

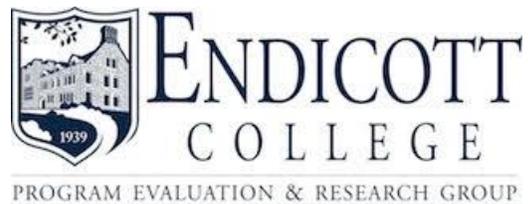


WORLD EDUCATION

College Success for Single Mothers



Information and Application Packet



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SUMMARY

College Success for Single Mothers is a three-year project (2020- 2022) of the [National College Transition Network](#) (NCTN) at World Education, funded by [ECMC Foundation](#). College Success for Single Mothers (CSSM) provides assistance to eight community colleges to identify the needs of single mother students on campus and develop an action plan to address their needs and expand key practices and services to enhance their success in college and careers.

To achieve the project goals, NCTN is partnering with the [Program Evaluation and Research Group](#) (PERG) at Endicott College, developers of the [Family Friendly Campus Toolkit: Using Data to Improve Outcomes](#), and [Achieving the Dream \(ATD\)](#), a national leader in the community college reform movement.

NCTN and partners will select eight colleges to participate in the project, which is described below in greater detail. Each college will form a cross-functional task force of decision makers, practitioners, and stakeholders led by a Task Force Convener, to carry out the activities of the project.

Each college task force will be assigned a Facilitator (staff from NCTN, ATD, or PERG) who will support the Convener and their work with the task force to set goals and stay on task and timeline.

The Facilitator will share information about best practices and connect the task force to relevant subject matter experts, as needed. The Facilitator and Task Force Convener will meet via monthly phone calls and share ongoing information via email.

In addition to quarterly web meetings with all eight colleges, an ongoing peer learning community will be available as a resource for the participating colleges to meet each other and share goals, resources, and progress over time.

Participating colleges will receive a stipend of \$10,000, which will be distributed in two \$5,000 payments. The first payment will be issued when MOUs are signed with selected colleges (June 2020), and the second will be issued in December 2021.

PROJECT BACKGROUND

Addressing the needs of single mothers, who make up an increasing part of the postsecondary student population in the U.S. is an essential part of any equity and completion agenda for colleges.

Almost nine million families in the U.S. are headed by single mothers (U.S. Census Bureau, 2016). Most support their families on very low incomes, with inadequate funds for childcare, affordable housing, and health and dental care (Women Employed, 2011). In the 2011–2012 school year, there were more than two million single mother college students, representing 11 percent of undergraduates. Eighty-nine percent of single mother students were low-income, with 63 percent in poverty. Women of color are more likely to be single parent students (Institute for Women’s Policy Research [IWPR], 2017).

Education and training have the potential to reap life-changing benefits for single mothers and their children across employment, quality of life, and children’s outcomes. Investment in childcare, additional financial aid, and case management pays off through increased tax returns and reduction in public benefits costs. With a powerful motivation to improve the lives of their families and set a positive example for their children, many single mothers pursue education and training that will lead to better-paying work and a meaningful career.

College Success for Single Mothers builds on the findings from NCTN’s 2019 report, [*No Matter What Obstacle is Thrown My Way*](#). The report features powerful examples of 17 community colleges that offer targeted programs and supports for student parents, in general, or single mothers, in particular, that are strategies worthy of replication. The report also acknowledges that significant work remains in order to increase institutional capacity to support single mothers. It recommends that colleges collect data to identify single mothers on campus; provide professional development to faculty and staff on the needs of single mothers; develop diverse and flexible funding sources; and advocate for policies within and outside of the institutions that support single mothers.

Without building broader institutional support and capacity, many single mothers and student parents who stand to benefit will remain unidentified by institutions, unaware of what is available to support them on their campuses, and unserved, as a result.

PROJECT ACTIVITIES AND TIMELINE (UPDATED)

MARCH 16, 2020	Information and Application packet released
JUNE 1	Applications due by 5:00 p.m. (ET)
JUNE 15	Colleges notified of selection results
JUNE 25	Project Kick-off webinar meeting, 2:00 – 4:00 p.m. (ET)

JULY 2020 – APRIL 2021 DATA COLLECTION AND ANALYSIS

The goal of this phase is for colleges to expand and institutionalize new data collection practices to identify and understand the needs of single mothers and student parents in an ongoing way.

