National Community College Expansion of the WFSNCC Strategy **[[1]](#footnote-1)**
Implementation Plan Template

Draft Due: November 14, 20XX

Final Due: January 16, 20XX

NATIONAL COMMUNITY COLLEGE EXPANSION OF THE WFSNCC STRATEGY

COLLEGE IMPLEMENTATION PLAN TEMPLATE

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# SUMMARY AND EXPECTATIONS OF THE IMPLEMENTATION PLAN

The implementation plan serves as an action plan for integration and implementation of the WFSNCC strategy as an institution wide approach to serving low-income community college students and their families. As colleges implement their plans, they are expected to begin with scale and sustainability in mind. As a result, this plan will be a guiding tool throughout the next three years as the college progresses from implementation to scaling, and ultimately institutionalization.

This plan should emphasize the goal of transforming the institution’s culture and operations to holistically support low-income students and include plans for leadership engagement and commitment to the WFSNCC strategy. The implementation plan should align with each college’s respective logic model and support the college in reaching the outputs, outcomes, and impacts outlined in that logic model.

Each college will demonstrate how issues of equity will be intentionally integrated through culturally sensitive engagement of students and training for faculty and staff. Equity is a critical focus of WFSNCC and colleges are expected to serve a diverse population of low-income students and a significant percentage of students of color.

The implementation plan will specify how the college will implement WFSNCC services to support the needs of an increasing number of low-income students by providing a variety of both high- and low-touch services. Colleges will identify the services that will be implemented or expanded to support students in each of the three core WFSNCC core service areas and plan for internal and external partnerships that can be leveraged to support service delivery.

The implementation plan will also describe a plan for data collection, reporting, and information sharing to strengthen the evidence base for WFSNCC. This plan should show how the institution will seek to improve and streamline systems, and engage institutional leaders in support of culture change and sustainability.

Completing this plan is critical for successful WFSNCC implementation and will serve as an important element in identifying and aligning the right combination of technical assistance needs of each institution.

Implementation Plan Review Process:

Assigned WFSNCC coaches will provide feedback on the logic models to help guide implementation plan development. The same coaches will provide scheduled and as needed support to colleges as they work on their implementation plans. ATD, in consultation with the coaches, will connect colleges to a team of technical assistance providers ready to provide content specific support on issues such as culture change, benefits access, partnerships and more. Throughout the planning process ATD will host webinars, share resources, and identify a variety of other ways to be proactive about ensuring that the colleges have the needed resources to successfully implement and work toward scaling WFSNCC.

**Institution Name:** Enter Answers Here

**List the names and titles of WFSNCC Implementation Plan authors:**

Enter Answers Here

**Executive Summary:**

|  |
| --- |
| Please provide a high level description of the college’s implementation plan. Include in this summary how the college intends to achieve the three goals of the initiative, including a general timeline for implementation and expansion of services to reach an increasingly large number of low-income students. |
| Enter Answers Here |

# SECTION I

 **Goal 1: Implementing WFSNCC services to serve increasingly large numbers of low income students.**

The vision of this initiative is to embed an integrated set of services at community colleges so that over time the strategy is infused into the institution’s culture and operations for maximum student support.

**Target Population and Racial Equity:**

The students targeted for WFSNCC services are low-income students with family responsibilities. Recognizing that identifying such students can be difficult, at a minimum, the colleges should use Pell eligible as a proxy for low-income. Colleges may also define and target additional low income populations, or may apply definitions of low-income used by state governing bodies.

If a college chooses a definition other than Pell-eligible or a state definition, an explanation for why they chose this population and its characteristics and how the college will be able to identify those students and their income status should be provided. In all cases, the definition needs to encompass a broad population of students. The total low-income population may not be defined as the participants enrolled in a particular program (e.g. all TRIO students).

Racial composition of the student population was one selection factor for this initiative. Colleges should demonstrate a strategy to ensure that students of color are served through WFSNCC low- and high-touch services, including setting numerical goals for the number of students of color to be served each year
 **Three Core Service Areas:**

Colleges are expected to deliver services to students by intentionally integrating and sequencing three distinct but related service areas:

Education and employment advancement—education, job readiness, training, and placement;

Income and work supports—access to student financial aid, public benefits, tax credits, and free tax assistance; and

Financial services and asset building—financial education and coaching linked to affordable products and services to help families build self-sufficiency, stabilize their finances, and become more economically competitive.

**Service Delivery Expectations:**
Colleges are expected to add or to expand at least one low and one high-touch service in each of the three core service areas. Expanded services are defined as existing services to which a college adds a new component. If a college is not providing a new or expanded effort in one or more of the core service areas, a rationale must be provided for why the college is not focusing in that core service area, and explain how the type and intensity of existing services offered by the college align with the WFSNCC startegy and provides required WFSNCC supports to students.

