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Commonwealth Dual Enrollment Partnership Grant Proposal

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Abstract

Through prior Commonwealth Dual Enrollment Partnership (CDEP) funding, Framingham State University (FSU) has provided dual enrollment opportunities since September 2008 to nearly 200 high school juniors and seniors from the MetroWest region. Reports from students during this span of seven years have emphasized the positive value of their dual enrollment experiences in gaining admission and subsequent success in higher education.

Framingham State intends to significantly expand enrollment in its dual enrollment program in FY 2016 and will focus largely on the recruitment of low income and first generation college students, especially African-American and Latino males. By providing a multi-model approach that includes offering four-credit Mass Transfer courses on-site at Framingham High School, Keefe Regional Technical School, and Marlborough High School, as well as offering dual enrollment students the options of enrolling in Mass Transfer courses taught on the FSU campus and online, FSU will enroll 120 Dual Enrollment students under CDEP funding in FY 2016. This project includes several new support initiatives, such as mentoring by FSU students.

The new MetroWest College Planning Center (CPC), a collaboration between FSU and Mass Bay Community College, is located on the FSU campus and serves as a college planning resource primarily for low income, first-generation and minority students, as well as their families. The Director of the CPC will join in leading our college awareness activities. Each of the three high school sites will visit the FSU campus twice during the 2016 Spring Semester for a day of workshops that will enhance their understanding of college support services.

Cover Page

Institution Name: Framingham State University

Program Partners: Framingham High School, Keefe Regional Technical High School, Marlborough High School

Region Served: MetroWest region

List specific target cities/towns: Communities in MetroWest

Authorizing Agent:

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Total CDEP Funds Requested: \$50,000.00

Total In-Kind Funds: \$70,216.00

Total Program Budget: \$120,216.00

Total Anticipated to be Served (Beneficiaries): # of Students: 120

Description of Primary Population to be Served: Under-represented students, particularly first-in family college students, low-income students, students of color, with a focus on male students of color.

I certify that the information reported herein is accurate and complete.

Authorized Agent Signature: Jonathan Lee, Director of Grants and Sponsored Programs

Date: July 31, 2015

Project Narrative

1. Model.

Framingham State University will utilize a blending of the two basic Dual Enrollment models: courses held at FSU and courses held at regional high schools. During the fall semester that commences on September 2, 2015 and during the 2016 spring semester, the focus will be on the individual enrollment of 25 students in Continuing Education courses taught at the university. These dual enrollment students will select from Mass Transfer eligible courses. The classwork will be offered through traditional face-to-face on campus, hybrid/blended learning courses combining in-class and online learning, and entirely online courses. An additional 25 students will participate in this component of the model in spring 2016 and an additional 10 students in summer 2016. During the spring 2016 semester, Mass Transfer approved courses will be taught to a total of 60 students at three high school campuses—20 at Framingham High School, 20 at Joseph P. Keefe Technical High School in Framingham, and 20 at Marlborough High School.

College awareness and readiness activities for the fall semester began with notification of MetroWest high school counselors and school principals about the possible Dual Enrollment opportunities. High school students select Mass Transfer approved courses in consultation with their parents, high school guidance counselors, and FSU representatives before submitting written applications that include a letter of approval from the guidance counselor and a personal statement of purpose.

High school guidance counselors and the FSU Dual Enrollment Program Coordinator provide ongoing supervision and support during and after the semester. Prior to the first class, students attend an orientation at FSU that outlines the dimensions and challenges of the Dual Enrollment experience. This orientation includes presentations of available resources and assistance by representatives from Academic Affairs,

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 Admissions, Campus Police, the Center for Academic Success and Advising (CASA), Educational Technology,
 and the Whittemore Library.

2. Target Population.

CDEP Students Served by Student Characteristics	# of Students served in FY 15	Projected # of students served in FY 16	% of overall students served in FY 15	Projected % of overall students served in FY 16
African American	1	18	4	15
Asian	3	18	12	15
Hispanic or Latino	0	6	0	5
American Indian or Alaskan Native	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	21	78	84	65
Multi-racial (non-Hispanic/Latino)	0	0	0	0
Female	15	72	60	60
Male	10	48	40	40
High Needs:				
Low-Income	8	38	32	32
First-Generation	8	38	32	32
English Language Learner	0	0	0	0
First Language Not English	4	19	16	16
Students with Disabilities	1	5	4	4
Total Number of Students Served	25	120	100	100

3. Student eligibility.

Collaboration between FSU CDEP and high schools in the MetroWest region will be an essential component for ensuring that CDEP standards are upheld for eligibility, courses taught, and credit received. The process will have a built-in system of checks and balances that requires high school personnel to endorse student

participation and credit, FSU faculty to oversee the success of each student in the courses s/he has selected, and the student to notify the university and high school if appropriate credit is not received after successful completion of each course. The 2.5 or above GPA requirement will be important criterion for ensuring that students are appropriately prepared for the courses that they have selected.

