



Washington State MESA Community College Programs

(Mathematics, Engineering, and Science Achievement)

2017-18 Allocation Guidelines

State Board for Community and Technical Colleges
Student Services
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The State Board for Community and Technical Colleges (SBCTC) reserves the right to make changes to this document due to, but not limited to, federal, state, or local legislation or policy changes.

Milestones	Dates <i>(subject to change)</i>
Applications Available in OGMS	July 18, 2017
Applications due in OGMS	August 14, 2017
Notification to Finalist Colleges	August 23, 2017
Interviews with Finalist Colleges*	September 13-22
Notification of Funding	October 2, 2017

*Interviews will be either in person or via telephone. In addition to discussion of elements in their applications for funding, finalist colleges should be ready to discuss their capacity to achieve Key Performance Measures (KPMs) for MCCP programs.

SBCTC staff accepts questions throughout the request for application (RFA) process. In order to ensure clarity and equal access to information questions must be submitted via email to Nanette Angel at nangel@sbctc.edu. Questions and answers will be processed and provided on the [SBCTC website](#) daily. Please allow two business days for responses. The last date that questions and answers will be posted online is August 8, 2017.

SBCTC Contacts

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Washington MESA Community College Program (WA-MCCP) Expansion

The purpose of these funds is to support the implementation of MESA Student Centers within Washington Community and Technical Colleges. MESA Student Centers are designed to provide academic and support services to MESA students. CTC faculty, staff, industry partners and students will work collaboratively with universities to successfully achieve program objectives. Funding is ongoing, but continued funding is contingent on completion of program objectives.

Specifically:

- Programs will recruit and serve 100 students, who must be pursuing calculus-based STEM academic majors and degrees, by spring quarter 2019.
- Academic Excellence Workshops (AEWs), following the established MESA model, must be offered in tandem with at least 1 applicable class. The required AEWs must be included in the Project Work Plan.
- Each student will have a 3-year educational plan (or, alternately, the requisite time necessary to transfer) on file with the MESA Program Director. Students must be enrolled in elementary algebra to qualify for program participation, and must follow an educational plan that includes at least two sequential courses of calculus (or pre-calculus followed by calculus). Students must be enrolled in the appropriate math class each term they participate in the program.
- An orientation plan for new MESA students must be included in the Project Work Plan.
- The MESA Program Director must seek student internship and summer job opportunities for participating students.

Purpose of Funding

The project is implementing a comprehensive, integrated approach to increasing the number of students pursuing and completing degrees in STEM majors throughout the State of Washington by coordinating articulation and matriculation between the Washington MESA Community College Program and Washington's universities.

The project:

- Strongly emphasizes the inclusion of under-represented students;
- Increases the number of Washington CTCs active in the consortium;
- Increases student retention and transfer by utilizing the successful MESA Community College STEM transfer model; and
- Institutionalizes the MESA academic support model for STEM transfers at participating Community and Technical Colleges
- Have available the most recent A-133 audit summary or an independent program audit of any adult education and literacy funds (if applicable); and

Funding Information

SBCTC will fund six colleges at \$125,000. Colleges will each receive that funding (\$125,000) annually.

Application Process

All Washington's community or technical colleges that do not currently have an active Washington MESA Community College Program (WA-MCCP) are eligible to apply for the Expansion Allocation. Only

one application may be submitted by a community or technical college. Eligible applicants for MESA Community College Program Expansion are required to:

1. Access the SBCTC [Online Grant Management System](#) (OGMS) and develop a formal response to each application component and upload required attachment(s). No other attachments will be considered during the review and scoring process. This application will be available Wednesday, July 19, 2017.
2. Your college [OGMS security contact](#) can give you permission to the allocation application.
3. Submit fully completed applications electronically to the SBCTC through (OGMS) no later than August 14, 2017 at 11:55 p.m. SBCTC staff is only available until 4 pm.
4. Please carefully read and respond to ALL required criteria. Failure to respond to ALL required criteria will result in disqualification of your proposal.

Required Elements

Proposals will be assessed against the criteria described below. Colleges must be deemed to have satisfied all required criteria to be considered for funding.

Administrative Component

Provide a detailed description of your plan for managing the MESA Student Center. The plan must include the following elements:

- Full-time, 12-month Program Director (PD) (if a full-time 10-month faculty member serves as director, then an administrator must be designated to assist students during the summer).
- Adequate clerical support for the program director, generally minimum of .5 FTE, or a .5 Retention Coordinator.
- Responsible Administrator (RA) and Faculty Sponsor (FS) must be designated; the RA is generally the Dean who oversees STEM academic disciplines, and the FS is generally a faculty member in a STEM discipline.
- Access to a secure, private office space.
- Staff development activities that provide staff with a working knowledge of the MESA data collection tools.
- Use of the MESA Application/Intake Form that describes MESA services for students and outlines student responsibilities.
- Ability to meet program reporting (data collection, mid-year and annual reports) and travel requirements (generally two meetings per year).*

*Information about program reporting and travel requirements will be provided during finalist interviews.

