

U.S. DEPARTMENT OF EDUCATION

**2018 DEVELOPING HISPANIC-SERVING
INSTITUTIONS PROGRAM
NEW AWARD ABSTRACTS**

California State University, Fresno
Fresno, CA
P031S180093

Abstract

Project Title: “Enseñamos en el Valle Central”

Overview: “Enseñamos en el Valle Central” (“Enseñamos”) will prepare teachers who can serve students in bilingual classrooms in the Central Valley. Fresno State is collaborating with its two largest feeder community colleges—Fresno City College and Reedley College. In fall 2014, Fresno City College instituted an Associate Degree for Transfer (“ADT”) for Elementary [K-8] Teachers, and in fall 2015 Reedley College instituted its ADT for Elementary [K-8] Teachers.

We will improve greatly the specificity and clarity of these new ADTs, with a focus on effective program planning, content relevance, and student advising. We will produce tight transfer pathways into Fresno State’s Teacher Education program. We will also implement a purposeful system of student supports along these transfer pathways, starting with recruiting at high schools and ending with bachelor’s degrees and teaching credentials in a range of teaching disciplines. Finally, the program provides for an embedded Resident Counselor at each campus to mentor from entry to exit Hispanic, low income, and/or first generation students.

Name of the applicant institution: California State University, Fresno (“Fresno State”)

Cooperative Development Grant Partners: Fresno City College and Reedley College

CDP Goal 1. Ensure that Hispanic, first generation, and/or low-income students have greater opportunity for success by providing support at every step of their journey, from high school outreach through applying and matriculating at two- and four-year institutions, mentored consistently by Resident Counselors who shepherd the student cohort through key transition points such as transfer.

CDP Goal 2. Ensure that Hispanic, first generation, and/or low-income students achieve greater professional success and build self-efficacy by providing professional identity development

activities such as learning experiences in local Dual Immersion schools, CBEST (standardized test) preparation and tutoring, and participation in professional organizations and events.

CDP Goal 3. Ensure that Hispanic, first generation, and/or low-income students have generous access to quality education by building faculty capacity to develop engaging and accessible online and hybrid course offerings, including OERs.

Expected outcomes [Activity Objectives]:

1. To increase 165% the number of Hispanic, low income, and/or first generation students who enroll and persist in a teacher preparation program over 2016-2017 baselines at Fresno City College (from 19 to 48 per year).
2. To increase 22% (from 50% to 71%) the number of Hispanic, low income, and/or first generation students completing a teacher preparation program over 2016-2017 baselines at Reedley College (from 15 students to 47 students).
3. To increase 175% the number of Hispanic, low income, and/or first generation students who complete the teacher preparation program over 2016-2017 baselines at Fresno City College and transfer to Fresno State (from 13 to 30 per year).
4. To increase 433% the number of Hispanic, low income, and/or first generation students who have completed a teacher preparation program over 2016-2017 baselines at Reedley College transferring to Fresno State (from 18 students to 96 students).
5. To increase 79% the number of Hispanic, low income, and/or first generation students who complete the teacher preparation program over 2016-2017 baselines at Fresno State (from 138 to 173 per year).
6. To serve 10,410 students, including at least 5,205 (50%) Hispanic students, with the directly supported services (e.g., field experiences in local Dual Immersion Schools, enrollment in new hybrid and online courses, including new OERs), at all three institutions.

Contributions for research, policy, practice: The project supports an Internal Educational Researcher who is an expert on Hispanic student success and HSI discourse and policy. Her effort will produce valid results suitable for national publication on the effectiveness of a suite of entry-to-exit services and strategies that strengthen the success of Hispanic bilingual teacher candidates.

Population to be served. All three institutions are Hispanic-Serving Institutions.

1. Fresno State [*Lead Applicant*]: 24,403 students, of whom 11,649 (47.7%) are Hispanic.
2. Fresno City College: 23,680 students, of whom 12,583 (53%) are Hispanic.
3. Reedley College: 6,945 students, of whom 4,932 (71%) are Hispanic.

<p>The University of Texas at San Antonio San Antonio, TX P031S180099</p>
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Abstract

The University of Texas at San Antonio (UTSA) Academy for Teachers Excellence (ATE) in partnership with Northwest Vista College (NVC) within the Alamo Colleges District proposes to establish the Latino-Teacher Academy Learning Community (Latino-TALC). The Latino-TALC project will address **Competitive Preference Priority 2** to enhance a support system that facilitates a smooth transition for teacher candidates from NVC to UTSA. Latino-TALC as a holistic development approach (Flores, Claeys, & Wallis, 2006) will provide teacher candidates support as they navigate from a learning community to a professional learning network as they embark into the teaching profession (Flores, Garcia, Hernandez, Claeys, & Sheets, 2011). In addition, Latino-TALC project responds to the **Invitational Priority** to *Promote the Teaching Profession for Hispanic Students* to address the need to increase the number of Hispanic teachers within the critical teaching areas of bilingual education, English as a second language, mathematics, and science. Specifically, the following five goals will be addressed:

Project Goal 1: Increase the number of Hispanic students prepared to enroll at NVC and UTSA as education majors;

Project Goal 2: Increase the number of Hispanic and underrepresented students graduating from NVC and transferring to UTSA majoring in a critical teaching area;

Project Goal 3: Increase the number of student support programs to include online and face-to-face academic advising, psychosocial and culturally relevant support available to Hispanic other underrepresented teacher candidates majoring in a critical teaching shortage areas;

Project Goal 4: Create a community of learners composed of faculty, staff, and administrators from NVC, UTSA, and partner high schools to create a college-going culture and strengthen the teacher pipeline; and

Project Goal 5: Evaluate best practices in increasing Hispanic teacher candidates' college completion and teacher certification create a model that can be replicated.

**Westchester Community
College
New York
P031S180052**

Abstract

Westchester Community College (WCC) is a two-year public community college located 35 miles north of New York City in Valhalla, NY. Of 30 community colleges in the State University of New York (SUNY), WCC welcomes one of the most diverse and economically disadvantaged student populations in SUNY and is its first Hispanic Serving Institution, serving nearly one million residents of Westchester County. Founded in 1946, the College offers 44 programs leading to an associate degree and 20 certificate programs, and has articulation agreements with 11 institutions. The college had 173 full time faculty and several hundred adjunct faculty in fall 2016, with an instructor/FTE ratio of 14:1 with 12,824 students enrolled. Hispanic students comprise 34% of all students. For the 2017 Title III/V Eligibility Application, the student body was 62% minority; 42.3% Pell; 42.3% Title IV Assistance.

Key Problem. Low achievement, retention, graduation and transfer are critical issues. For every ten first-time, full-time students entering the institution, half dropout with a GPA below 2.0 and only one will graduate within three years. Only three transfer (two before and one after graduation), while two persist to earn their degrees within five years. With similar outcomes for Hispanic and all students, insufficient support for academically at-risk students, combined with outdated student retention and advising systems and limited transfer resources are undermining on-time completion, academic success, persistence and transfer for all.

Project Description. The proposed project solution to this problem aligns with the Competitive Preference Priority. The Comprehensive Activity, **Caminos al Exito**, establishes two core

initiatives to help students succeed and two supporting initiatives to build capacity, affirming the commitment to a nurturing campus and successful college experience for Hispanic and all students. High-impact, research-based reforms meeting What Works Clearinghouse standards inform each initiative and leverage work underway as a national replication site for the *Accelerated Study in Associate Programs (ASAP)*. The two core components are: *Academic Success and Transfer Pathways*, including: a) supplemental academic support for academically at-risk students; b) comprehensive early alert; and c) expanded transfer agreements and outreach (Competitive Preference Priority 2) and *Retention and Completion Pathways*, consisting of: a) reimagined first year experience; b) technology-assisted retention management systems; and c) enhanced advising. Capacity and sustainability are built through *Technology Adoption* and *Professional Development*.

Project Outcomes. The overall goal of the Activity for Hispanic and all students is to double graduation rates; increase annual persistence by 15% and transfer by 42%; increase academic success rates in developmental, gateway and transfer courses by 18%; increase credits earned per semester by 30%; and increase student engagement in early connections to the college.

<p>Antelope Valley College California P031S180004</p>
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Abstract

Project Title: AVC2CSU-A Model Guided Pathway Articulation Program to Increase Hispanic Student Transfer and Degree Completion Rates.

Project/Articulation Partner: California State University Long Beach @39% *Hispanic*

Target Area: Improving transfer rates and degree completion rates for Hispanic and low-income students enrolled in engineering and other STEM majors at Antelope Valley College and the local CSU Long Beach engineering program.

AVC Guided STEM Pathway Goals-Objectives/Outcomes

G1a: To develop innovative engineering and other STEM pathways following the Guided Pathways principles that help Hispanics and others accelerate completion of transfer requirements.

G1b: To develop new practices and services to add to the AVC2CSU guided pathways transfer and articulation project in order to increase effectiveness and efficiency.

G2a: Develop a sustainable holistic student support program that ensures equitable outcomes and timely degree completion for Hispanics and other underserved students.

G2b: To strengthen the culture of evidence (now focused on improving institutional effectiveness related to student outcomes) by developing capability to evaluate piloted improvements.