Colleges should provide an analysis of how each service contributes to student success. Colleges are encouraged to advise students of WFSNCC services in multiple ways and multiple times as students often need to hear information more than once before absorbing or acting upon it.

**Levels of Service[[2]](#footnote-2)**:

Low-touch services are defined as standardized services designed to reach a broad range of students via group settings such as orientation or student success classes, or through technology or other mass delivery approaches. Low-touch services provide information and in some cases develop student skills. Examples of low-touch services include: having a financial literacy component in a student success course; supplemental instruction on job readiness skills; and inclusion of benefits access information in new student orientation.

High-touch services are defined as one-on-one interactions that provide a specific service or set of services to a targeted number of students who have been identified as needing more intensive support. Financial coaching, career planning (not student advising), and working with an individual student to secure a specific public benefit are all examples of high-touch services.

Colleges are urged to use low-touch services to help identify students in need of high-touch services. For example, student success courses where financial literacy is embedded could include a self-assessment that helps the student or faculty identify the student’s need for intensive financial coaching. Similarly, a homework assignment that involves the use of a public benefits screening tool may help identify students in need of individualized support to apply for Medicaid or SNAP benefits.

Within one WFSNCC core service area, it is possible that a low-touch service over time becomes a high-touch service as the level of student support increases. The demarcation of this moment may be best captured when a student creates a short- or long-term goal for their education/career pathway related to that service and subsequently receives one-on-one support.

**Required Services:**

Colleges are required to implement the following services:

* + - * High-touch financial coaching is a requirement; and
			* At least 25% of low-income students in the college should receive financial literacy and benefits access information through a student success course. If a college does not have a student success course, colleges should identify an alternative mechanism, preferably a standing college program or service (e.g., student orientation, or financial aid counseling sessions) through which these components will be delivered.

All services the college will offer as part of the WFSNCC strategy must be operational and offered to students by July 2016. These services will form the basis for measuring student progress and outcomes for evaluation purposes.

**Bundling:**

Colleges will be expected to develop clear and intentional mechanisms by which students receive services in at least two of the three core service areas, also called bundling. Bundling is defined as follows:

* Bundling is the intentional selection and integration of services that help a student achieve the explicit short and long term goals set by the student on a timeline that efficiently moves the student through a pathway to college success. Simply receiving services in two or more core service areas without the intentionality of combining these services is not bundling.
* Bundling is the sequencing and timing of services so that students are receiving services from at least two of three WFSNCC core service areas that the college proposes to offer students. Simply offering one high- and one low-touch service in the same core service area is not bundling.
* Bundling usually occurs through design, staffing or IT.
* The services do not necessarily need to be sequenced in a particular order, although colleges may choose to design their programs that way to ensure at least two of three services are received.

**Scaling:**

It is expected that colleges will begin their WFSNCC strategy implementation process with scale in mind. Scale in the case of this initiative means reaching a significant proportion of the low-income student population by year five.

The following are expectations of high and low-touch threshold service goals:

|  |  |  |
| --- | --- | --- |
|  | College <10,000 students | College > 10,000 students |
| Low touch | 25% of low-income students by year three and 40-50% by year five | 25% of low-income students by year three and a larger percentage by year five. |
| High touch\* | A threshold of serving at least 20% of students who need high-touch services receiving at least one high-touch service by year 3 | A threshold of serving at least 10% of the students who need high-touch services in a large college will receive at least one high-touch service by year 3 |

\* Colleges will need to define how they identify the population of students who need high-touch services.

**1a) Identify Target Population**

Colleges that have implemented the WFSNCC strategy have selected many different target populations. As previously mentioned, it is expected that one common denominator for the target population for WFSNCC is that it comprises low-income students which for the purpose of this grant is defined as those students who are Pell-eligible. If there are additional populations, or there is a different state mechanism for defining low-income students that a college wishes to include, an explanation for why they chose this population and its characteristics, and how it will be able to identify those students and their income status should be provided. In all cases, the definition needs to encompass a broad population of students. The total low income population may not be defined as the participants enrolled in a particular program (e.g., all TRIO students).

*If your college/state has a different definition for low-income, please define it below and demonstrate an ability to gather reliable data on this population.*

Enter Answer Here

*If your college intends to target a smaller subset of students please describe the rationale. What is the initial target population and subsequent milestones? Include the number of students in this population and the percentage relative to the overall low-income population.

Please explain how you plan to expand from this initial target population and reach 25% of the low-income student population with low-touch services and explain what the time frame for that expansion/scaling looks like.

If your WFSNCC initiative intends to be launched with limited services, please explain the timeline for expanding to the full set of low- and high-touch services.*

Enter Answer Here

**1b) Three Core Service Areas: Proposed Services**As noted in Section I, colleges will be expected to implement or expand at least one low and one high-touch service in each of the three core service areas, for a **minimum of 6 services**.

