

WSSN

FINAL ANNUAL GRANT REPORT



Introduction

All WSSN colleges are required to submit final narrative and budget reports at the conclusion of the project period. The narrative and budget are an opportunity to consider your institution's WSSN work over the past three years and to reflect upon ways to sustain the work. Your institution's reflection will continue to help inform Achieving the Dream as we actively work to integrate WSSN into other reform efforts. Your reflection will help us better disseminate WSSN promising practices and lessons learned.

Instructions for Completing the Final WSSN Grant Report

Narrative

To complete the WSSN Narrative, your institution should engage a representative group of the WSSN team to review and discuss the institution's progress on strategy implementation. This discussion will be helpful as you complete the narrative. Please use this worksheet to craft your responses.

Budget

Please complete the WSSN Budget Template. Please note that the template asks you to report on direct and indirect expenses, as well as match funds raised for the grant's match requirement. Please refer to Section I Subsection F and Section XI Subsection D of the grant agreement for the project match requirements. For the fundraising component of the budget, please indicate any institutional funds your college reallocated to support WSSN efforts or any funds received from an external source. Please provide a brief summary in the notes section of the budget template that generally describes the source and uses of match funding (the notes section is equivalent to a budget narrative).

The budget should be reflective of the entire grant's lifecycle and, if requesting a No-Cost-Extension (NCE), should align with your NCE request.

Data Template

We have eliminated the data template for the final report but, as stated in the Year III Interim Report, the Scaling & Sustainability Indicators are included at the end of the report. You are expected to complete the sections highlighted in yellow.

Submitting the Report

- **Due date: August 1, 2017**
- Please upload and submit the Final Report through following link:
https://achievingthedream.qualtrics.com/jfe/form/SV_6r6mksPGMABq7el
- Submission of the budget should be in xls or xlsx format. Please submit the narrative in PDF format. 
- If you foresee needing more time to complete the report, please let us know.

For more information, please contact Tran Le at, tle@achievingthedream.org or 240-450-3807.

WSSN Narrative Report

1. Institution Name: PORTERVILLE COLLEGE

For each section noted below, we encourage you to be reflective in your institution's WSSN journey over the past three years. Your reflections can include any changes, successes, and challenges you experienced. Remember, ATD can only improve how we manage our grant programs with honest feedback.

1) Program Management (ATD focused)

In order to encourage honesty, we have created an anonymous survey to help ATD reflect in managing grants and providing technical assistance. Please click [here](#) to complete the survey. Below are questions that will allow us to expand upon the survey questions.

1. Please describe ways ATD could have provided better management and oversight support.
 - Provide data collection and reporting guidelines prior to the start of the grant
2. Which supports were the most useful (i.e. having a facilitator, learning communities, etc.)
 - WSSN Coach was most helpful
3. Which supports were not very useful (i.e. having a facilitator, learning communities, etc.)
4. Are there additional technical assistance needs you could have benefitted from?
5. Were there outside resources that you found particularly useful that other colleges can benefit from?
6. How was ATD communications with the institutions and were the methods used effective (emails, newsletters, ATD connect, etc)?
 - All communication methods were helpful
7. Please list anything else you would like ATD to know.

2) Program Implementation & Continuous Improvement

As you reflect on the entire lifecycle of the grant, please describe overall successes and challenges in implementing and expanding all six required WSSN services; bundling services; partnerships; and external influences such as state or federal budget reductions.

1. List three major successes your institution has experienced while implementing WSSN?
 - WSSN Initiatives aided the college in developing synergies between the academic side of the campus as well as the student services area. These synergies include academic advising, matriculation, admissions and

records, and financial aid along with tutoring, coursework, team-teaching and learning communities. Students on our campus now have a better chance of success as services are coordinated as opposed to focusing solely on area objectives or in individual silos. The focus is on students successfully attaining their academic goals. WSSN related activities provided through the JEC and Student Services stimulated college-wide process for leading change.

- Committed Campus Leadership - Achieving the Dream (ATD) Task Force comprised of college level administrators, faculty, and staff that provide evidence to improve policies, programs & services
- External High School/Adult School Partners are actively supporting WSSNCC –Increased the number of first time students who receive assessments, counseling, one-on-one advising, and follow up.