The centerpiece of the data collection and analysis phase is PERG’s [Family Friendly Campus Toolkit](#). The Toolkit includes a series of tips and tools for campuses to collect data on student parents and their needs, and an audit of existing resources and policies that support (or inhibit) student parent progress. Via project webinars and facilitation assistance, participating colleges will receive an orientation to the Toolkit. PERG will share recommended practices and outcomes they have gleaned from other colleges that have used the Toolkit previously.

A cross-functional task force from each college will customize and deploy the Toolkit to meet the project data collection goals over a period of 8-10 months. This qualitative and quantitative data will serve as the foundation for action planning, along with any other data collected, to address the needs of single mothers. Colleges will be expected to share this data, including the number of student parents and single mothers, across the project.

MAY 2021 – DECEMBER 2022 ACTION PLANNING AND IMPLEMENTATION

Working from the data collected and analyzed, each college task force will identify a set of goals with measurable outcomes that can be achieved over the 18-month period and develop a detailed action plan to achieve the goals. Facilitators will assist Task Force Conveners in shaping the target goals and action steps of the plan.

During the implementation phase, Facilitators will assist Task Force Conveners in addressing challenges to implementation and staying on track with the plan and the timeline of activities. The Facilitator will engage subject matter experts (SME), as needed, to consult with college task

forces to share information, models, and ideas to address specific issues or institutional policy barriers each task force encounters implementing their plan. For example, SMEs might offer guidance on funding mechanisms or addressing liability concerns that inhibit hosting family events on campus. Facilitators will identify appropriate SMEs, including representatives of colleges that have tackled similar challenges, for short-term, customized consultation to task forces.

AUGUST 2022 – DECEMBER 2022 DOCUMENTING OUTCOMES FOR CASE STUDIES

Colleges will share data, data analyses, action plans, and insights gleaned from the task force to contribute to the case studies that NCTN and partners will write to document each college's process and outcomes. These case studies will provide valuable insights for other colleges seeking to make similar changes.

BENEFITS OF PARTICIPATION

Participating colleges will join a growing national movement to better understand and address the unique set of challenges and experiences of single mothers in community college, and gain:

- A structured, yet flexible approach, tools, and timeline for convening a cross-functional task force.
- Support, guidance and monthly check-in calls between the college's Task Force Convener and assigned Facilitator to help the team stay on task.
- Insight and guidance from Family Friendly Campus Toolkit developers and previous pilot sites.
- Results of data collection and analysis that can be used for decision making and ongoing program development, resource development and advocacy.
- Improved understanding of and capacity to identify single mother students and resources available to address their needs.
- Increased capacity to collect and use data for decision making and program development on behalf of all student parents.
- Knowledge shared by a peer learning community of participating colleges.
- Access to consultation with subject matter experts.
- National recognition and visibility through College Success for Single Mothers project communications, presentations, and published case studies.
- Use of final case studies to publicize your college's efforts and results.

EXPECTATIONS OF PARTICIPATING COLLEGES

Prioritize single mother students: To realize the benefits of participation, identifying and addressing the needs of single mother students should be a priority area that aligns with the college's overall mission, current stated priorities such as student parents, adult learners, equity, inclusion, and completion, and aligns with intermediate- and long-term goals.

Assemble a cross-functional task force: Participating colleges are expected to assemble a team of five to eight members across multiple departments, with an identified Convener. Recommended team members include Student Affairs, Academic Affairs, Enrollment Services, Childcare, Institutional Research/Effectiveness and representatives from an existing program geared towards student parents or single mothers. Core team members should be stakeholders and decision-makers (including vice presidents) who have the authority to move the work forward and represent it to the college president. Some institutions may wish to include representatives from community partner organizations.

