

CONFIDENTIAL: NOT FOR PUBLIC DISTRIBUTION
Achieving the Dream: Community Colleges Count
Guidelines for Round Four Candidates

Application for Participation in Round Four
July 1, 2007 – June 30, 2008

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I. Introduction

Round Four of Achieving the Dream: Community Colleges Count will bring an additional 26 institutions and six states into the initiative. This expansion is supported by various philanthropies, states and higher education institutions, and increases the initiative's geographic reach to Arkansas, Hawaii, Massachusetts, Michigan, Oklahoma, and South Carolina. Round Four will also broaden the initiative's work in Texas and Virginia where there are institutions already participating in Achieving the Dream.

This document includes background information about the initiative, eligibility criteria for colleges participating from different states, and application instructions for Round Four institutions. None of this information has been released publicly. It is not for public distribution, and may not be used in press releases or other public statements. It is for your use only in preparing your application for Achieving the Dream. Please direct any questions about press releases and public announcements to Bonnie Gordon at bgordon@mdcinc.org or to Zac Brousseau at zac@ksaplus.com.

While some Round Four sites have already been selected, others will be chosen through a Request for Proposal (RFP) process that will be conducted in the Spring of 2007. **All Round Four institutions will complete an application to participate in Round Four, so please read carefully to determine which process your institution**

should follow. Please note: South Carolina colleges have already completed a competitive application process; additional applications will not be required. South Carolina participants are strongly encouraged to read this document for other information relevant to your participation in Achieving the Dream.

Investment grant applications are required of Round Four Candidates for two purposes:

- Applications help **colleges already selected** for Round Four to organize their teams and prepare for the Kickoff Institute. Their applications will be shared with the national partner organizations and with the data facilitator and coach assigned to each institution. The information in the application will play a critical role in helping partners, coaches, and data facilitators become familiar with the leadership, aspirations, and readiness of these Round Four institutions.
- In **states employing a Request for Proposal (RFP) process (Arkansas, Massachusetts, and Michigan)**, the applications will be used to select Round Four sites. Applications will be reviewed by representatives of the national partner organizations and the appropriate funders. Successful applications will be shared with the data facilitator and coach assigned to the selected Round Four institutions.

II. Background Information: All Institutions

Achieving the Dream is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that have traditionally faced the most significant barriers to success, including low-income students and students of color. Achieving the Dream emphasizes the use of data to drive change, and is especially interested in closing achievement gaps.

Co-designed by Lumina Foundation for Education and eight national partner organizations, Achieving the Dream works on multiple fronts, including broad-based change at participating colleges; research into effective practices at community colleges; public policy at the state and national level; and outreach to communities, businesses, and the public. Improving student outcomes, particularly for students of color and low-income students, is at the core of this multilayered initiative.

In three rounds of demonstration, 58 institutions across nine states have joined Achieving the Dream. To date, Lumina Foundation has invested over \$55 million in Achieving the Dream. This includes support for the work of the eight national partner organizations that provide technical assistance to participating colleges and states, the 27 colleges and five states that began as Round One demonstration sites in 2004, and, in some cases, limited support for colleges in subsequent rounds. College Spark Washington, The Heinz Endowments, Houston Endowment Inc., KnowledgeWorks Foundation, and Nellie Mae Education Foundation joined with Lumina to expand the initiative to an additional 31 institutions and four states during Rounds Two and Three.

In October of 2006, the initiative issued a call for new funding partners and demonstration sites. Proposals were accepted from Houston Endowment Inc, the Winthrop Rockefeller Foundation, and the W. K. Kellogg Foundation, as well as from a funding collaborative that includes the Lloyd G. Balfour Foundation, The Boston Foundation, The Educational Resources Institute (TERI), and The Irene E. & George A Davis Foundation. State offices, private funders, and several colleges applied jointly from several states, including Hawaii, Oklahoma, and South Carolina. In addition, individual funding proposals were accepted from five community colleges in Texas and Virginia.

The national partners and consultants to Achieving the Dream are: American Association for Community Colleges; Community College Leadership Program, University of Texas Austin; Community College Research Center, Teachers College Columbia University; Institute of Higher Education, University of Florida; Jobs for the Future; MDC, Inc.; MDRC; Public Agenda; JBL Associates, and KSA-Plus Communications.