G3a: Develop a guaranteed transfer pathway between AVC and CSUs in STEM after evaluating the success of the pilot testing of the AVC to CSULB engineering transfer pathway.

G3b: To improve AVC's scores on all measures of student success which are used to assess California CC performance.

By Sept 30, 2022, to increase by 25% above 2016-2017 academic year baselines:

1) The number of Hispanic and low-income full-time engineering degree-seeking undergraduate students enrolled at AVC over the five-year period.

2) The number of Hispanic and low-income students participating in grant-funded student support programs or services.

3) The number of Hispanic and low-income students who participated in grant-supported services or programs and completed a degree or credential.

4) The number of Hispanic and low-income students transferring successfully to a four-year institution from a two-year institution and retained in a STEM field major.

5) The number of Hispanic and low-income first-time, full-time STEM field degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year who remain in a STEM field degree/credential program.

6) The number of Hispanic and low-income STEM field major transfer students on track to complete a STEM field degree within three years from their transfer date.

Project Addresses CPP # 2: This Cooperative Title V project includes activities specifically designed to enhance articulation agreements and student support programs to facilitate transfer from AVC to CSULB in engineering degree programs for Hispanic and other high needs students. The project goal for articulation is to guarantee that pathway students that meet all requirements will not have to repeat courses after transfer, and will transfer with the knowledge and skills necessary for engineering degree completion. The project proposes to develop a seamless engineering transfer agreement (ETAP) between AVC and CSULB and will engage CSULB students as peer mentors at AVC. In addition, AVC and CSULB faculty will form a faculty inquiry network, share facilities, and work closely on curricular and articulation issues.

**Coast Community College District / Orange
Coast College
California
P031S180011**

Abstract

Orange Coast College is a two-year public California community college located in Orange County, California, and is part of the Coast Community College District.

Project Title: Orange Coast College STEM Academy

To increase the number of Hispanic and other low income students attaining Degrees in the fields of science, technology, engineering, or mathematics, Orange Coast College proposes to implement three components:

- Strengthening the institution's commitment to inform, prepare, and track potential and current STEM students with a focus on the Hispanic community
- 2) Strengthening student learning and services in STEM
- 3) Establishing teacher education services with a focus on future STEM teachers. Overall, strategies include: early identification, preparation, and tracking of potential STEM students through a comprehensive pre-collegiate program; strategic mentoring, Supplemental Instruction (SI) in key math and science courses, dedicated counseling, and student research/internships opportunities; and establishing teacher education services that includes counseling and workshops on becoming a teacher with a focus on STEM teaching.

Sample key outcomes include:

- a) Increase the number of students earning an AS degree in STEM
- b) Increase the number of students transferring in STEM
- c) Increase the number of student declaring STEM
- d) Increase success rates in key math/science courses
- e) Increase student participation in research opportunities
- f) Increase the number of students pursuing a teaching career with an emphasis on STEM.

McMurry University
Texas
P031S180026

Abstract

McMurry University is a private university in Abilene, Texas. In Fall 2016, 1,073 students were enrolled, with 86.9% full-time. A third (33.8%) were first generation in college and 43.3% qualified for Pell Grants. Among Hispanic students, the first-generation rate is much higher, at 46.1% and Pell eligibility, at 53.5%, is significantly higher. Just over 40% of students come from Taylor County (where Abilene is the county seat), and three adjacent rural counties: Callahan, Jones, and Nolan. The majority of the other students come from elsewhere in Texas. McMurry will partner with Cisco College, a two-year college with campuses in nearby Cisco, Texas, and in Abilene. In Fall 2016, enrollment was 3,246, with two-thirds taking some or all of their courses at the Abilene Education Center. Over a third are eligible for Pell grants. Its service area overlaps McMurry's "home" counties and adds Coleman County. Both partners are accredited by the Southern Association of Colleges and Schools.

McMurry requests funds to develop 2 new high-demand STEM majors (Sustainability & Renewable Resources, Human Health Science); renovate spaces to accommodate labs for these majors and undergraduate research; develop a digital badge program to document student skills; build a seamless transfer process between McMurry and Cisco with services continuing after transfer. Special effort will be given to establishing a culture of undergraduate research through the creation of Research Teams that will involve students as early as their freshman year and build productive relationships with faculty and students at Cisco. Funds allocated there will support updating of STEM labs and stipends for faculty to gain research skills and participate fully in Research Teams. This partnership will provide the foundation for further linkages between a 4-year private university and a public 2-year college that will encourage ongoing transfers.

Our goals are to increase (1) the number of students enrolled in and completing STEM majors, (2) the number of students with the skills needed for success in STEM fields, and (3) the partners' retention, transfer, and graduation rates. These goals assume increasing importance as the number of Hispanic and other traditionally underserved students grows at both institutions. Expected 5-year outcomes include a 5 percentage-point increase in STEM student retention at McMurry; at least 5% of all Cisco students in STEM majors; an 8 percentage point increase in the number of STEM majors at McMurry; a 5 percentage point increase in STEM student graduation rates at McMurry; at least 30 students enrolled in the two new programs (20% Hispanic); at least 50 STEM majors completing at least 1 micro-credential and 30% completing at least 2; at least 8 Research Teams active; at least 50 STEM students transferring from Cisco to McMurry.

This proposal addresses **Competitive Preference Priority 2**, by *developing or enhancing articulation agreements and student support programs designed to facilitate the transfer from 2-year to 4-year institutions*. A grant staff member will have special responsibility for working on seamless transfer from Cisco for students interested in STEM majors, and the option for 2-year college students to participate in Research Teams at either McMurry or Cisco will promote both transfer and retention.

The amount requested totals \$3,750,000 over the five-year grant period.

**Humboldt State University Sponsored
Programs Foundation
California
P031S180120**

Abstract

Promotoras Scholars

The goal of Humboldt State University's (HSU) proposal to the Developing Hispanic-Serving Institutions (DHSI) Program is to improve the preparation, support, and retention of students pursuing a career in teaching. Transformation of all HSU teacher education pathways is planned to develop cohesive programs of study with integration of content and pedagogy with supportive cultural competency components. To achieve this purpose, this project includes three core components:

(1) Curricular revisions at the freshman and junior years

(2) Integrated student services focused on academic success, cultural responsiveness and collaboration of faculty in undergraduate teacher pathways, and focused academic and professional advising

(3) Professional development activities for university faculty. Collectively, these components address Competitive Priority 1 by creating learning communities and academic support systems that increase opportunities for college students to succeed in their college courses, persist to graduation, and develop the knowledge, skills and dispositions needed to become effective teachers. Promotoras Scholars also addresses the invitational priority by promoting the teacher profession for Hispanic students. Teacher education pathways in undergraduate majors will integrate freshman and junior year place-based learning communities into their degree programs. A variety of culturally based collaborative activities are planned with the Latinx center. The evaluation will be completed by the California Center for Rural Policy with support from the California State University Center for Teacher Quality.

**California Lutheran University
California
P031S180135**

Abstract

**Title V Cooperative Project
California Lutheran University – Lead Institution
Moorpark College, Cooperative Partner**

California Lutheran University (Cal Lutheran), a private liberal arts 4-year institution and Moorpark College, a 2-year public institution, located in Ventura County of Southern California, proposes to strengthen transfer and articulation strategies as a means to increase retention, transfer, and degree completion for Hispanic and other low income students. Cal Lutheran and Moorpark College (the “Cooperative”) have developed a project entitled, **Cooperative for Hispanics in Higher Education & Student Success (CH2ESS)** to strengthen the Cooperative’s capacity to serve Hispanic and other students confronted with challenges associated with being first generation college students and/or from low-income households. The project focuses on student-centered services including advising, mentoring, and career development services. The project also serves students by focusing on instructional pedagogy more favorably received by Latina/o students. Faculty from both campuses will participate in culturally-responsive curriculum training and will work together to redesign courses to incorporate active learning, experiential learning, and culturally-relevant content as a means to advance students in their acquisition of important critical and creative thinking skills. The existing articulation agreement in place will be further strengthened by faculty collaborations focused on courses taught at both institutions. Special efforts to serve transfer students include a dedicated Transfer Student Center, a cross-campus mentoring program, and a series of events held on Cal Lutheran’s campus to expose students to campus life and help to facilitate their transition from Moorpark College to 4-year institutions. Students at Moorpark College will benefit from an expanded Guided Path to Success (GPS) program that will enable the counseling and advising of more first-year students.

The goals of **CH2ESS** are to 1) Increase the number of Hispanic students who succeed in introductory/gateway courses; 2) Improve retention rates of Hispanic males from the first to second year; 3) Increase transfer success of Hispanic students; 4) Increase the capacity to effectively serve more students, and 5) Strengthen articulation between Moorpark College and Cal Lutheran. Related project activities have been designed to lend towards institutionalization of high impact practices.

Expected outcomes for Cal Lutheran’s and Moorpark College’s Hispanic students include increased self-efficacy, increased utilization of academic behaviors, and increased sense of belonging. Additionally, student participants will improve GPAs and persist through certificate/transfer/degree completion. Campus-specific outcomes include an increase in

Hispanic transfer student enrollment by 10% each year at Cal Lutheran and Moorpark College aims to increase retention of Hispanic males from year 1 to year 2. Long-term outcomes include a 67% completion rate for Hispanic students at Cal Lutheran and that 44% of Hispanic students at Moorpark College will transfer to a 4-year institution within 3 years.

