

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS**

PART I – GENERAL

A. APPLICANT: Middlesex Community College	<i>District Code:</i>	1	2	1	4
ADDRESS: 33 Kearney Square					
Lowell, MA 01852					
TELEPHONE: (978) 656-3483					

B. APPLICATION FOR PROGRAM FUNDING				
FUND CODE	PROGRAM NAME	PROJECT DURATION		AMOUNT REQUESTED
		FROM	TO	
FY17	STATE/FEDERAL – CONTINUATION GRANT administered by ADULT AND COMMUNITY LEARNING SERVICES			
668	Adult Basic Education Transition to Community College (State)	7/1/2016	8/31/2017	\$88,743

C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.

AUTHORIZED SIGNATORY:	TITLE: President
TYPED NAME: James C. Mabry, PhD	DATE: June 15, 2016

DATES DUE:
Fund Code: 668 – Wednesday, June 15, 2016
Proposals must be received at the Department no later than 3:00 p.m. on the date due.

Mail the proposals listed on this signature page to:
Lorraine Domigan
Office Manager
Adult and Community Learning Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street 3rdFloor
Malden, MA 02148-4906

Number of sets: Submit two (2) sets each with an original signature of the Superintendent / Executive Director / President.

DO NOT WRITE BELOW THIS LINE

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION USE ONLY	
GRANTS MANAGEMENT	
For the Department Authorized Signatory:	Date:

FY 2017

PART II-B PROJECT EXPENDITURES - DETAIL INFORMATION					A.	FUND CODE:	668
B. APPLICANT AGENCY					District four-digit code:		1214
Applicant Agency: Middlesex Community College			Address: 33 Kearney Square				
Contact Person: Katherine Innis			Zip Code: 01852				
Telephone: 781/280-3665			E-mail address: Innisk@middlesex.mass.edu				
PLEASE PROVIDE THE INFORMATION REQUESTED ABOVE AND SUBMIT BOTH PAGES OF THE BUDGET DETAIL EVEN THOUGH THERE MAY BE NO LINE ITEM ENTRIES ON THE FIRST PAGE.							
C. ASSIGNMENT THROUGH SCHEDULE A							<input type="checkbox"/>
Check this box ONLY if this project will be using funds assigned by more than one agency. A completed Schedule A, with signatures and the amount of funds assigned by each participating agency, must be attached to this Budget Narrative.							
D. STAFFING CATEGORIES				E.	F.	G.	H.
				# of Staff	FTE	MTRS*	AMOUNT
				I.			
				TOTAL			
1. ADMINISTRATORS:							
SUPERVISOR/DIRECTOR				1	0.205		12,800
PROJECT COORDINATOR							
STIPENDS							
SUB-TOTAL							12,800
2. INSTRUCTIONAL / PROFESSIONAL STAFF:							
Instructional, Assessment Coordinator				1	0.43		29,076
4, 1 credit courses @ \$1134/ea;				2			4,536
2, 3credit courses @ \$3,402/ea and 1 @ \$3573; Technoogy course @ \$800; tutor @ \$990				3			12,166
STIPENDS							
SUB-TOTAL							45,778
3. SUPPORT STAFF:							
AIDES/PARAPROFESSIONALS							
SECRETARY/BOOKKEEPER							
OTHER - Program Assistant				1	0.256		9,775
SUB-TOTAL							9,775
* Check the MTRS box if the identified employee(s) is/are a member of the MA Teachers' Retirement System. This requirement applies only to federally-funded grant programs.							
4. FRINGE BENEFITS:						AMOUNT	LINE-ITEM SUB-TOTAL
4-a MA TEACHERS' RETIREMENT SYSTEM (Federally-funded grants only)							
4-b OTHER FRINGE BENEFITS (Other retirement systems, health insurance, FICA) Fringe & benefits @35.17%						4,502	
Medicare tax @ 1.67% on part-time, non-benefitted positions						933	
SUB-TOTAL							5,435

APPLICANT AGENCY:			FUND CODE:	668
5. CONTRACTUAL SERVICES: Indicate the services to be provided and the rate to be paid per hour or per day.			AMOUNT	LINE ITEM SUB-TOTAL
		RATE	Hour/Day	
CONSULTANTS	Faculty meetings with Coordinator	\$ 27	12	325
SPECIALISTS		\$		
INSTRUCTORS		\$		
SPEAKERS		\$		
OTHER	Courses @ \$195/credit x 2, 3 credit courses and 6, 1 credit courses; lab fees @ \$75/ea x5	\$		2,715
SUBSTITUTES		\$		
SUB-TOTAL				3,040
6. SUPPLIES AND MATERIALS: Items costing less than \$5,000 per unit or having a useful life of less than one year.				
TEXTBOOKS AND INSTRUCTIONAL MATERIALS				1,575
INSTRUCTIONAL TECHNOLOGY INCLUDING SOFTWARE				2,625
NON-INSTRUCTIONAL SUPPLIES				544
SUB-TOTAL				4,744
7. TRAVEL: Mileage, conference registration, hotel, and meals				
SUPERVISORY STAFF				432
INSTRUCTIONAL STAFF				165
OTHER				
SUB-TOTAL				597
8. OTHER COSTS: Please indicate the amount requested in each category.				
Advertising			\$	
Maintenance/Repairs			\$	
Memberships/Subscriptions			\$	
Printing/Reproduction			\$	
Transportation of Students			\$	
Telephone/Utilities			\$	
Rental of Space			\$	
Rental of Equipment			\$	
SUB-TOTAL				0
9. INDIRECT COSTS		Approved Rate:	0.0800	6,574
10. EQUIPMENT: Attach a list with a statement of need and cost of each item. Items costing \$5,000 or more per unit and having a useful life of more than one year.				
INSTRUCTIONAL EQUIPMENT				
NON-INSTRUCTIONAL EQUIPMENT				
SUB-TOTAL				0
TOTAL FUNDS REQUESTED				88,743

Name of Grant Program: Adult Basic Education Transition to Community College	Fund Code: 668
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PART III – REQUIRED PROGRAM INFORMATION
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1. **Summarize the program’s successes and challenges in FY2016.**

The Links Program successes are reflected in the numbers of students who complete Links classes, go on to regular classes, graduate from Middlesex Community College, transfer to four-year colleges, and use the writing and math skills learned with Links that are applied to jobs and careers.

