

Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved
OMB No. 1875-0106
Exp. 11/30/2004

Applicant Information

Organizational Unit

1. Name and Address

Legal Name: Marshalltown Community College

Address: 3700 South Center Street

P031A 030086

Marshalltown
City

Iowa
State

Marshall
County

50158 - 4760
ZIP Code + 4

2. Applicant's D-U-N-S Number: (b)(2)

6. Novice Applicant Yes No

3. Applicant's T-I-N | 4 | 2 | - | 0 | 9 | 2 | 6 | 7 | 1 | 4 |

7. Is the applicant delinquent on any Federal debt? Yes No
(If "Yes," attach an explanation.)

4. Catalog of Federal Domestic Assistance #: 84. 0 3 1 A

Title: Strengthening Institutions Program

8. Type of Applicant (Enter appropriate letter in the box.) G

- A - State
- B - Local
- C - Special District
- D - Indian Tribe
- E - Individual
- F - Independent School District
- G - Public College or University
- H - Private, Non-profit College or University
- I - Non-profit Organization
- J - Private, Profit-Making Organization

5. Project Director: Dr. Laura Browne

Address: 3700 South Center Street

K - Other (Specify): _____

Marshalltown Iowa 50158 4760
City State Zip code + 4

Tel. #: (641) 752-7106, ext. 237 Fax #: (641) 752-8149

E-Mail Address: ldbrowne@iavalley.cc.ia.us

Application Information

9. Type of Submission:

-PreApplication -Application
 Construction Construction
 Non-Construction Non-Construction

12. Are any research activities involving human subjects planned at any time during the proposed project period?
 Yes (Go to 12a.) No (Go to item 13.)

10. Is application subject to review by Executive Order 12372 process?

Yes (Date made available to the Executive Order 12372 process for review): 02 / 28 / 2003

12a. Are all the research activities proposed designated to be exempt from the regulations?

Yes (Provide Exemption(s) #): _____
 No (Provide Assurance #): _____

No (If "No," check appropriate box below.)

Program is not covered by E.O. 12372.
 Program has not been selected by State for review.

13. Descriptive Title of Applicant's Project:

Accessing Support Services to Insure Successful Transitions:

11. Proposed Project Dates: 10 / 01 / 2003 09 / 30 / 2008
Start Date: End Date:

Reducing Attrition and Increasing Sustainable Economics

Estimated Funding

14a. Federal \$ 1,797,349.00
b. Applicant \$ (b)(4)
c. State \$.00
d. Local \$.00
e. Other \$.00
f. Program Income \$.00
g. TOTAL \$ (b)(4)

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)

Tim Wynes, J.D.

b. Title: President

c. Tel. #: (641) 752-4643, ext. 320 Fax #: (641) 754-1336

d. E-Mail Address: twynes@iavalley.cc.ia.us

e. Signature of Authorized Representative

Date: 02 / 28 / 2003

Continuation of ED 424 – (Page 2 of the application.)

1. **Total FALL 2000 FULL-TIME EQUIVALENT (FTE) students =** 911.
- a. Total market value of endowment fund at the end of 1999-2000.** \$1,517,246.
- b. Total expenditures for library material during 1999-2000.** \$ 48,574.

Note: If contact person is different from person named in Item 4, please identify by providing name and phone number in this space.

Name: Dr. Laura Browne

Phone: (641) 752-7106 237
(area code) (number) (extension)

2. Project Abstract

Marshalltown Community College, Marshalltown, Iowa, located centrally in the state, founded in 1927, came under jurisdiction of Iowa Valley Community College District in 1967, two-year public, 1,281 students in Fall of 2002, operating budget of \$9.6 million in 2001-2002.

Phone: 641-752-7106, FAX: 641-752-8149

Contact Person: Dr. Laura Browne
E-MAIL Address: ldbrowne@iavalley.cc.ia.us

Cooperative Arrangement with:

Ellsworth Community College, Iowa Falls, Iowa, located in the north central part of state, founded in 1890, came under the jurisdiction of Iowa Valley Community College District in 1968, two-year public, 811 students in Fall of 2002, current operating budget of \$8.9 million in 2001-2002

Activity 1--\$1,365,727 (with training) over five years. *Accessing Support Services to Insure Successful Transitions: Reducing attrition and increasing sustainable economics.*

To develop a multi-component, one-stop-shop program to increase retention through strengthening student support services, including advising and developmental education services. Sample of key measures: a) Retention of academically at-risk and low-income students will increase by 3.25% annually, from 42.3% to 58.6%. b) The average number of coordination student support services per academically at-risk and low-income students will increase from 0 to 3.75. c) The appropriate use of developmental education courses by academically at-risk and low-income students will increase by 5.5% annually, from 25.5% to 52.8%. d) The percent of academically at-risk and low-income students who take developmental education courses and subsequently pass related college level courses will increase by 5% annually between October 1, 2004, and September 30, 2008, from 40% to 60%. Of this budget, approximately 86% (1,181K) is for project personnel, 8% (114K) is for assistive technology and computer assisted instruction programs, and 4% (56K) is for training. The Associate Dean of Developmental Services (10%) directs the activity with assistance of the ECC ACE Coordinator/Instructor (5%) and MCC Success Center Coordinator/Instructor (10%), time paid by colleges.

Project management and evaluation--\$274,087 (with training) over five years. Of this budget about 90% (245K) is for 100% time Title III Coordinator, 5% (14K) is for travel and communication, and 3% (9K) is for training.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

FORM APPROVED
OMB No.: 1840-0114
EXP. DATE: 3/31/2003

PARTICIPATING INSTITUTIONS IN A COOPERATIVE ARRANGEMENT

1. NAME OF APPLICANT INSTITUTION: Marshalltown Community College			
2a. Participating Institutions	2b. DUNS Number	2c. Location (City and State)	2D. Funds Requested
Ellsworth Community College	07-486-2707	Iowa Falls, Iowa	
Marshalltown Community College	07-583-5322	Marshalltown, Iowa	

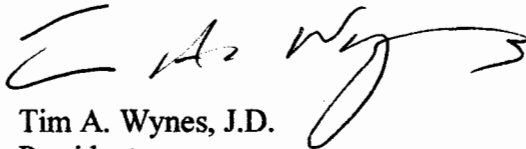
February 28, 2003

Dear Reader:

As President for both Marshalltown Community College and Ellsworth Community College, I assure you that the enclosed application accurately reflects the terms of the proposed cooperative arrangement between these two institutions. Both institutions will carry out their parts of the proposed activity as stated in this application if the request for Federal funds is granted. Ellsworth Community College will comply with all assurances and Federal regulations applicable to Marshalltown Community College as the grantee. Furthermore, the budget of this application correctly represents both institutions' shares of the overall activity funds.

The proposed Accessing Support Services to Insure Successful Transitions (ASSIST) project is a keystone for improving both institutions and the students they serve. Thank you for this opportunity to strengthen Marshalltown Community College and Ellsworth Community College through the proposed program development which will increase retention among academically at-risk and low-income students while improving both academic programming and fiscal stability.

Sincerely,



Tim A. Wynes, J.D.
President

/bj

Enclosure

5. Justification for Funding Under a Cooperative Arrangement

Ellsworth Community College (ECC) and Marshalltown Community College (MCC) are justified for funding under a cooperative arrangement based on their existing connections and geographical proximity, as well as related economic factors. Although ECC and MCC are individual institutions as defined by the eligibility criterion of Title III, Part A, both are governed by the Iowa Valley Community College District (IVCCD). As part of IVCCD, ECC and MCC share a common Board of Directors, President, vice-presidents, and other administrators. ECC and MCC also share the Associate Dean of Developmental Services, who will be the activity director for the development project. ECC and MCC also have parallel student support services structures and similar needs related to their development of the proposed activity. ECC and MCC also both provide services through Iowa Valley Grinnell (IVG), an outreach center located in Grinnell, and will both benefit from development of student support services there.

The geographical proximity of ECC and MCC, as well as IVG, and available technology provide faculty and staff with mutual access to each of the three campuses. ECC is 38 miles from MCC and 61 miles from IVG. MCC is 23 miles from IVG. All three are also equipped with Iowa Communication Network (ICN) classrooms, which connects the sites with two-way audio/visual signals and allows for other data sharing.

Due to the existing connections and geographical proximity, a cooperative arrangement between ECC and MCC would be more economically sound than pursuing development separately. Pursuing development separately would require duplication of efforts and administrative staff at ECC and MCC. In addition, conducting this activity cooperatively will reduce training costs, since only one of each type will be needed, and other costs can be reduced by taking advantage of economy of scale.

6. Table of Contents

1. Application for Federal Education Assistance Form (ED 424)	1
2. Project Abstract	3
3. Cooperative Arrangement Form (ED 851A-1)	4
4. Letter of Commitment	5
5. Justification for Funding Under a Cooperative Arrangement	6
6. Table of Contents	7

PART I: INSTITUTIONAL

1. Institutional Narrative	
A. Institutional Overview.....	8
B. Student Body Characteristics.....	12
C. Faculty Characteristics.....	14
2. Comprehensive Development Plan Narrative	
A. Analysis of Strengths, Weaknesses, and Significant Problems.....	15
B. Overall Goals for the Institution.....	48
C. Measurable Objectives for the Institution.....	49
D. Institutionalizing Practices and Improvements.....	51

PART II: STRENGTHENING INSTITUTIONS PROGRAM ACTIVITY

A. Description of Prior Title III Support.....	55
B. Ranking of Proposed Activities.....	55
C. Activity Narrative.....	56
D. Activity Titles.....	57
E. Objectives and Performance Indicators (ED 851A-2).....	57
F. Relationship of Activity Objectives to CDP.....	65
G. Implementation Strategy and Timetable (ED 851A-3).....	67
H. Implementation Strategy Rationale.....	76
I. Key Personnel.....	87
J. Activity Budget (ED 851A-4 &5).....	94
K. Project Management Plan.....	106
L. Evaluation Plan.....	109
M. Project Management/Evaluation Budget (ED 851A-4&5).....	120
N. Summary Budget Form (ED 524).....	132
O. Assurances and Certification.....	138
P. Endowment Fund Assurances.....	Not Applicable
Q. American Indian Tribally Controlled Colleges and Universities Program.....	Not Applicable
R. Alaska Native-Serving Institutions.....	Not Applicable
S. Native Hawaiian-Serving Institution.....	Not Applicable

PART I: INSTITUTIONAL

1. Institutional Narrative

A. Institutional Overview

Ellsworth Community College (ECC), the cooperating institution, and Marshalltown Community College (MCC), the coordinating and applicant institution, are public open-door enrollment institutions that grant up to two-year degrees. Both MCC and ECC are operated by the Iowa Valley Community College District (IVCCD). IVCCD also operates the Iowa Valley Grinnell (IVG) center, an outreach site for both ECC and MCC, and Iowa Valley Continuing Education (IVCE), a unit that provides non-credit courses, services, seminars, and conferences. The units of IVCCD share a common Board of Directors, President, Business Office, Human Resources Office, Marketing and Communication Services Office, and computer resources. However, ECC and MCC have separate administrative structures beyond the shared components, as well as budgeting and hiring authority. They also have separate authority to grant degrees.

IVCCD is uncommon in that it is one of only two public Iowa community college districts operating more than one two-year degree-granting institution. The Iowa community college system, created by legislation in 1965, consists of 15 districts that together encompass the entire state. In Chapter 260C.1 of the Code of Iowa, community college districts were given the responsibility to, when applicable, provide educational opportunities and services related to, but not limited to: 1) the first two years of college work including vocational and technical training, 2) all necessary preparation for productive employment, 3) vocational and technical training programs for high school age individuals, 5) advanced college placement courses for students of high school age, 6) high school completion programs for students of post-high school age, 7) student personnel services, 8) community services, 9) vocational education for persons

who have academic, socioeconomic, or other disabilities, and 10) developmental education for persons who are academically or personally underprepared to succeed in their program of study.

In conjunction with these purposes, the mission of IVCCD and its units is to provide leadership in education and services to prepare individuals and the community for the future.

The geographical boundary of the district includes portions of ten central Iowa counties; however, 97% of the district's population is in four rural counties: Hardin, Marshall, Tama, and Poweshiek. The borders of IVCCD encompass 14 community school districts. According to U.S. Census 2000 data, the base population of IVCCD is 84,908. The district has an average population density of approximately 35 individuals per square mile. The IVCCD administrative office, MCC, and IVCE are located in Marshalltown (pop. 26,009), which is the largest population center in the district and the only

one above 10,000. Based on the four county area, the gender ratio of the base population is similar to the state at 51% females to 49% males. Table 1.1 gives the age distributions of the four county area.

Table 1.1: IVCCD Base Population and Iowa Population Percentages by Age		
Age	IVCCD %	Iowa %
Under 5 to 19 Years	28.0%	28.2%
20 to 34 Years	16.6%	19.4%
35 to 54 Years	27.9%	28.6%
55 to 64 Years	9.6%	8.8%
Over 64 Years	17.9%	14.8%

The base population of the district has a relatively high concentration of Hispanic individuals (5.1%), compared to the Iowa as a whole (2.8%) (see Table 1.2). Within the district, the highest concentration is in Marshalltown (12.6%). The large Hispanic population in Marshalltown originated because of hiring practices at the local pork processing plant. Over the past decade, the Hispanic population has diversified in its method of livelihood, particularly in the area of small businesses. The base population of the district also has a relatively high concentration of American Indians (1.1%) due to the Meskwaki Settlement in Tama County.

Table 1.2: IVCCD Area Base Population and Iowa Population by Ethnicity

Ethnicity	IVCCD Base Population		State of Iowa
	Number	Percent	Percent
American Indian and Alaska Native	927	1.1%	0.3%
Asian	579	0.7%	1.3%
Black	574	0.7%	2.1%
Hispanic or Latino	4,346	5.1%	2.8%
Native Hawaiian and Other Pacific Islander	38	0.0%	0.0%
White	77,810	91.6%	91.1%
Some Other Race	50	0.1%	1.3%
Two or More Races	584	0.7%	1.1%
TOTAL	84,908	100.0%	100.0%

According to the U.S. Census Bureau, the four county area is below average economically compared to the State of Iowa. The percent of individuals below the poverty level (9.8%) in the four county area is higher than the corresponding rate for the state (9.1%). In 2000, the *per capita* income of the four county area was \$18,347. In both 1990 and 2000, the *per capita* income of the four county area was below the state average. Between 1990 and 2000, the *per capita* income of the four county area increased 16% less than the Iowa average. In the four county area, 96% of the gross domestic product is generated by four sectors: manufacturing, wholesale trade, retail trade, and health care and social assistance.

ECC and MCC offer three types of academic programs at their main campuses and through IVG: vocational, career option, and transfer. Vocational programs teach specialized vocational and technical skills that prepare students for employment directly after graduation. Career option programs are designed to give students the option of earning an associate degree with which they can either enter the job market after graduation or transfer to a four-year college or university. Transfer programs enable students to earn an Associate in Arts degree, which transfers seamlessly to four-year institutions where they can complete a baccalaureate degree. Although programmatically similar, ECC and MCC have distinctive histories and attributes.

i. Ellsworth Community College (ECC)

Ellsworth Community College (ECC) was established in 1890 by Eugene Ellsworth as the private Ellsworth Academy. Since then, ECC has evolved through several functions. Founded as a business academy, the institution later became a four-year college, a music conservatory, and a public junior college before emerging as the community college it is today. ECC officially came under the jurisdiction of IVCCD in 1968 as a result Iowa of legislation.

Since its establishment, the ECC campus has been located at 1100 College Avenue, at the northern end of Iowa Falls. The approximately six-city-block main campus consists of six college buildings owned by IVCCD and two college buildings and two dormitories owned by the Ellsworth College Trustees. All of these buildings are primarily brick, which gives the campus a traditional appearance. Along with other features, these buildings house a pool, a wellness center, state-of-the-art biotechnology labs, several computer labs, and an Iowa Communications Network (ICN) classroom. ECC also operates an equine stable located near the northern edge of Iowa falls (ECC is one of only two community colleges in Iowa with an equine program).

ii. Marshalltown Community College (MCC)

Marshalltown Community College (MCC) was established in 1927 as Marshalltown Junior College under the jurisdiction of the Marshalltown Community School District. The college was renamed and came under the jurisdiction of IVCCD in 1967. The campus moved to its current location at 3700 South Center Street, Marshalltown, in 1971.

The MCC campus is located at the extreme south end of Marshalltown on 209 acres of land. MCC shares this plot of land with Iowa Valley Continuing Education (IVCE) and the IVCCD Central Office. The MCC main campus consists of one sprawling building, which is shared with IVCE. This facility includes industrial equipment, a computer-aided drafting lab,

computer labs, newly remodeled science classrooms and labs, a television studio, and Iowa Communication Network (ICN) classrooms. The land around MCC also includes two apartment-style student housing units, a biology study area, baseball and softball diamonds, community garden plots, and a challenge course featuring a 50-foot tall Alpine climbing tower.

iii. Iowa Valley Grinnell (IVG)

Programs and services through ECC and MCC are offered at the Iowa Valley Grinnell (IVG) center. IVG was opened in 1993 to more readily provide services to residents in the southern portion of the IVCCD. In 2000, IVG moved to a permanent facility at 123 6th Avenue West, Grinnell. The new facility contains classrooms, computer labs, an Iowa Communication Network (ICN) classroom, a manufacturing training room, a science lab, and a conference room.

B. Student Body Characteristics

The opening (first 14 days) fall 2002 total headcount enrollment was 811 for ECC (672 full-time equivalents) and 1,281 for MCC (1,019 full-time equivalents). Enrollment through IVG was 243 (54 full-time equivalents), which is included in the ECC and MCC numbers. Table 1.3 contains a breakdown of ECC and MCC enrollment by status (see Table 1.4). Students at ECC and MCC were predominantly female and between 18 and 22 years old (see Table 1.5 and Table 1.6). MCC had a notably higher percentage of female students than did ECC, and than would be expected given the base population for the district. ECC drew a higher percentage of students who were 22 years old and under, while MCC drew a higher percentage of students between the ages of 23 to 55.

Opening fall 2002 ECC and MCC students were predominantly from Iowa (see Table 1.7). Students at ECC and MCC were also predominantly White; however, to a lower extent

than would be expected given the base population of the district and the State of Iowa (see Table 1.8). Both ECC and MCC exhibited a higher percentage of Hispanic students than would be expected based on Iowa statistics, but less than would be expected based on district statistics.

Status	ECC		MCC	
	Number	Percent	Number	Percent
Full-Time (≥ 12 Cr.)	573	70.7%	784	61.2%
Less than Full-time to Half-Time (<12 to 6)	110	13.6%	277	21.6%
Less than Half-Time (<6 Cr.)	128	15.8%	220	17.2%
Total	811	100%	1,281	100%

Programs	ECC	MCC	AVG.
Transfer	68.6%	68.4%	68.5%
Vocational	16.6%	20.8%	19.2%
Career Option	14.8%	10.8%	12.3%

Gender	ECC	MCC	AVG.
Female	50.2%	59.6%	56.0%
Male	49.8%	40.4%	44.0%

Age	ECC	MCC	AVG.
< 18 Years	7.2%	4.8%	5.7%
18 to 22 Years	68.1%	54.3%	59.6%
23 to 26 Years	5.9%	11.9%	9.6%
27 to 30 Years	4.0%	6.5%	5.5%
31 to 39 Years	5.9%	11.3%	9.2%
40 to 55 Years	4.8%	10.3%	8.2%
Over 55	3.1%	0.7%	1.6%
Unknown	1.1%	0.3%	0.6%

Origin	ECC	MCC	AVG.
Iowan	93.3%	96.6%	95.3%
Non-Iowan, US Resident	5.7%	2.7%	3.9%
Non-Resident Alien	1.0%	0.7%	0.8%

Ethnic Group	ECC	MCC	AVG.
American Indian/Native Alaskan	0.1%	2.7%	1.7%
Asian/Pacific Islanders	0.2%	1.5%	1.0%
Black	6.9%	2.9%	4.4%
Hispanic	3.1%	3.6%	3.4%
White	84.1%	87.4%	86.1%
Other	0.0%	0.0%	0.0%
Unknown	5.5%	2.0%	3.3%

C. Faculty Characteristics

ECC has 37 faculty members, who have worked for the institution an average of 12 years, and MCC has 40 faculty members, who have worked an average of 11 years. The current ratio of faculty to full-time student equivalents for ECC is 1 to 18.2, for MCC the ratio is 1 to 25.5. Adjunct faculty members, 25 for ECC and 42 for MCC, lower the faculty and adjunct faculty to full-time student equivalents rates to 1 to 10.9 for ECC and 1 to 12.4 for MCC.

