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## INTRODUCTION AND OVERVIEW

Eastern Wyoming College (EWC) was formed in September 1948 and its main campus is located in Torrington, Wyoming. The Wyoming Community College Commission designated a six-county service area for EWC along the Great Plains from Goshen County north to the Montana border. The economic livelihood of the population living in this area is dependent upon agriculture. Overall, EWC's district encompasses 16,447 square miles with 48,843 persons, or 9.49% of Wyoming's population, according to the U.S. Census Bureau (2008). Torrington, main campus, and Douglas, branch campus, are the largest urban centers with approximately 6,000 inhabitants each. Twelve smaller communities in the service area have outreach sites with either part-time or full-time coordinators. EWC's annualized student headcount for 2008-2009 was 1,712 students. In Fall, 2009, full-time students at EWC came from 29 states; with 84% being from Wyoming.

Designated as a rural, public, comprehensive community college, EWC is challenged by the harsh reality of the inequity borne from the demographic characteristics of its students, revealed in the number who are low-income, first generation, have low educational attainment levels, do not persist to graduation, and/or do not transfer to four-year colleges/universities. The geographic isolation of the service area presents barriers to equal educational opportunities. Although the college draws students from the neighboring states, most of the enrollment is from in-state, with over 76% from the economically depressed EWC service area. Almost half of EWC students are from high school classes graduating 99 or fewer students, with one-third from classes of 50 or fewer students. According to the U.S. Census Bureau, 84% of the adults in the service area have not earned a bachelor's degree, indicating there are a high number of first generation students to be served.

**STATEMENT OF NEED**

The Statement of Need illustrates that the current demographics and performance indicators of our student population underscore the need to implement the TRiO Student Support Services (SSS) Program. Since the early 1990s the percentage of working-age adults (ages 25 to 49) in Wyoming who are enrolled in education or training beyond high school has declined by 37%, compared with a national decline of 22% (National Center for Public Policy and Higher Education 2008 report). According to the EWC's Institutional Research office, 84% of those living in the service area are high school graduates, but only 16% hold at least a bachelor's degree. The median age in the service area of 36.2 years indicates there are a large number of potential nontraditional aged persons to be served.

The entire EWC student body is comprised of 61% female, 39% male, with an average age of 26.6 years. The College offers 48 majors including transfer and occupational degrees and certificates. Students struggle with declaring a major and frequently change programs.

For purposes of this program, EWC has defined the SSS student cohort as degree-seeking students taking 6 or more credit hours. Included in this cohort are 642 students, 593 (92%) of whom qualify for the SSS program. Seventy-six percent (76 %) of the cohort students are first generation, 63% are low-income, and 48% are first generation and low-income. From the cohort population, 63% were awarded Pell grants in Fall 2009. (EWC Institutional Research)

**A High Number or Percentage, or Both, of Students Enrolled or Accepted for Enrollment at EWC Meet the Eligibility Requirements**

The following table provides the number and percentage of SSS eligible students at EWC for Fall 2009 based on their low-income, first generation, and disabled status.

<b>EWC Students Eligible for SSS Participation – Fall, 2009</b>		
<b>Category</b>	<b>Number</b>	<b>Percent</b>
Total Student Cohort	642	100%
Low-Income/First Generation [LI/FG]	307	48%
First Generation [FG only = 181]	488	76%
Low-Income [LI only = 97]	404	63%
Disabled [Disabled only = 8]	34	5%
Disabled/Low-Income	24	4%
Total SSS Eligible Students [LI/FG + FG only + LI only + Disabled only]	<b>593</b>	<b>92%</b>
<b>Source: EWC Institutional Research</b>		

**EWC students to be served under this proposal:** At least two-thirds of those participants to be served under this proposal will be low-income and first generation students, while one-third will be either low-income or first generation, and/or disabled students who are low-income or first generation.

**First Generation:** A first generation student at EWC is defined as an individual both of whose parents did not complete a baccalaureate degree; or, in the case of any individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree. According to the U.S. Census Bureau (2008), 84% of the adults in the EWC service area have not earned a bachelor's degree, indicating there are a high number of first generation students to be served. Research shows that 76% of the SSS eligible cohort are first generation students.

**Low-Income:** A low-income student means an individual from a family whose taxable income for the preceding year did not exceed 150% of the amount equal to the poverty level determined by using criteria of poverty established by the U.S. Census Bureau. More than 60% of the student population at EWC is drawn from the economically depressed area of eastern Wyoming (Foundations of Excellence Report, 2009). Of the EWC population eligible for Pell Grants, 64% received this award which provides federal funding to support the educational needs

of students from families with low incomes. Their average taxable income was \$29,218. Of EWC's 642 degree seeking students enrolled in six or more credit hours, 53% are at the 100% poverty level, and 63% of the cohort are at the 150% of poverty and considered low-income. In a Fall 2008 survey of SSS eligible students, 34.7% stated they were either a parent or expecting a child within the school year. Among those parents, 51.4% had children age 5 or under and 94.3% were single parents. Single parent homes comprise 75% of the SSS eligible cohort. (EWC Institutional Research, 2009)

**Disabled/Disabled Low-Income:** Disabled is defined as a person who has a diagnosed physical or mental impairment that substantially limits that person's ability to participate in the educational experiences and opportunities offered by EWC. EWC has 34 students in the cohort enrolled with a documented disability in Fall 2009; of those, 24 are also low-income (EWC Institutional Research). EWC uses the ACT COMPASS computerized exam to determine student placement in general education and developmental courses. The Fall 2008 COMPASS placement exam demographics section showed 11% of examinees identified themselves as learning disabled, and 6% as physically disabled. Fall 2009 COMPASS demographics show that 13.4% of examinees identified themselves as learning disabled and 6% as physically disabled.

#### **Academic and Other Problems SSS Eligible Students Encounter at EWC**

Low-income, first generation, and disabled students at EWC encounter a number of serious academic and other problems when pursuing their postsecondary education which are not experienced by their peers. If these problems are not resolved, they frequently lead to abandonment of the learning process, resulting in the student's failure to graduate. These problems are described as follows.

**Academic Under-preparation:** EWC utilizes two academic predictors when advising students, ACT scores and COMPASS placement tests. Students who apply for admission to EWC with an ACT Writing Score of 18 or below or an ACT Math Score of 21 or below must complete ACT's COMPASS placement test to determine the classes in which they are eligible to enroll. Many SSS eligible students are not academically prepared for college upon enrollment at EWC, particularly in the areas of English and mathematics. Students who test into developmental reading are at-risk in all subject areas, as reading is a fundamental requirement. Fall 2009 COMPASS placement tests administered to students who do not meet the minimum ACT scores, yielded the following results:

- 95% placed into developmental math courses;
- 32% placed into developmental reading coursework; and
- 75% placed into developmental writing coursework.

Of the Fall 2009 EWC student cohort, 70% tested into a developmental class. In Fall 2006, 102 students enrolled in developmental math courses, of whom 63 (61.8%) successfully completed the coursework. Within eight terms, 25 (39.7%) of the 63 students successfully completed subsequent college-level math courses.

In Fall 2006, 40 students enrolled in developmental English courses, of whom 28 (70%) successfully completed the required coursework. Within eight terms, 13 (46.4%) of the 28 students successfully completed subsequent college-level English courses. (EWC Institutional Research Core Indicator Report October 2009)

**Lack of Goal-Setting/Planning:** Many SSS eligible students at EWC are unaware of available resources or the value of goal-setting and planning. In a Fall 2008 survey of SSS eligible students, 48.4% indicated they “do not plan to seek career counseling services,” and

33.7% said they “do expect to use career services.” Only 39.4% indicate they use academic advising services, while 7.3% “never use academic advising.” Five percent (5%) state they “would attend” a time management workshop,” while 57.6% state they “would never attend.” The survey also reveals that most students “do not plan” to use the following services: study skills seminar (54.9%); online tutor (46.5%); career counseling services (48.4%), or a counselor (43.5%). At the same time, 51.4% stated they “have not nor expect to use” developmental courses, while placement scores indicate otherwise.

**Rural and Cultural Isolation:** Most EWC students grew up in rural communities or small towns 60 or more miles from the next nearest town. The Fall 2008 SSS survey results show that 48% of respondents graduated in classes with 99 or less students; 33% graduated in classes with 50 or less students. The isolation resulting from living in small, rural communities translates to a lack of cultural opportunities and, for many, difficulty in adjusting to an environment with larger groups of people in classes, residence halls, and social activities. These factors may result in stress, anxiety, and homesickness which can affect academic success and persistence.

**Under-represented Students:** According to the National Center for Public Policy and Higher Education 2008 State Report Card on Higher Education, “A small proportion of (Wyoming) residents have a bachelor’s degree, and this substantially weakens the state’s economy. Eight percent (8%) of Hispanics have a bachelor’s degree, compared with 24% of whites.”

In the Fall 2009 COMPASS test demographic report, 18% of examinees indicated they are ethnic minority. Of those, 44% are Hispanic. Data from EWC Institutional Research shows that only 4% of all EWC students are Hispanic. None of the Hispanic students from the 2004 or 2005 first-time, full-time, degree-seeking cohort graduated, and less than 5 of these students

transferred to a four-year institution each year. These students have relatively few peers to seek out for support, and even fewer staff members. There is one minority faculty member and only four other minority staff—two custodial/maintenance, a bus driver, and a secretary out of more than 100 EWC employees. Thus, the SSS program is needed to help foster an institutional climate supportive of the success of under-represented students.

**Other Problems Encountered by SSS Eligible Students:** SSS eligible students are concerned about the costs of education. In the most recent “*National Report Card on Higher Education*” available from the National Center for Public Policy and Higher Education, (2008), Wyoming received an “F” for college affordability. The report states that “Poor and working class families must devote 26% of their income, even after aid, to pay for costs at two-year colleges. Financial aid to low-income students is low. For every dollar in Pell Grant aid to students, the state spends only one cent.” Of students responding to a Fall 2008 survey of SSS eligible students, 43.5% had Pell Grants; 77.3% had grants and/or scholarships; and 37.7% had student loans. The EWC Cohort Default Rate for loans has shown a three-year average rate of 9.4% (EWC Financial Aid Office).

There are opportunities for students to attain their baccalaureate degrees via distance learning; but for those wishing an on-campus experience, there is only one in-state university. In Wyoming, net costs to attend public four-year colleges as a share of income level rose from 6% in 1992 to 8% in 2005 (for those in the highest income bracket), and from 34% in 1992 to 53% in 2005 (for the lowest income bracket). The impact on individuals at the lowest income level is clear and most evident (*National Report Card on Higher Education*).

Some 31% of EWC students are participating in the Fall 2009 workstudy program to supplement their education costs. The college workstudy program pays minimum wage and

helps students with expenses, but it also takes away time students could spend studying.

As regards other problems perceived by students, the Fall 2009 COMPASS demographic section shows that the 195 students who tested requested assistance with: financial aid (69%); finding work (54.4%); reading skills (20%); writing skills (48%); math skills (66%); study skills (56%); choosing a major (29%); personal concerns (20%); physical disabilities (6%); learning disabilities (13.4%); health concerns (7%); commuter information (10%); and, day care (10%).

### **Students With Regards to Graduation and Retention; GPA's; and Transfer Rates to Four-Year Institutions**

The low graduation and/or transfer rates to four-year institutions by academically underprepared students suggests they need focused academic support in the first two years of their postsecondary careers (Research review by the Education Commission of the States in the September, 2008 issue of its *Progress of Education Reform*).

EWC's student retention data is shown in the table below.

<b>2008-2009 Retention Data (EWC Institutional Research)</b>	
Fall 2008-Fall 2009 Retention	Of the 641 student SSS eligible Fall 2008 cohort, 266, or 42%, enrolled in at least 6 credit hours in Fall 2009

Since 92% of EWC's degree-seeking students taking six or more credit hours are SSS eligible, the retention data will show only slight differences between the two groups. In fact, 42% of all EWC SSS eligible students, as compared to 43% of all students, persist from one academic year to the next.