Since its inception in spring of 2000, the Link’s Program has served 289 students; 50 students earned Associate degrees and 33 of these students transferred to four-year institutions; 16 students earned certificates, and two of these students then transferred to other colleges; 37 students transferred, without a degree, to another community college, four-year college, or a training school for a total of 827 accumulated credits. This amounts to approximately 22.4 credits per student. In addition, at least four students used Links specifically as a preparation to career training, and one of these students (37 credits) has returned to MCC around her job to earn undergraduate course credits.

Links offers cohort classes to assist non-traditional GED/HiSET students with the transition to college including supported coursework in two developmental areas, math and writing. We have offered *Basic Writing* (ENG 071), *Preparation for College Math I* (MAT 001), or both to Links students. In addition to the developmental classes, the Links Program includes the *First Year Experience* seminar (1-credit College class). Additionally, each semester since 2003, the College has provided two 3 credit course tuition waivers, beyond the free Links Program, to students who have successfully demonstrated strong academic achievement and fulfilled other criteria for being awarded a tuition waiver. Through the end of fall 2105, the College has provided more than 74 course tuition waivers for strong Links students.

Emphasis on Math classes and support: Because of the ever growing emphasis on math instruction and assessment, the Ramp Up math (*Preparation for College Math I*) offered at MCC has proven to be a highly effective tool in retention at the college and for students in the Links Program. Ramp Up has allowed us to accept more DESE students at the following three math levels: *Fundamentals of Math* Modules 1-4, includes, Whole Numbers, Fractions, Decimals, and Integers and Real Numbers; *Algebra I*, Modules 5-8 include Algebraic Expressions & Translations (Sign Numbers), Solving Linear Equations, Ratio, Proportion and Percents, and Algebra I Graphing; *Algebra II*, Modules 9-12, Systems, Exponents & Polynomials, Factoring, and Radicals and Quadratic Equations. This system of math is **mastery-based** and taught on computers, so that students can proceed from the level at which they place on the Accuplacer to completion of the twelve modules that are prerequisites to college-credit math.

Ramp Up allows students to focus on areas in need of improvement or they can demonstrate mastery and test out of areas in which they are proficient. In this way, students who may be stumbling because of fractions (*Fundamentals of Math*) can concentrate on this area, but still be able to move on to the next math level (*Algebra I*) within the same semester. While a minimum of completion of four modules is necessary to pass the class, our numbers have demonstrated that most students exceed the minimum of four modules. The math class has an Instructor, a professional tutor, a peer tutor, and a mandatory extra hour of class time per week, math lab. My Math Lab is a superb tool that students may access from home around their class time, to progress through the modules and to clarify difficult areas. In addition, upon invitation from the Instructor, students who are in the final module (only Module 73 or Module 85) have the opportunity to participate in a program called Ramp-Up Wrap-Up, an intensive (a total of 7 classes beyond the regular semester) schedule that not every student can handle. The purpose of Wrap-Up is to allow students to move on to the next math course in the next semester.

Technology for College workshop: the Program provides licenses and the Instructor provides computer instruction in the mandatory Basic Word, as well as Intermediate Word, Excel, and PowerPoint. In addition, students are taught to use BlackBoard, an in-college course participation and communication tool between professors and students. The requirements of the Links and MCC classes support the need for the skills learned in Basic Word. With the licenses, students may work on the higher levels for computer skills from home as well as in class time. Because the Adult Learning Center is now introducing students to computer software, we anticipate moving more students to higher levels of computer skills while they are with Links. Students are also provided with additional support and hours from the Program Technology Coordinator in the MCC-provided dedicated Computer Lab where they can access a variety of software programs (including PLATO, Skills Tutoring, and My Math Lab, and **ACT Career Ready 101**) supplied by the College or purchased through the grant.

Links is committed to ensuring our students have all the support required to succeed. In this way the cohort model creates a community of learners who are supportive of one another, while Links also connects students to MCC academic and financial aid advisors to ensure a positive, seamless transition to college courses including our First-Year Experience (FYE) (our College Success) offerings. These strategies help with retention and successful outcomes for students. Some of the other steps Links uses to help our students succeed include: ongoing advising which helps to ensure that each student has an up-to-date Individualized Education and Career Plan; ongoing facilitated access to other MCC services, such as free tutoring, disability support services, and personal and career counseling, academic, career and transfer advising services, as well as to **The Career Place, the WIOA funded One-Stop Career Center (OSCC) operated by MCC**, which provides a variety of services and workshops related to career development, resume preparation, interviewing and job placement.

