



2023 Student Success Grants

Postsecondary education and training play an essential role in upskilling Michiganders to build a globally competitive economy. Recognizing this, the state set a postsecondary attainment goal of having sixty percent of working-age Michiganders with a postsecondary credential by 2030. To achieve this goal and address talent shortages, ambitious strategies are needed to support postsecondary institutions to enroll and graduate more learners who have historically been the most marginalized by existing systems. Therefore, the Office of Sixty by 30 in partnership with the Michigan College Access Network and Global Detroit is offering a joint application process for Michigan community colleges and tribal colleges to invest in community colleges' commitment to pursuing innovative ways to increase student success specifically for (1) adult learners, and (2) international, immigrant, refugee or first-generation students. Colleges may apply for one or both grants through a common application process.

While the respective grants differ slightly in their eligibility requirements and funding, they both work toward achieving the same goal of equipping 60% of Michigan's workforce with a post-secondary degree or credential by the year 2030. There is no advantage or disadvantage to applying to just one or both of these Student Success Grant opportunities.

The **Sixty by 30 Adult Student Success Grant** provides grants up to \$200,000 over two years to selected Michigan community colleges and tribal colleges to implement new or upscale existing strategies to improve persistence and completion rates among adult students, with an emphasis on Futures for Frontliners and Michigan Reconnect students. For grant eligibility questions or technical assistance, please contact Sixtyby30@michigan.gov.

The **Immigrant Student Success Grant** provides grants of up to \$150,000 over one year to selected Michigan community colleges and tribal colleges to increase enrollment, retention, and program completion rates for international, immigrant, refugee, or first-generation students. For grant eligibility questions or technical assistance related to this component of the RFP, please contact Steve Tobocman (steve@globaldetroitmi.org), Executive Director of Global Detroit, or Shanea Condon (shanea@globaldetroitmi.org), Operations Manager of the Global Talent Attraction and Retention Program (GTARP).

The remainder of this document provides additional details and application instructions for both opportunities.

This application provides an opportunity for your institution to apply for one or both of these Student Success grants. During the application process, you will indicate which of the following proposals you are interested in submitting.

- Sixty by 30 Adult Student Success Grant (up to \$200,000)
- Immigrant Student Success Grant (up to \$150,000)

- BOTH the Sixty by 30 Adult Student Success Grant and the Immigrant Student Success Grant (up to \$350,000)

IMPORTANT DATES:

Application Release: Funding opportunity will be made available on **June 8, 2023**

Deadline: Applications are due **July 31, 2023**

Applicants can receive a pre-review if they submit by July 14, 2023. Applicants submitted for pre-review will receive feedback by July 21, allowing just over a week for their final submission. Pre-review is not required but encouraged.

Application Notification: Selected applicants will be notified by **September 1, 2023**

ELIGIBILITY:

Michigan public community colleges and tribal colleges are eligible to apply.

Institutions currently receiving a **2021-2022** Sixty by 30 Student Success Grant are *ineligible* for an additional Sixty by 30 Adult Student Success Grant but are eligible to receive an Immigrant Student Success Grant.

EVALUATION CRITERIA:

Proposals in both categories will be evaluated based on:

1. The presence of a logical design for the intervention or strategy you seek to fund, wherein the proposed design could reasonably achieve the hoped-for impact.
2. A clear program design based on evidence. Reviewers should feel that they understand the program design after reading the application and reviewing the timeline.
3. An understanding of how the program will change student experience for the targeted or general student population.
4. Clarity about the expected impact and a plan for how to assess impact.

Whether an institution applies for one or both grants will have no bearing on evaluation. Likewise, if a school chooses to apply for both grant opportunities, they may do so to support two entirely separate or two related/integrated programs.

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Sixty by 30 Adult Student Success Grants Description

ADULT STUDENT SUCCESS GRANT OVERVIEW:

Michigan demands a highly skilled workforce to meet the needs of employers and an evolving economy. Postsecondary education and training play an essential role in upskilling Michiganders to build a globally competitive economy. Recognizing this, the state set a postsecondary attainment goal of having sixty percent of working-age Michiganders with a postsecondary credential by 2030. To achieve this goal and address talent shortages, ambitious strategies are needed to support postsecondary institutions to enroll and graduate more learners. The state has made significant investments in making community college tuition-free for adults without college degrees through the Futures for Frontliners (F4F) and Michigan Reconnect (Reconnect) programs. Additionally, new Reconnect amendments were passed into law in December 2022, requiring participating institutions to adopt and report on student success strategies. To ensure the success of not only F4F and Reconnect students but community colleges prescribed to adopt those best practices, the Michigan Department of Labor and Economic Opportunity (LEO) will provide a total of one million dollars in grants to eligible institutions to invest in community colleges' commitment to pursuing innovative ways to increase student success.

