

SEEDING SITE GRANT PROGRAM APPLICATION



A. PROJECT TITLE, LEADER & LOCATION

Please provide a title for the project along with contact information for the project leader.

Title of Project:	
Project Leader Name:	
Contact Information:	

Please provide the name and tax status of the organization applying for the support.

Organization Name:	
Address with Phone:	
Tax Status:	

B. EVIDENCE OF SCALE

System Description. Is the system a state agency, a consortium of institutions within a state, or a state-located association?

Is the system a: State Agency Consortium of Institutions State-located Association

System Name	System website, if applicable

Participating Institutions. Please list the institutions that will be participating in the proposed project.

Institution Name	Institution Name (continued)

Note. Please insert additional rows as necessary.

C. THE AREA OF FOCUS

Goal Statement. Please fill in the rest of the following sentence. This is *the outcome* all activities in this proposal are supporting to occur and is the final outcome of the grant:

At the end of this project, my system will have...

Topic Area of Focus. Choose **one or more practice(s) within one Topic Area** that your system needs to undertake to advance the developmental education reforms goal you articulated above, at scale. *By scale we mean across all participating institutions and all students at those institutions.*

For example, if your system needs to focus on “Embedding Student Supports,” you can select to undertake any of the five practices listed in that Topic Area but you cannot select a practice from “Alignment.” This is not to say these topic areas are mutually exclusive, but rather that this support is targeted to specific practices to be accomplished in the time frame allotted. Strong Start to Finish will work with applicants to identify and secure the technical assistance provider(s) available to help with the practices listed below. The intent is to identify a practice/practices that is/are needed by your system at this time.

Topic Area	Description of Topic Area	Practices	Choose one
Alignment	The degree to which developmental education content is mapped to college-level coursework	Align developmental and gateway math course content to create a clear pathway	<input type="checkbox"/>
		Purposefully redesign course learning outcomes in developmental and gateway courses to align with each other while scaffolding learning	<input type="checkbox"/>
		Create Course Maps that illustrate the alignment between developmental and gateway courses	<input type="checkbox"/>
		Contextualize course content	<input type="checkbox"/>
		Develop a protocol for designing curriculum inclusive of co-requisite and pre-requisite courses	<input type="checkbox"/>
		Develop a statistics math pathway	<input type="checkbox"/>
Placement	The institution uses multiple measures for accurate student placement	Eliminate the use of a single placement test score for placing students into developmental education.	<input type="checkbox"/>
		Develop a multiple measures policy at the institution or system level.	<input type="checkbox"/>
		Place under-prepared students in co-requisite gateway courses	<input type="checkbox"/>
		Develop a multiple measures algorithm	<input type="checkbox"/>
Embedded Student Supports	The institution embeds students' academic and non-academic supports into developmental education instructional delivery and curriculum.	Create a productive academic mindset	<input type="checkbox"/>
		Build advising structures to ensure all students register for coursework in sequences provided in program of study at scale	<input type="checkbox"/>
		Standardize training on developmental education reforms for advisors	<input type="checkbox"/>
		Transform student onboarding to focus on empowering students to make a purposeful program choice.	<input type="checkbox"/>