In comparing the cumulative grade point average (GPA) differences between the eligible SSS cohort students and the general EWC student population, we see more pronounced differences. The cumulative GPA for the SSS cohort students is 2.9 on a 4.0 scale and 3.1 for the SSS non-eligible EWC population. The project goal will be for 91% of the participants to achieve a

cumulative GPA of 2.0 or better, which is ambitious and attainable.

The graduation and transfer rates are illustrated in the following table and show that 36.5% of the SSS cohort population graduated and 12.4% transferred to a four-year institution after graduation. The goal of achieving a 38% graduation rate and a 14% transfer rate for the SSS student cohort is ambitious and attainable. It should be noted that the student population that is not in the SSS cohort is primarily non-degree seeking, i.e. obtaining a degree is not their goal. Therefore, there is not a significant comparison group at the college.

<b>Graduation/Transfer Rates SSS Eligible Cohorts</b> 3-Year Average, 2003/2004/2005 First Time, Full-Time	
Total SSS Cohort	597 Students (210 in 2003; 189 in 2004; 198 in 2005)
Graduated by 200% of Time	218 Students (36.5% average)
Transfer after Graduation within Four Years after Entering College	74 Students (12.4% average)

The EWC Student Support Services program can be the catalyst that makes the difference in the lives of student participants, paving the way for a brighter future in terms of education and, later on, employment in higher paying jobs. The following data shows that the SSS proposed program will serve 140 students. At least two-thirds of the participants will be low-income, first generation students and one-third will be either low-income, first generation, disabled, or disabled and low-income.

**Total Number of Proposed Student Participants to be Served Per Year: 140**

- A. 92 Low-Income and First-Generation
- B. 20 Low-Income **or**
- C. 20 First-Generation
- D. 5 Disabled
- E. 3 Low-Income and Disabled

How these students will be served is outlined in the following **Objectives** section.

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**OBJECTIVES**

**A. Persistence Rate: 61% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.**

**Relates to the SSS Purpose:** A goal of the SSS program is that degree-seeking participants either persist from one academic year to the next, or graduate and/or transfer; this objective will meet that purpose.

**Addresses the Needs:** Since 92% of the EWC degree seeking students taking six or more credit hours are SSS eligible, the demographics will show only slight differences. In fact, 42% of all EWC SSS eligible students persist, 12.2% graduate, and 4.2% transfer (58.4% total). Research shows that 43% of all EWC students persist from one academic year to the next. It also shows that the non-eligible population is typically non-degree seeking and does not graduate or transfer. Meeting the goal of 61% persistence rate will address the need of the 140 participants. A campus climate supportive of student success will be achieved through a SSS program that offers: Supplemental Instruction in mathematics, political science, biology, and psychology, (high dropout/failure courses as determined by EWC Institutional Research); intrusive personal, academic and career advising; student success workshops (study habits, time management, and other strategies); assistance with financial aid and economic literacy; and referrals to community resources as necessary.

**Specific and Measurable:** SSS program participants will be tracked fall semester to fall semester and their persistence, graduation and transfer rates will be compared to SSS eligible students within a set timeline. The results which will be specific and measurable and be used to determine program success.

**Ambitious but Attainable:** The goal of increasing persistence, graduation, and transfer rates to 45% is ambitious and, with the processes to be utilized as outlined, it is attainable.

**B. Good Academic Standing Rate:** 91% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

**Relates to the SSS Purpose:** The SSS program is designed to increase retention, graduation, and transfer rates of participants. Ensuring that students are in good academic standing, defined as a cumulative GPA of 2.0 or better on a 4.0 scale, program strategies will achieve this purpose.

**Addresses the Needs:** At least 70% of the EWC eligible cohort tested into developmental courses in math, reading and/or English, indicating that there are many SSS eligible students with academic need. Providing intense and well-designed educational programming under this program will help students achieve academic success. This includes Supplemental Instruction in the high dropout/failure identified courses (math, psychology, political science and biology) and intrusive academic advising to help students achieve good academic standing.

**Specific and Measurable:** The objective specifically states the goal to be accomplished. SSS cohorts will be tracked each year for academic success and retention, as will Supplemental Instruction participants. Project staff will analyze data provided by the Student Services and Institutional Research offices to determine the number and percentage of participants who are academically successful and to determine program success.

**Ambitious but Attainable:** Participants will be provided with extensive academic support services, including Supplemental Instruction, intrusive academic advising, mentoring and student success workshops to maintain good academic standing. Achieving the 91% success rate is ambitious but attainable through these means.

**C. Graduation and Transfer Rates (2-year institutions only):**

1. **38% of new participants served each year will graduate with an associate's degree or certificate within four (4) years,**

**Relates to the SSS Purpose:** A specific purpose of the SSS program is to increase the graduation rate of eligible students from two-year to four-year institutions, which this objective addresses.

**Addresses the Needs:** Only 36.5% (3-year average: '03, '04, '05) of the SSS eligible population at EWC graduated with an associate's degree or certificate within the standard time measure for graduation—200% of normal time, or four years' total.

SSS eligible students are inadequately prepared, have overwhelming responsibilities, suffer from cultural and rural isolation, and lack of guidance. The SSS eligible students are at risk of dropping out because of academic and other problems, identified in a student survey conducted in preparation for the SSS program. These problems are:

- 70 % of the SSS eligible cohort test into developmental courses while enrolled at EWC;
- Lack of goal setting/planning: nearly 50% “do not plan” to seek the services of an advisor;
- Lack of time management practices: 94.6% do not feel they need information about time management skills; and,
- A majority of first generation students indicate they have no one in the family to offer guidance. This objective will place a time frame for students to set and reach their goals through the assistance of the SSS Program.

**Specific and Measurable:** This objective clearly describes the population to be tracked and measured. It is specific about the percentage that should be attained and the timeframe within which the objective is to be accomplished. It is measurable because the number of students

graduating can be counted and compared to the EWC non-participants by project year cohorts.

**Ambitious but Attainable:** The objective is ambitious since a majority of EWC students are first generation and struggle to pay for college (63% are low income). This SSS program will offer extensive monitoring, financial aid assistance and economic literacy education, student individual academic plans (IAPs), intrusive intervention strategies, including personal and academic advising, career exploration, student success workshops, supplemental instruction, and participation in culturally enriching activities to increase participants' awareness and understanding of the factors involved for academic success. With effective needs assessment and provision of these comprehensive intervention strategies to participants, this objective is ambitious and attainable.

#### **C. Graduation and Transfer Rates (2-year institutions only):**

2. 14% of new participants served each year will transfer with an associate's degree or certificate within four (4) years.

**Relates to the SSS Purpose:** A specific purpose of the SSS program is to increase the enrollment (transfer rate) of EWC graduates at four-year institutions within four years of entering college. This objective addresses that purpose.

**Addresses the Needs:** Some 36.5% of the SSS eligible population at EWC completed an Associate's degree over a 3-year average ('03, '04, '05); of those, 12.4% transferred to four-year institutions of higher learning within four years of entering college. This objective will help create opportunities and means to assist students who are having difficulty in achieving their goal of transferring to a four-year institution. Currently, 12.4% of graduates transfer; this number will be increased to 14% under the SSS program.

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The SSS program will offer extensive monitoring, financial aid assistance and economic literacy education, student Individual Academic Plans (IAPs); intrusive intervention strategies, including personal and academic advising, career exploration, student success workshops; Supplemental Instruction; participation in culturally enriching activities to increase participants' awareness and understanding of the factors involved for academic success; and visits to four-year institutions.

**Specific and Measurable:** This objective clearly describes the population to be tracked and measured. It is specific about the percentage of participants who will graduate and transfer within an identified time frame (four years). It is measurable because the number of participants who graduate/transfer can be counted and compared to the SSS non-served population by project year cohorts within the four-year time frame.

**Ambitious but Attainable:** To increase the transfer rate for the SSS eligible population by 1.6% is ambitious. However, it can be attained through provision of strong support services, Supplemental Instruction, visits to four-year schools, and participation in culturally enriching activities to increase participants' awareness and understanding of the factors involved for academic success. This objective is ambitious and attainable.

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**PLAN OF OPERATION**
**Plan to Inform EWC Community (Students/Faculty/Staff) of Goals, Objectives, and Services of the SSS Project and Eligibility Requirements for Participants**

EWC has developed a thorough and well-organized plan to inform students, staff, and faculty of the SSS goals, objectives and services, and eligibility criteria for participants. The process will begin at the grassroots level, by announcing the program, detailing the services to be offered to students, and disseminating eligibility information and program application instructions.

Students will be informed by announcements through venues most likely to reach students— campus publications, website, newsletter, brochures, the college LancerNet student informational computer network, and advisors. EWC personnel will be notified via e-mail, staff meetings, and Division meetings. Methodology to inform students, staff and instructors are in the following three tables.

<b>Plan to Inform Eastern Wyoming College Students</b>		
<b>Task</b>	<b>Personnel</b>	<b>Timeline</b>
Announce grant award in campus publications, bi-monthly student newspaper, brochures; post on college website and LancerNet.	Project Director/ College Relations	Within two weeks of grant award; update quarterly
Update program information, including goals and objectives, eligibility guidelines, benefits, etc., in the student handbook.	VP for Student Services/College Relations	As soon as possible as per printing timeline
Integrate program information into student pre-registration dates and orientations, meetings with advisors and financial aid workshops for incoming students and parents.	Project Director/ VP for Student Services	Summer pre-registrations and Fall orientations
Include student representatives on the SSS advisory committee.	SSS Coordinator/ Program Participants	Within 60 days of award
Place posters, brochures and other marketing materials in highly visible student areas: Student Center, cafeteria, residence halls, library/computer labs, bulletin boards; Outreach Sites; LancerNet.	SSS Coordinator	Update quarterly

<b>Plan to Inform Eastern Wyoming College Staff</b>		
<b>Task</b>	<b>Personnel</b>	<b>Timeline</b>
Announce grant award to the EWC President, Vice Presidents, Deans and Directors.	VP for Institutional Effectiveness/VP for Student Services	Upon notice of award; update quarterly
Brief Board of Trustees and Vice President of Financial Affairs.	President/VP for Institutional Effectiveness/VP for Student Services	Within one week of grant award; update annually
Notify College Relations of grant award.	VP for Student Services	Within one week of award
Adjust activities each year based on evaluation results.	Project Director/SSS Coordinator	Within two weeks of award; update quarterly
Update marketing and public relations plan for program.	Project Director/SSS Coordinator	Within 45 days of grant award; revise annually
E-mail all staff and post information describing goals, objectives, and eligibility criteria on website.	VP for Student Services/VP for Institutional Effectiveness	Within two weeks of grant award
Include Project Director in Student Services directors' meetings.	VP for Student Services	Within 60 days of grant award
Provide an orientation to the SSS program as part of the new employee orientation process.	Project Staff/Human Resources	As needed
Include program information in EWC policy staff handouts each year.	Project Director/Human Resources	Annually
Include Student Services staff and other key administrators on the SSS Advisory Committee.	Project Director	Annually
Inform Resident Assistants of program in their training sessions.	SSS Coordinator/Director of Residence Life	Once per semester
Inform EWC Outreach Coordinators.	Project Director	As needed
Include program information in college catalog.	VP for Student Services/College Relations	By catalog deadline; update yearly

<b>Plan to Inform Eastern Wyoming College Faculty</b>		
<b>Task</b>	<b>Personnel</b>	<b>Timeline</b>
E-mail all faculty and post information describing goals, objectives, eligibility criteria on website.	VP for Learning/VP for Student Services	Within one week of grant award
Develop, implement orientation program for faculty, present at faculty meetings.	Project Director/SSS Staff	Annually

Provide SSS information in new faculty orientation process.	SSS Staff/VP for Learning/Human Resources	Annually
Include faculty representatives on SSS Advisory Committee.	Project Director	Annually

EWC's comprehensive plan to inform students, administrators, staff, and faculty about the program is sound and covers all aspects of the project. An important part of the project will be to foster an institutional climate supportive of the success of low-income, first generation, and disabled college students. The groundwork for this part of the project will begin at the Fall, 2010 employee in-service training with a presentation addressing diversity and related issues.