These grants will provide up to \$200,000 over two years to selected Michigan community colleges and tribal colleges to implement new or upscale existing strategies to improve persistence and completion rates among Futures for Frontliners and Michigan Reconnect students.

GRANT AWARD:

The grants, awarded on a competitive basis, will provide up to \$200,000 over two years. All funded initiatives must promise impact at scale, be subject to evaluation, and increase the credential persistence and completion for adult students, with a focus on Futures for Frontliners and Michigan Reconnect students.

GRANT PRIORITIES:

Proposals will be evaluated based on the quality of research and evidence supporting the likely effectiveness of the strategy or practice for increasing persistence and completion rates for adult learners in which the college proposes to invest its Sixty by 30 Adult Student Success grant. The chosen strategy or practice should be in one or more of the seven categories: Equity; Credit for Prior Learning; Developmental Education; Transfer Practices; Student Basic Needs; the Ask-Connect-Inspire-Plan (ACIP) Framework; Adult Learner Engagement.

ELIGIBLE EXPENSES

Institutions can use funding to support the following expenses.

- Direct program costs. Colleges can use funding to implement a new program or to upscale an existing student strategy, including consultants or technical assistance providers, personnel directly involved, stipends or bonuses for staff taking on additional roles, program coordinator, etc.
- An indirect cost rate, if the college has one assigned by the federal government. Otherwise, an indirect cost rate of 10 percent may be applied. Funds can support a program administrator or

coordinator and can be applied to other areas of college operations that support the proposal, including academic advising, counseling, student services, financial aid, admissions, etc.

- Technology, professional development, or training materials.
- Data collection and program evaluation. Funds can support quantitative and qualitative data collection, including analysis of student outcomes, student journey mapping, and facilitation of focus groups.

APPLICATION ASSISTANCE

For grant eligibility questions or technical assistance, please contact Sixtyby30@michigan.gov. For assistance with your application or help with the online application portal, please contact Jamie Storey at jstorey@micollegeaccess.org.

Immigrant Student Success Grant Description

(also see Appendix A)

Community colleges play a vital role in providing education and training opportunities to immigrants and refugees, as well as their first-generation children. Community colleges are *the* most accessible and affordable path to higher education and meaningful careers for many immigrants and their children. Community colleges offer access to the education, skills training, and English language proficiency that is crucial for immigrants and refugees to successfully integrate into and contribute to their communities. Further, community colleges often play a unique role in helping those who arrive in the US with professional skills, education, and experience to attain a US degree or credential to leverage their work backgrounds.

Immigrant, refugee and first generation students often face unique barriers as they pursue a degree or credential. These include: challenges getting foreign education and professional credentials and credits recognized, limited reading and writing skills, lack of experience with U.S. academic culture, lack of formal educational experience, demands associated with parenting, the need to earn income and other financial barriers, issues related to culture, and issues related to the experience of immigration, including trauma, racism and bias in American culture. Many immigrant, refugee and first generation populations lack adequate access to or information about Michigan's community colleges. Further, many immigrant students share that they feel lost and are unfamiliar with community college programs and struggle to navigate the current systems.

Colleges in the system are often not resourced or prepared to support current or potential students from these populations. While there are national best practices and strategies that colleges can leverage and draw from to address the unique barriers and challenges that immigrant, refugee and first generation students face (e.g., contextualized ESL courses, developmental education, (re)credentialing programs, etc.), implementing these exceeds many colleges' existing capacity.

Many foreign-born community college students also get stalled in the system, as they are required to complete an entire U.S. degree or credential path. Significantly, requirements that foreign-born students complete all their ESL training before moving on to "for credit" educational courses impede timely progress toward their degree or credential. This means they must enroll in additional language courses, repeat courses, or entire degree programs that are the same or similar to those completed in their home countries, slowing their path to graduation or, in many cases, keeping them from pursuing community college education altogether, as they navigate work and family obligations.

