



WHITE HOUSE INITIATIVE

on EDUCATIONAL EXCELLENCE *for* HISPANICS

*25 Years of Fulfilling America's Future*

**Webinar on  
U.S. Department of Education's  
First in the World Program**

**April 22, 2015**



# First in the World 2015 Grant Competition

## Introductory Webinar

April 22, 2015

# Use of Evidence in ED Programs

- Goal of ED evidence efforts: Strengthening outcomes for students by **focusing grant dollars** on what works and **building evidence** of what works
- Incentives to:
  - Implement evidence-based strategies
  - Conduct rigorous project evaluations
- Examples:
  - Investing in Innovation (i3)
  - Strengthening Institutions Programs (SIP)
  - Student Support Services Programs (SSS)
  - First in the World (FITW)

# First in the World Unique Features

- Proposed activities need to have evidence-based rationale → required evidence on the “front end”
- Focuses not on providing institutional support, but on identifying effective strategies that can be disseminated → conduct rigorous, independent evaluation on the “back end”
- Promotes cross-institutional collaboration

# First in the World Grants / Evidence

- In general, ED makes development, validation and scale-up grants under First in the World
- **Development** grants are the smallest and require the lowest level of evidence; **Validation** and **Scale-up** grants are larger and require higher levels of evidence
- For more information about First in the World grant tiers and evidence requirements, see the [Notice of Proposed Priorities](#) (NPP).

# 2015 FITW competition

- \$60 million available
- \$16 million set aside for Minority Serving Institutions (MSIs)
- Projects selected for funding will be highest quality from the total applicant pool
- Anticipated Notice Inviting Applications (NIA) is May 2015. Closing date June 2015

# 2015 First in the World Competition

- Priorities for this competition will be announced in 2015 Notice Inviting Applications in May
- In any First in the World competition, we choose priorities from the First in the World Notice of Final Priorities (NFP) or from Secretary's Supplemental Priorities
- The Notice of Final Priorities, to be published in May, finalizes the priorities established in Notice of Proposed Priorities published in February

# 2015 First in the World Competition

## First in the World Notice of Proposed Priorities

- Improving Success in Developmental Education
- Improving Teaching and Learning
- Improving Student Support Services
- Developing and Using Assessments of Learning
- Facilitating Pathways to Credentials and Transfer
- Increasing the Effectiveness of Financial Aid
- Implementing Low-Cost High-Impact Strategies to Improve Student Outcomes
- Improving Postsecondary Student Outcomes at Minority Serving Institutions
- Systems and Consortia Focused on Large-Scale Impact

# Jump start your planning

- What to implement – review First in the World Notice of Proposed Priorities for information on grant tiers and evidence requirements
- Whom to implement it with – will you partner with other institutions? Which ones? How will that influence the intervention?
- Which evaluator – getting the right expertise, deciding when to bring on board

## Contacts

Frank Frankfort 202-502-7513 frank.frankfort@ed.gov

Gary Thomas 202-502-7767 gary.thomas@ed.gov

---

# Project COMPLETA:

## Comprehensive Support for Student Success

Bret Eynon, Associate Dean for Academic Affairs  
LaGuardia Community College, CUNY  
[BEynon@lagcc.cuny.edu](mailto:BEynon@lagcc.cuny.edu)