#### **Plan to Identify, Select, and Retain Project Participants with Academic Need**

An intensive identification and selection process will be undertaken to enroll eligible participants and obtain targeted participation rates. Potential participants will be identified through referrals from contacts that are made through the activities described in the "Plan to Inform . . ." section. Additionally, the EWC sponsored Summer Bridge Program (for students whose placement scores are just below college-level coursework) will assist in identifying potential SSS participants. The program accommodates up to 24 students who need to strengthen their academic skills in developmental coursework.

<b>Plan to Identify, Select, and Retain Project Participants with Academic Need</b>		
<b>Identification Activities</b>	<b>Personnel</b>	<b>Timeline</b>
Continue publication of application and recruitment materials.	Project Director/SSS Staff/SSS Advisory Committee	Within 90 days of grant award; then, Fall of each year
Develop application protocols.	Project Director/SSS Staff/SSS Advisory Committee	Within 90 days of grant award; then, Fall of each year
Inform Student Services staff of SSS eligibility guidelines and application procedures.	Project Director	Within 90 days of grant award; then, Fall of each year

Inform representatives from community-based organizations of SSS eligibility guidelines and application procedures.	Project Director	Within 90 days of grant award; then, Fall of every year
Develop an information sheet for all staff and faculty outlining eligibility guidelines and application procedures.	Project Director/SSS Coordinator	Within 90 days of grant award; each Fall
Include eligibility guidelines and application on the EWC LancerNet portal for students to apply online or print off to mail in.	Project Director/SSS Office Asst./EWC Webmaster	Within 90 days of grant award; then, Fall of every year
Present at student orientation and pre-registration sessions allowing prospective participants and parents to learn more about the program's goals and objectives.	Project Director/SSS Coordinator	Within 90 days of grant award; then, Fall of each year
Faculty, staff, and current SSS participants refer interested EWC students to SSS; compile list of interested students and send them application packets.	Project Director/SSS Office Assistant/ Faculty/Staff/Program Participants	Within 90 days of grant award, with referrals daily
Meet with prospective participants and parents during campus visits to explain the goals and objectives of the program and how to apply.	Project Director/SSS Staff/Admissions Staff	Throughout the year
Include application materials with student housing roommate assignments.	SSS Coordinator/ Director of Residence Life	Throughout the year

The Project Director and SSS Coordinator will direct the process of choosing students for participation in the program. Applications, which will include tax records, physician verification of disability (if applicable), transcripts, ACT/COMPASS test scores, and application materials will be reviewed and rated according to a weighted scale that assigns points for those characteristics preferred in participants: need for academic support in order to successfully pursue a postsecondary educational program; SSS eligibility criteria; and level of interest in the program.

U.S. Department of Education guidelines will be used to determine low-income eligibility. Academic need is defined by the SSS program at EWC as any participant who applies for admission who has: 1) an ACT or COMPASS writing score of 18/74 or below; 2) an ACT or

COMPASS math pre-algebra score of 21/44 or below; 3) a COMPASS reading score of 68 or below; 4) a cumulative college GPA of 2.5 or below; 5) a General Educational Development certificate; 6) graduated from high school five or more years ago; 7) an academic probation status; or 8) enrolled in one or more online courses. Students who graduate in the lower one-half of their high school class, single parents, and foster youth will also be eligible for selection. A pool of qualified students will be maintained for whom the same process of selection described here will be applied in order to fill vacancies.

<b>Application Process Plan</b>		
<b>Selection Activities</b>	<b>Personnel</b>	<b>Timeline</b>
Obtain and assess each candidate's application, signed attestation regarding first generation status, tax returns, physician verification of disability, etc. as per General Education Provision Act (GEPA) guidelines.	SSS Staff	Prior to the start of each semester (Fall, Spring)
Interview each eligible applicant and parents(s)/guardian(s) to determine academic, career, financial and personal needs; ability to benefit from SSS services; motivation, etc.	Project Director/ SSS Coordinator	Prior to the start of each semester (Fall, Spring)
Apply weighted selection criteria to each application, including interview results, and select participants.	Project Director/ SS Coordinator	Prior to the start of each semester
Maintain a waiting list of qualified students.	SSS Office Assistant	On-going
Notify students of selection status and begin services.	Project Director/ Office Assistant	Within one week of selection

Initiatives systematically designed to support high retention rates will include assessment, monitoring, and academic advising from SSS professional staff. The current Advisor Alert System, which identifies advisee problems during the semester, will be enhanced for SSS participants. This service will include earlier and more structured advisor/advisee contact, SSS staff support for faculty advisors, and the opportunity for participant authorization during the SSS application process to allow parental notification of participant problems/barriers as they occur throughout the semester. Specific activities, personnel responsible, and timelines are indicated in the following table.

<b>Plan of Retention Process</b>		
<b>Retention Activities</b>	<b>Personnel</b>	<b>Timeline</b>
Maintain qualified, experienced staff with similar backgrounds to the participants served.	VP for Student Services/ Project Director/ Search Committee	Annually
Utilize Summer Bridge program to orient/acclimate new participants and their parents/guardians to the campus and SSS program.	VP for Student Services/ Project Director/ Directors of Learning Skills Lab/Residence Life /Food Services	August each year
Create community referral guide and inform participants, counselors, and advisors how to access resources.	SSS Coordinator/ SSS Office Asst./ Counseling Director/ Admissions Staff	Within 90 days of grant award; update annually
Develop and implement seminars for administrators, faculty, and staff on what motivates participants for success, uses of interactive instructional methodologies, values of diversity, and methods to teach others to value diversity.	VP for Learning/ VP for Student Services/Project Director/SSS Office Assistant	Within four months; seminars at in-services
Provide individualized financial aid assistance in completing and submitting financial aid paperwork.	Financial Aid Director and Staff/ SSS Staff	Upon financial aid application each year
Develop and implement a variety of events (academic/financial/study skills/time management workshops, cultural trips) and prepare informational mailings for participants and their parents/guardians.	SSS Coordinator/ Financial Aid Office/Learning Skills Lab Director/ Student Services Staff/Community Education Staff/ Local & Regional Resources	Workshops/ events ongoing throughout the year; mailings done twice annually
Provide participants with information regarding applicable scholarship opportunities and assist with application processes as needed.	SSS Staff/ Financial Aid Staff	On-going
Coordinate with the Peer Counselor program in utilizing current students to provide peer support for SSS project participants.	Project Director/ Student Services Specialist	Training at the beginning of each Fall/Spring semester
Require a minimum of one advising session with SSS Professional Staff each semester for all participants to ensure a proactive approach is included in overall programming.	Project Director/ SSS Coordinator	Each semester

Maintain a shared database for SSS staff to provide coordinated case management.	SSS Staff	Within four months; ongoing
Maintain a system allowing for the release of participant information to keep parents/guardians of participants apprised (with participant permission).	VP for Student Services/SSS Staff	Within two months of grant award; ongoing
Utilize SSS support groups for participants sharing similar barriers in order to facilitate group problem-solving and greater levels of self-efficacy.	SSS Coordinator/ Director of Counseling & Disability Services/ Student Services Specialist	Variable
Provide participants with training and access to technological resources: LancerNet, Blackboard, computers, scanners, and printers.	SSS Staff	Each semester
Provide Supplemental Instruction for participants in high failure/high dropout classes.	VP for Learning/ SSS Staff/SI Instructors/Tutors	Each semester
Develop and implement a Learning Community with an academically based peer support network.	VP for Learning/ SSS Staff/ Residence Life Director	Within 60 days of grant award; begin Fall semester; ongoing

The variety of initiatives and program activities will be systematic in its approach to ensure high retention of participants in the EWC SSS program. Program activities have been designed to ensure retention and to support academic success. They include: SSS freshman orientation, intrusive academic advising, career assessment and exploration, availability of Supplemental Instruction (plus focused tutoring), mentoring, success workshops, campus-wide/community-wide involvement and advocacy, and cultural opportunities.

ACT and COMPASS scores will be used to guide academic assessment of participants. The scores will be used as the baseline for establishing participants' competency levels regarding the basic skill areas needed for postsecondary success upon entry to EWC. ACT Standards for transition will be used to develop an Individual Academic Plan (IAP) for each participant. Additional assessments will be administered to ensure a holistic evaluation of each participant.

They will guide the decision making process related to major selection, course selection, career goals and the kinds of support services to be provided. Resources will include:

1. Career Interest/Aptitude – O\*NET Aptitude/Interest inventory/work values/aptitude.
2. CITE Learning Styles Instrument – assess best learning style for each participant.
3. Myers-Briggs Personality Profile – Participant self-assessment of understanding their interaction with others, and other information to aid them become successful.
4. Financial Needs Assessment – Financial Aid office assess participants’ unmet college costs to minimize the dependence on student loans in developing financial aid packages.
5. Financial Literacy Workshops – educate the participants in financial literacy.
6. StrengthsQuest™ and other self-assessments – identifies participants’ strengths and shows how they can build upon them; other assessments provide interviews and questionnaires to determine perceived barriers to success and persistence.
7. Special Needs Assessments – assessment of limited English proficiency provided by the EWC Adult Basic Education program director; special accommodations/assistance provided by the EWC Director of Counseling and Disability Services.
8. Personality, Career, Motivational and Leadership Assessments – Seminar series for participants designed to build self-awareness and ensure academic success to be conducted each year of the program.
9. Other services: college safety awareness training and alcohol awareness programming.

<b>Plan of Assessment Process</b>		
<b>Assessment Activities</b>	<b>Personnel</b>	<b>Timeline</b>
Include ACT/COMPASS scores and interest report in the application process.	SSS Staff	Summer and Fall each year

Continue to assess participants throughout each program year along with follow-up sessions with every individual participant to increase their self-awareness and ensure their success.	SSS Staff/ Director of Counseling & Disability Services	Fall of each year; ongoing
Compile comprehensive assessment results; develop Individual Academic Plan (IAP).	SSS Staff	Fall of each year; ongoing
Integrate IAP into overall portfolio; maintain/provide participants' parents (with permission) access to information.	VP for Student Services/SSS Staff/ Community Partners	Continuous
Include short and long-term goals, course history, grades, career plans, examples of academic and practical work (internships, employment) in portfolio.	SSS Staff	Continuous

**Plan for Assessing Each Individual Participant's Need for Specific Services and Monitoring His or Her Academic Progress at the Institution to Ensure Satisfactory Academic Progress**

SSS staff will monitor and record participant progress throughout the program using the Advisor Alert process, semester grade reports, faculty, and/or staff input, feedback from program participants during workshop and counseling sessions, and participant satisfaction surveys. The primary monitoring tool, however, will be the Individual Academic Plan (IAP).

All activities have been strategically planned to integrate into a complete system of comprehensive services. SSS students will participate in activities or support services as prescribed in their Individual Academic Plan. These will include the following elements: statement of annual goals, including support services objectives; description of the participants' current levels of educational performance; description of specific services to be provided to each participant; programmed dates of commencement of services and their anticipated duration; list of required accommodations, supports or interventions for special needs participants; an annual review to determine whether the objectives listed in the IAP are

being achieved utilizing appropriate objective criteria and evaluation procedures.

The IAP will be reviewed each semester by the SSS Director, Coordinator, and participant, with parental involvement if appropriate (with parental permission). Each SSS staff contact with each participant will be logged in the appropriate record.

The Advisor Alert system and every two-week participant attendance and performance report will provide participants, parents, advisors and the SSS staff with the participant's progress in coursework, and any necessary recommendations for academic and support services. Follow-up notices will be sent the fourth and sixth weeks of each semester.