III. Round Four Funding Sources and Eligible Institutions

A. Arkansas

1. Process and Criteria

The Winthrop Rockefeller Foundation will support up to four community colleges in Arkansas. A request for proposals (RFP) process will be used to select the participating institutions. Colleges eligible to apply must be public, two-year colleges that are regionally accredited and offer the associate degree. Their student body must consist of at least 50% low-income students and/or 33% students of color based on Fall 2005 IPEDS and Pell grant data. Colleges selected to participate from Arkansas will receive \$50,000 investment grants from the American Association of Community Colleges (AACC) which will be acting as the investment grant manager. Investment grant funding in Arkansas is provided by Lumina Foundation for Education.

2. Arkansas institutions eligible to apply are:

Arkansas Northeastern College
Arkansas State University-Mountain Home
Arkansas State University-Newport
Black River Technical College
Community College at Batesville
Community College at Hope
Community College at Morrilton
Cossatot Community College
East Arkansas Community College
Mid-South Community College

National Park Community College
North Arkansas College
Ouachita Technical College
Ozarka College
Phillips Community College
Pulaski Technical College
Rich Mountain Community College
South Arkansas Community College
Southeast Arkansas College

3. From Planning to Implementation

Colleges selected for an investment grant will begin a one-year planning process as part of Achieving the Dream. Upon successful completion of the one-year planning process, the Arkansas institutions participating in Achieving the Dream will be eligible for implementation grants of up to \$400,000 over four years. Funding for implementation grants, technical assistance, and related support from national partner organizations will be provided by the Winthrop Rockefeller Foundation.

B. Hawaii

The University of Hawaii Community College system (UHCC), Office of Hawaiian Affairs, and Kamehameha Schools will support the participation of the seven community colleges that are included in the UHCC system. The colleges will participate as a single demonstration site. This support will be for both the planning period and the implementation period.

C. Massachusetts

1. Process and Criteria

The Lloyd G. Balfour Foundation, The Educational Resources Institute (TERI), The Irene E. & George A Davis Foundation, and pending final board approval, The Boston Foundation, will support up to four colleges in Massachusetts. A request for proposals (RFP) process will be used to select the participating institutions. Colleges eligible to apply must be public, two-year colleges that are regionally accredited and offer the associate degree. Their student bodies must consist of at least 33% low-income students and/or 33% students of color based on Fall 2005 IPEDS and Pell grant data. At least one college in western Massachusetts and one in Boston may be selected to assure geographic diversity and to meet funder requirements. Colleges selected to participate from Massachusetts will receive \$50,000 investment grants from the American Association of Community Colleges (AACC) which will be acting as the investment grant manager. Investment grant funding in Massachusetts is provided by Lumina Foundation for Education.

2. Massachusetts institutions eligible to apply are:

Berkshire Community College
Bristol Community College
Bunker Hill Community College
Greenfield Community College
Holyoke Community College
Mt. Wachusett Community College
North Shore Community College
Northern Essex Community College
Roxbury Community College
Springfield Technical Community College

3. From Planning to Implementation

Colleges selected for an investment grant will begin a one-year planning process as part of Achieving the Dream. Upon successful completion of the one-year planning process, the Massachusetts institutions participating in Achieving the Dream will be eligible for implementation grants of up to \$400,000 over four years. Funding for implementation grants, technical assistance, and related support from national partner organizations will be provided by The Lloyd G. Balfour Foundation, The Educational Resources Institute (TERI), The Irene E. & George A. Davis Foundation, and pending final board approval, The Boston Foundation.

D. Michigan

1. Process and Criteria

The W. K. Kellogg Foundation will support four community colleges in Michigan. In consultation with educational leaders and policy makers in Michigan, the Kellogg Foundation invites the below colleges to apply. A Request for Proposals (RFP) process will be used to select the participating institutions. Colleges selected to participate from Michigan will receive \$50,000 investment grants from the Michigan Community College Association which will be acting as the investment grant manager. Investment grant funding in Michigan is provided by W. K. Kellogg Foundation.

2. Michigan institutions invited to apply include:

Wayne County Community College
Mott Community College
Jackson Community College
Kalamazoo Valley Community College
Bay De Noc Community College

Lansing Community College
Lake Michigan College
North Central Michigan College

3. From Planning to Implementation

Upon successful completion of a one-year planning process, the four Michigan institutions participating in Achieving the Dream will be eligible for implementation grants of up to \$400,000 over four years. Funding for implementation grants, technical assistance, and related support from national partner organizations will be provided by W. K. Kellogg Foundation.

