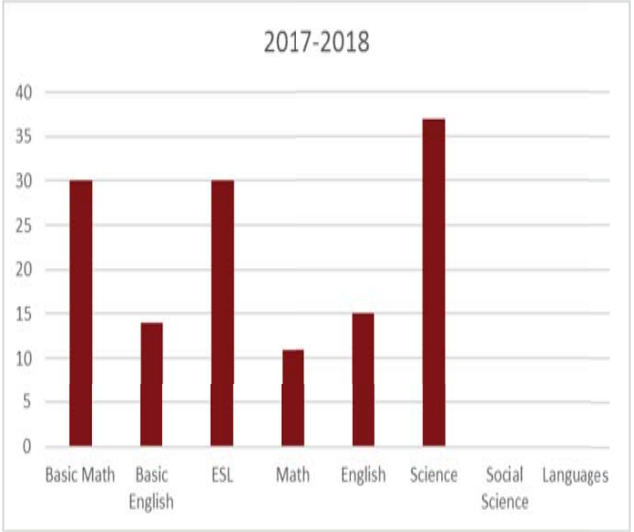
2016 - 2017



- Title V Grant funding
- Student Equity funding
- Division Chair support
- Instructor training

2017-2018

- Online training created
- Data-driven decisions
- Emphasis on instructor input
- Title V, SE, BSSP, BS and SWF support



Innovation Grant

Question 3

Spring 2017

CLASS	Embedded		Non-Embedded	
	Success Rate	Retention Rate	Success Rate	Retention Rate
ENGL 008	48.27%	93.10%	50.00%	86.84%
ENGL 008	43.33%	86.67%	50.00%	86.84%
ENGL 008	60.00%	85.71%	50.00%	86.84%
ENGL 009	33.33%	57.58%	50.92%	77.17%
ENGL 009	62.50%	75.00%	50.92%	77.17%
ENGL 009	66.67%	81.48%	50.92%	77.17%
ENGL 009	65.71%	80.00%	50.92%	77.17%
ENGL 009	43.33%	80.00%	50.92%	77.17%
ENGL 009	48.38%	90.32%	50.92%	77.17%
ENGL 10	60.00%	90.00%	26.92%	61.53%
ENGL 10	65.51%	89.66%	26.92%	61.53%
ENGL 10	60.00%	85.71%	26.92%	61.53%
ESL 002	83.87%	93.55%	NA	NA
ESL 002	87.50%	96.88%	NA	NA
ESL 002	80.64%	87.10%	NA	NA
ESL 001	75.00%	96.88%	NA	NA
ESL 005	62.50%	96.88%	83.00%	100.00%
ESL 005	75.00%	93.75%	83.30%	100.00%
ESL 005	71.88%	96.88%	83.30%	100.00%
ESL 015	73.00%	96.00%	88.00%	92.00%
ESL 015	90.00%	97.00%	88.00%	92.00%
ESL 015	89.00%	93.00%	88.00%	92.00%
MATH 61	81.00%	100.00%	48.00%	79.00%
MATH 71	75.67%	94.46%	49.07%	81.37%
MATH 71	85.29%	91.18%	49.07%	81.37%
MATH 81	36.00%	90.00%	58.00%	80.00%
MATH 81	77.00%	100.00%	58.00%	80.00%
MATH 81	32.00%	76.00%	58.00%	80.00%
MATH 81	32.00%	65.00%	58.00%	80.00%
MATH 91	44.00%	84.00%	58.00%	80.00%
MATH 91	47.00%	89.00%	58.00%	80.00%
MATH 91	49.00%	87.00%	58.00%	80.00%
MATH 91	29.00%	74.00%	58.00%	80.00%
MATH 91	16.00%	48.00%	58.00%	80.00%
MATH 91	19.00%	42.00%	58.00%	80.00%
MATH 91	34.00%	68.00%	58.00%	80.00%
MATH 91	31.00%	59.00%	58.00%	80.00%
MATH 119	60.86%	82.61%	65.00%	80.00%
MATH 119	70.59%	79.41%	65.00%	80.00%
MATH 140	42.00%	62.00%	NA	NA
MATH 140	46.42%	85.71%	NA	NA
MATH 190	38.00%	65.00%	76.00%	97.00%
MATH 220	90.00%	93.00%	NA	NA
BIO 220	70.37%	70.37%	83.33%	86.44%
CHEM 100	55.17%	72.41%	51.00%	71.00%
CHEM 100	83.33%	93.33%	51.00%	71.00%
CHEM 100	81.25%	90.62%	51.00%	71.00%
CHEM 100	76.67%	96.67%	51.00%	71.00%
CHEM 200	91.00%	94.00%	48.00%	67.00%
PHYS 200	78.00%	87.00%	NA	NA

