

Introduction

The Hispanic-Serving Institutions Division administers the Developing Hispanic–Serving Institutions (DHSI) Program which is authorized under Title V of the Higher Education Act of 1965, as amended. The purposes of the program are to expand educational opportunities for, and improve the academic attainment of, Hispanic students, and to expand and enhance the academic offerings, program quality, and institutional stability of the colleges and universities that educate the majority of Hispanic students and help large numbers of Hispanic and other low-income students complete postsecondary degrees.

In order to apply for a grant under Title V programs, an institution of higher education must have applied for and been designated as an eligible institution. The notice announcing the FY 2020 process for designation of eligible institutions, and inviting applications for waiver of eligibility requirements, was published in the Federal Register on December 16, 2019 (84 FR 68434). In addition to basic eligibility requirements, an institution must have at least 25 percent enrollment of undergraduate full-time equivalent (FTE) Hispanic students at the end of the award year immediately preceding the date of application.

The DHSI program supports many institutional activities that include: purchase of equipment for education and research; improvement of instruction facilities (construction, maintenance, renovation); faculty and staff development; curriculum revision and development; purchase of educational materials; student support services; community outreach programs; establishment or increase of an institutional endowment fund, and more.

Note: The Higher Education Opportunity Act of 2008 (HEOA) as amended, section 503(b) was expanded to include: innovative and customized instruction courses designed to help retain students and move the students into core courses; articulation agreements and student support programs designed to facilitate the transfer of students from two-year to four-year institutions; and providing education, counseling services, and financial information designed to improve the financial and economic literacy of students or their families. The list of authorized activities in section 503(b) was also amended to use the term “distance education technologies” in place of “distance learning academic instruction capabilities.”

The Notice Inviting Applications for new awards for fiscal year (FY) 2020 was published in the Federal Register on December 27, 2020 (85 FR 4955). The deadline for the transmittal of applications was February 24, 2020. Applications for grants under the FY 2020 Developing Hispanic–Serving Institutions program grant competition were submitted electronically using Grants.gov and they were reviewed by a panel of three external grant reviewers.

This year, 249 grant applications were reviewed, and 118 grant awards were awarded. The maximum award size per grant award is \$600,000 per year for a period of 5 years. Total funding for new awards was \$69,354,131. Below are the abstracts for the newly funded grant projects.

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The Hartnell College GANAS Project

Hartnell College is a Hispanic Serving, comprehensive, public, two-year degree-granting, accredited California Community College. Hartnell College is one of the oldest educational institutions in California. Located in Salinas, California, a city of 150,000 residents, the College serves over 16,000 students (70% Hispanic). Hartnell is the only affordable postsecondary option for a growing population of underserved, underrepresented and disadvantaged students in the region. The area's poverty rate is 20%, higher than the state and national averages, and 50% percent of area families are classified as low income. In addition, more than 45% percent of all district residents did not graduate from high school; languages other than English are spoken in more than 60% of area homes; and unemployment rates range from 12-20 % depending on which crops are being harvested. Monterey County is also home to more than 80,000 migrant and seasonal farmworkers (US Census, 2010).

The purpose of the **GANAS Project** is to build institutional capacity to increase the number of Hispanic and low-income students attaining postsecondary degrees and facilitate completion and transfer along the entire pipeline. Project Goals include (1) Increase retention rates, graduation rates, and degree attainment by removing obstacles, supporting students in gateway courses, improving technology and infrastructure, providing advising and intervention strategies that support success, (2) Expand Career-aligned Pathways through the development of meta-majors and collaboration with four-year institutions to support Hispanic and low-income students along the full continuum from high school to career placement, and (3) Develop a system building upon career-aligned pathways to provide greater access to high-demand jobs and help students transition from postsecondary education into careers that support sustainable living and feed regional economic growth.

The Project will have measurable and significant outcomes: (1) conduct financial literacy training with 100% of incoming first-time full-time students; (2) increase the number Hispanic and low-income students earning Certificates; (3) increase Number of Hispanic and low-income students earning Degrees; (4) increase Transfer Rates for Hispanic and low-income students; (5) increase Employment Rate for Hispanic and low-income students; and (6) increase the Graduation Rates of Hispanic and low-income students.

Hartnell College is requesting **\$2,999,944** over five years to support the **GANAS** initiatives and activities.

Project GANAS addresses Competitive Preference Priorities:

#1.b. Providing work-based learning experiences that align with in-demand industry sectors or occupations as defined in section 3(23) of the Workforce Innovation and Opportunity Act of 2014, and
#2.a. Projects that are designed to support instruction in personal financial literacy, knowledge of markets and economics, knowledge of higher education financing and repayment, or other skills aimed at building personal financial understanding and responsibility.

Victor Valley Community College District, CA

Victor Valley Community College District (VVC) proposes a Title V Developing Hispanic Serving Institutions grant entitled “Project Connect: Integrating Care and Guided Pathways to Improve Hispanic and Low-income Student Success.” The project will address identified issues by improving student connectedness and academic programs to impact student outcomes while enhancing institutional stability.

Located in the rural Mojave Desert, VVC enrolls 57.6% Hispanic and 80.4% economically disadvantaged students. Data also shows that VVC students’ success rates lag markedly behind other community college students in the state. After comprehensive analysis of student and institutional needs, VVC will redesign the student experience around three elements that reinforce each other’s impact: connections, clear curricular pathways, and continual support.

Grant components to achieve this include: 1. Developing Guided Pathways and in demand degrees/certificates, 2. Fostering faculty professional development on equity and Open Educational Resources, 3. Training all faculty and staff on “Caring Campus” strategies, 4. Improving Wi-Fi access, 5. Expanding First Year Experience (FYE), 6. Establishing a Second Year Leadership Institute (SYLI), 7. Establishing a Peer Mentor program, 8. Developing the endowment and increasing philanthropic giving to the college. Embedded in these components are efforts to align academic programs and student skills with local in-demand occupations (Competitive Preference Priority 1) and to integrate financial literacy in FYE and SYLI (Competitive Preference Priority 2). The Project Director will synthesize the work of faculty, staff, and administrators from across the campus to affect a transformative shift in students’ experience and outcomes.

University of New Mexico - Valencia Branch Campus, NM

The University of New Mexico–Valencia (UNM-V) is a public, two-year branch campus Hispanic Serving Institution (HSI) in Los Lunas, NM. UNM-V is the only community college serving a large rural area in Valencia and Socorro Counties, located 30 miles south of its parent campus, The University of New Mexico–Main, Albuquerque.

UNM-V's Title V grant project, **PASOS**, or **Pathways to Articulation and Sustainable Opportunities for Students** (meaning “steps” in Spanish) is a comprehensive initiative to streamline and target services to expand the number of Hispanic and low-income students attaining a postsecondary degree by developing a pipeline to the community to reach out to students with some college. A Guided Pathway Model will improve course alignment and advisement for first time and returning students, and a comprehensive Resource Hub will ensure students have access to resources academic and non-academic to be resilient and successful.

Program goals include 1) implementing a culturally responsive Guided Pathways model, with program maps designed to streamline course selection for degree completion and transition to targeted transfer institutions; 2) re-designing the advisement/coaching process to incorporate culturally-responsive pathways course mapping and proactive advisement; 3) creating a Resource Hub centrally located on campus to support students with non-academic needs (housing, food, health care, mental health, etc.), career planning, and goal setting mentorship; 4) hiring a RTS Coordinator to oversee the Resource Hub, and designing outreach programming to encourage stopped-out UNM-V students (and others in the community with some college and no degree) to re-enroll and to place them on a path to completion, career attainment, or transfer; 5) provide robust professional development and assessment to support the implementation of Guided Pathways model and re-design of advising and faculty development to support model.

The program will have measurable and significant outcomes including: (1) increasing the first to-second year persistence rate of Hispanic and low-income students; (2) increasing the graduation rate of Hispanic and low-income students, (3) increasing the number of Hispanic and low-income students participation in transfer promotion activities, (4) increasing the transfer rate of Hispanic and low-income students, (5) ensuring degree-seeking students are in guided pathways, (6) decreasing average semesters to associate degree completion, (7) decreasing average credit hours accumulated before associate degree completion, (8) increase percentage of stopped-out who re-enroll, (9) increasing the 3-year completion rate among stopped-out students who re-enroll, and (10) increasing the number of faculty trained in the needs of Hispanic and low-income students and the Guided Pathways model.

UNM-V is requesting **\$2,698,166** over five years to support **PASOS** program initiatives and activities.

Competitive Preference Priority: **PASOS** addresses Competitive Preferences 1 and 2 (fostering flexible affordable paths and student financial literacy respectively).

El Centro College (ECC) is one of seven two-year colleges in the Dallas County Community College District (DCCCD). In fall 2019, ECC enrolled 13,343 students of which 6,702 (50.2%) are Hispanic. The service area's general characteristics include high unemployment and poverty, high HS drop-out rates, low-skilled workforce, high crime rates, and less economic development and services.

El Centro College is requesting a total of \$2,991,879 over five years to substantially change the way of educating thousands of its students who begin their college education needing help in achieving their educational goals. The effort focuses on improving success in student completion rates by addressing critical services needed in our student support services area, specifically focusing on persistence and retention of Hispanic students in achieving their academic goals.

In formulating the plan of activities necessary to achieve the objectives of this grant, the Title V Team at El Centro has designed this project, titled **Project Éxito!**, with a distinct end goal: *increasing retention and persistence of Hispanic students; providing orientation, first and second year experience; integrating new curricular initiatives in supporting industry needs in Business and IT; creating strong relationships and instituting robust faculty and staff development opportunities.*

Goal #1 Improve Hispanic student persistence and retention towards course and degree completion through enhanced student services and targeted teaching learning strategies.

Goal #2 Strengthen orientation and develop first- and second- year experiences to effectively serve Hispanic and underprepared students, those with undecided majors and those in academic jeopardy.

Goal #3 Improve the effectiveness and efficiency of institutional programs, procedures, and services by updating curriculum to meet industry needs and provide meaningful professional development to Faculty.

Goal #4: To enhance student achievement through internship and apprenticeships and provide financial literacy education.

Woodbury University is a private, four-year, nonprofit Hispanic-Serving Institution in Southern California founded in 1884 to prepare its students to **participate in the area business community**, an historic link that has lasted through the years. While many regard the area as glamorous and affluent, Los

| Woodbury Students, 2020 | |
|-------------------------------------|---------|
| Undergraduate | 1,117 |
| • Full-time | 95% |
| 1. Female/male | 52%/48% |
| ▪ Minority | 52% |
| ▪ Hispanic | 38% |
| Pell recipients | 48% |
| With financial aid | 87% |
| First-generation | 61%* |
| Fall 2018-2019 retention | 83% |
| Bach. in 6 yrs. or less | 4% |
| Woodbury Faculty, 2020 | |
| Full-time/Adjunct | 67/147 |
| Minority | 24% |
| Master's + (all) | 60% |
| Faculty : students | 1:15 |
| *self-reported; may be conservative | |

Angeles is the second largest city in the country, the metro is the ninth most diverse of the largest 150 in the U.S., and disadvantage is concentrated among people of color. Only 26% of residents are white, and Latinos, **48%** of the population, are projected to become the demographic majority this year. Nearly a quarter (21%) of LA County Hispanics live in poverty compared to 10% of non-Hispanic whites, and Hispanics' per capita incomes average just a third of non-Hispanic whites'. Income disparity is stark: from 1979 to 2014, real income **grew only** for high-wage workers (e.g. +13% for the top 10%) while it **fell 25%** for those in the bottom 10% (*USC 2017*). Woodbury students are successful and persistent (e.g. **83%** retention), but many share this disadvantage; **87%** receive financial aid and **almost half** receive Pell Grants. **More than half** are minority members, **52%** are female, and **61% or more** are first-generation college students, all groups underrepresented in high-demand fields such as science, technology, engineering, and math (STEM).

Woodbury's programming has long emphasized business, architecture, media, design, and liberal arts, but as LA's economy has grown, both STEM skills and Sustainability—meeting today's needs without compromising future generations—have become priorities. We propose to develop three Sustainability-related Bachelor's programs: **Sustainable Practices** (environmental studies), **Construction Management**, and **Environmental Science**—important and timely fields that also offer excellent earnings and projected employment growth. We will develop 44 new courses, three shared by the three programs and two shared by two programs. New program students will be supported by three new services: centralized **Advising**, to help them map degree plans to move toward their goals most efficiently, **Financial Sustainability (CPP 2)**, to help equip them to make good financial choices through college and beyond, and **Community Outreach (CPP 1)**, to coordinate professional opportunities for work-based learning and employment and, through community events, inform residents about Sustainability and new programs' opportunity. Programs and services will incorporate interventions backed by **promising evidence** of support for **underrepresented students' performance and retention**. Outcomes include 85% pilot participant success (grades of C/+) and retention with new enrollment growth to maintain programs' operation and build Woodbury's institutional strength.

We will conduct ongoing evaluation of the project to support its achievement of Activity and Institutional Objectives, Institutional Goals, and the **purpose of Title V**, "to expand **educational opportunities** for, and improve the academic attainment of Hispanic students, and to expand and enhance the **academic offerings**, program quality, and **institutional stability** of . . . universities that educate the majority of Hispanic students." Requested Title V funds total **\$3,000,000** for five years.

PROJECT PROPOSED: *Creation of a Learning Commons: Empowering Students and Faculty*
INSTITUTION: University of Puerto Rico at Carolina (UPRC)

CHALLENGES AND CONSTRAINTS: The project was designed to address the following institutional problems and related weaknesses: **1)** Fiscal and physical constraints limit the library's development; **2)** Inadequate faculty training and support; **3)** Critical need for improved technological infrastructure; **4)** Students' inexistent personal financial knowledge; and **5)** Inadequate fiscal resources for much needed improvements in all areas.

PROPOSED ACTIVITY: UPRC requests Title V funds to develop the following four interrelated components and their expected outcomes to address the institutional problems and weaknesses:

- 1)** Development of a Learning Commons;
- 2)** Enhancement of faculty's skills through a faculty development program;
- 3)** Improvement of the technological infrastructure; and
- 4)** Student financial empowerment.

The expected final outcomes after implementing the four components include:

- a) A fully operational Learning Commons;
- b) Increase by 50 the number of faculty integrating learning communities in the teaching/learning process;
- c) Increase by 50 the number of faculty integrating new technology in the teaching/learning process;
- d) Increase by 30 the number of faculty certified in distance education;
- e) Increase to 15 the number of online courses available;
- f) Offer at least 4 workshops/year through the finance education program Student Money Solutions (**Priority 2**); and
- g) Improve the technological infrastructure.

UPRC is addressing Competitive Preference Priorities 1 and 2.

FUNDS REQUESTED: \$3,000,000

CASA: Creating Access to STEM for All

Northeastern Illinois University (NEIU) is a comprehensive, public state university in Chicago that serves 7,423 predominantly commuter students. The most diverse university in the Midwest (*U.S News and World Report*), NEIU is one of two four-year, public **Hispanic-Serving Institutions** in the Midwest. NEIU proposes to implement **CASA: Creating Access to STEM for All** to increase the number of students who complete STEM majors, graduate, and enter STEM professions. Objectives include (1) expand and make flexible pathways for students to obtain degrees in STEM (CPP1), removing barriers for students placing into developmental math; (2) improve the academic program, increasing responsiveness to the needs of Hispanic/Latinx and low-income students; (3) increase the number of students in STEM majors and thereby increase the number who graduate with a STEM degree; and (4) improve access to up-to-date labs to maximize the experiential learning potential in STEM for all students. The priority is that students in the STEM cohorts will complete the math and biology gateway courses for STEM majors within the first 60 hours of credit accumulation, will enter STEM majors, and will graduate within five years with STEM degrees.

Three-quarters of NEIU's students graduated from Chicago public high schools, which have extremely low scores on the science ACT exam and provide little exposure to potential science careers. Data shows a high percentage of first-time, first-year students do not meet ACT benchmarks indicating college readiness. There is a serious disjuncture between students' expectations and the realities of college. A large percentage of incoming freshmen are placed into remedial courses, particularly mathematics, and it is imperative that a pathway into STEM be created so that it is more aligned with NEIU students.

The proposed project addresses the issues outlined above and the **Competitive Preference Priority 1c and Competitive Preference Priority 2**. Program components include (1) a STEM pathway cohort for freshmen and sophomores that leads them into their STEM major and includes six interdisciplinary courses that fulfill general education requirements and are accessible to students placing into Developmental Math 091 and 092; (2) a Stretch Calculus math course during their first year as an alternative to noncredit developmental courses; (3) a Summer Research Residency for cohort participants after their first year; (4) improvement of the existing Financial Literacy course (required by all freshmen upon completion of the grant) to include knowledge of markets and economics, knowledge of higher education financing and repayment, or skills aimed at building personal financial understanding and responsibility; (5) building of the Biology Lab to support improved instruction and student learning for students taking Biology 201 and 202, the gateway courses for the biology, chemistry, physics, earth science, and environmental science majors; (6) training for Peer Leaders, who will support student learning through Peer-Led Team Learning (PLTL) in math and biology gateway courses for STEM majors; and (7) development and sustainment of the structure that supports ongoing assessment of student performance in the STEM Cohort Program and across the College of Arts and Sciences to inform the continuous improvement of curricula and pedagogy.

NAPA VALLEY COLLEGE TITLE V PROGRAM ABSTRACT

Napa Valley College (NVC) is located in the heart of the Napa Valley wine region. Napa County is 34.3% Hispanic/Latinx. A region beckoning immigrants, 34% of the residents speak a language other than English. More than a third of NVC students are first-generation college students - of those, 72% identify as Hispanic/Latinx. The challenges faced by first generation students is well documented, having little assistance to help them through the often-confusing college matriculation process. Based on a comprehensive analysis the college has identified three major objectives, and associated activities, with strong supporting evidence of success, to support the successful enrolling, retaining, and completion of Hispanic/Latinx and low-income students at Napa Valley College:

1. **Increasing Access, student persistence and academic success through wrap-around student services.** NVC will establish a first-year experience (FYE) targeting first generation college students. The FYE will include: academic coaching, student ambassadors, enhanced orientation, increased access to counseling, financial aid assistance, and financial literacy training.
2. **Increasing student services capacity through improved technology support and enhanced online resources.** NVC will implement a variety of enhanced online resources to increase its engagement with students, as well as their access to key services. These will include updating technology to support the development of an improved communication system; establishing online counseling and educational planning; launching an early alert system; and improving data collection and analysis.
3. **Equity minded professional development to reach, connect & retain students.** NVC will develop a professional development academy for faculty and staff that focuses on training in culturally responsive/relevant pedagogy and equity-mindedness. Through the implementation of these activities, NVC seeks to improve outcomes for its Hispanic/Latinx and low-income students, as well as strengthen the institution to provide a lasting foundation from which future success will be derived. To accomplish these endeavors, NVC seeks funding for the *Caminos al Éxito* grant in the amount of \$2,924,090 over five years. The majority of this cost (63%) is for salaries to increase the institutions student support capabilities, with the majority of those salaries to be absorbed by the institution at the conclusion of the grant period.

CSUB Auxiliary for Sponsored Programs Administration, CA

California State University, Bakersfield (CSUB) enrolls over 9,700 undergraduates, **59% of whom are Hispanic**. CSUB is the only four-year institution of higher education within a 100-mile radius, serving a vast region encompassing Kern, Tulare, and Inyo counties, and parts of Los Angeles and Kings counties—a region with exceptionally low health outcomes and a healthcare labor shortage. CSUB’s proposed Title V project aims to increase the degree completion of Hispanic students in high-demand, high-wage health sciences fields through a comprehensive, multi-pronged approach based on *promising evidence* of effectiveness, as certified in multiple What Works Clearinghouse reports. The Goals and Objectives of this transformative project—*Pathway Adelante: A Model HSI Career Pathway in Health Sciences*—emerged from an intensive and widely inclusive institutional = dialog about improving student outcomes for CSUB’s Hispanic students while addressing a dire need in the region.

Project Goals

Academic Programs – AP1. Fill gaps in the educational pipeline and CSUB’s academic programs to meet a widely recognized community need for an effective pathway to healthcare careers that reflects new research on HSI effectiveness and community needs. **AP2.** Develop and implement a First Year Seminar course for the healthcare careers pathway to provide students with evidence-based career, academic, and financial planning support. **AP3.** Engage industry and community partners in strengthening curriculum to ensure graduates have the knowledge and skills that meet industry needs.

Institutional Management – IM1. Strengthen academic and career pathway advising through an effective, culturally- competent and sustainable cohort advising model. **IM2.** Improve the delivery of support services to make them more responsive to individualized student needs, more holistic in their scope, and more effective in connecting with students who need them. **IM3.** Help students develop agency in charting their career paths by developing an innovative work- based learning program that provides early work-based learning experiences across various healthcare fields.

Fiscal Stability – FS1. Grow enrollment in health sciences programs, improve retention, and increase transfer to support long-term program viability and sustainability of improvements. **FS2.** Improve equitable and timely completion to reduce financial impact on students, the institution, and taxpayers.

5-Year Measurable Project Objectives

By Sept. 30, 2025, CSUB will improve outcomes across several relevant domains:

1: Access (supports GPRA e)

- Approximately 1,500 students will have participated in *Pathway Adelante* career-focused programs and services
- At least 200 students enrolled in CSUB’s Public Health program
- Hispanic students at least fully- represented among participants

2: Persistence (supports GPRA b)

- Increase percentage of first-time full- time freshmen that persist to the second year by 15 percentage points; close equity gap
- Increase percentage of transfer students that persist to their second-year post- transfer by 10 percentage points and close equity gap

3: Completion (supports GPRA a & c)

- Increase the baccalaureate degree completion rate among community college transfer students by 10 percentage points; close equity gap

Increase the baccalaureate degree completion rate among FTFTF by 10 percentage points; close equity gap

Competitive Preference Priority 1: *Pathway Adelante* will foster flexible and affordable paths to obtaining knowledge and skills in the highly in-demand healthcare sector by improving collaboration with regional industry and educational partners to ensure alignment of learning objectives, as well as by providing high-quality work-based learning experiences.

Competitive Preference Priority 2: *Pathway Adelante* will support students' personal financial literacy as connected to their career exploration and decision-making. The project will use an evidence-based, holistic model to address the strengths and needs of Hispanic students, leveraging a robust system of strategies designed to actively connect students with these financial literacy supports.

College Mesa Community College *SENDAS* Project Abstract

Mesa Community College (MCC) is an open-access community college serving a diverse population of over 30,000 students annually in Mesa, Arizona. The college's Hispanic student enrollment has increased over the last five years from 24.9 % to 31.5 %. In Fall 2019, more than half of students served were first generation and over a quarter received Pell Grant funding. MCC's Title V Project, Students & Employees Nurtured & Developed for Academic Success (*SENDAS*), is a comprehensive development plan that reinforces key institutional commitments to Diversity, Equity, and Inclusion (DEI) and Guided Pathways to Success (GPS). The project aims to increase student persistence, course completion, graduation rates, and transfer rates with (1) enhanced and integrated student support, (2) coherent, systemic professional development, and (3) the development of a more inclusive hiring process.

Goal 1: Increase student persistence and completion rates through **enhancement and integration of student support** targeting advising, academic support, and co-curricular programming.

Key Activities: Enhance **advising services** by hiring two academic advisors for STEM pathways and providing training on case management; provide **boot camps** and **embedded tutoring** to increase student success in critical STEM courses and meet student academic needs; develop a cohesive, collaborative, and integrated process for **internships** with current and new external partners to increase career preparation.

Goal 2: Improve responsiveness to diverse student populations through **coherent, systematic professional development** on mindfulness and culturally responsive practices.

Key Activities: Develop **mindfulness and cultural responsiveness professional development** for faculty and staff to adopt culturally responsive practices that promote student success; provide professional development for establishing **learning communities** with critical STEM courses and a partner course to support course integration that promotes student learning.

Goal 3: Develop a more **inclusive hiring process** in order to recruit and hire a diversified college workforce reflective of student and community demographics.

Key Activities: Contract a consultant to conduct a review of current hiring process and recommend a more inclusive process to diversify college workforce; develop a new **culturally responsive hiring process and training** for hiring managers and committee members.

The *SENDAS* proposal addresses Competitive Preference Priority 1 by expanding internships *providing work-based learning experiences that align with in-demand industry sectors or occupations* and by developing STEM boot camps, embedded tutoring and targeted advising to help students *obtain recognized postsecondary credentials in science, technology, engineering, mathematics, or computer science*. The project also supports Competitive Preference Priority 2, *to support instruction in personal financial literacy* by integrating financial literacy into new student orientation and college courses.

Trinidad State Junior College, in Colorado, is requesting a total of \$2,964,464 over a five-year period for this Title V project, Adelante. TSJC is one of 13 colleges in the Colorado Community College System. It serves eight rural Colorado counties and two New Mexico counties through two campuses, one in Trinidad, CO, and one in Alamosa, CO. TSJC enrolled 1,617 students in Fall 2019, with the majority (74%) from the college's service area. According to the TSJC Office of Institutional Research, 42.7% of this population were Hispanic, 56.3% were first-generation, and 53% were Pell-eligible. Additionally, just under 20% were new first-time anywhere students.

Adelante was designed to serve TSJC's unique student population through the development of three project components:

- **Component 1:** Improving support services on each campus to provide coordinated services and resources to Hispanic and underserved students.
- **Component 2:** Improving professional development activities that serve students, faculty and staff.
- **Component 3:** Improving student success through improved technology, access and support throughout the institution.

Elements of Adelante include developing Innovative Learning Centers on each campus, an in-depth professional development component related to culturally-responsive teaching, and improving technology to enable more hybrid and alternative course formats. Three objectives have been established to measure the success of the project:

Objective 1: By Sept. 30, 2025, increase by 10% the number of full-time, degree seeking undergraduate Hispanic students enrolled at TSJC.

Objective 2: By Sept. 30, 2025, bring equity to the retention rate (fall to fall) between Hispanic and White students with less than a 1 percentage point difference between the two groups.

Objective 3: By Sept. 30, 2025, the percentage of first-time, full-time degree-seeking Hispanic undergraduate students graduating within three years of enrollment will increase by 8 percentage points.

Objective 4: By Sept. 30, 2025, increase the percentage of students transferring to a four-year institution by 4 percentage points.

The proposed budget includes approximately 40% for salaries and fringe benefits, 2% for travel, 13% for equipment, 11% for supplies, 25% for construction, 3% for contractual, and 6% for other. An endowment is included in the budget, with \$90,000 requested in Year 5.

TSJC is addressing both Competitive Preference Priority 1 and CPP 2 for this competition.

On PACE for STEM Success:

Personal, Academic & Career Enhancement at an Urban Public HSI

New Jersey City University will undertake a \$2.9 million program of interventions intended to increase the number of Hispanic and low-income students who attain degrees in nine STEM fields at NJCU. This goal will be achieved by improving the 6-year graduation rate for first-time, full-time students and the 3-year graduation rate for first-time, full-time students. **63%** of NJCU's undergraduate students belong to underrepresented minority groups, and about half transferred from six nearby minority-serving community colleges. Like many of its peer institutions, NJCU has initiatives in place to retain more of its undergraduates.

The *On PACE* project goal, which aligns with NJCU's four institutional goals from *Transforming Lives*, is to improve the enrollment, persistence, graduation, and postsecondary success of Hispanic and low-income students at NJCU. This goal will be accomplished through a single activity: STEM Pathways to Collegiate & Postgraduate Success, which includes four Objectives, each addressed through a clear Strategy:

- *Objective 1: Improve persistence, graduation & post-graduate outcomes of STEM majors*
 - Strategy 1: Faculty-led PACE Mentoring program for STEM majors
- *Objective 2: Increase STEM transfer student success*
 - Strategy 2: Seamless STEM transfer from community colleges to NJCU
- *Objective 3: Provide work-based learning experiences aligned with occupational needs*
 - Strategy 3: Expanded Internships, Coops & Externship partnerships
- *Objective 4: Increase participation & effectiveness of learner supports*
 - Strategy 4: Supplemental Instruction support for gatekeeper STEM courses

The *On PACE* design and implementation plan are informed by a thorough institutional analysis performed during our institutional accreditation process, as well as evidence of promise derived from similar interventions at peer institutions with similar student populations.

The valuation of *On PACE* for STEM Success will measure its outcomes and effectiveness against its objectives, goals, Comprehensive Development Plan goals, and Title V program performance measures, as well as program specific benchmarks:

- Increased 6-year graduation rate from 38% to 58% for mentoring program participants
- Increased 3-year graduation rate from 50% to 70% for STEM transfer students
- Increased persistence from 78% to 100% for mentoring program participants
- Increased persistence from 80% to 90% for STEM transfer students
- Increased STEM major population from 29% to 39% of undergraduates
- Mentoring of 80 “murky middle” STEM majors by faculty annually
- Improved postgraduate outcomes for STEM alumni
- 10% overall increase in community college transfers to NJCU STEM programs
- Dual-admit agreements and transfer guides for community college partners
- Increased grades, persistence & GPAs among students utilizing SI in gatekeeper courses
- Supplemental Instruction/Peer mentoring for 500 students in 45 STEM sections annually

Project Title: Panther Strong Project

Institutional Background: Palm Beach State College (PBSC) is the 4th largest State College in Florida. PBSC opened its doors in 1933 as Florida's first public junior college with 41 students in downtown West Palm Beach. The college is governed by a five-member District Board of Trustees appointed by the governor. It is a comprehensive, open and equal access, multi-campus institution serving a diverse student body of more than 49,000 students. The college has been a Hispanic-Serving Institution, (HSI), since 2015. The college's Hispanic population has grown more than 6% since 2015; 32% of all students are Hispanic and 91% of all students receive some type of financial aid, 65% receive Pell grants. PBSC offers career training, corporate and continuing education, and 130 programs of study leading to associate and baccalaureate degrees. PBSC employs more than 1,750 full-time and part-time faculty including 338 full-time faculty and 1,412 adjunct faculty.

Pathways to Success Components: The project rests on four primary components to improve retention and completion of Hispanic and low-income students: 1) the creation of a robust Center for Teaching and Learning Excellence to improve the capacity of faculty to address the needs of Hispanic and low-income students, and 2) the creation of an eco-system of data analytics that will allow the college's Institutional Review and Evaluation Department to inform faculty and college actions and resource allocation, and 3) financial literacy components including embedding financial literacy into curriculum across programs and increased communication with students around the financial implications of academic decisions, and 4) A guided pathways approach to advisement which can improve the retention and completion of Hispanic and low-income students by improving efficiencies. **The guided pathways component aligns to competitive preference priority #1a and the financial literacy component aligns to competitive preference priority #2.**

Key Outcomes: 1) 10% increased success rate of Hispanic and low-income students in gateway courses, 2) 10% increased Fall-to-Fall retention of part-time students (74% of PBSC enrollment, 3) 10% increased Fall-to-Fall retention of Hispanic and low-income students, 4) increased four-year completion rate of Hispanic and low-income students, and 5) close the 6.4% gap in graduation rate between Hispanic and low-income students and all others.

Five-Year Project Budget: \$3,000,000.00

Miami Dade College North Campus (MDC North) will implement the Hispanic Opportunities to Learn and Achieve (HOLA) project, a comprehensive endeavor aimed at improving academic completion and success rates for Hispanic and low-income students through targeted support in gateway courses, improved academic programming, experiential learning opportunities, and preparation for gainful employment for both traditional and non-traditional students. HOLA's proposed areas of development include (1) redesigned courses with contextualized instruction and digital components, (2) trained learning assistants, (3) academic remediation, (4) college success workshops, including financial literacy and career preparation, (5) undergraduate research opportunities, (6) faculty professional development, and (7) the creation of a Quality Engineering, Computer Science and Technology (QuEST) laboratory.

Project activities will include: execution of redesigned gateway courses with recitation halls, summer academic remediation, advisement, academic pathways and plans, student success workshops, career-exploration, financial literacy, and professional development in integrated learning strategies and educational technology for faculty, advisors, and peer tutors. HOLA will impact all credit-seeking students at MDC North by impacting pass rates in gateway courses, progression, retention, and completion of a program of study.

The following measurable objectives will be met by September 30, 2025: (1) increase pass rates in intermediate and college algebra gateway courses among student participants by 10%, (2) maintain fall-to-fall retention rates to 70% among HOLA students, (3) 75% of HOLA students will participate in grant-sponsored student professional development activities (e.g., financial literacy workshops, career inventories, transfer assistance, and soft skills workshops) proven to increase student retention and success, (4) 80% of EnTec students and faculty will express satisfaction with the newly renovated QuEST laboratory, as evidenced through formal surveys and focus groups, (5) at least 75% of mathematics and EnTec faculty members will have participated in three or more grant-sponsored professional development trainings.

The HOLA proposal addresses both Competitive Preference Priorities of (1) ***“fostering flexible and affordable paths to obtaining knowledge and skills,”*** and (2) ***“fostering knowledge and promoting the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens.”***

CUNY RF on behalf of Borough of Manhattan Community College, NY**Institutional Overview**

Borough of Manhattan Community College (BMCC) is one of twenty-six units comprising the City University of New York. Located in one of the fastest growing regions in the City of New York (Tribeca), BMCC serves more than 25,000 students in its credit programs making it the largest undergraduate campus in the City of New York. Nearly 90% of BMCC's student population is comprised of minorities and groups historically underrepresented in collegiate programs.

Need Statement

Fragmented student support services limited academic advisement and insufficient career pathways are critical issues which serve to diminish the quality of BMCC's academic programs and its efforts to foster student success. In recent years, the college has successfully implemented the ASAP guided pathway which have made led to significant improvements in student retention and graduation rates for its participants. Nevertheless, these exemplary practices impact only one in four of BMCC's student body. Left out of these programs is perhaps the most vulnerable segment of the student body, Latino males and other low-income students. Most find themselves at a disadvantage because of limited career information and cultural differences and are unable to participate in cohort programs because of familial responsibilities and work. Without a strong network of support services, Latino male students often become lost in the academic maze and are likely to withdraw from their studies.