Transfer and career options instructors must have a master's degree or 16 graduate hours from a regionally accredited graduate program in their field. The primary requirement for licensure in a vocational area is 6,000 hours of hands-on work experience in the field for which the endorsement is being sought. Table 1.9 is a breakdown of the highest degrees earned by faculty. IVCCD encourages faculty members to continually improve their skills and knowledge in their disciplines. The IVCCD Board of Directors provides funding for faculty to take college courses and attend conferences. This policy allows faculty to receive reimbursement for up to six credits of instruction at Iowa Regent institutions (the three state public universities), as well as for professional conferences. The ECC and MCC libraries subscribe to publications to supplement faculty subscriptions within various disciplines. Table 1.10 contains a breakdown of graduate hours above highest degree earned categories for ECC and MCC faculty.

Education	ECC	MCC
BA, BS, or Equivalent	5	10
MA or MS	31	23
PhD	1	7
TOTAL	37	40

Graduate Hours	ECC	MCC
0 – 15 Graduate Hours	21	28
16 – 30 Graduate Hours	6	2
31 – 45 Graduate Hours	5	5
45 – 60 Graduate Hours	3	0
60+ Graduate Hours	2	5
TOTAL	37	40

2. Comprehensive Development Plan Narrative

A. Analysis of Strengths, Weaknesses, and Significant Problems

607.22(a)(1) Reader's Questions: To what extent does the institution clearly and comprehensively analyze the strengths, weaknesses, and significant problems of its academic programs, institutional management, and fiscal stability? To what extent does the information about the strengths, weaknesses and significant problems result from a process that involved major constituencies of the institution? (Maximum Points: 12)

The following analysis of the strengths, weaknesses, and significant problems of Ellsworth Community College (ECC), Marshalltown Community College (MCC), and the Iowa Valley Grinnell (IVG) outreach center of the Iowa Valley Community College District (IVCCD) in the areas of academic programs, institutional management, and fiscal stability was primarily compiled from three documents. These three documents are "2000-2001 Self-Assessment: Iowa Valley Community College District," "Iowa Recognition for Performance Excellence Feedback Report: Iowa Valley Community College District," and "Report on the Strategic Plan for Iowa Valley Community College District 2001-2002." Updated information was used during the following analysis when it was available from quarterly and annual internal reports, recent analysis of institutional data, recent U.S. Census reports, or other external data sources.

"2000-2001 Self-Assessment: Iowa Valley Community College District" is the documentation of a comprehensive IVCCD self-assessment. The self-assessment was part of an effort to obtain institutional re-accreditation under the Academic Quality Improvement Project (AQIP) model of The Higher Learning Commission. The self-assessment was a massive undertaking that included soliciting input from approximately one-third of internal stakeholders and contacting more than 500 external stakeholders. Sources of input included IVCCD administrators, faculty, staff, and students, as well as local businesses and community members. Information was gathered through meetings, surveys, and focus groups, as well as from internal and external data collection and analysis reports. Related to the development of this document,

IVCCD was a finalist for the Bellwether Award, a prestigious Total Quality Management (TQM) related recognition for higher education, in both 2000 and 2001.

“Iowa Recognition for Performance Excellence Feedback Report: Iowa Valley Community College District” was produced by an external Board of Examiners in response to the 2000-2001 self-assessment of IVCCD. Each member of the Board of Examiners who reviewed the 2000-2001 self-assessment was an expert in the area of educational systems and had no known conflicts of interest related to IVCCD. The resulting document provided IVCCD with an extensive external analysis of its strengths, weakness, and opportunities for improvement related to national Baldrige Criteria. The document identified strengths and outstanding practices, as well as significant opportunities for improvement, concerns, and vulnerabilities related to organizational leadership, strategic planning, student and stakeholder focus, information and analysis, faculty and staff focus, educational and support processes management, organizational performance results, and finance and facilities.

“Report on the Strategic Plan for Iowa Valley Community College District 2001-2002” was submitted to the IVCCD Board of Directors in September of 2002. It is the most recent compilation of the IVCCD strategic plan and chronicles progress made during the first year of transition to the AQIP model of accreditation. The report contains information on the affect of efforts to address weaknesses and problems identified in “Iowa Recognition for Performance Excellence Feedback Report: Iowa Valley Community College District” and “2000-2001 Self-Assessment: Iowa Valley Community College District.” Documentation of progress included reports from each AQIP team on the goals and objectives they addressed. These AQIP teams include faculty, staff, students, and administrators. Their role in developing the goals of the Comprehensive Development Plan is discussed in the goals section.

i. Academic Programs

In addition to the well trained and continually improving faculty of ECC and MCC, as described in the institutional overview, other academic program strengths related to ECC, MCC, and the IVG outreach center include: the use of learning technology, the extent and nature of collaborative efforts, and success in working with the growing Hispanic population in the area. The weakness related to academic programs at ECC, MCC, and IVG is a failure to adapt student support services to address a changing student population. This weakness manifests in problems including: a low number of academically at-risk students taking developmental education courses, a low success rate for at-risk students who take developmental education courses, a low rate of student retention, and a high attrition of low-income and academically at-risk students.

a. Strengths

Learning Technology: ECC and MCC, as well as the IVG outreach center, view technology as an important part of instruction, particularly in serving their predominantly rural population. Faculty members are encouraged to try new technologies to facilitate learning. IVCCD has a staff member that assists faculty members with online course design and deployment and instruction over the Iowa Communications Network (ICN). The person in this position also reviews and shares new technology related to instruction with faculty members. IVCCD also encourages technology use by students through access to facilities (e.g., computer labs) and the inclusion of technology in instructional processes.

The internet is an important new medium for teaching that is being used throughout IVCCD to serve rural and non-traditional students. In 1998, IVCCD initiated a program to offer college credit courses over the internet through ECC and MCC. By 2002, ECC and MCC

offered 24 online courses. IVCCD is currently part of a consortium of Iowa community colleges that is working to coordinate courses offered over the internet, with the intent that students will soon be able to obtain an Associate in Arts degree entirely by remote access.

Each internet course website is designed by an instructor with assistance or is customized from a site provided by a textbook publisher. Individual lesson plans are adapted to the website format, offering specialized tools that are appropriate for each class. Responding to individual assignments and projects by e-mail and providing internet access to discussion groups give students prompt assistance and two-way communication with the instructor and others in the class regardless of place or time.

Iowa Communication Network (ICN) classrooms, located throughout IVCCD, are connected to each other and sites throughout Iowa. IVCCD has five ICN classrooms: three at MCC, one at ECC, and one at IVG. Each of these rooms has a computer with internet access, audio/video equipment, instructor and student cameras and microphones, and telephone/fax access. ICN classrooms are ideal for interactive classes and meetings when groups gather at separate locations (e.g., when an instructor and part of a class are at ECC and some students are at MCC and/or IVG). The ICN classrooms increase flexibility and cut down on travel, which are important factors in rural areas.

State-of-the-art classrooms and computer labs are also used at MCC, ECC, and IVG. MCC, ECC, and IVG have classrooms equipped with technology to assist instruction. These classrooms have projection systems and other audio/video equipment, as well as internet connections and telephone/fax access. IVCCD also has eleven computer labs (six at ECC, four at MCC, and one at IVG) that have internet access and software used throughout IVCCD.

Collaborative Efforts: To facilitate students going from high school to ECC, MCC, or IVG then on to either additional post-secondary education or employment, IVCCD has arrangements with all 14 community school districts in its geographical area, the three state public universities, several private colleges and universities, and major local employers.

Local school districts and IVCCD work together to help at-risk students complete high school or obtain a General Education Development (GED) diploma. Through cooperative agreements, IVCCD operates three alternative high schools in Marshalltown, Iowa Falls, and Grinnell. Alternative high schools provide remediation and other support to students who are unsuccessful in the regular high school environment, but still required to attend school because of their age. IVCCD also provides instruction and testing services for those who want to obtain a GED. The district also has a formal cooperative agreement with the Sac and Fox tribes and the Meskwaki Settlement School to provide GED services and high school completion courses.

Cooperative agreements with school districts also assist high school students in successfully transitioning to post-secondary education. In collaboration with local school districts, ECC and MCC make college credit opportunities available to high school juniors or seniors. Courses provided through these agreements are conducted at ECC, MCC, IVG, at the various high schools, or over the Iowa Communications Network (ICN). Credits earned through these courses transfer directly toward college level transfer, vocational, or career option programs offered by ECC and MCC, as well as through certain other post-secondary institutions.

The three state public universities, as well as several private colleges and universities and IVCCD have agreements that allow credits earned through ECC and MCC to transfer directly toward a baccalaureate degree. In addition, IVCCD provides opportunities for students to take advanced courses on the campuses of MCC and ECC. IVCCD provides space for Buena Vista

University on both the ECC and MCC campuses and University of Dubuque on the MCC campus so students can complete their four-year degree without leaving the area.

Area businesses and IVCCD have developed partnerships to meet the educational and human resource needs of local employers. Through these partnerships, IVCCD and businesses co-create programs. In addition, some businesses pay tuition and fees for selected students and provide them with full-time employment opportunities upon completion of a degree, diploma, or certificate program through ECC or MCC. IVCCD has this type of agreement with several major employers in the area. IVCCD also utilizes advisory committees comprised of working professionals to provide input toward vocational/technical programs.

Working with the Hispanic Population: Hispanics are the fastest growing population in the district, particularly in the area primarily served by MCC. IVCCD is actively working to increase Hispanic enrollment at ECC, MCC, and IVG. Because of its excellent efforts to serve the Hispanic population in the area, IVCCD was awarded the *2001 Educators of Distinction Gold Medal Achievement Award* from Saludos Hispanos, the leading career and education website and magazine for bilingual Hispanics. Criteria for the award included high marks in academics, affordability, and a good-sized Hispanic student body. IVCCD is the only higher education institution in Iowa that received this award.

b. Weaknesses

Failure to Adapt Student Support Services to Address a Changing Student Population: Three confounding factors lead to a serious weakness of ECC and MCC. First, the student populations served at ECC, MCC, and IVG are increasingly underprepared for success in college level courses and experiencing financial difficulties. Second, developmental education services

have not increased significantly to support the growing number of students who are academically at-risk. Third, student support services as a whole have not successfully adopted a proactive and coordinated method to address the high level of support needed by at-risk students. In this context, and throughout the rest of this proposal, “student support services” is defined as a group of services that assist students in successfully completing their educational goals, beyond college level courses and related administrative functions (e.g., registration, tuition collection, facility maintenance, etc.). The primary student support services provided at ECC, MCC, and IVG are developmental education and advising related to financial, academic, career, and personal issues.

1. Changing Student Population

There is an increasing number and percentage of students at risk of academic failure entering ECC, MCC, and the IVG outreach center. Throughout IVCCD, the COMPASS and ACT standardized tests are currently used to identify students who are at risk of not succeeding in college level courses (up until last year, the ASSET test was also used by ECC for this purpose). The COMPASS test is a computerized version of the ASSET test, both of which are products of American College Testing Program, Inc. (ACT, Inc.). ACT, Inc. also produces the most widely accepted college entrance exam, the ACT.

Currently, all students entering ECC or MCC must have COMPASS or ACT scores on file to register for classes unless they are exempt from this requirement based on other factors that indicate they can complete college level courses successfully. Although there have been difficulties in the past with this policy, the current rate of compliance has improved due to closer monitoring. More than 70% of students in the most recent fall cohort have scores on file. However, historic baseline measurements are lacking on many students.

With the assistance of ACT, Inc., IVCCD has determined cut scores for the ACT, COMPASS, and ASSET in each of the three primary sections: reading, writing, and mathematics. An individual receiving a score at or below the “cut score” on a particular section is considered at risk of experiencing academic failure at the college level in the corresponding subject matter. Using these established cut scores, an analysis was recently conducted on IVCCD fall cohorts from 1998 through 2002. A fall cohort consists of all students who enrolled in at least one credit course through ECC or MCC, including those receiving services at IVG, for the first time in the fall term during a particular year.

The results of this analysis indicated that the number and percent of students in fall cohorts who took one of the standardized tests and received a score at or below the cut score in a particular subject matter is generally increasing over time. In other words, the number and percent of students who are underprepared for college level courses in the areas of mathematics, reading, and writing is, on average, increasing. Table 1.11 contains the number and percent of students who took one of the tests and were at or below the cut score for each subject by fall cohort. It should be noted

that the drop in percentages for reading and writing from 2000 to 2002 is likely due to the phasing out of the ASSET pencil and paper test.

Table 1.11: Fall Cohorts at or Below Cut Scores						
Cohort	Math		Reading		Writing	
	Num	Per	Num	Per	Num	Per.
Fall 1998	70	39%	90	24%	70	19%
Fall 1999	195	41%	202	39%	142	26%
Fall 2000	188	37%	239	45%	166	30%
Fall 2001	273	47%	267	45%	175	29%
Fall 2002	306	49%	272	43%	174	27%
5-Year Avg	206	42%	214	39%	145	26%

There is an increasing number and percent of low-income students entering ECC and MCC. Both the number and percent of individuals receiving Title IV and Pell Grant financial aid have generally increased over the past three years. As Title IV and Pell Grant financial aid is

based on the economic need of individual students, this is an indication that the number and proportion of students enrolled at ECC and MCC are increasingly economically disadvantaged.

Table 1.12 exhibits the number and percentage of students enrolled for six or more credit hours who received Title IV financial aid at the opening of fall semester for 1999 through 2001.

Table 1.13 shows the number and percentage of students enrolled for six or more credit hours who received Pell Grant financial aid at the opening of fall semester for 1999 through 2001.

Table 1.12: Number and Percent of Fall Students Receiving Title IV Financial Aid				
Year	ECC		MCC	
	Number	Percent*	Number	Percent*
1999	321	44%	276	31%
2000	299	43%	330	35%
2001	335	47%	375	38%
3-Year Avg.	318	45%	327	34%
*Percent of opening fall total enrollment taking six or more credit hours, not limited to eligible students nor cohort				

Table 1.13: Number and Percent of Students Receiving Pell Grant Financial Aid				
Year	ECC		MCC	
	Number	Percent*	Number	Percent*
1999	280	38%	271	30%
2000	267	38%	308	32%
2001	317	44%	368	37%
3-Year Avg.	288	40%	316	33%
*Percent of opening fall total enrollment taking six or more credit hours, not limited to eligible students nor cohort				

2. Underdeveloped Education Services

Developmental education services have not changed sufficiently to meet the needs of the growing at-risk populations at ECC, MCC, and IVG. Although Chapter 260C of the Code of Iowa, which established the state community college system in 1965, specifically mentions that community colleges are to offer educational opportunities and services for “persons who are academically or personally underprepared to succeed in their program of study,” there was

relatively little attention paid to this subject at IVCCD until about ten years ago. Since then, services have slowly improved, but they are still insufficient to meet the current level of need.

Developmental education services at ECC and MCC prior to 1992 consisted of a peer-tutoring program and a few non-transferable credit courses related to reading, writing, and mathematics that were administered by various academic departments. Peer tutoring provided free assistance for students enrolled in specific courses. Tutors were students who were enrolled in the course or who have successfully completed the course they were tutoring. To use the program, students who were experiencing difficulties had to contact the program coordinator, an office associate (secretary), to get a tutor. Peer tutoring still operates in this manner at ECC, but at MCC a developmental education Coordinator/Instructor makes peer-tutoring matches.

Developmental education courses are largely taught by faculty and adjunct faculty from various departments. Developmental education courses provide non-transferable credits, which are not accepted by four-year institutions. These courses are coordinated by a single three-quarters-time Associate Dean of Developmental Services at ECC, MCC, and IVG. Self-paced courses are taught through drop-in centers at ECC and MCC, and through special arrangements at IVG. The Associate Dean of Developmental Services also manages these drop-in centers at ECC (the Academic Center for Excellence - ACE) and MCC (the Success Center).

The Academic Center for Excellence (ACE) was established during 2001 in the lower level of Kruse-Main, a central building on the ECC campus. The ACE center is open from 9:00 am to 4:30 pm while college classes are in session, but drop-in services are only provided Monday through Thursday from 10:00 am to 4:00 pm and on Friday from 10:00 am to 2:00 pm. The center is staffed daily by the half-time coordinator of peer tutoring, who is also an office associate for ECC, and, as of spring 2003, a half-time developmental education assistant. In

addition, the center has one quarter-time person, an instructor of developmental courses who provides related services at the ACE center. Students can visit the center during the designated hours for one-on-one assistance or make an appointment to receive specific services. Services for students with special needs are arranged on an individual basis. These services may include alternate test-taking arrangements, use of textbooks on tape, access to lecture notes, or other accommodations. Technology at the center consists of five outdated computers and a printer.

The Success Center was established in 1996 in a room redesigned for the purpose near the Student Union at MCC. The center has individual and group study areas and computer work areas, which are all fully accessible to individuals with disabilities. The center is open and provides drop-in services from 7:30 am to 4:30 pm while college classes are in session. The center is staffed daily by a Coordinator/Instructor and, as of spring 2003, a full-time developmental education assistant. Students can visit the Success Center during the designated hours for one-on-one assistance or make appointments. Services for special needs students are arranged on an individual basis. These services may include alternate test-taking arrangements, use of textbooks on tape, access to lecture notes, or other accommodations. English as a Second Language (ESL) services are also available by arrangement. Technology in the Success Center includes ten fairly new computers and a limited selection of educational software.

IVG currently does not have a drop-in center, but a room has been set aside for developmental education services. Students taking classes at IVG can access the drop-in centers at ECC or MCC or, in special circumstances, arrange to receive services at IVG through these centers. Although IVG was first opened in 1993 and moved to a permanent location in 2000, developmental courses were not offered through IVG until spring 2003.

In summation, although developmental education courses and services throughout IVCCD have improved markedly over the past ten years, they are still far below acceptable levels. Currently, students cannot access all of the available developmental courses at all three sites, particularly in the case of IVG, and there is only one course available for students with limited English proficiency, in spite of the rapidly growing Hispanic population in the area. It will also be shown in the problem sections that these courses, at least with current levels of support, may be inadequate to ensure subsequent academic success.

In addition, support services as provided through the drop-in centers are not adequately staffed, with only 3.25 Full-Time Equivalent (FTE) staff members dedicated to direct service for approximately 500 currently enrolled students who are at risk of academic failure at the college level. This results in a staff to student ratio of approximately 1:154. The current drop-in hours do not cover normal operating hours at ECC and IVG, and do not provide access at any of the sites for the growing non-traditional population working normal business hours and taking evening classes. Furthermore, the level of technology in the form of computers, assistive technology for disabled students, and educational software ranges from mediocre to non-existent.

3. Reactive and Uncoordinated Support Services

A variety of student support services in addition to those related to developmental education are offered through ECC and MCC to assist students in identifying and reaching their educational goals. These services include four distinct types of advising: academic, career, financial, and personal. Developmental education services and these advising services have not successfully adopted a proactive and coordinated method to address the high level of support needed by students who are both academically at-risk and low-income. This reactivity and disjunction is largely due to an increasing academically at-risk and low-income student

population, which tends to require more assistance, without a corresponding increase in staff time and a lack of defined method or structure for monitoring and coordinating services.

Academic advising is conducted by counselors and faculty members at ECC and MCC.

ECC has two half-time counselors, MCC has one full-time and one three-quarters-time counselor, and the IVG center has one quarter-time counselor. When students are admitted to ECC or MCC, they are assigned either to a counselor or a faculty member for academic advising.

Before students can register for classes each term they must have someone approve their choice of courses. The ideal is that the academic advisor for a student will sign off on a course schedule after the academic advisor reviews it to ensure the student is taking the correct classes and accessing appropriate services to reach their educational goals. However, there are many cases when someone other than the student's academic advisor signs the registration form.

This difference between the ideal and reality is most commonly due to other time constraints created by faculty workloads. The result is too many students not taking the classes and assessing the services they need or reaching what they think is their final term only to have the Registrar find they have not completed required program components. The ability to self-advise is a useful skill to increase the probability of successfully completing a program in this academic environment. At-risk students are, on average, less able to successfully self-advise.

Career advising district-wide is conducted by the Associate Dean of Career Assistance and the Coordinator of Career Testing and Assessment. The Associate Dean and Coordinator provide vocational evaluation and planning, as well as job placement services, to anyone seeking their assistance. The Coordinator assists in career advising through administering assessments.

Financial advising at ECC and MCC consist of assessing need, helping fill out forms, and monitoring financial assistance requirements. Both ECC and MCC have one full-time financial

aid administrator and a half-time administrative assistant. IVG currently does not have staff assigned to financial aid advising. IVG students must seek assistance related to financial aid from the IVG Dean of Instruction or contact financial aid staff at ECC or MCC.

