REQUEST FOR BIDS	**Mountwest** Community & Technical College	Office of Business Services One Mountwest Way Huntington, WV 25701-9311	PROPOSAL # MCTCATTPAYS1501

Direct all inquiries regarding this order to: (304) 696.3742

Vendor:	Phone: Fax: Email:	For information call: Buyer: Angela D. Bradshaw Phone: 304/710.3489
FEIN/SSN:		

Sealed requests for proposals furnishing services described below will be received by the Institution. ***TO RECEIVE CONSIDERATION FOR AWARD, THE PROPOSAL WILL BE SUBMITTED ON THIS FORM IN ORIGINAL, SIGNED IN FULL IN INK WITH (4) CONVENEINCE COPIES AND RECEIVED IN THE OFFICE OF BUSINESS SERVICES TO HAVE A DATE/TIME STAMP AFFIXED, ON OR BEFORE THE DATE AND TIME SHOWN FOR THE PROPOSAL OPENING.*** The Institution reserves the right to accept or reject proposals separately or as a whole, to reject any or all proposals, to waive informalities or irregularities and to contract as the best interests of the Institution may require. ***PROPOSALS ARE SUBJECT TO THE GENERAL TERMS AND CONDITIONS AS SET FORTH HEREIN.***

DATE 11/13/2014	DELIVERY REQUIREMENTS	DEPARTMENT REQUISTION NO.	**PROPOSALS OPEN: 1:30 p.m. on 12/11/14**	BIDDER MUST ENTER DELIVERY DATE FOR EACH ITEM BID

Item #	Quantity	Description	Unit Price	Extended Price
		REQUEST FOR BIDS Mountwest Community and Technical College (MCTC) on behalf of the Governing Board, is currently seeking the services of an external evaluator to contribute towards the overall development, implementation, and outcome of the Attendance Pays project funded by the U.S. Department of Education. Sealed bid proposals shall be accepted until 12:00p.m. (Noon) on the bid opening date. Bid proposals will be opened, read aloud and recorded in the Office of Business Services located at One Mountwest Way, Huntington, WV at 1:30 p.m. on the 11th of December, 2014.		

To the Office of Business Services:
In compliance with the above, the undersigned offers and agrees, if this offer is accepted within _____ calendar days (30 calendar days unless a different period is inserted by the purchaser) from the bid open date, specified above, to furnish any or all items upon which prices are offered, at the price set opposite each item, delivered at the designated point(s), within the time specified.

Bidder guarantees shipment
from _____N-A_____

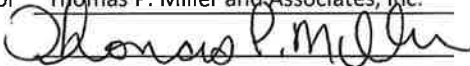| N-A	within	N-A	days.

FOB Terms

_____N-A_____

_____N-A_____

After receipt of order at address shown:

_____N-A_____

_____N-A_____

Bidder's name Vendor __Thomas P. Miller and Associates, Inc.__

Signed By _____

Typed Name   Thomas P. Miller

Title   President, CEO

Street Address   1630 N. Meridian Street, Suite 430

City/State/Zip   Indianapolis, IN 46202

Date   12/09/2014   Phone   317-691-1965

FEIN   300025201

Mountwest
Community & Technical College

PART 1   GENERAL INFORMATION

1.1.   Purpose
Mountwest Community and Technical College, hereinafter referred to as the "College", is accepting competitive sealed proposals from qualified vendor(s) to serve as an external evaluator for a multi-million dollar federal grant.

1.2.   Project
The College was awarded a grant from the U.S. Department of Education to provide financial support for the development and implementation of a comprehensive plan to improve the attendance, retention, and completion of its student populace.   The College, as mandated within the grant award, is to solicit services from an external evaluator to assist with the development and implementation of the comprehensive plan which shall also aid in the assurance that subsequent outcomes prove successful.

1.3.   Request for Proposal (RFP) Format
All Request for Proposals (RFP) shall follow the standard format as defined by the College's Office of Business Services: Purchasing. This format addresses required areas and enables the College to modify the background and scope of work to meet its needs. The standard RFP format has four parts:

* **Part 1 and Part 2**
Contain general information and a response is not required. It is intended to serve as an aid in the structuring of an effective proposal capable of meeting the needs of the College.

* **Part 3**
Contains the mandatory specifications for the services requested pursuant to this RFP, the contractual terms and conditions under which the College will enter into a contract, and any special terms and conditions.

* **Part 4**
Outlines the required format for the Vendor's response to the RFP including the criteria the College will use in evaluating proposals and how the evaluation will be conducted. All evaluation criteria are clearly defined based on a 100 point total score. Based on a 100 point total, cost/commission shall represent a minimum of 20 of the 100 total points.

1.4.   Inquiries
Additional information inquiries regarding specifications or proposal submission of this RFP must be submitted in writing to the College's Director of Purchasing. The deadline for written inquiries is identified in the "Schedule of Events" - Part 1, Section 1.13 of this RFP. All inquiries of specification clarification must be addressed to:

Angela D. Bradshaw, Director of Purchasing
One Mountwest Way ▪ Suite 415
Huntington, West Virginia 25701-9311
Telephone: (304) 710.3489
Fax: (304) 710.3187
Email: casey1@mctc.edu

The vendor, or anyone on the vendor's behalf, is not permitted to make any contact whatsoever with any member of the Evaluation Committee as it relates to the requested services, terms and conditions as set forth in this RFP. Violation of this clause may result in a rejection of the bid. The individual named above is the sole contact for any and all inquiries after this RFP has been released for bid.

1.5. Oral Statements and Commitments

Vendor must clearly understand that any verbal representations made or assumed to be made during any oral discussions held between vendor's representatives and any College personnel *are not* binding. Only the information issued in writing and added to the Request for Proposal specifications filed by an official written addendum are binding.

1.6. Proposal Format and Submission

1.6.1. *Proposal Format and Content*

Proposals must be received in **two distinct parts**: technical and cost/commission.

- The *technical* part of the proposal **must not** contain any cost/commission information relating to the project.
- The *cost/commission* part of the proposal **shall be sealed in a separate envelope** and will not be opened initially.

1.6.2. *Economy of Preparation*

Proposals should be prepared simply and economically, providing a straightforward, concise description of vendor's abilities to satisfy the requirements of the RFP. Emphasis should be placed on completeness and clarity of content.

1.6.3. Vendors must provide a response to all mandatory specifications in order to be considered and to continue in the evaluation process. A simple "yes" or "no" response is not adequate and failure on the part of the vendor to respond to any of the mandatory specifications as set forth in the RFP shall serve as a basis for the disqualification of the proposal. Decisions regarding compliance with the intent of a mandatory specification shall be the sole discretion of the CPO.

1.6.4. Proposals must be formatted as per the outline in Part 4 of the RFP; no other arrangement or distribution of proposal information may be made by the vendor. The College reserves the right to waive any informality in the proposal format and minor irregularities.

1.6.5. In accordance with West Virginia Code §5A-3-11, proposals must be received by the College's Office of Business Services: Purchasing prior to the date and time of the bid opening as specified in the "Schedule of Events" – Part 1, Section 1.13. Failure to deliver or the non-receipt of the proposal by the date and time specified shall result in the rejection of the bid.

Vendors responding to this RFP shall submit:

One original technical and cost proposal plus four (4) convenience copies by 12:00 p.m., Noon (EST), on the 11th of December 2014 to:

Mountwest Community & Technical College
Office of Business Services: Purchasing
One Mountwest Way, Suite 415
Huntington, WV 25701-9311

The outside of the envelope or package(s) should be clearly marked:

Buyer: Angela D. Bradshaw
Proposal: MCTCATTPAYS1501
Opening Date: December 11, 2014
Opening Time: 1:30 p.m.

1.7. Bid Opening and Evaluation Process

1.7.1. *Bid Opening and Evaluation: Technical*
The technical part of submitted proposals shall be opened on the date and time specified in the Request for Proposal. If required, a Business Service representative will read aloud the names of those who responded to the solicitation to confirm receipt and to confirm that the original bid package contained a separately sealed cost proposal.

A pre-selected, approved evaluation committee will review the technical part of submitted proposals, deduct appropriately for deficiencies and make a final written consensus recommendation to the Chief Procurement Officer.

1.7.2. *Bid Opening and Evaluation: Cost/Commission*
After the CPO's approval of the technical evaluation, each vendor's cost/commission part of submitted proposals will be opened, reviewed and evaluated. The Director of Purchasing will review each cost/commission part of submitted proposals, assign appropriate points and will make the determination of the Resident Vendor and/or Small, Women-Owned, or Minority-Owned Preference; such preference is an evaluation method only and will be applied only to the cost bid in accordance with West Virginia State Code.

1.7.3. *Bid Opening and Evaluation: Preference*

1.7.3.1. Resident Vendor
Vendor Preference may only be granted upon written request and only in accordance with the West Virginia Code §5A-3-37 and the West Virginia Code of State Rules. A Vendor Preference Certificate form has been attached as Appendix B to allow the Vendor to apply for the preference. Vendor's failure to submit the Vendor Preference Certificate form with its bid will result in denial of Vendor Preference. Vendor Preference does not apply to construction projects.

1.7.3.2. Small, Women-Owned, or Minority-Owned Vendor (SWM)
For any RFP publicly advertised for bid, in accordance with West Virginia Code §5A-3-37(a)(7) and W. Va. CSR §148-22-9, any non-resident vendor certified as a small, women-owned, or minority-owned business under W. Va. CSR §148-22-9 shall be provided the same preference made available to any resident vendor. Any non-resident small, women-owned, or minority-owned business must identify itself as such in writing, must submit that writing with a completed Vendor Preference Certificate (Appendix B) to the Office of Business Services: Purchasing with its bid, and must be properly certified under W. Va. CSR §148-22-9 prior to contract award to receive the preferences made available to resident vendors. Preference for a non-resident small, women-owned, or minority owned business shall be applied in accordance with W. Va. CSR §148-22-9.

1.8. Contract Approval and Award
The Director of Purchasing will provide to the Evaluation Committee the point assignments based solely on the cost/commission of each proposal evaluated and if applicable, the Resident Vendor and/or SWM Preference. The Evaluation Committee performs a final review of both the cost and technical point assignments and then makes a recommendation based on the overall services, qualifications and costs/commissions. ***Any contract resulting in an award from this RFP is not valid until properly approved and executed by the CPO of the College and approved as to form, if required, by the Attorney General.***

1.9. Rejection of Proposals
The College shall select the best value solution according to the evaluation criteria. However, the CPO reserves the right to accept or reject any or all proposals, in part or in whole at his/her discretion. The CPO reserves the right to withdraw this RFP at any time and for any reason. Submission of, or receipt by the CPO confers no rights upon the vendor nor obligates the College in any manner.

1.10. Incurring Costs

Neither the College nor any of its employees or officers shall be held liable for any expenses incurred by any bidder responding to this RFP for expenses to prepare, deliver the proposal, or to attend any mandatory or non-mandatory pre-bid meeting or oral presentations.

1.11. Addenda

Changes or revisions to this RFP will be made by an official addendum issued by the College. The Vendor should acknowledge receipt of all addenda issued with this RFP by completing an Addendum Acknowledgment Form, included as Appendix C. Failure to acknowledge addenda may result in bid disqualification. The addendum acknowledgement should be submitted with the bid to expedite document processing.

1.12. Price Quotations

The pricing as set forth in the RFP is firm for the life of the Contract, unless specified elsewhere within this RFP by the College. A Vendor's inclusion of price adjustment provisions in its bid, without an express authorization from the College in the RFP to do so, may result in bid disqualification.

1.13. Schedule of Events

Release of RFP MCTCATTPAYS1501	November 13, 2014	
Bidders written questions**	November 20, 2014	
Addendum Issued/Response to bidder questions	November 25, 2014	
Bid Due Date	December 11, 2014	12:00 p.m.
Bid Opening Date	December 11, 2014	1:30 p.m.
Vendor Presentations [Evaluation Committee Only]	January 5 – 8, 2015***	
Contract Award Date*	January 15, 2015	

*   Date is subject to change.

**   Questions must be submitted in **type written form** (or e-mail) to the Director of Purchasing by close of business 6:00 p.m., Thursday, the 20th of November 2014. A response will be provided as an official issued addendum to this RFP by the date specified in the above schedule of events.

***   Qualified respondents may be requested to appear before the Evaluation Committee should additional information or clarification therewith be needed beyond any issued addendums prior to bid opening.

[END OF SECTION]

PART 2   **OPERATING ENVIRONMENT**

2.1. Location
Contract administration is located at:

Mountwest Community & Technical College
Office of Business Services: Purchasing
One Mountwest Way
Huntington, WV 25701-9311

2.2. Background
Mountwest Community and Technical College (the College) is one of only nine institutions that form the West Virginia Community and Technical College System (WVCTCS). The College serves the post-secondary educational needs of the commuter, off-campus, and non-traditional student population as well as employers through hands-on, high quality learning for more than 50 one-year certificate and associate degree programs. The College currently enrolls over 2,000 students and employs 132 full-time and numerous part-time staff to support the mission of the College.

In September of this year, the College was awarded a multi-million dollar grant designed to address some important needs of the College. The overarching goal of the grant is to increase the viability of the College so that its students become more successful; the grant proposal is available as Appendix A of this document.

There are six institutional goals under the grant:

Goals to strengthen Academic Programs
   1) Improve student attendance in the classrooms.

Goals to strengthen Institutional Management
   2) Improve and expand student support services to address nonacademic barriers to student success.
   3) Improve job readiness to enhance employability after graduation.
   4) Create a culture of data-driven, continuous improvement through the collection and analysis of quantitative data for the benefit of all stakeholders.

Goals to strengthen Fiscal Stability
   5) Reduce student loan default rate.
   6) Increase revenue through student retention and completion.

Proposed major activities include:
- Implement a comprehensive attendance solution.
- Improve and expand student services to address nonacademic barriers for student success.
    - Connect students with mental health and substance abuse professionals.
    - Assess external obstacles impeding the success of students, including adults with dependent children.
    - Connect students to the appropriate community and human service agencies.
- Improve job readiness to enhance employability.
- Create a culture of data-driven continuous improvement through the collection and analysis of quantitative data for the benefit of all stakeholders.

[END OF SECTION]

PART 3   **CONTRACT SPECIFICATIONS**

3.1. Overview

3.1.1. Evaluator's Role

In broad terms, the external evaluator shall: (1) develop a formative and summative evaluation framework for the Attendance Pays project; (2) work with Mountwest CTC faculty and staff, including the Project Director and the implementation team, to implement the evaluation framework; and (3) evaluate the effectiveness of the Attendance Pays project and make recommendations for adjustments and improvements.

The evaluator will provide both formative and summative evaluation reports using both quantitative and qualitative measures. The Department of Education expects the project to be institutionalized by the end of the grant term; therefore, the external evaluator's work will be critical in meeting this goal.

3.1.2. Evaluator's Qualifications

The evaluator must have five years' experience evaluating federally funded projects; a strong background in evaluation procedures in higher education; an understanding of Title III regulations; familiarity with the College's operating structure; experience in post-secondary accreditation; and knowledge of the best practices in academic programs and evaluations.

3.1.3. Major Activities

The external evaluator will be expected to engage in four major activities: (1) establish a framework to evaluate the impact of the Attendance Pays project consistent with the grant proposal (see Appendix A) and U.S. Department of Education requirements; (2) work with project staff to implement the evaluation framework, including ensuring that key data are properly defined, documented, and collected; (3) prepare formative evaluation reports and review them with the project director and key staff quarterly; and (4) prepare evaluation reports for submission to the U.S. Department of Education annually.

3.1.4. Major Tasks

Major tasks expected to be performed by the external evaluator in conjunction with College implementation team, include, but are not limited to, the following:

- **January 2015.** Task: Participate in an initial meeting with project staff and key stakeholders for training and orientation. Methods: On-site visit of external evaluator to meet with project staff to orient all participants to evaluation processes and their roles and responsibilities.
- **January - February 2015.** Task: Establish internal Title III operating policies and guidelines. Methods: Title III project staff and evaluator develop a draft policy manual to administer the grant activities.
- **January – March 2015.** Task: Establish the details of the research methodology. Methods: Evaluator provides information on appropriate methodologies; recommends procedures for evaluating the activity outputs and outcomes
- **October – November annually.** Task: Establish detailed procedures to implement research methodology. Methods: project staff and evaluator determine the baseline and project data collection methods and time frames, define analysis methods including statistical techniques, assign responsibilities.
- **Monthly and quarterly, each grant year.** Task: Conduct formative evaluation for activity objectives. Methods: Review performance indicators and implementation strategies, note steps accomplished, reasons for steps not accomplished, and plans to address delays.
- **February, each grant year.** Task: Conduct mid-year fiscal review. Methods: A review and reconciliation of annual project expenditures.

- ***January and June, each grant year.*** Task: Collect and analyze baseline and project data to measure achievement objectives. Methods: Staff and evaluator calculates achievements of objectives, applying statistical methods when appropriate for analysis.
- ***Quarterly and annually, each grant year.*** Task: Present quarterly and annual reports to the President. Methods: Compilation of staff reports and reports from the evaluator are reviewed with the President.
- ***November to December, each grant year.*** Task: Review and finalize institutionalization plan. Methods: Project and the College administration and faculty work together to ensure progress toward institutionalizing the activities of the grant.

3.1.5. *Other Requirements*

- The external evaluator shall foster collaboration and evaluation relevance. The external evaluator shall be expected to meet with Mountwest faculty, staff, and key stakeholders regularly.
- Provide information of appropriate methodologies (such as those used by other Colleges for similar purposes) and recommend research designs for evaluation.
- Provide information on appropriate documentation to verify compliance with Federal regulations.
- Train project staff on effective evaluation processes.
- Examine progress of project administration and evaluation; and make specific recommendations for improvement.

3.1.6. *Evaluator's Point of Contact*
The external evaluator's primary liaison will be the Project Director. The secondary liaison will be the Mountwest Director of Institutional Research.

3.1.7. *Contract Performance Period*
The contract shall begin upon issuance of contract award and extend through the end of the grant contract period; contingent upon both the project's successful operation and continued funding from the U.S. Department of Education.

3.1.8. *Work Product*
Data collection methods (e.g., surveys, interview protocols) developed and quantitative and qualitative data collected for the purpose of conducting this evaluation shall be retained as the property of the College.

3.2. Terms and Conditions

3.2.1. *Insurance Requirements*
The Vendor shall maintain and furnish proof of coverage of liability insurance for loss, damage, or injury (including death) of third parties arising from acts and omissions on the part of the vendor, its agents and employees. Insurance policy must remain in effect for the term of the contract. Mountwest Community and Technical College shall be named as an additional insured on all applicable policies.

A Statement of Insurability, where applicable, shall be provided at the following levels:
- Worker's Compensation – Statutory limits. The successful Vendor shall comply with laws relating to workers compensation, shall maintain workers' compensation insurance when required, and shall furnish proof of workers' compensation insurance upon request.
- Employer's Liability $ 1,000,000
- Comprehensive, General Liability, Bodily Injury and Property Damage $ 2,000,000 each occurrence. Contractual liability coverage including the indemnification provisions of these conditions must be fully insured under this policy for the liability limits set forth above.
- Fire insurance and extended coverage, actual cash value with reasonable deductible.

3.2.2. *Agreement Addendum – WV96*
The State's Agreement Addendum (Appendix D) is attached to identify applicable State law and the guidelines which must be adhered to in any contract presented to the College for execution. The WV96 must be signed and returned with the Vendor's proposal; however, any additional terms and conditions outside of those provided for on the WV96 that a firm wishes to offer for consideration should be enclosed with the proposal.

3.2.3. *Purchasing Affidavit*
In accordance with West Virginia Code § 5A-3-10a, all Vendors are required to sign, notarize, and submit the Purchasing Affidavit stating that neither the Vendor nor a related party owe a debt to the State in excess of $1,000. The affidavit must be submitted prior to award, but should be submitted with the Vendor's bid. A copy of the Purchasing Affidavit is included as Appendix E.

3.2.4. *Vendor Registration and Licensing*
In accordance with West Virginia Code of State Rules §148-1-6.1.7, Vendor must be licensed and in good standing in accordance with any and all state and local laws and requirements by any state or local agency of West Virginia, including, but not limited to, the West Virginia Secretary of State's Office, the West Virginia Tax Department, West Virginia Insurance Commission, or any other state agency or political subdivision. Upon request, the Vendor must provide all necessary releases to obtain information to enable the Agency to verify that the Vendor is licensed and in good standing with the above entities.