E. Oklahoma

The Oklahoma State Regents for Higher Education will augment funding committed by Oklahoma City Community College, Rose State College, and Tulsa Community College to bring Oklahoma into the Initiative. These organizations have committed resources for both the planning and the implementation periods.

F. South Carolina

The South Carolina Technical College System, Palmetto Institute, and other funders will augment funding committed by Aiken Technical College, Orangeburg-Calhoun Technical College, Technical College of the Lowcountry, and Trident Technical College to bring South Carolina into the Initiative. These organizations have committed resources for both the planning and the implementation periods.

G. Texas

Austin Community College, Del Mar College, Paris Junior College, and Victoria College, are funding their participation in Achieving the Dream. These organizations have committed resources for both the planning and the implementation periods.

In addition, Houston Endowment Inc. will support the participation of the University of Houston (UH) in Achieving the Dream. Houston Endowment Inc. currently supports 10 Round Three sites. The addition of UH will further advance a region-wide focus on postsecondary student success. UH is eligible for a \$50,000 investment grant provided by Houston Endowment Inc. and upon successful completion of the planning period, will be eligible for a \$400,000 implementation grant over four years.

H. Virginia

Northern Virginia Community College (NOVA) is funding its participation in Achieving the Dream. NOVA has committed resources for both the planning and the implementation periods.

IV. Achieving the Dream Principles, Values, and Assumptions: All Institutions

Achieving the Dream is based on the assumption that effective leadership is driven by values. Institutional change succeeds when leaders frame inspirational values, engage others to bring the institution's actions into alignment with those values, and institutionalize new policies and practices that bring about positive results.

Achieving the Dream is grounded in the following principles and values about how to promote student success and bring about effective institutional change.

A. Promoting Student Success

To achieve high rates of success for all students – and especially historically underserved groups – institutions must have a student-centered vision, a culture of evidence and accountability, and a commitment to equity and excellence.

1. *Student-centered vision.* Institutional commitment to helping all students achieve should guide institutional decisions. Student involvement is essential to ensure the institution develops strategies that match students' needs.
2. *Culture of evidence and inquiry.* Institution leaders should make decisions and allocate resources based on evidence of what works. A data-driven decision-making process is most effective when administrators, faculty and staff examine evidence, engage in frank discussions about outcomes for different student populations, and set measurable goals for improvement and use data to assess progress.
3. *Equity and excellence.* More students succeed when institutions demonstrate commitment to excellent education for all – especially when that commitment emanates from top leadership and pervades the entire institution, encompassing faculty, staff and students in all departments.

B. Promoting Institutional Change

Achieving the Dream is dedicated to helping colleges and universities pursue a process of institutional change based on the following principles.

1. *Long-term impact requires change in systems.* Add-on programs or projects are not sufficient. When small pilot innovations prove effective, institutions should take them to scale and integrate them into institutional strategic plans and budgets.

2. *Strategies must be appropriate to the institution's circumstances and students' needs.* After assessing their own strengths and weaknesses, institutions should develop responses that fit their circumstances. New strategies must be tested and assessed to gauge their effectiveness in improving student outcomes.
3. *Broad-based participation is essential.* New policies and practices are most effective when they are developed with participation and support from all levels of the institution, including administrators, faculty, staff, and students.
4. *Inside and outside voices must be heard.* Institutional change is best designed, carried out, and sustained when it involves stakeholders from outside the institution as well as internal leadership. Community involvement is essential for political and financial support and long-term sustainability of college programs.
5. *Institutional change is both technical and adaptive.* To achieve substantial improvements in student success rates, institutions must pursue institutional change that is both "technical" and "adaptive." Technical change involves applying known strategies to problems – for example, improving the delivery of student services or instruction. Adaptive change goes deeper. It involves building institutional commitment and conviction in support of the institution's espoused values – for instance, cultivating a systemic commitment to the success of all students.

V. The Design: All Institutions

Round Four sites will participate in a year-long planning process that leads to development of a four-year implementation work plan and budget. The implementation period will begin in July 2008 and extend through June 2012.

Each institution starts by forming two or more teams to carry out the work of the initiative. A core team designs, oversees, and integrates the work. The core team develops and manages a process for institution-wide dialog about Achieving the Dream data findings, goals, and strategies. The team works with and through the institution councils, departments, and divisions to adopt priorities for improving student success, particularly for underserved populations.