There is a strong need for Michigan's community colleges to follow the lead of national best practices in the field, and for these efforts to be supported with resources and technical assistance from experts. In fact all of the population growth in Michigan over the last 20+ years has been through immigration and community colleges often can play critical roles in the economic well-being of immigrants, refugees and their families. There are numerous programs around the country aimed at attracting, retaining, and realizing a foreign-born student's successful completion of a degree or credential program. Appendix A includes links to several existing best practice programs and also lists examples of innovations that might be considered.

To enhance the success of immigrant, refugee, and first-generation students at community colleges, this RFP seeks proposals that identify and address barriers faced by foreign-born students and their first generation children, helping to attract and retain these students as well as prepare and credential them

for sustainable work. The Immigrant Student Success Grant also offers technical assistance from our partners at World Education Services (WES), a leading expert in global education, credential evaluation, and best immigrant-inclusive education practices (see Appendix A for more information about WES). Applicants interested in the Immigrant Student Success Grant can receive additional one-on-one coaching from WES as they prepare their proposal. WES will also provide a learning cohort for community colleges and tribal colleges interested in better serving immigrants, refugees and first generation students, covering topics including: recognizing foreign education and experience; obtaining foreign transcripts; building cultural and other supports for immigrant, refugee and first generation students; and more.

GRANT AWARD:

Grants up to \$150,000 per applicant will be awarded over one year.

GRANT PRIORITIES:

Community college applicants will consider the students' personal and cultural backgrounds, professional histories, and academic or professional goals. Successful applicants will submit proposals that identify barriers to enrollment, retention and/or completion and propose a plan with specific steps and projected impact, key actors, timeline, budget, etc. with the goal of increasing enrollment, retention and program completion for international, immigrant, refugee, and first generation students.

Proposals will outline in detail the programming and/or technical assistance and support they intend to implement. Proposals may focus on long term or short term credential programs (e.g. commercial drivers license, machine operator, healthcare certifications, etc.) for in-demand occupations that will allow students to gain employment.

ELIGIBLE EXPENSES:

Institutions can use funding to support the following expenses:

- Direct program costs. Colleges can use funding to implement a new program or upscale an existing student strategy.
- English as a second language (ESL) support. Funds can be used to provide ESL programming, tutoring, or other in-person or virtual instruction that assists students in completing their program.
- Administrative overhead. Funds can support a program administrator or coordinator and can be applied to other areas of college operations that support the proposal, including academic advising, counseling, student services, financial aid, admissions, etc.
- Marketing and student recruitment.
- Evaluating and certifying academic credits and professional experience pursued and/or received abroad.
- Data collection and program evaluation. Funds can support quantitative and qualitative data collection, including analysis of student outcomes, student journey mapping, and facilitation of focus groups or interviews.

APPLICATION ASSISTANCE

For grant eligibility questions or technical assistance related to this component of the RFP, please contact Steve Tobocman (steve@globaldetroitmi.org), Executive Director of Global Detroit, or Shanea Condon (shanea@globaldetroitmi.org), Operations Manager of the Global Talent Attraction and

Retention Program (GTARP). For assistance with your application or help with the online application portal, please contact Jamie Storey at jstorey@micollegeaccess.org.

Grant Application – Common

PART 1 – ORGANIZATION INFORMATION

Applicant Organization Name: _____

Organization EIN: _____

Project Name (If Applicable): _____

Address: _____

City: _____, MI Zip: _____

Contact Person: _____ Title: _____

Direct Phone: _____ Email: _____

Address (If different from above): _____

City: _____, MI, Zip: _____

Applicant Organization CEO Name: _____

Title: _____

Direct Phone: _____ Email: _____

Address (If different from above): _____

City: _____, MI, Zip: _____

Amount Requested: _____

Please provide a brief description of the project(s), in 50 words or less. This description may be used in communications materials.

Authorized Signature: _____ Date: _____

(This application must be signed by the person authorized to accept external contracts and grants on behalf of the organization. No application will be accepted without a correct authorized fiscal agent signature)

Adult Student Success Grant – PROPOSAL CONTENT

Please answer the following questions:

1. Select the areas the institution will work within for this new project.
Drop-down menu options; select all that apply.
 - Equity:** Closing equity gaps in student success across race, ethnicity, gender, income, and immigration status.
 - Credit for Prior Learning:** Designing avenues for students to earn credits faster and stay on track to graduate.
 - Developmental Education:** Developing or expanding/improving corequisite-based remediation for students in the subject areas of mathematics and English.
 - Student Basic Needs:** Creating programming to address student needs and removing barriers to academic success.
 - Transfer Practices:** Improving transfer credit practices to spur student success and reduce the cost and time to complete a degree.
 - Ask-Connect-Inspire-Plan (ACIP) Framework:** Enriching entering students' experiences in exploring, choosing, and planning a program of study.
 - Adult Learner Engagement:** Aligning the college experience with adult learners' goals and aspirations; re-thinking advising and other student services to meet adult learners' needs.
2. Please describe the new strategy to be implemented, with detail regarding program design and student experience.
Sixty by 30 Success Grants aim to support Michigan community colleges and tribal colleges to implement and institutionalize new strategies to increase the credential persistence and completion rates for adult students. Please reference case studies or research of evidence-based practices that you are using to design an effective strategy. You may want to reference the evaluation criteria in answering this and additional questions.
3. Please describe the need for this strategy.
Citing evidence, including quantitative data where possible, is required.
4. What is the intended outcome of the project?
Once the strategy has been fully implemented, what do you hope to see? This should include two-year numeric goals for increasing persistence and completion rates either for all adult degree-seeking students or, if this is a targeted intervention, for Frontliners and Reconnect students in particular.
5. Does this proposal build on existing work, assets, or strategic planning, or is this a new endeavor for the college? Why is this a suitable proposal for your institution right now?

6. How will the project specifically support adult students?
7. What data will you collect that will allow you to know whether these strategies had the intended impact?
8. Provide the names and roles of the faculty and staff who will implement this project and briefly describe why it makes sense for them to drive the work. How will leadership be kept informed of progress or impacts?
9. Please state your commitment to all the following statements:
 - We commit to beginning the work no later than Fall 2023.
 - The institution's president is aware and supportive of this project and the grant application.
10. As a funded grantee, we ask you to commit to all of the following:
 - Working with the Office of Sixty by 30 and technical assistance providers.
 - Participating in peer learning discussions or events relevant to your proposal.
 - Highlight the impact of your proposal when feasible.

Immigrant Student Success Grant – PROPOSAL CONTENT

Please answer the following questions:

1. Please describe the new strategy to be implemented.
The Immigrant Student Success Grant aims to support Michigan community colleges and tribal colleges to implement and institutionalize new strategies to attract, retain, and increase the credential persistence and completion rates for immigrant, refugee and first generation students above each college's current persistence and completion rates for all adult students.
2. Please describe the need for this strategy.
Citing quantitative data is strongly encouraged.
3. Please provide an outline of the approach that the team will take to complete the strategy, including barriers identified and how the proposal addresses them (e.g., logic model, outcome line, theory of change, etc.).
4. What is the intended outcome of the strategy?
Once the strategy has been fully implemented, what do you hope to see? This should include one-year numeric goals for increasing persistence and completion rates for immigrant, refugee or first generation students compared to current rates for all adult associate degree and occupational certificate students at the college or measurable outcomes that improve the conditions that will allow future rates to improve.
5. Does the proposal build on existing work, assets, or strategic planning, or is this a new endeavor for the college? Why is this a suitable proposal for your institution right now?
6. How will the project specifically support immigrant, refugee or first generation students?
7. What data might you collect that will allow you to know whether these strategies had the intended impact?
8. Please provide a brief description of the background and qualifications of the team leading the strategy.
9. Please state your commitment to all the following statements:
 - We commit to beginning the work no later than Fall 2023.
 - The institution's president and leadership is aware and supportive of this project and the grant application.
10. As a funded grantee, we ask you to commit to all the following:
 - Working with Global Detroit and technical assistance providers.
 - Participating in peer learning discussions or events relevant to your proposal (likely to occur every other month or once a month at most).
 - Highlight the impact of your proposal when feasible.

Common Budget and Budget Narrative

If you are submitting only one proposal, enter zeros for the budget request for the other proposal.

Please complete the following budget form below for your proposed program. Match funds are not required. However, if additional funds are utilized to support the proposed strategy, please include those in the leveraged funds column. **Each field must have a number entered, so for fields you are not using, please enter a 0. Do not use commas for values over 999.**

Budget Narrative: Use the following format to provide detailed budget information to support each line item in your budget for the implementation of the planning grant. It is helpful to show formulas to assist grant reviewers in understanding how your numbers were developed.