Together Links and Middlesex Community College provide an environment and the key supports necessary for our students to continue their educations, and to achieve careers and work that can sustain them mentally and financially. In addition to these strategies, Links students are encouraged to participate in the many activities offered at the college around their courses. To this end, this semester, 12 current and former Links students were able to experience an extra college-credit through an Interdisciplinary Weekend course (April 29-30, 2016), IDS 105, South East Asia. This was a one-credit class which explored the South East Asia cultural traditions and connections, with the world, through Art, Literature, History, Philosophy, Food, Economics, Science, and Music and Dance. The class was funded by Links through DESE and the IDS class can be bundled as a general education elective with our FYE IDS, and one other IDS class as a 3 credit class.

Staff are also mindful of challenges for Links students. A prior challenge was solved for Links in FY2015. Transportation to the suburban campus was an issue for potential Lowell Adult Education graduates who were considering joining the Links Program. Middlesex Community College solved the problem when the college provided a frequent bus shuttle service between campuses throughout the day between the Lowell Campus and the Bedford Campus for the fall and spring semesters. Since the inception of this regular transportation between campuses, Links has welcomed Lowell Adult Education students to come to visit and tour the Bedford Campus, and we have benefitted from increased numbers of Lowell students becoming Links students.

A smaller area of challenge still exists and involves getting students to regularly use the college's email system to communicate with instructors and the coordinator, as well as to be constantly aware of opportunities the college offers its students. We continue to work with students in this area we feel is crucial because we wish to strengthen students' independence and their awareness of the importance of good communication between instructor and student, and between employer and employee. We feel teaching our students appropriate ways of communicating in different circumstances is important while in an academic environment or on the job and is consistent with the technology objectives that are part of Links.

2. **Summarize the program's goals and objectives for incorporating key components of the new Workforce Innovation and Opportunity Act (WIOA) for FY 2017.**

The program's goals and objectives for incorporating key components of the new Workforce Innovation and Opportunity Act (WIOA) for FY 2017 include incorporating the foundation skills that make for better students with the skills and knowledge needed to succeed in college and as better employees for the workforce. While all of the Links courses help students to strengthen reading comprehension, learn to write with clarity, develop oral communication skills, develop effective use of technology, and expose students to the

consequences and benefits of their behavior, it is our intention to strengthen and guide our students' behavioral habits and the skills needed in future courses and work.

Through the required *College for Success Course*, fulfilled through the *General Education Seminar: First-Year Experience* (1 degree-bearing credit) course, skills and attributes such as self-motivation, the development and practice of time management, organizational, study, note-taking and research skills (which promote better learning in education and readiness for training in specific fields) are fostered. Through class activities, and reading and writing assignments students learn stronger study skills and ways to better handle stress and to balance work, family, and academic commitments. **The LINKS program will continue to emphasize the connection between these skills, that help students to become stronger in their studies, and applying these same skills in the workplace.**

Basic Writing (3 Institutional credits): This course, last offered by Links in fall 2015, included paragraph development, sentence skills, grammar and mechanics, developing ideas, and writing and rewriting short essays in preparation for *English Composition I*. These skills allow students to concentrate on the subject matter in the writing and to communicate whether in academics or the workplace. Links has had students referred to the program who needed to strengthen writing and math skills to enter training programs for better employment outcomes underscoring the applicability of Links to WIOA. (With the support of DESE and MCC, Links will be offering co-requisite English classes beginning fall 2016, *Writing Skills Seminar* and *English Composition I*. Note: Students must pass both ENG 099 and ENG 101 with a C- or better to receive 3 degree credits for ENG 101. Three (3) non-degree credits will be earned for ENG 099. Students may pass ENG 099 without passing ENG 101, which would make them eligible for ENG 101 the following semester.)

Writing Skills Seminar ENG 099 (3 Institutional Credits): This course is for students who have placed into ENG 071 with a score of 68 or higher on the reading placement test but would like to earn degree-credit for ENG 101. Students will learn to identify and correct grammatical errors and develop college level reading and writing skills and other strategies for success that will enable them to be successful in a linked ENG 101. In order to pass ENG 099, all students enrolled in ENG 0-99 must also pass an in-class writing final exam which will be assessed by two other instructors in addition to the course instructor. The linked ENG 101 is taught by the same instructor. ENG 099 is a non-degree credit course and is not transferrable.

English Composition I ENG 101 (3 College Credits): This course includes pre-writing, writing, and revising essays of exploration, analysis, argumentation/persuasion, and research. Students write at least three papers of 3-5 pages and one position paper of 5-10 pages that requires a thesis and support developed through formal research and documentation. This course emphasizes reading and informal writing as methods through which ideas are developed.

Preparation for College Math (3 Institutional credits): This course, which is part of the college's computerized mastery-based, instructor-assisted approach to teaching developmental mathematics, includes 12 modules. All students complete or test out of Modules 1-8, essentially math through *Algebra I*, and then must choose one of two paths depending upon the math courses required by their major. Students are aided in this decision with help from their advisors, instructors, and by following the course requirements of their major found on the college's website. The successful completion of Modules 80-85 (Path A) takes the student through *Intermediate Algebra* and qualifies him/her for entrance into a college-level math course, such as *Precalculus* and the successful completion of Modules 70-73 (Path B) prepares the student for *Statistics* and *Math Modeling*. Students aiming for degrees requiring higher levels of math will follow Path A, including Engineering, Computer Science, etc. In each student's case, s/he will be guided to checking the specific math requirements for the degree they wish to pursue on the college's website for the definitive math and other classes required by their degree choice.