A data team conducts in-depth examinations of data on student outcomes disaggregated by race, ethnicity, gender and other characteristics to diagnose institutional strengths and weaknesses in student attainment and achievement. The data team develops simple graphic presentations to share with the core team, faculty, key academic and student support staff, administration, students, and the broader community. In addition, this team works with the core team to recommend institutional priorities for strategy development.

Achieving the Dream provides a coach – typically a recently retired community college president or other highly experienced administrator – who meets with the president and

the core team quarterly. A data facilitator – typically an institutional researcher from another community college, meets quarterly with the data team to help them know what questions to ask, what data to collect, how to analyze and interpret the data, and how to present the data to decision-makers at the college.

The core team participates in a national Kickoff Institute that grounds the team in the values, goals, and expectations of the initiative. During the first year, the teams engage students, faculty, and the community in data analysis and conversations that lead to the development of a four-year implementation plan. The plan includes up to five priority areas for improving student success. Institutions will adapt strategies from other institutions or design new approaches to address their priority areas. They set measurable goals and integrate the Achieving the Dream plans and priorities into their strategic and annual planning as well as budgeting and resource allocation processes.

After the planning year and upon submission of an acceptable implementation proposal, work plan, and budget, institutions eligible for external funds may receive up to \$400,000 for implementation grants that stretch over four years. An implementation grant supports the work of the institution as it tests and evaluates new policies and strategies for increasing student success. Implementation proposals reflect the work the institution has conducted during the planning year and include analyses of disaggregated student performance data, identification of priorities and goals, two-year and four-year indicators of progress, a work plan, evaluation plan, and budget.

Institutions that self-fund their participation in Achieving the Dream will also be required to submit an implementation proposal, work plan, and budget for review. Self-funded institutions will be expected to meet the same standards as other Achieving the Dream sites and are subject to an annual assessment of progress to sustain their eligibility to continue in Achieving the Dream.

VI. Expected Outcomes: All Institutions

Achieving the Dream expects to bring about change within institutions and in state and national policy. The initiative also seeks to increase knowledge about policies, programs, structures, and services that increase student success and to increase public support for raising postsecondary attainment levels. At its core the initiative seeks to help more students reach their individual goals which may include obtaining a better job, earning a community college certificate or degree, or attaining a bachelor's degree. Each college participating in Achieving the Dream identifies student populations that currently experience low rates of success, develops interventions to improve student outcomes, and measures changes in student success. To gauge the effect of the initiative as a whole, all colleges document over time the percentage of low-income students and students of color who accomplish the following:

- successfully complete developmental courses and progress to credit-bearing courses; enroll in and successfully complete gatekeeper courses;
- complete the courses they take, with a grade of C or higher;

- reenroll from one semester to the next; and
- earn certificates and/or degrees.

After four years of implementation, we expect the demonstration colleges to show measurable improvement in success rates among the studied groups, with no reduction in enrollment for these populations. After eight years, Achieving the Dream colleges will have achieved the long-term targets for student success set in Year One, and they will be poised to sustain or further improve success rates. After twelve years, the initiative will have influenced other community colleges nationally, as evidenced by increased success rates at colleges that did not participate in Achieving the Dream.

VII: Institutional Commitments to Achieving the Dream: All Institutions

A. Achieving the Dream institutions will:

1. *be an active part of a community* of professionals who learn from one another and from coaches, data facilitators, and technical assistance providers,
2. *develop partnerships* with community organizations, educational institutions, employers, and others in support of Achieving the Dream goals, and
3. *dedicate planning, decision-making, and action* in two significant ways.
 - a. Leadership: Institutions will **build a cadre of institutional leaders** who have a relentless focus on the goal of improving student attainment, especially for underserved students. In developing new policies and practices, institutions will engage a broad swath of institutional leaders including the president, administrators, faculty, students and trustees, to tap the wisdom that exists throughout the institution and to ensure that innovations will have broad-based support. Institutions will also cultivate and integrate leaders from the community who can provide a valuable outside perspective and help build support for long-term sustainability of institution programs. Achieving the Dream will help these leaders build the capacities to bring about an institutional transformation that will substantially increase student success. Each Achieving the Dream institution will be expected to use a team approach at all levels of its Achieving the Dream work.
 - b. Data: Institutions will **increase their capacity to collect, retrieve, analyze, and use data** to mobilize, guide, and document action that will bring about improved student outcomes. In enhancing the capacity to use data to inform decision-making, institutions will elevate the role of institutional research and planning within the administrative structure of campus leadership. Achieving the Dream will help institutions develop a "culture of evidence" that shapes their long-term decision-making and operations, including allocating and reallocating resources to address priorities identified through analysis of student needs and outcomes.