To receive assistance in seeking financial aid, a student must file a completed Free Application for Federal Student Aid (FAFSA) form with the financial aid administrator to establish need. If they request it, students can receive assistance in completing their FAFSA from the financial aid administrators. The administrator then tells (and helps, if requested) students identified as eligible for financial aid to fill out other appropriate forms. When a student is awarded financial aid, the administrator notifies the student of the award and supplies them with any additional forms to fill out and, if requested, assists them in filling out the additional paperwork. The administrator monitors student compliance with funding requirements (e.g., attendance, GPA, etc.). The administrative assistant provides support for this process as needed.

The three FTE financial advising staff serve over 500 students throughout the district who are currently receiving financial aid. This results in a staff to student ratio of approximately 1:167. This ratio is sufficient to administering financial aid, but leaves little time for in-depth financial advising and proactively contacting students who are showing signs that they may be at risk of losing financial assistance. Of those students receiving financial aid, those who are also academically at-risk seem to be less able to self-advise concerning available financial assistance and self-monitor related to requirements once financial aid is awarded.

Personal advising is provided by two half-time counselors at ECC, one full-time and one three-quarters-time counselors at MCC, and one-quarter-time counselor at IVG. In addition to providing academic advising, these counselors assist students with personal issues and refer students to professional counselors in the community if the issue is severe enough to warrant it.

The time counselors spend addressing the personal issues of students is limited by their academic advising (and encroachment by their other duties in the case of the half-time counselors at ECC).

This leaves little time for crises, let alone proactive and follow-up services for academically at-risk and/or low-income students, who tend to require more support.

In summation, as the number of students who require a disproportionately high level of service increases, the relative ability of current staff to address the needs of all students is diminished. As the relative ability to address the needs of all students is diminished, the probability of students successfully completing their educational goals is reduced most among those with the greatest need (i.e., students who are both academically at-risk and low income).

As would be expected, increasing demands for services at ECC, MCC, and IVG without adding resources has led to each component (i.e., developmental education services, academic advising, career advising, financial advising, and personal advising) increasingly focusing on the task or crisis currently presenting itself. This mode of operation precludes proactive and coordinated services. The system is also reactive in that students must self-identify and assert themselves to receive each student support service, even though a need may have been identified by another student support service provider. Self-identification and assertiveness are often skills that are weak in “persons who are academically or personally underprepared to succeed in their program of study,”¹ which leads to many students experiencing academic failure. Augmenting and connecting student support services at ECC, MCC, and IVG is crucial to the shared mission to provide leadership in education and services to prepare individuals and the community for the future due to the changing demographics of students entering academic programs.

¹ Chapter 260C.1 of the Code of Iowa, pertaining to the purpose of community colleges in Iowa

c. Problems

The weakness of failing to adapt student support services to address a changing student population is related to the four identified academic program problems: the low number and percent of academically at-risk students taking developmental education courses, the low success rate of academically at-risk students who take developmental education courses, the low overall rate of student retention, and the particularly high attrition rate of students who are both academically at-risk and low income.

Low Number and Percent of At-Risk Students Take Developmental Education Courses:

The number and percent of students at or below cut scores who took developmental education courses was also studied in the same analysis of fall cohorts as mentioned previously. Both the number and percent of students who received scores at or below the cut score in a subject matter and take a developmental education course in that subject matter are relatively low, particularly in reading. Although showing some improvement in numbers, the percent of students who score at or below the cut score in a subject matter and subsequently receive structured remediation in that subject matter is, on average, decreasing (see Table 1.14).

Cohort	Math		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent
Fall 1998	22	31%	13	14%	29	41%
Fall 1999	48	25%	31	15%	48	34%
Fall 2000	54	29%	20	8%	56	34%
Fall 2001	78	29%	26	10%	55	31%
Fall 2002	78	25%	27	10%	58	33%
5-Year Avg.	56	28%	23	12%	49	35%

This problem is likely due to a confluence of three factors. First, students are not mandated to take a developmental education course if they are at or below a cut score. Students

can take college level courses in subject matters in which they have been shown to be at risk of failure without remediation. Second, students who are at or below at least one cut score are not advised well on the importance of early remediation in increasing the probability of success in college level courses. Third, students receiving financial aid may fear losing their assistance if they take developmental education courses, which is primarily a result of inadequate coordination between financial and academic advising.

Appropriate enrollment in developmental education courses is important to students as well as to ECC and MCC. If students do not take developmental education courses, they cannot receive potential benefits related to successful attainment of their educational goals. From an institutional/financial perspective, taking developmental courses represents a financial gain in two ways. First, tuition and fees generated by developmental education courses are in addition to tuition and fees generated from participation in a program of study since developmental education courses carry non-transferable credits. Second, if students are more able to meet their educational goals by taking developmental education courses, they are more likely to continue their studies and take other courses that generate tuition and fees. From a purely academic program perspective, having underprepared students in a college level course detracts from the ability of all students to learn by placing higher demands on the professor to address knowledge and skills below the intended level of the course.

Low Success Rate for At-Risk Students Who Take Developmental Education Courses: In the same analysis of fall cohorts, it was found that the success of students who were at or below a cut score and who took a developmental course did not show marked improvement in in-subject retention and in-subject passing compared to students at or below cut score that did not take a developmental course. In fact, the contrary was commonly the case.

In this context, “in-subject retention” is defined as being at or below cut score in a subject area and receiving a grade on a 100 level course (entry college level) in that specific subject area within two years of first enrollment (i.e., cohort initiation). “In-subject passing” is defined as being at or below cut in a subject area and receiving a grade of C- or better on a 100 level course in that specific subject within two years of first enrollment.

It should be noted that in this analysis, the failure to determine if the college level course was taken before or after taking a developmental education course may have confounded the results. Students could have first attempted to take a college level course, but after experiencing difficulties sought remediation. This is more of a confounding factor for the analysis of in-subject passing than in-subject retention. The failure to determine the order in which courses were taken was due to difficulties in extracting data *en masse* from the institutional database.

In the area of in-subject retention, it was discovered that students who were at or below a cut score in mathematics or writing and who take a developmental class in that area were less likely on average to complete a 100 level course in that subject matter compared to similar students who did not take a developmental course. Students at or below cut scores in the area of reading who took a developmental class were, on average, slightly more likely to go on to complete a 100 level course in that subject compared to similar students who did not take a developmental course in reading. Table 1.15 contains in-subject retention percentages for students who were at or below cut score who took and did not take a developmental education course. Data for the fall 2001 and fall 2002 cohorts is not yet available.

In the area of in-subject passing, students at or below cut score in a subject who took a developmental course in that subject matter and who received a grade in that subject matter within two years were, on average, less likely to exhibit in-subject passing compared to students

at or below cut score in a subject who did not take a developmental course. This is particularly troubling if students who do not exhibit in-subject retention are less likely to exhibit in-subject passing. In other words, if non-retained students were counted as not passing, the discrepancy between those who did and did not take developmental education courses would be even greater.

Cohort	Math		Reading		Writing	
	DEC	No DEC	DEC	No DEC	DEC	No DEC
Fall 1998	36%	40%	62%	58%	41%	56%
Fall 1999	50%	51%	84%	76%	54%	68%
Fall 2000	31%	51%	85%	82%	48%	80%
3-Year Avg.	39%	47%	77%	72%	48%	68%

Table 1.16 contains in-subject passing rates for students who were below cut score who took and did not take a developmental course and received a grade on a corresponding 100 level course within two years. Fall 2001 and 2002 cohort data is not available yet due to the two-year term in the definition of in-subject passing. Interestingly, in-subject passing is relatively high for students who were at or below cut scores, whether or not they took a developmental education course. This is probably related to the low in-subject retention exhibited by both groups.

Cohort	Math		Reading		Writing	
	DEC	No DEC	DEC	No DEC	DEC	No DEC
Fall 1998	75%	74%	88%	91%	75%	96%
Fall 1999	71%	77%	88%	79%	77%	77%
Fall 2000	53%	76%	59%	87%	70%	88%
3-Year Avg.	66%	76%	78%	86%	74%	87%

There are two primary factors that may contribute to the observed patterns of in-subject retention and in-subject passing. First, students who took developmental courses may have been consistently less able to be academically successful due to some factor not captured by the

analysis. Second, although based on sound pedagogy, the curriculum of developmental education courses may be inadequate to address the needs of students it is intended to serve.

These two factors are not mutually exclusive. There are two plausible conditions that combine these factors. First, students who are taking developmental education courses may be mismatched with the curriculum. They may not have the prerequisite knowledge or skills to succeed in the course or they may have a learning style that is not compatible with coursework in general. Second, students who take developmental courses may have additional needs that are not addressable via the curriculum. These needs may interfere with academic success, but be unrelated to an ability to learn (e.g., personal problems or financial difficulties).

The importance of in-subject retention and in-subject passing for students, as well as ECC and MCC, is correlated to the benefits described above for taking developmental education courses. Students who take developmental education courses and who exhibit in-subject retention and in-subject passing are more likely to meet their educational goals. From an institutional/financial perspective, success in developmental education courses represents additional tuition and fees revenue from courses as students progress toward their educational goals. From an academic program perspective, success in developmental education courses helps to insure that students enter college level courses ready to learn, thereby reducing the need for *ad hoc* remediation by professors during college level courses.

Low Rate of Student Retention: In another recent study, retention rates over five years were determined for five recent ECC and MCC fall cohorts, which included students receiving services through IVG. In this context “retention” is defined as the percent of a fall cohort who had not received a degree, diploma or certificate and who returned in a given term of a year. In other words, retention for a fall cohort in a given year is determined by dividing the number of

students who returned by the total number of students in the original fall cohort minus the number of students who had previously graduated with either a degree, diploma, or certificate.

The study found that, on average for ECC and MCC combined, less than 45% of students in a fall cohort who did not graduate returned for their second fall term. On average, less than 20% returned for a third fall term if they had not yet graduated. By the sixth year after entering ECC or MCC, only 30% of the 1997 fall cohort had graduated and only 5% of the cohort that did not graduate was retained. This means 67% of the original 1997 fall cohort left without completing a degree, diploma, or certificate. On average, ECC (Table 1.17) has better retention than MCC (Table 1.18) during the second fall of a cohort, while MCC has better retention than ECC during subsequent years. This difference may be due to the more traditional nature of students enrolled through ECC.

Table 1.17: ECC Non-Graduating Fall Cohort Retention

Cohort	2 nd Fall	3 rd Fall	4 th Fall	5 th Fall	6 th Fall
Fall 1997	47%	16%	8%	3%	1%
Fall 1998	51%	17%	8%	2%	N/A*
Fall 1999	46%	13%	7%	N/A*	N/A*
Fall 2000	46%	17%	N/A*	N/A*	N/A*
Fall 2001	44%	N/A*	N/A*	N/A*	N/A*
Average	47%	16%	8%	2%	1%

* Information out of temporal range of available data

Table 1.18: MCC Non-Graduating Fall Cohort Retention

Cohort	2 nd Fall	3 rd Fall	4 th Fall	5 th Fall	6 th Fall
Fall 1997	38%	21%	11%	7%	4%
Fall 1998	33%	18%	9%	7%	N/A*
Fall 1999	43%	21%	10%	N/A*	N/A*
Fall 2000	48%	27%	N/A*	N/A*	N/A*
Fall 2001	39%	N/A*	N/A*	N/A*	N/A*
Average	40%	22%	10%	7%	4%

* Information out of temporal range of available data

There are countless reasons why students may leave without receiving a degree, but three probably contribute to a high percentage of attrition. First, students may be motivated to

discontinue education due to a lack of financial and other resources; other resources may include family or social support systems. Second, students may be unmotivated to continue their education, perhaps because they do not see the potential benefits of achieving their original educational goals or because they are frustrated with academic difficulties. Third, students may lack the prerequisite knowledge or skills to succeed in the educational environment, which is related to frustrations over academic difficulties.

Although it is included here because of its close connection to the delivery of academic services, the subject of retention could also have been appropriately included in the section on fiscal stability. From the perspective of students, attrition lowers the probability of reaching a student's educational goals and receiving the related benefits (e.g., increased income, self-fulfillment, etc.). From an institutional/financial perspective, retention is crucial for institutional vitality. Tuition and fees cannot be generated from students who are not retained.

High Attrition of Students Who are At-Risk Academically and Low Income: The vulnerability of academically at-risk and low-income students to attrition has been observed at ECC and MCC. A study on attrition was recently conducted on ECC and MCC fall cohort members who had taken an assessment test. It was found that 77% of fall cohort members who did not return the following year, despite not having graduated, received financial aid, were at or below at least one cut score, or exhibited both characteristics. As may be expected, students who exhibited both characteristics fared worse than students who were either academically at-risk or low income. According to the study, students who both received Pell or Title IV financial aid and were at or below the cut score in one or more subjects were disproportionately represented in the group that did not return for the second fall term despite not having graduated in the preceding year. According to a chi-square test ($N=288$, $\alpha<0.1$), low-income and academically at-

risk students, representing 25% of attrition, had a statistically higher probability of not returning than was expected based on their prevalence within the test population.

Given the importance of retaining students from an institutional/financial perspective and the growing population of students who are academically at-risk and low income, addressing the needs of these students, and in particular those who are both academically at-risk and low income, is imperative to the vitality of ECC and MCC. This means addressing the shared ECC and MCC failure to adapt student support services is of utmost importance to the future well-being of both institutions, as well as of the students they serve.

ii. Institutional Management

The primary institutional management strengths, weaknesses, and problems of ECC, MCC, and the IVG outreach center are shared at the district level. The institutional management strengths of IVCCD include its focus on continual quality improvement, guidance gained from a student focus and other stakeholder input, and recent changes in top administrators. The principle weakness of IVCCD in the area of institutional management is its outdated management information system. This weakness is related to the institutional management problems of difficult data entry and retrieval, as well as non-data supported decision-making.

a. Strengths

Continual Quality Improvement: In 1992, IVCCD received the Governor's Iowa Quality Award for outstanding achievement in quality improvement and productivity enhancement. IVCCD was the first and only community college district in Iowa to receive this honor. Revitalized by this award, the philosophy of Total Quality Management has continued to grow throughout the district and currently involves every employee.

During 2000 and 2001, IVCCD conducted a comprehensive self-assessment as part of its effort to obtain reaccreditation under the AQIP model of The Higher Learning Commission. Also related to the self-assessment, IVCCD was a finalist for the Bellwether Award in both 2000 and 2001, a prestigious Total Quality Management recognition for higher education. IVCCD was accepted by The Higher Learning Commission for reaccreditation under the AQIP model of reaccreditation in 2001. From that time until the present, AQIP teams have worked on the IVCCD strategic plan under the direction of the AQIP Council. The AQIP Council consists of comprehensive representation of IVCCD by students, staff members, and administrators. Representatives include the AQIP Coordinator, several members of the IVCCD Board of Directors, the IVCCD President, a member of the IVCCD Cabinet, leaders of each AQIP team, a faculty member from each unit of IVCCD (including ECC and MCC), a support staff member from each unit of IVCCD (including ECC and MCC), and students.

The past and present institutional focus on continual quality improvement provides management strength. As an ongoing process, IVCCD administration receives district-wide input on issues and improvements necessary to enhance services. AQIP teams collaboratively participate in and evaluate the processes by which decisions are made and actions are taken within the district. The AQIP model assists IVCCD in serving students and communities more efficiently and effectively through the use of a proactive, bottom-up management style.

Student Focus and Other Stakeholder Input: Assisted by its use of the AQIP model to strengthen institutional management and responsiveness, IVCCD puts emphasis on gathering input from students and communities it serves. The student-focus of IVCCD is ensured in a variety of ways. Student representatives from ECC and MCC are appointed and invited to attend and speak at every meeting of the Board of Directors. Students have additional access to the

decision-making structure of IVCCD through inclusion on the AQIP Council. Students assume leadership responsibilities at the campus level at both ECC and MCC by involvement in Student Senate, Student Activities Council, Student Ambassadors, and a variety of other student organizations. Student input is also gathered through the use of student satisfaction surveys, administered each spring. The standardized surveys are tabulated and evaluated, and results become the basis of many institutional changes and improvements.

External stakeholders, including business and industry, are heard and responded to by IVCCD through advisory committees, chambers of commerce, economic development groups, and area school superintendents, as well as the IVCCD Board of Directors. Community feedback is also solicited by using community perception surveys, conducted every few years, and through focus groups. In addition, all meetings of the IVCCD Board of Directors are open to the public and reports from meetings are provided each month to area media.

Recent Changes in Top Administrators: During 2002, four top IVCCD administrators vacated their positions. This led to altering of positions and hiring of new individuals. The IVCCD President retired, the IVCCD Executive Vice President resigned to accept the presidency of another community college, and the Executive Dean of ECC and the Executive Dean of MCC took early retirement. A new IVCCD President was hired in July of 2002. The position of IVCCD Executive Vice President was discontinued. An Executive Dean of ECC was hired in October of 2002. An interim Executive Dean of MCC is currently in position. A new position, IVCCD Chief Academic Officer, was also created and filled during 2002.

Although these changes in administration could be viewed as an institutional management weakness due to the time it takes new administrators to adapt to the system, IVCCD considers it a strength. The new administrators have brought with them new ideas and a

willingness to follow the guidance provided by the AQIP process. The new administrators have also enhanced continual quality improvement by increasing the knowledge pool of the district, which allows difficulties to be viewed and resolved in ways that are novel to IVCCD.

The situation has also increased the ability of the AQIP teams and the AQIP Council to make changes that were blocked previously by “institutional memory” possessed by the former administrators. In this case, “institutional memory” means the concept that ideas will not work because successful implementation was not achieved in the past and that changing unsuccessful practices somehow constitutes proof of previous defective decision-making. These forms of faulty logic stood in the way of optimizing services provided by ECC, MCC, and IVG.

b. Weaknesses

Management information system: Anticipating the shift to electronic reporting at both the state and federal level, IVCCD outsourced its management information system to Computer Management and Development Services (CMDS) in 1994. In this deal, a data management tool based on an AS400 IBM platform is provided with a DB2 database engine, as well as hardware and software upgrades and support for faculty and students. The data management tool deals with information throughout ECC, MCC, IVG, and the district office in the areas of accounting, admissions, financial aid, human resources, student academic records, and student services. Except for minor adjustments, the same data management tool is used today.

This antiquated management information system has three primary areas of weakness: data entry, data retrieval, and data processing. Issues concerning data entry and retrieval are discussed at length under the next section dealing with institutional management problems. For data processing, the AS400 system uses what is called a thin client terminal connection. In this type of connection, data processing is conducted on the server that houses the AS400 system,

which means the user's computer does none of the processing. This also means a relatively large server is needed, but the user's computer can have minimal hardware capacity. It also means that information "traffic" slows processing time.

The current minimum requirements for personal computer hardware, due to other software used on them, currently far exceeds the requirements of the AS400 system throughout the district. This, in combination with the current trend of personal computer prices decreasing while their hardware capacities are increasing, makes it more economically sound to use a client server system. In a client server system, the personal computer receives data and instructions from the server, and most of the processing is completed by the hardware of the personal computer, not the server. The client server system requires a relatively smaller and less expensive server and decreases "traffic jams" on the server, which speeds up data processing.

c. Problems

Difficult Data Entry and Retrieval: As mentioned under institutional management weaknesses, data entry and retrieval are two of the primary weaknesses of the current management information system used by ECC, MCC, IVG, and the district office. As also mentioned, IVCCD has entered into a software, hardware, and service agreement with Jenzabar that will alleviate these problems in approximately 18 months.

Data entry difficulties begin with navigation within the system. The AS400-based system uses a text menu interface. Text menu interface systems require a relatively large amount of pre-use training compared to the graphic menu interface systems (e.g., the Windows based point and click graphic interface used on most personal computers). In a text menu interface system, to get from one screen or function to another requires moving the cursor into an area of the current screen and typing in a non-intuitive alphanumeric code. If users do not know where

they are going or what function to use and the associated alphanumeric codes, they cannot navigate through the system. In relation to these difficulties, data is sometimes not entered, incompletely entered, or incorrectly entered.

Data retrieval includes the difficulties inherent in and resulting from data entry and additional difficulties if analytical data is being retrieved. Data in the AS400 system is recorded in several different relational databases. Each database contains fields that hold a specific type of data. In the AS4000 system these databases and fields have alphanumeric codes with a limited number of characters, which leads to them having non-intuitive codes like CIPDFL0 and RSB8AA. If users want to work with a particular type of data, they must know the alphanumeric code for the database and the data field, or call the system administrator for the codes. Once the needed databases and data fields are identified, analytical data can be extracted from the system by using a query tool or writing a query in SQL, both of which require at least a functional knowledge of computer programming logic. As this is not an innate skill, users must be trained in it or defer query writing to the system administrator; the latter being the most used method.

