



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF LEGISLATION AND CONGRESSIONAL AFFAIRS

Reference Grant Award Number: #P042A150092
MAINE

EASTERN MAINE COMMUNITY COLLEGE has been selected to receive funding under the STUDENT SUPPORT SERVICES PROGRAM (84.042A). This grant will be in the amount of \$220,000.00 for the first budget period (09/01/2015 through 08/31/2016). It is anticipated that the grant will be for a total of 5 year(s). Please see the attached abstract for a brief description of the activities that will be funded under this grant.

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Purpose of the Program STUDENT SUPPORT SERVICES

Through a grant competition, funds are awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. Student Support Services (SSS) projects also may provide grant aid to current SSS participants who are receiving Federal Pell Grants (# 84.063). The goal of SSS is to increase the college retention and graduation rates of its participants.

EASTERN MAINE COMMUNITY COLLEGE STUDENT SUPPORT SERVICES PROGRAM ABSTRACT 2015-2020

Eastern Maine Community College (EMCC), located in Bangor, Maine, is the third largest of the seven community colleges that comprise the Maine Community College System. Over 60% of EMCC's students (1,275) are eligible for SSS project services which will include intensive academic and career advising and counseling, tutoring and supplemental instruction, disability services, and academic skills, non-cognitive skills, and financial literacy skills development. The purpose of program services is to provide support to participants in order to meet each of the following project objectives: 1) to increase the persistence rate of students progressing from one year to the next; 2) to increase the percentage of students who are in good academic standing at the College; and 3) to increase the percentage of students who graduate with either a certificate or associate's degree and the percentage who graduate and then transfer to a baccalaureate institution.

EMCC's comprehensive plan to support 150 low income, first-generation, and/or disabled students who are at academic risk includes clear strategies for recruiting, selecting, and retaining students. At the heart of the plan is the one-on-one interaction between the student and the advisor as they develop and implement the student's Academic Success Plan. A formative evaluation will ensure the implementation meets the objectives; a summative evaluation will assess the implementation's effectiveness.

EMCC has addressed both Competitive Preference Priorities. Influencing the Development of Non-Cognitive Factors references a What Works Clearinghouse™ approved intervention entitled "*Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students' Academic Performance and All Students' College Transition.*"¹ Providing Individualized Counseling for Personal, Career, and Academic Matters references two What Works Clearinghouse™ approved studies including: 1) "*The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring,*"² and 2) "*Freshman Year Financial Aid Nudges: An Experiment to Increase FAFSA Renewal and College Persistence.*"³

¹ Stephens, N.M., Hamedani, M.G., & Destin, M. (2014). *Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students' Academic Performance and All Students' College Transition*. Psychological Science. Retrieved from <http://www.psychology.northwestern.edu/documents/destin-achievement.pdf>.

² Bettinger, E.P., & Baker, R. (2011). *The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring*. Retrieved from https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf

³ Castleman, B.L., & Page, L.C. (2014). *Freshman Year Financial Aid Nudges: An Experiment to Increase FAFSA Renewal and College Persistence* (EdPolicyWorks Working Paper No. 29) Charlottesville, VA. Retrieved from http://curry.virginia.edu/uploads/resourceLibrary/29_Freshman_Year_Financial_Aid_Nudges.pdf