Proposed Solution

To address this problem, BMCC has developed a single comprehensive activity intended to improve student success among Latino males and low-income students beyond the first year of study. The Conexiones initiative, which builds on much of the work developed under the ASAP re-conceptualizes the entire structure of the college's support services by establishing large scale initiatives attending to all aspects of the Latino male experience, from placement and registration to degree. A key component of this initiative involves the use of Career Maps which will allow the college to engage participants from the very beginning of their college experience through graduation, to explore career and academic options and ensure future student success. The Conexiones network, will empower Latino males to make informed choices with proactive support available when needed, and delivered at different stages of their personal development.

Addresses Competitive Preference Priority 1: Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills.

Addresses Competitive Preference Priority 2: Fostering Knowledge and Promoting the Development of Skills That Prepare Students to Be Informed, Thoughtful, and Productive Individuals and Citizens

In support of its mission to respond to student needs and to create a dynamic learning environment, Brazosport College proposes the Adelante Con BC grant project. The project will improve the student experience from orientation to graduation and afterward through three components: **I.) Adelante Con Instruction:** revise and improve instruction in high enrollment, low success-rate courses by using evidence-based instructional design models, early connect and support practices, and active learning; **II.) Adelante Con Transfer:** establish a Transfer Center to manage transfer pathways, provide transfer counseling, and facilitate transfer experiences that empower students to succeed at Brazosport College and their future four-year institution; and **III.) Adelante Con Financial Wellness:** implement a financial wellness program founded on a “culture of caring” that utilizes financial literacy coaching via technology and expands student support to empower them to take control of their finances and financial future.

The fundamental problem that the project addresses is that student outcomes suffer from traditional methods of instruction, limited support in critical College functions (i.e. helping students transfer), and the challenges of concomitant low-socioeconomic status and systemic barriers. Adelante Con BC has five project goals selected for their promise to strengthen the institution and to improve Hispanic, African American, and low-income student success: **Goal I** is to increase the number of Hispanic student and African American student degree and certificate completion; **Goal II** is to close the gap between the first-year persistence rates of White, Hispanic, and African American students; **Goal III** is to increase the number of students who transfer to a four-year institution; Goal IV is to increase institutional understanding and support for students facing financial challenges; and Goal V is to increase institutional support to students facing financial challenges by establishing a scholarship endowment.

Monterey Peninsula College (MPC) is a public, two-year community college serving a socioeconomically diverse population in Monterey County, California where 59% of residents are Hispanic, only 24% have a bachelor's degree or higher (8% among Hispanics), and over 17% live below poverty level (22% among Hispanics). That diversity is reflected on MPC's main campus in the city of Monterey, where more than half of all degree-seeking students (51%) are Hispanic, 63% are first-generation college students, and 32% are extremely low income.

MPC's Marina Education Center (MEC) is located in North Monterey County, a region with the lowest levels of educational attainment within MPC's district, and serves a population of 62% Hispanic and 42% low-income students. While the MEC is positioned geographically to serve the disadvantaged communities of Marina and Seaside, comprehensive needs assessments have identified serious deficiencies in the academic and learning support services provided at the Center. Additionally, a lack of STEM lab space prevents students from being able to fully complete a degree at the MEC, which exacerbates the extremely low rates of certificate/degree completion among MEC students (only 6%), and perpetuates the low educational attainment levels in the community.

Engage, Promote, and Connect (EPC) is a comprehensive project designed to infuse the Marina Education Center with robust academic and learning support services that will significantly expand MPC's institutional capacity to serve Hispanic and low-income students. Through responsible planning sensitive to the language, cultural, and socioeconomic obstacles that the majority of ME students face, the EPC project will ultimately result in increased certificate and degree completion rates, with emphasis on narrowing the performance and outcome gaps among Hispanic and low-income students.

Designed and modeled after successful interventions and strategies, Engage, Promote, and Connect is organized into three integrated components critical to improving student degree completion and transfer:

- ***Component 1:*** Engage –Provide Robust Support at the Marina Education Center
- ***Component 2:*** Promote –Build Pathways that Promote Completion and Transfer
- ***Component 3:*** Connect –Strengthen Opportunities and Connections to Enhance Career and Financial Development

The Engage, Promote, and Connect project will directly address the Title V –DHSI program's Competitive Preference Priorities #1 and #2 through partnerships with the College's Career & Technical Education division (and its relationships with in-demand industry partners) and the provision of a STEM lab at MEC that will significantly expand opportunities for students to engage in STEM coursework. Additionally, a newly developed Career Design Lab and Career Academy will facilitate work-based learning opportunities and Financial Wellness activities that leverage existing campus resources as well as those within the broader community.

Inter American University of Puerto Rico - Aguadilla, PR

Proposed Project: Pathways to Success in Computer Careers Background/Service Area: Inter American University of Puerto Rico, Aguadilla Campus (IAUPR-A) is a private, nonprofit, four-year HSI located in NW Puerto Rico. Total under-graduate enrollment (95% of the student population) was 3,563 in Fall 2019. Our students are 99.8% Hispanic and 87% receive Pell grants. IAUPR-A serves residents from Aguadilla and nearby municipalities/villages, an economically distressed area with high levels of poverty and low educational attainment. The median household income for Aguadilla residents is less than one third that of the U.S. (\$16,821 vs. \$57,652) and more than half live in poverty (51.6%). (Source: U.S. Census Bureau, ACS, 2013-2017) **Institutional Problems:** The IAUPR-A campus is located in an area that is experiencing growth. A clear indicator is the fact that Aguadilla is home to the second busiest airport in Puerto Rico, as numerous multinational corporations have established facilities in the area (e.g., Lufthansa Technik, Honeywell Aerospace, Collins Aerospace, Pratt and Whitney, Lockheed Martin, DXC Technologies, El-COM Systems, OPTI Manufacturing, Global Tek Manufacturing). Thus, the University is in an ideal position to supply talented professionals to these operations, particularly for maintaining computer network security, which has become a paramount issue for all major companies. Coinciding with industry expansion into our area is growth in enrollment within our computer science programs, which increased 6.4% in the past five years, while overall enrollment dropped 11.2%. These parallel circumstances provide a tremendous opportunity for our institution and students that we, unfortunately, are unable to capitalize on, due to these urgent problems: limited computer science offerings, absence of curricula/resources designed to prepare students for IT credentialing exams, inadequate instructional laboratories to train skilled computer science professionals, limited capacity to increase English language skills among our students, and limited capabilities to provide robust academic support services. **Proposed Activity:** IAUPR-A proposes to address its institutional problems through this Title V Activity, (\$2,991,973 request over 5 years), comprising the following components:

- Enhance high-demand technology programs—Develop a new Network Security minor; revise select computer curricula to align with IT certification requirements; create instructional labs to appropriately train students in currently used operating systems;
- Integrate ESL strategies into English/computer curricula to expand labor market options—Revise English and computer curricula to integrate ESL strategies and a robust language learning solution; develop a dedicated ESL lab to support increased English proficiency;
- Strengthen academic support services—Integrate data tracking/analysis capabilities to support student success; strengthen academic services through new and enhanced options (early alert, student orientation, academic advising, tutoring); develop and pilot academic excellence workshops to provide supplemental academic support; develop and pilot a financial literacy education system, to include both on-campus and online delivery options. The logic model presented in this grant application will guide project planning, implementation, and evaluation (demonstrates a rationale). Also, a specific project component (English skills development, using technology to provide timely and targeted feedback on student performance) is further supported by promising evidence, based on research reported in a What Works Clearinghouse Practice Guide and backed by evidence from a validated study. This Title V grant proposal responds to Competitive Preference Priorities 1-c and 2.

Coast Community College District - Golden West College, CA

The overall purpose of Gateway 2 STEM is to expand educational opportunities for, and improve the academic attainment of students, Hispanic students in particular; and, to expand and enhance the academic offerings, program quality, and institutional stability of the College. Research described in the proposal states that there is no single approach that will improve the educational outcomes of all STEM aspiring students. The nature of undergraduate STEM education will require a series of interconnected and evidence-based approaches to create systemic organizational change for student success. Therefore, this will be accomplished through the following realistic, thoughtfully designed Goals and Objectives:

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| <p><u>Goal 1 Academic Programs:</u> INCREASE STUDENT ACCESS, SUCCESS, AND TRANSFER IN STEM BY PROVIDING EVIDENCE-BASED SERVICES AND SUPPORT.</p> <p>Activity Objective 1.1: Increase the percentage of Hispanic students in STEM (26%) to match the overall Hispanic population at the College (33%).</p> <p>Activity Objective 1.2: Increase Hispanic Student Success Rate in STEM by 5-10% based on current STEM discipline baseline.</p> <p>Activity Objective 1.3: Increase Hispanic students Transfer Rate to four-year institutions from 27% to match the overall Hispanic population at the College (33%).</p> |
| <p><u>Goal 2 Institutional Management:</u> CREATE A CULTURE OF INQUIRY TO IMPROVE QUALITY STANDARDS AND INSTITUTIONAL EFFECTIVENESS.</p> <p>Activity Objective 2.1: Expand Capacity of Institutional Research Office by increasing the number of Researchers from 3 to 4.</p> <p>Activity Objective 2.2: Identify and Provide Strategic Professional Development to impact 100% of STEM faculty annually, focusing on improving Hispanic students success in STEM.</p> |
| <p><u>Goal 3 Fiscal Stability:</u> INCREASE ENROLLMENT IN STEM EDUCATION & CAREER PATHWAYS.</p> <p>Activity Objective 3.1: Increase the number of first-time Hispanic students, especially those interested in STEM, participating in Financial Literacy-related workshops by 30%.</p> |

GWC request \$600,000 per year to efficiently and effectively implement the project for a total of \$3,000,000 over the 5-year grant period. Afterwards, GWC has clear plans to institutionalize successful practices and specific personnel to ensure lasting institutional change.

SOUTHPLAINS COLLEGE is a public, open-door community college and Hispanic-Serving Institution located 350 miles due west of the Dallas/Fort Worth Metroplex. The College provides nearly 100 programs of study that lead to Associate Degrees and Certificates of Proficiency from its main campus in Level land, two extension centers in Lubbock and a center in Plain view. More than 9,200 students enroll each semester. Overall, 67% of students are first-generation college, 49% Hispanic, and 50% economically disadvantaged. Although the college has experienced enrollment decline over the past five years, the only population showing enrollment growth is Hispanic students with a 15.9% increase from fall 2014-fall 2019 (SPCIR, 2020). SERVICE AREA: South Plains College is the only community college serving a vast 15-county service area of more than 13,000 square miles in west Texas. The total college service area is 42% Hispanic (190,640 residents); of the 15 counties served by the college, 10 have Hispanic/Latino majority populations (Texas Association of Counties, 2018). 13 of 15 counties are classified as rural.

CHALLENGES AND CONSTRAINTS: Faltering enrollment and declining state appropriations related to enrollment have diminished the College's ability to address key problems and opportunities: 1.) Too many students are not college-ready when they enroll; 2.) Too many students do not succeed in college-level courses; 3.) Too many students end up on academic probation/suspension or stop/drop out; 4.) Too many students are undecided on a career/major and end up taking unnecessary courses adding to student debt and time to completion. The current one-year retention rate is 57% and the two-year rate is 47%, below the state averages of 68% and 55% respectively. Less than 23% of full-time students graduate within three years and the transfer rate is less than 24% (THEA, 2019).

PROJECT ACTIVITIES: To address these institutional problems and challenges, South Plains College requests Title V funds to support the following development activities:

- Improve college readiness through co-requisite course redesigns (whereby students earn college-level credit while receiving "just in time" support through concurrent enrollment in support courses) and non-course-based options (NCBOs);
- Improve student success in high-impact (enrollment more than 100 students each semester) high-risk (success rate less than 75%) core curriculum, gateway courses through course redesign incorporating brain-based research on teaching/learning strategies and collaborative learning (through professional development in a Faculty Leadership Academy) and embedded Academic Coaches (tutoring support) in the redesigned courses;
- Improve student retention, GPA, declaration of a major, financial literacy and retention through redesigned learning frameworks course for identified at-risk populations; • Improve graduation rates by developing and implementing Bridges to Success, incorporating all Guided Pathways information for academic, career and financial decisions and featuring an interactive website for easy access to support student guidance to graduation and/or transfer.

COMPETITIVE PREFERENCE PRIORITIES: This project addresses both Priority 1c: Creating or expanding opportunities for students to obtain recognized postsecondary credentials in STEM fields through the high-impact, high-risk (HIHR) STEM course redesigns with embedded Academic Coaches and the interactive web based Bridges to Success guided pathways; and Priority 2: Fostering knowledge and promoting development of skills that prepare students to be informed, thoughtful and productive individuals and citizens through the learning frameworks redesign along with HIHR math course redesigns which will add and strengthen financial literacy components.

Board of Regents, NSHE obo Nevada State College, NV

As the only state college in Nevada, Nevada State College serves as the middle tier in the Nevada System of Higher Education (NSHE), positioned between the two-year community colleges and doctorate-granting research universities. We offer over 45 baccalaureate majors and one graduate degree, providing a wide range of options for traditional and non-traditional students who seek a student-centered education, new career pathways, and an improved quality of life. Many of these students come from diverse and underrepresented backgrounds, as evidenced by our Hispanic-Serving Institution (HSI) status, which we achieved in 2015. As a college where teaching and student support are valued above all else, we are uniquely positioned to help Nevada thrive by expanding and diversifying its educated workforce and increasing the number of residents with the critical thinking abilities, communication skills, and civic commitment needed to be engaged participants in their communities.

NSC is an open-access institution and its admissions policy grants admission to in-state applicants who have earned at least a 2.5 high school GPA. More than half of NSC's students are racial or ethnic minorities and 75% of are female. The average age of NSC students is 25; 47% are considered first-generation, 39% receive Pell grants, and 10% of the student body entered as first-time, full-time degree-seekers. NSC has grown substantially in recent years, climbing in overall enrollment from 3,545 in 2015 to 5,578 students in Fall 2019 (57% growth).

Transformando Caminos has four top-line goals: (1) Increase access to, and Hispanic and low-income enrollment in, teacher preparation programs through culturally competent and intentional outreach, improved distance learning, and expanded dual enrollment partnerships; (2) Increase student success by demonstrating leadership in academic and student support, improving student success for a highly diverse, first-generation student population through innovative and evidence-based practices; (3) Collaboratively address challenges of workforce and industry education needs through government and sister-institution partnerships and formal articulation agreements between NSC, K-12, and two-year institutions that provide simplified, guaranteed transfer processes for transfer students; and (4) Innovate in curriculum and instruction by building socially relevant curricula that anticipate and are responsive to a diverse regional workforce.

Through activities focused around outreach and access, student support, articulation and transfer, and professional development, Transformando Caminos will have several significant outcomes, including: (1) Increasing the number of Hispanic pre-Education students by 12 students each year over five years, by increasing the number of pre-professional HS Teacher Academies from 8 to 18, and by using peer tutors and a social justice curriculum focus; (2) Increasing the number of Hispanic students obtaining a secondary teaching credential in STEM fields by 400%; (3) Increasing the number of Hispanic students enrolled as an Education major by 48%; (4) Increasing the number of Hispanic students who earn a bilingual teaching credential; (5) Increasing the number of NSC faculty who are highly trained in culturally relevant pedagogies for Hispanic students and are observed applying relevant strategies in the classroom; (6) Increasing the number of Hispanic Education students who earn clinical experience by serving as Math or Writing tutors for pre-Education students or as peer mentors for PK-12 students in Teacher Academies; (7) Reducing time to degree for Education students; and (8) Increasing the number of Hispanic students completing teacher certification by 2% annually

The Escuela de Artes Plásticas y Diseño de Puerto Rico (School of Fine Arts and Design, or EAPD), founded in 1966, is a specialized public Hispanic Serving Institution (HSI) dedicated to the comprehensive education of professional artists, designers, and teachers of art. It is a 100% HSI. EAPD is the only institution in Puerto Rico (PR) that grants Bachelor degrees in Fine Arts (BFA). Since 2010 the professional quality of its programs is certified by the National Association of Schools of Art and Design (NASAD). Reaccredited by Middle States Commission on Higher Education (MSCHE) in 2014, the institution is committed to maintaining and raising the level of institutional quality, focusing on the educational process that enables its students to attain success in their academic endeavors. With the proposed project, EAPD will address the following problems: Little exploitation of available technology for curriculum development; Insufficient offerings to increase enrollment; Need to equip computer labs and workshops; Current academic advising and retention exceed support available; Inadequate creative entrepreneurship experiences; and Inadequate financial literacy for creative market and other life skills. The goals are: Support curricular improvement / faculty capacity development; Increase Academic Offering; Equip computer labs and workshop classrooms; Improve Academic Advising and Retention; Increase Entrepreneurial/Employment (Competitive Priority 1); Increase Financial Literacy (Competitive Priority 2); and Increase Sustainability. The project involves a minimal number of new positions, with the bulk of the work undertaken by faculty with the release of time or consultants. Most of the limited number of essential positions of two full-time instructors and a graphic designer as the webmaster, will be institutionalized by EAPD year 5 with state appropriation or, if is necessary, a combination with institutional funds.

Title: Clinical and Translational Research (CTR) with an Interdisciplinary and Entrepreneurial Approach for Students and Faculty from Undergraduate Programs in Puerto Rico

Institution: University of Puerto Rico, Medical Sciences Campus (UPR-MSC)

This activity includes two components, and will serve 329 undergraduate students (UgS), from a total enrollment of 2,207, through: (1) Re-conceptualizing the current CRESCO (Center for Research Education and Science Communication Opportunities) to the **Center for Research, Entrepreneurship and Scientific Collaborations (CRESCO)**; and (2) Development of a **Training Program in CTR and/or Entrepreneurship (E)** for UgS, Graduate Students (GS), Faculty (F) and Health Professionals (HP); **and hands-on-experiences CTR and/or E** for UgS, GS, and F who graduated (F graduates) from the Title V Cooperative Project UPR-MSC and Universidad Central del Caribe (TVCoop) and Undergraduate Faculty (UgF). We are addressing Hispanic students academic excellence, skills enhancement in CTR/E and improved technological infrastructure and **Competitive Preference Priorities 1 and 2**. The expected outcomes (baselines=0) include: (a) increase and improve institution's technological and research infrastructure and resources for CTR by 90%; (b) expand and develop CRESCO (physical and online); (c) increase to 200 the number each of :UgS, GS and F that received assistance from the Online CRESCO; (d) increase to 50 the number of F and S in Academic Programs in Health Professions/Science (APHP/S), from other UPR-campus and other universities in Puerto Rico, aware of training opportunities in CTR with an interdisciplinary approach (IA); (e) increase to 264 the number of UgS and/or GS and to 384 the number of F and/or HP with the knowledge, skills, capabilities and opportunities in CTR with an IA; (f) increase to 48 the number of UgS and to 48 the number of GS with financial and entrepreneurship skills for conducting CTR with an IA; (g) increase to 60 the number of UgS and to 60 the number of GS taking the Financial Literacy and Scientific Entrepreneurship (FLSE) **online tutorials** available at CRESCO's Web page; (h) increase to at least 10 the number of UgS and/or GS taking the FLSE online **course** available at CRESCO's Web page; (i) increase to 32 the number of Pilot Projects Program (**PiP**) teams formed as evidenced by a submitted proposal; (j) increase to 16 the number of Scientific and Entrepreneurship Mentoring Team (**SEMT**) formed as evidenced in an intention letter; (k) increase to 8 the PiP teams submitting papers on their research findings; (l) increase by 100% the PiP teams (comprised by F graduates, established researchers, UgF, UgS and GS) receiving incentives and support for research related activities, as evidenced in progress reports and an electronic portfolio as an assessment tool for their progress and achievement in CTR. Through these key components, UPR- MSC expects to achieve the ultimate goal of this activity: Hispanic students' academic excellence. We are addressing **Competitive Preference Priorities 1 and 2**.

Adelante GCC: Advancing Glendale College Toward HSI Excellence

Glendale Community College (GCC) is a large, public, open access community college serving the greater Los Angeles area and enrolling approximately 7,000 Hispanic students annually. GCC's proposed Title V project aims to improve the degree completion of Hispanic students through strategies that (a) purposefully center Hispanic students' experiences, strengths, and needs in their design, and (b) are well-supported by extensive national and institutional research. Objectives of this transformative project emerged from an intensive and widely inclusive institutional dialog about improving outcomes for GCC's Hispanic students while elevating the institution's culture to be more welcoming and supportive of our Hispanic students. GCC addresses three key problems outlined in the CDP with three aligned strategies designed to move GCC ***adelante*** toward HSI excellence.

Project Goals

Academic Programs – Goal 1a: Develop a first-year success course—*College 1*—focused on career exploration, labor market information, financial literacy, and the relationship between career goals, major/program selection, and building a plan for upward mobility. **Goal 1b:** Expand work-based learning opportunities for Hispanic and other low-income students to make meaningful connections between career aspirations and academic experiences. **Goal 1c:** Develop a sustainable and effective system for providing individualized and responsive support services tailored to address specific barriers and exit points.

Institutional Management – Goal 2a: Establish a permanent and fully institutionalized office of Hispanic-serving initiatives (OHSI) at GCC to provide the direction and leadership needed for a new era of service to Hispanic and other low-income students. **Goal 2b:** Develop and institutionalize a comprehensive professional development program that increases diversity among the faculty, increases cultural competency, and ignites an institutional practice of equity-mindedness.

Fiscal Stability – Goal 3: Increase student outcomes and close equity gaps to ensure alignment with state-mandated performance-based funding focused on student equity and student success, as well as increase enrollment-based apportionment.

5-Year Project Objectives

By September 30, 2025, Glendale College will:

- **Access.** Increase the proportion of students completing the following critical onboarding milestones: Financial Aid Application, Orientation completion, Student Educational Plan, and new College 1 course (*supports GPRA e*)
- **1-Year Transfer-Level Math & English Completion.** Increase the proportion of students completing transfer-level math and English in their first year and close equity gaps (*supports new state performance metrics*)
- **Persistence.** Increase the fall-to-spring persistence rate (*supports GPRA b*)
- **Excess Units.** Decrease the average number of excess units at degree completion (*supports GPRA f*)
- **Completion.** Increase State-defined Scorecard completion rate and close equity gap (*supports GPRA a*)
- **Diversity Training and Hiring.** Increase the number of faculty and staff that receive equity-minded training and professional development, and increase the proportion of full-time, tenure track Hispanic faculty.

Adelante GCC Addresses Title V Competitive Preference Priority 1 & 2: This project will expand work-based learning experiences and support students' personal financial literacy through an evidence-based holistic approach addressing the entire student experience.

The College of Saint Elizabeth (CSE) was established by the Sisters of Charity in 1899 in historic Morristown, New Jersey. Formally designated as a Hispanic Serving Institution, CSE has approximately 1200 students distributed between its Undergraduate Programs for Traditional-age College Students, its Undergraduate Continuing Studies Programs, and its Graduate Programs. CSE serves a highly racially/ethnically diverse student body. As a measure of its commitment to the economically disadvantaged, CSE enrolls a large percentage of students who are eligible to receive federal Pell grants (67% traditional-age undergraduates; 74% traditional-age Hispanic undergraduates). Many are also first-generation college students.

Project Title: Math, Mentoring, and Mindfulness Project

The goal of the proposed DHSI project is to increase first-year retention and college graduation rates among Hispanic and low-income (Pell-eligible) college students.

Projected Primary Outcomes and Results: Freshmen-to-sophomore year retention of non-Educational Opportunity Fund (EOF) Pell-eligible students will increase from 68% [for non-Hispanic] and 67% [for Hispanic] to 80% [for non-Hispanic] and 76% [for Hispanic]. There will be an increase in the four-year graduation rates of non-EOF Pell-eligible students from 36% to 59%-62% [for non-Hispanic] and from 42% to 57%-59% [for Hispanic]. Additionally, five-year graduation rates in this population will increase from 44% to 59%-62% [for non-Hispanic] and from 50% to 57%-62% [for Hispanic]. The College will also have a strengthened technology infrastructure, enhanced learning spaces, and reinforced student support for experiential learning.

The Project has six objectives.

Objective 1: To remedy insufficient preparedness in mathematics among incoming Hispanic and low-income traditional-age college students through integration of the validated Statway® competency-based curriculum delivered via digitally-optimized flexible learning spaces.

Objective 2: To increase completion rates of the College Quantitative Skills General Education requirement among Hispanic and low-income traditional-age college students.

Objective 3: To increase overall credit acquisition during the freshman year among Hispanic and low-income traditional-age college students.

Objective 4: To enable underprepared, Hispanic and low-income traditional-age college students to maintain academic progress in majors with a mathematics and/or statistics requirement.

Objective 5: Accommodated through digitally-optimized flexible learning spaces, the acceleration and maintenance of the acquisition of literacy, mindfulness, and critical social-emotional and cognitive skills, among Hispanic and low-income traditional-age college students in order to support long-term college success.

Objective 6: To establish and maintain academic engagement and engagement in Campus Life among Hispanic and low-income traditional-age college students.

The Competitive Preference Priorities 1 and 2 are addressed. Funds requested: \$2,262,810

Miami Dade College Kendall Campus requests \$2,479,331.92 to implement its proposed *STICHES (Student & Teacher Integrated Center for Health Sciences)* project. With 37,564 credit and noncredit students, MDC's Kendall Campus (MDC Kendall) is MDC's largest campus. Approximately 82% of students are Hispanic, 74% entered academically underprepared, and 41% were Pell eligible. MDC Kendall faculty demographics mirror those of the students.

Over five years, *STICHES* will improve outcomes for MDC Kendall Hispanic health science students in three ways: 1. improve persistence among Hispanic / high risk students through coordinated academic and student support strategies at critical points along a student's academic path; 2. reduce educational barriers to awareness and access for underprepared students; and 3. transform campus facilities and instructional delivery to train and equip graduates through collaborations, and experiential and informal learning experiences.

STICHES components are based on research and effective strategies for student success and include: 1. Summer Bridge Program; 2. Learning Communities; 3. PLTL; 4. Student Success Workshops; 5. Appreciative Advising; 6. Pre-College Career Exploration; 7. Teaching and Learning for High School Educators; 8. Construction of *STICHES* Center; and 9. Institute and Seminars for Professional Development of MDC Kendall Faculty. *STICHES* will address both Competitive Preference Priorities 1 and 2.

The project's measurable objectives by year 5 are to: 1. increase the fall-to-fall persistence rates from 27% to 32% among Hispanic students in health sciences; 2. increase the pass rates in Chemistry for Health Sciences (CHM1033) from 54% to 59%; 3. increase enrollment in health science programs for Hispanic students by 3%; 4. increase by 20% full-time and part-time faculty member participation in workshops that advance faculty Professional Development.

Colegio Universitario de San Juan (CUSJ) is a public, non-profit accredited institution of higher education that provides access to quality education to Hispanics, both young adults and adults. Its academic offer includes certificates, associate and bachelor's degrees. Its population, as is stated in the student profile within this proposal, is largely made up of Hispanic, academically and financially disadvantaged students; thus, it is accurate to state that the Institution's facilities, both existing ones and those that are to be constructed with proposal funds, will serve students that have limited resources and for whom CUSJ represents a viable alternative to expensive private colleges and universities. The goal of the CUSJ's Developing Hispanic-Serving Institution's project is to attract, retain and graduate more Hispanic and low-income students, guided by standards for associate and baccalaureate degree programs, and evidence-based interventions recommended by national associations. In order to reach the project goals, we propose the creation of a "Center for Academic and Professional Development (CAPD) to Promote Students' Success".

The CAPD Project will be implemented by one Activity that includes three strategies and responds to Title V Program Competitive Preference Priorities (CPP) 1 and 2, to support: (a) instruction in personal financial literacy; (b) knowledge of markets and economics; (c) knowledge of higher education financing and repayment (e.g., college savings and student loans), and other skills aimed at building personal financial understanding and responsibility.

The following strategies will be pursued to reach our CAPD Project goals and objectives:

- Strategy 1: Establish a robust academic support system—designed to increase academic success for CUSJ students. The former Printing House will be renovated to serve as the proposed CPAD facilities. An Academic Success Unit will be developed to offer activities that include tutoring; mentoring; coaching; professional development; financial and economic literacy seminars to the CUSJ's community; conferences, seminars, workshop; and summer counseling. Curricular, co-curricular and extracurricular activities will be developed through conferences, seminars and workshops on pertaining to student success. This strategy is directly related to the CPP2.
- Strategy 2: Strengthen Institutional Assessment Capacity—designed to maximize institutional efficiency and effectiveness through the Assessment Unit for planning and assessment efforts. The strengthening of the institutional effectiveness will allow CUSJ to easily identify and modify the institutional process and procedures. This strategy is directly related to the CPP1.
- Strategy 3: Diversify the Institution's Sources of Revenue—in order to increase the CUSJ's sources of revenue by: establishing the Institutional Development Unit to strengthen contributions from alumni and the private sector; to conduct research identifying alumni data, donors, prospects and volunteers; to develop workshop for the faculty and staff in the search for funds and in the grant writing; to coordinate fundraising activities align with outreach efforts and to conduct programs and activities designed to increase CUSJ's visibility.

All activities will be carried out with the DHSI's Program \$600,000 per year grant funds

Universidad Politécnica de Puerto Rico (UPPR), a private non-profit, 4-year university has long offered accessible and affordable opportunities for students seeking postsecondary education in science, engineering, and business administration. The largest private Engineering School in Puerto Rico, and a leading producer of Hispanic and female engineers, UPPR is recognized by the American Society for Engineering Education (ASEE) as a leading grantor of engineering degrees to Hispanics and among the top grantors of B.S. degrees in Industrial, Electrical, and Computer Engineering, independent of student ethnicity.

In Fall 2019, UPPR enrolled 3,690 undergraduates, of which 81.2% enrolled in one of its eight ABET accredited engineering programs. UPPR is the largest Hispanic Serving Engineering School within the United States and its territories and has maintained these significant distinctions despite grappling with ever-increasing and significant challenges.

While we continue to produce successful graduates in multiple engineering disciplines, a decade-long economic recession coupled with devastating natural disasters resulted in a high enrollment loss. From 2011 to 2016, UPPR's average annual full-time enrollment declined by 22%, producing a deficit of 949 student FTE and a loss of \$8.1 million annually. Revenue shortfalls have prevented significant investment in new academic programming. But in 2016, with the assistance of federal grant funds, UPPR launched a new B.S. in Biomedical Engineering program. The small, but significant upward enrollment swing that followed confirmed our assertion that development of new in-demand STEM degree programs that are responsive to industry demands and offer employment security and career advancement for the large number of Hispanic and low-income students we serve is the key to UPPR's growth and self-sufficiency.

This Title V application has been prepared after a careful and comprehensive analysis of strengths, weaknesses, opportunities, and threats facing UPPR. We submit this proposal for a project titled A Multifaceted Approach to Expanding Engineering Pathways and request \$2,998,852 over five years to implement initiatives resulting in:

- Expanded degree options in emerging fields by creating three new specializations for our established and highly successful engineering degree programs. More specifically, we propose to develop 1) a Data Analytics Minor for B.S. in Computer Engineering; 2) an Embedded Control & Cyber Physical Systems Minor for B.S. in Computer Engineering; and 3) an Automation & Industrial Controls Minor for B.S. in Electrical Engineering
- Expansion of our instructional technology and online student service resources by embracing cutting edge digital resources, including use of virtual and augmented reality laboratories, resulting in creation of a virtual education environment equipped with cutting edge instructional technology and thus providing our students with multiple learning modalities
- Developing a suite of services designed to equip undergraduate students with the skills, knowledge, and support mechanism necessary for effective long-term educational, career and financial planning; and facilitating preparation for and success in graduate-level studies.

Our proposed Title V DHSI project addresses both 2020 Competitive Preference Priorities:

- ✓ CPP #1: Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills: c) Creating or expanding opportunities for students to obtain recognized postsecondary credentials in Science, Technology, Engineering, Mathematics, or Computer Science.
- ✓ CPP #2: Fostering knowledge and promoting the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens: Support Instruction in personal financial literacy, knowledge of markets & economics, knowledge of higher education financing & repayment, or other skills aimed at building personal financial understanding/responsibility

Pasadena City College (PCC), located in Pasadena, California, serves the greater Los Angeles area, which has the largest, fastest growing Hispanic population in America. The College enrolls approximately 30,000 students; 51% are Hispanic. PCC's proposed Title V project aims to improve the degree completion of Hispanic students through strategies that (a) purposefully center Hispanic students' experiences, strengths, and needs in their design, and (b) are likewise well-supported by extensive national and institutional research.

