

# Essex County College

## A Framework for a Grants Strategy in 2012

# Goal: Present a Framework for a Grants Strategy in 2012 at ECC

- Present five objectives for project designs and grant submissions in 2012
- Present seven methods to be incorporated into these grant applications
- Present linkages to studies that inform and support these objectives and methods
- Present grant opportunities for 2012 and link them to these 2012 grant objectives and methods
- Propose steps to follow at Essex County College

# Objective 1: Provide Career Guidance & Academic Counseling to Promote Student Success

- Increase and enhance career guidance, academic counseling, and support services
- Serve more students than the current baseline
- Set targets and measure outcomes, such as:
  - Fall to Spring retention & Fall to Fall retention
  - Developmental Math & reading success rates
  - First College-level Math & reading success rates
  - % of participants passing courses with a “C” or above
- Utilize Pathways Plans (Method #2) and Data Collection (Method #4)

# Objective 2: Prepare Students for Productive and Prosperous Lives

- To achieve sufficient foundations in literacy, numeracy, and thinking skills
- To be ready for responsible citizenship, career development and lifelong learning
- To develop seamless linkages with K—12 school systems
- To set personal pathways, such as science, technology, engineering or math (STEM), social services, business, humanities, or vocational/technical skills . (See Method # 2)
- To be empowered to persist, succeed, and graduate. Track key indicators. (See Slide #3)

## Objective 3: Provide resources to promote STEM related pathways

- Utilize best practices to promote science, technology, engineering and mathematics (STEM)
- Encourage and facilitate student interest, progress and success in STEM-related courses
- Utilize local and regional employers ( Method #1)

# Objective 4: Assist Displaced Workers and Older Adults to Prepare for the Workforce

- Target adults who have some college but no degree or certificate
- Assist displaced workers to increase prose and quantitative literacy and job-related skills
- Increase the number of citizens in Essex County with an associate's degree or certificate

# Objective 5: Develop students for the social and public service sectors

- Prepare students to address great social needs in our service area
- Help students to develop skills and abilities for public service
- Promote high levels of motivation for public service
- Help students to persist, succeed, and graduate with a degree or certificate

# Strategy: Link Objectives with Methods

## Objectives

- #1: Career Guidance
- #2: Prepare Students for Productive & Prosperous Living
- #3: Promote STEM
- #4: Assist Displaced Workers and Returning Students
- #5: Prepare students for social & public services

## Methods

- #1: Link with Employers
- #2: Pathway Plans for Students
- #3: Link Non-credit and for credit courses
- #4: Collect & Utilize Data
- #5: Support ESL students
- #6: Utilize alternate instructional systems
- #7: Linkages between K—12 students and ECC



# Method #1: Engage Local and Regional Employers

- Involve local and regional employers in the development of courses, curricula, certificates, and degrees
- Work with employers to reduce the “skills gap” where many young adults lack the skills and work ethic needed for many jobs that pay middle-class wages
- Network with employers to increase the exposure of students in the workplace and to link their job experience while in college to their course work
- Help place degree and certificate graduates into jobs

# Method #2: Pathway Plans for Students

- Maximize the # of students who develop and follow an individualized pathway plan
- Clear paths and support for K—12 students into college and careers
- Track from acceptance and enrollment the participation of all students in support programs and projects
- Measure levels of participation and outcomes
- An individualized plan to include career objectives, a program of study, degree and/or certificate objectives, and work-linked learning experiences

# Linking Objectives with Methods

| Objectives   | Methods Available for the Objective  |
|--|--|
| #1: Career Guidance                                    | #1 (Employers), #2 (Plans), #4 (Data), #5 (Support ESL), & #7 (Linkages to K—12)   |
| #2: Prepare Students for Productive & Prosperous Lives | #2 (Plans), #3 (Non-credit to Credit), # 4 (Assist Displaced workers), #6 (Alternate Instruction), and #7 (Linkages to K—12) |
| #3: Promote STEM                                       | #1 (Employers), #2 (Plans), # 4 (Data), #5 (Support ESL), & # 6 (Alternate Instruction)                                      |
| #4: Assist Displaced Workers & Returning Students      | #1 (Employers), #2 (Plans), # 4 (Data), #5 (Support ESL), & # 6 (Alternate Instruction)                                      |
| #5: Prepare Students for Social and Public Services    | #1 (Employers), #2 (Plans), # 4 (Data), #5 (Support ESL), & # 6 (Alternate Instruction)                                      |