**Universidad del Turabo - Capital Area
Campus
Puerto Rico
P031S180157**

Abstract

Project Title: *Bridging the Hispanic Teaching and Technology Divide*

Priority: CP1 - Projects that enhance a program of teacher education designed to qualify teacher candidates to teach in public elementary schools and secondary schools.

The Title V Project, *Bridging the Hispanic Teaching and Technology Divide*, enhances two baccalaureate level education programs that qualify teacher candidates to teach in public elementary schools and secondary schools. It is designed to support recruitment and retention of Hispanic students, enhance faculty skills, and foster students' technology empowerment. By expanding opportunities for Hispanics to complete postsecondary degrees in the field of education and graduating teachers with advanced technology skills, this Title V Project will contribute to improving academic performance of students in DC-Maryland-Virginia communities with a demonstrated need for qualified bilingual educators.

UT-CAC is an MSCHE-accredited private non-profit Hispanic Serving Institution (HSI) in Wheaton, Maryland, and a leader in accelerated degree programs for adult learners and dual language instruction. Our University serves the Tri-state DMV area. Two-thirds of Maryland Hispanics live within CAC's service area, which also includes the two largest school districts in that state. Our student population is 100% Hispanic, 72% female, 80% working adults, with an average age of 36. Fifty-two percent of our students live in poverty, a reflection of low educational attainment.

Activities: The Project consists of four activities with interrelated elements: (1-A) the curricular revision of courses from the BA, Elementary Education and BA, Secondary Education in Mathematics degree programs to integrate instructional approaches with the use of advanced technology and achieve conversion to hybrid format to provide increased and convenient access; (1-B) offering academic remediation in math and algebra to increase enrollment, retention, and academic achievement, thus, enabling more Hispanics to become teachers; (1-C) faculty technology training to increase access and foster advanced technology classroom applications, and (1-D) equipping education learning spaces with technology to support learning and leverage

practice, observation, production, and demonstration encounters to effectively prepare Hispanic students for rewarding careers as technology skilled teaching professionals.

The **Project Objectives** are:

1) Deliver dual language BA, Elementary Education and BA, Secondary Education in Mathematics programs to 175 new Hispanic students, with 65% retention in Years 1-2, and 70% in Years 3-5

2) Install an Education Lab and graduate a minimum of 12 bilingual teachers during the grant period that are prepared to work in public elementary and secondary schools with students from different backgrounds and English Learners ELs in technology-supported environments; **3)** Establish the *Academic Enrichment Program (AEP)* to support Hispanic students with math and algebra academic deficiencies who are interested in becoming teachers and increase enrollment to education programs by a minimum of 35 students per year

4) Develop the *Tech Prep Academy* as a professional development resource for increasing faculty access to advanced applications through training and experience in use of classroom technologies; virtual reality and 3D; production of dual language learning materials; best practices, and technology-supported instructional strategies for working with ELs.

**San Mateo County Community College
District-Skyline College
California
P031S180169**

Abstract

Lead Institution: Skyline College

Partner: San Francisco State University (SFSU)

Skyline College and San Francisco State University (SFSU) are proposing one comprehensive Title V activity: “Strengthening Pathways to Success in STEM.” The collaborative approach is informed by their collective experience supporting hundreds of Hispanic and low-income students in STEM education each year and recognizing the complex needs and risk factors that create barriers to their academic success. The SP2S team identified the need for an adaptive approach that blends systems-driven intervention, highly intensive student-centered support, and the adoption of empirically validated teaching practices.

Goals: (1) Improve and expand STEM educational opportunities for Hispanic and low-income students; and (2) Improve overall academic achievement of Hispanic and low-income students, especially in STEM disciplines.

Objectives: (1) increase fall-to-fall retention rates; (2) increase transfer rates; (3) increase percentage of students who transfer into engineering programs; (4) increase success rates in STEM gateway courses; and (5) increase graduation rates.

Strategies: (1) Strengthen Infrastructure at Skyline College; and (2) Implement Collaborative Activities with SFSU.

Response to CPP 2: The SP2S project is intentionally designed to increase transfer for Hispanic and low-income students through implementation of wraparound support for Skyline College's engineering students in their transfer pathway to San Francisco State University's School of Engineering. This will be accomplished through implementation of the following project components: development of a STEM Center; creation of a STEM Transfer Hub; expansion of the Math Jam program; enhancement of Skyline's Engineering and Tech Scholars Learning Community; development of an Engineering Transfer Bridge Program with SFSU; development of an Intersegmental Cross-Enrollment Program; and development of a University STEM Education Orientation.

**Monterey Peninsula College
California
P031S180134**

Abstract

Monterey Peninsula College (MPC) is partnering with fellow Hispanic Serving Institution **California State University, Monterey Bay (CSUMB)** to improve the college readiness, completion, and transfer rates of Monterey County students with particular emphasis on Hispanic and underserved students.

More than 90% of Hispanics students, and 83% of all students, enter MPC in need of math and/or English remediation. Transfer rates among degree-seeking students within three years of enrolling at MPC were a disappointing 12.6% among all students and only 9.6% among Hispanic students.

Ready, Set, Transfer (RST), is a comprehensive project that will expand institutional capacity to significantly increase transfer and degree completion with emphasis on narrowing the performance and outcome gaps among Hispanic and underrepresented students.

Through responsible planning sensitive to the language, cultural, and socioeconomic obstacles that MPC and CSUMB students face, RST will provide students with a continuum of support both pre and post-transfer that will lead to improved degree completion.

The RST project is organized into three integrated components critical to improving completion and transfer rates:

Component 1 -

Improving Placement and Progression of Incoming Hispanic and Underserved Students

Component 2 -

Building a Culture of Transfer at MPC that Accelerates and Promotes Degree Completion and Transfer

Component 3:

Strengthening Connection and Improve Transferability of Programs Between MPC and CSUMB.

Through a variety of strategically designed activities, RST will create a streamlined trajectory that encourages transfer among Hispanic and underrepresented populations, accelerates learning in English and math, and equips students with the tools to excel academically at MPC and successfully transfer to CSUMB.

Ready, Set, Transfer (RST) directly addresses the Title V – DHSI program’s Competitive Preference Priority: 2 “Developing or enhancing articulation agreements and student support programs designed to facilitate the transfer from 2-year to 4-year institutions.”

**Triton College
Illinois
P031S180154**

Abstract

TRACT

Triton College (River Grove, Illinois) is a comprehensive, Hispanic-serving public community college located in the near western suburbs of Chicago, Illinois (Cook County). The College is one of the top six Illinois community colleges enrolling the most Hispanics. The Hispanic enrollment by Fall 2016 was 42% (4,782 students); total headcount enrollment was 11,386.

Challenges for First Year Hispanic and Low-Income Students: Most entering students are first generation college (90%) and over half (53%) are low-income. Students enter the College on an inequitable footing. They will have attended high minority, poor performing public schools in Chicago’s suburban communities. The consequences are extremely high numbers of first entering students who are not college ready. Among first entering students, a majority (81%) was not college-ready (testing into one or more developmental courses). Underrepresented students are overrepresented in remedial courses: 86% are low-income and 85% are Hispanic compared to 69% for White counterparts. Complicating the challenge for the institution and the student are multiple developmental education sequences that delay the student’s progress and contribute to attrition. Just 35% of Hispanic students completed a developmental math course and 47% completed a developmental writing course within the first year. Other inequities materialize for these students: *Retention*—just 62% of underprepared first year Hispanic

students re-enrolled the second year compared to 72% of college ready students. *Completion and Transfer*—Only 8% of underprepared Hispanics and low-income students completed an associate degree within three years and transferred to a four-year institution.

Project Design: (1) *Guided Pathways (GP)—Accelerated Progress Toward Completion and Transfer* and (2) *New Learning Framework—Developmental Education Curricular Reform* support institutional goals addressing low college readiness, completion and transfer among underprepared, underrepresented students. W The *Guided Pathways* component has two interventions: (1) Connect2College Pre-Fall activities—math skills refresher sessions, noncognitive assessments and retesting with the goal of placing underprepared students into higher developmental math levels or into college math their first year and (2) individualized education and career planning and accelerated transfer agreements with area four-year postsecondary institutions to increase completion and transfer. A Guided Pathways Center will have student workstations and access to assessments and academic and career planning modules. W The *New Learning Framework* component involves developmental education curricular reform with aim of accelerating progress into college-level math courses and increase completion of developmental writing courses. The accelerated developmental math course (MathUP) will allow students who gain the required competencies to move up to two levels within four weeks. The course will be part in-class and part in-lab (hybrid) with embedded student assistants. A new high-capacity 100-seat math lab will be developed with access to MyMathLab modules. The developmental writing curriculum will be based on the Educational Testing Service (ETS) Writing for Student Success (W4SS) model, integrating mindset awareness in the courses. The W4SS will have embedded student assistants and be conducted in classrooms designed as active “learn labs.” The number of MathUP and W4SS (writing) sections will be scaled up incrementally with more resources and different cohorts over four pilot years.

