

# SAMPLE: Oakland College Going Digital Program (Graduation and Career Readiness Program)



Sample Organization

Going Digital is a mostly-online learning group where juniors and seniors learn key skills to help them gain a college degree and work readiness skills. This program supports students in two ways: (1) Work readiness skills training and (2) Academic training to support college graduation. We also support Faculty professional development which includes pedagogy and subject-specific matter to enable teachers to help the students improve their academic and employability skills. Ultimately, we want to see the students in Going Digital attain their college degrees, gain a job, and thrive.

Location:  
Oakland, CA, USA

Content updates:



**Impact Receipt**® for...  
**Demo Funder**

Investment:  
\$4,000.00

Report Stage:  
Initial

Last Updated:  
28 Apr 2021

Portion Funded	Investment Type Significant	Funder's Claim (funded this portion of outcomes...)

1%  
of total cost

from options: incremental, significant, or  
foundational

6 students improve productivity,  
effectiveness  
1 gain employment  
5 earn post-secondary degree, credential

## Core Services

Below is the grantee's description of each of the core services or activities this program/initiative uses to achieve its goal.

### The program's primary core service or activity:


 Education > Higher Education > **Undergraduate Education** 

### The primary and secondary intervention types:

 Direct Service

Individual Supports, Training, Education

### The program's duration and frequency of engagement with beneficiaries:

Program Duration	Engagement Frequency	Engagement Duration
 Multiple Months	Eleven or more	30 minutes - 1.5 hours

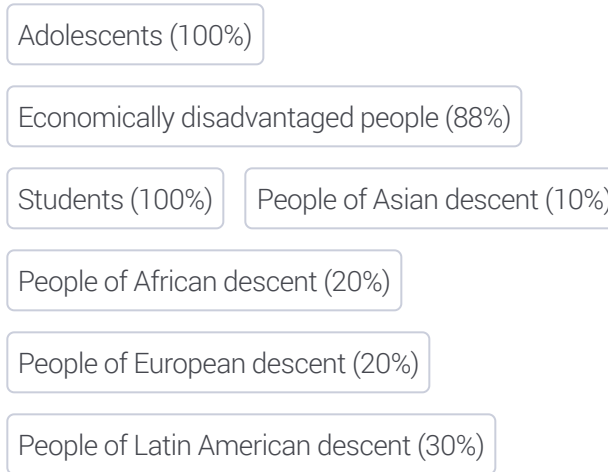
### Additional information about your program's core service, activity or strategy:

Our program coordinators work with students for two years prior to graduation. We provide online support to build students' skills in test taking and job preparation. We also convene a limited number of in-person experiences. Our online support consists of distinct learning modules. These modules include videos, narratives, and quizzes to assess how each student is learning.

## Beneficiaries

Below is the grantee's description of the people served by this program (on the left) and selected demographic and geographic categories representing these beneficiaries (on the right).

Oakland College serves students of many backgrounds but the students engaged in Going Digital have historically experienced low graduation rates. These students are largely first generation college students who come from an economically-disadvantaged background.






### Impact Model / Theory of Change








Below is the grantee's summary of how this program/initiative generates value, including the criteria for success at each stage and the number of successes achieved (Indicator), where the data come from (Measurement), and, if relevant, how much the current numbers vary from the original forecast before implementation (Variance).



Service type: STEM Education - Post-secondary, Career Development - Promotes STEM-related skills, interests, and professional development in a post-secondary school environment (e.g., a 2- or 4-year college, professional credentialing or certificate program)

Stage	Indicator	Classification	Variance

Stage	Indicator	Classification	Variance
 <p>Capacity Developed</p>	<p><b>40 staff/volunteers/implementers added, trained</b></p> <p><i><b>Description:</b> Number of people recruited or hired into paid or unpaid positions to improve or expand program implementation; and/or number of new or existing program staff or program collaborators (e.g., community members, civic leaders, family members or caregivers, members of partner organizations or initiatives) provided skills, knowledge, resources, or incentives to improve or expand program implementation.</i></p> <p>-----</p> <p><i><b>Success Criteria:</b> We provide a training before the start of the academic year to all faculty who support the Going Digital curriculum and program. 40 faculty members who attended received 4 hours of guidance and training to better support their Going Digital students.</i></p> <p>-----</p> <p><i><b>Sources/Assumptions:</b> We tracked attendance via a sign in sheet.</i></p>	<p></p> <p><b>Directly Measured</b></p> <p>Other direct measurement of capacity gains</p>	<p>n/a</p>
	<p><b>3 program resources developed, enhanced</b></p> <p><i><b>Description:</b> Number of curricula, studies, guides, rubrics, instruments, toolkits, campaigns (education, awareness), data repositories, best practice lists, or other resources or initiatives created to help program staff or implementers expand or improve program implementation; to motivate or facilitate collaboration by program partners or stakeholders; or to directly serve beneficiaries in helping to achieve program goals. NOTE: Enter the number of resources developed or enhanced, not the number of times a resource is used or distributed.</i></p> <p>-----</p> <p><i><b>Success Criteria:</b> We created three new Digital Guides that support students in their Going Digital experience. These guides offer step-by-step instructions on how to get the most from the Going Digital experience.</i></p> <p>-----</p> <p><i><b>Sources/Assumptions:</b> We developed the curriculum guides in-house and published them via our College Career Center.</i></p>	<p></p> <p><b>Directly Measured</b></p> <p>Other direct measurement of capacity gains</p>	<p>n/a</p>