# Support from the Literature

- “Pathways to Prosperity” (2011, Harvard)

[http://www.gse.harvard.edu/news\\_events/features/2011/Pathways\\_to\\_Prosperty\\_Feb2011.pdf](http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf)

- “College Completion Kit” (2011, USDOE)

[http://www.whitehouse.gov/sites/default/files/college\\_completion\\_tool\\_kit.pdf](http://www.whitehouse.gov/sites/default/files/college_completion_tool_kit.pdf)

- “Big Ideas Project” (2011, N.J. Council of County Colleges)

- “Rising Above the Gathering Storm” (2010, NAS)

- “Help Wanted: Projection of Jobs....” (2010, Georgetown)

<http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/FullReport.pdf>



- “Make”: “An American Manufacturing Movement” (2011)

<http://www.compete.org/publications/detail/2064/make/#>

# Focus: Three Essential Elements to Face a National Challenge

- First: “...broader vision of school reform that incorporates **multiple pathways** to carry young people from high school to adulthood.”
- Second: “...much expanded role for **employers** in supporting these pathways.”
- Third: “..a **new social compact** between society and its young people.”

Source: William C. Symonds, Robert B. Schwartz and Ronald Ferguson, February, 2011. *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21<sup>st</sup> Century*. Report issued by the Pathways to Prosperity Project, Harvard School of Education., p. 23.

# Anticipated Grants in 2012

| Grant Title                                  | Source                 | Quarter Due? |
|--|------------------------|--------------|
| Scholarships for Disadvantaged Students      | HRSA                   | One          |
| Nursing Collaborative                        | HRSA                   | One          |
| Eligibility for Titles III and V             | USDOE                  | One          |
| Trade Adjustment Assist. Com. College Career | USDOL                  | One          |
| Health Care Innovative Challenge (w/NJIT)    | Center/ Medicare, etc. | One          |
| Upward Bound                                 | USDOE                  | One          |
| Minority Science & Engineering Improvement   | USDOE                  | Two          |
| Carl Perkins Technical & Career Education    | NJDOE                  | Two          |
| H S I STEM Articulation                      | USDOE                  | Two          |
| Transform Undergrad. Educ. STEM (w/ RU)      | NSF                    | Two          |
| STEP   | NSF                    | Three        |
| Bridges to the Baccalaureate (w/ RU)         | NIH                    | Three        |

# Linking Grants & Objectives

| Grant Title                  | Obj. 1 | Obj. 2 | Obj. 3 | Obj. 4 | Obj. 5 |
|------------------------------|--------|--------|--------|--------|--------|
| SDS                          |        | x      |        |        |        |
| Nursing Collaborative        |        | x      |        |        |        |
| Eligibility for Titles III/V | x      | x      |        |        |        |
| Trade Adjustment/USDOL       |        | x      |        | x      |        |
| Health Care Innovation       |        |        |        |        | x      |
| Upward Bound                 |        | x      |        |        |        |
| Minority Science/Engineer.   |        |        | x      |        |        |
| Carl Perkins                 |        | x      | x      |        |        |
| H S I STEM/ USDOE            | x      | x      | x      |        |        |
| Transform STEM/ NSF          | x      | x      | x      |        |        |
| STEP/ NSF                    | x      | x      | x      |        |        |
| Bridges/RU/NIH               | x      | x      | x      |        |        |

# It all starts with an Idea....Then turn to the LOGIC MODEL

## Common Terms of the Logic Model:

- Needs
- Goals
- Activities
- Outputs
- Outcomes
- Targeted Group
- Impact

Source: Phyl Renninger, Ph.D. August, 2010. Essex County College Grant Workshop, Slides #9 and 10. Slide #11 from the Renninger workshop is duplicated on the next slide.

Reference: Follow the links to the Logic Model Guide at [www.wkkf.org](http://www.wkkf.org)



# Design Team Roles

- Facilitator (Set meeting dates, locations, times, agenda; conduct meeting, stay on time and on task; use emailing of drafts and teleconference calls)
- Subject Area Expert
- Project Administrator or Implementer
- Budget Specialist
- Collaborating Partner
- Grant Writer
- Support: Recorder, Timekeeper, Copies
- Electronic Submission Expert

Source: Phyl Renninger, Ph.D. August, 2010. Essex County College Grant Workshop, Slide 17—slightly modified by Neil De Haan.