Additionally, prior to Contract award, the apparent successful Vendor must be properly registered with the West Virginia Purchasing Division and must have paid the $125 fee, if applicable.

3.2.5. *Vendor Certifications*
By signing its bid or entering into this Contract, the Vendor certifies (1) that its bid or offer was made without prior understanding, agreement, or connection with any corporation, firm, limited liability company, partnership, person or entity submitting a bid or offer for the same material, supplies, equipment or services; (2) that its bid or offer is in all respects fair and without collusion or fraud; (3) that this Contract is accepted or entered into without any prior understanding, agreement, or connection to any other entity that could be considered a violation of law; and (4) that it has reviewed this RFP in its entirety; understands the requirements, terms and conditions, and other information contained herein. Vendor's signature on its bid or offer also affirms that neither it nor its representatives have any interest, nor shall acquire any interest, direct or indirect, which would compromise the performance of its services hereunder. Any such interests shall be promptly presented in detail to the Agency. The individual signing this bid or offer on behalf of Vendor certifies that he or she is authorized by the Vendor to execute this bid or offer or any documents related thereto on Vendor's behalf; that he or she is authorized to bind the Vendor in a contractual relationship; and that, to the best of his or her knowledge, the Vendor has properly registered with any State agency that may require registration.

3.2.6. *Disclosure*
Vendor's response to the RFP and the resulting Contract are considered public documents and will be disclosed to the public in accordance with the laws, rules, and policies governing the Office of Business Services: Purchasing. Those laws include, but are not limited to, the Freedom of Information Act found in West Virginia Code §29B-1-1 et seq. and the competitive bidding laws found in West Virginia Code §5A-3-1 et seq., §5-22-1 et seq., and §5G-1-1 et seq.

If a Vendor considers any part of its bid to be exempt from public disclosure, Vendor must so indicate by specifically identifying the exempt information, identifying the exemption that applies, providing a detailed justification for the exemption, segregating the exempt information from the general bid information, and submitting the exempt information as part of its bid but in a segregated and clearly identifiable format. Failure to comply with the foregoing requirements will result in public disclosure of the Vendor's bid without further notice. A Vendor's act of

marking all or nearly all of its bid as exempt is not sufficient to avoid disclosure and WILL NOT BE HONORED. Vendor's act of marking a bid or any part thereof as "confidential" or "proprietary" is not sufficient to avoid disclosure and WILL NOT BE HONORED. A legend or other statement indicating that all or substantially all of the bid is exempt from disclosure is not sufficient to avoid disclosure and WILL NOT BE HONORED. Additionally, pricing or cost information will not be considered exempt from disclosure and requests to withhold publication of pricing or cost information WILL NOT BE HONORED.

Vendor will be required to defend any claimed exemption for nondisclosure in the event of an administrative or judicial challenge to the College's nondisclosure. Vendor must indemnify the College for any costs incurred related to any exemptions claimed by Vendor. Any questions regarding the applicability of the various public records laws should be addressed to your own legal counsel prior to bid submission.

3.2.7. Vendor Relationship

The relationship of the Vendor to the College shall be that of an independent contractor and no principal-agent relationship or employer-employee relationship is contemplated or created by the parties to this contract. The Vendor as an independent contractor is solely liable for the acts and omissions of its employees and Vendors.

Vendor must be responsible for selecting, supervising, and compensating any and all individuals employed pursuant to the terms of this RFP and resulting contract. Neither the Vendor nor any employees or contractors of the Vendor shall be deemed to be employees of the College for any purpose whatsoever.

Vendor shall be exclusively responsible for the payment of employees and contractor, including wages and salaries, taxes, withholding payments, penalties, fees, fringe benefits, professional liability insurance premiums, contributions to insurance and pension or other deferred compensation plans, including but not limited to Workers' Compensation and Social Security obligations, and licensing fees, et cetera and the filing of all necessary documents, forms and returns pertinent to all of the foregoing.

Vendor shall hold harmless the College, and shall provide the College with a defense against, any and all claims including, but not limited to, the foregoing payments, withholdings, contributions, taxes, Social Security taxes, and employer income tax returns.

The Vendor shall not assign, convey, transfer or delegate any of its responsibilities and obligations under this contract to any person, corporation, partnership, association, or entity without the expressed written consent of the College.

3.2.8. Indemnification

The Vendor agrees to indemnify, defend, and hold harmless the College, their officers, and employees from and against: (1) Any claims or losses for services rendered by any subcontractor, person, or firm performing or supplying services, materials, or supplies in connection with the performance of the Contract; (2) Any claims or losses resulting to an y person or entity injured or damaged by the Vendor, its officers, employees, or subcontractors by the publication, translation, reproduction, delivery, performance, use, or disposition of any data used under the Contract in a manner not authorized by the Contract, or by Federal or State statutes or regulations; and (3) Any failure of the Vendor, its officers, employees, or subcontractors to observe State and Federal laws including, but not limited to, labor and wage and hour laws.

3.2.9. Contract Provisions

The RFP and the Vendor's response will be incorporated into the contract by reference. The order of precedence is the contract, the RFP and any addendum, and the vendor's proposal in response to the RFP.

3.2.10. *Governing Laws*

This Contract is governed by and interpreted under West Virginia law without giving effect to its choice of law principles. Any information provided in specification manuals, or any other source, verbal or written, which contradicts or violates the West Virginia Constitution, West Virginia Code or West Virginia Code of State Rules is void and of no effect.

3.2.11. *Compliance with Laws and Regulations*

The Vendor shall procure all necessary permits and licenses to comply with all applicable laws, Federal, State or municipal, along with all regulations, and ordinances of any regulating body. The Vendor shall pay any applicable sales, use, or personal property taxes arising out of this contract and the transactions contemplated therein. Any other taxes levied upon this contract, the transaction, or the equipment, or services delivered pursuant here to shall be borne by the vendor. It is clearly understood that the College is exempt from any taxes regarding performance of the scope of work of this contract.

3.2.12. *Subcontracts/Joint Ventures*

The Vendor is solely responsible for all work performed under the contract and shall assume prime responsibility for all services offered and products to be delivered under the terms of this contract. The College will consider the Vendor to be the sole point of contact with regard to all contractual matters. The Vendor may, with the prior written consent of the College, enter into written subcontracts for performance of work under this contract; however, the vendor is totally responsible for payment of the subcontractor.

3.2.13. *Term of Contract & Renewals*

To reiterate Section 3, sub-section 3.17 of this RFP, the contract will be effective upon award and shall extend through the end of the grant contract period. Renewals are not applicable to this RFP. Vendor may terminate the contract for any reason upon giving the Agency ninety (90) days written notice. Notice by Vendor of intent to terminate will not relieve Vendor of the obligation to continue providing services pursuant to the terms of the contract.

3.2.14. *Funding*

This Contract shall continue for the term stated herein, contingent upon funds being appropriated by the Legislature or otherwise being made available. In the event funds are not appropriated or otherwise made available, this Contract becomes void and of no effect beginning on July 1 of the fiscal year for which funding has not been appropriated or otherwise made available.

3.2.15. *Contract Termination*

The College may terminate any contract resulting from this RFP immediately at any time the Vendor fails to carry out its responsibilities or to make substantial progress under the terms of this RFP and resulting contract. The College shall provide the Vendor with advance notice of performance conditions which may endanger the contract's continuation. If after such notice the Vendor fails to remedy the conditions within the established timeframe, the College shall order the Vendor to cease and desist any and all work immediately. The College shall be obligated only for services rendered and accepted prior to the date of the notice of termination.

The contract may also be terminated by the College with thirty (30) days prior notice pursuant to West Virginia Code of State Rules §148-1-7.16.2.

3.2.16. *Changes*

If changes in the original contract become necessary, a formal contract change order will be negotiated by the College and the Vendor. As soon as possible, but not to surpass thirty (30) days after receipt of a written change request from the College, the Vendor shall determine if there is an impact on price with the change requested and provide the College a written statement identifying any price impact on the contract. The Vendor shall provide a description of any price change associated with the implementation.

3.2.17. *Contract Release Order Procedure*

A formal contract release order is submitted to the Vendor as notification to proceed with services. Vendor is not to proceed until vendor is in receipt of an approved signed contract release order purchase order.

3.2.18. *Invoices, Progress Payments, and Retainment*

The Vendor shall submit invoices, in arrears, to the Accounts Payable division of the College at the address listed on each approved contract release order pursuant to the terms of the contract. Progress payments and retainment are not applicable to this RFP. Invoices may not be submitted more than once monthly and State law prohibits payment of invoices prior to receipt of services.

3.2.19. *Record Retention and Confidentiality*

Vendor shall comply with applicable Federal and State of West Virginia rules and regulations, and requirements governing the maintenance of documentation to verify any cost of services or commodities rendered under this contract by Vendor. The Vendor shall maintain such records a minimum of five (5) years and make such records to the College personnel at Vendor's location during normal business hours upon written request by the College within ten (10) days after receipt of the request.

The Vendor agrees that it will not disclose to anyone, directly or indirectly, any such personally identifiable information or other confidential information gained from the Agency, unless the individual who is the subject of the information consents to the disclosure in writing or the disclosure is made pursuant to the Agency's policies, procedures, and rules. Vendor further agrees to comply with the Confidentiality Policies and Information Security Accountability Requirements, as set forth in Appendix F.

[END OF SECTION]

PART 4   PROPOSAL FORMAT

4.1.   Vendor's Proposal Format
This part of the RFP outlines the format the Vendor must follow in arranging information within the Vendor proposal.

- **Title Page**
Should state the RFP subject and number, the name of the Vendor, Vendor's business address, telephone number, name of authorized contact person to speak on behalf of the Vendor, dated and signed. Include directly after the Title Page all applicable addenda as listed in Section 3.2 "Terms and Conditions" of this RFP and Declarations of Insurance Coverage.

- **Table of Contents**
Clearly identify the material by Section Title and Page Number as follows:

    Section I   Evaluation Plan
    Describe the process you will undertake to evaluate the Attendance Pays project, including addressing the services required to be performed in Section 3 of this RFP and the grant proposal (Appendix A). The evaluation process shall include: (1) an overview of the principles and methodologies that will be used to complete the work; (2) a summary of proposed data identification, documentation and collection procedures; (3) a list of proposed measures and variables; (4) a summary of data analysis procedures; and (5) a timeline for conducting and completing the evaluation project that includes dates for deliverables.

    Section II   Qualifications and Experience
    Include a description of the qualifications and experience of the lead evaluator and any other evaluators (not to exceed two (2) pages per evaluator). Provide a reference list of current and/or past clients with current contact information included.

    Section III   Financial (*Submit* under Separate Sealed Envelope)
    Provide a fee and expense proposal broken down by fiscal year and tied to each major deliverable identified in your evaluation plan.

4.2.   Evaluation Process
Proposals will be evaluated by a committee of College staff and the Attendance Pays Project Director in accordance with the criteria stated and points awarded (see Section 4.3). Evaluations will be scored on overall services, qualifications, and costs/commission with a maximum scoring of 100 points total. The recommendation of the successful Contractor will be made by a consensus of the Evaluation Committee and the Attendance Pays Project Director. The criteria and the assigned weight factors are provided in Part 4, Section 4.3 of this RFP.

4.3.   Evaluation Criteria
The following are the factors and point values.

Evaluation Plan	50	Points Possible
Qualifications and Experience	30	Points Possible
Cost	20	Points Possible
	100	Points Possible

Each cost/commission proposal will be evaluated by use of the following formula:

$$\frac{\text{Lowest Cost Proposal}}{\text{Price of Proposal being Evaluated}} \quad X \quad 20 = \text{Price Score}$$

4.4. Minimum Acceptable Score

Vendors must score a minimum of 85% (68 points) of the total technical points possible in order to be eligible for further consideration and to continue in the evaluation process. All Vendors not attaining the minimum acceptable score (MAS) shall be disqualified and removed from further consideration.

The College may select the successful Vendor's proposal based on best value purchasing which is not necessarily the lowest price submitted by a Vendor. Cost/Commission is considered, but is not the sole determining factor for award; discussions or interviews may be held to promote understanding of the institution's requirements and the respondents' proposal, and to facilitate arriving at a contract that will be most advantageous to the College. The College does reserve the right to accept or reject any or all of these proposals, in whole or in part, if to do so is in the best interest of the College.

Vendor's failure to provide complete and accurate information may be considered grounds for disqualification. The College reserves the right to ask Vendors for additional information to clarify their proposals. Nothing may be added to alter the written solution or method contained in the original proposal after bid opening. Presentations may be requested, at the discretion of the Evaluation Committee.

[END OF SECTION]

APPENDICES (Incorporated and Binding)

<center>**Attendance Pays**</center>

<center>**A Comprehensive Plan to Improve Attendance, Retention and Completion**</center>

<center>*"I am still learning." - Michelangelo*</center>

Mountwest is *still learning*. After nearly four decades of operating under the watchful eye of a four-year institution, Mountwest Community & Technical College in Huntington, W.Va., is positioned for change. As a Round 1 TAACCCT single-institution grantee, Mountwest focused efforts on supplementing student support services to help retain, graduate and eventually employ students. Named the Beacon Project, this effort initiated a cultural shift into a customer-driven, student-centered institution.

This herculean effort provided student success counseling services, peer mentoring and faculty connections to incoming students along with enhancements to developmental education and professional development for faculty and staff. While the Beacon Project resulted in a significant increase in student retention rates from one semester to the next, Mountwest is *still learning*. Additional evaluation results are still forthcoming as the students' progress through their education, but preliminary evidence has identified several significant obstacles for students not addressed by that grant. Addressing these areas now will supplement the promising evidence of success that Mountwest has identified through Beacon. Increasing student success, and thus the strength of the institution, is the primary goal of this Title III project.

INTRODUCTION TO MOUNTWEST COMMUNITY & TECHNICAL COLLEGE

Mountwest faced a treacherous road on its way to becoming a stand-alone institution. Until 2008, the community & technical college was a college housed within Marshall University. State legislation then formally separated all community & technical colleges in West Virginia from their parent institutions. Mountwest's "divorce" from Marshall, while beneficial for the

community and students, was not amicable. Mountwest, or Marshall Community & Technical College as it was previously known, was housed on the university campus; the finances and all student support services were intertwined; and Mountwest was now in competition for students.

During the last decade, Mountwest hired its own president, established its own board of governors, separated its financial and student services operations, created its own brand, all while still trying move forward with new programs and services. Mountwest remained on Marshall's campus until renovations of the new Mountwest campus were completed in August 2012.

The separation of two-year institutions completely altered the educational landscape in West Virginia, increasing access and opportunity for tens of thousands of students annually. It also set a chain of events into motion that have not allowed Mountwest the opportunity to fully embrace its new role and potential to serve its community…until now.

Mountwest Programs of Study

Mountwest offers more than 60 one-year certificate and two-year degree programs designed to meet the needs of local employers and the career aspirations of students. Students may pursue an Associate of Arts degree in General Studies or an Associate of Applied Science in a variety of technical fields, such as culinary arts, healthcare, information technology and transportation technology.

Characteristics of Mountwest Students

There is not a "typical" Mountwest student. Mountwest students are recent high school graduates, re-careering adults, parents with dependent children, veterans and full-time employees. They balance work, families and school. They ride public transportation. They hope to become the first in their family to earn a college degree. Table 1 is a snapshot of Mountwest's enrollment characteristics.

Table 1. Enrollment and demographic data for Mountwest student population (2012).

Enrollment			
Total Headcount: 2,608		Full-Time: 46.6%	
Total FTE: 1,765		Part-Time: 43.4%	
Demographics			
Age		*Race*	
17 and under:	2.4%	White:	79.1%
18 to 24:	45.3%	Black:	10.7%
25 to 44:	41.2%	American Indian/Alaska Native:	1.2%
45 and over:	10.5%	Hispanic:	0.5%
Unknown:	0.6%	Multiracial:	0.5%
		Unknown:	8.0%
Gender	Male: 56.7%	Female: 43.3%	

Source: WV Higher Education Policy Commission Data Portal, 2013.

About 90 percent of Mountwest students qualify for some type of financial aid. This is not surprising given the limited job opportunities for unskilled workers, the economic downturn and the number of struggling companies in what was once a booming manufacturing region.

Table 2. Financial Aid PELL awards received by Mountwest students by aid year.

Aid Year	No. Aid-Eligible Students	Students Receiving PELL	Percentage Receiving PELL
2012-2013	2,086	1,449	69.5%
2011-2012	2,104	1,504	71.5%
2010-2011	2,251	1,595	70.9%
2009-2010	2,074	1,409	67.9%

Source: MCTC Office of Financial Aid, 2013.

COMPREHENSIVE DEVELOPMENT PLAN

"Education is the most powerful weapon which you can use to change the world."

– Nelson Mandela

Several major coinciding efforts at Mountwest Community & Technical College identified the strengths, weaknesses and significant problems that fueled the development of this Comprehensive Development Plan. Mountwest Community & Technical College is currently engaged in a Round 1 single-institution TAACCCT grant from the U.S. Department of Labor. This project, deemed "The Beacon Project," implements a comprehensive model for student success focused on establishing an academic support team and enhancing developmental education. Through this three-year project, which began October 1, 2011, Mountwest has learned

that a combination of academic support services works best for its unique student population. The development of this project and its implementation requires a joint effort between faculty, staff, students and employers. The evaluation component of this project has also revealed additional needs the college must address in order to effectively meet the needs of every student.

In December 2012, Mountwest Community & Technical College embarked on its first strategic planning process since becoming a stand-alone institution in 2008. This extensive process, which concluded in April 2013 with the compilation of a "phase one" strategic planning document, was a college-wide effort. The Institutional Board of Governors initiated seven "end statements," or goals, for college success in fall 2012. From here, the college president developed his interpretation of these institutional outcomes. The president and his executive staff appointed seven teams, each dedicated to one goal, and established a mission for each team. From December 2012 through April 2013, the teams, composed of faculty, staff, students and community members, developed strategies to achieve each team's specific goal.

Additionally, the history of Mountwest Community & Technical College cannot be overlooked as an integral part in the institution's academic programs, management and fiscal stability. This transition, as well as the management of its own campus, has largely consumed the institution's focus during recent years. Now that Mountwest has no administrative ties to Marshall University, the college can focus on strengthening its core indicators of institutional and student success and begin developing an institutional management structure best-suited to serve the Mountwest student base.

(i)   Academic programs

Strengths: Mountwest offers a number of dedicated, seasoned academic faculty. Mountwest's two most recent faculty retirees each left the institution with 30 years of service. Although the

length of service for our 60 full-time faculty members varies from one to 38 years, the average length of service is 10 years. About 40% of part-time faculty have been with the college 8–10 years and another 45% have been teaching at Mountwest 3–5 years. This stability affords students the opportunity to build relationships with faculty in their field of study, and consistent with the Beacon model, encourages faculty to become mentors to their students.

Mountwest also offers 12 certificate and 50 associate degree programs in a variety of high-demand fields, including healthcare, information technology, transportation technology and technical studies. Unique programming also includes engineering design technology, culinary arts and American Sign Language. Plans are also underway to increase the number of one-year certificate programs so that students have more options to receive additional credentials on their way to earning an associate degree, a move that the college believes will improve student motivation and degree completion.

Through the production of quality interns and graduates and engaged advisory groups, Mountwest has forged good relationships with local employers and industry leaders. More than 80 businesses and organizations in the West Virginia-Ohio-Kentucky Tri-State area host Mountwest students for internships or clinical experiences. Through the Beacon Project, this number only continues to grow. Beacon has helped Mountwest forge stronger relationships with businesses through the development of an on-campus Office of Career Services and industry-sector focus groups.

At many community colleges, articulation agreements are just another file in the filing cabinet. Conversely, Mountwest has built vibrant partnerships with a handful of four-year institutions that allow its graduates to pursue the baccalaureate degree that best meets their needs. This includes agreements with Concord University, Marshall University, Ohio University,

Strayer University and West Virginia University. Most notable is Mountwest's partnership with Ohio University.

Major Institutional Problem: Poor student attendance, retention and completion

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Weaknesses/Significant Problems: With a number of other institutional changes underway, the most pressing items of concern are complicated and comprehensive but directly impede student success. A 2010 study by M. Credé, S. Roch and U. Kieszczynka published in the *Review of Educational Research* revealed that class attendance has strong relationships with both class grades and a student's grade point average (Class Attendance in College).