Additional expectations of participating colleges:

- Commit to activities and timeline as outlined above– data collection and analyses, action planning and implementation, sharing process and outcomes for final case study document.
- Empower a Task Force Convener who will keep the work going at the local level and serve as liaison between the Facilitator and college task force.
- Participate in the kick-off webinar (Task Force Convener and members).
- Hold monthly check-in calls with the Facilitator (Task Force Convener).
- Participate in quarterly web meetings with all participating colleges (Task Force Convener and members).
- Subscribe to the Peer Learning Community (Task Force Convener and members)
- Send a task force representative to two face-to-face convenings (dates and locations still to be determined).
- Establish a mechanism for communicating the work of the task force to the president and other key administrators.
- Expand and institutionalize new data collection practices.
- Follow your college's Internal Review Board (IRB) protocols and plan for seeking approval in a timely manner for student surveying in data collection phase.
- Share baseline data, completed data collection tools, aggregate data and implementation plans for use in the case study documentation process. Shared data must be de-identified and measures taken to ensure participant confidentiality, congruent with any IRB requirements of the institution.

- Participate in phone interview and other information collection methods for the case study report (Task Force Convener and members).

ANTICIPATED QUESTIONS

Who is Eligible to apply?

Any regionally accredited, public community college that currently offers targeted programs or supports for student parents, in general, or single mothers, in particular, with the goal of expanding the colleges' capacity to support the persistence and completion of single mothers. Examples of current targeted supports might include a scholarship or other financial assistance program; on campus childcare or childcare voucher; parent support group; TANF-funded services; and case management.

How may stipends be used?

The \$10,000 stipend is intended to support the project activities, including stipends for off-contract faculty and students to participate in data collection and other activities of the task force. The stipend may also be used towards travel costs for a task force representative to attend two project convenings in 2021 -2022.

What is the role of the Task Force Convener?

The Task Force Convener has the authority and leadership capacity to convene and engage a cross-functional team representing multiple stakeholders in an inclusive planning process using and customizing tools provided by the Facilitator to complete the project activities. The Convener is the liaison between the task force and the Facilitator and maintains contact through monthly check-in calls. The Convener seeks input from the college president and keeps the president updated on the work of the task force.

What is the role of the Facilitator?

The Facilitator is a staff person from NCTN, ATD, or PERG who supports the Task Force Convener in guiding the leadership of the task force toward effective completion of the project activities and goals. The Facilitator assists the Convener in coordinating the activities of an inclusive, cross-functional task force.

What type of reporting is required of participating colleges?

Participating colleges will share the quantitative and qualitative data collected in the Data Collection and Analysis phase of the project, including the number of student parents and single mothers. Each college will be submit Action Plans and Status Updates in Years 2 and 3. Task force members will also participate in a phone interview to contribute to the case study report.

Can our work focus on the needs of all student parents?

The goal of this project is to increase institutional awareness of and capacity to address the needs of single mother students. While the focus of the project activities and outcomes must remain on single mothers as a discrete population, data collection may include all student parents, as long as the data on single mother students and the resources available to support them can be disaggregated. Many strategies that might be included in the action plan for addressing the needs of single mother students are potentially beneficial to all student parents (and many non-parent students) and subsequently provided universally. For the purposes of this project, single mothers should be the priority and the primary beneficiaries of the action plan.

ABOUT THE COLLEGE SUCCESS FOR SINGLE MOTHERS LEAD ORGANIZATIONS

The National College Transition Network

A project of World Education, Inc., The National College Transition Network (NCTN) provides technical assistance and professional development services to community college, adult education, and workforce systems. We design accelerated career pathways, comprehensive student support services, and effective multi-stakeholder partnerships that help adults attain their educational and career goals and access greater economic opportunity. Learn more at www.collegetransition.org.

World Education

Founded in 1951, World Education, Inc. is a nonprofit organization dedicated to improving the lives of the poor through education, and economic and social development. World Education has worked in more than 50 countries in Asia, Africa, and Latin America. Our work focuses on nonformal and formal education for children and adults; support for AIDS orphans and vulnerable children; refugee training; elimination of child labor and human trafficking; community development; maternal and child health; and micro enterprise development. In the United States, World Education advances the economic mobility of vulnerable people and communities through education. It strengthens the effectiveness of educators, organizations, and systems to support adults, older youth, and communities to thrive. Learn more at www.worlded.org

