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| Entry: **Enrollment to completion of first college-level course** | |
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| **Known Loss points for community colleges:**   * Poor academic preparation * In community colleges, 60% referred to developmental education, only 30% ever take subsequent college level courses * Fail to enroll/pass gatekeeper courses (i.e., entry-level math and English) * Unstructured programs/too many choices | **Known Momentum points for community colleges:**   * Diagnostic assessment & placement tools * Mandatory intrusive advising, attendance, life skills courses, declared courses of study linked career pathways * Improved academic catch-up (prevention, acceleration, supplemental instruction, concurrent enrollment, contextualization, and competency-based digital prep) * Aggressive financial aid application support * Course redesign to go further, faster, cheaper |
| **If applicable, student recommendations from focus groups:**  Recommendation 1:  Recommendation 2:  Etc. | |
| **What are some LOSS points for the college:** | **What are some MOMENTUM strategies for the college:** |

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| Entry: **Enrollment to completion of first college-level course** |
| **STRATEGIES** |
| **Insert strategies and outcomes from the student equity plan, strategic plan, ed master plan, DEI plan, Guided Pathways workplan, etc.**  **Understand that it’s fine that some strategies cut across different student journey points.** |
| **FUNDING REQUEST ALIGNMENT**  **(After the above prompts are answered, this form becomes a “cheat” sheet for funding requests. All requests must answer these two prompts in order to prepare to complete the official funding request form.)** |
| 1. **How does the funding request align to specific strategies/outcomes?** 2. **Explain how implementation of funding request will be measured** |