Likewise, student attendance directly impacts retention and degree completion. In a recent report published by CCSSE, national survey results revealed that 63 percent of faculty respondents said attendance is tied to a participation score or grade in the course(s) they teach; 13 percent deduct a given number of points from the final grade for each missed class; and 18% deduct a given number of points after a preset number of classes have been missed (A Matter of Degrees: Promising Practices for Community College Student Success, 2012). Students miss too many classes, putting them further behind their classmates and less likely to successfully complete the course. Ultimately, retention and graduation are the driving force behind Mountwest's role as a community & technical college and primary goal of this Title III project.

As shown in Chart 1, Mountwest's retention rates continue to decline annually among the various subsets of our population and are significantly (15%) less than the statewide average for all community & technical colleges. The single exception to this decline is the cohort of students participating in the Beacon Project.

Attendance Pays   6

Chart 1. Percentage of first-time, full-time freshmen who returned to Mountwest the following fall compared those at all West Virginia community & technical colleges.
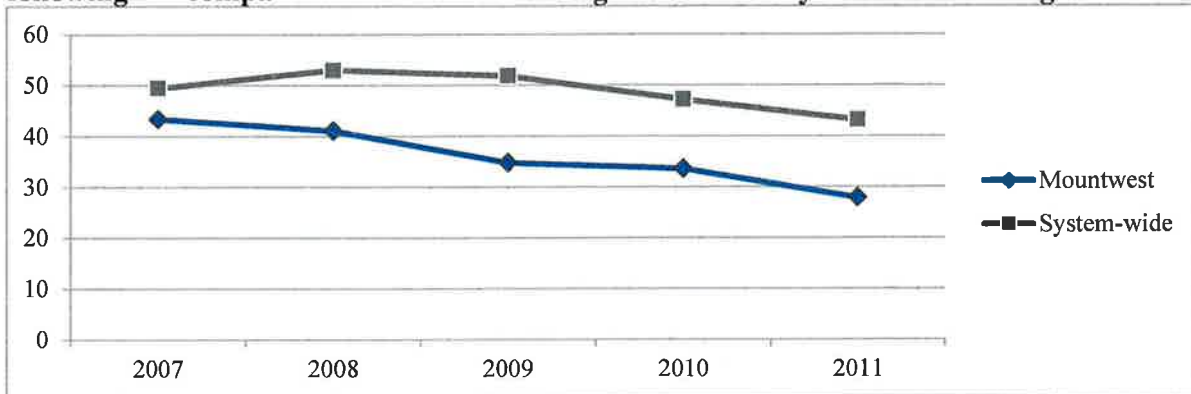
Source: West Virginia Higher Education Policy Commission Data Portal, 2013.

Table 3. Draft mean student retention data, including the first Beacon cohort.

Fall 2012 Total New Students (n=1124)	Term GPA	Overall GPA	Credit Hours Attempted	Credit hours earned	Fall-Spring Retention	Headcount Fall-Spring Retention
Beacon (n=377)	2.3	2.3	12.9	8.2	71.62%	270
Selected Non-Beacon* (n=568)	2.3	2.61	12.4	10	46.13%	262
All Non-Beacon (n=740)	2.1	2.35	10.2	8.4	36.89%	273

Source: MCTC Student Information System, 2013.

Through the Beacon Project, Mountwest has initiated the difficult cultural change to a student-centered management model. Beacon has taught us that students' lives outside of school directly influence their performance in the classroom. Many struggle with addiction or are in abusive relationships. Many have logistical issues, such as transportation or reliable, affordable child care. In short, these students cannot leave their problems at home when they enter the classroom and their attendance, grades, and retention are a reflection of that. Mountwest's academic counselors are not trained to assist with the multitude of struggles our students are battling. As an open-admissions school in an economically disadvantaged community, Mountwest should be prepared to address these types of situations. It is all part of Mountwest's

mission is to provide open access to education and training for a diverse population and assists students and employers in meeting regional and global workforce demands.

Consistent with the retention data, the current graduation rate for Mountwest is 10 percent (IPEDS, 2011). The transfer-out rate for Mountwest was 30 percent. The combination of the graduation rate and the transfer-out rate for Mountwest was 40 percent. Neither Mountwest nor our region can afford to continue losing students.

(ii) *Institutional management*

Strengths: Mountwest Community & Technical College has stable leadership. The college is led by an experienced president who has served nearly seven years in this role. He has led the institution through its academic and administrative separation from Marshall University; established a new identity for, by most accounts, a "new" college; spearheaded a multi-million dollar renovation project; and most recently, initiated a new strategic plan for the institution. The president has also surrounded himself with an experienced, well-educated and dedicated executive staff.

The strategic plan, as previously mentioned, was an inclusive process that ultimately led to the development of this Title III project. It is critical that Mountwest plan and prepare for its financial future and how it endeavors to continue serving its community amidst a changing job front.

Weaknesses/Significant Problems: As evidenced through the major changes within the institution since 2008, the administrative and management functions of the institution are still in their infancy. Mountwest is still refining its organizational and employee reporting structure for what makes sense for its student population. Examples include an organizational chart that has been forthcoming for the past two years and the academic restructuring underway.

Major Institutional Problem: Decision-making is not data-driven

As such, the accessibility and timely use of valuable data is minimal. Without a defined Office of Institutional Research, tasks are delegated to various staff members with other primary responsibilities, important reports are turned in late, some valuable data is not collected all and the data that is collected is not evaluated to institute change. Data collection and analysis is too important to be ignored. How can we expect to grow and enhance our academic programming and be a fiscally stable institution without data driving our decision making?

Mountwest has also remained in a technological "comfort zone" when it comes to the college's student information system. The current system is not user-friendly and management has not provided training or a user manual since implementing the system in 2009. It makes reporting attendance three times a semester cumbersome, much less daily attendance. What's more is the inability and lack of access to data. The current management structure can take weeks to provide information, making timely interventions virtually impossible.

(iii)   Fiscal stability

Strengths: To its credit, Mountwest has accomplished much in the short time since it became financially independent from university. It established an Office of Business Services in 2008, led by a Chief Financial Officer, and separated the college's assets from the university shortly thereafter. The college recently completed a $20 million building project to move the entire college off the university campus to its own separate campus. The college established its own nonprofit foundation, Mountwest Foundation, Inc., in July 2009 and a development office followed in October 2010. The development office now oversees all institutional grants and works with all principal investigators to ensure the timely and proper expenditure of grant funds in accordance with project goals.

Adding to its long-term fiscal stability is Mountwest's ability to attract a consistent student base. Since fall 2008, its full-time equivalent numbers have remained steady, as seen in Table 3. Data also shows a significant increase in enrollment rates of first-time freshmen since fall 2008 (see Table 5). In May 2013, Mountwest conferred degrees for 441 students, making it the largest graduating class in college history.

Table 4. Trend enrollment numbers for full- and part-time student populations and full-time equivalent, 2008-2012.

	2008	2009	2010	2011	2012	2008-2012 % Change
Full-Time Students	1400	1668	1660	1490	1476	+ 5.4%
Part-Time Students	1134	1415	1466	1621	1132	- 0.2%
TOTAL	2534	3083	3126	3111	2608	+ 2.9%
FTE	1631	1939	1920	1862	1765	+ 8.2%

Source: WV Higher Education Policy Commission Data Portal, 2013.

Mountwest anticipates continued growth among its first-time freshmen population.

Table 5. Fall enrollment numbers for first-time freshmen.

|	2008	2009	2010	2011	2012	2008-2012 % Change
First-Time Freshmen	474	540	645	608	733	+ 54.6%

Source: WV Higher Education Policy Commission Data Portal, 2013.

Mountwest remains the most affordable option in the region, with annual tuition rates averaging roughly one-fourth of its four-year and proprietary two-year counterparts. This positions Mountwest as an appealing option for re-enrollees and transfer students. However, at this juncture few students choose Mountwest in lieu of a traditional four-year institution for their general education requirements.

Mountwest's state appropriations have also remained relatively consistent during recent years, despite the economic downturn, as shown in Chart 2. To-date, the state does not base funding allocations on FTE, enrollment in higher cost programs or completion. Unfortunately, coal revenues were down in 2012, which means that Mountwest, and all public institutions in the

state expect a 7.5 percent cut for the 2013-2014 fiscal year. For Mountwest, this translates to a $476,000 reduction, which will be met by expense reductions and a 10 percent tuition increase.

Chart 2. Total annual state appropriations to Mountwest.
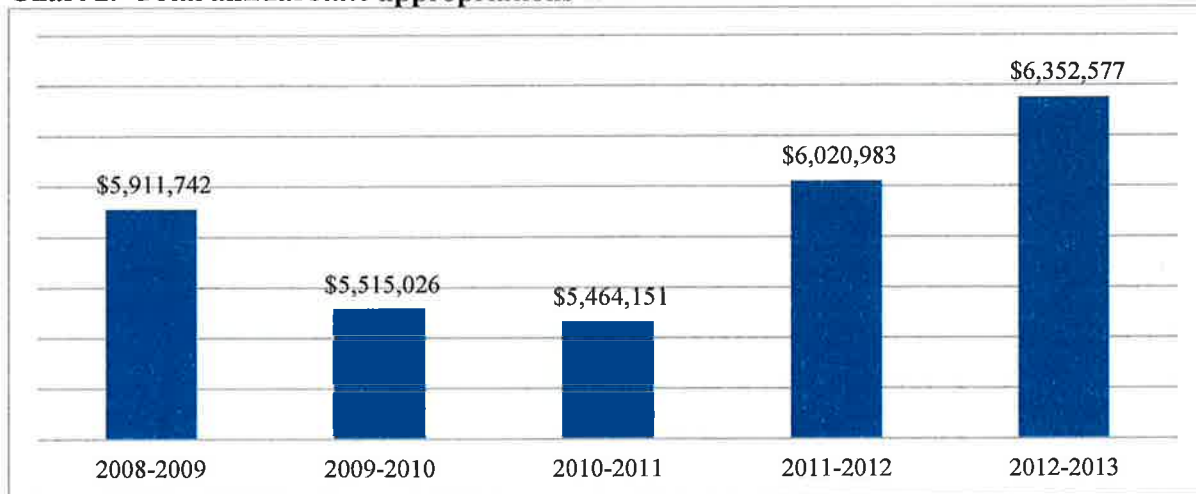
Source: MCTC Office of Business Services, 2013.

Weaknesses/Significant Problems: As previously mentioned, state support of Mountwest has been steady. Under the current funding model, Mountwest's annual revenue is roughly based on a 60:40 ratio, with 60 percent coming from state appropriations and 40 percent from tuition. However, the college does anticipate a statewide shift to a performance-based funding model in the near future. A bill that would allocate state funding based on retention and completion was stalled in the West Virginia House of Delegates during the 2013 legislative session. There is every indication that a similar bill will likely pass during the 2014 session. Based on the college's current retention and completion rates, there is valid reason for concern that Mountwest's state funding may be cut as a result of a performance-based funding model.

| Major Institutional Problem: High Student Loan Indebtedness and Default Rate |

The greatest threat to Mountwest's long-term fiscal stability is its student loan default rate, which continues to rise. Student loan indebtedness is at an all-time high nationwide, topping $914 billion in the second quarter of 2012 (Federal Reserve Bank of New York). At Mountwest

Community & Technical College, 90 percent of students qualify for some type of financial aid; about 30 percent of students take out loans to pay for school. Chart 3 is indicative of recent efforts to discourage the use of student loans (except when absolutely necessary) and shows a steady decrease in the number of students incurring student loan debt from the institution. This comes as the result of stricter policies which include: reviewing satisfactory academic progress at the end of each semester; limited student loan packaging in the initial financial aid package; enhanced, personal student loan entrance counseling for students who request loan funds; and financial literacy counseling for students who are already in debt with student loans.

Although high student loan indebtedness is cause for concern, the long-term impact of student loan default on an institution like Mountwest is most alarming. Nationally, delinquency rates on student loans are at 8.9 percent. At Mountwest, the 2010 draft three year cohort default rate (CDR) is 31.8 percent, and the 2011 draft two year CDR rate is 27.9 percent. Projections for the 2011 three year draft rate are as high as 38%.

These rates are much too high. If the CDR stays above 30 percent, sanctions against the institution could incur in 2014. Likewise, the CDR may not be more than 25 percent for two-year CDR data. Although these are only draft numbers, the institution's official cohort default rates have steadily been on the rise, as shown in Table 2.

Chart 3. Number of Mountwest students with student loans from the institution.
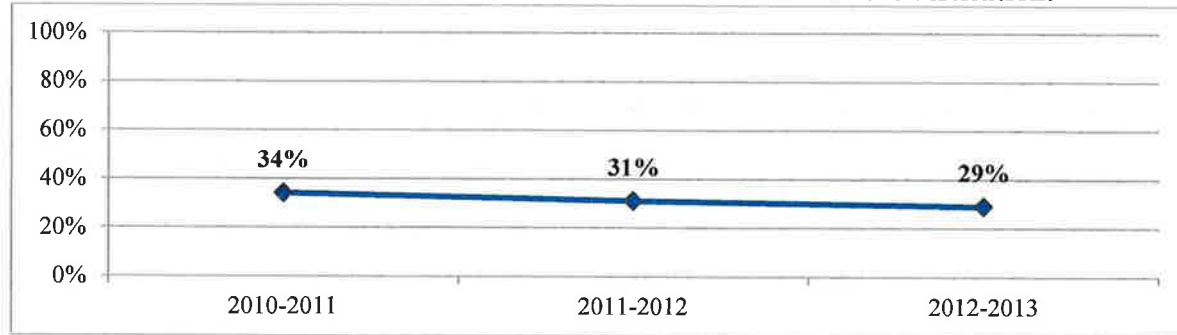
Source: MCTC Office of Financial Aid, 2013.

Mountwest does not take this situation lightly. The college administration has already appointed a Loan Default Task Force to address the issue from a financial aid and policy perspective, but loan indebtedness and default speaks to a larger issue for the institution as a whole. Attendance (and thereby student engagement), retention and "ghost" students are all significant institutional problems addressed by this Title III project.

Table 6. Official Cohort Default Rate (CDR) for student loans by Mountwest students.

		Number in default	Total number in repayment	Cohort Default Rate
2010	Two-Year Official CDR	133	645	20.6%
2009	Two-Year Official CDR	69	499	13.8%
2008	Two-Year Official CDR	54	417	12.9%
2009	Three-Year Official CDR	124	497	24.9%

Source: MCTC Office of Financial Aid, 2013.

As previously noted, Mountwest Community & Technical College was awarded a Round 1 TAACCCT grant in 2011. The project supplemented student support services to help retain and graduate students by, in short, providing student success counseling services to incoming students. This effort has resulted in a significant increase in retention rates from one semester to the next. However, Mountwest has learned several best practices as a result of the Beacon Project that the institution must address in order to increase the capacity and success of its students, and thus, the strength of the institution as a whole. In addition to data analysis, the independent evaluator for the Beacon Project interviewed faculty and staff. Many of these anecdotal lessons also fueled the strategic planning process. These two major efforts combined have helped the college identify the following goals for improvement. Please note that only goals related to this proposed Title III project are presented.

Mountwest Institutional Goals
Goals to Strengthen Academic Programs
Goal #1 – Improve student attendance in the classroom.
Goals to Strengthen Institutional Management
Goal #2 – Improve and expand student support services to address nonacademic barriers for student success.
Goal #3 – Improve job readiness to enhance employability after graduation.
Goal #4 - Create a culture of data-driven, continuous improvement through the collection and analysis of quantitative data for the benefit of all stakeholders.
Goals to Strengthen Fiscal Stability
Goal #5 – Reduce the student loan default rate.
Goal #6 – Increase revenue through student retention and completion.

Attendance Pays offers Mountwest a unique opportunity to strengthen its breadth of service and fiscal stability while fulfilling our mission as an institution. Ultimately, the goal of this project is to increase the viability of our institution so that our students become more successful. Thus, the following objectives establish specific measures toward that end.

Measurable Objectives Based on Institutional Goals		
Measurable Objectives	**Related MCTC Goals**	**Strategies (Activities) to Accomplish Objectives**
▪ By May 31, 2015, the average rate of class attendance will be 75%.	1, 4, 6	❑ Develop and implement a comprehensive attendance solution.
▪ By May 31, 2015, the percentage of students completing a course with a 'C' or better will be 65%.	1, 4, 6	❑ Establish on-site mental health services
▪ By May 31, 2015, the student loan default rate will decrease from 31% to 28%, a 5% decrease rate of default on student loans.	1, 5	❑ Conduct a needs assessment and feasibility study related to child care.
▪ By August 15, 2015, Mountwest will implement a comprehensive financial aid disbursement plan which will reduce the number of "ghost" students after the fourth week of courses by 20%.	1,5,6	❑ Establish internal mechanism to help students solve "life skills"
▪ By September 30, of each grant year, establish one additional on-campus student support group that meets on a regular basis during the semester.	2, 6	issues.
▪ By September 30 of each grant year, 50 students have been referred to on-site mental health services.	2, 6	❑ Connect students with local agencies that can provide human services to students.
▪ By September 30 of each year, beginning in 2015, 20% the students who were referred to mental health services in the previous year will be persisting in their education.	2, 6	❑ Develop a plan to implement rating system for job readiness.
▪ Produce a written proposal to resolve student child care issues by May 31, 2016.	1, 2, 6	❑ Establish an Office of Institutional Research.
▪ By September 30 of each grant year, 50 students have been referred to the Life Skills Counselor.	1, 2, 6	
▪ By September 30 of each year, beginning in the 2015, 20% of the students who were referred to the Life Skills Counselor will be persisting in their education.	1, 2, 6	

▪ By May 31 of each grant year, 100 students will have been referred to the Employment Skills Coordinator for assistance.	3	
▪ By September 30, 2016, all institutional external reporting requirements will be submitted accurately and within the time deadline.	4	
▪ By September 30, 2016, the College will develop a management report catalogue listing relevant analytical data that will be disseminated to the President's Council at the conclusion of each term.	4	

INTRODUCTION TO ACTIVITY

"Education is not the filling of a pail, but the lighting of a fire." - W.B. Yeats

To increase student retention and completion and reduce the threat of sanctions against the college due to high student loan default rates, Mountwest Community & Technical College is proposing a **comprehensive classroom attendance solution** and **enhanced student support services**. Activity goals will improve student performance, retention and completion and thereby the financial stability of the institution.

A Comprehensive Attendance Solution

The Beacon Project lit the fire. During the initial evaluation phase of Beacon, we were confronted with information that student attendance continued to be a barrier to success. Mountwest is trying to fill the pail when it needs to light the fire. If students cannot or do not attend the class to receive the instruction, the chance of successful completion drops considerably. It also causes a multitude of problems for the institution, including ineffective use of resources. Continued attendance is also a requirement for receiving Federal Financial Aid including loans. Currently, the institution, as are community colleges in general, is experiencing an increasing number of students who default on their student loans. This is a concerning situation.

The key to a solution for Mountwest's attendance problem is early intervention. Faculty members are increasingly aware of the issues regarding poor student attendance. The

institution's Faculty Council is in the process of developing and bringing forth for consideration by college leadership a standardized attendance policy that would be mandated throughout the college. Although this policy recommendation has lit a small fire and is a great first step in beginning to address the attendance issue, many obstacles remain. First, how will Mountwest effectively collect attendance data from the faculty? Currently, attendance is taken only three times during the semester and at the conclusion of the semester for the purpose of financial aid disbursement, providing only a snapshot of student attendance. Attendance is not monitored for the purpose of student success.

The collection process itself is cumbersome, and that data is retained in our non-user friendly student information system. The collected data is then used to determine financial aid disbursements, and because it is awkward to analyze, little else is done with it. Through the Beacon Project, our academic success counselors have started to identify and intervene with students who are recognized as not in attendance when the snapshot was taken. However, the timing of this attendance listing is problematic. By the time the success counselors receive notification that a student is not in attendance, so much time has passed that the student is well beyond the point of being able to academically recover, thus extinguishing the fire.

Through this Title III project, Mountwest proposes implementing a **card swipe computerized attendance system** that would allow Mountwest to track and report classroom attendance on a daily basis. Students would swipe their student identification card upon entering each classroom for specific courses. This system would allow faculty and student services staff to identify patterns of behavior in a timely manner. The Faculty Council would develop warning signs, such as three classes missed consecutively, and the Activity Coordinator/Software Technician would program these flagged warnings into the system. The system would be set to

automatically notify the student's instructor and success counselor immediately when any of these signs occur. **Counselors or faculty could then intervene** before a student's academic continuity and success becomes significantly at risk. The goal of the intervention is to get students back in the classroom.