Non-Data Supported Decision-Making: IVCCD has a strong system set up to make organizational decisions, the Academic Quality Improvement Project (AQIP) process. However, the decisions that are being made through the process are often not based on solid quantitative data, except for the limited information collected for state and federal reporting. This low level of informed decision-making is related to the complicated and time-consuming nature of retrieving analytical data from the AS400 system. The initiation in approximately 18 months of a new client server system that uses graphic interface and a Microsoft SQL database engine will alleviate many of the problems associated with the AS400 system. IVCCD has also created a position that will assist with gathering and analyzing data for decision-making purposes.

iii. Fiscal Stability

The primary fiscal stability strengths, weaknesses, and problems of ECC, MCC, and the shared IVG outreach center are also shared at the district level. The fiscal stability of IVCCD is strong due to its methods of budget development, accounting, risk management, and a new marketing campaign. In addition to its economically below average population (discussed previously), the fiscal stability of the district is weakened by a slow growing base population and decreasing state funding, which lead to difficulties maintaining continual quality improvement. These weaknesses are connected fiscal stability problems by correlating to relatively stagnant enrollment and credit hours. They are exacerbated by a low use of competitive funding.

a. Strengths

Stakeholder Input on Budget Development: IVCCD maintains budgets for each of its component units, including ECC, MCC, and IVG. Budget development is based on input from those it affects, including input from administrators, faculty, students, and taxpayers in the communities the district serves. Actual expenditures made during the year are initiated at the user level, with approval by the appropriate administrator or supervisor. Construction, building repair, and retrofitting expenditures in excess of \$25,000 requires board action after a public hearing and sealed bid procurement process.

Fail-safe Accounting Process: IVCCD uses an encumbrance accounting system to record expenditures. As a requisition is entered into the management information system (MIS), an encumbrance is made to the appropriate budget. This reduces the amount available for other expenditures, which prevents overspending. Requisitions are entered daily. Checks are written weekly, after invoices are received and compared for accuracy. Disbursement of checks relieves

an encumbrance and records the actual expenditure in the accounting system. Current budget and accounting information is available to users through the MIS. A public accounting firm conducts an audit of all IVCCD funds annually, with full disclosure of the results to the public.

Risk Management: IVCCD is a member of the Insurance Management Program for Area Community Colleges (IMPACC) as allowed by Chapter 504A of the Code of Iowa. IMPACC is a risk-sharing pool that includes seven members. The program provides coverage and protection in the following areas: general liability, automobile liability, automobile physical damage, public officials bonds, property and inland marine, errors and omissions and school board legal liability, workers' compensation and employers liability, crime insurance, fiduciary bonds, boiler and machinery, and medical/professional and counselor liability. This system reduces insurance premium cost burdens on IVCCD while maintaining proper coverage.

New Marketing Campaign: To increase enrollment, IVCCD has recently initiated a new marketing plan. This plan includes a new way of "branding" ECC, MCC, and IVG that was developed in consultation with an expert in the area of community college marketing. This change in "branding," or the deliberate and coherent way in which IVCCD and its components are identified to potential students, is intended to increase enrollment, and thereby credit hours, without long-term increases in marketing expenditures.

b. Weakness

Difficulties Maintaining Continual Quality Improvement: Funding significant improvements that would lead to better services and increasing financial stability for ECC and MCC is becoming increasingly difficult. In addition to a below average base economy (as described in the Institutional Overview), which translates into a weak property tax base and

lower spending on higher education, the base population of ECC and MCC is growing slowly and state funding is decreasing.

1. Slow Base Population Growth

Although population growth is generally slow in Iowa, the growth rate of the four counties that make up 97% of the base population of IVCCD (Hardin, Marshall, Poweshiek, and Tama) is even lower, according to U.S. Census data. The four county area experienced only a 1% increase in overall population between 1990 and 2000, compared to a 5% increase for Iowa as a whole. The four county area exhibited a slightly higher growth rate in the critical 18 to 24 age range during the same period (2%); however, it was still below the Iowa rate (5%) for the same age range. In the 0 to 18 age range, which contains future community college students, the four county area exhibited a 0% growth rate between 1990 and 2000, compared 2% for the state.

The slow growth of the base population will require ECC and MCC to improve enrollment and retention efforts to maintain continual quality improvement without substantially increasing tuition and fees for an economically below average population. As mentioned in the institutional overview, large growth is occurring in the local Hispanic population. For this reason, services for Hispanic students should be included in enrollment and retention efforts.

2. Decreasing State Level Funding

The general operating budget of IVCCD has two sources that accounted for an estimated 85% of revenue in fiscal year 2002 (final audited report for fiscal year 2002 was not available at the time of submission). These sources were tuition and fees (44%) and state funding (41%).

For fiscal years 1997 to 2001, IVCCD experienced an average annual general operating budget increase of 4.64%. During this same time period, revenue from the State of Iowa increased

3.74% on average and revenue from tuition and fees increased 6.46% on average. Related to the State of Iowa budget crisis, fiscal year 2002 saw a 10.39% decrease in state funding, which spawned a 1.66% decrease in the general operative budget and placed increasing importance on revenue from tuition and fees.

As the state budget shows few signs of rebounding, continued decreases or marginal increases in state funding is expected to occur. To balance the general operating budget and account for standard annual increases in maintenance expenditures, IVCCD will need to increase revenue. Tuition and fee are the most likely source of revenue to offset changes in state funding and to maintain a balanced budget. Increasing revenue through tuition and fees can be accomplished by increasing the number of students, increasing the number of credit hours provided to students, increasing tuition and fee rates per credit hour, or a combination of the three. Because of the academic and economic status of the population IVCCD serves and other factors of supply and demand, increasing tuition and fee rates per credit hour is the least likely strategy to be used. Community needs and factors of supply and demand are also the reasons general cuts in services are not being considered to balance the budget.

c. Problems

Relatively Stagnant Enrollment and Credit Hours: Although there are year-to-year fluctuations in student enrollment at ECC, MCC, and through IVG; the general trend is near zero growth. Without IVG and its distinctive growth in the past two years, IVCCD enrollment would be decidedly decreasing. Table 1.19 contains opening fall enrollments for ECC, MCC, and IVG for four years. Table 1.20 contains full-year combined enrollment and credit hour totals for ECC, MCC, and IVG. Credit hours show a similar uneasy trend as is exhibited by enrollment.

Table 1.19: Opening Fall Total Enrollments for IVCCD

Year	ECC	MCC	IVG	Total
1999	906	1,130	UK*	2,036
2000	892	1,134	UK*	2,026
2001	901	1,044	117	2,062
2002	811	1,038	243	2,092
4-Year Avg	878	1,087	180	2,054
* Included in ECC and MCC Enrollment				

Table 1.20: Full Year Enrollment and Credit Hours

Year	Enrollment	Hours
1997	3,545	53,774
1998	3,176	50,600
1999	3,442	51,780
2000	3,516	52,999
2001	3,378	55,257
5-Year Avg	3,411	52,882

These levels of growth have been and will be unable to compensate for recent decreases in state funding. To insure the financial stability of ECC, MCC, and IVG, growth must be increased in credit hours, which is closely correlated to enrollment. In addition to the new marketing campaign, increasing retention and non-transferable credit hours appears to be the most appropriate method of accomplishing the necessary increase in growth.

Low Use of Competitive Funding: In the past, IVCCD has done very little to obtain competitive funding (e.g., grants), relying instead on its own internal control mechanisms to account for change (e.g., raising tuition and fees, and bond issuing). However, current state budget shortfalls have made maintaining continual quality improvement difficult, if not impossible, by internal control mechanisms alone. Outside financial assistance is needed to overcome potential long-term negative consequences of current issues and to progress to a higher level of continual quality improvement. This recent realization has led to hiring a full-time IVCCD Grant Writer/Institutional Researcher to assist in maintaining the continuous quality improvement of ECC, MCC, and IVG through competitive funding.

B. Overall Goals for the Institution

607.22(a)(2) Reader's Question: To what extent are the goals for the institution's academic programs, institutional management, and fiscal stability realistic and based on comprehensive analysis? (*Maximum Points: 5 points*)

The following IVCCD goals related to ECC, MCC, and IVG for academic programs, institutional management, and fiscal stability were extracted from the "Report on the Strategic Plan for Iowa Valley Community College District 2001-2002," which was submitted to the IVCCD Board of Directors in September of 2002. The report is the most recent compilation of the IVCCD strategic plan. Like the identified strengths, weaknesses, and problems, the strategic plan of IVCCD was developed through the AQIP process, as described previously.

Based on the identified strengths, weaknesses, and problems, overarching goals for the IVCCD strategic plan were decided upon by the AQIP Council, which consists of comprehensive representation of IVCCD students, faculty and staff members, and administrators. The goals were developed and selected based on recommendation from the AQIP teams. The AQIP teams then developed subordinate goals for the overarching goals based on information from the "2000-2001 Self-Assessment: Iowa Valley Community College District" and the "Iowa Recognition for Performance Excellence Feedback Report: Iowa Valley Community College District" as previously described, as well as additional institutional data and stakeholder input received since the reports were developed.

i. Academic Program (see Table 1.21).

Table 1.21: Subordinate Goals of Overarching Goal 1: To Continually Improve Educational Programs and Services	
* Goal 1.a:	To develop and implement a student retention plan that includes developmental education.
* Goal 1.b:	To develop and implement a communication process that enhances student access to information and services.
Goal 1.c:	To develop or expand programs or services for diverse ethnic populations.
* Addressed by Strengthening Institutions Program Activity	

ii. Institutional Management (see Table 1.22).

Table 1.22: Subordinate Goals of Overarching Goal 2: To Continually Improve the Availability of Accurate Data to Increase Research, Development, and Reporting Capabilities

Goal 2.a:	To improve the user-friendliness of the IVCCD database.
Goal 2.b:	To establish assessment processes to improve data collection and usability.
Goal 2.c:	To increase the quality and quantity of technical support and frequency of training in the use of the IVCCD database.

iii. Fiscal Stability (see Table 1.23).

Table 1.23: Subordinate Goals of Overarching Goal 3: To Continually Improve the Management of Resources

* Goal 3.a:	To increase revenue through improvement and growth in programs and services.
Goal 3.b:	To identify areas of need for grant applications and write relevant applications.
* Addressed by Strengthening Institutions Program Activity	

C. Measurable Objectives for the Institution

607.22(a)(3) Reader's Questions: To what extent are the objectives in the plan measurable and related to the institution's goals, and, if achieved, will contribute to the growth and self-sufficiency of the institution? (*Maximum Points: 5 points*)

i. Academic Programs (see Table 1.24)

Table 1.24: Academic Programs Related Measurable Objectives and Problems Addressed by Subordinate Goals of Overarching Goal 1 (*continued on next page*)

Problems	Measurable Objectives
<i>Goal 1.a: To develop and implement a student retention plan that includes developmental education.</i>	
Low retention, particularly of low-income and academically at-risk students	* 1.a.i: The rate of retention to the second year for ECC and MCC students will increase by 2.5% annually over 2001 levels, between 10/01/03 and 09/30/08, as measured by fall cohort.
Low number of academically at-risk students taking developmental courses.	* 1.a.ii: The percent of ECC and MCC students who are at or below cut score in a subject matter who <u>take a developmental course</u> in that subject matter will increase annually by 5% for mathematics, writing, and reading over 2001 levels, between 10/01/03 and 09/30/08, as measured by fall cohort.
* Measurable Objectives Addressed by Strengthening Institutions Program Activity	

Table 1.24: Continued	
Low success rate for at-risk students who take developmental education courses and low retention of academically at-risk students	* 1.a.iii: The percent of ECC and MCC students exhibiting <u>in-subject retention</u> who are at or below cut score in a subject matter and take a developmental education course in that subject matter will increase annually by 5% for mathematics, 1% for reading, and 8% for writing over 2001 levels, between 10/01/04 and 09/30/08, as measured by fall cohort.
	* 1.a.iv: The percent of ECC and MCC students exhibiting <u>in-subject passing</u> who are at or below cut score, take a developmental education course, and experience in-subject retention in a subject matter will increase annually by 5% for mathematics, writing, and reading over 2001 levels, between 10/01/05 and 09/30/08, as measured by fall cohort.
	1.a.v: The developmental education services provided by ECC and MCC will be National Association for Developmental Education certified by 09/30/06.
<i>Goal 1.b: To develop and implement a communication process that enhances student access to information and services.</i>	
Low retention, particularly of low-income and academically at-risk students	* 1.b.i: Satisfaction with coordinated communication between student support services and between students and support services at ECC, MCC, and IVG will improve significantly between 10/01/04 and 09/30/08.
<i>Goal 1.c: To develop or expand programs or services for diverse ethnic populations.</i>	
Relatively stagnant enrollment and credit hours	1.c.i: The percent of Hispanic students who are enrolled at ECC and MCC will increase to at least the percent of Hispanic individuals present in the base population by 09/30/08.
* Measurable Objectives Addressed by Strengthening Institutions Program Activity	

ii. Institutional Management (see Table 1.25)

Table 1.25: Institutional Management Related Measurable Objectives and Problems Addressed by Subordinate Goals of Overarching Goal 2:	
Problems	Measurable Objectives
<i>Goal 2.a: To improve the user-friendliness of the IVCCD database.</i>	
Difficult data entry and retrieval	2.a.i: User satisfaction with the IVCCD Management Information System (MIS) will increase by 50% between 10/01/03 and 10/01/05.
<i>Goal 2.b: To establish assessment processes to improve data collection and usability.</i>	
Difficult data entry and retrieval	2.b.i: The percent of data points that are obviously erroneous will decrease by 85% by 10/01/05 compared to 2002 levels.
	2.b.ii: Use of data in decision making will increase by 25% between 10/01/03 and 10/01/05
<i>Goal 2.c: To increase the quality and quantity of technical support and frequency of training in the use of the IVCCD database.</i>	
Difficult data entry and retrieval	2.c.i: User satisfaction with technical support related to the IVCCD MIS will increase by 50% between 10/01/03 and 10/01/05.
	2.c.ii: User perception of competency in entering data and retrieving data from the IVCCD MIS will increase by 25% between 10/01/03 and 10/01/05.

iii. Fiscal Stability (see Table 1.26)

Table 1.26: Fiscal Stability Related Measurable Objectives and Problems Addressed by Subordinate Goals of Overarching Goal 3	
Problems	Measurable Objectives
<i>Goal 3.a: To increase revenue through improvement and growth in programs and services.</i>	
Relatively stagnant enrollment and credit hours	* 3.a.i: Developmental education related credit hours for ECC, MCC, and IVG will be increased by 5% annually through improving student support services between 10/01/03 and 09/30/08.
	* 3.a.ii: Total credit hours in transfer, vocational, and career programs at ECC, MCC, and IVG will be increased by 2.5% annually between 10/01/04 and 09/30/08.
	3.a.ii: Revenue from new and expanded auxiliary services will increase by 20% over 2002 by 09/30/08
<i>Goal 3.b: To identify areas of need for grant applications and write relevant applications</i>	
Relatively stagnant enrollment and credit hours and low use of competitive funding	3.b.i: Competitive funding for new and improved programs and services to ensure future self-sufficiency will increase to \$500,000 annually by 06/30/04.
	3.b.ii: Competitive funding for new and improved programs and services to ensure future self-sufficiency will increase by \$250,000 annually between 07/01/04 and 06/30/08.
* Measurable Objectives Addressed by SIP Activity	

D. Institutionalizing Practices and Improvements

607.22(a)(4) Reader's Questions: To what extent does the plan clearly and comprehensively describe the methods and resources the institution will use to institutionalize practices and improvements developed under the project, including in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources? (*Maximum Points: 8 points*)

i. Integrating Practices and Improvements

The program developed through the activity proposed in this application is institutionalized by virtue of the way it was developed. The needs and goals of the proposed activity were established through the AQIP process. This involved input from major stakeholders including administrators, faculty, staff, students, and community members. The top administrators who will be vital in successful implementation of the activity have also been involved in planning the proposed practices and improvements. These administrators include the

Chief Academic Officer of ECC and MCC, the Director of Enrollment Services for ECC and MCC, the Associate Dean of Developmental Services of ECC and MCC, the Executive Dean of ECC, the Interim Executive Dean of MCC, and the IVG Dean of Instruction. The IVCCD President and Board of Directors, and those who helped in developing the plan, are committed to the institutionalization of practices and improvements that will be developed through the activity.

During the activity period, developed practices and improvements will be integrated with existing activities. To accommodate this integration, staff time paid from ECC, MCC, IVG, and district funds will be used. This process will include, to some extent, all existing staff related to the various types of advising and developmental education currently provided through ECC and MCC. The most noteworthy example of this will be the involvement of the Associate Dean of Developmental Services. The Associate Dean of Developmental Services will be the activity director. The Associate Dean will spend approximately 10% of her time as the director of the proposed activity: guiding development, implementation, and evaluation. To facilitate this shift in time, as well as to work on other activities related to improving developmental education services, ECC will hire a full-time Coordinator/Instructor for the ECC ACE center. The Coordinator/Instructor of the MCC Success Center will also dedicate a portion of his time to help develop and implement the proposed activity, using MCC funds.

The project will also be part of the existing monitoring and governing structure of IVCCD, which includes the Board of Directors, the Cabinet and AQIP. In addition, an advisory committee connected to AQIP will be established to guide and monitor this activity during its development and implementation. As a whole, the human resources that will be used during the proposed development activity are substantial. However, the expected benefits of developing an essential program are seen as outweighing its expected cost in institutional resources.

Following the grant period, the Board of Directors, the Cabinet, AQIP, and the advisory committee will evaluate the program developed through the activity and its components. Those practices and improvements that are proven to be beneficial to the institution and targeted students will be continued as an integrated program of ECC, MCC, and/or IVG and evaluated for application with other student populations. Practices that are not proven to strengthen the institution and the students it serves will be subject to discontinuation through recommendation by AQIP and the IVCCD Cabinet, subject to IVCCD Board of Directors approval.

ii. Resources for Integration

Generating resources to institutionalize the activity-developed program components following the grant period is an integral part of the proposed activity. A guiding principle behind the program components proposed in this application is that they will assist students and thereby strengthen ECC, MCC, and IVG in many ways, including increasing credit hours. This means, among other things, that the activity is designed to develop a program that will bring in revenue equal to or in excess of its expenditures following the five-year development period supported by the grant. Operational costs following the grant period will include personnel, maintenance, software upgrades, equipment upgrades, and other expenses.

If the measurable objectives for the proposed development activity are reached, by the sixth year the revenue from the resulting program will exceed its expenses even if its components are not altered to increase their cost/benefit ratios. If unaltered, the expected cost directly associated with implementing the developed program during its first year after the grant period will be just over \$520,000. The estimation of corresponding revenue is based on current tuition and fee rates, as well as an approximation of the current state reimbursement rate per dollar of tuition and fees, which are both related to credit hours. Using the resulting estimated

revenue per credit hour and multiplying it times the projected credit hours generated by the developed program, based on its measurable objective, results in an anticipated revenue of over \$930,000 during its first year of operation after the five-year activity. Therefore, the developed program will be at least self-sufficient, but is expected to be able to fund other improvements.

To assist in transitioning from federal funding and institutionalizing the practices and improvements developed during the proposed activity, expenditure of ECC, MCC, funds will be phased in during the grant period. These institutions will accumulatively increase their funding of activity expenses by 5% annually during years two through five of the grant period. This will amount to \$212,875 over the five-year grant toward costs directly associated with the activity, which is equivalent to a 10.6% match over the grant period. In addition, an indirect rate of only 10% is requested from Federal funds, compared to the established indirect rate of (b)(4), for the institution. Over the five your grant period, this represents (b)(4) which represents an additional match of (b)(4).

PART II: STRENGTHENING INSTITUTIONS PROGRAM ACTIVITY

A. Description of Prior Title III Support

Neither MCC nor ECC has received prior Title III support.

B. Ranking of Proposed Activities

Only one activity is being proposed for Strengthening Institutions Program funding. The proposed activity was selected due to its direct implications for improving academic programming and fiscal stability of ECC and MCC. The activity will improve student support services, including developmental education services, to increase retention and revenue.

Sound Investment of Federal Funds: Increasing retention makes good economic sense for ECC and MCC, and also for students and society.¹ There are significant benefits for students who graduate and benefits to students and society for each credit-hour equivalent (CHE) earned.² The average annual earnings of students with a one year certificate is 81% more than someone without a high school degree or GED, and 16% more than someone with just a high school diploma. The average annual earnings rates of someone with an associate degree are 113% and 37% respectively. The average annual increase in earnings for each CHE a student obtains is \$137. Students receive this benefit until they no longer work. Each community college CHE earned by students also translates into an average annual savings of \$42 for society. These savings come from reduced absenteeism, medical costs, incarceration costs, crime victim costs, welfare costs, and unemployment costs, as well as additional productivity. Based on these numbers, if the measurable objectives of the proposed activity are met, the activity will generate more than \$780,000 in annual potential benefits to students and society.

¹ Grubb, N. W. (1999). *Learning and earning in the middle: The economic benefits of sub-baccalaureate education*. NY: Columbia University, Community College Research Center.