Of these servicescolleges are *required* to implement the following:

* Financial coaching; and
* Integrated financial literacy and benefits access information in a student success course. For institutions without such a course, integration into another like course that touches a large number of students, such as orientation, is acceptable.

*Please use the space on pages 12- 24 to provide more information on each of the services the institution plans to expand or implement. The two required services referenced above have been pre-populated. If you need space for additional services, please copy and paste the following questions after service 6.*

Service #1

A short title for the service, as provided above.

Financial Coaching (REQUIRED)

Description of Service:

Please highlight the service and include the following:

* Description of the service;
* Who will receive the service (where possible include relevant data on this population, including number of student to receive this service and student demographics);and
* Name and title of prospective staff lead.

Enter Answer Here

**Examples of Financial Coach Training:**

Central New Mexico Community College (CNM): The CNM Workforce Training Center at Central New Mexico Community College offers customized training in financial coaching, career coaching and advanced coaching.

NeighborWorks: NeighborWorks offers financial coach training at their quarterly Training Institutes. The training currently includes a three-day course on "Delivering Effective Financial Education for Today's Consumer" and a two-day course on "Financial Coaching: Helping Clients Reach their Goals."

Tribe Coaching: Tribe Coaching offers a six-day Introduction to Financial Coaching program that includes overviews of coaching skill sets, interactive financial literacy games, and coaching practice both in person during the trainings and via telephone between modules.

 *Please describe the training your college intends to use for this service. ATD intends to support the development of a learning event for states interested in financial coach training from CNM.*

Enter Answer Here

**Three Core Service Areas:**

 Education and Employment Advancement Services

 Income and Work Services

 Financial Services and Asset Building Supports

Service Status:

Indicate whether the service is already offered by your institution (active), will be strengthened (expanded) or is a new service (new).

 Active

 Expanded

 New

Start Academic Year:

The academic semester/quarter and year in which the intervention began or is planned to begin.

Fall/Spring/Quarter YYYY

Mandatory/Optional:

Indicate whether the service requires students to opt-out or if it is voluntary/delivered by request:

 Mandatory/Opt-Out

 Voluntary/Opt-In

**Level of Service:**

 Low-touch

 High-touch

Service #2

A short title for the service, as provided above.

Financial Literacy and Benefits Access Information in Student Success Course (REQUIRED)

Description of Service:

Please highlight the service, including the following:

* Description of the service;
* Who will receive the service (where possible include relevant data on this population, including number of student to receive this service and student demographics);and
* Name and title of prospective staff lead.

Enter Answer Here

 **Three Core Service Areas:**

 Education and Employment Advancement Services

 Income and Work Services

 Financial Services and Asset Building Supports

Service Status:

Indicate whether the service is already offered by your institution (active), will be strengthened (expanded) or is a new service (new).

 Active

 Expanded

 New

Start Academic Year:

The academic semester/quarter and year in which the intervention began or is planned to begin.

Fall/Spring/Quarter YYYY

Mandatory/Optional:

Indicate whether the service requires students to opt-out or if it is voluntary/delivered by request:

 Mandatory/Opt-Out

 Voluntary/Opt-In

**Level of Service:**

 Low-touch

 High-touch

Service #3

A short title for the service, as provided above.

Description of Service:

Please highlight the service, including the following:

* Description of the service;
* Who will receive the service (where possible include relevant data on this population, including number of student to receive this service and student demographics);and
* Name and title of prospective staff lead.

Enter Answer Here

 **Three Core Service Areas:**

 Education and Employment Advancement Services

 Income and Work Services

 Financial Services and Asset Building Supports

Service Status:

Indicate whether the service is already offered by your institution (active), will be strengthened (expanded) or is a new service (new).

 Active

 Expanded

 New

Start Academic Year:

The academic semester/quarter and year in which the intervention began or is planned to begin.

Fall/Spring/Quarter YYYY

Mandatory/Optional:

Indicated whether the service requires students to opt-out or if it is voluntary/delivered by request:

 Mandatory/Opt-Out

 Voluntary/Opt-In

**Level of Service:**

 Low-touch

 High-touch

Service #4

A short title for the service, as provided above.

Description of Service:

Please highlight the service, including the following:

* Description of the service;
* Who will receive the service (where possible include relevant data on this population, including number of student to receive this service and student demographics);and
* Name and title of prospective staff lead.

Enter Answer Here

**Three Core Service Areas:**

 Education and Employment Advancement Services

 Income and Work Services

 Financial Services and Asset Building Supports

Service Status:

Indicate whether the service is already offered by your institution (active), will be strengthened (expanded) or is a new service (new).

 Active

 Expanded

 New

Start Academic Year:

The academic semester/quarter and year in which the intervention began or is planned to begin.