To fuel the fire, we must first **collect more information** relating to our students' attendance habits. This process would also allow us to gather some significant data. Why are students not attending class? Do patterns of attendance exist? Do students have transportation issues due to the college's location away from the downtown core and very limited local public transportation system? Is there a lack of available child care? Are there other unidentified reasons? We simply do not have any real data to provide explanations, therefore, making it difficult for us to implement solutions to best assist our students.

Anecdotally, faculty have indicated that the significant times for decreased student attendance occurs at times when the local K-12 school is not in session. Having children out of the local schools for the day for weather-related or other closings, leaves our adult students with few options. Suggestions were made to perhaps align our academic course schedule more closely with the local school systems academic calendar. To work through any of these possible solutions, we must first gather the data to support our efforts. This system, as described, would allow us to collect data and identify possible patterns.

It would also allow us to more precisely identify students who are just attending for the required time to obtain the release of their financial aid disbursements. We have some "ghost" students who are not necessarily enrolled to work toward an educational credential but to simply receive their aid refund check before disappearing. At this point, the number and severity of this problem is not exactly known. The behavior of these students has had a negative impact on the

fiscal stability of the institution. This Title III project would allow us to more closely monitor this negligent student behavior and implement solutions to restrict it.

An additional activity that goes hand-in-hand with the attendance tracking system is to allow Mountwest to **conduct an expanded pilot program on effective solutions for disbursing financial aid**. Similar to programs being currently piloted by The Institute for College Access and Success and MDRC called 'Aid Like a Paycheck,' Mountwest proposes tying its disbursement of student aid to student outcomes and continued attendance. This proposal, dubbed "Attendance Pays," would enable Mountwest to target ghost students who are abusing the system to only receive a disbursement of aid. Ghost students have remained a concern of the institution since Mountwest's separation from the university and have been detrimental to the college's loan default rate. These ghost students merely saw Mountwest as a place to "make a buck" through their financial aid payout rather than the opportunity for long-term financial stability in a career.

By utilizing the classroom attendance system to monitor students' daily attendance and linking that required attendance to the on-going bi-weekly disbursement of aid, these ghost students would not receive a disbursement. While specific protocols will be determined with faculty and staff input, students who do not attend a specified percentage of classes, will lose eligibility for continued aid disbursements. We anticipate this will decrease the number of students who come to Mountwest with no intention of earning a degree and reduce the college's student loan default rate.

Students would be responsible for swiping in and out of the classrooms. It will also help the students become accustomed to basically "clocking in and out" of the classroom in preparation for the normal operating procedures and practices of local employers. This practice

would also serve to teach the students responsibility for showing up on time in preparation for employment. If they do not clock in and out, as in real life, they do not receive a "paycheck." Another benefit of this software would be knowing for safety and security purposes which students are in the building at any given time period. If there were ever a critical incident on the campus, we could more readily determine the occupants of the buildings.

In addition to this software/hardware solution, we propose engaging consultants to conduct student focus groups to determine the specific reasoning behind the patterns in classroom attendance that emerge. The consultants would help us identify any possible changes we could need to make in our academic calendar, scheduling of courses, public transportation schedules or other areas we may have not even considered to be an issue.

We propose the purchase and installation of the software and the card swipe systems in each classroom within our campus. We also propose adding an Activity Coordinator/Software Technician who would be responsible for the implementation of the software and integration with our current student information system. As another result of our separation from the university, Mountwest currently has limited capacity in this area.

Improve and expand student services to address nonacademic barriers for student success

"The quality of a university is measured more by the kind of student it turns out than the kind it takes in." - Robert J. Kibbee

Strategy #1 – Connect students with mental health and substance abuse professionals:
Mountwest enrolls students from all walks of life and turns out some wonderful productive members of society. As a part of the Beacon Project, the student success counselors all have counseling degrees. They are not, however, formally trained to handle mental health and substance abuse issues. While we have made significant improvement in our retention of Beacon

students, our counselors and faculty repeatedly encounter students who have significant mental health and substance abuse problems. These are beyond our in-house ability to cope with and significantly hinder the academic success of these students. Our current methodology for handling these cases is to refer the students to the appropriate agencies within the community, thus requiring the student to leave the campus and actively seek the services on their own. It is our belief that these students, most often, do not follow up with the recommended treatment and avoid dealing with these problems altogether. Students who continue to be enrolled without seeking the proper treatment put themselves and others at risk. These students also have minimal academic success.

To overcome these obstacles, Mountwest proposes **engaging a professional mental health/substance abuse counselor** or psychologist to be housed on the main campus. The student success counselors and faculty members will refer students to this professional, even in some instances directly escorting the student in crisis for immediate treatment. Having this on-site professional will allow students to seek treatment without leaving the security of the campus environment. This will help us ensure that students are actively seeking and receiving the treatment they require while ensuring the safety of the campus and our other students.

Mountwest is committed to making students successful. This type of on-site counseling and treatment is essential to their success and continued enrollment. This will allow the student success counselors to continue to focus primarily on the academic success of the students while getting the students the professional help they need. It will also maximize the efficiency of the student success counselors by ensuring they are not attempting to deal with issues outside their area of expertise. This goal was outlined in the Mountwest's strategic plan and has been a

strongly emphasized strategic goal of the faculty members who deal directly with the students on a daily basis.

We also propose to **establish partnerships with local agencies** that already offer such programs and offer our site to **host student support groups** for issues such as domestic violence, rape, alcoholics anonymous, narcotics anonymous, etc. These groups would be open only to Mountwest students and would consist of students helping students. We believe this would be very positive for some of our students and create favorable outcomes. We know that our students face these issues on a daily basis and we believe if we provide access to the necessary supports, more students will be successful in their academic goals.

"The secret in education lies in respecting the student." – Ralph Waldo Emerson

Strategy #2 – Assess external obstacles impeding the success of students, including adults with dependent children: Mountwest has great respect for our students and the many personal obstacles they face. Most students have countless responsibilities in addition to their coursework. We believe that a significant issue for our students lies in the lack of available child care options. As outlined under our classroom attendance request, our students face significant obstacles due to this reason.

While we have no definitive data to back up this claim, our faculty and staff have identified this as a significant hindrance to educational success. We also know that according to 2011 Community College Survey of Student Engagement results, nearly 40% of Mountwest students care for dependent children at least 11 hours per week. Anecdotally, student after student has voiced the need for on-site child care facilities to their counselors and professors and even Higher Learning Commission representatives during a recent campus evaluation visit.

There is not a simple solution for solving the child care issues many of Mountwest's students face. Establishing a child care facility on-site at this point would be a massive undertaking. The state and federal rules governing child care facilities are very complex and it will require significant institutional resources to examine. Mountwest does not have individuals on staff with the knowledge base to effectively lead this investigation. Based on this fact and the fact that Mountwest currently has no quantitative data to support the establishment of a child care facility, we propose engaging a professional consultant(s) to assist in the preparation of a **complete analysis of the needs, outcomes and requirements related to child care** and make recommendations for next steps based on the findings. The consultant would conduct focus groups; develop a feasibility study; produce a business plan, including possible site locations; program requirements for a facility; and cost projections for facility operation or a contractual agreement with an outside agency. The consultant would make recommendations as to the next steps the College should follow. After these reports are completed and submitted to the college's leadership, a plan will then be developed and implemented to seek partnerships and or additional funding sources to complete this project.

"Many of life's failures are people who did not realize how close they were to success when they gave up." – Thomas Edison

Strategy #3 – Connect students to the appropriate community and human service agencies: Our students are giving up. They don't give because of academic difficulties, they give up for a variety of reasons—children, spousal abuse, homelessness, jail and/or parole, lack of food or other resources, and others too numerous to mention. The primary responsibility of our Beacon Student Success Counselors is to work with students on time management, prioritization, study skills and other areas to keep the students on track for success academically. What we have learned during our two semesters of work with the students is that Mountwest students face so

many obstacles that are not directly involved with their academic tenure. However, when they are not able to solve the issue at hand, there is a direct negative impact on their classroom success, and ultimately, the continuation of their education.

We have also discovered that our institution is not adequately prepared to assist students with these "life" issues. For example, we have numerous homeless students and even more are at significant risk of becoming homeless. Education cannot be your priority if you are worried about where you are going to live. It is a catch-22 of sorts—with an education, the student could find substantive employment which would help eliminate some of these obstacles, but these obstacles prevent the student from completing their education. Successfully resolving these issues is a requirement for any type of academic achievement. At present, the Student Success Counselors do not have the resources or time to assist every student through these issues.

As part of this project, we propose hiring a full-time Activity Coordinator/Life Skills Counselor. This person would be assigned to specifically **assist students in resolving issues of transportation, food, shelter, etc.** They would act as an advocate for the student and be a liaison with public resources, such as local and State health and human services agencies and local nonprofit groups, who are equipped to provide public assistance to students through housing, food stamps, transportation and other resources. We would establish partnerships with these local agencies and promote the available resources to students. Students would be referred to the Life Skills Counselor by the Student Success Counselors or students could self-identify to meet with the counselor.

Improve Job Readiness to Enhance Employability

"Striving for success without hard work is like trying to harvest where you haven't planted."

- David Bly

Under the Beacon project, the college established, for the first time, an Office of Career Services and hired a Career Services Counselor. This counselor assists student in seeking gainful employment. We are in the early stages of planting seeds. Mountwest currently has more than 400 hundred students participating in the Beacon project and that number is expected to grow significantly in the future as we institutionalize the project. One counselor is unable to keep up with the needs of all the students. Through the Beacon Project, Mountwest has conducted focus groups with local employers. Despite being from varying industries, all groups have indicated the same issues. Students lack 'soft skills.' These are the skills that mean they show up for work on time, wear appropriate attire, are prepared for their interview, cover up body piercings and art, and most importantly, are drug and alcohol free. Having one staff member to assist a growing number of students does not allow proper time to address all the areas local employers have requested be covered.

We propose hiring a full-time Employment Skills Coordinator to assist the students with these various levels of soft skills. Workshops will be offered in the soft skills topics as well as one-on-one counseling sessions with the students. The Employment Skills Coordinator will work cooperatively with the Career Services Director (currently on staff) and the Mental Health Professional. Together, with the Student Success Counselors, this team should be able to reap a significant harvest of student employment successes.

Create a culture of data-driven, continuous improvement through the collection and analysis of quantitative data for the benefit of all stakeholders.

"You can't study the darkness by flooding it with light." - Edward Abbey

Mountwest, in its current situation, has been unable to properly study the darkness. Until just a few years ago, Mountwest was a part of Marshall University. Within that model, the much-larger university handled most administrative functions, including data collection, analysis and

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institutional research. Now that Mountwest is a stand-alone institution, the ability to analyze data and make informed, timely decisions is critical.

With impending cuts from the West Virginia legislature to the state higher education budget and the shift to a performance-driven funding model looming, it is even more imperative that Mountwest make informed decisions to maximize the use of its limited resources to help student maximize their potential and remain fiscally stable as an institution. It is another Catch-22 in that these budget cuts to higher education make it difficult for the institution to fund this essential position. With this being the case, Mountwest has limited data to analyze and decide about programs to expand or cut back; scheduling changes to increase enrollment; student demographic data to help faculty and staff gain a better understanding of our student population; how best to assist the students in being successful with their educational goals; and the list goes on. This is critical to Mountwest becoming a student-centered institution, meeting the needs of the students and studying the darkness. By engaging an Activity Coordinator/Institutional Researcher and establishing an Office of Institutional Research, Mountwest will be able to make functional, efficient use of limited resources.

ACTIVITY OBJECTIVES

The following measurable activity objectives, specifically related to this Title III project, contribute to the long-term growth and self-sufficiency of Mountwest as a stand-alone institution that produces stand-out graduates.

Activity Objectives in Measurable Terms	Performance Indicators
Year 1 (October 1, 2013 - September 30, 2014)	
1. By September 30, 2014, Mountwest will develop a comprehensive financial aid disbursement methodology which will reduce the number of "ghost" students.	1a. Establish and implement a college-wide classroom attendance policy by 12/31/13. 1b. Hire Activity Coordinator/Software Technician by 1/1/14. 1c. Research, select and implement an attendance software application by 9/30/14. 1d. Research options for disbursement of aid and make the necessary adjustments in procedures by 9/30/14.

2. By September 30, 2014, establish one on-campus student support group that meets on a regular basis during the semester.	2a. Work with local providers to establish an on-site student support group by 2/1/14.
3. By September 30, 2014, 50 students have been referred to on-site mental health services.	3a. Hire a mental health professional by 12/1/13. 3b. Establish written protocols for proper referral of students by 2/1/14. 3c. Communicate the protocols to the campus community by 2/15/14. 3d. Evaluate the effectiveness of this student support by 9/30/14.
4. Provide three workshops each semester on life skills for students	4a. Develop a list of critical life skills students need to be successful by 1/1/14. 4b. Create workshop materials by 2/1/14. 4c. Present workshops to students by 5/1/14.
5. By September 30, 2014, 50 students have been referred to the Life Skills Counselor.	5a. Hire a Life Skills Counselor by 12/1/13. 5b. Develop protocols for referral to the Life Skills Counselor by 2/1/14. 5c. Communicate the protocols to the campus community by 2/15/14. 5d. Evaluate the effectiveness of this student support by 9/30/14.
6. Offer at least three workshops to students on job readiness skills each semester.	6a. Determine the necessary job readiness requirements employers are looking for in employees by 2/1/14. 6b. Create workshop materials by 2/1/14. 6c. Present workshops to students by 5/1/14.
7. By May 31, 2014, 100 students will have been referred to the Employment Skills Coordinator for assistance	7a. Hire Employment Skills Coordinator by 12/1/13. 7b. Develop protocols for referral to the Employment Skills Counselor by 2/1/14. 7c. Communicate the protocols to the campus community by 2/15/14. 7d. Evaluate the effectiveness of this student support by 9/30/14.
8. Identify and engage an expert in the field of child care facilities by May 31, 2014.	8a. Identify possible consultants through a competitive bid process and complete a contract for services by 5/31/14.
9. By September 30, 2014, the IR staff member will collect and disseminate data regarding the grant efforts and outcomes.	9a. All T3 staff will complete monthly progress reports, time and effort reports and other project updates – on-going monthly 9b. The reports will be compiled and disseminated each quarter.
Year 2 (October 1, 2014 - September 30, 2015)	
10. By September 30, 2015 establish one additional on-campus student support group that meets on a regular basis during the semester.	10a. Work with local providers to establish an additional on-site student support group by 2/1/15.
11. By September 30, 2015, 50 students have been referred to on-site mental health services.	11a. Continually evaluate the effectiveness of this student support by 9/30/15. 11b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/15.
12. By September 30, 2015, 20% the students who were referred to mental health services in the previous year will be persisting in their education.	12a. Continually evaluate the effectiveness of this student support by 9/30/15. 12b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/15.
13. By May 31, 2015, the average rate of class	13a. Fully install and operationalize the attendance

attendance will be 75%.	reporting software to integrate with the existing student information system by 12/1/14. 13b. Pilot the software and attendance reporting requirements in the Spring semester 2015. 13c. Revise and refine the system to meet the outcome of disbursing aid based up attendance by 5/31/15.
14. By May 31, 2015, the percentage of students completing a course with a 'C' or better will be 65%.	14a. Student Success Counselors will monitor and intervene with students who are not attending class by 5/31/15.
15. By May 31, 2015, 95% of the on-campus students will be accurately using the attendance reporting system.	15a. Faculty, staff and students will be educated on the necessity and importance of accurate attendance reporting by 10/1/14. 15b. Analyze and evaluate the reports of student attendance and review for patterns of behavior by 9/30/15. 15c. Utilize consultants to make recommendations based upon the data by 9/30/15.
16. Provide three workshops each semester on life skills for students	16a. Continually refine and create workshop materials by 12/1/14. 16c. Present workshops to students by 5/1/15.
17. By September 30, 2015, 50 students have been referred to the Life Skills Counselor.	17a. Continually evaluate the effectiveness of this student support by 9/30/15. 17b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/15.
18. By September 30, 2015, 20% of the students who were referred to the Life Skills Counselor will be persisting in their education.	18a. Continually evaluate the effectiveness of this student support by 9/30/15. 18b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/15.
19. Offer at least three workshops to students on job readiness skills each semester.	19a. Continually refine and create workshop materials by 12/1/14. 19b. Present workshops to students by 5/1/15.
20. By May 31, 2015, 100 students will have been referred to the Employment Skills Coordinator for assistance	20a. Continually evaluate the effectiveness of this student support by 9/30/15. 20b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/15.
21. Consultant's report deliverable including feasibility study and business plan with programmatic recommendations by May 31, 2015.	21a. Consultant will conduct focus groups with students, faculty and staff to determine need by 2/1/15.
22. By September 30, 2015, the IR staff member will collect and disseminate data regarding the grant efforts and outcomes.	22a. All T3 staff will complete monthly progress reports, time and effort reports and other project updates – on-going monthly 22b. The reports will be compiled and disseminated each quarter.
Year 3 (October 1, 2015 - September 30, 2016)	
23. By September 30, 2016 establish one additional on-campus student support group that meets on a regular basis during the semester.	23a. Work with local providers to establish an additional on-site student support group by 2/1/16.
24. By September 30, 2016, 50 students have been referred to on-site mental health services.	24a. Continually evaluate the effectiveness of this student support by 9/30/16. 24b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/16.

25. By September 30, 2016, 20% the students who were referred to mental health services in the previous year will be persisting in their education.	25a. Continually evaluate the effectiveness of this student support by 9/30/16. 25b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/16.
26. By August 15, 2015, Mountwest will implement a comprehensive financial aid disbursement plan which will reduce the number of "ghost" students after the fourth week of courses by 20%.	26a. Successfully pilot the attendance reporting program in the Spring of 2015 for full and accurate implementation by August 15, 2015. 26b. Monitor the data from the students who drop out by September 30, 2016. 26c. Evaluate the results of this disbursement plan by September 30, 2016. 26d. Refine the plan as needed on an on-going basis throughout the year.
27. Establish three written partnership agreements with local human service type agencies by September 30, 2015.	27a. Conduct meetings with local providers of human services to assist students in overcoming obstacles.
28. Provide three workshops each semester on life skills for students	28a. Continually refine and create workshop materials by 12/1/15. 6c. Present workshops to students by 5/1/16.
29. By September 30, 2016, 50 students have been referred to the Life Skills Counselor.	29a. Continually evaluate the effectiveness of this student support by 9/30/16. 29b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/16.
30. By September 30, 2016, 20% of the students who were referred to the Life Skills Counselor will be persisting in their education.	30a. Continually evaluate the effectiveness of this student support by 9/30/16. 30b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/16.
31. Offer at least three workshops to students on job readiness skills each semester.	31a. Continually refine and create workshop materials by 12/1/15. 31b. Present workshops to students by 5/1/16.
32. By May 31, 2016, 100 students will have been referred to the Employment Skills Coordinator for assistance	32a. Continually evaluate the effectiveness of this student support by 9/30/16. 32b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/16.
33. Based upon the Consultant's report, Mountwest will develop a written proposed solution to student child care issues by May 31, 2016.	33a. Explore additional grant and fundraising opportunities for child care solutions by May 31, 2016.
34. By September 30, 2016, all institutional external reporting requirements will be submitted accurately and within the reporting deadline.	34a. Create a document of all require external reporting requirements with deadlines for submission. 34b. Establish authority protocols for report creation, review and submission. 34b. Develop a system or calendar to ensure that all reports are created, reviewed and submitted on time.
35. By September 30, 2016, the College will develop a management report catalogue listing relevant analytical data that will be disseminated to the President's Council at the conclusion of each term.	35a. Seek input from the President's Council regarding the need for specific reports and data to better manage the college by 10/30/15. 35b. Create a standard report catalogue of available standard reports by 12/30/15 35c. Disseminate standard reports to President's Council on a monthly basis – ongoing monthly, starting 10/1/15.