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		Create a customizable intake system that requires all students provide pre-enrollment advising	<input type="checkbox"/>
		Connecting dev ed supports to other student services redesigns (ie integrating with Guided Pathways)	<input type="checkbox"/>
Faculty & Staff Supports	The institution provides faculty and staff with regular, high-quality professional learning opportunities that meet their needs and help improve their practices.	Create a productive faculty mindset	<input type="checkbox"/>
		Implement strategies to support English as a Second Language learners at scale	<input type="checkbox"/>
		Facilitate the implementation of culturally-responsive pedagogy	<input type="checkbox"/>
Acceleration	The institution implements processes that maximizes the probability of expediting students' progress through developmental education to college-level courses.	Phase out developmental education courses	<input type="checkbox"/>
		Substantially reduce the number of developmental education courses	<input type="checkbox"/>
		Replace developmental education courses with intensive pre-matriculation courses/workshops	<input type="checkbox"/>
		Implement co-requisite English courses at scale	<input type="checkbox"/>
		Implement co-requisite math courses at scale	<input type="checkbox"/>
		Create structured cohorts	<input type="checkbox"/>
		Implement block scheduling	<input type="checkbox"/>
		Implement accelerated term structure	<input type="checkbox"/>
Integration	The institution integrates developmental education solutions and associated supports propel students into college coursework in intended program of study.	Develop clearly structured programs of study/program or academic maps for all majors, which include gateway math and English courses	<input type="checkbox"/>
		Create meta-majors for programs of study/academic maps that include gateway Math and English courses	<input type="checkbox"/>
		Develop structured programs at the course level through course design, mapping, and other practices.	<input type="checkbox"/>
		Support advisor/faculty in using maps to holistically support students and leveraging meta-majors to improve practices	<input type="checkbox"/>
		Integrate academic maps as default selections in the registration process.	<input type="checkbox"/>
Measure & Outcomes	The institution has clear goals and defined measurable outcomes for Developmental Education, with a focus on equity.	Provide workshops on how to use data with a focus on disaggregating data.	<input type="checkbox"/>
		Embed developmental education reform goals within campus plans, strategic or otherwise.	<input type="checkbox"/>
		Develop a data standard for gateway course identification	<input type="checkbox"/>
		Develop a data standard for course completion at grade of "c" or higher.	<input type="checkbox"/>
		Build capacity of institutional researchers regarding developmental education reform	<input type="checkbox"/>
		Disaggregate data in reports with a focus on low-income students, students of color, and returning adults	<input type="checkbox"/>
		Communicate disaggregated data to the campus community	<input type="checkbox"/>
		Develop metrics framework to conduce needs assessment and support goal setting and monitoring	<input type="checkbox"/>

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Refinement	The institution routinely assesses its reform efforts and uses insights to refine reform activities.	Collect and act on qualitative data about student experiences	<input type="checkbox"/>
		Facilitate critical equity conversations	<input type="checkbox"/>
		Conduct ongoing research	<input type="checkbox"/>
Scaling	The institution has implemented developmental education policies and practices to maximize the probability of academic success for all students.	Offer change management support for scaled transformation	<input type="checkbox"/>
		Align developmental education reform with other reform initiatives	<input type="checkbox"/>
		Deploy regional coordinators to support change at scale	<input type="checkbox"/>

Rationale. Why is the goal you espoused above important for your system at this point in time?

Insert response here: (500-word limit)

D. CONTEXT

The purpose of this section is to provide the reader an understanding of the context in which the change in practice is to take place. An example of the content to include in this section can be found in *Steps to Success* papers on the Strong Start to Finish Resource Library (<https://strongstart.org/get-a-strong-start/resource-library>)

Policy Factors. Please identify, then list the policy/policies and a two to three sentence explanation of how each policy has or will contributed to the change in practice.

Insert response here: (500-word limit)

Enabling Conditions. Please identify and describe the enabling conditions [e.g., supportive leadership, strong infrastructure, knowledge from prior attempts to change practice] that will contribute to successful implementation of the practice selected above.

Insert response here: (500-word limit)

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Current Status of Reforms in the System. Please include a brief overview of which developmental education reforms have been implementation in your system to date.

Insert response here: (500-word limit)

E. CHANGE IN PRACTICE

Work Plan. Please provide a detailed, sequential description of three to five actions that will be taken over time to accomplish the developmental education reform Goal Statement articulated in Section C above. Your work plan should begin in Spring 2020 and end by September 30, 2021. Please use the table below to provide the activity name, clearly describe the activity, a start and end date for the activity, and name the person from your leadership team responsible for leading the activity.

Activity Name	Description of Activity	Start Date	End Date	Who is Responsible

Note. Please insert additional rows as necessary.

Goal-setting Narrative/Equity Mindset. All systems struggle with equity, including how to provide all students with fair access to high-value programs. Identify how your developmental education reform goal will or will not address the focus populations at scale listed below. Please summarize your proposed approach to these problems, the expected outcome and the justification as to why you believe the outcome can be accomplished by completing the following table:

	Equity Foci			
	1. Low-income Students	2. Students of Color	3. Adult Students	4. Other (specify):
Approach to remedy the equity concern				

Expected outcome				
What makes you believe the outcome can be accomplished?				