Innovation Grant

Question 3

Embedded Tutor Program - Fall 2017

CRN#	Subject	Course	SUCCESS SUCCES	SUCCESS NON EMBEDDED	DIFFERENCE
10033	BIOL	100	82.14%	82.65%	-0.51%
10046	BIOL	220	64.52%	83.87%	-19.35%
10048	BIOL	220	68.97%	83.87%	-14.91%
10050	CHEM	100	51.61%	26.09%	25.53%
10052	CHEM	100	35.71%	26.09%	9.63%
10053	CHEM	100	64.29%	26.09%	38.20%
10054	CHEM	100	71.88%	26.09%	45.79%
10055	CHEM	200	73.08%	80.70%	-7.62%
10898	CHEM	100	74.07%	26.09%	47.99%
10905	CHEM	100	83.33%	26.09%	57.25%
10906	CHEM	100	80.00%	26.09%	53.91%
10939	CHEM	100	83.33%	26.09%	57.25%
11058	CHEM	200	87.10%	NA	
10209	ENGL	8	63.33%	60.96%	2.37%
10232	ENGL	9	68.75%	64.95%	3.80%
10237	ENGL	9	54.29%	64.95%	-10.67%
10238	ENGL	9	30.30%	64.95%	-34.65%
10239	ENGL	9	85.29%	64.95%	20.34%
10255	ENGL	110	64.71%	54.60%	10.11%
10256	ENGL	110	75.68%	54.60%	21.08%
10261	ENGL	110	91.43%	54.60%	36.83%
10263	ENGL	110	86.49%	54.60%	31.89%
10270	ENGL	110	66.67%	54.60%	12.07%
10286	ENGL	201	84.21%	52.68%	31.53%
11211	ENGL	110	69.70%	54.60%	15.10%
11213	ENGL	10	65.63%	69.03%	-3.40%
10203	ENGL	9	55.88%	64.95%	-9.07%
10306	ESL	2	74.29%	57.58%	16.71%
10316	ESL	4	36.67%	NA	
10318	ESL	4	70.00%	NA	
10319	ESL	4	20.00%	NA	
10322	ESL	5	51.52%	68.75%	-17.23%
10323	ESL	5	57.58%	68.75%	-11.17%
10324	ESL	5	57.14%	68.75%	-11.61%
11270	ESL	5	88.57%	68.75%	19.82%
10338	ESL	5	89.29%	88.51%	0.78%
11270	ESL	5	88.57%	68.75%	19.82%
10341	ESL	14	90.00%	64.52%	25.48%
10343	ESL	14	90.32%	64.52%	25.81%
10350	ESL	15	93.33%	72.41%	20.92%
10950	ESL	11	81.25%	87.30%	-6.05%
11041	ESL	15	93.33%	72.41%	20.92%
11145	ESL	4	80.65%	NA	
11270	ESL	5	88.57%	68.75%	19.82%
10307	ESL	2	70.27%	57.58%	12.69%
10072	MATH	61	87.72%	65.70%	22.02%
10080	MATH	71	80.56%	69.88%	10.68%
10087	MATH	81	35.00%	58.10%	-23.10%
10090	MATH	81	45.24%	62.92%	-17.68%
10098	MATH	91	61.54%	62.92%	-1.38%
10099	MATH	91	66.67%	62.92%	3.75%
10101	MATH	91	58.93%	62.92%	-3.99%
10103	MATH	91	47.50%	62.92%	-15.42%
10104	MATH	91	37.84%	62.92%	-25.08%
10106	MATH	91	64.44%	62.92%	1.52%
10107	MATH	91	75.00%	62.92%	12.08%
10108	MATH	91	82.05%	62.92%	19.13%
10131	MATH	140	59.38%	30.56%	28.82%
10133	MATH	190	60.00%	40.00%	20.00%
10915	MATH	71	86.11%	69.88%	16.23%
10129	MATH	140	62.07%	30.56%	31.51%
10135	MATH	192	36.84%	60.61%	-23.76%
10064	PHYS	200	96.15%	NA	
11270	ESL	5	88.57%	68.75%	19.82%

Innovation Grant

Question 4

Budget

Several categorical programs and federal grants have been constantly supporting the Embedded Tutor Program:

Title V
Student Equity
Basic Skills Grant
Basic Skills Partnership Program
Strong Work Force grant

Staff/Tutor Recruitment

Methods:

- Fliers
- Online job application on Study Skills Center webpage
- Class presentations
- Department presentations
- Direct invitation through email or in-person
- Instructor recommendations

Space

- Working with the Academic Services, review sessions have been assigned across campus at unused classrooms, labs and study rooms.