Fall/Spring/Quarter YYYY

Mandatory/Optional:

Indicate whether the service requires students to opt-out or if it is voluntary/delivered by request:

 Mandatory/Opt-Out

 Voluntary/Opt-In

**Level of Service:**

 Low-touch

 High-touch

Service #5

A short title for the service, as provided above.

Description of Service:

Please highlight the service, including the following:

* Description of the service;
* Who will receive the service (where possible include relevant data on this population, including number of student to receive this service and student demographics);and
* Name and title of prospective staff lead.

Enter Answer Here

 **Three Core Service Areas:**

 Education and Employment Advancement Services

 Income and Work Services

 Financial Services and Asset Building Supports

Service Status:

Indicate whether the service is already offered by your institution (active), will be strengthened (expanded) or is a new service (new).

 Active

 Expanded

 New

Start Academic Year:

The academic semester/quarter and year in which the intervention began or is planned to begin.

Fall/Spring/Quarter YYYY

Mandatory/Optional:

Indicate whether the service requires students to opt-out or if it is voluntary/delivered by request:

 Mandatory/Opt-Out

 Voluntary/Opt-In

**Level of Service:**

 Low-touch

 High-touch

Service #6

A short title for the service, as provided above.

Description of Service:

Please highlight the service, including the following:

* Description of the service;
* Who will receive the service (where possible include relevant data on this population, including number of student to receive this service and student demographics);and
* Name and title of prospective staff lead.

Enter Answer Here

 **Three Core Service Areas:**

 Education and Employment Advancement Services

 Income and Work Services

 Financial Services and Asset Building Supports

Service Status:

Indicate whether the service is already offered by your institution (active), will be strengthened (expanded) or is a new service (new).

 Active

 Expanded

 New

Start Academic Year:

The academic semester/quarter and year in which the intervention began or is planned to begin.

Fall/Spring/Quarter YYYY

Mandatory/Optional:

Indicate whether the service requires students to opt-out or if it is voluntary/delivered by request:

 Mandatory/Opt-Out

 Voluntary/Opt-In

**Level of Service:**

 Low-touch

 High-touch

**1c) Strategy for Bundling or Integrating Services**

Colleges are expected to develop clear mechanisms by which students receive services in at least two of the three core service areas, also called bundling. Bundling is defined as follows:

* Bundling is the intentional selection and integration of services that help a student achieve the explicit short and long term goals set by the student on a timeline that efficiently moves them through a pathway to college success. Simply receiving services in two or more core service areas without the intentionality of combining these services is not bundling.
* Bundling is the sequencing and timing of services so that students are receiving services from at least two of three WFSNCC core service areas that the college proposes to offer students. Simply offering one high- and one low-touch service in the same cores service area is not bundling.
* Bundling usually occurs through design, staffing or IT.
* The services do not necessarily need to be sequenced in a particular order, although colleges may choose to design their programs that way to ensure at least two of three services are received.

**Strategy for WFSNCC:**
There are three main ways that colleges choose to approach integrated service delivery:

* A **physical place,** likely aligned with student services, workforce development and/or a computer lab.

Example: At some colleges WFSNCC is a physical place, meaning there is a “home” for the delivery and receipt of integrated services.
* **Specific people** known on campus as resources to help students identify and achieve their academic and career goals.

Example: At some colleges, students identify WFSNCC services with specific people on campus who are known widely to help connect students with a variety of academic and professional resources. Guilford Technical Community College (NC) has adopted this perspective.
* A **retention and completion strategy**that aims to remove the systemic barriers that students routinely encounter.

Example: WFSNCC is embedded in a college as an overall retention and completion strategy that aims to remove many of the systemic barriers students typically encounter on their education and career pathway. CNM has adopted this perspective.

**Location:**

Regardless of the type of strategy, WFSNCC will need an administrative home. Common “homes” include academic affairs, student services, continuing education, adult basic education, or a colocation. To be successful, the WFSNCC strategy requires breaking down silos within the institution, and working across college functions, especially if staff capacity is limited. Hence, the WFSNCC strategy should be thought of as a conceptual or operational framework rather than a program.

Please *describe the institution’s strategy for integrating its identified WFSNCC services and how they will be bundled and sequenced.*

Enter Answer Here

 *Where is the intended administrative home for WFSNCC accountability and reporting at the college? Why is this location being considered as the prospective home for WFSNCC?*

Enter Answer Here

*Draw a flow chart(s) outlining how students will receive bundled services in an integrated fashion.