Competitive Preference Priority #2: Enhance Transfer Support and Articulations with Four-Year Institutions: To enhance support, a Guided Pathways (GP) Center will be a place where students receive individualized advising by GP staff and develop a GP Transfer Plan. To enhance four-institutions articulations, transfer admission guarantees and dual admission enrollments will be negotiated with seven Chicago area four-year colleges and universities.

**Colorado State University
Colorado
P031S180031**

Abstract

Colorado State University-Pueblo (CSU-Pueblo) is a state-funded, four-year, regional comprehensive, public university in Colorado. Pueblo Community College (PCC) is an open enrollment two-year institution. Both CSU-Pueblo and PCC are Hispanic Serving Institutions

(HSIs) that provide educational access to a region high in poverty, unemployment, and an underserved female and minority communities across Pueblo County.

This Title V Cooperative Arrangement project, *LA CALLE*, Communities Accessing Lifelong Learning Engagement, will create roadmaps and establish practices to further connect the literal and metaphorical roads our students travel between our campuses. Our program goals focus on facilitating increased transfer, supporting on-time graduation, and developing articulation agreements between CSU-Pueblo and PCC. This project will address systemic barriers of geography, preparedness, and under-funded educational systems that limit our region's access to quality educational programs, sustainable articulation and transfer between campuses, and long-term career success. *LA CALLE* will establish capacity building practices to move students efficiently and rapidly from 2-year toward successful four-year degree and/or program completion.

LA CALLE will have measurable outcomes in three areas: (1) increases in the numbers of Hispanics and other students completing career pathways and/or two-year to four-year degree programs, via faculty professional development and ongoing cross-campus training opportunities;

(2) Increases in the retention, success, and completion/graduation rates of students transferring between PCC and CSU-Pueblo through our creation of two independent and collaborative transfer centers

(3) Increases the number of Hispanic and other students entering the teacher education pipeline. The project's overall, five-year budget of \$3.75 million will be split as follows: \$3,298,067 to lead institution, CSU-Pueblo; \$449,271 to Pueblo Community College, cooperative partner.

**Northern New Mexico
College
New Mexico
P031S180025**

Abstract

CONNECTING ACADEMICS WITH STUDENT SUCCESS AND ACHIEVEMENT (CASSA) @ NORTHERN NEW MEXICO COLLEGE

This Title V Project, *Connecting Academics with Student Success and Achievement (CASSA)*, will greatly enable Northern New Mexico College (Northern) to expand and enhance the support

it provides to its underprepared, socio-economically disadvantaged and rurally marginalized Hispanic and low income students. The Project enables us to implement best practices services and mechanisms to address the challenges Northern is facing as it expands into a comprehensive baccalaureate-granting, regional post-secondary institution. Northern meets the designation requirements for Hispanic-, Native American-, and Minority-Serving. It's largely first time college student population is academically underprepared (94% test into remedial classes) and only a small minority graduate within a six-year period (18%).

Northern - a historic HSI and MSI - has adopted four goals for **CASSA**: 1) Expand Hispanic and low-income college outreach; 2) Improve the rate of Hispanic and low-income two-year transfer enrollments into baccalaureate degree programs; 3) Improve Hispanic and low income student first to third year retention rates; and 4) Improve graduation rates of Hispanic and low income students with Bachelor degrees. CASSA will expand articulated two-year to four-year programs and new course offerings in baccalaureate programs in Santa Fe, leading to greater access to baccalaureate programs for Hispanics, and higher two-year to four-year degree transfer rates. *The Project directly addresses Competitive Preference Priority 2 and the Invitational Priority.*

The fundamental elements of reform proposed by CASSA require **\$2,747,978** in Title V funding over the next five years. This investment puts in place key mechanisms for greater student success: 1) transfer agreements between all Northern four-year degree programs and regional community college two-year programs; 2) an array of upper division courses in baccalaureate programs at the Santa Fe Higher Education Center (SFHEC); 3) early and integrated transfer advising support to community college students, including transfer plans and degree plans; 4) outreach activities to focus on Santa Fe High Schools (SFHS) and the Santa Fe Community College (SFCC); 5) professional development to faculty on teaching best practices; 6) strengthening gateway courses via Peer-Led Team Learning (PLTL) and peer tutoring; 7) redesign of online and traditional courses to improve student learning outcomes; and 8) a campus environment that fosters a supportive college experience.

Project outcomes include: 1) Add three SFHSs to the list of Northern's schools with Outreach Memorandum Agreements; 2) Increase the number of SFCC and SFHS student outreach contacts by 1500 or more; 3) Increase the number of Hispanic and low income student transfers from two-year programs to Northern's four-year degree programs by 275 or more; 4) Increase the effective teaching skills of 30 faculty, and the customer service skills of 18 student support staff by 50% or more; 5) Increase the first to third year retention rate of Hispanic and low income students enrolled through this program by 33%, from 60% to 80; and 6) Increase the six-year graduation rate of students enrolled through this program by 100%, from 18% to 36%.

Contact: *Ivan Lopez Hurtado, PhD, Provost and Vice President for Academic Affairs/Associate Professor, College of Engineering and Technology; (505) 747-2225; provost@nmmc.edu*

**Northeastern Illinois
University
Illinois
P031S180151**

Abstract

Caminos al Éxito: Pathways to Success

Northeastern Illinois University & Wright College Title V Cooperative

Northeastern Illinois University and Wright College Title V Cooperative Abstract

Project title: *Caminos al Éxito: Pathways to Success*

Northeastern Illinois University (NEIU), a comprehensive public state university in Chicago and designated HSI, in FY2016-17 is serving 9,538 primarily commuter students in 37 undergraduate and 23 graduate programs. NEIU serves a predominantly low-income population, with over 63% of its freshmen receiving Pell Grants. NEIU admits large numbers of transfer students, admitting 1,273 in fall 2016 as opposed to 801 first-time, first-year freshmen. A significant number of those transfers come from NEIU's Title V partner, Wilbur Wright College. Wright College is the largest community college in the City Colleges of Chicago system and home to the largest Hispanic college population of all community colleges in Illinois (6,716 Hispanic students in Fiscal Year 2016). Wright College is a designated HSI with a growing Hispanic population (in the last 10 years a 30% increase across all instructional areas). The partnership is an especially ideal fit because NEIU's strengths are areas of weakness for Wright, and Wright's strengths are areas of weakness for NEIU. Both institutions, however, recognize a significant need for more students, particularly Hispanic students, to move from the two-year institution to the four-year institution, and for students who are in the four-year institution to complete their degree programs and enter graduate programs and professional life.

Summary: NEIU and Wright College share many feeder high schools in Northwest Chicago. Considering the enrollment at the feeder schools, the partnership expands the scope of the project to more than 11,754 Hispanic students and 16,226 low-income students at schools that feed into the partner institutions. Wright and Northeastern provide a local option for these students. Those who enter demonstrate significant academic deficiencies. Given their lack of preparation for college, students from these high schools need access to high-impact services for academic success. Family and student outreach to prepare students for college earlier and additional support targeted for students' developmental levels throughout college careers will facilitate sufficient preparation at critical junctures for students. The partners need to build capacity by making systemic improvements for seamless transfer pathways from Wright College to NEIU. The investments in developing a strong, collaborative pathway from Wright's Guided Pathways to Success (GPS) & Tailored Transfer Advising to NEIU's meta majors will enable significant scaling of transfer efforts at both institution, creating tailored transfer advising support and career preparation for Hispanic and low-income students. Finally, the transition from the 2-year to the

4-year must be seamless and smooth for students, with a process that effectively and adequately prepares the student for the completion of the bachelor's degree and entrance into postgraduate study or a career.

Goals:

I. Connect high school students and their families from the target communities shared by Wright and NEIU to the local high education system and prepare them for the math and English demands of a college education.

II. Enhance the freshman and sophomore experience at Wright College by bringing to scale structures to support early goal-setting and academic success that will translate into degree attainment.

III. Enhance the advising transfer pathway between Wright College and NEIU through utilization of the newly launched Guaranteed and Dual Admission (GDA) agreement to provide students a clear pathway between the two institutions.

IV. Support degree attainment at NEIU through third- and fourth-year career preparation support, especially in teacher preparation (see Competitive Preference Priority).

The project addresses the Invitational Priority and Competitive Preference Priority 2.

**University of Houston –
Downtown
Texas
P031S180159**

Abstract

The 'UHD *Accelerated Transfer Program*' is designed to enhance articulation agreements between the University of Houston-Downtown (UHD) and community college systems in the Houston area and to provide student support for successful transition from a two to a four year institution. This three-component program will start at the community colleges where UHD will place 'embedded advisors' as outlined in the articulation agreements. Embedded advisors will provide strategic guidance on academic pathways to four-year degrees based on the 2+2 degree maps developed by faculty at both community colleges and UHD. This will reduce the number of non-applicable credit hours and reduce time to graduation which will in turn decrease student debt, and boost student confidence and achievement. UHD will also develop a robust transfer

website to highlight cost of attendance, academic and student support services, student activities, career services, and student life at UHD.

Entering a four-year institution is another critical juncture for the students, and through the *Accelerated Transfer Program*, UHD will continue to reinforce their career trajectory by providing them with yet another opportunity to explore through meta-majors and field of study by building 'Career Learning Communities' for a self-selected cohort determined at the time of enrollment during the pre-orientation messaging. These communities will experience enhanced academic and student support services through mentoring and coaching programs, academic surge program (for students who are on probation after first semester), career services, and pragmatic learning both inside and outside of the classroom. Students who complete their self-identified academic and career pathways will earn a 'career digital badge' that will go on their comprehensive student record. This program will allow UHD to build capacity within existing infrastructure and programs offered by Academic Colleges, University College (UC), and Student Affairs.