<b>Plan of Monitoring Process</b>		
<b>Monitoring Activities</b>	<b>Personnel</b>	<b>Timeline</b>
Develop an Individual Academic Plan for each participant.	SSS Staff	Within 30 days of participant acceptance
Review and update IAP plan with student and parent/guardian with participant approval (as applicable).	SSS Staff	Twice/semester
Provide participant attendance and performance reports (including faculty and tutor reports) as needed to ensure problem resolution and persistence.	SSS Staff/Faculty Advisors/ Institutional Research	By the second week of each semester, with follow-up at 4 <sup>th</sup> and 6 <sup>th</sup> weeks

### **Plan to Provide Services That Address the Goals and Objectives of the Project**

EWC is committed to addressing the goals and objectives of the program by providing the following services to SSS participants: extensive monitoring; financial aid assistance and economic literacy education; IAPs; intrusive intervention strategies, including personal and academic advising, career exploration; student success workshops; Supplemental Instruction; visitations to four-year institutions of higher education; and participation in culturally and educational enriching activities to increase participants' awareness and understanding of the factors involved to achieve academic success.

Structured or holistic services to assist SSS students in becoming successful will begin at orientation with academic and financial aid advising, assistance in choosing the correct major, and will be followed by workshops, development of IAPs, personal counseling as necessary, Supplemental Instruction for select classes, and opportunities for educational and cultural awareness activities, including off-campus trips.

In addition, planning will be provided for beyond graduation, such as helping graduates find work or continuing education at a four-year institution. Visitations to four-year institutions will guide students to the school that will be the best choice for each individual. More information about these activities is listed on the following chart.

<b>Plan to Provide Services that Address the Goals and Objectives of the Project – Overview Chart</b>				
<b>Service</b>	<b>Purpose &amp; Objective</b>	<b>Personnel</b>	<b>Location</b>	<b>Frequency</b>
Orientation	Inform participants as to purpose of program, services offered, and their responsibilities to become successful.	SSS Staff	SSS meeting room	Meet with students during orientation each semester
Academic Advising	Help participants make the best choices in course selection, and monitor via Advisor Alert system, participants in academic distress. Objectives: academic standing, retention, graduation, re-enrollment in two year school.	SSS Staff	SSS offices	Prior to semester registration and throughout each semester
Success Workshops	Help participants improve study skills, stress management, etc: Objectives: retention, academic standing.	SSS Coordinator/ LSL Coordinator/ ABE Director	Learning Skills Lab	Monthly during fall and spring semesters
Supplemental Instruction	Provide intense academic support for participants in need. Objectives: academic standing, retention, graduation.	SSS SI tutors/ SSS Coordinator	SSS computer lab/ study room	Daily during fall and spring semesters
Financial Aid Assistance, Financial Literacy Workshops	Provide information and assist low-income participants in making unmet college costs. Objectives: retention, graduation, four-year school enrollment.	SSS Staff/ Financial Aid Staff	SSS offices, FA offices, Meeting rooms	Annually during each fall and spring semester; any grant aid awarded spring of following academic year
Personal Counseling	Help participants cope with pressures of working while attending and acclimating to college. Objective: retention.	SSS Staff/ Director of Counseling & Disability Services	Counseling Office	As needed by participants
Career Counseling/ Workshops	Establish career objectives and/or knowledge of career requirements. Objectives: retention, graduation, four-year school enrollment.	SSS Coordinator/ Director of Counseling & Disability Services	SSS offices; Counseling Office	Monthly during fall and spring semesters
Cultural Enrichment	Provide cultural experience that participants lack due to rural isolation/limited cultural experience. Objective: retention.	SSS Staff	On- and off-campus at various locations	Off-campus travel at least once/year; on-campus as available

Mentoring	Fully engage most at-risk participants in the college community; help resolve issues in new setting. Objectives: retention, academic standing.	SSS Staff/Faculty/ Learning Skills Lab Coordinator	SSS study room; conference room; faculty offices; Learning Skills Lab	Bi-weekly contact with these participants
Four-year institution enrollment assistance	Provide information and guidance for pursuing a bachelor's degree. Objective: enrollment in four-year institution.	Project Director: Faculty Advisors	Visits to four- year schools	At least one visit per year

The following summary of the Plan of Operation is organized according to the project's fundamental implementation strategies, and serves as additional evidence that the EWC SSS program is well planned and designed to meet the needs of program participants and to achieve the objectives of the program.

**Academic Support Services Address Retention, GPA and Graduation Objectives:**

1. Supplemental Instruction will be developed and implemented to increase participants' effectiveness in high failure/high dropout courses, i.e. mathematics, political science, biology, and psychology. Supplemental Instructors (SI) are EWC sophomores with at least a 3.5 GPA and referred by two faculty members. They will attend class with SSS participants and provide instruction outside of class by conducting small group tutorials during fall and spring semesters. The SSS Coordinator will train the Supplemental Instruction (SI) personnel and coordinate that activity. Participants at-risk of failing in courses for which they are under-prepared (based on ACT/COMPASS scores and current GPA) will be identified by the SSS staff and referred to SI. Participants who feel they would benefit from SI may self-refer.
2. Students will be required to attend focused workshops which will address topics relevant to their needs (e.g. note-taking, stress management, relationship, and leadership skills) and will identify skill deficiencies that can be addressed in small group workshops. The workshops will be led by the SSS Coordinator each month with guest presenters from various departments in the college—i.e., instructional staff, and student services and workforce services professionals—who have expertise in the subject areas. Students will evaluate the workshops at the end of each semester via a survey which will ask them whether the workshop benefitted them and how. These answers will be utilized to assist in setting

workshop goals for following semesters. Supplemental academic advising will be offered by the SSS Project Director and SSS Coordinator. The purpose is to help participants make the best choices in course selection and to monitor participants in academic distress via the Advisor Alert system. SSS staff will serve as co-advisors with assigned academic advisors and will meet with participants prior to registration each semester. A review of the IAP portfolio that includes progress reports and GPA will guide both participant and SSS staff in the advising process.

3. Students will be afforded job placement assistance both during their time as students via the financial aid office and workforce development offices, and upon graduation.

### **Counseling to Address Retention, Graduation, Enrollment in Two-Year Institution**

#### **Objective:**

1. Individual and group counseling will be provided for SSS participants by the SSS Staff and Director of Counseling and Disability Services as needed.
2. Volunteer student mentors will make at least bi-weekly contact with participants to assist with personal support, decision-making, and becoming more engaged in the college community. The SSS Coordinator will coordinate mentoring activities. The SSS Coordinator will also match volunteer mentors with participants and ask volunteer students to submit monthly reports to include in participants' IAP portfolios. The purpose is to fully engage participants most at-risk in the college community and to help them succeed in this new environment where they are often far away from friends and family.
3. Comprehensive career development and exploration services will be provided through the SSS Coordinator via individual counseling and monthly workshops. The purpose is to guide participants in establishing career objectives based on career exploration.

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**Financial Aid Assistance and Economic Literacy Workshops Address Retention and****Graduation Objectives:**

1. Each participant will receive assistance in completing and submitting financial aid forms by the SSS staff and Financial Aid staff.
2. Financial aid assistance and economic literacy workshops will be provided for participants by the financial aid staff each semester.

Assistance in these areas will help to ensure participants are fully informed of all financial aid available, including Pell Grants and scholarships which they will not have to repay.

Workshops will also assist them in budgeting and planning for future educational needs. These programs will assist in alleviating financial stress and help participants understand the consequences and ramifications of taking on too much debt in the form of student loans.

**Cultural Enrichment:** Participants will travel off campus for cultural enrichment activities at least once a year, including travel for leadership conferences and cultural field trips. Destinations include the Denver Museum of Natural History, art museums, and the University of Wyoming. Eastern Wyoming College, with the Fine Arts Council, also sponsors several events yearly which students can attend.

**Four-Year Institution Enrollment Assistance:** Each semester at least two workshops will be conducted by the SSS Project Director and volunteer faculty or professional staff for SSS participants. They will focus on the application process at four-year schools and financial aid opportunities. SSS staff will also assist participants in completing applications and testing forms required for admission, and will help them secure necessary letters of reference. With only 28% of the total EWC student population enrolling in four-year schools, but 54% indicating they intend to enroll, intrusive

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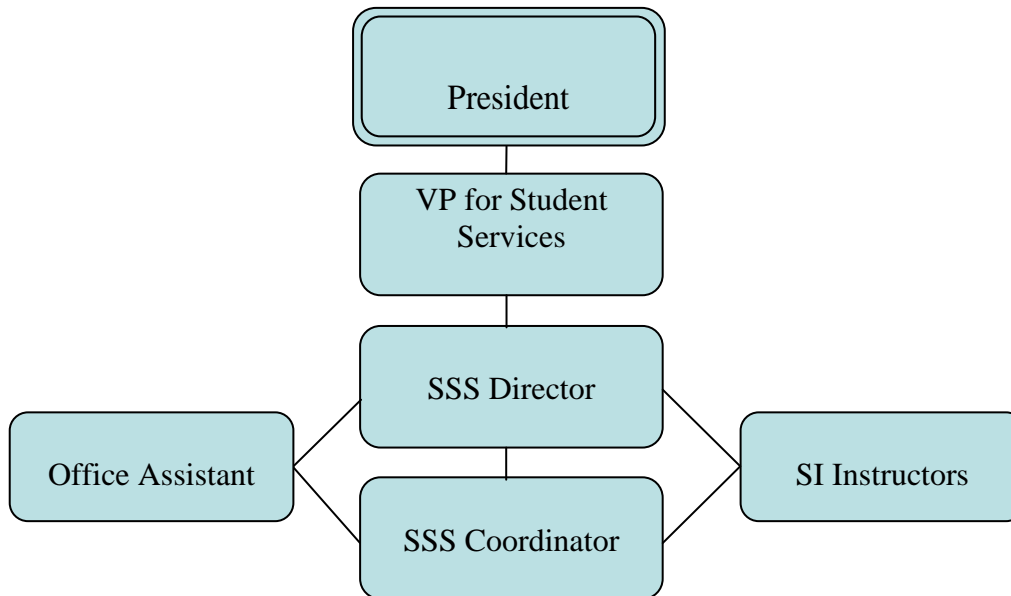
advisement and mentoring are essential to show participants that this is a viable option. Students will also travel to four-year institutions, including the University of Wyoming and Chadron State College (NE), for campus visitations and information gathering.

The following Project Model demonstrates how the EWC SSS program will serve each participant from entry through graduation, in relation to each of the planned objectives. The model begins with the EWC organizational chart under which the SSS program will be implemented. It will be followed by descriptions of time commitment by SSS and other college staff; financial, records and personnel management, coordination with other programs and institutional commitment.

**Plan to Ensure Proper and Efficient Administration of the Project: Organizational Placement; Time Commitment of Key Project Staff; Specific Plans for Financial Management, Student Records Management, Personnel Management; Coordination with Other Programs for Disadvantaged Students.**

**Organizational Placement:** The EWC SSS program will be placed within the institution in a manner that will maximize its potential departmental coordination for achieving success, with existing resources as a strong component of the program.

The SSS Project Director will be at the same level as other program directors within Student Services and will report directly to the Vice President for Student Services. This is a strong indicator of EWC's commitment to the success of the program and will ensure maximum utilization of resources.

**Organizational Chart Showing Placement of SSS Program Within the Institution**

The Vice President for Student Services reports to the President of the College. The EWC administration has committed its support to the SSS program with assurances the Project Director will be given full authority and support to run the program effectively. The project management plan is well designed with effective internal processes integrated throughout to ensure comprehensive and accurate record keeping, monitoring, and evaluation. It also includes adequate staff, both within the SSS grant and those employed by the college, to effectively execute the Plan of Operation. Details regarding project staff responsibilities are covered in the Personnel Section.

**Time Commitment of Key Project Staff:** Three staff persons will implement the SSS program, under the umbrella of the VP for Student Service. The time commitment of project staff will be as follows: Project Director - 100% /12 months; SSS Coordinator – 100% /12 months; and Office Assistant, 3/4 time/12 months. The program will also

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include four Supplemental Instructors who will work a total of 17 hours per week for 30 weeks (includes Fall and Spring semesters).