36. By September 30, 2016, the IR staff member will collect and disseminate data regarding the grant efforts and outcomes.	36a. All T3 staff will complete monthly progress reports, time and effort reports and other project updates – on-going monthly 36b. The reports will be compiled and disseminated each quarter.
Year 4 (October 1, 2016 - September 30, 2017)	
37. By September 30, 2017 establish one additional on-campus student support group that meets on a regular basis during the semester.	37a. Work with local providers to establish an additional on-site student support group by 2/1/17.
38. By September 30, 2017, 50 students have been referred to on-site mental health services.	38a. Continually evaluate the effectiveness of this student support by 9/30/17. 38b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/17.
39. By September 30, 2017, 20% the students who were referred to mental health services in the previous year will be persisting in their education.	39a. Continually evaluate the effectiveness of this student support by 9/30/17. 39b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/17.
40. Provide three workshops each semester on life skills for students	40a. Continually refine and create workshop materials by 12/1/16. 40b. Present workshops to students by 5/1/17.
41. By September 30, 2017, 50 students have been referred to the Life Skills Counselor.	41a. Continually evaluate the effectiveness of this student support by 9/30/17. 41b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/17.
42. By September 30, 2017, 20% of the students who were referred to the Life Skills Counselor will be persisting in their education.	42a. Continually evaluate the effectiveness of this student support by 9/30/17. 42b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/17.
43. Offer at least three workshops to students on job readiness skills each semester.	43a. Continually refine and create workshop materials by 12/1/16. 43b. Present workshops to students by 5/1/17.
44. By May 31, 2017, 100 students will have been referred to the Employment Skills Coordinator for assistance	44a. Continually evaluate the effectiveness of this student support by 9/30/17. 44b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/17.
45. By September 30, 2017, the IR staff member will collect and disseminate data regarding the grant efforts and outcomes.	45a. All T3 staff will complete monthly progress reports, time and effort reports and other project updates – on-going monthly 45b. The reports will be compiled and disseminated each quarter.
Year 5 (October 1, 2017 - September 30, 2018)	
46. By September 30, 2018 establish one additional on-campus student support group that meets on a regular basis during the semester.	46a. Work with local providers to establish an additional on-site student support group by 2/1/18.
47. By September 30, 2018, 50 students have been referred to on-site mental health services.	47a. Continually evaluate the effectiveness of this student support by 9/30/18. 47b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/18.
48. By September 30, 2018, 20% the students who	48a. Continually evaluate the effectiveness of this

were referred to mental health services in the previous year will be persisting in their education.	student support by 9/30/18. 48b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/18.
49. Establish three additional written partnership agreements with local agencies by September 30, 2018.	49a. Conduct meetings with local providers of human services to assist students in overcoming obstacles.
50. Provide three workshops each semester on life skills for students	50a. Continually refine and create workshop materials by 12/1/17. 50b. Present workshops to students by 5/1/18.
51. By September 30, 2018, 50 students have been referred to the Life Skills Counselor.	51a. Continually evaluate the effectiveness of this student support by 9/30/18. 51b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/18.
52. By September 30, 2018, 20% of the students who were referred to the Life Skills Counselor will be persisting in their education.	52a. Continually evaluate the effectiveness of this student support by 9/30/18. 52b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/18.
53. Offer at least three workshops to students on job readiness skills each semester.	53a Continually refine and create workshop materials by 12/1/17. 53b. Present workshops to students by 5/1/18.
54. By May 31, 2018, 100 students will have been referred to the Employment Skills Coordinator for assistance	54a. Continually evaluate the effectiveness of this student support by 9/30/18. 54b. Based upon evaluation results, continually make adjustments to the referral process and student support system by 9/30/18.
55. By September 30, 2018, the IR staff member will collect and disseminate data regarding the grant efforts and outcomes.	55a. All T3 staff will complete monthly progress reports, time and effort reports and other project updates – on-going monthly 55b. The reports will be compiled and disseminated each quarter.

The strength and stability of our institution is closely tied to our ability to respond to student and industry needs. The addition of the additional student supports outlined in this project will address each of the weaknesses previously noted for Mountwest, as illustrated in the table below.

Institutional Goals	Institutional Weakness	Activity Objectives	Outcomes of Activity
1. Improve student attendance in the classroom	- Low retention and completion rates - High loan default rate	1, 13 – 15, 26	- Improved classroom attendance - Improved success, retention and completion rates
2. Improve and expand student support services to address nonacademic barriers for student success	- Low retention and completion rates - High loan default rate	2 – 5, 8, 10 – 12, 16 – 18, 21, 23 – 25, 27 -30, 33, 37 – 42, 46 – 52,	- Improved student success, retention and completion rates - Students better able to handle life situations
3. Improve job readiness to	- Low retention and	6, 7, 19 , 20 , 31, 32,	- Increased employability

enhance employability after graduation.	completion rates	43, 44, 53, 54	for graduates - Enhanced relationships with employers who hire graduates
4. Create a culture of data-driven, continuous improvement through the collection and analysis of quantitative data for the benefit of all stakeholders.	- Decision-making is not data-driven	9, 22, 34 – 36, 45, 55	- Ability to have strategic data and make informed decisions - Continuously improve operations through access to data.
5. Reduce the student loan default rate.	- High loan default rate	1, 13 – 15, 26	- Link financial aid disbursement to the requirement that students attend class on a consistent basis.
6. Increase revenue through student retention and completion.	- Low retention and completion rates - High loan default rate - Decision-making is not data-driven	1 - 55	- Improved success, retention and completion rates

IMPLEMENTATION STRATEGY

As previously identified, much of the rationale behind Mountwest's implementation strategy was motivated by the lessons learned through the Beacon Project, modeled after similar initiatives at Broome Community College and Grossmont College. In addition, Mountwest used the compilation of student data, student surveys, industry sector focus groups, strategic planning sessions and other relevant reports.

For example, according to a recent report by the American Association of University Women, women make up 57 percent of the students who attend community colleges; many of these women are financially limited and/or academically underprepared, and about 25 percent have children. As such, the report recommends increases in on-campus child care at community colleges, which is offered at fewer than half of such institutions (2013). At this time, Mountwest does not possess quantitative data, fiscal projections or a definitive implementation strategy to provide this type of service. So, the logical, responsible first step in meeting this student need is the assessment piece.

The expansion pilot for financial aid disbursement is modeled after the Institute for College Access and Success and MDRC program "Aid Like a Paycheck."

The following timetable has been developed outlining our ability to effectively and efficiently implement the described activity elements in a short time period.

Specific Tasks	Primary Responsibility	Methods Involved (Tangible Results)	Timeframe
Year 1			
Release Title III Project Director, begin the process of hiring all other Title III positions	President; Human Resources Director; and Title III Director (after release)	Follow current procedure for posting and hiring appropriate employees	10/2013 – 12/2013
Establish a Title III implementation and monitoring team	President; Title III Director	Select an appropriate representation of individuals across the campus community who can guide the Title III implementation	10/2013 – 11/2013
Solicit bids and select external evaluator.	Title III Director; Director of Purchasing	Follow current procedure for soliciting vendor bids	10/2013 – 1/2014
Solicit bids, review and evaluate products and select attendance solution product.	President; Title III Director; Activity Coordinator; CIO; Director of Purchasing	Follow current procedure for soliciting vendor bids, plus on-site review and demonstration of products.	10/2013 – 9/2014
Solicit bids and select external consultants for childcare facility.	Title III Director; Director of Purchasing	Follow current procedure for soliciting vendor bids	1/2014 – 5/2014
Develop referral protocols for non-academic student support Title III staff	Title III Director; Activity Coordinators; Dean of Students; Student Success Counselors	Select individuals who have been familiar with the Beacon Project and the additional resources needed for students to be successful.	10/2013 – 2/2014
Develop a comprehensive financial aid disbursement methodology and plan	President; Title III Director; Deans; Financial Aid Director; CFO; faculty; and students	Open discussion and brainstorming with all parties having input to make improvements to this critical concern of the college.	10/2013 - 9/2014
Provide student workshops for life skills and job readiness	Title III Project Director; Activity Coordinators	Develop presentations for the workshops in conjunction with student success counselors.	1/2014 – 9/2014
Finalize external evaluation plan	Title III Director; External Evaluator	Review and finalize the evaluation plan and instruments.	1/2014 – 2/2014
Refer students to the Mental Health Counselor, Life Skills Counselor and the Employment Skills Coordinator.	Title III Director; Dean of Students	Using the developed protocols, students will be referred to these offices for assistance.	2/2014 – 9/2014
Establish student support group	Activity Coordinator	Work with local providers to establish the necessary plan.	1/2014 - 2/2014

Collect and disseminate data on Title III outputs and outcomes	Institutional Researcher	Compile progress reports from Title III staff on grant outcomes and measures.	1/2014 – 9/2014
Begin external evaluation	Title III Project Director; External Evaluator	Begin following the approved evaluation plan.	3/2014 – 9/2014
Year 2			
Operationalize the attendance reporting software	Title III Project Director; Activity Coordinator; CIO	Install the selected system and integrate it with the current Student information system.	1/2014 – 12/2014
Provide training to faculty and staff on use of new system	Title III Project Director; Activity Coordinator	Develop and lead multiple training sessions for faculty/staff until all users have received training on new system	8/2014 – 12/2014
Pilot the attendance reporting software	Title III Project Director; Activity Coordinator	Begin using the installed software to track attendance and refine it before the results are directly tied to financial aid disbursements.	1/2015 – 5/2015
Provide student workshops for life skills and job readiness	Title III Project Director; Activity Coordinator	Develop the presentations for the workshops in conjunction with student success counselors.	10/2014 – 5/2015
Refer students to the Mental Health Counselor, Life Skills Counselor and Employment Skills Coordinator.	Title III Project Director; Activity Coordinators	Using the developed protocols, students will be referred to these offices for assistance.	10/2014 – 9/2015
Establish an additional student support group	Title III Project Director; Activity Coordinator	Work with local providers to establish the necessary plan	10/2014 – 2/2015
Childcare Consultants report and deliverables	Title III Project Director; External Consultant	As spelled out in the contract terms with the consultant when posted for bid.	10/2014 – 5/2015
Continue external evaluation	Title III Project Director; External Evaluator	Continue following the approved evaluation plan	10/2014 – 9/2015
Collect and disseminate data on Title III outputs and outcomes	Institutional Researcher	Compile progress reports from Title III staff on grant outcomes and measures.	10/2014 – 9/2015
Year 3			
Provide student workshops for life skills and job readiness.	Title III Project Director; Activity Coordinator	Develop the presentations for the workshops in conjunction with student success counselors.	10/2015 – 5/2016
Refer students to the Mental Health Counselor, Life Skills Counselor and Employment Skills Coordinator.	Title III Project Director; Activity Coordinators	Using the developed protocols, students will be referred to these offices for assistance.	10/2015 – 9/2016
Establish an additional student support group	Title III Project Director; Activity Coordinator	Work with local providers to establish the necessary plan	10/2015 – 2/2016
Collect and disseminate data on T3 outputs and	Institutional Researcher	Compile progress reports from Title III staff on grant	10/2015 – 9/2016

outcomes		outcomes and measures.	
Implement the Comprehensive Financial Aid disbursement plan	President; Title III Project Director, Activity Coordinator; CFO; CIO	After successfully piloting the program, fully implement the attendance requirements tied to financial aid disbursement.	10/2015 – 9/2016
Establish three partnerships with human service agencies	Title III Project Director; Activity Coordinator	Work with local providers to bring needed services to our students.	10/2015 – 9/2016
Written proposed solution to student child care issues.	President; Title III Project Director; Director of Development; President's Council	Using the Consultant's report and findings, determine a recommended plan of action for child care solutions.	10/2015 – 9/2016
File all external reporting requirements within the appropriate deadline	Institutional Researcher	Meet all deadlines for required reports.	10/2015 – 9/2016
Develop management reports for dissemination	Institutional Researcher	Disseminate reports on a monthly basis.	10/2015 – 9/2016
Continue external evaluation	Title III Project Director; External Evaluator	Continue following the approved evaluation plan.	10/2015 – 9/2016
Collect and disseminate data on Title III outputs and outcomes	Institutional Researcher	Compile progress reports from Title III staff on grant outcomes and measures.	10/2015 – 9/2016
Year 4			
Provide student workshops for life skills and job readiness	Title III Project Director; Activity Coordinator	Develop the presentations for the workshops in conjunction with student success counselors.	10/2016 – 5/2017
Refer students to the Mental Health Counselor, Life Skills Counselor and Employment Skills Coordinator.	Title III Project Director; Activity Coordinators	Using the developed protocols, students will be referred to these offices for assistance.	10/2016 – 9/2017
Establish an additional student support group	Title III Project Director; Activity Coordinator	Work with local providers to establish the necessary plan	10/2016 – 2/2017
Collect and disseminate data on Title III outputs and outcomes	Institutional Researcher	Compile progress reports from Title III staff on grant outcomes and measures.	10/2016 – 9/2017
File all external reporting requirements within the appropriate deadline	Institutional Researcher	Meet all deadlines for required reports.	10/16 – 9/17
Develop management reports for dissemination	Institutional Researcher	Disseminate reports on a monthly basis.	10/16 – 9/17
Continue external evaluation	Title III Project Director; External Evaluator	Continue following the approved evaluation plan	10/16 – 9/17
Year 5			
Provide student workshops for life skills and job readiness	Title III Project Director; Activity Coordinator	Develop the presentations for the workshops in conjunction with student success counselors.	10/2017 – 5/2018

Refer students to the Mental Health Counselor, Life Skills Counselor and Employment Skills Coordinator.	Title III Project Director; Activity Coordinators	Using the developed protocols, students will be referred to these offices for assistance.	10/2017 – 9/2018
Establish an additional student support group	Title III Project Director; Activity Coordinator	Work with local providers to establish the necessary plan	10/2017 – 2/2018
Establish three partnerships with human service agencies	Title III Project Director; Activity Coordinator	Work with local providers to bring needed services to our students.	10/2015 – 9/2016
Collect and disseminate data on T3 outputs and outcomes	Institutional Researcher	Compile progress reports from Title III staff on grant outcomes and measures.	10/2017 – 9/2018
File all external reporting requirements within the appropriate deadline	Institutional Researcher	Meet all deadlines for required reports.	10/2017 – 9/2018
Develop management reports for dissemination	Institutional Researcher	Disseminate reports on a monthly basis.	10/2017 – 9/2018
Continue external evaluation	Title III Project Director; External Evaluator	Continue following the approved evaluation plan	10/2017 – 9/2018

KEY PERSONNEL

Quality and experience of key personnel will facilitate the institutionalization of this project and its self-sufficiency after the term of the grant. Careful consideration has been given to the job description and qualifications for each position related to the project. By filling these positions in a timely manner with qualified applicants, Mountwest can facilitate a smooth integration of project activities into the college norm.

Hiring procedures for this project will adhere to Mountwest's normal hiring practices in compliance with GEPA and federal and state laws. All positions and descriptions have been reviewed and approved by Mountwest's Office of Human Resources & Employee Development. Mountwest will provide basic office equipment and space for all Title III staff.

Title III Project Director (50%, Years 1-5): The Title III Project Director is essential to overall success of this project. The Project Director will be the coordinator of change, overseeing every aspect of the project and recommending changes based on project outputs. This individual is

responsible for leveraging Title III funding with other grant, state and private resources in order to enhance and sustain the project in the years to come. Due to the overarching themes of student support and student success, Mountwest believes it to be in the best interest of the institution that the current Beacon Project Manager reduce her time to 50% on the TAACCCT (as that grant comes to a close) and split her time evenly with the Title III project, as these two efforts go hand-in-hand. As evidenced from her abbreviated resume below, Ms. Bowman has significant administrative and budgeting experience in higher education and is the ideal candidate to fill this role.

Title III Project Director (50%, 12 months, Years 1-5)	
Qualifications	Responsibilities
- Master's degree in business, education, administration or related field. - At least five years of administrative management experience in higher education. - Experience in program evaluation, personnel and budget management. - Strong interpersonal and communication skills. - Ability to work as part of a team. - Strong leadership skills.	- Overall coordination of Title III grant activities, including collaborating with various offices and divisions to ensure that all grant outputs and outcomes are met. - Approve and coordinate all expenditures of grant funds, including personnel. - Work with independent evaluator to coordinate ongoing formative, summative and quasi-experimental project evaluation. - Communicate the goals of the Title III grant project with all college constituencies. - Assist in the recruitment of key personnel related to the project. - Complete and submit fiscal and technical performance reports to the U.S. Department of Education. - Develop cash flow and expenditure plans and projections for the grant funds. - Coordinate grant activities with the Federal Project Officer. - Collaborate with the Dean of Student Services and others to develop and implement various activities of the grant. - Work with the College President to institute a cultural change that is student-centered and customer service-driven. - Work with the College President and Program Chairs to identify issues and solutions related to our low passage rates by students.
Proposed Project Director – Luanne Bowman	
Experience	
Mountwest Community & Technical College (2012-Present) *Beacon Project Manager* - Responsible for the implementation and management of a three year, $5 million dollar TAACCT grant through the U.S. Department of Labor. **Rio Grande Community College (2000-2011)** *Vice President for Financial and Administrative Affairs* - Responsible for the overall financial and administrative operation of the Community College. **Additional Experience:** President, Rio Grande Bookstore Corp. (2001-2006); Finance & Administration Manager, Clay Center for the Arts & Sciences (1999-2000)	
Education	
West Virginia University, MBA (1997); **Marshall University**, BBA (1989)	

Key Activity Personnel: Effective activity staffing is essential to the success of this project. In addition to the positions listed below, Mountwest commits the involvement of our financial aid and counseling staff, academic program chairs and faculty, Office of Business Services and Office of Information Systems, realizing that the success of this project must be a college-wide effort. As a part of the institutionalization process, we will work during Year 5 to transition all retained Title III employees to the appropriate division or department, shifting the reporting structure accordingly.

Activity Coordinator/Life Skills Counselor (100%, Years 1-4; 25%, Year 5): This individual will report directly to the Project Director and have appropriate access to the Dean of Student Services and President. This will ensure the coordinator the authority to manage and implement day-to-day activities. Mountwest will begin institutionalizing this position at the end of Year 4, with the institution supporting 75% of the position in Year 5.

Activity Coordinator/Life Skills Counselor (100%, 12 months, Years 1-4; 25%, 12 months, Year 5)	
Qualifications	Responsibilities

- Bachelor's degree in counseling, education, psychology, social work or a related field. Master's degree preferred.
- At least two years of experience as teacher, counselor or social worker.
- Preference will be given to candidates with experience serving disadvantaged populations.
- Sensitivity to the needs of disadvantaged students.
- Flexibility to adapt to changing program and student needs.
- Strong written and oral communication skills.
- Ability to work as a team player.
- Ability to maintain confidentiality.
	- Develop a Life Skills program and referral system, including assessments, for students in the areas of:
	    ■ Money Management/Consumer Awareness
	    ■ Personal Health & Wellness
	    ■ Housing and Housekeeping
	    ■ Transportation
	    ■ Child Care
	    ■ Educational planning
	    ■ Knowledge of community resources
	    ■ Interpersonal skills
	    ■ Legal assistance
	- Develop strategic partnerships with local agencies and nonprofits.
	- Work with faculty to be able to recognize students who may benefit from a Life Skills program and how to discretely recommend those students to the counselor.
	- Train student success counselors to be able to assist students with the components of the Life Skills program and how to conduct assessments.
	- Assist Project Director in project evaluation.

Activity Coordinator/Software Technician (100%, Years 1-3; 50%, Years 4-5): The Activity Coordinator/Software Technician will serve as the lead on major technology initiatives related to

this project. This individual will report directly to the Project Director and have appropriate access to the Chief Information Officer and President. This will ensure the coordinator the authority to manage and implement day-to-day activities. Mountwest will begin institutionalizing this position at the end of Year 3, with the institution supporting 50% of the position in Year 5.

Activity Coordinator/Software Technician (100%, 12 months, Years 1-3; 50%, 12 months, Years 4-5)	
Qualifications	Responsibilities
- Master's degree in Psychology or Mental Health Counseling from an accredited college or university. - At least one year of responsible supervised experience in Mental Health Counseling. - National Board certified. - Thorough knowledge of mental health counseling practices, including governing laws. - Possess sound professional judgment, confidentiality, initiative, resourcefulness, flexibility, dependability, courtesy and tact.	- Lead the implementation of new classroom attendance software. - Integrate new software programs with current management information systems. - Provide troubleshooting and ongoing support for the software. - Lead the implementation of a reporting solution for data collected via the software. - Administer related professional development activities for faculty and staff who use the software. - Compile a user-friendly manual for software related to the project. - Assist in project evaluation.

Activity Coordinator/Institutional Researcher (100%, Years 1-2; 75%, Year 3; 50%, Year 4; 25%, Year 5): The Activity Coordinator/Institutional Researcher will report directly to the Project Director and have appropriate access to the President. This will ensure the coordinator the authority to access necessary data and implement day-to-day activities. Mountwest will begin institutionalizing this position at the end of Year 2, with the institution supporting 75% of the position in Year 5.