The project, Putting Career First and Expanding the Network of Care in PCC's Pathway to Completion or Hispanic Students, includes three main Activity strategies that are essential next steps to close the equity gap in completion rates of Hispanic and other underserved students, and in turn significantly improve completion rates and workforce outcomes for all PCC students.

| Project Goals | 5-Year Measurable Project Objectives |
|---|--|
| <p>1. Academic Programs: Develop a multi-faceted approach to career exploration that introduces early and reinforces often, offers robust internship opportunities contextualized for each career community, and career content that is embedded into curriculum.</p> <p>2. Institutional Management: Build and foster a multi-modal Network of Care, a student support model rooted in the fundamental belief that student support and advising is a shared responsibility and that support needs to be provided at both the micro and macro levels in order to truly impact the student experience.</p> <p>3. Fiscal Stability: Increase student outcomes and close equity gaps to ensure alignment with state-mandated performance-based funding focused on student equity, student success, and workforce outcomes.</p> | <p>By Sept. 30, 2024, PCC will increase:</p> <ol style="list-style-type: none"> 1. Persistence. Increase the fall-to-spring persistence rate (<i>supports GPRA b</i>) 2. Excess Units. Decrease the average number of excess units at degree completion among degree earners (<i>supports GPRA f</i>) 3. Completion. Increase the State-defined Scorecard completion rate and close the completion equity gap (<i>supports GPRA a</i>) 4. Field of Study. Increase the number of PCC students who are employed in their field of study. 5. Living Wage. Increase the percentage of PCC students who earn a living wage within 1 year of completion. |
| <p>Strategy 1: Prepare Hispanic students for PCC's competitive regional labor market by developing updated curriculum that aligns with labor market needs, can be used in a variety of courses, and addresses "killer courses" that prevent progression of high demand career paths</p> <p>Strategy 2: Support Hispanic students with a holistic and multi-modal approach to support services including the use of Success Centers and Success Teams that creates community, provides an array of resources, and provides the tools & understanding needed to take control of their financial lives</p> <p>Strategy 3: Increase capacity and mindset that enables PCC to make significant progress in outcomes for Hispanic students by using Career Communities that empower students to make meaningful connections between career goals and academic programs</p> | |
| <p>Competitive Preference Priority 1: This project will support students' personal financial literacy through an evidence-based tool that teaches real-world financial skills.</p> | |
| <p>Competitive Preference Priority 2: This project will support students' skill development through a robust internship program that partners with equity-minded employers to provide critical experiential learning.</p> | |

Otero Junior College

Otero Junior College is one of 13 institutions in the Colorado Community College System. OJC serves a rural and low-income region of Colorado that includes both the poorest and least educated counties in the state. The college enrolled 1,279 students in Fall 2019. These students were 45% minorities (including 35% Hispanic), 55% Pell-eligible, and 19% new first-time students. A comprehensive analysis of the colleges strengths and weaknesses found that OJC's minority students perform below other students in the areas of retention, graduation, and grade point average.

The project proposed in the attached grant narrative is *AIM (Accessing Innovative Measures) for Higher Retention*. The project is based on the assumption that improving OJC's low retention rates will lead to improved graduation and transfer rates, along with higher GPAs. To accomplish this, OJC will develop four program focus areas:

- Building College Readiness
- Mentoring and Student Support
- Expanding the Student Experience
- Professional Development

Planned activities – including developing new orientation programs, providing mentoring options for students, developing service learning and research opportunities for students, and implementing professional development related to cultural relevance – will assist the college in meeting the following objectives:

Objective 1a: By Sept. 30, 2025, increase overall student retention by 10 percentage points. Baseline: 50.9% Goal: 60.9%

Objective 1b: By Sept. 30, 2025, increase the retention rate of Hispanic students by 5 percentage points.
Baseline: 39% Goal: 44%

Objective 1c: By Sept. 30, 2025, increase the retention rate of first-generation students by 5 percentage points.
Baseline: 42% Goal: 47%

Objective 2: By Sept. 30, 2025, improve overall completion rates (graduation and/or transfer) by 7 percentage points.
Baseline: 43.5% Goal: 50.5%

Objective 3: By Sept. 30, 2025, serve 685 students with financial literacy and career exploration activities.
Baseline: 0 Goal: 685

OJC is requesting \$2,974,706 over the five-year period to implement planned activities.

This application responds to both Competitive Preference Priority 1 and Competitive Preference Priority 2.

Title: NSU SHARKS: Supporting Hispanic Academics, Research, Knowledge, and Success

NSU will increase its capacity to offer evidence-driven instruction and support services to help both native and community college transfer students through critical inter- and intra-institutional transition points. All of the undergraduate degree programs in its College of Computing and Engineering will be transformed based on strategic and coordinated guided pathways that maximize the relationship between student mindset and academic success. NSU proposes a Comprehensive Development Plan responsive to the needs of all students, particularly those who are members of Hispanic and other underrepresented groups, as well as those who are low-income.

Overall Project Goal

To increase capacity to be responsive to the needs of degree-seeking native and transfer students, especially those who are Hispanic and low-income, leading to increased enrollment, persistence, graduation, and transfer rates.

Comprehensive Development Plan Goals

G1: Close achievement gaps in programs where students are at high risk of dropout, failure, or withdrawal. **G2:** Support student transition from on-boarding preparation through completion of the baccalaureate degree. **G3:** Strengthen opportunity equity for Hispanic, low-income, and other underrepresented students. **G4:** Expand future capacity for STEM knowledge through alignment of Computer Science, Engineering, and outreach programming.

Comprehensive Development Plan Objectives (Outcomes to be achieved by September 30, 2024)

O1: Bachelor of Science in Computer Science (BSCS) enrollment will increase 25% (baseline: 90 - Fall 2018). **O2:** 40% of BSCS enrollment will be underrepresented in STEM (baseline: 16.3% Black & Hispanic average over the past 3 years). **O3:** The Fall-to-Fall retention rate for NSU native full-time computing majors will be 6% higher than baseline (baseline: CCE retention: Overall 69%, Hispanics 50%, Black 71% - 2017-18). **O4:** The 4-year graduation rate for NSU native full-time computing majors will be at least double the baseline (baseline: 11% - Fall 2014 cohort). **O5:** The 4-year graduation rate for underrepresented NSU native full-time computing majors will be equal to the overall graduation rate (target: 11% - Fall 2014 cohort). **O6:** The transfer rate to NSU CCE for BC full-time graduates will be at least double the baseline (baseline: 4% BC-NSU CCE transfer rate). **O7:** Increase student academic growth mindset and institutional cultural responsiveness (pre-intervention measures - based on the Center for Community College Student Engagement 2019 report on mindset established in Fall 2020).

Project Strategies and Activities

S1: Curriculum and Instruction Innovations - a new Academically Talented Early Identification program that includes shared use of facilities, technology, and research experiences with community college faculty and students, and a new computing academic outreach summer program for diverse high school students; a new Student Tech Sandbox and Hangout that supports collaborative faculty-student research experiences and cybersecurity simulation training activities through a new dedicated Cyber Range learning lab; industry participation in and sponsorship of internships and other experiential learning activities related to in-demand occupations (Competitive Preference Priority #1); modifying curriculum content and pedagogy to incorporate use of the new Cyber Range learning lab; integrating new class assignments to develop apps addressing student financial literacy and debt management (Competitive Preference Priority #2). **S2: Faculty and Near-Peer Discipline-Specific, Culturally Responsive Mentoring/ Coaching/ Advocacy** - an improved mentoring program to establish a critical

mass of faculty who will participate in professional development to learn the most effective mechanisms for coaching and advising diverse students revolving around a graduation and/or transfer mindset; new cultural responsiveness training for faculty and near-peer mentors; modifying curriculum content and pedagogy to incorporate culturally responsive instructional approaches.

Project strategies are based on evidence in the areas of diverse student success (particularly among Hispanics), culturally responsive teaching, faculty mentoring and coaching, undergraduate research and experiential learning, student identity, professional development, and STEM education.

Colorado State University-Pueblo (CSU-Pueblo) is a state-funded, four-year, public university located in Southern Colorado, Pueblo County. CSU-Pueblo is a regional comprehensive, Hispanic Serving Institution (HSI), providing educational access to a region high in poverty and unemployment. CSU-Pueblo sits among in 9 opportunity zones, which indicates the severity of the region's economic development needs.

CSU-Pueblo's Title V grant project, the Spanish word for "the people," **LA GENTE** or **Guided Enrollment for New and Transfer Education**, will overcome weaknesses identified through ongoing assessment and analysis and will put into place innovative advising and support structures that are "high impact practices" designed to create enriching academic opportunities the foster success for our highly diverse student population. These high impact practices will be informed by the Guided Pathways research and include: 1) the development of meta-majors, 2) proactive and intrusive academic advising, 3) co-curricular and co-requisite supports for developmental, gateway, and high DFW courses, 4) first-year experience seminar with a financial literacy component, and 5) work-based learning experiences for students with a job placement component.

The purpose of the **LA GENTE** Project is to build institutional capacity to increase the number of Hispanic and low-income students attaining postsecondary degrees and facilitate access, persistence, retention, and completion. Project Goals include (1) Increase retention rates, graduation rates, and degree attainment by removing obstacles, supporting students in developmental, gateway, and high DFW courses, (2) Improving advising infrastructure as well as providing advising and intervention strategies that support success, (3) Expand co-requisite and co-curricular support structures including supplemental academic instruction, co-requisite courses for developmental and gateway courses, and (4) Expand career-aligned pathways through the development of meta-majors to support Hispanic and low-income students along the full continuum from high school to career placement, and (5) Develop a system building upon career-aligned pathways to provide greater access to internships and apprenticeships in high demand industries that help students transition from postsecondary education into careers that support sustainable living and feed regional economic growth. The Project will have measurable and significant outcomes: (1) increase the number Hispanic and low-income students accessing higher education; (2) conduct financial literacy training with 100% of incoming first-time fulltime students; (3) increase number of Hispanic and low-income students persisting through developmental, gateway, and high DFW courses; (4) increase the graduation rate of Hispanic and low-income students; and (5) increasing the placement rate of graduates into high demand industries.

CSU-Pueblo is requesting **\$2,997,817** over five years to support the **LA GENTE** initiatives and activities.

Wharton County Junior College (WCJC) is a two-year Hispanic-Serving public, open admissions college, that is comprised of four campus sites located in the Gulf Coast region of Texas, southwest of Houston. WCJC's goal for the proposed Title V project is to increase the completion, persistence and transfer rates of students, particularly Hispanic students and First Time in College (FTIC) students, through the creation of a Career and Transfer Center which will remove the barriers that limit success in post-secondary education. The Center will include a career-themed summer bridge program focusing on goal formulation, career choice, and financial literacy. (CPP2) These themes will be emphasized throughout the five years of the grant. Latino student success will increase through proactive advisement, career exploration, alternative pathways, and internship/apprenticeship opportunities. (CPP1) Students will become more involved in decision making and developing career goals. Through career exploration, students will have a clear career goal and academic plan.

Four campus sites in a predominantly rural area makes it hard for some students to come to the Career and Transfer Center in person, so we will develop a virtual online presence for the services offered at the Center. The interactive website will provide tools for students to help them develop goals and plans related to finances, careers, education and personal development.

Project Channel Your Success – Believe. Belong. Become. (CYS-B3)

In Fall 2019, CSUCI President Erika D. Beck urgently called attention to the slow progress with moving the needle on increasing the 4-year graduation rate of first-time, full-time freshmen and concern for the growing equity gap in the 6-year graduation rate of students from Historically Underserved Groups ([HUGs] minoritized students of color, first-generation college students, and Pell-eligible students). President Beck challenged our institution to take collective responsibility for improving student success by deploying *multiple strategies* responsive to the needs of our growing and diverse student population. It is in this context that a campus-wide team of faculty, students, staff, and administrative leaders informed the design of this HIS Project, **Channel Your Success (CYS) - Believe. Belong. Become (B3)**. Project CYS-B3 will implement two activities: *advancing a culture of degree completion (Activity 1)*, and *cultivating equity-minded leaders (Activity 2)*.

Aligned with CSUCI's graduation initiative goals of increasing persistence to graduation of students from HUGs, CYS-B3 Activity 1 includes: 1. Faculty and peer mentoring student success teams that provide *work-based learning experiences (CPP#1b)*; 2. Culturally relevant graduation messaging using AI-powered chatbot technology; 3. Financial literacy programming (CPP #2); and 4. Early exposure to student research activities that align with *high-demand work based knowledge and skills* needed for employment (CPP#1a). Activity 2 includes: 1. An equity minded curriculum redesign initiative; 2. Advancing a student equity analytics infrastructure; and 3. Equity-mindedness campus summits to promote equity, inclusivity, and student success. A central goal of CYS-B3 is to *reduce inequities* along the pathway to degree attainment for all first time, full-time freshmen; in particular, first-generation Latinx students and Pell grant recipients.

Vaughn College of Aeronautics & Technology

Project Title: Closing the Equity Gap for Hispanic and Low-Income Students by Developing New Degree Pathways in High Need STEM Disciplines

Target Area: Increase the number of Hispanic and low-income students who have access to and complete articulated STEM (especially in computer engineering) degrees and career opportunities in a service area that is one of the most diverse areas in the nation, where poverty is high, and educational attainment is low.

Goals: **G1:** Develop a high need Computer Engineering (CE) degree pathway with focus on closing academic achievement gaps for Hispanics and other low-income students.

G2: Expand focus on persistence to include the development or redesign of instructional programs and support strategies that facilitate Hispanic and low-income student transition through upper division studies in high demand STEM fields (*GPRA 6*).

G3: Strengthen college capacity for offering opportunity equity for all students through stronger outreach to high school and community college students.

Objectives: **O1:** Enroll at least 40 Hispanic and low-income full-time freshmen who seek a CE degree.

O2: Increase by 10 points the percentage 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 degree/ credential program.

O3: Increase by 10 points the percentage of Hispanic and low-income first-time, full-time degree-seeking undergraduate students graduating within six years of enrollment with a STEM degree. **O4:**

Enroll at least 40 Hispanic and low-income community college associate degree graduates transferring to Vaughn in the new CE degree.

O5: Graduate at least 80% of Hispanic and low-income CE major transfer students from community colleges on track to complete a STEM degree within three years from their transfer date. **O6:** Increase by

10 points the percentage of Hispanic and low-income students who participated in grant-supported services or programs and completed a degree or credential.

Strategies/Outputs: **S1: Outreach & Articulation** (Formal articulation agreement with community colleges; Formal outreach program with high school and community college students. **S2: New & Enhanced STEM Degree Programs** (Stackable Curriculum/ Degree Pathways (including new Computer Engineering, Information Systems, Cybersecurity); Innovative active learning curriculum combined with targeted faculty professional development. **S3: Re-envisioned Support Services** (Guided pathway enrollment sequencing Case Management Intrusive Advising Process)

Competitive Priorities: **CPP#1:** The overall project is designed to increase opportunities for Hispanics and others to earn degrees in high need STEM areas: It develops partnerships with local employers; it introduces a comprehensive internship program; and increases opportunities for Hispanics and others to earn STEM degrees.

CPP # 2: A well designed correlational study will be one of the activities of this project following the encouraging results observed by Castleman and Page (2014). The “nudging” intervention uses a widely adopted texting app to encourage students to refile their FAFSA application at the end of their first year. This study is contained in the What Works Clearinghouse as one of the studies that meet the moderate evidence standards.

Project Title: *Gateway to Success*

Background/ Service Area: American University of Puerto Rico (AUPR) is a private non-profit university located in Bayamón, Puerto Rico with an extension site in the municipality of Manatí. AUPR's student body characteristics are aptly summarized thus: 100% Hispanic, low-income, mostly first-generation college attenders, commuters, graduates of low-performing local public high schools in their towns of origin. The University serves a suburban/rural mix of low-income communities, primarily the north-central region of Puerto Rico. The median household income for Bayamón residents is less than half that of the U.S. (\$25,528 vs. \$57,652) and more than one third live in poverty (34.7%). *U.S. Census Bureau, ACS, 2013-2017*

Institutional Problems: AUPR has an opportunity to connect underprivileged students with opportunities for well-paying, secure careers in the rapidly growing field of computer information systems (CIS). The existing CIS program is the largest among AUPR's BBA programs (33% of enrollment). Furthermore, there is an opportunity to draw new enrollments for the institution, while providing residents with the education and credentials needed to prepare for promising career options. The CIS field has a strong growth trajectory, with stable income potential (average median wage of \$86,320 in 2018, per the Bureau of Labor Statistics). In Puerto Rico, demand for these professionals (with strong English language skills) is growing, as new businesses take advantage of tax incentives and relocate to the island. But despite these bright prospects, AUPR must overcome serious problems before it can provide its students expanded access to promising occupations. Our most urgent problems revolve around gaps/deficiencies in capacity: outdated computer equipment, underdeveloped CIS curricula not linked to industry-standard high-performance computers, inadequate resources for English skills development, and limited capabilities to provide robust academic and student support services.

Proposed Solutions: AUPR's institutional problems will be strategically addressed through this Title V Activity, (\$2,996,960 request over 5 years), which includes three initiatives:

Expand Opportunities to Enter High-Demand Fields – AUPR will revise select Computer Information Systems (CIS) curricula to integrate robust preparation for key IT certification exams, supported by advanced, industry-standard computers in a CIS Lab and a Networking Lab. Upon completing courses, students will incrementally test for IT certifications (up to five).

Expand Opportunities to Successfully Compete in Labor Market – AUPR will integrate English language skill development strategies into English and disciplinary curricula, using proven technology tools (a language learning platform with expanded capabilities), and supported by state-of-the-art equipment in a Multimedia Language Lab and embedded English tutors in the lab.

Expand Access to Student Services – AUPR proposes to strengthen academic and student support services to provide students effective support options (early alert, academic advising, career advising, online course registration/payment); and to develop and pilot financial literacy instruction, to include both on-campus and online delivery options.

The proposed project is guided by a well-designed logic model to facilitate project planning, implementation, and evaluation (*demonstrates a rationale*). Also, a specific project component (English skills development, using technology that provides timely and targeted feedback on student performance) is further supported by *promising evidence*, based on research reported in a What Works Clearinghouse Practice Guide and backed by evidence from a validated study.

This Title V application responds to Competitive Preference Priorities 1(c) and 2.

Proyecto Éxito increases the likelihood students will more readily and meaningfully connect with their academic and career pathways at Oxnard College in Oxnard, California. Through strategic investments in academic programs, career and transfer center staffing, and student support services the project modernizes how students acquire career and transfer specific knowledge, skills and experience. *Proyecto Éxito* ensures students will get the help they need at every stage of their collegiate experience, resulting in increased retention, persistence, completion and transfer success for Hispanic and low-income students. Under previous Title V and Title III funding, Oxnard College (enrollment 7,497) is significantly improving outreach and community connections, thereby getting students *to* college. This is no small feat. Oxnard is a city where high cost of living, chronic homelessness and persistent poverty directly impact how our students envision their futures. Over 75% of our enrolled student population are Latinx, 70% qualify for Pell, California Promise or both, and over 59% are First Generation. As an Hispanic Serving Institution we know that to succeed in postsecondary education, attain certificates and degrees, and find their way to more secure and satisfying futures, our students must overcome profound obstacles. Project activities and strategies are philosophically and operationally situated within the Guided Pathways Framework being implemented across California's Community Colleges. The project's investments in career and transfer center staffing and systems will increase the presence of career and transfer exploration and work-based learning activities aligned to **Competitive Preference Priority 1**. The project's investments in **sustained, incentivized, equity-centered faculty professional learning** will result in improved academic programs, instructional strategies and pedagogies leading to increased student engagement and completion.

Money, and what we do with it, matters. Having grown up in scarcity environments, Oxnard College students (and their families) may be unpracticed in postsecondary financial literacy, unfamiliar or uncomfortable with investing in their own education. Therefore, the project intensifies Oxnard College's efforts to inform and educate students and the community about practical and relevant personal and postsecondary financial literacy through **Competitive Preference Priority 2**. Requesting reasonable and necessary costs of \$3,000,000 over the project time frame to support the goals and objectives of the project, *Proyecto Éxito* represents the next rational phase of work for Oxnard College's long-term planning and goals which are to intentionally implement student-centered innovations. By improving our academic, managerial, fiscal and reputational sustainability *Proyecto Proyecto* will also reduce students' time and financial cost to completion. This is good for students and good for the College.

Miami Dade College Wolfson Campus requests \$2,848,379 to implement its proposed Opening the Gateways: Mathematics Success and Emotional Intelligence project. Wolfson Campus is in downtown Miami, serving approximately 29,530 students annually, 54% which are Hispanic and 58.7% which identify as low-income. Over five years, the Gateways project will serve at least 425 students and 100 faculty members in two comprehensive activities—establishing a summer bridge program and establishing a Center for Teaching and Learning—with the goal of improving retention, progression, and completion rates among high-need, Hispanic and other low-income students.

Gateways components are based on research and effective strategies for student success and include intensive mathematics review, Financial Literacy Forums, Social Emotional Learning Forums, Peer-Led Team Learning, peer mentoring, accelerated mathematics courses (Intermediate Algebra or Mathematics for Liberal Arts), an emotional intelligence-infused Student Life Skills course, Faculty Learning Communities, Quality Matters Certification for online mathematics courses, and emotional intelligence professional development for faculty. Gateways will address both Competitive Preference Priorities 1 and 2.

The project's measurable objectives include (1) 80% of summer bridge students pass accelerated Intermediate Algebra or Mathematics for Liberal Arts courses; (2) 80% of summer bridge students persist in cohort from one academic year to the next; (3) 35% of student participants graduate or transfer from an associate to a bachelor's program within three years; (4) 5% increase in pass rates for 13 Quality Matters-certified online mathematics courses; and (5) 5% increase in mathematics performance pass rates of First Time-in-College students scheduled for gateway mathematics courses.

North Lake College (NLC) is one of seven two-year colleges in the Dallas County Community College District. In fall 2018, NLC enrolled 11,512 students of which 41% are Hispanic. NLC's service area has a low-skilled workforce and high levels of poverty.

The North Lake College Culturally Relevant Career Pathways: Innovative Practices for Hispanic Student Success and Career Placement (CRCP) project described in this proposal seeks to meaningfully enhance the educational experience and increase the following: enrollment, retention rates, success rates, and graduation rates of Hispanic and low-income students. This will be achieved through 1) intrusive advising strategies, 2) augmenting the connection between students' educational pathway and career aspirations through experiential and hands-on learning experiences (inclusive of apprenticeships), 3) cultivating a sense of belonging for students through creating an institutional climate focused on care, and 4) ensuring that faculty members possess at least a foundational level of cultural competence by providing them with training and professional development opportunities focused on developing culturally relevant curricular and pedagogical practices – all of which have been found in the research to improve the outcomes listed above.

As part of this project, NLC will be developing new programs and services with the intent of identifying strategies and best practices that are suitable for replication at other institutions and, wherever relevant and possible, can be institutionalized after the completion of the grant period. A strong management, evaluation, and dissemination process coupled with direct links to executive leadership – including the President – strengthen both the project's potential and the likelihood of its success.

The North Lake College Title V project addresses both Competitive Preference Priorities listed below:

1. Competitive Preference Priority 1--Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills

2. Competitive Preference Priority 2--Fostering Knowledge and Promoting the Development of Skills That Prepare Students to Be Informed, Thoughtful, and Productive Individuals and Citizens

Oklahoma Panhandle State University (OPSU) is located in Oklahoma's rural western panhandle and is Oklahoma's only Hispanic Serving Institution (HSI). The Hispanic population is expected to continue to grow in the region indicating that OPSU's and Oklahoma's need to serve Hispanic students will continue to grow. Based upon projected population growth rates for 2025, an estimated minimum of 62,000 additional area residents with a high school diploma or less must obtain some level of postsecondary credential to meet employer needs. OPSU proposed to improve services and supports for Hispanic students and thus increase retention and graduation rates. The University will achieve this through five primary objectives. Objective 1: Expand curriculum proven to increase retention such as inquiry-based, experiential learning, Supplemental Instruction, and remedial course help. Objective 2: Develop and expand academic programs such as an MBA in Agriculture, Education, and Accounting to meet the regional economic demands. Objective 3: Expand and enhance support services by adding online services in Spanish. Objective 4: Expand supports at the Hispanic Student Support Center to better meet needs. Objective 5: Foster more Hispanic students to live on campus to increase their connection to the campus and its services.

California State University Monterey Bay (CSUMB) serves a diverse student community from the Tri-county area of Monterey, Santa Cruz, and San Benito, where over half of individuals identify as Hispanic. CSUMB's founding vision to serve the area's diverse working class remains evident in the student demographics: 45% of the undergraduate student population of 6745 identify as Hispanic, 50% identify as from one of the underrepresented minority groups, 32% are low-income, and 50% receive Pell Grant aid.

CSUMB submits this proposal under the Title V, Part A, Developing Hispanic-Serving Institutions Program (DHSI) to support the Mentorship and Equity in Transitions to Achieve Student Success (*METAS*): a suite of interventions centered around peer and faculty mentoring that will support Hispanic and other low-income students in securing high-quality undergraduate degrees that both prepare them for a changing workforce and provide them with access into professional or graduate degree programs.

The *METAS* project will implement inclusive intervention strategies and peer mentoring, enhance faculty mentoring opportunities and redesign the upper division writing requirement, establish career and post-graduate pathways, and build an infrastructure for supporting non-traditional students. CSUMB strives with this program to build institutional capacity to increase persistence and completion rates for Hispanic and other low-income students (DHSI performance measures), provide career and post-baccalaureate preparation (CPP 1), and ensure that as few students as possible leave higher education with debt and no degree or path forward (CPP 2).

Outcomes and outputs to be achieved by September 2025 include the following:

- Increase persistence-second year persistence increased to 78%; transition to sophomore status in two years increased to 77%; transfer student retention/graduation increased to **88%**
- Increased associate degree attainment-by transfer students to 20%
- Increased graduation---0% equity gap for Hispanic and other low-income students
- 80% of key upper division courses supported by Cooperative Learning Center
- Faculty in ten departments complete faculty mentoring program
- 100 faculty participate in Financial Aid IO 1 workshop
- 1200 students, participate in financial literacy workshops and 1800 participate in professional learning opportunity
- 50% of students report having completed an internship while at CSUMB
- 80% of students report access to mentoring by faculty toward any of their goals
- 100 students participate in one of four guided pathways to graduate study
- Three of the largest undergraduate majors will have publishable, predictable schedules in which students can complete a degree after 5pm
- 250 students served by night staff/administrators; 100 students supported to re-enrollment
- 500 students participate in financial aid workshop for working, non-traditional students

A five-year project budget of **\$2,998,804** reflects cost-efficient, reasonable, and necessary expenses to successfully complete project objectives. *METAS* will institutionalize personnel and programming iteratively over five years to promote sustainability beyond the funding period.

New Mexico State University - Alamogordo Community College, NM

NEW MEXICO STATE UNIVERSITY – ALAMOGORDO

New Mexico State University Alamogordo (NMSU-A), a separately accredited campus of the New Mexico State University system, is a comprehensive, open-access community college serving Otero County (pop 66,781). NMSU-A offers Associates of Arts, Associates of Science, Associates of Applied Science, Developmental Education, GED, and multiple certificate programs. NMSU-A is an HSI serving 1594 students (Fall 2019 headcount, 45.9% Hispanic) and the only affordable postsecondary option for a growing population of underserved, underrepresented and disadvantaged students in the region.

The proposed initiative, Ready, Commit, Continue and Complete (RC3), represents a systemic effort by NMSU-A to make improvements in student recruitment, completion and transfer, particularly for Hispanic, low-income students. RC3 is driven by 3 goals:

Goal 1: Academic Program Goal: Increase efficacy at NMSU-A to ensure more Hispanic and low-income students complete a certificate or degree plan that will lead toward placement into the workforce or into a 4-year institution.

Goal 2: Institutional Management Goal: Provide data, access to data, and training on how to access, interpret and utilize data to promote student success across all administrative and academic units.

Goal 3: Fiscal Stability Goal: Improve student opportunities through increased revenue from external funding sources, new enrollment, and improved persistence to degrees.

Specific outcomes will include: increased enrollment from the local area, increased fall to fall retention rate, increased graduation rate, and increased transfer-out rates. All objectives of the Proposal fall within 4 guiding elements inherent to the purpose of the Proposal: Ready, Commit, Continue and Complete. By utilizing Completion by Design and Guided Pathways principles, students at NMSU-A will be better served with increased success rates.

Budgetary expenditures will be allocated to Key Personnel who will provide “intrusive advising” for students along every step of their journey toward degree/certificate completion. In addition, Professional Development funds for faculty and staff will support the new software platforms purchased for student management and will provide important instruction on “best practices” for faculty and staff. One of the most important topics for Professional Development will be how to serve a diverse student body. All proposed budget items are aligned with a 5-year plan, complete with tasks specific to timelines and Key Personnel.

The RC3 project will also address Competitive Preference Priorities 1 and 2:

Competitive Preference Priority 1--Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills. NMSU-A is dedicated to meeting the needs of the local workforce. Efforts to engage new industry with certificate programs that meet their production requirements are already well established. It is the intention of NMSU-A to expand this effort in collaboration with other relevant businesses in the local community.

Competitive Preference Priority 2--Fostering Knowledge and Promoting the Development of Skills That Prepare Students To Be Informed, Thoughtful, and Productive Individuals and Citizens. It is well recognized across the Nation that student debt is a mounting issue. NMSU-A is preparing to offer a Financial Literacy curriculum, approved by the NFEC, to all of its students. There is a direct link between quality Financial Literacy instruction and increased credit scores. Recognizing student success is multi-faceted; education around Financial Literacy is one key to a productive and successful lifestyle.

Mercy College, an independent Hispanic-Serving Institution with campuses in New York City and Westchester County, NY is proposing a new project, Advancing Curricular Change to Enhance Student Success (ACCESS). ACCESS is focused on addressing both

- a) the Title V DHSI program **Competitive Preference Priority 1**, Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills, and
- b) the Title V DHSI program, **Competitive Preference Priority 2**, Fostering Knowledge and Promoting the Development of Skills that Prepare Students to be Informed, Thoughtful, and Productive Individuals and Citizens.

Development of the ACCESS project was informed by a thorough examination of Mercy's strengths, weaknesses, challenges, and opportunities in areas of academic programs, institutional management, and fiscal stability, together with institutional strategic planning for the period 2020-2025. At this same time, the College has been assessing its resources in light of the fact that in 2019 it took on the responsibility of creating a seamless educational pathway for students from a closing institution, the College of New Rochelle. In addition, ACCESS is informed by a review of relevant current literature and studies in the field of nursing and health sciences education, and incorporates a Logic Model based on Strong Theory. These studies and resources, along with our assessment of academic and personal challenges that Mercy's Hispanic and low-income undergraduates face, lead us to propose objectives and strategies described in the project narrative. ACCESS will improve teaching and learning on an institution-wide basis through implementation of high-impact practices, advancement of faculty development, and robust student engagement in the college experience. These improvements will enable us to meet ACCESS's goals of: (1) increasing the enrollment, retention, and persistence of Hispanic and low-income students, particularly for those seeking to get a nursing or other health sciences credential, and (2) improving these students' on-time graduation rates.

ACCESS is designed to expand opportunities for students in high-demand health science careers by improving student outcomes in Anatomy and Physiology 1, a gateway course, and increasing the number of available nursing training slots to meet the pressing need for nurses, particularly in the New York City metropolitan area. Two key Activities are proposed for ACCESS: (1) improving student outcomes for Health Sciences majors through an Anatomy and Physiology (A&P) Initiative; and (2) expanding nursing offerings by establishing a weekend Accelerated Second Degree Nursing (ASDBS) program at the College's Bronx campus. Establishing an A&P Initiative (Activity 1) will improve the delivery of instruction and student outcomes for A&P coursework (both in the lecture portion and the lab) that health science majors must tackle in their freshman year and prepare them for the challenging coursework to come. Establishing an ASDBS nursing program at the Bronx campus in a weekend format (Activity 2) will improve access for students who already have an undergraduate degree and want to pursue a BS degree in nursing.

An independent evaluator will collaborate with ACCESS's project team in the design and implementation of a comprehensive (formative and summative) evaluation plan that measures outcomes realized as a percentage of change against projections cited in ACCESS's objectives. As outcomes are realized, we will share successful project strategies with other institutions. Significantly, major elements of ACCESS will be sustained beyond the grant's duration. These include redesigned curricula in A&P and nursing and the growth of the ASDBS. We believe that ACCESS holds great potential for strengthening Mercy College—academically, managerially, and financially.

**FAST-TRACK TO FINISH, F2F @
NORTHERN NEW MEXICO COLLEGE**

Our nation's economic and social success rests on the level of skills and knowledge attained by Hispanics, now the nation's largest minority population. Education is indisputably the key. Hispanic Serving Institutions are at the forefront of efforts to increase access and success among Hispanics pursuing a college education. The Title V legislation is ideally designed to launch Berkeley City College, an emerging HSI, along a trajectory to becoming a true Hispanic SERVING Institution. This Title V Project, ***Fast-track To Finish (F2F)***, 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. Its largely first-time college student population is academically underprepared (94% test into remedial classes), and only a small minority graduate within low-income (18%).

Northern - a historic HSI and MSI - has adopted four goals for ***F2F***: 1) Increase Hispanic and low-income retention and graduation by implementing Guided Pathways that includes the establishment of meta-majors, restructured developmental math education, and clear pathways to careers and further education.; 2) Increase Hispanic and low-income retention rates through enhanced support and advising systems, and intervening when students are off track.; 3) Engage in Academic Course and Advising redesign and Restructure Distance Education to increase the quality and quantity of the Northern's online courses.; and 4) Provide continuous professional development for all personnel associated with the college by offering a year-round calendar of training activities, including using student success data and the adoption of new learning systems and methods to improve student – learning and student services outcomes. ***The F2F Project directly addresses Competitive Preference Priorities, 1 and 2, Workforce Readiness, and Financial Literacy.***

The fundamental elements of reform proposed by ***F2F*** require **\$2,985,845** in Title V funding over the next five years. This investment puts in place key mechanisms for greater student success: 1) Career-aligned guided pathways; 2) Meta Majors; 3) Co-requisite course structures; 4) Case Management advising; 5) Expanded online education, 6); Financial Literacy. Project outcomes include: 1) Increase the rate of Hispanic and low-income developmental math students enrolling in college-level math within their first year; 2) Increase the retention rate of Hispanic and low-income students; 3) Increase the graduation rate of Hispanic and low-income students; and 6) Faculty and staff will participate in pedagogy-focused professional development activities.