Central Arizona College
Arizona
P031S180037

Abstract

Central Arizona College (CAC) is the only community college and institution of higher education in Pinal County, Arizona. This Title V project confronts the unacceptably low rates at which Hispanic and other traditionally underrepresented students persist and succeed at CAC and transfer to four-year institutions. CAC's existing academic pathways provide students with too many confusing choices and bureaucratic barriers that reduce their chances for graduation and transfer. The College requires too many remedial math classes for non-Science, Technology, Engineering and Math (STEM) students, which results in many students leaving the institution before they start college-level classes. The existing advising process is less than robust and does not provide students with the support and guidance they need to declare a major early, persist in their studies, and eventually transfer to university programs. Approximately 50 percent of our first-year students do not return to the institution for their second year of study. The financial upshot of this poor retention rate is CAC losing millions of dollars in tuition revenue each year. To address these significant problems in academic programs, institutional management, and fiscal stability, we are proposing a Title V project that:

- Creates nine highly structured academic pathways (known as guided pathways) that will decrease the time that students take to attain a credential and increase their chances for graduation and transfer.
- Implements a proactive advising process that will maintain close contact with first year students and incorporate strategies to encourage transfer to four-year programs. These strategies include creating a Transfer Center staffed by a transfer specialist, faculty advising students on transfer, and visits to Arizona's state universities.
- Shortens the sequence of developmental math courses for non-STEM students, so that they are more likely to progress to college-level courses.
- Provides a math boot camp, with the aim of allowing students to place higher than remedial math and to shift from one academic pathway to another more easily.

This proposal addresses **Competitive Preference Priority 2**, by both strengthening student advising to encourage transfer and restructuring academic programs to enhance articulation with four-year programs. Additionally, guided pathways will result in more CAC students graduating, which will increase their likelihood of transferring to baccalaureate programs.

Central Arizona College is requesting \$2,413,122 in Title V funds for this five-year project. The College will provide \$199,092 in matching funds to support the project.

Galveston College
Texas
P031S180087

Abstract

College Profile: GC is a two-year, public college located in the city of Galveston, which is situated on a thirty-mile long island in the Gulf of Mexico just off the Texas mainland. In Fall 2016, GC served 2,255 students, of whom 57.7% were minority, including 37.7% of whom were Hispanic. The majority (69.8%) of GC's students attend part-time. Well over a third (36.2%) are first-generation college students (46% of Hispanic students), and nearly half (48.3%) require developmental education upon entering the college (53.8% for Hispanic students).

Area Profile: The region's rich history is punctuated by devastating tropical storms, economic booms, and an equal number of economic busts. With extreme disparities in economic levels, the city of Galveston (population 50,180, US Census 2016) includes a large percentage of residents struggling at poverty or low-income levels, as well as a number of professionals from the nearby University of Texas Medical Branch (UTMB) and Texas A&M University Galveston. The City of Galveston is still recovering from the catastrophic damages caused by Hurricane Ike several years ago; with continued recovery, displaced residents and job opportunities are returning to the island.

Proposed Project: Pathway Model for Improved Teaching, Advising, and Transfer at a Hispanic-serving Community College

Proposed Project Initiatives: GC proposes to transform its approach to instruction and advising, thereby increasing retention and associated enrollment revenues while improving overall graduation/persistence rates and transfer rates. Over the five-year project period, GC will redesign 18 high-risk courses across five college-defined pathways that align with Texas high school endorsement areas; this alignment will promote a seamless continuation of study within a student's chosen pathway. GC will also redesign its Learning Frameworks Course, which is a foundational course for all pathways. To facilitate active learning strategies in redesigned courses, GC will equip eight new flexible-design, technology-rich classrooms across campus and collaborative learning space in GC's David Glenn Hunt Memorial Library. GC will also develop a new, comprehensive pathways advising system to strengthen GC's portion of the educational pipeline between high school graduation and transfer to a senior institution for completion of a bachelor's degree. The new system will be holistic, infusing pathways advising strategies across student services departments and aligning student support with pathway-specific needs. To this end, GC will renovate key student services spaces and update IT capacity to support an integrated, data-driven pathways advising model. The new pathways advising system will be customized for each of the College's five pathways: Allied Health, STEM, Public Services,

Business & Industry and Arts & Humanities. A key aspect of the new system will be the development of pathway-specific articulation agreements with regional four-year institutions to promote student transfer within their pathway.

The project addresses **Competitive Preference Priority #2**.

Year 1 Funds Request: \$549,996

<p>Passaic County Community College New Jersey P031S180112</p>

Abstract

Name of Institution: Passaic County Community College

Location: Paterson, New Jersey

Project Title: Pathways to Teacher Certification

Located in Paterson, New Jersey, Passaic County Community College (PCCC) is a two-year, public, urban institution. Accredited by the Middle States Association of Colleges and Schools, PCCC serves over 10,000 students, a predominantly low-income, Hispanic (54.2 %) and minority student population.

Based on comprehensive planning and analysis, PCCC has identified a key problem that is threatening institutional growth and self-sufficiency: *Due to weaknesses in academic instruction and advising support, coupled with capacity constraints in the College's teacher preparation programs and limited resources, few Hispanic and low-income students are completing their associate degree programs with the knowledge and skills needed to meet entrance requirements and to succeed in rigorous Teacher Education coursework at neighboring four-year colleges and universities.*

To address this issue, PCCC proposes to implement a comprehensive project that will assist Hispanic and low-income students in completing their associate degree programs in teacher preparation programs with the knowledge and skills needed to meet new state requirements and expectations of four-year Teacher Education programs, succeed in rigorous Teacher Education coursework, achieve teacher certification, and secure employment in high-need public schools. Through a partnership with William Paterson University (WPU), a federally-defined HSI, and the Paterson and Passaic Public School Districts—two surrounding urban school districts—

PCCC's project will implement the following four project components: *1) Connecting Hispanic and Low-Income Students to the Teaching Professions Pathway through Expanded Outreach and College Readiness; 2) Keeping Hispanic and Low-Income Teacher Preparation Students on Track through Improved Coaching and Advising Systems; 3) Improving Teaching and Learning in the College's Teacher Education Programs; and 4) Facilitating Student Transfer into Baccalaureate Teacher Education Programs through Model Transfer, Articulation, and Alignment Activities.*

During the five-year project period, 1,730 Hispanic and low-income students will directly benefit from the project activities, including new and continuing teacher preparation students at PCCC.

The Project will address **Competitive Preference Priority 1** and the **Invitational Priority**. The total cost of implementing this Activity is \$2,567,477 over the five-year period

**New Mexico Institute of Mining and
Technology
New Mexico
P031S180079**

Abstract

The New Mexico Institute of Mining and Technology (New Mexico Tech) proposes to increase the number of Hispanic teachers in New Mexico by implementing the Title V project, Advancing the Teaching and Training of Hispanic Educators in STEM in New Mexico (ATTHE-STEM-NM) in response to the **Invitational Priority: Teacher Preparation Pipeline**.

Building on a strong graduate program in education, New Mexico Tech will develop an Alternative Licensing Program for undergraduate students and enhance its Masters of Science for Teachers (MST) Program with additional degree options to respond to **Competitive Preference Priority 1: Establish or enhance a program of teacher education designed to qualify teacher candidates to teach in public elementary schools and secondary schools**.

The undergraduate ALP will offer all the courses needed to teach on the secondary level, focusing primarily on the pedagogy necessary to be an effective teacher. Assessments of changes in the teaching of ALP students will be made based on videotapes of their teaching, blindly rated by expert teachers, at the beginning and end of their student teaching course. Assessments of ALP will be made through test scores on state licensure exams, and later, measures of effectiveness based on the changes in student performance in the classroom in which ALP students teach.

The MST Program focuses on teaching science and math content to currently licensed teachers who may want to pursue endorsements and/or a master's degree in STEM. As part of this project, New Mexico Tech will redesign 52 math and science courses, create five new mathematics courses and nine new computer science courses. These new courses will enable New Mexico Tech to offer two additional master's degree options for teachers. These will be added to our current options in biology, chemistry, geology, mathematics, and physics. Improvements in science content of our MST program will be assessed using pre- and post-tests of their knowledge in biology, chemistry, computer science, geology, mathematics, and physics, in addition to a more advanced test in the scientific discipline they concentrate their studies. We will also evaluate changes in student beliefs and confidence in their ability to teach scientific concepts. In addition, we will track teachers' ratings in New Mexico, as well as changes in the test performance of their students. We will evaluate whether improving teacher STEM knowledge improves student knowledge in STEM, as well as if it improves student enthusiasm for STEM (motivation and enjoyment of science).

By building this undergraduate program, New Mexico Tech will create an integrated program in which students can obtain a Bachelor of Science degree with alternative licensure and an MST degree within six years, while spending a year in our local schools. The strong

partnerships New Mexico Tech already has with 58 of the 89 school districts in the state, most of which have high concentration of Hispanic students, will allow New Mexico Tech to increase the number of Hispanics teaching in STEM fields.