Technology for College (self-paced, non-credit): This course provides the general knowledge and skills needed to operate computers for academic, personal and professional use with an introduction to major software tools: word processing, spreadsheets, and presentation graphics. The course also covers computer concepts, managing and storing files, and using the Internet for research and communication. In the fall 2016 semester, Links will be including ACT Career Ready 101 software to our offerings for Links students. **Most areas of the workforce require workers to be proficient in some or all of these computer skills. These computer skills and those that further education and work training will provide, build the skills that allow students and**

employees to “find, evaluate, organize, create, and communicate information.”(WIOA definition of “digital literacy.”)

General Education Seminar: Career Exploration (IDS 106, 1 degree-bearing credit): This course introduces students to the main components of identifying a major aligned with a career path through self-assessment. Both here and in the Technology for College class, we expect students to be able to access ACT Career Ready 101 software’s “integrated approach to exploring careers and their skill requirements and build life-literacy through lessons about financial awareness, job searching, and more.” Students will explore their work interests, personality, skills, values and life goals in order to find purpose in their academic curriculum. This course will include career mapping and organization research to formulate a real-world perspective on current jobs and the requirements needed to achieve them. A career exploration software tool known as Focus2 is used as a base for some course activities. Focus2 includes components on self-assessment, occupational searches, skills, values, and interests. Students receive assistance in using Focus2 and participate in activities and classroom discussions that assist them in processing the information they obtain from Focus2. Students visit the MCC Career Services Center and Library and participate in a field trip to The Career Place, Woburn. Students complete a variety of assignments related to research and writing, and give presentations that help to prepare them for other college work, life interests, and an education and career plan. (15 weeks x 1 hour/week)

Advising is a key component in helping students achieve academic success and navigate college and work situations. A combination of individual and group advising supports students in meeting their educational and career goals as smoothly as possible. The Program Coordinator serves as the initial educational and career advisor, and then moves the student on to college advising staff. As needed, the coordinator makes referrals to other resources on campus and community agencies; assists individuals in overcoming barriers to attendance such as work hours or job search, childcare and transportation; refers and coordinates disability support services if needed; as well as assists students in transitions to concurrent and/or next steps in their educational experience, such as the opportunity to gain life-long learning college credits that can be applied toward their certificate or degree program, and about potential scholarships and financial aid.

Professional Advisors and the Advising Centers help students learn how to explore academic and career interests and to determine whether a specific major is the correct choice for them. In addition, the guides provide information on program outcomes and suggestions on steps to be taken to pursue either career or transfer options. In addition to the multiple advising services highlighted above, the innovative Health and STEM Pathways Center offers students in these majors a place to connect and to meet with the Coordinator of Health and STEM Pathways and the Health/STEM Job Placement Specialist who can connect them to career information resources, internships, employment opportunities, research experiences, and co-curricular STEM and Health activities.

All career and technical programs at MCC have Advisory Boards composed of representatives from businesses and organizations. The Transitions (Links) Program also has an Advisory Board. The board meets at a minimum of once a year and provides additional insight into labor market trends within their sector, emerging employment opportunities and suggestions for enhancing programs to ensure students are prepared to meet employer needs.

We will continue to use both quantitative and qualitative data to help meet the programs goals and objectives in decisions about which key components of the new WIOA we can incorporate into our program. Quantitative information is generated through SMARTT data and other sources. It includes student attendance, pre-and post-assessments, classroom work, and data related to retention and goal attainment. SMARTT data is complemented with data provided by the MCC’s Office of Institutional Research (OIR), which utilizes Banner, a student data base system, to provide information related to course completion, grades, persistence, retention and enrollment and completion of certificate and degree programs. Qualitative data is obtained from interviews, focus groups, observation, and student work samples. OIR is also able to assist in developing, administering and analyzing surveys given to students and faculty. These tools, coupled with the initiatives described above, provide extensive information to monitor and improve our program and incorporate workforce preparation on a continuing basis.

3. Please complete the table below based on FY2016 data. Fill in the number of students for each field.

Outcomes	
	Total
Completed Transitions	16
Started Postsecondary	12
Totals:	

DESE Transition to College Program		
Fund Code: 668		
Request Budget Narrative FY 17		
Definition of full-time: 37.5 hours per week x 52 weeks per year		
Line 1: Administration		
Project Director K. Innis		
400 hrs x \$32hr w/benefits	\$	12,800
Oversees all aspects of program; manages SMARTT; implements recruitment and outreach activities; maintains partnerships; advises students; provides technology support		
Subtotal Administration	\$	12,800
Line 2 - Instructional,		
Assessment Coordinator, R. Clark		
Advises and provides case management for all students; assists with recruitment and outreach, is responsible for intake, goal setting, follow up, assessment, and counseling.	\$	29,076
College for Success Course (First Year Experience) (1 credit)		
\$1134 fall, \$1134 spring semester	\$	2,268
Career Exploration Seminar (1 credit)		
\$1134 fall, \$1134 spring semester	\$	2,268
Preparation for College Math (3 credits)		
Instructor 1 semester @\$3402 per course	\$	3,573
Tutor 2.5 hrs x 15 wks x \$26.39	\$	990
Writing Skills Seminar (3 credits)		
1 semester @ \$3402 per course	\$	3,402
English Composition I (3 credits)		
1 semester @ \$3402 per course	\$	3,402
Technology for College		
Instructor: 30 hrs @ \$26.65	\$	800
Subtotal Instructional	\$	45,778
Line 3 - Support Staff		
Program Assistant		
500 hrs x \$19.55		\$9,775
Provides administrative support to staff & faculty		
Subtotal Support Staff	\$	9,775
4. Fringe Benefits		
Medicare tax at .0167 on above salaries	\$	933
Fringe benefits and Medicare (33.50% + 1.67%) MCC staff	\$	4,502
Subtotal Benefits	\$	5,435
5. Subcontract		
Instructors: Faculty Meetings with Coordinator		
Two one-hour meetings per semester x 2 semesters x \$26.65/hr x 3 faculty; ensures coordinated, student-centered instruction plus fringe		\$325
MCC Tuition @ \$195/credit x 3 for 2 courses	\$	1,170
MCC Tuition @ \$195/credit x 1 for 6courses	\$	1,170
MCC Lab fees, Ramp-up wrap-up @ \$75 for 5 courses	\$	375
Subcontract subtotal	\$	3,040
Line 6 - Instructional Supplies		
Basic Writing text @ \$105 x 15 students	\$	1,575
Preparation for College Math Course Materials & Tech Fee@\$150 x15 students	\$	2,250
Non-instructional supplies include supplies for Advisory Board meetings and recognition ceremony	\$	544
College Placement Test		
\$50 x 30 students		

