	A	B	C	D	E
1	Grant Name	Project Director	Goal(s)/Objective(s)	Category	PD Needs
2	GANAS	Anna Camacho; Ray Lapuz	Increase the success rate for underrepresented students in foundational math courses that are key to STEM pathways	Student success Pathway	Cognitive, metacognitive, and affective domains of learning in STEM; On Course Training (Spring 2017); Reading Apprenticeship; flipped classroom, blended learning, gamification, active learning; handbook on effective teaching practices; STEM Community of Practice (Japanese lesson study, Faculty inquiry groups)
3			Decrease the time to transfer by increasing the success in STEM prerequisite courses with pre-semester and in-semester academic support for continuing students. (Embedded Peer Instruction Cohort - EPIC;)	Preparation Transfer Services	
4			Improve STEM faculty effectiveness in the classroom through pedagogies and strategies the promote student engagement and improve learning. (Faculty PD Program addressing cognitive, metacognitive, and affective domains of learning in STEM)	Instruction	
5			Strengthen relationships and articulation with 4-year universities	Articulation	
6	HSI Collaborative	Amelito Enriquez	Increase the number of successful underrepresented students in tranfer-level STEM courses.	Student success	STEM MIS data elements
7			Strengthen California Community College transfer engineering programs	Instruction Transfer	Engineering Teaching Institute (summer) - tablet instruction - online meetings throughout the academic year; collaborative curriculum program through JEP
8			Improve the Transfer Process for California Community College Engineering Students	Transfer	
9	Collaborative MSEIP	Amelito Enriquez	Improve student retention and success in foundational STEM courses and increase the number of students in transfer-level courses, especially among URM students.	Retention Enrollment Student success Preparation	
10			Increase the number of underrepresented students in transfer-level STEM courses and pursuing STEM majors.	Enrollment Preparation	
11			Increase awareness and interest in STEM educational and career paths among underrepresented high school students	Enrollment Preparation	

	A	B	C	D	E
1	Grant Name	Project Director	Goal(s)/Objective(s)	Category	PD Needs
12	Collaborative MSEIP (cont.)		Incraese awareness and interest in STEM careers among female high school students	Enrollment Preparation	
13			Strengthen community college engineering programs through engaging curricula and improved course articulations	Instruction Articulation	
14	MSEIP: ASPIRES	Amelito Enriquez Marcella Grant	Improve student retention and success in foundational STEM courses and increase the number of students in transfer-level courses, especially among URM students. (Embedded Peer Instruction Cohort - EPIC)	Enrollment Retention Student success	Contextualized teaching and learning (hands-on instruction)
15			Increase the number of underrepresented students in transfer-level STEM courses and pursuing STEM majors	Enrollment	
16			Increase awareness of and interest in STEM educational and career paths among underrepresented high school students.	Enrollment	
17			Increase awareness of and interest in STEM careers among female high school students	Enrollment	
18			Strengthen community college engineering programs through engaging curricula and improved course articulations	Instruction Articulation	
19	MSEIP:*Inspires*	Anna Camacho; Michael Hoffman	Improve STEM faculty effectiveness in the classroom through pedagogies and strategies the promote student engagement and improve learning. (Faculty PD Program addressing cognitive, metacognitive, and affective domains of learning in STEM; STEM Community of practice;)	Instruction	Reading Apprenticeship; professional learning communities; growth mindset; On Course Training; STEM Community of Practice (Japanese Lesson Study, Faculty inquiry groups); WomenTech Onsite training for CoP (National Institute for Women in Trades,
20			Develop a comprehensive STEM student development and support infrastructure that enhances preparation, support success, and promotes completion of STEM degrees and transfer to four-year institutions as STEM majors.	Transfer Preparation Completion	