**Chemeketa Community College-
Oregon
P031S180130**

Abstract

Chemeketa Community College is a two-year comprehensive public community college located in the Willamette Valley of Oregon. Chemeketa serves a 2,600 square-mile district of approximately 618,000 residents of Marion, Polk, and Yamhill Counties. In order to provide sufficient services to this culturally varied area, Chemeketa has established two campuses and five centers in the service district. The college serves a socio-economically diverse community, including rural, urban, and suburban populations and some of the lowest income areas in the state. This has led the college to evaluate services, programs, and management for responsiveness to the needs of our changing demographics.

In preparation for applying for this grant, Chemeketa conducted a thorough analysis of strengths, weaknesses, and challenges, involving the major constituencies of the college. The finding led to the development of four strategies, including Chemeketa Accelerated Pathways to Success (CAPS), peer-led faculty development, early alert, and transfer model. This project is designed to increase graduation rates, fall-to-fall retention rates, student engagement, and progression to college-level coursework.

Goal 1. - Academic Programs. Improve student access, retention, and degree or certificate completion, especially for Hispanic and low-income students.

Goal 2. – Institutional Management. Improve institutional efficiency and effectiveness through a college-wide infrastructure of shared collaboration. The two inter-related goals address a single activity to improve student graduation and retention. These two goals are supported by four objectives that are based on Chemeketa’s overall student population, which includes Hispanic and low-income students.

Objective 1 Graduation. Increase the percentage of first-time, full-time students who complete a degree or certificate within 150% of normal time to program completion by 5% overall from 15% to 20% (IPEDS).

Objective 2 Retention. Increase fall-to-fall retention rates of first-time, full-time degree-seeking students overall by 7% from 54% to 61% (IPEDS).

Objective 3 Engagement. Increase by 10% student engagement in support services of the writing, Math, or Study Skills Labs, 18% to 28% (SENSE).

Objective 4 Progression. Increase the percentage of degree or certificate-seeking students who successfully complete developmental education courses with a grade of C or better to progress to college-level within 2 years by 5% from 19% to 24% (Institutional Research Progression Report).

Chemeketa's project addresses the **Invitational Priority** with activities supporting the teacher preparation pipeline for Hispanic students with the Bilingual Student Teacher Leaders Program (BSTL). The BSTL involves outreach to bilingual/bicultural high school students. Chemeketa's project addresses the **Competitive Preference Priority 2** with activities that develop and enhance articulation agreements and student support designed to facilitate transfer from Chemeketa to 4-year institutions. Chemeketa will

**Carlsbad Community College
New Mexico
P031S180008**

Abstract

The proposed initiative *Adelante*, represents a systemic effort by New Mexico State University-Carlsbad (NMSU-Carlsbad) to make improvements in student completion and transfer, particularly for Hispanic, low-income STEM students. NMSU-Carlsbad is an HSI serving 1,790 students (Fall 2016 headcount, 51% Hispanic), and the only affordable postsecondary option for a growing population of underserved, underrepresented and disadvantaged students in the region. *Adelante* is driven by three major goals:

(1) Increase completion and transfer success for Hispanic and Low-Income students through Articulation and Transfer Agreements with four year institutions and other strategies

(2) Increase educational and support services to time and place-bound students; and (3) Improve conditions for data-informed Academic Programs and Student Services decision making
Specifically, the Project will:

- (a) Increases the frequency and quality of advising services to students
- (b) Drive the adoption of Guided Pathways to clarify degree and transfer planning and success
- (c) Develop and execute articulation agreements with four-year institutions and develop transfer planning maps
- (d) Increase access to virtual advising, particularly for **Teacher Preparation** candidates
- (e) Increase availability and quality of virtual coursework
- (f) Increase completion and transfer-out rates, and (g) create a culture of evidence for informed decision making.

Specific outcomes will include: increasing the percentage of Hispanic and Low-Income students in who successfully complete certifications and degrees from a 5-year average of 8% (2016) to 24% in 2022, increasing the percentage of Hispanic and Low-Income students who transfer to four-year institutions from a 5-year average of 13% (2016) to 26% in 2022; Quadrupling the number of articulated STEM programs with regional four-year institutions; and conducting a Student Momentum Loss study to better identify and address loss dynamics.. The Project's overall five-year budget of \$2,715,088 drives systemic reform and capacity building by investing in highly qualified staff (\$1,484,713 or 54% of the budget supports salaries, faculty stipends and fringe benefits); in the development of a Transfer Advising Center (\$695,000 or 25%) in instructional infrastructure (equipment and supplies at \$95,000 or 3.5%); professional development (including travel) at \$365,375 (13%) and evaluation (\$75,000 or 2%).

The *Adelante* project addresses **Competitive Preference Priority 2**: “Develop or enhance articulation agreements and/or student support programs designed to facilitate the transfer from 2-year to 4-year institutions” through the development of Transfer and Articulation Agreements with four-year institutions, the creation of a physical Transfer Center, the cultivation of embedded campus faculty and staff Transfer Advocates, proactive “College Knowledge” outreach, and other strategies.

The project addresses the **Invitational Priority** “Promoting the Teacher Profession for Hispanic Students (category 3) Develop strong teacher pipelines that support the preparation, placement and retention of effective teachers” through substantial investments in the quality of the Teacher Preparation program, advising and faculty professional development that places a high value on diversity and culture as a context for learning.

**State Board for Community Colleges and
Occupational Education (Pueblo Community
College -PCC)
Colorado
P031S180049**

Abstract

Providing Opportunity for Diverse Educational Roles (PODER)

Pueblo Community College (PCC) is a comprehensive public community college focused on its mission, *“To provide quality educational opportunities that transform the lives of our students, enrich our communities, and strengthen the regional economy.”* PCC is committed to providing pathways to higher education, relevant rewarding careers, and personal growth opportunities.

Activity: Student Support Services *Project Success!* (\$1,611,485)

The PCC Student Support Services (PODER) program will collaborate and network with other College offices and departments, area schools, four-year institutions, and community businesses and organizations to provide a comprehensive array of services and activities to participants accepted to and enrolled in the College. Participants will benefit from academic, financial aid, career, educational, and personal coaching focused on academic preparedness and college readiness, in an intentional, intensive, and intrusive student success embedded advising model. Assessment methods, monitoring and tracking measures implemented ensure that PODER staff can intervene in necessary situations and prescribe new strategies to help participants persist, remain in good academic standing, graduate and transfer. The PODER Program will address:

Invitational Priority: Focus on various aspects of the K-12 teacher preparation pipeline.

Competitive Preference Priority 2: - Enhance articulation agreements and/or support programs designed to facilitate the transfer from 2-year to 4-year institution

Major Goals and Objectives

Primary goals of the PODER Project at PCC during the five-year funding period (2017-2022) are to assist ~400 participants each year to remain in and graduate from PCC, and to promote transfer to four-year institutions. To meet these goals, the project established performance, process, and outcome objectives formulated to address the purposes of the PODER program, and to address the identified needs of students eligible for PODER services. Program developers were diligent in producing a battery of objectives that are in complete compliance with the Government Practices and Results Act (GPRA) as required by law.

California Lutheran University
California
P031S180139

Abstract

California Lutheran University-P031S170139

California Lutheran University

California Lutheran University (Cal Lutheran), a private liberal arts 4-year institution, located in Ventura County of Southern California, proposes to promote the teacher profession for Hispanic students through Project EDU|CAL.

The project addresses the **Invitational Priority** and **Competitive Preference Priority 1** through a number of outreach and student support initiatives. The project focuses on student-centered services including advising, mentoring, and career development programs. The project also serves students by focusing on instructional pedagogy more favorably received by Latina/o students. Math and Writing Faculty will redesign developmental courses to incorporate active learning and culturally-relevant content as a means to advance students in their acquisition of important critical and creative thinking skills. The project will also develop pathways to the teaching credential through seminars, courses, and outreach activities. Target audiences of outreach activities include K-12 students, community college students, parents and families of K-12 and community college students, teachers, and other interested members of the community. Partnerships with LEAs and individual schools will help to facilitate these efforts. The project will also increase the grants development staff as a strategy to generate funds toward student scholarships and enrichment activities.

The goals of EDU|CAL are to

- 1) Increase retention and completion rates of Hispanic Students
 - Increase the number of Hispanic students who enter teacher credentialing programs
- 3) Increase the capacity of Cal Lutheran to equitably serve students. Expected outcomes for Cal Lutheran's Hispanic students include increased self-efficacy, increased utilization of academic behaviors, and increased sense of belonging. Additionally, student participants will improve GPAs and persist through degree completion. It is also expected that outreach activities may help to propel an increase in Hispanic transfer student enrollment by 10% each year. Long-term outcomes anticipate that 67% of Hispanic students will complete the degree within 6 years and 90% of Hispanic Pre-credential students entering a credential program upon graduating from Cal Lutheran.