Student fees for students taking 6 or more credits		
\$25 per student x 15 students x 1 semesters	\$	375
	Subtotal Supplies	\$ 4,744
Line 7 - Travel		
Network Conference	\$	165
Director's Conference, general travel	\$	87
Mileage 600 miles x \$0.575/mile	\$	345
	Subtotal Travel	\$ 597
Line 8 - Other		
	Subtotal Other	
	SUBTOTAL DIRECT COSTS	\$ 82,169
Line 9 - Indirect Costs		
		\$ 6,574
	GRAND TOTAL	\$ 88,743

DESE ABE Transition to College Program	FY 17
Fund Code: 668	
Budget Match Narrative	MCC Match
Definition of full-time: 37.5 hours per week x 52 weeks per year	
Line 1: Administration	\$ 3,055
3% Judy Burke, Dean of Community & Corporate Ed & Training	
<i>Provides management oversight related to operation and assessment of program; ALC/Links Director Reports to Dean Burke</i>	
Subtotal Administration	\$ 3,055
Line 2 - Instructional	
5% Associate Dean, Student Support Services S. Woods	\$ 4,601
<i>Provides ongoing consultation and support to students and staff; monitors ADA compliance</i>	
5% Director, Academic Support: N. McGuiness Olson	\$ 3,343
<i>Provides additional tutorial support to students and orientation to Academic Support Services</i>	
3% staff from The Career Place	\$ 2,000
<i>Provides orientation to supports and services at The Career Place and career workshops</i>	
Academic Advisor: E. Hochman	
<i>Provides transition support to students and individual academic advising (100 hrs \$27.80/hr)</i>	\$ 2,780
6% Career Counselor: K. James	\$ 3,534
<i>Provide support services to program and individual career counseling</i>	
2.5% Director, First Year Experience and Student Success: J. Mucci, Provides guidance and training for instructors of the General Education Seminars: First-Year Experience and Career Exploration	\$ 2,028
.75% Senior Academic Technology Officer: J. Patuto, Advises staff on technology upgrades, potential software purchases and/or licenses for students and Program	\$ 764
Subtotal Instructional	\$ 19,050
Total Personnel	\$ 22,105
4. Fringe Benefits	
Medicare tax at .0167 on above salaries	\$ 46
Fringe benefits and Medicare (33.50% + 1.67%) MCC full-time staff	\$ 6,796
Subtotal Benefits	\$ 6,842
Personnel and Fringe	\$ 28,947
Classroom space	
Lab for Science - 1 hr/wk x 15 wks x \$100/hr	\$ 1,500
Office Space for Coordinator:-\$25/sq.ft.. x 80 sq.ft.	\$ 2,000
Office space for Director: \$25/sq ft x 144 sq.ft.	\$ 3,600
Dedicated ALC/Links Computer Lab for student use @ 6.5 hrs/wk x \$100/hr x 15 wks semester x 2 semesters	\$ 19,500
Subtotal Other	\$ 26,600
Total Match	\$ 55,547



**Middlesex Community College –
Hudson-Maynard Adult Learning Center
Memorandum of Agreement for
Adult Basic Education to Community College (DESE Fund Code 668) FY 2017**

Middlesex Community College and Hudson-Maynard Adult Learning Center have formed a partnership to implement the Adult Basic Education to Community College (DESE Fund Code 668). Roles and responsibilities of implementation include:

Middlesex Community College

- Serve as fiscal agent
- Provide budgetary oversight
- Hire, train and supervise grant funded staff
- Manage all ALC DESE Code 668 program activities
- Provide enrolled students in the program with access to college services
- Provide tutoring, college and financial aid counseling services to enrolled students
- Provide management oversight of Director of the Adult Learning Center

Hudson-Maynard Adult Learning Center

- Distribute materials about the program to our clients, directly at our facility, and through advertising/counseling sessions or in mailings
- Post information about the program at our facility
- Ensure our staff are knowledgeable regarding the program components and recommend and facilitate access to the program for potential candidates
- Provide suggestions and input on the program components through serving on the program Advisory Board
- Schedule timely presentations by the Fund Code 668 Director, other grant funded staff and/or other persons related to the program or institutions to our ABE students
- Participate in reviews of this MOA at a minimum of three times a year: beginning, mid-year and upon conclusion

This program will be of great benefit in assisting HSE (High School Equivalency) graduates initiate successful transitions to post-secondary education within the community college system. We share in no financial costs or obligations for this program. We look forward to assisting Middlesex Community College in its implementation of DESE Fund Code 668.

