|  |  |
| --- | --- |
| **Name of Grant Program:** FY2024-FY2026 Transition to College  | **Fund Code:** 668  |

**Part III – Required Information: Transition to College Services (130 points)**

Applicants must submit all required forms and respond to all questions. The responses to the narrative prompts may not 18 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 font, with one-inch margins on all sides.

Pages that exceed the above page limits will not be reviewed.The appendices and budget workbook are NOT included in these page limits

The eight narrative sections that follow have a value of 130 points.Each section will be scored using the scoring rubric. Applicants will also need to complete the Part II budget. The budget is worth 5 points.

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 unless reference in that section.

|  |
| --- |
|  **Scoring Summary**  |
| 1. Program Design/Budget (30 points)
 | 6. Organizational Support and Professional Culture (15 points) |
| 1. Equitable Access (20 points)
 | 7. Collaboration and Coordination (15 points) |
| 1. Career Pathways Exploration (10 points)
 | 8. Fiscal and Data Accountability (10 points)  |
| 1. Student Progress (10 points)
 | 9. Budget (5 points) |
| 5. Advising and Student Support Services (15 points) |  |

1. **PROGRAM DESIGN (30 points)**

**Note:** All applicants must submit a program design that meets the program element requirements in the *FY24-26 Massachusetts Guidelines and Policies for Effective Transition to College Programs.* See Additional Requirements section of the RFP.

1. Complete the Part II Budget with a clear description of each expense. (5 points)
2. 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 that the college makes available to Transition Program students. They may also be related to a student’s chosen major. Follow the same instructions for entering Program Specific Courses.

.

|  |  |  |
| --- | --- | --- |
| ***Required Courses*** | ***Program Specific Course*** |  |
| **1#** | **2#** | **Credits** | **1#** | **2#** | **Credits** | **Total Credits** |
|  |  |  |  |  |  |  |

**SAMPLE TRANSITIONS PROGRAM DESIGN**

In the example below, the Transition 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. The students take the First Year Experience course as a cohort.

Three program specific courses are also offered. The first 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 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.

NOTE: all courses are assumed to be in-person unless otherwise specified. Programs must offer at least one in-person required course.

|  |  |  |
| --- | --- | --- |
| ***Required Courses*** | ***Program Specific Course*** |  |
| **1#** | **2#** | **Credits** | **1#** | **2#** | **#3** | **Credits** | **Total Credits** |
| First Year Experience (3)(Cohort) | Microcomputer Applications (3) | 6 | ENG 099 (3)\*orENG 101 (3) | MTH 099 (3)\*orMTH 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 recruit students from DESE-funded adult education agencies. Reference the required MOAs (Appendix A) in the response. (5 points)
3. Describe how the proposed services will impact historically marginalized students. (5 points)
4. **EQUITABLE ACCESS (20 points)**
5. 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)
6. Describe how the program will familiarize students with the college campus and get students involved in college activities and student organizations. (5 points)
7. Provide an analysis of your current qualitative and quantitative data using an antiracism, diversity, equity, and inclusion lens (including, but not limited to, gender identity, sexual orientation, race, color, national origin, religion, disability, and age) and describe how the program will address any exposed disparities in students’ educational experiences and outcomes. (5 points)
8. In appendix B (GEPA statement), describe how the agency/organization will ensure equitable access to services and participation of adult learners, teachers, and other beneficiaries with special needs in the program year 2024-2025. (5 points)
9. **CAREER PATHWAYS EXPLORATION (10 points)**
10. 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)
11. 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)

**4. STUDENT PROGRESS (10 points)**

1. Describe how the program will track progress on student advancement through any required developmental education sequences. (5 points)
2. 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) | # from Dcomp. | # from D did not comp. | # from Dcont. | # of credits earned from E and F | # from E inprogram of study | # from E not in program of study | # from E earned certificate | # from E earned degree |
|  |  |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **DEFINITIONS** |
| A | Year | The academic year.  |
| B | # enrolled | The total number of enrollments.  |
| C | # carry-in from past or previous fiscal year | The number of students that returned to the program after not completing in a past academic year.  |
| D | # total enrolled (B+C) | The total number of enrollments and carry-ins in a given academic year. |
| E | # from D completed | The total number of students that completed the program.  |
| F | # from D did not complete | The total number of students that did not complete the program.  |
| G | # from D continuing | The number of students who are continuing the program in the next academic year.  |
| **NOTE: E+F+G must equal D** |
| H | # of credits earned from F and G | The number of credits earned by the students. This number will change (increase) as the years advance.  |
| I | # from E in program of study | The number of students in a program of study.  |
| J | # from E not in a program of study | The number of students who are on a leave of absence. |
| K | # from E earned certificate | The number of students who earned a certificate. |
| L | # from E earned degree | The number of students who earned a degree. |

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 that did not complete the Transition Program in an academic year should be listed in Column E, # did not complete. Students that did not complete in one academic year but continue in the next or future 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 2019 but continued in 2020 that student would be listed in 2019 academic year Column F, # did not complete and in 2020 academic year Column C, #carry-in from past or previous fiscal year.

1. **ADVISING AND SUPPORT SERVICES (15 points)**
2. Describe how the program will ensure effective and equitable delivery of advising to all students. Reference the resumes and experience of the coordinator and/or advisor in the response (appendix E). (10 points)
3. Describe how the program will addresses barriers to participation. (5 points)
4. **ORGANIZATIONAL SUPPORT (15 points)**
5. Describe how the Transition program fits into the college’s overall structure. (5 points)
6. Describe the supports provided by the college of the Transition program as it relates to diversity (staffing policies/practices), equity (hiring, compensation, etc.) and inclusion (staffing policies/practices). (5 points)
7. Address with examples how the college supports professional growth for Transition program staff. Be specific as to what professional development opportunities staff participated in and describe how future professional development opportunities will be supported and available to staff. (5 points)

**7. COLLABORATION AND COORDINATION (15 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, faculty, and staff. Reference the resume and experience of the coordinator in the response (appendix E). (5 points)

**8. 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. (5 points)