² Christophersen K. A. and M. H. Robison (2002, December). *The Socioeconomic benefits Generated by Iowa Valley Community College District*. Volume 1: Main Report. CCBenefits, Inc., Moscow, ID.

C. Activity Narrative

“Negative attrition” at community colleges occurs when students are unprepared for coursework or insufficiently motivated to complete their program of study. Negative attrition at community colleges excludes “positive attrition” due to students meeting their educational goal or transferring to another educational institution and “neutral attrition” due to scheduling conflicts with employment or another educational institution. It has been postulated that negative attrition is the only type of attrition that can be controlled by community colleges.³

The proposed activity to develop a program that will decrease negative attrition among educationally at risk and low income students to increase retention and revenue will be carried out from October 1, 2003, to September 30, 2008 through an accumulative implementation process. To reduce negative attrition among academically at-risk and low-income students, the proposed activity will develop a program that coordinates and assists student support services, including developmental education services, using a multi-component approach. These components will include orientation (including topics-of-interest seminars), coordination of student support services, intrusive advising, basic developmental education assistance, and peer mentoring for academically at-risk and low-income students. Through the project, existing developmental education centers at ECC and MCC, and the location set aside for a developmental education center at IVG, will be developed into “one-stop-shops” and program staff will allow for a “single-point-of-contact” for targeted students. The proposed activity will develop, implement, evaluate, and refine components to address the weaknesses and corresponding problems identified in the CDP related to academic programs and fiscal stability.

³ Sheldon, M.S. (1982) *Statewide Longitudinal Study: report on Academic Year 1978-81. Part 5: Final Report* Woodland Hills, CA: Los Angeles Pierce College

D. Activity Titles

The title of the activity to be described in detail throughout the remainder of this proposal is: Accessing Support Services to Insure Successful Transitions (ASSIST): Reducing attrition to increase sustainable economics.

E. Objectives and Performance Indicators (ED 851A-2)

607.22(b)(1) Reader's Question: To what extent are the objectives for each activity realistic and defined in terms of measurable results? (Maximum Points: 5 points)

The goal of the ASSIST activity is to develop a multi-component one-stop-shop program to increase retention, and thereby revenue, through strengthening student support services, which includes advising and developmental education services. To measure progress toward achieving the goal of the ASSIST activity and addressing the relevant weaknesses and problems identified in the CDP, four measurable objectives with performance indicators have been developed. Table 2.1 shows relationships between these objectives and key identified problems by weakness. The numbered measurable objectives for the ASSIST activity and corresponding performance indicators begin on the following page (see ED 851A-2 forms). On the following forms, the first number in the parentheses is the baseline for the timeframe (five years for objectives and the current activity year for indicators) and the second number is the target for the timeframe.

Table 2.1: Primary Relationships between Measurable Objectives and Key Identified Problems by Weakness Addressed	
Problem	Measurable Objectives
<i>Academic Programs Weakness: Failure to adapt student support services to address a changing student population</i>	
High attrition of students who are low-income and academically at-risk	1 & 2
Low number of academically at-risk students taking developmental education courses	2 & 3
Low success rate for at-risk students who take developmental education courses	1 & 4
<i>Fiscal Stability Weakness: Financial difficulties maintaining continual quality improvement</i>	
Relatively stagnant enrollment and credit hours	1 & 3

<p align="center">GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325</p>	<p align="center">FORM APPROVED OMB No.: 1840-0114 EXP. DATE: 03/31/2003</p>
<p align="center">Activity Objectives and Performance Indicators</p>	
<p>1. NAME OF APPLICANT INSTITUTION: Marshalltown Community College</p>	<p>2. ACTIVITY TITLE: Accessing Support Services to Insure Successful Transitions</p>
<p>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</p>	<p>4. PERFORMANCE INDICATORS</p>
<p align="center">Year 1: October 1, 2003 – September 30, 2004</p>	
<p>1. Increase academically at-risk and low-income student retention at ECC and MCC by 3.25% annually between October 1, 2003, and September 30, 2008 (from 42.3% to 58.6%).</p>	<p>1.a.1: By September 30, 2004, the percentage of academically at-risk and low-income students exhibiting first year fall-to-fall retention at ECC, MCC, and IVG will increase by 3.25% over the 2001 baseline (from 42.3% to 45.6%).</p> <p>1.b.1: By September 30, 2004, the percentage of academically at-risk and low-income students who complete developmental education courses they register for will increase by 4% over the 2001 baseline (from 60% to 64%).</p>
<p>2. Increase the average number of coordinated student support services per academically at-risk and low-income student at ECC and MCC to 3.75 October 1, 2003, and September 30, 2007 (from 0 to 3.75).</p>	<p>2.a.1: By September 30, 2004, academically at-risk and low-income students who participate in the ASSIST activity will receive assistance from an average of at least 2 coordinated student support services (from 0 to 2).</p> <p>2.b.1: By September 30, 2004, 70% of academically at-risk and low-income students who participate in the ASSIST activity will indicate coordination between student support services is "good," "very good," or "excellent" on a satisfaction survey (to 70%).</p>
<p>3. Increase the use of developmental education courses by academically at-risk and low-income students at ECC and MCC through appropriate intrusive academic advising by 5.5% annually between October 1, 2003, and September 30, 2008 (from 25.5% to 52.8%).</p>	<p>3.a.1: By September 30, 2004, the percentage of academically at-risk and low-income students who are at or below cut score in mathematics and take a mathematics or writing developmental education course through ECC, MCC, and IVG will increase by 5% over the 2002 baseline (from 28.4% to 33.4%).</p> <p>3.b.1: By September 30, 2004, the percentage of academically at-risk and low-income students who are at or below cut score in reading and take a reading related developmental education course through ECC, MCC, and IVG will increase by 8% over the 2002 baseline (from 10% to 18%).</p>
<p>4. Increase in-subject passing among academically at-risk and low-income students who take developmental education courses at ECC and MCC by 5% annually between October 1, 2004, and September 30, 2008 (from 40% to 60%).</p>	<p>4.a.1: By September 30, 2004, the percentage of academically at-risk and low-income students who take developmental education courses and pass will increase 5.6% over the 2001 baseline (from 47% to 52.6%).</p>

ED FORM 851A-2

<p align="center">GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325</p>	<p align="center">FORM APPROVED OMB No.: 1840-0114 EXP. DATE: 03/31/2003</p>
<p align="center">Activity Objectives and Performance Indicators</p>	
<p>1. NAME OF APPLICANT INSTITUTION: Marshalltown Community College</p>	<p>2. ACTIVITY TITLE: Accessing Support Services to Insure Successful Transitions</p>
<p>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</p>	<p>4. PERFORMANCE INDICATORS</p>
<p align="center">Year 2: October 1, 2004 – September 30, 2005</p>	
<p>1. Increase academically at-risk and low-income student retention at ECC and MCC by 3.25% annually between October 1, 2003, and September 30, 2008 (from 42.3% to 58.6%).</p>	<p>1.a.2: By September 30, 2005, the percentage of academically at-risk and low-income students exhibiting first year fall-to-fall retention at ECC, MCC, and IVG will increase by 6.5% over the 2001 baseline (from 45.6% to 48.8%).</p> <p>1.b.2: By September 30, 2005, the percentage of academically at-risk and low-income students who complete developmental education courses they register for will increase by 8% over the 2001 baseline (from 64% to 68%).</p> <p>1.c.2: By September 30, 2005 in-subject retention among academically at-risk and low-income students who take developmental education courses will increase by 5% over the 2000 baseline (from 45% to 50%).</p>
<p>2. Increase the average number of coordinated student support services per academically at-risk and low-income student at ECC and MCC to 3.75 October 1, 2003, and September 30, 2007 (from 0 to 3.75).</p>	<p>2.a.2: By September 30, 2005, academically at-risk and low-income students who participate in the ASSIST activity will receive assistance from an average of at least 3 coordinated student support services (from 2 to 3).</p> <p>2.b.2: By September 30, 2005, 80% of academically at-risk and low-income students who participate in the ASSIST activity will indicate coordination between student support services is "good," "very good," or "excellent" on a satisfaction survey (from 70% to 80%).</p>
<p>3. Increase the use of developmental education courses by academically at-risk and low-income students at ECC and MCC through appropriate intrusive academic advising by 5.5% annually between October 1, 2003, and September 30, 2008 (from 25.5% to 52.8%).</p>	<p>3.a.2: By September 30, 2005, the percentage of academically at-risk and low-income students who are at or below cut score in mathematics and take a mathematics or writing developmental education course through ECC, MCC, and IVG will increase by 10% over the 2002 baseline (from 33.4% to 38.4%).</p> <p>3.b.2: By September 30, 2005, the percentage of academically at-risk and low-income students who are at or below cut score in reading and take a reading related developmental education course through ECC, MCC, and IVG will increase by 16% over the 2002 baseline (from 18% to 26%).</p>

<p style="text-align: center;">GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325</p>	<p style="text-align: center;">FORM APPROVED OMB No.: 1840-0114 EXP. DATE: 03/31/2003</p>
<p>Activity Objectives and Performance Indicators</p>	
<p>1. NAME OF APPLICANT INSTITUTION: Marshalltown Community College</p>	<p>2. ACTIVITY TITLE: Accessing Support Services to Insure Successful Transitions</p>
<p>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</p>	<p>4. PERFORMANCE INDICATORS</p>
<p>Year 2: October 1, 2004 – September 30, 2005 (Continued)</p>	
<p>4. Increase in-subject passing among academically at-risk and low-income students who take developmental education courses at ECC and MCC by 5% annually between October 1, 2004, and September 30, 2008 (from 40% to 60%).</p>	<p>4.a.2: By September 30, 2005, the percentage of academically at-risk and low-income students who take developmental education courses and pass will increase 11.2% over the 2001 baseline (from 52.6% to 58.2%).</p> <p>4.b.2: By September 30, 2005, the in-subject passing rate for academically at-risk and low-income students who take developmental courses will increase by 5% over the 2000 baseline (from 40% to 45%).</p>
<p>Year 3: October 1, 2005 – September 30, 2006</p>	
<p>1. Increase academically at-risk and low-income student retention at ECC and MCC by 3.25% annually between October 1, 2003, and September 30, 2008 (from 42.3% to 58.6%).</p>	<p>1.a.3: By September 30, 2006, the percentage of academically at-risk and low-income students exhibiting first year fall-to-fall retention at ECC, MCC, and IVG will increase by 9.75% over the 2001 baseline (from 48.8% to 52.1%).</p> <p>1.b.3: By September 30, 2006, the percentage of academically at-risk and low-income students who complete developmental education courses they register for will increase by 12% over the 2001 baseline (from 68% to 72%).</p> <p>1.c.3: By September 30, 2006 in-subject retention among academically at-risk and low-income students who take developmental education courses will increase by 10% over the 2000 baseline (from 50% to 55%).</p>
<p>2. Increase the average number of coordinated student support services per academically at-risk and low-income student at ECC and MCC to 3.75 October 1, 2003, and September 30, 2007 (from 0 to 3.75).</p>	<p>2.a.3: By September 30, 2006, academically at-risk and low-income students who participate in the ASSIST activity will receive assistance from an average of at least 3.5 coordinated student support services (from 3 to 3.5).</p> <p>2.b.3: By September 30, 2006, 90% of academically at-risk and low-income students who participate in the ASSIST activity will indicate coordination between student support services is "good," "very good," or "excellent" on a satisfaction survey (from 80% to 90%).</p>

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325**

FORM APPROVED
OMB No.: 1840-0114
EXP. DATE: 03/31/2003

Activity Objectives and Performance Indicators

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

**2. ACTIVITY TITLE: Accessing Support Services to
Insure Successful Transitions**

3. MAJOR OBJECTIVES IN MEASURABLE TERMS

4. PERFORMANCE INDICATORS

Year 3: October 1, 2005 – September 30, 2006 (Continued)

3. Increase the use of developmental education courses by academically at-risk and low-income students at ECC and MCC through appropriate intrusive academic advising by 5.5% annually between October 1, 2003, and September 30, 2008 (from 25.5% to 52.8%).

3.a.3: By September 30, 2006, the percentage of academically at-risk and low-income students who are at or below cut score in mathematics and take a mathematics or writing developmental education course through ECC, MCC, and IVG will increase by 15% over the 2002 baseline (from 38.4 to 43.4%).

3.b.3: By September 30, 2006, the percentage of academically at-risk and low-income students who are at or below cut score in reading and take a reading related developmental education course through ECC, MCC, and IVG will increase by 24% over the 2002 baseline (from 26% to 34%).

4. Increase in-subject passing among academically at-risk and low-income students who take developmental education courses at ECC and MCC by 5% annually between October 1, 2004, and September 30, 2008 (from 40% to 60%).

4.a.3: By September 30, 2006, the percentage of academically at-risk and low-income students who take developmental education courses and pass will increase 16.8% over the 2001 baseline (from 58.2% to 63.8%).

4.b.3: By September 30, 2006, the in-subject passing rate for academically at-risk and low-income students who take developmental courses will increase by 10% over the 2000 baseline (from 45% to 50%).

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

FORM APPROVED
 OMB No.: 1840-0114
 EXP. DATE: 03/31/2003

Activity Objectives and Performance Indicators

1. NAME OF APPLICANT INSTITUTION:
 Marshalltown Community College

2. ACTIVITY TITLE: Accessing Support Services to Insure Successful Transitions

3. MAJOR OBJECTIVES IN MEASURABLE TERMS

4. PERFORMANCE INDICATORS

Year 4: October 1, 2006 – September 30, 2007

1. Increase academically at-risk and low-income student retention at ECC and MCC by 3.25% annually between October 1, 2003, and September 30, 2008 (from 42.3% to 58.6%).

1.a.4: By September 30, 2007, the percentage of academically at-risk and low-income students exhibiting first year fall-to-fall retention at ECC, MCC, and IVG will increase by 13% over the 2001 baseline (from 52.1% to 55.3%).

1.b.4: By September 30, 2007, the percentage of academically at-risk and low-income students who complete developmental education courses they register for will increase by 16% over the 2001 baseline (from 72% to 76%).

1.c.4: By September 30, 2007 in-subject retention among academically at-risk and low-income students who take developmental education courses will increase by 15% over the 2000 baseline (from 55% to 60%).

2. Increase the average number of coordinated student support services per academically at-risk and low-income student at ECC and MCC to 3.75 October 1, 2003, and September 30, 2007 (from 0 to 3.75).

2.a.4: By September 30, 2007, academically at-risk and low-income students who participate in the ASSIST activity will receive assistance from an average of at least 3.75 coordinated student support services (from 3.5 to 3.75).

2.b.4: By September 30, 2007, 95% of academically at-risk and low-income students who participate in the ASSIST activity will indicate coordination between student support services is "good," "very good," or "excellent" on a satisfaction survey (from 90% to 95%).

3. Increase the use of developmental education courses by academically at-risk and low-income students at ECC and MCC through appropriate intrusive academic advising by 5.5% annually between October 1, 2003, and September 30, 2008 (from 25.5% to 52.8%).

3.a.4: By September 30, 2007, the percentage of academically at-risk and low-income students who are at or below cut score in mathematics and take a mathematics or writing developmental education course through ECC, MCC, and IVG will increase by 20% over the 2002 baseline (from 43.4% to 48.4%).

3.b.4: By September 30, 2007, the percentage of academically at-risk and low-income students who are at or below cut score in reading and take a reading related developmental education course through ECC, MCC, and IVG will increase by 32% over the 2002 baseline (from 34% to 42%).

FORM APPROVED
OMB No.: 1840-0114
EXP. DATE: 03/31/2003

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Activity Objectives and Performance Indicators

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

2. ACTIVITY TITLE: Accessing Support Services to Insure Successful Transitions

3. MAJOR OBJECTIVES IN MEASURABLE TERMS

4. PERFORMANCE INDICATORS

Year 4: October 1, 2006 – September 30, 2007 (Continued)

4. Increase in-subject passing among academically at-risk and low-income students who take developmental education courses at ECC and MCC by 5% annually between October 1, 2004, and September 30, 2008 (from 40% to 60%).

4.a.4: By September 30, 2007, the percentage of academically at-risk and low-income students who take developmental education courses and pass will increase 22.4% over the 2001 baseline (from 63.8% to 69.4%).

4.b.4: By September 30, 2007, the in-subject passing rate for academically at-risk and low-income students who take developmental courses will increase by 15% over the 2000 baseline (from 50% to 55%).

Year 5: October 1, 2007 – September 30, 2008

1. Increase academically at-risk and low-income student retention at ECC and MCC by 3.25% annually between October 1, 2003, and September 30, 2008 (from 42.3% to 58.6%).

1.a.5: By September 30, 2008, the percentage of academically at-risk and low-income students exhibiting first year fall-to-fall retention at ECC, MCC, and IVG will increase by 16.25% over the 2001 baseline (from 55.3% to 58.6%).

1.b.5: By September 30, 2008, the percentage of academically at-risk and low-income students who complete developmental education courses they register for will increase by 20% over the 2001 baseline (from 76% to 80%).

1.c.5: By September 30, 2008 in-subject retention among academically at-risk and low-income students who take developmental education courses will increase by 20% over the 2000 baseline (from 60% to 65%).

2. Increase the average number of coordinated student support services per academically at-risk and low-income student at ECC and MCC to 3.75 October 1, 2003, and September 30, 2007 (from 0 to 3.75).

2.a.5: By September 30, 2008, academically at-risk and low-income students who participate in the ASSIST activity will receive assistance from an average of at least 3.75 coordinated student support services (maintained).

2.b.5: By September 30, 2004, 95% of academically at-risk and low-income students who participate in the ASIST activity will indicate coordination between student support services is "very good" or "excellent" on a satisfaction survey about the Title III activity.

FORM APPROVED
OMB No.: 1840-0114
EXP. DATE: 03/31/2003

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325**

Activity Objectives and Performance Indicators

**1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College**

**2. ACTIVITY TITLE: Accessing Support Services to
Insure Successful Transitions**

3. MAJOR OBJECTIVES IN MEASURABLE TERMS

4. PERFORMANCE INDICATORS

Year 5: October 1, 2007 – September 30, 2008 (Continued)

3. Increase the use of developmental education courses by academically at-risk and low-income students at ECC and MCC through appropriate intrusive academic advising by 5.5% annually between October 1, 2003, and September 30, 2008 (from 25.5% to 52.8%).

3.a.5: By September 30, 2008, the percentage of academically at-risk and low-income students who are at or below cut score in mathematics and take a mathematics or writing developmental education course through ECC, MCC, and IVG will increase by 25% over the 2002 baseline (from 48.4% to 53.4).

4. Increase in-subject passing among academically at-risk and low-income students who take developmental education courses at ECC and MCC by 5% annually between October 1, 2004, and September 30, 2008 (from 40% to 60%).

3.b.5: By September 30, 2008, the percentage of academically at-risk and low-income students who are at or below cut score in reading and take a reading related developmental education course through ECC, MCC, and IVG will increase by 40% over the 2002 baseline (from 42% to 50%).

4.a.5: By September 30, 2008, the percentage of academically at-risk and low-income students who take developmental education courses and pass will increase 28% over the 2001 baseline (from 69.4% to 75%).

4.b.5: By September 30, 2007, the in-subject passing rate for academically at-risk and low-income students who take developmental courses will increase by 20% over the 2000 baseline (from 55% to 60%).

F. Relationship of Activity Objectives to CDP

607.22(b)(2) Reader's Question: To what extent are the objectives for each activity related to the problems to be solved and to the goals of the comprehensive development plan? (Maximum Points: 5 points)

In the previous section the measurable objectives of the ASSIST activity and weaknesses and problems identified in the CDP were connected. The correlations between measurable objectives and activity components used to address the identified problems will be given in section H: Implementation Strategy Rationale. The following narrative describes the relationships between ASSIST measurable objectives and CDP goals and measurable objectives.

The first ASSIST measurable objective is equivalent to CDP measurable objectives 1.a.i and 3.a.ii, which deal with increasing retention. As described in the CDP, 77% of ECC and MCC students who are not retained fall-to-fall in their first year are academically at-risk and/or low-income. Therefore, to meet CDP measurable objective 1.a.i., to increase annual retention by 2.5% annual increase for all students, a 3.25% annual increase in retention is needed among academically at-risk and low-income students. Achieving this measurable objective, which is monitored directly through performance indicators 1.a.1-5, will increase retention among targeted students by 16.25% over the 2001 baseline. This magnitude of increase in retention has been achieved by similar projects at other community colleges.^{4,5} If retained at-risk students take the same average number of credit hours annually as the average student, then CDP measurable objective 3.a.ii., to increase credit hours by 2.5% annually, will also be met.

Performance indicators 1.b.1-5 monitor increases in retention as they pertain to academically at-risk and low-income students taking developmental education courses.