Achieving the Dream

Achieving the Dream (ATD) leads a growing network of 277 community colleges committed to helping their students, particularly low-income students and students of color, achieve their goals for academic success, personal growth, and economic opportunity. ATD is making progress in closing academic achievement gaps and accelerating student success through a unique change process that builds each college's institutional capacities in seven essential

areas. ATD, along with 75 experienced coaches and advisors, works closely with Network colleges in 44 states and the District of Columbia. In February 2019, Achieving the Dream launched Community College Women Succeed, an initiative to identify and promote effective strategies that help adult women students succeed in community college. Learn more at www.achievingthedream.org

Program Evaluation and Research Group at Endicott College

The Program Evaluation & Research Group (PERG) provides planning, evaluation and applied research services in support of quality educational programs in formal and informal settings. Since its founding in 1976, PERG has conducted hundreds of formative, summative and developmental evaluations and research studies, drawing on multi-disciplinary research methodologies and analytic approaches. In recent years, PERG has worked with numerous two and four-year colleges across the country to learn about best practices and supports for parenting students. Building on PERG's research study, *Baccalaureate Student Parent Programs and the Students They Serve (2016)*, and evaluations of Jeremiah Program and Keys to Degrees Replication Programs, PERG developed the *Family Friendly Campus Toolkit: Using Data to Improve Outcomes*. The *Toolkit* is a free, award-winning self-assessment system and guide for use by colleges to improve supports and outcomes for students who are raising children.

ECMC Foundation

ECMC Foundation is a Los Angeles-based, nationally focused foundation whose mission is to inspire and to facilitate improvements that affect educational outcomes—especially among underserved populations—through evidence-based innovation. It is one of several affiliates under the ECMC Group enterprise based in Minneapolis. ECMC Foundation makes investments in two focus areas: College Success and Career Readiness; and uses a spectrum of funding structures, including strategic grantmaking and program-related investments, to invest in both nonprofit and for-profit ventures. Working with grantees, partners and peers, ECMC Foundation's vision is for all learners to unlock their fullest potential. Learn more about ECMC Foundation by visiting www.ecmcfoundation.org and ECMC Group by visiting www.ecmcgroup.org.

APPLICATION

SUBMISSION INSTRUCTIONS

- **The extended deadline for applications is Monday, June 1, 5:00 p.m. (ET).**
- Application responses should be submitted online at <https://form.iotform.com/200445742230040>
- Draft your responses to the following application questions and copy and paste into the online application.
- Download and complete the CSSM Data Template . Follow the instructions for uploading it to the online application.
- Download the Letter of Institutional Commitment Template. Follow the instructions for uploading it, signed by the college president, to the online application.
- This Information and Application Packet and all templates referenced can be downloaded at <https://www.collegetransition.org/career-pathways/featured-projects/single-mothers-success/>
- Contact Sandy Goodman (Sandy_Goodman@Worlded.org) with questions.

SELECTION CRITERIA

The College Success for Single Mothers project will select eight community colleges that represent a variety of geographic locations, student demographics, and enrollment numbers; provide a considered rationale for the selection of the task force members and Convener; offer some targeted supports for single mothers; articulate clear alignment between the goals of this project and the broader mission and strategic priorities of the college; and provide examples of institutional capacity to create and sustain positive change.

I. YOUR INSTITUTION

- Name of college
- Address
- Website
- Name of person completing the application
- Role/title
- Email
- Phone #

II. TASK FORCE COMPOSITION AND RATIONALE (30 points)

Provide information about the 5-8 members of your proposed task force and how they can contribute to advancing the goals and activities of the project.

Proposed Task Force Convener (if different from above)

- Role/title
- Email
- Phone #
- Why is this person chosen to be the Task Force Convener? What particular strengths do they bring to advance the goals and activities of the task force?
- Have you obtained their commitment to lead the task force? Yes, no, pending

Task force member #1 -

- Name
- Title
- Why was this person chosen to participate? How are they positioned to contribute to advancing the activities and goals of the task force?
- Have you obtained their commitment to participate? yes, no, pending

Task force member # 2

- Name
- Title
- Why was this person chosen to participate? How are they positioned to contribute to advancing the activities and goals of the task force?
- Have you obtained their commitment to participate? yes, no, pending

Task force member # 3

- Name
- Title
- Why was this person chosen to participate? How are they positioned to contribute to advancing the activities and goals of the task force?
- Have you obtained their commitment from them to participate? yes, no, pending