**Financial Management:** The Project Director will work closely with the Vice President for Financial Affairs and his staff to maintain accurate accounting of project funds. The system that has been designed for this purpose is efficient and will ensure proper administration and expenditure of grant funds. For this purpose, comprehensive financial records will be maintained for the following items: amount of funds in the grant by line item; how funds are expended; total cost of the grant; share of the cost provided from other sources; documentation to show proper spending within the established line items; and necessary information to facilitate an accurate audit.

All records related to grant funds, such as purchase orders, vouchers, receipts and other fiscal records will be kept in the EWC Business Office, with copies maintained in the SSS files. The college uses Datatel Colleague as its management information system. All grant expenditures will be made in accordance with EWC accounting policies as well as the federal regulations governing the SSS grant. The Vice President for Financial Affairs is experienced in administering federal, state, and local funds.

**Student Records Management:** The SSS Project Director will review and have authority to approve project expenditures to ensure they are in accordance with regulations, and are reasonable and in accordance with the project objectives. The Project Director and Office Assistant will maintain a ledger of obligations and expenditures by line item, and will reconcile this ledger with the fiscal reports provided by the EWC Business Office on a monthly basis. The Project Director will be responsible for gathering, maintaining, interpreting, and disseminating records related to

the performance of individual participants and the overall project.

Records will be maintained via a computerized SSS database to determine participant cohort progress in accomplishing project objectives and providing management information. If necessary, this may lead to changes in program operations or the way in which participants are served.

Project compliance information will be collected on an ongoing basis and reports will be generated regularly, and a complete report will be produced each year. Information included will be the number of participants served, eligibility criteria, services provided to each participant, contact hours per service category, and number of times each service was provided.

Records will be available by both a computerized database of all participants and by individual records, as per project requirements. The computer database will store, access and compile the following information for individuals and cohorts: number of participants served during budget period; distribution of participants on the basis of eligibility criteria; distribution of participants on the basis of ethnic background, gender, age, and family characteristics; number of participants transferring to another institution; number of participants exiting the program (personal or financial reasons, health, death); number of credit hours attempted and earned each semester of the project; average semester and cumulative GPAs; number of participants placed on academic probation or suspension; retention of participants in their entering participant cohort group from one year to the next; number of participants graduated each year; and the number of participants in their entering participant cohort group graduated each year.

Individual participant files will contain the above information for each participant as well as their academic progress and performance information. Participant files will include original application and supporting materials; assessments results; Individual

Academic Plan; documentation of each contact and its resolution (if applicable and outcomes such as credit hours attempted/earned each semester, semester and cumulative GPA's attained), amount of financial aid offered and received each semester, and other indicators of academic progress, performance, retention and graduation.

**Personnel Management:** All full time project staff will receive a thorough orientation for the duration of the project. In addition to the educational requirements and relevant work experience required for each of the SSS positions, experience overcoming barriers similar to those confronted by the project's target population to be served will be desired. The Project Director will be responsible for effectively managing program activities, maintaining compliance with federal and institutional regulations, maintaining fiscal and participant data, evaluating project objectives each semester, supervising and evaluating program staff according to established EWC policies and procedures, and developing and maintaining effective connections with college personnel and community constituents.

The Project Director will serve as the liaison between the program and the College. In this role, the Project Director will meet weekly with the VP for Student Services and inform the College's administrative team about the program's activities and progress. The VP for Student Services will evaluate the Director annually according to established College policies and procedures. The Project Director will participate in administrative meetings, serve on EWC policy, regulatory, and screening committees, participate in weekly Student Services advisory and Student Services staff meetings, conduct SSS staff meetings and oversee the SSS Advisory Committee.

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While the SSS program will be part of an institution that operates in a traditional hierarchical fashion, the project itself will be managed horizontally, i.e., all staff report directly to the Project Director, with equal importance and input into the processes and services provided through the project. Staff will be well trained and empowered to make decisions relating to their positions thereby allowing for immediate action; this will be critical in creating a responsive program that deals with participants with different needs.

The SSS Project Director will hold weekly staff meetings to share information, solve problems, plan activities, and evaluate progress. E-mail and telephone communication strategies will be employed for regular, daily communication.

Ongoing opportunities for professional development will be provided to all of the SSS staff, including workshops and seminars on the national and regional levels. Performance appraisals will be completed by the Project Director on an annual basis utilizing progress reports submitted by the staff throughout the year to document grant activities, successes, and challenges. The Project Director will be evaluated by the VP for Student Services.

**Coordination with Other Programs for Disadvantaged Students:** Eastern Wyoming College will place the SSS program in the Student Services area with proximity to the registration offices to allow for easy and effective coordination of services with all departments. SSS staff will participate in weekly Student Services meetings to ensure that SSS activities are coordinated and integrated into the general college environment. The SSS program will work closely with the following: Learning Skills Lab (tutoring services); Academic Testing (placement testing); Director of Counseling/Disability Services (career assessments); Activities Coordinator; Student

Services Specialist (adult student activities/programming); Housing and Residence Life, Admissions/Registrar, Financial Aid, Computer Services, Director of College Relations and the EWC Foundation. In order to ensure coordination of services, a shared database will be available with password protection features to allow SSS staff users access to all or parts of the participant information system as needed to serve the participants' needs.

External collaboration with community organizations, educational institutions, employers, and government entities will be sought as they are essential to this project. Entities that refer students to EWC and who work with the College are supportive of the SSS project.

The following organizations will be key partners for this project and letters from these groups are on file in the VP for Institutional Effectiveness office:

<b>Community Letters of Commitment</b>		
<b>Organization</b>	<b>Description of Collaboration</b>	<b>Value</b>
Wyo. Dept. of Workforce Services	Provide development resources and assistance with internship and employment searches.	\$1,200
University of Wyoming Educational Opportunity Center	Provide assistance completing admissions and financial aid process at EWC. Refer students to the EWC SSS program.	\$1,000
GEAR-UP (located on-EWC campus)	Provide information about SSS program to service area high school students; assist potential participants with completing admissions and financial aid process at EWC; refer students to EWC SSS program; identify, inform eligible students about SSS program.	\$3,400
University of Wyoming Outreach	Provide staff as volunteer speakers and workshop presenters. Advise students re: course transfer; campus visits; faculty appointments; application process for UW; and invite UW staff to visit with EWC SSS students	\$1,000
Goshen County Chamber of Commerce and Visitor's Center	Provide welcome packets containing information about the community, its services and housing options.	\$ 150

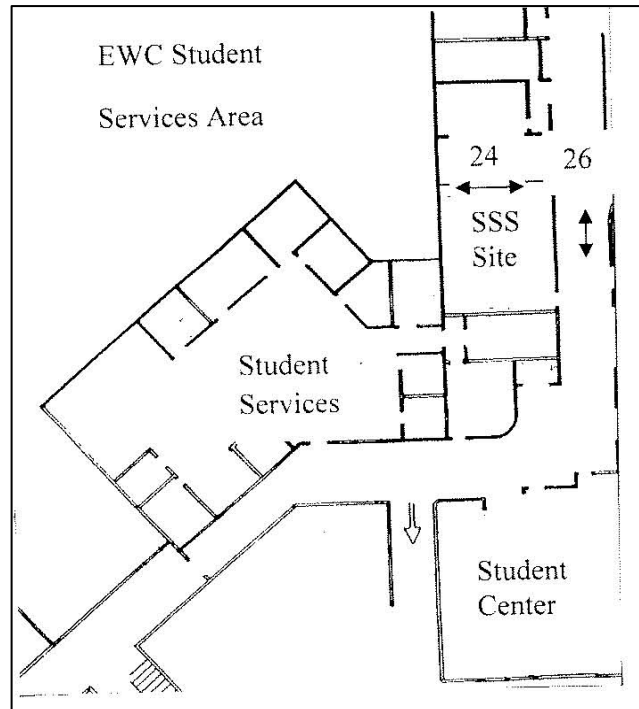
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The proposed services and activities are comprehensive and purposeful, and are designed to support academic success and persistence for SSS eligible students at Eastern Wyoming College. This program is designed to foster an institutional climate supportive of SSS participants through coordination with other programs and participation in activities such as workshops and mentoring. The following Institutional Commitment Section demonstrates the College's support of the project through commitment of facilities, personnel, and other resources.

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**INSTITUTIONAL COMMITMENT****Committed Facilities, Equipment, Supplies, Personnel, Other Resources to Supplement the Grant and Enhance Project Services**

EWC will house the SSS staff in the Student Services office area, an area of high student traffic which includes financial aid, registration, VP for Student Services and counseling and disability offices. The building is ADA compliant, as is the entire campus, and handicap accessible parking is located in the parking lot directly in front of the main building.



The sidewalks have curb cuts for wheelchairs and an electronic sensor device is available on the main door. There is also an elevator at one end of the building and a wheelchair lift at the other end. There are three rooms available for the SSS program. Two rooms are for offices and the other is a large space that can house an office workspace and a study area for SSS students. This arrangement will allow maximum space for students to receive counseling, mentoring, advising and academic support. The Director and Coordinator will have enclosed offices allowing for confidential meetings with students. Each office will be furnished with a desk, chairs, locking file cabinets, and computers/printers. All offices will be handicap accessible.

A total of 624 square feet will be dedicated to the SSS program. A variety of other facilities

are available to the SSS program, including the EWC library and computer lab, Learning Skills Lab, Student Center and commons, recreational facilities, Fitness Center, fine arts facilities, and the student services offices. SSS staff and students will also have access to classroom space for meetings, workshops, and group counseling sessions. Additionally, other conference rooms will be available for SSS Supplemental Instruction training or staff meetings. Handicap accessible parking is located in each parking lot on campus. Residence halls, classroom, restroom and office doorways allow for wheelchair accessibility.

**Equipment and Supplies:** EWC's in-kind equipment and supply contributions reflect the College's belief in providing quality materials to all programs. The equipment and supplies provided to SSS by EWC are adequate; although, there will be a need to purchase a nominal amount of supplies. According to the U.S. Department of Education regulations, equipment is anything with a life of more than one year that costs over \$5,000. EWC agrees with this definition; therefore, there will be no request for furniture or equipment in the budget under the equipment line item. There are items of equipment that are more than \$5,000 to which EWC will provide and to which the SSS project will have access. Also, EWC will supply a number of items at a cost savings to the SSS project as listed below:

<b>EWC Services/Equipment Provided to SSS</b>	
<b>Services</b>	<b>Equipment</b>
LancerNet network system (includes online general and e-mail information system)	3 computer work stations
College Information System	3 desk chairs
Telephone system and telephones	3 lateral file cabinets
Computer network, internet system	Miscellaneous items such as lamps, wastebaskets, small tables, etc.
Blackboard E-learning software	SmartThinking tutorial system
High volume copy machine	Distance learning, video conferencing
Campus Vehicles	<b>Approx. Total Value    \$45,000</b>

EWC will also provide equipment under the \$5,000/item definition to the SSS program.

These will include:

Fax machine	Software programs
AV Equipment	Toner copy cartridges
Miscellaneous Office Supplies	Assessment instruments and inventories
<b>Approx. Total Value    \$10,000</b>	

Equipment and supplies are also provided in-kind through each department, course and resource throughout the campus. These include all desks, supplies and visual aid devices for classrooms and offices, including paper in all computer labs. Fax machines and photocopiers are provided throughout the various campus areas.

**EWC Personnel and Other Resources:** The following specific commitments have been made by EWC faculty and staff as evidenced by 26 letters of commitment on file in the VP for Institutional Effectiveness office. The President of the College commits College resources to enhance the quality and success of the SSS program.

