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| **Name of Grant Program:** Adult Education Transition to Community College | **Fund Code:** 668 |

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| PART III – REQUIRED PROGRAM INFORMATION |

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| **Scoring Summary for both IET and IELCE (130pts)** | |
| Program Design (20 points) | Advising and Student Support Services (20 points) |
| Access and Equity (15 points) | Organizational Support and Professional Culture (15 points) |
| Career Pathways Exploration (10 points) | Collaboration and Coordination (20 points) |
| Student Progress (20 points) | Fiscal and Data Accountability (10 points) |
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Applicants must respond to all narrative response prompts for a possible total of 130 points. The narrative response may not exceed 10 pages. Applicants are required to provide page numbers on every page of the narrative response. All narrative responses must be in a font no smaller than Arial 10 with 1” margins on all sides.

Pages that exceed the page limit will not be reviewed. Required appendices do not count toward the page limit.

For each narrative section, the score will be based only on the response provided for that section. Relevant information provided in other sections will not be considered.

**PROGRAM DESIGN (20 points)**

**Note:** All applicants must submit a program design that meets the program element requirements in the *FY21-23 Massachusetts Guidelines and Policies for Effective Adult Education Transition to Community College[[1]](#footnote-1).* See Additional Requirements section of the RFP.

1. Please complete the chart below. Add additional columns if necessary. (10 points)

* Column Definitions
  + Required Courses are ones all students are required to take. Enter the name of the course, the number of Certificate/Degree credits, and if the course is a cohort course.
    - * Indicate Certificate/Degree credits by putting them in parentheses (). Indicate Institutional credits with parentheses and an asterisk ()\*
      * When students take a course as a cohort, please indicate (Cohort).
  + Program Specific Courses are additional courses the college makes to Transition students. Follow the same instructions for entering Program Specific Courses.

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| ***Required Courses*** | | | ***Program Specific Course*** | | |  |
| **1#** | **2#** | **Credits** | **1#** | **2#** | **Credits** | **Total Credits** |
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**SAMPLE TRANSITIONS PROGRAM DESIGN**

In the example below, the Transitions program offers two Required Courses and three Program Specific Courses. Both Required Courses carry three (3) Certificate/Degree Credits for a total of six (6) credits. In addition, students take both classes as a cohort.

The first Program Specific Course offering is either a Development English course for students who place into it or an English 101 course for students who do not need Developmental English. The second Program Specific Course is either a Developmental Math course for students who need it or a Math 101 course for students who do not need Developmental Math. The third Program Specific Course offering is a Student Selected Course that counts toward the student’s selected Certificate or Degree. Depending on whether or a student needs developmental courses, students can earn between 0 – 6 Institutional Credits or 3 – 9 Certificate/Degree Credits.

In this model, all students earn a minimum of 9 Certificate/Degree credits. The total number of credits a student can earn depends on the number of developmental courses needed. For example, a student that does not need any developmental courses would earn 15 Certificate/Degree credits. A student who needs Developmental English would earn 12 Certificate/Degree credits and 3 Institutional Credits. Several other combinations are possible.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Required Courses*** | | | ***Program Specific Course*** | | | |  |
| **1#** | **2#** | **Credits** | **1#** | **2#** | **#3** | **Credits** | **Total Credits** |
| College for Success (3)  (Cohort) | Microcomputer Applications (3)  (Cohort) | 6 | ENG 099 (3)\*  or  ENG 101 (3) | MTH 099 (3)\*  or  MTH 101 (3) | Student Selected Course (3) | (6\*)  (9) | (0-9\*)  (9-15) |

1. Describe the academic courses, including the College for Success course, that the college will provide to the students, including the *College for Success,* in the Transition program. (5 points)
2. Describe how the college will ensure that Transition students successfully advance into certificate and degree programs after exiting the Transition program. (5 points)

**ACCESS AND EQUITY (15 points)**

1. Describe how the college grants Transition students all the rights and privileges of its college students and provide them access to college resources. (5 points)
2. Describe how the program will make an effort to get students involved in college activities and student organizations. (5 points)
3. Describe how the program ensures that students with self-disclosed disabilities receive needed accommodations. Please provide examples. (5 points)

**CAREER PATHWAYS EXPLORATION (10 points)**

1. Describe how the program will provide students with an awareness of both the world of work and emerging career pathways in the local workforce area. (5 points)
2. Describe how the program will make students aware of career resources, including linking students to activities, clubs, and organizations, in the college and local workforce area. (5 points)

**STUDENT PROGRESS (20 points)**

1. Describe how the program will track progress on student advancement through any required developmental education sequences. (5 points)
2. Describe the access the program will provide to credit-bearing courses toward a certificate or degree. (10 points)
3. Please complete the chart below for the most recent complete three years. If you do not have three years or three consecutive years or data for all of the fields, enter what data you have. (5 points)

| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | #  enroll. | #  carry-in from past or previous fiscal year | # total enroll.  (B+C) | #  comp. | #  did not complete | # from E who are in a program of study | # from E who dropped/  stopped out | # from E who earned credential | # from E who earned certificate | # from E who earned degree | # of credits earned from D |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

Previous recipients and new applicants: Provide three years of auditable data that demonstrate the college’s success in getting students to credit-bearing courses with similar programming. Use the chart above to show your data.