Notre Dame de Namur University
California
P031S180063

Abstract

For this Title V Part A Grant Application, Notre Dame de Namur University (NDNU) is proposing **Success in Transfer and Retention for Students (STARS)**. STARS has three areas of focus:

- **Transfer and Articulation:** implementing a Transfer Counselor position; utilizing Transfer Evaluation Systems software; developing a transfer admission guarantee; implementing a peer mentoring program; regular review of articulation agreements; developing online resources for transfer students; and ongoing support for transfer students.
- **Retention Strategies:** creating a centralized advising center; developing a peer academic coach program; and providing workshops on a variety of topics pertaining to student success.
- **Professional Development:** developing the NDNU Center for Teaching and Learning; providing on-site professional development for faculty and staff; and supporting development of online and hybrid courses.

STARS has four measurable objectives:

- **Objective 1:** By Sept. 30, 2022, increase the number of students transferring to NDNU by 20%.
- **Objective 2:** By Sept. 30, 2022, increase first-to-third year retention by 5% for first first-time, full-time and transfer Hispanic and Pell-eligible cohorts relative to 2014 cohorts.
- **Objective 3:** By Sept. 30, 2022, increase NDNU's three-year graduation rate for transfer students by 4% and six-year rate for first-time full-time students by 5%.
- **Objective 4:** By Sept. 30, 2022, 25% of faculty at NDNU will have attended training that addresses cultural sensitivity and student needs.

The total budget request for the project is \$2,551,169 over five years. This represents 71% for salaries and fringe benefits; 10% for travel; 2% for equipment; 5% for supplies; and 12% for contractual. Of the total project cost, 16% will be devoted to project management. This includes the salary and fringe benefits for the Project Director and external evaluation costs.

**The Regents of the University of
California, Irvine
California
P031S180094**

Abstract

UCI Teacher Preparation Expansion and Enhancement for Developing Effective and Equity-focused Educators

We propose substantial expansion and enhancement of the University of California, Irvine teacher preparation programs. The School of Education currently offers a CTC-approved program for the Single Subject Preliminary Credential through a student teaching program in Art, Biological and Physical Sciences, English/Language Arts, History/Social Science, Mathematics, Music and World Languages; and a Multiple Subject Preliminary Credential through a student teaching program. We offer two approved pathways for earning a Single Subject Preliminary Credential: the postbaccalaureate program and the undergraduate blended program for math and science (CalTeach).

We propose five major objectives for improvement and growth of our teacher preparation and support efforts:

- 1) Enhance the academic support services for students in teacher preparation pathways and develop new support services for induction teachers
- 2) Provide support for supplemental costs associated with teacher credential preparation to increase access for diverse populations of future teachers with financial need
- 3) Increase the professional development offerings and support for mentor and master Teachers
- 4) Expand the student recruitment efforts, with particular emphasis on under-represented minorities and transfer students
- 5) Improve the physical infrastructure of future teacher community spaces and the physical resources for supporting curriculum innovation

**Texas A&M International
University
Texas
P031S180117**

Abstract

The **ADVancing the Instruction of Science Educators (ADVISE) Program** at Texas A&M International University (TAMIU) will provide resources and program innovation to a Hispanic Serving Institution with a 94% Hispanic and 79% low-income student population.

The proposed Title V initiative, **The TAMIU ADVISE Program** will increase the pool of highly qualified Hispanic science teachers committed to teaching in high-need schools in both rural and urban districts in the Laredo, Texas,

Other specific goals for the Building Scholars Activity are to:

1. Increase the number of science majors choosing to also enroll in the general science with 7-12 certification degree.
2. Improve content knowledge and experience for graduates of the general science with 7-12 certification degree program.
3. Increase first year retention rates for graduates of the general science with 7-12 certification degree program.
4. Enhance the cultural competency of graduates of the general science with 7-12 certification degree program.
5. Increase the number of student engagement opportunities for juniors and seniors, particularly over summer months.
6. Over a five year period, the **TAMIU-ADVISE Program** will prepare at least 60 highly qualified state certified general science teachers who will be employed primarily at LISD and UISD.

The **TAMIU-ADVISE Program** will meet invitational priority one by developing an extensive outreach and advising web to promote science education as a profession and attract students who are academically strong in science to enter the General Science with 7-12 certification degree program; facilitating cooperative advising and dual credit courses to alleviate the financial burden on our students, and the augmentation of cultural competency content in the current pedagogy courses.

The **TAMIU-ADVISE Program** will meet competitive priority one by increasing the preparation, training and first year professional retention Hispanic science teachers by increasing the collaboration between science faculty in the College of Arts and Sciences and faculty in the College of Education to prepare undergraduate Hispanic students to become certified general science 7-12 grade school teachers; adding weekend professional development workshops, student membership in Science Teachers Association of Texas, and travel funds to attend/present at an annual conference for Texas science teachers; increasing student content knowledge, teaching experience and confidence through a series of Summer Science and Education Boot Camps; and the development of a General Science Educator Internship Program.

The 60 participating students can potentially provide high quality science instruction to as many as 9,000 students every year, once they are employed by the local school districts. They will also have the opportunity to influence systemic changes in the district curriculum to improve student achievement and the quality of instruction, thereby resulting in higher numbers of Hispanic students, pursuing STEM post-secondary courses of study and entering STEM careers

**University Corporation at
Monterey Bay
California
P031S180118**

Abstract

California State University Monterey Bay (CSUMB) in Seaside, California, the lead institution, is a comprehensive public university granting bachelor's, post-baccalaureate, and master's degrees. Hartnell College, located in nearby Salinas, California, is a comprehensive community college granting certificates and associate degrees. The primary service areas of CSUMB and Hartnell target similar populations of students. CSUMB's vision is to serve the "diverse people of California, especially the working class and historically undereducated and low income populations." This vision is evident in our demographics: in Fall 2016 39% of our students were Hispanic, 35% were low income, and 57% were first generation college students. Hartnell College has a student body largely comprised of disadvantaged and underrepresented students: 85% qualify for low-income support, approximately 50% have a migrant farming background or their parents still work in the fields, 73% are Hispanic and 65% are first-generation students. CSUMB and Hartnell College share a strong working relationship and history in shared programming to serve the growing numbers of Hispanic and low-income students who are under-prepared for college and Teacher Education Pathway programs. The shared needs results in low persistence and Teaching Credential completion rates.

The Making Accessible and Effective Systems for Teacher Readiness Outcomes (MAESTROs) Project will address enhancing retention and completion rates for Hispanic and low-income students and preparing students for urgent teacher workforce needs through three activities:

- **Activity 1: Develop and Enhance Student Support Systems.** The partners will revise the first-year experience on both campuses to enhance students' experience and retention rate. Services and academic supports will be coordinated to support students throughout their first year and beyond.

- **Activity 2: Facilitate Collaborative Articulations That Support Successful Transitions.** The partners will add joint planning opportunities increase transfer and completion rates of teachers.

- **Activity 3: Support Program Curriculum and Delivery Improvement** The partners will review and improve the curriculum to ensure it is meeting the needs of the students. Also, the partners will provide workshops and activities to strengthen faculty/staff effectiveness in addressing diverse learning styles, cultures, and students with special needs.

The total budget request for this project is \$3,750,000 over five years. This represents 63% for salaries and fringe benefits; 3% for travel; 2% for equipment and supplies; 29% for contractual; 0% for construction and 3% for other.

The Making Accessible and Effective Systems for Teacher Readiness Outcomes (MAESTROs) Project Abstract

**UARSC on behalf of California State University
San Marcos
California
P031S180132**

Abstract

Project **SUPPORT: Serving Underrepresented Populations Partnering for Opportunities and Rewards in Teaching** California State University San Marcos

California State University San Marcos proposes Project **SUPPORT (Serving Underrepresented Populations Partnering for Opportunities and Rewards in Teaching)** with the primary goal to increase the number of Latin@ teachers in our Educator Preparation Pathways, thereby increasing the number of Latin@ teachers in public K-12 schools in our service area of North San Diego County. Project **SUPPORT's** comprehensive recruitment and support plan is

informed by the work of Crisp and Cruz (2009) and Trevino (2011) who suggest a theoretical/conceptual framework comprised of four domains integral to mentoring Latin@ college students:

(1) Support for setting goals and choosing a career path

(2) Academic subject knowledge support aimed at advancing a student's knowledge relevant to their chosen field

(3) Psychological and emotional support

(4) Specification of a role model (p. 538).

Recruitment activities include partnerships with high schools, community colleges, and undergraduate CSUSM programs such as CA Mini-Corps and the College Assistance Migrant Program (CAMP). Integral to the success of aspiring Latin@ Educators, Project SUPPORT includes components of mentoring, individualized academic success plans, repeated academic and financial aid advising, and highly effective initial credential programs. Pursuant to achieving the primary goal and activities, the project will be overseen by the Director of the School of Education and will employ a Recruitment /Mentor Specialist, an Academic Success Coordinator, and an Activities Director/Administrative Assistant, all of whom will a Leadership Team

**West Los Angeles College
California
P031S180053**

Abstract

Applicant Institution: West Los Angeles College is a public, two-year community college belonging to the Los Angeles Community College District. Situated in the western part of the Los Angeles metropolitan area, the college has a diverse enrollment of students - in tandem with reduced resources with which to serve them. The college and community especially need to develop capacity to recruit, train and graduate future teachers to teach STEM subjects in elementary and secondary schools within economically-challenged neighborhoods served by the college. The total 5-year request for this Individual grant is \$2,749,988. The College's multi-ethnic student body is 85% non-white, with a large Hispanic minority; 25% of West students are English Learners. In Fall 2016 West Los Angeles College enrolled 10,480 credit students, of whom 41.3% (4,328 students) were Hispanic. Approximately 61% of West students are working while trying to attend college. The average time to complete a 2-year degree is 4.5 years.