	A	B	C	D	E
1	Grant Name	Project Director	Goal(s)/Objective(s)	Category	PD Needs
21	MSEIP: *Inspires* (cont.)		Develop a comprehensive recruitment and retention plan to increase the number of female students majoring in STEM, completing STEM degrees, and successfully transferring to four-year universities as STEM majors.	Enrollment Retention Transfer	Technology, and STEM - two-day training and 10-week online course)
22	SSSP	Lizette Bricker; Kim Lopez	Increase and/or enhance core services: Orientation, assessment, student education plan (abbreviated and comprehensive), counseling follow-up services	Services	Annual Director's meetings; Regional Director's meetings; annual Student Success Conferences;
23	NSF CALSTEP	Amelito Enriquez	Develop online laboratories for core engineering courses.	Instruction	
24			Research, develop, and pilot flipped/emporium models for low-enrollment engineering courses.	Instruction	
25	HSI Cooperative	Sunny Choi	Increase postsecondary success of high-need students by improving the transitions to and completion of bachelor's degrees, bringing new, work-relevant bachelor's degrees to Cañada College, and improving and coordinating academic support services for students in these degree programs.	Student success Transfer Completion Services	Annual Best Practices Conference
26			Enable more data-based decision making by implementing a data collection system that tracks student success after transfer, and by using data analysis to improve services and add programs	Student success Services	
27			Improve productivity and financial stability by strengthening program infrastructure, bringing new partnerships to the program, and creating an endowment.	Outreach	

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1	Grant Name	Project Director	Goal(s)/Objective(s)	Category	PD Needs
28	Basic Skills	Anniqua Rana; Michael Hoffman; Rebekah Taveau	Increase number of participants receiving professional development	PD Services Instruction	Inquiry projects; 3CSN (Reading Apprenticeship); Strenthening Student Success Conference; Leading from the Middle; Courageous Conversation; Teaching Community College Men of Color;
29	Student Equity Plan	Anniqua Rana; Michael Hoffman; Rebekah Taveau	Increase enrollment for target students	Enrollment	
30			Increase successful English/Math/ESL course completion for target students	Transition Preparation	
31			Increase basic skills English and Reading/Math/ESL sequence completion for target students	Transition Preparation	
32			ESO: Incrase the percentage of entering students that participate in and benefit from academic preparation programs	Enrollment Transition Preparation	
33			Improve existing expanded academic preparation program (Colts Academy)	Transition Preparation	
34			Improve, expand, and combine academic support services and "boutique" programs	Services	
35			Increase participation in academic support services (targeting developmentally placed students)	Services	
36			Develop and implement transfer preparation program (Transfer Jam)	Transfer Preparation Completion	
37			Increase the transfer rates to 4-year colleges	Transfer	
38	SMUHSSD ACCEL AEBG	Anniqua Rana; Carolyn Ouyang; Gregory Anderson	To support students who transition from adult school to our campus and district	Transition Preparation	Supporting adult students (digital literacy, numeracy, and academic and career advising)

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1	Grant Name	Project Director	Goal(s)/Objective(s)	Category	PD Needs
39	TRIO SSS	Melissa Alforja, Kim Lopez, Lizette Bricker	80% of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year, or earn an associate's degree or certificate and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.	Retention Persistence Transfer Completion	National TRIO and COE Conference (less than 3% of the budget)
40			85% of all enrolled participants served will meet the performance level required to stay in good academic standing at the grantee institution which is GPA of 2.0 or better.	Student success	
41			20% of new participants served each year will graduate from Cañada College with an associate's degree or certificate within 4 years and 20% of new participants served each year will receive an associate's degree or certificate from Cañada College and transfer to a four-year institution within four (4) years.	Transfer Completion	
42	RCSD CBET	Jenny Castello	Offer ESL and CBOT courses at RCSD sites	Transition Preparation Services	None
43	The Grove Foundation	Jenny Castello	Have ESL SLAMmers in off-campus ESL classes	Services Preparation	Effective practices for student learning assistants and student mentoring
44	SVCF-EWAP	Jenny Castello	Offer ESL and CBOT courses in the community for the English for the Workforce Award and share effective practices with adult schools and CBOs in Silicon Valley	Transition Preparation	None
45	TRIO Upward Bound	Maria Huning	70% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.	Student success	
46			60% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.	Preparation	

	A	B	C	D	E
1	Grant Name	Project Director	Goal(s)/Objective(s)	Category	PD Needs
47	TRIO Upward Bound (cont.)		70% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with regular secondary school diploma.	Enrollment	Conference and workshops related to grant objectives (less than 1% of the program budget)
48			60% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.	Transition Enrollment	
49			70% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).	Transition Enrollment	
50			60% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.	Completion	
51	MESA		Build a strong foundation in math and gain academic group study skills to succeed in math, science, and engineering courses.	Services	
52		Cathy Lipe	Secure financial resource to pay for college	Financial Resources	None