<b>EWC Letters of Commitment</b>		
<b>Staff Member</b>	<b>Commitment</b>	<b>Value</b>
VP for Student Services	Supervises SSS and student services staff; use materials to conduct grant related activities.	\$ 4,420
Financial Aid Staff	Assist SSS students to obtain financial aid as needed and provide one-on-one debt counseling.	\$19,958
VP of Financial Affairs & Business Office Director	Establish account for SSS funds; provide monthly and annual financial reports; record and report SSS grant fund expenditures; meet to reconcile discrepancies; provide financial aid assistance as needed; internal auditing services; fiscal oversight to ensure compliance with EDGAR and relevant OMB circulars; completion of payroll disbursement and benefit management; oversight of supply/equipment purchases to maintain required compliance.	\$ 7,880
Activities & Intramural Coordinator	Provide opportunities for students to attend social events and activities; provide gym facilities, plan for recreational activities.	\$ 625
Registrar	Perform degree audit reports; assist in registration efforts for SSS students.	\$ 4,088

Vice President For Learning	Provide faculty and staff time to participate in conferences; provide tutoring services, study skills and remediation workshops; provide tour of library, explain library policies, computer lab policies; provide career assessment and placement testing; refer students; provide cultural, educational, social events and activities opportunities.	\$ 7,000
Student Services Specialist	Provide specialized services for adult students; present retention-persistence academic, and educational programming, study skills, and retention workshops; develop educational/social events, activities; advise/counsel, assist in design of on-site college transition services; pre-enrollment services.	\$ 7,184
Learning Skills Lab Coordinator	Provide tutoring services, study skills workshops, remediation workshops (Summer Bridge program).	\$ 7,020
Vice President for Institutional Effectiveness	Facilitate Strategic planning for SSS and Institute; provide administrative leadership to ensure project is fully integrated within college; provide faculty/staff time; oversee retrieval, management, analysis, interpretation of institutional data, tracking retention, graduation, transfer rates; and other research data; advise staff on grant parameters and goals.	\$ 4,479
Admin. Asst. for Institutional Effectiveness	Provide clerical support to project as needed.	\$ 1,000
Library Director & Staff	Provide SSS students with a tour of the EWC library; explain library policies, research and other services; and computer lab policies; provide specialized services for adult students, present retention-persistence academic and educational programming and focused workshops; provide staff as volunteer speakers, presenters.	\$ 8,518
Testing Center Coordinator	Provide career assessment and placement testing for SSS students; refer potential students.	\$ 6,682
Director, Counseling & Disability Services	Provide personal and special needs counseling; disability services; career assessment; opportunities for student activities; specialized services.	\$ 7,869
Director of EWC Foundation	Share mission and goals of the program with potential donors and supports of college; seek additional scholarship support for SSS students.	\$ 3,011
Computer Services	Provide computer line connections and installation service for SSS students living in EWC residence halls.	\$19,027
Director of Residence Life	Provide campus housing accommodations for disabled students; provide cultural and residence life activities; provide space for SSS workshops as needed.	\$ 4,778

Director of Institutional Research	Provide SSS program with retrieval, management, analysis and interpretation of relevant institutional data and assist the SSS program with specific requested data collection; track retention, graduation, transfer rates; provide student enrollment and GPA reports.	\$ 9,892
Community Education Coordinator	Provide opportunity to attend one free community education class or trip each semester; provide opportunity to teach a community ed. class; provide information on cultural opportunities through the Fine Arts Council series (art, performing artists, speakers, plays).	\$ 2,430
Director of Physical Plant	Provide office and program space-maintenance, custodial and utility services.	\$ 5,507
<b>Total</b>		<b>\$94,397</b>

The commitment of resources by key college personnel shows the degree to which the program has fostered an institutional climate supportive of SSS participants. Additionally, training and in-service sessions are devoted to enhancing staff awareness and ability to work with SSS eligible students.

EWC practices an open admissions policy, with equitable access for all. Students are not required nor screened for minimum grade point averages or ACT/COMPASS scores for admission. EWC is open to all students who meet the admission policies without regard to race, sex, color, religion, handicap, or ethnic background.

EWC will admit any anyone who, in the judgment of the College, can benefit from College programs. Enrollment in academic areas for degree purposes is normally limited to those with a high school diploma or the equivalent. Individuals without high school diplomas or GED credentials who are mature enough to benefit will be accepted on a provisional basis and assisted in selecting an appropriate program.

### **Established Administrative and Academic Policies that Enhance Participants' Retention and Improve Their Chances of Graduating**

A student whose cumulative grade point average falls below 2.0 will be placed on academic

probation and will not be allowed to enroll until the student has met with his/her assigned advisor. If at the end of the probationary period, the student: a) achieves a 2.0 or higher cumulative grade point average, he/she will be placed on good standing; b) achieves a 2.0 or higher semester grade point average but the cumulative grade point average is below 2.0, he/she will remain on probation; c) fails to achieve a minimum semester grade point average of 2.0, he/she will be placed on suspension. A student who is subject to suspension is not permitted to enroll until the student: 1) has filed a petition for reinstatement with the VP for Student Services, or 2) may be requested to appear for a personal interview with the Academic Reinstatement Committee, which may elect to reinstate the student or to suspend the student for the period of one semester. The decision of the Academic Reinstatement Committee may be appealed to the Student Services Advisory Council. Thereafter, withdrawal from a course may result in a grade of F and withdrawal will be allowed only upon approval by the VP for Student Services, with such approval based on a formal petition from the student outlining exceptional circumstances necessitating withdrawal. The student will have the right to appeal this decision to the Faculty Council.

The college has in place an Academic Amnesty policy which permits former students to eliminate one semesters' credits and grades from their record. The courses and grades will appear on the transcript with a notation that the student was granted Academic Amnesty and that appropriately marked grades are no longer part of the cumulative GPA, and will not help satisfy EWC graduation requirements. All credits and grades taken during the semester(s) will be subject to Amnesty including those courses which were successfully completed. Only returning EWC students may petition for Academic Amnesty. Application must be made after the posting of grades for which Amnesty is sought but no later than the 90th calendar day of the subsequent

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fall or spring semester of enrollment. Academic Amnesty may be applied only once and is irrevocable. Thus, EWC allows second chances for students who commit themselves to scholastic improvement.

It is the policy of the college that the value of the student's work is not determined wholly by what he/she may know upon examination. His/her work is marked by grades determined by daily application and results as well as by periodic examination.

**Student Orientation:** The Student Orientation program at Eastern Wyoming College is designed to achieve several objectives: make students feel welcome; ensure they have taken placements tests or have ACT scores placing them in the proper English and math classes; inform students about expectations, guidelines, rules and laws on and off campus, provide housing meetings for student residents; provide workshops on time management, study skills, information about grades, the importance of attending class; meet with advisors and other students who share the same majors; and to create opportunities for students to become acquainted through recreational social gatherings. Students' initial impressions can set the tone for the semester. The orientation activities, which are spread over a period of a little more than a week, create the basis for the attitudes and how comfortable students are in a new environment for the entire semester and beyond.

**Advising:** When students enroll at Eastern Wyoming College, they are assigned to an academic advisor who aids them in planning their program of study, in selecting educational and career objectives, and in adjusting to college life. All degree-seeking students are required to take placement exams in English, math, and reading prior to the first day of classes to aid in proper class placement and to maximize academic success. Non-degree seeking students may be required to take the placement exams prior to enrolling in certain English and math courses. It is

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important for all college students to possess or acquire the math, reading, and English skills necessary for their program of study.

Usually, advisors are assigned at the time the placement exams are taken. The student and advisor then receive copies of the placement exam results to use in making decisions about program selection and course enrollment. Advisors are to be consulted whenever the student registers for classes, drops or adds classes, receives a deficiency notice, or when the student begins to make graduation/transfer plans.

EWC instructors participate in an advisor alert program wherein they notify advisors, by way of the Student Services office, of students who are not performing well in coursework. They complete a form which is given to the student's advisor. EWC also has a Student Retention Committee which meets to discuss means of assisting students with issues affecting their success.

**Developmental Courses:** EWC offers developmental studies courses for math, English, and reading for students who do not place into college level coursework. The reading requirement applies to students seeking degrees or certificates, or students enrolled in 12 or more hours whose placement scores indicate the necessity for a reading course. If the placement exam indicates a reading course is necessary, the student must successfully complete a reading course with a grade of "C" or better to satisfy this requirement. The course must be taken within the first two semesters. Developmental coursework includes Fundamentals of Reading I to develop basic reading and vocabulary skills; Fundamentals of Reading II to develop reading comprehension and reading vocabulary and strategies; Fundamentals of Arithmetic, a structured course with time in class to practice fractions, decimals, ratio and proportion, percentage, formulas; and pre-algebra arithmetic which covers these fundamentals in further detail and introduces algebra

coursework. Math labs accompany this class. Elementary and Intermediate Algebra prepare students for College Algebra coursework. Spelling improvement is also offered, and new students are required to enroll in College Studies which familiarizes students with college.

### **Commitment to Minimize Dependence on Student Loans When Developing Financial Aid Packages**

Commitment to minimize dependence on student loans pursuant to Title 34 of the Code of Federal Regulations (CFR), Section 668.16, is a basic institutional administrative requirement to determine a student's eligibility for Title IV aid. It is based on reasonable standards for measuring whether students are maintaining satisfactory academic progress in the completion of their educational programs. All student financial aid at EWC is administered by the Director of Financial Aid. Financial aid counseling is provided to assist students in obtaining financing to meet all of their needs and to explain policies and procedures. The Financial Aid office provides information about availability of scholarships, grants, and employment programs.

Among the available programs are:

<b>FEDERAL (Title IV)</b>
1. Federal Pell Grants
2. Academic Competitiveness Grant
3. Federal Supplemental Educational Opportunity Grants (FSEOG)
4. Federal Work Study Program (FWS)
5. Federal Family Education Loan (FFEL) Program—Subsidized and Unsubsidized Stafford Loans
6. Parental Loan for Undergraduate Students (PLUS)
<b>STATE</b>
1. Leveraging Educational Assistance Partnership (LEAP)
2. Wyoming Hathaway Scholarship Program
3. Tuitions and fees for survivors or dependents of emergency responders
<b>INSTITUTIONAL</b>
1. Scholarships
2. Activity and Part-time Grants

<b>3. Institutional Employment</b>
Workstudy: Workstudy up to 15 hours per week will be awarded on a “first-come, first served” basis to eligible students under the Institutional Employment or Federal Workstudy Programs.
Activity Grants are available to high school graduates with some special ability in men’s and women’s basketball, women’s volleyball, golf, rodeo, livestock judging, and debate.
Peer Counselor Activity Grants are also available for adults who work with other adult students.
Division Scholarships are available to first-time students who meet the requirements as determined by the EWC Financial Aid Policy Committee. EWC students or transferring students must meet the Satisfactory Academic Policies for Financial Aid to be eligible for Division Scholarships. Students receiving Division Scholarships must be majoring in one of the majors within the respective Division.
<b>MILITARY</b>
1. Montgomery GI Bill
2. Wyoming National Guard
3. Wyoming Educational Assistance for Veterans and Survivors. The college is approved for attendance by those who are eligible for educational benefits provided by the Veteran’s Administration.

**Local Benefactors:** EWC provides a large number of scholarships provided by local benefactors which are listed on the college website. The Financial Aid Office provides students with requested information and application materials for the Free Application for Federal Student Aid (FAFSA). EWC participates in College Goal Sunday each February, a day when staff provides assistance to students in completing their FAFSA forms.

**Loan Default Rate:** The EWC three-year average Loan Default Rate was 9.4%.

**Assured the Full Cooperation and Support of Admissions, Student Aid, Registrar and Data Collection, and Analysis Components of EWC are Assured**

EWC will employ a variety of strategies in Admissions Office practices and policies to respond to the need of the proposed SSS program in early identification of eligible students and accurate determination of academic need. The following is a sampling of the efforts that EWC Admissions, Financial Aid and Institutional Research offices will undertake to support the SSS project. Letters are on file committing the following services:

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**Admissions Office:** The Application for Admission asks if either parent has a four-year college degree. The recruitment staff will provide information about SSS to prospective students who self report as low-income, first generation and/or have a disability as they visit the campus, and encourage them to complete an application for SSS upon admittance to EWC. Applications will be forwarded to the SSS Director who will determine whether students are SSS eligible so that they may be contacted once enrolled.