Performance indicators 1.c.2-5 directly address the CDP measurable objective (1.a.iii) dealing

⁴ Baron, W. (1997). *The Problem of Student Retention: The Bronx Community College Solution – the Freshman Year Initiative Program*. Unpublished manuscript. ED409971

⁵ Crawford, L. (1999, March). *Extended Opportunity Programs and Services for Community College Retention*. Paper presented at the annual California Community Colleges Chancellor's Office Statewide Conference, Monterey, CA.

with in-subject retention. Due to the two-year stipulation in the definition of in-subject retention, these performance indicators cannot be calculated until the second activity year.

The second ASSIST measurable objective is equivalent in nature to CDP goal 1.b. in that both deal with communication processes that enhance student access to information and services. However, the ASSIST measurable objective and one series of its performance indicators (2.a.1-5) quantifies access to information and services as the average number of coordinated student support services accessed by academically at-risk and low-income students. Similarly, the other performance indicators series (2.b.1-5) deals with satisfaction related to the coordination of student support services, as does CDP measurable objective 1.d.i. However, 2.b.1-5 only pertain to participating at-risk students, instead of all students. In addition, both performance indicators series add quantitative parameters for success, which were not stipulated in the CDP.

The third ASSIST measurable objective is similar in nature to, but greater in magnitude than, CDP measurable objectives 1.a.ii and 3.a.i, which deal with increasing use of developmental education courses. To ensure reasonable expectations, the performance indicators for this measurable objective were weighted based on the proportions of students in 2002 who were at or below one or more cut scores and took corresponding developmental education courses. Mathematics and writing were similar enough to pool together when weighted (3.a.1-5), while reading was weighted alone (3.b.1-5). When appropriately weighted based on 2002 proportions, the percentages of annual increase in at-risk students who take developmental education courses in mathematics, reading, and writing together equal a 5.5% increase across all three subjects, instead of 5% as stipulated in the CDP. These levels of annual increase, over five years, will raise the percentage of students who are at or below cut score in a subject matter who take a related developmental education course up to or above 50% for mathematics, reading, and

writing. If these additional students take the same average number of developmental education credit hours as the original population, a 5.5% annual increase in credit hours can be expected.

The fourth ASSIST measurable objective is equal to the corresponding CDP measurable objective (i.a.iv) in relation to increasing the percentage of at-risk students who take developmental education courses and subsequently pass at least one related college level course. The first series of performance indicators (4.a.1-5) monitor improvements in developmental education passing rates among participants, which is related to having the basic knowledge and skills needed to succeed in college level courses. Performance indicators 4.b.2-5 directly monitor the measurable objective, which involves the in-subject passing rates of academically at-risk and low-income students who take developmental education courses. The cumulative increases of performance indicators 4.b.2-5 will result in students identified as academically at-risk and low-income who take related developmental education courses doing as well or better than their counterparts who are at or below a cut score and do not take a related developmental education course. Due to the two-year stipulation in the definition of in-subject passing, the performance indicators cannot be calculated until the second year of the activity.

G. Implementation Strategy and Timetable (ED 851A-3)

607.22(c)(1) Reader's Question: To what extent is the implementation strategy for each activity comprehensive?
(Maximum Points: 10 points)

607.22(c)(3) Reader's Question: To what extent is the timetable for each activity realistic and likely to be attained?
(Maximum Points: 5 points)

To limit redundancy in the ED 851A-3 forms, continuing tasks and periodic tasks are indicated at their first occurrence. Timetable entries containing "Ongoing" will be perpetually carried out and refined after initial implementation until September 30, 2008. Timetable entries containing "Annual Recurring *year-year*" will be carried out during the indicated month(s) and improved between occurrences until September 30, 2008.

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325**

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT: Marshalltown Community College **2. ACTIVITY TITLE:** Accessing Support Services to Insure Successful Transitions

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	6. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO
Year 1: October 1, 2003 – September 30, 2004				
A. Establish an AQIP compliant project advisory council	Associate Dean of Developmental Services	Identify and recruit faculty, staff, administrators and students from the target population who are interested in the activity. Hold monthly meetings.	Advisory council provides guidance for and monitors evaluation of the activity	10/03 09/04
B. Acquire assistive technology and related hardware	Associate Dean of Developmental Services	Standard acquisition process	Assistive technology available for use at ECC, MCC, and IVG	10/03
C. Acquire computer assisted instruction software and related hardware	Associate Dean of Developmental Services	Standard acquisition process	Computer assisted instruction available for use at ECC, MCC, and IVG	10/03
D. Hire Title III Coordinator	District Director of Enrollment Services	Standard hiring practice	Title III Coordinator hired	10/03
E. Orient Title III Coordinator	Associate Dean of Developmental Services Advisory Council Coordinator/Instructors	Orient to activity related services, as well as the activity proposal and related documents	Title III Coordinator will be made knowledgeable of existing services, this proposal, and other Title III documents	10/03
F. Hire ASSIST Staff	Associate Dean of Developmental Services Title III Coordinator	Standard hiring practices	Three full-time full-year ASSIST staff will be hired, one for ECC, one for MCC, and one for IVG	10/03
G. Orient ASSIST Staff	Title III Coordinator	Standard orientation as well as activity implementation; academic advising, COMPASS tests, and technology trainings	ASSIST staff will be ready to serve at-risk students	12/03
H. Implement assistive technology and educational software	ASSIST Staff	According to trainings and COMPASS test results	At risk students will have access to assistive technology and computer assisted instruction	01/04 Ongoing

ED FORM 851A-3 FORM APPROVED OMB NO.: 1840-0114 EXP. DATE: 03/31/2003

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325**

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT: Marshalltown Community College		3. ACTIVITY TITLE: Accessing Support Services to Insure Successful Transitions		
3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	7. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO
I. Coordination of student support services	ASSIST Staff	Helping identify and contacting incoming at-risk students; identifying advising and developmental education needs; developing Personal Improvement Plans; coordinating academic, career, financial, and personal advising; providing one-on-one mentoring	Increased coordinated use of student support services by at-risk students	01/04 Ongoing
J. Develop orientation program	Title III Coordinator Coordinator/Instructor, Success Center ASSIST Staff	Work with faculty, staff, administrators, and students to determine what information is needed by entering students	Curriculum for orientation program for each site: ECC, MCC, IVG	02/04 08/04
K. Develop and test early identification and alert system for at-risk students	Title III Coordinator Associate Dean of Developmental Services	Determine method of identifying entering at-risk students and providing a list to ASSIST Staff. Integrate method with MIS	A system will be developed to alert ASSIST Staff to contact at-risk students and provide them with intrusive advising	02/04 08/04
L. Design and implement recommended changes	Associate Dean of Developmental Services Title III Coordinator Coordinator/Instructor, SC	Preliminary findings related to the implementation of the activity will be used to recommended changes Standard hiring practices	Improve activity components	05/04 08/04
M. Hire additional ASSIST Staff	Title III Coordinator Associate Dean of Developmental Services		Five additional full-time 190-day ASSIST Staff will be hired, two for ECC and three for MCC	07/04 07/04
N. Orient ASSIST Staff	Title III Coordinator	Orientation, activity implementation, academic advising, COMPASS tests, and technology training	ASSIST staff will be ready to serve at-risk students	08/04 08/04

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325**

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT: Marshalltown Community College **4. ACTIVITY TITLE:** Accessing Support Services to Insure Successful Transitions

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	8. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO
O. Implement early identification/alert system	ASSIST Staff	Identify targeted students to contact using developed plan	At risk students will be proactively contacted.	08/04 Ongoing
P. Conduct initial ASSIST Staff meetings with entering fall cohort students	ASSIST Staff	Meet assigned students, determine services needed, and assist in making appropriate appointments and contacts	Assessment and coordination of needed student support services	08/04 Annual Recurring
Q. Establish Personal Improvement Plan with targeted fall cohort students	ASSIST Staff	Based on assessment scores, information collected by the ASSIST Staff, and other information, identify and recommend appropriate services	All targeted students will be aware of their needs related to developmental education and advising services	08/04 Annual Recurring
R. Present Orientation Program to targeted fall cohort students	ASSIST Staff	Encourage targeted student participation. Hold previously designed orientation program	Targeted students receive basic institutional information and meet other members of their cohort	09/04 Annual Recurring
S. Perform at least weekly follow-up contacts with fall cohort students who are both academically at-risk and low-income	ASSIST Staff	Contact assigned students weekly to ensure plans are followed and meetings are attended, as well as ask if unforeseen assistance is needed	Increase probability that targeted students receive the services they need	09/04 Annual Recurring 10/04* Annual Recurring

* Ending date extends into next planning year

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325**

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT: Marshalltown Community College **5. ACTIVITY TITLE:** Accessing Support Services to Insure Successful Transitions

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	9. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO
Year 2: October 1, 2004 – September 30, 2005				
A. Hold quarterly Advisory Council meetings	Associate Dean of Developmental Services Title III Coordinator	Provide reports on activity progress and evaluation findings for council feedback.	Advisory Council provides guidance for and monitors evaluation of the activity	10/04 Ongoing
B. Perform follow-up contacts with targeted fall cohort students	ASSIST Staff	Contact assigned fall students at least monthly, unless they are identified as experiencing academic difficulty, then continue weekly contacts.	Increase probability that targeted students receive the services they need	10/04 Annual Recurring
C. Perform follow-up contacts with targeted fall students not on academic probation at least once every two months	ASSIST Staff	Contact assigned targeted students to ensure plans are followed, as well as ask if unforeseen assistance is needed	Increase probability that targeted students receive the services they need	01/05 Annual Recurring
D. Re-evaluate Personal Improvement Plans with targeted fall students on academic probation	ASSIST Staff	Identify and recommend appropriate developmental education courses and other services based on assessment	Improved Personal Improvement Plans for targeted students who are experiencing academic difficulties	01/05 Annual Recurring
E. Conduct initial meetings with targeted spring students	ASSIST Staff	Meet assigned students to determine services needed assist in making appropriate appointments and contacts	Assessment and coordination of needed student support services	01/05 Annual Recurring
F. Present spring cohort orientation program	ASSIST Staff	Encourage targeted student participation. Hold previously designed orientation program	Targeted students receive basic institutional information and meet other members of their cohort	01/05 Annual Recurring

ED FORM 851A-3

FORM APPROVED

OMB NO.: 1840-0114.

EXP. DATE: 03/31/2003

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325**

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT: Marshalltown Community College		6. ACTIVITY TITLE: Accessing Support Services to Insure Successful Transitions				
3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	10. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO		
G. Perform at least weekly follow-up contacts with assigned spring students	ASSIST Staff	Contact assigned students weekly to ensure plans are followed, as well as ask if unforeseen assistance is needed	Increase probability that targeted students receive the services they need	01/05 Annual Recurring	02/05 Annual Recurring	
H. Perform follow-up contacts with targeted spring students	ASSIST Staff	Contact spring students at-least monthly, unless identified as having academic difficulty, then continue weekly contacts	Increase probability that targeted students receive the services they need	03/05 Annual Recurring	05/05 Annual Recurring	
I. Provide ASSIST services for summer student	ASSIST Staff	Provide services described for fall and spring term students for entering summer students	Academically at-risk and low-income students will be proactively contacted and served	05/05 Annual Recurring	08/05 Annual Recurring	
J. Develop topics-of-interest seminars	Title III Coordinator Coordinator/Instructor, SC ASSIST Staff	Determine what additional basic information at-risk students need beyond that provided in the orientation program	Curriculum for multiple topics-of-interest seminars for subpopulation will be developed	05/05 Annual Recurring	08/05 Annual Recurring	
K. Contact previous fall and spring cohorts	ASSIST Staff	Contact previous cohorts to determine if they are returning for fall term. Ensure preparation for re-entry	Increase probability of and preparation for returning during fall term	07/05 Annual Recurring	08/05 Annual Recurring	
L. Perform at least weekly follow-up contacts with targeted spring students on academic probation	ASSIST Staff	Contact assigned students to ensure plans are followed, as well as ask if unforeseen assistance is needed	Increase probability that targeted students receive the services they need	09/05 Annual Recurring	12/05* Annual Recurring	
M. Perform follow-up contacts with targeted spring students not on academic probation at least once every two months	ASSIST Staff	Contact assigned targeted students to ensure plans are followed, as well as ask if unforeseen assistance is needed	Increase probability that targeted students receive the services they need	09/05 Annual Recurring	12/05* Annual Recurring	

* Ending date extends into next federal fiscal year

ED FORM 851A-3

FORM APPROVED

OMB NO.: 1840-0114.

EXP. DATE: 03/31/2003

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325**

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT: Marshalltown Community College **7. ACTIVITY TITLE:** Accessing Support Services to Insure Successful Transitions

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	11. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO
Year 3: October 1, 2005 – September 30, 2006				
A. Provide various topics-of-interest seminars	ASSIST Staff	Encourage targeted student participation. Hold one of a variety of previously designed seminars once every two weeks	Targeted students receive additional basic information and meet other students with similar interests and concerns	10/05 Annual Recurring
B. Upgrade computer hardware	Title III Coordinator	Upgrade computer hardware used for the activity	Continued hardware compatibility ensured	10/05
C. Contact previous year's assigned fall and spring students	ASSIST Staff	Contact assigned students to encourage returning for spring term and offer additional support, if needed	Increase probability of and preparation for returning during spring semester	12/05 Annual Recurring
D. Design a peer-mentoring program	Title III Coordinator Coordinator/Instructor, SC Associate Dean of Developmental Services	Examine what factors help mentoring relationships work and how these factors relate to the peer-mentoring program	Plan for peer-mentoring program developed	05/06
E. Recruit peer mentors	ASSIST Staff	Identify and commit past targeted students who exhibit academic success to be mentors for newly entering students	Identification of mentors who can be linked to mentees when they are identified.	07/06 Ongoing
F. Match fall cohort mentoring pairs	ASSIST Staff	Select compatible pairs of mentors and entering fall mentees. Obtain commitment that pairs will meet at least monthly for a semester	Utilize knowledge and skills of successful students to provide newly targeted students with an additional social support system	08/06 Annual Recurring

ED FORM 851A-3

FORM APPROVED

OMB NO.: 1840-0114.

EXP. DATE: 03/31/2003

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325**

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT: Marshalltown Community College **8. ACTIVITY TITLE:** Accessing Support Services to Insure Successful Transitions

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	12. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO
Year 4: October 1, 2006 – September 30, 2007				
A. Monitor fall cohort mentoring pairs	ASSIST Staff	Contact mentors and mentees at least monthly to ensure the pair is meeting and is functional, as well as to advise mentors	Probability of successful mentoring interaction increased	10/06 Annual Recurring
B. Develop prerequisite plan	Title III Coordinator Associate Dean of Developmental Services	Gather Students, faculty, staff, and administrators input to determine methods of setting prerequisites for college courses	Identify an appropriate method of setting assessment test and developmental course prerequisites for college courses	10/06
C. Match spring cohort mentoring pairs	ASSIST Staff	Select compatible pairs of mentors and entering spring mentees. Obtain commitment that pairs will meet at least monthly for a semester	Utilize knowledge and skills of successful students to provide newly targeted students with an additional social support system	01/07 Annual Recurring
D. Monitor spring cohort mentoring pairs	ASSIST Staff	Contact mentors and mentees at least monthly to ensure the pair is meeting and is functional, as well as to advise mentors	Probability of successful mentoring increased	02/07 Annual Recurring
E. Bring mandatory prerequisites plan before IVCCD Board of Directors for approval	Title III Coordinator Associate Dean of Developmental Services	Established policies and procedures	Approval for fall 2007 implementation of prerequisites for college courses	02/07
F. Begin checking additional prerequisites of targeted students	ASSIST Staff	Check prerequisites of targeted students and advise accordingly	Prerequisite policy enforcement assisted	08/07 09/07 Ongoing

ED FORM 851A-3

FORM APPROVED

OMB NO.: 1840-0114.

EXP. DATE: 03/31/2003

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325**

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

1. NAME OF APPLICANT: Marshalltown Community College **9. ACTIVITY TITLE:** Accessing Support Services to Insure Successful Transitions

3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	13. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO
Year 5: October 1, 2007 – September 30, 2008				
A. Upgrade computer hardware	Title III Coordinator	Upgrade computer hardware used for the activity	Hardware compatibility ensured	10/07
B. Conduct a comprehensive program evaluation	Title III Coordinator Associate Dean of Developmental Services Advisory Council	Review accumulative reports and data to determine activity components' cost effectiveness. Determine which activity components should be continued	Develop basis of five-year strategic plan for ASSIST activity components as part of standard operations at ECC, MCC, and IVG	10/07
C. Develop five-strategic plan for ASSIST	Title III Coordinator Associate Dean of Developmental Services	Using accumulated reports and data, and advisory council guidance, develop plan	Five-year strategic plan developed for 2009 – 2013	01/08
D. Bring five-year continuation plan before advisory council	Title III Coordinator Associate Dean of Developmental Services	Obtain feedback on plan from advisory council and make requested changes	Advisory council approval of the five-year strategic plan	02/08
E. Bring five-year strategic plan before IVCCD Cabinet	Title III Coordinator Associate Dean of Developmental Services	Established policies and procedures	Gain IVCCD Cabinet support for the five-year plan and tentative inclusion in the FY2009 budget	03/08
F. Bring five-year plan before Board of Directors	Title III Coordinator Associate Dean of Developmental Services	Present the successes and cost-effectiveness of activity components, five-year plan, and budget ramification to Board	Gain Board of Directors approval for activity continuation	04/08
G. Ensure continuation of the activity is budgeted	Title III Coordinator	Established policies and procedures	First year of five-year strategic continuation plan funded from institutional budgets	05/08
H. Prepare for transition to operational five-year plan	Title III Coordinator Associate Dean of Developmental Services	Use five-year strategic plan to adjust activity components at ECC, MCC, and IVG	Uninterrupted service during transition ensured	07/08

H. Implementation Strategy Rationale

607.22(c)(2) Reader's Question: To what extent is the rationale for the implementation strategy for each activity clearly described and supported by the results of relevant studies and projects? (Maximum Points: 10 points)

Accessing Support Services to Insure Successful Transitions (ASSIST) has two overarching strategies for increasing retention among academically at-risk and low-income students. These overarching strategies are the one-stop-shop and the multi-component approach. Applying these approaches to students who are seen as at-risk of attrition will help increase the effectiveness of the program components.⁶ Program components to be developed include orientation (including topics-of-interest seminars), coordination of student support services, intrusive advising, basic developmental education assistance, establishing course prerequisites related to assessment testing and developmental education, and peer mentoring. Table 2.2 connects the measurable objectives with activity components. Since many correlations exist between components and measurable objectives, only the primary connections are given.

Measurable Objectives	Activity Components
1. Increase academically at-risk and low-income student retention at ECC and MCC by 3.25% annually between October 1, 2003 and September 30, 2008 (from 42.3% to 58.6%).	<ul style="list-style-type: none"> ● Peer Mentoring ● Intrusive Advising
2. Increase the average number of coordinated student support services per academically at-risk and low-income student at ECC and MCC to 3.75 October 1, 2003, and September 30, 2007 (from 0 to 3.75).	<ul style="list-style-type: none"> ● Orientation ● Coordination of Student Support Services
3. Increase the use of developmental education courses by academically at-risk and low-income students at ECC and MCC through appropriate intrusive academic advising by 5.5% annually between October 1, 2003, and September 30, 2008 (from 25.5% to 52.8%).	<ul style="list-style-type: none"> ● Coordination of Student Support Services ● Establishing Course Prerequisites
4. Increase in-subject passing among academically at-risk and low-income students who take developmental education courses at ECC and MCC by 5% annually between October 1, 2004, and September 30, 2008 (from 40% to 60%).	<ul style="list-style-type: none"> ● Basic developmental education assistance ● Intrusive Advising

⁶ *Student Retention at NVCC and Strategies for Improvement. (2001). Report No. 02-01. JC020017.*

An alternative approach was considered briefly to address the weaknesses and problems identified in the CDP, which was to increase staff within the existing structure of student support services. However, other than increasing capacity, this alternative would still have the inherent flaws related to uncoordinated services and a primarily reactive instead of proactive response to the issues of the most vulnerable population: academically at-risk and low-income students. The alternative would also not provide the combined benefits of the one-stop-shop and multi-component approaches. On the other hand, the program that will be developed through the ASSIST activity should increase retention among all students by relieving stress from the currently overburdened student support services at ECC, MCC, and the IVG outreach center.

i. One-Stop-Shop

The concept of a one-stop-shop, where students can get the assistance they need concerning a wide range of issues in one location, shows great promise for benefiting students and opening lines of communication.⁷ Providing multiple services through one location has been recommended through practice and research to increase retention.^{8,9} One of the reasons for this benefit is that uncoordinated services marginalize disadvantaged students.¹⁰

The ASSIST activity will turn the existing ACE center at ECC, the Success Center at MCC, and the area set aside for the Learning Center at IVG into one-stop-shops for academically at-risk and low-income students attending each site. The project will also result in expanded hours for the ACE center and the Success Center to better address the needs of non-traditional

⁷ Shek, K. (2002, April 16). Service with a Smile: Customer Concept Attracts Students. *Community College Times*.