Resources:

 Local Initiative Support Corporation (LISC) has two flow charts that outline the different ways clients are initially served through their Financial Opportunity Centers (FOCs). These centers are community based centers that serve clients using the WFSNCC strategy. Click to see* [*Option A*](http://www.lisc.org/isd/images/resources_for_practitioners/asset_upload_file49_17286.png) *and* [*Option B*](http://www.lisc.org/isd/images/resources_for_practitioners/asset_upload_file655_17286.png)*, the map legend is found* [*here*](http://www.lisc.org/isd/images/resources_for_practitioners/asset_upload_file369_17286.png)*.* *Northampton Community College, a Benefits Access for College Completion Institution, has an example of two flow charts that outline how students access benefits through advising/counseling and financial aid. Click* [*here*](https://na12.salesforce.com/sfc/p/#U0000000KXRc/a/U00000008XP3/dXbY.nSjzLP.1ePcc5GL07xFlHOO0WeQ7XpsiAx3QBo=) *to view both charts.*

Draw Chart(s) Here and please add additional pages if necessary

**1d) External Partnerships**

*Describe any new or existing partnerships that will support the implementation or expansion of the services outlined above. Please include if there are existing MOUs or data sharing agreements. If these agreements do not exist, please describe plans to develop them. If such agreements do exist, please confirm that the institution has access to and the ability to report data for WFSNCC evaluation purposes. Also name the staff/faculty in charge of managing this partnership.*

Enter Answer Here

 **1e) Challenges**

*Identify concerns or challenges the college anticipates relevant to implementing WFSNCC services and how the college anticipates addressing these challenges. If known, please also include relevant technical assistance that could support the college and staff with addressing any identified challenges.*

Enter Answer Here

**1f) Goal 1 Work Plan**

*There are no specific milestones that ATD expects the colleges to meet annually. However, in the implementation plans colleges should clearly show how WFSNCC implementation is progressing at a rate necessary to achieve the goals and expectations of the grant in the designated time period.*

*This work plan should incorporate all services and institutional policy and procedure changes planned for each goal. Indicate the year or quarter each step will be completed. Please note when milestones for scaling will be achieved in the work plan. Designate a staff member who is responsible for ensuring completion.*

|  |
| --- |
| **Goal 1: Implementing WFSNCC services to touch increasingly large numbers of low income students** |
| **Measurable Yearly Indicators:** |
| **Work Plan Action Steps** | **Year 1** | **Y2** | **Y3** | **Y4** | **Lead Staff Member** |
| **Q1** | **Q2** | **Q3** | **Q4** |
| *Example* | X |  |  |  |  |  |  |  |
| *Example* |  | X |  |  |  |  |  |  |
| *Example* | X |  |  |  |  | X |  |  |

# SECTION II

**Goal 2: Collecting and reporting data to strengthen the evidence base and provide a database for evaluation.**

Collecting good data is critical to building evidence supporting the WFSNCC concept and promoting culture change. The value of data informed decision-making will also be emphasized as colleges work towards scaling and institutionalizing the WFSNCC strategy on their campus.

By participating in this initiative, colleges are expected to link data from the initiative with student unit record data, either through integration with the mainframe student information system or through a robust API (application programming interface). Colleges will need to collect student ID numbers, or other unique identifier, at point of service and agree to merge that data with student academic records. Colleges are also expected to track the level of service (low or high-touch) and the duration or dosage of services delivered to each student.

Each consortium is expected to attempt to secure and use wage record and benefits access data. Included in this process will be an assessment of the data they will be able to collect (due January 2015) and a strategy to attempt to secure this data by the end of the initiative. Colleges are expected to collect descriptive evidence that students who receive WFSNCC services have improved use of debt and management of finances. Colleges are expected to collect data relevant to the children of students who receive WFSNCC services. These data include: number of dependents, age of dependents, and child care information.

As a result, colleges will need to utilize the expertise of their Institutional Research and Information Technology departments to support these processes and serve as the parties accountable for implementation.

Colleges will be contributing to the evidence-building for the WFSNCC strategy through outcomes such as improved term-to-term retention, increased credentialing rates, and other measures. Colleges will be expected to collect data related to demographics and outcomes for students served by WFSNCC services.

**2a) Collecting and Reporting Data**

*Describe how the college will utilize and develop a data system to collect and report on WFSNCC services received by students.* *(Please consider the ways the college can utilize statewide data systems).*

*Include the following:*

* *Name of the existing data system (Banner, PeopleSoft, etc.);*
* *Process for collecting the type of WFSNCC service received, level of intensity (low- and high-touch), and duration or dosage of services;*
* *Brief description of existing MOUs and data-sharing agreements or plan/process for securing such agreements;*
* *Key staff that will be responsible and accountable for this part of the work (both IR and IT); and*
* *Key staff and administrators that will be trained to collect, enter, monitor, and report data.*

Enter Answer Here

**2b) Collecting and Reporting Data**

*Describe the process for combining WFSNCC program data with student unit record data.*