Katherine Innis
Director, Adult Learning Center &
Links/Transition Program

Date

Director
Hudson-Maynard Adult Learning Center

Date

Articulation of grounds for termination of the MOA: *This agreement may be terminated by either of the partners upon written notice delivered to the other party at least thirty (30) days prior to intended date of termination. The grantee must terminate the agreement with the partner organization if its activities are not delivered as described above. No funds are part of this agreement.*



**Middlesex Community College –
Lowell Adult Education Center
Memorandum of Agreement for
Adult Basic Education to Community College (DESE Fund Code 668) FY 2017**

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Lowell Adult Learning Center

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- Ensure our staff are knowledgeable regarding the program components and recommend and facilitate access to the program for potential candidates
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Katherine Innis
Director, Adult Learning Center &
Links/Transition Program

Date

Director
Lowell Adult Education Center

Date

Articulation of grounds for termination of the MOA: *This agreement may be terminated by either of the partners upon written notice delivered to the other party at least thirty (30) days prior to intended date of termination. The grantee must terminate the agreement with the partner organization if its activities are not delivered as described above. No funds are part of this agreement.*



**Middlesex Community College –
Adult Education Center
Memorandum of Agreement for
Adult Basic Education to Community College (DESE Fund Code 668) FY 2017**

Middlesex Community College (MCC) and the MCC Adult Learning Center have formed a partnership to implement the Adult Basic Education to Community College (DESE Fund Code 668). Roles and responsibilities of implementation include:

Middlesex Community College

- Serve as fiscal agent
- Provide budgetary oversight
- Hire, train and supervise grant funded staff
- Manage all ALC DESE Code 668 program activities
- Provide enrolled students in the program with access to college services
- Provide tutoring, college and financial aid counseling services to enrolled students
- Provide management oversight of Director of the Adult Learning Center

MCC Adult Learning Center

- Distribute materials about the program to our clients, directly at our facility, and through advertising/counseling sessions or in mailings
- Post information about the program at our facility
- Ensure our staff are knowledgeable regarding the program components and recommend and facilitate access to the program for potential candidates
- Provide suggestions and input on the program components through serving on the program Advisory Board
- Schedule timely presentations by the Fund Code 668 Director, other grant funded staff and/or other persons related to the program or institutions to our ABE students
- Participate in reviews of this MOA at a minimum of three times a year: beginning, mid-year and upon conclusion

This program will be of great benefit in assisting HSE (High School Equivalency) graduates initiate successful transitions to post-secondary education within the community college system. We share in no financial costs or obligations for this program. We look forward to assisting Middlesex Community College in its implementation of DESE Fund Code 668.

Ruth Clark,
Links Coordinator

Date

Katherine Innis
Director, Adult Learning Center &
Links/Transition Program

Date

Articulation of grounds for termination of the MOA: *This agreement may be terminated by either of the partners upon written notice delivered to the other party at least thirty (30) days prior to intended date of termination. The grantee must terminate the agreement with the partner organization if its activities are not delivered as described above. No funds are part of this agreement.*



**Middlesex Community College –
Methuen Adult Learning Center
Memorandum of Agreement for
Adult Basic Education to Community College (DESE Fund Code 668) FY 2017**

Middlesex Community College and Hudson-Maynard Adult Learning Center have formed a partnership to implement the Adult Basic Education to Community College (DESE Fund Code 668). Roles and responsibilities of implementation include:

Middlesex Community College

- Serve as fiscal agent
- Provide budgetary oversight
- Hire, train and supervise grant funded staff
- Manage all ALC DESE Code 668 program activities
- Provide enrolled students in the program with access to college services
- Provide tutoring, college and financial aid counseling services to enrolled students
- Provide management oversight of Director of the Adult Learning Center

Methuen Adult Learning Center

- Distribute materials about the program to our clients, directly at our facility, and through advertising/counseling sessions or in mailings
- Post information about the program at our facility
- Ensure our staff are knowledgeable regarding the program components and recommend and facilitate access to the program for potential candidates
- Provide suggestions and input on the program components through serving on the program Advisory Board
- Schedule timely presentations by the Fund Code 668 Director, other grant funded staff and/or other persons related to the program or institutions to our ABE students
- Participate in reviews of this MOA at a minimum of three times a year: beginning, mid-year and upon conclusion

This program will be of great benefit in assisting HSE (High School Equivalency) graduates initiate successful transitions to post-secondary education within the community college system. We share in no financial costs or obligations for this program. We look forward to assisting Middlesex Community College in its implementation of DESE Fund Code 668.

Katherine Innis
Director, Adult Learning Center &
Link/Transition Program

Date

Director
Methuen Adult Learning Center

Date

Articulation of grounds for termination of the MOA: *This agreement may be terminated by either of the partners upon written notice delivered to the other party at least thirty (30) days prior to intended date of termination. The grantee must terminate the agreement with the partner organization if its activities are not delivered as described above. No funds are part of this agreement.*



**Middlesex Community College –
Somerville Center for Adult Learning
Memorandum of Agreement for
Adult Basic Education to Community College (DESE Fund Code 668) FY 2017**

Middlesex Community College and Hudson-Maynard Adult Learning Center have formed a partnership to implement the Adult Basic Education to Community College (DESE Fund Code 668). Roles and responsibilities of implementation include:

Middlesex Community College

- Serve as fiscal agent
- Provide budgetary oversight
- Hire, train and supervise grant funded staff
- Manage all ALC DESE Code 668 program activities
- Provide enrolled students in the program with access to college services
- Provide tutoring, college and financial aid counseling services to enrolled students
- Provide management oversight of Director of the Adult Learning Center