Activity Coordinator/Institutional Researcher (100%, 12 months, Years 1-2; 75%, 12 months, Year 3; 50%, 12 months, Year 4; 25%, 12 months, Year 5)	
Qualifications	Responsibilities
- Master's degree required. - Five to seven years of experience in field, preferably in higher education. - Working knowledge of research design and methodologies. - Experience in qualitative and quantitative research, statistical analysis, and reporting - Statistical/data analysis skills and	- Direct all planning, assessment, trend analysis and institutional research-related activities. - Recommend changes to data collection, maintenance and use to improve data quality and integrity. - Provide expert consultation to academic and administrative departments on outputs and outcomes, research methodology, data management, and data analysis and interpretation for their own programs of self-study, planning and assessment activities. - Conduct training for the program review and outcome assessment

the capacity to synthesize data for clear communication to a wide range of audiences. - Strong written and oral communication skills. - Ability to effectively collaborate and consult with institutional leadership - Advanced in MS Office and SPSS. - Excellent project management skills with a proven track record of accuracy. - Strong leadership skills with the ability to remain impartial. - Knowledge of higher education data systems and data analysis software.	processes. - Provide and analyze quantitative data on institutional enrollment, retention, projections, student and alumni indicators and fiscal matters to help with strategic planning and decision-making. - Develop and implement a system assessing institutional effectiveness of programs and services, including surveys, data reports, qualitative and quantitative analyses, and research reports to make recommendations for institutional improvement. - Submit relevant reports to WVHEPC, WVCTCS, IPEDS, etc. - Work effectively with institutional leaders and grant administrators to identify and subsequently produce reports on key performance indicators. - Work closely with Title III Project Director on project evaluation.

Mental Health Counselor (100%, 10 Months, Years 1-5): This individual will provide psychological services to college students, consults with faculty and staff, works collaboratively within the college community. He or she will report directly to the Project Director and have appropriate access to the Dean of Student Services. This will ensure the coordinator the authority to manage and implement day-to-day activities. In Years 3-4, Mountwest will explore whether it is in the best interest of the students to institutionalize the position or partner with an outside entity, like Prestera Center, for on-campus mental health counseling.

Mental Health Professional (100%, 10 months, Years 1-5)	
Qualifications	Responsibilities
- Master's degree in Psychology or Mental Health Counseling from an accredited college or university. - At least one year of responsible supervised experience in Mental Health Counseling. - National Board certified. - Thorough knowledge of mental health counseling practices, including governing laws. - Possess sound professional judgment, confidentiality, initiative, resourcefulness, flexibility, dependability, courtesy and tact.	- Provide direct clinical services, including personal counseling, assessment, consultation and referrals for students suffering from mental illness, substance abuse domestic violence, etc. - Develop and present educational outreach programs and services. - Provide mental health consultation to college staff as requested. - Facilitate relationships within college community. - Maintain accurate progress records for project evaluation, in compliance with all FERPA and HIPPA guidelines. - Assist in project evaluation.

Employment Skills Coordinator (100%, Years 1-4; 25%, Year 5): This individual will report directly to the Project Director, work cooperatively with the Career Services Director and have

appropriate access to the Dean of Student Services. This will ensure the coordinator the authority to manage and implement day-to-day activities. Mountwest will begin institutionalizing this position at the end of Year 4, with the institution supporting 75% of the position in Year 5.

Employment Skills Coordinator (100%, 12 months, Years 1-4; 25%, 12 months, Year 5)	
Qualifications	Responsibilities
- Bachelor's Degree required. - At least 1-3 years related experience in recruiting, staffing, career services, career coaching, marketing, sales or similar field. - Strong interpersonal communication skills - Proven ability to build and maintain relationships, handle confidential information and effectively problem solve. - Strong time-management skills and ability to work independently.	- Work cooperatively with the Career Services Director to effectively serve all Mountwest students. - Assist students with effective resume writing, use of social media in job searching, effective job search strategies, networking advice and conducting mock interviews. - Administer career inventory assessments. - Mentor and coach students in their development of job readiness skills such as time management, business etiquette, communication and other soft skills to assist students in becoming strong candidates for employment. - Partner with faculty members to increase awareness of in-field employment and internship opportunities and educate students on occupational directions within their program of study. - Develop and/or facilitate interactive training sessions/webinars that match students' needs. - Assist with industry or school-specific job fairs, including planning, marketing and outreach. - Assist in project evaluation.

Consultant (contractual, Year 2): Mountwest will hire a consultant to conduct a needs assessment and feasibility study related to child care. This individual or group will be considered an expert in the field of child care facilities by industry standards. The most qualified individual for this activity that Mountwest currently has on staff is a professor with a full-time teaching load and takes on additional responsibilities as the program director for the college's Early Childhood Education program. This individual will support and assist the consultant in this activity, however, she does not have the time nor research expertise to conduct the full-scale assessment this project on her own. Mountwest also believes it to be in the best interest and integrity of the activity that the assessment be conducted by an external third party.

Third-Party Evaluator (contractual, Years 1-5): The external evaluator must have extensive knowledge of research principles and methodologies; experience with data collection and

analysis; knowledge of postsecondary education; experience assessing student academic success; and the ability to produce the deliverables outlined in an RFP within a specific timeframe. Additional qualifications and responsibilities are listed in the Evaluation Plan.

The time commitments presented in this narrative are realistic in that they reflect the anticipated work and caseload of the specific tasks expected of that position. The Project Director is an experienced manager and will monitor workload and production throughout the project. As an administratively young institution, it is imperative that Mountwest use the first four years of the project to plan and prepare for the institutionalization of these positions during Year 5. So then, at the conclusion of the project, the remaining transitions can occur seamlessly.

INSTITUTIONALIZATION PLAN

Mountwest fully anticipates integrating project activities into the college's normal operating functions to facilitate continued project goal attainment. Through the initial investment of Title III funds and gradual salary assumption, Mountwest will be able to sustain the project at the conclusion of the five-year grant period.

The institutional cost for the entire project in Year 6, the first year following the end of the grant term, is estimated at $185,000. This consists primarily of personnel costs. Mountwest would maintain 25% of a software technician's time for the attendance tracking system, preferably through retention of the individual hired through the project. Mountwest would also retain the Institutional Researcher and Mental Health Professional as full-time employees. The college would also allot a consistent supply budget of $4,000, as resources allow, for the continuation of the project.

During the life of the grant, it will be a full-time job to initially identify human service agencies and establish relationships and contracts with them. However, once these relationships

are established Mountwest believes it realistic to defer the referral role of the Life Skills

Counselor to our Student Success Counselors. Mountwest will, however, provide a reasonable

stipend to one counselor to maintain partnerships and contracts with outside agencies.

Table 7. Amount of tuition revenue generated by student retention.

Students retained	Tuition – estimated 2013	Total Revenue
20	$2,802	$56,040
25	$2,802	$70,050
50	$2,802	$140,100
100	$2,802	$280,200

The table above illustrates the amount of tuition revenue that can be generated by

retaining students. We believe that our additional support strategies outlined in this proposal can

and will save students from dropping out of college. As indicated, providing the resources to

students to keep them on the path toward their educational goals can be costly. However, the

results to be achieved will generate the necessary funds to cover the expenditure.

Mountwest's plans for institutionalization not only include a financial commitment but

also consist of transitioning key personnel into the appropriate department and reporting

structure. The counselors would report to the Dean of Students, the software technician to the

CIO and institutional researcher to the President.

PROJECT MANAGEMENT PLAN

<u>Administrative Authority</u>: The College President will ultimately be responsible for the success

of the Title III project and will be personally involved to champion the project and help faculty,

staff and students understand its role in strengthening the institution. However, the President will

delegate authority of the administration and day-to-day operation of the project to the Title III

Director. The Title III Project Director will report directly to the President, and serve as a

member of the President's Governing Council. The job description and a brief summary of

qualifications have been provided in the Key Personnel section of this proposal.

The President's Governing Council will act as the Title III monitoring team. This Council is composed of the President's executive management team, several of whom served on the proposal planning team. The Council meets on a weekly basis. The Title III Project Director will keep the Council updated on the activities of the project and will look to the group for support and solutions if any problems or issues arise.

The Title III Project Director will develop and maintain policies, procedures, detailed staff job descriptions and responsibilities, monitor grant activities and follow all reporting requirements. The Project Director will maintain and complete the following management procedures designed to lead to complete project integration into regular institutional operations.

Regular Title III staff meetings	- Title III Director will meet with the all Title III staff on a weekly basis. - As the Title III project becomes established and successful, staff meetings may become bi-monthly.
Time/effort reports	- Monthly time and effort reports will be completed by each Title III employee. - Reports will be submitted to the Title III Director each month.
Monthly progress reports	- Monthly progress reports will be completed by Title III staff and filed with the Title III Director each month. These reports will reflect the progress toward stated activity objectives and goals. - Unanticipated issues or delays in accomplishing stated objectives will be noted and reported to the Title III Director along with alternative solutions. - These reports will also aid the Project Director in the production of timely reports to the U.S. Department of Education.
Quarterly summary reports	- The Title III Director will produce quarterly summaries of monthly reports from staff, reflecting the overall progress toward the activity objectives - These summaries will be developed by the Title III Director and shared with the President, President's Council and Title III staff.
Annual reports	- The Title III Project Director will compile annual reports after September 30 of each grant year using information that was submitted monthly and quarterly by Title III project staff.
Fiscal and accounting procedures	- Monthly reports of project expenses and budget status from the college's financial management system Office of Business Services will be cross-checked with the Title III Director's records. - All federal funds received and disbursed under Title III will be included in the annual report from Mountwest's independent auditors.

<u>Title III Representation in Standard Governance and Committee Structure</u>: The Title III Project Director will sit on the President's Council, College Council and will attend meetings of the Faculty Council and Classified Staff Council to provide project updates, progress reports and to incite activity engagement in the project.

The goals and results of the Title III project will be regularly discussed at the above-mentioned meetings as well as quarterly college-wide meetings. Regular updates will also be placed in the *Employee Connection*, the college's weekly email communication to faculty and staff, and *Career Focus*, Mountwest's 16-page magazine that is distributed semiannually to more than 145,000 households in the Tri-State region. Items of particular note or success will be presented as a press release to local media outlets. At the conclusion of each project year, the Title III Project Director will also present an annual report to Mountwest's institutional board of governors.

EVALUATION PLAN

Mountwest is committed to rigorous, objective assessment of the progress of the project by measuring achievement and comparing outcomes to stated Activity Objectives. We are committed to measuring Title III activity contributions toward the accomplishment of key overall institutional goals and measurable objectives. We are committed to measuring Title III activity outputs toward the accomplishment of key overall institutional goals and measurable objectives. The President's Council will be well-versed in the scope and purpose of Title III funding, and independent of project activity, will review formative and summative reports to determine quality of project implementation and achievement of activity objectives, and make recommendations for changes.

Mountwest proposes to evaluate our Title III Project through an ongoing process designed to improve the project through its years of funding, ensure that it meets its activity objectives and produces lasting positive impacts for the institution, and supports standards and demonstrate program accountability. More specifically, the proposed evaluation design includes built in mechanisms to measure progress toward activity objectives and performance indicators,

allowing project staff to use evaluation results to modify activity initiatives as necessary for continued progress toward our ultimate goal of increased enrollment while simultaneously contributing toward the broader measures of increased higher education enrollment, retention and completion.

Mountwest proposes to engage an external evaluator to analyze the results of the *Attendance Pays* project and all related aspects of this grant. Mountwest is very familiar with the advantages of using an external evaluator for projects such as this. The goal of external evaluations is to provide merit to the data collected through the project and facilitate and interpret that data so that it may be used to refine the details of the project to achieve maximum results. We have also found it critical for that individual or group to be involved in the beginning stages of the project and work with the Project Director to establish appropriate benchmarks and timelines.

Mountwest currently has an external evaluator on contract that is evaluating its Round 1 TAACCCT project and providing timely feedback on grant activities. Sheba International is a local firm with many years of experience in evaluating national grant projects. Its president, Dr. Girmay Berhie, is the lead evaluator for the Beacon project. Dr. Berhie is conducting both a quasi-experimental evaluation and a formative evaluation on the project to assess the outcomes. He provides the College management with timely reports and feedback as to the outcomes of the project goals and activities. Mountwest will produce an RFP for the Title III project evaluator. We will seek to contract the services of an individual or group with similar qualifications as Dr. Berhie.

Data Collection and Analysis: As identified in our weaknesses, Mountwest had experienced difficulties in collecting and strategically analyzing data, including self-reported data, and

inconsistent or missing data. This will be addressed with the employment of the Institutional Researcher. This Researcher will document clear data definitions, work with the current student information systems to access and develop methodologies for systematic collection of the necessary data. In coordination with the External Evaluator, the Institutional Researcher will participate in the development of a simple data collection instrument for the Title III grant. The first crucial step will be establishing an identifier to code the students in the current student information system who will receive the assistance of the various counselors and services. This will allow us to accurately track participants and the associated outcomes.

Data analysis will include descriptive, quantitative and qualitative data collected prior to the project (baseline), during project implementation, at the end of each project year and at the end of the entire five-year project.

- Descriptive data/statistics will include student demographics (such as socio-economic status, race/ethnicity, gender age, academic preparation and outcomes) for the students who utilize the Title III services.

- Quantitative data (unlike descriptive or qualitative data) measure outcomes interpreted in rates and proportions.

- Qualitative data reports satisfaction with interventions and enhancements through surveys and focus groups. Data analysis will both formative and summative.

Formative evaluations will be used to determine whether implementation of activities is yielding anticipated outcomes and if modifications are needed. Surveys will be administered to participating students and faculty during the life of the project. Activity staff will be reviewing these data with the external evaluator to produce reports on a regular basis and analyze the outcomes. These reports will be reviewed and evaluated by the external evaluator who will make

recommendations to the President and Project Director for refinements and changes to be implemented in subsequent semesters.

Summative evaluation will use relevant data from the formative evaluation and analyze quantitative and qualitative data (as described above and listed below in the evaluation matrix) collected for the project year and measured against project goals/objectives. Activity objectives express annual outcomes on which will be reported in year-end and Project-end Summative Evaluation Reports. These reports will be delivered to the President and Project Director for further dissemination to College staff and faculty.

Implementation Strategies detail the tasks, participants, methods, results and timelines leading to these performance indicators. The Project Director and activity staff will report completion of tasks and activities in meetings and monthly written reports. This will provide an early warning if an objective or activity is in jeopardy because a task is behind schedule and allows an adjustment to be made so the desired outcome can still be achieved.

Data required to evaluate all objectives are expressed as numbers or percentages and can be analyzed using simple mathematical calculations. However, when necessary, Mountwest will employ statistical methods to verify the validity of a small sample, item analysis to identify the correlation between responses to single survey or test questions and overall results, and methods to assess the statistical significance of outcomes' variance from objectives. Software ranging from MS Word documents, Excel spreadsheets to statistics packages such as SPSS to analyze data and will present the data in graphic form when appropriate.

Mountwest takes the investments of federal funds very seriously. We have a proven track record of managing federal funds through our Round 1, single institution, $5 million TAACCCT grant through the U.S. Department of Labor. We have made every effort to include the most

appropriate evaluation procedures in this proposal, but we realize that the selected evaluator will play an important role in the specific details and implementation of the evaluation plan.

Data Elements and Procedures of Collection/Analysis to Measure Attainment of Activity Objectives			
Type of Objective	**Baseline Data**	**Project Data**	**Collection/Analysis Procedures**
Attendance policy and financial aid disbursement	- Current loan default rate is 31%. - Current % of students withdrawing = 25% - Current % of students successfully completing courses = 70%	- % of students defaulting on student loans - % of students withdrawing from course - % of students successfully completing courses.	- Information from financial aid office and US DOE on default rates. - Information from the student information system on the % of students who withdraw. - Information from the student information system on the number of students who successfully complete courses.
Non-academic support system	- No such systems in place; baseline = 0 - Current retention rate of students from one semester to the next	- Number of students referred to each of the non-academic supports - Improved retention rates of students engaged in non-academic supports	- Information from the student information system as to the number of students engaging the services of the non-academic supports. - Information from the student information system on the success and retention of the students engaging the services of the non-academic supports.
Improve job readiness	- No such systems in place; baseline = 0	- Number of student utilizing supports - Number of students who participate in workshops.	- Information from the student information system as to the number of students engaging these services. - Feedback from employers as to the job readiness of graduates

Quantitative and Qualitative Data: The above table shows that we are collecting both quantitative, objective data (student grades, retention rates and reenrollment rates) and qualitative, subjective data (readiness of supports, student attendance data, operational success of new non-academic initiatives, etc.). We will attempt to collect qualitative data using as many unbiased and revealing ways as we can ensure meaningful evaluations of the data and our progress.

Independent Analysis: Day-to-day project evaluation will be completed on a continual basis by Project and College staff. However, the services of an external evaluator are listed in each

year to provide expertise and independently assess all aspects of the Title III project and associated goals. The external evaluator will make regular site visits to Mountwest, work with the Project Director and other project staff, meet with the President as needed and facilitate the implementation of the evaluation plan.

Responsibilities of Independent Evaluator	Qualifications
- Provide information of appropriate methodologies (such as those used by other Colleges for similar purposes) and recommend research designs for evaluation (Year 1) - Provide information on appropriate documentation to verify compliance with Federal regulations (Year 1) - Train Project Staff on effective evaluation processes (Year 1) - Examine progress of project administration and evaluation and make specific recommendations for improvement (Years 2 – 4) - Submit written reports on a quarterly basis.	- Five years' experience evaluating federally funded projects. - Strong background in evaluation procedures in higher education - Understanding of Title III regulations - Familiarity with the College's operating structure. - Experience in post-secondary accreditation - Knowledge of the best practices in academic programs and evaluations.

Task (What)	Personnel (Who)	Methods (How)	Time Frame (When)
Review Title III guidelines, activity objectives, performance indicators, implementation plan, develop evaluation schedule and details.	President; Title III Project Director; President's Council	Meet to discuss the tasks and create schedule detailing activities, responsible persons and timelines.	October to November, each grant year
Post, evaluate and engage and external evaluator	President; Title III Project Director	Director recommends external evaluator to President for hire after reviewing qualified candidates	October 2013 to January 2014
Hold initial meeting of evaluator with project staff and president's council for training/orientation	External Evaluator; Title III Project Director; and Staff	On-site visit of external evaluator to meet with project staff to orient all participants to evaluation processes and their roles and responsibilities.	January 2014
Establish internal T3 operating policies and guidelines	Title III Project Director; Staff; and External Evaluator	T3 project staff develop a draft policy manual to administer the grant activities	January 2014 to February 2014
Establish the details of the research methodology	Title III Project Staff; External Evaluator	Evaluator provides information on appropriate methodologies; recommends procedures for evaluating Activity outputs and outcomes.	January 2014 to March 2014
Establish detailed procedures to implement research methodology	Title III Project Staff; External Evaluator; and other Mountwest Staff, as	Staff determines the baseline and project data collection methods and	October to November, each grant year

	needed	time frames, define analysis methods including statistical techniques, assign responsibilities	
Conduct Formative Evaluation for Activity Objective	External Evaluator; Title III Project Staff	Review Performance Indicators and Implementation strategies; note steps accomplished, reasons for steps not accomplished and plans to address delays.	Monthly and quarterly, each grant year
Conduct mid-year fiscal review	Title III Project Director; CFO; External Evaluator	A review and reconciliation of annual project expenditures	February, each grant year
Collect and analyze baseline and project data to measure achievement objectives	Title III Project Staff; Mountwest staff as required; External Evaluator	Staff and evaluator calculates achievements of objectives, applying statistical methods when appropriate for analysis	January and June (at the end of each academic semester) – each grant year
Present quarterly and annual reports to the President	Title III Project Director; External Evaluator	Compilation of staff reports and reports from the evaluator are reviewed with the President	Quarterly and annually, each grant year
Review and finalize institutionalization plan	President; Title III Project Director; Title III Project Staff; and President's Council	Project and the College administration and faculty work together to ensure progress toward institutionalizing the activities if the T3 grant.	November to December, each grant year

BUDGET

The budget necessary to accomplish the proposed activities is adequate and reasonable, based upon prevailing costs in the region and institutional experience. Full details are included in the Budget Narrative Form, uploaded as a separate attachment as required by Grants.gov.

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COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority 1: Increasing Postsecondary Success: College Completion

The primary purpose of the *Attendance Pays* project is college completion. Mountwest Community & Technical College primarily serves a high-need population, with 90 percent of students qualifying for some type of financial aid. The overall success rate of Mountwest students is a definite and primary concern.

Table 8. Graduation Rates for 100%, 150% and 200% of normal time.