Enter Answer Here

 **2c) Human Service Data and State/County Unemployment Insurance Data**

*Outline the plan for building relationships with external partners that can assist in the process of securing human services (e.g., benefits access) data and UI data. This plan should include a timeline, goals, staff responsibilities, and process for developing MOUs for data linkage/sharing.*

Enter Answer Here

**2d) Internal and External Resources**

*Identify the internal and external resourses to support Goal #2 of the initiative. Resources might include staffing, technology, analytic, legal, etc. Identify if these resources are currently held by the college or will need to be aquired.*

Enter Answer Here

**2e) Challenges**

*Identify concerns or challenges the college anticipates relevant to data collection and reporting. Include how the college anticipates addressing these challenges. If known, please also include relevant technical assistance that could support the college and staff with addressing any identified challenges.*

Enter Answer Here

**2f) Goal 2 Work Plan**

*There are no specific milestones that ATD expects the colleges to meet annually. However, in the implementation plans colleges should clearly show how WFSNCC implementation is progressing at a rate necessary to achieve the goals and expectations of the grant in the designated time period.*

*This work plan should incorporate all services and institutional policy and procedure changes planned for each goal. Indicate the year or quarter each step will be completed. Please note when milestones for scaling will be achieved in the work plan. Designate a staff member who is responsible for ensuring completion.*

|  |
| --- |
| **Goal 2: Collecting and reporting data to strengthen the evidence base and provide a database for evaluation** |
| **Measurable Yearly Indicators:** |
| **Work Plan Action Steps** | **Year 1** | **Y2** | **Y3** | **Y4** | **Lead Staff Member** |
| **Q1** | **Q2** | **Q3** | **Q4** |
| *Example* | X |  |  |  |  |  |  |  |
| *Example* |  | X |  |  |  |  |  |  |
| *Example* | X |  |  |  |  | X |  |  |

# SECTION III

**Goal 3: Catalyzing culture change across campuses by embedding WFSNCC services into systems and structures of the college.**

In order to substantively improve low-income student performance and the overall well-being of low-income families in a meaningful way, colleges must fundamentally change the way they operate. By recognizing and embracing each college’s unique potential for excellence, the WFSNCC strategy provides a platform by which colleges can become increasingly student-centric, changing the culture of how low-income students, and ultimately every student, are supported on their campus.

The WFSNCC initiative will demand significant leadership engagement and buy-in to instill culture and institutional change and help ensure overall success. Colleges are expected to establish deliberate strategies and mechanisms to ensure that WFSNCC staff and programs are culturally sensitive, that access to WFSNCC services is proactively promoted to students of color, and that benchmarks and monitoring strategies are used to identify when racial equity goals are not being met so that colleges can do course corrections. The commitment to racial equity expressed by colleges in their WFSNCC applications should be translated into concrete strategies for utilizing the WFSNCC strategy to improve racial equity in college culture and college outcomes.

As a result of the WFSNCC strategy implementation and subsequent scaling, an institutional culture shift is expected that reflects the following elements:

* College resources and the annual budget support the WFSNCC strategy;
* Campus stakeholders, including faculty, administrators, and line staff, see WFSNCC services as regular supports for students and understand their roles and responsibilities for supporting, directing students to, and/or providing WFSNCC services; and
* Campus stakeholders value equity and excellence, and engage low-income students in culturally competent ways.

**Culture Change Definition:**

Culture change is an evolutionary shift in values, customs, and behaviors that are unique to the social and psychological environment of a college. Change often occurs through an incremental progression, often with progress and setbacks. Culture change requires an honest analysis of the current environment and behaviors of a college. In order to achieve culture change, colleges must begin by changing the beliefs of their stakeholders in order to change the behaviors on their campus. Scalable and sustainable change occurs when efforts engage a broad range of college staff, faculty, and administrative offices across various departments in examining evidence on student outcomes, designing the change process, mastering the skills required to implement new approaches, designating resources, and refining these efforts over a period of time.

**Culture Change Example:**

CNM Connect, the name under which the WFSNCC strategy operates at Central New Mexico Community College, did not start as a top-down strategy for the college. It started at the grassroots level within the School of Adult and General Education in 2005. Early on this strategy was recognized and nurtured by the college leadership and has been championed by leadership ever since.

CNM has leveraged critical opportunities to ensure a broad range of stakeholders have been engaged with the WFSNCC strategy. The program lead asserts that this strategy “allows us to break down barriers across campus to create a situation where all employees see themselves as part of our effort” (MDC, 2012, 6). Additionally, the college capitalized on a critical moment in the development of CNM Connect through staff reclassification allowing the college to re-purpose positions to support CNM Connect.

Today faculty and staff distributed throughout the college share both an understanding and unified messaging about this work. A myriad of staff are able to talk about the CNM Connect approach from their own perspective, while also explaining how efforts in their own programs serve the goals of the larger strategy. CNM staff consistently use the same language of getting students “in, through and out” of the institution. This is a phrase the president noted as essential to guiding the change effort, both in targeting specific goals and measuring outcomes.