Stage	Indicator	Classification	Variance
 Reached	<p><b>800 people reached</b></p> <p><i><b>Description:</b> Number of students that participate in, or are directly served by, the program.</i></p> <hr/> <p><i><b>Success Criteria:</b> 800 students joined Going Digital (learning group chat) and successfully accessed all modules of the curriculum.</i></p> <hr/> <p><i><b>Sources/Assumptions:</b> Tracked by student registration database</i></p>	 <b>Directly Measured</b> Other direct measurement of reach	n/a
   Learn	<p><b>600 students gain capacity, motivation</b></p> <p><i><b>Description:</b> Number of students that gain the skills, knowledge, access to resources, appreciation, or motivation to develop their STEM-related skills and interests.</i></p> <hr/> <p><i><b>Success Criteria:</b> Those who successfully learn are those who receive progress scores greater than 60% on average across all modules and give 4 out of 5 rating of curriculum. Students learn job search/application skills, job interview skills, and test taking skills.</i></p> <hr/> <p><i><b>Sources/Assumptions:</b> Our program coordinators meet with their student cohorts regularly and conduct a brief evaluation of knowledge gained following each module of the program.</i></p>	 <b>Directly Measured</b> Objective assessment of learning gains self-reported by [intermediaries] (e.g., based on surveys or tests using specific, predefined evaluation criteria)	n/a
 Succeed (Social Impact)	<p><b>600 students improve productivity, effectiveness</b></p> <p><i><b>Description:</b> Number of students that perform their jobs more effectively because of the program (thus becoming more valuable to their employers)</i></p> <hr/> <p><i><b>Success Criteria:</b> Students who successfully learn improve their productivity and effectiveness in core areas including: job application process, job interviews, and college test taking.</i></p> <hr/> <p><i><b>Sources/Assumptions:</b> Our program coordinators meet with their student cohorts regularly and conduct a brief evaluation of knowledge gained following each module of the program.</i></p>	 <b>Directly Measured</b> Objective assessment of social impact reported by program implementers (e.g., based on surveys or tests using specific, predefined evaluation criteria)	n/a

Indicator	Classification	Variance
<p><b>102 gain employment</b></p> <p><i><b>Description:</b> Number of students that attain STEM-related employment meeting defined parameters, as relevant (e.g., wage level, career mobility, field, time period from program completion, minimum job retention threshold).</i></p> <hr/> <p><i><b>Success Criteria:</b> We estimate that a subset of students who successfully improve their productivity and effectiveness through our program go on to gain a job within 12 months. Based on research, we estimate that 17% of students will go on to gain a job within 1 year.</i></p> <hr/> <p><i><b>Sources/Assumptions:</b> Studies show that students who complete a program such as Going Digital experience greater job prospects within 1 year of program complete. One such study can be viewed here: <a href="https://ies.ed.gov/ncee/wwc/Study/89235">https://ies.ed.gov/ncee/wwc/Study/89235</a>.</i></p>	<div style="text-align: center;">  <p><b>Estimate (from data)</b></p> </div> <p>Estimate based on social impact from published studies of similar programs</p>	<p>n/a</p>
<p><b>510 earn post-secondary degree, credential</b></p> <p><i><b>Description:</b> Number of students that earn a STEM-related degree, certification, or credential from a from two- or four-year colleges or professional credentialing program, within defined parameters as relevant (e.g., type of credential, time period).</i></p> <hr/> <p><i><b>Success Criteria:</b> A key goal of our program is student graduation. Throughout the Going Digital experience we support students to successfully earn their degree. We have had tremendous success and see an 85% graduation rate among our students within four years.</i></p> <hr/> <p><i><b>Sources/Assumptions:</b> Our program coordinators track graduation rates through our College's student database.</i></p>	<div style="text-align: center;">  <p><b>Directly Measured</b></p> </div> <p>Objective assessment of social impact reported by program implementers (e.g., based on surveys or tests using specific, predefined evaluation criteria)</p>	<p>n/a</p>

### Budget

Expenses	Current Forecast	Variance	Notes (contents of line item)
Total Program Cost	<b>\$434,015.00</b>		

Expenses	Current Forecast	Variance	Notes (contents of line item)
Direct Cash	<b>\$425,000.00</b>		For each cohort completing the 2 year program, these direct costs include: Personnel, Procurement & Training Costs: (1) Dedicated project manager for 12 months (2) Teachers' group chat facilitator for 12 months (3) Students' group chat facilitator for 12 months (4) Offline onboarding training for teachers and students (5) On The Go for teachers and students (6) Motivational and soft skill content development
Direct In-Kind	<b>\$0.00</b>		
In-Direct Cash	<b>\$9,015.00</b>		Oakland College administration fees assessed over a 2 year period.
In-Direct In-Kind	<b>\$0.00</b>		None
Total Program Cost	<b>\$434,015.00</b>		

Date	Notes
28 Apr 2021	The cost of this program captures the 2 years of program implementation.