4. Course eligibility.

In the fall semester, students will be required to enroll in approved four-credit FSU Continuing Education undergraduate courses that meet CDEP standards. They will be encouraged to select introductory (100-199) level university courses appropriate for the freshman year. Particular consideration will be given to those who select STEM courses. All of the courses offered through the FSU CDEP provide four university credits. These eligible courses qualify under the Mass Transfer Block. As a general rule, students are encouraged to take entry-level courses that are more amenable to transfer credit. In the spring semester, students will be able to enroll in courses in disciplines such as world languages and mathematics and in classes such as Expository Writing.

5. Student Supports and College Awareness Activities.

FSU will provide all dual enrollment students with college awareness activities and supports. The students will be required to participate in an Orientation Program held prior to the beginning of the semester with the Dual Enrollment Program Coordinator and key support staff at FSU. In addition, 20 FSU student mentors/tutors will be hired and assigned dual enrollment students to work with on either a one-on-one or group basis.

Students enrolled in FSU courses on-site at Framingham High School, Keefe Technical School, and Marlborough High School will visit the FSU campus twice during the semester for a schedule of activities that include a tour of campus, information about applying to colleges and applying for financial aid, library orientation and research tools, educational technology, student life and college activities, tutoring services,

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transitioning from high school to college, time management, study and test taking tips, and other areas that foster college student success.

CDEP students will have access to the new MetroWest College Planning Center, a partnership with MassBay Community College. The Center will lead trainings and information sessions about the fundamental components of college to parents and families, students, and guidance counselors.

6. Oversight.

The Dual Enrollment Program will be jointly managed by Framingham State University's Office of Continuing Education and by the MetroWest College Planning Center. Dr. Peter Dittami, representing the Office of Continuing Education, will serve as the Coordinator of the Dual Enrollment Program and will oversee the application process, orientation, academic programming, partnership management, and overall program evaluation. Ms. Colleen Coffey, the director of the MetroWest College Planning Center, will co-ordinate on-campus visits for dual enrollment students that will provide them with experiences related to life as a student on campus and to success strategies in the transition from high school to college.

7. Partner Relationship.

Framingham State University will partner with several school districts in the MetroWest Region to maximize and diversify student participation in CDEP in FY 2016. The university will partner directly with Framingham High School, Keefe Regional Technical School, and Marlborough High School to provide on-site college level courses during the 2016 Spring Semester. High school juniors and seniors from these districts, along with other districts in the MetroWest Region (e.g., Ashland, Franklin, Holliston, Hudson, Medway, Milford, Millis, Natick, Waltham, etc.) also will have the opportunity to enroll in college-level courses offered on the FSU campus and online.

7a. Partner Relationship.

The Dual Enrollment Coordinator at FSU, Dr. Peter Dittami, is a former Framingham Public School Principal

who has developed relationships with guidance counselors and other administrators at public high schools in

the MetroWest region during his seven years as FSU's CDEP coordinator. Dr. Dittami will manage the

partnerships by meeting regularly with the guidance counselors and principals of Framingham High School,

Keefe Regional Technical School, and Marlborough High School. As part of the Memorandum of

Understanding (MOU), each of these high schools will assign a staff person to serve as the liaison to FSU.

Since faculty teaching the on-site dual enrollment courses are employees of FSU, the Academic Department

Chair or Program Coordinator will be responsible for conducting a classroom evaluation visit per the Collective

Bargaining Contract. This will help to ensure that the class is taught at the college level and that learning

outcomes are met.

In order to recruit dual enrollment students to enroll in courses offered on the FSU campus and online, the

coordinator will continue to maintain direct contacts with the guidance counselors at the high schools that

these students attend.

The coordinator also will meet regularly with FSU's new Dual Enrollment Management Team. The team will

include the Interim Vice President for Enrollment and Student Development (Dr. Lorretta Holloway), Associate

Vice President for Academic Affairs and Dean of Continuing Education (Dr. Scott Greenberg), Chief Diversity

and Inclusion Officer (Sean Huddleston), Director of the MetroWest College Planning Center (Colleen Coffey),

Dean of Enrollment Management (Jeremy Spencer), and the co-Directors of the Center for Academic Support

and Advising (LaDonna Bridges and Dr. Christopher Gregory). These meetings will be held monthly to monitor

and evaluate the program on an ongoing basis.

7b. Partner Relationship.