B. Expectations of Achieving the Dream Institutions

1. Achieving the Dream institutions are expected to create a **core team** that includes the president, dean of students, dean of academic affairs, institutional researcher, and at least one faculty member. The core team should expand beyond five members over time and commit to overseeing the work over the five-year period.
2. Five members of the core team, including the president, are expected to participate in a **Kickoff Institute** that will be held during the week of July 8-11, 2007.
3. Colleges are expected to create a **data team** that includes the institutional researcher, faculty, and other administrators. Like the core team, the data team should expand as appropriate to engage a broad cross-section of the institution and commit to working on data analysis, strategy research, and on-going evaluation of the initiative interventions.
4. A **work plan and budget** submitted after the Kickoff Institute, following approval, leads to the award of a \$50,000 investment grant that supports the first year planning work. (Self-funding institutions must also submit a work plan and budget for review)
5. Institutions must submit **annual student cohort data** for inclusion in the national Achieving the Dream database which is used for evaluation and analysis across the initiative. These data submissions will be required through 2012.
6. All Achieving the Dream institutions participate in a mid-winter, annual **Strategy Institute** that focuses on proven strategies and programs for increasing student success.
7. Institutions are expected to **engage faculty, students, and the community** in analysis and discussion of issues affecting student success.
8. The planning year concludes with the **submission of a proposal and comprehensive work plan** for a four-year period. Institutions submit **annual progress reports** that, upon review and approval, lead to award or renewal of the four-year implementation grants. (Self-funding institutions must also submit a proposal, work plan, and annual progress reports for review and approval.)
9. Institutions are expected to share lessons and experiences with the **community of learners** from Achieving the Dream colleges, states, national partner organizations, and funders.
10. From time to time, institutional representatives will be asked to provide **specific materials and stories about their organizations and experiences** with Achieving the Dream for use in Achieving the Dream electronic and print publications. Also, members of the college community may be asked to represent the initiative at conferences or other events or in interactions with the media.

C. 2007-2008 Events

1. **Kickoff Institute, July 8-11, 2007** (Denver, CO). The president, institutional research/institutional effectiveness officer, chief academic officer, chief student services officer, and a faculty leader must attend. Additional team members may participate. Institutions receiving investment grants may use a portion of their grants to pay for travel to the institute.
2. **Strategy Institute, Winter 2008** (3.5 days, location to be determined). Institutions will be expected to send three or more representatives to this institute. Investment grant funds may be used to cover travel expenses.
3. **Other optional peer learning events** may be offered over the course of the initiative. Participation in institutes and workshops is considered important for building a national community of Achieving the Dream learners.

VIII. Submission Requirements for Round Four Applications: All Except South Carolina

All applications should be submitted electronically by May 11, 2007 to atd@aacc.nche.edu. All institutions will receive electronic notification of receipt of their applications. Colleges in Arkansas, Massachusetts, and Michigan will be notified on or before June 1, 2007 regarding acceptance of their applications.

Applications from colleges in Arkansas, Massachusetts, and Michigan will be judged on the following criteria:

A. Core Team and College and Community Participation – 25%

1. Identification of a core team to lead campus work and plans for involving others in the college and the community in Achieving the Dream work:

At a minimum, the core team must include the college president, person responsible for institutional research or institutional effectiveness, chief academic officer, chief student services officer, and faculty responsible for programs and curricula in key areas such as developmental education, mathematics, and English. By Fall 2007, colleges will be expected to engage additional faculty, staff, students and community members in their analysis and planning process. Applicants should describe preliminary ideas for involving more members of the college and the community in Achieving the Dream activities and decision-making.

B. Commitment – 25%

1. Description of the commitment of the president or chancellor, core team members, and the board to the goals of Achieving the Dream, including commitment to development of a “culture of evidence” that includes factoring student performance and attainment data into decision-making about

allocation of institutional resources and delivery of institutional services.