This proposal supports funding for the Cosumnes River College *Multicultural Innovative Community for Academic and Student Achievement (MI CASA)* Project. MI CASA provides Hispanic and low-income students opportunities to enroll smoothly in college, stay in college, and graduate and/or transfer in a timely manner. The Project ensures on-going success through interrelated goals:

- 1) Creating an infrastructure to increase retention, degree/certificate completion and transfer.
- 2) Providing specific incentives and support to help students enroll, stay enrolled, and complete college on-time.
- 3) Designing an infrastructure and physical space to facilitate faculty and staff professional development in culturally responsive curriculum, teaching, and student services, and to build community with students (the MI CASA Center).
- 4) Building the infrastructure to assure students develop the specific knowledge and skills needed for a strong economic future, and the knowledge and skills that will lead to success in further education and on the job.

Core aspects of the MI CASA Project utilize promising evidence, vetted through the *What Works Clearinghouse*, of two programs that work to promote retention and/or graduation of college students: *Accelerated Study in Associate Programs* and *Summer Counseling*. In order to assure long term success of students in college, and as they transfer and enter the workforce, the MI CASA Project also integrates Competitive Preference Priorities of 1) providing financial literacy education, which promises to allow students to understand the cost of education and the importance of avoiding financial aid default, and 2) providing the skills and knowledge needed for students to succeed and progress in college, in work-based learning opportunities, and on the job. A well-developed evaluation plan will allow for both summative and formative analysis of the project on an ongoing basis.

SCC-HSI Early College Program Abstract

Sacramento City College (SCC) has a long-standing tradition of helping students who come from diverse backgrounds of varying experiences, resources, age and ability to reach their academic and career goals. SCC is an urban campus with a highly diverse population of approximately 20,000 students, of which, nearly 33% are Hispanic/Latino, 66% low-income and over 30% first generation college students. The rate at which Hispanic/Latino students complete, graduate, and transfer to a four-year institution from SCC is lower than their peers. During any given semester, approximately two-thirds of the student population is enrolled part time (i.e., taking fewer than 12 units), which lengthens the time to completion for students who aspire to earn a degree.

SCC is proposing through this Title V competition the Early College Program (ECP). It will focus on early college initiatives and introduce our Hispanic/Latino and low-income high school students to college via participation in Dual Enrollment. Dual Enrollment allows high school students to enroll in college-level courses and earn college units and high school credit simultaneously. Some students can earn an Associate Degree or Certificate and be well prepared for employment or transfer to a four-year institution upon high school graduation. This shortens the time to degree completion and ultimately allows students to enter their careers more rapidly.

We describe a plan for how the Early College Program will be implemented through several distinctive tiers, each bringing a specific focus, that function collectively to ensure Dual Enrollment for Hispanic/Latino and low-income students through SCC's partnership with local school districts: Sacramento City Unified School District (SCUSD), Davis Joint Unified School District (DJUSD), and Washington Unified School District (WUSD). We then explore the need for Dual Enrollment and include research that indicates its success. Finally, we discuss how Dual Enrollment will contribute to the advancement of our Hispanic/Latino and low-income students' academic, personal, and career success.

University of Puerto Rico at Aguadilla, Puerto Rico

The University of Puerto Rico at Aguadilla (UPR-Ag) is part of the University of Puerto Rico public higher education system. It Serves 3139 FTE students, **all Hispanic**. Offers baccalaureate and associate degree programs. Current operating budget is \$19,993,774. The Middle States Association of Colleges and Schools has accredited the Institution since 1976.

Activity: \$2,312,287 over five years: Intervention, Mentoring and Curricular Reform; an Integrated Approach to Improve Student Success and Outcomes at UPR-Aguadilla.

Goal: Increase student outcomes through curricular reform, early detection-early warning and peer mentoring.

Only one Activity is proposed. Its direct impact is on academic programs. It will also impact academic institutional management as it requires extensive planning and coordination of multiple academic and administrative units. The Activity is designed around six inter-related components, briefly described below.

Component 1: Develop a strong foundation of curricular reform based on Online Learning; Increase the number of online courses and blended courses increasing academic flexibility.

Component 2: A Mentoring-Based Student Support Program; Implementing a **peer mentoring program** to help our students develop and enhance a sense of identity, to become effectively integrated into the school, relate productively with the faculty, and have a sense of purpose about being at university and about pursuing their particular program of study.

Component 3: Early Detection-Early Intervention; Developing an assessment support network in order to identify, in advance of enrollment and during classes, high-need or dropout prone students who could benefit from institutional intervention.

Component 4: Dual enrollment Program; Allow high school students to take college courses and earn college credits while still attending high school.

Component 5: Summer Remedial Camp; Designed to ease the transition to college and support postsecondary success by providing students with the academic skills and social resources needed to succeed in a college environment

Component 6: Improving the Physical Learning Environment; to provide adequate and appropriately equipped space, developing flexible learning environments and refurbishing our teaching laboratories.

Addresses Comprehensive Development Plan Academic Goals:

1. Increase student outcomes (retention and graduation rate) through outreach, early detection-early warning and peer mentoring.

Key Measures:

1. Recruit 12 high school students per year to take college courses, and have them complete at least 6 credits.
2. Recruit each year at least 50 students to participate of the Summer Remedial Camp.
3. By Sept. 30, 2025, impact a total of 780 students in a peer mentoring program, an increase from the baseline of 40
4. By Sept. 30, 2025, remodel four science laboratories and create four Flexible Learning Environment (FLE).
5. By Sept. 30, 2025, increase year-to-year sophomore to junior retention rate from 60% to 75%, and the 6-year completion rate from 39% to 50%.

Project Management: \$626,707 over five years. Title V will operate in accordance with all **General Education Provisions Act (GEPA)** and **Government Performance and Results Act (GPRA)** requirements to ensure program objectives are met for diverse participant groups.

Universidad del Sagrado Corazón (Sagrado) is a private, non-profit, higher education institution located in the heart of metropolitan San Juan, Puerto Rico. Sagrado is the oldest private educational institution in Puerto Rico, and it offers Associate, Bachelor's, and Master's degrees, as well as Professional Certificates, in four academic units: Business Administration, The Ferré Rangel School of Communication, Natural Sciences, and the Interdisciplinary Faculty of Humanistic and Social Studies. With a student base that is 99% Hispanic, Sagrado currently serves a population of 4,745 students, approximately 60% of whom are women. Sagrado and its students continue to recover from two consecutive major hurricane landfalls in 2017, and more recently a series of earthquakes in early 2020. Widely regarded as the worst natural disaster to strike the island in recorded history, Hurricane María caused devastation throughout Puerto Rico, and the average family income significantly decreased for our students in 2018 to \$10,000 below the national average. The financial and other challenges faced by our Hispanic student body emphasize the need for Sagrado to strengthen and expand our educational opportunities at the university, and to improve our students' persistence and educational attainment.

Through this project, Sagrado proposes to address the continuing institutional challenge of improving retention and graduation rates. Although graduation rates at Sagrado have been steadily improving since 2013, the University is far from accomplishing its aspiration of celebrating the graduation of each admitted student. During the last few years, Sagrado has implemented different strategies to increase those rates, but there is much work to be done to reach desired goals in both areas. As such, this project addresses the following four goals, each with multiple objectives as detailed in our application narrative.

| Category | Goal |
|---------------|--|
| Academic | Increase students' knowledge, skills and readiness through a comprehensive integrated advising component that includes academic, personal, career, international, financial, and access advising. |
| Academic | Provide faculty member methodologies to develop curricular content, and teaching/learning & mentoring pedagogies to incorporate career development and international exposure in their courses, mentorship skills and access teaching techniques and methodologies for students with disabilities, thus enhancing the students' overall learning experience and opportunities. |
| Institutional | Improve Sagrado's educational infrastructure by incorporating innovative state of the art learning spaces and technology to effectively provide integrated advising services to students and monitor their progress and outcomes. |
| Fiscal | Develop a post-award funds management unit to support project's staff and guarantee compliance with stated goals, activities and budget. |

Additionally, Sagrado proposes to address both Competitive Preference Priorities of this grant competition. Specifically, we plan to provide valuable work-based learning experiences to foster flexible and affordable paths to obtaining knowledge and skills for our students. We also propose to bolster our student advising services with a comprehensive financial literacy program that will prepare students to be informed, thoughtful, and productive individuals and citizens.

Research Foundation of CUNY on behalf of John Jay College, NY

This project seeks to improve the academic momentum and post-graduate success of Hispanic students at John Jay College, one of the largest Hispanic-Serving Institutions in the northeastern United States. This project is based on a multi-year planning process, enjoys the highest level of institutional commitment, and has as its measurable long-term goals to: i) increase the 4-year graduation rate of students from 30% to 40%, ii) increase the 6-year graduation rate from 47% to 65%, iii) raise the rate of students participating in post-graduate education to 20% from 14%, and iv) increase the median earnings of new graduates to \$40,000 from its current \$31,763. Our activities start the summer before college, and encourage students to pursue graduate education, especially in key STEM areas. The project includes a concrete and iterative evaluation plan that will assure its timely progression and measurable results.

Component A includes a set of eight activities that will improve the academic momentum of Hispanic students toward timely graduation. These include a summer Bridge program for incoming students; a two-year cohort program with intrusive planning support, an early warning system and summer accelerator to assist first- and second-year students; a Financial Decisions Checkpoint campaign to prepare students for college and post-graduate financing; zero-cost STEM learning materials; and comprehensive faculty and staff development.

Component B will increase the participation of Hispanic and other low income students in post-graduate success programs. The nine activities proposed here will align and expand existing mentoring cohorts, launch career seminars for STEM and non-STEM students; create a vibrant first-year STEM Scholars program; organize a graduate school boot camp; create a Research & Creativity Expo to improve student communications skills, expand a successful STEM research mentoring cohort and support faculty in mentoring student researchers; and provide faculty development in strategies for mentoring underrepresented students.

Reedley College (RC) is a fully accredited two-year college located in the heart of California's Central Valley and serving Fresno and Tulare counties. The college is a Hispanic Serving Institution enrolling 16,000 students a semester, with 65% of those students designated as low-income. Reedley's service area faces challenges of unemployment, endemic poverty, and low levels of educational attainment. Based on this need, RC acts as a pathway to better lives for its students, and as a result requests a grant from the U.S. Department of Education to implement its Community and College Connections for Expanded Educational Opportunity program. Reedley College proposes an innovative and integrated approach to outreach, alignment, and student support structures by leveraging community partnerships to expand education opportunities to educationally isolated communities. The RC Title V project has one central goal and three (3) supporting components that guide the implementation of the proposed activities to meet our grant objectives. PROJECT GOAL: Community and College connections for expanded educational opportunity (\$3,000,000 over five years) Activities will increase the number of Hispanic and low-income students that complete a computer science and/or information systems certificate and/or degree, obtain industry certification and gain valuable work-based learning experience. Project objectives include: 1) 200% increase of students who enroll to complete a certificate or degree at the Dinuba Vocational Education center, 2) increased completion of first generation and/or low income Hispanic students of Information Systems and/or Computer Science certificate, certifications, or degrees by 10%; 3) decrease the average cost per degree by 80% and ;4) serve 16,000 students including at least 11,000 Hispanic students with directly supported services including field experiences and internships, enrollment in hybrid and online courses, and the use of open educational resources.

- Component One: Collaborative community partnerships to increase access and enrollment of Hispanic and/or low-income students through a partnership with employers and local K-12 districts.
- Component Two: Work-based Learning to improve time to completion for Degree/Certificate and Certification through work-based learning programs, embedded Financial Literacy, and inclusion of online/hybrid curriculum options in computer science and information systems certificate and/or degree.
- Component Three: Student Support to improve classroom success for underrepresented populations and mitigate financial and academic barriers to success through an enhanced student support system, supported Professional Development activities, undergraduate internship opportunities, and increased adoption of open educational resources (OER) to create affordable paths.

Rio Hondo College (RHC) is a state-funded, two-year, public college located in the city of Whittier, California. Whittier sits in the epicenter of East San Gabriel Valley's Bio Science corridor and is surrounded by large companies like Space-X, Boeing, JPL Labs, and Lockheed Martin, as well as numerous small start-up bio science and technology firms like Protomer Technologies, QT Medical, and Zenomics. What was once an agriculture hub is now a technology hub in the greater Los Angeles region. RHC is a Hispanic Serving Institution and in Fall 2018 served 33,198 students. 19.17% first-time students, 14.04% first time transfer students, 38.26% continuing students, 20.89% returning students, and 7.64% dual enrollment students. Over 56% of RHC students are considered high need, low-income, first-generation college students, and over 80.2% are of Hispanic origin.

RHC's Title V grant project, "Enlace" (the Spanish word for "to weave or link"), is a STEM Pathways Center designed to weave together eight strategies to attain two interrelated goals: 1) Improve STEM associate degree for transfer (ADT), associate degree, and/or certificate attainment for low-income and/or first generation Hispanic STEM students by creating collaborative student support programs designed for STEM students; and 2) Improve STEM institutional efficiency by creating a college-wide infrastructure designed to reduce duplication of services, monitor and achieve STEM goals, and develop shared collaboration and accountability tools.

Enlace will establish a model for STEM student achievement, promoting increased collaboration between departments, improved STEM transfer rates, improved STEM achievement for students traditionally underrepresented in STEM fields, and prepare RHC STEM students to meet the workforce needs of in-demand STEM occupations. Moreover, Enlace will expand the capacity for RHC faculty, students, and staff to share their findings and best practices with others at the college, within the state, and nationwide while inviting strong collaboration from primary and secondary campus and community partners. Enlace will overcome weaknesses identified through ongoing assessment and analysis and will put into place innovative advising and support structures that are "high impact practices" (as outlined in What Works Clearinghouse) designed to create enriching academic opportunities that foster STEM success for our underrepresented student population. These high impact practices are informed by the Guided Pathways and Data Warehouse research and include: 1) STEM Early Summer, 2) Discover STEM Conference, 3) STEM Student Success Team, 4) STEM Leadership Academy with a financial literacy component, 5) Work experience, internships and Lab research opportunities, 6) STEM Supplemental Instruction, 7) STEM Faculty professional development, and 8) Data Warehouse and accountability tools.

RHC is requesting \$2,871,726 over five years to support Enlace strategy implementation, knowledge generation, and best practices dissemination. Competitive Preference Priority: Enlace addresses CPP #1: Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills; and CPP #2: Fostering knowledge and promoting the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens.

San Luis Obispo County Community College District dba Cuesta, CA

Cuesta College – 2020 Developing Hispanic-Serving Institutions (Title V-84.031S)

Cuesta College, the only community college serving residents of San Luis Obispo County California, is an inclusive institution that inspires a diverse student population to achieve their educational goals. In 2017-2018, Cuesta College served 13,042 students through general and career technical education courses including online education. More than 40% of students qualified as economically disadvantaged, and one in four were first-generation college students. The student population is 53% White and 34% Hispanic. Cuesta College offers instruction and student support services at three locations: 1) the main campus in San Luis Obispo, 2) the North County Campus in Paso Robles, and 3) the South County Center in Arroyo Grande.

Cuesta College is adjusting to a more diverse student population with an institutional focus on equity in access, enrollment, retention and outcomes. Implementation of Guided Pathways, an integrated, college-wide approach to student success, is helping students, especially Hispanic and low-income students, to navigate their way through the higher education experience. The Title V Project unites Academic Affairs, Student Services and Administrative Services around critical goals that can be evaluated for their cumulative effects on the institution and student success, particularly for low income and Hispanic students.

The San Luis Obispo County Community College District Model of Integrated Planning connects the mission to the planning process in continuous quality improvement cycle. The Title V grant includes three activities that address challenges identified through the integrated planning process: 1) significant and historical gaps in achievement between Hispanic students and white students, 2) low rates of completion and transfer, 3) insufficient programs and services in South County, and 4) high cost of technology infrastructure, maintenance and upgrades.

Activity 1 Support Guided Pathways Implementation Phase 2 connects Areas of Study and program maps developed in phase 1 to work experience, outreach and career technical education. Youth Pathways/Leadership Workshops assist low-income and Hispanic students ages 12-17 to develop career/education plans and leadership skills. Financial literacy workshops link career/education plans to personal finance. Summer Academy, an onboarding experience based on ASAP at City University New York, increases fall-to-fall persistence and completion within 3 years among first-time students graduating from local high schools. Paid internships increase access to work experience, especially for low income students, and a new pathway to employment in the aerospace industry leads more students to high wage local jobs.

Activity 2 Increase programs and services in South County establishes a new facility in South County that increases access to general education and provides the full suite of student services.

Activity 3 Improve Instructional Technology equips one classroom on each campus or center with video conferencing capability. These classrooms increase access to courses only available on the main campus to students in North and South County. In addition, all classrooms at all sites will meet the district standard of dual image technology.

Projected Five Year Costs: Activity One - \$662,100; Activity Two - \$1,607,252; Activity 3 -\$530,000. Total: \$2,983,921

ABSTRACT

McMurry University (McM), a private institution located in Abilene, TX, enrolls over 1,000 students, with over a third first generation in college and just over half qualifying for Pell grants. In Fall 2019, 28.6% of McM students were Hispanic. Given these student characteristics, it is not surprising that fall-to-fall retention is weak, averaging just 58.6% over the last five years, well below the national average of 70.2% for a private baccalaureate-granting institution (ACT, 2017). While the mean 4-year graduation rate for colleges of McM's type is 57.2%, McM's rate over the past six years has been just 26.8%, a deplorable 30.4 percentage points below the national average (ACT, 2017). The failure (DFW) rate is above 20% for both Hispanics and non-Hispanics in 15 foundational STEM courses.

A new **STEM Student Success Center (S3C)** will provide a structure for an Advising Specialist, a Professional Tutor for physics and engineering, and a STEM/Pre-Health Career Specialist to provide strong academic support. Services will include peer and professional tutoring in historically difficult courses, intrusive advising, peer mentoring, and assistance with entering graduate or professional STEM programs after graduation. A new **Summer Bridge** will focus on getting entering STEM students ready for Calculus I, a required course for several STEM majors. McM will develop a new **Engineering Physics** major, a field in high demand in Texas.

McM will also make major **facilities improvements** to the Cooke Building (1956) and the Finch-Gray Science Building (1963), where classrooms and labs have seen little change since they were constructed in 1956. Student learning activities are limited because of the labs' inflexible arrangement and outdated instrumentation. Improvements will provide up-to-date and highly functional spaces for students to learn.

By the end of the grant period, Summer Bridge program to attain calculus-ready post-test scores; retention from freshman to senior year for STEM majors to be at least 5 percentage points over the 2012-2016 average rate; DFW rates for students in identified low-success courses to be at least 5 percent-age points lower; at least 40 students to have graduated with an Engineering Physics major; and four classrooms, a lab, and the physics machine shop to be renovated. In addition, tuition revenue will have increased by at least 6% because of improved retention and enrollment in the new Engineering Physics program.

McMurry will address **Competitive Preference Priority 1** by developing a well-designed pathway mapped to student goals, including 2-, 3-, and 4-year graduation plans so a student can plan an academic program from a variety of entry points. The Career Development Center will offer aptitude testing as well as counsel on practical ways, such as internships, to prepare for a career after graduation. Through collaboration with area employers from in-demand industries and occupations and an emphasis on leveraging connections to university supporters and alumni, McMurry University will ensure its students have opportunities to gain the skills and knowledge to thrive in in-demand STEM-based industries. It will address **Competitive Preference Priority 2** by embedding financial literacy in the required Freshman Seminar class and presenting workshops developed by S3C and Financial Aid staff along with one-on-one assistance in the S3C.

The total budget request is \$3,000,000.

Distance Education in Focus: Improving Course Design and Strengthening Student Support (InFocus)

Austin Community College (ACC) is a Hispanic-Serving Institution (HSI) that educates more than 40,000 credit-seeking students on 11 campuses in the city of Austin and six surrounding counties. This HSI project will help the college build its capacity to achieve continued enrollment growth and self-sufficiency by strengthening advising and academic support services for online learners, resulting in greater retention and academic success among ACC's largest and fastest-growing student demographic. InFocus will accomplish this via:

- 1) Improving academic support in high-risk online courses:** InFocus will provide seed funding to help ACC phase in employment of three full-time Embedded Tutors who will, along with the college's existing seven part-time online Embedded Tutors, support any of the approximately 4,600 credit students who are struggling to succeed in one or more of the college's 14 online "high-risk" courses each year. High-risk courses are defined as those that are required for many associate and bachelor's degrees but are successfully completed by less than 70% of the students who enroll in them each semester.
- 2) Enriching learning in high-risk online courses:** InFocus will provide funding to train distance education faculty in the nationally recognized Quality Matters rubric through the college's Online Course Redesign Academy (OCRA) and to certify all online high-risk course curriculum via the QM certification process. .
- 3) Providing targeted, intensive advising support to online students who are struggling:** InFocus will help ACC build its capacity to implement an evidence-based, intensive approach to intensive academic advising for online students who are struggling in high-risk courses.

In response to Competitive Preference Priority 1, InFocus will provide additional advising and tutoring support and curriculum improvements for online students who are enrolled in COSC 1336: Introduction to Programming. This first-year course introduces the fundamental concepts of structured computer programming and is required for all students who are pursuing degrees in computer science either through ACC or via transfer to a senior institution of higher education. COSC 1336 has one of the highest failure rates among the 14 high-risk online courses ACC has targeted for improvements and additional support. InFocus will increase ACC's capacity to ensure students who are enrolled in this and other high-risk online courses receive the help they need to successfully complete coursework, to remain enrolled in college, and to graduate and enter the STEM workforce on time.

In response to Competitive Preference Priority 2, This project will allow ACC to automatically alert all of its 18,000 online students about deadlines for submitting financial aid applications and enable them to schedule an appointment with an Academic Advisor or with staff in the college's Student Money Management Office, an initiative that provides online tools, frequent workshops, an individual assistance with personal and education finance.

We hypothesize that a combination of embedded tutoring, intensive advising, and curriculum redesign will significantly increase online student success in high-risk courses, driving increases in the college's overall student enrollment, retention, and on-time graduation and transfer rates.

Research Foundation/CUNY on behalf of Bronx Community College, NY

Background: Founded in 1957, Bronx Community College (BCC) is among the oldest and largest of the City of New York (CUNY)'s public community colleges. BCC offers over 40 academic programs to a student body that is 62% Hispanic, 33% Black, and 56% female. Nearly half (46%) of our students are first-generation and over two-thirds (67%) of our students live in households that earn less than \$30,000 annually. A federally designated Hispanic-Serving Institution located in the South Bronx, BCC serves approximately 10,000 students, including 1,900 first-time, full-time (FTFT) students, each year.

Problem: The vast majority of BCC's incoming students express intentions of earning a degree, yet only 1 in 5 FTFT students actually earns a BCC degree within three years. Almost one-half (45%) of BCC's students drop out in their first year. While BCC implements evidence-based, high-impact practices that can double a student's chances of graduating, not all FTFT students have access to these programs and not all of these practices are consistently applied.

Project: Among the first colleges in the nation to scale the Accelerated Studies in Associate Program (ASAP) campus-wide, BCC now seeks to consolidate and align all campus first-year advisement using ASAP's effective practices and: improve gateway math classes; provide training to improve teaching and tutoring; redesign student orientation; expand internship opportunities, and introduce financial literacy training for students and academic advisors. **Outcomes:** As a result, BCC intends to increase FTFT students' annual retention from 55% to 65%; three-year graduation rates from 20% to 35%; and transfer rates from 75% to 80% by the end of the grant period.

Budget: BCC requests \$3 million over five years to implement this program for approximately 5,890 Hispanic students and 9,500 students overall.

Capital Community College (CCC), a two-year public community college located in Hartford, CT, proposes Cultivating All-Inclusive Student Achievement(CASA)Pathways, a comprehensive activity designed to improve student achievement and increase retention and graduation outcomes of Hispanic and low-income students. CCC serves metropolitan Hartford on a single campus in the heart of the city's central business and cultural district. Major employers in insurance, health care, and government, historically a significant source of jobs for graduates, are within walking distance of a campus adjacent to a revitalized public transit system and major highways. At the same time, the campus is also close to impoverished neighborhoods that render Hartford one of the most economically distressed mid-sized cities in the nation. The College enrolls 3,302 students in 60 accredited associate degree and certificate programs. With an average age of 29, the majority of students are balancing study, work, and family whether they are enrolled full-or part-time. As a whole, they represent the most diverse campus among the state's 17 community colleges and state universities with a breakdown of 31% Hispanic, 36% African American, 19% white, and 5% Asian (Fall 2019).

Key Problem. Academic success continues to elude most entering students. CCC loses more than half of its new students, full-and part-time, by the end of the first year. Moreover, for every 10 students who enter CCC, only four will continue to the second year and only one will graduate in three years.

Project Description. The Activity, relying on a strong theory (Bettinger& Baker, 2011) that robust coaching improves student outcomes, includes three inter-connected components to improve student engagement, achievement, and retention to completion in a culture of continuous improvement: 1) A Guided Pathways framework across six areas of study will clarify two-year curriculum maps and outcomes to keep students on track, enhance milestone courses, and ensure timely completions; 2) Enhancements to Teaching and Learning will involve a comprehensive First Year Experience supported by a Customer Relationship Management software, including a contextualized pathway-related first semester and second semester co-curricular activities to link learning with regional workforce opportunities. Career-contextualized courses, developed by faculty via robust professional development, will enable students to further explore career choices in their areas of study and; 3) A Pathways Commons providing intrusive interventions and career and financial planning will deliver a revitalized continuum of support from on boarding through a contextualized orientation, assessment, and enrollment to career exploration, academic advising, and goal setting. The project addresses Competitive Preference Priorities 1 and 2 by linking work-based learning experiences aligned with areas of study and embedding financial literacy in the teaching and learning and student support components of the Activity.

Project Outcomes. By implementing CASA Pathways, CCC will improve student engagement, more effectively assist students with major and career selection, facilitate enhanced teaching and learning, strengthen student supports, and ensure that students are on track for timely completion, thereby, leading to higher success rates: 20 percent increase in course completion (>C), 15 percent increase in persistence from semester-to-semester, 10 percent increase in retention from year-to-year, and a five percent increase in the three-year graduation rate. As a result, CCC's institutional capacity, effectiveness, and self-sufficiency will be significantly improved.

***Ganas* Project**

San José City College’s Latinx students have made it to college. They’re willing to work, and they have the “grit” (“*Ganas*”) to succeed. Unfortunately, there is also a high likelihood they will lose their way, become discouraged, and give up. Our momentum loss study indicates only 58% of Freshmen are retained to their second year and the three-year transfer rate is only 8% (6% for Latinx students). To increase the likelihood of success, the proposed Title V *Ganas* project systemically changes the way students experience their first year of college at SJCC. The Project creates three new, high-quality academic pathways leading to exciting careers in STEM and Teacher Preparation fields (**Competitive Preference Priority 1c.**), invests deeply in faculty professional development, and implements a comprehensive and innovative **Integrated Academic Support System** that will demonstrate the effectiveness of intensive academic and non-cognitive supports on ensuring students from diverse backgrounds succeed in their postsecondary and career goals. The project addresses **Competitive Preference Priority 2** through innovative and practical personal and postsecondary Financial Literacy activities.

Philosophically and operationally situated within the Guided Pathways Framework and the equity initiatives being implemented across California’s Community Colleges, the Project’s goals and objectives center on increasing postsecondary retention, persistence, completion and transfer. The strategies and activities employed will lead to greater academic and economic equity, and potentially higher median-earnings outcomes for Latinx and low-income students. The project will also create a faculty-user friendly Data Dashboard to help SJCC view important student performance and equity information in near-realtime.

San José City College’s **Title V *Ganas*** Project increases the likelihood students will more readily and meaningfully connect with their academic and career pathways at San Jose City College in California. It’s critically important that we do so, because in Silicon Valley today (allegedly one of the globally wealthy and technologically forward places in the world) **only 16% of Latinx hold bachelor’s degrees** and on average **earn less than half that of White and Asian counterparts**. Over 45% of our enrolled student population are Latinx, 66% qualify for Pell, California Promise or both, and over 46% are First Generation. As an Hispanic Serving Institution we know that to succeed in postsecondary education secure their futures, our students will overcome profound obstacles.

Through strategic, effective, investments in academic programs, equity-centered professional learning, and student support services the project modernizes how students acquire career and transfer specific knowledge, skills and experience. The *Ganas* project ensures students will get the help they need at critical stages of their collegiate experience, resulting in increased retention, persistence, completion and transfer success over 10% in each category for Hispanic and low-income students. The project requests reasonable and necessary costs of \$2,982,436.

ABSTRACT

The *Graduating and Advancing New American Scholars (GANAS)* HSI Title V Project represents a major step in the evolution of the University of California, Santa Cruz as a Hispanic-Serving Research Institution. In the last 25 years, UCSC has doubled in size and more than tripled its Latina/o student population. Currently, Latina/o students comprise 27% of UCSC's 17,500 students. The GANAS Project aims to support Latina/o, low-income/EOP, and underrepresented students to, through, and beyond UCSC by addressing curricular, co-curricular, and institutional barriers. Following an extensive review of disaggregated student outcomes, campus reports/strategic plans, and relevant research, the following four goals and corresponding activities were developed to improve students' academic and career outcomes while building UCSC's institutional capacity to increase racial equity.

Goal 1: To increase achievement (passing rates) and equity (reducing racial/social disparities) in Calculus, the GANAS Project Activity *Redesigning Calculus in the Life Sciences* will implement a comprehensive overhaul of curriculum and pedagogy with active learning and problem-solving sessions and focus on inclusiveness and equity. This redesigned course sequence will be initially be taught by instructors whose refinements will inform the final framework. More faculty will be trained and supported in adopting the framework, which will strengthen consistency and coherence in students' academic pathways.

Goal 2: To increase achievement (passing rates) and equity (reducing racial/social disparities) in key gateway major courses through co-curricular Supplemental Instruction (SI), the GANAS Project *Supplemental Instruction (SI) and Leadership Program* will prepare and assign highly trained SI student leaders to key gateway courses with DFW rates (students making Ds, Fs, or withdrawing) of 20% or higher. SI Leaders will provide small group sessions to support students with how and what to learn. SI leaders will be provided with professional development, mentoring, and consistent feedback to improve their leadership and impact.

Goal 3: To increase career advising, internship opportunities, and financial literacy of Latina/o, low-income, and underrepresented students, the GANAS Project *Career Pathways Internship Program and Financial Literacy Coaching Activity* will develop year-long career-based internships in a co-curricular cohort experience. Internships will focus on California's workforce needs across Bio-Tech, Health, Agriculture, Accounting/Finance, Teaching/Education, and STEM. Interns will take a concurrent career readiness/financial literacy course and participate in quarterly career advising sessions.

Goal 4: To build institutional capacity by providing coaching support to academic and student services departments to identify and disrupt barriers in practices and policies that contribute to racial inequity, the GANAS Project *Department and Practitioner Inquiry as a Driver of Change ("Departmental Selfie") Activity* will build departments' capacities by: a) producing annual reports (Selfies) of disaggregated data that map students' progress along academic milestones and points of intervention by "outing" racial disparities; b) developing interventions in practices and policies that contribute to inequity; and c) evaluating these interventions to improve departments' capacities to make ongoing positive impacts on equity outcomes.

Funds Requested: UC Santa Cruz is requesting \$3 million dollars over five years to support the four GANAS Project activities.

Miami Dade College Homestead Campus, FL

The Homestead Campus of Miami Dade College (MDC-HC) will implement the STEM-Wave project to enable successive waves of well-prepared science, technology, engineering, and mathematics (STEM) majors to complete an associate's degree in a timely fashion. The first wave will consist of high school students in the MDC-HC dual enrollment program who have expressed an interest in a STEM career. The second wave will consist of non-dual enrollment MDC-HC students in STEM pathways. For students in both waves, the project will provide a network of services that will enable them to advance to timely associate's degree completion.

STEM-Wave will provide a variety of career exploration activities for students in the partnering high schools and at MDC-HC; academic advisement, to ensure strong STEM preparation at the secondary and postsecondary levels; parent support groups, to facilitate postsecondary enrollment and success; and individualized coaching, peer-led team learning, research opportunities, and student success workshops and speakers, to promote academic success. The project will also provide professional development in integrated learning strategies and educational technology for all STEM faculty and advisors at MDC-HC. Serving more than 6,732 students over the project period, STEM-Wave will (1) increase the enrollment of MDC-HC students in a STEM pathway, (2) increase the retention in college of dual enrollment students who choose a STEM pathway, (3) increase the placement test pass rate of dual enrollment students in a STEM pathway, (4) increase the number of students progressing to the advanced STEM courses required to complete an associate's degree program, (5) increase the number of students completing an associate's degree within 2.5 years, and (6) increase the number of dual enrollment students choosing a STEM career pathway.

Background: Clovis Community College, located in rural eastern New Mexico, is a public 2-year, Hispanic-serving(46%), open-enrollment institution that enrolls predominately low-income (67%),first-generation(52%), non-traditionally-aged (29yrs.), part-time (75%), and female students (69%). During Fall 2019, the College enrolled a combined 1,372full-time equivalency (IPEDS). Our service area is characterized by persistently low educational attainment for adults age 25 and over (19.9%), especially for Hispanics (15.3%) and low median household incomes (\$41,941). These trends persist in our local school district as well where 60% of enrollment is Hispanic and 79.7% of students qualify for free/reduced priced lunch.

Title V Activity: Partnership for Teacher Preparation focuses on meeting a very large community need for K-12 educators (highest need for STEM) by creating a pipeline that begins with students in our Early College High School and those who are currently employed in our school districts, tracks them through a 2+2 arrangement with our 4-year partner university, and ends with a first-year mentorship in local school districts. The activity has two components:

- Developing seamless education pipelines featuring engaging instructional strategies; and
- Developing effective, individualized student support services.