Task force member # 4

- Name
- Title
- Why was this person chosen to participate? How are they positioned to contribute to advancing the activities and goals of the task force?
- Have you obtained their commitment from them to participate? yes, no, pending

Task force member # 5 (optional)

- Name
- Title
- Why was this person chosen to participate? How are they positioned to contribute to advancing the activities and goals of the task force?
- Have you obtained their commitment from them to participate? yes, no, pending

Task force member # 6 (optional)

- Name
- Title
- How is this person positioned to contribute to advancing the activities and goals of the task force?
- Have you obtained their commitment from them to participate? yes, no, pending

Task force member # 7 (optional)

- Name
- Title
- How is this person positioned to contribute to advancing the activities and goals of the task force?
- Have you obtained their commitment from them to participate? yes, no, pending

III. ALIGNMENT WITH PRIORITIES (30 points)

1. What motivates your college to participate in this project? How does participation in the project align with your institution's mission, current strategic plan, or other stated strategic priorities? Include links to communications, reports, etc. that reflect your mission and current strategic priorities.
2. How will the goals and action plan of the College Success for Single Mothers task force be coordinated and integrated with the planning and implementation of other strategic priorities?
3. Describe any current support services or programs at your institution that are specifically geared towards student parents in general, and/or single mothers in particular. Examples might include a scholarship or other financial assistance program; on campus childcare or childcare voucher; parent support group; TANF-funded services; and case management.

In your response describe:

- How is this program(s) funded?
 - How are students recruited/referred to the program?
 - How is eligibility determined?
 - How many parents are served by this program(s) each year (if available)?
4. What are the limitations of the program(s) described in the previous question? How might participation in this project help you address these limitations?

IV. INSTITUTIONAL READINESS (25 points)

5. What is unique about your institutional setting and context? What particular challenges and opportunities do your setting and context present for single mother students and your ability to support them? Include factors such as:
 - geographic location
 - demographics (of service area and student population)
 - availability of community support services
 - institutional policy
 - institutional culture
6. What is an example of an initiative that your institution has engaged in that has resulted in positive and sustained change? What made this effort successful? How will you apply what was learned to this project?
7. What questions or concerns do you have about participating in the project? What types of challenges or roadblocks do you anticipate when implementing the activities and goals of the project?

V. DATA (15 points)

8. Does your college have a mechanism in place for identifying student parents?
 - No
 - Yes, we ask all students about their parenting status.
 - Yes, but we ask only specific cohorts of students in specific situations and programs about their parenting status.
9. If yes, please describe the mechanism for collecting information on student parents.
10. Does your college have a mechanism in place for identifying single mothers?
 - No
 - Yes we ask all students whether they are single mothers.
 - Yes, but we ask only specific cohorts of female students, in specific situations and programs, whether they are single mothers.
11. If yes, please describe the mechanism for collecting information on single mothers.
12. Upload the completed CSSM Data Template.
13. Upload the Letter of Institutional Commitment, signed by your college president.

LETTER OF INSTITUTIONAL COMMITMENT
College Success for Single Mothers

REQUIREMENTS OF PARTICIPATING COLLEGES

- Prioritize single-mother students for the activities of this project.
- Assemble a cross-functional task force of stakeholders and decision-makers (including vice presidents) who have the authority to move the work forward.
- Commit to activities and timeline as outlined above– data collection and analyses, action planning and implementation, sharing process and outcomes for final case study document.
- Empower a Task Force Convener who will keep the work going at the local level and serve as liaison between the facilitator and task force.
- Establish a mechanism for communicating the work of the task force to the President and other key administrators and stakeholders.
- Expand and institutionalize new data collection practices Follow your college’s Internal Review Board (IRB) protocols and plan for seeking approval in a timely manner for student surveying in data collection phase.
- Share baseline data, completed data collection tools, aggregate data and action plans for use in the case study documentation process. Shared data must be congruent with any IRB requirements of the institution.

I have read the College Success for Single Mothers Information and Application Packet and the requirements of participating colleges outlined above. If selected to participate, (name of institution) commits to fulfilling the requirements for participation in this project.

President’s Name

Signature

Institution _____

Date _____