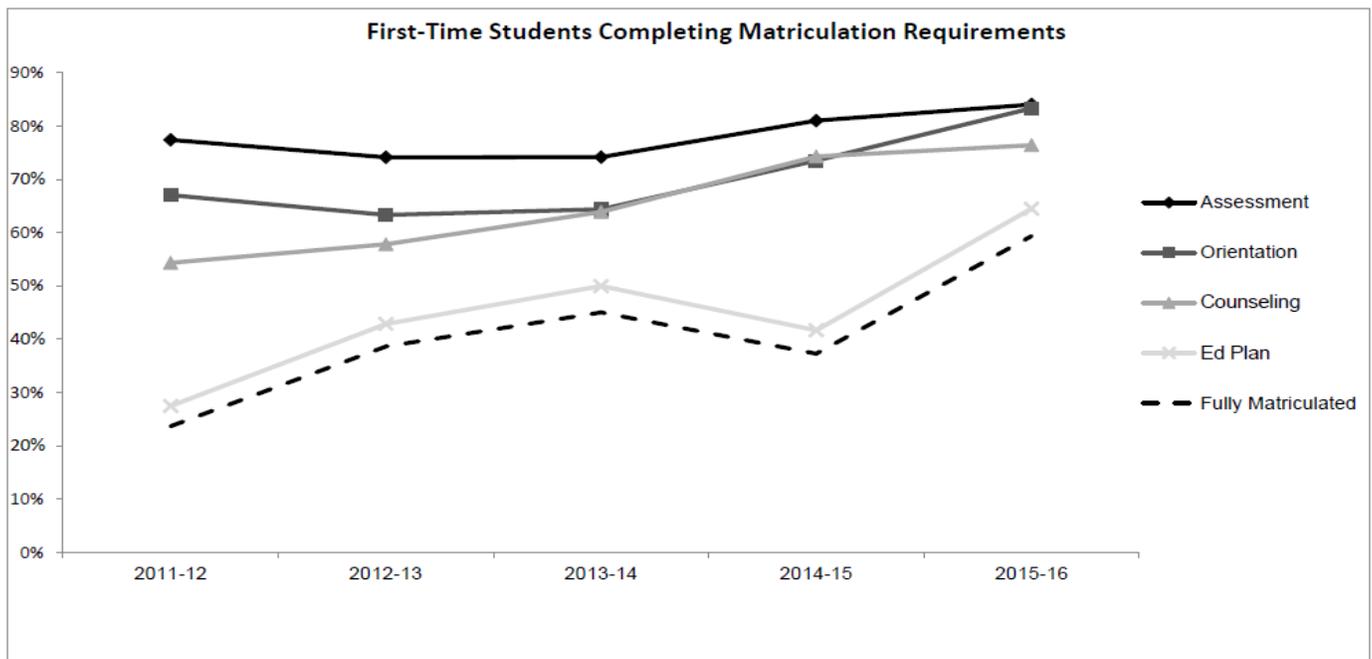
2. List three major challenges your institution has experienced while implementing WSSN.

- Scaling and bundling service with appropriate sequencing
- Formulizing banking relationship with external financial institution

3. As you reflect on your goals at the beginning of the project, do you think your institution accomplished those goals? If so, how? If not, why?

- Increase completion of developmental instruction by 3%
- Increase enrollment in and successful completion of the initial college-level courses in Math and English by 3%
- Increase the number of first time students who receive assessments, counseling, one on one advising, and follow up by 25%

a. Based on your internal data, has your institution met its goal regarding the percent of students served?



4. Which WSSN services were easier to implement?

- Financial Literacy and Benefit Access

5. As you near the end of the grant period, are there things you would have done differently in implementing WSSN?
6. Do you feel like the amount awarded was adequate in designing and implementing WSSN on your campus?
 - a. If not, please list an amount that would have made design and implementation easier and why.
 - b. How were majority of the funds used over the three years?
 - i. As you reflect, would you change how funds were used?

5) Culture Change & Institutionalization

1. In the past 6 months, how has your institution made progress towards building culture change and institutionalizing support services?
2. Please discuss ways that your institution plans to sustain the WSSN work?
 - o Continue to expand the Campus Resource Center to expose students to a one-stop shop for services.
 - a. Are there specific components that will be sustained?
 - o Plans to continue offering all components
3. How was receiving this grant changed the perception of providing support services to students on campus?

WSSN Initiatives aided the college in developing synergies between the academic side of the campus as well as the student services area. These synergies include academic advising, matriculation, admissions and records, and financial aid along with tutoring, coursework, team-teaching and learning communities.

8) Success Stories (Student or Programmatic)

As always, please share with us **any** success stories as a result of implementing WSSN services on your campus. These stories may be shared on social media (i.e. twitter) or via the ATD newsletter.