- **Salaries** (key and support staff) – Name the individual(s) and their titles and provide the percent of time times their annual salary. (Example: Jane Doe - .5 FTE x \$50,000 annual salary = \$25,000)
- **Benefits** – Provide the total salaries subject to fringe benefits times the established rate (please indicate).
- **Travel** – Break out costs by the purpose of the travel, including any relevant registration costs (e.g., statewide meetings in Lansing, travel to partner locations, and other relevant travel).
- **Materials and Supplies** – Includes expendable office, meeting, and educational materials and supplies supporting the project.
- **Contractual Services** – Includes contracted professional services and any sub-awards to partner institutions or organizations necessary for the implementation of the grant.
- **Other Direct Costs** – Includes services such as computer services/web support, space rental, meeting costs not included in the materials and supplies category, phone/fax/postage, and printing.
- **Indirect Costs** – Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, program function, or activity but are necessary for the general operation of the organization. Indirect costs may include rent, utilities, bookkeeping, IT support, etc. For the purposes of this grant, these costs may not exceed 10% of the total budget.

BUDGET FORM

	Adult Student Success Requested Grant Funding	Immigrant Student Success Requested Grant Funding	Leveraged Funds	Project Totals
Salaries				
Benefits				
Travel				
Materials &Supplies				
Contractual Services				
Other Direct Cost (See Budget Narrative)				
Indirect Costs (See Budget Narrative)				
Totals				

Attachments to Grant Application

- REQUIRED: Provide a timeline for each proposal submitted of the work you will undertake with key milestones. Timeline should align with the grant start date of October 1, 2023.
- REQUIRED: Organization W9
- Optional: If you will partner with any other organizations to administer the program(s) for which you are seeking funding (for instance, a community-based organization), submit a letter of support from that entity.

APPENDIX A: Additional Information for Prospective Applicants

Organization Websites

WES Global Talent Bridge (<https://www.wes.org/>)

World Education Services (WES) Global Talent Bridge is an organization dedicated to helping internationally trained immigrants and refugees fully utilize their talents and education in the U.S. and Canada. WES Global Talent Bridge created a [guide for community colleges](#) that offers insight into many immigrant students' experience navigating the community college system, guidance on college outreach and admissions, and strategies and other resources related to academic and career advising, credentialing, financial aid, and ESL instruction. WES Global Talent Bridge tracks [best practices](#) to support immigrant and refugee inclusion.

Community College Consortium for Immigrant Education (CCCIE) (<https://www.cccie.org/>)

The Community College Consortium for Immigrant Education is a national network of community colleges dedicated to giving immigrants and refugees full access to higher education in order to accelerate their success as new Americans and enable them to achieve their educational, career, and personal goals. CCCIE chronicles [promising practices](#) to support immigrant and refugee inclusion.

Welcome Back Initiative (<https://www.wbcenters.org/>)

The mission of the Welcome Back Initiative is to build a bridge between the pool of internationally trained health workers already living in the United States and the need for linguistically and culturally competent health services in underserved communities. The Welcome Back Initiative was founded by Dr. José Ramón Fernández-Peña in 2001 in partnership between San Francisco State University and City College of San Francisco with the intent of connecting the un-tapped pool of immigrant health professionals residing in California and the need for a health workforce that better reflects the linguistic and cultural diversity of our State. Since then, the Initiative has grown to a national network of 11 centers in 9 states.

Specific "Best Practice" Community College Programming for Immigrant Students:

- International Institute of Minnesota's partnerships with Metropolitan State University and Saint Paul Community College to support immigrant students' success in community college <https://iimn.org/programs/education/college-readiness-academy/>
- Emily Griffith Technical College's (TX) programs and services designed to help immigrant students transition into college-level courses <https://www.emilygriffith.edu/services/>
- LaGuardia Community College's (NY) Center for Immigrant Education and Training <https://www.laguardia.edu/ce/pages/english-language-learning/center-for-immigrant-education-and-training/#:~:text=The%20Center%20for%20Immigrant%20Education,Queens%20immigrants%20and%20their%20families.>

Other Community College Programming

Here are various ways that community colleges have worked to address the needs of immigrant students:

- Comprehensive support services tailored to the needs of immigrant, refugee, and first-generation students, including access to financial aid, career counseling, and academic advising.
- Culturally-relevant curricula and co-curricular programs that ensure immigrant, refugee, and first-generation students feel represented and supported in the classroom.
- Curriculum innovations, short term credential programs that allow students to get employed faster. Skilled trades, apprentices. CDL, CNC machinery, phlebotomy. Adult ed offerings. Some of these programs are designed to leverage foreign education, credits and/or professional experience and credentials.
- Individual prior learning assessments that evaluate and account for foreign degrees and academic credits, professional experience and certifications and/or non-traditional learning experiences to see how they compare to the objectives of existing academic credit courses and help decide whether they can be considered for college credit.
- Flexible class scheduling, childcare, hybrid/remote classes
- Partnerships with community organizations that serve immigrant and refugee populations to ensure students have access to resources and support
- Efforts to create a welcoming culture on campus through language services, cultural events, and celebrations of diversity.
- Mentorship programs that pair immigrant, refugee, and first-generation students with faculty, staff, and alumni to provide guidance and support.
- Tuition waivers and other financial incentives that reduce the cost of attendance and make college more accessible.
- Opportunities for students to engage in experiential learning, such as internships and service-learning, to help them gain real-world experience.
- Outreach efforts that promote the college and its programs to immigrant and refugee communities.
- Orientation programming that introduces immigrant students to the college and its resources.
- Policies that support the needs of immigrant, refugee, and first-generation students.

Relevant Studies

- Migration Policy Institute (MPI) study on barriers to immigrant success at community college. Study identifies parenting, need to generate income as barriers to staying in college. <https://www.migrationpolicy.org/research/immigrant-origin-students-us-higher-education>
- Migration Policy Institute (MPI) study on the costs of brain waste among highly skilled immigrants in Michigan. The study identifies the place of education, English proficiency, legal status/citizenship, place of origin, race/ethnicity, time spent in the U.S., level of education, and degree field as factors linked to skill underutilization. <https://www.migrationpolicy.org/sites/default/files/publications/BrainWaste-Michigan-FactSheet-FINAL.pdf>

APPENDIX B: Goals of Sixty by 30

The goal of Sixty by 30 is to increase the number of working-age adults with a skill certificate or college degree to 60% by the year 2030. Sixty by 30 seeks to achieve this goal in Michigan in three ways:

1. Close the skills gap that poses the greatest threat to the success of Michigan's businesses and state's prosperity. Current and future jobs requiring skilled employees require greater education and training than before.
2. Increase opportunity and Michiganders' greater access to the education and skills that create opportunities for better, higher-paying jobs.
3. Make Michigan more competitive for inclusive economic growth.

More information about Sixty by 30 goal can be found here: <https://www.sixtyby30.org/>

Resources

The reports, briefs, and studies below include discussions of policies and/or practices that are effective in improving student success among adult learners.

Ann E. Person, Julie Bruch, and Lisbeth Goble, *Supporting Adult Learners from Enrollment to Completion: Implementation Findings from the Adult Promise Evaluation*, (Mathematica, 2021), <https://www.mathematica.org/publications/supporting-adult-learners-from-enrollment-to-completion>.

Chris Geary, *Bringing Adults Back to Community College Playbook: Strategies and Recommendations to Increase Adult Enrollment*, (New America's Center on Education & Labor, April 2023) [Bringing Adults Back to Community College Playbook 2023-04-19 140104 WJv5wnD.pdf](https://www.newamerica.org/education/wp-content/uploads/2023/04/Bringing-Adults-Back-to-Community-College-Playbook-2023-04-19-140104-WJv5wnD.pdf)

Rebecca Klein-Collins et al., *The PLA BOOST: Results from a 72-Institution Targeted Study of Prior Learning Assessment and Adult Student Outcomes* (Chicago, IL: Council for Adult and Experiential Learning (2020), <https://www.cael.org/hubfs/PLA%20Boost%20Paper%20ExecSummary%20-%20Oct%202020.pdf>.

Rebecca Klein-Collins, *Attracting Adult Learners with Credit for Prior Learning* (Cael & Charles Framularo, Strada Education Network, January 2022), <https://www.cael.org/hubfs/018-21%20CAEL%20Attracting%20With%20CPL%20Booklet.pdf>.

Tashera Gale, Wendy Erisman, Alisa Cunningham, *Persevering to Completion, Understanding the Experiences of Adult Students Who Successfully Return to College* (Indianapolis, IN: Lumina Foundation, January 2022) https://higheredinsight.com/wpcontent/uploads/2022/03/LuminaReport_FINAL.pdf.

"College Completion Strategy Guide" mdrc.org, accessed June 5, 2023, <https://www.mdrc.org/college-completion-strategy-guide>.

"The Accelerating Recovery through Credentials Adult- Ready Playbook" edstrategy.org, accessed June 5, 2023, <https://edstrategy.org/resource/adult-ready-playbook/>.