2. Description of institution's willingness to participate in the national database, the evaluation of the overall initiative, and the Achieving the Dream learning community.

C. Current Policies and Practices – 25%

1. Description of three ongoing strategies (policies or practices) that reflect the institution's commitment to increasing student attainment and evidence of the impact of these strategies on student outcomes.

D. Vision – 25%

1. Assessment of why or how participating in Achieving the Dream will help the institution improve student outcomes.
2. The institution should explain how it will integrate its Achieving the Dream work with other institutional planning processes and how it will make use of the learning opportunity provided by the initiative.

IX. APPLICATION SUMMARY AND TIMELINE

A. Deadline: May 11, 2007

Applications should be submitted electronically (as a single PDF file with electronic signatures) to atd@aacc.nche.edu by 5:00 pm EDT, Friday, May 11, 2006. Please include in the single PDF file a cover letter on institution letterhead.

B. Contact Information for Investment Grant Application Submission and Questions:

Arkansas and Massachusetts

Lynn Barnett

Vice President for Academic, Student and Community Development

American Association of Community Colleges

One Dupont Circle, NW, Suite 410

Washington, DC 20036-1176

Phone: 202/728-0200, x204

E-Mail: lbarnett@aacc.nche.edu

All Other Sites

Kate Doom

Program Associate

MDC, Inc.

Phone: (919) 968-4531, ext. 318

E-Mail: kdoom@mdcinc.org

P.O. Box 17268
Chapel Hill, NC 27516-7268

X. HOW TO APPLY

A. Get ready

1. Review the Frequently Asked Questions and Information for Potential Applicants at <http://www.achievingthedream.org/MEMBERS/round4.tp>
2. Identify and obtain commitments from the required members of the college's core team and the Board of Trustees.
3. Assemble and tabulate the enrollment and graduation data required on the Application Form.

B. Write the proposal (complete the application package.)

1. Provide all information requested on the Application Form, including the signatures of the college's chief executive officer and financial contact. The completed application should be no more than 12 pages (excluding board statement and core team biographies), with narrative additions double-spaced and in 12 point font with one-inch margins.
2. Statement of commitment from the institution's board of trustees (if a resolution by the full board is not feasible by time of application due date, a letter from the chairman of the board will suffice).
3. Provide a 250-word (or less) biography of each of the five required core team members

C. Submit the application.

Applications should be submitted electronically on letterhead (as a single PDF file that includes a cover letter on letterhead and electronic signatures) to atd@aacc.nche.edu by 5:00 pm EDT, Friday, May 11, 2007.

D. Use of Grant Funds

Colleges that are invited to participate in Achieving the Dream Round Four will be required to submit a budget for the investment grant as soon as feasible after the Kickoff Institute and no later than August 31, 2007. Colleges are urged to wait until they have participated in the Kickoff Institute to finalize their budget proposals.

Investment grants may be used to support the work of the several Achieving the Dream teams, the institution-wide dialogue about performance data, community and student engagement activities, and technical assistance on strategy development. Investment grant funds may be used for consultants, office expenses, meeting expenses (including food), local transportation, and travel to Achieving the Dream institutes, workshops, and related professional development activities.

**XI. Achieving the Dream: Community Colleges Count
Round Four – Investment Grants
July 1, 2007 – June 30, 2008
Application Form**

Enter proposal information and narrative directly on this form. When complete, this form should not exceed 12 pages, excluding board statement and core team biographies. Narrative text should be double-spaced in 12 point font with one-inch margins.

1. CONTACTS

PERSON COMPLETING THIS APPLICATION:

Name:

Title:

Institution:

Address:

City/State/Zip:

Telephone:

Fax:

E-mail:

Web site:

CONTACT PERSON, IF DIFFERENT FROM ABOVE:

Name:

Title:

Institution:

Address:

City/State/Zip:

Telephone:

Fax:

E-mail:

FINANCIAL CONTACT:

Name:

Title:

Institution:

Address:

City/State/Zip:

Telephone:

Fax:

E-mail:

2. CORE TEAM. Please provide the names of the five required members of your core team. Attach a 250-word (or less) biography for each of these five members. Also identify **additional core and data team members**, if available at this time. Describe how additional members from the institution and community will be involved in the Achieving the Dream activities and decision-making.

a. PRESIDENT OR CEO

Name:

Title:

Institution:

Address:

City/State/Zip:

Telephone:

Fax:

E-mail:

b. INSTITUTIONAL RESEARCHER (person responsible for institutional research or institutional effectiveness)

Name:

Title:

Institution:

Address:

City/State/Zip:

Telephone:

Fax:

E-mail:

c. CHIEF ACADEMIC OFFICER

Name:

Title:

Institution:

Address:

City/State/Zip:

Telephone:

Fax:

E-mail:

d. CHIEF STUDENT SERVICES OFFICER

Name:

Title:

Institution:

Address:

City/State/Zip:

Telephone:

Fax:

E-mail:

e. FACULTY (e.g., person responsible for programs and curricula in key areas such as remedial or developmental education, mathematics and English):

Name:

Title:

Institution:

Address:

City/State/Zip:

Telephone:

Fax:

E-mail:

3. COMMITMENT.

Please describe commitment to the goals and requirements of Achieving the Dream by the president, core team and Board of Trustees; attach a statement of commitment from the Board of Trustees. (Enter narrative here.)

4. POLICIES AND PRACTICES.

Please describe three on-going strategies (policies or practices) that reflect the institution's commitment to increasing student attainment; what evidence do you have that these strategies are having an impact on student outcomes? (Enter narrative here.)

5. VISION.

Please describe how participating in Achieving the Dream will help your institution improve student outcomes. What potential linkages do you see between your Achieving the Dream work and your accreditation process? What about links to other institutional planning and accountability processes? What are your preliminary ideas for developing an Achieving the Dream learning agenda at your institution? If your institution has multiple campuses, indicate whether you intend to undertake this initiative at one campus or work institution-wide. If you plan to focus initially on one campus, please identify the campus and why you selected it. (Enter narrative here.)

6. DATA AND DATA ANALYSIS CAPACITY.

NOTE: The purpose of these questions is to provide context on your institution and help funders understand the type of assistance with data analysis your college is likely to need if it participates in Achieving the Dream. You must answer these questions, but your response will not affect the rating of your proposal. Achieving the Dream is prepared to provide technical assistance to colleges with a wide range of institutional research capacities, and applicants will not be selected based on their capacity to collect and analyze data.

6a. Enrollment. Provide the following data on your institution's enrollment and graduation rates for 2004 and 2005, based on your data submission for IPEDS. Complete the boxes below, following the examples provided.

EXAMPLE 1: ENROLLMENT DATA

Sector	2005 College Enrollment (#)*	2005 College Enrollment (%)*
Black	11,540	21.01%
American Indian	27	0.05%
Asian	622	1.13%
Hispanic	35,056	63.82%
White	5,549	10.10%
Unknown	2,132	3.88%
Total	54,926	100%

* Enrollment figures are taken from Fall 2005 IPEDS as submitted by institutions

EXAMPLE 2: GRADUATION RATE DATA

Sector	Graduation rate (%) Based on 2002 First Time, Full-Time Cohort**
Black	20.9
American Indian	0.0
Asian	34.5
Hispanic	19.4
White	27.0
Unknown	53.8
Institution Graduation Rate ***	21.0

** Graduation rates are based on Student Right to Know definitions, as reported on 2005 IPEDS files. This includes the percent of the fall 2002 first-time, full -time student cohort who completed a degree, certificate, or transfer preparatory program within 150% of normal program time.

*** Institution graduation rates include all full-time, first-time degree/certificate-seeking undergraduate students entering the institution either during the fall term or during the academic year 2002-2003.

ENROLLMENT DATA

Sector	2005 College Enrollment (#)*	2005 College Enrollment (%)*
Black		
American Indian		
Asian		
Hispanic		
White		
Unknown		
Total		

GRADUATION RATE DATA

Sector	Graduation rate (%) Based on 2002 First Time, Full-Time Cohort**
Black	
American Indian	
Asian	
Hispanic	
White	
Unknown	
Institution Graduation Rate ***	

6B. Data Analysis Capacity. How large is your institutional research staff? What types of data analyses are routinely produced for use by faculty, staff, or administration and for what purposes are they used? What difficulties do you anticipate in meeting Achieving the Dream's expectations of colleges regarding the submission of annual student cohort data and the collection, analysis, and presentation of student outcome data? (Enter narrative here.)

7. AGREEMENT

We agree to abide by the commitments described in the application summary.

CEO name/title

Signature

Date

Financial contact name/title

Signature

Date