**Financial Aid:** The Financial Aid Office will continue to work closely with participants through financial aid counseling and will attempt to meet 100% of their financial need. Personnel in the office will also continue with the early identification of low-income students. Financial Aid personnel will forward names of low-income students to the SSS programs on a regular basis. They will supply all information on prospective SSS students regarding financial assistance and the financial aid package offered.

Data and analysis of financial aid distribution to various individuals, groups and subgroups of students will be available upon request through the Financial Aid Office and Office of Institutional Research. Routine data collection and analysis completed by the Student Services department will be made available to the SSS project. The Student Services office personnel will supply the SSS program with access to information that will help ensure appropriate intervention with participants to better their prospects for successful academic outcomes. This office will flag participants in the student information system and immediately forward all drop, add, and withdrawal actions by SSS participants to the SSS office.

The Student Services office, Institutional Research and Computer Services staff will work closely with SSS personnel to set up a yearly schedule of specific descriptive data reports on grades, drops, adds, credit hours, courses, graduates, and any other information needed for the

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identification, intervention, and follow-up efforts of the program.

**Institutional Research Office:** The Office of Institutional Research (IR) will work with SSS staff and EWC computer services to create an SSS electronic database to collect cohort data essential to tracking, analyzing, and reporting on project year cohorts' performance and success, and for determining whether objectives are being met. The IR office will work with the SSS Director to produce required annual performance reports and year-end reports for key college stakeholders. The IR Director will work with an internal monitoring team to conduct the evaluation of the SSS project. The team will act as the internal, independent evaluator who will be responsible for year-end evaluations.

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## QUALITY OF PERSONNEL

**SSS Project Personnel:** Project staff will include a Project Director, Coordinator, and Office Assistant. Preference will be given to persons who have succeeded in overcoming barriers similar to those confronting the project's target population. Supplemental Instruction tutors will also be hired to assist with academic support services. EWC procedures and policies will be followed when filling a vacancy. A selection group comprised of EWC staff (including Human Resources Director, Student Services staff, faculty, administrators) will serve on the SSS Search Committee. The Search Committee, chaired by the Human Resources (HR) Director, will review applications to determine whether applicants meet the stated requirements similar to that of the target population. Questions related to this inquiry will not involve any protected class discriminatory actions on the part of EWC, the SSS Project, or the Search Committee. EWC is an Equal Opportunity Employer. Applications will be reviewed and screened by the Search Committee for the required and preferred characteristics, experience, and education level. If the group of applicants is not acceptable, the position may be re-advertised. The Search Committee's function will be to screen all applications and select the top candidates for interviewing. The Human Resources office performs reference checks. The HR director and the Search Committee will interview candidates, review their qualifications, and select the candidate they think is the best choice. The HR Office will contact the person to ensure they are still interested in the position, then recommend that person to the College President for hiring, with Board of Trustees approval. Once that process is complete, the candidate will be contacted as to when to begin work.

The qualifications and job responsibilities of each SSS staff member are clearly described in the following paragraphs, and the stated employment plan is comprehensive. Experience in

overcoming barriers similar to the target population will be considered during the interview and selection stages. Job descriptions for all project personnel are listed below, along with all salaries and benefits, which are computed utilizing State of Wyoming formulae.

**Qualifications Required of the Project Director, Including Formal Education and Training, and Work Experience in Fields Related to the Objectives of the Project**

**Director, Full-Time/12 Months - Responsibilities:** Direct and oversee the implementation of the TRiO SSS grant program that provides educational support services and cultural/social activities directly related to helping first generation, disabled and/or low-income students develop the skills and motivation necessary to succeed in postsecondary education and careers beyond college; coordinate the overall operation, administration, and evaluation of the program as defined by the grant document; collect and compile data, write and review required reports; supervise staff; plan and coordinate staff development; identify, plan, and implement services for program participants; develop communication materials for the program; explain goals and objectives to the college and community; collaborate with community agencies and resources to meet goals and objectives; conduct regular evaluation of all components of the program and provide a comprehensive report to the college and the grantor; plan and manage the budget; and supervise the completion of all fiscal program reports required by the grant.

**Skills/Knowledge:** Demonstrated competency in budget planning and management; ability to coordinate and manage a broad and diverse range of activities and people; strong verbal and written communication skills; ability to plan, organize, and manage time; ability to establish and maintain a professional working relationship with a wide variety of individuals coming from diverse backgrounds; knowledge of software applications; commitment to diversity, equal opportunity, and the academic, intellectual and social development of all students and

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employees. Preference will be given to candidates who have overcome the same barriers as the student population to be served.

**Education Required:** Bachelor's degree in education, social work, psychology or related field; two years of experience in a postsecondary or secondary institution as an educational advisor, counselor, instructor, program supervisor or administrator or related position. (Must include experience working with one or more targeted population groups i.e., disabled, low income and/or first generation.) Master's degree preferred; supervisory experience; experience working with TRiO programs preferred.

**Qualifications Required of Other Personnel to be Used in the Project, Including Formal Education, Training and Work Experience in Fields Related to the Objectives of the Project**

**Coordinator, Full-Time/12 Months - Responsibilities:** Responsible for coordinating the programmatic aspects of the project, including academic advising, coordinating SI; training tutors; career counseling; coordinating/planning academic workshops.

**Skills/Knowledge:** Demonstrated ability to establish and maintain a professional working relationship with a wide variety of individuals coming from diverse backgrounds; knowledge of current software applications; strong verbal and written communications skills; demonstrated commitment to diversity, equal opportunity, and the academic, intellectual and social development of all students and employees. Preference will be given to candidates who have overcome the same barriers as the student population to be served.

**Education Required:** Bachelor's degree in education, social work, psychology or related field; Master's Degree preferred; experience working with TRiO programs.

**Office Assistant, ¾ Time/12 Months - Responsibilities:** Provide support for the Project Director and Coordinator in the implementation of the SSS project as set forth by the guidelines in this proposal; maintain and track records of all cohorts; maintain records of all activities in which cohorts participate; schedule appointments for Director and Coordinator; maintain Supplemental Instruction records; data entry; correspondence; responsible for providing clerical and reception support, maintain fiscal, project and participant files; maintain project website.

**Skills/Knowledge:** Expertise with computer applications and general clerical skills. Preference given to candidates who have overcome the same barriers as the student population to be served.

**Education Requirements:** High school diploma or GED.

**Supplemental Instructors Qualifications:** Current EWC students who have at least a 3.5 GPA or above, have experience tutoring and be recommended in their field of study by at least two faculty members.

### **Plan for Employing Personnel Who Have Succeeded in Overcoming Barriers**

Preference will be to hire SSS Staff who have overcome the same barriers as the student population to be served. The SSS project will operate under EWC's approved policies for nondiscrimination and equal employment opportunity. This policy, in accordance with existing federal, state, and local laws, is that of equal opportunity for all qualified applicants and employees without regard to sex, race, color, age, religion, national origin, marital status or disability. In keeping this underlying philosophy in mind when searching and interviewing candidates for vacant positions, the SSS staff will develop a set of interview questions to address this issue. It is extremely important that SSS personnel be able to relate to all cultures and to those who are low-income, first generation and/or disabled.

**BUDGET**

<b>1. PERSONNEL</b>	<b>Percent Time</b>	<b>Months</b>	<b>Amount</b>
Project Director	100%	12	\$51,000
Coordinator	100%	12	\$44,000
Office Assistant	75%	12	\$18,000
Supplemental Instruction Leaders (\$9/hr. x 17 hrs./week x 30 weeks)	Part-Time	9	\$4,590
<b>Total Personnel</b>			<b>\$117,590</b>
<b>2. FRINGE BENEFITS</b> (36.4% for Full Time Employees only; 7.65% for Part-Time Employees)			
Retirement – 11.25%			\$12,713
Social Security – 7.65%			\$8,996
Retirement Fee – .6%			\$678
Health Insurance (Flat rate of \$14,992 per employee x 3 full time employees)			\$44,976
<b>Total Benefits</b>			<b>\$67,363</b>
<b>3. TRAVEL</b>			
<b>National TRiO Conference</b> – Project Director: Registration - \$540. Airfare - \$520. Hotel - \$185/night x 3 nights = \$555. Meals - \$25/day x 4 days = \$100. Taxi/Shuttle - \$40.			\$1,755
<b>Staff Development (TRiO Training)</b> – Project Director & Coordinator: Registration - \$0. Airfare - \$570 x 2 = \$1,140. Hotel - \$0. Meals - \$25/day x 4 days x 2 = \$200. Taxi/Shuttle - \$40 x 2 = \$80.			\$1,420
<b>Participant Travel</b> (Cultural Field Trip & Visits to Four-Year Institutions) a. Mileage: Spring cultural field trip to Denver (400 miles x 2 vans = 800 mi.) c. Mileage: Fall visits to 4-year institutions (750 miles x 2 vans = 1,500 mi.) d. Mileage: Spring visits to 4-year institutions (750 miles x 2 vans = 1,500 mi.) <b>Total Mileage:</b> 3,800 miles x \$0.20/mile = <b>\$760</b> a. Meals: Cultural Field Trips (\$16 x 2 days x 14 participants = \$448) b. Meals: Visits to 4-Year Inst. (\$16 x 4 days x 28 participants = \$1,792) <b>Total Meals: \$2,240</b> <b>Field Trip Admissions/Registration Fees:</b> 14 x \$40 ea. = <b>\$560</b>			\$3,560
<b>Total Travel [Staff Travel (\$3,175) + Participant Travel (\$3,560)]</b>			<b>\$6,735</b>
<b>4. EQUIPMENT</b>			\$0
<b>5. SUPPLIES</b>			
<b>Technology</b> a. Student/staff computer printer cartridges (7 x \$75 ea = \$525) b. Computer programs, discs & repair (\$200)			\$725
<b>Assessments</b> (for participants) a. Strong & MBTI Career Report (140 x \$12 ea. = \$1,680) b. StrengthsQuest (140 x 12.50 ea. = \$1,750)			\$3,430
<b>Instructional Materials</b> (for use in Supplemental Instruction and goal setting) a. Student planners (140 x \$5.25 ea. = \$735)			\$1,235

b. Study skills materials (\$500)	
<b>Office Supplies</b> – Paper, pens, file folders, envelopes, clips, tape	\$1,786
<b>Subscriptions</b> – Academic and career publications	\$300
<b>Total Supplies</b>	<b>\$7,476</b>
<b>6. CONTRACTUAL</b>	\$0
<b>7. CONSTRUCTION</b>	\$0
<b>8. OTHER</b>	
<b>Phone Service</b>	\$600
<b>Printing</b> (Duplicating costs associated with marketing & materials development)	\$1,200
a. Brochures and fliers (\$200)	
b. Newsletter – 4/yr. (\$400)	
c. Office forms – applications and reporting forms (\$600)	
<b>Postage</b> – General mailings	\$640
a. SSS participants (\$400)	
b. Parent communications (\$200)	
c. Partnership communications (\$40)	
<b>Programming</b> (Refreshments for SSS student meetings/workshops, memberships and awards)	\$2,100
a. Refreshments (\$750)	
b. Awards (\$350)	
c. Memberships (\$300)	
d. Educational and cultural materials for SSS participants (\$700)	
<b>Total Other</b>	<b>\$4,540</b>
<b>9. Total Direct Costs</b>	<b>\$203,704</b>
<b>10. Total Indirect Costs (8% of Direct Costs)</b>	<b>\$16,296</b>
<b>11. TRAINING STIPENDS</b>	\$0
<b>12. Total Costs</b>	<b>\$220,000</b>

**In-kind matching costs**

<b>Assessments available:</b>	
Kuder Interest Test (License fee –yearly)	\$ 2,250
O*NET aptitude, interest, work values	\$100
CITE Learning Styles Instrument	\$100
<b>Miscellaneous Programs:</b>	
Summer Bridge Program	\$ 2,500
SmartThinking tutorial	\$ 2,800
<b>Services and Equipment (Described on Pp.s 40-41)</b>	<b>\$ 55,000</b>
<b>Value of applied staff salary (Described on Pp.s 41-43)</b>	<b>\$104,397</b>
<b>Total</b>	<b>\$167,147</b>

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**Budget Narrative**

The EWC SSS budget will be \$220,000. This budget is both adequate and reasonable to successfully carry out the proposed project and achieve the objectives discussed in this proposal.