Somerville Adult Learning Center

- Distribute materials about the program to our clients, directly at our facility, and through advertising/counseling sessions or in mailings
- Post information about the program at our facility
- Ensure our staff are knowledgeable regarding the program components and recommend and facilitate access to the program for potential candidates
- Provide suggestions and input on the program components through serving on the program Advisory Board
- Schedule timely presentations by the Fund Code 668 Director, other grant funded staff and/or other persons related to the program or institutions to our ABE students
- Participate in reviews of this MOA at a minimum of three times a year: beginning, mid-year and upon conclusion

This program will be of great benefit in assisting HSE (High School Equivalency) graduates initiate successful transitions to post-secondary education within the community college system. We share in no financial costs or obligations for this program. We look forward to assisting Middlesex Community College in its implementation of DESE Fund Code 668.

Katherine Innis
Director, Adult Learning Center &
Links Transition Program

Date

Director
Somerville Center for Adult Learning

Date

Articulation of grounds for termination of the MOA: *This agreement may be terminated by either of the partners upon written notice delivered to the other party at least thirty (30) days prior to intended date of termination. The grantee must terminate the agreement with the partner organization if its activities are not delivered as described above. No funds are part of this agreement.*



**Middlesex Community College –
Waltham Power Program
Memorandum of Agreement for
Adult Basic Education to Community College (DESE Fund Code 668) FY 2017**

Middlesex Community College and Hudson-Maynard Adult Learning Center have formed a partnership to implement the Adult Basic Education to Community College (DESE Fund Code 668). Roles and responsibilities of implementation include:

Middlesex Community College

- Serve as fiscal agent
- Provide budgetary oversight
- Hire, train and supervise grant funded staff
- Manage all ALC DESE Code 668 program activities
- Provide enrolled students in the program with access to college services
- Provide tutoring, college and financial aid counseling services to enrolled students
- Provide management oversight of Director of the Adult Learning Center

Waltham Power Program (Adult Learning Center)

- Distribute materials about the program to our clients, directly at our facility, and through advertising/counseling sessions or in mailings
- Post information about the program at our facility
- Ensure our staff are knowledgeable regarding the program components and recommend and facilitate access to the program for potential candidates
- Provide suggestions and input on the program components through serving on the program Advisory Board
- Schedule timely presentations by the Fund Code 668 Director, other grant funded staff and/or other persons related to the program or institutions to our ABE students
- Participate in reviews of this MOA at a minimum of three times a year: beginning, mid-year and upon conclusion

This program will be of great benefit in assisting HSE (High School Equivalency) graduates initiate successful transitions to post-secondary education within the community college system. We share in no financial costs or obligations for this program. We look forward to assisting Middlesex Community College in its implementation of DESE Fund Code 668.

Katherine Innis
Director, Adult Learning Center &
Links/Transition Program

Date

Director
Waltham Power Program

Date

Articulation of grounds for termination of the MOA: *This agreement may be terminated by either of the partners upon written notice delivered to the other party at least thirty (30) days prior to intended date of termination. The grantee must terminate the agreement with the partner organization if its activities are not delivered as described above. No funds are part of this agreement.*

Name of Grant Program: Adult Basic Education Transition to
Community College

Fund Code: 668

**FY2017 ADULT BASIC EDUCATION TRANSITION TO COMMUNITY COLLEGE
STATEMENT OF ASSURANCES FOR FUND CODE 668**

Organization Name: _____ **Middlesex Community College, Links** _____

(The Organization Name must match the Applicant Name on Line A on the Standard Contract Form and Application for Program Grants, Program Unit Signature - Part I of Required Forms.)

- 1) The grant recipient hereby assures the Massachusetts Department of Elementary and Secondary Education (The Department, or ESE) that the grant recipient will administer the program covered in the application in accordance with the provisions and conditions of all applicable federal and state statutes, regulations, program plans, and applications.

FISCAL AND DATA ASSURANCES:

The grant recipient assures ESE that:

- 2) Grant award funds will not be used to pay for expenses that have been paid for by any other state or federal award.
- 3) Separate and auditable records will be maintained for each project for which the grant recipient receives funds; time and attendance records will support payrolls; and, time distribution records will support salaries and wages of employees chargeable to more than one grant program.
- 4) The grant recipient will maintain and document an appropriate and auditable matching share of not less than 30% of the grant award. Commitments made in FY2015 to provide matching funds will be maintained in each subsequent year of this multi-year grant award period.
- 5) All costs associated with the *College for Success* and *Technology for College* courses (e.g., tuition, fees, texts, and other materials) shall be covered by grant and/or matching funds.
- 6) Where the grant recipient assigns grant funds to one or more subcontractors:
 - a) the grant recipient assumes responsibility for effective management of the entire grant, including any funds committed to subcontractors to purchase student services; and,
 - b) the grant recipient will monitor contractual services and ensure that all grant funds are fully expended as articulated in a signed Memorandum of Agreement and in a timely manner.
- 7) The grant recipient will notify ESE as soon as possible if funds may be unspent, including funds assigned to subcontractors, and will amend the grant down so that the funds can be reallocated as may be needed to other programs.
- 8) The grant recipient will report and return to the state any and all funds unexpended by the close of the grant period, whether or not it recovers unexpended contracted funds from subcontractors.
- 9) Adults enrolled in the ABE Transition to Community College grant program will be asked in a neutral manner to provide their Social Security Number and to sign a release of information form for the purpose of facilitating access to appropriate additional and subsequent services, and to follow up on goals attained.
- 10) The grant recipient will ensure that data entry in the System for Managing Accountability and Results Through Technology (SMARTT), will be brought up to date not less than monthly. The Department reserves the right to deduct funds from the grant award to programs that fail to meet this requirement. The grant recipient is advised that the Department will permanently close off enrollment and attendance data entry for each month by the last day of the second succeeding month, and data will not be allowed to be entered retroactively.