Competitive Preference Priority #1–Flexible and Affordable Career Paths: is addressed through our education partnerships with area K12 districts to serve ECHS students and alternative licensure students with a 2+2 transfer pathway with our partner 4-year university.

Competitive Preference Priority #2 –Financial Literacy: is addressed through personal financial literacy workshops, the purchase of FAFSA verification software to allow for procedure redesign, FAFSA workshop expansion, K12 district partnerships for scholarships, and student career development and earnings potential evaluation

Although many students at the UPR-Cayey attain academic and later, career success, too many who could have completed a successful academic career do not do so. For that reason we have designed a program to help compensate for the handicaps that keep all students from realizing their full potential. In Activity I (Improving Academic Student Performance), we will use a program developed under the existing Title V program to identify students at risk and refine our understanding of their needs. With this constant input we will continually refine the academic and general support model we have designed for different clienteles: (1) students who need remedial attention in basic academic and learning skills, plus financial literacy; (2) “second tier” science students who can benefit from supplemental science instruction and mentoring; and (3) the general freshman population, who can benefit from a broad spectrum introduction to college seminar. Activity II (Promoting Innovation for Student Success) will create resources to promote innovation in education by training for professors and renovating the library, creating spaces for the new teaching learning paradigms and innovation-focus learning resources that will supplement the current curriculum. To cap this effort, we will celebrate an annual symposium for the sharing ideas relating to innovation-focused education.

P031S200063
Passaic County Community College, NJ

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 6,480 students, a predominantly low-income, minority student population, 55 percent of whom are Hispanic. Based on comprehensive planning and analysis, PCCC has identified a key problem that is threatening institutional growth and self-sufficiency: Without opportunities for applied and collaborative learning experiences in their field, together with inadequate transfer and career advising, PCCC students are underprepared to succeed in upper-division coursework at the transfer institution, to earn the baccalaureate degree, and to achieve long-term career success. To address this issue, PCCC proposes to implement a comprehensive project that will involve an intentional partnership with Ramapo College, our four-year college partner, on creating 3+1 Model Transfer Pathways in six (6) program areas. The Project will establish coherent and affordable pathways towards the bachelor's degree; will train faculty in evidence based teaching and learning strategies; will engage students in applied and collaborative learning experiences that will prepare them for upper division coursework and future career success; and will include integrated career and academic support services. As a result of the Project, the College anticipates increases in student retention, associate degree program completion, student transfer, and attainment of the the baccalaureate degree within six years of initial enrollment at PCCC. During the five-year project period, 3,840 Hispanic and low-income students and 165 faculty members will directly benefit from the project activities. The Project will address Competitive Preference Priority 1 and Competitive Preference Priority 2. The total cost of implementing this Activity is \$2,987,918 over the five-year period.

Applicant Name: California State University, Fresno (“CSUF”)

Project Title: STEAM: Enriched Pathways

Project Overview: The goal of STEAM: Enriched Pathways is to democratize access to academic success for *all* students. The project creates efficient ‘guided pathways-plus’ for students to obtain bachelor’s degrees in STEAM. “STEAM” encompasses STEM disciplines as well as agricultural sciences because the latter is a huge economic engine in the region. The guided pathways have two “plus” activities. First, research experiences are embedded in courses to guarantee all students have a research experience in the lower division (where attrition is the greatest challenge). Second, work-based learning opportunities are doubled to guarantee all students an introductory one (e.g., shadowing) during their lower division years and an advanced one (e.g., internship) during their upper division years.

Fulfills CPP #1: STEAM: Enriched Pathways creates ‘guided pathways-plus’ for students to obtain bachelor’s degrees in STEAM. The “plus” activities for the guided pathways include work-based learning opportunities for *all* students, developed through expanded collaborations with regional employers.

Fulfills CPP #2: The project integrates career and financial planning into permanent, first-year General Education (“GE”) courses, customized for STEAM disciplines.

Comprehensive Development Goals:

CDP Goal 1. Ensure that Hispanic and other low-income students have the greatest opportunity for success by democratizing access to academic success (enhanced guided pathways, augmented by work-based learning opportunities and course-embedded research experiences whose numbers are sufficient to guarantee *all* students opportunities and by career and financial planning integrated into courses).

CDP Goal 2. Ensure that Hispanic and other low-income students have the greatest opportunity for success by providing support at every step of their journey, along enhanced guided pathways that are high value to on-going advising, and augmented by research experiences and work-based learning opportunities in lower and upper division courses.

CDP Goal 3. Ensure that Hispanic and other low-income students have generous access to quality professional education by building faculty capacity to develop course-embedded research experiences linked to the regional economy and by building a base of work-based learning opportunities that align learning outcomes and career goals.

Expected Outcomes [Activity Objectives]:

Activity Objective 1. To increase overall persistence from one year to the next in Bachelor’s degree programs in STEAM disciplines by 25% during the five-year grant period (average 5% increase each year over 2019-2020 baseline) and to sustain improved persistence rate after the grant period with no additional federal cost.

Activity Objective 2. To increase persistence from one year to the next of Hispanic students in Bachelor’s degree programs in STEAM disciplines by 40% during the five-year grant period (average 8% increase each year over 2019-2020 baseline) and to sustain improved persistence rate after the grant period with no additional federal cost.

Activity Objective 3. To increase 25%, over the five-year grant period, the overall number of Bachelor’s degrees awarded in STEAM disciplines (5% increase each year over 2019-2020 baseline) and to sustain improved attainment rate after the grant period with no additional federal cost.

Activity Objective 4. To increase 40%, over the five-year grant period, the number of Bachelor’s degrees awarded to Hispanic students in STEAM disciplines (average 8% increase each year over 2019-2020 baseline) and to sustain improved attainment rate after the grant period with no additional federal cost.

Contributions for Research, Policy, and/or Practice: The project supports an independent evaluator who is an expert on Hispanic student success and HSI discourse and policy. Dr. Estrada’s assessment will

produce results suitable for national publication on the effectiveness of democratizing access to academic success for all students through enhanced guided pathways, augmented with course-embedded research experiences, work-based learning opportunities, and career and financial planning for STEAM majors.

Population To Be Served: CSUF is a Hispanic-Serving Institution enrolling 24,139 undergraduate students in Fall 2019, of whom 53% (12,788) are Hispanic. Total “STEAM” undergraduate enrollment: 7,972 students, of whom 50% (3,991) are Hispanic.

From Cornerstone to Capstone: Building the “Adams Experience”

Adams State University

With 35% of its undergraduate population of Hispanic ethnicity, Adams State University (ASU) is Colorado’s premier 4-year Hispanic-Serving Institution. As part of its commitment to equity and inclusion, ASU embraces its role as a Hispanic-Serving Institution by seeking to provide Hispanic and other historically underserved students with the educational opportunities and services they need to succeed in their pursuit of undergraduate degrees and future careers.

ASU proposes an extensive, campus-wide reform of its curriculum based on deep self-study, interdisciplinary planning and research, and the principles of equity and inclusion. ASU’s plan for systemic change to increase student success develops campus capacity for high-impact educational practices, innovative linkages of student learning outcomes across disciplines, and new services to assist students transitioning into college in an integrated, holistic approach. Teams of faculty and staff studied student data, access and achievement gaps, and weaknesses in institutional capacity to develop a program design that will nurture and support each student’s growth and intellect.

Title V’s support for innovation will enable ASU’s dedicated faculty and staff to initiate lasting change through new strategies in equity-minded teaching and learning that will transform each student’s “Adams Experience.” The *Cornerstone* project implements 3 strategic goals to create a new culture of support and connection for Hispanic and low-income students in their academic, personal, and professional development and to promote persistence and degree completion:

- 1) **Develop and Implement High-Impact Practices across Curricular Programs.** First year seminars, e-portfolio, writing intensive courses, and capstone experiences improve students’ academic engagement and performance, 21st-century skills, and competencies to support postsecondary degree completion and career readiness;
- 2) **Build Capacity to Implement Internships as a High-Impact Practice.** Develop and implement an internship program designed to increase student engagement and success;
- 3) **Implement and Expand Grizzly Persist Workshops and Peer-Mentoring Program.** Expand campus infrastructure for support services to address student-identified needs and foster Hispanic and low-income student persistence and degree completion.

To attain the goal of increasing the 6-year graduation rate for first-time full-time Hispanic students to 32% (and all FTFT students to 35%) over the grant period, faculty and staff across campus will participate in team-led workshops, seminars, and other initiatives to engage students in high-impact practices to support their academic progress. The project meets both Competitive Preference Priorities. **CPP 1:** Collaborations with community employers and internships in in-demand industry sectors such as healthcare will prepare students for careers. **CPP 2:** First-year seminars and the Grizzly Persist Program will implement personal responsibility, financial wellness, and college financing modules to hone student skills in personal finance management.

To build its capacity to develop, implement, and sustain these key initiatives within the 5-year grant period, ASU requests \$2,965,412 in Title V support. This investment will substantially increase retention rates and the bachelor’s degree attainment of ASU’s many Hispanic, low-income, and historically underserved students and prepare them with 21st-century skills valuable in personal growth, academic success, and careers.

Pathways to Success through Culturally Responsive Programming

Bunker Hill Community College (BHCC) is the largest of the fifteen Massachusetts community colleges. With two urban campuses and three satellite locations, BHCC attracts students from the Boston's diverse neighborhoods and surrounding communities. Reflecting the city's majority-minority status, people of color comprise 67% of the over 11,000 BHCC students; 27% are Hispanic/Latinx, and 43% are Pell recipients. The College currently offers 136 programs, including 18 Associate in Arts, 56 Associate in Science and 62 certificate programs.

Significant Problem: The confluence of fragmented student services, disorganized academics, and incompatible technologies results in students disengaged from the college experience and leads to significant attrition. To strengthen institutional self-sufficiency, BHCC has developed a response that guides students along an academic pathway leading to the career they envision, aligns and delivers wraparound support services, and integrates new and existing technologies—all leading to improved service and support to students.

Project Description: The proposed Activity, *Pathways to Success through Culturally Responsive Programming*, is designed to improve student achievement and engagement through two interrelated components: ***Integrated Support Services*** revitalizes the continuum of support, including onboarding and enrollment with defined Guided Pathway on-ramps. Support continues through Pathway coaching, career exploration, goal setting, and financial-academic-career (FAC) planning in a culturally responsive and equity-minded environment. ***Enhanced Teaching and Learning*** establishes Guided Pathways with contextualized introductory courses, bringing together similar majors and programs of study that share content and outcomes to create synchronicity within the first year of study, explore career options, and participate in internships, co-ops, and shadowing experiences.

Project Outcomes: Over the five-year grant period, the project will impact success with a 9% decrease in DFW rates in contextualized courses, 10% decrease in add/drops, decrease of 10% excess credits for graduation, 8% increase in fall-to-spring persistence; 10% increase in fall-to-fall retention, 5 point increase in CCSSE score for Support for Learners, and 5% percent increase in the three-year graduation rate. These results will contribute to institutional self-sufficiency and respond directly to GPRA's higher education goals and the intent of the Title V Guidelines.

Allocation of Budget: The request of \$2,983,566 over five years includes 43.0% in Personnel and Fringe Benefits, 1.5% in Travel, 22.1% in Equipment, 0.8% in Supplies, 18.4% in Contractual, and 14.1% in Other. By dedicating institutional and Title V resources to this initiative, BHCC expects to significantly improve its self-sufficiency and its capacity to improve outcomes for Hispanic/Latinx and low-income students.

Pathways to Success through Culturally Responsive Programming addresses Competitive Preference Priorities 1 and 2, as well as GPRA and GEPA requirements.

P031S200153
Miami Dade College Padron Campus, FL

The Padrón Campus of Miami Dade College (MDC-Padrón) requests \$2,889,750.48 to establish the *WeLearn 366 Institute* to increase the retention, progression and completion for Hispanic and other low-income students. The *WeLearn 366 Institute* will support faculty to redesign blended courses by collaborating with an instructional designer versed in the use of no-cost Open Educational Resources (OER); online learning technology; and educational theory. The *WeLearn 366* group—all students enrolled in a redesigned course--will have access to an array of supplemental supports, student services and enhanced workspaces offered in a vibrant and visible location on the Padrón Campus of MDC modeled on the popular WeWork franchise. The *WeLearn 366 Institute* will embody the belief that supporting success in higher education means designing support and courses differently by moving beyond the confines of a traditional class period, semester or even a 365 day academic year—hence “366.”

Establishing the *WeLearn 366 Institute* will have two purposes: (1) to develop a model for blended course redesign using subject-matter experts and instructional designers; and (2) to create a one-stop workspace where students, faculty and staff can provide and receive key services. The proposed project will aim to serve the 72 full-time and 141 part-time faculty and 12,000 students at MDC-Padrón. Year one will focus on renovating the space, hiring needed personnel, redesigning the first six (6) courses, and establishing the supplemental supports. Years two through five will focus on redesigning additional courses with a refined model (15 per year); expanding services (including financial literacy and internship services) provided in the *WeLearn 366 Institute*; disseminating best practices locally and nationally; and measuring the project’s impact on student retention, progression, and completion using an evaluation plan integrating the stated requirements of the U.S. Department of Education annual performance reports with existing MDC Institutional Research data collection and analysis systems.

Los Angeles Valley College (LAVC), is a Hispanic Serving Institution (HSI) 2-year public college. LAVC students come from some of the most disenfranchised and underserved communities in the greater San Fernando Valley. LAVC serves 17,567 students, 76% attend part-time, 58% are 24 or younger, 58% identify as female and 42% as male; 40.7% identify as Hispanic; 54.2% receive BOG or Pell grants (Fall 2018 OIE).

The high schools that LAVC serve, on average, are low-income households. The educational levels are extremely low when looking at students who go beyond a high school diploma. LAVC only offered 40 dual enrollment sections in Fall 2018 and needs to expand these efforts for high school students to gain access to higher education and be on a career pathway.

As the title of this project Caminos Al Triunfo: Dual Enrollment to Career refer to, LAVC aims to launch its dual enrollment students towards paths to success/triumph from high school to college completion to career. Caminos Al Triunfo (Spanish for Paths to Success) is designed to make the most meaningful impact by purposely expanding dual enrollment efforts to prepare Hispanic, low-income students for academic success that leads to a career in a high-demand, high-wage fields.

The following goals provide the necessary framework for increasing dual enrollment success: (1)Expand dual enrollment and create pathways that guides students in LAVC's feeder schools with higher education opportunities and the culture of higher education; (2) Improve collaboration between Career Transfer Center and Workforce Training Department to enhance the infrastructure to connect Hispanic and low-income students to work-based learning from enrollment to completion to a viable career; (3) Improve faculty-student engagement through professional development that includes innovative strategies, culturally inclusive, and equity-minded training for dual enrollment students.

Caminos Al Triunfo will implement the following components, which are supported by “promising evidence” as cited in the narrative and evidence form, to accomplish its goals:

(1) Bridge to Success - creating a robust dual enrollment infrastructure to support student transition from high school to college to completion; (2) Pathway to Success - creating a link to connect Career Academic Pathways with work-based learning opportunities; and (3) Learning to Success - developing equity-minded and culturally inclusive training for faculty that addresses the needs of dual enrollment students.

This project directly addresses: Competitive Priority 1 by providing work-based learning experiences (such as internships, service learning, job shadow) that align with in-demand industry sectors or occupations and Competitive Priority 2by providing dual enrollment students instruction in personal financial literacy, knowledge of markets and economics, knowledge of higher education financing and repayment or other skills aimed at building personal financial understanding and responsibility.

Proposed Budget: LAVC is requesting a five-year total of \$3,000,000 in Title V funding.

McLennan County Junior College District, TX

McLennan Community College (MCC) is a public, two-year Hispanic-Serving Institution. Located in Waco (McLennan County), Texas, halfway between Dallas and Austin, MCC serves a diverse student population of over 8,500 students per term. The Waco metropolitan area is the largest metro area in the state not served directly by a four-year public college or university. MCC's Title V grant project, First Year Focus: Developing Academic and Co-Curricular Student Support Structures to Improve First Year Outcomes will put into place innovative support structures designed to create enriching academic opportunities that foster success for MCC's diverse student population. These activities include restructuring the first year experience to address student resilience, integrating and building academic support structures to promote persistence, and cultivating student engagement and inclusiveness across campus. The proposed project will (1) restructure the Learning Frameworks courses and curriculum to better address student resilience through cohort reorganization, the integration of cultural competency, career planning, and financial literacy into all Learning Frameworks (LF) courses, and bringing the College's Peer Leadership Initiative (PLI) to scale as part of the LF course, (2) enhance academic support structures by centralizing academic support into a cohesive Learning Commons, implementing SI for developmental education and gateway courses, and language support for ELL students, (3) better engage students, including Hispanic and low-income students at the beginning of their academic careers, increased Spanish language engagement from orientation to graduation, and compelling student programming for Hispanic and low-income MCC students. The purpose of the MCC Projects to build institutional capacity to increase the number of Hispanic and low-income students attaining postsecondary degrees and facilitate access, persistence, retention, and completion across the College. The Project will have measurable and significant outcomes as follows: (1) Increase the average FTIC student first year course completion to 85%, (2) Increase the annual FTIC student persistence rate to 70%, (3) Increase the graduation rate for FTIC students from 20% to 30%, and (4) Increase transfer rates to a four-year institution for FTIC students from 13% to 20%. MCC is requesting \$2,901,555 over five years to support the initiative and related activities. Competitive Preference Priority: MCC's project addresses both of the Competitive Preferences 1 and 2. Specifically, the redesign of the College's Learning Frameworks curriculum and cohort organization will attend to both workforce alignment in in-demand industries and will address financial literacy.

Contra Costa College is a public, two-year, Hispanic-Serving Institution located in San Pablo, California. CCC enrolls 7,220 students with 46% Hispanic. Enrollment data reflect socio-economic challenges in the region: 49% of Hispanic students are both low-income and first-generation college students. Among the obstacles for our targeted population are high level of poverty and low educational attainment. Hispanic families have the highest poverty rates and lowest median family income, and 88% of Hispanic residents do not have a bachelor's degree.

The Caminos Project represents a comprehensive, systemic approach to improve access and opportunity for Hispanic and low-income residents in our region. The project goals will be accomplished through two components:

Component 1: Create Guided Pathways to increase access and completion rates of Hispanic and low-income students with degree and transfer maps, predictable course schedules, milestone momentum points, meta-majors, a Bridge to College pathway for high school students, and social justice centered work-based learning experiences that connect to high demand professions.

Component 2: Strengthen institutional capacity to improve student outcomes with equity-minded professional development including communities of practice, integrated academic support with case management advising and high-impact culturally-relevant practices, Transfer-Going culture, connection to industry partners, and integrated instruction in foundational math, English, and gateway courses.

The Project will have measurable and significant outcomes by increasing access, retention, graduation, and transfer rates through case management advising and high-impact educational practices; and by increasing the capacity of faculty to teach Hispanic and low-income students effectively.

The Caminos Project addresses Competitive Preference Priorities #1a and b, Fostering Flexible & Affordable Paths to Obtaining Knowledge and Skills: Develop work-based learning experiences for students in social justice-related programs that focus on competencies needed in high-demand occupations and #2, Financial Literacy: Establish a Culture of Financial Competence to increase the capability of students to make informed financial decisions. Embed financial literacy in our case management and other interventions.

In an effort to increase the number of Hispanic students pursuing the sciences and technology, Moorpark College (the applicant) will implement **Project STEM Impacto**, which targets three (3) cutting-edge disciplines at the college: Biology, Biotechnology, and Computer Network Systems Engineering. Key project components include: 1) outreach to high schools with large Hispanic student populations to inform them about STEM majors; 2) one-week summer bridge workshops to review knowledge and skills needed for gateway course success and retention; 3) bi-weekly (every other week) cohort workshops offering soft skills, professional guest speakers, etc.; 4) intensive counseling services designed to establish goals, address barriers, etc.; 5) peer mentoring activities to reinforce lessons learned in cohort workshops and help participants establish community; 6) course-embedded tutors in gateway courses; 7) work-based learning opportunities through faculty-led research and internships, including new paid internships and university-based faculty-led research designed to equip Hispanic students for four-year college readiness; and 8) financial literacy workshops, peer mentoring activities, and monthly texts to increase financial stability and literacy. **Project STEM Impacto** builds and expands on the highly successful *Attract, Inspire, Mentor & Support Students (AIMS2)* program at Moorpark College, which was initiated by California State University, Northridge with ongoing support from a United States Department of Education grant. *AIMS2* recruits, motivates, and supports Hispanic and other low-income groups in the college's Engineering Department. As an evidence-based program, *AIMS2* received recognition as an Example of Excelencia during the Celebracion de Excelencia. **Project STEM Impacto** augments the *AIMS2* model to generate further positive impacts on student retention rates, gateway course success, life-skills development, and transfer rates among participating Hispanic students in three (3) other science and technology disciplines at Moorpark College.

Orange County Community College Abstract

PROSPERAR: Moving Students from Surviving to Thriving

Orange County Community College (OCCC) is a non-residential community college awarding Associate degrees in Arts, Science, and Applied Science; technical programs in career fields with transfer options; and one-year certificates. OCCC serves over 5,208 students through two campus locations in Orange County's two cities—the original campus in Middletown and a new branch campus in Newburgh, one of the state's most socio-economically challenged cities. Over the years, enrollment of Hispanic students at OCCC has grown steadily from 18% in Fall 2010 to 30% in Fall 2019.

Key Problem: Low student persistence, retention, graduation and credit accumulation are critical issues for the College, impacting the Hispanic and low income students to a greater degree.

Project Description: PROSPERAR is a transformative college-wide development program building on the College's Guided Pathways initiative to close equity gaps and deliver significant increases in student achievement, persistence and retention to graduation and transfer. The PROSPERAR action plan will redesign programs and services, improve student outcomes, and increase institutional vitality.

The single Activity has 3 components, with each component's objectives including professional development, and culturally responsive training.

Goal 1: Increase Student Persistence by Helping Students Choose and Enter a Path will customize onboarding; and develop/integrate Career Exploration activities and Financial Literacy.

Goal 2: Increase Retention by Helping Students Stay on the Path will develop Guided Pathways; align Advising with Pathways; and provide early feedback and targeted student supports.

Goal 3: Increase Achievement by Ensuring Student Learn will develop data analytics alignment with learning; redesign Gateway courses using the data; increase active and collaborative learning; and develop appropriate learning spaces.

Project Outcomes: The overall goal of the proposed Activity is to increase student persistence from 74.7% to 80%, retention from 61% -70%, and raise graduation from 22% - 30%.

Competitive Preference Priorities: PROSPERAR is directly responsive to the **Competitive Preference Priority 1**, Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills, **and Competitive Preference Priority 2**, Fostering Knowledge and Promoting the Development of Skills that Prepare Students to be Informed, Thoughtful, and Productive Individuals and Citizens.

Allocation of Budget: With the full request totaling \$2,940,807 the funds directly support the activity with 63% in personnel and fringe, 15% in contractual, 5% travel, 11% supplies, 3% other, and 3% in construction/renovation of learning spaces. The College will institutionalize the program at a Year Six expense of \$312,378, and also provide additional resources of staffing, furnished space, connectivity, and maintenance of equipment and software during the grant period.

Southwestern Adventist University Abstract

Southwestern Adventist University has developed “Southwestern Success” a project that addresses identified needs of Hispanic students, as well as low-income and high-need students, in order to enable students to complete a college degree. Specifically, our Southwestern Success: a.) refocuses the recruiting program to “Recruit for Success” by presenting the complete pathway new students will be taking through their college experience; b.) implements a First-Year Experience Program for all first-time freshmen; c.) furthers the development of our academic internship program to include on-campus employment as well as academic semester, summer, and vacation internship opportunities; and (d) redefines the curriculum in order to lead students to increased job satisfaction after graduation. When taken together, these activities will enable systemic change at Southwestern Adventist University and, increase the number of Hispanic, low-income, and high-need students who continue at the institution and graduate. Our measurable goals include:

- **Goal 1:** Increase the one-year retention rate for our first-year cohort from 64% (2019) by 16% to 80% by 2023.
- **Goal 2:** Increase the four-year graduation rate (25%) by 15% to 40% by the end of year four, the five-year graduation rate (36%) by 10 % to 46% by the end of year five, and the six-year graduation rate (40%) by 10% to 50% by end of year six.
- **Goal 3:** By the end of year five, the percentage of Hispanic, low-income, and high-need graduates employed in relevant fields or in graduate school within six months of graduation will increase to 90% over a 2018 baseline of 40%.

Our Hispanic, low-income, high-need program was designed to address Competitive Preference Priority #1, using strategies that are based on research from Strata, Gallup, High Point University Experiences, Claflin University and others. Additionally, Competitive Preference Priority #2 will be accomplished by redesigning our curriculum to include information on higher education financing and repayment, as well as other skills aimed at building personal financial understanding responsibility. This strategy has proved effective in increasing student achievement, including retention and graduation rates. The citation is provided below:

Qubein, N. (2019). “Real World 101: A New Paradigm in Higher Education.”
Retrieved from www.highpoint.edu/president/seminar-on-life-skills

California State University, Los Angeles (Cal State LA) is one of the largest universities serving first-generation Hispanic students in the country, and over 63% of the university's 28,000 students are Hispanic. Located in historic East Los Angeles, the university has long exemplified a commitment to access for all students regardless of ability to pay. As an engine of economic mobility for Hispanic, low-income, and other historically underserved students, Cal State LA is ranked #1 in the nation for upward mobility and is routinely listed among the top three highest Hispanic college populations among four-year public institutions of higher education in the United States.

Despite these successes, it continues to struggle to improve the retention and graduation of first-time freshmen, 79% of whom are Hispanic, 73% of whom were Pell recipients, and 68% of whom report being the first in their family to attend college. To better “meet students where they are at,” in and out of the classroom, the proposed Title V project, ***Éxito! Building Student Support and Faculty Quality***, will implement a comprehensive approach to supporting the success of Hispanic and low-income students by expanding academic support services for students, particularly those in their first two years, and by institutionalizing processes to support and train non-tenure track faculty, who teach 84% of our lower division courses. With the long-held commitment to access for all students regardless of ability to pay, increased student enrollments over the past decade have been accompanied by a high percentage of students needing academic assistance. Cal State LA is committed to supporting the academic success of all students by providing best practice instruction and related academic services and support.

Cal State LA's Title V strategies are driven by the following strong theory: Student persistence, achievement, and graduation rates will be positively impacted through a systemic redesign of academic support services and aligned faculty professional development. In alignment with Cal State LA's strategic plan and institutional initiatives, the following primary goals will guide all proposed Title V activities: **Goal 1**, Increase persistence rates of first-year students from 82% to 90%; **Goal 2**, Increase the four-year graduation rate from 9.5% to 30%; and **Goal 3**: Achieve fiscal sustainability of Title V project strategies through the standardization of faculty development practices to onboard and support non-tenure track faculty, the institutionalization of expanded academic support services, and through the establishment of a Title V endowment fund.

Éxito! will meet its objectives by implementing five strategies: **1.** Delivering culturally-responsive faculty development and academic support services; **2.** Delivering employer-informed career-relevant faculty development and academic support services; **3.** Institutionalizing processes for hiring, onboarding, and supporting non-tenure-track faculty; **4.** Improving student financial literacy through on-line materials and peer coaching; and, **5.** Redesigning lower division gateway courses with low completion rates and significant equity gaps.

Cal State LA will fully institutionalize grant activities by the end of the five-year term. All proposed Title V strategies are predicated on adoption of the philosophy and research findings related to student success within the context of timely academic interventions, faculty professional development, data-driven decision making, and institutional standardization.

UST will develop and pilot anew engineering program offering BS degrees in mechanical, electrical and chemical engineering. These new programs will increase the number of Hispanic and underrepresented students completing engineering degrees. This project meets Competitive Preference Priority 1: Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills by aligning the curriculum to the standards of the Engineering Accreditation Commission of ABET and providing students with the opportunity to participate in engineering internships. The program focuses on a high-demand STEM workforce sector. This project also meets Competitive Preference Priority 2: Fostering Knowledge and Promoting the Development of Skills That Prepare Students To Be Informed, Thoughtful, and Productive Individuals and Citizens through the creation and delivery of a financial literacy program for the students participating in the Title V project. UST will provide instruction in personal financial literacy, knowledge of markets and economics, knowledge of college savings, student loans and more to build personal financial understanding and responsibility.

This project will create an engineering student support program to provide face-to-face services to both native and transfer students. Services include the creation of two specialized mathematics classes designed to increase student retention, success and completion in engineering. Additionally, the project will provide student coaching, student advising, cultural diversity and coaching training for faculty members, peer mentors and peer tutoring. A Junior/Senior Internship and Research Symposium will bring students together with industry internship supervisors and research cohorts for a professional symposium providing Title V participants with an additional real-world, workplace experience. This Title V program will also upgrade labs and technology for engineering lessons and studies. Lab and classroom renovations will be completed and a “Smart Classroom” will be created for engineering course delivery and lectures. Students will receive support from peer mentors and tutors, positions included in project support services. A total of 36 classroom-based courses will be created and piloted for the three engineering specialties. An endowment component requiring a 1:1 match will create UST’s first engineering scholarship fund for Hispanic and low-income students.

Focused, wrap-around support services will feature proactive counseling focused on the best practices from Bettinger and Baker’s coaching theory (2011), a theory that meets the evidence of “moderate evidence of effectiveness” by the What Works Clearinghouse. Faculty and program staff will be trained to deliver these wrap-around coaching techniques to students, providing culturally-appropriate advising and impactful coaching support.

This program will be directed by Dr. John Palasota, who has served as a Project Director on successful CCRAA and DHSI STEM grants. The program will be evaluated by Dr. Amaury Nora, a life-long researcher and expert evaluator in the field of Hispanics in higher education and STEM.

Strong Supporting Theory Used: Bettinger and Baker (March 2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring.

Total number of students served by this project: By September 2025, at least 640 students will participate in this grant, at an average cost of \$938 per student per year

South Orange County CCD DBA Saddleback College, CA

Saddleback College is a large, urban, public two-year community college located in southern Orange County, CA serving more than 25,000 students each semester. Over the last 30 years, demographics in Orange County have rapidly changed and have similarly affected Saddleback College's student population. Specifically, the percentage of Hispanic students has doubled from 13% in 2001 to 26% in 2018. This rapid change has given the college cause to re-examine how best to serve its students of differing ethnic and economic backgrounds and to ensure that all students receive a quality education and achieve their educational goals. This project will focus its efforts to serve the Hispanic and low-income student population. Goals: The goals identified for this project are informed by data and research and based upon a comprehensive analysis of the college's strengths and weaknesses. They reflect a realistic assessment of the current state of the college and the changes to the college culture and practices that must be embraced and implemented to affect change. Goal 1) Reduce or eliminate the achievement gap by expanding access to student support in all learning environments: online, face to face, and hybrid. Goal 2) Provide comprehensive and equity-minded math and English support to increase the number of students who complete transfer level math and English within their first year. Goal 3) Address issues of equity in 'System Navigation'. Provide clear and accessible enrollment and program maps to all incoming students to help them achieve their completion goals in the shortest possible time. Goal 4) Integrate Instruction and Student Support Services across and within each academic pathway to help students stay on the path to completion. Goal 5) Expand knowledge of and access to financial aid resources, including FAFSA completion and financial literacy. Goal 6) Support technology that proves effective in improving student outcomes. These six project goals all support Saddleback's overarching vision to utilize the Title V grant opportunity to assist in transforming the college's current operational structure to fully implementing Completion by Design through the Guided Pathways model. Competitive Preference Priorities (CPP): CPP 1 will be addressed by: inclusion of career guidance focus on the pathway completion teams; expansion of Federal Work Study opportunities to off-campus employers and expansion of the college's STEM Core program. CPP 2 will be addressed through inclusion of CashCourse in all Counseling 100 courses; expanded financial literacy and FAFSA workshops on campus and off for students and parents of incoming students provided in English and Spanish. Expected Outcomes and Contributions to Practice: The activities implemented during the project are expected to increase Hispanic and low-income student enrollments and eliminate outcomes disparities between Hispanic/low-income students and other student populations. College leadership believes that best practices developed through this project can be implemented at other colleges across the country to help better serve Hispanic and low-income students. Funding Requested: \$3,000,000

Peralta Community College District - Berkeley City College, CA

CONOCIMIENTO LOS CAMINOS, CLC @BERKELEY CITY COLLEGE

Our nation's economic and social success rests on the level of skills and knowledge attained by Hispanics, now the nation's largest minority population. Education is indisputably the key. Hispanic Serving Institutions are at the forefront of efforts to increase access and success among Hispanics pursuing a college education. The Title V legislation is ideally designed to launch Berkeley City College, an emerging HSI, along a trajectory to becoming a true Hispanic SERVING Institution. This Title V Project, ***Conocimiento Los Caminos (CLC)***, will greatly enable Berkeley City College (BCC) to expand and enhance the support it provides to its underprepared, socio-economically disadvantaged, Hispanic and low-income students. The Project enables us to implement best practices, services and mechanisms to address the challenges BCC is facing as it navigates the complexities of student success as an emerging Hispanic Serving Institution. BCC has recently realized the threshold for designation as Hispanic-Serving. Its largely first-time college student population is notably diverse, socioeconomically disadvantaged, and academically underprepared.