**3a) Leadership**
The success of one of WFSNCC’s goals of catalyzing culture change across campuses, among students, faculty, staff, and administrators, depends on significant buy-in from an engaged college leadership team.

*Keeping this in mind, please identify the senior leadership responsible for assuring that WFSNCC is not a discrete project, but rather an effort that is connected to larger institutional priorities. How will these leaders be directly involved in the planning and oversight of implementation progress while taking steps towards institutionalizing the work in the ongoing operations of the college?*

Enter Answer Here

**3b) Institutional Policy Changes**

 *Identify specific college policies or system processes that will need to be revised in order to fully implement and scale the WFSNCC strategy? How will the college pursue these policy changes?*

Enter Answer Here

**3d) Strategic Planning, Accreditation, and Budgetary Processes:**

 *Describe the college’s current status regarding strategic planning and accreditation, specifically describing if these processes recently took place, are coming up, or are currently underway. Identify how the WFSNCC strategy will be infused into these processes.*

Enter Answer Here

*Describe the college’s budgetary process. Identify opportunities to integrate the WFSNCC strategy into the budgeting process in a way that indicates the potential for the initiative being institutionalized and sustained over time. Please outline the timeline for the steps needed to complete this process.*

Enter Answer Here

**3e) Equity Agenda**
As previously mentioned, the racial composition of the student population was one selection criterion for participation in the WFSNCC expansion initiative. Colleges should demonstrate a strategy to ensure that students of color receive both low- and high-touch services, including setting numerical goals for the number of students of color to be served each year. It is expected that the percentage of low-income students of color within the college that are served will meet or exceed the final scale goals of the college. For example, if the college is expected to serve 25% of low-income students by year three with low-touch services, then the college should serve at least 25% of the colleges’ low-income students of color through WFSNCC services.

Colleges are expected to establish deliberate strategies and mechanisms to ensure that WFSNCC staff and programs are culturally sensitive, that access to WFSNCC services is proactively promoted to students of color, and that benchmarks and monitoring strategies are used to identify when racial equity goals are not being met so that colleges can do course corrections.

The commitment to racial equity expressed by colleges in their grant applications should be translated into concrete strategies for utilizing the WFSNCC strategy to improve racial equity in college culture and college outcomes.

**Definition of Equity from AAC&U**:

The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

**Measuring Equity:**

“Equity in educational outcomes is not a measure of postsecondary institutional performance that is tracked continuously at the national, state, or local levels.” Many campuses today have diversity statements, programs, and staff positions; however the monitoring of equity in student outcomes is rarely an integral component of diversity efforts (Bauman et al., 2005, 10).

“Most institutions evaluate their effectiveness in serving historically underrepresented students in terms of access, to a lesser extent in terms of persistence and completion, and rarely ever in terms of high academic achievement among specific groups” (2005, 11).

Examples of Data Metrics Collected Relevant to Equity (adapted from Loyola Marymount University’s Diversity Scorecard Framework):

Access: Enrollment by race/ethnicity and gender; transfer students by race/ethnicity and gender; and financial aid recipients by race/ethnicity and gender.

Retention: Year by year retention rate for cohorts by race/ethnicity and gender; graduation in 4,5,6, and 7+ years by race/ethnicity and gender; associate degrees/credentials/certificates conferred by race/ethnicity and gender.

Excellence: Student representation in GPA intervals by race/ethnicity and gender; students on the Dean’s list by race/ethnicity and gender; and honors students by race/ethnicity and gender.

Institutional Receptivity: Gender and race/ethnicity of faculty; faculty and administrative staff by rank, race/ethnicity, and gender; and board of trustees’ composition versus student composition by race/ethnicity and gender.

**Example of Equity:**Dr. Steven Murray, Chancellor of Phillips Community College, utilized the common reader approach to addressing issues of poverty, race, and culture change. The first year they bought every college employee *Bridges out of Poverty*. They spent the entire year in a series of conversations, including breakfast meetings, lunch meetings, and all in-service activities, about the characteristics of students who come from a background of generational poverty and more importantly how the institution responds to students with those characteristics. The college intentionally focused on how the institution responds to students rather than griping about students and high schools. The institution brought the author, Ruby K. Payne to the campus for a professional development day. The college learned that most faculty and staff did not understand most of their students. They learned that they cannot change the characteristics that students bring with them, but they can change the way they respond to them.