⁸ Santa Rita, E. (1997). *Bronx Community College's Developmental Academic Advising Center: An evolving model for the Millennium*. Unpublished manuscript. ED416914

⁹ Dauphinais, P. R. (1998, Spring). In praise of one-stop shopping for student services. *College and University*, 73 (4), 12-16.

¹⁰ Davies, T. G., & Feller, R. (1999). Community colleges need comprehensive career assistance centers. *Career Planning and Adult Development Journal*, 15 (2), 87-97.

students who work during the day. The functions of the one-stop-shop will be implemented by ASSIST Staff and subsequently refined during the development activity.

Each ASSIST Staff will serve as a single-point-of-contact for academically at-risk and low-income students within the one-stop-shop, serving as the primary contact for the student from the institution and for the institution to contact the student. ASSIST Staff will be assigned targeted students and proactively contact them as they enter ECC and MCC. Assigning students to ASSIST Staff will help ensure that vulnerable students do not “fall between the cracks.” It will also help foster a caring personal connection between the student and the institution, which has been found to increase retention.¹¹ After initial contact with students, ASSIST Staff assignments may change to match personal strengths of ASSIST Staff with the needs of the students they will serve. For instance, if the primary language of a student is Spanish and one of the ASSIST Staff is bilingual English/Spanish (which will be a preferred characteristic when hiring ASSIST Staff), then assignments will be adjusted so they will be working together.

The proactive contacting of students will be developed to help insure students know what services are available to them. During the first contact between the ASSIST staff member and student, services provided at the centers will be described and, if they wish to participate, an appointment will be set up to visit with the student. Through the first contact, the multivariate components of the activity will begin to be initiated with students and subsequently refined.

At first, interaction between the ASSIST Staff member and the academically at-risk and/or low-income student will be intensive, with at least weekly contacts. As students become more able to function successfully within the system on their own, the frequency of contacts will be decreased. This will allow the ASSIST Staff member to take on additional students who are

¹¹ Harrower, G. Jr., and et. al. (1980). Retention: An Inductive Study of Representative Student Groups at Middlesex County College, Edison, N.J. Middlesex County College.

entering the site where the ASSIST Staff member is located (ECC, MCC, or IVG). If academic difficulties are noted for one of their assigned students, the ASSIST Staff member will increase the frequency and intensity of contacts with that student until they show improvement.

ii. Multi-Component Approach

Each of the components of the ASSIST activity has been shown to improve retention. However, their effects have been found to work exceptionally well in promoting retention when implemented in combination.^{12,13} For instance, Kankakee Community College in Illinois implemented a program for academically at-risk and low-income students that included multiple connected components of the type proposed for the ASSIST activity.¹⁴ Kankakee Community College was able to achieve a persistence rate of 80% among the students involved in the program. Students in the program were also found to far exceed similar students who did not participate in the program in the areas of graduation rates, transfer rates, and GPA levels.

Similarly, using a comprehensive academic and counseling program for first-semester students who were academically at-risk, Bronx Community College was able to significantly improve fall-to-fall retention.¹⁵ Through involvement in the program, students exhibited a 17.2% increase in fall-to-fall retention compared to non-participants. In-addition, a study of community college retention in California found that academically at-risk and low-income

¹² Gittman, E. and Plumer, D. (1996) Retention Strategies at an Open Enrollment Community College. New York Institute of Technology. N.Y.

¹³ Johnson, A. B. and McFadden, G. (2000, May). The Value of Multi-Dimensional Retention Programs for First-time Students at Community Colleges. Paper presented at the International Conference on Teaching and Leadership Excellence of the National Institute for Staff and Organizational Development, Austin, TX.

¹⁴ Walsh, J. (2000). *Unique and effective practices for TRIO student support services programs*. Unpublished manuscript, Kankakee Community College. IL.

¹⁵ Baron (1997). Ibid

participants in a multi-component program were on average 28.7% more likely to be retained than non-participants.¹⁶

The benefits of a holistic strategy are the reasons behind using a multi-component approach that is tightly interconnected through one-stop-shops instead of dispersed singular components at ECC, MCC, and IVG. During the implementation of the activity, ASSIST Staff will weave together and continually improve six components. These components include orientation, coordination of student support services, intrusive advising, basic developmental education assistance, establishing course prerequisites related to assessment testing and developmental education, and peer mentoring.

Orientation and topics-of-interest seminars have been shown to improve academic success of first year students. Benefits of orientation include increased retention, program completion, and the level of academic performance of students.^{17,18} However, orientation seems to be more effective if it is tailored to specific groups of students with shared characteristics.¹⁹ The effects of extended orientations (e.g., topics-of-interest seminars) in combination with the type of one-on-one mentoring provided by ASSIST Staff have been found to increase student success beyond what they would have experienced if they had only been involved in an orientation course.²⁰ The positive effect of orientation and similar opportunities (e.g., topics-of-interest seminars) on student success has also been linked to the relationship and community

¹⁶ Crawford (1999, March). Ibid

¹⁷ Cuseo, J. B. (1997). Freshman-Orientation Seminar at the Community College: A Rationale for its Value Content, and Delivery. Unpublished manuscript. ED411005.

¹⁸ Yockey, F.A. and George, A.A. (1998). The Effects of a Freshman Seminar Paired with Supplemental Instruction. *Journal of the First-Year Experience & Students in Transition*, 10(2), 57-76

¹⁹ Rhodes, L. and Carifio, J. (1999, July/August). Community College Students's Opinions Regarding the Value of Their Freshman Seminar Experience. *Community College Journal of Research and Practice*, 23, 511-523.

²⁰ Nelson, R. (1993) "The Effect of SLS 1122 and Faculty Mentors on Student Performance." Valencia Community College, Orlando, FL.

building opportunities they provide for students with similar concerns.^{21,22} Through the proposed activity, ASSIST Staff will develop and present an orientation program within the first few weeks of the fall and spring term for academically at-risk and low-income students. This orientation will augment information presented in the pre-term orientation received by all students at ECC, MCC, and IVG.

This extended orientation will be further supplemented by topics-of-interest seminars held throughout the fall and spring terms, which will focus on issues relevant to portions of the academically at-risk and low-income student population. Topics of interest may include: library use, dealing with pressures from home, diversity and learning styles, time management, resume development, communication skills, note taking, memory techniques, test-taking strategies, critical thinking, relationships, and health and stress management, which have been found to be effective in promoting academic success.²³

Coordination of student support services is a keystone component for achieving success through a multi-component approach to student retention.²⁴ Successfully coordinating services is also important on its own.²⁵ Coordination of advising should involve having specially trained advisors who provide academic advising, help identify other suitable support services, and assist students in making smooth transitions into their chosen academic programs.²⁶

ASSIST Staff will be trained in academic advising and provide this service for their assigned students as part of the development activity. Through the initial contact with

²¹ Cuseo (1997) *ibid*.

²² Soldner, L. and et. al. (1999). Welcome to the block: Developing Freshman Learning Communities that Work. *Journal of College Student Retention*, 1(2), 115-129.

²³ Rainon, J.J. (1997). *Development of a College Success Management Course for York County Technical College*. Unpublished manuscript. ED416916.

²⁴ Walsh. (2000). *ibid*

²⁵ Kellogg, K. (1999). *Collaboration: Student Affairs and Academic Affairs Working Together to Promote Student Learning*. ERIC digest. ERIC Clearinghouse on Higher Education: Washington, DC.

²⁶ Moon, B.G. and Boland, R. (1999). *Helping Students Take Control: A model of advising*. Student Success Center. Unpublished manuscript, Rowan-Cabarrus Community College, NC. ED440699.

academically at-risk and low-income students, ASSIST Staff will help students clarify their career and educational goals and identify potentially needed services in the areas of career, financial aid, personal advising, as well as developmental education. Based on these findings, ASSIST Staff will help the student fill out forms, such as in the case of financial aid, and make other preparations needed to access identified services.

The ASSIST Staff will send completed paperwork and other pertinent information to the appropriate student support services providers and assist students in making needed appointments. The ASSIST Staff will make sure students attend their arranged appointments. After appointments, ASSIST Staff will contact students to determine what further action needs to be taken. With student consent, ASSIST Staff will also contact the accessed service provider to determine their findings and recommendations.

To assist in coordinating services and ensuring each student has a plan for success, ASSIST Staff will work with their assigned students to develop a Personal Improvement Plan (PIP). These plans will contain basic information and special considerations related to each student, as well as recommendations related to academic, career, financial aid, and personal advising, as well as developmental education. Based on recommendations, ASSIST Staff and students will develop an action plan to address each student goal or need. The resulting action plans will also be incorporated into the PIP. With student consent, ASSIST Staff will go over the sections of the PIP with the appropriate career, financial aid, and personal advisors, as well as developmental education staff, to ensure the plan is appropriate. Once approved, ASSIST Staff will work with their assigned students to carry out the PIP. PIPs will be updated as activities are completed or student needs and goals change.

Intrusive advising is also a key component for achieving success through a multi-component approach to student retention.²⁷ Intrusive advising could as easily be called proactive advising. It involves components already discussed, such as identifying and contacting students instead of waiting for students to initiate interaction, which has been shown to increase retention.²⁸ In addition, intrusive advising includes monitoring students through the use of an early alert system, which helps identify students who are showing signs that they are experiencing academic difficulties.²⁹ These signs include poor attendance, poor coursework and test scores, and faculty concern.³⁰

As part of the ASSIST activity, a method of identifying academically at-risk and low-income students and a early alert system of identifying students who are exhibiting academic warning signs will be developed in conjunction with the new IVCCD Management Information System. A method will also be developed so that concerned faculty can contact ASSIST Staff. If the early alert system identifies an academically at-risk and low-income student as having an attendance problem, the appropriate ASSIST Staff member will contact the student to work on correcting the problem. If a faculty member or the early alert system identifies a targeted student as having problems in a course, the appropriate ASSIST Staff member will contact the appropriate faculty member and the student to work on correcting the problem.

Recommendations and action plans to correct the identified problem will be added to the PIP.

Basic developmental education assistance is important in increasing academic success and retention by augmenting normal developmental education courses and services. Basic

²⁷ Walsh. (2000). *ibid*

²⁸ Blanz, J.J. and Sucher, J.E. (1992, January 27). *Technology: The Silent Partner in the Advancement of Measurement and Assessment Practices (A Student Centered Assessment Model)*. Paper presented at the Winter Institute on Community College Effectiveness and Student Success. Jacksonville, FL.

²⁹ Archer, J., Jr. and Cooper, S. (1999). An initiator-catalyst approach to college counseling outreach. *Journal of College Counseling*, 2(1), 76-88.

³⁰ Grosset, J. (1997). *Beating the Odds: Reasons for at-risk student success at Community College of Philadelphia*. *Institutional Research Report no. 93*. Unpublished manuscript. Community College of Philadelphia. PA. ED411933.

developmental education assistance in this context means providing testing to determine appropriate developmental education courses and services, providing tutoring through computer assisted instruction, and assisting students in accessing assistive technology to address disabilities. Determining the appropriate courses and services for students through the use of testing has been shown to improve academic success.³¹ The use of computer assisted instruction and assistive technology in combination with tutoring and developmental education has also been found effective in increasing student success, particularly for students with learning disabilities.^{32, 33}

Through the proposed activity, ASSIST Staff will administer the COMPASS diagnostic test to targeted at-risk students. The COMPASS diagnostic test goes beyond the standard COMPASS test by providing additional insight into the specific skills students are missing. The results of COMPASS diagnostic tests will be given to developmental education staff so they can better assess the needs of the students. Based on the recommendation of developmental education staff, action plans will be developed and included in Personal Improvement Plans.

Results from these tests will also help significantly in developing the program, because they will give a more accurate view of what is occurring within the targeted population. This will increase the ability to tailor program development to the targeted student. It may also help identify the cause behind the peculiar in-subject retention and in-subject passing findings, which may be linked to a certain set of skill deficiencies not detected by the standard COMPASS test.

³¹ How Well do Prerequisite Courses Prepare Students for the Next Course in the Sequence? Information Capsule. (2000). Unpublished Manuscript, Miami-Dade Community College. FL. ED453859.

³² Kulik, J.A. and Kulid, C.C. (1991). Developmental Instruction: An Analysis of the Research. Appalachian State University, NC: National Center for Developmental Education.

³³ Wilson, L. (1993). Enhancing the Academic Skills of Adolescent Students with Learning Disabilities through Computer-Assisted Instruction. Nova Scotia Community College, Springhill. Cumberland Campus.

If the recommendations of developmental education staff include the use of computer assisted instruction, ASSIST Staff will help the student appropriately use PLATO Library N and ROSETTA STONE software. PLATO Library N is a computer assisted instruction software system that has the capacity to improve skills in reading, writing, mathematics, and science from kindergarten to college graduation level. Use of this software also produces an assessment of student learning. These assessments will also be given to developmental education staff for further recommendations on addressing the needs of individual students and used to help tailor program development to the targeted population. ROSETTA STONE software assists in teaching English as a Second Language. The software supports instruction in writing and verbal/audio. Both of these software packages will be initiated through the ASSIST activity.

ASSIST Staff will also help targeted students use assistive technology as prescribed by developmental education staff to address disabilities. The main assistive technology that ASSIST Staff will help students access is Kurzweil software, which is used by students who have visual or reading disabilities. By scanning text into a computer, Kurzweil software translates it into audio. This allows access to any text available on campus. Currently only a limited number of textbooks on tape are available at ECC, MCC, and IVG, which may or may not be currently used in courses. This technology will also be initiated with the ASSIST activity.

Establishing course prerequisites related to assessment testing and developmental education shows promise for increasing student retention and academic success and has become a common practice among community colleges.³⁴ Successfully completing recommended developmental education courses increases retention and academic achievement among

³⁴ Shults, C. (2001, June). Remedial Education: Practices and Policies in Community Colleges. *Research Brief*. American Association of Community Colleges, Washington, D.C.

students.³⁵ These effects are particularly apparent when developmental courses are taken by students during their first semester.³⁶ For these reasons, it has been recommended that students who have skill deficiencies be required to remediate upon initial enrollment.³⁷

Through the ASSIST activity, a plan for establishing course prerequisites based on assessment test scores and successful completion of developmental education courses will be developed. These prerequisites will be in addition to existing prerequisites (e.g., those requiring sequential courses). The prerequisite concerning assessment test scores will require careful consideration. The prerequisite will likely be below the current cut scores to insure students who are required to remediate are almost certain not to succeed in the corresponding college level course without taking the prescribed developmental education course first. Although the plan will be developed during the activity, the Board of Directors must approve it for implementation.

The reason course prerequisites are being suggested instead of requiring remediation of all skill deficiencies is that attainment of educational goals for a particular student may not require remediation of certain deficiencies. Also, the philosophy of requiring a certain knowledge or skill level before progressing to the next course is more in keeping with the mission of IVCCD than demanding students remediate before they can participate fully in the system. Although it is a subtle difference, it is an important one to the institutions involved.

Peer mentoring is an important way to address not only the academic needs of students, but also their social needs.³⁸ Peer mentoring has been found to increase retention, particularly

³⁵ Schoenecker, C. and et. al. (1996, May). Developmental Education Outcomes at Minnesota Community College. Paper presented at the Annual Forum of the Association for Institutional Research, Albuquerque, NM.

³⁶ Wall, M. and et. al. (1996). From Theory to Practice: Using Retention Research to Guide Assessment Efforts at a Community College. Unpublished manuscript, Atlantic Community College, Mays Landing, NJ. ED397929.

³⁷ Weissman, J., and et. al. (1995, May). *Assessing Developmental Education Through Student Traking*. AIR 1995 Annual Forum Paper. Paper presented at the Annual Form of the Association for Institutional Research, Boston.

³⁸ Mueller, M.K. (1993) "ALANA Intervention Program." Saint Clair County Community College, Port Huron, MI. ED361043.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED	ACTIVITY NUMBER 1	PAGE NUMBER 1	NUMBER OF PAGES 1	FORM APPROVED OMB NO. 1840-0114 EXP. DATE: 03/31/03
-------------------------------------------------------------------------------------------------------------	----------------------	------------------	----------------------	-----------------------------------------------------------

ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)
Marshalltown Community College Management/Evaluation Budget

1. Name of Applicant Institution: Marshalltown Community College **1. Activity Title: Accessing Support Services to Insure Successful Transitions**

3. Budget Categories By Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	
a. Personnel (Position Title) Title III Coordinator	60%	\$ 21,000	60%	\$ 20,948	60%	\$ 20,837	60%	\$ 20,664	60%	\$ 20,421	103,869
SUB-TOTAL		21,000		20,948		20,837		20,664		20,421	103,869
b. Fringe Benefits 41.80%		8,779		8,757		8,711		8,638		8,537	147,290
c. Travel		1,200		1,140		1,080		1,020		960	5,400
d. Equipment		0		0		0		0		0	0
e. Supplies		1,020		475		450		425		400	2,770
f. Contractual		0		0		0		0		0	0
g. Construction		0		0		0		0		0	0
h. Other		1,920		684		648		612		576	4,440
I. TOTAL DIRECT CHARGES		\$33,919		\$32,003		\$31,726		\$31,359		\$30,893	\$159,900

ED FORM 851A-4

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325**

Form Approved:
OMB No.: 1840-0114
Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

Marshalltown Community College Management and Evaluation Year 1: October 1, 2003 – September, 30 2004

**1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College**

**2. ACTIVITY TITLE: Accessing Support Services
to Insure Successful Transitions**

3. REMARKS

A. Personnel Costs

Salary is based on job descriptions according to institutional policies and procedures regarding hiring practices.

Title III Coordinator, 60% of time @ \$35,000 annually

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$764.90 per month x % of time, Dental Insurance @ \$48.10 per month x % of time, Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 5,000 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as to attend trainings

D. Equipment: Not Applicable

E. Supplies

General supplies @ \$1,020 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual: Not Applicable

G. Construction: Not Applicable

H. Other

Tracking Software, one (1) @ \$2,000, to assist in data collection related to number, frequency, and length of contacts
Communications @ \$720, included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325**

Form Approved:
OMB No.:1840-0114
Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

Marshalltown Community College Management and Evaluation Year 2: October 1, 2004 – September, 30 2005

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

**2. ACTIVITY TITLE: Accessing Support Services
to Insure Successful Transitions**

3. REMARKS

MCC assumes responsibility for 5% of all costs listed below

A. Personnel Costs

Salary is based on job descriptions according to institutional policies and procedures regarding hiring practices.

Title III Coordinator, 60% of time @ \$36,750 annually (5% increase from previous year, based on 10-year average)

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$803.15 per month x % of time (5% increase ibid), Dental Insurance @ \$50.01 per month x % of time (5% increase ibid), Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 5,000 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as to attend trainings

D. Equipment: Not Applicable

E. Supplies

General supplies @ \$500 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual: Not Applicable

G. Construction: Not Applicable

H. Other

Communications @ \$720, included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:
OMB No.:1840-0114
Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

Marshalltown Community College Management and Evaluation Year 3: October 1, 2005 – September, 30 2006

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

**2. ACTIVITY TITLE: Accessing Support Services
to Insure Successful Transitions**

3. REMARKS

MCC assumes responsibility for 10% of all costs listed below

A. Personnel Costs

Salary is based on job descriptions according to institutional policies and procedures regarding hiring practices.

Title III Coordinator, 60% of time @ \$38,588 annually (5% increase from previous year, based on 10-year average)

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$843.31 per month x % of time (5% increase ibid), Dental Insurance @ \$52.51 per month x % of time (5% increase ibid), Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 5,000 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as to attend trainings

D. Equipment: Not Applicable

E. Supplies

General supplies @ \$500 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual: Not Applicable

G. Construction: Not Applicable

H. Other

Communications @ \$720 included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:
 OMB No.:1840-0114
 Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

Marshalltown Community College Management and Evaluation Year 4: October 1, 2006 – September, 30 2007

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

2. ACTIVITY TITLE: Accessing Support Services to Insure Successful Transitions

3. REMARKS

MCC assumes responsibility for 15% of all costs listed below

A. Personnel Costs

Salary is based on job descriptions according to institutional policies and procedures regarding hiring practices.