**Personnel:** Almost 84% of the direct funds are allocated for personnel which reflects the intensive services provided by the project. The salaries are within the ranges established by EWC's Human Resources job classification system for comparable positions. SI emphasis indicates the importance of helping students succeed in high dropout/high failure classes.

**Fringe Benefits:** Fringe benefits are requested at the rate of 36.4% of the total cost for personnel which includes health insurance at a flat rate for all EWC benefitted employees. The full benefit package includes: Retirement for all benefitted (greater than 20 hours/week) staff (11.25%), Social Security/FICA (7.65%); Retirement Health Insurance Fee (.6%) and Health Insurance (Medical/Dental) based on individual coverage. The Social Security rate for hourly and part-time employees is 7.65%. The fringe benefit percentages cited above reflect policy established by the State of Wyoming in state statute. The health insurance cost figures have been established through negotiations between Great West Health Insurance and the State of Wyoming.

**Travel:** Annual staff travel includes the Project Director's travel to a national conference and professional/staff development training. The Coordinator will attend a professional/staff development training. The professional/staff development training will be conducted by the TRIO Training Program. A Spring cultural/educational trip to Denver (200 miles from EWC) will be offered to those participants who are in good standing with the SSS program (good academic standing and active in the SSS program). Two trips (one in the Fall and one in the Spring) will be sponsored each year for participants interested in transferring to a four-year

institution. These trips will be to institutions that EWC students have frequently transferred to in the past. They include the University of Wyoming (140 mi. from EWC), Chadron State College (NE) (136 mi. from EWC) and Black Hills State University (SD) (155 mi. from EWC).

**Equipment:** No money for equipment is requested.

**Supplies:** The budget includes funds for such technology items as printer cartridges for staff and student computers, flash drives/disks and support for repair to staff and student computers. Each SSS participant will be required to complete the following assessments upon entry into the program 1) Strong and MBTI Career Assessment; and 2) StrengthsQuest™. The Strong/MBTI will provide participants with a complete career development picture based on a combined interpretation of their interests and personality. Strengths Quest™ identifies participant's strengths and shows how they can build upon them. All SSS participants will be provided with a student planner to assist them in goal setting and organizing their activities. Supplemental Instruction study materials will be purchased along with subscriptions to various academic and career related publications, and general office supplies needed by the program to carry on day-to-day administrative functions.

**Contractual:** No money for contractual agreements is requested.

**Construction:** No money for construction is requested.

**Other:** The budget requests funds to cover duplicating and printing of project information materials and workshop and academic materials. Postage for mailing materials to participants and parents is also included in this section. Funds are included for programming that will be made available to project participants. This includes materials for distribution to participants.

In summary, much time, effort, and careful scrutiny have gone into developing this budget. EWC requests only what is cost-effective and adequate to meet the needs of project participants.

## EVALUATION PLAN

EWC is committed to thoroughly utilizing high quality, comprehensive evaluation methods to monitor progress of the SSS program in meeting the stated program objectives. The program evaluation and analysis procedures are intended to meet the requirements of the Government Performance and Results Act (GPRA) and the Education Department General Administrative Regulations (EDGAR). The evaluation will adhere to the standards and ethics of the American Evaluation Association and be guided by the Council for the Advancement of Standards in Higher Education (CAS) Standards and Guidelines for TRiO Programs. The following evaluation plan developed by the VP for Student Services and other EWC staff will be used to evaluate and shape the development of this project throughout the grant period.

### **Methods of Evaluation are Appropriate to the Project and Include Both Quantitative and Qualitative Evaluation Measures**

EWC will evaluate the effectiveness of the SSS program using participant surveys and staff surveys. Evaluations will be conducted at the end of the program year and will be shown in the annual evaluations performed by the internal monitoring team and IR Director. Steps made toward fulfilling the project objectives will be highlighted in the end of the year report. The SSS program evaluation will examine both process and outcome with both quantitative and qualitative data.

Quantitative data will consist of project statistics that clearly track the progress of the project in meeting its objectives. This data will be provided numerically with percentages and ratios being a component. Qualitative data will examine the how's and why's in the project progression. This information will reflect opinions, attitudes, philosophies, and beliefs. Qualitative data will be gathered from evaluation tools such as interviews, questionnaires with

open ended questions, focus groups, and observations.

Quantitative and qualitative data will be gathered to measure the strength of the connection between project objectives and the progress being made toward achieving them.

Quantifiable measures such as GPA, retention, and graduation rates combined with interviews and questionnaires of students and their parents will measure the progress toward meeting goals. The process will also outline specific programmatic changes that can be made to improve project performance. Data used in evaluation examples appear in the following table.

<b>Qualitative and Quantitative Measures</b>	
<b>Formative</b>	<b>Summative</b>
Participant eligibility criteria (Quantitative)	Total number identified and selected for SSS (Quantitative)
Participant ethnicity, gender, educational status (Quantitative)	Total number and percentage of low-income, first generation, and disabled participants by grade level (Quantitative)
Results of needs assessments (Quantitative)	Total number of needs assessments conducted (Quantitative)
Type of services provided to each participant (Quantitative)	Total number and time for each type of counseling session conducted (Quantitative)
Number of mentors, number of participants assigned to each (Quantitative)	Percentage participants earning 2.0 GPA (Quantitative)
Types of workshops attended and participants attendance (Quantitative)	Percentage of cohorts retained in project (Quantitative)
Services provided: type, time spent, number of times/service	Total number of cohorts who graduated (Quantitative)
Log of presentations/news releases about SSS program (Quantitative)	Percentage of participants who apply for admission to four-year school, and percentage of those accepted (Quantitative)
Log of referrals made to SSS, by whom, how many	Percentage of cohorts who graduated within four years of matriculation (Quantitative)
Log of referrals made by SSS, to whom, how many, for whom, when, what (Quantitative)	Percentage of participant satisfaction with services (Qualitative)
Faculty, staff, Supplemental Instruction, mentor reports (Qualitative)	Percentage of staff satisfaction with services (Qualitative)

Percentage of participant satisfaction with individual programs (Qualitative)	Percentage of cooperating college offices staff and faculty satisfaction with program services. (Qualitative)
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**Evaluation in Specific and Measurable Ways, using Appropriate Baseline Data, the Success of the Project in Improving Academic Achievement, Retention and Graduation of Project Participants**

Data collection will be ongoing as it is a significant part of the evaluation process. An electronic database will be designed to collect a wide range of data on the demographic, historical, and current status of each SSS participant. The information will be extensive and will provide information for generating reports on how effective the project is in meeting the SSS purposes. Data will be collected at key points of the year to measure cohort progress and comparisons. Baseline data will be collected at the beginning of each year in order to track cohorts for each project year. As project activities form, measures will be taken to compare the baseline data and provide input for the evaluation. Data will be collected at the end of the year to measure progress and provide input for the evaluation.

**Data Analysis Methods:** Evaluation of the EWC SSS program will be cohort based and data driven. Project year cohorts of SSS participants will be tracked to compare retention, GPA, graduation rates, and enrollment in four-year institutions and compared with non-served SSS eligible populations. Information measuring progress toward meeting objectives is below.

<b>Plan for Evaluation Processes</b>			
<b>Objective availability</b>	<b>Data type and Time</b>	<b>Data Source</b>	<b>Result</b>
<b>ID/selection</b> of 140 eligible students	Student disability, income, first generation data; at project entry from registration office	Descriptive statistics Personnel: Director of Inst. Research	Compliance with eligibility requirement reports by Director, verified by internal monitoring team

<b>Persistence</b> (at least 61% will persist from year to year)	Retention rates will include retention, graduation, and transfer at the end of each year	Data provided by Institutional Research Office	Retention report by internal monitoring team including SSS Staff
<b>GPA</b> At least 91% participating maintain a 2.0 GPA	Course-taking patterns & GPA's (semester & cumulative) collected for SSS participants at end of each semester	Data provided by Institutional Research Office	GPA report submitted by internal monitoring team including SSS Staff
<b>Graduation</b> At least 38% each project will graduate within four years	Cohort graduation rates within four years of participants/non-participants	Data provided by Institutional Research Office	Graduation report by IR Director and verified by internal monitoring team including SSS Staff
<b>Transfer</b> At least 14% of each cohort of participants will enroll in 4-year schools within 4 years of entering	Narrative and data obtained annually from the National Clearinghouse	Data provided by Institutional Research Office	Transfer report by IR Director and verified by internal monitoring team including SSS Staff

Data relevant to each program objective will be used to report progress toward accomplishment of the objective. Reports and outcomes by semester with regard to retention rates and GPA will be available yearly. Graduation reports on four-year graduation rates will be available yearly. Transfer reports detailing enrollment in four-year schools will be available following a request to the National Clearinghouse. Parallel reports describing progress of the served and non-served SSS eligible student groups will be developed for comparative studies.

### **Use of Results of Evaluation to Make Programmatic Changes Based Upon the Results of Project Evaluation**

EWC intends to use the results of both the formative and summative evaluations to ensure that all program objectives are being met. The process for implementing changes is cyclical and continuous.

**Step 1:** The Project objectives are outlined with regard to the performance of the participants or program activities. The necessary skills or knowledge will be measured to ensure that the program has been effective and successful in providing services to the participants.

**Step 2:** A baseline of participant skills or of the services offered by the program will be established. The pre-assessment will establish the current skill level of the participants using a variety of tests and assessment tools.

**Step 3:** Procedures are developed and implemented in support of the program objective through the provision of services to the participants.

**Step 4:** Evaluation procedures are continually taking place to measure progress toward achievement of the objectives. The evaluation information includes data that is quantitative, qualitative, and is useful for addressing the effectiveness of the program. The feedback may indicate a need for additions, eliminations or changes in any of the processes.

The following checklist based on the Council for the Advancement of Standards in Higher Education (CAS) Professional Standards for TRIO Programs will guide the SSS staff in internal evaluation of the program and will be used by the internal monitoring team to assess the implementation of the SSS program annually.

1. The mission statement is consistent with the missions and goals of the institution.
2. The project promotes student outcomes which include intellectual growth, effective communication and achievement of personal and educational goals as measured by relevant achievement indicators.
3. The project is intentional, coherent, based on theories and knowledge of learning and human development, reflective of developmental and demographic profiles of the student population, and responsive to the needs of individuals, special populations, and communities.

4. The project leaders are selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, potential for promoting learning and development, applying effective practices to educational processes and enhancing institutional effectiveness. Project leaders will be accountable to the institution which will assess their performance.
5. The project is placed effectively in the institution's organization, structured purposefully, and managed effectively to achieve its goals.
6. Personnel selection, training, compensation, supervision, and evaluation are effective and consistent with institutional guidelines.
7. The project is funded adequately and demonstrates fiscal responsibility and cost-effectiveness consistent with institutional protocols.
8. Facilities, technology, and equipment are adequate, suitably located, evaluated regularly, and in compliance with relevant federal and local requirements for access, health, safety, and security.
9. Project personnel are knowledgeable about and responsible to laws and regulations related to their responsibilities, keep participants informed of their obligations and limitations, limit the liability exposure of the institution, and have access to legal advice as needed.
10. Activities and services are provided on a fair and equitable bases and with facilities, are accessible and responsive to the needs of participants (including distance learners), delivered without discrimination, and employ appropriate affirmative actions.
11. The project promotes collaboration with internal and external constituents including participants' families.
12. The project's public relations component regularly informs internal and external constituents

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about its missions and services as detailed in the Plan of Operations.

13. The project addresses the needs of a diverse population and nurtures environments where commonalities and differences among people are recognized and honored.
14. Project personnel adhere to the highest standards of ethical behavior including those of privacy and confidentiality of information.
15. Project personnel conduct regular evaluations employing effective qualitative and quantitative methodologies to determine the achievement of goals, objectives, and outcomes and complete regular performance reports in accordance with federal guidelines.