BCC - an HSI, AANAPISI and MSI - has adopted four goals for ***CLC***: 1) Increase Hispanic and low-income retention and graduation by 1) implementing Guided Pathways that includes the establishment of meta-majors, elimination of remedial Math and English course patterns, implementation of transfer level Math and English courses with embedded support, and clear pathways to careers and further education.; 2) Increase Hispanic and low-income retention rates through enhanced support and advising systems, and intervening when students are off track.; 3) Help students transition from postsecondary education into careers.; 4) Provide continuous professional development for all personnel associated with the college by offering a year-round calendar of training activities, including using student success data and the adoption of new learning systems and methods to improve student learning and student services outcomes. *The CLC Project directly addresses Competitive Preference Priorities 1 and 2, Workforce Readiness and Financial Literacy.*

The fundamental elements of reform proposed by ***CLC*** require **\$2,997,009** in Title V funding over the next five years. This investment puts in place key mechanisms for greater student success: 1) Career-aligned guided pathways; 2) Meta Majors; 3) Co-requisite course structures; 4) Case Management advising; 5) Professional Development; and 6) Internships; and 7) Financial Literacy. Project outcomes include: 1) Increase the retention rate of Hispanic and low income students; 2) Increase the graduation rate of Hispanic and low-income students; 3) Increase the job readiness of Hispanic and low-income students; and 6) provide pedagogy focused professional development activities to faculty and staff.

Atlantic University College (AUC) had a total undergraduate enrollment for 2018-2019 of 1,581 (100% Hispanic). AUC proposes an **Individual Development Grant** to improve the academic attainment of Hispanic students and other low-income individuals. The proposed Project addresses **Competitive Preference Priorities (CPP) 1** (Fostering affordable paths to obtaining knowledge and skills by integrating in-demand soft skills required by industry and employers to the curriculum), and **CPP 2** (Fostering knowledge and promoting the development of skills that prepare students to be informed, thoughtful and productive individuals and citizens by integrating financial literacy across the curriculum). In addition, the Activity has been designed to strengthen the academic programs, increase students' services, and enhance Campus physical facilities and technological infrastructure; thus, improving the teaching and learning environment. The proposed activity "***Transforming the University Environment to Promote Academic Excellence and Student Success***" intends to: 1) Expand physical facilities to established a One-Stop Service Center and renovate three technology-based classrooms to support academic programs, faculty and students; 2) Strengthening of academic and student support services by providing tutoring services for at-risk students juniors and seniors; 3) Improve curricula to strengthen students' knowledge and skills competencies required for in-demand industries (CPP1); 4) Provision of faculty professional development opportunities for improvement of curriculum; 5) Introduce effective teaching techniques in the core and second level curriculum to improve student outcomes; and 6) Integration of Financial Literacy Across the Curriculum (CPP2). These strategies will bolster students' academic outcomes, improve recruitment, retention, and graduation rates, reduce the number of withdrawals per course, foster students' better grades, and increase student satisfaction. The Project is central to AUC's Comprehensive Development Plan to improve the teaching and learning process of Hispanic students and low-income individuals who comprise 96% of the student population at the University and the service area.

Performance measures will include, but not be limited to (1) increasing AUC's physical and technological infrastructure capacity, (2) training faculty in interdisciplinary curriculum, financial literacy and soft skill teaching, learning and assessment; (3) Integrating of Financial Literacy strategies across the curriculum, (4) establishing technology-based instructional labs to support academic programs. Sample of key measures: (a) renovation of AUC's Building E-5, and creation of three technology-based instructional labs supporting academic programs. (b) 100% of the faculty will have received training in interdisciplinary curriculum, planning, teaching, learning and academic assessment, (c) *improvement of 10% each year in soft skills and financial literacy skills and knowledge of students*; (d) reduce the attrition rate by at least 10% over the five year duration of the Program; and (e) decrease the number of withdrawal and failure rates in junior and senior courses by at least 5% each year. The Activity's budget dedicates: 18% for personnel and fringe benefits; 1% for consultants' compensation; 4% for supplies; 7% for equipment needed to improve the academic programs' technology-based laboratories; .01% for travel; and 56% for construction (expansion/renovation). Around 14% of the total funding request (\$3,000,000) will be assigned to the Project Management and Evaluation.

Allan Hancock Joint Community College District, CA

Allan Hancock College (AHC) is an accredited public two-year institution of higher education and a federally designated Hispanic-Serving Institution. AHC educates 11,241 credit students annually, 67.5% are Hispanic, and 48% are first generation college students, and 21% of AHC students live at or below poverty. AHC supports Hispanic and low-income students with a mission to provide a quality education, grow potential income levels, and deliver the only public postsecondary education opportunity within a 40-mile radius. Through the Title V proposal, AHC will become a stronger, more effective, hub of educational completion, financial knowledge, professional success, and best education practices through greater access to counselors, tutor, mentors, financial literacy resources, education to career mapping, and educational best practices through professional development networks.

The goals for the Title V project include:

- Improving completion rates, transfer, degrees, credentials, or specific professional skill sets for local employment.
- Decreasing the time to complete and number of units accumulated to obtain degrees, transfer, or professional skills and certifications.
- Providing financial literacy resources and propelling students from education into careers
- Infusing andragogy, cultural competence, and a reflection of the student population within classroom experiences.

This proposal addresses Competitive Preference Priority 1, fostering flexible and affordable career paths, and Competitive Priority 2, providing financial literacy workshops, training, and resources. Our project design is based on student-centered actions that help the college bend to become more student-ready, and support students through equity-building practices.

Institutional Background: Waubonsee Community College (Waubonsee) is a learning-centered, open-enrollment, comprehensive community college providing transfer credit, career and technical preparatory education, and other educational services to the residents of District #516 in the state of Illinois. Illinois has the fifth highest Hispanic population in the nation. The 624 square-mile Waubonsee service area includes portions of five counties: Kane, Kendall, LaSalle, DeKalb and Will and serves over 22 municipalities. The current district population of 444,000 is expected to grow to more than 540,000 by the year 2030. More than 40% of Waubonsee's district is Hispanic or Latinx, Black or African American, Asian or other minorities.

Competitive Preference Priorities (CPP): Waubonsee will address CPP #1(b) by developing a team-based approach to work-based learning, coordinated through the project's Latinx Resource Center. Waubonsee will address CPP #2 by focusing on 1) increasing the quality of financial literacy education it provides to students and by 2) increasing the number of students who participate in financial literacy education.

Goals: Improving Student Success, Completion and Time to Degree. This Title V project will increase 1st fall to 2nd fall retention; 1st fall to 3rd fall retention; two-year degree completion within 150% of normal time; improve student financial literacy skills and knowledge, improve student work-based competencies, and improve faculty and staff cultural competency.

Key Outcomes: The project will 1) develop a comprehensive Latinx Resource Center to provide support and resources to traditional and nontraditional Latinx students, engage the Latinx community and increase awareness of Latinx culture, 2) provide ongoing programs, activities and training to Waubonsee stakeholders to increase cultural competency, 3) increase transition from high school to college through dedicated advisors in target schools and 4) increase participation in financial literacy education and work-based learning.

Contributions to Research, Policy and Practice: This project contributes to the body of research focusing on the efficacy of a Latinx Resource Center in improvement of Hispanic, low-income and underrepresented student success outcomes. The project will generate substantive feedback from Hispanic families and will increase understanding of the role Hispanic families play in fostering student success. The project adds to the body of knowledge supporting the use of What Works Clearinghouse-endorsed studies focusing on financial aid nudges (Castleman and Page, 2014), and the reduction of "summer melt" through the use of transition advisors to improve college preparation (Castleman, Page & Schooley, 2014).

Student Body Characteristics

Fall 2019 Headcount Enrollment: 17,444. **Ethnicity:** White-57.2%; Hispanic/Latinx-29.9%; Black or African American-8.0%; Asian-4.4%; American Indian or Alaska Native-0.4%; Native Hawaiian-0.1%.

Faculty Characteristics: Faculty to credit student ratio: 1:22. Full-time: 107; Part-time: 440.

Five-Year Project Budget: \$3,000,000.

University of New Mexico Los Alamos PASE Project

The University of New Mexico-Los Alamos (UNM-LA) is a two-year branch campus of the University of New Mexico that has long provided a solid educational foundation and career development opportunities to Hispanic and lower income students as a Hispanic Serving Institution (HSI). Roughly 70 percent of UNM-LA students enter the College academically underprepared for college-level coursework. A large percentage of students (59 percent) are from racial/ethnic groups that are underrepresented in higher education and there are significant achievement inequities between students from these groups (Hispanic and Native American) compared to Caucasian students.

Based on a thorough analysis of institutional strengths, weaknesses, and problems, UNM-LA is proposing a comprehensive project, using the Guided Pathways¹ approach, to resolve its key challenges.

UNM-LA Pathways to Academic Success and Excellence for Hispanic and Low-income Students (PASE) consists of four interrelated components designed to build our capacity to help our Hispanic and low-income students succeed: 1) Clarify and strengthen guided pathways to academic and career success; 2) Enhance student support services to help students identify pathways and stay on track; 3) Increase faculty and staff professional development to better support our Hispanic and low-income students; and 4) Improve our fiscal stability in order to strengthen and create academic and career opportunities for our campus community.

Key measures of success will be to: 1) increase the number of degree-seeking Hispanic and low-income students enrolling from -2% to 25%; 2) will increase the rate of Hispanic students initially placed in developmental math, succeeding in college level-math within their first year from 70% to 80%; 3) increase the fall-to-fall retention rate of part-time, degree-seeking Hispanic students from 25% to 40%; d) increase the graduation rate of Hispanic students from 26% to 35%; 4) a. increase the percentage of faculty and staff participating in culturally responsive professional development activities from 0% to 50%; and b. increase the percentage of faculty revising curricular or instructional practices based on the professional learning or related tools they receive from 0% to 35%; and f) increase our endowment from \$500,000 to \$1,000,000, matching Title V endowment contributions.

Broader Impacts. This project addresses broad issues of developing a competitive workforce, the impact of internships, research projects, and hands-on learning activities on student outcomes, the efficacy of financial literacy education on ameliorating student debt, and the feasibility of implementing Guided Pathways. The programs and resources developed will be disseminated through our website, conferences such as the Hispanic Association of Colleges and Universities Conference, and additional workshops.

PASE will significantly strengthen UNM-LA, and inspire and motivate Hispanic, low-income, and under-prepared students to explore and complete degrees and certificate programs that lead to well-paying careers which will have a positive impact on our community, region, and beyond.

The Regents of the University of California, Santa Barbara

Project Title: ÉXITO: Educational eXcellence and Inclusion Training Opportunities

The University of California Santa Barbara, is a public, Hispanic-Serving, 4-year degree granting institution that serves over 26,000 students. The service area includes large Hispanic populations and UCSB's student demographics reflect this with a 29% Hispanic population, 70% of students receiving financial aid, and 40% first-generation. To meet the unique needs of UCSB's increasingly diverse and high need students, UCSB proposes ÉXITO: Educational eXcellence and Inclusion Training Opportunities, a Title V activity that will help eliminate several interrelated challenges and significant problems, including lower GPA and completion rates for Latino and underrepresented minority (URM) students; lower rates of these students progressing to graduate and professional school; weak linkages between UCSB's undergraduate programs and post-baccalaureate opportunities at UCSB, especially the Teacher Education Program; few professional development opportunities for graduate and professional students to become proficient in inclusive education theories and practices; and dwindling state funding for higher education that has reduced financial aid for graduate students, particularly those in Master's level professional programs. These problems were identified through a self study and a review of several related documents. They will be addressed through new support activities that will enable UCSB to increase services to high-need students. The project will produce clear outcomes, addressed through three goal components:

Component 1: Undergraduate Paths to Teaching Careers;

Component 2: Enhancing UCSB's Teacher Education Program; and

Component 3: Preparing Students for Employment in In-demand Occupations.

Outcomes and Contributions: The proposed Title V project will result in improved GPA, completion, and entry into graduate and professional schools for UCSB undergraduates; improved articulation between undergraduate and graduate programs; and expanded curricular and professional development opportunities for graduate and professional students, and faculty.

Amount requested: The total request for this project is \$3,000,000 over five years. Because this project relies heavily on direct services to students, this total represents approximately 68% invested in salaries and fringe benefits; 2% for supplies; 2% for contractual; 1% for construction; 4% for travel; and 23% for other expenses, which includes 20% for endowment.

Program Management and Evaluation: UCSB is requesting \$803,720 over five years to support the program management dimension of the project. This represents just over 27% of the full project request and includes \$505,198 for a .35 Project Director (salary and fringe); \$223,504 (salary and fringe) for an internal evaluator; and \$75,000 for an external evaluator.

Gavilan College is a mid-sized community college located in the city of Gilroy in the semi-rural area south of San Jose, California. We are a proud Hispanic-Serving Institution with 60% Hispanics students. We will address the problems outlined in the CDP with one Activity comprised of three major strategies

| Overarching Goals | 5-Year Project Objectives |
|--|---|
| <ol style="list-style-type: none"> Academic Programs: Reinvigorate the Gavilan student experience by making <i>career</i> central, not peripheral, to the academic experience. Institutional Management: Develop an innovative coordinated care approach customized to the strengths and needs of Hispanic students that fosters a college culture of inclusion, engagement and excellence through improved communication, coordination and collaboration, and makes equity a top priority. Fiscal Stability: Increase student outcomes and close equity gaps to ensure alignment with state-mandated performance-based funding focused on student equity and student success. | <p>Major Title V Project Objectives. By September 30, 2025, Gavilan College will:</p> <ol style="list-style-type: none"> Access. Increase proportion of students completing the following critical onboarding milestones by 10% over the 2018-19 baselines: <ol style="list-style-type: none"> FAFSA or CA Dream Apps New Student Orientation Student Education Plan (SEP) Pilot <i>College 1</i> to 500 students and scale up to 700 students. Gateway Course Success. Increase the number of students completing the key gateway courses by 20% over the 2018-19 baselines: <ol style="list-style-type: none"> First transfer-level English First transfer-level Math Persistence. Increase the one-year persistence of first-time students by 8% over 2018-19 baseline. Excess Units. Decrease the number of excess units at completion or transfer by 12 units compared to the 2018-19 baseline. Completion Rate. Increase the degree and certificate completion or transfer rate by 5% over 2018-19 baseline. Diversity Training & Hiring. Increase the number of faculty and staff that receive Equity-Minded training and professional development. Increase the proportion of full-time, tenure track Hispanic faculty by 10% over the 2018-19 baseline. |
| One Activity with Three Strategies | |
| <ol style="list-style-type: none"> Beyond Financial Aid – Making transparent the connection between academic planning, financial literacy and aid, and career planning. Beyond Pathways - Adapting Guided Pathways practices and the network of care to the strengths and needs of Hispanic students Beyond Rhetoric - Drive a college culture shift to embrace the identity of a <i>Hispanic-Serving</i> Institution | |
| <p>This Activity addresses Title V Competitive Preference Priority 1 & 2: This project will expand work-based learning experiences and support students' personal financial literacy through an evidence-based holistic approach addressing the entire student experience.</p> | |

Porterville College, a college in the Kern Community College District, is a two-year public college located in Tulare County, California, serving an educationally disadvantaged population. Porterville is approved as an Eligible Institution under Title III and Title V programs of the Higher Education Act. With an open admission policy, PC is committed to providing excellent educational opportunities and is recognized as a Hispanic-Serving Institution (HSI) program. The College provides academic services to 4,134 students, 3,377 of which are minority students (81.7%), first generation (60.9%), and Hispanic/Latino make up 73.6% of the student body. The needs in the county are great as the median household income is \$23,362 less than the average in California, the area is economically depressed ranking 150 out of 150 metropolitan service areas, and only 11% of Porterville residents should at least a bachelor's degree. Additionally, the need for teachers in the service area is reaching a crisis level.

PC proposes a five-year Title V project to catalyze efforts to address regional inequities in educational attainment, meet regional workforce demands, and increase the number of Hispanic graduates prepared to enter professional careers. Activity objectives are based on the following key Title V goals established for this project: Goal (1) Improve Hispanic student enrollment and transition to career or university; (2) Increase academic success through use of predictive analytics; (3) Strengthen institutional capacity to enhance the skills and abilities of faculty and staff to better serve and instruct Hispanic and underprepared students; and (4) Improve existing space to meet the needs of STEM students.

The Title V Project addresses the Competitive Preference Priority 1: Fostering Flexible and Affordable Paths To Obtaining Knowledge and Skills by providing work-based learning experiences (such as internships, apprenticeships, and fellowships) that align with in-demand industry sectors or occupations and create opportunities for students to obtain recognized postsecondary credentials in science, technology, engineering, mathematics, or computer science. Competitive Preference Priority 2—Fostering Knowledge and Promoting the Development of Skills That Prepare Students To Be Informed, Thoughtful, and Productive Individuals and Citizens through instruction in personal financial literacy

The amount requested is \$1,917,980 over five years.

Sul Ross State University (SRSU) is committed to implementing an enhanced student advising and onboarding experience that is the focus of the Title V Proposed Project – *Explorando Nuevas Fronteras - The Frontier Student Experience*. SRSU, part of the Texas State University System, has a main campus in Alpine, Texas and three satellite campuses spread across 900 miles of the west Texas/Mexico Border that educate transfer students primarily from rural Hispanic serving community colleges. SRSU serves more than 2,700 college students, many of whom are Hispanic, low-income, and first-generation college students.

Planning for the proposed Title V initiative was institution-wide including administrators, faculty, staff and students and builds upon other comprehensive planning efforts to improve student and overall university and student success. In 2017, SRSU underwent a comprehensive strategic and integrative planning process to identify key areas for programmatic and administrative improvement resulting in *Strategies for the Second Century*. In its second year, this institutional strategic plan serves as a guidepost for SRSU and laid the foundation for this Title V request.

The project will achieve two ultimate goals. **Goal 1: Maximize Retention** strategies include: improved student orientation, Frontier Student Experience engagement opportunities for students in sophomore through senior years, improved academic advising program to ensure course selection efficiency, deploying college-level professional advisors, and implementing writing centers in the satellite campuses to build skills necessary to succeed in writing-intensive upper level coursework. **Goal 2: Advance Faculty Development** focuses on faculty professional development to support strategies to improve the success of Hispanic and other underrepresented students. **Measurable Outcomes** to be achieved include: 12% increases in retention by 2025 and 80% participation faculty professional development representing 100% of academic colleges. An external evaluation model is proposed to document product and processes and allow for continuous project improvement. Additionally, the project will address **both CPP-1 and CPP-2**, providing training and programming intended to ensure student learning outcomes align with skills required for employment in in-demand industries and that students have access to comprehensive financial literacy programs.

The budget requested (**\$2,883,386**) reflects reasonable and justified expenses to achieve these objectives. The personnel category is the largest (54%) and includes a project director, a director for the Frontier Student Experience program, a faculty development director, data tracking specialist, three professional advisors, and six peer tutors and three graduate assistants for the writing center activity. A small travel budget (2.9%) is included as well as a budget for equipment (11.4%), which includes funds to purchase an online financial literacy program for students and supplies (2.6%). The contractual budget (3.6%) includes external evaluation and a faculty development consultant to help establish Faculty Development Center programming. Construction costs (4.7%) include necessary renovations to create the Faculty Development Center as well as teleconferencing capabilities to ensure access for faculty teaching at satellite campuses. The budget also includes funding to provide off-site professional development training to faculty members, located in the “other” category of the budget and comprising 6.5% of total costs.

Los Angeles Mission College is a two-year public California community college located in Los Angeles County and is part of the Los Angeles Community College District.

Title V project title: **Education Career Pathway**

To improve the transfer rate of future teachers completing their lower-division coursework (the majority of whom are Hispanic students) by (1) Strengthening the Education Career Pathway; (2) Enhance Faculty Support for Future Teachers; (3) Focus on Future STEM Teachers. Sample of key strategies include: specialized counseling, a teacher resource room, peer mentoring, teacher credential articulation agreements and exam preparation; faculty support by developing “Apple” course sections for future teachers, facilitating fieldwork experience, infusing instructional technology pedagogy; and establishing a summer bridge for future STEM teachers.

Sample key outcomes include: 1) increase the number of students who complete the Teacher Education Program; 2) increase the number of students completing structured fieldwork; 3) increase articulation agreements with four-year universities; 4) increase the number of pathway students who transfer to four-year universities; 5) increase the number of faculty who participate in professional development; and 6) increase the number of students who declare STEM teaching.

The Academic and Industry Readiness in Engineering and Sciences (AIRES) project will provide resources and program innovation to Texas A&M International University (TAMIU), a Hispanic Serving Institution with a 94% Hispanic and 79% low-income student population. The proposed Title V initiative will increase the number and quality of academic-and career-ready Hispanic Stem students who, subsequently, will graduate in a timely manner ready to enter the U.S. STEM workforce. An overall component of TAMIU Aires will be the long-term data-collection of upper-level undergraduate STEM student retention and graduation rates and career placement to better inform program development and improved academic and career support services for students. Within this framework are other specific activities for the TAMIU AIRES project that seek to improve retention, graduation, and career placement's include:

- Enhancing upper-level STEM academic support via specialized tutoring, supplemental instruction, and proactive academic advising.
- Enhancing current STEM programs with academically accredited work-based learning opportunities such as industry-/business-based STEM internships and a new STEM incubator ship with local/regional employers.
- Providing financial literacy/self-responsibility seminars and IRS Tax Preparer Certification
- Providing job-networking opportunities via national/regional STEM conferences.
- Hosting collective career-readiness workshops and one-on-one sessions.
- Providing professional development opportunities for students, faculty, and staff.
- Creating an endowment of \$180,000 to support an undergraduate scholarship program.

Competitive Preference Priority 1: The TAMIU AIRES project will meet this priority by enhancing current STEM curricula with new work-based learning opportunities aligned with in-demand industries and/or occupations. Specifically, TAMIU AIRES will engage local/regional employers to improve current STEM curricula through enhanced internships and new incubatorships. This will foster students who will meet current workforce demands and develop their knowledge, skills, and experiences.

Competitive Preference Priority 2: The TAMIU AIRES project will meet this priority by offering free financial literacy/self-responsibility seminars and IRS Tax Preparer Certification courses for all TAMIU students. In addition, a free Business Management Certification program will be offered to select students. Altogether, TAMIU AIRES will provide knowledge on personal finances, loan repayments, credit card, debit, and investments. The impact of this program will be a gamechanger for future STEM undergraduates. TAMIU AIRES will dedicate much needed attention and resources to develop generations of academically proficient and career-ready STEM graduates. In this way, TAMIU will aspire to meet both the national call to increase STEM graduates and serve our socioeconomically disadvantaged Hispanic population.

Clovis Community College (CCC) is a fully accredited two-year public college in California's agricultural Central Valley, situated between Fresno County's two largest cities, Fresno and Clovis. The college is a Hispanic Serving Institution enrolling more than 8,500 students a semester, with 43% of those are Hispanic and 66% are low-income. CCC's service area faces high rates of unemployment and poverty, and low levels of educational attainment especially for minoritized students entering STEM fields of study. Based on these needs, CCC requests a grant from the U.S. Department of Education to implement its Providing Opportunities Designed to Educate and Recognize student success program (\$3,000,000 over five years). Clovis Community College proposes guided pathways approach to support STEM academic success for its students. This includes outreach, alignment, instructions/student support structures, and industry connections focused on providing culturally inclusive and innovative educational pathways to STEM careers. The PODER project has one central goal and three (3) supporting components that guide the implementation of the proposed activities to meet grant objectives. All components integrate activities related to Competitive Preference Priorities #1 & #2. **PROJECT GOAL:** PODER's goal is to increase the number of Hispanic (and low-income) students in the Central Valley who have access to and complete degrees or certificates in STEM disciplines through guided pathways and partnerships to support increased transfer into 4-year university STEM programs. Activities will also allow participants to gain valuable work-based learning experience. Project objectives include: 1) increase Hispanic STEM major enrollment to at least 45% of STEM majors, 2) increase STEM course success of Hispanic and low-income students to 71%; 3) lower the rates of Hispanic and low-income STEM students failing to meet 'academic progress' standards (which effects financial aid); 4) increase STEM degrees/certificates conferred to Hispanic and low-income students by 20%; and; 5) increase the three-year cohort transfer-readiness of Hispanic and low-income STEM students to 25%.

- Component One: Outreach and Bridging Strategies to Increase STEM Enrollments to increase access and enrollment of Hispanic and/or low-income students through a partnership with employers, local K-12 districts, and four-year university partners.
- Component Two: Strategies to Increase Course Success and STEM Program Completion to improve collaborative instructional and student services support through a Community of Practice, data analysis, active learning strategies, culturally responsive pedagogy, and ongoing classroom teaching innovation.
- Component Three: Professional Development and Sustainability Strategies to improve classroom instructional services to minoritized populations and enhance student support system, supported Professional Development activities will lead to sustainable outcomes that will drive long term and ongoing innovation at CCC.

Pacific Oaks College (PO), located in Pasadena with a campus in San Jose California, is a private, non-profit, Hispanic-serving, degree-granting institution that serves approximately 1,200 students. The region served by PO has a Hispanic population of approximately 32.6%, far above the U.S. average of 17.1%. PO offers undergraduate degrees in early childhood education, psychology, human development, advocacy & social justice, and a teacher credentialing & education degree programs. PO is growing its undergraduate numbers but does not have sufficient support in place to assist these students. This Title V project, the Latinx+ Student Success Initiative, will focus on developing programs to directly serve this population. The Latinx+ Student Success Initiative is designed to help eliminate many challenges identified at PO including the lack of a centralized center to serve undergraduate students; few outreach opportunities; limited support for online students; and few professional development opportunities. These issues – identified through a self-study and through a review of several related documents – will be addressed through the development of activities that will enable PO to increase the services provided to students. This will be through five project components:

- Component 1: Development of a Latinx+ Student Success Center;
- Component 2: Outreach;
- Component 3: Improve Professional Development Opportunities;
- Component 4: Data Analysis; and
- Component 5: Endowment.

Amount requested: The total request for this project is \$2,520,911 over five years. This represents approximately 57% invested in salaries and fringe benefits; 10% for equipment and supplies; 10% for contractual; 5% for construction; 4% for travel; and 14% for other expenses.

Program Management and Evaluation: PO is requesting \$680,462.50 over five years to support the program management dimension of the project. This represents just over 25% of the full project request and includes \$630,462.50 for a full-time Project Director (salary and fringe). The budget also contains a \$50,000 line item request for an outside evaluation component.

PROJECT ABSTRACT: Pathways Accelerating STEM Success

Located in an area with high poverty and low educational attainment, College of the Mainland (COM) is a two-year public institution in the suburban/rural region between Houston and Galveston, Texas that serves 4,687 students pursuing certificates, associate degrees, and transfer credits. Approximately 31% of these students are Hispanic.

Pathways Accelerating STEM Success is a comprehensive, cost-effective plan to deliver high-level STEM learning environments and address the growing demand for STEM jobs in the region through two primary goals: **Goal 1:** Improve STEM Learning Experiences and **Goal 2:** Improve STEM Student Support Services.

Research-Based Strategies: COM's Title V Program is supported by promising evidence that indicates the following best practices to help improve retention and graduation rates among Hispanic and low-income students: 1) developing new and transferrable STEM programs, 2) modernizing and expanding STEM infrastructure with new laboratory equipment, 3) expanding STEM hybrid learning options, 4) developing new articulation agreements, 5) broadening STEM tutoring services, 6) increasing STEM career and experiential learning support, 7) offering a STEM contextualized summer bridge program, and 8) expanding financial literacy program to reach more students.

Funding for these strategies is needed to improve instructional support and academic attainment for Hispanic and low-income students. Five objectives will be tracked and measured annually:

Objective 1.1: The number of declared Hispanic STEM majors will increase by three (3) percentage points annually, from 343 to 398; **Objective 1.2:** Full-time equivalent enrollment will increase by five (5) percentage points annually, from 3,091 to 3,945. **Objective 2.1:** Fall-to-fall retention rates for Hispanic students will increase by one (1) percentage point annually, from 64% to 69%. **Objective 2.2:** Three-year graduation rates for Hispanic students will increase by three (3) percentage points overall, from 32% to 35%. **Objective 2.3:** The number of students applying for financial aid will increase by one (1) percentage point annually, from 54% to 59%.

Competitive Preference Priority 1: COM will use *High-Skill, High-Growth Jobs Targeted by the Gulf Coast Workforce Board* as a platform for working with local employers to develop career-related internships for the college's four new engineering programs and other STEM majors.

Competitive Preference Priority 2: Building on resources from the **What Works Clearinghouse**, the *Pathways* project will address financial literacy by imbedding a Money Awareness Program into Psychology 1300 (a required class for all new students) and providing financial aid workshops through COM's existing College Connection and Dual Credit programs.

The University of Arizona (UA) is a comprehensive, Public Research 1 and the only land grant, four-year Hispanic Serving Institution (HSI) in Arizona. UA offers traditional on-campus undergraduate, masters, doctorates, and professional degrees. Located in Tucson, Arizona, the UA serves the state's southern regions as well as northern Mexico. There are several local high Hispanic- enrolling high schools, with Hispanic student populations ranging from 25% to 92%. UA seeks to expand high-quality dual enrollment offerings in pre-calculus as well as strengthen early college-going outreach activities, including fiscal wellness in these high schools.

The purpose of Project **Outreach FAMILIA** (*Forwarding Academic Mechanisms Integral to Learning In the Academy*), is to expand and enhance institutional capacity to increase the number of Hispanic and low-income students entering higher education and earning postsecondary degrees. Developing the "Los Gatos Hispanic Serving Pathway" will fulfill this purpose by (1) expanding quality dual enrollment precalculus mathematics courses and (2) creating an outreach program at participating high schools. By preparing Hispanic and minority students in pre-calculus, this project will increase the likelihood that students persist through STEM coursework in college and obtain a STEM degree¹. Outreach efforts will promote the skills that prepare students and their families to be well-informed college-bound knowledge including financial literacy required in planning. Through a tiered-mentorship approach, Graduate Fellows, mentored by UA Faculty Scholars, will in turn mentor Hispanic and low-income high school students.

Through strategic partnerships, we will collectively align efforts on a key aspect of our newly developed strategic plan that states, *Strengthen the impact and visibility of UA's commitment to equity and support of diverse communities and Institutionalize commitment to Hispanic advancement*. The University of Arizona will lead the change required to improve postsecondary degree attainment among Hispanic and low-income students by:

1. Increasing access to early college-going experiences;
2. Increasing student preparedness in mathematics;
3. Building outreach support structures that facilitate student success including financial literacy; and
4. Implementing Professional Development among high school partners to strengthen mathematics instruction and further the college-going culture.

Together, these strategic efforts will improve enrollment, retention, support, and graduation rates among Hispanics, the largest major ethnic group in Arizona's public K12 schools. Outreach FAMILIA will expand institutional capacity in outreach in diverse communities that emphasizes a strong mathematics foundation that expands opportunities of STEM and Computer Science degrees.

Outreach FAMILIA addresses both **Competitive Preference 1**: Expanding opportunities for students to obtain recognized postsecondary credentials in mathematics which increase the likelihood of persistence in STEM and Computer Science degrees and careers and **Competitive Preference 2**: Preparing students to be informed in personal financial literacy and wellness.

The total budget investment for Project Outreach FAMILIA is \$3,000,000 over five years.

P031S200100
Howard County Junior College District, TX

Howard County Junior College District (Howard College or HC) is applying for U.S. Department of Education Title V grant funding to implement a Guided Pathways program that will assist HC students with identifying career clusters in which they will take courses in an effort to get into and through college in a more timely manner. A total of \$3,000,000 is being requested (\$600,000 a year over five years) for this purpose.

Howard College, whose main campus is in Big Spring, Texas, is a two-year degree-granting institution with four campuses covering a 13-county region of Texas. HC had a Fall 2019 student population of 4,359. Close to half (49.6%) of these students are of Hispanic descent, 50.3% are Pell-eligible, and 73.2% qualify for financial aid. Associate degrees are offered in art, science, or an Associate of Arts degree in Teaching, as well as career and technical education and a health professions program. In all, there are over 45 areas of study available, as well as certificate programs under more than 30 headings. The proposed Title V project, Making Dreams REAL, will include four components: **Reach, Empower, Apply, and Launch**. Each aligns with proven pillars of successful Guided Pathways projects. The project is grounded in recent and relevant research and modeled on Pathways projects at other institutions that have successfully improved student outcomes. The objectives established for Making Dreams REAL are:

Objective 1: By Sept. 30, 2025, increase the number of students completing a degree program in 100% time (two years) by 10 percentage points.

Baseline: 9% **Goal:** 19%

Objective 2: By Sept. 30, 2025, improve the number of Hispanic and low-income students who graduate by 10 percentage points.

Baseline: 15% **Goal:** 25%

Objective 3: By Sept. 30, 2025, increase the transfer rate for Hispanic and low-income students by 5 percentage points.

Baseline: 18% **Goal:** 23%

Objective 4: By Sept. 30, 2025, provide grant-funded services to 4,550 students.

Baseline: 0 **Goal:** 4,550

The project will include a 50% time Project Director, as well as an external evaluator. The costs for these individuals will cover the management portion of the project (just over 8% of the total requested). Other costs include personnel and fringe benefits (33%); travel (4%); equipment (4%); supplies (9%); contractual (32%); construction (5%); and other (5%).

HC is responding for this project to both Competitive Preference Priority 1 and Competitive Preference Priority 2. The project includes strong elements of career exploration and financial literacy, both hallmarks of Guided Pathways.

Name of Institution: Chaffey Community College

Purpose: Application for Grants under the Developing Hispanic-Serving Institutions Program

CFDA Number: 84.031S

Activity: \$3,000,000 over five years: Engagement Strategies to Improve Progression and Transfer Readiness of Hispanic, Low-Income and High-Need Students.

Chaffey College is a large two-year, public institution located in the county of San Bernardino and city of Rancho Cucamonga, 40 miles east of Los Angeles, California. In the fall 2019 semester Chaffey College served 22,776 unduplicated students. Over 83% of the Chaffey College student population are students of color, including: 66.53% who are Hispanic; 7.10% who are African American; 7.05% who are Asian/Pacific Islander; and 2.94% who are multi-racial/ethnic. Approximately 66.5% percent of students actively enrolled at Chaffey College in the fall 2019 semester were identified as economically disadvantaged. Approximately 43.8% of Chaffey College students are first-generation college students, including approximately 19.1% of fall 2019 students who reported that one or both parents/guardians did not possess a high school diploma or equivalent.