Cohort Year 2008	
Time	Graduation Rate
100% of Normal Time	4%
150% of Normal Time	8%
200% of Normal Time	12%

Source: MCTC Student Information System, 2013.

The related goals of this project will significantly increase the completion rate of Mountwest students, namely by (1) improving student attendance in the classroom; (2) improving and expanding student support services to address nonacademic barriers for student success; and (3) increasing revenue through student retention and completion. In an effort to accomplish these goals, Mountwest will achieve the following objectives:

- By May 31, 2015, the average rate of class attendance will be 75%.

- By May 31, 2015, the percentage of students completing a course with a 'C' or better will be 65%.

- By August 15, 2015, Mountwest will implement a comprehensive financial aid disbursement plan which will reduce the number of "ghost" students after the fourth week of courses by 20%.

- By September 30, of each grant year, establish one additional on-campus student support group that meets on a regular basis during the semester.

- By September 30 of each grant year, 50 students have been referred to on-site mental health services.

- By September 30 of each year, beginning in 2015, 20% the students who were referred to mental health services in the previous year will be persisting in their education.

- Produce a written proposal to resolve student child care issues by May 31, 2016.

- By September 30 of each grant year, 50 students have been referred to the Life Skills Counselor.

- By September 30 of each year, beginning in the 2015, 20% of the students who were referred to the Life Skills Counselor will be persisting in their education.

Mountwest Community & Technical College will accomplish these goals and objectives through the following project activities:

- Implementation of a computerized card swipe system for classroom attendance.

- Monitored attendance data resulting in timely interventions by faculty and/or Student Success Counselors.

- Expanded pilot program for financial aid disbursement. The idea being that the lure of the "paycheck" would incite students to continue attending class, thus reducing the number of "ghost" students who have no intention of earning a degree.

- Establish on-site mental health services.

- Conduct a needs assessment and feasibility study related to child care.

- Establish internal mechanism to help students solve "life skills" issues.

- Connect students with local agencies that can provide human services to students.

Many of the students who are at risk of dropping out of school do not know that they are at risk. This is why students do not pursue off-site counseling and why many just give up. This Title III intervention has the potential to not only significantly increase Mountwest's classroom attendance, annual retention and completion rates, but for the individual student, change lives.

Competitive Preference Priority 2: Improving Productivity

Attendance Pays will be tremendously beneficial to Mountwest from a productivity standpoint. First, a reduction in the number of ghost students allows Mountwest faculty and staff to spend their time effectively serving those students working toward a certificate or degree. An additional element of this project designed to improve the productivity of the college's Student Success Counselors is the referral system established through project activities. By incorporating an internal mechanism to address mental health, life skills and job readiness issues and providing these services on-site, our Student Success Counselors will be able to focus on academic supports and advising.

We live in a data-driven world. Data drives capacity and funding, and should thereby drive decision-making. The shift toward creating a culture of data-driven, continuous improvement through the collection and analysis of quantitative data for the benefit of all stakeholders does not happen overnight. However, the potential this sweeping change has to completely overhaul the way we determine academic programming, monitor student achievement and ensure fiscal stability is well-worth the investment of time and resources.

The immediacy with which we will be able to collect and analyze data as a result of this project cannot be overlooked. At present, faculty and staff could spend weeks, if not months,

trying to collect data that may or may not exist. Even then, it is not presented to them in a form that can be manipulated and analyzed to really hone in on answer and make timely interventions.

In addition to the objectives mentioned under Competitive Preference Priority 1, by improving our productivity as an institution, Mountwest will also achieve the following objectives:

- By May 31 of each grant year, 100 students will have been referred to the Employment Skills Coordinator for assistance.

- By September 30, 2016, all institutional external reporting requirements will be submitted accurately and within the time deadline.

- By September 30, 2016, the College will develop a management report catalogue listing relevant analytical data that will be disseminated to the President's Council at the conclusion of each term.

These objectives will be met primarily through the activities outlines under Competitive Preference Priority 1 and through the establishment of an Office of Institutional Research and all that that activity entails.

ADDENDUM ACKNOWLEDGEMENT FORM
REQUEST FOR PROPOSAL (RFP)   MCTC_____

Instructions: Please acknowledge receipt of all addenda issued with this RFP by completing this addendum acknowledgment form.   Check the box next to each addendum received and sign below. Failure to acknowledge addenda may result in bid disqualification.

Acknowledgment: I hereby acknowledge receipt of the following addenda and have made the necessary revisions to my proposal, plans and/or specification, etc.

Addendum Numbers Received:
(Check the box next to each addendum received)

☑ Addendum No. 1   ☐ Addendum No. 6

☐ Addendum No. 2   ☐ Addendum No. 7

☐ Addendum No. 3   ☐ Addendum No. 8

☐ Addendum No. 4   ☐ Addendum No. 9

☐ Addendum No. 5   ☐ Addendum No. 10

I understand that failure to confirm the receipt of addenda may be cause for rejection of this bid. I further understand that any verbal representation made or assumed to be made during any oral discussion held between Vendor's representatives and any College personnel is not binding. Only the information issued in writing and added to the specifications by an official addendum is binding.

Thomas P. Miller and Associates, LLC
Company

Thomas C. Miller
Authorized Signature

12/9/2014
Date

NOTE: This addendum acknowledgement should be submitted with the bid to expedite document processing.

Revised 09/04/2014

Mountwest
Community & Technical College

PURPOSE: To provide a response to vendor questions for the clarification and/or modification of project detail and specifications.

1) **The RFP states that the decision about the external evaluation will be made in the January to February timeframe of 2014. Has the timeframe slipped to November, 2014.**

   All dates referenced in the Grant Proposal (Appendix A) should be moved forward by one calendar year. The grant proposal was originally submitted during federal fiscal year 2013; however, the grant was not awarded until the current federal fiscal year cycle. Therefore, January 2014 would become January 2015.

2) **Is the evaluation expected to commence during Year 2 of the grant or has the entire schedule slipped by a year?**

   All dates referenced in the Grant Proposal (Appendix A) should be moved forward by one calendar year. The grant proposal was originally submitted during federal fiscal year 2013; however, the grant was not awarded until the current federal fiscal year cycle. Therefore, January 2014 would become January 2015.

3) **On page 19 of the Appendix A of the RFP, it states "we propose engaging consultants to conduct student focus groups…" Are these focus groups a task of the evaluation?**

   While the conducting and information collecting activities are not a task assigned to the external evaluator, the College anticipates that the evaluation plan developed would provide a mechanism to measure progress towards project goals impacted by the strategies developed as a result of the focus groups.

4) **On page 22 of the Appendix A of the RFP, it states "we propose engaging a professional consultant(s) to assist…" Are the activities described in this paragraph a task of the evaluation?**

   While these specific activities are not a task assigned to the external evaluator, the College anticipates that the evaluation plan developed would provide a mechanism to measure progress towards project goals impacted by the formal plan developed, as needed, to seek partnerships and or additional funding sources to address challenges faced by the College student body as it relates to child care.

5) **Is Sheba International precluded from bidding on this evaluation?**

   Any vendor who is a registered vendor in good standing with the State of West Virginia and can meet the specifications as provided for in the RFP is eligible to bid.

6) **Are the data/information systems in place to identify which students are getting specific types of support services?**

The College is actively assessing the data/information system options identified for the maintenance of this data. The business processes and data collection activities are in place and may need adjusted once the final information system to be utilized is identified.

7) **What information or measures are available about job readiness of graduates?**

Students complete a career services exit interview which allows the College to capture information related to on the job training that they have received through internships, clinical, or practicums. Additionally, the College has some data available through Workforce WV and an internal tracking mechanism for certification exams. A separate project is in place to better assist the College tracking the progress of alumni.

8) **What feedback from employers is currently available?**

Employers may register on the College's online job board, College Central. Over thirty employers attended the College's Career Fair held in October 2014; they were well pleased and many have hired College students. Plans are in place to survey the employers on their satisfaction with the College's students/services during the upcoming Spring 2015 Career Fair.

9) **Can student data be linked to employment outcomes data from the WV Unemployment Insurance database?**

There is currently no process in place to link student data with data from the WV Unemployment Insurance database.

10) **What types of child care services were available to students before the advent of the Attendance Pays program?**

None. However, in an effort to understand this challenge/issue better, a survey was conducted in the Spring of 2014 to identify student and employee childcare needs.

11) **How much funding did Mountwest receive for the Attendance Pays grant?**

The College was awarded over $2M for a five-year grant period.

12) **What is the timeframe for the evaluation and contract (starting and ending dates)?**

January, 2015 – September 30, 2019. Please refer to the response as provided for in Question 1 and 2 above for an expanded response.

13) **What is the timeframe for the deliverables (e.g. reports)?**

The timeframe for deliverables vary; however, each are outlined within the RFP as:

- Appendix A, pages 32-35; items with External Evaluator listed in the Primary Responsibility column.
- Appendix A, pages 49-50; items with External Evaluator listed in the Personnel column.

14) **What is the range for the budget for the evaluation?**

Approximately ten (10) percent plus/minus of the total grant award not to exceed $45K per annum.

15) **Is this a fixed-fee or cost reimbursable contract?**

The contract could either be a fixed-fee or cost reimbursable so long as the budget per annum is not exceeded.

16) **What role, if any, will the external evaluator have in the development of the draft policy manual, the mid-year fiscal review, and the institutionalization plan? (See pages 6-7 of the RFP.)**

The external evaluator would be an active participant in the development of the draft policy manual (aka Operating Procedures and Guidelines); particularly as it relates to adequate data collections for evaluation and reporting purposes. The external evaluator would participate in the annual institutionalization planning to assist the College with inclusion of recommended analysis methodologies into standard operating procedures.

17) **What is the target budget for this evaluation?**

Approximately ten (10) percent plus/minus of the total grant award not to exceed $45K per annum.

18) **Is Dr. Berhie or others associated with Sheba International eligible to, and planning to, bid on this project.**

As provided for as response to Question 5 above, any vendor who is a registered vendor in good standing with the State of West Virginia and can meet the specifications as provided for in the RFP is eligible to bid. The College, at this time, is not aware of any vendor's intention to bid.

December 11, 2014

PROPOSAL TO PROVIDE

External Title III Grant Evaluation Services

SUBMITTED TO

Mountwest Community and Technical College

RFP Subject/Number:
MCTCATTPAYS-15.01

ORIGINAL

THOMAS P. MILLER & ASSOCIATES

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*Packaged separately

THOMAS P. MILLER & ASSOCIATES

Section I: Evaluation Plan

1) Overview of Evaluation Principles and Methodologies

Introduction

Thomas P. Miller and Associates seeks to provide Mountwest Community and Technical College with an unbiased evaluation of its Department of Education Strengthening Institutions Program Attendance Pays project. Our main objective is to ensure that Mountwest project stakeholders and other staff understand not only the outputs and outcomes of Attendance Pays, but also the underlying processes, assumptions, program modifications, successes, and obstacles that led to the final results. As such, we will implement a comprehensive evaluation strategy, incorporating a mixed-method (qualitative and quantitative) approach. We propose a three-pronged evaluation strategy for Attendance Pays: an implementation evaluation component, an outcome evaluation component, and a fiscal review and sustainability/institutionalization plan component. For all components of the evaluation, TPMA will work hand-in-hand with the Attendance Pays project staff (in particular, the Institutional Researcher) to design and implement data collection protocols, analyze data, and generate quarterly (qualitative data only) and annual (qualitative and quantitative data) reports.

Implementation Evaluation

The implementation evaluation will examine the core activities undertaken throughout the program and the outputs produced and program objectives achieved through each activity. In addition, TPMA strives to help project staff improve the effectiveness of program activities by engaging stakeholders and ensuring their input is incorporated into program decisions, generating evidence for why the program is or is not producing the anticipated results, and making actionable recommendations. Throughout the project, TPMA will develop and maintain an Activity (Progress) Tracker and communicate regularly on monthly calls with staff to track the progress made toward each of the yearly objectives and document any obstacles and plans to address them.

TPMA will also conduct quarterly implementation calls and yearly site visits to conduct interviews and focus groups with staff and other project stakeholders. These interviews will allow deeper insight into project operations, achievements, successes, challenges, and barriers. Finally, TPMA will provide guidance to project staff as they develop interview protocols for student focus groups, as well as student and faculty surveys, and incorporate data gathered into all reports and recommendations. When integrated with the outcome evaluation component, the implementation evaluation will provide context for program results and an additional depth of understanding for staff, other project stakeholders, and the Department of Education.

Outcome Evaluation

The outcome evaluation will examine and document, in objective, numerical terms, the Attendance

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project's progress toward achieving the anticipated impact on student attendance, persistence and completion, employment, and institutional fiscal stability. TPMA understands that by hiring an Institutional Researcher and a Software Technician to implement the attendance software initiative, Mountwest has demonstrated a major commitment to expanding its capacity to collect and analyze data and report on student outcomes. In Section 3, we have identified proposed outcome measures and variables consistent with the yearly objectives stated in the project proposal and the overall goals of the project. We anticipate that these measures and their definitions may change as we clarify data availability and the types of reports that the Institutional Research is able to produce. We will provide technical assistance to project staff on how to obtain the data needed to report on outcomes, including guidance on using existing and creating new databases to capture the information necessary to report on outcomes, creating protocols for data collection as needed, providing formats and guidance on regular reports to be produced, and aggregating all outcome data for annual reports.

<u>Fiscal Review and Sustainability/Institutionalization Plan</u>

The third component of the evaluation, a mid-year annual fiscal review and sustainability/ institutionalization plan review, will assist project staff with the compliance requirements of the Title III program. TPMA understands that the development of a viable institutionalization plan is a critical component of the project plan and will determine Mountwest's future ability to help its most vulnerable students achieve academic success. We are committed to working with project staff to integrate evaluation processes into the institutionalization plan, and to generating data that demonstrates value to all stakeholders.

2) Summary of Proposed Data Identification, Documentation, and Collection Procedures

<u>Implementation Evaluation Proposed Data Identification, Documentation, and Collection Procedures</u>

Activity (Progress) Trackers. To track regular progress toward achieving process and outcome objectives as stated in the initial project plan, TPMA will develop and maintain detailed annual and master Activity Trackers, to be updated on a monthly basis after calls with the Project Director. The Activity Tracker will contain quantitative and qualitative information documenting progress toward accomplishing tasks and objectives identified, notes on accelerator and barriers, and concrete action steps and plans to address any problems identified. It will be shared with all project staff on a monthly basis, so that everyone understands the status of each of the project objectives and their role in achieving them. During the quarterly implementation calls described, we will provide a "master update" on all project objectives.

Implementation Update Calls and Site Visits . We will also conduct quarterly implementation evaluation calls with project staff, and, during the annual site visits, project staff and student interviews focus groups, to obtain qualitative data on program progress, successes, accelerators, challenges, and barriers, and other

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related information. TPMA will develop these protocols on an annual and quarterly basis, to ensure that the questions asked appropriately address key elements of project progress and student, staff, and faculty experiences with the attendance system and support services (including how the referral process works and perceived usefulness and value of services received, from both the provider and student perspectives.) We will share these interview protocols with the Project Director at least a week prior to the implementation call or site visit so project staff has an opportunity to provide feedback. Two members of the TPMA team will participate in each call and site visit, ensuring accurate transcription and increasing the validity of the evaluator's interpretation of data collected.

Guidance on Data Collection Instruments and Data Review. Finally, TPMA understands that project staff plans to conduct additional data collection via student and faculty/staff surveys and focus groups throughout the year. TPMA will review and provide feedback revisions for all interview protocols and survey instruments developed by project staff for this purpose. We will also review the data generated from these methods and incorporate results into quarterly and annual evaluation reports. During the second project year, external consultants will also complete an analysis of the need and demand for childcare services available on campus, catalogue regulations and requirements that would apply if Mountwest were to construct a facility, and complete a feasibility study and business plan. While the final outcomes of this process are unknown at this point, TPMA will address both the assessment process and any resulting action taken to create childcare service options on campus (e.g., grantseeking) in its interview protocols for the quarterly implementation calls and site visits.

Outcome Evaluation Proposed Data Identification, Documentation, and Collection Procedures

For this component of the evaluation, TPMA will serve the role of providing guidance to project staff, specifically the Institutional Researcher and the Software Technician. We will provide technical assistance on coming up with appropriate and consistent definitions for variables and outcome measures; help the Institutional Researcher determine the best methodology to generate reports based on the final, agreed-upon outcome measures, create data collection instruments as needed, and most importantly, develop and train staff on procedures for data collection, reporting, and sharing in collaboration with the Institutional Researcher. The establishment of these protocols, in addition to clear communication with staff about their roles and responsibilities in data collection, are critical elements in ensuring the Institutional Researcher's ability to generate reports on project outcomes.

TPMA will host quarterly phone calls with the Institutional Researcher to cover the following topics:

- Determine availability of baseline data for all outcomes;
- Advise on how any currently-existing databases (e.g., Banner, Starfish) can be leveraged to measure some outcomes on a biannual basis;

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- Advise additional sources of data needed to measure outcomes (e.g., for measuring employment outcomes, linking student data to Workforce WV records) and develop strategies to obtain data-sharing agreements if needed;
- Identify instruments and procedures that must be created to collect data necessary to report on all outcomes measures (e.g., systems for tracking student utilization of support services)
- Review and revised instruments and protocols created;
- Discuss the design of new databases to store data collected by staff and how to link with existing databases (e.g., Banner, Starfish);
- Determine and agree upon the format of data drawdown and reports needed to complete annual reports on identified measures and outcomes, and
- Additional topics that may arise.

During the annual site visits, TPMA will present any changes to instruments and in collaboration with the Institutional Researcher, update staff on data collection processes and procedures and their roles and responsibilities. During quarterly calls, we will check in with the Institutional Researcher to offer assistance and support in encouraging staff compliance with these procedures.

Fiscal Review Proposed Data Identification, Documentation, and Collection Procedures

Data needed to complete the mid-year reviews will be collected from Mountwest's CFO and project staff. This data will include, but is not limited to, the following elements:

- Original project budget
- Any revisions to project budget
- Program financial reports, and documentation of all expenditures to date for each fiscal year in all categories

The fiscal review process will ensure that all program funds have been expended in accordance with Department of Education, and Office of Management and Budget requirements and regulations.

3) List of Proposed Measures and Variables

TPMA proposes the following measures to document the quantitative impacts of the Attendance Pays project. First, we recommend data collection and tracking systems for the following measures pertinent to the overall Mountwest student population:

- *Enrollment*: Overall enrollment numbers and trends throughout the project period.
- *Attendance rate*: Overall institutional attendance rate should be measured by term. Recommended definition of overall attendance rate: percentage of enrolled students who miss three or more classes per semester. This rate will be measured through new attendance tracking system, and be compared to baseline (if available) and later in the project, prior year's attendance rates.
- *Student loan default rate*: Student loan default rate each term (measure change from baseline through end of project period)

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- *Tuition revenue generated for Mountwest:* each fiscal year (measure change from baseline through end of project period)
- *"Ghost" students:* Number of "ghost students" each term and percentage of overall enrolled student body who become "ghost students" each term over the life of the project period (measure change from baseline through end of project period)
- *Academic achievement:* Overall percentage of students who receive a "C" or better in all courses completed (measure change from baseline through end of project period)
- *Retention and persistence rate:* Overall percentage of students that complete a term's worth of courses and return to complete more coursework next term (if not matriculated)
- *Completion rate:* Overall percentage of students who enroll and eventually complete a program of study (certificate or degree program)—measure change from baseline each year through end of project period
- *Employment rate (proxy for job readiness):* Overall percentage of Mountwest students that obtain or are retained in employment within six months of program of study completion (depending upon incumbent worker status).