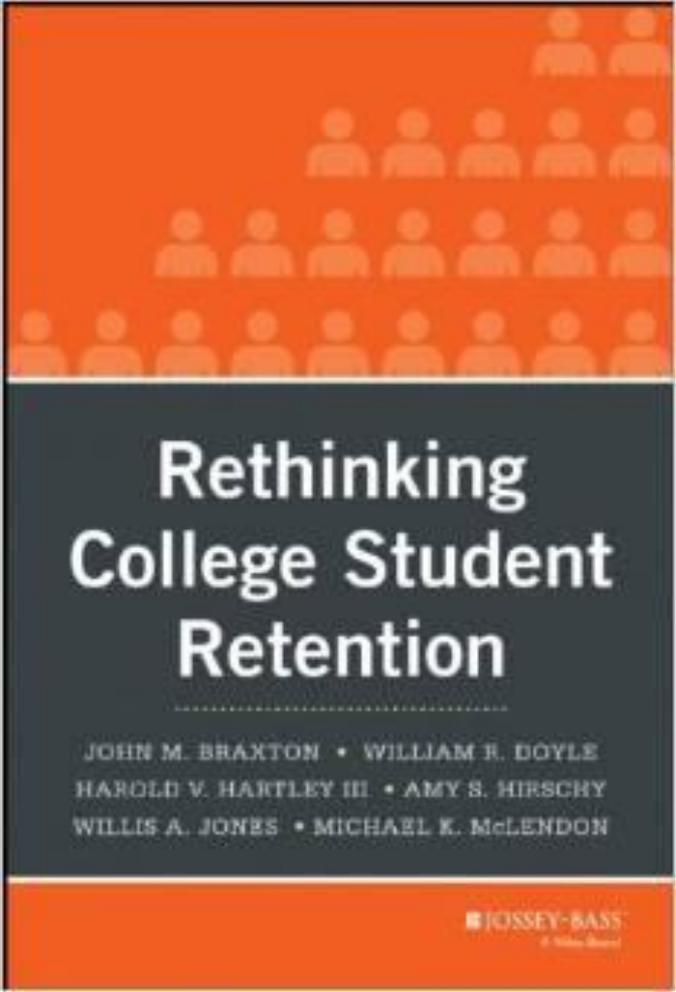


# LaGuardia Community College

- CUNY 2 Yr College  
20,000 credit students  
(+ 40,000 non-credit)
- Dizzying diversity:  
70% non-native born, 157  
nations, 111 languages
- Majority female, low  
income, first generation  
college-goers
- 2/3 non-native English speakers
- 80-90% must take developmental skills



# The Problem of Retention

The image shows the front cover of the book 'Rethinking College Student Retention'. The top half of the cover is orange with a pattern of faint white icons of people. The bottom half is dark grey with white text. The title 'Rethinking College Student Retention' is prominently displayed in the center. Below the title, the authors' names are listed. At the bottom right, the publisher's name 'JOSSEY-BASS' is visible.

## Rethinking College Student Retention

JOHN M. BRAXTON • WILLIAM R. DOYLE  
HAROLD V. HARTLEY III • AMY S. HIRSCHY  
WILLIS A. JONES • MICHAEL K. McLENDON

JOSSEY-BASS  
A Wiley Brand

"The ill-structured nature of the problem of student departure, requires institutional action that makes use of multiple policy levers." What is needed is an "integrated design approach," deploying multiple interventions unified by shared commitment to a common vision.

# From Fragmentation to Integration

- Achieving the Dream research revealed lack of cohesion (“fragmentation”) in services
- President Mellow creates new structure, linking Academic & Student Affairs. Need to move from structure to culture and practice

Through Project Completa we aim to coordinate a body of proven practices, united by a common vision: Helping students, faculty, SA staff and the entire College collectively become more intentional and effective in building student success

**Project COMPLETA: Comprehensive Support for Student Success**

**PROVEN CORE ACTIVITIES**

*Expanding Access*

*Supporting Transition & Persistence*

*Persistence and Completion*

**Back on Track**

**Re-Thinking the First Year Seminar**

**Transforming Advisement for All Students**

Pre-Enrollment  
Support

Intro to the Major, Advisement, Co-Curricular Learning

Faculty, Staff & Peer Mentor Teams

Outcomes  
Assessment

Integrative  
ePortfolio

Learning  
Analytics

**EVIDENCE-GENERATING SUPPORT SYSTEMS**

**INTEGRATED DESIGN APPROACH**

Alignment Initiative -- Whole College Focus on Student Learning & Success  
College-wide Support for Scaling *COMPLETA*

# Project Completa: Year 1

- Back on Track – launched Spring 2015
- FYS – 300 students in Sp. 2014, 4,200 in 2014-5, 6,500 in 2015-2016
- Advisement – Councils & teams formed, began operation in Fall 2014
- ePortfolio integrated into FYS
- Outcomes assessment – new competencies established, rubrics drafted – testing in Sp 2015
- Analytics – completing our planning year

# Early Indications of Impact

Preliminary results for new students in FYS:  
higher levels of credit accumulation, GPA and  
retention, compared to new students not in FYS

% of FYS Students Agreed or Strongly Agreed	
This course helped me <u>learn about LaGuardia</u>	94%
In this course, I <u>learned about my major &amp; possible careers</u>	80%
Building my <u>ePortfolio helped me think more deeply</u> about the content of this course	87%
This course helped me <u>get to know a professor in my major</u>	80%
This course helped me <u>study what successful college students do</u>	89%
Building my ePortfolio helped me <u>focus on planning my education</u>	88%
<u>I know which semesters to take courses to get my degree</u>	80%



# Thank You for Your Questions

Bret Eynon

[BEynon@lagcc.cuny.edu](mailto:BEynon@lagcc.cuny.edu)