The proposed Title V HSI project incorporates five primary activities including: 1) Dual Enrollment – Combining Financial Literacy and Quantitative Reasoning; 2) Distance Education– Creating a comprehensive digital ecosystem to support student academic performance and workplace readiness; 3) Work-Based Learning – Providing internships, apprenticeships and other work-based learning experiences that align with in-demand industry sectors and occupations; 4) General Education Reform – Clarifying completion pathways and integrating workforce skills preparation for all students; and 5) Professional Development – Facilitating professional learning opportunities and technical assistance to support effective implementation and institutional systemic change. Embedded within each of these primary activities is a series of subcomponents specifically designed to help meet instructional, programmatic and management weaknesses/challenges identified during the twelve-month districtwide planning process.

Additional student support elements include: Transfer planning and support will be provided through on-going awareness and support activities at the secondary school and UC/CSU levels and through the inclusion of a district funded Transfer Center Director. Chaffey will build upon existing Success/GPS Centers and other district departments to incorporate more robust student, faculty, first generation and familial interactions and services to help develop deeper community engagement and stronger student completion and transition support networks. All activities, events and workshops will focus on academic-related supports that encourage secondary students to develop the academic skills and the interest to pursue postsecondary education.

Title V funds will also be leveraged with district resources to offset costs associated with the acquisition of a new grants management system that will be used to help strengthen grant related funds management and funds will be earmarked to scale an existing Title V Endowment. Finally, ongoing Professional Learning Opportunities will be made available to secondary/postsecondary faculty and staff to support proposed strategies and an annual Regional Dual Enrollment Retreat that serves as a critical systems change component will be offered.

Big Bend Community College (BBCC) is a comprehensive public community college serving a large (4,601 sq. mile), rural district in central Washington State with a population noted for high poverty (13.2%, Hispanic is 45.9%) and low postsecondary education levels (16.9%, Hispanic is 5.2%). The Chronicle of Higher Education identified the region served by BBCC as an “educational desert” due to low levels of educational attainment and limited or no access to Bachelor’s degree education within 70 miles. Many area residents, including Hispanic, are place bound, especially those who are older, work full-time, care for dependents, and have close ties to their communities. Hispanic and other historically under-represented students do not transfer to universities at the same rate (26%) as Asian and white students (46%) at BBCC.

To expand educational opportunities in the region, BBCC proposes *Expanding Equitable Education (E3)*, a Title V project with two activities:

Activity 1: Infuse Equity in Academic Programs will implement a vibrant, in-demand, and self-sustaining Bachelor of Applied Science (BAS) program, including the development and revision of feeder courses, that is aligned with the skills and knowledge required for employment in local in-demand industry sectors (CPP 1). The program will position Hispanic and low-income students, particularly place bound and working adult students in the region, for managerial jobs.

Necessary to the success of the BAS program is the transforming power of relevant, iterative, and scalable faculty professional development. As faculty learn and apply concepts of instructional design and infusing equity principles into these design concepts, they will help Hispanic and historically under-represented groups to find meaningful connections to course content, other students, and program faculty, resulting in increased engagement and greater overall student success.

Activity 2: Improve Ability to Equitably Engage Diverse Stakeholders expands BBCC’s institutional capacity to provide relevant and timely student support services. The E3 project will invest in targeted staff professional development, specifically in the areas of leadership and equity. BBCC will also grow its institutional capacity by improving its ability to collect and display data through the creation of dynamic data dashboards and subscription to an assessment tool. Finally, the project will support improvements to the computer network infrastructure in primary buildings used for instruction and student support services. The necessary training in combination with data tools and robust computer network will give faculty and staff the tools to better meet the dynamic needs of our students, especially Hispanic and low-income students studying in the evening or online.

The grant project will support the development and delivery of student support services for evening and online students, including students in the BAS program. The support services will rely heavily on web-based delivery. One component of the student support services will be an online financial literacy training module that all new BBCC students will be required to complete (CPP 2).

BBCC will preserve learning from grant funded professional development through the creation of a new employee onboarding system. Topics will include orientation to BBCC, equity considerations for teaching and serving students, instructional design concepts, assessment of student learning, understanding data and dashboards, and leadership.

Dallas County Community College District-Eastfield College, TX

Eastfield College is a public, two-year degree-granting institution of the Dallas County Community College District (DCCCD). Eastfield College serves the northeast corridor of Dallas County, the second largest county and metropolitan area in the state, with access to high-quality academic programs in higher education. For over 40 years, the college has continually assessed the educational, cultural, and workforce demands of students, employers, and the community in order to provide the finest in educational services. In addition to its historic location since 1970, eight miles south a 40,000 square foot satellite campus (Eastfield College – Pleasant Grove Campus) opened in August of 2009 in the heart of a socially and economically depressed area. At the Pleasant Grove Campus, 65% of students are Hispanic. **Amid both locations, the institution enrolls over 16,000 students each semester of which 49% are Hispanic.** Designated a Minority Serving Institution (MSI), a Hispanic Serving Institution (HSI) and a “Military Friendly School”, Eastfield College has a history of developing educational opportunities for underrepresented populations.

Although over eighty percent (82%) of incoming students report their intent to complete an award during enrollment at the institution, **the rate of student completion for all awards (degree or certificate) is only 13%. More alarming, for students enrolled in developmental education courses, the rate of completion has been consistently lower from year-to-year with only seven percent (9.6%) completing a degree.** Over half (55%) of students enrolled in developmental coursework at the institution are Hispanic. Furthermore, over seventy percent (71%) of students reported worrying about or not knowing how they would pay for college the next semester. Despite the college’s efforts to foster retention by providing students’ access to additional resources, over 1,000 students applied for the general scholarships of which only eleven students and a total of \$1,200 were awarded. Additionally, **nearly half (46%) of the institution’s first year student population did not meet federal Student Academic Progress (SAP) requirements for financial aid eligibility** and were at-risk of losing their financial aid awards after only their first year.

With these factors in mind, the institution’s five-year plan and activities for the proposed Title V project are designed to accomplish goals and objectives leading to 1) Enhanced Student Learning in Academic Programs, 2) Enhanced Student Support Services and Resources Provided by the Institution, and 3) Enhanced Institutional Capacity to Reduce Students’ Financial and Other Obstacles in Degree Completion. The overarching purpose of **“Project Re-DIRECT: Re-Designing an Institution to Retain, Engage, Complete, and Transfer”**, is substantiated by the identified need to improve the institution’s limited academic infrastructure to one that is culturally responsive and actively engaged in multiple innovations designed to enhance student retention and success at the institution. Supported by a Theory of Change approach, the project will require the college to shift both its institutional culture and activities from placing the bulk of responsibility for student success on the student to a proactive guidance approach, engaging faculty and student while also integrating student services, such as career services through work-based learning opportunities as well as financial aid and financial literacy education into instruction and support services. Studies from the *What Works Clearinghouse (WWC)*, as well as other empirical research that support the rationale for activities, are appropriately aligned with the implementation strategy. To ensure successful implementation, **a project budget of \$2,974,792** to support faculty development, course re-design, equipment and other allowable costs will be administered in coordination with institutional resources, ensuring seamless integration of project initiatives into practice within the institution beyond the grant period.

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Texas A&M University-Corpus Christi
TITLE V ABSTRACT

Texas A&M University-Corpus Christi (TAMUCC) is an expanding regional university, committed to preparing students for the careers of today and tomorrow. TAMUCC is designated as a Hispanic Serving Institution (HSI) and a Minority Serving Institution (MSI). The current TAMUCC student undergraduate enrollment is 9,797 with a target population of 4,703 high-need Hispanic students.

This project for Developing Hispanic Serving Institutions Program is titled STEM Operation Success (SOS) and will identify, recruit, and prepare eligible science, technology, engineering, and math (STEM) high-need undergraduate students through component one the Collegiate STEM Institute (CSI) utilizing a proven bridge concept for academic support and personal financial literacy boot camps. Various high-impact practices will also be provided including sense of belonging activities and career development. These services will increase not only retention but will help students reach their future goals.

The second component will use a 1-day mini-boot camp and workshops in the community/university settings for the STEM student's Spanish speaking families to increase their financial literacy so they can better assist their students. This style of interaction will be very engaging and hands on to increase learning. This component will focus at the beginning on financial aid and student loan debt but progress through higher levels of financial success. All project participants and families will gain financial skills that can be utilized throughout life and will increase university persistence through graduation.

The third component will address embedding financial literacy into regular faculty courses. Faculty support this concept and are eager to develop an integrated financial literacy pathway that can be replicated. Component 3 will also upgrade computer labs and student spaces for the financial success modules.

Competitive Preference Priority 1 Initiative:

Career advising for STEM students and assessment through O*Net Interest Profiler online, Virtual Job Shadowing online program and internships for project participants will increase participants plan for graduation. These services will be provided during the CSI for a small cohort of special population Hispanic STEM students majoring in computer science.

<https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>

Competitive Preference Priority 2 Initiative:

Personal Financial Literacy Boot Camps provides personal financial literacy instruction for TAMUCC high-need students and families, connecting them with staff and community mentors. Participants will be taught how to optimally utilize an online platform called iGrad (<http://schools.igrad.com/>), which can be accessed through a variety of devices such as smart phones, tablets, laptop PCs, and desktop PCs. The iGrad platform provides users with personal financial literacy instruction tailored to their personal circumstances and predispositions, on a wide range of topics to help increase present and future financial success.

What Works Clearinghouse: Using Technology to Support Postsecondary Student Learning: A Practice Guide for College and University Administrators, Advisors, and Faculty (Dabbagh, et. al., 2019)

https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc-using-tech_postsecondarysummary.pdf

“Camino Conectado—Increasing Hispanic Student Access & Completion with a Regionally High-Demand, High-Wage Pathway to Health Science Careers”

Bakersfield College (BC) will employ the following three interconnected strategies to implement and scale the equity-minded interventions identified by Excelencia in Education as holding the most promise to increase attainment of Hispanic students, filling essential gaps to realize a seamless K-20 *Camino Conectado* to Health Sciences Careers (CCHSC) in regionally high-demand, high-wage careers in health sciences: **STRATEGY 1: CLARIFY & ENTER - Intersegmental Pathways** | Leverage intersegmental partnerships to ensure a seamless K-20 pathway to careers as packaged and communicated via sequenced first-time and transfer student program maps that provide program information, requirements, and expected outcomes aligned with workforce from entry to completion. 1.a: Early College Pathways; 1.b: Transfer Pathways; **STRATEGY 2: STAY & SUCCEED - Smart Supports** | Utilize culturally responsive, equity-minded cohort management strategies to actively case manage Hispanic and low-income students to utilize academic supports, improving persistence and timely completion with a focus on success in gateway math and English. 2.a: Completion Coaching Communities; 2.b. Strategic Nudging; 2.c: Equity-Mindedness; **STRATEGY 3: COMPLETE TO CAREER - Career-Focused** | Ensure students are equipped to make informed decisions about their educational and career pathways throughout and upon completion of their pathway, supported by experiential and work-based learning opportunities with support from faculty, staff, and students. 3.a: Peer Health Educator Internship Program; 3.b: Rural Health Advisory Board; 3.c: First Year Seminar.

Goals Related to Comprehensive Development Plan

- **Academic Programs:** Develop and scale regionally high-demand, high-wage pathways in health sciences with a commitment to equitable degree completion through a learner-centered and integrated model of instruction and support.
- **Institutional Management:** Leverage strong institutional leadership and regional intersegmental and industry partnerships to sustain and scale accessibility of academic pathways beginning in the 9th grade to the baccalaureate.
- **Fiscal Stability:** Increase student outcomes and close equity gaps to ensure alignment with state-mandated performance-based funding focused on student equity and student success.

5-Year Objectives to be accomplished by September 30, 2025 – BC will increase:

- First-time students who declare a program of study in Health Sciences by 20%
- First-time Hispanic full-time students who declare a program of study in Health Sciences by 20%
- Hispanic students participating in grant-funded student support programs or services by 60%
- Hispanic students who earn 12+ college credits between 9th-12th grade.
- Health Science meta-major student attempt in the first year of transfer-level math from 21% to 30% and English from 52% to 75%
- Health Science meta-major student completion in the first year of transfer-level math from 8.1% to 15% and English from 26.2% to 45%
- Persistence rate of first-time, incoming students from fall-to-spring from 72% to 75% and fall-to-fall from 51.5% to 54%
- The number of Hispanic students transferring to a 4-year institution for health sciences by 20%.
- Hispanic students who earn health sciences associate degrees by 20%
- Reduce average unit accumulation upon completion from 92 to 85

Project Addresses Competitive Preference Priorities (CPP) #1 & #2: CPP 1: Foster flexible and affordable paths to obtaining knowledge and skills by addressing gaps in the K-20 health sciences pipeline, offering high-quality work-based learning experiences, and improving feedback collection from

regional partners to inform program and support design. **CPP 2:** Support students' personal financial literacy through an evidence-based holistic approach addressing the entire student experience, utilizing the system of strategies above to actively connect students with these financial literacy services.

“El Faro: Shining a Beacon on Hispanic/Low-Income Students’ Career Services, Employer-Aligned Curricula and Financial Literacy”

Dominican University is a comprehensive, Catholic four-year liberal arts university located ten miles west of downtown Chicago, Illinois. We are a proud Hispanic-Serving Institution with **57.7%** Hispanics students (nearly **74%** of current freshman). We will address the problems outlined in the CDP with one comprehensive Activity in three major parts:

CDP Problems

Part 1-Related: Improve Student Outcomes:

1. Too few Hispanic/low-income freshmen return Year 2, earn 62 credit hours, or graduate in 4 years; **2.** Too many first-gen. freshmen w/unclear career goals /change majors; **3.** Low- income students work, no time for internships; **4.** fragmented career services compromise equitable access and support; **5.** We allow students to delay career decisions; waste student and DU resources; **6.** Low persistence reduces fiscal stability; **7.** Internships come too late; students need earlier workplace exposure; **8.** Management delayed career focus due to budget constraints; **9.** Too few bilingual services serve Spanish speakers: students & parents.

Part 2-Related: Align Learning Objectives

- Learning Objectives are misaligned with employer needs, skills and knowledge.
- Few faculty members understand how their courses can help students achieve employer- needed skills.

Part 3-Related: Increase Financial Literacy

1. Very few undergrads astutely manage debt
2. All students and parents need to manage loans and reduce debt

5-Year Project Objectives (w/ GPRA)

Objective 1: Improve Outcomes: **a.** Increase rate of Hispanic/ low-income students that return Year 2 to 88.4%; **b.** Increase rate Hispanic/low-income. students who earn 62 credit hours by Year 2to 42.1%. **c.** Increase rate Hispanic/low-income students who graduate in 4 years to 48.1%.; **d.** Increase the number of all students, Hisp, in particular, served by the grant; **e.** Eliminate equity gaps between Hisp. low-income and White low-income students, from current gaps; **f.** Increase % of Hispanic freshman cohorts who narrow career goals by end of Year 1.; **g.** Increase to 95% satisfaction of intervention cohorts w/ specified El Faro services (including Micro-Internships, **CPP1**); **h.** Increase % satisfaction of Hispanic/first-generation parents with bilingual workshops to 95%.

Objective 2: Align Learning Objectives. CPP1 Increase: **a.** # of faculty to 70 who align course objectives with employers’ needs; pilot them w/ students; **b.** faculty understanding of employers’ needs re: course objectives/student benefit; **c.** % satisfaction of students in pilots of aligned curriculum to 95%.

Objective 3: Increase Financial Literacy. CPP2 Increase **a.** # of attendees at Fin. Lit. wkshps. to 500; **b.** % satisfaction of Fin. Lit. workshop attendees to 95%; **c.** enrollment in required Fin. Lit. course to 50.

Our Three-Part Activity

Part 1: Improve Outcomes of Low Income/Hispanic Students. Develop comprehensive early career services and Job Shadowing (from *promising evidence* at Ball-State University) for 400 students. **CPP1**

Part 2: Align Learning Objectives with Employer Needs. 70 faculty align syllabi/curricula that include students' development of job skills and knowledge; faculty pilot test these with one course. **CPP1**

Part 3: Strengthen Financial Literacy. Develop/offer money management workshops for 500. **CPP2**

Over 97% of the budget is to train, advise or serve students directly.

TOTAL REQUEST for Five Years: \$ 3,000,000

Los Angeles City College

“Focus on Creative Technology” Title V Project

Los Angeles City College (LACC) is a public, two-year community college located in the creative heart of Los Angeles. LACC’s focus on traditional academic programs has resulted in low completion and retention rates, especially among Hispanic and low-income students. The *Theory of Change* embedded in this project is that poorly-prepared students will be motivated to persist and complete college if offered stimulating and engaging options that connect them directly to their career interests.

The *Focus on Creative Technology* project includes four strategies: (1) Dual Enrollment; (2) Center for Innovation & Technology; (3) Supplemental Instruction; and (4) Community Internships. The combined strategies will improve retention, persistence, attainment of certificates and degrees, and transfers. Institutional capacity building is outlined in measurable objectives included in the narrative, and in a Logic Model in the Evaluation section.

Dual Enrollment: To achieve a higher level of engagement among over 3,000 high school students enrolled in dual enrollment classes through LACC, the project will host classes for 500 students at various landmark sites throughout the City of Los Angeles, rather than at participating high schools. Each site will host courses related to students’ career interests, thereby increasing engagement and the proportion of students who enroll at LACC for further college study.

Center for Innovation & Technology (CIT): The CIT is planned as a gathering space where faculty, students, and the community will create and develop processes, projects, products, and new ideas using nontraditional, hands-on methods. The “makerspace” will be specifically designed to enhance learning and collaboration within the Arts and STEM subjects for low-achieving students. The space connects students with the creative community through a common space for team projects, opportunities for presentations, and a performance/projection space open to the school and community.

Supplemental Instruction (SI): Supplemental Instruction is a collaborative, student-led approach designed to boost student retention and successful completion. It has been shown to have positive impact on Hispanic student success. SI tends to attract participants of varied skill levels and motivates underprepared students to take advantage of the college’s academic and social resources.

Community Internships: In fall term of their second year, participants will attend workshops and are placed in unpaid general internships, including field-trips. In the next term, a series of professional seminars, combined with unpaid degree-related internships, will be offered. Workshops will continue and potential employers will come to the LACC campus to offer views on a wide variety of creative careers available throughout Los Angeles. In the final term of enrollment at LACC, 24 to 40 participants will participate in paid internships at worksites related to their majors.

Los Angeles City College respectfully requests a five-year grant, beginning on October 1, 2020, totaling \$2,991,602. The budget includes \$20,000 annually for an endowment that will be matched by the LACC Foundation, resulting in a \$200,000 total endowment to benefit future students. Focus on Creative Technology Project grant funds will be used to increase post-secondary success, completion, and transfer rates for high-risk Hispanic and low-income students, and to increase LACC’s capacity to serve these students.

Project Abstract, University of La Verne

Project Title: *“La Verne Experience Skills for Success — Holistic and High-Value Education for Hispanic Students’ College and Career Success”*

Target Area to be Served: Improving student outcomes for Hispanic and low-income students by developing equity minded student support services.

Goals: 1) Develop and implement a coordinated campus-wide *LVE S/S* initiative that reflects an institutional priority and commitment to equitable degree completion and college-to-career success through a learner-centered and integrated model of instruction and support. 2) ULV will become a Hispanic *succeeding* institution through data driven decision making and strategic alignment of curriculum and student support programming that eliminates barriers to success; 3) Increase student persistence, graduation and career placement outcomes and close equity gaps to ensure alignment with institutional commitment to inclusive excellence. Increased persistence and graduation rates will lead to increased revenue for the institution that will solidify the fiscal stability.

Objectives: By Sept. 30, 2021 the project will: 1) Access. Increase proportion of students completing the following critical onboarding milestones by 10% (based on 2017-18 baselines): Financial Aid Application; Orientation; Student Educational Plan; 2) Persistence. Increase fall year 1 to fall year 3 persistence rate for first-time Hispanic students by 5%; 3) Completion. Increase the 4-year completion rate for Hispanic students by 4%; 4) Career placement rates. Increase the proportion of completers (non-CBPM) successfully obtaining a job within 6 months of graduation by 10%; 5) Financial Literacy. Decrease the number of students with a financial registration hold by 5%.

Strategies: 1: **Access**. Implement early programming to increase 4-year college access for Hispanic and low-income students and financial literacy for students and their families, empowering students to make skillful choices and to take control of their financial lives. 2: **Persistence and Completion**. Make completion central by designing the *LVE S/S* to integrate curricular and co-curricular programming that supports students in developing the tools for college-to-career and financial success in a way that is responsive to their strengths and needs, placing them on a clear and seamless trajectory toward achieving their goals. 3: **Career Outcomes**. Leverage students from meaningful degree programs into early career success, by utilizing internships, on-campus work-based programs, and community services experiences to prepare them for life after ULV.

Competitive Preference Priority 1: Support students’ college-to-career success through an evidence-based holistic approach that increases student placement within internships within California’s in-demand fields (e.g., healthcare, STEM, teacher preparation). Provide on-going and research-based support for students through:

- Summer Bridge, curricular and co-curricular programming
- Faculty mentorship

Competitive Preference Priority 2: Support students’ personal financial literacy through an evidence-based holistic approach addressing the entire student experience, utilizing the system of strategies above to actively connect students with these financial literacy services.

1. Provide workshops on budget planning, saving, and goal setting through Summer Bridge, curricular and co-curricular programming
2. Provide information exploring the relationship between major, career, and earning potential

Located in historic and scenic Hudson Valley, Rockland Community College (RCC) is 25 miles northwest of New York City. RCC is the only public institution of higher education in Rockland County and has served as an educational resource for Rockland since 1959. In addition to a main campus in Suffern, RCC operates an extension in Haverstraw, the Herbert Kurz Automotive Technology Center in Orangeburg, and the Hospitality and Culinary Arts Center in Nyack, making RCC education accessible throughout the county. RCC functions under the auspices of the State University of New York (SUNY) and is sponsored by Rockland County. RCC proposes Real World Ready! Strengthening Career Pathways to Empower Workforce Ready Students, an initiative designed to align with SUNY and the institution's transition to a Guided Pathways approach that closes gaps relative to workforce development. Workforce programs such as Technology Education, Hospitality/Culinary Arts, Health Education (Addictions Management), Graphic Design (Animation and Visual Communications concentrations), Automotive Technology, and Cyber Security will be targeted with embedded career pathways, intentional connections to workforce partners, and high impact practices demonstrated to improve student outcomes both academically and in the workforce. RCC proposes to achieve the following four goals.

1. PROMOTE a dynamic learning environment that champions innovation, infuses best practices, incorporates academic technology, and supports students toward goal attainment.
2. FORMULATE organizational systems, structures, policies, and procedures that emphasize collaboration, inclusion, shared responsibility, civility, and diversity.
3. EMBARK on major infrastructure improvements that use sustainable practices to modernize facilities, integrate advanced technologies, improve access and campus safety, and create engaged learning spaces.
4. BROADEN the region's educational and cultural development and growth through comprehensive programming, marketing and fundraising strategies. Real World Ready! is comprised of four interrelated components: 1. Establish career pathways and workforce development infrastructure; 2. Link workforce development programs and student supports; 3. Provide for technology infrastructure; and 4. Provide faculty and staff development to support effective transition to the guided pathway model for targeted workforce programs. A President's Society provides financial support to students enrolled in workforce development guided career pathway programs to encourage academic excellence.

Key project outcomes include increases to enrollment and retention, as well as improvements in financial literacy through increasing use of the guided pathways approach, which features additional supportive services, career exploration and inventories, and expanded access to financial support and financial aid. Engagement and satisfaction metrics for key stakeholders, including faculty and staff, students, and business and industry partners guide the program to ensure success and contribute to sustainability of successful program components. Responses to Competitive Preference Priorities 1 and 2 demonstrate how the project aligns to these considerations.

Texas Tech University Health Sciences Center at El Paso, TX***Texas Tech University Health Sciences Center at El Paso***

As the only Hispanic Serving Health-Related Institution (HSI-HRI) on the U.S.–Mexico border, Texas Tech University Health Sciences Center at El Paso (TTUHSCEP) is committed to providing excellence in health care education and access to quality health care to the people of El Paso, West Texas and the border regions. These regions, which are designated health care shortage areas due to the lack of health care providers, face many challenges, including geographic isolation, high poverty, language barriers, health disparities affecting the majority Hispanic population, and lack of Hispanics in health care professions. *Puentes Hacia El Exito* or *Bridges Toward Success* (hereafter *Puentes*) was designed to address the critical shortage of nurses - projected to reach a deficit of 5,000 in West Texas by 2030 – and to meet the need for nurse educators and Hispanic nurses. *Puentes* proposes strategies to prepare students for in demand nursing occupations, producing bachelor and graduate-level licensed nurses, while expanding the qualified nursing faculty and increasing the diversity of the nursing workforce. Strategies include 1) curricular innovation to expand paths towards undergraduate and graduate nursing degree completion, 2) strengthening the student success infrastructure, 3) faculty development to increase graduate-prepared and culturally competent nursing instructors, and 4) early and enriched outreach activities. Professional success and graduate training will be enhanced with post-graduate certificate programs and by planning a doctorate in interdisciplinary health care and nursing. Embedded research will be utilizing nationally recognized Hispanic student success models. Research results will be disseminated through national conference presentations and publications, which will inform the literature on successful strategies for nursing education, as well as enrollment, transfer, and retention of Hispanic students.

Eastern New Mexico University-Roswell - Cultivating Success Initiative (CSI-Roswell)

This Title V Developing Hispanic Serving Institutions project, the *Cultivating Success Initiative (CSI-Roswell)*, represents a systemic and sustainable effort by Eastern New Mexico University-Roswell (ENMU-Roswell) to make dramatic improvements in student success outcomes, retention, graduation, and transfer for Hispanic and low-income students. *CSI-Roswell* responds directly to significant institutional challenges, such as large numbers of underprepared students that enter the Institution but don't complete, low-performing secondary schools in the region, and inadequate resources for professional development and diversity initiatives. This initiative will operate in conjunction with high-impact strategies for student success to enhance the Institution's capacity to serve all students better.

The *CSI-Roswell Project* will: (1) Implement the Guided Pathways model to increase the number of Hispanic and low-income students matriculating from area high schools to ENMU-R, completing a degree, transferring to a four-year university and entering into a career; (2) Accelerate progression through Guided Pathways by improving English and math pedagogy, and student supports; and (3) Strengthen Guided Pathways implementation through faculty and staff professional development, research on high impact practices, and evidence-based decisions.

The *CSI-Roswell Project* has the following crucial outcomes: *CSI-Roswell Project* will establish six Dual Enrollment Pathway agreements with service area high schools; 65% of the *CSIRoswell* students will pass their entry-level developmental math class; 65% of the *CSI-Roswell* students will pass their entry-level development English class; ENMU-R will articulate five new pathways with regional four-year institutions; the number of Hispanic and low-income students successfully transferred to baccalaureate programs will see a 61% increase; and 50 *CSI-Roswell Project* faculty and staff will participate in cohort-based and pedagogy-focused professional development activities.

The Project's overall five-year budget of **\$3,000,000** drives systemic reform and capacity building by investing in highly qualified staff in instructional infrastructure and professional development, thereby supporting a sustainable approach.

The CSI-Roswell Project addresses the **Competitive Preference Priorities 1 and 2** by developing systemic approaches to offering flexible and affordable paths to obtaining knowledge and skills, and creating a Culture of Financial Competence that prepares students to be informed, thoughtful, and productive individuals and citizens.

Inter American University of Puerto Rico Metropolitan Campus, Puerto Rico

Inter American University of Puerto Rico-Metropolitan Campus, Puerto Rico Inter American University of Puerto Rico (IAUPR) is a private, non-profit Hispanic-serving institution that serves diverse needs and interests of its students in the metropolitan area of San Juan. Total enrollment of the MC for 2019 Fall Term was 7,791 students. From the total, 69% were enrolled in associate or bachelor's degree programs while 31% were graduate students. Of the total of undergraduate students, 28.9% were first generation college students. The student body profile is composed of 80.2% enrolled in a full-time basis, 28.9% were first generation, young or returning to complete their degrees, and many who are working and studying at the same time.

Activity Title: Active Learning Center of Excellence (ALCE): Increasing Student Retention, Success and Graduation Rates for Hispanic Students in Puerto Rico

Through one well-planned activity, MC will address deficiencies in programs that have the greatest impact on the success of underprepared students. The institution proposes the development of a comprehensive **Active Learning Center of Excellence (ALCE)** that will be charged with coordinating the MC developmental program. In addition, the project proposes the improved articulation of agreements with feeder high schools in order to align their Math and English curriculum with college level coursework. Specific problems will be addressed systematically, using the following strategies: (1) developing outreach methods to better prepare high school graduates for college enrollment; (2) addressing identified problems with assessment and curriculum; (3) integrating more comprehensive and responsive student support services with instruction; and (4) implementing an adaptive learning software in developmental education (DE) that offers anytime-anywhere engagement. MC instructors will be engaged fully in developing learning outcomes, new and redesigned curriculum, alternative online and hybrid courses and validate assessments to improve the effectiveness of their courses with nontraditional underprepared students. Counselors will work with faculty in cross-functional teams to integrate support services and instruction following best practice. A comprehensive Internship program and a well-designed Financial Literacy program is proposed to decrease student loan debt and maximize financial benefits.

Measurable outcomes include: 1) Training 100% of faculty in learning outcomes, technology integration, and online teaching methods; 2) Increasing the success rates in DE courses by 10%; and 3) Increase enrollment rates of DE graduates to upper level courses to 70%. 4) Increase student participation in internship opportunities and experiences 5) Reduce student financial debt upon graduation.

For Competitive Preference Priority 1: IAUPR-MC is proposing to implement an institution- wide internship program for all students able to take advantage of it. It will be modeled after the existing successful program used by the school of business and school of education. The neediest students will be identified and supported with a per diem to cover basic costs.

For Competitive Preference Priority 2: A well designed correlational study will be one of the activities of this project following the encouraging results observed by Castleman and Page (2014). The “nudging” intervention uses a widely adopted texting app to encourage students to refile their FAFSA application at the end of their first year. This study is contained in the What Works Clearinghouse as one of the studies that meet the moderate evidence standards.

The Research Foundation CUNY - The City College, NY

The City College of New York (CCNY) is a public, 4-year Hispanic and Minority Serving Institution established in 1847. CCNY is the flagship campus among the twenty-four colleges and institutions in the City University of New York (CUNY) system—the nation’s largest urban university system. Located in the predominantly Hispanic and African American neighborhood of Hamilton Heights, CCNY serves more than 13,000 undergraduate students per year, with more than 10,000 of these coming from New York City itself. CCNY provides an affordable entry point into higher education for low income and first generation students, and has an extremely diverse student body, reflective of the diversity of the city.

CCNY’s Title V grant project CiPASS-ExL(City College initiative to Promote the Academic Success of Students -Experiential Learning) will scale up practices from existing small but successful programs to reach a larger portion of the student population, and address weaknesses identified through ongoing assessment and analysis of our institutional work. This initiative will focus on experiential learning opportunities for undergraduates and building the internal structures and processes to ensure CCNY can successfully support students in these endeavors. With a grounding in the literature and best practices, CiPASS-ExL will: 1) create additional career exposure opportunities for more of our student population; 2) develop new relationships with in-demand, growth industries to provide internships for students; 3) work with industry to better align curricula with the skills and knowledge base that employers are seeking; and 4) create a more timely and accurate tracking system to understand the level of student participation in experiential learning and its impact.

The purpose of this initiative is to increase the number of Hispanic and low-income students graduating with real-world experiences, skills, and connections with relevant industries to increase retention and marketability for employment and provide employers with a work-ready pool of graduates. Specific project goals include: 1) Create programs and opportunities to connect students with employers and explore careers earlier in their trajectories; 2) Expand internship and experiential learning opportunities in growth areas and industries via a specified pathway; 3) Develop the internal infrastructure to support expanded experiential learning and internship opportunities and tracking metrics; 4) Improve the retention and employability of students by working with industry and employers to align majors and skill development with current and future opportunities.

These project goals will have measurable and significant outcomes such as the development of an experiential learning tracking system, at least 400 students placed in internships, 1000 students participating in career readiness and engagement workshops, relationships developed with more than 50 new employers, and curricular revision of at least 5 majors based on industry advisement. We expect that ultimately this initiative will impact the retention and graduation rates of Hispanic and low-income students we serve. CCNY is requesting \$2,985,733 over five years to support the CiPASS-ExL initiative and activities. Competitive Preference Priorities: CiPASS-ExL will address both Competitive Preference Priorities 1 and 2

Vanguard University (Vanguard) is a private university of liberal arts and professional studies located in Costa Mesa, California serving a diverse student population. Over the last three years, Vanguard has seen a dramatic change in the demographics of its student body. During that time the Vanguard student population has gone from predominantly white to a majority minority. This rapid change in ethnicity has not only transformed the composition of the student population but has reshaped the culture of the institution. Overall, 42% of Vanguard students identify as Hispanic, qualifying the institution as a Hispanic-Serving Institution (HSI). The goal of the Title V proposal is to overcome institutional challenges in facilitating career-readiness both by creating Career Opportunities and Master's Program Attainment Across the STEM disciplines (COMPAAS) at Vanguard University to improve Hispanic student achievement in the sciences with acute attention to career placement within various STEM fields. This goal will be accomplished through several activities including: 1) incorporate professional internships into the education pathway for students and in particular at local science and technology companies for STEM students; 2) expand professional career development opportunities for science students including but not limited to financial literacy; and 1) launch of two accelerated Professional Master's Programs in Computer Sciences and in Biotechnology.