A critical moment for Chancellor Murray occurred when one faculty member began to complain about a particular student’s repeated tardiness to her 8:00 AM class, to which another faculty member, who knew the student well, responded that her student’s morning was a house of cards. The student was a single mother, who walked ten blocks to take her children to day-care and then an additional 15 blocks to catch a notoriously unreliable bus in order to get to her class on time. A third faculty member then responded stating, “Why was she placed in an 8:00 AM class? She has classes later in the morning that she is not late to.” The college then realized that this was an advising error that they could fix. The college could not change the student’s circumstances at home, but they were able to change the way in which the college responded to these challenges. For more information, please listen to Dr. Steven Murray’s Speech at the 2014 Achieving the Dream Kickoff Institute [here](https://www.youtube.com/watch?v=0kw5RSsLkTs&list=UU9RNyGlpb4NeHKpjFgNilVg).

*Identify how equity and cultural sensitivity will be intentionally integrated into the implementation of the WFSNCC strategy, including how students receive services and faculty and staff are trained in a lens that emphasizes and recognizes equity with regard to race, ethnicity, socio-economic status, age, and gender.*

Enter Answer Here

**3f) Communications and Marketing**

*How will WFSNCC implementation progress be communicated broadly to internal and external stakeholders?*

Enter Answer Here

*Please complete the attached Communications Plan Template and include as an attachment to the college’s implementation plan. This plan should detail internal and external communications strategies to a broad spectrum of stakeholders (executive level, board of trustees, faculty, staff, students, the community, and media). The plan should leverage existing events, meetings, and activities on the campus or in the community.*

**3g) Challenges**

*Identify concerns or challenges the college anticipates relevant to Goal #3 and include how the college anticipates addressing these challenges. If known, please also include relevant technical assistance that could support the college and staff with addressing any identified challenges.*

Enter Answer Here

**3h) Goal 3 Work Plan**

*There are no specific milestones that ATD expects the colleges to meet annually. However, in the implementation plans colleges should clearly show how WFSNCC implementation is progressing at a rate necessary to achieve the goals and expectations of the grant in the designated time period.*

*This work plan should incorporate all services and institutional policy and procedure changes planned for each goal. Indicate the year or quarter each step will be completed. Please note when milestones for scaling will be achieved in the work plan. Designate a staff member who is responsible for ensuring completion.*

|  |
| --- |
| **Goal 3: Catalyzing culture change across campuses by embedding WFSNCC services into systems and structures of the college** |
| **Measurable Yearly Indicators:** |
| **Work Plan Action Steps** | **Year 1** | **Y2** | **Y3** | **Y4** | **Lead Staff Member** |
| **Q1** | **Q2** | **Q3** | **Q4** |
| *Example* | X |  |  |  |  |  |  |  |
| *Example* |  | X |  |  |  |  |  |  |
| *Example* | X |  |  |  |  | X |  |  |

# SECTION IV

 **Project Management**

**4a) WFSNCC Team***Identify the team of individuals working on WFSNCC. Please describe and provide an organizational chart showing the intersections with the college hierarchy and reporting structures.*

Enter Answer Here

**4b) Project Management***Describe the plan for project management meetings. This should include the frequency of meetings, list of participants, and a plan for reporting out to the leadership regarding progress.*

Enter Answer Here

**4c) Staff Contact List**

*List in the table below the relevant staff engaged in this initiative. Note the roles filled in below are required. Please add additional staff such as the day to day support staff and additional departments engaged in this work.*

|  |  |  |  |
| --- | --- | --- | --- |
| Staff First and Last Name | Role | Title  | Contact Information (Email and Phone) |
|  | College President |  |  |
|  | Key Contact/Administrative Oversight |  |  |
|  | Key Communications Contact |  |  |
|  | Key Data Contact |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

 **4d) Budget***Please complete the attached budget template and submit it with your completed implementation plan.*

# ADDITIONAL INFORMATION

 *Is there additional information you would like Achieving the Dream to know as we assess this Implementation Plan? What else should reviewers know about your Implementation Plan or about what is happening at your institution and in your state to help them understand your plan?*

Enter Answer Here

# CHECK LIST

Each institution needs to include the below listed documents (in PDF format) with the submission of their implementation plan.

|  |  |
| --- | --- |
| **WFSNCC Required Implementation Plan Items** | **Included?** |
| 1. Executive Summary
 |  |
| 1. Implementation Plan (Sections I-IV)
 |  |
| 1. Communication Plan (Appendix A)
 |  |
| 1. Budget (Appendix B)
 |  |

Please email the draft and final implementation plans to WFSN@achievingthedream.org

1. For the purpose of this document, this initiative will be referred to internally as WFSNCC. This initiative will no longer be referred to as WFSN, as it is often confused with the national WFSN comprised of United Way and LISC. The initiative’s formal name will be developed with the support of a national communications firm. [↑](#footnote-ref-1)
2. Please see page 11 in the WFSNCC RFP for the examples of different services in each of the three core service areas and at different levels of service. [↑](#footnote-ref-2)