Instructor Collaboration

Methods:

•Meetings with division chairs
•Attend division meetings to present program
•Directly contacted instructors to introduce the program (through email or in-person)
•Online application for instructors to request an ETP tutor

Supplies & Equipment

Technology Obtained:

- 15 laptops available to ETP tutors and Study Skills Center
- 18 tablets available to ETP tutors and Study Skills Center

Innovation Grant

Question 5

Web Guidelines

- Canvas ETP course
- Online model
  - Decision tree
- Data analysis

Conferences

- 3CSN events such as Tutor Expo
- Host conference to exhibit Embedded Tutor Program

Collaboration and Dissemination

Training opportunities

- Online conference
- Canvas Course
- Phone conference
- Host event by year 2 on the timeline

Expansion

- K-12 districts
- San Diego State University-IV campus

Data Analysis Dissemination

Using IVC's research analyst, we would set up a dashboard to denote:

» Success rates by:
- »Semester
- »Division
- »Course
- »Ethnicity
- »Age
- »Gender

Innovation Grant
Estimated budget

		Year 1 (2018 - 2019)			Year 2 (2019 - 2020)			Year 3 (2020 - 2021)			Year 4(only Fall 2021)		
	Description	**Cost per**	**Qty**	**Total**	**Cost per**	**Qty**	**Total**	**Cost per**	**Qty**	**Total**	**Cost per**	**Qty**	**Total**
Direct Service	Courses	$ 1,522.50	180	$ 274,050.00	$ 1,522.50	220	$ 334,950.00	$ 1,522.50	220	$ 334,950.00	$ 1,522.50	80	$ 121,800.00
Professional Development	Instructor	$ 975.00	30	$ 29,250.00	$ 975.00	10	$ 9,750.00	$ 975.00	10	$ 9,750.00	$ 975.00	10	$ 9,750.00
	Tutor	$ 217.50	80	$ 17,400.00	$ 217.50	40	$ 8,700.00	$ 217.50	40	$ 8,700.00	$ 217.50	30	$ 6,525.00
	Instructor/tutor meetings	$ 72.50	80	$ 5,800.00	$ 72.50	85	$ 6,162.50	$ 72.50	90	$ 6,525.00	$ 72.50	90	$ 6,525.00
	Tutor Prep	$ 435.00	180	$ 78,300.00	$ 435.00	220	$ 95,700.00	$ 435.00	220	$ 95,700.00	$ 435.00	80	$ 34,800.00
	Workbook	$ 5,000.00	1	$ 5,000.00			$ -		0	$ -		0	$ -
	Travel/Conference	$ 20,000.00	1	$ 20,000.00	$ 20,000.00	1	$ 20,000.00	$ 20,000.00	1	$ 20,000.00	$ 20,000.00	1	$ 20,000.00
	Scholarships	$ 1,000.00	40	$ 40,000.00	$ 1,000.00	45	$ 45,000.00	$ 1,000.00	45	$ 45,000.00	$ 1,000.00	45	$ 45,000.00
Program support	Staff	$ 48,572.00	2	$ 97,144.00	$ 48,572.00	2	$ 97,144.00	$ 48,572.00	2	$ 97,144.00	$ 48,572.00	1	$ 48,572.00
	Program Director	$ 30,000.00	1	$ 30,000.00	$ 30,000.00	1	$ 30,000.00	$ 30,000.00	1	$ 30,000.00	$ 15,000.00	1	$ 15,000.00
	FICA/MEDI/SUI	$ 50,000.00	1	$ 50,000.00	$ 50,000.00	1	$ 50,000.00	$ 50,000.00	1	$ 50,000.00	$ 50,000.00	1	$ 25,000.00
				$ 646,944.00			$ 697,406.50			$ 697,769.00			$ 332,972.00

One Time expenses			
Supplies	$ 30,000.00	1	$ 30,000.00
Equipment	$ 70,000.00	1	$ 70,000.00
Construction	$ 100,000.00	1	$ 100,000.00
			$ 200,000.00

Total	**$**	**2,575,091.50**