Our partners at Framingham High School, Keefe Technical Regional School, and Marlborough High School will be responsible for identifying the Mass Transfer course they would like to offer on-site and for recruiting up to 20 students who have a GPA of 2.5 or higher, with preference given to low income students who would be the first in their families to attend college, and African American and Latino students, especially males. Each of these high schools will also assign a staff liaison for the program with the responsibilities cited in the MOU (see Appendix A).

Other high schools in the MetroWest region also will serve as partners for referring their students to enroll in dual enrollment courses offered at the FSU campus and online. High school guidance counselors will communicate their referrals to FSU's Dual Enrollment Coordinator.

7c. Partner Relationship.

Academic services will be available at the three high schools offering the courses as well as at FSU. All students, whether they are enrolled in courses at their high school, at the FSU campus, or online, will participate in an orientation session where they will learn about free tutoring and other academic support services available to them. The faculty member and/or high school liaison will refer students to utilize these services when needed.

Framingham State University college student mentors will provide an informal level of socio-emotional support to dual enrollment students. These mentors will be trained by FSU's Office of Diversity and Inclusion and introduced at the Dual Enrollment Student Orientation program. The mentors and mentees will communicate during the semester via face-to-face, phone, or virtual meetings. While this will help foster socio-emotional support, the mentors will inform their FSU supervisor immediately if additional support is needed. The supervisor will then communicate with the guidance counselor or program liaison at the high school so that professional help can be provided if necessary.

The two campus visits for the three high school groups will offer a series of workshops that promote college readiness. During these visits, dual enrollment students will join their mentors and other matriculated FSU students in the dining hall for lunch.

7d. Partner Relationship.

The collaboration with our school district partners that are offering FSU courses on-site is detailed in the Memorandum of Understanding (MOU) in Appendix A.

8a. Accountability for Implementation.

Framingham State University has committed additional resources to significantly increase the number of CDEP students served in FY 2016 as well as recruit more students from the grant’s target population. These resources include an in-kind contribution of \$60,216 to cover tuition and fees for 120 CDEP students and the active involvement of FSU’s new Division of Inclusive Excellence and the MetroWest College Planning Center. The chart below reflects CDEP students served by FSU in FY 2015 and the CDEP students we intend to serve under the grant in FY 2016.

<i>Fiscal Year</i>	<i>African American</i>	<i>Latino</i>	<i>Asian</i>	<i>White</i>	<i>Total Served</i>
<i>2015</i>	<i>1 (4%)</i>	<i>0</i>	<i>3 (12%)</i>	<i>21 (84%)</i>	<i>25</i>
<i>2016</i>	<i>18(15%)</i>	<i>6 (5%)</i>	<i>18 (15%)</i>	<i>78 (65%)</i>	<i>120</i>

The percentage of African American and Latino students expected to be served in FY 2016 is reflective of the 19% college age African American and Latino students in the MetroWest region. Among the 120 CDEP students served in FY 2016, we anticipate that at least 60 students (50%) will be low income and 25% would be the first in their families to attend college.

8b. Accountability for Implementation.

As previously stated in Question 7a, FSU has developed a new Dual Enrollment Management Team that will meet monthly to monitor the program. This strategy will provide a holistic approach in reviewing and assessing program outcomes. Led by the CDEP Coordinator, team meetings will be held monthly to monitor and evaluate the program on an ongoing basis.

The CDEP Coordinator will visit the three high school sites that are offering courses and will meet with the High School Program Liaison and FSU faculty member to discuss the program and improvements that can be made. The CDEP Coordinator will report these findings and recommendations to the Dual Enrollment Management Team. Staff from the Office of Inclusive Excellence will supervise the Dual Enrollment FSU mentors and share with the team their feedback of the program.

A pre-course and post-course survey will be administered to dual enrollment students to help us assess the impact of student awareness and support activities. The survey will help to identify the students' awareness of college resources, library databases, clubs on college campuses, expectations for behavior in the college classroom, how to contact college professors, and college financial aid information beyond FAFSA. Students also will be asked to rank their preparedness for college-level courses. At the end of the semester, students will complete the same survey and an analysis will be conducted to evaluate the impact of program activities.

A summative evaluation will be conducted at the completion of each semester. Student recruitment and demographics, completion rates, grades, partner feedback, comment from the faculty and FSU student mentors, and focus groups with the participating students will help determine the success of the program.