Title: STEM TEACHER SUCCESS PROJECT

This proposal implements a comprehensive set of *best practices strategies* to design and deliver a clear, sustainable STEM Pathway to prepare Hispanic & low-income students for STEM careers.

1. Prepare Hispanics and other low income students to transfer into STEM teacher preparation programs.

STEM Teacher Preparation will serve 120 students annually who are at-risk of failing to enter, or dropping out of, transfer-level courses. The college will align its curriculum with two primary teacher-training institutions—Cal State Dominguez Hills and Cal State Los Angeles—and link education courses at West Los Angeles College with core STEM classes in biology, chemistry, astronomy, geology and math.

2. Increase success rates of STEM students through study groups, conferences, and research experiences.

STEM Success Center – Introduce concept of peer-to-peer tutoring, pairing successful students with those who are at risk of failing or receiving low grades in STEM subjects. Offer frequent training opportunities for STEM tutors, and peer-group attendance at regional and national conferences. Arrange summer research opportunities for STEM students at scientific laboratories in government, industry and local universities.

3. Train faculty to incorporate culturally-appropriate teaching content and methods into courses.

Professional Learning Hub - Train 20 faculty each year in proven, evidence-based instructional methodologies. Training will focus on links between course content and culturally responsive resources and teaching strategies. Additional focus on Reading Apprenticeship will expose faculty to state-of-the-art methods to engage students in reading all subjects, including STEM.

**Texas State University
Texas
P031S180106**

Abstract

Project MAESTROS: Growing the Teacher Education Pipeline at Texas State University Texas State University.

Texas State University is located in San Marcos and mid-way along the Austin – San Antonio corridor, which is projected to increase from 4.3M in 2014 to 5.7M in 2030 with a concomitant increase among Hispanic residents from 44% in 2010 to 46.5% in 2030.

Founded as a Normal School in 1903, Texas State’s College of Education offers a wide range of academic programs leading to K-12 certification.

Project MAESTROS has three over-arching goals:

1. To expand accessibility to teacher education degrees at Texas State
2. To increase success of Hispanic students in teacher education programs
3. To contribute to demand for increasing numbers of Hispanic teachers along the I35 corridor and across Texas.

Activity 1. Enhancing and developing the teacher education pipeline. To improve Hispanic success in teacher education, academic advising, career advising, and transfer advising will be provided to new freshmen and transfer students and continuing students in elementary and secondary certification programs. A data-driven process identifying education students at risk of attrition during their first year on campus (freshmen and transfer) will be implemented for all Hispanic and low-income students seeking educator certification with the goal of promoting academic recovery and success. Finally, the MAESTROS transfer success team will improve and expand the pipeline with Austin Community College (N=43,000 students) and San Antonio’s Alamo Community College District (N=58,321 students) through communication, information exchange, Transfer Planning Guides, transfer orientation, and timely articulation of credits prior to and upon matriculation to the university.

Activity 2. Strengthening success in teacher education through student professional development. A professional development program will be implemented that develops transferable skills desired by employers of students as they prepare to and enter the classroom. Students will also be offered opportunities to participate in professional development workshops designed to develop increased cultural competency. This combination of services will support achievement of goals for postsecondary completion, transition to the classroom, and teacher retention in the profession as skills developed through professional development improve career achievement and satisfaction.

Outcomes. By September 2021, project evaluation will assess achievement of the following MAESTROS goals: Persistence to the degree completion; transfer rates; degree completion / graduation / rates; number of students attending transferable skills workshops; number of students participating in cultural fluency workshops. Goals for annual improvements for all

outcomes are defined.

Priority Responses: This project meets FY 2017 competitive and invitation preference priorities.

<p>Southwest Texas Junior College Texas P031S180061</p>
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Abstract

The STEMward Bound Project

Applicant – Southwest Texas Junior College (SWTJC) is a two-year public community college located 86 miles west of San Antonio in Uvalde, Texas. SWTJC serves one of the most diverse and economically disadvantaged regions in Texas. The region’s population is nearly 90% Hispanic, and the poverty rate is more than 50% higher than the national average. Fall 2016 enrollment was 6,531 students, of which 84% were Hispanic and/or low income.

Significant Problems – SWTJC is facing four significant problems in meeting regional workforce demands and the learning needs of an at risk population. First, the entire Southwest Texas region has an unmet demand for graduates with STEM-specific skills and credentials. Second, the College lacks clear pathways to STEM degrees for students interested in STEM-related careers. Third, the College has low rates of retention (41%) and degree completion (6.7%). Fourth, SWTJC has inadequate technology to support the growth of STEM pathways and success of STEM students.

Project Description – SWTJC has designed a project, entitled **STEMward Bound**, which addresses the problems and responds to Competitive Preference Priority #2. The goal of STEMward Bound is to increase the enrollment, retention, degree completion, and transfer of Hispanic and low-income students in STEM-field programs. Specifically, the College will:

- Expand the Associate of Science degree program to offer 12 new STEM career pathways
- Acquire upgraded technology and new instructional labs for delivering rigorous STEM content
- Create a STEM First-Year Experience (FYE) Program to address first-year transitional needs;

- Establish new STEM-specific articulation agreements with transfer institutions to improve rates of transfer and degree completion;
- Reform case management for STEM students in ways that provide intrusive advising, supplemental instruction support, individualized academic plans, and tracking of student performance
- Expand dual credit courses with STEM courses in response to high achieving high school students with interest in STEM careers
- Implement a professional development program that trains both college faculty and high school teachers on improving learner success in STEM.

Project Outcomes – STEMward Bound will be assessed via specific performance indicators aligned with the project goal and activity objectives.

Specific outcomes include:

- Increase annual STEM-field enrollments from 0 to 100 students
- Increase the retention rate from 39.8% to 65% for Hispanic, from 37.2% to 65% for low income students, and from 41% to 65% for all students
- Increase the percentage of STEM graduates transferring successfully from SWTJC to a four-year institution from 1% to 75%
- Increase the graduation rate from 5.9% to 30% for Hispanic students, from 5.7% to 30% for low income students, and from 6.7% to 30% for all students.

Northwest Vista College
Texas
P031S180160

Abstract

Committed to providing quality educational services and experiences to its diverse student populations, **Northwest Vista College** and the **University of Texas at San Antonio** propose to augment academic offerings, program quality, and institutional capacity aimed at promoting the success of their students. Through funding from the U.S. Department of Education Developing

Hispanic-Serving Institutions Program Cooperative Arrangement, NVC and UTSA aim to narrow the achievement gap among underserved students and provide better educational access for underrepresented groups, through the implementation activities and services designed in the *Community Math Project: Building Math Proficiency through Collaborative Interventions*. NVC and UTSA identified six fundamental priorities for the mathematics education areas:

- fostering the student higher education access process
- increasing student-college readiness in math
- augmenting student success in math
- developing math competency among elementary school teacher candidates
- increasing student transferability, persistence, and degree attainment
- Improving data measures to track student success. The result of the collaborative institutional dialogues is the *Community Math Project* initiative, which purports to increase the number of Hispanic and low-income students who have a mastery of math concepts, pursuing studies in teaching disciplines, and attaining degrees with the aim of teaching in public school settings (***Competitive Preference Priority 1***).

The *Community Math Project* will work closely with education majors at each of the partner IHEs wishing to teach at the elementary level to increase math comfort and proficiency. Students majoring in education will also be exposed to Learning Mindset strategies infused within the course content.

Community Math Project Goals

Goal 1: Develop an academic support system that is integrated into math college course curriculum

Goal 2: Develop a seamless pathway which supports increased transfer of education majors through model articulation agreements

Goal 3: Develop and implement a Math Community to support a pipeline of college-ready students and pre-service teachers with strong math aptitudes

**Fullerton College - North Orange County
Comm. Coll. District
California
P031S180005**

Abstract

Fullerton College is a two-year public California community college located in north Orange County California and is part of the North Orange County Community College District.

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Title V program title: **Promise Career Pathways**

To decrease time-to-degree and increase degree completion rates for students, Fullerton proposes to implement three components: 1) Establish a robust dual enrollment and targeted pathways program for high school students; 2) Strengthen institutional support for faculty professional development; and 3) Get students across the finish line to complete associates degrees & enhance articulation agreements. Overall, strategies include: wrap-around services such as college liaisons, mentoring, and embedded tutoring for pathway students to earn college credit through dual enrollment; new and expanded faculty professional development trainings with a focus on instructional technology and a faculty inquiry group in STEM, CTE, and Teacher Education pathway faculty to improve teaching and learning; and an aggressive outreach campaign to encourage and support students to earn an AA/AS.

Sample key outcomes include:

- 1) increase the number of pathway students that earn college credit through dual enrollment
- 2) Increase the number of pathway students enrolling in transferable math and English
- 3) Increase pathway student fall-to-fall persistence
- 4) Increase the number of pathway students who earn a certificate in 2 years or associates degree in 3 years
- 5) Increase pathway student transfer rates
- 6) Increase faculty participation in professional development.