Title III Coordinator, 60% of time @ \$40,517 annually (5% increase from previous year, based on 10-year average)

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$885.48 per month x % of time (5% increase *ibid*), Dental Insurance @ \$55.14 per month x % of time (5% increase *ibid*), Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 5,000 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as by the Title III Coordinator and ASSIST Staff to attend trainings and to provide services for academically at-risk and low-income students

D. Equipment: Not Applicable

E. Supplies

General supplies @ \$500 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual: Not Applicable

G. Construction: Not Applicable

H. Other

Communications @ \$720, included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:
OMB No.:1840-0114
Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

Marshalltown Community College Management and Evaluation Year 5: October 1, 2007 – September, 30 2008

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

**2. ACTIVITY TITLE: Accessing Support Services
to Insure Successful Transitions**

3. REMARKS

MCC assumes responsibility for 20% of all costs listed below

A. Personnel Costs

Salary is based on job descriptions according to institutional policies and procedures regarding hiring practices.

Title III Coordinator, 60% of time @ \$42,543 annually (5% increase from previous year, based on 10-year average)

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$929.75 per month x % of time (5% increase *ibid*), Dental Insurance @ \$57.90 per month x % of time (5% increase *ibid*), Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 5,000 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as by the Title III Coordinator and ASSIST Staff to attend trainings and to provide services for academically at-risk and low-income students

D. Equipment: Not Applicable

E. Supplies

General supplies @ \$500 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual: Not Applicable

G. Construction: Not Applicable

H. Other

Communications @ \$720, included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED		ACTIVITY NUMBER 1	PAGE NUMBER 1	NUMBER OF PAGES 1	FORM APPROVED OMB NO. 1840-0114 EXP. DATE: 03/31/03						
ACTIVITY BUDGET (To be completed for every major activity for which funding is requested) <i>Ellsworth Community College Management/Evaluation Budget</i>											
1. Name of Applicant Institution: Marshalltown Community College			1. Activity Title: Accessing Support Services to Insure Successful Transitions								
Budget Categories By Year	First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	
a. Personnel (Position Title) Title III Coordinator	40%	\$ 14,000	40%	\$ 13,965	40%	\$ 13,892	40%	\$ 13,776	40%	\$ 13,614	69,246
SUB-TOTAL		14,000		13,965		13,892		13,776		13,614	69,246
b. Fringe Benefits 41.80%		5,853		5,838		5,807		5,759		5,691	28,948
c. Travel		800		760		720		680		640	3,600
d. Equipment		0		0		0		0		0	0
e. Supplies		180		95		90		85		80	530
f. Contractual		0		0		0		0		0	0
g. Construction		0		0		0		0		0	0
h. Other		1,280		456		432		408		384	2,160
I. TOTAL DIRECT CHARGES		\$22,113		\$21,114		\$20,941		\$20,708		\$20,409	\$105,284

ED FORM 851A-4

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:
OMB No.: 1840-0114
Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

Ellsworth Community College Management and Evaluation Year 1: October 1, 2003 – September, 30 2004

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

**2. ACTIVITY TITLE: Accessing Support Services
to Insure Successful Transitions**

3. REMARKS

A. Personnel Costs

Salary is based on job descriptions according to institutional policies and procedures regarding hiring practices.

Title III Coordinator, 40% of time @ \$35,000 annually

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$764.90 per month x % of time, Dental Insurance @ \$48.10 per month x % of time, Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 3,333 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as to attend trainings

D. Equipment: Not Applicable

E. Supplies

General supplies @ \$180 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual: Not Applicable

G. Construction: Not Applicable

H. Other

Communications @ \$480, included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:
OMB No.:1840-0114
Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

Ellsworth Community College Management and Evaluation Year 2: October 1, 2004 – September, 30 2005

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

**2. ACTIVITY TITLE: Accessing Support Services
to Insure Successful Transitions**

3. REMARKS

ECC assumes responsibility for 5% of all costs listed below

A. Personnel Costs

Salary is based on job descriptions according to institutional policies and procedures regarding hiring practices.

Title III Coordinator, 40% of time @ \$36,750 annually (5% increase from previous year, based on 10-year average)

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$803.15 per month x % of time (5% increase ibid), Dental Insurance @ \$50.01 per month x % of time (5% increase ibid), Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 3,333 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as to attend trainings

D. Equipment: Not Applicable

E. Supplies

General supplies @ \$100 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual: Not Applicable

G. Construction: Not Applicable

H. Other

Communications @ \$480, included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:
OMB No.:1840-0114
Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

Ellsworth Community College Management and Evaluation Year 3: October 1, 2005 – September, 30 2006

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

**2. ACTIVITY TITLE: Accessing Support Services
to Insure Successful Transitions**

3. REMARKS

ECC assumes responsibility for 10% of all costs listed below

A. Personnel Costs

Salary is based on job descriptions according to institutional policies and procedures regarding hiring practices.

Title III Coordinator, 40% of time @ \$38,588 annually (5% increase from previous year, based on 10-year average)

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$843.31 per month x % of time (5% increase ibid), Dental Insurance @ \$52.51 per month x % of time (5% increase ibid), Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 3,333 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as to attend trainings

D. Equipment: Not Applicable

E. Supplies

General supplies @ \$100 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual: Not Applicable

G. Construction: Not Applicable

H. Other

Communications @ \$480 included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:
OMB No.: 1840-0114
Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

Ellsworth Community College Management and Evaluation Year 4: October 1, 2006 – September, 30 2007

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

**2. ACTIVITY TITLE: Accessing Support Services
to Insure Successful Transitions**

3. REMARKS

ECC assumes responsibility for 15% of all costs listed below

A. Personnel Costs

Salary is based on job descriptions according to institutional policies and procedures regarding hiring practices.

Title III Coordinator, 40% of time @ \$40,517 annually (5% increase from previous year, based on 10-year average)

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$885.48 per month x % of time (5% increase ibid), Dental Insurance @ \$55.14 per month x % of time (5% increase ibid), Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 3,333 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as by the Title III Coordinator and ASSIST Staff to attend trainings and to provide services for academically at-risk and low-income students

D. Equipment: Not Applicable

E. Supplies

General supplies @ \$100 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual: Not Applicable

G. Construction: Not Applicable

H. Other

Communications @ \$480, included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:
OMB No.: 1840-0114
Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

Ellsworth Community College Management and Evaluation Year 5: October 1, 2007 – September, 30 2008

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

**2. ACTIVITY TITLE: Accessing Support Services
to Insure Successful Transitions**

3. REMARKS

ECC assumes responsibility for 20% of all costs listed below

A. Personnel Costs

Salary is based on job descriptions according to institutional policies and procedures regarding hiring practices.

Title III Coordinator, 40% of time @ \$42,543 annually (5% increase from previous year, based on 10-year average)

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$929.75 per month x % of time (5% increase ibid), Dental Insurance @ \$57.90 per month x % of time (5% increase ibid), Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 3,333 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as by the Title III Coordinator and ASSIST Staff to attend trainings and to provide services for academically at-risk and low-income students

D. Equipment: Not Applicable

E. Supplies

General supplies @ \$100 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual: Not Applicable

G. Construction: Not Applicable

H. Other

Communications @ \$480, included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization
Marshalltown Community College

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
 U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	141,250	203,241	202,171	200,486	198,128	945,275
2. Fringe Benefits	70,895	103,731	103,185	102,326	101,122	481,259
3. Travel	2,400	2,280	2,160	2,040	1,920	10,800
4. Equipment	0	0	0	0	0	0
5. Supplies	17,410	3,012	11,853	2,695	10,536	45,505
6. Contractual	5,909	2,383	2,258	2,132	2,007	14,688
7. Construction	0	0	0	0	0	0
8. Other	72,188	1,520	1,440	1,360	1,280	77,788
9. Total Direct Costs (lines 1-8)	310,052	316,167	323,067	311,038	314,992	1,575,316
10. Indirect Costs	31,005	31,617	32,307	31,104	31,499	157,532
11. Training Stipends	9,450	13,915	13,842	13,727	13,565	64,499
12. Total Costs (lines 9-11)	\$350,507	\$361,698	\$369,216	\$355,869	\$360,056	\$1,797,346

ED Form No. 524

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:
 OMB No.: 1840-0114
 Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

ASSIST Summary Year 1: October 1, 2003 – September, 30 2004

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

**2. ACTIVITY TITLE: Accessing Support Services
 to Insure Successful Transitions**

3. REMARKS

A. Personnel Costs

All salaries are based on job descriptions according to institutional policies and procedures regarding hiring practices.

Title III Coordinator, 100% of time @ \$35,000 annually

ASSIST Staff, three (3) x 100% of time @ \$25,000 annually per position

ASSIST Staff, five (5) x 25% of time (full-time for 65 days) @ \$25,000 annual equivalent per position, prorated according to 2080 work hours, or 260 days, per year

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$764.90 per month x % of time, Dental Insurance @ \$48.10 per month x % of time, Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 10,000 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as by the Title III Coordinator and ASSIST Staff to attend trainings and to provide services for academically at-risk and low-income students

D. Equipment: Not Applicable

E. Supplies

Computers, ten (10) @ \$1,000 each to provide academically at-risk and low-income students (including students with disabilities) access to assistive and computer assisted instruction (CAI) technology

Computer desk and chair units, ten (10) @ \$250 to assist in providing students access to the assistive and computer assisted instruction technology

Kurzweil compatible scanners and scanner software, three (3) @ \$580 each to scan text so it can be translated into audio for students with disabilities

COMPASS Diagnostic Test Units, 900 @ \$1.30 each to assist in diagnosing skill deficiencies in academically at-risk and low-income student. Each student will require approximately four units, which cover different skill sets.

General supplies @ \$2,000 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual

PLATO Training @ \$2,400 required to properly operate PLATO Library N Software

Kurzweil Training @ \$2,500 required to properly operate Kurzweil software

Kurzweil Maintenance Agreement for three (3) Lab Packs @ \$269.50 each annually, required

COMPASS Test Training and Support @ \$200 annually, required to properly administer COMPASS Diagnostic Test

G. Construction: Not Applicable

H. Other

PLATO Library N Software Licenses, ten (10) @ \$5,750 each, CAI covering kindergarten to college graduation skills to augment developmental education courses, particularly effective for students with disabilities

Kurzweil Color Learning Lab Packs, three (3) @ \$2,021 each (1 read/write & 4 read only), assistive technology for use with students with visual impairment or reading disabilities, translates text into audio

ROSETTA STONE Software, ten (10) @ \$450 each, CAI in ESL that includes verbal/audio interface

Five Finger Typist Software, three (3) @ \$175 each, converts standard keyboard to one-handed keyboard

Tracking Software, one (1) @ \$2,000, to assist in data collection related to number, frequency, and length of contacts
 Communications @ \$1,600, included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG

I. Indirect Cost: Institutionally established @ 37%, requesting only 10% of direct costs

J. Training Stipends: Institutionally established @ \$1,800 annually x % of time for professional development

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:
 OMB No.:1840-0114
 Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

ASSIST Summary Year 2: October 1, 2004 – September, 30 2005

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

**2. ACTIVITY TITLE: Accessing Support Services
 to Insure Successful Transitions**

3. REMARKS

MCC and ECC assumes responsibility for 5% of all Federally funded costs associated with the activity

A. Personnel Costs

All salaries are based on job descriptions according to institutional policies and procedures regarding hiring practices.

Title III Coordinator, 100% of time @ \$36,750 annually (5% increase from previous year, based on 10-year average)

ASSIST Staff, three (3) x 100% of time @ \$26,250 annually per position (5% increase ibid)

ASSIST Staff, five (5) x 75% of time (full-time for 195 days) @ \$26,250 annual equivalent per position, (5% increase ibid) prorated according to 2080 work hours, or 260 days, per year

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$803.15 per month x % of time (5% increase ibid), Dental Insurance @ \$50.01 per month x % of time (5% increase ibid), Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 10,000 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as by the Title III Coordinator and ASSIST Staff to attend trainings and to provide services for academically at-risk and low-income students

D. Equipment: Not Applicable

E. Supplies

COMPASS Diagnostic Test Units, 900 @ \$1.30 each to assist in diagnosing skill deficiencies in academically at-risk and low-income student. Each student will require approximately four units, which cover different skill sets.

General supplies @ \$2,000 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual

PLATO Technical Support for ten (10) licenses @ \$150 each annually, required

Kursweil Maintenance Agreement for three (3) Lab Packs @ \$269.50 each annually, required

COMPASS Test Training and Support @ \$200 annually, required to properly administer COMPASS Diagnostic Test

G. Construction: Not Applicable

H. Other

Communications @ \$1,600, included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG

I. Indirect Cost: Institutionally established @ 37%, requesting only 10% of direct costs

J. Training Stipends: Established @ \$1,890 annually x % of time for professional development (5% increase ibid)

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:
OMB No.:1840-0114
Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

ASSIST Summary Year 3: October 1, 2005 – September, 30 2006

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

**2. ACTIVITY TITLE: Accessing Support Services
to Insure Successful Transitions**

3. REMARKS

MCC and ECC assumes responsibility for 10% of all Federally funded costs associated with the activity

A. Personnel Costs

All salaries are based on job descriptions according to institutional policies and procedures regarding hiring practices.
Title III Coordinator, 100% of time @ \$38,588 annually (5% increase from previous year, based on 10-year average)
ASSIST Staff, three (3) x 100% of time @ \$27,563 annually per position (5% increase ibid.)
ASSIST Staff, five (5) x 75% of time (full-time for 195 days) @ \$27,563 annual equivalent per position, (5% increase ibid) prorated according to 2080 work hours, or 260 days, per year

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$843.31 per month x % of time (5% increase ibid), Dental Insurance @ \$52.51 per month x % of time (5% increase ibid), Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 10,000 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as by the Title III Coordinator and ASSIST Staff to attend trainings and to provide services for academically at-risk and low-income students

D. Equipment: Not Applicable

E. Supplies

Computers, ten (10) @ \$1,000, each to insure continued compatibility with advances in software by upgrading computers
COMPASS Diagnostic Test Units, 900 @ \$1.30 each to assist in diagnosing skill deficiencies in academically at-risk and low-income student. Each student will require approximately four units, which cover different skill sets.
General supplies @ \$2,000 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual

PLATO Technical Support for ten (10) licenses @ \$150 each annually, required
Kursweil Maintenance Agreement for three (3) Lab Packs @ \$269.50 each annually, required
COMPASS Test Training and Support @ \$200 annually, required to properly administer COMPASS Diagnostic Test

G. Construction: Not Applicable

H. Other

Communications @ \$1,600, included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG

I. Indirect Cost: Institutionally established @ 37%, requesting only 10% of direct costs

J. Training Stipends: Established @ \$1,985 annually x % of time for professional development (5% increase ibid)

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:
OMB No.:1840-0114
Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

ASSIST Summary Year 4: October 1, 2006 – September, 30 2007

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

**2. ACTIVITY TITLE: Accessing Support Services
to Insure Successful Transitions**

3. REMARKS

MCC and ECC assumes responsibility for 15% of all Federally funded costs associated with the activity

A. Personnel Costs

All salaries are based on job descriptions according to institutional policies and procedures regarding hiring practices.
Title III Coordinator, 100% of time @ \$40,517 annually (5% increase from previous year, based on 10-year average)
ASSIST Staff, three (3) x 100% of time @ \$28,941 annually per position (5% increase ibid.)
ASSIST Staff, five (5) x 75% of time (full-time for 195 days) @ \$28,941 annual equivalent per position, (5% increase ibid) prorated according to 2080 work hours, or 260 days, per year

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$885.48 per month x % of time (5% increase ibid), Dental Insurance @ \$55.14 per month x % of time (5% increase ibid), Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 10,000 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as by the Title III Coordinator and ASSIST Staff to attend trainings and to provide services for academically at-risk and low-income students

D. Equipment: Not Applicable

E. Supplies

COMPASS Diagnostic Test Units, 900 @ \$1.30 each to assist in diagnosing skill deficiencies in academically at-risk and low-income student. Each student will require approximately four units, which cover different skill sets.
General supplies @ \$2,000 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual

PLATO Technical Support for ten (10) licenses @ \$150 each annually, required
Kursweil Maintenance Agreement for three (3) Lab Packs @ \$269.50 each annually, required
COMPASS Test Training and Support @ \$200 annually, required to properly administer COMPASS Diagnostic Test

G. Construction: Not Applicable

H. Other

Communications @ \$1,600, included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG

I. Indirect Cost: Institutionally established @ 37%, requesting only 10% of direct costs

J. Training Stipends: Established @ \$2,084 annually x % of time for professional development (5% increase ibid)

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:
OMB No.: 1840-0114
Exp. Date: 03/31/03

OTHER BUDGET INFORMATION

ASSIST Summary Year 5: October 1, 2007 – September, 30 2008

1. NAME OF APPLICANT INSTITUTION:
Marshalltown Community College

**2. ACTIVITY TITLE: Accessing Support Services
to Insure Successful Transitions**

3. REMARKS

MCC and ECC assumes responsibility for 20% of all Federally funded costs associated with the activity

A. Personnel Costs

All salaries are based on job descriptions according to institutional policies and procedures regarding hiring practices.
Title III Coordinator, 100% of time @ \$42,543 annually (5% increase from previous year, based on 10-year average)
ASSIST Staff, three (3) x 100% of time @ \$30,388 annually per position (5% increase *ibid.*)
ASSIST Staff, five (5) x 75% of time (full-time for 195 days) @ \$30,388 annual equivalent per position, (5% increase *ibid.*) prorated according to 2080 work hours, or 260 days, per year

B. Fringe Benefits

Fringe benefits for all positions include: FICA Medicare @ 1.45%, FICA Old Age Disability @ 6.2%, Retirement @ 5.75%. Health Insurance @ \$929.75 per month x % of time (5% increase *ibid.*), Dental Insurance @ \$57.90 per month x % of time (5% increase *ibid.*), Term Life Insurance @ \$0.20 per \$1000 of salary per month per position, and Long Term Disability @ 0.29%

C. Travel

Travel @ \$0.24 per mile (institutional policy) x 10,000 miles, used by Title III Coordinator to travel between ECC, MCC, and IVG in the process of managing and evaluating the activity, as well as by the Title III Coordinator and ASSIST Staff to attend trainings and to provide services for academically at-risk and low-income students

D. Equipment: Not Applicable

E. Supplies

Computers, ten (10) @ \$1,000, each to insure continued compatibility with advances in software by upgrading computers
COMPASS Diagnostic Test Units, 900 @ \$1.30 each to assist in diagnosing skill deficiencies in academically at-risk and low-income student. Each student will require approximately four units, which cover different skill sets.
General supplies @ \$2,000 for items used conducting the proposed activity, including consumables and inexpensive items

F. Contractual

PLATO Technical Support for ten (10) licenses @ \$150 each annually, required
Kursweil Maintenance Agreement for three (3) Lab Packs @ \$269.50 each annually, required
COMPASS Test Training and Support @ \$200 annually, required to properly administer COMPASS Diagnostic Test

G. Construction: Not Applicable

H. Other

Communications @ \$1,600, included long-distance phone charges and use of the Iowa Communication Network to coordinate efforts between ECC, MCC, and IVG

I. Indirect Cost: Institutionally established @ 37%, requesting only 10% of direct costs

J. Training Stipends: Established @ \$2,188 annually x % of time for professional development (5% increase *ibid.*)

O. Assurances and Certification

The ASSIST activity to develop a retention program for academically at-risk and low-income students will comply with Section 427 of the General Education Provisions Act (GEPA). Steps will be taken to ensure equitable access to, and participation in, the activity and resulting program by three primary types of beneficiaries with special needs in addition to generally increasing access to student support services and increasing participation in college for academically at-risk and low-income students. These three types are individuals with disabilities, individuals with limited English proficiency, and non-traditional students. Additional steps to address beneficiaries with other special needs will be developed as needed.

Assistive and computer assisted instruction technology will be used to ensure equitable access to, and participation in, the activity and resulting program by beneficiaries with visual or audio impairment and/or learning disabilities.

Computer assisted instruction technology and hiring preferences will be used to ensure equitable access to, and participation in, the activity and resulting program by beneficiaries with limited English proficiency to accommodate the rapidly growing Hispanic population in the area.

Extended hours of service at the one-stop-shops developed by the activity will be used to ensure equitable access to, and participation in, the program by beneficiaries who are non-traditional students. Non-traditional students tend to have work hours that conflict with normal college hours.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

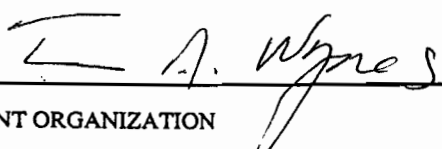
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE President
APPLICANT ORGANIZATION Marshalltown Community College	DATE SUBMITTED 09/08/03

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide

notice, including position title, to: Di. Jr, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

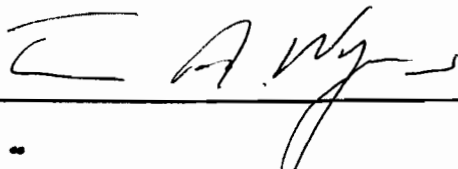
(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT Marshalltown Community College		PR/AWARD NUMBER AND / OR PROJECT NAME P031A030086
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Tim Wynes, President		
SIGNATURE 	DATE 09/08/03	

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.