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Institution Fiscal Year 2016 Budget Request				
Budget Items	Fall 2015 Budgeted Expenditures	Spring 2016 Budgeted Expenditures	Summer 2016 Budgeted Expenditures	FY 2016 Total
Tuition and Fees	\$6,250	\$6,250	\$2,500	\$15,000
Student Books	\$200	\$200	\$0	\$400
Other	\$0	\$0	\$0	\$0
Salaries				
Faculty Salaries	\$0	\$15,624	\$0	\$15,624
Administrator Salaries	\$2,500	\$2,500	\$0	\$5,000
Staff Support		\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0
College Awareness Activities & Supports				
Bus Transportation-College Tours	\$0	\$2,790	\$0	\$2,790
In-class tutor/mentor/coach	\$5,068	\$5,068	\$0	\$10,136
Lunches for students tours	\$0	\$1,050	\$0	\$1,050
Partnership Building Funds	<i>(Institutions can request up to \$2000 for funds to enhance partnerships with secondary school districts)</i>			
Professional Development	\$0	\$0	\$0	\$0
Guidance Staff Stipend	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0
TOTALS:	\$14,018	\$33,482	\$2,500	\$50,000

Institution Fiscal Year 2016 In-Kind Contributions				
Contribution	Fall 2015	Spring 2016	Summer 2016	FY 2016 Total
Tuition and Fees	\$19,100	\$33,476	\$7,640	\$60,216
Project Oversight and Coordination:	\$2,500	\$6,500	\$1,000	\$10,000
TOTALS:	\$21,600	\$39,976	\$8,640	\$70,216

Budget Narrative

Budget Request

Tuition and Fees:

- Fall 2015 – 25 Dual Enrollment Students @ \$250.00 enrolled in 4-credit courses at Framingham State University (FSU). Students will take courses either on-campus or online. (\$6,250)
- Spring 2016 – 25 Dual Enrollment Students @ \$250.00 enrolled in 4-credit courses at FSU. Students will take courses either on-campus or online. (\$6,250)
- Summer 2016 – 10 Dual Enrollment Students @ \$250.00 enrolled in 4-credit courses at FSU. Students will take courses either on-campus or online. (\$2,500)

Student Books

- Fall 2015 - \$200 to assist dual enrollment students who cannot afford to purchase textbook(s).
- Spring 2016 - \$200 to assist dual enrollment students who cannot afford to purchase textbook(s).

Salaries

- Faculty Salaries – Contractual rates to hire three Assistant Professors to teach a 4-credit undergraduate course on-site in 2016 Spring Semester at Framingham High School, Keefe Technical School, and Marlborough High School. ($\$5,208 \times 3 = \$15,624$)
- Administrator Salaries – Stipend for the Dual Enrollment Program Coordinator who will be responsible for overseeing all areas of program implementation and grant reporting. (\$5,000)

College Awareness Activities and Supports

- Round trip bus transportation for to FSU campus during the 2016 Spring Semester for Dual Enrollment Student Cohorts from Framingham High School, Keefe Technical School, and Marlborough High School. Each of the three cohorts will visit the campus twice during the spring semester for college awareness activities. (\$2,790)
- Ten (10) FSU student mentors and/or tutors from Brother2Brother, Black & Gold and CASA will provide mentoring and/or tutoring to dual enrollment students with a specific focus on students who would be the first in their families to attend college and to low income, African American and Latino male students. Student mentors and/or tutors will receive annual stipends of \$1,013.60. (\$10,136)
- Lunches for 60 students from our partnering high schools on their two campus visits. Dual Enrollment students will have lunch with regular college students in FSU's Campus Center Dining Hall. (60 students x \$8.75 lunch = \$525 x 2 visits = \$1,050)

In-Kind Contributions

Tuition and Fees: A four-credit undergraduate FSU course costs \$1,014. The university will subsidize \$764 per student per course for 60 students (\$45,840). The regular contract rate for offering a dual enrollment course at a high school is \$10,000. The University will subsidize \$4,792 for each of the three sites (\$14,376). Total in-kind contribution for tuition and fees is \$60,216.

Project Oversight and Coordination: The Associate Vice President for Academic Affairs and Dean of Continuing Education, the Chief Diversity and Inclusion Officer, and the Director of the MetroWest College Planning Center will work closely with the Dual Enrollment Program Coordinator to plan, implement, monitor and evaluate all aspects of the project. Other university staff from the following departments will provide direct assistance to dual enrollment student with college awareness and support activities: Center for Support and Academic Advising (CASA), Educational Technology and Interactive Media, Financial Aid, Multicultural Affairs, Student Involvement and Leadership Development, and the Whittemore Library. (200 hrs x an average of \$50 = \$10,000)

Attachments

Appendix A: Memorandum of Understanding (MOU) – Please see two-page attachment (Note: Signatures are electronic to meet the Word requirement for this DHE RFP. Original documents with signatures may be provided easily.)