F. PROJECT LEADERSHIP AND STRUCTURE

Project Structure. Please attach a single document with an organizational chart of the leadership team. Then provide a brief narrative describing your project structure in terms of each person’s role and responsibility for the project in the space below.

Name	Affiliation	Title	Role in this project	Primary Responsibility

Note. Please insert additional rows as necessary.

G. PROJECT CHALLENGES/RISKS

Challenges/Risks. Please describe the most significant challenges and risks for your project and how you plan to address them.

Insert response here: (500-word limit)

H. BUDGET NARRATIVE

Project Budget: 2020 to 2021

Expenses	2020 Budgeted	2020 Actual	2021 Budgeted	2021 Actual	Total Budgeted	Total Actual
Travel	\$		\$		\$	
Consultants	\$		\$		\$	
Capital Equipment	\$		\$		\$	
Other Direct Costs	\$		\$		\$	
Sub-awards	\$		\$		\$	
Indirect Costs	\$		\$		\$	
Total	\$		\$		\$	

Budget Narrative. Please complete the following narrative with detail sufficient to articulate the expenditures to lay stakeholders. This summary should include total budgeted amounts for the entire grant period. Grant amounts should be aligned to the resources needed to accomplish the activities and can range between \$100,000 and \$300,000.

- **Travel**
 - **Total Budgeted: \$-**
 - Insert Narrative Here:

- **Consultants**
 - **Total Budgeted: \$-**
 - Insert Narrative Here: **(Please also complete the “Consultant Budgeting Worksheet” below and include it as a part of the application.)**

- **Capital Equipment**
 - **Total Budgeted: \$-**
 - Insert Narrative Here:

- **Other Direct Costs**
 - **Total Budgeted: \$-**
 - Insert Narrative Here:

- **Sub-Awards**
 - **Total Budgeted: \$-**
 - Insert Narrative Here:

- **Indirect Costs**
 - **Total Budgeted: \$-**

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- Insert Narrative Here:
 - No more than 8% of the budget (including subcontracts) may be used for indirect costs.
- **Total Budgeted Expenditures**
 - **Total Budgeted: \$-**
 - Insert Narrative Here:

Consultant Budgeting Worksheet. The following worksheet was created to help with the development of your consultant budget line item using information from the guide. The sheet below is completed to show an example. Please delete the existing content in grey and replace it with activities from your work plan in Section E of this application.

Area of Focus from Section C above: Develop a multiple measures algorithm				
Activity from Work Plan in Section E.	Activity Intensity & Type	Cost per Activity	Quantity of Activity	Total Cost
Introduce Placement Policy Research	Low-touch/ Webinar	\$5,000	1	\$5,000
Planning Summit with institutional representatives	Medium-touch/Conference event session	\$12,500	1	\$12,500
Q & A Webinar	Low-touch/ Webinar	\$5,000	1	\$5,000
Two-day Placement Summit to develop the algorithm	High-touch/ Multi-day engagement with two technical assistant providers	\$50,000	1	\$50,000
Follow-up Webinar	Low-touch/ Webinar	\$5,000	1	\$5,000
Final Summit with institutional representatives to finalize the algorithm	Medium-touch/Conference event session	\$12,500	1	\$12,500
TOTAL				\$ 90,000

**Insert additional rows as necessary.*

Consultant Budgeting Guide. This guide has been produced to assist you in developing a budget for technical assistance services and of the type and cadance of service(s) your organization would want to employ over the SSTF engagement.

	Low-Touch	Medium touch	High Touch
Activity Type	Webinar, Phone Conference, Phone meeting(s)	Pre/post existing conference/meeting workshop, Conference event session	Dedicated one or multi-day engagement
Estimated Costs	\$2,500 to \$5,000	\$5,000 to \$20,000 (Based upon staffing)	\$12,500 to \$50,000 (Based upon staffing)