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- 11) Fiscal reports and program data will be submitted by the deadline established by ESE unless the grant recipient acquires a prior written waiver. Failure to submit/transmit timely and accurate reports will result in a suspension of further payments until ESE receives accurate and complete reports. ESE programmatic and fiscal data collection and reporting systems are official records and, as such, any submission of data/information that can reasonably be determined to be known by the grant recipient or that should have been known by the grant recipient to be false is grounds for immediate termination of the grant and the return of all grant funds related to the falsified data/information.

PROGRAMMATIC ASSURANCES:

The grant recipient assures ESE that:

- 12) Students enrolled in the ABE Transition to Community College grant program will have received either a General Educational Development credential, an Adult Diploma Program diploma, a United States high school credential, or a high school credential from outside the United States that has been certified by the Center for Education Documentation. All participants will be able to participate in postsecondary level academic classes conducted in English. (The only exception to this credential requirement is for dually-enrolled students in accordance with the ACLS dual enrollment policy.)
- 13) No fewer than 80% of the program's grant-funded participants will have been previously enrolled in an ESE-funded adult learning program.
- 14) The community college will collaborate with two or more ESE-funded adult basic education (ABE) programs to facilitate the successful transition of former ABE students to the community college, and will maintain current and formal Memoranda of Agreement with its ESE-funded ABE program partners, in accordance with the *FY15 Guidelines for Memoranda of Agreement (MOA) between ABE Grant Recipients and Partnering Organizations* (included as an appendix).
- 15) The community college and its Adult Basic Education Transition to Community College grant program will work together to integrate both students and staff of the Transition Program into the mainstream of all the community college's activities and functions.
- 16) The community college and its Adult Basic Education Transition to Community College grant program will work together to provide services to additional students eligible under the Massachusetts Community College and Workforce Development Transformation Agenda (MCCWDTA).
- 17) Whenever the grant recipient collaborates with other providers in order to provide services, the collaboration is documented in a signed MOA clearly delineating each partner's roles and responsibilities.
- 18) The community college's Adult Basic Education Transition to Community College program will implement a cohort model as defined in the *FY16 Guidelines for Effective Adult Basic Education Transition to Community College*, and will include a *College for Success* course and a *Technology for College* course.
- 19) When staff turnover occurs, the minimum required qualifications presented in the originally approved grant will be retained for replacement staff. The grant recipient is advised that the staff qualifications included in the grant application were considered in scoring the original proposal and thus influenced the decision to fund the proposal, and that any subsequent changes to staff minimum requirements during the multi-year grant period require prior Departmental approval.
- 20) The grant recipient is advised that programmatic elements included in the grant application and approved grant award, including funded services and location of services, were considered in scoring the original proposal and thus influenced the decision to fund the proposal, and that any

Name of Grant Program: Adult Basic Education Transition to
Community College

Fund Code: 668

subsequent changes during the multi-year grant period to services or their location require prior Departmental approval.

- 21) Student access to computers and technologies described in the application will be maintained throughout the multi-year grant period.
- 22) The grant recipient will adhere to ACLS assessment policies specific to the ABE Transition to Community College Program, and will ensure that all assessment administrators will acquire and maintain the skills necessary to administer and score the required assessments.

OTHER ASSURANCES:

The grant recipient assures ESE that:

- 23) The grant recipient agrees that program staff will meet all requirements with regard to conference and meeting attendance (e.g., annual Directors' Meeting, SMARTT trainings, Transition Program meetings).
- 24) The grant recipient is advised that the ESE retains an unrestricted and irrevocable right to publish and distribute any materials developed under this grant.
- 25) The grant recipient commits to identifying the ESE in any official correspondence as the entity supporting the delivery of services at the program.
- 26) The grant recipient will notify the ESE should it find any new performance criteria and/or standards implemented after the inception of the grant performance period to be unacceptable or contradictory to its organizational goals. In such a case, the grant recipient, upon written notification to the ESE, may choose to terminate its commitment to provide the services outlined in its application or in its application as amended by the ESE and to relinquish the remainder of its award. In such a case, any unexpended funds, inappropriately expended funds, and/or funds still on hand will be returned to the ESE within ninety (90) days of the termination of these services.
- 27) The grant recipient is advised that failure to fulfill the assurances above at any point during the grant cycle may be cause for withholding of payments and/or termination of the grant. The grant recipient commits to ACLS policies as will be mandated by the Workforce Innovation and Opportunity Act (WIOA).

Name of Grant Program: Adult Basic Education Transition to Community College	Fund Code: 668
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To the best of our knowledge and belief, the application made herein is in accordance with the terms of the Massachusetts WIOA Combined State Plan. We agree to comply with all the preceding assurances and statements and Commonwealth Terms and Conditions. We further agree that funds will be used as stipulated in the application and that supporting documents for expenditures shall be made available for audit.

We hereby certify all of the above:

James C. Mabry, PhD		
Typed Name	Signature of Chief Administrative Officer (College President)	Date
James J. Campbell		
Typed Name	Signature of Chairperson of Board of Trustees or Other Governing Body	Date