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1	Grant Name	Project Director	Goal(s)/Objective(s)	Category	PD Needs
53			Learn about transfer process, 4-year university options, and careers for STEM majors	Transfer	
54	MESA (cont.)		Gain initial research or work experience in a STEM Field	Workforce training	
55	NSF ASPIRES	Carol Rhodes; Anna Camacho; Sally Heath	Increase student success in STEM fields. Aimed at financially needy students, any ethnic group.	Financial Resources	Guidance for mentors; joint group meetings with mentors and students
56	CTE Perkins IV-1C	Heidi Diamond; Alex Kramer	Establish challenging academic and technical standards that prepare students for high demand, high wage occupations and emerging professions	Preparation Workforce training	
57			Integrate student focused support that links rigorous CTE instruction and student services	Services Workforce training	
58			Increase flexibility that facilitates the sharing of CTE best practices	Instruction PD	
59			Promote leadership and professional development for CTE faculty, administrators, and counselors	PD	
60			Support partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, technical schools, workforce investment boards, and industry advisory boards.	PD Transition Preparation	
61	CTE Transitions	Heidi Diamons; Mallory Stevens (Alex Kramer)	Outreach/career exploration, articulation, concurrent enrollment, credit by exam, and work-based learning	Articulation Workforce training Enrollment	
62			Help CTE students' transition from secondary to postsecondary education and on to the world of work	Transition Preparation Workforce training	
63	CCCCO Strong Workforce	Heidi Diamond; Alex Kramer	Enhance and build upon our college's CTE programs through innovative strategies with the goal of increasing enrollment, completions, job placements, and wage gains.	Enrollment Instruction Workforce training	CCAOE, BACCC, discipline-specific PD activities; retreats

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64	Menlo Park Redevelopment	Alex Kramer	Create educational pathways for underserved students in East Palo Alto and Menlo Park to gain awareness of and enroll in Cañada CTE and STEM programs	Pathway Enrollment	
65	ESO! Adelante Grant	Nenaji Jackson	Provide students the tools necessary to aid them in achieving success in the education process before they enter Cañada College	Enrollment Preparation Services	
66			Enhance students' ability to be academically successful while at Cañada	Preparation Services	
67			Increase the transfer rates particularly to SFSU and other 4-year institutiona	Transfer	
68			Increase baccalaureate completion rates of Cañada transfer students from SFSU	Completion	
69	HSI - ESO	Diva Ward	Start Strong: By the year 2019, 80% of entering Hispanic and high-need students who participate in at least one ESO component.	Enrollment Preparation	Conference and presenter funding
70			Stay Strong: The ESO Center will increase the total hours of academic support services by 50% by 2019. The number of faculty affiliated with th ESO Center will reach 40 by 2019. The number of students who receive academic support services in the ESO Center will increase annually to 60% by 2019.	Services	
71			The number of Hispanic and high-need students who are within two years of transfer and engage in Transfer Jam will increase by 40% by 2019. Three year transfer rates to 4-year colleges will increase from 17.8% to 42.8% (Non-Hispanic) and from 10.2% to 25% (Hispanic) over baseline by 2019	Transfer Completion	
72	WFSN Grant	Adolfo Leiva	Provide financial literacy/capabilities for low income students	Financial Resources	Ongoing training
73	UWBA - SparkPoint	Adolfo Leiva	Provide financial literacy/capabitlities for students designated to increase savings, decrease debt, improve/repair credit and build income.	Financial Resources	None
74	Sobrato Family Foundation	Adolfo Leiva	Provide financial literacy support for Web Coding Class at JobTrain	Workforce training	None

	A	B	C	D	E
1	Grant Name	Project Director	Goal(s)/Objective(s)	Category	PD Needs
75	SF Foundation	Adolfo Leiva	Provide financial literacy support for Web Coding Class at JobTrain	Workforce training	None
76	WSSN - Prototype	Adolfo Leiva	Increase students' retention by providing incentives to create long-term positive financial behaviors	Retention Persistence	None