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)](https://example.com).
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
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

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Project COMPLETA:
Comprehensive Support for Student Success

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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 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
  - Back on Track
    - Pre-Enrollment Support

  - Re-Thinking the First Year Seminar
    - Intro to the Major, Advisement, Co-Curricular Learning

  - Transforming Advisement for All Students
    - Faculty, Staff & Peer Mentor Teams

Persistence and Completion

EVIDENCE-GENERATING SUPPORT SYSTEMS
- Outcomes Assessment
- Integrative ePortfolio
- Learning Analytics

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
- 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

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

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