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| --- | --- | --- |
| A | Year | The academic year. |
| B | # enrolled | The total number of active enrollments in the Transition to CC program (participating in the College for Success class and/or taking other college classes as part of the Transition program) |
| C | # carry-in from previous or past fiscal year | The number of students who did not complete the Transition program the previous or past academic year but are continuing with the program that academic year. |
| D | # total enrolled (B+C) | The total number of enrollments and carry-ins in a given academic year. |
| E | # completed | The total number of students who completed the Transition program of study in that academic year. |
| F | # did not complete | The total number of students who did not complete the Transition program in that academic year (they might have stopped out, dropped out, or are scheduled to continue in the Transition program in the next academic year). |
| G | # from E who began program of study | The total number of completers who are beginning or continuing a program of study after the Transition program ends. |
| H | # from E who dropped/stopped out | The total number of students who have officially left the college or are on a leave of absence. |
| I | # from E who earned credential | The number of students who earned a non-credit certificate. |
| J | # from E who earned certificate | The number of students who earned a credit certificate. |
| K | # from E who earned degree | The number of students who earned a degree. |
| L | # of credits earned from D | The total number of credits earned by the students. This number will most likely change as the years advance. |

Applicants must provide an overview of the data and accountability systems used to capture the outcomes. Applicants may include a brief explanation of data if needed. Applicants also may provide a brief overview of the type of programming listed above.

All students in an academic year must be accounted for in the same academic year. The number of students who did not complete the Transition program in an academic year should be listed in Column F, # did not complete. Students who did not complete in one academic year but continue in the next or future fiscal year should be listed in Column C, #carry-in from past or previous fiscal year. For example, if a student did not complete the Transition Program in 2018 but continued in 2019 that student would be listed in 2018 academic year Column F, # did not complete and in 2019 academic year Column C, #carry-in from past or previous fiscal year.

**Example**

In the example below, the Transition program enrolled 17 students for 2018. 15 of those students were new enrollments and 2 were carry-ins from the previous or past fiscal year. Of those 17 students, 12 completed the program and 5 did not complete the program. Of the 12 students that completed the program, 9 are in a program of study and 3 have either dropped or stopped-out. None of the students earned certificates, credentials, or degrees in 2018. As the years advance, these numbers would be reviewed and any certificates, credentials, and degrees earned by students should be listed in 2018, the year the students completed the program. The 17 students earned 90 credits as of academic year 2018. This number will need to be revised on an annual basis as students earn more credits.

| **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** | **J** | **K** | **L** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | #  enroll. | #  carry-in from past or previous fiscal year | # total enroll.  (B+C) | #  comp. | #  did not complete | # from E who are in a program of study | # from E who dropped/  stopped out | # from E who earned credential | # from E who earned certificate | # from E who earned degree | # of credits earned from D |
| 2018 | 15 | 2 | 17 | 12 | 5 | 9 | 3 | 0 | 0 | 0 | 90 |

**ADVISING AND SUPPORT SERVICES (20 points)**

1. Describe how the program will ensure effective and equitable delivery of advising and support services to all students. (10 points)
2. Describe how the program will addresses barriers to participation. (5 points)
3. Describe how the program will facilitate the development of self-management competencies of students. (5 points)

**ORGANIZATIONAL AND PROFESSIONAL CULTURE (15 points)**

1. Describe how the college will integrate the Transitions Program into the college and provide it with the supports needed. Provide the job description for the program coordinator and advisor in Appendix B. (5 points)
2. Describe how the college will provide professional development opportunities for staff. (5 points)
3. Describe where and how the Transitions Program fits into the college’s overall structure. Provide the community college’s organizational chart in Appendix C. (5 points)

**COLLABORATION AND COORDINATION (20 points)**

1. Describe how the program will collaborate with local DESE-funded Adult Education programs to ensure students transition successfully into the program. (10 points)
2. Describe how the program establishes and maintains connections with key college departments. (5 points)
3. Describe how the program works with local WIOA and other external partners to enhance connections, resources, and support services for students. (5 points)

**FISCAL AND DATA ACCOUNTABILITY (10 points)**

1. Describe the program will ensure that grant funds are expended in compliance with state grant requirements. (5 points)
2. Describe how the program will record, maintain, and report accurate program and student data in a consistent and timely manner. In addition, identify the individual responsible for entering data in LACES. (5 points)

1. The *Massachusetts Guidelines and Policies for Effective Adult Education Transition to Community College Programs* is updated annually and posted to the Transition webpage: <http://www.doe.mass.edu/acls/cc/default.html>. [↑](#footnote-ref-1)