MESA Student Center

Identify the location for the MESA Student Center and describe the space. It should be located in or near the math, engineering, and/or science areas and must be designated for MESA. Suggested space is four square feet of facility per student served. The space should be adequate to provide for quiet study (both individual and group), tutoring, book/equipment loan activity, computer lab work, lounge area with microwave and refrigerator, and a location to house student lockers or storage space. MESA Student

Centers cannot be housed in multi-purpose spaces or intermingled with programs or services for non-MESA students.

Academic Excellence Workshops

Describe your plan to offer Academic Excellence Workshops to MESA students. Include information about who will facilitate workshops, facilitator training, a description of workshop content, and when workshops will be offered. AEWs should be led by peer facilitators (e.g., students who have completed the workshop or upper-class university students). Faculty/staff facilitators may be utilized, but only to assist the peer facilitator on a limited basis. It is expected that workshops will follow the MESA Community College Model.

Academic Counseling/Advising

The program should provide a designated MESA counselor or advisor who spends 2-4 hours each week in the MESA Student Center. Describe how the following will be accomplished:

- Provide each MESA student with a 3-year academic plan designed to minimize time and coursework needed for students to transfer and complete a STEM bachelor's degree
- Monitor student progress and update academic plans regularly, meeting with MESA students each quarter.
- Provide Washington MESA with access to student academic plans during site visits
- Over time, MESA students should be clustered (co-enrolled) in classes, labs, and workshops.
- Establish a MESA early alert/intervention system identifying and working with students who are experiencing academic difficulty, to ensure student success.
- Coordinate efforts with campus transfer advisors and matriculation/articulation staff to facilitate a smooth transition for MESA students who are transferring in pursuit of a bachelor's degree.

Student Outreach and Identification of MESA Students

Describe your outreach and recruitment plan. Outreach should begin with currently enrolled students, followed by outreach to high school seniors from low performing high schools within the College's service area. Outreach to middle school/junior high school students is outside of the purview of MCCP. The outreach plan must include strategies that focus on under-represented students who seek to transfer in pursuit of a bachelor's degree in mathematics, engineering, sciences, or computer science and related degrees, generally known as STEM majors. In-class announcements are discouraged. Nursing students are not served by MESA unless they are pursuing a Bachelor of Science degree in Nursing.

MESA Orientation Course

Describe your plan to develop and offer a MESA Orientation Course. Each MESA Student Center is required to offer an orientation course for first year students. The course provides an overview of program services, spells out student and staff responsibilities, and creates a sense of community among MESA students, both at their college and as part of a greater MESA network. Other course topics include study skills, information about STEM careers and academic pathways to them, and university/ transfer information.

Communications Plan

Describe how you will create and maintain a MESA website and develop promotional materials for outreach purposes, in collaboration with Washington MESA.

Business and Industry Advisory Council

By Year 2, programs are expected to begin to build an Advisory Council. Describe your plan to establish a Advisory Council composed of representatives of STEM employers. The Advisory Council could serve in an advocacy/development capacity as well as help facilitate/promote STEM-related enrichment opportunities such as internships/summer jobs and field trips.

Optional Elements

Inclusion of optional elements will strengthen applications. Review of optional elements will be part of the application review process.

Student Support Services

Identify services that will be offered to MESA students and how they will be integrated into program activities. Examples that represent standard practice at MESA Student Centers nationally include tutoring (especially in math, engineering, and science courses), personal (non-academic) counseling, assistance with university applications and identification of scholarships and financial aid, leadership and skills development, and family engagement.

Student Clustering

Describe efforts that will be made to co-enroll students in classes, labs, workshops, and other activities. These could be formal learning cohorts/communities or more informal clustering such as study groups.

MESA Campus Council

The Council could serve in an advisory capacity to the MESA Program Director. Typically, it would include the MESA Faculty Sponsor and representatives from at least three of the following areas: articulation/transfer, financial aid, EOP, TRIO, tutoring/academic support, and counseling.

Professional Development

Describe MESA staff development activities. In addition to required elements such as data management training and MESA Program Director meetings, there may be other career/field-related conferences and workshops that you wish to plan and budget for.

Student Professional Organizations

Describe activities that will foster the development of a MESA student club on campus, or similar activities. It is highly desirable to establish connections with larger statewide, regional or national organizations that provide under-represented students in STEM the opportunities for personal and professional success. Examples include SACNAS (Society for the Advancement of Chicanos and Latinos in the Sciences), AISES (American Indian Society of Engineers and Scientists) SHPE (Society of Hispanic Professional Engineers), NSBE (National Society of Black Engineers), and SWE (Society of Women Engineers).