Porterville College hosts different workshops throughout the year presented by counselors, staff, and community partners. Workshop selection has become more varied in the past few years due to the WSSN initiative to provide rounded services for students. Juana is a single mother who attended a workshop with her teenage daughter. The guest speaker, a community educator working for the elementary school district and local adult school, shared her personal experiences returning to school as an adult and managing family life. She shared in depth both the hardships and the successes, and also talked passionately about her current work with young students, teen mothers, and adults. Our student Juana became emotional during the workshop, and following the workshop she shared with Porterville College staff and our guest speaker that she had similar life experiences. The workshop reinforced Juana's decision to return to school as an adult and gave her hope to succeed regardless of her life's circumstance. She was thankful that she brought her teenage daughter to the workshop because the speaker's message stressed the importance of education for women and girls.

Ronnie was a plumber for 15 years before he suffered an accident that resulted in a broken back, shoulder, and ankle. He could no longer perform the duties of his job and decided to enroll at Porterville College to complete his education in order to gain a career in a different field. Ronnie participates in a number of programs on campus including the CalWORKs and EOPS programs. He has also participated in WSSN activities across all three pillars. He states the support network behind our programs and activities have allowed him to excel in his classes. He further states that he is in a position to set an example for his children through his hard work and success at Porterville College. He is on track to receive his degree in Liberal Arts and transfer to university to continue education toward a teaching career.

10) Reflection

In this section, please share with us any information related to lessons learned, activities, strategies, or promising practices that impacted the WSSN on your campus within the past three years that may not be included above.

Final Year III Scaling & Sustainability Indicator

Please fill in the chart as indicated below. If you are unable to provide this data, please insert N/A.

Indicator	Indicator Categories	Collection Responsibility
Term to term retention rates for students who <i>only</i> receive services through a Student Success Course	Student Outcomes	Mathematica
Term to term retention rates for Pell grant recipients receiving 2 WSSN services	Student Outcomes	Mathematica
Term to term retention rates for Pell grant recipients receiving 3 WSSN services	Student Outcomes	Mathematica
Term to term retention for <i>all students</i> , including Pell and non-credit students, only receiving services through a Student Success Course	Student Outcomes	Mathematica
Term to term retention for <i>all students</i> , including Pell and non-credit students, receiving 2 WSSN services	Student Outcomes	Mathematica
Term to term retention for <i>all students</i> , including Pell and non-credit students, receiving 3 WSSN services	Student Outcomes	Mathematica
Total dollars raised to date to support and sustain WSSN initiative on campus	Sustainability	N/A
Total reallocated institutional dollars to support WSSN services/initiative on campus	Sustainability	N/A
Number of first-generational degree seekers (full and part-time students)	Demographic Data (WSSN specific)	2,234
Number of Homeless students (per the FAFSA)	Demographic Data (WSSN specific)	0
Number of Foster Youth	Demographic Data (WSSN specific)	63
Number of DREAMers*	Demographic Data (WSSN specific)	97
Number of Formerly Incarcerated	Demographic Data (WSSN specific)	0
Number of staff members at each college engaged in day to day operations/services of WSSN	Implementation	All Student Services
Training hours required for each financial coach on campus	Implementation	40 hours
Number of jobs modified to include responsibilities to	Implementation	0

carry out WSSN services		
Number of financial coaches (full and part time included)	Implementation	14

*DREAM (Development, Relief, and Education for Alien Minors) Act

Terms Defined

1. *DREAMers*: an undocumented immigrant who qualifies for the deferred action initiative (see below)
 - a. Note: DREAMers are undocumented immigrants who are under the age of 31; entered the United States before the age of 16; have lived continuously in the country for at least five years; have not been convicted of felony, a “significant” misdemeanors or three other misdemeanors; and are currently in schools; graduated from high school, earned a GED, or served in the military.
2. *First-Generational Student*: One for whom neither parent graduated from a four-year college.
3. *High-touch service*: one-on-one interactions that provide a specific service or set of services to a targeted number of students who have been identified as needing more intensive support. Financial coaching, career planning (not student advising), and working with an individual student to secure a specific public benefit are all examples of high-touch services.
4. *Low-touch service*: standardized services designed to reach a broad range of students via group settings such as orientation or student success classes, or through technology or other mass delivery approaches. Low-touch services provide information and in some cases develop student skills. Examples of low-touch services include: having a financial literacy component in a student success course; supplemental instruction on job readiness skills; and inclusion of benefits access information in new student orientation.
5. *Retention*: Because we are in the last year of the grant, retention is defined as the percentage of a school’s students who continue at the school for the following semester (as opposed to the school year)
6. *Student Success Course*: A course that minimally offers students financial literacy and benefits access information. If a college did not have a student success course, colleges identified an alternative mechanism, preferably a standing college program or service (e.g. student orientation, or financial aid counseling sessions) through which these components were delivered.
7. *WSSN Service*: A low or high-touch service (see definition of low-touch service and high-touch service).