Activity One: Incorporate professional internships into the education pathway for students at local science and technology companies. High-quality internship experiences are an integral part of an excellent undergraduate education as well as a necessary component of the PSM. Research demonstrates the positive relationship between college internship experiences and student preparation for career success.

Activity Two: Expand professional career development opportunities for science students including but not limited to financial literacy. Providing education and financial information designed to improve the financial literacy and economic literacy of incoming students and their families has become a priority.

Activity Three: Expand flexible degree options by not only launching two accelerated Professional Master's Program (PSM) in Computer Sciences and in Biotechnology but also by developing an integrated teacher credentialing program in the computer sciences. The Professional Master's Degree Program (PSM) is a new degree option for bachelor's graduates in the sciences, mathematics, or engineering who choose not to pursue a doctorate, but need additional training and skills to compete in today's global marketplace. It is designed as a terminal degree preparing a student for entry directly into the workforce.

The success of the proposed activities will be measured according to the key activity objectives: 1) the number of students participating in approved internships; 2) the degree to which graduates are gainfully employed in a position that directly corresponds with their field of study; 3) the rate at which students enroll in flexible degree programs including accelerated 4+1 degrees in the sciences; 4) the rate of full time employment of Vanguard graduates particularly in computer sciences; and 5) the typical salary of recent graduates.

Universal Design for Equity and Accountability in Learning (UDEAL)

Yakima Valley College (YVC) provides educational services throughout an 800 square mile district in south-central Washington State, a region inclusive of the Yakama Tribal Lands and a population that is more than 50% Hispanic. Only 15% of the Yakima Valley population holds a Baccalaureate (BA) or higher and more than 18% of families live in poverty. The YVC student population is approximately 80% first generation, with more than 70% receiving grant aid. YVC is challenged to provide equitable access and encourage equitable success within this large, impoverished, under-resourced area.

This proposal addresses YVC's goals for increasing proportionate completion outcomes of courses and programs of study for Hispanic and low-income students at the Associate degree level, and entrance into and completion of Baccalaureate of Applied Sciences (BAS) programs. Three Activities are planned to develop YVC's overall capacity to serve its diverse students.

Activity One: Integrate Universal Design in Academics and Services.¹² YVC will provide professional development on Universal Design for cohorts of personnel such that by the end of the five grant years 75% of the faculty will have implemented UD in courses and support programs. Universal Design focuses education on learning, with emphasis on equity issues; transparency in assessment; skillful use of technology; and engagement of stakeholders (students and community) in an active learning environment. YVC will research the impact of UD professional development on student success using a before/after experimental design.

Activity Two: Expand Associate to BAS Degree Opportunities also addresses **Competitive Preference Priority One: Paths to In-Demand Workplace**.³ YVC will develop a simulated learning Business environment for Associate and BAS students in Business, Business Technology, and Information Technology programs; internships for BAS students in Business (BASM) and Information Technology (BASIT); and increase the numbers of cohorts accepted each year for the BASM and BASIT programs. All developments will be informed by UD principles. YVC will research the impact of work-related learning in the simulated learning environment and internships on student perceptions and retention.

Activity Three: Imbed Financial Literacy Throughout the Institution also addresses **Competitive Preference Priority Two: Skills for Productive Individuals (financial literacy)**.⁴ YVC will embed financial literacy in Math and Business courses; develop and provide interventions to help students stay in good standing for financial aid; train advisors to provide financial literacy with academic advising; provide stand-alone financial literacy activities; and align Work Study with YVC's Guided Pathways to careers. All financial literacy activities will be informed by UD principles. YVC will research the impact of interventions on student retention and completion, and the impact of financial literacy on students' financial literacy.

1 Rogers-Shaw, C., Carr-Chellman, D., & Choi, J. (2017). Universal design for learning: Guidelines for accessible online instruction. *Adult Learning*, 29(1), 20-31. DOI: 10.1177/1045159517735530

2 Dabbagh, N., Bass, R., Bishop, M., Costelloe, S., Cummings, K., Freeman, B., Frye, M., Picciano, A. G., Porowski, A., Sparrow, J., & Wilson, S. J. (2019). Using technology to support postsecondary student learning: A practice guide for college and university administrators, advisors, and faculty. <https://whatworks.ed.gov>.

3 Saunders, A., Green, R., & Cross, M. (2017). Making the most of person-centred education by integrating flipped and simulated teaching: An exploratory study. *Nurse Education in Practice*, 27, 71–77.

4 Farinella, J., Bland, J., & Franco, J. (2017). The Impact of Financial Education on Financial Literacy and Spending Habits. *International Journal of Business, Accounting, & Finance*, 11(1), 1–12

Santa Rosa Junior College Title V Lanzamiento Program Individual Development Grant

Abstract

Santa Rosa Junior College (SRJC) is a publicly funded two-year Hispanic-Serving Institution located in Santa Rosa, California; 35% of its students identify as Hispanic.

Many first-year SRJC students are underprepared and need a great deal of support to be successful academically. Many Hispanic students entering SRJC are often below college proficiency in reading, writing, and mathematics and therefore require special assistance to develop the skills they need to successfully complete their college-level courses and degree programs and/or transfer to four-year institutions.

In 2018, over 25,000 students enrolled at SRJC each semester with a total annual unduplicated headcount of almost 38,000. 42% of SRJC students eligible to apply receive financial aid and 11% of SRJC student families receiving aid make less than \$20,000 annually with 28% of families below the national poverty level. In 2017-18, 42% of SRJC students receiving aid met the qualifications for low-income classification.

In an effort to increase academic opportunity and attainment for Hispanic and low-income students, SRJC proposes the SRJC Title V (DHHS) Lanzamiento (Launch) Program. The SRJC Title V (DHHS) Lanzamiento Program is designed to strengthen and enhance the academic pipeline of Hispanic low-income students from early engagement to engaged alumni. To achieve that, **three program goals** have been established: 1) Increase access, academic preparedness, and college readiness among entering Hispanic low-income students; 2) Improve course completion and success rates among Hispanic low-income students; and 3) Increase transfer, degree, and/or certificate completion among Hispanic low-income students. Achieving the goals of the proposed Lanzamiento Program will improve academic achievement, persistence, and career success for members of this vulnerable population.

Within that framework, grant strategies include: a comprehensive and aligned pre-matriculation and onboarding initiative, enhanced curricular pathways and instructional approaches, embedded and aligned learning support resources, and a new transfer and completion initiative. Grant activities are crafted to increase the percentage of Hispanic low-income students completing transfer-level math and English in their first academic year, rates of earning “A” grades, course completion rates, and transfer rates.

The Lanzamiento Program will enact sustainable institutional transformation that will strengthen Santa Rosa Junior College’s capacity to serve diverse student populations, including Hispanic low-income students, more equitably.

The Lanzamiento Program directly addresses both Title V **Competitive Preference Priorities 1 and 2**. The Lanzamiento Program contains core activities that support instruction in fostering flexible and affordable paths to obtaining knowledge and skills as well as promoting the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens.

Project Title: Maverick Outpost: Guiding Disadvantaged Students to Success

Overview: Lone Star College-Montgomery (LSC-Montgomery) is one of seven colleges in the Lone Star College system. The headcount of students in 2019 at LSC-Montgomery was 20,870, of whom one third (6,965) were Latinx.

Key Problems: The college seeks to address four significant problems. First, there is low college enrollment from underserved and heavily Hispanic areas near Conroe, and away from the main campus. Second, there is a low fall-fall persistence rate at the college for all students, including Hispanic students. Third, there is a low graduation rate for students, especially Hispanic students, in the Conroe area. Fourth, too few students, especially Hispanic students, transfer to four-year Institutions of Higher Education (IHE) from the Conroe area.

Goal: An analysis of LSCMontgomery's strengths, weaknesses, and significant problems indicated a need to **increase university transfer and degree obtainment**. This goal is supported by the activity objective, *to increase the percentage of underserved students, primarily Hispanic and other low-income students, who enroll, persist and complete a degree and transfer to a four-year IHE*.

Project Description: LSC-Montgomery seeks to 1) expand **outreach activities** to encourage interest in higher education in underserved areas, 2) implement a model of "**College Coaching**" to assist first-generation college students in navigating college, 3) expand focused and **enhanced advising and tutoring** resources, 4) create of a "Maverick Outpost" (named after the school mascot) near public transportation in the target area, and 5) educate students about **financial literacy** (Competitive Preference Priority 2), with instruction in financial literacy, knowledge of markets and economics, and higher education financing and repayment.

Based on a Comprehensive Development Plan, South Texas College proposes to implement a 5-year project that seeks to accomplish the following goals and objectives by making improvements in the following areas—Academic Coaching (with the Inside Track© evidence based model), Online Tutoring, Starfish, and Financial Literacy: Goal 1.)Provide students with accessible pathways that promote persistence, educational attainment, academic achievement, personal and professional growth. Obj.1.1Increase Fall to Fall Persistence among Bachelor Program by 2% annually by implementing Inside Track© Coaching; Obj.1.2Increase the Fall to Fall Persistence among STEM and Computer Science Associate Degree Programs by 2% annually; Goal 2.)Provide accessible and inclusive educational opportunities that enable seamless transfer to advanced degrees or align with emerging workforce needs. (Aligned to Institutional Goal -Create Educational Opportunities for Students); Obj.2.1Increase access to online tutoring by offering 3 courses per year in years 1-4; Obj. 2.2At least 70% of students who receive a minimum of 4 online tutoring sessions will pass the courses for which they received online tutoring per year; Goal 3.)Increase accessibility to an expanded use of Technology Based Resources (Starfish). (Aligned to Institutional Strategic Goal -Promote Academic Integrity and Excellence); Obj.3.1At least 75% of students who receive Starfish direct intervention support will successfully pass their course(s) for which they were flagged in Starfish; Obj.3.2At least 70% of students who receive Starfish direct intervention support will re-enroll the following semester. Goal 4) Increase students' ability to effectively manage debt and stay on a path leading to program completion and employment; Obj.4.1Serve at least 2,000 Hispanic FTIC students in year 1 with an increase of an additional 250 each year in years 2-5 with Financial Literacy services; Obj.4.2Increase student's perception of knowledge gained in financial and economic literacy among 75% of Hispanic FTIC students served per year with Financial Literacy services.

Tarrant County College District (TCCD) is one of the nation's largest comprehensive two-year colleges, comprising six campuses District-wide and serving more than 100,000 students each year. TCCD is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). TCCD's mission is to provide "affordable and open access to quality teaching and learning" through postsecondary educational opportunities. In the Fall of 2019, TCCD enrolled 50,496 students, 36.6% of which were Hispanic. Due to the diversity of the college and the surrounding community, TCCD has the opportunity to increase college access and success, as well as improve educational outcomes, of Hispanic students. The TCCD Title V project, "College, Career and Life Readiness Program" presents a four-pronged, integrated approach to improve college readiness and academic support services for FTIC Hispanic and low-income students. As a result of Title V funding, TCCD will provide high-quality, evidenced-based services to support student success from enrollment to graduation. These services include: informed selection of an educational pathway, enrollment, proactive advising, career exploration, financial literacy information, and access to support services.

Objective 1: Increase academic preparation for post-secondary education of FTIC Hispanic and/or low-income students participating in Title V grant activities by 8 percentage points over the 2019 Fall TSI FTIC 30.8% (TSI Met) baseline to 38.8%.

Objective 2: Implement career advising for FTIC Hispanic and/or low-income students. At least 75% of students participating in Title V activities will receive career advising through participation in at least 2 career advising sessions per semester.

Objective 3: Increase 4-year graduation rate of Hispanic and other low income FTIC students by 7 percentage points from 16.3% (2015FL cohort) to 23.3% (2020FL cohort). Objective 4: At least 50% of faculty/staff will complete at least 1 course/professional development activity related to cultural competency.

TCCD is requesting \$3,000,000 over five years. TCCD will absorb the cost of Title V program staff incrementally each year, thus successfully sustaining new initiatives.

Texas A&M University-Kingsville (TAMUK)

Fostering Pathways to Success

The Fostering Pathways to Success (FP2S) grant project will provide students and TAMUK Stakeholders with pathways that foster retention, persistence, and completion to graduation through student-centered high-impact practices.

Goal 1 addresses the need to increase the number of Hispanic and low-income students that will participate in undergraduate research, internships, and financial literacy workshops. The Association of American Colleges and Universities identifies both internships* and undergraduate research* as high-impact practices that increase student retention rates, student engagement, and graduation.

Goal 2 addresses the need to provide professional development to faculty interested in redesigning their course to include classroom-based undergraduate research through a High-Impact Practices in Higher Education Conference held annually. Through this initiative, faculty will acquire knowledge and skills to enhance student learning via classroom-based research. Additionally, Goal 2 will facilitate collaborative series of meetings between TAMUK Stakeholders and surrounding area employers to create academic plans that address industry required marketable skills.

Goal 3 will provide Hispanic and low-income students an opportunity to gain knowledge and skills through a Design, Explore, and Create (DEC) Makerspace Studio. This space will invite users to explore traditional and digital media, interact with mentors and peers, engage in creative projects, help students develop their creativity and collaboration skills, implement project-based learning, and promote campus learning spaces effectively.

Competitive Preference Priority (CPP) 1 addresses improving collaboration between TAMUK education providers and employers to ensure student learning objectives are aligned with the skills or knowledge required for employment in-demand industry sectors through facilitated meetings between educators and employers. Furthermore, CPP provides work-based learning experiences through monetarily supported internships on and off-campus.

Competitive Preference Priority 2 provides a series of financial literacy seminars that affords students the opportunity to gain knowledge and skills of markets in economics, higher education financing and repayment, and other skills aimed at building personal financial understanding and responsibility.

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Reading Area Community College, PA

Reading Area Community College (RACC), located in Berks County, is one of 14 community colleges, and the only public Hispanic Serving Institution in Pennsylvania. Of RACC'S 3,540 students (Fall 2018), 36.99% are Hispanic, over half are of traditional age; half are minority; and 41% are low-income. The average income for Reading residents is half that of county residents, and the percentage of residents below the poverty level is triple, 36.6%, that of the county. Culturally diverse and economically disadvantaged, RACC's next gen students' lived experiences are incongruent with RACC's current institutional structures and processes, and, confound those students; as a result, only 20% graduate with an associate degree in three years. Many who begin at RACC are unable to participate in the wealth of opportunity provided by the predicted job growth throughout Berks County, one of the largest job belts in the state.

The goals of the proposed project, *Nuestro Próximo Paso: Reframing A Community College for Student Prosperity*, is to catalytically transform the institution by Reframing Enrollment and Advising through the implementation of coaching, proactive advising, and early interventions while simultaneously Reframing Curriculum and Instruction through the implementation of guided pathways, improved gateway course instruction, and development of a Learning Commons. Supported by professional development and culturally responsive training, the project design rests on strong evidence and is responsive to both Competitive Preference Priorities. Over the course of the next five years, \$3 million will be invested to make change the current trajectory and make graduation a reality.

Dodge City Community College, KS

Dodge City Community College (DCCC), Dodge City, Kansas, is a two-year public community college serving a 9,000 square mile, nine-county rural service area (population 59,374) in Southwest Kansas. The service area has a high number of Hispanic residents and a very low unemployment rate (2.4% November 2019 1). However, despite the high employment rate, earnings are low compared to the rest of the state (9.3% lower), reflecting high demand for workers in low-wage jobs in the meat packing plants that historically drew large numbers of Hispanic residents to the area.

In recent years, the ratio of Hispanic students at DCCC has increased steadily from 32% in Fall 2012 to 45% in Fall 2018; however, this percentage is lower than both the percentage in the community (54%) and the service area high schools (56%). In the largest service area high school located in Dodge City, 78% of the students are Hispanic, indicating that the community ratio is likely to continue to grow even more.

We propose a DHSI -- Title V project, **Achieving Credentials in Dodge City, KS (AC/DC KS)**. AC/DC KS is designed to develop five technical programs (including three new programs) at the College to provide Hispanic and needy students the opportunity to pursue technical training that includes stackable credentials leading to high-wage jobs in industries that are recognized by the Kansas Area Workforce Board as high demand in Local Area 1 where the College is located. AC/DC KS intends to leverage its partnership the National Coalition of Certification Centers (NC3) to add industry-recognized certifications to robust career pathways, leading to College-awarded certificates and degrees. To encourage more high school students to transition to college and attain college credit, DCCC will start an innovative dual enrollment program for high school juniors and seniors in these same programs. It will also revise and implement the Accelerating Opportunities in Kansas (AO-K) pathways for the existing and new programs. This program co-enrolls adult education students in basic skills and technical programs. All project participants will be provided tutoring and wrap-around student services.

AC/DC KS will address both Competitive Preference Priorities by providing pathways to additional credential attainment and work-based education in CPP1 and in preparing students for the workplace by developing their professional skills in CPP2.

AC/DC KS also proposes to provide funds to the College Endowment Fund by raising the necessary matching funds.

Year 1 Budget Request: \$571,925

Total Budget request - 5 years: \$2,783,647

Number of degrees and Certificates - 5 years: 403 Federal Cost/degree or certificate = \$6,907.

Heritage University, a private, four-year Hispanic-Serving Institution located in Toppenish, Washington, was founded in 1982 to **extend access** to higher education to this low-income, high minority, and under-

| Student Profile | |
|-----------------------------|-----|
| Total degree seeking | 910 |
| Spring '19 Undergrad. | 708 |
| Hispanic | 69 |
| Native American | 12% |
| First Generation | 85% |
| Receive Financial Aid | 91% |
| Heritage U. Fast Facts 2020 | |

served area of Washington State. Many area residents **have low levels of income and education**, and these characteristics are shared by Heritage U.'s students, more than half of whom (69%) are **Hispanic** (vs. 49.9% for the county) and another 12% **Native Americans** (vs. 6.5% for the county). Yakima County is well endowed agriculturally, however, despite this agricultural bounty, the social-economic factors of the region demonstrate critical needs. Yakima County unemployment is almost double (7.1%) that of the State (4.4%) and more persons are living in poverty (16.5%) compared to the State (10.3%). It's astounding that only 16.0% of

those 25 years/older in Yakima County hold a bachelor's degree or higher compared to the State at 35.3%!

To address these inequities, Heritage U. must build capacity in preparation of Hispanic and other low-income students to enter high-demand STEM and health professions to **extend access, opportunity, and greater community service**. Not only that, it is vital to ensure that we take advantage of technology which improves student retention and amplifies the educational options for and success of diverse student bodies. Further, we will improve and expand our BSN Program and improve and expand our science lab spaces. And, to make sure we are properly tracking our progress, gathering the necessary data, and making formative changes as we progress and ultimately summative decisions to move us forward, we are also setting up an Institutional Research Office. These efforts support significant enrollment-based revenue growth to **sustain new programs and services** in the coming years.

We propose to develop an activity with four distinct yet interrelated components that synergistically work together as follows: (1) **Information and Instructional Technology equipping and upgrades**; (2) **Bachelor of Science Nursing [BSN] Program improvement and expansion**; (3) **Science Department Lab equipping, renovation, and expansion**; and (4) **set up of an Institutional Research Office**. We are also **renovating and equipping** classrooms and labs for effective instruction and **integration of information technology** into courses and programs that are integral to the project and institution as detailed in the proposal that follows.

Two new science Labs will be created: the **Environmental Health** and the **Physical Sciences Labs** which will afford us more scheduling options and grow our enrollment in the sciences. The introduction of the **RN – BSN Program** will also grow our enrollment especially of the **non- traditional students** we have lost over the years as our overall enrollment declined. Finally we also address in this proposal; **Competitive Preference Priority 1** by offering **stipends** to students performing **summer internships** and **Competitive Preference Priority 2** by developing a **Financial Literacy course**.

Heritage U. proposes **ongoing evaluation** to support achievement of project objectives and **Government Procedures and Results Act (GPRA)** provisions that demonstrate accountability and continuous improvement. Annual project evaluation will produce results for each of the Dept. of Education's **Key Performance Measures**: enrollment, retention, and graduation rates which we will collect, and report as requested during and after funding. External evaluation will also be utilized to make continuous improvements and adjustments to the Project as we progress.

A total of \$3,000,000.00 is requested in Title V funds for this Project.

“Degree with a Purpose: Integration of Career Development and Financial Wellness into the College Experience”

California State University, Sacramento (Sacramento State) is a regional comprehensive University enrolling a diverse student body of over 31,000 students. Located in the heart of California’s capital city, the University proposes the Title V DHSI Project, ***“Degree with a Purpose: Integration of Career Development and Financial Wellness into the College Experience,”*** to address educational and economic barriers for Hispanic and other low-income students through a cross-campus strategy that places career development as a priority focus of students’ college experience from enrollment to graduation to career.

The ***Degree with a Purpose*** project will enhance our existing culture of student success by embedding career services and financial wellness into the student experience. Specifically, we will develop, implement, and institutionalize three integrated, campus-wide strategies based on research supported by Complete College America’s *Purpose First* Model and the What Works Clearinghouse evidence-based study (Morisano et al, 2010) on setting, elaborating, and reflecting on personal goals to improve academic performance:

- **Strategy 1.** Early Career Planning and Onboarding
- **Strategy 2.** Integration of Career/Financial Wellness Counseling into the College Experience
- **Strategy 3.** Integration of Career, Work-Based Learning and Financial Wellness into Courses and Co-Curricular Programs

These three strategies will help achieve our overarching goal of enhancing student learning and success. For prospective and incoming students we aim to integrate early career preparedness and financial wellness curriculum into existing Equity Educational Fairs and new student orientation to provide goal setting and an introduction to STEM and in-demand industry sectors. For lower and upper division students we will provide dedicated career and financial wellness counseling, individual career planning, and opportunities to expand work-based learning. Finally, to faculty and staff, we will offer professional development and mini-grants to develop institutional capacity to integrate early career development, financial wellness and work based learning into existing courses and programs.

The proposed project measurable outcomes include: (1) reduce numbers of students who are undeclared; (2) increase retention rates; (3) reduce numbers of students changing majors more than once; (3) increase numbers of students pursuing STEM and in-demand degrees and careers; (4) expand curricular and co-curricular programs with early career development and financial wellness components; (6) increase two- and four-year graduation rates; and (7) earn a Seal of *Excelencia*, to recognize the institution’s service to Hispanic students.

The Project’s overall five-year budget of \$3,000,000 represents a cost-efficient approach that will support personnel, fringe benefits, supplies, software/technology, professional development, travel, training and external evaluation. The **project addresses both Competitive Preference Priorities** of this Title V competition related to workforce development and financial wellness.

Project Abstract

Antelope Valley College: 3041 W. Avenue K, Lancaster CA 93536

Project Title: *TAPP: Teacher Accelerated Preparation Program*

TAPP Stage 1: Opening the pipeline will focus on raising the awareness of high school students for the local need of paraprofessional educators and certificated teachers.

Collaborating with high school counselors and communicating to students and parents about the existence of the program and the earning potential for graduates. ***Stage 2: Supporting the pipeline*** will follow the recommendations of the Guided Pathways Services program to create easy to follow degree roadmaps and offer high impact student support services that will ensure students' progress towards graduation in a timely manner. ***Stage 3: Completion*** will concentrate in developing courses for the stackable paraprofessional certificates and the transfer degree in teaching.

CDP Goals: To develop: **G1:** a) A Teacher Accelerated Preparation Pathway (TAPP) that is specifically designed to produce more Hispanic teachers. b) Practices, services and curriculum for the new TAPP pathway that are directly responsive to Hispanic student needs. **G2:** a) Pre- teacher support program. b) Capability to assess institutional effectiveness in serving Hispanic Students. **G3:** a) A guaranteed transfer pathway between AVC, CSUB, and other local 4-year schools. b) An innovative and direly needed paraprofessional program that meets the needs of potential Hispanic teachers who need career options on the way to a teaching degree.

CDP Objectives: To increase incrementally: **1)** The number of Hispanic and low-income full- time teacher education degree-seeking undergraduate students enrolled at AVC over the five- year period; **2)** The number of Hispanic and low-income students participating in pathway student support services; **3)** The number of Hispanic and low-income students who participate in grant-supported services or programs and complete teacher transfer requirements or earn a paraprofessional certificate; **4)** The number of Hispanic and low-income students transferring successfully to a four-year institution teacher credentialing program from AVC (a two-year institution); **5)** The persistence rate of Hispanics and low-income first-time, full-time Teacher Education degree-seeking undergraduate students (students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year and who remain in the Teacher Preparation degree/credential program; **6)** The number of Hispanic and low-income teacher credentialing seeking transfer students on track to complete their teacher credentials within three years from their transfer date; **7)** The number of Hispanic credentialed teachers and paraprofessional teachers that are employed at local K-12 Districts.

Competitive Preference Priority 1: The TAPP is designed to include a new internship program for AVC pre-service teachers. TAPP students will have an opportunity to participate in Supervised Teaching Practicum Experiences. There are severe shortages of teachers and paraprofessionals in California and particularly in the AVC service area. The shortage of Hispanic teachers is a more critical problem, and the internship opportunities are one important TAPP strategy to address this problem.

Competitive Preference Priority 2: The project is designed also to address the financial needs of low-income Hispanic pathway students with a financial literacy program modeled on one of the most effective programs in reducing student debt.

Victoria College's (VC's) institutional self-analysis highlighted seven major problems VC students face, each of which also threatens the college's self-sufficiency. These problems are low college-going rates of regional high school graduates, high rates of first-time-in-college (FTIC) students dropping classes, low FTIC ABC attainment rates, low FTIC Fall-to-Spring persistence rates, low FTIC Fall-to-Fall persistence rates, low FTIC three-year graduation rates, and low FTIC two-year transfer rates.

To improve these outcomes by September 2025, VC established three goals:

1. Realize student success; 2. Meet community needs; and 3. Achieve institutional excellence. To fulfill the goals, VC will implement four activities over the five-year grant period. The activities will benefit all VC students, including VC's high proportion of Hispanic students:

1. **Create a College, Career, & Financial Health outreach program** to promote college-going in the region's elementary through secondary schools. The activity objectives are to increase college admissions application rates, FTIC FAFSA completion rates, FTIC scholarship application rates, and FTIC prior dual enrollment rates.
2. **Expand and improve VC's Community Connection Center** to provide comprehensive, case-management support services to VC's predominantly at-risk student population. The activity objectives are to increase FTIC support services utilization rates and increase FTIC academic goal setting rates.
3. **Scale up VC's Total Learning Center** to provide adequate tutoring services and academic coaching to support student success. The activity objectives are to increase FTIC coaching participation rates and increase FTIC tutoring participation rates.
4. **Standardize VC's faculty-driven support practices** through guided professional development and implementation of identified best practices. The activity objectives are to increase instructor promotion of VC's support services and to increase FTIC students' active participation in discussions, group work in class, group work out of class, and study groups.

Through attainment of these activity objectives, VC will address the problems and goals of the CDP and obtain the seven CDP objectives:

1. Increase college-going rates from 18% to 24%.
2. Decrease FTIC course drop rates from 25% to 20%.
3. Increase FTIC ABC rates from 64% to 71%.
4. Increase FTIC fall-to-spring persistence from 75% to 81%.
5. Increase FTIC fall-to-fall persistence from 54% to 64%.
6. Increase FTIC 3-year graduation rates from 21% to 25%.
7. Increase FTIC 2-year transfer rates from 12% to 17%.

VC's 2020-25 Title V DHSI project also addresses both of the FY 2020 Competitive Preference Priorities.

As the largest and most ethnically diverse institution within the Nevada System of Higher Education, and as the first Hispanic-Serving Institution (HSI) in the State, the College of Southern Nevada (CSN) is ideally placed to create paths to postsecondary degree success for large numbers of Hispanic students, and potentially for all students at the College, through CSN's El Mapa Matemático/Math Map. Mapa guides students over the biggest hurdle to degree completion—college-level math courses—by integrating the College's efforts at four milestones on the student's journey: placement, support, instruction, and pre-graduation. CSN mined Department of Education resources on developmental math reforms and best practices at other HSIs to synthesize a Math Map for every aspect of a student's experience before and during Math courses. Mapa activities also incorporate all STEM Pathway Strategies suggested in Excelencia in Education, What Works for Latino Students in STEM: Placement: Mapa Navigators and Math Faculty develop a holistic tool to accurately place a student in a Math course ;Support: Mapa Navigators coordinate academic counseling and non-academic referrals (e.g. immigration services, access to basic needs, food pantries) from day one to graduation day; Instruction: Math Faculty implement Math teaching techniques based on ongoing professional development; peer Math Aides and Math Faculty implement curricula in Mapa classrooms that have been renovated to enhance active learning; andPre-Graduation: Mapa students present at La Cumbre Matemático/ a Math Summit, sharing their research and collaborative workforce skills with industry and community leaders. Mapa innovates by navigating students from the base of accurate math course enrollment to the summit of graduation. Because over 30,000 students attend CSN over three campuses, Mapa can lead HSIs in assessing this integrated path using such five-year outcomes as:

- Mapa holistic placement tool is used to more accurately place 50% of new Hispanic students in math courses.
- 25% of Hispanic students, placed into a Mapa co-requisite Math course (Mapa co-req), complete the course, compared to 18% of their peers in a traditional co-req.
- 25% of Hispanic students, attending 10+ hours of tutoring in a Mapa co-req, pass with a C or higher, compared to 18% of their peers in a traditional co-req.
- 25% of Hispanic students, placed into a Mapa co-req, graduate or transfer to a 4-year institution. The total amount of Title V funding requested is \$2,889,572. Cost breakdown is as follows:
Personnel/Fringe Benefits - \$1,608,906 (69.5%); Travel - \$189,600 (6.5%); Technology/Equipment - \$179,250 (6%); Supplies - \$266,365 (9%); Contractual (Summit guest speakers) - \$105,000 (4%)
Construction - \$48,000 (2%); and Other (Registrations for Professional Development) - \$93,000 (3%).

Palo Alto College (PAC), one of the five Alamo Colleges, began offering classes in 1985 with an enrollment of 231 students. Now in its 35th year, the college has an enrollment of 9,852 students and continues to provide high-quality education in San Antonio and has been a pillar of the south side– a historically impoverished, educationally underserved, and predominantly Hispanic community. PAC requests \$2,675,946 to fund its proposed Developing Hispanic Serving Institutions (DHSI) grant project for a five-year period (October 1, 2020 – August 31, 2025) with a targeted emphasis on Hispanic and low-income students in San Antonio. Project Listo, or “ready” in English, is designed to establish college-wide best practices and support one activity, Increasing Student Enrollment, Persistence and Success, with three (3) supporting components: 1) Increase Student Support: developing comprehensive and collaborative academic and student service programs with the creation of a one-stop Center for Career and Experiential Learning related to PAC academic pathways and improving financial literacy 2) Growing Partnerships: strengthening industry and employer relations to increase student internship and service-learning opportunities, assist faculty with externships to gain insight to industry needs, and work with feeder high schools for summer bridge programs 3) Enrich Learning: increasing professional development for faculty to support curriculum design that incorporates career readiness and cultural competency for student success. Listo addresses Competitive Preference Priority 1: Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills and Competitive Preference Priority 2: Fostering Knowledge and Promoting the Development of Skills That Prepare Students to be Informed, Thoughtful, and Productive Individuals and Citizens

Phoenix College (PC), established in 1920 and celebrating its centennial this year, is the flagship college of the Maricopa County Community College District. PC is a learner-centered, comprehensive community college dedicated to providing affordable, high quality, and accessible education to the diverse community it serves. The main campus is located in the central business district of Phoenix, Arizona with nearby satellite campuses dedicated to workforce development, specifically, IT, allied health, and nursing. PC is classified as a Hispanic-Serving Institution (HSI) with a Hispanic enrollment of 58%. In fall 2019, 8,832(79.5%) students were low-income, and/or first-generation. The college is committed to providing the supportive services required to meet the needs of its students so that they are successful as they advance along academic and career pathways. A significant percentage of PC students are academically deficient; lack skills in mathematics, English, and reading; struggle under minimal financial resources; and have underdeveloped or sparse support networks to sustain their academic objectives or mitigate challenges and obstacles when they arise. For these and other reasons, student retention, completion, and transfer is low and students' limited resources may be prematurely exhausted by extended part-time enrollment. Faculty and staff effectively meet the needs of students however there is limited capacity to improve practices.

To address the above-mentioned systemic challenges, the Project will advance four strategic initiatives to mitigate institutional weakness, leverage institutional strengths, and integrate solutions that will become operationalized and sustained. (1) Through an extensive and intentional process, equity-minded practices will be articulated and fostered across the institution from the frontline staff at every student-facing program and service area to the design of the institutional strategic planning process. The institution will increase its capacity to serve students where they are; consequently, student trust, engagement, and persistence will rise. (2) Adopting paradigm-shifting initiatives, the institution will restructure programs, curriculum, and services to further integrate academic and non-instructional services and deliver them proactively to the student. The institution will increase its capacity to embed and expand support services and deploy them equitably; as a result, the student learning and support experience will be less fragmented and complex and this will increase students' capacity for success and completion. (3) The institution will establish a MESA Program and thoroughly develop a STEM "field of interest" to support the entire student lifecycle, from intake to work-based experiences. Integrating academic pathways and student support services will support Guided Pathways and speed the time for completion and transfer. (4) The institution will build capacity in each department and program to use and generate data assets to guide operations and to demonstrate impact on student learning, success, and completion. As a result, institutional data resources will be more effectively applied and also iteratively enhanced by increased frontline use.

This proposal will address both Competitive Preference Priorities 1 and 2. For Priority 1, students will benefit from a program that develops an array of competencies and skills to prepare them to be successful for work-based experiences. For Priority 2, students will benefit from a comprehensive and sustained program of financial literacy to foster knowledge and promote skills that will empower them to navigate financial challenges and opportunities; to make them understandable, manageable, and actionable