Secondly, TPMA proposes tracking the demographics, level of contact, referrals, and long-term academic and employment trajectory of students who receive the support services provided by the Attendance Pays project (on-campus student support groups, Mental Health Professional services, Life Skills Counselor services, and Employment Skills Coordinator services):

- *Number of student support groups hosted on campus and number of students who attend each meeting*
- *Number of students who are referred to support services* (segmented by type of support services received)
- *Number of students who utilize support services* (segmented by type of support services received)
- *Frequency of use of support services:* Defined by number and frequency of encounters with the Mental Health Professional, Life Skills Counselor, and Employment Skills Coordinator (segmented by type of support services received)
- *Demographics and other basic information on students receiving support services* (segmented by type of support services received):

1. Age
2. Gender
3. Race
4. Ethnicity
5. Academic performance (GPA)
6. Family size and composition
7. Household income
8. Employment status at enrollment (Full-time, part-time, not employed)

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- *Attendance rate:* to be measured by the following methodology: percentage of enrolled students utilizing support services, segmented by type of services utilized, who miss three or more classes per semester (measured through new attendance tracking system)
- *Academic achievement:* Percentage of students utilizing support services who receive an average of "C" or better in all courses completed (segmented by type of services utilized)—each term and cumulative at the end of project period
- *Retention and persistence rate:* Percentage of students utilizing support services that complete a semester's worth of courses and return to complete more coursework next term (if not matriculated)—each term and cumulative at the end of project period
- *Completion rate:* Percentage of students utilizing support services who complete a program of study (certificate or degree program)—measure change from baseline each year through end of project period-each term and cumulative at the end of project period
- *Employment rate (proxy for job readiness):* Percentage of students utilizing support services who obtain or are retained in employment within six months of program of study completion-each term and cumulative at the end of project period

4) Summary of Data Analysis Procedures

Implementation Evaluation Data Analysis Procedures

To analyze progress toward achieving project outputs, objectives, and key milestones, TPMA will review monthly iterations of the Activity Tracker (updated regularly based on project calls) and note key themes that emerge over time. In this way, we will be able to report on patterns and common accelerators and barriers across all project activities. We will discuss these themes and patterns with project staff and in quarterly implementation and annual reports.

For the on-site interviews and focus groups with staff and students, TPMA will rely on grounded theory data analysis to identify common themes that emerge. We will identify these themes and document frequency and variations throughout the facilitated discussions via detailed notes. These notes, coded to identify themes, bring out the nuances and fine points of the discussion and facilitate a comprehensive understanding of what participants are really saying. A grounded theory approach to data analysis will reveal emerging themes in interview responses, along with consistencies and differences in responses, and patterns and connections within and between themes.

We will use a similar, but modified, simplified analysis procedure for analysis of the notes from our quarterly implementation calls.

TPMA will review all aggregate data collected by project staff (e.g. focus group and survey data) and draw out key themes and takeaways and incorporate into project reports.

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Outcome Evaluation Data Analysis Procedures

For the outcome evaluation data analysis, TPMA will serve primarily in an advisory capacity. We will help the Institutional Researcher and other staff determine the best methods to store, aggregate draw down, and analyze student data to be able to report on outcomes. We will develop written definitions of variables and outcomes to ensure a common understanding of what is being measured, and draft specifications for the Institutional Researcher to generate the reports needed to measure the agreed-upon outcomes. Each year, in January and June, the Institutional Researcher will generate these reports and produce summary descriptive statistics for each outcome measure. TPMA will review these summary statistics and note any "red flags", alerting the Institutional Researcher and helping troubleshoot problems. As needed, we will also review raw data transferred by the Institutional Researcher. TPMA will aggregate and report on outcome measures, both in written form and graphically (to demonstrate trends) annually.

Fiscal Review Data Analysis Procedures

TPMA will compile all financial records and compare projected or planned expenditures to actual expenditures annually, noting any specific reasons for deviation from the plan.

5) Evaluation Timeline

The timeline below provides a detailed outline of key project activities and deliverables for each year of the project.

Preliminary *Attendance Pays* Evaluation Procedures			
Activity	**Description**	**Date**	**Deliverable**
On-site launch meeting	Meet project staff; finalize evaluation plan and outcome measures, discuss roles and responsibilities	January 2015	On-site report, with written documentation of meeting outcomes
Draft Title III grant policy manual	Write section of policy manual addressing protocol for implementation evaluation and outcome data collection procedures; revise as necessary	January-February 2015	Draft section of policy manual addressing protocol for implementation evaluation and outcome data collection procedures; annual revisions
Final evaluation plan	Based on knowledge of best practices for evaluating Title III programs and staff input, write the final evaluation plan, including outcomes measures and Evaluator/staff roles and responsibilities	February- March, 2015	Finalized evaluation plan, including outcomes measures and Evaluator/staff roles and responsibilities
Attendance Pays Implementation Evaluation			
Monthly Project Monitoring Calls	Monthly phone calls with Project Director and other relevant project staff to review Activity Tracker, note delays in project	Monthly, February 2015-September 2019	Updated Activity Tracker

	progress, troubleshoot problems, and plans to catch up		
Quarterly Implementation Calls	Quarterly phone calls with Project Staff to obtain qualitative data on project successes, challenges, barriers, and other related information	Quarterly, 2015-2019	Qualitative data incorporated into quarterly evaluation reports
Staff Interviews/Focus Groups	Annual on-site staff focus groups to obtain data on project successes, challenges, barriers, and other related information	November 2015-2019	Qualitative data incorporated into annual evaluation reports
Student Interviews/Focus Groups	Annual on-site student focus groups to obtain data on experiences with and effectiveness of the support services offered and the effectiveness of attendance systems	November 2015-2019	Qualitative data incorporated into annual evaluation reports
Review staff-generated data collection protocols/instruments and resulting data	Review and provide feedback on staff-generated survey and focus group guide instruments; review notes and aggregate survey data for inclusion in quarterly and annual reports	As needed, 2015-2019	Written feedback on staff-generated data collection instruments

Attendance Pays Outcome Evaluation			
Quarterly Outcome Evaluation Calls	Quarterly calls with Project Director and Institutional Researcher to advise on outcome evaluation topics (described above)	Quarterly, 2015-2019	Verbal and written guidance to Institutional Researcher; written specifications on regular data analysis reports needed from Institutional Researcher for reporting purposes
Data Collection Instruments and Protocols	Create instruments and protocols to measure students' referral to and utilization of support services (including frequency of use)	Annually, 2015-2019 (revise annually)	Data collection instruments and protocols
Outcome Measures Data Review	Review data analyzed by Institutional Researcher (including baseline data, if applicable); note red flags, summarize progress towards outcome measures	January and June, 2015-2019	January: outcomes data review included in annual report\n\nJune: written update on outcome data Verification of
Train project staff	Train and update project staff on data collection protocols and	November, 2015-2019	Training presented during annual onsite visits

	instruments and their roles and responsibilities		
Attendance Pays Reporting			
Quarterly implementation evaluation reports	Draft quarterly implementation evaluation reports, to include data on project progress (source: Activity Tracker), data quarterly implementation calls, and any qualitative data collected by Mountwest staff (staff/student focus groups & surveys)	Quarterly, March 2015 through June 2019	Implementation evaluation reports
Annual reports	Draft annual reports, to include implementation evaluation data mentioned above (in addition to onsite interview focus group data) and data on outcome measures (compared to baseline, if available)	Annually, January 2016-2018 (report for the previous year); October 2019 (for the last project year)	Annual comprehensive evaluation reports
Attendance Pays Fiscal Review and Institutionalization Plan Review			
Fiscal review	Conduct an review and reconciliation of annual project expenditures	February 2015-2019	Written findings and recommendations from fiscal review

Section II: Qualifications and Experience

Founded in 1989, TPMA is proud of our strong and rich history of partnering with public, private and non-profit organizations to develop sustainable plans, secure funding, and evaluate and implement strategies for economic growth. For the past 25 years, TPMA has provided clients with a range of services to design, develop, evaluate and implement effective programs. Our work in education has included successful fund development strategies and grant writing projects – we've secured more than $200 million for our clients from federal, state and foundation sources – as well as career pathway development, higher education and workforce alignment, program and grant evaluation, and the study of youth and educator perceptions of industry and career opportunities. We have been privileged to work with nearly two dozen universities, education organizations and consortia across the country and currently serve as the third-party evaluator for seven (7) TAACCCT grant evaluations and two (2) three-year USDOL Workforce Innovation Fund evaluation. Our work on these projects includes all aspects of evaluation design, data collection, reporting and assessment of program implementation and impact.

Project Examples

Below is a sampling of TPMA's evaluation-related project work.

West Virginia Community and Technical College System: TAACCCT Round 3 Evaluation, WV, 2014-2017

TPMA, together with subcontractors WorkED Consulting and the Policy and Research Group, is serving as third-party evaluator to Bridging the Gap, a statewide program funded by a $25 million US Department of Labor TAACCCT Round III grant. In addition to leading the project, TPMA is carrying out the implementation evaluation, which includes monthly and bi-monthly update calls; assistance with quarterly reporting; focus on technical assistance and continuous improvement; on-site focus groups and interviews at each of the nine partner schools; and annual performance reporting. TPMA also oversees and coordinates a quasi-experimental impacts evaluation for the nine-college consortium in West Virginia.

Vincennes University Logistics Training and Education Center (LTEC): TAACCCT Round 2 Evaluation, IN, 2012-2016

In May 2013 TPMA began a four-year evaluation of the Vincennes University Logistics Training and Education Center (VU-LTEC), funded by a $2.9 million USDOL Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. The evaluation includes a quantitative pre-/post-test and quasi-experimental, comparison cohort evaluation as well as an implementation evaluation that incorporate student course evaluations, staff and faculty focus groups, and employer-partner interviews. TPMA will also examine the relationship between grant inputs, outputs, outcomes and impacts to draw conclusions about the grant's scalability to other areas and within Vincennes University and beyond.

Greater Capital Region Workforce Investment Boards: Workforce Innovation Fund Evaluation, NY, 2012-2015

The Greater Capital Region Workforce Investment Boards (GCRWIB) has hired TPMA to conduct an ongoing evaluation throughout the life of a three-year grant for Steps Up to STEM, a new program funded by a $3 million Department of Labor Workforce Innovation Fund grant. The GCRWIB is a consortium of four New York workforce boards that will work collaboratively to create "a flexible, region-wide STEM talent pipeline system" to connect workforce, employers, educators, and emerging and returning workers through Two-Step Career Plans. TPMA has collaborated with Indiana University evaluation professors and has developed a robust and evidence-based evaluation plan that employs a comparison group design, accompanied by cost-benefit analysis and an implementation study.

Three Rivers College: TAACCCT Round 3 Evaluation, MO, 2014-2018

TPMA is engaged in a four-year evaluation of Three River College's Rebuilding the Missouri Bootheel initiative, funded by a $2.75 million USDOL Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. The evaluation includes a quantitative pre-/post-test and comparison group

evaluation as well as an implementation evaluation that incorporate student course evaluations, staff and faculty focus groups, and employer-partner interviews. In addition, TPMA will examine the relationship between grant inputs, outputs, outcomes and impacts to draw conclusions about the grant's scalability.

References

Vincennes University Logistics Training and Education Center (LTEC): TAACCCT Round 2 Evaluation, IN, 2012-2016

James Dolan, Director of Logistics, Vincennes University 853 S. Columbia Rd, Suite 151; Plainfield, IN 46168 Phone: (317) 381-6028; jdolan@vinu.edu

Greater Capital Region Workforce Investment Boards: Workforce Innovation Fund Evaluation, NY, 2012-2015

Gail B. Breen, Executive Director Fulton, Montgomery, and Schoharie Counties Workforce Development Board, Inc. 2620 Riverfront Center; Amsterdam, NY 12010 Phone: (518) 842-3676, ext. 3026; Email: gbreen@fmsworkforcesolutions.org

Three Rivers College: TAACCCT Round 3 Evaluation, MO, 2014-2018

Michael Barrett, Project Director, Three Rivers College 2080 Three Rivers Boulevard; Poplar Bluff, MO 63901 Phone: (573) 840-9682, ext. 2114; mbarrett@trcc.edu

Project Team

Abby Kelly-Smith, Senior Project Consultant

Abby is a Senior Project Consultant at TPMA, and will serve as the Lead Project Evaluator for Mountwest's Title III Program. Abby brings strong capabilities in quantitative and qualitative data collection and analysis; program evaluation design; policy analysis; strategic planning; project management; and healthcare policy to the company. As a former consultant to state Medicaid agencies and Departments of Insurance, Abby analyzed the impact of the Affordable Care Act on state governments, employers and individuals and managed multiple aspects of large projects related

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to public insurance coverage changes. She also designed the evaluation framework for the proposed Healthy Indiana Plan 2.0, Indiana's Medicaid expansion waiver. At TPMA, Abby's clients include community colleges and she has worked on projects in Illinois and West Virginia.

Selected Project Experience

- **Mountwest Community and Technical College: TAACCCT Round 4 Grantwriting, WV, 2014 –** Provided concept development, program design, and grant writing assistance for Mountwest Community and Technical College's application for funding under the DOL's TAACCCT Round 4 program.
- **West Virginia Council for Community and Technical Colleges: Ongoing Grant Services, WV, 2014 (Ongoing)** – Provide ongoing grant research and intelligence on federal, state, and foundation grant opportunities that align with West Virginia's Community and Technical College System's funding priorities.
- **Linn-Benton Community College TAACCCT Round 3 Evaluation, 2014 (OR)–** Conducting a four-year evaluation of Linn-Benton Community College's iLearn Campus initiative, funded by a USDOL Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. The evaluation includes a mixed-methods evaluation approach with an outcomes assessment and a summative impact analysis. In addition, TPMA will be conducting an on-going implementation analysis, which will incorporate staff and faculty focus groups and virtual student interviews/focus groups.

Education

- **Master of Public Affairs** Health Policy Analysis, School of Public and Environmental Affairs in Indiana University, Bloomington, IN
- **Bachelor of Arts** Magna Cum Laude, Political Science and French, DePauw University, Greencastle, IN

Kaley Schoeph, Project Assistant

Kaley is a Project Assistant at TPMA., and will provide support to implementation evaluation aspect of the Mountwest Title III evaluation. She specializes in interpreting qualitative and quantitative data to produce substantial recommendations through program evaluation and implementation, target industry and labor market analysis, and strategic planning. Kaley comes to TPMA with over four years of experience in institutional research and data analysis in several postsecondary institutions as well as experience in focus group facilitation, survey building, and program evaluation. Her current clients include postsecondary education institutions in Missouri, West Virginia, Indiana, and Oregon.

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Selected Project Experience

- **West Virginia Community and Technical College System: TAACCCT Round 3 Evaluation, WV, 2014-2017** – Prime contractor and implementation assessment lead for the evaluation of Bridging the Gap, a $25 million USDOL TAACCCT Round III statewide grant in West Virginia.
- **Valparaiso University: Fellowship Evaluation, IN, 2014 (Ongoing)** – Formative and summative evaluation of the first year of the CAPS Fellows program of the Valparaiso University Institute for Leadership and Service (ILAS).
- **Three Rivers College: TAACCCT Round 3 Evaluation, MO, 2014** – Conducting a four year quasi-experimental evaluation of Three Rivers College's $2.75 million USDOL TAACCCT Round 3 grant using a mixed-methods evaluation approach through on-going implementation assessments, comparison group analysis, and summative operational assessment.

Education

- **Master of Arts** Sociology, Institutional Research, Ball State University, Muncie, IN
- **Bachelor of Science** Psychology and Sociology, Interpersonal Relations, Educational Psychology, Ball State University, Muncie, IN

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Delin Guo, Project Consultant

Delin is a project consultant. and will provide support for the outcome evaluation component of the Mountwest Title III evaluation. She specializes in data analysis and research. Delin possesses strong skills in statistical analysis and modeling, cost benefit analysis and project design and implementation, as well as over six years of experience in research. In addition, she has experience with target industry analysis, program evaluation, and fiscal and economic impact analysis. Her current clients include economic development organizations, community colleges, and private companies. Delin has worked on projects in Indiana, Ohio, and Missouri.

Selected Project Experience

- **Appalachian Partnership for Economic Growth: Wage and Benefits Survey, OH, 2014 –** Designed, distributed, and analyzed a wage and benefits survey for APEG. The survey provides participating companies with richer information on which to base compensation decisions and provides APEG a better understanding of current and future manufacturing employer needs.
- **Cincinnati State Community and Technical College: TAACCCT Round 3 Evaluation, OH, 2014-2017 –** Conducting a four year quasi-experimental evaluation of CSTCC's $2.75 million TAACCCT Round 3 grant using a mixed-methods evaluation approach through quarterly implementation assessments and comparison group analysis.
- **Three Rivers College: TAACCCT Round 3 Evaluation, MO, 2014 –** Conducting a four year quasi-experimental evaluation of Three Rivers College's $2.75 million USDOL TAACCCT Round 3 grant using a mixed-methods evaluation approach through on-going implementation assessments, comparison group analysis, and summative operational assessment.

Education

- **Master of Science** Biochemistry Graduate Program, Indiana University, Bloomington, IN
- **Master of Public Affairs** School of Public and Environmental Affairs, Indiana University, Bloomington, IN
- **Certificate in the Business of Life Sciences** Kelley School of Business, Indiana University, Bloomington, IN
- **Master of Science** School of Medicine, Tsinghua University, Beijing, China
- **Bachelor of Science** School of Life Sciences, Xiamen University, Fuijan, China

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Scott Garrison, TPMA Partner

Scott will conduct the fiscal review portion of the Mountwest Title III evaluation. Scott has extensive experience in State government, serving in a variety of positions in Finance, Project Management and Human Resources since 1993. He has worked for the New York State Education for 17 years in positions including Chief Budget Analyst, Director of Project Management, and Assistant Director of Human Resources. Prior to his service in the Education Department, he worked for the New York State Division of the Budget and the New York State Office of Real Property Services.

Among the projects he has managed are the creation of an enterprise performance management program and the development of information technology applications for a multi-agency system to calculate and pay over $16 billion to school districts across New York State. Much of this work required detailed analysis and the subsequent modification of business processes to achieve maximum efficiency.

Education:

- Master in Public Administration - Finance, Rockefeller College School of Public Affairs and Public Policy, University at Albany, State University of New York
- Bachelor of Science, Public Administration, Eastern Michigan University, Ypsilanti, MI

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Section III: Financial Proposal

TPMA proposes the following fee and expenses structure for Fiscal Years 2015-2019.

(Grand Total, FY 2015-2019: $229,844)

Fiscal Year 2015		
Evaluation Plan Component	**Activities and Deliverables**	**Fee**
Preliminary evaluation procedures	• Project launch meeting & report • Title III grant policy manual draft • Final Evaluation Plan	$9,788
Implementation Evaluation	• Monthly monitoring calls & updated activity trackers • Quarterly implementation calls • Staff and student focus groups Review & revise staff-generated data collection instruments and data	$10,118
Outcome Evaluation	• Quarterly outcome evaluation calls with IR • Technical assistance to IR (variable definitions, report specs) • Create data collection instruments & protocols • Train staff on data collection protocols • Outcome measures data review and technical assistance to IR	$13,676
Reporting	• Quarterly implementation evaluation reports • Annual report to Department of Education	$6,674
Fiscal Review & Institutionalization Plan	• Mid-year annual fiscal review • Participate in institutionalization plan development	$6,128
Travel costs: One (1) on-site project launch meeting for three staff members in January 2015 and one annual on-site visit to conduct focus groups and staff data training (2 staff members): $5,10099208		
Subtotal (FY 2015)	**$51,484**	

Fiscal Years 2016-2018		
Evaluation Plan Component	**Activities and Deliverables**	**Fee**
Implementation Evaluation	• Monthly monitoring calls & updated activity tracker • Quarterly implementation calls • Staff and student focus groups Review & revise staff-generated data collection instruments and data	$12,564
Outcome Evaluation	• Quarterly outcome evaluation calls with IR • Technical assistance to IR (variable definitions, report specs) • Create and revise data collection instruments & protocols • Train staff on data collection protocols • Outcome measures data review and technical assistance to IR	$15,774
Reporting	• Quarterly implementation evaluation reports • Annual report to Department of Education	$7,614
Fiscal Review & Institutionalization Plan	• Mid-year annual fiscal review • Participate in institutionalization plan development	$6,852
Travel costs: One annual on-site visit each year to conduct focus groups and staff data training (3 staff members): $2,080		
Subtotal (each year, FY 2016-2018)	$44,884	

Fiscal Year 2019		
Evaluation Plan Component	**Activities and Deliverables**	**Fee**
Implementation Evaluation	• Monthly monitoring calls & updated activity tracker • Quarterly implementation calls • Staff and student focus groups Review & revise staff-generated data collection instruments and data	$9,990
Outcome Evaluation	• Quarterly outcome evaluation calls with IR • Technical assistance to IR (variable definitions, report specs) • Create and revise data collection instruments & protocols • Train staff on data collection protocols • Outcome measures data review and technical assistance to IR	$14,418
Reporting	• Quarterly implementation evaluation reports • Annual report to Department of Education	$9,708
Fiscal Review & Institutionalization Plan	• Mid-year annual fiscal review • Participate in institutionalization plan development	$7,512
Travel costs: One annual on-site visit to conduct focus groups and staff data training (3 staff members): $2,080		
Subtotal (FY 2015)	$43,708	